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Sharing Stories: An Introduction to Literary Writing and Analysis (9th grade)

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|---|--|------------|-----------------------|
| Unit Title | <i>Sharing Stories: An Introduction to Literary Writing and Analysis (9th grade)</i> | Course(s) | English I (9th grade) |
| Designed by | Talia Howard | Time Frame | 6-7 weeks |
| <i>Abstract</i> | | | |
| <p>The purpose and intent of this unit is to provide 9th grade English students (in either Pre-AP or Grade-Level placements) with the foundational skills and understandings needed for English, particularly for literary analysis, at the high school level as well as to help students build an appreciation for literature and narrative forms. The framework and context in which the unit is designed is based on longer, ~9-week-long learning blocks based on skills-development in reading and writing, and the unit is intended to be implemented either at the beginning of the year or as the students' introduction to literary analysis, to be followed by a unit focused on literary analysis using a longer work or novel as its focus. As the unit's focus is the development of skills— close reading, annotation, and analytical writing including thesis, use of concrete evidence, commentary, organization, etc.— conferencing, feedback, and practice are essential; additionally, because the unit is skill-driven, the texts may be adapted to or changed for the context of one's classroom and teaching, and no specific texts are explicitly included in the unit. Suggested texts are listed at the bottom of the document, however, other short stories may be considered and included in the implementation of the unit. Similarly, the Learning Plan (Stage 3), has been loosely outlined to allow for implementation in a manner that reflects teaching context, students, time frame, or other focus.</p> | | | |

Stage 1- Desired Results

Establish Goals

E1.5 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

E1.2 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E1.5(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development

E1.7 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding

E1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E1.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

E1.15(A) write an [analytical] essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences

E1.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

E1.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for

consensus-building, and setting ground rules for decision-making.

E1.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

Transfer

Students will be able to independently use their learning to....

Make connections between narratives (written narratives, their own, narratives in the media, etc.).
Recognize themes that emerge from human experiences.
Reflect on their own identities and experiences that shape them as they develop and grow.

Meaning

UNDERSTANDINGS

Students will understand that...

We tell stories in order to connect, heal, and process, and reflect.
Meaning is constructed based on individuals' experiences and perspectives.
Language can be used in different ways to create different meanings for different people.

Essential Questions

Students will keep considering...

What is the purpose of literature/stories?
What is the significance of telling our stories?
What is the relationship between storytelling, identity, writing, and reading?
How do writers use language to create meaning?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?
- Thesis (what is a thesis; what is its purpose?)
- Literary terms & elements (define & identify in context)
~Metaphor, simile, alliteration, tone/mood, theme, plot, allusion, repetition, symbolism, personification, diction, antagonist, protagonist, imagery, conflict,

Students will be skilled at...

What discrete skills and processes should students be able to use?
-Annotating texts (short stories)
- Writing a thesis
- Writing body paragraphs
- Organizing their writing (intro, body, conclusion)

point of view, setting)
-The purpose & value of annotation

- Identifying relevant textual evidence, use as support, & cite it
- Analyzing text (concrete elements) for abstract ideas (theme, tone/mood, characterization, etc.)
- Writing a narrative (either a personal narrative or a fictional narrative) & 'braid'/intertwine it with other narratives based around a theme
 - Using literary elements in their own writing
- Discussing texts using academic language
- Responding to text in writing and orally

Stage 2- Evidence

Evaluation Criteria

[Braided Narrative Rubric](#)

[Perfect paragraph quiz rubric](#)

[Essay assignment & rubric](#)

PERFORMANCE TASK(S):

Students will show that they understand by evidence of...

1. A braided/woven narrative written with a partner or trio
 - a. [Unit One-pager](#)
 - b. [Instructions](#)
 - c. [Drafting document](#)
 - d. Brainstorming document
 - e. [Model text/exemplar](#)
 - f. Audacity/Podbean

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

1. Perfect paragraph (thesis + analysis + concluding sentence) - in-class writing
 - a. [Structure 1](#); [Structure 2](#); [Shortened/modified Structure](#)
2. Literary analysis essay (intro + 2 body paragraphs + conclusion) using mini literature circles with short stories
 - a. Independently written or written in pairs
 - b. [Literature circles + analysis essay](#)
3. Literary terms quiz
4. Short story quizzes
5. Podcast/ "The Moth" writing responses

Stage 3- Learning Plan

Learning Events

Student success at transfer, meaning, and acquisition depends upon...

