



# Comprehension

C.001

## Narrative Text Structure Character Consideration



### Objective

The student will describe characters.



### Materials

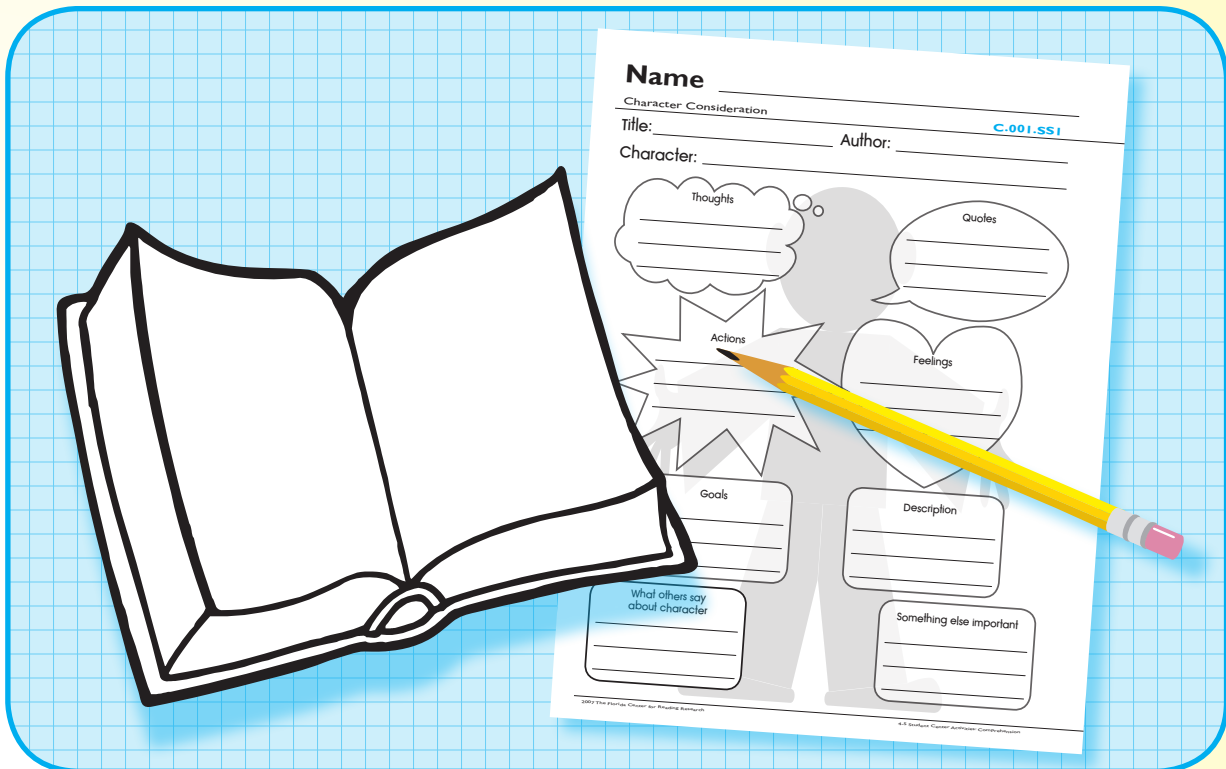
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*  
*Choose text that features multiple characters.*
- ▶ Student sheet (Activity Master C.001.SS1)
- ▶ Pencils



### Activity

Students describe a character using a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Name the main characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the student sheet.
5. Describe the selected character by reading the prompts and recording answers.
6. Discuss the answers and how the role of the character contributes to the story.
7. Teacher evaluation



### Extensions and Adaptations

- ▶ Use other character maps (Activity Master C.001.SS2 and C.001.SS3).
- ▶ Answer questions from a selected character's viewpoint (Activity Master C.001.SS4).
- ▶ Describe a situation outside the story and how the character might react to it (e.g., how the character would react to losing a baseball game).

**Name** \_\_\_\_\_

Character Consideration

**C.001.SSI**

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character: \_\_\_\_\_

**Thoughts**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Quotes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Actions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Feelings**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Description**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What others say about character**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Something else important**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Name \_\_\_\_\_

**C.001.SS2**

Character Consideration

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character: \_\_\_\_\_

A character analysis template for character 1. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the starburst is a rounded rectangular box labeled "1" and "Trait". To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

A character analysis template for character 2. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the starburst is a rounded rectangular box labeled "2" and "Trait". To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

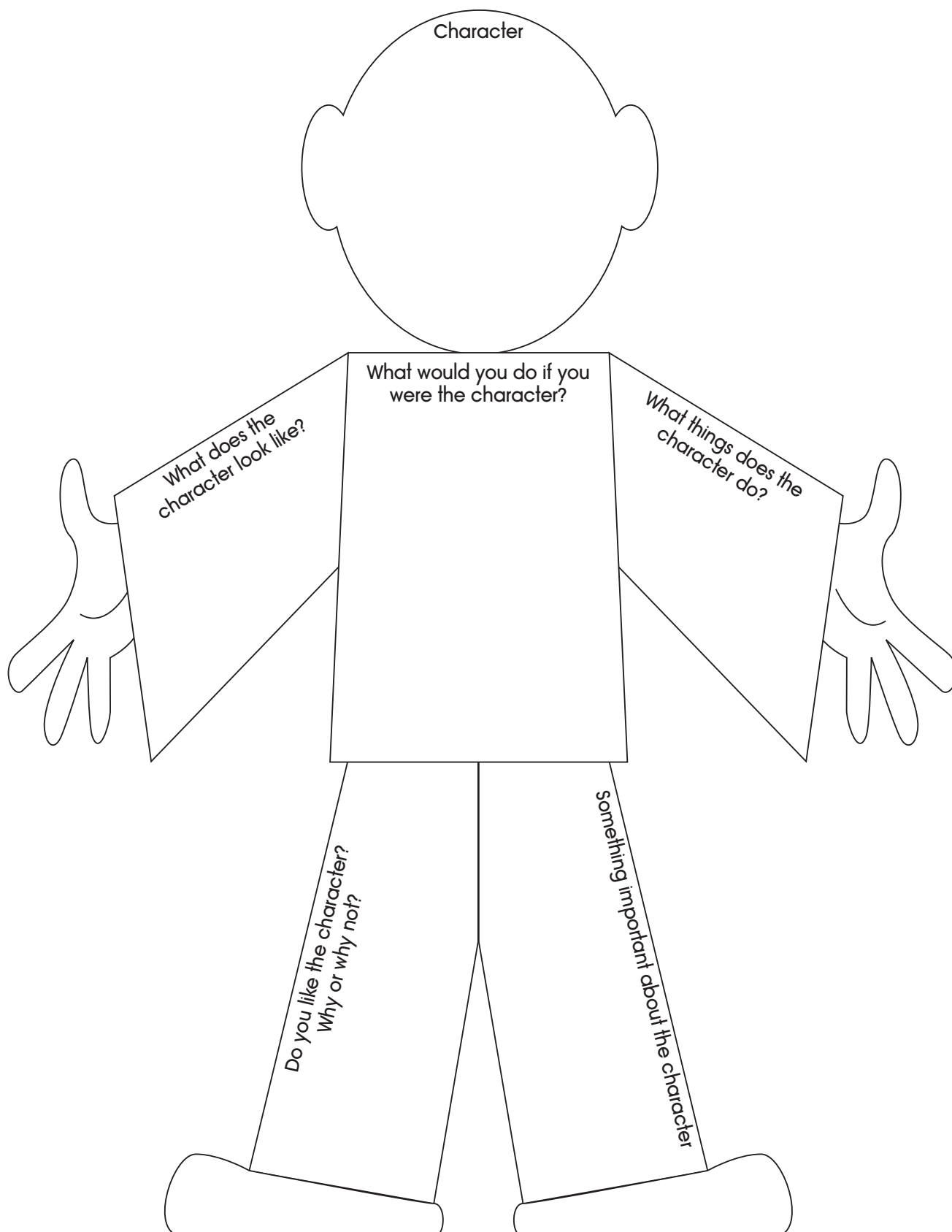
A character analysis template for character 3. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the starburst is a rounded rectangular box labeled "3" and "Trait". To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

# Name \_\_\_\_\_

Character Consideration

C.001.SS3

Title: \_\_\_\_\_ Author: \_\_\_\_\_



# Name \_\_\_\_\_

**C.001.SS4**

Character Consideration

Title: \_\_\_\_\_ Author: \_\_\_\_\_

How does the character think and feel about the event or problem?

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How does the character feel about the outcome of the event or problem?

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Event or problem

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---

---

How does the character react to the event or problem?

---

---

---

---

Character



## Narrative Text Structure

C.002

### Character Connections

#### Objective

The student will identify similarities and differences between characters.

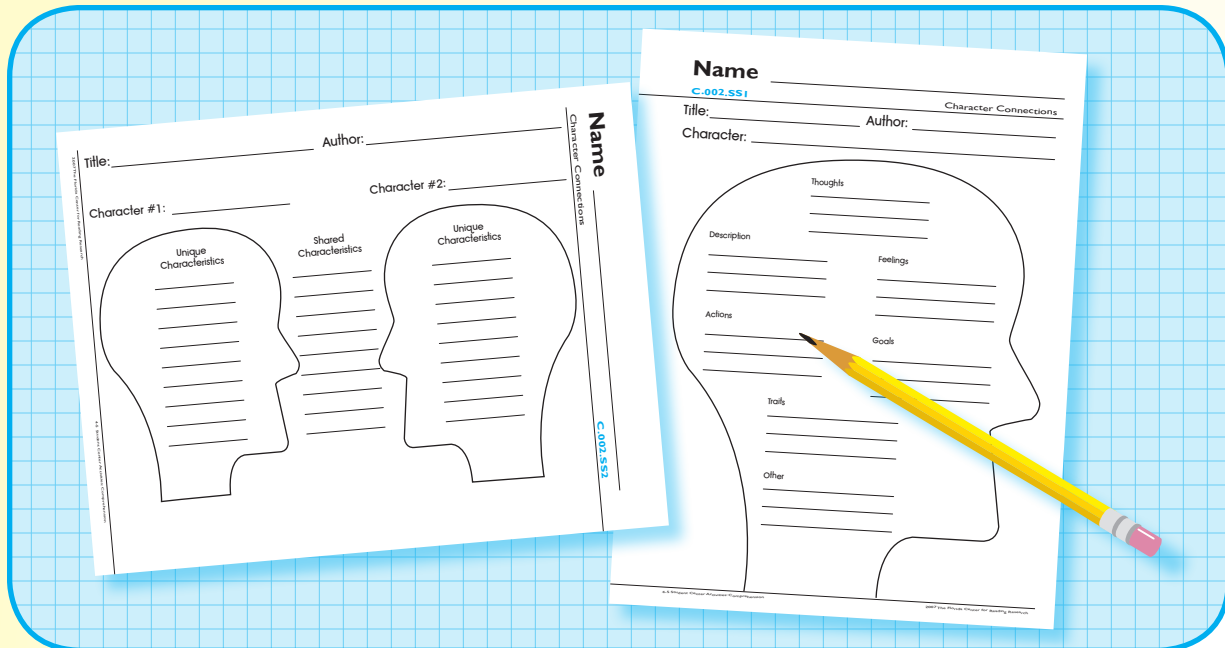
#### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Character student sheet (Activity Master C.002.SS1)
- ▶ Character comparison student sheet (Activity Master C.002.SS2)
- ▶ Pencils

#### Activity

Students compare characters using a graphic organizer.

1. Provide each student with a copy of the text and a character student sheet. Provide students with one character comparison sheet that they will complete together.
2. The students read or review the text.
3. Name the characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the character student sheet. Write specific information about the character.
5. Discuss the unique and shared characteristics of the characters.
6. Write the unique characteristics of the characters and the shared characteristics on the character comparison sheet.
7. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters in the same story or different stories (Activity Masters C.002.SS3 and C.002.SS4).
- ▶ Discuss the perspective of two characters regarding an event (Activity Master C.002.SS5).
- ▶ Use a 3-way Venn diagram to compare three characters (Activity Master C.002.SS6).

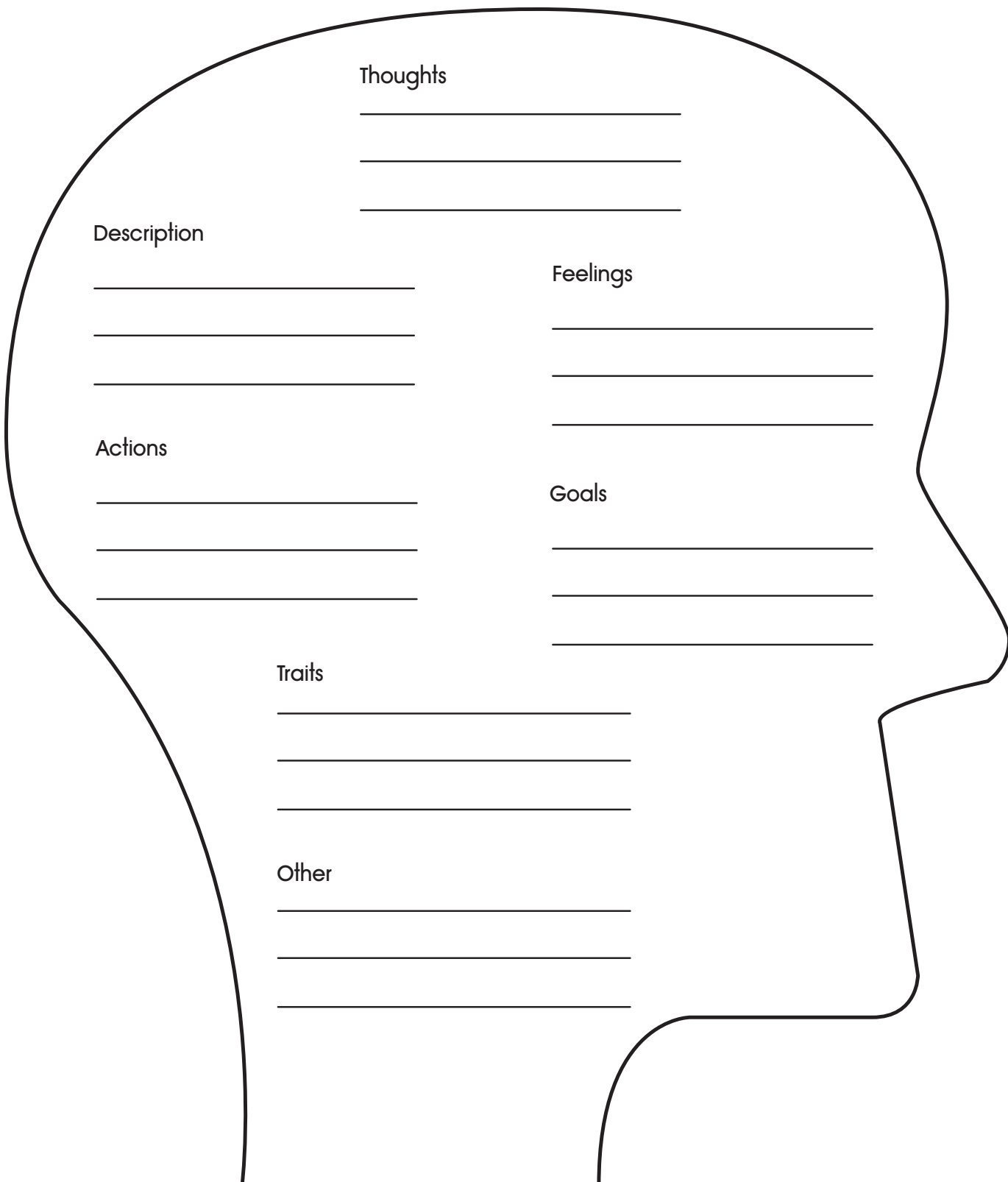
**Name** \_\_\_\_\_

**C.002.SSI**

**Character Connections**

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_

**Character:** \_\_\_\_\_



**Thoughts**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Description**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Feelings**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Actions**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goals**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Traits**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Other**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Name \_\_\_\_\_

Character Connections

C.002.SS2

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character #1: \_\_\_\_\_

Character #2: \_\_\_\_\_

Unique Characteristics	Shared Characteristics	Unique Characteristics
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_

C.002.SS3

Character Connections

How are they alike?

Title: \_\_\_\_\_  
Character #1: \_\_\_\_\_

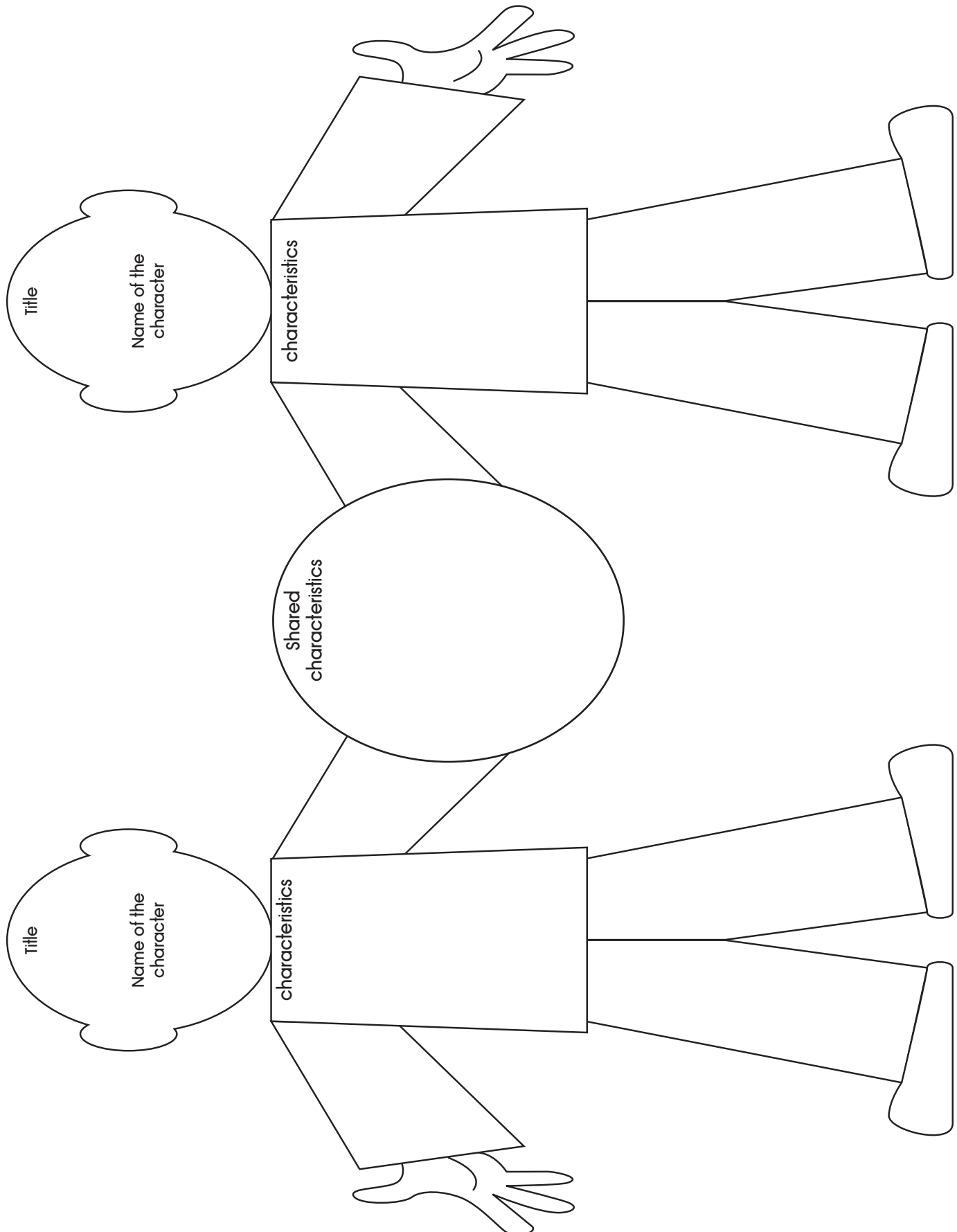
Title: \_\_\_\_\_  
Character #2: \_\_\_\_\_

How are they different?

# Name \_\_\_\_\_

Character Connections

C.002.SS4



Name \_\_\_\_\_

C.002.SS5

Character Connections

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character #2

How did the character  
feel, think, or react to  
the event or problem?

Event or Problem

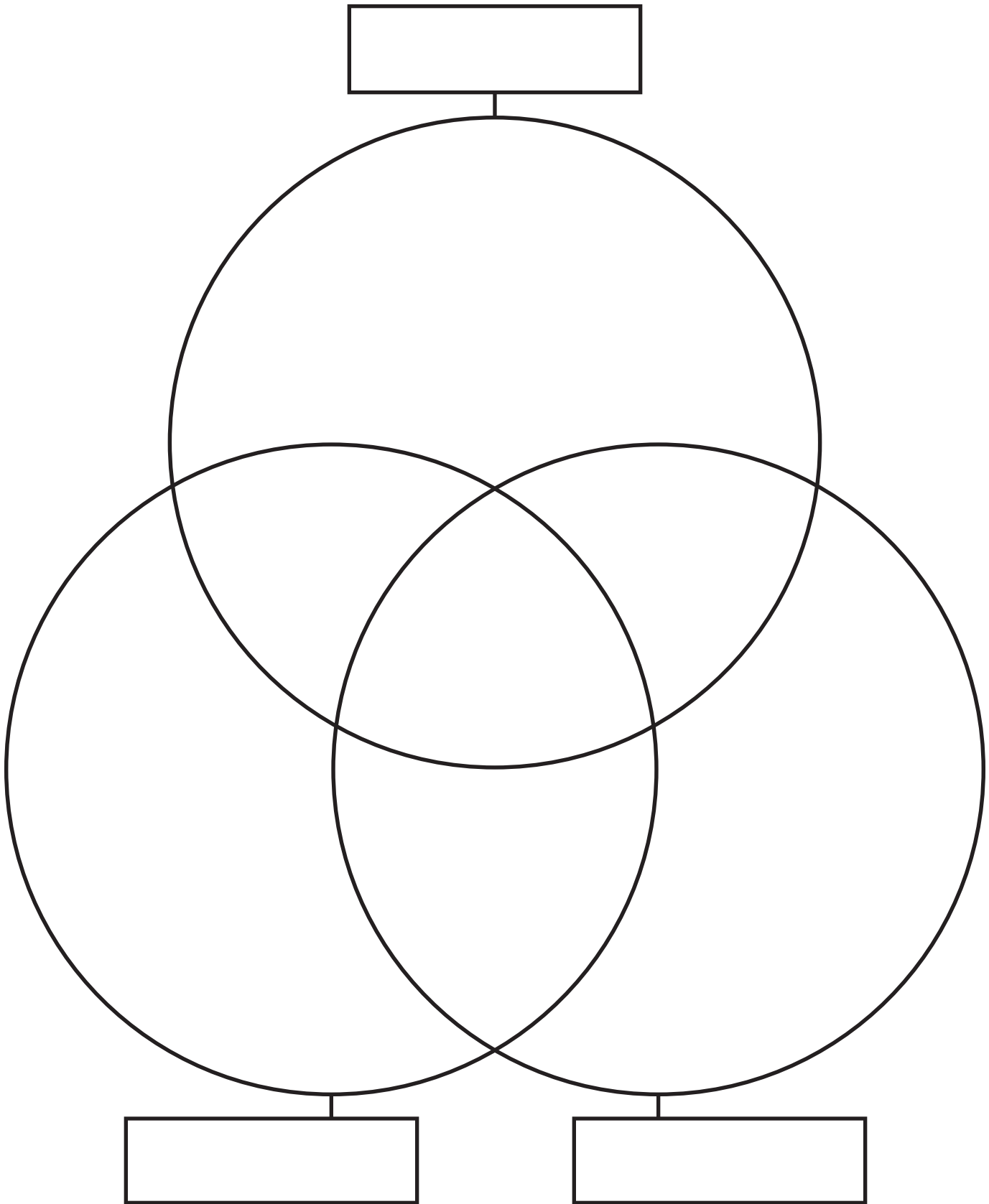
Character #1

How did the character  
feel, think, or react to  
the event or problem?

# Name \_\_\_\_\_

Character Connections

C.002.SS.6





# Comprehension

C.003

Narrative Text Structure

Check-A-Trait



## Objective

The student will identify similarities and differences between characters.



## Materials

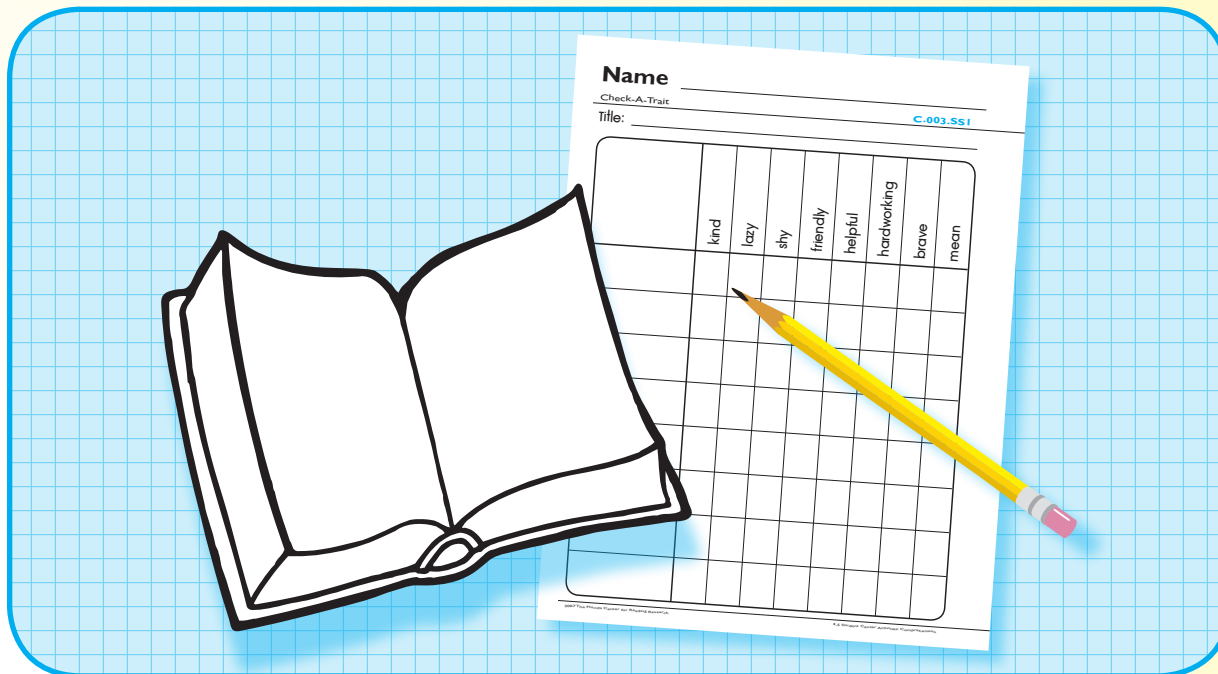
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.003.SS1)
- ▶ Pencil



## Activity

Students indicate traits of characters by completing a grid.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the names of the characters in the boxes in the left column on the student sheet.
4. Reads the character traits in the top row.
5. Reads each name one at a time and places a check in each trait box that describes that character.
6. Selects two characters. Uses the back of the student sheet to write how they are similar or different based on the recorded information.
7. Teacher evaluation



## Extensions and Adaptations

- ▶ List other traits and characters on the blank attribute grid (Activity Master C.003.SS2).
- ▶ Determine the strengths and weaknesses of a character (Activity Master C.003.SS3).
- ▶ Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Appleseed.

**Name** \_\_\_\_\_

Check-A-Trait

**C.003.SS.I**

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_

	kind	lazy	shy	friendly	helpful	hardworking	brave	mean

**Name** \_\_\_\_\_

**C.003.SS2**

**Check-A-Trait**

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_


# Name \_\_\_\_\_

Check-A-Trait

C.003.SS3

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Character: \_\_\_\_\_

	Strength	Weakness	Why?
1. Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
2. Facing challenges	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
3. Being curious	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
4. Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
5. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____



# Comprehension

C.004

Narrative Text Structure

The Main Events



## Objective

The student will sequence events in a story.



## Materials

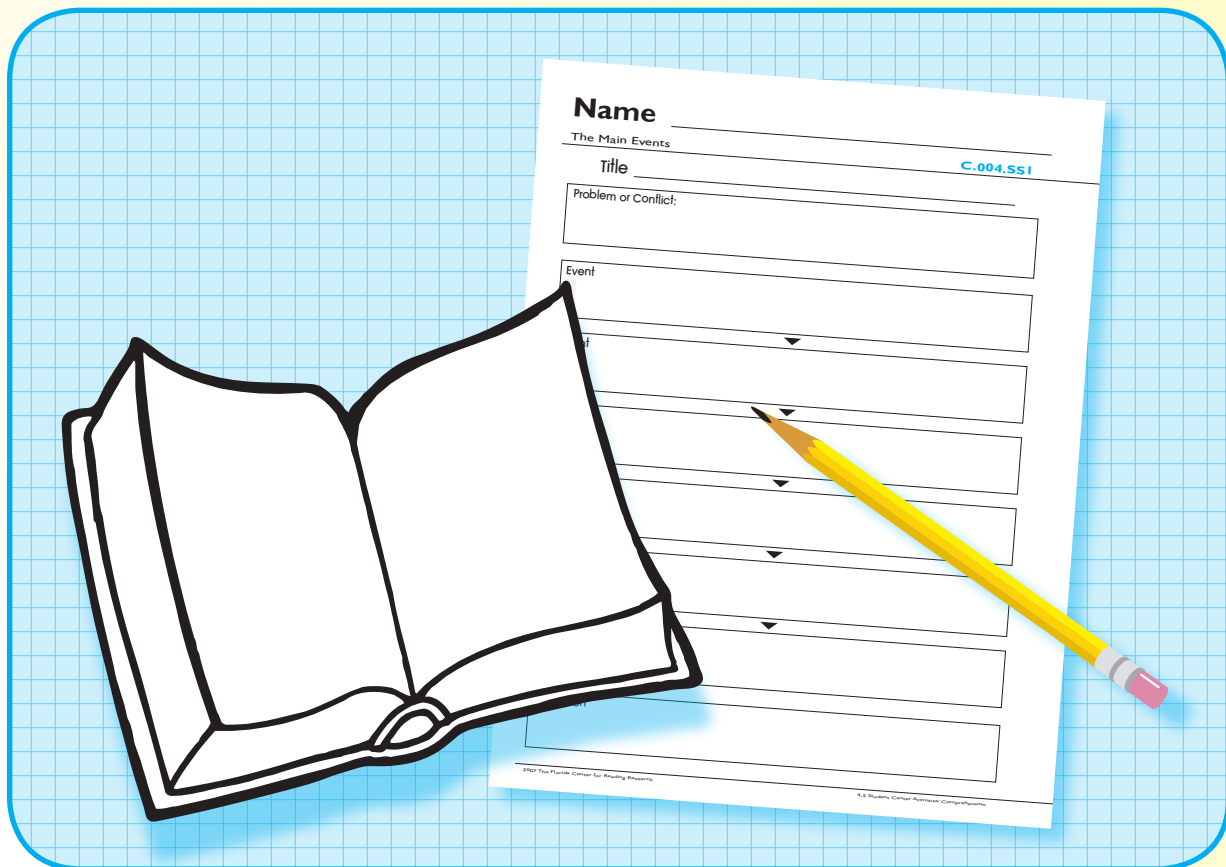
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.004.SS1)
- ▶ Pencil



## Activity

Students write the main events of a story in sequential order using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author on the student sheet.
4. Writes the events in sequential order.
5. Teacher evaluation



## Extensions and Adaptations

- ▶ Share information from the student sheet with a partner and discuss story.
- ▶ Sequence events (Activity Master C.004.SS2 and C.004.SS3).
- ▶ Describe what happened first, next, then, and last in the story (Activity Master C.004.SS4).

# Name \_\_\_\_\_

The Main Events

C.004.SSI

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Problem or Conflict:

Event

1



Event

2



Event

3



Event

4



Event

5



Event

6

Resolution

## The Main Events

Thi

3.

2.

6.

5.

4.

Name \_\_\_\_\_

The Main Events

C.004.SS3

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Event 1

Event 2

Event 3

Event 4

Event 5

Event 6

Name \_\_\_\_\_

C.004.SS4

The Main Events

Title: \_\_\_\_\_

Author: \_\_\_\_\_

1. What happened *first*?

2. What happened *next*?

3. What happened *then*?

4. What happened *last*?



### Plotting the Plot



#### Objective

The student will identify the components of a plot.



#### Materials

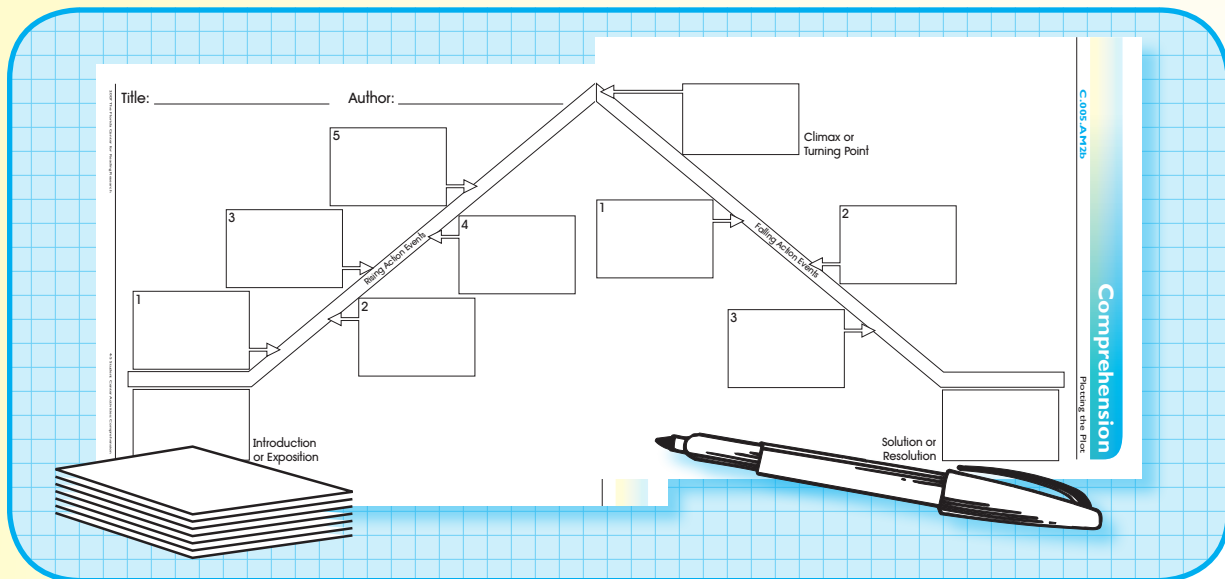
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Plot cards (Activity Master C.005.AM1)  
*Laminate.*
- ▶ Plot work board (Activity Master C.005.AM2a - C.005.AM2b)  
*Copy, align pages, glue sides together, and laminate.*
- ▶ Vis-à-Vis® markers



#### Activity

Students write plot components and place them on the plot structure.

1. Place plot work board on a flat surface. Place the plot cards face down in a stack.  
Provide each student with a copy of the text.
2. Students read or review text and discuss it. Write title and author on work board.
3. Taking turns, student one selects the top plot card from the stack, reads designation at the bottom aloud, and writes the corresponding information on the card. Hands card to student two.
4. Student two places the plot card in the appropriate box on the work board.  
Explains placement.
5. Continue until all plot cards are placed.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Record answers on student sheet (Activity Master C.005.SS).
- ▶ Write plot components of multiple stories on cards (Activity Master C.005.AM3) and sort using header cards (Activity Master C.005.AM4).

# Comprehension

C.005.AMI

Plotting the Plot

introduction or exposition	rising action event	rising action event
rising action event	rising action event	rising action event
climax or turning point	falling action event	falling action event
falling action event	solution or resolution	



plot cards

# Comprehension

## Plotting the Plot

C.005.AM2a

Title: \_\_\_\_\_

Author: \_\_\_\_\_

The diagram illustrates a plot structure with five numbered boxes connected by arrows. A diagonal arrow labeled "Rising Action Events" points from box 1 to box 5. Box 1 is labeled "Introduction or Exposition".

