

Curriculum Map

*Personal Narrative
Kindergarten
Readers Workshop*

Holyoke Public Schools

Revised 2008

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**Personal Narrative, K
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 K?

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

A Skill Block is incorporated into the work period. Direct instruction on specific skills may take place during small group work with teacher with time to practice specific skills during literacy centers.

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

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.

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, K

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.
- 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.
- 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.
- 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.
- 23.1 Arrange events in order when writing or dictating.

**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, K**

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognize and name most letters
- Recognize and say the common sounds of most letters
- Write a letter that goes with a spoken sound
- Use knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words
- Isolate initial consonants in single syllable words
- Identify the onset and rime in a single syllable word when pronounced
- Begin to fully separate the onset and rime by saying the sound aloud
- Blend onset and rimes to form words
- Begin to blend separately spoken phonemes to make a meaningful one syllable word

Reading Words

- 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
- Read some words on their own including about 20 high frequency words

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read Level B books that have been previewed with reasonable accuracy attending to each word in sequence
- Read favorite stories emergently, indicating that they understand that the print controls what is said

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, students should be able to:

- Look at the correct page
- Indicate that the word they are saying is the one they are pointing to
- Determine what they read makes sense

When listening to stories read aloud, kindergarten children should be able to:

- Ask why a character would do that
- Say that they do not understand
- Say that the character is “scared because...” or “did that because...”

Comprehension

- When reading independently by the end of kindergarten, students should be able to:
- Give evidence that they are following the meaning of what they are reading
- Retell the story in their own words
- Respond to simple questions about text content
- Show comprehension through drawing or written response
- Use prior knowledge to make sense of text
- Make predictions based on illustrations

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

Reading Behaviors

- Hold books right side up and turn pages in correct direction
- Be able to follow text with finger, pointing to each word as read
- Pay attention to what the words they read are saying

Discussing Books

- Give reactions to books with backup reasons
- Listen carefully to each other
- Relate their contributions to what others have said
- Ask classmates for clarification
- Use newly learned vocabulary

Vocabulary

- Notice words they don't know and guess words from usage
- Talk about words and word meanings met in text and conversation
- Show an interest in collecting and playing with words
- Learn new words daily

**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

**NCEE Performance Standards
Personal Narrative
Writing, K**

Writing Standard 1/Habits and Processes

Kindergarten children are expected to:

- Write daily
- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Punctuation

Kindergarten children are not yet expected to show any regularity in use of punctuation. They may begin to use the period as a marker to separate words or designate the end of line or page. They will move towards the conventional use of a period at the end of a sentence. (p. 89, Reading and Writing Grade by Grade, Primary Literacy Standards, K-3)

Personal Narrative, K 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
- *Pumpkin, Pumpkin* by Jean Titherington.
- Students will share text to self connections.
- *Teacher will model turn and talk procedure.*
- *Students will pair with partner and discuss read aloud 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
- 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. Retelling a Story Using Sequence of Events

MA ELA

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO

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)

NCEE Standards

Comprehension

- Retell the story in their own words

Students will retell story in correct sequence.

Opening

- Teacher will read aloud a text that uses a sequence of events to tell a story such as *Pumpkin, Pumpkin* by Jean Titherington.
- Teacher will model retelling story in own words with students as they reread the book together page by page. Teacher will stress using language frames such as *first, next, then, finally* to assist in retelling.
- Students will pair with partner and retell story in their own words. They may use sentence strips if desired.

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 retellings of stories, reflect on strategies used in retelling stories and how strategies helped them.

Work Products: Story retellings, response to literature, reading logs, conference logs

3. Identifying Capital Letters

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- recognize letter-sound matches by naming and identifying each letter of the alphabet.
- understand that written words are composed of letters that represent sounds.

ELPBO 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)

NCEE Performance Standards/Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.

Students will identify capital letters found in text.

