Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Comprehension: Setting

Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”

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The task: The teacher reviews the definition of setting (an element of fiction). Using short teacher-selected passages (short passages, book of the month or other read aloud), the teacher models identifying these 3 elements of fiction. Students then read a teacher-selected passage and focus on identifying one element at a time.

Setting: Students identify where and when the story/passage takes place by using the following questions – (1) Where does the story take place? (city, state, country, etc); (2) When does the story take place? (day of the week, season, year, etc); (3) Is it past, present, or future? Students can do a chart (in their reading log) identifying the setting by either using words or sketches. If sketches are used, the student will make a brief statement explaining the sketch.

Differentiated Instruction:
- Students will create a chart labeled Elements of Fiction. They create three columns labeled: Setting, Character, & Plot. Teacher will read a story, and the class will be asked to write the setting, characters, and plot under the appropriate label while hearing the story. Teacher will go over the chart with the class once he or she has finished reading the story to make sure each student has the chart completed correctly.
- Students will divide into teams to play the game “What am I?” Teacher will name a setting, character, or plot of a story (various stories can be used – familiar and unfamiliar). The first student to write on the board if the setting, character, or plot were named gets a point. The game will continue as long as teacher desires.
- Teacher will pass out short stories. Student will need to highlight the setting, underline the character(s), and circle the plot.
- Students will write and describe the setting of a place they have been (i.e. bedroom, zoo, amusement park, school playground, etc.). (Teacher can give examples for students to use.) Students will need to use the following three questions as a guide: Where does the story take place? When does the story take place? Is it past, present, or future?
- Teacher will read a setting to the students from a story. Students will need to draw that setting based on what the teacher read. (Teacher is to pick a story that uses many adjectives to describe the setting. Teacher can also create his or her own setting in order for students to do this assignment.)

Modifications/Accommodations:
- Teacher will review definition of 3 elements of fiction (setting, character, and plot).
- Teacher will pause when coming to a section in the story book where the setting, character, or plot will be named in order to give the students a cue to be ready to hear one in order to appropriate complete their charts.
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- Teacher will write on the board the 3 questions he or she would like answered: Where does the story take place? When does the story take place? Is it past, present, or future? Students will copy these questions and answer them as the teacher reads a story.

Focus Standard:
ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

Circumstances of the assignment/Notes to the Teachers: For more ideas on setting, the teacher may visit http://www.readwritethink.org. Students will continue to practice identifying setting in their daily independent reading making notes in their reading logs.