

Plot the Course: Understanding Text Features in Fiction

Resources for the Adult Education Practitioner



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Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Plot the Course: Understanding Text Features in Fiction

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
5	What's the first story that you remember? What was special about it?	
7	What is the definition of a short story? Why should you use short stories in your classroom?	
10	What does the domain name "craft and structure" imply for reading skills assessed by the TABE [®] 11/12?	
14	What are the major elements of fiction?	
18	What pre-reading strategy do you find to be most successful with your students? Why?	
20	What during-reading strategy do you find to be most successful with your students? Why?	
33	What post-reading strategy do you find to be most successful with your students? Why?	
36	Could you use some of the ideas from the "Broken Promises" lesson in your classroom? Why or why not?	
38	Share the one thing that you found most useful from this session.	

Elements of Fiction

The six major elements of fiction are character, plot, point of view, setting, style, and theme.

Character	A figure in a literary work (personality, gender, age, etc.). E. M. Forester makes a distinction between flat and round characters. Flat characters are types or caricatures defined by a single idea of quality; whereas, round characters have the three-dimensional complexity of real people.
Plot	The major events that move the action in a narrative. It is the sequence of major events in a story, usually in a cause-effect relation.
Point of View	The vantage point from which a narrative is told. A narrative is typically told from a first-person or third-person point of view. In a narrative told from a first-person perspective, the author tells the story through a character who refers to himself or herself as "I." Third-person narratives come in two types: omniscient and limited. An author taking an omniscient point of view assumes the vantage point of an all-knowing narrator able not only to recount the action thoroughly and reliably, but also to enter the mind of any character in the work or any time in order to reveal his or her thoughts, feelings, and beliefs directly to the reader. An author using the limited point of view recounts the story through the eyes of a single character (or occasionally more than one, but not all or the narrator would be an omniscient narrator).
Setting	The combination of place, historical time, and social milieu that provides the general background for the characters and plot of a literary work. The general setting of a work may differ from the specific setting of an individual scene or event.
Style	The author's type of diction (choice of words), syntax (arrangement of words), and other linguistic features of a work.
Theme	The central and dominating idea (or ideas) in a literary work. The term also indicates a message or moral implicit in any work of art.

Plot Structure

Although the structure of different short stories will vary, the following terms are useful in describing the various components of plot structure.

1. Orientation (Exposition) In the orientation of a short story, the situation is established. The reader receives information about:
 - a. The characters
 - Who is the main character of the story?
 - Who else is in the story?
 - b. The setting
 - When does the story take place?
 - Where does the story take place?

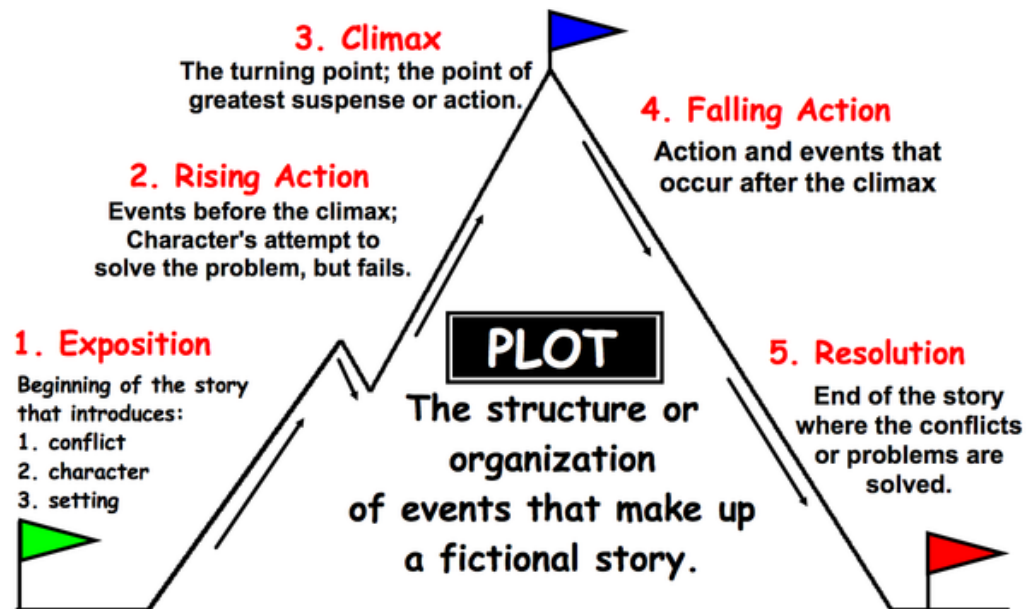
The term 'exposition' can also be used to describe the beginning part of a story.

