

Grade K

A Picture Is Worth . . . : Close Reading of Photos and Illustrations



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Introduction

Our youngest writers often have the most amazing and dynamic stories to tell. Many of these writers, however, are not yet able to get their ideas into writing in the same lively manner as they can convey them orally. As readers, kindergarten students are typically able to comprehend much higher-level stories that they hear than those they can decode independently. “What if we could support children as they make meaning both visually and verbally and know that in doing so, neither ability or competency is diminished; instead, both are strengthened?” (Ray, 2010, p. 10). A series of lessons that encourages and celebrates telling stories through illustrations is the perfect way to tap into students’ rich ideas and deeper comprehension and thus allow greater student success.

We consider the examination and interpretation of illustrations an integral part of the reading process. Throughout the lessons, students are prompted to “read” photos and illustrations closely and carefully because we consider them a type of “text.” Likewise, the act of telling stories through illustrations is a necessary form of emergent “writing.” In this lesson set, students will focus their energy on using illustrations to both read and tell compelling stories. They will continuously return to familiar picture-heavy texts in order to read more closely and mine the illustrations and photos for deeper meaning. In addition, this lesson set will give students practice in telling stories through their own illustrations.

Why This Lesson Set?

In this lesson set, students will:

- Engage in multiple close readings of text, using details from the text as evidence of their thinking
- Identify characters, settings, and major events in a text
- Explore the relationship between illustrations and the story being told
- Tell engaging and detailed narratives to match a photograph or illustration(s)
- Create and share original narratives through illustration

In kindergarten, students are often beginning their journey to “unlock the code” to be able to read print independently. However, many children who are struggling are able to engage with higher-level texts with the support of visuals. By practicing reading skills and strategies with mostly wordless texts, illustrations, and photographs, students are able to access stories visually and do deep close reading work, learning vital critical thinking skills about reading.

In support of the reading standards, students are taught within this unit to rely on the text, including all visuals, as evidence when describing or discussing any aspect of the story being told. Students will have many opportunities to discuss their thinking in small groups and with the larger class. By focusing on stories told visually, students have a refreshing angle for identifying character, setting, and major events and for describing the relationship between illustrations and the story being told.

Through creating their own stories through illustration, students will better be able to comprehend visual texts presented to them. More specifically, this lesson set provides students with the opportunity to produce a number of stories, both realistic and imaginary, in ways that open up creative possibilities for the inclusion of more detailed or evolved ideas.

Common Core State Standards Alignment

Reading Standards

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.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details in a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing Standards

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.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use a variety of digital

tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

SL.K.1 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.

SL.K.2 Confirm understanding of a text read aloud or information presented

orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

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.

Language Standards

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Essential Skill Lenses (PARCC Framework)

The Partnership for Assessment of Readiness for College and Careers (PARCC), a coalition of over 20 states, has come together with “a shared commitment to develop an assessment system aligned to the Common Core State Standards that is anchored in college and career readiness” (<http://www.parcconline.org>). As part of its proposal to the U.S. Department of Education, PARCC has developed model content frameworks for English language arts to serve as a bridge

between the Common Core State Standards and the PARCC assessments in development at the time of this publication. PARCC has provided guidelines for grades 3 to 11. At the K to 2 grade levels, however, we expect students to engage in reading and writing through eight PARCC specified skill lenses in order to build a foundation for future grades. The table below details how each skill lens is addressed across the lesson set (PARCC, 2012).

| | Reading | Writing |
|-------------------------------------|--|--|
| Cite Evidence | There are many opportunities throughout the unit when students are encouraged to refer back to specific parts of wordless texts as they discuss their ideas. | As students’ work evolves throughout this lesson set, they continuously share their work with one another, citing specific details from their illustrations as evidence of progress and new understandings. |
| Analyze Content | Students are asked to analyze illustrations in deep and careful ways in order to tell a corresponding story. | Students work with partners to analyze each other’s work in light of the teaching objective. |
| Study and Apply Grammar | Students must demonstrate the ability to convey their ideas clearly, using language that is appropriate to the situation and audience. | Students work in partnerships to practice and improve their oral storytelling performance. Students are expected to utilize and listen for correct grammar and usage. |
| Study and Apply Vocabulary | Students describe the content of and concepts suggested by a wide variety of illustrations using topic-specific vocabulary and have the opportunity to build new vocabulary through discussion and storytelling experiences. | Through continuous oral storytelling work with a partner, students develop and enhance their language to become more vibrant, descriptive, and precise. |
| Conduct Discussions | Throughout the unit, students engage in whole-group discussions, small-group discussions, and multiple opportunities to turn and talk one on one with a classmate. The teacher should emphasize the importance of following general rules and etiquette for discussions. | Students have opportunities to discuss and share their developing wordless texts. Following general rules and etiquette for discussions is crucial for the success of these discussions and oral storytelling. |
| Report Findings | Students share their investigations of illustrations with one another, citing specific textual evidence to support their thinking. | Students share their final stories and visual presentations with each other and other classes in a culminating celebration. In addition, throughout the unit students report back to partners as well as to the whole class about their process. |
| Phonics and Word Recognition | We recommend that teachers plan opportunities for students to build Reading Foundational Skills by exploring grade-level appropriate skills in the context of the core texts from each lesson set and applying this knowledge to their independent reading and writing. Schools may also wish to acquire developmentally appropriate curricular materials specific to this area. <i>Words Their Way</i> by Donald Bear et al. is an excellent example of a program that addresses this need. | Encourage students to apply Reading Foundational Skills in the context of their daily writing. |

Reading

Fluency

Fluency and stamina are emphasized throughout the unit. By focusing on stories told through illustrations, students engage with texts in new ways, providing them with a new focus for their reading and thereby improving their attention span and stamina.

