



Holyoke Public Schools
English Language Arts Curriculum Map
Grade 7

Autobiographical Narrative

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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></p> <p>As 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 (Autobiographical Narrative) 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>Formal Reflection on Book Discussion Book (Teacher choice: literary letter, NB entry, etc.) – Response to Literature</p> <p>Annotated bibliography of the four narrative text reader during the unit</p> <p>Pre & Post On Demand Autobiographical Narrative w/Writing to a Prompt with Conference Notes</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.
- 8.23 Use knowledge of genre characteristics to analyze a text.
- 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.
- 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: Autobiographical Narrative w/Rubric & Written Self-Reflection

The student produces a narrative 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

Pre and Post on demand autobiographical narrative with conference notes that demonstrates students growing proficiency in narrative writing (MCAS long composition rubric)

READING WORK:

The student will:

- Read at least four books related to the narrative 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) – Response to Literature w/reflection

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 period.
- 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.

“I Have a Story to Tell.”

Other Resource Materials

- *America’s Choice – Genre Study – Narrative – Secondary*
- *America’s Choice – Genre Study – Narrative – Secondary (Student Reader)*
- *Touchstone Text:*
 - The Invention of Solitude*
 - “All Summer in a Day”*
 - All Over But the Shoutin’*
 - “Survival: Their Fate is in Our Hands”*
 - The House on Mango Street*
 - Short Stories of Langston Hughes*
 - My Dog Skip*
 - The Effect of Knut Hamsun on a Fresno Bay: Recollections and Short Essays*
- *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 Narrative

Approx 1 week

The scaffolds English Language Learners need to succeed in a genre study extend beyond the scope of the lessons in the grade level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study. In order to facilitate the language needs of students, teachers should apply the strategies they have learned during the Category (ELL) training they have received and provide the following scaffolds:

- Prior to beginning this unit, teachers will need to introduce students to the genre of narrative. Teachers can do this through a variety of techniques such as shared reading and writing activities and by explicitly modeling the process of how-to complete each task before having students independently complete an assignment and by giving students time to work in pairs to practice a task prior to working independently.
- It is expected that teachers will complete a “shared” class narrative with students prior to beginning this unit and that teachers will utilize narratives in their read aloud/think alouds and in any modeled/shared writing. Students will then be able to utilize the artifacts used to create the “shared” class narrative as resources during the unit.
- The standards for the work product and example of student work that meets the standards need to be posted and utilized. The students need to know at all times the expectation for their work. An interactive bulletin board that highlights student work meeting standard during the course of the study is one method that can be used to assist students.
- Teachers are expected to complete the work products prior to and along with the students to use as a model during the unit’s lessons.
- **SEE APPENDIX - Prior to beginning this unit teachers are to give students an on-demand autobiographical writing prompt (see MCAS long composition – grade 7 for resources). Teachers should score these prompts and individually conference with students on their strengths and needs and provide instruction during guided writing groups. It is imperative that the pre on-demand prompt be given prior to starting the unit as teacher and students will refer to this piece of writing throughout the unit and use it as a comparisons of a final piece of student work for this unit.**

Please note: ELL students may require additional supports throughout the unit. Such as language frames, graphic organizers, etc. Please consult with the ELL teacher on your team and with the district ELL coaches for support in meeting the needs of ELL students. Your building ELA coach will also be able to assist you with any modifications or accommodations that are necessary to ensure the success of all students.

***Readers/Writers Workshop
Narrative***

Read Aloud/Think Aloud	Independent Reading	Mini-Lesson	Work Period	Closing	Student Work
<p>Teacher models reading habit, skill, or strategy using teacher selected text.</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p>	<p>Week 1: Lessons 2-6</p> <p>Goal: Students generate ideas for writing using various texts as a model for writing narratives.</p> <p>Approx 1 week</p>	<p>Read narratives and notice attributes.</p> <p>Try-out various “narratives”.</p> <p>Borrow ideas from writers of text shared and read.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p>	<p>Share try-outs of narratives and topics.</p>	<p><input type="checkbox"/> NB – independent reading</p> <p><input type="checkbox"/> NB – Try-outs of various narratives</p>
<p>Teacher models reading habit, skill, or strategy using teacher selected text.</p> <p>Or</p> <p>Teacher models how to participate in a literature discussion group (narratives).</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p> <p>Or</p> <p>Students read literature discussion book and participate in a literature discussion group.</p>	<p>Week 2: Lessons 7-10</p> <p>Goal: Students incorporate specific genre elements in their writing.</p> <p>Approx 1 week</p>	<p>Read narratives and incorporate elements of genre in narrative draft.</p> <p>Try-out various “narratives” and pick one to refine to publication.</p> <p>Borrow ideas from writers of text shared and read.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p>	<p>Share try-outs of narratives and topics.</p>	<p><input type="checkbox"/> NB – independent reading or book discussion group reflections</p> <p><input type="checkbox"/> NB – Try-outs of various narratives and incorporation of genre elements</p>

