

Mainstream English Language Development

Unit of Study: Narrative Writing

Second Grade



Overview

Throughout the course of this writing unit you will see strategies used as part of a Culturally Relevant balanced literacy program. You may wish to deliver individual lessons over the course of more than one day. Please modify and pace these lessons based on your professional judgment and the needs of your students.

Lesson Structure

Each lesson has two major focus areas:

- I. Responsive Academic Literacy Instruction
- II. Responsive Academic Language Instruction

The AEMP Access strategies are integrated into the instructional activities and supplemented with various Participation and Discussion Protocols. A key is provided at the bottom of each page for your reference.

Procedures and Routines:

During the directed lesson/active engagement portion of the lesson, have students meet in a predetermined meeting area. This insures all students are focused on the information being presented.

Technology Enhancement/Digital Pathways:

A digital pathway is included and suggested for 1:1 iPad classrooms and computer classrooms.

Resources:

We have included various instructional resources to help assist with the delivery of these lessons. They are attached to this series of lessons. Throughout this unit we have include numerous photographs of teacher-created anchor charts. You may want to modify them to suit your needs.

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Responsive Classroom Management: Discussion Protocols (**DP**) Participation Protocols (**PP**)

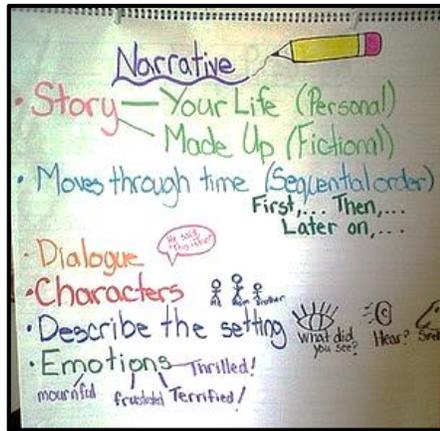
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	Lesson 1: Characteristics of a Narrative
Common Core Standards	<p>RL 2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>W2.3: Write narratives in which 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.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Materials and Resources	<ul style="list-style-type: none"> ● Anchor Charts: “Elements of a Good Narrative” (From Smart Start), “Metacognition: Thinking About our Thinking”, ● Sticky notes ● <i>Those Shoes</i> by: Maribeth Boelts or another story of the same genre that uses time and order words. (Read the story prior to the lesson making sure you use “sticky notes” to record think-a-louds for focus skills during an interactive read aloud.)
Essential Question “Big Idea”	“ <i>What is a narrative?</i> ”
Objective(s):	<ul style="list-style-type: none"> ● Understand the characteristics of a narrative. ● Generate ideas for personal narratives.
Lesson Sequence	<p><u>Responsive Academic Literacy Instruction:</u> Narrative Text</p> <ol style="list-style-type: none"> 1. Have students gather on the carpet or an area of the class designated as your “meeting area.” The teacher asks students to Raise a Righteous Hand (PP) if they like to hear stories. Ask students what they remember about writing stories from first grade. Students share their recollections using a Whip Around (PP) 2. Review/Introduce the characteristics of a narrative. The teacher explains that narratives are a way writers share real or imaginary experiences with others. Refer to anchor chart “Narrative” and briefly discuss each characteristic on the anchor chart.

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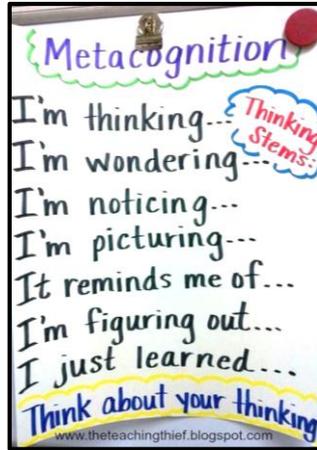
3. (The questions and activities specific to *Those Shoes* can be adjusted to suit any text.) Tell students you are going to share a fictional narrative about a boy who wants something really badly. Ask students if they have ever desired something really badly. Have students use the **Think-Pair-Share (DP)** to tell their elbow partner about their experience. **(CCLE)** Explain that authors write stories in a sequence or order that makes sense.

4. Interactive Read Aloud: (*Preplanning: Prior to reading the story with students, record your thinking on sticky notes and place on pages where metacognitive processes took place for you as a reader.*) Ask students to be on the lookout for ways the story moves through time while you read *Those Shoes* by Maribeth Boelts. Ask students to tap their wrists with their index finger (similar to how someone taps their watch to indicate they are watching the time) when they notice how the author uses certain words and phrases to move the story along as you read the story. While reading the story to the students, stop periodically to use metacognitive think stems to model how to talk about what you notice about how the author writes the story in a sequence.

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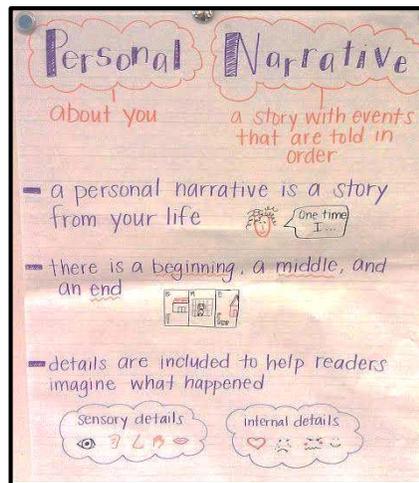
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(Prior to conducting the interactive read aloud identify where you notice the author's use of this trait.) At various points throughout the read aloud, prompt students to **Think-Pair-Share (DP)**. (Guide student to the appropriate stem that corresponds with the questions asked at various points throughout the interactive read aloud.)

