

# WR.3 NARRATIVE

## Lesson 1 Narrative Model

### Introduction

Over the course of this unit, students learn how to write narratives by working collaboratively with their peers to examine narrative writing models, plan for their writing, and build their knowledge on the narrative topic. Students will practice writing independently and engage in peer review to revise their work. By the end of the unit, each student will have written a fully developed narrative.

In this first lesson, students are introduced to narrative writing. The lesson begins with an introduction to the writing process and to annotation. Then, student pairs or small groups examine a narrative model and discuss what they notice about the way the writer organizes the elements of the story. The teacher then provides direct instruction on 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.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.

- ① Based on students' familiarity with narratives and narrative writing, this lesson may extend beyond one class period.

### Standards

Assessed Standard(s)	
SL.9-10.1.c, d	<p>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.</p> <p>c. 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.</p> <p>d. 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</p>

	presented.
<b>Addressed Standard(s)</b>	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.9.a	<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>

## Assessment

<b>Assessment(s)</b>
<p>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.</p> <p>① If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.</p>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Demonstrate participation in brainstorming for the pair's or group's Narrative Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper).</li> <li>• Record an item that is concise, specific, and actionable (e.g., Does my response develop real or imagined experiences or events?).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• sweltering (adj.) – very hot</li> <li>• punctuated (v.) – interrupted at intervals</li> <li>• relics (n.) – remaining parts or fragments</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>

- None.

#### Additional vocabulary to support English Language Learners (to provide directly)

- alleys (n.) – narrow streets or passages between buildings
- grounded (v.) – stopped (a child) from leaving the house to spend time with friends as a form of punishment
- thumbs up (n.) – a gesture in which you hold your hand out with your thumb pointed up in order to say yes, to show approval, etc.
- suburb (n.) – a town or other area where people live in houses near a larger city
- face-lift (n.) – changes made to something to make it more attractive or modern

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: SL.9-10.1.c, d, W.9-10.3, W.9-10.9.a</li> <li>• Text: “Return to July” (narrative model)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Introduction to Annotation</li> <li>3. Reading and Discussion</li> <li>4. Components of Effective Narrative Writing</li> <li>5. Group Assessment: Narrative Writing Checklist</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 35%</li> <li>4. 30%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Copies of narrative model “Return to July” for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

① Consider numbering the paragraphs of “Return to July” before the lesson.

# 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 goal of this unit. Explain that over the course of this unit, students will compose a narrative. Explain that they will participate in focused narrative writing instruction and practice, which will help them develop and strengthen the skills required to craft narratives that clearly and effectively develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Explain to students that the writing process is iterative, which means that students frequently reassess their work or their thinking in order to make it more precise. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted narrative.

Review the agenda for this lesson. In this lesson, students read a narrative model, discussing what they notice about how the writer organizes the elements of the story. Through direct instruction and discussion, students explore the components of effective narrative writing using the model as an example. Students then begin to brainstorm items for a class-wide Narrative Writing Checklist.

- Students look at the agenda.

## Activity 2: Introduction to Annotation

10%

- ❗ If students have completed WR.1 or WR.2, then this activity should be either skipped or reviewed as necessary.
- ❗ The following activity addresses the expectations of W.9-10.9.a.

Explain to students that they will mark texts throughout the unit as they read, beginning with their reading and discussion of the narrative model “Return to July.” Discuss the importance of marking the text by asking students to Think, Pair, Share about the following question:

**What are some purposes for marking the text?**

💬 Student responses may include:

Marking the text helps readers:

- Focus on and remember what they are reading by recording their thoughts about the text
- Keep track of important ideas or observations about the text
- Mark sections that are surprising or illuminating
- Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
- Keep a record of their thoughts about the text, including thoughts on content and style
- See how the writer organized his or her thoughts on a topic
- Question the text or make connections between ideas.
- Interpret the ideas in the text
- Identify specific components of effective writing (e.g., specific techniques, precise details, an engaging description, etc.) that readers may want to use in their own writing

