

*Personal Narrative
Reader's and Writer's Workshop
Grades 1-3*

Holyoke Public Schools

English Language Development Curriculum Map

ELD

Grades 1-2

Personal Narrative

Holyoke Public Schools

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Overview of Curriculum Maps

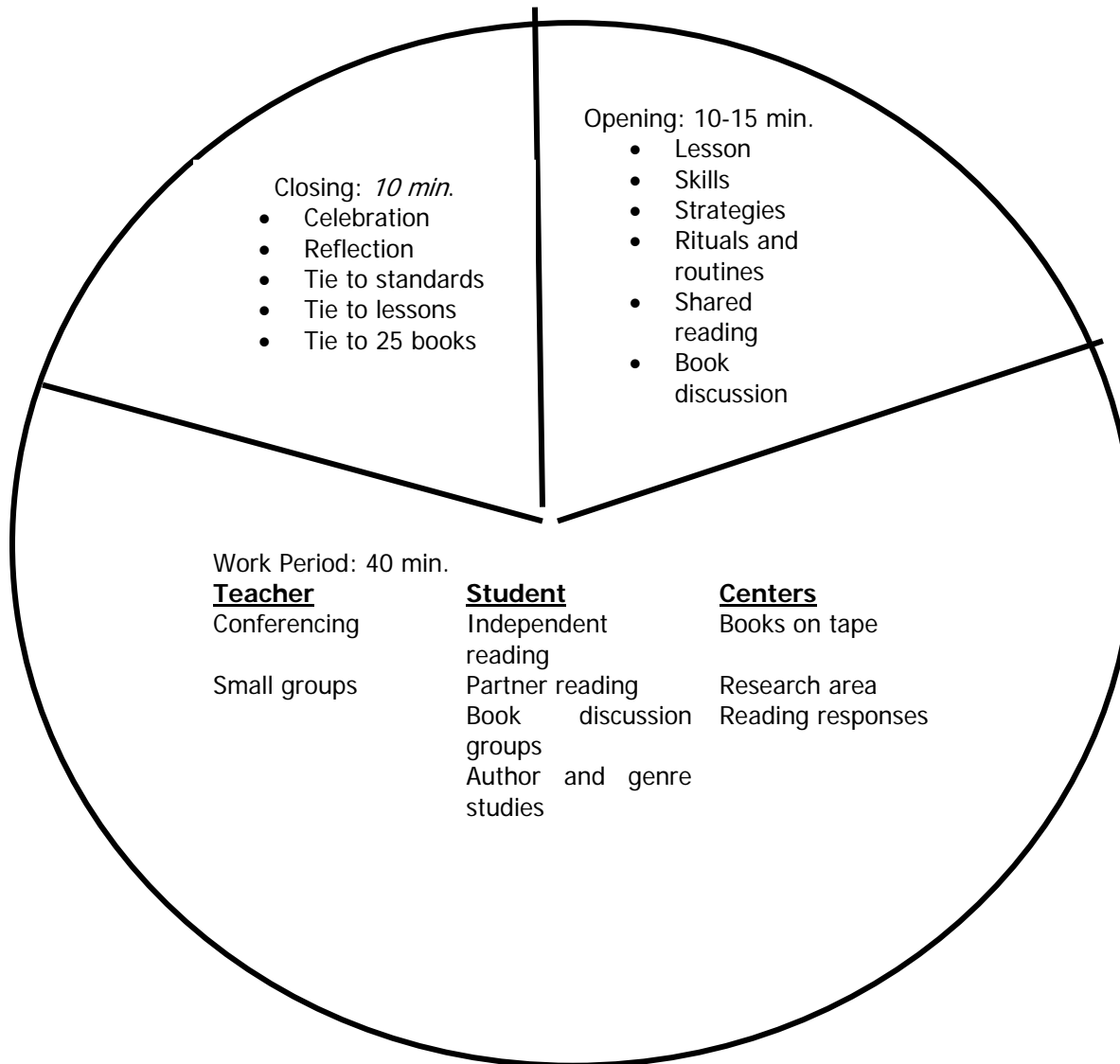
Goals:

1. To ensure that English Language Learners are exposed to and engaged in a rigorous English Language Arts curriculum in every school and at every grade level.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA assessments.
4. To provide teachers with curriculum guidelines and appropriate ELL instructional strategies for the English Language Development (ELD) courses.

Expectations:

The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning.

Overview of the Readers and Writers Workshop: ELD



The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginning and early intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffolded times for learning new strategies. The following is a breakdown of each part of the workshop:

READERS WORKSHOP

Mini-Lesson: 15 minutes

The teacher uses this time to introduce a new reading skill or strategy, model how to apply this skill to reading, invite students to participate, and close with clear directions for the work period.

- You will use read aloud materials to model a reading skill or strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart "bones". For example, if you are making a t-chart, draw the "t" and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

WORK PERIOD: 30 minutes

Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy, write about it in their Reader's Notebooks, work in groups with peers or the teacher.
- There will be turn and talk built into this time to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.
- The teacher should run guided reading groups and conferences during this time.

Closing: 10 minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

WRITERS WORKSHOP

MINI-LESSON: 15 Minutes

The teacher will gather the students to learn a new writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a touchstone text or their own modeled writing to teach a new strategy.
- **NOTE:** You must develop your own piece along with students as they learn new writing skills and strategies. Make sure that you build this piece with students integrating all the things they are learning about the genre.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart "bones". For example, if you are making a t-chart, draw the "t" and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

Work Time (WT): 30 Minutes

The Work Period is a chance for students to work on their own drafts, practice new writing skills, or move forward in the writing process. or in groups on the strategy taught in the mini-lesson.

- Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process.
- The teacher will circulate and support students, conference with individual students, or run guided writing groups.
- Make sure that you have a well-established independent writing process. This is set up during the First unit of study.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

Skills Block: 30 minutes daily

This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

Reading Skill Lessons:

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
 - Phonetic Principles
 - Reading Fluency and Accuracy
 - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

Writing Skill Lessons:

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
 - Spelling -Style and Syntax
 - Grammar -Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

NOTE: You will need to balance reading and writing skill teaching over the course of a week. Suggestions for balance are in the Appendix

PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACH DURING THIS DAILY SKILL TIME

Materials and Resources

Examples of great narratives

Some suggested titles

- In My Family
- Hairs Pelitos
- Miss Nelson is Missing
- Birthday Basket for Tia
- Tulip Sees America
- My Mama Had a Dancing Heart
- Chicken Sunday
- Too Many Tamales
- The Relatives Came
- Sitti's Secrets
- Grandma's Records
- My Rotten Red Headed Older Brother
- A Chair For My Mother
- Chalk Doll
- Owl Moon

Guided Reading

Guided Reading Levels A-L

Classroom Library

America's Choice: Personal Narrative: The Call of Stories & ELL Compendium

Bridging into English: Literacy Lessons for ELL

Overarching Unit Goals and Standards

Speaking and Listening

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Listen to, comprehend and carry out directions with simple steps • Give directions that include sequenced steps • Asks questions • Responds appropriately to comments and questions • Uses language cues to indicate different levels of certainty • Displays appropriate turn taking behaviors • Clarifies, illustrates or expands on a response when asked to do so; 	<p>Speaking</p> <ul style="list-style-type: none"> • Retell events in a simple or familiar story using relevant words and phrases(S.3.16) • Recount prior experiences and events of interest, using familiar sentences(S.2.9) • Narrate stories with a beginning, middle, and end (S.2.37) • Respond briefly to questions on academic content(S3.18) • Use basic grammar patterns in speaking to produce familiar statements, questions and commands(S.2.16) • Ask and answer concrete questions about familiar content. (S.2.5) • Describe people, places, and things, using some detail. (S.2.6) <p>Listening</p> <ul style="list-style-type: none"> • Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1) • Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions and/or objects.(S.1.3) • Demonstrate comprehension of words ,phrases and sentences using social interactions related to everyday topics(such as family, social, school)(S.2.2) • Identify a main event from a story that is heard. (S.3.5) • Identify the characters and setting o a story that is heard. (S.3.7) • Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4) • Connect new information to prior knowledge.(S.3.28)

Reading

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>The student reads and comprehends at least four books about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence that;</p> <ul style="list-style-type: none"> • Makes and supports warranted and responsible assertions about the texts; • Supports assertions with elaborated and convincing evidence; • Draws the texts together to compare and contrast themes, characters, and ideas; • Makes perceptive and well developed connections; • Evaluates writing strategies and elements of the author's craft. 	<ul style="list-style-type: none"> • Demonstrate awareness of and readiness for reading for meaning. (R.2.1) • Read and understand high-frequency and familiar words and phrases. (R.2.2) • Recognize that printed text has specific form and carries meaning. (R.2.3) • Apply knowledge of text structures to comprehend text.(R.1.5) • Demonstrate understanding of selected features of written English. (R.2.9) • Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2) • Use context to determine the meanings of words. (R.1.3) • Summarize information from a literary or an informational text that is read. (R.3.1) • Identify and apply strategies to enhance comprehension of texts. (R.3.6)

