

# English 3

## Narrative Writing – Journeys

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
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## English 3: Narrative Writing: Journeys

### Unit Rationale/Overview:

This student-centered inquiry-based unit is designed to examine the universal theme of the journey in both literary and informational texts. Students will also learn to craft expository and narrative pieces. The summative assessment for this unit is a personal research project, one which requires them to explore their post-high school interests and goals and create a realistic plan to achieve them. In addition to conducting research, students will write and read a variety of expository and narrative texts. The culmination of this unit will be the students' completion of a common college application.

By using student-centered inquiry throughout this unit, teachers will instill independence in students and promote the Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>). The Profile of the South Carolina Graduate addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly called soft skills, are equally important. These skills and traits are interwoven into the unit: integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills; without these skills, students will not be able to achieve their fullest potential.

Estimated time frame: four weeks.

### Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

### Targeted Standards/Indicators

#### **Inquiry-Based Literacy**

**E3.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

E3.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

**E3.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

E3.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.

**E3.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

E3.I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.

#### **Reading-Literary Texts**

**E3.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing,**

**synthesizing, providing evidence, and investigating multiple interpretations.**

E3.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; investigate multiple unsupported academic interpretations.

**E3.RL.6 Summarize key details and ideas to support analysis of thematic development.**

E3.RL.6.1 Analyze the development of related themes across multiple texts, citing evidence to support analysis; provide an objective summary.

**E3.RL.8 Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

E3.RL.8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.

**E3.RL.9 Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.

**E3.RL.11 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.**

E3.RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, support rhetorical or aesthetic purposes, and convey cultural experience.

**Reading-Informational Texts**

**E3.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

E3.RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

**Writing**

**E3.W.3 Write narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences.**

E3.W.3.1 Write narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences.

- a. develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences
- b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters
- c. create a smooth progression of experiences or events
- d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,

- events, and/or characters
- e. 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
- f. develop and strengthen writing as needed by planning, revising, editing, rewriting
- g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**E3.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- E3.W.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. use verb, noun, prepositional, and verbal phrases to communicate different meanings
  - b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety
  - c. demonstrate command of grammar and usage rules
  - d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
  - e. resolve issues of complex or contested usage, consulting references as needed.

**E3.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- E3.W.5.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Communication**

**E3.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

- E3.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings, and restate new interpretations.
- E3.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express one’s own ideas clearly and persuasively.
- E3.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
- E3.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.

**Embedded Standards/Indicators**

**Inquiry-Based Literacy**

**E3.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

- E3.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.

**E3.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

E3.I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.

#### **Reading-Literary Text**

**E3.RL.10 Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

E3.RL.10.1 Use context clues to determine meanings of words and phrases.

#### **Reading-Informational Text**

**E3.RI.6 Summarize key details and ideas to support analysis of central ideas.**

E3.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.

**E3.RI.9 Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

E3.RI.9.1 Use context clues to determine meanings of words and phrases.

#### **Writing**

**E3.W.6 Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

### **Clarifying Notes and “I Can” Statements**

#### **Clarifying Notes**

In addition to the overarching project, students will read a variety of texts centering on the “Journeys” theme. Using the workshop model to integrate various types of texts and media will best meet the diverse needs and interests of students. This strategy allows for more student choice and supports the gradual release model. To aid teachers in using a workshop format, instructional methods from Kahn Academy are included in the resource section. The communication standards should be woven into daily lessons, discussions, and formative assessments.

#### **“I Can” Statements**

- I can learn more about a topic by thinking about what I have learned and continuing my research based on my new learning. (E3.I.1.1)
- I can develop a plan of action. (E3.I.3.1)
- I can test claims, predict outcomes, and justify results. (E3.I.5.2)
- I can analyze a text for meaning and find multiple interpretations if present in literary text. (E3.RL.5.1)
- I can understand the development of plot structure, make predictions, and determine the author’s purpose. (E3.RL.6.1)
- I can analyze a set of ideas and explain how they develop and interact within a text. (E3.RL.8.1)
- I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)

- I can analyze how points of view impact content, meaning, and style. (E3.RL.11.1)
- I can analyze text for meaning and find multiple interpretations if present in informational text. (E3.RI.5.1)
- I can write narratives, using effective techniques, well-chosen details, and well-structured event sequences. (E3.W.3)
- I can demonstrate a command of the conventions of Standard English grammar and usage. (E3.W4.1) (E3.W5.)
- I can gather information from a variety of sources to prepare for discussions. (E3.C.1.1)
- I can initiate and participate in collaborative discussions and build on the ideas of others. (E3.C.1.2)
- I can develop and apply reciprocal communication skills. (E3.C.1.3)
- I can engage in dialogue to explore the meaning and interaction of ideas to construct new understandings. (E3.C.1.4)

### Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How does a journey help define and redefine who we are?
- What is a journey?
- What do people experience on a journey?
- Is the journey as important as the destination?
- How do choices and influences affect the present as well as the future?
- Must all journeys be physical ones?
- How do we relate to our families, communities, and society?
- How do our personal journeys shape who we become?
- How does what we know about the world shape the way we view ourselves?

### Academic Vocabulary

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

citation  
 tone  
 analysis  
 primary sources  
 secondary sources  
 diction  
 syntax  
 coherence  
 unity  
 vernacular  
 code switching  
 relevant

**Prior Knowledge**

Prior to this unit, students will need experience with the following:

- Citing textual evidence and identifying multiple interpretations of text;
- Determining and analyzing the theme of a text and how it is shaped by specific details;
- Analyzing how characters or a series of ideas or events is developed within a text;
- Determining the figurative and connotative meaning of words;
- Analyzing the impact of specific word choices on meaning and tone;
- Analyzing how point of view shapes content, meaning, and style;
- Citing textual evidence to support explicit and implied meanings from text;
- Gathering ideas from texts, multimedia, and personal experience to write narratives;
- Gathering information from print and multimedia sources to prepare for discussion;
- Drawing on evidence to support a topic or text;
- Participating in a range of collaborative discussions with diverse partners;
- Writing in a style appropriate for the audience and purpose;
- Responding to suggestions from adults and peers to strengthen writing;
- Using grade level conventions;
- Evaluating and using a variety of technologies and information sources; and
- Using technology to generate a product.

