

## WR.3 NARRATIVE

# Lesson 7 Drafting: Narrative Body Paragraphs

## Introduction

In this lesson, students begin drafting the body paragraphs of their narratives by focusing on incorporating the narrative techniques of description and reflection. Students begin by examining body paragraphs from the two narrative models in Lessons 1 and 2, discussing how the writers use description and reflection to develop experiences, events, or characters within each narrative. Students then begin drafting the body of their own narratives, building on the work done on their introductions in Lesson 6. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on using description and reflection to develop their narratives. Students attempt 2–3 different ways of incorporating description and reflection into their body paragraphs, and prepare to share their attempts with peers.

## Standards

Assessed Standard(s)	
W.9-10.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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"> <li>• Use description to develop characters, experiences, or events (e.g., I could hear the whoops and shouts from Mission Control over the headset. We were on the moon, but there wasn't much time to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.).</li> <li>• Use reflection to develop characters, experiences, or events (e.g., Every time someone asks me about what it felt like to walk on the moon, I'm transported back to that moment that so many people watched, but I was lucky enough to live. I have given different answers to the question depending on the situation, but this time, I said only one word to the cashier.).</li> </ul> <p>① The above responses are taken from paragraphs 16 and 11, respectively, 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 and for more examples.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Texts:</b> <ul style="list-style-type: none"> <li>• Standards: W.9-10.3.b, W.9-10.5, W.9-10.6</li> <li>• Texts: "Return to July" and College Application Essay (narrative models)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Writing Instruction: Description and Reflection</li> <li>4. Drafting Narrative Body Paragraphs</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 30%</li> <li>4. 45%</li> <li>5. 5%</li> </ol>

## 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 6 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to use the narrative techniques of description and reflection to develop characters, experiences, and events in the body paragraphs of their narratives. First, students examine body paragraphs from the two narrative models from Lessons 1 and 2 to improve their understanding of the use of description and reflection within each narrative. Students then draft body paragraphs to include description and reflection. Students draft additional body paragraphs for homework and during future lessons as necessary.

- Students look at the agenda.

### Activity 2: Homework Accountability

15%

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

Explain that in this activity and throughout the unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Constructive criticism helps students share advice with their peers in a positive and academic manner.

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

① **Differentiation Consideration:** To support students’ understanding of constructive criticism, consider asking the following question:

**What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?**

💬 Student responses may include:

- “This could be stronger if you add ...”
- “If you move this paragraph and this paragraph, it would ...”
- “This might make more sense if you explain ...”
- “Instead of this word, why not use ...?”

Instruct students to form peer review pairs or small groups. Instruct students to take turns sharing the different ways they attempted to open their narratives. Instruct peers to comment on which way of opening the narrative engages the reader most effectively and why.

- ▶ Students share their different openings and peers offer constructive criticism on which openings are most effective and why.

① 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.

Ask for student volunteers to share their revised introductions as well as peer feedback on their different openings.

### Activity 3: Writing Instruction: Description and Reflection

30%

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

“Return to July,” paragraph 5:

That hot July night, Liu’s China Garden was empty. While Mr. Liu set off to get mom’s soup order together, I waited at the counter with a few sweaty, crumpled ones I’d gotten from dad’s tip jar. I watched the fortune cat with the big eyes on the shelf next to the register, waving in what seemed

like perfect time to the faint sounds of Chinese opera coming from an old radio in Mr. Liu’s dark kitchen. I couldn’t stop looking at it, though I don’t know why I should care about a thing like that. He looked like some kind of cheap toy that my sisters might have enjoyed when they were younger. Before I could think about what I was doing, I picked up the cat, flicked the small power button under his paws to “off,” and put the motionless creature in my backpack. I placed the money on the counter and walked out. That was the last time I set foot in Liu’s China Garden, my family’s favorite nearby restaurant.

College Application Essay, paragraphs 2–4:

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: “Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job.”