Responsive Academic Language Instruction

1. Tell your students that their first grade teachers bragged about the exemplary writing they created the previous year. Students are told they will write a special kind of story called a *personal narrative*. Display an anchor chart listing the characteristics of a personal narrative.

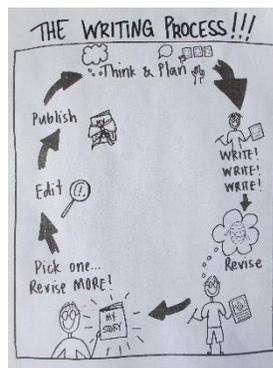


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2. Students are told they will write their *very own* personal narrative about a special event in their life.
3. The characteristics of a personal narrative are introduced. Teacher explains each point in detail providing examples from *Those Shoes* or text from the interactive reading lesson.
4. Tell students that they are going to write their own personal narrative about a special moment in their lives. Their writing will include details about the people, places, and events from that small moment in their lives.
5. The teacher explains that there is a process for writing a story. As the process is explained they refer to an anchor chart for the writing process.



6. **Brainstorm:** Explain that when authors write narratives, a process takes place. Refer to a chart similar to the one above. Let the class know that the goal is that by the end of today's writing time, they will have chosen of a small moment to write about. (Step 1).
7. Tell students that during today's writing workshop, their goal is to decide what they will write about. Also tell them you know it may be difficult to decide what to write about because minds are probably full of wonderful stories they would like to share.
8. Model brainstorming by generating your own list of "small moments" while explaining your rationale for including those moments on your list. Explain to students that they will take time to generate their own list of "small moments" from their

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	<p>lives that are meaningful or exciting.</p> <p>9. Next students, create their lists of possible topics as they observe A Moment of Silence (PP). At the end of the moment of silence, use an attention getting signal. For example: Teacher: “Hold up!” Students: “Wait a Minute!”</p> <p>10. Students are directed to review their list of “small moments” and place a hyphen, or dash, next to their top three choices. The teacher models this step for the students prior to students doing it independently.</p> <p>11. Then, students share their top three “small moments” with a partner using a Think-Pair-Share (DP). Their partner will provide suggestions about which small moment will make for the most interesting personal narrative. A communication guide can be displayed on a chart to help support students’ use of academic language. Examples of sentence stems are listed below:</p> <ul style="list-style-type: none"> • “My top three small moments are...” • “I think...will be the most interesting moment to write about because...” <p>The following can be used to support partner suggestions:</p> <ul style="list-style-type: none"> • “There could be a lot of action in this moment.” • “You can use a lot of adjectives to describe when...” • “You can focus on the strong feelings when...” <p>12. Students return to their seats. Model how to select the topic by placing a star next the small moment you want to write about. Then students select their favorite moment. They will turn the hyphen next to that moment into a star by writing an “X” on top of the hyphen.</p> <p>13. Students Think-Pair-Share (DP) to discuss their special moment with their “elbow partner”. Then, in a whole group setting, a Whip Around (PP) is used so each student can share the small moment they will write about.</p> <p><u>Independent Time:</u></p> <ol style="list-style-type: none"> 1. Students will work on writing the lead of their choice on
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	<p>the first page of their booklet for 5 minutes.</p> <p>2. Students look for examples of leads in books they are reading independently.</p> <p><u>Evaluation</u></p> <p>After students have completed their writing for the day, provide feedback to the group about the day's work. They are told that on the next day, they will add details to their writing. Ask them to put their writing in their writing folder.</p>
Academic Language	<ul style="list-style-type: none"> ● Narrative ● Personal Narrative ● Brainstorm

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	Lesson 2: Narrative Structure
Common Core Standards	<p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>W.2.2: 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.</p>
Materials and Resources	<ul style="list-style-type: none"> ● Anchor charts: “ORDER”, “Elements of a Good Narrative” (From Smart Start) ● Teacher-created examples of instructional tasks ● Teacher Resource/Reference: <i>Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Success</i>-Dr. Sharroky Hollie ● <u>Student Checklist</u> and narrative rubric from Lucy Calkin’s <i>Writing Pathways</i>, page 134 ● Advanced Graphic Organizer: Flow Chart (Resources) ● Literature title used for interactive read aloud from Lesson 1 ● A Writer’s Notebook or Resource Folder for each student
Essential Question “Big Idea”	<i>“How can we organize a narrative?”</i>
MELD Lesson Objective(s):	<p>Intended Student Learning Outcomes:</p> <ul style="list-style-type: none"> ● Students will identify the structure of a narrative. ● Students will create a plan for narrative writing. (Prewrite)
Lesson Sequence	<ol style="list-style-type: none"> 1. Review the characteristics of a narrative by referring to the anchor chart used to introduce the genre in a previous lesson. 2. Tell students that personal narratives have a definite structure. 3. Students will use the literacy strategy, ORDER to analyze the structure of the story read aloud on Day 1. 4. Explain what each letter of the acronym ORDER means and guide students through the process of analyzing the story.

