

## **Module 1: Story Elements & Structure**

### **Time Frame: 2 Weeks**

*By exploring a variety of literary text (including drama and poetry), students will develop an understanding of story structure and various story elements, culminating into applying these skills into writing a narrative. The foundations for ongoing skills in grammar and language usage, vocabulary, and fluency will be set in this module as well.*

### **Objectives**

#### Writing Standards

3.W.TT.3, 3.W.PD.1, 3.W.PD.2, 3.W.PD.3, 3.W.RW.1

#### Writing Objectives

- (1) Students will write a narrative piece by establishing a situation and using narrative techniques, using the following writing skills:
  - Using a variety of transition words
  - Using concrete and sensory words
  - Providing a conclusion
  - Writing to fit the task and purpose
  - Making a plan to strengthen the writing
  - Using technology to produce and publish writing

#### Reading Standards

3.R.FS.1, 3.R.FS.2, 3.R.VA.2, 3.R.FL.1, 3.R.FL.2, 3.R.CL.1, 3.R.CL.2, 3.R.CL.3, 3.R.CL.4, 3.R.CL.5, 3.R.CL.7, 3.R.CL.10, 3.R.FW.3

#### Reading Objectives

- (2) Students will decode words with basic and complex phonetic blends.
- (3) Students will determine the meaning of figurative language & unfamiliar words/phrases in reading.
- (4) Students will read poetry fluently with expression to increase comprehension.
- (5) Students will compare and contrast two or more characters, settings, or events in literature with a similar theme or genre.
- (6) Students will use story elements and point of view to comprehend literature, including:
  - Details
  - Characters and traits
  - Speaker
  - Setting
  - Plot
- (7) Students will explain the difference between poetry, prose, and drama.

#### Speaking/Listening Standards

### 3.S.CC.1

#### Speaking/Listening Objectives

- (8) Students will come to discussions prepared and be respectful while expressing and discussing their own and others' ideas.

#### **Outcomes**

- Writing
  - Write a narrative that tells the story of a personal experience
    - Assessing module objective 1
    - Expectation of 73% or better overall
- Reading
  - Poetry Oral Reading Recording
    - Assessing module objectives 2 & 4
    - Expectation of 2.5 or better on 1-2-3 scale (see rubric)
  - Literature Test
    - Assessing module objectives 3 & 6
    - Expectation of 70% or better overall
  - Fiction Venn Diagram
    - Assessing module objective 5
    - Expectation of 80% or better overall
  - Literary Text Types Quiz with Webquest
    - Assessing module objective 7
    - Expectation of 75% or better overall
- Speaking/Listening
  - Group Discussion
    - Assessing module objective 8
    - Expectation of 100% overall

#### **Additional Concepts to be Addressed within the Module**

- Language Anchor Standards
  - Conventions of Standard English
    - (3.W.CS.1a) Make use of relative pronouns and adverbs
    - (3.W.CS.1h) Explain how to use conjunctions, prepositions, and interjections in various sentences
    - (3.W.CS.1i) Use verb tenses correctly
    - (3.W.CS.2a) Correctly use capitalization
    - (3.W.CS.2d) Spell NRS level 3 words correctly (ongoing skill)
  - Knowledge of Language
    - (3.W.KL.1d) Compare and contrast the varieties of English used in stories, dramas, or poems.
    - (3.W.KL.1e) Write in various styles to convey meaning and reading interest. (ongoing skill)
  - Vocabulary Usage

- (3.W.VU.1a) Explain figurative language in context.
- Technology Skills
  - (3.R.FW.3) Use technology systems (computers and smartphones) to complete learning-tasks.
  - (3.R.FW.3) Create/save documents.

## Assessments

- [Narrative Writing Assignment](#)
  - [Rubric](#)
- Poetry Oral Reading Recording: With a given poem, students will record themselves reading aloud (suggestion: use Voxer app on phone).
  - [Fluency Scale Rubric from STAR Toolkit](#)
  - Suggested poem: [“The Rose That Grew From Concrete” by Tupac Shakur](#)
- Literature Test: [“The Frost” by Hannah Flagg Gould from Readworks](#) (former ARW030 Secondary Final)
- Fiction Venn Diagram: After reading 2 works of fiction, have students compare and contrast the stories as a whole or a certain element (characters, setting, events) by creating a Venn Diagram with at least 5 details.
  - 5 point grade, 1 point for each correct similarity (pair) and difference (must have at least one of each)
  - Suggested stories: [“Lazy Anansi”](#) and [“The Little Red Hen”](#)
- [Literary Text Types Quiz with Webquest](#)
- Group Discussion: Use the following checklist during a discussion as it fits in class, marking when each student has shown the skill during discussion. (Suggested Topic: Would a sit-in work in today’s society? What examples have you seen that are similar? (After reading “Standing Up By Sitting In”))
  - Comes prepared
  - Shows respect to classmates and instructor
  - Participates purposefully in discussion

## Learning Resources

- Instructional Materials:
  - ReadWorks
  - EReading Worksheets
  - YouTube
  - CommonLit
  - McGraw Hill Literacy EHandbook
  - BBC Skillswise
  - Khan Academy
  - Institute for the Professional Development of Adult Educators

- Tools:
  - D2L
  - Google Documents (including drawing portion)
  - Voxer app or another voice recording software

### **Activities**

See Submodules 1A and 1B.