Unit 1a-Narrative

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

Essential Questions

- How does a writer effectively use literary devices for specific effects?
- How do writers use reflection to make sense of prior experiences?
- How can I effectively relate a personal experience through writing?

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

8.1.8.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.8.A.2 Create a document using a word processing application.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.1 Understand the need for and use of copyrights.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

Activity:

Students will regularly synthesize online information from various sources such as *NEWSELA and Scholastic* to inform and communicate global issues in a collaborative digital environment.

Activity:

Students will use technological tools to format and compose an original personal Narrative Essay while collaborating with peers to offer and accept criticism to revise and edit using digital tools to improve writing. Students will refine word processing skills related to MLA format, proper line spacing, font styles/sizes, online editing tools, while demonstrating competency in effective file management.

Activity:

Students will use online tools research the various literary allusions stated in the novel, *Freak the Mighty,* by Rodman Philbrick, in order to enhance an understanding of author's purpose, meaning and setting.

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

Resources

Prentice Hall Literacy, Foundations, Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop, Google Platform

Memoir WritingRubric