**Literary Texts Close Reading:**

**Analyzing Short Fiction with Cornell Notes**

The duel focus of this unit is to master a specific note-taking strategy and to gain knowledge of literary elements and an understanding of how writers use those literary elements to achieve a specific purpose. Therefore, using a close reading approach, we will analyze the stories we will read in class to identify and understand the connections of terms like character, conflict, plot, and theme. You will write your own fictional sketch as a final project.

**Close Reading and Analysis**

During eighth grade, you will be challenged to unlock the deeper meaning of these stories. To deepen your understanding, we will analyze texts through a close reading approach. In a close reading, we will identify literary terms and author techniques that establish meaning and themes in the literary texts we examine.

**Using Cornell Notes**

To help us unlock deeper meaning, we will utilize a particular type of note-taking, Cornell Notes. Cornell Notes is a note-taking format that will help with higher thinking elements of analysis, such as synthesis and evaluation. We will use this format with literary texts, but Cornell Notes has a variety of applications and uses including informational texts, lectures and videos.

**Writing Your Own Short Story**

To demonstrate your understanding of how literary terms and author techniques are used, you will draft a short fictional sketch. This story sketch must be a minimum of 200 words and no more than 350 words. This creative sketch must contain the essential elements of the exposition like characters, setting, and conflict. If you are surpassing the word limit or would like to develop this sketch into a full length short story with a rising action, climax, falling action, and resolution, consult with a teacher for permission and editorial suggestions. This paper must be typed and double spaced in Times New Roman twelve point font.

**Objectives**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details.

Write narratives to develop fictional events using effective technique, relevant descriptive details, and well-structured event sequences.

Develop and strengthen writing as needed by planning, drafting, revising, editing, or trying a new approach, focusing on how well purpose and audience have been addressed.

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| **Cornell Notes Rubric** | | | |
| **Points** | **Cue Column** | Notes Section | **Summary** |
| 8-7 | Clearly labels and explains literary terms and author techniques. Explains each label briefly in original wording. Utilizes spacing to connected labels and notes. | Contains a clear title. Records many examples of direct textual evidence. Consistently takes notes throughout the text. Utilizes all space in section when taking notes. | Provides an objective summary of the text. Engages in a deep contemplation of the theme of the text through reflection. Should acknowledge purpose for learning or why this knowledge is important. |

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| **Short Story Rubric** | | | |
| **Points** | **Content** | Organization | **Style** |
| 8-7 | The student shows imagination, ingenuity, and originality; the student provides many details clearly establishing literary terms effectively to enhance the fictional sketch. | The student employs sophisticated use of an engaging of exposition. The work is well organized and logical. | The student uses a wide range of sentence variety. Punctuation and spelling are accurate. |
| 6-5 | The student shows imagination and originality; the student provides some details for literary terms. | The student consistently utilizes the elements of exposition. The work usually uses organization and logic. | The student generally uses a variety of sentences. Punctuation and spelling are accurate with occasional errors. |
| 4-3 | The student shows limited imagination; the student employs a few details for literary terms. | The student usually utilizes the elements of exposition. The work generally uses coherent organization and logic. | The student sometimes uses a variety of sentences. Punctuation and spelling are generally accurate with occasional errors. |
| 2-1 | The student shows very limited imagination; the student employs barely any details to establish literary terms. | The student does not utilize the elements of exposition . The work is generally unclear. | The student employs a limited range of sentences. There are frequent errors with punctuation and spelling. |
| 0 | The student does not reach a standard described by any of the descriptors listed above. | The student does not reach a standard described by any of the descriptors listed above. | The student does not reach a standard described by any of the descriptors listed above. |
| Total | \_\_\_x 2 + | \_\_\_x 2 + | \_\_\_x 1 + = |
| Comments | | | Score \_\_\_\_/40 |