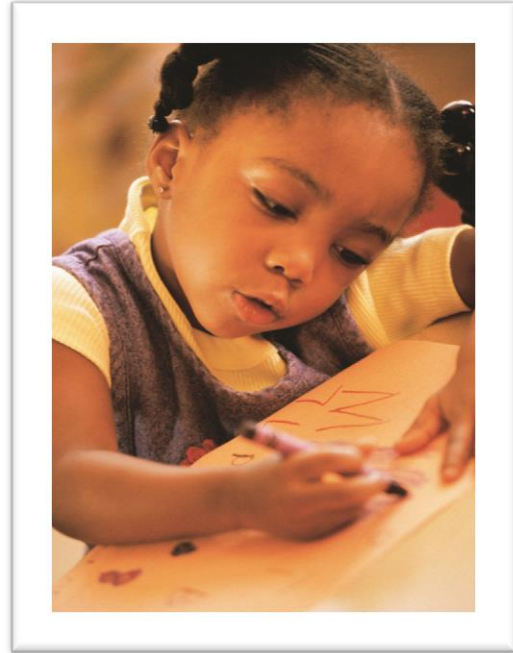


ELA  
Common Core  
State Standards  
Resource Materials  
Packet



**Kindergarten**  
**Oral Language: Building a Talking Community**  
**Unit 1**  
**08/26/13**

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## Mentor Texts – Kindergarten, Unit #1 Oral Language

- These are only suggested lists. Teachers may find other texts that fit the criteria. Please review books you have available that also meet the criteria and add to the list.
- These are some titles that fit the following criteria: 1) characters are human, 2) topics are about everyday ordinary things

<b>Literature – Trade Book Suggestions</b>		
<b>Title</b>	<b>Author</b>	<b>Notes to Teacher</b>
*Too Many Toys	David Shannon	

\* = mentor text used in sessions

<b>Student Authored Work</b>		<b>Code: SW</b>
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>

<b>Teacher Authored Work</b>		<b>Code: TW</b>
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>

<b>Common Core</b>		<b>Code: CC</b>
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>

<b>Teachers College (<a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a>)</b>		<b>Code: TC</b>
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>

<b>Websites</b>	<b>Code: WWW</b>

# How to Write a Story?

Think



Picture



Say



Sketch



Write



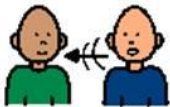
# Ways to Practice My Story

## Ways to Practice My Story

**\*Self**



**\*Partner**



**\*Story Hand**



**\*Story Across Pages  
--Touch pages**



**Sketch**



## Ways to Practice My Story

**\*Self**



**\*Partner**



**\*Story Hand**



**\*Story Across Pages  
--Touch pages**



**Sketch**



Dear Families,

We have begun our first unit of study in writing. The unit is titled "Oral Language: Building a Talking Community." We begin the school year with oral language, or talking, because it is something that all children can do when they come to school. By inviting children to tell stories about themselves and things they know and can do we honor them for who they are, and as a class we will get to know each other.

In this unit, your child will learn to:

- Talk about things he/she knows and can do (everyday, ordinary events)
- Use a voice loud enough for the listener to hear, and look at his/her audience when speaking
- Listen when others tell stories
- Think, picture, and say his/her story to him/herself and a partner

To support your child's oral storytelling you can:

- Tell stories about things you know and can do (everyday, ordinary events to which your child can relate)
- Ask your child to tell you the story he/she told at school
- Help your child remember stories
- Practice telling stories at home, and encourage him/her to tell these stories at school too

As your child is telling stories, say things like:

- What is your story about?
- Can you picture your story?
- How will your story go?
- What happens next?
- Repeat your child's story and ask if you got it right
- Have your child repeat his/her story several times
- Have your child tell his/her across his/her hand (On Saturday I went to the store- one finger, my mom and I got milk-next finger, etc.)

Have fun telling and listening to stories about things you and your child know and can do!

Thank you for your support.

Sincerely,



Each lesson has a share component. Modify based on students' needs. The following are other share options.

## Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/or clarify the teaching point	<ul style="list-style-type: none"> <li>• Share an exemplar model (student or teacher)</li> <li>• Share a student who had difficulty and the way in which he/she solved the problem</li> <li>• Share the story of a conference from the independent work time</li> <li>• Provide another opportunity for active engagement</li> <li>• Provide a prompt to initiate student conversation, "Turn and tell your partner..."</li> </ul>
Problem Solving	To build community and solve a problem	
Review	<ul style="list-style-type: none"> <li>• To recall previous strategies / prior learning</li> <li>• To build repertoire of strategies</li> <li>• To contextualize learning</li> </ul>	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point - set-up for the next mini-lesson	
Celebratory	<ul style="list-style-type: none"> <li>• Celebration of learning</li> <li>• Boost student morale</li> <li>• Promote membership in the "literacy club"</li> </ul>	<ul style="list-style-type: none"> <li>• Share the work of 2-3 students</li> <li>• Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."</li> </ul>

Source: Teachers College Reading and Writing Project



