

Curriculum Map
Personal Narrative: The Call of Stories
Readers Workshop
Grade 2

Holyoke Public Schools

Revised 2008

Revised 2009

Mary Curro

Academic Coordinator for Kindergarten

*Curriculum Map prepared by Holyoke Public School Staff
October, 2007*

*Mary Curro, Academic Coordinator for Kindergarten
Dorothy Jarry, District Reading Coordinator
Elizabeth Kane, Literacy Coach*

Personal Narrative, Gr. 2 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. 2?

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. 2 includes a Skills Block with instruction on specific literacy related skills.**

Personal Narrative Genre Study for Grade Two

The first genre study for second grade is Personal Narrative: The Call of Stories. During this study, children begin to use stories to make sense of the world and to discover what is important. Each story becomes part of each student's personal history. (*Personal Narrative: The Call of Stories*, America's Choice, 2005) This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

The Personal Narrative Study builds on the skills taught in the kindergarten and first grade studies of narrative and further develops the following elements of reading:

- Reading about topics from their own experiences
- Reading rich and full narratives
- Connecting quality literature to narrative writings
- Reading stories with a clear sequence of events using time cue and transition words
- Reading stories with details, dialogue, and character
- Reading about characters who incorporate inner thoughts and feelings

Second grade students will read to a wide variety of quality literature that demonstrates the elements of narrative writing in this genre study. 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 and writing strategies using his/her own stories and thinking aloud about the 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 learn to use a Reader's Notebook/Sourcebook during this genre study to record and explore their ideas and responses to literature. They will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good reading. New strategies will be added on as taught and former strategies reviewed as necessary.

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, thinkalouds, 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 and 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.

MA Curriculum Frameworks/ ELA Standards

Personal Narrative, Grade 2

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

- 7.4 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 word
- 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.
- 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.
- 8.7 Retell a story's beginning, middle, and end.

- 8.8 Distinguish cause from effect.
- 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. 2**

Reading Standard 1/Print Sound Code

Read regularly spelled one and two syllable words automatically

Recognize or figure out most irregularly spelled words and such spelling patterns such as diphthongs, special vowel spellings, and common word endings

Reading Standard 2/Getting the Meaning

Accuracy

Independently read aloud Level L books with 90% or better accuracy of word recognition (self correction allowed)

Fluency

Independently read aloud from Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text

Use the cues of punctuation-including commas, question marks, and quotation marks- to guide them in getting meaning and fluently reading aloud

Self Monitoring and Self Correcting Strategies

Know when they don't understand a paragraph and search for clarification clues within the text

Examine the relationship between earlier and later parts of the text and figure out how they make sense together

Comprehension

Recognize and talk about organizing structures

Combine information from two different parts of the text

Infer cause and effect relationships that are not stated explicitly

Discuss and write about themes or messages of a book

Trace characters and plots across multiple episodes

Relate later parts of a story to earlier parts in terms of theme, cause, and effect

Reading Standard 3/Reading Habits

Read one or two short books or long chapters each day and discuss what they read with another student or group

Read good children's literature each day

Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft

Read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays

Read their own writing and classmates' writing

Read to each other voluntarily, signaling their sense of self as readers

Use reading strategies explicitly modeled by adults in read alouds

NCEE Performance Standards
Personal Narrative
Writing, Grade 2

Writing Standard 1/Habits and Processes

- Write daily
- Generate their own topics and make decisions about which pieces to work on
- For several days or longer
- Reread their work often with the expectation that others will be able to read it
- Extend pieces of writing by turning a narrative into a poem or a short description into a long report
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread their work
- Take on strategies and elements of author's craft that the class has discussed in their study of literary works
- Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work
- Polish at least 10 pieces during the year

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Incorporate some literary or "writing" language that does not sound like speech
- 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
- Evidence a plan in their writing, including making decisions about the sequence of events
- Develop internal events as well as external ones
- Write in first and third person
- Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

Writing Standard 3/Language Use and Conventions

Style and Syntax

- Use all sentence patterns typical of spoken language
- Incorporate transition words and phrases

Vocabulary and Word Choice

Using one's own words

- Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion
- Make word choices that show 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

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

Spelling

Use a discernable logic to guide their spelling of unfamiliar words, making incorrect spellings less random

Produce writing in which most high frequency words are spelled correctly

Correctly spell most words with regularly patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent e, and one syllable words with blends

