

Grade: 10
Teachers: Kalnick

Subject: Advanced Communications

Unit # 4 / Title: Narrative Writing

Time Frame (calendar and # of weeks): 2 and a half weeks

Standard(s): CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.RL.9-10.3; CCSS.ELA-Literacy.RL.9-10.10

Big Idea(s): Narration, Elements of a story – setting, plot, conflict, characters.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• What are the elements of a narrative story?• What is a complex character?• How are conflicts resolved in writing? What strategies in writing lead to conflicts?• Why do some authors use more than one narration?•	<ul style="list-style-type: none">➤ Students will be able to write narrative essays in different narrations.➤ Students will understand how to develop complex characters with both inner conflicts and exterior conflicts.➤ Students will understand how to write creative dialogue.➤ Students will understand the difference between fiction, nonfiction, and creative nonfiction.➤ Students will be able to develop descriptive settings that add to the element of the story.
Areas of Focus	Suggested Instructional Strategies
<p>Prioritized CPIs</p> <ul style="list-style-type: none">• Reading• Writing / Research• Oral / Speaking	<ul style="list-style-type: none">➤ Narrative Literature – Reading<ul style="list-style-type: none">Tier 1 → Activities/Strategies (Knowledge/Comprehension)<ol style="list-style-type: none">1. Identify narration points of view in various genres of literature.2. Read narrative short stories or larger novel for understanding of setting, plot, characters, and conflicts (choice).Tier 2 → Activities/Strategies (Application/Analysis)<ol style="list-style-type: none">1. Use graphic organizers to analyze character and plot analysis.2. Annotate the literature for main ideas, vocabulary inferences, setting, plot, conflict, and character analysis.3. Journal writing prompts in relation to quotes from the literature.4. Summarize chapter or short stories and reflect on comprehension / understanding.Tier 3 → Activities/Strategies (Synthesis/Evaluation)<ol style="list-style-type: none">1. Evaluate understanding of narrative text(s) through quizzes, unit tests from end of the novel or short stories used.2. Quizzes on vocabulary3. Personal journal writing narratives based on Freedom Writers.➤ Narrative writing

	<p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <ol style="list-style-type: none"> 1. Understand the elements of a story. 2. Brainstorm what makes good characters. 3. Brainstorm what makes a good problem in drama and what are the most common problems in drama. <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <ol style="list-style-type: none"> 1. Develop characters in a story you will develop – either fictional or nonfictional. 2. Create and develop character traits and personalities in each of those characters. 3. Define descriptive setting(s) in where your story will take place. 4. Develop 3 conflicts that each character is going through. Analyze how each character personality will react / respond to each conflict. Analyze how the conflict will drive and twist the story. 5. Practice writing dialogue to establish character and conflict relationship and how conflicts are resolved. 6. Write two rough drafts of a story. 7. Analyze and apply a writing rubric to the narrative writing texts with models of established writing. 8. Alternate project – create a comic strip narrative writing story board. <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <ol style="list-style-type: none"> 1. Workshop both rough drafts of a story through one on one teacher writing coaching and peer editing. 2. Publish students' narrative writing. 3. Comic strip narrative writing story board. <p>Performance Tasks/Assessments</p> <p>Tests and Quizzes – Unit test on narrative novel or narrative short stories. Vocabulary quizzes.</p> <p>Writing Assignments – Narrative writing story published piece.</p> <p>Projects – Journal writing projects</p>
<p>Resources: Text: <i>The Catcher in the Rye</i> by J.D. Salinger; <i>Their Eyes Were Watching God</i> by Zora Neale Hurston; <i>The Freedom Writers</i> by Erin Sewel; <i>The Lottery</i> by Shirley Jackson; <i>A Hunger Artist</i> by Franz Kafka; <i>The Man Who Was Almost a Man</i> by Richard Wright; <i>The Bet</i> by Anton Chekhov; <i>This I Believe</i> NPR Essay Book.</p> <p>Primary Source Materials:</p> <p>Video(s): Freedom Writers Movie; Their Eyes Were Watching God movie; The Catcher in the Rye movie (see below link) Internet Resources: http://thisibelieve.org/</p>	

<http://more.headroyce.org/research/writing/narrative/narrtopics.html>

http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf

<http://staff.esuhds.org/danielle/english%20department%20village/biographical2.html>

<http://www.freedomwritersfoundation.org/curriculum>

<http://www.imdb.com/video/wab/vi1487340057/>