

COMPREHENSION

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I. Literal Comprehension-Lesson 1: *Initial Instructional Strategy—Direct Questions*

Introduction

In this three-lesson strategy set, a strategy for teaching literal comprehension by applying learned skills to a variety of passage types and lengths is introduced. Students are taught to answer direct questions in both narrative and expository texts. Questions are also presented in varying intervals across shorter and then longer passages to increase students' generalization of literal comprehension skills.

Lesson Objective

Recall information directly stated in a passage first read by the teacher.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: The student listens attentively and engages actively in a variety of oral language experiences.

K.9: The student uses a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen for information in short passages.
- It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening comprehension.
- In this activity, the teacher reads a part of a passage to students and asks questions immediately after that part. Students respond by answering questions about the specific part of the passage.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Understand the topic and vocabulary presented in the passage.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach listening comprehension include:

- Identify a short passage on a familiar topic that can be read aloud to students.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary.
- Determine specific information that is important to the understanding of the passage.
- Generate direct questions that will be asked directly after the information is presented in the passage.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these passages are familiar to the students.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	<p>Introduce the passage.</p> <p>Ask students a series of yes/no discrimination questions specific to a part of the passage.</p> <p>Next, ask discrimination questions that require verbatim responses.</p>	<p>Today, I am going to read you a passage about an elf and a pot of gold.</p> <p>What am I going to do? <i>Read a passage.</i></p> <p>Yes, I'm going to read a passage. What is the passage about? <i>An elf. A pot of gold.</i></p> <p>Am I going to read to you about an elm tree? No.</p> <p>Am I going to read to you about a pile of mold? No.</p> <p>What am I going to read about? <i>An elf and a pot of gold.</i></p> <p>I will read the passage and stop to ask you questions.</p> <p>What am I going to do? <i>Read the passage and ask questions.</i></p> <p>Carefully listen to the passage as I read.</p> <p>What should you do while I read? <i>Listen to the passage.</i></p>
Conduct passage reading while continually assessing students' understanding of the passage. Provide students with opportunities to respond to the passage.	<p>Read the entire passage one time out loud to the students.</p> <p>Scaffold the passage to ensure that students are listening and able to successfully respond to the passage.</p>	<p>The little elf smiled, waved his wand, and disappeared.</p> <p>Tell me one thing that happened. <i>The little elf smiled.</i></p> <p>Tell me another thing that happened. <i>The elf waved his wand. The elf disappeared.</i></p> <p>After the puff of dust cleared, the children noticed the pot of gold the elf had left behind.</p> <p>Tell me one more thing that happened. <i>The children saw a pot of gold.</i></p> <p>Taped to the pot was a note that read "Use me well."</p> <p>What was on the pot? A note.</p>

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Instructional Feature	What To Do	Explicit Instruction
Conduct passage reading. Provide students with opportunities to respond to the passage by asking literal comprehension questions.	Read the passage aloud again. This time, stop to ask literal comprehension questions at predetermined points. Confirm students' correct responses.	<p>The little elf smiled, waved his wand, and disappeared.⁽¹⁾ After the puff of dust cleared, the children noticed the pot of gold the elf had left behind.⁽²⁾ Taped to the pot was a note that read "Use me well."⁽³⁾</p> <p>(1) Who disappeared? <i>The little elf. Yes, the little elf.</i></p> <p>(2) What did the elf leave? <i>A pot of gold. Yes, a pot of gold.</i></p> <p>(3) What did the note read? <i>Use me well. Yes, "Use me well."</i></p>
Assess students' understanding of the passage.	Ask a question to evaluate students' literal comprehension of the whole passage.	<p>What is this passage about? <i>A little elf who leaves a pot of gold.</i></p>
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence from which the answer came. Teacher and students should state the sentence in unison. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Student learning is evaluated in terms of students' abilities to correctly respond to questions.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

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I. Literal Comprehension-Lesson 2: *Review Strategy—Direct Questions in Intervals*

Lesson Objective

Recall information directly stated in a passage read by the teacher and tracked by the students.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: Students listen attentively and engage actively in a variety of oral language experiences.

K.9: Students use a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: Students use a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen and look for information in short passages. It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening and literal comprehension.
- In this activity, the teacher reads a passage to the students while students follow along. The teacher asks questions at strategic points in the passage. However, the interval between the amount of a passage read and the questions asked should increase. Students respond by answering questions about the specific part of the passage.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Follow along in their books while the teacher reads.
- Understand the vocabulary and story content.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach listening comprehension include:

- Identify a short passage on a familiar topic that students can track while being read to by the teacher.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary. For some students, steps one through three may include the same passage as the one introduced on the previous day.
- Determine specific information that is important to the understanding of the passage.
- Generate direct questions that will be asked after passage reading. Questions should be asked in intervals of increasing length from the previous day.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. Depending on the learning needs of the students, this lesson may be conducted with a newly introduced passage or with the same passage introduced on the previous day. The narrative passage that follows was selected for the purpose of demonstration and serves as a review from the previous day.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read “Use me well.”

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	<p>Introduce the passage.</p> <p>Ask discrimination questions that require verbatim responses.</p>	<p>Today, I am going to read to you a passage about an elf and a pot of gold while you follow along in your books. I will read the passage once. The second time I read the passage, I will ask you questions.</p> <p>What will I do? <i>Read the passage and ask questions.</i></p> <p>What will you do? <i>Follow along.</i></p>
Model passage reading while students follow along in their books.	Read the entire passage one time out loud to the students. Check that students track the words with their fingers on their own copy of the passage.	The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read “Use me well.”

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Instructional Feature	What To Do	Explicit Instruction
<p>Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking literal comprehension questions.</p>	<p>Ask students questions to ensure their understanding of the task. Read the passage aloud again. At the end of the passage, ask the predetermined questions.</p>	<p>Now we will read the passage again.</p> <p>What are we going to do? <i>Read the passage again.</i></p> <p>You should follow along.</p> <p>What will you do? <i>Follow along.</i></p> <p>At the end, I will ask you some questions.</p> <p>The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. ⁽¹⁾ ⁽²⁾ ⁽³⁾ Taped to the pot was a note that read "Use me well."</p> <p>(1) Who disappeared? <i>The little elf. Yes, the little elf.</i></p> <p>(2) What did the elf leave? <i>A pot of gold. Yes, a pot of gold.</i></p> <p>(3) What did the note read? <i>Use me well. Yes, "Use me well."</i></p>
<p>Assess students' understanding of the passage.</p>	<p>Ask a question to evaluate students' literal comprehension of the whole passage.</p>	<p>What is this passage about? <i>A little elf who leaves a pot of gold.</i></p>
<p>Provide feedback to students.</p>	<p>Correct all errors students make when providing responses to the questions.</p>	<p>If students make an error, tell them the answer. Reread the sentence that contains the answer. Students should track the sentence with their finger. Teacher and students should state the sentence in unison. Ask the question again.</p>
<p>Review sequence.</p>	<p>Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).</p>	

How To Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

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I. Literal Comprehension-Lesson 3: *Expansion Strategy—Direct Questions in Longer Passages*

Lesson Objective

Recall information directly stated in a passage read by the teacher and tracked by the students.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: Students listen attentively and engage actively in a variety of oral language experiences.

K.9: Students use a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: Students use a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen and look for information in longer passages. It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening and literal comprehension.
- In this activity, the teacher reads a passage to the students while students follow along. During and after reading, the teacher asks questions about information that occurs in the passage. Students respond by answering the questions.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Follow along in their books while the teacher reads.
- Understand the vocabulary and story content.

Instructional Design Criteria

To ensure success, the following guidelines should be used in developing the instructional examples and sequence of instruction used to teach listening and literal comprehension:

- Identify a longer passage on a familiar topic that students can track while being read to by the teacher.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary. For some students, steps one through three may include an extension of the same passage introduced on the previous day.
- Determine specific information important to the understanding of the passage.
- Generate direct questions that will be asked after passage reading. Questions should be asked both during and after reading.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. Depending on the learning needs of the students, this lesson may be conducted with a newly introduced passage or with the same passage introduced on the previous day. The narrative passage that follows was selected for the purpose of demonstration and serves as an extension from the previous day.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."

The magic elf had left this gold for the children and their families because they had been so kind to the elf. The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn't have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Introduce the passage. Ask discrimination questions that require verbatim responses.	<p>Today, I am going to read you a passage about an elf and a pot of gold. I want you to follow along in your books. I will read the passage once. The second time I read the passage, I will ask you questions.</p> <p>What will I do? <i>Read the passage and ask questions.</i></p> <p>What will you do? <i>Follow along.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Model passage reading while students follow along in their books.</p>	<p>Read the entire passage one time out loud to the students. Check that students track the words with their fingers on their own copy of the passage.</p>	<p>The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read “Use me well.”</p> <p>The magic elf had left this gold for the children and their families because they had been so kind to the elf. The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn’t have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.</p>
<p>Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking literal comprehension questions.</p>	<p>Ask students questions to ensure their understanding of the task. Read the passage aloud again. During passage reading ask the predetermined questions.</p>	<p>Now we will read the passage again.</p> <p>What are we going to do? <i>Read the passage again.</i></p> <p>You should follow along.</p> <p>What will you do? <i>Follow along.</i></p> <p>At the end, I will ask you some questions.</p> <p>The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read “Use me well.”^{(1) (2)}</p> <p>The magic elf had left this gold for the children and their families because they had been so kind to the elf.⁽³⁾ The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn’t have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.^{(4) (5)}</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART—</p>

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Instructional Feature	What To Do	Explicit Instruction
		<p>(1) Who disappeared? <i>The little elf. Yes, the little elf.</i></p> <p>(2) What did the elf leave? <i>A pot of gold. Yes, a pot of gold.</i></p> <p>(3) Why did the elf leave the pot of gold for the children? <i>Because the children had been kind to the elf.</i></p> <p>(4) How did the children feel about the pot of gold? <i>The children felt excited.</i></p> <p>(5) What is one thing they would do with the gold? <i>They would use the gold to buy wood and coal to heat their fires.</i></p>
Assess students' understanding of the passage.	Ask a question to evaluate students' literal comprehension of the whole passage.	<p>What is this passage about? <i>A little elf who leaves a pot of gold for the children and their families.</i></p>
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence from which the answer came. Students should track the sentence with their finger. Teacher and students should state the sentence in unison. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

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II. Story Retell-Lesson 1:

Initial Instructional Strategy—Introduce Retelling Sentences

Introduction

In this three-lesson strategy set, a strategy for teaching students in second grade to retell events from passage materials is introduced. The first lesson introduces a format for retelling events that can be applied to sentences, paragraphs, and passages. In the first lesson, the format is applied to sentence reading. The second lesson teaches students to apply the retell format to paragraph reading and introduces a written retell format. The final lesson provides guided practice using the verbal prompts and written format following passage reading. Students work with the teacher and peers during the lessons.

Lesson Objective

Students will orally retell key events from passage materials.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a sentence. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may also be used with older students who require further story retell instruction.
- This lesson is the first in a series of three lessons and is designed to introduce a series of prompts for retelling story content when reading sentences and provide partner practice using the retell prompts reading unfamiliar sentences.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level sentences.
- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional-level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the sentences that are the focus of group instruction.
- One enlarged teacher copy of the retell sentence worksheet (see attached sample).
- Student copies of the retell sentence worksheet (see attached sample).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		<p>Today we are going to learn to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. Again, when we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?</p> <p><i>We tell what the story is about using our own words.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Model explicit examples.</p>	<p>Display enlarged copy of the sentences in a position where all students can see.</p> <p>Teacher reads the following sentence: It was lunchtime, so the boy and the girl walked down the street to get some food.</p> <p>Teacher rereads the sentence with the students.</p> <p>Teacher models asking questions.</p> <p>Repeat the procedure for the remaining sample sentences:</p> <ul style="list-style-type: none"> • Teacher reads the sentence. • Students read the sentence with the teacher. • Teacher asks the following questions after reading the sentence: <ul style="list-style-type: none"> - Who is the sentence about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Have students restate the sentence content using their own words. <p>Remaining sentences:</p> <p>It was a hot, sunny day at the park, so the boy and girl sat by the tree to keep cool.</p> <p>The cat was not looking at her lunch, so the dog ran to her plate and ate all of her food.</p>	<p>I am going to show you a sentence. First I will read it, then we will read it together. After we read, I will ask some questions about the sentence. Then I will retell what happened in the sentence.</p> <p>Now, I'll ask some questions and answer the questions using my own words.</p> <p>Who is the sentence about? <i>The boy and the girl.</i></p> <p>What happened? <i>The girl and the boy walked to get some food.</i></p> <p>When did it happen? <i>Lunch time.</i></p> <p>Where did it happen? <i>On the street.</i></p> <p>Why did it happen? <i>It was lunch time.</i></p> <p>I'll tell you what happened in the sentence using my own words. <i>The boy and the girl walked to the shop to buy lunch.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	If students are unable to retell events from the sentence, have the students reread the sentence aloud. Ask the prompt questions. Repeat request to retell the sentence.	
Provide opportunities for practice.	<p>Display sentence retell worksheet so all students can see.</p> <p>Point and read the directions to the students.</p> <p>Content From Retell Sentence Worksheet:</p> <p>Directions: For each sentence:</p> <ul style="list-style-type: none"> • Read the sentence with a partner. • Answer the questions: <ul style="list-style-type: none"> - Who is the sentence about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the sentence using your own words. <p>After a nap, the duck and her ducklings swim on the lake to help wake up.</p> <p>The duck looks at her ducklings on the lake to see that they are safe.</p> <p>The duck looks for food in the grass for her ducklings to eat for dinner.</p> <p>At night the ducklings sleep close to their mom next to the lake.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Now we will do the same thing again. You will work with a partner to retell what happened in each sentence.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Model the lesson procedure.</p> <p>Repeat procedure for remaining sentences.</p> <p>Allocate partners. Commence independent work.</p> <p>Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.</p>	<p>Put your finger on the first sentence. Read it aloud.</p> <p>Who is the sentence about? Answer in your head.</p> <p>What happened? Answer in your head.</p> <p>When did it happen? Answer in your head.</p> <p>Where did it happen? Answer in your head.</p> <p>Why did it happen? Answer in your head.</p> <p>Tell me what happened in the sentence. Answer in your head.</p> <p>Now you will do the same thing with your partner except you will answer the questions out loud.</p>
Assess understanding.	<ul style="list-style-type: none"> • Regroup students. • Point to the first sentence. • Read the sentence aloud. • Ask the who, what, when, where, and why questions. • Call upon students to retell the key event from the sentence. • Repeat this procedure for the remaining three sentences. 	
Provide feedback to students.	<p>If students are unable to retell events from the sentence, have them reread the sentence aloud.</p> <p>Ask <i>who, what, when, where, and why</i> questions.</p> <p>Repeat the request to retell the sentence.</p> <p>If students continue to make errors, provide the correct response and model how the response was obtained.</p>	

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Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson over two to three other lessons with sentences of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the sentences?
- Were the content, vocabulary, and length of the sentences appropriate for the students?

Story Retell

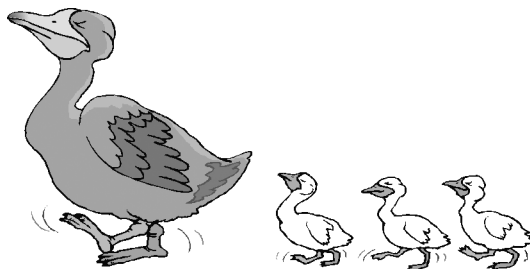
- Could the students accurately respond to the *who*, *what*, *when*, *where*, and *why* questions?
- Were the students able to retell the key points from the sentence?
- Were the events recalled accurately?
- Were the students able to retell events from the sentences with a partner?

Retell Sentence Worksheet

For each sentence:

- Read the sentence with a partner.
 - Answer the questions:
 - Who is the sentence about?
 - What happened?
 - When did it happen?
 - Where did it happen?
 - Why did it happen?
 - Retell what happened in the sentence using your own words.
-

- 1. After a nap, the duck and her ducklings swim on the lake to help wake up.**
- 2. The duck looks at her ducklings on the lake to see that they are safe.**
- 3. The duck looks for food in the grass for her ducklings to eat for dinner.**
- 4. At night the ducklings sleep close to their mom next to the lake.**



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II. Story Retell-Lesson 2: *Review Strategy—Retelling Paragraphs*

Lesson Objective

Students will retell key events from passage materials using oral and written form.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a paragraph. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may also be used with older students who require further story retell instruction.
- This lesson is the second in a series of three lessons and is designed to review a series of prompts for recalling story content when reading paragraphs, introduce a written format for sequencing retell ideas, and provide partner practice in recalling and structuring ideas presented in paragraphs.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.
- Retell sentence content.
- Read instructional-level paragraphs.
- Understand paragraphs and paragraph structure.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional-level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the paragraph.
- One enlarged teacher copy of the retell worksheet.
- Student copies of the paragraph (see attached sample).
- Student copies of the retell worksheet (see attached sample).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		<p>Today we will continue to learn how to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?</p> <p><i>We tell what the story is about using our own words.</i></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	<p>Display enlarged copy of the paragraph so all students can see.</p> <p>Read the following paragraph and point while students follow along:</p> <p style="text-align: center;">The Zoo</p> <p>We went to the zoo on Sunday for my birthday.^{1,2,3} I went with my mom and my dad. I had not been to the zoo, so I was happy. We saw zebras, camels, and lots of other animals. I liked the bats the best.⁴ We were the last people to go home. We had so much fun.⁵</p> <p>Reread the paragraph with the students. Stop and ask questions at the points designated on the passage above. The numbers on the passage above indicate the appropriate place to stop reading and ask the corresponding question.</p> <p>Ask the following questions introduced during the previous lesson:</p> <ul style="list-style-type: none"> • Where did it happen? • When did it happen? • Why did it happen? • Who is the paragraph about? • What happened? <p>Have students retell what happened in the paragraph using their own words.</p>	<p>Today I am going to show you a paragraph. First I will read it, then we will reread it together. When we read it together, I will stop and ask you questions about the paragraph. At the end, you will retell what happened in the paragraph.</p> <p>Now we are ready to reread the paragraph. This time we will stop and I will ask questions about what you have read. When I ask the questions, answer the questions using your own words.</p> <p>Who can tell me what happened in the paragraph? Students retell paragraph content.</p>
Provide feedback.	<p>If a student is unable to retell events from the paragraph, have the student reread the paragraph aloud. Stop at specific points while reading the paragraph for the student to respond to the <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> questions. Repeat request to retell the content from the paragraph.</p>	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
<p>Model explicit examples.</p>	<p>Display enlarged copy of the retell worksheet so all students can see.</p> <p>Point to the first box labeled "Beginning" on the retell sheet.</p> <p>Point to the second box labeled "Middle" on the retell sheet.</p> <p>Point to the third box labeled "End" on the retell sheet.</p> <p>Point back to the first box.</p> <p>Teacher models writing the information in the first box.</p> <p>Repeat the following process for the remaining two boxes:</p> <ul style="list-style-type: none"> • Point to the box. • State the label of the box. • Ask the students what information is to be included in the box based on the label. • Model writing the relevant information in the appropriate box. 	<p>Now we will use some boxes on the retell worksheet to organize what we have learned from the paragraph.</p> <p>This box is labeled "Beginning." Here we tell what happened in the beginning of the paragraph.</p> <p>This box is labeled "Middle." Here we tell what happened in the middle of the paragraph.</p> <p>This box is labeled "End." Here we tell what happened at the end of the paragraph.</p> <p>This box is labeled "Beginning." What information do we include here? <i>The information we find out at the beginning of the paragraph.</i> Who can tell me what happened in the beginning of the paragraph? <i>The child went to the zoo with mom and dad for his or her birthday.</i> Yes, the child went to the zoo with mom and dad for his or her birthday. Let's write that information in the first box.</p>
<p>Check understanding.</p>	<p>Teacher reads.</p> <p>Teacher modifies content as appropriate.</p> <p>Complete the process for identifying content to be included in the box, reviewing what was written and clarifying relevance of the content for the remaining boxes.</p>	<p>Let's check and review what we just wrote. Look at the first box labeled "Beginning." What information do we include in this box? <i>Things that happened in the beginning of the paragraph.</i> Let's read what we just wrote.</p> <p>Does everyone agree that this is what happened in the beginning of the paragraph?</p>

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Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for practice.	<p>Display a copy of the passage and the retell worksheet so all students can see.</p> <p>Explain procedure to students, pointing to relevant features on the retell worksheet:</p> <ul style="list-style-type: none"> • Read the paragraph with a partner. • Answer the questions out loud: <ul style="list-style-type: none"> - Who is the paragraph about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the paragraph using the retell work sheet and filling in the beginning, middle, and end boxes. <p>Allocate partners.</p> <p>Distribute student copies of the passage and the retell worksheet.</p> <p>Students commence independent work.</p> <p>Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.</p>	<p>Now we will do the same thing again using the same story. You will work with a partner to retell what happened in the paragraph.</p>
Assess understanding.	<p>Following partner work, bring students back together and review the information that could have been included in each box.</p> <p>Call upon students to retell the key events from the paragraph in sequence.</p> <p>Collect each student's retell worksheet and examine student responses to determine level of proficiency.</p>	
Provide feedback.	<ul style="list-style-type: none"> • If a student is unable to retell events from the paragraph, have the student reread the relevant sentence aloud. • Ask <i>who, what, when, where,</i> and <i>why</i> questions where relevant. • Repeat the request to retell the section of the paragraph (beginning, middle, end). • If a student continues to make errors, provide the correct response and model how the response was obtained. 	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson with two to three other paragraphs of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the paragraph?
- Was the content, vocabulary, and length of the paragraph appropriate for the students?

Story Retell

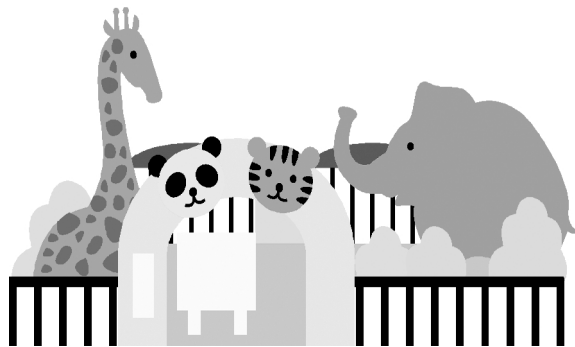
- Could the students accurately respond to the who, what, when, where, and why questions?
- Were the events recalled accurately?
- Were the events recalled in the correct sequence?
- Did students retell the important details from the paragraph as a group?
- Were the students able to retell events from the paragraph with a partner?
- Were the students able to sequence the events accurately using the retell worksheet?

Directions:

- Read the paragraph with a partner.
 - Answer the questions:
 - Who is the paragraph about?
 - What happened?
 - When did it happen?
 - Where did it happen?
 - Why did it happen?
 - Retell what happened in the paragraph using the story retell worksheet.
-

Sample Paragraph**The Zoo**

We went to the zoo on Sunday for my birthday. I went with my mom and my dad. I had not been to the zoo, so I was happy. We saw zebras, camels, and lots of other animals. I liked the bats the best. We were the last people to go home. We had so much fun.



My Story Retell

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)



COMPREHENSION



II. Story Retell-Lesson 3: *Expansion Strategy—Retelling Passages*

Lesson Objective

Students will retell key events from passage materials using oral and written form.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a paragraph. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may be used with older students who require further story retell instruction.
- This lesson is the third in a series of three lessons and is designed to review a series of prompts for recalling story content when reading passages, review a written format for sequencing retell ideas, and provide partner practice in recalling and structuring ideas presented in a passage.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.
- Retell sentence content.
- Retell paragraph content.
- Read instructional-level passages.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the passage.
- One enlarged teacher copy of the retell worksheet.
- Student copies of the passage (see attached sample).
- Student copies of the retell worksheet (see attached sample).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		<p>In this lesson we will continue to learn how to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?</p> <p><i>We tell what the story is about using our own words.</i></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
<p>Model explicit examples and review.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Display enlarged copy of the passage so all students can see.</p> <p>Teacher reads the following passage and points while students follow along:</p> <p style="text-align: center;">The Dog and the Log</p> <p>It was a warm summer day.¹ The sun was hot. So the dog went to the lake for a swim.^{2,3,4} The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, "I will get that log."⁵</p> <p>The dog swam to the log. The log was big. The dog said, "That log is too big. I cannot get the log. I will get on the log." So the dog tried to get on the log.⁵</p> <p>The dog tried and tried to get on the log. The log spun when he tried to get on and he fell back in the lake. After six tries the dog said, "I give up. That log will not let me get on. I am tired."⁵</p> <p>The dog swam back to the side of the lake. He got out and had a rest on the bank.⁵</p> <p>Teacher rereads the paragraph with the students. Teacher stops and asks questions at the points designated on the preceding passage. The numbers on the preceding passage indicate the appropriate place to stop reading and ask the corresponding question.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Today I am going to show you how to retell information from a passage. First I will read it, then we will reread it together. When we read it together, I will stop you and ask questions. At the end, you will retell what happened in the passage.</p> <p>Now we will reread the passage. This time we will stop and I will ask you questions about what you have read. When I ask the questions, answer the questions using your own words.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Ask the following questions introduced during the previous two lessons:</p> <ol style="list-style-type: none"> 1. When did it happen? 2. Why did it happen? 3. Who is the story about? 4. Where did it happen? 5. What happened? <p>Remove passage from the view of the students.</p> <p>Upon concluding the passage reading, repeat the following questions. Have students respond by retelling the events from the passage as a whole without rereading the passage.</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. Where did it happen? 3. When did it happen? 4. Why did it happen? 5. What happened? <p>Students retell passage content using their own words.</p>	<p>Who can retell what happened in the passage using your own words?</p> <p><i>Students retell passage content.</i></p>
Provide feedback.	<p>If a student is unable to retell events from the passage, have the student reread the passage aloud. Stop the student at specific points during the passage reading to respond to the <i>who, what, when, where, and why</i> questions.</p> <p>Repeat request to retell the passage content.</p>	
Model explicit examples and review.	<p>Display enlarged copy of the retell worksheet so all students can see.</p> <p>Repeat the following process for each of the three boxes:</p> <ul style="list-style-type: none"> • Point to the box. • State the label of the box. • Ask the students what information would be included in the box based on the label (non-passage-specific information). • Model writing the information in the appropriate box. 	<p>Now that we know what happened in the passage, we will use the boxes on the retell worksheet from the last lesson to organize what we have learned.</p> <p>First, let's review the information that goes into each box.</p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Point to the first box.</p> <p>Point to the second box.</p> <p>Point to the third box.</p>	<p>We are going to put the information from the passage into the boxes.</p> <p>This box is labeled “Beginning.” What information do we include here? <i>The information we find out at the beginning of the passage.</i> Who can tell me what happened in the beginning of the passage? <i>It was a hot day so the dog went to the lake for a swim.</i> Yes, it was a hot day, so the dog went to the lake for a swim. Let’s write that information in the first box.</p> <p>This box is labeled “Middle.” What information do we include here? <i>The information we find out in the middle of the passage.</i> Who can tell me what happened in the middle of the passage? <i>The dog saw a log in the lake. He wanted to get it but could not. He wanted to get on top of it, but could not.</i> Yes, the dog saw a log he wanted to get, then he wanted to get on. He couldn’t do either. Let’s write that information in the second box.</p> <p>This box is labeled “End.” What information do we include here? <i>The information we find out at the end of the passage.</i> Who can tell me what happened at the end of the passage? <i>The dog was tired. He swam back to the side of the lake for a rest.</i> Yes, the dog was tired and went back to the side of the lake for a rest. Let’s write that information in the third box.</p>
Check for understanding.	Complete the process of identifying content to be included in the box, reviewing what was written and clarifying relevance of the content for the remaining boxes.	<p>Let’s check and review what we just wrote. Look at the first box. This box is labeled “Beginning.” What information do we include in this box? <i>Things that happened in the beginning of the passage.</i> Let’s read what we just wrote. Teacher reads. Does everyone agree that this is what happened in the beginning of the passage? Teacher modifies content as appropriate.</p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Check for understanding. Provide opportunities for practice.</p>	<p>Display a copy of the passage and the retell worksheet so all students can see.</p> <p>Explain procedure to students pointing to relevant features on the story retell worksheet:</p> <ul style="list-style-type: none"> • Read the passage with a partner. • Answer the questions out loud: <ul style="list-style-type: none"> - Who is the story about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the passage using the retell worksheet and filling in the beginning, middle, and end boxes. <p>Allocate partners.</p> <p>Distribute student copies of the passage and the retell worksheet.</p> <p>Students commence independent work.</p> <p>Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.</p>	<p>Now we will do the same thing again using the same story. You will work with a partner to retell what happened in the passage.</p>
<p>Assess understanding.</p>	<p>Following partner work, bring students back together.</p> <p>Swap partners. With a new partner, review the information that was included in each box. Each student has the opportunity to retell the passage content to a peer. As a class group, call upon students to retell the key events from the passage in sequence.</p> <p>Collect each student's retell worksheet. Examine students' responses to determine their level of proficiency.</p>	
<p>Provide feedback.</p>	<ul style="list-style-type: none"> • If a student is unable to retell events from the passage, have the student reread the relevant sentences aloud. • Ask <i>who, what, when, where, and why</i> questions where relevant. • Repeat the request to retell the section of the passage (beginning, middle, end). • If a student continues to make errors, provide the correct response and model how the response was obtained. 	

