



Holyoke Public Schools

English Language Arts Curriculum Map

Narrative/Memoir
Grade 3

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Overview of Curriculum Maps

Goals:

1. To ensure that students are exposed to a rigorous curriculum in every school and every grade
2. To have consistent district wide instruction and assessment
3. To prepare students for the MCAS test
4. To explain what is expected to be covered in each ELA unit of study

Expectations:

The district's expectation is for students to successfully meet 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.

Feedback to Students:

Feedback needs to happen daily in the classroom. There are many ways to give feedback. Conferencing, observations, questions asked during the workshop, and written responses to students' work and notebook entries.

ELA Map Components: Elementary

1. Readers Workshop
 - Opening
 - Work Period
 - Closing
2. Skill Block
3. Writers Workshop
 - Opening
 - Work Period
 - Closing

ELA Map Components: Middle School

- Readers/Writers Workshop
- RATA
 - Independent Reading
 - Opening/Mini-lesson
- Work Period
- Closing

ELA: Evidence of Learning Artifacts

CHARTS & WORD WALLS & TEACHER ASSESSMENT PORTFOLIO & BULLETIN BOARDS	NOTEBOOK ENTRIES	WRITING FOLDER	PORTFOLIO
<p><u>CHARTS:</u></p> <p>As indicated in the <i>America's Choice</i> Author, Genre, and First Thirty Days Guides</p> <p>Evidence of <i>25 Book Campaign</i></p> <p>Evidence of the School Wide <i>Book of the Month Campaign</i></p> <p><u>WORD WALLS</u> Appropriate to the Unit of Study with Visual Support</p> <p><u>TEACHER ASSESSMENT PORTFOLIO</u></p> <p>Status of the Class Conference Notes Small Group Instruction Notes Informal/Formal Assessment Data</p> <p><u>BULLETIN BOARDS</u></p> <p>Standards Based Bulletin Boards with Teacher Commentary (specific to the genre) and Student Reflection</p>	<p><u>Daily Responses</u> to Reading Strategy/Skill Modeled</p> <p><u>On-going</u> Annotated Book Log</p> <p><u>On-going</u> Conference Notes</p> <p><u>On-going</u> Notes for Book Talks</p> <p>Try-outs related to Genre/Author Study</p>	<p>Draft and Revisions of Formal Writing Work Project</p> <p>Draft (notes) of Formal Speaking/Listening/Viewing Work Project (Book Talks)</p>	<p>Formal Writing Work Project (Narrative/Memoir) w/Rubric & Self-Reflection</p> <p>Collection of four student-selected notebook entries documenting application of reading habits and skills</p> <p>Formal Speaking/Listening/Viewing Work Project (Book Talk) w/Rubric & Self-Reflection</p> <p>Annotated bibliography of the four memoir text reader during the unit</p>

Probing Questions When Conferencing

The teacher's role in conferencing for understanding is to ask questions that will:

- Clarify student understanding
- Get at the objective of the lesson
- Go deeper into the author and genre studies
- Uncover misconceptions and misunderstandings
- Compare and contrast

The students' role is to be an active participant by:

- Explaining their strategy or thinking
- Asking clarifying questions to the teacher and other students
- Being active listeners
- Using language effectively to express themselves

When conferencing the teacher and students can use one or more of these suggested questions:

Reading:

- Is this book like any other you have read? How?
- What is the theme of your book?
- What is the plot/main idea of your book?
- Describe the conflict/problem in your story
- Have the characters evolved/changed from the beginning of the book? How?

Writing:

- Explain what you mean by?
- Is there another way you can begin/end your writing?
- What organizational structure are you using? Why?
- How can you add more details?
- What will you work on next? (follow up for next conference)

Overarching Unit Goals & Standards

Unit Goals:

- Students read within the narrative genre, applying reading habits and analysis of literature read, demonstrating proficiency in knowledge of the narrative genre.
- Students produce a narrative memoir with visuals demonstrating proficiency in writing in the genre of study.
- Students utilize oral communication skills to discuss and present their understanding of the narrative genre during class discussion, book talks, author chair, and book discussion groups.

Massachusetts English Language Arts Content Standards: (major focus for this unit)

- 8.14 Make judgments about setting, characters, and events and support them with evidence from the text.
- 8.18 Summarize main ideas and supporting details.
- 8.20 Identify and analyze the author's use of dialogue and description.
- 10.3 Identify and analyze the characteristics of various genres.
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.
- 8.18 Summarize main ideas and supporting details.
- 19.19 Write stories and scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.

Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners:

- S.4.10 Express an opinion about text or film in an organized way using supporting details.
- S.3.48 Ask questions to clarify meaning in an academic context.
- S.3.60 Elaborate on and extend other people's ideas using extended discourse.

New Performance Standards:

- E.1b Students read and comprehend at least four books about one issue or subject, or four books by a single writer, or four books in one genre, and produce evidence of the reading.
- E2b Students produces a narrative account (autobiographical) that: engages the reader, establishes a situation, creates and organizing structure, excludes extraneous details, develops complex characters, uses a range of strategies, and provides a sense of closure.
- E3c Students prepare and deliver an individual presentation.

Unit Work Products

WRITING WORK: Narrative Memoir w/Rubric & Written Self-Reflection

The student produces a memoir that:

- Establishes a context: time and place, point of view, and main characters
- Utilizes narrative strategies: evokes a believable world; develops a piece by showing not telling; uses relevant and important details; develops characters through dialogue, action, and behavior, relationships with other characters; shows character growth or change; and may shows comment on significant of experience
- Utilizes organizational structure and style: engages the reader, has an organizational structure, use of sentence structure to support meaning and style, use of vocabulary and syntax that support meaning, and a sense of closure
- Applies an understanding of the rules of the English language by demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage

READING WORK:

The student will:

- Read at least four books related to the narrative/memoir genre and record in annotated book log
- Use reading habits to respond to books read
- Prepare Book Talk notes
- Reflect on Book Discussion groups (teacher choice of end product)

SPEAKING, LISTENING, & VIEWING: Formal Book Talk w/Rubric & Written Self-Reflection

The student produces a book talk that:

- Includes parts of the book such as: title, author, genre, major events, connections, a passage from the book, recommendations, and stays within the 3-5 minute time frame.
- Focuses on specific academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume, intonation, pace, visual aids, and gestures. (S.4.9, S.4.14, & ELA 3.4)

INTRODUCTION OF UNIT

In this unit, students will review the core procedures associated with the readers and writers workshop. They will practice reading and writing habits that will be extended throughout the year, including the HPS commitment to “reading a minimum of 25 books or book equivalents (approximately 1,000,000 words) per year from a variety of genres. Students will use various peer response group processes to present their writings and receive comments from peers and instructors based upon rubrics. The students will continue to develop their skills in the narrative writing process. They will read and respond to a variety of narratives, analyzing these narratives for effective strategies and noting characteristics of the genre. They will write personal narratives incorporating the elements of narrative writing. Students will demonstrate an understanding and control of the conventions of the English language in both written and spoken formats. They will increase their mastery of content vocabulary.

“One Moment in Time”

Other Resource Materials

- *America’s Choice – Genre Study – Memoir (grade 3)*
- *Touchstone Text:*
 - When I Was Young in the Mountains*
 - My Rotten Redheaded Older Brother*
 - Tree of Cranes*
 - Family Pictures/Cuadros de Familia*
 - My Family Vacation*
 - Aunt Flossie’s Hats (and Crab Cakes Later)*
 - The Chalk Doll*
 - Thunder Cake*
 - The Relatives Came*
 - A Chair for My Mother*
 - My Mama Had a Dancing Heart*
- *America’s Choice - Reading Monograph Series: Elementary/Secondary*
(especially “Talking About Books” and “Book Discussion Groups”)
- *America’s Choice - Writing Monograph Series*
- *America’s Choice – Book Talk Rubric* (see resources section in binder)
- *America’s Choice – Readers Workshop Lessons: “The First 30 Days”*
 - *Revisit Independent Reading Expectations, i.e. Choosing “Just Right” Books
 - *Book Discussion Groups
 - *Book Talks
 - *Conferencing

FRONTLOADING THE GENRE

Genre Study of Memoir

Approx 1 week

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 round 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

