



Holyoke Public Schools

English Language Development Curriculum Map Sheltered English Language Arts Narrative Account

*Using the America's Choice Narrative Genre Study to teach the Literacy
Workshop in the Middle School*

Table of Contents

Overview Curriculum Maps	4
Introduction to Unit	10
Materials and Resources	11
Overarching Unit Goals & Standards	12
Student Outcomes	14
Frontloading the Genre	15
Workshop Map	16
Appendix	37

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.

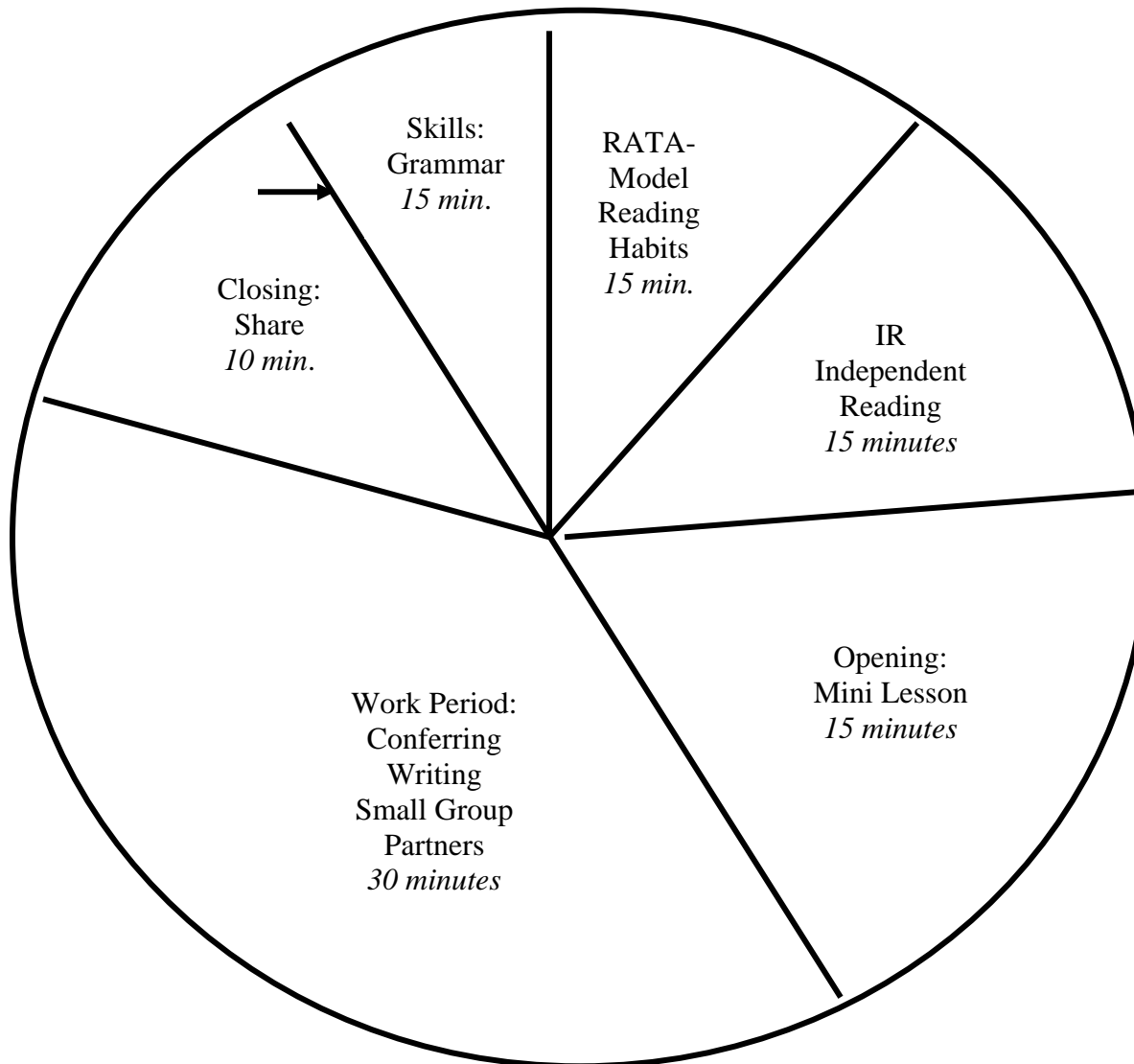
Expectations:

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 Sheltered Language Arts Class	
September	Rituals and Routines Establish the rituals and routines of the Literacy Workshop as outlined in the First 20 Days Manual
October-November	Narrative Account Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on narrative accounts
December-February	Report Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on report of information
February	Testing
March-June	Response to Literature Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on report of information

Overview of the Literacy Workshop: Sheltered ELA

Sheltered Map Components: Middle School



The workshop model for the Sheltered ELA class is designed to integrate reading and writing around a genre within a predictable structure that will allow early intermediate and 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 TEACHER DURING THIS DAILY SKILL TIME

**Sheltered ELD Course
Narrative Account**

Introduction:

Early Intermediate and Intermediate English Language Learners have access to more language and are able to process and produce higher levels of English. The genre of narrative account is an excellent way to imbed language instruction, provide access to the grade level curriculum and allow students to produce their own narrative accounts.

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 Standards</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 daily skills lessons when the focus is on writing.</p>

Materials and Resources

Touchstone Texts for Readers and Writers Workshop

- Texts for this unit will be selected by teachers and coaches. Books selected need to meet the criteria for the genre study.
- Although the standards and layout of the lessons stay the same for each grade level, the touchstone books will change depending on the grade level and the students

Guided Reading Books

- Rigby Instep Readers Levels I-T

Classroom Library

- Scholastic Fact and Fiction Collection

America's Choice Writers Workshop Lessons, Narrative

- Student reader
- Teacher's Guide

Sheltered Narrative Account Curriculum Map

Overarching Unit Goals and Standards

Reading

NCEE ELA Standards	ELPBO	Mass. ELA Content Standards
<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"> • Analyze main ideas and supporting details and evidence in texts • Summarize important ideas from a text and represent the relationships between or among them • Support individual interpretations or conclusions, using details or evidence from a literary text • Demonstrate fluency as a reader, using different reading rates and approaches for different purposes <p>Standards for levels: Intermediate and Transitioning</p>	<ul style="list-style-type: none"> • Identify and analyze the elements of setting, characterization, and plot (including conflict) (12.3)

Writing

NCEE ELA Standards	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 resolution); • 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 with well developed characters, setting, dialogue and conflict and resolution that includes sufficient detail (W.2.11) • Use agreed-upon criteria to evaluate writing (W.3.1) • Select and use words to increase detail in writing (W.3.3) • Vary expression by employing new words and phrases in writing (W.3.5) • Use a variety of sentence patterns and lengths to make writing more interesting to the reader (W.3.12) • Use knowledge of correct spelling, sentence structure and usage when editing (W.4.5., W.4.6) <p>Standards for levels: Intermediate and Transitioning</p>

Speaking and Listening

NCEE ELA Standards	ELPBO
<ul style="list-style-type: none"> • Initiates new topics in addition to responding to adult initiated topics • Asks relevant questions • Responds to questions with appropriate elaboration • Uses language cues to indicate different levels of certainty • Confirms understanding by paraphrasing directions or instructions • Displays appropriate turn taking behaviors • Actively solicits another persons comment or opinion • Offers own opinion forcefully • Responds appropriately to comments and questions • Volunteers contributions and responds when directly solicited • Gives reasons in support on opinions expressed • Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions 	<p>Speaking</p> <ul style="list-style-type: none"> • Rehearse and dramatize stories plays and poems using eye contact and voice volume appropriate for an identified audience (S.4.8) • Express an opinion on a literary text or film in an organized way using details. (S4.10) • Participate in reaching consensus in groups (S.3.38) • Respond to factual and inferential questions that are based on academic content (S.3.39) • Describe how two things within a given academic content are alike or different (S.3.40) • Summarize a story orally (S.3.41) • State a position and support/justify it (S.3.42) • Participate in classroom discussions and activities, when frequent clarification is given (S.3.43) • Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics (S.3.47) • Ask questions to clarify meaning in an academic context (S.3.48) • Elaborate on and extend other people's ideas using extended discourse (S.3.60) • Summarize information that is heard during a class or lesson (S.3.62) • Support a conclusion or finding by stating facts or logical reasons (S.3.64) • Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topic (S.3.65) <p>Listening</p> <ul style="list-style-type: none"> • Demonstrate comprehension of the main points of classroom discussion (S.3.32) • Identify facts that answer the listener's questions in a literary text that is heard (S.3.34) • Demonstrate comprehension of classroom discussion and interactions when clarification is given (S.3.37) • Demonstrate comprehension of inferential or abstract questions that are based on academic content (S.3.52) • Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures (S.3.59)

Unit Work Products

Student Outcomes for Sheltered: Narrative Account

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Listen to partner and retell • Listen to Narrative Account and make comparisons to other Narrative Account • Discuss characters from Narrative Account 	<ul style="list-style-type: none"> • Retell Narrative Account • Picture walk • Share/retell favorite narrative accounts • Book talk around a shared text • Student/ teacher conference • Daily turn and talk with student prompts 	<ul style="list-style-type: none"> • Read many narrative accounts on their level • Recognize and discuss the features of a narrative accounts • Use genre elements to enhance comprehension • Use Reading Strategies(RATA) <ul style="list-style-type: none"> • Visualizing • Summarizing • Predicting • Asking Questions • Making Connections 	<ul style="list-style-type: none"> • Write Notebook entries • Produce numerous drafts of personal narrative accounts • Support the construction of a joint narrative account • Take one draft through the writing process and produce a final draft that can be assessed using the rubric.

Teacher Assessments for Sheltered Narrative Account

- 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 centered," it is only a bridge or temporary scaffold for the students. After these frontloading lessons, 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.