Correctly spell most inflectional endings, including plurals and verb tenses

Use correct spelling patterns and rules most of the time

Use specific spelling strategies during the writing process

Engage in the editing process to correct spelling errors

Punctuation

Use capital letters at the beginning of sentences

Use periods to end sentences

Approximate the use of quotation marks

Use capital letters and exclamation marks for emphasis

Use question marks

Use common contractions

**NCEE Performance Standards
Personal Narrative
Speaking and Listening, Gr. 2**

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Talking to One's Self

Talk to themselves out loud to make plans, guide behavior, or monitor thinking

Discussing Books

Relate a story to real life experiences

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

Explain the motives of characters

Discuss plot and setting

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

Independently give a lengthy and detailed narrative account in which the actual sequence of events is clear even though events may be told out of sequence to build anticipation or through the use of flashbacks

Pass along a story they have heard, giving enough detail or nuance to do justice to the original version

Describe internal events or reactions as well as external events

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

Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the stories end

Include quotations

Comment or reflect on how things were resolved

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

Learn new words from reading or being read to daily

Demonstrate flexibility by choosing from word options to show effect

Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice

Use and explain metaphoric language- a chance to speak, adjust volume to the setting and hold the floor and yield when appropriate

1. Using Prior Knowledge as a Reading Strategy

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO 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.

NCEE Performance Standards

Reading Standard 3/Reading Habit

Use reading strategies explicitly modeled by adults in readalouds

Students will practice activating prior knowledge to deepen comprehension.

Opening

- Teacher will read aloud a Big Book that has action depicted on the cover and an interesting title such as *“The Wind Blew”* by Pat Hutchins.
- *Teacher will model thinking as a reader by activating prior knowledge about the events in the text.*
- Teacher will prompt students to discuss what they think may happen in the text, using their prior knowledge as a tool.

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 and prior knowledge about text using turn and talk procedure.*
- Response to Literature in Reader’s Notebooks – Students will record response to literature in Reader’s Notebook.
- 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 strategies used during reading and how strategies helped them to learn. *Students may use language frames such as “Thinking about what I already knew helped me to understand.....”*

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

2. Reading Stories to Find Seed Ideas

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 literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

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

Students will identify seed ideas from stories.

Opening

- Teacher will read aloud *Wilfred Gordon MacDonald Partridge* by Mem Fox.
- *Teacher will prompt students to discuss how Wilfred jogged Miss Nancy's memory with "seeds" from his life.*

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 seeds" or ideas that were used to create specific stories.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 seeds".
- *They will identify "seeds" in the stories read. They may use a language frame such as "The author used this seed to make a good story...."*

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

3. Reading Stories to Identify and Expand Seed Ideas

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 literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

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

Students will identify seed ideas from stories.

Opening

- Teacher will reread aloud *Wilfred Gordon MacDonald Partridge* by Mem Fox.
- *Teacher will prompt students to discuss events or special items in their own lives that might become seeds for stories.*

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 reread stories from classroom library with a focus on "story seeds" that can be expanded to create new stories.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 seeds".
- *They will identify "seeds" in the stories read that could be expanded to create new stories. They may use the language frames such as "This seed..... might make a good story or " I have a seed for a good story....*

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

4. Noticing Chronological Order in Stories

MA ELA Standards

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

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 3/Reading Habits

Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft

Use reading strategies explicitly modeled by adults in readalouds

Students will develop strategies for noting chronological order in stories.

Opening

- Teacher will read *Tulip Sees America* by Cynthia Rylant, emphasizing how setting is used to help establish chronological order in the story.
- Teacher will prompt students to discuss how the setting helped to establish the order of 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 - Students will record response to literature in Reader's Notebook.
- 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

5. Noticing Repeating Lines in Stories

MA ELA Standards

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

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 3/Reading Habits

Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft

Use reading strategies explicitly modeled by adults in read alouds

Students will identify repeating story lines.

Opening

- Teacher will read aloud a story with a repeating story line such as *The Hungry Caterpillar* or *Does the Kangaroo Have a Mother, Too* by Eric Carle.
- *Teacher will prompt students to join in rereading the text, saying the repeating lines as they occur in the story.*

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 repeating lines.
- Partner Reading - Students will read familiar stories with partners, looking for examples of repeating lines.
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 repeating language found in familiar stories.
- Teacher will record examples of repeating language on attribute chart, "*What's in a Story?*"
- *Students may chant or recite repeating story language to enhance meaning.*

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

6. Identifying Problem/Solution in Stories

MA ELA Standards 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

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

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

- 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:

- Make predictions about what may happen next.
- Describe causes and effects of specific events.

