

Curriculum Map

Personal Narrative

Gr. 1

Readers Workshop

Holyoke Public Schools

Revised 2008

Revised 2009

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Personal Narrative, Gr. 1 Reader's Workshop

In the practice of Reader's Workshop, staff may refer to the *Elementary Reading Monograph Series, Version 4*, for guidance on how to implement the various components of the Reader's Workshop. This series includes a booklet on each of the following topics:

Fluency and Comprehension
Guided Reading
Independent Reading
Partner Reading
Phonemic Awareness and Phonics
Reading Aloud
Reading Conferences
Rituals, Routines, and Artifacts
Shared Reading
Talking About Books
Vocabulary

Additional support may be obtained from the *America's Choice School Design, Literacy Handbook, Elementary School, Getting Started, 2006* and *Ch. 2, Readers Workshop in Literacy: Going Deeper, K-8, 2007*. Building based literacy coaches have copies of these materials for reference.

Appendix A in Literacy: Going Deeper provides a *Developmental Stages of Reading Developmental Stages of Reading Chart* with **Key Indicators** of readers at each level and **Characteristics of Text** appropriate at that level. See building based literacy coaches for copies of **Appendix A**.

What Does Reader's Workshop Look Like in Gr. 1?

Teachers may use suggested texts, texts that contain literacy elements similar to suggested texts, texts from building Literacy Closets and building Libraries, and personal classroom libraries as appropriate.

Opening

Daily Read Aloud

Daily Shared Reading

Mini Lessons

Mini Lessons during the Narrative Genre Study will emphasize the elements of narrative text and the skills needed to access narrative text.

Work Period

During work period, students will engage in....

Small Group Work with Teacher

Partner Reading*

Independent Reading*

Literacy Centers

Response to Literature in Reader's Notebooks

Reading Logs

* Note that work period activities may be done either as independent reading or shared reading depending on the needs of the individual student.

During work period, teacher will...

Meet with small groups of students for oral language development, guided reading, or small group needs based instruction

Confer with individual students

Keep ongoing records of student assessment

Closing

Students will reflect on how they worked during reading and what they learned.

Students will share strategies used and how strategies helped them to learn.

***The 1.5 hour (90 minute) Reader's Workshop in Gr. 1 includes a Skills Block with instruction on specific literacy related skills.**

Personal Narrative Genre Study for Grade One

The first genre study for first grade is Personal Narrative: Telling Our Stories. During this study, children begin discovering, telling and reading about the authentic and complex stories from their lives as well as stories written by others (*Personal Narrative, America's Choice, 2003*). This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

Before beginning this unit, students should be familiar with and be able to implement the Routines and Rituals of Readers Workshop and should understand that print carries meaning. First grade students will read and listen to a wide variety of quality literature that demonstrates the qualities of narrative writing. They will learn to apply narrative elements and author's strategies to their own reading and writing. Modifications will need to be made for ELL students to make sure that vocabulary used in the genre study is introduced and reinforced on an ongoing basis.

Teacher modeling of reading strategies using his/her own stories and thinking aloud about the reading strategies is crucial to the implementation of this genre study. The teacher will serve as the expert reader who both models and reads with children as she/he instructs them in the reading process.

Students will maintain an ongoing reading folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. Students will create a collection of responses to literature. During the course of Readers Workshop, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good reading. New reading strategies will be added on as taught and former strategies reviewed as necessary.

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These strategies, based on current research on second language acquisition and literacy should be incorporated into instructional practice in all classrooms with ELL students.

Five Essential Practices for ELL Learners *(America's Choice, Teaching English Language Learners, Literacy)*

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes, word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

Notes

ELL students will need various levels of support based on their levels of language acquisition.

(pp.13-18, *Literacy Handbook, America's Choice, Getting Started*, 2006.)

Visual Scaffolding

- use visual cues and illustrations to support comprehension
- do picture walk through text before reading
- ask students to indicate parts of illustrations that help with understanding
- demonstrate visual use of cuing tools such as push cards

Interactive Read Aloud

- stop read aloud at appropriate places to clarify or confirm
- encourage verbal interaction during reading

Modeled Talk

- use physical cues to demonstrate and clarify
- adjust questioning to students language levels
- show while you talk

Language Frames

- A character is....
- The story took place...
- A problem in the story was...
- A solution in the story was....
- I noticed....
- My favorite part was...
- One strategy I used was....
- First, next, then, last....

MA Curriculum Frameworks/ ELA Standards Personal Narrative, Gr. 1

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

Reading and Literature Strand

- 7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- 7.4 Demonstrate understanding of the various features of written English:
 - understand that spoken words are represented in written English by sequences of letters
 - match oral words to printed words
 - recognize that there are correct spellings for words
 - use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
 - recognize the distinguishing features of a sentence (*capitalization, end punctuation*) and a paragraph (*indentation, spacing*)
- 7.5 Demonstrate orally that phonemes exist:
 - generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
 - use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (*as in star*) to read words
- 7.6 Recognize common irregularly spelled words by sight (*have, said, where*).
- 7.7 Use letter-sound knowledge to decode written English
 - decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words
 - read accurately many irregularly spelled words, special vowel spellings, and common word endings
 - apply knowledge of letter patterns to identify syllables
 - apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
 - read words with several syllables
 - read aloud with fluency and comprehension at grade level.
- 8.2 Retell a main event from a story heard or read.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.

- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.5 Write or dictate stories that have a beginning, middle, and end.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics such as
- printing upper- and lower-case letters legibly and using them to make words
 - separating words with spaces
 - understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates
 - using correct spelling of sight and/or spelling words
 - using appropriate end marks such as periods and question marks.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.

**English Language Proficiency Domains and General Learning
Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

(ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

(ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards
Personal Narrative
Reading, Gr. 1**

Reading Standard 1/Print Sound Code (continue to develop from K)

Knowledge of Letters and Sounds

- Recognizes and names most letters
- Recognizes and says the common sounds of most letters
- Writes a letter that goes with a spoken sound
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

Phonemic Awareness

- Separate sounds by saying each sound aloud
- Blend separately spoken phonemes to make a meaningful one syllable words

Reading Words

- Know the regular letter sound correspondences and use them to figure out regularly spelling one and two syllable words
- Use onset and rimes to create new words that include blends and digraphs
- Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words
- Read simple text containing familiar letter sound correspondences and high frequency words
- Recognize about 150 high frequency words

Reading Standard 2/Getting the Meaning

Accuracy

- Read Level I books that have been previewed with 90% or better accuracy.

Fluency

- Read aloud independently from Level I books that have been previewed using intonation, pauses, and emphasis to signal sentence structure and text meaning
- Use punctuation cues – commas, periods, question marks – as guides to get meaning and read fluently

Self Monitoring and Self Correcting

- Notice whether words sound right.
- Notice whether words make sense in context
- Notice when sentences do not make sense
- Solve reading problems and self correct using the following strategies:
 - Using syntax and word meaning clues
 - Comparing pronounced sounds to printed letters
 - Gathering context clues from surrounding sentences and pictures
 - Deriving new words by using known words and word parts
- Check solution against knowledge of print sound correspondences and text meaning

Comprehension

When reading independently

- Retell the story
- Tell what the book is about
- Describe what new information has been gained from text
- Answer comprehension question similar to those for kindergarteners

When read to

- Extend the story
- Make predictions about what might happen next
- Talk about the motives of characters
- Describe the causes and effects of certain events

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read 4 or more books daily, either independently or with assistance
- Discuss at least one book daily with another student or group
- Read favorite books many times, gaining deeper comprehension
- Read functional classroom messages

Being Read To

- Hear 2 to 4 books or other texts read aloud daily
- Listen to and discuss at least one book or chapter daily that is more difficult than they can read independently or with assistance.

Discussing Books

- Demonstrate comprehension skills during discussion of text
- Compare two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending claim
- Politely disagree when appropriate
- Ask others questions to elaborate or justify
- Attempt to explain why interpretation is valid

Vocabulary

- Make sense of new words
- Notice and show interest in understanding unfamiliar words in text
- Talk about meaning of new words encountered
- Know how to talk about what words mean in terms of function
- Learn new words daily from talk and books read aloud

**NCEE Performance Standards
Personal Narrative
Writing, Grade 1**

Writing Standard 1/Habits and Processes

Children are expected to:

- Write daily
- Generate content and topics for writing
- Reread their work often with the expectation that others will be able to read it
- Solicit and provide responses to writing
- Revise, edit, and proofread as appropriate
- Write without resistance when given time, place and materials
- Apply a sense of what constitutes good writing
- Polish at least 10 pieces during the year

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Evidence a plan in their writing, including making decisions about the sequence of events
- Develop a narrative or sequence containing two or more appropriately sequenced events
- Incorporates drawings or diagrams into written text as well as gestures and intonations with oral retellings
- Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure
- Imitate narrative elements from literature heard or read
- Begins to recount not just events but reactions to events

Writing Standard 3/Language Use and Conventions

Style and Syntax

- Vary sentence openers
- Use a wide range of syntactic patterns
- Embed literary language where appropriate
- Mimic language from various genres heard or read

Vocabulary and Word Choice

- Produce writing that uses the full range of words in speaking vocabulary
- Select a more precise word when prompted
- Use words newly learned from texts read or heard

Spelling

Produce writing that contains a large proportion of correctly spelled high frequency words

Write text with unfamiliar words represented phonetically

Draw on a range of resources for deciding how to spell unfamiliar words including: segmenting, sounding out, and matching to familiar word parts

Automatically spell some familiar words and word endings correctly

Punctuation

Demonstrate interest and awareness by approximating the use of punctuation

Use punctuation accurately and sometimes use conventions borrowed from an author for emphasis

**NCEE Performance Standards
Personal Narrative
Speaking and Listening, K-1**

Speaking and Listening, Standard I, Habits**Talking a Lot**

Talk about their ideas, experiences and feelings

Share and talk about what they are reading

Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate

Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting**Genres****Narrative**

Independently give a detailed narrative account of an experience.

Engage the listener's attention directly or indirectly before going into full account.

Orient the listener to the setting.

Develop characters by portraying themselves as one or by talking about another character's goals and motivations

Build sequence of events and comment on how they were resolved.

Mark end of story

Speaking and Listening, Standard III/Language Use and Conventions**Rules of Interaction**

Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Vocabulary and Word Choice

Build word maps that show the relationship between words, placing newly acquired words in relevant categories

Personal Narrative, Gr. 1 Reader's Workshop

1. Making Text to Self Connections during Read Aloud

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres Narrative

- Independently give a detailed narrative account of an experience.

Students will share text to self connections.

Opening

- Teacher will review attribute chart, *What Do We Do During Read Aloud* from *1st 30 Days*.
- Teacher will read aloud a text that supports text to self connections such as *Lilly's Purple Plastic Purse* by Kevin Henkes.
- Students will share text to self connections.
- *Teacher will model turn and talk procedure.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will pair with partner and discuss read aloud using turn and talk procedure.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will reflect on how they worked during reading and what they learned, sharing strategies used and how strategies helped them to learn. *Students may use language frames such as "helped me to learn.'*

Work Products: Attribute chart, *What Do We Do During Read Aloud?*, response to literature, reading logs, conference logs

2. Identifying Elements of Narrative in Text (Three Day Lesson)

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

Orient the listener to the setting.

Day 1/Identifying Setting

Students will identify setting in stories.

Opening

- Teacher will read aloud *Where the Wild Things Are* by Maurice Sendak.
- *Teacher will pause to highlight how the author/illustrator develops setting in the story as they reread the book together page by page.*

Work Period

During work period, students will engage in ...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will pair with partners and read stories from classroom library with a focus on story setting.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share readings of stories with a focus on story setting.
- Teacher will record on attribute chart, "*What's in a Story?*"
- *They will identify setting in the stories read. They may use the language frames such as "The story takes place in....." or "I know the setting isbecause....."*

Work Products: Attribute chart, "*What's in a Story?*", response to literature, reading logs, conference logs

Day 2 Noticing Chronological Order in Stories

Opening

- Teacher will reread *Where The Wild Things Are* focusing on using setting to help establish chronological order in the story.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read stories from classroom library independently, noting how illustrations help to establish chronological order.
- Partner Reading - Students will read stories from classroom library with partners, noting how illustrations help to establish chronological order.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share where how they used illustrations to help establish chronological order in stories.
- *They may use language frames such as “This illustration helped me to know....” or “I could tell what happened next because.....”*

Work Products: Response to literature, reading logs, conference logs

Day 3 Noticing Literary Language in Stories

Opening

- Teacher will reread *Where The Wild Things Are* by Maurice Sendak.
- *Teacher will model how the author used literary language such as “The wild things roared their terrible roars and gnashed their terrible teeth” to make the story more interesting.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar stories independently, looking for examples of literary language
- Partner Reading - Students will read familiar stories with partners, looking for examples of literary language
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share literary language found in familiar stories.
- Teacher will record examples of literary language on attribute chart, “*What’s in a Story?*”
- *Students may act out literary language to enhance meaning.*

Work Products: Attribute chart, “*What’s in a Story?*”, response to literature, reading logs, conference logs

3. Reading Stories About Personal Experiences

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning/Comprehension Comprehension

By the end of Grade 1, when reading independently, students should be able to:

- Retell the story.
- Summarize the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

By the end of Gr. 1, when read to, students should be able to:

- Extend the story.
- Make predictions about what may happen next.
- Talk about character's motives.
- Describe causes and effects of specific events.

