

# 9<sup>th</sup> Grade English - 10 Day Unit Plan

## Descriptive Narrative: The Island

Jessica Faleni

## Overview of “Descriptive Narrative: The Island” Unit

This unit plan is specifically designed to teach the writing of a descriptive narrative. Because it is a ninth grade classroom, I am assuming that writing descriptive narratives at greater length have not been covered, especially while incorporating character building, setting, imagery, and multiple genres. While giving students freedom to write about what they want is often an interesting and fun approach for students, I wanted to structure this project so the students had something to use as a base considering this is assumed to be their first descriptive narrative. The prompt of the project is to write a descriptive narrative in which describes the setting of an island. On the first day, students will be introduced with a photo of an island, and then they will build on that free-write to create a true essay. Although it is a structured approach to the descriptive narrative, the students have the freedom to build characters, and make their island whatever they want it to be. By the end of the project, they will have a very detailed descriptive narrative with developed characters, imagery, and one additional genre incorporated into their narrative.

With excitement about my idea for the final project, I began incorporating theories from articles and books we have read in class. Most of my theoretical support came from author Penny Kittle’s book, *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. It had so many great ideas that fit in with what I wanted to do. In Chapter 6, Kittle suggests that students listen to their own writing. I loved the idea and had to incorporate it into my lesson because it gives the students such a different perspective to their story. Hearing another person read your work will undoubtedly raise awareness to problems they may have in their narratives that they

haven't noticed while silently editing on the computer. Not only will they be listening to their own narratives, but they will be hearing a reading of part of Henry David Thoreau's *Walden*. This is another suggestion by Kittle, making sure students know what good writing is so they can try to mimic that genre when they start their own. Kittle incorporates reading, mini-lessons, assessment, composing and sharing in the writing workshop, and although I do not follow her models exactly, it is where I got most of my ideas for my lessons, incorporating all of these parts, but altering them to fit my unit and classroom.

My unit has a number of different accommodations for students. From students who are excelling to students with dyslexia or vision impairments. Although we like to think we will have a perfect classroom, there are always many students who struggle with different things, so I made different accommodations for each lesson, making sure to cover as much diversity as possible. Many times, when we are learning grammar lessons or lessons that involve components that may have been covered in lower levels of the education system, I have accommodated to give extra work to students who are bored, or above the level our class' pace is going. In other lessons, I have ensured that special attention will be given to students who lack creativity or are at a lower reading level than the rest of the class. I also found an interesting article that explains how doodling while listening to a reading or lecture actually helps students, so I have incorporated this accommodation for my students with Attention Deficit Hyperactive Disorder.

By the end of the unit, my students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Although not every student will have the same quality, it is

important that they all understand this standard, and have the opportunity to make it better.

The most important thing to me as a teacher is that students have the chance to revise their work when they are not satisfied with the grade or evaluation. To avoid unhappy students and poor grades, I have incorporated a number of mini-lessons, peer-editing, grammar checks, and self-evaluation workshops so that students can eliminate as many errors as possible before turning in their final product. Although this evaluation process does not align with Kittle's approach, I have shaped her ideas to meet my classroom's needs. While administration does put pressure on teachers to provide grades, by giving plenty of feedback and allowing students to resubmit their assignment, I will still meet the needs of administration and my students.

I am excited to have created a lesson that accommodates students, stimulates creativity, and teaches a new style of writing to students. After much revision to make the best possible lessons for my students, I finally concluded with my project for Descriptive Narrative: The Island.

## **Day One: Stranded Island**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Students will be introduced to a new unit today. We will be working toward writing a descriptive narrative set on a deserted island. Students will be asked to write about a specific prompt for a set amount of time, then required to add details based on the teacher's prompts to help make a more concrete draft.

#### **Common Core 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.
- CCSS.ELA-LITERACY.W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

#### **Objectives**

- Students will be able to free write descriptions of the island they see in the form of a narrative.
- Students will be able to add new information to their narrative as the teacher prompts new questions requiring more detail.

#### **Materials/Resources**

- Picture of an Island to project
- Drafting Notebook

## Activities/Procedures

Introduction	Teacher will introduce the lesson for the day. We will be starting a new unit focusing on descriptive narratives. By the end of the 10 day unit, the students will have produced a descriptive narrative with plenty of imagery, metaphors, and descriptive words.	5 minutes
Writing	Teacher will put a picture of a beautiful island on the screen and students will have 15 minutes to write as many descriptions of the island as they can as if they just arrived on it.	15 minutes
Explaining and Writing	Explain next step 2: Now students must add the details of how they got to the island. This part should be placed before the part they just wrote, putting the events in chronological order. Students have the freedom to pick any mode of transportation/arrival	10 minutes
Explaining and Writing	Explain step 3: Students must now decide on a second character that they encounter on the island or that arrived on the island with them. They MUST create at least one character besides themselves to be on the island with them. The character can be an animal.	10 minutes
Explaining the Purpose	Explain to the students that this is the base of the story that they will build upon for the next 10 days of the narrative unit. We will be adding another genre to the story, working with imagery and metaphors, developing our characters, and establishing a setting in the next few days. The students should use homework time to connect the story's pieces and finish the details they couldn't finish in the 10 minute time frames but should not write the	6 minutes

	entire story yet, just connect the pieces with the last essential details. Students should type up their draft and turn in a copy the next class period.	
--	--	--

### **Accommodation**

For students who are visually impaired, I will provide audio of a beach (sounds of waves, birds chirping, etc.) with head phones so the student can type or describe to their aide what they are envisioning and still create their own narrative.

### **Assessment**

Students will turn in a copy of their progress from in class in tomorrow's lesson so I can see their initial draft and what they will be working with for the unit.

## Day Two: Establishing a Setting

### 9<sup>th</sup> Grade English

#### Overview of Procedures

Today's lesson is devoted to reading good examples of descriptive literature. The students need to read example in order to know what good descriptive literature is. We will be reading the *Where I Lived and What I Lived For* chapter of *Walden* by Henry David Thoreau aloud and students must follow along and highlight descriptions that catch their attention. Then, we will discuss why these descriptions caught their attention and talk about how they can incorporate these kinds of descriptions in their narratives.

#### Common Core Standards

- CCSS.ELA-LITERACY.W.9-10.9.A - Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- CCSS.ELA-LITERACY.W.9-10.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Objectives

- Students will be able to recognize good descriptions in *Walden: Where I Lived and What I Lived For*.
- Students will be able to read and follow along with *Walden: Where I Lived and What I Lived For*.

#### Materials/Resources

- Handout of *Walden: Where I Lived and What I Lived For* by Henry David Thoreau

<http://xroads.virginia.edu/~hyper/walden/hdt02.html>

#### Activities/Procedures

Introduction	Introduce today's lesson and collect the homework from Lesson Today we will be reading <i>Walden: Where I Lived and What I Lived For</i> to get an idea of what excellent	5 minutes
--------------	---	-----------



	descriptive writing looks like because students will want to incorporate these techniques into their own narrative when writing their island narrative. Students should underline/highlight the descriptions that they think are very powerful or vivid so we can discuss them after we read.	
Reading	Read <i>Walden: Where I Lived and What I Lived For</i> by Henry David Thoreau aloud.	25 minutes
Discussion	Class discussion of the good descriptions they underlined in the short story. Ask: What were good descriptions? Why is this a good description? What do you feel/see when you read this description?	10-15 minutes
Assessment	Students should pick three descriptions and write why they think it is a good description. Students will turn this in before the end of class.	5-10 minutes

### **Accommodation**

Students who have Attention deficit hyperactivity disorder (ADHD) will be allowed to color while listening to the story read aloud. According to a study published in Time Magazine, students who doodle actually retain information better than non-doodlers. They will still be able to contribute in the class discussion because they will have listened to the story and maybe even draw some of what they see.

<http://content.time.com/time/health/article/0,8599,1882127,00.html>

### **Assessment**

Students will pick 3 descriptions that they liked and turn it in before leaving class. This will show the teacher how aware students are of what good descriptions are in narrative.

## **Day Three: Enhancing our Story**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Today we will be using Lesson 2's story to continue with our lesson of powerful words and phrases. Students will have the opportunity to practice creating imagery through similes, metaphors. Then, they will apply these skills to their own writing by replacing vague descriptions with more interesting figures of speech.

#### **Common Core 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.
- CCSS.ELA-LITERACY.W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.W.9-10.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### **Objectives**

- Students will be able to create their own figures of speech to replace vague descriptions
- Students will be able to produce metaphors and similes when given words to describe.

