

Grade: 6-8	ESL/ELA Units of Study Quarter 2 English Language Arts	Unit 4
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Narrative writing
Recommended Number of Instructional Days: 20 Days

Overview

Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments.

Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.

Students will write narratives to develop real or imagined experiences or events using descriptive details, well-structured event sequence, and descriptive details. Students will write narratives (at least one being a multi-paragraph narrative) that engage and orient the reader by establishing a context and introducing a narrator and/or characters. Students will engage in narrative techniques (i.e.: dialogue, pacing), use precise words and cite textual evidence to support their claims. They will provide a conclusion that follows and reflects on the narrated experiences or events.

Students will read a variety of narratives, biographies, memoirs, etc. in order to write narrated experiences. They will then be able to produce their own narrative (memoir, poetry, personal narrative, blogs, plays, etc.) by demonstrating an understanding of dialogue, pacing, and description in order to develop experiences, events, and/or characters. ESL/ELD supports include story maps, sentence starters, teaching transitions words, diagrams to graphics to organize writing, peer editing and support.

This unit is taught in second quarter. Students are building on the skills learned in the first quarter units regarding central ideas, compare/contrast and theme. In the subsequent unit, students will be expected to use evidence from text to write literary analysis pieces and conduct research-based projects incorporating multiple texts.

As with all units aligned to the Common Core State Standards, ESL students 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.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a

[text.](#)

Writing Anchor Standard

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

CCRAW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Concepts to Be Learned and Skills to Be Used

- DETERMINE **theme** or **central idea** and PROVIDE **objective summary**
- ANALYZE **elements of a story or drama**
- ANALYZE **points of view, character, narrators**
- ORGANIZE **sequence of events**
- USE **narrative techniques**
- USE **transition words, phrases, and clauses**
- PROVIDE a **conclusion**
- WRITE **narratives** to DEVELOP **events**
- ACKNOWLEDGE **information**, MODIFY **own views**
- DRAW **evidence**
- USE **Greek/Latin** affixes and roots to CLUES to **meaning**

Essential Questions

- What is the purpose of personal narrative writing? What does it accomplish?
- How does specificity and detail in writing enhance the message/reality of the personal narrative?
- How does citing sources establish credibility?
- How do authors use real or imagined experiences when developing a story?

Assessment

Task Name:

Written Curriculum

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

Reading Standards: Literature

Key Ideas and Details

[RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.](#)

- RL.6.2 Determine the theme or central idea of a text **and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.**
- 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.

Reading Standards: Literature

Key Ideas and Details

[RL.7.3 Analyze how particular elements of a story or drama interact \(e.g., how setting shapes the characters or plot\).](#)

- RL.6.3 **Describe how a particular story's or drama's plot or story unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**
- RL.8.3 Analyze how particular **lines dialogue or incidence in a story or drama propels the action, reveal aspects of a character, or provoke a decision.**

Reading Standards: Literature

Craft and Structure

[RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.](#)

- RL.6.6 **Explain** how an author develops the point of view of the **narrator or speaker in a text.**
- 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.**

Writing Standards

Text Types and Purposes

[W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.](#)

- This standard in grades 6 and 8 are identical to grade 7
[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.](#)

- This standard in grades 6 and 8 are identical to grade 7
- [b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.](#)
- This standard in grades 6 and 8 are identical to grade 7
- [c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.](#) (A focus in unit 4 and supporting standard in units 5 through 8)
- W.6.3c Standard is identical to grade 7
- W.8.3c 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.**
- [e. Provide a conclusion that follows from and reflects on the narrated experiences or events.](#)
- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Research to Build and Present Knowledge

[W.7.9](#) [Draw evidence from literary or informational texts to support analysis, reflection, and research.](#) (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

[SL.7.1d.](#) [Acknowledge new information expressed by others and, when warranted, modify their own views.](#) (A focus in unit 4 and supporting standard in units 5 through 8)

- SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.8.1d Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.

Language Standards

Knowledge of Language

***There is no corresponding standard in grades 7 or 8.**

[L.6.3b.](#) Maintain consistency in style and tone.*

L.7.4b. [Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word \(e.g., *belligerent*, *bellicose*, *rebel*\).](#) (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

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

Reading Standards: Informational Text

Key Ideas and Details

RI.7.1 [Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.](#) (A focus in unit 1 and supporting standard in units 2 through 8)

- RI.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1 Standard is identical to grade 7

Writing Standards

Text Types and Purposes

W.7.1c. [Use words, phrases, and clauses to create cohesion and clarify the relationships among claim\(s\), reasons, and evidence.](#)

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Text Types and Purposes

W.7.2d. [Use precise language and domain-specific vocabulary to inform about or explain the topic.](#) (A focus in unit 3 and supporting standard in units 4 through 8)

- This standard in grades 6 and 8 are identical to grade 7

[e. Establish and maintain a formal style.](#) (A focus in unit 3 and supporting standard in units 4 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1 [Engage effectively in a range of collaborative discussions \(one-on-one,](#)

in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Vocabulary Acquisition and Use

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (A focus in unit 1 and supporting standard in units 2 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Standards that are **Continuous** for the entire school year:

Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.

Reading Standards: Literature

Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

Reading Standards: Informational Text

Range of Reading and Level of Text Complexity

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Range of Writing

W.7.10 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 discipline-specific tasks, purposes, and audiences.

- This standard in grades 6 and 8 are identical to grade 7

Production and Distribution of Writing

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

L.7.2b. Spell correctly.

- L.6.2b Standard is identical to grade 7
- L.6.2b Use an ellipsis to indicate an omission.

Language Standards

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- This standard in grades 6 and 8 are identical to grade 7

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 In grade 6, students were asked to analyze a text to consider overall structure and point of view. **In 7th grade, students aAnalysis will include collaborative discussions, determining points of view of the characters and the audience or reader.** In grade 8, students looking deeper into comparing and contrasting, structure, style, characters, points of view and the effect these have upon the meaning of the text.

In grade 6, students are asked to support their analysis of the literary text. Students determined the central idea of a text and how it is presented using details. They will also summarize the text. **As they move to grade 7, they are asked to support their literary analysis. Students will continue to determine the central idea of a text, using details. They will begin to analyze the theme and how it develops over the course of the text and provide an objective text summary.** In grade 8,

Students begin to support their literary analysis. Students will continue to determine the central idea of a text, and analyze its development based on its relationship to characters, setting, and plot. They will provide an objective summary of the text.

W In grade (6) students are asked to write narratives using effective techniques (*e.g., dialogue, pacing, descriptive details, and well-structured event sequences*). They will use precise and transitional words, descriptive details using sensory language, phrases and clauses to convey sequence while also providing a conclusion that follows the events. **As they move to 7th grade, students will expand on their narrative writing skills by establishing point of view, in addition to using sensory language to capture the action and convey experiences. The conclusion will reflect on the narrated experiences/events.** In grade 8, students will continue this process by reflecting on the use of each narrative technique, and show relationships among experiences and events.

SL In 6th grade, students were taught come to discussions prepared, explicitly drawing on evidence. They will follow rules for collegial discussion, pose and respond to questions, citing text, and understand multiple perspectives through reflection. **In grade 7, students will continue to build on their skills with productive talk. Students will acknowledge and elicit elaboration to other's responses.** In the 8th grade, Students will further build on grades 6 and 7 productive talk skills and justify their own views in light of evidence presented.

L In grades 6, 7, and 8 students will use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of words.

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

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

Narrative Writing, pgs. 23-24

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

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.

Suggested Resources Unit 1

- **To Be a Hero**

The Teacher who Changed My Life (memoir) pg. 35

The Letter "A" - from My left Foot (autobiography) pg. 56

Birdfoot's Grandpa (pg. 33)

- **And Justice for All**

Could a Woman Do That" (Essay) pg. 40

Words (short story) pg. 64

- **Who am I**

Getting Ready (Poem) pg. 45

On Being Seventeen, Bright, and Unable to Read (autobiography) Pg. 24

- **High Point Level C may be used for text resources**

Appendix B: Text Exemplars and Sample Performance Task

Grade 6-8 Story, Drama and Poetry Text Exemplars, pgs. 77-89

Stories

- Alcott, Louisa May. *Little Women*. New York: Penguin, 1989. (1868)
- From Chapter 2: "A Merry Christmas"
- Twain, Mark. *The Adventures of Tom Sawyer*. New York: Modern Library, 2001. (1876)
- From Chapter 2: "The Glorious Whitewasher"
- L'Engle, Madeleine. *A Wrinkle in Time*. New York: Farrar, Straus and Giroux, 1962. (1962)
- Cooper, Susan. *The Dark Is Rising*. New York: Margaret K. McElderry Books, 1973. (1973)
- From "Midwinter Day"
- Yep, Laurence. *Dragonwings*. New York: HarperCollins, 1975. (1975)
- From Chapter IX: "The Dragon Wakes (December, 1905—April, 1906)"
- Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. New York: Phyllis Fogelman

