Multi-Genre Narrative

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Development

- How can incorporate narrative writing without reading personal narratives or boring short stories?
- How can I encourage creativity?
- How can our writing connect with reading, across units, and across disciplines?
W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e: Provide a conclusion that follows from and reflects on the narrated experiences or events.
RESOURCES:

- Blending Genre, Altering Style by Tom Romano
- Fearless Writing: Multigenre to Motivate and Inspire by Tom Romano
- Stevi Quate, Literacy Consultant
- Of Mice and Men by John Steinbeck
Unit Standards:

- **RL.8.3**: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **W.8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **L.8.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Enduring Understandings:

- The cultural and historical context influence an author’s style and subject matter.
- Authors make choices to create stories that connect to readers. These stories open windows to other worlds but also have a universal message.
Essential Questions:

- What makes a great story?
- Why is it important for people to tell stories?
- How do our surroundings shape our writing?
Key Concepts and Skills:

- Using multiple genres, students will construct the story of an individual living during the Great Depression.

- The student will be able to
  - Read and annotate text
  - Identify key plot elements and explain their significance
  - Analyze how the theme is developed
  - Point out elements of the author’s style, evaluate choices
  - Plan stories that follow a logical progression
  - Use transitions effectively to show the passing of time
  - Punctuate dialogue correctly
  - Make effective choices for their story and style
  - Use conclusions to show reflection
Lesson Overview

1. Explore Historical Background—books and resources available
   a. Write a journal entry about a day in the life
   b. Gather Settings, Conflicts and Characters
2. ML1: Making predictions—read background and predict
   a. Steinbeck
   b. Soledad and Salinas
   c. California Migrant Workers
   d. Men of the Farm
3. ML2: Reading for Characters and Conflict—chapter 1
   a. Characterization
   b. How is the author starting a great story?
   c. What elements of history do you see?
   d. Predictions of conflict?
4. ML3-6: Of Mice and Men Workshop (4 classes)—based on student and class need
   a. Dialogue
   b. Point of View
   c. Setting description
   d. Characterization
Lesson Overview

1. MGN Rubric and Assignment Description
2. ML7: Story Outline
3. ML8: Narrative structure
4. ML9: Choosing Genres
5. ML10: Dialogue
6. ML11: Style and Word Choice
7. Small Group Instruction:
   a. News Articles
   b. Obituaries
   c. Sensory Language Poems
   d. Telegrams
   e. Journals and Diary Entries
8. ML12: Transitions and Format
9. ML13: Author’s statement and Explanation
10. Works cited
11. ML14: Author’s reflection
12. Celebration
BUILDING BACKGROUND:

- Exploring books and photos
- Imagine writing
- Possible Settings, Characters and Conflicts
- Reading background information
  - Soledad and Salinas Photos
  - Men on the Farm Photos
  - Migrant Workers
  - John Steinbeck
- Interviews, movie clips
- Photo Analysis
Planning Lessons:

- Requirements for Standards
  - Narrative Scene
  - Poem
  - Dialogue (character, plot, punctuation)
- Survey
- Small Group vs. Large Group
- Additional Pieces
  - Dear Reader
  - Author Explanation
  - Reflection
  - Works Cited
  - Cover
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● Requirements for Standards
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● Survey

● Small Group vs. Large Group

● Additional Pieces
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Workshop Time:

- A LOT of planning
  - Research
  - Story Plan
  - Pieces Plan
- Set small check in points
- Small group lessons
- A LOT of conferencing
- Use of Checklist
Student Reflection:

- “I think I learned that I need to plan at the beginning. I started working on some pieces and found that I had holes in my story. I needed to add extra pieces. That was the biggest challenge—getting my story to feel complete.” Zenden, Grade 8
- “It improved my narrative techniques because I was able to explore so many genres that I could stretch myself. Being able to test out the genres and see how one might work better than another was fun. I’m glad we got to be so creative.” Naya, Grade 8
**Student Reflection:**

- “This project made me think more about how to add details to my writing because I had to do in in some many genres. The planning also made me slow down and make sure I had all the components of a story. I think it made a better story because I had to figure out where I was going. I usually just start without a plan.” Abby, Grade 8

- “This was really advanced and in depth and gave us a big challenge. I think I needed more lessons or would have liked to read a multi-genre narrative book together.” Zen, Grade 8
Teacher Reflection:

- More time in the development of the story. A lot of students had a “magic solution” to their problem.
- Work on making sure the story isn’t too big
- Accuracy of details
Gallery Walk:
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New Additions to the Parker Family

On June 22, Rose Olivia Parker gave birth to twins.
Father, Dean Dale Parker, was present during the births.
The twins were born healthy and were named, Elena
Josette Parker and Alex Kai Parker. Mother, Rose, was 17
at the time of the births, father, Dean, was 24.

I like your map and how you showed the
Dust Bowl and wildlife
in the Great Depression.
**Resources:**

- Rubric
- Story Planner
- Menu of Genres
- Checklist
- Assignment Description
- Planning Documents
- Exemplars
- [http://tinyurl.com/ndo9e8u](http://tinyurl.com/ndo9e8u)