

**WR.3****Unit Overview****Narrative Writing**

<b>Texts</b>	<p>“Return to July” (narrative writing model)</p> <p>College Application Essay (narrative writing model)</p> <p>“The Giant Leap” (narrative writing model)</p> <p>“Apollo 11 Mission Overview”</p> <p>“They Remember Where They Were That Night” by Denny Gainer</p> <p>“The Flight of Apollo 11” by Kenneth F. Weaver</p>
<b>Number of Lessons in Unit</b>	19 (includes 6 Supplemental Skills Lessons)

**Introduction**

In this unit, students are introduced to the skills, practices, and routines of narrative writing by working collaboratively with their peers to examine narrative writing models, plan for their writing, and build their knowledge on the narrative writing topic. Students independently practice writing and revising and also engage in peer review to revise their work. Throughout the unit, the class will construct a Narrative Writing Checklist, which students will use to guide their drafting, review, and finalization. By the end of the unit, students will have produced fully developed narratives.

Students begin the unit by reading two model narratives, “Return to July” and a College Application Essay, exploring how each writer organizes the elements of a narrative to convey a real or imagined experience. Using the models as examples, students learn the components of effective narrative writing, focusing on the variety of techniques a writer can use to develop the elements of a narrative.

Students then analyze the prompt for this unit’s narrative writing assignment, which asks them to write a narrative retelling the moment of the first lunar landing from one of the perspectives recommended in the prompt. In order to build their knowledge on the narrative writing topic and practice the skill of gathering details to develop settings, events, and characters, students read and analyze three articles

that discuss the lunar landing mission. In addition, students view and discuss a selection of iconic photographs and listen to audio from the lunar landing mission.

After gathering details about the lunar landing mission, students begin drafting. Students focus first on drafting an introduction that engages and orients the reader. Next, students draft body paragraphs using narrative techniques to develop their experiences, events, and characters. Students then draft a conclusion before revising their entire narrative to incorporate structural techniques and ensure that they have created a coherent whole.

To continue to strengthen their drafts, students engage in peer review and teacher conferences, incorporating constructive feedback into their revisions. Finally, students learn and apply the conventions of the editing process to finalize their narratives. To close the unit, students engage in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

This unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. Teachers also have the option of implementing activities from the module’s vocabulary lesson throughout the unit to support students’ comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist.

## Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Collect and organize details from texts to support narrative writing
- Write narratives to develop real or imagined experiences or events
- Write an effective introduction to a narrative essay
- Write an effective conclusion to a narrative essay
- Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection

- Sequence events so that they build on one another to create a 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
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

## Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
None.	
CCS Standards: Writing	
<b>W.9-10.3.a-e</b>	<p><b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p><b>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</b></p> <p><b>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</b></p> <p><b>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</b></p> <p><b>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b></p> <p><b>e. Provide a conclusion that follows from and reflects on what is experienced,</b></p>

	<b>observed, or resolved over the course of the narrative.</b>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	<b>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.</b>
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CCS Standards: Speaking &amp; Listening</b>	
<b>SL.9-10.1.c, d</b>	<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>c. <b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p> <p>d. <b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b></p>

CCS Standards: Language	
<b>L.9-10.1.a, b</b>	<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>a. <b>Use parallel structure.</b></li> <li>b. <b>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></li> </ul>
<b>L.9-10.2.a-c</b>	<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>a. <b>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></li> <li>b. <b>Use a colon to introduce a list or quotation.</b></li> <li>c. <b>Spell correctly.</b></li> </ul>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	<b>W.9-10.3.a-e, W.9-10.5, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c</b>
Description of Assessment	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist.

Culminating Assessment	
Standards Assessed	<b>W.9-10.3.a-e, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c</b>
Description of Assessment	Students write a multi-paragraph narrative in response to the following prompt: <b>Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on</b>

	<p><b>the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.</b></p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“Return to July” (narrative writing model)	In this first lesson, students are introduced to narrative writing. Students examine a narrative writing model, discussing what they notice about how the writer organizes the elements of the story. Through direct instruction, students explore the components of effective narrative writing using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class’s Narrative Writing Checklist.
2	College Application Essay (narrative writing model)	In this lesson, students read a second narrative writing model and continue to analyze what makes the narrative effective. Through direct instruction, students discuss organization as well as the importance of considering the specific purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class’s Narrative Writing Checklist. The teacher then leads the whole class in the creation of a uniform checklist.
3	“Apollo 11 Mission Overview”	In this lesson, students analyze this unit’s narrative writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Students then begin to build their knowledge of the narrative writing topic by reading and analyzing the “Mission Highlights” section of the article “Apollo 11.” Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip.