- Books, 1976. (1976)
- Hamilton, Virginia. "The People Could Fly." *The People Could Fly: American Black Folktales*. New York: Knopf
- Books for Young Readers, 1985. (1985)
- Paterson, Katherine. *The Tale of the Mandarin Ducks*. Illustrated by Leo and Diane Dillon. New York: Lodestar Books, 1990. (1990)
- Cisneros, Sandra. "Eleven." *Woman Hollering Creek and Other Stories*. New York: Random House, 1991. (1991)
- Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*. New York: Delacorte Press, 1993. (1993)
- From "The Golden Apple"

Page 89, Sample of performance tasks for Stories

- Students *explain how* Sandra Cisneros's choice of words *develops the point of view of the young speaker in* her story "Eleven." [RL.6.6]

Drama

- Fletcher, Louise. *Sorry, Wrong Number*. New York: Dramatists Play Service, 1948. (1948)
- Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*. New York: Random House, 1956. (1956)

Page 89, Sample of performance tasks for Drama

- Students *analyze how* the playwright Louise Fletcher uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. [RL.7.3]

Poetry

- Longfellow, Henry Wadsworth. "Paul Revere's Ride." (1861)
- Whitman, Walt. "O Captain! My Captain!" *Leaves of Grass*. Oxford: Oxford University Press, 1990. (1865)
- Carroll, Lewis. "Jabberwocky." *Alice Through the Looking Glass*. Cambridge, Mass.: Candlewick, 2005. (1872)
- From Chapter 1: "Looking-Glass House"
- Dickinson, Emily. "The Railway Train." *The Complete Poems of Emily Dickinson*. Boston: Little, Brown, 1960. (1893)
- Yeats, William Butler. "The Song of Wandering Aengus." *W. B. Yeats Selected Poetry*. London: Macmillan, 1962. (1899)
- Frost, Robert. "The Road Not Taken." *The Poetry of Robert Frost: The Collected Poems*. Edited by Edward Connery Lathem. New York: Henry Holt, 1979. (1915)
- Sandburg, Carl. "Chicago." *Chicago Poems*. New York: Henry Holt, 1916. (1916)
- Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long." *Acolytes*. New York: William Morrow, 2007. (2007)

[Appendix C: Samples of Student Writing](#)

No resources available

Terminology:

Assessing
Concluding statement
Develop
Explicitly
Inferences
Narrative techniques
Point of view
Precise language
Support cite
Textual evidence
Transitional words

Challenging Concepts

Challenging Concepts	Ideas to help students
Unit 4	Unit 4
Students have difficulty knowing what to write about	<ul style="list-style-type: none">• Use writing prompts• Have students make a list at the beginning of the year of things they want to write about
Students struggle with descriptive writing	<ul style="list-style-type: none">• 5 senses• Use adjectives• Literary elements• Create odes and use elements to describe a common object• Thin-Pair-Share to practice "showing" writing (acting it out)
Students struggle with spelling	<ul style="list-style-type: none">• Peer editing• Read out loud with a partner
Students are challenged by identifying and writing figurative language	<ul style="list-style-type: none">• Students draw for onomatopoeia, or create a cartoon• Write a song using a particular number of each element

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> <http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm>
- http://www.greatsource.com/iwrite/students/s_narrative.html
- http://www.readwritethink.org/files/resources/lesson_images/lesson116/NarrativeRubric.pdf
- <http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Middle/STEPSmid-sch-narrative-rubric-gr678.pdf>
- <http://www.4teachers.org/techalong/erica4/>

Additional Resources

GLAD (Guided Language Acquisition Design) Strategies Training through APS/LCE and DLeNM

- <http://www.facinghistory.org/>
- <http://www.aps.edu/libraries/research-databases>
- <http://owl.english.purdue.edu/>
- <http://poetry.org>
- <http://www.classicshorts.com/>
- <http://www.discover.sirs.com>
- <http://www.educationworld.com/subjects/>
- <http://www.splcenter.org/>
- http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68
- <http://www.internet4classrooms.com/>
- <https://jeopardylabs.com/play/7th-grade-language-arts-review-round-2>
- <https://sites.google.com/a/mystma.org/7th-grade-language-arts---kelm/home/educational-games>
- <http://www.wordgametime.com/grade/7th-grade>
- <http://www.puzzle-maker.com/CW/>

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- Word Processing applications (i.e. MS Word, iWorks, Notepad, PDF's saved as text files)
- Graphic Organizers (i.e. Inspiration, Wespiration, Kidspiration)
- Email clients (i.e. Outlook, Gmail, Hotmail)

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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.