



Holyoke Public Schools

English Language Development Curriculum Map Sheltered English Language Arts Grades 4 & 5 Narrative Account-Memoir

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Holyoke Public Schools

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Overview of Curriculum Maps

Goals:

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

Expectations:

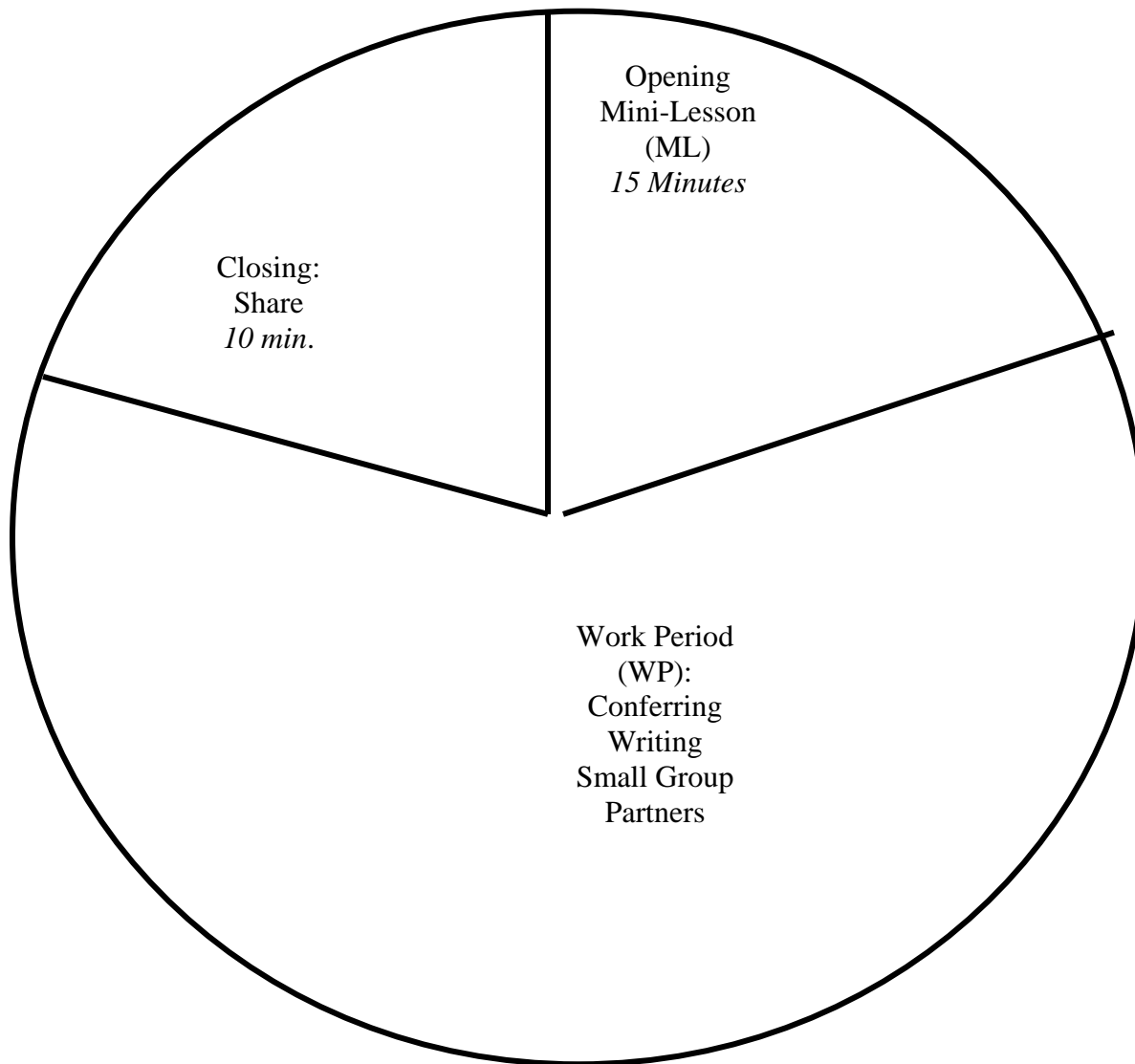
The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required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

