

WR.3
NARRATIVE

Lesson 2 Narrative Model

Introduction

In this lesson, students examine a second narrative model and continue discussing what makes a narrative effective, focusing in particular on organization and purpose. 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 whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the model College Application Essay? Give three reasons to support your answer. Students also read the “Mission Objective” section of the text “Apollo 11 Mission Overview,” boxing any unfamiliar words and looking up their definitions.

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 presented.</p>
Addressed Standard(s)	
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.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>
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Assessment

Assessment(s)
<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 or group’s chart paper.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • 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). • Record an item that is concise, specific, and actionable (e.g., Does my response use time as the underlying structure of the narrative?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • aficionado (n.) – fan, enthusiast • meticulously (adv.) – acting in a precise, thorough way • entrepreneur (n.) – a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk • unscrupulous (adj.) – not honest or fair • arduous (adj.) – very difficult • surmount (v.) – deal with (a problem or a difficult situation) successfully

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • motif (n.) – something (such as an important idea or subject) that is repeated throughout a book, story, etc. • slinging (v.) – throwing (something) with a forceful sweeping motion • savvy (adj.) – having practical understanding or knowledge of something • conned (v.) – deceived or tricked (someone)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: SL.9-10.1.c, d, W.9-10.3, W.9-10.9.b • Text: College Application Essay (narrative model) <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Components of Effective Narrative Writing 5. Group Assessment: Narrative Writing Checklist 6. Class Discussion of Narrative Writing Checklist 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 25% 4. 20% 5. 10% 6. 15% 7. 10%

Materials

- Copies of narrative model College Application Essay for each student
- Student chart papers from WR.3 Lesson 1
- Markers of various colors (optional)
- Copies of the Narrative Writing Checklist Template for each student
- Copies of “Apollo 11 Mission Overview” for each student

- ① Consider numbering the paragraphs of the College Application Essay and “Apollo 11 Mission Overview” 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.
	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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students read a narrative model, discussing what makes the narrative effective. Through instruction and discussion, students explore the components of successful narrative writing, focusing on organization and purpose. Students then continue to brainstorm items for a class-wide Narrative Writing Checklist before coming together as a whole class to create a uniform checklist. In closing, students briefly consider the purpose of annotating the texts in this unit.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (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.)

Instruct students to form pairs or small groups to discuss their responses.

- ☞ Student responses may include:
 - The prompt may have been to develop a real or imagined experience in which a character demonstrates growth.
 - This may have been the prompt, because the narrator steals an object from a Chinese restaurant when he or she was a child, and at that time, the narrator cannot face his or her

wrongdoing. At the end of the narrative, the narrator returns to the restaurant 20 years later and gives the stolen object back to the restaurant owner. This final action demonstrates that the character matured between the beginning of the narrative and the end.

Display the actual prompt for the model “Return to July”:

- Write a narrative to develop a real or imagined experience or event of a character growing, changing, or learning a lesson.

Lead a brief whole-class discussion on whether or not “Return to July” fulfilled the prompt.

Activity 3: Reading and Discussion

25%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the narrative model College Application Essay to each student. Inform students that this narrative was written as part of a college application. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the narrative.

① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definitions: *aficionado* means “fan, enthusiast,” *meticulously* means “acting in a precise, thorough way,” *entrepreneur* means “a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk,” *unscrupulous* means “not honest or fair,” *arduous* means “very difficult,” and *surmount* means “deal with (a problem or a difficult situation) successfully.”

- 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 *aficionado*, *meticulously*, *entrepreneur*, *unscrupulous*, *arduous*, and *surmount* 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: *motif* means “something (such as an important idea or subject) that is repeated throughout a book, story, etc.,” *slinging* means “throwing (something) with a forceful sweeping motion,” *savvy* means “having practical understanding or knowledge of something,” and *conned* means “deceived or tricked (someone).”
- ▶ Students write the definitions of *motif*, *slinging*, *savvy*, and *conned* on their copies of the text or in the appropriate section of their vocabulary journals.

① The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the 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.

Describe the main experience or event that the writer develops throughout the narrative.

☛ The main experience that the writer develops is the way shoes have influenced his life.

① Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as “he.”

① Consider informing students that in this essay, the writer and the narrator are the same person.

Identify and describe the elements of a narrative in this model.

☛ Student responses should include:

- The writer uses the first-person point of view, establishing himself as the narrator when he begins with “If my life” (par. 1).
- The main observation is that “[s]hoes have made a huge impact on [the narrator’s] life in ways varied and unexpected” (par. 1).
- The main character in the model is the narrator, though other characters include the narrator’s father and mother.
- There are multiple settings in the model, including the narrator’s bedroom and the community pool snack bar. The narrative takes place in the past over part of the narrator’s life.
- The plot of the model is that the narrator learned about shoes at an early age from his father and then got a summer job in order to build a shoe collection. The narrator then starts his own business selling shoes, and through the experience of buying and selling shoes, he becomes interested in a nonprofit that provides “used shoes for people in need around the world” (par. 5). At the end, the reader understands that narrator is a passionate and accomplished person.

