

# Narrative Reading/Writing Unit

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

## Unit Summary

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In this unit, students will write a personal narrative, a story based on their own experience that conveys a theme or lesson learned. Students will use mentor texts from previous novels throughout the year and excerpts from other sources to develop understanding of literary elements and techniques. Students will apply these elements to their narratives once practiced and modeled through mini lessons within the unit. Students will use effective, varied transitions, as well as precise words and language to convey their story. Students will strengthen their writing through the revision process and peer and teacher conferencing.

## Standards

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| 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.6.5  | 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.   |
| LA.RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| 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.L.6.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

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| 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.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.1   | Demonstrate knowledge of a real world problem using digital tools.   |
| 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.D.CS2 | Demonstrate personal responsibility for lifelong learning.   |

## Student Learning Objectives

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- Students will learn elements of a narrative through mentor text.
- Students will learn to use a variety of strategies to find narrative story ideas.
- Students will learn the elements of a story and implement them in their writing, including characters, setting, plot, and dialogue.
- Students will learn literary techniques and implement them in their writing, such as various types of figurative language.
- Students will learn that a first draft is not a final draft.
- Students will learn to appreciate the process of revisions, especially when adding flashback or other narrative elements.
- Students will learn how to select the most effective lead for their narrative after analyzing various examples.
- Students will learn how to select the most effective closing for their narrative after analyzing various examples.
- Students will learn how to use effective dialogue after analyzing examples and understanding correct punctuation.
- Students will learn how to work efficiently in conferences with both peers and teachers.

## Essential Questions

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- What elements should be incorporated in a narrative?
- How can elements and techniques effectively be implemented within a narrative?
- How do writers create ideas for writing?
- How does dialogue add or take away from narratives?
- What are the writer's responsibilities in conferences? (with peers or teachers)
- How do writers determine and craft the internal story?
- How do writers use scenes from the past (or future) to bring out the internal story?
- How does a story begin?
- How does a story end?
- What are the key areas of editing in a narrative?
- How can you use the revision process to edit and revise your drafts?

## Enduring Understandings

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- 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

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- Students will be able to independently use their learning to identify characteristics of a personal narrative by listening to or reading a variety of mentor texts.
- Students will be able to independently use their learning to generate potential topics and narrow focus for a personal narrative with a clear, significant theme.
- Students will be able to independently use their learning to use an outline or graphic organizer to elaborate and organize ideas about writing.
- Students will be able to independently use their learning to produce a narrative establishing a plot or conflict, setting, characters, theme, and point of view.
- Students will be able to independently use their learning to construct narrative in paragraphs with effective transitions and specific details about main events and ideas by adding thoughts and feelings, dialogue, and description that includes vivid verbs and sensory details .
- Students will be able to independently use their learning to use a writing rubric to revise narrative.
- Students will be able to independently use their learning to review and edit their work for sentence construction, spelling, capitalization, punctuation, usage, and clarity.
- Students will be able to independently use their learning to use technology to produce a final product.

## Skills

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Students will be skilled at:

- Identifying characteristics of a personal narrative
- Utilizing narrative techniques such as dialogue, pacing, and effective transitions
- Utilizing literary elements- plot, conflict, setting, characters, theme
- Summarizing
- Utilizing an organizational structure to outline time
- Identifying point of view
- Utilizing correct punctuation