

Subject/Grade: ELA 8, 9, 10		Lesson Title: Narrative Writing	
Teacher: T. Chesney & C. Martinez			
Stage 1: Identify Desired Results			
Outcome(s)/Indicator(s):			
CC8.8: Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a resume and covering letter; and to persuade in a mini-debate and a review.			
(b) Create narrative texts (e.g., story, anecdote, historical narrative) as follows			
<ul style="list-style-type: none">• Establish a context, plot, and point of view• Use a range of narrative devices (e.g., dialogue, tension, suspense)• Make the narrative engaging• Develop character• Develop it systematically leading to a climax or conclusion.			
CC9.8: Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).			
(j) Create narrative texts (e.g., personal narrative, short story) as follows:			
<ul style="list-style-type: none">• Locate scenes and incidents in specific places• Describe with concrete sensory details the sights, sounds, and smells of the scene and the specific actions, movements, and feelings of the characters (use interior monologue to depict characters' feelings)• Employ narrative and descriptive devices (e.g., relevant dialogue, specific action, physical description, comparison or contrast)• Develop narrative systematically leading to a climax or a conclusion• Reveal the significance of and the subject's attitude about the incident, event, or situation.			
CC A10.4: Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation (eye-witness) report and researched or technical report) texts attending to various elements of discourse (e.g., a memory, an essay of experience) that:			
<ul style="list-style-type: none">• Introduces the action and draws in the reader• Identifies the story's main character and establishes the setting• Uses dialogue to establish characters and create the drama• Provides an effective ending that logically "winds up" the events.			
Key Understandings: ('I Can' statements)		Essential Questions:	
Grade 8: I can write a descriptive narrative using narrative devices. I can write from different points of view (first person/third person).		How can narrative writing be used?	
Grade 9: I can describe a scene using sensory details. I can use engaging language through inner monologue to describe feelings or emotions.		How can you make your narrative engaging with the use of narrative devices?	
Grade 10: I can draw the reader in with a captivating introduction in a historical persona or an informational		How can you provide an effective ending that pieces the story together?	

report. I can use dialogue to establish characters and conflict.	
Prerequisite Learning: Dialogue, Point of View (POV), Storytelling, Themes	
Instructional Strategies: Direct	
Stage 2: Determine Evidence for Assessing Learning	
Pre-Assessment: Formative -- Teaches will float around the class and ask questions throughout the lesson to check for understanding of narrative writing. Post-Assessment: Formative -- Teachers will review students thinking sheets to check for understanding.	
Stage 3: Build Learning Plan	
<p>Set (Engagement): Length of Time: 10 mins Introduce narrative writing by listing definitions on the board.</p> <ul style="list-style-type: none"> - Narrative writing, plot, character, setting, conflict, resolution, narrative device, dialogue, characteristics, climax. <p>Development: Time: 20 mins The teacher will show a powerpoint to review the definitions and key elements to create a story arc, to help deepen understanding of narrative writing.</p> <p>What is narrative writing?</p> <p>What is the role a narrator plays in a narrative?</p> <p>What are examples of narrative and descriptive devices? (ex. Personification, symbolism, suspense, dialogue)</p> <p>What is a character? How can we develop a character?</p> <p>Give an example story (the frog story) to find key components of narrative writing as a group and the teacher will write the students ideas on the board.</p> <p>Have any of you seen a story arc before?</p> <p>What section of the story arc should we begin with?</p> <p>-Exposition/conflict/the rising action/the climax/the falling action/the resolution</p> <p>After filling in the story arc:</p> <p>How was the scene described in this story? (Allow the students to answer this)</p> <p>Consider what sights, sounds, and smells that you want to have throughout your story.</p> <p>How can you lead your story to a climax or a conclusion?</p> <p>How can we give a story significance or create "the big idea" or "learning lesson"?</p> <p>What is a plot?</p> <p>Can any of you point out the plot in the "Frog" story?</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Computers - Pencils/papers - Narrative writing: key... - Narrative writing goal... - Pre-internship - Narr... <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - The students can use voice to text on google to help them with their spelling and auto-correct to help them with their punctuation. - Having the students who struggle staying closer to the teacher. - Allow the students to use their individual computers/laptops to aid in making their writing more engaging and descriptive. <p>Management Strategies:</p> <ul style="list-style-type: none"> - Keep students on task as they group off by using the clap-once method - Show model behaviour <p>Safety Considerations:</p> <ul style="list-style-type: none"> - School appropriate content for storytelling.

Learning Closure:**Time:** 30 mins

Grade 8: Separate the grade 9's and 10's -- direct the grade 8's to create their narrative story. Give the students the option to write about either a fictional or nonfictional story about themselves or another person, an anecdote, or a historical narrative. Hand out the thinking sheets to each of the students. One of the teachers will float to observe student understanding.

Explain the differences between an personal narrative, an anecdote, and a historical narrative.

How can you establish a context, plot, and point of view (Remember to remind students that they can write from a first person or third person perspective)

How can you make your narrative engaging with the use of narrative devices?

What language can we use to make the narrative engaging?

How are you describing your character?

Are you developing your climax or conclusion through a sequence of events taking place in your story?

Grade 9:

What are some examples of scenes and incidents that could take place in your story?

What sights, sounds, and smells of the scene are there?

How can you lead your story to a climax or a conclusion?

How can we give a story significance or create "the big idea" or "learning lesson"?

The grade 9's and 10's will continue with the lecture part of the lesson with the other teacher. They will be introduced to the different ways narrative writing can be used like to describe, to report and inform the reader and to persuade like in a review. Students will learn about sensory details and the importance of an interior monologue when writing descriptively.

Grade 9's will then break off on their own to brainstorm all the descriptive characteristics that would make up the main character in their narrative story. Teacher will mention to keep in mind feelings, settings, physical appearance, motivation and attitude. Students will be able to use their laptops to research new characteristics or find out more about one they already know.

What scenes and incidents are occurring in specific places throughout your story?

Are you describing sensory details such as sights, sounds, and smells of the scene and the specific actions, movements, and feelings of the characters?

Are you using narrative and descriptive devices?

Are the students revealing the significance of and the attitude about the subject?

Grade 10:

Grade 10's will finish up the lesson with a deeper dive into what makes up a written narrative text. Teacher will explain how as we develop our skills, we can create different written literary and informational texts that cover a variety of elements.

Teacher will introduce what a historical persona essay is and what an observation report, specifically an eye-witness report, is.

Teacher will explain the various elements that make up a well structured written narrative such as dialogue, characters, a strong ending and a strong opening.

Then students will get time to create a brainstorm and outline of either a: historical persona essay or eye-witness report.

Students will be able to use their laptops to find a historical figure or find out more about their historical figure of choice. If they are doing an eye-witness report, they can look up different examples of what an eye-witness report entails.

How can you introduce your narrative to the reader?

How can you draw in the reader?

Who is the story's main character?

Have you established a setting?

Have you used dialogue to create drama among the characters?

Did you provide an effective ending that pieces the story together?

Stage 4: Reflection