

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

12.1.3**Lesson 1****Introduction**

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 Lessons 2, 6, 12, 18, 24, and 28 to develop their personal narratives using the techniques they explored in *The Autobiography of Malcolm X* and “Yellow Woman and a Beauty of the Spirit.” If applicable, students should also use the ideas and drafts they developed during Accountable Independent Writing in Module 12.1.1.

The lesson begins with a review of the 12.1 Narrative Writing Rubric. Students discuss how the components of W.11-12.3.a-f will be addressed in an essay in response to one of the Common Application prompts. Finally, students compose a draft of their essays. Student learning is assessed via the first draft of the essay.

For homework, students continue to practice for the Performance Assessment task, a practice college interview at the end of the module. Students review their notes from their brief online searches about a particular college and draft questions that they could ask a college interviewer. Also for homework, students begin reading their Accountable Independent Reading (AIR) texts through the focus lens of W.11-12.3.a in preparation for the following lesson.

- ① Students who are just beginning their work on their narrative essays may consider completing the writing activities in 12.1.1 Lessons 1 and 2 to deconstruct the Common Application prompts and draft statements of purpose before beginning work on their essays in this lesson.

Standards

Assessed Standard(s)	
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

	<p>create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
<p>Student learning is assessed via a finished draft of the narrative essay. Students write a multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> In response to one of the Common Application prompts, draft a narrative that develops real experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>① Students practice implementing W.11-12.3.a-f in this lesson as they draft complete essays. Then, in Lessons 2–6 of this unit, students will revise their drafts in stages, focusing on each individual substandard.</p> <p>① The narrative essay will be evaluated using the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See attached Model Narrative Essay.) Adhere to the criteria in the 12.1 Narrative Writing Rubric and Checklist. (See attached Model Narrative Essay.)

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of discussing the standards, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.3.a-f, W.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Narrative Essays Drafting Closing 	<ol style="list-style-type: none"> 10% 15% 20% 45% 10%

Materials

- Student copies of their personal narratives from 12.1.1 Lessons 6, 12, 18, 24, and 28
- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the lesson agenda and the assessed standard for this lesson: W.11-12.3.a-f In this lesson, students learn how to draft a narrative essay that describes a real experience or event using narrative techniques, deliberately-sequenced events, and well-chosen details. This work also supports W.11-12.4, which asks students to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs and take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following prompt: Analyze how Silko uses voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.)

💬 Student responses may include:

- Silko demonstrates an awareness of a multicultural audience and does not make accusatory statements even when she does not agree with their values or actions. She writes that there is “something about [my] appearance [that] was not acceptable to some people, white and Indian” (par. 2). She describes differences between cultures in contrasts rather than by asserting right and wrong ways to live.
- Silko's voice in this essay is reflective and thoughtful. She uses words like “sensed” (par. 2), “seemed” (par. 3), and “believed” (par. 3) to describe her observations about people, rather than using more definitive terms such as “were” or “are.” Her word choice softens the tone, cushioning the difficult contrasts she draws between the values and perspectives in the cultures.

Instruct students to form new pairs to share their responses to the second homework assignment. (Review your statement of purpose and narrative writing from 12.1.1 and identify ideas, phrases, or sequences you would like to include in your final narrative essay. Also determine which Common Application prompt you think best allows you to fulfill your statement of purpose.)

- ▶ Students share the ideas, phrases, and sequences they identified and the Common Application prompt they have chosen.

Explain to students that as they draft their narrative essays in this lesson, they should draw upon and revise the ideas, phrases, and passages they identified from their work in 12.1.1, rather than just copying the drafts into one narrative. Inform students that they will continue revising their essays in the following lessons.

Activity 3: Writing Instruction: Narrative Essays

20%

Explain to students that writers develop narratives with a specific task, purpose, and audience in mind. The task of a college application narrative essay is contained in the prompt (e.g., “Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?”).

Instruct students to briefly review standards W.11-12.3.a-f on the 12.1 Narrative Writing Rubric, focusing on the components that apply to the Common Application prompts.

- ▶ Students briefly review the elements of the standards and the Common Application prompts.

Select one of the 2014–2015 Common Application prompts. How would the components of standard W.11-12.3.a-f apply to that prompt?

💬 Student responses may include:

- For the prompt: “Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story,” the standards apply directly because the prompt asks the applicant to identify real experiences that changed him or her. Even a powerful background or story would be boring if the writer did not choose the right details. If the events were out of sequence, the story would be hard to follow.
- For the prompt: “Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?” the details must be well-chosen because the writer does not want to look like a troublemaker or even a bully, so the story has to be structured in such a way that the choice to challenge the belief or idea is a difficult

and significant one. The writer needs to answer the whole prompt by describing what happened as well as whether he or she would make the same choice and why.

- ① Consider reading through the remaining Common Application prompts with students and repeating the activity for each, if necessary.

Lead a brief whole-class discussion of student responses.

- ① If necessary, display the 12.1 Narrative Writing Rubric and Checklist for students. Instruct students to read the rubric and note any questions they have about it.

Activity 4: Drafting

45%

Instruct students to write a multi-paragraph response to the following prompt:

In response to one of the Common Application prompts, draft a narrative that develops real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Distribute and review the 12.1 Narrative Writing Rubric and Checklist. Remind students to use the rubric and checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① Remind students to draw upon the narrative writing they did in 12.1.1 as they draft their essays.

Instruct students to use the remaining class period to write their essays.

- ▶ Students independently answer the prompt.

🗨 See the High Performance Response at the end of the lesson.

- ① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.
- ① **Differentiation Consideration:** Students who require more time can complete their drafts for homework. These drafts can be assessed in 12.1.3 Lesson 2.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to review their notes from their brief online searches about a particular college and draft questions that they could ask a college interviewer.

Also for homework, instruct students to complete their narrative essay drafts if necessary.

Additionally, students should continue to read their AIR texts through the lens of standard W.11-12.3.a. Introduce this as the focus standard, and model what applying a focus standard looks like.

For example, W.11-12.3.a asks students to focus on how writers “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.” Students who read Leslie Marmon Silko’s “Yellow Woman and a Beauty of the Spirit” might say, “Silko engages the reader in the first paragraph by sharing a personal and intriguing statement: ‘From the time I was a small child, I was aware that I was different.’ This statement not only gets the reader’s attention, but also introduces the narrator and the problem: the narrator is a person who is different from those around her. The statement also reveals the significance of the problem: she has been aware of this difference since she ‘was a small child,’ so clearly it is important to her to still be discussing it now.”

Instruct students to prepare for a 3–5 minute discussion of the text based on standard W.11-12.3.a.

- ▶ Students follow along.

Homework

Review your notes from your brief online search about a particular college and draft questions that you could ask a college interviewer.

Also, complete your narrative essay draft.

Additionally, begin reading your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.a) and prepare for a 3–5 minute discussion of your text based on that standard.

Model Narrative Essay

Prompt: Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.

12.1.3**Lesson 2****Introduction**

In this lesson, students begin to revise the drafts of their narrative essays. Students first review the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understanding 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. Student learning is assessed via revision of the introduction and conclusion of the narrative essay.