Writing

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Write daily. • Generate content and topics for writing. • Reread their work often with the expectation that others can read it. • Solicit and provide responses to writing. • Revise, edit, and proofread as appropriate. • Write without resistance when given time, place and materials. • Apply a sense of what constitutes good writing. • Polish 8-10 pieces throughout the year. • 	<ul style="list-style-type: none"> • Write an account based on personal experience that has a focus and supporting detail. (W.2.1) • Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3) • Write a story that has a beginning, middle, and end. (W.2.4) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Produces writing with most high frequency words correctly spelled.</p> <ul style="list-style-type: none"> • Writes text that can be read by the child and others. • Draws on a range of strategies to spell unfamiliar words such as segmenting, sounding out, and matching familiar words and word parts. • Automatically spells some familiar words and word endings correctly. • Demonstrate interest and awareness in approximating the use of punctuation 	<ul style="list-style-type: none"> • Use correct mechanics when editing • Spell familiar words correctly when editing. (W.4.2)

Unit Work Products

Students Outcomes for ELD: Personal Narrative

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Listen to partner and retell • Identify transitional words in oral accounts • Listen to a Narrative Account and make comparisons to other Narrative Accounts • Discuss characters from a Narrative Account 	<ul style="list-style-type: none"> • Retell a Narrative Account • Use transitional words when retelling • Picture walk • Share/retell favorite narrative accounts • Student/ teacher conference • Daily turn and talk with student prompts • Book talk around a shared text • Book Talk presentation 	<ul style="list-style-type: none"> • Select books at their level • Read at least 4 narrative accounts • Recognize and discuss the features of a narrative account • Use Reading Strategies: <ul style="list-style-type: none"> • Visualizing • Summarizing • Predicting • Asking Questions • Making Connections • Use genre elements to enhance comprehension 	<ul style="list-style-type: none"> • Make notebook (sourcebook) entries • Support the construction of a joint narrative account • Produce drafts of personal narrative accounts • Use graphic organizer • Produce a narrative that: <ul style="list-style-type: none"> ✓ Establishes context ✓ Hooks reader's attention ✓ Reflects a plan where events have beginning, middle and end ✓ Uses sensory and important details ✓ May include reflective statement ✓ Applies an understanding of the English language

WORKSHOP MAP Personal Narrative

OVERVIEW

Reading Workshop: Big Ideas	Writing Workshop: Big Ideas
<ul style="list-style-type: none">• Make text to Self Connections• Read Personal Narratives and identify basic elements of personal narrative writing.• Develop reading strategies for decoding and comprehension• Use sequence of events to retell story with simple narrative structure.• Answer questions to understand a story.• Discuss important characters in a story.• Use schema and inference as they visualize.	<ul style="list-style-type: none">• Write from own experiences.• Focus on small moments rather than bed-to-bed stories (focused narrative).• Tell story with sequence of events that has beginning, middle, and ending.• Create attribute charts and/or rubrics.• Use writing techniques, such as effective leads and endings, rich words, and figurative language.• Revise for making sense, answering readers' questions, showing not telling, adding detail, and developing characters.• Share and talk about their writing daily.

Frontloading the Genre

Before they start writing on their own, ELLs need scaffolded experiences that look at the genre and the construction of a piece of writing. While this may seem a bit “teacher directed”, it is only a bridge or temporary scaffold for the students. After the frontloading lesson, students will have many more opportunities to construct their own writing.

How to Frontload Genre

In Scaffolding Language Scaffolding Learning, Pauline Gibbons presents a process of scaffolding the beginning of a genre study.

#1 Build the Field	Students build enough background knowledge of the topic to be able to write about it. Children are a long way from writing a text themselves. Activities will be speaking, listening, note-taking and reading.
#2 Modeling the Text Type	Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.
# 3 Joint construction	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
#4 Independent Writing	Students will write their own text.

WORKSHOP MAP

Section 1

Students build enough background knowledge of the topic to be able to write about it. Children are learning the skills and strategies that will help them to be able to write a completed text. At this point, all writing will be shared, interactive writing with the teacher facilitating. Activities will be speaking, listening, shared writing and reading.

The goal of this section is to immerse students in the sounds of the genre, build a background for discussion and future work. Therefore, this section will include:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Features of a narrative• Text to self connections• Introduce visualizing	<ul style="list-style-type: none">• Complete Frontloading Lessons 1-5: ELL Compendium for Personal Narrative: The Call of Stories, Grade 2

Materials and Products for Section 1:

- Read aloud *Too Many Tamales* by Gary Soto or a narrative of your choice
- Classroom libraries including various reading levels
- Frontloading Lessons 1-5: ELL Compendium for Personal Narrative: The Call of Stories, Grade 2
- Language Stems:
 - "A narrative account has _____"
 - "I made a text-to-self connection..."
 - "I can visualize..."; "I can see..."
 - "What?", "Where?", "When?", "Why?", "I wonder..."
- Classroom charts interactively made with students

Section 1

WEEK 1

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
1	<p>With the students, begin a chart titled "Features of Narrative Account". Students will use their eyes to gather visual noticings of Narrative. Using a picture book, picture walk the story and ask students what they notice.</p> <p>Genre Vocabulary: Narrative Account, characters, plot, setting, problem/solution</p> <p><i>Students use the language stem: "A narrative has ____" to discuss visual noticings.</i></p>	<p>With students, add noticings to chart such as characters, plot, setting, problem/solution.</p>	<p><i>Students share their new noticings using language stems. Teacher records noticings on chart.</i></p>	<p>Follow Frontloading the Genre Day 1 Lesson: Activating knowledge Students will activate their knowledge around a shared writing experiences from a common classroom experience.</p>	<p>Students will draw , write label what they remembered from the shared experience.</p>	<p>Students share some of their favorite parts using "I remember_____."</p>

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<p>2</p>	<p>Reread the story to students and model making text-to-self connections. Encourage students to interact with the text and use the reading habit while listening.</p> <p>As they are introduced, make a chart of the reading habits with icons to support understanding.</p> <p><i>Students use the language stem: "I made a text-to-self connection..."</i></p>	<p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about making text-to-self connections using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Frontloading the Genre Day 2 Lesson: Planning the Sequence Students will plan the sequence of a shared writing experience from a common classroom experience.</p>	<p>Students draw their favorite part of the experience and add writing or labels</p>	<p>Students share their favorite part in the author's chair using the "My favorite part was____ because _____."</p>
<p>3</p>	<p>Reread the story to students and model making text-to-self connections. Encourage students to interact with the text and use the reading habit while listening.</p> <p>As they are introduced, make a chart of the reading habits with icons to support understanding.</p> <p><i>Students use the language stem: "I made a text-to-self connection..."</i></p>	<p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about making text-to-self connections using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Frontloading the Genre Day 3 Lesson: Refining the Sequence Students will collaboratively sequence a shared experience to prepare for drafting a share</p>	<p>Students will retell the experience using the transitional words.</p>	<p>Ask a few student to share t heir retell using transitional words.</p>

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<p>4</p>	<p>Reread the story to students and model making text-to-self connections. Encourage students to interact with the text and use the reading habit while listening.</p> <p>As they are introduced, make a chart of the reading habits with icons to support understanding.</p> <p><i>Students use the language stem: "I made a text-to-self connection..."</i></p>	<p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about making text-to-self connections using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Frontloading the Genre Day 4 Lesson: Narrative Account Planning Students will lay out the sequence of a shared experience from a common classroom experience using a graphic organizer.</p>	<p>Students will use the Narrative Account Planner handout to lay out the account of the shared experience.</p>	<p>Students share their organizers and retell the story of the shared experience.</p>
<p>5</p>	<p>Reread the story to students and model making text-to-self connections. Encourage students to interact with the text and use the reading habit while listening.</p> <p>As they are introduced, make a chart of the reading habits with icons to support understanding.</p> <p><i>Students use the language stem: "I made a text-to-self connection..."</i></p>	<p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about making text-to-self connections using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Frontloading the Genre Day 5 Lesson: Writing a Draft Students will use a graphic organizer to help them write a draft about a shared experience.</p>	<p>Students will begin their own draft of the shared experience.</p>	<p>Ask a few students to share their drafts.</p>

Section 2

Students work on establishing memorable moments and gathering information about a topic. Children are working towards a completed draft of a shared experience. Activities will be speaking, listening, interactive writing and shared reading.

The goal of this second week of instruction in the genre study is to continue to build the skills of readers in a narrative account and also begin the writing process for all students. Therefore, most of this week will include:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Read aloud touchstone picture book to use in the mini-lessons• Focus on identifying the Goal of Reading (making meaning), Making Connections and Retelling.	<ul style="list-style-type: none">• Brainstorm possible writing topics• Begin developing a draft of a shared experience.

Materials and Products for Week 2:

- 1 touchstone text: *Family Pictures*
- Various read-alouds
- Student notebook

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WEEK 2

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Read a story and model visualizing. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Lesson 1, Day 1: Introduction to Moments that Lead to Stories Students will focus their writing on a central moment to help them create a believable world.</p>	<p>Students will use the "focusing tool to choose their moment and write in their notebooks.</p>	<p>Ask students to share a moment they chose.</p>
2	<p>Reread a story and model visualizing another part of the story. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Lesson 1, Day 2: Introduction to Moments that Lead to Stories Students will focus their writing on a central moment to help them create a believable world.</p>	<p>Students draw or write their moment</p>	<p>Students share their moments</p>

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<p>3</p>	<p>Reread a story and model visualizing another part of the story. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Lesson 2: Lesson 2: Using Sourcebooks to Gather Information about a Topic</p> <p>Students will generate more information about a seed idea in their Sourcebook.</p>	<p>Ask students to use the "moment" they worked on yesterday in their Sourcebooks. Reread it and then work with a partner to ask questions.</p>	<p>As students share their pieces and colleagues ask questions, add those questions to the Asking Questions about a Topic chart started during the opening.</p>
<p>4</p>	<p>Reread a story and model visualizing another part of the story. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Lesson 3: Expanding a Seed Idea</p> <p>Students will grow a seed idea and write related entries.</p>	<p>Ask students to go back to their drafts from their memories or moments and add information.</p>	<p>Pairs share with each other instead of author's chair.</p>

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5	<p>Reread a story and model visualizing another part of the story. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Follow Lesson 4, Day 1: Organizing with a Series Students will see how to develop a narrative by organizing with a series.</p>	<p>Students continue to work on adding information into their drafts of their memory.</p>	<p>Ask some students to share out their drafts.</p>
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Section 3

The goal of this section in the genre study is to go deeper into the cognitive skills of readers in a narrative account and continue the writing process for all students by looking at the structure and organization of a narrative. . Therefore, this section will include:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Introduce a new text for the week• Practice reading habits previously presented	<ul style="list-style-type: none">• Begin teaching the narrative account elements of writing• Select a draft to take through the writing process• Study craft elements to revise writing

Materials and Products for Section 3:

- Narratives for Read Aloud
- America's Choice: Personal Narrative: The Call of Stories & ELL Compendium

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WEEK 3

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
1	Model asking questions. Go through a book page by page looking carefully at illustrations and commenting on them. Model asking and writing questions model reading the book stopping and asking questions. After reading write one or tow questions on the chart. Before during and after reading questions.	Have students read their own books and ask questions. Students can use a sticky to mark where they have a question. before during and after reading questions	Students share their questions.	Follow Lesson 4, Day 2: Organizing with a Series Students will see how to develop a narrative by organizing with a series.	Students start the work period by pulling out their drafts and looking at where they could put in a series for organizing. They can map this out the same way you did using the Organizing with a Series handout.	Students share their plans for organizing with a series.
2	Model asking questions. Go through a book page by page looking carefully at illustrations and commenting on them. Model asking and writing questions model reading the book stopping and asking questions. After reading write one or tow questions on the chart. Before during and after reading questions.	Have students read their own books and ask questions. Students can use a sticky to mark where they have a question. before during and after reading questions	Students share their questions.	Follow Lesson 5: Using Repetition to Tie Together the Components of a Series Students will see how repeating lines can tie together a series of events.	Conference with students who are struggling with focusing on a moment, organizing with a series, or adding in a repeating line.	Have two or three students share their series and repeating lines.

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3	<p>Model asking questions. Go through a book page by page looking carefully at illustrations and commenting on them. Model asking and writing questions model reading the book stopping and asking questions. After reading write one or tow questions on the chart. Before during and after reading questions.</p>	<p>Have students read their own books and ask questions. Students can use a sticky to mark where they have a question. before during and after reading questions</p>	<p>Students share their questions.</p>	<p>Follow Supplemental Lesson: Getting Ready to Write a New Draft Students will get choose, plan, talk, and organize a new memory draft to get ready for the Problem/Solution structure.</p>	<p>Students will lay out the plan for their next narrative account using the Narrative Account Planner handout.</p>	<p>Have two or three students share their Narrative handouts about their next narrative account.</p>
4	<p>Model asking questions. Go through a book page by page looking carefully at illustrations and commenting on them. Model asking and writing questions model reading the book stopping and asking questions. After reading write one or tow questions on the chart. Before during and after reading questions.</p>	<p>Have students read their own books and ask questions. Students can use a sticky to mark where they have a question. before during and after reading questions</p>	<p>Students share their questions.</p>	<p>Follow Lesson 6: Problem/Solution Students will use the problem and solution to structure a story.</p>	<p>Students use the Narrative Account Planner handouts they completed in the previous lesson. Have them reread their handouts and think about the Problem/Solution, then “turn and tell” a partner what the Problem/Solution are.</p>	<p>Ask the class to share, in small response groups, how they are trying problem and solution. They can talk about a seed idea they plan to develop, share their plans for a character study draft or share their notes outlining a possible problem/solution story.</p>

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5	<p>Model asking questions. Go through a book page by page looking carefully at illustrations and commenting on them. Model asking and writing questions model reading the book stopping and asking questions. After reading write one or two questions on the chart. Before during and after reading questions.</p>	<p>Have students read their own books and ask questions. Students can use a sticky to mark where they have a question. before during and after reading questions</p>	<p>Students share their questions.</p>	<p>Follow Lesson 7: Completing a Draft of a Problem/ Solution Story</p> <p>Students will draft a problem and solution story.</p>	<p>Students share their drafts from yesterday and talk with a partner about the character's influence on problem and solution.</p>	<p>Ask partners to share their pieces in author's chair, and then talk about how they listened and responded to each other during Work Time.</p>
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WEEK 4

READERS WORKSHOP				WRITERS WORKSHOP		
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
1	<p>Follow Lesson 16: Activating Background Knowledge Students will use background knowledge to understand the text.</p> <p>Vocabulary: background knowledge I knew about ____ and that helped me _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students turn and talk.</p> <p>I knew about ____ and that helped me _____.</p>	<p>Follow Lesson 16: Using Details: Places Use the strategy of including drawing and writing</p>	<p>Ask student to read through their current drafts or past stories and consider including more details about the place, either by adding to their illustrations or by including descriptive words.</p>	<p>Ask students to share their writing with a partner and talk about what details they added using the sentence frame.</p> <p>"The details I added were _____."</p>
2	<p>Follow Lesson 17: Making Predictions Students will make predictions about what will happen next in a story.</p> <p>Vocabulary: Prediction correct I predict that the story will be about _____ because _____.</p> <p>My prediction was (not) correct because _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share predictions.</p> <p>I predict that the story will be about _____ because _____.</p> <p>My prediction was (not) correct because _____.</p>	<p>Follow Lesson 17: Generating Topics Generate writing topics from their own experiences —One topic I can write about is _____.</p>	<p>Turn to a partner, share their topics, and tell their stories.</p>	<p>Ask a few students to share according to the procedures you established for the author's chair. Encourage students to use the sentence frame.</p>

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<p>3</p>	<p>Follow Lesson18: Reading Unknown Words by looking for known words Students will use background knowledge to understand the text.</p> <p>Vocabulary: background knowledge I knew about ____ and that helped me _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students will share words and teacher writes on a chart titled " Using Known Words to Read New Words.""</p>	<p>Follow Lesson18: Using Details: Objects Use the strategy of including drawing and writing</p>	<p>Students will include more details about an object, either by adding to their illustrations or by including descriptive words.</p>	<p>Ask students to share their writing with a partner and talk about what details they added using the sentence frame. --The details I added were _____.</p>
	<p>Follow Lesson19: Rereading to Maintain Meaning Students will monitor their reading and use rereading as a strategy for maintaining meaning..</p> <p>Vocabulary: rereading I knew I was thinking about the story because_____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook making a drawing of the best part of the story.</p> <p>Use reading log</p>	<p>Students share how rereading strategy worked for them.</p>	<p>Follow Lesson19: The Structure of a Writing Conference Participate in a teacher- led writing conference</p>	<p>Confer with several students during the work period.</p>	<p>Ask the students you conferred with to share with the class the process of the conference. "During the writing conference, I learned _____."</p>
	<p>Follow Lesson 20: What Good Readers Do Students will describe the strategies and habits of a good reader. I am a good reader because_____.</p>	<p>Independent Reading</p> <p>Read with a partner..</p> <p>Use reading log</p>	<p>Students tell how they practiced being a good reader. I am a good reader because_____.</p>	<p>Follow Lesson 20: How to Self- Conference Become familiar their writing</p>	<p>Students choose a piece of writing to reflect on and use the self-conference questioning strategy.</p>	<p>Ask a few students to share their work and the process of self- conferencing.</p>

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WEEK 5

READERS WORKSHOP				WRITERS WORKSHOP		
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Follow Lesson 21: Making Connections Students will learn to understand the text by making connections to their own experiences.</p> <p>Vocabulary: text to self connection When I heard/read the part about _____, it reminded me of _____. My connection is _____. It helped me understand because_____.</p>	<p>Independent Reading use the strategy of making a connection</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students share their connections</p> <p>When I heard/read the part about _____, it reminded me of _____.</p>	<p>Follow Lesson 21: Taking Risks in Drawing and Writing Understand that they can write and draw about anything they can imagine</p>	<p>support students as they begin to write and illustrate their stories.</p>	<p>Ask a few volunteers to share a time when they stopped drawing something or changed their story idea because it was too hard to draw.</p>
2	<p>Follow Lesson 22: Solving Word Problems by Reading Ahead Students will learn to read ahead as a strategy for solving a word problem</p> <p>Vocabulary: Reading ahead</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share where they used the strategy.</p>	<p>Follow Lesson 22: Writing for a Purpose View writing as a purposeful activity</p>	<p>Students write another story or add to a previously written piece.</p>	<p>Ask a few students to share their writing purpose. Follow the procedures you established author's chair and class responses.</p>

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<p>3</p>	<p>Follow Lesson 23: Solving Word Problems by Analogy Students will self correct and solve word problems by using know word chinks to read new words. Vocabulary: Analogy I put <u>first word part</u> and <u>second work part</u> to make the word <u>unknown word</u>.</p>	<p>Independent Reading Read with a partner Use reading log</p>	<p>Students share their unknown words. I put <u>first word part</u> and <u>second work part</u> to make the word <u>unknown word</u>.</p>	<p>Follow Lesson 23: Rereading for Clarity and Completeness Develop the habit of rereading their completed drafts</p>	<p>reread a piece they think they have completed and ask themselves if their writing shows only part of their idea instead of the whole picture.</p>	<p>Conduct an author's chair using the established expectations.</p>
<p>4</p>	<p>Follow Lesson 24: Fluency: Reading the Punctuation Students will explain the purpose of punctuation marks and use them to read with fluency and phrasing. Vocabulary: Punctuation Period Question mark Exclamation mark This is a _____. It tells me to _____.</p>	<p>Reading Read with a partner Use reading log</p>	<p>Students read alphabet chart.</p>	<p>Follow Lesson 24: Appropriate Responses</p>	<p>Students work with a partner, monitor and encourage them to use the appropriate comments and questions</p>	<p>Ask a few students to share their writing and practice responding appropriately.</p>

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5	<p>Follow Lesson 25: Talking About Texts and Saying Why</p> <p>Students will take part in a whole-class book discussion and use the text to support their thinking.</p> <p>Vocabulary: Book discussion</p> <p>I think _____ because _____.</p>	<p>Reading</p> <p>Read with a partner. Review the practice of telling why when you talk about books.</p> <p>Use reading log</p>	<p>Have two or three students talk about the books they are reading.</p>	<p>Follow Lesson 25: Appropriate Responses</p> <p>Students will use questions to give feedback on other students' work</p>	<p>Students work with a partner, using the appropriate comments and questions you discussed in the opening lesson</p>	<p>Ask a few students to share responding appropriately.</p>
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WEEK 6

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Follow Lesson26: Monitoring Comprehension: Stop and Review Students will retell parts of the text during reading as a way of monitoring their comprehension..</p> <p>Vocabulary: stop and review So far, the story is about_____></p>	<p>Independent Reading use the strategy of making a connection</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students share how the strategy helped them as they were reading.</p>	<p>Follow Lesson26: Teacher Reading of Student Work Develop a sense of audience. Students will hear their own writing and listen to others' writing read by you</p>	<p>In this lesson, the opening, work period, and closing are combined.</p>	<p>In this lesson, the opening, work period, and closing are combined.</p>
2	<p>Follow Lesson 27: What Do I Want To Know Students will engage with the text by asking questions to understand the text being read.</p> <p>Vocabulary: Questions Before reading After Reading</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share their questions.</p>	<p>Follow Lesson 27: Introducing Revision Identify strategies for revising their writing</p>	<p>Students will revise their work using the chart for guidance and then will work with a partner or response group to give and receive feedback.</p>	<p>Ask for a volunteer to share some revision ideas he or she had.</p>

