

Unit 4.7: Exploring Story Elements, Organization and Setting through Narratives
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	Through the reading of a variety of fairy tale stories, the student analyzes the elements of narrative story organization and setting to create their own narrative writing piece.
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Transversal Themes:	Ethics, Responsibility, Origin
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Integration Ideas:	History/Social Studies, Art
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Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do stories help us understand others and ourselves?
EU1. Making connections to what we read helps us understand who we are.
- EQ2.** How are good stories organized?
EU2. There are “rules” for good storytelling.
- EQ3.** Why does setting matter?
EU3. Setting can change the mood of a story.
- EQ4.** Does “happily ever after” really exist?
EU4. Stories often teach important lessons.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave class able to apply his/her knowledge to comprehend and interact with text that is read aloud.
- T2.** The student will leave class able to apply his/her knowledge to recognize and analyze important literary structures within a variety of texts.
- T3.** The student will leave class able to apply his/her knowledge to construct in-depth written work in a narrative style.
- The student acquires skills to...*
- A1.** Listen and respond during a read-aloud from a variety of narrative texts (fairy tales) to improve comprehension.
- A2.** Identify and analyze story elements of fairy tales and other narrative stories (i.e., main character, setting, story organization, etc.).
- A3.** Apply key elements in narrative forms of writing to his/her own writing.

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Puerto Rico Core Standards (PRCS)	
Listening	
4.L.1c	Listen, give, and respond to complex instructions and directions.
4.L.1d	Listen and respond during read-alouds to a variety of narrative and informational texts.
Speaking	
4.S.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
4.S.3	Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.
4.S.6a	Retell, explain, and summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
4.S.6b	Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience.
Reading	
4.R.10	Read and comprehend historical fiction, timelines, poetry, and other passage types of appropriate complexity.
4.R.2L	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4.R.3L	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4.R.6L	Distinguish their own point of view from the author, narrator, or the characters in a literary text.
4.R.7L	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
4.R.9L	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Writing	
4.W.3	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.
4.W.4	Focus on a topic and strengthen writing as needed by revising and editing.
4.W.7	Identify details from literary and informational texts to support understanding and reflection.
Language	
4.LA.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.



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4.LA.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
4.LA.1k	Form and use comparative adjectives and verbs (<i>fast, faster, fastest</i>).
4.LA.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.LA.2c	Spell grade-appropriate words correctly, consulting references as needed.
4.LA.2d	Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary.
4.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4.LA.5b	Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
4.LA.6	Accurately use grade-appropriate general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1d 4.LA.1d 4.LA.1k 4.R.11 4.R.3L 4.R.6L 4.S.1 4.W.4</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: T1/A1 T2/A2</p>	<ul style="list-style-type: none"> Qualities of a main character and the role that he/she plays in a fairy tale. 	<ul style="list-style-type: none"> Adjective Fairy tale Lesson (learned) Main character Minor character Text-to-self connection 	<p>Integrated Assessment 4.4</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 4.4”). 	<p>Character Map</p> <ul style="list-style-type: none"> The student creates a story map of the main character in his/her independent reading book (see attachment: 4.7 Graphic Organizer – Character Map). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Identifying Main Character</p> <ul style="list-style-type: none"> The teacher models how to create a web organizer to describe the main character in a fairy tale, working together with the class and emphasizing the use of descriptive and specific adjectives. The teacher provides explicit instruction about adjectives, particularly about how to use multiple adjectives to describe one noun and how to use adjectives to compare one thing to another (i.e., character X has long, black hair (not black long hair) and is the smartest girl in school). Then, the student completes his/her own web organizer about a main character in another fairy tale (see attachment: 4.7 Graphic Organizer – Character Map). The student makes text-to-self connections relating him/herself to a fairy-tale character, both orally and in writing. The student creates a Facebook page of the main character from a story (see attachment: 4.7 Learning Activity – Facebook Page). The student compares and contrasts characters from fairy tales using a graphic organizer (see attachment: 4.7 Graphic