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

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 and short stories.
- Building a shared vocabulary to talk about narrative accounts
- Providing discussion and reflection time for students
- Incorporating notebook entries during the independent work time that records student learning

Materials and Products for Week 1:

- 2-3 books for read aloud, include at least 1 picture book and 1 short story
- Classroom libraries that include various reading levels
- Student notebook:
 - Feature list
 - Character study #1: Internal and External Traits
 - Character study #2: Internal and External Traits
 - Setting: draw and describe
- Language Stems:
 - "A narrative account has _____"
 - "My character's traits are _____"
 - "The setting of the story is _____"
- Classroom charts to be made with students
 - Features of a Narrative Account
 - Character traits: External vs. Internal
 - Setting draw and describe

WEEK 1: BUILDING 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 noticings of Narrative Accounts</u> (just what we SEE)</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 noticings of new genre</u></p> <p><i>Share with a partner what they saw in the books they browsed</i></p>	<p>Teacher reads aloud part of text, looks <u>for noticings of features</u> of genre within the written text.</p> <p>Begins chart: Features of a Narrative Account Genre Vocabulary: Narrative Account</p> <p><i>Students use language stem: "A narrative account has _____" to discuss lesson</i></p>	<p>Students read text on their level and <u>add noticings to the entry entitled: What goes in a Narrative Account.</u></p> <p>Encourage students to draw what these features look like</p> <p><i>Students partner share before coming to the closing, using language stem.</i></p>	<p><i>Students share out new noticings</i></p> <p>Add to the chart: Features of a Narrative Account</p>
2	<p>Strategy: Readers read text <u>to gather features of Narrative Account</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and look for more <u>features of a narrative</u></p> <p><i>Students share what they read and new features</i></p>	<p>Teacher reads aloud the rest of the story, identifies a character to study and discusses character traits: <u>external traits (actions)</u></p> <p>Genre Vocabulary: Character</p> <p><i>Students use language stem: "This character's external traits are _____" to discuss lesson</i></p>	<p>Students read their leveled text. In middle of reading, stop them and ask them to <u>identify the character they will work on this week.</u> Let them continue to read and identify external traits</p> <p><i>Students turn and share the external traits of their character with a partner</i></p> <p>Students record the traits of their character in the sourcebook</p>	<p><i>Students share out about the character they chose for the week</i></p>

Narrative
6-8 Sheltered ELA

<p>3</p>	<p>Strategy: <u>Identify external character traits</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read their books and look for <u>external character traits</u></p> <p><i>Students share what they read and new traits</i></p>	<p>Teacher goes back and rereads text from Day 2 and <u>looks at internal character traits (emotions)</u></p> <p>Genre Vocabulary: Internal Traits, External Traits</p> <p><i>Students use language stem: This character's internal traits are ___ " to discuss lesson</i></p>	<p>Students continue to read and research the character from their book from IR Day 2. Read on or reread the <u>text looking for internal traits</u></p> <p><i>Share with a partner using the language stem about their character</i></p> <p>Students record the traits of their character in sourcebook</p>	<p><i>Students participate in group share about their characters using the language stem</i></p>
<p>4</p>	<p>Strategy: <u>Identify internal character traits</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their IR books and look for <u>internal character traits</u></p> <p><i>Students share what they read and new traits</i></p>	<p>Teacher introduces a new read-aloud, and <u>reviews internal and external character traits</u> with a new book and new character</p> <p>Genre Vocabulary: None today</p> <p><i>Students use language stems from Days 2 and 3</i></p>	<p>Students choose new leveled book, read and choose a new character to research. Students look for <u>internal and external character traits</u></p> <p><i>Share with a partner using the language stems about their characters</i></p> <p>Students record the traits of their character in sourcebook</p>	<p><i>Students participate in group share about their character using the language stem</i></p>
<p>5</p>	<p>Strategy: <u>Identify internal and external character traits</u></p> <p><i>Students share with a partner the strategy modeled by the teacher</i></p>	<p>Students read their IR books and look for both <u>internal and external traits</u></p> <p><i>Students share what they read and new traits</i></p>	<p>Teacher uses both of the books read aloud this week and works with students to identify, draw and <u>describe the setting of the story</u></p> <p>Genre Vocabulary: Setting</p> <p><i>Students us language stem: The setting of this story is _____ "</i></p>	<p>Students read their leveled texts and <u>identify the setting in their texts</u></p> <p><i>Share with a partner using the language stem about the setting</i></p> <p>Students draw and describe the setting of their story in their sourcebook</p>	<p><i>Students participate in group share about their setting using the language stem</i></p>

WORKSHOP MAP

Week 2: Building the Field Students build enough background knowledge of the topic to be able to write about it. Students are a long way from writing a text themselves. Activities will be speaking, listening, note-taking and reading.

