



Section 7. Vocabulary and Comprehension

Getting Started with Comprehension:
Narrative Text Routine



Building Background: Why is this important?





Getting Started with Comprehension: Narrative Text Routine

- Once students are successful retelling personal recounts that include all text elements, they can begin to make the transfer of this skill to retelling narrative stories that they are reading.
- The teacher will use the **Getting Started with Comprehension: Narrative Text Routine** to guide students through reading narrative texts and to guide students in providing a retell of the narrative text after the students have finished reading the text.



Getting Started with Comprehension: Narrative Text Routine

Typically students will read the Core reading program texts more than once. Each reading of the text should have a different purpose. The following are basic guidelines to follow:

- First reading of the text: decoding for accuracy and basic recall (i.e., identifying basic story elements and details, such as characters, setting, first, next, and end).
- Second reading of the text: deeper use of comprehension strategies. The teacher can use other comprehension questions supplied by the core reading program (e.g., words to look for in the questions: compare, describe, distinguish, explain, justify, evaluate, interpret, identify).
- Third reading of the text: fluency practice.



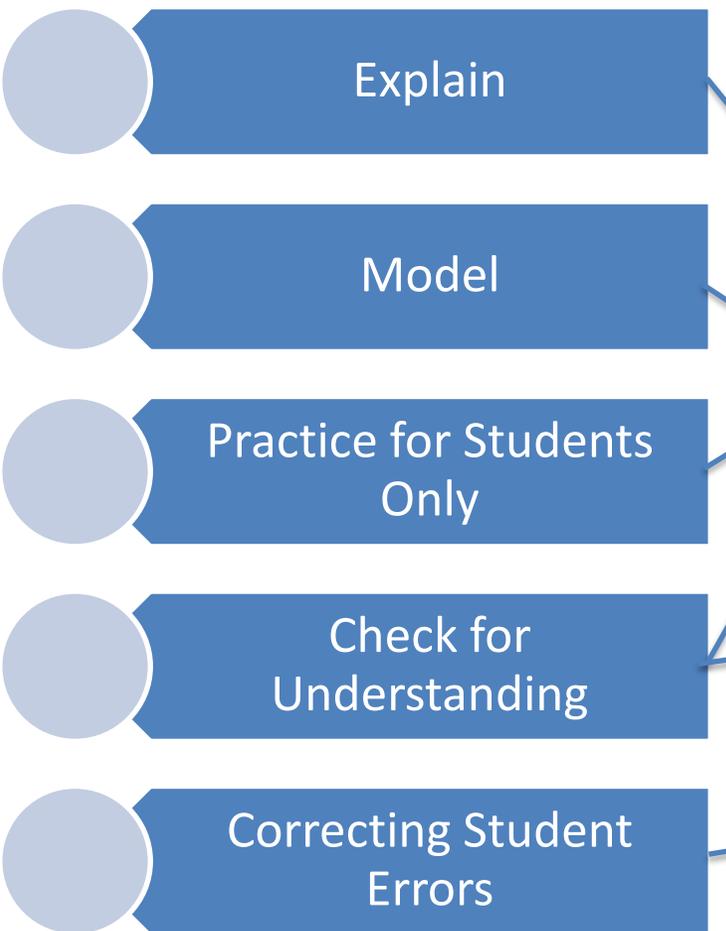
7.1

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Components



L=261
T=235

Locate the **Getting Started with Comprehension: Narrative Text Routine** in the Appendix at the end of the workbook:



**Getting Started with Comprehension:
Narrative Text Routine**

Materials: Large Seal Narrative Text Poster; Before, During, and After Narrative Text Discussion Prompts; sentence starters to cue students in forming their responses; Plan for 100 percent student engagement; and Individual Seal Narrative Text Posters for each partner group.

NOTE: Use this routine for the first reading of the text.

Explain:
You're going to read a story and then you will retell the story.

Practice for students only: Have students sitting by their talk partners. Use the Before, During, and After narrative text discussion prompts. **Your turn.**

Before Reading: Complete one to two text discussion activities (from the Narrative Text Discussion Prompts) to set the stage for the story. Make sure to use the engagement strategies to get 100 percent participation.

During Reading:

- We are going to read the first [number of pages]. Remember to listen for who the main characters in the story are and where the story takes place.** Point to the balls on the Seal Poster as you are talking.
- Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.
- Let's think about who the main characters in the story are.** Point to the Main Characters ball on the seal poster. If the answers are right in the text, say, **Touch the words on the page that tell us who the main characters in the story are. Only touch the words and don't read them out loud.** Walk around and monitor students, providing any needed support.
- Use the Unison Choral Response Routine steps. Point to the Main Character ball on the seal poster. **Remember . . . we are going to say who the main characters in the story are.** Raise your hand. **Who are the main characters in the story?** (pause) **Who are the main characters in the story?** Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the main characters ball. **That's right! The main characters are [main characters].**
- Let's think about where the story takes place.** Point to the Settings ball on the Seal Poster. If the answers are right in the text, say, **Touch the words on the page that tell us where the story takes place. Only touch the words and don't read them out loud.** Walk around and monitor students, providing any needed support.
- Use the Unison Choral Response Routine steps. Point to the Setting ball on the seal poster. **Remember . . . we are going to say where the story takes place, or what is the setting.** Raise your hand. **Where does the story take place?** (pause) **Where does the story take place?** Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the Setting ball on the Seal Poster. **That's right! The story takes place [setting].**
- Let's review.** Use the Unison Choral Response Routine steps. Point to the Main Characters ball. Raise the other hand. **The main characters are . . .** (Pause) Lower your hand to cue students to respond. Point to the Settings ball. Raise the other hand. **The story takes place . . .** (Pause) Lower your hand to cue students to respond.
- We are going to read the next [number of pages]. Remember to listen for what happens first in the story.** Point to the First ball on the Seal Poster as you are talking.
- Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.

(page 2) Comprehension: Narrative Text Routine

- We are going to read the next [number of pages]. Remember to listen for what happens first in the story.** Point to the First ball on the Seal Poster as you are talking.
- Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.
- Point to the first ball on the seal poster. **Remember . . . we are going to tell our partner what happens first in the story. Use the Partner Response Routine steps: Partner 1, tell Partner 2 what happened first in the story. Start your sentence with "The first thing that happened is. . . ." Kneel to kneel . . . and get Monitor one to two partner groups and provide any necessary support. May I have your attention please? . . . 5 . . . 4 . . . 3 . . . 2 . . . 1. Call on an individual student (who you monitored during the discussion) to say a correct answer out loud. (Student's name), tell us the answer you shared with your partner. Start with "The first thing that happened in the story is. . . ." Repeat the correct response as you are pointing to the First ball on the Seal Poster. **That's right! The first thing that happened in the story is. . . .****
- Let's review.** Use the Unison Choral Response Routine steps. Point to the Main Characters ball. Raise the other hand. **The main characters are . . .** (Pause) Lower your hand to cue students to respond. Point to the Settings ball. Raise the other hand. **The story takes place . . .** (pause) Lower your hand to cue students to respond. Point to the First ball. Raise the other hand. **The first thing that happened is. . .** (pause) Lower your hand to cue students to respond. Note: you may need to provide more of a sentence frame with blanks to support the group in responding to what happens first, next, and at the end.
- Repeat steps 9 through 11 for the Next ball and the End ball. End with a group review of the entire story retell (step 11).

After Reading:

- You will retell the story to your partner. Hand out small versions of the Seal Poster to each partner group. Remember to touch each of the balls as you retell the story. Partner 1 you will go first. When you are done, Partner 2 will retell the story as they point to the balls on the Seal Poster. **Ready? Kneel to kneel . . . and get Monitor students and provide any necessary support.**
- Either on the same day, or a subsequent day, have the students complete a written retell.

Correcting Student Errors

- Provide necessary scaffolds to guide the student to say the correct answer in a complete sentence (e.g., go back and re-read a section of the text, help them find the answer in the text, give them prompts to come up with the answer, ask their partner for help, and so forth).
- If the student is still struggling or nonresponsive, give them the answer in a complete sentence and have them repeat it. Use a lot of positive reinforcement to encourage the student to take risks when answering questions.
- Your turn. Now you tell me the sentence.** Make sure the student uses the sentence frame and answers in a complete sentence.

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Large version of poster to display:

- Wall poster or electronic version

Materials:

L=198
T=175

The main characters are (who?) _____.

The story takes place (where?) _____.

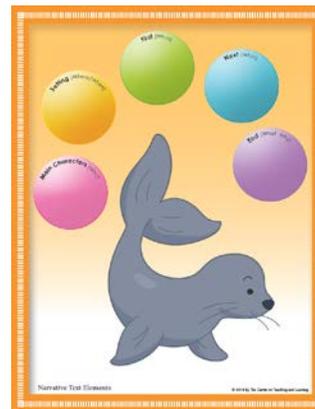
The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.

Mini Student-Version of Poster:

- Smaller poster, or, Bookmark



The main characters are...			
The story takes place...			
The first thing that happens is...			
The next thing that happens is...			
At the end...	At the end...	At the end...	At the end...



7.2

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Planning Process



L=205

T=182

Planning Process:

1. Plan Before, During and After Reading Prompts
2. Plan for 100% Student Engagement



Process Step #1: Plan Before, During and After Reading Prompts

Guide, p. X

L=281
T=246

Narrative Text Discussion Prompts	
Prompt	Cue
<i>Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Ready...Read"</i>	
What does the title tell you about the story?	The title tells me...
<i>Teacher Directed Introduction: "The author's name is..." "The story was illustrated by..."</i>	
What do the pictures tell you about the story? <i>(Have the students do a quick 30 second picture walk.)</i>	The pictures tell me that the story will be about...
Who do you think the story will be about?	I think the story will be about...
What do you think will happen in the story?	I think _____ will happen in the story.
What do you think the story is about?	I think the story will be about...
<i>Teacher Directed Introduction: (Quickly provide any necessary background knowledge.)</i>	
Who is the main character?	The main character is...
Who is the story about?	The characters are...
Who are the characters?	
Where does the story take place?	The story takes place...
Where does _____ happen?	The story happens at...
What happens – first, next, at the end?	The first thing that happens is...
What is the problem?	The next thing that happens is... At the end... The problem is...
When does the story take place?	The story takes place...
When does _____ happen?	_____ happened when...
Why does _____ happen?	_____ happens because...
How does _____ happen?	_____ happens by doing _____.
How is the problem solved?	The problem is solved by...
What do you think will happen next? <i>(Make predictions.)</i>	I think _____ will happen next.
<i>Teacher Directed Review (stop several times in the story and review the story elements as you refer to the clown organizer): "Let's review what we know about the story so far!"</i>	The characters are...The story takes place...First...Next...At the end...
<i>Teacher Directed Story Retell: (Have the class orally review all story elements as you refer to the clown organizer): "Let's retell the story."</i>	The characters are... The story took place... First... Next... At the end...
What was the problem in the story?	The problem was...
How was the problem solved?	The problem was solved by...
Why did _____ happen?	_____ happened because...
<i>Students individually retell the story with their partners (using student copies of the clown organizer).</i>	
<i>Students complete a written response.</i>	

Planning example: Before Reading

Before Reading	<i>Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Ready...Read"</i>	
	What does the title tell you about the story?	The title tells me...
	<i>Teacher Directed Introduction: "The author's name is..." "The story was illustrated by..."</i>	
	What do the pictures tell you about the story? <i>(Have the students do a quick 30 second picture walk.)</i>	The pictures tell me that the story will be about. . .
	Who do you think the story will be about?	I think the story will be about. . .
	What do you think will happen in the story? What do you think the story is about?	I think _____ will happen in the story. I think the story will be about. . .
	<i>Teacher Directed Introduction: (Quickly provide any necessary background knowledge.)</i>	

Planning example: During Reading

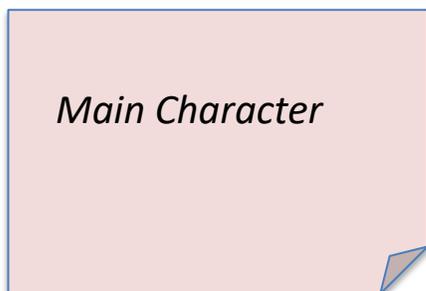
During Reading	Who is the main character? Who is the story about? Who are the characters?	The main character is... The characters are...
	Where does the story take place? Where does _____ happen?	The story takes place... The story happens at...
	What happens – first, next, at the end? What is the problem?	The first thing that happens is... The next thing that happens is... At the end... The problem is...
	When does the story take place? When does _____ happen?	The story takes place... _____ happened when...
	Why does _____ happen?	_____ happens because...
	How does _____ happen? How is the problem solved?	_____ happens by doing... The problem is solved by...
	What do you think will happen next? (Make predictions.)	I think _____ will happen next.
	<i>Teacher Directed Review (stop several times in the story and review the story elements as you refer to the clown organizer): "Let's review what we know about the story so far!"</i>	The characters are... The story takes place... First... Next... At the end...

Planning example: After Reading

After Reading	<p><i>Teacher Directed Story Retell:</i> (Have the class orally review all story elements as you refer to the clown organizer): "Let's retell the story."</p>	<p>The characters are...</p> <p>The story took place...</p> <p>First...</p> <p>Next...</p> <p>At the end...</p>
	<p>What was the problem in the story?</p>	<p>The problem was. . .</p>
	<p>How was the problem solved?</p>	<p>The problem was solved by...</p>
	<p>Why did _____ happen?</p>	<p>_____ happened because. . .</p>
	<p><i>Students individually retell the story with their partners (using student copies of the clown organizer).</i></p>	
	<p><i>Students complete a written response.</i></p>	

Process Step #2: Plan for 100% student engagement during the reading

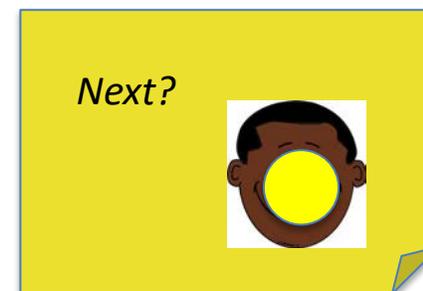
Pink = Choral (Everyone)



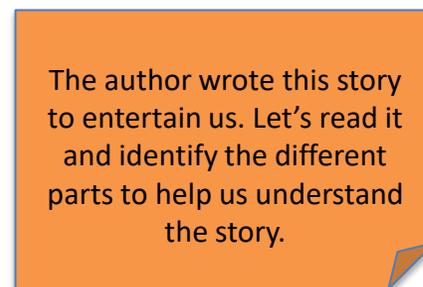
Blue = Partner



Yellow = Partner



Orange = Teacher Prompts





7.3

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Trainer Demonstration

Trainer Demonstration: Getting Started with Comprehension: Narrative Text Routine

Getting Started with Comprehension: Narrative Text Routine

Materials: Large Seal Narrative Text Poster; Before, During, and After Narrative Text Discussion Prompts, sentence starters to cue students in forming their responses, Plan for 100 percent student engagement, and individual Seal Narrative Text Posters for each partner group.

NOTE: Use this routine for the *first* reading of the text.

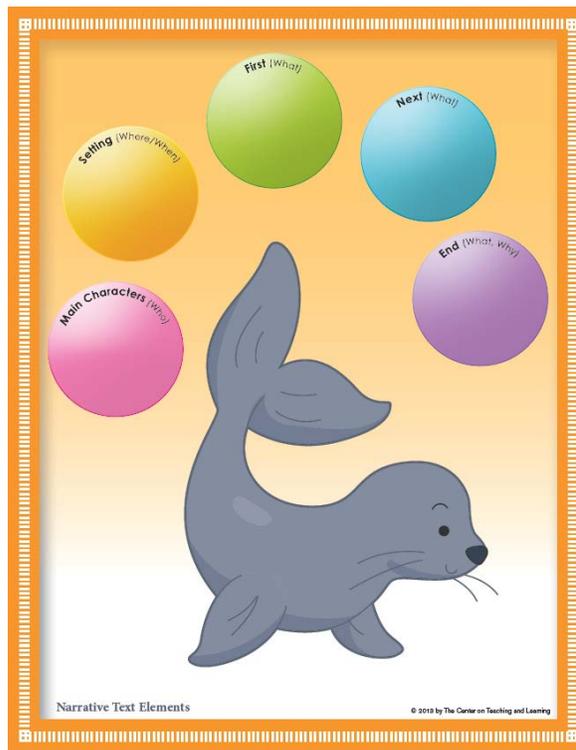
Explain:
You're going to read a story and then you will retell the story.

Practice for students only: Have students sitting by their talk partners. Use the Before, During, and After narrative text discussion prompts. **Your turn.**

Before Reading: Complete one to two text discussion activities (from the Narrative Text Discussion Prompts) to set the stage for the story. Make sure to use the engagement strategies to get 100 percent participation.

During Reading:

- We are going to read the first [number of pages]. Remember to listen for who the main characters in the story are and where the story takes place.** Point to the balls on the Seal Poster as you are talking.
- Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.
- Let's think about who the main characters in the story are.** Point to the Main Characters ball on the seal poster. If the answers are right in the text, say, **Touch the words on the page that tell us who the main characters in the story are. Only touch the words and don't read them out loud.** Walk around and monitor students, providing any needed support.
- Use the Unison Choral Response Routine steps. Point to the Main Characters ball on the seal poster. **Remember . . . we are going to say who the main characters in the story are.** Raise your hand. **Who are the main characters in the story?** (pause) **Who are the main characters in the story?** Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the main characters ball. **That's right! The main characters are [main characters].**
- Let's think about where the story takes place.** Point to the Settings ball on the Seal Poster. If the answers are right in the text, say, **Touch the words on the page that tell us where the story takes place. Only touch the words and don't read them out loud.** Walk around and monitor students, providing any needed support.
- Use the Unison Choral Response Routine steps. Point to the Setting ball on the seal poster. **Remember . . . we are going to say where the story takes place, or what is the setting.** Raise your hand. **Where does the story take place?** (pause) **Where does the story take place?** Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the Settings ball on the Seal Poster. **That's right! The story takes place [setting].**
- Let's review.** Use the Unison Choral Response Routine steps. Point to the Main Characters ball. Raise the other hand. **The main characters are . . .** (Pause) Lower your hand to cue students to respond. Point to the Settings ball. Raise the other hand. **The story takes place. . .** (Pause) Lower your hand to cue students to respond.
- We are going to read the next [number of pages]. Remember to listen for what happens first in the story.** Point to the First ball on the Seal Poster as you are talking.
- Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.



- The main characters are (who?) _____.
- The story takes place (where?) _____.
- The first thing that happens is (what?) _____.
- The next thing that happens is (what?) _____.
- At the end, (what? why?) _____.



Pre-Teach Vocabulary Words Before Reading the Story

Day 4	Day 5	Day 1	Day 2	Day 3
Quick Introduction of all words:	Review of all words.	Review of all words.	Review of all words.	Review of all words.
Deep: one word (organized)	Deep: one word (wonder)	Deep: one word	Deep: one word	Deep: one word
Review Activity	Review Activity	Review Activity	Review Activity	Review Activity
Text: (e.g., Extensions)	Text: (e.g., Review)	Text: (e.g., Read Aloud) The Day It Rained Fish	Text: (e.g., Anthology)	Text: (e.g., Anthology)



The author wrote this story to entertain us. Let's read it and identify the different parts to help us understand the story.



The title and this picture shows me...

The title is...

The author is...
The illustrator is...

The title and this picture shows me...

The Day It Rained Fish

Author: Ramendra Kumar
Illustrator: Delwyn Remedios

HAM
S
f's Hand

2

Let's read this first part and see if we can identify the main characters in the story and the setting, where the story takes place.



Avanti was the zookeeper of Pitara zoo.
There were many, many animals in Pitara, but Avanti's best friend was Ballu, the bear. Ballu was big, brown and strong. ★
On his fourth birthday, Avanti organised a little party for Ballu.

The main characters in the story are...

The story takes place...



Narrative Text Elements

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The main characters are (who?) _____.

The story takes place (where?) _____.

The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.

Let's read on to find out what happens first in the story.



Avanti was the zookeeper of Pitara zoo.
There were many, many animals in Pitara, but Avanti's best friend was Ballu, the bear. Ballu was big, brown and strong. ★
On his fourth birthday, Avanti organised a little party for Ballu.



“Ballu, can you blow out all the candles at once?” Avanti asked.

“Of course!” said Ballu. He filled his chest with air. He huffed and puffed and puffed and huffed and went “WHOOSH!”



The blast of air blew the candles out. Then rising up, it crashed into the clouds in the sky. And all of a sudden, there was a roar of thunder and it started to rain.



The first thing
that happens
is...

“Hey, it’s raining fish,” Avanti shouted. ★
Ballu looked around with wonder. Then he picked up a huge basket and ran around collecting fish as they fell from the sky.
Every time the basket filled, he dropped the fish in a little pond and ran back for more.



Narrative Text Elements

Setting (Where/When)

First (What)

Next (What)

End (What, why)

Main Characters (Who)

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The main characters are (who?) _____.

The story takes place (where?) _____.

The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.

Let's read on to find out what happens next in the story.



“Hey, it’s raining fish,” Avanti shouted. ★

Ballu looked around with wonder. Then he picked up a huge basket and ran around collecting fish as they fell from the sky.

Every time the basket filled, he dropped the fish in a little pond and ran back for more.



Then, as he was rushing for the tenth time to the pond, he turned back. The water level had risen and he could see that Avanti was scared.

The next
thing that
happens is...



Setting (Where/When)

First (What)

Next (What)

Main Characters (Who)

End (What, Why)

Narrative Text Elements

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The main characters are (who?) _____.

The story takes place (where?) _____.

The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.

Let's read on to find out what happens at the end of the story.



Ballu came back quickly, picked Avanti up and placed her on his shoulders. Avanti put her arms around Ballu's neck and thanked him.

Soon, the clouds disappeared and the sun came out. It was bright and cheerful once again.

Trainer
Demo

At the end...



Narrative Text Elements

Setting (Where/When)

First (What)

Next (What)

End (What, Why)

Main Characters (Who)

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The main characters are (who?) _____.

The story takes place (where?) _____.

The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.



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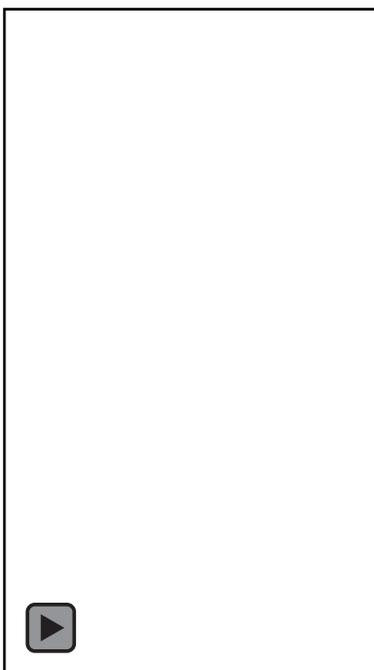
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7.4

Comprehension: Getting Started with Comprehension – Narrative Text Routine, After Reading Activities

Partner Retell



- Provide each partner group one mini version of the Narrative Text Elements poster.



- Direct which partner will retell first.



- Rotate (teacher) around the class listening and providing feedback.



- Direct the second partner to retell.



- Rotate (teacher) around the class listening and providing feedback.





