



Fiction Lesson Plan Example

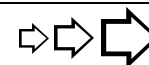
with BIG Ideas about Interpreting a Story

BIG Idea:

Writers write stories to tell a moral or message about life.

BIG question:

How do you read a story?



ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR LITERATURE.

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG QUESTIONS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> • <i>Writers use titles and details to help readers understand a story or poem.</i> • <i>Readers can use details and parts of a poem or story to draw conclusions about it.</i> 	<ul style="list-style-type: none"> • How do readers use titles and details to understand a story or poem? • How do readers identify sequence; compare; contrast? • How do readers make inferences about the characters, plot, and setting?
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • <i>Writers communicate a message, moral, or theme when they write a poem or story.</i> 	<ul style="list-style-type: none"> • How do readers figure out the message or moral or theme of a story or poem?
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> • <i>Story writers use characters and plot to help readers understand a moral or theme.</i> 	<ul style="list-style-type: none"> • What is important to notice about characters and events in a story?
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • <i>Writers use words to “paint a picture” of a situation or idea when they write a story or poem?</i> 	<ul style="list-style-type: none"> • How do readers figure out what a word means when they read? • What kinds of words do poets use to help you “see” their ideas?
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a scene, chapter, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> • <i>Story writers use parts of the story to communicate their theme or moral.</i> • <i>Poets use stanzas to show readers different ideas.</i> 	<ul style="list-style-type: none"> • How do readers analyze plot so they learn the writer’s message? • How do readers use stanzas to learn the poet’s message?
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • <i>Writers use point of view to help the reader understand the message of their story.</i> 	<ul style="list-style-type: none"> • How do readers understand more about a story depending on who narrates? • What choices does a writer make to accomplish the purpose of the writing?



How to Interpret a Story: Gradually Release Responsibility as Students Develop Core Competence

This is a comprehensive plan that could be used to guide reading after students have developed proficiency with the elements of fiction.

BIG Idea: Writers communicate a message or theme through a story. Readers analyze a story to figure out the message.

Big Questions: How does a writer communicate a message in a story? How do readers interpret a story?

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Insert standards specific to your grade level.)

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
<p>I DO: Read first part of story aloud. Thinks out loud—what do you look for when you start to read a story?</p> <p>What is the genre—is it realistic fiction, historical fiction, another genre?</p> <p>Who is telling the story?</p> <p>WE DO:</p> <p>Begin story “map”—What is the setting, who are the characters, what is happening?</p> <p>YOU DO</p> <p>Continue story map.</p> <p>Check for Understanding:</p> <p>Start story glossary:</p> <p>Fiction</p> <p>Genre</p> <p>Character</p> <p>Setting</p> <p>Plot</p> <p>Action</p> <p>Event</p> <p>Narrator—first person, third person omniscient; third person objective</p>	<p>I DO: Think out loud—How you know which characters are important in a story. How actions help you figure out a character’s traits or characteristics.</p> <p>WE DO:</p> <p>How to infer characteristics or traits of the characters from actions, what other characters say, what the character says, what narrator explains.</p> <p>YOU DO:</p> <p>Make character chart:</p> <p>Major characters</p> <p>Trait/characteristic</p> <p>Basis for that inference</p> <p>How this character changes.</p> <p>Check for understanding:</p> <p>continue story glossary:</p> <p>Main or Central Character</p> <p>Characteristic or trait</p> <p>Infer</p> <p>Dialogue</p>	<p>I DO: How to infer the theme of a story</p> <p>--the message the writer wants us to understand from the whole story.</p> <p>WE DO: Analyze the story—figure out the problem and solution (or conflict and resolution); figure out the theme—why is the writer telling this story, why does the writer include the events—identify central event, rising action, turning point, falling action, resolution.</p> <p>Figure out how the writer creates a mood—and how that helps figure out the story’s theme.</p> <p>YOU DO: Find evidence to support the theme.</p> <p>Check for Understanding:</p> <p>Write your own directions: how to infer the theme of a story.</p>	<p>ASSESSMENT</p> <p>S: Independently read a one-page story. List one character and infer one trait/characteristic and basis for that inference. List the central/most important event. Tell why it is so important. Infer the message or theme—and explain why you think that is the message.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not “get”.</p> <p>Students needing support:</p> <p>Make map of the story.</p> <p>Advanced Students:</p> <p>Outline extended response to the story. Pair to compare their outlines.</p>	<p>Students needing support:</p> <p>Use story map from Thursday to organize an extended response outline. Then write concise extended response.</p> <p>Advanced Students:</p> <p>Complete extended response.</p> <p>Write story reader’s guide.</p> <p>Class Synthesis:</p> <p>What have we learned about interpreting stories? (Can be a class guide to interpreting fiction.)</p>