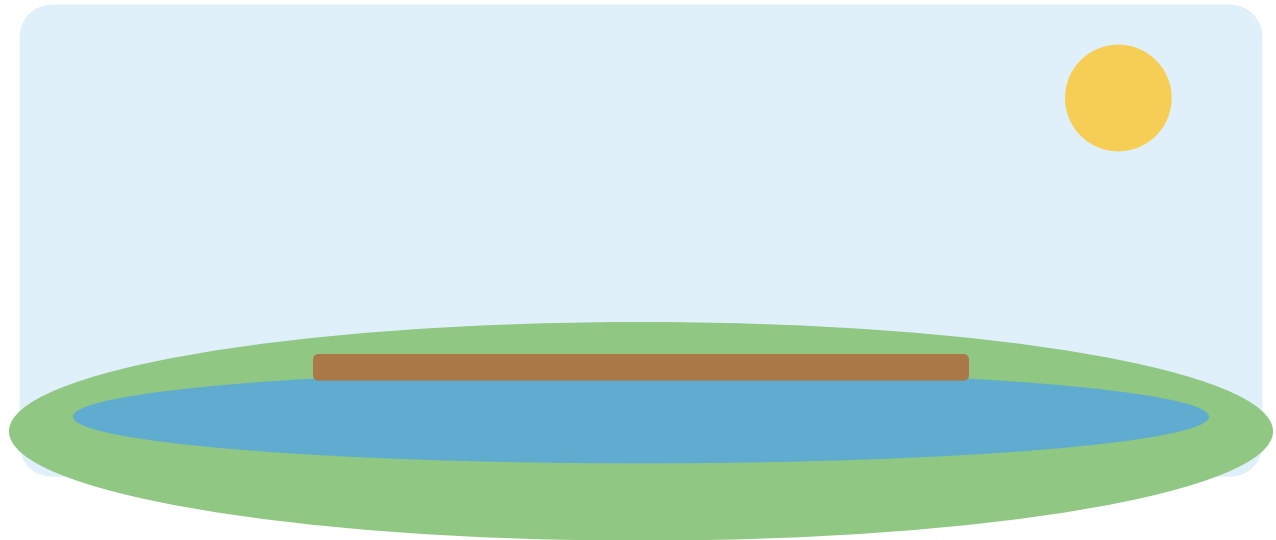


RL.1.7 — Reading the Pictures



Official NC standard: Use illustrations and details in a story to describe its characters, setting, or events.

I can: ture clue and a story detail together to describe a character, place, or event.

Essential question: How do the pictures and words help me understand the story?

Includes: detailed 80-minute teaching plan, long illustrated texts, teacher modeling, guided practice, partner tasks, independent response, large graphic organizers, differentiation, exit ticket, and answer key.

North Carolina standard: Use illustrations and details in a story to describe its characters, setting, or events.

I can statement: I can use a picture clue and a story detail together to describe a character, place, or event.

Essential question: How do the pictures and words help me understand the story?

Warm-up / spiral — 8 minutes

Show a picture or book cover. Ask children what they can learn from its words and pictures.

I Do: model — 12 minutes

Think aloud with Text 1. Highlight one clue showing what the picture and the words tell together. Fill one sample organizer.

Partner practice — 13 minutes

Use Text 2. Partners take turns reading or listening and locating two clues.

Independent You Do — 17 minutes

Students work with Text 3 and a response organizer while teacher conferences.

Small-group support — 10 minutes

Reread a short paragraph using oral prompts, a word bank, and a sentence frame.

Exit ticket — 5 minutes

Independently answer a short standard-focused prompt.

Materials: printed story pages, pencils, crayons, highlighter, and the included organizers. For first-grade stamina, use read-aloud and echo reading as needed.

The Bridge Across the Creek

Name: _____ Date: _____



At the edge of the town park, a narrow creek curved between two rows of trees. The water looked bright under the morning sun. Ivy and her grandpa stood beside a wooden bridge that had been closed for repairs. Ivy wore purple rain boots and carried a small basket of apples for their picnic. They had planned to sit in the meadow on the far side. Ivy stared across the water. The meadow was covered with yellow flowers. “How will we get there?” she asked.

Grandpa pointed to a longer trail that went around the creek. “We’ll take our time,” he said. Ivy wanted to hurry, but the path was full of things to notice. A red bird rested on a branch. Smooth stones lay beside the water. When they reached a muddy spot, Grandpa held Ivy’s basket while she stepped onto dry rocks. Ivy helped him choose the safest path. Soon they arrived at a small hill.

From there, Ivy could see the closed bridge and the shining creek winding below them. She felt pleased that they had found another way. They rested under a tall oak tree and shared an apple. Suddenly, Ivy heard a soft crying sound. A small dog stood near the bushes with one paw caught under a fallen branch. Ivy felt worried. She called Grandpa, who lifted the branch carefully while Ivy stood back. The dog scrambled free and ran in a circle.