**Subsequent Knowledge**

In English 4, students will be asked to expand upon concepts and skills learned in English 3.

- Cite strong and thorough textual evidence to support analysis of text.
- Analyze the development of related themes across a variety of texts.
- Analyze a complex set of ideas or sequence of events.
- Evaluate the impact of the author's use of diction, conventions, and figurative language on tone.
- Analyze how point of view and perspective shape meaning and style in a text.
- Investigate multiple supported interpretations of text.
- Determine the figurative, connotative, or technical meaning of words and phrases.
- Write narratives, using effective techniques, well-chosen details, and well-structured event sequence.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.

## Potential Instructional Strategies

This unit utilizes the workshop model. Although the times allotted for instruction may vary slightly, the instructional components consistently establish the rituals and routines for effective and efficient seamless classroom instruction. The warm-up, which is not technically part of a workshop model, has been added to facilitate instruction and set the expectation for learning from bell to bell. The workshop model framework can be found at <http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf>. For further information about the workshop model, literature circles, and student roles, please refer to the resources at the end of this unit.

Since multiple texts are suggested for this unit, we have also included links to analysis questions and novel units for each major work included. These links are found in the resources at the end of this unit.

Listed below are instructional strategies that can be used with a variety of texts. There is no prescribed order for these strategies.

**Instructional Strategy:** Analyzing a Poem

**Learning Target:** I can analyze text for meaning and find multiple interpretations present in the text. (E3.RL.5.1)

### Note:

This strategy can be applied to any appropriate literary text. For a detailed explanation of DIDLs, visit <http://cbsd.org/cms/lib010/PA01916442/Centricity/Domain/1933/DIDLS%20chart.pdf>

- Provide students with a copy of the poem “On Being Brought from Africa to America” found at <http://www.poetryfoundation.org/poem/174733>
- Begin by defining diction, images, details, language, and sentence structure. Provide students with a copy of the [DIDLs template](#) found in the Appendix.
- Read the poem “On Being Brought from Africa to America.”
- As a class, complete the DIDLs template for this poem.
- Assign students another poem, short story, or excerpt from a novel in this unit. Students may complete the analysis in small groups or individually.

**Instructional Strategy:** Determining Meaning and Tone

**Learning Target:** I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)

**Note:**

This strategy can be applied to any appropriate informational or nonfiction text.

- Provide students with a copy of the article “Rebel with a Cause,” found at <http://commonlit.org/texts/rebel-with-a-cause-rebellion-in-adolescence>.
- Begin by defining diction, imagery, theme, and style. Provide students with a copy of the [DITs template](#) found in the Appendix.
- Read the article “Rebel with a Cause.”
- As a class, complete the DITs template for this article.
- Assign students another article or essay to complete the DITs analysis in small groups or individually.

**Instructional Strategy:** Analyzing Words and Phrases for Meaning and Tone

**Learning Targets:**

- **I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)**
- **I can write narratives, using effective techniques, well-chosen details, and well-structured event sequences. (E3.W.3)**
- Begin by defining diction, unity, coherence, audience, tone, and syntax. Provide students with a copy of the [DUCATS template](#) found in the Appendix.
- Select a passage from *Their Eyes Were Watching God* or any other particularly well-structured narrative.
- As a class, complete the DUCATS template for this excerpt.
- Assign students another text or excerpt of text from this unit. Students may complete the analysis in small groups or individually.

**Instructional Strategy:** Code Switching

**Learning Target:** I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)

- Ask students to think about and answer the following questions with a partner:
  - Does your language change depending on where you are or to whom you are speaking? Why do we do this?

After students have had time to share with their partners, ask them to share out.

- Choose one of the following stories. With a partner, write a short dialogue for the audience of each scenario.
  - Story 1: You lost your cell phone.
    - Audience 1: The person who pays your cell phone bill.
    - Audience 2: Your best friend.
  - Story 2: You witnessed a fight in the cafeteria.
    - Audience 1: The principal.
    - Audience 2: Your friends.
  - Story 3: You played well (or poorly) in the football, basketball, soccer, baseball, or softball game you played in yesterday.
    - Audience 1: Someone who knows nothing about this sport.
    - Audience 2: Someone who knows how to play this sport.

**Follow-up Questions:**

1. Did your language change as the audience changed? Why?
2. What are some of the things that affect the way we talk?
3. How do writers decide how characters should “talk” in their stories?
4. Do you think the same things that affect our language affect characters’ language? Why?

**Instructional Strategies:** Determining Meaning and Tone

**Learning Targets:**

- **I can analyze the use of word choice, including the figurative and connotative meanings of words and their effect on tone in a literary text. (E3.RL.9.1)**
- **I can engage in dialogue to explore the meaning and interaction of ideas to construct new understandings. (E3.C.1.4)**

This strategy can be applied to any appropriate essay or article.

- Begin by defining these terms: speaker, occasion, audience, purpose, subject, and tone (SOAPSTONE)
- Distribute the [SOAPSTONE template](#) found in the Appendix.
- Discuss the statements and answer any questions.
- Ask students to read the excerpt from “Civil Disobedience” at <http://xroads.virginia.edu/~hyper/walden/Essays/civil.html> and complete the SOAPSTONE template.

**Instructional Strategy:** Literature Circle Exit Slips

**Learning Targets:**

- **I can gather information from a variety of sources to prepare for discussions. (E3.C.1.1)**
- **I can initiate and participate in collaborative discussions and build on the ideas of others. (E3.C.1.2)**
- **I can develop and apply reciprocal communication skills. (E3.C.1.3)**
- **I can engage in dialogue to explore the meaning and interaction of ideas to construct new understandings. (E3.C.1.4)**

During literature circle/book club time, students will read texts related to the theme of a journey. (See Resources for a list of suggested titles). To assess student progress and growth as they work in their literature circles, you may choose to use exit slips on a daily or weekly basis. Before distributing a copy of the [Literature Circle Exit Slip and Rubric](#) found in the Appendix, teachers should discuss the expectations of the exit slips and provide examples of quality work as well as examples of inadequate work.

