



## Plot the Course (Part 2): Understanding Text Structures in Fiction

December 5, 2018  
[www.floridaipdae.org](http://www.floridaipdae.org)


This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.



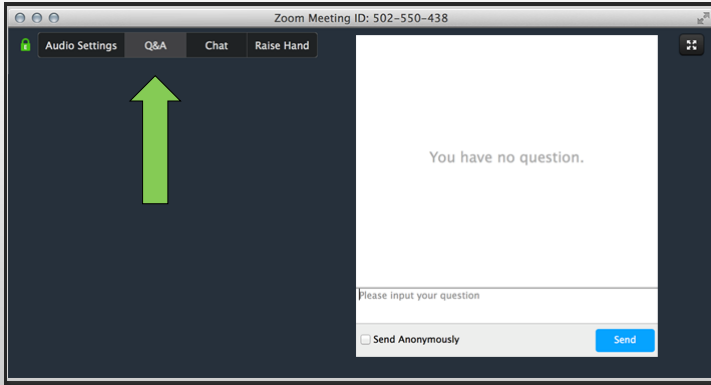
**Welcome!**



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**Florida IPDAE**  
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Webinar **Tips to Remember**


- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Objectives




In this session, we will explore:

- How instruction in text structure helps students to comprehend written text
- What strategies are effective for understanding fiction (narrative) text
- Resources for the classroom

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Thinking Back to When . . .



**What's the first story  
you remember?**


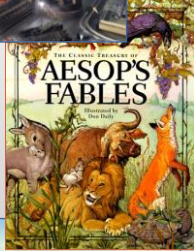

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Thinking Back to When . . .

- Comprehension instruction typically begins with narrative text because children
  - develop an awareness of narrative text early
  - connect narrative text elements to their own lives
- Types of narrative text include:
  - fables, folk tales, fairy tales
  - fantasies, science fiction
  - myths, legends, tall tales
  - plays, poems, short stories, novels






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What do you think?



What is a short story?  
Why use short stories  
in your adult  
education  
classroom?

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A short story . . .

- Can be read in one sitting
- Generally contains 500 – 15,000 words
- Has a limited set of characters, a single setting, and a simple plot
- Involves chronology, or sequence of events, and causation – the fact that events are somehow connected with each other, and that one event may result from another
- Creates an impression on the reader

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### Why teach short stories?

- Allows students to glimpse a whole narrative structure in shorter, comprehensible form
- Allows for re-reading to assist in deeper understanding of literary construction
- Allows for pairing texts
- Provides low-risk ways to introduce challenging texts
- Introduces reading skills, such as making inferences, identifying the main idea, predicting events
- Uses of contemporary or colloquial language
- Inserts of authentic, natural dialogue
- Maintains high interest and attention levels

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### Overview of TABE® 11/12 Reading Content Areas


Reading skills of fiction/narrative are also assessed!


	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	16%	32%	42%	38%	42%
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

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<b>Level E</b>		
2.RL.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
3.RL.6	Distinguish their own point of view from that of the author of a text.	
<b>Level M</b>		
4.RL.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in a text or part of a text.	
5.RL.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more texts.	
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	
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<b>Level D</b>		
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting or plot.	
7.RL.5	Analyze the structure an author uses to organize a text, including how the major sections contribute tot the whole and to the development of the ideas.	
<b>Level A</b>		
9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	
11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
9-10.RL.6	Determine an author's point of view or purposes in a text and analyze how an author uses rhetoric to advance that point of view of purpose.	
9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
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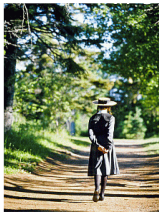
The skills are assessed

RLA - Candidate Name
Question 5 of 12

Answer Explanation
Flag for Review

page 1 page 2 page 3 page 4

Excerpt from *Anne of Green Gables*  
by L. M. Montgomery



1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"


3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

In this excerpt, Anne asks Marilla to call her "Cordelia." What does this request reveal about Anne?

- ☐ A. She tries to make her life more interesting.
- ☐ B. She wishes she could fit in better with her peers.
- ☐ C. She feels confused about her own past.
- ☐ D. She hesitates to share personal details.

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Text structures in narrative/fiction text include . . .

**Author**

Point of View

- First Person
- Second Person
- Third Person

Style (diction, syntax, linguistic features)

**Plot Elements**

Problem/Conflict

Rising Action

Climax

Falling Action


Subplots

Parallel-Episodes

Theme

**Narrative/Fiction**

Entertain, Tell a story



**Character Analysis**

Protagonist

Antagonist

Flat/Round

Static

Dynamic


**Setting**


Context (historical, social, cultural)

Influence of setting on events and characters

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Strategies and Activities

# INTO THE CLASSROOM

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Extremely Short Stories

"For sale: baby shoes, never worn."

- Ernest Hemmingway (unsubstantiated)

"Corpse parts missing. Doctor buys yacht."


- Margaret Atwood




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Getting Started



- Select suitable story/narrative
- Design introduction/hook for the lesson
- Prepare Activities
  - Pre-reading
  - During/while reading
  - After/post-reading
  - Extension Activities/Evaluation

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Pre-reading

Pre-Reading Activities

- Motivate students through activities that may increase their interest
- Activate prior knowledge and/or provide background information for comprehending the text
- Familiarize students with features of the genre/text type
- Encourage students to make predictions based on the title and/or opening of the story
- Provide opportunity to think and talk about text topics

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Pre-reading

## Where are some resources to use?




**Plot the Course:  
Understanding Text  
Features in Fiction**  
Resources for the Adult Education Practitioner



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While Reading

## While (During) Reading Activities

- Model how to interact with text (annotations/Post-It notes)
- Teach students to question text and make predictions
  - How are these characters related? What is the character's motivation?
  - What will happen if . . . ?
- Have students identify elements (graphic organizer)
- Have students infer characters' thoughts (imagine)
- Have students complete graphic organizers while reading chunks of text (e.g., SWBS, Plot Chart)

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While Reading



## Where are some resources to use?




Plot the Course:  
Understanding Text  
Features in Fiction  
Resources for the Adult Education Practitioner

Webinar Handbook, December, 2018  
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Skills for After Reading

Remembering	Can students recognize, list, describe, identify main characters and events in the story?
Understanding	Can students interpret, summarize, infer, paraphrase, compare, or explain the character's motivations or the plot development?
Applying	Can students apply a lesson from the story to their own lives?
Analyzing	Can students compare, organize, deconstruct, outline, structure, integrate, or interpret ideas about the characters or the events in the story?
Evaluating	Can students critique or judge the story based on how successful it is in achieving its purpose (e.g., to entertain an audience)?
Creating	Can students design, construct, plan, or produce something new based on the characters and the events in the story?

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After Reading Activities

## After (Post) Reading Activities

- Provide the opportunity for re-reading and deeper analysis of the text
  - Sequencing
  - Understanding Plot Structure
  - Character Analysis
  - Writing a Short Story Review

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After Reading

## Where are some resources to use?





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"Broken Promises"

# PUTTING IT ALL TOGETHER!



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Select a Short Story

<http://www.storybytes.com/view-stories/2000/broken-promises.html>

# BROKEN PROMISES

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Set the Stage


## Make It Personal

- Ask students if they have ever put off doing something
- Did they regret it?
- Why?



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Pre-reading Activity

## Who's Point Is it?

### First Person

Clues: I, Me, My, Mine, We, Our, Ours

A character within the story tells their own experiences or thoughts.

### Second Person

Clues: You, Yours

The story is from the perspective of "you."


### Third Person

Clues: He, She, It, They, Character Names Instead of I

The story is told from the view of someone watching from the outside.

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**While Reading Activity**

On Your own:  
 As you read, place Post-It Notes where you find evidence of the following comprehension terms "in play" the text.

1. Protagonist
2. Antagonist
3. Problem or Conflict
4. Climax
5. Theme




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.