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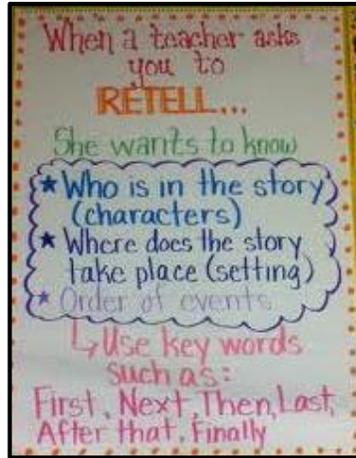
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	<p>5. ORDER- The “O” stands for “Open your mind.” Have students think about the structure of the read aloud used. Ask them to think about the key events in the story while taking a Moment of Silence (PP). Next, students make a silent appointment and share the key events with a partner.</p> <p>6. After an appropriate amount of time has passed, use a Call and Response to let students know it is time to transition back to their seats. Tell students that they should be in their seats by the time the class completes the following five times.</p> <p>Teacher: “When I move, you move...” Students: “Just like that!” (Students begin to walk back to their seats.)</p> <p>7. ORDER- The “R” stands for “Recognize the Structure”. Ask students to select a graphic organizer from those displayed in the classroom or their writing folders that would help organize the events from the story.</p> <p>8. ORDER- The “D” stands for “Draw an organizer.” Students draw the graphic organizer they selected on a sheet of paper or a reading response journal.</p> <p>9. ORDER- The “E” stands for “Explain it.” Students work in small groups and briefly use _____ (DP) to share the graphic organizer they drew while explaining their rationale for selecting it. Use an attention getting signal such as “Ah-go/Ah-may” to let the class know it is time to come together to share their discoveries from the group discussions. A poll is taken using Raise a Righteous Hand in order to come to a consensus as to which graphic organizer the class will use as they work together to organize the events from the interactive read aloud. (IC, CCLE)</p> <p>10. ORDER- The “R” stands for “Reuse it.” Working in a whole group setting, the teacher and the class summarize the story using the agreed upon graphic organizer. (AGO). Tell students sometimes readers can retell stories across their fingers.</p>
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11. Model how to do this by starting out with a closed fist. As you share each detail from the story, uncurl one finger. Explain that once you get to the third finger, it is time to wrap up what happened in the story. When you get to the fifth finger, you talk about any emotions the main character may have felt. The class works together to do a 5-finger retelling of the story. As you hold up each finger, use **Pick-a-Stick (PP)** to have students provide a detail from the story. Ask probing questions as need. (During this activity, students are giving the option to “pass” when their stick is selected.) Add details from the story to a flow map drawn on either chart paper or displayed on the document camera.

Responsive Academic Language Instruction:

1. Share that you are very excited to read the stories they

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	<p>will write about their “small moment”. The most important phases of the writing process are those where you plan what you are going to write about. This is the stage writers will focus on during today’s writing time. In order to have a well-written narrative, one must make sure the events are organized so they make sense. Collectively, the class recognized a flow map would be the best graphic organizer to use for a narrative.</p> <p>2. Draw students’ attention to completed flow map for the story you read aloud to the class. Tell them they did a great job selecting exactly which details to include in the flow map. Ask the class if they included every last detail from the story in the flow map. Tell students that they wrote only the most important details from the story.</p> <p>3. Tell students that their goal for today is to complete their flow map for their “small moment” story.</p> <p>4. Take time to once again share the small moment you chose to write about from the brainstorming activity. Model how to use the five-finger method to share the key events for your story. Explain to students that as you share each detail you will sketch a picture and write a few key words in each square of the flow map to represent what happened during your special moment. (AGO)</p> <p>5. Have students work with a partner practice using a five-finger retell to select the most important events from their personal narrative.</p> <p><u>Independent Time:</u></p> <ol style="list-style-type: none"> 1. Students complete their flow maps independently. 2. Students practice doing a five finger retell for books they have reading independently. <p><u>Evaluation</u></p> <p>After students have completed their writing for the day, provide feedback to the group about the day’s work Ask them to put their writing in their writing folder.</p>
Academic Language	<ul style="list-style-type: none"> ● Narrative Writing ● Graphic organizer ● Flow map

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	Lesson 3: <u>Draft of a Personal Narrative: Composing a Lead</u>
Common Core Standards	<p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p>SL.2.2: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Materials and Resources	<ul style="list-style-type: none"> ● Mini-posters for various narrative leads. (Focus on the Question and Snapshot leads.) -Resources ● Passage for shared reading activity ● Teacher-created examples of instructional tasks ● Writing paper of the teacher’s choice for student booklets. Various paper choices are available on the <i>Units of Study in Opinion, Information, and Narrative Writing</i> Resources CD-ROM. ● A Writer’s Notebook or Resource Folder for each student ● Chart paper
Essential Question “Big Idea”	<i>“How do writers use leads in their writing?”</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Students will be able to construct leads as part of an introduction to a narrative writing piece. ● Students will be able to identify different types of leads encountered in literature.
Lesson Sequence	<p><u>Responsive Academic Literacy Instruction:</u></p> <p>1. <u>Shared Reading:</u> Display a copy of the shared reading passage under a document camera. Tell students you are going to read a story to them. Tell them some of the story is written using home language and tell them you want them to</p>

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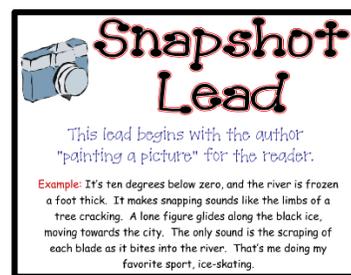
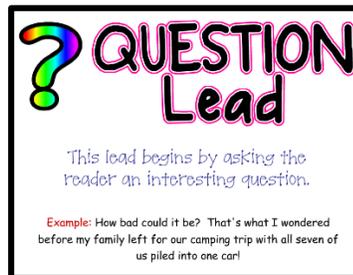
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focus on what is happening as you read the shared reading passage.

2. After the story is read, the class will work together to summarize the story using the five-finger retelling strategy. Students will **Raise a Righteous Hand (PP)** to recall events as you use your fingers to track the number of details. Remind them to start wrapping things up when you get to the third finger and to provide information about the author's feelings at the end of the story when you get to fifth finger.

