

Unit 1: Narrative Writing (Weeks 1-8)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Narrative Writing

This unit fits first in the course because it allows students to practice foundational reading and writing skills by exploring town voice and identity. Students will be exposed to a number of craft elements through reading mentor texts and undergoing a recursive writing process. The work students complete in this unit will allow them to explore genre, craft, and themselves while developing critical reading and writing skills to write and evaluate future texts. heir

Essential Questions

How does undergoing the recursive writing process help writer's effectively shape and communicate their ideas?

How do specific choices in writing strategy impact the way a text is understood?

How do authors make choices in their writing for a specific audience and purpose?

Pre-Assessments

Timed writing sample with prompt

Possible Prompts:

Obstacles we encounter can provide lessons that are fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

Instructional Plan

Possible Texts and Resources:

Texts:

The House on Mango Street - Sandra Cisneros
I Know Why the Caged Bird Sings - Maya Angelou

Personal Essays:

“Us and Them”

David Sedaris

“Fish Cheeks” Amy Tan

“This is not Who We Are” Naomi Shihab Nye (available on commonlit)

“The Inheritance of Tools”

Scott Russell Sanders

“Learning to Read” Malcolm X

Poetry:

“Sympathy” Paul Laurence Dunbar

“The Raven” Edgar Allan Poe

Supplemental:

-Humans of New York

-StoryCorps

-Picture Books

Central Idea

Student Learning Intentions

WALT determine the central idea(s) of the text

Student Success Criteria

I can decode the meaning or multiple meanings of a text

Instructional Strategies and Activities:

My Ten” Short Story: Using NYT “My Ten” examples as mentor text. Students write their own “My Ten” list that reflects themselves. Choose two to turn into larger stories and incorporate narrative elements

Formative Assessment Strategies:

-Journal Entries

-Exit Slips

Instructional Materials and Resources

Direct Instruction

Note Taking

Modeling

Mentor Texts

Reflections and Suggested Modifications

Sequence of Events

Student Learning Intentions

WALT evaluate narrative techniques (structure, characterization, plot imagery, etc) to see how they impact text

Student Success Criteria

I can identify the sequence of events in a story

Instructional Strategies and Activities

Storyboarding: Using familiar stories to examine story structure

Fables, movies, fairy tales, etc.

Formative Assessments

-Journal Entries

-Exit Slips

Instructional Materials and Resources:

Direct Instruction

Note Taking

Modeling

Mentor Texts

Author's Purpose and Audience

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze the specific strategies author's use to reach a specific audience

Student Success Criteria ... "I can statements"

I can use annotation to determine an author's purpose

Instructional Strategies and Activities

House on Mango Street Close Reading Activity

Formative Assessments

Instructional Materials and Resources

House on Mango Street

Reflections and Suggested Modifications

Figurative Language

Student Learning Intentions or We are learning to ... (WALT)

WALT the figurative and connotative meanings of words and phrases are determined by how they are used in the text

Student Success Criteria ... “I can statements”

I can identify examples of imagery in a text and explain how they contribute to deeper meaning

Instructional Strategies and Activities

Salvador Late or Early Imagery Activity

Formative Assessments

-Journal Entries

-Exit Slips

Instructional Materials and Resources

Short Story: Salvador Late or Early

Reflections and Suggested Modifications

Theme

Student Learning Intentions or We are learning to ... (WALT)

WALT track supporting details and connect them to the central idea/theme

WALT two or more themes interact and build on one another to produce a complex text

Student Success Criteria ... “I can statements”

I can identify the theme of a text and support my claims with textual evidence

Instructional Strategies and Activities

"Fish Cheeks" Analysis Activity

Tracking narrative elements (theme, setting, characters, climax, etc) and including text evidence. Explaining "what you know" (analysis) and "how you know" (text evidence)

Formative Assessments

Journal Entries

Exit Slips

Instructional Materials and Resources

"Fish Cheeks" Graphic Organizer

Reflections and Suggested Modifications

Prewriting

Student Learning Intentions or We are learning to ... (WALT)

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

Student Success Criteria ... "I can statements"

I can make text to self connections and use personal experience to tell a story

Instructional Strategies and Activities

Personal Narrative Graphic Organizer: Brainstorming and Sequence of Events

Formative Assessments

-Journal Entries

-Exit Slips

Instructional Materials and Resources

Direct Instruction

Modeling

Mentor Texts

Graphic Organizers

Reflections and Suggested Modifications

Peer Review

Student Learning Intentions or We are learning to ... (WALT)

WALT revise our work based off of feedback from others

WALT edit our work using grammatical skills

Student Success Criteria ... “I can statements”

I can revise my essay based on feedback from peers

Instructional Strategies and Activities

Collaborative Peer Review

Formative Assessments

Group work

Peer Review Guide

Instructional Materials and Resources

Reflections and Suggested Modifications

Revision Strategies

Student Learning Intentions or We are learning to ... (WALT)

WALT use revision strategies to undergo the recursive writing process

Student Success Criteria ... “I can statements”

I can revise the structure of my essay

Instructional Strategies and Activities

Reverse Outline Activity

Formative Assessments

Reverse Outline Activity

Instructional Materials and Resources

Research Essay Resources

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next

day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.TS.11–12.4	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.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.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Integration of Computer Science and Design Thinking

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

SEL Competencies

SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills