



Narrative Account
6-8 ELD

Holyoke Public Schools

English Language Development Curriculum Map ELD I Grades 6-8

Narrative Account- Personal Narrative
2008-2009

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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.

Year-Long Curriculum Map Literacy Instruction English Language Development Class	
September 4 weeks September 3-30	Rituals and Routines Establish the rituals and routines of the Literacy Workshop as outlined in the First 20 Days Manual.
October- November 7 weeks October 1-November 26	Narrative Account – Personal Narrative – We Have A Story to Tell Using the established curriculum map and suggested materials, complete a language-level appropriate genre study on narrative accounts
December-February 9 weeks December 1-February 12	Report Using the established curriculum map and suggested materials complete a language-level appropriate genre study on report.
February- March 2 weeks February 23- March 6	MEPA Preview - Using the established curriculum map and suggested materials complete a language-level mini unit on testing that will familiarize the students with test taking strategies, structure and format.
March 16-31 2 weeks	Biography - Using the established curriculum map and suggested materials, complete a language-level mini unit study on biography.
April 1-17 2 weeks	Poetry - Using the established curriculum map and suggested materials, complete a language-level mini unit study on poetry.
April-June 8 weeks April 27-June 18	Response to Literature Using the established curriculum map and suggested materials complete a language-level appropriate genre study on the Response to Literature/Fairy Tale unit.

MEPA R/W Assessment Schedule: October 20-29, 2008 &/or March 9-17, 2009

MCAS:	ELA	Writing: March 31, Gr. 7	Math	Science & Tech	History
		Reading: April 1-10, Gr. 6, 7, 8	May 11-28 Gr. 6, 7, 8	May 11-28 Gr. 8	May 11-28 Gr. 7
First-Year Students	Optional		Required	Required	Optional
All Other Students	Required		Required	Required	Required

Report Card Schedule: November 20-21, February 5, April 16-17, and June 18 (Closing date: November 5, January 27, and April 7)

Progress Report: October 9, December 17, March 13, and May 22 (Closing date: October 2, December 10, March 6, and May 15)

Winter & Spring Vacation: February 16-20, April 20-24, 2009

Overview of the Literacy Workshop: ELD Map Components: Middle School

ELD Workshop *65 minutes*
Skills Development *35 minutes*

Read Aloud Think Aloud (RATA):

Teacher: Models a reading strategy using a picture book or limited text
Students: Listen to and define strategy in L1 or English

Independent Reading:

Teacher: Supports students
Students: Partner (Sep-Feb) Read independently (Mar-Jun)

Mini Lesson:

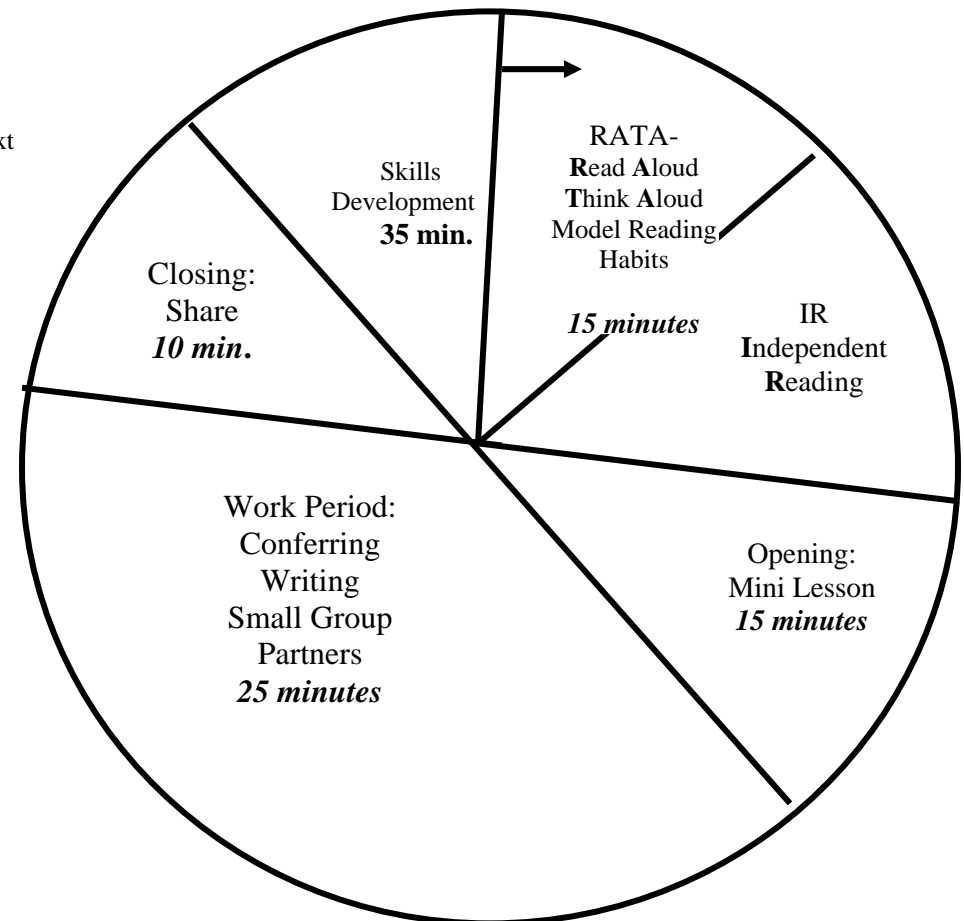
Teacher: Models a reading or writing a strategy
Students: Turn & Talk w/ prompt

Work Period:

Teacher: Conference/assess
Students: Write brief response in picture or words (2-3 times/week)

Closing:

Teacher: Facilitate students reflect, share, report
Students: Reflect, share, report



Workshop Model

The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginners 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:

Read-Aloud-Think-Aloud (RATA) and Independent Reading (IR): *15 minutes*

Read-Aloud-Think-Aloud (RATA):

The teacher uses this time to SHOW students a reading strategy previously taught. This is a review and application time for students.

- You will use read aloud materials to model a reading 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. Choose a piece of a passage or a few pages of a read aloud and use this text to model. Do not just read aloud the whole book.
- 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 apply it to their own reading.
- **NOTE: This is NOT a time to teach a new strategy!** This is a time for students to see you applying a strategy you have already taught! Be careful not to confuse this time with the mini-lesson. The mini-lesson is the time to introduce new strategies.

Independent Reading (IR):

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.
- After about 10 minutes of reading, the students should turn and talk and share how they applied the strategy the teacher modeled in the RATA. This will allow ELLs to solidify and define what they have learned, creating a more stable memory of the strategy taught.

Mini-Lesson (ML): 15 minutes

The teacher will gather the students to model a new reading or writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and “Turn and Talk” to solidify student learning.

- The teacher will begin the lesson by explaining to 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 Time (WT): 25 Minutes

This time will vary on a daily basis depending on what was taught, but in general, this is a chance for students to work alone or in groups on the strategy taught in the mini-lesson.

- Reading Focus Mini-Lesson: Students will read their independent books and practice the new strategy that you taught in the mini-lesson, talk about it with a table partner, and then write about their learning in their notebooks. During this time the teacher will circulate to support students, conference with individual students, and run guided reading groups.
- Writing Focus 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.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk. 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 an opportunity for feedback from their peers, or allow partner sharing so that all students can share and talk during the closing.

Skills Block: *35 minutes daily*

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

- 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 Skills Lessons:

- You will choose a reading focus for the lesson 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 Skills Lessons:

- You will choose a writing focus for the lesson that is about the universal writing skills all writers need. This means you will teach:
 - Spelling
 - Grammar
 - Style and Syntax
 - 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.