2. Complication (Events, Problems) The complication is the part of a story in which the action rises. This is often referred to as the rising action. It is a series of events or problems that leads to a conflict. Conflicts can take many forms, including:
 - a. Human vs human (or society)
 - b. Human vs nature (or technology)
 - c. Human vs God (or a higher being or the supernatural)
 - d. Human vs self (internal conflict)
3. Climax The climax is the most exciting part of a story. It is the turning point.
4. Resolution (Solutions) The resolution is the part of a story in which the action falls. This is often referred to as the falling action. In the resolution, the complication is resolved, i.e. the characters are able to solve their problems.
5. Coda (Lesson) The coda is the lesson at the end of a story. Not all stories have a coda. In some stories, there is a twist, or an unexpected ending.

Often, a short story also has a theme. The theme of a story is the central idea that runs through it. For example, in O. Henry's short story 'The Gift of the Magi' (sometimes titled 'The Christmas Presents'), the theme of the story is that the wisest and most meaningful gifts do not require lots of money; they are expressions of selflessness and love.

Common Fiction Text Structures

Most fiction text follows a rise/fall or problem/solution text structure with one or more of six major themes.



Six Common Problems/Themes

Character vs. Character A problem occurs between two of the characters in the story. The other character (antagonist) tries to stop the main character (protagonist) from reaching his/her goal.	Character vs. Society The main character (protagonist) struggles against unjust laws or other traditions/values from society that conflict with his/her sense of justice or ethics.
Character vs. Self The main character has an inner struggle with a personal character flaw, desire, or belief.	Character vs. Nature A problem between the main character and nature, mainly in the form of severe weather or animals.
Character vs. Supernatural The main character has to overcome something or someone that has supernatural characteristics, like characters with magical powers.	Character vs. Technology Technology or a machine causes problems and the main character has to overcome it, often destroying it.

Point of View Questions: Higher Order Thinking

Below is a list of 36 questions you could use while teaching point of view to get students thinking more critically. The point of view questions are organized with Bloom's Taxonomy in mind. Make sure you are incorporating higher order thinking questions consistently in your teaching of point of view.

Knowledge

- Define first person point of view.
- Define third person point of view.
- Who told the story?
- Point at a sentence from the passage that shows the author's point of view.
- What is point of view?
- Who is the narrator of this story?

Comprehension

- What does the author think is most important?
- How does the author feel about.....?
- What's the difference between first and third person point of view?
- What sentence from the passage best supports the author's point of view?
- How does the narrator's point of view affect the events in the narrative?
- How does the main character feel about.....?

Application

- What strategies can you use to determine the author's/narrator's point of view?
- If the author rewrote this from an opposing viewpoint, what statements would need to change?
- What questions would you ask the author about his or her point of view during an interview?
- How could you change this narrative so that it is written from a third person point of view?
- What events in the narrative would change if the narrative was written from a different character's point of view?
- How would the character handle living in a new setting?

Analysis

- Would the author agree or disagree with the statement.....and how do you know?
- Why do you think the author chose to say.....?
- What facts does the author state?
- What opinions does the author state?
- What evidence can you find that the author believes.....?
- Why do you think the narrator said?

Evaluation

- What information did the author choose to leave out because it opposed their point of view?
- Can you trust the author's point of view? Why or why not?
- Is the author knowledgeable on this subject? Why or why not?
- Would the narrative be better if it was written from a different character's point of view?
- Do you agree with the author's point of view? Why or why not?
- What would you have done differently from the main character? Why?