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

- Reading aloud 1-2 picture books and short stories
- Providing discussion and reflection time for students
- Incorporating notebook entries into the work time
- Beginning to build a list of possible writing topics
- Begin to look at narrative accounts as models for future writing drafts

Materials and Products for Week 2:

- 1-2 books for read aloud
- *My Name*, Sandra Cisneros, on overhead
- *The Jacket*, Gary Soto
- America's Choice Writer's Workshop Lessons for middles school
 - Lesson #2 and Lesson #3
- Student notebook:
 - Entries about the plot of individual leveled texts: Introduction, Identification of the Problem, Resolution of the Problem
- Language Stems:
 - *"One part of the plot of this story is, _____"*
- Classroom charts to be made with students
 - Rollercoaster chart of the plot of read aloud text that students know well

WEEK 2: BUILD THE FIELD, DAYS 1-5

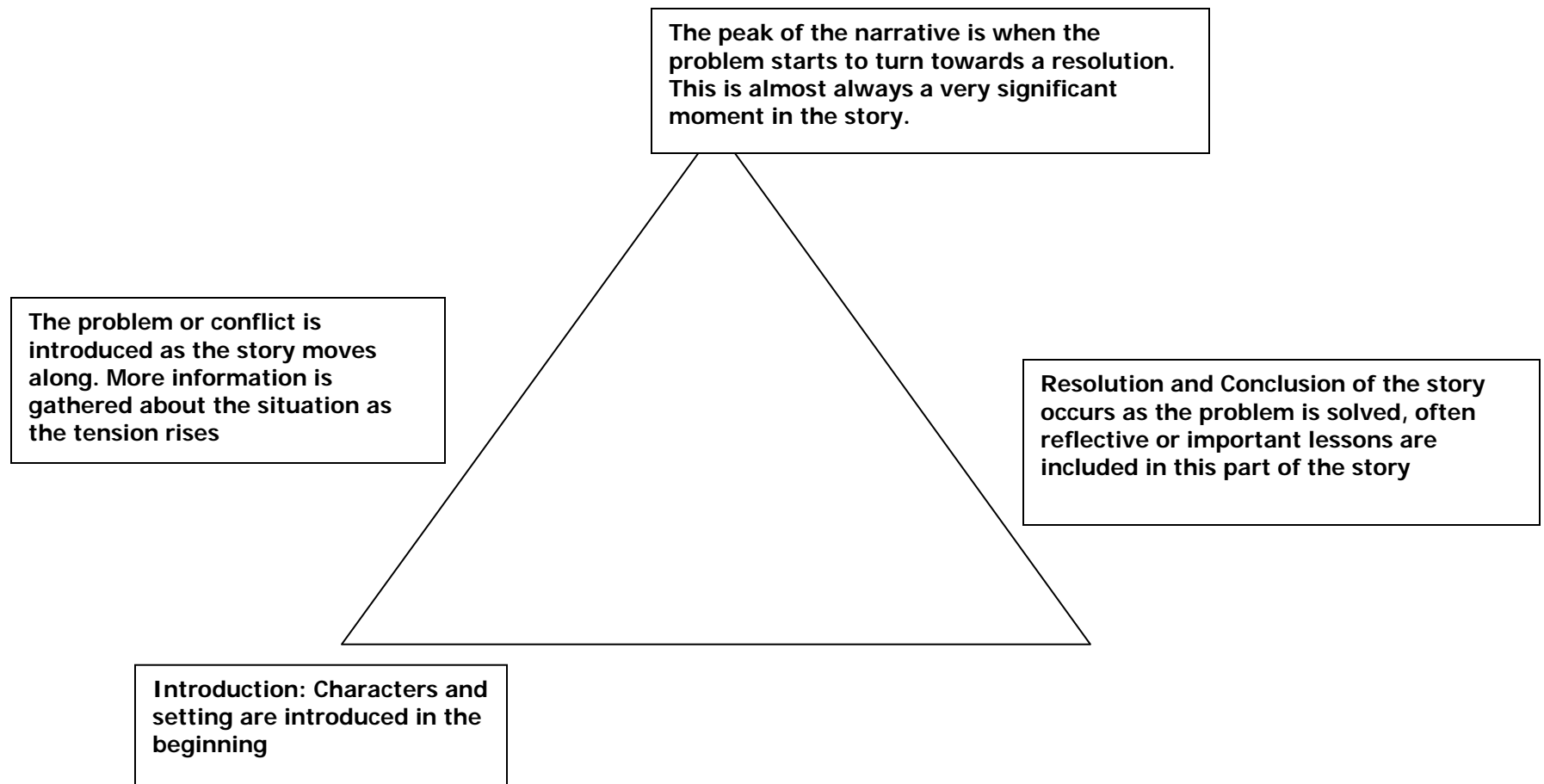
	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Readers identify <u>basic text features</u> every time they read a narrative account: <u>character traits, setting</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and <u>identify basic features</u> of narrative account</p> <p><i>Share with a partner basic features of narrative account</i></p>	<p>Teacher uses one read aloud from last week (students already know the text) to begin to look at plot using the rollercoaster model. Identify the <u>introduction</u> and <u>identification of the problem</u>.</p> <p>Begin chart: The Plot Rollercoaster Genre Vocabulary: Plot, Problem</p> <p><i>Students use language stem: "One part of the plot of this story is, _____"</i></p>	<p>Students read text on their level and <u>identify the introduction</u> and try to identify the problem</p> <p><i>Students partner share before writing about the plot of their story using the language stem</i></p> <p>Students work in their sourcebook to fill out the "rollercoaster" model of their own story. Work just on the introduction and identifying the problem</p>	<p><i>Students share the parts of the plot that they identified in their own leveled text</i></p>
2	<p>Strategy: Readers identify the <u>introduction</u> and <u>problem</u> when they read</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books to <u>identify the problem</u>. May choose another book than yesterday</p> <p><i>Students share what they read</i></p>	<p>Teacher picture walks the rest of the story that students know from Day 1 and <u>identifies the resolution and end of the story</u></p> <p>Genre Vocabulary: Resolution</p> <p><i>Students use language prompt from Day 1: "One part of the plot of this story is _____"</i></p>	<p>Students read their leveled text from yesterday and read on to <u>identify the resolution</u> of their own text</p> <p><i>Students turn and share the resolution with a partner</i></p> <p>Students record the resolution on their "rollercoaster" model</p>	<p><i>Students share about the part of the plot they identified</i></p>

