

Unit/Topic Title: **Elements & Analysis of Stories**

Estimated Time (When): **August-October (7 weeks)**

**Standard(s):**

- 2. Reading for All Purposes
- 3. Writing and Composition

**Prepared Graduates:**

- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Master the techniques of effective informational, literary, and persuasive writing
- Apply standard English conventions to effectively communicate with written language

**Grade Level Expectation: Ninth Grade**

**Concepts and skills students master:**

- Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison (2.1)
- Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support (3.2)
- Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions (3.3)

**Evidence Outcomes**

**Students can:**

- 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. (CCSS: RL.9-10.2; 2.1.a)
- 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. (CCSS: RL.9-10.3; 2.1.b)
- 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. (CCSS: RL.9-10.5; 2.1.c)

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**

- What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)
- Why should an author plan with clarity what the reader is expecting in the piece?
- What are the benefits of using computer-based tools for grammar support? What are the cautions of using these tools?
- What is meant by an obscure or oblique reference?
- Why should the writer beware when using a reference that may be obscure?
- When a writer has text at an adequate phase, is it necessary to keep tweaking it? Why or why not?

- Identify the characteristics that distinguish literary forms and genres. (2.1.e)
  - 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). (CCSS: RL.9-10.9; 2.1.e.i)
  - Use literary terms to describe and analyze selections. (2.1.e.ii)
- By the end of grade 9, **proficiently** 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. (CCSS: RL.9-10.10; 2.1.f)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCSS: W.9-10.1; 3.2.a)
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (CCSS: W.9-10.1b; 3.2.a.ii)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6; 3.3.d)

**Relevance and Application:**

- Reading takes people’s minds to places that they may not have personally experienced.
- Reading multiple genres exposes people’s thinking beyond their community.
- As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.
- Authors share ideas with a wider audience through writing.
- Learning to rewrite with improvements creates a thoughtful, thorough writer.
- Artificial intelligence software is sophisticated enough to correct and complete unfinished sentences.

**Nature of Reading, Writing, and Communicating:**

- Readers fluently compare and contrast story elements to build a deeper understanding of the ideology or theme of the text.
- Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10; 2.1)
- Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH.9-10.1-10; 2.1)
- Writers review work for clarity and the match it has to their audience.
- Good writers are always highly valued.
- Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10.

### Essential Vocabulary

Characterization, character types, dynamic/round character, static/flat character, character motivation, stereotype, caricature, plot pacing, plot structure, parallel plots, internal/external conflict, foreshadowing, flash-forward, flashback setting, tone, point of view (first, second, third person), theme, genre, author's writing style, irony, symbolism, objective summary

Semi-colons, conjunctive adverbs, colons, clauses, phrases, comma splice, fused sentence, sentence structure, sentence organization, dictionary, thesaurus, word choice, poetic techniques, figurative language, graphic elements, literary, narrative, voice, tone, narrator, author, speaker, problem/conflict, event sequence

### Assessments

- Short constructed response test, analysis essay, group/individual presentation
- Galileo Assessment
- [Additional assessment resources](#)

### Instructional Resources

- Holt Reinhart Winston Elements of Literature 9<sup>th</sup> grade edition, novels and plays
- [Additional or supplemental instructional resources for this unit plan](#)