Writing

There are opportunities for smaller, less detailed illustrations as well as longer, more extended focus on a particular piece. This balance gives students an opportunity to increase their attention span and writing stamina.

Core Questions

Before getting started with the day-to-day lessons, it's important to consider the core questions that drive this unit. Each lesson should come back to these overarching ideas:

- What are different ways we can tell a story?
- How do illustrations and/or photographs help a story come to life?
- How does studying the illustrations or photographs help the reader better understand a story?
- What are some of the details we can look for in an illustration or photograph? How do these details shape our story?

Ready to Get Started?

Kindergarteners are natural storytellers. They love to tell anyone who will listen about the small adventures that comprise their day or of the imaginative tales they spin in their minds. This lesson set is designed to capitalize on students' natural abilities to tell and embrace stories as they engage with visual texts. As readers, students will discuss and analyze texts at a high level, free from the need to worry constantly about decoding words. As writers, students will be exposed to a new manner of sharing their stories with the world through a celebration of visual media.

Lesson Set Goals

We want to help our students reach many goals within this unit.

Reading

- Identify and describe details and story elements through a close reading of the text (including photos and drawings), citing textual evidence to support thinking and ideas. (RL.K.1, RL.K.3, RL.K.10, RI.K.1, RI.K.3, RI.K.10, W.K.7, W.K.8, SL.K.1a, SL.K.1b, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.6)
- Retell a story (including character, setting, and major story events) suggested by a single illustration or a series of illustrations. (RL.K.1, RL.K.2, RL.K.7, RI.K.1, RI.K.2, RI.K.7, SL.K.4)
- Describe relationships between illustrations and/or photographs and text that go with them. (RL.K.1, RL.K.7, RI.K.1, RI.K.7, RI.K.10, SL.K.1a, SL.K.1b, SL.K.6, L.K.1, L.K.6)
- Name the author and illustrator and explain the role of each. (RL.K.1, RL.K.6, RI.K.1, SL.K.1a, SL.K.1b, SL.K.3, SL.K.6, L.K.1, L.K.6)
- With prompting and support, ask and answer questions about key details in a text. (RL.K.1, RI.K.1)
- Actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility with regard to the rules and roles of conversation. (SL.K.1a, SL.K.1b)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

- Demonstrate knowledge of standard English and its conventions. (L.K.1, L.K.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

Writing

- Create effective illustrations to inspire oral stories. (W.K.3, SL.K.4, SL.K.1a, SL.K.1b, SL.K.6, L.K.1)
- Illustrate a story comprised of several loosely linked events. (W.K.3, W.K.5, SL.K.5)
- Include strong details, such as setting, character action, and character feelings to create dynamic visual stories. (W.K.3, SL.K.5)
- With guidance and support from adults and peers, share writing with others in meaningful ways. (W.K.6)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
- Demonstrate knowledge of standard English and its conventions. (L.K.1, L.K.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

Choosing Core Texts

Getting to know your students as readers—their interests, likes, dislikes, goals, and passions—is an important first step to teaching this lesson set and will help guide you as you choose read-alouds, shared reading texts, guided reading texts, and independent reading selections for your students. Conducting a student interest inventory is a great way to get some input from your students. We also believe in the power of one-on-one conferencing as an essential way of establishing relationships with each of your students and establishing a caring atmosphere in your classroom.

For this lesson set, gather in advance a wide variety of wordless or mostly wordless texts. Wordless texts are an exciting genre that is quickly growing in popularity and, as a result, there are many more books available today than in the past. However, be wise in your selections; many wordless texts are written for older students and contain topics that may be too difficult or inappropriate for kindergarteners.

The following books are used as examples in this lesson set:

- *Are You My Mother?* by P. D. Eastman
- *Chalk* by Bill Thomson
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *Good Dog, Carl* by Alexandra Day
- *Kitten's First Full Moon* by Kevin Henkes
- *Little Bear* by Else Holmelund Minarik
- *The Other Side* by Jacqueline Woodson
- *Owl at Home* by Arnold Lobel
- *Pancakes for Breakfast* by Tomie dePaola
- *Parade* by Donald Crews
- *The Peace Book* by Todd Parr
- *Red Sled* by Lita Judge
- *Snow* by Cynthia Rylant
- *Uptown* by Brian Collier
- *The Very Hungry Caterpillar* by Eric Carle
- *Where's Walrus?* by Stephen Savage

The following are additional grade-level appropriate wordless texts that can also serve as wonderful read-alouds or guided reading texts:

- *Museum Trip* by Barbara Lehman
- *My Friend Rabbit* by Eric Rohmann
- *Rainstorm* by Barbara Lehman
- *Wave* by Suzy Lee
- *Welcome to the Zoo* by Allison Jay

Also consider using individual illustrations from these texts as a source of shared readings for your class.

This lesson set also relies heavily on the use of individual photographs to spark students' imagination. While we encourage you to incorporate your own photographs, as well as those of your students, we have provided several photographs for your convenience in the appendix. In addition, you may want to search for free, downloadable images that are in the public domain, where you can find a wide range of glorious photographs.

A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade level as well as texts at their specific reading level. Through shared experiences and focused instruction, all students engage with and comprehend a wide range of texts within their grade-level complexity band. We suggest a variety of high-quality complex texts to use within the whole-group lessons and recommend a variety of additional titles under the heading Choosing Core Texts to extend and enrich instruction. Research strongly suggests, however, that during practice and in small-group collaborations, all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their developmentally appropriate reading level) in order to improve their reading significantly (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007). Depending on individual needs and skills, a student's reading level may be above, within, or below his or her grade-level band. It should also be noted that at times students can and should most certainly engage with complex texts above their levels when reading independently if they have been taught skills to grapple with texts and if they are confident in working with them.

