Fundamentals of Writing I

Unit 1- Narratives and Word Choice
Course Philosophy

Fundamentals of Writing I consists of the basic structures of writing in the narrative, argumentative, and expository styles with a special focus on informational text and using textual evidence as support in writing. During instruction students will learn to use writing strategies that help them become effective writers with the ability to communicate effectively. Some of these strategies include understanding the elements of fiction from characterization, setting, conflict and motivation in plot to how an author uses word choice and literary devices to set the tone. In addition to narration, students will be able to present ideas in the expository (explanatory) and argumentative styles.

Students will be challenged to produce several types of essays, which will represent the culminating activity and actively editing smaller writing samples using literary devices such as sensory words, metaphor, simile, personification, and allusion. Students will prepare for essay writing by following formats specific to each genre of writing and by working with the building blocks of good writing: identifying and creating a main idea and a theme, paragraph function and structure, sentence structure and transitional words and phrases. Students will have the opportunity to study and imitate excellent examples of effective writing. They will also spend much of their learning time focused on the building blocks that help scaffold the methods used to develop organized, coherent, entertaining, and informative writing.

The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela
# Methods of Instruction

**Teacher Coaching**

Individual and collaborative problem-solving & decision-making

Individual, small group and class instruction

Peer Tutoring

Use of technology (for research and for essay preparation)

Interdisciplinary teaching (written responses to materials presented in other subjects)

Pre-writing, writing, editing, publishing

Note-taking

Showing the natural form that follows the function in any writing genre

Diagrams, charts, and graphic organizers

Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 1

## RESOURCES


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<th>8 weeks</th>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

<table>
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<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for assignments and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
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<tr>
<td>Provide lecture notes</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide outlines</td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning with creative, hands-on projects</td>
<td>Graphic organizers</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Audio-taped books</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Daily Objective and DOL displayed</td>
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<td></td>
<td>Read directions aloud</td>
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<table>
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Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Fundamentals of Writing I* provides the foundations for the effective communication skills that are required in virtually every class across the curriculum in high school, in college, in careers and in daily life.

In classes such as history, economics, sociology, and science, there are naturally direct, fact-based answers to many questions (dates, names and places). However, true education occurs when students are asked to respond to implied questions (questions that require them to string together facts or make an inference). Even in mathematics, the most rigorous questions are word-based problems. In order to make his/her thoughts clear, the student must use obligatory formats such as an explanatory or argumentative response. And each of these responses should be supported by textual evidence – information found within the text that ‘proves’ the correctness of the student’s response. These skills – the formatting of essays by genre, making inferences, and support through textual evidence – are the essential skills taught in the class.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Methods of Assessment

Participation:

- Verbal responses
- Sharing written responses aloud or on board
- Self critiques and peer evaluations
- Note-taking
- Attendance

Performance assessments:

- Graphic organizers
- Pre-writing and editing
- Quizzes and tests (non-writing)

Portfolio Assessment - Portfolio consists of:

- Original, edited, and published draft of a Narrative
- Original, edited, and published draft of an Open-ended Response
- Original, edited, and published draft of an Expository (Explanatory, Compare/Contrast) essay
- Original, edited, and published draft of an Argumentative (Persuasive) essay or speech
- At least 2 of the Portfolio pieces must be based on subject material outside of class
### Essential Focus Questions
- What are the elements of narration?
- What methods can be used to describe a character?
- How can setting be used to set the tone?
- How is conflict different but related to climax?
- How can I use specific diction and literary devices to improve the quality of my storytelling?