Explain to students that marking the text, or *annotation*, is a skill for reading closely. Explain that it is important for students to include short notes or labels about their thinking along with any underlining, circling, or boxing when they annotate the text. Annotation provides an opportunity for students to keep a record of their thinking, and short notes or labels help students remember their thinking when they revisit a text. Explain to students that their annotations may focus on different elements of a text depending on the purpose of their reading. Explain that annotating the narrative models in this lesson and Lesson 2 will help them identify and analyze the components of effective narrative writing, preparing them to purposefully use these components in their own writing.

### Activity 3: Reading and Discussion

35%

Instruct students to form pairs or small groups. Distribute a copy of the narrative model “Return to July” to each student. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the narrative.

Explain to students that in this unit, they will learn new vocabulary specific to the writing process and to the texts they read. Instruct students to keep track of new vocabulary by recording it in a vocabulary journal. Students should divide the vocabulary journal into three sections, one for each of the following categories: “narrative terms,” “writing terms,” and “academic vocabulary.”

① **Differentiation Consideration:** Consider informing students that “narrative terms” refer to the words they will encounter in this unit that describe aspects of a narrative writing assignment or the

process of writing it, including “setting,” “characters,” “plot,” etc. (students encounter and define these words later in this lesson). “Writing terms” are words that refer to writing in general and may include techniques, grammatical features, and elements of writing. “Academic vocabulary” refers to the words that students may encounter in their reading and research that frequently appear in academic texts and dialogues. If students struggle to determine the appropriate category for the vocabulary provided in this lesson, consider explaining to students which words should be added to which category.

Provide students with the following definitions: *sweltering* means “very hot,” *punctuated* means “interrupted at intervals,” and *relics* means “remaining parts or fragments.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.
  - ▶ Students write the definitions of *sweltering*, *punctuated*, and *relics* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *alleys* means “narrow streets or passages between buildings,” *grounded* means “stopped (a child) from leaving the house to spend time with friends as a form of punishment,” *thumbs up* means “a gesture in which you hold your hand out with your thumb pointed up in order to say yes, to show approval, etc.,” *suburb* means “a town or other area where people live in houses near a larger city,” and *face-lift* means “changes made to something to make it more attractive or modern.”
  - ▶ Students write the definitions of *alleys*, *grounded*, *thumbs up*, *suburb*, and *face-lift* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Instruct students to read the narrative model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating insight, or surprising event.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes elements of the story as they discuss each question, remembering to include short notes or labels to record their thinking.

- ① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes elements of the story. Consider posting or projecting the volunteered annotations.

**What elements of the story does the writer introduce in the first two paragraphs?**

🗨️ Student responses should include:

- The writer introduces the setting of the story. It takes place sometime in the past during a hot night in July, since the writer establishes “[i]t was July” (par. 1).
- The writer introduces the first-person point of view of the narrator by writing “I had been working” (par. 1).
- The writer introduces a few of the characters. The narrator worked in an ice cream shop owned by the narrator’s father at that time. The narrator’s mother was sick, and she asked the narrator to bring her “hot soup” (par. 1).
- The writer introduces the main problem in the story: the narrator “took something that didn’t belong to [the narrator]” (par. 2).

① **Differentiation Consideration:** If students struggle to identify the information in the first paragraph as the setting, characters, point of view, and problem, explain to students that the elements of a story include the setting, characters, plot, point of view, and the problem, situation, or observation.

**How does the reader learn about the narrator? Give at least one example from the model.**

🗨️ The reader learns about the narrator’s character from the narrator’s first-person point of view, remembering himself or herself as a “well known and well liked” person (par. 3). The narrator gives examples of his or her typical actions, which demonstrate the narrator’s character to the reader. For example, the narrator remembers himself or herself as the kind of “kid who shoveled sidewalk snow without any bribing” (par. 3).

