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Teaching Comprehension by Incorporating Story Grammar into a DRTA Lesson Format

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**TEACHING COMPREHENSION BY INCORPORATING STORY GRAMMAR
INTO A DRTA LESSON FORMAT**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Sharon Kay Neal
July, 1991**

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INTO A DRTA LESSON FORMAT

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This project presents a teaching procedure which should improve primary-level reading comprehension. This procedure combines a framework of story grammar as a guide for implementing the Directed Reading Thinking Activity (DRTA) lesson format. Literature is reviewed which illustrates the effectiveness of story grammar when used to teach comprehension, and describes the effectiveness of DRTA to promote active comprehension. By combining both story grammar and DRTA, a procedure is developed and ten example lessons are produced.

DEDICATION

To my supportive husband, Kevin, with love.

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CHAPTER ONE

Background of the Study

Introduction

This project investigates two effective teaching techniques and their use in combination as a method of improving student reading comprehension. The first technique, based upon instruction in story grammar, provides a guide for teachers when formulating questions. It also provides a framework to help students in their ability to remember textual information. The second technique follows the Directed Reading Thinking Activity (DRTA) format which guides the development of lessons. These lessons promote the critical thinking skills which are required for students to reach a more thorough understanding of narrative text.

Statement of the Problem

Two areas of concern for educators are: (a) the lack of comprehension instruction and (b) the lack of application of reading comprehension research in the classroom. Several investigations illustrate how comprehension is actually taught in the classroom (Gersten & Carnine, 1986). One prominent researcher, after many hours of classroom observation, concluded that, rather than providing instruction on how to improve comprehension, teachers were often asking questions which really assessed student comprehension. "The data about teaching comprehension are easy to report because they are almost nonexistent" (Durkin, 1981, p. 453). Durkin (1983) stated that perhaps as more is learned about the comprehension process, more suggestions for comprehension

instruction will become available. Interest in this critical area of reading may eventually improve comprehension instruction in the classroom.

Although many researchers have discovered different techniques for teaching comprehension, teachers generally are not involved in applying this research in the classroom setting. For example, numerous research studies demonstrate a strong positive relationship between the use of story grammar and an increase in comprehension (Carnine & Kinder, 1985; Idol, 1987). The advantages of story grammar are especially beneficial for the low-performing student because comprehension, not accurate oral reading, is the major goal. Yet, so often, instruction for the low-performing student is limited to specific skills or literal comprehension and ignores the advantages of such techniques as the use of story grammar (Gertsen & Dimino, 1989). Educators need to apply some of the valuable research based techniques by adapting the research results to classroom instruction (Whaley, 1981b).

Purpose of the Study

This project will apply story grammar based on research within the format of a DRTA lesson in an attempt to improve student reading comprehension. The project exemplifies how research based techniques can be effectively applied by the classroom teacher to improve reading comprehension.

Scope of the Study

The literature review herein was not exhaustive and was therefore limited in the information presented on story grammar and DRTA. Information was collected on only four of the most commonly used and cited story grammar formats. The project examples were confined to ten selected books. Each book

was written at a primary reading level, was a narrative text, and was selected from a list of recommended children's literature. The story grammar format was based upon the Mandler-Johnson Model (1977). This model defined the story grammar format for the questions developed and discussed for each story.

Definition of Terms

Story Structure: the general components, such as setting, theme, plot, and resolution, of a well formed story text (Kent, 1984; McConaughy, 1982).

Story Grammar: a rule system devised for the purpose of describing the regularities of a story setting, beginning event, reaction, attempt, outcome and ending (Mandler, 1983).

Narrative Text: a story with a setting, theme, plot and resolution (Kent, 1984).

Directed Reading Thinking Activity (DRTA): a reading lesson format in which students are being taught to examine, to hypothesize, to find proof, to suspend judgement, and to make decisions based on their own personal experience and knowledge (Stauffer, 1969).

Order of Presentation

The organization of the remainder of this project is as follows: Chapter Two reviews the literature relating to the history of story grammar, the effects of story grammar on comprehension, research related to the Directed Reading Thinking Activity (DRTA) format and its effects on comprehension, and finally, the use of both story grammar and DRTA in combination. Chapter Three details the project format. This will include a rationale for choosing the Mandler-Johnson

Model of story grammar for this project, a description of its structure, and a rationale for using the DRTA lesson format in conjunction with story grammar. Also explained is the selection criteria for the narrative books used as examples. Chapter Four contains the project itself, which, using the ten narrative books selected, provides lessons which illustrates how story grammar can be combined with the DRTA lesson format. Chapter Five contains the summary and conclusions for this project's combination of story grammar and DRTA as applied to the selected primary narrative books.

CHAPTER TWO

Review of the Literature

Introduction

This review of the literature will: (a) describe the history and definition of story grammar, (b) examine the relationship between story grammar and reading comprehension, (c) explain the DRTA lesson format, (d) explore how DRTA promote reading comprehension, and (e) illustrate how story grammar and DRTA can be combined to improve comprehension.

History and Definition of Story Grammar

"When children first enter school, they bring with them a rich concept of story based upon their experience with oral and written narratives" (Pahl, 1987, p. 4). They can usually generate their own stories orally, and are subsequently taught how to create a written narrative. Stories form the basis of formal instruction in reading and writing (Pahl, 1987). Through exposure and familiarity with stories, children develop a sense of narrative, the components stories contain, and their appropriate sequence (Mandler, 1983; Pahl, 1987; Rand, 1984). From an early age, children hear a particular class of stories with a highly similar structure and gradually form an abstract representation of that type of story structure (Mandler, 1983).

Story grammar is defined as a rule system devised for the purpose of describing the regularities found in narrative text. The rules describe the elements of which stories are composed, their constituent structure, and the sequences in which the constituents appear (Mandler, 1983). Story grammar

represents a kind of "average" of all possible story structures, for not all constituents are present in all stories (Whaley, 1981b).

Story grammar became a focus of attention in the early 1900's when anthropologists began to study the cross-cultural retelling of stories by individuals from various cultures (Dimino, Gersten, Carnine, & Blake, 1990; Gersten & Dimino, 1989; Mandler, 1983). A genre that appears in all cultures is the folktale. Story grammars were developed to describe this type of text and other narrative texts, as these stories all contained setting, theme, plot, and resolution (Kent, 1984; Mandler, 1983).

There are currently four major story grammars derived from an oral folktale or fairy tale tradition (Whaley, 1981b). An early formal story grammar was developed by Rumelhart in the mid-1970's. This grammar was based on eleven syntactic and semantic interpretation rules (Rand, 1984). Rumelhart's story grammar was limited to simple stories with just one setting. The grammar was considered complex and researchers found it difficult to use when trying to interpret certain types of stories and situations. As a result, others broadened the scope and definition of story grammar (Turetzky, 1982).

Thorndyke (1977) developed a story grammar model that would distinguish the story grammar of a prose passage from its content. His story grammar model consists of a set of productions providing the rules of the narrative syntax and is independent of the linguistic content of the story. He developed a story grammar that followed the format "Story = Setting + Theme + Plot + Resolution", which provided for single-goal, single-protagonist narratives.

Stein and Glenn developed a story grammar format in the late 1970's which states that a story is composed of both a setting and an episode system. The setting enables the episode to occur by establishing the parameters and

context for the remainder of the story. The episode system consists of five elements: (a) initiating event, (b) internal response, (c) attempt, (d) consequence, and (e) reaction. The elements in the episode can be either causally or temporally connected (Pahl, 1987).

Mandler and Johnson (1977) developed a story grammar model in which a basic story is made up of a setting and an episode structure. Mandler (1983) summarized their model as follows:

Traditional stories begin with a setting, which introduces a protagonist and other characters, and often includes statements about the time and locale of the story. The setting is followed by one or more episodes that form the overall plot structure of the story. No matter how many episodes, however, each one has the same underlying structure.... Following the setting the first episode occurs. The episode starts with a beginning constituent--some event happens which gets the episode going. The beginning is followed by a development, which has several parts. First the protagonist reacts in some way to the events of the beginning. Typically, this consists of a complex reaction, that is, a simple (emotional or cognitive) reaction followed by the formulation of a goal. There follows a goal path, which consists of an attempt to reach the goal, and a statement of the outcome of that attempt (either success or failure). The episode comes to a close with an ending constituent, which provides some kind of commentary on the preceding events. Sometimes an ending consists of a statement about the long-range consequences of the episode; sometimes the protagonist or other character reacts to the events that have taken place. (p. 10)

A simplified version of the structure of a simple two-episode story is presented in Appendix A, p. 84.

These four story grammar models stress the importance of identifying the structural elements common to a class of stories and, as such, their differences are not significant (Rand, 1984; Whaley, 1981a). The story grammar selected was that of Mandler and Johnson (1977) because of its effectiveness as shown in research studies and its workability in the classroom.