**Year-Long Curriculum Map
Literacy Instruction
Sheltered Language Arts Class 4-5**

September 20 Days	<p>Rituals and Routines Using the America's Choice curriculum materials for elementary school, establish the rituals and routines of the Readers and Writers Workshop</p>
October-November	<p>Narrative Account Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on narrative accounts</p>
December-January	<p>Report</p>
February	<p>Testing and MEPA Preview</p>
March-June	<p>Response to Literature Chris Van Allsburg Fantasy (Grade 4) Historical Fiction (Grade 5)</p>

Overview of the Readers and Writers Workshop: Sheltered ELA

Sheltered Map Components: Elementary 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:

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 Skills 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 Principals
 - 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 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 skills 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 TEACHER DURING THIS DAILY SKILL TIME

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

Materials and Resources

Touchstone Texts for Readers and Writers Workshop

- 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
- Suggested Touchstone Texts:
 - The Chalk Doll
 - Thundercake
 - Aunt Flossie's Hats
 - My Mama Had a Dancing Heart
 - My Rotten Redheaded Older Brother
 - When the Relatives Came
 - Tree of Cranes
 - A Chair for My Mother

Independent Reading

Scholastic New Connections to English Grade 4 or Grade 5

Guided Reading

Rigby Instep Guided Reading Levels C-P

America's Choice ELA Genre Study: Memoir

- Grade 3 Memoir with frontloading lessons

Grade 4-5 Sheltered Narrative Account Curriculum Map

Overarching Unit Goals and Standards

Reading

New Standards Performance Standards (NCEE)	*ELPBO Learning Outcomes	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 Learning Outcomes
<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 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 Learning Outcomes
<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 (S3.43) • 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 a narrative account ▪ Listen to Narrative Account and make comparisons to other Narrative Account ▪ Discuss characters from Narrative Account <p>*As evidenced by class participation and status of the class</p>	<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 <p>*As evidenced by the use of the retell rubric and status of the class</p>	<ul style="list-style-type: none"> • Read a number of narrative accounts on their level • Recognize and discuss the features of a narrative accounts • 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"> • 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
- Final- End of Unit MEPA Prompt
- Narrative Retell with Rubric
- Published Narrative Account, graded with rubric added to portfolio
- Book Talk with rubric added to portfolio
- On-going formative assessment (Conferences, status of the class, guided group work)

Frontloading the Genre: Overview of Writing Days 1-5

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 back ground knowledge of the topic to be able to write about it. 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

Week 1

Students build enough background knowledge of the topic to be able to write about it. 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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">▪ Read aloud a number of picture books and short stories▪ Build a shared vocabulary to talk about narrative accounts▪ Provide discussion and reflection time for students▪ Incorporate 1-2 notebook entries reflecting on narrative▪ Complete 1 tea party to support student discussion and talk	<ul style="list-style-type: none">▪ Complete Frontloading lessons 1-5

Materials and Products for Week 1:

- 2-3 books for read aloud, include at least 1 picture book
- Prepared Tea Party quotes/pictures
- Classroom libraries that include various reading levels
- Student notebook
- Frontloading Lessons Grade 2: Days 1-5
- Language Stems:
 - "A narrative account has _____"
 - "My character's traits are _____"
- Classroom charts to be made with students

WEEK 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. Use a picture book, picture walk the story and ask students what they notice.</p> <p>Genre Vocabulary: Narrative Account</p> <p><i>Students use the language stem: "A narrative has ____" to discuss visual noticings</i></p>	<p>Put a basket of narrative picture books on tables and ask students to browse through them to gather more visual noticings of the genre</p> <p><i>Share with a partner what they saw in the books they browsed</i></p>	<p><i>Students share their new noticings</i></p> <p>Add to the chart: Features of a Narrative Account</p>	Frontloading the Genre: Lesson 1		
<p>2 Tea Party #1: Introduce and Frontload one of the touchstone texts following the guidelines for the Tea Party found in the Appendix</p>			Frontloading the Genre: Lesson 2		
<p>3 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. In the middle of the reading, stop them and ask them to identify the character they will work with for the next few days. Let them continue to read and identify external traits.</p> <p><i>Students turn and share the external traits of their character</i></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>	Frontloading the Genre: Lesson 3		

WEEK 1

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Begin the lesson sharing genre vocabulary and generating a list of possible emotions that a person might have. Then using the same character from Day 3, 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 research the character they chose yesterday. They read or reread the text and look 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>	Frontloading the Genre: Lesson 4		
5	<p>Today will be a review of the last 2 days. Choose another character from the book and look at both external and internal character traits.</p> <p>Genre Vocabulary: None today</p> <p><i>Students use language stems from Days 2 and 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>	Frontloading the Genre: Lesson 5		

WORKSHOP MAP

Week 2

Students build enough background knowledge of the topic to be able to write about it. 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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Read aloud 1 more picture book to use in the mini-lessons• Focus on developing an understanding and definition of plot	<ul style="list-style-type: none">• Brainstorm possible writing topics• Begin developing a draft of narrative account

Materials and Products for Week 2:

- 1 touchstone text
- Various read-alouds
- America's Choice ELA Genre Study: Memoir
 - Lesson 3, "4-13"
- Student notebook
- 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

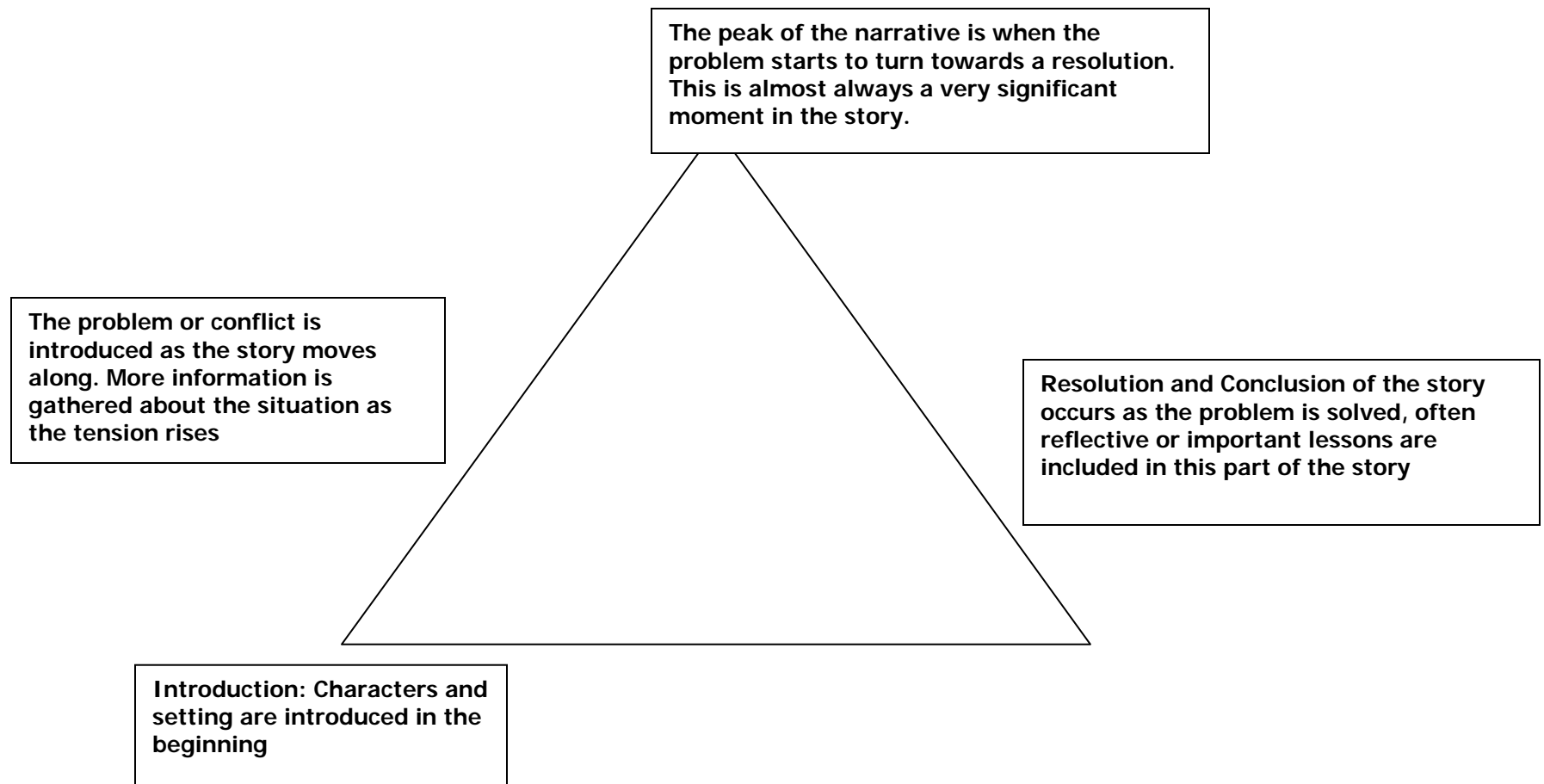
WEEK 2

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Tea Party #2: Introduce and Frontload one of the touchstone texts following the guidelines for the Tea Party found in the Appendix.		Memoir Genre Study: Lesson 3 <ul style="list-style-type: none"> This lesson will be an introduction. You should use the chart you made on Day 1 in the Readers Workshop to guide the discussion for this lesson 		
2	<p>Using the text from yesterday and begin to lay out the plot using the rollercoaster model. Identify the introduction and the main characters</p> <p>Begin chart: The plot rollercoaster</p> <p>Genre Vocabulary: Plot, Introduction, Character</p> <p><i>Students use the language stem: "One part of the plot of this story is _____"</i></p>	<p>Students read their leveled text and identify the introduction and character in the story.</p> <p><i>Students partner share before writing about the plot of their story using the language stem</i></p> <p>Students work on their own "rollercoaster" model for their leveled text. Just work on introduction and characters.</p>	<p><i>Students share the parts of the plot that they identified in their own leveled text</i></p>	<p>Memoir Genre Study: Lesson "4-13"</p> <ul style="list-style-type: none"> The lesson description is very broad. Using the book students learned from last week, work with them to generate a list of possible topics. Choose one of the topics and show them how you turn it into a beginning draft. Let students generate an idea for this draft, turn and tell a partner the idea and begin drafting or drawing the main part of the story. Draft idea #1 	