**How does the reader know that the act of stealing the figurine was significant to the narrator?**

🗨️ Student responses may include:

The reader knows that stealing the cat figurine was an important moment for the narrator because:

- The first time the narrator mentions the act of stealing, the narrator expresses the fact in a single sentence: “It was the night I took something that didn’t belong to me” (par. 2). Expressing this information in a single sentence in its own paragraph indicates that this moment is significant to the narrator.
- The narrator described himself or herself as the kind of person who would “never [get] into any trouble” (par. 3).
- Mr. Liu was not a stranger to the narrator or someone the narrator did not like. The narrator remembered eating “there at least twice a week” and always receiving “a cheerful pat on [the] back” (par. 4) after trying to say a few words in Chinese.
- The narrator admits that the day he or she stole the figurine, he or she never went back to the restaurant, even though it was the “family’s favorite nearby restaurant” (par. 5).

**Describe the experience or event that the writer develops throughout the narrative. How does the writer establish the period of time over which the events take place?**

- The writer develops the experience of the narrator stealing something from a Chinese restaurant and then returning the stolen object many years later. Towards the end of the piece, the narrator says that he or she is back in the neighborhood after “twenty years” (par. 6). This detail and the past tense the narrator uses in the beginning of the story makes it clear that the narrator is telling a story through a flashback to an event in the past. The narrator is remembering stealing a figurine many years ago as he or she enters the store to return it in the present moment.

Lead a brief whole-class discussion of student responses.

## Activity 4: Components of Effective Narrative Writing

**30%**

- ① The following activity addresses the expectations of W.9-10.3.

Remind students that in this unit, they learn how to plan, draft, and revise their own narratives. Instruct students to Turn-and-Talk about the following question:

**Considering what you have written in the past and your exploration of the model in this lesson, how would you describe a narrative?**

- A narrative is a story about an experience or set of events. A narrative can tell a story about a real or imagined experience or event.
- ① **Differentiation Consideration:** If students struggle to describe a narrative, consider conducting the following activity: Instruct students to brainstorm a list of narratives that they have read recently. Then ask students to identify and explain the qualities that these narratives have in common.

Explain to students that a narrative develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured event sequences. The elements of a narrative include setting, characters, plot, point of view, and problems, situations, or observations.

Post or project the questions below. Remind students to draw on their work with the model in this lesson as well as their previous experiences with narrative writing. Instruct students to Turn-and-Talk about the following questions:

**What techniques can a writer use to develop the elements of a narrative? Define each technique.**

- Student responses should include:

Writers can use:



- Dialogue, which refers to the “lines spoken by characters in drama or fiction; conversation between two or more characters”
- Pacing, which refers to the “how the author handles the passage of time in a narrative, moving through events either more quickly or slowly to serve the purpose of the text”
- Description, which refers to “a statement that tells you how something or someone looks or sounds”
- Reflection, which refers to the “consideration of a subject, idea, or past event”
- Multiple plot lines, which refers to the “different plots of a literary text”

① **Differentiation Consideration:** If students struggle to identify and describe narrative techniques, encourage them to revisit their answers to the questions in the Reading and Discussion activity, focusing on what the writer does to communicate specific information to the reader.

① Consider posting or projecting the definition of each technique.

**What is the primary technique the writer uses to convey the setting in the model? Give an example that demonstrates the writer’s use of this technique.**

- 💬 The writer primarily uses description to convey the setting in the model. When the narrator returns to the “old neighborhood” (par. 6), the narrator describes the blocks between the apartment in which she or he grew up and the ice cream shop as being “punctuated by newer, cleaner apartment buildings full of younger, wealthier families” (par. 7), which gives the reader a sense of what the setting looks like.

**Identify and explain an example of a technique the writer uses to develop the narrator’s character in the model.**

- 💬 Student responses may include:
  - The writer develops the narrator’s character through description. The narrator tells the reader that the narrator was “well known and well liked” and “as good a kid as parents could want” (par. 3).
  - The writer develops the narrator’s character by using reflection. The narrator thinks about his or her actions as a child, remembering that she or he “visited old people in the neighborhood because [she or he] genuinely liked their company and their stories” (par. 3).