Narrative
6-8 Sheltered ELA

<p>3</p>	<p>Strategy: Readers <u>identify the main plot points in a narrative account</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read their IR books and <u>identify main plot points</u> in the book</p> <p><i>Students share the main plot points they identified</i></p>	<p>Teacher chooses new short text that students are introduced to today. Teacher and students work together <u>to identify the main plot points on a 2nd rollercoaster map</u> of the week.</p> <p>Rollercoaster Plot chart #2</p> <p><i>Students use language stem: "One part of the plot of this story is _____"</i></p>	<p>Students choose a new leveled text that they have read or been reading and work to <u>identify the main plot points</u></p> <p><i>Share with a partner using the language stem about the plot</i></p> <p>Students record the plot of the second text using the rollercoaster map in their notebook</p>	<p><i>Students participate in partner share during the closing. They share their map with a partner they don't normally talk to</i></p>
<p>4</p>	<p>Strategy: Readers make text-self connections when they read</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their IR books and practice making a text-self connection to their book</p> <p><i>Students share the connections they made with a partner</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #2: <i>How do Writers Discover Ideas to Write About?</i></p> <ul style="list-style-type: none"> As written, except for beginning work on the writers notebook. Remember that you completed Lesson #1 during the first 10 days of instruction. If you feel you need to review the writer's notebook, review Lesson #1. You should have already set up these routines in the first 3 weeks of the year. 		
<p>5</p>	<p>Strategy: Readers make text-self connections when they read, review</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their IR books and practice making a text-self connection to their book</p> <p><i>Students share the connections they made with a partner</i></p>	<p>Writers Workshop Lessons: Secondary, Narrative Lesson #3: <i>Writing From Our Reading</i></p>		

ROLLERCOASTER MAP FOR PLOTS IN NARRATIVE ACCOUNT

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



WORKSHOP MAP

Week 3: Modeling the Text Type Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.

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

- Using a shared text to model reading skills
- Providing discussion and reflection time for students
- Incorporating notebook entries into the work time
- Beginning to draft a narrative account

Materials and Products for Week 3:

- 1-2 books for read aloud
- America's Choice Writers Workshop Lessons, Narrative
 - Lesson # 4, #5

Student notebook:

- Numerous entries from America's Choice Writers Workshop Lessons, Narrative
- Visualization drawing
- Written Connections
- Language Stem:
 - *"The connection that I see to this part of the text is_____"*
- Classroom charts to be made with students
 - As laid out in America's Choice Writers Workshop Lessons, Narrative

WEEK 3: MODELING THE TEXT TYPE, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Review of <u>plot points</u>. Good seg-way into Lesson #4</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and <u>identify main plot points</u></p> <p><i>Share with a partner plot points from IR Books</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #4: <i>What Makes a Good Story</i></p> <ul style="list-style-type: none"> This lesson is an excellent way of teaching summary and looking at the features of narrative accounts, but it is long. Read all the parts of the lesson before planning. You know your students and you may have to split the lesson. Split the lesson, work on Part I: Summaries on Day 1 		
2	<p>Strategy: Readers can <u>summarize narrative accounts</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and create a <u>verbal summary of the story</u></p> <p><i>Students share their summaries from their independent reading books</i></p>	<p>Teacher shows how during this genre study, they will pause in their learning to review prior lessons. Today, the teacher will take a book and show how to review what they have learned as readers in Narrative Account. Using the book as a springboard, review:</p> <ul style="list-style-type: none"> *Character, Traits, Setting *Plot *Text-Self Connections *Summary 	<p>Students review the books they have read and their entries and get ready to do a partner share on the things they have learned so far</p> <p>You might want to pull early intermediate ELLs during this work time and give them a chance for an oral rehearsal in English before they have to share</p>	<p>The closing will be longer today since you want to give students a chance to share their learning.</p> <p><i>Students share with a partner about their book and the main points of learning so far. You might ask them to share with two people to give them more talk time</i></p>
3	<p>Strategy: Readers <u>visualize while they read</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read their IR books and <u>practice visualization</u></p> <p><i>Students share the image they saw while reading</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #4: <i>What Makes a Good Story</i></p> <ul style="list-style-type: none"> Continue to work on Lesson #4, complete Part II: Features of a Good Story on Day 2 		

