*English Instructional Plan – Elements of Plot 6-8*

**Primary Strand: Reading 6.5, 7.5, 8.5**

**Integrated Strand/s: Communication and Multimodal Literacies 6.1, 7.1, 8.1 Writing 6.7, 7.7, 8.7**

**Essential Understanding:**

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

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

* explain plot as the development of the central conflict and resolution
* explain plot as the sequence of events in the story
* explain plot as the writer’s map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens

**Primary SOL: 6.5a** The student will identify the elements of narrative structure, including setting, character, plot, conflict, and theme. **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. **8.5a** The students will analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.

**Reinforced (Related Standard) SOL:**

* **6.7** The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.
* **7.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.
* **8.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.

**Academic Background/Language:** Students will need to be familiar with vocabulary related to the elements of plot and conflict

## Materials

* Suggested text for modeling: *Babushka’s Doll*, by Patricia Polacco, or another picture book short story with clear plot elements
* A short story with clear plot elements ([Common Lit Website](https://www.commonlit.org/))
* Copies of the attached plot organizer

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

* Teacher will briefly review plot elements with students, providing notes if needed.
* Teacher will read aloud *Babushka’s Doll*, asking students to pay attention to the plot elements. Teacher will ask students to be ready to identify the main conflict at the end of the story.
* Teacher will lead students through a sample plot diagram for the story. This could be created through an anchor chart or using digital tools. Teacher will point out that the plot diagram is not a timeline, so it is not possible to simple fill it in as they read. Instead, it focuses on the main conflict and how the author uses that conflict to drive the events of the plot. Teacher will use the following procedure to complete the chart: identify the main conflict, determine the initiating event, determine the climax, determine the falling action (as the result of the climax), and then fill in the rest of the diagram.
* Teacher will explain that students will not be completing plot diagrams for every story that they read, but that they will frequently be required to identify elements of plot in different ways.
* Teacher will distribute the attached graphic organizer and direct students to a story they have read for comprehension on the previous day. Teacher will tell students that they will work in partners to reread the story today in order to identify the conflict and three important elements of plot. Teacher will remind students that they will need to determine the main conflict first, then figure out the initiating event, the climax, and the falling action.
* Students will reread and complete the graphic organizer in partners. Teacher will circulate, monitor progress, and conference with students as needed.
* Teacher will bring class back together to discuss the graphic organizer, explaining answers as needed.
* Teacher will display an exit ticket asking students to explain an element of plot (Example: What is the initiating event of the story? Explain your reasoning.)

## Teacher Assessment (Diagnostic, Formative, Summative)

* Teacher should confer with students as they reread the story and complete the organizer, coaching them if they struggle.
* Exit ticket explanations can be used formatively to inform further instructional support of understanding plot elements.

## Writing Connections:

* Have students explain their choices for specific elements of plot
* Have students rewrite a portion of the story (Example: Rewrite the falling action. How would the story change if (something) happened instead?)

## Extensions and Connections (for all students)

* Have students identify specific elements of plot as they read by using sticky notes to mark and explain their choices.
* Have students highlight specific elements of plot as they read in order to later explain to a partner or group
* Have students complete a sort in which they categories events by plot element category.

## Strategies for Differentiation

* Pair readers strategically to provide support for struggling readers
* Provide sentence stems for writing explanations (The initiating event is \_\_\_\_\_\_. This event begins the conflict by\_\_\_.)
* Target specific groups for support during conferencing
* Work with a select small group while rereading and completing the organizer

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

