



Narrative Account
4-5 ELD

Holyoke Public Schools

English Language Development Curriculum Map ELD Grades 4 & 5

Narrative Account- Personal Narrative
2008-2009

Holyoke Public Schools

Dr. Eduardo B. Carballo
Superintendent of Schools

Kimberly Wells
Executive Director of Curriculum and Assessment

David Valade
Director of English Language Learners Program

Roberta Frederick
ELL Academic Coordinator

ELA Coaches: Mary Wright Lisa Curtin

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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	1st 30 Days Readers and Writers Workshop Establish the rituals and Routines of an ELD readers and writers workshop using grade 3 America's Choice Readers and Writers Workshop
October- November	Narrative Account – Personal Narrative Using the established curriculum map and suggested materials, complete a language-level appropriate genre study on narrative accounts
December-February	Report Using the established curriculum map and suggested materials complete a language-level appropriate genre study on report.
February	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	Biography - Using the established curriculum map and suggested materials, complete a language-level mini unit study on biography.
April	Poetry - Using the established curriculum map and suggested materials, complete a language-level mini unit study on poetry.
May-June	Response to Literature & Author Study Vera B. Williams Using the established curriculum map and suggested materials complete a language-level appropriate genre study on Response to Literature and Author Study

MEPA R/W Assessment Schedule: MEPA R/W Field Test: October 6-10 October 20-29, 2008 &/or March 9-17, 2009

MCAS:	ELA	Writing: March 31, Gr.4	Math	Science & Tech	History
		Reading: April 1-10, Gr. 4, 5	May 11-28 Gr. 4,5	May 13-28 Gr. 5	May 13-28 Gr. 5
First-Year Students	Optional		Required	Required	Optional
All Other Students	Required		Required	Required	Required

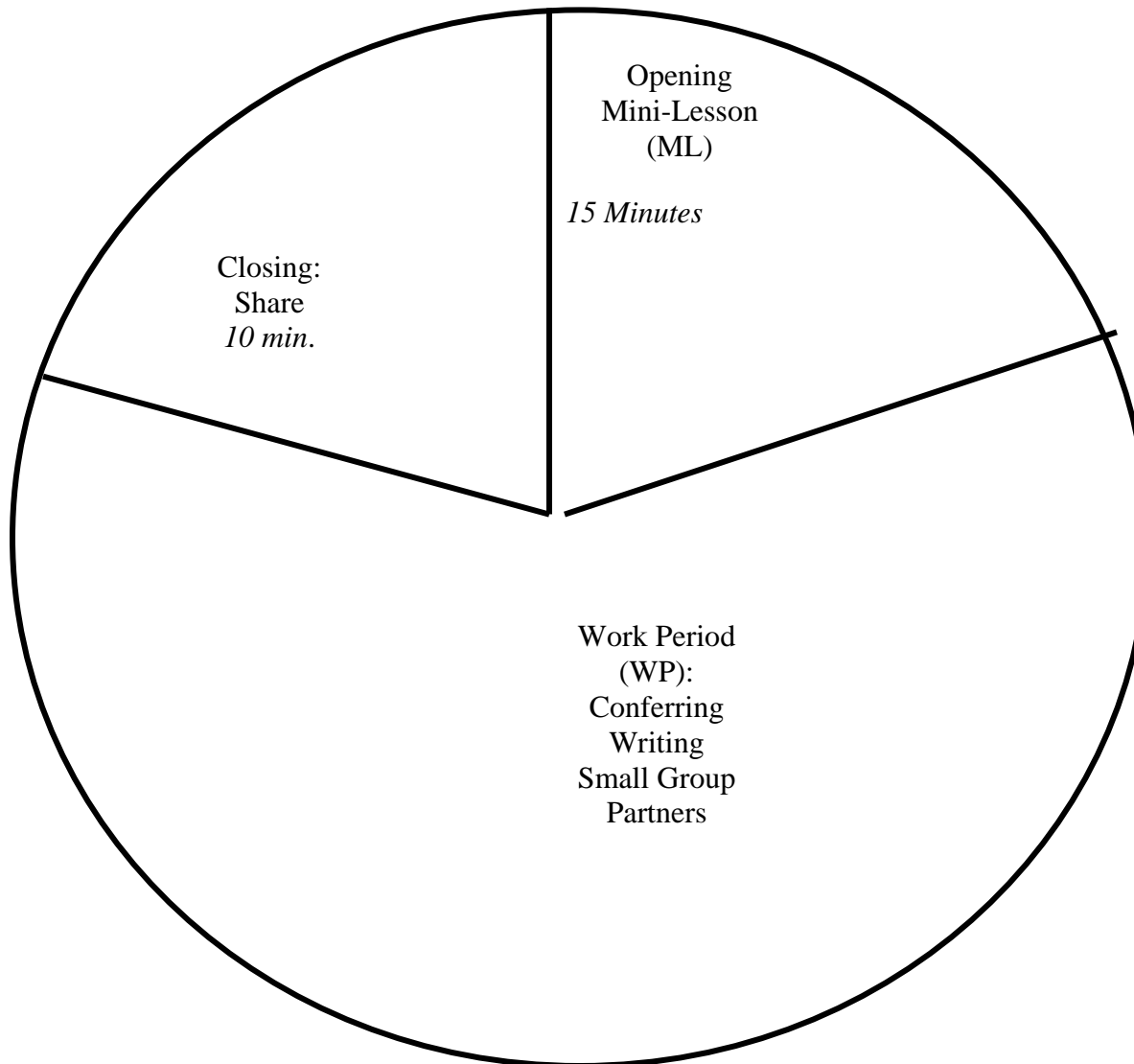
Report Card Schedule: November 20-21, February 5, April 16-17, and June 18 (Closing date: November 5, January 27, and April 7)

