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| ESL: Personal Narrative |
| Language of Language Arts, Grade 6—English Language Proficiency Levels 1 and 2 |

*For more information on the design process for the ESL MCUs, please see the* [*Next Generation ESL Project: Curriculum Resource Guide*](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide)*.*

This unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. The purpose of this unit is to help ELs develop the language necessary for academic success in the content area of English Language Arts. They will also learn language that will be used recurrently in and across various academic and social contexts.

The embedded language development of this unit centers on two of the [*Key Uses of Academic Language*](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf):

* Recountby describing real or imagined experiences/events using relevant details in a narrative.
* Discuss by summarizing to participate in grade appropriate exchanges of information.

These unit-level Focus Language Goals were created through an analysis of the driving language demands of an existing English language arts Model Curriculum Unit for grade 6: “Narrating a Journey: An Exploration of Style in *Travels with Charley* by John Steinbeck.” However, this ESL unit is not the same as the sheltered English language arts unit. It is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. Please be mindful that, in addition to this dedicated, language-focused time, the student must also have access to all core academic content.

This unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language, and by the end of the unit, students are equipped with the language to craft their own personal narratives. Through a social justice lens, students will be encouraged to share the story of how they, or a family or community member, immigrated to the United States. After creating their narratives, students will read and retell a classmate’s journey. These experiences will help students learn about the various reasons why people migrate and what others have done to ease the transition to life in a new country. Sharing each other’s narratives will also give students an opportunity to identify commonalities between their stories and their classmates’ stories, helping to establish a more empathetic and understanding classroom culture.

This document was prepared by the Massachusetts Department of Elementary and Secondary Education, Mitchell D. Chester, Ed.D., Commissioner.

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| Unit Plan | | |
| **Stage 1***—***Desired Results** | | |
| **ESTABLISHED FOCUS GOALS G** Focus Language Goals/Standards *The Language of Language Arts*  G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative.  G.2 Discuss by summarizing to participate in grade appropriate exchanges of information. Content Connections *The student is building toward:*  CCSS.ELA-LITERACY.WHST.6.3— Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  CCSS.ELA-LITERACY.WHST.6-8.2.C— Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  CCSS.ELA-LITERACY.SL.6.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA-LITERACY.WHST.6-8.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CCSS.ELA-LITERACY.WHST.6-8.6— Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | ***Transfer*** | |
| *Students will be able to independently use their learning to…* **T**  T.1 **Communicate** for **social**and **instructional**purposes within the school setting.  T.2 **Communicate**information, ideas, and concepts necessary for academic success in the content area of **English language arts**.  T.3 Take risks in the target language to discuss themselves and others while remaining culturally sensitive (ESL).  T.4 Understand the power of words and images to transform lives and provide insight into the experiences of others and an understanding of cultures and historical periods (ELA). | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  *Students will understand that…*  U.1 Readers of first-person narratives learn about the writer’s thoughts and about the places and people he/she describes.  U.2 A person who writes in the first person about a journey learns about herself or himself as well as the places s/he visits and the people s/he meets. | **ESSENTIAL QUESTIONS Q**  Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? |
| ***Language Acquisition in the Four Domains*** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…*  K.1 Adjectives, nouns, and verbs as essential parts of speech useful for effectively telling stories.  K.2 Past tense verbs useful for telling stories.  K.3 Transition words that signal a shift in time or the sequence of events (e.g., *first, next, then, finally, later*).  K.4 Capitalization rules (e.g., *proper nouns, beginning of sentences*).  K.5 Punctuation rules.  K.6 Elements of a narrative: *beginning, middle,* and *end* (plot diagram).  K.7 How each story has a purpose or goal (e.g., *teach a lesson, highlight a lesson learned or change in perspective*).  K.8 Simple and compound sentence structure. | **SKILLS: Academic Language****S**  *Students will be skilled at…*  S.1 Writing simple narratives to share real or imagined experiences/events.  S.2 Describing using adjectives.  S.3 Recounting events from the past using past tense.  S.4 Sequencing events and signaling shifts of time effectively using transition words.  S.5 Identifying and sharing main ideas and/or central themes of a story.  S.6 Constructing simple and compound sentences orally and in writing. |
| **Stage 2***—***Evidence** | | |
| **EVALUATIVE CRITERIA** | **ASSESSMENT EVIDENCE: Language Development** | |
| * Ideas: Strong theme/lesson learned. * Organization: * Narrative contains most/all story elements. * Effective use of transition words to sequence events (e.g., *first, next, then, finally, later*). * Narrative includes both text and images. * Word choice:   + Effective use of adjectives to describe (e.g., *beautiful, long, large, small*).   + Appropriate use of past tense to recount events. * Voice: appropriate use of first or third person point of view to recount own narrative and retell a summary of another student’s narrative. * Conventions: appropriate capitalization and punctuation. * Sentence fluency: use of complete sentences orally and in writing. * Oral presentation: * Effective application of presentation skills, including incorporating relevant supporting visuals. * Discuss by summarizing main ideas and details of another student’s narrative. | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT**  *As a result of:*   * Studying a modified plot diagram for narratives (beginning, middle, end) * Summarizing personal narratives of others * Learning sequencing transition words * Using adjectives * Using the past tense to tell a story * Identifying central themes in personal narratives * Practicing with language conventions such as capitalization and punctuation   *Students will be able to**create a personal narrative of how they, or a family member, immigrated to the United States.*  **G**oal—Create a personal narrative telling a journey story.  **R**ole—Student as him/herself.  **A**udience—Classmates.  **S**ituation—An opportunity to share a journey they or someone they know have taken where they learned something about themselves, another person, or a place.  **P**roduct performance and purpose—A personal narrative that shares a personal journey where the student learned something about him/herself, another person, or a place and incorporates relevant images. Students will share their personal narratives and retell a classmate’s story.  *Reflection:*  Yes/no question checklist based on the grading rubric | |
| **OTHER EVIDENCE OE**  Formative assessments: exit ticket, sorting and matching activities, warm-ups, think-pair-share, turn-and-talk, pre/free-writing, response boards, homework, total physical response (TPR), sentence frames, graphic organizers, journals, know–want to know–learned (K-W-L), roleplay, etc. | |
| **Stage 3—Learning Plan** | | |
| **SOCIOCULTURAL IMPLICATIONS**  *Topic:*   * Immigration stories may be too sensitive of a topic for some students. However, students typically want to share stories about themselves/their families and this will provide them a platform for self-expression. * Discrimination may exist among the various groups of people in the countries of origin/countries presented about and those of other students in the classroom. Discrimination may be based on socioeconomic status, race/ethnicity, and/or religion. Remain aware of these factors when working with diverse cultural groups and address any potential conflict that may arise by explaining classroom norms for respectful discussion.   *Task/situation:*   * Some students may be more comfortable expressing themselves orally, rather than in writing. * Students may not be familiar with expressing cultural sensitivity to others. Explicitly teach and regularly review cultural discussion and constructive criticism norms. * Using technology may be new concepts for some students. They may need instruction on using technology and self-publishing.   *Roles and identity:*   * Some students may not have previous experience sharing personal information with larger groups of people, such as the whole class. * Some students may not be familiar with the role of a storyteller/individual presenter.   **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  [**Lesson 1: Days 1 and 2—Purpose and Structure of Narratives**](#L1)   * **Language objective:** Students will be able to identify and discuss elements of narratives and purposes for sharing stories. * **Brief overview of lesson:** Students will listen to a short personal narrative from the teacher and identify its beginning, middle, and end using a modified plot diagram. Students will also identify the narrative’s theme (or lessons learned) as the author’s purpose for writing the story. This knowledge will be used to explain real or imagined experiences/events from their own life using relevant descriptive details in the unit final assessment.   [**Lesson 2: Days 3 and 4—Sequencing Events with Transition Words**](#L2)   * **Language objective:** Students will be able to identify sequencing transition words (e.g., *first, next, then, finally, later*) in a text and narrate events using them. * **Brief overview of lesson:** Students will learn about sequencing transition words and practice identifying them in a narrative text. They will also have an opportunity to recount a narrative using these transition words to effectively sequence events. Students will use what they learn in this lesson to describe and recount events in a narrative during the unit final assessment.   [**Lesson 3: Day 5—Learning about Adjectives**](#L3)   * **Language objective:** Students will be able to identify nouns and adjectives in a narrative and use them in writing. * **Brief overview of lesson:** Students will learn about what adjectives are and the meaning of common adjectives that can be used to add details to narratives. They will also learn about common adjective and noun pairs, and where adjectives fit in sentences (sentence word order). Students will identify nouns and adjectives in texts they read and practice using them in original sentences. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment.   [**Lesson 4: Days 6 and 7—Learning about the Past Tense**](#L4)   * **Language objective:** Students will be able to identify verbs in the past tense and retell a story using them. * **Brief overview of lesson:** Students will learn what the past tense is and how to form it, as well as the past tense form of common verbs such as *walk, play, go, say, be*, and *do*. Students will also read a narrative, identify the narrative’s past tense verbs, and retell it using verbs in past tense. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment.   [**Lesson 5: Day 8—Learning about Theme**](#L5)   * **Language objective:** Students will be able to discuss the theme of a narrative using learned language. * **Brief overview of lesson:** Students will learn what the theme of a story is, as well as common themes of narratives. Students will practice identifying the theme of a personal narrative and a fictional narrative. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment.   [**Lesson 6: Day 9—Language Checkpoint**](#L6)   * **Language objective:** Students will be able to identify sequencing transition words, nouns, adjectives, and past tense verbs in a text, and will retell a story using these language features. * **Brief overview of lesson:** Students will demonstrate their ability to use language introduced so far in the unit. Students will be able to showcase their learning by reading a narrative text and identifying language features learned in previous lessons (sequencing transition words, nouns, adjectives, and verbs in past tense). They will also retell events (orally and in writing) using these language features. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment.   [**Lesson 7: Days 10–12—Creating Personal Narratives (CEPA Part 1)**](#L7)   * **Language objective:** Students will be able to recount personal narratives in writing. * **Brief overview of lesson:** Students will have an opportunity to apply what they have learned about storytelling and narratives to begin writing their own personal narratives using technology.   [**Lesson 8: Day 13—Learning about Writing Conventions (Capitalization and Punctuation)**](#L8)   * **Language objective:** Students will be able recount a personal narrative in writing using capital letters and appropriate end punctuation. * **Brief overview of lesson:** Students will learn about basic capitalization and punctuation rules. Students will apply this knowledge while they continue drafting their personal narratives.   [**Lesson 9: Days 14 and 15—Editing**](#L9)   * **Language objective:** Students will be able to apply learned language to edit their personal narratives using self-editing, peer editing, and/or teacher-supported editing and apply final changes to their narrative. * **Brief overview of lesson:** Students will be able to apply their knowledge of writing conventions to edit their own narrative and that of a classmate. Students will use the Capitalization, Organization, Punctuation, and Spelling (COPS) editing strategy and revise their drafts to incorporate editing changes.   [**Lesson 10: Day 16 and 17—Sharing Personal Narratives**](#L10)   * **Language objectives:**    + Students will be able to recount their own narrative in an oral presentation using sequencing transition words, verbs in past tense, and adjectives.   + Students will be able to retell main details of a classmate’s narrative orally using sequencing transition words, verbs in past tense, appropriate pronoun shifts, and adjectives. * **Brief overview of lesson:** Students will have an opportunity to review and practice with point of view and pronoun shifts needed to retell someone else’s narrative. Students will practice presenting personal narratives within a small group, as well as using first and third person pronouns properly to retell events in a group member’s narrative. This lesson includes an optional activity (narrative celebration) where students could share their personal narratives with the whole class and guests. | | |
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| Lesson 1  **Day 1** | **Purpose and Structure of Narratives** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will listen to a short personal narrative from the teacher and identify its beginning, middle, and end using a modified plot diagram. Students will also identify the narrative’s theme (or lessons learned) as the author’s purpose for writing the story. This knowledge will be used to explain real or imagined experiences/events from their own life using relevant descriptive details in the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with turn-and-talk procedures.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.WHST.6.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to identify and discuss elements of narratives and purposes for sharing stories. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student use of content-specific language to identify and discuss elements of narratives orally and in writing by having students use [story cards](#L1storyandplotelementcards), [reorder the teacher narrative](#L1storystrips), and summarize [what a narrative](#L1exitnarrative) is and the [elements of a narrative](#L1exitbme). * Formative assessment: Observe student use of content-specific language during partner, small group, and whole class discussion. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details | Simple sentences | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Write a series of short personal stories/narratives to tell for the opener of this lesson. Consider also creating additional short personal stories/narratives for use in subsequent lessons. Incorporate themes and topics that might be of interest to students. * Include images when recounting narratives to aid student comprehension. * Feel free to select different narratives than the ones suggested in this unit based on student interests. * To help students identify and understand the components of a personal narrative, consider analyzing songs. An example of a song that can be analyzed as a narrative is Pearl Jam’s “Last Kiss.” | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students come from cultures that have strong oral storytelling traditions. This may be the first time these students have meaningful interactions with narratives in print, so make strong connections between printed narratives and oral storytelling traditions from students’ cultures whenever possible. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some students may think that stories have no defined structure or specific message/point. |

