

# English 4

## Narrative Writing – Journeys: Setting Goals and Planning Along the Way

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 4: Narrative Writing:  
Journeys—Setting Goals and Planning Along the Way**

**Unit Rationale/Overview**

This unit focuses on research and writing narratives. Its purpose is to provide students with opportunities to think logically about their post-secondary journeys. Although teachers work with students every year of high school, each student's senior year is the time that planning for the journey becomes a reality. The student must understand which steps are most important in making the journey a success. Part of that process is establishing a goal and then researching colleges and careers that would best suit the personality and skills of the student. Through the literature and the culminating project, the students will evaluate the options available to them. They will also learn to cite evidence in the narrative essays they will write as they apply to colleges or pursue a career.

The Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) 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 include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills; without these skills, the student will not be able to achieve his fullest potential. This unit will help the student see the importance of these skills by looking at requirements for college admissions, expectations for employment, and an appreciation of gratitude as an important life skill.

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**

- E4.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**  
E4.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.

**Reading-Literary Text**

- E4.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

E4.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

### **Reading-Informational Text**

**E4.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

E4.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**

**E4.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

E4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- 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; and
- h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Communication**

**E4.C.5 Incorporate craft techniques to engage and impact audience and convey messages.**

E4.C.5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.

## **Embedded Standards/Indicators**

### **Reading-Literary Text**

**E4.RL.4 Read with sufficient accuracy and fluency to support comprehension.**

E4.RL.4.1 Read grade-level text with purpose and understanding.

E4.RL.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

### **Reading-Informational Text**

**E4.RI.8 Interpret and analyze the author's use of words, phrases, text features, convention, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

E4.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words and phrases.

### **Writing**

**E4.W.4 Demonstrate the command of the conventions of standard English grammar and usage when writing and speaking.**

E4.W.4.1 When writing:

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
- b. Resolve issues of complex or contested usage, consulting references as needed.

**E4.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

E4.W.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

**E4.W.6 Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

E4.W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

### **Communication Standards**

**E4.C.3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

E4.C.3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.

## Clarifying Notes and “I Can” Statements

### Clarifying Notes

In this unit students will study several poems, along with the Old English epic poem *Beowulf*, that convey the theme of setting goals and making decisions. Excerpts from *Beowulf* can be found in most British literature textbooks and also on the Internet. *Note:* If students do use a file found on the Internet, make sure they are using the same translation as students using the books. They should also be aware that the Internet will most likely provide the entire text, not excerpts.

### “I Can” Statements

- I can 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. (E4.I.1.1)
- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations. (E4.RL.5.1)
- I can cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations. (E4.RI.5.1)
- I can gather ideas from texts, multimedia, and personal experience to write narratives. (E4.W.3.1)
- I can deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. (E4.C.5.2)

### Essential Questions

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

- What can I do to prepare for my journey?
- What will my journey in life be? What do I need to know to be prepared for success after high school?
- How can I effectively communicate my goals in order to be accepted into my chosen path?
- What skills and abilities do I have that will make me a viable candidate for my chosen path?
- How can I thank those that are helping me with my journey?

### Prior Knowledge

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

- constructing meaning based on logical inferences;
- utilizing strategies to critically examine a text;
- determining the central idea of a text;
- using details from text to support analysis;
- using new information and existing knowledge to make connections within a text;

- choosing and organizing relevant, sufficient facts and details that enhance the writing;
- applying strategies for active reading;
- using precise language relevant to the topic;
- 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;
- using technology to generate a product;
- combining information from multiple sources;
- selecting relevant evidence from a text;
- having exposure to extended time frames for writing, reflection, research, and revision;
- discussing the relationship between character and theme or plot;
- critiquing the effect of figurative and connotative word choices;
- formulating questions that generate further discussion; and
- writing an argument.

### **Subsequent Knowledge**

Students will understand these concepts upon completion of the unit.

- Readers will develop a deeper understanding by reflecting on the text.
- Reading can expand understanding of the world, its people, and self.
- Culture influences how a person thinks, acts, and lives.
- Close reading deepens the understanding of the ways writers use language to provide meaning for readers.
- Close reading allows the discovery of how meaning is embodied in literary form.
- Readers can use a variety of strategies to construct meaning.
- Active reading requires consistent self-awareness.
- Word choice affects tone and meaning.
- Reading and comprehending require the application of multiple strategies.
- Universal themes are enduring.
- Culture is important in formulating context.
- Responsible use of technology is essential.
- Technology provides a forum for publication and collaboration.
- Research can be used to solve problems.

