Objective
The student will describe characters.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
  *Choose text that features multiple characters.*
- Student sheet (Activity Master C.001.SS1)
- Pencils

Activity
Students describe a character using a graphic organizer.
1. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Name the main characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the student sheet.
5. Describe the selected character by reading the prompts and recording answers.
6. Discuss the answers and how the role of the character contributes to the story.
7. Teacher evaluation

Extensions and Adaptations
- Use other character maps (Activity Master C.001.SS2 and C.001.SS3).
- Answer questions from a selected character’s viewpoint (Activity Master C.001.SS4).
- Describe a situation outside the story and how the character might react to it (e.g., how the character would react to losing a baseball game).
Title: ___________________________ Author: ___________________________

Character: ___________________________

1. Trait
   - Thoughts
   - Actions
   - Quotes

2. Trait
   - Thoughts
   - Actions
   - Quotes

3. Trait
   - Thoughts
   - Actions
   - Quotes
Character Consideration

Title: ___________________  Author: ___________________

Do you like the character? Why or why not?

What does the character look like?

What things does the character do?

What would you do if you were the character?

Something important about the character?
Character Consideration

C.001.SS4

How does the character think and feel about the event or problem?

How does the character feel about the outcome of the event or problem?

Event or problem

How does the character react to the event or problem?

Title: ___________________________  Author: ___________________________
Character Connections

Objective
The student will identify similarities and differences between characters.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range.
- Character student sheet (Activity Master C.002.SS1)
- Character comparison student sheet (Activity Master C.002.SS2)
- Pencils

Activity
Students compare characters using a graphic organizer.
1. Provide each student with a copy of the text and a character student sheet. Provide students with one character comparison sheet that they will complete together.
2. The students read or review the text.
3. Name the characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the character student sheet. Write specific information about the character.
5. Discuss the unique and shared characteristics of the characters.
6. Write the unique characteristics of the characters and the shared characteristics on the character comparison sheet.
7. Teacher evaluation

Extensions and Adaptations
- Use other graphic organizers to compare characters in the same story or different stories (Activity Masters C.002.SS3 and C.002.SS4).
- Discuss the perspective of two characters regarding an event (Activity Master C.002.SS5).
- Use a 3-way Venn diagram to compare three characters (Activity Master C.002.SS6).
Title: ___________________________  Author: ___________________________

Character: ___________________________

Thoughts

__________________________________

__________________________________

__________________________________

Description

__________________________________

__________________________________

__________________________________

Feelings

__________________________________

__________________________________

__________________________________

Actions

__________________________________

__________________________________

__________________________________

Goals

__________________________________

__________________________________

__________________________________

Traits

__________________________________

__________________________________

__________________________________

Other

__________________________________

__________________________________

__________________________________
How are they alike?

Title: ____________________________
Character #1: ____________________________

Title: ____________________________
Character #2: ____________________________

How are they different?

Title: ____________________________

Title: ____________________________
Character Connections

Name of the character

Title

Characteristics

Shared characteristics

Name of the character

Title

Characteristics
Objective

The student will identify similarities and differences between characters.

Materials

- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.003.SS1)
- Pencil

Activity

Students indicate traits of characters by completing a grid.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the names of the characters in the boxes in the left column on the student sheet.
4. Reads the character traits in the top row.
5. Reads each name one at a time and places a check in each trait box that describes that character.
6. Selects two characters. Uses the back of the student sheet to write how they are similar or different based on the recorded information.
7. Teacher evaluation

Extensions and Adaptations

- List other traits and characters on the blank attribute grid (Activity Master C.003.SS2).
- Determine the strengths and weaknesses of a character (Activity Master C.003.SS3).
- Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Appleseed.
<table>
<thead>
<tr>
<th>kind</th>
<th>lazy</th>
<th>shy</th>
<th>friendly</th>
<th>helpful</th>
<th>hardworking</th>
<th>brave</th>
<th>mean</th>
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</tbody>
</table>
**Check-A-Trait**

**C.003.SS3**

**Title:** __________________________  **Author:** __________________________

**Character:** __________________________

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Solving problems</td>
<td></td>
<td></td>
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<tr>
<td>2. Facing challenges</td>
<td></td>
<td></td>
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<tr>
<td>3. Being curious</td>
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<td></td>
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<tr>
<td>4. Getting along with others</td>
<td></td>
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<tr>
<td>5. Other: _________</td>
<td></td>
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</tr>
</tbody>
</table>
Objective
The student will sequence events in a story.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.004.SS1)
- Pencil

Activity
Students write the main events of a story in sequential order using a graphic organizer.
1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author on the student sheet.
4. Writes the events in sequential order.
5. Teacher evaluation

Extensions and Adaptations
- Share information from the student sheet with a partner and discuss story.
- Sequence events (Activity Master C.004.SS2 and C.004.SS3).
- Describe what happened first, next, then, and last in the story (Activity Master C.004.SS4).
# The Main Events

**Title:** __________________________  **Author:** __________________________

**Problem or Conflict:**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Resolution**
The Main Events

1. What happened first?

2. What happened next?

3. What happened then?

4. What happened last?
Objective

The student will identify the components of a plot.

Materials

- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Plot cards (Activity Master C.005.AM1)
  *Laminate.*
- Plot work board (Activity Master C.005.AM2a - C.005.AM2b)
  *Copy, align pages, glue sides together, and laminate.*
- Vis-à-Vis® markers

Activity

Students write plot components and place them on the plot structure.

1. Place plot work board on a flat surface. Place the plot cards face down in a stack. Provide each student with a copy of the text.
2. Students read or review text and discuss it. Write title and author on work board.
3. Taking turns, student one selects the top plot card from the stack, reads designation at the bottom aloud, and writes the corresponding information on the card. Hands card to student two.
4. Student two places the plot card in the appropriate box on the work board. Explains placement.
5. Continue until all plot cards are placed.
6. Peer evaluation

Extensions and Adaptations

- Record answers on student sheet (Activity Master C.005.SS).
- Write plot components of multiple stories on cards (Activity Master C.005.AM3) and sort using header cards (Activity Master C.005.AM4).
<table>
<thead>
<tr>
<th>Introduction or Exposition</th>
<th>Rising Action Event</th>
<th>Rising Action Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising Action Event</td>
<td>Rising Action Event</td>
<td>Rising Action Event</td>
</tr>
<tr>
<td>Climax or Turning Point</td>
<td>Falling Action Event</td>
<td>Falling Action Event</td>
</tr>
<tr>
<td>Falling Action Event</td>
<td>Solution or Resolution</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension

Plotting the Plot

1. Falling Action Events
2. Climax or Turning Point
3. Solution or Resolution

C.005.AM2b

2007 The Florida Center for Reading Research
## Plotting the Plot

<p>| | | | | |</p>
<table>
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</tbody>
</table>

*blank cards*
| **introduction**  
| **or**  
| **exposition**  
|  
| **rising action**  
| **(multiple events)**  
|  
| **climax**  
| **or**  
| **turning point**  
|  
| **falling action**  
| **(multiple events)**  
|  
| **solution**  
| **or**  
| **resolution**  
|  
| **conflict**  

**header cards**
Objective
The student will identify the components of a plot.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range.
- Student sheet (Activity Master C.006.SS1)
- Pencil

Activity
Students write the parts of a plot on a graphic organizer.
1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the parts of the plot on the student sheet.
4. Teacher evaluation

Extensions and Adaptations
- Write a summary of the plot on the back of the student sheet.
- Use a more detailed graphic organizer to record plot (Activity Master C.006.SS2).
- Select two stories, complete a student sheet on each, and discuss the plots with a partner.
- Use other plot graphic organizers (Activity Master C.006.SS3 and C.006.SS4).
**Objective**

The student will identify story elements.

**Materials**

- Narrative text
  
  *Choose text within students’ instructional-independent reading level range.*

- Question cards (Activity Master C.007.AM1a - C.007.AM1b)
  
  *Use question cards that are appropriate for your students.*
  
  *Laminate.*

- Student sheet (Activity Master C.007.SS)

- Pencils

**Activity**

Students answer questions related to story elements and record on a graphic organizer.

1. Place story element question cards face down in a stack. Provide each student with a copy of the text and a student sheet.

2. Students read or review the text.

3. Taking turns, students select the top card and read the question. For example, "Who or what is involved in the conflict?"

4. Discuss answer. Place the card in a discard pile.

5. Record answers to selected questions on the student sheet. (Use back of student sheet, if necessary.)

6. Continue until all question cards are answered.

7. Teacher evaluation

**Extensions and Adaptations**

- Complete two student sheets on two different stories. Write title or draw picture related to each story on the back. Cut out each story’s puzzle pieces, mix pieces, and give to a partner to put pieces back in the right order. Turn pieces over to check by revealing the title or picture.

- Add questions. For example, What are the effects of the problem? (Activity Master C.005.AM3)
<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Story Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the important characters in the story?</td>
<td>Who is your favorite character? Why?</td>
</tr>
<tr>
<td>What is the setting of the story?</td>
<td>What is the plot of the story?</td>
</tr>
<tr>
<td>What is the theme of the story?</td>
<td>What is the problem in the story?</td>
</tr>
<tr>
<td>What is the solution to the problem?</td>
<td>What is another way that the problem could have been solved?</td>
</tr>
</tbody>
</table>

question cards
### Comprehension

#### Story Pieces

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do the other characters think about the main character?</td>
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<tr>
<td>Does the main character change in some way during the story? How?</td>
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<tr>
<td>Name another story that has a similar theme or plot.</td>
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</tr>
<tr>
<td>Name an event and tell how two characters reacted to it.</td>
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</tr>
<tr>
<td>What is the climax or turning point of the story?</td>
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<tr>
<td>Who or what is involved in the conflict?</td>
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<tr>
<td>Did the character learn a lesson? If so, what was it?</td>
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<tr>
<td>If the story continued, what might happen next?</td>
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</tbody>
</table>

**question cards**

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What is the setting of the story?

Who are the important characters in the story?

What is the theme of the story?

What is the problem in the story?

What is the solution to the problem?

What is the plot of the story?

Who or what is involved in the conflict?

What is the climax or turning point of the story?
Objective
The student will identify story elements.

Materials
- Narrative texts
  - Choose three stories, books, or other texts that students have read. Put a number on each text.
  - Choose stories that can be compared and contrasted.
- Story element header cards (Activity Master C.008.AM1)
- Story element cards (Activity Master C.008.AM2a - C.008.AM2c)
  - Laminate.
- Vis-à-Vis® markers

Activity
Students write information related to story elements and sort into appropriate categories.
1. Place header cards face up in a row. Place the story element cards face down in a stack.
   - Provide each student with a copy of the texts.
2. Students review and discuss each of the texts.
3. Taking turns, students select the top card from the stack and read the category printed at the bottom of the card.
4. Write the title of the text that corresponds to the number on the card. Write information related to the story element and place in column under matching header card.
5. Continue until all cards are sorted.
6. Discuss the similarities and differences among the texts.
7. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.008.SS).
- Use 3-way Venn diagram to compare three stories (Activity Master C.002.SS6).
- Choose multiple stories, write information related to the six story elements, mix into a stack, use headers, and take turns sorting (Activity Master C.008.AM3).
Comprehension

Story Element Ease

- Characters
- Setting
- Problem
- Solution
- Theme
- Plot

story element header cards
<table>
<thead>
<tr>
<th>Story Element Ease</th>
<th>C.008.AM2a</th>
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</thead>
<tbody>
<tr>
<td>Title #1____________</td>
<td>Title #1____________</td>
</tr>
<tr>
<td>characters</td>
<td>setting</td>
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<td>Title #1____________</td>
<td>Title #1____________</td>
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<tr>
<td>problem</td>
<td>solution</td>
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<td>Title #1____________</td>
<td>Title #1____________</td>
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<tr>
<td>theme</td>
<td>plot</td>
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</tbody>
</table>