Readers/Writers Workshop
Narrative

Read Aloud/Think Aloud	Independent Reading	Mini-Lesson	Work Period	Closing	Student Work
<p>Teacher models reading habit, skill, or strategy using teacher selected text.</p> <p>Or</p> <p>Teacher models how to participate in a literature discussion group (narratives).</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p> <p>Or</p> <p>Students read literature discussion book and participate in a literature discussion group.</p>	<p>Week 3: Lessons 11-13</p> <p>Goal: Students revise and edit a narrative (based on peer and teacher conferences) piece to include elements of the genre.</p> <p>Approx 1 week</p>	<p>Read narratives and notice attributes and include in revision of narrative.</p> <p>Revise narrative draft.</p> <p>Borrow ideas from writers of text shared and read.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p>	<p>Share out narratives</p>	<p><input type="checkbox"/> NB – independent reading or book discussion group reflections</p> <p><input type="checkbox"/> NB – narrative revisions</p>
<p>Teacher models reading habit, skill, or strategy using teacher selected text.</p> <p>Or</p> <p>Teacher models/reinforces how to participate in a literature discussion group (narratives).</p> <p>Or</p> <p>Teacher models how to give a book talk.</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p> <p>Or</p> <p>Students read literature discussion book and participate in a literature discussion group.</p>	<p>Week 4: Lessons 14-24</p> <p>Goal: Students will draft an <u>autobiographical</u> narrative.</p> <p>Approx 2 weeks</p>	<p>Draft an autobiographical narrative incorporating narrative elements.</p> <p>Borrow ideas from writers of text shared and read.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p> <p>Draft notes for book talk.</p>	<p>Share outs of narrative drafts.</p> <p>Students give book talks.</p>	<p><input type="checkbox"/> NB – independent reading or book discussion group reflections</p> <p><input type="checkbox"/> NB – Try-outs of various autobiographical narratives and incorporation of narrative genre elements</p>

Readers/Writers Workshop
Narrative

Read Aloud/Think Aloud	Independent Reading	Mini-Lesson	Work Period	Closing	Student Work
<p>Teacher models reading habit, skill, or strategy using teacher selected text.</p> <p>Or</p> <p>Teacher models/reinforces how to participate in a literature discussion group (narratives).</p> <p>Or</p> <p>Teacher models/reinforces how to give a book talk.</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p> <p>Or</p> <p>Students read literature discussion book and participate in a literature discussion group.</p>	<p>Weeks 5 - 6: Lessons 25-30</p> <p>Goal: Students revise and edit an autobiographical narrative (based on peer and teacher conferences) piece to include elements of the genre; bring the piece to publication.</p> <p>Approx 2 weeks</p>	<p>Read narratives and notice attributes and include in revision of narrative.</p> <p>Revise narrative draft.</p> <p>Borrow ideas from writers of text shared and read.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p> <p>Draft notes for book talk.</p>	<p>Share out narratives</p> <p>Students give book talks</p>	<p>Final Products for Narrative Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 student selected NB entries documenting application of reading habits, skill, and strategies <input type="checkbox"/> Book discussion group notes & reflection – response to literature <input type="checkbox"/> Bibliography of four narrative texts read <input type="checkbox"/> Formal book talk w/reflection
<p>*Teacher models how to revise a piece of writing to meet the criteria of a rubric (*this is in place of RATA for this week only).</p> <p>Or</p> <p>Teacher models/reinforces how to participate in a literature discussion group (narratives).</p> <p>Or</p> <p>Teacher models/reinforces how to give a book talk.</p>	<p>Students read independently in “just right” book and apply reading habit, skill, strategy as appropriate and record reflection in notebook in the “Reading Reflection” section.</p> <p>Or</p> <p>Students read literature discussion book and participate in a literature discussion group.</p>	<p>Week 7: Lessons 33-35</p> <p>Goal: Students will respond to an autobiographical narrative prompt.</p> <p>Approx 1 week</p>	<p>Draft an on demand autobiographical narrative incorporating narrative elements.</p> <p>Use previous on-demand writing commentary to apply and refine skills.</p> <p>Guided writing groups with teacher</p> <p>Guided reading group with teacher</p>	<p>Share out on demand narrative writing</p>	<p>Final Products for Narrative Unit (con’t)</p> <ul style="list-style-type: none"> <input type="checkbox"/> An Autobiographical narrative brought to publication w/reflection <input type="checkbox"/> An on demand Autobiographical narrative (pre & post) <input type="checkbox"/> Student generated bulletin board displaying student work that meets the standards with student reflections and standards based teacher feedback

ARTIFACTS

STUDENT ARTIFACTS:

Student Portfolio:

- Autobiographical Narrative w/Rubric & Written Self-Reflection
- Response to Literature w/Rubric & Written Self-Reflection
- Formal Book Talk with reflection
- Annotated bibliography of four narrative text read
- Four student-selected notebook entries documenting reading habits and/or skills
- On demand pre and post autobiographical narrative with conference notes from pre prompt

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 narrative
- Draft and revision of formal Book Talk
- Draft and revisions of Response to Literature (book discussion group)

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):
- Narrative features
 - Habits of good readers
 - Roles and responsibilities of book discussion groups

Bulletin Board:

- Showing narratives that meet the standards w/teacher & student commentary
- Showing Response to Literature (book discussion group product) 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 data-bbox="180 516 1047 597">Develop Oral Language through Meaningful Conversation and Context.</p> <p data-bbox="180 638 1047 927">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 data-bbox="1108 537 1955 1279" 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: <ul style="list-style-type: none"> ○ Through meaningful conversations with adults and other students. ○ 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.

Appendix

MCAS Writing Prompts (choose 1 for pre assessment)

1. Heroes have special qualities that people admire. Heroes give us examples of the courage and strength it takes to face difficult situations and challenges in life. Think of someone who is your personal hero. In a well-developed composition, describe this person and explain two qualities you most admire about him or her.
2. After-school activities give students an opportunity to do something they enjoy outside the classroom. Some students play sports, while others might enjoy acting or other activities. Your school wants to add some new after-school activities and is taking suggestions from students. In a well-developed composition, suggest a new after school activity and explain why students might enjoy it.
3. Many students have personal goals, such as making the honor roll, playing a musical instrument, or being a top scorer in a video game. To be successful in reaching goals, it helps to have certain qualities. Some of these might include self-discipline, determination, or a positive attitude. Think about a goal that you would like to achieve. In a well-developed composition, state your goal. Describe at least two qualities you will need to reach your goal, and explain why each quality is important to be successful.
4. Many young people enjoy favorite hobbies or activities outside of school. These can include sports, performing arts, or collecting special items, to name a few. Think about an activity or hobby in which you participate. In a well-developed composition, describe this special interest or activity and explain why it is important to you.

Please note: Your post assessment will be the writing prompt on **page 227** of the *America's Choice Writer's Workshop Lessons: Narrative, Secondary*

MCAS WRITING SCORING GUIDE

Topic Development

1	2	3	4	5	6
<ul style="list-style-type: none"> • Little topic/idea development, organization, and/or details • Little or no awareness of audience and/or task 	<ul style="list-style-type: none"> • Limited or weak topic/idea development, organization, and/or details • Limited awareness of audience and/or task 	<ul style="list-style-type: none"> • Rudimentary topic/idea development and/or organization • Basic supporting details • Simplistic language 	<ul style="list-style-type: none"> • Moderate topic/idea development and organization • Adequate, relevant details • Some variety in language 	<ul style="list-style-type: none"> • Full topic/idea development • Logical organization • Strong details • Appropriate use of language 	<ul style="list-style-type: none"> • Rich topic/idea development • Careful and/or subtle organization • Effective/rich use of language

Standard English Conventions

1	2	3	4
<ul style="list-style-type: none"> • Errors seriously interfere with communication AND • Little control of sentence structure, grammar and usage, and mechanics 	<ul style="list-style-type: none"> • Errors interfere somewhat with communication and/or • Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics 	<ul style="list-style-type: none"> • Errors do not interfere with communication and/or • Few errors relative to the length of essay or complexity of sentence structure, grammar and usage, and mechanics 	<ul style="list-style-type: none"> • Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)

THE SEVEN READING HABITS

The reading habits are used by proficient readers, while reading, in order to understand, assess and analyze what is being read.

1. ACTIVATE SCHEMA

Access background knowledge/use what you already know

Text to self – “This reminds me of something from my life...”

Text to text – “This reminds me of a character/conflict/setting from another text...”

Text to world – “This reminds me of something happening in the Middle East...”

2. VISUALIZE

Make pictures in your mind of characters/conflicts/settings

“I can see...” “I can picture...”

3. QUESTION

Ask implicit and explicit questions of the text

“I wonder why...” “I wonder how...” “I wonder what...”

4. DETERMINE IMPORTANCE

Identify valuable information from the text

“I think it’s important that...”

5. INFER

Use explicit information from the text to draw conclusions about characters/conflicts/settings

“Based on what this character said/did, I can conclude that the character feels...”

6. MONITOR FOR MEANING

Using fix-up strategies to assure understanding of the text

“I defined this word so that I could understand...”

“I re-read and activated my schema, so that I could better understand...”

“I determined importance throughout the passage, so that I could understand...”

7. SYNTHESIZE

Combine important information from the text in order to draw a conclusion about characters/conflicts/settings

“Based on the way the character deals with all of the conflicts, I can tell that struggle makes a person stronger.”

NOTES: