



**Pelham Public Schools**  
**ELA Writing Tri-State Review**

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April 18-20 2016

**School:** (please check one)

**Elementary**

**High School**

**Middle School**

**District**

**Evidence Title:** Art Meets Literature Writing Assignment: Personal Narrative

**Name of person submitting evidence:** Nicole Wasnetsky

**Grade Level:** 10

**School:** PMHS

**Course Name:** English 10

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment	X	X	
2. Student Metacognition in Learning Process			
3. Student Performance Data			
4. Curriculum & Instruction	X	X	
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs			
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
<b>OTHER: Please Specify</b>			

**Brief Explanation of Evidence:**

As part of the unit for The Catcher in the Rye, students also read excerpts from Girl, Interrupted by Susanny Kaysen, including the chapter in which she draws a comparison between a Vermeer painting and herself. Students then find their own piece of inspiration by searching pieces of art which speak to them in some way. This serves as the foundation for their own personal narrative in which they craft a personal narrative imitating Kaysen's style in connecting their own life experience to the art. The project builds on the skills which were introduced in the personal narratives written in ninth grade. Students are asked to select one passage from their narratives that captures the heart, or essence, of the piece. Students then create a classroom display which showcases both the selected art pieces and student writing.