Unit 12.3: The Long and Short of It
English as a Second Language
6 weeks of instruction

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STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores and analyzes fictional elements in short stories—characters, setting, and plot—and analyzes the difference between these stories and other narrative forms to better understand points of view, meanings, and themes. The student uses context clues to determine the meaning of new words and writes an original fictional short story demonstrating learned elements, accurate grammar, and sophisticated vocabulary.
Transversal Themes:	Critical and Reflective Thinking, Creativity, Communication, Technology
Integration Ideas:	Technology, Art, Multiculturalism, History, Politics

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do our experiences-- our background, history, and culture etc. inform our point of view and creative writing (expression)?
  EU1. The insight we gain about ourselves and our world from our background and experiences helps us better understand our surroundings, our influences and what we read and write about.

EQ2. In what ways are well-developed characters and settings essential to a novel or story?
  EU2. Well-developed characters and setting add interest and substance to creative writing and help us better understand and relate to what we read.

EQ3. How does our reading and creative writing have an impact on who we are and how does it influence others?
  EU3. The connections we make to texts and the way we express ourselves, influences who we are, affects our understanding and impacts others.

EQ4. How are short stories different from other narrative forms and when and why are they a preferable form of written expression?
  EU4. Short stories have a distinct structure and purpose and play a specific role in fictional narrative literature.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her knowledge of the literary elements of a short story and how it differs from a novel and other narrative forms, to better understand what they read and how to produce a rich style of creative writing. Each student will write an original short to produce a creative writing piece with rich vocabulary, excellent grammar and intriguing story elements with deep character development.

The student acquires skills to...

A1. Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.

A2. Critically analyze closed and open-ended questions and answer with increasing knowledge.

A3. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama including symbolism, motifs, setting, plot, and characterization.

A4. Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.

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Puerto Rico Core Standards (PRCS)	
Listening	
12.L.1b	Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.
12.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
Speaking	
12.S.2b	Synthesize, analyze, and debate information, justifying answers with details from texts and experiences.
12.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.
12.S.4	Negotiate and persuade others during discussions and conversations using acquired vocabulary and open responses to express and defend points of view.
Reading	
12.R.3I	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
12.R.3L	Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama including symbolism, motifs, setting, plot, and characterization.
12.R.4L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (Include Shakespeare as well as other authors.)
12.R.5L	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Writing	
12.W.3	Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.
12.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language	
12.LA.3b	Apply knowledge of verb tenses (simple present, present progressive, simple past, past progressive, future, future progressive, present perfect; including irregular verbs).+
12.LA.3c	Apply knowledge of active/passive voice.+
12.LA.3e	Apply knowledge of sequence of verb tenses (compound/complex sentences).+
12.LA.3g	Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).+

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12.LA.3i	Apply knowledge of adjectives and adverbs (comparative and superlative).+
12.LA.3k	Apply knowledge of connecting words and expressions (coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions).+
12.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**
PRCS: 12.L.1b 12.L.1d 12.S.2b 12.S.2c 12.S.4 12.R.3L 12.R.4L 12.R.3I 12.R.5L 12.W.3 12.W.7 12.LA.3b 12.LA.3c 12.LA.3e 12.LA.3g 12.LA.3i 12.LA.3k 12.LA.4 **EQ/EU:** EQ1/EU1 EQ2/EU2 **T/A:** A1 A3	• Closed and open-ended questions. • Literary elements of short stories. • Predictions and inferences. • Context clues and reference sources. • Characterization techniques and character development. • Context clues, reference sources, and vocabulary expansion strategies. • Setting, as a literary element. • Creative writing styles. • How to interpret and analyze character development. • How to make connections to text. • How to answer and formulate closed	• Argue, justify, interpret, analyze, formulate, express, debate (academic meanings) • Characterization, personality • Creative writing, literary style • Literary elements (setting, characters, plot, point of view, theme, mood) • Text evidence	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Integrated Assessment 12.2* • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 12.2").* *Let Me Tell You What Really Happened* • The student will use familiar children's stories to analyze the effects of changing one of the literary elements (especially setting or point of view) in the story. • For example, if a story such as "Little Red Riding Hood" were told from the Big Bad Wolf's point of view, how might the story change? What would the reader	• Personal Word Wall –The student records new words learned throughout the unit. • Anecdotal evidence of comprehension of topics during group work and class discussions • Character Traits Adjectives – Vocabulary Quiz	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Character Traits* • The teacher should read multiple short stories to the class each day during this unit (10-20 minutes a day). The read-aloud stories and accompanying activities should be run concurrently with other lessons in the unit. The teacher should use this opportunity to demonstrate fluency in reading, to model strategies for determining the meaning of unknown words, and to use think-aloud strategies to examine literary elements, character development, setting, etc. • The teacher reads aloud at least one story with strong character traits and the student reads some stories independently or in pairs. The teacher models recording a character's actions and the character traits they reveal (first from a group read aloud and then individually read stories) – see attachment: 12.3 Other Evidence – Character Traits Worksheet. • The teacher talks about characterization and personality as it effects the

and open-ended questions.