3. Tell students authors often begin stories so the reader is interested in reading more.

4. Introduce the types of leads used in narratives. Refer to the mini-posters for the Snapshot Lead and The Question Lead. Be sure to explain each example. *(For this lesson, focus only focus on these two leads. Since this lesson will take place at the beginning of the school year, wait to introduce the more elaborate leads included in the mini-poster set. As the school year progresses, students can add the additional leads to their repertoire.)*



5. Read the first sentence of the shared reading passage. Ask students to share what they notice about the sentence. (It is lead that asks the reader a question.) Students can refer to the Metacognitive Thinking Stems to express their thoughts.

6. Use the **Think Pair Share (DP)** protocol to share their thoughts with their elbow partner.

7. Use **Pick-a-Stick (PP)** to have students share answers with the entire class. You may want to record student responses on chart paper.

Responsive Academic Language Instruction: Writing Leads for

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Personal Narratives

1. Tell students that their goal for the day is to take the first steps in stretching out a small moment to make it into a story. Distribute five-page booklets to students. (These are five sheets of writing paper that are stapled together. There is a blank space for illustrations at the top of each page.) Have students number each page.

2. Review the writing skills students worked on during the previous day's lesson. Tell students that they are going to write their own lead for their personal narrative.

3. Refer to the chart with student responses about how the lead from the shared reading made them feel as readers. Tell them this will be their goal as they begin their writing.

4. Revisit the flow map you created for your personal narrative. Model how to compose both leads introduced during today's lesson. Write each example on chart paper so students may use the examples for reference. Select the lead you would like to use to begin your narrative. Write the sentence on the first page of your five-page booklet.

5. Have students observe a **Moment of Silence (PP)** as they think of the type of lead they would like to use for their personal narrative. During that time they will think about the words they will use to create their lead. Students will complete 2 rounds of **Give One, Get One (DP)** to share these sentences with their classmates.

6. Use an attention getting signal to refocus students and ask them to go back to their seats. Use a **Whip Around (PP)** so each student can share their lead with the class. The teacher provides feedback. Other students may be called on to support their classmates by helping them revise the lead. After each student finishes sharing, their classmates are asked to identify the lead as either a question lead or a snapshot lead.

Independent Time:

1. Students will work on writing the lead of their choice on the first page of their booklet for 5 minutes.
2. Students look for examples of leads in books they are

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	<p>reading independently.</p> <p><u>Evaluation</u> After students have completed their writing for the day, provide feedback to the group about the day's work. Ask them to put their writing in their writing folder.</p>
Academic Language	<ul style="list-style-type: none"> ● Narrative ● Personal narrative ● Lead

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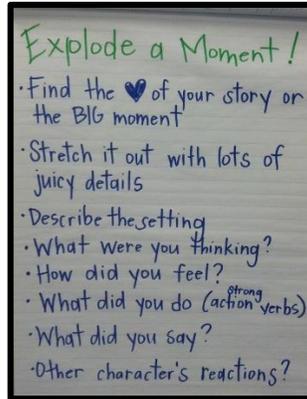
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	Lesson 4: Draft of a Personal Narrative (Showing Rather than Telling)
Common Core Standards	<p>RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include <i>details to describe actions, thoughts, and feelings</i>, use temporal words to signal event order, and provide a sense of closure.</p>
Essential Question “Big Idea”	<i>“How do writers use words and phrases to show the sequence of a narrative?”</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Students will be able to draft personal narratives. ● Students will add details to writing.
Materials/Resources	<ul style="list-style-type: none"> ● Teacher-created examples of instructional tasks ● Shared reading passage ● <i>Rapper’s Delight</i> by The Sugar Hill Gang (Be sure to cue the song to approximately 3:20. Other portions of the song contain provocative content. The song is safe to play from this point on.) ● Teacher-created chart- “Explode a Small Moment”
Academic Language	<ul style="list-style-type: none"> ● sensory details ● dialogue ● action verbs ● Visualize
Lesson Sequence	<p><u>Responsive Academic Literacy Instruction</u></p> <ol style="list-style-type: none"> 1. Review the previous day’s learning. Ask students to share examples of leads they found while reading independently. 2. Tell students that during this lesson, they are going to look at how writers add details to their stories. There is a certain way authors do this so that it creates a movie in the reader’s mind. They will add details to their writing to do the same thing. Share the chart below with the class.

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3. **Shared Reading:** Tell students that as you share the story with them, you would like them to think about how the writer “exploded” the moment. Read one half of the passage and pause at different points where you notice the writer adding details, using dialogue, characters’ thoughts and feelings and sensory details.
4. Continue to read the rest of the passage. Pause at various points and ask students to share what they notice by using **Raise a Righteous Hand (PP)**. If students agree with what their classmate observed, they can give them a thumbs up. At the end of the passage, ask students how the author felt about his experience. (The author’s feelings are implied.)