Teacher's Notes

Think about some of your favorite family photographs or perhaps a favorite piece of art. What makes a particular image a favorite? What story or moment does that image capture that stays with you?

We live in an increasingly visual and multimedia society. Individuals must now be able to quickly decode and understand the meanings behind images as well as text, opening up new and exciting ways to tell a story as well as refreshing our interest in the tried-and-true beauty of the well-illustrated picture book. It is our responsibility as educators to prepare our students for an increasingly visual world. This lesson set is an exciting and fresh opportunity to focus on illustrations and photographs as great storytellers while encouraging students to conduct multiple close readings of text in unique ways.

In this lesson set and other kindergarten lesson sets, we use the term illustration in the traditional sense to describe artist-created visuals that provide or enhance meaning in a text. While photographs technically fit into the category of "illustrations" and are characterized as such in the CCSS, we use the term photograph to refer to a distinct type of visual that is created by a camera. You may wish to explain that photographers are a special type of illustrator who use a camera as the main tool to create their artwork.

Core Message to Students

When you are reading, do you love spending time with the pictures? Do you tend to get lost in the beautiful illustrations? Can you imagine how you yourself could draw a picture just as interesting and exciting? Do you also enjoy looking at old family photographs and retelling favorite memories? If you find yourself lost in the mystery of photographs and illustrations, then hang on and get ready for some magic! See Appendix K.1 for an enlarged version to reproduce and share with students.

Questions for Close Reading



The Core Ready lessons include many rich opportunities to engage students in close reading of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions to guide students through close readings of visual media:

- What is the first thing you notice in this illustration/photograph?
- What is happening here?
- Who do you see? What are the people in the illustration/photograph doing? What might they be saying or thinking?
- Which part of the illustration/photograph is the most important?
- Where is this? How do you know?
- Why do you think this is happening?
- What do you think will happen next?
- What details do you notice in the background?

Building Academic Language

Below is a list of academic language (Core Words and Phrases) related to this lesson set to build students' comprehension and facilitate their ability to talk and write about what they learn. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the glossary at the end of this chapter for definitions of the words. Also listed are sentence frames that may be included on a sentence wall (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980), or included in a handout to scaffold student use of the content words. Some students, especially English language learners, may need explicit practice

in using the sentence frames. Encourage all students to use these words and phrases in their conversations and writing.

Core Words

| | |
|-------------------|--------------|
| author | illustration |
| book cover | illustrator |
| character | imaginary |
| cover | infer |
| detail | mood |
| dialogue | photograph |
| drawing | problem |
| event | realistic |
| facial expression | setting |



solution
story elements
title

Core Phrases

- I notice _____. (detail from an illustration or photograph)
- I see _____. (detail from an illustration or photograph)
- I wonder _____.
- This takes place in _____. (setting) I know this because I see _____. (detail from setting of illustration or photograph)
- I see someone _____. (action from an illustration or photograph)
- I think that person feels _____ because _____.
- I think that person might be saying, "_____."
- This makes me feel _____.

Recognition

At the end of the unit, it is important to recognize the hard work your students have put into their learning and the way they've thought about themselves and others. At the end of the reading unit, celebrate your students' abilities as budding storytellers. The end of the writing unit offers the perfect opportunity for students to share the wordless books they have created along with a story told orally to accompany those illustrations. Wordless books have the great potential to get all students excited about books. Wordless books also get students to begin to understand the idea of point of view by seeing the possibility for a variety of stories to be told about the same illustrations. There are also many fun ways to make the end of the unit memorable, including:

- Creating an art gallery of student work
- Recording oral storytelling performances to share with other classes, with students' families, and via the Internet
- Donating your set of wordless books to the school library for other students to borrow and share

Assessment



Assessment in this lesson set is both ongoing and culminating. As teachers, we are constantly observing how students are making meaning and interpreting new material. Throughout this lesson set, look for performance-based Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

We also encourage you to use the Reading and Writing Rubrics, which are marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards-aligned lesson set goals. In this lesson set, the final wordless texts created by students are important pieces of summative assessment evidence that can be analyzed and then placed in a portfolio of

student work. In addition, consider recording and saving students' final oral storytelling performance, along with a copy of their chosen illustration(s) or photograph(s), for their portfolios.

Finally, we have provided a Speaking and Listening Checklist (Appendix K.8) that provides observable Core Standards-aligned indicators to assess student performance as speakers and listeners. Every Core Ready lesson set contains multiple opportunities to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the daily lessons, you'll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and research-driven English language learner supports aimed at scaffolding instruction for all learners. However, we urge you to consider the following, more specific challenges for which your students may need guided support.

Reading

Wordless texts are an increasingly popular genre and therefore vary greatly in their level of sophistication. Choosing wordless texts with content and a plot that is appropriate and accessible for students in kindergarten is essential for their success and growing confidence as readers. When finding texts, make sure you have various levels represented in your classroom library. Your students may benefit from repeated exposure to a lesson's teaching point over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor students who have a limited vocabulary or who struggle to express themselves clearly. Determine whether they are in need of additional support with any of the Common Core Foundational Skills Standards listed for kindergarten.

As students dig into increasingly more complex illustrations and photographs, they will encounter images representing unfamiliar experiences or items. Be aware of unfamiliar images embedded within the selections you choose for both whole-class teaching as well as independent reading.

As you continue your work with students, use observational notes and reading assessment data to create two to three specific short-term goals for your students with diverse needs. For example, these goals may be related to various foundational reading skills, vocabulary building, or comprehension enhancement. Throughout this lesson set, tailor your individualized and small-group instruction set so that it addresses and evaluates student progress toward these goals.

