

WR.3 NARRATIVE

Lesson 8 Drafting: Narrative Body Paragraphs

Introduction

In this lesson, students continue drafting the body paragraphs of their narratives by focusing on incorporating the narrative techniques of pacing and dialogue. Students begin by examining body paragraphs from the article, “The Flight of Apollo 11,” and the narrative model College Application Essay, focusing on the use of pacing and dialogue to develop experiences, events, or characters within each narrative. Students then participate in a brief activity centered around developing distinct character voices. Finally, students draft their own body paragraphs, continuing the work done in Lesson 7. 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 the establishment of effective pacing and the clarity of dialogue within their narratives. Students attempt 2–3 different ways of incorporating dialogue and/or pacing into their body paragraphs, and prepare to share their attempts with peers.

- ① Additional drafting time will be needed to ensure students develop a rich and engaging narrative. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons, teachers may conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.

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"> Use pacing to develop characters, experiences, or events (e.g., We slowed down and straightened out just in time. We landed so softly that we weren't even sure we were on solid ground. I couldn't completely relax, because I didn't know if the surface of the moon would hold our ship. Coming in, the dust from the surface was blowing up in fine clouds that looked like a kind of fog, and it was hard to tell what was underneath. But once we got the craft down, it stayed there. Now I was ready to report: "The Eagle has landed."). Use dialogue to develop characters, experiences, or events (e.g., "I didn't give you my library card by mistake, did I?" I asked, joking around a bit. "Are you ... " she asked, her question trailing off. "Are you <i>the</i> Neil Armstrong?" "Yes," I said. "I can see where you wouldn't be sure, since I'm not wearing 190 pounds of space gear."). <p>① The above responses are taken from paragraphs 15 and 3–5, 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
<p>Standards & Texts:</p> <ul style="list-style-type: none"> Standards: W.9-10.3.b, W.9-10.5, W.9-10.6 Texts: "The Flight of Apollo 11" by Kenneth F. Weaver and College Application 	

Essay (narrative model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Pacing and Dialogue	3. 35%
4. Drafting Narrative Body Paragraphs	4. 40%
5. Closing	5. 5%

Materials

- Student copies of “The Flight of Apollo 11” by Kenneth F. Weaver (refer to WR.3 Lesson 4)
- Student copies of the narrative model College Application Essay (refer to WR.3 Lesson 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 7 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.
①	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 pacing and dialogue to develop characters, experiences, and events in the body paragraphs of their narratives by examining these techniques in two narrative texts. Students also engage in a brief activity centered around developing distinct character voices. Students then continue to develop their

narratives by drafting body paragraphs to include the effective use of pacing and dialogue. Students draft additional body paragraphs for homework or 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. (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.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to incorporate description and reflection. Instruct peers to comment on which attempts are most effective and why.

- ▶ Students share their different attempts at incorporating description and reflection, and peers offer constructive criticism on which attempts are most effective and why.

Ask for student volunteers to share their revised paragraphs as well as peer feedback on their different attempts at incorporating description and reflection.

Activity 3: Writing Instruction: Pacing and Dialogue

35%

Post or project the following body paragraphs from the article “The Flight of Apollo 11” they read in Lessons 4–5. Instruct students to take out their copies of the article for this activity.

“The Flight of Apollo 11,” section 2, paragraphs 11–20:

Failure would be especially hard to take now. Some four days and six hours before, the world had watched a perfect, spectacularly beautiful launch at Kennedy Space Center, Florida. Apollo 11 had flown flawlessly, uneventfully, almost to the moon. Now it could all be lost for lack of a few seconds of fuel.

“Light’s on.” Aldrin confirmed that the astronauts had seen the fuel warning light.

“Down 2½ [feet per second],” Aldrin continued. “Forward, forward. Good. 40 feet [altitude], down 2½. Picking up some dust. 30 feet. 2½ down. Faint shadow.”

He had seen the shadow of one of the 68-inch probes extending from *Eagle’s* footpads.

“Four forward ... 4 forward, drifting to the right a little.”

“Thirty seconds,” announced CapCom. Thirty seconds to failure. In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: “Get it down, Neil! Get it down!”

The seconds ticked away.

“Forward, drifting right,” Aldrin said.

And then, with less than 20 seconds left, came the magic words: “Contact light!”

The spacecraft probes had touched the surface. A second or two later Aldrin announced, “O.K., engine stop.”

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in these paragraphs?

💬 Student responses may include:

- These paragraphs provide an exciting window into the moon landing sequence. The author uses several short paragraphs in a row, which emphasizes how important each moment is and how quickly every second passed.
- These short paragraphs are mostly made up of dialogue, which draws the reader into the suspense of the scene. Including dialogue such as “Get it down, Neil! Get it down!” shows how nervous the characters are, which communicates tension to the reader.

Instruct students to Think, Pair, Share about the following question. Instruct students to make new annotations of how the writer uses narrative techniques to develop the narrative elements in these paragraphs.

What are the moments of suspense or tension in these paragraphs? What technique does the author use to develop these moments?

💬 In these paragraphs, the sequence of events during the final seconds of the moon landing is suspenseful. The author creates tension around the low fuel light and the drifting of the lunar module by providing a series of short paragraphs that build up to the final landing. The quick pacing of these paragraphs draws the reader in to the events as they happened, connecting the reader to the characters and their nervousness. By providing these rapid, short paragraphs such as “The seconds ticked away” (par. 17), the author communicates the tension that the characters felt and makes the action seem quick and exciting.

① Consider reminding students of the work they did with pacing in Lesson 1.

Lead a brief whole-class discussion of student responses.

Post or project the following body paragraphs from the College Application Essay narrative model in Lesson 2. Instruct students to take out their copies of the narrative model for this activity.

College Application Essay, paragraphs 2–3:

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.

Post or project the following questions for students to discuss. Instruct students to make new annotations of how the writer uses narrative techniques to develop the narrative elements in these paragraphs.

How does the dialogue in the College Application Essay develop the characters?

💬 Student responses may include:

- The dialogue in the College Application Essay provides the reader with insight both into the character of the narrator and his parents. Also, by providing information in the voice of a character, the writer demonstrates how the narrator interacts with others.
- The dialogue reveals that the narrator’s parents are thoughtful and responsible people. Their ultimatum to the narrator is not overly aggressive; it is even a bit funny. Likewise, the narrator’s simple response of “I see your point” establishes both that he is not intimidated by the request to get a job and that he recognizes that the request from his parents is a reasonable one (par. 3). From this dialogue, we learn that the characters are caring, responsible, and reasonable.

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

Lead a brief whole-class discussion of student responses.

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 8–11 of “The Tell-Tale Heart”; paragraphs 4–7, pages 226–227 of “St. Lucy’s Home for Girls Raised by Wolves”; section 2, paragraphs 1–3 of “Death of a Pig”; or paragraphs 3–4, page 167 of *The Immortal Life of Henrietta Lacks*.

Explain to students that the way in which characters speak in a story is a crucial component of an effective narrative and contributes to the reader's engagement with and understanding of the text. In order to develop effective character voices, students should consider the origins, history, and current position of their characters. The dialogue should match the person and the situation.

Instruct students to form small groups to participate in the following dialogue activity. Explain to students that in this activity, they work as a group to identify how similar dialogue might sound different depending on the character and their situation. Each student group will receive a neutral line of dialogue, and should work together to reword the line of dialogue as it would be said by each of four characters the group chooses. The four characters should be ones that could appear in a narrative response to the unit prompt.

Model the following example for student groups:

Dialogue: **Did you land on the moon?**

Characters: Mission Control, Mrs. Armstrong, Michael Collins, news reporter

Mission Control: **Eagle 1, confirm intact touchdown?**

Mrs. Armstrong: **Did you make it there safely, dear?**

Michael Collins: **Are you there, Neil? Looked darn good from here.**

News reporter: **Mr. Armstrong, is it true that you actually set foot on the moon?**

Provide each student group with the following neutral line of dialogue: **You returned to Earth safely.**

- ▶ Student groups work to develop lines of dialogue for each of their chosen characters.

Lead a brief whole-class discussion of student responses. Explain to students that the voice of individual characters can change the tone of the narrative and provide the reader with additional information about the character. Students should consider how each character would deliver a line of dialogue in a way that is true to the character's individual traits and situation. Explain to students that the more information they have developed about their characters, the easier it is to present dialogue in a consistent character voice.

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:
 - Develop distinct character voices? This item belongs in the Coherence, Organization, and Style category, because writers use specific styles to differentiate character voices. Creating distinct character voices also contributes to coherence, because it makes a narrative easier to follow.
- 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

40%

Explain that in this activity, students continue drafting the body of their narratives, paying specific attention to using the narrative techniques of dialogue and pacing 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 dialogue and pacing 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 focus on the conventions established for an effective body paragraph, 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 pacing and dialogue.

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, paying close attention to the establishment of effective pacing and the clarity of dialogue. Instruct students to attempt 2–3 different ways of incorporating dialogue and/or pacing 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 pacing and dialogue 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, paying close attention to the establishment of effective pacing and the clarity of dialogue. Attempt 2–3 different ways of incorporating dialogue and/or pacing in 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"/>
Develop distinct character voices?*	<input type="checkbox"/>	<input type="checkbox"/>

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

*Asterisks indicate new items added in this lesson.