Unit 3: Narrative Writing/ The Memoir

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Creative Writing: Grade 8

Unit 3: Narrative Writing/The Memoir

Belleville Board of Education

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Unit Overview

Unit 4 allows students to increase their descriptive prowess as they continue to write in the narrative, specifically, the memoir. These memoirs will be rooted in narration and description. The class will examine what it means to recount a significant episode in life so as to see the importance of reflecting on and making sense of those episodes. Students will search for memoirs, bring them to class, and share in small groups. Teachers will also choose and present exemplars for students to mirror in original works. Descriptive lessons taught in this unit build upon lessons taught in units 1 and 2, focusing on concrete details, figurative language, and dialogue. Students will continue writing in journals spontaneously as well as responding to assignments through various modes of communication. Young writers will participate in all phases of writing learned in previous units. Here, all will come to the realization that reflecting on memories affords human beings to ask, "How has this changed me?' "Why am I the person I am today?" "Why was this even a turning point in my life?" "What has caused me to think the I do?" Students will also learn memoirs can be written at any point in life whereas autobiographies are full accounts of a life typically written later on in life. The unit ends with students choosing one memoir to polish and add to the portfolio. Students should also add a letter to the portfolio addressed to themselves or the teacher, explaining how they have grown as authors in this genre, and perhaps what they have learned about themselves.

Enduring Understanding

- Students will understand that narrative writing is a genre rooted in personal experiences and that the purpose of narrative writing is to thoughtfully reflect on, question, and critique those experiences.
- Students will understand that the modes of narration and description are necessary, useful devices in all genres of writing.
- Narrative writing enables people to express and record real life stories/moments, and share their knowledge and cultural values to readers around the world
- Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
- To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
- Writing and sharing can be used to make meaning of one's own experience, as well as of other information/ ideas.
- Writing is a reflective process.

Essential Questions

- How do authors concretely describe action, conflict, character, and setting?
- How do authors use dialogue to express personality and emotion and further conflict?
- How do authors use figurative language to deepen description and add flair to writing?
- What is the effect of narrative writing for authors and readers?

Exit Skills

By the end of the unit, students will learn:

- Memoirs focus on a specific life-changing event.
- To use the first person point of view
- To show a logical sequence of events.
- To focus on a place or a setting.
- To use dialogues between characters
- To write vivid descriptions of people and places.
- To use sensory details: hearing, seeing, smelling, touching, and tasting.
- To demonstrate the significance of the event

New Jersey Student Learning Standards (NJSLS-S)

LA.RI.8	Reading Informational Text
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.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
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.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Interdisciplinary Connections

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

Learning Objectives

- Write routinely in various modes to communicate
- Focus writing around one episode or object
- Incorporate *concrete details about action, conflict, character, and setting into their writing
- Express ideas and insights to deepen meaning or emotion through language choices, literary techniques, figurative language and point of view.
- Embed dialogue into their writing in order to advance action or express personality and emotion
- Hone and practice critical skills by giving and receiving criticism of own and others' writings
- Create original memoirs using the writing process: brainstorming, prewriting, exploratory drafts, second drafts, peer edits, final drafts, publishing, sharing

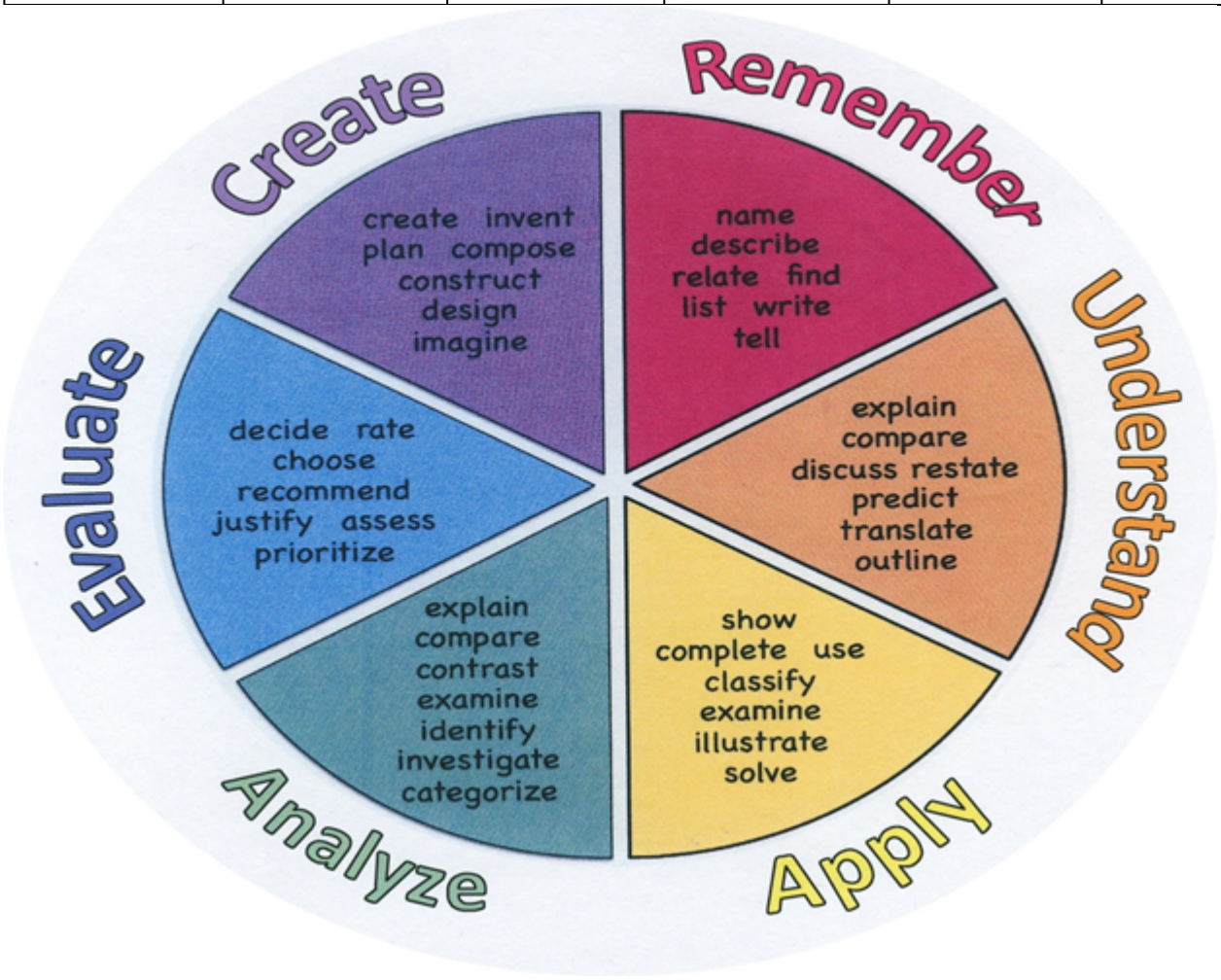
*Concrete Details

- Person- physical characteristics, mannerisms, personality traits, anecdotes, incidents, or quoted statements
-
- Place-physical features, age, size, shape, color, location, outstanding feature
-
- Object-color, size, shape, texture, key parts and how they fit together, importance
-
- Event/experience-who, what, when, where, why, about the event/experience
-
- Sensory details-sight, touch, smell, taste, and hearing

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe

Recognize Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

Some "print" suggestions":

- magazine article (with titles, subsections & pictures)
- personal essay

- a letter
- a poem
- a story
    - *A possible suggestion is using the short story entitled, "My Mama Had a Dancing Heart" and reading it aloud to the class and finding examples of figurative language and narrative elements to start the unit. As of July 2019, there are You Tube videos of this short story that can be used for further reference.*
- a news article
- and any other possible, creative way to get the writer's message out to the reader

Some multi-media suggestions:

- media presentation with a script and audio that targets a specific audience.
- TED-talk
- prezi
- speech
- create a you tube video or commercial
- *media presentations or talks must have a written script to add to the portfolio
- You Tube
    - The videos entitled, "All for Memoir Value" and "Thunder cake" can be used

