



# Holyoke Public Schools

## English Language Development Curriculum Map

### ELD - I

### Grades 4-8

## Narrative Procedure Unit

**English Language Development I  
 Narrative Procedure**

**Introduction:**

Beginning English Language Learners need multiple opportunities for shared reading, writing and speaking built from shared experiences to contextualize the instruction. This unit on Narrative Procedure will allow the teacher to lead multiple shared experiences, while students learn to interact with a new school environment and new academic and linguistic expectations.

Narrative Procedure, or “How-To” texts, will allow beginning ELLs to interact with text at their level. Students will learn comprehension and decoding strategies within the context of shared readings, read alouds, interactive writing and independent reading. Students will also write a number of procedures based on shared experiences and personal expertise.

<b>Genre Features: Narrative Procedure</b>	<b>Language Features: Narrative Procedure</b>
<ul style="list-style-type: none"> <li>• Topic is chose from personal or experiential expertise</li> <li>• Anecdote, explanation, or context defined to draw the reader into the procedure</li> <li>• Steps and sequences of procedure clearly laid out</li> <li>• Anticipates readers issues and provides corrective guide to action</li> <li>• Excludes extraneous information</li> <li>• Use of graphics, photos, labels and white space enhance reader understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense almost always used</li> <li>• Command tense</li> <li>• Transitional words and phrases</li> <li>• Language of measurement or sequential steps</li> </ul>

## Materials and Resources

### Touchstone Texts for Readers and Writers Workshop:

- *Eloise's Guide to Life*
- *How Magic Tricks Work*
- *First Day of School*

### Suggested Independent Reading Library:

- Mini-Reader Collection: The Heinle Reading Library

### Other Resource Materials:

- America's Choice: Reading Monograph Series
- America's Choice: Writing Monograph Series
- Professional Book: *Scaffolding Learning, Scaffolding Language*, Pauline Gibbons

**Overarching Unit Goals and Standards**

**Reading**

NCEE ELA Standards	*ELD Learning Outcomes/ MELPBO
<ul style="list-style-type: none"> <li>• Restates or summarizes information</li> <li>• Relates new information to prior knowledge and experience</li> <li>• Extends ideas</li> <li>• Makes connections to related topics or information</li> <li>• Identifies the sequence of activities needed to carry out a procedure</li> <li>• Analyzes or uses the formatting techniques used to make a document user friendly</li> <li>• Identifies any extraneous or missing information in terms of audience or purpose and analyzes the impact of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish forms and purposes of informational materials</li> <li>• Use knowledge of text features to determine purpose and meaning</li> <li>• Use knowledge of common graphic features to determine purpose and meaning</li> <li>• Use knowledge of common organizational structure to determine purpose and meaning</li> <li>• Apply strategies to improve comprehension</li> </ul>

**Writing**

NCEE ELA Standards	*ELD Learning Outcomes/MELPBO
<ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest</li> <li>• Provides a guide to action for a relatively complicated procedure in order to anticipate a readers needs, creates expectations, through predictable structures</li> <li>• Makes use of appropriate writing strategies such as creating visual hierarchy and using white space and graphics</li> <li>• Includes relevant information</li> <li>• Excludes extraneous information</li> <li>• Anticipates problems, mistakes and misunderstandings that might arise for the reader</li> <li>• Provide a sense of closure to the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write directions, instructions or explanations with multiple sentences that provide information in logical order</li> </ul>

**Overarching Unit Goals and Standards  
 Reading and Writing Skills: Learning Outcomes for Skill Days**

**Reading Skills and Cueing System Strategies**

<b>NCEE ELA Standards</b>	<b>*ELD Learning Outcomes/ ELPBO</b>
<ul style="list-style-type: none"> <li>• Self-correct when subsequent reading indicates an earlier miscue</li> <li>• Use a range of cueing systems: phonics, phonemic awareness, and context clues</li> <li>• Read with rhythm and flow that sounds like everyday speech</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand high-frequency and familiar words and phrases</li> <li>• Demonstrate that phonemes exist and can be isolated and manipulated</li> <li>• Demonstrate knowledge of English phonemes and their relationship to familiar words</li> <li>• Apply letter-sound knowledge to connect meaning with printed words</li> <li>• Apply word analysis to decode printed words, both known and unknown</li> <li>• Read and understand high-frequency words and phrases</li> <li>• Use letter-sound knowledge to decode written English</li> </ul>