WRITERS WORKSHOP MAP

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>Goal: Students generate a shared narrative/memoir about a classroom experience, and learn how to utilize classroom resources independently for the narrative/memoir unit.</p> <p>Approx 1 week</p>	<ul style="list-style-type: none"> ○ NB entries that will act as resources for the narrative/memoir unit ○ Draft of “own” version of shared memoir ○ Group/paired work in applying mini-lesson 	<p>Share out on mini-lesson and work period</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NB entries that are resources for students learning in the narrative/memoir unit <input type="checkbox"/> Draft of “own” version of shared memoir
<p>Section 1: Crafting Writing Lessons 1-4</p> <p>Goal: Students generate ideas for writing from personal experiences and personal responses to literature and draft try-out of their memoirs.</p> <p>Approx 1 week</p>	<ul style="list-style-type: none"> ○ Read memoirs and notice attributes ○ Try-out various “memories” ○ Utilize craft lessons in try-outs (repeated line) ○ Draft and revisit a memoir ○ Guided writing groups with teacher 	<p>Share out oral memories and try-out of writing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NB – Try-outs of various memories <input type="checkbox"/> NB – Try-outs of authors craft (repeated lines) <input type="checkbox"/> Draft of Short Memoir (lesson 7) for use final product – in writing folder
<p>Section 2: Exposure to the Genre Lessons 5-13</p> <p>Goal: Students will draft memoirs.</p> <p>Approx 2 week</p>	<ul style="list-style-type: none"> ○ Continue to read memoirs and analyze the features. ○ Draft and revise short memoir. ○ Guided writing groups with teacher. 	<p>Students share tryouts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NB – Try-outs of memoirs that incorporate features of the genre <input type="checkbox"/> Draft of short memoir

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Section 3: Defining the Genre Lessons 14-21</p> <p>Goal: Students will review memoirs by identifying and analyzing the specific elements of the genre and incorporate these elements in their writing.</p> <p>Approx 2 weeks</p>	<ul style="list-style-type: none"> ○ Develop an on-going memoir attribute chart to use as a resource. ○ Draft and revise memoirs including specific features of the genre. ○ Revise draft of their memoir incorporating memoir attributes such as timelines or other organizing structure. ○ Develop and apply rubric criteria to memoir. ○ Guided writing groups with teacher 	<p>Students share tryouts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chart (for student resource) Memoir Structures <input type="checkbox"/> NB – Try-outs of memoirs that incorporate features of the genre <input type="checkbox"/> Revisions to draft of short memoir
<p>Section 4: Producing a Final Genre Piece Lessons 22-26</p> <p>Goal: Students generate a memoir with formal written reflection.</p> <p>Lesson artifacts, notebook entries, and drafts/revision from sections I – III will be used to complete the final writing project. You may need to review and re-teach previous lessons. In addition, specific skill and grammar lessons may need to be taught as indicated by the needs of your particular students.</p> <p>Also, it is important to review the standards/rubric the students will be expected to meet prior to beginning the memoir.</p> <p>Approx 2 weeks</p>	<ul style="list-style-type: none"> ○ Try-out illustrations to support their memoirs ○ Students draft, revise, edit & publish a memoir picture book ○ Guided writing groups with teacher <p><u>Please note:</u> the on going student work including: revisions to students’ memoirs, incorporating memoir attributes to drafts, illustrations, and writers craft from previous lessons will be the products students revise and refine to produce their memoir (formal writing product for unit w/student reflection).</p>	<p>Students share drafts of memoirs and revisions.</p>	<p style="text-align: center;">Final Writing Products for Narrative/Memoir Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Memoir w/student reflection <input type="checkbox"/> Student generated bulletin board displaying student work that meets the standards with student reflections and standards based teacher feedback

READERS WORKSHOP MAP

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>ELL Accommodations:</p> <p>Lesson/Day 1: With the students, begin a chart titled “Features of Narrative Account”. Students will <u>use their eyes to gather visual noticings of Narrative</u>. 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>ELL Accommodations:</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>ELL Accommodations:</p> <p><i>Students share their new noticings</i></p> <p>Add to the chart: Features of a Narrative Account</p>	<p><input type="checkbox"/> Class chart – Features of a Narrative Account</p>
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>ELL Accommodations:</p> <p>Lesson/Day 2:</p> <p>Tea Party #1: Introduce and Frontload one of the touchstone texts following the guidelines for the Tea Party found in the Appendix</p>			<p><input type="checkbox"/> *Accountable talk on touchtone text</p> <p>*observable behavior</p>

CURRICULUM MAP
Narrative – Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>ELL Accommodations:</p> <p>Lesson/Day 3:</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. 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>	<p><input type="checkbox"/> NB entry – character external traits</p>
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>ELL Accommodations:</p> <p>Lesson/Day 4:</p> <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>	<p><input type="checkbox"/> NB entry – character internal traits</p>

