

Think Big. Start Small. Go for an Early Win.

**Understanding by Design
ELA Standards Learning Unit Plan
STAGE 1 – DESIRED RESULTS**

Grade Level: 7th Grade Struggling Writers
-Hughes-----

Teacher's name

Unit Title: Writing a Well-Structured Narrative

Established Goals: *In this unit, students will demonstrate understanding of the basic elements of an organized and well-structured narrative through assessment of others' writing and through their own writing. Students will write and revise their own short narratives that will demonstrate an introduction, logical sequence of events, and conclusion. Because these are struggling writers, additional components beyond organization will be the focus of future units.*

Student Population: Seventh Grade Language-Based ELA

Unit Objective: Students will be able to introduce characters and setting, organize event sequences with transition words, and provide a logical conclusion to develop an interesting and organized narrative.

Essential Questions:
How can I write an interesting and organized story?

ELA Standards taught

Please use the number and write out the full MA Standard. No more than 4 Standards for mastery

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

STAGE 2 – ASSESSMENT EVIDENCE

Formative (Mid-point) Assessment

Students will retell a story in their own words that includes an introduction, organized sequence of events, and conclusion. (see below)

Summative (Final) Assessment:

Students will develop and write a short narrative that includes an introduction, organized sequence of events, and conclusion. (see below)

STAGE 3 – LEARNING PLAN

Please list varied learning activities students will do to learn the Standards via the content used in this unit

Focus Lessons: Identifying Introduction, Events, and Conclusion in a Narrative

Essential Question: What are the parts of a well-organized story?

Objective: To identify introduction (characters/setting), events, and conclusion in classroom novel

Materials:

The Red Pyramid by Rick Riordan

Story Map

Name _____ Class Period _____ Date _____

Story Map

Title: _____

Author: _____

Characters

Setting

Problem

3 Main Events

Resolution

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Part 1: Modeling and Instruction on Story Maps (Each episode is approximately 3 chapters)

- (Episode 1: Chapters 1-3) After completing chapters 1-3, teacher leads discussion directly identifying components on story map.
- Introduce story map on SmartBoard and fill in as a class with direct guidance from teacher.
- Teacher-led discussion on how each of these components is related to all of the others.
- Teacher-led discussion on how changing a component changes the story/episode (e.g. *If Sadie were not mischievous, they would not have gone into the library. They had to go into the library so that they could find Dough Boy.*)

Part 2: Increasing Independence in Completing Story Maps

- (Episode 2) Following teacher-led discussion, class fills in problem and resolution as a group on the SmartBoard. In pairs, students complete character/setting/main events. Follow up with accurate answers added to SmartBoard document. Teacher-led discussion on how changing a component changes the story/episode.
- (Episodes 3-7) Following student-led discussion, students complete story map. Follow up with accurate answers added to SmartBoard document. Class discussion on how changing a component changes the story/episode.
- At end of book, following student-led discussion, students complete story map for entire novel. Follow up with accurate answers added to SmartBoard document. Class discussion on how changing a component changes the story/episode.

Differentiation:

Scaffolding through any or all of the following:

- Student is given choices to help identify problem and/or resolution.
- Student is given guided questions to lead to expected responses.
- Student is assisted in highlighting information during reading to reference.

Focus Lesson: Sequencing with Transition Words

Essential Question: How can we use transition words to show order of events in our story?

Objective: To use transition words to convey sequence within a short narrative

Part 1: Identifying Transition Words in Text

- Provide highlighters and copies of excerpts from *The Red Pyramid* that include descriptive transition words to show event order.
- Provide brief overview of transition words with examples left on board.
- In pairs, ask students to read excerpts and highlight as many transition words as they can.

Part 2: Adding Transition Words to Sentences

- Provide 5 sentences out of order for a known sequence (e.g. eating dinner, playing basketball) Use smart board and have students move sentences to put them into the right order.
- Discuss with group the importance of doing things in order, understanding order, and what can go wrong if the order is wrong.
- Brainstorm a variety of sequence transition words (*first, in the beginning, finally, next,*)
- As a group, students and teacher will add a transition word to each sentence to make a more cohesive grouping.

Part 3: Writing Sentences with Transition Words

- Have students write down five sentences about something that has an order: things they did on vacation, did yesterday, need to do to play their favorite sport, need to do for their favorite video game.
- Refer back to the transition words on the board. Students will put their sentences in order and add a transition word to each of their sentences to show clear sequence. No transition word can be used twice.
- Students will have the option to share responses with the class.

Differentiation:

Challenge Level: Two of their sentences need to be combined to make a complex sentence using temporal adverbs (before, after, until, ...).

Scaffolded Level: Student will write only 3 sentences

Formative Assessment: Narrative Retelling of Events from Short Film

Essential Question: How can we use transition words to show order of events when we retell a story?

Objective: To use transition words to convey sequence when retelling events from a short film.