**Writing Skills, Language Use and Conventions: Universal Writing Skills**

<b>NCEE ELA Standards</b>	<b>*ELD Learning Outcomes/ ELPBO</b>
<p>Student demonstrates control of:</p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Paragraph structure</li> <li>• Punctuation</li> <li>• Sentence construction</li> <li>• Spelling and Usage</li> </ul>	<ul style="list-style-type: none"> <li>• Spell familiar words correctly when editing</li> <li>• Identify correct sentence structure and usage when editing</li> <li>• Use correct mechanics when editing</li> <li>• Use knowledge of correct mechanics when editing</li> </ul>

### Overarching Unit Goals and Standards

#### Speaking and Listening Language Standards and Expectations

NCEE ELA Standards	*ELD Learning Outcomes
<ul style="list-style-type: none"><li>• Listen to, comprehend and carry out directions with simple steps</li><li>• Give directions that include sequenced steps</li><li>• Engage in conversations about procedure</li></ul>	<ul style="list-style-type: none"><li>• Give one-step directions</li><li>• Answer simple yes/no questions</li><li>• Ask concrete questions about familiar content and to clarify information</li><li>• Speak about topics using single words or short phrases</li><li>• Students can give directions or make requests</li><li>• Plan, rehearse and give basic presentation</li><li>• Identify elements of procedure from oral directions supported by visual prompts</li><li>• Demonstrate comprehension of explanations or instructions, when clarification is given</li><li>• Request help, feedback, and clarification</li><li>• Demonstrate comprehension of oral questions on academic content that require short answers</li><li>• Retell steps of a process in logical order</li><li>• Participate orally in class activities, using appropriate words, phrases and expressions</li><li>• Take notes (using graphic organizers) while listening for specific information</li></ul>

## Unit Work Products

### Student Outcomes for ELD I: Narrative Procedure

Reading Work	Writing Work	Speaking Work	Listening Work
<ul style="list-style-type: none"> <li>• Select books</li> <li>• Sustain independent reading</li> <li>• Recognize and discuss sequence of procedure</li> <li>• Make connections and extensions of procedure</li> <li>• Use genre features to enhance comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive writing around shared experience</li> <li>• Write interview questions</li> <li>• Write group procedural report on school procedure</li> <li>• Individually use graphic organizer</li> <li>• Write group poster on choice of expert topic</li> <li>• Individual procedural report on topic of choice</li> </ul>	<ul style="list-style-type: none"> <li>• Retell sequence</li> <li>• Use transitional words to retell</li> <li>• Orally interview school personnel</li> <li>• Oral presentation of project</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to partner and retell</li> <li>• Identify transitional words in oral procedure</li> <li>• Listen to procedure and determine quality</li> </ul>

### Teacher Assessments for ELD I: Narrative Procedure

- QRI I, running record and report out
- Baseline MEPA prompt given at the end of the unit, added to portfolio
- Procedural text retell with rubric
- Published narrative procedure, graded with rubric, added to portfolio

### Unit At A Glance

WEEK	GOAL OF INSTRUCTION
1	This week, students will be introduced to the genre through a series of shared procedures. Teachers will make something simple with the students and then the class will write and talk about it for this week. At the end of the week, students will know how to use the graphic organizer, be able to speak simply about the procedure using present tense and transition words, and they will be reading procedures and books at their own level that they have chosen from the library
2	This week, students will watch and participate in the class-wide interview of school personnel about a school procedure. Students will write about the procedure, take notes and talk about the interview. At the end of this week, students will know how to develop questions for an interview, take notes from the interview, draft a narrative procedure, read and retell procedures.
3	This week, students will continue to work on interviews and procedures. Groups will work together and interview a number of school personnel. By the end of this week, students will develop questions, orally interview, take notes, draft and revise a shared narrative procedure and present the procedure to the class. Students will also practice retelling, identifying steps and missing information, and connecting to read (shared and individual) narrative procedures.
4	This week, students will work on their last group project on something that they know how to do well in their own life. Students will work together to develop the steps, lay them out using the organizer, and then transfer the organizer into a poster-sized report. Students will then orally present their procedures. Students will continue practicing summarizing and identifying information in read procedures.
5	This week, students will put all their knowledge together to write their individual procedure on something they know how to do well. Students will revise and edit their procedures, orally present them and then add this piece to their portfolio. The teacher will create a simple rubric with the students focusing only on 3 writing elements. Students will learn to make connections and extend ideas in reading. Finally, students will celebrate their writing. On the last day, students will take a MEPA-like prompted writing assessment on narrative procedure.