Writing

Inspired writers are motivated writers. Allowing students to choose the content of their illustrations is critical for their ultimate success and their positive development of identities as writers. When immersing your students in a new genre, form, or purpose for writing, emphasize the meaning and function this particular type of writing may have in their own lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, as well as the experience of sharing their own work—both the final product and pieces that are in process.

We want our kindergarteners to communicate their stories to an audience, and supporting them as developing writers is essential. In addition to providing students with topic choice, we can provide further scaffolding by having students rehearse their stories orally to us or to a peer. For some students, the oral rehearsal provides a springboard to illustrating with clearer, more engaging details.

As with the reading lessons, your students may benefit from several days on a single lesson's teaching objective. This can be done with the whole class or in small-group settings.

English Language Learners



While it is always our goal as teachers to get to know all of our students deeply both in and outside the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families' cultural traditions and experiences is important to getting to know, understand, and work with your students in meaningful ways.

We also encourage you to use your ELLs' home languages as a resource. Researchers on second language acquisition are nearly unanimous on this point: using the home language enhances learning—both content development *and*

English language and literacy acquisition. Even if you don't speak your students' home languages, look for every opportunity to have them leverage what they already know as you teach new information. Multilingual practices, like asking students how to say something in their home language, or encouraging students to discuss texts bilingually, also send welcoming messages that school is a place for people of all linguistic backgrounds.

English language learners are learning about wordless texts and being asked to tell oral stories alongside native English speakers in your classroom, but they are also simultaneously learning English. For our English language learners, it is essential to develop their ability to hold conversations about their reading and writing and to build their academic language base. Goldenberg (2008) defines academic English as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. Over time, English language learners will be responsible for understanding and producing academic English, both orally and in writing. However, language acquisition is a process, and our English language learners range in their development of English language acquisition. We urge you to consider your students along a spectrum of acquisition: from students new to this country to those who are proficient conversationally, to those who have native-like proficiency.

Refer to the English Language Learner icons **ELL** throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the whole-group lesson and support the development of their language skills. While these moments are designed to support English language learners, recent research has shown that a separate English language development (ELD) block targeted at oral English language development further supports your English language learners wherever they are in language acquisition.

Students with growing English proficiency benefit from reading and writing word walls to build vocabulary (see the list of Core Words and the Core Phrases on page 9). A sentence word wall that gives them sentence starters helps with conversations and offers students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids further support students and tell them what words are important to these lessons and what they mean.

Some students benefit from several days on the same teaching point. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching points.

Complementary Core Methods

Read-Aloud

Take this opportunity to share a wide variety of mostly wordless picture books during your read-alouds. Consider multiple readings of the same text. In your first read, you are providing a foundation for the story as a whole, and your students may benefit from a read-aloud without repeated interruption. In your second read-aloud of the text, pausing to think aloud or asking for students' thoughts allows for deeper understanding of the text. Use your knowledge of students' interests to select texts that will inspire and excite your class. When appropriate, use your read-aloud as another chance for students to practice one or two of the following skills:

- Identify and describe the character(s).
- Identify and describe the setting.
- Imagine or infer what a character might be saying.
- Describe or name the mood of a story.
- Determine if an illustration is realistic or imaginary.
- Use details from the illustration as textual evidence to support their thinking.

Shared Reading

Shared reading provides a wonderful opportunity to look closely at excerpts from read-alouds. Use shared reading to reinforce the idea of reading to learn (versus learning to read). In this lesson set in particular, consider focusing on single photographs to read and interpret together. Following are some prompts you may want to use in your conversations about these visual texts:

- Where does this story take place? What is the setting?
- Who are the characters?
- What are the characters doing?
- What might the characters say?
- What could happen next?
- What might have happened right before this picture was taken?
- What is the most important event happening in this picture?

