



Instructional Targets
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level. <p>Reading Standards for Foundational Skills</p> <ul style="list-style-type: none"> • Print Concepts: Demonstrate understanding of print features (left to right, page to page, etc.). • Fluency: Read appropriately leveled text with purpose and understanding.
<p>Which of your state standards are aligned to these instructional targets?</p>

Classroom Activities/Lesson Plan
<p>Leveled Book: <i>Around Cora's Town</i></p> <p>Lesson 1 provides a simple book in three distinct reading levels. Emerging readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in three leveled formats: Level D, Level B and Level A. Select the level appropriate for each student.</p> <p>The content of the Leveled Book introduces students to stores and businesses in a typical community. When they have finished the book, students should be able to describe several types of stores/businesses and the reasons for visiting each.</p> <ul style="list-style-type: none"> • Introduce the story by talking about the town in which your school is located. Ask, "What buildings are in our town? Why do we go to these places?" • On the first reading, do a picture walk. Note pictures of the stores and businesses in Cora's town. Emphasize that each building has a special purpose. Discuss what Cora does at each place. Ask, "What does Cora do at the (store/business)?" • Read the story aloud to model fluency. After reading the story, ask questions about the people Cora sees at each building and the jobs they do. As you discuss the various workers, introduce terms such as banker, bank teller, cashier, bagger, mechanic, clerk, mail carrier and so on. • As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading. • During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills. • Support student reading, using the communication board to do so. • Follow up reading with discussion on what it means to "buy" something. Ask, "What does Cora buy at the (store/business)?" Guide students to understand that Cora uses money to buy the things she needs and wants. <p> Standards Connection</p> <ul style="list-style-type: none"> • Use the book features and the pictures to continue interaction with the book. • Have students locate the title, the author and the illustrator of the book. • Invite students to identify and describe characters, setting and events from the story pictures. <p>Comprehension questions from Leveled Books are based on the highest level in the series. These books may be read aloud to help students at all levels to gain meaning.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>

Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will independently read literature stories and poems that have been adapted to student reading level. • Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading. • Students will independently read text stories that are selected at the personal reading level. 	<ul style="list-style-type: none"> • Students will read supported and shared literature stories and poems that have been adapted to student reading level. • Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading. • Students will state a word or point to a picture of an omitted word during shared reading. 	<ul style="list-style-type: none"> • Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level. • Students will attend to shared story reading, giving supported indicators to <i>turn the page or read more</i>. • Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).

Resources and Materials	Notes
Leveled Book: <i>Around Cora's Town</i> Communication board Standards Connection Lesson 1	

Instructional Targets		
 <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Key Ideas and Details: Identify characters, setting and events in a story. • Integration of Knowledge and Ideas: Use illustrations to describe characters and events in a story. <p>Reading Standards for Literature and Informational Text</p> <ul style="list-style-type: none"> • Craft and Structure: Use text features to locate key information in a text. 		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will locate the title, author and illustrator of a story. • Students will describe characters and events in a story. • Students will describe characters and events based on illustrations from a story. 	<ul style="list-style-type: none"> • Students will locate the title of a story. • Students will use picture supports to identify characters, setting and events from a story. • Students will point to pictures within a story to identify named characters and events. 	<ul style="list-style-type: none"> • Students will make a selection to indicate the title of a book. • Students will select a picture to identify a character or an event from a story (single option or errorless choice). • When presented with an illustration from a story, students will select a character or an event.

Tell students to use features and pictures from the book to discuss, locate and answer these questions.



What is the **name** of this story?



Who **wrote** this story?



Who **drew** the pictures in this story?



Who are the characters in this story?



Where did this story happen?



What happened in this story?

Around Cora's Town

Level D



by Amy Bihn



Illustrated by Alex Wheeler



Bind This End



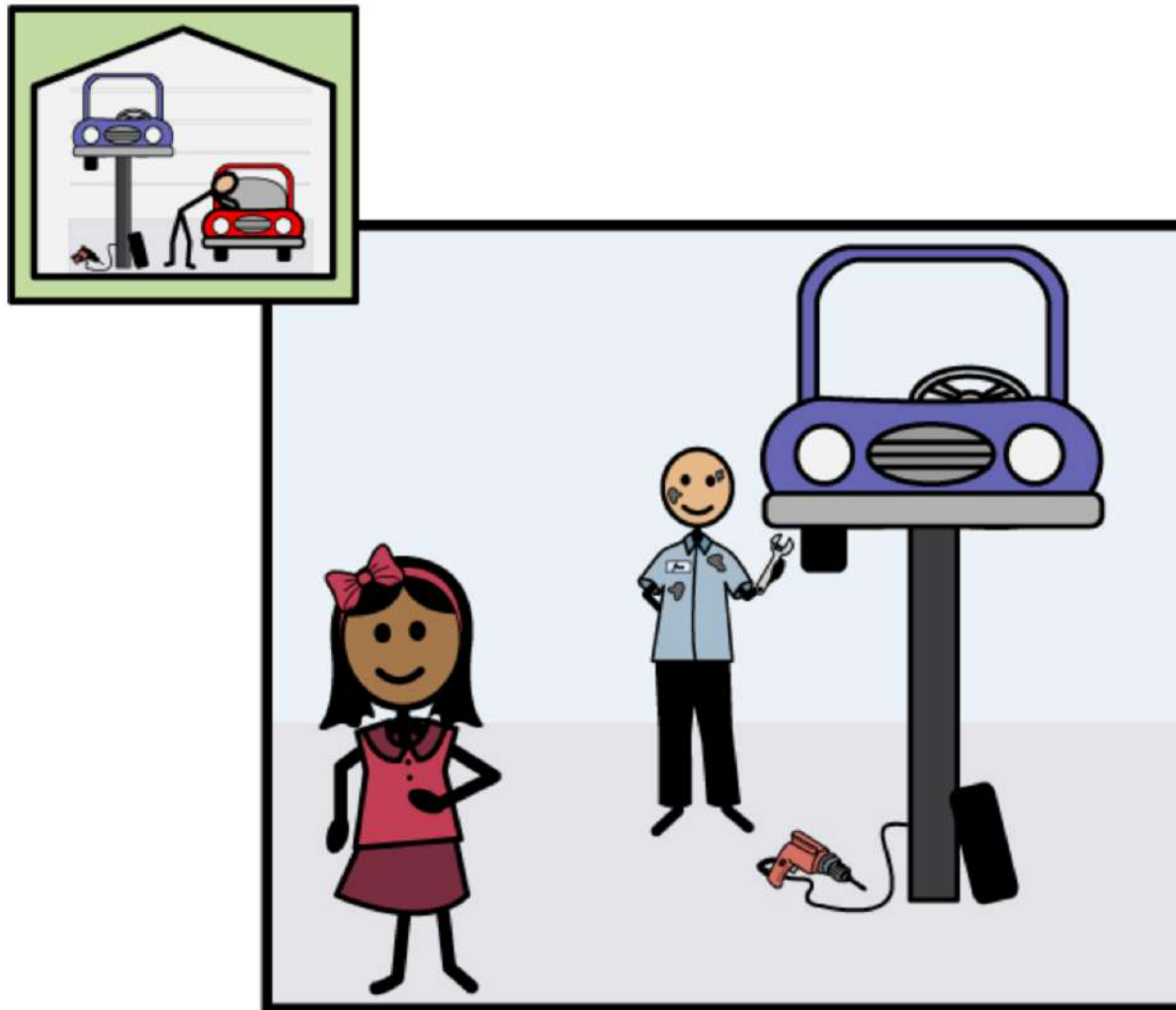
This is Cora's town.
Many people live in Cora's town.
Many people work in Cora's town.



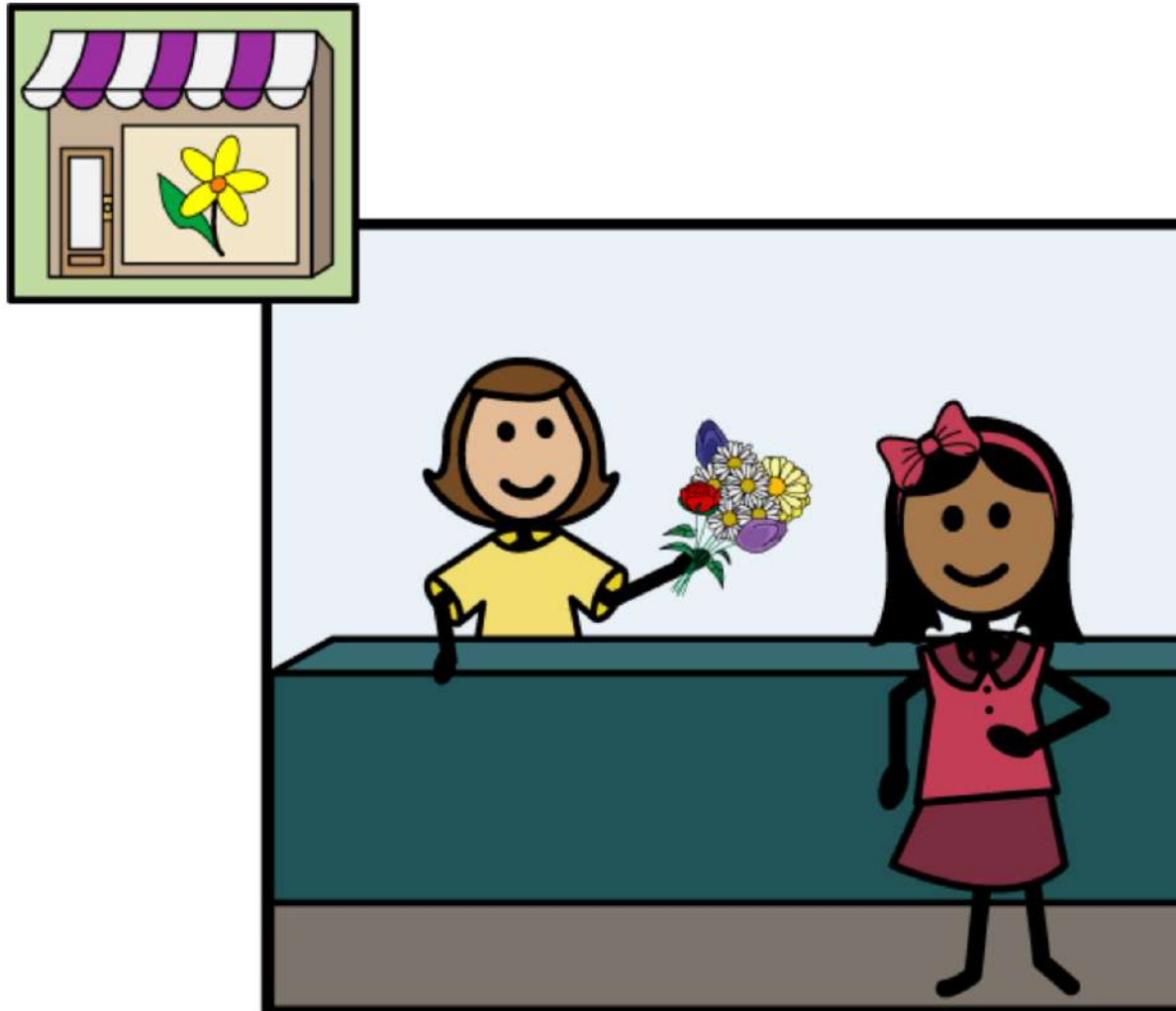
Cora's town has a bank.
Cora saves her money at the bank.
Who works at the bank ?



Cora's town has a grocery store.
Cora buys food at the grocery store.
Who works at the grocery store ?



Cora's town has a garage.
Cora's car gets fixed at the garage.
Who works at the garage ?



Cora's town has a flower shop.
Cora buys flowers at the flower shop.
Who works at the flower shop ?



Cora's town has a post office.
Cora mails a letter at the post office.
Who works at the post office ?



Cora's town has a hardware store.
Cora buys paint at the hardware store.
Who works at the hardware store ?



This is Cora's town.
Many people live in Cora's town.
Many people work in Cora's town.