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	<p>Using the same text and rollercoaster chart, identify the problem.</p> <p>Chart: The plot rollercoaster</p> <p>Genre Vocabulary: Problem</p> <p><i>Students use the language stem: "One part of the plot of this story is _____"</i></p>	<p>Students read their leveled text and identify the problem.</p> <p><i>Students partner share before writing about the plot of their story using the language stem</i></p> <p>Student rollercoaster map: problem</p>	<p><i>Students share the parts of the plot that they identified in their own leveled text</i></p>	<p>Memoir Genre Study: Lesson "4-13"</p> <ul style="list-style-type: none"> ▪ Let students generate an idea for another draft, turn and tell a partner the idea and begin drafting or drawing the main part of the story. ▪ Draft idea #2 		
4	<p>Using the same text and chart, identify the resolution</p> <p>Chart: The plot rollercoaster</p> <p>Genre Vocabulary: Resolution</p> <p><i>Students use the language stem: "One part of the plot of this story is _____"</i></p>	<p>Students read their leveled text and identify resolution</p> <p><i>Students partner share before writing about the plot of their story using the language stem</i></p> <p>Student rollercoaster map: resolution</p>	<p><i>Students share the parts of the plot that they identified in their own leveled text</i></p>	<p>Memoir Genre Study: Lesson "4-13"</p> <ul style="list-style-type: none"> • Let students generate an idea for this draft, turn and tell a partner the idea and begin drafting or drawing the main part of the story. • Draft idea #3 		
5	<p>Using another text students know well, walk students through the plot rollercoaster one more time as a review.</p> <p><i>Students use the language stems from Days 1-4.</i></p>	<p>Students choose a new book that they know and begin working on the rollercoaster map.</p> <p><i>Students turn and talk and share main plot points.</i></p>	<p><i>Students share the parts of the plot that they identified in their own leveled text</i></p>	<p>Memoir Genre Study: Lesson "4-13"</p> <ul style="list-style-type: none"> • Let students generate an idea for this draft, turn and tell a partner the idea and begin drafting or drawing the main part of the story. • Draft idea #4 		

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

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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Introduce a new text for the week• Review plot and character• Learn how to activate schema, or make connections, and why readers do this	<ul style="list-style-type: none">• Begin teaching the narrative account elements of writing• Choosing a draft to take through the writing process• Working on craft elements to revise writing

Materials and Products for Week 3:

- *When I was Young in the Mountains*, by Cynthia Rylant
- America's Choice ELA Genre Study: Memoir
 - Lessons 14, 15, 16
- 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

