



**Literacy Design
Collaborative**

Retelling Corduroy



by Cathy A. Feldman

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

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.

(The students are given the option of drawing their responses due to the time of year. It is the expectation that student responses would be in a written format as the year progresses.)

It is suggested that only pencils be provided so as to not distract students “in coloring” but rather to record the details.

GRADES

K

DISCIPLINE

 **ELA**

COURSE


**Language
Arts**

PACING

 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After reading Corduroy, write or draw a retelling of the story in which you describe the key events. Support your response with evidence from the text/s. Include at least 3 examples from the texts in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

RL.K.2

With prompting and support, retell familiar stories, including key details.

Focus

RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

RL.K.10

Actively engage in group reading activities with purpose and understanding.

SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Focus

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.

Texts

 Corduroy

Freeman, Don. Corduroy. New York: Viking Press, 1968. Print.

Informational/Explanatory Rubric for Kindergarten and Grade 1 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately with a steady focus; stays on task. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt with a developed and consistent focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Lacks a clear topic or controlling idea.	Names a topic or controlling idea, though may lack clarity or credibility.	Names a credible topic or controlling idea.	Names and maintains a strong and credible topic or controlling idea.
Reading/Research (when applicable)	Provides details not connected to the reading materials or to the prompt.	Provides some details from reading materials but lacks accuracy or relevance.	Accurately provides some details from reading materials relevant to the prompt.	Accurately and effectively provides key details from reading materials relevant to the prompt.
Development	Does not provide details or is off-task.	Provides some details that support the focus and controlling idea.	Provides appropriate details that support the focus and controlling idea.	Provides key details that strongly support the focus and controlling idea.
Organization	Lacks organization of topic and information.	Attempts to organize topic and information.	Demonstrates some elements of organization: including an introduction of topic, supporting details, and/or closure or a concluding statement or section.	Demonstrates elements of organization: including an introduction, supporting details, and closure or a concluding statement or section.
Conventions	Lacks 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.	Demonstrates and maintains a well-developed command of standard English conventions, with few errors, as appropriate to grade level.
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.	Shows uneven understanding of topic or disciplinary content.	Presents generally accurate understanding of topic or disciplinary content.	Presents relevant and accurate disciplinary content to enhance understanding of topic.

Background for Students

Kindergarteners, we are going to read "Corduroy," 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, Corduroy, and the events that take place throughout the story.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ANALYSIS: Ability to understand the teaching task and rubric.

Reading Process

COMPREHENDING THE TEXT: Targeted Skills - Ability to: (1) With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-Literacy.RL.K.1); (2) With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3); (3) Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10). Supported Skills - Ability to: (4) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (5) 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), 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; (6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6)

COMPREHENDING AND RETELLING THE KEY EVENTS IN THE STORY: Targeted Skills - Ability to: (1) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (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), 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; (3) 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). Supported Skills - Ability to: (4) With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3); (5) Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10); (6) Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6); (7) 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; (8) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6).

Transition to Writing

BRIDGING CONVERSATION TO WRITING: Targeted Skills - Ability to: (1) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (2) 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; (3) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6). Supported Skills - Ability to: (4) With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) (5) Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) (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), 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; (7) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1)

Writing Process

RECORDING THE RETELLING: Targeted Skills - Ability to: (1) Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.K.5); (2) 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); (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: (4) 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; (5) 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	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>TASK ANALYSIS: Ability to understand the teaching task and rubric.</p>	<p>CLASSROOM OBSERVATION Day 1</p> <p>Prompt 1: 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)</p> <p>Prompt 2: Turn and talk with your partner about what you will be practicing this week with Corduroy.</p>	<p>Meets:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> "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?" (Teacher reread multiple times). After 2-3 attempts teacher will give the concept of retell. "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. That means we will read and practice thinking about the important things that happened in the story in the order that they happened."
Reading Process				
30 mins	<p>COMPREHENDING THE TEXT: Targeted Skills - Ability to: (1) With prompting and support, ask and answer questions about key details in a text. (CCSS.ELA-Literacy.RL.K.1); (2) With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3); (3) Actively engage in group reading activities with purpose and understanding. (CCSS.ELA-Literacy.RL.K.10). Supported Skills - Ability to: (4) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (5) Participate in collaborative</p>	<p>WHOLE GROUP RETELL Day 1 (continued)</p> <p>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:</p> <ul style="list-style-type: none"> Student participates by sharing events from the story in whole group discussion as well as during turn and talk with partner. 	<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. <p>(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.</p> <ul style="list-style-type: none"> 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. "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?" Suggested stopping points: (This is the adult language that we model for students knowing that the expressive language of the Kindergartener will

conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.K.1), 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; (6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6)

sound different). The teacher shows the picture as each event is described by students (and teacher scaffolded supports).