Research on Story Grammar's Effect on Comprehension

As early as 1932, Bartlett suggested that people have a general notion of what constitutes a story's structure, but it wasn't until the late 1960's and early 1970's that linguists began to consider the importance of its applicability to reading instruction (Dreher & Singer, 1980; Kent, 1984). Mandler and Johnson (1977) found that children of all ages, even as early as first grade, use their knowledge of how stories are structured to help them remember important details. This observation led researchers to investigate whether explicit story grammar instruction could help improve reading comprehension (Dimino et al., 1990). As a result, there have been many studies in recent years on the subject of story grammar. They have attempted to identify its usefulness in educational instruction. Research on the use of story grammar has been extensive and detailed. A positive correlation between story grammar instruction and reading comprehension was found when this body of research was examined (Mandler, 1983).

Dreher and Singer (1980) conducted research using fifth grade students who were explicitly instructed to identify the grammar in a story and then were evaluated on their ability to recall the story. An experimental group was trained to chart a story into its grammatical structure. They identified the setting, goal, plot and ending for three stories, and learned to explicitly identify the grammar of

these stories successfully. A comparison was made between the experimental group and a control group, using a written retelling of a fourth story. The results indicated that the process of identifying story grammar explicitly did not increase the amount or type of story information the students recalled. Dreher and Singer therefore concluded that story grammar instruction may not be beneficial to intermediate-aged students.

Whaley (1981a) conducted an investigation using third, sixth and eleventh grade students to determine whether any of the groups of students expected particular story elements and/or the sequences of those elements. The subjects were randomly assigned to read three stories and predict what should or could occur next in the incomplete stories. They were also asked to supply any additional information for a missing part of the story. The results indicated a difference among the various age groups, as the third graders tended to expect particular structures less frequently than did the sixth and eleventh graders. However, all ages had some expectation for story elements and the sequence of the elements.

Carnine and Kinder (1985) studied story grammar instruction to examine its effects on low-performing fourth, fifth and sixth grade students. The subjects were first instructed in recognizing and using basic story grammar. Then they were given a text to read and were asked questions based upon the story grammar. After repeated instruction, independent reading was assigned and the subjects were instructed to generate their own story grammar based questions as they read the story. The results showed a significant improvement in comprehension scores and a gain of over one standard deviation for low-performing students from pre-test to post-test.

Idol (1987) used a story map instructional technique with third and fourth grade students. The story map provided a basic framework for drawing attention

to the story grammar. Subjects were instructed on the use of story maps which contained the basis elements of story grammar and were provided time to practice and maintain their skills in the use of these story maps. The results indicated that once the subjects began using the story mapping strategy there was a significant positive shift toward answering comprehension questions correctly.

Dimino et al. (1990) reported their work with story grammar instruction on low-performing ninth grade students. The subjects were taught to detect and record story grammar elements in an effort to build a foundation for answering literal and inferential questions. Their results showed that story grammar instruction had a significant positive effect on students who initially performed poorly on story grammar items. Their results, however, also indicated that there was no noticeable effect on those who performed well initially.

Overall, the reviewed research demonstrated that focusing instruction on story grammar has a positive impact on a student's comprehension, particularly that of the low-performing student (Dimino et al., 1990; Gertsen & Dimino, 1989). Therefore, teachers should be encouraged to look for ways to effectively incorporate story grammar into their reading curriculum to improve the comprehension of low-performing students.

DRTA Questioning Techniques

Questioning students on what they have read is one of the most extensively used forms of comprehension guidance (Beck & McKeown, 1981). However, a recent conclusion made by Durkin (1981) states that most of the questions which are asked during reading class tend to promote assessment of reading comprehension rather than reading comprehension instruction itself.

Since questioning is the tool most teachers use in their classrooms, questioning strategies need to be more effective in providing reading comprehension instruction, rather than reading comprehension assessment.

Story grammar establishes a foundation for developing effective reading comprehension instruction. The DRTA format provides an effective means of organizing a lesson, and story grammar can be effectively incorporated into this structure to provide an important instructional tool. Exposure to both techniques builds a foundation for better reading comprehension. When a teacher exercises both, story grammar and DRTA concurrently, the advantages for reading comprehension instruction are multiplied (Widomski, 1983).

Through the DRTA lesson, students are taught to examine, hypothesize, find proof of, suspend judgment, and make decisions. They learn to do this in terms of their own experience and knowledge. In this environment, students, who are free to think and evaluate, are also responsible for proof and sound decision-making (Stauffer, 1969). The DRTA technique contains five basic steps for the instruction of comprehension: (a) establishing the purpose for reading, (b) adjusting the rate of reading, (c) observing the reading, (d) developing comprehension, and (e) fundamental skill development (Haggard, 1988; Stauffer, 1970).

Promoting Comprehension Through DRTA

"The DRTA is not a new approach to reading instruction; it has, however, a new relevance today" (Nessel, 1987, P. 696). The DRTA provides an excellent way of improving comprehension instruction, and has also been found to work in classrooms for many years (Davidson, 1982; Nessel, 1987). DRTA focuses mainly on the reader's interaction with the text, which is the heart of

comprehension (Haggard, 1988; Widomski, 1983). DRTA increases comprehension through its emphasis on student generated predictions, speculations and conclusions, which relate the reader's experience and prior knowledge during the reading process. The information students extract from a given story depends upon how that story fits into their own experience and knowledge (Stauffer, 1970). Readers are urged to read and make educated predictions about the story, and from this they will formulate their purpose for reading. This process results in a personal and intellectual commitment that helps regulate thinking and keeps the reader on course (Stauffer, 1970). DRTA gives students a reason to read rather than reading merely to please the teacher (Nessel, 1989). It establishes and promotes an instructional environment which invites a general sharing of background information and experience as students and teacher move toward the common goal of understanding. In this environment, students and teachers alike learn many new and interesting things about one another (Haggard, 1988).

Combining Story Grammar and DRTA

Using information gained from story grammar to test and make predictions for DRTA presents multifold benefits for the reader (Widomski, 1983). Story grammar is a valuable tool teachers can use when they are developing effective comprehension questions within the DRTA format. Story grammar can be easily incorporated into a DRTA lesson with a change of focus from the traditional haphazard questions and stopping points, to an organized questioning framework built upon the components of story grammar.

The first step in DRTA is to establish a purpose for reading. This requires the students to make predictions which serves to give focus to the upcoming text

and motivate the reader. Thus, it is important that questions be developed which evoke prior knowledge and engage students in predictions, and ultimately result in better comprehension (Pearson, 1985). Pre-reading questions serve a special function in helping a reader focus on the story grammar components to be read (McConaughy, 1980). Making students aware of story grammar enables them to use the prior knowledge of story components to make predictions.

Adjusting the rate of reading is the second step in a DRTA lesson. The type of reading involved determines where the stopping points will be. Determining the stopping points for discussion should be selected logically, based upon a story's grammar. One problem with our current questioning techniques is their lack of focus on the different components of information that make up a story's internal structure. A major advantage of story grammar instruction is that it provides students a framework for their reading which helps them from becoming distracted by minor points in the text (McConaughy, 1980). Teachers need to recognize the ability of their students to search for and use abstract story structure as a basis for comprehension and memory. This framework also offers a design for teachers to guide their questioning, which in turn may help their students internalize the structure of story grammar (Sadow, 1982).

Observing the reading is the third step in a DRTA lesson. This is a time where the teacher watches the students read and is available to help with clarification on vocabulary and context.

Developing comprehension is the fourth step in a DRTA lesson. Two types of questions are standard to the DRTA lesson: (a) questions that require speculation and prediction, and (b) questions that require drawing conclusions and/or providing support (Haggard, 1988). These questions are asked in order to lead the students into a discussion. One technique teachers can use to help

students answer these questions is by incorporating story grammar into their questioning. Teachers should form an order for asking questions that leads their students through the main crisis and events of a story, so the students can build their own coherent representation of its meaning (Pearson, 1985). The grammar of a story provides the student with a framework to organize the story information. This enhances the student's ability to predict story components as well as understand those components. In traditional literature instruction, teachers often ask questions and students read to answer the questions. With this approach comprehension tends to be narrow because students are likely to focus only on the passages related to the questions asked (Singer & Donlan, 1982). Guthrie (1977) states that comprehension of a story is not the comprehension of haphazard facts or a main idea, but it is comprehension of the structure. Story grammar offers a means of deriving questions that, taken as a whole, reflect the story as a whole. Therefore, students are more motivated to read the whole story rather than just the sections that answer the questions (Beck & McKeown, 1981; Gersten & Dimino, 1989).

Fundamental skill development is the fifth step in a DRTA lesson. Teachers provide thoughtful and meaningful follow-up activities that extend the reading experience. These include vocabulary study, story mapping, extension of plot, writing a different ending to the story, composing letters to the story's characters, or other meaningful additions to the reading experience (Haggard, 1988).

By incorporating story grammar into the development of comprehension questions, a teacher can create more effective comprehension instruction. The closer a teacher can come to helping a reader organize the structure of a text, the greater the reader's comprehension will be (Marshall, 1983).

Chapter Summary

The concept of story grammar has been acknowledged for many years. There are multiple ways to describe story grammar, and they have proven to be effective in reading comprehension.

The usefulness of story grammar in reading comprehension has been studied numerous times over the last decade, with the majority of results significantly in favor of encouraging students to look for organized patterns to the narratives they read.

DRTA has also been effectively used in classrooms to improve comprehension instruction. This technique encourages students to think while they read. Students are allowed to predict, to create a purpose for reading, and to verify their predictions with proof.