Reading Standard 3/Reading Habits Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension

Students will develop text to self connections using personal experiences and prior knowledge to deepen comprehension of text.

Opening

- Teacher will read a selected text to students. Suggested titles include *Little Nino's Pizzeria* by Karen Barbour, *Tar Beach* by Faith Ringold, or *Owl Moon* by Jane Yolen.
- Teacher will model text to self connections using language frame "A text-to-self connection I made was _____."

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read a selected text independently and make text to self connections.
- Partner Reading - Students will work with a partner and share text to self connections they made with a selected text.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Teacher will guide student sharing and reflection on text to self connections and how text to self connections deepen meaning.
- *Students may use language frame “The story I read reminded me of....”*

Work products: Response to literature in Reader’s Notebook

4. Identifying “Moments” in Stories

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning/Comprehension Comprehension

By the end of Grade 1, when reading independently, students should be able to:

- Retell the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

By the end of Gr. 1, when read to, students should be able to:

- Extend the story.
- Make predictions about what may happen next.
- Talk about character’s motives.
- Describe causes and effects of specific events.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension

Students will identify “moments” in story that may highlight text to self connections and deepen comprehension of text.

Opening

- Teacher will reread previously selected text to students. Suggested titles include *Little Nino’s Pizzeria* by Karen Barbout, *Tar Beach* by Faith Ringold, or *Owl Moon* by Jane Yolen.
- *Teacher will model identifying “moments” in text that may highlight text to self connections* such as “ I asked my dad if I could help, but he was too busy to even notice me.” (*Little Nino*) or “ And mommy won’t cry all winter when he goes to work and doesn’t come home.” (*Tar Beach*)

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read a selected text independently and identify “moments” in text that help deepen understanding.
- Partner Reading - Students will work with a partner and identify “moments” in text that help deepen understanding.
- Response to Literature in Reader’s Notebooks

- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Teacher will guide student sharing and reflection on text to self connections and how finding “moments” in text can deepen understanding.
- *Students may use language frame “A special moment in the story I read was....” or “I understood the story better when I read*

Work products: Response to literature in Reader’s Notebook

5. Identifying Beginning, Middle and End of Stories

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.1 Write or dictate stories that have a beginning, middle, and end.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Students will identify beginning, middle, and end of stories using turn and talk procedure.

Opening

- Teacher will select a text to read aloud, stressing beginning, middle, and end of story. Suggested texts are *The Art Lesson* by Tomie de Paola, *Ira Sleeps Over* by Bernard Waber or other stories that have a clear sequence of events.
- *Teacher will model turn and talk procedure with students.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will pair with partner and discuss identify beginning, middle and end of texts read using turn and talk procedure.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share the beginning, middle, and end of text read.
- Teacher will record on attribute chart, "*Narrative Elements*" (Stories have beginnings, middles, and ends.)

Work Products: Attribute chart, "*Narrative Elements*", response to literature, reading logs, conference logs

6. Retelling a Story Using Details

MA ELA Standards

Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning Comprehension

When reading independently

Retell the story

Tell what the book is about

Describe what new information has been gained from text

Answer comprehension question similar to those for kindergarteners

Students will retell story using details.

Opening

- Teacher will review attribute chart, *What Do We Do During Read Aloud?* from *1st 30 Days*.
- Teacher will reread familiar text from previous day's lesson to read aloud. Suggested texts are *The Art Lesson* by Tomie de Paola, *Ira Sleeps Over* by Bernard Waber or other stories that have a clear sequence of events.
- *Teacher will model retelling story and identifying story details using turn and talk procedure.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will pair with partner and retell story, identifying story details, using turn and talk procedure.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share how they used the turn and talk procedure to retell story and identify story details.

Work Products: Attribute chart, *What Do We Do During Read Aloud*, response to literature, reading logs, conference logs

7. Identifying Story Leads

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Imitate narrative elements from literature heard or read

Students will identify engaging leads to narratives.

Opening

- Teacher will read aloud one or two of the suggested texts, **Where the Wild Things Are** by Maurice Sendak, **Lily's Purple Plastic Purse** by Kevin Henkes, **Ira Sleeps Over** by Bernard Waber, **Shortcut** by Donald Crews, **The Art Lesson** by Tomie De Paola emphasizing engaging leads created by authors.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will work independently rereading familiar texts and identifying engaging leads used by authors.
- Partner Reading - Students will reread familiar texts with partners and identify engaging leads used by authors.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share engaging leads found while reading familiar texts.
- Teacher will record on attribute chart, "**Narrative Elements**". (*Stories have engaging leads.*)

Work Products: Attribute chart, "**Narrative Elements**", response to literature, reading logs, conference logs

8. Identifying Story Endings

MA ELA Standards

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Imitate narrative elements from literature heard or read

Students will identify story endings.

Opening

- Teacher will reread aloud one or two of the suggested texts, **Where the Wild Things Are** by Maurice Sendak, **Lily's Purple Plastic Purse** by Kevin Henkes, **Ira Sleeps Over** by Bernard Waber, **Shortcut** by Donald Crews, **The Art Lesson** by Tomie Depaola emphasizing story endings.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will work independently rereading familiar texts and identifying story endings.
- Partner Reading - Students will reread familiar texts with partners and identify story endings.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- *Students will share and/or act out story endings found while reading familiar texts.*
- Teacher will record on attribute chart, “*What's in a Story?*”

Work Products: Attribute chart, “*What's in a Story?*”, response to literature, reading logs, conference logs

9. Identifying Narrative Text Elements (Setting)

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

Discuss plot and setting

Students will identify details added to narratives to establish setting.

Opening

- Teacher will reread a previously read text, such as *Where the Wild Things Are* by Maurice Sendak or *Shortcut* by Donald Crews, that has rich illustrations that convey setting.
- *Teacher will highlight how author added details about time and place to an illustration to convey setting.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar texts independently and identify details that enhance setting.
- Partner Reading - Students will read familiar texts with partners and identify details that enhance setting.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- *Groups of students will share and/or act out their versions of the story, emphasizing beginning, middle, and end of the story.*
- Teacher will record on attribute chart, "*Narrative Elements.*"

Work Products: Attribute chart, "*Narrative Elements*", response to literature, reading logs, conference logs

10. Identifying Details to Enhance Meaning

MA ELA Standards/Language Strand 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)

ELPBO Listening and Speaking S.1 Vocabulary Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Vocabulary and Word Choice

Using one's own words

Make word choices that show reveal they have a large enough vocabulary to exercise options in word choice

Taking on language of authors

Make choices about what words to use on the basis of whether they accurately convey the intended meaning

Students will understand how details make words come alive for readers.

Opening

- Teacher will read the first three pages of *Lilly's Purple Plastic Purse*, by Kevin Henkes, emphasizing how the author uses detail.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar texts independently, identifying how author uses details to enhance meaning.
- Partner Reading - Students will read familiar texts with a partner, identifying how author uses details to enhance meaning.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share details they found in texts read that enhanced meaning.
- *Students may use the language frame " This detail,, helped me to understand the story better."*

Work Products: Response to literature, reading logs, conference logs

11. How Authors Use Comments to Enhance Meaning

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English are used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

Students will use comments in story to enhance meaning.

Opening

- Teacher will read *Ira Sleeps Over* by Bernard Waber aloud, emphasizing comments on page 4, “But I had a problem, Should I take him? I began to wonder...”
- *Teacher will note that sometimes authors using comment and making their thinking known to the reader, as a technique to enhance meaning.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will reread *Ira Sleeps Over* or other texts with comments independently.
- Partner Reading - Students will reread *Ira Sleeps Over* or other texts with comment with partners.
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share how author’s use of comments helped them to understand text.
- *Students may act out sections from text to deepen meaning.*

Work Products: Response to literature, reading logs, conference logs

12. Identifying Narrative Text Elements (Character) MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards/Narrative

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Students will identify relevant information about a character using with illustrations and words.