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 Readers and Writers Workshop: ELD

Sheltered Map Components: Elementary School



The workshop model for the ELD 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:

READERS WORKSHOP

Mini-Lesson: 15 minutes

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

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

WORK PERIOD: 30 minutes

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

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

Closing: 10 minutes

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

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

WRITERS WORKSHOP

MINI-LESSON: 15 Minutes

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

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

Work Time (WT): 30 Minutes

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

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

Closing: 10 Minutes

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

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

Skills Block: 30 minutes daily

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

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

Reading Skill Lessons:

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

Writing Skill Lessons:

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

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

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

**ELD Course – Genre and Language Features
Narrative Account- Personal Narrative**

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 unit will allow the teacher to lead multiple shared experiences in order to contextualize the instruction, while students learn to interact with a new school environment and new academic and linguistic expectations. **The students will develop as writers who can independently generate a personal narrative account in which they establish a context, hooks reader’s attention, have clear sequence of events and uses 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> <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; ○ 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; ○ Provides a sense of closure to the writing 	<p>Narrative Account</p> <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 noun • Dialogue • 1st or 3rd person • Usually in chronological order (flashbacks sometimes used) • Sensory details <p>Teach these language features during your daily skills lesson when you focus 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
- The Relatives Came
- Sitti's Secrets
- Grandma's Records
- My Rotten Red Headed Older Brother
- A Chair For My Mother

Guided Reading

Rigby Instep Guided Reading Levels C-L

Classroom Library (Independent Reading)

- Scholastic Grade 3 Momentum

ELD Narrative Curriculum Map & Binder

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

Bridging into English: Literacy Lessons for ELL
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

Students Outcomes for ELD: Personal Narrative

ELL students will be able to:

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

Teacher Assessments for ELD: Personal Narrative

- ELL Assessment Kit
- 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 Modeling the Text Type	Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.
# 3 Joint construction	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
#4 Independent Writing	Students will write their own text.

WORKSHOP MAP Personal Narrative

OVERVIEW

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

WORKSHOP MAP

Section 1

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

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

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

Materials and Products for Section 1:

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

Section 1

Section 1

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<p>1 With the students, begin a chart titled "Features of Narrative Account". Students will use their eyes to gather visual noticings of Narrative. Using a picture book, picture walk the story and ask students what they notice.</p> <p>Genre Vocabulary: Narrative Account, characters, plot, setting, problem/solution</p> <p><i>Students use the language stem: "A narrative has ____" to discuss visual noticings.</i></p>	<p>With students, add noticings to chart such as characters, plot, setting, problem/solution.</p>	<p><i>Students share their new noticings using language stems. Teacher records noticings on chart.</i></p>	<p>Frontloading the Genre: Lesson 1</p>		
<p>2 Read the story to students and model making text-to-self connections. Encourage students to interact with the text and use the reading habit while listening.</p> <p>As they are introduced, make a chart of the reading habits with icons to support understanding.</p> <p><i>Students use the language stem: "I made a text-to-self connection..."</i></p>	<p><i>Small group guided instruction</i> <i>Listening centers</i></p>	<p><i>Students participate in a group share about making text-to-self connections using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	<p>Frontloading the Genre: Lesson 2</p>		

Section 1

	READERS WORKSHOP			WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	<p>Reread the same story and model visualizing. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Student use the language stem: "I can visualize..." or "I can see..."</i></p>	<p>Teacher models drawing pictures of what she/he visualizes from the story. Students draw pictures of what they see.</p> <p><i>Small group guided instruction</i> <i>Listening centers</i></p>	<p><i>Students participate in a group share about visualizing using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	Frontloading the Genre: Lesson 3		
4	<p>Reread the same story and model questioning. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Students use language stem: "What..." "Where" "When" "Why" "I wonder..."</i></p>	<p><i>Small group guided instruction</i> <i>Listening centers</i></p>	<p><i>Students participate in a group share about questioning using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	Frontloading the Genre: Lesson 4		
5	<p>Reread the same story and model inferring. Encourage students to interact with the text and use the reading habit while listening.</p> <p><i>Students use language stem: "I can infer that..."</i></p>	<p><i>Small group guided instruction</i> <i>Listening centers</i></p>	<p><i>Students participate in a group share about inferring using the language stem to support their reflections. Teacher records reflections on chart.</i></p>	Frontloading the Genre: Lesson 5		

Section 2

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

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

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

Materials and Products for Week 2:

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

Section 2

READING WORKSHOP			WRITING WORKSHOP			
MINI LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING	
<p>1 <u>IDENTIFYING THE GOAL OF READING</u> Introduce and Frontload the touchstone text, Family Pictures.</p> <p>Prepare “Reading Goals” Chart. Ask “what is the goal of reading?” and chart responses. Explain that goal of reading is to make meaning. If we read and just “say” the words or don’t ever think about what is happening in a story or make connections to a story, then the story won’t mean very much.</p> <p>Allow students to turn and talk about what the goal of reading means to them, i.e. figuring out multiple meaning words, context clues, illustrations, etc.</p> <p>Allow time to read independently and practice reading for meaning.</p> <p>Class shares one way they made meaning from a book today.</p>			<p>Personal Narrative, The Call of Stories: Lesson 1 Day 1</p> <p>Establishing an Initial Event: Moments that Lead to Stories.</p> <ul style="list-style-type: none"> Students discuss specific details of their moment. 			
<p>2 <u>THINKING BEFORE WE READ</u></p> <p>The goal of reading is to get meaning. Students will activate their prior knowledge and monitor thinking before even opening a book. Using the text from yesterday, model this think aloud: “Watch me as I read this book. Look for ways you see me thinking as a reader.”</p> <p>Before opening the text think aloud about how to activate your background knowledge about what you know about the cover, illustrations, and title. Talk about things you expect to read in this book.</p> <p><i>Students use the language stem: I noticed the teacher ___ before reading.</i></p>			<p>Guided: Students/Teacher read a leveled text and practice the modeled kind of thinking about titles and illustrations before opening their books.</p> <p><i>Students partner share about their pre reading strategies.</i></p> <p>Confer with individual students and keep conference notes.</p> <p>Meet in small groups with students for oral language development, guided reading, or other instruction targeting students’ needs.</p>	<p><i>Students share what they learned before opening their books today.</i></p>	<p>Personal Narrative: The Call of Stories: Lesson 1 Day 2</p> <p>Establishing an Initial Event: Moments that Lead to Stories.</p> <ul style="list-style-type: none"> Students pair share/group share moments in their lives. 	

READING WORKSHOP				WRITING WORKSHOP		
	MINI LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	<p><u>MAKING TEXT TO SELF CONNECTIONS</u></p> <p>Good readers construct meaning by connecting their prior knowledge to information in the text. Using <i>Family Pictures</i>, model how you make connections to your own life in one of the stories.</p>	<p>Guided: Students/Teacher read their leveled text and practice using knowledge from their own experiences to make sense and talk about text.</p> <p><i>Students partner share their T-S connections.</i></p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction.</p>	<p><i>Students share the connections they made with the class</i></p>	<p>Personal Narrative, The Call of Stories: Lesson 2 Establishing an Initial Event: Gather information about a topic.</p> <p>Students generate questions about the draft from week 1. How? Why? Who? What? When? Where?</p>		
4	<p><u>MAKING MORE TEXT TO SELF CONNECTIONS</u></p> <p>Choose another touchstone text and model T-S connections. Use illustrations to help support understanding.</p> <p>Involve students in acting out “movement words” and story events to reinforce meaning.</p>	<p>Guided: Students/Teacher read their leveled text and continue practicing using knowledge from their own experiences to make sense and talk about text/illustrations.</p> <p><i>Students think-pair- share before writing about their connection on a post-it note.</i></p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction.</p>	<p><i>Students share the connections they made with the class.</i></p>	<p>Personal Narrative, The Call of Stories: Lesson 3 Expanding a seed idea.</p> <p>Answering questions from yesterday</p>		

READING WORKSHOP			WRITING WORKSHOP		
MINI LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<p>5 <u>RETELLING IN RESPONSE TO LITERATURE</u> Students learn to retell a story using transition words to sequence the story in the correct order.</p> <p>Students learned that reading is making meaning. It is important to retell the story with detail in order from the beginning After reading <i>Family Pictures</i>, or another touchstone text such as <i>Hair Pellitos</i>, or <i>Tulip Sees America</i>, model the process of responding to literature by using the “Retelling Our Stories” worksheet.</p>	<p>Guided: Students complete their own graphic organizer. “Retelling Our Stories”.</p> <p><i>Students partner share retelling orally before writing the retelling.</i></p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction.</p>	<p><i>Students share their written retellings.</i></p>	<p>Personal Narrative, The Call of Stories: Lesson 3 Expanding a seed idea, continued.</p> <ul style="list-style-type: none"> • Students will most likely need more time to finish Lesson 3 from yesterday 		

RETELLING OUR STORIES

In the beginning, _____

Next, _____

Then, _____

After that, _____

In the end, _____

WORKSHOP MAP

Section 3

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

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

Materials and Products for Section 3:

- *The Relatives Came*, by Cynthia Rylant
- America's Choice ELA Genre Study: Personal Narrative: The Call of Stories, Grade 2
 - Lessons 4-6, including a supplemental lesson
- Language Stem:
 - *"The connection that I have to this part of the text is _____"*
 - *This connections helps me understand _____ about the story"*
- Classroom charts to be made with students

Section 3

READERS WORKSHOP			WRITERS WORKSHOP					
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING		
1	<p><u>EXPLORING DURING - READING STRATEGIES</u></p> <ul style="list-style-type: none"> • Read part of <i>The Relatives Came</i>, by Cynthia Rylant <p>.Focus on modeling during-reading strategies: Predicting, Fix up tricky words, using context clues, monitoring for meaning. (2 days) Students share their noticings. Chart strategies.</p> <table border="1"> <tr> <td>Strategies for Thinking Readers</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Use background knowledge • Predict • Make T-S Connections • Use fix-up strategies on tricky words </td> </tr> </table> <p>Students practice strategies in independent reading. Sticky Note strategies used. Share with peer.</p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction.</p> <p>Share strategies used with group.</p>		Strategies for Thinking Readers	<ul style="list-style-type: none"> • Use background knowledge • Predict • Make T-S Connections • Use fix-up strategies on tricky words 			Lesson 4, Day 1: Organizing with a Series	
Strategies for Thinking Readers								
<ul style="list-style-type: none"> • Use background knowledge • Predict • Make T-S Connections • Use fix-up strategies on tricky words 								
2	<p>Exploring During – Reading Strategies II</p> <p>Continue modeling during –reading strategies as you finish <i>When I Was Young in the Mountains</i>. Think out loud as you read to emphasize the many strategies and thinking one does as a reader. Add to chart</p> <p><i>Repeat same process as yesterday.</i></p>			<p><i>Students share strategies used from chart.</i></p>		Lesson 4, Day 2: Organizing with a Series		

Section 3

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	<p><u>EXPLAINING YOUR THINKING</u> Using the touchstone text, model how you explain your thinking by stating a connection and identifying text or illustrations to support your connection.</p>	<p>Students choose a leveled text and choose 2 places that they make connections to the character or action.</p> <p><i>Students turn and talk and share connection</i></p> <p>Notebook Entry: Record 2 connections on one side of a T-chart in their notebook</p>	<p><i>Students share their connections from their leveled text.</i></p>	<p>Lesson 5: Using Repetition to Tie Together the Components of a Series</p>		
Text says...	My Connection					

