

Story, Facts, Thinking

Students orally plan three kinds of writing and record key words with teacher support.

1.W.1 “Modes and Purposes for Writing Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters. Use a combination of drawing, dictating...”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MY EVENTS

First

Next

2 TELL FACTS

Topic

Fact

3 TEXT THINKING

Detail1

Detail2

HOW TO RUN THIS PAGE

Read each part aloud and invite students to dictate their full ideas before they write one key word in each box. This sheet samples recounting events, sharing information, and responding to a heard text with details.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MY EVENTS

SAY “Think about something you did before school. What happened first, and what happened next? Tell me your two events and who was there, then write one word in each box, or tell me the words for me to write.”

- Box 1 (beside First): **One short word that names the first event in the student's recount.**
- Box 2 (beside Next): **One short word that names the next event in the student's recount.**

PART 2 • TELL FACTS

SAY “Listen to these facts: A turtle has a hard shell. A turtle can pull its head inside its shell. What is the topic, and what is one fact? Tell me an information sentence, then write the topic word and one fact word, or tell me the words for me to write.”

- Box 1 (beside Topic): **turtle**
- Box 2 (beside Fact): **A relevant fact word, such as shell, hard, or head.**

PART 3 • TEXT THINKING

SAY “Listen to the story: Nora found a lost mitten. She put it on a bench near the door so its owner could find it. Do you think Nora was helpful? What two story details support your thinking? Tell me your answer, then write one short detail word in each box, or tell me the words for me to write.”

- Box 1 (beside Detail1): **One relevant story-detail word, such as found, mitten, bench, door, or owner.**
- Box 2 (beside Detail2): **A different relevant story-detail word, such as found, mitten, bench, door, or owner.**

WHAT TO ACCEPT

Accept dictated full responses and teacher-scribed words. For the text response, accept a helpfulness opinion supported orally by two distinct details from the story.