Example of a FICTION LESSON/LEARNING PLAN

**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 figure out the theme?

**Common Core Anchor Standards:**
1. Read closely and make logical inferences; cite specific textual evidence.
2. Determine themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

### Plan

<table>
<thead>
<tr>
<th>Preview</th>
<th>Model</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Identify characters, plot, setting based on close reading of text.</td>
<td>Target: Infer character traits based on actions.</td>
<td>Target: Analyze characters and events to infer theme of a story.</td>
</tr>
</tbody>
</table>

**I DO:** Read first part of story aloud. Think out loud—start to answer the questions, showing how to revisit a sentence or paragraph to get answers: Who are the characters, what is the setting?

**WE DO:**
Begin story chart—What is the setting, who are the characters, plot—how does the story start? How does the writer help us know that?
List answers, citing the text or illustration on which they are based.

**YOU DO**
Collaboratively: Continue story chart.

**Independently**
Start story glossary—explain what each word means and give an example from the story, plot, setting, character

<table>
<thead>
<tr>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Finish well</th>
</tr>
</thead>
</table>
| **I DO:** Continue to read aloud and Think out loud—How actions help you figure out a character’s traits or characteristics from what he/she says/does. | **I DO:** Demonstrate How to infer the theme of a story—think out loud about the current story—if still being read then anticipate theme. | **ASSESSMENT**
S: Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis. Identify ways the writer helped you understand the characters.

**WE DO:** Complete, then analyze the story—figure out the problem and solution; figure out the theme—how does the writer include events to help you understand it. How does the writer help you understand it through characters’ choices and changes?

**YOU DO:**
Collaboratively: Revisit the parts of the story. List evidence to support the theme—events and information the writer includes.

**Independently:**
Continue story glossary:
Main or Central Character Characteristic or trait
Infer
Feeling

**Independently:**
Summarize the story in 4 sentences including information/events that support the theme.

**Advanced Students:**
Options:
> Write the next part of the story, maintaining the theme.
> Add dialogue/illustrate important events that support the theme.
> Write scenario for another story that would communicate the same theme.
> List ways a writer helps readers understand a story.

**Class Synthesis:**
Dialogue then list with partner responses to the Big questions; then contribute to class response to the big questions.

---

Center for Urban Education © 2014

http://teacher.depaul.edu