Story grammar can easily be incorporated into the DRTA questioning techniques in a reading program with a resulting improvement in student reading comprehension. Through the development of questions based on story grammar, teachers can effectively help their students become more aware of story grammar, while providing a framework to help them remember a story's elements.

CHAPTER THREE

Design of the Project

Introduction

This project combines the Directed Reading Thinking Activity (DRTA) format with story grammar as a guide for the development of questions for narrative books. The instructional techniques for both DRTA and story grammar indicate positive results in their effectiveness for improving student reading comprehension. These tools are easily combined to increase student reading comprehension. This chapter includes a rationale and description for (a) the story grammar model chosen, (b) the DRTA lesson format, and (c) the selection of the narratives used in the project. Also included is an explanation of the lesson design for this project.

Story Grammar Model

The most commonly cited story grammar models are those developed by Rumlehart, Thorndyke, Mandler and Johnson, and Stein and Glenn (Lehr, 1987). However, the Mandler and Johnson Model has been one of the most consistently used in research, with previous studies demonstrating this model's workability in the classroom (Pahl, 1987; Whaley, 1981a). As an example, the subjects in Whaley's (1981a) study had expected story structures that matched the story structures predicted by the Mandler and Johnson story grammar Model. Because of its effectiveness in research and its applicability to the classroom, the Mandler and Johnson (1977) Model was chosen for this project.

Using this model, ten narrative books were identified for application of story grammar and the DRTA format. An outline of the story grammar

highlighting the setting and episodes for each book was developed. Each episode was divided into the story grammar elements with the corresponding episode parse given.

Story grammar elements are identified based upon the definitions presented by Mandler (1983). The Setting, typically contained at the beginning of the story, introduces the characters and often includes statements about the time and locale of the story. The Beginning starts each episode and is the event that sets the episode in motion. The Reaction is the action taken by the protagonist as a response to the beginning event. Typically this develops into a simple reaction which results in an action, either emotional or cognitive, which is formulated into a Goal. The Goal is the objective the protagonist is trying to accomplish and consists of the Attempts and the Outcomes. An Attempt is an event which strives to meet the Goal. An Outcome is the statement of whether the Attempt was a success or a failure. The Ending provides a commentary of the preceding events, a statement about long range consequences, or reactions by the characters to the events that have taken place.

DRTA Lesson Format

The lesson format used for this project is the Directed Reading Thinking Activity (DRTA) model. This model was chosen because it is frequently identified as an exemplary instructional activity for developing comprehension and critical thinking skills (Haggard, 1988). DRTA has been used successfully by many classroom teachers at various grade levels (Davidson, 1982; Nessel, 1987). A DRTA lesson is one in which students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, resampling text, and confirming or adjusting predictions in light of

new information (Haggard, 1988). DRTA is a problem-solving approach to reading with its primary goal of developing comprehension and critical thinking skills.

Components of story grammar incorporate well into the DRTA format. Stopping points for discussion and questions are based upon the information in the story grammar, thereby building upon comprehension and critical thinking skills, while at the same time building upon the structure of the story. Basing discussion and questioning on story grammar is an effective strategy to use when combining DRTA and story grammar. One way to advance childrens' reading comprehension is to enhance the development of their knowledge of story components (Whaley, 1981b). Through the discussion of story grammar, students develop a better understanding of the story and are more knowledgeable when making predictions about the text to be read. Story grammar suggests a natural framework for the story and offers the teacher a design for questions that would implicitly convey this framework to the students (Sadow, 1982). Story grammar, whether presented as a visual map, note sheets, or through questions, provides students with a system for analyzing stories that prompts readers to work at a deeper conceptual level (Gersten & Dimino, 1989). Though questions based on story grammar provide an effective means for improving student reading comprehension, questions unrelated to story grammar should not necessarily be excluded (Sadow, 1982). The purpose of all questioning and discussion is to motivate students to think in a logical manner about what they have read. The questions and discussions presented in this project are based upon this goal.

This project is composed of ten lessons, each developed for a different narrative story. The recommended stopping points within each lesson are each enclosed by a solid outline. Each stopping point presents the amount of text to

be read, the story grammar elements to be discussed, and questions combining DRTA with the narrative's story grammar.

Narrative Selections

The children's narratives presented in this project were selected on the basis of their suitability to primary grade students, while at the same time providing a good example of a narrative text. Each of the narratives were selected from the core and extended literature sections of Recommended Readings in Literature, Kindergarten Through Grade Eight, a book list prepared by an advisory committee composed of school administrators, curriculum planners and consultants, college professors, teachers, and librarians from the state of California (California State Department of Education, 1988). The core literature section includes reading selections which were chosen as likely to be an important stimulus for writing and discussion. These books were felt to be works of compelling, intellectual, social and moral content with examples of excellent language use. The extended literature selections include books with additional emotional and aesthetic substance. All narratives selected were popular pieces of literature which could be found in most school or public libraries. The ten narrative books selected for this project are listed in Appendix B, p. 85.

Lesson Design

This project provides example lessons for narrative text in a form which incorporates story grammar into a DRTA format. The story grammar elements are integrated with each step in the DRTA format and the lessons are designed

to reflect this combination. This five step process includes: (a) establishing the purpose for reading, (b) adjusting the rate of reading, (c) observing the reading, (d) developing comprehension, and (e) fundamental skill training.

Step One: Establishing the Purpose for Reading

When introducing a new story, the teacher purposely avoids telling the students what the story is about. Instead, the students are asked to speculate what the story might be about or what might happen next. These predictions set the purpose and guide silent reading as students look for answers to both implicit and explicit predictions. Students, not the teacher, should establish the purpose for reading, thus providing opportunities for students to develop their own internal desire to read.

The classroom atmosphere is important in establishing a risk-free environment which encourages participation. All predictions should be encouraged and accepted, as every prediction is a valid idea and should be treated as such. Teachers need to look for the students' thoughts behind their predictions. No judgement should be made on the correctness of the prediction. Rather, the teacher concentrates on follow up "probe" questions that assist students in articulating the reason, logic, and evidence for their predictions. Students become aware that providing solid arguments to support their predictions become more important than actually being right. By making predictions, students will undoubtedly reach some incorrect conclusions, but if they are given the true freedom to make predictions, whether correct or incorrect, better classroom discussions can take place.

Step Two: Adjusting the Rate of Reading

It is possible to defeat the effectiveness of the DRTA method by establishing too many stopping points in the reading text and asking too many questions. It is important to vary the amount of information read by students at any one time. The teacher must control the rate and flow of the information by determining both the proper amount of text to be read between stopping points for discussion and the length of the discussion itself. It is important that the stopping points occur at logical places in the text and should not exceed four or five stops in a typical primary level story. There is an inherent logic to the development of any well written story and the teacher should be aware of this when selecting the stopping points. Generally, the stopping points are frequent in the beginning of a DRTA lesson, and decrease as the story progresses, in order for larger amounts of text to be read at one time. The first stopping point often occurs immediately after the title of the story in order to allow the student to make a prediction about the story and set the purpose. The second stopping point may occur after the first few paragraphs of the story, which often provides some of the answers to predictions raised from the title. Frequently, a great amount of information about the story's plot, theme, and setting reside within the introductory paragraphs. As information is revealed, students narrow the various possibilities about the story outcome and set aside predictions that do not apply. As the story progresses, the amount of text read is typically much longer because the students need to gain meaning from progressively extended text.

The amount of discussion time allotted at each stopping point is a critical element. Students must be encouraged to interact freely with other members of the group, with the teacher serving as a moderator in the discussion. The teacher needs to exercise sensitivity and patience when waiting for ideas to be shared. Wait time is extremely important for good thinking. However, it is not necessary

for every student to make an oral contribution to the group. It is important to give students the choice and wait until they are ready to share their thoughts. If there are points in the text where not much discussion is generated and students want to continue reading the text, the teacher may choose to continue reading.

When discussing the grammar of the story, teachers must be sure to use the correct terminology and remain consistent in their use of it. The purpose is not for the student to memorize the terms and the rules that accompany them, but to become aware of the story's structure and how to apply that knowledge when attempting to comprehend the text. Students should be told what components make up a story's grammar and what part of the story is occurring at that time. When students are repeatedly introduced and led through discussions relating a story's grammar to the actual text, they will begin to internalize that structure and come to expect the story grammar elements which will help them to develop a framework for organizing the text as they read. This internalization process must not be expected to occur too quickly, as it often requires repeated practice to develop, especially with primary age students.

Step Three: Observing the Reading

Teacher observation during silent reading yields valuable information about a student's ability while also allowing the teacher time to assist those who need help. Observation allows the teacher to assess a variety of information about their students; for example, who the slow and fast readers are, which children are actually reading and which are not, and which students are exhibiting clues about difficulty with word attack skills or vocabulary from their facial expressions. Not all students will finish reading the text at the same time. Teachers can use this time for some quiet one-on-one discussions about the

book, which also serves as a comprehension check (Stauffer, 1969). From the information teachers gather, they are more apt to plan appropriate lessons for the students. This kind of observation and planning is the essence of diagnostic teaching.

