## UNIT OF STUDY

<table>
<thead>
<tr>
<th>Title:</th>
<th>Tell Me a Story</th>
<th>Subject/Course:</th>
<th>Resource English</th>
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<tbody>
<tr>
<td>Length:</td>
<td>3 weeks</td>
<td>Grade:</td>
<td>9-12</td>
</tr>
<tr>
<td>Topic:</td>
<td>Narrative Writing</td>
<td>Designer:</td>
<td>Tonya Beeler</td>
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### IMPORTANT CONCEPTS/UNDERSTANDINGS:
Narrative writing tells a story. The primary purpose for writing narrative essays is to entertain the reader.

### ESSENTIAL QUESTIONS:
- What is narrative writing?
- How can I entertain through writing?
- Is narrative writing fiction or nonfiction?
- How can I use imagery effectively in narrative writing?
- How can I use sentence variety to make my writing more interesting?
- How can I make my “voice” heard in my writing?
- Have I applied all grammar/writing rules appropriately so that the reader will be able to easily read my piece?

### STUDENT LEARNING EXPECTATIONS:
- W.4.11.3 Write clear and varied sentences
- W.6.11.1 Use a variety of sentence types
- W.4.11.7 Revise content
- W.4.11.8 Revise vocab and sentences
- W.4.11.8 Revise sentence formation
- W.4.11.13 Refine pieces to publish
- W.4.11.1 Apply grammatical conventions for agreement
- W.4.11.12 Apply grammatical conventions for capitalization and punctuation
- W.4.11.3 Apply conventional spelling
- W.6.11.4 Apply rules of capitalization
- W.6.11.5 Apply punctuation appropriately
- W.4.11.14 Maintain writing portfolio
- W.6.11.2 Apply usage rules appropriately
- W.7.11.4 Demonstrate organization and unity in writing
- W.7.11.1 Use figurative language effectively with emphasis on metaphor/symbolism
- W.7.11.2 Use variety of sentence structures and lengths
- W.7.11.7 Use precise word choices to convey meaning
- W.7.11.8 Personalize writing to convey voice

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know
- Define narrative writing
- Give examples of narrative writing
- Identify characteristics of narrative writing

### SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do
- Write narrative essays
- Write with purpose to entertain

### UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- Writing process – prewriting, drafting, revising, editing, publishing, assessing
- 5 domain scoring

- Traditional Assessments:
  - Journal writing – paragraph practice
  - Grammar quizzes (capitalization, punctuation)
  - Grammar quizzes (usage, spelling)

- Other Evidence of Learning:
  - Narrative graphic organizer
  - My Life autobiography graphic organizer
<table>
<thead>
<tr>
<th>ACTIVITIES AND LEARNING EXPERIENCES</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Paragraphs – Document camera presentation</td>
<td>Powerful Paragraphs</td>
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<tr>
<td>Teacher modeling – narrative writing – doc cam</td>
<td>Document Camera</td>
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<td>Teacher mini-conferences</td>
<td>Smartboard</td>
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<td>Autobiography timeline</td>
<td>Thesaurus</td>
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<td>Synonym challenge</td>
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<td>Everyday Edits (paragraph corrections)</td>
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<tr>
<th>Career Connections</th>
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<tr>
<td>Teacher; Media Specialist; Writer; Editor/Publisher</td>
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