

Jay Curriculum: Unit Cover Page

Unit title: Narrative Writing Illustrated Book Unit

Grade Level: 7

Content Area(s): ELA

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

	ELA
B	7
E	2
F	1
G	1, 2, 5, 6, 9
	VPAVIS
A	4

Unit: Narrative Writing Illustrated Book Unit - 7

Brief Summary of Unit/Topic

Summary:

Grade seven students will participate in a narrative writing illustrated books unit at the end of their seventh grade year. This unit will allow students to use skills learned in writing class throughout the year. They will be required to write a narrative piece which employs all aspects of the writing process. Students will also illustrate, construct, and publish their stories. Oral sharing of stories will be a final requirement of the unit.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- An illustrated book is one way to tell a story
- Many elements are used to develop a narrative piece of writing

Students will know:

- Narrative writing is used to tell a story
- An illustrated book can use pictures and text to tell a story
- To develop a piece of writing the writing process should be used
- A story needs a well-developed plot which is made up of details, description, dialogue, and interesting characters
- Constructing an illustrated book involves many steps
- Sharing a story orally takes practice

Students will be able to:

- Compose a narrative piece of writing which includes a clear plot made up of action details, colorful description, realistic dialogue, and interesting characters
- Use the writing process to polish a piece of writing
- Draw illustrations to match the content of a story
- Construct an illustrated book
- Share orally a piece of writing

Enduring Understanding/s:

- A clear plot made up of action details, colorful description, realistic dialogue, and interesting characters is needed for narrative writing
- Multiple drafts are involved when polishing a piece of writing for publication
- An illustrated book is one way to share a piece of narrative writing

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K=Kinesthetic O=oral V=visual W=written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Students will be forming a publishing company to write, illustrate, construct & publish an illustrated book. As part of the project, they will each fill out a job application. Each student will be responsible for all aspects of a book's development: writing, illustration, construction, and publication. Once book are completed, they will be hared orally with classmates.	ELA G5; VPAVIS A4			
QUIZZES, TESTS, PROMPTS				
Students will compose a narrative piece of writing for their illustrated book story. The piece of writing should contain a clear plot make up of action details, colorful description, realistic dialogue, & interesting, believable characters. There should be a clear beginning, middle & ending to the story which should include major events, a clear setting, & problems & situations. Students will be expected to plan, draft, revise, conference, edit, & rewrite until a polished final copy is completed.	B7, E2, F1, G1, G2, G9			
Students will write a cinquain poem to tell about their story.	G6			
Prompts for front flap & back flap information on book jackets will be represented to students. Each student will be required to complete a synopsis for the front flap of the book jacket *& biographical author information for the back flap of the book jacket.	G6			
STUDENT SELF ASSESSMENT				
Students will write the teacher a letter telling what they learned as part of the illustrated book project.				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Class activities will include:

- Instruction in narrative writing will be presented by the teacher.
- The teacher will give the students the writing prompt and rubric.
- Students will participate in prewriting activities as directed by the teacher
- Pre-writing will focus on plot and character development. Students will have opportunities to share ideas about possible characters and plot scenarios
- Students will compose rough drafts
- As writing work continues on stories, mini lessons on plot, description, details, dialogue will be taught.
- Students will participate in revising activities
- Students will revise, peer conference and edit as they work on stories
- Rough drafts will be typed on computers following the format assigned by the teacher
- As students are in the process of typing, revising, editing and finalizing drafts of their narrative piece, they will begin working on illustrations for their stories.
- The teacher will assign the performance task for the illustrated book
- Students will form a “publishing company” and fill out job applications
- Mini lessons on illustrating a story will be taught
- Illustrating work will be ongoing
- “Deadlines” for illustrations will be assigned as work progresses.
- Students will compose book flap information as directed by the teacher (brief synopsis of story and author information).
- Directions will be given regarding construction of the book. Students will follow teacher directions.
- Teacher will discuss/give pointers about oral sharing of illustrated books.
- Once books are completed, students will share books orally with classmates. (A possible option would be to share with another class or grade level.)
- Time permitting, an authors’ night celebration will be held. Students may make invitations to bring home to parents.
- As part of the unit, students will write a cinquain poem.
- Teacher will give directions about how a cinquain is written.
- Students will write the poem about their books using a format provided by the teacher.
- Poems will be shared and displayed.
- Students will write a letter to the teacher at the end of the unit assessing their work and sharing thoughts about the project. A list of topics to be covered in the self assessment will be given to each student prior to writing the letter.

REFERENCES:

Lessons and unit plans are mainly teacher developed. For the writing and oral presentation piece of the project the following resources were used: Write Source 2000 (Great Source Education Group), Teaching Narrative Writing, Grades 4-8 (Scholastic Professional Books), Super Story-Writing Strategies and Activities (Scholastic Professional Books), and How to Create Picture Books (Monday Morning Books). The book Written and Illustrated By... (Landmark Editions, Inc.) was the resource for construction of the illustrated book.