

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>	of cultural contexts. (W.11-12.3.f)		language to accommodate a variety of cultural contexts. (W.11-12.3.f)	cultural contexts. (W.11-12.3.f)

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.