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Grades: 9-12	ESL Units of Study Semester 1 English Language Arts	Unit 1
Structuring Theme in Literature and Narrative Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

This unit is meant to serve as a foundational unit centered on setting up expectation and skills that students will utilize throughout the year by reading and writing short stories. The students will read a complex set of American literary works (including short stories, drama and poems), analyzing the themes and providing objective summaries of the texts. Students will write a well-structured narrative with a clear point of view and a conclusion that reflects a theme. Additionally, the student-produced narrative will demonstrate an effective command of narrative techniques such as dialogue, pacing and description. Students will express their own ideas and build on other's ideas in collaborative discussions.

Students will comprehend, analyze and interpret a variety of texts. Students should view elemental structure to determine works' themes and ideas. Through collaborative work efforts, students will deliberate and build upon others' ideas to enhance their own understanding of narrative writing.

This unit is taught at this time of year to introduce new strategies to support reading comprehension such as the development of theme and central idea. In addition, this unit encourages students to implement techniques to improve their writing. All subsequent units will build upon these competencies of reading, writing and collaboration.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)

[CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.](#)

[CCRA.R.7 Integrate and evaluate content presented in diverse media and formats,](#)

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including visually and quantitatively, as well as in words.

Writing Anchor Standard

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening Anchor Standard

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language Anchor Standard

No Language anchor standard identified in this unit.

Concepts to Be Learned and Skills to Be Used

- CITE strong and thorough **textual evidence**.
 - SUPPORT analysis of what the text says explicitly as well as **inferences** drawn from the text.
- DETERMINE where the **text leaves matters uncertain**.
- ANALYZE **multiple interpretations** of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry).
 - EVALUATE **how each version interprets the source text**. (Include ~~at least one play by Shakespeare and one play by an American dramatist.~~)
- DETERMINE two or more **themes** or **central ideas** of a text.
 - ANALYZE their **development** over the course of the text, including how they interact and build on one another to produce a **complex account**.
 - PROVIDE an **objective summary** of the text.
- WRITE **narratives**.
 - DEVELOP **real or imagined experiences** or events using **effective technique, well-chosen details, and well-structured event sequences**.
 - ENGAGE and ORIENT the reader by setting out a **problem, situation, or observation** and its significance.
 - ESTABLISH **one or multiple point(s) of view**.
 - INTRODUCE **narrator and/or characters**.
 - CREATE a smooth **progression** of experiences or events.
 - USE NARRATIVE TECHNIQUES such as **dialogue, pacing, description, reflection, and multiple plot lines**, to develop experiences, events, and/or characters.
 - PROVIDE a **conclusion** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- INITIATE and PARTICIPATE effectively in a range of **collaborative discussions**

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(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, **building on others' ideas** and **expressing their own** clearly and persuasively.

- Come to discussions prepared, having READ and RESEARCHED material under study.
- EXPLICITLY DRAW on that preparation by referring to evidence from texts and other research on the topic or issue.
- STIMULATE a thoughtful, well-reasoned exchange of ideas.

Essential Questions

- *How do authors develop theme in a narrative?*
- *What are the benefits of collaborative discussions?*
- *How do different versions of a source text reveal multiple interpretations of theme?*

Assessment

Task Name: [Write a Personal Narrative](#)

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

Reading Standards for Literature

Key Ideas and Details

[RL.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RL 9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[RL.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- RL 9-10.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Integration of Knowledge and Ideas

[RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem \(e.g., recorded or live production of a play or recorded novel or poetry\), evaluating how each version interprets the source text. \(Include a least one play by Shakespeare and one play by an American dramatist.\)](#)

- [RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment \(e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*\)](#)

Writing Standards

Text Types and Purposes

[W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.](#)

- a. [Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point\(s\) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.](#)
 - b. [Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.](#)
 - e. [Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.](#)
- [W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.](#)
 - a. [Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point\(s\) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.](#)
 - b. [Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.](#)
 - e. [Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.](#)