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. “I see your point,” I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool’s snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as “What the Dunk” all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit.

Lead a whole-class discussion of the following question:

**What caught your attention or engaged you in these paragraphs?**

💬 Student responses may include the following:

- The first model establishes a powerful moment in time. The image of “Chinese opera” drifting through the empty restaurant while the narrator waits on a hot dark night is very engaging. This heightens the tension of the narrator’s theft by involving the reader in the setting.
- The second model provides insight into the character of the narrator by describing how he spent his summer vacation. The description of “slinging fries and onion rings” in order to pay for shoes provides a window into the narrator’s determination and love of athletic footwear.

① Consider reminding students of the work they did with description and reflection in Lessons 1 and 2.

Instruct students to form pairs or small groups to look more closely at the techniques of description and reflection that writers can use to develop their narratives. Post or project the following questions for student pairs or groups to discuss before sharing with the class. Instruct students to make new annotations on how each writer uses narrative techniques to develop the narrative elements in the body of each text.

**What information do these paragraphs provide about the characters in the narrative? How do the narratives provide this information?**

💬 Student responses may include the following:

- The narrator in the first model considers himself or herself serious and above interest in cheap toys such as the lucky cat. When faced with his or her inexplicable fascination with the lucky cat, the narrator states that the object is a “cheap toy,” something his or her sisters would enjoy (par. 5). This statement indicates that the narrator thinks of himself or herself as a serious individual who is not interested in childish things.
- The narrator in the second model is a determined and resourceful individual who is capable of adapting to adverse situations to get what he or she wants. In the second model, the narrator demonstrates that he or she is able to cope with adversity in the response to his or her parents’ ultimatum. When faced with the mounting cost of his or her shoe fixation, the narrator decides to get a summer job in order to continue pursuing what he or she loves.

**What examples of description do the writers include in these paragraphs? What do the descriptions reveal about the events or experiences in the narrative?**

💬 Student responses may include:

- The writer of the first model includes the description of the money the narrator had: “a few sweaty, crumpled ones” (par. 5). This description helps to establish a certain feeling within the scene: the narrator is waiting in the dark restaurant, clutching the bills from the tip jar in his or her fist. The negative connotation of “sweaty” and “crumpled” (par. 5) contribute to the uncomfortable feeling of the scene as the narrator is tempted to steal the lucky fortune cat from the restaurant.
- The writer of the second model includes detailed sneaker descriptions such as “orange filigree-embossed Foamposites” and “slim metallic gold Air Max” (par. 4). These descriptions further develop the readers’ understanding of the narrator by communicating some of what makes these shoes appealing to him. Because the shoes sound so appealing and colorful, the reader can better understand why the narrator is so devoted to collecting them.

**What examples of reflection do the writers include in these paragraphs? What do the reflections reveal about the events or experiences in the narrative?**

Student responses may include:

- In the first model, the narrator reflects on his or her attraction to an object that he or she stole: “I couldn’t stop looking at it, though I don’t know why I should care about a thing like that” (par. 5). This reflection suggests that the narrator still has not completely discovered the reason for his or her attraction to the fortune cat. The reflection also allows the writer to give us additional information that is beyond the narrative scope of the scene. Within the scene, he or she is captivated with the fortune cat, but through reflection the narrator can inform us that the object is just a “cheap toy” (par. 5). This helps to establish for the reader that the reason for taking the cat is not motivated by greed, but by some other desire.
- In the second model, the narrator reflects on the summer where he “faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes” (par. 4). This reflection establishes the importance of shoes in the narrator’s life and also his financial responsibility. This combination of the idea of carefully saving money for college, and then spending the same amount of money on shoes, emphasizes how much this shoe collection means to the narrator. This reflection also demonstrates growth in the narrator from earlier in the paragraph: the narrator has taken action and responsibility for the future in response to his parents’ concerns.