Shared Writing

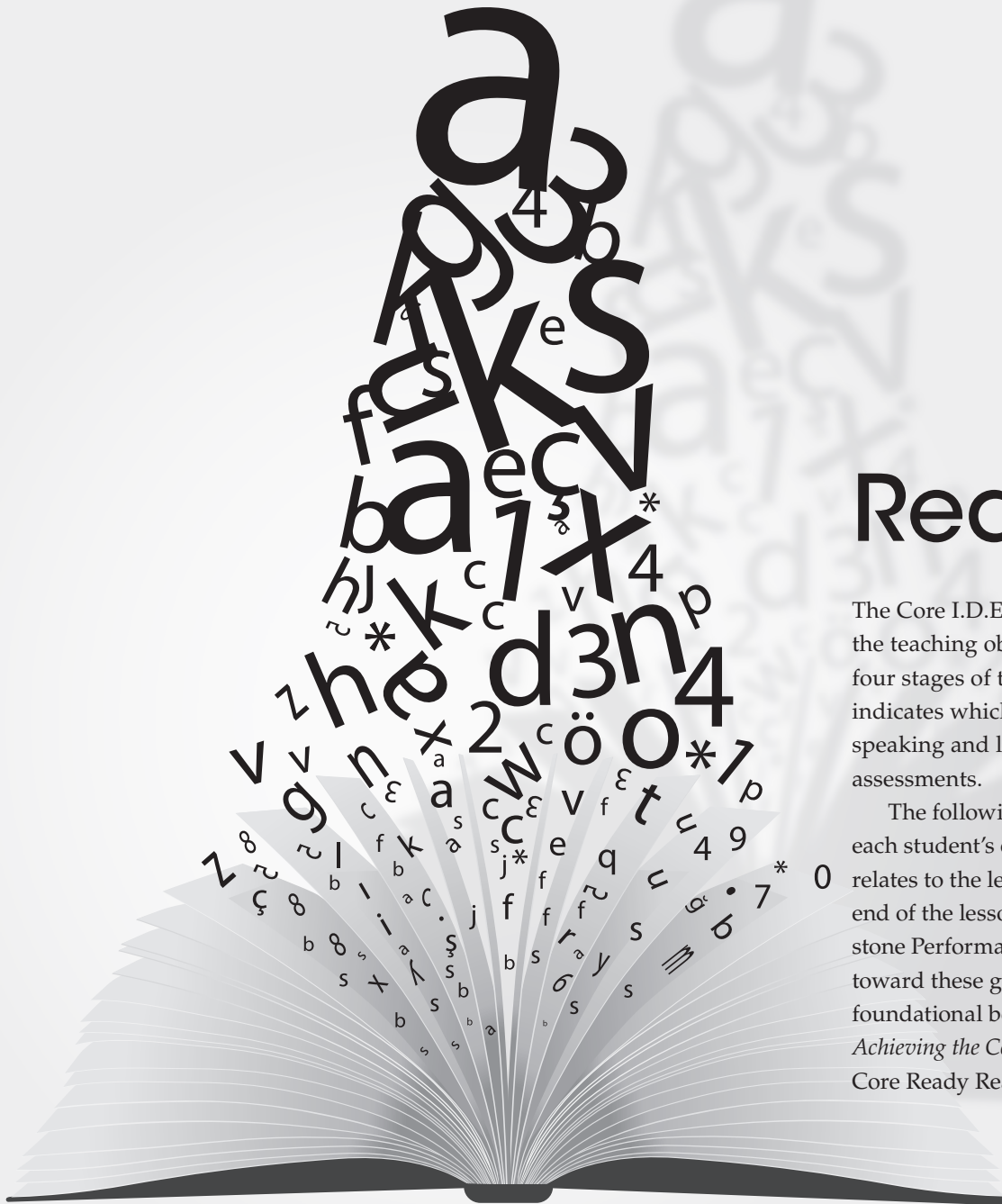
Consider creating large-scale illustrations or murals, in small groups or as an entire class. Together, weave stories about these illustrations and/or murals. Another alternative is to take a walking trip around the school or neighborhood community with digital cameras. Take photographs of the stories children see happening around them. Display these images and tell each other stories that correspond to the different photographs taken by the class.

Core Connections at Home

Ask students to bring a picture book from home with illustrations that they like. Have them choose one of the illustrations from the book and talk about it. For homework, have students choose a favorite illustration and tell a corresponding story to a family member. The family member can jot down a quick reaction to the student's tale.

Invite family members to share family photographs with the class. Have the class ask your guests to tell the story that goes with the photograph. Can your students pick out related details from the story in the photograph?

Have students share their final writing projects with their families during a special recognition ceremony. Ask families to write a letter to their child sharing what they enjoyed about their presentations. Display these letters alongside students' final books.



Reading Lessons

The Core I.D.E.A./Daily Reading Instruction at a Glance table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support ELLs, technology, speaking and listening, as well as formative (Milestone Performance) assessments.

The following Core Ready Reading Rubric is designed to help you record each student's overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals. Reteach and differentiate instruction as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.

The Core I.D.E.A. / Daily Reading Instruction at a Glance

Grade K A Picture Is Worth . . . : Close Reading of Photos and Illustrations

| Instructional Stage | Lesson | Teaching Objective | Core Standards | Special Features |
|--|--------|--|---|---|
| Introduce: <i>notice, explore, collect, note, immerse, surround, record, share</i> | 1 | Pictures can tell stories. | RL.K.1 • RL.K.2 • RL.K.6 • RL.K.7 • RL.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Tech Close Reading Opportunity |
| | 2 | Readers linger in illustrations by paying attention to details. | RL.K.1 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.2 • RI.K.7 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Close Reading Opportunity |
| Define: <i>name, identify, outline, clarify, select, plan</i> | 3 | Readers study illustrations for important clues about the setting. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.2 • RI.K.3 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Close Reading Opportunity |
| | 4 | Readers use illustrations and photographs to determine important events. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.2 • RI.K.3 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL Close Reading Opportunity |
| | 5 | Readers infer character emotions by closely studying the pictures. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.7 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Close Reading Opportunity |
| | 6 | Readers pay attention to character, setting, problem, and solution in illustrations. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.7 • RI.K.10 • W.K.8 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Milestone Performance Assessment Close Reading Opportunity |
| Extend: <i>try, experiment, attempt, approximate, practice, explain, revise, refine</i> | 7 | Readers study illustrations to help determine the mood of the story. | RL.K.1 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.7 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Close Reading Opportunity |

| Instructional Stage | Lesson | Teaching Objective | Core Standards | Special Features |
|---|--------|--|--|---|
| | 8 | Readers think about how the pictures and words go together. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.7 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.6 • L.K.1 • L.K.6 | ELL Milestone Performance Assessment Close Reading Opportunity |
| | 9 | Readers use illustrations and photographs to tell stories to share with the world. | RL.K.1 • RL.K.3 • RL.K.7 • RL.K.10 • RI.K.1 • RI.K.7 • RI.K.10 • SL.K.1a • SL.K.1b • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.6 | ELL S&L Tech Milestone Performance Assessment Close Reading Opportunity |
| Assess: <i>reflect, conclude, connect, share, recognize, respond</i> | 10 | Readers reflect on the Core Questions. | RL.K.7 • RI.K.7 • W.K.7 • SL.K.1a • SL.K.1b • SL.K.6 • L.K.1 • L.K.6 | ELL |



