

IBER HOLMES GOVE MIDDLE SCHOOL

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Robert Bickford, Principal

Michael Chouinard, Assistant Principal

To: Mr. & Mrs. Richard Paradis
From: Bob Bickford
Re: Policy KEC-R: Reconsideration of Instructional Materials
Date: January 9, 2019

Cc: Dr. Tina McCoy, Superintendent

On December 4, 2018, I received an email from Mrs. Paradis that contained an email thread about an English assignment, Personal Narrative, between Mrs. Paradis and 7th grade English teacher Rebecca Sharrow. Mrs. Paradis did not agree with the assignment and asked how her concerns could be addressed. In my reply, I explained that there is a process that is outlined in Raymond School District Policy - KEC Policy on Reconsideration of Instructional Materials. Mrs. Paradis completed form KEC-R and returned it to me.

Mrs. Sharrow and I spoke with Mrs. Paradis the next day in a conference call about the assignment and Mrs. Paradis' concerns about the assignment. Mrs. Paradis's concerns during our conference call and in her emails, focused on not the entire assignment or the unit of instruction, but rather on one aspect of the instruction, a resource sheet titled, "How Do You Turn Yourself Into a Character? (Lopate's Tips)". She expressed her concern that the questions were too personal in nature and should not be asked of seventh grade students. Mrs. Sharrow explained the unit on narrative writing, why it was focused on personal, non-fictional writing as compared to fictional writing. Non-fiction personal writing helps students become more college and career ready, as this is the type of writing they will be asked to produce on state tests and college essays. At the end of the conversation with Mrs. Paradis, the complaint could not be resolved informally and it was decided to follow the process outlined in the Policy KEC.

Mrs. Sharrow offered an alternative writing assignment while this assignment was under review and until a decision could be made following the formal process of reconsideration.

A copy of the completed and signed form KEC-R was made and given to Mrs. Sharrow and to Dr. McCoy. The requested outcome is to have the assignment withdrawn for all students.

As outlined in the Policy KEC a review committee was formed. The members consisted of a parent of students that had already had this assignment and a parent of a current sixth grade student who will most likely have this assignment next year. One of the parents is an officer of the IHGMS Parent Core Group. The committee also included both of the seventh grade English teachers, one of which has many years experience teaching high school English, and myself.

Mrs. Sharrow provided all the instructional materials for the unit on narrative writing, including the summative assessment rubric, all of which was examined carefully. The committee reviewed all the materials, and asked clarifying questions that Mrs. Sharrow was able to address thoroughly and to the committee's satisfaction. She was able to walk us through the different lessons and steps that students follow in developing their personal narrative essay from concept to final draft. She also shared stories of students who expressed that they really enjoyed writing this essay.

The committee reviewed, in depth, the 7th grade writing standard CCSS ELA-Literacy.W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

The committee also reviewed Policy KEC - Policy on Reconsideration of Instructional Materials, Policy IJ - Instructional Materials, and Policy IJL - Teaching and Learning Materials Selection.

The committee discussed at length the part of the unit of instruction that was found to be objectionable; the writing prompts in the document titled “How Do You Turn Yourself Into a Character? (Lopate’s Tips)”. The committee determined that as these questions were given to students as a part of the unit to help them to select something to write about for their narrative essay, that the students were not required to use any of the questions as the basis of their essay, if the students do use the questions, they are never asked to share their answers with their peers, and that there was an alternative writing assignment available to all the students, that there was not a need to remove the questions as part of the seventh grade unit of instruction on narrative writing.

Policy KEC states on the second page “4.c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages, statements, or images pulled out of context.” This also placed a major part in the decision of the committee. The questions that were objectionable are only a part of the unit on Personal Narrative, they are supportive in nature, not the emphasis of the unit, as measured in the summative assessment rubric, and are not a required or assessed assignment and therefore the Personal Narrative unit should not be withdrawn for all students as part of the seventh grade English curriculum.

If you choose to disagree with the decision of the review committee, please be sure to follow the appeals procedure found in Policy KEC. You may file your appeal of the committee’s decision to the Superintendent within ten school days of receiving this memo.

For your consideration I have included the following:

- Policy KEC
- Your Policy KEC-R Form
- Policy IJ
- Policy IJL
- The Seventh Grade English Language Arts Writing Standards
- Personal Narrative Unit of Instruction, including the Summative Assessment Rubric

Raymond School District Policy – KEC
POLICY ON RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must follow the procedure outlined below.

The Principal, upon receipt of a "Request for Reconsideration of Instructional Materials," (KEC-R) will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the appropriate Review Committee and schedule meetings as necessary to review the complaint and to write a report.

The committee's final report will be forwarded to the complainant and the Superintendent. If the complainant is dissatisfied with the outcome, the next step is to submit the request to the Superintendent for action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final. The request forms are available at the school office.

During the investigation, the instructional material under consideration will remain in use. No parent/guardian or group of parents/guardians has the right to determine the reading matter for students other than their own children. The School Board does recognize the right of an individual parent/guardian to request that his/her child not read a book, provided a written request is made to the building principal. An alternative book will be provided by the school upon request.

Occasionally, the public may make objections to selected instructional material. Any complaint received by the library media generalist or a classroom teacher concerning instructional materials shall be reported to the principal. Only residents of the Town of Raymond or parents/guardians of children in the Raymond School District shall have standing to challenge the validity of any instructional material.

If a material is challenged, the following procedure shall be followed:

1. The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school and the selection policy that is in place, and/or by providing agreed upon alternative assignments or materials. This shall take place within 10 school days. If the complainant remains unsatisfied, the administration shall schedule a meeting with the complainant and the staff member(s) involved with the selection/use of the material in question in order to review the selection criteria and intended use.
2. If the complaint is not resolved informally, the complainant will be given the materials describing the selection policies and procedures for handling objections and the Request for Reconsideration of Instructional Materials, (KEC-R). If the principal does not receive the form within 10 school days, the matter will be considered closed.
3. If the Request for Reconsideration of Instructional Materials form is filed with the Principal, a copy shall be sent to the library media generalist and/or the classroom teacher and the Superintendent. The principal shall then establish a Review

Committee. The ad hoc Review Committee shall consist of the Principal, two faculty members from the appropriate school or grade level, a parent/guardian and/or community member and a parent/guardian serving on the parent-teacher organization board.

