

**Teacher Background Pages, Reference Pages, Annotated Selections, and Lessons Plans** are all designated with a border of Apples. Student Pages are indicated with a border of **Pencils**. Student Reference Pages (SRP) and all student activity pages are available for download from the following link: <https://empoweringwriters.com/toolbox/grades-7-8-narrative-student-pages/>.

**For ease of use, this resource has been divided into two tabbed skill sections:**

Section 1: Lessons that review essential narrative writing skills, such as recognizing the author’s purpose and organizational structure of different genres, building suspense, foreshadowing key plot points, making transitions between settings and time frames, and many others.

Section 2: Literary Analysis/Narrative Extension Tasks that explore motivation and conflict, point-of-view, the use of irony and alliteration and more. Students will have the opportunity to:

- Analyze how characters change in narrative text.
- Try their hand at creating a segment that foreshadows an event.
- Identify and analyze themes and revise text to showcase an alternate theme.
- Rewrite narrative text from a differing point of view.

Also, given the demands of the latest standards and testing trends, **it is critical for students to generate their writing in both the traditional pen and paper mode as well as directly at the keyboard**. It is important to note that the latest research suggests that each modality stimulates the brain differently. Pen to paper is often a slower, more multi-sensory process. At the same time, in order to be an effective communicator in the 21st century students must also possess agile keyboard skills. Therefore we suggest that students are given the opportunity to respond to written tasks in both modalities, at the teacher’s discretion.

Throughout the guide, we’ve provided ideas for **Making it Your Own**, tailoring them to the content you are teaching as well as the specific needs and interests of your students. In addition, if students need more practice on a particular skill, be sure to utilize the templates to create these opportunities.

## Introduction to Pacing Guide: From Baseline to Growth Line - Pacing your Instruction with the Narrative Resource

Building a scope and sequence for the unique needs of your students requires a careful look at your students' narrative skills, what you intend to accomplish, and how much time you can allow for this genre while still leaving time to teach other genres.

At Empowering Writers, we believe that you are the best resource for how the skills of narrative writing and the tasks included in this resource should be mapped out. With this in mind, we have provided a blank pacing guide on page 9 called **From Baseline to Growth Line** to map out your writing instruction based on the needs of your students. We recommend an assessment to start out your unit to determine the strengths and weaknesses of your students. Then, you can lay out the instruction over the course of your unit and finish with a process piece to show growth over time. If needed, administer an end-of-unit assessment similar to the baseline prompt.

The lessons in Section 1 of this resource are available for direct instruction of narrative skills. For each skill, students will have an opportunity to build an awareness of the techniques an author uses and then apply those techniques in their own writing. These are to be used at your discretion to teach, review or reinforce a concept based on student assessment data.

The lessons in Section 2 are the Literary Analysis and Narrative Extensions Tasks that are related to each of the skills in Section 1. These are also to be used at your discretion depending on your objectives and the needs of your students. The Literary Analysis Tasks require your students to closely analyze a written piece and answer a targeted question based on the focus skill. The Narrative Extension Tasks require careful analysis of a written piece in order to manipulate the story in some way and apply a specific focus skill to a new story. The teacher background information in Section 2 will provide more information regarding these tasks. There are a series of generic tasks to be used with your own classroom literature selections at the end of Section 2 that can be used at any point for additional instruction or assessment purposes.



# Grades 7-8 Unit Pacing Guide Template

NARRATIVE UNIT START DATE: \_\_\_\_\_  
 NARRATIVE UNIT END DATE: \_\_\_\_\_  
 TOTAL DAYS ALLOWED FOR NARRATIVE UNIT: \_\_\_\_\_

Baseline: Day 1	Focus Lessons Weeks: ____	Focus Lessons Weeks: ____	Focus Lessons Weeks: ____	Focus Lessons Weeks: ____	Focus Lessons Weeks: ____	Focus Lessons Weeks: ____
BEGIN the year with a baseline prompt -						Complete a process piece where students can apply the skills they've learned to a whole piece Teacher Background - Process Writing Timeline
1 Day	____ days	____ days	____ days	____ days	____ days	8 Days

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