

Unit: Narrative
<b>Content Area: ESL</b>
<b>Grade Level:5-6</b>
<b>Unit Summary:</b>
<p>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 fourth and fifth 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, <i>The Night I Started Stargazing</i> and <i>Battle at Hampton Roads: A Turning Point in Naval History</i> from <i>Mentor Text Poster Pack</i> 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 as 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 analyzing characters, settings, and events through historical fiction. The ESL teacher should use the key uses of English Language proficiency to support each student's language ability. The ESL teacher will reinforce foundations lessons and sight words learned in prior years to support language acquisition. 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.</p>
<b>Recommended Pacing:</b>
September-November
<b>State Standards Addressed:</b>
<b>WIDA</b>
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>
<p>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.</p>
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>

<p>Standard 4 – Language of Science</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>
<p>Standard 5 – Language of Social Studies</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p>
<b>Reading</b>
<b>RL.5.1</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.2</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.
<b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.
<b>Writing</b>

<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3.B</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>W.5.3.C</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<b>W.5.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.
<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.5.6</b> With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.6.3.A</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.6.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>W.6.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>W.6.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>W.6.3.E</b> Provide a conclusion that follows from the narrated experiences or events.

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.6.5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

**W.6.6** 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.

### **Speaking & Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

**SL.5.1a** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**6.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### **Language**

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**L.5.4.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

**L.5.4.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

**L.5.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

**L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.4.A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.6.4.B** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.6.5.B** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

## **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.

Readers can compare and contrast texts.

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 make connections to 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.  
Comparing and contrasting various texts.  
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
- matching instructional and social language with visuals
- Listen to a read aloud
- Match oral reading of stories to pictures
- Identify main ideas and details of oral discourse
- 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
- State opinions
- 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
- Make predictions
- Recount a story using story structure
- Sequence a story using transitional words/visuals
- Use context clues & illustrations to determine meaning of words/phrases
- Identify multiple meanings of words in context
- Match cause to effect

**Writing:**

- Draw and label people, objects or events from a word/phrase bank
- Dictate personal information scribed by teacher
- Describe personal experiences by drawing, dictating to a teacher or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to present information
- Form simple sentences using word/phrase bank or pictures
- Produce short paragraphs with main ideas and some details
- Use transition words
- Compare/contrast information, events or characters

**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 advanced 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.