### Week 1

**Academic Objective:** Students will be involved in multiple shared experiences where they will make something (popcorn, pudding). They will read, write, speak and listen around this shared experience.

**Language Objective:** Students will be able to retell the procedure using simple present tense and transitional words (first, next, then).

Day	Readers Workshop	Writers Workshop
1	<i>Getting Ready to Read</i> Introduce and explore the classroom library and narrative procedure books. Students choose a few books for their book bag.	<i>Getting Ready to Write:</i> Set up the sourcebook for the new genre
2	<i>Participate in a Shared Experience</i> Teacher will make something and students will watch and help. Introduce transitional words and refer to them as you make it. You could make pudding, smoothie, popcorn, PBJ Sandwich	<i>Organize information to be expressed in writing: Draw</i> Teacher will model using the graphic organizer and draw pictures of each step referring to the transitional words.
	<b>Language Stem #1:</b> Introduce the language stem: "First, _____" "Then, _____" "Next, _____"	
3	<i>Identifies the sequence of activities needed to carry out a procedure</i> Identifies the sequence of procedure. Students turn and talk each step of the procedure first in Spanish and then supported in English. Students use and refer to the Language Stem #1.	<i>List words or phrases to support meaning</i> Teacher and students add transitional words, or simple sentences on the shared procedure matching to the pictures. Complete graphic organizer using interactive writing. Use and refer to the language stem.
4	<i>Skills Day</i> Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books.	<i>Write direction that provide information in a logical order</i> Students produce their own draft of the shared procedure using the graphic organizer. Students retell their procedures using Language Stem #1
5	<i>Present Tense</i> Using the verbs that correspond to the procedure completed, review what the present tense is and how it is formed. Ask students to reread the shared procedure and recognize the verbs in present tense.	<i>Present Tense</i> Teacher and students form simple sentences using the present tense from the shared procedure. Students finish their draft of the procedure and incorporate simple sentences if they can.

## Week 1 Considerations for Planning

### Language Stems Chart:

This week begin a chart that will grow throughout the study labeled “Language Stems to Talk about Narrative Procedure”

- “First, \_\_\_\_\_. Then, \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_”

### Artifacts:

- Shared writing graphic organizer from shared procedure

### Notebook Entries: N/A

### Writers Work:

- Individual Draft using the graphic organizer of shared procedure with detailed drawings and attempted use of transitional words and simple sentences

### Skills Instruction for Week 1:

<b>Monday: 10 Minutes</b>	<b>Wednesday: 10 Minutes</b>	<b>Friday: 10 Minutes</b>
Choose 5 different verbs in the present tense that will be commonly used during this week. Introduce the 5 words this week, act them out or draw them. Add them to the word wall. Some words might be: make, put, take, etc.	2 minutes: Do word wall games, students point and participate  7 minutes: Phonics Work	5 minutes: Do word wall work, choose words, students write, spell and participate  5 minutes: Phonics Work review

## Week 2

**Academic Objective:** Students will read, write, speak and listen about the school procedures. This week the teacher will lead this work and students will participate as a class

