

# 11.4.1 Lesson 16

## Introduction

In this last lesson of the unit, Part 2 of the End-of-Unit Assessment, students work in class to finalize their narrative writing pieces by editing, polishing, and rewriting as necessary. Students also publish their narrative writing pieces on a class blog, which serves as a repository for student writing throughout this module. This text-based narrative writing piece (Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.) will be evaluated using the W.11-12.3.a, b portions of the 11.4 Narrative Writing Rubric and Checklist.

For homework, students read and annotate chapters I-II of *The Awakening* by Kate Chopin.

## Standards

Assessed Standard(s)	
W.11-12.3.a, b	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> </ul>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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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.
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## Assessment

### Assessment(s)

Student learning in this lesson is assessed via a text-based narrative writing piece in response to the following prompt:

- Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.
- The assessment will be evaluated using the W.11-12.3.a, b portions of the 11.4 Narrative Writing Rubric.

### High Performance Response(s)

A High Performance Response should:

- Engage and orient the reader by setting out a problem, situation, or observation and its significance.
- Establish one or multiple point(s) of view.
- Introduce 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.
- Align with the key elements and style of the selected text.
- Adhere to the criteria of the W.11-12.3.a, b portions of the 11.4 Narrative Writing Rubric and Checklist.

## Vocabulary

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<b>Vocabulary to provide directly (will not include extended instruction)</b>
• None *
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
• None *
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
• 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](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 &amp; Texts:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.3.a, b, L.11-12.1, L.11-12.2, W.11-12.4, W.11-12.6</li> <li>Texts: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. 11.4.1 End-of-Unit Assessment Part 2: Narrative Writing</li> <li>4. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 75%</li> <li>4. 5%</li> </ol>

## Materials

- Student copies of the 11.4 Common Core Learning Standards Tool (refer to 11.4.1 Lesson 6)
- Student copies of the 11.4 Narrative Writing Rubric and Checklist (refer to 11.4.1 Lesson 6)
- Computers with an Internet connection (one for each student)

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## 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 standards for this lesson: W.11-12.3.a, b. In this lesson, students publish a final draft of their narrative writing pieces for Part 2 of the 11.4.1 End-of-Unit Assessment. Student writing is in response to the following text-based prompt: Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view. Students work independently and publish the final writing piece at the end of class.

- Students look at the agenda.

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Instruct students to take out their copies of the 11.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.6. Instruct students to individually read the standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.11-12.6.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Create and revise writing products using the Internet or other forms of technology.

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## Activity 2: Homework Accountability

**10%**

Instruct student pairs to discuss their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer review.)

- Student pairs discuss revisions based on peer review from the previous lesson.

## Activity 3: 11.4.1 End-of-Unit Assessment Part 2: Narrative Writing

**75%**

Instruct students to spend the remaining portion of the class completing the final drafts of their narrative writing pieces. Instruct students to use this time to edit, polish, and rewrite as they see fit, using all the skills they have learned over the course of this unit to respond to the prompt (Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view).

Instruct students to post their final drafts to a class blog when their editing is complete. Explain to students that this blog serves as a portfolio for the class and tracks student progress as they continue to develop and strengthen their narrative writing in this module.

Remind students that producing clear and coherent narrative writing supports students' engagement with standards L.11-12.1 and L.11-12.2, which address the correct use of English grammar and usage and English capitalization, punctuation, and spelling in writing.

- Posting and publishing writing products on the Internet supports students' engagement with W.11-12.6, which addresses the role of technology in the publishing of writing in response to ongoing feedback and new information.
- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
- Consider using a blog website (such as Blogger or Wordpress) that allows for multiple sections so students can post their narrative writing on their own page within the class blog.
- Collect students' narrative writing and keep the writing for student use in 11.4.2.
  - Students independently finalize their narrative writing pieces and post to a class blog when complete.
  - See the High Performance Response at the beginning of this lesson.

## Activity 4: Closing

**5%**

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Display and distribute the homework assignment. For homework, instruct students to read and annotate chapters I-II of *The Awakening* by Kate Chopin (from “A green and yellow parrot, which hung in a cage” to “the little Pontellier children, who were very fond of him”).

- *The Awakening* was published in 1899, and contains several antiquated words and phrases, as well as references to racial classifications (e.g., *quadroon* (p. 4)) that are products of the time in which the text was written. While these words and phrases are not necessarily essential to student understanding and analysis of the text, it is important that students understand these terms are from a particular time and place.
- Students follow along.

## Homework

Read and annotate chapters I-II of Kate Chopin’s *The Awakening* (from “A green and yellow parrot, which hung in a cage” to “the little Pontellier children, who were very fond of him”).

## 11.4.1 End-of-Unit Assessment Part 2

### Narrative Writing

**Your Task:** Rely on the instruction and practice with the skills of W.11-12.3.a, b in this unit to respond to the following prompt:

**Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view.**

In crafting your narrative writing, engage and orient the reader, establish point of view, introduce characters, and create a smooth progression of experience or events. Be sure to use narrative techniques in your writing that develop experiences, events, and/or characters. Use your 11.4 Narrative Writing Rubric and Checklist and peer comments to guide the publication of your final draft.

### Guidelines

#### Be sure to:

- Review your writing for alignment with all components of W.11-12.3.a, b.
- Establish one or multiple point(s) of view.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance.
- Introduce 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.
- Align your narrative with key elements and craft of the selected text.
- Follow the conventions of standard written English.



CCSS: W.11-12.3.a, b, L.11-12.1, L.11-12.2

**Commentary on the Task:**

This task measures W.11-12.3.a, b because it demands that students:

- Write narratives to develop real or imagined experiences or events using effective techniques.
- 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.

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.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.