*English Instructional Plan – Story Elements/Plot Grades 2-3*

**Primary Strand: Reading 2.7, 3.5**

**Integrated Strand/s: Communication and Multimodal literacies**

**Essential Understanding:**

* understand the essential elements and characteristics of fictional text (i.e.; characters, setting, plot events, conflict, resolution)

**Essential Knowledge, Skills, and Processes:**

* describe the characters, settings, and important plot events using details
* identify the main conflict and resolution in fictional texts
* use important plot events to summarize fictional text, literary nonfiction, and poetry
* demonstrate comprehension by writing about what is read
* make a variety of connections with the text, such as:
	+ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
	+ connections between what they already know about the topic and what they find in the reading that is new to them
* apply knowledge of characterization by
	+ describing a character’s attributes (e.g., traits, motivations or feelings)
	+ using evidence from the text to support generalizations about the character
	+ comparing and contrasting characters within a selection or between/among two or more selections
	+ explaining how the actions of characters contribute to the sequence of events

**Primary SOL:**

2.7 d) Describe characters, setting, and plot events in fiction and poetry.

 e) Identify the conflict and resolution.

3.5 d) Compare and contrast settings, characters, and plot events.

 e) Summarize plot events.

 i) Identify the conflict and resolution.

**Reinforced (Related Standard) SOL:**

2. 2b Create and participate in oral dramatic activities.

 2.7 a) Make and confirm predictions.

 c) Ask and answer questions using the text for support.

 g) Summarize stories and events with beginning, middle, and end in the correct

 sequence.

3.5 a) Set a purpose for reading.

 b) Make connections between reading selections

 c) Make, confirm, and revise predictions.

 f) Identify the narrator of a story.

 g) Ask and answer questions about what is read.

 k) Use reading strategies to monitor comprehension throughout the reading

 process

**Academic Background/Language:**

Story elements/plot events are used by authors in fictional text to help strengthen a reader’s comprehension of the story and deepen their thinking and questioning. It may be difficult for students to not only identify but compare and contrast story elements/plot events. Teachers will want to build students’ academic language by modeling and engaging students in how to track characters throughout a text, character analysis, and asking and answering questions around story elements. The teachers will also model for students how the setting(s) and plot change over time. Teacher should also work with students to identify the conflict and resolution within the plot.

## Materials

* Anchor chart with words and pictures of story elements; character, setting, plot events, conflict, resolution
* Mentor texts for students to identify story elements. Some authors and titles to consider are books by Marla Frazee, Vera Williams, Patricia Polacco, Cynthia Rylant, Stellaluna by Janell Cannon , The Recess Queen by Alexis O’Neill Owl Moon by Jane Yolen, Enemy Pie by Derek Munson
* sticky notes
* Readers notebooks and or graphic organizer/story frame

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Use guiding questions about story elements/plot to elicit what students know about the elements of fictional text. Chart what students share, creating story elements anchor chart. This anchor chart should be ongoing and added to as students learn to expand upon story elements, plot, conflict and resolution.
2. Use a mentor text to read aloud. Focus on tracking characters throughout a text to develop ideas about how and why characters change and grow throughout the story. Facilitate discussions that help students see the connection between character evolution and conflict/resolution.
3. Before reading, show the students the cover and read the title. Ask students to think about the author’s word choice and the picture on the cover, as well as their own prior knowledge. Have students share predictions about what they think the story is going to be about and why.
4. While reading the book stop after the first few pages and have students Turn and Talk, “What do you know about \_\_\_\_\_\_\_ (character) at this point in the story?” “What evidence in the book helps support these findings?” As several students share what they discuss, the teacher can return to the text to point out specific events or details that support these ideas.
5. Continue reading several more pages and get to know more about the character. Select another stopping point and ask students to Turn and Talk, “What do you know about the character now?”, “How has the character changed?” “What supporting details, event(s) have happened to change the characters actions/feelings”.
6. Reference what the students share as you model analyzing what is explicitly told verses questioning to infer.
7. After reading the book discuss “What do you know about \_\_\_\_\_\_ (character) now?” “Did the main character tell the story? (narrator)” “What important events led to the conflict in the text?” “Did you predict the story would have a different resolution? Why/why not?”

**Assessment (Diagnostic, Formative, Summative):**

* Students can think about the fiction books that they have read in class. They can choose a book they have read independently, whole class or small group. Students can write about character, setting, and plot events in sequence including conflict and resolution.
* Provide a selected text for students to use a story frame/graphic organizer to describe characters and other taught story elements.

**Writing Connections:**

* Students will write about story elements/plot to help support comprehension of text.
* In students’ narrative writing pieces model and conference with students how to use mentor text to try a variety of styles of writing within their own. Encourage students to add details surround story elements within their own writing.

**Extensions and Connections (for all students)**

* Use multiple fictional and informational texts pairs with common characters, setting, or conflict, to have students compare/contrast.
* Students can work in partners or small groups to select a character from a story and create an “All About Me” poster.
* Students can work in partners or small groups to act out a story using story elements and plot events in sequential order.
* Students can do a book presentation in different forms of media to teach the class about a book of their choice to include story elements/plot.

**Strategies for Differentiation**

* Multicultural books for read alouds and classroom library
* Native language text available for ELL students
* Modify text and reteach in small group as necessary
* Provide graphic organizers for students to track story elements as they read
* Provide word banks with transitional words and list of character traits
* Model storytelling as a means to share events both from a text and from personal experience.