

9-12 ELA

PERFORMANCE TASK

TEACHER INSTRUCTIONS



TASK OVERVIEW

TITLE	GRADE LEVEL	SUBJECT AREA	INSTRUCTIONAL UNIT	TIME FRAME: HOW LONG TO ADMINISTER THE TASK?
Personal Narrative	12	ELA	Narrative Writing	Two weeks

CONTENT AREA

PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
#3 Writing	Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.	C	Write narratives to develop real experiences or events. (W.9-12.3)
#4 Language	Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.	D	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-12.5)

COMMON CORE STATE STANDARDS

W.11-12.3 - Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a - Engage and orient the reader by setting out a problem, situation, or observation and its significance; establishing one or multiple point(s) of view; create a smooth progression of experiences or events.

W.11-12.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and/or setting.



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W.11-12.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CROSS-CURRICULAR PROFICIENCIES AND PERFORMANCE INDICATORS

CROSS-CURRICULAR PROFICIENCY	CROSS-CURRICULAR PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
Communication	Students will demonstrate Communication through using a variety of modes to convey meaning to and seek understanding from others.	4	Demonstrate organized communication through varied modes (oral, written, visual, and/or performance).

SCORING CRITERIA

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
# 3 Writing: C Write narratives to develop real experiences or events. (W.9-12.3)	Create a narrative with a conflict or problem.	Use narrative techniques, such as dialogue, pacing, description, and/or reflection to create a narrative.	Apply narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, to create a narrative.	Synthesize multiple narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to create a complex narrative.
#4 Language: D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Restate information using a mode of communication (oral, written, visual, and/or performance, including technology when	Organize information to communicate ideas and responses when using any mode of communication (oral, written, visual, and/or performance, including technology when applicable).	Present information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance, including technology when applicable).	Enhance communication through the sequence and presentation of ideas when using any mode of communication.

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(L.9-12.5)	applicable).			
Communication: 4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate limited understanding.	Recognize and use figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate advanced use of figurative language, word relationships, and nuances in word meanings.

¹Modifications were made to the Scoring Criteria based on analysis of student work samples. Educators determined that the Scoring Criteria as written did not clearly delineate between performance levels (i.e., “use” versus “apply”).

Performance Indicator #3C:

Writing: Write narratives to develop real experiences or events.

Beginning

Use narrative techniques, such as description or reflection.

Developing

Use narrative techniques, such as dialogue, pacing, description, and reflection to create a narrative with a clear conflict or problem.

Proficient

Use narrative techniques, such as dialogue, pacing, description, reflection, and non-linear plot lines, to create a narrative with a clear conflict or problem.

Expanding

Use narrative techniques, such as dialogue, pacing, description, imagery, reflection, and non-linear plot lines, to create a complex narrative with a clear conflict or problem.

Performance Indicator#4D:

Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Beginning

Recognize figurative language, word relationships, or nuances in word meanings. Use basic figurative language.

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Developing

Use figurative language, word relationships, and nuances in word meanings.

Proficient

Use figurative language, word relationships, and nuances in word meanings to enhance the narrative (i.e., develop mood, or clarify theme/lesson).

Expanding

Use of complex figurative language, word relationships, and nuances in word meanings to enhance the narrative (i.e., develop mood, or clarify theme/lesson).

CONNECTIONS TO INSTRUCTIONAL UNIT

UNIT SUMMARY

May include big ideas, anchoring phenomenon, enduring understandings, essential questions.

Students will spend several class periods reading and critiquing sample narratives written in response to the Common Application prompts. Students will work collaboratively and independently during the instructional unit to identify strengths and weaknesses in the sample narratives. As they prepare to write their own narratives, students will brainstorm possible response topics, as well as make use of an appropriate graphic organizer for prewriting. Students will participate in mini-lessons on components of narrative writing such as the hook, use of dialogue, and tone. Students will then draft, peer respond, conference with the teacher, and revise their writing during writing workshop periods to create a narrative that relates an important story and demonstrates proficiency.

Essential Question:

How can you use writing to tell a personal story using details so that an audience can understand and get a sense of your experience and character?