**Language Objective:** Students will develop and ask simple questions and orally participate in shared interviews

Day	Readers Workshop	Writers Workshop
1	<i>Experience a Shared Procedure</i> Review the procedures for the fire-drill. Practice and refer to transitional words and language stem #1	<i>Planning</i> Using the graphic organizer, write down the procedure of the fire-drill using pictures first and then labels or words.
2	<i>Make connections to related topics or information</i> Read aloud one or two pages of <i>First Day of School</i> . Students make connections to the pictures using the language frame "This part reminds me of". Students read their independent books and connect	<i>Pre-Writing and Planning: What can we write about</i> Make a list of the procedures that happen at school. What are the things people do? List with a picture. During independent work time, take students on a short tour of the school and try to see or recognize any of the listed procedures
<b>Language Stem #2:</b> "This parts reminds me of _____"		
3	<i>Restates or summarizes information</i> Read 1-2 more pages <i>First Day of School</i> and model how to summarize what students do in school. Use transitional words to restate the procedure of the first days of school and refer to Language Stem #1. During the work period students read their simple narrative procedures and restate the procedure using transitional words	<i>Develop and discuss interview questions</i> Teacher will show students how to form questions in English. The teacher will be interviewing a school personnel person tomorrow, so students will help the teacher generate those questions that they will ask. The questions must be related to a school procedure. Teacher and students will develop a chart of common questions that can be asked during the interviews.
4	<i>Interview of School Personnel</i> Teacher interviews chosen colleague using the interview questions. Students listen and watch to get prepared to do their own interview next week. Upon return, write up short notes as a class on what they learned.	<i>Provide a guide to action for a procedure</i> Using the graphic organizer, teacher and students lay out the procedure as shared by the interviewee. Add pictures and short, simple sentences. Incorporate transitional words introduced in Week 1.
5	<i>Reading Skill Day</i> <i>Refer to Reading Skills listed on page 4</i> Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books	<i>Writing Skill Day</i> <i>Refer to Writing Skills listed on page 4</i> Using your modeled writing or a lifted sentence, model and teach a writing skill that your students are struggling with. Students can then return to their own writing to practice this skill.

## Week 2 Considerations for Planning

### Language Stems Chart:

This week add to the chart that will grow throughout the study labeled “Language Stems to Talk about Narrative Procedure”

- “This part reminds me of \_\_\_\_\_”

### Artifacts:

- Shared writing graphic organizer from shared procedure
- Shared questions that are developed together to interview the school personnel

### Notebook Entries:

- Page of notes from what students learned from the interview. Students may write, draw, label or use simple sentences to take notes on what the interviewed person said.

### Writers Work:

- Individual Draft using the graphic organizer of the procedure the interviewed personnel shared with detailed drawings and attempted use of transitional words and simple sentences

### Skills Instruction for Week 1:

Monday: 10 Minutes	Wednesday: 10 Minutes	Friday: 10 Minutes
Choose 5 different words used to make questions. Introduce the 5 words this week, act them out or draw them. Add them to the word wall. Some words might be: who, what, how, etc.	2 minutes: Do word wall games, students point and participate  7 minutes: Phonics Work	5 minutes: Do word wall work, choose words, students write, spell and participate 5 minutes: Phonics Work review

### Week 3

**Academic Objective:** Students will read, write, speak and listen about the school procedures, student and group led

**Language Objective:** Ask concrete questions and participate orally in group-led interviews

Day	Readers Workshop	Writers Workshop
1	<p><i>Reading Skill Day</i> Refer to Reading Skills listed on page 4 Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent books.</p>	<p><i>Ask concrete questions</i> Make a list of possible school procedures and the person who will be interviewed. Students sign up for group work on a school procedure. Review the questions written last week and then review how to develop pictures in English. Together they write interview questions for the interview they will conduct tomorrow with school personnel about the procedure.</p>
2	<p><i>Identifies the sequence of activities to carry out a procedure</i> Read aloud a few pages of <i>How Magic Tricks Work</i>. Ask students to pay attention to the sequence and help you retell the sequence of how a trick works using transitional words. Students then read their own narrative procedure books and identify the sequence of activity.</p>	<p><i>Interview of School Personnel</i> Students leave in groups and interview school personnel about the procedure they chose to work on. Students take notes using drawings, labels,</p>
3	<p><i>Identifies any extraneous information</i> Going back to the magic trick read yesterday, the teacher explains what extraneous (extra, not necessary) information is. The teacher reads the procedure and the class decides whether there is extra information and what it is. Students then read independently and try to identify extraneous information</p>	<p><i>Provide a guide to action for a procedure</i> Teacher models using the organizer for the procedure from interview. Introduce the language stem #3 "I learned that _____". Have groups talk about the steps they learned yesterday from their interview. Have them practice using the language stem. Then, using the graphic organizer, groups lay out the procedure and add words or short sentences for the procedure learned yesterday.</p>
<p><b>Language Stem #3:</b> "I learned that _____"</p>		
4	<p><i>Identifies any missing information</i> Going back to the magic trick, the teacher explains what missing information is. The teacher rereads the procedure and the class decides what information, if any, is missing. Students then read independently and try to identify missing information.</p>	<p><i>Write directions and instructions with multiple sentences</i> Teacher models turning her graphic organizer into a one page procedure for the class book. Groups then work together on turning their graphic organizer into a one page procedure. They illustrate and add sentences, labels and transitional words as they can.</p>
5	<p><i>Reading Skill Day</i> Refer to Reading Skills listed on 4 Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books</p>	<p><i>Plan and give basic presentation</i> Groups read aloud and present their procedure. The pages are then bound into a class book.</p>