Core Ready Reading Rubric

Grade K A Picture Is Worth . . . : Close Reading of Photos and Illustrations

| Lesson Set Goal | Emerging | Approaching | Achieving | Exceeding | Standards Alignment |
|--|---|---|--|---|--|
| Identify and describe details and story elements through a close reading of the text (including photos and drawings), citing textual evidence to support thinking and ideas. | Student is unable to effectively use clues from photos and drawings to identify details and/or the story elements. Little or no textual evidence to support thinking. | Student attempts to use clues from photos and drawings to identify details and the story elements. Inaccuracies may be present. May provide insufficient textual evidence to support thinking. | Student uses clues from photos and drawings to identify details and the story elements. Provides sufficient textual evidence to support thinking. Some components may be more developed than others. | Student uses clues from photos and drawings to identify details and the story elements. May also notice subtle details or make inferences. Provides detailed and thoughtful textual evidence to support thinking. | RL.K.1 RL.K.3 RL.K.10 RI.K.1 RI.K.3 RI.K.10 W.K.7 W.K.8 SL.K.1a SL.K.1b SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.6 |
| Retell a story (including character, setting, and major story events) suggested by a single illustration or a series of illustrations. | Student is unable to tell a logical, sequenced story effectively from a series of illustrations. | Student attempts to tell a logical, sequenced story from a series of illustrations. Inaccuracies may be present. | Student is able to tell a logical, sequenced story suggested by a single illustration or a series of illustrations. | Student is able to clearly and accurately tell a logical, sequenced story suggested by a single illustration or a series of illustrations. Stories contain many relevant details and/or inferences from details in the illustration(s). | RL.K.1 RL.K.2 RL.K.7 RI.K.1 RI.K.2 RI.K.7 SL.K.4 |
| Describe relationships between illustrations and/or photographs and text that go with them. | Student is unable to connect or describe the relationship between illustrations or photographs and the text that goes with them. | Student attempts to connect and describe the relationship between illustrations or photographs and the text that goes with them, but some inaccuracies are present. May not be able provide evidence to support thinking. | Student usually makes accurate connections and describes the relationship between illustrations or photographs and the text that goes with them. Provides relevant evidence to support thinking. | Student consistently makes accurate connections and describes the relationship between illustrations or photographs and the text that goes with them. Provides insightful and thorough evidence to support thinking. | RL.K.1 RL.K.7 RI.K.1 RI.K.7 RI.K.10 SL.K.1a SL.K.1b SL.K.6 L.K.1 L.K.6 |
| Name the author and illustrator, and explain the role of each. | Student shows little or no evidence of being able to name the author and illustrator of a text. Student is unable to explain the role of author and/or illustrator. | Student attempts to name the author and illustrator of a text and to explain the role of each. Some inaccuracies or lack of clarity may be present. | Student is able to name the author and illustrator of a text and clearly explain the role of each. | [There is no level 4 performance for this indicator.] | RL.K.1 RL.K.6 RI.K.1 SL.K.1a SL.K.1b SL.K.6 L.K.1 L.K.6 |

| Lesson Set Goal | Emerging | Approaching | Achieving | Exceeding | Standards Alignment |
|---|--|--|--|--|---------------------|
| With prompting and support, ask and answer questions about key details in a text. | Student demonstrates little or no evidence of asking and/or answering questions about the text even with extensive prompting and support. | Student shows some evidence of asking and/or answering questions about key details in a text with prompting and support. Student may lack focus and accuracy at times. | Student shows solid evidence of asking and/or answering questions about key details in a text with focus and accuracy. Student may require some prompting and support. | Student demonstrates exceptional evidence asking and/or answering questions about key details of a text with focus and accuracy. Student requires little prompting and support. | RL.K.1 RI.K.1 |
| Actively engage in group reading activities with purpose and understanding. | Student shows little or no evidence of engaging in group reading activities. | Student shows some evidence of effectively engaging in group reading activities with purpose and understanding. | Student shows solid evidence of actively engaging in group reading activities with purpose and understanding. | Student shows exceptional evidence of actively engaging in group reading activities with a sharp focus and sense of purpose and thorough understanding. | RL.K.10 RI.K.10 |
| In collaborative discussions, exhibit responsibility in regard to the rules and roles of conversation. | Student makes little or no attempt to participate in collaborative discussions and often disregards the rules and roles of conversation even with prompting. | Student inconsistently participates in collaborative discussions. Student observes the rules and roles of conversation but needs frequent prompting. | Student usually participates in collaborative discussions. Student observes the rules and roles of conversation. May need some prompting. | Student consistently participates in collaborative discussions. Student observes the rules and roles of conversation with little or no prompting. | SL.K.1a SL.K.1b |
| Speak audibly and express thoughts, feelings, and ideas clearly. | Student usually lacks clarity when expressing thoughts, feelings and ideas and/or speaks inaudibly to others. | Student sometimes lacks clarity when expressing thoughts, feelings, and ideas and/or sometimes struggles to speak audibly to others. | Student usually expresses thoughts, feelings, and ideas clearly and speaks audibly. | Student consistently expresses thoughts, feelings, and ideas clearly. May be exceptionally thoughtful or detailed when communicating ideas. Speaks audibly and with energy and expression. | SL.K.6 |
| Demonstrate knowledge of standard English and its conventions. | Student demonstrates little or no knowledge of standard English and its conventions. | Student demonstrates some knowledge of standard English and its conventions. | Student consistently demonstrates knowledge of standard English and its conventions. | Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and is accurate. | L.K.1 L.K.2 |
| Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases. | Student shows some evidence of acquiring and using grade-appropriate words and phrases. | Student shows solid evidence of acquiring and using grade-appropriate words and phrases. | Student shows a high level of sophistication and precision when using grade-appropriate words and phrases. | L.K.6 |

Note: See the Core Ready Rubrics chart in the Preface for descriptions of category headers.