**story element cards**
<table>
<thead>
<tr>
<th>Title #2</th>
<th>Title #2</th>
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<tbody>
<tr>
<td>characters</td>
<td>setting</td>
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<td>Title #2</td>
<td>Title #2</td>
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<tr>
<td>problem</td>
<td>solution</td>
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<tr>
<td>Title #2</td>
<td>Title #2</td>
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<tr>
<td>theme</td>
<td>plot</td>
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**story element cards**
<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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</thead>
<tbody>
<tr>
<td>Title #3</td>
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<tr>
<td>Problem</td>
<td>Solution</td>
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<td>Title #3</td>
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<td>Plot</td>
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<td>Title #3</td>
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**Comprehension**

**Story Element Ease**

C.008.AM2c
<table>
<thead>
<tr>
<th>plot</th>
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</thead>
<tbody>
<tr>
<td>theme</td>
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<tr>
<td>solution</td>
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<tr>
<td>problem</td>
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<td></td>
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<tr>
<td>setting</td>
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<td>characters</td>
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<tr>
<td>story</td>
<td>Title #1</td>
<td>Title #2</td>
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</table>
### Story Element Ease

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</table>

**C.008.AM3**

*blank cards*
Objective
The student will identify story elements.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.009.SS1)
- Pencil

Activity
Students record information related to story elements on a graphic organizer.
1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author of the story on the student sheet.
4. Reads the prompts and records the answers until the sheet is complete.
5. Teacher evaluation

Extensions and Adaptations
- Use different colored highlighters to mark story elements on a copy of the text.
- Use other story maps (Activity Masters C.009.SS2 and C.009.SS3).
- Write other questions about the story and exchange with a partner who answers (Activity Master C.009.SS4).
Name

Story Mapping

Title and Author

Character  Character  Character

Setting

Problem: __________________________

Event  

Event  

Event  

Event  

Solution: __________________________
### Story Mapping

**Title:** 

**Author:** 

#### Setting
- **Where:**
- **When:**

#### Characters

#### Problem

#### Event

#### Solution
C.009.SS3

Who is your favorite character and why?

What is the plot of the story?

What is the theme of the story?

What is another way the problem could have been solved?

Who are the important characters in the story?

What is the setting of the story?

What is the problem in the story?

What is the solution to the problem?
Objective
The student will identify similarities and differences between stories.

Materials
- Narrative texts
  Choose text within students’ instructional-independent reading level range.
  Select two short stories that students can compare.
- Student sheet (Activity Master C.010.SS1)
- Pencil

Activity
Students record similarities and differences of story elements by completing a graphic organizer.
1. Provide the student with a copy of the texts and a student sheet.
2. The student reads or reviews both texts. Writes the story titles and authors on the graphic organizer in the designated areas.
3. Thinks about the story elements of each story. Decides which are unique to each story and which are shared.
4. Records the answers under the corresponding story title or shared area.
5. Continues until all story elements are recorded.
6. Teacher evaluation

Extensions and Adaptations
- Read and discuss two stories with a partner and complete student sheet.
- Compare narrative texts using other graphic organizers (Activity Masters C.010.SS2 and C.010.SS3).
- Compare three stories (Activity Masters C.002.SS6 and C.008.SS1).
How are they alike?

Story #1

Story #2

How are they different?

____________________________
____________________________
____________________________
____________________________

____________________________
____________________________
____________________________
____________________________

____________________________
____________________________
____________________________
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story #1 (characters, setting, events, problem, solution)</td>
<td></td>
</tr>
<tr>
<td>Story #2 (characters, setting, events, problem, solution)</td>
<td></td>
</tr>
</tbody>
</table>

**Shared (characters, setting, events, problem, solution)**
Objective
The student will retell a story.

Materials
- Narrative texts
  Choose two or more texts within students’ instructional-independent reading level range.
  Optional: Laminate and use Vis-à-Vis® marker.
- Retelling Checklist student sheet (Activity Master C.011.SS)
- Pencils

