

Louisiana Believes.



English I

Transitional Curriculum

REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

English I

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2012 Louisiana Transitional Comprehensive Curriculum **Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Transitional Comprehensive Curriculum* is aligned with Grade-Level Expectations (GLEs) and *Common Core State Standards (CCSS)* as outlined in the *2012-13 and 2013-14 Curriculum and Assessment Summaries* posted at <http://www.louisianaschools.net/topics/gle.html>. The *Louisiana Transitional Comprehensive Curriculum* is designed to assist with the transition from using GLEs to full implementation of the CCSS beginning the school year 2014-15.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. Unless otherwise indicated, activities in the curriculum are to be taught in 2012-13 and continued through 2013-14. Activities labeled as 2013-14 align with new CCSS content that are to be implemented in 2013-14 and may be skipped in 2012-13 without interrupting the flow or sequence of the activities within a unit. New CCSS to be implemented in 2014-15 are not included in activities in this document.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Transitional Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



English I

Unit 1: The Short Story

Time Frame: Approximately five weeks



Unit Description

This unit focuses on reading and responding to a variety of short stories, both classic and contemporary, and applying a variety of reading and comprehension strategies. Development of compositions that interpret and analyze short story elements and use of self-assessment and peer review to edit preliminary drafts and produce final products are essential elements of this unit. Written responses to a variety of writing topics in a journal/learning log; grammar instruction differentiated for students' specific needs; independent reading instruction and monitoring; definition of vocabulary words within the context of the literature and appropriate use of the words in self-generated sentences; and listing of important literary terms are ongoing.

Student Understandings

Students can identify characteristics that are unique to the short story genre. They recognize that literary devices enhance the meaning of a literary work, and that employing literary devices in written work and group projects will likewise enhance student work. Readers draw independent inferences from text and relate those inferences to personal experience(s).

Guiding Questions

1. Can students show how the author's use of literary devices and figurative language expresses and affects meaning?
2. Can students identify plot elements (e.g., exposition, rising action, climax) and explain how they contribute to the interest, conflict, or suspense of a story?
3. Can students develop complex compositions applying standard rules of usage and sentence formation?
4. Can students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text?
5. Can students determine a theme or central idea of a text and analyze in detail its development over the course of the text?
6. Can students use a variety of strategies to extend vocabulary?

Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including use of context clues (ELA-1-H1)
01d.	Extend basic and technical vocabulary using a variety of strategies, including tracing etymology (ELA-1-H1)
02a.	Identify and explain story elements, including the author's use of direct and indirect characterization (ELA-1-H2)
02b.	Identify and explain story elements, including the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader (ELA-1-H2)
03d.	Identify and explain the significance of literary devices, including flashback (ELA-1-H2)
03h.	Identify and explain the significance of literary devices, including oxymoron (ELA-1-H2)
09e.	Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including short stories and novels (ELA-6-H3)
11a.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information and story elements (ELA-7-H1)
11b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information (ELA-7-H1)
11d.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including examining the sequence of information and procedures in order to critique the logic or development of ideas in texts (ELA-7-H1)
11e.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions (ELA-7-H1)
17b.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-H2)
18c.	Develop complex compositions using writing processes, including drafting (ELA-2-H3)
18d.	Develop complex compositions using writing processes, including conferencing (e.g., peer and teacher) (ELA-2-H3)
18e.	Develop complex compositions using writing processes, including revising for content and structure based on feedback (ELA-2-H3)
18f.	Develop complex compositions using writing processes, including proofreading/editing to improve conventions of language (ELA-2-H3)
19	Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H5)

20a.	Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including• literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony (ELA-2-H5)
20b.	Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including• vocabulary and phrasing that reflect an individual character (voice) (ELA-2-H5)
21d.	Write for various purposes, including text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)
22a.	Apply standard rules of sentence formation, avoiding common errors, such as fragments (ELA-3-H2)
22b.	Apply standard rules of sentence formation, avoiding common errors, such as run-on sentences (ELA-3-H2)
22c.	Apply standard rules of sentence formation, avoiding common errors, such as syntax problems (ELA-3-H2)
23a.	Apply standard rules of usage, including making subjects and verbs agree (ELA-3-H2)
23b.	Apply standard rules of usage, including using verbs in appropriate tenses (ELA-3-H2)
23g.	Apply standard rules of usage, including using all parts of speech appropriately (ELA-3-H2)
24a.	Apply standard rules of mechanics, including using commas to set off appositives or parenthetical phrases (ELA-3-H2)
24b.	Apply standard rules of mechanics, including using quotation marks to set off titles of short works (ELA-3-H2)
24d.	Apply standard rules of mechanics, including using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)
25.	Use correct spelling conventions when writing and editing (ELA-3-H3)
26.	Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
27.	Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)
28a.	Select language appropriate to specific purposes and audiences when speaking, including delivering informational/book reports in class (ELA-4-H1)
28c.	Select language appropriate to specific purposes and audiences when speaking, including participating in class discussions (ELA-4-H1)
33.	Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
35a.	Participate in group and panel discussions, including identifying the strengths and talents of other participants (ELA-4-H6)
35b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)

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35c.	Participate in group and panel discussions, including evaluating the effectiveness of participant's performance (ELA-4-H6)
36b.	Identify and use organizational features to locate relevant information for research projects using a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
37b.	Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including electronic sources (e.g., Web sites, databases) (ELA-5-H2)
38.	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)
42b.	Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including preparing bibliographies and/or works cited list (ELA-5-H5)
43.	Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	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.
RL.9-10.5	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.
RL.9-10.10	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.
Reading Standards for Informational Text	
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Sample Activities

Activity 1: Reading (Ongoing) (GLEs: 01a, 02a, 02b, 09e, 11a, 11d, 11e; CCSS: RL.9-10.1, RL.9-10.2, RL.9-10.10, RI.9-10.10)

Materials List: pen, paper, and high interest, multi-level young adult novels

The teacher should facilitate independent reading of student-selected novels by providing time for Sustained Silent Reading (SSR) daily. Responses may be initiated through a variety of strategies, including response logs, summarizations, dialogue letters or journals/*learning logs*, (vlsd) informal discussions at the end of SSR, and book talks. Whatever the strategy or combination of strategies, students must be encouraged to go beyond summarizing in subsequent responses if they are to meet the GLEs and CCSS listed above. Specifically, the teacher should facilitate reflection at the higher levels of Bloom's Taxonomy by providing reflective prompts which require students over the course of the text to do the following:

- cite textual evidence to support analysis of what the text says explicitly,
- determine a theme or central idea of a text and analyze in detail its development, including how it emerges and is shaped and refined by specific details, or
- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop throughout the text.

Lists of the works students read should be maintained and monitored for variety (of genres), appropriateness (of complexity), and progress. Essentially, students will gain experiences as readers and demonstrate an ability (through writing and class discussions) to read and comprehend literature and literary nonfiction of grade 9 complexity by the end of grade 9.

Activity 2: Vocabulary Study (Ongoing) (GLEs: 01a, 01d, 22a, 22b, 26)

Materials List: dictionaries, index cards, posters

Following a teacher-facilitated introduction to the dictionary, students will keep a vocabulary list of new words or phrases (both student-generated and teacher-selected) encountered in reading. For each word, students will record the sentence in which the word was found, identify figurative or connotative meanings, and suggest a synonym based on the context in which the word is used.

Sample Vocabulary Chart

Sentence in which word occurs (underline word)		Figurative/ Connotative Meaning?	Synonym
1			
2			

Periodically, students will be instructed to verify the preliminary determination (i.e., the suggested synonym) of the meaning of a word or phrase by consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine its precise meaning. (Ultimately, students must demonstrate independence in gathering vocabulary knowledge.)

Students will, at the conclusion of the unit, select five words, research their etymology, and illustrate the words (see samples at <http://www.kid-at-art.com/htdoc/lesson70.htm> or simply illustrate a difficult word like *elucidate* by drawing a small group of people gathered around one person who is telling a story) on a poster or in another visual presentation. Finally, students will write a reflective paragraph on a short story read in class and incorporate at least one of the words studied. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, focusing on avoiding common errors, such as fragments and run-on sentences and verifying spelling using a variety of resources.

