Unit 1: Literature and 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. During the unit students will read a variety of literature pieces, including different fiction pieces, poetry, and drama. While reading, students will analyze the text to find similarities and differences between works as well as discover the different elements of each work. Students will also work on narrative writing in this unit. Over an extended period of time students will work to improve their narrative writing including more developed conclusions and experiences.

Standards

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

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCSS.ELA-Literacy.W.8.3.a	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.
CCSS.ELA-Literacy.W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3.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.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and

	collaborate with others.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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...

- advanced strategies that enhance descriptions, sensory detail, tone, dialogue, and voice.
- fiction reveals concepts and themes on literal and figurative levels.
- literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work
- literature may contain valuable hints as to an author's purpose or point of view.
- 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 differences in the points of view of the audience or reader create such effects as suspense or humor
- analyze how differences in the points of view of the characters (e.g. created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text
- analyze how particular lines of dialogue or incidents in a story propel the action
- analyze how particular lines of dialogue or incidents in a story provoke a decision
- analyze how particular lines of dialogue or incidents in a story reveal aspects of a character
- analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors
- analyze the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (social, commercial, political) behind presentation
- 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 the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot and provide an objective summary of the text
- determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting
- determine a theme or central idea of a text and analyze its development over the course of the text; including its relationship to the characters
- determine a theme or central idea of a text and provide an objective summary 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 specific word choices on meaning and tone, including analogies or allusions to other texts
- produce clear and coherent writing in which the development, organization, and style are appropriate to task , purpose, and audience
- use technology, including the internet, to produce and publish writing
- when engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experienced 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
- write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events
- write narratives to develop real or imagined experiences or events using well-structured event sequences

Assessments

- Formal assessment: oral- guided reading- fiction
- 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

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    - using adapted texts, students will read, with small group if needed, to cite the most supportive textual evidence so they can answer questions about a topic
    - provide students with a character web (depending on ELP partially completed), to aid in identifying the theme or central idea of a poetic prose/personal narrative in relation to characters
    - provide students with a story map. While reading have students fill in the story map to help

identify the theme or central idea in relation to the setting, plot, and summary

- reader's theater with emphasis on how dialogue leads to action, character revelations, and decision making
- provide students with word lists for unit specific language that they must define independently or small group
- use a t-chart to compare and contrast poetic prose and personal narratives
- character analysis chart to identify character's points of view
- after reading, provide students with a video clip of a piece of the story. Students will fill in an outline (ELP level may be partially completed) discussing how the two differ or are similar
- students will write to develop real or imagined experience or events in narrative writing. Students will be provided with writing diamonds and storyboards to assist in writing organization. Conference with students periodically
- classroom poster on different techniques that need to be included in narrative
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

explicit, evidence, sensory language, paraphrase, inference, theme, analyze, setting, sequencing words, adverbs of time, plot, theme. summary, dialogue, traits, characteristics, personification, conflict, rising action, turning point, personification, literary terms (similes, metaphors, hyperboles, mood), poetic prose, personal narrative, irony, flashback, foreshadowing, suspense, humor, audience point of view, faithful, departs, personal narrative, events, sensory language, narrator, orient, conclusion, reflect, narrative, search engines, authentic information, plagiarism, font, size, point of view, bias, misinformation, convince, allusions,

Language Forms and Conventions Needed:

poetic prose and personal narrative sentence forms, verb forms, compound and complex sentences, parallel structure of verb forms, summarizing and compound tenses, quotations, , prepositional phrases; simple past; negative past sentences, using quotations, using lines of dialogue, part of speech changes meaning, first and third person perspective, quotation marks, dialogue tags, conclusion sentence, MLA and APA documentation guidelines, superlatives, negatives, active and passive voice

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

writing diamond

story board

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 list:

- *The Adventures of Tom Sawyer* (From Chapter 2: "The Glorious Whitewasher"
- *The Tale of the Mandarin Ducks* by Katherine Peterson
- *A Wrinkle in Time* by Madeleine L'Engle