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 Jacked 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

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

Narrative Text Activities For Middle School

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Narrative Text Activities For Middle School:

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 Reading Strategies of Language Minority Middle School Students Using Reading Miscue Inventory and Verbal Protocol Analysis as Assessment John David East, 2002 Resources in Education ,1998 Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms Judith L. Irvin, Douglas R. Buehl, Barbara J. Radcliffe, 2007 This is the only book on the market that focuses specifically on content area reading for the middle grades. The third edition of this unique resource has been thoroughly updated to include the most current research in the field of Middle School Literacy Unlike most texts that ignore the middle school reader this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction Readable and teacher friendly Reading and the Middle School Student provides not only a strong research base but also practical teaching strategies for teachers in all of the content areas This book is designed to be a companion book to Rycik and Irvin Teaching Reading in the Middle Grades which focuses on reading in English Language arts classes This book focuses on content area reading instruction Take a Glimpse Inside the Third Edition A wealth of current student examples of strategies for middle grade students for instant use in the classroom New issues and trends facing adolescent literacy including policy and position statements and federal action New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English language learners Unique focus on classroom implementation of literacy integrated with content area instruction About Your Authors Judith L Irvin is currently a Professor at Florida State University

and serves as the Executive Director of the National Literacy Project She has written and edited numerous books chapters and articles on adolescent literacy Douglas R Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher Madison Wisconsin He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy Barbara J Radcliffe is an eighth grade reading language arts teacher at Fairview Middle School in Tallahassee Florida Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University **Teaching Reading in Today's Middle Schools** Betty D. Roe, Sandy H. Smith, 2004-10 This text combines a research based approach to reading instruction with the theories issues and strategies most relevant to prospective middle school teachers. The authors promote a balanced approach to literacy instruction that includes active learning cooperative learning and critical thinking strategies These strategies and their applications empower teachers to become key decision makers in their students literacy programs Bureau of Research Monographs ... Baltimore (Md.). Dept. of education. Bureau of research, 1926 The English Journal, 1928 Announcement Columbia University. Extension Teaching, 1926 English Journal ,1928 The High School Teacher Catalogue of the Detroit High School for the School Year of ... Detroit High School (Detroit, Mich.),1889 .1925 Bulletin of the Department of Elementary School Principals National Education Association of the United States. Department of Elementary School Principals, 1926 The ... Yearbook of the Department of Elementary School Principals National Education Association of the United States. Department of Elementary School Principals, 1927 Vol 1 32 Bulletin of the Dept. of Elementary School Principals ,1927 Beginning with v 2 includes includes List of members the Yearbook of the Dept of Elementary School Principals of the National Education Association of the United States and beginning with v 34 includes the department s Membership directory and annual report Bulletin of the Department of Elementary School Principals, 1927 Includes the Yearbook of the Dept of Elementary School Principals of the National Education Association of the U S and beginning with v 34 includes the department's Membership Directory and Annual Report Educational Tests for Use in High Schools, Revised Charles Watters Odell, 1925 **Journal of Educational Method** .1923 Columbia University Bulletin Columbia University,1924 **The Journal of Educational Method** James Explanatory mensuration for the use of schools Alfred Hiley, 1871 Fleming Hosic, 1923

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