4. The Review Committee shall be provided with the request for reconsideration and shall:
 - a. Read and/or examine the materials referred;
 - b. Check the general acceptance of the materials by reading reviews;
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages, statements, or images pulled out of context;
 - d. Consider policies IJ, Instructional Materials, and IJL, Teaching and Learning Materials Selection;
 - e. Meet to discuss the material and prepare a report containing their recommendation on the disposition of the matter within 20 school days.
5. A copy of the report will be provided to the Superintendent's Office and the complainant within 5 school days. If the complainant disagrees with the committee's decision, the complainant may file an appeal to the Superintendent within 10 school days. The Superintendent will render a decision based on the final report within 10 school days.
6. Should the complainant disagree with the Superintendent's decision, the complainant may file a final appeal to the School Board within 10 school days. S/he shall:
 - a. Present a written notice of appeal to the School Board through the Superintendent;
 - b. Attach a copy of the original written request and a copy of the committee's report;
 - c. Request a meeting date with the School Board;
 - d. A representative from the Review Committee may be requested to review the Committee's report with the Board.
7. The Board will make a final determination within 20 school days, recording its decision in the minutes of the meeting.

RSA 650 Obscene Matter
See Appendix KEC-R

Adopted: August 1, 2002
Revised: April 21, 2010

Raymond School District Policy – KEC-R*

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the building Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.

REQUEST FOR
RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Required Reading:

Author
Title

Personal Narrative Writing Unit
Questions.

Selected Reading:

Author
Title

Mrs Starrow and college from
everett

Publisher:

Hardcover
Paperback

Media Presentation:

Recording
Film Name
Film Strip
Slide Name

Request Initiated By:

Address

Telephone

SCOTT and Tracy Parady
8 Sun Hill Rd. Raymond
603-895-2336

Complainant Represents:

Himself
Organization
Other Group

✓
✓ all parents. (responsible ones)

REQUEST FOR
RECONSIDERATION OF INSTRUCTIONAL MATERIALS
(continued)

To what particular contents do you object? Please be specific; cite pages, if possible.

Self reflective questions given to 12yr olds. These are too personal and ask deep self reflective questions that lead to negative analysis. "Flawed"

What of value is there in this work?

7th grade competency on narrative writing.

What do you feel might be the result of reading (viewing) this work?

Children who are just in adolescence could focus on flaws and self worth resulting in self harm

For what age group would you recommend this work?

college psych course only

Did you read (view) the entire work?

yes

If not, what pages or sections did you read (view)?

Are you aware of the judgment of this work by critics?

This was written by two teachers. They are not psychologists. This is too heavy for any child.

-REQUEST FOR
RECONSIDERATION OF INSTRUCTIONAL MATERIALS
(continued)

Are you aware of the instructional purpose for using this work?

WAS TOLD it met narrative writing competency

What do you believe is the theme or purpose of this work?

This is an invasion of privacy to families without an adult consent.

What would you prefer the school do about this work? Please indicate:

Do not assign or recommend it to my child.

Withdraw it for all students.

Reevaluate it.

What work of equal value would you recommend to replace the one you question?

Self narrative at this age should only initiate positive thoughts not "Flaws" - "prejudices etc.

Signature of Complainant

L. Peratio

(SHAME)

Date

12/4/18

Adopted: August 1, 2002

Revised: April 21, 2010

Raymond School District Policy - IJ

INSTRUCTIONAL MATERIALS

In fulfilling its responsibility to provide the necessary instructional materials used in the District, the Raymond School Board authorizes the Superintendent to purchase instructional materials based on the following guidelines:

Materials for school classrooms and school libraries shall be initially recommended by the appropriate professional personnel in consultation with administration and faculty.

Textbooks and instructional materials should provide quality learning experiences for students, and:

- Enrich and support the curriculum.
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards.
- Provide background information to enable students to make intelligent judgements.
- Present opposing sides of controversial issues.
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.
- Be matched to the appropriate skill levels of pupils.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies should be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Statutory Reference:
ED. 306.18 (a) (5)

Adopted: April 17, 1974
Revised: August 1, 2002

Raymond School District Policy - IJL

TEACHING AND LEARNING MATERIALS SELECTION

It is the policy of the Raymond School District to select learning materials for students in accordance with the following:

1. Books and other materials shall be chosen for values of interest and enlightenment of all the students of the community. Materials shall not be excluded because of the race, nationality, or political or religious views of the author.
2. There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other materials of sound factual authority shall not be prescribed or removed because of partisan or doctrinal disapproval.
3. Attempts at censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

Interpreting these principles in the selection of learning materials more specifically, the following will apply:

1. We believe it is the right and responsibility of teachers and librarians to select materials that are carefully balanced to include various points of view on any controversial subject.
2. Since materials are selected to provide for the interests and needs of the school community and the school program, these materials will be selected cooperatively by teachers, principals, and librarians, sometimes with the assistance of students.
3. Selection of materials will be assisted by reading, examining, and checking standard evaluation aids, i.e., standard catalogues and book review digests.
4. Two basic factors, truth and art, will be considered in the selection of books and other materials. The factor of truth includes factual accuracy, authoritativeness, balance, and integrity. The second factor is a quality of stimulating presentation, imagination, vision, creativeness, style appropriate to the idea, vitality, and distinction.
5. Materials for the school library shall be examined to select those in which the presentation and subject matter are suitable for the grade and the interest level at which they are to be used. They will be considered in relation to both the curriculum and the personal interests of pupils and teachers.

TEACHING AND LEARNING MATERIALS SELECTION
(continued)

In formatting our policy, we considered the following subjects that have been topics of criticism: religion, ideologies, sex, and science.

1. Religion: Factual, unbiased material that represents all major religions should be included in the library collection.
2. Ideologies: The library, without making any effort to sway reader judgment, should make available basic factual information on the level of its reading public on any ideology or philosophy that exerts a strong force, either favorable or unfavorable, in government, current events, politics, education, or any other phase of life.
3. Sex and Profanity: Materials presenting accents on sex should be subjected to a stern test of literary merit and reality by the librarian, who takes into consideration his/her reading public. While we would not in any case include the sensational or over-dramatic, the fact of sexual incidents or profanity appearing in certain materials should not automatically disqualify that material. Rather, that decision should be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the material is of literary value. Factual material of an educational nature on the level of the reader public should be included in the library collection.
4. Science: Medical and scientific knowledge should be made available without any biased selection of facts.

Criticism of books and learning materials should be submitted to the building Principal in writing according to Policy KEC on the "Request for Reconsideration of Instructional Materials" form (see Appendix KEC-R). An unresolved complaint, following the process outlined in Policy KEC, will be considered by a review committee that will be appointed by the Principal. If the complaint is unresolved, the complainant will follow the process outlined in Policy KEC.

RSA 650 Obscene Matter

Adopted: April 17, 1974
Revised: August 1, 2002
Revised: April 21, 2010

English Language Arts Standards » Writing » Grade 7

[PRINT THIS PAGE](#)

Standards in this strand:

[CCSS.ELA-LITERACY.W.7.1](#)

[CCSS.ELA-LITERACY.W.7.2](#)

[CCSS.ELA-LITERACY.W.7.3](#)

[CCSS.ELA-LITERACY.W.7.4](#)

[CCSS.ELA-LITERACY.W.7.5](#)

[CCSS.ELA-LITERACY.W.7.6](#)

[CCSS.ELA-LITERACY.W.7.7](#)

[CCSS.ELA-LITERACY.W.7.8](#)

[CCSS.ELA-LITERACY.W.7.9](#)

[CCSS.ELA-LITERACY.W.7.10](#)

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.7.1 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/\)](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.7.1.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/A/\)](#)

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-LITERACY.W.7.1.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/B/\)](#)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.7.1.C \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/C/\)](#)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

[CCSS.ELA-LITERACY.W.7.1.D \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/D/\)](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.7.1.E \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/1/E/\)](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-LITERACY.W.7.2 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/\)](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.7.2.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/A/\)](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using

strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.7.2.B](http://www.corestandards.org/ELA-Literacy/W/7/2/B/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/B/](http://www.corestandards.org/ELA-Literacy/W/7/2/B/))

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-LITERACY.W.7.2.C](http://www.corestandards.org/ELA-Literacy/W/7/2/C/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/C/](http://www.corestandards.org/ELA-Literacy/W/7/2/C/))

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

[CCSS.ELA-LITERACY.W.7.2.D](http://www.corestandards.org/ELA-Literacy/W/7/2/D/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/D/](http://www.corestandards.org/ELA-Literacy/W/7/2/D/))

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.7.2.E](http://www.corestandards.org/ELA-Literacy/W/7/2/E/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/E/](http://www.corestandards.org/ELA-Literacy/W/7/2/E/))

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.7.2.F](http://www.corestandards.org/ELA-Literacy/W/7/2/F/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/2/F/](http://www.corestandards.org/ELA-Literacy/W/7/2/F/))

Provide a concluding statement or section that follows from and supports the information or explanation presented.

[CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/](http://www.corestandards.org/ELA-Literacy/W/7/3/))

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.7.3.A](http://www.corestandards.org/ELA-Literacy/W/7/3/A/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/A/](http://www.corestandards.org/ELA-Literacy/W/7/3/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.

[CCSS.ELA-LITERACY.W.7.3.B](http://www.corestandards.org/ELA-Literacy/W/7/3/B/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/B/](http://www.corestandards.org/ELA-Literacy/W/7/3/B/))

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.7.3.C](http://www.corestandards.org/ELA-Literacy/W/7/3/C/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/C/](http://www.corestandards.org/ELA-Literacy/W/7/3/C/))

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[CCSS.ELA-LITERACY.W.7.3.D](http://www.corestandards.org/ELA-Literacy/W/7/3/D/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/D/](http://www.corestandards.org/ELA-Literacy/W/7/3/D/))

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CCSS.ELA-LITERACY.W.7.3.E](http://www.corestandards.org/ELA-Literacy/W/7/3/E/) ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/3/E/](http://www.corestandards.org/ELA-Literacy/W/7/3/E/))

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.7.4 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/4/\)](http://www.corestandards.org/ELA-Literacy/W/7/4/)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.7.5 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/5/\)](http://www.corestandards.org/ELA-Literacy/W/7/5/)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here \(http://www.corestandards.org/ELA-Literacy/L/7/\)](http://www.corestandards.org/ELA-Literacy/L/7/).)

[CCSS.ELA-LITERACY.W.7.6 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/6/\)](http://www.corestandards.org/ELA-Literacy/W/7/6/)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.7.7 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/7/\)](http://www.corestandards.org/ELA-Literacy/W/7/7/)

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

[CCSS.ELA-LITERACY.W.7.8 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/8/\)](http://www.corestandards.org/ELA-Literacy/W/7/8/)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.W.7.9 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/9/\)](http://www.corestandards.org/ELA-Literacy/W/7/9/)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.7.9.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/9/A/\)](http://www.corestandards.org/ELA-Literacy/W/7/9/A/)

Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

[CCSS.ELA-LITERACY.W.7.9.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/9/B/\)](http://www.corestandards.org/ELA-Literacy/W/7/9/B/)

Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Range of Writing:

[CCSS.ELA-LITERACY.W.7.10 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/7/10/\)](http://www.corestandards.org/ELA-Literacy/W/7/10/)

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 discipline-specific tasks, purposes, and audiences.

What is a Narrative?

A spoken or written account of events in a story - a story told by a narrator



What is a Personal Narrative?



A personal narrative tells the true story of something that happened to you. To write a personal narrative, you choose a story from your life that you would like to write about. This is usually something interesting, surprising, a lesson you learned, an "a ha" moment you had, something you are passionate about, or a difficulty you have struggled with.

A personal narrative combines fiction and non-fiction. You are telling a true story about your life (non-fiction) but you are turning yourself into a character in your story (fiction). Turning yourself into a character is not easy and takes a lot of thought. But if you are successful, you will have a very powerful piece of writing that will narrate a piece of your history.

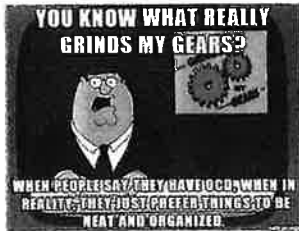
<http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative>

Run Like Clara



Response Section of Learning Logs:

1. How does the title relate to the introduction? (Introduction is first few paragraphs)
2. What do we learn about the main character? What is her background information?
3. What is the conflict for the main character? Character vs. what?
4. Choose one passage that is particularly descriptive. (You can picture it clearly, it stuck with you, it made you feel something, you remember it, etc.)
5. How does the conclusion relate to the title?



I'm So OCD



Discuss with your group:

1. How does the title relate to the introduction? (Introduction is first few paragraphs)
2. What do we learn about the main character? What is her background information?
3. What is the conflict for the main character? Character vs. what?
4. Choose one passage that is particularly descriptive. (You can picture it clearly, it stuck with you, it made you feel something, you remember it, etc.)
5. How does the conclusion relate to the title? What is the point of the story?

Flocabulary

"Born with a Mic"

Write about a time when you did something extraordinary, strange, unexpected, or interesting. What are your talents?



Narratives in Music

Song writers and artists tell stories through their music, lyrics, and videos. Song writers are able to give a lot of information without using a lot of words.



1. Who is the protagonist in this narrative?
2. Who or what is the antagonist in this narrative? So, the conflict is character vs. what?
3. What is the climax or tipping point?
4. Is the conflict resolved at the end? If so, how?

<https://www.youtube.com/watch?v=VuNisY6JdUw>

Agitated Earth



1. What passages evoked a powerful image? Where do you notice "showing" writing?

2. What is the implied theme or underlying message to this story? What is the point?

1. Choose one of these personal narratives to read and discuss:

"Agitated Earth"

"Run Like Clara"

"I'm So OCD"

"The Audition"

2. As you read, highlight passages that create a powerful image (show vs. tell) or that evoke strong emotion.

3. Underline the theme, or the underlying message.

Qualities of a Personal Narrative

Bridle

introduction - hook the reader

Event in your life - true, strong events

narrating a story and creating a character

conclusion - "so what?" theme

showing writing - descriptive

Qualities of a Personal Narrative

Lees

- *Title - must relate or connect to your introduction
- *Introduction - hook the reader/supporting details
- *Body - events of your story are told - turn yourself into a character
 - *showing writing - descriptive/build a vivid picture in the reader's mind
- *Conclusion - has a point/ answers the "so what?"
 - quality over quantity

Qualities of a Personal Narrative

Sharrow

title - must relate to the introduction

introduction - should hook the reader

body - facts about yourself - your conflict

descriptive - use "showing" writing

conclusion - answer "so what?"

How Do You Turn Yourself Into a Character?

(Lopate's Tips)

1. Acquire some distance from yourself so you are able to "see" yourself in social situations. When are you charming, pushy, moody, ridiculous, etc. Take inventory of yourself so that you can present that self to the reader as a specific, readable character. **How do you act in social situations?**
2. What sets you apart from the majority of your peers? What are your quirks? What makes things harder for you than for most other people? (peculiar habits, unconventional or strange behavior, antisocial mannerisms, etc.) **What sets you apart from your peers?**
3. You need a conflict. Work out some problem, one not easily resolved. Select a conflict that will generate enough spark without being too complicated. (If you start writing without a conflict in mind, you may quickly run out of steam. If you take on a problem that is too large, you may choke on the details and give up.) **What are the conflicts you have dealt with in your life?**
4. Focus on those moments in the day, in your loves and friendships, in your family dynamics, that are genuinely perplexing, vexing (worrisome, troublesome) luminous (shining, bright), or unresolved. Recognize that life remains a mystery - even your so-called boring life. **What relationships in your life are confusing, troublesome, enlightening, or positive?**
5. We are distinguished from one another as much by our pasts, and the set of circumstances we are born into, as by the challenges we have encountered along the way, and how we choose to resolve them. Ethnicity, age, gender, religion, class, geography, and politics are all strong determinants in the development of character. **Do you have challenges brought about by your life circumstances such as your age, gender, race, beliefs, sexual orientation, where you live, or your political beliefs?**
6. Become deft (skillful) at inserting your background information swiftly and casually, "I was born in Brooklyn, New York, of working-class parents." Get to the basic orienting facts (the who, what, where, when, and why) as close to the top of the story as possible. **Where are you from? Where do you live? How old are you? What do your parents do for a living? How many siblings do you have? What is your family dynamic? What do you do for fun?**
7. Consider expressing your opinions, prejudices, ideas, etc., provided you are willing to explore and analyze the flaws. These ideas can contribute greatly to the development of your character. **What are your flaws? What are your crazy ideas? What are your prejudices? (Are you intolerant or judgmental toward certain groups of people?)**
8. Actions speak louder than words. (Use showing instead of telling writing!)

Outline for Narrative Essay

Topic:

Introduction/Lead (How will you hook your reader? Will you use a quote, be descriptive, incorporate action, use dialogue, or something else?)

Background information (how will you introduce yourself as a character?)

Conflict or Events: What is your struggle? or What are the major events in your story?

Meaning/Theme/Message – What is the point of your story? What did you learn? What changed?

Conclusion: So what? How will this relate back to your introduction?

important event that changed you or taught you something

a person who impacted your life

an "a ha" moment

something you're passionate about

challenge

The repeating beep of my alarm pierces through my brain as I try to wake up. The haze of sleep is lifted as I open my eyes and take in the familiar surroundings of my bedroom. My small bedroom in my small house in Raymond, NH is not particularly exciting, but it is comfortable and cozy. I roll out of bed and pull on my favorite faded blue jeans and black sweatshirt. I peer into the mirror above my dresser and try to smooth my shaggy brown hair. I am so tall that my head almost reaches past the top of the mirror. I'm going to have to duck soon. I'm taller than most other kids in my seventh grade class, but it helps me on the basketball court.

"Jacob, come down! You're going to be late for school!" my mom yells from the bottom of the stairs and I rush down.



The lead begins with the author "painting a picture" for the reader. It is a scenario that is descriptive and full of the five senses.



Breaking the Ice

It's ten degrees below zero and the river is frozen a foot thick. It makes snapping sounds like the limbs of a tree cracking. A lone figure glides along the black ice, moving towards the city. The only sound is the scraping of each blade as it bites into the river. That's me doing my favorite sport, ice-skating.

Freak

"I'm trying. I really am. But it's hard not to think about it. Every crunch. Every munch. Every simple noise sets off an explosion of anger inside me. It leaves an annoying tingly feeling in my legs, almost as if a person is stabbing tiny but sharp needles into every inch of them. I can't sit still. I can't think. All I can do is leave."

The American

"When I think about my summer in Israel, an image often comes to mind. I'm on a balcony overlooking the Mediterranean Sea with Middle-Eastern heat beating down on my bare shoulders. I have forgotten to put on sunscreen. Crystal towers, sparkling in the midday sun, surround my limestone high-rise. Looking ahead, I see a beach crowded with tanned locals, falafel carts and dance clubs...That slender strip of beach, their beach, haunts my memories, marking the well-defined line between the metropolis of Haifa and the boundless waters. Past it, six thousand miles of ocean - an incomprehensible distance - separates me from the United States: my home, sweet home."