Lesson	Text	Learning Outcomes/Goals
4	“The Flight of Apollo 11” by Kenneth F. Weaver	In this lesson, students continue to examine source material related to the moon landing in order to prepare for their own narrative drafts by reading and discussing the first third of the article “The Flight of Apollo 11” by Kenneth F. Weaver. In their pairs or groups, students also examine iconic photographs of the moon landing. Student learning is assessed via a Quick Write at the end of the lesson.
5	“The Flight of Apollo 11” by Kenneth F. Weaver	In this lesson, students finish reading and discussing the article “The Flight of Apollo 11” by Kenneth F. Weaver. In their pairs or groups, students continue to examine iconic photographs of the moon landing before completing a Quick Write on the sensory elements of a different photograph from the one they wrote about previously. Students are also introduced to audio and video sources to assist them in gathering material for their own narrative drafts. Student learning is assessed via a Quick Write at the end of the lesson.
6	None.	In this lesson students learn to craft an introduction that engages and orients the reader to a problem, situation, or observation; establishes a point of view; introduces characters or a narrator; and creates a smooth progression of experiences or events. Students examine effective introductions from the narrative writing models before individually drafting their own introductions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
7	None.	In this lesson, students begin to identify the use of narrative techniques to develop effective body paragraphs by examining the narrative writing models. Students then draft their own body paragraphs to practice using the narrative techniques of description and reflection to develop experiences, events, or characters. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
8	None.	In this lesson, students continue to identify the use of narrative techniques to develop effective body paragraphs by examining the narrative writing models. Students then draft their own body paragraphs to practice using the narrative techniques of pacing and dialogue to develop experiences, events, or characters. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
9	None.	In this lesson, students learn to craft a conclusion that reflects on what is experienced, observed or resolved over the course of their narrative. Students examine effective conclusions from the narrative writing models. Then, students work individually to draft conclusions for their narratives. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
10	None.	In this lesson, students learn how to strengthen their drafts by using structural techniques to sequence events so that they build on one another to create a coherent whole. Students examine effective structural techniques from the narrative writing models before individually revising their drafts. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
A	None.	In this lesson, the teacher provides direct instruction on using precise words and phrases, telling details, or sensory language to provide a vivid picture of experiences, events, settings, and characters as they develop their narrative writing. Students focus on revising their own narratives for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Working with Words.

Lesson	Text	Learning Outcomes/Goals
B	None.	In this lesson, the teacher provides direct instruction on identifying and using varied syntax or transitional words and phrases to sequence events and create a coherent whole. Students focus on revising their own narratives for varied syntax or transitional words and phrases before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Cohesion and Flow.
C	None.	In this lesson, the teacher provides direct instruction on combining sentences using semicolons and colons or splitting sentences to improve the clarity of their writing. Students focus on revising their own narratives for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Varying Sentence Length.
D	None.	In this lesson, the teacher provides direct instruction on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own narratives for using commas effectively and repairing fragments and run-ons before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Ensuring Sentence Accuracy.
E	None.	In this lesson, the teacher provides direct instruction on how to incorporate parallel structure or varied phrases into their writing. Students focus on revising their own narratives for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Adding Variety and Interest.

Lesson	Text	Learning Outcomes/Goals
F	None.	In this lesson, the teacher provides direct instruction on how to punctuate the dialogue in a narrative in order to accurately and effectively convey the experiences the dialogue develops. Students focus on revising their own narrative drafts for properly punctuated dialogue before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Punctuating Dialogue.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their narrative drafts. Students use the Narrative Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.3 Lesson 11 Peer Review Exit Slip.
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually in order to finalize their narratives.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate the narrative writing models (see page 1).
- Read and annotate source texts (see page 1).
- Review the Sensory Writing Rubric and Checklist.
- Review all unit standards.

## Materials and Resources

- Copies of narrative writing models (see page 1)
- Copies of source texts (see page 1)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Sensory Writing Rubric and Checklist