National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

IDEAs
that Work
U.S. Office of Special
Education Programs

Identifying Narrative Text Structures

College- and Career-Ready Standards Addressed: RL.6.5; RL.7.2, 9.2, and 10.2; RI.6.5 and 7.5

- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Objective: Students will learn the features of narrative text structures.

Materials
- Three short narrative texts (approximately one page each) at the appropriate instructional level.   - Pencil.   - Paper or notebook.   - Text Structure Cue Sheet.
Suggested Schedule and Group Size
Schedule: Daily, no more than five minutes to 10 minutes per session.   **Recommended group size:** Small group (exact numbers will depend on students' ages).   **Note:** The following script is intended as a model.

Activity	
Intervention Principle	**Sample Script and Procedures**
	Good readers use text structure to help them understand what they read. Text structure is the organization of text. What is text structure? *(The organization of text.)*
	There are two main categories of texts: (1) narrative text, and (2) expository text. What are the two main categories of text? *(Narrative and expository.)*
Use precise, explicit language to introduce the lesson.	**Today we are going to focus only on identifying narrative text structures. In a later lesson, we will focus on identifying expository text structures.**

Provide explicit instruction to teach new concepts.	**Each time we see new text we will first determine what type of text it is. The purpose of narrative text is to entertain the reader or present a story. For example, a fairy tale is a narrative text structure.**
	Narrative text structures should be easy to remember because the structure follows a story with a beginning, a middle, and an end.
	What does a narrative text structure do? *(Tells a story with a beginning, a middle, and an end.)*
	Provide a one-page narrative text at the students' instructional level and preview the text. Introduce the Narrative Text Structure Cue Sheet *to guide the students as they identify text types and structures.*
Use study aides such as a cue sheet to help students practice applying new information.	**When previewing narrative text, we should look for the following features to identify it as a narrative text.** *Identify them on the cue sheet.* **These features are also known as "story elements."** *Project the cue sheet or write on board and briefly define the terms*:
	a. Setting
	b. Characters
	c. Conflict
	d. Rising action
	e. Climax
	f. Falling action
	g. Resolution
	Remember, narrative text structure uses a story structure that includes story elements such as setting, characters, conflict, plot (rising action, climax, falling action), and resolution.
	Another helpful way to identify the text type is to look for signal words, such as "first," "then," or "at last." *Point to signal words on the cue sheet.* **If you read one of these words in your text, it should alert you that the text might be a narrative text type.**
	Let's read the text together and use the cue sheet to identify the text type of our text. *Use choral reading or have students follow as you read.*
	I am going to model what I am thinking about while I read the text. This is called a think-aloud.
Model think-aloud procedures to demonstrate how to identify narrative text.	The think-aloud will depend on the text presented. The teacher will need to preview the text in order to prepare a think-aloud for this activity. An example of a think-aloud might include an explanation of the story elements that are present in the text to indicate that the text structure is narrative. Another example of a think-aloud might include a reference to the signal words on the cue sheet as further evidence that the text structure is narrative.
	I think this is a narrative text because it tells a story and has XX features (e.g., characters, setting). I also noticed that the text includes XX signal words from the cue sheet.

	You'll work with a partner to identify narrative passage features and signal words on the next text. *Group the students in pairs and hand out the second narrative passage.*
	We will read the title together. I will read the first paragraph. Then we will transition to partner reading. Everyone put your finger on the title. Partners check to make sure that you have the correct passage in front of you. Good job. We are all ready to read the title together.
Provide opportunities for teacher led and paired practice to learn new procedures.	*While reading the text aloud, acknowledge when you encounter a story element in the text. For example, after you read about the setting, explicitly state where the setting of the story is or describe it as the author did. Make the connection that it is important to look for the text structure while reading the text.*
Provide opportunities for practice with feedback.	One strategy that helps good readers remember the text type is to underline or write out the signal words when you read them. When I read a text I will write the signal words on a separate sheet of paper or put a small check mark on my cue sheet to help me log which signal words were in my text. *Continue to read and note signal words as you read the first paragraph.*
	Now it's your turn to read the rest of the story with your partner.
	While you read, look for signal words. If you encounter a signal word, tell one another the word(s). Continue to read the rest of the story together and identify the story elements and signal words to help you determine the text structure.
	While students read, monitor their discussion of text and reasoning. Provide students with corrective feedback if they misunderstand the text structure or do not recognize a signal word. If some students finish reading while others are still reading, prompt students who have finished to review the cue sheet and confirm the text structure based on their reasoning.
	After partners are finished reading the passage, allow pairs to share the story elements and the location in the text to support their statements.
Provide opportunities for independent practice and check for understanding.	*Next, hand out the third narrative passage and have students work independently. Have students use the Narrative Text table in the Text Structure Cue Sheet to look for clues to identify the text type. Ask students to record the text type and the clues they found to support their answers. Debrief as a group to check for understanding.*

Error Correction	
Provide immediate and explicit error correction.	If students make errors, provide immediate corrective feedback so they avoid repeating mistakes. Explain the correct reasoning or evidence for the text type. Note the location in the passage and provide a think-aloud to illustrate how a good reader will use the information to determine the correct text type. Have students repeat the correct response.

Text Structure Cue Sheet

This handout should serve as a guide for students as they learn about narrative text structure. Students may reference the common text structure types, definitions, and signal words used to identify narrative text.

Narrative Text Purpose: To entertain the reader or present a story	
Text Structure Type and Definition	**Signal Words**
Includes story elements or parts, also known as story grammar: • Setting • Characters • Conflict • Plot (rising action, climax, falling action) • Resolution	First So Then Finally At last