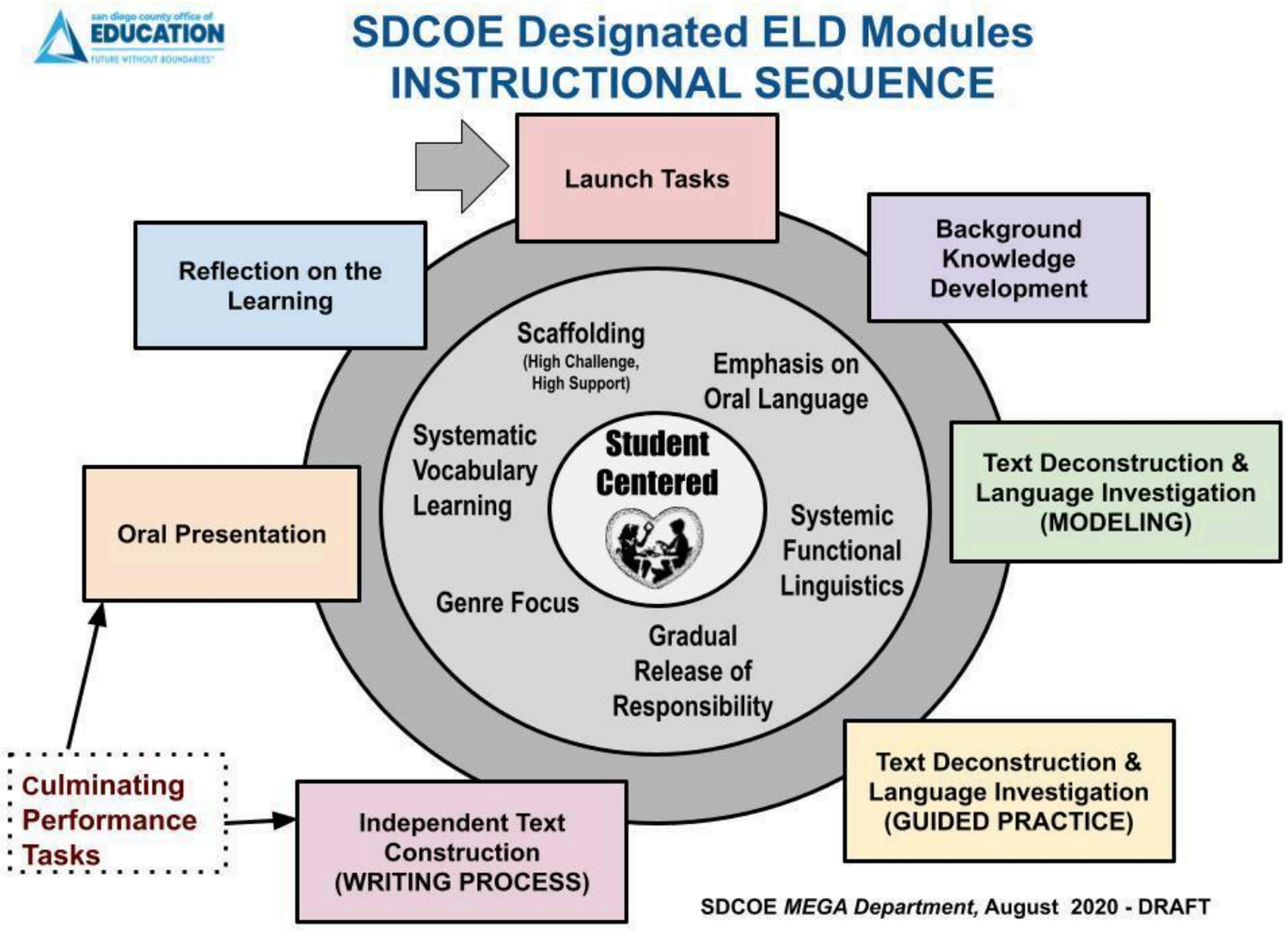


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0 | Introduction

Student Facing Materials	Teacher Notes
What Makes us Human? During this module you will have the opportunity to explore an aspect of our humanity, both on your own and with others. **THE POWER OF PERSONAL STORIES** Personal stories have been used throughout time to describe, immortalize, and share the human experience. The identities of societies and nations are connected to the individual stories of their people. Every person's story is unique and it expresses individual identity and multiple connections to the experiences of other people.	**THE POWER OF PERSONAL STORIES** Personal stories have been used throughout time to describe, immortalize, and share the human experience. The unique identities and idiosyncrasies of societies and nations, like tightly woven multicolored tapestries of collective life experiences, are inextricably connected to the individual stories of their people. Every person's story is unique and it provides a window into individual identity as well as multiple points of connection to the experiences of others, illuminating the essence of what it means to be human. **MODULE OVERVIEW** **Module Focus:** Recount Genre **Key Language Function:** Sequencing