Step Four: Developing Comprehension

Critical to developing comprehension is the use of questions to initiate and extend discussions. The most common questions asked during a DRTA lesson are, "What will happen next?" and "Why do you think so?". The open ended questions of DRTA focus attention on higher level thinking skills, thus literal comprehension questioning remains in its rightful perspective.

"Good questions keep the focus on the story and develop a reason for wanting to read on" (Hammond, 1986, p. 51). In developing questions based on story grammar, the most important concept to remember is that the questions should follow the sequence of the text. Developing questions that follow the sequence of the story grammar helps provide students with a logical progression through the text, while also helping internalize the concept of story grammar (Sadow, 1982). When teachers properly organize questions, students benefit with higher reading comprehension by being provided with a framework which helps them from becoming distracted by minor points of the story. Four basic guidelines for developing questions are:

- (1) Ask questions about what you are going to read.
- (2) Ask important questions rather than focusing on minor details of the story.
- (3) Avoid diversionary questions which lead the students off on unrelated tangents.

(4) Ask questions that encourage students to make use of what they have already read (Hammond, 1986).

Often students must support their responses to a given question by orally reading a section of the text. In DRTA, the oral reading is motivated by the students for the purpose of defending their answers. Generally when the lines are read orally, the other members of the group should keep their books closed.

Step Five: Fundamental Skill Training

Teachers should further encourage the reading process by providing refinement of student skills through additional activities such as discussion, further reading, additional study, or writing. Stauffer (1970) identifies students' needs in observation and reflection, clarifying and developing concepts, developing adeptness in the use of semantic analysis, and refining word identification skills. These are not met by assigning such tasks as unrelated workbook pages. Teachers must realize the prime importance of follow-up activities that are thoughtful, meaningful additions to the reading experience. Such activities, though not included in the example lessons of this project due to its primary goal of combining story grammar into the questions and discussions of a DRTA lesson, are crucial to the overall development of student reading skills.

Chapter Summary

The goal for this project is to create an effective reading lesson format and components that can be applied easily in the classroom. For this reason, the Mandler and Johnson (1977) story grammar Model was chosen for this project, as it has been shown to be applicable in the classroom and has been effectively used in research studies. The DRTA format develops critical thinking skills and

improves student's reading comprehension. Many teachers are implementing DRTA and, as such, are already accustomed with its contents. Because of its effectiveness and teacher familiarity, the DRTA format was chosen. The narrative selections are recommended books that are widely available and familiar to many primary teachers. The lesson design is a guideline which makes the application of this research accessible to the teacher, with the ultimate goal of promoting an increase in student reading comprehension. However, it is important to recognize that the most essential teaching variable is the teacher. It is the teacher's attitude toward reading, thinking, and instruction that makes the difference for students. Teachers must be dedicated to the proposition that reading is a mental process and that efficient reading and thinking skills must be taught (Stauffer, 1970).

CHAPTER FOUR

Application of Story Grammar in Combination with DRTA

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Introduction

The ten example lessons provided in this chapter combine story grammar with the Directed Reading Thinking Activity (DRTA) lesson format and are intended to provide a framework that can be easily applied in the classroom for narrative text instruction. Each lesson is structured as follows:

- (1) Title
- (2) Author
- (3) Summary of the narrative text
- (4) DRTA Stopping Points

Outlined areas contain the DRTA lesson format for the narrative text, which includes the following components: (a) establishing the purpose for reading, (b) observing the reading, (c) adjusting the rate of reading, and (d) developing comprehension. Each outlined area indicates a stopping point for the narrative text and provides a guide and sample questions for the story grammar elements to be discussed.

- (5) Story Grammar Elements

Story grammar elements for the narrative text are set between the outlined DRTA lessons and consist of a setting and one or more episodes. Elements of an episode may consist of a (a) beginning, (b) reaction, (c) goal, (d) attempt, (e) outcome, and (f) ending, which are identified by parsed episodes derived from the narrative text.

Lesson 1**Mr. Rabbit and the Lovely Present**
by Charlotte Zolotow

After a day of searching, a serious little girl and a tall white rabbit decide on a basket of fruit as a gift for the girl's mother's birthday present.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read through the first page.

SETTING:

A little girl and Mr. Rabbit in the countryside.

EPISODE 1:

Beginning: The little girl wants Mr. Rabbit to help find a birthday present for her mother.

Reaction: Mr. Rabbit is willing to help.

Goal: To find a birthday present for her mother.

Adjusting the Rate of Reading:

Discuss the Setting and Beginning, Reaction and Goal of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who are the characters in this story?

Where does the story take place?

Do you think the little girl already knew the rabbit. If so, why do you think so?

What are they trying to accomplish?

Establishing the Purpose for Reading:

What do you think they will find for Mother's birthday present?

Observing the Reading:

Have the students read through the third page.

Attempt: The little girl wants to give something her mother would like.

Outcome: They think of things mother would like.

Ending: Everything that follows is the ending to Episode 1.

EPISODE 2:

Beginning: "Mother likes red," said the little girl.

Reaction: "You can't give red," said Mr. Rabbit.

Goal: You can give her something that is red.

Adjusting the Rate of Reading:

Discuss the Attempt and Outcome of Episode 1, and the Beginning, Reaction and Goal of Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What does the little girl want for her mother?

How are they trying to find the gift?

What do you think they will find that is red?

Establishing the Purpose for Reading:

What do you think they do in the rest of the story?

Observing the Reading:

Have the students read through the end of the book.

Attempt: "Red underwear?" said Mr. Rabbit.

Outcome: "No, I can't give her that."

Attempt: "A red roof?" said Mr. Rabbit.

Outcome: "No, we have a roof."

Attempt: "A red cardinal?"

Outcome: "No, mother likes birds in trees."

Attempt: "A red fire engine?"

Outcome: "No, she doesn't like fire engines."

Attempt: "A red apple?"

Outcome: "That's good. She likes apples."

Ending: Everything that follows is the ending to Episode 2.

EPISODE 3:

Beginning: "I need something else," said the little girl. "Mother likes yellow."

Reaction: "You can't give her yellow," said Mr. Rabbit.

Goal: "You could give her something that is yellow."

Attempt: "A yellow taxi cab?" said Mr. Rabbit.

Outcome: "I'm sure she doesn't want a taxicab."

Attempt: "The yellow sun?"

Outcome: "I can't give her the sun."

Attempt: "A yellow canary bird?"

Outcome: "She likes birds in trees."

Attempt: "Does she like yellow butter?"
Outcome: "We have butter."
Attempt: "A yellow banana?"
Outcome: "That is good. She likes bananas."
Ending: Everything that follows is the ending to Episode 3.

EPISODE 4:

Beginning: "I will need something else," said the little girl. "Mother likes green."
Reaction: "You can't give her green," said Mr. Rabbit.
Goal: "You can give her something green."
Attempt: "A green emerald?" said Mr. Rabbit.
Outcome: "No, I can't afford an emerald."
Attempt: "A green parrot?"
Outcome: "No, she likes birds in trees."
Attempt: "Green peas and spinach?"
Outcome: "No, we have those for dinner all the time."
Attempt: "A green caterpillar?"
Outcome: "No, she doesn't care for caterpillars."
Attempt: "A green pear?"
Outcome: "Green Bartlett pears, the very thing. Now I have apples, bananas, and pears."
Ending: Everything that follows is the ending to Episode 4.

EPISODE 5:

Beginning: "I need something else," said the little girl. "Mother likes blue."
Reaction: "You can't give her blue," said Mr. Rabbit.
Goal: "You can give her something that is blue."
Attempt: "A blue lake?" said Mr. Rabbit.

Outcome: "No, I can't give her a lake."

Attempt: "A blue star?"

Outcome: "No, I can't give her stars, but I would if I could."

Attempt: "A blue sapphire?"

Outcome: "No, I can't afford sapphires."

Attempt: "A bluebird is blue, but she likes them in trees."

Outcome: "Right!"

Attempt: "Some blue grapes?"

Outcome: "Yes, that is good. Now I have apples, pears, bananas, and grapes."

Ending: The little girl put the fruit into a basket she had and gave the lovely present to her mother.

Adjusting the Rate of Reading:

Discuss Episodes 2 through 5 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What pattern did they use when they were looking for the present?

How did they decide upon this gift? What criterion did they use?

Did they accomplish their goal?

What was the present for mother at the end of the story?

Who do you think was smarter -- the rabbit or the girl? What information can you use to support your answer?

Do you think the rabbit and the girl will meet again? Why do you think so?

Lesson 2**The Little Engine That Could**
by Watty Piper

The little engine does not make excuses when asked to help a broken engine. She hitches herself to the train, begins to tug and pull, and encourages herself with the familiar words, "I think I can, I think I can, ..., I think I can."

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read the first four pages.

SETTING:

A little train carrying toys and treats for the boys and girls who live on the other side of the mountain.

EPISODE 1:

Beginning: All of a sudden the wheels on the train wouldn't turn.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is riding the train?

Where is the train going and why is it going there?

What is the problem with the train?

Establishing the Purpose for Reading:

How do you think they will get over the mountain?

Observing the Reading:

Have the students read the next two pages.

Reaction: What will the children do on the other side of the mountain?

Goal: Flag down the next train engine and have it pull us over the mountain.

