**NAME OF UNIT –** Narrative Reading/Writing **Week** Two **Day** One

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**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.

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**Common Core Standards**

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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**7.RL.2.3**

Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).

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**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

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**Assessment**

handouts

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**Additional Resources**

access to online YouTube video for analysis of setting

**NAME OF UNIT –** Narrative Reading/Writing **Week** Two **Day** Two

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**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.

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**Common Core Standards**

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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**7.RN.4.3**

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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**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

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**Assessment**

Exit Ticket

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**Additional Resources**

copies of article for students to annotate

**NAME OF UNIT –** Narrative Reading/Writing **Week** Two **Day** Three

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**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.

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**Common Core Standards**

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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**7.W.3.3**

7.RL.2.3

Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).

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**Procedures**

1) Bell Ringer - (PowerPoint)

2) Read short story "The Elevator" (cliffhanger ending) to analyze setting and plot elements

https://www.humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/2669/The\_Elevator.pdf

3) Writing Assignment (handout and writing opportunity)

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**Assessment**

student writing practice

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**Additional Resources**

copies of the story

**NAME OF UNIT –** Narrative Reading/Writing **Week** Two **Day** Four

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**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".

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**Common Core Standards**

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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**7.RL.2.1**

Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

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**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

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**Assessment**

analysis handout

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**Additional Resources**

copies of "Two Lies" for students to read

**NAME OF UNIT –** Narrative Reading/Writing **Week** Two **Day** Five

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**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

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**Common Core Standards**

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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**7.W.3.3**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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**Procedures**

1) Bell Ringer - (PowerPoint)

2) In Class Essay

\* student instructions

\* brainstorming/planning sheet with examples

\* timed writing experience

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**Assessment**

personal narrative

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**Additional Resources**

copies of handouts