Written Retell: most scaffolds

Name _____

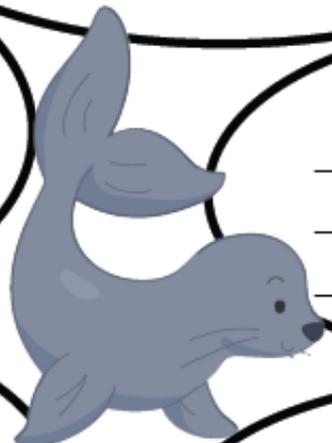
First,

The story takes place

The main characters are

Next,

At the end,





Written Retell: less scaffolds

Name _____

The characters are _____

The story takes place _____

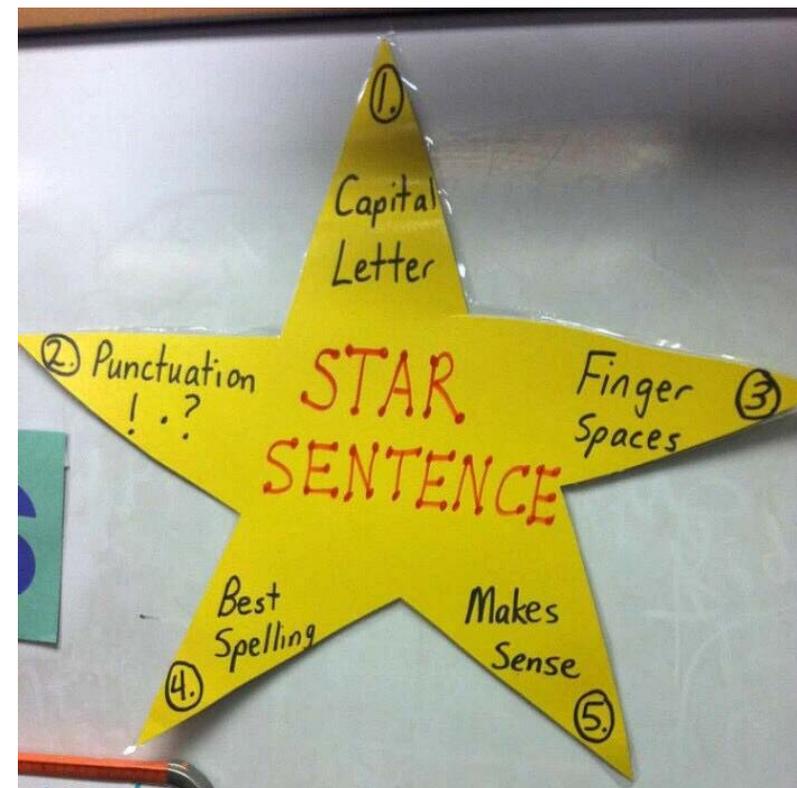
First, _____

Next, _____

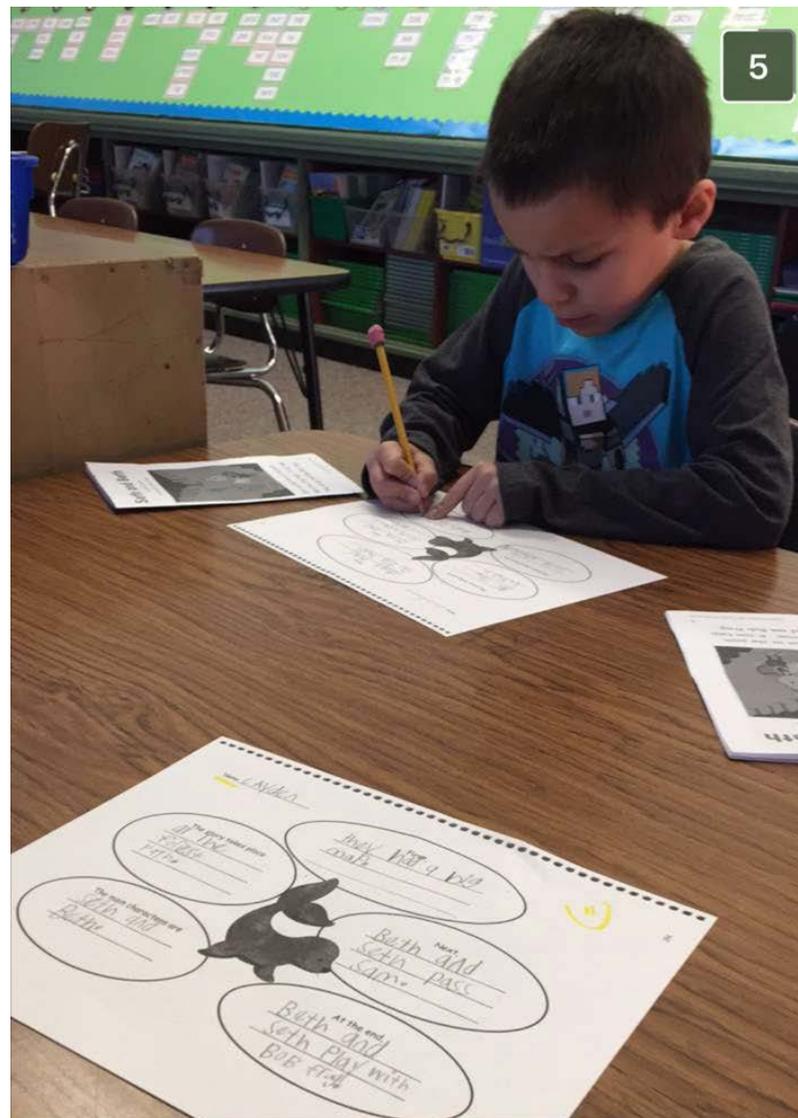
At the end, _____

Expectations and Inspections (e.g., STAR writing)

- Scoring Rubric Example
 - 1 point = correct punctuation
 - 1 point = correct capitalization
 - 1 point = correct spelling
 - 1 point = finger spaces
 - 1 point = makes sense
- Inspect what you Expect!
 - “I will be looking for...a STAR sentence
 - Put a quick dot on the page when the student has met expectations!
 - Highlight items on the page for the student to correct!



- Actively monitor students
- Remind students of expectations
- Provide feedback (affirmations and corrective)



Actively Monitor and Provide Feedback

- Walk around and provide feedback to students.
- Carry a highlighter pen.
- When a student has a 4-point response put a quick highlighter dot next to their response and publicly celebrate. “Wow! James has a 4-point response. He has correct capitals, spelling, punctuation and a perfect retell. Nice job, James!”

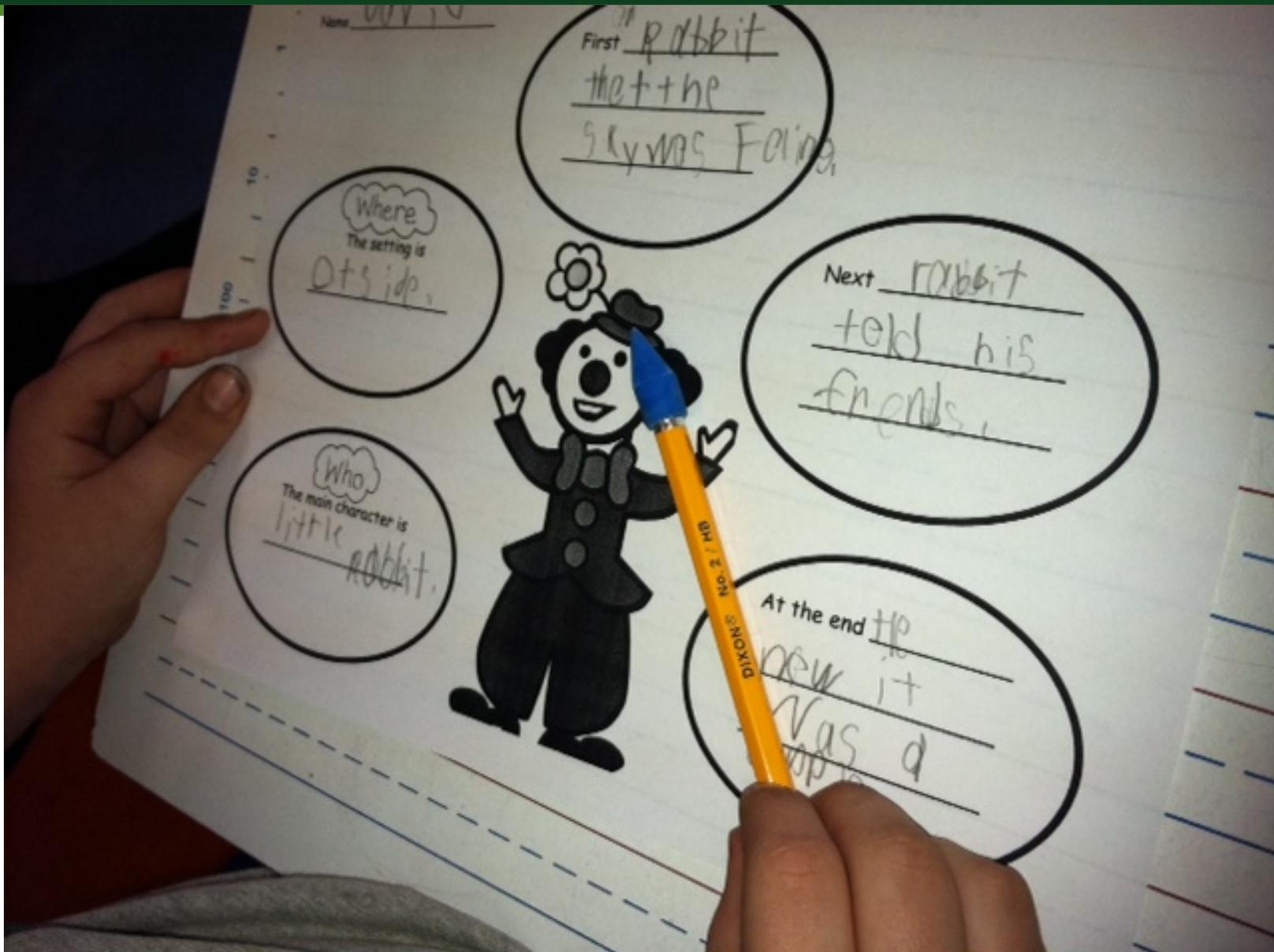


Actively Monitor and Provide Feedback

- When a student needs to make corrections, highlight one or two areas for them to fix.