- Advanced searches improve the quality of research.
- Being an effective consumer of information involves relevancy and critical thinking.
- Word choice affects tone and meaning.
- The inquiry process involves diverse media types.
- Critical writers analyze their sources to determine their reliability.
- Writing can have different purposes.
- Task and purpose are reflected in the organization and development of a topic.
- Writing is a multi-stage process.
- Writing is a reflective process.

### **Potential Instructional Strategies**

**Learning Target: I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations. (E4.RL.5.1)**

**Note:**

This strategy should be the introduction to the unit to get the students to start thinking about making decisions and planning for a future. The following are possible titles for introduction to the theme of making decisions and setting goals:

- “The Road Not Taken” by Robert Frost  
<http://www.poetryfoundation.org/resources/learning/core-poems/detail/44272>
- “To An Athlete Dying Young” by A.E. Housman  
<http://www.poetryfoundation.org/search?q=To+an+Athlete+Dying+Young>
- “If” by Rudyard Kipling  
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/46473>
- ”When I Was One and Twenty” by A.E. Housman  
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/52706>
- “Invictus” by William Ernest Henley  
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/51642>

The students will read the poems and use lines from the poems as evidence to validate their goals and decisions.

The handout [Focusing on the Future](#) (found in the Appendix) will guide reading of the poems and can serve as an assessment.

Read from *Beowulf*. Guide students in tracking how Beowulf plans for his future and decides which steps he must take in order to reach his goal.

Possible instructional strategies:

- Double-Entry Journal
  - Double-entry journaling is an interactive reading experience that occurs when students record their responses to text as they are read. Students record quotes from the text they are reading and then write their reaction to the particular quote or passage. This activity gives students an opportunity to connect their thoughts to the text.
  - For more information: <http://www.adlit.org/strategies/22091/>
  
- Book In A Day
  - Group the students in collaborative learning groups.
  - Assign each group a section of the text to read and analyze.
  - Have each group present their section to the class, so that at the end of the class, everyone has a working knowledge of the text.
  - For more information: <http://whattheteacherwants.blogspot.com/2011/04/book-in-day.html>.
  
- Socratic Seminar
  - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others. This type of discussion helps students to think critically, become more articulate, and be more responsive to the thoughts of others.
  - For more information: <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>.

**Instructional Strategy:** College/Career Research Project

**Learning Targets:**

- **I can 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. (E4.I.1.1)**
- **I can cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations. (E4.RI.5.1)**
- **I can gather ideas from texts, multimedia, and personal experience to write narratives. (E4.W.3.1)**

**Note:**

Students will begin work on the College/Career Research Project. This project will require in-class instruction of the project and then research time either in a computer lab, a media center, or the classroom using mobile devices. In addition to completing the work with the College/Career Research Project, the student will also complete a college application requiring an essay and request a letter of recommendation. The teacher will monitor the students to determine the amount of time necessary to complete the research and will assist those students needing help. This information is outlined in the handout titled [College/Career Research Project](#) (see Appendix).

**Instructional Strategy:** Acknowledging Others

**Learning Target:** **I can deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. (E4.C.5.2)**

**Note:**

Below is a script of a lesson that teachers can use with students:

You want to get into to the college or university of your choice, but you can't do it alone. The test score, GPA, and class rank are all you, but the letters of recommendation can seal the deal. With that in mind, you want to ensure that you have positive and meaningful letters of recommendation. That means you will need to ask teachers, school counselors, administrators, and other adults who can speak honestly about your stellar accomplishments in and out of school. The people you select to write these letters do not take the job lightly; they know the importance of the letters for admissions and for scholarship consideration. They take considerable time away from their other duties to do this for you because they know the importance of these letters.

With that in mind, you need to do three things for these people. First, you need to make sure that you provide the person with the information that is requested and enough time to complete the task. Two days prior to the deadline is not acceptable; you must provide enough time prior to the deadline for the letter to be written. A week is typically acceptable. Then, you need to provide the person with any additional information that will help the letter writer. For example, your English teacher may know how well you write and how conscientious you are about turning in assignments, but she may not know that you volunteer at the local retirement community to assist with recreational activities. Providing a resume of sorts will definitely make writing the letter an easier task.