- How to express thoughts and opinions to debate literary elements.
- How to draw conclusions from listening to a variety of texts, performances, and multimedia sources.
- How to argue on characterization techniques and character development using text evidence to justify responses.
- How to evaluate the setting in fiction.
- How to use creative writing styles to write literary pieces.

know that he/she doesn't know in the original story? What information would no longer be known?

- The student will choose a favorite story and rewrite it from a different point of view (or in a different setting, etc.)
- Students will work in pairs to revise their drafts and complete a final copy to be evaluated. The student will share their stories orally in small groups.
- The student will write a brief response to the question: How is _____ (the element used as the focus of the assignment) important or significant to a short story. In his or her response, the student will incorporate evidence from the short story to support his/her ideas.
- This is a good site to help prepare: **http://www.learner. org/interactives/ literature/read/pov1.html**

characters' actions and the story plot. The following site can be used to model "characterization" or a character's actions, thoughts, conversation etc. The teacher provides an example with a read aloud (the site uses Dr. Seuss but choose any). Then the student tries with an independent book. This activity will prepare the student for both performance tasks. The teacher may want the student to try this in preparation for an original story. **http://www.readwritethink .org/files/resources/lesson_ images/lesson800/ Characterization.pdf**

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Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**

PRCS: 12.L.1b 12.L.1d 12.S.2b 12.S.2c 12.S.4 12.R.3L 12.R.4L 12.R.3l 12.R.5L 12.W.3 12.W.7 12.LA.3b 12.LA.3c 12.LA.3e 12.LA.3g 12.LA.3i 12.LA.3k 12.LA.4
 	
EQ/EU: EQ3/EU3 EQ4/EU4
 	
T/A: A2 A4
	• Closed and open-ended questions.
	• Literary elements of short stories.
	• Predictions and inferences.
	• Context clues and reference sources.
	• Characterization techniques and character development.
	• Context clues, reference sources, and vocabulary expansion strategies.
	• Setting, as a literary element.
	• Creative writing styles.
	• How to interpret and analyze character development.
	• How to make connections to text.
	• How to answer and formulate closed
		• Argue, justify, interpret, analyze, formulate, express, debate (academic meanings)
		• Characterization, personality
		• Creative writing, literary style
		• Literary elements (setting, characters, plot, point of view, theme, mood)
		• Text evidence
			For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.
			
			Creating a Story from a Wordless Picture Book or Picture
			
			• The student chooses a wordless picture book and writes a short story to go along with the illustrations. For the student who need less scaffolding, a single picture is used as a prompt, rather than a picture book. The student creates characters (see *Learning Activities*) and an interesting situation, conflict, and story.
			• The student should be paired up for peer editing and revising. The student uses attachment 12.3 Performance Task – Peer Critique Checklist to help their peers revise their papers.
			• The student submits a final draft which will be assessed using a rubric (see attachment: 12.3 Performance Task – Short Story Rubric).
			• This link can help develop characters for original stories.
			• **http://www.readwritethink.org/ files/resources/lesson_images/**
				Using Context Clues and Reference Sources
				
				• The teacher chooses challenging adjectives from attachment 12.3 Learning Activity – Sample Character Traits and a sentence (or a very short paragraph) which offers context clues to help the student discern the word's meaning. The student uses dictionaries to check their accuracy.
					For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.
					
					Character Development for Original Short Story
					
					• The student may use attachment 12.3 Learning Activity – Sample Character Traits for creative adjectives describing character traits. The teacher may choose some adjectives from this list for vocabulary expansion activities.
					• The student creates a short biography for a character he/she is developing for the short story. After deciding on physical characteristics, the student creates a personality outline. The personality description should include:
					   ○ Temperament
					   ○ Moral/ethical/religious beliefs
					   ○ Political stance
					   ○ Hobbies
					   ○ Habits
					   ○ Quirks or eccentricities
					   ○ Likes/dislikes
					   ○ Fears or phobias
					   ○ Short and long term goals
					   ○ Hopes and dreams
					• Interview Your Character – After deciding

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	and open-ended questions. • How to express thoughts and opinions to debate literary elements. • How to draw conclusions from listening to a variety of texts, performances, and multimedia sources. • How to argue on characterization techniques and character development using text evidence to justify responses. • How to evaluate the setting in fiction. • How to use creative writing styles to write literary pieces.		**lesson800/Characterization. pdf**		on a few basic physical details about a character in their creative writing piece, the student conducts an imaginary interview with the character. Refer to the following link for details and an example: **http://www.writing.com/ main/view_item/item_id/ 1476096-How-To-Develop-Your-Characters.** • Ideas for creating characters: **http://www.learner.org/ interactives/literature/read/ charact1.html**