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Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding with more difficult passage materials, teacher should repeat the strategy presented in this lesson with two to three other paragraphs of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the passage?
- Was the content, vocabulary, and length of the passage appropriate for the students?

Story Retell

- Could the students accurately respond to the *who, what, when, where, and why* questions?
- Were the events recalled accurately?
- Were the events recalled in the correct sequence?
- Did students retell the important details from the passage as a group?
- Were the students able to retell events from the passage with a partner?
- Were the students able to sequence the events accurately using the retell worksheet?

My Story Retell

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)



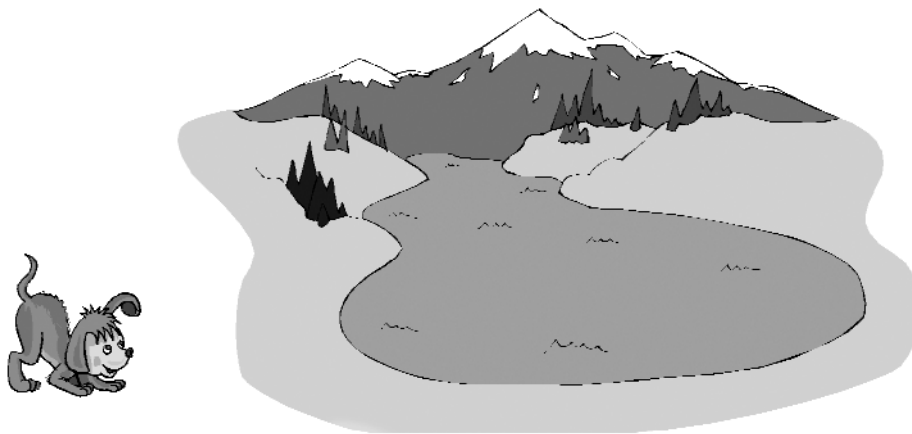
Sample Passage**The Dog and the Log**

It was a warm summer day. The sun was hot. So the dog went to the lake for a swim. The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, "I will get that log."

The dog swam to the log. The log was big. The dog said, "That log is too big. I cannot get the log. I will get on the log." So the dog tried to get on the log.

The dog tried and tried to get on the log. The log spun when he tried to get on and he fell back in the lake. After six tries the dog said, "I give up. That log will not let me get on. I am tired."

The dog swam back to the side of the lake. He got out and had a rest on the bank.



COMPREHENSION



III. Story Grammar-Lesson 1:

Initial Instructional Strategy—Introduction to Story Grammar

Introduction

In this three-lesson strategy set, a strategy for teaching students in second grade to recall passage content using story grammar is introduced. Examples of formats for teaching story grammar to students in first and second grade and beyond are attached. The structure and pace of presenting the story grammar content will depend on each student. Some students may require instruction in each story grammar element (main characters, setting, etc.)—one per day or two to three per day, while introducing all of the story grammar elements on one day may be appropriate for more proficient students. Content from the three lessons can be introduced and then repeated over multiple days using either different or cumulative passage materials.

The first lesson introduces the story grammar notesheet and highlights the critical elements of a simple passage using story grammar. The second lesson provides guided practice in analyzing the passage material and using the story grammar notesheet. The final lesson provides students with independent practice identifying critical features of a passage and using the story grammar notesheet to organize their ideas. Students work with the teacher, with peers, and independently during these lessons.

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the first in a series of three lessons and is designed to introduce story grammar and its critical components, provide a series of prompts and questions for use during passage reading, and provide a model for using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages independently.
- Write sentences independently.
- Respond to literal comprehension questions.
- Understand the concepts and vocabulary presented in the passage.

Instructional Design Criteria

When planning story grammar instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:
 - the number of characters, plots, goals, and subgoals,
 - the number of attempts by characters to achieve their goals,
 - the explicitness of the story grammar components,
 - length of the story,
 - readability of the story, and
 - amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).
- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Notesheet (see attached sample).
- Student copies of the passage materials (see attached sample).
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? (*or modified version based on the questions on the story grammar prompt sheet*).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	<ul style="list-style-type: none"> • NOTE: Instruction of this lesson content would occur over multiple days. Teachers would alter the rate of introduction of each story grammar element based on the student's level of proficiency. Teachers can alter the rate of instruction by introducing either one element per day or two to three elements per day and providing opportunities to practice using the story grammar elements over multiple instructional sessions. • Select familiar instructional-level passages (see attached brief, decodable passage). The passage selected for this lesson is simple so students can focus on the critical features of story grammar. • Analyze the passage. Identify the critical passage features prior to instruction: setting, characters, problem, important events, solution, and theme. • Prepare a series of questions (using the generic teacher questions as a basis) for each story grammar element. 	
Introduce the activity.		<p>Today you are going to learn a strategy that will help you understand short stories. What will this strategy do? <i>Help us understand short stories.</i></p> <p>The strategy is called Story Grammar. When you read the stories you will learn about characters, their problems, and how they solve them.</p>
Model explicit examples.	<p>Teacher displays an overhead transparency of the passage and the following questions:</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. What is he/she trying to do? 3. What happens when he/she tries to do it? 4. What happens in the end? 	
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Teacher calls on individual students to read the following decodable passage:</p> <p style="text-align: center;">The Man in the Sun¹</p> <p>The man was in the sun playing golf.² The sun was hot on the man's skin.³ The man said, "I am hot. I will sit by the tree to get out of the sun." The man sat by the tree. The man said, "That is better. I don't feel so hot now."⁴</p> <p>Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage indicate the appropriate places to stop reading and ask the corresponding question.</p> <p>Students begin by rereading the title of the story: "The Man in the Sun." Stop students to ask question 1.</p> <p>Stop students to ask question 2.</p> <p>Stop students to ask question 3.</p> <p>Stop students to ask question 4.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>When we read the story, I will ask four questions to help you learn about the characters, their problems, and how they solve them. We can use these questions with any story. <i>Teacher reads each question aloud then calls on students to restate the questions.</i></p> <p>We will read the passage again and I will stop at different points to ask questions. The answers to the questions can be found in the story.</p> <p>The title of the story tells us we will be reading about a man in the sun. So who is the story about? <i>The man. Yes, the man. Let's read on to find out what happens.</i></p> <p>What is the man trying to do? <i>Play golf. Yes, the man is trying to play golf. Read on.</i></p> <p>What happens when the man tries to play golf? <i>The sun is hot on the man's skin. Read on.</i></p> <p>What happens in the end? <i>The man sits by a tree and feels better. Yes, the man sits by a tree and feels better.</i></p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>The teacher summarizes the story having the students respond to the four questions:</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. What is the man trying to do? 3. What happens when the man is trying to play golf? 4. What happens in the end? <p>Display the story grammar (second grade) notesheet on the overhead projector.</p> <p>Teacher describes each feature of the story grammar notesheet and models how to enter information.</p> <p>Point to the first box.</p> <p>Teacher writes the information in the first box.</p> <p>Point to the second box.</p> <p>Teacher writes the information in the second box.</p> <p>Point to the third box.</p> <p>Teacher writes the information in the third box.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Now we will use the information we just learned to complete the story grammar notesheet. If you are not sure of the information that you need, go back and look at the passage again.</p> <p>Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read.</p> <p>The first box is labeled "Setting." In this box we write about where the story took place. Where did this story take place? <i>Outside, in the sun, on a golf course, etc.</i> That's right. Where did you find this information? Students indicate the relevant place in the passage. Let's write that information in the "Setting" box.</p> <p>The second box is labeled "Characters." In this box we write who the story is about. Who is the story about? <i>The man.</i> Yes, the man. Where did you find this information? Students indicate the relevant place in the passage. Let's write "the man" in the "Characters" box.</p> <p>The third box is labeled "Problem." In this box we write the biggest problem that took place in the story. What is the biggest problem in this story? <i>The sun was getting hot on the man's skin.</i> Where did you find this information? Students indicate the relevant place in the passage. Let's write "the sun was getting hot on the man's skin" in the "Problem" box.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Point to the fourth box.</p> <p>Teacher writes the information in the fourth box.</p> <p>Point to the fifth box.</p> <p>Teacher writes the information in the fifth box.</p> <p>Point to the sixth box.</p> <p>Teacher writes the information in the sixth box.</p>	<p>The fourth box is labeled “Important Events.” In this box we write what the person did to try to solve the problem. What did the man do to try to solve the problem? He decided he should sit by a tree. Where did you find this information? Students indicate the relevant place in the passage. Let’s write “the man decided to sit by a tree” in the “Important Events” box.</p> <p>The fifth box is labeled “Solution.” In this box we write how the problem was solved. How did the man solve the problem? He sat by the tree and then he did not feel so hot. Where did you find this information? Students indicate the relevant place in the passage. Let’s write “the man sat by the tree and then did not feel so hot” in the “Solution” box.</p> <p>The sixth box is labeled “Theme.” In this box we write what we think the author was trying to tell us. What do you think the author was trying to tell you? That when you have a problem it is important to try to figure out how to solve it. Good. Often we will need to think about the messages in the story and figure out the theme on our own. That is how you figure out the theme. Let’s write “when you have a problem it is important to try to figure out how to solve it” in the “Theme” box.</p>
Review.	Point to each box. Ask students to label the box and describe the information to be included in each box.	Let’s review the information we need to put in each box and where to find the information we need.
Provide feedback.	<p>For partially correct responses: Acknowledge the specific pieces of the response that are correct and have the student locate the correct answer in the story.</p> <p>Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.</p> <p>If inferences are required: Direct students’ attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.</p>	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Lesson follow up	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with each of the story grammar elements.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during passage reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage**The Man in the Sun**

The man was in the sun playing golf.

The sun was hot on the man's skin.

The man said, "I am hot. I will sit by the tree to get out of the sun."

The man sat by the tree.

The man said, "That is better. I don't feel so hot now."



