



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*American Literature*

<b>Unit title</b>	<i>Narrative Writing and Native American Voices</i>	<b>Unit duration (weeks)</b>	<i>5 Weeks</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Priority Standards:**

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.

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.

**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.

ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

**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. What are creation stories?
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:**

Analyze oral tradition of Native American creation stories

**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):**

Narrative Writing (Creation Story)

**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.
<b>Close Reading</b> <b>DOK 2</b> 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 creation	Read-Aloud/Think-Aloud (Teacher Modeling) Exemplars and Models Collaborative Writing Think-aloud/Write aloud (teacher modeling)

	<p>stories.</p> <p>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.</p> <p>5. Analysis Focus: Analyze the author’s stylistic/narrative choices in anchor text as it relates to historical context, culture, irony, and . Students will read the anchor text in a guided reading structure using a graphic organizer to build evidence from each story as it relates to 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>	Adapted texts by level
<p><b>Author’s Choice</b> <b>DOK 3</b> Analyze/Evaluate</p>	<ol style="list-style-type: none"> <li>1. Teacher will model the writing process of the narrative with students (whole class) while providing examples of narrative techniques.</li> <li>2. Students will take notes of teacher created exemplars and use these to create personal examples for their own narrative writing.</li> <li>3. Students will create and submit organizational outlines for narrative.</li> <li>4. Students will peer review examples based on rubric.</li> <li>5. Students will begin drafting their own narrative of a creation story, following the teacher modeled process, applying narrative techniques to original narrative of a beginning (Creation story).</li> <li>6. Teachers will consistently provide feedback (whole group, small group, and individual through conferencing).</li> <li>7. Students will submit a draft for narrative to turnitin.com.</li> </ol>	<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 (ELL-Guidelines for annotating text)</p>
<p><b>Creation Story</b> <b>DOK 3</b> Strategic thinking (Application)</p>	<ol style="list-style-type: none"> <li>1. Students will apply narrative techniques to original narrative of a beginning (Creation story).</li> <li>2. Teachers will continually provide feedback throughout the writing process.</li> <li>3. Students will apply feedback to identified and unidentified examples within their own writing.</li> <li>4. Students will peer review with rubric.</li> <li>5. Students will submit final draft through turnitin.com</li> </ol>	<p>Graphic Organizer</p> <p>Language frames for writing</p> <p>Collaborative conversations</p> <p>Pitch Session</p> <p>Peer Review</p>

	Students will incorporate elements of a narrative, imagery, literary devices, figurative language, and plot into their stories.	
<b>Content Resources</b>		
<p><b>On Level Resources</b></p> <p><b>Anchor Text (s)</b></p> <p>“When Grizzlies Walked Upright”</p> <p>“Earth on Turtle’s Back”</p> <p><b>Supplemental/Ancillary Text (s)</b></p> <p>N/A</p>		
<b>Honors Resources</b>		

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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MHS American Literature Unit 1 Planner. Last Revised: August 5, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.