ENGLISH LANGUAGE ARTS

Writing Lab I

Unit 1- Elements of Short Stories
September-December
**Course Philosophy**

Students will be introduced to the writing process as they study and are introduced to the various writing disciplines and genres. Emphasis is placed on giving students the variety of reading and writing experiences necessary to the developing writer. Vocabulary development, exposure to writing models, writing outlines, elements of genres, composition, and publishing are presented. Students will practice writing like a reader and reading like a writer. The purpose of this class is to encourage students to develop the habits and attitudes of a professional writer in a professional writing community. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the lab. Contributions to essay and writing contests, fairs, and school publications are required. The literary art magazine, Wings, emanates from this class.
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<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Time Frame</th>
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<td>Unit 2 – December-March</td>
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<td>Unit 3 – March-June</td>
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## Methods of Instruction

- Teacher coaching
- Individual and collaborative problem-solving & decision-making
- Individual instruction
- Small group instruction
- Peer review
- Guest speakers
- Writing to learn
- Independent practice
- Practice in critical reading
- Making thinking visible
- Critical analysis
- Note-taking
- Establishing metacognitive reflection and articulation as a regular pattern in learning
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
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<th>Educational Technology Standards</th>
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- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
<table>
<thead>
<tr>
<th>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</th>
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<tr>
<td>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</td>
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<tr>
<th>CRP9. Model integrity, ethical leadership and effective management.</th>
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<tr>
<td>Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</td>
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<th>CRP10. Plan education and career paths aligned to personal goals.</th>
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<td>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</td>
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<th>CRP11. Use technology to enhance productivity.</th>
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<td>Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</td>
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### Career Ready Practices

<p>| CRP12. Work productively in teams while using cultural global competence. |
| Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |</p>
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<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Modified handouts with larger fonts, additional graphics</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Extra response time</td>
<td>Short manageable tasks</td>
<td>Reference resources to promote independence</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Have students verbalize steps</td>
<td>Brief and concrete directions</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Communication system between home and school</td>
<td>Repeat, clarify, or reword directions</td>
<td>Provide immediate feedback</td>
<td>Graphic organizers</td>
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<td>Provide lecture notes/outline</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Individual daily planner</td>
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<tr>
<td>Computer/whiteboard</td>
<td><strong>Tests/Quizzes/Grading</strong></td>
<td><strong>Behavior/Attention</strong></td>
<td>Display a written agenda</td>
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<tr>
<td>Tape recorder</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Note-taking assistance</td>
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<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Color code materials</td>
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<td>Audio-taped books</td>
<td>Shortened tests</td>
<td>Read directions aloud</td>
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**Interdisciplinary Connections**

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

- **Visual Art:** Students will generate short stories in collaboration with the art students for use in Wings, the literary magazine.
- **Economics:** Students will read articles that highlight the social and economic conditions that women dealt with at the apex of the Industrial Revolution.
- **Multicultural Studies:** Students will read excerpts from *The House on Mango Street* and explore how Hispanic culture influences the writing.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

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<tr>
<td>• Open-ended activities and projects</td>
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<td>• Form and build on learning communities</td>
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<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
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<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<td>• A higher quality of work than the norm for the given age group.</td>
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<td>• The promotion of a higher level of thinking and making connections.</td>
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<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<td>• Using supplementary materials in addition to the normal range of resources.</td>
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Methods of Assessment

**Suggested Formative/Summative Classroom Assessments**
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics

**Portfolio Assessment (included materials):**
- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Completed departmental assignments
- Rubrics and student reflections
Essential Focus Questions

- What are the parts of a short story?
- How do you develop a character?
- How does a setting influence a story?
- What is the central idea/theme of a story?
- How does self-reflection create growth as an independent reader?
- What strategies would you consider to generate story ideas?
- How does a writer’s voice and word choice convey their perspective?

Outcomes

- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Apply the essential elements of a short story
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a short story
- Reflect on own writing, noting strengths and setting goals for improvement
- Use a variety of writing techniques to develop a theme for a publication
## Student Learning Objectives

**NJSLS:**

**RL.9-10.1, R.L.9.10.2, Rl.p-10.3**  
Learn about the elements of fiction, specifically short stories. Explore characterization and identify the central theme in a short story.