Reading Lesson 1

▼ Teaching Objective

Pictures can tell stories.



Close Reading Opportunity

▼ Standards Alignment

RL.K.1, RL.K.2, RL.K.6, RL.K.7, RL.K.10, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.6

▼ Materials

- *Pancakes for Breakfast* by Tomie dePaola
- *Good Dog, Carl* by Alexandra Day
- Charting supplies or interactive whiteboard


▼ To the Teacher

The focus of today's lesson is to encourage students to study illustrations carefully in order to tell a dynamic story with energy and expression. This will certainly not happen overnight! But with continued support and modeling, your young students will soon become engaging storytellers who are able to notice and incorporate all sorts of details into their thoughtful tales.

For the Practice portion of this lesson, you will need to gather a variety of mostly wordless texts for your students to study and use to tell stories. Refer to the Choosing Core Texts section of this lesson set to help you with this task. Use care if you consider other titles that are not included on this list. Wordless books have grown to become a dynamic and exciting genre that is no longer reserved for very young children. As a result, many wordless texts now available may be too complex for students in kindergarten. Take a moment to flip through your selections to ensure that students will be able to see a clear story unfold. Consider also if your students have the language and vocabulary necessary to tell a story from a particular text. Finally, if a large number of wordless texts are difficult for you to come by,

think about including *mostly* wordless texts as well as other picture books with words alongside lively illustrations. In both cases, simply cover the text and explain to your students that you are relying solely on the illustrations to tell the story.

You may also want to consider the following high-tech and low-tech options for student practice throughout the reading portion of this lesson set.

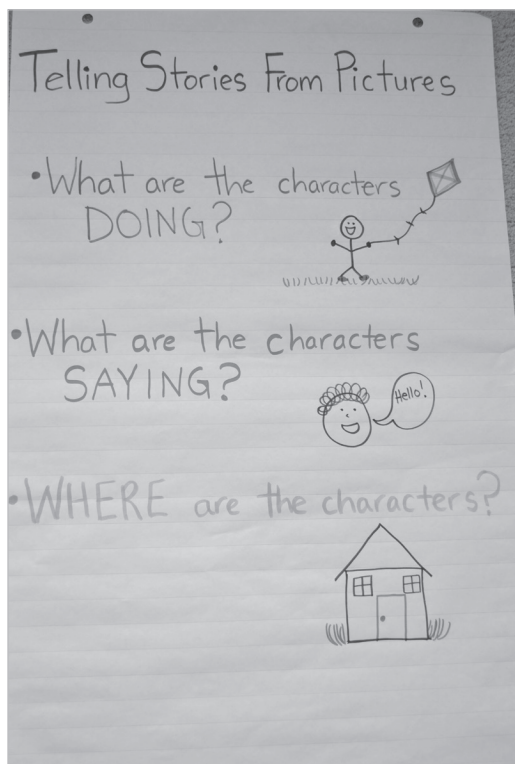
| Goal | Low-Tech | High-Tech |
|---|--|---|
| Students work with a variety of visual media. | Students choose from or rotate through working with the following types of visual materials: <ul style="list-style-type: none"> • photographs • mostly wordless texts • copies of dynamic illustrations | Students choose from or rotate through working with the following types of visual materials: <ul style="list-style-type: none"> • items listed as low-tech options, <i>plus</i> . . . • slideshows of dynamic images • wordless animations  |

▼ Procedure

Warm Up Gather the class to set the stage for today's learning

Define the role of author and illustrator for your class. Use several examples of familiar read-alouds to support this conversation. **ELL** Identify and Communicate Content and Language Objectives—Key Content Vocabulary. By explicitly teaching these terms, you are giving your ELLs access to the world of books and helping them participate in a community of readers.

Teach Model what students need to learn and do



Introduce the wordless picture book you will be reading, *Pancakes for Breakfast* by Tomie dePaola.

Most of us spend a lot of time thinking about and paying attention to the **words** in our books. And while we enjoy the pictures, we often don't realize that they are telling a story, too. That's why I'm really excited to share this story with you today. Look how it has almost no words. The whole story is told through pictures—isn't that interesting? Today I'm going to read you the story by paying careful attention to what is happening in each picture and making up the words as I go along. Watch as I take a picture walk through the book first to get an idea of what is going to happen in this story. I want to collect as much information as possible from the pictures to help me tell the story. Then I'll go back to the beginning and tell the story out loud.

Demonstrate flipping through the illustrations of *Pancakes for Breakfast*. Think aloud about what you notice the character *doing* and what the character

might be *saying* or *thinking*. Keep your modeling limited to simple statements; later you will tell a complete story. For example, as you open up the book to the first few pages, you might remark, *I see a house in the country. Looks like it's winter from all the snow. A woman is waking up. She is thinking about pancakes.*

Now return to the beginning and share *Pancakes for Breakfast* with your class by telling a story that matches the pictures. Try to include the information you collected during your picture walk and to use a more dynamic and expressive tone. Our goal is to model using a story voice that more closely resembles oral storytelling in its energy and expression rather than simply stating what is shown in the illustration. **ELL** Enable Language Production—Listening and Speaking. Here you are modeling for your ELLs the kind of language that one uses when telling a story, and how it is different from just describing pictures. This is part of both their language and their content development. Here is one way the beginning of your story might unfold:

(page 1) It was a snowy day in the woods. The sun was just starting to rise.

(page 2) A woman named Mrs. Smythe was just starting to wake up with her dog and cat.

(page 3) As she washed her face and got ready for the day, Mrs. Smythe started thinking about delicious pancakes for breakfast.

(pages 4 and 5) Mrs. Smythe went to the kitchen and tied on her apron, still thinking about the delicious pancakes she was about to make. She reached for her favorite cookbook and opened it to the recipe.