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

ELD Course – Genre and Language Features
Narrative Account- Personal Narrative – We Have a Story to Tell

Introduction:

Beginning English Language Learners need multiple opportunities for shared reading, writing and talking/discussing their ideas with their peers and their teachers before they read and write on their own. This narrative unit will allow beginning ELLs to interact with text at their own level. Students will make connections to texts that reflect life experiences. Students will learn comprehension and decoding strategies within the context of shared readings, read alouds, interactive writing and independent reading. **The students will develop as writers who can independently generate a personal narrative account from their own life experiences in which they establish a context, hook reader's attention, have clear sequence of events and use important details.**

Below is a list of common genre features and language features. Genre features define how a writer develops a story, puts it together, and what kind of characteristics it contains. Language features define exactly what kinds of words, vocabulary and sentences a writer uses when they are developing a narrative account.

Genre Features	Language Features
<p>Narrative Account</p>	<p>Narrative Account</p>
<ul style="list-style-type: none"> • Produce a narrative account that: <ul style="list-style-type: none"> ○ Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; ○ Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and plot with clear resolution); ○ Creates an organizing structure ○ Includes sensory details and concrete language to develop plot and character; ○ Uses dialogue; ○ Excludes extraneous details and inconsistencies; ○ Develops complex characters; ○ Uses a range of appropriate strategies, such as dialogue, tension of suspense, naming, and specific narrative action e.g., movement, gestures, expressions; ○ Provides a sense of closure to the writing 	<ul style="list-style-type: none"> • Past Tense, tells what happened • Past progressive • Subjunctive • Descriptive language: <ul style="list-style-type: none"> ✓ Action verbs ✓ Adverbs ✓ Adjectives • Literary language • Specific nouns • Dialogue • 1st or 3rd person • Chronological order (flashbacks sometimes used) • Sensory details <p>Teach these language features during your daily skills lessons when the focus is on writing skills</p>

Materials and Resources

Touchstone Texts for Readers and Writers Workshop

- *In My Family*
- *Hairs - Pelitos*
- *Miss Nelson is Missing*
- *Birthday Basket for Tia*
- *Tulip Sees America*
- *My Mama Had a Dancing Heart*
- *Too Many Tamales*
- *When the Relatives Came*
- *Piggybook*
- *Sitti's Secrets*
- *Grandma's Records*
- *Aunt Flossie's Hats*
- *Fishing in the Air*
- *My Rotten Redheaded Older Brother*
- *Betty Doll*
- *Coming Home Soon*
- *Snapshot From a Wedding*
- *All the Places to Love*
- *A Chair for My Mother*
- *My name is Celia*
- *She Comes Home Bringing Me that Little Brother*

Guided Reading

- *Lucky Break*
- *Hannah & The Hurricane*
- *The Big Bag Mistake*

Foundations Reading Library

- Paired Reading Books – 2 titles per book

Classroom Library (Independent Reading)

- Scholastic FX Books

ELD Narrative Curriculum Map & Binder

America's Choice: Bridging into English: Literacy Lessons for ELL
Personal Narrative: The Call of Stories & ELL Compendium
Reading & Writing Monograph Series

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) • Narrate stories with a beginning, middle, and end (S.2.37) • Ask and respond to questions (who?, what?, where?, when?) based on text that is heard (ELA 8.15) • Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46) • Make predictions or inferences based on a story or information that has been heard.(S.3.22) • Ask and answer concrete questions about familiar content. (S.2.5) • Describe people, places, and things, using some detail. (S.2.6) • Express confusion (S.2.8) • Ask and respond to questions based on a text that is heard (S.3.15) <p>Listening</p> <ul style="list-style-type: none"> • Connect new information to prior knowledge (S.3.28) • Demonstrate comprehension of one-step directions (FL2.4) • Identify a main event from a story that is heard (S.3.5) • Identify the beginning, middle, and end of a story that is heard (S.3.6) • Identify the characters and setting of a story that is heard (S.3.7) • Demonstrate comprehension of oral questions that are based on academic content (S.3.30) • Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45) <p>Standards for levels: Beginning to Early Intermediate</p>

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"> • Identify culturally significant characters and events represented in traditional literature (R.4.6) • Apply the knowledge of the elements of fiction to analyze the construction of a text (R4.10) • Identify details that support main idea in a literary or an informational text (R.3.2) • Summarize information from a literary or an informational text that is read. (R.3.3) • Support individual interpretations and conclusions, using evidence from a literary or an informational text (author purpose, organization of structure: chronology, cause-effect, problem-solution) (R.3.4) • Analyze and provide evidence from a text to support understanding of theme (Using graphic organizers) (R.3.11) • Apply knowledge of general characteristics of a literary genre as a strategy for reading (R.4.1) • Analyze the elements of plot, character, and setting in stories (R.4.3) • Demonstrate understanding that dialogue develops the plot and characters of a play (R. 4.7) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; • Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and plot with • Provides a sense of closure to the writing clear resolution); • Creates an organizing structure • Includes sensory details and concrete language to develop plot and character; • Use of dialogue • Excludes extraneous details and inconsistencies; • Develops complex characters; • Uses a range of appropriate strategies, such as dialogue, tension of suspense, naming, and specific narrative action e.g., movement, gestures, expressions; 	<ul style="list-style-type: none"> • Write a story that has a beginning, middle, and end (W.2.4) • Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2) • Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4) • Use knowledge of correct mechanics when editing (W.4.4) • Use word processing to publish writing (W.5.1) • Plan ideas for writing in a way that makes sense for an identified purpose and audience (W.1.1) • List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5) • Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion (W.2.7) • Write a story with well developed characters, setting, dialogue and conflict and resolution that includes sufficient detail (W.2.11) <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>Student demonstrates control of:</p> <ul style="list-style-type: none"> • Grammar • Paragraph structure • Punctuation • Sentence construction • Spelling and Usage 	<ul style="list-style-type: none"> • Spell familiar words correctly when editing • Identify correct sentence structure and usage when editing • Use correct mechanics when editing • Use knowledge of correct mechanics when editing

Unit Work Products

Student Outcomes for ELD: Personal Narrative - We Have a Story to Tell

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Listen to a 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 • Do a Picture walk • Share/retell favorite narrative accounts • Participate in a student/ teacher conference • Daily turn and talk with student prompts • Do a Book talk around a shared text • Do 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

Teacher Assessments for ELD: Personal Narrative

- Running Record
- Baseline MEPA Prompt, added to portfolio
- Published Personal Narrative Account, graded with rubric added to portfolio
- Book Talk with rubric added to portfolio
- Retelling rubric added to portfolio
- Oral presentation
- On going formative assessment

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 Model 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 modeling the process of writing a text.
#4 Independent Writing	Students will write their own text.

WORKSHOP MAP

Week 1: Build the Field Students build enough background knowledge of the topic to be able to speak, read and write about it. Beginner English Language Learners are a long way from writing or reading a text themselves. Acquiring the English language requires lots of exposure to talk within meaningful context and purposeful interaction with others. Teachers will provide a safe environment that motivates students to use the English language without being afraid of making mistakes. Teachers will facilitate their students' acquisition process by scaffolding language and supporting learners to access meaning. Only language that is understood can be acquired.

