

WR.3
NARRATIVE

Lesson 6 Drafting: Introduction

Introduction

In this lesson, students begin drafting their narratives, learning to craft an introduction that engages and orients the reader to their narrative. Students begin by examining the introductions of the two narrative models in Lessons 1 and 2 and discussing the components that make these introductions effective. Students then work individually to draft introductions for their own narratives. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students review and revise their introductions, focusing on how their introduction engages and orients the reader, establishes a point of view, introduces characters or a narrator, and creates a smooth progression of experiences or events. Students attempt 2–3 different ways of opening their narratives and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.3.a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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.
W.9-10.5	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.
Addressed Standard(s)	
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.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Engage and orient the reader to a problem, situation, or observation (e.g., This afternoon I was at the grocery store on Peterson Street.). Establish one or more points of view and/or characters (e.g., My wife and I were having a few friends over for dinner and I was assigned the task of picking up the chicken and tomatoes on my way back from my doctor’s appointment.). Create a smooth progression of experiences or events (e.g., The cashier in my checkout line was a middle-aged woman who greeted every shopper with a warm smile and a question about how the day was going. I told her that everything was fine with me and handed over my credit card to pay for the items.). <p>❶ The above responses are taken from the introduction of the model narrative in Lesson 10. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for these responses.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Texts:</p> <ul style="list-style-type: none"> Standards: W.9-10.3.a, W.9-10.5, W.9-10.6 Texts: “Return to July” and College Application Essay (narrative models) <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Effective Introductions Drafting an Introduction Closing 	<ol style="list-style-type: none"> 5% 15% 30% 45% 5%

Materials

- Student copies of the narrative models “Return to July” and College Application Essay (refer to WR.3 Lessons 1 and 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 2 Model Narrative Writing Checklist)

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.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to draft an effective introduction for their narratives, focusing on engaging and orienting the reader by establishing a problem, situation, or observation; establishing a point of view; introducing characters or a narrator; and creating a smooth progression of experiences or events. Students first examine the introductions of the two narrative models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective introduction. Then students draft their own introductions for their narratives.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Listen to the audio and/or watch the video, and record at least two important or interesting pieces of dialogue or action as well as why you think these examples are interesting.)

Instruct students to form pairs or small groups to share their notes on the audio and/or video. Instruct students to discuss how the interesting pieces of dialogue or action from the audio and/or video could contribute to a rich narrative.

🗨️ Student responses may include:

- The military conversation style that is used in the command center audio was very interesting. I think it will help to lend authenticity to my narrative if I use the terms and style that they used in that recording.
- The video footage of the astronauts in those huge spacesuits was very interesting. I think my narrative could be very compelling if it includes details like how difficult it was to move in the spacesuits.

Lead a brief whole-class discussion of student responses.

① Students will be held accountable for the second part of their homework in Activity 4: Drafting an Introduction.

Activity 3: Writing Instruction: Effective Introductions

30%

Post or project the following introductions from the narrative models in Lessons 1 and 2. Instruct students to take out their copies of the narrative models for this activity.

“Return to July,” paragraph 1:

It was July. One of those nights when you can almost smell the heat. The moon was low enough to shine down on back alleys and shortcuts. I had been working at my dad’s ice cream shop that summer, but what started as long day shifts turned into evening and night shifts. Everyone wanted ice cream. This particular night, I finished work and headed home, with strict orders from my mom, sick in bed. This sweltering July night, my mother had a cold and wanted hot soup.

College Application Essay, paragraph 1:

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father’s footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in each introduction?

- Student responses may include the following:
 - The first model evokes a specific place and time. The details about it being so hot that you could smell the heat and that the moon was shining down through the back alleys draw the reader into the narrative by painting a picture of the setting in an effective way. The writer uses sensory information to communicate a place and time, which allows the reader to become more involved in the story. The specific details make the description seem more real.
 - The second model presents a compelling character that intrigues the reader. The writer establishes the narrator as someone with a deep passion for footwear and explains that shoes have impacted many aspects of his life. This singular interest is an interesting window into the character of the narrator, which intrigues the reader. The writer then ends the introduction with the statement that his relationship with shoes goes even deeper than stated in this first paragraph. This engages the reader’s interest as the narrator promises to reveal more information about his relationship with shoes in the rest of the narrative.

Instruct students to form pairs or small groups to look more closely at the techniques writers use to make their introductions interesting and engaging.

