



Marietta City Schools
2024–2025 District Unit Planner

American Literature

Unit title	<i>Narrative Writing Across Genres</i>	Unit duration (weeks)	<i>4 Weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards:

ELAGSE11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Support Standards:

ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.

Learning Targets:

Students will be able to create narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Students will be able to analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products.
Students will demonstrate the command of the conventions of standard English.

Essential Questions

1. How do readers identify characteristics of literary periods?
2. How do author’s choices in how to structure a text contribute to meaning?
3. How can writers implement specific techniques to create original narratives?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

Independently analyze the characteristics of a provided text for a chosen literary period

Priority GSE Standards Addressed:

ELAGSE11-12RL5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Common Formative Assessment #2:

Organizational Outline for Narrative Writing

GSE Standards Addressed:

ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.

Summative Assessment(s):

Write a narrative on a topic of your choice that aligns with one of the literary genres that we've studied over the course of this unit. Your topic choice, details, characters, conflict, climax, and resolution should show evidence of a contemporary take on these unique American literary movements. While you may be more familiar with the characteristics of the movement you presented, you may adopt the style of any movement you like.

GSE Standards Addressed:

ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
Close Reading DOK 2 Application	1. Teacher lead recall of narrative elements/ introduce narrative techniques through mini-lesson(s). (DOK 1) 2. Teachers will provide mini-lesson on close reading strategies, modeling annotation skills. (DOK 1) 3. Students will annotate anchor text(s) to identify and analyze the elements of a narrative in specific literary periods. 4. Teachers will review/reteach sentence structure, will model how to include a variety of phrases in writing (appositives, participial, absolute), and will review rules of commas. 5. Analysis Focus: Analyze the author's stylistic/narrative choices in a provided text as it relates to historical context and culture . Students will read the provided text in a guided reading structure using a graphic organizer to build evidence from each story as it relates to	Read-Aloud/Think-Aloud (Teacher Modeling) Exemplars and Models Collaborative Writing Think-aloud/Write aloud (teacher modeling) Adapted texts by level

	<p>the analysis focus.</p> <p>6. Students will create a constructed response based on narrative elements that they have annotated for in the text.</p>	
<p>Author's Choice DOK 3 Analyze/Evaluate</p>	<ol style="list-style-type: none"> 1. Teacher will model the writing process of the narrative with students (the whole class) while providing examples of narrative techniques. 2. Students will take notes of teacher created exemplars and use these to create personal examples for their own narrative writing. 3. Students will create and submit organizational outlines for narrative. 4. Students will begin drafting their own narrative, following the teacher modeled process, applying narrative techniques to their original narrative. 5. Teachers will provide feedback (whole group, small group, and individual through conferencing). 6. Students will submit a draft for narrative. 	<p>Guided Reading</p> <p>Read-Aloud/Think-Aloud</p> <p>Adapted versions of short stories</p> <p>Language Frames for writing</p> <p>Graphic Organizer</p> <p>Peer Review</p> <p>Collaborative Conversations</p> <p>(ELL-Guidelines for annotating text)</p>
<p>Narrative DOK 3 Strategic thinking (Application)</p>	<ol style="list-style-type: none"> 1. Students will apply narrative techniques to original narrative writing. 2. Teachers will provide feedback throughout the writing process. 3. Students will apply feedback to identified and unidentified examples within their own writing. 4. Students will submit the final draft via schoology. <p>Summative Prompt: Write a narrative on a topic of your choice that aligns with one of the literary genres that we've studied over the course of this unit. Your topic choice, details, characters, conflict, climax, and resolution should show evidence of a contemporary take on these unique American literary movements. While you may be more familiar with the characteristics of the movement you presented, you may adopt the style of any movement you like</p>	<p>Graphic Organizer</p> <p>Language frames for writing</p> <p>Collaborative conversations</p> <p>Pitch Session</p> <p>Peer Review</p>
Content Resources		
<p>On Level Resources</p> <p>Anchor Text (s)</p>		

Sky Tree

Earth on Turtle's Back

The Legend of Sleepy Hollow

Civil Disobedience

Extracts from Adam's Diary

Honors Resources

Text(s)

House Made of Dawn

Walden Pond