1

2

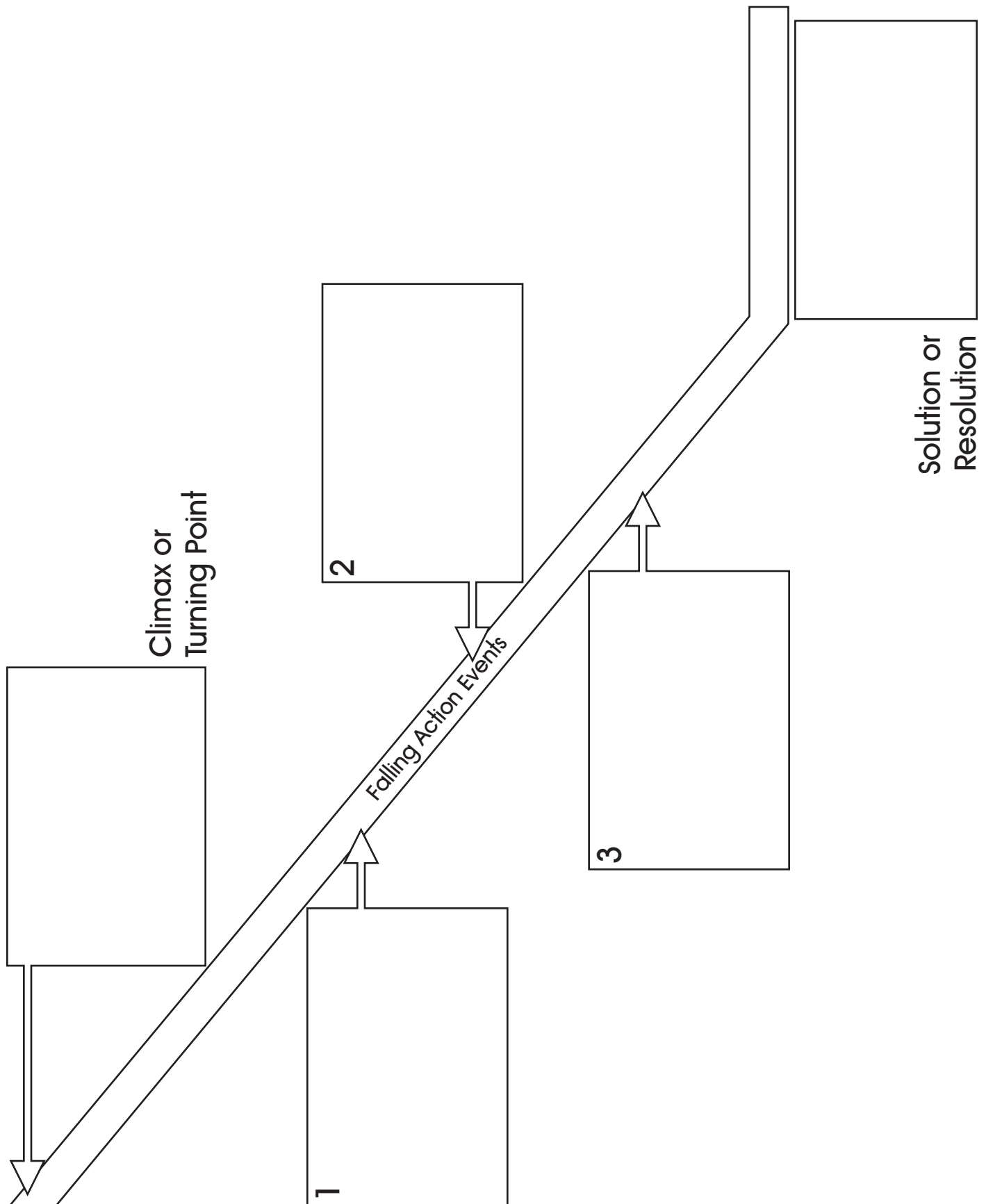
3

4

5

Rising Action Events

Introduction or Exposition

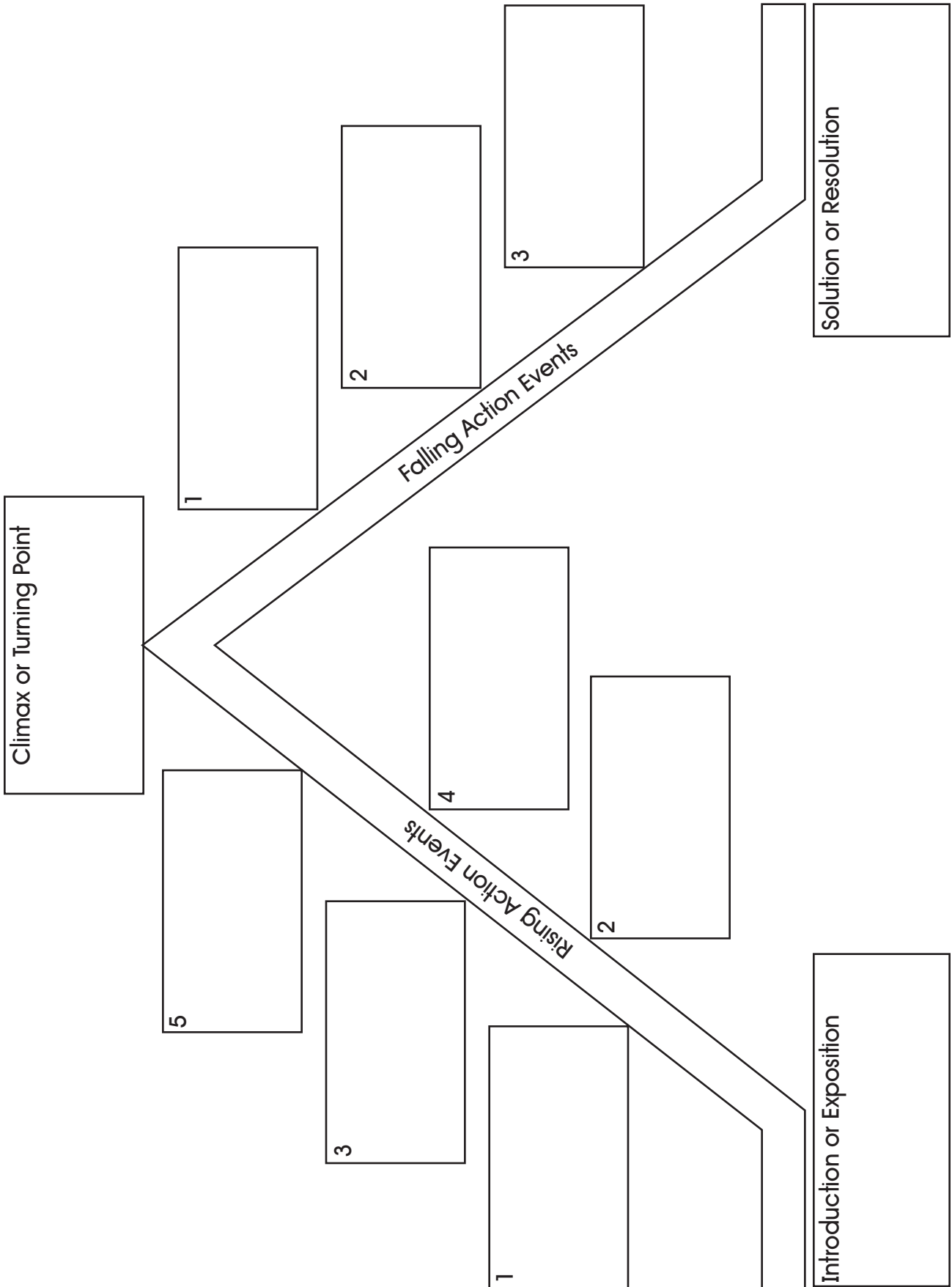


Name \_\_\_\_\_

Plotting the Plot

C.005.SS

Title: \_\_\_\_\_ Author: \_\_\_\_\_



# Comprehension

C.005.AM3

Plotting the Plot


blank cards



# Name \_\_\_\_\_

Plotting the Plot

C.005.AM4

introduction  
or  
exposition

header

rising action  
(multiple events)

header

climax  
or  
turning point

header

falling action  
(multiple events)

header

solution  
or  
resolution

header

conflict

header

header cards



**Objective**

The student will identify the components of a plot.

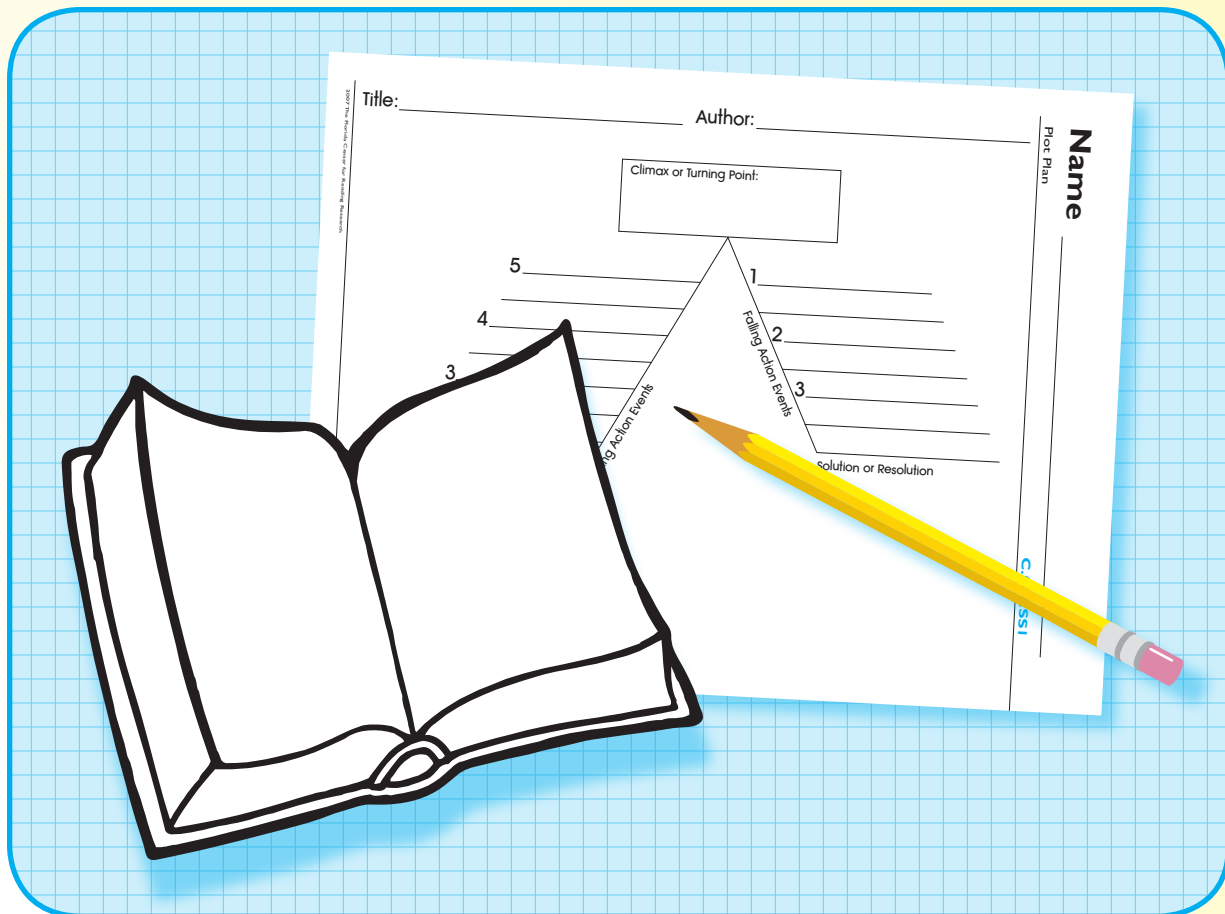
**Materials**

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.006.SS1)
- ▶ Pencil

**Activity**

Students write the parts of a plot on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the parts of the plot on the student sheet.
4. Teacher evaluation

**Extensions and Adaptations**

- ▶ Write a summary of the plot on the back of the student sheet.
- ▶ Use a more detailed graphic organizer to record plot (Activity Master C.006.SS2).
- ▶ Select two stories, complete a student sheet on each, and discuss the plots with a partner.
- ▶ Use other plot graphic organizers (Activity Master C.006.SS3 and C.006.SS4).