**Potential Assessment Task**

The assessment for this unit is “Your Personal Journey.” As part of this unit, students will write several narrative and expository pieces.

- **[Your Personal Journey Project](#)** found in the Appendix: This project was created for students to begin during their junior year. It requires them to research their career goals and one of two paths to achieve those goals (college or military). Students will create a portfolio of their research and findings. They will craft short writings of summary and analysis, create a brochure, and write a narrative reflection. In addition,

students will write letters to colleges, community members, and then complete a universal college application.

- [Rubrics for Your Personal Journey](#) project are in the Appendix. (E3.I.1.1, E3.I.1.3.1, E3.I.5.2, E3.RI.5.1, E3.W.3, E3.W.4, E3.W.5, E3.C.1.1, E3.C.1.2, E3.C.1.3, E3.C.1.4)

## Resources

### Suggested Texts:

Novels:

- *The Grapes of Wrath* John Steinbeck
- *As I Lay Dying* William Faulkner
- *Unbroken* Laura Hillenbrand
- *Into the Wild* Jon Krakauer
- *Black Like Me* John Howard Griffin
  
- *Of Mice and Men* by John Steinbeck  
[http://static1.1.sqspcdn.com/static/f/523476/26270956/1432918802250/Of\\_Mice\\_and\\_Men\\_-\\_Full\\_Text.pdf?token=kNuPw70BxIrf233EwnDkvlhsHRE%3D](http://static1.1.sqspcdn.com/static/f/523476/26270956/1432918802250/Of_Mice_and_Men_-_Full_Text.pdf?token=kNuPw70BxIrf233EwnDkvlhsHRE%3D)
  
- *Their Eyes Were Watching God* Zora Neale Hurston  
<http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf>

Essays:

- "Walking" Henry David Thoreau 1862  
<http://www.theatlantic.com/magazine/archive/1862/06/walking/304674/>
  
- "Civil Disobedience" Henry David Thoreau 1849  
<http://xroads.virginia.edu/~hyper/walden/Essays/civil.html>
  
- excerpts from "Self Reliance" Ralph Waldo Emerson  
<https://math.dartmouth.edu/~doyle/docs/self/self.pdf>

Historical Documents:

- excerpt from *Of Plymouth Plantation* William Bradford  
<http://www.whatsoproudlywehail.org/curriculum/the-american-calendar/excerpts-from-of-plymouth-plantation>

- excerpt from *Narrative of the Life of Frederick Douglass*  
[http://teachinghistory.org/system/files/narrative\\_excerpt.pdf](http://teachinghistory.org/system/files/narrative_excerpt.pdf)

#### Short Story:

- "A Journey" by Edith Wharton  
[https://loa-shared.s3.amazonaws.com/static/pdf/Wharton\\_Journey.pdf](https://loa-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf)

#### Poetry:

- "On being Brought from Africa to America" Phyllis Wheatley  
<http://www.poetryfoundation.org/poem/174733>
- "On the Emigration to America and Peopling the Western Country" by Philip Freneau  
<http://genius.com/Philip-freneau-on-the-emigration-to-america-and-peopling-the-western-country-annotated>

#### Informational Texts:

- "Rebel with a Cause: Rebellion in Adolescence" Dr. Carl Pickhardt 2009  
<http://commonlit.org/texts/rebel-with-a-cause-rebellion-in-adolescence>
- "Taking the Great American Road Trip" Paul Theroux 2009  
<http://www.smithsonianmag.com/travel/taking-the-great-american-roadtrip-41615038/>
- "The Getaway Car" Jonathan Raban 2011  
<http://www.nytimes.com/2011/06/12/magazine/the-last-father-daughter-road-trip.html>
- "Slackers Beware" Laura Pappano 2007  
<http://www.nytimes.com/2007/04/22/education/edlife/rescind22.html>
- "Extreme Touring" Carolyn Bucior 2012  
<http://www.nytimes.com/2012/07/20/education/edlife/student-visits-55-campus-to-find-perfect-fit.html>
- "Hidden Gold in College Applications" Frank Bruni 2016  
<http://www.nytimes.com/2016/03/06/opinion/sunday/hidden-gold-in-college-applications.html>
- "Advice College Admissions Officers Give Their Own Kids" Jennifer Wallace and Lisa Heffernan  
<http://well.blogs.nytimes.com/2016/03/17/advice-college-admissions-officers-give-their-own-kids/>

## **Websites for College and Career Research:**

SCOIS

[www.scois.net](http://www.scois.net)

Big Future CollegeBoard

<https://bigfuture.collegeboard.org/compare-colleges>

College Data

[http://www.collegedata.com/cs/admissions/admissions\\_tracker.jhtml](http://www.collegedata.com/cs/admissions/admissions_tracker.jhtml)

College Compares

<https://colleges.niche.com/compare/default.aspx?&tab=tab-rankings>

Occupational Outlook

<http://www.bls.gov/ooh/>

Personality Test

<https://www.41q.com/>

Next Vista Career Videos

<http://www.nextvista.org/collection/light-bulbs/careers/>

Career Spotlight Discussions

<http://library.collaborizeclassroom.com/#!/search/all/nextvista>

Today's Military

<http://todaysmilitary.com/>

Military Colleges and Academies

<https://www.usa.gov/military-colleges>

PDF of the Universal College Application

<https://www.universalcollegeapp.com/documents/uca-first-year.pdf>

## **Instructional Resources**

*Of Mice and Men* Socratic Seminar from Mountain View Los Altos High School

[http://sharepoint.mvla.net/teachers/Estherw/Survey%20of%20Literature/Documents/Survey%20of%20Lit%202010-2011%20\(Archive\)/3.%20Of%20Mice%20and%20Men/9.2%20OMAM%20Closing%20Socratic%20Seminar%20Questions.pdf](http://sharepoint.mvla.net/teachers/Estherw/Survey%20of%20Literature/Documents/Survey%20of%20Lit%202010-2011%20(Archive)/3.%20Of%20Mice%20and%20Men/9.2%20OMAM%20Closing%20Socratic%20Seminar%20Questions.pdf)

