

Unit 2- Narrative Writing

Content Area: **English Language Arts**
Course(s): **Language Arts 6**
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Unit Summary

In the narrative writing unit, students will draft, revise, and finalize an original story. Throughout the unit, the students will work to understand various strategies that they can use to generate a variety of ideas that lead to the creation of a meaningful story. In addition, they will develop their revision skills by learning strategies that they can use to elaborate on important scenes and deepen the reader's insight into the important aspects of the story.

Standards

LA.RL.6.2	Determine a 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 or judgments.
LA.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.
LA.RL.6.10	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.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.3.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.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.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.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.4	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.)
LA.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.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical

	elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
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.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Student Learning Objectives

- Students will learn to create a finalized written narrative.
- Students will learn how to incorporate various strategies that lead to the develop of their own author's craft.
- Students will learn how to develop their characters in a way that impacts the plot.
- Students will learn how to effectively incorporate the theme of the narrative throughout the piece.

Essential Questions

- What strategies do good writers employ?
- How does a good writer establish a character?
- What can we learn from characters in a text?
- What can we learn from the text that can be applied to our own lives?

Enduring Understandings

- Students will understand that narratives are carefully structured, real or imagined, depictions of diverse human experiences.
- Students will understand that time is the main organizational structure of narrative writing.
- Students will understand that a narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.

Application

- Students will be able to independently use their learning to generate and narrow down the focus of their narrative piece.

- Students will be able to independently use their learning to use an organizer to effectively develop their piece.
- Students will be able to independently use their learning to incorporate all literary elements into their writing.
- Students will be able to independently use their learning to incorporate thoughts, feelings, dialogue, and description into their writing.
- Students will be able to independently use their learning to utilize appropriate grammatical rules throughout their piece.

Skills

Students will be skilled at:

- Identifying characteristics of a narrative.
- Utilizing narrative techniques such as dialogue, pacing, and effective transitions.
- Incorporating literary elements into their writing.
- Creating an organized timing structure for their written piece.
- Utilizing the appropriate grammatical skills.