

Retelling Corduroy



Information Sheet for Elementary Explanatory Module

Module title:	Retelling Corduroy
Module description (overview):	In this module, students will learn how to retell key events of a story in chronological order. This module would be implemented in the middle of the fall semester following instruction on identifying characters, setting and events in a story. This module targets and explicitly teaches standards CCSS.ELA-Literacy.RL.K.2 : With prompting and support retell familiar stories, including key details and CCSS.ELA-Literacy.W.K.3 : use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. It is suggested that only pencils be provided so as to not distract students “in coloring” but rather to record the details.
Template task (include number, type, level):	Elementary Task 6: [Insert optional question] After reading ____ (literary or informational text/s), write a/n ____ (product) in which you describe the events of the story. Give ____ (an, several, or #) example/s from ____ (text/s) to support your discussion. (Informational or Explanatory/Describe)
Teaching task:	After reading Corduroy write or draw a retelling of the story in which you describe the key events of the story. Give at least 3 examples of key events from Corduroy to support your discussion.
Grade(s)/Level:	Kindergarten
Discipline: (e.g., ELA, science, history, other?)	Language Arts
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Section 1: What Task?

TEACHING TASK

Background to share with students:	Kindergarteners we are going to read <i>Corduroy</i> , a fiction text, to practice how good readers retell important events from the story. As we read together your job will be to think about what is happening in the story by paying close attention to the character, <i>Corduroy</i> , and the events that take place throughout the story.
Teaching task:	After reading <i>Corduroy</i> , write or draw a retelling in which you describe the key events of the story. Give at least 3 example key events from <i>Corduroy</i> to support your discussion.
Reading texts:	<u><i>Corduroy</i></u> : Don Freeman(1968) New York, NY: Scholastic Books, Inc.
Extension (optional):	

COMMON CORE STATE STANDARDS

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
“Built In” Reading Standards	“When Appropriate” Reading
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
“Built In” Writing Standards	“When Appropriate” Writing Standards
2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	
10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

LANGUAGE STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
“Built-in” Language Standards	“When Appropriate” Language Standards (applicable in black)
1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source: Because this module was created as a sample, the Kindergarten CCSS were used.

TARGETED STANDARDS FOR THIS MODULE

<u>CCSS.ELA-Literacy.RL.K.2</u>	With prompting and support retell familiar stories, including key details.
<u>CCSS.ELA-Literacy.W.K.3</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

SUPPORTING (PRACTICED) STANDARDS FOR THIS MODULE

<u>CCSS.ELA-Literacy.RL.K.1</u>	With prompting and support, ask and answer questions about key details in a text.
<u>CCSS.ELA-Literacy.RL.K.3</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>CCSS.ELA-Literacy.RL.K.10</u>	Actively engage in group reading activities with purpose and understanding.
<u>CCSS.ELA-Literacy.W.K.5</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>CCSS.ELA-Literacy.SL.K.1</u>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>CCSS.ELA-Literacy.SL.K.5</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>CCSS.ELA-Literacy.SL.K.6</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>CCSS.ELA-Literacy.L.K.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.
<u>CCSS.ELA-Literacy.L.K.6</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

***Elementary Teaching Task Rubric (Informational or Explanatory)**

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain .		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/ Research (when applicable)	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding (When applicable)	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.

***Please note this rubric was created for intermediate elementary and would need some revisions when used in Kindergarten.**

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
Task Analysis	Ability to understand the teaching task and rubric.
SKILLS CLUSTER 2: READING PROCESS	
Comprehending the Text	<p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-Literacy.RL.K.1) • With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) • Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2) • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1) <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6)

<p>Comprehending and Retelling the Key Events in the Story</p>	<p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2) • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1) <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges • Add drawings or other visual displays to descriptions as desired to provide additional detail (with a whole group retell poster). (CCSS.ELA-Literacy.SL.K.5) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) • Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10) • Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) <ul style="list-style-type: none"> f. Produce and expand complete sentences in shared language activities. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6)
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SKILLS CLUSTER 3: TRANSITION TO WRITING

