



**Unit Name: Reading Literature/Short Stories**

**Duration: Unit 4**

**Essential Questions: Who perfected the great American short story?**

**What are the elements of a short story?**

**When did the short story become more American?**

**How did the short story become more American?**

**How is appreciation for the simple things in life depicted in *Our Town*?**

**How is the theme life is fleeting depicted in *Our Town*?**

**Enduring Understandings: Readers can recognize and understand the elements of a short story.**

**Readers can understand the impact of American authors on the short story.**

**Readers can describe elements of the setting in relation to specific American short stories.**

**Readers can understand themes in relation to specific American short stories..**

**Readers can identify characters and plot within specific American short stories.**

**Relevant Standards: R.L.9.1, R.L.9.2, R.L.9.3, R.L.9.4, R.L.9.6, W.9.2, W.9.2b., W.9.2c., SL.9.1, SL.9.1b, SL.9.1c., L.9.1b., L.9.2b., L.9.2c, L.9.3, L.9.4, L.9.4a, L.9.4c.d., L.9.5a., L.9.5b.**



**Core Instruction: American short stories integrate reading, writing and grammar lessons.**

**Reading: Genre Literature/Fiction**

- Close reading skills; fluency; analyze how particular elements of a story interact:
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Identify a variety of literary concepts and techniques as they are used in American short stories.
- Gain insight to the development of a short story.
- Appreciate all devices an author can use in the development of a short story.

**Writing: Developing a short story.**

**Elements of a short story: plot, setting, characters, theme, conflict**

**Students write an original short story on topic of choice.**

- Develop topic.
- Write with colorful imagery in order to develop a plot, setting, characters, theme and a conflict.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.



**Grammar:**

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

**Interdisciplinary Connections**

After reading Edgar Allen Poe’s “The Pit and the Pendulum,” students will figure out how long each side of the room would have been if the prisoner’s pacing had been accurate and the room had been square.

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, first draft, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** character, setting, plot, theme

**Core Instructional Materials/Resources/Digital Tools:** *Our Town, Literature and the Language Arts: The American Tradition* short stories by Edgar Allan Poe, Shirley Jackson, Ambrose Bierce



**21<sup>st</sup> Century Themes and Skills:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**In groups and after reading Edgar Allen Poe’s “The Pit and the Pendulum,” students will figure out how long each side of the room would have been if the prisoner’s pacing had been accurate and the room had been square.**

**8.1 Educational Technology**

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5



	<div data-bbox="718 428 932 602" style="border: 1px solid black; padding: 5px;"> <p>Understand and use technology systems.</p> </div>		
<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write an original short story.</p>		
<p><b>Differentiation/Accommodations/Modifications</b></p>			
<p><b>Gifted and Talented</b></p>	<p><b>English Language Learners</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Students at Risk of School Failure</b></p>



<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and</p>
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<p>pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete</p>
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