### Skills, Strategies & Concepts

- Students will learn and understand the definition of the following terms and apply them to their work:
  - **Atmosphere**
  - **Setting**
  - **Theme**
  - **Plot**
  - **Introduction**
  - **Rising Action**
  - **Climax**
  - **Falling Action**
  - **Resolution**
  - **Internal Conflict**
  - **External Conflict**
  - **Objectives**
  - **Ironic**
  - **Verbal Irony**
  - **Dramatic Irony**
  - **Situational Irony**
  - **Foreshadowing**
  - **Suspense**
  - **Symbolism**
  - **Indirect Characterization**
  - **Direct Characterization**
  - **Protagonist**
  - **Antagonist**
  - **Round Character**
  - **Dynamic Character**
  - **Static Character**
  - **Flat Character**
  - **Chronological**
  - **First Person Narrative**
  - **Third Person Narrative**
  - **Omniscient**
  - **Limited Omniscient**

- Students will identify and analyze a theme/central idea.
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Students will identify parts of a plot (including introduction, rising action, climax, falling actions, resolution, conflict).
- Students will apply different strategies to comprehend, interpret, and evaluate text.
- Students will understand the importance of character development in a short story.
- Students will demonstrate the understanding of a scoring rubric.
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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
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<tr>
<td>Using a variety of techniques, students will develop a solid foundation in narrative writing.</td>
<td>➢ Student will create a variety of characters.</td>
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<td>➢ Students will follow a plot diagram to outline an original short story.</td>
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<td>➢ Students will apply knowledge of language structure, figurative language, and genre to create original work.</td>
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<td>➢ Students will use sensory language to create a vivid picture.</td>
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<tr>
<td><strong>NJSLS:</strong></td>
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<tr>
<td>W.9-10.4, W.9-10.5, W.9-10.6</td>
<td>➢ Students will self-edit short stories for errors in content and structure.</td>
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<td>Strengthen writing skills and strategies through editing the revision process.</td>
<td>➢ Students will collaborate with others through peer editing.</td>
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<td>➢ Students will self-edit short stories for relevant-irrelevant information.</td>
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<td>➢ Students will demonstrate the understanding of a scoring rubric.</td>
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RESOURCES FOR UNIT # 1


Texts:
*A Jury of Her Peers* by Susan Glaspell
*The Story of an Hour* by Kate Chopin
*The Yellow Wallpaper* by Charlotte Perkins Gilman
*The Secret Life of Walter Mitty* by James Thurber
*The Lottery* by Shirley Jackson
*The Tell-Tale Heart* by Edgar Allan Poe
*The Masque of the Red Death* by Edgar Allan Poe

“Women’s History in America.” Excerpted from Compton’s Interactive Encyclopedia, 1995. [www.wic.org/misc/history.htm](http://www.wic.org/misc/history.htm)
**Developing Characters**

**Materials Needed:** Developing Character handout, 8 Ways to Reveal Character handout

**Activity:** By reviewing the 8 ways of Revealing Character (handout) and provide examples for each. Ask students to provide their own examples.

First, choose one of the boring “telling” sentences below. Then, in the space provided, write a more “showing” example of the characterization of your chosen example. Use vivid imagery, throw in a simile or a metaphor, and use both direct and indirect characterization.

- She or he was a spy on a mission
- She or he was a (un)friendly old nurse
- The construction worker ate his/her lunch
- The irritated executive prepared for the day
- The bored lifeguard sat atop his/her tower
- The tired student sat on the couch

**Assessment:** Students will write a paragraph depicting how their character would respond to a specific scenario. Grading will be done with a teacher-devised rubric.

**Analyzing “The Story of an Hour”**

**Materials Needed:** *The Story of an Hour* by Kate Chopin (handout).

**Activity:**

Review *The Story of an Hour* and complete one the following activities:

- Rewrite the story from Brently Mallard's point of view;
- Continue the story, telling the events of the next hour after the takes place
- Write a prequel to the story, telling the events that could have occurred prior to the hour in the story

**Assessment:** Maximum of 500 words. Grading will be completed using an appropriate rubric.
Mini Lesson Using the Snapshot

**Snapshot:** A picture in words; you show details to readers so they can see the entire scene.

**Instructions:** Read the following passage. It is clearly an example of poor writing skills. Obviously in each of the paragraphs, the writer is “telling” rather than “showing” the scene. Please rewrite one of the passages in your own words so that you are creating a snapshot in the mind of the reader.

