

ASO Quartet Common Core Connections

Storytelling Program

Anchor Standard Reading Literature 3: *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Grade 3 Standard: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 3 Sample Lesson

Introduce the unit by asking students if they have family stories they love to tell. Allow students to share favorite family stories for a few minutes. Introduce that day's new chapter book: *The Stories Julian Tells* (Ann Cameron and Ann Strugnell). As students read the first chapter of the book, "The Pudding Like a Night on the Sea," ask them to examine Julian as a character. You might post these leading questions and discuss their meaning by having your students ask you the questions as their new teacher:

- How would you describe Julian?
- What are his character traits?
- Why does he do what he does?

Tell students to cite evidence from the text as they answer the questions. Read the chapter aloud to the students as they follow along. Continue reading the subsequent chapters in the days that follow, encouraging as much independent reading as possible. Continue to focus on character traits and motivation. As students finish this book, allow them to choose to move to other character stories in this series or to continue with Julian. This provides the opportunity to compare and contrast books and/or characters by the same author. (RL.3.3, SL.3.6, SL.3.1b, SL.3.4, RL.3.9)

Grade 4: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 4 Sample Lesson

As a class, we will keep a chart (with the categories listed here) of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.

- Title and author
- Type of literature (story or poem)
- Main character(s)
- Setting (geography, season, and/or weather)
- Summary (using the "Somebody-Wanted-But-So" strategy)

Write your own response on a sticky note, whiteboard, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4a, RF.4.4b, RL.4.1, RL.4.2, RL.4.3, RL.4.5, L.4.5a)

Grade 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade 5 Sample Lesson

As a class, keep a chart with the following categories of the novels we've read, on paper or in a shared spreadsheet. As the chart is filled in, and at the end of the unit, use this information to make comparisons and generalizations about characters (and people) who undergo changes in their development:

- Setting
- Main character who undergoes a change, and adjectives that describe him/her
- Obstacles faced by the main character
- Climax (where the main character resolves the conflict)
- Resolution (how the story ends; what the character learns)

(RL.5.2, RL.5.3)

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Anchor Standard Writing 3: *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Grade 3 Sample Lesson

Students have been sharing favorite family stories, so shift the discussion to how stories are passed down from grandparents specifically. Then, assign the following: "Interview one of your family members (e.g., a parent, grandparent, aunt, or uncle) to learn a family story. Save the story by taking notes or by recording it digitally. Use the story you record to write a narrative." This writing project should be worked on over an extended period of time, focusing on elaboration, revision, and editing, using the standards as guidance. Create a word wall to gather words used most often in writing and word families. (W.3.3, W.3.4, W.3.5, L.3.1, L.3.2, L.3.2f, L.3.3)

Grade 4: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Grade 4 Sample Lesson

Write a journal entry from an animal's perspective, being sure to give the animal human characteristics. Trade your journal entry with a partner to see if they can figure out your animal from your effort to "personify" it while still maintaining its unique animal characteristics. (W.4.9a, W.4.9b, W.4.4, W.4.3)

Grade 5: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Grade 5 Sample Lesson

Write your own historical narrative that is set during the Civil War, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner, so that your final product is of the highest quality. The well-developed narrative should include ideas that flow logically, and at least five new vocabulary words or phrases that provide historical context. Edit your writing, especially for commas to set off the words yes and no and to indicate direct address (see Standards for more details). Publish your narrative on the class web page to encourage virtual conversation after the unit is over. (W.5.3; W.5.4, W.5.9a, W.5.9b, SL.5.5, L.5.1a,b,c,d; L.5.2a,b,c)