

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.E NARRATIVE

Adding Variety and Interest

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on using parallel structure and varied phrases to improve narrative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own narratives for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their draft and revise each passage focusing on incorporating parallel structure or varied phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted the impact this decision has on their narratives.

Standards

Assessed Standard(s)	
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.
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage

	<p>when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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.
SL.9-10.1	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.

Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.3 Revision Exit Slip: Adding Variety and Interest. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective.</p> <p>① Consider assessing these revisions using the Narrative Writing Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., “Thank you,” I said. “It is nice to meet you.”). Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., “Thank you,” I said, as I always do when this kind of thing happens. “It is nice to meet you.”). Explain why the revision is effective (e.g., I added an adverbial phrase to convey how often the narrator is in this kind of situation.). <p>① See the Model WR.3 Revision Exit Slip: Adding Variety and Interest for more examples.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction Options: <ul style="list-style-type: none"> Parallel Structure Varied Phrases Narrative Writing Checklist Individual Revision Revision Discussion WR.3 Revision Exit Slip: Adding Variety and Interest Closing 	<ol style="list-style-type: none"> 5% 0% 30% 5% 30% 20% 5% 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson D Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies

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 effectively incorporate parallel structure or varied phrases into their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options

30%

- ① Based on student need, select from the two options below:
 - Parallel Structure (See Appendix 1)
 - Varied Phrases (See Appendix 2)

Activity 4: Narrative Writing Checklist

5%

- ① The following activity addresses the expectations of SL.9-10.1.

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:
 - Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
 - Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

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 5: Individual Revision

30%

Instruct students to independently revise their narratives, focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

① For example, if students completed the writing instruction activity on Parallel Structure, then their revisions will focus on using parallel structure rather than varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts for parallel structure or varied phrases.
- 🗨 For sample revisions, see the Model WR.3 Revision Exit Slip: Adding Variety and Interest.

Activity 6: Revision Discussion

20%

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
 2. Explain to your peers how the revision improves your draft.
 3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Revision Exit Slip: Adding Variety and Interest

5%

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Adding Variety and Interest” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- ▶ See the High Performance Response and Model WR.3 Revision Exit Slip: Adding Variety and Interest for sample student responses.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

- ① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

- ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

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 Does my response...	Drafting ✓	Finalization ✓
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"/>
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	<input type="checkbox"/>	<input type="checkbox"/>
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied syntax to contribute to a cohesive and engaging narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?	<input type="checkbox"/>	<input type="checkbox"/>

Include sentences of varied length that contribute to the flow and effectiveness of my narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied phrases, where appropriate?*	<input type="checkbox"/>	<input type="checkbox"/>
Control of Conventions	Drafting	Finalization
Does my response...	✓	✓
Correctly incorporate semicolons and colons to make my writing clearer?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate commas?	<input type="checkbox"/>	<input type="checkbox"/>
Avoid sentence fragments and run-on sentences?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate the use of parallel structure?*	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Adding Variety and Interest

Name:		Class:		Date:	
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Directions: In the first column, record the original passage from your narrative draft. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
There we were, two grown men, we were trained professionals and the best in the world at our jobs; we jumped around like bunny rabbits while the whole world watched.	There we were, two grown men, trained professionals, the best in the world at what we do, jumping around like bunny rabbits while the whole world watched.	I changed this to have parallel structure, since all of the clauses are related.
As it happened, the only word I actually said to the cashier was the only word I knew that could describe a memory so vivid, but so far away it was almost unreal: dreamlike.	As it happened, the only 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 was almost unreal: dreamlike.	I added an adjectival phrase to help convey the power of the memory.
"Thank you," I said. "It is nice to meet you."	"Thank you," I said, as I always do when this kind of thing happens. "It is nice to meet you."	I added an adverbial phrase to convey how often the narrator is in this kind of situation.

Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like “and” or “but.” Three or more parallel structures in a row require using commas with a coordinating conjunction.

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

Post or project the following examples:

- **Example 1:** On the surface of the moon, we hopped like bunny rabbits, galloped like horses, and danced like ballerinas while the whole world watched.
- **Example 2:** On the surface of the moon, we hopped like bunny rabbits, galloped like horses, and were dancing like ballerinas while the whole world watched.

Instruct students to Turn-and-Talk about the following questions:

Which example includes parallel structure? What is parallel in this sentence?

- 💬 The first example includes parallel structure in phrases describing what the astronauts were doing: “hopped like bunny rabbits, galloped like horses, and danced like ballerinas.”

What is the effect of parallel structure on the clarity and meaning of the first sentence?

- 💬 Because all of the phrases are structured in the same way, the parallel structure connects the different descriptions of what the astronauts were doing and makes each description equally important. The parallel structure helps provide a clear picture of what the astronauts looked like moving around the surface of the moon.

① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How are the phrases “hopped like bunny rabbits,” “galloped like horses,” and “danced like ballerinas” in the first example similar?

- 💬 They are all phrases that describe what “we” did “[o]n the surface of the moon.” Each phrase is structured the same way.

How do these repeating patterns of phrases affect the images in the sentence?

- The repeating pattern helps convey the actions the astronauts were performing on the moon and provide a clear picture for the reader.

Lead a brief whole-class discussion of student responses. Ask the whole class the following question:

Explain why the second example is not parallel.