## Week 3 Considerations for Planning

### Language Stems Chart:

This week add to the chart that will grow throughout the study labeled “Language Stems to Talk about Narrative Procedure”

- “I learned that \_\_\_\_\_”

### Artifacts:

- List of school procedures and group sign up
- List of expectations for group presentations

### Notebook Entries:

- Page of notes from what students learned from the interview. Students may write, draw, label or use simple sentences to take notes on what the interviewed person said.
- Entries from Readers Workshop on: retelling procedures, extraneous or missing information

### Writers Work:

- Group report that is revised based on the graphic organizer of the procedure the interviewed personnel shared with detailed drawings and attempted use of transitional words and simple sentences.

### Skills Instruction for Week 1:

Monday: 10 Minutes	Wednesday: 10 Minutes	Friday: 10 Minutes
Choose 5 different words that are repeated or commonly used in <i>How Magic Tricks Work</i> . Introduce the 5 words this week, act them out or draw them. Add them to the word wall.	2 minutes: Do word wall games, students point and participate  7 minutes: Phonics Work	5 minutes: Do word wall work, choose words, students write, spell and participate 5 minutes: Phonics Work review

### Week 4

**Academic Objective:** Students will read, write, speak and listen about a group procedure of their choice

**Language Objective:** Students will speak about topics using single words and phrases in group presentations

Day	Readers Workshop	Writers Workshop
1	<p><i>Reading Skill Day</i> <i>Refer to Reading Skills listed on page 4</i> Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books</p>	<p><i>Plan ideas for writing in a way that makes sense for purpose and audience</i> Teacher asks students to think about some things that they know how to do. Let students turn and talk about things they know how to do well. Make a large class list of things students know how to do. Choose 4 or 5 procedures and ask students to sign up for group work for the week. Groups then talk about how to do the procedure orally.</p>
2	<p><i>Analyzes or uses the formatting and genre features to make meaning</i> Using another magic trick from <i>How to Magic Tricks Work</i>, list the formatting features of a narrative procedure. Ask students to point to the feature and you will help them name it. These features may include: white space, numbering, labeling, pictures, diagrams, etc. Ask students during their reading to see if they recognize any of these features or any other features that were not listed.</p>	<p><i>Provide a guide to action for a procedure using predictable structures</i> Teacher chooses her own procedures and lays it out using the graphic organizer quickly for her chosen procedure. Students work in their group and use the graphic organizer to lay out the steps of their procedure in drawing first. They add words, phrases, and/or simple sentences to each step.</p>
3	<p><i>Restates or summarizes information</i> Referring to the magic trick read yesterday, model how readers summarize or restate the information in their own words. You may use the language frame "This procedure is about ____". Ask students to go back to their seats, read and then practice using the language frame and summarizing the procedure.</p>	<p><i>Include relevant information</i> Teacher models transferring the ideas of the graphic organizer onto a large poster paper and including all relevant information. Make sure to discuss the format of the poster and how to put the information so that it is easy to read and follow. Groups then work to create their posters adding visuals, words/phrases, and format to help the reader.</p>
	<b>Language Stem #4:</b> "This procedure is about _____"	
4	<p><i>Identifies extraneous or missing information</i> Referring to the magic trick you've read, ask students to help you figure out if there is any extra or missing information. Students then practice in their independent books.</p>	<p><i>Plan, rehearse basic presentation</i> Groups finish their posters and then practice their presentations using English words, phrases, pointing, visual cues to communicate.</p>
5	<p><i>Reading Skill Day</i> <i>Refer to Reading Skills listed on page 4</i> Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books</p>	<p><i>Give presentation and give directions that include sequenced steps</i> Groups give their presentations and the class has to practice actually following the steps of the procedure.</p>