Story Grammar

Kindergarten

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)



Story Grammar

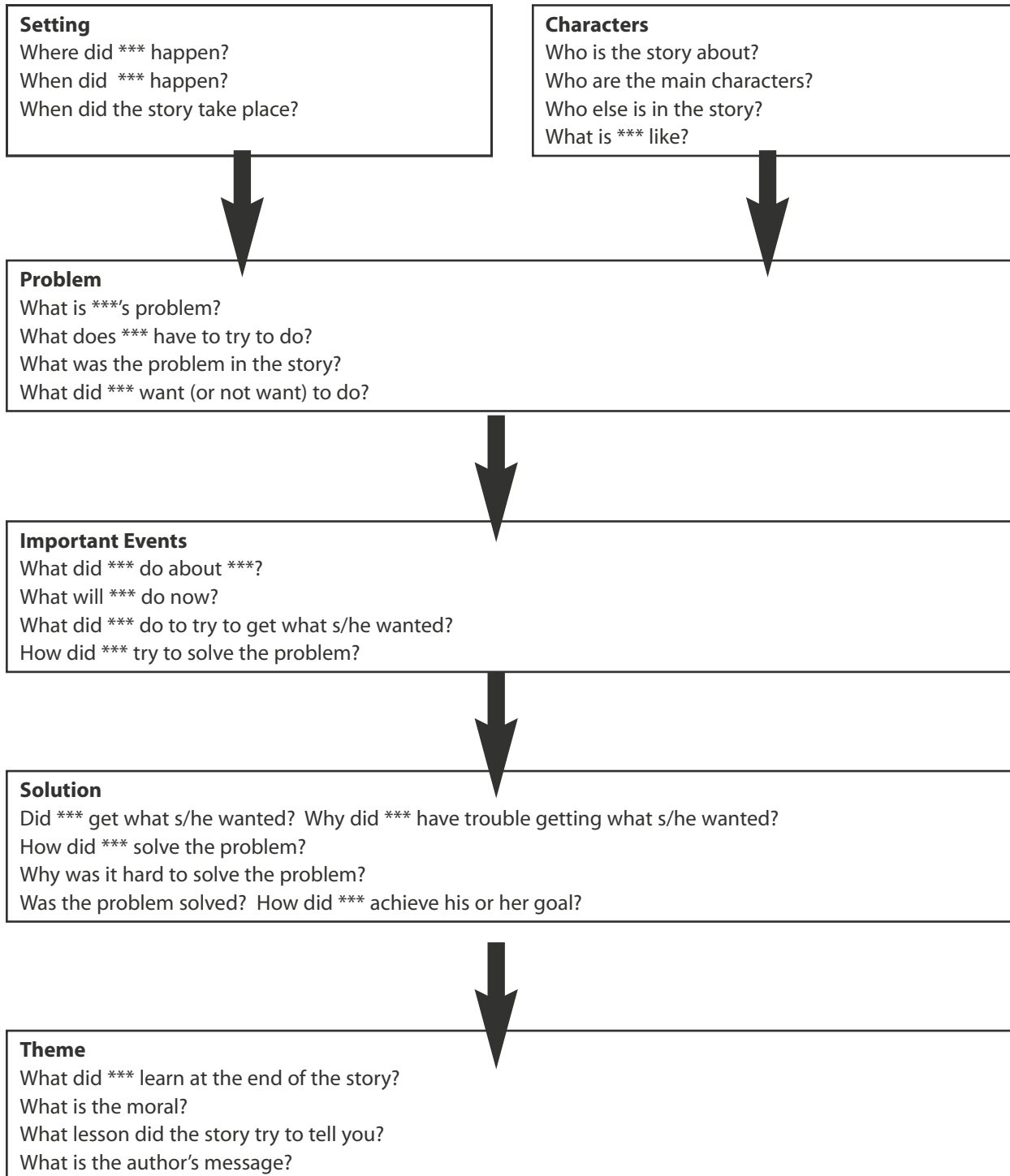
First Grade

Who?	
What?	
When?	
Where?	
Why?	

Story Grammar





Second Grade

PROMPT SHEET



Story Grammar

NOTESHEET

Setting	Characters
	
Problem	
	
Important Events	
	
Solution	
	
Theme	

COMPREHENSION



III. Story Grammar-Lesson 2: *Review Strategy—Story Grammar Prompts and Practice*

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the second in a series of three lessons and is designed to review story grammar and its critical components, model the use of prompts and questions during passage reading, and provide guided practice in using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Respond to literal comprehension questions.
- Read instructional-level passages independently.
- Write sentences independently.
- Understand the concepts and vocabulary presented in the passage.
- Understand the story grammar notesheet, its features, and its purpose.

Instructional Design Criteria

When planning story grammar instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:
 - the number of characters, plots, goals, and subgoals,
 - the number of attempts by characters to achieve their goals,
 - the explicitness of the story grammar components,
 - length of the story,
 - readability of the story, and
 - amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).
- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Notesheet (see attached samples).
- Student copies of the passage materials (see attached sample).
- Student copies of the Story Grammar Notesheet.
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? (*or modified version based on the questions on the story grammar prompt sheet*).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	<ul style="list-style-type: none"> • Use the passage introduced in Lesson 1. • Provide each student a copy of the passage and the story grammar notesheet. 	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		<p>Today we will review the story grammar procedure introduced in the last lesson. This strategy will help you understand short stories. What will this strategy do? <i>Help us understand short stories.</i></p> <p>Remember, when you use story grammar while you read stories, you will learn about characters, their problems, and how they solve them.</p>
Review.	<p>Begin the lesson by reviewing the features of the story grammar notesheet.</p> <p>Call on students to name the six elements of the story grammar notesheet: setting, characters, problem, important events, solution, and theme.</p> <p>Place the story grammar notesheet on the overhead projector. Point to each story grammar component individually and review its function:</p> <ul style="list-style-type: none"> • Setting—where the story took place. • Characters—who the story is about. • Problem—the biggest problem that took place in the story. • Important events—what the person did to try to solve the problem. • Solution—how the problem was solved. • Theme—what we think the author was trying to tell us. <p>Provide each student a copy of the passage from the previous lesson.</p> <p>Call on individual students to read the following passage:</p> <p style="text-align: center;">The Man in the Sun¹</p> <p>The man was in the sun playing golf.² The sun was hot on the man's skin.³ The man said, "I am hot. I will sit by the tree to get out of the sun." The man sat by the tree. The man said, "That is better. I don't feel so hot now."⁴</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Who can remember the names of the six boxes on the story grammar notesheet? <i>Call on individual students. (If necessary, ask, "Who knows the name of one box?")</i></p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	<p>Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage above indicate the appropriate places to stop reading and ask the corresponding question.</p> <p>Students begin by reading the title of the story: Stop students to ask question 1. Who is the story about?</p> <p>Read the remaining passage, stopping at the designated places to ask the following questions:</p> <ol style="list-style-type: none"> 2. What was the man trying to do? 3. What happened when the man was trying to play golf? 4. What happened in the end? <p>Teacher summarizes the story having the students respond to each of the four questions:</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. What was the man trying to do? 3. What happened when the man was trying to play golf? 4. What happened in the end? 	<p>We will read the story a second time, and I am going to ask you four questions to help learn about the characters, their problems, and how they solve them. The answers to the questions can be found in the story.</p> <p><i>Teacher reads each question aloud then calls on students to restate the questions.</i></p>
<p>Provide students opportunities for practice.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Display the story grammar notesheet on the overhead projector and distribute individual student copies.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Now we will use the information we just learned to complete the story grammar notesheet. If you are not sure of the information you need, go back and look at your passage again.</p> <p>Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read. We are going to complete the story grammar notesheet together using the information from the passage.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Teacher walks the students through the process of completing the story grammar notesheet. Teacher does not model the writing process.</p> <p>Point to the first box.</p> <p>Teacher pauses for students to write the information in the first box.</p> <p>Point to the second box.</p> <p>Teacher pauses for students to write the information in the second box.</p> <p>Point to the third box.</p> <p>Teacher pauses for students to write the information in the third box.</p> <p>Point to the fourth box.</p> <p>Teacher pauses for students to write the information in the fourth box.</p> <p>Point to the fifth box.</p> <p>Teacher pauses for students to write the information in the fifth box.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Put your finger on the first box. The first box is labeled “Setting.” In this box we write about where the story took place. Where did this story take place? <i>Outside, in the sun, on a golf course, etc.</i> That’s right. Write this information in the “Setting” box.</p> <p>Put your finger on the second box. The second box is labeled “Characters.” In this box we write who the story is about. Who is the story about? <i>The man.</i> Yes, the man. Write this information in the “Characters” box.</p> <p>Put your finger on the third box. The third box is labeled “Problem.” In this box we write the biggest problem that took place in the story. What is the biggest problem in this story? <i>The sun was getting hot on the man’s skin.</i> Write this information in the “Problem” box.</p> <p>Put your finger on the fourth box. The fourth box is labeled “Important Events.” In this box we write what the person did to try to solve the problem. What did the man do to try to solve the problem? <i>He decided he should sit by a tree.</i> Write this information in the “Important Events” box.</p> <p>Put your finger on the fifth box. The fifth box is labeled “Solution.” In this box we write how the problem was solved. How did the man solve the problem? <i>He sat by the tree and then he did not feel so hot.</i> Write this information in the “Solution” box.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	<p>Point to the sixth box.</p> <p>Teacher pauses for students to write the information in the sixth box.</p> <p>Briefly review the information from the passage that students should have included in each box.</p> <p>Collect each student notesheet and examine student responses to determine level of proficiency.</p>	<p>Put your finger on the sixth box. The sixth box is labeled “Theme.” In this box we write what we think the author was trying to tell us. What do you think the author was trying to tell you? That when you have a problem it is important to try to figure out how to solve it. Write this information in the “Theme” box.</p>
Provide feedback.	<p>The following feedback procedure applies to both verbal and written responses during the lesson.</p> <p>Teacher moves around the room examining students’ written work while students complete the components of the story grammar notesheet.</p> <p>For partially correct responses: Acknowledge the specific pieces of the response that are correct, and have the student locate the correct answer in the story. If a student is unable to locate the correct answer in the story, point to the relevant place in the passage.</p> <p>Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.</p> <p>If inferences are required: Direct students’ attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.</p>	
Review.	<p>Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with guided use of the story grammar notesheet.</p>	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?
- Could the students enter information into the story grammar notesheet correctly?
- If students successfully completed the tasks presented in this lesson, move on to Lesson 3.
- If students are unable to complete the tasks presented in this lesson, review the strategies and content presented in this lesson over multiple days. Break down the lesson into smaller components until students demonstrate proficiency with each of the story grammar elements and the story grammar notesheet.

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage**The Man in the Sun**

The man was in the sun playing golf.

The sun was hot on the man's skin.

The man said, "I am hot. I will sit by the tree to get out of the sun."





The man sat by the tree.

The man said, "That is better. I don't feel so hot now."



Story Grammar

NOTESHEET

Setting	Characters
	
Problem	
	
Important Events	
	
Solution	
	
Theme	

COMPREHENSION



III. Story Grammar-Lesson 3:

Expansion Strategy—Independent Practice with Story Grammar

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the third in a series of three lessons and is designed to review story grammar and its critical components and provide independent practice in using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Respond to literal comprehension questions.
- Read instructional level passage material independently.
- Write sentences independently.
- Understand the concepts and vocabulary presented in the passage.
- Understand the story grammar notesheet, its features, and its purpose.
- Correctly and independently enter information into the story grammar notesheet.

Instructional Design Criteria

When planning story grammar for instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:
 - the number of characters, plots, goals, and subgoals,
 - the number of attempts by characters to achieve their goals,
 - the explicitness of the story grammar components,
 - length of the story,
 - readability of the story, and
 - amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).
- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during passage reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Prompt Sheet and Story Grammar Notesheet (see attached samples).
- Student copies of the passage materials (see attached sample).
- Student copies of the Story Grammar Notesheet.
- Student copies of the Story Grammar Prompt Sheet.
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? (*or modified version based on the questions on the story grammar prompt sheet*).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	<ul style="list-style-type: none"> • Select a new passage at the students' instructional level—in this instance, a brief, decodable passage (see attached passage). The passage selected for this lesson is simple enough to enable students to focus on the critical features of story grammar, rather than requiring students to read a more difficult passage with higher decoding and comprehension demands. • Analyze the passage. Identify the critical passage features prior to instruction: setting, characters, problem, important events, solution, and theme. • Prepare a series of questions (using the generic teacher questions as a basis) for each story grammar element. • Provide each student a copy of the passage, story grammar notesheet, and story grammar prompt sheet. 	
Introduce the activity.		<p>Today we will review the story grammar strategy we have been learning. Who can tell me why the story grammar strategy is helpful? <i>It helps us understand short stories.</i></p> <p>Using story grammar when you read passages will help you learn about the characters, their problems, and how they solve them.</p>
Model explicit example and review.	<p>Display an overhead transparency of the following questions:</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. What is he/she trying to do? 3. What happens when he/she tries to do it? 4. What happens in the end? <p>Introduce the new passage.</p>	<p>Today we will read a new story. When we read the story I will ask four questions about the characters, their problems, and how they solve them. We can use these questions for any story. <i>Teacher reads each question aloud then calls on students to restate the questions.</i></p>
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Teacher calls on individual students to read the following decodable passage:</p> <p style="text-align: center;">The Dog and the Cat A dog was going to the shop. He met a cat on the way to the shop. The dog said to the cat, "Would you like to go to the shop with me?"² The cat said, "No, I cannot. You are a dog. You will eat me."³ The dog said, "No, I will not. I don't eat cats." So the dog and the cat went to the shop.⁴</p> <p>Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage above indicate the appropriate places to stop reading and ask the corresponding question.</p> <p>Students begin by rereading the title of the story: "The Dog and the Cat." Stop students to ask question 1.</p> <p>Stop students to ask question 2.</p> <p>Stop students to ask question 3.</p> <p>Stop students to ask question 4.</p> <p>Teacher summarizes the story having the students respond to the four questions:</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. What was the dog trying to do? 3. What happened when the dog was trying to get the cat to walk to the shop with him? 4. What happened in the end? <p>Teacher reviews the features of the story grammar notesheet.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>We will read the passage again. During reading, I will stop at different points to ask questions. The answers to the questions can be found in the story.</p> <p>Who are the main characters we will be reading about? <i>The dog and the cat.</i> Yes, the dog and the cat. Let's read on to find out what happens.</p> <p>What was the dog trying to do? <i>Walk to the shop.</i> He wanted the cat to come with him. Yes, the dog was trying to get the cat to walk to the shop with him. Read on.</p> <p>What happened when the dog was trying to get the cat to walk to the shop with him? <i>The cat said no, she thought the dog would eat her.</i> Read on.</p> <p>What happened in the end? <i>The dog tells the cat he will not eat her and they walk to the shop.</i> Yes, the dog tells the cat he will not eat her and they walk to the shop together.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	<p>Place the story grammar notesheet on the overhead projector. Call on students to name the six elements of the story grammar notesheet and the information that goes in each box:</p> <ul style="list-style-type: none"> • Setting—where the story took place. • Characters—who the story is about. • Problem—the biggest problem that took place in the story. • Important events—what the person did to try to solve the problem. • Solution—how the problem was solved. • Theme—what we think the author was trying to tell us. <p>Place the story grammar prompt sheet on the overhead projector.</p> <p>Read through each box and explain that the story grammar prompt sheet is to be used when working independently or with a partner to complete a story grammar exercise. This sheet provides clues if students are unsure of the information to be included in each of the six boxes.</p> <p>Distribute copies of the story grammar notesheet and the story grammar prompt sheet.</p> <p>Describe the prompts listed below under "Provide feedback" to assist students if they experience difficulty completing the story grammar notesheet.</p>	<p>Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read. You are going to complete the story grammar notesheet with a partner using the information from the passage.</p> <p>First, who can remember the names of the six boxes on the story grammar notesheet and the information to include in each box? Call on individual students.</p> <p>Now you will use the information you just learned from the story to complete the story grammar note sheet with a partner. Each student will be given a copy of the story grammar note sheet and the story grammar prompt sheet.</p> <p>Begin.</p>
Provide students opportunities for practice.	Students complete the task working with a partner. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for errors.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	<p>The following feedback procedure applies to both verbal and written responses during the lesson.</p> <p>If you get stuck ... If the student is not sure about the type of information to place in a specific box on the story grammar notesheet, refer them to the story grammar prompt sheet.</p> <p>If a student is not sure what words to put in one of the spaces refer them back to the passage, then have them discuss possible ideas with their partner.</p> <p>For partially correct responses: Acknowledge the specific pieces of the response that are correct and have the student locate the correct answer in the story.</p> <p>Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.</p> <p>If inferences are required: Direct student attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.</p>	
Assess understanding.	<p>Following partner work, bring students back together and review the information that could have been included in each box.</p> <p>Collect each student notesheet and examine student responses to determine level of proficiency.</p>	
Review.	<p>Before proceeding to more complicated passage materials, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with independent use of the story grammar notesheet.</p>	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?
- Could the students enter information into the story grammar notesheet correctly?
- If students successfully completed the tasks presented in this lesson, move on to more difficult passage materials.
- If students are unable to complete the tasks presented in this lesson, review the strategies and content presented in this lesson over multiple days. Break down the lesson into smaller components until students demonstrate proficiency with independent use of the story grammar elements and the story grammar notesheet.