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| **THE LESSON IN ACTION** |
| Day 1 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to identify and discuss elements of narratives and purposes for sharing stories.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Orally share a short personal narrative with the class. Project a copy of the written narrative, provide students with a printed copy, or have students view it on a computer. Use images to support your narrative. Pre-teach any new content-specific language and/or idiomatic expressions from the narrative. For example, in the sample narrative provided below, consider pre-teaching the idiomatic expressions: "I wasn’t falling for their silly trick” and “Ask me if I ever saw this bee again.”   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as acting out the narrative.   * 1. Sample teacher narrative: “It was a hot summer day. I was 5 years old and I was eating a lollipop outside with my brothers and sisters. I had no idea there was a giant bumble bee hiding on the other side. My siblings warned me, ‘There is a bee on your lollipop, don’t eat it!’ I thought they just wanted my chocolate tootsie roll pop so I didn’t believe them. In order to show them I wasn’t falling for their silly trick, I put the whole lollipop in my mouth. Unfortunately, I felt a very painful sting! I swallowed this bee, and couldn’t eat for two days! Ask me if I ever saw this bee again.” |
| During the Lesson |
| Explain that the story you shared is a personal narrative. Ask students turn and talk to a partner to brainstorm what they know about personal narratives based on the story you shared and their own personal background. Invite students to share with the class. Record student responses on chart paper.   * 1. Work collaboratively with the students to come up with a definition of *personal narrative* based on what the teacher just shared. Consider having students turn and talk to a partner to come up with a definition before sharing with the whole class. For example: “A personal narrative is a true story that happened to the author.”   2. Invite students to share their own brief examples of a personal narrative, such as the example you shared. Have students share with a partner or small group before inviting them to share with the class.   3. Teach the words *plot* and *point of view,* as well as the key terms from the “[Elements of Plot](#L1elementsofplothandout)” handout. Use the Seven-Step Vocabulary Teaching method or another vocabulary teaching strategy, such as word walls, images and/or native language translations, and vocabulary journals. These strategies can help students build understanding of key vocabulary. Create an anchor chart with plot and story elements that remains posted for student reference throughout the unit.   4. Introduce plot elements using the “[Elements of Plot](#L1elementsofplothandout)” handout.      1. Explain what each part of the plot is and the story elements that are introduced at each part of the plot. For example, explain how in the beginning, authors introduce characters, the setting, and the conflict of the story. In the middle, authors present the climax of the story, and at the end the conflict is resolved. Have students take notes in the “[Elements of Plot](#L1elementsofplothandout)” handout while you explain each element. Explain what the witch’s hat in the middle of the plot diagram means.      2. Build additional background knowledge on plot elements. Consider showing a PowerPoint with images for each plot element to support student understanding; showing a video about plot, such as “[Aladdin Elements of a Plot Structure](https://m.youtube.com/watch?v=ffAOkGg2Lr4)”; or exploring a resource such as Annenberg Learner’s [Elements of a Story](https://www.learner.org/series/interactive-elements-of-a-story/). Consider also using songs to illustrate the elements of a narrative.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as offering a viewing station where students may review these resources independently, pausing to ask clarifying questions as needed.   * 1. Have students practice applying their knowledge of plot structure to analyze narratives. Ask students to match elements of plot and story elements to parts of a short narrative using the [sample cards](#L1storyandplotelementcards) provided in the Lesson 1 resources. Alternatively, have students practice using an interactive quiz, such as the one at Annenberg Learner’s [Elements of a Story: Test Your Skills](https://www.learner.org/series/interactive-elements-of-a-story/). |
| Lesson Closing |
| Have student complete an exit ticket where they use the following sentence frames to discuss story elements included in the beginning, middle, and end of a story: “The beginning includes…; The middle includes…; The end includes…”  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, using a computer, or discussing orally. |

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| **THE LESSON IN ACTION** |
| Day 2 Lesson Opening |
| Introduce the focus of the day’s instruction: practice identifying plot and story elements. For example, say: “Today we will continue to work with the elements of plot. We will use the plot diagram to help us to reorder the narrative I shared yesterday.”   * 1. Ask students to turn and talk to a partner and discuss what they remember about the narrative. |
| During the Lesson |
| Provide students with an opportunity to identify plot elements (beginning, middle, and end of a story) using the plot diagram.   * + 1. Go over activity instructions: students will work with a small group to reorganize the teacher’s personal narrative using the plot diagram and story strips.     2. Arrange students into groups of three with a written copy of your story divided into story strips. Ask students to identify the beginning, middle, and end of the story using a blank plot diagram. While students are working, circulate and provide specific feedback on student identification of the plot elements.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as giving students images to support the text.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as labeling the pieces of the narrative.   * + 1. Ask students to explain how they identified the beginning, middle, and end of the story in their small groups. Provide sentence frames, such as: “I know this is the beginning because it says…”; “This part describes the setting, so this is the … of the story.” This activity provides a formative assessment of students’ ability to use the plot diagram to identify plot and story elements and to discuss the elements of a story.   1. Discuss the beginning, middle, and end of the teacher’s personal narrative, as well as story elements in each part of the plot.      1. For example, discuss how the beginning includes the setting and characters: “The setting in the story is…” and “The characters in the story are…”      2. Have students record this information on their blank plot diagram.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer and/or recording answers in a notebook.   * 1. Discuss the conflict (the problem) and theme (the big idea) of the teacher’s personal narrative as a whole class, based on what students previously discussed in their small groups.      1. For example, the conflict in the sample teacher narrative provided in [Day 1](#L1day1) is that the author/girl did not know whether her siblings were telling the truth when warning her about the bee or if they were trying to take her lollipop. Possible themes for this sample story are: “Listen to people who care about you, especially your family”; “trust people”; and/or “it is better to be safe than sorry.”      2. Have students record this information on their blank plot diagram.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer and/or recording answers in a notebook. |
| Lesson Closing |
| Ask students to identify reasons why people tell stories.   * + 1. Have students think about this individually first.     2. Model how to share these ideas using sentence frames, such as “People tell stories in order to…” and “People tell stories because…” Explain that *in order to* and *because* are words that can be used to tell why people do things.     3. Have students use these sentence frames to share the reasons why people tell stories with their small group. Possible responses may include: “to remember,” “to entertain,” “to explain things,” “to understand each other,” and “to share information.”     4. Discuss why people tell stories as a whole class. Record the reasons on the board or in a shared file so that students may view it on a computer. Students may wish to record them in their notebooks as well.   1. Ask students to discuss with a partner what a narrative is and the components included in the beginning, middle, and end of a narrative.   2. Have students complete the Lesson 1 exit ticket, explaining what a narrative is and identifying the components included in the beginning, middle, and end of a narrative.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, using a computer to complete, or responding orally. |

Lesson 1 Resources

* Computer
* Whiteboard
* Student notebooks
* Optional resources:
  + Song: “Last Kiss” by Pearl Jam
  + Video: “[Aladdin Elements of a Plot Structure](https://m.youtube.com/watch?v=ffAOkGg2Lr4)”
  + Websites: Annenberg Learner’s [Elements of a Story](https://www.learner.org/series/interactive-elements-of-a-story/) and [Elements of a Story: Test Your Skills](https://www.learner.org/series/interactive-elements-of-a-story/).
* “Elements of Plot” handout **(**[**available below**](#L1elementsofplothandout)**)**
* Plot diagram **(**[**available below**](#L1plotdiagram)**)**
* Story and plot element cards **(**[**available below**](#L1storyandplotelementcards)**)**
* Story strips **(**[**available below**](#L1storystrips)**)**

Elements of Plot

What is a personal narrative?

Beginning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Middle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Elements of plot NOTES

Plot diagram



BEGINNING

MIDDLE

END

CONFLICT

THEME

conflict

Story and plot element cards

|  |  |
| --- | --- |
| **Characters**  Grumpy Cat  ***Source: Grumpy Cat Drawing/***[***Matt Leyva***](https://www.flickr.com/photos/matthewleyva/11377432334/in/photolist-ikojfs-dx2Vf9-gapnSS-oSarY5-fm6AyS-pXzam3-cJNrsf-oGaSRG-bxZV7t-eeLfiC-abwQNN-9EaS47-cnmWs5-cJNpaS-nUv1YZ-cJNvso-adRpba-jab5km-a9h6Mc-gapEvb-cSWmk5-dwoxsz-iphnhr-nNVwyW-9jgKYT-d3nFpj-dHBn1Y-fKpxWN-fJLeHN-cJNoUY-pnJbja-e2Hto4-cJNqnd-dwued5-drNcxr-ejBuXR-afimJi-drFF5d-e1C18L-cbHsYU-dwudnu-cTjigh-bM29YV-drFD8Y-dDkpzh-dPxsU7-DJcVSi-dPxsjh-d9oQV1-g8KHoB/) ***No modifications made*** | **Climax**  **Mountain peak** |
| End | Beginning |
| **Resolution**  **Bears hugging** | **Setting**  **A bridge over a stream** |
| Middle | **Conflict**  Cartoon figures arguing |

Lesson 1 Story Strips

**Directions:** Print and cut out the story strips. Provide each group with the story strips. Using the plot diagram, students will reassemble the story.

My siblings warned me, “There is a bee on your lollipop, don’t eat it!”

I thought they just wanted my chocolate tootsie roll pop so I didn’t believe them.

In order to show them I wasn’t falling for their silly trick, I put the whole lollipop in my mouth.

Unfortunately, I felt a very painful sting!

I swallowed this bee, and couldn’t eat for two days! Ask me if I ever saw this bee again.

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| Lesson 2  **Days 3 and 4** | **Sequencing Events with Transition Words** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will learn about sequencing transition words and practice identifying them in a narrative text. They will also have an opportunity to recount a narrative using these transition words to effectively sequence events. Students will use what they learn in this lesson to describe and recount events in a narrative during the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of plot and story elements.
* Familiarity with plot diagram.
* Basic understanding of narratives (definition, reasons why people write/share stories).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.WHST.6.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  CCSS.ELA-LITERACY.WHST.6-8.2.C—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  CCSS.ELA-LITERACY.SL.6.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to identify sequencing transition words (e.g., *first, next, then, finally, later*) in a text and narrate events using them. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student ability to apply learned language to analyze and discuss the narrative “[My Day](#L2sequencingwordsfornarattives).” * Formative assessment: Assess student ability to use sequencing transition words to analyze and recount the narratives “[A New Dance Routine](#L2Dance)” and “[Necklace](#L2Necklace).” * Formative assessment: Assess student ability to analyze a narrative to identify the problem and theme of the story. * Formative assessment: Assess student ability to apply learned language to create their [own short narrative](#L2writeyourown). | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details; recounting events in sequence | Simple sentences | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative, characters, setting, exposition, rising action, climax, falling action, resolution, point of view*); sequencing transition words (e.g., *first, next, then, after that, finally*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Circulate while students work and provide feedback related to each task. * Consider adding images to support the narrative and aid student comprehension. * Feel free to select different narratives than the ones suggested in this unit based on student interests. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students come from cultures that have strong oral storytelling traditions. This may be the first time these students have meaningful interactions with narratives in print, so make strong connections between printed narratives and oral storytelling traditions from students’ cultures whenever possible. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some students may think that stories have no defined structure or specific message/point. * Students may not know that there are words that can be used to signal the order of events and that it’s important to use them when creating narratives. |