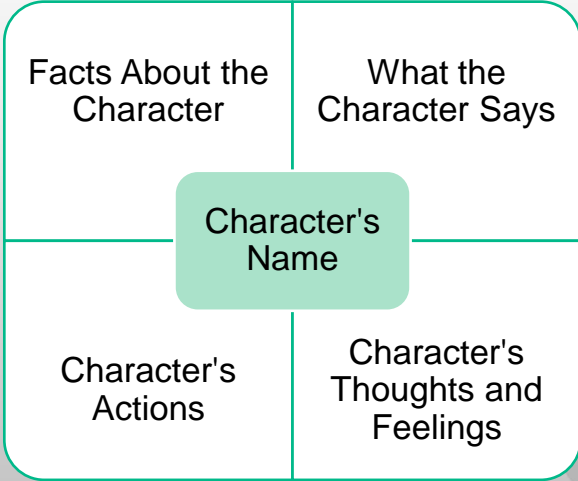
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**While or After Reading Activity**


### Making Inferences about Characters



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While or After Reading Activity


## Broken Promises

From the story, how would you describe the wife's feelings for her husband?

Facts About the Character	What the Character Says
Character's Name	
Character's Actions	Character's Thoughts and Feelings

- What does the character do?
- What does the character say or think?
- How do others feel about the character?
- How does the character change?

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After Reading Activity


## Casting Call!

As the director of a television special to be based on the story "Broken Promises," it is your job to cast each of the characters. Working with your directorial staff, identify each of the major and minor characters in the story. Discuss what traits you want each to have when "putting" the character on film. Finally, decide who would be the best actor/actress to play each part. Be ready to share your casting choices with the group.

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Who would you **cast**?



- Husband
- Wife
- Matthew
- Father
- Grandfather
- Cast of . . .

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After Reading Activity

## Placing Your Cast in the Setting


Draw the setting for your cast. Think about the:

- Scenery
- Building
- Furniture
- Clothing
- Dialects
- Time of day
- Time of year




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**After Reading Activity**




**What's  
the  
theme?**

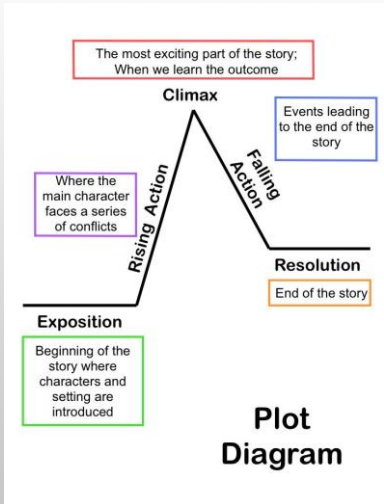
Review the story one last time and identify the theme

- What does the title tell you?
- Are there repeating patterns and symbols?
- What allusions are made throughout the story?
- What meaning may the details provide?
- What is the story's message or main point?
- Is the theme directly stated in the story?

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**Putting It All Together!**




Plot  
Diagram

Complete the plot diagram (sequence) and write a short paragraph summarizing the story and the underlying theme.


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Share your ideas



What's your favorite story to use with your students?




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Have you ever used . . .

- **The Bet – Anton Chekhov** (Good choice for corrections)  
[http://www.eastoftheweb.com/cgi-bin/version\\_printable.pl?story\\_id=Bet.shtml](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/wells/hg/5/>
- **The Remarkable Rocket – Oscar Wilde**  
<http://www.eastoftheweb.com/short-stories/UBooks/RemRoc.shtml>  
Audio available: <https://www.storynory.com/the-remarkable-rocket/>



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## WHERE CAN I LOCATE MORE LESSONS AND ACTIVITIES?


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**Resources**

Check out a couple of IPDAE resources for more on short stories . . .



**floridaipdae.org**

- GED®/ABE Lesson Plans
  - Themes in Short Stories
  - Determining Meaning and Making Inferences
  - Interpreting Photographs: A First Step in Understanding Texts
- Grab and Gos
  - Story Impressions

**Stay Tuned for . . .**

- Main Ideas and Details
- Author's Purpose
- Figurative Language
- More . . .


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**Please complete this quick survey.**

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***“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.”***

**John Locke**

*Thank You!*

Always here to assist!

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