

LA8 Unit #1: Language Arts - Creative Non-fiction Narratives and the Personal Essay

Content Area: **Language Arts**
Course(s): **Language Arts 8**
Time Period: **Marking Period 1**
Length: **30**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do our life experiences shape who we become and what we believe?
- How do our personal experiences allow us to generate effective narratives?
- How do we trust others with our personal experiences?
- How do we use a “model text” effectively to help guide us in generating our own pieces of writing?
- What lessons can be learned from generating narratives?
- What writing strategies could be used to effectively engage the reader?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Writing strategies, such as use of dialogue, sensory language, character development through details and description, help to develop an effective piece of writing that will engage the reader.
- A strong writing community allows its participants to be brave and trust each other to share personal experience and make mistakes without fear of judgement.
- Effective writers write what they know and have lived.
- Good writers use life lessons and life experiences to portray themes within their writings.
- Model texts should be used by the writers to guide in their production of their pieces.
- Our life experiences shape how we view ourselves and others. Writing allows us to reflect on how those beliefs are shaped and how we can universalize our stories for a greater audience.

Content

- building a writing community through trust
- collecting moments of believing
- conflict
- diction and good word choice
- Elements of a narrative
- essential traits for success
- imagery
- introduction and conclusion strategies
- organization : beginning middle end
- Personal narrative
- podcasts
- reflection
- resolution
- self-evaluation
- sensory details
- transitions
- use of dialogue
- writing about a theme or lesson learned

Resources

Please add your Resources by clicking on the Lists tab above.

- Audacity and microphones
- google docs

- List of traits for success (curiosity, optimism, social intelligence, grit, gratitude, self-control, zest)
- Mentor texts and podcasts from the This I Believe website and This I Believe books
- Student laptops
- Video of Angela Duckworth explaining "grit"
- Wordly Wise