*Of Mice and Men* Understanding Foreshadowing Unit Plan

[http://www.dbqproject.com/sg\\_userfiles/Lit\\_of\\_Mice\\_and\\_Men.pdf](http://www.dbqproject.com/sg_userfiles/Lit_of_Mice_and_Men.pdf)

Study Questions for *The Grapes of Wrath*

[http://reading.cornell.edu/The\\_Grapes\\_of\\_Wrath/documents/Study%20Questions%20for%20The%20Grapes%20of%20Wrath.pdf](http://reading.cornell.edu/The_Grapes_of_Wrath/documents/Study%20Questions%20for%20The%20Grapes%20of%20Wrath.pdf)

Key Terms and Concepts in *The Grapes of Wrath*

<http://sits.sjsu.edu/curriculum-resources/the-grapes-of-wrath/glossary-key-terms/>

Voices from the Great Depression: Migrant Workers

<http://www.loc.gov/teachers/classroommaterials/lessons/migrant/procedure.html>

Discussion Questions for *Their Eyes Were Watching God*

<http://www.barrington220.org/cms/lib2/IL01001296/Centricity/Domain/104/Discussion%20Questions.pdf>

Language and Dialect in *Their Eyes Were Watching God*

<http://www.ncte.org/library/nctefiles/resources/journals/ej/1022-nov2012/ej1022code.pdf>

Speech and Figurative Language in *Their Eyes Were Watching God*

<http://edsitement.neh.gov/lesson-plan/their-eyes-were-watching-god-folk-speech-and-figurative-language#sect-resources>

The Many Voices of *As I Lay Dying*

[http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Faulkner%27s%20As%20I%20Lay%20Dying\\_The%20Many%20Voices%20of%20As%20I%20Lay%20Dying.pdf](http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Faulkner%27s%20As%20I%20Lay%20Dying_The%20Many%20Voices%20of%20As%20I%20Lay%20Dying.pdf)

Three Lessons for *As I Lay Dying*

<http://hicagohumanities.org/features/~media/files/studyguides/as-i-lay-dying.ashx>

An Educator's Guide for *Unbroken*

[https://www.randomhouse.com/teachers/wp-content/uploads/2014/10/SLM\\_Unbroken\\_EducatorGuide\\_WEB.pdf](https://www.randomhouse.com/teachers/wp-content/uploads/2014/10/SLM_Unbroken_EducatorGuide_WEB.pdf)

A Teacher's Guide for *Into the Wild*

<http://www.englishcaddy.org/walkintothewild.htm>

Socratic Seminar Questions for *Black Like Me*

<http://www.whs.babienko.net/Honors10/Assignments/BLM/SocSemBLM1PrepB.pdf>

A Student's Project for *Black Like Me*

<http://brookeemilykadelyn.weebly.com/>

Video tutorial on how to use a station rotation workshop model and blended learning: Khan Academy: Using Station Rotation and Blended Learning

<https://www.khanacademy.org/partner-content/ssf-cci/sscc-intro-blended-learning/sscc-blended-learning-models/v/sscc-blended-station>

Steps on creating classroom book clubs (literature circles): Classroom Book Clubs: Literature Circles Made Easy

<http://www.lauracandler.com/bookclubs.php>

The Gradual Release Model

[https://www.mheonline.com/treasures/pdf/douglas\\_fisher.pdf](https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf)

Caitlin Tucker's blog on using station rotation in the secondary classroom: Create Small Learning Communities with the Station Rotation Model by Caitlin Tucker

<http://catlintucker.com/2015/07/creating-small-learning-communities-with-the-station-rotation-model/>

Research: "Using Blended Learning to Increase Learner Support"

<https://pantherfile.uwm.edu/simonec/public/Motivation%20retention%20articles/Articles/hughes.pdf>

Mini-lesson on how to write a business letter

<http://www.slideshare.net/guest934daa/lesson-11-writing-business-letters>

Writing Narrative Essays- The OWL

<https://owl.english.purdue.edu/owl/resource/685/04/>

Using Evernote to Create a Digital Portfolio

<https://evernote.com/>

Using Three Ring to Create a Digital Portfolio

<https://threering.com/>

Critical Analysis Template (formative assessment) This template may be used in book clubs to help students analyze text.

[https://www.tru.ca/\\_shared/assets/Critical\\_Analysis\\_Template30565.pdf](https://www.tru.ca/_shared/assets/Critical_Analysis_Template30565.pdf)

Book Club Exit Slips (formative assessment) This allows teachers to assess understanding of each student at the end of class.

<http://jfmueeller.faculty.noctrl.edu/toolbox/examples/landschoot08/exit%20slip.pdf>

Literature Circle Roles and Journals (formative assessment) A guide for teachers to implement book clubs/literature circles in the classroom.

[http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature\\_Circles.pdf](http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf)

Literature Circle Roles and Calendar (formative assessment) More information for teachers plus a calendar for planning.

<http://edselect.com/Docs/Litcir.pdf>

Graphic Organizers for Reading Strategies (formative assessment) Students may use some of these organizers while working in their book clubs/literature circles.

<http://pacehighschool.net/Documents/GraphicOrganizersforReading.pdf>

**English 3: Narrative Writing**  
**Journeys**  
**DIDLS for Literary Analysis**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

