

# Unit 2 Narrative Writing - Nonfiction 2R, 2023

Content Area: **English**  
Course(s): **English II**  
Time Period: **November**  
Length: **2 months**  
Status: **Published**

## Unit Overview:

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Curriculum Modifications for English II Resource

All sophomores require The English II course which is aligned with the New Jersey Student Learning Standards for ELA.

The English II curriculum provides varied tracking levels to meet the needs and abilities of the students. Although course

content mirrors that of Honors and A levels, the Resource program is differentiated by the depth of studies, student

expectations, reading selections, and percentage of time allotted to each significant unit of study. The program is designed

to maintain the sequential development of the essential communication and literacy skills found in the New Jersey Student

Learning Standards for ELA and address the associated skills required by the New Jersey state assessment.

Students will learn how to identify the purpose, craft, and structure of nonfiction narrative writing. Students will evaluate an author's tone and intent as well as analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will be able to assess how point of view and purpose shape the content and style of a text while further analyzing how the structure of the text, including how specific sentences, paragraphs, and larger portions of the text, relate to each other and the whole. Students will analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## Essential Questions:

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1. How does the text structure help you understand the text?
2. Why does the structure of the text matter?
3. How does the author's tone create different effects on the text?

## **Enduring Understandings:**

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Students are learning to

- analyze how author's develop ideas or claims through structure and style
- evaluate a speaker's point of view, reasoning and use of evidence/rhetoric
- analyze documents of historical significance
- analyze cultural experiences from literature outside the United States

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

## **Lesson Titles:**

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1. Introduction to narrative nonfiction writing- journals, diaries, subjective vs objective writing, letters, blogs
2. Elements of narrative writing; terms and structure - point of view, organization, tone
3. Historical journals, diaries and letters
- 4 Modern day blogs & memoirs
5. Writing narrative nonfiction
6. Informative essay

## **Career Readiness, Life Literacies, & Key Skills:**

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TECH.K-12.P.9

Work productively in teams while using cultural/global competence.

## **Inter-Disciplinary Connections:**

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## **Equity Considerations**

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### **Amistad Mandate**

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Topic: African Americans & the Environmental Movement

Materials Used: Why Environmentalism Can't be Colorblind by Jennifer Oladipo

Addresses the Following Component of the Mandate: Contributions

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### **Holocaust Mandate**

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Topic: Bullying, Bias

Materials Used: All Boys Aren't Blue by George Johnson

Addresses the Following Component of the Mandate: Bullying and Bias in the Black community against LGBTQ

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Mental Illness/Anorexia

Materials Used: "Hunger Makes Me Modern Girl" by Carrie Brownstein

Addresses the Following Component of the Mandate: social

- Economic
- Political
- Social

## **Climate Change**

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Our Climate Future is Actually Our Climate Present by Jon Mooallem (NY Times article 2017)

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Mindy Kaling

Materials Used: Memoir Excerpt- Is Everyone Hanging out without me?

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

## **Resources & Materials:**

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### **Themes--- Travel/Risks- Explorers, Immigration, Migrants, Bloggers**

Possible Readings:

“The General History of Virginia” John Smith

"Journal of the First Voyage" Christopher Columbus

“Of Plymouth Plantation” William Bradford

Iroquois Constitution

“Journey Through Texas” Cabeza de Vaca

"Boulders Taller than Seville" by Lopez de Cardenas

“Interesting Narrative of Olaudah Equiano” by Olaudah Equiano

"Incidents in the Life of a Slave Girl" by Harriet Jacobs

Modern Human Trafficking Narratives

Jamestown Indentured Servant Letter

Autobiography of Benjamin Franklin

Abigail Adams Letters

My New World Journey by Nola Kambanda, (Rwandan)

[American Born, Rachel Brownstein \(Jewish\)](#)

"Is Everyone Hanging out without me" by Mindy Kaling (Indian-American)

"Yes, Chef" Marcus Samuelsson (Ethiopian memoir)

"Hunger Makes Me A Modern Girl" by Carrie Brownstein (anorexia and mental illness)

[All Boys Aren't Blue](#) by George Johnson memoir (LGBTQ bullying, bias, in African American community)

"Why Can't Environmentalism be Colorblind" by Jennifer Oladipo

"Our Climate Future is Our Climate Present" by Jon Mooallem

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Formative Assessment:**

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- Do-Nows
  - Vocab Warm ups
  - Grammar Edit the Sentence
  - Effective questioning
  - DOK questioning
  - Class polls
  - Lesson exit tickets
  - Self-assessments
  - Peer-assessments
  - Think-Pair-Share
  - Debriefing
  - Constructed response
  - Hand-signals
  - Misconception check
  - Conferencing
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- Anticipatory Set
  - Closure



- Warm-Up

## **Summative Assessment:**

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Recommended:

1. Critical reading assessments
2. Skills based assessments
3. Narrative nonfiction essay - memoir, letter, diary
4. Lit Term assessment
- 5 Travel blog

- Alternate Assessment
- Benchmark
- Marking Period Assessment

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Technology Materials and Standards**

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- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- YouTube
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools
- Delsea High School Media Center Databases
- Owl Purdue Writing Lab

## **Computer Science and Design Thinking Standards**

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