Responsive Academic Language Instruction

1. Tell students that now, it is their chance to use their writing skills to create a movie in the reader’s mind.
2. Show students the pictures you drew in your five page booklet and use it to retell your personal narrative.
3. Have students make a **Silent Appointment (DP)** to meet so they can use the pictures drawn in their booklet to retell their story to a partner. Use an attention getting signal to direct students back to their seats.
4. Using the first page of your five page booklet, model how to write a draft making sure to use think aloud strategies to illustrate the metacognitive process that takes place when a

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	<p>writer adds details to make their experience more vivid.</p> <p><u>Independent Time:</u></p> <ol style="list-style-type: none"> 1. Students work independently to write the first page of their personal narrative. 2. When students finish, they meet with a partner to share their writing. 3. Students read a book of their choice. As they read, they will notice how the author uses details in their writing. <p><u>Evaluation</u></p> <p>After students have completed their writing for the day, provide feedback to the group about the day’s work. Ask them to put their writing in their writing folder.</p> <p>Before students transition to the next activity, ask them to raise their hand if they know the author of the shared reading passage. Provide each student with their own copy of the passage. Offer to play a recording of the story for them. At that time, play <i>Rapper’s Delight</i> <u>from the cue point of approximately (3:30).</u></p> <ol style="list-style-type: none"> 1. Have students place all materials in their writing folders. 2. Repeat the write then share sequence from step 10 of this lesson until each student completes page four of their five-page booklet. <p><u>Technology Enhancement:</u> <i>For 1:1 iPad classrooms, students may draft in Pages or in Notability. To publish, students may “Select All” and “Copy”, then “Paste” into StoryKit or Kidblog.</i></p>
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	Lesson 5: Draft of a Personal Narrative (Writing Conclusions)
Common Core Standards	<p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and <i>the ending concludes the action</i>.</p> <p>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 <i>provide a sense of closure</i>.</p> <p>S.L.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	<i>“How do writers create a sense of closure at the end of narratives?”</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> • Students will be able to identify the feelings of a character based on their words, thoughts, and actions. • Students will be able write conclusions for personal narratives.
Materials/Resources	<ul style="list-style-type: none"> • Teacher-created examples of instructional tasks • Shared reading passage • Teacher-created chart: “Good Endings”
Academic Language	<ul style="list-style-type: none"> • Emotions • Conclusion • Closure
Lesson Sequence	<p><u>Responsive Academic Literacy Instruction</u></p> <ol style="list-style-type: none"> 1. Review what students learned about how writers use detail in their writing. Have students share passages from books they have read independently that provide examples of how authors use details to create a picture in the reader’s mind. 2. Tell students that during the day’s lesson they will learn about how authors write conclusions for narratives. Emphasize that a well written narrative ends so that the reader feels like the story is complete. 3. Read the ending of the shared reading selection and the end of the book used for the interactive read aloud. 4. Use the discussion protocol of your choice to have students explore how the writers effectively brought the stories

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to an end. Select a participation protocol to have students share their opinions with the whole group.

5. Display a teacher-created chart titled “Good Endings”. List the various types of endings from page 39 of *Lessons from the Masters: Improving Narrative Writing* (Hartman, Mooney) from the Units of Study. Good Endings:

- Leave the reader with something to think about.
- Solve a problem
- Bring out the meaning or lesson learned from the story.

6. Ask students which types of endings were used for the passages read during step 2 of this lesson. Be sure to point out that the type of ending can be implied by the characters’ actions.

Responsive Academic Literacy Instruction

1. Share examples of conclusions you “drafted” for your story. Be sure you have an example of each type described on the “Good Endings” chart. Leave your examples displayed so students can refer to them as needed.

2. Have students observe a **Moment of Silence (PP)** to determine which type of ending they will use for their personal narrative.

3. Use the discussion protocol of your choice to have students conference with a peer to create endings for their personal narratives.

4. Next, use a participation protocol to select a few students to share their endings with the class.

Independent Time:

1. Students work independently to write a conclusion for their personal narrative.

2. When students finish, they meet with a partner to share their writing.

3. Students read a book of their choice. As they read, they will notice the type of conclusion used by the author.

Evaluation

After students have completed their writing for the day, provide

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	<p>feedback to the group about the day’s work. Ask them to put their writing in their writing folder. Have students place all materials in their writing folders.</p> <p><i>Technology Enhancement:</i> <i>For 1:1 iPad classrooms, students may draft in Pages or in Notability. To publish, students may “Select All” and “Copy”, then “Paste” into StoryKit or Kidblog.</i></p>
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Lesson 6-Revising: Adding Temporal Words	
Common Core Standards	<p>RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p>S.L.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Essential Question "Big Idea"	<i>"How do writers use words and phrases to show the sequence of a narrative?"</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Student will revise drafts of personal narratives by adding temporal phrases to show the sequence of events.
Materials/Resources	<ul style="list-style-type: none"> ● Teacher-created examples of instructional tasks ● Teacher-created chart: "Temporal Words and Phrases" ● Student handout of "Temporal Words and Phrases" ● Mentor Text of teacher's choice with examples of temporal phrases showing the sequence of events. ● Sentence strips with examples of sentences containing temporal phrases from mentor text. ● Chart paper
Academic Language	<ul style="list-style-type: none"> ● Sequence ● Temporal Order ● Transitions ● Event
Lesson Sequence	<p><u>Responsive Academic Literacy Instruction</u></p> <ol style="list-style-type: none"> 1. Review the previous day's learning. 2. <u>Shared Reading:</u> Remind students about how they tapped their fingers on their wrists during the interactive read aloud. Ask students to do the tapping motion again as you read a small portion of the text that contains temporal words. Ask students to Raise a Righteous Hand (PP) to share any words

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	<p>2. Students write sentences to match the pictures making sure to add temporal phrases.</p>
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Technology Enhancement: For 1:1 iPad classrooms, students may draft in Pages or in Notability. To publish, students may “Select All” and “Copy”, then “Paste” into StoryKit or Kidblog.