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| **THE LESSON IN ACTION** |
| Day 3 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to identify sequencing transition words (e.g., *first, next, then, finally, later*) in a text and narrate events using them.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the purpose of the lesson: learning about other language features that can be useful when creating narratives. For example, say: “Today we will learn more language to help us create our personal narratives, but before we do we will review what we learned yesterday.”      1. Have students review story and plot elements (*beginning, middle, end, setting, theme, characters, conflict, point of view, climax, resolution*) by making a foldable. Model how to [create the foldable](https://www.youtube.com/watch?v=K5m5-MQiyWU). Label each “door” of the foldable with story and plot elements. Describe each element. Then have students use their notes to make their own. After the parts are glued into their notebooks, students will label the front and take notes underneath. Students can revisit their foldables throughout the unit to review the elements and/or to add examples.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.  Please note: creating the foldable is not the focus of this activity. The focus of the activity is for students to practice identifying and describing elements of narratives. Therefore, the medium used to demonstrate this understanding can be changed. For example, students could co-create an “Elements of Narrative” poster as a whole class, listing and describing each element.   * + 1. While students work, circulate and provide feedback on student identification and description of narrative elements. Prompt student thinking by making connections to the previous lesson. For example, prompt students to refer to their notes from the previous lesson and the completed plot diagram. |
| During the Lesson |
| Introduce sequence transition words. For example, say: “Now we are going to learn more language to help us create our personal narratives.”   * + 1. Explain the meaning of sequence words using the “[Narratives: Sequence Words](#L2sequencingwordsfornarattives)” handout.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing on a computer or giving students a copy of the handout.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as giving students time to translate the words/handout to their native language.   * + 1. Practice sequencing the “[My Day](#L2sequencingwordsfornarattives)” story. Put each sentence/image of the story on a separate index card, and give each student a set of cards with the full story. Ask them to reorder the events to retell the story without looking at the original handout.   1. Give students time to practice reordering the events of another story using sequence transition words as clues. A [sample story](#L2Dance) is provided in the Lesson 2 resources.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing on a computer, working with a partner, adding images to support student comprehension, and/or using text-to-speech readers.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as ordering sentence strips, using a computer to complete, or orally sequencing the order of events. |
| Lesson Closing |
| Have students write down the events they reorganized in paragraph format.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or speech-to-text software.   * 1. Ask students to identify the beginning, middle, and end of the story they reordered. Allow students to highlight or label each part of the story independently or with a partner/small group before sharing as a whole class. |

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| **THE LESSON IN ACTION** |
| Day 4 Lesson Opening |
| Introduce the lesson. Let students know they will use previously learned sequencing words and the plot diagram to help them order the events of another narrative.   * + 1. Review the plot diagram and story elements with students. Have students stand in the shape of the witch’s hat (representing the plot diagram), and give each student an index card with a plot or story element for the corresponding plot diagram point where they are standing. For example, a student on the left side of the hat could be the *exposition*.     2. Model how to explain a plot element based on a student’s location on the hat. For example, standing where the *exposition* would be, say: “I am the exposition. I introduce the character, setting, and conflict.”     3. Ask students standing on the witch’s hat to explain what plot or story element they represent. |
| During the Lesson |
| Give students an opportunity to practice sequencing the events of “Necklace” in groups.   * + 1. Ask students to read each one of the [sentence strips from "Necklace"](#L2Necklace) and reorder them to properly sequence the story using the [plot diagram with sequence words](#L2plotdiagramwithseqwords) and sequence words used in the story. Pre-teach any metacognitive or metalinguistic strategies that may aid student analysis (e.g., using context clues to determine the meaning of unknown words).   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing the strips on a computer, adding images to strips to help student comprehension, or using a text-to-speech reader.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working individually, with a partner, or with a small group.   * + 1. Once students have determined the order of events, ask them to paste the sentence strips in their notebooks or on a [blank plot diagram handout.](#L2blankplotdiagramwithseqwords)   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as typing sentence strips.   * + 1. While students are working, circulate and offer specific feedback of student identification of sequencing words and analysis of the text. Observing and asking for students to explain their thinking provides a formative assessment of students’ ability to use sequencing words to order the events of a story.     2. Ask students to orally share the properly ordered narrative in small groups or as a whole class.   1. Ask students to identify the point of view, exposition, rising action, climax, falling action, and resolution of “Necklace.” Students could point to, label, or highlight these elements. To prompt student thinking, consider asking reflective questions, such as: “Why did you say this is the resolution?” or “What makes you say this is the resolution?” This provides a formative assessment of student ability to identify and describe elements of a narrative. |
| Lesson Closing |
| Have students create their own [short narrative](#L2writeyourown) using sequencing words independently, with a partner or in a small group. You may wish to increase or decrease the number of sequencing words used; for example, you may wish to have students only use *first, next*, and *finally*.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer to type the story, drawing a story and labeling images with sequencing words, or orally telling the story.   * 1. After students have crafted their story, have them share it with a partner (or with a different student that was not their partner or in their small group if students created stories collaboratively).   2. **Optional activity:** Have students label the beginning, middle, and end of their stories. |

Lesson 2 Resources

* Computer
* Student notebooks
* Video: “[Five Basic Folds with Dinah Zike](https://www.youtube.com/watch?v=K5m5-MQiyWU)”
* “Narratives: Sequence Words” handout (“My Day”) **(**[**available below**](#L2sequencingwordsfornarattives)**)**
* Sample story for reordering events (“A New Dance Routine”) **(**[**available below**](#L2samplestory4reordering1)**)**
* Sample story sentence strips to practice reordering events (“Necklace”) **(**[**available below**](#L2samplestory4reordering)**)**
* Plot diagram with sequencing words **(**[**available below**](#L2plotdiagramwithseqwords)**)**
* Blank plot diagram with sequencing words **(**[**available below**](#L2blankplotdiagramwithseqwords)**)**
* “My Own Narrative” handout **(**[**available below**](#L2writeyourown)**)**

Narratives: Sequence Words

Sequencing words are used put the events of a story in order. Use the following sequencing words to help tell the story of my day:

**First**  **Next** **Then After that**  **Finally**

**My Day**

|  |  |
| --- | --- |
| **First**, I walk to school.  Girl walking | **Next**, I learn cool things.  Image of Earth |
|  | Source: [NASA Goddard Space Flight Center’s Photostream](https://www.flickr.com/photos/gsfc/8770102292/in/photolist-emZ4Sd-rvcnuy-f8asxc-binsBK-riVjBA-nbqQAp-azqTDV-d5UHiu-sgSuj6-ohiQSg-aztyo5-er1F9q-ee6PqM-5i6ydB-az3D6W-sa9HLZ-a9ucd3-9KgqiH-iKmjBG-rssNC7-rouA-4VPp5D-aztyru-5ZYJA3-bzN9nG-dyybBU-2LqZb-roux-9WcVU8-7z6XaQ-8fe6yF-7xGoAT-a2Q6jw-dnpoPa-aiP2n1-QNEBB-4s14hK-7AjKzP-8MHQFu-QNEDa-oxuXZL-9a2i63-dNXCK4-qB37KU-bUYRRP-ejxpXq-9uMrNr-cv688A-qZF5JW-p5xsc4/) |
| **Then**, I go home and do my  homework.  Thinking | **After that**, I play soccer.  Playing soccer |
| Image Source: By Kathy Terrill [CC BY-SA 4.0 (http://creativecommons.org/licenses/by-sa/4.0)], via Wikimedia Commons | Image Source: By Thadius856 (SVG conversion) & Parutakupiu (original image) (Own work) [Public domain or Public domain], via Wikimedia Commons |
| **Finally**, I go to bed.  Sleeping |  |
|  |  |

Sample Narrative to Practice Reordering Events

**A New Dance Routine**

**Directions**: First, read each statement below. Next, put the events of the story in order. (Hint: focus on the sequence transition words!) Then, write numbers 1–6 in the boxes on the left to show the order of the events (1 = first event, 6 = last event).

|  |  |
| --- | --- |
|  | Finally, we have an amazing dance routine. I go home and I go to bed, tired but happy. |
|  |  |
|  | After that, we start putting the steps together in order. |
|  |  |
|  | First, my dance teacher shows us how to do each new step. |
|  |  |
|  | Then we practice each new step as a class. We need to practice a lot. |
|  |  |
|  | Hello, I'm Ava.  I love learning new dance routines. |
|  |  |
|  | Then, we practice putting all of the steps together and time the steps with music. |

After that, write the story events in order in paragraph form.

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Plot Diagram with Sequencing Words



MIDDLE

BEGINNING

**First**

**next**

**then**

END

**after that**

**final**

Conflict

THEME

Blank Plot Diagram with Sequencing Words

**finally**



Conflict

THEME

**First**

**next**

**then**

**after that**

Sample Story Sentence Strips to Practice Reordering Events

**Necklace**

(Adapted from Denis, Kimberly. "[Necklace](http://826-boston.myshopify.com/products/i-want-you-to-have-this)." *I Want You to Have This: A Collection of Objects and Their Stories from Around the World*. Boston: 826 Boston, n.d. 110–11. Print.)

**Directions**: Put the sentence strips in order and place them on the plot diagram.

When I was five years old, I lived in Haiti with my father, mother and little sister, Vivialy. My parents wanted to send us to a private school because the public schools in my country were so bad. They were able to do this, but every year the school cost more and more money. My dad worked hard, but could not pay for another increase after the fifth year.

===================================================================================

He first tried to get another job, but the cost of the school increased again.

===================================================================================

The next thing that happened was that he decided to move to the United States to work. I was so sad that he left us. He explained that if he made enough money, then I could still go to the same school and get a good education.

===================================================================================

After that talk, I continued my schooling.

===================================================================================

Five years later, our father finally returned to us. He looked older, but so did I. I was now fifteen.

===================================================================================

To celebrate our reunion, my dad gave me a gold necklace with the number 15 inscribed on it. I wear it as a symbol of my father and the sacrifices he made for me.

My Own Narrative

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a short original story using sequence transition words: *first, next, then, after that,* and *finally*. Your story needs to have 5 sentences. You can choose your topic.

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| Lesson 3  **Day 5** | **Learning about Adjectives** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will learn about what adjectives are and the meaning of common adjectives that can be used to add details to narratives. They will also learn about common adjective and noun pairs, and where adjectives fit in sentences (sentence word order). Students will identify nouns and adjectives in texts they read and practice using them in original sentences. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with parts of speech in their native language.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to identify nouns and adjectives in a narrative and use them in writing. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student ability to apply learned language to identify nouns and adjectives [in a narrative](#L3twohomes). * Formative assessment: Assess student use of nouns and adjectives to convey meaning in original descriptive sentences. * Formative assessment: Assess student use of learned language to [analyze and describe a narrative](#L3twohomes). * Formative assessment: Assess student application of learned language to listen for and identify key pieces of information while watching [a noun video.](#L3videoguidednotes) | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details | Simple sentences with appropriate noun/adjective word order | | Adjectives (e.g., *colors, condition, size, color, shape, age*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Consider expanding the lesson to go deeper into the topic of adjectives and discuss the hierarchy/placement of adjectives in a sentence (opinion > size > shape > condition > age > color > pattern > origin > material > purpose > NOUN). For additional background information about this topic, see [Adjectives: Word Order](http://www.grammar.cl/english/adjectives-word-order.htm). * This lesson focuses on adjectives. Discussing nouns is meant to serve as a way to review the relationship between nouns and adjectives. Depending upon student familiarity and comfort with parts of speech, you may wish to extend this lesson another day and provide additional practice with the target language and/or discuss nouns in more depth. If extending the lesson to include more on nouns, consider starting the lesson with nouns and then introducing adjectives. * Feel free to select different narratives than the ones suggested in this unit based on student interests. * Consider adding images to narratives to support student comprehension. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| In other languages, adjectives are placed differently within the sentence than in English. Students will need direct instruction on how to sequence adjectives and other parts of speech within sentences. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may be confused about the order of adjectives because they may think this order is the same in English as in their native language. * Students may be confused about how to sequence multiple adjectives to modify one noun. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to identify nouns and adjectives in a narrative and use them in writing.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the focus of the lesson. For example, say: “Today we are going to explore nouns and adjectives.”   2. Give students time to think about what they know about nouns and adjectives, including a definition of the terms *noun* and *adjective*, and examples of each.      1. Have students reflect quietly before sharing with a partner or small group. Then discuss students’ ideas as a whole class. This activity can serve as a formative assessment of students’ prior knowledge of parts of speech. Use the results to inform future instruction.      2. Record student ideas during the whole class discussion. Reiterate that different parts of speech (words) play different roles/have different jobs in sentences.   3. Review what nouns are.      1. Explain the purpose of nouns: words used to identify people, places, things, and ideas.      2. Provide additional information about nouns. For example, show a video such as “[Lesson on Nouns for High School - Time4Writing.com](https://www.youtube.com/watch?v=aJ6h20_2VeY).” Give students [guided notes](#L3videoguidednotes) to complete while they watch the video. Consider offering a viewing station where students can watch this video independently, pause, and ask for clarification as needed.      3. Provide additional practice with identifying nouns using an activity such as [Noun Clown](http://www.tlsbooks.com/pdf/nounclown.pdf). |
| During the Lesson |
| Introduce adjectives as words used to describe, or give more details about a noun.   * + 1. Show the Lesson 3 PowerPoint presentation about adjectives (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-3.pptx) and here as PDF).   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the presentation on a computer or providing students with a printed version of presentation slides.   * + 1. Model proper adjective placement in sentences. For example, use color-coded sentences to identify adjectives; highlight how they are placed before nouns.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as posting sentences on chart paper, writing them on the board, or projecting them.   * + 1. After modeling a few sentences, invite students to identify the adjective in a sentence posted on the board. Have students discuss with a partner first, then invite volunteers to the board to identify the adjective.     2. Give students opportunities to practice identifying proper adjective placement using the “[Adjective Order](#L3adjorderhandout)” handout individually, with a partner, or in small groups. While students are working, circulate and provide feedback on student placement of adjectives.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the handout on a computer.   * 1. **Optional activity**: Have students write original sentences using adjectives and nouns in the correct order. Consider providing students a topic (e.g., favorite hobby, what they did during summer vacation, favorite book) or letting students self-select a topic to discuss. Invite students to share their original sentences with a partner.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or recording sentences in a notebook.   * 1. Explain how students will use adjectives to provide more details in their personal narratives and give them time to practice using adjectives to describe. For example, say: “In our narratives, we will use adjectives to give the reader more details. For example, we can use adjectives to describe where we live or where we are from.”      1. Model how to use adjectives in sentences to describe a person, place, and/or thing.      2. Tell students to use words from [a list of adjectives](#L3samplelistofadjectives) to describe the United States and a country of their choice in full sentences. Allow students to translate words into their native language as needed. Invite students to add their own examples of descriptive adjectives to the list.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing the list on a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students draw an image of the country and labeling it with adjectives, recording adjectives for a country on Post-Its, or writing adjectives in their notebooks.   * + 1. Invite students to share their descriptive sentences with others. |
| Lesson Closing |
| Have students read a short narrative, “[Two Homes](#L3twohomes).” Prior to reading, model any metacognitive or metalinguistic strategies that may aid students while reading (e.g., using context clues to determine the meaning of unknown words, identifying the main idea and supporting details, periodically pausing to summarize the text). Remind students to refer to the [plot diagram](#L1plotdiagram) as needed.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as reading as a whole class, in small groups, or independently.   * 1. Have students identify nouns and adjectives in a short narrative, “[Two Homes](#L3twohomes).”      1. Ask students to underline the *nouns* and circle the *adjectives* in the text.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing the text on a computer.   * + 1. Have students create two original sentences about the narrative using *nouns* and *adjectives*. This provides a formative assessment of students’ ability to use nouns and adjectives, to properly order words, and to recount parts of a narrative.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, writing, or using speech-to-text software.   * 1. **Optional activity**: Have students review “[Two Homes](#L3twohomes)”and identify the story’s exposition, rising action, climax, falling action, and resolution, then recount the story using sequencing words. |