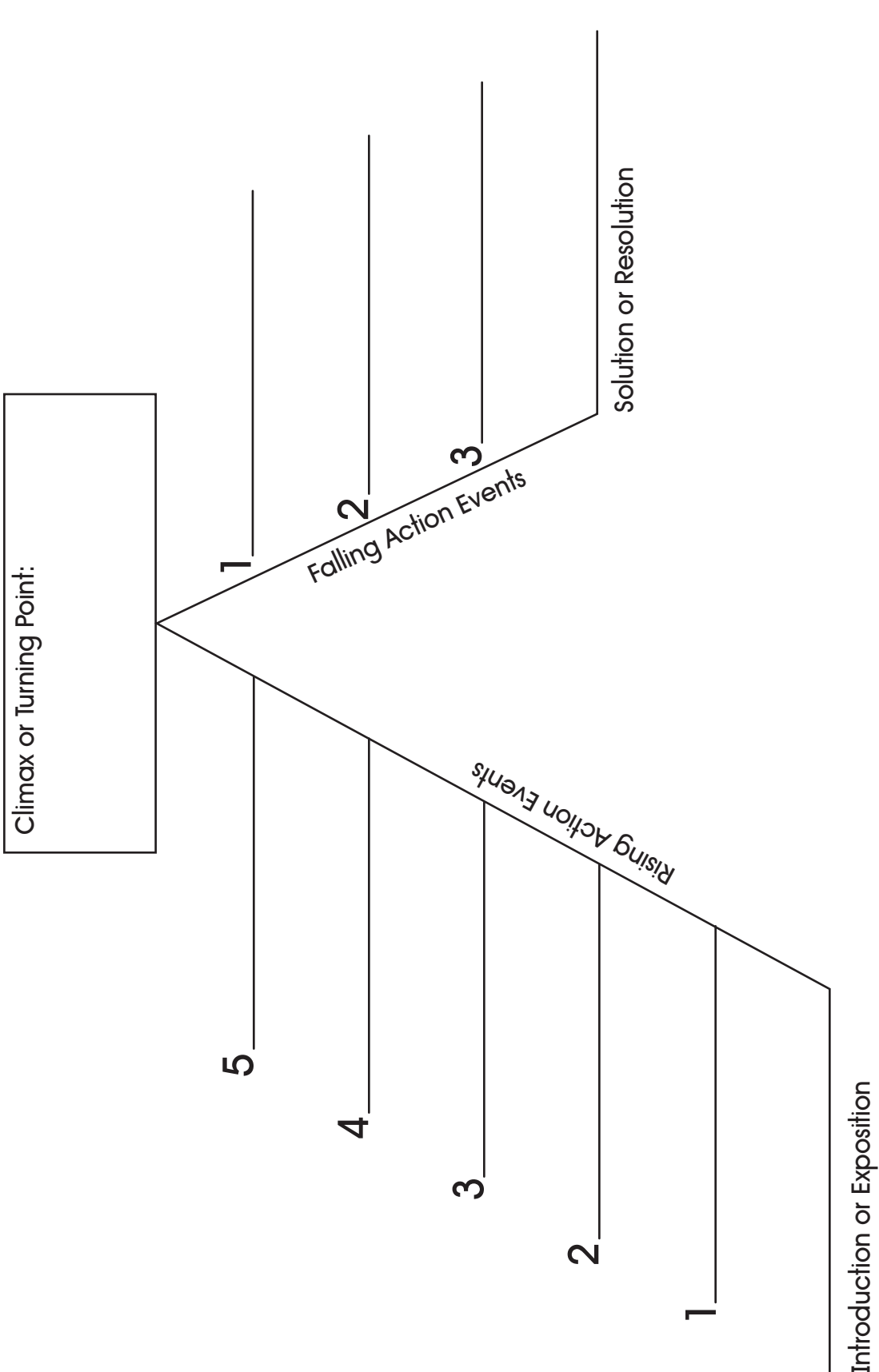
Name \_\_\_\_\_

Plot Plan

C.006.SS I

Title: \_\_\_\_\_

Author: \_\_\_\_\_



## Plot Plan

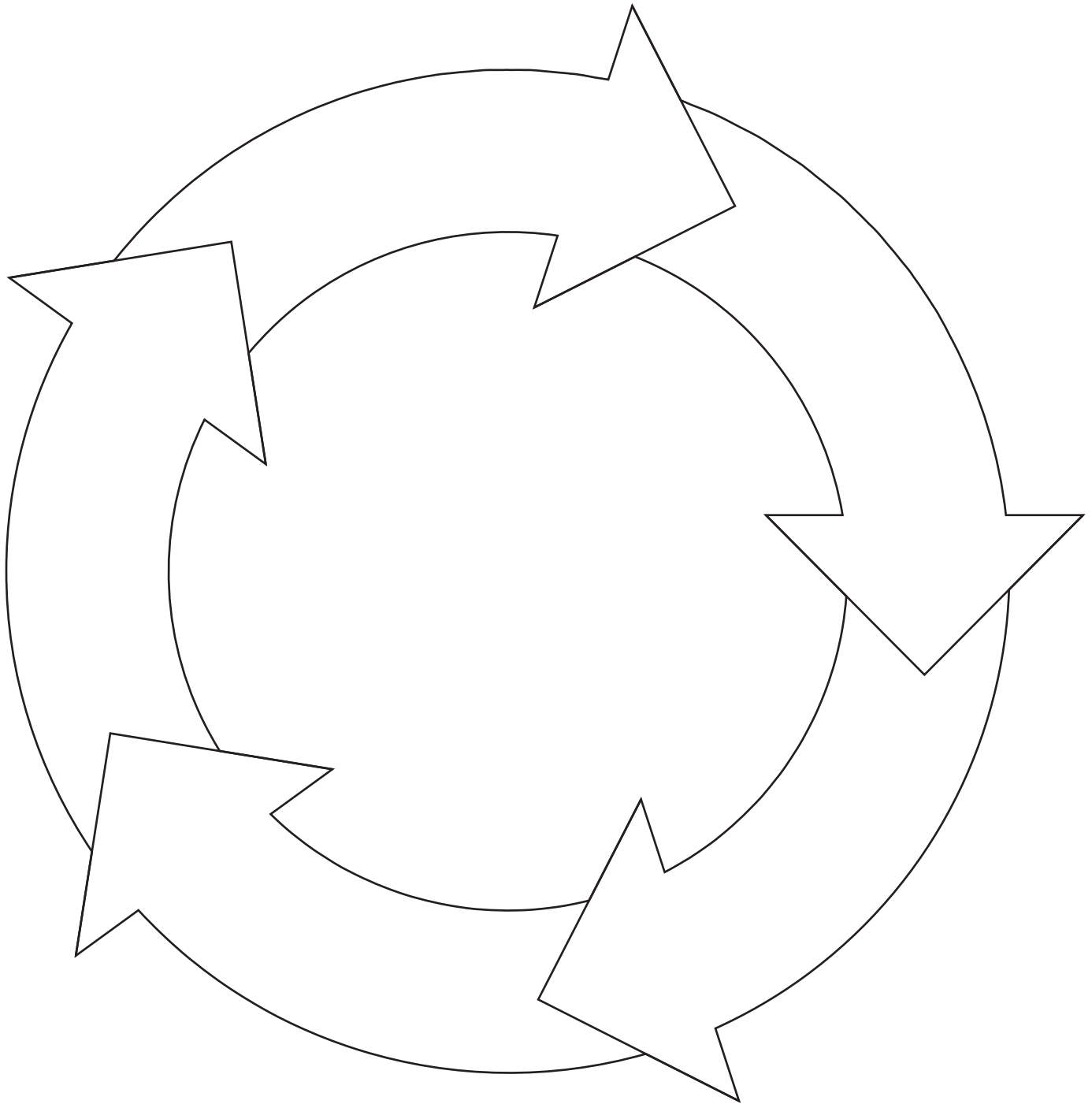
#### 4-5 Student Center Activities: Comprehension

**Name** \_\_\_\_\_

Plot Plan

**C.006.SS3**

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_



Name \_\_\_\_\_

C.006.SS4

Plot Plan

Title: \_\_\_\_\_

Author: \_\_\_\_\_

The diagram is a plot plan template. It features a central vertical line. To the left of this line are three large, empty rectangular boxes with rounded corners, numbered 1, 3, and 5 from bottom to top. To the right of the line are three similar boxes, numbered 2, 4, and 6 from bottom to top. Arrows point from the central line to each of these six boxes. Additionally, arrows point from box 1 to box 2, from box 3 to box 4, and from box 5 to box 6, indicating a sequential flow.



### Story Pieces



#### Objective

The student will identify story elements.



#### Materials

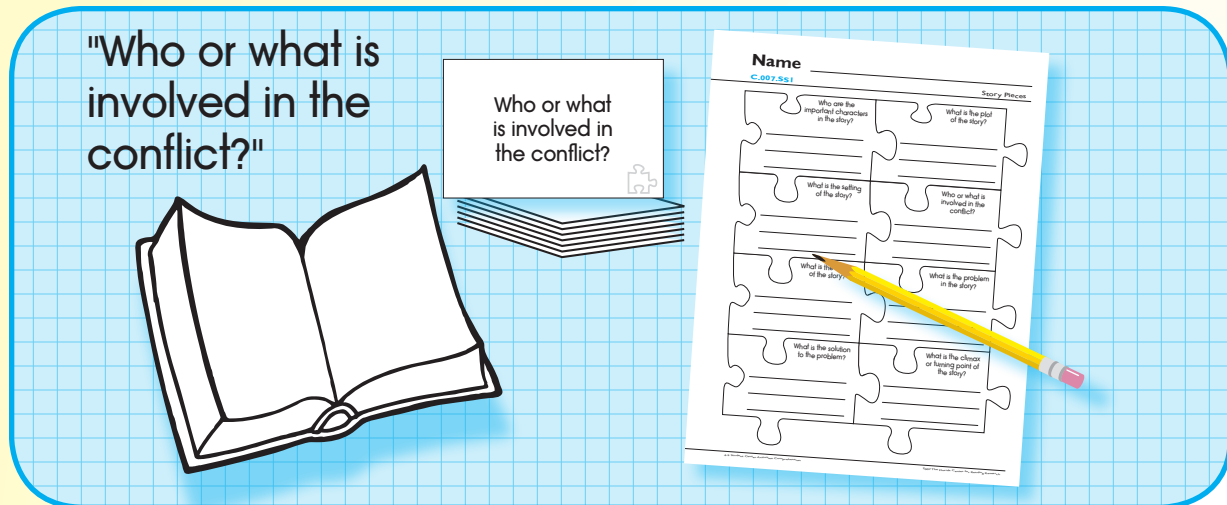
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Question cards (Activity Master C.007.AM1a - C.007.AM1b)  
*Use question cards that are appropriate for your students.*  
*Laminate.*
- ▶ Student sheet (Activity Master C.007.SS)
- ▶ Pencils



#### Activity

Students answer questions related to story elements and record on a graphic organizer.

1. Place story element question cards face down in a stack. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Taking turns, students select the top card and read the question. For example, "Who or what is involved in the conflict?"
4. Discuss answer. Place the card in a discard pile.
5. Record answers to selected questions on the student sheet. (Use back of student sheet, if necessary.)
6. Continue until all question cards are answered.
7. Teacher evaluation



#### Extensions and Adaptations

- ▶ Complete two student sheets on two different stories. Write title or draw picture related to each story on the back. Cut out each story's puzzle pieces, mix pieces, and give to a partner to put pieces back in the right order. Turn pieces over to check by revealing the title or picture.
- ▶ Add questions. For example, What are the effects of the problem? (Activity Master C.005.AM3)

# Comprehension

C.007.AM1a

Story Pieces

Who are the important characters in the story?



Who is your favorite character? Why?



What is the setting of the story?



What is the plot of the story?



What is the theme of the story?



What is the problem in the story?



What is the solution to the problem?



What is another way that the problem could have been solved?



question cards



# Comprehension

Story Pieces

C.007.AM1b

What do the other characters think about the main character?



Does the main character change in some way during the story? How?



Name another story that has a similar theme or plot.



Name an event and tell how two characters reacted to it.



What is the climax or turning point of the story?



Who or what is involved in the conflict?



Did the character learn a lesson? If so, what was it?



If the story continued, what might happen next?



question cards



# Name \_\_\_\_\_

**C.007.SS**

Story Pieces

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Who are the  
important characters  
in the story?

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What is the plot  
of the story?

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---

What is the setting  
of the story?

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Who or what is  
involved in the  
conflict?

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What is the theme  
of the story?

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What is the problem  
in the story?

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---

What is the solution  
to the problem?

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---

What is the climax  
or turning point of  
the story?

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# Comprehension



## Narrative Text Structure

C.008

### Story Element Ease



#### Objective

The student will identify story elements.



