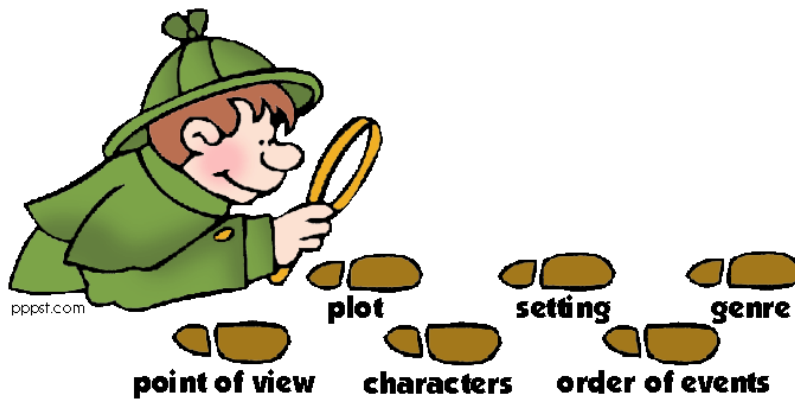


# Story Elements



## Instructional Unit Resource Guide Elementary Level

Based on Principles of Universal Design and Differentiated Instruction

**Project Title:** Story Elements

**Grade Level:** Elementary (intermediate)

**Focus:** Language Arts

**Author names:** Susan Calabrese, Brenda Christophel, Shawn Dever,  
Kelly Stahl, Beth Snively, Karen Turner

**Agency/School District:** Bartholomew Consolidated School  
Corporation / Taylorsville Elementary School

# Author's Notes

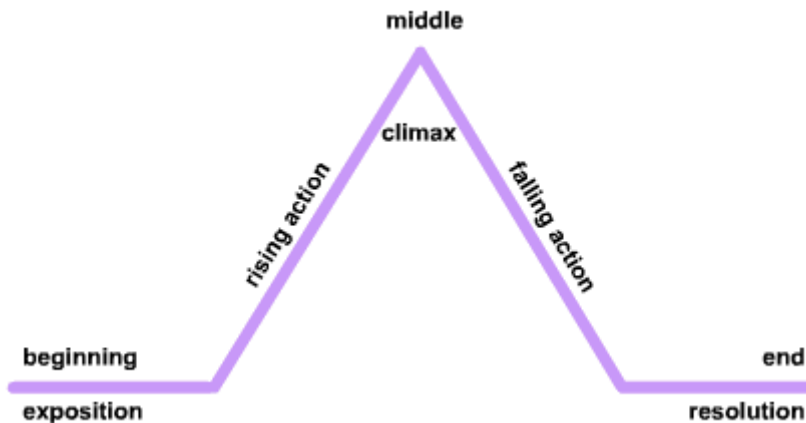
The Universal Design Team at Taylorsville Elementary is comprised of six faculty members. They are all members of the ISD (Instructional Service Delivery) team. Each member has various technological abilities from simple usage of word processors to use of assistive technology in the classroom. Listed below are the names of the members on this team, their position, and how long they have been in education.

Susan Calabrese	5 <sup>th</sup> grade teacher	13 years
Brenda Christophel	3 <sup>rd</sup> /4 <sup>th</sup> grade teacher	25 years
Shawn Dever	6 <sup>th</sup> grade teacher	16 years
Beth Snively	Special Education teacher	21 years
Kelly Stahl	1 <sup>st</sup> grade teacher	2 years
Karen Turner	Principal	36 years

This instructional unit is based on exploring the critical elements of a story to help with reading comprehension. The intent of this unit is to provide all students with the understanding of story elements: plot (exposition, rising action, climax, and falling action), character, setting, and theme. This unit will take approximately 2 weeks to introduce and will be used as a platform during the remainder of the year in language arts classes.

After this 2 week unit novel study, all students will be able to identify the basic structure of a story and the required elements. Many students will have a better understanding of how the different elements of a story are related and influence one another.

Individual teachers can be contacted through the Taylorsville Elementary website located at [www.bcsc.k12.in.us/taylorsville](http://www.bcsc.k12.in.us/taylorsville).



## **Standards and Benchmarks**

### English/Language Arts

- 6.3.1 – Identify different types (genres) of fiction and describe the major characteristics of each form.
- 6.3.2 – Analyze the influence of the setting on the problem and its resolution.
- 6.3.6 – Identify and analyze features of themes conveyed through characters, actions, and images.
- 6.3.8 – Critique the believability of characters and the degree to which a plot is believable or realistic.
- 5.2.3 – Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
- 5.3.2 – Identify the main problem or conflict of the plot and explain how it is resolved.
- 5.3.3 – Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 5.3.4 – Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

## **Resource Help**

Indiana Learning Standards: <http://www.doe.state.in.us/standards/>

# Planning Pyramid

## **Some students will know:**

After this unit, some students will be able to identify other stories they have read with a similar theme or purpose. They will be able to analyze how the setting and character's emotions affect the plot.

## **Most students will know:**

After this unit, most students will be able to break the plot down into the exposition, rising action, climax and falling action. Students will be able to identify the problem the main character faces and then describe the resolution.

## **All students will know:**

After the 2 week study on story elements, all students will be able to identify the plot, character, setting, and author's purpose.