- o **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.
- o **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.
- o **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.
- o **Page 15:** Corduroy finds a mattress and on it what looks like a button. He is very excited that he has finally found his button and pulls and pulls to take it off. At last the button comes off the mattress but Corduroy goes flying too and lands with a crash on the floor next to fallen lamp.
- o **Page 21:** Then, a security guard (night watchman) hears the commotion and goes looking as to what could have made that sound. He finds Corduroy hiding under a blanket and brings him back to his home where all of the other animals and dolls are.
- o **Page 23:** The next day Lisa comes in buy Corduroy! She looked in her piggy bank, asked her mom and took herself to the story to buy him. Both Lisa and Corduroy are very excited.
- o **Page 28:** Finally Lisa takes Corduroy to her home where she has a bed for him and puts a button on his overalls. They are so lucky and happy to have a friend in each other.

30 mins

COMPREHENDING AND RETELLING THE KEY EVENTS IN THE STORY: Targeted Skills - Ability to: (1) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (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), a. Follow agreed-upon rules for discussions

CLASSROOM CONVERSATIONS (TURN AND TALK ON RUG)
Day 2

Kindergarteners today when we reread Corduroy we're going to stop and practice restating key events, the important things that happen in the story.

Meets:

- 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

Part I: Mini Lesson of Sequencing (Recording on Graphic Organizer)

- 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:
 - o *"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*

(e.g., listening to others and taking turns speaking about the topics and texts under discussion), b.

Continue a conversation through multiple exchanges; (3) 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). Supported Skills - Ability to: (4) With prompting and support, identify characters, settings, and major events in a story.

(CCSS.ELA-Literacy.RL.K.3); (5) Actively engage in group reading activities with purpose and understanding.

(CCSS.ELA-Literacy.RL.K.10); (6) Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6); (7)

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; (8) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

(CCSS.ELA-Literacy.L.K.6).

speaking about the topics and texts under discussion)

- Continue a conversation through multiple exchanges

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."

- 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**

Part II: Reread and retell of story on rug

- 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).

Additional Attachments:

 **Beginning, Middle, End Graphic Organizer**

Transition to Writing

30 mins

BRIDGING CONVERSATION TO WRITING:

Targeted Skills - Ability to: (1) With prompting and support retell familiar stories, including key details. (CCSS.ELA-Literacy.RL.K.2); (2) 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; (3) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6). Supported Skills - Ability to: (4) With prompting and support, identify characters, settings, and major events in a story. (CCSS.ELA-Literacy.RL.K.3) (5) Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.ELA-Literacy.SL.K.6) (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), 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

CLASSROOM CONVERSATIONS

Day 3

Prompt 1:

"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."

Prompt 2: How can we use this graphic organizer to help put our ideas and retelling on paper?

Meets:

- 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.

Part I -

- 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.

Differentiation of learners:**For accelerated learners:**

- 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.

For the struggling learner:

- 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:
 - 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.)

Part II -

- 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:
 - *"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*

multiple exchanges; (7) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.K.1)

I went back I realized I was forgetting important parts in the middle!"

- As teacher is referring to graphic embed this work with the graphic organizer used on Day 2. Suggested teacher language:
 - *"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."*
- **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) *"Tomorrow learners you will have your very own graphic organizer and at your desks you will be able to retell Corduroy on your own!"*

Additional Attachments:

 **Beginning, Middle, End Graphic Organizer**

Writing Process

40 mins

RECORDING THE RETELLING: Targeted Skills - Ability to: (1) Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.K.5); (2) 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

PICTURE OR TEXT DEPICTION OF 3 OR MORE EVENTS FROM CORDUROY
Day 4

Prompt 1: 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.

Prompt 2: Now that you have recorded your thinking and completed a

Meets

Part 1:

- 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

- Teacher begins lesson with **students at desks and recording sheets (x2) already placed on desks.** Suggested teacher language:
 - *"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.)*
 - *"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 Corduroy. You are going to start with the first event and*

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happened. (CCSS.ELA-Literacy.W.K.3); (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: (4) 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; (5) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6).

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.

several loosely linked events.

- Students respond to questions and suggestions from peers and add details to strengthen writing as needed.

Part 2:

- 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.

draw and write each event in the order/the sequence it happened." (Ensure that the point of not limiting to three events is highlighted

- **Teacher guides students at the beginning of recording.** 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).
- 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:
 - "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.**

Additional Attachments:

 Recording Sheets for Retelling Corduroy

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided