

This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 8th Grade

Content Area: Spanish Language Arts

Unit: Themes of Folktales and Narrative Writing (If the unit is taught in Spanish, we recommend using the Spanish version of this template: *Unidades bilingües: el triángulo del BUF*)

Unit Storyline:

In this unit, students will be exposed to a variety of traditional folktales from various Latin American countries. These folktales, often told to children as they are growing up, are traditionally used as a way to explain why it is important to “behave”. While many of these folktales are familiar to children across the regions (making their theme universal), each specific geographic area adds their own details, dialect, and regionalisms to the story – making the story unique. The folktales selected represent the diverse demographics of the classroom, therefore providing a sense of familiarity to students with Hispanic heritage. As students read and more closely analyze the various folktales, they will cite the textual evidence and make inferences (CCSS.ELA-LITERACY.RL.8.1) about the theme of the folktales, how the theme is developed over the course of the text, and provide an objective summary of the text (CCSS.ELA-LITERACY.RL.8.2). Students will also analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor (CCSS.ELA-LITERACY.RL.8.6). As a result of the textual analysis of the folktales, students will then create their own, unique folktale written as a narrative (CCSS.ELA-LITERACY.W.8.3) in which a universal theme is explored. As with the folktales analyzed as mentor texts, the theme of their narrative will be figuratively revealed through dynamic scenes in which the interplay between the characters, setting and plot of the narrative provides sufficient details for the reader to infer the theme.

Standards:

Reading

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 (in relation to standard 8.2 and 8.6).

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.

Writing

CCSS.ELA-LITERACY.W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

Listening and Speaking

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently (text to be used in this unit are folktales from other Spanish speaking countries).	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.C - 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. 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.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
Language (in Spanish) CCSS.ELA-LITERACY.L.8.1 <i>Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.</i> CCSS.ELA-LITERACY.L.8.1.B <i>Conjugan y usan verbos en voz activa y pasiva.</i> CCSS.ELA-LITERACY.L.8.1.C <i>Conjugan y usan verbos en modo indicativo, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos.</i>	Language (English Translation) CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice. CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Language Development Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting. Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

CCSS.ELA-LITERACY.L.8.3

Usan el conocimiento del lenguaje y sus convenciones al escribir, hablar, leer o escuchar.

CCSS.ELA-LITERACY.L.8.3.A

Usan verbos en voz activa y pasiva y en sus modos indicativo, subjuntivo e imperativo, para lograr efectos específicos (por ejemplo: hacer hincapié en el sujeto o la acción; expresar incertidumbre o describir un estado contrario a los hechos).

CCSS.ELA-LITERACY.L.8.4

Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al octavo grado, seleccionando con flexibilidad entre una serie de estrategias.

CCSS.ELA-LITERACY.L.8.4.A

Usan el contexto (por ejemplo: el significado global de una oración o párrafo; la colocación o función de una palabra dentro de una oración) como clave para descifrar el significado de una palabra o frase.

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Big Ideas, Learning Outcomes, and Formative Assessments:

Big Idea:

I want my students to understand that when reading literary texts, it is important to:

- determine the theme of a text and analyze its development over the course of the text

- For example, in *La Llorona*, the theme is “You never know what you have until it is gone” . While never explicitly stated, the theme can be inferred as the details of the text come together. In the end, Maria is the one that cries for her children even though she killed them so that her husband would pay more attention to her.
- In the African American Tale of the Midnight Goal Thief, the theme is to be loyal and honest. While never explicitly stated, the theme can be inferred as the text reads on and the resolution between the two main characters is brought to resolution.
- analyze how differences in the points of view of the characters and the audience create effects such as suspense
 - For example, when reading *La Llorona*, the points of view of all the characters: Maria, her husband, her children, and the “ancianas” can be compared. In doing so, an element of suspense is created as Maria makes various choices in the text (including drowning her children) and how the legend comes to a conclusion.
 - In the African American Tale of the Midnight Goal Thief, the points of view of the Baboon and the Hare can be compared. While a reader (or listener) can rationalize with both of the characters, the element of suspense is created as the two characters (that started as friends) quarrel and as the story concludes.

in order to write a narrative with a universal theme (or lesson).

