Unit 4: Reading Literature/Writing Narrative

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 and narrative writing. Students will read a variety of literature throughout the unit. While reading students will compare and contrast two or more texts to discover how the structures of each differ from each other along with point of view, and presentation of information in the text. Students will also work to create more narrative writing pieces over varied periods of time.

Standards

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

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.8.5	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.
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.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCSS.ELA-Literacy.RI.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.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.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.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction

	draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. How do higher-order thinking skills improve and enhance one's creativity and one's writing?
2. How is literature applicable to our lives?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- advanced strategies that enhance descriptions, sensory detail, tone, dialogue, and voice.
- as individuals, we can grow as we engage with a text and analyze it.
- literature is an expression and celebration of human nature and human interaction.
- literature may contain valuable hints as to an author's purpose or point of view.
- strategies that enable them to produce stories in varying allotments of time.
- the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader.
- the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity.
- the social act of literary discussion enhances not only the participants' learning and growth with respect to one book but also each individual's understanding of additional literature that they read on their own.

Skills: Students will be able to . . .

- analyze how a modern work of fiction draws on themes, patterns of events, or character types from

myths, traditional stories, or religious words such as the Bible, including describing how the material is rendered new.

- 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 create such effects as suspense or humor
- analyze how particular lines of dialogue or incidents in a drama propel the action
- analyze how particular lines of dialogue or incidents in a drama provoke a decision
- analyze how particular lines of dialogue or incidents in a drama reveal aspects of a character
- analyze the extent to which a filmed or live production of a drama or script stays faithful to or departs from the text, evaluating the choices made by the director or actors
- analyze the extent to which a filmed or live production of a drama or script 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 and evaluate the motives behind its presentation
- cite the textual evidence that most strongly supports an analysis of inferences drawn
- cite the textual evidence that most strongly supports an 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
- conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- 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
- determine a theme or central idea of a text and provide an objective summary of the text
- draw evidence from literary texts to support analysis and reflection
- integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- when engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events
- when writing narratives, develop real or imagined experiences or events using well-structured event sequences
- when writing narratives, use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
- when writing narratives, use precise words and phrases, and sensory language to capture the action and convey experiences and events
- write narratives routinely over extended time frames and shorter time frames
- write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and characters

Assessments

- Formal assessment: oral- guided reading- literature
- 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 stories with the goal of citing evidence. Utilize a study guide (partially completed if ELP deems necessary) to assist.
- introduce students to a K-I-S chart to aide in citing inferential evidence.
- provide story maps and character webs to determine theme in a text.
- reader's theater to discuss drama components
- read ELP appropriate dramas. Provide visuals and video clips if necessary.
- use a T-chart with students to compare and contrast structures of different ELP appropriate texts.
- watch different versions of a story. Analyze using graphic organizers how the different versions differ or stay true to the original text
- using a narrative writing diamond students will write a narrative over time. Provide time for peer and teacher review
- read mentor texts to provide students with a model for narrative writing
- create a poster to hang in the classroom for sensory details to use in narrative writing
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

explicit, textual evidence, support, inference, paraphrase, theme, central, prose, personal narratives, development, characters, setting, plot, central idea, objective, summary, dialogue, incidents, reveal, character traits, rising action, turning point, lines, drama, provoke, poetic prose, personal narrative, structure, differ, meaning, style, irony, flashback, foreshadowing, suspense, humor, audience, point of view, suspense, faithful, departs, filmed v. live production, modern, fiction, themes, events, patterns, character types, myths, traditional stories, religious texts, narrative techniques, real v. imagined experiences, pacing, well-structured, detailed, engaging, descriptive details, sensory language, narrator, narrative, sequential, research, answer, prose, cite, evidence, quote, formal, informal, ideas, explain, bias, misinformation, convince, multimedia, visual, display, integrate,

Language Forms and Conventions Needed:

verb forms, quotation, paraphrasing, compound and complex sentences, prepositional phrases, possessive adjectives, first person, third person, sensory/descriptive words, sequence words, punctuation for dialogue, quotation marks, conclusion sentence and conclusion paragraph structures, transitions for compare and contrast

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

adapted text

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)

narrative writing diamond

timeline

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:

- "Paul Revere's Ride" Henry Wadsworth Longfellow (accompanied with Media Text- "the Midnight Ride", extensive resource, including audio, images, and maps, provided by the Paul Revere Memorial Association"
- "I, Too, Sing America"- Langston Hughes
- The Dairy of Anne Frank: A Play- Frances Goodrich and Albert Hackett