The goal of this first week of instruction in the genre is to get students immersed into the sounds of the genre, build a background for discussion and future work. Therefore, most of this week will include:

- Reading aloud 2-3 picture books
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about narrative accounts
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning
- Beginning to build a list of possible writing topics

Materials and Products for Week 1:

- 2-3 books for read aloud
- Chart paper/magic markers
- Sentence strips
- *All the Places to Love* by Patricia MacLachlan
- **Student notebook:**
 - What Writers Write About
 - Places Writers Write About
 - Special Moments
 - Asking Questions
- **Language Stem:**
 - “
 - *One thing that writers write about is ____*”
 - *“This picture reminds me of ____”*
 - *“My favorite place is ____ because ____”*
 - *“My special moment is ____ because ____”*
 - *“A retelling is ____”*
- **Classroom charts, transparencies or pictures.** Charts are to be made with the students
 - Chart: “What Writers Write About”
 - Pictures of favorite places
 - Retelling Chart
 - 5 W's & H Chart

WEEK 1: Build the Field: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING								
1	<p>Strategy: Using picture clues to <u>make connections</u> to important events in our lives.</p> <p>Teacher will conduct a picture walk of one of the mentor textbooks (Family Pictures or In My Family) and model by thinking aloud “what did this author make me think about?” or “what do these stories/pictures remind me of?”</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students browse through books and <u>make connections</u> to important events in their lives.</p> <p><i>Students share their connections with a partner.</i> <i>Use the language stem: “This picture reminds me of___.”</i></p>	<p>Strategy: <u>Explore what writers write about.</u></p> <p>Teacher will read aloud part of the text (Family Pictures or In My Family) to complete a chart titled “What Writers Write About”.</p> <p>Begins chart: “What Writers Write About.” (Family Stories, Adventures, Things I Know, Favorite Places)</p> <p>Genre Vocabulary: Making Connections: Text to Self</p> <p><i>Students use language stem: “One thing that writers write about is...”</i></p>	<p>Strategy: <u>Explore what writers write about.</u></p> <p>Students will develop their own chart “What Writers Write About” by folding a piece of paper in fourth or eights. (Will place in notebook) Example:</p> <table border="1" data-bbox="1346 602 1766 699"> <tr> <td>Family</td> <td>Pets</td> <td>Places</td> <td>Friend</td> </tr> <tr> <td>Vacations</td> <td>Shoes</td> <td>Sports</td> <td>Object</td> </tr> </table> <p><i>Students share with a partner what they wrote in their charts.</i></p> <p><i>Language stem: “One thing that writers write about is...”</i> (Notebook entry)</p>	Family	Pets	Places	Friend	Vacations	Shoes	Sports	Object	<p>Students share out their charts.</p> <p>Add to word wall: making connections, Text to self connections</p>
Family	Pets	Places	Friend										
Vacations	Shoes	Sports	Object										
2	<p>Strategy: <u>Explore what writers write about</u></p> <p>Review “What Writers Write About” chart from previous lesson.</p> <p>Teacher will read parts of the book <u>All the Places to Love</u> by Patricia MacLachlan and share teacher’s <u>favorite place</u>. (Teacher adds favorite places to the chart).</p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will continue to browse through books to find <u>places writers write about</u>.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Describing a favorite place.</u></p> <p>Teacher continues to read aloud the rest of the story <u>All the Places to Love</u>. Teacher will show a pictures of some favorite places and model the thought process for choosing that one <u>special place and explaining why it is a favorite place</u>. (It tells a story).</p> <p>Vocabulary: Favorite place</p> <p><i>Students use language stem: “My favorite place is ___because___.”</i></p>	<p>Strategy: <u>Describing a favorite place.</u></p> <p>Students continue to browse through books to find <u>places</u> writers write about.</p> <p>Students will continue adding places to their notebook chart: “What Writers Write About.”</p> <p>Students will list four of their favorite places and choose one to write about.</p> <p><i>Using the sentence stem, students will share their favorite place with a partner. “My favorite place is___ because___.”</i> (Notebook entry)</p>	<p><i>Students share out their favorite places and add them to the classroom chart.</i></p> <p>Add to word wall: favorite place</p>								

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	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING												
3	<p>Strategy: <u>Describing a favorite place.</u></p> <p>Teacher will read aloud parts of a mentor text and review how to <u>describe a favorite place.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will browse through books to look for <u>places and their descriptions</u></p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Describing a moment in a favorite place.</u></p> <p>Teacher will <u>list special moments in a favorite place</u> (They can use a graphic organizer).</p> <p>The teacher will model the thought process for <u>choosing that one special moment in a favorite place.</u></p> <p>Vocabulary: Special moment</p> <p><i>Language stem: "My special moment is ___ because__". (Notebook entry)</i></p>	<p>Strategy: <u>Describing a moment in a favorite place.</u></p> <p>Students will list their <u>special moments in their favorite place</u> using a graphic organizer. They will then <u>choose one special moment</u> to write a sentence and illustrate.</p> <p><i>Students use the language stem: "My special moment is ___ because__." (Notebook entry)</i></p>	<p><i>Students share out their special moment using their language stem.</i></p> <p>Students add to the class chart.</p> <p>Add to word wall: Special moment</p>												
4	<p>Strategy: <u>Describing a special moment in a favorite place.</u></p> <p>Using a mentor text (Family Pictures), teacher will read aloud and <u>identify a personal connection between a special moment in a favorite place.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through books to find special moments in a favorite place.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Retelling a story</u></p> <p>Teacher will model the <u>retelling</u> strategy with a picture walk. (Use a mentor textbook already introduced).</p> <p>Create a retelling chart using the retelling rubric.</p> <p>Vocabulary: Retelling</p> <p><i>Students use the language stem: "A retelling is _____." (Notebook entry)</i></p>	<p>Students will illustrate their special moment in their favorite place.</p> <p><i>Students will practice retelling the story to a partner.</i></p> <p>Notebook entry: "A retelling is ____."</p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: retelling</p>												
5	<p>Strategy: <u>Retelling a story.</u></p> <p>Teacher will model <u>retelling</u> as she "tells" her story using a picture.</p> <p><i>Students share the strategy modeled.</i></p>	<p>Students choose a picture to retell.</p> <p><i>Students share their retell with a partner.</i></p>	<p>Strategy: <u>Asking Questions</u></p> <p>Teacher will model the 5W's/H.</p> <p style="text-align: center;">Asking Questions Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Where</th> <th>Why</th> <th>How</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Students will ask the teacher questions about a picture using the <u>question words.</u></p>	Who	What	When	Where	Why	How							<p>Students will work in pairs to <u>ask each other questions</u> about their own picture and add them to their own 5W/H Chart.</p> <p>Students will work independently to <u>answer questions</u> about a topic.</p>	<p><i>Students share out.</i></p> <p>Add to word wall: Who, what, when, where, why, how</p>
Who	What	When	Where	Why	How												

WORKSHOP MAP

Week 2: Build the Field Students build enough background knowledge of the topic to be able to speak, read and write about it. Beginner English Language Learners are a long way from writing or reading a text themselves. Acquiring the English language requires lots of exposure to talk within meaningful context and purposeful interaction with others. Teachers will provide a safe environment that motivates students to use the English language without being afraid of making mistakes. Teachers will facilitate their students' acquisition process by scaffolding language and supporting learners to access meaning. Only language that is understood can be acquired

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

- Reading aloud 2-3 picture books
- Constant modeling with the use of verbal and nonverbal clues
- Using a shared text to model reading skills and think aloud
- Building a shared vocabulary to talk about narrative accounts
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning
- Beginning to look at narrative accounts as model for future writing drafts

Materials and Products for Week 2:

- 2-3 mentor books for read aloud
- Chart paper/magic markers
- Sentence strips
- Student notebook:
 - Elements of Narrative: Character, setting, plot/problem, solution
- Language Stems:
 - *"A narrative account has _____"*
 - *"One of the elements of a narrative account is _____"*
 - *"The main character in this story is _____."*
 - *"The setting of this story is _____."*
 - *"The problem in this story is _____." "The plot of this story is _____."*
 - *"The solution of this story is _____."*
- Classroom charts or transparencies to be made with the students
 - Elements of Narrative

WEEK 2: BUILD THE FIELD, DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Readers use their eyes to gather <u>visual elements of Narrative Accounts</u>. (just what we SEE)</p> <p>Teacher reads aloud a mentor book and model by thinking aloud <u>visual elements of Narrative Accounts</u>.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students browse through books and gather more <u>visual elements of Narrative Accounts</u></p> <p><i>Share with a partner what they saw in the books they browsed</i></p>	<p>Strategy: <u>Visualizing elements of Narrative Account</u>. Teacher reads aloud part of a text and looks <u>for elements</u> of the genre within the written text.</p> <p>Begins chart: Elements of a Narrative Account (characters, plot, setting, problem, solution, events).</p> <p>Genre Vocabulary: Narrative Account</p> <p><i>Students use language stem: "A narrative account has _____" to discuss lesson.</i> (Notebook entry)</p>	<p>Strategy: <u>Visualizing elements of Narrative Accounts</u>.</p> <p>Students browse through books and <u>look for elements of Narrative Accounts</u>.</p> <p>Encourage students to draw what these <u>elements look like</u>.</p> <p><i>Language stem: "One of the elements of a narrative account is _____" (Notebook entry)</i></p> <p><i>Students share with a partner one of the elements</i></p>	<p><i>Students share out new elements.</i></p> <p>Add to the classroom chart: Elements of a Narrative Account</p> <p>Add to word wall: Elements of Narrative Account</p>
2	<p>Strategy: <u>Visualizing elements of a Narrative Account</u>. Teacher reads aloud a mentor book and models finding <u>elements of Narrative Account</u> and refers to the chart "Elements of a Narrative Account."</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students browse through books and gather more <u>visual elements of Narrative Accounts</u></p> <p><i>Share with a partner what they saw in the books they browsed</i></p>	<p>Strategy: <u>Identifying the main character in a story</u>.</p> <p>Teacher uses books read aloud so far this week and works with students to <u>identify, draw, and describe the main character</u>.</p> <p>Genre Vocabulary: Character</p> <p>The students can use the language stem: "The main character of this story is _____."</p>	<p>Strategy: <u>Identifying the main character in a story</u></p> <p>Students read text on their level and <u>identify the main character</u>.</p> <p>Students share with a partner using the language stem about character. "The main character of this story is _____." (Notebook entry)</p> <p>Students draw and describe the main character in their story.</p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Character</p>

Narrative Account
6-8 ELD

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Strategy: <u>Identifying the main character in a story.</u></p> <p>Teacher reads aloud a mentor book and models how to <u>identify and describe the main character.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read a narrative and <u>identify and describe the main character.</u></p> <p><i>Share with a partner the main character in the story they read.</i></p>	<p>Strategy: <u>Identifying the setting in a story.</u></p> <p>Teacher uses books read aloud so far this week and works with students to <u>identify, draw, and describe the setting.</u></p> <p>Genre Vocabulary: Setting</p> <p>The students will use the language stem: "The setting of this story is_____."</p>	<p>Strategy: <u>Identifying the setting in a story.</u></p> <p>Students read text on their level and <u>identify the setting.</u></p> <p>Students draw and describe the setting in their story.</p> <p><i>Students share with a partner using the language stem about setting.</i> <i>"The setting of this story is_____." (Notebook entry)</i></p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Setting</p>
4	<p>Strategy: <u>Identifying the setting in a story.</u></p> <p>Teacher reads aloud a mentor book and models how to <u>identify the setting.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read a narrative and <u>identify the setting.</u></p> <p><i>Share with a partner the setting in the story they read.</i></p>	<p>Strategy: <u>Identifying the plot/problem in a story.</u></p> <p>Teacher uses books read aloud so far this week and works with students to <u>identify, draw, and describe the plot/problem.</u></p> <p>Genre Vocabulary: Plot, Problem</p> <p><i>The students can use the language stem: "The problem of this story is_____." Or "The plot of this story is_____."</i></p>	<p>Strategy: <u>Identifying the plot/problem in a story.</u></p> <p>Students read text on their level and <u>identify the plot/problem.</u></p> <p>Students <u>draw and describe the plot/problem in their story.</u></p> <p><i>Students share with a partner using the language stem about plot/problem.</i></p> <p>Language Stem: <i>"The problem of this story is_____." Or "The plot of this story is_____." (Notebook entry)</i></p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Plot, problem</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p>Strategy: <u>Identifying the plot/problem in a story.</u></p> <p>Teacher reads aloud a mentor book and models how to <u>identify the plot/problem of the story.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read a narrative and <u>identify the plot/problem in a story.</u></p> <p><i>Share with a partner the plot/problem in the story they read.</i></p>	<p>Strategy: <u>Identifying the solution in a story.</u></p> <p>Teacher uses books read aloud so far this week and works with students to <u>identify, draw, and describe the solution.</u></p> <p>Genre Vocabulary: Solution</p> <p><i>The students can use the language stem: "The solution of this story is_____."</i></p>	<p>Strategy: <u>Identifying the solution in a story.</u></p> <p>Students read text at their level and <u>identify the solution.</u></p> <p>Students draw and describe the solution in their story.</p> <p><i>Students share with a partner using the language stem about the solution</i> <i>Language stem: "The solution of this story is_____."</i> (Notebook entry)</p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Solution</p>

WORKSHOP MAP

Week 3: Modeling the Text Type Students learning to read and write in a second language need to learn about different aspects of writing in the new language. ELL students need to familiarize themselves with the particular overall organization and structure of the genre and become familiar with the purpose and linguistic features of the type of text they will write. Narratives, like all text types, have a purpose, which is to entertain. To encourage students to write more effectively they will need to write about their personal experiences. Teachers will explicitly model these traits and focus on text - to - self connections, form, function, and genre.

The goal of this third week of instruction in the genre study is to go deeper into the cognitive skills of reading a narrative account and will start the writing process for all students. Therefore, most of this week will include:

- Reading aloud 2-3 picture books
- Constant modeling with the use of verbal and nonverbal clues
- Using a shared text to model reading skills and think aloud
- Building a shared vocabulary to talk about narrative accounts
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 3:

- 2-3 books for read aloud
- Sentence strips
- Chart paper/magic markers
- *A Chair for My Mother* by Vera B. Williams
- Student notebook:
 - Making connections: Text-to-Self
 - Important objects
 - Summarizing
- Language Stems:
 - "I remember when____." "This reminds me of____."
 - "My favorite objects is____ because____."
- Classroom charts or transparencies to be made with students
 - Text-to-Self Connections