For homework, students review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions: What three adjectives best describe you? What are your strengths and weaknesses? Also for homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of the focus standard for the following day's lesson (W.11-12.3.b), and prepare for a brief discussion of their texts based on that standard.

Standards

Assessed Standard(s)	
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. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Addressed Standard(s)	
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.

Assessment

Assessment(s)
<p>Student learning is assessed via the revised introduction and conclusion of the narrative essay.</p> <p>① This assessment will be evaluated using the W.11-12.3.a, e portions of the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Provide an introduction that engages and orients 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, and creates a smooth progression of experiences or events (e.g., If my life to date were a novel, the motif would be shoes. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.). • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative essay (e.g., I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.3.a, e, W.11-12.5 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Effective Introductions and Conclusions Revising Closing 	<ol style="list-style-type: none"> 10% 15% 30% 30% 15%

Materials

- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)
- Copies of the 12.1 Performance Assessment Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
◀	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.3.a, e. In this lesson, students revise their introductions to engage and orient the reader, establish one or more points of view, and introduce a problem, situation, observation, narrator and/or characters, and create a smooth progression of experiences or events. Then they revise their conclusions to follow from and reflect on

experienced, observed, and resolved events, which supports students' work with standards W.11-12.3.a, e and W.11-12.5.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes from your brief online search about a particular college and draft questions that you could ask a college interviewer.)

Instruct students to form pairs to ask the questions they developed.

- ▶ Students practice asking the college interview questions they developed.

- ① Instruct students to keep their interview preparation notes in a writing journal or folder as a portfolio of their interview preparation throughout the module.

Instruct students to take out their responses to the second homework assignment. (Begin reading your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.a) and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied the focus standard to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▶ Student pairs discuss and share how they applied the focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Writing Instruction: Effective Introductions and Conclusions

30%

Explain to students that they can begin to revise their drafts, starting with the introduction, now that they have a full, working draft of their narrative essays.

Display the exemplar introduction. Instruct students to read the substandard W.11-12.3.a on their 12.1 Narrative Writing Rubric and consider its components: 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.

- ① Remind students of their work with W.11-12.3.a in 12.1.1 Lesson 2 and 12.1.2 Lesson 1.

Ask students to Think, Pair, Share about the following question:

How is an introduction different than the body of an essay?

Student responses may include:

- An introduction is the first part of an essay or paper. The introduction should grab the reader's attention and orient the reader within the context of the essay, or give the reader a sense of what will happen in the essay.
- The introduction may foreshadow events that come later, or provide a context for the events to come.
- The introduction may begin in a different format than the rest of the essay, such as with a quote, a compelling statement, a question, or a depiction of a scene. This engaging introduction can flow into the events that comprise the rest of the essay and present the authors' points.

Explain that there are several different ways to create an interesting introduction, but regardless of approach, an effective introduction should grab a reader's attention and prepare the reader for the events in the narrative essay. Unlike the introduction in an informational text or argument, a narrative introduction does not have to lay out the author's main points.

Explain to students that in this activity they review two introductions with similar content: one exemplar and one ineffective introduction. Instruct students to compare the two introductions. Remind students to keep the components of W.11-12.3.a in mind as they compare the introductions.

- ▶ Students read and contrast both introductions.

Exemplar Introduction:

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Less Effective Introduction:

My background or story that is central to my identity is about shoes. I love shoes. I love to buy shoes, especially unique shoes that people comment on when I wear them. My collection of shoes is so huge that my closet is completely stuffed, but as you will see in this essay, I also sell them and give them away. Loving shoes runs in my family. My father works for a shoe company, and my brother also loves to buy shoes. In fact, my father made very technical innovations to shoes over the years and now people everywhere wear shoes that have those innovations in them.

Instruct students to briefly discuss the two introductions, focusing on what makes the first one effective and the second one less effective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions.

What makes the first introduction effective?

💬 Student responses may include:

- The first one orients the reader by using an analogy to explain how important shoes are to the writer's life. Then the writer goes on to describe the significance of that observation to the task at hand: "Shoes have shaped my college and career plans, but their impact goes even deeper."
- The first example is engaging because the reader wants to know how "shoes" can be a "motif" in someone's life, so the reader reads on to find out.
- The introduction ends on a suspenseful note so the reader wants to read on to find out how shoes could have affected his or her "college and career plans, and ... impact[ed him or her]." The reader has a good idea of what kind of information will follow in the body paragraphs.

Contrast the effective introduction with the second introduction. What makes the second introduction less effective?

💬 Student responses may include:

- The second introduction brags a bit about the shoe collection and does not spend time on the significance of shoes in the writer's life and how it relates to his or her identity. The writer comes off as shallow.
- The writer tries to include the prompt in the answer, but this inclusion makes the introduction less engaging and will not set the essay apart as unique.
- The reader is disoriented because this introduction is not well-structured and introduces different ideas out of a rational sequence. It does not prepare the reader for the body paragraphs to follow.
- Although the writer tries to hint about the business and social justice aspects of shoes in his or her life, the line "but as you will see in this essay, I also sell them and give them away" does not effectively convey the significance of these to the writer's identity, so the reader is less interested in reading further about these experiences.

Instruct students to form writing groups to brainstorm interesting ways to introduce their narrative essays. Allow each student to write a few sample sentences of an introduction, and instruct students to

share their samples with their groups. Groups can then discuss how interesting or engaging each introduction is and why.

- ① Consider providing students with more examples of successful college essays, such as those available on this site: <http://www.jhu.edu/> (search term: Essays That Worked).
-

Remind students that, while an introduction orients the reader to the setting, the conclusion extends the ideas throughout the introduction and body, sometimes tying loose ends together or reflecting on different ideas.

- ▶ Students listen.

Instruct students to read the substandard W.11-12.3.e on their 12.1 Narrative Writing Rubric and consider its components: follows from and reflects on what is experienced, observed, or resolved over the course of the narrative essay.

- ① W.11-12.3.e was introduced in 12.1.1 Lesson 26.

Explain to students that in this activity they review two additional conclusions with similar content: one exemplar and one less effective conclusion. Instruct students to compare the two conclusions. Remind students to keep the components of W.11-12.3.e in mind as they compare the conclusions.

- ▶ Students read and contrast both conclusions.

Exemplar Conclusion:

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.

Ineffective Conclusion:

As you can see, my future career will probably include shoes. I still love shoes and I cannot imagine a life without them. As a business major, I hope that I can continue to make enough money to buy and sell shoes for the rest of my life, and give them away to those in need. Maybe I will even start a shoe manufacturing company and bring manufacturing back to the United States because everything these days is made overseas. I would never run a business that used child labor to make shoes.

Instruct students to briefly discuss the two conclusions, focusing on what makes the first one effective and the second one less effective.

- ▶ Students briefly contrast the conclusions.

Lead a whole-class discussion of the following questions:

What makes the first conclusion effective for the purpose of the college admission essay?

Student responses may include:

- It shows that shoes are not the only important aspect of the writer's life, but that the writer has other desirable traits, such as "passion, entrepreneurial spirit, and [a] desire to effect social change," and that shoes are just one way to express these traits.
- It gives a compliment to the college, suggesting that the writer's choice of college was deliberate and appropriate in light of his or her life goals.
- It extends the writer's interest in shoes as a guiding path into the future, leaving open the possibility for business and social justice opportunities at the school and beyond. The college admissions board may be attracted by this tenacity and drive to succeed.