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for introduction to short story to continue to develop narrative elements (formative assessment)
- Write and publish (share with class) a memoir (summative assessment)
- Create a visual depiction of a memoir (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

- Personal novels
- Excerpts based on student choice
- Anthology
- Progress
- Teacher resources
- Suggested Novel for excerpts * The House on Mango Street
- Scope
- SmartBoard
- Laptops

Ancillary Resources

- Scholastic Scope
- NEWSELA
- Common Lit
- Novels that are in district

Technology Infusion

A specific example of technology infusion would be using Google Classroom to write their memoir. Students can also be responsible for their own prompt questions that are listed above. Another example occurs when students are researching various memoirs on the Internet for inspiration.

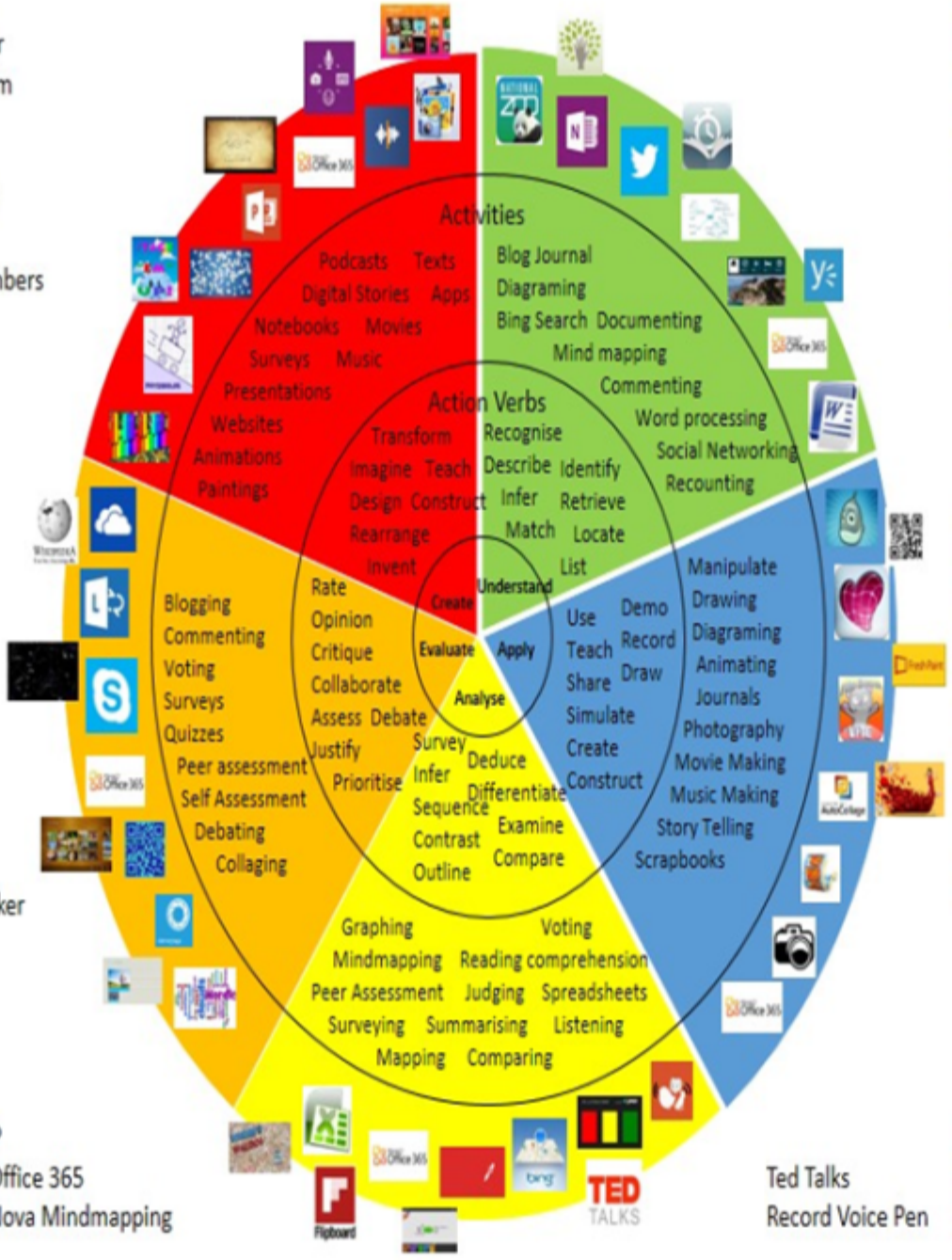
What technology can be used in this unit to enhance learning?

