

## myPerspectives<sup>™</sup> Home Connection

### Highlights of Unit 6: The Storyteller’s Craft: Spinning Life into Art

*Dear Family,*

*In this unit, students will learn about the American short story. They will consider the power of narrative and why people choose to carry on this tradition. Students will read a variety of texts as they discuss the Essential Question for the unit.*

#### ESSENTIAL QUESTION

As a class, in small groups, and independently, students will work to answer the question *How are stories windows into real life?* Give your student the opportunity to continue the discussion at home.

#### TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *How are stories windows into real life?*
- What do these selections tell us about the human condition? Are stories important to the development of a person’s humanity?
- Why do you think different types of stories are so popular in the media and in books and film?

### UNIT 6 SELECTION TITLES, AUTHORS, GENRES



#### WHOLE-CLASS LEARNING

“Everyday Use”	Alice Walker	short story
“Everything Stuck to Him”	Raymond Carver	short story
“The Leap”	Louise Erdrich	short story



#### PEER-GROUP LEARNING

“A Brief History of the Short Story”	D. F. McCourt	literary history
“An Occurrence at Owl Creek Bridge”	Ambrose Bierce	short story
“The Jilting of Granny Weatherall”	Katherine Anne Porter	short story

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**“The Rockpile”**

*James Baldwin*

short story

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### INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well, so that you can discuss it together.

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**“The Tell-Tale Heart”**

*Edgar Allan Poe*

short story

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**“The Man to Send Rain Clouds”**

*Leslie Marmon Silko*

short story

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**“Housepainting”**

*Lan Samantha Chang*

short story

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**“The Pedestrian”**

*Ray Bradbury*

short story

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### TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of the storyteller’s craft that you learned from your reading?

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## PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT



### Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, your student will learn how to put together a fictional narrative. He or she will write a short story based on one of several prompts.



### Peer-Group Learning Performance Task

After completing the Peer Group section of the unit, your student will work with his or her group to deliver a multimedia presentation that

addresses the question *What is micro fiction, and how does it compare to short stories in terms of the messages it conveys?*

 **End-of-Unit Performance-Based Assessment**

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment addressing the question *How are stories windows into real life?* In response to that question, he or she will write a short story and respond to multiple-choice questions about revising and editing.

## STANDARDS

Activities and assignments in Unit 6 will help your student meet the Texas Essential Knowledge and Skills. Here are some key standards students will work toward mastering in this unit.

### **Comprehension / Response**

- **4.D** Create mental images to deepen understanding.
- **5.A** Describe personal connections to a variety of sources, including self-selected texts.

### **Speaking and Listening**

- **1.C** Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
- **5.H** Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.

### **Analysis**

- **6.A** Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

- **6.C** Evaluate how different literary elements shape the author's portrayal of the plot.
- **7.D** Analyze characteristics and structural elements of informational texts such as: i. clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and ii. the relationship between organizational design and author's purpose.
- **8.B** Evaluate use of text structure to achieve the author's purpose.

### **Composition**

- **10.A** Compose literary texts such as fiction and poetry using genre characteristics and craft.
- **10.D** Compose correspondence in a professional or friendly structure.

### **Inquiry and Research**

- **11.B** Critique the research process at each step to implement changes as needs occur and are identified.

*Thank you for your continuing support!*