Unit 5 - Writing Narratives and Informative Essays

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will respond to text-based narrative writing prompts; establish real/imagined context and introduce a narrator/characters; use narrative techniques (e.g., dialogue, figurative language, and description to develop experiences and ideas); use transitional words/phrases to shift from one timeframe to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; analyze and compare/contrast different approaches to similar themes using different text formats; distinguish between connotative and denotative meanings of words and use them effectively; recognize and understand figures of speech, such as personification, hyperboles, and similes/metaphors.
Students will also respond to informative/explanatory writing prompts based on assigned informative/explanatory texts; organize informative ideas and concepts using definitions, classifications, processes, cause and effect, and/or comparison and contrast; support their ideas with strong textual evidence; plan and pre-write using graphic organizers; use relevant facts, definitions, and details from the text as evidence to develop main ideas; use transitional words/phrases to shift from one main/minor idea to another; present a concluding idea/statement summarizing the focus of the informative piece; demonstrate command of grade-appropriate standard English conventions.

Enduring Understandings

Writing as a process is derived from real-life and text-based narrative experiences.
Analyzing text to write about requires critical reading and thinking.
A writer can express his ideas/claims/opinions in both written and verbal forms of communication.
A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.

Essential Questions

Why do writers need to explain?
How do writers organize and sequence main ideas?
How do topic and supporting sentences explain the main idea?
How does a writer successfully employ the writing process to create a compelling text- and non-text-based narrative?
How do research and citations strengthen a writer’s opinions/claims?
How can different forms of text address the same topic similarly or differently?
How do the conventions of Standard English contribute to effective writing?

Learning Objectives

Compare and contrast similarly themed texts.
Cite evidence from text to support interpretation of the text.
Compose clear and coherent writing that illustrates organization, development, and style addressing purpose and audience.
Demonstrate research skills to support claims/opinions.
Participate in collaborative peer revision and editing. (LATIC HOME GROUPS)
Express their interpretations/opinions through collaborative group discussions. (LATIC)
Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. (LATIC)
In addition to written text, use multimedia resources in presentation/discussion of writing.
Utilize language conventions such as punctuation, consistency (tense/agreement), spelling, and figurative language to improve their writing skills.

Standards: Content

L	Language
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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.7.3.A	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.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
L.VL.7.3.D	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.7.3.E	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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.VI.7.4.C	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.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
W	Writing
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.7.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
W.IW.7.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.NW.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.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.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.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.NW.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7	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.
SL	Speaking and Listening
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Assessment Evidence

Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, writing assignments, Writing Conferences, Notebook Checks, Participation and Observation.
Summative	Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered

	assessments, and anecdotal notes. Benchmark – Link It Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

ACT-English Language Arts Grade 7 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston)

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		