Opening

- Teacher will review chart, *Shared Reading Routines*, from *1st 30 Days*.
- Teacher will select a book to read aloud that has a name occurring in the title and throughout the book such as *Wemberly Worried* by Kevin Henkes.
- While reading the book aloud, teacher will highlight the name, using push cards to fence in the capital letter at the beginning of the name.
- *Students may work in small groups with selected texts and practice fencing in capital letters in names.*
- *Teacher will make sure that students are familiar with terms push cards, capitals letters, and fencing.*

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 where they found capital letters in texts.
- Teacher will review class name chart and remind students that their personal names begin with capital letters.

Work Products: Class name chart, response to literature, reading logs, conference logs

4. Upper and Lower Case Letter Correspondence

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- recognize letter-sound matches by naming and identifying each letter of the alphabet.
- understand that written words are composed of letters that represent sounds.

ELPBO 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)

NCEE Performance Standards/Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.

Students will match upper and lower case letters found in text.

Opening

- Teacher will reread aloud the book from the previous day.
- Teacher will remind children that yesterday they worked on fencing capital letters in words. Today they will find matching lower case letters.
- Teacher will demonstrate using the words “Wemberly” and “worried” from the text using push cards to fence in the capital letter and the matching lower case letter.
- *Students may work in small groups with selected texts and practice fencing in capital letters and matching lower case letters.*
- *Teacher will make sure that students are familiar with terms push cards, capitals letters, lower case letters, and fencing.*

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 where they found capital and lower case letters in texts.
- Teacher will review class name chart and prompt students to find examples of both upper and lower case letters in chart.

Work Products: Class name chart, response to literature, reading logs, conference logs

5. Partner Talk During Read Aloud

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 Accuracy and Fluency

- Read favorite stories emergently, indicating that they understand that the print controls what is said

Students will discuss story using turn and talk procedure.

Opening

- Teacher will review attribute chart, *What Do We Do During Read Aloud?* from *1st 30 Days*.
- Teacher will select a short familiar text to read aloud, stressing fluency and expression. Suggested texts are *Good Night Moon* by Margaret Wise Brown, *Whistle for Willie* by Ezra Jack Keats, or other stories that have a clear sequence of events.
- *Teacher will model turn and talk procedure.*
- *Students will pair with partner and discuss read aloud 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
- 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 importance of speaking clearly and listening to each other during turn and talk time.

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

6. 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

Accuracy and Fluency

- Read favorite stories emergently, indicating that they understand that the print controls what is said

Students will retell story using turn and talk procedure.

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 *Good Night Moon* by Margaret Wise Brown, *Whistle for Willie* by Ezra Jack Keats, or other stories that have a clear sequence of events.
- *Teacher will model retelling story using turn and talk procedure.*
- *Students will pair with partner and retell story 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
- 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.

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

7. Identifying First and Last Letters of Words

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- recognize letter-sound matches by naming and identifying each letter of the alphabet.
- understand that written words are composed of letters that represent sounds

ELPBO 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)

NCEE Performance Standards/Reading Standard 1/Print Sound Code Knowledge of Letters and Sounds

- Recognizes and names most letters.

Students will identify beginning and ending of words in text.

Opening

- Teacher will select a short familiar text to read aloud.
- *Teacher will model predicting text content by doing a picture walk through the text.*
- Teacher will model using push cards to identify the beginning and ending letters of words selected in text.
- *Students will pair with partner and practice using push cards to identify the beginning and ending letters of words selected in text.*

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

- Teacher will chart several vocabulary words from chosen text.

- Students will demonstrate how to circle or frame the first and last letters of the given vocabulary words.

Work Products: Vocabulary chart, response to literature, reading logs, conference logs

8. Word Boundaries

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- understand that written words are composed of letters that represent sounds.

ELPBO 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)

NCEE Performance Standards/Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.

Students will demonstrate knowledge of word boundaries.

