**English 9/10 Narrative Writing**

**Overview**

Prerequisite skills: Understand basic sentence, paragraph, story sequence structures, sensory language, and point of view

Step 1. Establish the importance character analysis

* Establish the purpose of character analysis
* Define what a character does, says, sees, hears, feels, thinks, and exists

Step 2. Redefine sensory language

* Distinguish the five senses
* Determine what words/phrases could fit each sense
* Practice writing sentences with a focus on each sense

Step 3. Establish a point of view.

* Define point of view
* establish understanding of 1st person, 2nd person, and 3rd person language
* Practice writing dialogue/sentences through each point of view

Step 4. Establish a sequence of events

* Understand how events fall into a sequence
* Understand the difference between chronological order and order of importance
* Practice writing a chain of events in each sequential order

Step 5. Combine setting, point of view, and sequence of events into a short story.

* Create an outline of events the short story will be about
* Determine what point of view the main character will use throughout the story
* Establish a setting with sensory language in mind
* Practice combining setting and events through a clear point of view into paragraphs that tell a short story

**Timeline (use chart)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** | Ch. 2 Review Types of Writing  Cloze assignment Ch.6 Fiction Narrative | Prezi presentation overview of writing techniques  Pre-Assessment - Sample writing | Character Analysis *Peanuts* comic strip  Student comic strip | Setting Sensory Language  *Peanuts* comic strip  Student comic strip | Sequence of Events/Plot – *Peanuts* comic strip –Student comic strip – publish to e-portfolio |
| **Week 2** | Ch. 16 Effective Sentences  Varying Sentences | Begin “1984” by George Orwell (excerpts)  Reader Response Activities to “1984”  Establish use of literary techniques present in novel | | | Spooktacular Event – SMARTBoard presentation – Begin Spooky Story project |
| **Week 3** | Spooky Story Activities Cont.  Writer’s workshop – groups – Peer revision, editing, publishing to e-portfolio | | | SPOOKTACULAR EVENT  Presentation of Spooky stories to honored guest | |

**Unit Standards, Goals, and Objectives**

|  |  |
| --- | --- |
| Standards (content area) | |
| CCCS Writing:  W.9-10.3, W.9-10.8,  CCCS Speaking and Listening:  SL.9-10.1.a  CCCS Reading Literature:  RL.9-10.10, RL.9-10.1, RL.9-10.5, RL.9-10.2,  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, | |
| Standards (technology) | |
| HS.SI.1  Evaluate resources needed to solve a given problem.  HS.TT.1  Use technology and other resources for assigned tasks.  HS.SE.1  Analyze issues and practices of responsible behavior when using resources. | |
| Unit Goals (1-3) | |
| Goal 1: The student will use technology to publish written work to the class e-magazine.  Goal 2: The student will write a fictional narrative using literary techniques to establish setting, characters, sequence of events, plot development, and point of view.  Goal 3: The student will publish two fictional narrative examples to an e-portfolio. | |
| Unit Objectives (3-8) | Unit Assessments |
| Objective 1: When given a comic strip the students will use seven different sensory language examples to establish setting.  Objective 2: When given a comic strip the students will identify the sequence of events and the point of conflict.  Objective 3: When given a blank five block comic strip board the student will begin a sequence of events/plot, add to an existing sequence of events/plot, and complete a sequence of events/plot, which will include a point of conflict in one of the five blocks.  Objective 4: The student will establish point of view through character development using at least two instances of dialogue in a written narrative at least one page hand written.  Objective 5: The Student will use the Peanuts comic strip to understand character analysis using a guided worksheet answering all questions.  Objective 6: When given 25 new terms the students will be able to use the information to establish new vocabulary knowledge.  Objective 7: When shown the process of establishing an e-portfolio the student will submit two narrative works. | Exit slip with an example of their best descriptive/sensory language sentence.  Students will submit their independent work for proof of understanding.  Writing sample of their own comic with character analysis worksheet filled out by peers that assess the completeness of the main character. Writing sample will be published to e-portfolio.  Turn in cloze hand-out at the end of class.  Turn in character analysis hand-out at the end of class.  Publish one narrative work to the class e-magazine |

**Pre/Post Assessments**

The pre-assessment is the writing assignment from the Prezi presentation in which students write a short fictional story based on the Prezi background picture.

The post-assessment is the writing project from the SMARTBoard presentation in which students write a spooky story to present at a special “Spooktacular” event with VIP guests selected by the students. This is the rubric for the assignment:

Grading Rubric: Unit Writing Project - Spooky Story

|  |  |  |  |
| --- | --- | --- | --- |
| Total Points possible: 70 | 10 points | 5 point | 0 point |
| Character Analysis  (two less for each requirement) | All seven character analysis traits are addressed in at least one character | At least four character analysis traits are addressed in at least one character | Less than four character analysis traits are present in any character |
| Setting | Well established setting. Reader can clearly understand where the story takes place | Setting is present but little effort is put into clearly understanding where the story takes place | Is not present or difficult to identify |
| Plot | Is present and has a clear beginning, middle, and end. | Is present but does not have a clear beginning, middle, and end. | Is not present or difficult to identify |
| Theme | Is present and can be clearly identified. Constant throughout piece. | Is present but can’t be clearly identified. Inconsistent throughout piece. | Is not present or difficult to identify |
| Style  (one less for each requirement) | Uses at least 3 different literary devices, word choices are unique, and a variety of sentences are used. | Uses 2 or less literary devices, word choices are standard, and little variety of sentences are used. | No literary devices present, sentences offer no variety |
| Point of View | Can be clearly identified and is used consistently throughout the work. | Can be identified and is used inconsistently throughout the work. | Point of view not present or difficult to identify |
| Grammar | 2 or less grammatical errors in punctuation, capitalization, etc. | 4 or less grammatical errors in punctuation, capitalization, etc. | 5 or more grammatical errors |
| TOTAL: |  |  |  |

Final Score:

**Grade book (use excel)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students** | **Literary Techniques** | **Comic Strip** | **Spooky Story** | **Classwork** | **Exam** | **Total** |
| *Curtis, Carrie* | 5 | 10 | 25 | 10 | 49 | 99 |
| *Doe, Jane* | 3 | 10 | 20 | 8 | 44 | 85 |
| *Evans, Terry* | 4 | 10 | 25 | 10 | 48 | 97 |
| *Johnson, Jim* | 4 | 10 | 23 | 10 | 46 | 93 |
| *Luble, Eric* | 3 | 10 | 19 | 10 | 42 | 84 |
| *Smith, Damian* | 4 | 8 | 24 | 10 | 45 | 91 |
| *Smith, Ethan* | 5 | 10 | 25 | 10 | 46 | 96 |
| *Smith, Mino* | 5 | 9 | 25 | 10 | 46 | 95 |
| *Straugn, LuEllen* | 3 | 10 | 22 | 10 | 42 | 87 |
| *Zima, Ximi* | 5 | 9 | 21 | 10 | 50 | 95 |
|  |  |  |  |  |  |  |
| **Points Possible** | **5** | **10** | **25** | **10** | **50** | **100** |
| *Student Average* | 4.10 | 9.60 | 22.90 | 9.80 | 45.80 | 92.20 |

**Differentiation (use chart)**

|  |  |
| --- | --- |
| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction – Character Analysis | Flexible Grouping/Tiered Assignment and Product – Both of these along with the Cooperative Learning activity require one overall product that can is worked on in groups and can be differentiated to each individual with their personal comic strip and adjusted worksheets. |
| Concept Development or Attainment – Setting (Sensory language) |
| Inquiry | Independent Study – The spooky story is adjusted to the learning abilities of each individual student. The rubric grading can be adjusted for the final product |
| Cooperative Learning | Flexible Grouping/Tiered Assignment and Product – This along with the Direct Instruction and Concept Development activity require one overall product that is worked on in groups and can be differentiated to each individual with their personal comic strip and adjusted worksheets. |
| Choice – Types of Writing | Tiered Assignment and Product - Cloze differentiation allows for Lee or Sandra to only do the primary words in the review dropping the required vocab words from 25 to 16. |

**Assessment Section**

The Smart Board assignment includes an assessment on words/phrases choices. The student will have 15 minutes to write a very short story then answer two questions, this will be collected to assess the student’s understanding of word choice. Please see slides 7-10.

Small Group Peer Review: Mini Sample Writing: Spooky Story

Peer reviewers:

|  |  |  |  |
| --- | --- | --- | --- |
|  | What points would you give for each section?  4=everything needed  3= one error/missing item  2=1/2 or less of tasks completed  1=very few criteria met | | What suggestions do you have to improve this short story? |
| Character Analysis | All seven character analysis traits are addressed in at least one character |  |  |
| Setting | Well established setting. Reader can clearly understand where the story takes place |  |  |
| Plot | Is present and has a clear beginning, middle, and end. |  |  |
| Theme | Is present and can be clearly identified. Constant throughout piece. |  |  |
| Style | Uses at least 3 different literary devices, word choices are unique, and a variety of sentences are used. |  |  |
| Point of View | Can be clearly identified and is used consistently throughout the work. |  |  |
| Grammar | 2 or less grammatical errors in punctuation, capitalization, etc. |  |  |

**Sensory Language Quiz**

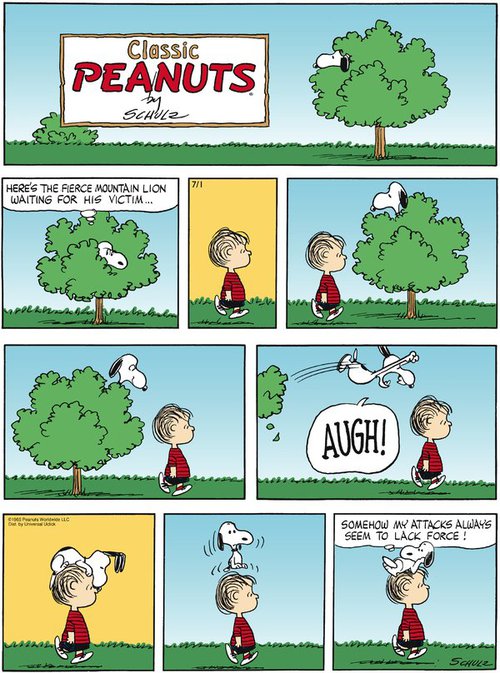
|  |  |
| --- | --- |
| 1. Hearing/Audio 2. Seeing/Visual 3. Touch/Tactile 4. Taste 5. Smell | 1. the sun shone brightly… **(b)** 2. the pots clanged… **(a)** 3. the air filled with pungent aromas… **(e)** 4. the tartness of the lemon puckered my lips… **(d)** 5. The sharpness of the needle left an impression…**(c)** |

1. Match the sensory language with the correct sense
2. Which sentence demonstrates audio sensory language?
3. The house was blue with massive purple shutters.
4. I sat eating my soggy bologna and lettuce sandwich that mushed in my mouth as I took bites.
5. **Thump-ta-tum echoed through the air as our feet danced to the music.**
6. Tiny beads of sweat formed on my arms as I stood watching the fire dance around the charred wood.
7. Write a sentence using sensory language.

**Answers will vary**

1. In your own words, describe the benefits of using sensory language in writing.

**Answers will vary**

1. What sensory language is present in this comic strip? List as many options as possible. (We will have started the sensory language with an analysis of comic strips so they would know that what we see in a comic strip is language as well as what is written).
2. Select your best example of sensory language writing from this week’s writing samples.

**Technology Section**

SMARTBoard assignment with interactive activities for students

Elmo/Overhead used during the Character Analysis and Setting assignments used by the teacher

Elmo/Overhead used during the Sequence of Events/Plot used by the students

E-portfolios used by students to submit written works. Used by students and teachers

Class e-magazine and the following websites for students to publish their written work:

<http://www.teenlit.com/>

<http://www.merlynspen.org/>

**Lessons Plans**

**LESSON PLAN**

**Author: Justine Smith**

**Date Created: February 6, 2013**

**Subject(s): Narrative Writing**

**Topic or Unit of Study (Title):** Setting

**Lesson Title:** Sensory Language and Setting

**Grade Level:** 9-10th grade high school

***Materials:*** Peanuts comic strips, Overhead Projector, Sensory Language terms

**Summary (*and Rationale*):** Understanding how to use sensory language produces better communication skills.

**I. Focus and Review (Establish Prior Knowledge):** [5 minutes]

Is it important to establish a setting in fictional narratives in order to understand the plot/theme of the narrative? What is important to about creating a setting in fictional narratives? Are details about a setting important in a fictional narrative? Setting is an important part of fictional narratives. Using detailed language to establish setting allows readers to understand and connect with what is written. We will start with an analysis of the settings in Peanuts comic strips.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Objective 1: When given a comic strip the students will use seven different sensory language examples to establish setting. | Exit slip with an example of their best descriptive/sensory language sentence. |

State the objective: [1 minute]

Assessment: [1 minute]

**III. Teacher Input (Present tasks, information and guidance):**  [20 minutes]

“What is sensory language?” Students will answer and I will put answers on the board. As a class we will define sensory language. “What are the senses used in sensory language?” I will write each sense on the board (sight, touch, taste, smell, hear, feel (emotion)). What are some words that we could use in writing for each sense? We will create a basic word bank for each sense that will later be added to the classes “Sticky Word Wall.”

Using the Peanuts comic strips from yesterday you will use as many sensory words to list as many details about the setting of your individual comic strip. Imagine that we will have students from the School of the Blind visiting us tomorrow. You will be sharing your comic with them. Be sure to use enough sensory language to convey the message in the comic strip clearly.

**IV. Guided Practice (Elicit performance):** [40 minutes]

Students will be placed in groups and given Peanuts comic strips to write descriptive sentences using as many of the senses as possible to convey their assigned comic strip. Student groups will share their sentences from one scene of their assigned comic strip then use the Elmo/overhead to display the chosen scene.

***V.* Closure (Plan for maintenance):** [15 minutes]

Students should spend the remainder of class working on their independent comic strips that they began yesterday, applying sensory language concepts as they work.

***VI.* Independent Practice:** [5minutes]

At the end of class students should select a sample sentence to turn in on an exit slip with their best example of a sensory language sentence.

