11.4 Module Overview

"This is one story I've never told before."

How do authors use narrative techniques to craft fiction writing?

Texts	**Unit 1:** "On the Rainy River" from *The Things They Carried* by Tim O'Brien; "The Red Convertible" from *The Red Convertible* by Louise Erdrich **Unit 2:** *The Awakening* by Kate Chopin; "On the Rainy River" from *The Things They Carried* by Tim O'Brien; "The Red Convertible" from *The Red Convertible* by Louise Erdrich
Number of Lessons in Module	42 (including Module Performance Assessment)

Introduction

In this module, students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze in the module.

The texts in this module develop complex characters who demonstrate conflicts between social conventions and the human psyche, particularly around the issues of war and gender. The texts take up the ideas of freedom and boundaries, bravery and cowardice, sense of self and societal expectations.

Module 11.4 builds upon the key protocols and routines for reading, writing, and discussion that were established in Module 11.1 and developed throughout Modules 11.2 and 11.3. Additionally, Module 11.4 fosters students' independent learning by decreasing scaffolds in key text analysis lessons.

Throughout the module, students discuss the narrative writing techniques in W.11-12.3.a-e. Using the module texts as exemplars of narrative writing, students practice narrative writing techniques to produce a variety of text-based narrative writing. Narrative writing prompts draw inspiration from the

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module texts, but allow for less structured narrative writing practice. Alternately, or in addition, students may also use the narrative writing skills they develop in relation to W.11-12.3.a-e as the basis for drafting a college essay. Students engage in every aspect of the writing process, from brainstorming, prewriting, drafting, and revising, to peer review, editing, and ultimately, publishing, as they craft final narrative writing pieces in 11.4.1 and in the Module Performance Assessment.

In 11.4.1, students read and discuss the short stories "On the Rainy River" by Tim O'Brien and "The Red Convertible" by Louise Erdrich, analyzing the authors' uses of structure and point of view to relate the experiences of the protagonists/narrators regarding the Vietnam War. In their own narrative writing, students practice establishing a point of view, crafting engaging introductions, and using narrative techniques to develop experiences, events, and characters.

In 11.4.2, students read and analyze Kate Chopin's novel *The Awakening*, considering the interrelatedness of setting, plot, and character in developing related central ideas. Additionally, students consider the text's structure and how it contributes to meaning and aesthetic impact in the text. Students practice their narrative writing, drafting new pieces as well as revising and refining writing they produced in the first unit of the module. Specifically, students build on their narrative writing skills from the first unit as they practice a variety of structural techniques to sequence events and create a coherent whole, include precise words and sensory language to convey a vivid picture, and craft compelling conclusions that follow from or reflect on the narrative provided.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Collect and organize evidence from texts to support analysis in discussion
- Use vocabulary strategies to define unknown words
- Independently read texts in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Generate and respond to questions in scholarly discourse
- Examine and analyze fiction texts for effective narrative writing technique
- Practice narrative writing techniques and strategies
- Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing

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English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.11-12.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational

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	works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
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, and audiences.
CCS Standards: Speaking & Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading
None.

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CCS Standards: Reading—Literature	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices 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).
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. (Include Shakespeare as well as other authors.)
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.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS Standards: Reading—Informational Text	
None.	
CCS Standards: Writing	
W.11-12.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3.a-e	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 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. 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 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.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).
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat

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	similar themes or topics").
CCS Standards: Speaking & Listening	
SL.11-12.1.a, c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. 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. 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. 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.
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

College and Career Readiness Anchor Standards for Reading
None.
CCS Standards: Reading—Literature
None.
CCS Standards: Reading—Informational Text
None.

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CCS Standards: Writing	
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
CCS Standards: Speaking & Listening	
None.	
CCS Standards: Language	
L.11-12.4.a, b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Module Performance Assessment

Prompt
Over the course of this module, you have read and analyzed "On the Rainy River" by Tim O'Brien, "The Red Convertible" by Louise Erdrich, and *The Awakening* by Kate Chopin. You have also studied effective narrative writing techniques, including crafting engaging introductions, applying narrative techniques to develop characters and events, developing a sequence of events that demonstrate a coherent narrative whole, revising for precise/sensory language, and crafting conclusions that effectively follow from the narrative provided. For this assessment, craft a 1–3 page narrative writing piece in response to the following prompt: **Write an original narrative piece that assumes a specific point of view based on the setting of "On the Rainy River," "The Red Convertible," or *The Awakening*. Choose two narrative writing**

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substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

To answer this prompt, use the setting of your selected text as a springboard for research into events, attitudes, and issues about the text's setting. Additionally, based on the narrative writing instruction throughout the module, select two substandards from W.11-12.3 as the focus for your original narrative piece. This original narrative piece does not need to be a complete story; instead, craft a narrative writing piece that reflects the development of your choice of two W.11-12.3 substandards. For example, if you choose W.11-12.3.a and W.11-12.3.d, you will craft an engaging introduction with precise language and sensory details.

Lesson 1

Distribute or display the Module Performance Assessment prompt. Instruct students to review the prompt and to take out their module texts, text-based narrative writing pieces from 11.4.1 and 11.4.2, the 11.4 Narrative Writing Rubric and Checklist, and the previous lesson's homework.

