

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
4) video handout for plot / setting analysis

Assessment handouts

Additional Resources access to online YouTube video for analysis of setting

NAME OF UNIT— Narrative Reading/Writing

Week One

Day Two

Objective Students will be able to compare two narrative essays.

“I Can” Statement I can explain how a writer crafts his or her narrative stories.

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
6(C) analyze different forms of point of view

Fig. 19

(A) Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Read narrative story "I Survived Being Snowbound..." <https://www.womenshealthmag.com/life/a19933027/paula-lane/>
- 3) Annotations and follow-up activity for analyzing the narrative
- 4) Exit Ticket

Assessment

Exit Ticket

Additional Resources

copies of article for students to annotate

NAME OF UNIT— *Narrative Reading/Writing* **Week One** **Day Three**

Objective Students will be able to explain the interaction of plot elements.

“I Can” Statement I can identify how a writer weaves the elements of plot together.

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
6(C) analyze different forms of point of view

Fig. 19 (D) Make complex inferences about text and use textual evidence to support understanding

Procedures 1) Bell Ringer - (PowerPoint)
2) Read short story "The Elevator" (cliffhanger ending) to analyze setting and plot elements
<http://www.scaryforkids.com/elevator/>
3) Writing Assignment (handout and writing opportunity)

Assessment student writing practice

Additional Resources copies of the story

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
- 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