

Unit: Narrative

Content Area: ESL

Grade Level:1-2

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 first and second 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, *A different Kind of Campout* and *Grandma's Surprise* from *Big Book of Mentor Texts* 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. 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.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3.B Decode regularly spelled one-syllable words.

RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RF.2.3.A Know spelling-sound correspondences for common vowel teams

RF.2.3.B Decode regularly spelled two-syllable words with long vowels.

RF.2.3.C Decode words with common prefixes and suffixes.

RF.2.3.D Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.

Writing

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Speaking & Listening

SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

SL.2.1.A 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.2.1B Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1C Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.1.1.A Print all upper- and lowercase letters.

L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.F Use frequently occurring adjectives.

L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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, plots and setting in a story.
Retelling a story using visuals/oral language.
Sequencing as 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 modeled multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures

Speaking:

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

Reading:

- Matching/labeling icons, symbols and environmental print
- 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

Writing:

- Draw and label people, objects or events
- 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:

Foundations
 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.