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	Lesson 7: Revising Writing-Contrastive Analysis
Common Core Standards	<p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.3a: Compare formal and informal uses of English.</p> <p>SL.2.1b: Build on others' talk in conversations by linking their comments to the remarks of others.</p>
Essential Question "Big Idea"	<i>"How do we use language in a variety of situations?"</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> • Students will be able to recognize and translate Home Language to Standard English. • Students revise drafts of their personal narrative.
Materials/Resources	<ul style="list-style-type: none"> • Resources for "It's In The Past" from The Elementary MELD Instructional Guide (pp. 101-105) • Sentence Strips <ul style="list-style-type: none"> • Pocket chart • Students drafts
Academic Language	<ul style="list-style-type: none"> • Linguistic feature • Contrastive Analysis • Translate • Standard English • Home Language • Past Tense Marker "-ed"
Instructional Strategies	<p><u>Responsive Academic Literacy:</u> Contrastive Analysis</p> <ol style="list-style-type: none"> 1. Discuss situational appropriateness with students. Make sure to facilitate a classroom discussion about Standard English and Home Language. 2. Introduce the linguistic feature Past Tense Marker "ed" to students. Remind students they are writing personal narratives about something that happened <i>in the past</i>. 3. Use the discussion protocol of your choice to have students explore how they know something happened in the past. (The suffix "-ed" is added to the end of most action verbs.)

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In a whole group setting, have students share their answers to the question using the participation protocol of your choice.

4. Read a few sentences from the mentor text to illustrate how the “-ed” ending is added to words to show something happened in the past.

5. Read several more sentences and use a participation protocol to have students share when words with the “-ed” ending are encountered in the text.

6. Present a chart with the title “Past Tense Marker “ed” displaying a sentence written in Home Language and its Standard English translation. Ask students to share any differences they notice between the two language samples. Use an appropriate protocol for students to share their findings.

7. Explain that you are going to display a sentence strip with the lesson’s targeted linguistic feature. After the example is displayed on a sentence strip, students are asked to “**Raise a Righteous Hand**” (PP) to translate the sentence. Then the teacher displays the sentence translated into Standard English so students can confirm their answers. The class is asked to take notice of any changes that have occurred. Students are asked to discuss the differences between both language forms using “**Think-Pair-Share**”. (DP, IC, CA)

8. The teacher introduces “It’s In the Past” from the Elementary MELD Instructional Guide to students. (CA)

9. Students work with a partner to translate sentences from “It’s In the Past”. (CCLE, CA)

10. Next, students work with a partner to complete the accompanying activity sheet translating sentences from Home Language to Standard English. (CCLE)

11. When it is time to transition to the next activity, the teacher will use a West African Chant as an attention getting signal by saying “Ah-go” (Pay attention). Students will respond with, “Ah-may” (We are listening.) The class will work together to review their answers on the activity sheet.

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Responsive Academic Language Instruction:

1. Use your draft to locate sentences where the target linguistic feature is present. Model how to revise writing when examples of home language are present. Use a highlighter to bring attention to the linguistic feature in your own writing. (Instructional Note: Remember we are focusing on language differences rather than language deficits. Do not use words like “right” or “wrong”. Focus on using terms like, “code-switch” or “translate” while bringing attention to the mode of communication needed in the specific setting or situation.)

2. After highlighting sentences where the focus linguistic feature is present, select on sentence and model the metacognitive process that takes place when code switching. Have students help you code switch additional sentences.

3. Ask students to review their drafts with a partner. Let them know they may see sentences with the linguistic feature discussed during the focus lesson. Since the audience for which they are writing may not be fluent in the language of their home, they have to be sure to write in Standard English. We want all readers to be able to understand the story we are sharing with them. **(CA)**

4. Have students use highlighters to identify sentences written in home language. Next, have student translate those sentences to Standard English making sure that any regular verbs have the “-ed” ending on the end. (This may also prove to be a teachable moment to discuss irregular past tense verbs.)

Independent Time:

1. Students revise their drafts making sure the past tense marker “-ed” is present when appropriate.

2. Students can look through books they are reading independently to generate a list of past tense verbs. They can practice writing sentences with the verbs they found.

At the end of their independent time, students are given directions to place their work in their writing folder and clean up any areas where they have been working. While students do this, the song “Car Wash” by Rose Royce is played. **(MCC)**

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Lesson 8: Revising Writing- Academic Vocabulary	
Common Core Standards	<p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.5a: Identify real-life connections between words and their use.</p> <p>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
Essential Question “Big Idea”	“How do writers use precise language to describe their experiences?”
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Students will be able to revise their writing for word choice
Materials/Resources	<ul style="list-style-type: none"> ● Title used for interactive read aloud ● One personal thesaurus for each student ● Classroom Thesaurus ● Teacher “draft” of personal narrative
Lesson Sequence	<p><u>Responsive Academic Literacy</u></p> <ol style="list-style-type: none"> 1. Explain that during this lesson, the class will focus on revising their writing to add vivid vocabulary. They want their writing to include words that pop! 2. Explain the difference between the various types of vocabulary speakers and writers use. Tier 1 vocabulary words are words we hear all the time like the words “happy” or “sad”. Tier 2 vocabulary words are words that mature speakers and writers use. These are words we often come across when we read literature and can include weekly vocabulary words. An example of a Tier 2 word would be “elated”. (Note: Tier 3 vocabulary can be discussed with students later in the year. Tier 3 vocabulary is very specific to a subject area and we don’t often come across those words unless we are studying a certain topic. Examples of a Tier 3 words would be “addend”, “sum”, or “chrysalis”. We