Students will deepen comprehension by identifying problem/solution techniques in stories.

Opening

- Teacher will read *Piggybook* by Anthony Brown aloud to class.
- *Teacher will model readaloud/think aloud noticing problems and wondering what the solutions may be in the text.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read selected texts independently and identify problems/solutions found in texts.
- Partner Reading - Students will read selected texts with a partner and share problems/solutions found in texts.
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 how the problem/solutions technique helps to deepen meaning.
- *Students may use language frame "I noticed this solution.... to this problem....." or "The solution to this problem was....."*

Work products: Response to literature in Reader's Notebook

7. Reading More Problem/Solution in Stories

MA ELA Standards

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

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

Comprehension

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

- 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:

- Make predictions about what may happen next.
- Describe causes and effects of specific events.

Students will deepen comprehension by identifying problem/solution techniques in stories.

Opening

- Teacher will reread *Piggybook* by Anthony Brown aloud to class.
- *Teacher will guide students to identify and discuss how the author used problems/solutions in the text.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read selected texts independently and identify problems/solutions found in texts.
- Partner Reading - Students will read selected texts with a partner and share problems/solutions found in texts.
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 examples of problem/solutions found in selected texts.

- *Students may use language frames such as “The solution to this problem was.....” or “ The problem/solution is this text was.....”*

Work products: Response to literature in Reader’s Notebook

8. Identifying Leads in Stories

MA ELA Standards

8.7 Retell a story’s beginning, middle, and end.

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 Speaking and Listening, Standard I, Habits

Discussing Books

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

Students will identify engaging story leads.

Opening

- Teacher will readaloud text with engaging lead to students. Suggested texts include *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield or *Tulip Sees America* by Cynthia Rylant.
- *Teacher will prompt students to identify engaging leads and discuss how the lead drew them into the story.*

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read selected texts independently and identify engaging leads.
- Partner Reading - Students will work with a partner and identify engaging leads in texts.
- Response to Literature in Reader’s Notebooks - Students will record response to literature in Reader’s Notebook.
- 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 engaging story leads.
- *Students may use language frames “This part in the story.....really made me want to read it.” or “ I liked the beginning of this story because....”*

Work products: Response to literature in Reader's Notebook

9. Reading Books with Surprise Endings

MA ELA Standards

19.5 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 Speaking and Listening, Standard I, Habits

Discussing Books

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

Students will identify and discuss surprise endings in stories.

Opening

- Teacher will select a text to read aloud that has a surprise ending. Suggested text is *Piggybook* by Anthony Brown **or** any other text with a surprise ending.

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 surprise endings in selected texts.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 surprise endings in texts read.
- Teacher will record on attribute chart, "*Narrative Elements*" (Stories can have surprise endings.)

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

10. Reading Books with Circular Endings

MA ELA Standards

19.5 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 Speaking and Listening, Standard I, Habits

Discussing Books

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

Students will identify and discuss the use of circular endings in texts.

Opening

- Teacher will review attribute chart, *What Do We Do During Read Aloud? from 1st 30 Days*.
- Teacher will read text with circular ending such as *Sitti's Secrets* by Naomi Shibab Nye.
- *Teacher will model retelling story and identifying circular ending 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 circular ending, using turn and talk procedure.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 using a circular ending.

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

11. Practicing Story Retelling

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 such *Tar Beach* by Faith Ringgold or *Wemberly Worried* 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 - Students will record response to literature in Reader's Notebook.
- 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. Retelling may use drama as a response to literature.*

Work Products: Retellings, reading logs, conference logs

12. 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 explore how details added to narratives establish setting.

Opening

- Teacher will reread a previously read text, such as *Tar Beach* by Faith Reingold 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 - Students will record response to literature in Reader's Notebook.
- 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 ideas about how details may be added to illustrations to establish setting.
- Teacher will record on attribute chart, "*Narrative Elements.*" *Details can be added to illustrations to establish setting.*)

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

13. 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 - Students will record response to literature in Reader's Notebook.
- 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

14. 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 *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield
- *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 - Students will record response to literature in Reader's Notebook.
- 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*". (*Adding information about characters helps to understand the story.*)

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

15. Reading to Describe Characters

MA ELA Standards

12.2 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 practice reading to describe characters in greater detail.

Opening

- Teacher will reread *Sitti’s Secrets* by Naomi Shihab Nye to class emphasizing details about character using the readaloud/thinkaloud technique.
- Students will share details they noticed about characters during reread.

Work Period

During work period, students will engage in...

