

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.