- The second example is not parallel, because the third verb in the sentence, “were dancing,” is not the same form as the first two verbs: “hopped” and “galloped.”

- ① **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following paragraph.

- ① The following example is paragraph 3 of the narrative model “Return to July” that students read in Lesson 1.

- ① Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. I was fifteen years old. 2. I was well known and well liked. 3. I had my own room in the only apartment my parents had ever shared. 4. I had two younger sisters, and I was nice to them most of the time. 5. I knew all my neighbors. 6. I was the kid who shoveled sidewalk snow without any bribing. 7. I visited old people in the neighborhood because I genuinely liked their company and their stories, not just because I wanted candy. 8. I never got into any trouble outside the range of standard “kid stuff.” 9. I had only been grounded once for what I still (to this day) consider nothing more than a big misunderstanding. 10. I was as good a kid as parents could want.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- Student responses may include:

- The entire paragraph, excluding sentence 8, includes parallel structure in that each sentence starts with the subject “I” followed by a past tense verb.
- Sentence 2 includes parallel adjectives “well known” and “well liked.”
- Sentence 7 includes parallel verb phrases in “visited old people in the neighborhood,” “liked their company,” and “wanted candy.”

- ① **Differentiation Consideration:** Explain to students how each example includes parallel structure. For instance, the sentences, except for sentence 8, include parallel structure because they all begin with the subject “I” followed by a past tense verb. For example, if sentence 3 read “In the only apartment my parents had ever shared, I had my own room,” it would not be parallel to the other sentences in the paragraph.

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- 🗣️ In these sentences parallel structure makes the ideas easier to read because the parts of speech patterns do not change mid-paragraph. Also, because the parts of speech patterns are the same, the ideas seem more connected like they are building toward one whole.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

- ① **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like “She is happy” includes the singular verb “is” in agreement with singular subject “she.” In the sentence “They are happy,” the subject “they” is plural, so the verb “are” is also plural.

Post or project the following examples from the models in this unit. Instruct students to work in pairs or small groups to identify 5 different rules of subject-verb agreement. If necessary, consider underlining the subject and verb in each sentence to help students identify the rules.

- **Example 1:** My entire family is there at the house.
- **Example 2:** Now the four blocks from my old home to the old ice cream shop are punctuated by newer, cleaner apartment buildings full of younger, wealthier families.
- **Example 3:** There is beeping and the voice of Mission Control in our headsets.
- **Example 4:** My colleagues and I begin our long and grueling training in flight simulators down in Virginia.
- **Example 5:** Everyone wants ice cream.
- **Example 6:** Neither history nor Houston nor the television camera was on my mind.

🗣️ Student responses should include:

- In example 1, “family” is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
- In example 2, the sentence includes a phrase that come between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.
- In example 3, the sentence begins with “there is” or “there are” and the subject follows the verb. Since “there” is not the subject, the verb agrees with what follows.
- In example 4, two subjects joined by a conjunction “and” make a plural subject, so they take a plural verb.

- In example 5, “everyone” is an indefinite pronoun. Indefinite pronouns like *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.
- In example 6, two subjects joined by a conjunction like “or” or “nor” do not make a plural subject, so the verb agrees with the second subject.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence composed of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

① The following example is modified from paragraph 12 of the Model Narrative (refer to Lesson 10).

① Consider numbering the sentences before posting or projecting the paragraph.

- 1. After I got home from the grocery store I sat looking at the moon out the window of my second floor study. 2. Today has been one of those days when the moon is visible during the day. 3. Seeing the moon during the daytime is like getting an unexpected visit from a friend that brings back a rush of old memories. 4. I am retired now and I have plenty of time to think about that journey, years ago, that has meant so much to me and many other people. 5. But all of that time to remember does not make the journey any easier to describe. 6. For most of human history, it was impossible to imagine that anyone would make it to the moon. 7. Even after we finished our training down in Virginia, it still very nearly seemed impossible.

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, “one of those days” (sentence 2). While “day” is the noun in the sentence, “one of those days” is the noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, “that has meant so much to me” (sentence 4) is a phrase that describes the noun “journey,” which makes it an adjectival phrase.

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, “sat looking” (sentence 1). Because “sat” and “looking” are both verbs, together they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, “very nearly” (sentence 7). Because “very nearly” modifies how it “seemed” to the narrator, it is an adverbial phrase.

- ▶ Students write the definitions and examples of *noun phrase*, *adjectival phrase*, *verb phrase*, and *adverbial phrase* in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

① The following example is modified from paragraph 20 of the Model Narrative (refer to Lesson 10).

① Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. We still had a job to do. 2. Buzz and I were responsible for collecting samples to bring back to earth, which required that we move quickly and with utmost care and precision. 3. Having a scientific focus was a good thing for me, because otherwise, perhaps my feelings would have overwhelmed me. 4. And the feelings I felt were elation and a pure and entrancing joy.

Instruct student pairs or small groups to read the paragraph and identify examples of varied phrases in each sentence.

💬 Student responses may include:

- Sentence 2 includes a noun phrase “Buzz and I.”
- Sentence 2 includes an adverbial phrase “quickly and with utmost care and precision.”
- Sentence 3 includes a verb phrase “would have overwhelmed.”
- Sentence 4 includes an adjectival phrase “a pure and entrancing.”

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

💬 In this paragraph, varied phrases make the text seem more engaging because each sentence is unique and interesting.

Lead a brief whole-class discussion of student responses.