

Reading Comprehension Interventions **Reviewed by Erin Miller**

(All interventions have been taken from www.interventioncentral.org-
website created by Jim Wright)

Advanced Story Map

Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts).

Reserve at least a full instructional session to introduce this comprehension strategy. (For effective-teaching tips, consult the guidelines presented in [Introducing Academic Strategies to Students: A Direct-Instruction Approach](#)).

Materials:

Overhead transparencies of short stories or other narrative texts, transparency markers
Student copies of Advanced Story Map Worksheet, and practice narrative passages (optional) or reading/text books.

Preparation:

Prepare overheads of sample narrative passages.

Steps in Implementing This Intervention:

- Step 1: Introduce the concept of a Story Grammar to students and preview main elements. (Refer to the [Advanced Story Map Worksheet](#) as a guide). Tell students that a Story Grammar can help them to better understand a story's characters and events.
- Step 2: Set aside at least four successive instructional days to introduce the major components of the Story Grammar: (A) Identifying important characters and their personalities and motivation, (B) Identifying main problem and significant plot developments, (C) Noting characters' attempts to solve problems, and (D) Identifying a narrative's overarching theme.

Interactive Instruction: Make the instruction of each story component highly interactive, with clear teacher demonstration and use of examples. 'Think aloud' as you read through a story with the class to illustrate to students how you arrive at your conclusions. Elicit student discussion about the story. As you fill out sections of the Advanced Story Map Worksheet on the overhead, have students write responses on their own copies of the worksheet.

- Step 3: Error Correction: When students commit errors, direct them to the appropriate section of the narrative to reread it for the correct answer. Use guiding questions and modeling as necessary to help students to come up with an appropriate response.
- Step 4: After students have been introduced to the key Story Grammar elements, the group is now ready to use the Grammar to analyze a sample narrative passage. Have students read independently through a story. Pause at pre-determined points to ask the group key questions