

## *Reading* Instructional Task

Instructional Task Title: \_\_\_\_\_

Grade: \_\_\_\_\_

Focus Standard and Element:

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Complementary Standard(s) and Element(s)

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Instructional Strategy: \_\_\_\_\_

Title of Text(s): \_\_\_\_\_

Procedures and Directions for Instructional Task: (include teacher and student steps for lesson. Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)

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## *Writing* Instructional Task

Instructional Task Title: \_\_\_\_\_

Grade: \_\_\_\_\_

Focus Standard and Element:

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Complementary Standard(s) and Element(s)

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Instructional Strategy: \_\_\_\_\_

Title of Text(s): \_\_\_\_\_

**Procedures and Directions for Instructional Task: (include teacher and student steps for lesson along with an example of writing modeled by the teacher.**

**Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)**

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## Sample Reading Instructional Task

Instructional Task Title: Identifying How Authors Use Descriptive Setting To Capture Readers' Interest in a Story's Beginning

Grade: 3rd

Focus Standard and Element:

ELA3R1n: Identifies the basic elements of a variety of genres (fiction, nonfiction, drama, and poetry)

Complementary Standard(s) and Element(s)

ELA3W2a: Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view

ELA3W2d: Uses sensory details and other literary language to communicate setting, characters, and plot

ELA3LSV1c: Uses oral language for different purposes (inform, persuade, entertain)

Instructional Strategy: Creating a Descriptive Setting

Procedures and Directions for Instructional Task: (include teacher and student steps for lesson. Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)

Opening/Minilesson: Teacher will share Instructional Charts with students that explain narrative settings and provides examples from the real world and children's literature. Teacher will explicitly model by sharing passages (read aloud) that demonstrate how an author like Patricia Polacco creates a descriptive setting in the beginning of the piece. The teacher will extract the selected parts that students are to emulate (i.e. the details from the beginning) and italicize them, underline them, etc. so that students can begin to see what to look for as they read books. These details about when and where the story takes place will

help them identify setting. The teacher may ask questions to the students (i.e. Why did the author use such details?) Finally, the teacher will tell the students what they will need to specifically do during the worktime, as well as what they will be sharing during the closing.

Student Worktime: During the independent reading time, students will read in their independent level text with a purpose. Their purpose will be to look for how the author creates a descriptive setting. The majority of this time should be spent reading. Students may place a sticky note in spots where they find details that describe the setting. The teacher will be monitoring and meeting with individual students and small groups during this time. The teacher will offer guidance and support.

Closing/Sharing: During the closing/sharing, the teacher will bring the students back together to share what they discovered during their independent reading time. Students who found descriptive details about the setting should share. The teacher and students can make comments and ask clarifying questions.

Resources/ Materials/ Equipment

Independent reading text for students

Chart paper/markers

Read aloud selection(s)

Sticky notes

## Sample Writing Instructional Task

Instructional Task Title: Applying How Authors Create Descriptive Setting to Our Own Narratives

Grade: 3rd

Focus Standard and Element:

ELA3W2a: Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view

ELA3W2d: Uses sensory details and other literary language to communicate setting, characters, and plot

Complementary Standard(s) and Element(s)

ELA3R1n: Identifies the basic elements of a variety of genres (fiction, nonfiction, drama, and poetry)

ELA3LSV1c: Uses oral language for different purposes (inform, persuade, entertain)

Instructional Strategy: Creating a Descriptive Setting

Title of Text(s): Teacher Written Sample: Good Morning, Scotland

Procedures and Directions for Instructional Task: (include teacher and student steps for lesson along with an example of writing modeled by the teacher.

Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)

Opening/Minilesson: Teacher will share Instructional Charts with students that show an example of teacher modeling and/or student exemplary writing. The example should demonstrate the element(s) that the teacher wants the students to start using in their own writing. The teacher will read aloud the beginning portion of the narrative titled Good Morning, Scotland. After reading through the beginning, the teacher will go over the details that help to create a descriptive setting. These descriptive details should be italicized, underlined, color-coded,

etc., so that students can begin to see what they should be doing in their own writing. The teacher will talk about how s/he wrote the beginning so that the reader would want to read more, as well as be able to see a picture in his/her mind because of the details used. Finally, the teacher will tell the students what they will need to specifically do during the worktime, as well as what they will be sharing during the closing.

Student Worktime: During the independent writing time, students will write with a purpose. Their purpose will be to write a beginning to a new story and apply what they know about creating a descriptive setting. Students may also take a second look at a narrative they have already written and revise the beginning so that it has descriptive details about setting. The teacher will be monitoring and meeting with individual students and small groups during this time. The teacher will offer guidance and support.

Closing/Sharing: During the closing/sharing, the teacher will bring the students back together to share what they wrote during their independent writing time. Students who wrote and/or revised their beginnings by using descriptive details should share. The teacher and students can make comments and ask clarifying questions.

Resources/ Materials/ Equipment

Chart paper/markers

Writing paper

Teacher/student written piece for modeling