

**Tigard High School  
Unit Planning Organizer**

**Subject:** English

**Grade:** 9

**Quarter/Weeks:** 1<sup>st</sup> or 3<sup>rd</sup>

**Unit:** Short Stories

**Pacing** (Unit Length): approx 4 weeks

**Essential Question(s):**

- What tools do writers use to tell a story?
- How does learning specific literary vocabulary enhance our ability to discuss and write about literature?

**Big Idea(s):**

- How narrative is structured, from the level of sentences, to unified paragraphs, to effective development of a work using distinctive literary elements

**Common Core Standards**

**RS 2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RS 3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RS 4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RS 5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RS 6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RS10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W2d:** Use precise language and domain-specific vocabulary to manage the complexity of a topic

**\*Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create**

<b>Concepts (Need to Know)</b>	<b>Skills (Able to Do)</b>	<b>BL*</b>
Definition of multiple literary terms: theme, central idea as developed by plot, imagery, symbol, motif, characterization, and setting	Define, Identify, Connect	Understand, apply
Characterization, motivation, conflict	Analyze	Analyze, evaluate
Connotation, denotation, figurative language, context, tone, mood, setting	Determine meaning and analyze impact of language	Define, analyze
elements of plot and chronology effect of structure on meaning	Identify and name the elements of a text's structure. Understand that an author uses these techniques to create an effect. Interpret the effect.	Analyze, evaluate
Cultural context of a text	Understand the cultural context of a text and use that information to analyze the text	Understand
text complexity band (lexile)	read and comprehend	Understand
Literary terms	identify, define	Understand, apply

### **Assessments:**

#### **Common Formative Pre-Assessments**

- Pre-test: short story exam identifying literary elements and discussing evidence

#### **Progress Monitoring**

- Class discussions
- Short writing pieces (creative responses and analytical paragraphs) on each story
- Direct instruction of all elements listed on “Five Elements of Fiction Every Freshman Should Know”

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- Language instruction should include the following:
  - MLA format
  - Understand and apply parts of speech
  - Identifying the parts of a sentence
  - Recognizing fragments and run-ons
  - Use commas correctly to offset phrases
  - Combine sentences effectively and correctly
  - Introduce semi-colons
  - Common homonym errors
  - Apostrophes

### **Common Formative Post-Assessments**

- Short story unit exam, identifying literary elements and drawing evidence from a new story

### **Summative Assessments**

- On-going short writing assignments set students up for summative assessment in *Of Mice and Men* unit

### **Instructional Planning**

#### **Suggested Resources / Materials**

- “Five Elements of Fiction Every Freshman Should Know” document
- Textbook and supplementary short stories
- Literary term power points and handouts

#### **Suggested Research-based Effective Instructional Strategies used in this unit:**

- 1 Summarizing and note taking
- 2 Reinforcing effort and providing recognition
- 3 Homework and practice
- 4 Nonlinguistic representations
- 5 Cooperative learning
- 6 Setting objectives and providing feedback
- 7 Cues, questions, and advance organizers

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Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
Symbol Plot: exposition, conflict, rising action, climax, Resolution Characterization Theme Setting Point of view: first person, third person Limited, third person omniscient Irony Imagery	Commentary on a selected passage from a short story	Historical context for some texts connects to history classes; grammar lessons connect with ELL classes and foreign language concepts

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