**STANDARDS:**

|  |  |
| --- | --- |
| **CCSS.ELA-Literacy W.9-10.3** | **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |

**Plans for Individual Differences:** Flexible grouping/Tiered Assessment and Product

When working in groups there will be an opportunity to use personal insights in evaluating how sensory language is used in a comic. During the independent practice, students will use their own writing and abilities to establish setting with sensory language that will be part of a final comic strip. There is no wrong answer in creating the setting and the student’s choice in sensory language. Students will be encouraged to use real places and experiences to tell an imaginative/fictional story through a comic strip.

**References (APA style):**

Schulz, C. M. (2009). *Celebrating Peanuts 60 Years.* Kansas City: Andrews McMeel Publishing, LLC.

**LESSON PLAN**

**Author: Justine Smith**

**Date Created: March 20, 2013**

**Subject(s): Narrative Writing**

**Topic or Unit of Study (Title):** Sequence of Events/Plot

**Lesson Title:** Establishing Plot

**Grade Level:** 9-10th grade high school

***Materials:*** Peanuts comic strips, Overhead Projector, Large comic strip board with five windows for each group, markers

**Summary (*and Rationale*):** Understanding how to establish a sequence of events produces better communication skills.

**I. Focus and Review (Establish Prior Knowledge):** [5 minutes]

Is it important to establish a sequence of events in fictional narratives in order to understand the plot/theme of the narrative? Why is having a sequence of events important in fictional narratives? Is having a sequence of events useful in all types of fictional narrative? Using a clear sequence of events allows readers to understand, follow, and connect with what is written. We will start with an analysis of the sequence of events in Peanuts comic strips.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Objective 1: When given a comic strip the students will identify the sequence of events and the point of conflict.  Objective 2: When given a blank five block comic strip board the student will begin a sequence of events/plot, add to an existing sequence of events/plot, and complete a sequence of events/plot, which will include a point of conflict in one of the five blocks. | Students will submit their independent work for proof of understanding. |

State the objective: [1 minute]

Assessment: [1 minute]

**III. Teacher Input (Present tasks, information and guidance):**  [15 minutes]

With a Peanuts comic strip on the overhead ask, “What is the sequence of events?” Students will answer and I will follow up with, “How is the sequence of events established in the comic strip?” Allow for answers then follow up with, “Comic strips rely on pictures to assist in understanding the sequence of events, how would we tell this story if we didn’t have the pictures?” Have students put answers on the board in a list format. They should feel free to adjust the position of events as they realize new events that may have been missed. Understanding the sequence of events in a narrative is important to establishing a plot and later conflict within the narrative. Ask students to identify the event that establishes the point of conflict. Get a volunteer to write a “C” next to the event the class agrees on. Using several Peanuts comic strips you will list as many event details establishing the sequence of events in the comic strip. “Remember that a comic strip uses many visual techniques to establish a sequence of events so there may be more than one thing happening in each window.”

**IV. Guided Practice (Elicit performance):** [50 minutes]

Once students have practiced establishing a sequence of events and the point of conflict in their assigned comic strip students will be placed in groups of 5/6. Each group will be given a large paper with five comic strip windows. Each group will have 10 minutes to work on five class created comic strips. They may write and/or draw a beginning event in what will be a sequence. Each group will start on the first window and as they move to the next table will work on the next window at the next table. Students move to the next table leaving the comic strip for the next group. Students are then to establish an understanding of the first group’s written/drawn window and decide on what the next window should contain as they continue the new class comic strip. As students move to each table they will work on the next consecutive comic strip window. When they have visited each table each group will have written/drawn a window in a different order in each class comic strip.

***V.* Closure (Plan for maintenance):** [10 minutes]

Each class comic strip should be posted. Have class identify if the comic strips follow a sequence of events with a point of conflict.

***VI.* Independent Practice:** [5minutes]

Using several Peanuts comic strips you will list as many event details establishing the sequence of events in the comic strip (This activity is listed in the Teacher Input section with the time allocated here as part of the TI portion of class)

**STANDARDS:**

|  |  |
| --- | --- |
| **CCSS.ELA-Literacy W.9-10.3** | **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |

**Plans for Individual Differences:** Flexible grouping/Tiered Assessment and Product

When working in groups there will be an opportunity to use personal insights in evaluating sequence of events and point of conflict in a comic. Within the group activity students will be allowed the option of writing or drawing allowing room for expressing knowledge through multiple methods. During the independent practice, students will use their own writing and abilities to establish their knowledge of sequence of events.

**References (APA style):**

Schulz, C. M. (2009). *Celebrating Peanuts 60 Years.* Kansas City: Andrews McMeel Publishing, LLC.

**LESSON PLAN**

**Author: Justine Smith**

**Date Created: January 30, 2013**

**Subject(s): Narrative Writing**

**Topic or Unit of Study (Title):** Character Analysis

**Lesson Title:** Peanuts Character Analysis

**Grade Level:** 9-10th grade high school

***Materials:*** Character analysis worksheets, Peanuts comic strips, Overhead Projector,

**Summary (*and Rationale*):** Understand several strategies used in writing characters to apply in their own writing and use in analysis of literature. Understand the connection between written characters and real people.

**I. Focus and Review (Establish Prior Knowledge):** [3 minutes]

Is it important to understand characters in fictional narratives in order to understand the plot/theme of the narrative? What is important to know about characters we read about in fictional narratives? Are there any characteristics that aren’t important? Character analysis is an important part of understanding why and how plots function in fictional narratives. We will start with an analysis characters in the Peanuts comic strip.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Objective 1: The Student will use the Peanuts comic strip to understand character analysis using a guided worksheet answering all questions. | Writing sample of their own comic with character analysis worksheet filled out by peers that assess the completeness of the main character. Writing sample will be published to e-portfolio. |

State the objective: [1 minute]

Assessment: [15- 20 minutes that can be done over the week]

**III. Teacher Input (Present tasks, information and guidance):**  [20 minutes]

Introduce comic strips as a form of narrative. As a whole class, discuss the Charlie Brown character from a few sample Peanuts comic strips. Introduce how to evaluate the character with the Character Analysis worksheet graphic organizer. Discuss the analysis.

**IV. Guided Practice (Elicit performance):** [30 minutes]

Break into groups of five and assign a Peanuts character to each group. Pass out several Peanuts comic strips related to each group’s assigned Peanuts character. Each group will practice evaluating their character using the character analysis worksheet as a guide while I work with each group.

***V.* Closure (Plan for maintenance):** [15 minutes]

Groups will then present their analysis to the class.

***VI.* Independent Practice:** [15-20 minutes]

Students will then be given the task of building a character for their own comic strip using the character analysis worksheet as a guide. This assignment will carry into the week as students work on other literary techniques present in comic strips.

**STANDARDS:**

|  |  |
| --- | --- |
| **CCSS.ELA-Literacy W.9-10.3** | **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |

**Plans for Individual Differences:** Flexible grouping/Tiered Assessment and Product

This plan lends itself to differentiation since each writer will first give their impressions of the characters being evaluated. When working in groups there will be opportunity to use personal insights again in evaluating how the comic portrays different characters they’ve been assigned. Finally, during the independent practice, students will use their own writing and abilities to create a character that will be part of a final comic strip. There is no wrong answer in creating a character. Students will be encouraged to use real events to tell an imaginative/fictional story through their character.

