

Unit 4: Reflecting And Connecting With Narration (Weeks 28-36)

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

Unit 4: Reflecting And Connecting With Narration

Unit Rationale

Unit Four dives into the concept of connecting new and old. In this narrative unit, students learn to compare modern texts to myths and biblical stories of the past. Through this unit, students reexamine the idea of a narrative by identifying the similarities and differences between styles and time periods as well as identifying and analyzing allusions.

Essential Questions

- How can I write a narrative that engages my audience in my story?
- How can I display the writing content knowledge that I learned this year during the 8th grade passion project?

Pre-Assessments

Pre-Assessment: [Google Form](#)

The purpose of this Google Form is to see what the students know about narrative writing.

Instructional Plan

1. The Google Slides for this unit can be found [here](#).
2. The students will finish the year with their “i wonder” project/ 8th grade passion project. This project will measure the students’ understanding of the 8th grade skills that were taught this year.
3. The students will complete a narrative writing piece about a special moment in time. The title of the narrative is called “A Snapshot Into My Life”. The students will focus on writing taking one specific moment in time and stretching it out to become a story through utilizing narrative writing and

vocabulary techniques.

ALL LESSONS CAN TAKE SEVERAL DAYS

Additional lessons and resources can be found [here](#).

Lesson 1: Introduction to Narrative Writing

Student Learning Intentions or We are learning to ... (WALT)

WALT identify components of narrative writing.

WALT compare stories.

Student Success Criteria ... “I can statements”

I can...identify components of narrative writing.

I can...compare story elements between two or more stories.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class discussions
- Peer Work
- Storytelling

Formative Assessments

- writer's notebook entries
- flash drafts
- story summaries
- teacher observations

Instructional Materials and Resources

- Narrative compare/contrast [activity](#)
- Tortilla Sun excerpt
- Confetti Girl excerpt

Reflections and Suggested Modifications

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Lesson 3: Craft Moves

Student Learning Intentions or We are learning to ... (WALT)

WALT identify narrative techniques.

WALT add descriptive language.

Student Success Criteria ... “I can statements”

I can...improve my writing with descriptive writing.

I can...use a variety of narrative techniques.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class discussions
- Peer Work
- Storytelling

Formative Assessments

- writer's notebook entries
- flash drafts
- story summaries
- teacher observations

Instructional Materials and Resources

- Author's craft [study guide](#)
- Descriptive writing [assignment](#)

Reflections and Suggested Modifications

ELA.W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
ELA.W.NW.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.

Lesson 2: Plot Structure

Student Learning Intentions or We are learning to ... (WALT)

WALT develop story ideas.

WALT develop a character.

WALT create a conflict and resolution.

WALT tell a story with detail.

Student Success Criteria ... “I can statements”

I can...tell a story from my own life.

I can...develop a moment from my life into a story.

I can...create a conflict.

I can...develop a solution to the conflict.

I can...develop a character.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class discussions
- Peer Work
- Storytelling

Formative Assessments

- writer's notebook entries
- flash drafts
- story summaries
- teacher observations

Instructional Materials and Resources

- Small moment [activity](#)
- Plot diagram
- Alternate ending [activity](#)
- Personal narrative [checklist](#)

- [Passion Project](#)

Reflections and Suggested Modifications

ELA.W.NW.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.
ELA.W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
ELA.W.NW.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.
ELA.W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
ELA.W.RW.8.7	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.

Lesson 4: Revisions

Student Learning Intentions or We are learning to ... (WALT)

WALT accept feedback from peers.

WALT make changes that improve the quality of our writing.

WALT provide meaningful feedback to peers.

Student Success Criteria ... “I can statements”

I can...review my work with a peer.

I can...accept their feedback.

I can...make changes based on feedback.

I can...provide meaningful feedback to my peers.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Peer work
- Revising/Editing

Formative Assessments

- Observation

- Written Work

Instructional Materials and Resources

- Essay Draft
- Rubric review

Reflections and Suggested Modifications

ELA.W.WP.8.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Lesson 5: Grammar

Student Learning Intentions or We are learning to ... (WALT)

WALT identify the right punctuation to use in a pause or break.

WALT properly use punctuation in our every day writing.

WALT recognize spelling patterns.

WALT revise our word for spelling and grammar.

Student Success Criteria ... “I can statements”

I can...identify pauses and breaks in sentences.

I can...properly use commas, ellipses, and dashes in my every day writing.

I can...recognize the spelling patterns of commonly confused words.

I can...revise my writing for spelling and grammar.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Peer work
- Video Instruction

Formative Assessments

- Observation
- Written Work
- Grammar quizzes

- Exit Tickets

Instructional Materials and Resources

- Noredink

Reflections and Suggested Modifications

ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.W.NW.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.
ELA.W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
ELA.W.NW.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.
ELA.W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
ELA.W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	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.
ELA.SL.PE.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.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

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| ELA.RL.CR.8.1 | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. |
| ELA.RL.CI.8.2 | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

21st Century Life and Career

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| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
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SEL Competencies and Standards

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| SEL.PK-12.1.3 | Recognize one's personal traits, strengths, and limitations |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |