

2023 ELA 7 - Unit 1: Narrative - Resource

Content Area: **Language Arts Literacy**
Course(s): **Language Arts Literacy**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

Students will explore storytelling through the art of narrative writing and mimic the craft by creating their own narratives. Together, we'll break down the literary devices that make up various iconic texts--from short story to memoir, follow and evaluate the plot diagram to learn the components of a complete story, and develop and enhance writing by reflecting on our own personal experiences while adding structure and sensory details.

Content-Specific Focus Skills

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events

Reading

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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).
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Standards

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.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).
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.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.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.7.4.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.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.4.C	Consult 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.
LA.L.7.4.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 dictionary).
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LA.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.

Critical Language

- Narrative (NWT)
- Memoir
- Plot diagram/ story map elements
 - Exposition
 - Conflict
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Setting
- Suspense
- Prediction
- Foreshadowing
- Dialogue
- Imagery
- Irony
- Point of view
 - First-person
 - Second-person
 - Third person limited
 - Third person omniscient

- Compare and contrast
- Themes and topics: Empathy

Modifications

IEP & 504 Modifications

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below; accommodations and modifications include, but aren't limited to) -

- Allow for redos/retakes
- Modified assignments based on reading abilities
- Opportunities for cooperative partner work
- Preferential seating away from distractions
- Repeat, reword, clarify directions
- Small group testing
- Small groups and 1:1 assistance as needed
- Use of a graphic organizer
- Use of audio books
- Use speech to text for longer writing assignments

At-Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Additional visual cues and prompts
- Adjusted assignment timelines
- Audio books
- Follow a routine/schedule
- Graphic organizers

- No penalty for spelling errors
- Preferential seating away from distractions
- Provision of notes or outlines
- Repeat. reword, clarify directions
- Review sessions
- Space for movement or breaks

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

Summative Assessment

- "About Me" narrative
- "The Fast and the Furriest" - multiple choice and writing sample (dialogue, P.O.V.)
- Alternative Assessment (when indicated per IEP)
- Comprehension and literary device test assessments for each text
- Lexia; Achieve3000; IXL; Instructional Software (Reports)
- Narrative based on personal experience
- Narrative continuation of "Rikki-tikki-tavi" - What happened to the last egg?
- Performance-Based Projects
- Reading Inventory
- Ship-Trap Island map project based on textual details of setting
- Star
- Writing Portfolio

Benchmark

- Skills-based assessment
- Reading responses
- Writing responses

Alternative Assessment(s)

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Formative Assessments

- Achieve3000
- Actively Learn
- Blooket
- Exit tickets/ closure activities
- IXL
- Journaling
- Lexia
- Quizlet activities
- Think-pair-share
- Triple-entry charts
- Vocabulary quizzes
- Warm-up activities

Resources and Materials

- "The Most Dangerous Game" by Richard Connell
- "Rikki-Tikki-Tavi" by Rudyard Kipling
- "The Lottery" by Shirley Jackson
- "Seventh Grade" by Gary Soto
- "Broken Chain" by Gary Soto
- *I Am Malala* (Young readers' edition) by Malala Yousafzai

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social