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage**The Dog and the Cat**

A dog was going to the shop.

He met a cat on the way to the shop.

The dog said to the cat, "Would you like to go to the shop with me?"

The cat said, "No, I cannot. You are a dog. You will eat me."

The dog said, "No, I will not. I don't eat cats."

So the dog and the cat went to the shop.



Story Grammar

Second Grade

PROMPT SHEET

Setting

Where did *** happen?
When did *** happen?
When did the story take place?

Characters

Who is the story about?
Who are the main characters?
Who else is in the story?
What is *** like?

Problem

What is ***'s problem?
What does *** have to try to do?
What was the problem in the story?
What did *** want (or not want) to do?

Important Events

What did *** do about ***?
What will *** do now?
What did *** do to try to get what s/he wanted?
How did *** try to solve the problem?

Solution

Did *** get what s/he wanted? Why did *** have trouble getting what s/he wanted?
How did *** solve the problem?
Why was it hard to solve the problem?
Was the problem solved? How did *** achieve his or her goal?

Theme

What did *** learn at the end of the story?
What is the moral?
What lesson did the story try to tell you?
What is the author's message?

Story Grammar

NOTESHEET

Setting	Characters
↓ ↓	
Problem	
↓	
Important Events	
↓	
Solution	
↓	
Theme	

COMPREHENSION



IV. Sequencing-Lesson 1:

Initial Instructional Strategy—Finding a Story Sequence

Introduction

In this three-lesson strategy set, students learn a strategy to help them correctly sequence events in short, decodable passages. The first lesson introduces a format to help students sequence events or actions in a text. The second lesson provides students with teacher guidance and opportunities to practice using the sequencing format. It also extends the sequencing format to a matching sequences activity. The third lesson provides partner practice using the sequencing format and writing to sequence events or actions in texts.

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the first in a series of three sequencing lessons and is designed to introduce the concept of sequencing and to provide a structure for identifying and sequencing events in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- Two enlarged teacher copies of the passage.
- Student copies of the passage (see attached sample).
- Highlighters/marker pens for teacher and each student.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Select a brief, decodable passage containing several simple events.	
		<p>Today we are going to learn to sequence events that happen in a story. When we sequence we put events in order. What do we do when we sequence? Put events in order. A sequence helps us remember the order that events happen in a story. What does a sequence help us to do? Remember the order events happen in a story.</p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Model explicit examples.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Provide each student a copy of the passage. Display enlarged teacher copy of the passage in a position where all students can see.</p> <p>Read the following passage aloud to the students:</p> <p>The Cat and the Dog at the Shop</p> <p>The cat and the dog went to the shop.¹ At the shop, the cat and dog met a pig.² The pig was hot. He said, "I need a drink. I will get pop."³ So the pig, the cat, and the dog had pop at the shop.⁴</p> <p>Group reads passage. The numbers on the passage above indicate where to stop reading to highlight events from the passage.</p> <p>Stop students' reading at point 1: The cat and the dog went to the shop.</p> <p>Teacher models highlighting the sentence on teacher's copy of the passage.</p> <p>Stop students' reading at point 2: At the shop, the cat and dog met a pig.</p> <p>Teacher models highlighting the sentence on teacher's copy of the passage.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>First I will read the passage out loud while you follow along on your copy.</p> <p>Now we will reread the passage and find out the sequence of important events that happened in the story. This time, I will use a marker to highlight the sequence of events that happened in the story.</p> <p>Put your finger on the first word in the title and read with me: "The Cat and the Dog at the Shop." Continue reading.</p> <p>Did something happen in this sentence? Yes. What happened? The cat and the dog went to the shop. Yes, the cat and the dog went to the shop. Watch as I take my marker and highlight that sentence. Read on.</p> <p>Did something happen in this sentence? Yes. What happened? The cat and the dog met a pig at the shop. Yes, the cat and the dog met a pig at the shop. Watch as I take my marker and highlight that sentence. Read on.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Continue the process for the remaining examples:</p> <ul style="list-style-type: none"> • Stop students' reading at remaining points. • Identify whether an event occurred in the passage. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage. 	<p>Look at my copy of the passage. See how I have highlighted four sentences with my marker. Let's count them. <i>(Teacher points to each sentence and counts them with the students).</i></p> <p>Now I will number each sentence 1 through 4. <i>(Teacher points to each sentence individually, says the number of the sentence and labels each sentence with a number).</i></p>
Assess understanding.	<p>Teacher calls on individual students to respond.</p> <p>Teacher repeats the question for the remaining two events.</p>	<p>Now we know there were four important events that happened in the passage and the order that they happened.</p> <p>Who can tell me the first thing that happened in the story? <i>The cat and the dog went to the shop. Yes, the cat and the dog went to the shop.</i></p> <p>Who can tell me the second thing that happened in the story? <i>The cat and the dog met a pig at the shop. Yes, the cat and the dog met a pig at the shop.</i></p>
Provide students opportunities to practice.	<p>Displayed clean enlarged teacher copy of the passage in a position where all students can see.</p> <p>Teacher guides the students through the process by:</p> <ul style="list-style-type: none"> • using the passage, wording, and procedures detailed in the Model Explicit Examples section of the lesson, • having the students follow along and mark their copy of the passage, and • numbering the sentences in the order they occur in the passage. <p>Call on individual students to recall events from the passage in correct order from beginning to end.</p>	<p>Now we will do the same thing again. This time, you will follow along and mark the sentences on your copy of the passage. After we have marked each sentence, we will number them in order.</p> <p>Who can tell me all of the events that happened in the story from beginning to end?</p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	If a student makes errors responding to questions, direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.	Teacher asks student: "Did something happen in this sentence?" (yes/no) "Do we need to highlight the sentence?" (yes/no)
Lesson follow up	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the passage content and vocabulary familiar to the students?

Sequencing:

- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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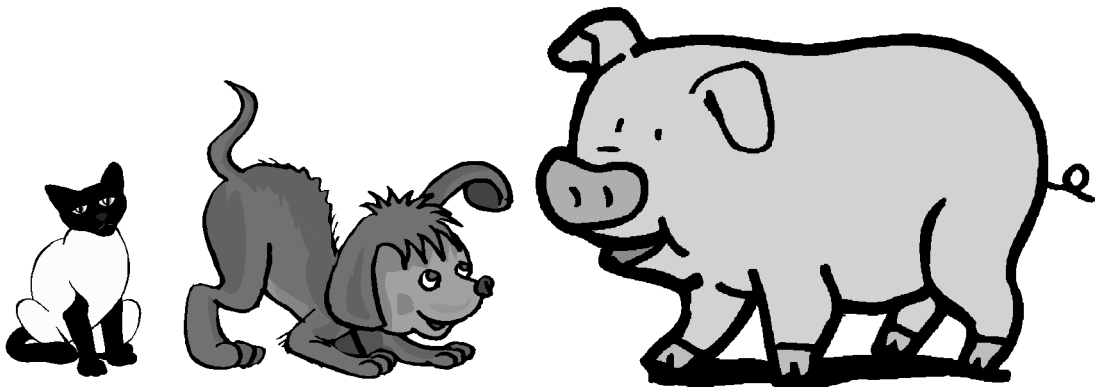
Sample Passage**The Cat and Dog at the Shop**

The cat and the dog went to the shop.

At the shop, the cat and dog met a pig.

The pig was hot. He said, "I need a drink. I will get pop."

So the pig, the cat, and the dog had pop at the shop.