~Loose/Overall Learning Plan~

before unit begins - Pre-Assessment over literary terms definitions, identification, and brief analysis

Week 1

Day 1 - Entry Event

- Listen to [“The Danger of a Single Story”](#) (Chimamanda Ngozi Adichie)
 - Discussion (Microlab, Think-Pair-Share, or writing response)
- One pager
 - Go over transfer goals, essential questions & understandings and purpose of unit
- Knows & Need to Knows

Days 2-5:

- [The Moth](#) - listen to one story and have students journal responding to the story or writing on the same theme (do this activity once a week, either every Monday or every Friday, for example)
- Introduce/review literary terms & reinforce in readings this week
- Introduce thesis ([Thesis Lesson](#))
 - [Thesis Concept Attainment](#)
 - Direct instruction & guided practice using *House on Mango Street* vignettes (with mini-lesson & modeling of annotation)
 - [Thesis Notebook Insert](#) / [Thesis Notes](#)
 - [Thesis Practice](#)

Week 2

Days 6-10:

- Listen to “The Moth” & have students journal/quick write in response
- Theme lesson (or give this lesson before this unit)
- Read & annotate “The Sniper” (or alternate short story) as a class
- Practice thesis-writing with “The Sniper”
- Discussion over “The Sniper”
- Literary terms quiz

Week 3

Days 11-15:

- Listen to “The Moth” & have students journal/quick write in response
- Introduce Perfect Paragraph (or [APE](#)) structure

- Models
- Guided practice
- [Body Paragraph Notes](#)
- [Using Quotations/Concrete Details/Evidence](#)
- [Commentary Stems](#)
- Practice writing Perfect Paragraph on “The Sniper” (either together as a class or in small groups) building on thesis from week prior
- Short quiz over “The Sniper”

Week 4

Days 15-20:

- Listen to “The Moth” & have students journal/quick write in response
- Read & annotate “The Scarlet Ibis” as a class
- Practice Perfect Paragraph on “The Scarlet Ibis”
 - Continue coaching on commentary and use of evidence
 - Writing conferences & revision

Week 5

Days 21-25:

- Listen to “The Moth” & have students journal/quick write in response
- Short quiz on “The Scarlet Ibis”
- Short Story Literature Circles
 - Build groups & complete group contracts
 - Read short story & complete the pre-discussion assignment
 - Conduct discussions & record findings
 - Begin writing literary analysis essay

Week 6

Days 26-30:

- Listen to “The Moth” & have students journal/quick write in response
- Finish Short Story Literature Circles project - literary analysis essay
- Introduce performance assessment
 - One pager & instructions
 - Examples
 - Select partners

Week 7

Days 31-35:

- Project work week
 - Pre-writing & planning (select theme and write parallel paragraph starters)
 - Students can draw on the writing they’ve already done in response to The Moth stories, or begin on a new theme
 - Writing

- Feedback
- Revision
- Publication (podcast/recording)

Resources / Materials:

- Short story options:
 - “The Sniper” by Liam O’Flaherty
 - “The Scarlet Ibis” by James Hurst
 - “Hamadi” by Naomi Shihab Nye
 - “The Yellow Wallpaper” by Charlotte Perkins Stetson
 - “One of These Days” by Gabriel Garcia Marquez
 - “The Sound of Thunder” by Ray Bradbury
 - Vignettes from *The House on Mango Street* by Sandra Cisneros
 - “Woman Hollering Creek” by Sandra Cisneros
- *Inquiry Circles in Action* by Stephanie Harvey & Harvey Daniels
- [The Moth](#) Radio Hour
- [“The Danger of a Single Story”](#) TED Talk by Chimamanda Ngozi Adichie
- Laying the Foundation Pre-AP English Resources (linked above)
- *The Strategic Teacher* by Silver, Strong, & Perini
- [Body Paragraph Notes](#)
- [Using Quotations/Concrete Details/Evidence](#)
- [Commentary Stems](#)
- [Intro/Conclusion Notes](#)
- [Character Analysis Notes](#)

Mission Bay High School UbD Unit Planner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.