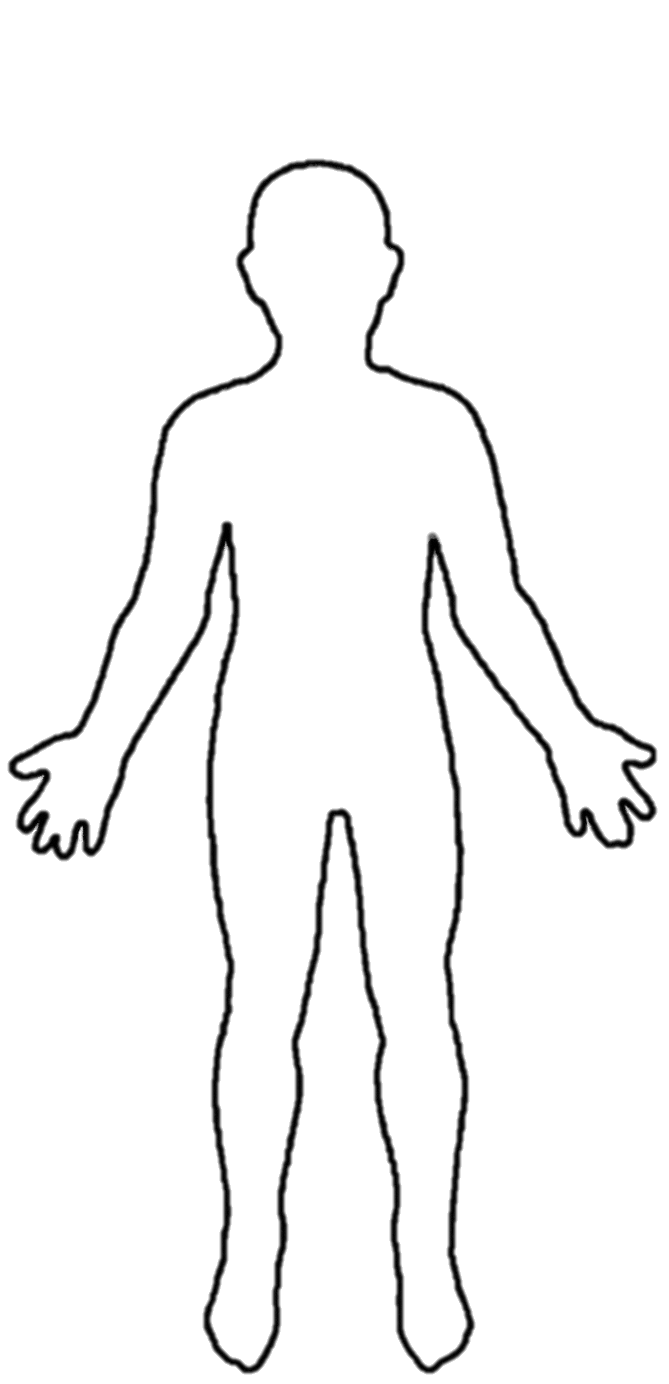
**References (APA style):**

Schulz, C. M. (2009). *Celebrating Peanuts 60 Years.* Kansas City: Andrews McMeel Publishing, LLC.

Albano, A. (2012, January 17). *Teaching Character Analysis Using Body Biographies*. Retrieved from Scholastic: http://www.scholastic.com/teachers/classroom-solutions/2012/01/teaching-character-analysis-using-body-biographies

Character Analysis

Title:



What does he/she see?

What does he/she think?

What does he/she hear?

What does he/she say?

What does he/she do?

Where does he/she go/exist?

What does he/she feel?

Character name:

**LESSON PLAN**

**Author: Justine Smith**

**Date Created: April 5, 2013**

**Subject(s): Writing**

**Topic or Unit of Study (Title): Types of** Writing

**Lesson Title:** Types of Writing Cloze and Vocab Dictionary

**Grade Level:** 9-10th grade high school

***Materials:*** Dictionary, Cloze hand-outs, Textbook

**Summary (*and Rationale*):** Understanding how to use different types of writing produces better communication skills.

**I. Focus and Review (Establish Prior Knowledge):** [5 minutes]

What types of writing do we encounter? What is important about the types of writing we encounter? Understanding the uses of these different types of writing allows you to communicate and respond to what you read and write more effectively. You must understand new terms and creating a class dictionary helps establish a basic understanding of what our class is learning.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Objective 1: When given 25 new terms the students will be able to use the information to establish new vocabulary knowledge. | Turn in cloze hand-out at the end of class. |

State the objective: [1 minute]

Assessment: [1 minute]

**III. Teacher Input (Present tasks, information and guidance):**  [20 minutes]

“We are going to read and discuss any questions you may have for Chapter 2. Look for words that are new to you and words that you think may be important to understanding the information in the chapter. We will work on adding new words to our class dictionarys.” Students will read chapter 2 noting words and questions they may have about the information they read. Once the reading is done ask, “What questions do you have about the chapter?” Discuss the questions brought up and write key points on the board. Ask, “What new or important words did you encounter in the chapter?” Write the words on the board. Once the addition of new words is complete pass out hand-outs.

**IV. Guided Practice (Elicit performance):** [20 minutes]

Students will work individually using the Ch. 2 text to help determine which words are missing in the cloze activity. They should have a list of 25 words that should then be added to their class dictionaries.

***V.* Closure (Plan for maintenance):** [40 minutes]

Student’s may work together in their table groups to collect information. Each student should have their own dictionary to work in. They may use the Webster dictionaries in the class to find some of the information needed. They should be reminded to add a definition, as well as the part(s) of speech and an example of the new word in use.

***VI.* Independent Practice:**

The Cloze activity is the independent practice.

**STANDARDS:**

|  |  |
| --- | --- |
| **CCSS.ELA-Literacy W.9-10** | **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |

**Plans for Individual Differences:** Tiered Assessment and Product

Students can have the number of words reduced from 25 to 16 if needed – they should do numbers 1, 4, 8, 9, 10, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24, 25.

**References (APA style):**

Prentice Hall. (2012). *Writing Coach: Writing and Grammar for the 21st Century.* Upper Saddle River: Pearson Education, Inc.

Types of Writing Cloze:

After reading Chapter 2 fill in the missing words represented by numbers. Once you have created a list add these words to your class dictionary.

(1) are types, or categories of writing. Each genre has a specific (2), or goal. For example, the purpose of persuasive writing is to (3) readers to agree with the writer’s point of view. Each genre has specific (4). Short stories, for examples, have characters, a setting, and a plot. In this chapter you will be introduced to several genres: nonfiction narratives, fiction narratives, poetry and descriptive writing, expository writing, persuasive writing, responses to literature, and workplace writing.

(5) are subcategories of genres that contain all the characteristics of the genre plus some unique characteristics of their own. For example, a mystery is a form of short story. In addition to plot, characters, and setting, it has a mystery to be solved.