Lesson 3 Resources

* Computer with Internet access/projector
* Whiteboard
* Student notebooks
* Optional resources:
  + Video: “[Lesson on Nouns for High School—Time4Writing.com](https://www.youtube.com/watch?v=aJ6h20_2VeY).”
  + Activity: [Noun Clown](http://www.tlsbooks.com/pdf/nounclown.pdf)
* Lesson 3 PowerPoint **(available here as** [**PPT**](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-3.pptx) **and here as PDF)**
* “Video Notes” handout **(**[**sample available below**](#L3videoguidednotes)**)**
* “Adjective Order” handout **(**[**available below**](#L3adjorderhandout)**)**
* “Adjectives to Describe Where I Live” handout **(**[**available below**](#L3samplelistofadjectives)**)**
* “Two Homes” handout for closing **(**[**available below**](#L3twohomes)**)**

Sample Video Guided Notes

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Video Notes**

1. A **noun** names a person, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Examples*:

(Persons) girl, \_\_\_\_\_\_\_\_\_\_ (Places) beach, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Things) \_\_\_\_\_\_\_\_\_, gas tank

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ names any person, place, or thing.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_names a particular person, place, or thing.

\*Proper nouns should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Examples:*

Proper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Common: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Common: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Common: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Define a noun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Write a sentence with a noun. Underline the noun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. On the back of this paper, write as many nouns as you can.

Adjective Order

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Circle the correct answer.

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| --- | --- |
| 1. I bought a pair of \_\_\_\_\_ shoes. 2. black leather 3. leather black 4. It was a \_\_\_\_ car. 5. red fast 6. fast red 7. It's \_\_\_\_ film. 8. a beautiful old 9. an old beautiful 10. He's \_\_\_\_ man. 11. an unfriendly rich 12. a rich unfriendly 13. It's \_\_\_\_ phone. 14. a mobile expensive 15. an expensive mobile | 1. It's \_\_\_\_ village. 2. an old lovely 3. a lovely old 4. It's a \_\_\_\_ house. 5. new 6. new nice 7. It's \_\_\_\_ airline. 8. a popular American 9. an American popular 10. It's a \_\_\_\_ restaurant. 11. cheap good 12. good cheap |

Sample List of Adjectives to Describe Where Students Live or Where Students Are From

**Directions:** Use this list of adjectives to help you describe where you live or where you are from. Add your own examples of descriptive adjectives.

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| **Adjectives to describe where I live:**  beautiful  pretty  nice  small  old  large  modern  fun  boring  crowded  not crowded  exciting  awesome  fantastic  huge  fascinating  interesting  popular  quiet  busy | **My own examples:** |

Two Homes

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + 1. Underline the nouns and circle the adjectives in the following personal narrative. There are at least 10 nouns and 10 adjectives.

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| I was born in the United States. It is my home country. When I was a young woman, I moved to another country. This country was Spain. In Spain, I was very happy. I had a lot of friends and my life was very fun. I loved my new home country. However, I missed my large family. After five fun years, I returned to the United States. In the United States, I was very happy. I had my loving family. I was home. However, I missed my friends. Sometimes I visit my friends in Spain. When I am with them, I feel at home. I am lucky because the United States and Spain are both my homes. |

* + 1. Use the nouns and adjectives to write two original sentences:
       1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Lesson 4  **Days 6 and 7** | **Learning about the Past Tense** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will learn what the past tense is and how to form it, as well as the past tense form of common verbs such as *walk, play, go, say, be*, and *do*. Students will also read a narrative, identify the narrative’s past tense verbs, and retell it using verbs in past tense. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Common present tense verbs.
* Basic understanding of subject-verb agreement.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.WHST.6-8.2.C—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to identify verbs in the past tense and retell a story using them. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student use of learned language (sequence transition words, nouns, adjectives, verbs in the past tense) during participation in partner, small group, and/or class discussion. * Formative assessment: Assess student application of learned language to analyze and recount a narrative such as “[The Ants & The Grasshopper](http://read.gov/aesop/052.html).” * Self-assessment: Students will use metacognitive and metalinguistic strategies to self-monitor while reading. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details | Simple sentences in past and present tense | | Past tense forms of common verbs (*be, walk, work, want, say, do, have*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Adjust the list of verbs used in this lesson based on the overall proficiency level of students. * This lesson provides activities to practice the past tense over two days. Suggested activities could be incorporated to reinforce student understanding of the past tense. Additional narratives could also be incorporated to provide extra practice. * Feel free to select different narratives than the ones suggested in this unit based on student interests. * Consider adding images to narratives to support student comprehension. * While using the verb handout, consider explaining what the future tense is. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| The past tense may be formed differently in students’ native language. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that the past tense in English is formed the same way as it is in their native language. * Students may mix and/or confuse ways of forming the past tense in English and their native language. |

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| **THE LESSON IN ACTION** |
| Day 6 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to identify verbs in the past tense and retell a story using them.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson’s focus. For example, say: “Today we will be learning more language to help us to create our narratives. Today we will work with verbs.”   2. Activate student’s prior knowledge about verbs.      1. Ask students to think about what they know about verbs(what they are, examples) and to write it down on a Post-It or whiteboard, or have them share their ideas orally with a partner. Allow students to translate the word into their native language.      2. Ask students to share with the whole class. This provides a formative assessment of students’ prior knowledge of verbs and their purpose. Use the assessment results to inform instruction and make modifications as needed.   3. Reinforce the definition and purpose of verbs, connecting to what students share. For example, say: “Verbs are words that show action or state of being. Every complete sentence needs a verb. A verb’s tense tells you when the action happened or when something existed: today, later, yesterday, etc.”      1. Give students clues they can look for to determine if a word is a verb. For example, students can look at the words that come before or after what they think is a verb and ask themselves: “Does it follow the word *to*? Does it follow a subject pronoun like *I, you, he, she, it, they, we*?”      2. Provide additional information about verbs. For example, show a video such as Schoolhouse Rock’s “[Verb: That's What's Happening](https://www.youtube.com/watch?v=weaCffBvWGE)” and have students check off verb*s* they hear on the [lyrics sheet](http://songmeanings.com/songs/view/3458764513820550784/) as they watch/listen. Adjust the speed on the video or offer alternative videos as needed. Two alternative videos that discuss the past tense and could be used are “[Verb Rap Song](https://m.youtube.com/watch?v=ineCCpqpZrM)” and “[Present and Past Tenses](https://m.youtube.com/watch?v=sV_W2nTjCR0).” Consider offering a video viewing station where students can watch them independently, pausing to ask clarifying questions as needed. |
| During the Lesson |
| Explain and demonstrate how to form the past tense of verbs.   * + 1. Review the notes sheet on the “[Verbs](#L4verbshandout)” handout, which includes visuals, signal words, and a conjugation chart of common verbs in past and present tense.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting the handout, giving students a printed copy of it, or having students view it on a computer.   * + 1. Ask students to analyze the information in the handout, asking questions such as: “What differences do you see between the present and past tense? Do you see any patterns?”Have students highlight all verbs that have the different present and past tense forms to help them notice patterns. Ask students to share their observations with a partner or small group, then discuss as a whole class.     2. Model how to create sentences in the past tense using verbs from the handout. Consider color-coded nouns, adjectives, and verbs to reinforce proper word order.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a shared file with the sentences so students can view them on a computer.   * + 1. Have students practice identifying key nouns, adjectives, and verbs in new sentences. Project the sentences or give students printed versions of the sentences. Ask students to identify them independently first, then turn and talk to a partner to share their ideas.     2. Go over which words are each part of speech (*nouns, adjectives,* and *verbs*) as a whole class. Then have students turn and talk again to state whether identified *verbs* are in the present or past tense, and practice changing it to the opposite tense (if the sentence is in the present tense, students will change it to the past tense).   1. Give students additional opportunities to review the past tense verbs on the handout.      1. For example, have students work with a partner to make flash cards, writing the present tense of the verb on one side (e.g., “I have”) and the past tense on the other side (e.g., “I had”). Tell students to quiz each other with the flash cards. This provides a formative assessment of students’ ability to identify the present and past tense forms of a verb.      2. For additional practice with past tense verbs, consider incorporating an activity such as [Verb Shaker](http://crazyspeechworld.com/2012/08/verb-shaker.html).   Write *pronouns* and *verb* pairs on separate index cards and place them in a hat or organize them as a deck. Tell students you will be pulling cards from the deck and that they will have to either write the opposite form of the verb(e.g., if the verb is in past tense they write it in present tense) or create a sentence using the verb, based on your instructions. After the last card is used, divide the class into small groups and have them share their work.  Alternatively, have students work with a partner. When a card is picked up from the deck, Partner A orally states the opposite form of the verb (e.g., if the verb is in past tense, they say the present tense form) or they will create a sentence using the *verb*. Then Partner B says whether they agree or disagree with Partner A’s answer and why. Then students change roles (Partner B begins, Partner A responds). In this version of the activity, it will be important to model for students how to agree/disagree with their partners and explain the reason for their opinion. Consider also providing sentence frames to support this conversation, such as: “I agree with your answer because …”; “I disagree with your answer because …” |
| Lesson Closing |
| Have students read a short narrative, such as “[The Ants & The Grasshopper](http://read.gov/aesop/052.html)*.*”Pre-teach and model any metacognitive and metalinguistic strategies that may aid student analysis of the text (e.g., using context clues to determine the meaning of unknown words, identifying the main idea and supporting details, summarizing in their own words). Prompt students to refer to the [plot diagram](#L2plotdiagramwithseqwords) as needed.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as reading individually, in a small group, or as a class, or using a text-to-speech reader.   * 1. Have students practice retelling the story using sequencing words and past tense verbs. Consider providing students with a word bank of sequencing transition words as needed.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as orally sharing with a partner or small group, writing, or using a computer to record. |

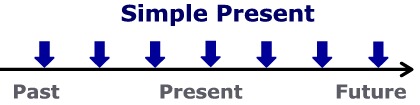
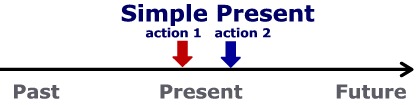
Lesson 4 Resources

* Computer with Internet access/projector
* Whiteboard
* Student notebooks
* Post-Its
* Index cards
* Optional resource: [Verb Shaker](http://crazyspeechworld.com/2012/08/verb-shaker.html)
* Optional videos:
  + “[Verb: That's What's Happening](https://www.youtube.com/watch?v=weaCffBvWGE)” and accompanying [lyrics sheet](http://songmeanings.com/songs/view/3458764513820550784/)
  + “[Verb Rap Song](https://m.youtube.com/watch?v=ineCCpqpZrM)”
  + “[Present and Past Tenses](https://m.youtube.com/watch?v=sV_W2nTjCR0)”
* “[The Ants & The Grasshopper](http://read.gov/aesop/052.html)”or similar narrative
* “Verbs” handout **(**[**available below**](#L4verbshandout)**)**

Verbs

Verbs are words that show action or state of being. Every sentence needs a verb. You can tell when the action of the sentence happened by using the present tense or the past tense.