Attempt: A shiny new train engine came along and the toys and dolls asked him to help pull them over the mountain.

Adjusting the Rate of Reading:

Discuss the Reaction, Goal and Attempt in Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How were the toys and dolls going to try to solve their problem?

Who did they ask to help them over the mountain?

Establishing the Purpose for Reading:

Do you think the new train engine will help? Why or why not?

Observing the Reading:

Have the students read the next eight pages.

Outcome: The shiny new engine said, "I'm a passenger train engine and I'm too important to pull the likes of you," and then he left.

Ending: Everything that follows is the ending to Episode 1.

EPISODE 2:

- Beginning:** The toys and dolls were sad.
- Reaction:** The clown said, "The passenger engine is not the only one in the world."
- Goal:** Flag down the next train engine and have it pull us over the mountains.
- Attempt:** A big strong freight engine came along and the toys and dolls asked him to pull them over the mountain.
- Outcome:** The freight engine said, "I'm very important and I won't pull the likes of you over the mountain," and then he left.
- Ending:** Everything that follows is the ending to Episode 2.

EPISODE 3:

- Beginning:** The toys and the dolls were sad.
- Reaction:** The clown said, "The freight train engine is not the only engine in the world."
- Goal:** Flag down the next train engine to help us over the mountain.
- Attempt:** A dingy rusty old train engine came along and the toys and dolls asked if he would take them over the mountain.
- Outcome:** The old train said, "I'm so tired and I need my rest. I cannot pull your train over the mountain," and then he left.
- Ending:** Everything that follows is the ending to Episode 3.

EPISODE 4:

- Beginning:** The toys and dolls were very sad and began to cry.
- Reaction:** "Here comes another little engine. Maybe she will pull us over the mountain," said the clown.
- Goal:** Flag down the little blue engine and ask her to pull us over the mountain.
- Attempt:** The toys and the dolls asked the little blue engine to pull them over the mountain.

Adjusting the Rate of Reading:

Discuss the remainder of Episode 1 and Episodes 2 through 4.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why wouldn't the new engine help the toys and dolls?

Do you think the freight train was mean? Where in the book do you think it shows you that he was or wasn't mean?

Do you really think the old engine could not help. What makes you think so?

Establishing the Purpose for Reading:

Do you think the little engine will help?

What do you think will happen next?

Observing the Reading:

Have the student read through the end of the book.

Outcome: The little blue engine had never been over the mountains before but she was willing to try. As she went, she kept encouraging herself by saying "I think I can."

Ending: She pulled the train over the mountain and delivered all the toys and goodies to all the boys and girls.

Adjusting the Rate of Reading:

Discuss the Outcome of Episode 4 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Do you think the little engine was afraid as she went over the mountain?
Why do you think she would be afraid?

Was the little engine courageous? Where do you think the book shows this?

Do you think people need to encourage themselves by saying "I think I can?" Why?

Lesson 3**Caps For Sale**
by Esphyr Slobodkina

A cap peddler takes a nap under a tree, only to discover when he wakes up that his caps are all gone. When he looks up at the tree, he sees countless monkeys, each wearing a cap and grinning with glee. He must figure out how to retrieve his caps.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read the first two pages.

SETTING:

A peddler in a small village is carrying his wares on his head. His wares were caps. He had his own checked cap, grey caps, brown caps, blue caps, and red caps. He would walk down the street holding himself very straight and call out "Caps! Caps for sale! Fifty cents a cap!"

Adjusting the Rate of Reading:

Discuss the Setting of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is the main character in this story?

What is his job?

How is this peddler different from other peddlers?

Establishing the Purpose for Reading:

What do you think will happen to his caps?

Observing the Reading:

Have the students read the next two pages.

EPISODE 1:

Beginning: Nobody wanted to buy the peddler's caps. This left him with no money and he began to get hungry.

Reaction: He decided to take a walk in the country. He became tired and decided to take a rest. He sat under a tree and fell asleep.

Ending: Everything that follows is the ending to Episode 1.

Adjusting the Rate of Reading:

Discuss the Beginning and Reaction of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why did the peddler leave the village?

Do you think he was going to sell caps in the country. Why do you think so?

Do you think he should have stopped for a rest under the tree?

Establishing the Purpose for Reading:

What do you think will happen next?

Observing the Reading:

Have the students read the next seven pages.

EPISODE 2:

Beginning: The peddler awoke from his nap and checked for his caps. The only cap on his head was his own.

Reaction: He looked everywhere for his caps. Then he looked up in the tree and saw monkeys wearing his caps.

Adjusting the Rate of Reading:

Discuss the Beginning and Reaction of Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What had happened during his nap?

Why did the monkeys take his caps?

Establishing the Purpose for Reading:

How do you think the peddler will get his caps back?

Observing the Reading:

Have the students read the next five pages.

Goal: The peddler wants to get his caps back.

Attempt: The peddler spoke to the monkeys and shook his finger at them.

Outcome: The monkeys only shook their fingers, too.

Attempt: The peddler spoke to them and shook his hands at them.

Outcome: The monkeys only shook their hands, too.

Attempt: The peddler spoke to them and stomped his foot at them.

Outcome: The monkeys only stomped their feet, too.

Attempt: The peddler shouted to them and stamped both his feet.

Outcome: The monkeys only stamped both their feet, too.

Adjusting the Rate of Reading:

Discuss the Goal and all of the Attempts and Outcomes of Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What is the peddler trying to accomplish?

Why can't he get his caps back?

Do you think the monkeys understand what he wants? Why do you think that?

Establishing the Purpose for Reading:

What do you think the peddler will try next?

Observing the Reading:

Have the students read through the end of the book.

Attempt: In anger, the peddler threw his own cap on the ground and walked away.

Outcome: The monkeys threw their caps on the ground, too.

Ending: The peddler picked up his hats, stacked them on his head and walked slowly back to town calling "Caps! Caps for sale! Fifty cents a cap!"

Adjusting the Rate of Reading:

Discuss the final Attempt, its Outcome, and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did the peddler get his caps back?

Do you think the peddler was smart? Why?

Do you think he will take a rest under a tree again?

What might he do the next time he wants a rest?

Do you think people will buy his caps now? Support your answer.

Lesson 4**The Biggest Bear**
by Lynd Ward

Johnny goes hunting and brings home a cuddly bear cub. Its size and appetite grow to immense proportions, causing Johnny's family and neighbors to become upset. Johnny has a problem getting rid of the bear.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read through page 4.

SETTING:

Johnny Orchard was a young boy who lived with his parents and grandfather on a farm close to the woods.

EPISODE 1:

Beginning: Whenever Johnny walked to town, he saw bear skins on everyone else's barns, but there had never been a bear skin on his barn.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Where does this story take place?

Who is the main character in this story?

Establishing the Purpose for Reading:

What do you think Johnny is going to do?

Observing the Reading:

Have the students read through page 12.

Reaction: Johnny felt humiliated because his grandfather had seen a bear once and had run away, while other men had shot many bears.

Goal: Johnny set out to shoot the biggest bear.

Ending: Everything that follows is the ending to Episode 1.

Adjusting the Rate of Reading:

Discuss the Reaction and Goal of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did Johnny feel when he saw a bear skin on someone else's barn?

Why did he feel humiliated?

What was Johnny setting out to do?

Establishing the Purpose for Reading:

What do you think will happen to Johnny?

Observing the Reading:

Have the students read through page 22.

EPISODE 2:

Beginning: Johnny walked into the woods and saw something move behind a stump. It was a bear cub.

Reaction: The bear cub seemed hungry so Johnny fed it some maple sugar. Johnny took the bear home and surprised his family.

Goal: Johnny wanted to keep the bear cub and feed it.

Ending: Everything that follows is the ending to Episode 2.

Adjusting the Rate of Reading:

Discuss Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What did Johnny find in the woods?

Do you think Johnny will keep the bear? Why do you think so?

Establishing the Purpose for Reading:

What do you think will happen next?

Observing the Reading:

Have the students read through page 48.

EPISODE 3:

Beginning: The bear drank the milk meant for the calves, ate the mash meant for the chickens, apples in the orchard, pancakes from breakfast, maple sugar from Johnny, anything in Ma's kitchen, corn in the neighbor's field, meat in the neighbor's smokehouse, sap out of the buckets on the maple trees, and the neighbor's supply of maple syrup. Johnny's bear ate a great amount of food and had grown to a tremendous size.

Reaction: The neighbors complained to Johnny's father about the bear.

Goal: Johnny had to return the bear to the woods.

Adjusting the Rate of Reading:

Discuss the Beginning, Reaction and Goal of Episode 3.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why couldn't Johnny keep the bear?

What will Johnny have to do now with his bear?

Establishing the Purpose for Reading:

Do you think it will be easy for Johnny to take his bear back to the woods?
Why or why not?

Observing the Reading:

Have the students read through page 62.

Attempt: Johnny took the bear to a raspberry patch four miles from home and told the bear to stay in the woods.

Outcome: The next morning the bear was back at the farm.

Attempt: Johnny led the bear to a blueberry bluff and left the bear eating blueberries.

Outcome: Two days later the bear was back at the farm.

Attempt: Johnny took the bear by boat to an island and left the bear again.

Outcome: The next day the bear was back at the farm.

Adjusting the Rate of Reading:

Discuss the Attempts and Outcomes of Episode 3.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did Johnny try to return his bear to the woods?

What happened each time?

Why do you think the bear would not stay in the woods?

Establishing the Purpose for Reading:

What will Johnny do next?

Observing the Reading:

Have the students read through the end of the book.

- Attempt: Johnny and his father decide that there is only one way to get rid of the bear and Johnny decides that he must do it. Johnny led the bear into the woods and loaded his gun.
- Outcome: The bear started running with Johnny in tow. He ran into a little log house and the door shut. They were trapped. The bear was happily eating the bait, a piece of maple sugar.
- Ending: Some men approached the trap and were surprised to see Johnny inside, too. The men were from the zoo and wanted to have Johnny's bear. Johnny could visit the zoo anytime he wanted and bring maple sugar for his bear.

Adjusting the Rate of Reading:

Discuss the final Attempt and Outcome of Episode 3 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What was Johnny going to do with his bear?

What saved the bear's life?

Do you think Johnny was happy that his bear was taken to the zoo? Why do you think so?

Do you think Johnny will feel humiliated when he sees a bear skin on someone else's barn? Why or why not?

Lesson 5**Corduroy**
by Don Freeman

A teddy bear searches through a department store for his missing button in hopes that someone will buy him if he looks new. A little girl likes Corduroy just the way he is and buys him with her piggy-bank savings.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read through page 7.

SETTING:

A little bear sits on a shelf in a department store waiting to be taken home.

EPISODE 1:

Beginning: A little girl was shopping with her mother and saw Corduroy and wanted him.

Reaction: Her mother said, "No, we've spent too much money and he's even missing a button." So they left and went home.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning and Reaction of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is Corduroy?

What does Corduroy want?

Why couldn't the girl buy him?

How do you think Corduroy felt?

Establishing the Purpose for Reading:

What do you think might happen next?

Observing the Reading:

Have the students read through page 17.

Goal: Corduroy is going to find his lost button so someone will want to take him home with them.

Attempt: During the night Corduroy searches on the floor for his button. He finds himself on an escalator and ends up in the furniture department. He finds a button on a mattress and tries to pull it off.

Adjusting the Rate of Reading:

Discuss the Goal and Attempt of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What was Corduroy trying to accomplish?

What would Corduroy do with a button if he found one?

Establishing the Purpose for Reading:

Do you think Corduroy will find a button?

Observing the Reading:

Have the students read through page 25.

Outcome: When Corduroy pulled off the button, he came down with a crash. The night watchman came and found Corduroy and carried him back to his shelf. There, Corduroy went to sleep.

Adjusting the Rate of Reading:

Discuss the Outcome of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Did Corduroy get a button?

Do you think he will try again?

Establishing the Purpose for Reading:

What do you think might happen next?

Observing the Reading:

Have the students read through the end of the book.

Ending: In the morning, Corduroy saw the same little girl he had seen the day before. She had come to buy him with her own money. She took him home and gave him a new button. Even though she liked him just the way he was, she thought he would be more comfortable. Corduroy and the little girl became friends.

Adjusting the Rate of Reading:

Discuss the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Where will Corduroy sleep in his new home? How do you know?

Did the little girl care about his missing button?

Do you think Corduroy is happy? Can you support your answer?

Lesson 6**Blueberries for Sal**
by Robert McCloskey

A little girl and a bear cub wander away from their blueberry-picking mothers, and each mistakes the other's mother for its own. The mothers discover the mix up and search to find their own young.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read through page 23.

SETTING:

Sal and her mother went to pick blueberries on Blueberry Hill so they could can blueberries for the winter.

EPISODE 1:

Beginning: Sal and her mother were picking blueberries and Sal had eaten all her blueberries. She then began to follow behind her mother and took a handful of berries out of her mother's pail to eat.

Reaction: Mother told Sal to pick her own berries. So Sal sat by a bush and started eating blueberries.

Ending: Everything that follows is the ending to Episode 1.

EPISODE 2:

Beginning: On the other side of the hill, a mother bear and her cub were eating blueberries in order to store up food for the winter. Little Bear tried to follow Mother Bear, but he would always have to run to catch up.

Reaction: Soon Little Bear's feet were tired, so he sat in a clump of berry bushes and started eating.

Ending: Everything that follows is the ending to Episode 2.

Adjusting the Rate of Reading:

Discuss Episodes 1 and 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why did Sal and her mother come to pick blueberries?

Why did Little Bear and his mother come to eat blueberries?

Was Sal helping pick blueberries? Can you support your answer?

Establishing the Purpose for Reading:

What do you think will happen next?

Observing the Reading:

Have the students read through page 39.

EPISODE 3:

Beginning: Sal had eaten all the berries near her.

Reaction: She now noticed her mother was not nearby.

Goal: She set out to find her mother.

Attempt: She heard a noise from around a rock and thought it was her mother.

Outcome: But it was just a family of crows.

Attempt: She then heard a noise in the bushes and thought it was her mother.

Outcome: It was Mother Bear, but Sal thought it was her own mother so she followed the bear.

Ending: Everything that follows is the ending to Episode 3.

EPISODE 4:

Beginning: Little Bear had eaten all the berries near him.

Reaction: He noticed that his mother was not nearby.

Goal: He set out to find his mother.

Attempt: He heard a noise over a stump and thought it was his mother.

Outcome: It was just a family of partridges.

Attempt: He heard a noise in the bushes and thought it was his mother.

Outcome: It was Sal's mother, but Little Bear thought it was his own mother so he followed her.

Ending: Everything that follows is the ending to Episode 4.

Adjusting the Rate of Reading:

Discuss Episodes 3 and 4.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did Sal get separated from her mother?

How did Little Bear get separated from his mother?

Why are they following the wrong mother?

Establishing the Purpose for Reading:

Do you think the mothers will notice? What will the mothers do if they notice?

Observing the Reading:

Have the students read through the end of the book.

EPISODE 5:

- Beginning:** Sal was following mother bear and was putting blueberries in her pail which made the sound 'kuplink'.
- Reaction:** Mother bear turned around to investigate what made the noise. Who she saw was not Little Bear so she walked off to find her cub.
- Ending:** Everything that follows is the ending to Episode 5.

EPISODE 6:

- Beginning:** Little Bear was following Sal's mother and took two mouthfuls of berries out of Sal's mother's pail of blueberries.
- Reaction:** Sal's mother turned around and who she saw was not Sal so she walked off to find Sal.
- Goal:** Sal's mother was searching for Sal and Mother Bear was searching for Little Bear.
- Attempt:** Sal's mother heard a 'kuplink' and she knew what made that sound.
- Outcome:** She found Sal.
- Attempt:** Mother Bear heard a hustling sound that stopped to swallow and she knew what made that sound.
- Outcome:** Mother Bear found Little Bear.
- Ending:** Mother Bear and Little Bear went home down one side of the hill eating blueberries to store up food for winter. Mother and Sal went home down the other side of the hill picking berries to store up for the winter.

Adjusting the Rate of Reading:

Discuss Episode 5, Episode 6 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did they get back to their proper mothers?

Were Sal and Little Bear afraid? Can you support your answer?

Do you think both families got enough blueberries for the winter?

Do you think they will be afraid to pick blueberries on Blueberry Hill again?
Why do you think so?

Lesson 7**Millions of Cats**
by Wanda Gag

An old man gets his lonely wife the prettiest cat when he chooses from millions of cats.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title, allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read the first two pages.

SETTING:

A very old man and a very old woman live in a nice clean house surrounded by flowers.

EPISODE 1:

Beginning: The couple was not happy because they were lonely.

Reaction: "If only I had a cat," said the old woman. "I'll get you a cat," said the old man.

Ending: Everything that follows is the ending to Episode 1.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning and Reaction of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who are the main characters?

Where do they live?

Why aren't they happy?

Establishing the Purpose for Reading:

Where do you think the old man went to get a cat?

Observing the Reading:

Have the students read the next seven pages.

EPISODE 2:

Beginning: The old man sets out to look for a cat.

Reaction: He walks for a long time and comes to a hill covered with cats.

Goal: He tries to choose the prettiest cat.

Attempt: He chose a white cat and then a black and white cat and then a grey cat and then another and another and ...

Outcome: Before he knew it, he had chosen all the cats.

Ending: Everything that follows is the ending to Episode 2.

Adjusting the Rate of Reading:

Discuss Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Where did the old man go to get a cat?

How did he decide upon a cat?

Establishing the Purpose for Reading:

What do you think the old woman will think of his choice of cats?

Observing the Reading:

Have the students read the next 10 pages.

EPISODE 3:

Beginning: The old man started for home so he could show the cats to the old woman.

Reaction: They walked a long way and the cats became thirsty.

Goal: He needed to get the cats a drink.

Attempt: They came upon a pond and each cat took one sip of the water.

Outcome: The pond was emptied.

Reaction: Now the cats were hungry.

Goal: He needed to find the cats some food.

Attempt: They came to hills covered with grass and each cat took a mouthful of grass.

Outcome: The hills were left barren.

Ending: Everything that follows is the ending to Episode 3.

