

12.1.3

Unit Overview

Crafting a Personal Narrative Essay

Text	None.
Number of Lessons in Unit	7

Introduction

In the third unit of Module 12.1, students continue the process of drafting a narrative essay drawing on the material they developed during the writing lessons of 12.1.1. Students identify a variety of techniques they explored while reading *The Autobiography of Malcolm X* and “Yellow Woman and a Beauty of the Spirit,” ranging from pacing and dialogue to sensory language and telling details, and incorporate select narrative techniques into their own writing. Student essays are a response to one of the Common Application prompts and will be suitable for the college application process.

Writing is an iterative process, so students draft and revise extensively over the course of these 7 lessons. Students work in pairs during peer-review and engage in discussions about the attributes of an effective narrative essay.

There is one formal assessment in this unit. The End-of-Unit Assessment asks students to complete the final drafts of their narrative essays. Students incorporate basic grammar, proper hyphenation conventions, and correct spelling and ensure that their drafts incorporate all of the components of W.11-12.3, taking into account the task, purpose, and audience of a college essay.

Literacy Skills and Habits

- Write an effective introduction to a narrative essay
- Write an effective conclusion to a narrative essay
- Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection
- Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)

- Use precise words and phrases, telling details, and sensory language
- Engage in constructive peer-review of narrative essays
- Produce writing that is appropriate to task, purpose, and audience
- Practice speaking and listening skills in preparation for a college interview

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Writing	
W.11-12.3.a-f	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

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.
CCS Standards: Speaking & Listening	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
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.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

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

Unit Assessments

Ongoing Assessment	
Standards Assessed	W.11-12.3.a-f
Description of Assessment	Students are assessed on frequent revisions to their narrative essays, as well as on their use of narrative techniques ranging from pacing and dialogue to sensory language and telling details.

End-of-Unit Assessment	
Standards Assessed	W.11-12.3.a-f, W.11-12.4, L.11-12.1, L.11-12.2.a, b
Description of Assessment	In the End-of-Unit Assessment, students complete the final drafts of their narrative essays. Students incorporate basic grammar, proper hyphenation conventions, and correct spelling. Students also ensure that their drafts incorporate everything they have learned about writing narrative essays.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	None.	In this first lesson of the unit, students continue the process of drafting a narrative essay. Students draw upon the material they wrote during 12.1.1 to develop their narrative essays using the techniques they explored in <i>The Autobiography of Malcolm X</i> and “Yellow Woman and a Beauty of the Spirit.” The lesson begins with a review of the 12.1 Narrative Writing Rubric. Students compose a draft of their essays.
2	None.	In this lesson, students begin to revise the drafts of their narrative essays, focusing on their introductions and conclusions. Students first review the purpose and components of an effective introduction. Then students review the purpose and components of an effective conclusion through discussion and examination of an exemplar and non-exemplar conclusion.
3	None.	In this lesson, students continue to revise their narrative essay drafts, paying attention to their use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Students first review the purpose and use of narrative techniques. Students then have an opportunity to independently revise their essays.

Lesson	Text	Learning Outcomes/Goals
4	None.	In this lesson, students continue revising the drafts of their narrative essays, focusing on how they use a variety of techniques to sequence events so that they create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Students first review the purpose and use of structural techniques. Students then revise their essays independently.
5	None.	In this lesson, students continue to revise their narrative essays. Students review the importance of using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Students also learn how to adapt their voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. Students then revise their narrative essays paying attention to their use of language and voice.
6	None.	In this lesson, students peer review each other's narrative essays to ensure alignment to W.11-13.3.a-f. Students then revise their drafts based on peer feedback.
7	None.	In this End-of-Unit Assessment, students complete the final drafts of their narrative essays. Students incorporate basic grammar, proper hyphenation conventions, and correct spelling. Students also ensure that their drafts incorporate everything they have learned about writing narrative essays.

Preparation, Materials, and Resources

Preparation

- Review the 12.1 Narrative Writing Rubric and Checklist.
- Review the 12.1.3 End-of-Unit Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.

Materials and Resources

- Student copies of their personal narratives from 12.1.1
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 12.1 Narrative Writing Rubric and Checklist
- Copies of the 12.1 Common Core Learning Standards Tool (optional)
- Copies of the 12.1 Performance Assessment Rubric and Checklist
- Copies of the 12.1.3 End-of-Unit Text Analysis Rubric and Checklist