# Unit 1 - Narrative Writing

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## Unit Overview

Students will develop the ability to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence; draw evidence from literary or informational texts. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using dialogue, figurative language, and transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Enduring Understandings

Writing as a process is derived from text based narrative reading.
A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing.

## Essential Questions

How do writers produce clear and coherent writing?
How do writers establish a context and point of view?
How do writers organize an event sequence?
How do writers use narrative techniques?

## Learning Objectives

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Students will read and analyze “Roses for Rose” “Helping in a Hurricane” “Benjamin Franklin’s Speech at the Constitutional Convention” (Amistad)

## Standards: Content

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| L | Language |
| L.SS.8.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.8.1.A | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| L.SS.8.1.B | Form and use verbs in the active and passive voice. |
| L.SS.8.1.C | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| L.SS.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| L.SS.8.1.E | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| L.SS.8.1.F | Use an ellipsis to indicate an omission. |
| L.SS.8.1.G | Recognize spelling conventions. |
| L.KL.8.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.KL.8.2.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| L.KL.8.2.B | Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. |
| L.KL.8.2.C | 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 | 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.8.3.A | 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.8.3.B | Analyze the impact of specific word choices on meaning and tone. |
| L.VL.8.3.C | 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.8.3.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. |
| L.VL.8.3.E | 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.8.4.A | Interpret figures of speech (e.g., verbal irony, puns) in context. |
| L.VI.8.4.B | Use the relationship between particular words to better understand each of the words. |
| L.VI.8.4.C | Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| L.VI.8.4.D | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| W | Writing |

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| W.AW.8.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| W.AW.8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| W.AW.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| W.AW.8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| W.AW.8.1.D | Establish and maintain a formal or academic style, approach, and form. |
| W.AW.8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| W.IW.8.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.IW.8.2.A | Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. |
| W.IW.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| W.IW.8.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| W.IW.8.2.D | Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic. |
| W.IW.8.2.E | Establish and maintain a formal style/academic style, approach, and form. |
| W.IW.8.2.F | Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented. |
| W.NW.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| 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. |
| W.NW.8.3.B | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| 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. |
| 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. |
| W.NW.8.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 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. |
| W.WR.8.5 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused |

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| | questions that allow for multiple avenues of exploration. |
| W.SE.8.6 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 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. |
| SL | Speaking and Listening |
| SL.PE.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. |

## Standards: Interdisciplinary

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| 6.1.8.CivicsPD.3.a | Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.IML.2 | Identify specific examples of distortion, exaggeration, or misrepresentation of information. |
| 8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |

## Assessment Evidence

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| Formative | Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments. |
| Summative | Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments. |
| Alternative & Benchmark | Alternative - Sentence frames, oral responses, graphic organizers, observations, orally administered assessments, and anecdotal notes.<br>Benchmark Assessments - Writing portfolios, Written work |
| Assessment Evidence Resource | |

## Instructional Resources

ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites. Unit 1 Writing Assessment: "Roses for Rose" "Helping in a Hurricane" "Benjamin Franklin's Speech at the Constitutional Convention"

Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| X | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| | Self-Awareness | X | Relationship Skills |
| X | Responsible Decision-Making | X | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | X | Technology Literacy | | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| X | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |
| X | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |