ENGLISH LANGUAGE ARTS

Fundamentals of Writing II

Unit 2- Narration
Course Philosophy

Fundamentals of Writing II begins with an in-depth review of grammar, mechanics and usage – the building blocks of writing. After mastering these skills, students will focus on using the basic structures of writing in the narrative, argumentative, and expository styles. During instruction students will learn to use writing strategies that help them become effective writers by applying their knowledge of these writing styles to interdisciplinary prompts. Their skills might include researching an historical figure being studied in history and writing a narrative about an historical event. Students can also display a thorough understanding of a science question by producing an expository essay for a subject being taught in that class. Students will be encouraged to work with the student government to help write persuasive speeches for campaigning or to actively participate in other social reforms by providing persuasive essays to educate peers.

The Fundamentals of Writing II course is designed to be a dynamic course in which the teacher and student enthusiastically pursue writing opportunities that originate outside of the English classroom. Students will be challenged to produce several types of interdisciplinary essays that will show evidence of research, pre-writing, editing, and revising. Each written piece will receive two grades. One grade will be based on the student adherence to 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. The second grade will be awarded by the interdisciplinary teacher and will be based on correctness of facts in the subject area.

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)
**Educational Technology**

**Standards**


**Technology Operations and Concepts**
- Create a personalized digital portfolio that contains exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

**Creativity and Innovation**
- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

**Communication and Collaboration**
- Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers.

**Digital Citizenship**
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

**Research and Information Literacy**
- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problems.

**Critical Thinking, Problem Solving, and Decision-Making**
- Select and use specialized databases for advanced research to solve real-world problems.

LINK: [http://www.state.nj.us/education/cccs/standards/8/](http://www.state.nj.us/education/cccs/standards/8/)
## Career Ready Practices

### Standards

<table>
<thead>
<tr>
<th>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</th>
</tr>
</thead>
</table>

- **CRP1. Act as a responsible and contributing citizen and employee**

  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.

- **CRP2. Apply appropriate academic and technical skills.**

  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.

- **CRP3. Attend to personal health and financial well-being.**

  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.

- **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.

- **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.

- **CRP12. Work productively in teams while using cultural global competence.**

  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.

## 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>
</thead>
<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>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<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>
</tr>
<tr>
<td>Provide lecture notes</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
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<tr>
<td></td>
<td>Read directions aloud</td>
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</tbody>
</table>

**Notes:**
- Time/General strategies include extra time, adjusting assignments, and providing lecture notes.
- Processing strategies focus on extra response time, verbalization, and mini-breaks.
- Comprehension strategies involve precise directions, immediate feedback, and emphasis on multi-sensory learning.
- Recall strategies utilize teacher-made checklists and graphic organizers.
**Interdisciplinary Connections**

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

**Interdisciplinary Connections:**

*Fundamentals of Writing II* 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.
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.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
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</thead>
<tbody>
<tr>
<td>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Open-ended activities and projects</td>
</tr>
<tr>
<td>• Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Form and build on learning communities</td>
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<td>• The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
</tr>
<tr>
<td>• Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• 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.</td>
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<tr>
<td>• Produce products that express insight, creativity, and excellence.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
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<tr>
<td>• Possess exceptional leadership skills.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
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<tr>
<td>• Evaluate vocabulary</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
</tr>
<tr>
<td>• Elevate Text Complexity</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
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<tr>
<td>• Inquiry based assignments and projects</td>
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<td>• Independent student options</td>
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<tr>
<td>• Tiered/Multi-level activities</td>
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<tr>
<td>• Purposeful Learning Center</td>
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</table>
## 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
# Fundamentals of Writing II

## Unit 2: Narration

### Essential Focus Questions
- 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 several types of conflict be interwoven into the same story?
- How can dialogue be used to progress the plot?

### Outcome
- Use literary devices and varied perspectives to portray a character.
- Show how a character is dynamic by being affected by the conflict.
- Focus on introducing characters and setting during exposition.
- Clearly define the conflict and consistently build to the climax.
- Attempt to combine the internal and external conflicts into one cohesive story.
- Provide a clear and satisfying resolution.
- Use dialogue and action to move a conflict toward resolution.
- Practice reading dialogue to achieve natural inflection, diction and pace.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>W11-12.3.a</strong></td>
<td>Students will be able to focus on an historical conflict and identify the rising action, climax, falling action and resolution.</td>
</tr>
<tr>
<td>Establish a plot line and a narrator. Introduce the characters and settings in the exposition.</td>
<td>Students will create a tone using the setting by amplifying facts with literary devices.</td>
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<td></td>
<td>Students will use diverse points of view to establish the character of an historical figure.</td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
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<tr>
<td><strong>W11-12.3.b, c, d</strong></td>
<td>Students will show how characters are changed as by the conflicts</td>
</tr>
<tr>
<td>Create dynamic characters and multiple conflicts and/or plot lines.</td>
<td>Students will practice reading dialogue out loud to achieve natural pacing and diction.</td>
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<tr>
<td></td>
<td>Students will be able to infer the inner conflict centered on the historical event/external conflict.</td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
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<tr>
<td><strong>L11-12.1,2,3,5</strong></td>
<td>Students will adhere to the rules of grammar including using proper grammar such as subject/verb agreement and use of prepositions and prepositional phrases.</td>
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<tr>
<td>Demonstrate proper use of English language conventions in writing including grammar, punctuation, and vocabulary.</td>
<td>Students will improve writing through use of vocabulary, word choice, and sentence structure.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
</tr>
<tr>
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<tr>
<td><strong>NJSLS:</strong> W11-12.3.d Use precise diction and literary devices to create a vivid picture for the reader.</td>
<td>➢ Students will create readable, entertaining stories by using assorted diction practices, literary devices and writing techniques.</td>
</tr>
</tbody>
</table>
| **NJSLS:** W(HERST)11-12.3 Through narration, analyze historical individuals/events, or write directions. | ➢ Describe and analyze historical events and/or people using narration and the elements of narration.  
➢ Provide step-by-step directions that can be duplicated. |
| **NJSLS:** W11-12.5 Develop and strengthen writing through editing. | ➢ 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 # 2


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

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.
http://upfront.scholastic.com/
http://upfront.scholastic.com/Videos (UpFront Video Resources)
Newsetla https://newsela.com/


Textbooks from other subjects including: U.S. History, World History, Sociology, Environmental Science, Biology, Chemistry, Math Prep, Algebra I, Algebra II, or any other course similar in nature that requires written responses to various prompts.
REVIEW BASIC ELEMENTS OF NARRATION

**CHARACTERIZATION**

Methods of Characterization
- Character’s speech/thoughts
- Character’s actions
- Other character’s speech/thoughts
- Other character’s actions
- Physical appearance

Types of Characters
- Dynamic / Static
- Protagonist / Antagonist
- Major / Minor

Word Choice
- Using adjectives and adverbs to describe a character or actions
- Using sensory words and figurative language
- Using dialogue

**SETTING**

Where and when (time and place)
- Using setting to create tone
- Using imagery rather than facts to describe setting

**CONFLICT AND PLOT LINE**

Types of Conflict
- Man vs. Self (internal)
- Man vs. Man
- Man vs. Nature
- Man Vs. Society (or Technology)

Plot Line
- Exposition: reveal characters and setting
- Rising Action: reveal conflict and progress using action and dialogue
- Climax: point of most extreme action or emotion
- Falling Action: (dynamic) character’s responses to climax
- Resolution: wrapping up the details
BIOGRAPHY AND HISTORICAL FICTION

As a class, read aloud at least 2 samples of biography such as:
“The Unknown Rebel” by Pico Iyer
“Geraldo No Last Name” by Sandra Cisneros
“The Ghost Dance at Wounded Knee” told by Dick Fool Bull

As a class, read aloud at least 2 samples of historical fiction such as:
“Trap of Gold” by Louis L’Amour
“Where have you gone Charming Billy?” by Tim O’Brien
“R.M.S. Titanic” by Hanson W. Baldwin

Watch clips of documentaries on real-life events and clips of corresponding fictionalized accounts of the same person/event such as:
Footage from WWII and “The Band of Brothers”
Footage from D-Day and “Saving Private Ryan”
Documentary on Wyatt Earp and the fictionalized movie “Wyatt Earp”
Documentary on the Dust Bowl and the movie “Grapes of Wrath”

Distribute index cards with the following elements on them (one per card) to students. Ask students to write the element on their card under the correct heading on the board. Discuss that historical fiction is based on an event while a biography is based on a person.

**Historical Fiction**
Form of fiction (not true)
Based on historical events
Uses authentic settings
Characters are portrayed in realistic manner
Even if some characters are real people from history, the story is fictional
Even if the events are real events from history, the details of the story (dialogue, etc.) are fictional
It is a mixture of fiction and fact

**Biography**
Form of nonfiction (true)
Based on a real person’s life
Written by someone else (not just a ghost writer)
Author must do research by interviewing subject or others who knew subject or historical records
Other characters and settings must be portrayed accurately
<table>
<thead>
<tr>
<th>Sample &quot;Do Now&quot; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>As this unit focuses on narration, try to focus the Do-Now activities on descriptive/creative writing.</td>
</tr>
<tr>
<td>1. Use 15 words to describe your thumb.</td>
</tr>
<tr>
<td>2. Describe different types of weather using 30 words.</td>
</tr>
<tr>
<td>3. List 20 different synonym for “rain”.</td>
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<tr>
<td>4. Use 3 similes to describe “hot”.</td>
</tr>
<tr>
<td>5. Use a metaphor to compare your shirt to something.</td>
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<tr>
<td>6. Personify 4 items in this classroom.</td>
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<tr>
<td>7. Write an allusion in a sentence about freedom.</td>
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<tr>
<td>8. Use repetition to persuade the teacher there should be no homework.</td>
</tr>
<tr>
<td>9. Describe the blackboard using all 5 senses.</td>
</tr>
<tr>
<td>10. Describe what you did before school using at least 5 adverbs.</td>
</tr>
<tr>
<td>11. Describe your favorite meal using at least 8 adjectives.</td>
</tr>
<tr>
<td>12. Describe your best friend using all 5 methods of characterization.</td>
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</tbody>
</table>