WR.3 NARRATIVE — Lesson 9 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Students begin by examining the conclusions of the two narrative models in Lessons 1 and 2 and discussing the components that make these conclusions effective. Then, students work individually to draft a conclusion 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 revise their conclusions to ensure that they provide an effective ending that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Students attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.3.e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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)
A High Performance Response should:

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved in the narrative (e.g., I recall that feeling of the slow motion leaps above the surface above all. What I should have said to the cashier at the grocery store, and to all those people who have asked me what it felt like to go to the moon, was "Jump as high as you can, then imagine that you can jump even higher and float even longer than you ever have. Like you suddenly have a superpower. That's the feeling."

  As it happened, the one word I actually said to the cashier was the only word I knew that could describe a memory so vivid I could feel it, but so far away it felt almost unreal: dreamlike.).

ⓘ The above response is taken from the conclusion 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 this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
• Standards: W.9-10.3.e, W.9-10.5, W.9-10.6	
• Texts: "Return to July" and College Application Essay (narrative models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 30%
4. Drafting a Conclusion	4. 45%
5. Closing	5. 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 8 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.
	Italicized text indicates a vocabulary word.
▶	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 conclusion for their narrative, focusing on providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Students examine the conclusions of the two narrative models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective conclusion. Students then draft their own conclusions for their narratives.

▶ 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, 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.)

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

▸ Students share their different attempts at incorporating dialogue and/or pacing, and peers offer constructive criticism on which attempts are most effective and why.

Ask for student volunteers to share their revised body paragraphs as well as peer feedback on their different attempts at incorporating dialogue and/or pacing.

Activity 3: Writing Instruction: Effective Conclusions   30%

Post or project the following conclusions 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," paragraphs 8–10:

> It is another hot, sunny July day.
>
> Standing in the spot where my front stoop used to be, I squint towards Liu's China Garden, one of the few relics from my past that remains in the neighborhood. The restaurant has received a bit of a face-lift and has expanded to almost twice the size that I remember as a teen. The small "fortune cookies" neon that used to flicker nonstop is gone, replaced by a sign indicating that all major forms of credit cards are now accepted.
>
> I set off towards the old ice cream shop, wondering if I can maintain my former pace. As I approach Liu's China Garden, I see Mr. Liu turn his sign from closed to open. He holds the door for me and pats me on the back, smiling, as I unzip my bag.

College Application Essay, paragraph 6:

> I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in these conclusions?

🗨 Student responses may include:

○ The first model illustrates the things that are the same and the things that are different about the narrator's childhood neighborhood. The "spot where my front stoop used to be" (par. 9) and the "face-lift" (par. 10) that Liu's has received draw the reader's attention to the changes that have happened over the course of this time gap within the narrative. These physical changes suggest potential for change within the narrator, which engages the reader

in the question of why the narrator has returned to his or her childhood neighborhood and how the narrative will resolve.

  o The second model's conclusion begins with a strong statement by using descriptive emotional words that provide more information about the narrator. The writer describes the narrator as "eager," possessing "passion" and "desire," and hoping to have a "powerful" educational experience (par. 6). These descriptive words remind the reader of the narrator's actions throughout the narrative.

Instruct students to form pairs or small groups to look more closely at how writers craft conclusions that reflect on and follow from the body of the narrative. Post or project the following question for students 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 each conclusion.

How does each of these conclusions provide an effective ending for what was experienced, observed, or resolved over the course of each narrative?

  💬 Student responses may include:

  o The last sentence of the first model recalls the narrator's relationship with Mr. Liu. By writing that Mr. Liu "holds the door for me and pats me on the back, smiling" (par. 10), the writer connects this to the earlier interactions with Mr. Liu, which "usually ended with a cheerful pat on my back" (par. 4). This connection to earlier in the narrative shows that although twenty years have passed, Mr. Liu recognizes the narrator and still feels friendly towards him or her. The familiar warm smile and pat on the back hint to the reader that the narrator's return of the figurine will be well received, making this scene a satisfying conclusion to the story of the theft.

  o The second model paragraph follows clearly from the rest of the narrative by references to the narrator's various qualities. The narrator has consistently described himself over the course of the narrative as he does in the conclusion: he is a person full of "passion, entrepreneurial spirit, and desire to effect social change" (par. 6). The direct reference to these qualities is a reminder to the reader of all of the earlier examples, such as his dedication to a summer job or his charitable efforts in donating shoes "to Honduras, Ghana, and Haiti" (par. 5). The statement regarding the "places my shoes will take me next" (par. 6) connects the conclusion back to the subject of shoes, which the narrator has developed over the course of the narrative and now concludes by pointing toward a future related to shoes.

Explain to students that it can be beneficial to create a visual representation of the connections between the conclusion and the rest of the narrative. Instruct students to consult their copies of the narrative models and draw arrows from phrases and sentences in each conclusion to similar phrases and sentences from the body paragraphs or introduction of each model.

🗨 Student responses may include:

- ○ "He holds the door for me and pats me on the back, smiling, as I unzip my bag" (par. 10) connects to "I never understood any of it, but the initial interaction usually ended with a cheerful pat on my back and an enthusiastic thumbs up to my parents" (par. 4).
- ○ "I can only imagine all the places my shoes will take me next" (par. 6) connects to "If my life to date were a novel, the motif would be *shoes*" (par. 1).

Lead a brief whole-class discussion of student responses. Explain to students that the conclusions of narratives have a broader variation of style and content than the conclusions of arguments or informative papers. In some narratives (e.g., the narrative model "Return to July"), the reader is left with a desire to know more about how the story resolves. Some conclusions end a narrative on an indefinite note with the fates of the characters or the outcome of the situation unknown. Other narratives might provide a symbolic reflection of the events within the narrative, connecting a final event to an earlier one in order to illustrate the similarity or differences of these events for the reader. Narrative conclusions can also contain a more literal type of reflection in which a character in the narrative thinks back on what has happened over the course of the narrative and how it has shaped them. Regardless of approach, an effective conclusion provides some kind of final statement, action, or dialogue that follows from the narrative.

ⓘ If the class has read or is reading other narratives, consider instructing students to read the conclusions 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 17–18 of "The Tell-Tale Heart"; page 246 of "St. Lucy's Home for Girls Raised by Wolves"; or section 4, paragraph 5 of "Death of a Pig."

ⓘ Consider posting or projecting the final sentence or paragraph of narrative texts that students have read this year. Instruct students to discuss the examples in pairs or small groups, focusing on what aspects of the conclusions are effective and engaging and how they offer an effective ending to the narrative.

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

ⓘ 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:

○ Provide a conclusion that follows from and reflects on the experiences and observations within the narrative? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of a narrative, demonstrates the writer's style, and also contributes to coherence of the narrative.

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.

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

Activity 4: Drafting a Conclusion   45%

Explain that in this activity, students draft a conclusion for their narrative, paying specific attention to following from and reflecting on what is experienced, observed, or resolved over the course of the narrative. 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 conclusion.

Inform students that they will self-assess the drafts of their conclusions 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 conclusion paragraphs?

🗩 Student responses should include:

○ Provide a conclusion that follows from and reflects on the experiences and observations within 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 conclusion, they will edit and refine their writing in later lessons.

Transition to individual drafting.

▸ Students independently draft a conclusion for their narratives.

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

ⓘ **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 a conclusion.

After students finish drafting, instruct them to annotate their drafts for elements of the Narrative Writing Checklist that appear in their conclusions. 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 conclusions.

ⓘ 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 conclusion should not be collected unless teachers need to assess students' abilities to write a conclusion 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 conclusions to ensure that they provide an effective ending to their narratives that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Instruct students to attempt 2–3 different ways of concluding their narratives and prepare to share their attempts with peers.

▸ Students follow along.

ⓘ 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 reflected on what is experienced, observed, or resolved over the course of the narrative. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

ⓘ If students require more direct criteria for the establishment of an effective ending, consider providing students with the last paragraphs or lines of narrative text read in class this year. Instruct students to select one style or strategy from among these examples and base their conclusions on the selected style or strategy.

Homework

Review and revise your conclusion to ensure that it provides an effective ending to your narrative that follows from and reflects on what is experienced, observed, or resolved over the course of your narrative. Attempt 2–3 different ways of concluding your narrative and prepare to share your attempts with peers.

Model Narrative Writing Checklist

Name:		Class:		Date:	

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 Does my response…	Drafting ✔	Finalization ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
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?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?*	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.