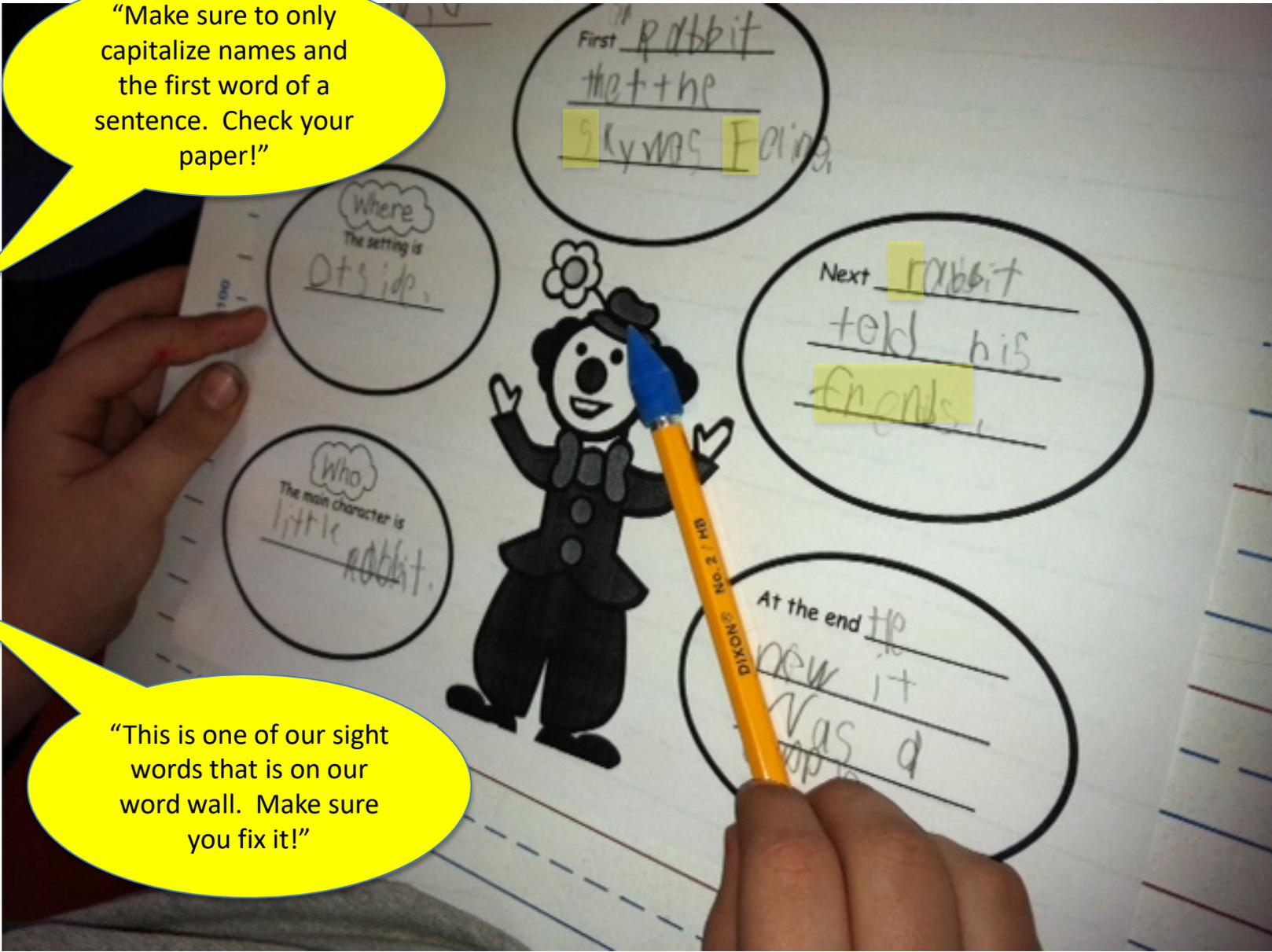


- Provide any support the student needs to be successful.
- Make sure to go back and check once they have made corrections and celebrate their corrected work!





“Make sure to only capitalize names and the first word of a sentence. Check your paper!”



“This is one of our sight words that is on our word wall. Make sure you fix it!”

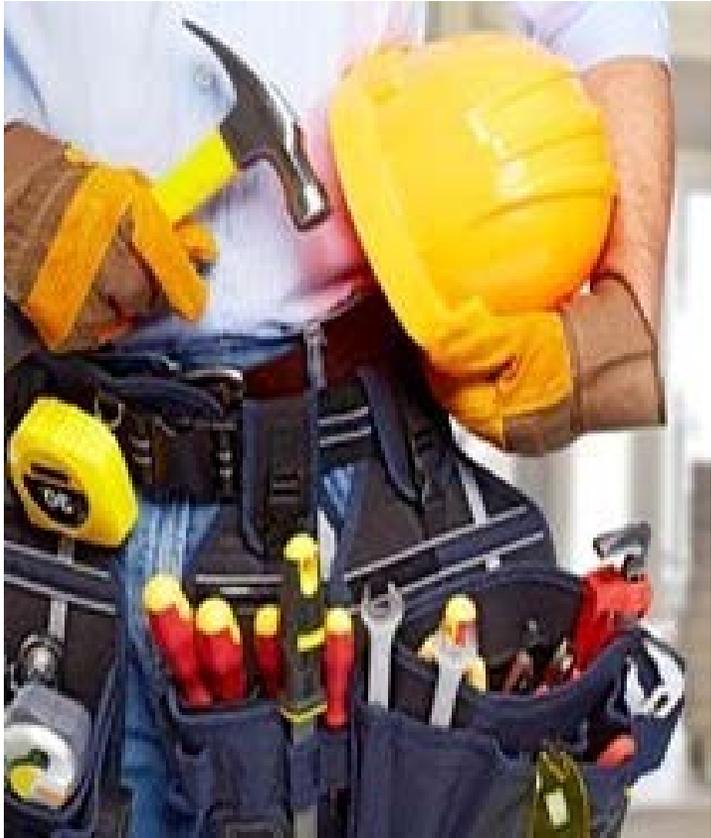


7.5

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Planning and Practice



What “tools” do you use?





Text Selection Tips

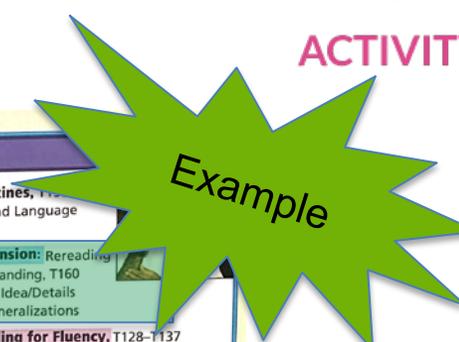
1. Begin by choosing a shorter text when first introducing the text structure and lesson organization to students.
2. The text might be a Read Aloud, Anthology story, Leveled Reader.
3. You can use the Narrative Text routine with Decodable Text as well.
4. Teach students how to “summarize” a section that is long with more information (e.g., the middle of the story might include a lot of details – teach students how to say the most important part).
5. Some weeks you might use this routine with more than one text, other weeks, you might only use it once.



Go back to your Core reading program planner and look for narrative text selections:



ACTIVITY



	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>80-90 minutes</p> <p>Reading Phonics Comprehension</p> <p>Leveled Readers • Fluency Practice • Independent Reading</p>	<p>Daily Routines, T112-T113 Phonics and Language Activities</p> <p>Listening Comprehension, T114-T115 <i>A Moose in the Bathroom</i></p> <p>Phonics, T116-T117 Consonant Clusters (r, l, s) T Two Sounds for c T</p> <p>Reading Decodable Text, T119-T121 <i>A Trip to Central Park</i></p> <p>Leveled Readers <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i> Lessons and Leveled Practice, T164-T167</p>	<p>Daily Routines, T124-T125 Phonics and Language Activities</p> <p>Building Background, T126</p> <p>Key Vocabulary, T127 exploring protect tours habitat ranger urban</p> <p>Reading the Selection, T128-T137</p> <p>Comprehension Strategy, T128 Evaluate</p> <p>Comprehension Skill, T128, T135 Fact and Opinion T</p> <p>Leveled Readers <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i> Lessons and Leveled Practice, T164-T167</p>	<p>Daily Routines, T140-T141 Phonics and Language Activities</p> <p>Rereading the Selection, T128-T137 Comprehension Check, T142 Responding, T142</p> <p>Comprehension Skill, T144-T145 Fact and Opinion T</p> <p>Rereading for Understanding, T146 Visual Literacy: Photographs As Illustrations Genre: Nonfiction</p> <p>Leveled Readers <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i> Lessons and Leveled Practice, T164-T167</p>	<p>Daily Routines, T148-T149 Phonics and Language Activities</p> <p>Reading the Poetry Link, T150-T151</p> <p>Comprehension: How to Read a Poem, T150</p> <p>Phonics Review, T153 Long Vowels o, u, e</p> <p>Reading Decodable Text, T154-T155 <i>Zeke and Pete Rule!</i></p> <p>Leveled Readers <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i> Lessons and Leveled Practice, T164-T167</p>	<p>Daily Routines, T158-T159 Phonics and Language Activities</p> <p>Comprehension: Rereading for Understanding, T160 Topic/Main Idea/Details Making Generalizations</p> <p>Rereading for Fluency, T128-T137 Cross-Curricular Responding Activities, T143</p> <p>Information and Study Skill, T161 Using a Graph</p> <p>Leveled Readers <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i> Lessons and Leveled Practice, T164-T167</p>
<p>20-30 minutes</p> <p>Word Work Vocabulary High-Frequency Words Spelling</p>	<p>Vocabulary, T113 Matching Game</p> <p>High-Frequency Words, T118 <i>busy, later, important, touch, young</i> T</p> <p>Spelling, T122 Words with Consonant Clusters T</p>	<p>Vocabulary, T125 Riddles</p> <p>High-Frequency Words, T124 Word Wall</p> <p>Spelling, T138 Review, Practice: Words with Consonant Clusters T</p>	<p>Vocabulary, T141 What's the Same?</p> <p>High-Frequency Words, T140 Word Wall</p> <p>Spelling, T147 Vocabulary Connection: Words with Consonant Clusters T</p>	<p>Vocabulary, T152 Antonyms T</p> <p>High-Frequency Words, T148 Word Wall</p> <p>Spelling, T156 Game, Proofreading: Words with Consonant Clusters T</p>	<p>Vocabulary, T159 Vocabulary Expansion</p> <p>High-Frequency Words, T158 Word Wall</p> <p>Spelling, T162 Test: Words with Consonant Clusters T</p>
<p>20-30 minutes</p> <p>Writing and Oral Language Writing Grammar Listening/Speaking/Viewing</p>	<p>Writing, T113 Daily Writing Prompt</p> <p>Grammar, T123 Commands T</p> <p>Daily Language Practice 1. do not swim in the lake. (Do not swim in the lake.)</p> <p>Listening/Speaking/Viewing, T114-T115 Teacher Read Aloud</p>	<p>Writing, T139 A Paragraph</p> <p>Grammar, T138 Practice: Commands T</p> <p>Daily Language Practice 2. please set up to home plate next. (Please step up to home plate next.)</p> <p>Listening/Speaking/Viewing, T132, T137 Stop and Think, Wrapping Up</p>	<p>Writing, T142 Write Park Rules</p> <p>Grammar, T147 Activity: Commands T</p> <p>Daily Language Practice 3. please take a trip to see us. (Please take a trip to see us.)</p> <p>Listening/Speaking/Viewing, T142 Responding</p>	<p>Writing, T157 Main Idea and Details</p> <p>Grammar, T156 Practice: Commands T</p> <p>Daily Language Practice 4. do not touch the bird's nest. (Do not touch the bird's nest.)</p> <p>Listening/Speaking/Viewing, T150 Discuss the Link</p>	<p>Writing, T159 Daily Writing Prompt</p> <p>Grammar, T162 Improving Writing</p> <p>Daily Language Practice 5. please hold hands and don't get lost. (Please hold hands and don't get lost.)</p> <p>Listening/Speaking/Viewing, T163 A Descriptive Presentation</p>



ACTIVITY

Practice Planning: Getting Started with Comprehension: Narrative Text Routine

1. Select a narrative text from your Core program.
2. Quickly read through the text.
3. Plan what Before, During and After Reading Activities you will use for that text.

A Moose in the Bathroom
by Cynthia Graber

Carrie's mother and father were park rangers. Together they took care of the land and animals and worked with other rangers to make sure that anyone who camped, hiked, or fished there would be safe. One summer, Carrie moved with her parents and her twin brother, Luke, to Maine. Maine was very far away from Carrie's desert home in Arizona. She had never seen so many huge trees or so many shades of green.

The cabin Carrie's family lived in was right next to a lake, and Carrie and Luke soon found the best place to wade and swim. The cabin's bathroom was in a separate little building out back.

Carrie's mom told her that moose live in the area, and that they liked to come and drink at the lake. Carrie hadn't seen one yet, but she was a little worried. "Mom," she said one day, "what should I do if a moose comes in the bathroom?"

"A moose in the bathroom?" her mom said. "What nonsense!"

Carrie didn't think that was a very good answer. One afternoon, when she was walking with her father in the woods, she decided to ask him the same question. "Dad," she said, "what should I do if a moose comes into the bathroom?"

"Carrie, a moose won't come into the bathroom. But you shouldn't act scared if you do see one. Moose are usually very gentle, and they won't hurt you if you don't frighten them." Carrie knew her dad was right. She wasn't scared of seeing a moose, but she wasn't sure what to do if one came in the bathroom.

She didn't ask Luke her question, because she knew he had never seen a moose, either. It looked like nobody was going to give her a straight answer.

Two days later, Carrie woke up very early, before anyone else in her family. She tried to go back to sleep. She tried breathing deeply, and she tried counting sheep, but nothing worked. Finally, she decided to get up and wash her face and brush her teeth.

She walked out to the bathroom in back and turned on the water. While she was busy splashing her face, the door creaked behind her. *I forgot to latch the door!* she thought. *I wonder who that is?* She turned around.

A moose had poked its head in and was staring right at her! It looked just like the pictures her mom and dad had shown her. Carrie looked at its big calm brown eyes and its long, velvety antlers and knew it would not hurt her. *Hi, hi, what should I say?* she thought.

Carrie took a deep breath. "Moose," she said firmly. "you are very beautiful, and I am sure you are also very nice. I just like to be alone when I'm in the bathroom. I will be here all summer and I can talk to you another time. Would you mind leaving me alone right now?"

The moose blinked its long eyelashes at her, then turned around and did just that.

