

9th Grade Quarter 1 Literary Elements and the Short Story

Unit Overview: This 7-week unit enables students to better understand and appreciate the art of great storytelling. Students will confirm and hone a shared vocabulary of literary terms through the discussion and analysis of a variety of short stories. Poetry and informational texts that connect to the themes and concepts of the unit will be studied to transfer and deepen understanding. Students will also examine the purpose and effect of various literary devices and narrative techniques in order to apply them in their own speaking and writing.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

| Reading: Literature | Reading: Informational Text | Writing | Speaking and Listening | Language |
|---|---|--|---|---|
| By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (RL.9-10.10) | By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (RI.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. (W.9-10.10) | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) (SL.9-10.6) | Acquire and use accurately 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. (L.9-10.6) |

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).





| | | |
|--|--|--|
| Priority Standards: These are a carefully selected subset of the total list of the grade-specific and | ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic | Supporting Standards: These standards <i>support, connect to, or enhance</i> the Priority Standards. They |
|--|--|--|

| | | |
|---|---|--|
| course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments. | set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit. | are taught <i>within the context</i> of the priorities and often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis. |
| RL.9-10.2 | ELP Standard 9-12.1 | RL.9-10.1 RL.9-10.6 |
| RL.9-10.4 L.9-10.5 | ELP Standard 9-12.8 | L.9-10.4 |
| RL.9-10.5 | No ELP Standard | RL.9-10.1 |
| W.9-10.5 W.9-10.6 | ELP Standard 9-12.9 | W.9-10.3.A-E |
| SL.9-10.1 | ELP Standard 9-12.2 ELP Standards 9-12.7 | RL.9-10.1 |
| L.9-10.1 L.9-10.5 | ELP Standard 9-12.10 | |

| Essential Questions Students will keep considering: | Understandings Student will understand that: |
|---|--|
| Overarching | |
| ★ How can a writer craft a story that engages the reader while revealing a universal truth? | ★ Stories that are worth telling/writing/reading are crafted to engage the audience. |
| Standards-Based | |
| 1. What is a theme? How does the reader determine the theme through its development? (RL.9-10.2) | <ul style="list-style-type: none"> Determining the theme (central idea) and its relationship with the characters, setting, and plot of a text helps me to understand it, make universal connections among other texts, and apply those connections to real life. |
| 2. What is a connotative meaning? How does a writer select words and why is it important to choose words intentionally? (RL.9-10.4) | <ul style="list-style-type: none"> Figuring out the meaning of unknown words from context clues builds my own vocabulary. |

| | |
|---|---|
| <p>3. How do I make sure my writing will be clearly understood? (RL.9-10.5)</p> | <ul style="list-style-type: none"> Understanding that words have different connotations helps me broaden my ability to use precise language in my writing thus impacting my audience. |
| <p>4. How does a writer structure a text? What purpose do the different literary elements serve? (How does the structure, the order of details, and the literary elements create mood and build suspense?) (W.9-10.5)</p> | <ul style="list-style-type: none"> Understanding how a writer structures a text and how he/she orders events helps me understand not only the effects of the literary elements but also the theme (central idea). |

| Knowledge | Skills |
|---|---|
| <p>Students will acquire knowledge of:</p> <ul style="list-style-type: none"> Literary Elements: Plot, Exposition, Rising Action/Complication, Climax, Falling action, Resolution/ Denouement, Conflict, Theme, Protagonist, Antagonist, Imagery, Symbolism, Figurative Language, Irony (Situational irony and Dramatic irony), Ambiguity, Style, Point of View, Characterization (Complex Characters and Character Motivation), Setting, Tone, Narrator (Unreliable Narrator), and Pacing. Literary Toolbox for 9th grade Pre-AP Literary Toolbox | <p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate the ability to: <ul style="list-style-type: none"> Comprehend, analyze, and critique a variety of increasingly complex texts, Develop appropriate grade level skills in writing, Develop appropriate grade level skills in language, and Develop appropriate grade level skills in speaking and listening <p>based on the standards at or above 9th grade level.</p> |

| <h3 style="text-align: center;">Stage 2 - Assessment Evidence</h3> <p>Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.</p> | |
|---|--|
| Pre-Assessment | Summative Assessment |
| <p style="text-align: center;">Narrative Essay</p>  <p style="text-align: center;">W.9-10.3.A-E W.9-10.5 W.910.6</p>  | <p style="text-align: center;">Refined Narrative Essay</p>  <p style="text-align: center;">W.9-10.3.A-E W.9-10.5 W.910.6</p>  |

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Language Support](#)
- [Technology Integration](#)
- [ACT Resources and Support](#)
- [Instructional Strategies](#)
- [Pre-AP Vertical Alignment](#)
- [Lessons with Embedded Empowering Writers' Strategies](#)

Suggested Timeline

| | | |
|------------------------------------|---|--|
| <p>Ongoing Mini-Lessons</p> |  <p>Narrative Writing Mini-Lessons W.9-10.3.A-E W.9-10.4 W.9-10.5 W.9-10.6</p> |  <p>Language Mini-Lessons L.9-10.1.A-B L.9-10.6</p> |
| <p>Week 1</p> |  <p>First Days of School</p> | <p>Narrative Essay</p>  <p>W.9-10.3.A-E W.9-10.5 W.9-10.6</p>  <p>1st Semester Pre DFA</p> |
| <p>Week 2</p> |  <p>Close Reading of Short Stories RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5</p> | |

| | |
|----------------------|---|
| <p>Week 3</p> |  <p><u>Connecting Informational Texts</u></p> |
| <p>Week 4</p> | <p>RI.9-10.2 RI.9-10.1 RI.9-10.5</p> |
| <p>Week 5</p> |  <p><u>Connecting Poetry</u></p> <p>RL.9-10.1 RL.9-10.2 RL.9-10.4 L.9-10.5.A-B</p> |
| <p>Week 6</p> |  <p><u>Collaborative Discussions</u></p> <p>RL.9-10.1 SI.9-10.1.A-E L.9-10.1</p> |
| <p>Week 7</p> | <p><u>Refined Narrative Essay</u></p>  <p>W.9-10.3.A-E W.9-10.5 W.910.6</p>  <p><u>Q1 Post DFA</u></p>  <p><u>Culmination and Reflection</u></p> |

[Citation for Images](#)