- For example, students can write their own folktale with a universal theme (or that teaches a lesson) that creates effects such as suspense
- For example, students can write their own fable with a universal theme (or that teaches a lesson) that creates effects such as suspense

Learning and Language Outcomes:

These are the steps (observable behaviors) students must develop while they engage in the unit in order to meet the summative assessment.

Standard (abbreviated)	Outcomes: Students will be able to...	Formative Assessment
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 (in relation to standard 8.2 and 8.6).	• Draw inferences from folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> to make and support analysis* • Support conclusions with explicit and implicit textual evidence in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> • Determine the textual evidence that best supports conclusions in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> • Explain how textual evidence selected supports conclusions in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i>	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. *Formative assessment example for first outcome: - When the teacher meets with students in small groups to discuss and analyze folktales presented in this unit, she will keep anecdotal notes on each of the students that she meets with. The notes will include a

		description of the inferences students make about the folktales and legends read and the textual evidence the students use to support their inferences. The anecdotal notes will help the teacher determine which students have mastered the ability to make inferences from texts using textual evidence, and which students need further support and instruction to achieve this outcome. The teacher can group students needing similar support in a strategy group as well as individually confer with students to offer additional support. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
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.	• Infer the theme or central idea of folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> that are based on the text's setting, plot, and characters • Analyze the development of a theme over the course of a folktale and/or legend such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i>, determining when it first appears and when it is reinforced by events or characters in the text • Explain how the characters, setting, and/or plot support the development of a theme in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i>	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.

	Determine the main ideas in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> and use them in an objective summary	
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.	- Determine the points of view represented in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> - Identify information that is withheld or unknown to a character or group of characters in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> - Explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i>. - Contrast the different points of view between the audience and a character in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> - Contrast the different points of view among characters in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> - Recognize irony in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i> and explain how it renders the text humorous or suspenseful - Explain how the author used point of view to create humor and/or suspense in folktales and legends such as <i>La Llorona</i>, <i>El Chupacabras</i>, <i>El Cucuy</i>, and <i>El Silbón</i>	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
CCSS.ELA-LITERACY.RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and	Read folktales (in the language of instruction) appropriate for the 6-8 grade band independently with fluency and comprehension	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice

poems, at the high end of grades 6-8 text complexity band independently and proficiently (text to be used in this unit are folktales from other Spanish speaking countries).		Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
CCSS.ELA-LITERACY.W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.C - Use a variety of transition words, phrases, and	• Compose a narrative (a folktale or legend) with imagined experiences that utilize effective technique, descriptive details, and a clear event sequence • Determine the tone of a narrative (folktale or legend) based on speaker, audience, and purpose A: • Develop the speaker's tone in a narrative (folktale or legend) using figurative language • Determine a variety of ways to engage the reader at the beginning of a narrative (folktale or legend) text • Determine how to establish the context for a narrative (folktale or legend) • Determine the point of view for a story - first person; third person (in a folktale or legend) • Determine the narrator and characters to include in a narrative (folktale or legend) text • Organize the narrative (folktale or legend) to maintain a logical flow for the reader B: • Determine if and when dialogue should be used in writing (in writing their folktale or legend) • Develop the visual details of scenes, objects, and people in narrative (folktale or legend) writing	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Students should be followed up on during every phase of the writing process to ensure outcomes are being met: • Brainstorming • Pre-writing • Drafting • Revising • Editing • Publishing Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.

clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 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.	• Compose details that depict specific actions (movements, gestures, postures, expressions) in their folktale or legend • Develop dialogue that provides insight into the narrator’s and character’s personalities and motives in their folktale or legend • Manipulate the pace of a story to highlight significant events, or to create tension and suspense in their folktale or legend • Develop a character or narrator using reflection in their folktale or legend C: • Determine which type of transition is appropriate for circumstance (sequence, time shift, setting shift, showing relationship) in their folktale or legend D: • Determine which experiences and events need descriptive detail in their folktale or legend • Determine which type of sensory language is appropriate for the given context in their folktale or legend • Determine if the sensory language used provides enough detail to “capture the action” and enable the reader to visualize the event or experience in their folktale or legend E: • Develop an appropriate conclusion to their folktale or legend	
CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on	• Prepare for a discussion by reading, researching, taking notes, and formulating opinions and questions about folktales and legends read and discussed in class • Participate actively (ask questions, make statements, connect to text, respond to questions, etc.) in the discussion process of folktales and legends	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students.

others' ideas and expressing their own clearly.	• Fulfill various roles to contribute to a collaborative effort when discussing folktales and legends or preparing to write a folktale or legend • Treat others and their contributions to the discussion with respect in discussions about folk tales and legends • Invite new ideas and connect them to text or ideas that have already been introduced to/by others when discussing the folktales and legends read and analyzed in this unit, or when preparing to write the folktale and legend for this unit • Justify thinking using the text from folktales and legends or ideas previously shared with the group	Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	• Determine the context and the audience of a speech (folktale or legend) • Deliver a speech using proper grammar, standard language conventions, and formal tone (folktale or legend) • Use feedback and self-regulation to improve a presentation (the presentation of their folktale or legend)	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice. CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative,	B • Distinguish between active and passive verb forms in folktales and legends • Use verbs in the appropriate verb forms (active and passive) when writing a or writing about folktales and legends • Form verbs in the appropriate tense and form when talking about, writing about, or writing folktales and legends	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students.

interrogative, conditional, and subjunctive mood.	C - Reason and explain the selection of a verb form based on the purpose for writing or speaking folktales and legends - Define and use indicative mood as it relates to verbs in folktales and legends - Define and use imperative mood as it relates to verbs in folktales and legends - Define and use interrogative mood as it related to verbs in folktales and legends - Define and use conditional mood as it relates to verbs in folktales and legends - Define and use subjunctive mood as it relates to verbs in folktales and legends	Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
CCSS.ELA-LITERACY.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	- Identify particular effects conveyed in a folktale or legend - Reason/explain if verbs are in the active and passive and in the conditional or subjunctive mood in folktales and legends - Explain how verbs in active/passive and in the conditional/subjunctive mood achieve particular effects in a text in folktales and legends - Use verbs in conditional mood in folktales and legends, and when discussing folktales and legends - Use verbs in subjunctive mood in folktales and legends, and when discussing folktales and legends - Apply active and passive verb forms in speaking about folktales and legends and writing folktales and legends - Apply verbs in conditional and subjunctive moods to achieve particular effects when speaking about folktales and legends and writing folktales and legends - Evaluate own writing (folktales and legends) for desired effects	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.

**CCSS.ELA-
LITERACY.L.8.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify words that are unknown or unfamiliar in a sentence in folktales and legends
- Identify context clues using the overall meaning of a sentence or paragraph and the position or function of a word in a sentence that would help define word (in folktales and legends)
- Determine the meaning of a word or phrase from context clues in folktales and legends

Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice

Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students.

Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.

NOTE: Teachers should not use a template that students copy.

Language Outcomes

- Once student language proficiency levels are determined by the teacher, language outcomes are written for the students
- Language scaffolding (strategies and supports) will occur based on student language proficiency levels. The following is a guide of how to scaffold based on language proficiency levels

Language Proficiency Level	Scaffolds (Strategies and Supports: Sensory, Graphic, and Interactive)
Range 1-2	• Pictures and photographs • Strategic partnerships • Strategic, structured small groups • Illustrations, diagrams, drawings • Realia • Charts • Graphic organizers • Tables • Timelines • Picture/Word banks • Strategic movements, gestures, and/or physical activities (TPR)
3	• All of the above and:

	• Posters • Sentence frames
4-6	• All of the above and: • Cooperative grouping structures

Summative Assessment

After students analyze the development of the theme in a folk tale and how differences in the points of view of the characters and the audience creates effects for the reader in a variety of folk tales from various South American cultures, students will produce their own, unique folk tale written as a narrative where a universal theme can be inferred by the reader when the relationship between the characters, setting, and plot is analyzed. (See below for further clarification.)

Building Oracy and Background Knowledge

- Talk with a Partner – “*Mi mamá me decía algo similar. Ella me decía....*”
- Adapted Reader’s Theater (ART) – specifically to review the following words:
 - *El tema*
 - *El cuento*
 - *Los detalles*
 - *Universal*
 - *Aplicar a través de*
 - *Culturas*
- Fish bowl
 - *Mi frase dice...¿Que dice la tuya?*
 - *Esta dice...¿Que dice otra?*
 - *Hace muchos años,*
 - *Un día,*
 - *Después,*
 - *Luego,*
 - *Entonces,*
 - *Pero,*
 - *Finalmente,*
- Open sort
- Group writing based on open sort

Reading Comprehension:

Using several versions of each of these texts:

- La Llorona
- El Chupacabras
- El Cucuy
- El Silbón

Instruction focusing on the following standards:

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 (in relation to standard 8.2 and 8.6).