**Present (presente) tense verbs** show an action that happens now, or that happens in general.

Signal words: right now, at this moment, now, generally, in general, today, this year, this week, etc.

Present tense verb forms:

**want walk go say be do have**

**I**  want walk go say am do have

**You** want walk go say are do have

**He/she/it** wants walks goes says is does has

**We** want walk go say are do have

**You, plural** want walk go say are do have

**They, plural** want walk go say are do have

**Past (pasado) tense verbs** show an action that happened in the past, or that generally happens in the past.

Signal words: yesterday, last year, last night, four years ago, three years ago, in 2002, etc.

Past tense verb forms:

**want walk go say be do have**

**I**  wanted walked went said was did had

**You** wanted walked went said were did had

**He/she/it** wanted walked went said was did had

**We** wanted walked went said were did had

**You, plural** wanted walked went said were did had

**They, plural** wanted walked went said were did had

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| Lesson 5  **Day 8** | **Learning about Theme** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will learn what the theme of a story is, as well as common themes of narratives. Students will practice identifying the theme of a personal narrative and a fictional narrative. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Common present and past tense verbs.
* Basic understanding of subject-verb agreement.
* How to identify the elements of a narrative.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative.  G.2 Discuss by summarizing to participate in grade appropriate exchanges of information. | | CCSS.ELA-LITERACY.SL.6.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to discuss the theme of a narrative using learned language. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives**?** | |
| **Assessment** | | | |
| * Formative assessment: Assess student use of learned language (e.g., sequence transition words, nouns, adjectives, verbs in the past tense) to recount a narrative, such as “[Window](#L5window).” * Formative assessment: Assess student use of learned language to analyze a narrative, such as “[Window](#L5window),” and identify and describe the narrative’s theme. * Formative assessment: Assess student use of learned language to participate in partner, small group, and/or class discussion. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details; stating claims with supporting reasons | Simple sentences in past tense connected by sequencing transition words | | Content-specific vocabulary (*theme, human nature, moral, conflict*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Pre-teach vocabulary important for understanding “[Window](#L5window)” and give students some background information before reading it. * Remind students that not all stories have a moral or lesson that the author wants to communicate. * Consider pre-teaching some common idiomatic expressions used to express a theme, such as “never judge a book by its cover.” * Feel free to select different narratives than the ones suggested in this unit based on student interests. * Consider adding images to narratives to support student comprehension. * For more background information on theme, see [Literary Terms.](http://literaryterms.net/theme/) | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Themes important to American culture, such as “don’t judge a book by its cover” and “you should always tell the truth,*”* may not be as significant to other cultures. Moreover, some of these themes may be interpreted differently in other cultures. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that stories are for only for enjoyment and have no deeper meaning. * Students may think stories can’t tell me a message about life. * Students may think stories are put together randomly and sometimes have no point or message to tell. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to discuss the theme of a narrative using learned language.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the focus of the lesson. For example, say: “Today we are going to talk about the theme of the story. Does anybody remember what a theme is? Do you remember the theme of the story with the bee that I told you a few days ago?” Give students time to think about this question individually, and write down their answer in a notebook, on Post-Its, or on a whiteboard. Then have them share with a partner using sentence frames, such as: “A theme is \_\_\_\_\_\_”; “I think a theme is \_\_\_\_\_\_”; “The theme was \_\_\_\_\_\_”; “I remember \_\_\_\_\_\_.” |
| During the Lesson |
| Explain how to identify the theme of a story by showing the Lesson 5 PowerPoint (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-5.pptx) and here as PDF).   * + 1. Ask students to take notes during the presentation and tell them what will happen: “We are going to learn more about what the theme of a story is. Then we are going to watch and read an Aesop story, ‘The Boy Who Cried Wolf,’ to practice figuring out the theme. While we watch the fable, think about what is the theme? What is the big idea?”   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer to record notes.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as printed versions of the slides, or having students view the PowerPoint on a computer.   * + 1. After reviewing the PowerPoint, give students time to think about the theme of the story individually. Ask them to write down their thoughts in a notebook, using a computer, on Post-Its, or on a whiteboard. Then have students share with a partner before discussing what the theme is and examples of themes as a whole class.   1. **Optional activity**: Ask students to identify the characters, setting, conflict, climax, and resolution of the story.   2. Depending upon student familiarity and comfort with identifying the theme in a story, consider identifying more story themes as a whole class with an additional brief narrative before working with “Window.” For example, read the narrative and identify its theme or main idea. Then model how to identify the theme using a think-aloud or ask students to identify it in small groups and then discuss it as a whole class.   3. Practice identifying the theme in “[Window](#L5window)” by Seila Cardoso.      1. Have students read the story with a partner or small group. Pre-teach and model any metacognitive and metalinguistic strategies that may aid student analysis of the text (e.g., using context clues to determine the meaning of unknown words, identifying the main idea and supporting details, making predictions).   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a computer to read or using text-to-speech readers.   * + 1. Summarize the story as a whole class or have small groups summarize the story before discussing as a whole class. If students are summarizing on their own, review what a summary is and how to create a summary prior to having students create their own. Record the class-created summary of the story. |
| Lesson Closing |
| Ask students to describe the theme of “[Window](#L5window)” in an exit ticket. This activity provides a formative assessment of students’ ability to describe the theme of a story and use past tense verbs, nouns, and adjectives. Provide sentence frames, such as: “The theme is…”  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, recording in a notebook, or using a reaction journal.   * + 1. Depending upon student familiarity with identifying the theme of a story, consider orally discussing the theme of the story before students complete the exit ticket.     2. Consider asking students to also identify the characters, setting, conflict, climax, and resolution of the story.     3. Invite students to share their exit tickets with a partner or small group.   1. Ask students to recount the narrative (orally or in writing) using sequencing words, past tense verbs, nouns, and descriptive adjectives.   2. **Optional activity:** Have students record their thoughts about the narratives analyzed in a journal or learning log. Students could think about each story’s theme and reflect on any connections or relevance the narratives may have to their own lives.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a notebook, computer, or speech-to-text software, or drawing a response. |

Lesson 5 Resources

* Computer with Internet access/projector
* Student notebooks and journals/learning logs
* Post-Its
* Whiteboard
* Exit ticket (half piece of lined paper)
* Lesson 5 PowerPoint **(available here as** [**PPT**](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-5.pptx) **and here as PDF)**
* “Window” by Seila Cardoso **(**[**available below**](#L5window)**)**

Window

*By Seila Cardoso*

When I first came to this country, I was alone a lot at the house…no music, no cell phone. The house was quiet. The only noise was the clock ticking. Sometimes it made me scared.

I stayed in the house from morning to evening, doing the same things every day. I cleaned, cooked, and watched TV. I could not understand anything, even when I watched the Spanish channels.

Each time I felt unhappy and lonely, I sat down and talked to the *janela* (window), pretending I was talking to a friend. I sat next to my janela and observed. I felt alone. I was not part of the outside world.

The only place I went was the store where my mom bought the *cartao* (calling card) to call Cape Verde. It was difficult for me to adapt because all the streets and houses looked the same and there were a lot of different names of streets. The streets look different from my country. I missed my country.

One night, I was in my bedroom listening to Cape Verdean music. I heard my brother call me. “Seila, ben odja un cusa.” (Seila, come see something). I went to the living room where my brother was. I felt cold. My brother asked me, “Did you ever see snow in your life?”

He opened the curtain and I saw snow falling. It was the first time that I had seen it. The street was all white. The first word that came to my mouth was, “Wow” and then “bonito.” The snow changed my feeling of anxiety to excitement. The street was peaceful. From my *janela*, outside looked pretty.

At that moment, I recognized the peace of the street and wanted to explore. I decided to take a chance and I went outside on my own. Now, I can walk outside with my family or to my friends’ houses without being scared or confused. What I used to see from my *janela*, now I can feel and smell. Every year when it snows, I look out my *janela*, and it is the same type of magic for me.

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| Lesson 6  **Day 9** | **Language Checkpoint** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will demonstrate their ability to use language introduced so far in the unit. Students will be able to showcase their learning by reading a narrative text and identifying language features learned in previous lessons (sequencing transition words, nouns, adjectives, and verbs in past tense). They will also retell events (orally and in writing) using these language features. Students will use what they learn in this lesson to recount and describe events with relevant details during the unit final assessment. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of sequencing transition words, nouns, adjectives, and past tense verbs.
* Ability to retell a story.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative.  G.2 Discuss by summarizing to participate in grade appropriate exchanges of information. | | CCSS.ELA-LITERACY.WHST.6-8.2.C—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to identify sequencing transition words, nouns, adjectives, and past tense verbs in a text, and will retell a story using these language features. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student ability to apply learned language to analyze a narrative such as “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm).” * Formative assessment: Assess student ability to apply learned language to identify parts of speech in a narrative such as “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm).” * Formative assessment: Assess student ability to apply learned language (e.g., sequence transition words, nouns, adjectives, past tense verbs) to recount a narrative such as “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm)” using descriptive details. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details; recounting events in sequence | Simple sentences in past tense connected by sequencing transition words | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative, characters, setting, exposition, climax, resolution*); sequencing transition words (e.g., *first, next, then, after that, finally*); adjectives; past tense forms of common verbs |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * In order to remain culturally sensitive, do not ask students to share information of why they came to the United States. If students want to share this information, allow them to do so, but do not require them to share it. * Feel free to select different narratives than the ones suggested in this unit based on student interests. * Consider adding images to narratives to support student comprehension. * The language checkpoint is a formative assessment designed to help teachers measure student progress in relation to the unit’s Focus Language Goals. Use results of the language checkpoint to inform instruction and make adjustments as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may think everyone comes to the United States for jobs or an education, but there are multiple reasons why people immigrate to other countries. * Some reasons why students or their families immigrated to America may be private and/or bring back painful memories. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that learning language conventions and features is not important when trying to communicate ideas through writing. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to identify sequencing transition words, nouns, adjectives, and past tense verbs in a text, and will retell a story using these language features.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective. Introduce the lesson by explaining how students will be practicing and applying all of the language that they have learned so far in the unit.   * 1. Introduce “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm).” For example, say: “Today, we are going to read a personal narrative about a girl from Japan. She was in high school when she decided to move to the United States. Everyone moves to the USA for different reasons, and we are going to learn why she decided to come to the United States.”      1. Ask students to discuss the following prompts with a partner then share in a think-pair-share: “Why do people want to move to the USA? For what reasons do people move to the United States of America?” Have students record their thoughts in a notebook, on Post-Its, or on a whiteboard prior to sharing with their partner or small group.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as posting the question on the board or providing students with a printed version of the question.   * + 1. Model how to share ideas and then ask groups/pairs to report out to the whole class. Record student responses on the board or in a shared file so that students may view them on a computer. Possible answers may include: jobs, escape war, opportunities, education, and so forth. Students can then record the reasons discussed in their notebooks.     2. Ask the students to make an inference based on the discussion using turn-and-talk. Ask them to discuss: “Why do you think the girl in ‘Coming to America’ wants to move to the USA?” Allow some time for students to quietly reflect before having students share with a partner, then have pairs report out to the whole class. Possible answers include: “The girl is in high school and perhaps wants to move here for a college education.” |
| During the Lesson |
| Read “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm)” as a whole class or have students read it in small groups. If reading the narrative as a whole class first, be sure to provide students with a copy of the text to follow along. Reading the text before analyzing it can help students break the story down into manageable parts and gain a deeper understanding of the text. Pre-teach and model any metacognitive or metalinguistic strategies that may aid student analysis of the text (e.g., using context clues to determine the meaning of unknown words, identifying the main idea and supporting details, summarizing the text in your own words).   * + 1. Divide the class into groups of two or three (depending on numbers). You may wish to use strategic groupings (e.g., mentor/mentee groupings). Ask students to analyze the story and identify different parts of speech in the text as they go through four different stations. Consider specifying a number of words that students should look for. For example, tell students to identify at least 10 nouns. Explain how they will work with different color highlighters at each station:   Station 1: Use a pink highlighter to actively read the story and identify sequencing words.  Station 2: Use a yellow highlighter to actively read the story and identify nouns.  Station 3: Use a green highlighter to actively read the story and identify adjectives.  Station 4: Use an orange highlighter to actively read the story and identify past tense verbs.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.   * + 1. While students are working, circulate and provide specific feedback on student identification of the different parts of speech. Prompt student thinking by asking questions such as: “Why did you say \_\_\_\_\_\_\_\_\_\_\_ was a noun?”; “How did you know\_\_\_\_\_\_\_\_\_\_\_\_\_ was an adjective?”; “What strategies did you use to find the past tense verbs?”     2. Give students time to go through the first station (approximately 15 minutes). Then, ask each group to stand up, take their paper, leave the highlighter, and go to the station on their right. At the second station, give students about 5 minutes to look for the target language of the station in ONE paragraph of their choice, not the whole story.     3. Afterwards, have students rotate through the remaining two stations. This activity should last about **30** minutes, and students should have an opportunity to identify sequencing words, nouns, adjectives, and past tense verbs.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. |
| Lesson Closing |
| While students are still in their small groups, ask them to retell “[Coming to America](http://www.topics-mag.com/edition16/julia2-coming-amer.htm)” using sequencing words—*first, then, next, after that,* and *finally*—and the plot diagram as reference.   * + 1. Have students complete an exit ticket individually, writing the story in their own words and using sequencing words. As an exit ticket, each individual in the group will record the story in his/her own words using sequence words, relevant adjectives and nouns, and verbs in past tense. Students can record the story in their notebooks, on a computer, or in a learning log. This provides a formative assessment of students’ ability to retell a narrative using sequencing words, adjectives, past tense verbs, and nouns.     2. At the end of class, ask a representative from each group to retell the story to the class.   1. **Optional activity:** Ask students to identify and record the characters, setting, point of view, conflict, climax, and resolution of the story. Also, ask them to record their reaction to the narrative, writing about any relevance or connections to their own lives.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, learning log, notebook, journal, drawing, and/or orally describing. |