EPISODE 4:

Beginning: The old woman saw the old man and the cats coming and exclaimed, "What are you doing? We can't keep them all!"

Reaction: The old man had never thought of that. Now he didn't know what to do.

Goal: The old woman decided to let the cats decide which one was the prettiest and should stay.

Attempt: Each cat claimed that it was the prettiest and soon they all began to quarrel. They bit and clawed each other and made so much noise that the old man and woman went inside the house.

Outcome: The noise finally stopped. The old man and woman looked out their window and could not see a single cat.

Ending: Everything that follows is the ending to Episode 4.

Adjusting the Rate of Reading:

Discuss Episodes 3 and 4.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What happened when the cats became thirsty and hungry?

What did the old woman think of the cats?

Could they have fed the cats? Can you support your answer?

How did they try to decide upon the one cat that they should keep? What did the cats start to do?

Establishing the Purpose for Reading:

Where did all the cat go? What do you think will happen next?

Observing the Reading:

Have the students read through the end of the book.

EPISODE 5:

Beginning: The old woman concluded that the cats must have eaten each other, since none could be seen. But there was one little thin and scraggly kitten hiding in the bushes. This kitten didn't think of himself as pretty so the other cats left him alone.

Reaction: The old woman and the old man took the cat into the house and gave him a bath, brushed him, and fed him plenty of milk.

Ending: Soon the old woman and the old man had a plump pretty cat.

Adjusting the Rate of Reading:

Discuss Episode 5 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why was one cat left hiding in the bushes?

Did they have the prettiest cat in the world?

Do you think they would have been happy with any cat? Can you support your answer?

Lesson 8**Sam**
by Ann H. Scott

Sam wants to play with someone. Sam's mother, father, brother and sister continually tell him "Don't touch! Go away!" Sam begins to cry and the family finds a job that's just right for Sam to do.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read the first page.

SETTING:

A little boy named Sam lived with his father, mother, older brother, and sister.

EPISODE 1:

Beginning: Sam wanted to play with someone and everyone was busy.

Reaction: No one wanted to play with Sam.

Goal: Sam was going to try to play with someone.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning, Reaction and Goal of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is the main character in this story?

How old do you think Sam is?

What does he want to do?

Why won't anyone play with him?

Establishing the Purpose for Reading:

What do you think Sam will do next?

Observing the Reading:

Have the students read the next two pages.

Attempt: Sam went into the kitchen where his mother was making an apple pie. Sam picked up a knife.

Outcome: Mother told Sam not to touch the knife and to go outside and play.

Adjusting the Rate of Reading:

Discuss the first Attempt and Outcome of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What was Sam's mother doing?

Why wasn't Sam allowed to use the knife?

Establishing the Purpose for Reading:

What do you think Sam will try now?

Observing the Reading:

Have the students read the next two pages.

Attempt: Sam went outside on the porch to watch his brother read. Sam picked up one of the books and started to turn the pages.

Outcome: His brother told him not to touch his books and suggested that he go inside and play.

Adjusting the Rate of Reading:

Discuss the second Attempt and Outcome of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why wouldn't Sam's brother let him use the books?

How do you think Sam is feeling?

Establishing the Purpose for Reading:

What do you think Sam will do now?

Observing the Reading:

Have the students read the next three pages.

Attempt: Sam went into the living room where his sister was making paper dolls. Sam picked up one of her dolls and waved its hand.

Outcome: His sister told him not to touch her dolls and suggested he find someone else to play with.

Adjusting the Rate of Reading:

Discuss the third Attempt and Outcome of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why couldn't he play with his sister?

Was Sam trying to ruin the dolls? How do you know?

Establishing the Purpose for Reading:

Who do you think Sam will try to play with next? Do you think anyone will play with him?

Observing the Reading:

Have the students read the next two pages.

Attempt: Sam went over to the desk where his father sat reading the newspaper. Sam pushed a key on the typewriter.

Outcome: Sam's father told him not to touch the typewriter and suggested that Sam go find his mother. Then Sam broke into tears and cried.

Adjusting the Rate of Reading:

Discuss the final Attempt and Outcome of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why was he not allowed to play on the typewriter?

How do you think Sam feels now?

Establishing the Purpose for Reading:

What do you think Sam's family will do next?

Observing the Reading:

Have the students read through the end of the book.

Ending: Everybody in Sam's family came in to find him. They had an idea what was bothering him and tried to comfort him. Mother rocked him for a while and then she asked for his help in the kitchen. She gave him a stool, a bib, and some pie dough. Sam's job was to make a raspberry tart. Everyone agreed that Sam was just the right size for the job.

Adjusting the Rate of Reading:

Discuss the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did Sam's family know what was wrong with Sam? Can you support your answer?

What did they do to comfort Sam?

Was everyone happy about Sam making the tart? Why do you think so?

Lesson 9**Maxie**
by Mildred Kantrowitz

A woman feels no one needs her. When she fails to follow her daily routines, her neighbors become concerned and visit her apartment. Maxie realizes that she really is important to others.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read the first nine pages.

SETTING:

Maxie lives with her cat and bird on the top floor of an old brownstone on Orange Street.

EPISODE 1:

Beginning: Every day was the same for Maxie. Each morning at 7:00, she raised the shades on her three front windows. At 7:10, her orange cat would jump onto the windowsill. At 7:20, she would raise the shade on her back window, uncover her bird cage and have the bird's water dish filled by 7:22. At 8:15, she would open her squeaky door and walk down four flights of stairs in her slapping slippers to get her milk. She would always try to hold the door open with one foot while she reached for the milk, but it always banged shut and locked behind her. At 8:20, she would ring the superintendent's bell so he would let her back in. At 8:45, her tea kettle would whistle and she would let it whistle for one full minute. Dogs howled and babies cried, but it always stopped at 8:46. At 9:00, Maxie walked downstairs for the second time, put her pail of garbage out, and waited for the mailman. After she received her mail she would climb the four flights of stairs and close her squeaky door. Each afternoon at 1:05, she moved her bird to a shady window and the cat moved up into a sunny windowsill.

Adjusting the Rate of Reading:

Discuss the Setting and the Beginning of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is the main character in this story?

Where does she live?

What are two things she does everyday?

Do you think she is happy? Can you support your answer?

Establishing the Purpose for Reading:

What do you think will happen next?

Observing the Reading:

Have the students read the next page.

Reaction: Maxie observed that her cat didn't need anyone and no one really needed him, but the cat didn't care. But Maxie did care to be needed. She was not a cat, but she figured she might as well be. So with that thought she went to bed.

Ending: Everything that follows is the ending to Episode 1.

Adjusting the Rate of Reading:

Discuss the Reaction of Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How was Maxie comparing herself to her cat?

How was she feeling?

Establishing the Purpose for Reading:

What do you think will happen on the next day?

Observing the Reading:

Have the students read the next four pages.

EPISODE 2:

Beginning: The next morning at 7:00, the shades were still down. At 7:10, her cat was still asleep on her bed. At 7:30, there were no sweet warbling sounds and no one heard her walk down the stairs. Maxie's tea kettle sat empty in silence. At 9:00, the mailman came and waited for Maxie to come downstairs.

Reaction: Maxie never came downstairs, so the mailman took her mail to her door.

Goal: The mailman wanted to find out what was wrong with Maxie.

Attempt: He knocked at the door and there was no sign of Maxie. Some of Maxie's neighbors started to line up outside her door. By 9:17, there were seventeen people, three dogs, and two cats all waiting for Maxie to open her door.

Adjusting the Rate of Reading:

Discuss the Beginning, Reaction, Goal and Attempt of Episode 2.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What happened the next day?

What do you think was wrong with Maxie?

Why were all these people outside her door?

Establishing the Purpose for Reading:

How will these people find out about Maxie?

Observing the Reading:

Have the students read through the end of the book.

Attempt: When Maxie didn't come to the door, the people went in and found Maxie in bed. Someone called the doctor and by the time he arrived there were forty two adults and eleven children in Maxie's living room.

Outcome: The doctor reported that Maxie was lonely and didn't feel needed. Everyone started sharing with Maxie how she or something she did was their alarm clock. Many people overslept because she did not get up that morning. After they had all talked, they decided that there were about 400 people who needed Maxie, or who needed someone else who needed Maxie, everyday.

Ending: Maxie got out of bed and made five pots of tea. She thought about the number of people who were touched by her sounds. By 9:45 that morning, everyone was served tea and they all were happy.

Adjusting the Rate of Reading:

Discuss the final Attempt and Outcome of Episode 2 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Why didn't Maxie get out of bed in the morning?

What did the people need from Maxie?

What do you think Maxie will do tomorrow morning?

Do you think it's a good idea to have other people be your alarm clock?
Why or why not?

Lesson 10**The Little House**
by Virginia Lee Burton

A small country house is being encroached on by the growing city. The house is saved when a couple moves her out of the city and back to the country where she is cared for once again.

Establishing the Purpose for Reading:

Have the students look at the cover of the book and read the title. Allow them to verbalize their predictions of what this book might be about.

Observing the Reading:

Have the students read through page 12.

