

Unit 4: Narrative Writing (Weeks 26-36)

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

Unit 4: Narrative Writing

Students will write their own narratives as well as write in the style or craft of mentor texts. Selecting appropriate mentor texts (both fiction and non-fiction) is critical to the success of the student learning contained by this unit.

Essential Questions

How do we understand and analyze themes in a text and connect them to something larger?
What does a text tell us about the values of the society in which it was written?
How do authors use literary devices and structural choices to define and enhance their work?
How do I utilize these strategies to communicate a successful narrative?

Pre-Assessments

Timed Rhetorical Analysis:

Students will receive a longer excerpt from a memoir. They will be asked to read and annotate words and phrases that may have an impact on the author's perspective on the topic, as well as the audience's reading experience.

Instructional Plan

Independent Reading Memoir

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

WALT determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Student Success Criteria ... “I can statements”

I can identify the connotation of vocabulary words

Instructional Strategies and Activities

Independent reading activities to correspond with class lessons.

Activate prior knowledge

Anticipation guides

Formative Assessments

Entry & Exit Slips

Quizlet

Instructional Materials and Resources

Google Forms

Reflections and Suggested Modifications

Coherence and Transitions

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

I can analyze conflict and how it contributes to theme

Instructional Strategies and Activities

Introduce coherence and transitions- slideshow & group activity

Think-Write-Pair-Share
Imitation journals
Turn and talk
Class discussion

Formative Assessments

Entry & Exit Slips
Quizlet

Instructional Materials and Resources

Google forms
Commonlit

Reflections and Suggested Modifications

Essay Remodel

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 analyze specific narrative elements in a complex text

Instructional Strategies and Activities

Essay Remodel
Review prior knowledge w/ terms: diction, connotation, descriptive words, etc. Introduce new material.

Formative Assessments

Entry & Exit Slips
Quizlet
Quizzes (Short Answer & MC)

CommonLit Assessment
Individual Conferences
Self-Assessment

Instructional Materials and Resources

Essay Writing Resources

Reflections and Suggested Modifications

Imitation Journal

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 develop narratives using a sequence of events

Instructional Strategies and Activities

Short memoir #2
Imitation Journal #1
Class/group share of imitation journals

Formative Assessments

Imitation Journal

Class discussion

Instructional Materials and Resources

Journal

Reflections and Suggested Modifications

Partner Read/Annotation

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

WALT determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Student Success Criteria ... “I can statements”

I can interpret the use of figurative language in a text

Instructional Strategies and Activities

Partner read/annotation of memoir pieces #3 and #4.
Imitation Journal #2

Formative Assessments

- Individual Conferences
- Self-Assessment

- Imitation Journal

Instructional Materials and Resources

Annotation Guide

Reflections and Suggested Modifications

Annotation

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 use annotation skills to find textual evidence

I can use annotation skills to conduct research

Instructional Strategies and Activities

Longer memoir piece- provide annotation guide

Draft and conference (as many days as teacher feels is needed)

Progress check or peer review

Formative Assessments

Progress Checks

Annotation Guide

Instructional Materials and Resources

Annotation Guide

Reflections and Suggested Modifications

Selfie Assignment

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 develop a conclusion that resolves the plot

Instructional Strategies and Activities

Modeling - slideshow

Formative Assessments

Selfie Assignment

Instructional Materials and Resources

Selfie Story slideshow

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

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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.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events

within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

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.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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). Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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.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.CRP4	Communicate clearly and effectively and with reason.
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.
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-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