

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 9-12/ The Short Story

Course Code: English I

COURSE INTRODUCTION:

Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and nonfiction reading and writing. In addition, they will have begun to analyze texts from various angles and for various purposes. The ninth grade course is an overview of exemplary literature across major genres. The units focus on fiction and non-fiction reading, writing, speaking, and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

UNIT DESCRIPTION:

The Art of the Short Story

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>.

Resources based on the Universal Design for Learning principles are available at www.cast.org.

SUGGESTED UNIT TIMELINE: 6 weeks

CLASS PERIOD (min.): 50 minutes daily

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ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. What is a short story? 2. How do writers create a story? 3. Why does writing matter? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				I
		CLEs	PS	CCSS	OTHER	
1. Analyze literary texts, citing support for conclusions	R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.1.H.E1.a R.1.I.E1.a R.2.A.E1 R.3.A.E1 W.3.A.E1	1.5 1.6 4.1	RL.9-10.1 RL.9-10.3 RI.9-10.1 RI.9-10.3		
2. Evaluate the structure of texts	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.2.A.E1 R.2.B.E1.b R.2.B.E1.c R.2.B.E1.d	1.6 1.8 4.1	RL.9-10.5		
3. Evaluate the point of view and perspective	R.6: Assess how point of view or purpose shapes the content and style of a text.	R.2.A.E1 R.2.C.E1.b W.3.A.E1	1.6 4.1	RL.9-10.6		
4. Develop strategies to build vocabulary.	L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	R.2.E.E1.c W.2.D.E1.a	1.6 4.1	L.9-10.4.a L.9-10.4.b L.9-10.4.c L.9-10.4.d		
5. Create a narrative that develops an imagined experience	W.3. Write narratives to develop real or imagined experiences or events using effective technique.	W.1.A.E1.a W.1.A.E1.b	2.1 2.5	W.9-10.3.a W.9-10.3.b		

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	experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.A.E1.c W.1.A.E1.d W.1.A.E1.e W.2.C.E1.d W.2.C.E1.e W.3.A.E1	4.4	W.9-10.3.d	
6. Apply word nuances in writing a narrative.	L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	W.2.D.E1.a W.3.A.E1	1.2 2.5	L.9-10.5	
7. Collaborate effectively to discuss ideas from literature.	SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	W.3.A.E1 LS.1.A.E1 LS.1.B.E1 LS.2.A.E1 LS.2.B.E1	2.3 4.6	SL.9-10.1.a SL.9-10.1.b SL.9-10.1.c SL.9-10..d L.9-10.6	

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc)

FORMATIVE ASSESSMENTS:

- Writing Exercises, Close Reading Guides, Exit Slips, Self-Assessments, Short Essays and Discussions.

SUMMATIVE ASSESSMENTS:

- Short story demonstrating narrative techniques and an analytical essay with annotated text.

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*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2 3 5	1. Pre-Assessment: Prompt students to write a reflection on their understanding of short stories, write a brief narrative, and analyze a short-short story (such as Lydia Davis’ “The Sock”). Review responses with students and use pre-assessment to guide the rest of the unit. Provide feedback on narratives as it relates to strengths in the forthcoming lessons.
1 2 3 4 7	2. Use guided close readings of literary short stories from a variety of authors (see Unit Resources) to highlight standards-based goals, with particular emphasis given to conflict, point of view, dialogue, setting, sound, and details. Introduce one new aspect per story, gradually building on and incorporating students prior knowledge. Scaffolding with close reading to promote independence and textual annotation.
5 6	3. Engage students in a variety of writing exercises that promote mastery of standards-based concepts, with particular emphasis given to conflict, point of view, dialogue, setting, sound, and details. Give students opportunities to share writing in diverse grouping arrangements. Let the students learn from their own examples as much as the literary ones. Participate in the writing process with students. Encourage them to revisit the same story in all the exercises.
1 2 3	4. Have students choose an independent short story writer and analyze a selection of their writing. Provide a library of resources for students and encourage the use of local library as well.
1	5. Listen to live story telling from a variety of authors (such as The Moth, This American Life, etc).
4	6. Before reading, have students create vocabulary posters and present them to the class.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 5	1. Students will write a reflection on their understanding of short stories for 5-10 minutes. Afterwards, these will be shared with peers and the class to promote a comprehensive understanding (Pre-Assessment 1). Students will write a brief narrative to be shared with peers (Pre-Assessment 2). Additionally, students will read a short-story and respond to guided questions (Pre-Assessment 3).

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	Assessment 2). Additionally, students will read a short-story and respond to guided questions (Pre-Assessment 3).
1 2 3 4 7	2. Students will read and annotate provided texts in response to teacher instruction and close reading guides, leading to independent annotations.
5 6	3. Students will write short exercises in conflict, point of view, dialogue, setting, sound, and details to be shared with peers and developed in the writing process, leading towards their summative short story. Students will revise in response to both peer and teacher feedback.
1 2 3	4. Students will independently analyze a short story from a collection of their choice, writing their findings up in a formal essay accompanied by an annotated copy of the text.
1	5. Students will listen to live stories, looking for elements previously studied, drawing comparisons between written and oral forms.
4	6. Students will look up words in their original context and create a poster that illustrates the correct definition along with synonyms and antonyms.

UNIT RESOURCES: (include internet addresses for linking)

1. Lydia Davis’ “The Sock” http://www.techbostonacademy.org/staff/english/pisano/blog/wp-content/uploads/2010/09/the_sock2.doc&sa=U&ei=rhJFUZPKMaGfyQHI9IGIAG&ved=0CBgQFjAA&usg=AFQjCNEHxYiUBrFh6DP_RvlbUMwme5ZA
2. “Lady with the Little Dog” <http://www.americanliterature.com/author/anton-chekhov/short-story/the-lady-with-the-little-dog>
3. “Hills Like White Elephants” <http://www.has.vcu.edu/eng/webtext/hills/hills.htm>
4. “Here We Are” www.fultonschools.org/teacher/cooney/_multi/here%20we%20are.pdf
4. “Doctor Jack-o-Lantern” <http://melrosemirror.media.mit.edu/servlet/pluto?state=303034706167653030375765625061676530303269643030353138393834>

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5. “For Esme—with Love and Squalor” www.dibache.com/text.asp?id=173
 6. *Reading Like a Writer* by Francine Prose
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