Unit 5 Writing: Narrative Writing within Literary Traditions

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will write fantasy fiction manipulating places, objects, and symbols to create atmosphere and tone.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revised July 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.8.9.A	Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).
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.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.

Essential Questions

- How can I come up with a story idea that includes speculative fiction (fantasy, science fiction, dystopian) elements but still reveals important truths about our world?
- How can I use my peers, checklists, and what I know about editing to make my story ready for readers?
- How can I use narrative fiction to express myself, to entertain, and to think about the world?
- How can I use what I know about fantasy, science fiction, and/or dystopia as a genre, author's craft, and narrative elements to compose my own narrative that conveys a theme?
- How can I use what I know about quest structure, archetypes, symbolism, and word choice to craft and revise a draft that tells a compelling story?

Students Will Know/Be Skilled At

- Critiquing stories (both their own and others') based on enduring understandings to give feedback and add details as needed through the recurring writing process
- Developing a main character’s internal thoughts and external actions through dialogue and sensory details with flashbacks, powerful vocabulary, and figurative language (alliteration, personification, simile, metaphor, onomatopoeia, and symbolism)
- Generating an opening to grab the reader, foreshadowing content, making the setting relevant to the problem, showing character traits through dialogue, and creating tension and suspense in one or more important scenes
- Organizing and generating a current, historical, or imagined story based in fantasy that has a theme or teaches a lesson based on a believable setting, characters, problem and tension/suspense, events, and resolution
- Using 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
- Using commas, parentheses, and dashes to set off parenthetical information

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

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Peer Conferences/Partnership Discussion
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative including Alternative Assessments:

- Students should have 1-2 final pieces.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- On-demand Writing Assessments
- Standards should be addressed

- Students will publish their fiction as a class anthology or as individual picture books.

- **Cross-curricular writing opportunities with Social Studies and World Language

Benchmark Assessments:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Grade-level Standards-based Rubrics
- Fountas and Pinnell Benchmark Assessment System, grades 3-8, Levels L-Z, Heinemann (part 3, Writing about Reading section)
- New Jersey Student Learning Assessment (NJSLA)

Learning Plan

Middle School Writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where writers share their work with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide

- Teach and Coach with guided practice
- Link

Throughout the year, students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit.

Sentence study teaches syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please see this grade level folder for details.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

For additional materials, please see this folder in the Middle School ELA folder, grade 8.

Instructional Materials

- "All Summer in a Day" by Ray Bradbury
- "Family Monster" by Pamela Service from But That's Another Story
- "The Last Dog" by Katherine Paterson http://www.b-

g.k12.ky.us/userfiles/1111/Classes/7276/Last%20Dog.pdf

- “Tough Alice” by Jane Yolen
- After: Nineteen Stories of Apocalypse and Dystopia
- Campbell's Hero's Journey
- Chapter 1 of Divergent by Veronica Roth
- Chapter 1 of The Hunger Games by Suzanne Collins
- DraftCoach
- Freytag's Pyramid (story mapping)
- Guys Read: Other Worlds
- Selected excerpts from Feed by M.T. Anderson
- The Giver by Lois Lowry
- Trailers or clips from Harry Potter, Divergent, Narnia, Lord of the Rings, The Princess Bride, and/or others
- Twelve Impossible Things before Breakfast by Jane Yolen

Teacher Resources

- "30 Ideas for Teaching Writing." The National Writing Project. (http://www.nwp.org/cs/public/print/resource/922)
- A Guide to the Common Core Writing Workshop, Intermediate Grades. Lucy Calkins, TCRWP Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions. Lucy Calkins, TCRWP
- Appendix of Literary Centers from TCRWP unit
- Gail Carson Levine’s Writing Magic
- How To Read Literature Like a Professor for Kids
- If…Then… Curriculum, Grade 8 (Assessment-Based Instruction). Lucy Calkins, TCRWP Resources for Teaching Writing (DVD). Lucy Calkins, TCRWP
- Teacher Vision Creative Writing Printables (https://www.teachervision.com/creative-writing/printable/54692.html)
- Units of Study in Opinion, Information, and Narrative Writing: "Fantasy: Writing Within Literary Traditions." Units of Study in Argument, Information and Narrative Writing, Grade 8. Lucy Calkins, TCRWP

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each writer:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and

kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Instruction provides focused small-group strategy lessons.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts, word walls.
- Allow students to set individual goals for writing.
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques.
- Offer oral assessments
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts.
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Use digital technology, eBooks, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accomodations as prescribed in IEP and 504 plan