

# Grade 9

## Unit Four

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Historical Retelling
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### REVISION SKILLS

Ladder of Abstraction  
Narrative Thread

### GENRE FOCUS

Expository: Historical Retelling

### NOTES

Having the ability to tell a good story is underrated. Any social gathering is better when a good story captivates the audience. Furthermore, story telling allows listeners to learn and imagine at the same time. How do we know any events from 2000 years ago? Well, words were placed into sequence in story form. The past is a sequence of events, and the only way to see through this historical window is to continue to tell stories. That's where writers come in. When we write we think about the words, are able to craft and position them effectively so that the window of the past is crystal clear. Knowing how to use the narrative thread through your story, play, or retelling will keep your reader focused and with you. In addition, using abstract or concrete words at the exact appropriate time will either enliven your crescendo or drive home the historical significance.

### PATTERN STATEMENT

Storytelling is a window to the past.

### ADDITIONAL NOTES

The pattern, *Storytelling is a window to the past*, can be illustrated by placing *Theme for English B* by Langston

Hughes on an overhead or projector. Have students read this poem silently, and then instruct them to write down what images come to their minds. Have students share these examples in pairs so the partners can place their work together. Then have each student report for his or her partner. It should be interesting to hear the illustrations and mental images. Instruct students to consider times in their past where a fear, challenge, or experience stretched them. Have them write down adjectives or verbs to describe these moments from their lives. As they read them aloud to the class, the class will take part in how these moments occurred. Discuss how these experiences are clearer when describing them. Telling these stories allows humans to look through a metaphoric window to see the past. Guide the students to recognize the pattern: storytelling is a window to the past. Have students identify examples that they think most strongly illustrate the pattern.

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**REVISION SKILLS**

LADDER OF ABSTRACTION			
Objective		Checklist	
<p>With teacher prompting and support, student reviews paragraphs/portions of a draft to note levels of abstraction and revises as necessary to "climb up" or "climb down" the ladder of abstraction for optimal effect.</p>		<p><input type="checkbox"/> Read your draft to note the levels of abstraction it contains. Identify places where movement up or down would strengthen the writing. (Remember, the bottom rung engages the reader while the top rung widens the meaning of your message.)</p> <p><input type="checkbox"/> Revise accordingly.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features effective use of the ladder of abstraction within sentences,</li> <li style="text-align: center;">AND/OR</li> <li>▶ Writing features effective use of the ladder of abstraction within paragraphs or sections.</li> <li>▶ Additional revision may improve some elements, but issues of the ladder of abstraction have been effectively addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features effective use of the ladder of abstractions within sentences.</li> <li>▶ Writing features few (two or fewer) examples of places where climbing up or down the ladder of abstractions is needed.</li> <li>▶ Additional revision could strengthen the writing by further reducing and revising sections or paragraphs where climbing up or down the ladder of abstraction is needed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features effective use of the ladder of abstraction within sentences.</li> <li>▶ Additional revision could strengthen the writing by further reducing and revising sections or paragraphs where climbing up or down the ladder of abstraction is needed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing does not feature effective use of ladder of abstraction within sentences.</li> <li>▶ Significant revision could strengthen writing by further reducing and revising sections or paragraphs where climbing up or down the ladder of abstraction is needed.</li> </ul>

NARRATIVE THREAD			
Objective		Checklist	
With teacher prompting and support, student identifies a narrative thread that can be used to carry a reader from the text's opening to its conclusion and revises the piece to include such a thread.		<input type="checkbox"/> Read the draft sentence by sentence, focusing on the flow (or lack of it) from one to the next. <input type="checkbox"/> Rework the writing to base the transitions on an obvious narrative "thread," such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no sentences without transitions with a narrative thread such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions),</li> </ul> <p style="text-align: center;">AND</p> <p>Writing features transitions with a narrative thread such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions) within sections or paragraphs.</p> <ul style="list-style-type: none"> <li>▶ Additional revisions may improve some elements, but issues of narrative thread have been effectively addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences without transitions with a narrative thread such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions).</li> <li>▶ Writing features few (two or fewer) examples of transitions without a narrative thread such as chronology within sections or paragraphs.</li> <li>▶ Additional revisions could strengthen the writing by further revising transitions without a narrative thread such as chronology within sections or paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences without transitions with a narrative thread such as chronology.</li> <li>▶ Additional revision could strengthen writing by revising transitions without a narrative thread such as chronology within sections or paragraphs and importing a narrative thread</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features sentences with transitions without a narrative thread such as chronology.</li> <li>▶ Significant revision could strengthen writing by revising all transitions without a narrative thread within sections or paragraphs and importing a narrative thread.</li> </ul>

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GENRE

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**GENRE**

<b>EXPOSITORY: HISTORICAL RETELLING</b>			
Definition		Objective	
<p>Recounts an historical event or era while reading like a story. Similar to an autobiographical or biographical article, but the focus is on an event or era rather than a person.</p>		<p>With teacher prompting and support, students write a cohesive and coherent narrative retelling of an historical event, era, or series of related events.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) historical narrative of an historical event, era, or series of related events.</li> <li>▶ Retelling flows with all details and events connected so that the reader can easily follow the narrative from beginning to end.</li> <li>▶ Additional revision may minimally improve the retelling.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) historical narrative of an historical event, era, or series of related events.</li> <li>▶ Retelling presents few (two or fewer) details and/or events that are not connected so that the reader can easily follow the narrative from beginning to end.</li> <li>▶ Additional development or revision may increase the retelling's ability to communicate the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) historical narrative of an historical event, era, or series of related events</li> <li>▶ Retelling reads like a list of events. Writing lacks flow and connections between details and/or events so that the reader can easily follow the narrative from beginning to end.</li> <li>▶ Additional development or revision may significantly increase the retelling's ability to communicate the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails or present a cohesive (unified and complete) and coherent (clear and logical) historical narrative of an historical event, era, or series of related events.</li> <li>▶ Additional development or revision could significantly improve the flow and connections between details and/or events,  AND Revision may significantly increase the article's ability to communicate the narrative.</li> </ul>