Synthesis

- Rewrite this narrative from a different character's point of view.
- Rewrite this article with an opposing viewpoint.
- How would the narrative have been different if it had been written from a first person point of view rather than a third person point of view?
- What would you add to the story to make the author's point of view clearer?
- Create a comic strip that clearly shows the main character's point of view.
- Write a diary entry from the main character's point of view.

<https://teachingmadepractical.com/point-of-view-questions/>

Character Traits: Higher Order Thinking Questions

As teachers, we are constantly questioning our students. We all know how important it is to ask our students higher level thinking questions, but often the questions we think of on the spot are more knowledge or comprehension based questions rather than questions that encourage students to analyze, apply, or evaluate their learning. Use this list of higher order thinking questions as you teach character traits to challenge your students.

Knowledge

- What character trait was the character displaying when he/she _____.
- Which character was _____ (funny, grouchy, helpful, etc.)?
- Explain what a character trait is.
- What character trait describes the main character?
- Make a list of 5 positive character traits.
- Make a list of 5 negative character traits.

Comprehension

- Give an example of when a character was _____ (kind, selfish, generous, etc.).
- Sort this list of character traits into positive traits and negative traits.
- What's the most important character trait that describes the main character?
- Explain why you would describe this character as _____.
- How does the traits of the character differ?
- What differences do you see in the two characters' traits?

Application

- Based on his character traits, explain why the character acted in the way he did.
- What other stories/books have we read where a character exhibited this same trait?
- Predict what would happen if the main character starting acting in a lazy (or compassionate, hateful, silly, etc.) way.
- Think about the main character's traits. Give an example of a situation where these traits would be helpful.
- How would the plot have changed if the main character was greedy (or brave, impolite, etc.).
- What questions would you ask the main character about his behavior?

Analysis

- Explain how the character's point of view affected his behavior.
- How did the main character's traits affect the other characters in the story?
- What caused the character's behavior to change?

- If you were asked to divide the characters in this narrative into 2 groups, how would you categorize them?
- Think about the character's main trait. What are some pros and cons of behaving this way?
- What motivated the character to behave this way?

Evaluation

- If you could assign the main character a different character trait, what trait would you give him/her? Why?
- Was the character's behavior consistent with the character traits the author gave him?
- Would the story have been better if the character had displayed a different character trait? Why or why not?
- If you were grading the main character on how smart (or bossy, adventurous, etc.) he/she was, what grade would he get?
- What is the best character trait to have? Why?
- What is the worst character trait to have? Why?

Synthesis

- Write a story where the main character is jealous (or loyal, friendly, etc.).
- Based on this narrative, create and fill in your own character trait graphic organizer.
- Create an illustration that for the story. Make sure the illustration shows an understanding of the main character's traits.
- Rewrite the story, with the main character exhibiting a different character trait.
- How would this narrative been different if the main character had different traits?
- Write a story where the main character's traits change from negative to positive throughout the story.

<https://teachingmadepractical.com/character-traits-higher-order-thinking-questions/>

Graphic Organizers for Teaching Literature

Activating Prior Knowledge through Questioning

- Ask students to identify story elements from previous books they have read
- Where and when did the story take place?
- What happened as a result of the character's actions
- Have students discuss how the characteristics of the story helped them to understand the story.
- How did you learn about the characters?
- How did you gather information about the setting?

TIPP? It!

Make sure that your students use a previewing strategy before reading in depth that:

- Activates prior knowledge
- Provides a skimming and scanning technique, such as TIPP?

TIPP?

Title	What do the titles/subheadings and layout tell me?
Introduction	Skim this to get the main idea.
Paragraph	Read the first line of the paragraphs/text boxes.
Pictures	What do the diagrams, photos, graphs, type of font, etc. show me?
?	Can I come up with any questions?

Note that many of the organizers/activities can be used for either a while reading or post-reading activity.

