

<b>Title:</b> Exploring Elements of Fiction	<b>Subject/Course:</b> Resource English
<b>Length:</b> 4 weeks	
<b>Topic:</b> Element Basics – plot, setting, character analysis, point-of-view, theme	<b>Grade:</b> 9-12
<b>Designer:</b> Tonya Beeler	

**UNIT GOALS AND EXPECTATIONS**

<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> Fiction is a genre of writing that has many elements – including plot, setting, characters/analysis, point-of-view, theme, and mood.	<b>ESSENTIAL QUESTIONS:</b> What is plot? How do you determine plot diagram? What is setting? What is a character and attributes? What is point of view? What are different points of view and how do they change the story? What is theme? What is mood?
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<b>STUDENT LEARNING EXPECTATIONS:</b> R.9.11.5 Draw inferences from a selection and support with text evidence R.10.9.20 Identify and define literary terms R.9.11.8 Analyze point of view and its influence on elements of the text (i.e., tone, theme) R.10.11.23 Analyze literary elements such as setting, plot, theme, and characterization in a work	R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama R.10.11.18 Read a variety of literary and content prose W.5.11.4 Write responses to literature that articulate significant ideas of literary works W.4.10.11 Apply grammatical conventions for capitalization, punctuation, and spelling
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<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> Define plot and plot diagram Identify setting Define point-of-view Define theme Define character and character types Define mood	<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b> Recognize plot diagram elements in reading Make inferences in reading to determine theme/mood Analyze point-of-view and support choice Recognize setting Identify characters and analyze attributes/type
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**UNIT ASSESSMENTS**

**(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)**

Create plot diagram/mountain for story Analyze stories and label plot diagram/mountain Critical/creative thinking/writing about story
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<b>Traditional Assessments:</b> Test over literary terms Comprehension check for reading	<b>Other Evidence of Learning:</b> Bellringers Class discussion/participation Mini-conferences with students
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Bellringers – activate prior knowledge, grammar mini-lessons, etc.</p> <p>Powerpoint – literary terms</p> <p>Read short story and apply knowledge of literary elements</p> <p>Read two versions of fairy tale <u>Three Little Pigs</u> and compare/contrast point of view/characters.</p> <p>Creative writing: change the story ending</p> <p>Build a plot diagram/mountain</p> <p>Lit lab – student choice novel reading</p> <p>Point of view/perspective – Multi-versions of Cinderella</p> <p>Two Sides/Same Coin – present articles from two different viewpoints</p> <p>Experiment with style and voice</p> <p>How Description creates mood analysis</p> <p>Theme description and evidence</p> <p>Character Analysis</p> <p>Setting description</p>	<p><i>World Literature: Just Lather, That's All</i> (pg.92-101)</p> <p><u>Three Little Pigs</u> (two versions)</p> <p>Powerpoint/Smartboard</p> <p><i>Elements of Literature</i></p> <p><a href="http://www.mcrel.org">www.mcrel.org</a>  <a href="http://www.2.scholastic.com">www.2.scholastic.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><i>Reading Between the Lines: Interpreting Literature</i> – activities 2 and 3</p> <p><i>Reading Between the Lines: Feeling and Character</i> – activity 2</p> <p>Sample Character Trait list</p> <p>Character map</p> <p>Trait charts</p> <p>Attribute webs</p> <p>Scenarios for Character Sketches</p>
<b>Career Connections</b>	
Writer; Newspaper Columnist; Marketing/Advertising; Teacher	