Lead a brief whole-class discussion of student responses. Explain to students that the narrative techniques of description and reflection are crucial in the development of the narrative.

- ① If the class has read or is reading other narratives, consider instructing students to read several body paragraphs and answer the above questions for those narratives. Consider using any of the following narratives according to the students’ previous or current reading experiences: paragraphs 2–5 of “The Tell-Tale Heart”; paragraphs 2–4, page 226 of “St. Lucy’s Home for Girls Raised by Wolves”; section 1, paragraphs 2–8 of “Death of a Pig”; or paragraphs 2–5, page 129 of *The Immortal Life of Henrietta Lacks*.

Explain to students that providing compelling description within their narratives requires them to make effective choices about how to describe a person, place, or object. Students need to choose which details to communicate to the reader and determine how to use these details to enhance their narrative. Explain to students that describing something for the reader is fundamentally different from telling the reader that something happened. Telling the reader that the narrator was in a car crash is a different task than describing to the reader the details of how the car crash unfolded. It is important, however, for students to use description in moderation within their narratives. Students should concentrate on selecting the details that are most important in communicating their purpose to the reader.

Post or project the following examples of description for an object and an event:

- The Apollo Lunar Module
  - The lander was a massive steel spider of a craft, wrapped in gold foil and adorned with the clean block letters stitched in black and white, proudly and defiantly spelling out its home: UNITED STATES.
- They landed on the gray surface of the moon.
  - The engines roared as the lander dropped closer and closer to the pockmarked face of the moon, kicking up clouds of dust and debris. Small rocks leapt away from the landing site almost as if they were fleeing from an approaching predator. This huge metal beast, the first to set foot on the pristine home of so many little gray rocks.

Explain to students that the effective use of description should communicate to the reader certain aspects, details, and sensory impressions that increase the reality of the scene. It may be helpful for students to imagine a camera in the scene they are attempting to describe. Instead of writing, “They landed on the moon,” students can imagine what a camera that was filming the descent of the lander might observe. Students should imagine how the scene looked, sounded, felt, and even smelled. Even if students choose not to include certain details within the text of their narrative, the examination of all potential sensory elements will enable students to capture a more authentic feeling.

① Consider connecting the narrative technique of description to the sensory writing students practiced during the Quick Writes in Lessons 4 and 5.

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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.

① Students likely added the item “Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?” 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 Narrative Body Paragraphs

**45%**

Explain that in this activity, students begin drafting the body of their narratives, paying specific attention to using the narrative techniques of description and reflection to develop characters, experiences, and/or events. 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 body paragraphs.

- ① Consider informing students that effective use of description and reflection to develop experiences, events, or characters within the narrative should be present throughout the entirety of their narrative, and their work to develop these elements within their body paragraphs should extend to their introduction and conclusion paragraphs when appropriate.

Inform students that they will self-assess the drafts of their body paragraphs via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

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 narrative body paragraphs?

- 💬 Student responses should include:
  - Develop real or imagined experiences or events?
  - 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?

Lead a brief whole-class discussion of student responses.

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

Transition to individual drafting.

- ▶ Students independently draft body paragraphs 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 use description and reflection.
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After students finish drafting, instruct students to annotate their drafts for elements of the Narrative Writing Checklist that appear in their body paragraphs. 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 body paragraphs.
- 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 paragraphs should not be collected unless teachers need to assess students' abilities to write body paragraphs 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 continue drafting their body paragraphs, focusing on using description and reflection to develop the characters and events of their narrative. Instruct students to attempt 2–3 different ways of incorporating description and reflection in 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 paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have incorporated description and reflection to develop the characters and events in their narratives. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

## Homework

Continue drafting your body paragraphs, focusing on using description and reflection to develop the characters and events of your narrative. Attempt 2–3 different ways of incorporating description and reflection in your narrative and prepare to share your attempts with peers.

## Model Narrative Writing Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Coherence, Organization, and Style</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
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"/>
<b>Control of Conventions</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>