Unit 5: Writing Narrative

Content Area: **Language Arts Literacy**
Course(s): **English 9 Honors**
Time Period: **Marking Period 2**
Length: **10 Blocks**
Status: **Published**

Course Description

Credits: 5

Prerequisite:Placement

Grade: 9

This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct problem-based research projects.

UNIT DESCRIPTION

Stage 1-- Desired Results

Unit Purpose:

In Honors English 9, students will write a personal narrative and transform the narrative into a performative story. The purpose of this unit is to apply the NJSLS Writing Narrative skills while also considering the purpose of a storyteller to, as Chinua Achebe the author of *Things Fall Apart* writes, "makes us what we are, who creates history." Students will engage in the writing process by gathering ideas from personal sources, reading mentor narratives, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Students will self-select topics. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a finalpersonal narrative and performative storytelling project.

Established Goals: New Jersey Student Learning Standards: English Language Arts Grades 9 and 10

Explicit:

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.

A.Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D.Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E.Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. 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.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Implicit:

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10. 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 tasks, purposes, and audiences.

Understandings:

Students will understand that…

Writers employ various craft and structural elements in order to develop a story, paying close attention to language choices, specific details, and conciseness.

Writing a story can help an author make sense of "fragments" of experiences, even seemingly insignificant ones.

Writers explode a moment to capture meaning.

Essential Questions:

How do narrative techniques aid in developing real or imagined experiences?

How can a writer draw a conclusion or reflect upon an experience?

Why is it necessary to write and share stories?

Students will know…

Narrative Techniques.

How to engage in the writing process, including self-selecting a topic.

How to study mentor texts for craft moves.

Students will be able to...

Evaluate and implement craft moves from mentor flash fiction.

Engage in the writing process: gathering ideas, drafting, revising/editing.

Employ the writing process to write a piece of flash fiction according to the norms and conventions of the mode.

Employ narrative techniques.

Academic Terminology:

narrative, mentor text, voice, story arc, telling details, dialogue, pacing, sensory language, revision, editing

Stage 2 -- Assessment Evidence

Summative Assessments:

Personal Narrative

Storytelling Project

Formative Assessments:

Quizzes (2 "Minor" Assessments)- Demonstration of explicitly-taught skills through formal drafts

Writer's Process (5 "Homework" grades) - Gathering and evaluating mentor texts, individual conferences, independent and peer revision.

Stage 3 -- Learning Plan

Learning Activities:

Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.

Establish each student's prior understanding of narrative writing through a relatable hook (story, survey, posing question, etc.), brief diagnostic, and/or through individual conferences.

Read Aloud from mentor texts.

Execute standards based mini-lessons to develop skills and strategies.

Read mentor texts to identify and implement craft conventions.

Collaborate with assigned writing partners.

Experience activities where speaking and listening skills are taught and in sharing times.

Confer individually with teacher and peers.

Engage in the writing process.

Demonstrate understanding through various assessments.

Writing Process:

Mentor Text Immersion & Study

Gathering Information

Content & Ideas

Craft & Style Techniques

Structure

Grammar, Usage, Mechanics

Independent Revision

Peer Feedback

Independent Revision

Mini-Lessons

Read Aloud and curate mentor texts

Writing Territories

Organize (story map, storyboard, graphic organizer) -- sequence events in a coherent way

Establishing a problem/ conflict

Exploding the Moment

Multiple POVs

Character development

Plot development/ multiple plot lines

Resources

Works of Study: Mentor Texts as selected by teacher

Resources:

https://www.nytimes.com/2019/08/22/learning/personal-narrative-writing-unit.html

https://themoth.org/education/teachers

https://www.brainpickings.org/2016/11/16/chinua-achebe-bill-moyers-interview/

SAT Connection

Reading Rhetoric, The Official SAT Study Guide, p. 81

The SAT Essay, The Official SAT Study Guide, p. 173-221

Command of Evidence, The Official SAT Study Guide, p. 55

Words in Context, The Official SAT Study Guide, p. 61

Reading Information, The Official SAT Study Guide, p. 73

Reading Synthesis, The Official SAT Study Guide, p. 87

Writing & Language, The Official SAT Study Guide, p. 135-154

Vocabulary:

Standards

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.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.10	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 tasks, purposes, and audiences.

Anchor Standards

LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.10	Write routinely over extended time frames (time for 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.

Interdisciplinary Standards

LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific

	procedures/experiments, or technical processes.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.10	Write routinely over extended time frames (time for 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.

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule

- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced

English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Holocaust & Amistad Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

Persons With Disabilities

"The Scarlet Ibis" by James Hurst as mentor text.

Student selected topics.