The End

Around Cora's Town

Level B



Bind This End

by Amy Bihn



Illustrated by Alex Wheeler





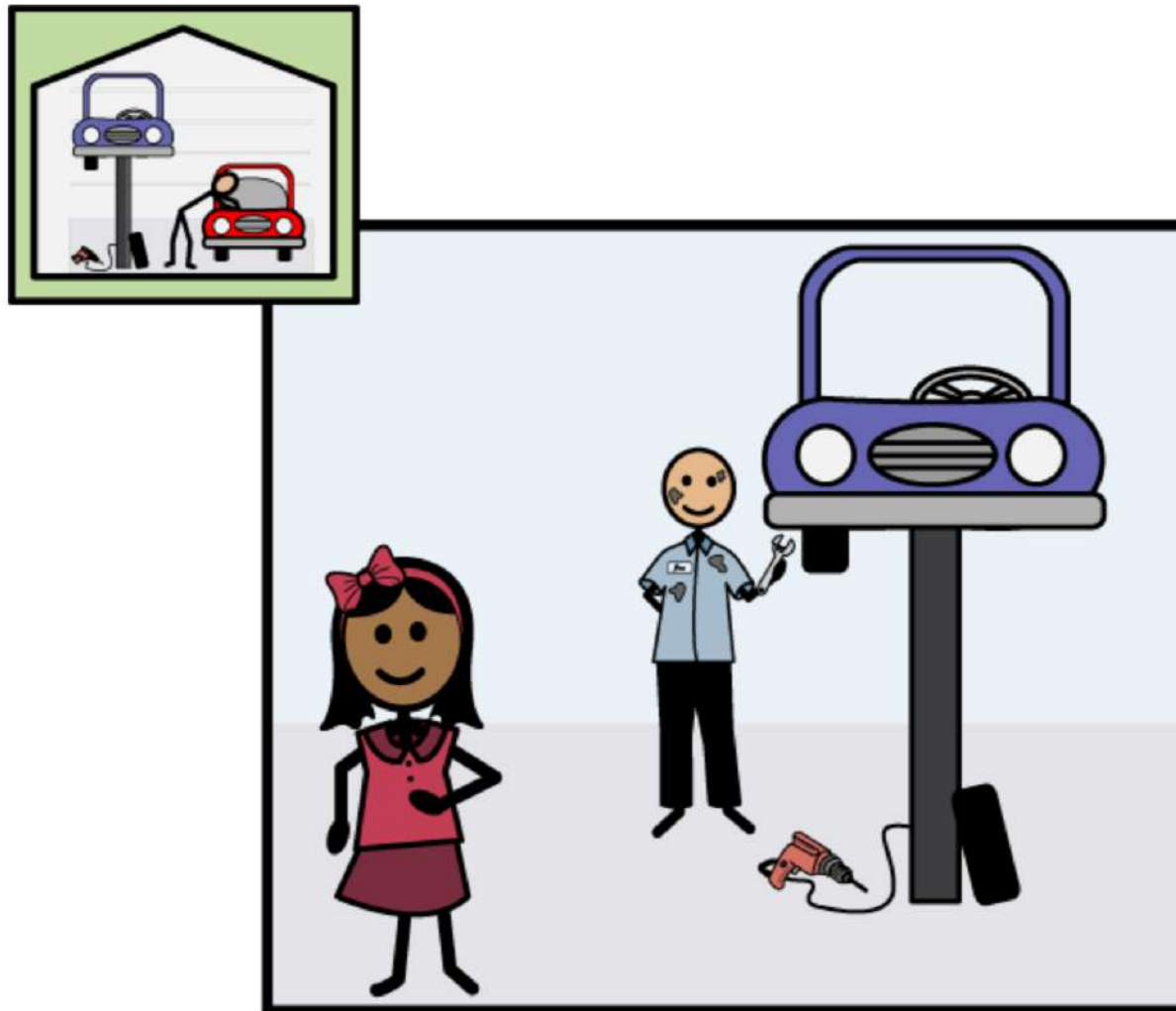
This is Cora's town.
Many people work in Cora's town.



