

## English Language Arts

### Unit 35: Narrative: Reading, Writing, Speaking, Listening, and Language

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Writers engage their readers by developing real or imagined experiences, varying style for different audiences and purposes.</li> <li>• Effective readers have a purpose for reading, analyze text, and make inferences based upon explicit and implicit information.</li> <li>• Excellent writers are excellent readers because they notice how an author's craft conveys ideas.</li> <li>• Effective communicators must be able to contribute appropriately to conversations about literature, adapting language for a variety of purposes.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do narrative writers engage their readers and vary their writing for different audiences and purposes?</li> <li>• How do setting, organization, character, dialogue and figurative language contribute to a well-written narrative?</li> <li>• How can use of the writing process and feedback enhance the quality of a narrative?</li> <li>• Why is using textual evidence important in analyzing literature?</li> <li>• Why is adherence to Standard English conventions important in communicating one's ideas clearly in writing and speech?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Narrative techniques (well-chosen details, well-structured event sequences) are used to develop real or imagined experiences.</li> <li>• Adherence to the writing process is key to effective narrative writing.</li> <li>• 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.</li> <li>• Adherence to standard 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.</li> </ul>
<b>Vocabulary</b>	<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, connotation, denotation</p>
<b>Essential Skills:</b>	<ul style="list-style-type: none"> <li>• Identify and analyze central themes and how writers explore ideas in different genres.</li> <li>• Determine techniques authors use to develop real and imagined events through multiple points of view.</li> <li>• Write well-structured, coherent and detailed narratives appropriate for specific audiences.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English.</li> <li>• Interpret in discussions and writing how narratives presented in various media and formats communicate information and point of view.</li> <li>• Determine figurative and literal meanings of vocabulary, and recognize how the nuances and relationship of words affect understanding.</li> <li>• Distinguish between fact and opinion in written, spoken and visual sources.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Reading Literature - grade seven</u></p> <p>RL 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.</p> <p>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.</p> <p>RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL 7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL 7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>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.</p> <p><u>Writing - grade seven</u></p> <p>W 7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence,</p>

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	<p>using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p><u>Speaking and Listening - grade seven</u></p> <p>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.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas</p>
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under discussion.

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

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL 7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language - grade seven

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

b. Spell correctly.

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

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

c. Consult general and specialized reference materials (e.g., 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 (e.g., by checking the inferred meaning in context or in a

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	<p>dictionary).</p> <p>L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ol> <p>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.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>Write long and short-format analytical essays using several pieces of textual evidence to support analysis, theme, or central idea over the course of the text. (RL.1, RL.2, RL.6, W.1, W.4, W.5, W.6, W.9, W.10, L.1, L.2, L.3, L.6)</li> <li>Use a variety of discussion formats (whole class, panel, literature circles) to analyze how literary elements interact. (RL.3, RL.6, RL 10, SL.1, L4, L6)</li> <li>After reading, access corresponding media to analyze and compare the salient points. (RL.7, SL.2)</li> <li>Read, analyze, write, and share a short personal narrative (RL.1, RL.2, RL 10, W.3, W.4, W.5, W.6, SL.6, L.1, L.2, L.3, L.5, L.6)</li> <li>Through discussion and a short written analysis, analyze a poem's figurative and connotative meanings and structure (RL.4, RL.5, W.4, SL.1, SL.2, L.5, L.6)</li> <li>Compare a historical novel's elements (i.e., time, place, character) with actual historical fact, based on short research. (RL 9, W7)</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>Draft, revise, edit, and submit a narrative.</li> <li>Reading discussions and questions</li> <li>Teacher-created rubric for assessing panel discussion</li> <li>Teacher-created narrative writing rubric, based on Lucy Calkins and Common Core Standards</li> <li>Teacher-created argumentative writing rubric, based on Lucy Calkins and Common Core Standards</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li><i>Black Ships Before Troy: The Story of the Iliad</i>, by Rosemary Sutcliffe</li> <li><i>The Trap</i>, by John Smelcer</li> <li><i>Tall Story</i>, by Candy Goulay</li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>Endurance</i>, by Alfred Lansing</li> <li>• <i>Nothing but the Truth</i> by Avi</li> <li>• <i>Afterlife</i> by Gary Soto</li> <li>• <i>Frenchtown Summer</i>, by R. Cormier</li> <li>• <i>Boy in Striped Pajamas</i>, by J. Boyne</li> <li>• <i>Bomb: The Race to Build--and Steal- the World's Most Dangerous Weapon</i> by S.Sheinkin</li> <li>• <i>"If Cornered, Scream"</i> by Patricia Thurmond</li> <li>• <i>"Thirteen and a Half,"</i> by R. Vail</li> <li>• <i>"Ribbons,"</i> L. Yep</li> <li>• <i>Man on Wire (film)</i></li> <li>• <i>"Mississippi Solo"</i> E. Harris</li> <li>• <i>Lucy Calkins' Units of Study</i></li> <li>• <i>Literature Circles</i>, by Harvey Daniels</li> <li>• <i>What Have You Lost?</i> Poems selected by Naomi Shihab Nye</li> <li>• <i>Craft Lessons</i>, by Ralph Fletcher</li> <li>• <i>Write Source 2000: A Guide to Writing, Thinking and Learning</i></li> </ul>