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.8.6 - 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.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently (text to be used in this unit are folktales from other Spanish speaking countries).

Balanced Literacy Routines and Strategies Include:

- Mini Lessons
- Independent Reading & the Write Something Strategy
- Small group instruction (strategy groups)
- Conferring
- Talmudic Style Reading
- Interactive Read Aloud

Writing

Instruction focusing on the following standards:

CCSS.ELA-LITERACY.W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.C - 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.

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.

Balanced Literacy Routines and Strategies Include:

- Mini Lessons (including teacher modeling)
- Shared Writing
- Independent Writing
- Small group instruction

- Conferring

Word Study and Fluency

Areas of word study to be studied:

- **CCSS.ELA-LITERACY.L.8.1.B** - Form and use verbs in the active and passive voice
 - Active – *La mujer ahogó a los niños en el río.*
 - Passive – *Se me ahogaron los niños en el río.*
- **CCSS.ELA-LITERACY.L.8.1.C** - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
 - Imperative – to express commands (*Cierra la puerta.*)
 - Indicative – to express facts and other statements that are believed to be true and concrete such as facts, descriptions, and scheduled events (*Ella era una mujer alta y bella.*)
 - Subjunctive – to express desires, doubts, wishes, conjectures, and possibilities (*Es posible que ella no lo vaya a ver otra vez.*)
 - Infinitive – expresses being or action; the most basic form of a Spanish verb (*Va a buscar a sus hijos.*)
 - Conditional – express hypothetical situations and probabilities and to make polite requests (*yo viajaría instead of yo viajo*)

Summative Assessment –

After students analyze the development of the theme in a folk tale (**CCSS.ELA-LITERACY.RL.8.2**) and how differences in the points of view of the characters and the audience creates effects for the reader (**CCSS.ELA-LITERACY.RL.8.6**) in a variety of folk tales from various South American cultures, students will produce their own, unique folk tale written as a narrative where a universal theme can be inferred by the reader when the relationship between the characters, setting, and plot is analyzed.

The narrative will engage and orient the reader by establishing a context and point of view and include the following:

- The development of a universal theme by exploring the relationship between the characters, setting and plot (**CCSS.ELA-LITERACY.RL.8.2**)
- Dramatic irony (**CCSS.ELA-LITERACY.RL.8.6**)
- An introduction to the narrator and/or the characters (**CCSS.ELA-LITERACY.W.8.3.A**)
- An organized sequence of events that unfolds naturally and logically (**CCSS.ELA-LITERACY.W.8.3.A**)
- Techniques, such as dialogue, pacing, description, and reflection to develop the experiences, events, and/or characters within the folk tale (**CCSS.ELA-LITERACY.W.8.3.B**)
- 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 the experiences and events (**CCSS.ELA-LITERACY.W.8.3.C**)
- 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.D**)

- A conclusion that follows from and reflects on the narrated experiences or events (**CCSS.ELA-LITERACY.W.8.3E**)

Bridge Transfer – Side-by-side

- Elicit key vocabulary of the ART from students and write on the left side column of a t-chart. All of these words should be familiar to students from previous grades because they come from standards from previous grades as early as 1st grade.
- Using the word bank, have students work in groups to create a class LEA that describes what the students learned about themes throughout the unit.
- In small groups or pairs, have students work together to identify the translation of the words on the t-chart. One at a time, have students write the translation next to the corresponding word.

Bridge – Transfer – Extension

Most secondary programs do not include extension in English in order to protect Spanish time given that only a few courses are taught in Spanish.

However, if extension time were feasible and it did not take away from Spanish time, one example of an extension would be to have students create short oral presentations explaining the universal theme in the unique folktale they each created for the summative assessment.

Bridge Metalinguistics - *Así-se-dice*

- In small groups, have students work together, using the word bank, to write how the class LEA would be said in English. Compare the group samples.
- Possible foci:
 - **CCSS.ELA-LITERACY.L.8.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.