

Backwards Design Template

Name of lesson/ unit: Story Elements

Grade Level: k 1 2 3 4 5 6 7 8
 9 10 11 12 college

Subject Area: ELA Math Science Technology
 Social Studies/ History Fine Arts
 PE/Health Foreign Languages

Links to Standards: These links will take you to a web page

[CCSS ELA](#)

[CCSS Math](#)

[CCSS History/SS](#)

[Next Gen Science](#)

[Fine Arts](#)

[PE/Health](#)

[Computer Science/Technology](#)

[Foreign Languages](#)

Stage 1-Desired Results

Content Standard(s):

Copy and paste them here:

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LaSalle ROE 35 Lesson Plan and Assessment Database

Understanding(s): Students will understand that . . . The story has a beginning, middle and end. What the elements of a story are How do they affect the problem and solution		Essential Question(s): How is the story introduced? How do you know? How does the end of the story conclude the characters actions? How do you know? What is the summary of the story? Who are the main characters? How do you know? How did the characters influence the solution to the story?	
<i>Other Notes:</i>			
Stage 2-Acceptable Evidence			
Performance Task(s) How do the students prove they understand the concept(s)? What are the tasks? The students will complete a graphic organizer modified for all story elements		Other Evidence and Formative Assessment works: The students will have to fill out a similar graphic organizer based on a good fit book of their choice.	
Rubric: Create a rubric at http://rubistar.4teachers.org/ Copy the url to the created rubric and paste it here:			
Stage 3- Learning Plan			
Learning Activities: Type your lesson plan here: We will review the meaning of “plot”—the problem and solution in a story. I will explain that other story elements such as setting and characters also help us to understand the plot. We will model identifying the characters, setting, and plot in a familiar book previously read in class. We will read Dog Breath: The Horrible Trouble with Hally Tosis, thinking about the story elements.			

We will then complete a graphic organizer identifying the characters, setting, problem, and solution in *Dog Breath: The Horrible Trouble with Hally Tosis*, with teacher help.

Lastly the students will be a book of their choice and complete the graphic organizer based on their findings. They will then conference with the teacher to extend their knowledge.

Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design*

Lesson Contributors: Please type your names and your district's name:

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Directions: Save this pdf and email it to trossman@roe35.org
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Thank you for sharing!