Contrast the effective conclusion with the second conclusion. What makes the second conclusion less effective?

Student responses may include:

- The writer introduces new ideas in the conclusion that do not follow from what was already discussed in the body of the essay, and does not draw the essay to a close.
- The conclusion does not continue to reflect on what was already said in the body of the essay, but veers into a new idea that was not previously discussed.
- The conclusion does not give a reason to the admissions panel to accept the student.

Activity 4: Revising

30%

Instruct students to independently revise the introductions and conclusions of their narrative essays. Remind students to pay close attention to how they 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. Additionally, remind students that their conclusions should follow from and reflect on what is experienced over the course of the narrative essay.

Direct students to look at the substandards W.11-12.3.a, e portions of the 12.1 Narrative Writing Rubric and Checklist. Inform students that this assessment is evaluated using substandards W.11-12.3.a, e on the 12.1 Narrative Writing Rubric and Checklist. Remind students to refer to the checklist as they are revising their essays.

- ▶ Students read substandards W.11-12.3.a, e on the 12.1 Narrative Writing Rubric and Checklist.

Transition to independent revising.

- ▶ Students revise the introductions and conclusions of their essays.

See the High Performance Response at the beginning of this lesson.

- ① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 5: Closing

15%

Distribute the 12.1 Performance Assessment Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students develop and hone their speaking and listening skills. Inform students that they should use the rubric and checklist to guide their speaking and listening as they prepare for the Performance Assessment, a practice college interview. Lead a brief discussion of the rubric and checklist.

Display and distribute the homework assignment. For homework, instruct students to review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Inform students that they will practice responding to these interview questions in the following lesson.

What three adjectives best describe you?

What are your strengths and weaknesses?

Also for homework, instruct students to continue to read their AIR texts through the lens of a focus standard. Introduce standard W.11-12.3.b as the focus standard and model what applying a focus standard looks like.

For example, W.11-12.3.b asks students to focus on how writers “use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.” Students who read Leslie Marmon Silko’s “Yellow Woman and a Beauty of the Spirit” might say, “Silko uses the narrative techniques of reflection and multiple plot lines to develop her experiences and her characters. For example, she introduces not only her great grandmother’s life stories and her aunt’s but also the stories of the ancient people of her tribe like Yellow Woman and Thought Woman. Silko weaves these different plot lines together showing how the people in her family and in her traditional stories affect her throughout her life and ‘help [her] be strong’ (par. 31). This and other reflections such as ‘Yellow Woman and all women are beautiful’ (par. 32) also serve to develop Silko’s characters as strong, beautiful, and vibrant people.”

Instruct students to prepare for a 3–5 minute discussion that will ask them to apply the language of the standard to their text.

- ▶ Students follow along.

Homework

Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. You will practice responding to these interview questions in the following lesson.

What three adjectives best describe you?

What are your strengths and weaknesses?

Also, continue to read your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.b) and prepare for a 3–5 minute discussion of your text based on that standard.

12.1 Performance Assessment Rubric

____/____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Collaboration and Presentation The extent to which the response presents information, findings, and evidence, conveying a clear perspective, such that listeners can follow the line of reasoning; and address alternative or opposing perspectives. The extent to which the response demonstrates organization, development, substance, and style appropriate to the purpose, audience, and task. CCSS.ELA-Literacy.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.	Skillfully present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; skillfully address alternative or opposing perspectives. Demonstrate skillful organization, development, substance, and style appropriate to the purpose, audience, and task.	Present information, findings, and evidence, conveying a clear perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives. Demonstrate organization, development, substance, and style appropriate to the purpose, audience, and task.	Somewhat effectively present information, findings, and evidence, conveying an indistinct perspective, such that listeners struggle to follow the line of reasoning; insufficiently address alternative or opposing perspectives. Demonstrate organization, development, substance, and style somewhat appropriate to the purpose, audience, and task.	Ineffectively present information, findings, and evidence with an unclear perspective, failing to establish a clear line of reasoning or address alternative or opposing perspectives. Rarely demonstrate organization, development, substance, and style appropriate to the purpose, audience, and task.
Collaboration and Presentation The extent to which the response adapts speech to the specific context and task, demonstrating a command of formal English. CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Skillfully adapt speech to the specific context and task, demonstrating skillful command of formal English.	Adapt speech to the specific context and task, demonstrating command of formal English with occasional errors.	Somewhat effectively adapt speech to the specific context and task, demonstrating partial command of formal English with several errors.	Ineffectively adapt speech to the specific context and task, demonstrating insufficient command of formal English with frequent errors.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.1 Performance Assessment Checklist

Assessed Standards: _____

	Does my response...	✓
Collaboration and Presentation	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning? (SL.11-12.4)	<input type="checkbox"/>
	Demonstrate organization, development, substance, and style appropriate to the specific purpose, audience, and task? (SL.11-12.4)	<input type="checkbox"/>
	Adapt speech to the specific context and task, demonstrating command of formal English? (SL.11-12.6)	<input type="checkbox"/>
	Demonstrate command of formal English? (SL.11-12.6)	<input type="checkbox"/>

12.1.3**Lesson 3****Introduction**

In this lesson, students continue revising the drafts of their narrative essays. Students first review the purpose and use of narrative techniques. Through discussion and examination of one effective and one less effective paragraph, students further develop their understanding of an effective use of narrative technique. Students then have an opportunity to independently revise their essays. Student learning is assessed via the effective use of narrative techniques to develop experiences, events, and/or characters within the draft.

For homework, students review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions: What activities do you find most rewarding? What is your favorite book? Also for homework, students continue to read their Accountable Independent Reading texts through the lens of the focus standard for the following lesson (W.11-12.3.c), and prepare for a brief discussion of their texts based on that standard.

Standards

Assessed Standard(s)	
W.11-12.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Addressed Standard(s)	
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.

Assessment

Assessment(s)
Student learning is assessed via the effective use of narrative techniques to develop experiences,

events, and/or characters within the draft.

① This assessment will be evaluated using the W.11-12.3.b portion of the 12.1 Narrative Writing Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify narrative techniques (e.g., reflection, description, dialogue).
- Use narrative techniques such as dialogue, pacing, description and reflection to develop experiences, events, and/or characters (e.g., Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: “Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job.” I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. “I see your point,” I replied.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- None.*

Additional vocabulary to support English Language Learners (to provide directly)

- None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> • Standards: W.11-12.3.b, W.11-12.5 	
Learning Sequence:	

1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Writing Instruction: Narrative Techniques	3. 20%
4. Revising	4. 45%
5. Closing	5. 10%

Materials

- Student copies of the 12.1 Performance Assessment Rubric and Checklist (refer to 12.1.3 Lesson 2)
- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.3.b. Explain to students that in this lesson they continue the drafting process by further revising the draft of their narrative essays, which supports their work with standards W.11-12.3.b and W.11-12.5. Students focus on the development of narrative techniques such as dialogue, pacing, description, and reflection to further refine and improve their narrative writing.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college

interview questions. What three adjectives best describe you? What are your strengths and weaknesses?)

Instruct students to form pairs to ask and answer the college interview questions. Remind students to keep in mind the 12.1 Performance Assessment Rubric as they respond to the questions.

- ▶ Students practice asking and answering the college interview questions.

Instruct students to form pairs and take out their responses to the second homework assignment. (Continue to read your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.b) and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied the focus standard to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▶ Student pairs discuss and share how they applied the focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Writing Instruction: Narrative Techniques

20%

Explain to students that narrative techniques such as dialogue or pacing are an integral part of building effective narrative. Effective use of these techniques helps to develop experiences, events, and/or characters within the narrative.

Instruct students to take out their copies of the 12.1 Narrative Writing Rubric and read substandard W.11-12.3.b and consider its components: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- ▶ Students examine the substandard.

① Remind students of their work with W.11-12.3.b in 12.1.1 Lesson 6 and 12.1.2 Lesson 2.

Explain to students that in this activity they review two paragraphs with similar content: one effective and one less effective paragraph. Instruct students to examine the two paragraphs comparing the use of narrative techniques such as dialogue, pacing, and description within each. Remind students to keep the components of W.11-12.3.b in mind as they compare the paragraphs.

- ▶ Students read and contrast both paragraphs.

Effective:

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: “Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job.”

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. “I see your point,” I replied.

Less effective:

Studying and collecting athletic shoes has taught me how much a dollar was. When I was fourteen, my mom gave me a warning. She said that if I wanted to continue buying shoes, I would need to get my own work. We talked about it for a while. All the tall stacked shoeboxes all over the rest of my room let me know that she was correct.

Instruct students to briefly discuss the two paragraphs, focusing on what makes the first one effective and the second one less effective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:

How does the first paragraph develop experiences, events, and/or characters?

☞ Student responses may include:

- The author places the reader in the event as it’s happening. By using the phrase “I looked” and including dialogue, the author allows the reader to connect with the event that is being depicted.
- The reader learns more about the characters in the story by hearing them speak in their own voices. The phrase “I see your point” gives the reader a sense of how the narrator actually speaks. The inclusion of this dialogue informs the reader that the author is thoughtful and polite in the face of his or her parents’ ultimatum.

Contrast the first paragraph with the second paragraph. What makes the second paragraph less effective at developing experiences, events, and/or characters?

☞ Student responses may include:

- The author uses dialogue in the first paragraph to bring to life the characters of the mother and the narrator. Without the dialogue it is not as easy to relate to the characters presented. In the second paragraph there is no sense of character for the mother, as we do not see the display of her humor in the “eat shoes” part of the dialogue.

- The use of dialogue in the first paragraph allows the reader to be present in the moment of the conversation. The second paragraph feels disconnected from the conversation, which doesn't allow the reader to feel involved with the story.

Explain to students that in this activity they review two paragraphs with similar content: one effective and one less effective paragraph. Instruct students to examine the two paragraphs, comparing the use of narrative techniques such as description and reflection within each. Remind students to keep the components of W.11-12.3.b in mind as they compare the paragraphs.

- ▶ Students read and contrast both paragraphs.

Effective:

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

Less effective:

Liking shoes creates an instant connection with people I meet. In some places, shoes are not a fashion statement or a status symbol. Shoes enable a child to travel to school and avoid a barrier to an education. In Ian's Boots collects used shoes around the world and was founded by the parents of a fellow soccer goalie killed in a sledding accident. Doctors found a Bible message in his boots urging "perseverance." Last year, I hosted a drive and collected shoes, some of which have been distributed to places around the world.

Instruct students to briefly discuss the two paragraphs, focusing on what makes the first one effective and the second one less effective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:

How does the first paragraph develop experiences, events, and/or characters?

- 💬 Student responses may include:

- The author includes description to connect the reader to events in his or her life. Phrases like “trendy neon-lit” create an effective image of the setting for the reader allowing the reader to see and experience what the narrator has seen and experienced.
- The author uses reflection to connect the topic of the story with his or her own personal growth. Informing the reader that the story of In Ian’s Boots “spoke to me” tells the reader that the narrator has an emotional connection to the non-profit. The author further connects Ian’s Boots to the narrator by calling Ian a “fellow soccer goalie” which emphasizes the connection between the narrator and Ian by mentioning a shared experience.

Contrast the first paragraph with the second paragraph; what makes the second paragraph less effective at developing experiences, events, and/or characters?

☞ Student responses may include:

- The second paragraph only presents the reader with information and lacks engaging description or language that might involve the reader.
- The language used in the second paragraph does not provide any additional information about the narrator. The reader may not understand what the author thinks about In Ian’s Boots or the stores in which he or she buys shoes because there is little description.

Activity 4: Revising

45%

Instruct students to independently revise their narrative essays. Remind students to pay close attention to how the use of narrative techniques serves to develop characters and experiences within the text. Inform students that they will be assessed on their use of dialogue, pacing, description, and reflection in their final draft.

Direct students to turn again to the substandard W.11-12.3.b portion of the 12.1 Narrative Writing Rubric and Checklist. Inform students that this assessment is evaluated using substandard W.11-12.3.b on the 12.1 Narrative Writing Rubric. Remind students to refer to the checklist as they are revising their essays.

- ▶ Students read substandard W.11-12.3.b on the 12.1 Narrative Writing Rubric.

Transition students to independent revising.

- ▶ Students independently revise their essays to ensure the use of narrative techniques to develop characters and experiences.

☞ See the High Performance Response at the beginning of this lesson.

① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google

Drive, etc.) that allows each student to write and track changes using a word-processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Inform students that they will practice responding to these interview questions in the following lesson.

What activities do you find most rewarding?

What is your favorite book?

Also for homework, instruct students to continue to read their AIR texts through the lens of a focus standard. Introduce standard W.11-12.3.c as the focus standard and model what applying a focus standard looks like.

For example, W.11-12.3.c asks students to focus on how writers 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).” Students who read Leslie Marmon Silko’s “Yellow Woman and a Beauty of the Spirit” might say, “Silko sequences the events of her narrative so the events build on one another and create a coherent whole that builds toward growth and resolution. For example, Silko uses circular narration, returning to her experience in the school yard where the white camera man told her to step out of the picture because she ‘looked different’ because she ‘was part white’ (par. 8). By returning to this event several times in the narrative, Silko demonstrates how she has grown to view the event and herself differently over the course of her life: ‘There have been many other moments like the one with the camera-toting tourist in the schoolyard. But the old-time people always say, remember the stories, the stories will help you be strong,’ (par. 31). Silko’s circular narration demonstrates that she, through the stories of the ‘old-time people’ has learned to value her difference, demonstrating her growth and the resolution to the narrative.”

Instruct students that they should prepare for a 3–5 minute discussion that will ask them to apply the language of the standard to their reading.

- ▶ Students follow along.

Homework

Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. You will practice responding to these interview questions in the following lesson.

What activities do you find most rewarding?

What is your favorite book?

Also, continue to read your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.c) and prepare for a 3–5 minute discussion of your text based on that standard.

12.1.3

Lesson 4

Introduction

In this lesson, students continue revising the drafts of their narrative essays. Students first review the purpose and use of structural techniques. Through discussion and examination of one effective and one less effective paragraph, students further develop their understanding of an effective use of structural techniques to sequence events within the text. Students then have an opportunity to revise their essay independently. Student learning is assessed via the effective use of narrative techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome within the draft.

For homework, students review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions: What do you want to do after graduating from college? What do you expect to be doing ten years from now? Also for homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of the focus standard for the following day's lesson (W.11-12.3.d, f) and prepare for a brief discussion of their texts based on that standard.

Standards

Assessed Standard(s)	
W.11-12.3.c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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).
Addressed Standard(s)	
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.

Assessment

Assessment(s)
<p>Student learning is assessed via the effective use of structural techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome within the draft.</p> <p>① This assessment will be evaluated using the W.11-12.3.c portion of the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Use a variety of structural techniques (e.g., flashback, foreshadowing, linear narration, etc.). • Use these structural techniques to sequence events within the text to create a coherent whole (e.g., So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as “What the Dunk” all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.3.c, W.11-12.5 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Structural Techniques Revising Closing 	<ol style="list-style-type: none"> 5% 20% 20% 45% 10%

Materials

- Student copies of the 12.1 Performance Assessment Rubric and Checklist (refer to 12.1.3 Lesson 2)
- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
◀	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.3.c. In this lesson, students continue to work with narrative techniques that sequence events to create a coherent whole, which supports students' work with both W.11-12.3.c and W.11-12.5. Students first examine a model text to deepen their understanding of these techniques. Students then have an opportunity to improve

their narrative essay draft by incorporating these techniques. The draft of the narrative essay serves as the assessment for this lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. What activities do you find most rewarding? What is your favorite book?)

Instruct students to form pairs to ask and answer the college interview questions. Remind students to keep in mind the 12.1 Performance Assessment Rubric as they respond to the questions.

- ▶ Students practice asking and answering the college interview questions.

Instruct students to take out their responses to the second homework assignment. (Continue to read your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.c) and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied the focus standard W.11-12.3.c to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Writing Instruction: Structural Techniques

20%

Explain to students that the proper use of structural techniques can help to communicate the purpose and meaning of their personal narrative by allowing the reader to clearly comprehend the sequence of events and the relationships between ideas.

Instruct students to take out their 12.1 Narrative Writing Rubrics and read substandard W.11-12.3.c and consider its components: 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).

- ▶ Students examine the substandard.

① Remind students of their work with W.11-12.3.c in 12.1.1 Lesson 12 and 12.1.2 Lesson 3.

Explain to students that in this activity, they review two paragraphs with similar content: one effective and one less effective paragraph. Instruct students to examine the two paragraphs comparing the use of structural techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome within each. Remind students to keep the components of W.11-12.3.c in mind as they compare the paragraphs.

- ▶ Students read and contrast both paragraphs.

Effective:

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

Less effective:

I worked at the pool's snack bar standing over a deep fryer slinging fries and onion rings. I kept my paycheck for college, and just as faithfully spent half on shoes. I bought Air Max, Foamposites, and what the dunks. A bunch of awesome shoes made their way into my collection. I had enough in my collection that I decided to become a shoe entrepreneur, buying and selling shoes online to make money. Because I was successful there I thought I might major in business.

Instruct students to briefly discuss the two paragraphs, focusing on what makes the first one effective and the second one less effective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:

How does the first paragraph sequence events for coherence?

💬 Student responses may include:

- The author uses phrases like "I spent the summer" and "By the end of that summer" in order to provide the reader with a timeline of events. These phrases help to improve the clarity of the paragraph and allow readers to follow along with what's happening within the text.

- The author provides a comparison of the jobs he or she did that show his or her evolution from a person “slinging fries” at a snack stand to a “shoe entrepreneur.” This comparison provides the reader with an understanding of the author’s growth.

Contrast the first paragraph with the second paragraph. How does the second paragraph fail to establish coherence?

💬 Student responses may include:

- The author does not provide a clear timeline of events. Almost all of the sentences start with “I” but do not provide any additional information about when things happen. This lack of information makes it harder to understand how the author grows and develops, because it suggests that all of the events happen at once, which does not demonstrate growth over time.
- The additional information that the author gives the reader in the first paragraph is missing. The addition of this information about his or her struggle by reflecting on specific events, such as camping out overnight to obtain a pair of sneakers, shows growth within the narrative essay. Without that information the second paragraph seems like a random set of events rather than a progression.

Activity 4: Revising

45%

Instruct students to revise their narrative essays independently. Remind students to pay close attention to how the use of transitional words and phrases can signal shifts in time or setting, as well as show relationships between events. Inform students that they will be assessed on their use of transitional words and phrases within their draft.

Direct students to turn again to the substandard W.11-12.3.c portion of the 12.1 Narrative Writing Rubric and Checklist. Inform students that this assessment is evaluated using substandard W.11-12.3.c on the 12.1 Narrative Writing Rubric. Remind students to refer to the checklist as they are revising their essays.

- ▶ Students read substandard W.11-12.3.c on the 12.1 Narrative Writing Rubric.

Transition to independent revising.

- ▶ Students work independently on their drafts to ensure the use of transitional words and phrases.

💬 See the High Performance Response at the beginning of this lesson.

① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google

Drive, etc.) that allows each student to write and track changes using a word-processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Inform students that they will practice responding to these interview questions in the following lesson.

What do you want to do after graduating from college?

What do you expect to be doing ten years from now?

Also for homework, instruct students to continue to read their AIR texts through the lens of two focus standards. Introduce standards W.11-12.3.d and f as the focus standards and model what applying these focus standards looks like.

For example, W.11-12.3.d and f ask students to focus on how writers “use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.” Students who read Leslie Marmon Silko’s “Yellow Woman and a Beauty of the Spirit” might say, “Silko uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the Yellow Woman’s (Kochininako’s) interaction with Buffalo Man. When Kochininako ‘reaches the pool, the water is churning violently as if something large had just gotten out of the pool. Kochininako does not want to see what huge creature had been at the pool, but just as she fills her water jar and turns to hurry away, a strong, sexy man in buffalo-skin leggings appears by the pool. Little drops of water glisten on his chest’ (par. 27). The water churning in the pool and the water glistening on Buffalo Man’s chest are vivid sensory images the reader can picture.”

Instruct students to prepare for a brief 3–5 minute discussion that asks them to apply the language of these standards to their reading.

- ▶ Students follow along.

Homework

Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. You will practice responding to these interview questions in the following lesson.

What do you want to do after graduating from college?

What do you expect to be doing ten years from now?

Also, continue to read your Accountable Independent Reading text through the lens of the assigned focus standards (W.11-12.3.d, f) and prepare for a 3–5 minute discussion of your text based on those standards.

12.1.3

Lesson 5

Introduction

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. Student learning is assessed via the incorporation of precise words and phrases, telling details, and sensory language and effective adaption of voice to accommodate the intended audience.

For homework, students review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions: Why do you want to attend our college? What can you contribute to our college campus? Also for homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a W.11-12.3 substandard of their choice, and prepare for a brief discussion of their texts based on that standard.

Standards

Assessed Standard(s)	
W.11-12.3.d, f	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>
Addressed Standard(s)	
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.

Assessment

Assessment(s)
<p>Student learning is assessed via effective incorporation of precise words and phrases, telling details, and sensory language, in addition to the use of an effective and appropriate voice for the intended audience.</p> <p>① This assessment will be evaluated using the W.11-12.3.d, f portions of the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Incorporate precise words and phrases and telling details (e.g., A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store.). • Incorporate sensory language where appropriate (e.g., So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar.). • Adapt voice to intended audience (e.g., I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: Standards: W.11-12.3.d, f, W.11-12.5	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Writing Instruction: Using Precise Words and Adapting Voice	3. 30%
4. Revising	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the 12.1 Performance Assessment Rubric and Checklist (refer to 12.1.3 Lesson 2)
- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.3.d, f. In this lesson, students revise their essays, paying close attention to how they use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

characters, as well as how they adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. What do you want to do after graduating from college? What do you expect to be doing ten years from now?)

Instruct students to form pairs to ask and answer the college interview questions. Remind students to keep in mind the 12.1 Performance Assessment Rubric as they respond to the questions.

- ▶ Students practice asking and answering the college interview questions.

Instruct students to take out their responses to the second homework assignment. (Continue to read your Accountable Independent Reading text through the lens of the assigned focus standards (W.11-12.3.d, f) and prepare for a 3–5 minute discussion of your text based on these standards.)

Instruct students to talk in pairs about how they applied the focus standards to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standards to their AIR texts.

- ▶ Student pairs discuss and share how they applied the focus standards to their AIR texts from the previous lesson's homework.

Activity 3: Writing Instruction: Using Precise Words and Adapting Voice

30%

Inform students that in this lesson they revise their narrative essays to include the use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Additionally, students revise their essays for voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

- ① Remind students of their work with W.11-12.3.d and f in 12.1.1 Lessons 18 and 23 and 12.1.2 Lessons 4 and 5.

Remind students that to use “precise words and phrases” means to use specific language that most accurately describes experiences, events, setting, and/or characters. Provide students with the following two examples:

- I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer.
- I bought some good shoes, but also one time I made a mistake and got kind of ripped off on Craigslist.

Ask students:

Which of these two examples uses more precise words and phrases? What is the impact of these precise words and phrases on the reader's perception of the writer?

💬 Student responses should include:

- The first example uses more precise words and phrases. For example, the narrator writes, "I made some savvy investments," as opposed to "I bought some good shoes."
- By using the word "investments" and "savvy" as opposed to "good shoes," the reader sees that the writer is more intelligent about purchasing shoes than the average person.

Remind students that in addition to being precise, it is important to provide "telling details," or details that are descriptive or revealing, in order to engage the reader. Provide students with the following examples:

- I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations.
- I looked at all my shoes, and realized how much money I spent.

Which of these two examples uses telling details? What is the effect of these details on the reader's perception of the writer?

💬 Student responses may include:

- In the first example, the reader sees that the shoes are "meticulously stacked" and "towering over the rest of [the] room"; in the second example, the reader knows nothing about the shoes except that the author is looking at them and thinking about them.

Finally, inform students that "sensory language" helps engage the reader even further. Explain that sensory language is language that appeals to the senses. Provide students with the following example:

- So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar.

What effect do the sensory details in this example have on the narrative?

💬 Student responses may include:

- In this example, the sensory details provide a contrast between a cool, relaxing summer vacation by a pool and a hot, busy summer spent working.

Inform students that in addition to paying attention to precise words and phrases, telling details, and sensory language, they should also pay attention to their audience. Inform students that when writing a personal narrative, it is important to be aware of one's audience.

Ask students:

What are three examples of how a writer might revise his/her essay to accommodate a variety of cultural contexts?

💬 Student responses may include:

- Explain cultural moments that not everyone will understand.
- Ensure that any world language words are explained or common enough that many readers will understand their meaning (e.g., “hola”).
- Explain geography that may not be familiar to every reader.
- Explain references that may be unfamiliar to the intended audience (e.g., describing a place, brand, or organization so others understand it).

Activity 4: Revising

50%

Instruct students to revise their narrative essays independently. Remind students to pay close attention to using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Additionally, students should focus on adapting their voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

Direct students to turn again to the substandards W.11-12.3.d, f portions of the 12.1 Narrative Writing Rubric and Checklist. Inform students that this assessment is evaluated using substandards W.11-12.3.d, f of the 12.1 Narrative Writing Rubric and Checklist. Remind students to refer to the checklist as they are revising their essays.

- ▶ Students read substandards W.11-12.3.d and f on the 12.1 Narrative Writing Rubric.

Transition to the independent writing.

- ▶ Students work independently to revise their essays for precise words, telling details, sensory language, voice, and awareness of audience.

💬 See the High Performance Response at the beginning of this lesson.

- ① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word-processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Remind students that to respond to the interview questions, they should conduct brief online searches for information about a college that interests them. Inform students that they will practice responding to these interview questions in the following lesson.

- ① Consider instructing students to research a different college than the one they researched in 12.1.2 Lessons 3 and 4.

Why do you want to attend our college?

What can you contribute to our college campus?

Also for homework, instruct students to continue to read their AIR texts through the lens of a W.11-12.3 substandard of their choice, and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

Homework

Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Remember that to respond to the interview questions, you should conduct brief online searches for information about a college that interests you. You will practice responding to these interview questions in the following lesson.

Why do you want to attend our college?

What can you contribute to our college campus?

Also, continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 substandard of your choice, and prepare for a 3–5 minute discussion of your text based on that substandard.

12.1.3

Lesson 6

Introduction

In this lesson, students peer review each other's narrative essays to ensure alignment to W.11-13.3.a-f, and revise their drafts based on the feedback. Students learning is assessed via the incorporation of peer feedback into their drafts.

For homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a brief discussion of their texts based on that substandard.

Standards

Assessed Standard(s)	
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> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
Addressed Standard(s)	
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.
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the incorporation of peer feedback.</p> <p>① Peer revisions will be assessed using the W.11-12.3.a-f portions of the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include thoughtful responses on the Peer Review Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' concerns and suggestions (e.g., Try to engage and orient the reader a bit more. Begin with a stronger lead sentence and ensure the reader knows what you are talking about.). • Effectively integrate at least one suggestion or revision, as appropriate, into the draft of the narrative essay (e.g., I added two sentences in the beginning to help grab the reader's attention and orient the reader: "If my life to date were a novel, the motif would be shoes. Shoes have made a huge impact on my life in ways varied and unexpected."). <p>① See the Model Peer Review Tool for more examples.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.3.a-f, W.11-12.6 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Peer Review and Revising Closing 	<ol style="list-style-type: none"> 10% 20% 65% 5%

Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Student copies of the 12.1 Performance Assessment Rubric and Checklist (refer to 12.1.3 Lesson 2)
- Student copies of the 12.1 Narrative Rubric and Checklist (refer to 12.1.1 Lesson 2)
- Copies of the Peer Review Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the lesson agenda and assessed standard for this lesson: W.11-12.3.a-f. Inform students that in this lesson, they will peer review each other's narrative essays and incorporate the feedback into their drafts.

- ▶ Students look at the agenda.

① If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Instruct students to talk in pairs about how they think standard W.11-12.6 applies to their narrative writing work.

💬 Student responses should include:

- Use the computer to share written work, suggest edits, and incorporate suggestions.
- Track changes to help see old and revised versions.

Lead a brief whole-class discussion of student responses.

Activity 2: Homework Accountability

20%

Instruct students to take out their notes from the previous lesson's homework assignment. (Review your notes and use the 12.1 Performance Assessment Rubric to practice responding to the following college interview questions. Why do you want to attend our college? What can you contribute to our college campus?)

Instruct students to form pairs to ask and answer the college interview questions. Remind students to keep in mind the 12.1 Performance Assessment Rubric as they respond to the questions.

- ▶ Students practice asking and answering the college interview questions.

Instruct students to form pairs and take out their responses to the second homework assignment. (Continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied a focus standard to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- ▶ Student pairs discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Peer Review and Revising

65%

Instruct students to work in pairs to peer review their drafts for alignment to standard W.11-12.3.a-f. Remind students to use the 12.1 Narrative Writing Rubric and Checklist to make suggestions on how their peers can improve their drafts. Explain that suggestions should be specific and in the language of the standards as much as possible so their suggestions are clear and easy to apply.

- ▶ Students listen.

Distribute the Peer Review Tool and instruct students to record suggestions on the tool. Instruct students to be clear and concise in their suggestions. Explain to students that the first column should be used to quote the original sentence under review. The second column should include a suggestion about the original version quoted in the first column. The third column is for the writer of the essay. Explain to students that the third column will help them think about the recommendation, as well as track what changes they have made to their essay if they decide to go back to a previous version in the future. Additionally, the third column will help the teacher retrace the steps of revision.

- ① A similar tool was used in 11.3.3 Lesson 11 to facilitate learning; here it is used primarily to facilitate documentation of feedback.
- ① If possible, direct students to review their peers' drafts using Microsoft Word or Google Docs, so they can use the comments and track changes functions. This supports student work with standard W.11-12.6. See examples at the end of this lesson.

- ▶ Students form pairs and exchange narrative essays to review their peers' narrative essays.

Remind students that they do not have to use all of their peer's suggestions. However, if they decide not to use one of the suggestions, they should write a comment in the third column of the Peer Review Tool explaining why they did not incorporate it.

- ▶ Students review and incorporate their peers' suggestions.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

Homework

Continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 focus substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

Peer Review Tool

Name:		Class:		Date:	
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Directions: Use this tool to record suggestions for revisions from your peer's review of your narrative essay. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation

Model Peer Review Tool

Name:		Class:		Date:	
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Directions: Use this tool to record suggestions for revisions from your peer's review of your narrative essay. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation
Paragraph 1: "A passion for shoes is a family trait."	Try to engage and orient the reader a bit more. Begin with a stronger lead sentence and ensure the reader knows what you are talking about.	I added two sentences in the beginning to help grab the reader's attention and orient him/her: "If my life to date were a novel, the motif would be shoes. Shoes have made a huge impact on my life in ways varied and unexpected."
Paragraph 2: "Get a job."	Try using dialogue here to give your mother a voice and make her more of a character in your narrative essay.	I added dialogue to make the paragraph more clear and engaging: "Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job." I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied."

Paragraph 4, "So I spent the summer by the pool working."	Try adding some more precise and telling details to this sentence.	I revised this sentence. It now reads, "So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar."
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Model Narrative Essay

Prompt: Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

A passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado who later became CFO of an athletic shoe manufacturer, where he helped develop some of the first high-tech running shoes. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: Get a job.

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. And I was like, you know what, she's right.

So I spent my summer by the pool working. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shows enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I love shoes. I can only imagine all the places my shoes will take me next.

Commented [R11]: I think you need to do more at the beginning to engage and orient the reader.

Commented [R12]: Why not try adding dialogue here in order to give your mother a voice?

Commented [R13]: This is not the appropriate tone for a college admissions essay.

Commented [R14]: Try adding a bit more of a concrete and precise description here. What were you doing for work?

Commented [R15]: This sentence is a fragment; there should be a comma here, not a period.

Commented [R16]: There is a spelling mistake here.

Commented [R17]: This is your conclusion paragraph. Try to say something more meaningful than simply, "I love shoes." The reader understands this by now. What do you hope for the future? How do these hopes relate to shoes?

12.1.3

Lesson 7

Introduction

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 narratives.

For homework, students review their notes and use the 12.1 Performance Assessment Rubric to be prepared to answer the college interview questions in a small group setting in the following lesson. Also for homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a brief discussion of their text based on that standard.

Standards

Assessed Standard(s)	
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> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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.

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.
Addressed Standard(s)	
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.

Assessment

Assessment(s)
<p>Student learning is assessed via the final draft of a narrative essay. Students write a multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> In response to one of the Common Application prompts, draft a narrative to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>i The narrative essay will be assessed using the 12.1.3 End-of-Unit Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Adhere to the criteria in the 12.1.3 End-of-Unit Rubric. <p>i See the attached Model Narrative Essay.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)

- None.*

Additional vocabulary to support English Language Learners (to provide directly)

- None.*

* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.3.a-f, W.11-12.4, L.11-12.1, L.11-12.2.a-b, W.11-12.5, W.11-12.6 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Writing Instruction: Hyphens 4. 12.1.3 End-of-Unit Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 15% 4. 65% 5. 5%

Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Copies of the Hyphenation Conventions Handout for each student (optional)
- Copies of the 12.1.3 End-of-Unit-Assessment for each student
- Copies of the 12.1.3 End-of-Unit Rubric and Checklist

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.

no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.3.a-f, W.11-12.4, L.11-12.1, and L.11-12.2.a-b. In this lesson, students complete their narrative essays.

- Students look at the agenda.

❗ **Differentiation Consideration:** If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard L.11-12.2.a. Instruct students to talk in pairs about how they think the standard applies to their writing. Lead a brief whole-class discussion of student responses.

- 💬 The standard requires students to use hyphens properly.

❗ Students engage further with proper hyphenation in Activity 3 of this lesson.

Activity 2: Homework Accountability

10%

Instruct students to form pairs and take out their responses to the previous lesson's homework assignment. (Continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 focus substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.)

Instruct students to talk in pairs about how they applied a focus standard to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Student pairs discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Writing Instruction: Hyphens

15%

Explain that students should always use proper capitalization, spelling, and punctuation in their writing. Remind them that these conventions have been addressed in previous grades.

- ① **Differentiation Consideration:** If individual students need more focused support on specific capitalization, punctuation, and spelling conventions, consider providing web resources for student reference such as <https://owl.english.purdue.edu/> (search terms: *capitalization*; *spelling conventions*).
- ① **Differentiation Consideration:** If individual students need additional assistance with the proper use of colons and semi-colons, consider distributing and providing instruction on the Colon and Semi-Colon Handout, which was used in research modules 9.3 and 10.3, as well as in Module 10.4.