COMPREHENSION



IV. Sequencing-Lesson 2: *Review Strategy—Matching Sequences*

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the second in a series of three sequencing lessons and is designed to review the concept of sequencing and a strategy for identifying and sequencing events in text and to introduce a strategy for sequencing events when given a passage and a series of events.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.
- Utilize the sequencing strategy.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- One enlarged teacher copy of the passage.
- One enlarged teacher copy of the sequencing activity.
- Student copies of the passage (see attached sample).
- Student copies of the sequencing activity (see attached sample).
- Highlighters/marker pens for the teacher and each student.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	<ul style="list-style-type: none"> • Select a brief, decodable passage containing several simple events. • The passage for this lesson is more complex than the passage from Lesson 1 in terms of decodability. The passage also contains distracter sentences (sentences that are not vital to sequencing the passage). 	
Introduction		<p>Today we are going to review how to sequence events that happen in a story. A sequence helps us remember the order events happen in a story. What does a sequence help us to do? <i>Remember the order events happen in a story.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Review.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Teacher reads the following passage aloud to the students:</p> <p style="text-align: center;">The Pig and the Duck</p> <p>It was a hot, sunny day. The pig saw his friend the duck. The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim." So the duck and the pig went to the lake. When the pig and the duck got to the lake, the pig said, "I cannot swim." The duck said, "I can. You can sit in the cool mud by the lake." So the duck had a swim and the pig sat in the cool mud. Then the pig and the duck did not feel hot.</p> <p>Group reads passage. Stop at each sentence in the passage.</p> <p>Stop students' reading after the first sentence: It was a hot, sunny day.</p> <p>Stop students after the second sentence: The pig saw his friend the duck.</p> <p>Teacher and students highlight the sentence on their copy of the passage.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>First I will read the passage out loud while you follow along on your copy.</p> <p>Now we will reread the passage and find out important events that happened in the story. This time, each of us will use a marker to highlight the important events that happen in the story while we read.</p> <p>Put your finger on the first word in the title and read with me: "The Pig and the Duck." Continue reading.</p> <p>Did something happen in this sentence? No. Why not? Because the sentence does not tell about something that happened. What does it tell about? A hot, sunny day. Do I need to highlight this sentence? No. Read on.</p> <p>Did something happen in this sentence? Yes. What happened? The pig saw his friend the duck. Yes, the pig saw his friend the duck. Take your marker and highlight that sentence. Read on.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Teacher and students highlight the sentence on their copy of the passage.</p> <p>Continue the process for the remaining examples:</p> <ul style="list-style-type: none"> • Stop students' reading after each sentence. • Identify whether an event occurred in the sentence. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage. 	<p>Look at my copy of the passage. I have highlighted five parts of the passage with my marker. Your passage should look the same. Let's count them. <i>(Teacher points to each section from the passage and counts the sections aloud with the students).</i></p> <p>Now I will number each sentence 1 through 5. <i>(Teacher points to each sentence individually in order, says the number of the sentence, and labels each sentence with a number).</i></p> <p>Your turn. Number the sentences on your passage in the order that they happen.</p>
Assess understanding.	<p>Call on individual students to recall events from the passage.</p> <p>Call on individual students to recall events from the passage in correct order from beginning to end.</p>	<p>Now we know there were five important events that happened in the passage and the order that they happened.</p> <p>Who can tell me the first three events that happened in the story? <i>(1) The pig saw his friend the duck, (2) The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim," and (3) The duck and the pig went to the lake.</i></p> <p>Who can tell me the next two events that happened in the story? <i>(4) The duck had a swim and the pig sat in the cool mud, and (5) Then the pig and the duck did not feel hot.</i></p> <p>Who can tell me all the events that happened in the story from beginning to end?</p>
Model explicit example.	<p>Place enlarged copy of the sequencing activity sheet in a position where all students can see.</p>	<p>We have learned how to read a passage, identify events, and put them in order. Now I will show you how to put information in order when it is not in the right order to begin with.</p> <p>You will need a sheet of paper with a copy of the passage we just read on the top half of the page and sentences on the bottom half of the page.</p>
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Teacher and students read the passage and directions together.</p> <p>Sample Activity Sheet:</p> <p style="text-align: center;">The Pig and the Duck</p> <p>It was a hot, sunny day. The pig saw his friend the duck. The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim." So the duck and the pig went to the lake. When the pig and the duck got to the lake, the pig said, "I cannot swim." The duck said, "I can. You can sit in the cool mud by the lake." So the duck had a swim and the pig sat in the cool mud. Then the pig and the duck did not feel hot.</p> <p>Write a 1 in front of what happened first, a 2 in front of what happened next, a 3 in front of what happened third, a 4 in front of what happened fourth, and a 5 in front of what happened last.</p> <p>___ Then the pig and the duck did not feel hot. ___ The duck and the pig went to the lake. ___ The pig saw his friend the duck. ___ The duck had a swim and the pig sat in the cool mud. ___ The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim."</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Let's begin by reading the passage and the directions.</p> <p>Look at the sentences at the bottom of the page. Put your finger on the first sentence that says: "Then the pig and the duck did not feel hot."</p> <p>Find where it says "Then the pig and the duck did not feel hot" in the passage above. (Students and teacher locate the sentence). Watch as I highlight the sentence with my marker.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Repeat the process modeling the procedure for the remaining three sentences.</p> <p>Repeat the process for the remaining three sentences.</p> <p>Repeat this process for the remaining four sentences.</p> <p>Reread each sentence and review the numbers that correspond with each sentence.</p>	<p>Put your finger on the second sentence at the bottom of the page that says “The duck and the pig went to the lake.”</p> <p>Find where it says “The duck and the pig went to the lake” in the passage above. (Students and teacher locate the sentence). Watch as I highlight the sentence with my marker.</p> <p>Look at the passage. Put your finger on the first sentence in the story that has been highlighted. Watch as I place a 1 over that sentence.</p> <p>Put your finger on the second sentence in the story that has been highlighted. Watch as I place a 2 over it.</p> <p>Look at the items on the bottom half of the page. Touch the first item, “Then the pig and the duck did not feel hot.” Now touch where it says “Then the pig and the duck did not feel hot” in the passage above. What number is written over the words “Then the pig and the duck did not feel hot” in the passage? 5. Yes, 5. Write the number 5 in the space in front of the sentence “Then the pig and the duck did not feel hot” on the bottom half of the page.</p>
Provide opportunities to practice.	Provide each student a copy of the sequencing activity sheet.	Now you will use the strategy we just learned to work with a partner and complete the same activity.
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	<p>Review the process for completing the task:</p> <ol style="list-style-type: none"> 1. Read the passage and the directions. 2. Locate and highlight the item sentences in the passage above. 3. Number the sentences in the order they occur. 4. Locate each item sentence in the passage and record the corresponding number beside the sentence items on the bottom of the page. <p>Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.</p>	<p>Begin.</p>
Provide feedback.	<p>If a student experiences difficulty matching sentences, direct the student to the relevant place in the passage and ask the student to reread the information and cross check the information with the item sentence.</p> <p>If a student experiences difficulty identifying the sequence of events, have the student read each sentence from the beginning following along with his/her finger. As the student reads each highlighted sentence, have him/her pause and mark the sentence with the appropriate number.</p>	
Assess understanding.	<p>Following the partner activity, bring students back together and review each sentence that was marked and the order events occurred.</p> <p>Collect the sequencing activity sheets and examine students' responses to determine their levels of understanding and proficiency.</p>	
Lesson follow up	<p>Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.</p>	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the content and vocabulary familiar to the students?

Sequencing:

- Were the students clear on the procedural expectations of the task?
- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?
- Could the students match the information from the activity to the passage material?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage**The Pig and the Duck**

It was a hot, sunny day.

The pig saw his friend the duck.

The pig said, "Duck, I am hot. I need to cool down."

The duck said, "I am hot too. I need a swim."

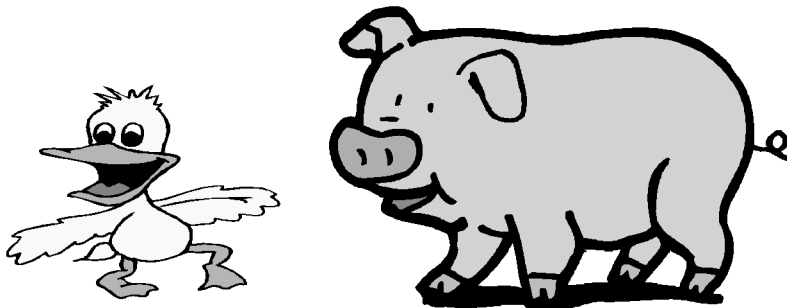
So the duck and the pig went to the lake.

When the pig and the duck got to the lake, the pig said, "I cannot swim."

The duck said, "I can. You can sit in the cool mud by the lake."

So the duck had a swim and the pig sat in the cool mud.

Then the pig and the duck did not feel hot.



Sample Sequencing Activity**The Pig and the Duck**

It was a hot, sunny day.

The pig saw his friend the duck.

The pig said, "Duck, I am hot. I need to cool down."

The duck said, "I am hot too. I need a swim."

So the duck and the pig went to the lake.

When the pig and the duck got to the lake, the pig said, "I cannot swim."

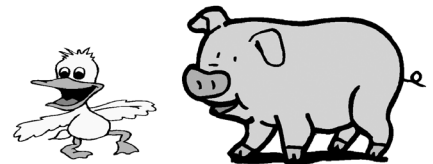
The duck said, "I can. You can sit in the cool mud by the lake."

So the duck had a swim and the pig sat in the cool mud.

Then the pig and the duck did not feel hot.

Write a 1 in front of what happened first, a 2 in front of what happened next, a 3 in front of what happened third, a 4 in front of what happened fourth, and a 5 in front of what happened last.

- _____ **Then the pig and the duck did not feel hot.**
- _____ **The duck and the pig went to the lake.**
- _____ **The pig saw his friend the duck.**
- _____ **The duck had a swim and the pig sat in the cool mud.**
- _____ **The pig said, "Duck, I am hot. I need to cool down."**
- _____ **The duck said, "I am hot too. I need a swim."**



COMPREHENSION



IV. Sequencing-Lesson 3: *Expansion Strategy—Solo Sequencing*

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the third in a series of three sequencing lessons and is designed to review the concept of sequencing and a structure for identifying and sequencing events in text and to provide the students independent practice in sequencing events when given unfamiliar text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.
- Utilize the sequencing strategy.
- Write basic sentences independently.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- One enlarged teacher copy of the passage.
- Student copies of the passage (see attached sample).
- Writing paper for each student.
- Highlighters/marker pens for the teacher and each student.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	<ul style="list-style-type: none"> • Select a brief, decodable passage containing several simple events. • The passage for this lesson is more complex than the passage from Lesson 2 in terms of decodability. The passage also contains distracter sentences, more complex vocabulary, and increased length. 	
Introduction		<p>Today we are going to review our strategy for sequencing events in passages, then you will use this strategy to sequence events in a new passage with a partner. Sequencing events helps us remember the order events happen in a passage. What does sequencing help us do? <i>Remember the order events happen in a passage.</i></p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	<p>Place enlarged copy of the passage in a position where all students can see and distribute copies to the students.</p> <p>Read the following passage aloud to the students:</p> <p style="text-align: center;">The Cow and the Moon</p> <p>It was a hot summer night. The cow was in the barn. It was too hot to sleep. The cow walked out of the barn. The moon was looking down at the cow. The moon said to the cow, "Why are you awake?" The cow said, "I am too hot to sleep!" The moon said, "I can fix that. I will get my friend the wind to blow." "Thank you," said the cow. So the moon got the wind to blow on the cow. The cow felt better. The cow went back into the barn and went to sleep.</p> <p>Remind students of the strategy for identifying the sequence of the passage.</p> <ul style="list-style-type: none"> • Read the passage through once. • On the second reading, stop reading after each sentence. • Identify whether an event occurred in the sentence. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage. • Once the students have fully read and marked the relevant sentences in the passage, students number each sentence in the order they occur in the passage. • Students write each sentence in order onto a piece of paper. 	<p>First I will read the passage out loud while you follow along.</p> <p>Now you will reread the passage with a partner and find at least four important events that happen in the story. It is fine if you find more than four important events. You will use a marker to do two things: First, highlight the important events that happen in the story, and second, number each important event in the order it happened.</p> <p>What is the first thing I want you to do? <i>Use a marker to highlight the important events that happen in the story.</i></p> <p>What is the second thing I want you to do? <i>Number each important event in the order that it happened.</i></p> <p>After you have highlighted and numbered the sentences in order, I want you to write each numbered sentence out onto a piece of paper in the correct order. Again, I want you to write each numbered sentence out onto a piece of paper in the correct order. What do I want you to do? <i>Write each numbered sentence out onto a piece of paper in the correct order.</i></p> <p>Begin.</p>

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Instructional Feature	What To Do	Explicit Instruction
Provide opportunities to practice.	<p>Students work with a partner to complete the task.</p> <p>Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.</p>	
Provide feedback.	<p>If a student makes errors identifying important events, direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.</p> <p>If a student experiences difficulty identifying the sequence of events, have the student read each sentence from the beginning, following along with his/her finger. As the student reads each highlighted sentence, have him/her pause and mark the sentence with the appropriate number.</p>	<p>Teacher asks the student: “Did something happen in this sentence?” (yes/no). Do we need to highlight the sentence? (yes/no).</p>
Assess understanding.	<p>Following the partner activity, bring students back together and review each sentence that was marked and the order events occurred.</p> <p>Collect the sequencing activity sheets and examine students’ responses to determine their levels of understanding and proficiency.</p>	
Lesson follow up.	<p>Before proceeding on to more difficult passage materials, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.</p>	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the passage content and vocabulary familiar to the students?

Sequencing:

- Were the students clear on the procedural expectations of the task?
- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?
- Could the students translate the information to paper in the correct sequence?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage**The Cow and the Moon**

It was a hot summer night.

The cow was in the barn.

It was too hot to sleep.

The cow walked out of the barn.

The moon was looking down at the cow.

The moon said to the cow, "Why are you awake?"

The cow said, "I am too hot to sleep!"

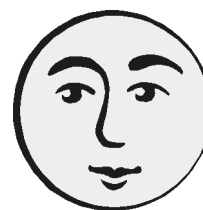
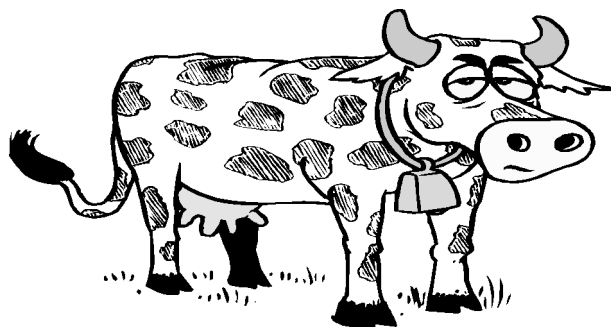
The moon said, "I can fix that. I will get my friend the wind to blow."

"Thank you," said the cow.

So the moon got the wind to blow on the cow.

The cow felt better.

The cow went back into the barn and went to sleep.



COMPREHENSION



V. Main Idea -Lesson 1: *Initial Instructional Strategy—Defining*

Introduction

In this three-lesson strategy set, students learn a strategy to identify the main idea of a passage. Students begin by learning the definition of main idea and applying this definition to short passages. Students are also taught how to identify the main idea of a passage using a facilitative questioning strategy. To build mastery in identifying main idea, students engage in daily guided practice with sentences, short passages, and multiple-choice response selections.

Lesson Objective

Students will define main idea and identify the main idea from sentences and short, decodable passages.

Corresponding TEKS Objectives:

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.F & 2.9.F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

Rationale and Purpose

- This strategy is designed to teach students the concept of main idea and how to identify the main idea in short passages.
- It may be used with students in first and second grades or with older students who have difficulty with identifying the main idea from passages read to them and from passages they are able to read independently.
- In this activity, students learn the definitions of main idea and detail and apply these definitions to several examples to gain practice in identifying main idea. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills

For students to be successful, they need to be able to:

- Literally comprehend texts
- Retell stories
- Categorize information

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary.

Materials and Examples

- Teacher-selected sentences or passages are needed for this lesson. Example sentences are provided for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.
- Teacher and student copies of the following sentences:

Example 1: The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.

Example 2: Tom ran fast. Bob chased Tom. Bob tapped Tom. It was Tom's turn to be "it."

Example 3: Sandy emptied a pack of flower seeds in a pot. She put dirt in the pot. Sandy watered it and put it in the sun.

Instructional Sequence		
Instructional Feature	What To Do	What To Say
Provide explicit instructions and assess students' understanding of the concept.	<p>Introduce main idea and details by providing definitions.</p> <p>Write the definitions and post in a location that students can easily reference.</p> <p>Test students on these concepts. Confirm students' responses.</p> <p>Apply the definitions to several examples. Examples can be on the overhead or students can have their own copies.</p>	<p>Today, we are going to learn how to identify the main idea.</p> <p>What are we going to do? <i>Identify the main idea.</i></p> <p>The main idea tells about all the parts of a story in just a few words. What is the main idea? <i>It tells all the parts of a story in just a few words.</i> Let's write that down.</p> <p>Every story has a main idea and details. Details tell about the parts of the story. What are details? <i>They tell about parts of the story.</i> Let's write that down.</p> <p>Let's read these sentences and pick out the details and then the main idea. What are we going to do? <i>Read examples and pick out the details, and then the main idea.</i></p>
Conduct passage reading while continually assessing students' understanding of the passage. Provide students with opportunities to respond to the passage.	<p>Read the entire example aloud to the students. Students should follow along on their copy.</p> <p>Ask clarifying questions to ensure that students are listening and able to successfully respond to the passage. Confirm students' responses.</p>	<p>The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.</p>

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Instructional Feature	What To Do	What To Say
<p>Model how to identify details in a passage. Conduct passage reading a second time. Provide students with opportunities to respond to the passage.</p>	<p>Display the definition of a detail.</p> <p>Read the example again, but one sentence at a time. Require students to read along. Stop to identify that each sentence is a detail.</p> <p>Refer to the written definition of detail.</p> <p>Ask <i>yes/no</i> questions and check for students' conceptual understanding of details. Confirm students' correct responses.</p>	<p>Details tell about parts of the story. What do details do? <i>Tell about parts of the story.</i></p> <p>Read this first sentence with me. <i>The dog was wet and full of soap.</i></p> <p>"The dog was wet and full of soap" is a detail. It tells only part of the story.</p> <p>Let's read the next sentence. <i>The dog wiggled in the bathtub.</i></p> <p>The dog wiggled in the bathtub only tells part of the story. Is this a detail? Yes. Why? <i>It tells only part of the story.</i></p> <p>Let's read the last sentence. <i>Water splashed out of the tub.</i></p> <p>Does Water splashed out of the tub tell part of the story? Yes. Is it a detail? Yes.</p>
<p>Provide feedback to students.</p>	<p>Correct all errors students make when providing responses to the questions.</p>	<p>If students make an error, tell them the answer. Reread the sentence from which the answer came. Teacher and students should state the sentence in unison. Ask the question again.</p>
<p>Model how to determine the main idea in a passage. Conduct passage reading a third time. Provide students with opportunities to respond to the passage.</p>	<p>Display the definition of main idea. Refer to the written definition of main idea. Read the passage again all the way through. Require students to chorally read the passage with the teacher.</p> <p>Assess students' conceptual understanding of main idea.</p> <p>Confirm students' responses.</p>	<p>All of these sentences are details. The main idea is not given. When the main idea is not given, I have to tell you about all the parts of the story in just a few words. I will tell you the main idea. Let's read the passage again.</p> <p><i>The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.</i></p> <p>Tell me one detail that happened. <i>The dog was wet and full of soap.</i></p> <p>Tell me another detail that happened. <i>The dog wiggled in the bathtub.</i></p> <p>Tell me one more detail that happened. <i>Water splashed out of the tub.</i></p> <p>All of the sentences or parts of the story tell about a dog getting a bath. What do the sentences tell about? <i>A dog getting a bath.</i> So, the main idea is <i>The dog is getting a bath.</i> What is the main idea? <i>The dog is getting a bath.</i></p>

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Instructional Feature	What To Do	What To Say
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Teacher and students should state the main idea in unison. Ask the question again.
Review sequence.	Repeat the process with remaining passages.	

How to Evaluate Learning

Students' learning is evaluated in terms of their abilities to correctly respond to teacher questions, to provide definitions for details and main idea, and to identify the main idea in the presented examples.

References

Kame'enui, E. J. (1986). Main idea instruction for low performers: A direct instruction analysis. In J. F. Baumann (Ed.), *Teaching main idea comprehension* (pp. 239-276). Newark, DE: International Reading Association.

Shelfbline, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

COMPREHENSION



V. Main Idea -Lesson 2: *Review Strategy—Thinking Strategies*

Lesson Objective

Students will identify the main idea of short, decodable passages by applying a facilitative questioning strategy.

Corresponding TEKS Objectives:

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.F & 2.9.F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

1.12.D & 2.9.D: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This strategy is designed to teach students how to identify the main idea of a passage.
- It may be used with students in first and second grades or with older students who have difficulty with identifying the main idea of passages read to them or passages read independently.
- In this activity: (a) the teacher models think-aloud strategies for identifying the main idea, and (b) students apply the strategy to passages during the review sequence to develop independence and to generalize the skill of locating the main idea. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills

For students to be successful, they need to be able to

- Literally comprehend texts
- Retell stories
- Categorize information

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary.

Materials and Examples

- A teacher- or student-selected passage and a poster itemizing the thinking strategies for identifying the main idea (sample poster is attached).
- The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.
- Student and teacher copies of the following passage (one each):

Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant. Every day he gave the plant plenty of water. One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions. Preview the passage used for instruction.	<p>Distribute copies of the passage. Introduce the passage and the idea of using thinking strategies to identify the main idea.</p> <p>Students follow along on their copy of the story as the teacher reads. Stop midway through the passage reading to assess students' comprehension and listening skills.</p> <p>Ask comprehension questions that require verbatim responses. Confirm students' responses.</p>	<p>Today, we're going to identify the main idea of a passage. What are we going to do? <i>Identify the main idea. Let's begin by reading the passage.</i></p> <p>Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant.* Every day he gave the plant plenty of water.*</p> <p>*Tell me one thing that has happened in the story. <i>Dirk found a spot by a window to put the plant.</i></p> <p>*Tell me another thing that happened. <i>He gave the plant plenty of water.</i></p> <p>Let's keep reading.</p> <p>One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.</p> <p>What happened to Dirk's plant? <i>It was starting to grow. Buds started to form.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
List the thinking strategies for identifying the main idea.	<p>Post the strategies on a poster or overhead in an area of the classroom that is accessible to the students. Verbalize the think-aloud strategies.</p> <p>Discuss the think-aloud strategies.</p>	<p>To find the main idea, first we think about the details or parts of the story. Next, we tell about all the parts of the story in just a few words. I will tell you the main idea. Let's read the passage again.</p> <p>To find the main idea, first we think about the parts of the story. What will we do first? <i>Think about parts of the story.</i></p> <p>Next, we tell about all the parts in just a few words. What will we do next? <i>Tell about all the parts of the story in just a few words.</i></p>
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Refer to the overhead/poster/student copy of the steps for identifying main idea. Ask the question again.
<p>Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking questions about locating the main idea.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Ask students questions to ensure their understanding of the task.</p> <p>Read the passage aloud again.</p> <p>Check that students track the words with their fingers on their own copy of the passage.</p> <p>At the end of the passage, ask the think-aloud questions. Constantly refer to the poster or overhead and jot notes on students' responses for everyone to see.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Now we will read the passage again.</p> <p>What are we going to do? <i>Read the passage again.</i></p> <p>You should follow along. At the end, we'll think aloud to find the main idea.</p> <p>Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant. Every day he gave the plant plenty of water. One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.</p> <p>Who is this story about? <i>Dirk.</i></p> <p>What else is the story about? <i>The new plant.</i></p> <p>Yes, so this story is about Dirk and his new plant.</p> <p>Tell me about one part of the story. <i>Dirk found a spot near a window for the plant.</i></p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
		<p>Tell me about other parts of the story. <i>Dirk gave the plant water, food, and sun. The plant grew buds.</i></p> <p>I'll tell you about the main idea. I'll tell you about all the parts of the story in just a few words. Here's the main idea: <i>Dirk helped the plant grow. This is the main idea because it tells about all the parts of the story in just a few words.</i></p>
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Explain that sometimes words that are used repeatedly help to tell what the story is about. Locate these words in the story. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative). The teacher should continue to model the think-aloud strategies. As students become proficient with this strategy, the teacher can minimize the use of prompts.	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

Students are also evaluated according to whether they are able to identify the main idea and how much scaffolding and repetition is required for students to successfully complete the think-aloud strategies.

References

Shelfbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

The following list can be made into an overhead or poster so that students can use it as a reminder for how to locate the main idea of a story.

Finding Main Idea

- **Tell about the parts of the story.**
- **The parts are the details.**
- **Tell about all the parts in just a few words.**
- **When you tell about all the parts in just a few words, you tell the main idea.**

COMPREHENSION



V. Main Idea -Lesson 3:

Expansion Strategy—Daily Guided Practice

Lesson Objective

Students will state and select the main idea of short, decodable passages.

Corresponding TEKS Objectives:

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.F & 2.9.F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

1.12.D & 2.9.D: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This strategy is designed to provide daily practice in teaching students to independently select the main idea from short passages.
- It may be used with students in first and second grades or with older students who have difficulty identifying the main idea of a passage.
- In this activity, the students read two brief passages and respond through multiple-choice questions. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills

For students to be successful, they need to be able to:

- Literally comprehend texts
- Retell stories
- Categorize information
- Identify the main idea and details in a passage

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary. (Passages from students' textbooks or trade books can be used for this activity.)

Materials and Examples

- Two decodable, independently read passages with multiple-choice questions for each student.
- A separate sheet of paper or journal for students to record their responses.
- The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.

Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.

What is the main idea of this passage?

- Tina smelled burning wood.
- Tina saw the house on fire.
- The fire was hot and flaming in the widow.
- The fire was awful.

Tell why the other choices are incorrect. Were the choices too broad, were they only details in the story, or were they not discussed in the story?

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Explain the assignment and ask clarifying questions that require verbatim responses.	<p>This passage will help you practice identifying the main idea. I will read the passage, the question, and the possible answers through once.</p> <p>What will I do? <i>Read the passage, question, and answers.</i></p> <p>You will decide which answer is the best main idea and write it down. You will also tell why that's the best main idea.</p> <p>Tell me the three things you will do. <i>Select the main idea, write it down, and tell why it's the best main idea.</i></p>
Independent practice/ review of previously learned skills.	Present the passage to students on either the board or the overhead. Read the passage, the questions, and the possible answers aloud. Students respond independently and may refer back to the passage if necessary.	<p>Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.</p> <p>What is the main idea of this passage?</p> <ol style="list-style-type: none"> Tina smelled burning wood. Tina saw the house on fire. The fire was hot and flaming in the widow. The fire was awful.

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Instructional Feature	What To Do	Explicit Instruction
<p>Model passage reading and response selection. Provide students with opportunities to respond to the passage. Check for understanding.</p>	<p>Provide students with independent work time. Read the passage, questions, and choices aloud again.</p> <p>The teacher selects the correct response while the students correct their work.</p> <p>Provide explicit instruction and review on what makes a choice too broad, a detail, or not discussed in the story.</p>	<p>Now we will read the passage again and review the question and correct answer.</p> <p>Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.</p> <p>What is the main idea of this passage?</p> <p>a. Tina smelled burning wood. b. Tina saw the house on fire. c. The fire was hot and flaming in the window. d. The fire was awful.</p> <p>First, we'll read through all the answers to see which one tells about the main idea.</p> <p>Let's read the first answer, "Tina smelled burning wood." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, "Tina smelled burning wood."</p> <p>Let's read the second answer, "Tina saw the house on fire." My turn. Is this the main idea? Maybe. Why? Because it tells about all the parts of the story. It tells that Tina saw the house on fire.</p> <p>Let's read the third answer. "The fire was hot and flaming in the window." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, the fire was hot and flaming in the window.</p> <p>Let's read the last answer. "The fire was awful." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, the fire was awful.</p> <p>What is the main idea? <i>Tina saw the house on fire.</i></p> <p>Why is this the best main idea? <i>It tells about all the parts of the story in just a few words.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
Assess students' understanding of the main idea.	Ask a question to evaluate students' comprehension of the main idea.	<p>What is the main idea? <i>Tina saw the house on fire.</i></p> <p>Why is this the best main idea? <i>It tells about all the parts of the story in just a few words.</i></p>
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Ask the question again. If students make persistent errors, consider reteaching the main idea concept and provide additional practice.
Review sequence.	Repeat the process daily with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to select the correct main idea and to identify why other choices are not correct responses. Collect students' daily work to determine students' understanding and success rate. Monitor students' progress.

References

Shelfbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

The following is a sample format for the daily guided practice. Students can be provided with their personal copies or they can refer to the overhead or board to complete the assignment.

Sample Overhead

Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.

What is the main idea of this passage?

- a. Tina smelled burning wood.**
- b. Tina saw the house on fire.**
- c. The fire was hot and flaming in the widow.**
- d. The fire was awful.**

Tell why the selected answer is the best main idea.

(It tells about all the parts of the story in just a few words).

COMPREHENSION



VI. Summarization-Lesson 1: *Initial Instructional Strategy—Summarization*

Introduction

In this three-lesson strategy set, second-grade students learn a strategy to summarize the content from short, decodable passages. The first lesson introduces a format for helping students to summarize a passage. The second lesson provides students with opportunities to practice using the summarization format and graphic organizers. The third lesson provides partner practice using the summarization format.