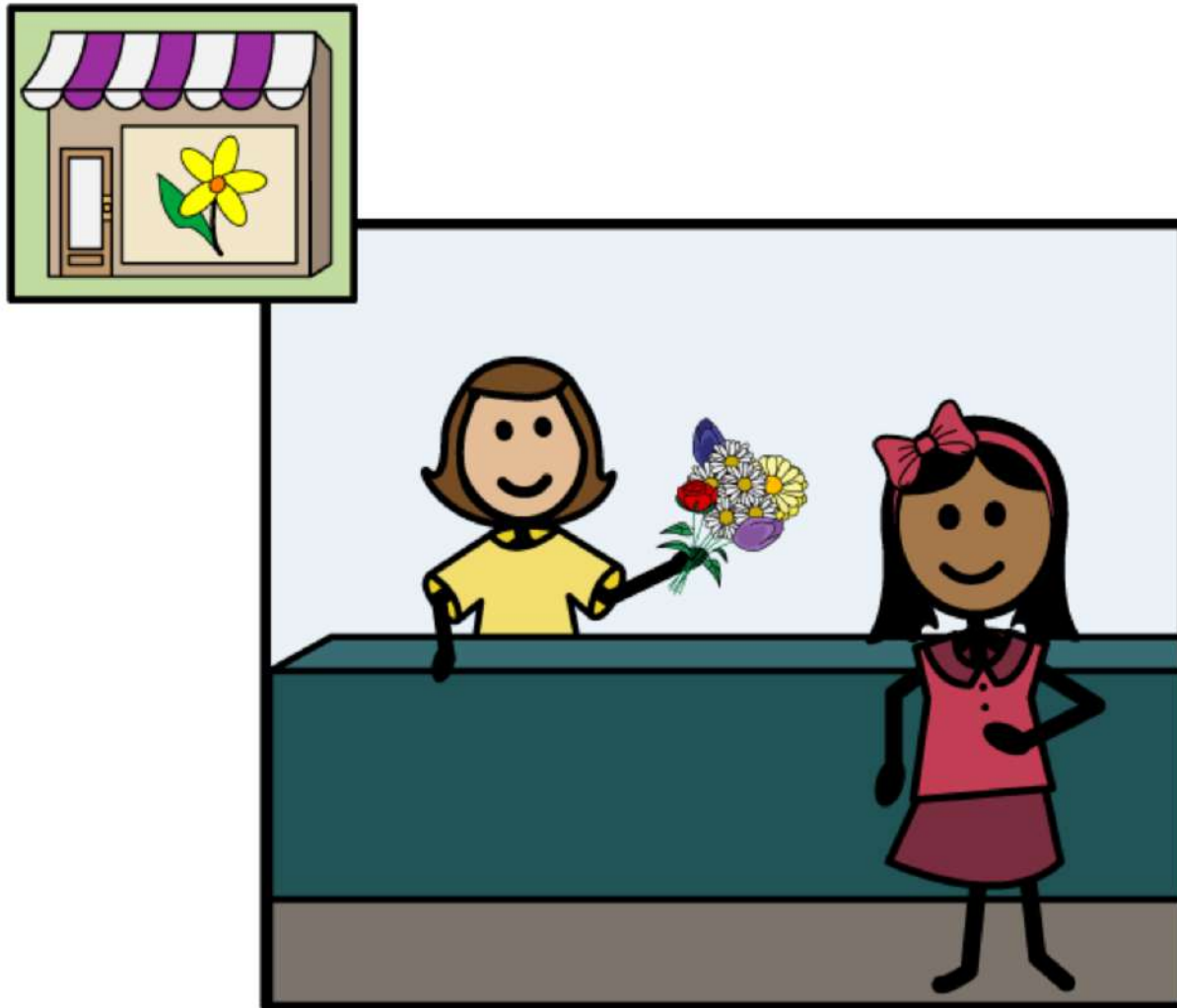
Cora's town has a bank.
Who works at the bank ?



Cora's town has a grocery store.
Who works at the grocery store ?



Cora's town has a garage.
Who works at the garage ?



