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| Unit 1: Short Story | | | | |
| **Standard** | **Learning Target** | **Self-Assessment** | **Formative** | **Summative** |
| **RL.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.1** I can define textual evidence and explicitly. |  |  |  |
| **1.2** I can define and give an example of what an inference is. |  |  |  |
| **1.3** I can distinguish strong from weak textual evidence. |  |  |  |
| **1.4** I can cite textual evidence to support what a story states explicitly. |  |  |  |
| **1.5** I can cite textual evidence to support inferences drawn from a story. |  |  |  |
| **RL.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 | **2.1** I can define theme. |  |  |  |
| **2.2** I can define objective summary. |  |  |  |
| **2.3** I can determine the theme of a short story. |  |  |  |
| **2.4** I can identify how a theme emerges. |  |  |  |
| **2.5** I can trace a theme throughout a story. |  |  |  |
| **2.6** I can identify specific details that reflect the theme of a story. |  |  |  |
| **2.7** I can provide an objective summary of a story. |  |  |  |

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| **RL.5**: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension or surprise. | **5.1** I can identify plot structure. |  |  |  |
| **5.2** I can identify surprise, mystery, or tension in a story. |  |  |  |
| **5.3** I can analyze how an author creates surprise, mystery, or tension through plot structure. |  |  |  |
| **RL.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside of the United States. | **6.1** I can define and identify point of view. |  |  |  |
| **6.2** I can define cultural experience. |  |  |  |
| **6.3** I can analyze how point of view affects the interpretation of a story. |  |  |  |
| **6.4** I can analyze how cultural experience affects the interpretation of a story. |  |  |  |
| **W.3**: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | **3.1** I can define narrative. |  |  |  |
| **3.2** I can create a storyboard or outline of a narrative. |  |  |  |
| **3.4** I can develop real or imagined experiences into a coherent narrative text. |  |  |  |
| **3.5** I can use well-chosen details and well-structured event sequences in my narrative text. |  |  |  |

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| **W.3a**: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | **3a.1** I can identify engaging story-starters. |  |  |  |
| **3a.2** I can engage a reader by setting out a problem, situation, or observation. |  |  |  |
| **3a.3** I establish one or multiple point(s) of view. |  |  |  |
| **3a.4** I can introduce a narrator and/or characters. |  |  |  |
| **3a.5** I can create a smooth progression of experiences or events. |  |  |  |
| **W.3b/c/e**:  b. Use narrative techniques, such as dialogue and description to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **3b.1** I can use dialogue to enhance a narrative and develop experiences, events, and/or characters. |  |  |  |
| **3b.2** I can identify concrete sensory details. |  |  |  |
| **3b.2** I can use concrete details to form and develop a narrative. |  |  |  |
| **3c.1** I can identify a flashback in a text. |  |  |  |
| **3c.2** I can use a variety of techniques, such as flashback, to sequence events. |  |  |  |
| **3c.3** I can sequence multiple events to build a coherent whole. |  |  |  |
| **3e.1** I can identify a reflecting conclusion |  |  |  |
| **3e.2** I can form a narrative conclusion that reflects on what is experienced, observed, or resolved over the course of the text. |  |  |  |