

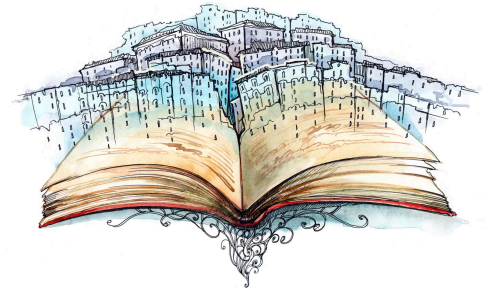
Name:

Period:

# ***SHORT STORIES***

## UNIT SCHEDULE

### STORY ELEMENTS/DEVICES



**Standards in this unit:**

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.9-10.4  
Determine the meaning of words and phrases as they are used in the text, including **figurative** and connotative meanings; analyze the cumulative impact of specific word choices on **meaning and tone** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.9-10.10  
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
- CCSS.ELA-LITERACY.L.9-10.5.A  
Interpret **figures of speech** (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- CCSS.ELA-LITERACY.W.9-10.3  
**Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Date	Story	Objectives
8/22 (A) 8/23 (B) 8/24 (A) 8/25 (B)	Get to Know You, School Pictures, and Disclosures	Get to know teacher, peers, and classroom rules and procedures
8/28 (A) 8/29 (B) 8/30(A) 8/31 (B)	ACT Reading Practice Test S.D. Quick Assessment Four Stories W.S.  Speed Dating Book Activity @ Library	Assess your reading level and reading comprehension  Compile a list of novels you want to read this year for <i>Silent Reading Time</i>
9/1 (A) 9/5 (B)	Finish Four Stories and S.D. Quick Assessment  Short Story Elements vs. Short Story Devices NOTES	Identify differences between elements and devices in short stories
9/6 (A) 9/7 (B)	Finish Short Story NOTES  Simile, Metaphor, & Plot Diagram "A Wish for Wings that Work" by Berkeley Breathed	<i>Elements:</i> plot diagrams and elements <b>Devices:</b> Similes & Metaphors

9/8 (A) 9/11 (B)	#1. "The Lottery" by Shirley Jackson & "The Lottery" W.S.	<i>Elements:</i> Theme & Plot Structure
9/12 (A) 9/13 (B)	#2. "Minister's Black Veil" by Nathaniel Hawthorne or "A Rose for Emily" by William Faulkner	<i>Element:</i> Characterization
9/14(A) 9/15 (B)	#3. "The Most Dangerous Game" by Richard Connell or "To Build a Fire" by Jack London	<i>Elements:</i> Conflict/Setting
9/18 (A) 9/19 (B)	<b>MIDTERM DEADLINE</b>  #4. "Cask of Amontillado" by Edgar Allan Poe or "Story of an Hour" by Kate Chopin	<b>All late work up to this point is due!</b>  <i>Element &amp; Device:</i> Point of View/ Irony
9/20(A) 9/21 (B)	#5. "The White Heron" by Sarah Orne Jewett or The Red Room by H.G. Wells	<b>Devices:</b> Imagery/Symbolism
9/22(A) 9/25(B)	#6. "The Secret Life of Walter Mitty" by James Thurber or "The Yellow Wallpaper" by Charlotte Perkins Gilman	<b>Device:</b> Tone
9/26 (A) 9/27 (B)	Final Elements vs. Devices Assessment	Demonstrate knowledge of story elements and devices from stories we read in class
9/28 (A) 9/29 (B)	Short Story Final Outline (Computers in class)	Type up short story in class and go home, print it, and underline/label requirements
10/2 (A) 10/3 (B)	Short Story Final Due! Share with small group 😊	