

**NAME OF UNIT—** Narrative Reading/Writing

**Week Three**

**Day One**

**Objective**

Students will explain how details of the setting impact the plot.

**“I Can” Statement**

I can use details from the setting to analyze how plot develops.

**TEKS**

6(A) explain the influence of the setting on plot development;  
6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts

**Fig. 19**

(B) Ask literal, interpretive, evaluative, and universal questions of the text

**Procedures**

- 1) Bell Ringer - (Exposition)
- 2) Setting Practice Handout (mini-passages for quick analysis check)
- 3) View video: "Picture Momentos- Carl & Ellie" (3 1/2 min)  
[https://www.youtube.com/embed/wsG2S\\_1PRnk](https://www.youtube.com/embed/wsG2S_1PRnk)
- 4) video handout for plot / setting analysis

**Assessment**

handouts

**Additional Resources**

access to online YouTube video for analysis of setting

<b>NAME OF UNIT—</b> Narrative Reading/Writing	<b>Week One</b>	<b>Day Two</b>
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<b>Objective</b>	Students will be able to compare two narrative essays.
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<b>“I Can” Statement</b>	I can explain how a writer crafts his or her narrative stories.
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<b>TEKS</b>	6(A) explain the influence of the setting on plot development; 6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts 6(C) analyze different forms of point of view
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<b>Fig. 19</b>	(A) Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
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<b>Procedures</b>	1) Bell Ringer - (PowerPoint) 2) Read narrative story "I Survived Being Snowbound..." <a href="https://www.womenshealthmag.com/life/a19933027/paula-lane/">https://www.womenshealthmag.com/life/a19933027/paula-lane/</a> 3) Annotations and follow-up activity for analyzing the narrative 4) Exit Ticket
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<b>Assessment</b>	Exit Ticket
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<b>Additional Resources</b>	copies of article for students to annotate
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<b>NAME OF UNIT—</b> <i>Narrative Reading/Writing</i>	<b>Week One</b>	<b>Day Three</b>
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<b>Objective</b>	Students will be able to explain the interaction of plot elements.
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<b>“I Can” Statement</b>	I can identify how a writer weaves the elements of plot together.
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<b>TEKS</b>	6(A) explain the influence of the setting on plot development; 6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts 6(C) analyze different forms of point of view
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<b>Fig. 19</b>	(D) Make complex inferences about text and use textual evidence to support understanding
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<b>Procedures</b>	1) Bell Ringer - (PowerPoint) 2) Read short story "The Elevator" (cliffhanger ending) to analyze setting and plot elements <a href="http://www.scaryforkids.com/elevator/">http://www.scaryforkids.com/elevator/</a> 3) Writing Assignment (handout and writing opportunity)
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<b>Assessment</b>	student writing practice
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<b>Additional Resources</b>	copies of the story
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**NAME OF UNIT—** Narrative Reading/Writing

**Week One**

**Day Four**

**Objective** Students will be able to create a narrative hook for personal narratives.

**“I Can” Statement** I can enhance my personal narrative with a "hook".

**TEKS**

(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding

**Fig. 19**

(D) Make complex inferences about text and use textual evidence to support understanding

**Procedures**

- 1) Bell Ringer - (PowerPoint)
- 2) Read narrative "Two Lies" by Nancy Atwell  
[http://boyden8la.weebly.com/uploads/2/1/9/7/21975608/memoir\\_example\\_atwell.pdf](http://boyden8la.weebly.com/uploads/2/1/9/7/21975608/memoir_example_atwell.pdf)
- 3) "Personal Writing & Storytelling" analysis handout

**Assessment**

analysis handout

**Additional Resources**

copies of "Two Lies" for students to read

**NAME OF UNIT—** Narrative Reading/Writing

**Week** One

**Day** Five

**Objective** Students will be able to write a draft of the personal narrative.

**“I Can” Statement** I can plan/brainstorm and write a narrative in first person POV

**TEKS** (15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.  
 (A) write an imaginative story that:  
 (i) sustains reader interest;  
 (ii) includes well-paced action and an engaging story line;  
 (iii) creates a specific, believable setting through the use of sensory details

**Fig 19** (B) Ask literal, interpretive, evaluative, and universal questions of the text

**Procedures**

- 1) Bell Ringer - (PowerPoint)
- 2) In Class Essay
  - \* student instructions
  - \* brainstorming/planning sheet with examples
  - \* timed writing experience

**Assessment** personal narrative

**Additional Resources** copies of handouts