Speaking and Listening Standards

Comprehension and Collaboration

[SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions \(one-on-one, in groups, and teacher-led\) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.](#)

- a. [Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence](#)

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[from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.](#)

- This standard in grades 9-10 are identical to grade 11-12

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Language Standards

Production and Distribution of Writing

[W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. \(Grade-specific expectations for writing types are defined in standards 1–3.\)](#)

- This standard in grades 9-10 are identical to grade 11-12

Language Standards

Conventions of Standard English

[L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing](#)

- a. [Observe hyphenation conventions.](#)
- b. [Spell correctly.](#)

- [L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
 - a. [Use a semicolon \(and perhaps a conjunctive adverb\) to link two or more closely related independent clauses.](#)
 - b. [Use a colon to introduce a list or quotation.](#)

Vocabulary Acquisition and Use

[L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.](#)

- a. [Use context \(e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence\) as a clue to the meaning of a word or phrase.](#)
- b. [Identify and correctly use patterns of word changes that indicate different meanings or parts of speech \(e.g., conceive, conception, conceivable\).](#)

- This standard in grades 9-10 are identical to grade 11-12

Standards that **Recur** in the Unit of Study:

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Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of **grade 11**, read and comprehend literature, including stories, dramas, and poems, in the **grades 11–CCR** text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of **grade 12**, read and comprehend literature, including stories, dramas, and poems, at the high end of the **grades 11–CCR** text complexity band independently and proficiently.

- This standard in grades 9-10 are identical to grade 11-12

Writing Standards

Range of Writing

W.11-12.10 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 tasks, purposes, and audiences.

- This standard in grades 9-10 are identical to grade 11-12

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Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. \(See grades 11–12 Language standards 1 and 3 on page 54 \[of the full ELA Common Core State Standards document\] for specific expectations.\)](#)

- This standard in grades 9-10 are identical to grade 11-12
(See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

[L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.](#)

- This standard in grades 9-10 are identical to grade 11-12

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RL 11-12.1 In grade 10, students are expected to cite strong evidence when analyzing a text to support explicit and implicit meaning. **In grade 11, this analysis skill will be further developed to identify areas in the text where the author leaves the meaning ambiguous.** This skill will be addressed in further depth in grade 12.

RL.11-12.2 In grade 10, students are expected to identify one theme or central idea and analyze how details contribute to its development throughout the text; in addition, students will provide an objective summary. **In grade 11, this skill will be further developed to recognize a more complex account of the text by identifying two or more themes or central ideas, analyzing how these multiple themes and/or central ideas build on one another.** This skill will be

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addressed in further depth in grade 12.

RL.11-12.7 In grade 10, students are expected to analyze how one subject matter is presented in two different artistic mediums. **In grade 11, this skill will be further developed to evaluate how one story, drama, or poem is interpreted through multiple variations (e.g. Fitzgerald's *The Great Gatsby* and Luhrmann's film rendition).** This skill will be addressed in further depth in grade 12.

RI No standards in this unit.

RF No standards in this unit.

W 11-12.3 Students at all secondary levels are expected to write narratives that develop real or imaginary events using effective techniques, details, and sequence of events.

a. In grade 10, students are expected to create a narrative by setting out a problem, establish one or more point(s) of view, introduce a narrator and/or character(s), and create a smooth progression of experiences or events. **In grade 11, this skill will be further developed by establishing the significance of the central problem, situation, or observation.** This skill will be addressed in further depth in grade 12.

b. In grade 10, students are expected to apply narrative techniques (e.g. dialogue, pacing, description, multiple-plot lines, etc.) in order to develop experiences, events, and/or characters. **In grade 11-12, this skill will be further developed through more practice.**

e. In grade 10, students are expected to develop a conclusion that connects to and reflects on what is dealt throughout the narrative. **In grade 11-12, this skill will be further developed through more practice.**

SL 11-12.1 Students at all secondary levels are expected to effectively initiate and participate in a variety of collaborative discussions (e.g. small and large groups, teacher-led) with diverse partners that build on others' ideas while also clearly and persuasively explaining their own ideas. **In grade 11-12, this skill will be further developed through more practice at the appropriate grade-level topics, texts, and issues.**

a. In grade 10, students will be expected to come to discussions prepared with completed readings. In addition, they will directly refer to textual evidence from readings to aid in developing an engaging, well-supported discussion. **In grade 11-12, this skill will be further developed through more practice.**

L No standards in this unit.