#### **Materials/Resources**

- "Imagery: Similes & Metaphors!" Handout
- Printed copy of the student's drafted story

#### **Activities/Procedures**

Introduction	Introduction to class. We will be creating similes, metaphors to add more depth to our descriptions so they are felt or seen when they are read instead of just understood. Students will be encouraged to think about the 5 senses when describing things in their stories.	5 minutes
Discussion and lecture	What is a simile? Students should respond to the question to the best of their ability and then the teacher will give them the definition and a few examples.	10 Minutes
Discussion and lecture	What is a metaphor? Students should respond to the question to the best of their ability and then the teacher will give them the definition and a few examples.	10 minutes
Practicing	Going down the rows in the class, each student will orally provide a simile or metaphor. If students struggle, we will help to create one together. Giving more examples and getting the class involved will help them with hands on thinking, as well as auditory learning through repetition.	10 minutes
Describing with Senses	Now, students will be asked to think about describing with their senses. How can we make "The sky looked blue" more interesting? One way is by using similes and metaphors and being conscious of what senses are used to experience the scene. A worksheet will be passed out to do for homework so students can practice creating their own similes and metaphors. How can we use them to describe: Taste? Touch? Smell? Sight? Sound?	10 minutes
Applying the lesson to the drafts	Teacher will explain that students will be adding some of the imagery that they come up with to their descriptive narrative draft. This will enhance the quality of the descriptions and make them more vivid. Questions/doubts will be answered.	5 Minutes

**Accommodation**

For students who have already learned how to create similes and metaphors and are bored with the lesson, I will present the opportunity for them to create personification, hyperboles, and alliteration to make the lesson more complex and interesting.

**Assessment**

Students will turn in their worksheet the following class period so I can make sure they understand how to create similes and metaphors. The worksheet will not be graded for “right” and “wrong,” but rather for completion.

# Imagery: Similes & Metaphors!

## What is a simile?

A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g., *as brave as a lion*, *crazy like a fox*).

## What is a metaphor?

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. (eg. "I had fallen through a trapdoor of depression," said Mark, who was fond of theatrical metaphors)

## Let's Practice!

Make the following phrases more interesting by turning them into similes.

Example: He wears a black vest → His vest is as black as coal.

1. The sky is blue.
2. The man was strong.
3. The shirt was smooth.
4. The orange is juicy.
5. The dog barks loudly.

Make the following phrases more interesting by turning them into metaphors.

Example: I ran out of time → Time is a thief.

1. I became sad.
2. She made a wish.
3. The sky is gloomy.
4. He cheated on his homework.
5. It is pouring.

## **Day Four: Creating Concrete Characters**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Now that we have a good idea of how to enhance the descriptions of our stories, we need to focus on the characters in the story. Students will be using WAGS character builder to get to know the characters in their descriptive narrative. Once students have a good grasp on who their characters are, they will introduce them to a partner, revealing as much information as possible about their characters.

**World of the Character** – How does the character spend their time? How do they affect the world? Also, how does the world affect them?

**Action of the Character** – What does the character do on a daily basis? What do they do to attain their goal in the story?

**Goal of the Character**- What do they want in the story and what do they need? What is their driving force? (Wants and needs are different)

**Stakes of the Goal**- What obstacles do they face while attempting to attain their goal? Are there negative effects if the character doesn't reach their goal?

#### **Common Core Standards**

- CCSS.ELA-LITERACY.W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.W.9-10.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### **Objectives**

- Students will be able to follow the WAGS diagram to create a well-rounded character
- Students will be able to introduce their characters to a partner using details and examples of their characters' lives.

## Materials/Resources

- WAGS handout
- Printed copy of the student's drafted story

## Activities/Procedures

Introduction	Introduction to class. Today we will be taking the characters in the students' narratives and making them more concrete by giving them a world and finding out more about the characters. Describe what we will be doing with WAGS.	5 minutes
Example WAGS	Teacher will do an example of WAGS and build a new character to show the students how they should be following the WAGS diagram, and how it really helps to build a detailed character.	10 Minutes
Students work independently	Teacher will pass out WAGS handouts so students can follow the diagram for their two (or more) characters.	15 minutes
Introducing characters	Now that the students have created their characters, they will get together with a partner and introduce their characters to their partner as if they were friends with their characters. They should be as detailed as possible and reveal everything they know about their character. This will give them an opportunity to realize what they are missing in their character descriptions.	10 minutes
Sharing	Students will have an opportunity to share their characters to the class in hopes of building a sense of pride of the characters they created.	10 minutes

## **Accommodation**

For students with low confidence in their writing, they will not be forced to partner up with a student, but instead, they can partner up with the teacher (there can be more than one in this case). To build confidence, I will pick a number of positive things they did in their character building to praise. We will have more group work coming up, so confidence should be built leading up to these activities so they are not scared to share.

