Unit 4: Figures of Speech, Dramas, & Narrative Writing

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 figures of speech and dramas. Students will read, write, and use figurative language in oral discourse. Students will also read and analyze grade level appropriate dramas. In addition, students will continue to build their knowledge on narrative writing.

Standards

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

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.6.5	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.RL.6.8	(Not applicable to literature)
CCSS.ELA-Literacy.RI.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.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.SL.6.2	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.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. How can someone use figurative language to make their writing better?
2. How can someone make their narrative writing better?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience.
- using figurative language in writing can make it better
- writers must follow a standard format for citation, attributing all information and concepts to their sources.
- writing an effective research paper requires the selection, organization, and analysis of relevant content.

Students will be skilled at...

- Analyze how a particular chapter fits into a text's structure and contributes to plot development.
- By the end of the year, read and comprehend literature, including stories, drama, and poems in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range
- Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).
- compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics
- compare and contrast the experience of reading a drama 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
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Describe how a particular drama's plot unfolds in a series of episodes in 6th grade texts
- describe how characters respond or change as the plot moves toward a resolution in 6th grade texts
- explain how an author develops the point of view of the narrator or speaker in the text
- interpret figures of speech in context
- 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- dramas
- Formative assessment: oral and written- comprehension questions based on unit content
- Formative assessment: written and oral- vocabulary quizzes
- Formative assessment: written test- narrative text- WIDA rubric 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 grade and proficiency level appropriate dramas.
- present dramas in different formats (written, video, recording) for student analyzing
- reader's theater
- create compare and contrast posters for students to refer to for text analysis
- students will write, over time, through multiple drafts, narrative writing pieces
- students will read excerpts from dramas- then answer comprehension questions that require students to find central idea and cite textual evidence
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

main idea; plot; content-based, grade-level vocabulary; characters, change, resolution; point of view; narrator; compare a contrast; audio; visual; live version; perceive; narrative; dialogue; pacing; storyboard; figures of speech; euphemism; oxymoron; words with relationships

Language Forms and Conventions Needed:

describe people, places, things; describing actions, people places, thing; present and past tense verbs; adverbs of manner; declarative sentences; comparative and superlative adjectives; conjunctions; adverbs; sentences with figurative language

Activities to Differentiate Instruction

Graphic Organizer

Template

t-chart

cloze sentences

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

Adapted Text

Recording of Texts

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

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

ELP appropriate reader's theater

Suggested Texts as per NJ text exemplars:

- *Roll of Thunder, Hear my Cry*- Mildred T. Taylor
- *Sorry, Wrong Number*- Louise Fletcher