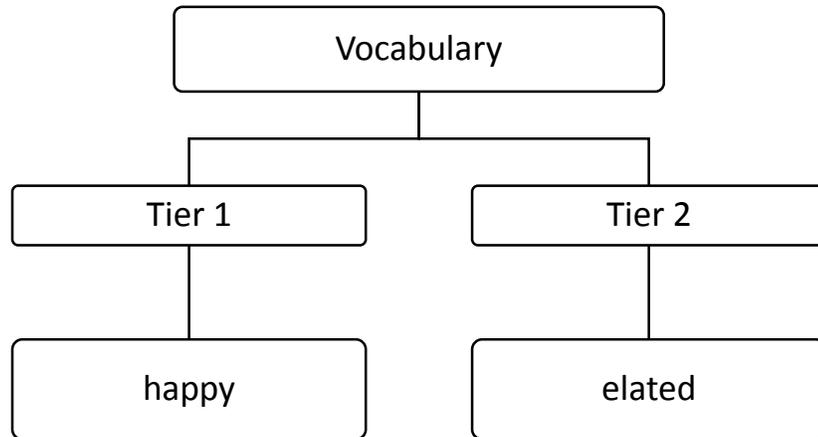
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only use those words when we are studying math or science.)

3. Illustrate the difference between Tier 1 and Tier 2 vocabulary with a tree map. Place the examples above under their corresponding tier in the tree map. **(ALD, AGO.)**



4. Explain that certain words stand out to us when we read for several reasons.

- The words help you feel what the characters are feeling.
- The words help you visualize what is taking place.
- The words sound good together.

5. Use the interactive read aloud to highlight a passage where the author uses a tier 2 word that captures your attention. Explain why the word stood out to you.

6. Use a think-a-loud to decipher the meaning of the word. Use the Personal thesaurus protocol to add the word to the classroom thesaurus. Next, identify synonyms for the newly discovered word.

7. Provide students with an opportunity to work independently to identify vivid vocabulary from a literature title of their choice. Students will write the sentences with the vivid

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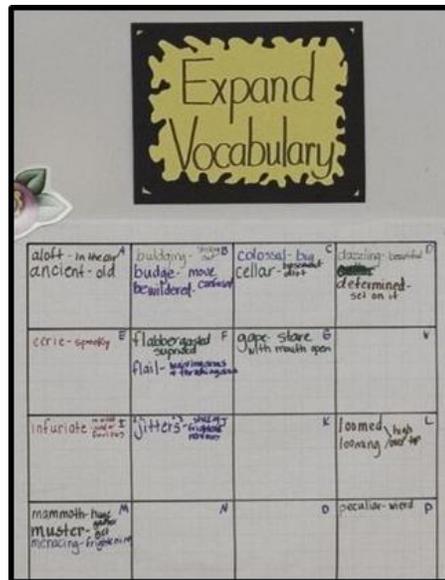
vocabulary on sticky notes. Have them underline the tier 2 word in the sentences.

8. Students will use "**Give One, Get One**" (DP) to share their sentence with a classmate. Have them work with a partner to come up with synonyms for the tier 2 word they identified.

9. Next, have students "**Raise a Righteous Hand**" (PP) to share their sentences, tier 2 word, and its synonym with the class.

10. During this process, words can be added to the classroom thesaurus. Select one or two words to add to the classroom thesaurus.

11. Students display their words on a classroom display for tier 2 vocabulary words. An example is provided below.



Responsive Academic Language Instruction:

1. Tell students that during the day's writing lesson, they are going to work on revising their writing to add vivid tier 2 vocabulary. (ALD)

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	<p>2. Display the draft of your narrative. Read the narrative aloud while displaying the writing on the document camera. When you come to a tier 1 word, draw a rectangle around the word. Tell students that you will use your personal thesaurus to find a tier 2 word to add to your writing. You may want to model how to use additional resources to generate synonyms for your tier 2 word.</p> <p><u>Independent Time:</u></p> <p>1. Students are given the charge to look through their drafts locating places where they can insert Tier 2 vocabulary. The rules for independent writing time are reviewed. Students work independently to revise their writing while the teacher conferences with individual students.</p>
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	Lesson 9: Editing for Spelling and Punctuation
Common Core Standards	<p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	“How do writers get their writing ready for publication?”
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Students edit their writing for spelling and punctuation.
Materials/Resources	<ul style="list-style-type: none"> ● Student drafts ● Literature title used for interactive read aloud from Lesson 1 ● Rainbow Editing Anchor chart of editing marks (teacher created) or your own editing/proofreading mark chart ● Short sentence strips for every student ● Crayons or colored pencils
Academic Language	<ul style="list-style-type: none"> ● Editing ● Editing Marks ● Spelling ● Punctuation Marks
Lesson Sequence	<p><u>Responsive Academic Literacy and Language Instruction:</u> Close Reading of Mentor Text</p> <ol style="list-style-type: none"> 1. To prepare for this lesson, choose a short passage from the interactive read aloud used in Lesson 1. Choose a passage that has an interesting selection of spelling words and a variety of punctuation marks. You may want to copy the passage on to a large chart or use a projector so that the students can see the passage. (MCC) 2. Gather students on the carpet. Display the selected passage and the Rainbow Editing anchor chart. The set the purpose for the lesson, tell students that they will now do a close reading to

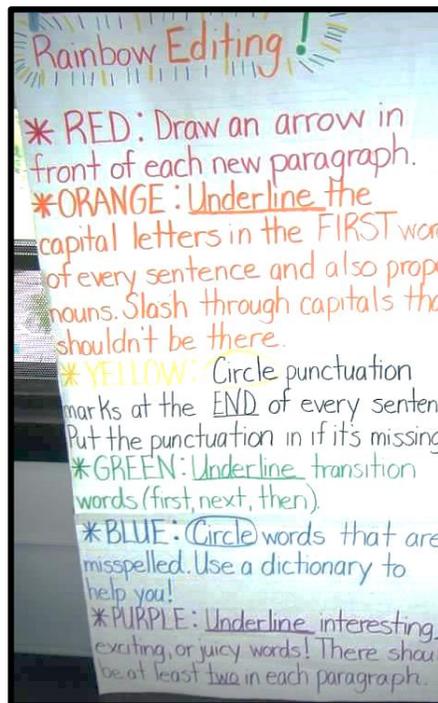
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examine how the author uses appropriate spelling and a variety of punctuation marks.