Cora's town has a flower shop.
Who works at the flower shop ?



Cora's town has a post office.
Who works at the post office ?



Cora's town has a hardware store.
Who works at the hardware store ?



This is Cora's town.
Many people work in Cora's town.



The End

Around Cora's Town

Level A



Bind This End

by Amy Bihn

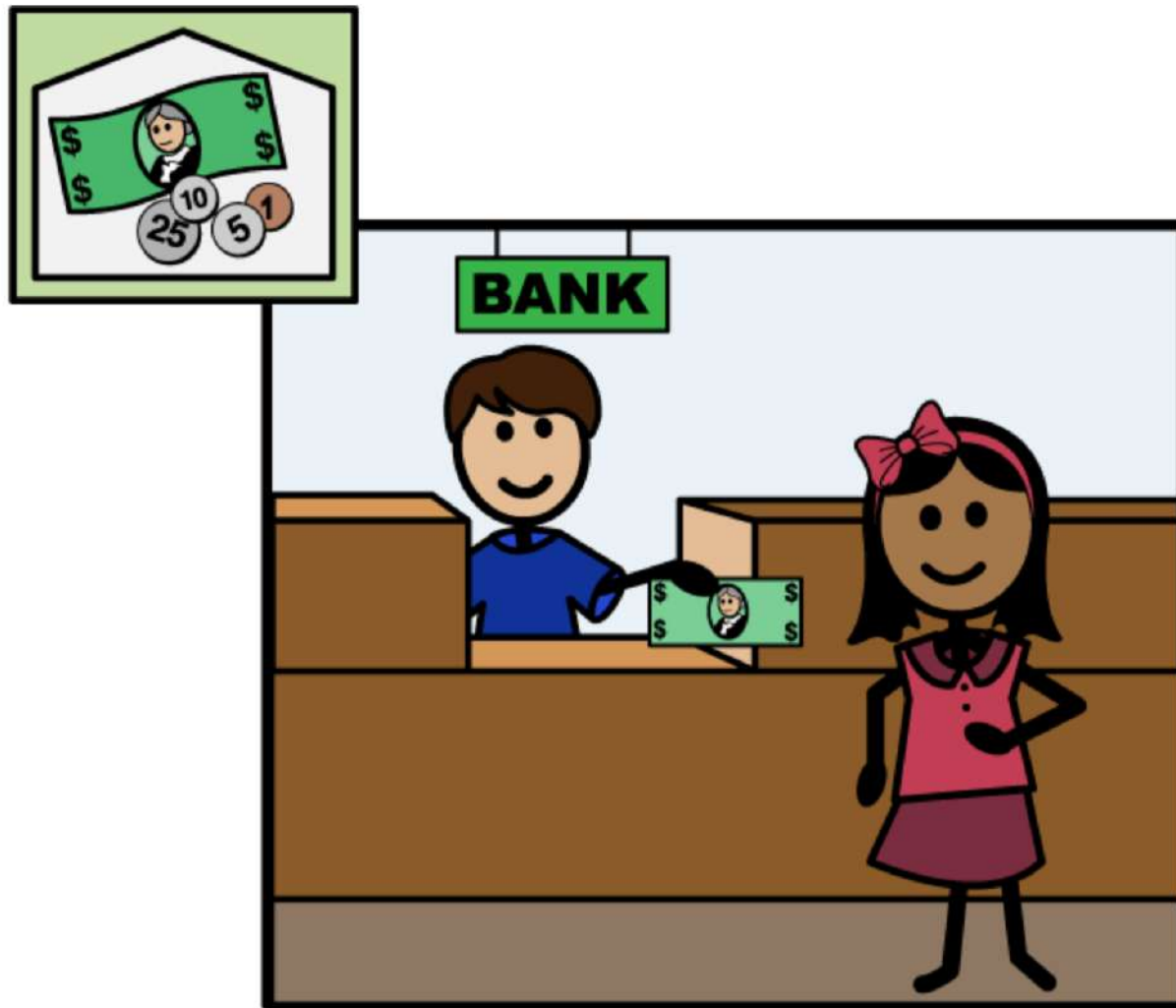


Illustrated by Alex Wheeler





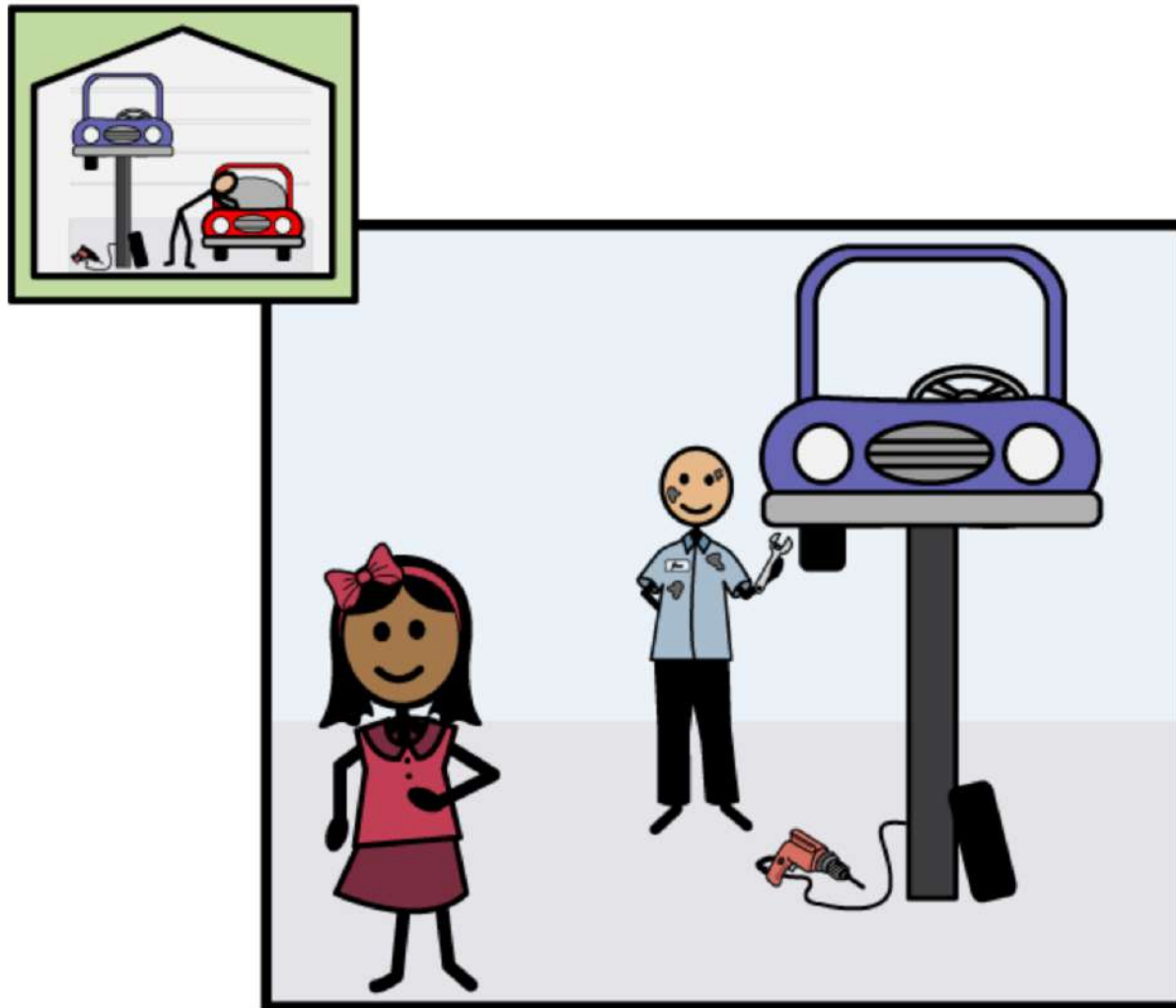
Cora's town.



