*Attending to the structural elements of the narrative during the story mapping process helps students to think about the content and relate it to prior knowledge, leading to better reading comprehension. The intervention is delivered in three phases that are designed to increase students’ independent use of story mapping over time*

**Materials**

1. Paper copies of the story map template, one copy per student per story
2. Overhead projector and transparency of the story map template (optional)
3. Sheet of paper listing 10 story-specific comprehension questions or generic questions, one list per story per student (optional)
4. Chart with pictures illustrating each story element, such as a picture of a runner breaking the tape for outcome (optional)
5. Reading notebooks or folders with sheets of paper, one per student (optional)
6. Story retelling checklist consisting of a list of the main events and details for two stories (optional)

**Intervention Steps**

*Introduction and Training*

1. Use reading material that is at the student’s level. Have the student(s) read the story silently. Students may also work in pairs, consisting of a more proficient reader and a less proficient reader. For younger students, read the story aloud while they follow along

*Phase 1: Modeling*

1. Tell the students that they are going to learn the parts of a story and that this will help them understand and remember more about what they read
2. Display the transparency with the story map template or draw the template on the board. Explain the meaning of each element, providing examples of story grammar elements from previously read stories
3. Help students understand how the elements are interrelated. For example, tell students that identifying the theme requires: studying the main character(s), the main problem, and the way in which the main characters solved or did not solve the problem
4. Using a think-aloud procedure, identify the elements in the story the students have just read, filling in the map as you move through the story

*Phase 2: Guided Practice*

1. Distribute copies of the story map. Have students read another story and fill in their story maps independently
2. Call upon students to identify story map elements as described above. Respond positively to contributions and encourage students to state their opinions, but be clear about why some answers are better than others. Redirect students to the text when necessary
3. As consensus is reached, record responses on the story map template, and have students make any necessary corrections on their individual maps. Have students keep their maps as study aids

*Phase 3: Independent Practice*

1. Have the students silently read stories and complete their story maps independently. Tell them that they can fill in the maps as they read a story, after they read it, or a combination
2. Circulate to provide assistance and feedback as needed, but do not have students respond as a group to story map elements

*Implementation*

1. Have students read silently and fill in the maps independently while reading or after reading
2. Review student responses during a group discussion and have students make any necessary corrections on their individual maps
3. Continue to identify classroom reading assignments on which students could apply the story mapping strategy and ways the strategy could be modified to fit different kinds of tasks