<p>Diction: the denotative and connotative meaning of words</p> <ul style="list-style-type: none"> <li>-What words does the author choose?</li> <li>-Why did he choose this word over another?</li> <li>-Different words for the same thing suggest different attitudes (happy vs. ecstatic)</li> <li>-denotative vs. connotative (dead vs. passed away)</li> <li>-concrete vs. abstract</li> <li>-monosyllabic vs. polysyllabic</li> <li>-positive vs. negative</li> <li>-colloquial/informal/formal</li> </ul>	
<p>Images: Vivid appeals to understanding through the five senses</p> <ul style="list-style-type: none"> <li>-What images does the author use?</li> <li>-How do the kinds of images the author includes or excludes reflect his style?</li> <li>-Are the images vibrant or plain?</li> </ul>	
<p>Details: facts that are included or omitted</p> <ul style="list-style-type: none"> <li>-What details does the author include?</li> <li>-What do these details imply?</li> <li>-What details does the author choose to exclude?</li> <li>-What are the connotations of the choice of details?</li> </ul>	
<p>Language: the overall use of language, such as formal, clinical, informal, slang</p> <ul style="list-style-type: none"> <li>-What is the overall impression of the language the author uses?</li> <li>-Does it reflect education?</li> <li>-A particular profession?</li> <li>-Intelligence?</li> <li>-Is it plain? Ornate? Simple? Clear?</li> <li>-Is it figurative or poetic?</li> </ul>	
<p>Sentence Structure: how the author's use of sentence structure affects the reader</p> <ul style="list-style-type: none"> <li>-What are the sentences like?</li> <li>-Are they simple with 1 or 2 clauses?</li> <li>-Do they have multiple phrases?</li> <li>-Are they choppy? Flowing?</li> <li>-Is there parallel construction?</li> <li>-What emotional impression do they leave?</li> </ul>	

Reference Cited

Effinger, S. (2016). *AP Acronyms*. Retrieved from <http://mseffie.com/AP/Acronyms.pdf>

**English 3: Narrative Writing**  
**Journeys**  
**DITS to Analyze Tone**

Students may use DITS to analyze the elements of tone in fiction or non-fiction works.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Diction refers to a writer's (or speaker's) word choice. -denotation -connotation	
Imagery refers to mental pictures that a writer evokes in a reader. -colors, objects, weather, seasons, use of light and dark, symbols	
Theme refers to the author's message or overarching idea. -What attitude comes through in the author's main point?	
Style refers to the writer's use of language. -formal/informal -technical -Does the writer purposely omit information? -elements of characterization -feelings created by the plot -feelings created by the conflict -Is the conflict resolved?	

Reference Cited

Effinger, S. (2016). *AP Acronyms*. Retrieved from <http://mseffie.com/AP/Acronyms.pdf>

**English 3: Narrative Writing**  
**Journeys**  
**DUCATS: Analyzing the Writer's Voice**

Students may use DUCATS when analyzing the writer's craft.

<p>Diction refers to a writer's words choice:</p> <ul style="list-style-type: none"> <li>-denotation and connotation of a word</li> <li>-degree of difficulty or complexity of a word</li> <li>-level of formality of a word</li> <li>-tone of a word</li> </ul>	
<p>Unity refers to the idea that all of the ideas in a written piece are relevant and appropriate to the focus.</p> <ul style="list-style-type: none"> <li>-each claim supports the thesis</li> <li>-each piece of evidence is important and relevant to the focus of the paragraph or the piece of writing as a whole</li> <li>-occasionally, a writer may purposely break the element of unity for effect (satire, humor)</li> </ul> <p><i>It is important to consider what the author has omitted.</i></p>	
<p>Coherence refers to the organization and logic of a piece of writing.</p> <ul style="list-style-type: none"> <li>-precision and clarity in a thesis and supportive arguments</li> <li>-the arguments ordered in the most effective way for the writer's intent</li> <li>-the sentences and paragraphs flow smoothly for the reader (unless the author purposely disrupts the flow for effect)</li> </ul>	
<p>Audience refers to the writer's awareness of who will be reading his piece of writing.</p> <ul style="list-style-type: none"> <li>-Who are the targeted readers?</li> <li>-How well-informed are they on the subject?</li> <li>-What does the writer want them to learn?</li> <li>-How interested will they be? Will they resist any ideas?</li> <li>-What is the relationship between the writer and the audience?</li> <li>-How sophisticated are the readers in regard to vocabulary and syntax?</li> </ul>	
<p>Tone refers to a writer's ability to create an attitude toward the subject matter of a piece of writing.</p> <ul style="list-style-type: none"> <li>-Diction, figurative language, characterization, plot, theme</li> </ul>	
<p>Syntax refers to the arrangement of words within a phrase, clause, or sentence.</p> <ul style="list-style-type: none"> <li>-type of sentence</li> <li>-length of sentence</li> <li>-subtle shifts or abrupt changes in sentence length or patterns</li> <li>-punctuation use</li> </ul>	

Reference Cited:

Effinger, S. (2016). *AP Acronyms*. Retrieved from <http://mseffie.com/AP/Acronyms.pdf>

## English 3: Narrative Writing

### Journeys

### Project Rubrics

#### Reflective Essay Rubric

*This rubric should be used with the reflective essay included in the College and Career Research Project.*

	<b>Ideas</b>	<b>Organization</b>	<b>Voice</b>	<b>Word Choice</b>	<b>Conventions</b>
4	-clearly reflects on personal growth -numerous elaboration techniques are used to establish focus -various relevant details give important information that support main idea	-appealing introduction draws the reader in -text structure strongly supports development and progression of ideas -numerous supporting details -transitions clearly show how ideas are connected	-strong commitment to topic throughout essay -establishes an authentic voice -writing engages reader -strong sense of audience	-vocabulary is appropriate for audience and purpose -language is precise and descriptive throughout essay -uses sensory language to create strong images	-varied sentence structure -consistently correct grammar, spelling, capitalization, punctuation, and usage
3	-sufficiently reflects on personal growth -some elaboration techniques are used to establish focus -some relevant details give important information that support main idea	-adequate introduction draws the reader in -text structure is appropriate to purpose and supports progression of ideas -details are relevant -transitions show how ideas are connected	-commitment to topic throughout essay -establishes an authentic voice -writing engages reader -sense of audience	-vocabulary is appropriate for audience and purpose -language is descriptive and supports intent -sensory language creates images	-varied sentence structure -generally correct grammar, spelling, capitalization, punctuation, and usage
2	--briefly reflects on personal growth -few elaboration techniques are used to establish focus -few relevant details that support main idea	-limited introduction -text structure is somewhat appropriate to purpose and supports minimal progression of ideas -details are somewhat relevant -transitions somewhat show how ideas are connected	-basic commitment to topic or is uneven throughout essay -voice is inconsistent -limited sense of audience	-vocabulary is limited -language is somewhat descriptive; support is inconsistent -attempts to use sensory language	-limited variation of sentence structure -minor errors in grammar, spelling, capitalization, punctuation, and usage
1	-fails to reflect on personal growth -no elaboration techniques -no relevant details	-limited introduction -text structure is inappropriate to purpose; fails to support progression of ideas -details are irrelevant -ineffective use of transitions	-lacks commitment to topic -fails to convey an authentic voice -lacks sense of audience	-vocabulary is limited -little evidence of descriptive language	-lack of variation of sentence structure -significant errors in grammar, spelling, capitalization, punctuation, and usage

