*English Instructional Plan – Writing a Narrative 6-8*

**Primary Strand: Writing 6.7, 7.7, 8.7**

**Integrated Strand/s: Communication and Multimodal Literacies 6.1, 7.1, 8.1, Reading 6.5, 7.5, 8.5**

**Essential Understanding:**

* Understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing
* Determine a theme(s) and explain how it is developed through specific details.
* Explain plot as the development of the central conflict and resolution

**Essential Knowledge, Skills, and Processes:**

* Compose with attention to central idea, unity, elaboration, and organization
* Analyze and use mentor texts as models for writing
* Use narrative techniques, such as pacing and description, to develop experiences, events, and/or characters

**Primary SOL: 6.7e** Write narratives to include characters, plot, setting, and point of view.

**7.7** The student will write in a variety of forms to include narrative. **8.7** The student will write in a variety of forms to include narrative.

**Reinforced (Related Standard) SOL:**

* **6.5a** The student will identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
* **7.5a** - The student will describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
* **8.5a** The students will analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.

**Academic Background/Language:**

Students will need to understand theme and be familiar with vocabulary related to the elements of plot, including conflict, exposition, initiating event, rising action, climax, falling action, and resolution. Students will also need to be familiar with vocabulary related to writing, including brainstorming, planning, and drafting

## Materials

* Theme determined by class from “Eleven,” by Sandra Cisneros (or other short story with a clear theme)
* Themes identified from previous class narrative texts or access to other stories read in class so students can determine the theme
* Planning organizer

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will explain that today students will be continuing to explore theme as they write a narrative. Teacher will explain that we will take a look at stories we have read previously and exploring their themes further by writing a new story that could teach the same theme.
* Teacher will display theme scheme for “Eleven” and remind students of the theme they identified and how the author was trying to show that growing up does not happen all at once because we are shaped by our past ages.
* Teacher will begin to model using the story by completing the attached organizer.
* Teacher will brainstorm using the reflection questions (When is it important to (theme)? In what situations is it easy/difficult to (theme)?) to come up with situations in which the theme applies.
* Teacher will model by choosing one idea to expand into a narrative on the planning sheet. After completing the plan, teacher will model that her next step will be to write her narrative that reflects the same theme but tells a whole new story.
* Teachers will create and assign groups or have students select another narrative that was read recently in order to complete the same process.
* Students will identify the theme of their assigned stories, brainstorm using the reflection questions, plan using the organizer, and write a draft of their narrative.
* When done, groups will share their new drafts of narratives and have classmates determine the theme.

**Assessment (Diagnostic, Formative, Summative)**

* Teacher can assess students’ knowledge of theme by how it was identified by each group
* Teacher should confer and provide feedback with groups as they brainstorm, plan, and draft
* Teacher can collect draft stories for formative data

**Writing Connections:**

* Students will plan and compose a narrative that fits a given theme in small groups or individually.

## Extensions and Connections (for all students)

* Student could revisit this narrative to revise it for specific information, using a strategy like Question Flood (Kelly Gallagher, *Teaching Adolescent Writers*)
  + Take an underwritten piece of writing, such as the paragraph above, and place it on an overhead.
  + Read the paragraph out loud so that students get the gist of it.
  + Give them some “think time.”
  + Read the paragraph out loud a second time. This time, as you read it, have students call out any questions they have.
  + Mark those questions on the text (paragraph).
  + Once that is done, do a “think aloud” with the students to show them which questions you intend to answer and how you intend to answer them.
  + Model revising the paragraph in front of them.
  + Once students understand the technique, have them get into small groups (2-5 students per group) to exchange their own papers.
  + Have the students perform the “question flood” technique and revise their papers.
* Students read part of a story, are given a theme, and asked to write the ending to meet that theme.

## Strategies for Differentiation

* Pair readers strategically to provide support for struggling students
* Target specific groups for support during work for conferencing.
* Work with a selected small group while determining the theme and planning the essay to ensure success
* Provide sentence stems for narrative writing, like *One day, I\_\_\_\_*, *I realized I was in trouble when…*, *It became clear that…*, *Before long, I…*, *I began to feel…*, *I soon discovered…*, *With each passing minute, I…*, *Soon after…*, and *This led to…*

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*



