9th Grade Unit 1: *Coming of Age Short Stories*

Guiding Questions

1. What are the characteristics of a short story?
2. Why does a short story form suit certain narrative ideas, themes, and personal expression?
3. Are short stories popular amongst teens? Are they current and relevant?
9th Grade Pre-Assessment: Coming of Age Short Stories

**Part 1 Directions:** Please read the poem below and answer the following questions. This will help me determine groupings and unit activities. Do your best, but know that this is not a grade.

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**Nothing Gold Can Stay**  
*Robert Frost*

1. Nature's first green is gold,
2. Her hardest hue to hold.
3. Her early leaf's a flower;
4. But only so an hour.
5. Then leaf subsides to leaf,
6. So Eden sank to grief,
7. So dawn goes down to day
8. Nothing gold can stay.

1. What is the theme of poem (meaning—what can you learn from the poem)?

2. Provide an example of figurative language in the poem. Write the line number and the type of figurative language.
**Part 2 Directions:** Please think of a time when you felt you had matured or learned from a particular situation. Hone in on those 5-7 minutes of growth and write a brief narrative about that time. Think about all the parts to a short story and use those strategies when writing. This will help to determine your writing goals for the unit and how I can help you progress. You can write as little or as much as you like; use another sheet of paper if you need to.

**Part 3 Directions:** Can you label the parts of a plot diagram? Try your best!
Directions: With your group, identify the following aspects of “Eleven.” Be prepared to present your ideas to the class.
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<th>Point of View</th>
<th>Setting</th>
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<th>Character Inferences</th>
<th>Irony</th>
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**Theme:** What can we learn from the character or overall story? Provide one piece of evidence from the text, with a page number (doesn’t have to be a direct quote, but can be a paraphrase or a summary!).

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Short Story Group Work

Directions: After reading the assigned short story individually, with your group, please fill out the plot diagram below with your group. Turn over to identify other plot structures in the short story. This must be approved before moving on to the storyboard!

Exposition

Rising Action

Climax

Falling Action

Resolution

TURN OVER!!!!!!
<table>
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<th>Setting</th>
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___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
**Audience Note Taking Sheet**

**Directions:** While each group is presenting their movie trailer for their assigned short story, please take notes while you listen. You do not need to take notes on your own group. Mrs. G will be collecting this!

<table>
<thead>
<tr>
<th>Group's Short Story Title</th>
<th>What is the story about? Summarize briefly.</th>
<th>What is the theme of the story? What can you learn?</th>
<th>Identify the climax of the story.</th>
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<td>Group 1 →</td>
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What did you particularly enjoy or dislike about this project? Explain below!
Directions: Please outline the plot events in your short story. This needs to be approved before you begin drafting!
<table>
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**Theme:** What can we learn from your overall story?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Short Story Peer Edit Day

Directions: Please read over a peer’s short story. Answer the following questions and offer feedback. Mrs. G will collect this ☺.

1. What point of view is the story written in? What is the setting? If you are unsure, please write “I’m not sure,” so he/she can clarify this in his/her story.
   a. Point of view
   b. Setting

2. Please outline the story below, to be sure the story follows the plot diagram. If you are unsure, please write “I’m not sure,” so he/she can clarify this in his/her story.
   a. Exposition
   b. Rising Action
   c. Climax
   d. Falling Action
   e. Resolution

3. What is the overall theme of the story? What can you learn? If you are unsure, please write “I’m not sure,” so he/she can clarify this in his/her story.

4. What is one part you particularly liked? Why?

5. What is one area this peer can improve upon? How or why?
Dear Parents,

We have been talking about characteristics of a short story for the past few weeks. We have been working hard to write our short story and reflect on the theme of coming of age. We would like to share this with you before the final product is submitted. Please read our short story and complete the following:

1) Read the short story first without making any comments
2) Read it a second time to offer feedback in regards to grammar, spelling, punctuation, and ideas
3) Answer the questions below

   We appreciate your help and feedback! Thank you😊.

~Mrs. Goffi and Students

Parent Name: ____________________________ // Parent Signature: ____________________________

1. What was one part of the short story that you particularly enjoyed? Why did you enjoy this?

2. What are 1-2 areas in the short story that need improvement? Be specific so students can fix this before submitting the final piece!

3. What is one new thing that you learned about your child as a writer?

4. What is one area you would like for your child to work on in the future? Why?
Short Story Self-Reflection

Directions: Please answer the questions below USING COMPLETE SENTENCES! You will need to look at your paper for pieces of evidence.

1. In writing a short story, what did you learn about the structure and formatting that you didn’t know before? **Give one specific piece of evidence.**

2. How is your final paper different than the your pre-assessment? **Give one specific piece of evidence.**

3. Describe one way in which you could have improved your short story. **Give one specific piece of evidence.**

4. What is one area you are particularly proud of in your final paper? **Give one specific piece of evidence to support your reasoning.**

5. What steps did you take to meet your writing goal? **Give one specific piece of evidence.**

6. What did you enjoy about this unit or not enjoy? Please be honest; you won’t hurt Mrs. G’s feelings!

**Using a post-it, write 1 sentence explaining what you learned about ONE of the IB themes. Put your name on it and then post it under the designated theme on the bulletin board.**