**DRAFT Planner for Oral Language Group Intervention – Literary Narrative**

**Date________________________**  
**Week#________Lesson #_______**

<table>
<thead>
<tr>
<th>Group Members:</th>
<th>Theme:</th>
<th>Frame:</th>
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<tbody>
<tr>
<td>Text title:</td>
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<td>Level:</td>
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<td>Focus/Objective:</td>
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<tr>
<th>Phase 1 Lesson Component</th>
<th>Lesson Plan</th>
<th>Observations</th>
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</table>
| **Phonological Awareness/Word Knowledge** - Shared Reading of Text, Song, or Poem | **Principles of How Letters/Words Work:**  
□ Beginning/ending consonant sound  
□ Onset/rime patterns  
□ Clapping and counting syllables  
□ Change beginning/middle/end to make a new word  
□ Use letter clusters/chunks | |

| Read Aloud and/or Shared Reading - Concepts About Print | **Anticipating Texts Before Reading**  
*On the cover I see...*  
□ Have you ever...  
□ I wonder why...  
□ Tell me what you’re thinking about...  
□ As I read this story be looking for... and listening for... | |

| **Processing Texts During Reading** | | |
|-----------------------------------| | |
| □ What might happen next?  
□ Why do you think so?  
□ How are the characters feeling? | | |

| **Responding to Texts After Reading** | | |
|--------------------------------------| | |
| □ Did you like the story? Why or why not?  
□ Who are the characters in the story?  
□ Where and when did the story happen?  
□ Was there a problem in the story? How was it solved?  
□ Character Role Play  
□ Human Sentence Game (Gentile, 2003, pg 23) | | |

| **Conversation Element Focus** | | |
|--------------------------------| | |
| ▪ Look at/relate to speaker  
▪ Respond to speaker verbally/non-verbally  
▪ Share ideas with individuals or group  
▪ Make connections to thoughts/ideas  
▪ Ask significant questions  
▪ Elaborate on others’ thinking/ideas  
▪ Paraphrase thinking to confirm/clarify thoughts/ideas  
▪ Compliment others  
▪ Make predictions about ideas/events in texts  
▪ Visualize elements of text | | |

| **Closure & Reflection on Learning** | | |
|-------------------------------------| | |
| □ Locate known letters or words  
□ Engage in conversation to extend the story  
□ Discuss content of what was learned or practice  
□ Discuss individual and group participation in learning | | |
<table>
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<td><strong>Focus/Objective:</strong></td>
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| **Interactive Writing, Phonological Awareness Letter/Word Work** | • Oral retelling of yesterday’s text  
  • Re-read yesterday’s text  
  • Sequence and retell story with pictures:  
  B:  
  M:  
  E:  
  • As I write, listen for the ….. sound and write it on your practice page  
  • Letters/Words in writing:  
    □ Letter formation  
    □ Fluency (sight words)  
    □ Sound analysis  
    □ Analogy to known words or word parts  
    □ Beginning/ending consonant sound  
    □ Onset/rime patterns  
    □ Clapping and counting syllables  
    □ Change beginning/middle/end to make a new word  
    □ Use letter clusters |              |
| **Conversation Element Focus** | • Look at/relate to speaker  
  • Respond to speaker verbally/non-verbally  
  • Share ideas with individuals or group  
  • Make connections to thoughts/ideas  
  • Ask significant questions  
  • Elaborate on others’ thinking/ideas  
  • Paraphrase thinking to confirm/clarify thoughts/ideas  
  • Compliment others  
  • Make predictions about ideas/events in texts  
  Visualize elements of text |              |
| **Independent Writing** | Individual Conference with  
  Prompt for co-construction of writing:  
  Teaching point:  
  Independent writing:  
    □ Build repertoire of known words  
    □ Transcribe interactive writing  
    □ Practice writing partially controlled/newly learned vocabulary |              |
| **Closure and Reflection on Learning** | □ Locate known letters or words  
  □ Engage in conversation to extend the story  
  □ Discuss what was learned or practiced  
  □ Discuss individual and group participation in learning |              |

M. Rosser, A. Skelton, & J. Smith (2010)