Unit 1b-Narrative

Content Area: **Language Arts**
Course(s): **E/LA 8**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- What reading strategies can help me determine meaning from text?
- How can I effectively relate a personal experience through writing?

Big Ideas

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

AS.W.1-3 Different formats of writing are used for different purposes.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: *Freak the Mighty*

Core Writing: Memoir

Other Formative Writing: Response/Reflection Journal Entries, Open-ended responses, Poetry, film novel comparison

Supplemental Resources: *Prentice Hall Literacy, Foundations, Sadlier-Oxford Vocabulary Workshop, Junior Scholastic News,* Google Platform

Presentation Skills: Socratic seminar, slides

Technology: Google Platform, file management, research

Critical Concepts

October

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 40-84

CC.8.2.A: Identifying Key Details. Determining Informational Central Idea. Providing an Objective Summary

CC.8.2.B: Identifying Key Details. Determining Literary Central Idea and/or Analyzing its Development Over the Course of the Literary Text. Providing an Objective Summary

November

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 85-100

CC.8.3.A: Analyzing the Relationships or Interactions between Individuals, Events, or Ideas in a Text, Including How they are Introduced, Illustrated and Elaborated

CC.8.3.B: Analyzing Plot. Describing How the Plot Unfolds in a Series of Episodes. Describing How Characters Respond or Change as the Plot Advances. Describing How the Elements of the Plot Interact, and/or How Particular Lines of Dialogue Propel the Action, Reveal Aspects of a Character, and Provoke a Decision.

Cross-Curricular Integration

Integration Area: Science

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Activity:

Using technology, during a study of the novel, *Freak The Mighty,* by Rodman Philbrick, students use multiple online and print sources to conduct formal research on artificial intelligence, bionics, bioethics, the science and development of prosthetics, human augmentation as well as the modern advancements in related technology.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Complete digital research using a variety of multimedia sources on Morquio Syndrome and create a digital presentation to enhance understanding of the novel *Freak the Mighty.*

Enduring Understandings

Literature

RL.CR.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.

RL.IT.8.3 [M] Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Writing

W.NW.8.3 [M] Write narratives to develop real or imagined experiences or events using effective

technique, relevant descriptive details, and well-structured event sequences.

W.NW.8.3a [M] 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.

W.NW.8.3b [M] Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.NW.8.3c [M] 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.

W.NW.8.3d [M] Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.NW.8.3e [M] Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

SL.PE.8.1 [I] Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.8.1b Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.

SL.PE.8.1c Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.PE.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Language

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2a 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).

L.VL.8.3 [I] Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3a [M] Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.8.3b Analyze the impact of specific word choices on meaning and tone.

L.VL.8.3c [M] Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3d [M] 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.

L.VL.8.3e [M] Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.8.4a [M] Interpret figures of speech (e.g. verbal irony, puns) in context.

L.VI.8.4b [M] Use the relationship between particular words to better understand each of the words.

L.VI.8.4c Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

L.VI.8.4d [M] Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)