

Discipline: Reading, Writing, Speaking and Listening

Standards Category: Reading, Analyzing and Interpreting Literature

Lesson Focus: Elements of literature

Suggested

Level:

High School

PA Standard(s):	Related TESOL Standard(s):
1.3.11B: Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.	<p>Goal 2: To use English to achieve academically in all content areas.</p> <p>Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.</p> <p>Goal 3: To use English in socially and culturally appropriate ways.</p> <p>Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.</p>

Lesson Focus

Elements of literature

Teaching Strategies:

Whole group instruction

Cooperative learning

Lecture

Partner work

Modeling

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand a work of literature. • Recognize the elements of literature • Create a story map, recall details and retell information. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read a work of literature. • Recognize elements of literature. • Evaluate the structure of the piece and the author's intent. • Respond to the piece, using relevant information and opinion. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read and analyze a work of literature. • Apply the elements of literature to analyze the piece's structure and the author's intent. • Respond to the piece, in writing, using the proper steps of the writing process.

Assessment

Strategies:

Recall/ identifying

Responsive writing

Summarizing

Materials:

1. Reading material: short story
2. Lined paper
3. *Language Dictionaries (Spanish/English – Vietnamese/English etc.)*

Procedures: (ELL Suggestions are in italics)

Introduce the common structure of a narrative text.

A simplified version of the elements follows:

1. **Setting** - when and where the story occurs.
2. **Characters** - the most important people or players in the story.
3. **Initiating event** - an action or occurrence that establishes a problem or a goal.
4. **Conflict/goal** - the focal point around which the story is organized.
5. **Events** - one or more attempts by the main character(s) to achieve the goal or solve the problem.
6. **Theme** - the main idea or moral of the story.

Beginning

- A. Create a graphic representation (**story map**) of the story using the elements.
- B. Focus on the key points of the story.
- C. Use these points as a topic for discussion and to connect with prior knowledge

Intermediate

- A. Use chunking for intermediate students.
- B. Focus on the most important point of the story.
- C. Use these points to make connections with the elements of literature.

Advanced

- A. Read, analyze, and summarize a work of literature.
- B. Use chunking as needed.
- C. Use the elements of literature to analyze the structure of the piece and author's intent.
- D. Respond to the piece, in writing, using the proper steps of the writing process.

Suggestions

Story Map

For this level the story maps should be used to help students determine the elements of the story on their own:

1. Use story maps to determine the elements of the story.
2. Pair students who may be having difficulty working on their own with more skilled students.
3. Use the story maps to answer freethinking questions that guide the discussion of a story.
4. Use story maps to teach the elements of the story.
5. Use teacher made story maps to teach students to create their own story maps.
6. Use story maps to create questions that guide the discussion of a story.

Note: See sample story map for further direction and examples.

Chunking

- The intermediate student may still need information in manageable portions.
- Content, which is complex and critical, may be easier to manage in chunks so and not so overwhelming.
- With advanced students continue to monitor for frustration level and assist as needed.

- Have students create an outline of the various chunks.
- Straightforward content may be longer.
- Provide the students with an outline of the various chunks. This will help them navigate the story.

Assessment:

Beginning: Recall/ Identifying

- Assess beginning ELL students' comprehension by discussing responding to the story using the logical sequence of the reading.
- Use concrete language and yes or no questions.

Intermediate: Responsive Writing

- Assess intermediate ELL student comprehension orally or in writing.
- They will not require as much logical sequencing as beginners, but will still need frequent assistance with unfamiliar terms, idioms and puns.
- Review the importance of story elements and check for comprehension.
- *Intermediate students are verbally more proficient but are not at the level of native speakers and will require additional assistance with unfamiliar terms.*
- *Have reference material available and check for comprehension frequently.*
- *Idioms and word puns will give not be as frustrating for intermediate learners as they are for beginners but make sure to review idioms and puns before reading.*

Advanced: Summarizing

- *Assess advanced ELL student comprehension as you would native speakers.*
- *They will be able to write book reports; however, they may need many reference books such as dictionaries, thesauruses and spell checkers.*
- *Computers will greatly enhance the ELL students' writing capacity.*
- *There may still be some interference from their native language and confusion but none of it should deter from meaning.*
- *There may be errors in spelling, grammar and punctuation present in advanced ELL student writing and discourse.*

Helpful Websites

<http://www.english-to-go.com>

<http://www.peakenglish.com>

<http://members.aol.com/eslkathy/esl.htm>

This website provides the instructor with many links as resources to help promote a desire for reading and writing activities. Students and instructors may choose to print out the exercises and activities or visit the Web Page. There are many links from which to choose including reading selections. Your imagination is the limit when using this great website to promote reading and writing among your ESL students.