Activity
Students restate a story with a partner.
1. Provide each student with a copy of the texts and a student sheet.
2. Students select one of the texts and read or review it.
3. Discuss text using the student sheet as a guide.
4. Student one writes name on top of student sheet and hands to student two.
5. Student one retells the story while student two checks the story elements as they are stated.
6. Student two hands back the student sheet to student one, discusses the retelling and the items that are checked and unchecked.
7. Select a different text and reverse roles.
8. Continue until each student has retold at least one story.
9. Peer evaluation

Extensions and Adaptations
- Write the summary of the story on the back of the student sheet or on notebook paper.
- Place questions in sequence on a binder ring to retell a story (Activity Master C.011.AM1).
- Give story element clues to partner who guesses the title. For example, A small animal helps a large animal escape from a trap in the jungle. What is the story? The Lion and the Mouse.
Retell Recap

Title: ___________________________ Author: ___________________________
Listener: ___________________________

Retelling Checklist

☐ 1. Told title and author
☐ 2. Told the setting
☐ 3. Told about the main character
☐ 4. Told about the other characters
☐ 5. Told what the problem was
☐ 6. Told the important events
☐ 7. Told the solution
☐ 8. Told how the story ended
☐ 9. Told the story in proper order
<table>
<thead>
<tr>
<th></th>
<th>Comprehension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State the title and author of the story.</td>
<td>Who are the main characters?</td>
</tr>
<tr>
<td>2</td>
<td>Where and when does the story take place?</td>
<td>What is the problem?</td>
</tr>
<tr>
<td>3</td>
<td>What are the important events?</td>
<td>How is the problem solved?</td>
</tr>
<tr>
<td>4</td>
<td>How does the story end?</td>
<td>What is the theme of the story?</td>
</tr>
</tbody>
</table>

**story element cards**
**Objective**

The student will retell a story.

**Materials**

- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.012.SS1)
- Pencil

**Activity**

Students restate a story using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, solution to the problem, and conclusion.
4. Writes a retelling of the story on the student sheet.
5. Teacher evaluation

**Extensions and Adaptations**

- Write a retelling of the story in 20 words or less on the back of the student sheet.
- Retell other stories using graphic organizers (Activity Masters C.012.SS2 and C.012.SS3).
- Describe elements in the story and write a summary (Activity Master C.012.SS4).
This story takes place ____________________________________________

The characters are ____________________________________________

This story begins when ___________________________________________

The problem is _________________________________________________

An event that happens is __________________________________________

Then, _________________________________________________________

After that, _____________________________________________________

The problem is solved when _______________________________________

The story ends by _______________________________________________
<table>
<thead>
<tr>
<th>Story Sequence</th>
<th>Student’s Retelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
</tr>
<tr>
<td>Who are the main characters?</td>
<td></td>
</tr>
<tr>
<td>Where and when does the story take place?</td>
<td></td>
</tr>
<tr>
<td>What happens in the beginning?</td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
</tr>
<tr>
<td>What happens in the middle?</td>
<td></td>
</tr>
<tr>
<td>What is the problem?</td>
<td></td>
</tr>
<tr>
<td>What does the main character do?</td>
<td></td>
</tr>
<tr>
<td><strong>End</strong></td>
<td></td>
</tr>
<tr>
<td>How is the problem solved?</td>
<td></td>
</tr>
<tr>
<td>How does the story end?</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension

Narrative Text Structure

Objective
The student will summarize narrative text.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.013.SS1)
- Pencil

Activity
Students write a summary of a story by using prompts.
1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, and solution to the problem.
4. Writes sentences on each of the steps corresponding to the story-related prompts on the student sheet.
5. Writes a summary of the story at the top of the student sheet using information on the steps.
6. Teacher evaluation

Extensions and Adaptations
- Summarize other stories using graphic organizer (Activity Master C.013.SS2).
- Use the prompts somebody, wanted, but, so, then to tell or write a summary. For example, Cinderella (somebody) wanted to go to the Royal Ball, but her stepmother wouldn’t let her, so her fairy godmother made it possible; then Cinderella married the prince.