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3	<p>Follow Lesson 28: Good Questions Students will expand their repertoire of questions for partner reading. Vocabulary: Questions Before reading After Reading</p>	<p>Independent Reading Read with a partner use good questions. Use reading log</p>	<p>Share good questions asked in partner reading.</p>	<p>Follow Lesson 28: Good Questions Adding Information within Writing Add information to their writing so that the intended meaning becomes clearer</p>	<p>Give students time to choose a piece to work on begin to go through the revision process.</p>	<p>Ask a few students to share their writing and the information that they added during the work period.</p>
4	<p>Follow Lesson 29: Story Structure Students will identify the beginning middle and end of a text. Vocabulary: Sequence In the beginning of the story - ____, in the middle of the story ____, at the end of the story ____.</p>	<p>Independent Reading Read with a partner use good questions. Use reading log Make an entry in their Reader's notebooks. Use a story map for one independent reading book.</p>	<p>Students share. In the beginning of the story - ____, in the middle of the story ____, at the end of the story ____.</p>	<p>Follow Lesson 29: Developing a Rubric Use a rubric to evaluate their work</p>	<p>Tell students that they are now going to choose a story they have been working on to see how it compares with the rubric you have created.</p>	<p>Close with a discussion about the process of writing and drawing students have learned so far.</p>

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5	<p>Follow Lesson 30: Story Elements: Characters</p> <p>Students will identify the characters in a narrative text. Vocabulary: Character Main character</p> <p>One character in the story is _____. The main character in the story is _____. The character in my book is _____. He _____.</p>	<p>Independent Reading</p> <p>Read with a partner use good questions.</p> <p>Use reading log Make an entry in their Reader's notebooks. Students draw a character from one of their books and write a sentence.</p>	<p>Students share what they learned about characters. One character in the story is _____. The main character in the story is _____. The character in my book is _____. He _____.</p>	<p>Follow Lesson 30: Sharing Students' Published Work</p> <p>Share published work with others while participating in a community of writers</p>	<p>Let all students celebrate their work as writers by sharing in the author's chair.</p> <p style="text-align: center;">Publication Celebration</p>	<p>Ask students to share final reflections using the sentence frame: "One thing I have learned about writing is _____."</p>
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APPENDIX:

Skills Lessons Ideas

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. And then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

Resources for Planning Skills Lessons:

Reading Skill Lessons:

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications

Writing Skill Lessons:

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications

Reading Skills for Early Intermediate ELLs from the Massachusetts English Language Proficiency Benchmarks and Outcomes for ELL (ELPBO)

READING

Standard	Element to Plan Skills Lessons: Reading
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Read frequently used sight words ▪ Read frequently used sight phrases ▪ Read frequently used idioms as phrases ▪ Use knowledge of prefixes and suffixes to determine words and phrases ▪ Use bilingual or intermediate dictionaries to determine word meaning ▪ Identify signal words in context clues that indicate word meaning ▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words ▪ Identify words and phrases that add ideas in a paragraph ▪ Identify words and phrases that indicate contrast of ideas in a paragraph ▪ Identify words and phrases that indicate conclusion in a paragraph

Standard	Element to Plan Skills Lessons: Reading
<p>R.2: Beginning to Read in English</p>	<ul style="list-style-type: none"> ▪ Identify cognates in printed reading ▪ Read printed words with personal meaning ▪ Identify familiar English morphemes (-ed in waited) ▪ Apply knowledge of letter patterns to identify syllables ▪ Identify phonetically regular one-syllable and multi-syllable words ▪ Read words with several syllables ▪ Use letter-sound knowledge to decode written English ▪ Identify and apply unique spelling patterns for English words

NOTE: R.3 (Comprehension) and R.4 (Literary Elements and Techniques) have many important elements for ELLs, but these elements are covered during the genre instruction in the mini-lesson and RATA.

WRITING

Standard	Element to Plan Skills Lessons: Writing
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Spell previously learned sight words and phrases ▪ Identify use of apostrophes to indicate possessive form ▪ Identify orthographic conventions that signal meaning in various kinds of sentences ▪ Identify the eight basic parts of speech in the context of a sentence ▪ Identify verb phrases and verb tenses in sentences ▪ Identify varied sentence structures as they affect meaning ▪ Recognize types of pronouns ▪ Identify words and phrases that introduce ideas in a paragraph

Standard	Element to Plan Skills Lessons: Writing
<p>W.4: Editing</p>	<ul style="list-style-type: none"> ▪ Use rules for apostrophes ▪ Use rules for quotation marks ▪ Use rules for commas in compound sentences ▪ Use rules for paragraph indentation ▪ Use rules for separating introductory words and phrases using a comma ▪ Apply rules of English for forming irregular plural nouns ▪ Identify correct pronoun references when editing ▪ Identify and correct sentence fragments and run-on sentences when editing ▪

NOTE: W.1 (Prewriting), W.2 (Writing), W.3 (Revising) have many important elements for ELLs, but most of these elements are covered during the genre instruction in the mini-lesson