

Comprehension Strategy

Strategy: Comprehension: Story Mapping
Appropriate Grade Level: 2-5
Materials Needed: <ul style="list-style-type: none">• Reading material at the students' instructional reading level• One piece of paper for each student• Markers
Procedures/Steps: This activity begins after students have already read through a story or passage at their instructional level. Then, <ul style="list-style-type: none">• Discuss what happened in the story or reading passage and the students' reaction to it.• Discuss the setting, names of the characters, the story problem, and the solution.• After reading the entire book/passage (selection), give each student a piece of paper.• Have the students fold the paper in half lengthwise, then twice widthwise, to make eight symmetrical rectangles.• In the first rectangle, have the students write the title and author of the story.• In the following rectangles, have the students write/draw the characters, setting, plot, and solution. A story element may take more than one rectangle. Continue work for more than one day if necessary.
Comments/Tips: <ul style="list-style-type: none">• To emphasize particular story elements, highlight one element per day, having the students write/draw the characters one day, the plot another, story problem on another day, etc.• Have the students create their own versions of the stories by creating and publishing larger books.• Compare these story maps with story maps from similar stories (e.g., if the story is a folktale, compare it to other folktales) or stories by the same author in order to compare and contrast story elements.• This strategy could be used in a whole group format, modeled by the teacher on chart paper for K-1.• After students have mapped several stories, have them map their own writing. Then, they can revise the elements they are missing.• For <i>English language learners</i>, review any unfamiliar vocabulary. Stop at intervals throughout the activity to review story elements and to reinforce comprehension.
Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.