*English Instructional Plan – Story Elements and Plot Grades 4-5*

**Primary Strand: Reading 4.5, 5.5**

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

**Essential Understanding:**

All students should:

* understand the essential elements and characteristics of fictional text

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

To be successful with this standard, students are expected to:

* describe how an author’s choice of language, setting, and characters develops the plot and contributes to the sequence of events
* describe in depth a character, setting, or event, drawing on specific details from the text (e.g., words, actions, or a character’s thoughts)
* summarize plot events using supporting details
* describe how some characters change and how some characters stay the same
* identify and explain the main conflict and resolution of the plot
* identify the events in sequence that lead to resolution of the conflict
* refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
* make, confirm, or revise predictions
* demonstrate comprehension and apply strategies to write about what is read

**Primary SOL:**

4.5 a) Describe how the choice of language, setting, and characters contributes to the development of plot.

 c) Summarize events in the plot.

 f) Identify the conflict and resolution.

 h) Draw conclusions/make inferences about text using the text as support.

 j) Identify cause and effect relationships.

5.5 a) Summarize plot events using details from text.

 b) Discuss the impact of setting on plot development.

 c) Describe character development.

 e) Explain the resolution of conflict(s).

 i) Explain how an author’s choice of vocabulary contributes to the author’s style.

 j) Draw conclusions and make inferences with support from the text.

 k) Identify cause and effect relationships.

**Reinforced (Related Standard) SOL:**

4.4 a) Use context to clarify meanings of unfamiliar words.

 e) Develop and use general and specialized vocabulary through speaking, listening, reading,

 and writing.

4.5 b) Identify the theme(s).

 d) Identify genres.

 k) Use reading strategies throughout the reading process to monitor comprehension.

 l) Read with fluency, accuracy, and meaningful expression.

5.4a Use context to clarify meaning of unfamiliar words and phrases.

5.5 d) Identify theme(s).

 f) Identify genres.

 m) Use reading strategies throughout the reading process to monitor comprehension.

**Academic Background/Language:**

In earlier grades, students develop an understanding of the essential elements and characteristics of fictional texts. By teaching students to think deeper about author’s choice for story elements within texts, students will be able to learn about themselves, as well as the people in the world around them.

## Materials

* Guiding questions chart
* Character anchor chart
* Fictional paired passages such as “Act Your Age” and “Growing Down” <https://www.commonlit.org/en/texts/act-your-age?search_id=22741626>

<https://www.commonlit.org/en/texts/growing-down>

* Sticky notes
* Graphic organizer/story frames

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

1. When introducing the lesson, the teacher will discuss with students that readers’ gather information about what the characters say, think, feel and do to develop and revise theories about the character as they read.
2. Using a familiar fictional text, model and review why readers gather information in order to understand the character’s feelings, actions, and thoughts change over time.
3. Introduce a new mentor text or short passage such “Act Your Age” By Colleen Archer to read with the class.
4. Ask students what the author means by the word choice for the title, and predict what they think the story will be about. To activate prior knowledge, ask students to share if they have ever been told “to act their age” and if so how did it make them feel.
5. Read paragraph 1-4 of the text and stop. Have students discuss what is known about Frances and Aunt Augusta up to this point. How would you describe the interaction between the two characters? Ask students to share any supporting evidence such as author’s word choice to support their thinking.
6. Read the remainder of the story and analyze the author's word choice of “act your age.” Have a discussion about the particular choice of words and how it contributes to character feelings, setting, conflict, resolution, and theme of the text.
7. As a class, read and discuss the poem “Growing Down” by Shel Silverstein looking for how it is similar to “Act Your Age.” Have the students compare and contrast the two texts to discover how the authors’ language contributed to the plot development of both texts.

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

* Monitor students’ oral responses and written responses during and after lessons.
* Students can complete a graphic organizer from a mini lesson, small group or independent selection to identify and describe the elements of the text, including support from the text.

**Writing Connections:**

* Students can write questions, predictions, opinions before, during and after reading. This can take place in a variety of written forms.
* Use mentor text to support the idea of intentional word choice in their own writing.
* Ask students to write an opinion piece of text about “acting your age” or “growing up versus growing down.”

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

* Use multiple fictional and informational texts paired on a common theme or topic, to have students compare/contrast.
* Students can select a fictional book that they are reading or have read to create a book presentation using media of their choice. The student can pick a character and through the perspective of the character identify setting, conflict (s) and resolution.
* Allow students to select of book of choice and have students work in book club setting. Students can meet daily/weekly to discuss and analyze the book. The teacher can give the students guiding questions and talking points around character development, predictions, and plot development.

**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 organizer 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.