

Grade 7 Unit One Narrative Writing Task

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

Enduring Understandings

- The ability to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- The ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- The ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- The ability to analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- The ability to read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- The ability to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- The ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- The ability to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- The ability to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

- How can I cite the textual evidence and make relevant connections that support the analysis of what the text says explicitly as well as inferences drawn from the text?
- How can I determine a theme or central idea of a text and analyze its development over the course of the text as well as provide an objective summary of the text?
- How can I 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 on a specific verse or stanza of a poem or section of a story or drama?
- How can I analyze how an author develops and contrasts the points of view of different characters or narrators in a text?
- How can I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences that engage and orient the reader by establishing a context or point of view and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally and logically?

- How can I use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters while using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another?
- How can I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events?
- How can I produce clear and coherent writing in which the development, organization, voice and style are appropriate to the task, purpose, and audience?
- How can I, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach while focusing on how well purpose and audience have been addressed?

Standards/Indicators/Student Learning Objectives (SLOs)

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.

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.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.

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

RI.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.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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

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.

W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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

L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Lesson Titles

- "Rikki-tikki-tavi" by Rudyard Kipling
- "The Most Dangerous Game" by Richard Connell
- "Papa's Parrot" by Cynthia Rylant
- "The Treasure of Lemon Brown" by Walter Dean Myers
- Literary Elements
- Nouns, Verbs

21st Century Skills and Career Ready Practices

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed

through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections

SCI.7-8.5.3.8.D	Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.
SCI.7-8.5.3.8.E	Sometimes, differences between organisms of the same kind provide advantages for surviving and reproducing in different environments. These selective differences may lead to dramatic changes in characteristics of organisms in a population over extremely long periods of time.
SOC.6.1.8.B	Geography, People, and the Environment

Anticipatory Set

- KWL Chart for each literary work
- Evidence Based Selected Response Items for each literary work
- Anticipation/Reaction Guide for each literary work
- Journaling
- Video clips as they pertain to individual literary works
- Quizlet
- Triple Entry Vocabulary
- Discussion as it pertains to the literary work
- Debates

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Academic vocabulary and language
- Close read
- Conferencing
- Cooperative learning
- Activate prior knowledge
- Debate
- Formative assessments
- Graphic Organizers
- Socratic Seminar
- Literature Circle
- QAR
- Visualizing

Modifications

Formative Assessment

- Observations
- Questioning
- Discussion
- Entrance/Exit Tickets
- Graphic Organizers
- Self/Peer Assessments
- Think-Pair-Share
- Journaling
- Kahoot
- Classwork
- Homework
- Quizlet

Summative Assessment

- Multiple choice test on individual literary works
- Google slide show
- Narrative Essay
- Oral presentation
- Open book assessment

Resources & Materials

- "Rikki-tikki-tavi" by Rudyard Kipling
- "Mongooses" (<http://www.nationalgeographic.com/animals/mammals/group/mongooses/>)
- "King Cobra" (<http://www.nationalgeographic.com/animals/reptiles/k/king-cobra/?source=A-to-Z>)
- "Hunting is the Ultimate Primal Sport" (<https://language-arts-land.wikispaces.com/file/view/Pro+Hunting+Article.pdf>)
- "Hunting is Cruel and Damaging Recreation" (<http://language-arts-land.wikispaces.com/file/view/Con+Hunting+Article.pdf>)
- "Games People Probably Shouldn't Play" (http://media-out.vcpusd.net/9-12Resources/LangLit09/Unit1_pgs_020_136.pdf)
- "Empathy for One's Fellow Chimpanzee" (http://articles.chicagotribune.com/2007-03-23/news/0703230161_1_chimp-lester-e-fisher-center-empathic-skills)
- "The Most Dangerous Game" by Richard Connell
- "Papa's Parrot" by Cynthia Rylant
- "The Treasure of Lemon Brown" by Walter Dean Myers
- <http://teachersites.schoolworld.com/webpages/TeamIOP/files/papa's%20parrot.pdf> (online version of

"Papa's Parrot")

- Science Connection Document "Papa's Parrot"
- https://archive.org/stream/TheMostDangerousGame_129/danger.txt (online version of "The Most Dangerous Game")
- https://www.vma.is/static/files/enska/Bokmenntir/Short%20Stories/RikkiTikkiTavi_Kipling.pdf (online version of "Rikki tikki tavi")
- Story Board: "The Most Dangerous Game"