Unit 1 Narrative

Content Area: **Language Arts Literacy**
Course(s): **Freshman Seminar**
Time Period: **September**
Length: **10 blocks**
Status: **Published**

Transfer Skills

In both life and school, it is important to be able to effectively express yourself.

Enduring Understandings

- Writing is a process that necessitates a multi-stage approach.
- Precise and vivid language allows narratives to come to life through sensory details that generate an active voice.
- Every essay must incorporate the elements of proper essay structure.

Essential Questions

- What can we learn about ourselves through personal writing?
- What is the process approach to writing and why is it important for successful writing?
- How does figurative and descriptive language enhance writing?
- How do I generate an active voice when writing?
- Do I have a clear purpose for my essay?

Content

Potential Works of Study:

- "Coming to an Awareness of Language"- Malcolm X
- "From an American Childhood" –Annie Dillard
- "A View from the Bridge" descriptive piece by Cherokee Paul McDonald
- "The Shaw" – James Blake Wilson
- Remembering Lobo" –Pat Mora

Skills

- Identify narrative elements (exposition, rising action, climax, falling action, resolution).
- Develop character analysis (motivations, physical attributes, psychological characteristics, speech and actions toward other characters).
- Connect the setting of the story to the theme and plot.
- Recognize point of view (1st, 2nd, 3rd, limited or omniscient).
- Define and recognize situational irony, dramatic irony, literary irony.
- Develop and support a theme with text.
- Infer word meaning from context.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use figurative language, description, sensory details, and active voice to develop writing and engage reader.
- Write using Proper Essay Format; powerful introduction, clear thesis statement, focused body paragraphs with topic sentences and transitions, restated thesis, and compelling conclusion.
- Use a range of strategies for pre-writing, drafting, revising, editing, and proofreading written work (e.g., plan writing through discussion with others and by making notes, lists, or diagrams; attempt to rearrange sections of text to improve organization of ideas; use a checklist to guide proofreading; redraft for readability and needs of readers; review writing to ensure that content and features are consistent with purpose).
- Read a variety of texts to gain knowledge of writing styles and techniques.
- Use their speaking and listening skills to share their writing.
- Increase both active and passive vocabulary for effective comprehension, communication, and clear expression of ideas.
- Use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images.

Resources

CCSS Narrative Writing Rubric.docx

Narrative Final Assignment.docx

Narrative Essay

Writing Sample- in class to identify skill level *Possible topics include*

- ALEX- Alabama learning exchange http://alex.state.al.us/index.php
- Hands Narrative http://alex.state.al.us/lesson_view.php?id=29877
- Letter of Introduction http://alex.state.al.us/lesson_view.php?id=11939
- 50 Narrative Essay topics http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm
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Standards

- 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.
- 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.

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