In some writing situations, you may need to select the correct genre for conveying your intended (6). To (7), you may choose to write a short story or a humorous essay. To (8) an emotion, writing a poem may be best. To (9) someone to your point of view, you may want to write a persuasive essay or editorial. Each genre has unique strengths and weaknesses, and your specific goals will help you decide which is best.

(10) narratives are any kind of literary text that tells a story about real people, events, and (11). This genre of writing can take a number of different forms but includes well-developed (12) and resolution, interesting and believable characters, and a range of (13) strategies, such as dialogue and suspense.

(14) narratives are literary texts that tell a story about (15) people, events, and ideas. They contain elements such as characters, a setting, a (16) of (17), and often, a theme. As with nonfiction narratives, this genre can take many different forms, but most forms include well-developed conflict and resolution. They also include interesting and believable elements and a range of literary strategies, such as (18) and suspense.

(19) and other kinds of (20) literature express ideas and (21) about real or imagined people, events, and ideas. They use rhythm, (22), precise language, and (23) details – words that appeal to the senses – to create vivid images. In addition, they use (24) language – writing that means something beyond what the words actually say – to express ideas in new, fresh, and interesting ways. (25) elements, such as ling length and stanzas, also help the poet express ideas and set mood.

Answers Key – Types of Writing Cloze:

1. Genres
2. purpose
3. convince
4. characteristics
5. Forms
6. meaning
7. entertain
8. describe
9. persuade
10. Nonfiction
11. ideas
12. conflict
13. literary
14. Fiction
15. imagined
16. sequence
17. events
18. dialogue
19. Poetry
20. descriptive
21. feelings
22. rhyme
23. sensory
24. figurative
25. Structural



**Curriculum Plan**

**1. Pick one grade: 9 -12. \_\_\_NINTH\_\_\_\_\_\_\_\_\_**

**2. Pick a course you want to teach. \_\_\_\_English I\_\_\_\_\_\_\_\_\_\_**

**3. State Standards:**Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

Assume you were hired for New Hanover County Schools this past year.

1. How many grading periods do you have? \_\_\_\_\_\_2\_\_\_\_
2. How many instructional days per grading period? \_\_\_\_\_38\_\_\_\_\_\_\_\_\_
3. How many days will reserved for teacher work days and testing? \_\_\_\_11\_\_\_\_\_\_\_\_\_

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

Students should come with a knowledge of basic language structure, parts of speech, sentence structure, paragraph construction, and the basic writing skills in the five paragraph essay.

1. What the students are to learn during the present school year?

Reinforce basic language structure, develop the five paragraph essay, introduce nonfiction/fiction narrative, a variety of poetry, variety of literature, basic literature analysis, and expository/persuasive writing.

1. What they are going to be required to learn in future grades?

To refine their writing skills in literature analysis, persuasive writing, and world literature, as well as a grasp of language structure.

**6. Year-long/Semester-long Planning**

**What is It?** Year-long planning is the overall curriculum framework (scope and sequence) for a specific academic year or period. It serves as an outline of what topics and objectives will be taught and when they will be taught.

**First 9 Week grading period**

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| Writing/Grammar Review and Process - 1/23-2/12 | |
| Week 1 –   * Ch. 13 Parts of Speech * Ch. 22 Capitalization * Ch. 23 Punctuation | CCCS Writing:  W.9-10.3, W.9-10.8,  CCCS Language:  L.9-10.6, |
| Week 2   * Ch. 2 Types of Writing |
| Week 3   * Ch. 3 The Writing Process * Prewriting, drafting, revising, editing, publishing |
| Nonfiction Narration - 2/13-3/5 | |
| Week 1   * Ch.5 Nonfiction Narrative * Autobiographies   + “A Wild Ride” by Callie McCafferty   + “Lemonade Night” By Tamara Fiero   + Prewrite/Draft - Autobiography | CCCS Writing:  W.9-10.3, W.9-10.8,  CCCS Speaking and Listening:  SL.9-10.1.a  CCCS Reading Literature:  RL.9-10.10, RL.9-10.5, RL.9-10.2,  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, |
| Week 2   * Ch. 4 Sentences, Paragraphs, and Compositions * Ch. 14 Basic Sentence parts * Newspapers/Internet News Articles – Local, National, International   + Prewrite/Draft – Class Newspaper |
| Week 3   * Writers Workshop * Peer Revision/Editing/ Publish to e-Portfolio * Review |
| Fiction Narration - 3/6-4/4 | |
| Week 1   * Ch. 2 Types of Writing Cloze review * Ch.6 Fiction Narrative * Fiction – Comic Strip / Graphic Novel   + “Homelanding” by Margaret Atwood   + “Dance on Air” By Devon Curtis   + Prewrite/Draft – Comic Strip | CCCS Writing:  W.9-10.3, W.9-10.8,  CCCS Speaking and Listening:  SL.9-10.1.a  CCCS Reading Literature:  RL.9-10.10, RL.9-10.1, RL.9-10.5, RL.9-10.2,  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, |
| Week 2   * Ch. 16 Effective Sentences   + 16..1 Functions of a Sentence   + 16.3 Varying Sentences * “1984” by George Orwell (excerpts)   + Reader Response Activities to “1984”   + Prewrite/Draft - Spooky Story |
| Week 3   * Spooky Story Activities cont.   + Writers Workshop - Group   + Peer Revision/Editing/ Publish to e-Portfolio   + Presentations * Review |

