Unit 1: Literature & 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 literature, with a focus on poetry, and narrative writing. Students will explore the different kinds of poetry that is written. By using different strategies students will improve on analyzing poetry for meaning. They will expand upon their knowledge of figurative language and use it in their poetry writing. In addition, students will write narrative writing pieces including in their reading a variety of grade level techniques.

Standards

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

CCSS.ELA-Literacy.RL.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.RL.7.2	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.
CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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.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.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.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. What are the components of a poem and how do we know it is poetry?
2. How can someone make their narrative writing better?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- poetry contains a range of literary tropes (Figurative, Narrative, Lyrical, Biographical, and Haiku)
- poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content)
- the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity.
- written stories can be interpreted differently through different mediums

Skills: Students will be able to . . .

- analyze how a poem's form or structure contributes to its meaning
- analyze how an author contrasts the point of view of different characters or narrators
- analyze how an author develops the points of view of different characters or narrators
- analyze how particular elements of a story interact (how setting shapes the characters & how setting shapes the plot)
- cite several pieces of textual evidence to support analysis of what the text says explicitly
- cite several pieces of textual evidence to support analysis of what the text says implicitly
- compare or contrast a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
- determine a theme or central idea of a text and analyze its development over the course of the text
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza
- 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
- 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

- Formal assessment: oral- guided reading- poetry
- 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 to cite the textual evidence from short stories or adapted short stories
- read to cite evidence to support analysis of what the text says implicitly
- read and identify the theme from a given plot summary and provide a written summary of the short story from an adapted text
- use think alouds and group discussion to discover how setting can shape the plot and characters. Use a graphic organizer to aide in activity
- use an analysis frame poetry to aide in understanding a poem's meaning
- create mind mirrors to analyze how an author develops characters point of views
- discuss the use of a venn diagram. Students will use to compare and contrast a written story to another multimedia version of the same story.
- use a digital storytelling program to write a narrative that includes dialogue and sensory details (use sensory detail charts and writing diamonds)
- 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, direct and indirect quotes, explicit, inference, conclusion, judgment, theme, literary terms (setting, character, plot, conflict, climax, resolution), summary, questions words, analysis, dialogue, literary elements: plot, setting conflict, alliteration, rhyme, simile, metaphor, content, structure, analysis, critique, point of view, objective, narration, contrast, perspective, omniscient, opinion, first-person, similarity, likewise, however, in addition, film terms (lighting, sound, angle, focus), compare and contrast,

diction, volume, pitch, intonation, accent, annunciation, rhythm, parts of a story (introduction, development, conflict, conclusion), cell, frame, dialogue, foreshadowing, flashback, sensory words, synonyms, point of view, first person, second person, third person, third person omniscient, narrator, conflict, resolution, conclusion, task, audience, purpose, thesis statement, collaborate, revise, sources, cite, artifacts, personal narrative, journal, reflect, facts, examples, clarification

Language Forms and Conventions Needed:

quoted/reported speech, language of citation(for example, according to, the author explains), models, compound tense, present tense, descriptive verbs and adjectives, imagery, pronoun usage, identifying subjects, first person voice, third person voice, transition words, past tense, antonyms, pattern, present tense, using quotations, irregular past, prepositional phrases, word order, tense and aspect, noun phrases, verb phrases, subject-verb agreement

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

Suggested Texts as per NJ text exemplars:

- Dragonwings, From Chapter IX:"The Dragon Wakes"- Laurence Yep
- "Eleven"- Sandra Cisneros
- "Oranges" Black Hair- Gary Soto