

Module: 1B	Objectives: Students will... <ul style="list-style-type: none"> • Write a narrative piece using the skills referenced in the rubric. (1) • Decode words with basic and complex phonetic blends. (2) • Read poetry with fluency and expression to increase comprehension. (4) • Explain the difference between poetry, prose, and drama. (7) • Come to discussions prepared and be respectful while expressing and discussing their own and others' ideas. (8) 	Outcomes: Students will... <ul style="list-style-type: none"> • Write a narrative piece that tells the story of a personal experience, earning 73% or better competency through the provided rubric. • Read poetry orally with expression reflecting a 2.5 on a 1-2-3 scale reflected in provided rubric. • Complete Literary Text Types Quiz with WebQuest with at least 75% accuracy. • Participate in a discussion, earning 100% on provided checklist. (This assessment can be completed or repeated in module 2 as well)
Theme: Story Elements & Structure		
Submodule Topic: Text Types and Narrative Writing		
Submodule B		
<p>Notes for instructor: For this submodule, the instructor will need to create a video of himself or herself modeling how to write an effective conclusion for narrative writing.</p>		
Synchronous Lesson	Activities:	Resources:
Review of prior online lesson; assignments & Practice of reviewed material	<ol style="list-style-type: none"> 1. Warm-Up Writing Activity (5-10 minutes timed): You got a red-light ticket in the mail, and you believe that you actually stopped. Write a letter to the police department explaining why you do not deserve this ticket. 2. Read and complete "Reading for fluency", possibly practicing with a partner during the synchronous portion of class 	"Standing Up By Sitting In" on CommonLit
Presentation of new material		

	<ol style="list-style-type: none">3. Read “Standing Up By Sitting In.”4. Direct instruct on elements of a good discussion (coming prepared, being respectful, participating purposefully).5. Have a simulated discussion with a few volunteer students.6. Note that part of the asynchronous class today is to prepare for a discussion during the next synchronous meeting and they will be graded on their preparedness for and participation in that discussion.7. In a Google Document with 3 sections, students take notes on the structure of “The Big Hike” vs. “Standing Up By Sitting In”.8. Discuss the structure of the drama as a large group.9. Read “The Many and the Few”.10. In the same Google Document from the previous activity, students take notes on the structure of this poem.11. Instructor will model reading “The Many and the Few” again, emphasizing elements of expression like rhythm and how the end of the	<p>“The Many and the Few” on Common Lit</p>
Preview of next online lesson; assignments		

	<p>line may not require a pause.</p> <p>12. Note to students that there are 2 assessments in the asynchronous portion of class today, but both are short. They will also be preparing for a writing assignment that will wrap up the module.</p>	
Asynchronous Lesson	Activities	Resources
<p>Information (Give and/or demonstrate necessary information) - Presentation & Verification (Steps to check for student understanding) - short check 1-5 questions (survey)</p>	<ol style="list-style-type: none"> 1. Read "Planning Your Writing". 2. View the Narrative Writing Assignment & jot down some ideas to write about. Email them to the instructor. 3. Students watch "Common and Proper Nouns" video. (In the video description or as a comment, remind students that titles, the pronoun "I," and the first word in a sentence are all capitalized.) 4. Complete Capitalization Worksheet. 5. Watch the four videos in "The Tenses" and complete the practice activity. 6. Watch the three relative pronouns videos and complete the practice activity. 7. Prepare for next class's discussion about "Standing Up By Sitting In." Groups will discuss the following question: 	<p>"Planning Your Writing" from BBC Skillswise</p> <p>"Common and Proper Nouns" video from EReading Worksheets</p> <p>"The Tenses" and practice activity on Khan Academy</p> <p>Relative pronouns videos and practice activity on Khan Academy</p>
<p>Activity (Describe the independent activity to reinforce this lesson) - e.g., worksheets, online practice</p>		

	<p>Would a sit-in work in today's society? What examples have you seen that are similar?</p>	
<p>Summary (Reflection or some type of closing activity) - exit ticket</p>	<p>8. Complete the practice sheet at the end of the McGraw Hill lesson.</p> <p>9. Complete Literary Text Types Quiz.</p> <p>10. Complete Poetry Oral Reading Assessment.</p>	<p>Genre Practice Sheet</p> <p>Literary Text Types Quiz with Webquest (Suggested poem: "The Rose That Grew From Concrete" by Tupac Shakur)</p>
<p>Synchronous Lesson</p>	<p>Activities:</p>	<p>Resources:</p>
<p>Review of prior online lesson; assignments & Practice of reviewed material</p>	<p>1. Warm-Up Writing Activity: Your son or daughter has been getting picked on at school, and you would like to discuss it with the teacher. Write a note that you can send to school in your child's backpack to ask the teacher for a meeting.</p>	
<p>Presentation of new material</p>	<p>2. Direct instruction on the purpose of narrative writing.</p> <p>3. Go over the Narrative Writing Assessment & Rubric together.</p> <p>4. Model planning this writing assignment.</p> <p>5. Have students make a plan for their narrative writing assignment, using this organizer, a table in a Google Doc, or handwritten on paper (they must submit a photo of it in this case).</p> <p>6. Go through Concrete and Sensory Language Slideshow as a class.</p>	<p>Organizer Template</p> <p>Concrete and Sensory Language Slideshow</p>
<p>Preview of next online lesson; assignments</p>	<p>7. Give an overview of the asynchronous portion,</p>	

	pointing out that they will be writing their narrative assessment and should reference the rubric.	
Asynchronous Lesson	Activities	Resources
Information (Give and/or demonstrate necessary information) - Presentation & Verification (Steps to check for student understanding) - short check 1-5 questions (survey)	<ol style="list-style-type: none"> 1. Draft Narrative Writing Assessment. 2. Watch instructor's video, modeling writing an effective conclusion for a narrative. 3. Watch "Transition Words in Reading and Writing" on YouTube. 4. Complete "Transition Words: Connecting Ideas." 	"Transition Words in Reading and Writing" from Snap Language on YouTube "Transition Words: Connecting Ideas."
Activity (Describe the independent activity to reinforce this lesson) - e.g., worksheets, online practice	<ol style="list-style-type: none"> 5. Review Narrative Writing Assessment for all pieces of the rubric and submit. 	
Summary (Reflection or some type of closing activity) - exit ticket	<ol style="list-style-type: none"> 6. In a new collaborative Google document, have students brainstorm again about the essential question: What makes a good story? 7. Have students look back at the original Google Doc brainstorm from the start of the module. 8. Written Response: Which part of this brainstorm do you think is MOST important for a good story, and why? 	