

Grade Level: 8	Trimester 1	Length 3 weeks
<b>Writing Unit 1 – Personal Narrative (Alphabiographies)</b>		
<b>Unit Overview</b>		
<p><b>Focus Standards</b></p> <p><b>Bold = assessment included</b></p> <p>8 RL 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>8 W 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> <p>8 W 3: 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.)</p> <p>8 W 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)</p>		

<p><b>Overarching Standards:</b>                  8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>Key Understandings to Explore</b></p> <p><i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>-How to tell a story</li> <li>-How word choice, structure and tone create the writer’s voice.</li> <li>-There is a story to be found in every life experience.</li> <li>-Revision is essential to good story telling.</li> </ul>	
<p><b>Essential Questions for thought, discussion, and collaboration</b></p>	
<p><b>Declarative and Factual Knowledge (Recall, memorize, define)</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Structure of a story</li> <li>• Point of View</li> <li>• Dialogue punctuation</li> <li>• Impact of word choice</li> <li>• MLA formatting</li> <li>• Transition words and phrases</li> <li>• Appropriate writing style</li> <li>• Writers write for different purposes and audiences</li> <li>• Dictionary/thesaurus skills</li> <li>• Story elements</li> <li>• Punctuation</li> <li>• Cutting extra words</li> <li>• Sensory detail</li> <li>• Creating scenes</li> </ul>	<p><b>Skills (Organize, apply, analyze, integrate, evaluate)</b>  <i>Students will be able to....</i></p> <ul style="list-style-type: none"> <li>• Recognize and analyze the impact of word choice on meaning and tone.</li> <li>• Use appropriate transition words, phrases, and clauses.</li> <li>• Use precise language.</li> <li>• Correctly apply MLA formatting.</li> <li>• Tell a story from the first person perspective.</li> <li>• Create a vivid scene in their writing.</li> <li>• Dialogue punctuated correctly based on in class grammar lessons.</li> <li>• Students will write with a meaningful purpose.</li> <li>• Using sensory details students will “showing vs. telling.”</li> <li>• Strong leads will engage readers.</li> <li>• Focusing a narrative on what is meaningful, such as the “so what?”</li> </ul>
<p><b>Key Vocabulary:</b></p>	

<b>Performance Assessments (may be formative or summative)</b>	<b>Other Evidence/Assessments</b>
<p>Formative: Literature Circle discussions. Teachers assess bookmarks and discussion participation.</p>	<p>Character Analysis Chart: Students fill in a chart based upon their protagonist, antagonist, Potter, and George Bailey.</p>
<p>Summative: Compare and contrast the conflict (internal or external) in <i>It's a Wonderful Life</i> and their literature circle book.</p>	<p>Bookmarks: handed out with guided discussion questions to be filled out independently</p>
	<p>Book blog questions: A weekly question filled out online that deals with a theme of the dystopian work.</p>

Unit Title (continued from previous page):

**Literary Texts: Poems**

**Literary Texts: Stories/Novels**

**Drama:**

*It's a Wonderful Life* play version

**Picture Books:**

**Non-fiction:**

**Fable/Folktale:**

**Other Media:**

*It's a Wonderful Life* film version

**Short Stories:**

**Informational Texts**

**Independent Novels**

*Fallen Angels* Walter Dean Myers

*Touching Spirit Bear* Ben Mikaelson

*The Outsiders* S.E. Hinton

*This Dark Endeavor* Kenneth Oppel

*Insurgent* Veronica Roth

*A Monster Calls* Patrick Ness

*The Rules of Survival* Nancy Farmer

*Okay for Now* Gary Schmidt

***Elsewhere* Gabrielle Zevin**  
***Crackback* John Coy**

**Art/Music/Media**

**Online Resources**

**Differentiation for Struggling Learners and ELL**

For struggling readers:

- Audio books available
- Chapter summaries for *Crackback*
- Book choices are a combination of choice and reading ability
- Bookmarks provided with specific discussion questions

**Interdisciplinary Connections**