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Frontloading the Genre: Lessons 1 – 5</p> <p>ELL Accommodations:</p> <p>Lesson/Day 5:</p> <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>	<p><input type="checkbox"/> NB entry – character internal/external traits</p>
<p>Section 1: Reading Memoirs (to correspond with Section 1 of Writers Workshop: Crafting Writing Lessons 1-4)</p> <p>Teacher will model text to self, text to world, and text to text connections during a read aloud/think aloud daily using narrative/memoir text. In addition, teachers may need to model reading skills and strategies as appropriate – i.e. context clues, etc.</p> <p>Goal: Students will apply and make text to self, text to world, and text to text connections during their reading.</p> <p>Approx 1 week</p>	<ul style="list-style-type: none"> ○ Students make text to self, text to world, and text to text connections during independent reading and record their reflections in their readers notebook. ○ Students work towards completing their 25 books for the <i>25 Book Campaign</i> ○ Students work in guided reading groups with the teacher. ○ Students partner/buddy read 	<p>Share out the connections they made during their reading.</p>	<p><input type="checkbox"/> NB – reading reflections</p> <p><input type="checkbox"/> Annotated bibliography of text read</p> <p><input type="checkbox"/> <i>25 Book Campaign</i> documentation (school based)</p>

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Section 2: Memoir Reading (to correspond with section 2: Exposure to the Genre Lessons 4-13)</p> <p>Teacher will model the “Seven Habits of Proficient Readers” during a read aloud/think aloud and reflect of a specific habit. In addition, teachers may need to model reading skills and strategies as appropriate – i.e. context clues, etc.</p> <p>Goal: Students will apply a reading habit while reading their independent book.</p> <p>Approx 2 weeks</p>	<ul style="list-style-type: none"> ○ Students apply a reading habit during independent reading and record their reflections in their readers notebook. ○ Students work towards completing their 25 books for the <i>25 Book Campaign</i>. ○ Students work in guided reading groups with the teacher. ○ Students partner/buddy read 	<p>Share out the connections they made during their reading</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NB – reading reflections and application of reading habits <input type="checkbox"/> Annotated bibliography of text read <input type="checkbox"/> <i>25 Book Campaign</i> documentation (school based)
<p>Section 3: Intro to Book Talks (to correspond with Section 3: Defining the Genre Lessons 14-21)</p> <p>Teacher will model the how to complete a book talk using one of the memoirs he/she has previously read aloud to students. In addition, teachers may need to model reading skills and strategies as appropriate – i.e. context clues, etc.</p> <p>Goal: Students will continue their book discussion book, choose a book to present for a book talk and apply strategies modeled for completing a successful book talk.</p> <p>Approx 2 weeks</p>	<ul style="list-style-type: none"> ○ Students will gather resources (previous NB entries) and draft their book talk. ○ Students work towards completing their 25 books for the <i>25 Book Campaign</i>. ○ Students work in guided reading groups with the teacher. ○ Students partner/buddy read. ○ Students will read independently. 	<p>Share out the connections they made during their reading</p> <p>Students share out drafts of their book talk</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NB – book talk draft with revisions <input type="checkbox"/> Annotated bibliography of text read <input type="checkbox"/> <i>25 Book Campaign</i> documentation (school based)

CURRICULUM MAP
Narrative - Memoir

OPENING	WORK PERIOD	CLOSING	STUDENT WORK
<p>Section 4: Memoir Reading & Book Talks (to correspond Section 4: Producing a Final Genre Piece Lessons 22-26)</p> <p>Teacher will model the following based on the needs of students:</p> <ul style="list-style-type: none"> ▪ Reading habit ▪ Book talk ▪ Specific reading skill as indicated by student need from reading conferences ▪ Other mini-lesson as appropriate <p>Goal: Students will give a book talk and reflect on the unit in writing</p> <p>Approx 2 weeks</p>	<ul style="list-style-type: none"> ○ Students apply a reading habit during independent reading and record their reflections in their readers notebook ○ Students work towards completing their 25 books for the <i>25 Book Campaign</i> ○ Students work in guided reading groups with the teacher ○ Students partner/buddy read <p><u>Please note:</u> The on-going student work including: notebook entries, readers responses, drafts of book talks, and notes from previous lessons will be the products students utilize to produce their final reading products that include a written reflection</p>	<p>Students complete a book talk</p>	<p style="text-align: center;">Final Reading Products for Narrative/Memoir Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book Talk w/reflection <input type="checkbox"/> NB entries documenting application of reading habits and skills <input type="checkbox"/> Annotated bibliography of the 4 memoir text reader during the unit