Lesson 6 Resources

* Computer
* Post-Its
* Whiteboard
* Student notebooks or learning logs
* At least four colored highlighters (e.g., yellow, green, orange, and pink)
* Lesson 2 [plot diagram with sequencing words](#L2plotdiagramwithseqwords)
* Handout of the personal narrative, “Coming to America” by Yuki Suto **(**[**available here**](http://www.topics-mag.com/edition16/julia2-coming-amer.htm) **)**

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| Lesson 7  **Days 10–12** | **Creating Personal Narratives  (CEPA Part 1)** | **Estimated Time:** Three 60-minute periods (minimum, allows time for drafting) |

**Brief overview of lesson**: Students will have an opportunity to apply what they have learned about storytelling and narratives to begin writing their own personal narratives using technology. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic computer skills.
* Present and past tense forms of common verbs.
* Familiarity with proper order of adjectives within a sentence.
* Basic knowledge of sequencing words and how to use them to tell narratives.
* Basic understanding of common themes and structure of narratives.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.WHST.6.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  CCSS.ELA-LITERACY.WHST.6-8.2.C—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  CCSS.ELA-LITERACY.WHST.6-8.6—Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to recount personal narratives in writing. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student application and use of learned language (e.g., *nouns, adjectives, descriptive details, sequencing transition words, plot structure,* and *elements*) to draft their own personal narrative. * Self-assessment: Students will self-assess and self-monitor using the [CEPA rubric](#L7ceparubric) and [narrative planning sheet.](#L7narrativeplanningsheet) | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details; recounting events in sequence | Simple sentences in past tense connected by sequencing transition words | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative, characters, setting, exposition, climax, resolution*); sequencing transition words (e.g., *first, next, then, after that, finally*); adjectives; past tense forms of common verbs |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Students may be interested in using a blog format for their narratives. Consider experimenting with a website such as [FanSchool](https://go.fan.school/) to learn how it works, how to sign up students, and how to upload and edit graphics. [FanSchool](https://go.fan.school/) has a feature that allows any computer with a video camera to capture images and include them in a student’s blog. If using [FanSchool](https://go.fan.school/), model how to begin a blog and how to use tools for adding visuals before students begin working with it. If using an online platform, explicitly teach and review Internet safety. * Consider adding images to narratives to support student comprehension. * This lesson is designed for three class periods. However, you may wish to extend the instructional sequence to meet student needs. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Using technology may be new concepts for some students. They may need instruction on using technology and self-publishing. * Some students may not have previous experience sharing personal information with larger groups of people, such as the whole class. Some students may be very uncomfortable sharing personal stories. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may not know that technology can be used to tell personal stories. * Students may think writing a narrative is not worthwhile because they might think no one would like to read/hear it. |

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| **THE LESSON IN ACTION** |
| Day 10 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to recount personal narratives in writing.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Ask students to think about what they have learned so far in the unit, and what narratives they have read so far independently.      1. Have them record their thoughts in a notebook, learning log, on Post-Its, or on a whiteboard before turning and talking to a partner. Provide a sentence frame, such as: “We learned about…” Sample responses may include: narrative themes and organization, past tense verbs, transition words, adjectives, and noun/adjective order.      2. Ask students to share with the whole class and record student responses. |
| During the Lesson |
| Practice identifying examples of narrative language features studied in the unit with the [narrative/blog](https://fan.school/article?id=0fut1j9lzttnfkkp0x5tpnz8m) based on *Grandfather’s Journey* by Allen Say. Assign each student, pair, or group a focus for the reading. For example, have students look for a specific part of speech and at least one characteristic of a narrative (*characters, setting, climax, resolution, conflict, theme*) as they read. Have them highlight or record all of the words or phrases that illustrate their assigned part of speech in the reading.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as printing out the text of the narrative and having students work individually or with a partner.   * 1. Introduce the CEPA by going over task details. For example, say: “You will create a personal narrative that shows a journey you or a family member has taken.”   **G**oal—Create a personal narrative telling a journey story.  **R**ole—Student as him/herself.  **A**udience—Classmates.  **S**ituation—An opportunity to share a journey they or someone they know have taken where they learned something about themselves, another person, or a place.  **P**roduct performance and purpose—A personal narrative that shares a personal journey where the student learned something about him/herself, another person, or a place and incorporates relevant images. Students will share their personal narratives and retell a classmate’s story.   * 1. Showcase a teacher-created CEPA highlighting the necessary components, such as the beginning, middle, and end of the story, and the use of adjectives, nouns, past tense verbs, and sequencing words. Be sure to make the model available for student reference while they are crafting their own narrative.   2. Review and provide students with a copy of the [narrative planning sheet](#L7narrativeplanningsheet) and [CEPA rubric](#L7ceparubric). |
| Lesson Closing |
| Ask students to brainstorm ideas for their narrative, share their ideas with a partner, and conference with the teacher to select one of the ideas for the CEPA.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as brainstorming ideas in a notebook, journal, or learning log. |

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| **THE LESSON IN ACTION** |
| Day 11 Lesson Opening |
| Review the components of the narrative with students and answer any clarifying questions students may have about narratives and/or the CEPA. |
| During the Lesson |
| Give students time to begin planning their narrative, using the [Lesson 2 plot diagram](#L2plotdiagramwithseqwords) and class anchor charts to think about what to include in the beginning, middle, and end of their narrative. Have students record ideas for each part of their narrative on a graphic organizer or in a notebook. Some students may prefer to begin planning their narrative with images and then incorporate text afterward.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.   * 1. While students are working, circulate and provide specific feedback on student planning of their narrative. Prompt student thinking by asking questions such as: “What else might you include in the beginning?” “What was the resolution?” |
| Lesson Closing |
| Have students share their work with a partner or small group.   * 1. **Optional activity**: Have students use the plot diagram to give each other feedback. Model how to do this, and provide sentence frames, such as: “I think your exposition is …”; “This part of your story is …”; etc. |

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| **THE LESSON IN ACTION** |
| Day 12 Lesson Opening |
| Have students check their plot diagram and make sure that all pieces are represented.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students label or highlight the various components in their written drafts. |
| During the Lesson |
| Students will use their plot diagrams to draft their narratives. Encourage students to use Microsoft Word or Google Docs to type in their stories. If using Google Docs, students can share access with their teacher for direct feedback.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as speech-to-text software.   * 1. You may wish to extend the instructional sequence to allow for additional drafting time. Some students may prefer to draft their stories in their native language first, or they may prefer to make/sequence illustrations before writing the narrative. |
| Lesson Closing |
| After students have a draft of their narrative, have them write or draw five ideas for visuals to accompany their narrative. Five images roughly correspond to the five sequencing words in the [Lesson 2 plot diagram](#L2plotdiagramwithseqwords) and represent different parts of their journey. Consider only having students use *first, next,* and *finally* instead of the five sequencing words on the plot diagram. Allow students to use images from the Internet, draw, or bring in any relevant objects and/or images. |

Lesson 7 Resources

* Computers with Internet access
* Student notebooks or learning logs
* Post-Its
* Whiteboard
* Anchor chart
* Graphic organizer
* Optional website: [FanSchool](https://go.fan.school/).
* [Narrative/blog](https://fan.school/article?id=0fut1j9lzttnfkkp0x5tpnz8m) based on *Grandfather’s Journey* by Allen Say
* [Plot diagram](#L2plotdiagramwithseqwords) with sequencing words
* Narrative planning sheet **(**[**available below**](#L7narrativeplanningsheet)**)**
* Model Performance Indicators **(**[**available below**](file:///F:\DESE\Edited%20Units\Narrative.07.30.16.AA.docx#PI)**)**
* CEPA rubric **(**[**available below**](#L7ceparubric)**)**

Narrative Planning Sheet

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| **Beginning:**  Include the characters  Include the setting  Include the conflict  Be sure to use NOUNS, ADJECTIVES, PAST TENSE VERBS  Be sure to use sequencing words: First, Next… | **Identify/describe characters:**  What adjectives can I use to describe the characters?  **Identify/describe setting:**  What adjectives can I use to describe the setting?  **Identify/describe the conflict:**  What is the conflict? How can I describe the conflict?  Are my verbs in the PAST Tense? |
| **Middle:**  Include the climax  Be sure to use NOUNS, ADJECTIVES, PAST TENSE VERBS  Be sure to use sequencing words: Then… | **Identify/describe the climax:**  What adjectives can I use to describe the climax?  Are my verbs in the PAST tense? |
| **End:**  Include the resolution  Be sure to use NOUNS, ADJECTIVES, PAST TENSE VERBS  Be sure to use sequencing words: After that, Finally | **Identify/describe the falling action:**  What adjectives can I use to describe the falling action?  **Identify/describe the resolution:**  What adjectives can I use to describe the resolution?  Are my verbs in the PAST tense? |

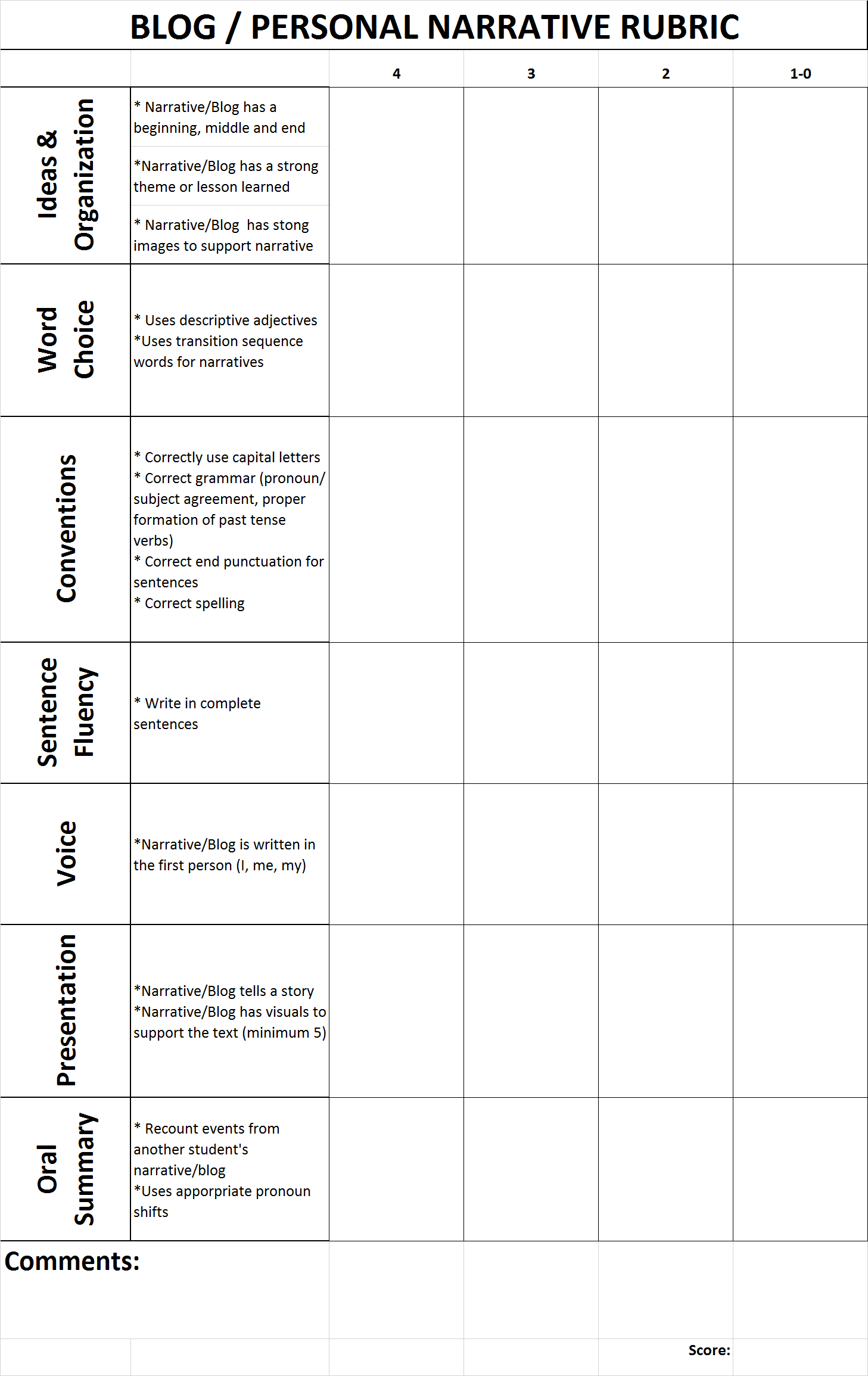
Differentiation of the CEPA Using WIDA Performance Indicators

Teachers may adjust performance indicators as necessary based on student needs.

