

## 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</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>
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"> <li>• 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.).</li> <li>• 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.).</li> </ul>

## Vocabulary

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

\* 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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

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

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.

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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.

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