Opening

- Teacher will reread and discuss *The Art Lesson* by Tomie de Paola.
- *Teacher will prompt children to think about how the author helps the reader to learn more about the character.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar text independently and identify ways in which the author helps the reader to learn more about the character.
- Partner Reading - Students will read familiar text with a partner and identify ways in which the author helps the reader to learn more about the character.
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share details about characters in books read during Work Period.
- *Students may act out details about chosen characters.*
- Teacher will record on attribute chart, “*Narrative Elements*”.

Work Products: Attribute chart, “*Narrative Elements*”, response to literature, reading logs, conference logs

13. Practicing Using Book Bins

MA Frameworks Standards/Reading and Literature Strand

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Performance Standards/Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time
- Ask for books to be read aloud to them
- Listen to and discuss one or two books read aloud daily
- Read two to four familiar books daily alone or with a partner
- Engage in reading from a variety of genres

Students will practice selecting books for independent reading.

Opening

- Teacher will review attribute chart, *Routines of Readers Workshop*, from 1st 30 Days.
- Teacher will revisit with children the prepared bins to store classroom texts by category.
- Teacher will review discussion with students about the need for organization of classroom texts and how they can use labels to find the books they wish to read independently.
- *Teacher will model thinking aloud the process of choosing a book from book bins, finding the correct book, and returning it correctly when finished.*
- *Students will practice selecting and returning books to book bins.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share and reflect upon the process of selecting and returning books to book bins during independent reading.

Work Products: Response to literature, reading logs, conference logs

14. Practicing Text to Self Connections

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.

Students will discuss and share text to self connections.

Opening

- Teacher will select a narrative text to read to class that has strong text to self connections such as *Koala Lou* by Mem Fox or *Wemberly Worried* by Kevin Henkes.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will read selected texts with partners and discuss how story line connects to some of their own life experiences.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share and reflect on how story line in texts read connects to some of their own life experiences.
- *Students may use language frames such as "The story reminds me of...." or "I remember when I....."*

Work Products: Reflections on text to self connections, reading logs, conference logs

15. Practicing Retelling a Story

MA ELA Standards/Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning Comprehension

- Retell the story in their own words

Students will retell stories in correct sequence.

Opening

- Teacher will select a narrative text to read to class that has strongly developed story sequence such as *Chrysanthemum* by Kevin Henkes or *Goldilocks and the Three Bears* by Jan Brett.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading –*Students will work with partners using the Turn and Talk procedure to retell selected stories using sequence of events.*
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share and reflect on how story retellings helped them to understand the story.
- *Students may use language frames such as “ Retelling the story helped me to understand.....” or “Now I know.....”*

Work Products: Story retellings, reading logs, conference logs

16. Identifying Inner Thoughts of Characters in Text

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Develop characters by portraying themselves as one or by talking about another character's goals and motivations

Students will identify inner thoughts of characters and give examples from text.

Opening

- Teacher will select a narrative text to read to class that has strongly developed characters. Suggested texts include *Goldilocks and the Three Bears*, *Three Billy Goats Gruff*, or other familiar fairy tales.
- *Teacher will model identifying inner thoughts of characters using read aloud/think aloud technique.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar texts independently and identify what characters may have been thinking.
- Partner Reading - Students will read familiar texts with partners and identify what characters may have been thinking.
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share what characters may have been thinking from texts read during their independent and/or partner reading.
- *Students may act out what characters may have been thinking.*

Work Products: Response to literature, reading logs, conference logs

17. Practicing Identifying Setting

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Orient the listener to the setting.

Students will identify story setting and give examples from text.

Opening

- Teacher will select a narrative text to read to class that has strongly developed setting. Suggested texts include *Goldilocks and the Three Bears*, *Three Billy Goats Gruff*, or other familiar fairy tales.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read texts independently and identify settings in the given texts.
- Partner Reading
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share settings identified from their independent and group reading.
- Teacher will record on attribute chart, “*What’s in a Story?*”

Work Products: Attribute chart, “*What’s in a Story?*”, response to literature, reading logs, conference logs

18. Identifying Problem/Solution

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Build sequence of events and comment on how they were resolved.

Students will discuss problem/solutions and give examples from text.

Opening

- Teacher will select a narrative text to read to class that has strongly developed problems/solution. Suggested texts include *Swimmy* by Leo Lionni or the traditional tale, *Caps for Sale* by Esphyr Slododkina.
- *Teacher will discuss with students how problems in the given text were solved.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will read familiar texts independently and give examples from the text of how the characters solved the problems in the story.
- Partner Reading
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- *Students will share and/or act out examples from texts read of how the characters solved the problems in the story.*

Work Products: Response to literature, reading logs, conference logs

19. Reviewing Text to Self Connections

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.