Opening

- Teacher will review the attribute chart, *Shared Reading Routines*, with class.
- Teacher will select a Big Book for Shared Reading that has clear spacing between words in text.
- *Teacher will model identifying word boundaries in Big Book by covering selected words with sticky notes and framing beginning and end of words with hands.*
- *Students will pair with partner and practice identifying word boundaries in texts by covering selected words with sticky notes and framing beginning and end of words with hands.*

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 examples of identifying word boundaries in texts.
- Teacher will prompt student discussion of why authors leave white space between words.

Work Products: Attribute chart, *Shared Reading Routines*, identified word boundaries, response to literature, reading logs, conference logs

9. Identifying Narrative Text Elements

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 and act out story using clear beginning, middle, and end.

Opening

- Teacher will read a narrative text with a clear beginning, middle and end to class. Suggested text is *The Carrot Seed* by Ruth Kraus.
- Teacher will stop at appropriate places in the text to mark beginning, middle and end of story.
- *Students will work in groups of three to act out the beginning, middle, and end of the story with each child being one part of the story.*

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

- Groups of students will share their versions of the story, emphasizing beginning, middle, and end of the story.

Work Products: Student performances emphasizing beginning, middle, and end of story, response to literature, reading logs, conference logs

10. Creating Graphic Organizers for Narrative Elements

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 use graphic organizer to retell story.

Opening

- Teacher will reread a narrative text from the previous lesson with a clear beginning, middle and end to class. Suggested text is *The Carrot Seed* by Ruth Kraus.
- Students will discuss how they worked in groups of three to act out the beginning, middle, and end of the story.
- *Teacher will model using a graphic organizer to record beginning, middle, and end of story.* Organizer can be a premade template, a paper folded into three sections, or a computer generated graphic organizer.
- Teacher will prepare students to create a graphic organizer of the chosen text during the Work Period.

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

- Groups of students will share their graphic organizers of the story, emphasizing beginning, middle, and end.

Work Products: Graphic organizer recording beginning, middle, and end of story, response to literature, reading logs, conference logs

11. Revisiting 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 *Lilly's Purple Plastic Purse* by Kevin Henks or *Owl Moon* by Jane Yolen.
- *Students will work with partners and discuss how story line connects to some of their own life experiences.*

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 text to self connections in books read during Work Period.

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

12. Using Book Bins

MA Frameworks Standards/Reading and Literature Strand

11.2 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, *We Can Read Independently*, from 1st 30 Days.
- Teacher will display several prepared bins to store classroom texts by category.
- Teacher will prompt 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

13. 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.
- *Students will work with partners and discuss how story line connects to some of their own life experiences.*

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 on how story line connects to some of their own life experiences.

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

14. 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.
- *Students will work with partners using the Turn and Talk procedure to retell story using sequence of events.*

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 on story retellings helped them to understand the story.

Work Products: Story retellings, reading logs, conference logs

15. Identifying Characters

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 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.
- *Students will identify characters in the given text and give examples from the text to be recorded on chart, **What's in a Story?***

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 characters identified from their independent and group reading.

Work Products: Chart, *What's in a Story?* reading logs, conference logs

16. 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.
- *Students will identify setting in the given text and give examples from the text to be recorded on chart, **What's in a Story?***

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 settings identified from their independent and group reading.

Work Products: Chart, *What's in a Story?* reading logs, conference logs

17. 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 Goldilocks and the Three Bears, Three Billy Goats Gruff, or other familiar fairy tales.
- *Students will identify problems/solution in the given text and give examples from the text of how the characters solved the problems to be recorded on chart, **What's in a Story?***

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 settings identified from their independent and group reading.

Work Products: Chart, *What's in a Story?* reading logs, conference logs

18. 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.
- *Students will listen to story, discuss text with partners, and identify text to self connections 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
- 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

19. 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 practice retelling story using turn and talk procedure.