What does the reader learn about the characters from the dialogue? How does the technique of using dialogue develop an element of the narrative?

- The reader learns that the narrator was presented with a choice. The narrator’s mother tells the narrator that she and the narrator’s father ““have decided that unless you would like to eat shoes, you will have to get a job”” (par. 2), which causes the narrator to reply ““I see your point”” (par. 3) and get a summer job at the community pool. This job allows the narrator to earn enough money to build his shoe collection, which allows him to start his own business. The writer uses the dialogue to advance the plot by creating a chain of cause and effect.

Considering the model is a college application essay, what is the writer’s purpose?

- Because the model is a college application essay, the writer’s purpose is to convince the people reviewing his application to accept him into college.

Describe how the writer sequences events in the narrative. How does this sequence support his purpose?

- The writer sequences events chronologically throughout the narrative. Each event builds upon the previous one to develop the narrator’s (writer’s) deepening experience with shoes and to highlight the narrator’s abilities. By the end, the events together create a whole that provides a positive picture of the narrator’s passion and skills, which he thinks will help him get into college.
- ① **Differentiation Consideration:** If students struggle to explain how the writer supports his purpose, consider asking the following scaffolding questions:

What does the reader learn about the narrator’s character? Explain an example of a narrative technique that the writer uses to develop the narrator’s character.

- Student responses may include:
 - The writer uses the narrative technique of description to develop the narrator’s character. By describing his summer job “standing over a deep fryer slinging fries and onion rings” (par. 4), the reader learns that the narrator is hard working and dedicated.
 - Through the narrative technique of reflection, the reader discovers that the narrator has “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” (par. 5). This use of reflection develops the narrator’s character as someone who is thoughtful and caring.

How does the writer’s development of the narrator’s character support his purpose?

- By developing the narrator’s (writer’s) positive qualities, the writer demonstrates why he is a strong college applicant. Developing the narrator’s character this way supports his purpose to convince the people reading his application that he should be admitted to college.

Is the narrative logical, well-organized, and easy to understand? Why or why not?

Student responses may include:

- The writer organizes his narrative chronologically, which makes the narrative easy to understand.
- The narrative is logical and well-organized, because the writer makes clear connections between each event. It is clear that the money he earned from his job at the pool allowed him to increase his stock of shoes, which encouraged him to start his own business online, which “fueled [his] decision to major in business” (par. 4).

① Differentiation Consideration: If necessary, inform students that *coherence* means “being logical, well organized, and easy to understand.”

- Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Narrative Writing

20%

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

Explain to students that, as they have seen in the narrative models from this lesson and the previous lesson, there are several different forms of narrative writing. In some forms of narrative writing, like the model College Application Essay, the elements of a narrative may be difficult to discern and some of the techniques of narrative writing may not be readily apparent. Explain to students that despite the wide variety of narrative writing forms, all narratives convey experiences or events that happen over a period of time.

① For clarity, it may be helpful to contrast narrative writing with argument or informational writing. In argument and informational writing, a writer examines an issue at a single point in time. Although a writer may support an argument or informative paper with evidence from different time periods, the passage of time does not provide the organizing structure. For example, an informative paper that describes the effects of the Great Depression may give evidence from both the beginning and end of the Great Depression, but the response is organized by subtopics and evidence rather than a sequence of events that develops a story.

Instruct students to Think, Pair, Share on the following question:

Describe how the writer of the model College Application Essay sequences the events he describes in the essay. How does this compare to the model “Return to July” in the previous lesson?

🗨 Student responses should include:

- The writer describes his experience of how shoes influenced his development over a period of time, specifically “[his] life to date” (par. 1). The writer uses the passage of time to organize the events of the narrative.
- The writer sequences the events in chronological order. There is a beginning, when the writer first becomes interested in shoes; there is a middle, when the writer gets a summer job and then starts his own business; and there is an end, when the writer “unite[s] [his] shoe passion with [his] mission to contribute positively to the world around [him]” (par. 5) and looks forward to a future in college.
- In “Return to July,” the narrator is looking back on an event that happened “twenty years” ago (par. 6), and then switches to the present tense to describe what is happening as he or she returns the stolen item.

Lead a brief whole-class discussion of student responses.

Remind students that that the overall purpose of writing a narrative is to develop real or imagined experiences or events. Explain to students that beyond this overall purpose, narrative writers also have a more specific purpose.