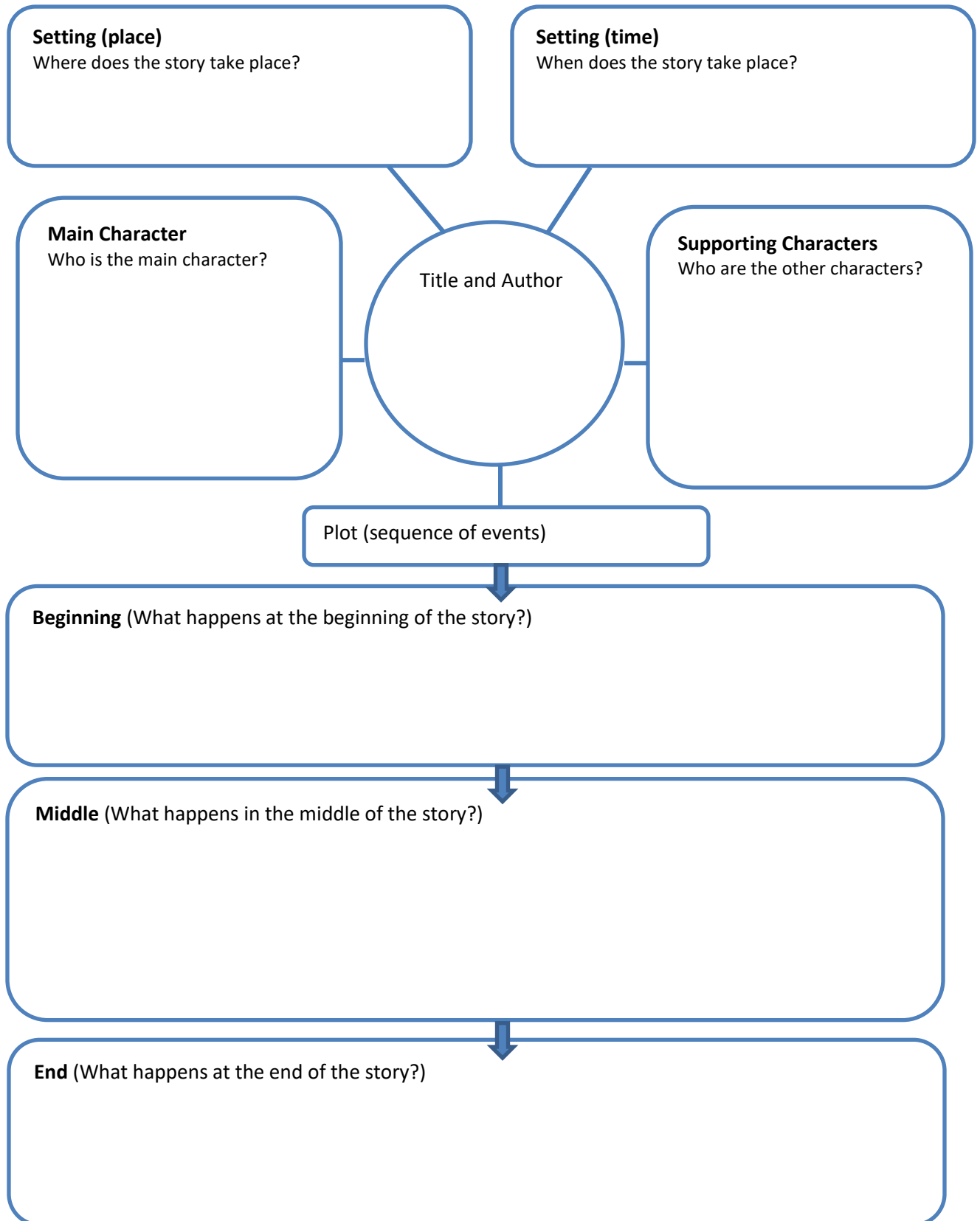
Story Elements

Explain that all stories have three basic story elements: character, setting, and plot. Have students take notes on the setting and characters of the story as they are reading, using the Story Elements graphic organizers. Discuss the answers with the class.

Have students take notes on the sequence of the events (e.g., what happens at the beginning, in the middle, and at the end of the story).

Discuss answers with the class.