#### Materials

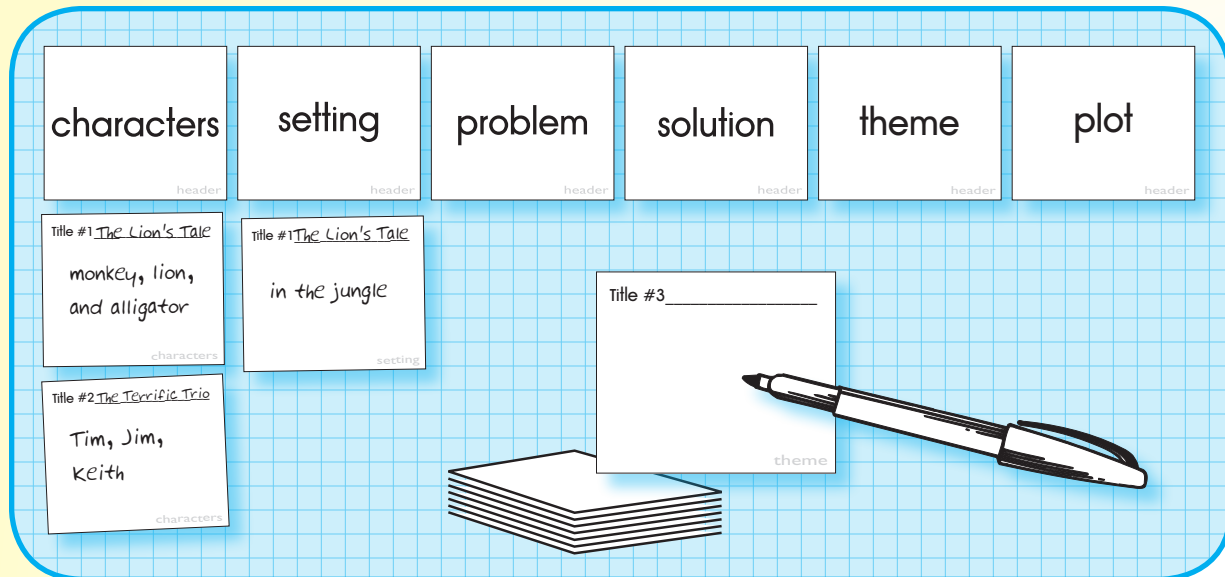
- ▶ Narrative texts  
*Choose three stories, books, or other texts that students have read. Put a number on each text. Choose stories that can be compared and contrasted.*
- ▶ Story element header cards (Activity Master C.008.AM1)
- ▶ Story element cards (Activity Master C.008.AM2a - C.008.AM2c)  
*Laminate.*
- ▶ Vis-à-Vis® markers



#### Activity

Students write information related to story elements and sort into appropriate categories.

1. Place header cards face up in a row. Place the story element cards face down in a stack.  
Provide each student with a copy of the texts.
2. Students review and discuss each of the texts.
3. Taking turns, students select the top card from the stack and read the category printed at the bottom of the card.
4. Write the title of the text that corresponds to the number on the card. Write information related to the story element and place in column under matching header card.
5. Continue until all cards are sorted.
6. Discuss the similarities and differences among the texts.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Record answers (Activity Master C.008.SS).
- ▶ Use 3-way Venn diagram to compare three stories (Activity Master C.002.SS6).
- ▶ Choose multiple stories, write information related to the six story elements, mix into a stack, use headers, and take turns sorting (Activity Master C.008.AM3).

# Comprehension

C.008.AMI

Story Element Ease

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

story element header cards



# Comprehension

## Story Element Ease

## C.008.AM2a

Title #1 \_\_\_\_\_

## characters

Title #1 \_\_\_\_\_

setting

Title #1 \_\_\_\_\_

## problem

Title #1 \_\_\_\_\_

## solution

Title #1 \_\_\_\_\_

theme

Title #1 \_\_\_\_\_

plot

## story element cards



# Comprehension

C.008.AM2b

Story Element Ease

Title #2 \_\_\_\_\_

characters

Title #2 \_\_\_\_\_

setting

Title #2 \_\_\_\_\_

problem

Title #2 \_\_\_\_\_

solution

Title #2 \_\_\_\_\_

theme

Title #2 \_\_\_\_\_

plot

story element cards



# Comprehension

## Story Element Ease

## C.008.AM2c

### Title #3 \_\_\_\_\_

## characters

Title #3 \_\_\_\_\_

setting

### Title #3 \_\_\_\_\_

## problem

Title #3 \_\_\_\_\_

## solution

### Title #3 \_\_\_\_\_

theme

Title #3 \_\_\_\_\_

plot

## story element cards



# Name \_\_\_\_\_

**C.008.SS**

Story Element Ease

plot			
theme			
solution			
problem			
setting			
characters			
story	Title #1	Title #2	Title #3

# Comprehension

Story Element Ease

C.008.AM3


blank cards





# Comprehension

C.009

Narrative Text Structure

Story Mapping



## Objective

The student will identify story elements.



## Materials

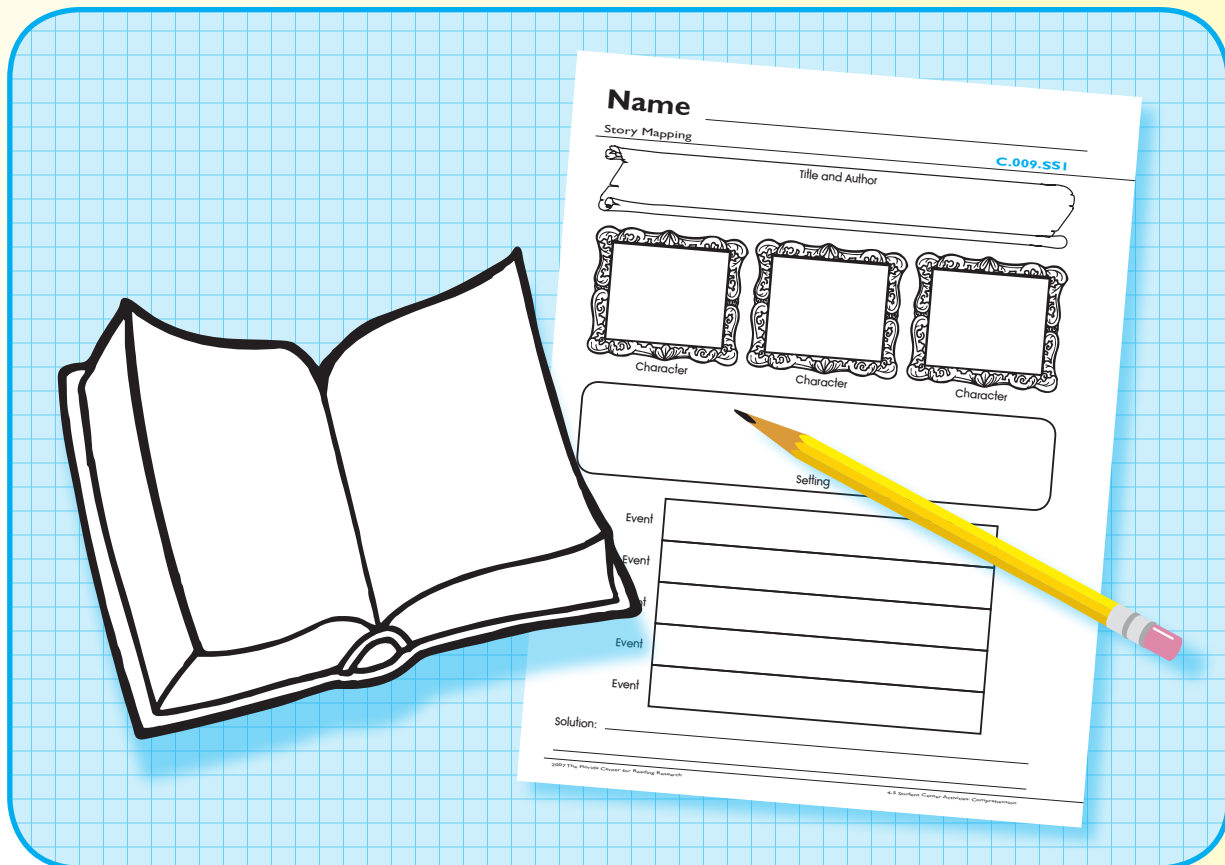
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.009.SS1)
- ▶ Pencil



## Activity

Students record information related to story elements on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author of the story on the student sheet.
4. Reads the prompts and records the answers until the sheet is complete.
5. Teacher evaluation



## Extensions and Adaptations

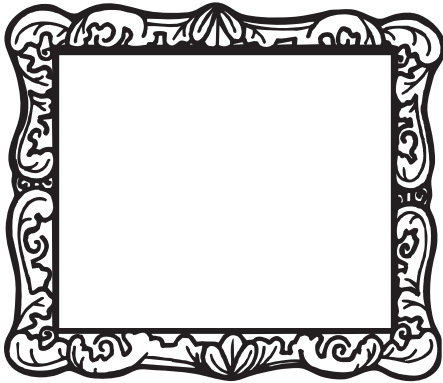
- ▶ Use different colored highlighters to mark story elements on a copy of the text.
- ▶ Use other story maps (Activity Masters C.009.SS2 and C.009.SS3).
- ▶ Write other questions about the story and exchange with a partner who answers (Activity Master C.009.SS4).

# Name \_\_\_\_\_

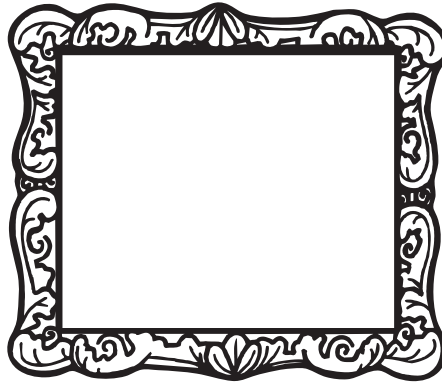
Story Mapping

C.009.SS I

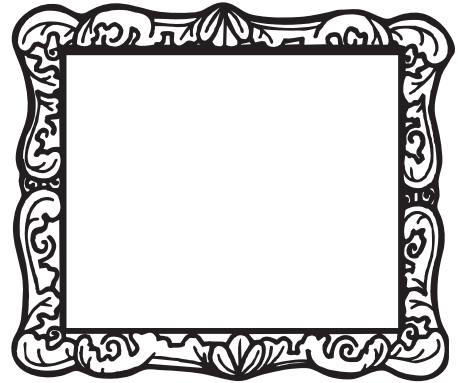
Title and Author



Character



Character



Character

Setting

Problem: \_\_\_\_\_

Event

Event

Event

Event

Solution: \_\_\_\_\_

# Name \_\_\_\_\_

**C.009.SS2**

Story Mapping

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Setting

Where:

When:



Characters



Problem



Event



Event



Event



Event



Event



Solution

# Name \_\_\_\_\_

## Story Mapping

C.009.SS3

Who are the important characters in the story?

Who is your favorite character and why?

What is the setting of the story?

What is the plot of the story?

What is the problem in the story?

What is the theme of the story?

What is the solution to the problem?

What is another way the problem could have been solved?

Title/Author

Name \_\_\_\_\_

C.009.SS4

Story Mapping

A story mapping diagram consisting of a central rounded rectangle. Six lines radiate from the central box to connect it to six surrounding rounded rectangles. The connections are as follows: a line from the top of the central box to the bottom of the top-left box; a line from the top of the central box to the bottom of the top-right box; a line from the right side of the central box to the left side of the right box; a line from the bottom of the central box to the top of the bottom-left box; a line from the bottom of the central box to the top of the bottom-right box; and a line from the left side of the central box to the right side of the left box. All boxes are empty for student input.

# Comprehension



## Narrative Text Structure

C.010

### Side-by-Side Stories



#### Objective

The student will identify similarities and differences between stories.



#### Materials

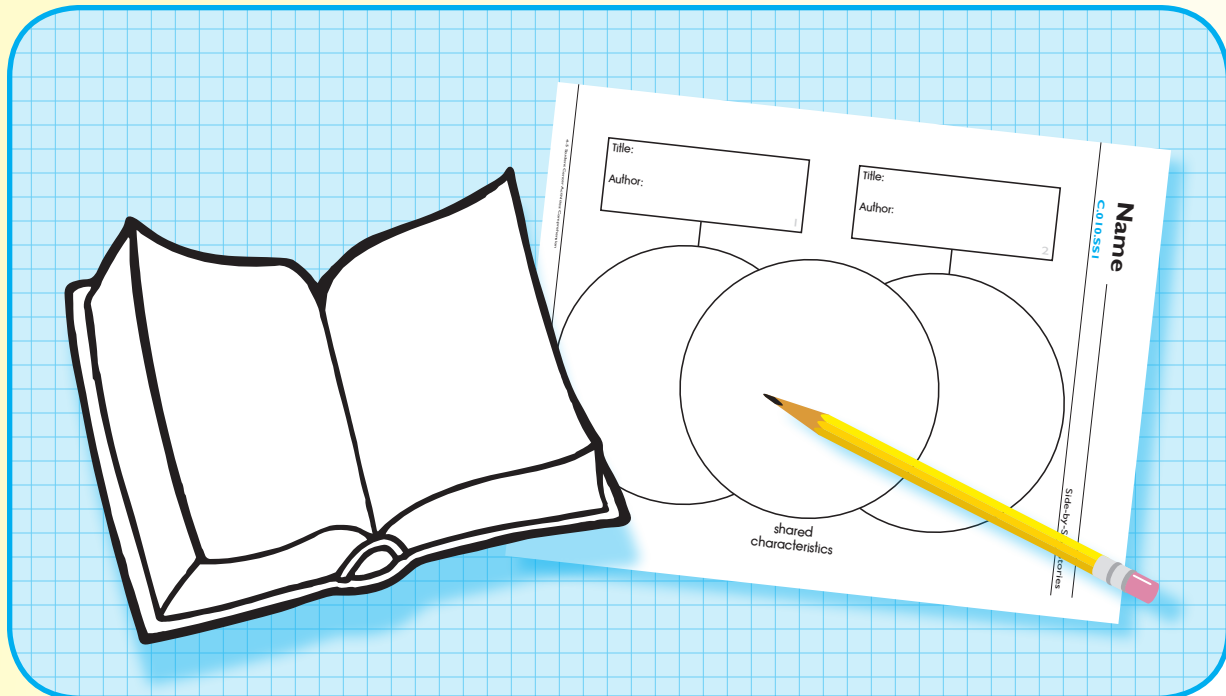
- ▶ Narrative texts  
*Choose text within students' instructional-independent reading level range.*  
*Select two short stories that students can compare.*
- ▶ Student sheet (Activity Master C.010.SS1)
- ▶ Pencil



#### Activity

Students record similarities and differences of story elements by completing a graphic organizer.

1. Provide the student with a copy of the texts and a student sheet.
2. The student reads or reviews both texts. Writes the story titles and authors on the graphic organizer in the designated areas.
3. Thinks about the story elements of each story. Decides which are unique to each story and which are shared.
4. Records the answers under the corresponding story title or shared area.
5. Continues until all story elements are recorded.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Read and discuss two stories with a partner and complete student sheet.
- ▶ Compare narrative texts using other graphic organizers (Activity Masters C.010.SS2 and C.010.SS3).
- ▶ Compare three stories (Activity Masters C.002.SS6 and C.008.SS1).

# Name \_\_\_\_\_

C.010.SSI

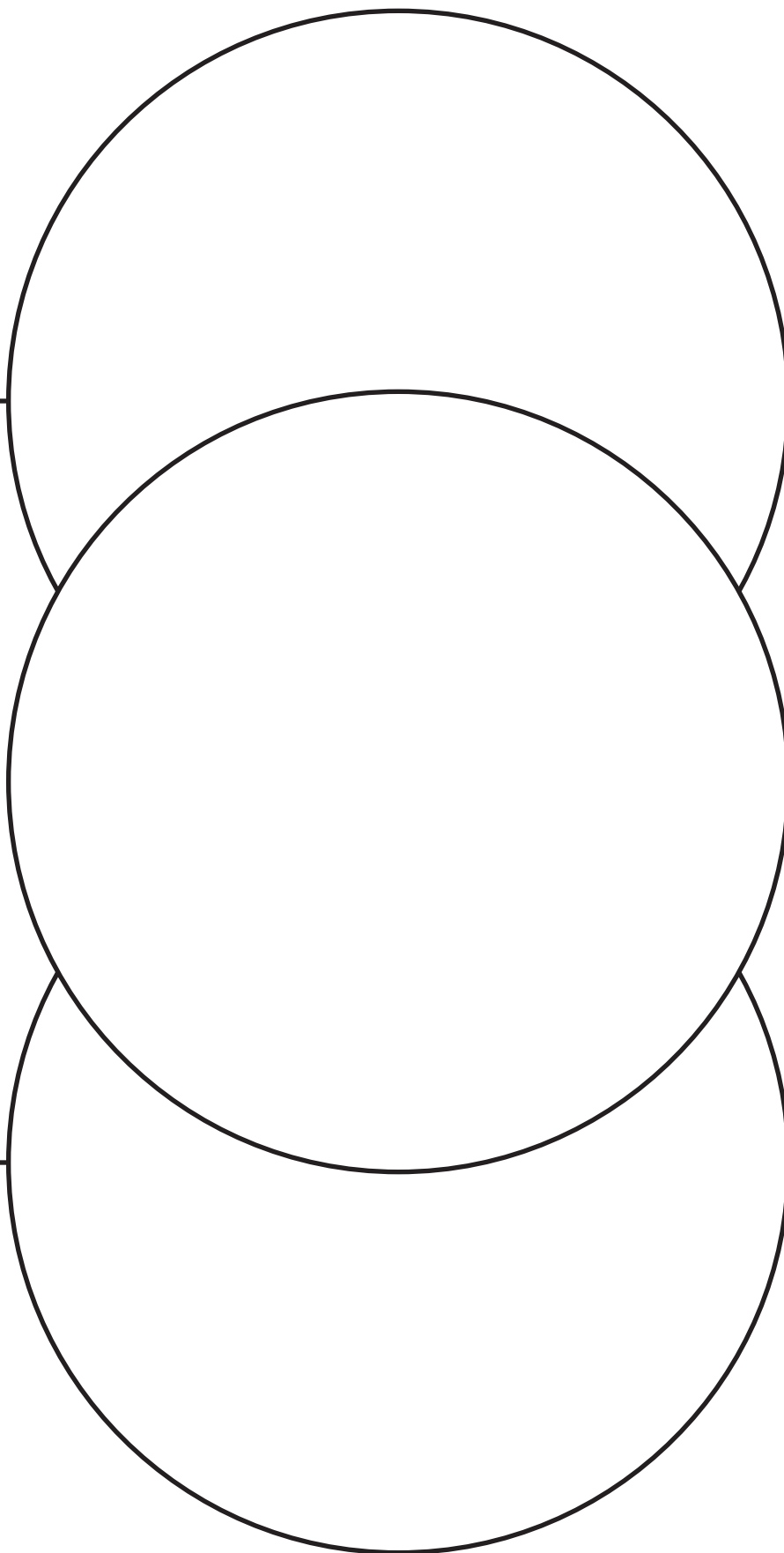
Side-by-Side Stories

2

Title: Author:

1

Title: Author:



shared  
characteristics

# Name \_\_\_\_\_

Side-by-Side Stories

C.010.SS2

_____
_____
_____
_____

How are they alike?



Story #1 _____
----------------

Story #2 _____
----------------

How are they different?



_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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# Name \_\_\_\_\_

**C.010.SS3**

Side-by-Side Stories

Shared (characters, setting, events, problem, solution)	
Title	Story #1 (characters, setting, events, problem, solution)
Author	
Title	Story #2 (characters, setting, events, problem, solution)
Author	

# Comprehension



## Narrative Text Structure

C.011

### Retell Recap



#### Objective

The student will retell a story.



#### Materials

- Narrative texts

*Choose two or more texts within students' instructional-independent reading level range.*

*Optional: Laminate and use Vis-à-Vis® marker.*

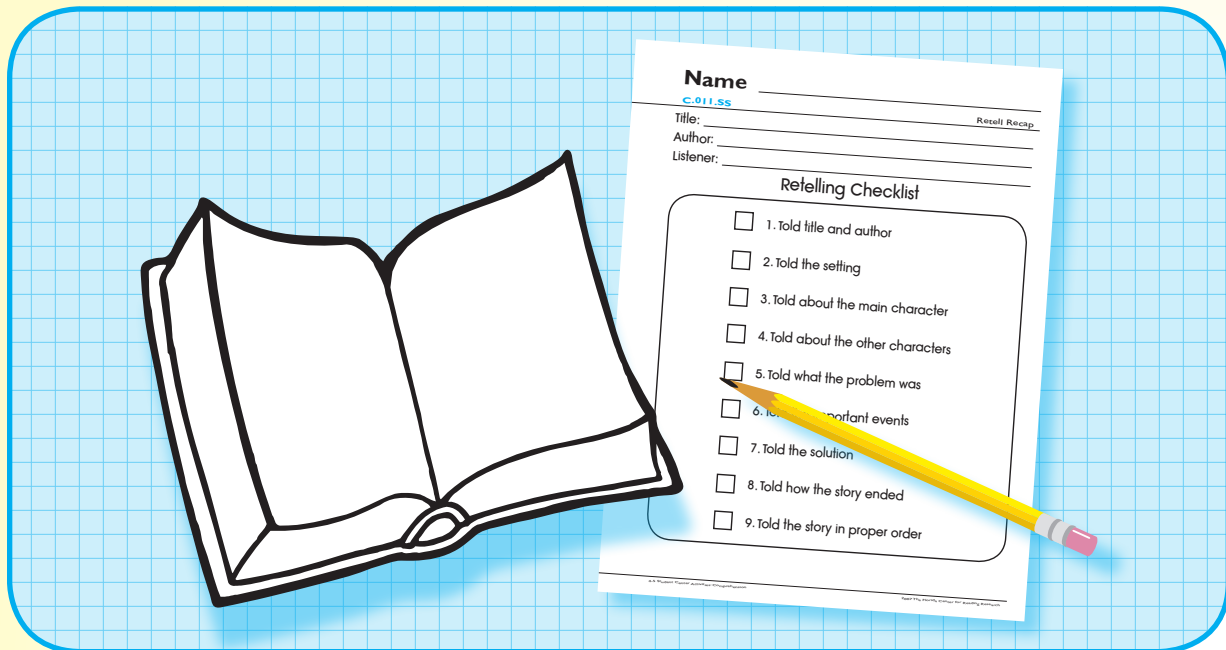
- Retelling Checklist student sheet (Activity Master C.011.SS)
- Pencils



#### Activity

Students restate a story with a partner.

1. Provide each student with a copy of the texts and a student sheet.
2. Students select one of the texts and read or review it.
3. Discuss text using the student sheet as a guide.
4. Student one writes name on top of student sheet and hands to student two.
5. Student one retells the story while student two checks the story elements as they are stated.
6. Student two hands back the student sheet to student one, discusses the retelling and the items that are checked and unchecked.
7. Select a different text and reverse roles.
8. Continue until each student has retold at least one story.
9. Peer evaluation



#### Extensions and Adaptations

- Write the summary of the story on the back of the student sheet or on notebook paper.
- Place questions in sequence on a binder ring to retell a story (Activity Master C.011.AM1).
- Give story element clues to partner who guesses the title. For example, A small animal helps a large animal escape from a trap in the jungle. What is the story? The Lion and the Mouse.

**Name** \_\_\_\_\_

**C.O.I.I.SS**

**Retell Recap**

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_

**Listener:** \_\_\_\_\_

## Retelling Checklist

- ☐ 1. Told title and author
- ☐ 2. Told the setting
- ☐ 3. Told about the main character
- ☐ 4. Told about the other characters
- ☐ 5. Told what the problem was
- ☐ 6. Told the important events
- ☐ 7. Told the solution
- ☐ 8. Told how the story ended
- ☐ 9. Told the story in proper order

# Comprehension

Retell Recap

C.O.I.I.A.M.I

1  
State the title  
and author  
of the story.

2  
Who are  
the main  
characters?

3  
Where and when  
does the story  
take place?

4  
What is  
the problem?

5  
What are the  
important  
events?

6  
How is the  
problem solved?

7  
How does the  
story end?

8  
What is the  
theme of  
the story?

story element cards





# Comprehension

C.012

Narrative Text Structure

Retell Review



## Objective

The student will retell a story.