Opening

- Teacher will select a narrative text to read to class that has strongly developed sequence of events. Some suggested texts are *Seven Blind Mice* by Ed Young and *The Napping House* by Audrey Wood.
- *Students will listen to story, discuss text with partners, and retell 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
- 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: Retellings, reading logs, conference logs

20. Identifying B, M, and E

Teacher will need to gather together several versions of the same fairy tale from library or classroom collection for the next few lessons. Many versions of Cinderella, 3 Pigs, 3 Bears, or Little Red Riding Hood exist in many cultures and will provide rich exposure to variations on the same story line.

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 using illustrations.

Opening

- Teacher will display several versions of a familiar fairy tale and make them available for student browsing.
- Teacher will read a selected version of a given fairy tale.
- *Students will listen to story, discuss text with partners, and determine the B, M, and E of the story.*
- Students will draw or write their favorite part of the story and paste in on a prepared paper folded into 3 sections labeled beginning, middle, and end.

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 beginning, middle, and end of stories identified from their independent and group reading.
- Student use drawing and/or writing to record beginning, middle, and ending of story on recording sheet.

Work Products: Recording sheets, reading logs, conference logs

21. Identifying B, M, and E

Teacher will need to gather together several versions of the same fairy tale from library or classroom collection for the next few lessons. Many versions of Cinderella, 3 Pigs, 3 Bears, or Little Red Riding Hood exist in many cultures and will provide rich exposure to variations on the same story line.

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 using illustrations.

Opening

- Teacher will read a different version of the fairy tale read in the previous lesson.
- *Students will listen to story, discuss text with partners, and determine the B, M, and E of the story.*
- Students will draw or write their favorite part of the story and paste in on a prepared paper folded into 3 sections labeled beginning, middle, and end.

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 beginning, middle, and end of stories identified from their independent and group reading.
- Student use drawing and/or writing to record beginning, middle, and ending of story on recording sheet.

Work Products: Recording sheets, reading logs, conference logs

22. Identifying B, M, and E

Teacher will need to gather together several versions of the same fairy tale from library or classroom collection for the next few lessons. Many versions of Cinderella, 3 Pigs, 3 Bears, or Little Red Riding Hood exist in many cultures and will provide rich exposure to variations on the same story line.

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 using illustrations.

Opening

- Teacher will read another different version of the fairy tale read in the previous lessons.
- *Students will listen to story, discuss text with partners, and determine the B, M, and E of the story.*
- Students will draw or write their favorite part of the story and paste in on a prepared paper folded into 3 sections labeled beginning, middle, and end.

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 beginning, middle, and end of stories identified from their independent and group reading.
- Student use drawing and/or writing to record beginning, middle, and ending of story on recording sheet.
- Students will compare the B, M, and Es of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: Recording sheets, reading logs, conference logs

23. Examining Narrative Text Structure

Teacher will need to gather together several versions of the same fairy tale from library or classroom collection for the next few lessons. Many versions of Cinderella, 3 Pigs, 3 Bears, or Little Red Riding Hood exist in many cultures and will provide rich exposure to variations on the same story line.

MA ELA Standards/Reading and Literature Strand

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

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

ELPBO R.3 Comprehension

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

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.
- 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

Students will discuss and share knowledge of narrative elements of story – plot, character, and setting.

Opening

- Teacher will read a fairy tale different from the previous three lessons that has several different versions
- *Students will listen to story, discuss text with partners, and determine the narrative elements of the story – character, setting, problem/solution, and B, M, and E*
- Teacher will guide students in charting the narrative elements of the story – character, setting, problem/solution, and B, M, and E- onto prepared chart paper.

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 narrative elements identified from their independent and group reading.
- Student use drawing and/or writing to record narrative elements of story on recording sheet.
- Students will compare the narrative elements of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: *Narrative Elements Chart*, reading logs, conference logs

24. Examining Narrative Text Structure

Teacher will need to gather together several versions of the same fairy tale from library or classroom collection for the next few lessons. Many versions of Cinderella, 3 Pigs, 3 Bears, or Little Red Riding Hood exist in many cultures and will provide rich exposure to variations on the same story line.

