PERSONAL NARRATIVE UNIT

**EXAM REVIEW**

Thurs, Sept 11th (odds) or Fri, Sept 12th (evens)

**TEXTS:**

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| **“Learning to Read”** – Malcolm X**“Owen’s Letters to His Mother”** – Owen | **“Shooting an Elephant”** – Orwell**“Superman and Me”** – Alexie |

**STANDARDS:**

We have covered these skills during the Personal Narrative Unit:

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| [**CCSS.ELA-LITERACY.W.9-10.3**](http://www.corestandards.org/ELA-Literacy/W/9-10/3/)Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.* [CCSS.ELA-LITERACY.W.9-10.3.A](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/)Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
* [CCSS.ELA-LITERACY.W.9-10.3.B](http://www.corestandards.org/ELA-Literacy/W/9-10/3/b/)Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
* [CCSS.ELA-LITERACY.W.9-10.3.C](http://www.corestandards.org/ELA-Literacy/W/9-10/3/c/)Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
* [CCSS.ELA-LITERACY.W.9-10.3.D](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/)Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
* [CCSS.ELA-LITERACY.W.9-10.3.E](http://www.corestandards.org/ELA-Literacy/W/9-10/3/e/)Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[**CCSS.ELA-LITERACY.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**[CCSS.ELA-LITERACY.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/)**Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)**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.) |

**WRITING/READING ANALYSIS CONCEPTS**

* You need to understand what each of these means and what their function is.
* These will be a combination of matching, identification, fill in the blank, and traditional multiple choice.

**STUDY SUGGESTION**: Make flashcards for the terms.

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| Engage OrientDialoguePlot structure* Chronological
* Reverse Chronological
* Non-Linear
* In Media Res
* Epistolary
 | Precise words and phrasesFigurative Language* Metaphor
* Hyperbole
* Personification
* Simile

Conclusions |

**SHORT STORY COMPREHENSION**

* You will need to understand the basic plot structure, characters, setting, and main motivations/outcomes for the short stories we have discussed in class.
* These will be a combination of matching, identification, fill in the blank, and traditional multiple choice.

**STUDY SUGGESTION**: Re-read parts of the text that you have forgotten. A few of the texts also have study guides and brief overviews online.

**WRITING TASKS**

In addition to the scantron questions, you will have two writing-oriented tasks.

1. Create a plot diagram for one of the short stories we have read during this unit.
2. Create a CEL paragraph that discusses how an author engages OR orients their reader and explains the effect of this technique on our understanding/comprehension of the story.

**STUDY SUGGESTION**:

1. Practice plot diagrams by recreating these for the short stories (this will also help you study for the Short Story Comprehension section above).
2. Review past CEL paragraphs you have written in class.

PERSONAL NARRATIVE FINAL DRAFT

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| **You must turn these items in with your project. Please check off the ones that you have completed.** * Biographical Narrative Cover Sheet
* Self-Assessed Rubric
* Final Essay
* Plot Diagram for Essay
* At least 1 Peer Editing Sheet
* Draft 1, which has peer editor’s comments on it
* Any previous or additional drafts you may have done along the way
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IN THE LAST 5 MINUTES OF CLASS:

Reflect on the work you have done thus far in class and then use the space provided to communicate with Ms. L.

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| QUESTIONS FOR MS. L? | DO YOU NEED COPIES OF ANYTHING?LIST THEM BELOW. |
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