

Sherman School

Unit Overview

Subject: English/Language Arts (Writing)

Grade: 8th

Unit: Narrative Craft

Pacing: 8 weeks

Essential Question(s):

- How can we tell powerful stories about people's experiences?
- How do writers establish a context and point of view?
- How do writers produce clear and coherent writing?
- How do writers organize an event sequence?
- How do writers use narrative techniques?
- How do rules of language affect communication?

Big Idea(s):

- Authors tell powerful stories about people's experiences through
- Clear and coherent writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change or clarify ideas.
- Technology and collaboration enhance the stages of these processes.
- A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing to effectively communicate their ideas.

CCSS Overarching Standards
W.8.10: 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.
W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

CCSS Priority and Supporting Standards
W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event

sequences.

- a: Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; organize an event sequence that unfolds naturally and logically.
- b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, or characters.
- 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.
- d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

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. (Editing for conventions should demonstrate command of Language standard one to three up to and including grade 8).

SL.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.

- a: 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.
- b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d: Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a: Explain the function of verbals (like gerunds, participles, and infinitives) in general and their function in particular sentences.
- b: Form and use verbs in the active and passive voice.
- c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d: Recognize and correct inappropriate shifts in verb voice and mood.

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

- a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (like emphasizing the actor or the action;

expressing uncertainty or describing a state contrary to fact.)
b: Spell correctly.

Unwrapped Standards & Instructional Planning:

Skills **(What Students Need to Be Able To Do)**

- Write a well organized and elaborated narrative about a real or imagined experience.
- Include relevant descriptive details in a piece of narrative writing.
- Establish a narrative voice and point of view.
- Organize events of a narrative in a logical sequence.
- Include dialogue that brings the story and characters to life.
- Include reflections by the characters.
- Choose precise vocabulary to convey the emotions, experiences, and/or events being described.
- Write an ending that makes sense in light of all that came before it in the story.
- Use transitional language to enable readers to follow shifts in time or setting.
- Choose a narrative structure and tone appropriate to their purpose for writing.
- Generate ideas and compose drafts of narrative stories.
- Revise and/or rewrite narrative to improve clarity and fluency.
- Use and/or incorporate technology to enhance narrative writing when appropriate.
- Participate in whole-group, small-group, and partner discussions to respond to and build on the ideas of others.
- Follow established guidelines for class discussions.
- Ask questions about topics being discussed.
- Identify verbals (gerunds, participles, and infinitives) in a specific sentence.
- Explain the function of verbals (gerunds, participles, and infinitives) in a specific sentence.
- Understand and explain the difference between active and passive voice.
- Form and use verbs to create the desired voice and effect.
- Understand the different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive mood).
- Use different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive mood) in their writing.
- Identify and correct shifts in verb voice and mood that are incorrect, cause confusion, and/or undermine clarity.
- Choose the proper voice and mood for their writing to achieve their intended effect.
- Use commas correctly to set off contrasting elements, interjections, direct address, and tag questions.
- Identify ellipses and use them appropriately in their writing.
- Identify dashes and use them appropriately in their writing.
- Capitalize words as needed.
- Use correct punctuation for clarity and effect.
- Spell correctly.

Research Based Effective Teaching Strategies:

- Identifying similarities and differences
- Reinforcing effort and providing recognition
- Setting objectives and providing feedback
- Questions, cues, and advance organizers

Assessments:

- Common Formative Pre-Assessment--Narrative writing prompt
- Informal Progress Monitoring Checks--daily writing and checklists
- Common Formative Post-Assessment--Narrative writing prompt
- Rubrics

Instructional Resources:

- *If...Then...Curriculum: Assessment Based Instruction*, by Lucy Calkins
- *Narrative Writing*, by Laura Robb
- *Writing Pathways: Performance Assessments and Learning Progressions*, by Lucy Calkins, et. al.

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