**Resources:
References to Appendices A, B, and C and Other
Resources**

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Resources Unit 1 ESL HS

Edge C

How to Read Short Stories, pg. 4.

Skins, Short story pg. 68

One, poem, Pg. 90

Nicole, Oral history, pg. 92

How I learned English, Poem, pg. 412

Literature and Thought Series Unit 1 Resources

Decisions Decisions

Moving into the Mainstream, personal narrative, pg. 98

The Road Not Taken, Poem, pg. 4

Certain Choices, Poem, pg. 97

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

See pages 23-24

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

See pages 28-29

Making Appropriate Grammar and Usage Choices in Writing and Speaking

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic

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and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the *purposes* for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing “interesting,” they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

Using Knowledge of Grammar and Usage for Reading and Listening Comprehension.

Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005). Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002). At the elementary level, for example, students can use knowledge of verbs to help them understand the plot and characters in a text (Williams, 2005). At the secondary level, learning the grammatical structures of nonstandard dialects can help students understand how accomplished writers such as Harper Lee, Langston Hughes, and Mark Twain use various dialects of English to great advantage and effect, and can help students analyze setting, character, and author’s craft in great works of literature. Teaching about the grammatical patterns found in specific disciplines has also been shown to help English language learners’ reading comprehension in general and reading comprehension in history classrooms in particular (Achugar, Schleppegrell, & Oteiza, 2007; Gargani, 2006).

As students learn more about the patterns of English grammar in different communicative contexts throughout their K–12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening.

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Appendix B: Text Exemplars and Sample Performance Task

Hawthorne, Nathaniel. *The Scarlet Letter*, p. 145
Jewett, Sarah Orne. "A White Heron", p. 146
Melville, Herman. *Billy Budd, Sailor*, p. 147
Fitzgerald, F. Scott. *The Great Gatsby*, p. 149
Faulkner, William. *As I Lay Dying*, p. 149
Hemingway, Ernest. *A Farewell to Arms*, p. 150
Hurston, Zora Neale. *Their Eyes Were Watching God*, p. 150
Bellow, Saul. *The Adventures of Augie March*, p. 151
Morrison, Toni. *The Bluest Eyes*, p. 152
Garcia, Cristina. *Dreaming in Cuban*, p. 152
Lahiri, Jhumpa. *The Namesake*, P. 152
Tan, Amy. *Joy Luck Club*
O'Brien, Tim. *The Things They Carried*

Informational Texts: History/Social Studies

Douglass, Frederick. "What to the Slave is the Fourth of July 5: An Address Delivered in Rochester, New York, on 5 July 1852", p.173

Appendix C: Samples of Student Writing

Appendix C does not include 11th grade samples of narrative writing.

Terminology:

Key Terms

Analyze
Collaborative

Challenging Concepts

Students struggle to understand theme. Often students merely give a subject ("love") or a theme which is too specific to a text ("Romeo falls in love too quickly"). To encourage students to create universal thematic statements, the following could be a useful tool: (Subject Phrase) + (Active Verb) + Impact on Society) = Thematic Statement.

Online Resources:

Multicultural Resources

<http://www.edchange.org/multicultural><http://medialiteracyproject.org/>

Dual Language: <http://www.dlenm.org/>

<http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

[National Center on Universal Design for Learning](#)

Additional Resources

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Mopps, Kara & Joyner, Caitlin. *Mastering Close Reading*

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.

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