Unit 1: Decoding Story Elements & Narratives

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will develop their understanding of story structure by exploring plot, central idea, character development, point of view, and theme. Students will also write narrative pieces employing different techniques seen in narrative writing. In addition, students will develop their analyzing and listening skills during reading.

Standards

Each WIDA sub-standard will be adapted to learner's proficiency level (entering, beginning, developing, expanding, bridging).

CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CCSS.ELA-Literacy.W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. How can someone learn more about a text from using different reading skills?

2. How can we make narrative writing better?

Application of Knowledge and Skills...

Knowledge: Students will know that. . .

- elements of a story consist of characters, setting, plot
- how to identify a comparing and contrasting text structure
- stories are written from different point of views to assist in story telling
- stories told in different mediums can add a different perspective on the piece
- the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity

Skills: Students will be able to. . .

- Analyze how a particular chapter fits into a text's structure and contributes to plot development.
- Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).
- Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).
- Compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Describe how a particular story's plot unfolds in a series of episodes in 6th grade text(s).
- Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).
- Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.
- Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (i.e., "organization" connotes a sense of neatness)
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
- When writing narratives, provide a conclusion that follows from the narrated experiences or events.
- Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters
- Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.
- Write narratives to develop real or imagined experiences or events using effective technique such as

dialogue, pacing, and description to develop experiences, events, and/or characters

Assessments

- Formative assessment: oral- guided reading
- Formative assessment: oral and written- comprehension questions based on unit content
- Formative assessment: written and oral – vocabulary quizzes
- Formative assessment:written test- narrative writing piece. WIDA rubric to be used.
- Unit test, Summative: Written test- NJ Model Curriculum, Model Assessment

Activities

- present the students with a variety of graphic organizers to use while reading
- read a variety of ELP appropriate texts, have students analyze the text and find the different story elements
- create a classroom poster for comparing and contrasting.
- read ELP appropriate texts to find comparing and contrasting text structure
- watch variety of multimedia that explains different story elements (brainpop, pixar shorts, etc)
- provide students with reading notebook to assist in comprehension during independent reading
- guide students through writing process with graphic organizers
- complete a number of journal prompt do nows to guide students through shorter writing pieces daily
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

textual evidence, inferences, phrases(on page_____, in other words), logical connectors, main idea, plot, characters, change, resolution, figurative, connotative, tone, theme, chapter, point of view, narrator, compare, contrast, audio, visual, live version, perceive, narrative, dialogue, pacing, story board, conclusion, narrative, interpret, explain,

Language Forms and Conventions Needed:

quotations; direct and reported speech sentence structure; complex sentences using relative clauses (who, that which); describe people, paces, things (present progressive tense); adverbs; complex sentences using relative clauses (who, that, which); describing actions, people, places, things present and past tense verbs; idiomatic

expressions; sentences with figurative language; subject verb agreement; transition words and clauses; adverbs of manner; declarative sentences; comparative and superlative adjectives; conjunctions; adverbs; describe people, place, things in actions (nouns, pronouns, adjectives, present progressive tense); complex sentences, drawing conclusions, present and past tense verbs, dependent and independent clauses

Activities to Differentiate Instruction

Graphic Organizer

Template

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

Adapted Text

Recording of Texts

Plot Diagram

Character Web

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

Writing Diamond

Technology support (i.e., spell check, online thesaurus, grammar check, etc)

Integrated/Cross-Disciplinary Instruction

Students will be reading text from various aspects of nonfiction, including both science and social studies.

Resources

NJ Model Curriculum

Reading A-Z books on ELP level