**Second 9 week grading period**

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| Poetry - 4/5-4/25 | |
| Week 1   * Ch.7 Poetry and Description * Ballad/Free Verse   + “Sir Patrick Spens” Traditional Ballad   + “Special Glasses” by Billy Collins   + “Fire to Fight” By Carmen Ramos   + “Cat Dog” by Jake Gomez     - Prewrite/Draft – Ballad/Free Verse poems * Shakespeare’s Sonnets   + Begin “Romeo and Juliet” | CCCS Writing:  W.9-10.3, W.9-10.8  CCCS Speaking and Listening:  SL.9-10.1.a  CCCS Reading Literature:  RL.9-10.7, RL.9-10.9, RL.9-10.10, RL.9-10.5, RL.9-10.2,  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, |
| Week 2   * Ch. 17 Verb Usage * Finish “Romeo and Juliet”   + Reader Response activities |
| Week 3   * Writers Workshop – Haiku/Tanka/Lyric Poetry/Ode/Voice   + “October Mourning” by Leslea Newman   + Prewrite/Draft – Writer’s Choice Poetry   + Peer Revision/Editing/ Publish to e-Portfolio * Review |
| Exposition/Persuasive - 4/26-5/16 | |
| Week 1 –   * Ch. 8 Exposition   + Analytical     - “Big Decisions in Little Hands” by Marilyn Gardner     - Cause and effect   + Prewrite/Draft – Analytical | CCCS Writing:  W.9-10.3, W.9-10.2, W.9-10.4, W.9-10.8  CCCS Speaking and Listening:  SL.9-10.1.a  CCCS Reading Literature:  RL.9-10.7, RL.9-10.9, RL.9-10.10, RL.9-10.5, RL.9-10.2, RL.9-10.1  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, |
| Week 2   * Ch. 8 Exposition Cont.   + Problem-solution     - “Preventing Computer ‘Hogging’ at the Library” by Elena Marco     - compare and contrast     - Pro-con   + Prewrite/Draft – Problem-solution   • Revising, editing, publishing |
| Week 3   * Ch. 9 Persuasion   + “Year-Round School” by Anabel Rodriquez   + Prewriting, drafting, revising, editing, publishing   + Persuasive Presentation Forum |
| Literature Analysis - 5/17-5/31 | |
| Week 1   * Ch. 20 Using Modifiers * Ch.10 Response to Literature   + “Overview of ‘Blues Ain’t No Mockin Bird’” by Theresa M. Girard   + “O. Henry’s ‘The Gift of the Magi’” by Luisa Gomez   + Group Read     - Options: “Speak” by Laurie Halse Anderson, “Monster” by Walter Dean Myers, “13 Reasons Why” by Jay Asher, “Among the Hidden” by Margaret Peterson, “The Book Theif” by Markus Zuszak | CCCS Writing:  W.9-10.3, W.9-10.2, W.9-10.4, W.9-10.8  CCCS Speaking and Listening:  SL.9-10.1., CCCS Speaking and Listening:  CCCS Reading Literature:  RL.9-10.7, RL.9-10.9, RL.9-10.10, RL.9-10.5, RL.9-10.2, RL.9-10.1  CCCS Reading Information:  RI.9.10, RI.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6  CCCS Language:  L.9-10.6, |
| Week 2   * Prewrite/draft/revise/edit/publish – Analysis of Group Read * Individual workshop * Grammar Review |
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| Portfolio Presentations/Exams - 6/3-6/7 | |
| Week 1   * Writers Presentations – 5 works from e-Portfolio | CCCS Speaking and Listening:  SL.9-10.5 |

Additional Resources:

1. <http://www.eliteediting.com/blog/post.aspx?id=47>

Nonfiction ancillary lessons

1. <http://www.webenglishteacher.com/1984-lesson-plans.html>

“1984” ancillary lessons

1. “The Complete Works of Shakespeare: 6th edition” by David Bevington

Shakespeare’s Sonnets and “Romeo and Juliet”

1. Group Read options: “Speak” by Laurie Halse Anderson, “Monster” by Walter Dean Myers, “13 Reasons Why” by Jay Asher, “Among the Hidden” by Margaret Peterson, “The Book Theif” by Markus Zuszak
2. “October Mourning” by Leslea Newman
3. <http://sbo.nn.k12.va.us/lms/docs/reader_response_journal_prompts_form.pdf>

Reader Response prompts