ARTIFACTS

STUDENT ARTIFACTS:

Student Portfolio:

- Memoir Picture Book w/Rubric & Written Self-Reflection
- Formal Book Talk with reflection
- Annotated bibliography of four memoir text read
- Four student-selected notebook entries documenting reading habits and/or skills

Notebooks:

- Application of reading habits/strategies
- Notes/Charts for reference
- Conference notes
- Summaries of books read & annotated bibliography
- Writing Try-outs
- Draft and revision of Memoir
- Draft and revision of formal Book Talk

TEACHER ARTIFACTS:

Teacher Assessment Notebook:

- Status of the class
- Conference notes
- Guided reading/writing notes
- Informal/formal assessment data

Charts:

- As indicated in the *America's Choice* Author and Genre Study
- 25 Book Campaign – students progress
- Book of the Month Campaign w/student response

Word Walls:

Vocabulary & Visual pertaining to the author/genre being studied (for example):

- Memoir
- Narrative features
- Habits of good readers

Bulletin Board:

- Showing Memoir that meet the standards w/teacher & student commentary
- Book Talk Rubric & Reflection w/teacher & student commentary

FIVE ESSENTIAL PRACTICES FOR TEACHING ENGLISH LANGUAGE LEARNERS

The five essential practices for teaching English language learners are practices developed by America's Choice to support the literacy needs of ELL students. These practices are a result of current second language acquisition research, literacy development, and effective classroom practices. They provide a framework for creating appropriate Readers and Writers Workshop lessons for students who are emerging English Speakers. (*America's Choice: Teaching English Language Learners: Literacy*)

Essential Practice 1	Classroom Applications
<p>Develop Oral Language through Meaningful Conversation and Context.</p> <p>Oral language is the foundation of literacy and a main tool for learning and interacting in both academic and social settings. Natural exposure and planned experiences with oral language facilitates increases expression and understanding of the second language. Oral language also supports vocabulary development in context, paving the way for better comprehension and production. Exposure to rich oral and written language environments is vital for developing literacy and language skills.</p>	<ul style="list-style-type: none">• Develop oral language through meaningful conversation by planning language experiences and building consistent time to engage conversation.• Enunciate and rephrase difficult words and allow extra time for practice and repetition.• Demonstrate and orally explain activities step-by step. Rephrase difficult instructions• Use think-alouds. Verbally share the comprehension thought process.• Provide opportunity for practice: allow extra time for practice and repetition in oral, reading, and writing activities with appropriate feedback.• Allow students to respond through Turn and Talk activities, oral, choral reading and re-reading.• Use audio recording of a text to provide extended literacy opportunities where students listen to the reading of a text independently while developing fluency, accuracy, and language acquisition.• Plan daily read-alouds to model literacy strategies and to scaffold fluency, accuracy, and independent reading.

Essential Practice 2	Classroom Applications
<p>Teach Targeted Skills through Contextualized and Explicit Instruction</p> <p>Full literacy is a fluid combination of oral, reading, and writing skills. These skills must be taught through explicit and contextualized instruction that scaffolds learning. Contextualized instruction provides students with extra linguistic clues that support understanding not only of the content but also of the language being used in the lesson. Combining contextualized practices with the knowledge of phonemic awareness, phonics skills, language structures and functions, text patterns, and literary devices such as metaphors, analogies, figurative language, and unfamiliar cultural concepts, will aid students in achieving stronger literacy skills. Explicit skills give the students the tools they need to comprehend increasingly complex literacy demands.</p>	<ul style="list-style-type: none"> • Use clues of context to make instruction meaningful. Teach skills and strategies using materials, books or writing that students know and understand • Use Big Books or shared reading to teach phonics, vocabulary and language features. • Use student or teacher writing models to teach craft, spelling, and language conventions. • Teach phonemic awareness within a context. ELL children must attach meaning and experience to phonemes they may never have heard before. Teach phonemic awareness while explicitly teaching vocabulary, meaning, or within-a-story context. • Understand the linguistic background of native language and address these issues specifically. • Pay special attention to sounds of letters. Languages have different linguistic features. For example, while the vowel sounds in English vary, Spanish vowel sounds are consistent. Students will transfer what they know about one language and automatically, and sometimes incorrectly, apply it to English. • Use meaningful activities to teach phonemic awareness, such as language games, Word Walls, word banks, songs, poems, and rhymes that focus on particular sounds or letters.

Essential Practice 3	Classroom Applications
<p>Build Vocabulary through Authentic and Meaningful Experiences with Words</p> <p>Developing and deepening a student’s understanding of new words is essential for English language learners. Building vocabulary in the context of literature experiences, and modeled writing ensures that students will own the new words they encounter. Vocabulary building is a lifelong process and students must learn ways to integrate and approach new and challenging words. Discussing, playing with, and using new words allow students to gain new vocabulary through meaningful, and therefore memorable, experiences.</p>	<ul style="list-style-type: none"> • Vocabulary development must be taught intentionally. Since word knowledge correlates with reading comprehension and meaning-making strategies used in decoding, it must be a focus for instruction. • Vocabulary development must be taught in context. Connect word knowledge with background knowledge and instructional context. ELL students need both meaning and context to acquire new vocabulary. • Facilitate and plan activities that support the three main ways vocabulary is learned: <ol style="list-style-type: none"> 1. Through meaningful conversations with adults and other students. 2. Listening to adults read at slightly higher levels than the student’s independent level. 3. Read extensively on their own at their reading level. • Pre-teach vocabulary words, prefixes/suffix, context clues, and cognates. Build students’ skill box with vocabulary and give them tools to understand and connect new vocabulary. • Use content Word Walls or word webs. Support cognitive structuring for ELLs by connecting new vocabulary to themes, ideas, or generalizations. • Explicitly focus on and teach academic language. Students need to be consistently exposed to formal or content specific language and vocabulary. • Explicitly teach the building blocks of language. Students need to learn the connecting and transition words of the English language (“however,” “in conclusion”, etc.)Teach them in context and teach them explicitly. • Focus teaching Tier 2 words, as well as essential Tier 1 words. Although most explicit vocabulary instruction should focus on Tier 2 words (words with a high frequency in the written language, example: examine), ELLs need instruction around Tier 1, or basic spoken words as well.

Essential Practice 4	Classroom Applications
<p>Build and Activate Background Knowledge</p> <p>Learning is based on establishing neural connections in the brain, drawing on previous experience, background knowledge, and prior and current environments. It is both the teacher’s and the student’s job to facilitate these connections in order to construct meaning and understand new ideas and concepts while expanding on their own world knowledge. Actively fostering these connections will enable students to more easily interpret their surroundings and assign meaning to new concepts while expanding their own.</p>	<ul style="list-style-type: none"> • Elicit student’s experience and comments. Connect school, literary and personal events through talking, writing, and reading. • Consider the cultural background of students when selecting literacy materials such as books and poems. Support language development of ELL students by giving them new English words for experiences that are close to home. Using materials that represent their cultural background, increases motivation and supports participation. • Discuss and build language around universal themes. Connect new language to universal experiences. • Build content-based word banks and webs. Connect new language to other known words, experiences, and ideas to support cognitive structuring. • Use native language. Value home culture. View home cultures as a resource, rather than a liability. • Use hands-on experience based instruction in all academic areas. Language can be built upon common classroom experiences. • Encourage students to make connections before, during and after reading. • Find out what students know and build on their experience.

Essential Practice 5	Classroom Applications
<p>Teach and Use Meaning-Making Strategies Intentionally teaching meaning-making strategies provides students with a toolbox to approach future learning challenges. Meaning-making strategies vary from helping students comprehend text to various strategies students can use to understand English-dependent lessons. Modeling appropriate behaviors to students gives them the tools to be autonomous learners and supplies them with options they can use to interpret environmental input, both academically and socially.</p>	<ul style="list-style-type: none"> • Explicitly teach student meaning-making strategies. Model for students how to visualize, make connections, monitor for meaning, determine importance, etc. • Provide opportunities for practice. Sustain daily work periods in reading and writing for students to practice these strategies. • Systematically assess students and adjust instruction. Monitor progress and use data to adjust the focus of mini-lessons, conferences and small-group instruction. • Model activities and thinking for certain skills. Students need to see and experience what is expected of them before they perform a task. • Beginning ELLs need more than just phonics and English Language Development instruction. EXPOSE STUDENTS RIGHT AWAY TO COMPREHENSION STRATEGIES. Waiting to address skills in chronological order hinders academic growth and English proficiency. • Teach students how to help themselves in English-dependent lessons. Model your thinking and how you approach problems. Build students cognitive toolbox by explicitly teaching the ways to help themselves during difficult language situations.

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