Activity 3: Writing Prompts to Assess Understanding of Text (Ongoing) (GLEs: 21d, 35a; CCSS: W.9-10.9a, W.9-10.9b, W.9-10.10)

Materials List: pen, *learning log* (vlsd) notebooks, index cards

Students will write routinely over extended time frames (time for research, reflection, and/or revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The teacher will create *SPAWN* (vlsd) prompts as students prepare to learn new information from texts or reflect on what has been learned. *SPAWN* is an acronym that stands for five categories of writing options (*Special Powers*, *Problem Solving*, *Alternatives Viewpoints*, *What If*, and *Next*). Using these categories, the teacher can create numerous prompts which require students to draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Additionally, the teacher may have students write *learning log* ([view literacy strategy descriptions](#)) entries to prompts (or ask questions) related to this topic: Connect an aspect of the story to prior knowledge or real-life experiences or related text (e.g., as an initiation/motivational activity, a check-for-understanding activity during reading and discussion, or a summative activity/assessment).

Along with using *learning logs* (vlsd), students may respond to prompts on entrance cards, “Stop and Writes,” and exit cards (writing-for-understanding strategies). They will then either submit the response to the teacher for assessment or discuss the response with the whole class as initiation, comprehension, or closure activities. The ability to initiate and participate effectively, building on others’ ideas and expressing their own clearly and persuasively, in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues is an essential college and career readiness skill for students.

Activity 4: Grammar/Usage Mini-Lessons (Ongoing) (GLEs: 22a, 22b, 22c, 24a, 24b, 24d, 25)

Materials List: writing samples

The teacher will facilitate a classroom discussion at the beginning of an activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., using commas to set off appositives or parenthetical phrases; using quotation marks to set off titles of short works; using standard capitalization for names; using correct spelling conventions). Discussion will be based on the common errors in student writing samples (ongoing), and skill-specific mini-lesson activities will incorporate any text which features rhetorically significant use of the grammar/usage being taught and student-generated writings. Ideally, the mini-lessons will become differentiated for students' specific needs and will be integrated within student writing assignments and not taught in isolation.

Sample Mini-lesson

The teacher will write on the board:

- the definition for *sentence fragment* (a group of words that is punctuated as if it were a complete sentence but that does not contain both a subject and a verb or express a complete thought)
- four sentences
 1. Has one of the most interesting autobiographies!
 2. Ernest Gaines a Louisiana writer.
 3. Landing at the airport.
 4. With great courage on the football field.

As a class, identify the subject and verb in each sentence (You won't find them in 3 or 4!) Then as a class or individually, complete/correct the sentences. If time allows, identify the other parts of the sentence.

Activity 5: Development of Story Elements Over the Course of Texts (GLEs: 02a, 09e, 11e, 21d, 23a, 23g; CCSS: RL.9-10.1)

Materials List: pen, *learning log* (vlsd) notebooks, chart paper or poster board, short story with emphasis on conflict, Story Development BLM

Students will write a learning log (vlsd) entry based on this prompt: Describe a conflict you recently experienced and how it was resolved. After a class discussion of individual experiences, the teacher will identify and discuss conflicts (e.g., man against man, man against self, man against society, man against nature) in short stories. After reading a short story (see suggestions below or [CCSS Appendix B: Text Exemplars](#)), students will identify the type of conflict central to the story's development and independently construct a *graphic organizer* ([view literacy strategy descriptions](#)) citing strong and thorough textual evidence to support an analysis of the conflict's role in advancing character and/or plot development. Constructing a branching, hierarchical chart (graphic organizer) would help students to organize complex ideas, concepts, and information in order to make important connections and display those connections in a visual and logical form. (See the Story Development BLM.) Finally, students will write an essay in

which they cite textual evidence to discuss either how the conflict helps to develop a character throughout the text (including the author's use of direct and indirect characterization), how the conflict helps to develop the plot throughout the text, or both, applying standard rules of grammar, usage, and mechanics, and focusing on using all parts of speech and subject-verb agreements appropriately.

