

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

Essential Understandings	<ul style="list-style-type: none"> Writers engage their readers by developing real or imagined experiences, varying style for different audiences and purposes. Effective readers have a purpose for reading, analyze text, and make inferences based upon explicit and implicit information. Excellent writers are excellent readers because they notice how an author's craft conveys ideas. Effective communicators must be able to contribute appropriately to conversations about literature, adapting language for a variety of purposes.
Essential Questions	<ul style="list-style-type: none"> How do narrative writers engage their readers and vary their writing for different audiences and purposes? How do setting, organization, character, dialogue and figurative language contribute to a well-written narrative? How can use of the writing process and feedback enhance the quality of a narrative? Why is using textual evidence important in analyzing literature? Why is adherence to standard English conventions important in communicating one's ideas clearly in writing and speech?
Essential Knowledge	<ul style="list-style-type: none"> Narrative techniques (well-chosen details, well-structured event sequences) are used to develop real or imagined experiences. Adherence to the writing process is key to effective narrative writing. In order to understand a text fully, readers determine what the text says explicitly, cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess point of view, and analyze how individuals, events and ideas develop over two or more texts addressing similar themes or topics. <ul style="list-style-type: none"> English conventions, adapting language and style to fit audience and purpose, and correct use of a range of vocabulary create a well-written or well-delivered narrative.
Vocabulary	<p><u>Terms:</u> narrative, plot (rising action, conflict, climax, falling action, resolution), characterization, revising, editing, dialogue, metaphor, simile, theme, tone, setting, point of view, inference, citations, synthesis, analysis, textual evidence, figurative language</p>

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

Essential Skills:	<ul style="list-style-type: none"> • Identify and analyze central themes and how writers explore ideas in different genres. Determine techniques authors use to develop real and imagined events through multiple points of view. • Write well-structured, coherent and detailed narratives appropriate for specific audiences. • Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English. • Interpret in discussions and writing how narratives presented in various media and formats communicate information and point of view. • Determine figurative and literal meanings of vocabulary, and recognize how the nuances and relationship of words affect understanding. • Distinguish between fact and opinion in written, spoken and visual sources.
Related Maine Learning Results:	<p><u>Reading Literature - grade six</u></p> <ul style="list-style-type: none"> ▪ RL 6.2: Determine a central 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 and judgments. ▪ RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ▪ RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ▪ RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ▪ RL 6.9: Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ RL 6.10: 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. <p><u>Writing - grade six</u></p> <ul style="list-style-type: none"> ▪ W 6.3: Write narratives to develop real or imagined experiences or events using elective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.
- W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W 6.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
- W 6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening- grade six

- SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL 6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL 6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL 6.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

appropriate to purpose, audience, and task.

- SL 6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language - grade six

- L 6.1: Demonstrate command of the conventions of standard English grammar usage when writing and speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (myself, ourselves).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.
- L 6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.
- L 6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (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.
 - b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (audience, auditory, audible).
 - c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (by checking the inferred meaning in context or in a dictionary).
- L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (personification) in context.

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

	<ul style="list-style-type: none"> b. Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (stingy, scrimping, economical, un wasteful, thrifty) ▪ L 6.6: 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. ❖ Students will have multiple opportunities throughout the year to fulfill the expectations of the standards, RL 10, W 10, RI 10.
Sample Lessons and Activities	<ul style="list-style-type: none"> ▪ Read, analyze, and discuss short stories and poems for character, plot, theme and point of view. (RL 6.2, RL 6.3, RL 6.4, RL 6.5, RL 6.6, SL 6.1, SL 6.4, L 6.4, L 6.5) ▪ Determine author's purpose and overall message. (RL 6.2, RL 6.3, RL 6.6, L 6.4, L 6.5) ▪ Compare and contrast themes and topics used in multiple narratives written in various genres. (RL 6.9) ▪ Use a variety of discussion formats (whole class, small group, literature circles) to analyze how literary elements interact. (RL 6.3, RL 6.6, SL 6.1, SL 6.3, SL 6.4, L 6.3, L 6.4, L 6.5, L 6.6) ▪ Use a variety of narrative techniques (lead, character development, dialogue, figurative language, structure) to write, share, and analyze a personal/fictional narrative. (RL 6.2, W 6.3, W 6.4, W 6.5, W 6., SL 6.6, L 6.1, L 6.2, L 6.3, L 6.5, L 6.6)
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Reading questions and discussions ▪ Draft, revise, edit, and submit a narrative ▪ Teacher-generated rubrics

English Language Arts

Unit 32: Narrative: Reading, Writing, Speaking, Listening, and Language

Sample Resources	<ul style="list-style-type: none">▪ Publications:<ul style="list-style-type: none">○ Reviser's Toolbox by Barry Lane○ <i>Writing Pathways</i> by Lucy Calkins○ <i>The Landlady</i> by Roald Dahl○ <i>Dragon, Dragon</i>○ <i>Greyling</i>○ <i>Raymond's Run</i>○ <i>Casey at the Bat</i> by Laurence Ernest Thayer○ Selection of novels- <i>Flipped</i>, <i>Red Kayak</i>, <i>Fever 1793</i>, <i>The Breadwinner</i>, <i>London Eye Mystery</i>, <i>Al Capone</i>
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