

## 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