



TEACHER'S RESOURCE

(STANDARD ALIGNMENT TO CAHAAS' RESOURCES WITH LESSON PLAN OVERVIEW BELOW)

ELA/writing – Personal Narratives (Grades: 4th - 12th)

4th grade

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

5th grade

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

6th grade

CCSS.ELA-LITERACY.W.6.3



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

CCSS.ELA-LITERACY.W.6.3.A

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

7th grade

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.

CCSS.ELA-LITERACY.W.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.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

8th grade

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.W.8.3.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.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

9-10th grades

CCSS.ELA-LITERACY.W.9-10.3

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

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

11th-12th grades

CCSS.ELA-LITERACY.W.11-12.3

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

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.



CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Social Justice (source: learningforjustice.org)

Anchor Standard: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Objective: Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of Social Justice around the world.

Identity

Anchor Standard: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Objective: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Immigration (History/Social Studies Standards)

STANDARD 2

Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Assess the challenges, opportunities, and contributions of different immigrant groups.

[Framework for Inquiry in Social Studies Standards \(C3\)](#)

Dimension 1. Developing Questions and Planning Investigations Summary: Students will develop questions as they investigate societal issues, trends, and events.

Dimension 2. Applying Disciplinary Concepts and Tools Summary: Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history.



Dimension 3. Gathering, Evaluating, and Using Evidence Summary: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations

Dimension 4. Working Collaboratively and Communicating Conclusions Summary: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

LESSON PLAN OVERVIEW EXAMPLE

UNIT OVERVIEW		
Unit Topic: Oral History as a Resource for Personal Narratives		
Subject(s)/Course: ELA, Social Studies, Social Justice	Teacher(s):	Grade Level: 8th
Global Core Concept: Inclusion, via diversity, equity & anti-racism	Magnet Standards: Collaboration and communication	
Common Core Literacy Standards <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.8.3 ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● CCSS.ELA-LITERACY.W.8.3.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. ● CCSS.ELA-LITERACY.W.8.3.B ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● History/SS-Assess the challenges, opportunities, and contributions of different immigrant groups. ● Social Justice Anchor Standard-Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. 		



Essential Question	How does knowing about my identity help me relate to and empathize with the people around me?
Unit Description	In this unit, students will explore different identities and cultures by listening to oral histories of Central American immigrants, and writing a narrative reflective piece. They will share, compare and contrast, collaborate, relate, and empathize with the different cultures and identities represented in the interviews they listen to.
Unit Objective(s)	Students will write a narrative based on the oral history interviews and demonstrate how personal testimonies contribute to students identities and understanding of Central American contributions to society

Lesson:

- Teacher discusses waves of immigration to the US
- Teacher discusses oral histories can serve as a primary resource
- Teacher discusses how contributions of Central Americans to society and culture
- Teacher introduces narrative writing based on oral histories