Unit 4: Drama & 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 dramas as a literature genre. Throughout the unit students will read and analyze dramas in different mediums (film, recording, print). Students will also improve on their narrative writing skills with a focus on formal style and a strong conclusion.

Standards

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

CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCSS.ELA-Literacy.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCSS.ELA-Literacy.W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCSS.ELA-Literacy.W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. How and why do themes emerge from a work of fiction?
2. How can someone make their narrative writing better?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- dramas are a form of fiction and have a certain structure that makes it unique
- essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity.
- literary terms for discussing fiction

Skills: Students will be able to. . .

- analyze how a drama's form or structure contributes to its meaning
- analyze how an author develops and contrasts the points of view of different characters or narrators in a text
- analyze how particular elements of a drama interact (how setting shapes the characters and plot)
- analyze the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study
- cite several pieces of textual evidence to support analysis of inferences drawn
- cite several pieces of textual evidence to support analysis of what the text says explicitly
- compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
- compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
- conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
- determine a theme or central idea of a text and analyze its development over the course of the text;

provide an objective summary of the text

- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- use technology to produce and publish writing
- when engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events
- when writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- 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
- write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory experiences and events
- write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically

Assessments

- Formal 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 writing piece WIDA rubric to be used
- Unit test, Summative: Written test- NJ Model Curriculum, Model Assessment

Activities

-
    - read ELP appropriate short stories with visual supports to cite textual evidence
    - provide graphic organizers (plot diagram) to aide students in writing summaries that explain three developments of the theme in an ELP appropriate text
    - with the help of a cause/effect graphic organizer, analyze the interaction of the elements of a story or play
    - instruct on use of a core analysis frame. Have students then use one on an ELP appropriate play to analyze how a drama's form contributes to its meaning
    - create fictional social media pages to examine character's point of views throughout a story
    - using a venn diagram, read and listen to two forms of a story. Place findings into simple or expanded sentences depending on ELP

- using a venn diagram compare and contrast fictional and historical accounts of an event of the same time. provide multiple opportunities of analyzing (video, recording, print, etc). Place information into simple or expanded sentences
- over an extended period of time, with teacher conferences, students will utilize graphic organizers and class notes to complete narratives which include proper, formal style, development of plot, and a conclusion.
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

cite, textual evidence, quote explicit, inference, conclusion, judgment, theme, literary terms (setting, character, plot, conflict, climax, resolution), summary, questions words, analysis, content, structure, critique, contrast, perspective, omniscient, opinion, first-person, similarity, likewise, however, in addition, compare, contrast, historical accounts, description, dialogue, foreshadowing, flashback, sensory words, synonyms, point of view, first person, second person, third person, ordinal words, first of all, next, in addition, therefore, consequently, conflict, resolution, conclusion, task, audience, purpose, thesis statement, collaborate, revise, sources, cite, research, multiple sources, media, formats

Language Forms and Conventions Needed:

quoted/reported speech, language of citation, models, tense progression, present tense, pronoun usage. identifying subjects, transition words, tense variety and aspect, antonyms, synonyms, quotations, indentation, descriptive verbs and adjectives, irregular past, prepositional phrases, descriptive verbs, word order, tense, and aspect, question formation, concise sentences

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

Suggested Texts as per NJ text exemplars:

- Sorry, Wrong Number. -Louise Fletcher