

Unit 1: Narrative Writing 2023

Content Area: **English**
Course(s): **Language Arts Literacy**
Time Period: **September**
Length: **Approximately 60 days**
Status: **Published**

Unit Overview:

Unit 1 Narrative - Narrative Reading and Writing: Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Chosen works will offer profound insights into the human condition and serve as models for students' own thinking and writing. Texts will include high-quality contemporary works as well as literary classics. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students will gain a reservoir of literary and cultural knowledge, references, and images and the capacity to face challenges posed by complex texts. Students will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Standards/Indicators/Student Learning Objectives (SLOs):

ANCHOR STANDARDS:

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NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and

collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

8th Grade Progress Indicators:

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.8.3. 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.

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

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Content-Specific Focus Skills:

Critical Language:

- Exposition
- Setting
- Characterization
- Conflict (Internal, External)
- Climax
- Resolution
- Dialogue
- Mood
- Irony
- Theme
- Figurative Language (Simile, Metaphor, Onomatopoeia, Alliteration, Symbolism, Hyperbole, Personification)

Summative Assessment:

- Benchmark
- Multiple choice tests on the readings
- Personal Memoir
- Superhero Origin Stories
- The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.
- Writing their own "Twisted" Fairytale

Benchmark (Assessments)

- Reading Responses
- Skills Based Assessment
- Writing Responses

Alternative Assessment

- Case-based scenarios
- Concept maps
- Performance tasks
- Portfolios
- Presentations
- Problem based assignments
- Project-based assignments
- Reflective pieces

Resources & Materials:

- Accelerated Reading - independent novel choices, independent non-fiction choices
- The Twilight Zone (“The Monsters are Due on Maple Street”) (plot diagram, theme)
 - “Charles” by Shirley Jackson (plot diagram, irony)
 - “Raymond’s Run” by Toni Cade Bambara (characterization)
 - “The Tell Tale Heart” by Edgar Allan Poe (establishing mood, developing tension)
 - “The Masque of the Red Death
 - The Twilight Zone (“The Hitch-hiker”) (developing tension)
 - Drums, Girls, and Dangerous Pie (types of conflict, characterization)
 - “Dead Rising” (Scholastic)
 - “Mother to Son” by Langston Hughes
- Excerpts from I Know Why the Caged Bird Sings (memoir/personal narrative, establishing setting)
 - Eastern State Penitentiary website (virtual tour)

Formative Assessment:

- Anticipatory Set
- Closure
- Vocabulary Quizzes
- Warm-Up

Equity Considerations

Asian American Pacific Islander Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

LGBTQ and Disabilities Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry

- Bullying
- Holocaust Studies
- Prejudice

Amistad Mandate

Topic:

- The Harlem Renaissance
- Segregation in post-Reconstruction era America

Materials Used:

- Text: "Mother to Son" by Langston Hughes
- Background materials: The Harlem Renaissance
- Excerpts from *I Know Why the Caged Bird Sings* by Maya Angelou

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our society
- Vestiges of slavery in this country

- African Slave Trade
- Amistad
- Contributions of African-Americans to our society
- Slavery in America
- Vestiges of slavery in this country

Climate Change

Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects

- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines

- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards