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p><u>EXPLAINING YOUR THINKING II</u> Review the connections students made yesterday and explain to them that readers only make connections to stories so they can understand them better. Model how you do this with 1 or 2 of the connections from yesterday and record your thinking on the other side of the T-chart. Using more of the connections, ask students to practice saying how this helps them understand the story better.</p> <p><i>Students use the language prompt: "This connection helps me understand _____ about the story"</i></p>	<p>Students go back and review their connections and practice saying how they help them understand the story better.</p> <p><i>Students turn and talk and using the language stem</i></p> <p>Notebook entry: Students fill in the other side of the T-chart with their reasons for the connections.</p>	<p><i>Student groups share how their connections helped them understand their leveled texts better</i></p>	Supplemental Lesson: Getting Ready to Write a New Draft		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p><u>TELLING THE MAIN IDEA WHEN RESPONDING TO LITERATURE</u></p> <p>Readers retell stories and think about the main idea of the story as they read. Today students write story responses and reveal main idea in their responses.</p> <p>Model how to write a response that identifies the main idea by using a story you have previously read together.</p> <p>Have students write responses to one of their independent texts based on criteria modeled in the lesson.</p>	<p>Students continue to use their leveled text and respond by identifying the main idea. Remind students, "As you read today, think about the main idea the author is telling you through his or her words and pictures."</p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction.</p> <p><i>Students think-pair-write as they try out responses.</i></p>	<p><i>Students share their written responses.</i></p>	Lesson 6: Problem/Solution		

WORKSHOP MAP

Section 4

The goal of this section is to continue working on reading strategies and skills and continue the writing process for all students. Therefore, this section will include:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none"> • Introduce a new text for the week • Review reading habits previously introduced • Focus on making a judgement and providing evidence 	<ul style="list-style-type: none"> • Begin teaching the narrative account elements of writing • Select a draft to take through the writing process • Study craft elements to revise writing

Materials and Products for Section 4:

- Suggested touchstone text: *My Rotten Redheaded Older Brother* by Patricia Polacco and *A Chair For My Mother* by Vera B. Williams
- America's Choice ELA Genre Study: Personal Narrative: The Call of Stories
 - Lessons 14 – 21
- ELL Compendium for Personal Narrative: The Call of Stories Genre Study, Grade 2
- Student notebook entries (Depending on the abilities of the students, these notebook entries can be either shared writing experiences, guided writing or independent writing.)
- Language Stems:
 - *"The character's external traits are...."*
 - *"The character's internal traits are..."*
 - *"My judgement is _____"*
 - *"The evidence that supports my judgement is _____"*
- Classroom charts to be interactively made with students

Section 4

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>During this workshop, you will introduce another text and read it aloud. The suggested for this section is <i>My Rotten Redheaded Older Brother</i>. This is a great opportunity to build oral language and practice using the reading habits that have been presented. Based on the students, you will select which reading habit to practice.</p> <p>Some English Language Learners may need you to act out many of the action words while you read to help them understand the text.</p>			<p>Lesson 14: How Characters Come Alive</p> <p>(Depending on the abilities of the students, these notebook entries/drafts can be either shared writing experiences, guided writing or independent writing.)</p> <p>Use suggested text: <i>My Rotten Redheaded Older Brother</i></p>		
	<p>Using the book that was read yesterday, identify the character to study and discuss character traits: External Traits (actions and physical description)</p> <p>Genre Vocabulary: Character, External Traits</p> <p><i>Students use language stem: "This character's external traits are _____" to discuss lesson</i></p>	<p>Students read their leveled texts. As they are reading, ask them to identify the character they will work with for the next few days and identify external traits. Students may receive support through the listening center</p> <p><i>Students turn and share the external traits of their character</i></p> <p>(Depending on the abilities of the students, these notebook entries/drafts can be either shared writing experiences, guided writing or independent writing)</p> <p>Notebook Entry: Students record the external traits in their sourcebook</p>	<p><i>Students participate in a group share about their characters using the language stem.</i></p>	<p>Lesson 15: Writing Physical Descriptions of Characters</p> <p>Use suggested text: <i>My Rotten Redheaded Older Brother</i></p>		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Begin the lesson by sharing genre vocabulary and generating a list of possible emotions that a person might have. Then using the same character from the touchstone text, reread parts of the text and identify internal character traits (emotions and motivations)</p> <p>Genre Vocabulary: Internal Traits</p> <p><i>Students use language stem: "This character's internal traits are _____" to discuss the lesson</i></p>	<p>Students continue to read and study the character they chose yesterday. They read or reread the text looking for internal character traits.</p> <p><i>Share with a partner using the language stem about their character.</i></p> <p>Notebook Entry: Students record internal traits in their sourcebook.</p>	<p><i>Students participate in a group share about their characters using the language stem.</i></p>	<p>Lesson 16: Characters Learn and Change</p> <p>Use suggested text: <i>My Rotten Redheaded Older Brother</i></p>		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
4	<p>Today will be a review of external traits. Choose another character from the book and study the external character traits using the same strategies from Day 2.</p> <p>Genre Vocabulary: None today</p> <p><i>Students use language stems from Day 2.</i></p>	<p>Students choose a new leveled book or another character in the same book. They will look for internal and external character traits.</p> <p><i>Share with a partner using the language stems about their characters.</i></p> <p>Notebook Entry: Students record internal and external character traits in their sourcebook.</p>	<p><i>Students participate in group share about their character using the language stems.</i></p>	<p>Lesson 17: How Writer's Show a Character's Inner Feelings and Thoughts</p> <p>Use suggested text: <i>My Rotten Redheaded Older Brother</i></p>		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p>Today will be a review of internal traits. Choose another character from the book and study the internal character traits using the same strategies from Day 3.</p> <p>Genre Vocabulary: None today</p> <p><i>Students use language stems from Day 3.</i></p>	<p>Students choose a new leveled book or another character in the same book. They will look for internal and external character traits.</p> <p><i>Share with a partner using the language stems about their characters.</i></p> <p>Notebook Entry: Students record internal and external character traits in their sourcebook.</p>	<p><i>Students participate in group share about their character using the language stems</i></p>	<p>Revision Day:</p> <ul style="list-style-type: none"> Review with students what they have learned this section about personal narrative. Go back to your modeled piece and show them how you reread the piece and identify where you have incorporated character into your draft. Allow students to go back and read their story with a partner to make final revisions. 		
6	<p>During this workshop, you will introduce another text and read it aloud. The suggested text for this week is <i>A Chair For My Mother</i>. This is a great opportunity to build oral language and practice using the reading habits that have been presented. Based on the students, you will select which reading habit to practice.</p>			<p>Lesson 18: Developing Internal Events</p>		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
7	<p>Using the story introduced yesterday, ask students to work together in groups to identify the main plot points and the main characters. Split the assignment into two parts. A few groups work on plot and a few work on characters. Hand out large chart paper and ask them to identify the main plot points or draw the character and list internal/external traits.</p> <p>Circulate and support student groups during this work time.</p>		<p><i>Students groups share their plot maps and character descriptions</i></p>	<p>Lesson 19: Using Dialogue to Develop Characters</p>		
8	<p>Choose one of the main characters and ask students to help you make a judgement that is responsible and plausible. This means that they will say something about the character that makes sense and is true. Record the judgement on one side of a t-chart</p> <p><i>Students use the language stem: "My judgement is _____"</i></p>	<p>Students choose a leveled text and choose a character</p> <p><i>Students turn and talk and share connection</i></p> <p>Notebook Entry: Record character assertions on one side of a T-chart in their notebook</p>	<p><i>Students share their judgements from their leveled text.</i></p>	<p>Lesson 20: Creating a Believable Character, Part 1</p>		

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI-LESSON	WORK PERIOD	CLOSING
9	<p>Review the judgement about the character from yesterday and tell them that good readers have to provide evidence from the text to support their assertion. Walk them through how they find evidence for the judgement and record it on the t-chart.</p> <p><i>Students use the language prompt: "The evidence that supports my judgement is _____"</i></p>	<p>Students go back and review their judgements and then look for evidence to support these judgements.</p> <p><i>Students turn and talk and using the language stem</i></p> <p>Notebook entry: Students fill in the other side of the T-chart with the evidence from their judgements.</p>	<p><i>Student groups share their evidence and assertions.</i></p>	<p>Lesson 21: Creating a Believable Character, Part 2</p>		
10	<p>Using another text that students know (My Rotten Redheaded Older Brother), put Days 3 & 4 together. Ask students to make a judgement about a character and support it with evidence from the text.</p> <p><i>Students use the language stems from days 3 & 4</i></p>	<p>Students continue to use their leveled text and make judgements about characters with evidence to support it.</p> <p><i>Students turn and talk and share judgement and evidence.</i></p>	<p><i>Students share their assertions and evidence.</i></p>	<p>Revision Day:</p> <ul style="list-style-type: none"> ○ Review with students what they have learned this section about personal narrative. Go back to your modeled piece and show them how you reread the piece and identify where you have incorporated character into your draft. ○ Add to class rubric the strategies used to develop characters. ○ Allow students to go back and read their story with a partner to make final revisions. 		

WORKSHOP MAP

SECTION 5

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

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Using Context Clues• Visualizing• Summarizing when responding to literature• Reflecting as a Reader	<ul style="list-style-type: none">• Teach the narrative elements of descriptive details and author's use of language.• Begin another draft process for the second publishing cycle

Materials and Products for Week 6:

- Introduce a new text: Various poems
- Student notebook
- Language Stems:
- Classroom charts to be made with students

READING WORKSHOP			WRITING WORKSHOP				
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING		
<p>1 <u>USING CONTEXT CLUES I</u> During this workshop, introduce the poem, I am a Ghost that Lost His Boo and read it aloud. Read the whole poem first, then model words you don't understand from the first 2 stanzas. Tell students that today they learn to get meanings of new words they might not understand. Read first stanza and model how comprehension breaks down when word meaning is not clear. Reread stanza and think aloud about looking at other words and thinking about what is happening in the story and characters. This will help students gain understanding of new vocabulary Create a Solving Words chart to identify ways students noticed you using this strategy.</p> <table border="1" data-bbox="346 836 1234 1024"> <thead> <tr> <th>Solving Words</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Stop when the words don't make sense. • Read ahead to try to get clues from the text • Think About "Have I ever heard this word before." • Think about the story • Think about what is happening with the characters </td> </tr> </tbody> </table> <p>Students use the strategies in their independent reading. Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction. Students share new vocabulary they learned and tell how they figured out meanings of words.</p>			Solving Words	<ul style="list-style-type: none"> • Stop when the words don't make sense. • Read ahead to try to get clues from the text • Think About "Have I ever heard this word before." • Think about the story • Think about what is happening with the characters 	<p>Lesson 22: Describe a setting so that it creates a mood</p>		
Solving Words							
<ul style="list-style-type: none"> • Stop when the words don't make sense. • Read ahead to try to get clues from the text • Think About "Have I ever heard this word before." • Think about the story • Think about what is happening with the characters 							
<p>2 <u>USING CONTEXT CLUES II</u> Students continue to deepen understanding of context clues. Review solving words chart and words learned in poem's first 2 stanzas. Reread whole poem and ask students what they know about the ghost. Encourage them to use strategies learned yesterday to make meaning of words in the poem. When you stop at a word ask students to explain which strategy you should use to make meaning. Have students use sticky notes to write down a word they found during I.R. while they practiced word solving strategies.</p>		<p><i>Student groups share their word and sticky note strategies.</i></p>	<p>Lesson 23: Identifying and using the language of authors</p>				

SECTION 5

<p>3</p>	<p><u>VISUALIZING I</u> Use a poem or text and model the strategy of visualizing. Tell students that readers visualize to help them understand the text.</p> <p>One suggested book is A Tree is Nice by Janice May Udry.</p> <p>Students may sketch a tree or other visual image on paper.</p>	<p>Students read independently and try to make visualization from their text. Allow students to act out or create a tableau to reinforce meaning.</p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction</p>	<p><i>Students share one way they visualized during independent reading today.</i></p>	<p>Lesson 23 Continues</p>
<p>4</p>	<p><u>VISUALIZING II</u> Use poem, My Baby Brother from Fathers Mothers, Sisters, Brothers: A Collection of Family Poems by Mary Ann Hoberman or any poem you chose.</p> <p>Model how to use schema and inference as you visualize.</p> <p>*Some students may need to preview the text before whole-group lesson to help them create their images.</p>	<p>Students read their leveled text and visualize the characters or setting.</p> <p><i>Students turn and share the visualizations from their leveled texts.</i></p> <p>Notebook Entry: Students sketch visualization.</p> <p>Meet with small groups to provide targeted instruction; oral language development, guided reading, or other targeted instruction</p>	<p><i>Students share their questions from the leveled text</i></p>	<p>Lesson 24 Recognizing and using descriptive details</p>

<p>5</p>	<p><u>SUMMARIZING WHEN RESPONDING TO LITERATURE</u> Students summarize a story to bring together essential ideas. Make sure picture support is strong for the important ideas. Read book aloud first. Then reread and model how to stop and identify important ideas in a story. Chart ideas and then create a summary using the ideas plus your interpretation of the text.</p>	<p>Students turn and talk to clarify the important details of the story and to give their rationale for the story's importance. Students choose one of their books and write a summary. Remind students to use their own language to summarize their books.</p>	<p>Choose 2 or 3 student summaries to exemplify elements of a good summary and share these examples with the whole group.</p>	<p>Lesson 24 Recognizing and using descriptive details</p>
<p>6</p>	<p><u>REFLECTING AS A READER</u> Remind students of the importance of using different strategies to become a better reader. Revisit "Strategies for Thinking Readers" Chart. Discuss how using these strategies help us get deeper meaning. (Remember to use icons or pictures on chart) Model how to complete a "Self Assessment and Goal Setting" Chart.</p>	<p>Students participate in a shared reading and then complete a Self Assessment/Goal Setting Sheet. Students think about strategies they use consistently and practice strategies they will use to become better readers.</p>	<p>Using Self Assessment worksheet, students discuss their reading goals with partners.</p>	<p>Lesson 25-26 Completing a rubric</p>

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

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.

Menu of Focus Skills for Reading

Teachers choose five or six skills to focus on during each unit throughout the school year.

Focus Skills Menu

Early Emergent Levels 1-4, A-B

- Read for meaning and purpose
- Get the gist of what they read
- Use pictures and language patterns
- Point to words with one to one matching
- Use known words as “anchors” when reading
- Use beginning sounds
- Self monitor and self correct for meaning
- Self monitor and/or self correct for visual (1:1, sight words, beginning sound)
- Know that the word they say is the word they are pointing to
- Cross check pictures with beginning sound
- Give reactions; relate to what others have said

Upper Emergent Levels 4-14, C-H

- Actively read for meaning and make personal connections
- Integrate the use of all three cue systems (meaning, syntax, visual)
- Develop a large bank of high frequency words and use as anchors
- Use beginning, ending, and middle sounds
- Chunk words and break words into parts (onsets and rimes)
- Self monitor and self correct
- Develop a sense of story structure; retell
- Compare books by the same author or on the same theme
- Explain interpretations

Focus Skills Menu

Early Fluent Levels 16+, I+

- Self monitor for meaning
- Infer about characters, theme, plot, new information, etc.
- Ask questions about characters, theme, etc.
- Make connections about characters, theme, etc.
- Make inferences about characters, theme, etc
- Visualize about characters, theme, etc
- Recognize and talk about genre features and organizing structures
- Discuss and compare books, authors, and themes using Accountable Talk and evidence from text
- Reread to get meaning and for fluency
- Clarify meanings of words to comprehend the text
- Use a variety of strategies for figuring out words “on the run”
- Persevere with longer text; keep the meaning going over time
- Read with fluency, phrasing and intonation

Fluent - On grade level – third grade +

- Infer information and relationships not stated explicitly
- Read actively to answer own questions
- Recognize genre features and understand strategies needed for different genres-
 - Narrative:* Explain motives of characters
Understand story structure-theme
 - Poetry:* Capture meaning from figurative language
Understand Theme/message
 - Informational Text:* Determine important main ideas and details from reading
Analyze causes, motivations, sequences, and results of events
Discuss new information gained and its relationship to prior knowledge
 - Functional Text:* Understand organizational structure of functional text
Be able to follow instructions

- Clarify meanings of words by using context strategies
- Use Accountable Talk to discuss books to develop understanding
- Compare and contrast texts with regard to authors, themes, information, and literary merit
- Recognize and discuss author's craft
- Read with fluency, phrasing, and intonation

I Am a Ghost Who Lost His Boo

By Jack Prelutsky

I am a ghost who lost his boo, my boo is gone from me, and I'm without a single clue to where my boo might be.

It makes me mope and makes me pout, it almost makes me moan.

A ghost is not a ghost without a boo to call his own.

My boo was piercing, fierce, and loud, I used to strut and boast.

For I was positively proud to be a gruesome ghost.

But now I'm without a boo I find it rather weird,
there's little for a ghost to do whose boo has disappeared.

Although I hover here and there,
and haunt a hundred rooms,
it seems there's no one I can scare,
unless my boo resumes.

I am a ghost who lost his boo,
Alas! a boo I lack.
If you should find my boo,
then you had better give it back!

I Wish I Had a Dragon

I wish I had a dragon with diamond-studded scales
With claws like silver sabers,
And fangs like silver nails,
A dragon fierce and faithful,
Always ready by my side,
A dragon to defend me
Or to take me for a ride.
I wish I had a dragon
With eyes of shining gold,
Who breathed a plume of fire
Whenever it was told...

—Jack Prelusky

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.