*English Instructional Plan Setting and Plot 7*

## Primary Strand: 7.5 - Reading

## Integrated Strand/s: Writing 7.7 Communication and Multimodal Literacies 7.1

## Essential Understanding:

* Recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone
* Understand that the author uses images to craft a message and create characters

## Essential Knowledge, Skills, and Processes:

* Recognize the elements of a narrative structure to include:
  + Setting
  + Plot

## Primary SOL: 7.5a - The student will describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

## Reinforced (Related Standard) SOL:

* 7.7 - The student will write in a variety of forms to include narrative, expository, persuasive, and reflective.

## Academic Background/Language:

* Review any aspects of the text that students may have difficulty with, to include vocabulary, unfamiliar content, and even genre.

## Materials

* Two to three short stories including
  + [Intertwining Memories Passage from ReadWorks.org](https://www.readworks.org/article/Intertwining-Memories/848c8d5b-0c64-4e02-86c4-d070b3f24d12#!articleTab:content/)
* Flocabulary video on YouTube titled [The Importance of Setting in a Story](https://www.youtube.com/watch?v=30CPmgVQNks)
* Copies of a Sequence of Events graphic organizer of your choice
  + Example included
* Copies of an Analyzing Text graphic organizer of your choice
  + Example included

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

Before beginning this lesson select two or more short stories that contain a strong plot and a setting.

* Say *“Today we are going to learn to determine how parts of a text contribute to the setting and plot of a story. We will also analyze the information they present and how they contribute in developing the plot and setting of a story.”*
* Show the Flocabulary video to highlight the importance of setting: https://www.youtube.com/watch?v=30CPmgVQNks.
* As students are viewing the video, have them jot down how some of the elements of setting may affect the plot as they change.
* Add the following statement to your board: To determine how parts of a text contribute to story, identify any important words or scenes from a story. Consider what you may learn from any words and scenes and describe what they show you about the plot and setting.
* Introduce the text to the students.
* Say *“Today we are going to read the short story, Intertwining Memories.”*
* Distribute copies of the sequence of events graphic organizer and copies of the analyzing text graphic organizer.
* Say *“I am going to read the first portion of the text to you and write down the first event of the text.”*
* Model how to chart the first event of the text for students from the portion you have read.
* Say *“As you are reading the text, chart any events as they occur in the story. Consider how these events contribute to the development of the plot and setting.”*
* Have students continue to read the text and record the other events in the chart.
* Say *“I am going to re-read the first portion of this text. As I am reading, I am going to look for and list any important ideas that take place.”*
* Model for students how to analyze the text in the second reading and complete the first portion of the analyzing text graphic organizer.
* Model for the students using the following stems: An important event from the text is\_\_\_\_\_\_\_\_\_\_. This event develops the plot or setting by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Have students re-read the text using the previous sentence stems as they complete the analyzing text graphic organizer.
* Have students pair up to share and discuss answers.
* Encourage students to share information from their organizers to the whole group and discuss.

## Assessment (Diagnostic, Formative, Summative)

* Have students read an additional short story, completing the previous organizers without the modeling.
* Students complete the Sequence of Events graphic organizer for accuracy.

## Writing Connections:

* Have students complete a 1-minute paper explaining how analyzing the setting and plot helps them understand a text better, and how the setting affects the plot.

## Extensions and Connections (for all students)

* Students can change an element of the setting and then rewrite the ending of the story.

## Strategies for Differentiation:

* Students with accommodations use available technology to allow them to access audio recordings of the stories.
* Students with accommodations have the option to choose shorter stories with a lower Lexile level.
* For English Learners, find short stories representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Analyzing Text