- All students have access to Google chromebooks and Google Suites
- microsoft word
- google docs
- edmodo
- blogs
- discussion boards
- powerpoint
- ted talks
- podcasts
- prezi
- New York Times often run writing contests for teens
- Smithsonian Tween Tribune

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions - Another example is posting the assignment, directions broken down and steps for how to complete the assignment on Google Classroom
- Use manipulatives - Short story that is listed above in the resources section and always using You Tube to assist with visual narratives/memoirs story
- Center-based instruction
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multi-sensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be having student working with an assigned partner in order to define key words as they are used in the narrative examples used to help identify imagery and other aspects of the writing process.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers and assessing their prior skills.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers

and assessing their prior skills.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be completing a narrative essay using the same prompt listed above without the use of a graphic organizer for writing assistance. In addition, the length of the narrative can vary so that students can challenge themselves with their writing abilities. Students will also be challenged to find their own narrative on line sources for inspiration.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Narrative Writing/The Memoir

NJSLS: See attached

Statement of Objective: SWBAT analyze a short text and explain the relationship of the writer to a specific place: SWBAT generate a list of places that elicit strong memories

Anticipatory Set/Do Now: Close your eyes. Try to picture your kindergarten room. Jot down or draw the room as you remember it. Write down one memory that comes to mind as you think about that room.

Learning Activity:

- Read aloud to the students The House on Mango Street pages 3-5, or any other literature book (including picture books) that focuses on the importance of a place with the character. Read for enjoyment. Read to talk about the chapter. Read to laugh or to cry or just to think.
- Now reread the story to the students. Tell the students that this time they will listen to the chapter as a writer. Point out that this piece is also a memoir because it focuses on the writer and a special, memorable, important place that is significant to the writer, either in the present or the past. Refer back to the chapter to talk about the following:
- Where is this place?
- What is the writer's purpose in writing this book – what's the one main idea that he/she wants you to think about this place?
- What descriptive words or ideas does the writer use to tell about this place?
- What memories does the writer share with you when telling about this place?
- How does the writer show you the importance of this place? Through his/her description of it? Through his/her feelings about it? Through his/her thoughts about it?
- How does the writer feel or what does he/she think about the place now? (his/her insights)
- Make a class chart of important places by listing your ideas and the students' ideas of significant places. These questions may help everyone think of more ideas:
- Where would you like to be right now?
- Where is a favorite place in your house? In your yard? In your neighborhood? At a relative's house? At school?

Now students will create a personal list of significant places in their writer's notebook that could be memoir topics.

Teacher's Note: Generally speaking, when a writer writes about the significance of a place, it is somewhere about which the writer has a lot of memories about and has been to many times. If a writer chooses to write about a place that he has only been to one time, the piece will probably sound more like a personal narrative—the story of one significant event.

Student Assessment/CFU's:

- journal
- quick write
- socratic seminar

Materials:

- Writer's notebook
- The House on Mango Street (or another memoir excerpt that describes a place)
-
- 21st Century Themes and Skills:
- Communication and Collaboration
- Creativity and Innovation

Differentiation/Modifications:

- Provide notes
- Offer stems to jumpstart writing
- Use multiple examples and non-examples

Integration of Technology:

- Smartboard
- Laptops (may be used for a discussion thread as an extension)

Lesson adpated from : Jefferson County Public Schools. "Teaching Students To Write a Memoir A Sample Unit of Lessons for Intermediate Teachers." N.p., n.d. Web