

# Unit 3-Writing-Memoir

Content Area: **English Language Arts**  
Course(s): **Language Arts 8**  
Time Period: **October**  
Length: **9 Weeks**  
Status: **Published**

## Unit Summary

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Memoirs are carefully structured narratives that depict diverse human experiences of real people. Time is the main organizational structure of narrative writing. A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques. While any life may seem mundane, reflecting on important moments can bring insight into common human experiences.

## Standards

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LA.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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.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.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.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.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.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.)
LA.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.
LA.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.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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- Students will learn...

## Essential Questions

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- Why do people tell/write their stories?
- How do writers craft engaging, vivid narratives?

## Enduring Understandings

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- Students will understand that every person has a story worth telling.

## Application

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- Students will be able to independently use their learning to...

## Skills

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Students will be skilled at:

- Examining how one's own thinking, attitudes, and beliefs about choice and control can contribute to positive or negative outcomes.
- Constructing strategies and implementing behaviors to achieve personal and group goals.
- Interpreting written accounts of real lives to explain how actions and choices have consequences.
- Producing a project (written or graphic) that demonstrates skills ranging from understanding through synthesis of the material read in an independently selected memoir.

