Tigard High School
Unit Planning Organizer

Subject: English **Grade: 9** **Quarter/Weeks: 1st or 3rd**

Unit: Personal Narrative

Pacing (Unit Length)**: 2-3 weeks**

Essential Question(s):
- How and why do we write about our personal experiences?
- What makes a narrative engaging?
- How can we revise our narratives without losing our voices?

Big Idea(s):
- Using strong verbs
- Clear images, including thoughtshots, snapshots, and exploded moments
- Introducing and concluding a narrative to intrigue an audience

Common Core Standards
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

***Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create**

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
R5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1b.Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L2c. Spell correctly.
L3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Concepts (Need to Know)	**Skills (Able to Do)**	**BL***
Narrative, imaginative, narrative details, narrative structure	Write a narrative or imaginative story	Create
Problem, situation, point of view, plot and structure	Write about a situation or observation and create structure to enhance the purpose	Create
Narrative techniques	Engage your audience	Create
techniques; transitions; introductions and conclusions	Build and create	Create
1. Limit the use of passive voice; 2. "Show" rather than "tell"; 3. Incorporate figurative language purposefully	Limit; Show; Incorporate	Revise, apply
Shows insight into the significance of narrative's subject	Reflect	Create
Identify difference between a sentence, a fragment, and a run-on; recognize proper nouns and basic sentence grammar. Outline ideas independently or with a graphic organizer. Write in response to feedback.	Develop; strengthen; plan; revise; rewrite; edit	Create, evaluate

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journals, formal papers, notes.	write	Understand, evaluate
elements of plot and chronology effect of structure on meaning	Identify and name the elements of a text's structure. Understand that an author uses techniques to create an effect. Interpret effect.	Evaluate
Proper punctuation (periods, question marks, exclamation points, apostrophes, and commas)	Recognize errors and revise accordingly	Apply
Parts of a complete simple sentence (subject, verb, complete thought) and various ways to make the sentence more complex by adding phrases and clauses	Vary sentence structure	Create
MLA	write and edit in MLA format	Turn in papers conforming to MLA style.

Assessments:

Common Formative Pre-Assessments

- Previous class writing to determine grammar lessons; lessons on structure

Progress Monitoring

- Read model narratives
- Revise model narratives
- Life graph timeline
- Writing prompts using *The House on Mango Street* and other short texts
- Peer editing

Common Formative Post-Assessments/
Summative Assessments

- 2-3 page personal narrative

Instructional Planning

Suggested Resources / Materials

***Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create**

- “Five Elements of Fiction Every Freshman Should Know” document
- Textbook and supplementary short stories
- Lit term power points (Nancy)

Suggested Research-based Effective Instructional Strategies used in this unit:

1 Summarizing and note taking
2 Reinforcing effort and providing recognition
3 Homework and practice
4 Nonlinguistic representations
5 Cooperative learning
6 Setting objectives and providing feedback
7 Cues, questions, and advance organizers

Vocabulary / Word Wall	**Enrichment / Extension**	**Interdisciplinary Connections**
audience purpose tone imagery strong verbs narrative	Further outside reading of non-fiction	effective presentations for speech, health, history; effective writing across the curriculum

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