What will students know as a result of instruction in this unit in order to complete the task?	What will students be able to do as a result of instruction in this unit in order to complete the task?
Definition and components of a personal narrative Narrative techniques and literary devices: <ul style="list-style-type: none"> • Dialogue • Description 	<ul style="list-style-type: none"> • Develop real experiences • Use effective technique, well-chosen details, and well-structured event sequences

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<ul style="list-style-type: none">• Imagery• Figurative language <p>Rhetorical situation:</p> <ul style="list-style-type: none">• Audience• Purpose• Stance• Genre <p>Significance of word choice on:</p> <ul style="list-style-type: none">• Tone• Mood• Purpose <p>How to smoothly sequence events utilizing:</p> <ul style="list-style-type: none">• Transitions• Introduction• Conclusion• Flashbacks• Flashforwards <p>Writing process:</p> <ul style="list-style-type: none">• Prewriting• Drafting• Revising• Editing <p>Conventions of:</p> <ul style="list-style-type: none">• Spelling• Punctuation• Capitalization• Usage• Sentence formation <p>Figurative language:</p> <ul style="list-style-type: none">• Simile	<ul style="list-style-type: none">• Engage and orient the reader by setting out a problem, situation, or observation and its significance• Establish point of view• Create a smooth progression of experiences or events• Use precise words and phrases, telling details, and sensory language• Use techniques to sequence events• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.• Demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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<ul style="list-style-type: none"> • Metaphor • Hyperbole • Personification <p>Nuances in word meanings</p> <ul style="list-style-type: none"> • Denotations • Connotation 	
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How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?	What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?
<ol style="list-style-type: none"> 1. Students will read, critique, and jigsaw sample narratives written in response to the published Common Application prompts. Written responses will be given formative feedback. 2. Students will dissect the prompts to brainstorm possible topics to personalize their narratives. Written responses will be given formative feedback. 3. Students will participate in mini-lessons on components of narrative writing such as: <ul style="list-style-type: none"> • Add examples • Narrative techniques • Rhetorical situation • Organization • Figurative language • Avoiding cliches 4. Students will work collaboratively and independently using Google Docs to generate and respond to feedback. 	<ul style="list-style-type: none"> • Important discussion for teen audiences How to avoid crossing the line with your audience • Common Agreements for peer response. • ELLs will benefit from work in collaborative groups, reviewing work samples, and progressing through the writing process with feedback. • Students may solicit feedback in their writing from both advisors and school counselors.

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CULMINATING TASK

TASK SUMMARY

Students will:

Create a narrative essay that develops real experiences or events.

STUDENT ACTIVITY

Write a narrative essay that establishes a context, demonstrates critical thinking, creates an organizing structure, demonstrates command of the written language, and provides a thoughtful conclusion. You will choose *one* of the attached prompts taken from the Common Application. See rubric for specific assessment criteria.

Directions and Materials

1. Reading and critiquing sample narratives written in response to the Common Application prompts, you will work collaboratively and independently during the instructional unit to identify strengths and weaknesses in the sample narratives.
2. As you prepare to write your own narratives, you will brainstorm possible response topics, as well as make use of an appropriate graphic organizer for prewriting.
3. You will also participate in mini-lessons on components of narrative writing such as the hook, use of dialogue, and tone.
4. You will then draft, peer respond, conference with your teacher, and revise your writing during writing workshop time to create a narrative that relates an important story and demonstrates proficiency.

CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

- Students choose the topic and focus of their narratives.
- Graphic organizers will be utilized.
- Students can utilize the narrative as part of their college application process and/or as part of their PBGR portfolio.

ADMINISTRATION NOTES AND DIRECTIONS

- Plan to spend several class periods working with students as they read and critique sample narratives written in response to the Common Application prompts.

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- Ensure that students work collaboratively and independently during the instructional unit to identify strengths and weaknesses in the sample narratives.
- As they prepare to write their own narratives, have students brainstorm possible response topics, as well as make use of an appropriate graphic organizer for prewriting.
- Students should participate in mini-lessons on components of narrative writing such as the hook, use of dialogue, and tone. Students will then draft, peer respond, conference with the teacher, and revise their writing during writing workshop periods to create a narrative that relates an important story and demonstrates proficiency.

Educators noted that as they move forward with this work the following:

- Would like to develop support “mini-lessons” and formative assessments that build up to this summative narrative assessment.
- Continued support and guidance to scale proficiency work (processes/methods) within departments/schools.

MATERIALS AND RESOURCES

[Common Application Prompts](#) (subject to change annually)

[How to avoid crossing the line with your audience](#)

[TED Talk and Digital Narrative: “To This Day”](#)

[NPR: This I Believe](#)

[Narrative Strategies and Sample Essays](#)

Dissecting the Prompts Activity

Narrative Peer Response 4-3-2-1

Essay Map

[Video Tutorial on Writing about Identity](#)

[Video Tutorial on Writing about Failures/Obstacles](#)

[Video Tutorial on Questioning a Belief or Idea](#)