Post or project the following questions for students to discuss. Instruct students to make new annotations on how each writer uses narrative techniques to develop the narrative elements in each introduction.

What narrative elements are present in these introductions? How do these elements engage and orient the reader to each narrative?

- Student responses may include:
 - Both models introduce a narrator and establish some information about his or her point of view. In the first model, the narrator is old enough to work at an ice cream stand, but young enough to still live at home (so likely a teen). In the second model, the reader learns that the narrator is passionate about shoes. These details serve to interest the reader in the narrators and orient the reader to the narrator’s character.
 - The models also introduce other characters (parents). In the first model, the reader learns that the father owns an ice cream shop and the mother is sick. In the second model, the reader learns that the father is the CEO of an athletic shoe company and a designer of athletic shoes. These details serve to create a fuller picture of each narrator’s life and character for the reader, which makes each narrator a more understandable and interesting character.

- In the first model, the writer also introduces the setting: a hot night in July in an area with shops and “back alleys” (par. 1). Establishing the setting helps orient the reader in the story because the reader can begin to imagine where and when the story takes place.
- Both models establish a problem, observation, or situation and begin to create a sequence of events or experiences. In the first model, the narrator has just finished work and is going to get soup for his or her sick mother on the way home. In the second model, the narrator introduces his observation about shoes: how they have “shaped [his] college and career plans” and made a “deep[]” impact on his life (par. 1). Establishing the topic or situation of the narrative helps orient and engage the reader, because the reader has a sense of what is happening and can anticipate events that may come.

What narrative techniques do the writers use in these introductions? How do these techniques engage and orient the reader to the narrative?

🗨 Student responses may include:

- The writer of the first model includes vivid descriptions: “One of those nights when you can almost smell the heat” and “The moon was low enough to shine down on back alleys and shortcuts” (par. 1). These descriptions not only orient the reader to the setting (hot summer night in a suburban or urban neighborhood), but the sensory details (“smell the heat” and moon shining down) create images in the reader’s mind that engage the reader with the beauty of the narrative.
- The writer of the first model also uses pacing to engage the reader. The paragraph begins with three short sentences or phrases and then one long sentence. The short sentences are quick and easy to read, so the reader is engaged and oriented to the setting and character details quickly and easily.
- The writer of the second model uses reflection to engage and orient the reader. The writer establishes a reflective tone in the first sentence: “If my life to date were a novel,” which indicates to the reader that the narrator will reflect on his life to date. The writer continues this reflective tone in the first paragraph with words and phrases like “impact,” “family trait,” “following in my father’s footsteps,” and “shaped my college and career plans,” which show that the narrator will reflect on his life. These reflections orient the reader to the topic: a reflection on the narrator’s life with shoes.

① If necessary, remind students of the work they did in Lessons 1 and 2 with narrative elements (i.e., setting, characters, plot, point of view, and problem, situation, or observation) and narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines).

Lead a brief whole-class discussion of student responses.

Explain that there are different methods for creating an interesting introduction. Regardless of approach, an effective introduction engages the reader by establishing a problem, situation, or observation that attracts the reader’s interest. By providing the reader with the situation or problem in the first paragraph, the writer can engage the reader in the text. An effective introduction also establishes a point of view and introduces a narrator and/or characters. By orienting the reader to the situation or problem and introducing the integral elements of a narrative, the writer can ensure that the reader is not confused at the beginning of the narrative. Once the introduction engages and orients the reader, the writer can begin to create a smooth sequence of events or experiences.

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

How are the narrators’ voices in these models different from each other? Use examples from the texts to show how they differ.

🗨 Student responses may include:

- The narrator’s voice in the first model is more descriptive and casual than the narrator’s voice in the second model. For example, the narrator in the first model describes the moon as “low enough to shine down on back alleys and shortcuts” (par. 1), which creates a vivid image of the setting in the reader’s mind. Also, the narrator in the first model uses incomplete sentences, which is more casual: “One of those nights when you can almost smell the heat” (par. 1).
- The narrator’s voice in the second model is more academic and formal. In the first paragraph, he uses words and phrases like “motif,” “varied and unexpected,” and “aficionado,” which suggest a more academic, less casual voice.

① **Differentiation Consideration:** If students struggle with this question, provide the following definition: *voice* is “the combination of an author’s stylistic choices in a text, including point of view and the use of language and syntax.”