WEEK 3: Modeling the Text Type: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING										
1	<p>Strategy: <u>Retelling</u> a story with a picture walk. Teacher will conduct a picture walk of one of the mentor books already read and have students <u>retell</u> what is happening in the pictures.</p> <p><i>Students share the strategy modeled.</i></p>	<p><i>Students read or listen to a story and <u>retell</u> the story to a partner.</i></p>	<p>Strategy: Making Connections: <u>Text-to-Self</u></p> <p>Follow Lesson 1 of Curriculum Map</p> <p>Genre Vocabulary: Text-to-Self Chart:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Text-to-Self Connections</td> </tr> <tr> <td colspan="2">Book Title:</td> </tr> <tr> <td colspan="2">Author:</td> </tr> <tr> <td style="width: 50%;">Text Idea</td> <td style="width: 50%;">My Idea</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Text-to-Self Connections		Book Title:		Author:		Text Idea	My Idea			<p>Strategy: Making Connections: <u>Text-to-Self</u></p> <p>Follow Lesson 1 of Curriculum Map</p> <p><i>Students share out a text-to-self connection with the person sitting next to them.</i></p>	<p><i>One or two students share out a text-to-self connection.</i></p> <p>Add their connection to class chart.</p>
Text-to-Self Connections															
Book Title:															
Author:															
Text Idea	My Idea														
2	<p>Strategy: <u>Text-to-Self Connections.</u> Teacher will read parts of a book and model making a <u>text-to-self connection.</u></p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will read or listen to a story and make <u>text-to-self connections.</u></p> <p><i>Students share their connections with a partner.</i></p>	<p>Strategy: Making Connections Teacher will continue reading today's mentor text and model how to write simple sentences of <u>connections</u> they made with the book.</p> <p>Genre Vocabulary: Connections</p> <p>Students will use the language stems: "I remember when____." "This reminds me of____."</p>	<p>Students will write <u>text-to-self</u> connections from a story read using the language stems: "I remember when____" or "This reminds me of____." (Notebook entry)</p> <p><i>Students share out a text-to-self connection with the person sitting next to them</i></p>	<p><i>One or two students share out a text-to-self connection with the class.</i></p>										
3	<p>Strategy: <u>Text-to-Self Connections.</u> Teacher will read parts of a book and model making a <u>text-to-self connection.</u></p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will read or listen to a story and make <u>text-to-self connections.</u></p> <p><i>Students share their connections with a partner.</i></p>	<p>Strategy: Making Connections Teacher will continue reading today's mentor text and model how to write simple sentences of <u>connections</u> they made with the book.</p> <p>Students can use the language stems: "I remember when____." "This reminds me of____."</p>	<p>Students will write <u>text-to-self</u> connections from a story read using the language stems: "I remember when____" or "This reminds me of____." (Notebook entry) <i>Students share out a text-to-self connection with the person sitting next to them</i></p>	<p><i>One or two students share out a text-to-self connection with the class.</i></p> <p>Homework: Have students bring in a favorite object or a picture of the object.</p>										

Narrative Account
6-8 ELD

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
4	<p>Strategy: <u>Text-to-Self connection</u></p> <p>Teacher will read parts of a book and model making a <u>text-to-self connection</u>.</p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will read or listen to a story and make <u>text-to-self connections</u>.</p> <p><i>Students share their connections with a partner.</i></p>	<p>Strategy: <u>Important Objects</u></p> <p>Follow Lesson 2 Teacher will read parts of the story <u><i>A Chair for My Mother</i></u> by Vera B. Williams to start a discussion of an important object.</p> <p>Vocabulary: Important Objects</p> <p>Language stem: "My favorite object is ____ because ____."</p>	<p>Strategy: <u>Important Objects</u></p> <p>Follow Lesson 2</p> <p><i>Students write a notebook entry about a favorite object using the sentence stem: "My favorite object is ____ because ____."</i></p> <p><i>Students share the sentence stem with the person sitting next to them.</i></p>	<p><i>One or two students share out their favorite object and why.</i></p> <p>Add to the word wall: Important Objects</p>
5	<p>Strategy: <u>Making Predictions</u>.</p> <p>Using one of the Penguin Readers, the teacher will read the title and show front cover of book and ask: "What do you think this story is going to be about?"</p> <p><i>Students write their <u>predictions</u> on a sticky note.</i> Teacher will then read a part of the story and stop and have them make a <u>prediction</u> of what they think will happen next.</p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will read or listen to a story and <u>make predictions</u>.</p> <p><i>Students share their <u>prediction</u> with a partner.</i></p>	<p>Strategy: <u>Summarizing</u></p> <p>Teacher will continue reading today's mentor text and models how to <u>summarize</u> a story with beginning, middle, and end.</p> <p>A graphic organizer will be used to model how to write a summary.</p>	<p>Students will choose a book they already know and will use a graphic organizer to <u>summarize</u> the story.</p> <p><i>Students share out their <u>summaries</u> with the person sitting next to them</i></p>	<p><i>One or two students share out their summaries with the class.</i></p> <p>Add to word wall: Summary</p>

WORKSHOP MAP

Week 4: Joint Construction: Days: 1-5

Students learning to read and write in a second language need to learn and use language frequently. Teacher will integrate constant modeling with the use of verbal and nonverbal clues, model strategies, demonstrate activities step by step, and use sentence stems to aid in sentence construction. Teacher and student use concrete experiences/visuals tying language to background knowledge and experiences so that students can see how the text is written. Focus on illustrating the process of writing a text.

The goal of this fourth week of instruction in the genre study is to continue working on reading strategies and skills and continue the writing process for all students. Therefore, most of this week will include:

- Using a shared text to model reading skills, think aloud, and author craft
- Constant modeling with the use of verbal and nonverbal clues
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries that record student learning
- Beginning to write a personal narrative account

Materials and Products for Week 4:

- Mentor books for read aloud
- Sentence strips
- Chart paper/magic markers
- Unit Lessons 3, 4, 5
- Pictures
- Graphic organizers
- Student notebook:
 - Writing off a picture
 - Pick a seed
 - First Draft
- Language Stem:
 - *"The picture I chose is ____ because ____."*
 - *"I chose to write about ____." "I chose this seed because ____."*
- Classroom charts or transparencies to be made with students
 - Elements of Narrative Account
 - Story Map

WEEK 4: JOINT CONSTRUCTION: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING						
1	<p>Strategy: <u>Summarizing</u> Teacher will read a mentor text and model how to <u>summarize</u> the story focusing on the beginning, middle, and end.</p> <p>Students share the strategy modeled.</p>	<p><i>Students read a book and orally <u>summarize</u> the story to a partner.</i></p>	<p>Strategy: <u>Writing off a Picture.</u></p> <p>Follow Lesson 3.</p> <p>Teacher will model how to <u>write off a picture.</u></p>	<p>Strategy: <u>Writing off a Picture.</u> Follow Lesson 3.</p> <p><i>Students write a notebook entry about a picture using the sentence stem: "The picture I chose is ____ because ____."</i> (Notebook entry) <i>Students share the sentence stem with the person sitting next to them.</i></p>	<p><i>Students will share out 1-2 favorite lines from their work.</i></p>						
2	<p>Strategy: <u>Asking Questions.</u> Teacher will read parts of a mentor text and <u>model asking questions</u> before, during, and after the reading.</p> <p>Students share the strategy modeled.</p>	<p><i>Students read a book and practice the strategy of <u>asking questions</u> with a partner.</i></p>	<p>Strategy: <u>Picking the Seed.</u></p> <p>Follow Lesson 4. Teacher will model how to <u>pick a seed.</u></p> <p>Vocabulary: Seed / Topic</p>	<p>Strategy: <u>Picking the Seed.</u></p> <p>Follow Lesson 4. Language stem: "<i>I chose to write about ____.</i>" "<i>I chose this seed because ____.</i>" (Notebook entry)</p> <p><i>Students share the sentence stem with the person sitting next to them.</i></p>	<p>Classroom Chart: <i>Students list seed ideas beside their names</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Name</th> <th style="width: 50%;">Seed Idea</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Add to word wall: Seed, Topic</p>	Name	Seed Idea				
Name	Seed Idea										
3	<p>Strategy: <u>Reviewing the elements of a story.</u> Teacher will re-read one of the mentor texts and ask the students to help identify the <u>elements of a story: Character and setting.</u> <i>Students share the strategy.</i></p>	<p>Students read a book and identify the <u>elements of a story: character and setting.</u></p> <p><i>Students share one element with a partner.</i></p>	<p>Strategy: Brainstorm: <u>Elements for their own story.</u></p> <p>Using a graphic organizer, the teacher will model how to start the writing process of a personal narrative.</p>	<p>Strategy: Brainstorm: <u>Elements for their own story</u></p> <p>Students will start the writing process of their personal narrative. (Notebook)</p>	<p><i>Students will share out 1-2 favorite lines from their work.</i></p>						