**English 3: Narrative Writing**  
**Journeys**  
**Project Rubrics**

**Summary Rubric**

*This rubric may be used to provide feedback for the summary paragraphs required by the College and Career Research Project. It may also be used as a peer editing tool.*

<p><b>Organization</b></p> <ul style="list-style-type: none"><li>-main idea is clearly stated</li><li>-supporting evidence is relevant</li><li>-clearly arranged ideas</li><li>-effective transitions</li></ul>	<p><b>Feedback</b></p>
<p><b>Voice</b></p> <ul style="list-style-type: none"><li>-authentic student voice (written in student's own words)</li><li>-consistent tone</li><li>-strong sense of audience</li></ul>	<p><b>Feedback</b></p>
<p><b>Conventions</b></p> <ul style="list-style-type: none"><li>-varied sentence structure</li><li>-consistently correct spelling, grammar, capitalization, punctuation, and usage</li></ul>	<p><b>Feedback</b></p>

## English 3: Narrative Writing

### Journeys

### Project Rubrics

#### Brochure Rubric

*This rubric should be used with the brochure as part of the College and Career Research Project.*

	<b>Organization</b>	<b>Content</b>	<b>Conventions</b>	<b>Graphics</b>	<b>Sources</b>
4	-exceptionally attractive formatting -well-organized information	-includes all required information -includes additional, relevant information	-varied sentence structure -consistently correct spelling, grammar, capitalization, punctuation, and usage	-graphics are appropriate to text -variety of graphics included	-all sources are accurately cited using MLA format
3	-attractive formatting -well-organized information	-includes all required information	--varied sentence structure -generally correct grammar, spelling, capitalization, punctuation, and usage	-variety of graphics included - some graphics may distract from text	-most sources are accurately cited using MLA format
2	-inconsistent or confusing formatting -some information is well-organized	-includes most of the required information	-limited variation of sentence structure -minor errors in grammar, spelling, capitalization, punctuation, and usage	-limited number of graphics -some graphics may distract from text	-few sources are accurately cited using MLA format
1	-inconsistent or confusing formatting -inconsistent or confusing organization of information	-includes little of the required information	lack of variation of sentence structure -significant errors in grammar, spelling, capitalization, punctuation, and usage	-graphics may be missing or may appear to be randomly chosen	-incomplete or missing citations

**English 3: Narrative Writing**  
**Journeys**  
**Project Rubrics**

**Business Letter Rubric**

*This rubric may be used with the letter component for the College and Career Research Project. Teachers may use this to provide feedback for students as they write their letters. It may also be used for peer editing.*

<b>Expectations</b>	<b>Feedback</b>
<b>Format</b> -includes date, salutation, body, closing, and signature	
<b>Purpose</b> -purpose is clearly stated in the introductory paragraph -provides supporting details and facts -writer's intent is clear	
<b>Voice</b> -strong commitment to topic throughout essay -establishes an authentic voice -writing engages reader -strong sense of audience	
<b>Conventions</b> -varied sentence structure -consistently correct spelling, grammar, capitalization, punctuation, and usage	

**English 3: Narrative Writing**  
**Journeys**  
**Project Rubrics**

**Analysis Rubric**

*This rubric may be used to provide feedback for the analytical paragraph required by the College and Career Research Project. It may also be used as a peer editing tool.*

<b>Expectations</b>	<b>Feedback</b>
<b>Content</b> -claim is clearly stated -evidence is relevant to the claim -indicates how and why specific evidence supports the claim -logical and coherent organization	
<b>Voice</b> -strong commitment to topic throughout essay -establishes an authentic voice -writing engages reader -strong sense of audience	
<b>Conventions</b> -varied sentence structure -consistently correct spelling, grammar, capitalization, punctuation, and usage	

**English 3: Narrative Writing**  
**Journeys**  
**SOAPSTONE Template**

Use SOAPSTONE to analyze short works or excerpts of fiction and nonfiction.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Speaker What can you say about the speaker based on references in the text? Is race, gender, class, or age important?	
Occasion What issues may have motivated the speaker to think about the incident or occasion?	
Audience Who is being addressed? Identify some characteristics of the audience.	
Purpose What is the message and how does the author want the audience to respond?	
Subject What is the focus? The subject can be stated by using a few words.	
Tone Using textual support, how would you describe the overall tone of the passage?	

Reference Cited:

Effinger, S. (2016). *AP Acronyms*. Retrieved from <http://mseffie.com/AP/Acronyms.pdf>

**English 3: Narrative Writing**  
**Journeys**  
**Literature Circle Exit Slip and Rubric**

Provide a question or a brief comment regarding today's book discussion. Comments and questions should be thoughtful, insightful, and well-organized. The purpose of this exit slip is to show your understanding of today's discussion.

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Criterion	3 Points	2 Points	1 Point
Shows insight into class discussion	Exit slip shows ample proof student was actively engaged in the class activity.	Exit slip is an adequate question/comment, but doesn't really have much to do with the content of the lesson.	Question/ comment is irrelevant to the lesson/activity for the day; no proof that student was engaged and/or listening.
Demonstrates ability to draw references and use outside examples	Question/comment shows that student is able to draw relevant examples from outside sources and tie them into the lesson; student proves that he/she understands the underlying theme of lesson	Student attempts to connect an outside source/example to lesson, but it is a bit off topic and doesn't prove they have grasped the underlying theme of the lesson.	Student attempts to use outside examples, but they are irrelevant to specific lesson
Coherent/ Organized Thought	Question/ comment is written in an organized, coherent manner that is easy to read and understand	Thoughts are difficult to understand; lack of organization	Student makes an incoherent list on his/her exit slip that makes it difficult to understand what direction they are heading

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

What do you want to be when you grow up? Now is the time to seriously consider that question. Have you realistically thought about your future? What are your plans? This research project is designed to help you answer these questions as you plan your journey in life.