### Outcome
- Follow a basic plot line and be able to provide key elements to progress a storyline.
- Describe characters using a variety of techniques.
- Focus on introducing characters and setting during exposition.
- Use dialogue and action to advance plot.
- Use basic grammar (adjectives and adverbs) as well as sensory words and literary devices to improve clarity, vividness, readability, and comprehension of story.
- Clearly define the conflict and consistently build to the climax.
- Provide a clear and satisfying resolution.
- Pre-write, edit, and then publish a short story.
<table>
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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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| **CCSS: W9-10.3.a**<br>Establish a plot line and a narrator. Introduce the characters and settings in the exposition. | ➢ Students will be able to define a conflict and move it towards the climax and resolution.  
➢ Students will create a tone using the setting.  
➢ Students will use multiple techniques to describe characters.  
➢ Students will choose a point of view and/or a narrator and will adhere to it throughout the story. |
| **CCSS: W9-10.3.b, c, d**<br>Create dynamic characters and multiple conflicts and/or plot lines. | ➢ Students will create dynamic characters that change as the conflict resolves but who remain constant to their core traits  
➢ Students will create believable dialogue throughout the narrative.  
➢ Students will learn to develop an inner conflict (man vs. self) centered around the external conflict. |
| **CCSS: L9-10.1,2,3,5**<br>Demonstrate proper use of English language conventions in writing including grammar, punctuation, and vocabulary. | ➢ Students will adhere to the rules of grammar including using proper grammar such as subject/verb agreement and use of prepositions and prepositional phrases.  
➢ Students will improve writing through the use of vocabulary, word choice, and sentence structure. |
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| **CCSS : W9-10.3d.** Use precise diction and literary devices to create a vivid picture for the reader. | ➢ Students will create readable, entertaining stories by using assorted diction practices, including, but not limited to:  
➢ Higher level vocabulary  
➢ Dialogue  
➢ Sensory language  
➢ Imagery  
➢ Metaphor  
➢ Simile  
➢ Personification  
➢ Allusion |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | ➢ Maintaining the characters and the plot lines. Create a meaningful and satisfying conclusion to the story.  
➢ Create a conclusion that wraps up all plot lines by bringing them together. |
| **CCSS: W9-10.3.e** Provide a conclusion fitting to the conflict. | ➢ Students will be able to self-critique a rough draft of a story against a rubric or outline.  
➢ Students will be able to peer-edit using a rubric or outline.  
➢ Students will be able to use teacher feedback to improve specified areas of a rough draft. |
RESOURCES FOR UNIT # 1


SAMPLE ACTIVITIES

CHARACTERIZATION

1. Distribute photos of famous characters. You can use historical figures or cartoon characters or literary characters. Keeping their character hidden from all, each student will describe his/her character using any methods they like until someone in the class can guess who it is.

The teacher will select a few samples of the character descriptions and write them on the board.

Point out the various types of characterization, i.e.: a teenage mutant ninja turtle might be easily recognized by his physical traits whereas Rocky Balboa might be recognized by his speech “Yo Adrienne”.

If all types of characterization are not present the teacher will have a character card and use that to fill in the missing areas.

On the board, label each type of characterization:
Character’s speech/thoughts, Character’s actions, Other character’s speech/thoughts towards that character, Other character’s actions toward that character, and the Character’s physical description.

Note-taking Strategy: Ensure students are taking notes including definitions and examples.

Students should return to their cards and create at least 1 example of each type of characterization for their character.

Read “Thank You M’am” by Langston Hughes.

As a class, identify Ms. Bates using each of the 5 traits. This can be done with a partner or in small groups (assigning either all traits to all groups and then comparing answers or by assigning 1 trait to each group who then share their answers with everyone).

After group discussion, ask students to work individually to locate at least 1 example of each trait for Roger.

Differentiation: Students may take more time or work with a knowledgeable peer.

Multiple Response Strategy: During class review when a student offers a response, ask other students to raise hands if they used the same identifying factor.

Exit Strategy: Ask students to identify which type of character trait they believe is most effective and why.
**WORD CHOICE**

Using the text:

Complete several activities focusing on using ADJECTIVES and ADVERBS.

See examples attached (from the HOLT Language ....)

Be sure to make the connection to the student’s writing by returning to their original work on the traits of Ms. Bates and Roger.

Students should rewrite these character traits by incorporating adjectives and adverbs.

**SETTING**

Ask students to describe the setting they are in currently. Do not elaborate. Will they choose their chair? The room? The school? Will they remember that setting is both TIME and PLACE? Both when and where?

Ask several students to share their descriptions.

Read “A Sound of Thunder” by Ray Bradbury.

Before reading, ask students to write down if they have ever stepped on a bug or swatted a fly, killed a bee, etc. Ask them to also write down the consequences of that action.

Now ask students about what happened in the story and the consequences of those actions. Are they the same as the consequences from when they killed a bug?

Have students use specific details from the text.

Students will write a description of a scene. Give no more details, let them conjecture what they will. However, they will be writing 2 different paragraphs. Whatever people, action, etc. is happening in one, must be happening in both stories. The only difference is: one is set at 12 noon and one at 12 midnight.

**Differentiation:** Students may write only 1 scenario. Students may work in pairs. Teacher may provide the “scene” details, ie: walking through a graveyard or running down a street.
SAMPLE ACTIVITIES

TONE/MOOD/CONNOTATION

Ask students in pairs, small groups or individually, to use the dictionary, the glossary of terms in the Holt Literature Book, any other text and on several websites, to find definitions for TONE, MOOD and CONNOTATION. You might want to break students into 3 groups, assigning each group a word, and then ask each student in the group to use a different place to find their definition.

Take poster boards and write TONE/MOOD/CONNOTATION on the top and ask the students to write their various definitions on it. Hang posters in the classroom. Use posters as anchor charts.

Using the scene descriptions that students wrote (noon/midnight) or samples of short stories or poems, have students label the overall TONE the author is creating and the MOOD the reader is left feeling while reading the passage.

Students should also circle/underline the word(s)/phrase that helped them identify the tone/mood.

Differentiation: Give students a choice between 2 or 3 examples of tone/mood.

Multiple Response Strategy: a) ask if anyone has found an example of “X” (eerie, scary, funny, etc.). Raise hands, give examples.

Depending on the size of the class, you can either:
  a) Have each student share their tone and support
  b) Write a few of the more obvious tone words (above) on the board in columns. Ask students if they found anything that falls under those categories and to come to the board and write the word(s)/phrases identified.

Exit Strategy: Ask students to identify how a teacher might verbally set the tone for the class. (expected responses: “Good morning everyone!” sets a positive tone. “Come in and sit down, we have a lot to do today” sets a negative tone).

LITERARY DEVICES

Break students into 5 small groups (or depending on class size, pairs or individual work) and assign each a literary term. Metaphor, Simile, Personification, Allusion, Repetition

Each group will create a visual that includes: the term, the definition, an example (a poem or other written expression with the literature term underlined) and some visual representation of the literature term. Each group must present their work to the class.
**SAMPLE ACTIVITIES**

**SENSORY WORDS**
Place small objects of all sorts into brown paper lunch bags. If you prefer not to use these supplies, you can write the object down on a piece of paper, fold, and distribute in secret. Each student must describe the object using all 5 senses. Many will struggle saying their object does not have a particular sense, ie: ice cube they may say has no smell or no taste.

**Differentiation:** Students may work in pairs or may choose an object they feel comfortable describing.

Facilitate the classroom and have each student describe their secret object using all 5 senses. When the description is COMPLETE, the other students should try to guess the object.

Students should edit and revise their setting descriptions to incorporate literary devices and sensory words to help create the tone of the scene.

**DIALOGUE**
Read several samples of dialogue from books that use many vernaculars, ie: Tom Sawyer, My Fair Lady, The Help, Pirates of the Caribbean, etc.

Teach/review the proper set up and punctuation to be used with dialogue. See worksheet sample attached and/or use other worksheets providing pieces of dialogue that require proper set-up and punctuation. Hold a contest – set the timer for 3 minutes. Ask students to write down as many variations of “She said” as they can, varying the verb, not the pronoun (ie: said, exclaimed, gasped, cried…) Award an extra credit point to the winner.

**Differentiation:** Provide 10 different examples within the 3 minutes.

Ask students to write a few paragraphs detailing with dialogue a typical first date at a restaurant. **Differentiation:** Have 2 students act out the scene and write down the script or have student “play” one part and write down his/her side of the conversation while a teacher/aide/peer ‘plays’ the other part and provides that side of the dialogue.

Request a few samples to be read aloud. Explain how dialogue, like action, is used to move a plot along, move a conflict toward the climax.

Ask students to rewrite the scene but this time with a motive – how might the conversation differ if one of the characters is really a murderer trying to lure his/her date to their death?
CONFLICT

Discuss the 4 main types of conflict: Man vs. Man, Man vs. Nature, Man vs. Society/Technology, and Man vs. Self (internal).

Using tabletops or room corners, place signs with the 4 types of conflict and pass out post-it notes with as many movies and/or books (that the students would know of) as possible. Each student should have at least 1-2. They must stick their post-it on the corresponding sign.

This should lead to an accountable talk discussion about multiple conflicts and/or plot lines. Especially as regards external conflicts and internal conflict. Ask each student to name at least 2 books and the types of conflict shown and then describe the conflicts.

Differentiation: Students can be told the types of conflict and then describe.

RISING ACTION – CLIMAX - RESOLUTION

Next, ask students to describe the most exciting, or scariest, or saddest, or surprising part of the movie. This will generally be the Climax. Can they explain 3 things that happened that built up to this climax? Explain those scenes as the rising action.

Finally, ask them to describe how it all turned out. What happened to the hero? The villain? Will there be a part 2? How do they know?

Explain the premise for the movie (older or newer version) of “Journey to the Center of the Earth”. Do not tell the ending. (Some may know, ask them to keep quiet and play along and describe an alternate ending). Ask them to write a few paragraphs describing the climax and the resolution.

Show the ending of the movie (newer version). Ask students if this is what they imagined. Preferably, show the entire movie. Of course, this can be done with just about any movie. The movie lets students examine a larger number of conflicts in a shorter amount of time.

Ask students to write down EACH conflict, label the type, and explain the resolution. Remind them to look for internal conflicts as well. Have an Accountable Talk discussion asking students to discuss the conflict types and give examples of how they were able to identify them.
PORTFOLIO WRITING PROMPT:

Students must write a full length narrative.

Distribute the rubric and a check list of required elements.
1 External conflict, 1 Internal Conflict, Tone developed through Setting, 1 Hero, 1 Villain, Supporting Characters, Establish (or continue) character identity using 5 described methods, min 3-5 uses of literary devices/sensory words, minimum 4 scenes of rising action, minimum 2 scenes of falling action, minimum 6 episodes of dialogue, concrete resolution for at least 2 characters.

Differentiation: For struggling students, break down the process into pieces. Each day have them focus on 1 or 2 elements of the story.

PRE-WRITE:
1. Write a paragraph or two describing the basic conflicts they will write about. There should be at least 1 external and 1 internal.
2. Create an outline, a modified plot line, sequentially describing the rising action points, the climax, and few falling action points.
3. List each major character and describe how the action ends for him/her.

ROUGH DRAFT
1. Write a rough draft.
2. All stories must be typed and saved for editing and publishing.

EDITING
1. Provide the rubric and the detailed checklist to each writer.
2. Each student must perform an evaluation of their own work using the required elements list.
3. Each student must have a peer evaluation performed on their own work using the required elements list and the rubric.

Differentiation: Teacher or peer can help student evaluate their own work and the work of others.

REVIEW
1. Based on peer evaluations, self-evaluations, teacher comments, the required elements list and the rubric, students should complete their final draft.
2. After receiving teacher comments, students will make their final revisions for publishing.

PUBLISHING (FINAL DRAFT)
1. Students will print for publishing.
2. This copy will be graded and placed in their portfolio.
3. This copy can be sent to contests, etc.
4. This copy should be given the opportunity to be shared by the student with peers in a formal setting.
### SAMPLE "DO NOW" ACTIVITIES

**DO – NOW**

As this unit focuses on narration, try to focus the Do-Now activities on descriptive/creative writing. Use these ideas and mix them up and personalize them for your class, school, and community.

1. Use 15 words to describe your thumb.
2. Describe different types of weather using 30 words.
3. List 20 different synonyms for “rain”.
4. Use 3 similes to describe “hot”.
5. Use a metaphor to compare your shirt to something.
6. Personify 4 items in this classroom.
7. Write an allusion in a sentence about freedom.
8. Use repetition to persuade the teacher there should be no homework.
9. Describe the blackboard using all 5 senses.
10. Describe what you did before school using at least 5 adverbs.
11. Describe your favorite meal using at least 8 adjectives.
12. Describe your best friend using all 5 methods of characterization.
**NetTrekker**

The NetTrekker Subscription is available to all staff members. Teachers may utilize this digital learning resource library throughout the school year to obtain additional material for specific lessons and areas of study. This database contains videos, simulations, learning games, etc. Teachers may select appropriate resources from NetTrekker to enhance and differentiate their instruction.

[http://school.nettrekker.com/ntw/PatersonNJ](http://school.nettrekker.com/ntw/PatersonNJ)

**Scholastic New York Times Upfront Magazine**

The Upfront publication is delivered on a monthly basis. Teachers may utilize this publication to integrate current events into the curriculum. Using this resource, students will be provided with articles/videos on current news events in order to make connections to historical events, people, places, etc.


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