The last thing you must do is write the person a thank you note after the letter has been written. This person has just put considerable time and effort into making your college or university dreams come true. The least you can do is properly thank the person for his or her efforts.

Writing a thank you note is nothing like writing an essay, but it must be sincere and thoughtful. It doesn't need to be long; four sentences is acceptable. Make sure to give a specific reason for the thank you note: "Thank you for helping me reach my goal by writing a letter of recommendation."

For more information on writing a thank you notes: <http://ideas.hallmark.com/thank-you-ideas/how-to-write-a-thank-you-note/> or <http://www.thesimpledollar.com/how-to-write-an-effective-thank-you-note-for-any-occasion/>.

#### **Potential Assessment Tasks**

**Assessment:** [Focusing on the Future Paragraph](#) (see Appendix). The students will use poetry to support their ideas of reaching a goal or making a difficult decision. (E4.RL 5.1)

**Assessment:** [Epic Hero Paragraph](#) (see Appendix). The students will write a paragraph proving that Beowulf is an epic hero. The students will have to cite evidence from the text to support their position. (E4.RL 5.1)

**Assessment:** [College/Career Research Survey](#) (see Appendix) (E4.I 1.1)

**Assessment:** [The College/Career Project](#) (see Appendix). The student will write several narrative pieces within this single project. The pieces include reflections of information gathered and a college application essay. (E4.RI 5.1 and E4.W 3.1 a-h) See the [College and Career Research Project Scoring Guide](#) located in the Appendix.

**Assessment:** Thank you Note. The students will write a thoughtful thank you note to the person(s) who wrote a letter of recommendation for them as part of the College/Career Project. (E4.C 5.2)

## Resources

### Poems

“If” by Rudyard Kipling

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/46473>

“The Road Not Taken” by Robert Frost

<http://www.poetryfoundation.org/resources/learning/core-poems/detail/44272>)

“To an Athlete Dying Young” by A.E. Housman

<http://www.poetryfoundation.org/search?q=To+an+Athlete+Dying+Young>

“Invictus” by William Ernest Henley

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/51642>

“When I Was One and Twenty” by A.E. Housman

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/52706>

*Beowulf*

### Careers

SCOIS

<https://sccis.intocareers.org/materials/portal/home.html>

Princeton Review

[www.princetonreview.com](http://www.princetonreview.com)

The Occupational Outlook Handbook (Bureau of Labor Statistics Website)

[www.bls.gov](http://www.bls.gov)

**Thank you notes**

<http://ideas.hallmark.com/thank-you-ideas/how-to-write-a-thank-you-note/>

<http://www.thesimpledollar.com/how-to-write-an-effective-thank-you-note-for-any-occasion/>.

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**College and Career Research Project Scoring Guide**

**Part 1: Who are you?**

**SCOIS Interest and Skills Assessments**

Criteria	Max Points	Earned Points
Assessments completed and copies turned in	25	

**Reflective/Analytical Paragraph**

Criteria	Max Points	Earned Points
Topic Sentence	5	
Organization/Transitions	15	
Evidence from Assessments Provided to Support Analysis	10	
Thoughtful Analysis with Insight-- <i>not summary of handouts</i>	15	
Standard Writing Conventions	10	
Concluding Statement	5	
<b><i>Overall Part 1</i></b>	<b>85</b>	

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**Part 2: What is the next step?**

**Survey**

Criteria	Max Points	Earned Points
All Survey Questions Answered	20	
Accuracy of Information	20	
Relevance of Information	10	

**Reflective/Analytical Paragraph**

Criteria	Max Points	Earned Points
Topic Sentence	5	
Organization/Transitions	15	
Evidence from chart provided to support analysis	10	
Thoughtful Analysis with Insight-- <i>not simply summary from survey</i>	15	
Standard Writing Conventions	10	
Concluding Statement	5	
<b><i>Overall Part 2</i></b>	<b>110</b>	

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**Part 3: How do you complete an application?**

**College Application**

Criteria	Max Points	Earned Points
All Areas Completed (hard copies must be legible and neat)	40	

**Essay for College Application**

Criteria	Max Points	Earned Points
Introduction	10	
Body <ul style="list-style-type: none"> <li>● addresses the prompt</li> <li>● uses transitions</li> <li>● uses specific details</li> </ul>	30	
Conclusion	10	
Style <ul style="list-style-type: none"> <li>● appropriate for audience</li> <li>● effective word choice</li> <li>● sentence variety/structure</li> </ul>	30	
Standard Writing Conventions	10	
<b><i>Overall Part 3</i></b>	<b>130</b>	

**Part 4: Reflective Narrative**

Criteria	Max Points	Earned Points
Addresses the Prompt (what did you learn?)	10	
Organization (beginning, middle, end)/Transitions	10	
Evidence of Information Gathered	20	
Specific Details and Insights Learned	25	
Standard Writing Conventions	10	
<b><i>Overall Part 4</i></b>	<b>75</b>	

<b>Total Points on Research Portfolio Project</b> <i>(plus 5 if well-organized)</i>	<b>400</b>	
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**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**College and Career Research Project**

*Special Note: Some of the activities in this project are similar to activities in the English 3 Journeys unit. The teacher can adapt this project to meet the needs of the students in the classroom.*

Through reading *Beowulf*, you have seen how Beowulf sets a goal for his life and then embarks the journey to accomplish his goal. This project will help you set your own goal and then begin the journey of reaching it.

**Part 1 - Who are YOU?**

For this part of the project, you will complete interest and skills assessments through the South Carolina Occupational Information System (SCOIS) AND write a paragraph that analyzes the results. Follow the steps outlined below:

1. Go to [www.scois.net](http://www.scois.net). (Teachers will need to provide the students with a school code and password.)
2. Find the tab, Learn About Myself and click View.
3. Then go to Career Cluster Assessment (80) and click on Career Cluster Inventory.
4. Then click Rate the Activities. Rate all 80 items. Once you are finished rating the items, print out the results sheet.
5. Go back to home page. (Click on the Home icon near the top.)
6. Again, click on Learn about Myself.
7. This time click on Skills tab.
8. Then click Select Skills. This will take you to a chart that you need to complete. Follow the directions on the site. Once the chart is full, click Get My Results.
9. Once you are on the Results page, click Print and check all four boxes.
10. Now you have several pages with information about who you are in terms of your skills and interests. You also have Occupations and Career Clusters that match your skills and interests. Write a paragraph that analyzes the results on these handouts. Think about questions like: *What are your interests? What occupation fits those interests? Are there discrepancies between the first career cluster inventory results and the Holland Personality results? 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.

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**College and Career Research Project**

**Part 2 - What is the next step?**

Now that you know your possible career path, it is time to research how to reach that career in terms of the next step: college or military and then the ultimate career. Attached is a survey that you will complete. You will need to research a college or a branch of the military in order to complete this part of the project correctly. Once you have completed the survey, you must now write a paragraph that analyzes the information you have gathered. This paragraph must show that you are aware of how to take this next step and how to get prepared for it. All of the information gathered may not appear in the paragraph, but you should use specific details.

Think about questions like: *Do I have the GPA to get in the college of my choice? Do I really want to live away from home? Does this college even offer the major for the career I want to pursue or do I just want to go to college to party? How do I get the money I need to go to college? Is the military the best option for me?*

**Part 3 - How do you complete a complex application?**

For this part of the project, you will complete in full a college application. Whether you are going to college or not, you are required to complete this application. Included in this part is also the writing of a college application essay. If the college application asks for more than one essay, you are only required to turn in one of those essays for the purpose of this project. You will either turn in a hard copy of the completed application OR you must provide evidence such as email confirmation that the application has been received. Regardless of how you turn in your application, all students must turn in a hard copy of the application essay.

**Part 4 - What did this project mean to you?**

For this 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. Think about questions like: *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 based on career goals or based on social needs? Am I ready now to submit an application or do I need to take the ACT again to earn a higher score? Am I ready to live on a budget?*

This essay is narrative and personal 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 you had never thought, OR this project reinforced.

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**College and Career Research Survey**

**Directions:** For this section you will research then select one area of life after high school: college or military to research and apply that information to your choice. This research is a guide to help you produce the final product, so you want to make sure that all information included is accurate, not simply what you think you already know. Before you begin the research, you must state the specific goal for your adult life.

My goal is

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**Personal Research**

1. What have I accomplished in high school (academics, extra-curricular activities, athletics, and community service)?
2. What are my interests and what specific skills do I have to support those interests?
3. How much money does it take to support my lifestyle? (The answer should be an itemized budget that includes health and car insurance, car payment, cell phone, etc.)
4. What is my current GPA and class rank?

*\*Choose one: College Research or Military Research*

**College Research**

1. List the name and address of the college researched.
2. List 10 vital facts about this college in regard to the school population, campus facilities, majors, demographics, extra-curricular activities, athletics, etc.; these facts must be relevant to your needs.
3. What are the admission requirements?
4. What are the costs involved in attending this institution? (Again, this should be an itemized list including tuition, room and board, books, and other fees.)
5. Will I need financial assistance and what scholarships or financial aid are available to me? (Give specific names of scholarship and financial aid.)

**Military Research**

1. List the branch you are considering and a brief explanation of why you are choosing this branch. Also indicate the name of your recruiter if you have one.
2. If you have taken the ASVAB, list your score results. If you have not taken the ASVAB, what are your plans for taking the test?
3. What ASVAB score is needed for the branch of service and your specialty?
4. Are your military plans active duty, reserves, or National Guard? Why have you chosen this route?
5. List 10 vital facts about your selected branch of service; the facts must be relevant to your needs.

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**College and Career Research Project Scoring Guide**

**Career Research**

1. At this point in your journey, what career would you like to pursue? Why?
2. What are the educational requirements for this career? Are there additional licensing requirements?
3. What is the job outlook for this career?
4. What is the potential salary and what are the steps for advancement?
5. List 10 vital facts about this career you have selected; make sure the facts are relevant to your needs.

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**Epic Hero Paragraph**

**Directions:** An epic hero is defined as a brave and noble character in an **epic** poem that is admired for great achievements or affected by grand events. As a matter of fact, even within the definition, the example of Beowulf as an **epic hero** with extraordinary strength is given. Now that you have read about Beowulf and his achievements, write ONE paragraph that defends Beowulf as an epic hero. Discuss two of Beowulf’s achievements; explain why these achievements are great, and how Beowulf is brave and noble.

Criteria	Maximum Points	Points Earned
Topic Sentence	10	
Explanation of two achievements	10	
Analysis of those achievements	15	
Proof/Analysis of Beowulf as brave and noble - must have actual lines quoted from the poem for this part	15	
Logical and effective organization of ideas. This criterion includes correctly embedding the quotes from the poem within the text of your paragraph. This criterion also includes transition within the paragraph as you move from one idea to the other.	20	
Concluding Statement	10	
Sentence Structure	10	
Grammar and Mechanics	10	
<b>Total</b>	<b>100</b>	

Comments:

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**Focusing on the Future Paragraph Instructions and Rubric**

You have just read and discussed four different poems that all deal with themes of making choices, setting goals, growing up, and learning life lessons. Now write a paragraph applying those themes to your own life. This paragraph could easily be as long as 8-10 sentences including transitions and providing the necessary evidence from the text.

Steps to Writing Goal Paragraph with Poems

1. Topic Sentence--goal
2. Transition to poetry
3. Introduce Poem/Poet
4. Quote from Poem
5. Explanation of quote as it relates to goal
6. Repeat Steps 2-5 for second poem
7. Concluding Statement

Model of Steps 1-5

*My goal in life is to help students become good citizens when they graduate from high school. There are many places where I could get advice on how to accomplish this goal, but as an English teacher, I frequently look to literature for help. One poem that can help is "The Road Not Taken" by Robert Frost. The speaker in "The Road Not Taken" says that taking the more difficult path in life has "made all the difference." I have taken the more difficult path in helping students be good citizens because my expectations are so high for them. Many teachers allow students to fail, but I refuse to do that. I want my students to work, work some more, and then do more work so that they will understand what it takes to get the job done correctly. Another poem that could be helpful is "If" by Rudyard Kipling.*

Criteria	Max Points	Earned Points
Topic Sentence for paragraph (should give the reader some indication of your goal/decision)	5	
Evidence from Poems (use at least one reference from each of the poems you have selected)	20	
Organization of Paragraph (transitions and logical flow of ideas)	10	
Concluding Statement	5	
Sentence Structure	10	
Grammar and Mechanics	10	
<b>Total</b>	<b>60</b>	

Comments:

**English 4- Narrative Writing**  
**Journeys: Setting Goals and Planning Along the Way**  
**References**

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