Narrative
6-8 Sheltered ELA

<p>4</p>	<p>Strategy: Readers can <u>draw the scenes they visualize</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their books, choose a scene and <u>draw what they saw in their visualization</u></p> <p><i>Students share and discuss their drawings with a partner</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #5: <i>Generating Topics for a Good Story I</i></p> <ul style="list-style-type: none"> ▪ Take care during your planning because the closing will take some time to complete. Make sure you prepare the chart listed on page 53 before you get to the closing. 		
<p>5</p>	<p>Strategy: Readers <u>reread for fluency and comprehension</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their books and practice <u>rereading for fluency and comprehension.</u></p> <p><i>Students read aloud a sentence or passage to a partner that they practiced for fluency</i></p>	<p>Teacher discusses a strategy students have seen: <u>Activating Schema or Making Connections</u>. This includes text-self, text-text, and text-world. The teacher models how each of these work with a passage from a known text.</p> <p>Genre Vocabulary: Activate Schema, Making Connections</p> <p><i>Students use the language stem: "The connection that I see to this part of the text is _____"</i></p>	<p>Students read their texts and mark where they have <u>connections and what type of connection it is.</u></p> <p><i>Share with a partner one of the connections they made</i></p> <p>Write in their notebook about the connections they made using the language prompt or other supports</p>	<p><i>Share in a group the connections they have made to the texts they read</i></p>

WORKSHOP MAP

Week 4: Joint Construction

Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.

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
- Providing discussion and reflection time for students
- Incorporating notebook entries into the work time
- Continuing to draft a narrative account

Materials and Products for Week 4:

- 1-2 books for read aloud
- America's Choice Writers Workshop Lessons, Narrative
 - Lesson #9, #12, #13/14

Student notebook:

- Numerous entries from America's Choice Writers Workshop Lessons, Narrative
- Questions and Inferences
- Language Stems:
 - *"My question to the author is, _____?"*
 - *"I think _____ because _____"*
- Classroom charts to be made with students
 - As laid out in America's Choice Writers Workshop Lessons, Narrative
 - Questions/ Inference

WEEK 4: JOINT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: <u>Review a strategy previously taught</u> that students struggled with</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and <u>practice the strategy</u></p> <p><i>Share with a partner the strategy taught</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #9: <i>Showing, Not Telling</i></p>		
2	<p>Strategy: Readers <u>monitor for meaning, stop and clarify</u> when something doesn't make sense</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and practice <u>monitoring for meaning</u></p> <p><i>Students share when and where they stopped to clarify something</i></p>	<p>Teacher uses a known text and models how <u>readers stop to ask questions as they read</u>. They recognize that the writer hasn't given them all the information and they must <u>ask questions</u> to monitor for meaning</p> <p>Begin Chart: Question/Inference</p> <p><i>Students use the language stem: "My question to the author is, _____?"</i></p>	<p>Students read their IR books and using post-its, stop and <u>record their questions as they read</u>. Circulate and support students as they form questions.</p> <p><i>Students share with a partner some of the questions that they found.</i></p> <p>No notebook entry today</p>	<p><i>Students share out in a group some of the questions they asked</i></p> <p><i>Good chance to quickly review the set-up of questions in English grammar. If not now, do it in the skills block later</i></p>

Narrative
6-8 Sheltered ELA

<p>3</p>	<p>Strategy: Readers <u>ask questions</u> while they read</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students read their IR books and note places where <u>they must ask questions</u></p> <p><i>Students share the questions they asked</i></p>	<p>Using the questions generated yesterday, the teacher shows how <u>"inferencing" is a way of answering these questions</u> using what they know about the book and the world. This is essential to understand what they read</p> <p>Finish Chart: Question/ Inference</p> <p><i>Students use language stem: "I think _____because_____"</i></p>	<p>Students go back to their books, <u>reread the questions and make inferences</u> to answer the questions. Using the questions/inferences, they create a chart in their notebooks about the books they are reading and the question/inference process</p> <p><i>Share with a partner about one question and inference</i></p>	<p><i>Share with group about what they learned</i></p>
<p>4</p>	<p>Strategy: Readers <u>ask questions and make inferences</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their books, <u>ask a question and inference</u></p> <p><i>Students share and discuss questions and inferences</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #12: Discovering the Structure of a Story</p>		
<p>5</p>	<p>Strategy: Readers <u>ask questions and make inferences</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their books and <u>ask questions and make inferences</u></p> <p><i>Students read aloud a sentence or passage to a partner that they practiced for fluency</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #13-14: Rereading and Drafting</p> <ul style="list-style-type: none"> • <u>Collapse</u> both lessons into one. Do not spend a whole day re-reading the notebook, but ask students to review entries and select the seed piece based on "Features of a good story." Students can draft seed pieces in class. 		

WORKSHOP MAP

Week 5: Independent Construction Students will write their own text

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
- Providing discussion and reflection time for students
- Incorporating notebook entries into the work time
- Continuing to draft a narrative account
- Building a rubric together for narrative account writing

During this week, the literacy workshop will include a time for both reading and writing. The beginning RATA/IR time will either be for independent writing or reading work. Please see map for the balance.

Materials and Products for Week 5:

- 1-2 books for read aloud
- America's Choice Writers Workshop, Narrative
 - Lesson #15, #16

Student notebook:

- Numerous entries from America's Choice Writers Workshop, Narrative lessons
- Assertion and Evidence entries
- Language Stems:
 - *"I think this character is _____"*
 - *"This character is _____ because _____"*
- Classroom charts to be made with students
 - As laid out in America's Choice Writers Workshop, Narrative Lessons

WEEK 5: INDEPENDENT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Readers use a variety of strategies to <u>figure out unknown words</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice <u>identifying and figuring out unknown words</u></p> <p><i>Share with a partner a word they figured out and how</i></p>	<p>Writers Workshop Lessons: Narrative Lesson #15: <i>Developing a Storyboard for a Narrative</i></p>		
2	<p>Strategy: Readers use a variety of strategies to <u>figure out unknown words</u></p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice <u>identifying and figuring out unknown words</u></p> <p><i>Share with a partner a word they figured out and how</i></p>	<p>Writers Workshop Lessons: Narrative, Lesson #16: Developing a Rubric for Narrative I</p> <ul style="list-style-type: none"> • Make sure that you read and plan this lesson well. Rubrics are excellent tools for all students, but they must be constructed together. 		
3	<p>Writing Time: Continue work from yesterday. Allow students to continue working on their drafts and writing during this first part of the Literacy Workshop</p>		<p>Using a book and character students know well, model how readers <u>make an assertion about a character</u>. This is a way of combining all our learning about the character.</p> <p>Genre Vocabulary: Assertion <i>Students use language stem: "I think this character is _____"</i></p>	<p>Students go back to their books, and choose <u>a character to write an assertion about</u>.</p> <p><i>Share with a partner the assertion</i></p> <p>Record the assertion in student notebook</p>	<p><i>Share the assertions about the character</i></p>

<p>4</p>	<p>Writing Time: Students can review their writing, continue working on a draft, or ask for a conference. They should use the rubric to revise and improve their writing</p>	<p>Using the assertion developed during yesterday's lesson, the teacher should show students that <u>every assertion must have evidence to support it</u>. Discuss the evidence supporting the assertion and what makes strong evidence</p> <p><i>Students use language stem: "This character is _____ because _____"</i></p>	<p>Students review the assertion that they made about the character and look for <u>strong evidence to support this assertion</u>.</p> <p>Record evidence in students notebook</p> <p><i>Share assertion and evidence</i></p>	<p><i>Share out evidence and assertion. Close lesson.</i></p>
<p>5</p>	<p>Writing Time: Students can review their writing, continue working on a draft, or ask for a conference. They should use the rubric to revise and improve their writing.</p>	<p>Using another character, put the learning of the last two days together. Explain that readers always <u>make assertions and find evidence as a process of making meaning</u>. Model how to do this with another character form a text students know</p> <p><i>Students use the two language stems from Days 3 & 4</i></p>	<p>Students read independently and at the end of the reading, choose another character and <u>make an assertion and support it with evidence</u>.</p> <p><i>Share assertion and evidence</i></p> <p>Record assertion and evidence in their notebooks</p>	<p><i>Share out evidence and assertion of new character. Close lesson.</i></p>

WORKSHOP MAP

Week 6: Independent Construction Students will write their own text

The goal of this sixth week of instruction is two-fold: review reading and go deeper with writing. Therefore, most of this week will include:

- **Reading:** You have taught all the standards for reading by this point. For the next two weeks during the RATA/IR time, you will need to decide what your students have struggled with and review it. Look over the standards at the beginning of this map and the teaching points for the reading mini-lessons for weeks 1-5. Using your running records, informal assessments and knowledge of what your students have struggled with, choose a strategy to review and discuss during this opening part of the literacy workshop.
- **Writing:** During this week, you will be working on parts of the revision process and also spend 3 days delving into the grammatical structure of narrative. This is wonderful work for ELLs, so plan accordingly!

Materials and Products for Week 6:

- America's Choice Writers Workshop, Narrative Lessons
 - Lesson #18, #19, #20, #21, #22

Student notebook:

- Numerous entries from America's Choice Writers Workshop, Narrative Lessons
- Classroom charts to be made with students
 - As laid out in America's Choice Writers Workshop, Narrative Lessons

WEEK 6: INDEPENDENT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	Strategy: Review a strategy previously taught that students struggled with	Students read their texts and practice the strategy	Writers Workshop Lessons: Narrative Lesson #18: <i>Writing a Great Lead</i>		
2	<i>Students share with a partner the strategy the teacher modeled</i>	<i>Students share with a partner the strategy taught</i>	<ul style="list-style-type: none"> This lesson is long, so read carefully. You might want to look at only two different leads from known texts before modeling your own way of writing a lead. Take advantage of the work period and make sure that you pull groups of students that are struggling to support them or go deeper into this concept. 		
3	Teachers: Use your conference notes, running records, assessments and other student data to decide what to teacher. This is an essential time for readers as they consolidate and solidify the reading skills they have learned in the last 5 weeks.	Teachers: You might want to incorporate brief writings of entries into the Readers Notebook. Remember though, the purpose of this time is to read and then orally discuss what they have learned.	Writers Workshop Lessons: Narrative Lesson #19: <i>Magnifying the Moment</i>		
4			Writers Workshop Lessons: Narrative Lesson #20: <i>Sentence Explorations for Narrative Writing</i>		
5			Writers Workshop Lessons: Narrative Lesson #21: <i>Sentence Modeling: Using Verb Clusters</i>		
			Writers Workshop Lessons: Narrative Lesson #22: <i>Using Verb Clusters for a Narrative</i>		

