## Ohio Standards Connections

**Reading Applications: Literary Text**

Benchmark A
Describe and analyze the elements of character development.
(Grades 4 - 7)

Indicator 1
Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
(Grade 6)

**Writing Applications**

Benchmark A
Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
(Grades 5 - 7)

Indicator 1
Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
(Grade 6)

*Lesson Summary:*
*Students will understand what strategies authors use to make characters and setting seem real to readers and be able to develop characters and describe setting in original narratives.*

*Estimated Duration: Three hours broken into instructional sessions.*

**Commentary:**
The integration of reading and writing shows how key concepts across benchmarks may be taught effectively. Studying the craft of authors is a great way to redirect students' writing, and students should be able to connect with this lesson. As students read literary works aloud, they will be able to focus on the author's sense of purpose by examining the narrative and an author's (or narrator's) role in the literature. As students develop their own narrative responses, including the development of characters, setting and point of view, they also will anticipate the sense of their audience(s) for whom selections are being written. Building a sense of purpose and awareness of audience will increase student engagement, so teacher's may include teacher modeling and very explicit instruction based on the need to assure students are well prepared.

Assessments within this lesson are geared toward the writing applications standard, although the lesson also addresses the literary text standard. Ongoing assessment is encouraged for the reading tasks within this lesson, but teachers have autonomy over the types of reading assessment administered.

One of the reviewers of this lesson suggested giving students a writing prompt in the pre-assessment that can be revised by students later in the lesson. This would help focus students' revisions around key elements of their writing, as these elements (i.e., setting, plot, character development, point of view) are examined throughout the instructional process.

Reviewers additionally commented on the ease of implementation of this lesson, and they believed the overall presentation and clarity to be effective. Reviewers also believed the approach taken in this lesson is especially useful when teaching at the upper elementary level. This lesson is most appropriate for those grade level benchmarks and indicators targeted for sixth grade implementation.

**Pre-Assessment:**
Have students compose a short narrative describing a personal experience that shows development of characters and description of setting. A sample writing prompt fitting this assignment:

*\*Prompt:*

*Tell about a time when you and a close circle of friends or relatives faced a particular situation or event. Include a description of the actual experience with which you and others were faced, as well as a description about who was included in the "cast of characters," and how these characters came together and*

*interacted in the actual setting of the experience.*

*This prompt is offered only as a suggestion. Teachers may customize more fitting prompts depending upon their own students and needs.

**Scoring Guidelines:**
3 = Narrative includes all of the following:
- describes personal experience,
- characters are developed through details and
- setting is described through details.

2 = Narrative includes two of the above.

1 = Narrative includes one of the above.

0 = Off task or off topic.


**Post-Assessment:**
Use the writing process to produce a fictional narrative in which the characters have been developed and the setting has been described.

*Tip:* Through brainstorming with the class or within groups, students may be able to come up with a list of story settings that quickly lend themselves to fictional narratives. Examples of settings might be: a school athletic event or co-curricular function, a vacation setting among family or friends, an unexpected event that occurred and affected a number of people, a baby-sitting experience, etc. Students may even find pictures to match these settings, and teachers may use the pictures to jump-start their imaginations, especially when they provide the differentiated instructional support strategies or post-assessment.

**Scoring Guidelines:**
3 = Narrative includes all of the following:
- describes fictional story,
- characters are developed through details and dialogues and
- setting is described in detail and through dialogue.

2 = Narrative includes two of the above.

1 = Narrative includes one of the above.

0 = Off task or off topic.

**Instructional Procedures:**

1. Read aloud parts of books with pictures, short stories or novels that can serve as models for character development and descriptions of settings. Have students discuss why these are good examples.

2. Share other literature (could be student generated) that does not adequately develop the characters or describe the setting. Have students evaluate the character development and setting description and make suggestions about how the author could have done a better job.

3. Read aloud another example of a piece of literature that does a good job of developing a character. Model for students how to complete the character

graphic organizer (Blackline Master 1) for a character in the text.

4. Pass out a magazine or newspaper clipping of people or animals in interesting settings. Have students examine their picture carefully, and then complete the attached character graphic organizer.

5. Using the graphic organizer, have students write a paragraph describing their character.

6. Read aloud a text that has a vivid description of the setting, and model for students how to complete the setting graphic organizer (Blackline Master 2).

7. Have students refer to their pictures used with the character activity and use them to complete a setting graphic organizer.

8. Ask students to write a paragraph describing the setting by referring to their graphic organizer.

9. Using the paragraph(s) on a character/setting, have students write a narrative incorporating these paragraphs, making modifications where necessary.

10. When narratives are complete, have students engage in peer editing and revising.

11. Allow students time to revise and edit their drafts that will be used to produce publishable narratives that can be displayed with the pictures that provided the ideas.

## Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).
- As a class, select one picture and complete the two graphic organizers and model the paragraph writing.
- Use photos of characters and settings that are familiar to students.
- Discuss plot development, provide students with a graphic organizer to create and develop a plot that goes along with the character and setting, then have students write an appropriate story.

## Interdisciplinary Connections:
Students could use actual historical events as the settings for their narratives, incorporating the use of geographic terms in the description of their settings.

## Materials/Resources Needed:
*For the teacher:* Samples of writing that are strong in character and setting development; overhead transparencies (Blackline Masters 1 and 2).
*For the students:* Dictionaries, thesauruses, writing rubric, magazine or newspaper clippings of active people or animals in interesting settings, copies for each student (Blackline Masters 1 and 2).

## Key Vocabulary:
- narrative
- character
- setting

- point of view

**<u>Technology Connections:</u>**
Students can develop multimedia presentations to display their publishable narratives and the pictures that inspired them. To do so, students will combine the use of graphics, text and sound to communicate their narratives most effectively, drawing the audience into the details of their narratives and bringing their narratives to life (e.g., accentuating descriptive details in the text and providing dramatic recordings of their narratives).

Before the Activity:

1. Discuss with the class how they will structure their presentation.
   - Ask students to create a note-card representing each slide that will be included in the presentation.
   - Work together as a class to structure the presentation by experimenting with the organization of these note cards. For example, note cards can be pinned on a bulletin board. Students can move the cards to different positions on the board to experiment with different ways to sequence and link the cards.
   - Discuss with students ways to integrate images, sound, etc. into their presentations. Ask students to consider how these decisions affect the viewer's experience. For example, what if students display the image that inspired a narrative before displaying the narrative itself? Ask students to list on each note card any sounds, images or text that will be used on slides for their presentation.

2. Make decisions with the class regarding graphic aspects of the presentation that need to be consistent across each set of slides, such as placement of navigable buttons, background color, text font and text color. Raise artistic concerns, such as how color choice influences readability of the text.

3. Ask students to create the slides that will display their part of the presentation.
   - Students will create the text for their slides, including the text for their narratives.
   - Students will create the graphics for their slides, including scanning the images that inspired their descriptions of characters and settings. (Scanning may require the help of an adult.)
   - Students will create any sound used for their slides, including a recording of the students reading their narratives.
   - Students will create necessary links.

4. Share pieces of the presentation with the class at points during the process to encourage the students to reflect on their developing project.
   - Which areas of the presentation work well?
   - Are there areas of the presentation that could be improved? How could they be improved?

5. Combine the students' slides into one presentation and create a title slide. A group of students can be randomly selected to create the title slide.

6. Display the finished presentation to the class. The presentation can also be

shown during special occasions, such as parent-teacher conferences.

7. Students can use available technology to produce their final narratives.

**<u>Attachments:</u>**
- Blackline Master 1 (Character Map)
- Blackline Master 2 (Setting Map)