Action Lead: Gets the reader quickly involved in the story by starting with an exciting event or some kind of action.



Example:

I threw on my favorite red dress and scrambled down the stairs as fast as I could. It was my 12th birthday, and I couldn't wait for the party to begin.

Leap of Faith

"Pacing over to the edge of the cliff, I plan my take off, looking down the eighty-foot wall to the water. People think I'm crazy for being a cliff jumper, and that's just the way I like it. For a moment questions race through my mind: "Will I get hurt? What if I don't land correctly? What if I lose my balance in the air? Is this really worth the risk?" The questions rifle through my head as I flicker through a variety of possible outcomes. People below look like specks standing on a much lower cliff across the dirty quarry water. I cannot hear their voices, see their faces; I am alone, the only place that has ever been comfortable, natural... My heartbeat slows and the wind whispers in my ear, "Jump." High above the world, I fly closer to the sun than most, ushering me to my free-fall... I begin my dance with death, and I can feel the onlookers below gasp, bearing the same questions I do, but the only ones that ring in my ears now are the most simple. "Why?" "How?"

Untitled

"I went down to the bus stop early to get away. To get away from my little sister thinking she knows everything, her yelling at me or my mom, and just for me to think. I thought about school, friends, and things at home. I recently lost my best friend. I keep hearing the words, 'I'm sorry, but we can't be friends anymore.' He didn't want to say it, but his girlfriend forced him. I put in my earphones and waited for the bus to arrive."



Talking Lead: Starts with dialogue when your characters are speaking out loud.



Bat Crazy


"Quick, hit the floor," my dad yelled.

"Whatever you do, don't look up!" my mother added as I dropped to the floor and slide myself under the bed. It was a terrifying night for my family when we discovered a bat in our house.


Wonderful Day

"Clara, wake up! Mickey is waiting for us!"

The piercing voice of my sister stabs through my haze of sleep. I would normally be annoyed with her, but not today. As my eyes open, I take in the unfamiliar surroundings. Bright turquoise wall paper with the iconic black silhouette of mouse ears. I shake the sleepiness off quickly. Today is filled with excitement and my heart immediately begins to flutter as I recall where I am and what I am about to do.



Meaningful Quote: Your essay begins with a quote from another story, poem, or lyric that connects to the theme or meaning of your essay.



Hoop Dreams

"Don't be afraid of failure. This is the way to succeed." – LeBron James.
I was born a basketball player. My father was teaching me how to dribble a ball before I could walk. I live in a small town that most people have never heard of. But one day, people will know who I am.

Buzz

"Don't worry about failures. Worry about the chances you miss when you don't even try." This is quote went through my head as I raced down the court with the seconds ticking by. We were down by one point and I had the ball. The shouts and cheers from the audience mumbled together to create one loud symphony of voices. The voices came together and began to shout, "Ten, nine, eight, seven, six, five, four, three, two..."



Flashback Lead: Takes the reader back to a specific event in the past that relates to the topic.



Example: I could feel the sweat pouring off my body as I watched the seconds tick off the clock. It was as if I was dribbling in slow motion, weaving in and out of defenders, and heading towards the hoop. As the buzzer sounded, I felt the ball roll off my fingertips, and I watched anxiously as it spun around the rim for what seemed like an eternity.

What is Wrong with This Paragraph?

In my room you can see a bed, closet, chair, desk, and television. You can hear the sound of my brother down the hall. I can taste cookies, and I can feel the chair I am sitting in.

My twin bed rests against the middle of the north wall of my bedroom underneath a small window. My pillows lie directly underneath the window, making it cool and drafty in the summer. My plush navy blue comforter is decorated with cherry red polka dots. At night, I slip under the soft comforter, draw back the plum purple cotton curtains, and open the window. I fall asleep to a cool crisp breeze that flows in and dances across my face.

A warm bright stream of sunlight wakes me up in the morning. Blinking the tiredness from my eyes, the room starts to come into focus. I notice the wooden closet door to my left, closed against the eastern wall of the room. I wonder what I should wear today. I decide to get up and walk over to my cherry wood desk that is on my right. I sit down on the plush battleship grey office chair and swivel around so I am facing the glossy black Dell laptop. I pull up Facebook to update my status. After a few minutes of clicking around my friend's pages, my stomach growls, and I decide it is time for breakfast. I exit my room through the south door and head down for a bowl of Cheerios.

Looking down at the gate, I was terrified. This was the race to win, and I knew I had to. I looked over seeing my mom praying, hoping I would come out of it walking. My dad was looking at me knowing I have what it takes. Then BOOM, the gate dropped, my heart was pounding, I gave it the throttle, and made my way to a hole shot. I was almost through the first lap out of five, then it happened. I came over the jump and BANG, over the handlebars and onto the ground. After that I don't know what happened. I saw black, that's it. I remember hearing the paramedics saying, "Get him on the stretcher." Then nothing. It felt like a minute had gone by but it wasn't. It was two days.

I woke up in a hospital. No, I wasn't surrounded by big stuffed animals and balloons. I saw my dad and said, "Dad what happened?"

He said, "You over shot the triple and a kid landed on you."

Within a few minutes a doctor came in. He asked me if I had any questions. I asked him one thing, "When can I ride?" He said it turns out I broke my collar bone and had a concussion. It would be about 3 months before I could be on a track.

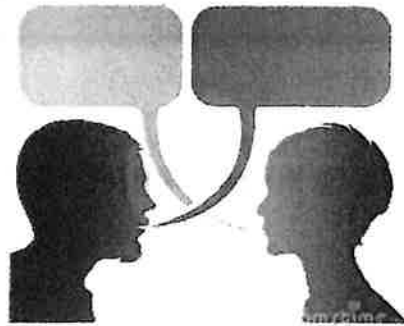
I left the hospital that night but if you think I was thinking about the pain or how annoying the cast was, I wasn't. I was thinking "Well if the doctor said I could race in three months, so I'll be on a bike in a week."

Dad opened the door. I got in the truck and we drove off. Then it hit me. "Oh my god DAD IS THE BIKE OK?" I must of had a mini heart attack.

He said, "Yah, bikes fine. "

He laughed at the fact I only cared about the bike, not the fact that I was hurt pretty bad. After that about 20 minutes went by. Then we got home I saw my bike and rushed to check it. Well my dad didn't lie. It was perfect.

