

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	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
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
<p>Standards & Text: Standards: W.11-12.3.d, f, W.11-12.5</p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Writing Instruction: Using Precise Words and Adapting Voice 4. Revising 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 30% 4. 50% 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.