

**Title: Unit 2**

**Subject/Course: English I**

**Topic: Short Stories**

**Grade: 9**

**Designer(s): Solleveld and Much**

### **Standards**

#### **Priority Standards:**

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole

#### **Secondary Standards:**

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. CC.1.3.9–10.B L.F.2.1.2 Cite evidence from a text to support generalizations.

#### **Meaning:**

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</li> <li>• Plot structure is important: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</li> <li>• Analyze how words and phrases shape meaning and tone in texts.</li> <li>•</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is conflict?</li> <li>• How do characters’ motivations shape conflict and plot?</li> </ul>
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**Acquisition:**

<p><b>Students will know...</b></p>	<p><b>Students will be skilled at:</b></p> <ul style="list-style-type: none"> <li>• Close reading of short stories.</li> <li>• Analyzing the author’s purpose and how it is conveyed in a text.</li> <li>• Making connections between texts, from text to world, and text to self.</li> <li>• Explaining, interpreting, comparing, describing, analyzing, and/or evaluating key literary devices within a story, how they affect the story and its structure, and the effect on plot and theme development. <ul style="list-style-type: none"> <li>* character</li> <li>* traits</li> <li>* motives</li> <li>* characterization</li> <li>* setting</li> <li>* mood</li> <li>* plot</li> <li>* conflict</li> <li>* theme</li> <li>* point of view</li> <li>* irony</li> <li>* symbolism</li> <li>* text structure and pacing</li> <li>* flashbacks</li> <li>* foreshadowing</li> <li>* suspense</li> <li>* author’s voice</li> <li>* diction</li> </ul> </li> <li>• Making inferences, drawing conclusions, and making predictions while reading to interact with the text.</li> <li>• Writing summaries of various texts.</li> <li>• Identifying the main idea of a selection.</li> <li>• Using appropriate strategies to determine and clarify the meaning of unfamiliar vocabulary,</li> </ul>
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	<p>such as context clues.</p> <ul style="list-style-type: none"> <li>• Writing a narrative/argumentative essay using proper writing conventions.</li> <li>• Using the R.A.C.E. strategy to answer constructed response questions.</li> </ul>
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**Stage 2- Assessment Evidence**

<p><b>Unit Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Literary Analysis Essay</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Constructed response questions</li> <li>• Selection quizzes</li> </ul>
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**Stage 3- Learning Plan**

**Pre-Assessment**

<p><b>Learning Event:</b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Close reading of “The Most Dangerous Game” pages 22-46 to make inferences and analyze conflict</li> <li>• Complete Guided Reading activities on pages 46-49</li> <li>• Can Animals Think?</li> <li>• Close reading of “The Interloper”</li> <li>• Complete Guided Reading activities</li> <li>• Complete Close Reading activities on pages 76-79</li> <li>• Close reading of “The Sniper”</li> <li>• Complete Guided Reading activities</li> <li>•</li> <li>• Close reading of “Cask of Amontillado” pages 83- 90</li> <li>• Complete Guided Reading activities for “Cask Of Amontillado”</li> <li>• COMPLETE Close Reading Activities on page 91</li> <li>•</li> <li>• Pearson provided worksheets</li> </ul> <p><b>MUST DETERMINE GRAMMAR FOR SELECTIONS</b></p> <p>CoA: Active and passive voice? Page 92 -</p>	<p><b>Progress-Monitoring:</b></p> <ul style="list-style-type: none"> <li>• “The Old Man at the Bridge” Holt: pages 162 - 165</li> <li>• “The Most Dangerous Game” (language study, literary analysis, parts of speech)</li> <li>• “The Interloper” (language study, literary analysis, conventions)</li> <li>• “The Sniper (language study, literary analysis, conventions)</li> <li>• “The Cask of Amontillado” (language study, literary analysis, conventions)</li> <li>•</li> <li>• Class discussions</li> <li>• Exit slips/closure activities</li> <li>• Short responses</li> <li>• Before/during/after reading activities</li> <li>• Note-taking</li> <li>• Worksheets</li> <li>• Journals</li> <li>• Post-test conferencing</li> </ul>
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**Differentiation:**

- Guided Reading provided for all stories
- Adapted texts and lessons provided by Pearson either in the Teacher’s edition, online, and in adapted materials

**Technology:**

- Technology provided by Pearson at [www.pearsonrealize.com](http://www.pearsonrealize.com) (Technology Pieces will be added as access is granted and units are taught.)

**Enrichment:**

- “The Most Dangerous Game” movie
- “The Cask of Amontillado” movie

**Pacing Guide:**

- 3 weeks