- Small Group Work with Teacher
- Literacy Centers
- Independent Reading - Students will read selected texts independently and note details about characters discovered during reading.
- Partner Reading – Students will read selected texts and discuss details noted about characters during reading.
- Response to Literature in Reader’s Notebooks - Students will record response to literature in Reader’s Notebook.
- 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 details noted about characters during reading.
- *Students may choose to demonstrate those details by acting out being the characters.*

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

16. Reading How Characters Change and Grow

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 discuss how characters grow and change over time.

Opening

- Teacher will select a narrative text to read to class that has strong character development such as *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield.

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 the characters grow and change over time during the story.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 characters in selected texts grow and change over time.
- *Students may act out scenes that demonstrate character change.*
- *Students may use a language frame such as "The character showed change when....."*

Work Products: Reflections on character change, reading logs, conference logs

17. Reading to Find the Inner Feelings of Characters

MA ELA Standards/Reading and Literature Strand

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 parts of texts that demonstrate how characters feel.

Opening

- Teacher will select a narrative text to read to class that has strongly developed characters such as *She Come Bringing Me That Little Baby Girl or Chicken Sunday* by Patricia Polacco.

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 to identify parts of texts that demonstrate how characters feel.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 parts of text that helped them to understand how characters feel.
- *Students may use a language frame such as "I know how the character feels because....."*

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

18. 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 reread to class that has strongly developed characters. Suggested texts include *She Come Bringing Me That Little Baby Girl* or *Chicken Sunday* by Patricia Polacco.
- *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 - Students will record response to literature in Reader's Notebook.
- 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

19. Reading and Learning about Characters Through Dialogue

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 how dialogue in story helps to understand character development.

Opening

Teacher will select a narrative text to read to class that has strongly developed dialogue such as *Chicken Sunday* by Patricia Polacco.

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 examples of dialogue in the given texts.
- Partner Reading - Students will read texts with partners and identify examples of dialogue in the given texts.
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 dialogue in texts from their independent and group reading.
- Teacher will record on attribute chart, *“What's in a Story?” (Stories have dialogue.)*

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

20. Identifying Setting and Mood in Stories

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 how setting can set mood in a story.

Opening

- Teacher will select a narrative text to read to class that has strongly developed setting that sets the mood in the story. Suggested texts include *Too Many Tamales* by Gary Soto, *Owl Moon* by Jan Yolen, or *Shortcuts* by Donald Crews.

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 setting can set the mood of a story.
- Partner Reading - Students will read familiar texts with partners and give examples from the text of how setting can set the mood of a story.
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 story setting sets the mood.*

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

21. Finding Interesting Language in Books

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 identify interesting language in texts

Opening

- Teacher will select a narrative text to read to class that has interesting language such as *Piggybook* by Anthony Brown.
- *Teacher will model how to emphasize interesting language during readaloud.*

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 modeling interesting language by reading aloud to each other.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 interesting language found in texts'
- Students may act out interesting language by role playing and/or reading aloud.

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

22. Reading to Identify Descriptive Details

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*)

5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

ELPBO Listening and Speaking

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

S.3 Academic Interaction Students will comprehend and communicate orally, using spoken English to participate in academic settings.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Vocabulary and 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

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

Students will recognize descriptive details in literature.

Opening

- Teacher will read aloud a text such as *Owl Moon* by Jane Yolen stopping to emphasize descriptive details.
- Teacher will prompt students to discuss how descriptive details helped them to “see” the story.

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 identifying descriptive details.*
- Response to Literature in Reader's Notebooks - Students will record response to literature in Reader's Notebook.
- 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 descriptive details found in texts using the language frame “The language in the story helped me to see.....”

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

23. 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 - Students will record response to literature in Reader’s Notebook.
- 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

24. Identifying Strategies for Independent Reading (This lesson should be extended over several days to assure that independent reading strategies are well integrated.)

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**

References

Elementary Reading Monograph Series, America's Choice, Version 4.

Literacy Handbook, Elementary School, Getting Started, America's Choice School Design, 2006

Literacy Workshop, K, El Paso Public Schools
<http://epcae.org>

Narrative, Gr. 1, Denver Public Schools
http://curriculum.dpsk12.org/index.htm#lit_pg

Personal Narrative: Telling Our Stories, Grade One, America's Choice, 2005.

Reading and Writing Grade by Grade: Primary Literacy Standards for K-3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 1999.

Readers Workshop in Literacy: Going Deeper, K-8, America's Choice School Design 2007.

Speaking and Listening, PreK-Grade 3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 2001.