

# LA7 Unit #1: Language Arts - Narrative Writing

Content Area: **Language Arts**  
Course(s): **Language Arts 7**  
Time Period: **Marking Period 1**  
Length: **40**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

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.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.)
LA.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.
LA.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.
LA.W.7.10	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.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How do our personal experiences allow us to generate effective narratives?
- How do we use a “model text” effectively to help guide us in generating our own pieces of writing?
- What lessons can be learned from generating narratives?
- What writing strategies could be used to effectively engage the reader?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Writing strategies, such as use of dialogue, sensory language, character development through details and description, help to develop an effective piece of writing that will engage the reader.
- Effective writers write what they know and have lived.
- Good writers use life lessons and life experiences to portray themes within their writings.
- Model texts should be used by the writers to guide in their production of their pieces.

## **Content**

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- character development
- conflict
- Elements of a narrative
- Fictional narrative
- imagery
- introduction and conclusion strategies
- organization: beginning, middle and end
- Personal narrative
- resolution
- sensory details
- transitions
- Use of dialogue
- using spicy and sophisticated word choice

## **Resources**

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Please add your Resources by clicking on the Lists tab above.

- dialogue flipchart
- google docs
- Mentor Texts: Teacher selected and generated
- Sample student narratives
- Student laptops
- Wordly Wise