

Unit 4: Narrative Writing (Weeks 27-36)

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

Unit 4: Narrative Writing

In this unit students will write their own narratives. They will also read a memoir as a model text from which to create their narratives. They will utilize the things they learned in previous units in order to effectively communicate their writing.

Essential Questions

What are the elements of memoir?

How are memoirs used to communicate with the outside world?

How could different individuals remember the same events differently?

Why is it important to hear from different people? Different points of view?

How can I put all of this together to write my own memoir?

Pre-Assessments

Students will view a video interview with author Wes Moore discussing the premise of his book, *The Other Wes Moore*. They will make predictions on what factors led Wes to succeed while the other Wes ended up behind bars.

Instructional Plan

Article: "When the crack scourge swept New York City"

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

WALT written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

Student Success Criteria ... “I can statements”

I can write personal stories

I can use narrative strategies to tell extended stories

Instructional Strategies and Activities

Research different elements of childhood poverty and report to group

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples

Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Article: “The deadliness of the opioid epidemic...”

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

WALT engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view

Student Success Criteria ... “I can statements”

I can identify multiple points of view in a story and evaluate how they contribute to meaning

Instructional Strategies and Activities

Identify where the experiences of each Wes dovetails with conventional wisdom and where it differs

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples

Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Video: "Two Men, One Name, Two Fates - The Other Wes Moore" from PBS NewsHour

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

WALT engage and orient the reader by introducing a narrator and/or characters

Student Success Criteria ... "I can statements"

I can examine character to describe how they contribute to theme, conflict, and tone

Instructional Strategies and Activities

Bulleted Review

Freewriting

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples
Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Video: Oprah Winfrey Wes Moore Interview

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

WALT engage and orient the reader by developing experiences, events, and/or characters

Student Success Criteria ... “I can statements”

I can plot events in a story to analyze how they contribute to theme, conflict, or tone

Instructional Strategies and Activities

Small group discussions

Class Discussion

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples

Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Video: "Afternoon conversation..."

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 evaluate the pacing of a story

I can analyze dialogue in a story and how it relates to pacing

Instructional Strategies and Activities

Video Analysis

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples

Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Elements of Memoir Autobiographical Journals

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

WALT use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Student Success Criteria ... “I can statements”

I can use a plot diagram to identify a sequence of events

Instructional Strategies and Activities

Bulleted reviews of each chapter that get shared with the class

Small group discussion

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples
Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

R.A.C.E. writing

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

WALT provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Student Success Criteria ... “I can statements”

I can write a conclusion that provides significance to an event or narrative

Instructional Strategies and Activities

Writing conferences

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples
Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Character analysis

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

WALT evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research

Student Success Criteria ... “I can statements”

I can support my claims with reasoning

Instructional Strategies and Activities

Character Analysis Activity

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples
Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Reflection Essay

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

WALT draw evidence from literature to support analysis, reflection, and research

Student Success Criteria ... “I can statements”

I can connect narratives with research

Instructional Strategies and Activities

Reflection Essay

Formative Assessments

Class discussions

Written response to inquiries

Annotation

Quizzes

Writing conferences

Student review presentations

Instructional Materials and Resources

Activate prior knowledge

Research elements of memoir with examples
Supplemental text annotation

Peer-edited writing on topic

Daily journals

Class read aloud

Reflections and Suggested Modifications

Modifications and/or Accommodations

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

English Language Learners

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.SS.9–10.1

Demonstrate command of the system and structure of the English language when writing or speaking.

ELA.RL.CR.9–10.1

Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially,

as well as including determining where the text leaves matters uncertain.

ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.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.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.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.
ELA.W.NW.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.
ELA.W.RW.9–10.7	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.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
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: NJSLs for ELA, Social Studies, Science and/or Math

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
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.

21st Century Life and Career

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.

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

See Crosswalks

SEL Competencies

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
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others