*Stories with an emphasis on conflict:

Connell, Richard, "The Most Dangerous Game"

Glaspell, Susan, "A Jury of Her Peers"

Henry, O., "The Gift of the Magi"

Ish-Kishor, Sulamith, "Appointment with Love"

Markham, Beryl, "Brothers are the Same"

Munro, H.H., "The Interlopers"

Activity 6: Plotting the Story (GLEs: 02b, 11d, 27, 33, 35b)

Materials List: short story with emphasis on plot*, graphic organizer

The teacher will facilitate a review and discussion of the plot of a short story and will model creating a flow chart of the major points of action.

Students will work in cooperative groups or as a whole group (possibly using the same short story that was examined in Activity 7) to identify the main parts of plot (e.g., exposition, inciting incident, development, climax, resolution, denouement) and to explain the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader.

Using this information, each group will create a flow chart or some other *graphic organizer* (vlsd) of the plot sequence for the assigned short story, critique the development of ideas, and present the information to the class, using standard English grammar, diction, and syntax to deliver a clear, coherent, and concise presentation about plot development.

*Stories with an emphasis on plot structure:

Bambara, Toni Cade, "The Lesson"

de Maupassant, Guy, "The Necklace"

Jackson, Shirley, "The Lottery"

Poe, Edgar Allan, "The Tell-Tale Heart"

Activity 7: Character Analysis and Development Composition (GLEs: 09e, 11e, 18d, 18e, 18f, 23b; CCSS: RL.9-10.1, W.9-10.9a)

Materials List: pen, paper, short story with emphasis on characterization, Writer's Checklist (<http://www.doe.state.la.us/lde/uploads/10109.pdf>)

Students will create a modified *word grid* ([view literacy strategy descriptions](#)) to aid in discovering the shared and unique qualities of characters in a short story. Students should draw evidence from the literary text to support analysis and reflection in the expository essay to follow. Teachers should label columns to meet lesson objectives. Students should insert information during the reading of a text.

Example:

<i>Short Story Word Grid (Character)</i>	Physical Appearance	Personality Traits	Motivation (What does he/she want?)	Result (What does the character do to attain the goal?)
Character #1				
Character #2				
Character #3				

After reading a suggested text (see below) and completing the *word grid*, students will engage in a think-pair-share activity (complete map, discuss/revise with partner, and share responses). As a whole class, students will discuss responses to build class understanding and cite specific examples from the story as support for each column of the chart. These ideas and notes will be used to develop a multiparagraph expository composition that includes strong and thorough textual evidence to support analysis of the development of a student-selected character from the short story. The essay should include well-chosen, relevant facts, concrete details, quotations, or other information necessary to further the audience's understanding of the topic. As part of the writing process (planning, revising, editing, rewriting, or trying a new approach), students will utilize a writer's checklist (available at <http://www.louisianaec.org/Documents/EngIIWritersChecklist.pdf>) for peer and self-evaluation to revise and edit their compositions, focusing on using verbs in appropriate tenses. They will produce a final draft for publication.

*Stories with an emphasis on characterization:

Bambara, Toni Cade, "Geraldine Moore, The Poet"

Gayle, Zona, "Bill's Little Girl"

Jackson, Shirley, "The Possibility of Evil"

O'Brien, Tim, "Where Have You Gone, Charming Billy?"

Tan, Amy, "Two Kinds"

Activity 8: Web Search and Note-Taking to Compare Fictional and "Real" Characters (GLEs: 11a, 11b, 36b, 37b, 38, 42b; CCSS: W.9-10.7)

Materials List: computers, *split-page note taking* form, index cards, Specific Assessment Checklist BLM, sample electronic source citation

The teacher will review steps of the research process, including assessing the usefulness of information, using note cards, and documenting borrowed information. Students will gather relevant information by accessing the Internet using database keyword searches and search engines to locate two reliable, valid electronic sources with information about a real-life person comparable to a fictional character from a short story. If computer access is limited, research may be conducted in the school's media center. Students will then take notes from the sources using a *split-page note taking* format ([view literacy strategy descriptions](#)) to organize information and synthesize multiple sources on the subject.

