

# Unit 1 Narrative Writing - Fiction 2R, 2023

Content Area: **English**  
Course(s): **English II**  
Time Period: **May**  
Length: **2 months**  
Status: **Published**

## Unit Overview:

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Curriculum Modifications for English II Resource

All sophomores require The English II course which is aligned with the New Jersey Student Learning Standards for ELA.

The English II curriculum provides varied tracking levels to meet the needs and abilities of the students. Although course

content mirrors that of Honors and A levels, the Resource program is differentiated by the depth of studies, student

expectations, reading selections, and percentage of time allotted to each significant unit of study. The program is designed

to maintain the sequential development of the essential communication and literacy skills found in the New Jersey Student

Learning Standards for ELA and address the associated skills required by the New Jersey state assessment.

Students will learn how to identify the purpose, craft, and structure of fictional narrative writing. Students will analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Students will identify authors' choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

## Essential Questions:

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1. How can you use appropriate details and organization to express a real or imagined event?
2. How can develop characters and plot to convey a theme?
2. How can you use literary techniques to express the text more effectively?

## **Enduring Understandings:**

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Students will learn that

- authors develop characters and plot to convey a lesson or theme
- literary techniques are employed to enliven the text
- writing narratives takes drafts/ revisions

## **Career Readiness, Life Literacies, & Key Skills:**

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## **Standards/Indicators/Student Learning Objectives (SLOs):**

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LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **Lesson Titles:**

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1. Essential Elements of Fiction
2. Identifying literary terms of fiction/short stories
3. Read and analyze narrative writing
4. Write an analysis of fiction
5. Write a fictional narrative

## **Inter-Disciplinary Connections:**

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## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: Bullying, Prejudice

Materials Used: Reindeer Games by Sherman Alexie

Addresses the Following Component of the Mandate: Bullying

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Dyslexia & Fairness

Materials Used: The Test by Shelby Steele

Addresses the Following Component of the Mandate: Social/Educational

- Economic
- Political
- Social

## **Climate Change**

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## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Amy Tan

Materials Used: Two Kinds by Amy Tan

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

## **Resources & Materials:**

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**Narrative Sources:**

- [“On the Sidewalk Bleeding” by Evan Hunter](#)
- [“Seventh Grade” by Gary Soto](#)
- [“Charles” by Shirley Jackson](#)
- [“Names/Nombres” by Julia Alvarez](#)

**Thematic: Engaging with Conflict - Internal/External**

*Possible Readings:*

“The Devil and Tom Walker” Washington Irving

“The Black Cat” by Edgar Allan Poe

"Where is Here" by Joyce Carol Oates

“Dr Heidegger’s Experiment” by Nathaniel Hawthorne

"Reindeer Games" by Sherman Alexie (Native American)

“Two Kinds” by Amy Tan (Asian American)

"The Fabulous Sinkhole" by Jesus Trevino (Latinx)

"The Baddest Dog in Harlem" by Walter Dean Myers (African American)

"Lelah" by Angela Flournoy (African American)

"The Test" by Shelby Osteergard (Dyslexia - common lit)

2A- *The Scarlet Letter* by Nathaniel Hawthorne

**Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars

- Compare/contrast
- Modeling
- Workshop

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

### **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines

- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **Formative Assessment:**

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- Do-Nows
  - Vocab Warm ups
  - Grammar Edit the Sentence
  - Effective questioning
  - DOK questioning
  - Class polls
  - Lesson exit tickets
  - Self-assessments
  - Peer-assessments
  - Think-Pair-Share
  - Debriefing
  - Constructed response
  - Hand-signals
  - Misconception check
  - Conferencing
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- Anticipatory Set
  - Closure
  - Warm-Up

### **Summative Assessment:**

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Recommended:

1. Critical reading assessments
2. Skills based assessments
3. Literary Terms assessment
4. Analysis of short story
5. Writing a fictional narrative (short story)

- Alternate Assessment
- Benchmark



- Marking Period Assessment

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Technology Materials and Standards**

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- Do-Nows
- Vocab Warm ups
- Grammar Edit the Sentence
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing

- Constructed response
- Hand-signals
- Misconception check
- Conferencing

## **Computer Science and Design Thinking Standards**

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