<p>Bridging Conversation to Writing</p>	<p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) <ul style="list-style-type: none"> f. Produce and expand complete sentences in shared language activities. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) • Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1) <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1)
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SKILLS CLUSTER 4: WRITING PROCESS

Recording the Retelling

Ability to:

Targeted Skills:

Ability to:

- Add drawings or other visual displays to descriptions as desired to provide additional detail. ([CCSS.ELA-Literacy.SL.K.5](#))
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ([CCSS.ELA-Literacy.W.K.3](#))
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ([CCSS.ELA-Literacy.W.K.5](#))

Supported Skills:

Ability to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ([CCSS.ELA-Literacy.L.K.1](#))
- f. Produce and expand complete sentences in shared language activities.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ([CCSS.ELA-Literacy.L.K.6](#))

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT...)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1(.2 period)	Task Analysis & Rubric Ability to understand the teaching task and rubric.	<u>Product:</u> Classroom Conservation <u>Prompt 1:</u> This week we are going to be working with the story Corduroy. We will read and reread the story and then we will complete a task. (Teacher Posts Task) <u>Prompt 2:</u> Turn and talk with your partner about what you will be practicing this week with Corduroy.	Meets: Students are able to identify in their turn and talk that they will read and retell the events of Corduroy (note: This does not mean students should have an understanding of retell as this is the intended learning concept of the module).	<ul style="list-style-type: none"> Teacher will have oversized chart of teaching task posted for students on rug. Teacher will introduce and read the task. Suggested teacher language: <i>Listen as I read the task. What's one thing we are going to do this week? (underline read Corduroy) What else does this task ask us to do?</i> Teacher reread multiple times. After 2-3 attempts teacher will give the concept of retell. <i>There's another action word; retell. As we read and reread Corduroy we will be practicing what good readers do after they read. They retell the events of the story.</i> That means we will read and practice thinking about the important things that happened in the story in the order that they happened.