Provide students with the following definition: *purpose* means “an author’s reason for writing.”

- ▶ Students write the definition of *purpose* in the appropriate section of their vocabulary journals.

Instruct students to Think, Pair, Share on the following question:

Compare the writer’s specific purpose in the model College Application Essay to the writer’s specific purpose in the model “Return to July.”

- 🗨 The writer’s purpose in the model College Application Essay is to attempt to persuade the people reviewing the application that the writer should be admitted to the college. The writer’s purpose in the “Return to July” model is less clear, though it seems that the purpose of the narrative is to inform or entertain, since the experience was either real or imagined.

Lead a brief whole-class discussion of student responses. Explain to students that narratives can be written to fulfill many different purposes, including informing, instructing, entertaining, persuading an audience, or making them think. Different narratives are intended to serve different purposes, so

understanding who the audience is can help writers develop their narratives with appropriate language and content. .

Activity 5: Group Assessment: Narrative Writing Checklist

10%

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

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class’s Narrative Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson’s discussions about the narrative model and the components of effective narrative writing to inform their brainstorming. Explain to students that at the end of this activity, the whole class will discuss each other’s checklists to come to a consensus on which items should be included on the class’s Narrative Writing Checklist.

- ▶ Students work in pairs or small groups to brainstorm, 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:

- Use the passage of time to structure the narrative?

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

Activity 6: Class Discussion of Narrative Writing Checklist

15%

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

Distribute a copy of the Narrative Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Narrative Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to their checklists. Students write the item below the appropriate category, “Does my response...” In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

- ▶ Students examine the Narrative Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

🗨 Student responses may include:

- “Coherence, Organization, and Style” means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
- “Control of Conventions” means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

① **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meaning of *coherence* during the Reading and Discussion activity in this lesson.

- *Style* is how the writer expresses content.
- *Organization* means being arranged or planned in a particular way.
- *Conventions* include grammar, usage, capitalization, punctuation, and spelling.
- ▶ Students write the definitions of *style*, *organization*, and *conventions* in the appropriate section of their vocabulary journals.

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class’s list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class’s Narrative Writing Checklist.

① **Differentiation Consideration:** If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining to students which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 6–12.

- ▶ In turn, student pairs or groups offer suggestions for which items should be added to the class’s Narrative Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items on to their own Narrative Writing Checklist Templates.
- ① If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add additional items in future lessons.
- ① Consider displaying an up-to-date copy of the Narrative Writing Checklist in every class.

Activity 7: Closing

10%

Inform students that in this unit they will write a narrative about the first lunar landing, when American astronauts first landed and walked on the moon. Explain to students that in order to build their knowledge on the narrative topic and collect details to develop their events, settings, and characters, they will read several texts that relate to the topic of the prompt. Inform students that they should annotate the texts as they read. Discuss the purpose of annotating texts by asking the following question:

Why might annotating the texts in this unit be useful?

☞ Student responses may include:

Annotating these texts helps students:

- Understand the details of the information presented in each piece
- Focus on the information they need to build their knowledge on the narrative topic
- Record their thinking on the narrative topic, like how they might develop characters or describe settings
- Keep track of the information and details they may want to include when they write their own narratives

Explain to students that annotating the texts in this unit will help them analyze the narrative topic and prepare for writing their own narratives. Annotating the texts will help students see patterns in their notes on the topic and guide them in determining what to write and how to organize their writing.

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 model College Application Essay? Give three reasons to support your answer.

Additionally, instruct students to read the “Mission Objective” section of the text “Apollo 11 Mission Overview” (from “The primary objective of Apollo 11” to “emerged in a trans-Earth return trajectory”). Also, instruct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

- ▶ Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the model College Application Essay? Give three reasons to support your answer.

Additionally, read the “Mission Objective” section of the text “Apollo 11 Mission Overview” (from “The primary objective of Apollo 11” to “emerged in a trans-Earth return trajectory”). Also, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Control of Conventions Does my response...	Drafting ✓	Finalization ✓
	<input type="checkbox"/>	<input type="checkbox"/>

Model Narrative Writing Checklist

Name:		Class:		Date:	
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Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style	Drafting	Finalization
Does my response...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop real or imagined experiences or events?*	<input type="checkbox"/>	<input type="checkbox"/>
Establish a point of view?*	<input type="checkbox"/>	<input type="checkbox"/>
Include settings, characters, and plots that develop the experiences or events?*	<input type="checkbox"/>	<input type="checkbox"/>
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?*	<input type="checkbox"/>	<input type="checkbox"/>
Use the passage of time to structure the narrative?*	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions	Drafting	Finalization
Does my response...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.