**Describe how the writer uses pacing to develop the importance of the event of stealing the figurine.**

- 💬 Student responses may include:
  - In the second paragraph, the writer tells the reader that the narrator stole something that night, but then the writer gives a lot of detail about the narrator’s character and the

narrator’s relationship with the restaurant and Mr. Liu before describing the actual event of stealing the object. This pacing emphasizes the importance of the event, because it creates suspense.

- Then, the writer jumps ahead 20 years to describe the day the narrator returns to the restaurant. This sudden shift in pacing also highlights the importance of the event, because the writer skips over 20 years’ worth of information to return to the event.

Explain to students that in narrative writing, a writer uses a variety of narrative techniques to develop the content of a story and create an engaging and nuanced experience for the reader. A writer may use multiple techniques simultaneously depending on the writer’s purpose. On the other hand, effective narratives do not necessarily use all of these techniques in every section of a narrative; rather, effective writers use techniques in order to appropriately develop their settings, characters, and plots.

- ① Students will learn how to use these narrative techniques to develop their own narratives in Lessons 7 and 8.

## Activity 5: Group Assessment: Narrative Writing Checklist

**15%**

- ① The following activity addresses the expectations of W.9-10.3.

Explain that in this unit, students will work together as a class to build the elements of a Narrative Writing Checklist. As students learn more about narrative writing, they will continue adding items to the class’s Narrative Writing Checklist. Students will use this checklist as a guide while drafting, revising, and finalizing their narratives. In this lesson, students begin brainstorming ideas for items for the checklist. In the next lesson, the class will come to a consensus on what items to begin adding to the Narrative Writing Checklist.

Explain that the Narrative Writing Checklist is structured with yes-or-no questions that begin with “Does my response...” Items on the checklist should be concise, specific, and actionable. Post or project the following examples:

- **Example 1:** Does my response express to the reader what my real or imagined experience or event is about?
- **Example 2:** Does my response develop real or imagined experiences or events?

Explain that the first example is too long and unclear. The phrase “what my real or imagined experience or event is about” can be communicated with fewer words. The phrase “express to the reader” is not actionable, because it is not clear what the student should do to fulfill this item. The second example is precise and tells the student exactly what he or she needs to do to be able to check this item off the list.

Explain that the assessment for this lesson requires students first to individually brainstorm items that they believe should be included on the class's Narrative Writing Checklist and then collaborate in pairs or small groups to record their items on a piece of chart paper that will remain in the classroom for the next lesson. Remind students to use this lesson's discussions about the model and the components of effective narrative writing (i.e., narrative terms) to inform their thinking as they brainstorm items.

Instruct students to individually brainstorm items for the class's Narrative Writing Checklist using a piece of paper to record their ideas.

- ▶ Students individually brainstorm items for the class's Narrative Writing Checklist.

Instruct students to form pairs or small groups to discuss their individual ideas and decide what items to add to their chart paper. Remind students to focus on developing checklist items that directly address the components of effective narrative writing.

- ▶ Students work in pairs or small groups to discuss and decide on items appropriate for the class's Narrative Writing Checklist. Each student records an item on the chart paper.

🗨 Student responses may include:

- Develop real or imagined experiences or events?
- Establish a point of view?
- Include settings, characters, and plots that develop the experiences or events?
- Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?

① Chart paper is not necessary for this activity. Groups may brainstorm on loose leaf paper. If students use loose leaf paper, consider collecting each group's list at the end of the activity in order to re-distribute them to each group again in the next lesson.

① If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

**What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.**

- ▶ Students follow along.

## Homework

Respond briefly in writing to the following question:

**What might have been the prompt for the narrative model “Return to July”? Give three reasons to support your answer.**