MA ELA Standards/Reading and Literature Strand

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

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

ELPBO R.3 Comprehension

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

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.
- 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

Students will discuss and share knowledge of narrative elements of story – plot, character, and setting.

Opening

- Teacher will read a version of the fairy tale from the previous day's lesson with a different point of view.
- *Students will listen to story, discuss text with partners, and determine the narrative elements of the story – character, setting, problem/solution, and B, M, and E.*
- Teacher will guide students in adding on to the *Narrative Elements Chart* by charting the narrative elements of the second story – character, setting, problem/solution, and B, M, and E- onto prepared chart paper.

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 narrative elements identified from their independent and group reading.
- Student use drawing and/or writing to record narrative elements of story on recording sheet.
- Students will compare the narrative elements of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: *Narrative Elements Chart*, reading logs, conference logs

25. Examining Narrative Text Structure

MA ELA Standards/Reading and Literature Strand

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

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

ELPBO R.3 Comprehension

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

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.
- 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

Students will discuss and share knowledge of narrative elements of story – plot, character, and setting.

Opening

- Teacher will read a version of the fairy tale from the previous day's lesson that contains several different elements.
- *Students will listen to story, discuss text with partners, and determine the narrative elements of the story – character, setting, problem/solution, and B, M, and E.*
- Teacher will guide students in adding on to the *Narrative Elements Chart* by charting the narrative elements of the third story – character, setting, problem/solution, and B, M, and E- onto prepared chart paper.

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 narrative elements identified from their independent and group reading.
- Student use drawing and/or writing to record narrative elements of story on recording sheet.
- Students will compare the narrative elements of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: *Narrative Elements Chart*, reading logs, conference logs

26. Creating a Narrative Story

MA ELA Standards/Reading and Literature Strand

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

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

ELPBO R.3 Comprehension

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

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.
- 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

Students will work in small groups to create their own version of a narrative story that includes plot, character, and setting.

Opening

- Teacher will revisit the *Narrative Elements Chart* with class, reviewing the narrative elements that a story needs - character, setting, problem/solution, and B, M, and E.
- Using large chart paper divided into sections, *teacher will model creating a new narrative story that includes the narrative elements of the story – character, setting, problem/solution, and B, M, and E.*
- *Students will work in small groups to create drafts of their own narrative stories/versions of fairy tales heard that include the narrative elements of the third story – character, setting, problem/solution, and B, M, and E- on prepared chart paper divided into sections for each element.*

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 narrative elements identified from their independent and group reading.
- Student use drawing and/or writing to record narrative elements of story on recording sheet.
- Students will compare the narrative elements of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: Student drafts, chart, *Narrative Elements/Our Story*, reading logs, conference logs

27. Creating a Narrative Story, cont.

This lesson may take several days.

MA ELA Standards/Reading and Literature Strand

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

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

ELPBO R.3 Comprehension

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

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.
- 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

Students will work in small groups to act out their own version of a narrative story that includes plot, character, and setting.

Opening

- Teacher will revisit the *Narrative Elements/Our Story* with class, reviewing the narrative elements in the newly created story - character, setting, problem/solution, and B, M, and E.
- *Students will work in small groups to act out their version of the class story.*
- *Students will work either individually or with a partner to create an assigned page of the newly created story.*
- Individual pages will be assembled into a class book.

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 narrative elements identified from their independent and group reading.
- Student use drawing and/or writing to record narrative elements of story on recording sheet.
- Students will compare the narrative elements of versions of the same fairy tale and discuss how they are the same and how they are different.

Work Products: Chart, *Narrative Elements/Our Story*, class book, reading logs, conference logs

Artifacts for Personal Narrative, K

The implementation of the Personal Narrative in K 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
Narrative Rubric**

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?
Shared Reading Routines
We Can Read Independently
What's in a Story?
Narrative Elements Chart**

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