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9 H: The student is expected to produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the first in a series of three summarization lessons and is designed to introduce the concept of summarization and to provide a structure for identifying and summarizing key ideas in text.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- Copy of the story on overhead transparency and overhead pens.
- Overhead transparency of numbered, lined student paper.
- Student copies of the passage material (see attached sample).
- Numbered, lined student paper and pen or pencil.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Select an instructional-level, decodable passage containing multiple events.	
Introduction	Introduce summarization by providing a definition.	<p>Today, we are going to learn how to summarize a story.</p> <p>What are we going to do? <i>Summarize a story.</i></p> <p>When we summarize a story, we find the key ideas. What does it mean to summarize? <i>To find the key ideas.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
<p>Model explicit examples; assess students' understanding; provide opportunities to respond.</p>	<p>Provide each student a copy of the passage. Display the overhead transparency of the passage where all students can see.</p> <p>Read the entire passage aloud to the students. Students follow along on their copy:</p> <p style="text-align: center;">Pig's Lunch</p> <p>At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table. Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch. But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more.</p> <p>Ask discrimination questions to ensure that students are listening and able to successfully respond to the passage. Confirm students' responses.</p>	<p>First I will read the passage out loud while you follow along on your copy.</p> <p>Now we will reread the passage together and I will ask you some questions.</p> <p>Tell me one thing that happened. <i>Pig made himself lunch. Pig made hot dogs for lunch.</i></p> <p>Tell me another thing that happened. <i>Dog ran in the door. Dog ate Pig's lunch.</i></p> <p>Tell me one more thing that happened. <i>Pig was mad. Dog fixed Pig a new lunch.</i></p>
<p>Review how to identify main idea. Conduct passage reading a second time. Provide students with opportunities to respond to the passage. Model sentence writing on overhead. Check for understanding.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Display the overhead of lined student paper. Read the example again, but one paragraph at a time.</p> <p>Require students to read along. Stop to identify the main idea for each paragraph. Call on students to state the main idea for each paragraph. Write a brief statement of the main idea.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Let's read the story again to find the main idea of each paragraph. We'll find the main idea by naming the main character and the main thing the character did in all the sentences. How will we find the main idea? By naming the main character and the main thing the character did in all the sentences.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p style="text-align: center;">Pig's Lunch</p> <p>At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table.</p> <p>Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch.</p> <p>But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more.</p> <p>Repeat this procedure with the remaining paragraphs.</p> <ul style="list-style-type: none"> • Read the paragraph. • Ask: Who is the main character? What is the main thing the character did? What is the main idea? • Write the main idea on the overhead. <p>Direct students' attention to their written page of main ideas.</p>	<p>Read this first paragraph with me. "At noon, pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table."</p> <p>Who is the main character? <i>Pig</i>. What is the main thing Pig did in all the sentences? <i>Made lunch</i>. So, the main idea for this paragraph is that Pig made lunch. What is the main idea for this paragraph? <i>Pig made lunch</i>. Let's write "Pig made lunch" next to number one.</p> <p>Look at our list of main ideas from each paragraph. This list of main ideas is a summary of the story. Let's read our list: "1. Pig made lunch. 2. Dog ate Pig's lunch. 3. Dog fixed a new lunch. 4. Pig and Dog weren't hungry."</p> <p>So, someone tell the summary of the story "Pig's Lunch." <i>1. Pig made lunch. 2. Dog ate Pig's lunch. 3. Dog fixed a new lunch. 4. Pig and Dog weren't hungry.</i></p>
Provide feedback.	Correct all errors.	Have students reread the sentence. If students are still unable to identify the correct response, the teacher states the correct answer and has students repeat the correct answer.
Review sequence.	Repeat the process with another passage of similar difficulty.	

How to Evaluate Learning

Reading Materials:

Were students able to follow along and read the passage correctly when called upon?

Was the content and vocabulary familiar to the students?

Summarization:

Could students accurately identify the key characters, events, and ideas that occurred in the story?

Could the students summarize the story?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

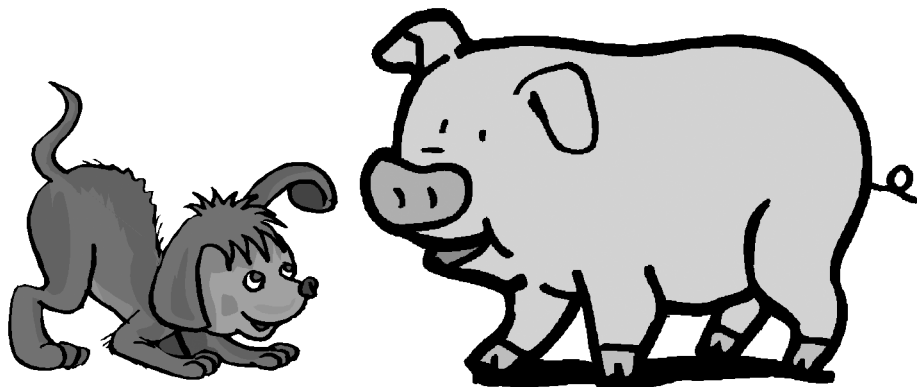
Shelfbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

Sample Passage**Pig's Lunch**

At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table.

Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch.

But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more.



COMPREHENSION



VI. Summarization-Lesson 2:

Review Strategy—Independent Practice with Graphic Organizers

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9.H: The student is expected to produce summaries of text selections (2-3).

2.9.I: The student is expected to represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the second in a series of three summarization lessons and is designed to review the concept of summarization and a strategy for summarizing the key ideas from a passage and to introduce a new strategy and develop independence for summarizing the key ideas of a given passage.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences
- Utilize the summarization strategy

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- One enlarged teacher copy of the passage. (For demonstration purposes, the same passage will be used from the previous instructional example).
- One overhead transparency of the summarization sheet.
- Student copies of the passage.
- Student copies of the summarization sheet (see attached sample).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Select an instructional-level decodable passage containing several events.	
Introduction	Reintroduce summarization by reviewing the definition.	Today we are going to review the strategy for summarizing a story. When we summarize a story, we find the key ideas. What does it mean to summarize? <i>To find the key ideas.</i>
Review.	Display an enlarged copy of the passage and distribute student copies. Read the following passage aloud with the students: Pig's Lunch At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table. Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too so when he saw the food he ate it. Dog ate all Pig's lunch. But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more.	First we will read the passage out loud.
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
<p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Display the sentence writing overhead transparency.</p> <p>Group reads passage.</p> <p>Stop at the end of each paragraph.</p> <p>Call on students to state the main idea for each paragraph.</p> <p>Model writing a brief statement of the main idea on the overhead transparency of the student copy.</p> <p>Continue the process for the remaining examples.</p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>	<p>Now we will reread the passage and identify the main idea in each paragraph by naming the main character and the main thing the character did in the story. We'll write down the main idea for each paragraph as we go along.</p> <p>Read this first paragraph with me. "At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table."</p> <p>Who is the main character? <i>Pig.</i> What is the main thing Pig did in all the sentences? <i>Made lunch.</i> So, the main idea for this paragraph is that Pig made lunch. What is the main idea for this paragraph? <i>Pig made lunch.</i> Let's write "Pig made lunch" next to number one.</p> <p>Let's read the next paragraph. "Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too so when he saw the food he ate it. Dog ate all Pig's lunch."</p> <p>Who is the main character? <i>Dog.</i> What is the main thing Dog did in the sentences? <i>Dog ran to eat Pig's lunch.</i></p> <p>So, the main idea for this paragraph is that Dog ran to eat Pig's lunch. What is the main idea for this paragraph? <i>Dog ran to eat Pig's lunch.</i> Let's write "Dog ate Pig's lunch" next to number two.</p> <p>Let's read the next paragraph. "But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch."</p> <p>Who is the main character? <i>Dog.</i> What is the main thing Dog did in the sentences? <i>Fixed Pig a new lunch.</i> So, the main idea for this paragraph is that Dog fixed Pig a new lunch. What is the main idea for this paragraph? <i>Dog fixed Pig a new lunch.</i></p> <p>—SECTION CONTINUED IN NEXT SECTIONAL CHART></p>

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Instructional Feature	What To Do	Explicit Instruction
	<p>When all main ideas are completed on the transparency, model how to form each main idea statement into a summary.</p> <p>Use the checklist at the bottom of the worksheet to ensure the summary is accurate. Read each question and, with students, determine whether all the questions have been answered.</p>	<p>Let's write "Dog fixed Pig a new lunch" next to number three.</p> <p>Let's read the last paragraph. "Pig and Dog were not hungry any more." <i>Who are the main characters? Pig and Dog.</i> What is the main thing Pig and Dog did? They weren't hungry any more. So, the main idea for this paragraph is that Pig and Dog weren't hungry anymore. What is the main idea for this paragraph? <i>Pig and Dog weren't hungry anymore.</i></p> <p>Let's write "Pig and Dog weren't hungry anymore" next to number four.</p> <p>Now that we know the main idea of each paragraph, we can make a summary of our story. Watch and listen to me. Write the summary: "Pig made lunch and Dog ate it, but Dog fixed a new lunch so Pig would not be hungry."</p> <p>What is the summary of our story? <i>Pig made lunch and Dog ate it but Dog fixed a new lunch so Pig would not be hungry.</i></p> <p>Now, let's check to see if the summary gives ONLY important information and key ideas. Does it? Yes. Then put a check in the yes box.</p> <p>Is the summary brief? Yes. Then put a check in the yes box.</p> <p>Does the summary tell the main idea? Yes. Then put a check in the yes box.</p>
Assess understanding through independent practice.	Provide a new decodable story for students to read. Review the lesson's procedure. Preview difficult words with the students and read the story once for understanding. Monitor students as they complete their independent work.	<p>Now you will practice summarizing a story on your own with your summary sheet. Remember to write down the main idea for each paragraph, to write a summary, and to check that the summary tells the main idea of the story. What will you do? <i>Write down the main idea for each paragraph, write a summary, and check that the summary tells the main idea of the story.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	Correct all errors.	Have students reread the sentence. Restate the question. If students are still unable to provide the correct response, the teacher states the correct answer and has students repeat back the correct answer.
Assess understanding.	<p>Following the independent activity, bring students back together and review their summaries.</p> <p>Collect the summary activity sheets and examine students' responses to determine their levels of understanding and proficiency.</p>	

How to Evaluate Learning

Reading Materials:

Were students able to follow along and read the passage correctly when called upon?

Was the content and vocabulary familiar to the students?

Summarizing:

Were the students clear on the procedural expectations of the task?

Could students accurately identify the main ideas in each paragraph?

Could the students summarize the story as a whole group and independently?

Lesson modified from:

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Shelfbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

Sentence Writing

Main Idea #1:

Main Idea #2:

Main Idea #3:

Main Idea #4:

Summarize the story:

Does your summary give ONLY important information and key ideas? yes no

Is your summary brief? yes no

Does your summary tell the main idea of the story? yes no

COMPREHENSION



VI. Summarization-Lesson 3: *Expansion Strategy—Practice With Partners*

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9.H: The student is expected to produce summaries of text selections (2-3).

2.9.I: The student is expected to represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the third in a series of three summarization lessons and is designed to review the concept of summarization and a structure for identifying the key ideas and summarizing a passage and to provide students independent and peer practice in summarizing important ideas when given unfamiliar decodable passages.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences
- Utilize the summarization strategy

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- Several brief passages (samples attached) for each student.
- Generic game board, dice, and placeholders for each pair of students.
- Summary question cards for each student (see attached).

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Set up game board with placeholders for each pair of students. Provide each student with a copy of the short passages. These passages should be duplicated on cardstock and presented individually.	
Introduction	Before students begin the game, complete a small group review by stating what it means to summarize a passage.	<p>Today you are going to play a game with your partner. Each of you will be given a stack of short passages and a summary question reminder card. You will each read the passages and answer the summary questions asked by your partner. For every correct answer, you can move a space on the game board. Let's first review what it means to summarize. When we summarize a story, we find the key ideas. What does it mean to summarize?</p> <p><i>To find the key ideas.</i></p>

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding through independent practice.	<p>Assign students a partner and provide each pair with two sets of passages, two summary question reminder cards, a game board, two game pieces, and dice.</p> <ul style="list-style-type: none"> • Students each read passage #1. • The student who rolls the highest number before the game begins by asking the summary questions. • For each correct response, students earn one move on the game board. • Students take turns asking questions and providing responses. • A new passage is read for each turn. <p>Teacher monitors students during this process to ensure that pairs are receiving equal opportunities to ask and answer questions. Teacher also monitors students' understanding of summarization.</p>	Explain and model how to play the game.
Provide feedback.	During the game, the teacher reviews any errors.	The teacher corrects the students by having the students reread the passage. The teacher has the students' partners restate the question. Model for the students how to find the information if students are unsure. If students still have difficulty providing a correct response, the teacher states the correct answer and has the students repeat back the correct answer.

How to Evaluate Learning

Reading Materials:

Were students able to read the passages during the game?

Was the passage content and vocabulary familiar to the students?

Summarizing:

Were the students clear on the procedural expectations of the task?

Could students accurately summarize the passages?

Could the students accurately identify the main ideas of each passage?

Lesson modified from:

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Shelfbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

1	<p>Sally put jam on the bread. Sally put butter on the bread. Sally cut the bread in half. Sally ate her snack.</p>
2	<p>Mike took a bath and brushed his teeth. Mike got dressed, ate his breakfast, and left for school.</p>
3	<p>Jen washed the dishes and mopped the floor. She swept the stoop. Jen even took out the trash.</p>

Summary Question Card

Who is the main person in the passage?

What is the main thing the person did in the passage?