Sample *Split-Page Note taking*:

Name:	Period:
Characteristics of _____ (Fictional Person).	Characteristics of _____ (Real Life Person) w/Source
<i>Strong Work Ethic</i>	
<i>Determined</i>	
<i>Humble</i>	

During this activity, use the Specific Assessment Checklist BLM to observe students throughout the activity. When a student exhibits, demonstrates, or completes the desired behaviors, place a check mark next to the student's name under the appropriate heading.

After conducting this short research project by gathering relevant information from digital sources and assessing the usefulness of the data collected, students will summarize significant facts on note cards, provide a correct citation for each electronic source, and submit for teacher evaluation.

Activity 9: Character Comparison Composition (GLEs: 09e, 17b, 28a, 33, 42b, 43)

Materials List: pen, paper, graphic organizer, Specific Assessment Comparison Essay Rubric BLM

Using the information from Activity 8, the students will complete a visual illustration/*graphic organizer* ([view literacy strategy descriptions](http://www.teachervision.fen.com/graphic-organizers/printable/6293.html)). Samples of the comparison of the two characters as a prewriting activity may be found at <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html> or http://www.edhelper.com/teachers/graphic_organizers.htm. Using this information, students will develop a multiparagraph essay that compares the real-life person to the fictional character. The essay should include the following: a clearly stated topic; relevant/useful information from texts (integrated selectively to maintain the flow); vocabulary selected to clarify meaning, create images, and set a tone; formal style; an appropriate conclusion; and a correct citation for the electronic sources. A rubric should be developed to verify attention to each of the essay requirements listed above (see Sample Assessments). Students will follow steps in writing processes to self-edit and peer edit, revise, and produce a final draft. They will then present and discuss the comparisons in a clear, coherent, and concise manner, making sure to select language appropriate for presenting and then discussing the research.

Activity 10: Literary Element Poster Presentation (GLEs: 03d, 03h, 09e, 33, 35c; CCSS: RL.9-10.2, RL.9-10.5)

Materials List: short story with emphasis on literary device(s)*, posters, markers

After reading a short story (see below), students will work in cooperative groups to analyze and interpret a self-selected literary element (e.g., theme, plot, characterization) or device (e.g., oxymoron, flashback). Students should focus on how *elements* develop over the course of a text

or how authors use devices to create certain effects (e.g., mystery, tension, surprise). After creating a written summary of findings, students will create a visual representation of their analysis on a poster, prepare and deliver an oral presentation/explanation of the poster, and fill out an evaluation form (see **Activity-Specific Assessments below**) for at least two peer presentations. As an ongoing activity, the class will begin a “word wall” where it will post (on posters, bulletin board, newsprint) each new literary term, along with an abbreviated definition that they encounter throughout the year.

* Stories with an emphasis on literary devices:

<u>Irony:</u>	Fisher, Rudolph, “Miss Cynthia” Henry, O., “The Gift of the Magi” Valenzuela, Luisa, “The Censors” Vonnegut, Jr., Kurt, “The Lie”
<u>Symbolism:</u>	Hurst, James, “The Scarlet Ibis” Lessing, Doris, “Through the Tunnel”
<u>Flashback:</u>	Chekhov, Anton, “The Bet” McLean, David, “Marine Corps Issue”
<u>Imagery:</u>	London, Jack, “To Build a Fire”

Activity 11: The Theme (GLEs: 09e, 11a, 12a, 22b, 28c, 33; CCSS: RL.9-10.2)

Materials List: pen, *learning log* (vlsd) notebooks, short story with emphasis on theme

Since this activity relies heavily on effective group discussions, an explanation of the importance of the following requirements should precede student interaction:

- having read the story being discussed
- building on others’ ideas and expressing your own clearly and persuasively
- referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas
- posing and responding to questions that relate to the topic
- inviting others into the discussion
- responding thoughtfully to diverse perspectives
- making new connections in light of the evidence and reasoning presented

After reading a short story independently, students will brainstorm possible themes and share their responses in a small-group or whole-class discussion. Independently or in small groups, students will identify a major theme and provide evidence (four to six text-supported details) that supports the development of that theme through the text.

