

# Unit 3: Narrative Writing & The Memoir

Content Area: **ELA**  
Course(s): **Creative Writing**  
Time Period: **JanFeb**  
Length: **Full Year, Grades 11 - 12**  
Status: **Not Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Creative Writing, Grades 11 - 12**

## **Unit 3: The Narrative & The Memoir**

**Belleville Board of Education**

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## Unit Overview

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- Unit 3 allows students to increase their descriptive prowess as they continue to write in the narrative, specifically, the memoir. These memoirs will be rooted in narration and description. The class will examine what it means to recount a significant episode in life so as to see the importance of reflecting on and making sense of those episodes. Students will search for memoirs, bring them to class, and share in small groups. Teachers will also choose and present exemplars for students to mirror in original works. Descriptive lessons taught in this unit build upon lessons taught in units 1 and 2, focusing on concrete details, figurative language, and dialogue. Students will continue writing in journals spontaneously as well as responding to assignments through various modes of communication. Young writers will participate in all phases of writing learned in previous units. Here, all will come to the realization that reflecting on memories affords human beings to ask, "How has this changed me?" "Why am I the person I am today?" "Why was this even a turning point in my life?" "What has caused me to think the I do?" Students will also learn memoirs can be written at any point in life whereas autobiographies are full accounts of a life typically written later on in life. The unit ends with students choosing one memoir to polish and add to the portfolio. Students should also add a letter to the portfolio addressed to themselves or the teacher, explaining how they have grown as authors in this genre, and perhaps what they have learned about themselves.

Some "print" suggestions":

magazine article (with titles, subsections & pictures)

personal essay

a letter

a poem

a story

a news article

and any other possible, creative way to get the writer's message out to the reader

Some multi-media suggestions:

media presentation with a script and audio that targets a specific audience.

TED-talk

prezi

speech

create a you tube video or commercial

\*media presentations or talks must have a written script to add to the portfolio

By the end of the unit, students will learn:

Memoirs focus on a specific life-changing event.

To use the first person point of view

To show a logical sequence of events.

To focus on a place or a setting.

To use dialogues between characters

To write vivid descriptions of people and places.

To use sensory details: hearing, seeing, smelling, touching, and tasting.

To demonstrate the significance of the event

## **NJSLS**

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Please link all standards that apply in this section within the curriculum of the unit being written.

LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.11-12.7	Conduct short as well as more sustained research projects to answer a question (including

a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

## Exit Skills

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To demonstrate self-awareness

Write regularly, spontaneously, and with ease to express personal values

To use concise vocabulary to impart emotion, imagery, and meaning such as proper nouns, precise adjectives, and action verbs

To write purposeful dialogue

How to write for specific audiences

To synthesize lessons from previous units to craft coherent, moving narratives

## **Enduring Understanding**

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Students will understand that narrative writing is a genre rooted in personal experiences and that the purpose of narrative writing is to thoughtfully reflect on, question, and critique those experiences.

Students will understand that the modes of narration and description are necessary, useful devices in all genres of writing.

Narrative writing enables people to express and record real life stories/moments, and share their knowledge and cultural values to readers around the world

Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).

To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Writing and sharing can be used to make meaning of one's own experience, as well as of other information/ ideas.

Writing is a reflective process.

## **Essential Questions**

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How do authors concretely describe action, conflict, character, and setting?

How do authors use dialogue to express personality and emotion and further conflict?

How do authors use figurative language to deepen description and add flair to writing?

What is the effect of narrative writing for authors and readers?

## **Learning Objectives**

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Write routinely in various modes to communicate

Focus writing around one episode or object

Incorporate \*concrete details about action, conflict, character, and setting into their writing

Express ideas and insights to deepen meaning or emotion through language choices, literary techniques, figurative language and point of view.

Embed dialogue into writing in order to advance action or express personality and emotion

Hone and practice critical skills by giving and receiving criticism of own and others' writings

Create original memoirs using the writing process: brainstorming, prewriting, exploratory drafts, second drafts, peer edits, final drafts, publishing, sharing

#### \*Concrete Details

Person- physical characteristics, mannerisms, personality traits, anecdotes, incidents, or quoted statements

Place-physical features, age, size, shape, color, location, outstanding feature

Object-color, size, shape, texture, key parts and how they fit together, importance

Event/experience-who, what, when, where, why, about the event/experience

Sensory details-sight, touch, smell, taste, and hearing



## Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.



TECH.8.1.12.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## Technology Infusion

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microsoft word

google docs

edmodo

blogs

discussion boards

powerpoint

ted talks

podcasts

prezi

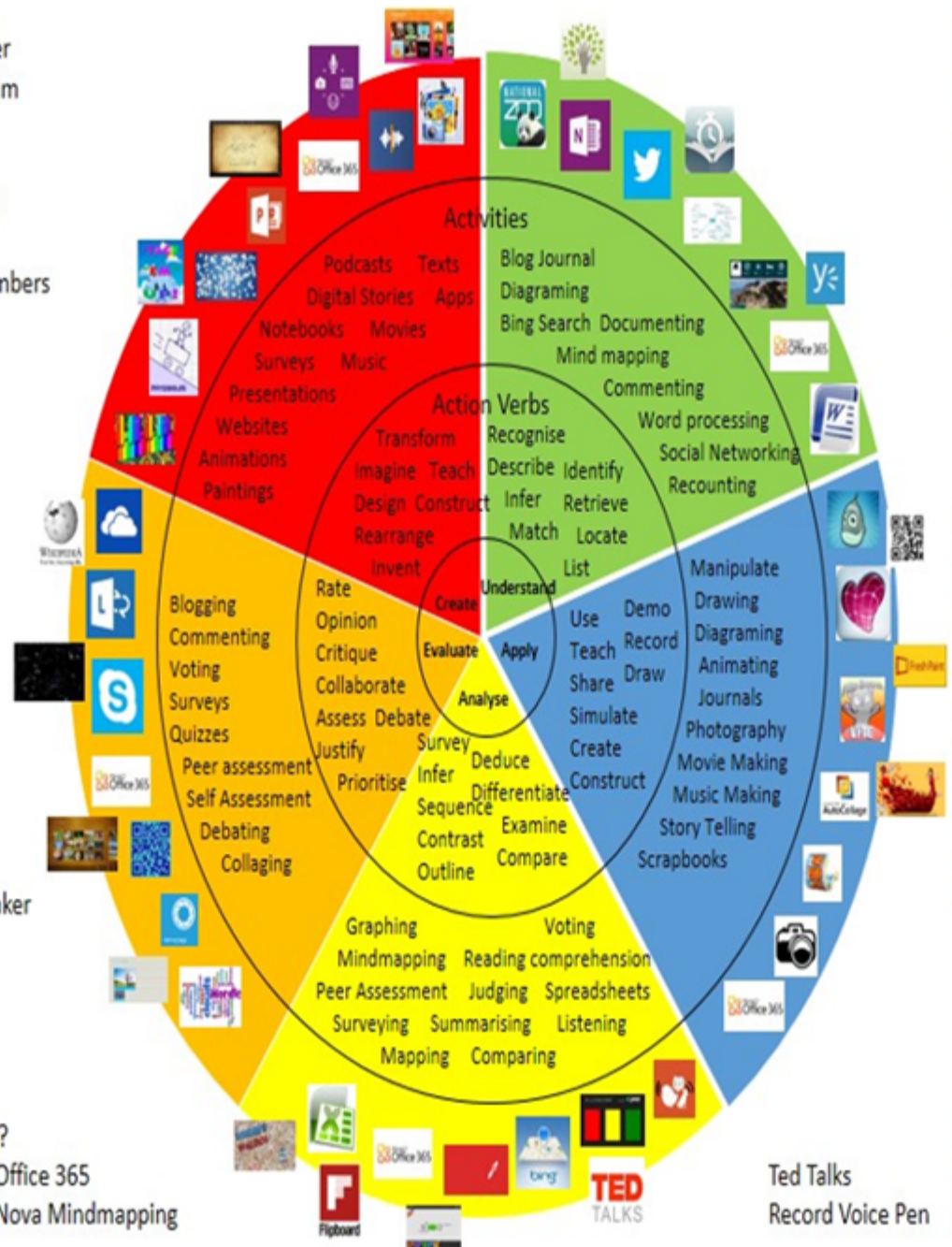
New York Times often run writing contests for teens

## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping



## Differentiation

Varied level texts

Flexible grouping

Journal prompts

Modify length of assignment

Questioning techniques

Highlight and emphasize important information

Provide graphic organizers

Refer to relevant previously taught or mastered skills

Use multiple analogies and examples

Provide notes

Offer stems to jumpstart writing

Use multiple examples and non-examples

Model close reading

Model structure and clarify unfamiliar syntax explicitly

Portray structure, relationships, and associations through concepts webs

Proceed from simple to the complex when teaching concepts and skills

Use concrete examples for abstract concept

Require shortened assignments

Conference as often as needed

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments

- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Personal novels

Excerpts based on student choice

Anthology

Progress

Teacher resources

Suggested Novel for excerpts \* The House on Mango Street

Scope

SmartBoard

Laptops

## **Ancillary Resources**

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Internet for additional exemplars

Student journals

Teacher-provided images to elicit students responses to structure and engage in brainstorming