Unit 8: Narrative Writing

Content Area: **Language Arts Literacy**
Course(s): **English 9 CP**
Time Period: **Marking Period 4**
Length: **10 Blocks**
Status: **Published**

Course Description

This course continues to develop students' critical reading and writing skills developed in the intermediate school. Through the study of literary genres such as the short story, novel, drama, poetry, mythology and nonfiction, students sharpen recognition of various literary elements and devices. Emphasis in this course is placed on in-depth reading and discussion as well as writing skills.

Unit Description

Stage 1-- Desired Results

Unit Purpose: Students will learn how to write a fictional text using flash fiction and fan fiction literature as guides for this purpose. Students will focus on creating a strong fictional plot with an exposition, rising action, climax, falling action, resolution, conflict, and characters. Students will also weave in a particular theme.

Established Goals: By the end of the unit students will be able to create a final piece of writing of flash fiction or fanfiction with a focus on plot; exposition, rising action, climax, falling action, and resolution.

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.

Implicit:

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.

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.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

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. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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…

-That an exposition for a narrative establishes a setting, conflict, point of view, narrator, and characters.
-That effective narratives create a smooth progression of events for the reader.
-That events in a narrative are developed through dialogue, pacing, description and reflection.
-That the sequence of events in a narrative must be coherent.
-That creating a vivid picture of the setting, events, and characters (with more focus on events) is achieved through using precise words, details, and sensory language.
-That a conclusion that effectively ends the narrative justifies all of the elements within it.

Students will be able to…

-Create an exposition for a narrative that establishes a setting, conflict, point of view, narrator, and characters
-Create a smooth progression of events
-Develop events through dialogue, pacing, description and reflection
-Determine how to sequence events coherently
-Determine how to create a vivid picture of the setting, events, and characters (with more focus on events) through using precise words, details, and sensory language.
-Create a conclusion that effectively ends the narrative and justifies all of the elements within it.

Academic Terminology:

-Flash Fiction
-Fanfiction
-Plot
-Conflict
-Characters
-Characterization
-Theme
-Analyze
-Develop
-Manipulate
-Tension (in literature)
-Mystery (in literature)
-Surprise (in literature)

Stage 2 -- Assessment Evidence

Assessments:

Major Assessments:

-Final Narrative

- Writing On-Demand Skills Assesment

Minor Assessments:

-W.9-10.3 skills quiz

-W.9-10.3 skills quiz

Homework/Class Work:

-Writer's's Notebook Entries (5)

Performance Tasks:

-Write a piece of flash fiction focusing on the elements learned throughout the unit with a focus on plot and sequence of events.

-Write a piece of fanfiction focusing on the elements learned throughout the unit with a focus on plot and sequence of events.

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 informational writing (informational essay) through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
-Read Aloud from texts.
-Execute standards based mini-lessons to develop skills and strategies.
-Read mentor texts to identify and implement craft conventions.
-Experience activities where speaking and listening skills are taught and in sharing times.
-Confer individually with teacher and peers.
-Demonstrate understanding through various assessments.

Mini-Lessons

-How to create an exposition for a narrative that establishes a setting, conflict, point of view, narrator, and characters
-How to create a smooth progression of events
-How to develop events through dialogue, pacing, description and reflection
-How to sequence events coherently
-How to create a vivid picture of the setting, events, and characters (with more focus on events) through using precise words, details, and sensory language.
-How to create a conclusion that effectively ends the narrative and justifies all of the elements within it.

Resources

Mentor Texts:

- Student selected or teacher selected flash fiction texts for analysis.
- The New Yorker
  https://www.newyorker.com/books/flash-fiction
- Literary Hub
  https://lithub.com/11-very-short-stories-you-must-read-immediately/
- Book Riot
  https://bookriot.com/2018/06/18/flash-fiction-stories/
- Flash Fiction Library
  https://flashfictionlibrary.com/
- Fanfiction Archive
  https://www.fanfiction.net/s/13305971/1/Make-it-Count
- Fanfiction Archive
  https://www.fanfiction.net/s/13277921/1/Elsa-and-the-Problem-of-Witchcraft

Potential Works of Study:
All student selected choices available through classroom library, school or public library, or bought buy student.

Online Resources:

- http://www.readwritethink.org/parent-afterschool-resources/activities-projects/writing-fanfiction-30647.html
- https://www.cnn.com/2017/07/05/health/kids-teens-fanfiction-partner/index.html
- https://sites.google.com/a/ualberta.ca/fanfiction-for-literacy/resources/classroom-activities

- https://www.fanfiction.net/
- https://geekandsundry.com/6-great-works-of-literature-that-are-actually-fanfiction/

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:
*Students self-select vocabulary words, consulting narrative mentor texts and personal vocabulary entries in Reader's Notebook.

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.9-10.4	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.)
LA.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.
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.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
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.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	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.

Interdisciplinary Standards

LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions

	of the discipline in which they are writing.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
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.

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

Mentor Texts:

- Student selected or teacher selected flash fiction texts for analysis.

LGBTQ & Persons With Disabilities Resources:

LGBTQ Flash Fiction Collections:

- http://needleinthehay.net/tag/lgbt/
- http://www.lightspeedmagazine.com/fiction/queers-destroy-flash-fiction/
- http://flashfictionlibrary.com/tag/lgbt/