Final copies of this project may be submitted as a hard copy or an electronic copy.

**Part I**  
**Who are you?**

***Step 1***

For this part of the project, you will complete interest and skills assessments throughout the South Carolina Occupational Information System (SCOIS) and write a paragraph that analyzes the results.

1. Use 41 Question (<https://www.41q.com/>) to determine your personality type.
2. List your four major personality traits, jobs best suited for your personality, and three famous people who share your personality traits.
3. Go to [www.scois.net](http://www.scois.net) (You will be redirected to the SCOIS career page.
4. The username is \_\_\_\_\_. The password is \_\_\_\_\_ (See the media specialist at your school for login information.
5. Find the tab, “Learn about Myself” and click “View.”
6. Then go to Career Cluster Assessment (80) and click on “Career Cluster Inventory.”
7. Then click “Rate the Activities.” Rate all 80 items. Once you are finished, print out the results sheet.
8. Go back to the home page.
9. Again, click on “Learn About Myself.”
10. This time click on the “Skills” tab.
11. Then click “Select Skills.” This will take you to a chart that you will need to complete. Follow the directions on the site. Once the chart is full, click “Get My Results.”
12. Once you are on the “results” page, check all four boxes (for all four results) and click “print.”

Using the SCOIS information and the 41 Questions information, write a paragraph that analyzes your results. Think about questions such as:

- *What occupation fits those interests?*
- *Are there discrepancies within the information?*
- *What might that indicate?*
- *What choices should you now make as a result of these assessments?*

As you are writing this paragraph, be sure to use specific evidence from the assessments to support your analysis.

***\*Refer to the analysis paragraph rubric before writing.***

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

***Step 2***

1. Go to Next Vista (<http://www.nextvista.org/collection/light-bulbs/careers/>) and watch 3-5 career videos that relate to the results of your career assessment.
2. Choose one career and generate a list of questions about that profession.
3. Either interview or write a letter to someone who is currently in or has retired from that profession. Be sure to include a copy of your interview transcript or letter in your portfolio. ***\*Refer to the business letter rubric before writing.***
  
4. Write 1-2 paragraphs outlining what you have learned about this profession. ***\*Refer to the Summary Paragraph Rubric before writing.***
  - a. *Is it what you thought it would be? Why or why not?*
  - b. *What is the most challenging about this career? What did you learn during this process?*

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

**Part II a.**  
**College or Military?**

***Part I- Enlisting***

Is enlisting in the military the best option for you? If so, complete the following:

1. Go to [www.todaysmilitary.com](http://www.todaysmilitary.com) .
2. Choose “age requirements” and complete the attached chart.

	<b>Army</b>	<b>Marine Corps</b>	<b>Navy</b>	<b>Air Force</b>	<b>Coast Guard</b>
Active					
Reserve					
Guard					
Service Academies					

3. Take notes on the education requirements to join any branch of the military.
4. Choose “enlisting in the military.”
5. What three items do you bring with you to visit?
6. Choose “explore potential career fields.”
7. Research a career in the military that aligns with your career inventory.

Be sure to choose “enlisted.” For your chosen career, complete the following chart:

**Chosen Military Career** \_\_\_\_\_

Fields of Study	Responsibilities	Training Provided
Possible Civilian Careers	Possible Military Careers	Other

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

8. Answer the following questions:
  1. tuition assistance- requirements? How much?
  2. the Post 9/11 GI Bill- what is it? Benefits?
  3. Yellow Ribbon Program- what is it?
  
9. Research one branch of the military that is of interest to you. Write a 1-2 paragraph summary of your research. As you are writing, be sure to use specific evidence from your research as support. ***\*Refer to the summary paragraph rubric before writing.***
  - a. Consider the following questions:
    1. *Why does this branch interest you most?*
    2. *What would you need to do now in order to qualify?*
    3. *How will this branch of the military help you achieve your career goals?*

***Part 2- Enrolling in a Service Academy***

1. Go to [www.usa.gov/military-colleges.com](http://www.usa.gov/military-colleges.com)
2. Choose one of the five service academies and write a 1-2 paragraph summary of the admissions process and requirements. ***\*Refer to the summary paragraph rubric before writing.***
  - a. Consider the following questions:
    - i. *How does a prospective student get recommended to apply?*
    - ii. *What are the academic requirements for admissions?*
    - iii. *Where is the campus located?*
    - iv. *What are some of the departments and majors?*
    - v. *Which of these appeals to you?*
    - vi. *What is the history of your chosen military college/university?*
    - vii. *How much is tuition? Is financial aid available? What service requirements are required post-graduation? What extra-curricular activities are available for students?*

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

3. Go to [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org). Search for your chosen military academy. Complete the following chart.

**Name of the Military Academy** \_\_\_\_\_

How many undergraduates are enrolled?	
What percentage of students graduate in 6 years?	
Within one year of receiving a bachelor's degree, where do graduates go?	
How many students applied in 2015?	
How many were accepted?	
What percentage of first-year students live on campus?	
When are applications due?	

4. Write a letter to the academy of your choice requesting admissions information and a college pennant for display in your teacher's classroom. ***\*Refer to the business letter rubric before writing.***
5. Now you want to convince your parents that military is the route for you. Create a brochure about enlisting in a branch of the military OR enrolling in the military college that most interests you. Include the information that would be the most important to your parents in considering the military as an option for you. Be sure to include at least one picture. ***\*Refer to the Brochure Rubric before creating.***

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

**Part II b.**  
**College or Military?**

Is attending college the best option for you? If so, complete the following:

1. Go to <https://bigfuture.collegeboard.org/find-colleges/how-to-find-your-college-fit/college-search-step-by-step> and choose “Begin Exploring.”
2. Answer each question. When you finish, you should have 5-20 colleges that match your interests. If you want to narrow the choices even more, complete the options on the left side of the screen. Once completed, you will have one or more colleges that match your preferences. (You may also adjust the degree of your preferences after this step.)
3. From your list, choose 3 colleges to compare. Interested in a college that doesn't match your preferences? You may simply search for it.
4. Use the following chart to compare your three choices. Be sure to indicate the name of each college/university.

