



NEW YORK STATE MIGRANT EDUCATION PROGRAM

Title: Reading Comprehension of Literature: Story Mapping

Description: This video demonstrates how Story Maps help students learn how stories are organized. The presentation demonstrates the use of Story Maps, and participants have time to practice with these graphic organizers. This module includes specific strategies for teaching English Learners how stories are organized.

Developer: Kathleen M. Lord, Ph.D., Associate Professor of Literacy Education, Department of Teaching and Learning, SUNY New Paltz

Series: Reading Comprehension includes nine modules with targeted strategies to teach students how to manage their reading. The modules can be used in any order.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE (*for Individuals viewing this module independently*): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet, and submit.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

- Learn the importance of building background knowledge
- Select the most important background information
- Explore instructional strategies
- Strategies to support English Learners

WORKSHOP/MODULE DESIGN

This workshop is designed for teachers and can be completed as a stand-alone or with any of the other Comprehension modules.

CONNECTION TO THE NYS MEP THEORY OF ACTION

Subject Content and Instruction

- This activity is instructional and supports student's comprehension.

SUPPLIES AND MATERIALS

- **Video:** *Comprehension: Building Background*
 - Use the video link on the NYS migrant website in the Professional Development section for this workshop, "*Reading Comprehension: Building Background Knowledge.*"
- **Participant Handouts**
 1. Power Point Notes
 2. Strategy 2 Instructions & Contrast Chart Organizer

Strategy 5 Instructions-Picture

OBJECTIVES/LEARNING TARGET(S)

- Review text types

- Learn common terms and the benefits of mapping
- Explore instructional strategies
- Strategies to support English Learners

WORKSHOP/MODULE DESIGN

This workshop is designed for teachers and can be completed as a stand-alone or with any of the other Comprehension Modules.

CONNECTION TO THE NYS MEP THEORY OF ACTION

Subject Content and Instruction

- This activity is instructional and supports student's comprehension

SUPPLIES AND MATERIALS

- Video: *Comprehension of Literary Text: Story Mapping Strategy*
 - Use the video link on the NYS migrant website in the Professional Development section for this workshop, "*Reading Comprehension of Literature: Story Mapping.*"
- Participant Handouts
 - Power Point Notes
 - Strategy 1 Instructions
 - Story Map: Grade 2-3 sample
 - Story Map: Grade 4-5 sample
 - Strategy 3 Instructions
 - 2nd Demonstration Story Map
- Reading A-Z Readers (or substitute with other fiction/literature stories)
 - Grade 2: The Drum

- Grade 3: Carlos’s Puzzle – in English and Spanish
- Grade 4: The Gossip Monster
- Grade 5: Leaving Home
- Additional Resources
 - Strategy 2 Instructions
 - Character Perspective Chart
 - Optional: Website Resources Story Maps
- Workshop Sign-in
- Workshop Evaluation

Facilitator Note: The grade 2-3 and 4-5 Story Map samples are two of Kathleen’s favorites for introducing students to story mapping. These student resources are used with permission from the Florida Center for Research: home page <http://www.fcrr.org>

Facilitator Note: Kathleen identifies three strategies for using the Story Map graphic organizers to aid students’ reading comprehension in the video, then focuses on two of these strategies (Strategy 1 – Mapping a Story, and Strategy 3 – Using a Story Map to Write a Story). Instructions are listed under “Additional Resources” for the remaining strategy, Strategy 2 – Mapping a Story from 2 Perspectives.

GETTING STARTED

- Disseminate handouts and supplies.
- Start the Video Presentation: *Comprehension of Literary Text: Story Mapping Strategy*

Video: 8 ½ minutes. Stopping for the Practice Activities: 15-20 minutes more.

Key Points for Independent Learning

- Story Mapping is a strategy for helping students understand how a story is organized.
- It is used for fiction/literature.
- Introduce and use one Story Map a number of times with a student before moving on to a different one.

Facilitator Note: Kathleen demonstrates a strategy and then you will pause the video for participants to practice. You will hear a bell tone when the presenter, Kathleen, starts giving directions for an activity. The graphic on the video will say, “STOP HERE AND PRACTICE.” A brief musical riff will play when the directions are complete and it is time to stop the video for participants to do the activity.

PRACTICE ACTIVITY: Strategy 1 – Mapping a Story

Handouts: *Strategy 1 Instructions*
Story Map for Gr 2-3
Story Map for Gr 4-5

A-Z Readers (or substitute with other fiction/literature stories)

Grade 2: *The Drum*

Grade 4: *The Gossip Monster*

Grade 5: *Leaving Home*

Practice and return to the video.

Facilitator Note: For groups, process the activity as a large group before returning to the video. Possible questions for processing: How did it go? What student would you use this with?

PRACTICE ACTIVITY: Strategy 3 – Story Map for Writing

Handouts: *Strategy 3 Instructions*
Use the same Story Map graphic organizer(s) from Strategy 1
2nd Demonstration Story Map

Practice and return to the video.

FOLLOW UP – Additional Resources to Share

Facilitator Note: Students and teachers can be overwhelmed when given too much. You can let participants practice with the handouts used above, and save the additional resources below for future professional development as an opportunity to return to the story mapping and increase their strategies.

If participants want a copy of the story map from the video for Kindergarten students, you can email the first link from the Website Resources to them.

Strategy 2 – Mapping a Story from 2 Perspectives

Handouts: *Strategy 2 Instructions*
Character Perspective Chart

Facilitator Note: The video demonstrates and practices two of the three strategies. You will want to spend some time as a group to review and practice Strategy 2.

Website Resources for More Story Maps Handout

The first link goes to the sample for younger students, shown in the video.

The other links are direct links to all of the Story Mapping graphic organizers on the Florida Center for Research website, so people don't need to find their way from the home page.

Facilitator Note: The Website Resources are more useful to receive in electronic copy, than in hard copy, in order to click on the links.

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>