Instruct students to form pairs and discuss their responses to the questions from the previous lesson's homework assignment:

- Which of the three module texts ("On the Rainy River," "The Red Convertible," or *The Awakening)* was the most profound, interesting, or thought-provoking to you?
- Which time period (the Vietnam War era or late-nineteenth-century America) is more intriguing to you and why?
- Which place (Native American reservation, New Orleans, the Rainy River in Northern Minnesota) would be the most interesting to write about and why?
- What questions are you left with after reading the texts?
- What might be some areas of research to explore based on each text?

Following the homework discussion, instruct students to select the text/setting they will use as the springboard for their original narrative writing piece. Instruct students to independently research the setting using their responses to the questions above as a guide for their research. Instruct students to begin their research by considering their selected module text, common or repeated themes or ideas in their responses to the previous homework questions, and the aspects of the setting they are most curious about. For example, if student responses to the questions above indicate a strong interest in Native American participation in the Vietnam War, that is an area for potential research. If student answers indicate a strong interest in the politics of the Vietnam War, that is an area for potential research. Or, if student responses indicate a strong interest in gender roles of late-nineteenth-century-America, that is an area for potential research.

During their research, instruct students to think about a point of view for their original narrative

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writing piece, based on the setting. Instruct students to begin brainstorming and prewriting in class by drafting ideas related to their selected setting and possible points of view. As they brainstorm and prewrite, remind students to be aware of questions and issues that surface for which they need more information regarding the setting and possible points of view. Explain that these questions and issues represent areas that may require further research.
Lesson 2
Instruct students to draft their narrative writing pieces using the two W.11-12.3 substandards they selected as the foci for their writing, and the setting and point of view they selected and researched in the previous lesson. Remind students to use the setting of their selected module text, relevant notes and annotations, module tools, and their research from the previous lesson's homework as reference for the drafting process.
Lesson 3
Instruct students to form pairs to peer review their narrative writing drafts. Once student reviewers complete their peer reviews, students should begin implementing revisions in their narrative writing pieces.
Lesson 4
In this lesson, students finalize their narrative writing pieces for publication. When the narrative writing is complete, instruct students who wrote in response to "On The Rainy River's" setting to form one group; students who wrote in response to "The Red Convertible's" setting to form another group; and students who wrote in response to *The Awakening's* setting to form a third group. Instruct student groups to takes turns sharing their published pieces within their respective groups.

Texts

Unit 1: "You're twenty-one years old, you're scared, and there's a hard squeezing pressure in your chest. What would you do?"
O'Brien, Tim. *The Things They Carried.* New York: Mariner Books, 2009.
Erdrich, Louise. *The Red Convertible.* New York: Harper Perennial, 2010.

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Unit 2: "She wanted to swim far out, where no woman had swum before."
Chopin, Kate. *The Awakening and Other Stories.* New York: Oxford University Press, 2008.
O'Brien, Tim. *The Things They Carried.* New York: Mariner Books, 2009.
Erdrich, Louise. *The Red Convertible.* New York: Harper Perennial, 2010.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: ""You're twenty-one years old, you're scared, and there's a hard squeezing pressure in your chest. What would you do?"				
"On the Rainy River" *from The Things They Carried* by Tim O'Brien "The Red Convertible" from *The Red Convertible* by Louise Erdrich	16	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Collect and organize evidence from texts to support analysis in discussion • Use vocabulary strategies to define unknown words • Independently read a text in preparation for supported analysis • Paraphrase and quote relevant evidence from	**RL.11-12.2** **RL.11-12.3** **RL.11-12.5** **RL.11-12.6** **W.11-12.2 a-f** **W.11-12.3.a,b** **W.11-12.4** **W.11-12.5** W.11-12.6 W.11-12.9.a **SL.11-12.1.a, c** SL.11-12.1.d **L.11-12.1** **L.11-12.2** L.11-12.4.a L.11-12.5	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text. **End-of-Unit Part 1:** Students engage in a formal, evidence-based discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence. **End-Of-Unit Part 2:**

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Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		a text • Generate and respond to questions in scholarly discourse • Examine and analyze fiction texts for effective narrative writing technique • Practice narrative writing techniques and skills • Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing		Students brainstorm, prewrite, draft, peer review, revise, edit, and publish a text-based narrative writing piece in response to the following prompt: Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.
Unit 2: "She wanted to swim far out, where no woman had swum before."				
The Awakening by Kate Chopin "On the Rainy River" *from The Things They Carried* by Tim O'Brien "The Red Convertible" from *The Red Convertible* by Louise Erdrich	22	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Collect and organize evidence from texts to support analysis in	**RL.11-12.2** **RL.11-12.3** **RL.11-12.4** **RL.11-12.5** **W.11-12.2 a-f** W.11-12.3.c-e **W.11-12.4** **W.11-12.5** **W.11-12.9.a** **SL.11-12.1.a, c, d** L.11-12.4.a, b L.11-12.5	**Mid-Unit:** Students write a multi-paragraph response to the following prompt: How does the development of Edna's character contribute to two interrelated central ideas in the text? **End-of-Unit:** Students engage in a formal, evidence-based discussion in response to the following prompt: Who or what bears the

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Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		discussion • Use vocabulary strategies to define unknown words • Independently read a text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Generate and respond to questions in scholarly discourse • Examine and analyze fiction texts for effective narrative writing technique • Practice narrative writing techniques and skills • Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing		most responsibility for the tragic conclusion of *The Awakening*?

Note: Bold text indicates targeted standards that will be assessed in the module.

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