**WRITING-12/13 COURSE I**

**ESSENTIAL UNIT 2 (E02)**

(Narrative Writing)

(July 2014)

**Unit Statement:** In this unit the student will write a narrative nonfiction (personal narrative) essay to develop real experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Narrative essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving way. The student will be introduced to the Writing Process and 6+1 traits. Essential Question to this unit: What do you remember?

*Point of knowledge: A mentor text is a written piece used in education as an example of quality writing by a student who is studying the writing process. Typically, mentor texts are used by individuals. When an entire group uses them, they are known as "touchstone texts."*

**Essential Outcomes:** (must be assessed for mastery)

1. **T**he **S**tudent **W**ill review and apply the Writing Process and the 6+1 Traits.
2. **TSW** develop real experiences or events.
3. **TSW** develop a narrator and/or strong characters within one or more narrative essays.
4. **TSW** engage the reader by establishing a context and point of view within one or more narrative essay.
5. **TSW** organize the sequences, event, and/or characters within one or more narrative essays.
6. **TSW** use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and /or characters within one or more narrative essays.
7. **TSW** produce a conclusion that follows from and reflects on the narrated experiences or events within one or more narrative essays.

**Practiced/Ongoing Outcomes:** (development is ongoing)

1. **T**he **S**tudent **W**illreview and apply the Writing Process and the 6+1 Traits.
2. **TSW** engage technology, including the internet, to produce and publish writing and to interact and collaborate with others, such as peer editing and conferencing, within one or more narrative essays.
3. **TSW** write routinely over extended time frames for a range of discipline-specific task, purposes and audiences.
4. **TSW** use a thesaurus, dictionary or other source to improve personal vocabulary during the editing portion of The Writing Process.
5. **TSW** identify and correct any spelling errors discovered during the proofreading portion of The Writing Process.
6. **TSW** continue to develop grammar skills (E01) in the ongoing Grammar unit throughout all Writing units.

**Key Terms and Concepts:**

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| --- |
| develop style conflict image  imagery theme consequences personal  sensory tone focus resolution |

**Suggested Professional Materials for Teachers:** (provided by school)

*Writing Coach by Prentice Hall*

Nonfiction narration: 9, 64-89

fiction versus, 91

forms of, 9-10, 67

Personal narratives

Characteristics of, 66

characters in, 66, 74-75, 80

details, 66, 68, 75, 77

organization of, 76-77, 83

plot with conflict and resolution in, 66, 68-69, 74-77, 80

*Literature by Holt McDougal*

Personal narrative writing: 880-889

**Suggested Student Materials:** (provided by school)

*Writing Coach Student Edition by Prentice Hall*

Nonfiction narration: 9, 64-89

fiction versus, 91

forms of, 9-10, 67

Personal narratives

Characteristics of, 66

characters in, 66, 74-75, 80

details, 66, 68, 75, 77

organization of, 76-77, 83

plot with conflict and resolution in, 66, 68-69, 74-77, 80

*Literature by Holt McDougal*

Personal narrative writing 880-889

**Additional Resources:** (may not be provided by school)

6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers) by Culham, Ruth.

Write Trait Student Traitbook and Teacher edition by Vickie Spandle

Lucy Calkins Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8 (<http://www.heinemann.com/products/E05375.aspx>)

Writing Workshop by Fletcher, Ralph and Portalupi, JoAnn

A Fresh Approach to Teaching Punctuation by Janet Anelillo

The Everyday Writer by Anderson, Jeff

Reviving the Essay: How to Teach Structure Without Formula Bernabei, Gretchen.

**Technology Links:**

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit. This website is on the Library Destiny Catalog.

Online Writing Coach

[www.successnetplus.com](http://www.successnetplus.com/) Highly recommend that you explore the Online Writing Coach. It is full of lesson plans, graphic organizers, assessments, interactive student grammar exercises, interactive writing center, the Writing Coach e-textbook and more. The website keeps track of students' online activities and grades, and more. Automated paragraph and essay grading requires that students engage specific writing prompts.

Owl Purdue Writing Center

<https://owl.english.purdue.edu/>

**Suggested Assessment Tools and Strategies:**

1. Teacher will go through the steps and characteristic of a narrative.
2. Develop a well-developed narrative essay using the Writing Process.
3. Select mentor pieces from the literature book or outside sources of choice to model character development, setting, and point of view.
4. Discuss the elements of a story: exposition, rising action, climax, falling action, and resolution.
5. Select appropriate vocabulary (Word Choice)
6. Analyze his/her Narrative using the 6+1 traits
7. Assess his/her Narrative using the 6+1 rubric
8. Peer conference with a Google docs or similar program (Group Interaction)
9. Present a summary of the paper to the class (Oral Component)
10. Work on a piece of writing with a partner using a shared event.

Attached Rubric or teacher generated rubric that assesses ALL essential outcomes (TSWs).

*RUBRIC FOUND ON FOLLOWING PAGE………………………*

**Suggested Unit E02 Evaluation Rubric – Writing-12/13-Course I**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• To receive a ‘B’ in the unit a student must demonstrate mastery of all TSWs

• To receive an ‘A’ in the unit a student must demonstrate ‘A’ level mastery on at least 3 of the 4 identified TSWs

Note: teachers may choose to use their own rubrics, however all TSWs must be assessed.

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| --- | --- | --- | --- |
| **TSW** | **‘A’ Level** | **‘B’ Level** | **Notes** |
| 1. Review and apply the Writing Process and the 6+1 Traits. |  | Review and apply the Writing Process and the 6+1 Traits. |  |
| 1. Select real experiences or events. |  | Choose an appropriate real experience or event. |  |
| 1. Develop a narrator and/or main characters and secondary characters. | Characters are multifaceted, engaging and connect with the reader. | Narrator and/or characters are pertinent to the story. |  |
| 1. Engage the reader by establishing a context and point of view. |  | Point of view is clearly stated. |  |
| 5.organize the sequences, events, and/or characters within . |  | Sequences of events are organized in a logical way. |  |
| 1. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and /or characters. | Narrative Techniques are used to engage the reader and answer questions while supporting characters and events. | Narrative techniques are used to support the characters and events. |  |
| 1. Produce a conclusion that follows form and reflects on the narrated experiences or events within one or more narrative writing. | The conclusion leaves the reader with a sense of closure and resolution. | A conclusion is present and reflects on the story. |  |