

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.