Story Elements



Story Elements

Characters	Title of Story	Plot
Point of View	By _____	Conflict
	Setting	
Theme		

Somebody-Wanted-But-So

Suggested Procedures

- After reading the first section of the story, tell students that they are going to summarize the section (Decide how to chunk the story.)
- Illustrate the SWBS strategy by using the beginning of a story that students are familiar with, e.g. "Cinderella".
- Apply the SWBS strategy to the first section of the select short story. Give students time to re-read the section if necessary. Discuss possible answers for each of the four headings with the class.
- Ask students to complete the SWBS table for each of the remaining sections of the story.
- As students read through a story, the SWBS strategy can be used to summarize different parts of the story. Use words such as then, later, and, but, to connect a series of SWBS sentences, producing a longer summary of the story.

Example

Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)
Cinderella	To go to the ball	Her evil stepmother wouldn't let her go	Her fairy godmother sent her to the ball where she met the prince
Then			
Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)
Cinderella	To stay at the ball with the prince	She had to leave before midnight	She ran away and left one glass shoe behind
Then			
Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)
The prince	To see Cinderella again	Nobody knew who she was	He sent a servant to get every woman in the kingdom to try the glass shoe on
But			
Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)
Cinderella's evil stepsisters	To stop her from trying the shoe	The prince's servant invited her	She put her foot in the shoe and it fitted her and the prince and Cinderella lived happily ever after

Somebody-Wanted-But-So

Fill in the SWBS tables below to summarize what happens in the different sections of the story.

Somebody – Who is the main character?

Wanted – What does the character want?

But – What stops the character from getting what he/she wants?

So – How is the problem resolved?

Lines ____ - ____

Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)

Lines ____ - ____

Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)

Lines ____ - ____

Somebody (Character)	Wanted (Goal/Motivation)	But (Problem)	So (Resolution)

Fiction Story Map: Problem and Solution

Characters: Who?		Setting: When and Where?
Problem: What's Wrong?	Events to Solve Problem	Solution

Adapted from: www.thisreadingmama.com

Text Structure for Fiction

Text Title: _____

Beginning Introduction	<p>Initial Set-up</p> <ul style="list-style-type: none"> Introduces the main characters and setting 	<p>Big Event</p> <ul style="list-style-type: none"> Introduces the problem/conflict (the problem may be with the main character, another character, nature, or a circumstance)
Middle Rising Action	<p>Complications</p> <ul style="list-style-type: none"> Character tries to solve the problem Obstacles are introduced 	<p>Crisis/Dilemma</p> <ul style="list-style-type: none"> Character realizes he/she must make a choice and decide how to solve the problem A “showdown” is coming as the character makes his/her decision
End Climax and & Falling Action	<p>Climax</p> <ul style="list-style-type: none"> When the tension is the greatest The character must face the problem head on 	<p>Resolution</p> <ul style="list-style-type: none"> Tension is gone Winners and losers are known (the winner is typically the main character or the “good person”) Loose ends are tied up

Adapted from: www.structurechart/netfirms.com and www.thisreadingmama.com

Text Structure for Fiction

Text Title: _____

Beginning Introduction	Initial Set-up (characters and setting)	Big Event (problem introduction)
Middle Rising Action	Complications (other problems character(s) face)	Crisis/Dilemma (character(s) decide to solve the problem)
End Climax and & Falling Action	Climax (character(s) face problem head on)	Resolution (problem is solved)

Adapted from: www.structurechart.netfirms.com and
www.thisreadingmama.com

AFTER READING

Note that many of the organizers/activities for the while reading segment can also be used as a post-reading activity.

GIST It! (Generating Interactions between Schemata & Text)

Complete the following chart and then write a summary using the information.

Name of Story _____

Complete the following chart:

Questions	Answer
Who?	
What?	
When?	
Where?	
Why?	
How?	

Write a GIST statement of 20 words or less that summarizes the text using the information from your chart.

Post-Reading Strategies on a Card

It is important that students be able to summarize what they have read and incorporate additional information as needed. The following are simple formats to use when assessing a student's knowledge of reading materials. These questions can be placed on a 4x6 index card.

Who?

What?

Where?

When?

Why?

What event happened?

First

Next

Then

Last

List Five Words to Describe (Character or Subject)

1.

2.

3.

