

# Meaningful Messages

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## Improving Comprehension Instruction, 2002

“...skilled readers use a wide array of strategies suited to meeting their purposes for reading. One of the most frequently noted is use of text structure. Successful readers are aware of differences between narrative structures and expository structures, and they use this knowledge to guide and monitor their comprehension” (p. 325).

## Improving Comprehension Instruction, 2002

“Expository genres are written to inform readers about new ideas and information, and the patterns in which authors organize their ideas (for example, cause and effect, comparison and contrast) differ depending on their purpose and content domain” (p. 325).

# Improving Comprehension Instruction, 2002

“Stories are organized into sequences of events in which the main characters pursue goals and overcome obstacles. Comprehending stories involves understanding characters’ motives and identifying a theme that relates to recurring experiences in people’s lives” (p. 325).

# [ Text Structures ]

- Narrative elements
  - character
  - plot
  - setting
  - theme
  - Style/structure
  - point of view

# Character (Nodelman, 1992)

- Consistency of motivations
- Realistic
- Search for matches between characters actions and our assumptions about human behavior

# Plot (Nodelman, 1992)

- Sequence of events that make up the story
- Chain of suspense
- Readers build a repertoire of anticipated plot patterns

# [ Important Elements of Story ]

- Characters usually change.
- Tension has to build.
- Who the character is is determined by the decisions he/she makes at points of conflict.
- The ending is the beginning.

# Story

Immediate Fiction by Jerry Cleaver

Want + Obstacle = Conflict

Conflict-Action-Resolution =  
Story

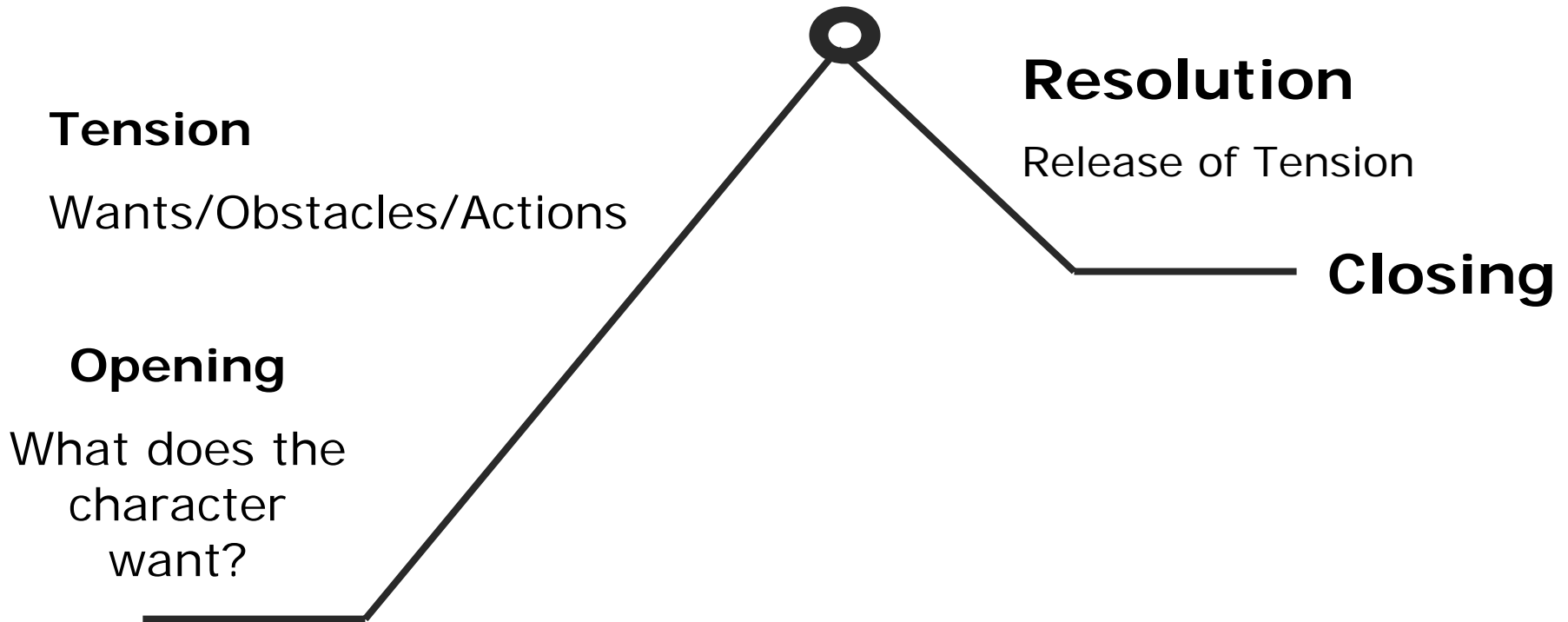
Emotion

Showing vs. Telling

# Understanding Story

(Shared by Tina Henry, OSU)