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

	<b>College 1</b> _____	<b>College 2</b> _____	<b>College 3</b> _____
Location			
Size (# of students enrolled)			
Cost and Aid (in-state tuition, out-of-state tuition, room and board)			
Admissions (how selective, what % of applicants get accepted)			
ACT and SAT Scores			
Student Body (How diverse is the student population?)			
Housing (What percentage of first-year-students live in on-campus housing?)			
Applying (Complete the academics and gpa questions. Are you on track to attend this college? If not, what do you need to do?)			

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

5. Go to [www.collegedata.com](http://www.collegedata.com). Of the three colleges you just compared, choose 1 for further research.
  
6. View the “college profile” and complete the following chart.

**Name of College/University** \_\_\_\_\_

	<b>Very Important</b>	<b>Important</b>	<b>Considered</b>	<b>Not Considered</b>
Academic GPA				
Standardized Test Scores				
Essay				
Extracurricular Activities				
Volunteer Work				
First Generation to Attend				
Recommendations				

7. Using the websites [www.collegedata.com](http://www.collegedata.com) and [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org), answer the following questions:
  - a. What is the average GPA of enrolled Freshmen?
  - b. When is the application deadline?
  - c. What is the application fee?
  - d. What percentage of undergraduates have financial aid?
  - e. What percentage of first year students return?
  - f. What percentage of students graduate in four years?
  - g. What percentage of students graduate in six years?
  - h. What percentage of graduates are offered full-time employment within six months of graduation?

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

8. Write 1-2 paragraphs analyzing the college you have researched. Include relevant evidence from your research to support your analysis. *\*Refer to the analysis paragraph rubric before writing.*
  - a. As you write consider the following questions:
    - i. *Do I qualify for admission into this college? If not, what steps do I need to take to be eligible?*
    - ii. *Does this college offer the major for the career I want to pursue?*
    - iii. *Can I afford the tuition?*
    - iv. *How will I pay for it?*
    - v. *Will my chosen career path validate the cost of my degree?*
    - vi. *Do I want to attend this college because it is best suited for my goals or do I want to attend it for other reasons?*
    - vii. *What are those other reasons?*
  
9. Write a letter to the college of your choice requesting admissions information and a college pennant for display in your teacher's classroom. *\*Refer to the business letter rubric before writing.*
  
10. Now you want to convince your parents that this is the college for you. Create a brochure about this college. Include the information that would be the most important to your parents in considering this school as an option for you. Be sure to include at least one picture of the campus. *\*Refer to the brochure rubric before creating.*

**English 3: Narrative Writing**  
**Journeys**  
**College and Career Project**  
**Your Personal Journey**

**Part III**  
**The Application**

All students are required to complete and turn in a hard copy of a college application. This will help make your actual application process easier because you will have all the required information in one place, and you will have received feedback on how to correct or improve parts of your application. Use the universal college application.

(<https://www.universalcollegeapp.com/documents/uca-first-year.pdf> )

**Part IV**  
**Reflection**

For the final part of the project, you will write a narrative essay that discusses, in specific detail, the knowledge gained after completing this project. This essay must be at least three paragraphs.

- Consider questions such as:
  - *Why do I want to go to college or enlist in the military?*
  - *Does college or the military support my career goals?*
  - *Do I really have the skills I thought I had?*
  - *Does the job I want use those skills?*
  - *Am I making a decision to go to college or enlist in the military based on career goals or based on social needs?*
  - *Am I responsible enough to be successful in college or the military (i.e., budgeting, planning, scheduling)?*
  - *Am I able to handle setbacks or failures I may face in college or the military? How do I know this?*

This essay is narrative and is about you-- so the subject matter is easy! However, be aware that the expectation for this essay is that you are being reflective, thoughtful, and analytical. This project either opened your eyes to possibilities, or this project reinforced your goals. *\*Refer to the reflection rubric before writing.*

**English 3: Narrative Writing  
Journeys  
College and Career Project  
Your Personal Journey**

**Student Checklist for Military Option**

*All of the items listed below should be in your portfolio upon completion of the project.*

	<b>Assignment</b>	<b>Date Due</b>	<b>Date Checked or Returned</b>	<b>Points or Grade</b>	<b>Feedback</b>
<b>Part I</b>					
<b>Step 1</b>	#2 Personality Information				
	#7 Print out of "Rate the Activities"				
	#12 Print out of "Select Skills"				
	Analysis Paragraph 1				
	Copy of rubric with feedback from 1 peer and/or teacher				
<b>Step 2</b>	#3 Copy of letter or transcript				
	Copy of rubric with feedback from 1 peer and/or teacher				
	Copy of response letter				
	Summary Paragraph 1				
	Copy of Rubric with feedback from 1 peer and/or teacher				
<b>Part II a</b>					
<b>Step 1</b>	#2 Age requirement chart complete				
	#3 Notes on education requirements				
	#5 Three items				

**English 3: Narrative Writing**  
**Journeys**  
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	Assignment	Date Due	Date Checked or Returned	Points or Grade	Feedback
Part II a					
Step 1	#7 Military Career Chart complete				
	#8 Questions about programs				
	#9 Summary Paragraph 2				
	Copy of rubric with feedback from peer and/or teacher				
Step 2	#2 Summary paragraph 3				
	Copy of rubric with feedback from peer and/or teacher				
	#3 Academy chart complete				
	#4 Copy of information letter				
	Copy of rubric with feedback from peer and/or teacher				
	#5 Copy of brochure				
	Copy of rubric with feedback before final submission of brochure				
Part III	Completed Application				
Part IV	Reflection				
	Copy of rubric with feedback before final submission of brochure				

**English 3: Narrative Writing**  
**Journeys**  
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