

# Narrative Text

## 1. Reading Comprehension

Read the text Carefully

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So, he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed ..... and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise from someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hesitantly the giantess opened a very big cupboard and hid Jack there.



## 2. Answer the Question below based on the text

1. When did the story happen?
2. Who are the characters?
3. Where did the story take place?
4. What is the problem?
5. What is the ending?


# **Narrative Text Activities For Middle School**

**Julia A. Simms, Robert J. Marzano**



## **Narrative Text Activities For Middle School:**

*Teaching Discipline-Specific Literacies in Grades 6-12* Vicky I. Zygmouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides

*Learning From Text Across Conceptual Domains* Cynthia R. Hynd, 2013-12-16 This volume is an attempt to synthesize the understandings we have about reading to learn Although learning at all ages is discussed in this volume the main focus is on middle and high school classrooms critical spaces of learning and thinking The amount of knowledge presented in written form is increasing and the information we get from texts is often conflicting We are in a knowledge explosion that leaves us reeling and may effectively disenfranchise those who are not keeping up There has never been a more crucial time for students to understand learn from and think critically about the information in various forms of text Thus understanding what it means to learn is vital for all educators Learning from text is a complex matter that includes student factors social ethnic and cultural differences as well as varying motivations self perceptions goals and needs instructional and teacher factors and disciplinary and social factors One important goal of the book is to encourage practicing teachers to learn to consider their students in new ways to see them as being influenced by and as influencing not just the classroom but the total fabric of the disciplines they are learning Equally important it is intended to foster further research efforts from local studies of classrooms by teachers to large scale studies that produce generalizable understandings about learning from text This volume a result of the editor s and contributors work with the National Reading Research Center will be of interest to all researchers graduate students practicing teachers and teachers in training who are interested in understanding the issues that are central to improving students learning from text

**Strategies for Writing from Sources** Jessica Hathaway, 2016-01-01 Students in today s classrooms must be able to

draw evidence reasons and ideas from various sources This invaluable classroom resource offers practical easy to use strategies to help students analyze any text and use it as a source in their own writing Sample lessons guide students to use the provided text both as a source for information as well as a mentor text Each section includes 5 lessons tailored to the specific grade spans and correlations to state standards for each grade span are also included *Literacy Assessment and Intervention for Classroom Teachers* Beverly A. DeVries,2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies *Reading Strategies of Language Minority Middle School Students Using Reading Miscue Inventory and Verbal Protocol Analysis as Assessment* John David East,2002 *Scientific Approaches to Literature in Learning Environments* Michael Burke,Olivia Fialho,Sonia Zyngier,2016-07-22 Scientific Approaches to Literature in Learning Environments is not just about what takes place in literary classrooms Settings do have a strong influence on student learning both directly and indirectly These spaces may include the home the workplace science centers libraries that is contexts that entail diverse social physical psychological and pedagogical variables that facilitate learning for example by grouping desks in specific ways utilizing audio visual and digital technologies Scientific Approaches to Literature in Learning Environments puts together a series of empirical research studies on the different locations of teaching and learning These studies represent literary learning environment throughout the world including Brazil the USA China Canada Japan and several European countries such as the Netherlands Ukraine the UK and Malta The studies reported describe quantitative and or qualitative research and cover pre primary primary high school college university and lifelong learning environments They refresh the enigmatic ambience that often surrounds the teaching and learning that goes on in literary studies and offer transparent useful and replicable research and practice

Students and teachers alike are encouraged to take them and own them      **Resources in Education** ,2001-10      Let's Learn English For Junior High School Students (Grade IX) B Second Semester Atiko, SS, M.MPd, MM.,Akhmad Taupik, S.Pd. ,2020-08-05 Buku ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris untuk siswa SMP dengan acuan Standar Isi mata pelajaran bahasa Inggris tahun 2013 Bahan ajar ini dirancang untuk pemakaian secara nasional dan oleh karenanya guru di seluruh Indonesia dapat menggunakannya langsung di dalam kelas atau dengan melakukan adaptasi seperlunya menyesuaikan KTSP masing masing Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip Pendekatan Komunikatif untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa yaitu menyimak berbicara membaca dan menulis Selain itu materi dan tugas pembelajaran secara integratif mengembangkan kecakapan hidup dalam arti luas dan peningkatan kesadaran akan kebinekaan Materi dan tugas tugas pembelajaran dalam buku ini diorganisasikan ke dalam dua siklus pembelajaran yaitu siklus lisan dan siklus tulis Sementara siklus lisan menekankan pengembangan keterampilan menyimak dan berbicara siklus tulis mengembangkan keterampilan membaca dan menulis Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi Selain itu untuk keperluan pengayaan dan evaluasi setiap chapter dilengkapi dengan tugas terstruktur berupa evaluasi Materi dan kegiatan pembelajaran dalam buku ini lebih dikembangkan untuk mendorong terjadinya learning pada diri siswa Kegiatan kegiatan belajar dikembangkan untuk menjadikan siswa secara individu berpasangan dan kelompok kecil secara aktif belajar bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami Guru lebih bertindak sebagai fasilitator pemberi feedback dan pendorong siswa agar berani mengekspresikan dirinya dengan tidak mengabaikan pentingnya akurasi berbahasa Dengan kegiatan kegiatan pembelajaran dan peran guru yang demikian siswa terbimbing dan memperoleh fasilitasi dalam berlatih mengekspresikan dirinya sehingga secara bertahap akhirnya mampu berkomunikasi dengan baik

**Assessing Students' Digital Writing** Erin Klein,Julie Johnson,Jeremy Hyler,Bonnie Kaplan,Jack Zangerle,Christina Puntel,Stephanie West-Puckett,2015-07-03 In this book Troy Hicks a leader in the teaching of digital writing collaborates with seven National Writing Project teacher consultants to provide a protocol for assessing students digital writing This collection highlights six case studies centered on evidence the authors have uncovered through teacher inquiry and structured conversations about students digital writing Beginning with a digital writing sample each teacher offers an analysis of a student s work and a reflection on how collaborative assessment affected his or her teaching Because the authors include teachers from kindergarten to college this book provides opportunities for vertical discussions of digital writing development as well as grade level conversations about high quality digital writing The collection also includes an introduction and conclusion written by Hicks that provides context for the inquiry group s work and recommendations for assessment of digital writing      Literacy Assessment and Intervention for Classroom Teachers Beverly DeVries,2017-07-05

The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources

*Educational Innovation in Society 5.0 Era: Challenges and Opportunities* Yoppy Purnomo, Herwin, 2021-11-22 This book consists of a selection of papers that discuss the challenges in the increasingly complex world of education and various educational problems such as moral degradation lack of literacy pedagogical curriculum and innovation educational technology Moreover the book provides papers that deal with educational innovation in the era of Society 5 0 with a view to discuss and resolve various social challenges issues and problems relating to educators students the dynamics of the education system and social dynamics The subject areas treated in this book are Character Education in Society 5 0 Era Multiliteracy Education in Society 5 0 Era Early Childhood Education in Society 5 0 Era Inclusive Education in Society 5 0 Era Curriculum Media and Educational Technology for Primary Education in Society 5 0 Era Joyful and Meaningful Learning in Society 5 0 Era and HOTS in Society 5 0 Era This book will help educators stakeholders and also parents to cope with the challenges in education

**Academic Language! Academic Literacy!** Eli R. Johnson, 2009-06-24 Academic language and literacy are essential keys to conceptual understanding and ultimately to student success Eli Johnson provides a foundation that all teachers and school leaders can use for improvement that will reach every classroom and every student Peter Dallas Finch Assistant Superintendent West Valley School District Yakima WA Develop students understanding of academic language and watch literacy skills soar To achieve higher levels of learning students must be able to understand academic language the formalized language of instruction found in classrooms textbooks and standardized tests Eli R Johnson conveys a powerful message of the need for teachers to provide explicit academic language instruction for all students especially English language learners or those struggling with reading Filled with 36 hands on strategies this practical solidly researched guide helps teachers make the critical connection between academic language literacy and student achievement for all learners regardless of home language or socioeconomic status Explained in reader friendly terms each strategy helps teachers give their students the tools and skills necessary to decipher academic language in reading writing listening and speaking This K 12 book also includes A strategy matrix to help teachers select appropriate strategies for their grade level A description of each strategy with information on how it works in the classroom and why it is effective Collaborative protocols to help infuse academic language throughout the content areas Lists of words that can be introduced at each grade level to

build students vocabulary Academic Language Academic Literacy helps teachers instruct students on the language of education so they have a chance to demonstrate what they know and experience success Explore Your English Without Limits for Junior High School Students Year IX Atik Indarini; Yenny Dwi Maria, Buku pelajaran Bahasa Inggris untuk SMP MTs dengan spesifikasi sebagai berikut Developed with scientific approach EXPLORE YOUR ENGLISH WITHOUT LIMITS for Junior High School Students Year VII will be favored by students This book provides the following features Lessons and activities in this book are arranged with 5M concept Mengamati Observing Menanya Questioning Mencoba Experimenting Menalar Associating Mengomunikasi Networking which allow the students to be actively involved in learning activities The group works and activities in this book will encourage two way communication between students students teachers students parents and students people around them Accordingly they will be able to raise concerns of their surroundings and apply their knowledge and skills in daily life character building This book helps students to be creative by allowing the students to explore knowledge without limits Students will also be able to see and discover alternative solutions to solve various problems so that they can be good problem solvers Evidence-Based Interventions for Students with Learning and Behavioral Challenges Richard J. Morris, Nancy Mather, 2008-01-14 This book assembles into one volume summaries of school based intervention research that relates to those who deal on a regular basis with the growing body of students having high incidence learning disabilities and or behavior disorders special educators school psychologists and clinical child psychologists Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section a critical discussion of empirically based intervention procedures In those instances where evidence based prescriptions can legitimately be made authors discuss best practices and the conditions e g classroom environment teacher expertise under which these practices are most effective A final section deals with policy issues

**Handbook of Research on Teaching the English Language Arts** Douglas Fisher, Diane Lapp, 2017-11-06 Now in its fourth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the third edition in 2010 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies A Companion Website extends and enhances the Handbook with a wealth of additional resources The Handbook of Research on Teaching the English Language Arts Fourth Edition Addresses all of the language arts within a holistic perspective speaking listening language writing reading Is well grounded and balanced in theory and research while promoting validated practice Features authors who are known for their expertise and who represent diversity in culture years in the profession and geographic location Gives attention to special populations and

instructional contexts Includes new media literacies Has the authority of a research handbook while remaining practical for students in masters and doctoral classes      New Art and Science of Teaching Reading Julia A. Simms,Robert J.

Marzano,2018-08-17 Part of The New Art and Science of Teaching series Only when teachers have in depth knowledge of reading skill and literacy development can they deliver best practice reading assessment and instruction to students The New Art and Science of Teaching Reading presents a compelling model for the stages of reading development structured around five key topics 1 foundational skills 2 word recognition 3 reading fluency 4 vocabulary and 5 reading comprehension More than 100 reading focused instructional strategies are laid out in detail to help teachers ensure every student becomes a proficient reader Guide students at all stages of literacy development from learning the basic concepts of print to demonstrating advanced reading comprehension Discover a research based reading model to guide your instruction Understand how to best utilize The New Art and Science of Teaching framework for teaching reading comprehension and other reading skills Explore a reading model that addresses how to articulate content implement specific instructional strategies and navigate reading related issues that might arise in the classroom Understand which elements of instruction are best suited for teaching reading Explore how general strategies for teaching can be employed alongside specific strategies to enhance teaching enrich learning and literacy development and improve the classroom environment Access free reproducibles including exercises games and readings for the classroom A joint publication of ASCD and Solution Tree Contents Introduction Chapter 1 Reading Research and a Reading Specific Model of Instruction Chapter 2 Providing and Communicating Clear Learning Goals Chapter 3 Using Assessments Chapter 4 Conducting Direct Instruction Lessons Chapter 5 Conducting Practicing and Deepening Lessons Chapter 6 Conducting Knowledge Application Lessons Chapter 7 Using Strategies That Appear in All Types of Lessons Chapter 8 Using Engagement Strategies Chapter 9 Implementing Rules and Procedures Chapter 10 Building Relationships Chapter 11 Communicating High Expectations Chapter 12 Developing Expertise Appendix A The New Art and Science of Teaching Framework Appendix B Orthography Exercises Appendix C Reading in the Disciplines Appendix D Phoneme Charts Appendix E Vocabulary Games Appendix F Culturally Diverse Texts References and Resources Books in The New Art and Science of Teaching series The New Art and Science of Teaching The Handbook for the New Art and Science of Teaching The New Art and Science of Teaching Reading The New Art and Science of Teaching Writing The New Art and Science of Classroom Assessment      *Comprehension Instruction, Second Edition* Cathy Collins Block,Sheri R. Parris,2008-04-22 This comprehensive professional resource and text is based on cutting edge research In each chapter leading scholars provide an overview of a particular aspect of comprehension offer best practice instructional guidelines and policy recommendations present key research questions still to be answered and conclude with stimulating questions for individual study or discussion Coverage includes such timely topics as differentiated instruction technology and reading comprehension teaching English language learners and the implications of current neuroscientific



findings     Teaching Reading in the Content Areas Vicki Urquhart, Dana Frazee, 2012 Based on interactive elements that apply to every reading situation the authors explain instructional strategies that work best in the subject areas and how to optimize those classrooms for reading writing and discussion     *Understanding Informational Text Features, Grades 6 - 8* Schyrlet Cameron, Carolyn Craig, 2013-01-02 Designed to help students more easily navigate the world of nonfiction reading *Understanding Informational Text Features* is a helpful resource for all middle school learners It is aligned to Common Core State Standards and focuses on common text features such as type index glossary table of contents captions charts and more 64 pages     **Handbook of Research on Supporting Social and Emotional Development Through Literacy Education** Tussey, Jill, Haas, Leslie, 2021-06-25 The social and emotional welfare of students in both K 12 and higher education settings has become increasingly important during the third decade of the 21st century as students face a variety of social emotional learning SEL challenges related to a multitude of internal and external factors As concepts around traditional literacy education evolve and become more culturally and linguistically relevant the connections between SEL and academic literacy opportunities warrant considerable exploration The *Handbook of Research on Supporting Social and Emotional Development Through Literacy Education* develops a conceptual framework around pedagogical connections to social and emotional teaching and learning within K 12 literacy practices This text provides a variety of research and practice protocols supporting student success through the integration of SEL and literacy across grade levels Covering topics such as culturally relevant literacy digital literacy and content area literacy this handbook is essential for curriculum directors education faculty instructional facilitators literacy professionals practicing teachers pre service teachers professional development coordinators school counselors teacher preparation programs academicians researchers and students

## The Enigmatic Realm of **Narrative Text Activities For Middle School**: Unleashing the Language is Inner Magic

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