## Week 4 Considerations for Planning

### Language Stems Chart:

This week add to the chart that will grow throughout the study labeled “Language Stems to Talk about Narrative Procedure”

- “This procedure is about \_\_\_\_\_”

### Artifacts:

- List of things students know how to do (procedures) and group sign up
- Chart of Genre Features for Narrative Procedure developed together during Readers Workshop
- Teachers modeled writing for graphic organizer and transfer into written form

### Notebook Entries:

- Entries from Readers Workshop on: retelling procedures, extraneous or missing information, summarizing, finding features

### Writers Work:

- Group report that is revised based on the graphic organizer of a chosen group procedure with detailed drawings and attempted use of transitional words and simple sentences. The graphic organizer will be turned into a drafted poster and presented orally.

### Skills Instruction for Week 1:

Monday: 10 Minutes	Wednesday: 10 Minutes	Friday: 10 Minutes
Choose 5 different words that are repeated or used in <i>How Magic Tricks Work</i> . Introduce the 5 words this week, act them out or draw them. Add them to the word wall.	2 minutes: Do word wall games, students point and participate  7 minutes: Phonics Work	5 minutes: Do word wall work, choose words, students write, spell and participate 5 minutes: Phonics Work review

## Week 5

**Academic Objectives:** Student will read, write, speak and listen about an individual procedure on their choice of expertise

**Language Objectives:** Students will orally present their procedures and use simple sentences and phrases in their written and oral work.

Day	Readers Workshop	Writers Workshop
1	<p><i>Make connections to related topics or information</i> Read aloud one section of Eloise's Guide to Life. Model making connections to the text. Ask students to turn and talk and make a connection to the text. Remind them to use the language frame: "This part reminds me of _____". During their reading, ask them to notice when they make a connection and to share it. List connections on one side of a T-Chart.</p>	<p><i>Plan ideas for writing in a way that makes sense for purpose and audience</i> Students have now worked on a lot of different procedures. This week they will be writing their own individual procedure. As a class, add to the list of things that they know how to do started last week. During the work period, students make their own lists of things they know how to do. During the share ask students to partner share their lists.</p>
2	<p><i>Extends Ideas</i> Referring back to the section read yesterday, model how good readers use their connections to extend ideas into the larger world. Ask them to think about what kind of girl Eloise is and why she knows how to do the things she does. On the T-Chart made yesterday, add the extensions on the other side of the chart. This is the beginning of making an inference.</p>	<p><i>Provide a guide to action for a procedure</i> Model going back to your list of procedures and choose one that you want to write about. Talk out each step of the procedure. Remember to use transitional words. During the mini-lesson, ask students to look at their list and choose which procedure they want to work on. During the work time, students talk to their partner about each of the steps and then use the graphic organizer to lay out in drawing first each of the steps of their chosen procedure</p>
3	<p><i>Summarizes or restates information</i> Using another section from <i>Eloise's Guide to Life</i>, ask students to help you summarize or restate what Eloise knows how to do. Remind students to use the language stem "This procedure is about____". During work period, students will read and practice restating what their procedure is about.</p>	<p><i>Write directions, instructions or explanations</i> Model going back to the graphic organizer and turning the planning piece into a written procedure. Students work to turn their organizer into a piece of writing, adding transitional words, phrases, simple sentences and labels. <b>RUBRIC:</b> At the end of the mini-lesson, begin developing a simple rubric for the following elements:</p> <ul style="list-style-type: none"> <li>• Steps for the procedure are in order and provide a guide to action</li> <li>• Uses writing strategies: visual and white space</li> </ul>
4	<p><i>Skill Day</i> Using a narrative procedure, model and teach a reading skill that your students are struggling with. Students then practice this skill in their independent reading books</p>	<p><i>Editing</i> Students continue writing and editing their work. They may choose to rewrite and "publish" their short procedures. You will want to choose to teach a language strategy during the mini-lesson today. <b>RUBRIC:</b> Continue to add to the rubric by including the following elements</p> <ul style="list-style-type: none"> <li>• Includes relevant information</li> </ul>
5	<p><i>Publish and celebrate and add to portfolio:</i> Students share work and celebrate. Then they fill out a simple reflection form and add their individual piece to their writing portfolio</p>	