Students will discuss and share text to self connections.

Opening

- Teacher will select a narrative text to read to class that has strongly developed text to self connections such *Owl Moon* by Jane Yolen or *Chrysanthemum* by Kevin Henkes.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will read texts with partners, and identify text to self connections using the Turn and Talk procedure.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share text to self connections identified from their independent and group reading.

Work Products: Text to self connections, reading logs, conference logs

20. Practicing Text to Self Connections

MA ELA Standards/Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning Comprehension

- Retell the story in their own words

Students will deepen text understanding by practicing story retelling.

Opening

- Teacher will reread narrative text previously read to class that has strongly developed text to self connections such *Owl Moon* by Jane Yolen or *Chrysanthemum* by Kevin Henkes.
- *Teacher will model with students how to retell the story using the Turn and Talk procedure.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading - *Students will read texts, discuss text with partners, and practice retelling stories using the Turn and Talk procedure.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- *Students will share story retelling with whole group.*

Work Products: Retellings, reading logs, conference logs

21. Using Story Sequence to Deepen Understanding
MA ELA Standards/Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning
Comprehension

- Retell the story in their own words

Students will retell beginning, middle, and end of story to deepen understanding.

Opening

- Teacher will read aloud *Caps for Sale* by Esphyr Slobodkina, *Swimmy* by Leo Lionni or another text with a clear story structure.
- Students will discuss story sequence and identify beginning, middle and end of story.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – *Students will read independently a text with strong story structure and determine the B, M. and E of the story.*
- Partner Reading – *Students will partner read text with strong story structure, discuss text with partners, and determine the B, M. and E of the story.*
- Response to Literature in Reader's Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share beginning, middle, and end of stories identified from their independent and group reading.

Work Products: Response to literature, reading logs, conference logs

22. Using Text Talk to Deepen Understanding

MA ELA Standards/Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning Comprehension

- Retell the story in their own words

Students will deepen understanding by using text talk.

Opening

- Teacher will reread *Caps for Sale* by Esphyr Slobodkina, *Swimmy* by Leo Lionni or another text with a clear story structure.
- Teacher will remind students that good readers answer questions from a story to deepen their understanding about the text.
- *Teacher will model asking open-ended questions about text such as: “What do you know about the character/s so far? What words helped you know what is happening in the story?”*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading – Students will reread selected texts independently and develop personal text talk questions to deepen meaning.
- Partner Reading – Students will reread selected texts with partners and develop personal text talk questions to deepen meaning.
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share personal text talk questions and explain how these questions helped them to understand the text better.
- Students may use language frames such as “ I asked myself.....” or “ This question helped me by.....”

Work Products: Response to literature, reading logs, conference logs

23. Identifying Strategies for Independent Reading
MA ELA Standards/Reading and Literature Strand

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

NCEE Performance Standards/Reading Standard 2/Getting the Meaning
Comprehension

- Retell the story in their own words

Students will identify strategies to assist them in becoming better independent readers.

Opening

- Teacher will choose a previously read familiar text to reread to class.
- Teacher will model questions, giving specific examples from the read aloud, that students may ask themselves to help them become better independent readers such as:
 - “I like this book because _____.”
 - “The character I like the most is _____.”
 - “The part I like the most was _____ because _____.”
 - “Some important details I noticed were _____.”

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading
- Partner Reading
- Response to Literature in Reader’s Notebooks
- Reading Logs

During work period, teacher will...

- Meet with small groups of students for oral language development, guided reading, or small group needs based instruction
- Confer with individual students
- Keep ongoing records of student assessment

Closing

- Students will share questions they asked themselves during independent reading and explain how those questions helped them to deepen understanding.
- Teacher will record on attribute chart, “*We Can Read Independently*”

Work Products: Attribute chart, “*We Can Read Independently*”, response to literature, reading logs, conference logs

Artifacts for Personal Narrative, Gr. 1

The implementation of the Personal Narrative in Gr. 1 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

Student Reading Folders
Reading Response Notebooks
Word Wall
Class Name Chart

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

What Do We Do During Read Aloud?
We Can Read Independently
What's in a Story?
Narrative Elements Chart

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