

Unit 4: Literary Essays: Narrative Analysis (Weeks 22-28)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **7 Weeks**
Status: **Published**

Unit 4: Literary Essays (Narrative Analysis)

Unit Rationale

This unit will build on skills introduced in units 1 through 3. Students will combine their understanding of narrative development from unit 2 with essay structures from unit 3. They will critically analyze two narratives and respond to a prompt asking them to write an essay comparing and contrasting symbolism development within the texts. Students will continue to work toward mastery of creating clear claims/thesis statements, choosing and citing textual evidence to support claims/thesis statements, using MLA in-text citations and clearly showing their thinking to readers. Furthermore, this unit will support the work in Language Arts Literacy that focuses on critically reading narratives to trace development of elements such as symbolism, characterization and point of view.

Essential Questions

- How do writers develop narrative elements including symbolism, characters, point of view and theme during the course of a story?
- How can similar narrative elements be used to create different meanings?
- How can I make a claim and support my thinking in a convincing way?
- How can word choice impact my message as a writer?

Pre-Assessments

Pre-Assessment: Students will complete a [Google Form asking their comfort level/confidence](#) with items such as narrative element analysis (e.g., symbols, theme, characterization, dialogue, point of view), analyzing development of narratives over the course of a text, transitions to show their interpretation of evidence. In addition, they will be asked about inferences, predictions and how they would compare and contrast use of symbolism in multiple texts. Finally, students may be asked to respond to read two similar texts and respond to a literary analysis essay prompt prior to the unit.

Instructional Plan

Unit Instruction: Students will start the unit by reviewing their final drafts from Unit 3 and determining which skills they mastered and in which areas they need to improve. That will serve as a personal roadmap for this unit. First, we will review/focus on how writers use techniques such as symbolism, point of view and character development to advance a plot and narrative. Students will then read two texts that share a common narrative technique such as symbolism. They will complete graphic organizers to compare/contrast symbols used, their deeper meaning and how the author's developed the meanings through the symbols. Students will discuss findings with peers and plan their response. Students will then draft the essay focusing on different aspects during several lessons (i.e., introduction and claims/thesis statements, body paragraphs with text evidence and analysis/explanation of evidence, use of transitions to differentiate between what the text says and they say about the text). Students will peer review and provide feedback.

ALL LESSONS COULD TAKE SEVERAL DAYS

Lesson 1: Inferences & Theme

Student Learning Intentions or We are learning to ... (WALT)

WALT draw inferences from a text.

WALT determine a theme/central idea of a text.

Student Success Criteria ... "I can statements"

I can...analyze a text.

I can...determine what a symbol represents.

I can...identify clues from a text to make inferences.

Instructional Strategies and Activities

- Analyze symbols, characters, plot and themes to make inferences and determine what a symbol might represent.
- Analyze mentor literary essays to determine the central idea.

Formative Assessments

- EdPuzzle results
- [Graphic Organizer completion](#)
- Essay drafts
- Annotations
- Discussions

- Written responses detailing the central idea and supporting details.

Instructional Materials and Resources

- View [symbolism videos](#) in [EdPuzzle](#).
- Concrete vs. Abstract - students indicate whether a word is concrete or abstract by doing something such as sitting for one and standing for another.
- Analyze first text (suggested text-“The Treasure of Lemon Brown” to identify symbol and the abstract idea it represents.
- In groups, analyze text for specific evidence to support the answer regarding symbolism [and complete graphic organizer](#).
- Write a RACE-formatted paragraph explaining the symbolism in the text.
- DO NOW: two minute video review central idea vs. theme
- Annotate mentor text essay for central idea.
- Turn-and-talk/class discussion about the central idea.
- Write a paragraph explaining the central idea of the text and its development.
- [Create a checklist to write a literary analysis essay](#) focused around a central idea/claim.

Reflections and Suggested Modifications

ELA.RL.CR.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

ELA.RL.CI.7.2

Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Lesson 2: Text Evidence

Student Learning Intentions or We are learning to/that ... (WALT)

WALT citing is a specific way of including textual evidence (citations mention the source of quoted text).

WALT multiple pieces of text evidence should be used to support analysis.

Student Success Criteria ... “I can statements”

I can...define the term text evidence.

I can...properly format evidence embedded in text.

I can...utilize the 5P strategy for embedding text evidence.

I can...collect evidence from multiple sources.

I can...identify the most appropriate evidence to support a claim.

Instructional Strategies and Activities

- Work toward mastery of in-text citations/5Ps.
- Small group instruction for those still struggling with this skill.
- Analyze sample arguments and essays - some with one piece of evidence, others with two or three pieces of evidence - to determine which is strongest and why.
- Pull multiple pieces of evidence that support claims and include them in essay drafts.

Formative Assessments

- Previous unit essays
- Completion of organizers and body paragraphs
- Essay drafts
- Group discussions

Instructional Materials and Resources

- Students include the 5Ps when working in groups to cite evidence to support the response.
- Include 5Ps in [graphic organizers](#) and essay drafts.
- For those still struggling:
 - Review screencast about in-text citations and 5Ps.
 - Provide all parts of the 5Ps and have students put them in order.
 - Students will then form 5Ps for one specific line from the story “Treasure of Lemon Brown.
- View/read two arguments or pieces on the same topic - 1 with multiple pieces of evidence and one with one piece of evidence. Explain which is better.
- Discuss findings with partners/ groups/class.
- Groups/partners: Identify multiple pieces of evidence supporting claim relating to symbols in text.
- [Completion of organizers](#).
- Write a paragraph explaining symbols used with multiple pieces of evidence.
- Draft essay body paragraphs citing multiple pieces of evidence.

Reflections and Suggested Modifications

ELA.RL.CR.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

Lesson 3: Story Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze how story elements interact (For example, how setting shapes the characters or plot).

WALT analyze how the author contrasts different points of view in characters or narrators.

Student Success Criteria ... “I can statements”

I can...connect elements of a story.

I can...interpret symbolism.

I can...annotate a text for point of view.

I can...annotate a text for character traits.

I can...analyze story elements.

Instructional Strategies and Activities

- Analyze narrative elements in a story connected to essay topic (symbolism/point of view).
- Break apart text and annotate for different points of view and character traits.

Formative Assessments

- Plot chart organizer/ Fretag's Pyramid.
- Paragraph explaining how symbolism and characters/plot relate
- Annotations
- Organizers

Instructional Materials and Resources

- Screencast about symbolism and characters/ plot.
- Groups/partners: [Complete plot chart / Freytag's Pyramid](#)
- Discuss how characters/ plot and symbolism connect.
- All write: paragraph explaining
- Screencast on different points of view (first, second and third).
- Annotate texts included in "The Rescue of the Tin Woodman" from Frank Baum's The Wonderful Wizard of Oz and "Down the Rabbit Hole" from Lewis Carroll's Alice's Adventures in Wonderland for point of view and its impact on text, plot, characters.
- Complete graphic organizers (Descriptive and Top Hat) to compare/contrast point of view.
- Turn-and-talk/share findings.
- Develop claim.

Reflections and Suggested Modifications

ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

Lesson 4: Claims

Student Learning Intentions or We are learning to ... (WALT)

WALT introduce claim(s) in argumentative writing.

WALT organize the reasons and evidence logically in argumentative writing.

Student Success Criteria ... “I can statements”

I can...identify the claim of sample essays.

I can...write a claim based on literary elements.

I can...plan my writing by organizing reasons and evidence.

Instructional Strategies and Activities

- Analyze mentor essay/introduction for claim/thesis statement.
- Analyze/annotate sample literary analysis argument to determine organization of essay and evidence.

Formative Assessments

- Annotations
- Draft essay introductions
- Essay drafts

Instructional Materials and Resources

- Annotate sample literary analysis essay and indicate purpose of each sentence. Circle or underline the claim.
- Develop checklist for introductions.
- Draft literary essay introduction.
- Annotate sample literary analysis essay and list supporting reasons/details and evidence.
- Google Classroom or Menti.com question: How is evidence arranged and why? What can we take away/learn from this?
- Discuss findings with partners/groups/class.
- Draft essays focusing on organization of evidence

Reflections and Suggested Modifications

ELA.W.AW.7.1.A

Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Lesson 5: Evidence & Reasoning

Student Learning Intentions or We are learning to ... (WALT)

WALT clarify the relationships among claim(s), reasons, and evidence in argumentative writing.

Student Success Criteria ... “I can statements”

I can...identify appropriate evidence to support my claim.

I can...explain how my evidence supports my claim.

Instructional Strategies and Activities

- Annotate sample argument essay/debate talk show segment for claims, reasons and evidence.

Formative Assessments

- Annotations
- Group discussions
- Screencasts/Podcasts OR RACE responses
- Draft essays

Instructional Materials and Resources

- Do Now Entrance Slip - Claims, reasons and evidence.
- In groups, locate an argumentative essay, editorial, or tv debate segment. Complete organizer (on easel paper) citing the claims made, reasons/rationale and evidence.
- Discuss how claims, reasons/rationale and evidence are related? Why are all three needed?
- Produce a podcast discussing it OR a Google slide presentation explaining it OR students may individually complete a RACE-formatted response explaining it.
- Draft essays making sure to explain the rationale behind using the evidence to support claims and reasons.

Reflections and Suggested Modifications

ELA.W.AW.7.1.A

Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELA.W.AW.7.1.B

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Lesson 6: Formatting & Style

Student Learning Intentions or We are learning to ... (WALT)

WALT establish and maintain a formal style/academic style, approach, and form in argumentative writing.

WALT develop writing that is appropriate to task, purpose and audience.

Student Success Criteria ... “I can statements”

I can...identify components of my target audience.

I can...write in a style that matches the tone of my writing.

I can...analyze academic writing.

I can...revise/edit my own writing to improve the format and style.

Instructional Strategies and Activities

- Determine rhetorical situation for the literary essay (purpose, audience, context and genre) which will dictate the writing style, form and approach.

Formative Assessments

- Explanation of rhetorical situation.
- Jamboard of student ideas/responses about academic writing.
- Essay drafts

Instructional Materials and Resources

- [Annotate prompt and complete “The Prompt Tells Me To...”](#)
- [Identify rhetorical situation](#) including purpose, audience, context and genre.
- Discuss academic writing requirements
- Use Menti.com or a jamboard and have students list what academic writing looks like and what it doesn't look like.
- Use student responses to develop a checklist for academic writing.
- Draft/revise essays to use academic writing style and format

Reflections and Suggested Modifications

ELA.W.AW.7.1.D

Establish and maintain a formal style/academic style, approach, and form.

ELA.W.WP.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Lesson 7: Revisions

Student Learning Intentions or We are learning to ... (WALT)

WALT guidance and support from peers and adults help strengthen and develop writing.

WALT words have figurative and connotative meanings.

WALT choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)

Student Success Criteria ... “I can statements”

I can...accept feedback.

I can...give meaningful and effective feedback.

I can...differentiate figurative and connotative meanings of words.

I can...vary my sentence structure.

Instructional Strategies and Activities

- Focus on providing and using feedback effectively.
- Analyze figurative language and how it contributes to the meaning of a text
- Use Grammar 101 or No Red Ink to work on sentence variety

Formative Assessments

- Feedback provided
- Responses to feedback
- Revisions based on feedback.
- Kahoot.com
- Discussions
- Open-ended RACE- formatted response
- EdPuzzle.com
- Identify sentence types in a passage and see what students know as the lesson begins.
- Narrative drafts using a variety of sentence types. Student will color code sentences based on type.

Instructional Materials and Resources

- Do Now: When and how to ask for help/feedback.
- Guided practice: Responding to feedback.
- Peer review/Writing Circles
- Respond to peer and teacher feedback and revise essays throughout the writing process.
- EdPuzzle video reviewing figurative language and how to determine meanings.
- Read Aloud second text for the Literary Essay - a poem.
- All read: Students read poem on their own and complete assessment questions via Common Lit.
- Open-ended question with RACE- formatted response focusing on figurative language creating meaning in the text.
- Entrance slip: students read a passage with a variety of sentence structures. Students explain how well the passage flows and why.
- Students attempt to identify different sentence types.
- Use data from above to drive the lesson forward focusing on sentence types as needed. Use screencasts and online resources such as Grammar 101 and No Red Ink.
- Draft narratives using at least one of each sentence type

Reflections and Suggested Modifications

ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See crosswalks.

Students will have the ability to share connections from narrative texts on these topics while brainstorming story ideas.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

New Jersey Student Learning Standards: Content Area

	differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
ELA.W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
ELA.W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.SL.PE.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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Integration of Computer Science and Design Thinking

CS.6-8.8.1.8.AP.6

Refine a solution that meets users' needs by incorporating feedback from team members and users.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

SOC.6.3.8.CivicsPI.2

Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

SOC.6.3.8.CivicsPI.3

Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

SOC.6.3.8.CivicsPI.4

Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Graphs, charts, and images can be used to identify patterns in data.

21st Century Life and Career

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3

Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.

SEL Competencies and Standards

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.4.1

Develop, implement and model effective problem-solving, and critical thinking skills

SEL.PK-12.4.3

Evaluate personal, ethical, safety, and civic impact of decisions