SKILLS CLUSTER 2: READING PROCESS

<p>Day 1(.8 period)</p>	<p>Comprehending the Text</p> <p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (<u>CCSS.ELA-Literacy.RL.K.1</u>) With prompting and support, identify characters, settings, and major events in a story. (<u>CCSS.ELA-Literacy.RL.K.3</u>) Actively engage in group reading activities with purpose and understanding. (<u>CCSS.ELA-Literacy.RL.K.10</u>) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> With prompting and support retell familiar stories, including key details. (<u>CCSS.ELA-Literacy.RL.K.2</u>) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (<u>CCSS.ELA-Literacy.SL.K.1</u>) <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (<u>CCSS.ELA-Literacy.L.K.6</u>) 	<p><u>Product:</u> Whole Group Retell</p> <p><u>Prompt:</u> Teacher facilitated: Kindergartners at the end of our story today we are going to work together to retell the story of Corduroy.</p>	<p>Meets: Student participates by sharing events from the story in whole group discussion as well as during turn and talk with partner.</p>	<ul style="list-style-type: none"> Use an interactive read aloud approach the teacher reads the story making sure to stop while reading to highlight key events and the metacognitive strategies students need to understand the characters and the events in the story i.e. stopping and restating and being able to identify what are the key events of the text. In the instructional language of the interactive read aloud be sure to highlight the target standard of retell by clearly teaching the concept of retell i.e. ‘When readers retell a story they have read, they are careful to include the key events, the most important things that happen in the story. Readers also want to be sure that they tell the story the same way the author told it, we call that in sequence. The teacher includes multiple opportunities for students to process text through oral discourse. (Teacher has predetermined systems and routines for what turn and talk looks like on the rug.) This also provides the teacher to do ongoing progress monitoring. At the end of the interactive read aloud on the rug teacher facilitates a step by step retell of the story. Suggested instructional language while showing the pictures includes i.e. ‘<i>Now we are going to go back and retell the story. If we are going to tell the story to another reader what would we tell them?</i>’ Suggested stopping points: (This is the adult language that we model for students knowing that the expressive language of the Kindergartener will sound different). The teacher shows the picture as each event is described by students (and teacher scaffolded supports). <ul style="list-style-type: none"> Page 1 (of text): In the beginning we meet Corduroy, a bear who lives in a department store with all of the other toys waiting for someone to buy him and take him home. Page 5: Then we meet a little girl named Lisa who wants to take Corduroy home but her mom says no. They do not have money to buy him and we then notice that Corduroy is missing a button and doesn’t look new. Page 10: After the store closes Corduroy starts looking for a button. He looks on the floor and then takes an escalator up to another part of the store where there is all types of different furniture. Corduroy thinks it is a palace but we know it cannot be because he is still in the store.
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<p>Day 2</p>	<p>Comprehending and Retelling the Key Events in the Story</p> <p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2) • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1) <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) • Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10) • Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) f. Produce and expand complete sentences in shared language activities. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6) 	<p>Product: Classroom conversations (Turn and Talk on rug)</p> <p>Prompt: Kindergarten today when we reread Corduroy we're going to stop and practice restating key events, the important things that happen in the story.</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Students are able to have discourse about specific targeted events in the text during intentional stopping points in the beginning, middle and end of interactive read aloud. • Students follow agreed upon rules of discussion: • listening to others and taking turns speaking about the topics and texts under discussion) • Continue a conversation through multiple exchanges 	<p>Part I: Mini Lesson of Sequencing (Recording on Graphic Organizer)</p> <ul style="list-style-type: none"> • Teacher begins with a mini lesson about stories/situations happening in an order (sequence) - something happens at the Beginning, in the Middle and at the End. Teacher builds and uses a graphic organizer with the whole group (students are on the rug). Teacher uses real life situations with visuals, (ie. Getting Up in the Morning, Eating Breakfast, Going to School). • Suggested teacher language/example for mini lesson: <i>Today learners we are going to use this chart to help us record our thinking. We record our thinking so we don't forget it. By recording our thinking on paper it helps us remember our thoughts at a different time and allows us to provide additional detail to our thinking and our work. Today we are going to record our thinking of how we put events in order. When we sequence or retell a story we put things in order from what we do first, next, last. Today I'm thinking about what I do in the morning. First, I get out of bed. I'm going to draw me getting out of bed. I have to add details so I show exactly what I do first in the morning. I'm going to draw myself, the bed and my teddy because I always sleep with my teddy. He stays on the bed when I get up (Teacher draw pictures while thinking aloud for each event.). Next I get dressed for school. Where should I draw the next event? Yes, after the first event in the beginning we think about what happens next and we show our thinking in the next box. I'm going to show me in my school clothes. I'm going to add another detail to help explain my thinking, now that I'm wearing my school clothes I'm going to show my pajamas on the floor to show I changed. Before I leave for school I have to eat breakfast! That is the last thing I do before I leave. If this is the last event where should I record my thinking on the graphic organizer? Yes, in the last box to show that we are at the end. I'm going to add details to show I am eating breakfast. This is the last event. What details could I add to show I am eating? (Teacher takes responses). I'll show me eating my cereal and drinking my juice at the kitchen table. I always eat breakfast with my sister so I'm going to add that detail.</i> • To bring mini lesson to close teacher does a check for understanding by asking what sequence words we used to record the events in order (first, next, last/finally) • KEEP CHART FOR TOMORROW LESSON <p>Part II: Reread and retell of story on rug</p> <ul style="list-style-type: none"> • Teacher readies students for the 2nd reading of Corduroy by telling students their job is to be listening very carefully for the events that happen in the Beginning of the Story, in the Middle of the Story and at the End of the Story. Teacher reads pages 1-9. (FYI -first page is the first page of text) • Teacher uses strategic language as a means to prompt students before they turn and talk so that they are focused on the task of retell. i. e. Kindergartners I'm noticing there are key events taking place in the Beginning of the story. Right now you are going to turn and talk with your partner and practice retelling those events, talking about what is happening or taking place in the story. The prompt should remain the same before students turn and talk throughout the 2nd reading. • Students turn and talk to share events from the Beginning. Teacher asks for a few volunteers to share. • Teacher follows the same process for pages 10-21 (middle) and pages 22-28 (end).
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SKILLS CLUSTER 3 & 4: TRANSITION TO WRITING & WRITING PROCESS

<p>Day 3</p>	<p>Bridging Conversation to Writing</p> <p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) Produce and expand complete sentences in shared language activities. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.K.5) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) 	<p><u>Product:</u> Classroom conversations (Turn and Talk on rug)</p> <p><u>Prompt 1:</u> Kindergartners, now that you know the story so well we are going to practice retelling the whole story with your partner. Some of you might use sequence words in your retell to help you tell the main events in order.</p> <p><u>Prompt 2:</u> How can we use this graphic organizer to help put our ideas and retelling on paper?</p>	<p>Meets:</p> <ul style="list-style-type: none"> Students are able to practice retelling all of the key events of the story. Students follow agreed upon rules of discussion: *listening to others and taking turns speaking about the topics and texts under discussion Continue a conversation through multiple exchanges Students are able to speak audibly and express thoughts, feelings, and ideas clearly. 	<p><u>Part I:</u></p> <ul style="list-style-type: none"> With the use of predetermined routines and systems for turn and talk teacher will facilitate student’s ability to work with a partner to retell the entire story using the main events. Minimally students should be able to attend to an event in the beginning, one in the middle and one at the end. <p><u>Differentiation of learners:</u> <u>For accelerated learners:</u></p> <ul style="list-style-type: none"> Scaffold students to use sequence words in their retell (first, beginning, then, after, next, finally, last, etc.) Scaffold learners to add more details and/or more events in their retell of the complete story. <p><u>For the struggling learner:</u></p> <ul style="list-style-type: none"> Teacher strategically places students with one that has better understanding for more peer to peer support Teacher provides more check-ins and check for understandings paired with the actual text in hand for reference. Teacher provides an additional copy of the text for students to use as they practice retelling with partner. Suggested scaffolding questions: <ul style="list-style-type: none"> What part of the story did we see this event? Beginning, middle or end? Is there something that happened first/before ___? Can you show me in the text where that event took place? Let’s use our sequencing chart to help us think about what events happened and in what order.)
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				<p>Part II:</p> <ul style="list-style-type: none"> • Bring students together on rug using predetermined routines and systems. Focus of the mini lesson: adding detail and incorporating more sequence words to retell. • USE CHART/GRAPHIC ORGANIZER FROM DAY 2 (Predraw 3 more picture boxes or have individual boxes precut and ready to add picture boxes into chart) • Suggested teacher language: <i>Yesterday Kindergartners we sequenced the each event that takes place every morning when I get ready for school. How did we record our thinking, how did we put them in order? Yes from the beginning to the middle and the end. What words did we use to sequence these events? Teacher takes responses. Just like we used first, next and last to sequence my morning we also we can use these words when retelling a story and we will get to practice this again today! When I went back I realized I was forgetting important parts in the middle!</i> • As teacher is referring to graphic embed this work with the graphic organizer used on Day 2. Suggested teacher language; <i>Yesterday I forgot that after I get up I say good morning to my mom. I need to include that event because I give her a hug every morning after I wake up! I'm going to add that detail after what I do first. I could say; First I get out of bed. Then I hug my mom good morning. I'm going to add that picture box and draw me giving my mom a big hug. I can't forget to add the detail that we are both smiling because I am always so happy to see my mom. Teacher draws pictures while thinking aloud. Then we know I get dressed in my school clothes but I forgot something! After I get dressed it is my job to make the bed. I am going to add that detail in a new picture box after I got dressed. I'm going to add the detail of my pillow and blanket looking neat and organized on the bed. Last I eat breakfast but then there's something that happens after that. Finally, I have to brush my teeth! I'm going to add a picture box to the end.</i> • Teacher calls on students to highlight sequencing and sequence words as well as highlighting that retelling can have multiple events and is not limited to 3 events (beginning, middle, and end). • End Lesson with Tomorrows Task: (Suggested Language) <i>Tomorrow learners you will have your very own graphic organizer and at your desks you will be able to retell Corduroy on your own!</i>
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<p>Day 4</p>	<p>Recording the Retelling</p> <p>Targeted Skills: Ability to:</p> <ul style="list-style-type: none"> • Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.K.5) • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS.ELA-Literacy.W.K.3) • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS.ELA-Literacy.W.K.5) <p>Supported Skills: Ability to:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1) <ul style="list-style-type: none"> f. Produce and expand complete sentences in shared language activities. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6) 	<p><u>Product</u>: Picture or text depiction of 3 or more events (beginning/ middle/ end) in Corduroy (with use of graphic organizer made by teacher)</p> <p><u>Prompt 1</u>: Today we are going to practice retelling the story of Corduroy again. At your desks you will write about the beginning of the story, the end of the story and what happened in the middle of the story.</p> <p><u>Prompt 2</u>: Now that you have recorded your thinking and completed a retell of Corduroy, turn to the person next to you and share your work with them. Be sure to talk about each event you wrote about.</p>	<p>Meets: Part 1:</p> <ul style="list-style-type: none"> • Students are able to practice retelling all of the key events of the story by drawing and writing on recording sheet. • Students use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. • Students respond to questions and suggestions from peers and add details to strengthen writing as needed. <p>Part 2:</p> <ul style="list-style-type: none"> • Students follow agreed upon rules of discussion: <ul style="list-style-type: none"> - listening to others and taking turns speaking about the topics and texts under discussion • Continue a conversation through multiple exchanges • Students are able to speak audibly and express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Teacher begins lesson with students at desks and recording sheets (x2) already placed on desks. • Suggested teacher language: <i>“Today we are going to work at our desks to retell Corduroy just like we did yesterday together on the rug sequencing the events of getting ready for school. Yesterday we added more events to the retell of getting ready for school. What other words could use when we think about the middle? Teacher scaffolds for then, next, after. What about the end? TW scaffold for finally, last. (Teacher uses same language as used in prior days to sequence the events in getting ready for school.)</i> • <i>Right now I want us to think about all of the events in Corduroy. Today you are going to record each event that happened in <u>Corduroy</u>. You are going to start with the first event and draw and write each event in the order/the sequence it happened. (Ensure that the point of not limiting to three events is highlighted</i> • Teacher guides students at the beginning of recording. <i>Suggested teacher language: Kindergartners put your finger on the first box. Right now record with words and pictures the first event in Corduroy. Remember to add details in your pictures and with your words. (Continue with guided practice for events in the middle and end).</i> • Scaffold accelerated learners by encouraging them to label box with sequence words and sentence writing of each event as well as including multiple events in retell. • For struggling learner, have them look back and refer to graphic organizer as well as having them articulate what happened first before recording. • To encourage open ended response and multiple events give students 2 recording sheets on the desks. • Students will use recording sheet (attached in appendix) to record 3 events in their retell. • Those students who finish early can be prompted to add detail to their picture or writing. • Once students have completed work, teacher brings whole group together to begin a peer share. • Suggested teacher language for sending students off to peer share, <i>“Now that you have recorded your thinking and completed a retell of Corduroy, turn to the person next to you and share your work with them. Be sure to talk about each event you wrote about.” This allows teacher(s) for more opportunities for individual conferencing.</i>
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MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
<ul style="list-style-type: none">➤ <i>Corduroy: Don Freeman</i>➤ <i>Posted Teaching Task on Chart Size Paper</i>➤ <i>Chart (Beginning/Middle/End) for Mini Lesson</i>➤ <i>Oversized Graphic Organizer (Day 4 & 5)/ Optional</i>	<ul style="list-style-type: none">➤ <i>Graphic Organizer (Day 4 & 5) Beginning/ Middle/ End</i> <p><i>*Graphic Organizers Attached in Appendix</i></p>

Section 4: What Results?

STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

OPTIONAL: CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Background to share with students (optional):	
Classroom assessment task	
Reading texts:	

INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

LDC Informational/Explanatory Classroom Assessment MEETS EXPECTATIONS

Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks..
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail.
Organization	Applies a generally effective multi-paragraph structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

NOT YET

Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.
Organization	Applies an ineffective structure or doesn't use paragraphs; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

Name: _____

Retelling Corduroy