3. Read the passage together. Then, use think-alouds and the Rainbow Editing anchor chart to model how you would examine the passage. Point out one or two examples of interesting spelling words and punctuation marks. Point how this makes the writing effective.
4. Ask students to examine the passage. Explicitly give students Wait Time. Then, use a discussion protocol like Raise a Righteous Hand to have students share their findings. Ask students, "How does it make the writing effective?" (DP)



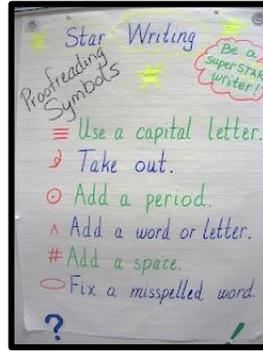
Model Editing: Sentence Lifting

1. Prior to this activity, review your students' writing. Select one student's writing to model editing. (Note: Meet with the student prior to the lesson during conference time. Ask the student's permission to share their writing with the class. Tell the student which feature you will be pointing out to the class making sure to provide your rationale for focusing on the feature).

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2. While modeling editing, focus ONLY on spelling and punctuation. Use the projector for this activity if possible. If not, chart the student's writing on large chart paper.
3. Using the student writing sample, colored pencils or markers, and the Rainbow Editing chart, edit the writing with the class focusing ONLY on punctuation and spelling. Use proofreading symbols to edit the student's writing.



Model using think alouds while editing and invite students to participate by using Raise a Righteous Hand. **(DP)**

Independent Time: Peer editing of writing

1. Next, have students select partners by using a strategy like Silent Appointment. If students are not familiar with Silent Appointment, explicitly teach them the strategy before this activity. **(DP)**
2. Give each pair of students crayons or colored pencils and a student copy of the Rainbow Editing chart. Have students edit each other's writing.

At the end of the lesson, students are asked to share something they have learned during the lesson about editing using "Musical Shares". **(DP)** After students return to their seats, "Pick a Stick" is used to select students to share what was learned with the entire class. **(PP)**

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Lesson 10: Publish	
Common Core Standards	<p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
Essential Question "Big Idea"	<i>"How can we share our writing?"</i>
MELD Lesson Objective(s):	<ul style="list-style-type: none"> ● Students will be able to publish personal narratives.
Materials/Resources	<ul style="list-style-type: none"> ● Various ● Writing Celebration anchor chart
Academic Language	<ul style="list-style-type: none"> ● Celebration ● Publish ● Publishing
Lesson Sequence	<p><u>Writing Celebration:</u> Choose one of the ways below to celebrate students' writing from below or use your own publishing idea.</p> <ol style="list-style-type: none"> 1. Congratulate students on working hard to complete their personal narrative. Tell them that they will now prepare their writing to share with the class and celebrate their accomplishments by publishing their writing. 2. If needed, model how to prepare a final draft by writing, clearly, neatly, while being mindful to make the changes noted in the revision and editing process. Have students prepare their final drafts.

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Art People Celebration: Use this colorful strategy to help build a classroom community of learners.

1. Have students create Construction Paper People to represent themselves. Then, staple their final drafts to the torso of the people. (**MCC**)
2. Share out with the class during The Writing Celebration. Use a participation protocol like Your Turn, My Turn. Teach students how to give explicit compliments about their peers' writing. (**PP**)
3. As each student finishes sharing their writing, hang the Construction Paper People on the writing bulletin board and welcome the child to the community of learners.

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Tea for Two Celebration: Use this family centered celebration to strengthen the family to school connection. You can make the celebration as elaborate as you like.

1. Have students create invitations for their parents and other staff members inviting them to come celebrate their writing accomplishments.
2. You can also ask parents to donate snacks, plastic ware, paper ware, and decorations for the celebration.
3. Decorate the room for the celebration with culturally relevant artifacts and photos of the students and family. **(MCC)**
4. Have tea and snacks for the parents.
5. Have students read their final drafts during the celebration.

AEMP Access Strategies: Making Cultural Connections **(MCC)**, Contrastive Analysis **(CA)**, Communal Cooperative Learning Environments **(CCLE)**, Instructional Conversations **(IC)**, Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**

Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

Created by Regina Myles (74th Street Elementary) and Thuong Ha (Y.E.S. Academy), LAUSD AEMP, 2014



I Can Blog Too Celebration: Use this to motivate students' future writing with a built-in audience for purposeful writing. This can be done on any computer or iPad.

1. Create a classroom blog. Kidblog.org is a wonderful and easy example.
2. Have students publish their writing on their blog by typing it up neatly and adding relevant photos to illustrate their writing.
3. Have students use a digital form of Your Turn, My Turn to respond to each other's blog. Teach students how to make constructive comments ("My favorite part is....because...."; "I like how you....").
4. Give out Blogger Awards such as Most Popular Blog (based on the blog post with the most comments) Top Reader Award (goes to the reader who makes the most comments) and eventually Top Blogger Award (goes to the writer with the most blog posts).

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