SETTING:

A well-built little house that could not be sold for silver or gold was sitting happily in the country with her builder's family living inside. She sat happily on the hill and watched the seasons change and the children play and grow. But she was always curious about the city in the distance that seemed to get brighter and closer as the years went by.

Adjusting the Rate of Reading:

Discuss the Setting of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

Who is the main character in this story?

Where is the Little House?

What year do you think it is when this story starts? Why do you think so?

Establishing the Purpose for Reading:

What do you think will happen to the Little House?

Observing the Reading:

Have the students read through page 16.

EPISODE 1:

Beginning: One day cars started coming down the country road and soon they paved a road through the countryside.

Reaction: The Little House just watched as the countryside started filling up with trucks, automobiles and small houses. Everything seemed to be moving faster to the Little House.

Ending: Everything that follows is the ending to Episode 1.

Adjusting the Rate of Reading:

Discuss Episode 1.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What is starting to happen to the countryside?

Do you think the changes bother the Little House?

Establishing the Purpose for Reading:

What do you think will happen to the Little House?

Observing the Reading:

Have the students read through page 31.

EPISODE 2:

Beginning: More roads were built and big apartment buildings were being built all around the Little House. Now no one wanted to live inside her, so she just had to sit empty and watch.

Reaction: There was no more peace and quiet at night. The Little House missed the fields of daisies and apple trees in the moonlight.

EPISODE 3:

Beginning: Soon the trolley cars came and everyone seemed to always be in a hurry. When the elevated train came, the air became filled with dust and smoke.

Reaction: The Little House shook from the noise of the train. She could no longer tell when the seasons changed.

EPISODE 4:

Beginning: A subway was built underneath the Little House. She could feel it even though she couldn't see it. Then they tore down the apartment buildings and put in twenty five and thirty five story buildings right next to the Little House.

Reaction: The Little House only saw the sun at noon, and she didn't like it. She often dreamed of the country. The Little House was lonely and sad. She was dirty and broken on the outside, but she was still a good house underneath.

Adjusting the Rate of Reading:

Discuss Episodes 2, 3, and 4.

Developing Comprehension:

Were your predictions correct? Where can you show us?

What has happened to the Little House?

How does the Little House feel?

What do you think the Little House would like? Can you support your answers?

Establishing the Purpose for Reading:

Do you think the Little House will ever be happy again? How?

Observing the Reading:

Have the students read through the end of the book.

EPISODE 5:

Beginning: One Spring day, a great-great-granddaughter of the builder of the Little House stopped to look at the house. She said it looked just like the house her grandmother had grown up in, except that house had been in the country.

Reaction: She soon found out that it was the very same house. The Little House was still in good shape so she and her husband moved the Little House out of the city and put her in the countryside once again. They began to fix the Little House up again.

Ending: As the Little House settled into her new home, she smiled happily, for once again she could watch the seasons change and knew that she would be well taken care of. Never again would she be curious about or want to live in the city.

Adjusting the Rate of Reading:

Discuss Episode 5 and the Ending of the story.

Developing Comprehension:

Were your predictions correct? Where can you show us?

How did the Little House get back to the countryside again?

Do you think the Little House is happy?

Do you think the city will ever grow around her again? Why or why not?

CHAPTER FIVE

Summary, Conclusions and Recommendations

Summary

Researchers and educators alike are concerned with reading comprehension and the practical application of beneficial research in the classroom. This project provides an example of how reading comprehension can be improved through the application of story grammar research. A review of the literature regarding story grammar research has been conducted in order to describe the history and definition of story grammar and examine its relationship to reading comprehension. The applicability of story grammar in the classroom has been investigated for the past decade and the majority of results have indicated a positive effect toward improved student reading comprehension. A review of the literature concerning Directed Reading Thinking Activity (DRTA) as a lesson design for the incorporation of story grammar research was also conducted. The DRTA lesson format has also proven effective in the classroom and has been successfully implemented. This project provides examples of how the DRTA lesson format can be combined with story grammar for various narrative books. The lessons provided are to be used with primary grade students and have been developed to provide greater overall reading comprehension of their associated stories than a traditional approach to discussion and questioning would typically provide.

Results and Conclusions

Many research studies have been conducted to investigate how reading comprehension is actually taught, and to subsequently develop methods of improving the actual instruction of comprehension. Results indicate that teachers have been assessing, rather than teaching, reading comprehension.

Story grammar is a rule system devised for the purpose of describing the regularities found in one kind of text -- the narrative. Research indicates that people have a basic internal understanding of the elements which constitute a story. Teachers should use this fact to their advantage when teaching reading comprehension, in order to encourage their students to use their own knowledge of a story's structure to come to an understanding of that story. Research has also shown a positive increase in student reading comprehension when instructed in the use of story grammar. Story grammar helps students to understand and remember the story by anticipating and recalling its structural elements (Gersten & Dimino, 1989; Cunningham & Foster, 1978). Story grammar also provides teachers with a structure upon which to build story questions. When comprehension questions are related to the grammar of a story, students are better able to internalize the story's structure, typically resulting in better overall reading comprehension (Sadow, 1982). When a teacher structures the lesson and asks questions reflecting the story's grammar, student's are more likely to comprehend the text.

DRTA effectively structures a lesson in order to increase reading comprehension and develop critical thinking skills in students (Haggard, 1988). This is accomplished by allowing students to examine, hypothesize, find proof, suspend judgement and make decisions about the text they are reading (Stauffer, 1969). The DRTA model has been shown to be an effective tool that

has been used in classrooms for many years (Nessel, 1987). By following the lesson guidelines in a DRTA format, students will be more motivated to read and will naturally develop an internal desire to comprehend the text.

Story grammar and DRTA can be incorporated together easily and effectively in reading comprehension instruction for narrative books (Widomski, 1983). By utilizing reading lessons that combine the DRTA format with discussion and questions based on story grammar, a student will better develop the ability to comprehend with greater depth and understanding.

Recommendations

Since teachers often use the DRTA model as part of their reading instructions, it is important that they be made aware of the benefits of adding the components of story grammar to their questions and discussions. It would be beneficial for future research to be done in the specific area of combining DRTA and story grammar in order to further demonstrate their combined effectiveness at improving reading comprehension. Furthermore, the research results should be effectively communicated to the classroom teacher. As a great amount of prior research has already been conducted on story grammar, yet actual application in the classroom remains lacking.

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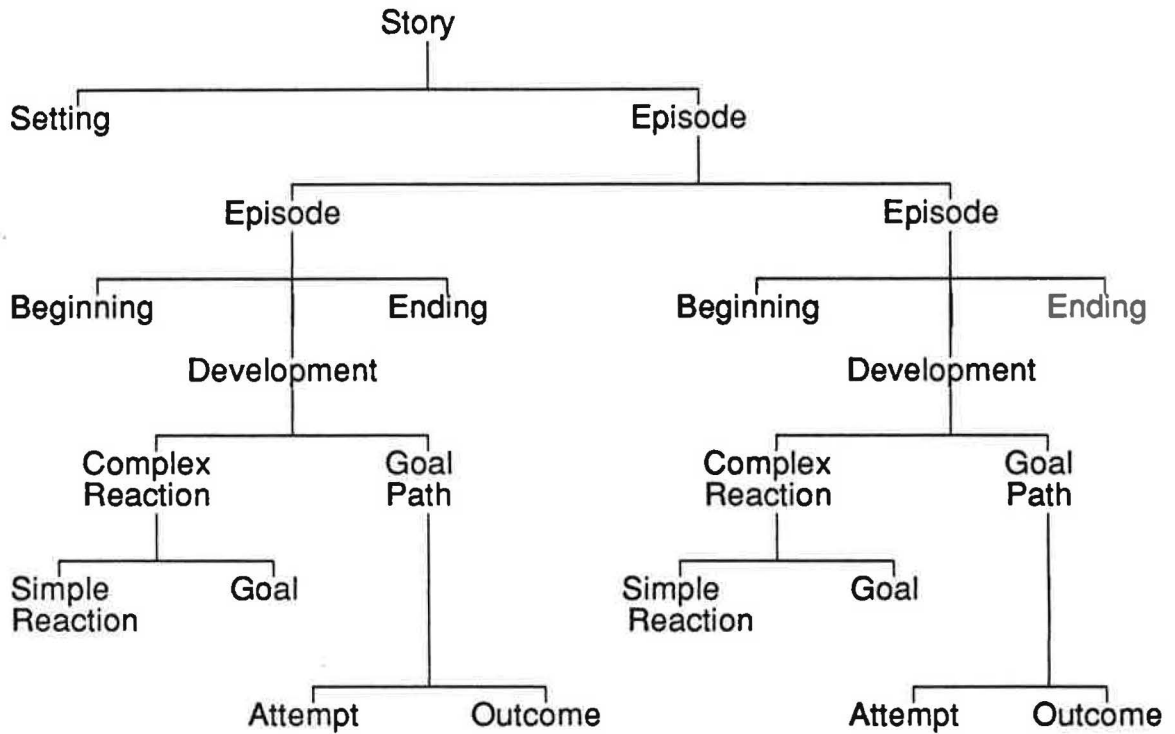
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APPENDIX A

Mandler and Johnson Story Grammar Model (A story with two episodes)



APPENDIX B

Narrative Text Selected for the Project

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