Narrative Account
6-8 ELD

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
4	<p>Strategy: <u>Reviewing the elements.</u> Teacher will re-read, or conduct a picture walk of any of the mentor texts and ask the students to help identify the <u>elements of a story: plot/problem.</u></p> <p><i>Students share the strategy modeled.</i></p>	<p>Students read a book and <u>identify the elements of a story: plot/problem.</u></p> <p><i>Students share one or two elements with a partner.</i></p>	<p>Strategy: <u>Organizing Ideas into a Story Map</u></p> <p>Teacher will model how to <u>organize ideas</u> from a web into a <u>story map.</u></p> <p>Chart or Transparency: Story Map</p>	<p>Strategy: <u>Organizing Ideas</u></p> <p>Students will develop their web into a <u>story map.</u></p>	<p><i>Students share part of their story map.</i></p>
5	<p>Strategy: <u>Reviewing the elements.</u> Teacher will re-read, or conduct a picture walk of any of the mentor texts and ask the students to help identify the <u>elements of a story: solution.</u></p> <p><i>Students share the strategy modeled.</i></p>	<p>Students read a book and <u>identify the elements of a story: solution.</u></p> <p><i>Students share one or two elements with a partner.</i></p>	<p>Strategy: <u>Writing a First Draft.</u></p> <p>Teacher will model <u>how to develop a story map into a First Draft.</u></p> <p>Follow Lesson 5.</p>	<p>Strategy: <u>Writing a First Draft.</u></p> <p>Students start writing their <u>first draft.</u></p> <p>Follow Lesson 5.</p>	<p><i>Students will share out 1-2 favorite part from their first draft.</i></p>

WORKSHOP MAP

Week 5: Independent Construction Students will produce a short draft of their own experiences with the support of the teacher.

The goal of this fifth week of instruction in the genre study is to continue to have students fully immersed in reading and writing in the narrative genre. Therefore, most of this week will include:

- Using a shared text to model reading skills, think aloud, and author craft
- Constant modeling with the use of verbal and nonverbal clues
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries that records student learning
- Continue to write a personal narrative account

Materials and Products for Week 5:

- Mentor texts for read aloud
- Sentence strips
- Chart paper/magic markers
- Lessons # 6-10
- Student notebook:
 - Narrative draft
 - Character traits & physical descriptions
- Language Stems:
 - “An example of a good beginning will be ____”
 - “An example of a good ending will be ____”
- Classroom charts or transparencies to be made with students
 - Characteristics of Good Writing
 - Strategies Good Writers Use
 - Chart: Good Beginning & Ending
 - Character Trait Chart

WEEK 5: INDEPENDENT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING						
1	<p>Strategy: <u>Reviewing the Elements.</u> The teacher will conduct a picture walk of one of the mentor texts and have students retell the story. They will also continue to identify <i>all</i> elements.</p>	<p>Read a narrative and identify <i>all</i> elements and share them with a partner.</p>	<p>Strategy: <u>Characteristics of Good Writing.</u> Follow Lesson 6. Vocabulary: Characteristics</p>	<p>Strategy: <u>Characteristics of Good Writing.</u> Follow Lesson 6. <i>Students share the work/revision with the person sitting next to them.</i></p>	<p><i>2-3 students will share out their work.</i> Add to word wall: Characteristic</p>						
2	<p>Strategy: <u>Characteristics of Good Writing</u> Teacher will re-read one of the mentor texts and ask the students to help identify the <u>Characteristics of good writing.</u></p>	<p>Students will read a narrative and identify <u>characteristics of good writing</u> and share them with a partner.</p>	<p>Strategy: <u>Importance of Good Beginnings.</u> Follow Lesson 7. Chart: Good Beginning</p> <table border="1"> <tr> <td>Title of Book</td> <td>Beginning</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Genre Vocabulary: Beginning Teacher will model writing a <u>good beginning</u> for a personal narrative.</p>	Title of Book	Beginning					<p>Strategy: <u>Importance of Good Beginnings.</u> Follow Lesson 7. Students will write/revise a <u>good beginning</u> for their personal narrative. <i>Students share the work/revision with the person sitting next to them.</i> Sentence Stem: "An example of a good beginning is ____" (NB)</p>	<p><i>2-3 students will share out their work.</i> Add to word wall: Beginning</p>
Title of Book	Beginning										
3	<p>Strategy: <u>Importance of good beginnings.</u> Teacher will read the <u>beginning</u> of his/her personal narrative. Students will be involved in a discussion of what they think of the <u>beginning</u> and what makes it or would make it a good <u>beginning</u>.</p>	<p>Students will read their <u>beginnings</u> to a partner and give each other feedback.</p>	<p>Strategy: <u>Importance of Good Endings.</u> Follow Lesson 8. Chart: Good Ending</p> <table border="1"> <tr> <td>Title of Book</td> <td>Beginning</td> <td>Ending</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Genre vocabulary: Ending Teacher will model writing an <u>ending</u> for a personal narrative.</p>	Title of Book	Beginning	Ending				<p>Strategy: <u>Importance of Good Endings.</u> Students will write/revise a good ending to their personal narrative. <i>Students share the work/revision with the person sitting next to them.</i> Sentence Stem: "An example of a good ending is ____" (NB)</p>	<p><i>2-3 students will share out their work.</i> Add to word wall: Ending</p>
Title of Book	Beginning	Ending									

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING										
4	<p>Strategy: <u>Importance of good endings.</u> Teacher will read the ending of his/her personal narrative. Students will be involved in a discussion of what they think of the <u>ending</u> and what makes it or would make it a good <u>ending</u>.</p>	<p>Students will read their <u>endings</u> to a partner and give each other feedback.</p>	<p>Strategy: <u>How Characters Come Alive.</u> See Lesson 9</p> <p>Genre Vocabulary: Character Trait</p> <p>Teacher will discuss with students how characters come alive and introduce them to a <u>character trait</u> chart. The teacher will then revisit one of the mentor texts and model how to fill in a character chart of the main character.</p> <table border="1"> <tr> <td colspan="2">Title of Book:</td> <td colspan="3">Main Character:</td> </tr> <tr> <td>Physical Appearance</td> <td>Feelings</td> <td>Thoughts</td> <td>Actions</td> <td>Other</td> </tr> </table>	Title of Book:		Main Character:			Physical Appearance	Feelings	Thoughts	Actions	Other	<p>Strategy: <u>How Characters Come Alive.</u></p> <p>Students will complete a <u>character trait</u> chart for one the main characters from a familiar story.</p> <p>Students will also complete a <u>character trait</u> chart of the main character in their own personal narrative.</p> <p><i>Students share the work with the person sitting next to them.</i></p>	<p><i>2-3 students will share out their work.</i></p> <p>Add to word wall: character trait</p>
Title of Book:		Main Character:													
Physical Appearance	Feelings	Thoughts	Actions	Other											
5	<p>Strategy: <u>How Characters Come Alive.</u> Teacher will re-visit one of the mentor texts and model how the <u>main character comes alive</u>.</p> <p><i>Students share the strategy modeled.</i></p>	<p>Students will read or revisit a narrative and describe how the <u>main character comes alive</u>.</p>	<p>Strategy: <u>Writing Physical Descriptions of Characters.</u> (See: Resources) See Lesson 10</p> <p>Genre Vocabulary: Physical description</p> <p>Teacher will discuss with students how the author <u>describes the physical appearance of characters</u> by using specific and interesting words, details and colors.</p> <p>The teacher will then revisit one of the mentor texts looking for specific and interesting words, details and colors.</p>	<p>Strategy: <u>Writing Physical Descriptions of Characters.</u></p> <p>Students will revisit one of the narratives and <u>describe the physical characteristics of the main character</u>.</p> <p>Students will also describe the <u>physical characteristics</u> of the main character in their personal narrative.</p> <p><i>Students share the revision with the person sitting next to them.</i></p>	<p><i>All students will share out their work.</i></p> <p>Add to word wall: Physical description</p>										

WORKSHOP MAP

Week 6: Independent Construction Students will produce a short draft of their own experiences with the support of the teacher.

The goal of this six week of instruction in the genre study is to continue to have students fully immersed in reading and writing in the narrative genre. Therefore, most of this week will include:

- Using a shared text to model reading skills and think aloud.
- Constant modeling with the use of verbal and nonverbal clues
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries that records student learning
- Continue to write a personal narrative account

Materials and Products for Week 6:

- Mentor texts for read aloud
- Lessons # 11-14
- Sentence strips
- Chart paper/magic markers
- Chart Paper with part of a story with dialogue
- Sticky-notes
- Note cards
- Plot Diagram Mountain and Strips
- Student notebook:
 - Narrative draft
- Language Stems:
 - *"The character felt ___ when ___"*
- Classroom charts or transparencies to be made with students
 - Strategies Good Writers Use
 - How Writers Show a Character's Inner Thoughts and Feelings
 - Part of a story with dialogue
 - Descriptive Detail Chart

WEEK 6: INDEPENDENT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: <u>Physical Characteristics.</u> Teacher will use a mentor text and review how to <u>describe physical characteristics</u> of a character.</p>	<p>Students read a narrative and <u>describe the physical characteristics</u> of the main character and share them with a partner.</p>	<p>Strategy: <u>Showing a Character's Inner Feelings and Thoughts.</u> See Lesson 11. Genre Vocabulary: Feelings, inner thoughts</p>	<p>Strategy: <u>Showing a Character's Inner Feelings and Thoughts.</u> See Lesson 11. Students should be working on their <u>character's inner feelings</u> for their personal narrative.</p>	<p><i>Share out work.</i> Add to word wall: Feelings, inner thoughts</p>
2	<p>Strategy: <u>Character's Inner Feelings and Thoughts.</u> Teacher uses a mentor text and reviews <u>character's inner feelings and thoughts.</u></p>	<p>Students will read a narrative and <u>identify a character's inner feelings and thoughts</u> and share them with a partner.</p>	<p>Strategy: <u>Visualizing/Describing Setting.</u> See Lesson 12. Genre Vocabulary: Setting</p>	<p>Strategy: <u>Visualizing/Describing Setting.</u> See Lesson 12. Students should be working on the <u>setting</u> for their personal narrative.</p>	<p><i>Share out work.</i></p>
3	<p>Strategy: <u>Describing/Visualizing Setting.</u> Teacher will use a mentor text and review how to <u>describe the setting</u> in a story.</p>	<p>Students will read a narrative and <u>describe the setting</u> to a partner.</p>	<p>Strategy: <u>Plot / Problem</u> See Lesson 13. Genre Vocabulary: Plot</p>	<p>Strategy: <u>Plot</u> See Lesson 13. Students should be working on the <u>plot</u> for their personal narrative.</p>	<p><i>Share out work.</i></p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
4	Strategy: <u>Identifying Plot.</u> Teacher will use a mentor text and <u>identify the plot with beginning, middle and end</u>	Students will read a narrative and <u>identify the plot (beginning, middle, end)</u> and share it with a partner.	Strategy: <u>Using Dialogue.</u> Follow Lesson 14 Genre Vocabulary: Dialogue	Strategy: <u>Using Dialogue.</u> See Lesson 14 Students should be adding <u>dialogue</u> to their personal narrative.	Share out work. Add to word wall: dialogue.
5	Strategy: <u>Using Dialogue.</u> Teacher will use a mentor text and <u>identify dialogue.</u>	Students will read a narrative and <u>identify dialogue</u> in the story and share it with a partner.	Strategy: <u>Using Descriptive Details.</u> Follow Lesson 15. Genre Vocabulary: Descriptive details	Strategy: <u>Using Descriptive Details</u> Follow Lesson 15. Students should be adding descriptive details to their personal narrative.	Share out work. Add to word wall: descriptive details

WORKSHOP MAP

Week 7: Publishing and Celebration

The goal of this final week of instruction is wrap up and reflection. Therefore, most of this week will include:

- **Listening:** Students will present good-audience behavior for others as they present the Book Talk.
- **Speaking:** Students will give a Book Talk.
- **Reading:** Students will present a Book Talk.
- **Writing:** Students will build a rubric together for narrative account writing, finish their final piece and enjoy the publishing celebration.

During this week, the literacy workshop will include a time for both reading and writing. Half of the block will be dedicated to Book Talk preparation and presentation. The other half will be dedicated to the independent writing work. Please see map for the balance.





Materials and Products for Week 7:

- Books for Book Talk presentation
- Book Talk Requirements
- Preparing a Book Talk
- Giving a Book Talk
- Sentence strips
- Student notebook:
 - Draft, revising and edit narrative
- Language Stems:
 - "While presenting a Book Talk you should _____"
 - "While listening to a Book Talk you should _____"
 - "The connection that I chose is _____"
 - "I think _____ because _____"
- Classroom charts or transparencies to be made with students
 - Book Talk requirements, presentation and rubric
 - Narrative Account Rubric
- Book Talk Rubric
- Reward cards
- Post-it notes
- Self-assessment Form
- Sample of students' work
 - "This narrative account scores ___ points because _____"
 - "I think the story has ___ because ___"
 - "I agree with ___ because ___"
 - I disagree with ___ because ___"