## Week 5

### Considerations for Planning

#### Language Stems Chart: N/A

#### Artifacts:

- Add to chart started last week: List of things students know how to do (procedures)
- Simple rubric with 3 elements listed and developed
- Connections/Extension Chart for Readers Workshop
  - **Sample** Artifact could look like:

Connections	Extensions
Eloise knows how to clean her room, so do I.	We are both responsible

#### Notebook Entries:

- Entries from Readers Workshop on: making connections and extensions, summarizing/retelling

#### Writers Work:

- Individual report that drafted using the graphic organizer, and then revised and edited with detailed drawings and attempted use of transitional words and simple sentences. The procedure will be presented orally and added to the portfolio.

#### Skills Instruction for Week 1:

Monday: 10 Minutes	Wednesday: 10 Minutes	Friday: 10 Minutes
Choose 5 different words that are repeated or used <i>Eloise's Guide to Life</i> . Introduce the 5 words this week, act them out or draw them. Add them to the word wall.	2 minutes: Do word wall games, students point and participate  7 minutes: Phonics Work	5 minutes: Do word wall work, choose words, students write, spell and participate 5 minutes: Phonics Work review

	<b>4 Meets Standard</b>	<b>3 Needs Revision</b>	<b>2 Needs Instruction</b>	<b>1 Needs Substantial support</b>
<b>Orientation and context</b>	Introduces the topic Establishes a context Engages the reader Conveys a knowledgeable stance	Introduces the topic Establishes a context Engages the reader May convey a knowledgeable stance	May announce the topic Attempts to establish a context Attempts to engage the reader	May announce the topic only with the title May attempt to establish a context May attempt to engage the reader
<b>Organization and Development of Instructions</b>	Provides a specific guide to action with steps that are appropriately sequenced Describes the steps or key components in detail Provides specific details to help the reader understand the instructions Anticipates a reader's need for information	Provides a general guide to action Organizes steps or actions in order by time Provides some details to help the reader understand the instructions May anticipate a reader's need for information	Provides a very general series of actions  May not organize steps or actins in order by time  Provides some details to help the reader understand the instructions	Provides a very general list of actions May not organize steps or actions in order by time Provides few details to help the reader understand instructions May leave out important information
<b>Closure</b>	Provides closure	Provides closure	Provides closure	Provides closure
<b>Transition Devices</b>	Uses a variety of transition words to indicate sequence of steps May number the steps or actions May use formatting to highlight specific categories of information and/or to signal transitions between steps	Uses simple transition words to indicate sequence of steps or actions May number the steps or actions May use formatting to highlight specific categories of information and/or to signal transitions between steps	Uses few, if any, transition words to indicate sequence of steps or actions May number the steps or actions May attempt to use formatting to highlight specific categories of information <b>and/or</b> to signal transitions between steps	Uses few, if any, transition words to indicate sequence of steps or actions May number the steps or actions
<b>Drawings and Graphics</b>	May use drawings or graphics to illustrate the instructions	May use drawings or graphics to illustrate the instructions	May use drawings or graphics to illustrate the instructions	May use drawings or graphics to illustrate the instructions

**On Demand Writing prompt for Narrative Procedure:**

**Write a “how to” paper about something you understand well.**

**For example:**

- **How to make a sandwich**
- **How to pack a suitcase**

**Include the materials that are needed and the steps to complete the process.**