4.

5.

Sample Paragraph Frames

Story Summary with One Character Included

(Use this one with fiction or narrative text.)

The story is about _____.
_____ is an important character in the story. _____
tried to _____. The story ends when _____.

Important Idea or Plot

(Use this one with fiction or narrative text.)

In this story, the problem starts when _____. After that,
_____. Next, _____. Then, _____
when _____. The problem is finally solved when _____.
The story ends _____.

Setting

(Use this one with fiction or narrative text.)

The story takes place _____. I know this because the author uses
the words “_____”. Other clues that show why this when/where
the story takes place are _____. This affects the tone (or mood) of the
text by creating a feeling of _____ which is shown when the author writes
_____.

Character Analysis

(Use this one with fiction or narrative text.)

_____ is an important character in the story. _____ is
important because _____. Once she/he _____.
Another time _____. I think that this character is _____
because _____.

Character Comparison

(Use this one with fiction or narrative text.)

_____ and _____ are two characters in the story.
_____ is _____ while _____ is _____. For instance, _____
tries to _____ and _____ tries to _____. _____ learns a
lesson when _____.

Plot Diagram

CLIMAX

PLOT
TITLE: _____
AUTHOR: _____

RISING ACTION
(List examples that create complications or suspense)

FALLING ACTION

CONFLICT

EXPOSITION
Setting:
Situation/climate:
Characters:

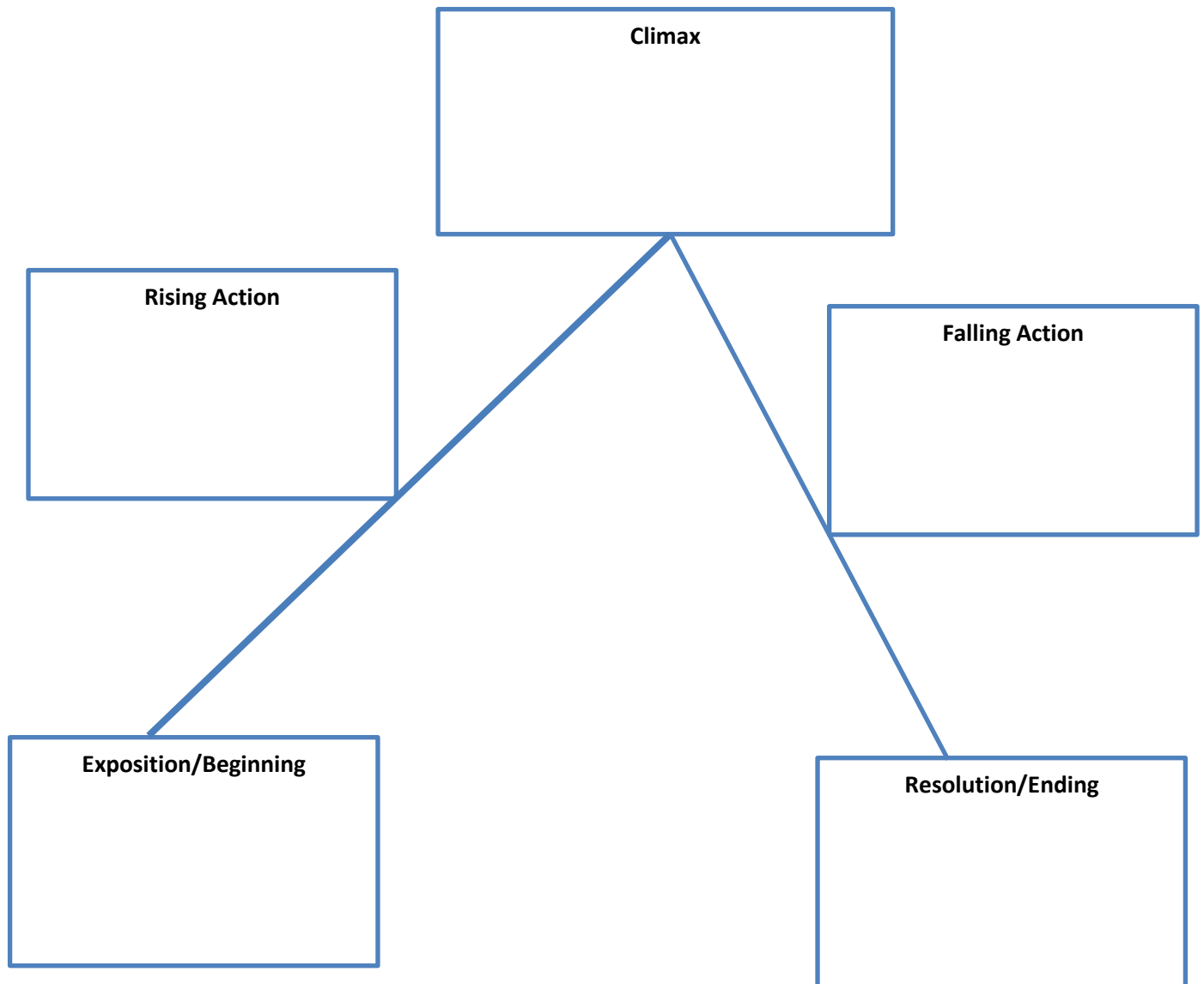
PROTAGONIST vs. ANTAGONIST
_____ vs. _____