Tell a story that matches most of the remaining pages in the book, saving a few pages to try with your class. Now, reflect on your process with the class. Emphasize and explain your use of a story voice. A story voice refers to *how* we tell the story, meaning we would like students to use a voice filled with energy and expression, a voice that sounds like it is telling a story rather than simply making statements about an image.

What did you think? Did you notice how I started by taking a picture walk to collect information about my story? I did that by looking at the illustrations closely and thinking about what the characters were doing and what they might be saying. Then I went back to the beginning of the book and used an exciting story voice to tell a story that matched the pictures.

As you recap your process, jot a few quick notes for your students on an interactive whiteboard or chart paper. Title your chart “Telling Stories from Pictures.” Write two notes for your students to refer to as they work today:

- What are the characters DOING?
- What might the characters be SAYING?

Draw small icons or pictures after each note to help students remember or quickly access these ideas while at their seats. **ELL** Provide Comprehensible Input—Graphics. Using pictures is an excellent way to help your ELLs understand the meaning of your words. If they are not sure what the spoken and written questions mean, they can check the icons for clarification.

Telling Stories from Pictures

| What are the characters DOING? | What are the characters SAYING? |
|--------------------------------|---------------------------------|
| - | - |
| - | - |
| - | - |

Try Guide students to rehearse quickly what they need to learn and do in preparation for practice

Let’s finish telling our story. Show the class the illustrations on the next page of *Pancakes for Breakfast*.

Instruct partners to turn and talk about the illustration. *What do you see happening on this page? What are the characters doing? What might they be saying?* Encourage students to refer to your chart as they work. As students work with their partner, circulate and support their conversations. In particular, push students to collect as much information as possible from the illustrations. **ELL** Enable Language Production—Increasing Interaction. Your ELLs are likely as proficient as your other students in reading pictures—illustrations work in any language! However, they may not have the words to express in English what they see. Consider pairing them with peers who also

speak their home language so they can practice reading pictures with the language most comfortable for them. Then, once you have the class’s attention, recap what you overheard, making sure to address all the questions from your chart.

Now I want you to use a story voice to tell the story of that same page to your partner. As students work, circulate and support their use of a story voice. **ELL** Enable Language Production—Increasing Interaction. Again, your ELLs may be better able to practice this task in their home language. You can also use it as an opportunity for them to practice English storytelling language by having their partners share in English, and by checking in to help them find the English they need.

Gather students once again and model using a story voice for that particular illustration.

Clarify Briefly restate today’s teaching objective and explain the practice task(s)

Today we’ve had a lot of fun spending time with the illustrations in our books. We learned that the illustrations can tell a story all on their own. By taking a picture walk to collect information from the illustrations, we can use a story voice to tell a fun story that matches the pictures.

Instruct students to work with a partner to tell stories from the wordless texts provided to them. Remind students to begin by taking a picture walk to collect information from the illustration. Be sure to encourage them to refer to the questions you’ve charted. Once they’ve collected enough information, they should use a story voice to tell a story to their partner that matches the illustrations. **ELL** Identify and Communicate Content and Language Objectives—Repeat. Reiterating the teaching point will help ELLs feel confident that they know what to do as they transition to independent practice.



As your students work in partnerships, take the opportunity to promote and encourage several key speaking and listening behaviors, such as facing one another, taking turns speaking, listening with care, and developing the conversation through multiple exchanges. (SL.K.1a, SL.K.1b)

Practice Students work independently and/or in small groups to apply today’s teaching objective

Students work with their partners. Using mostly wordless texts, students first take a picture walk to collect information from the illustrations. This can be done individually, or collaboratively with a partner. Then students practice using a story voice to tell a story that matches the illustrations. **ELL** Enable Language Production—Listening and Speaking. Your ELLs may need additional support to describe the pictures in English. Consider a variety of approaches: use of the home language with bilingual peers, telling the story in both languages (perhaps after the English-proficient partner goes first), pointing to things in the picture that they want to talk about as you supply them with the necessary language, etc. Remember that the central goal is to get them really thinking about how illustrations tell a story, not necessarily to have them use perfect English.

Wrap Up Check understanding as you guide students to share briefly what they have learned and produced today

Gather the class. Invite a few volunteers to demonstrate the storytelling they practiced.

Next, tell the class that you’ve spent some time gathering information from the illustrations in *Good Dog, Carl*. Using a story voice, tell the class a story that matches the illustrations in this text. Before you begin, tell the class to pay careful attention to details about what the character is *doing* as well as what you think the characters might be *saying*. **ELL** Frontload the Lesson—Set a Purpose for Reading. This gives your ELLs a focus for their listening and helps them avoid getting bogged down in unfamiliar language.

Reading Lesson 2

▼ Teaching Objective

Readers linger with illustrations by paying attention to details.



Close Reading Opportunity

▼ Standards Alignment

RL.K.1, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.7, RI.K.10, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.6

▼ Materials

- Sample Photo 1: Beach Time (Appendix K.2)
- *Snow* by Cynthia Rylant
- A variety of interesting photographs
- A variety of wordless texts

▼ To the Teacher

In today’s lesson, we’ll be introducing individual photographs into the mix. The goal for our students is to encourage them to tell dynamic stories based on information they can collect from a visual image. By incorporating photographs, interesting artwork, and wordless texts, we are not only broadening the scope of what our students have access to and are considering, we are increasing the likelihood that our students’ imaginations will be sparked in significant ways. As you begin to select photographs to incorporate into this work, include some photographs of your own life and invite students to bring in their own photographs as well. Carefully select interesting or engaging photographs. Try to include photographs with a variety of dynamic yet familiar settings, as well as photographs that depict people in action rather than posing.