

# 11.4.1 Lesson 14

## Introduction

In this lesson, students begin Part 2 of the End-of-Unit Assessment by planning their text-based narrative writing through brainstorming and prewriting activities. Students review the two texts in this unit, “On the Rainy River” from *The Things They Carried* and “The Red Convertible” from *The Red Convertible* and recall their discussions of point of view in these texts from the previous lesson (11.4.1 Lesson 13). Students choose a character and a scene from one of the two texts, and brainstorm and prewrite in preparation for drafting narrative writing pieces, using the skills outlined in W.11-12.3.a-b. Student learning is assessed via an Exit Slip in response to the following prompt: In 2-3 sentences, describe one idea for retelling a key scene in either “On the Rainy River” or “The Red Convertible” through another character’s point of view. Also, in 2-3 sentences, describe how you plan to incorporate the skills outlined in W.11-12.3.a and W.11-12.3.b in your narrative writing piece. After students propose their ideas they spend the remainder of the lesson drafting their narrative writing pieces.

For homework, students continue to draft their narrative writing pieces by incorporating the skills of W.11-12.3.a, b in preparation for peer review and revision in the following lesson.

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## Standards

Assessed 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.
Addressed 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>

## Assessment

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**Assessment(s)**

Student learning is assessed via an Exit Slip in response to the following prompt:

- In 2-3 sentences, describe one idea for retelling a key scene in either “On the Rainy River” or “The Red Convertible” through another character’s point of view. Also, in 2-3 sentences, describe how you plan to incorporate the skills outlined in W.11-12.3.a and W.11-12.3.b in your narrative writing piece.

**High Performance Response(s)**

A High Performance Response should:

- Describe an idea for retelling a key scene in either “On the Rainy River” or “The Red Convertible” through another character’s point of view. For example:
  - I am going to write from the perspective of Elroy from “On the Rainy River,” and describe Elroy’s perspective of the narrator during the scene on the river at the end of the narrative (pp. 52-57). The narrator makes assumptions about what Elroy is thinking during the river scene: “he must’ve planned it ... to bring me up against the realities, to guide me across the river” (p. 53). This may not be what Elroy was thinking at all.
  - I am going to write from the perspective of Bonita from “The Red Convertible,” using Bonita’s perspective of her brothers before she takes their picture (p. 7). Bonita’s perspective of Marty complicates Marty’s perspective of Stephan, since Marty’s behavior—“[doing] a number” on the red convertible—could be seen as erratic by his family (p. 6).
- Describe the plan to incorporate the skills outlined in W.11-12.3.a and W.11-12.3.b. For example:
  - In order to incorporate W.11-12.3.a, I plan to engage and orient the reader by setting out Elroy’s perspective of the narrator’s problems. In order to incorporate W.11-12.3.b, I plan to incorporate reflection of Elroy’s own past to illuminate his reasons and motivation for helping the narrator.
  - In order to incorporate W.11-12.3.a, I plan to engage and orient the reader by establishing Bonita as the narrator of my narrative writing, thinking about her brothers. In order to incorporate W.11-12.3.b, I plan to add dialogue between Bonita and her brothers to show their relationship.
- Consider using the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist to guide the assessment.

## Vocabulary

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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](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; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.4, W.11-12.3.a, b</li> <li>Text: “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>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Narrative Writing: Brainstorming and Prewriting</li> <li>Lesson Assessment: Exit Slip</li> <li>Narrative Writing: Drafting</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>35%</li> <li>10%</li> <li>35%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 11.4 Narrative Writing Rubric and Checklist (refer to 11.4.1 Lesson 6)

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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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students prepare for Part 2 of the End-of-Unit Assessment by planning and prewriting for a draft narrative response to the prompt for the assessment.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework assignment.

Instruct students to take out the previous lesson's homework assignment. (Review and expand your notes from "On the Rainy River" and "The Red Convertible" in preparation for drafting narrative writing pieces in Part 2 of the End-of-Unit Assessment. Review the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist.) Instruct students to form pairs to discuss their notes.

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- Student pairs discuss their notes.
- Students learned about and practiced W.11-12.3.a in 10.4.1 Lessons 6 and 7. Consider reminding students that elements of an engaging introduction include: setting out a problem, situation or observation and its significance; establishing one or multiple point(s) of view; introducing a narrator and/or characters; and creating a smooth progression of experiences or events.
- Students learned about and practiced W.11-12.3.b in 10.4.1 Lessons 11 and 12. Consider reminding students that examples of narrative techniques include: dialogue, pacing, description, reflection, and multiple plot lines.

Lead a brief whole-class discussion of student responses.

### Activity 3: Narrative Writing: Brainstorming and Prewriting

**35%**

Instruct students to form small groups. Explain to students that the assessment in this lesson is an Exit Slip, in which they articulate their plans for another narrative writing piece, which will serve as Part 2 of their End-of-Unit Assessment.

Remind students they previously worked on a narrative writing piece based on “On the Rainy River” in 11.4.1 Lessons 6 and 7 and another narrative piece based off of “The Red Convertible” in 11.4.1 Lessons 11 and 12. In this activity, student groups will brainstorm ideas for narrative writing from the point of view of one of the key characters, retelling a key scene from either “On the Rainy River” or “The Red Convertible.”