## **Assessment**

Students will be assessed during their drafting time with WAGS. By walking around the classroom, I will ensure that students understand the process and are using enough detail. They will be using this information in their narratives, so further assessment will be done when they turn in their final draft.



## Building your characters!

Fill in the information for each of your characters. It is important to know more about your character than you will use in your story, so the WAGS will help you get to know them so they will help you write your story!

**World of the Character** – How does the character spend their time? How do they affect the world? Also, how does the world affect them?

**Action of the Character** – What does the character do on a daily basis? What do they do to attain their goal in the story?

**Goal of the Character**- What do they want in the story and what do they need? What is their driving force? (Wants and needs are different)

**Stakes of the Goal**- What obstacles do they face while attempting to attain their goal? Are there negative effects if the character doesn't reach their goal?

## **Day Five: Drafting and Mini-lessons**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Students will be in the computer lab today using the techniques we've talked about in the last few days to finish a rough draft including similes, metaphors, and concrete characters. Their drafts should be finished for homework if they do not have time to finish. While writing, the teacher will be having mini-lessons with students and will have a chance to make suggestions, give constructive criticisms, and positive reinforcement.

#### **Common Core 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.
- CCSS.ELA-LITERACY.W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.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.

#### **Objectives**

- Students will be able to use technology to draft their descriptive narratives.
- Students will be able to incorporate similes, metaphors, and concrete characters to their story.

#### **Materials/Resources**

- Computer labs
- Mini-lesson evaluation

## Activities/Procedures

Introduction	Inform the class we will be drafting our entire draft today and the rest should be finished at home so we can start peer-editing this week.	2 minutes
Drafting	Students will start drafting their descriptive narratives while incorporating what they have learned in the lessons prior to today.	48 minutes
Mini-lessons	Teacher will be assessing the process of each student and helping them with any problem they may have with their process. They may talk about grammar, character building, setting, etc. Each student will have a different mini-lesson, but they will only be a few minutes each. During the lesson, the teacher will be evaluating their progress and looking for common struggles among the class to use in the grammar lesson in a few days.	(during drafting)
Homework	Students will finish their draft entirely for homework.	--

## Accommodation

For this lesson, I will be personally meeting with every student. Every student will have different struggles in their lesson today, but I will be able to accommodate each student during their mini-lesson. For example, if a student is struggling with sentence structure, I will conduct a mini lesson, giving them some examples of how to use it correctly before moving on to the next student.

## **Assessment**

During mini-lessons, assessments will be done on the progress of the students by making sure they have used the techniques learned in previous lessons in an effective way in their stories.

## Mini-lesson Evaluation

Name of Student: \_\_\_\_\_

Title of Descriptive Narrative: \_\_\_\_\_

Strengths:

Weaknesses:

Has developed characters and has an understanding of how to incorporate WAGS information in narrative:

Yes, understands fully and has incorporated the information	Yes, but can still develop the characters more	Yes, but is having trouble incorporating the information	No, needs more explanation
---	--	--	----------------------------

Student asked for help with:

Common or reoccurring grammatical errors that need to be addressed in class:

## **Day Six: Peer Workshop**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Students will be peer reading, reviewing, and discussing in today's lesson. They will be listening to their own narrative being read aloud so they can hear what sounds good, what should be changed, and what needs more detail. The reader will read the story again silently to check for grammar mistakes before returning the story to the writer, and then they will repeat the task with the other student's narrative.

#### **Common Core 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.
- CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

#### **Objectives**

- Students will be able to work with peers to edit their paper and find mistakes, weak points, and strong points in their paper.
- Students will be able to recognize grammar mistakes in their partner's narrative when reading for errors.

#### **Materials/Resources**

- Self evaluation from peer workshop

- Grammar Check
- 2 Copies of each student’s narrative drafts

**Activities/Procedures**

Introduction	Teacher will give detailed instructions of today’s lesson and how the peer workshop will run (Instructions in the following steps). Students will be paired up with another student to read and evaluate their papers. Pass out evaluation sheets and grammar checks for each paper.	5 minutes
Peer-workshop	Students will read their partners paper aloud and the writer of that paper will listen for errors or changes they want to make on their “Self-evaluation” sheet. Students should write suggestions for themselves about things they want to change/fix/eliminate. After they are done reading one, the students will switch and the other student will read their partners narrative that has not been read yet. That student will do the same with their “Self-evaluation” sheet.	15 minutes for each student (30 minutes total)
Grammar Check	After the content is read over and students have filled out their “Self-evaluation” sheets, they will read over their partner’s paper silently looking for grammar mistakes. Each student will have a “Grammar Check” worksheet to guide their assessment of their partner’s grammar usage.	10-15 minutes
End of Class	At the end of class, students will turn in 1 copy of their paper with their “Self-evaluation” stapled to it, and the second copy with the “Grammar Check” worksheet stapled to it. Students will have a chance to look at their grammar mistakes in the next class when we talk about grammar.	--

**Accommodation**

Students will be matched up with other students of similar writing and reading levels so that no student feels superior or inferior to their partner. Students should be focusing on improving their work and not comparing it to other students. Because I had the mini-lessons with the students the lesson before, I will be familiar with the level of reading and writing.

**Assessment**

By students turning in their peer workshop worksheets (Self-evaluation and Grammar Check), I will be able to see what main grammar usages the class is struggling with as a whole, so we can have a lesson on some of them in the next class. Also, students are evaluating their work thus far, so I will be able to read each student's draft along with their evaluation of their own work. This will help me see what students are still not confident with their work, which students may need a little more help with some of their details and descriptions, and which students have a good grasp on the conventions of writing a descriptive narrative.



## Peer Workshop Self-evaluation

Name:

Title of my Narrative:

What can I do to make my introduction stronger?

Have I included similes and metaphors to enhance my descriptions? Name 6 examples.

Are my characters developed and detailed enough that the reader knows their world, actions, goals, and stakes of their goals? If not, what can I add to make them more concrete characters?

What senses (taste, touch, sight, etc.) do I feel when I hear my descriptions?

What should I change/fix/eliminate?

What are 3 positive things about my descriptive narrative?

## Grammar Check

Name:

Partner's Name:

Title of my Partner's Narrative:

Spelling Errors:

1 or Less	2-5 errors	5-10 errors	more than 10 errors
-----------	------------	-------------	---------------------

Examples of misspelled words:

Run-on Sentences:

1 or Less	2-5 errors	5-10 errors	more than 10 errors
-----------	------------	-------------	---------------------

Examples of run-ons:

Fragments:

1 or Less	2-5 errors	5-10 errors	more than 10 errors
-----------	------------	-------------	---------------------

Examples of fragments:

Overuse or underuse of commas:

1 or Less	2-5 errors	5-10 errors	more than 10 errors
-----------	------------	-------------	---------------------

Examples of comma errors:

Slang terms:

1 or Less	2-5 errors	5-10 errors	more than 10 errors
-----------	------------	-------------	---------------------

Examples of slang terms that should be eliminated/changed:

Other Grammar mistakes:

## Day Seven: Hammer Out the Grammar

### 9<sup>th</sup> Grade English

#### Overview of Procedures

After reading all of the “Grammar Check” worksheets and reading through the students’ drafts, there are (assumed to be) two main grammatical errors that students struggle with: usage of commas and run-on sentences (because of trying to add too many details in one sentence). These two errors go hand-in-hand so we will be learning about how to make the run-ons into 2 separate sentences, and then learning the correct uses of commas so students are not over or under using them.

#### Common Core Standards

- CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### Objectives

- Students will be able to know the difference between complete sentences and run-on sentences, and then fix their run-ons to make only complete sentences.
- Students will be able to use commas correctly in their writing.

#### Materials/Resources

- “8 Comma Rules”
- Run-ons worksheet- “Fix the Run-ons”

#### Activities/Procedures

Introduction	After reviewing the drafts everyone turned in yesterday, I noticed that it would be beneficial to review some basic	1 minute
--------------	---	----------

	grammar constructions. Today we will be focusing on run-on sentences and turning them into two complete sentences. Then, we will be learning the uses of the comma.	
Run-On Sentences Lesson	Teach the conventions complete sentences. Write on the chalkboard and have students name each part of a complete sentence including subject, verb, direct object, and indirect object.	5 Minutes
Example sentences	Select a run-on from a student's (or previous student if the class is sensitive to their work being shown) paper anonymously and write it on the board. This will put the sentence in context to the type of narrative they are writing. With the class, talk through the process of changing a run-on into two separate sentences. Two example sentences will be fixed with the class as a whole.	10 minutes
Class work	After showing the class 2 examples, the students will receive a worksheet with 5 run-on sentences and they will work through each one independently, making them into 2 separate, complete sentences.	10 minutes
Checking their work	Teacher will give possible answers to each question.	5 minutes
Commas Lecture	Next, we will focus on comma usage. Students will receive a handout with all of the usages of the comma, and an example for each usage. We will talk through each one and student will have the opportunity to ask questions.	10 minutes
Comma Practice	Teacher will hand out "Comma worksheet" students will have 5 sentences to fix by using commas in the correct	10 minutes

	way. Since there are only 5, it will be a quick practice, and questions will be answered when all students are finished with the worksheet.	
--	---	--

### **Accommodation**

Students at a very low reading level will have the directions to each worksheet read to them.

These students will also struggle with finding grammatical errors, so they will receive extra help on their worksheets rather than working independently so that they are learning the grammar conventions and practicing their reading aloud outside of the classroom.

### **Assessment**

Students should be orally participating in our discussions on grammar conventions, but if they are not contributing orally, they will be completing the worksheets and turning them in at the end of the period. They will not get a grade for the practices, but to make sure every student has learned something, I will be checking their work. Students who still do not understand the grammar we learned will have short mini-lessons in future.

## Fix the Run-on

Name:

Directions: Read the sentence and decide how to fix the run-on. You can eliminate words, add punctuations, and/or make the sentence into two separate sentences. Whatever sounds best and fixes the run-on is acceptable, but try to keep as many details as possible.

- Ellen washed her muddy hands in the transparent water to rid the stench of her hands from the fish she just caught and filleted to cook over the fire.
  
- The emerald palm trees swayed in the wind that blew violently because of the storm that was passing through earlier in the day and it started to become more calm.
  
- The sand between her toes was soft like silk, it was hot from the sun, it was wet from the water.
  
- The boat shifted from side to side making its way up shore to safety where there was land and potentially food.
  
- If only I had something to write with I could send a message in this bottle but then I realized if there is a bottle there must be other people on this land or some kind of civilization, so I started walking up the hill.

## Day Eight: Adding Multiple Genres

### 9<sup>th</sup> Grade English

#### Overview of Procedures

To enhance the quality of their narratives, students will be working on a second genre to add to their descriptive narrative. We will discuss what different genres can reveal about the story that makes it more interesting. Students will have to pick a genre and find an appropriate place to add it within their narrative.

#### Common Core 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.
- CCSS.ELA-LITERACY.W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

#### Objectives

- Students will be able to write in a different genre to enhance the quality of their descriptive narrative.
- Students will be able to add their new genre to their narrative in an appropriate place that makes sense for the new information.

#### Materials/Resources

- Drafting notebook
- Example genres from students' portfolios

#### Activities/Procedures

Introduction	Explain to the students that we will be working on adding	5 minutes
--------------	---	-----------

	<p>multiple genres to our descriptive narratives. We will be adding these genres to incorporate the previous units that we have covered in this course so we are not losing those skills. We have worked with poetry, persuasive essays, and personal narratives along with free writes that students keep in their journal, so they have a lot of background with other genres.</p>	
Brainstorming	<p>The teacher will conduct a brainstorming activity with the class to talk about how we can incorporate different genres and what kind of genres would be appropriate to put in a descriptive narrative. While we are discussing and brainstorming, we will write each genre on the board and under it, write what effect it will have in their narratives and what you can include to make it interesting to the reader. Possible genres from the class may include, but are not limited to: journal entry, message in a bottle, poems, letter to someone, etc.</p>	15 minutes
Drafting	<p>Students will have the opportunity to work on their new genre they will be adding, and the teacher will be available to help students who are having trouble coming up with genres. Students who are sure about what they want to do will draft their genre, but students who are unsure will have the opportunity to participate in a small group discussion with the teacher and other students about their narrative and what they can potentially add. In this discussion, students will get ideas from other students as well as from the teacher. The teacher will also have example genres to get them started from previous years, but especially from their portfolios from the past units.</p>	25 minutes



Finishing Up	Students will have to finish their second genre and add it to their narrative. Tomorrow students will be self-assessing with the rubric they will be graded on, so they have to have a copy of their final draft in class.	5 minutes
--------------	--	-----------

### **Accommodation**

Students having trouble with creativity and recalling lessons from the past will be able to go through their portfolios to look at worksheets, drafts, and homework that they had from lessons before this unit. Since we have studied poetry, persuasive essays, and personal narratives along with free writes that students keep in their journal, they have plenty of work to look back on. They will be encouraged to use one of the genres we have already studied.

On the other hand, Students who have been excelling in their writing can choose to write more than one extra genre. We have been working on the same paper for some time now, so it may be good to give them some extra work to include in their descriptive narrative so they have more to work on and aren't getting bored with their narratives.

### **Assessment**

Through brainstorming and small class discussion, along with the small group discussion for students who need help, it will be clear which students are struggling with adding a genre.

## **Day Nine: Self-Assessment**

### **9<sup>th</sup> Grade English**

#### **Overview of Procedures**

Today, students will be assessing their own work by following the rubric that will be used to grade their final paper. It is important that they understand how they will be graded and what components must be present in their narratives.

#### **Common Core 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.
- CCSS.ELA-LITERACY.W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

#### **Objectives**

- Students will be able to assess their own work based on the rubric given to them.
- Students will be able to make last minute changes and corrections to their descriptive narrative before turning it in.

#### **Materials/Resources**

- Self-assessment rubric
- Students will have 1 copy of final draft

## Activities/Procedures

Introduction	Today students will be self-assessing their descriptive narratives. They will be using the rubric that will be used by the teacher at the end of the unit. They are to be honest and assess themselves in the way they actually think best fits the quality of their work.	5 minutes
Self-assessment	Students will assess their work with the rubric alone. They should not compare grades or papers with any other students. It is an independent assessment	20 minutes
Fixing	While the students are self-assessing, it is likely they may find some last minute grammar, typing, or spelling mistakes, so they will have the opportunity to fix any mistakes before turning in their final copy.	15 minutes
Printing and turning in	Students will print out their FINAL descriptive narrative and turn it in with their self-assessment rubric stapled to the back of their paper. They must also print a second copy for tomorrow's sharing workshop. For homework, they will write a short (1 page) reflection of how they thought the process went. Did they struggle with their descriptive narrative? Did they enjoy the unit? If so, what did they specifically like about this unit, or dislike?	5 minutes

## Accommodation

Students with dyslexia will be offered the chance to have their narrative read to them, or read with them in a separate room to ensure spelling errors or other minor errors are caught before handing in a final copy. Also, they can listen to their narrative be read aloud so they can still grade their paper with the rubric based on content after checking for minor mistakes.

## **Assessment**

A final assessment will be done on students' descriptive narratives using the same rubric they used to assess their own work.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Setting satisfies the prompt</b>	Student based their story on an island as stated in the initial prompt.	Student based their story on an island but strayed from the setting.	Students' setting is a bit unclear but has developed a setting	Student did not develop a setting.
<b>Student included Imagery including similes, metaphors, etc.</b>	Student included plenty of great descriptions with imagery in every paragraph that enhanced the quality of the narrative.	Student included some great descriptions with imagery in most paragraphs that enhanced the quality of the narrative.	Student included some descriptions with imagery in some paragraphs that enhanced the quality of the narrative.	Student did not include descriptions with imagery in their narrative.
<b>Characters are well-developed using WAGS</b>	The world, actions, goals, and stakes of the goals are clear for each character and they are well-developed.	The world, actions, goals, and stakes of the goals are clear for each but they could be better developed.	The world, actions, goals, and stakes of the goals are not clear for each character but the characters are developed.	The world, actions, goals, and stakes of the goals for each character are not developed, and the characters are weak.
<b>Grammar Usage</b>	There a few to no errors and the errors that exist do not repeat.	There are some errors but the errors that are present do not repeat.	There are many errors, and some are recurring. They tend to distract from the content.	There are many recurring errors that are distracting for the reader.

**Also consider:**

**Excellent:** Students had demonstrated knowledge of the skill stated and has excelled in the task.

**Good:** Student has demonstrated knowledge of the skill and has incorporated it into their narrative, but could use it more effectively.

**Fair:** Student has demonstrated attempt to include the skill and/or has not accurately used it. Revision for improvement is always encouraged when scored "fair" in a specific skill. Revise and submit if a better grade is desired!