WHAT IS DIALOGUE?



Real World - Conversation

Written - When characters talk to each other or speak out loud in a story.



A line of dialogue has two parts:

"You don't always have to know what to do," said Richie.

A line of dialogue has two parts:

"You don't always have to know what to do," said Richie.

the quote

(what the character is saying out loud)

the tag

(identifies the speaker)

Sometimes the tag is in the beginning of the quote

Richie stated, "You don't always have to know what to do."

Sometimes the tag is at the end of the quote

"You don't always have to know what to do," exclaimed Richie.

Sometimes the tag is in the middle.

"You don't always have to know what to do," said Richie. "You just have to know who you are."

How Do Writers Combine Narration and Dialogue?

...I don't know how else to explain it except it's like you're a marionette, and not a pretty, graceful one. You're an ugly clumsy marionette being yanked by cruel hands. I want to explain this to the person organizing her Smarties by color. But I don't.

"You have OCD? *Really?*" someone says, and I'm immediately uncomfortable. Why is she so excited? She doesn't have it. For all I know she has never experienced it. Lucky.

"Um, you know...Everything," I say trying to laugh it off. And I'm only slightly exaggerating. I want to tell her that she's making me uncomfortable, but I don't.

"You have OCD? Tell me what I can do," someone else says, and I want to kiss him, that's how happy I am.

What do you notice about the way dialogue is punctuated?

“Gregorovitch!” said Harry loudly.

“Vot about him?” asked Krum suspiciously.

“He’s a wandmaker!”

“I know that,” said Krum.

“He made your wand! That’s why I thought...Quidditch...”

Krum was looking more and more suspicious.

“How do you know Gregorovitch made my wand?”

“I...I read it somewhere, I think,” said Harry. “In a - a fan magazine,” he improvised wildly and Krum looked mollified.

-Harry Potter and the Deathly Hallows, pg. 149

There are Four Major Rules for Punctuating Dialogue:

- 1) Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.

What happened? asked Big Chris Kuppel, beside me.

- 2) The first word of a quote must be capitalized: it's the speaker's first word.

I responded, "you know Richie Tucker..."

- 3) A quote is separated from the dialogue tag with a comma, question mark, or exclamation point, but *never* with a period. A period would create two sentences and a full stop.

"Richie Tucker slugged you?" Chris questioned.

- 4) When two or more characters are having a conversation, begin a new paragraph *each time* you change speakers.

"Get beat up by your cat?"

"No."

"Stumble into the shower nozzle?"

"No!"

Try it!

What happened asked Big Chris Kuppel, beside me

I shrugged

Get beat up by your cat

no

Stumble into the shower nozzle

No

Miss your mouth with a milk bottle

no

The Revealers, pg. 50

Gregorovitch said Harry loudly

what about him asked Krum suspiciously

he's a wandmaker

I know that boomed Krum.

I'm hungry Alyssa said I wonder what the
cafeteria is serving for lunch

What is the difference between "showing" and "telling" in your writing?

Telling Sentence

A piece of soap was in the bathroom.

Showing Sentences

A gold bar of Dial faded and cracked, has fallen from the sink and rests in the cobwebs and sand beside the tan waste basket.

Telling Sentence

During the month of January, it snowed a lot in Raymond.

Showing Paragraph

During the month of January, Raymond became a winter wonderland. Front yards turned into snow forts. A blanket of ivory snow covered every tree, house, and sidewalk. Snowbanks piled up as tall as the trees themselves. Hills turned into playgrounds as children flew down on fire engine red sleds, and then scurried back up the hill for another ride.

Showing vs. Telling in Narratives

Telling Sentence - **The house was destroyed.** The narrator is just telling you what happened.

Showing Sentences - **The bolt of lightning attacked the house and set the crumbling roof ablaze. The red and orange flames glowed fiercely and danced upward into the black starless sky.** The narrator describes what is happening so you can see it clearly. You don't have to be told.

Running is important to me.

"I've raced through mud and snow and blood and tears. I've run on a fractured knee and in lightning storms." -Anna-Sophia Boguraev

My legs hurt.

"The searing knives in my calves and thighs didn't mean much as I approached that swinging brown ponytail..." -Anna-Sophia Boguraev

Having OCD is hard.

"You're an ugly, clumsy marionette being yanked around by cruel hands."

It looked like a scary place.

Sharrow

- raining and lightning
- burned black house/broken down/wooden/abandoned
- howling wolves/eyes in the woods/always dark even in the daytime
- bats squeaking
- smelled of a rotting corpse
- black gate and gravestones
- cold draft even in the summer
- creaky door
- creaky steps and floors
- lights turning on and off
- couches? drips and stains (some new some old)
- wallpaper was faded and peeling off the walls
- cobwebs everywhere
- blood splattered and dripping down walls
- spooky clown that turns into a spider
- stairs creaking even when no one is in there
- ghost groans
- walking and running footsteps upstairs
- baby noises and people screaming

It looked like a scary place.

Bride

dark sky/white moonlight
sidewalk has one street light
dark dead trees in the yard/no leaves on them
cemetery
crows squawking
dark grey house/bats around it
shattered in appearance, wood planks hanging off sides of the house, windows cracked and broken/boarded up
door is sideways/off hinges
creaking door
porch isn't safe/broken railings
cobwebs in the windows
cement floor with dirt
narrow hallways/sharp turns/low ceiling/hardwood splintered floor/gets smaller and smaller the more you go down
chairs flipped over, furniture with claw marks, stairs lead upward into a dark hallway/pictures on the walls
puke everywhere
basement leads to a dark area lit by torches
crackling old tv
two or three cages filled with animals
twisted room leads to a hallway....no more torches

It looked like a scary place.

Lees

outside old abandoned house (black painted old wood, rotted out shingles on the roof)
stone gargoyle statues out front
lightning storm
front is shadowed by dark pine trees
bats shrieking/squeaking
boarded up windows
lights are on
rusty old gates at the front
floors creaking, screams, owls hooting, like it was haunted
old figure in the window (grumpy old man?)
dust, bugs, rats, spiders scurry on the floor
caution tape/body outline
hole in the floor which leads to a secret basement
light is a tv with static in the distance
whispering my name
secret lab, musty, rusty chains clinking, rocking chair rocking by itself by the window
blood on the floor

Try It! Select one of these "telling" sentences and turn it into a "showing" paragraph.

- *The weather was bad.
- *He/She was happy.
- *I was afraid.
- *Being a seventh grader is exhausting.
- *The house was destroyed.
- *He/She was angry.
- *It was an exciting game.
- *The view was beautiful.
- *The boy/girl was sad.
- *School lunches are bad.

Create a Character:

1. name
2. personality - how he/she acts, character traits, talents, likes/dislikes
3. where he/she is from, family dynamic, social status
4. put the character in a situation (where are they, what are they doing, where are they going)

Use the Five Senses in your Writing!

Sight ~ colors, textures, size, and shape

cherry, maroon, aqua, navy, lemon, pearl, jet, lavender, steel, sandy, copper, chocolate, mint, lime, olive,

rough, smooth

large, immense, small, tiny

circular, rectangular, oval,

Sound ~ loud, soft, speech

crash, thud, thump, thunder, smash, screech, whistle, rumble, jangle, rasp,

sigh, whisper, rustle, snap, hiss, buzz, zing, tinkle, clink, hush,

drawl, whimper, murmur, chatter, screech, stutter

Touch ~ temperature, texture

cool, scalding, ice

sticky, damp, slippery, waxy, rubbery, crisp, velvety, feathery, fuzzy, hairy, gritty, sharp, thick, brittle

Taste and Smell ~

oily, salty, bitter, sweet, sugary, bland, sour, spicy, burnt, raw, fragrant, rancid, moldy

FOUR BASIC RULES TO FOLLOW WHEN PUNCTUATING DIALOGUE

- 1) **Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.**

EX: The teacher said, "This class is going to be amazing! We are going to read, write, speak, and listen!"

- 2) **The first word of a quote must be capitalized: it's the speaker's first word.**

EX: I questioned, "Are you up on the furniture again, you bad dog?"
She was driving me crazy. I hollered, "Get down now!"

- 3) **A quote is separated from the dialogue tag with a comma, question mark, or exclamation point, but *never* with a period. A period would create two sentences and a full stop.**

EX: "I just finished reading Harry Potter," she remarked.
"So what did you think of it?" I asked.
"It was excellent!" she exclaimed.
I agreed, "I love it too."

- 4) **When two or more characters are having a conversation, begin a new paragraph *each time* you change speakers.**

EX: "Woah, Trainor. What happened?" said Big Chris Kuppel, beside me.
I shrugged.
"Get beat up by your cat?"
"No."
"Stumble into the shower nozzle?"
"No."
"Miss your mouth with a milk bottle?"
"No!"
"Okay, I give up," Chris said. His head looked like an acorn. He had his hair cut in this short bowl shape, which looked a little goofy because he was big.

Outline

Choose a topic from your brainstorm list and create the outline of your essay. This is in PowerNote format. Feel free to adjust the outline as needed.

Begin a new paragraph when:

- a. You change topics or location
- b. Time passes
- c. You change speakers when using dialogue

1. Topic #1:

2. Introduction/Lead (How will you begin the essay and hook your reader?)

3. 1 paragraph

3.

3.

2. Background information (How will you introduce yourself as a character?)

3. 1-2 paragraphs

3.

3.

2. Story or Conflict: (Briefly describe the major events in your story.)

3. 3-5 paragraphs

3.

3.

2. Meaning/Theme/Message (What is the point of your story? What did you learn? How did you change?)

3.

3. 1 paragraph

3.

2. Conclusion (So what? How will this relate back to your introduction?)

3.

3. 1 paragraph

1. Methods of Characterization

2. Direct Characterization

3. author tells you the personality directly

4. the character is shy, aggressive, etc.

2. Indirect Characterization

3. personality is revealed indirectly through

4. thoughts, words, actions

4. other character's comments

4. physical appearance

1. What could you say out loud that would let the reader understand your personality?

2. What thoughts are you having throughout your story? Choose at least one event where you can identify thoughts.

3. What are you doing or not doing that will reveal parts of your personality?

4. Choose one event in your story where it makes sense for another character to say something to you. What could he or she say that would reveal an aspect of your personality to the reader?

5. How will you describe your physical appearance to the reader?

Showing, Not Telling

Showing Emotions and Feelings

<p style="text-align: center;"><u>Afraid</u></p> <p>hands shaking knees like rubber heavy, fast breath heart pounding whimpering</p>	<p style="text-align: center;"><u>Nervous</u></p> <p>tapping hands or feet biting bottom lip butterflies in stomach stuttering lump in throat</p>	<p style="text-align: center;"><u>Embarrassed</u></p> <p>blushing/turn red hanging head low holding back tears rolling eyes stomach flips hiding face</p>
<p style="text-align: center;"><u>Angry</u></p> <p>red in the face hands on hips jaw/hands clenched veins popping hand into fist</p>	<p style="text-align: center;"><u>Hot</u></p> <p>bright red face sweat on back/head fanning self with hand moving slowly, sluggish panting for breath drenched hairline</p>	<p style="text-align: center;"><u>Happy</u></p> <p>smiling face eyes wide open corners of mouth turn jumping up and down laughing on cloud nine</p>
<p style="text-align: center;"><u>Shocked</u></p> <p>mouth wide open eyes popping open hands covering mouth jumping back gasp of air heart beating fast</p>	<p style="text-align: center;"><u>Tired</u></p> <p>droopy red eyes yawning trying to keep eyes open slouching in chair leaning hands on head rubbing eyes</p>	<p style="text-align: center;"><u>Cold</u></p> <p>shivering rubbing hands together hugging self teeth chattering blowing on hands seeing breath eyes watering/tears freezing</p>
<p style="text-align: center;"><u>Shy</u></p> <p>blushing looking down speaking softly arms crossed standing away from others hiding behind things</p>	<p style="text-align: center;"><u>Sad</u></p> <p>tears in eyes trembling lips hanging head low dragging feet corners of lips fall shaky, quiet voice</p>	<p style="text-align: center;"><u>Excited</u></p> <p>mouth wide open heart pounding jumping up and down clapping hands eyes wide open twinkle in eyes huge smile</p>

Examples of Narrative Leads

1. Snapshot Lead: The lead begins with the author "painting a picture" for the reader. It is a scenario that is descriptive and full of the five senses.

Example: It's ten degrees below zero and the river is frozen a foot thick. It makes snapping sounds like the limbs of a tree cracking. A lone figure glides along the black ice, moving towards the city. The only sound is the scraping of each blade as it bites into the river. That's me doing my favorite sport, ice-skating.