WEEK 3

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	During this workshop, you will introduce another text and read it aloud. This is a great opportunity to build oral language. You can choose to do another Tea Party if you'd like, or just read the story aloud for students to enjoy.			Memoir Genre Study: Lesson 14		<ul style="list-style-type: none"> Students will choose a draft during this lesson to use for the rest of the week. You will want to model using the many drafts that you have generated over the last 2 weeks
2	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. Circulate and support student groups during this work time		<i>Students groups share their plot maps and character descriptions</i>	Memoir Genre Study: Lesson 15		<ul style="list-style-type: none"> Use what is written as the entire mini-lesson. During the work period, let students continue to work on their drafts.
3	Choose a few main parts of the story that students can make connections to. <i>DO NOT USE THE WHOLE TEXT.</i> Ask students to make a connection and turn and talk to share that connection. Record their connections on 1 side of a T-chart <i>Students use the language stem: "My connection to this is _____ and this</i>	Students choose a leveled text and choose 2 places that they make connections to the character or action. <i>Students turn and talk and share connection</i> Notebook Entry: Record 2 connections on one side of a T-chart in their notebook	<i>Students share their connections from their leveled text.</i>	Memoir Genre Study: Lesson 16		<ul style="list-style-type: none"> As written

WEEK 3

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>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 connections 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>Students groups share how their connections helped them understand their leveled texts better</i></p>	<p>Memoir Genre Study: Lesson 17</p> <ul style="list-style-type: none"> Do this lesson as written, but use the book <i>When I was Young in the Mountains</i> instead of <i>Tree of Cranes</i> 		
5	<p>Using the rest of the text that was introduced this week put Days 3 & 4 together. Ask students to make a few more connections and to say how those connections help them understand the story.</p> <p><i>Students use the language stems from days 3 & 4.</i></p>	<p>Students continue to use their leveled text and make connections. They then say how these connections help them understand the story better.</p> <p><i>Students turn and talk and share connection and how it helps them understand the story.</i></p>	<p><i>Students share their connections and how it helps them understand their leveled texts</i></p>	<p>Revision Day:</p> <ul style="list-style-type: none"> Review with students what they have learned this week about memoir. Go back to your modeled piece and show them how you reread the piece and identify where you have incorporated time and object into your draft. Allow students to go back and read their story with a partner to make final revisions. 		

WORKSHOP MAP

Week 4

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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Introduce a new text for the week• Review plot and character and connections• Focus on making an assertion and providing evidence	<ul style="list-style-type: none">• Begin teaching the narrative account elements of writing• Choosing a draft to take through the writing process• Working on craft elements to revise writing

Materials and Products for Week 4:

- Suggested touchstone text: *My Rotten Redheaded Brother* by Patricia Polacco
- America's Choice ELA Genre Study: Memoir
 - Lessons 18, 19, 20
- Student notebook entries
- Language Stems:
 - "My assertion is _____ "
 - "The evidence that supports my assertion is _____ "
- Classroom charts to be made with students

WEEK 4

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	During this workshop, you will introduce another text and read it aloud. The suggested text for this week is <i>My Rotten Redheaded Brother</i> . This is a great opportunity to build oral language. You can choose to do another Tea Party if you'd like, or just read the story aloud for students to enjoy.				Memoir Genre Study: Lesson 18 • As written
2	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. Circulate and support student groups during this work time				Memoir Genre Study: Lesson 19 • As written
3	Choose one of the main characters and ask students to help you make an assertion that is responsible and plausible. This means that they will say something about the character that makes sense and is true. Record the assertion on one side of a t-chart <i>Students use the language stem: "My assertion is _____"</i>	Students choose a leveled text and choose a character <i>Students turn and talk and share connection</i> Notebook Entry: Record character assertions on one side of a T-chart in their notebook			Memoir Genre Study: Lesson 20 • As written

WEEK 4

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Review the assertion 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 assertion and record it on the t-chart</p> <p><i>Students use the language prompt: "The evidence that supports my assertion is _____"</i></p>	<p>Students go back and review their assertions and then look for evidence to support these assertions.</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 assertions</p>	<p><i>Student groups share their evidence and assertions</i></p>	<p>Revision Day:</p> <ul style="list-style-type: none"> Review with students what they have learned this week about memoir. Go back to your modeled piece and show them how you reread the piece and identify where you have incorporated time and object into your draft. <p>Allow students to go back and read their story with a partner to make final revisions.</p>		
5	<p>Using another text that students know put Days 3 & 4 together. Ask students to make an assertion 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 assertions with evidence to support it.</p> <p><i>Students turn and talk and share assertion 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 week about memoir. Go back to your modeled piece and show them how you reread the piece and identify where you have incorporated time and object into your draft. Allow students to go back and read their story with a partner to make final revisions. 		

WORKSHOP MAP

Week 5

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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Introduce a new text for the week• Review plot, characters and assertions• Focus on asking questions and making inferences	<ul style="list-style-type: none">• Create a scoring rubric for Memoir

Materials and Products for Week 5:

- A few touchstone text from the last few weeks, you will use them to teach
- America's Choice ELA Genre Study: Memoir
 - Lessons 21
- Student notebook
- Language Stems:
 -
- Classroom charts to be made with students:

WEEK 5

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Using a text students know well, take them through a picture walk and tell students that you still have questions about this book. Tell students that readers ask questions when the author hasn't said everything on the page. Show students how you stop and ask questions. Record the questions on one side of the t-chart</p> <p><i>Students use the language stem: "My question is _____"</i></p>	<p>Students read their leveled text and stop and ask questions where the author hasn't said everything.</p> <p><i>Students turn and share the questions they have about their text</i></p> <p>Notebook Entry: Students record their questions on one side of a t-chart in their sourcebook</p>	<p><i>Students share their questions from their leveled texts</i></p>	<p>Memor Genre Study: Lesson 21</p> <ul style="list-style-type: none"> • This lesson will take about 2-3 days • Make sure students are actively involved in building the rubric. 		
2	<p>Review the questions from yesterday and tell students that readers make inferences to answer these questions. Readers do this by: asking the question, reviewing the text, using their own knowledge of the world, and then answering the questions or making an inference. Record the inference on the other side of the t-chart.</p> <p><i>Students use the language stem: "My inference is _____"</i></p>	<p>Students read their leveled texts, review their questions and make inferences to answer the questions.</p> <p><i>Students turn and share their inferences.</i></p> <p>Notebook Entry: Students record their inferences on the other side of the t-chart</p>	<p><i>Students share their questions and inferences</i></p>	<p>Memor Genre Study: Lesson 21</p> <ul style="list-style-type: none"> • Day 2 of building the rubric 		

WEEK 5

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESS ON	WORK PERIOD	CLOSING
3	<p>Using another text that students know well, you will practice the question/inference cycle again. Tell students that readers ask questions when the author hasn't said everything on the page. Show students how you stop and ask questions. Record the questions on one side of the t-chart.</p> <p><i>Students use the language stem: "My question is _____"</i></p>	<p>Students read their leveled text and stop and ask questions where the author hasn't said everything.</p> <p><i>Students turn and share the questions they have about their text</i></p> <p>Notebook Entry: Students record their questions on one side of a t-chart in their sourcebook</p>	<p><i>Students share their questions from the leveled text</i></p>	<p>Publishing Day #1</p> <ul style="list-style-type: none"> ○ Students will choose a draft to take through the publishing process in this first part of the genre study 		
4	<p>Review the questions from yesterday and tell students that readers make inferences to answer these questions. Readers do this by: asking the question, reviewing the text, using their own knowledge of the world, and then answering the questions or making an inference. Record the inference on the other side of the t-chart.</p> <p><i>Students use the language stem: "My inference is _____"</i></p>	<p>Students read their leveled texts, review their questions and make inferences to answer the questions.</p> <p><i>Students turn and share their inferences.</i></p> <p>Notebook Entry: Students record their inferences on the other side of the t-chart</p>	<p><i>Students share their questions and inferences</i></p>	<p>Publishing Day #2</p> <ul style="list-style-type: none"> ○ Students continue to work on their final published draft ○ Consider conferring, and group shares during the work period 		
5	<p>Review Day for Reading:</p> <ul style="list-style-type: none"> ○ Choose a skill students have struggle with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing 			<p>Publishing Party</p> <ul style="list-style-type: none"> ○ Invite parents or create a sharing environment where all students can celebrate their published piece. 		