**Poor:** Student has not demonstrated knowledge of the skill. Students score "poor" are required to revise their narrative for a better grade, but more importantly, better execution of the task until knowledge of each skill is shown in their work.

## Day Ten: Sharing and Peer Assessment

### 9<sup>th</sup> Grade English

#### Overview of Procedures

Today students will have the chance to share their descriptive narratives with a small group of their classmates. Students will read their own work aloud to their classmates, and while they read, their peers will be able to assess the story based on specific criteria. The peer assessments will count for 10% of their final grade.

#### Common Core 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.

#### Objectives

- Students will be able to assess their classmates based on the rubric given to them.
- Students will be able to choose one positive comment for each of their classmates that shared their narrative.
- Students will be able to read aloud to their classmates.

#### Materials/Resources

- Students will have 1 copy of final draft
- Peer-assessment rubric

#### Activities/Procedures

Introduction	Today students will be counted off into small groups of five students. Each student will read their narrative aloud to their group. While they read, their peers will complete the “Peer-assessment” and turn it in at the end of the period.	5 minutes
--------------	---	-----------

Sharing and peer-assessment	Students will read aloud and peer-assess for the class period so they have a chance to share what they have been working on for the entire unit. After each student shares their narrative, the students listening will compliment one positive thing about the student's narrative to build confidence and applaud their hard work.	40 minutes
Fixing	Student will turn in all of the peer-assessments they finished, and the unit is over!	5 minutes

**Accommodation**

Student with hearing disabilities will be given a hard copy of each student's descriptive narrative so they can read it while the student reads aloud.

**Assessment**

While students are working, I will be walking around, making sure that all students are participating and grading fairly. The peer-assessments will be factored into the final grade, and will account for 10% of each student's final grade.

## Peer Assessment Rubric

Name:

Name of Author:

Title of Narrative:

Criteria	Excellent	Good	Fair	Poor
<b>Setting satisfies the prompt</b>	Student based their story on an island as stated in the initial prompt.	Student based their story on an island but strayed from the setting.	Students' setting is a bit unclear but has developed a setting	Student did not develop a setting.
<b>Student included Imagery including similes, metaphors, etc.</b>	Student included plenty of great descriptions with imagery in every paragraph that enhanced the quality of the narrative.	Student included some great descriptions with imagery in most paragraphs that enhanced the quality of the narrative.	Student included some descriptions with imagery in some paragraphs that enhanced the quality of the narrative.	Student did not include descriptions with imagery in their narrative.
<b>Characters are well-developed using WAGS</b>	The world, actions, goals, and stakes of the goals are clear for each character and they are well-developed.	The world, actions, goals, and stakes of the goals are clear for each but they could be better developed.	The world, actions, goals, and stakes of the goals are not clear for each character but the characters are developed.	The world, actions, goals, and stakes of the goals for each character are not developed, and the characters are weak.
<b>Grammar Usage</b>	There a few to no errors and the errors that exist do not repeat.	There are some errors but the errors that are present do not repeat.	There are many errors, and some are recurring. They tend to distract from the content.	There are many recurring errors that are distracting for the reader.

My favorite part of this narrative was:



# Resources

## Common Core State Standards:

<http://www.corestandards.org/ELA-Literacy/W/9-10/>

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann, 2008. Print.

## Lesson 2:

*Walden: Where I Lived and What I Lived For* by Henry David Thoreau

<http://xroads.virginia.edu/~hyper/walden/hdt02.html>

Time Magazine: Study: Doodling Helps You Pay Attention

<http://content.time.com/time/health/article/0,8599,1882127,00.html>

## Lesson 3:

Original creation of "Similes and Metaphors"

## Lesson 4:

WAGS Character Building:

Fredricksen, James, E., Jeffery D. Wilhelm, and Michael W. Smith. *So, What's the Story?: Teaching Narrative to Understand Ourselves, Others, and the World*. Portsmouth: Heinemann, 2012. Print.

## Lesson 5:

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann, 2008. Print.

## Lesson 6:

Original creation of "Grammar Check"

Self Evaluation:

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann, 2008. Print.

## Lesson 7:

"8 Comma Rules" Worksheet

<http://englishforeveryone.org/>

<http://www.englishforeveryone.org/PDFs/Commas.pdf>

**Lesson 8:**

Multigenre:

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann, 2008. Print.

**Lesson 9:**

**Self-assessment** (original rubric):

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann, 2008. Print.