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					<p>Organizer – Venn Diagram or 4.7 Graphic Organizer – Compare and Contrast).</p> <ul style="list-style-type: none">• The student analyzes a character by finding textual evidence that helps describe that character (see attachment: 4.7 Graphic Organizer – Finding Evidence).
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1d 4.R.7L 4.R.9L 4.S.1 4.S.6b 4.W.3 4.W.7</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: T1/A1 T2/A2</p>	<ul style="list-style-type: none"> How to identify and describe the setting of a narrative text. The impact that the setting of the story can have on the story itself. 	<ul style="list-style-type: none"> Fairy tale Setting (place/time) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Analyzing Setting in Fairy Tales</p> <ul style="list-style-type: none"> After reading two versions of the <i>Cinderella</i> fairy tale, the student compares and contrasts the two settings in each story, both in a written paragraph and through illustration. 	<p>Alternate Setting Story</p> <ul style="list-style-type: none"> The student rewrites one of his/her favorite stories, changing the setting. Then, the student describes how the new setting changes the story. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Identifying Setting</p> <ul style="list-style-type: none"> The teacher reads students two fairy tales from different cultures that have different settings. After reading, the teacher models how to compare and contrast the two stories based on the setting (see attachment: 4.7 Graphic Organizer – Venn Diagram or 4.7 Graphic Organizer – Compare and Contrast). The student illustrates and describes the setting of a story he/she reads.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1c 4.L.1d 4.LA.2c 4.LA.2d 4.LA.3 4.LA.6 4.R.9L 4.S.1 4.S.3 4.W.1a 4.W.7</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: T1/A1 T2/A2</p>	<ul style="list-style-type: none"> Story organization within a narrative: <ul style="list-style-type: none"> beginning, middle and end; problem and solution; lesson learned Elements of a narrative text. 	<ul style="list-style-type: none"> Main character Minor character Narrative Organization Plot Problem Resolution Setting Solution Structure 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Sequence and Story Organization in Fairy Tales</p> <ul style="list-style-type: none"> The student sequences the main events of <i>Cinderella</i> by completing a sequence chart to retell the story. Then, the student shares his/her chart with a partner and presents to the class. 	<p>Narrative Sequencing Activity</p> <ul style="list-style-type: none"> The student sequences the beginning, middle and end of a story, making sure it follows a narrative text structure (setting, character, problem, plot and resolution). The student completes this by piecing together strips of paper that are either the beginning, middle and end of a story, circling the characters, underlining the setting (place and/or time), highlighting the problem and starring the resolution – active reading (see attachment: 4.7 Other Evidence – Narrative Sequencing Activity). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Identifying Narrative Elements/Story Organization</p> <ul style="list-style-type: none"> The student compares and contrasts two different types of texts (i.e., a narrative text and an informational text with an expository structure) using a Venn diagram (see attachment: 4.7 Graphic Organizer – Venn Diagram) to introduce and emphasize the structure of a narrative text having a beginning, middle and end to the story. _ The teacher reads a story to the class and models how to identify story elements within the narrative. _ The teacher creates daily grammar checks to reinforce English conventions (capitalization, punctuation, spelling, etc.) by providing a short excerpt from a fairy tale that has errors for students to find. The student corrects these errors. The student may also make a grammar check for a partner for additional practice. _ The teacher models how to use a dictionary and thesaurus both for checking spelling (pointing out alphabetical nature of these reference tools) and for finding definitions of unknown words. The student applies these skills to his/her own writing.



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					<ul style="list-style-type: none">The teacher identifies formal, academic language related to narrative structure and organization (i.e., setting, plot, problem, solution, resolution) and models how to incorporate this content-specific vocabulary into students' presentations.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1c 4.L.1d 4.LA.1b 4.LA.2b 4.LA.5b 4.R.2L 4.R.7L 4.S.1 4.S.6a 4.W.3 4.W.4</p> <p>EQ/EU: EQ4/EU4</p> <p>T/A: T3/A3</p>	<ul style="list-style-type: none"> The structure and organization necessary for writing a narrative (fairy tale). 	<ul style="list-style-type: none"> Fairy tale Lesson (learned) Main character Minor character Narrative Organization Plot Problem Resolution Setting Solution Structure 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Once Upon A Time... My Own Fairy Tale</i></p> <ul style="list-style-type: none"> The student works with a partner to rewrite the classic fairy tale, <i>Cinderella</i>, and update it to modern times. 	<p>Narrative Writing Practice</p> <ul style="list-style-type: none"> The student sequences the beginning, middle and end of a story, making sure it follows a narrative text structure (setting, character, problem, plot and resolution). The student receives two of the three parts to a narrative and must write the missing third part according to the typical structure of a narrative text (see attachment: 4.7 Other Evidence – Narrative Writing Practice). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Narrative Writing</p> <ul style="list-style-type: none"> The teacher reads a fairy tale aloud, highlighting and emphasizing how the author organizes and writes the story. The student writes a story using a picture that is provided as the setting to his/her story. The teacher prints a paper version of a fairy tale and cuts it up into strips. The student pieces the story back together in the correct order, the correct way that it was written (http://www.eastoftheweb.com/short-stories/Collections/ClasFair.shtml). The teacher provides explicit language instruction on a variety of topics that will be applied to students’ narrative fairy tales to most fully enhance their writing (see below). The teacher models correct use of commas and quotation marks when including a direct quote in writing. The student applies these rules in his/her narrative fairy tale to provide dialogue for his/her characters. The teacher models the structure of the progressive tense, explaining that it can be used in the past, present, or future (i.e., I was/am/will be _____ing), but in narrative



