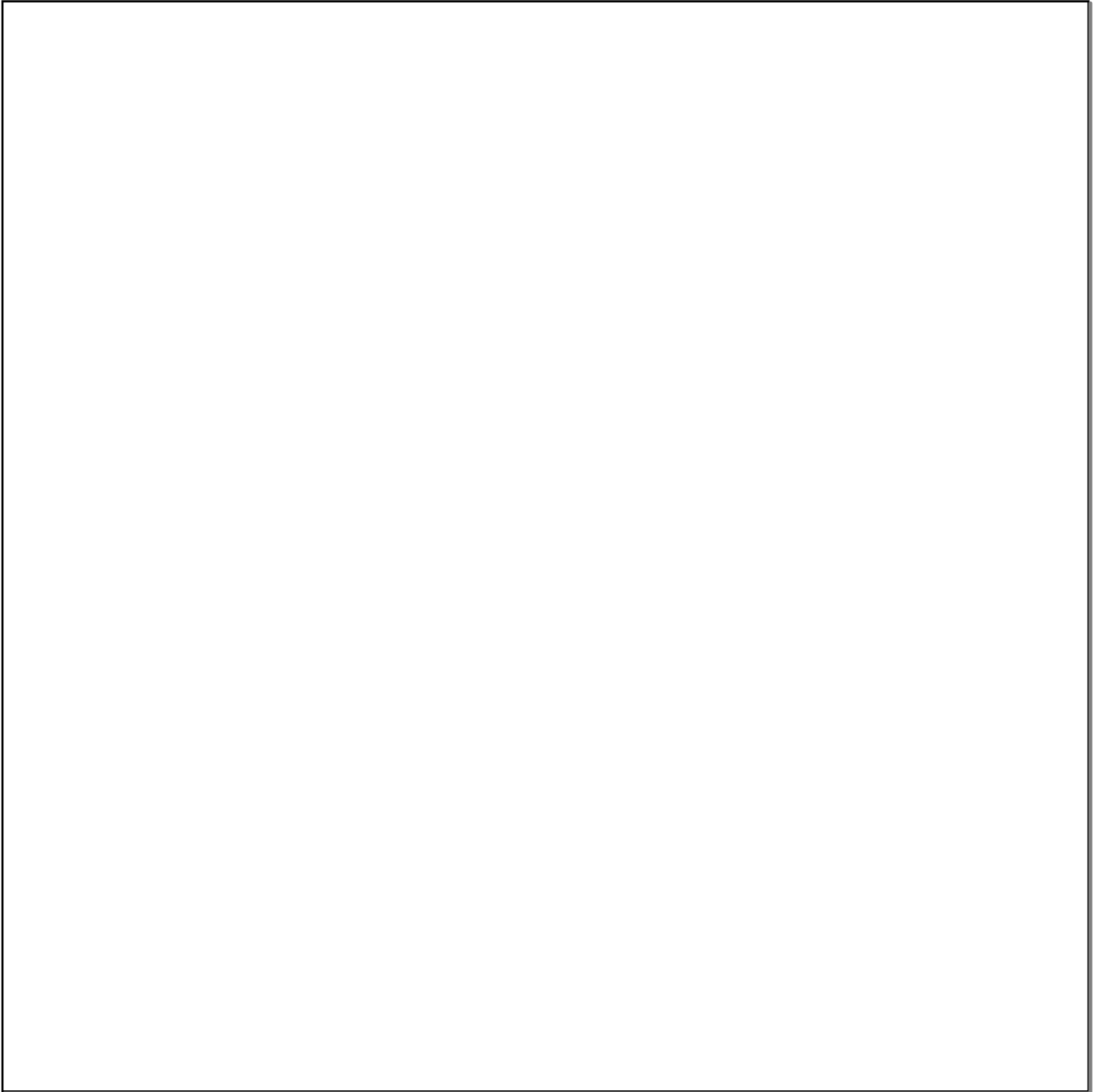
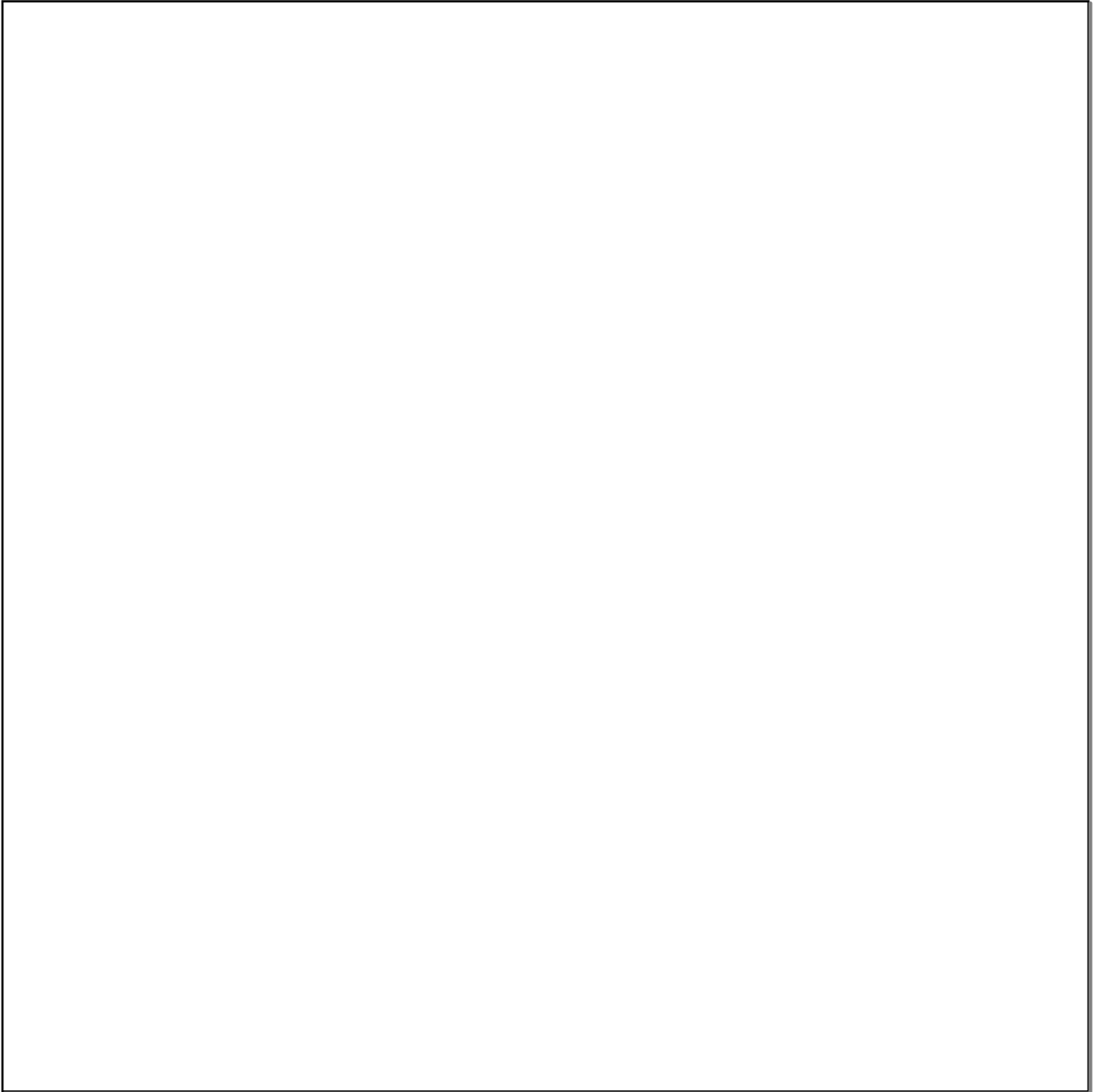


CCLS 5W3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

I can build tension in my story by slowing down the problem and telling it bit by bit.

1. List the arc of my story.
2. Think, "What are the small moves that build up to the big event? How do I feel during each of these small moves?" Write them down.
3. Rewrite the problem.





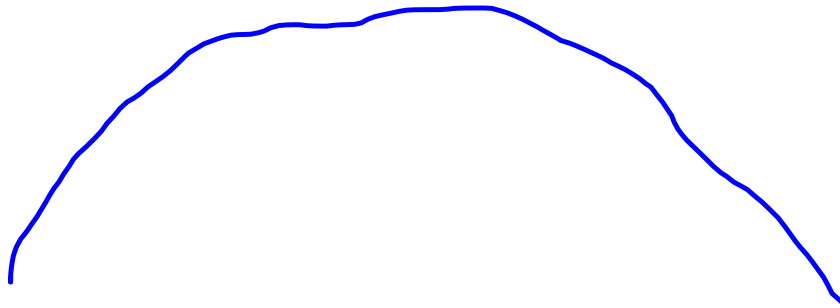
5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Connection

Have you seen a sad or scary movie where there is one part that you can't forget?

In Titanic, I know the boat is going to sink, but it's still so horrible to watch.

Then it tips upwards, almost in slow motion, so that it is perpendicular to the water.



First it fills with water, one floor, after another, after another.

Finally, the ship and its passengers slide down into the sea.

5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Teach

Let's retell what happened with the sweater.

- First, Mrs. Price held up the sweater, and it was described in detail as something disgusting.

What happened next?

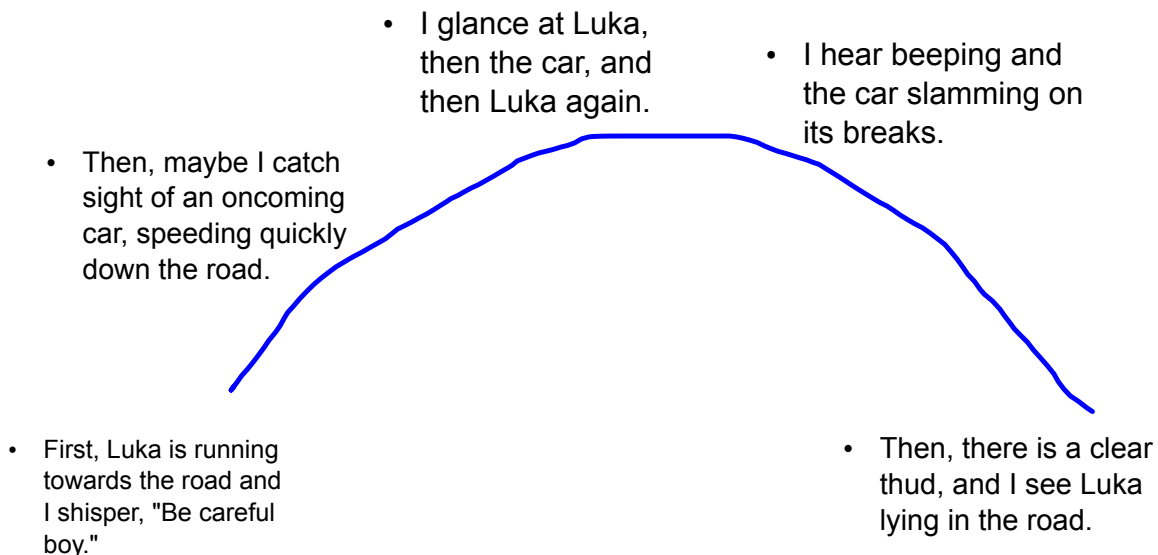
5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Teach

Cisneros created a series of escalating bits with the sweater, a step-by-step retelling of Rachel's experience, and at each step Rachel got more upset.

- First, Luka and I went walking.
- **Second, Luka ran ahead and I heard those awful sounds.**
- Third, we picked him up and he was already dying.
- Fourth, we decide to bury him.

Let me think: What are the small moves that lead up to Luka being hit by the car?




5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Teach

Let's assess what I did. What steps did I take to build tension in my story?

1. List the arc or my story.

 Think, "What are the small moves that build up to the big event? How do I feel during each of these small moves?" Write them down.

3. Rewrite the problem.

5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Active Engagement

- Think about the parts of your story. Plan out the parts, like I did, on your fingers or in your mind. Give a thumbs up when you are done.
- 😊 Now, think just about the problem in your story. How could you stretch out the problem so that the tension escalates and builds? How will your problem get worse and worse? Turn and talk to your partner about that.



5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Link

When you go to your seats, make sure that you are making quick plans and then begin drafting. Don't forget to have your tools out as we write.

Your draft is due in **FOUR DAYS!** So, make sure that you are working fast and furiously.

5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Midworkshop Interruption

Secondary characters emotions can also escalate.

- Getting Angry

Mrs. Price says loud and in front of everybody, "Now Rachel, that's enough,"

- Furious

"Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."

"But it's not--" "Now!" Mrs. Price says.

- More Annoyed

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember.

Mrs. Price

- Annoyed

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

- Embarrassed

...only Mrs. Price pretends like everything's okay.

5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Share

One way to check that each character has a satisfying arc is to jot down the major events of the story and jot down the character's feelings during each event.

Feeling sick

- Mrs. Price makes Rachel take the sweater.

Anticipation

- Rachel moves the sweater away from her.

Shocked/Speechless

Sylvia said the sweater belongs to Rachel.

Hysterical

- Mrs. Price makes Rachel put the sweater on and Rachel begins to sob.

Disgusted

When Mrs. Price holds up the sweater, Rachel describes it as ugly.

Rachel

Devastated

- Phyllis remembers that the sweater is hers and Rachel gives it back.

5W3a: I can build tension in my story by slowing down the problem and telling it bit by bit.

Homework

Revise your writing to make sure that each character has a complete arc, with rising tension and then a satisfying ending.

If your character is missing something in her/his story arc, add it in. Be sure that each of your characters takes a journey in your story.

Teacher Page

Materials: "Eleven" by Sandra Cisneros, Narrative Writing Checklist, Copy of teacher story

Differentiation: Give students a few copies of a story arc graphic organizer.

Conferring and Small Group Work: Make sure that students have a clear story arc. Pull a small group to review.

ENLs: Have students refer to the emotions synonyms for their story arcs.

Assessment:

Self-Have students use the class created checklist to assess their success during active engagement, midworkshop interruption, and share.

Teacher-conferring, collect a table's notebooks for reading, and listen to student's partner conversations.

Provide strategy sheets detailing today's steps to those students who need further support organizing their notebooks.