Distribute the Hyphenation Conventions Handout to students. Explain that students can strengthen their writing, communication skills, and their credibility as writers by using proper language conventions.

- ▶ Students examine the Hyphenation Conventions Handout.

Explain to students that hyphens are a specific type of punctuation used to connect two words. Display the following example for students:

- My father was a long distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high tech running shoes.

Now display the sentence with proper use of hyphens:

- My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes.

- ▶ Students follow along.

Explain to students that another use of hyphens is to ensure clarity of meaning in writing and to avoid potentially confusing sentences. Display the following example from the handout for students:

- I made some savvy investments, but I was also conned in an ill advised Craigslist deal with an unscrupulous buyer.

A hyphen must be added in order to provide clarity and achieve the appropriate word meaning. The Craigslist deal is not “ill” as well as “advised.” It is “ill-advised.”

- I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer.

- ▶ Students follow along.

Finally, explain to students that another hyphenation convention is to include hyphens when using certain prefixes with words such as: self-, all-, anti-, mid-, and ex-. Remind students to consult a reference if they are unsure whether the use of a hyphen would be appropriate. Display the following example for students:

- By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit.
 - ▶ Students follow along.

Activity 4: 12.1.3 End-of-Unit Assessment

65%

Explain to students that because it is a formal writing task, the 12.1.3 End-of-Unit Assessment should include an engaging introduction; narrative techniques to develop their experiences, events, and characters; structural techniques to sequence events so they create a coherent whole; and a conclusion that reflects on the narrative. Students should use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters. Remind students to use proper grammar, capitalization, punctuation, and spelling in their responses.

Instruct students to write a multi-paragraph response to the following prompt:

In response to one of the Common Application prompts, draft a narrative to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Remind students to use the 12.1.3 End-of-Unit Rubric and Checklist to guide their written responses.

① Display the prompt for students to see, or provide the prompt in hard copy.

Instruct students to use the remaining class period to write their End-of-Unit Assessment.

- ▶ Students independently finalize their narrative essays.
- 🗨 See the High Performance Response at the end of this lesson.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their notes and use the 12.1 Performance Assessment Rubric to be prepared to answer the college interview questions in a small group setting in the following lesson.

Also for homework, instruct students to continue to read their AIR texts through the lens of a W.11-12.3 focus substandard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

Homework

Review your notes and use the 12.1 Performance Assessment Rubric to be prepared to answer the college interview questions in a small group setting in the following lesson.

Also, continue to read your Accountable Independent Reading text through the lens of a W.11-12.3 focus substandard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

Hyphenation Conventions Handout

Name:		Class:		Date:	
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Common and Proper Uses of Hyphens:

- Use a hyphen to join two words (particularly adjectives) into a single thought.
 - My father was a long-distance runner and an early athletic shoe aficionado who later became CFO of an athletic shoe manufacturer, where he helped develop some of the first high-tech running shoes.
- Use a hyphen when writing out a compound number.
 - There are sixty-six different types of running shoes that I enjoy.
- Use a hyphen with certain prefixes such as: self-, all-, anti-, and mid-.
 - self-sustaining
 - self-motivation
 - mid-summer

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: *hyphen*, *hyphenation convention*).

12.1.3 End-of-Unit Assessment

Text-Based Response

Your Task: Respond to the following prompt:

In response to one of the Common Application prompts, draft a narrative to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Your writing will be assessed using the 12.1.3 End-of Unit Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: W.11-12.3.a-f, W.11-12.4, L.11-12.1, L.11-12.2.a-b

Commentary on the Task:

This task measures W.11-12.3.a-f because it demands that students:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - 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).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

This task measures W.11-12.4 because it demands that students:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2.a,b because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.

12.1.3 End-of-Unit Rubric

____/____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Coherence, Organization, and Style The extent to which the response engages and orients 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; and creates a smooth progression of experiences or events.</p> <p>CCSS.ELA-Literacy.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.11-12.3.a</p> <p>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.</p> <p>The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.3.b</p>	<p>Skillfully engage and orient the reader by thoroughly and clearly 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; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p> <p>Skillfully adapt voice, awareness of audience, and use of language to thoughtfully accommodate a variety</p>	<p>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. (W.11-12.3.a)</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>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. (W.11-12.3.c)</p> <p>Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p> <p>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. (W.11-12.3.f)</p>	<p>Somewhat effectively engage or orient the reader by partially 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 an unclear progression of experiences or events. (W.11-12.3.a)</p> <p>Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p> <p>Somewhat effectively adapt voice, awareness of audience, and use of</p>	<p>Ineffectively engage or orient the reader by insufficiently 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 disorganized collection of experiences or events. (W.11-12.3.a)</p> <p>Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p> <p>Ineffectively adapt voice, awareness of audience, and use of language, rarely accommodating a variety of</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>The extent to which the response uses 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.</p> <p>CCSS.ELA-Literacy.W.11-12.3.c</p> <p>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).</p> <p>The extent to which the response uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.3.d</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>The extent to which the response provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the</p>	<p>of cultural contexts. (W.11-12.3.f)</p>		<p>language to accommodate a variety of cultural contexts. (W.11-12.3.f)</p>	<p>cultural contexts. (W.11-12.3.f)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
narrative. CCSS.ELA-Literacy.W.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. The extent to which the response adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. CCSS.ELA-Literacy.W.11-12.3.f Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
Coherence, Organization, and Style The extent to which the response demonstrates clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Consistently demonstrate clear and coherent writing in which the development, organization, and style thoroughly and skillfully address the task, purpose, and audience.	Demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Inconsistently demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Rarely demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization,	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.11-12.1</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>				
<p>Control of Conventions</p> <p>The extent to which the response observes hyphenation conventions.</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.11-12.2.a</p> <p>Observe hyphenation conventions.</p>	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficult. (L.11-12.2.a)
<p>Control of Conventions</p> <p>The extent to which the response is spelled correctly.</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.11-12.2.b</p> <p>Spell correctly.</p>	Spell correctly with no errors. (L.11-12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with frequent errors that make comprehension difficult. (L.11-12.2.b)

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.1.3 End-of-Unit Checklist

Assessed Standards: _____

	Does my response...	✓
Coherence, Organization, and Style	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	<input type="checkbox"/>
	Establish one or multiple point(s) of view? (W.11-12.3.a)	<input type="checkbox"/>
	Introduce a narrator and/or characters? (W.11-12.3.a)	<input type="checkbox"/>
	Create a smooth progression of experiences or events? (W.11-12.3.a)	<input type="checkbox"/>
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	<input type="checkbox"/>
	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? (W.11-12.3.c)	<input type="checkbox"/>
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	<input type="checkbox"/>
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? (W.11-12.3.e)	<input type="checkbox"/>
	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts? (W.11-12.3.f)	<input type="checkbox"/>
	Demonstrate clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience? (W.11-12.4)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>

Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	Demonstrate command of hyphenation conventions? (L.11-12.2.a)	<input type="checkbox"/>
	Demonstrate accurate spelling? (L.11-12.2.b)	<input type="checkbox"/>

Model Narrative Essay

Prompt: Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.