Model Performance Indicators

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| **WIDA Standard: The Language of Language Arts**  **WIDA PI Receptive Domain (Listening or Reading): Reading** | | | | |
| ***Level 1—Entering***  Recognize the sequence of events (plot) in a narrative with partners using graphic organizers. | ***Level 2—Emerging***  Identify the sequence of events (plot) in a narrative using graphic organizers and complete sentences. | ***Level 3—Developing***  **X** | ***Level 4—Expanding***  **X** | ***Level 5—Reaching***  **X** |
| **WIDA Standard: The Language of Language Arts**  **WIDA PI Productive Domain (Speaking or Writing): Writing** | | | | |
| ***Level 1—Entering***  Create a blog/narrative draft on a graphic organizer using images and sentence frames. | ***Level 2—Emerging***  Complete a blog/narrative draft using a graphic organizer. | ***Level 3—Developing***  **X** | ***Level 4—Expanding***  **X** | ***Level 5—Reaching***  **X** |

CEPA Rubric



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| Lesson 8  **Day 13** | **Learning about Writing Conventions (Capitalization and Punctuation)** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will learn about basic capitalization and punctuation rules. Students will apply this knowledge while they continue drafting their personal narratives. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to write full sentences.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative. | | CCSS.ELA-LITERACY.WHST.6.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  CCSS.ELA-LITERACY.SL.6.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA-LITERACY.WHST.6-8.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CCSS.ELA-LITERACY.WHST.6-8.6—Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able recount a personal narrative in writing using capital letters and appropriate end punctuation. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student application of learned language during participation in PowerPoint activities (“Quick Test”). * Formative assessment: Assess student application of knowledge of capitalization and punctuation during the error correction exit ticket and analysis of their own personal narratives. * Self-assessment: Students will self-assess and self-reflect during their analysis of their personal narratives. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; spoken and written brief topic introductions with main ideas and supporting details; recounting events in sequence | Simple sentences in past tense with proper capitalization and end punctuation | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative, characters, setting, exposition, climax, resolution*); writing conventions vocabulary (*proper nouns, capital, lower case, period, question mark, exclamation mark*); sequencing transition words (e.g., *first, next, then, after that, finally*); adjectives; past tense forms of common verbs |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * There are many capitalization and punctuation rules. Depending on students’ familiarity with writing convention, consider widening or narrowing the amount of rules introduced in the lesson and/or extending the lesson to provide additional practice with these concepts. * Consider modifying the “Quick Test” in the Capitalization PowerPoint from [Grammar Bytes](http://chompchomp.com/presentations.htm)! by removing the multiple choice responses and only providing students with the sample texts. Increase or decrease the number of capitalization errors as needed. * Consider asking students to describe how things are different in their native language when introducing English rules so as to build background on all students’ cultural capitalization and punctuation rules, which may be very different. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students may struggle with punctuation and capitalization in English because punctuation marks are used differently across languages and cultures. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that capital letters are optional and/or simply for aesthetic purposes, especially if they are used to texting using only lowercase letters. * Some students may think end punctuation is not necessary, and/or that punctuation does not affect the meaning of written sentences. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able recount a personal narrative in writing using capital letters and appropriate end punctuation.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Build background and activate prior knowledge about capitalization.      1. Ask students to think about the following questions: “What is the difference between *w* and *W*? Why are some letters uppercase/capitalized, and others not? Where do you notice capital letters in this room?” Allow some time for quiet reflection before inviting students to share with a partner or small group. Then invite students to discuss their responses with the whole class.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as providing students with printed versions of these questions or having students view the questions on a computer.   * + 1. Show three sentences highlighting capitalization rules and ask students to identify the differences between them. For example, show these three sentences: “My name is Mrs. West. What is your name? Wow! That is a great first name!”   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as providing students with printed versions of sentences or having students view the sentences on a computer. |
| During the Lesson |
| Explain how sentences need an end punctuation mark and when to use capital letters using the Capitalization PowerPoint from [Grammar Bytes](http://chompchomp.com/presentations.htm)! Modify the presentation as needed to address student needs.   * + 1. Give students a printed copy of the slides (such as notes pages with three slides per page) so they can follow along with the teacher. During the presentation, ask students to take notes and add examples of each rule in their notes pages.     2. At slide 24, divide students into collaborative groups for the “Quick Test” activity.   Model how to find and fix the errors on one slide using a teacher think-aloud.  Assign one of the seven sample texts to each group. Ask students in that group to find and fix capitalization and punctuation errors. While students work, circulate and provide specific feedback on student error correction.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having the students view sample texts on a computer or providing students with printed versions of the texts.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer to fix the errors.  Afterwards, have two groups meet and explain to each other where they found and fixed errors in their assigned texts. While one group explains, the students from the other group can take notes. Then groups can switch roles. This provides a formative assessment of students’ ability to identify when to capitalize and which punctuation marks to use when. |
| Lesson Closing |
| Have students complete an error correction exit ticket independently. The exit ticket should contain sentences with capitalization and punctuation errors that students are asked to identify and correct.   * 1. Have students check their own narratives for proper capitalization and end punctuation. Please note: Students will have additional time to check their narratives in the next lesson. |

Lesson 8 Resources

* Computer/projector
* Student notebooks
* Capitalization PowerPoint from Grammar Bytes! **(**[**available here**](http://chompchomp.com/presentations.htm)**)**

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| Lesson 9  **Days 14 and 15** | **Editing** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will be able to apply their knowledge of writing conventions to edit their own narrative and that of a classmate. Students will use the Capitalization, Organization, Punctuation, and Spelling (COPS) editing strategy and revise their drafts to incorporate editing changes. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic knowledge of capitalization and end punctuation rules introduced in the previous lesson.
* Basic understanding of past tense and sequencing words.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative.  G.2 Discuss by summarizing to participate in grade appropriate exchanges of information. | | CCSS.ELA-LITERACY.L.6.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CCSS.ELA-LITERACY.WHST.6-8.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to apply learned language to edit their personal narratives using self-editing, peer editing, and/or teacher-supported editing and apply final changes to their narrative. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Formative assessment: Assess student application of learned language during peer editing (e.g., “[COPS Editing Checklist](#L9copseditingchecklist),” overall suggestions to partner, two compliments for their partner’s writing). * Formative assessment: Assess student incorporation of feedback. * Self-assessment: Students will self-assess and self-monitor while self-editing. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; offering suggestions and compliments | Simple sentences in past tense connected by sequencing words and properly capitalized and punctuated | | Content-specific vocabulary (*conflict, theme, beginning, middle, end, plot, personal narrative, characters, setting, exposition, climax, resolution*); writing conventions vocabulary (*proper nouns, capital, lowercase, period, question mark, exclamation mark*); sequencing transition words (e.g., *first, next, then, after that, finally*); adjectives; past tense forms of common verbs; editing vocabulary (*peer editing, compliment, suggestions, corrections*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Model how to give and receive a compliment. Emphasize that all students can learn from each other, and that all can learn the most together. * Depending upon student comfort and familiarity with peer editing, consider only focusing the lesson on self-editing with teacher support, or having partners practice editing with small excerpts from a peer’s story instead of the whole narrative. * This lesson utilizes COPS as a method for peer editing, but feel free to use another editing guideline that students may be more familiar with. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may not be accustomed to receiving and giving compliments. Depending on their culture, compliments can make them feel uncomfortable. * Students may not be used to making corrections and giving suggestions to their peers. This feedback process could make them feel anxious. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some students may think that they do not need to edit or review their writing because the first draft is the best and final draft. * Some students may think that the amount of editing others suggest reflects their writing ability instead of seeing the editing process as an opportunity for learning and refining a writing piece. * Students may think that one round of editing is all that is needed to polish a piece of writing. |

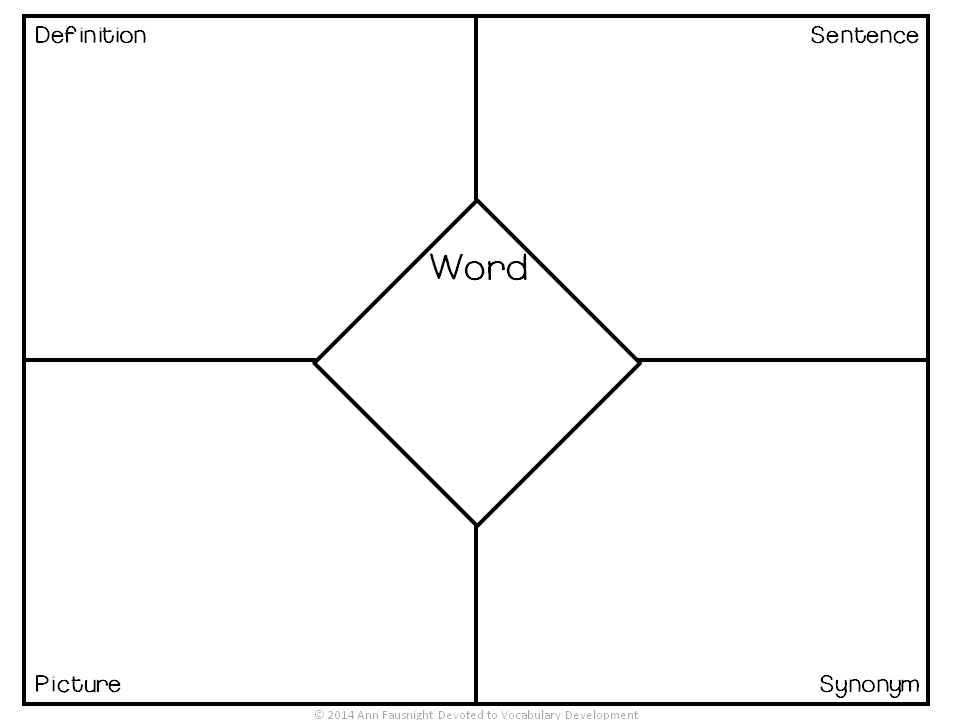
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| **THE LESSON IN ACTION** |
| Day 14 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to apply learned language to edit their personal narratives using self-editing, peer editing, and/or teacher-supported editing and apply final changes to their narrative.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Explain the focus of the lesson: learning about editing. For example, say: “Today we are going to learn how to edit our own personal narrative and a personal narrative of another student. We will then edit our own personal narrative and we will give feedback to another student. When we edit another student’s work, we call it *peer editing*.”   2. Explain what editing is. Go over a student-friendly definition of the terms *edit* and *peer edit* and have students write down each term and its definition on their four-square vocabulary paper. For example, a student-friendly definition of *peer edit* might be “to make suggestions, review, and correct another student’s writing.”   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as use of native language translations.   * 1. Ask students to think about why it might be important to edit our own work and to get feedback from a peer. Invite students to share with a partner first, then discuss as a whole class. A sample reason includes: “Editing is important before sending a draft to your teacher so your meaning is clear and understood by all readers.” |
| During the Lesson |
| Show the Lesson 9 PowerPoint presentation (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-9.pptx) and here as PDF). Give students a printout copy of the presentation with three slides per page and notes lines next to each slide.   * 1. Go over each editing guideline in more detail.      1. Copy each editing guideline/step from the presentation on a piece of chart paper and post it for student reference. For example, the chart might say:   When we peer edit, we need to remember:   1. Stay on task 2. Compliments 3. Suggestions 4. Corrections    * 1. Provide examples of each step/guideline and model how to apply them. Remind students that they will be giving suggestions for improvement and corrections to peers while they edit each other’s work.      2. **Optional activity**: Divide the class into four groups and assign each group a different editing step/guideline. Ask each group to draw an illustration and give examples (in drawings and in writing) for their guideline on chart paper and post it on the wall. Have students participate in a gallery walk where they can look at each other’s posters and give feedback about the poster on Post-Its, writing comments, such as: “I like how you used a plus sign to symbolize being positive” or “What does ‘effort’ mean?”At the end of the gallery walk, have *s*tudents go back to their original poster and read feedback comments for their group.    1. Explain how editing will be focused on certain features (capitalization, organization, punctuation, spelling, or COPS).       1. For example, say: “In order to focus on editing, we are going to use COPS. This will help you with completing editing step/guideline 4: ‘Corrections.’ Consider creating an anchor chart, eliciting student help to gather examples of capitalization, organization, punctuation, and spelling.       2. Go over the “[COPS Editing Checklist](#L9copseditingchecklist)” (this is an adapted version of the checklist; for a more detailed checklist, see Reading Rockets’ “[COPS Editing Checklist](http://www.readingrockets.org/content/pdfs/COPSchecklist.pdf)”). Provide examples of each editing element that students will focus on and model how to edit these elements using a checklist and a teacher-created narrative.   [Provide options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting or using a shared file so that students may view the checklist on a computer.   * 1. Have students practice using the COPS checklist to edit their own narratives. Circulate and provide specific feedback on student editing of their own narratives.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. |
| Lesson Closing |
| Give students an opportunity to practice editing another student’s narrative. Divide students into pairs and have them edit each other’s work using the “[COPS Editing Checklist](#L9copseditingchecklist).” Depending upon student familiarity with peer editing, considering assigning a shorter or longer excerpt of text to edit.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a text-to-speech reader to review the narrative or mentor/mentee pairings.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working with a digital shared file.   * 1. Ask students to give overall suggestions for improving their partner’s writing using the editing guidelines chart and/or Lesson 9 PowerPoint (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-9.pptx) and here as PDF). Have students also come up with a minimum of two compliments for their partner’s writing.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working with a shared file. |

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| **THE LESSON IN ACTION** |
| Day 15 Lesson Opening |
| Introduce the focus of the lesson: continue editing.   * 1. Have students continue editing a partner’s draft using the “[COPS Editing Checklist](#L9copseditingchecklist).” Depending upon student familiarity with peer editing, considering assigning a shorter or longer excerpt of text to edit.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a text-to-speech reader to review the narrative or mentor/mentee pairings.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working with a digital shared file.   * 1. Ask students to give overall suggestions for improving their partner’s writing using the editing guidelines chart and/or Lesson 9 PowerPoint. Have students also come up with a minimum of two compliments for their partner’s writing.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working with a shared file. |
| During the Lesson |
| Model how to use feedback from self-editing and peer editors to refine a draft. Then give students time to revise their narratives based on their self-edits and feedback and suggestions for improvement from their peer editor. While students are working on their revisions, circulate and provide specific feedback on student incorporation of feedback into their narratives. |
| Lesson Closing |
| Ask students to self-assess their work so far using the [CEPA rubric.](#L7ceparubric)   * 1. Consider also asking students to reflect on what they have learned in a journal or learning log. They could reflect on the revisions process, any challenges they faced, how easy or difficult it may have been to edit and/or give feedback, or how the revisions process helped to strengthen their drafts. |

Lesson 9 Resources

* Computer/projector
* Student notebooks or journals/learning logs
* Chart paper
* Post-Its
* Optional resources:
* Editing (COPS) posters
* Anchor chart
* Reading Rockets’ “[COPS Editing Checklist](http://www.readingrockets.org/content/pdfs/COPSchecklist.pdf).”
* Lesson 9 PowerPoint **(available here as** [**PPT**](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-9.pptx) **and here as PDF)**
* Four-square vocabulary organizer **(**[**available below**](#L94square)**)**
* “COPS Editing Checklist” **(**[**available below**](#L9copseditingchecklist)**)**

Four-square vocabulary organizer



COPS Editing Checklist

**Capitalization**

\_\_\_\_\_\_\_\_\_\_\_\_ Start all sentences with a capital letter.

\_\_\_\_\_\_\_\_\_\_\_\_ Capitalize nouns that name specific people, places, and things (proper nouns).

For example: Sally, Massachusetts, United States of America

**Organization**

\_\_\_\_\_\_\_\_\_\_\_\_ Sentences should be clear and complete (subject, verb, noun).

\_\_\_\_\_\_\_\_\_\_\_\_ Use past tense verbs, specific nouns, and descriptive adjectives.

\_\_\_\_\_\_\_\_\_\_\_\_ Use sequencing words to help organize (first, next, then, after that, finally).

\_\_\_\_\_\_\_\_\_\_\_\_ Narrative has a clear beginning, middle, and end.

**Punctuation**

\_\_\_\_\_\_\_\_\_\_\_\_ Each sentence should end with an appropriate punctuation mark (. ! ?).

\_\_\_\_\_\_\_\_\_\_\_\_ Use commas after transition words.

For example (First,……….)

**Spelling**

\_\_\_\_\_\_\_\_\_\_\_\_ Did I check for spelling (use spell check)?

Adapted from [Reading Rockets “COPS Checklist](http://www.readingrockets.org/content/pdfs/COPSchecklist.pdf)”

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| Lesson 10  **Days 16 and 17** | **Sharing Personal Narratives** | **Estimated Time:** Two 60-minute periods |

**Brief overview of lesson**: Students will have an opportunity to review and practice with point of view and pronoun shifts needed to retell someone else’s narrative. Students will practice presenting personal narratives within a small group, as well as using first and third person pronouns properly to retell events in a group member’s narrative. This lesson includes an optional activity (narrative celebration) where students could share their personal narratives with the whole class and guests. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Experience retelling stories.
* Familiarity with parts of speech (*nouns, verbs,* and *adjectives*).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing real or imagined experiences/events using relevant details in a narrative.  G.2 Discuss by summarizing to participate in grade appropriate exchanges of information. | | CCSS.ELA-LITERACY.WHST.6-8.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| **Language Objectives** | | **Essential Questions Addressed in This Lesson** | |
| Students will be able to recount their own narrative in an oral presentation using sequencing transition words, verbs in past tense, and adjectives.  Students will be able to retell main details of a classmate’s narrative orally using sequencing transition words, verbs in past tense, appropriate pronoun shifts, and adjectives. | | Q.1 What can one learn from reading about another’s journey?  Q.2 How do journeys give us insights into our lives? | |
| **Assessment** | | | |
| * Summative assessment: Assess student application of all learned language while retelling their own personal narrative using sequencing words, past tense verbs, adjectives, and nouns. * Summative assessment: Assess student application of all learned language while retelling their peer’s personal narrative. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; short spoken and written narrative texts about an event or experience composed of simple sentences; offering suggestions and compliments; recounting short sequences of events; retelling information read or listened to; offering suggestions and compliments | Simple sentences in past tense connected by sequencing words, properly capitalized and punctuated, and incorporating correct subject-verb agreement through proper use of pronouns | | Sequencing transition words (e.g., *first, next, then, after that, finally*); adjectives; past tense forms of common verbs; narrator; point of view, first person point of view, and third person point of view |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Check in with students frequently as they work. * Consider compiling all student narratives into a book at the end of the unit. This could be a classroom anthology of narratives. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may not be familiar with the role of a storyteller/individual presenter. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Not all languages differentiate between male and female in pronoun use when referring to people. English rules for pronoun use may be different than students’ native language so make sure students think about these differences. |

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| **THE LESSON IN ACTION** |
| Day 16 Lesson Opening |
| Post and explain the lesson’s language objectives: “Students will be able to recount their own narrative in an oral presentation using sequencing transition words, verbs in past tense, and adjectives,” and “Students will be able to retell main details of a classmate’s narrative orally using sequencing transition words, verbs in past tense, appropriate pronoun shifts, and adjectives.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Give an overview of pronouns using the Lesson 10 PowerPoint presentation (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-10.pptx) and here as PDF). Give students a printed version of the presentation.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the PowerPoint on a computer.  Provide [options for engagement](http://www.udlcenter.org/aboutudl/udlguidelines/principle3), such as including TPR to review subject pronouns. An icebreaker using TPR is included in the presentation. |
| During the Lesson |
| Using the PowerPoint, differentiate first person from third person pronouns and point of view.   * 1. Have students practice using pronouns to determine the point of view of a text in pairs, using printed copies of the presentation as a guide.      1. Have them analyze five short texts in the Lesson 10 PowerPoint presentation and decide if the text is told in the first person or the third person (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-10.pptx) and here as PDF).      2. While students are working, circulate and provide specific feedback on their analysis of the text’s point of view. Prompt student thought by saying: “What makes you say this text is in the first person?”   2. Afterwards, discuss texts as a whole class.   3. Project a short piece from the [narrative/blog](https://fan.school/article?id=0fut1j9lzttnfkkp0x5tpnz8m) based on *Grandfather’s Journey* by Allen Say.      1. The class will identify the narrative as either first or third person (it is in first person).      2. Model how to change the first paragraph so that Allen Say is not the narrator, but rather someone else is retelling his story. Explain show shifting who tells the story means the pronouns must change, because the narrator has changed. Let students know that they will use pronoun shifts to retell a peer’s personal narrative.      3. Ask students to change pronouns in the remaining paragraphs so it is told from third person point of view. Allow students to work in small groups. |
| Lesson Closing |
| Give students an opportunity to orally retell a short piece from the [narrative/blog](https://fan.school/article?id=0fut1j9lzttnfkkp0x5tpnz8m) based on *Grandfather’s Journey* by Allen Say using appropriate pronoun shifts.   * 1. **Optional activity:** Have students revisit the five short texts from the Lesson 10 PowerPoint (available here as [PPT](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-10.pptx) and here as PDF). Students will orally retell the text using appropriate pronoun shifts. |

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| **THE LESSON IN ACTION** |
| Day 17 Lesson Opening |
| Project and provide students with a short excerpt from a previously analyzed narrative (such as the first person point of view personal narrative you shared in [Lesson 1](#L1)). Ask students to identify the point of view of the narrative.   * 1. Ask students to change the pronouns so that the narrative is told from third person point of view. Allow students to work in small groups. |
| During the Lesson |
| Model how to share a narrative and how to retell key points of someone else’s narrative. Consider using a previously analyzed narrative or a short personal narrative to model. Let students know that they will be sharing their narrative with a partner or small group.   * 1. Have students share their narrative with partners, a small group, or the whole class. Ask students to use sequencing words, past tense verbs, nouns, and adjectives.      1. Help students project the narrative while they present.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having classmates view the narrative on a computer.   * + 1. Remind students to be active listeners and to be prepared to retell highlights from the narratives they listen to.   1. After students have shared, give them a printed version of a classmate’s blog/narrative. Ask them to change the pronouns used in the narrative so that they are the narrator (changing it from a first person to a third person narrative). |
| Lesson Closing |
| Give students an opportunity to orally retell a peer’s narrative using appropriate pronoun shifts.   * 1. **Optional activity:** As an extension, consider adding a narrative celebration. Send invitations for the celebration. Find a special place in the school to host the celebration and consider serving snacks. It would be best if this could happen at the last hour of the day so parents can bring students home afterward. A sample instructional sequence for a narrative celebration is presented below. |
| Lesson Opening |
| Welcome guests. Have parent, guardian, or guest and student sit together with a beverage and snack.   * 1. Introduce the project to parent, guardian, or guest in their native language (students can serve as translators) or have a student serve as presenter. For example, a student could say: “Ms. Brennan’s 6th grade ESL class has been reading personal narratives. Personal narratives are true personal stories. After reading true stories of others, we wanted to tell our own stories. We hope you will enjoy our stories!”   2. Ask students to give the guest a translated copy of their narrative, and explain the story in their native language before presenting it. This way the guest will have some background information on their student’s story. Consider having relatives circulate to hear stories in case students are too nervous to tell their stories in front of the whole group. |
| During the Lesson |
| Introduce each student and give a brief introduction of his or her narrative. Alternatively, have students introduce each other and each other’s’ narratives using proper pronoun shifts.   * 1. Have each student project his/her narrative and present it.   2. Introduce the next student or have the student who just finished performing their narrative introduce the next student and their narrative, using proper pronouns shifts. |
| Lesson Closing |
| Congratulate students for sharing and thank everyone for coming. Invite parents to write their own personal narrative and share it with their child or with the class. |

Lesson 10 Resources

* Computer/projector
* Student notebooks and pencils
* [Narrative/blog](https://fan.school/article?id=0fut1j9lzttnfkkp0x5tpnz8m) based on *Grandfather’s Journey* by Allen Say
* Student-created narratives/blogs
* Narrative from a peer
* [CEPA rubric](#L7ceparubric)
* Lesson 10 PowerPoint **(available here as** [**PPT**](http://www.doe.mass.edu/ele/instruction/mcu/narrative-lp-10.pptx) **and here as PDF)**

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