**Area:** Reading Comprehension

**Strategy:** Embedded Story Structure Routine (ESS)

**Appropriate Grade Level:** 6-12

**Procedures/Steps:** ESS consists of using three strategies to fill out a Graphic Organizer called an ESS organizer, about the text read.

The teacher will pass out the ESS organizer to each student.

First, a self-questioning strategy is used during pre-reading. This consists of having the students write answers to seven questions given by the teacher, relating to the eight components of story structure. This includes the initiating event, climax/turning point, resolution, and theme. To help the students remember the components of story structure use the Mnemonic device, “Who,” “What,” “When,” “Where,” “Why,” “Which,” and “How.”

Next, story structure analysis is used during reading. The students will fill in a Story-structure Diagram on the back of the ESS Organizer and label specific events from the story. To help students remember, a picture cue associated to each story-structure element is used. Students draw these cues when labeling the Story-Structure Diagram.

Finally, summary writing takes place after reading. The students will write a summary of the story on the back of the ESS Organizer. Students can look at their answers to the questions they answered and the diagram filled out on the ESS Organizer as reference for their summary.

**Comments and/or tips:**

ESS works best used in a routine format where students work on improving comprehension by filling out an ESS organizer after reading short stories.

Look up ESS Organizer on pg 136

A Component, Question, and Picture Cue for ESS Instruction provide a list of the story-structure components, the associated story-structure question to ask, and a picture clue as a reminder for the students. On pg. 137

**Source:**