

Unit: Narrative

Content Area: ESL

Grade Level:3-4

Unit Summary:

The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce a personal narrative in English for students in third and fourth grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, *The Greatest Wall of All* and *Rock n Roll* from *Mentor Text Poster Pack* acts as a model to show students the structure and features of a personal narrative. Students observe features in the mentor text that will help them write their own narratives. They will also be reading a collection of stories to serve as an example of story elements such a character, setting, and plot (beginning, middle, end) to help practice the art of recounting. Students will be reading about topics that have to do with social issues. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.

Recommended Pacing:

September-November

State Standards Addressed:

WIDA

Standard 1 – Social and Instructional Language

English language learners communicate for social and instructional purposes within the school setting.

Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
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Writing
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language

standards 1-3 up to and including grade 3 here.)

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

Speaking & Listening

SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

3.1.B Form and use regular and irregular plural nouns.

L.3.1.D Form and use regular and irregular verbs.
L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.H Use coordinating and subordinating conjunctions.
L.3.1.I Produce simple, compound, and complex sentences.
L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Technology Standards and 21st Century Practices

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Stage 1 - Desired Results

Transfer

Students will be able to independently use their learning to...

- Express personal wants and needs through gestures, visual support, use of native language
- Attend to speaker to demonstrate understanding of routines and directions
- Gain meaning from both oral and written text
- Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

Readers can recount a story.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

Writers can use personal experiences, pictures and writing conventions.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I comprehend my reading?

How can I listen for understanding?

How can I become a writer?

Acquisition

Students will know

Every day vocabulary.

Parts of speech.

Letter sounds and spelling patterns.

Students will be skilled at ...

Identifying how letter sounds and spelling patterns work to help them read.

Identifying concepts of print.

Identifying characters, their traits, plots and setting in a story.

Retelling a story using visuals/oral language.

Recount a story using story structure and transition words.

Sequencing a story using visuals/oral language.

Classifying vocabulary.

Classifying parts of speech.

Illustrating /writing a narrative.

Editing their own writing.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create narrative pieces that depict an event through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:

WIDA Rubrics for the domains

Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan

Listening:

- point to pictures of everyday vocabulary
- Listen to a read aloud
- Match oral reading of stories to pictures
- Following multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures
- Infer from and act on oral information

Speaking:

- Use first person pronouns
- Share personal stories or experiences
- Ask questions for social & academic purposes
- Participate in class discussions
- Communicate what they are reading with their peers/teacher
- Retell stories
- Express feelings
- Compare/contrast

Reading:

- Matching icons or diagrams with words/concepts
- Matching phrases and sentences to pictures
- Concepts of print
- Phonemic Awareness
- Read decodable stories to practice fluency and build comprehension
- Recount a story using story structure
- Sequence a story using transitional words/visuals
- Use context clues & illustrations to determine meaning of words/phrases

Writing:

- Draw and label people, objects or events from a word/phrase bank
- Dictate personal information scribed by teacher
- Describe personal experiences by drawing or dictating to teacher
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to present information
- Form simple sentences using word/phrase bank or pictures

Core Materials and Resources:

Fundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board

Modify assignments (fewer questions or fewer vocabulary)

Provide audio books

Provide concrete examples of vocabulary words through the use of visuals

Model Think Alouds to increase student comprehension

Directly teach learning strategies

Provide extended wait time

Provide small group instruction

Provide preferential seating

Provide oral reading of test questions in English

Provide oral reading of reading passages in English

Provide extended time

Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment

Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding
Simplify and repeat instructions
Vary instructional pace
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
Reinforce study skill strategies (survey, read, recite, review)
Pre-teach and/or re-teach important concepts
Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes
Implement behavioral/academic contracts
Utilize positive verbal and/or nonverbal reinforcements
Utilize logical consequences
Establish a home/school communication system for behavior monitoring
Cooperatively generate rules and consequences for classroom behavior
Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)
Write out homework assignments, check student's recording of assignments
Set time expectations for assignments
Provide clues such as clock faces indicating beginning and ending times
Teach study/organizational skills
Evaluation Methods
Limit amount of material presented on page
Provide a sample or practice test
Provide for oral testing
Provide tests in segments so that student hands in one segment before receiving the next part
Provide personal copy of test tools and allow for color-coding/highlighting
Adjust time for completion
Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)
Preferential seating
Use a highlight marker to identify key words, phrases, or sentences for student to read
Provide manipulatives for student to use in solving math problems
Deliver directions or explanations orally and in writing
Chunk tasks
Buddy in class to assist and clarify
Provide specific guidelines for prewriting
Provide mnemonic devices
Repeat major points of information
Modify assignments (fewer questions or fewer vocabulary)
Provide visual cues (posters, number lines, gestures, use of technology)
Provide study guides
Pre-teach new vocabulary and key words
Use advance organizers
Allow for frequent breaks (sensory/brain)
Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment
Provide sensory breaks
Change student seating
Select alternative textbooks, workbooks, or provide audio books
Vary the method of lesson presentation using multi-sensory techniques
Provide small group or individual instruction
Reinforce the use of compensatory strategies
Reinforce self-monitoring and self-reflecting strategies
Buddy in class to assist and clarify
Actively help students build connections and associations in order to access background knowledge or previously taught information
Directly teach learning strategies
Repeat major points of information
Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials
Provide content that is thematic, broad based, and integrative rather than just single-subject areas
Provide opportunities to generalize, integrate, and apply ideas to content
Encourage students to move through content at their own pace
Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery

Require students to think about topics in more abstract and complex ways

Activity selection should be based on student interests and encourage self directed learning

Align objectives with Bloom's Taxonomy

Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world

Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.