WORKSHOP MAP

Week 7: Independent Construction

The goal of this seventh week of instruction is two-fold, review reading and go deeper with writing. Therefore, most of this week will include:

- **Reading:** You have taught all the standards for reading by this point. For the next two weeks during the RATA/IR time, you will need to decide what your students have struggled with and review it. Look over the standards at the beginning of this map and the teaching points for the reading mini-lessons for weeks 1-5. Using your running records, informal assessments and knowledge of what your students struggled with, choose a strategy to review and discuss during this opening part of the literacy workshop.
- **Writing:** During this week, you will be working on parts of the revision process and also spend 3 days delving into the grammatical structure of narrative. This is wonderful work for ELLs, so plan accordingly!

Materials and Products for Week 7:

- America's Choice Writers Workshop, Narrative Lessons
 - Lesson #23, #24, #25, #27, #28

Student notebook:

- Numerous entries from America's Choice Writers Workshop, Narrative Lessons
- Classroom charts to be made with students
 - As laid out in America's Choice Writers Workshop, Narrative Lessons

WEEK 7: INDEPENDENT CONSTRUCTION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	Strategy: Review a strategy previously taught that students struggled with	Students read their texts and practice the strategy	Writers Workshop Lessons: Narrative Lesson #23: <i>Using Dialogue for a Narrative</i>		
2	<i>Students share with a partner the strategy the teacher modeled</i>	<i>Share with a partner the strategy taught</i>	Writers Workshop Lessons: Narrative Lesson #24: <i>Writing a Great Ending</i>		
3	Teachers: Use your conference notes, running records, assessments and other student data to decide what to teacher. This is an essential time for readers as they consolidate and solidify the reading skills they have learned in the last 5 weeks	Teachers: You might want to incorporate brief writings of entries into the Readers Notebook. Remember though, the purpose of this time is to read and then orally discuss what they have learned.	Writers Workshop Lessons: Narrative Lesson #25: <i>What Revision Means</i>		
4			Writers Workshop Lessons: Narrative Lesson #27: <i>Response Groups</i>		
5			Writers Workshop Lessons: Narrative Lesson #28: <i>What Editing Means</i>		

WORKSHOP MAP

Week 8: Publishing and Celebration

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

- **Reading:** Student groups will choose a story to put together for Readers Theater. They will practice the parts and then present it to the class.
- **Writing:** During this week, students will finish their final piece, enjoy the publishing party, and complete the MEPA prompt writing.

Materials and Products for Week 8:

- America's Choice Writers Workshop, Narrative Lessons
 - Lesson #29, #30

WEEK 8: PUBLISHING AND CELEBRATION, DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	Reflection and Readers Theater: <ul style="list-style-type: none"> • Students groups choose a narrative account they have read and enjoyed during the last 7 weeks. Share with them the rules and expectations for Readers Theater. Let them practice for their presentations. • Use a few days of this time of the Literacy Workshop for the presentations of Readers Theater • During the last two days, work with students to discuss and reflect on the work they did as readers in the Narrative Account genre study. 		Writers Workshop Lessons: Narrative Lesson #29: <i>Completing the Final Draft</i>		
2			Writers Workshop Lessons: Narrative Lesson #30: <i>Sharing Student-Published Work</i>		
3			Reflection and MEPA Prompt Writing: <ul style="list-style-type: none"> • Complete the MEPA prompt writing as directed by the district and literacy coaches • Reflect and share the final writings of the students. Invite parents and family to enjoy the students' work 		
4					
5					

APPENDIX:

Skills Lessons Ideas

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

Resources for Planning Skills Lessons:

Reading Skill Lessons:

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

Writing Skill Lessons:

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

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

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.

Narrative Retelling Rubric

To use when retelling narrative text

4	<ul style="list-style-type: none">• Accurately retells the beginning, middle, and end of the story in own words.• Gives essential details of all other story elements (characters, setting, problem, resolution)• Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions.
3	<ul style="list-style-type: none">• Retells plot information in own words to convey the beginning, middle, and end of story.• Includes story element other than plot (characters, setting, problem, resolution) and some essential details.• Attempts to draw inference/conclusions into a key theme and supports them with textual evidence and prior knowledge.
2	<ul style="list-style-type: none">• Retells the plot information minimally to convey the beginning, middle and end of the story, but doesn't demonstrate how the pieces fit together.• May include story elements other than plot(characters, setting, problem resolution)• May give some details, but essential information is missing.
1	<ul style="list-style-type: none">• Relates a limited amount of information, conveying little or no understanding of the story. May copy extensively from the text.• May include some inaccuracies, omissions or confusions.• May include information that is off topic.