Materials: Pixar short film *Lifted*

Sequence Chain Organizer

Name _____ Class Period _____ Date _____

Sequence Chain

Title:		
Author:		
Characters:		Setting Place: Time:
Event 1:	Event 2:	Event 3:
Event 4:	Event 5:	Event 6:

<https://www.teacherbeacon.com/25LangArtsGO.pdf>

Part 1: Planning

- Show students Pixar short film *Lifted*.
- Discuss story and events that occurred.
- Model writing a one-sentence summary of first event on graphic organizer on Smartboard.
- Ask students to provide events from film during discussion.
- Provide students with graphic organizer, leave classroom model on Smartboard for reference, and instruct them to fill out events in order.
- As a class, fill out classroom model for reference. Students can use model to update their own copies.
- Provide word bank of transition words and instruct students to add a transition word in front of each event (Each word can be used up to two times).
- Have students work in pairs to give feedback on sentences: Are they complete sentences? Did they use a transition word? Did they use each word less than three times?
- Staff meets with each student to ensure these criteria are met (*staff is 1:3 in this classroom, so this is doable*).

Part 2: Writing

- Using their now-approved graphic organizers, students write and submit a short narrative draft retelling the events in the short film.
- Teacher provides written and 1:1 verbal feedback to each student.

Part 3: Rewriting

- Students reference feedback to update and submit final.

Differentiation:

Challenge Level: Two of their sentences must include causal terms (*because, as a result, etc*)

Scaffolded Level: Students are provided events and they must put them in order and/or provided sentence frames to help create complete sentences.

Summative Assessment: Narrative Writing with Picture Prompt

Essential Question: How can I write an organized story?

Objective: To develop and write an organized narrative about a visual.

Materials:

Story Map and Sequence Chain Organizer from previous lessons.

Picture prompts:



Part 1: Planning

- Students choose from among 3 pictures to use as a prompt for a narrative
- Students complete story map. Staff is available for discussion and feedback, especially to help ensure events follow from the problem and lead to the resolution. Individualized discussion is offered based on challenge areas from previous narrative retell.
- Once story map is filled out and approved, students are given sequence chain organizer and instructed to fill out. Staff is available for discussion and feedback. Individualized discussion is offered based on challenge areas from previous narrative retell.

Part 2: Writing

- Once both are approved, students use organizers to write a draft narrative.
- Placed strategically in pairs, students trade drafts and fill out Partner Rubric.
- Students update based on feedback and submit draft.

Part 3: Rewriting

- Teacher provides written and 1:1 verbal feedback for each student.
- Staff circulates and provides ongoing feedback and support while students rewrite.
- Students update and submit final product.

Differentiation:

Scaffolding through any or all of the following:

- 3 panel writing prompt



- Require only 3 events in narrative
- Provide sentence frames

Differentiation to meet needs of struggling students

Differentiation is addressed within each individual lesson and assessment.

Re-teaching for students who do not attain Proficient level in unit Summative assessment

Individualized scaffolding, supports, and modifications are inherent to each lesson and assessment. Supports will be faded or increased as needed throughout unit. If student is not attaining proficient level, individualized discussion and, if needed, additional supports or modifications will be provided during planning, writing, and/or rewriting processes. If final is still not proficient level for this student, additional discussion and supports will be provided to revise and resubmit.

Rubrics

to Guide and Assess Learning

You may use/ modify a rubric you find online, or create your own using the “table” chart

Third Person Narrative Structure Rubric

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	4-Excellent	3-Very Good	2-Satisfactory	1-Needs Improvement
Character	Character has a name, at least one character trait, and another relevant description (<i>Connor is a kind, shy boy in the fifth grade.</i>)	Character has a name and one character trait (<i>e.g. Connor is a shy boy.</i>)	Character has name or one description (<i>e.g. the young boy</i>)	Character has no name or description (<i>e.g. the boy</i>)
Setting	Specific and relevant time and place serve to establish context (<i>Last Christmas, Connor was eating dinner at his grandmother's house in Kansas.</i>)	Specific and relevant time or place is included (<i>Last December or in Mrs. Smith's history class</i>)	General time or place mentioned (<i>one day, in his house</i>)	No orientation to time or place
Plot	Character's actions support a clear overriding plan/goal and causal vocabulary (<i>because, since, so, therefore...</i>) shows relationships among actions	Character's actions demonstrate some causal relationships and support a discernible plan/goal	Character acts without clear reason and with minimal or irrelevant attempts to achieve a vague goal	No plan or organization for character's actions
Sequence of	Event sequences are well-structured, primarily	Three or more events are in order, primarily uses	Two or more events listed in order. No	Events are not in any order or

Events	uses temporal words, phrases, or clauses (<i>before, after, when, as she was, at first, finally...</i>) to signal shifts from one time frame or setting to another	<i>and</i> or <i>then</i> to signal shifts from one time frame or setting to another	time or causal relationships stated.	only one event is presented
Conclusion	Ending with a clear resolution that follows from and reflects upon the narrated experiences or events.	Story has clear ending point that has some tie in with the previous events	Story has abrupt or irrelevant ending	Incomplete story with no ending

Third Person Narrative Partner Rubric

My Name:	My Partner's Name:	Points
INTRODUCTION		
What is the character's name? (1 point for each character's name)		
When does the story take place? (1 point)		
Where does the story take place? (1 point)		
SEQUENCE OF EVENTS		
Plot What is the problem (What does the character want?) (2 points)		
Put a checkmark on all of the sequencing words (examples: <i>before, after, next, when, first, finally</i>) How many check marks are there? Your partner gets that many points.		
CONCLUSION		
Resolution Did the character get what they wanted in the end? Yes=1 point No, but they got something else = 1 point I don't know = 0 points		
Total Points: _____		
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> My points + My partner points = _____ </div>		

