Unit 1 Writing a Narrative

Content Area: **Language Arts Literacy**
Course(s): **English 12 CP**
Time Period: **Marking Period 1**
Length: **12 Blocks**
Status: **Published**

Course Description

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:

Students will learn how to write a personal essay for the function of sending it to colleges as part of their complete college application. Students will focus on creating a strong opening and writing a compelling story of a personal experience.

Established Goals: By the end of the unit students will be able to create a personal essay for the function of sending it to colleges as part of their complete college application.

New Jersey Student Learning Standards: English Language Arts Grades 11 and 12

Explicit:

W.11-12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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 Standards:

W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10. 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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.6. 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:	**Essential Questions:**
Students will understand that…	-How do I reflect upon an important moment in my life so I am able to write about it?
-A personal essay is creative and more like a narrative than an academic essay.	-How do I stretch out a moment I'm trying to describe to my readers?
-Each piece and part of a narrative is important and necessary in its own way.	-How do I use dialogue, pacing, description and reflection to my advantage?
-A personal essay always has the narrator's reflections about the situation in it and that's	-How do I use just the right words to relay the

what makes it interesting and unique.

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 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 and has a comment on reflection.

Academic Terminology:

- Personal essay
- Narrator
- Point of view
- Personal reflection
- Diction
- Dialogue
- Pacing
- Description
- Conflict
- Setting
- Characters (in a personal essay)

message I want to my reader?

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 and narrator/characters 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)
- Use precise words, details, and sensory language.
- Create a conclusion that effectively ends the narrative and justifies all of the elements within it.

SAT Skills:

- Use evidence from texts to support your own ideas
- Write often for long periods of time
- Write often for shorter periods of time
- Use Standard American English
- Show knowledge of how language conventions can change over time
- Use proper capitalization, punctuation, and spelling
- Use hyphens correctly
- Spell correctly
- Determine meanings of words
- Use context to determine meanings of words
- Consult various language manuals
- Understand figurative language and

word relationships and their meanings
- Interpret and analyze figurative language in context
- Analyze word meanings that are similar

Vocabulary:

- Use proper vocabulary correctly both in and out of context

Stage 2 -- Assessment Evidence

Formative Assessments:

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes such as:

- Common application thesis statements for each prompt
- Rough draft
- W.11-12.3 skills quiz

Reader's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which reading skills are explored.

Writer's's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which writing skills are explored.

Summative Assessments:

1. Write a personal essay about an experience.

2. Writing On-Demand Skills Assesment

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 questions, 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/sequence of events (timing)
- How to develop events and characters/narrator through dialogue, pacing, description and reflection (create a narrative voice)
- How to create a vivid picture of the setting, events, and characters 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 (final reflection).

Resources

All student selected choices available through classroom library, school or public library, or bought buy student.

Works of Study:

Mentor texts:

Born to Run by Bruce Springsteen

Educated by Tara Westover

The Glass Castle by Jeanette Walls

Online Resources:

https://www.theatlantic.com/entertainment/archive/2015/08/born-to-run-at-40/402137/

https://www.pugetsound.edu/files/resources/6489_springsteen96.doc

https://www.vulture.com/2016/09/bruce-springsteen-book-born-to-run-memoir.html

Interview: How Springstten tackles truth in song and memoir

https://www.pbs.org/video/how-bruce-springsteen-tackles-truth-in-song-and-memoir-1489451178/

Interview: Significance of event and setting in memoir:

https://www.pbs.org/newshour/arts/watch-bruce-springsteen-read-autobiography-born-run

SAT Connection:

Chapter 14 Writing and Language: Expression of Ideas

Chapter 15 Writing and Language: Standards of English Conventions

Chapter 17 About SAT Writing

Vocabulary:

Narrative-specific terms.

*Student selected vocabulary

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

Standards

LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.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.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Production and Distribution of Writing
LA.W.11-12.4	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.11-12.5	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	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.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.6	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.

Holocaust & Amistad Connections

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

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

- *Resistance and Hope: Essays by Disabled People*

- NY Times Disability section

LGBTQ

- 27 Must-Read Queer Essays from 2016