

wits

working in the schools

SET 2: FICTION COMPREHENSION

Story Elements

Making Predictions

Using Illustrations to Make Meaning

Connections: Text to Text, Text to Self

Book-to-Book Connections

Retelling/ Sequencing

STORY ELEMENTS



What to Know:

- Setting is where the story takes place: location, time of day, season, etc.
- Characters are the people or animals who talk and do things.

What to Say:

- “Who are the characters in this story? Who are the characters on this page?”
- “What is the setting on this page?”
- “Can you tell me where the characters are on this page?” “How do you know?” *Prompt students to use illustrations*

More Information:

- Some books lend themselves to discussing setting and characters. Preview the texts before reading. Illustrations (not the text) often show the characters and setting.
- Choose books that show settings students may know: parks, school, outside, the store.
- Choose books that have familiar characters: mom, dad, kids, cats, dogs, bears.
- Move on when students can name or show you characters and settings.

MAKING PREDICTIONS



What to Know:

- Model making your own predictions with reasoning and ask follow-up questions to elicit discussions about evidence for their thinking.

What to Say:

- “Before we turn the page, what do you think will happen next? What makes you think that? I think _____ will happen because in the story it says_____”

More Information:

- Move on when students can make a logical prediction with at least one reason that comes directly from words or illustrations in the text.

USING ILLUSTRATIONS TO MAKE MEANING



What to Know:

- Students should be able to identify and use illustrations to understand and reference what is happening at any given moment in the story.

What to Say:

- “Let’s go on a picture walk. Can you tell me what’s happening in the story here?” Flip through pages without reading, just looking at illustrations.
- “Before I read the words, look at the picture. What is happening? What are the characters doing?”
- “How do you think this character feels?”

More Information:

- Illustrations support reading comprehension. Have the students look at the pictures and discuss before reading the words.
- Using illustrations to make meaning will continue to be an important part of reading throughout elementary school. You’ll continue having conversations about illustrations all year.

CONNECTIONS: TEXT TO TEXT, TEXT TO SELF



What to Know:

- Relating to the plot and the feelings/traits of the characters supports comprehension.
- Help students use words and pictures to better recognize what the characters are experiencing.

What to Say:

- “Has this ever happened to you?”
- (Name characters’ feeling) Have you ever felt this way? Why/When?
- “I have a connection to this story. This part reminds me of a time in my life (describe).”

More Information:

- Connections are abstract, so students may need you to rephrase a story element. For example, ask:
 - Goldilocks destroys the three bears’ home, has anyone ever ruined your things?
 - How did you feel about that? How do you think the bears feel?
- Making personal connections to texts will continue to be an important part of reading throughout their life. You’ll continue having conversations about connections all year.

BOOK-TO-BOOK CONNECTIONS



What to Know:

- In Kindergarten noticing and recalling similarities between two books begins with simple elements, like types of characters or setting. Then builds to comparing non-fiction to fiction on the same topic and different versions of the same story (fractured fairytales).

What to Say:

- “Have you ever read a book about (the topic) before?”
- “What’s the same about these two books? Does this remind you of another story you’ve read?”
- Using a book about familiar characters “This book is about (characters). Have you ever read a book about these characters before?”

More Information:

- Have students look through the illustrations of two books to find connections if they struggle to recognize or recall stories.
- Making connections between different texts will continue to be an important part of reading throughout their life. You’ll continue having conversations about connections all year.

RETELLING/ SEQUENCING



What to Know:

- Have the student flip through the book and use the illustrations.
- Frame questions around Beginning, Middle, End or First, Next, Then, Last.

What to Say:

- “What happened to piglet at the beginning of the story? Then what happened? How did the story end?”

More Information:

- Sequencing events in a logical way is fundamental to reading comprehension and writing.
- Having discussions about timing of events in the student’s life, like daily routines, seasons, and schedule can support this skill.
- Move on when students can retell stories in the correct order with prompting and support.