## The Turning Point



# Supporting the First Reading of a New Text

“The more we give in the way of ‘gifts’ (like meaning and structure during book orientation), the more the child will give us in the way of problem-solving on the run, integrating all cueing sources effectively and efficiently”

Keeping the Processing Easy at Higher Levels of Text Reading, P. Kelly and J. Neal

# [ Tiger, Tiger ]

## Opening

Tiger, Mother Monkey, Baby Monkey all asleep-character tension

## Conflict/Tension

Baby wakes up and *wants* to eat

*Obstacle*-mother is asleep

*Action*-baby comes down to get food

*Obstacle*-tiger wakes up and is hungry

*Action*-mother wakes up and screams

*Obstacle*-tiger is coming

## Turning Point

Mother reaches baby.

## Resolution

Baby Monkey is up in the tree.

## Closing

Baby Monkey is safe.

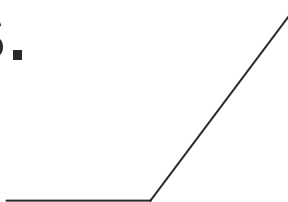
# [ Tiger, Tiger ]

In this story, a baby monkey is hungry and wants something to eat. When mother monkey doesn't wake up to feed him, baby monkey decides to try and find some food. Let's see what danger gets in the way of baby monkey getting some food.

Character-wants-1<sup>st</sup> obstacle-inferred  
obstacle

# [ Tiger, Tiger ]

This is a story about a baby monkey who wakes up and wants something to eat. When mother monkey doesn't wake up, baby monkey goes to find some food. A hungry tiger wakes up and sees baby monkey. Let's see what happens.



# [ Tiger, Tiger ]

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This is a story about a baby monkey who wants some food but he meets up with a tiger who's hungry too. What do you think might happen?

# Connecting, Rodgers & Rodgers, 2004


- What is my topic?
- Who am I writing for?
- Why am I writing this?
- What do I know about my topic?


# Telling Stories and Writing


- Think about some of the stories that children are writing in Reading Recovery. How many of those stories meet the criteria of:
  - Purposeful
  - Meaningful
  - “Need to write that down”
- Share examples


# Who are my students?

- Who does this child live with?
- How does this child connect with extended family?
- What is his/her favorite thing to do? With family/friends/alone? At school?
- How is this child reacting to school? Likes, dislikes, fears, etc.?
- Who are his/her friends?
- Does he/she have pets? What kind?
- What does he/she love?
- What does he/she hate?
- What is he/she afraid of?
- What does he/she wish for?
- What does he/she like to eat?

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a horizontal line in between. The line is light green on the left and yellow on the right.
- Maribeth has a dog and guinea pigs at school. She loves animals.
    - Funny pet stories book
    - Make a pet care poster
    - Write a book about how the baby guinea pigs are changing.

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a horizontal line in between. The line is light green on the left and yellow on the right.
- Jose has a large extended family. His grandparents live in Texas.
    - Write a letter to grandparents.
    - Make grandparents a book about what he does at his new school.

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide, with a horizontal line in between. The line is light green on the left and yellow on the right.
- Sam has a child in his class that he always fights with.
    - Make a list of ways that he and the other child could be friends.
    - Write a note to the other child asking him to play.
    - Write a note to the teacher to tell her about his problems with the other student.

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- A large black left bracket and a large yellow right bracket are positioned at the top of the slide. A horizontal line with a light green-to-white gradient runs across the width of the slide, starting from the left bracket and ending at the right bracket.
- Erika isn't real excited about first grade. She misses being with her mom and her little brother and sister.
    - Write mom notes about things that happen at school.
    - Make a poster about mom and all the fun things they do at home.
    - Make a family book describing the fun things Erika does with each person in her family.

# Scaffolding Children's Message Development

- Know them-go places conversationally that are meaningful and important to them
- Think story as you listen to them talk
- Look for tension
- Help them to understand their messages from the reader's perspective
- Help them to envision possible ways to express their messages