THEME

RESOLUTION

Plot Diagram

Identify the main events of the story and write them into the appropriate box. If you wish, you can draw a picture in each box to show the main events of the story instead of writing a descriptor.



My Casting Sheet

[illegible]

Comprehension Activity: Post-It Notes

Provide each student with five Post-It Notes. Have the students label the Post-It Notes with the following terms – one term per Post-It

- Protagonist
- Antagonist
- Problem or Conflict
- Climax
- Theme

Have students read the selected short story. As students read, have them place the Post-It Notes where they see the terms at play in the text.

Comprehension Activity: Post-It Notes Directions

On Your own:

- As you read, place the Post-It Notes where you find evidence of the comprehension terms in the text.

In Groups of 2 or 3

- Compare the location of your Post-It Notes
- Are all the Post-Its in the same place? Why or why not?
- Might there be more than one correct answer/place for the Post-It?
- As you discuss the story, feel free to move a Post-It if you change your mind.

Whole Class Debrief

- Share and discuss answers/locations of Post-Its.
- Identify categories with more than one correct answer.
- Gather all evidence of locations where a theme is being discussed. Work together to label the theme or themes present in the story.

Advanced Story Map Worksheet

Story Name: _____

Question	Answer
1. Who is the central character?	
2. What is the main character like? (Describe his/her key qualities or personality traits.)	
3. Who is another character in the story?	
4. What is this other important character like?	
5. Where and when does the story take place?	
6. What is the major problem with which the main character is faced?	
7. How does the main character attempt to solve this major project?	
8. What is the twist, surprise, or unexpected development that takes place in the story?	
9. How is the problem solved or not solved?	
10. What is the theme or lesson of the story?	

It's Your Turn – Story Starters

Have students write their own stories. Then share stories with the class and have them analyze the story using selected organizers and activities.

If students have difficulty in getting started, provide them with a story starter or story frame. To obtain additional story starters like these, access the following websites:

- The Literacy Shed <https://www.literacyshed.com/the-story-starter-shed.html>
- Creative Writing Now <https://www.creative-writing-now.com/short-story-ideas.html>

1. Icy fingers gripped my arm in the darkness.
2. The eyes in the painting follow him down the corridor.
3. A shrill cry echoed in the mist
4. Bleary-eyed, I went downstairs for breakfast, the house was empty, even the furniture had gone...
5. The date was 13th July, my 345th birthday... it would be my last...
6. Three of us. We were the only ones left, the only ones to make it to the island.
7. He opened the safe and it had gone. No one had the code, who could have opened it?
8. Keeping watch at the side of the ship, George was tiring; his eyes weary from constantly searching the horizon, were they also playing tricks on him? What was that waving from the rocks?
9. At a Chinese restaurant, your character opens his fortune cookie and reads the following message: "Your life is in danger. Say nothing to anyone. You must leave the city immediately and never return. Repeat: say nothing."...
10. Your character has to sell the house where she grew up. A potential buyer comes to look at it and begins to talk about all of the changes she would make to the place. This upsets your character, who decides she wants to find a buyer who will leave everything the way it has always been...