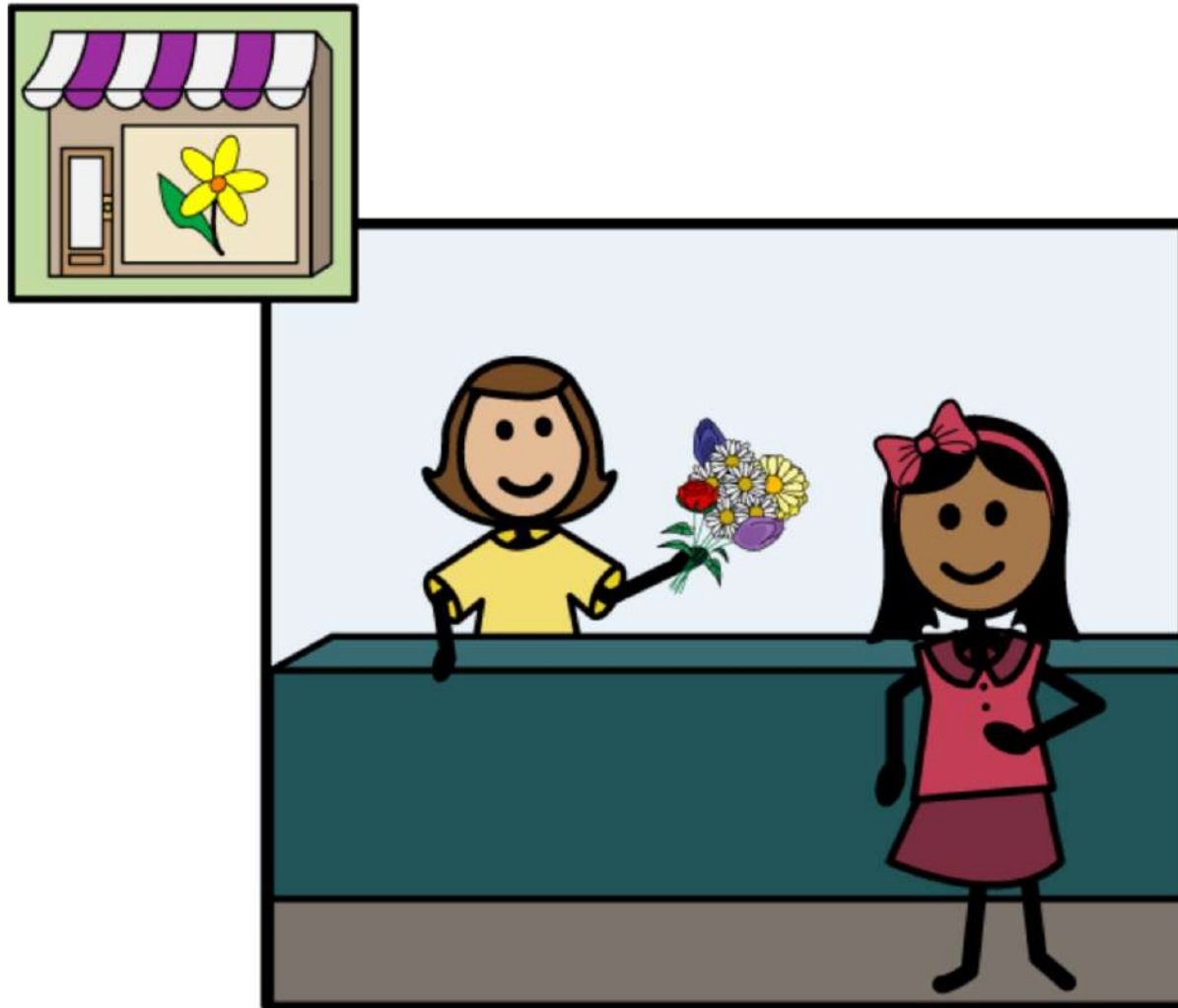
The town bank.



The town grocery store.



The town garage.



The town flower shop.



The town post office.



The town hardware store.



Cora's town.



The End

yes



no



Around Cora's Town

live 	work 	many 	Cora 	town 	people 	bank
have 	save 		money 	grocery store 	food 	garage
buy 	fix 		car 	flower shop 	flower 	post office
mail 			letter 	hardware store 	paint 	

Within each category, pictures are listed from left to right in the order in which they appear in the text.