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

Explain to students that a narrative introduction often establishes the narrator’s voice. When writing their own narratives, students should consider who the narrator is and how he or she would tell the story. Inform students that the writer’s understanding of the narrator’s qualities, origin, and goals serves to develop the narrator’s voice. A narrator who is a college history professor lecturing to a class would tell a story in a different way than an 11-year-old boy at a campfire. A distinct narrator’s voice engages and orients the reader by introducing the narrator as a realistic character the readers can relate to or understand.

① Students learn more about developing character voice in Lesson 8.

① If the class has read or is reading other narratives, consider instructing students to read the introductions and answer the above questions for those narratives. Consider using any of the

following narratives according to the students’ previous or current reading experiences: paragraph 1 of “The Tell-Tale Heart”; paragraph 1, page 225 of “St. Lucy’s Home for Girls Raised by Wolves”; section 1, paragraph 1 of “Death of a Pig”; or paragraph 1, page 1 of *The Immortal Life of Henrietta Lacks*.

Instruct students to take out their copies of the Narrative Writing Checklist.

① Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

🗨 Student responses will vary but should include points that address the following:

- Have an introduction that engages and orients the reader by setting out a problem, situation, or observation? This item belongs in the Coherence, Organization, and Style category, because an engaging introduction that orients the reader is essential to the coherence and organization of the narrative.
- Have an introduction that establishes a narrator and/or characters? This item belongs in the Coherence, Organization, and Style category, because clarifying the identity of a narrator and/or characters is crucial to the coherence of the narrative.
- Have an introduction that builds a smooth progression of experiences or events? This item belongs in the Coherence, Organization, and Style category, because creating a smooth progression of events helps make a narrative well organized and easy to understand.

① Students likely added the item “Establish a point of view?” to the Coherence, Organization, and Style category of the Narrative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Drafting an Introduction

45%

Explain that in this activity, students draft an introduction paragraph for their narrative, paying specific attention to engaging and orienting the reader by setting out a problem, situation, or observation; establishing point of view, a narrator, and/or characters; and beginning to build a smooth progression of experiences or events. Also, remind students to consider how best to establish the narrator’s voice. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while drafting the introduction. Explain to students that they will elaborate on the events of the narrative in additional body paragraphs later, and should focus in the introduction on capturing the readers’ attention and presenting a problem, situation, or observation and establishing the narrator and/or characters.

- ① Consider explaining to students that a narrative introduction differs from the introduction of an argument or an informative paper. In a narrative, the introduction is the beginning of the story and may take the form of one or several paragraphs. Additional techniques such as dialogue and flashback can also be used to introduce the story to the reader.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Narrative Writing Checklist. After drafting an introduction, students review their introductions alongside the Narrative Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next four lessons as well, assessing each part of their narrative drafts with annotations according to the relevant Narrative Writing Checklist items.

- ▶ Students follow along.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting an introduction?

- 🗣 Student responses should include:
- Establish a point of view?
 - Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?
 - Have an introduction that establishes a narrator and/or characters?
 - Have an introduction that builds a smooth progression of experiences or events?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ▶ Students independently draft an introduction for their narrative.

🗨 See the High Performance Response at the beginning of this lesson.

- ① **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.
- ① The process of writing a narrative involves drafting, annotating, peer reviewing, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

After students finish drafting, instruct students to annotate their drafts for elements of the Narrative Writing Checklist that appear in their introductions. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Narrative Writing Checklist.

- ▶ Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their introductions.
- ① Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the draft introduction should not be collected unless teachers need to assess students' abilities to write an introduction and students are unable to use the online writing community.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage and orient the reader to a problem, situation, or observation; establish a point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. Instruct students to attempt 2–3 different ways of opening their narratives and prepare to share their attempts with peers.

- ▶ Students follow along.

- ① If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged and oriented the reader, established a point of view, introduced characters or a narrator, and created a smooth progression of experiences or events.
- ① Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Review and revise your introduction, paying close attention to how effectively you engage and orient the reader to a problem, situation, or observation; establish a point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. Attempt 2–3 different ways of opening your narrative and prepare to share your attempts with peers.

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...	✓	✓
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"/>
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?*	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes a narrator and/or characters?*	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that builds a smooth progression of experiences or events?*	<input type="checkbox"/>	<input type="checkbox"/>
Control of Conventions	Drafting	Finalization
Does my response...	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.