

Reading Comprehension

READ • ANSWER • RETELL

NAME _____

DATE _____

Read the story carefully (or follow along), then show what you understood!

THE STORY

Pip the puppy lost his red ball. He looked under the bed. He looked behind the door. Then Pip heard a giggle. His friend Mia was holding the ball! They played catch until the sun went down.

Part A • Circle the Right Answer

1. What did Pip lose?

- ☐ A. His bone
- ☐ B. His red ball
- ☐ C. His hat

2. Who had the ball?

- ☐ A. Mia
- ☐ B. The cat
- ☐ C. Nobody

Part B • Write Your Answer

How did the story end? Write a sentence.

How do you think Pip felt when he found the ball? How do you know?

Part C · Draw Your Answer

Draw how the character felt at the end of the story.

DRAW HERE

Story Elements

CHARACTERS	SETTING
PROBLEM	SOLUTION

What Happened in Order?

1

2

3

4

Reading Comprehension

Grades 1–2 • ELA • Comprehension

Three response modes meet every reader where they are, while the story-elements grid (characters, setting, problem, solution) and sequencing build the narrative schema that all later comprehension hangs on.

Quick Start

LEARNING TARGET

Students answer literal questions, retell the ending, identify story elements, and sequence key events from a short narrative.

TIME

20–30 min

GROUPING

Whole-class read, then independent

MATERIALS

Printed sheet, pencil

Guiding questions: Who is the story about? Where is it? What went wrong, and how was it fixed? What happened first, next, then last?

Facilitation Sequence

- 1

Launch

Read the story aloud twice. Point out characters and setting as you go. Name what a full retell includes.
- 2

Student work

Children answer, retell, draw, and fill the grid. Circulate; offer oral sentence frames and scribe as needed.
- 3

Consolidate & discuss

Build the story-elements grid together on the board; order the events as a class.
- 4

Wrap-up

A few children retell using "first, next, then, last." Collect; note who needs sequencing support.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Part A	1) B — his red ball. 2) A — Mia. Right answers from memory still earn "show me in the story."
Story elements	Characters: Pip, Mia. Setting: home / inside then outside. Problem: Pip lost his ball. Solution: Mia had it; they played.
In order	1) Pip lost his ball. 2) He looked under the bed / behind the door. 3) He heard Mia giggle. 4) They played catch.

Likely Responses, Misconceptions & Teacher Moves

Children may...	What that might mean...	A helpful next move...
Retell out of order	Holding events but not their sequence.	Use "first / next / then / last" and point to each sentence.
Leave the grid blank	Unsure what "setting" or "problem" means.	Define with this story: where it happens; what went wrong.
Answer from the picture, not the words	Guessing from memory.	"Show me where the story says that."

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Drawing and oral retell let every reader show understanding, including emergent readers and multilingual learners.	Retelling aloud can feel risky; keep sharing invited and celebrate approximations.	Predictable routine and a draw-only option lower the stakes; never put a hesitant child on the spot.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Reread on request; sentence starters ("The story ended when..."); scribe; picture-supported retell.	Add a feeling word and why; write a new ending; add a fifth event.	Sequence words bank (first, next, then, last); oral rehearsal; first-language retell welcome.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Literal recall	Correct answers tied to the story.	If guessed, point back to the text.
Story elements	Grid names character, setting, problem, solution.	If blank, co-define using this story.
Sequence	Events in a sensible order.	If jumbled, rebuild with first/next/then/last.

Reteach signal: if many sequence out of order, retell together with a four-card "first/next/then/last" routine before re-issuing.