STAGE 3 – (Learning Plan)
Suggested Literature Connections

- **Sandra Cisneros**
  - *The House on Mango Street*
- **Gary Soto**
  - *Baseball in April and Other Stories*
- **Gary Soto**
  - *The Bike*
- **Lulu Delacre**
  - *Salsa Stories*
- **Gary Soto**
  - *Local News*
- **Pam Conrad**
  - *Our House: Stories of Levittown*
- **Lawrence Yep**
  - *American Dragons*
- **Judith Ortiz Cofer**
  - *An Island Like You: Stories of the Barrio*
- **Cynthia Rylant**
  - *Every Living Thing*
- **Kate Chopin (http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/chopin.html)**
  - *The Story of an Hour*
- **Susan Glaspell (http://www.learner.org/interactives/literature/story/fulltext.html)**
  - *A Jury of Her Peers*
- **Ray Bradbury (http://resources.mhs.vic.edu.au/shortstories/downloads/The_Pedestrian.pdf)**
  - *The Pedestrian*
- **Saki (H.H. Monro) (http://resources.mhs.vic.edu.au/shortstories/downloads/The_Open_Window.pdf)**
  - *The Open Window*
- *Huge list of wordless picture books: http://nancykeane.com/rl/317.htm*

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- *Literature Timeless Voices, Timeless Theme, Silver*
- **Robert Hayden page 424 (Word Choice)**
  - *Those Winter Sundays*
- **Evelyn Tooley Hunt page 425 (Word Choice)**
  - *Taught Me Purple*
- **Richard Garcia pages 426 (Word Choice)**
  - *The City Is So Big*
- **Mona Gardner page 535 (Plot)**
  - *The Dinner Party*
- **pages 712-749 (Characterization and Theme in Drama)**
  - *The Diary of Anne Frank Act 1 & Act 2*
- **page 784 (Summarize)**
  - *From A Midsummer Night's Dream, Act III, scene ii*

Additional Resources

- Literary Devices: Characterization Chapter App: **http://www.youtube.com/watch?v=bGgXA6hjSco**
- Thousands of Full-text free books: **http://www.fullbooks.com/**
- Full-text books, short stories, poems, etc.: **http://searchlit.org**
- Creative Writing prompts: **http://www.tengrrl.com/tens/017.shtml**
- Excellent activity and organizer on Characterization and personality and how it effects the story—see Activities: **http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf**
- Site on point of view in literature: **http://www.learner.org/interactives/literature/read/pov1.html**
- Writing realistic dialogue: **http://www.writing.com/main/view_item/item_id/1475759-How-To-Write-Effective-Dialogue**
- Ideas for creating characters: **http://www.learner.org/interactives/literature/read/charact1.html**

Performance Tasks

Creating a Story from a Wordless Picture Book or Picture

- The student chooses a wordless picture book and writes a short story to go along with the illustrations. For the student who need less scaffolding, a single picture is used as a prompt, rather than a picture book. The student creates characters (see *Learning Activities and the link below*) and an interesting situation, conflict, and story.
- Students pair up for peer editing and revising. The student uses attachment 12.3 Performance Task – Peer Critique Checklist to help their peers revise their papers.
- The student submits a final draft which is assessed using a rubric (see attachment: 12.3 Performance Task – Short Story Rubric).
- These sites can help develop characters for original stories: **http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf** and **http://www.writing.com/main/view_item/item_id/1476096-How-To-Develop-Your-Characters**

Let Me Tell You What Really Happened

- The student uses familiar children's stories to analyze the effects of changing one of the literary elements (especially setting or point of view) in the story.
- For example, if a story such as "Little Red Riding Hood" were told from the Big Bad Wolf's point of view, how might the story change? What would the reader know that he/she doesn't know in the original story? What information would no longer be known?
- The student chooses a favorite story and rewrites it from a different point of view (or in a different setting, etc.)
- Students work in pairs to revise their drafts and complete a final copy to be evaluated. The student shares his/her stories orally in small groups.
- The student writes a brief response to the question: How is _____ (the element used as the focus of the assignment) important or significant to a short story. In their response, the student incorporates evidence from the short story to support their ideas.
- This is a helpful site: **http://www.learner.org/interactives/literature/read/pov1.html**

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Suggested Sample Lessons

- Answering and Scoring Open-Ended Questions: **http://www.scholastic.com/teachers/lesson-plan/answering-and-scoring-open-ended-questions**
- Id, Ego, and Superego in Dr. Seuss's The Cat in the Hat: **http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html**
- Genre Lesson: Short Story: **http://www.readworks.org/lessons/grade6/house-mango-street/genre-lesson**
- Using Plot Elements to Retell a Story: **http://www.readworks.org/lessons/grade6/house-mango-street/lesson-4**
- Action Is Character: Exploring Character Traits with Adjectives: **http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html**
- Types of point of view: **http://www.learner.org/interactives/literature/read/pov2.html**