IMPLEMENTATION FOCUS

GRADES 1-2

ROUND 3

THE COMPREHENSION PLAYBOOK

READERS RETELL LITERATURE

SKILL PURPOSE
Readers notice specific details about each of the **story elements** during reading—**character, setting, problem, solution.** Then, after reading, the reader **retells** only the most important details. He even thinks beyond what the text literally stated to infer the **lesson** or **theme** the author was trying to teach.

A reader who knows the ingredients found in all stories, and the order they follow, becomes a stronger and more organized narrative writer himself!

(Kindergarten | *Round 4*)

CAUTION! Assess recall skills before moving on to retell lessons.

• **RECALL** | ALL details about ONE story element.

• **RETELL** | ONLY the most important details of ALL story elements.

RECOMMENDATIONS

1. **Assess** recall skills via *You-do* experiences (e.g., whole-class read alouds, small-group meetings, independent practices/ products).

2. Continue to practice **recall during** reading AND practice **retelling after** reading.

CURRENT STATUS

Explain that retell includes 2 new thinking skills.

1. **Determine important** from unimportant details.

2. State the important details **following the order** they were revealed in the original text.

Return to *very* familiar text, with details previously listed.

DAY 1— Problem
· REVIEW the list of the problem details.
· Determine the "most important" 1-2 sticky details only. (Which words best capture the main problem?)

DAY 2— Solution
· REVIEW the list of the solution details.
· Determine the "most important" 1-2 sticky details only. (Which words best capture the solution?)

DAY 3— Main Character(s)
· REVIEW the list of the do, say, think/feel details.
· Determine the "most important" 1-2 sticky details only. (Which words describe the character as he relates to the problem?)

DAY 4— Main Setting
· REVIEW the list of when and where details.
· Determine the "most important" 1-2 sticky details only. (Which words describe the setting where the problem occurs?)
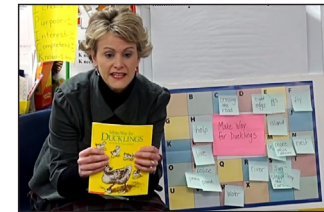
DAY 5— Sequence the details.
· Return to most important details identified on Days 1-4. Place them on the graphic organizer to reveal their order visually.

DAY 6— Stretch each detail into an oral sentence.
· State each sentence in the order it occurred.
· Utilize story element vocabulary to denote the type of information.
· Include transition words to show progression.

Teach/Model how to write out the thinking from earlier in the week.

RETELL: **Model how to write or draw the oral retelling.**

NEXT STEPS

Identify TWO familiar texts. (Determine if additional details need to be added before the lesson series.)
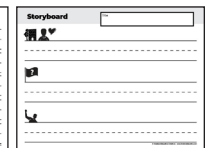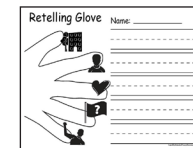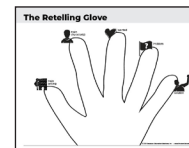· *I-do* text all week
· *We-do* text all week.

All read alouds for the rest of the year:

· **DURING** reading, **recall** ALL story element details.

· **AFTER** reading, identify only the most important story element details and orally **retell** the story.

PLAYBOOK PRO

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS

IMPLEMENTATION FOCUS

ROUND 2

THE COMPREHENSION PLAYBOOK

READERS SEE TEXT ORGANIZATION

SKILL PURPOSE

An author organizes his text to help a reader navigate the information.

Text features are visible tools an author may include to help a reader find specific information quickly, better understand the information, or to add more information beyond what was stated in the main text.

Text structure is the invisible organization of the sentences and paragraphs. An informational text author uses one of six organizational patterns to help the reader follow his ideas from beginning to end.

- Connect last week to this week— **Retell a narrative story while honoring its invisible text structure.**

- Story elements are always in the same place— no matter how long or short the story is!

CURRENT STATUS
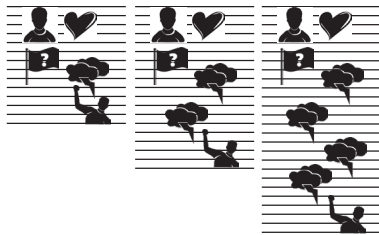
Review text structure = PHYSICAL, VISIBLE organization tools IN text.

Introduce TYPES of literary genres.
- DAY 1 | **Teach the visible, physical differences** among them.
- DAY 2 | **Teach the invisible, structural similarities** among them.

READING VOICE

THINKING VOICE

Comparing Literary Genres

	SHORT STORY	POEM	DRAMA	PLAY
Purpose & Physical Characteristics			
Content, Parts, Ingredients			
Uniquenesses, Perks, Advantages			
Limitations, Cautions, Disadvantages			

Readers see Text Organization
Visible Text Features — **Reader Tools**
- INSIDE the main text
- OUTSIDE the main text
- Find info
- Understand better
- Learn new

Invisible Text Structure

LITERATURE — Story Structure

All narrative texts "work" the same— they follow the same invisible *Story Structure*.

- LESSON FOCUS: Know **WHICH** story elements are revealed **WHERE** in the story organization.
- These are not just boxes you fill in.
- SAME type of info goes in the SAME places for ALL STORIES!

Invisible Text Structure

Storyboard	Storyboard	Storyboard
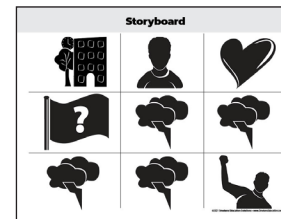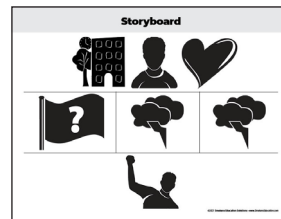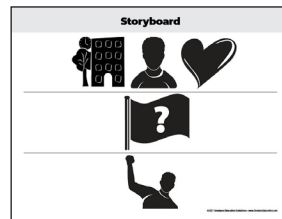
Readers know WHERE they are (in a story) because of the TYPE of information .

- *How much longer? Where are we? When are we going to be there?*
- Compare to landmarks kids are familiar with in your community.
- Compare to driving to a familiar place while thinking about other things.

NEXT STEPS

Identify 3-4 narrative texts in different genres. (If possible, choose texts on the same broad subject— e.g., school, family, friends.)
1. Identify a reader's theatre.
2. Identify a narrative poem.
3. Identify a short story.

Comparing Literary Genres

KIDS POETRY WEBSITES — READER'S THEATRE SCRIPTS

During future read alouds, use your *Thinking Voice* to mark story elements.

Tie the concept of *Story Structure* to narrative writing units.