WORKSHOP MAP

Week 6

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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• Visualizing and Setting• Review of previously taught elements	<ul style="list-style-type: none">• Teach the narrative elements of craft as laid out in the standards• Begin another draft process for the second publishing cycle

Materials and Products for Week 6:

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

WEEK 6

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	During this workshop, you will introduce another text and read it aloud. This is a great opportunity to build oral language. You can choose to do another Tea Party if you'd like, or just read the story aloud for students to enjoy.		Teaching Point: Establishes a situation		
2	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. Circulate and support student groups during this work time	<i>Student groups share their charts</i>	Teaching point: Establishes a plot		
3	Review of question and inferencing. Choose a character and ask questions and make inferences <i>Use established language stems</i>	Students ask questions and make inferences about a character in their leveled text	<i>Students share their inferences</i>	Teaching Point: Establishes a point of view	

WEEK 6

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESS ON	WORK PERIOD	CLOSING
4	<p>Using another text, tell students that readers visualize to help them understand the story. Practice this strategy with the setting of the new story. Using the visualizations, draw the setting on a large chart paper of the story.</p> <p><i>Students use language stem: "The setting of this story is_____"</i></p>	<p>Students read their leveled text and visualize the setting.</p> <p><i>Students turn and share the settings from their leveled texts.</i></p> <p>Notebook Entry: Students draw a picture of the setting.</p>	<p><i>Students share their questions from the leveled text</i></p>	<p>Teaching Point: Establishes a conflict</p>		
5	<p>Review Day for Reading: Choose a skill students have struggle with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing</p>			<p>Teaching Point: Establishes a setting</p>		

WORKSHOP MAP

Week 7

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:

Readers Workshop	Writers Workshop
<ul style="list-style-type: none">• At this point, you have taught all the reading standards for the narrative account genre. Therefore, each day you will decide what you should review in the reading of narrative accounts.• Review your conference notes and informal assessments to decide your teaching points for the readers workshop	<ul style="list-style-type: none">• Teach the narrative elements of craft as laid out in the standards• Begin another draft process for the second publishing cycle

Materials and Products for Week 7:

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

WEEK 7

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Review Day for Reading: Choose a skill students have struggled with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing.			Teaching Point: <ul style="list-style-type: none"> Creates an organizing structure 		
2	Review Day for Reading: Choose a skill students have struggled with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing.			Teaching point: <ul style="list-style-type: none"> Includes sensory details and concrete language to develop plot and character; 		
3	Review Day for Reading: Choose a skill students have struggled with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing.			Teaching Point: <ul style="list-style-type: none"> Use of dialogue 		
4	Review Day for Reading: Choose a skill students have struggled with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing.			Teaching Point: <ul style="list-style-type: none"> Use of dialogue 		
5	Review Day for Reading: Choose a skill students have struggled with and review the skill in the mini-lesson. Have them practice the skill with their leveled text and then share their learnings during the closing.			Teaching Point: <ul style="list-style-type: none"> Develops complex characters; 		

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.

WEEK 8: PUBLISHING AND CELEBRATION, DAYS 1-5

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	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. 		Publishing Day #1: Published Piece #1		
			<ul style="list-style-type: none"> • Students choose a final piece to publish and take through the publishing process 		
			Publishing Day #2: Published Piece #2		
			<ul style="list-style-type: none"> ○ Students continue to work on their final published piece 		
			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 		
2					
3					
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

Balance of Reading and Writing Skills over the week:

- Possibility 1: Begin the genre spending more time teaching reading skills. Move more into writing skills as the genre progresses and you spend more time focusing on the writing process
- Possibility 2: Spend 3 days on reading skills and 2 days on writing skills per week

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

Tea Party

Pre-reading Activity:

(Where people hear various snippets of conversation and attempt to piece together a cohesive whole)

Select juicy sentences, phrases, or words from the reading and copy one per note card. Plan duplicates of each note card so students will have the opportunity to hear each one two or three times. Put students in groups of three.

Pass out a card to each student.

Students mingle, reading their card to each person who asks.

After a sufficient time (before the enthusiasm breaks down), return students to their groups. As a small group, students try to piece together the main idea of the passage. Students should be encouraged to make inferences, draw conclusions, and make predictions based on the lines they heard. They should not feel they will be evaluated on a correct re-construction of the original.

During the discussion, the teacher should be circulating the classroom and recording comments to be used in debriefing. Students can identify the types of thinking skills demonstrated in the comments. (One way of making the invisible skills visible.)

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.