## Materials

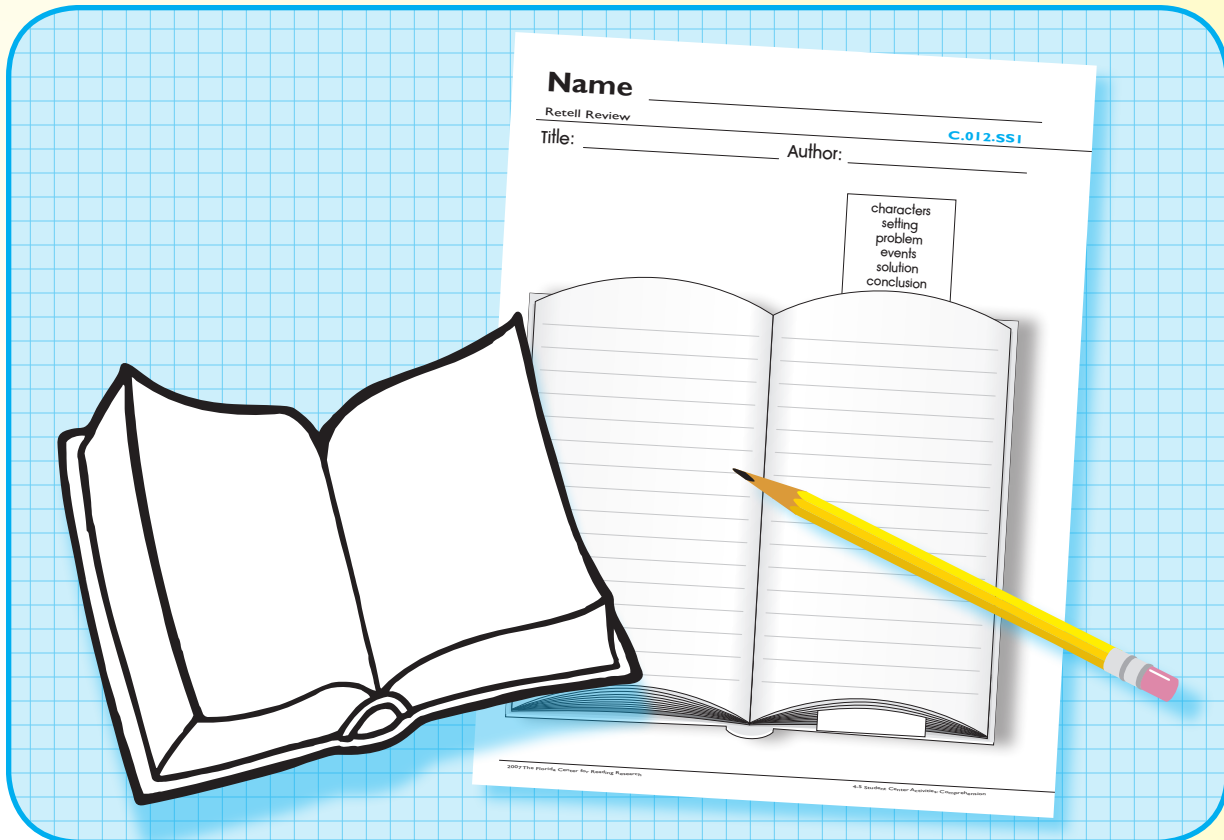
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.012.SS1)
- ▶ Pencil



## Activity

Students restate a story using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, solution to the problem, and conclusion.
4. Writes a retelling of the story on the student sheet.
5. Teacher evaluation



## Extensions and Adaptations

- ▶ Write a retelling of the story in 20 words or less on the back of the student sheet.
- ▶ Retell other stories using graphic organizers (Activity Masters C.012.SS2 and C.012.SS3).
- ▶ Describe elements in the story and write a summary (Activity Master C.012.SS4).

# Name \_\_\_\_\_

Retell Review

**C.012.SSI**

Title: \_\_\_\_\_ Author: \_\_\_\_\_

characters  
setting  
problem  
events  
solution  
conclusion

The image shows a large, open notebook with two facing pages. Each page is white and features horizontal ruling lines. The notebook is bound in the center, and the pages are slightly arched. The entire notebook is set against a plain white background.

Name \_\_\_\_\_

C.012.SS2

Retell Review

Setting

Solution

Characters

Title

Author

Problem

Events

# Name \_\_\_\_\_

Retell Review

**C.012.SS3**

Title: \_\_\_\_\_ Author: \_\_\_\_\_

This story takes place \_\_\_\_\_

\_\_\_\_\_

The characters are \_\_\_\_\_

\_\_\_\_\_

This story begins when \_\_\_\_\_

\_\_\_\_\_

The problem is \_\_\_\_\_

\_\_\_\_\_

An event that happens is \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

After that, \_\_\_\_\_

\_\_\_\_\_

The problem is solved when \_\_\_\_\_

\_\_\_\_\_

The story ends by \_\_\_\_\_

\_\_\_\_\_

# Name \_\_\_\_\_

**C.012.SS4**

Retell Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Story Sequence

Student's Retelling

Beginning

Who are the main characters?

Where and when does the story take place?

What happens in the beginning?

Middle

What happens in the middle?

What is the problem?

What does the main character do?

End

How is the problem solved?

How does the story end?

# Comprehension



## Narrative Text Structure

C.013

### Summary Step-Up



#### Objective

The student will summarize narrative text.



#### Materials

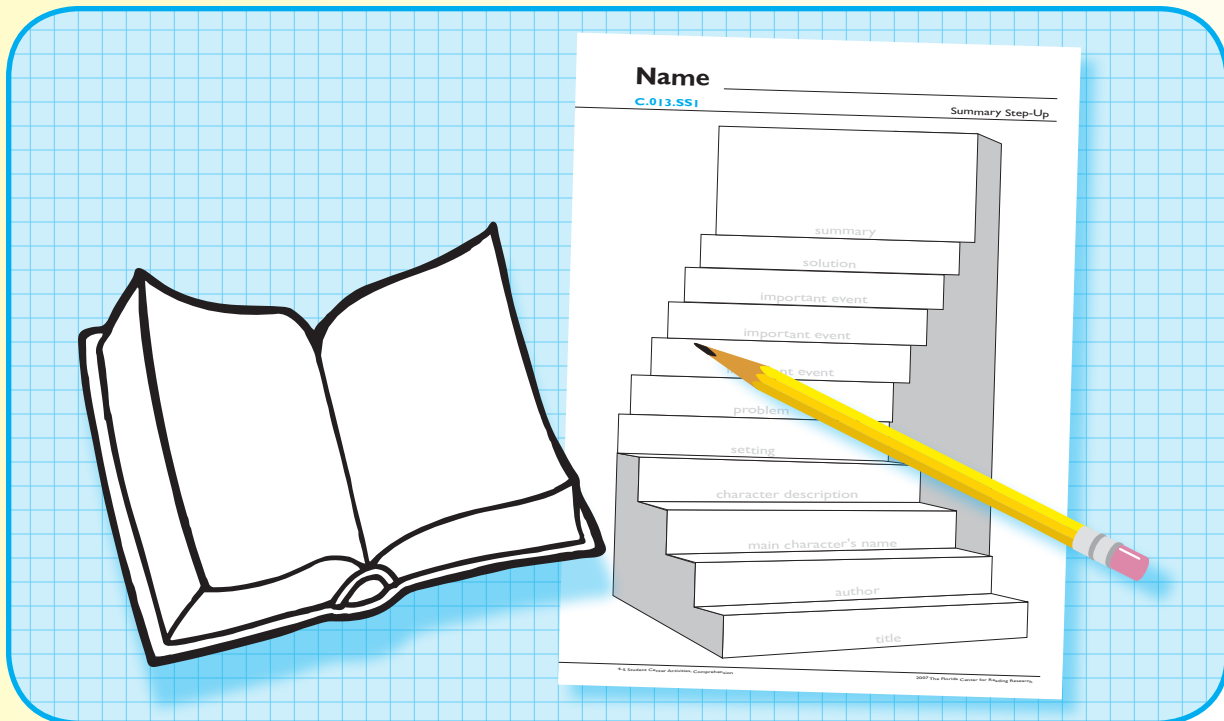
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.013.SS1)
- ▶ Pencil



#### Activity

Students write a summary of a story by using prompts.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, and solution to the problem.
4. Writes sentences on each of the steps corresponding to the story-related prompts on the student sheet.
5. Writes a summary of the story at the top of the student sheet using information on the steps.
6. Teacher evaluation



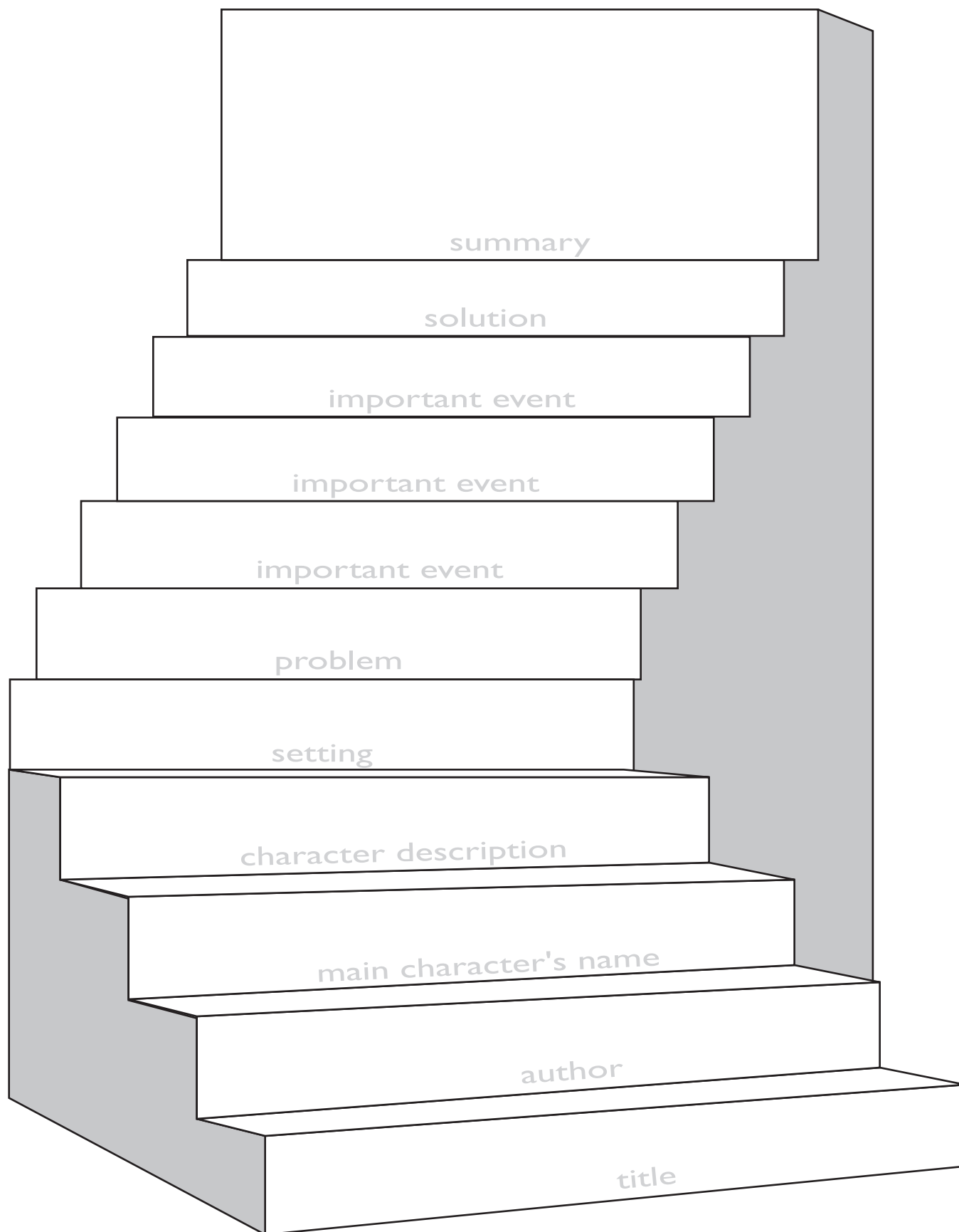
#### Extensions and Adaptations

- ▶ Summarize other stories using graphic organizer (Activity Master C.013.SS2).
- ▶ Use the prompts *somebody*, *wanted*, *but*, *so*, *then* to tell or write a summary. For example, Cinderella (*somebody*) *wanted* to go to the Royal Ball, *but* her stepmother wouldn't let her, *so* her fairy godmother made it possible; *then* Cinderella married the prince.

# Name \_\_\_\_\_

C.013.SSI

Summary Step-Up



# Name \_\_\_\_\_

## Summary Step-Up

C.013.SS2

Title: \_\_\_\_\_

Who was in the story?

What was the problem?

How was it solved?

○ + ◡ + ◡ = Summary Statement