	Prompt	Cue
Before Reading	Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word, <i>books</i> , <i>books</i> ."	The title tells me...
	What does the title tell you about the story?	
	Teacher Directed Introduction: "The author's name is..."	The pictures tell me that the story will be about...
	What do the pictures tell you about the story? (Have the students do a quick 30 second picture walk.)	I think the story will be about...
	Who do you think the story will be about?	I think... will happen in the story. I think the story will be about...
During Reading	Teacher Directed Introduction: (Quickly provide any necessary background knowledge.)	
	Who is the main character?	The main character is...
	Who is the story about?	The characters are...
	Where does the story take place?	The story takes place...
	Where does... happen?	The story happens at...
	What happens - first, next, at the end?	The first thing that happens is... The next thing that happens is... At the end...
	What is the problem?	The problem is...
	When does the story take place?	The story takes place...
	When does... happen?	... happens when...
	Why does... happen?	... happens because...
After Reading	How does... happen? How is the problem solved?	... happens by doing... The problem is solved by...
	What do you think will happen next? (Make predictions.)	I think... will happen next.
	Teacher Directed Review (Stop several times in the story and review the story elements as you refer to the cloze organizer): "Let's review what we know about the story so far!"	The characters are... The story takes place... First... Next... At the end...
	Teacher Directed Story Retell: (Have the class orally review all story elements as you refer to the cloze organizer). "Let's read the story."	The characters are... The story took place... First... Next... At the end...
	What was the problem in the story?	The problem was...
	How was the problem solved?	The problem was solved by...
	Why did... happen?	... happened because...
Students individually retell the story with their partners (using student copies of the cloze organizer).		
Students complete a written response.		

Example

A Moose in the Bathroom
by Cynthia Graber

Spider

Carrie's mother and father were park rangers. Together they took care of the land and animals and worked with other rangers to make sure that anyone who camped, hiked, or fished there would be safe.

One summer, Carrie moved with her parents and her twin brother, Luke, to Maine. Maine was very far away from Carrie's desert home in Arizona. She had never seen so many huge trees or so many shades of green.

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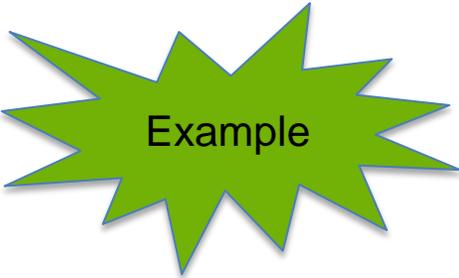


Practice Planning: Getting Started with Comprehension: Narrative Text Routine



ACTIVITY

4. Flag the **characters**.
5. Flag the **setting** (where and when).
6. Divide the text into the **beginning, middle and end** to indicate where you will stop to discuss those elements.



The author wrote this story to entertain us. Let's read it and identify the different parts to help us understand the story.

The title and this picture shows me...

The title is...

The author is...
The illustrator is...

The Day It Rained Fish
Author: Ramendra Kumar
Illustrator: Delwyn Remedios

RATHAM BOOKS
Every Child's Hand

Level 2

The title and this picture shows me...

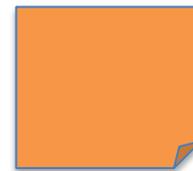
Practice Planning:

Getting Started with Comprehension: Narrative Text Routine

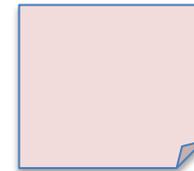


ACTIVITY

- Using orange, pink, blue, and yellow sticky notes, plan the flow of the lesson with student engagement.



Teacher
prompt



Unison
Response



Blue
Partner



Yellow
Partner



Example

Next

Narrative Text

A Moose in the Bathroom

by Cynthia Graber

Characters and Setting

Characters

Setting

First

End

She didn't ask Luke her question, because she knew he had never seen a moose, either. It looked like nobody was going to give her a straight answer.

Two days later, Carrie woke up very early, before anyone else in her family. She tried to go back to sleep. She tried breathing deeply, and she tried counting sheep, but nothing worked. Finally, she decided to get up and wash her face and brush her teeth.

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ACTIVITY

Practice Planning:

Getting Started with Comprehension: Narrative Text Routine

- Using orange, pink, blue, and yellow sticky notes, plan the flow of the lesson with student engagement.



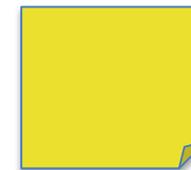
Teacher prompt



Unison Response



Blue Partner



Yellow Partner



Group Practice: Getting Started with Comprehension: Narrative Text Routine

1. Work in a Group of 5 (one presenting and four acting as students).
2. Take turns walking through your story delivery (we do not have time for the entire lesson).
3. Practice using some of the active student engagement strategies that you have planned!



7.6

Comprehension: Getting Started with Comprehension – Narrative Text Routine, Wrap-Up and Reflection



Getting Started with Comprehension: Narrative Text Routine

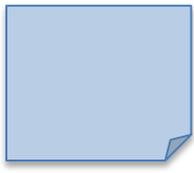
- First reading of the text: decoding for accuracy and basic recall (i.e., identifying basic story elements and details, such as characters, setting, first, next, and end).
- Second reading of the text: deeper use of comprehension strategies. The teacher can use other comprehension questions supplied by the core reading program (e.g., words to look for in the questions: compare, describe, distinguish, explain, justify, evaluate, interpret, identify).
- Third reading of the text: fluency practice.

Second Read: Deeper Use of Comprehension Strategies

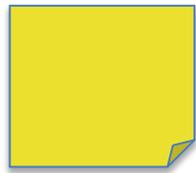
1. Look in the sidebar of your Teacher's Edition for the Comprehension Strategy and Skill support.
2. Select activities.
3. Plan active student engagement.
4. Using sticky notes, plan second read activities.



Unison
Response



Blue
Partner



Yellow
Partner

COMPREHENSION SKILL

Fact and Opinion

Explain that

- a *fact* is a statement that can be proved;
- an *opinion* tells what a person thinks, feels, or believes.

Purpose Setting Read the story aloud, asking children to notice examples of fact and opinion as they listen. Then use the Guiding Comprehension questions to assess children's understanding. Reread the story for clarification as needed.

Discussion Options

Personal Response Ask volunteers to share how they would feel and what they would do if they saw a moose in their backyard.
Connecting/Comparing Ask children to compare and contrast Carrie's experience with an animal with Henry's experiences in *Henry and Mudge and the Starry Night*.

CRITICAL THINKING

Guiding Comprehension

1 FACT AND OPINION Which part of this sentence is a fact? The cabin Carrie's family lived in was right next to a lake, and Carrie and Luke soon found the best place to wade and swim. (*The cabin Carrie's family lived in was right next to a lake.*)
2 FACT AND OPINION What word in the sentence *Carrie didn't think that was a very good answer* helps you know this is Carrie's opinion? (*the word think*)
3 FACT AND OPINION Do you think it is a fact or an opinion that the moose would not hurt Carrie? Why? (*It is an opinion, since it could not be proved ahead of time that a moose would not hurt her.*)



Narrative Text Reflection and Discussion



ACTIVITY

- How will narrative text instruction look back in your classroom?
- How will your grade-level team work together to plan for narrative text instruction?
- What other questions do you have?