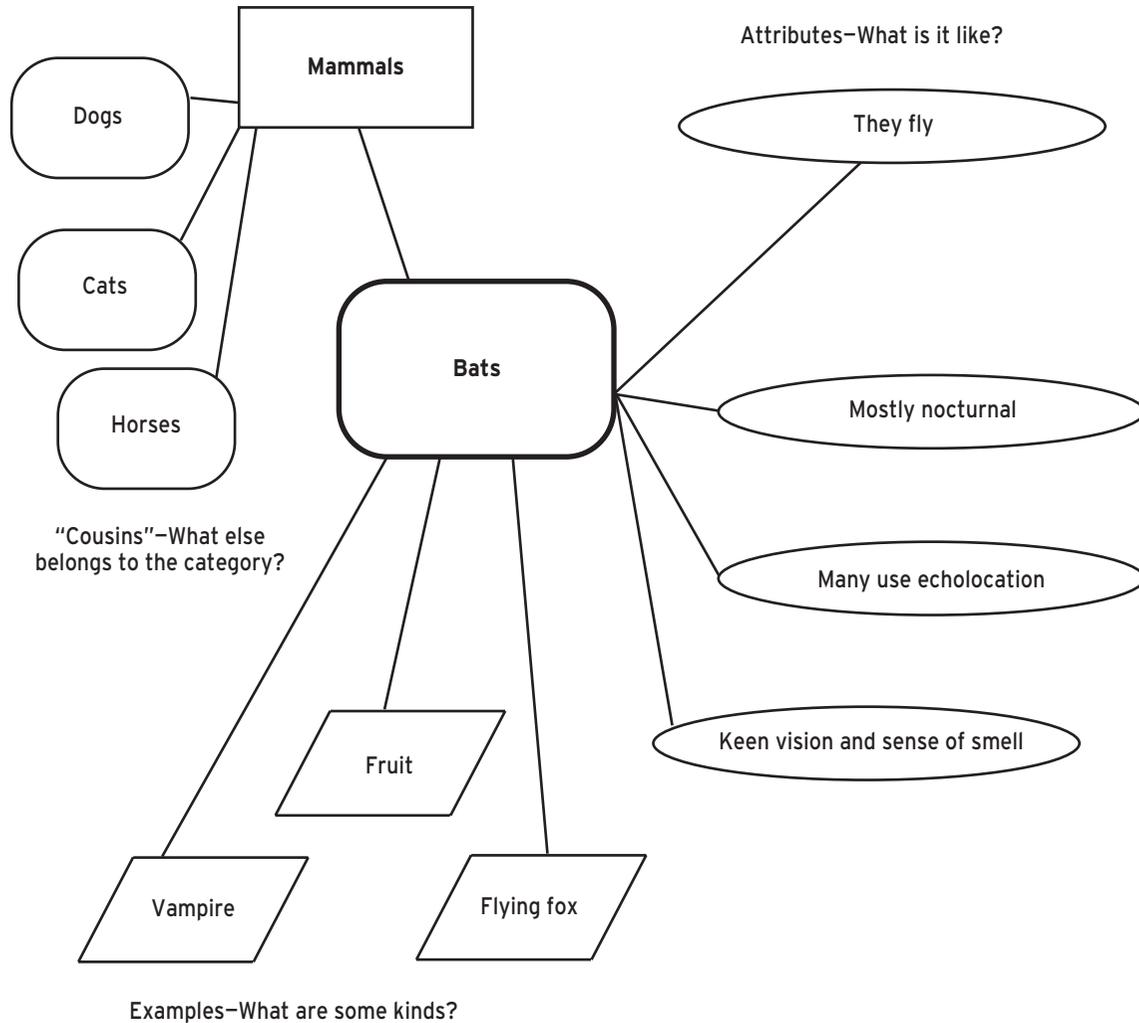


## CD map

Category—What is it? What group does it belong to?



informational text is read, the group adds items that serve as examples and describes attributes of the target concept. It is important to identify attributes of the target and not the superordinate concept. By building a meaningful, factual base of information prior to reading the fantasy, students are able to better identify fantastical elements in the narrative text.

### **Narrative text**

Once a foundation of factual information is established, the group can focus on the narrative text. An interactive read-aloud (Barrentine, 1996) pro-

vides an opportunity for students to apply concepts they have learned to a fantasy. As students identify words and concepts in the story that are not clearly understood, the teacher helps them mediate for one another. Students identify elements in the fantasy that depend on the facts and concepts established in earlier encounters with the combined-text book or from other sources.

A traditional story map helps students identify significant events from the fantasy. Recording the events with other important information, such as characters' names and setting, provides another