They will next present their findings to the whole class and explain their reasons for each choice. Finally, each student will compose both a statement of what he/she considers to be the main theme of the story and an explanation of text-supported details that support the development of that theme through the text.

*Stories with an emphasis on theme:

Dell, Floyd, “The Blanket”
Hurst, James, “The Scarlet Ibis”
Tan, Amy, “Two Kinds”

Activity 12: Writing a Short Story (GLEs: 17b, 18c, 18d, 18e, 18f, 20a, 20b, 23g, 25)

Materials List: pen, learning log, notebooks, paper, Short Story Rubric BLM

At the end of the short story unit, if time remains, the students will engage in four types of writing designed to aid in creating a short story. First, the students will employ *stream of consciousness writing* by simply writing about anything that pops into their heads for a ten-minute period. The teacher should caution them not to stop, reread, or rewrite. Next, through *conversation writing*, they will make up a conversation between two or more people. This writing should consist of direct dialogue only. Again, they should not stop to correct or rewrite. Then, using *memory writing*, students will recall a particularly vivid memory of the past.

The teacher should encourage them to describe this memory fully, and ask them to figure out and write down their reason for “choosing” to remember this particular occurrence. At this point, students may be encouraged to correct or rewrite should they feel this is necessary.

Finally, students will read through their preliminary writings to find something they want to write about in short story form (incorporating life experiences in their writings). The teacher should remind them of the elements of a short story and suggest that they think of endings to their stories first. (They will then know where they are headed and can write toward the ending.) The teacher should next provide and review the Short Story Rubric BLM emphasizing the importance of the following:

- Engaging the reader with a smooth progression of experiences or events
- Using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Upon completion of first draft, students will revise and edit their stories using all parts of speech appropriately, using correct spelling conventions, and using quotations properly to punctuate dialogue. They will then share finished stories with the class. Students should be encouraged to identify the elements of the short story addressed in this unit in one another’s writing. Short stories could be compiled in a literary magazine.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for the unit:

General Assessments

- The student will use activity-specific checklists for both self- and peer-evaluation.
- The student will create visual representations that
 - address the assigned topic
 - show evidence of time and effort
 - engage the viewer/elicit responses
 - are neat and error free
- The student will answer questions designed to evaluate the reliability of websites each time he/she accesses the web.

Activity-Specific Assessments

- Activity # 8: Students will engage in a research process that will include the following:
 - accessing the web
 - locating two reliable sources
 - taking notes from sources
 - summarizing significant facts on note cards
 - providing correct citations
 - reporting findings to class

A checklist could be created for both teacher and student monitoring of ongoing progress research process. **See Blackline Master (BLM): Specific Assessment Checklist.**

- Activities # 9: Students will develop a multiparagraph composition essay to be evaluated according to the following criteria:
 - a clearly stated central idea
 - formal style
 - relevant information from texts
 - vocabulary selected to clarify meaning, create images, and set a tone
 - appropriate conclusion
 - correct citation for the web source(s)

A rubric may be constructed utilizing the above criteria. **See Blackline Master (BLM): Specific Assessment Comparison Essay Rubric**

- Activity # 10: Students will work independently or in a small group to select a theme and present it to the class. The teacher will provide self- and peer-evaluation response questions.

Self-evaluation questions will include the following:

- How could you have improved the process you used in creating the project?
- What type of effort did you put into this presentation?
- What did you learn through this project that you didn't know before?

Peer-evaluation questions will include the following:

- What was the strongest statement in the presentation? Why?
- Where could the presenter have provided more information?
- What questions do you still have concerning the topic?

- Activity #12: Students will engage in four types of writing designed to aid in creating a short story.

The activity could be evaluated using a rubric designed to measure the following:

- completion of 3 prewriting activities
- organization/story elements
- word usage, spelling, and punctuation

See Blackline Master (BLM): Short Story Rubric