- o Sample Narratives

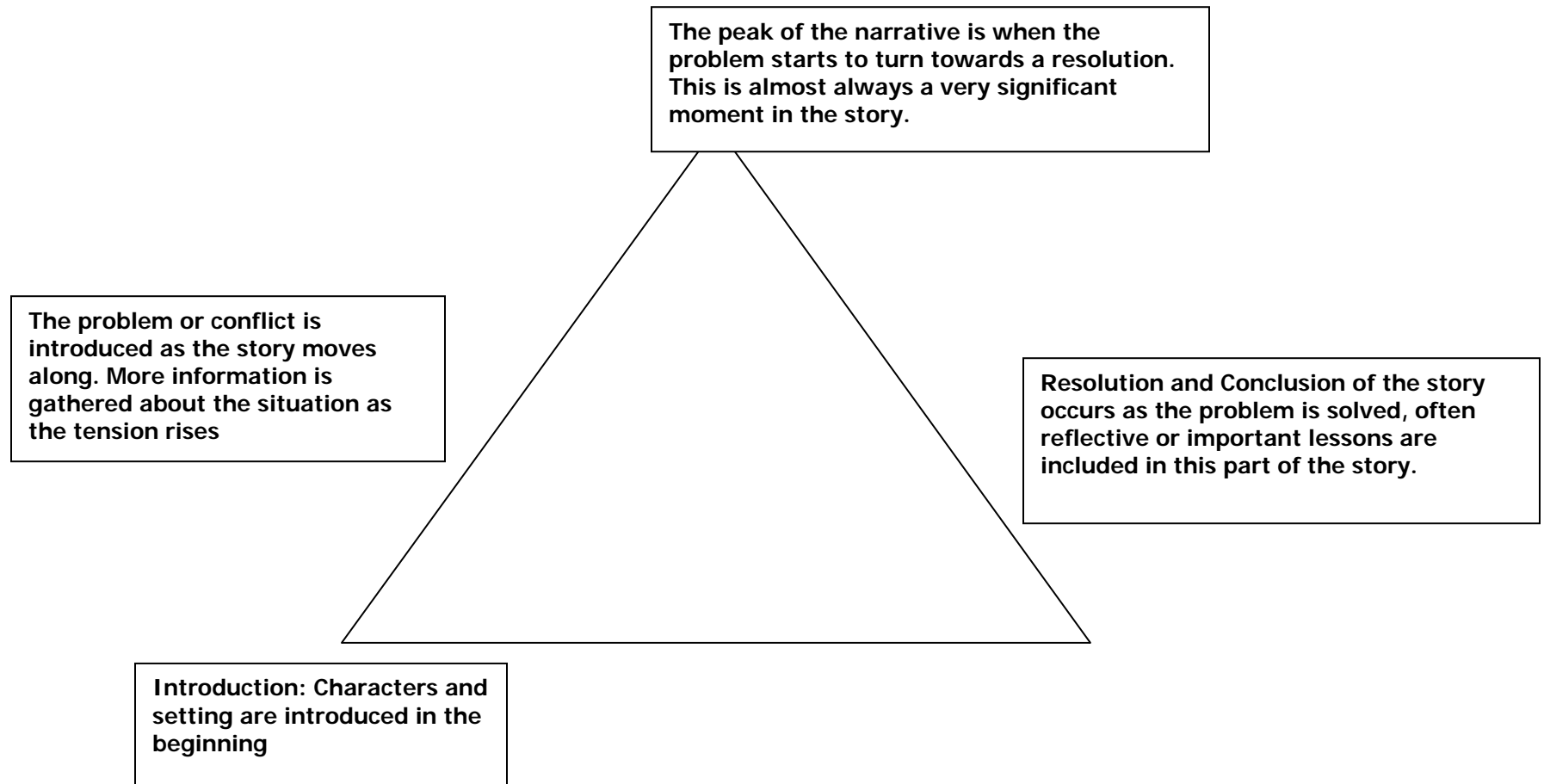
WEEK 7: Publishing and Celebration, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING																						
1	<p>Strategy: <u>Book Talk</u></p> <p>Teachers show how <i>NOT</i> to give a <u>book talk</u>. Ask the students what was wrong. Start a two-column "How to Present a Book Talk"</p> <p>Add to the <u>chart characteristics of good-audience behavior</u>.</p> <table border="1"> <thead> <tr> <th colspan="2">How to Present a Book Talk</th> </tr> </thead> <tbody> <tr> <td>Present a Book Talk</td> <td>Listening to a Book Talk</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	How to Present a Book Talk		Present a Book Talk	Listening to a Book Talk			<p>Strategy: <u>Book Talk</u></p> <p>Students select their favorite book to do a <u>Book Talk</u>.</p> <p>Students work in pairs reading a section of their book.</p> <p>Students record in their notebook a sentence using the following stem: "While presenting a Book Talk you should _____". "While listening to a Book Talk you should _____"</p>		<p>Strategy: <u>Developing a Rubric</u></p> <p>Follow Lesson: 16</p> <p>Rubric</p> <table border="1"> <thead> <tr> <th colspan="2">Name</th> <th colspan="2">Date</th> </tr> </thead> <tbody> <tr> <td colspan="4">Narrative Account Rubric</td> </tr> <tr> <td colspan="2">Scores</td> <td colspan="2">Attributes</td> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Name		Date		Narrative Account Rubric				Scores		Attributes		4	3	2	1	<p>Students will complete their Final Draft.</p> <p><i>Students will share with a partner 1 or 2 sentences from their work</i></p>
How to Present a Book Talk																											
Present a Book Talk	Listening to a Book Talk																										
Name		Date																									
Narrative Account Rubric																											
Scores		Attributes																									
4	3	2	1																								
2	<p>Strategy: <u>Requirement for Book Talk and Rubric</u></p> <p>Teacher makes a list of the <u>requirements</u> to be included in the Book Talk and how to get the required information about the chosen book. (Use sticky notes)</p> <p>Teacher explains purpose of <u>rubrics</u> (A rubric is a guide for evaluation). Show and explain the relationship between the <u>rubric</u> and Book Talk work.</p> <table border="1"> <thead> <tr> <th colspan="4">Rubric for a Book Talk</th> </tr> </thead> <tbody> <tr> <td>Elem.</td> <td>List & scores</td> <td>→</td> <td></td> </tr> <tr> <td>↓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Rubric for a Book Talk				Elem.	List & scores	→		↓				<p>Strategy: <u>Requirements for Book Talk and Rubric</u></p> <p>Students read their books and use post-it notes to identify the information <u>required</u> for the Book talk.</p> <p>Students use the rubric and identify the required information from their presentation piece.</p>		<p>Strategy: <u>Review Sample Narrative</u></p> <p><i>Student will review sample narratives.</i></p>	<p>Students will complete their Final Draft.</p> <p><i>Students will share with a partner 1 or 2 sentences from their work</i></p>										
Rubric for a Book Talk																											
Elem.	List & scores	→																									
↓																											

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD /Closing
3	<p>Strategy: <u>Text to Self Connection</u> Teacher reviews connections: <u>Text to Self.</u></p> <p><i>Students select a passage to make a Text to Self connection and write in their notebook. Sentence stems: "The connection that I chose is _____" "I think _____ because _____"</i></p>	<p>Students work independently on their Book Talk.</p> <p>Student – Teacher conferences on student's work.</p> <p>No notebook entry today</p>	<p>Strategy: <u>Review Sample Narrative</u></p> <p><i>Student will review sample narratives.</i></p>	<p>Students will complete their Final Draft.</p> <p><i>Students will share with a partner 1 or 2 sentences from their work</i></p>
4	<p>Strategy: <u>Oral presentation of Book Talk</u></p> <p><i>Students will be using the sentence stems: "My question to the presenter is _____?" "I think _____ because _____"</i></p>	<p>Strategy: <u>Oral presentation of Book Talk</u></p> <p><i>Students will be using the sentence stems: "My question to the presenter is _____?" "I think _____ because _____"</i></p>	<p>Publish and Celebrate</p> 	<p>Publish and Celebrate</p> 
5	<p>Strategy: <u>Oral presentation of Book Talk</u></p> <p><i>Students will be using the sentence stems: "My question to the presenter is _____?" "I think _____ because _____"</i></p>	<p>Strategy: <u>Oral presentation of Book Talk</u></p> <p><i>Students will be using the sentence stems: "My question to the presenter is _____?" "I think _____ because _____"</i></p>	<p>Publish and Celebrate</p> 	<p>Publish and Celebrate</p>  <p><i>Students will reflect on their work.</i></p>

ROLLERCOASTER MAP FOR PLOT IN NARRATIVE ACCOUNT

Most narrative accounts follow a plotline that can be mapped out along a rollercoaster line.



APPENDIX:

Skills Lessons Ideas

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

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
- Trait-Based Mini-Lessons, Megan S. Slogan

A LIST OF MORE RESOURCES WILL BE FORTHCOMING

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.