Unit 1-Narrative

Content Area: **Language Arts**
Course(s): **Lang. Arts 7 ACC**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How do plot elements and character development affect meaning in literature?
- What strategies do writers use to produce an effective narrative?

Big Ideas

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

AS.W.1-3 Different formats of writing are used for different purposes.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: *Where the Red Fern Grows, A Separate Peace*

Core Writing: Personal Narrative

Other Formative Writing: Response/Reflection Journal Entries, Open-ended responses, Fictional Story, Poetry, field novel comparison

Supplemental Resources: *No Fear Shakespeare: Sonnets, Prentice Hall Literacy, Foundations, Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Presentation Skills: Personal Narrative Presentations, Socratic Seminar

Technology: Google Platform, online collaboration, book club literature circles, file organization, formatting

Cross-Curricular Integration

Integration Area: Social Studies

Native Americans

6.1.8.A.1a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

Activity:

During a study of the novel, *Where the Red Fern Grows* by Wilson Rawls, students research and explore the major topics addressed in the text including Native American history and legends, Cherokee myths, geography and climate of the Ozarks and Oklahoma as well as the 1920s setting in the rural American south.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Using a variety of different platforms such as Canva, Adobe, Google Slides, Google Drawings, etc. design a Digital Newspaper related to the events that take place in the novel The Outsiders.

Publishing:

Narrative Essay: MLA Format

Enduring Understandings

Literature

RL.CR.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.CI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.

RL.IT.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version[,] and analyz[ing]e the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Writing

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

W.NW.7.3a [M] 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.NW.7.3b [M] Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.NW.7.3c [M] Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.NW.7.3d [M] Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.NW.7.3e [M] Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

SL.PE.7.1b Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.

SL.PE.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with

relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

Language

L.VL.7.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.7.3a 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.

L.VL7.3d 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.

L.VL.7.3e 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).

L.VI.7.4 [M] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.7.4a [M] Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.VI.7.4b [M] Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.VI.7.4c Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

L.VI.7.4d [M] Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Resources

No Fear Shakespeare: Sonnets, Prentice Hall Literacy, Foundations, Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop, Google Platform

Narrative WritingRubric