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					<p>texts the past progressive is often used. The student practices changing verbs in the simple past to verbs in the past progressive to incorporate into his/her fairy tale (i.e., <i>the princess walked down the hill and saw a gigantic dragon</i> could be changed to <i>the princess was walking down the hill when she saw a gigantic dragon</i>).</p> <ul style="list-style-type: none">• The teacher reviews vocabulary that will help signify a character's thoughts, feelings or state of mind to be incorporated into students' fairy tales. The teacher identifies common verbs of this nature (thought, believed, wondered, suspected, etc.) and models for students how to select specific verbs to most accurately describe what a character's thoughts or beliefs.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Regina Garson (see attachment: 4.7 Literature Connections – Magic Stream)**
 - *Magic Stream: The Fairy Tale*
- *Beauty and the Beast*
- *Goldilocks and the Three Bears*
- *Hansel and Gretel*
- *Little Red Riding Hood*
- *Sleeping Beauty*

Additional Resources

- Resource on narrative writing (see attachment: 4.7 Resource – Narrative Writing)
- Resources on activities to teach character analysis (see attachment: 4.7 Resource – Character Analysis)
- Resources on activities to teach setting (see attachment: 4.7 Resource – Setting)
- Resources on activities to teach plot (see attachment: 4.7 Resource – Plot)
- Novels and picture books to support the unit (see attachments: 4.7 Resource – List of Novels and 4.7 Resource – List of Picture Books)
- Transition Phrases (see attachment: 4.7 Resource – Transition Phrases)
- Elements of Setting (see attachment: 4.7 Resource – Elements of Setting)

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Performance Tasks

Analyzing Setting in Fairy Tales

After reading two versions of the *Cinderella* fairy tale, the student compares and contrasts the two settings in each story, both in a written paragraph and through illustration.

- The teacher reads aloud the story, *Cendrillon*, by Robert D. San Souci, which is a Caribbean version of Cinderella.
- While reading, the teacher asks students questions about the characters, the setting and the events of the story to help students understand the text.
- After reading, the teacher asks students to think about the similarities and differences between *Cinderella* and *Cendrillon*. The teacher records student responses on the board in a Venn diagram. The teacher ensures that students mention the different settings of the two stories.
- Individually, the student completes a Venn diagram comparing and contrasting the two settings of the stories (see attachment: 4.7 Graphic Organizer – Venn Diagram) and draws two corresponding pictures, illustrating the setting of each story.
- Next, the student writes a paragraph describing the similarities and differences between the two settings and shares his/her paragraph and drawings with the class.

Once Upon A Time... My Own Fairy Tale

The student works with a partner to rewrite the classic fairy tale, *Cinderella*, and update it to modern times.

- The student plots the story elements of his/her version of *Cinderella* selecting different story elements, such as an updated setting, characters, or events in the plot (see attachment: 4.7 Graphic Organizer – Story Map). When writing, the student incorporates an important lesson for his/her version of the story to teach others.
- The student uses the completed graphic organizer to write and illustrate each part of the story (characters, setting, problem, plot and resolution) to create an illustrated fairy tale.
- The student reads his/her completed illustrated story to younger students.

Sequence and Story Organization in Fairy Tales

The student sequences the main events of *Cinderella* by completing a sequence chart to retell the story. Then, the student shares his/her chart with a partner and presents to the class.

- The teacher reads the traditional version of the story, *Cinderella* aloud to the class (see attachment: 4.7 Text – Cinderella if you do not have access to book).
- While reading, the teacher pauses to clarify new vocabulary and ask students questions about the text, characters and setting. The teacher shows illustrations of the story to help students understand the text (see attachment: 4.7 Text – Cinderella Illustrations if you do not have access to book).
- At the end of the story, the student completes a sequence chart retelling what happens in the beginning, middle and end of the story. The teacher assesses the completed sequence chart for accuracy (see attachment: 4.7 Performance Task – Cinderella Sequencing).
- The student shares his/her sequence chart with a partner and shares aloud with the class what was different or similar about their sequence charts. The teacher explains to the students that retelling a story from beginning to end does not always have to be the same, but it must include the main parts of the story.

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Suggested Sample Lessons

- Setting development: <http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-a-107.html?tab=4#tabs>
- Story structure and fairy tales: <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-about-story-structure-874.html?tab=4#tabs>
- Rewriting fairy tales: <http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-time-rethought-853.html?tab=4#tabs>