Post or project the following prompt for students:

**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 read the prompt and follow along.

Instruct student groups to brainstorm ideas for their narrative writing pieces. Explain to students that their narrative writing pieces should include:

- A character from “On the Rainy River” other than the narrator, or a character from “The Red Convertible” other than Marty
- A scene that offers rich material to re-imagine from that character’s point of view
- All the relevant evidence in the text that can help establish a compelling and convincing point of view for their chosen character
- How that character might perceive their chosen scene from the text

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- **Differentiation Consideration:** Consider posting this criteria to support students during this activity.

Remind students to record the results of their discussions, which will help them to draft their narrative writing pieces.

- Student groups discuss and brainstorm ideas for their narrative writing piece.
- Student responses may include:
  - The narrator describes Elroy from “On the Rainy River” as quiet, introspective, and having “a silent, watchful presence” (p. 46), with a “willful, almost ferocious silence” (p. 47). The narrator describes Elroy as “eighty-one years old, skinny and shrunken and mostly bald,” (p. 46), but he is still very active and goes “out on long hikes into the woods” (p. 47) and “split[s] and stack[s] firewood” (p. 49). It is clear that Elroy enjoys reading and demonstrates intelligence: “[t]he man was sharp” (p. 47). Elroy also has the ability to “[compress] large thoughts into small, cryptic packets of language” (p. 47). He has a strong sense of “self-control” and he extends a great deal of kindness to the narrator (p. 49).
  - The scene that offers rich material for considering Elroy’s point of view is the scene on the river, when the narrator is deciding what choice he will make. The narrator speculates about Elroy’s intentions and motivations for bringing him to the border, saying, “he must’ve planned it ... he meant to bring me up against the realities ... to stand a kind of vigil as I chose a life for myself” (p. 53). It could be interesting to explore what Elroy’s motivations may really have been in that situation, and if he is as intentional as the narrator believes him to be in this scene.
  - The character Bonita from “The Red Convertible” is a witness to both her brothers’ final rides in the red convertible. As Marty and Stephan’s “little sister,” she takes their photograph, commanding Stephan to “Smile!” (p. 7). The author mentions Bonita in the text only in this one scene, so there is not a lot of textual evidence to frame her point of view, but it could be interesting to have an outside perspective on both Marty and Stephan from another member of their family. Other than their mother’s worry that “a regular hospital ... would keep [Stephan],” there is not much exploration in the text of how Stephan’s issues affect any members of his family besides Marty (pp. 5-6).
  - A scene from “The Red Convertible” to rewrite from Bonita’s perspective could be the scene in which she takes the picture (p. 7), or the scene where Stephan has “bitten through his lip” (p. 5), and the whole family eats dinner together, but “no one said anything” (p. 5) as they all watch Stephan eat his food and his blood

together. Bonita may have had a similar point of view as Marty, or she may have had a very different experience when Stephan returned from the war.

- Students may choose other characters from these texts. These examples are not meant to be prescriptive of students' choice in this assignment, but rather to serve as examples of how students might discuss and articulate their decisions.
- **Differentiation Consideration:** Consider using a graphic organizer to structure discussion and evidence collection.

Lead a brief whole-class discussion of student responses.

### Activity 4: Lesson Assessment: Exit Slip

**10%**

Instruct students to respond briefly in writing to the following prompt:

**In 2-3 sentences, describe one idea for retelling a key scene in either “On the Rainy River” or “The Red Convertible” through another character’s point of view. Also, in 2-3 sentences, describe how you plan to incorporate the skills outlined in W.11-12.3.a and W.11-12.3.b in your narrative writing piece.**

Explain to students that this Exit Slip will serve as the foundation for the narrative writing piece they begin to draft during the following activity.

- Students listen and read the Exit Slip prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Exit Slip.

- Students independently answer the prompt.
- See the High Performance Response at the beginning of this lesson.

### Activity 5: Narrative Writing: Drafting

**35%**

Instruct students to spend the remainder of this lesson independently drafting their narratives based on the writing prompt, using the ideas they just generated:

**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 incorporate the skills outlined in W.11-12.3.a and W.11-12.3.b as they draft their narrative writing pieces. Remind students to refer to the relevant portions of the



11.4 Narrative Writing Rubric and Checklist and their notes from the prewriting and brainstorming activity as they work on their narrative writing pieces.

- Students independently draft their narrative writing pieces.
- Remind students that they will have additional time to draft and revise their narrative writing pieces before publishing them on a class blog in 11.4.1 Lesson 16.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to continue to draft their text-based narrative writing pieces 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.**

Instruct students to come to class prepared for peer review and revision in the following lesson (11.4.1 Lesson 15). Remind students to refer to the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist and notes from the brainstorming and prewriting discussion as they draft their narrative pieces.

- Students follow along.

## Homework

Continue to draft your 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.**

Refer to the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist and notes from the brainstorming and prewriting discussion as you draft your narrative piece. Come to class prepared for peer review and revision in the following lesson.