2. Action Lead: Gets the reader quickly involved in the story by starting with an exciting event or some kind of action.

Example: I threw on my favorite red dress and scrambled down the stairs as fast as I could. It was my 12th birthday, and I couldn't wait for the party to begin.

3. Talking Lead: Starts with dialogue when your characters are speaking out loud.

Example: "Quick, hit the floor," my dad yelled.

"Whatever you do, don't look up!" my mother added as I dropped to the floor and slide myself under the bed. It was a terrifying night for my family when we discovered a bat in our house.

4. Flashback Lead: Takes the reader back to a specific event in the past that relates to the topic.

Example: I could feel the sweat pouring off my body as I watched the seconds tick off the clock. It was as if I was dribbling in slow motion, weaving in and out of defenders, and heading towards the hoop. As the buzzer sounded, I felt the ball roll off my fingertips, and I watched anxiously as it spun around the rim for what seemed like an eternity.

5. Meaningful Quote: Your essay begins with a quote from another person, piece of literature, poem, or lyric that connects to the theme or meaning of your essay.

Example: "Don't worry about failures. Worry about the chances you miss when you don't even try." This is quote went through my head as I raced down the court with the seconds ticking by. We were down by one point and I had the ball. The shouts and cheers from the audience mumbled together to create one loud symphony of voices. The voices came together and began to shout, "Ten, nine, eight, seven, six, five, four, three, two..."

Examples of Narrative Conclusions

Your conclusion should:

- relate to your title
- relate to your introduction
- leave a message or theme with the reader
- answer the “so what?” question
 - What did you learn?
 - How has your life changed or been impacted?
 - What is the meaning of this piece?

The night we all huddled together in the living room trying to avoid the bat was a crazy night, but an important one. It made me look at my family in a different light. We go about our daily lives, sometimes we argue, sometimes we get along, sometimes we are against each other. But on that particular day, we were united. We were all on the same team. We supported each other, laughed with each other, and protected each other. Our “bat crazy” night turned into one of my favorite memories.

-from Bat Crazy

I am back on the basketball court. We are down by one point and the ball has just left my hands. My teammates stand in front of me facing the hoop. The voices from the crowd blend together and become a stream of piercing shouts. The ball spins around the rim as the seconds tick down. Three...two...my heart sinks as I see the ball tip ever so slightly to the right and then fall to the floor with a loud thud. One...the buzzer sounds. We lost. I lost. My dream of being the star player has vanished. My shoulders hunch as the other team starts to cheer. My teammates stroll past me and clap me on the shoulder. “You had a great game,” my coach says as I approach the bench. “You should be proud of yourself.” And the crazy part is, I am.

- from Hoop Dreams

"Cliff jumping gives me a way to be exceptional, for other people to see what I am capable of, who I am. The feeling it gives me is unlike any other, a high that I have chased all my life. It has always been my friends and I against the world. I crave the reaction of people after they see me jump; the wonder and awe is the most rewarding part. It is a chance for them to step into foreign territory, into my element. Each time my head pokes out of the water I am welcomed into a world where people appreciate me. A world where I am extraordinary, like a super-hero who just cheated death. To me, jumping off that cliff, nerve-racking as it may be, is more comfortable than everyday conversations. That cliff has taught me that it is always better to live on the edge, to not be afraid to take a leap of faith. It is my way of saying, 'Hello, World. This is me.'"

-Dan Mini from Leap of Faith

...I no longer have to be different around my friends; they have changed me so much for the better without even trying. I suppose I don't have to be considered abnormal anymore, at least not to them. They've taught me to embrace who I am and that it's okay to be different. So yes, I still am not completely normal, but normal is boring. I have now learned not to care about what I am considered to others...a freak.

-from Freak

Student Name: _____

Homeroom: _____

Personal Narrative Essay: The goal of this assignment was to combine fiction and nonfiction by writing a first person account of an important even in your life and turning yourself into a character.

Meets with Excellence (A+)	Meets (A- - B-)	Partially Meets (C+ - D-)
<p>Student will: *Complete all tasks listed in the "meets" column.</p> <p>Writing (W.7.3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <input type="checkbox"/> Use methods of characterization to develop your character. Use words, thoughts, actions, what others say, and physical appearance to reveal your personality to the reader. 	<p>Students will:</p> <p>Writing (W.7.3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a first person account of an event, relationship, or passion in your life. <input type="checkbox"/> Create a narrative that is well-structured and organized so the reader can follow along and make sense of the story. Correct paragraphing sequence is used to allow the story to flow and be clear to the reader. <ul style="list-style-type: none"> <input type="checkbox"/> Craft a lead that hooks the reader by using sensory language, action, dialogue, or a meaningful quote. <input type="checkbox"/> Write a conclusion that conveys a message, theme, lesson, or impact on your life and relates to the introduction. <input type="checkbox"/> Use "showing" writing instead of "telling" writing to create a clear picture in the mind of the reader and to allow the reader to connect with your character. <p>Language/Conventions (L.7.2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Punctuate dialogue correctly. <input type="checkbox"/> Apply rules of capitalization, punctuation, and spelling. 	<p>Student Work:</p> <p>Writing (W.7.3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a partially finished story/ Narrative is incomplete. <input type="checkbox"/> Narrative is unorganized and confusing to the reader. The events may be unconnected or unclear. <ul style="list-style-type: none"> <input type="checkbox"/> Presents a limited or confusing lead that does not orient the reader. Lead may not introduce the topic, the character, or relate to the title. <input type="checkbox"/> Demonstrates a limited or confusing conclusion that does not reflect on narrated experiences. Conclusion may not convey a message or relate to the introduction. <input type="checkbox"/> Shows minimal description. <p>Language/Conventions (L.7.2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates several errors when punctuating dialogue or does not create dialogue. <input type="checkbox"/> Demonstrates several errors in capitalization, punctuation, and spelling.

Standards		Meets with Excellence	Meets	Marginally Meets	Not Yet Meeting
Narrative Writing:	<p>W.7.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. I can write a first person account of an event, relationship, or issue that has affected my life.</p>				
Conventions of Writing	<p>L.7.2 – Use proper capitalization, punctuation, and spelling when writing I can punctuate dialogue correctly so the reader knows who is speaking. I can apply capitalization rules and spell correctly.</p>				

Parent/Guardian Comments:

Signature: _____

Student Reflection:

What was the biggest challenge for you when writing this piece?

How would you rate your effort on this assignment?

What do you feel is the best part of your essay? Why?

What is something you need to work on with your writing?
