

**The Unit \***

**Unit Instructor:** Carmen Sánchez Sadek, Ph.D. **Gr:** 8<sup>th</sup> **No. Students:** 19 **Date:** 4/6/04

**Subject(s):** English 8 / ESL Level 4 **Topic & Unit Literature/text:** “KRAKATOA”

**Kind of Assessment:** Open-ended, 2-student dialog design. **Assessment literature/Text:** “KRAKATOA”

**Central Question(s):** Can students transform the descriptive language used by Author Simon Winchester in “Krakatoa” to design a dialog relating the experiences of two survivors of the eruption?

1. Continuum of Concepts and Skills to Learn. Below are standards students: 1) have mastered *before* studying this unit under “Previous,” and 2) have mastered upon completion of the unit under “present”, and to be mastered *after* this unit under “Next.”

| Previous   | Present  | Next  |
|--|--|---|
| <p>Listening and Speaking – Strategies and Applications; Advanced ELD:<br/>                     Listens attentively to taped stories.<br/>                     Identifies supporting details.<br/>                     Uses figurative language and idiomatic expressions appropriately.</p> | <p>Negotiates and initiates social conversations by questioning, restating, soliciting information and paraphrasing the communication of others.</p> | <p>Speaks clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, modulation.</p>                      |
| <p>Reading – Word Analysis:<br/>                     Identifies English/Spanish cognates.<br/>                     Apply knowledge of word relationships, such as roots, affixes, to derive meaning from text.</p>   | <p>Applies knowledge of English/Spanish cognates and false cognates to derive meaning from words.</p>  |   |
| <p>Reading – Fluency and Systematic Vocabulary Development:<br/>                     Recognizes that some words have multiple meanings.<br/>                     Develops a rich vocabulary.</p>   | <p>Applies the knowledge of multiple meanings of words in reading text.<br/>                     Develops a rich vocabulary.</p>                     | <p>Develops a rich vocabulary that includes English/Spanish cognates, words with multiple meanings, idioms, analogies, similes and metaphors.</p> |

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|---|---|---|
| <p>Reading – Reading Comprehension:<br/>Reads and orally responds to text by using simple sentences to answer factual comprehension questions.</p>  | <p>Re-read text and orally and in writing identifies details of informational materials by re-using sentences found in the text.</p>  | <p>Prepares oral and written reports.</p>   |
| <p>Reading – Literary Response and Analysis:<br/>Uses expanded vocabulary and descriptive words in transforming written text into dialog format.<br/>Compares and contrasts the motivation and reactions of characters across a variety of texts.</p> |   |   |
| <p>Writing – Strategies and Applications:<br/>Organizes and selects information from selected literature by displaying it on note cards.</p>  | <p>Collects information from various sources (book chapters) and takes notes on a given topic.<br/>Writes responses to selected literature (book chapters) that exhibit understanding of the text.<br/>Uses more complex vocabulary and sentences appropriate for a descriptive dialog.<br/>Writes responses to literature in the format of a dialog that develops interpretations, exhibits careful reading and cites specific parts of the text.<br/>Write fictional biography in the format of a dialog.</p> | <p>Writes expository compositions</p>   |
| <p>Writing – English-Language Conventions:<br/>Revises dialog for appropriate word choice and organization, using approximately standard English grammatical forms and spelling.</p>  | <p>Edits writing for the mechanics to approximate standard grammatical forms, specifically:<br/>Capitalization;<br/>Quotation marks;<br/>Dialog Tags;<br/>Past tense of verbs.</p>  | <p>Edits writing for the mechanics to approximate standard grammatical forms.</p> |

## 2. Concepts and skill covered in this unit.

| Lesson No. | Lesson Title   |
|------------|--|
| 1          | Vocabulary Building --   |
| 2          | Listening to taped version of book while reading book.                     |
| 3          | Research on Volcanoes and Eruptions (descriptions) At PDC (Computer Lab)   |
| 4          | Writing a Dialog – Samples and Dialog Tags                                 |
| 5          | Grammar Rules: capitalization, punctuation, citations with Quotation Marks |
| 6          | Sample Dialog written by teacher (Assessment sample)                       |

## 3. Overview of Unit

Throughout this academic year the Advanced ESL - Level 4 students (and the 8<sup>th</sup> grade English students) in my classes have been reading “KRAKATOA” by Simon Winchester, a historical narrative based on primary sources of the cataclysmic eruption of the Krakatoa volcano, on the island of the same name that existed up to that fateful day between Java and Sumatra. The eruption took place on August 27, 1883.

For the final “mester” of the 2003-2004 academic year (May-June, 2004), the students will be provided an opportunity to USE the profuse and rather sophisticated descriptive language found in this New York Times Bestseller author’s most recent work. Thus, the emphasis in this UNIT is on Vocabulary Use: The students, working in pairs, will write a dialog portraying survivors of the eruption. To write this dialog, students will use as many descriptive words, phrases and sentences from the narrative as possible, transforming these selected citations into a dialog that depicts the survivors’ experiences BEFORE, DURING and AFTER the volcanic eruption.

## 4. Description of Class

This Advanced ESL Level 4 class has 19 Hispanic students, 18 of them are 8<sup>th</sup> graders and one is a 7<sup>th</sup> grade student. When this class began on July 1st, 2003, many of the students were “repeating” this class, that is, they had failed to exit ESL into regular English classes. As a result, these students felt TOTALLY DEFEATED, seeing their friends moving on while they were retained. My most important job, then, was to build these students’ self esteem and positive self-image as achievers. Today, the “repeaters” attend regular English classes for part of the week and are doing well. The other students have built strong English language skills and will be moving on to regular English classes next academic year at their respective high schools.

## 5. Redesign Changes (complete after scoring assessments)

## 6. Bibliography

- Winchester, Simon. Krakatoa, The Day The World Exploded: August 27, 1883. HarperCollins Publishers, 2003.
- Winchester, Simon, Krakatoa (Audio tapes by the author).