The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 1 – 4th Grade

Grade: 4
Topic: Narrative Conflict/Resolution
Instructional unit: Unit 1, Habits of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative (in reference to Week 3 #1 & Writing #8, Week 4 #1)
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The task:
This activity provides students with an opportunity to practice integrating reading and writing responses that promote comprehension of texts and serves as anchors for their own narratives. During partner reading (two to three students), students will complete the following Problem Solving Think Sheet focusing on the plot (sequence of events), specifically conflict, using evidence from the text by listing page numbers.

Name_______________________  Story______________________________________

1. What is the main problem (conflict) that the character(s) must solve?
2. What information in the text has the author given that may be important?
3. What do you know as the reader that may be helpful to the character in solving the problem (conflict)?
4. List at least two different ways the main character(s) could have resolved the conflict?

English Language Learners may illustrate the point in the story where the conflict is evident based on classmates’ discussion/translation.

The charted information could become part of the “ideas” folder (Refer to Week 1 #4.) for future reference in brainstorming ideas for narratives. Additionally, partners may brainstorm plot interview questions to ask the main character(s) leading up to the conflict/resolution. Lastly, students can decide which format to present their responses (i.e. TV News Anchor, Sibling Discussion, Parent-Child, Principal-Student)
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Differentiation:
- Show pictures representing various types of conflicts or problem situations. Allow students to discuss what they see represented in the pictures.
- View a children’s “short” video and ask students to explain the conflict afterward.
- Select easy listening books on tape. Tell students they must determine what the conflict is in the story and how the problem is solved.

Focus Standard:
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
  b. Identifies and analyzes the elements of plot, character, setting in stories read, written, viewed, or performed.
  f. Makes judgments and inferences about setting, characters, events, and supports them with elaborating and convincing evidence from the text.

Circumstances of the assignment/Notes to the Teachers:
Provide ample opportunities for students to observe teacher modeling in small group and large group instruction. In modeling Read Alouds, the teacher should begin incorporating “Thinking Aloud” to help students learn the strategies and processes good readers use to infer by demonstrating “in-my-head-thinking and questioning.” This tool lends itself to any genre with any size group.