**Passages:**

1. Paul walked into the large, scary room. He stopped; his breath seemed to escape him. He saw the entire scene. It was filled with death and destruction. It was a haunted house, no doubt.
2. The policeman knew trouble was awaiting him. He kicked open the door and burst into the room. He saw a bunch of people waiting behind the door and they were surprised. He arrested all of them.
3. Janie’s room was just the way she had pictured it. When Susie walked into her best friend’s room she saw a lot of neat stuff. It was just like her friend.

**Assessment:** Grading will be completed using an appropriate teacher-devised rubric.

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**Short Story – Assignment #1**

**Assignment:** Write a story with the character, setting, time period, and situation that you’ve chosen. The character that you've chosen should be the main character in the story, but isn't necessarily the ONLY character in the story. Likewise, most of the story will take place in the setting that you've chosen, but you can include other settings or elaborate on the setting that you have chosen (breaking it into several smaller settings, for example). The situation or challenge that you've chosen may involve the main character or your main character may observe someone else who must deal with the situation or challenge. In other words, you can combine these elements anyway that you desire, so long as all four are included in your story.
1. Decide what genre your story will be (fantasy, sci-fi, historical fiction, mystery, realistic fiction, adventure, folktale)
2. Build in internal or external conflict (tension, struggle, or fighting) as the action rises.
3. Add dialogue to add interest to the story.
4. Be able to tell the THEME (lesson/insight) of your story.
Character:
- a mother/father
- a photographer
- a high school student
- an alien from outer space
- a homeless child
- a 93-year-old woman/man
- an environmentalist
- a college athlete
- a musician
- the walker
- a school bus driver
- a traveler

Situation:
- an important decision needs to be made
- a secret needs to be confessed to someone else
- someone's pride has been injured
- a death has occurred
- someone has found or lost something
- someone has accused someone else of doing something wrong
- someone is reminiscing on how things have changed
- someone feels like giving up
- something embarrassing has just happened
- someone has just reached an important goal
- someone has been bullied
- power has been shut off due to a storm

(Note—Describing the situation: Who’s involved? How will people react? How does the setting effect the situation? What problems will develop? How will the situation be resolved? Will the resolution be predictable? Unexpected? Will there be a moral/lesson learned?)
Setting – Time:
- before, during, or after a forest fire
- after a fight
- the night of high school/college graduation
- after a meal
- sometime in December
- late at night
- after a natural disaster
- in the future
- first week of the school year
- during a concert
- long, long ago
- the day of a festival

Setting - Place
- a farmhouse
- on the banks of a river
- a concert
- an office
- a family reunion
- a camping trip
- an expensive restaurant
- a desert
- the top of a mountain
- a classroom

Assessment: Page Requirement- 3-4 full pages. Students must meet “check-in” deadlines. Grading will be completed using an appropriate teacher-devised rubric.
Exploring Character

Activity:
- What makes for a good character? How do writers give readers an idea of character?
- Teacher will print three images of potential characters (remember, a character could be an animal or even an oak tree.)
- Students will select one of their characters and write a one to two paragraph description of the character. Who is he/she? What does he/she do for a living? What are his/her hopes and fears? Where does he/she live? What is most important to him/her?
- As part of their descriptions, ask students to include at least one metaphor for their characters.

Assessment: Grading will be done with a teacher-devised rubric

Understanding Plot

Materials Needed: Reader’s Guide to Understanding Plot Development (Handout - read* write* think website)

Activity: Review elements of plot with students. Discuss introduction, rising action, climax, falling actions, resolution and conflict. Students will then read two short stories (teacher’s choice). Students will identify the elements of plot in the chosen short stories. Students will compare the two plots.

Assessment: Students will discuss the two short stories. They will read their story to a partner in class. They will discuss the elements of plot in their story.