

English Language Arts

Unit 38: Narrative: Reading, Writing, Speaking, Listening, and Language

Essential Understandings	<ul style="list-style-type: none"> Writers engage their readers by developing real or imagined experiences, varying style for different audiences and purposes, Effective readers have a purpose for reading, analyze text, and make inferences based upon explicit and implicit information. Excellent writers are excellent readers because they notice how an author's craft conveys ideas. Effective communicators must be able to contribute appropriately to conversations about literature, adapting language for a variety of purposes.
Essential Questions	<ul style="list-style-type: none"> How do narrative writers engage their readers and vary their writing for different audiences and purposes? How do setting, organization, character, dialogue, and figurative language contribute to a well-written narrative? How can use of the writing process and feedback enhance the quality of a narrative? Why is using textual evidence important in analyzing literature? Why is adherence to standard English conventions important in communicating one's ideas clearly in writing and speech?
Essential Knowledge	<ul style="list-style-type: none"> Narrative techniques (well-chosen details, well-structured event sequences) are used to develop real or imagined experiences. Adherence to the writing process is key to effective narrative writing. In order to understand a text fully, readers determine what the text says explicitly, cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess point of view, and analyze how individuals, events, and ideas develop over two or more texts addressing similar themes or topics. Adherence to standard English conventions, adapting language and style to fit audience and purpose, and correct use of a range of vocabulary create a well-written or well-delivered narrative.
Vocabulary	<p><u>Terms:</u> narrative, plot (rising action, conflict, climax, falling action, resolution), characterization, revising, editing, dialogue, metaphor, simile, theme, tone, setting, point of view, inference, citations, synthesis, analysis, textual evidence, denotation, connotation, and figurative language</p>
Essential Skills:	<ul style="list-style-type: none"> Identify and analyze central themes and how writers explore ideas in different genres. Determine techniques authors use to develop real and imagined events through multiple points of view. Write well-structured, coherent and detailed narratives appropriate for specific audiences.

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	<ul style="list-style-type: none"> ● Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English. ● Interpret in discussions and writing how narratives presented in various media and formats communicate information and point of view. ● Determine figurative and literal meanings of vocabulary, and recognize how the nuances and relationship of words affect understanding. ● Distinguish between fact and opinion in written, spoken and visual sources.
Related Maine Learning Results	<p><u>Reading Literature - grade eight</u></p> <ul style="list-style-type: none"> ● RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● RL.8.3 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. ● RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. ● RL.8.9 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. ● RL 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><u>Reading Informational Text- grade eight</u></p> <ul style="list-style-type: none"> ● RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ● RI.8.3 Analyze how a text makes connections among and

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distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing - grade eight

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence
 - W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - W.8.1d Establish and maintain a formal style.
 - W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - W.8.2c Use appropriate and varied transitions to create

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	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2e Establish and maintain a formal style.</p> <p>W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> W.8.3a 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.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3c 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.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. 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. <p><u>Speaking and Listening - grade eight</u></p> <ul style="list-style-type: none"> SL.8.1 Engage effectively in a range of collaborative
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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.

SL.8.1a 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.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4 Use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Language - grade eight

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1b Form and use verbs in the active and passive voice.
- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

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- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - L.8.2b Use an ellipsis to indicate an omission.
 - L.8.2c Spell correctly.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.8.3a 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.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - L.8.4a 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.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - L.8.4c Consult general and specialized 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.8.4d 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.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.8.5b Use the relationship between particular words to better understand each of the words.
 - L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;

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	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Read and analyze a narrative short story and a poem for theme citing evidence to support small group and class discussions. (R1, SL1 (a-d); L 8.4-8.6) ▪ Evaluate decisions made by the main character. (RL8.1 and 8.2) ▪ Examine the impact of the setting on the story and the characters. (RL 8.2) ▪ Analyze how characters' decisions affect themselves and the arc of the narrative. (RL 8.3) ▪ Write a narrative based on a theme explored in class. (W 8.3 (a, b, c, d, e), 8.4, 8.5, and 8.6; L 8.1 (b, c, d), 8.2 and 8.3) ▪ Analyze and evaluate the similarities and differences between audio and video versions of texts. How does each medium enhance the experience? (RL 8.7; SL 8.2) ▪ Examine how changing the media format affects one's interaction with the text (RL 8.7) ▪ Present narrative to fellow students, and listen to other students' personal narratives, providing classmates meaningful, specific feedback. (SL 8.4 and 8.6, W 8.5)
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Draft, revise, edit, and submit a personal narrative. ▪ Teacher generated rubrics, based on L. Calkins and CCSS ▪ KIM Vocab- Narrative Elements ▪ Plot Diagram for short story
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> o <i>Reviser's Toolbox</i> by Barry Lane o Robert W. Service's <i>The Cremation of Sam McGee</i> o Jack London's <i>To Build a Fire</i> -- two versions o Youtube videos o Audio versions of story and poem o Mentor Text- several 1-2 pages, Lucy Calkins