# Teacher Library

**The following websites will be helpful for teachers as they plan this unit:**

[www.brainpop.com](http://www.brainpop.com)

- If you are a subscriber, there are many short video clips.

[www.pppst.com](http://www.pppst.com)

- PowerPoint presentations on nearly every topic

<http://www.emints.org/ethemes/resources/S00000236.shtml>

- Several links to websites with activities to support learning story elements

<http://www.staff.fcps.net/tcarr/shortstory/plot1.htm>

- Online activities for the older students to learn more about each part of a story

<http://www.huntel.net/rsweetland/literature/instruction/focusActvtes/index.html>

- Variety of activities to enrich the lesson on many different levels

# LEARNER ACTIVITIES

## Story Elements

Choose 3 items in a row to complete.

<p><b>Create</b></p> <p>Write and illustrate a children's book making sure to include a well developed plot, setting, and at least 2 main characters.</p>	<p><b>Write/Draw</b></p> <p>Collaborate with a partner to create a picture book. One person is responsible for the writing while the other is responsible for the drawing.</p>	<p><b>Quiz</b></p> <p>Complete the Elements of the Story diagram after watching/reading a text designated by the teacher.</p>
<p><b>Draw</b></p> <p>On a tri-fold, sketch out the beginning, middle, and end of a story.</p>	<p><b>Watch</b></p> <p>Watch a PowerPoint from the website <a href="http://www.pppst.com">www.pppst.com</a></p>	<p><b>Create</b></p> <p>Write a rap, song, or poem about the literary elements of character, plot, and setting.</p>
<p><b>Read/Write</b></p> <p>Write a story to go along with a picture book (one without any words) making sure to use descriptive words.</p>	<p><b>Draw</b></p> <p>Read or listen to a story or book designated by the teacher. Draw &amp; label the characters and setting. Make an oral presentation to describe the plot.</p>	<p><b>Compare/Contrast</b></p> <p>Identify 2 stories with a similar theme. Describe how the plot and characters are similar and how they are different.</p>

# Assessment

## What materials and resources will be useful for assessing student knowledge and skills?

- Teacher prepared short quizzes to quickly assess learning
- Use of classroom performance system such as 2KnowToolBar with Neo's or Classroom Performance System to quickly assess
- Completion of activities on Tic Tac Toe Board
- Identify story elements

### Possible Resources for locating assessment materials:

<http://www.ncrtec.org/tl/sgsp/index.html>

### Rubrics:

- <http://rubistar.4teachers.org>
- [http://teachers.teach-nology.com/web\\_tools/rubrics](http://teachers.teach-nology.com/web_tools/rubrics)

Authoring Software: <http://www.inspiration.com> (Kidspiration/Inspiration)  
[http://www.edhelper.com/teachers/graphic\\_organizer.htm](http://www.edhelper.com/teachers/graphic_organizer.htm)

Test Taking Software: <http://www.quia.com>

### Electronic Quizzes:

- <http://quiz.4teachers.org>
- <http://school.discovery.com/quizcenter/quizcenter.html>
- <http://palc.sd40.bc.ca/palc/Quiz/character.htm>
- <http://www.funtrivia.com/playquiz/quiz2141001883c68.html>

## Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.	Let the students listen to an audio or video file of the test/work through I-tunes, Ipod, or Mp3 player.	<a href="http://www.readplease.com">http://www.readplease.com</a> Use of Read and Write Gold software
Student has difficulty comprehending the material.	Modify the material using the Microsoft Auto Summarize tool	<a href="http://www.sparknotes.com">http://www.sparknotes.com</a>
Student has difficulty mastering the vocabulary of the unit.	Use Marzano's vocabulary work to identify certain words to focus on for these students	<a href="http://www.enchantedlearning.com/Dictionary.html">http://www.enchantedlearning.com/Dictionary.html</a> <a href="http://www.webster.com/">http://www.webster.com/</a> <a href="http://www.visuwords.com">www.visuwords.com</a> <a href="http://www.visualthesaurus.com">http://www.visualthesaurus.com</a>
Student has difficulty with handwriting (speed or accuracy).	Use a portable word processor (i.e alphasmart) to help with writing skills	<a href="http://www.idictate.com">http://www.idictate.com</a>
Student has difficulty with calculating activities.		<a href="http://www.webmath.com">http://www.webmath.com</a> <a href="http://mathforum.org/dr.math/">http://mathforum.org/dr.math/</a>
Student needs help with conducting research.	Send students to a website that will help them find the correct information	<a href="http://my.yahoo.com">http://my.yahoo.com</a> <a href="http://toolbar.google.com/">http://toolbar.google.com/</a> <a href="http://yahooligans.yahoo.com/">http://yahooligans.yahoo.com/</a>
Student needs the instructional material in a language other than English.	Allow students to speak with others who speak their own language to interpret the conversation	<a href="http://babelfish.altavista.com">http://babelfish.altavista.com</a>
Student needs additional challenge.		<a href="http://www.google.com">www.google.com</a> <a href="http://www.trackstar.com">www.trackstar.com</a>

### **Possible resources for developing modifications and accommodations:**

*Making Modifications in the Classroom: A Collection of Checklists:*

[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/mod\\_checklists.html](http://www.ldonline.org/ld_indepth/teaching_techniques/mod_checklists.html)

*National Center on Educational Outcomes:* <http://www.education.umn.edu/NCEO/>

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