Websites

Printable Short Stories to Get You Started

American Literature. Despite the title of the website, the short stories are not limited to American stories. You can search by level (e.g. high school), authors or popularity.

<https://americanliterature.com/>

Awesome Stories. This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. <http://www.awesomestories.com/>

Classic Short Stories. You can search by title or author on this site, which boasts a large collection of short stories. <http://www.classicshorts.com/>

Online Literature. Searchable online literature with over 4400 short stories.

<http://www.online-literature.com/>

Project Gutenberg. There are almost 50,000 free books/short stories online.

<https://www.gutenberg.org/>

Reading Skills for Today's Adults. This site provides original texts written by instructors for Marshall Adult Education. Articles are written at a 0.7 to 8.9 GE.

http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

StoryBytes. Short, original stories about life's experiences. Please note that the stories should be assessed prior to using in the classroom. <http://www.storybytes.com/>

Worksheets, Lesson Plans, and More

Better Lesson. Check out the lessons on the different elements of short stories.

<https://betterlesson.com/home?from=header>

E-Reading Workshops. Worksheets for the classroom with sample paragraphs for students to use in identifying the correct patterns of organization.

<https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/>

Read/Write/Think. Do a search to obtain lots of different levels of lesson plans about teaching short stories. <http://www.readwritethink.org/classroom-resources/lesson-plans/>

Teaching Plot Structure Through Short Stories. Read/Write Think. (Great lesson plan for higher level learners) <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structure-through-401.html?tab=4>

A Few Videos to Get Started

- **Author's Purpose.** Learning Upgrade.

<https://www.youtube.com/watch?v=skX6RnnlkuM>

- **Story Plot.** <https://www.youtube.com/watch?v=WH5jlkK4aUI>

- **Character Traits.** <https://teachingmadepractical.com/character-traits-graphic-organizers/>
- **Point of View.** <https://teachingmadepractical.com/teaching-point-of-view/>
- **Theme. Brainpop.** <https://www.youtube.com/watch?v=RecVd-6g-IY>

List of Short Stories Referenced in PPT

- **Broken Promises** – Lorraine M. Gregoire. <http://www.storybytes.com/view-stories/2000/broken-promises.html>
- **The Bet** – Anton Chekhov http://www.eastoftheweb.com/cgi-bin/version_printable.pl?story_id=Bet.shtml
- **A Haunted House** – Virginia Wolf <https://ebooks.adelaide.edu.au/w/woolf/virginia/w91h/chapter1.html>
- **The Money's Paw** – W.W. Jacobs <https://americanliterature.com/author/w-w-jacobs/short-story/the-monkeys-paw>
- **The Door in the Wall** – Marguerite de Angeli <http://www.online-literature.com/wellshg/5/>
- **The Remarkable Rocket** – Oscar Wilde <http://www.eastoftheweb.com/short-stories/UBooks/RemRoc.shtml> Audio available: <https://www.stornory.com/the-remarkable-rocket/>

Florida IPDAE. <http://www.floridaipdae.org/>

- **Themes in Short Stories (lesson plan)**
http://www.floridaipdae.org/dfiles/resources/lessons/GED2014/RLA_ThemesinShortStories.pdf
- **Understanding Literary Texts: What's in a Sonnet? (lesson plan)**
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Understanding_Literary_Text_Whats_in_a_Sonnet.pdf
- **Story Impressions (video)**
<http://www.floridaipdae.org/index.cfm?fuseaction=resources.ABE&cagiid=23FCF00A357691A8B40306054809B6D2BF63B2EDE4B66F2655A800D0020D77C4>
- **Career Exploration for the ESOL Classroom (narratives can be used with ABE).**
<http://www.floridaipdae.org/index.cfm?fuseaction=resources.ESOL&caid=922A653AC50B1BE1CE8B62D81BC787420A19B145387D0928771DE7132F24DA18>