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How do personal stories help to describe, immortalize, and share the human experience? How do personal stories help human beings connect to one another? These are some of the questions that you will be able to explore as you go through the learning in this module. **Let's get started!**	**Culminating Tasks:** A personal written and oral recount **Key Language Resources:** Text structure (recount), past tense verbs, sequencing connectives For more information about the Recount Genre and associated language and tasks, click here: **Language Development Guide for Designated ELD (Recount)** **KEY RESOURCES FOR MODULE DESIGN (bold this please)** 1. https://bit.ly/InstructionalSequence-HSdELDModules 2. https://bit.ly/dELD-HumanModulesAtaGlance **As you adapt this module to the specific needs of your students, it is important to maintain all of the stages of the instructional sequence (see graphic in the link above) and to include at least one task from each of the stages.** If you have students at the emerging or early expanding proficiency levels, you can find additional ideas and resources for differentiation of tasks in the corresponding Emerging and Expanding Module. **ELD STANDARDS** **Part I - Interacting in Meaningful Ways** **A. Collaborative** **A.1** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics **A.4** Adapting language choices to various contexts **B. Interpretive** **B.5** Listening actively to spoken English in a range of contexts **B.6** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

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	B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes **C. Productive** **C.9** Expressing information and ideas in formal oral presentations on academic topics **C.10** Writing literary and informational texts to present, describe, and explain ideas and information **C.12** Selecting/applying varied and precise vocabulary and other language resources to effectively convey ideas **Part II - Learning About How English Works** **A. Structuring Cohesive Texts** **A.1** Understanding text structure (Recount) **A.2** Understanding cohesion (Sequencing language and connectives) **B. Expanding and Enriching Ideas** **B.3** Using verbs and verb phrases (Past Tenses) Click here to access the California English Language Development Standards **Distance Learning Design Considerations for Language Learners** When designing distance learning opportunities for language learners, keep in mind the six considerations below. For detailed descriptions of each consideration, access the document here: **Distance Learning Design Considerations for Language Learners** 1. Attend to socio-emotional needs 2. Know your students and define learner experience 3. Strengthen home-school connections 4. Make input comprehensible 5. Provide support for language production and interaction 6. Provide feedback and opportunities for practice

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	IMPORTANT NOTE TO TEACHERS: English language learners need additional support and frequent targeted feedback in order to be able to access and interact with the content and to develop their proficiency in English. For this reason, we recommend that teachers schedule **frequent live instructional sessions** with English learners via video conferencing tech tools and/or phone. During these sessions, teachers will be able to support students with the most challenging tasks, clarify misconceptions, provide frequent feedback, and conduct ongoing formative assessment to inform instruction.

1 | Picture Prompt

Student Facing Materials	Teacher Notes
Learning Task: Picture Prompt **Step 1 - THINK** Go to the link provided and look at the picture. The image comes from a YouTube video. You can also watch the video at the same link: Terrifying Encounters (1) As you look at the picture, think about the following questions. If it is helpful, write down some notes. ❑ ***1. What do you see or notice?*** *Possible Response Starters* ● *I see/notice …* ● *There is/are …* ● *The … has/have …* ● *The … is/are …*	**Learning Task: Picture Prompt** **Purpose of the Task** The New York Times Learning Network offers educators "short, accessible, image-driven prompts that include both photographs and illustrations, and invite a variety of kinds of writing and discussion" (NY Times, The Learning Network). With this particular image/video, Terrifying Encounters, students are asked to put themselves in the shoes of a person watching a shark attack, and use their imagination to tell the story of this event. This task provides an introduction to the genre of a **recount** and the language resources associated with this genre. Students are provided with oral language practice time, telling a partner what happened by using verbs in the past tense. In addition, students are offered sentence stems that include sequencing language to support their oral language production. For more information on *The New York Times Learning Network,* click on the following links for an overview on the purpose of *The New York Times* picture prompts, how to engage your students in a variety of activities, and classroom resources for picture prompts.

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In the picture, a great white shark breaks through the bars of a diving cage. The cage was attached to a boat that was on a tour of great white shark habitats. Fortunately, the diver that was inside the cage escaped this terrifying encounter!

Now, imagine that you are one of the people in the boat watching the shark attack! Tell the story of this event.

- ❏ ***2. What happened right before this event (before the shark attacked the cage)?***

  Possible Response Starters

  - *Before the shark attacked the cage, I …*
  - *Before I saw the shark I (felt/thought) ...*
  - *Earlier in the day, ...*
  - *At the beginning of the tour, I ...*

- ❏ ***3. What was going through your mind as you were watching the shark attack?***

  Possible Response Starters

  - *Then, I (tell what you did) ...*
  - *As I was watching the shark attack, I (felt/thought) …*
  - *During the shark attack, I thought to myself, "..."*
  - *While the shark was attacking the cage, I cried out, "..."*

- ❏ ***4. What happened after the shark left?***

  Possible Response Starters

  - *When the shark swam away, ...*
  - *When the shark finally left, I felt …*
  - *After the attack, I said to myself, "..."*

Picture Prompts for Creative, Personal, Argumentative, and Explanatory Writing & Expression

"Picture Prompts" (New York Times- The Learning Network)

Differentiated Support by English Language Proficiency Levels

Asking questions is one of the most effective ways of engaging students, checking for understanding, and supporting language development. Carefully planning the questions we ask students can dramatically increase instructional effectiveness.

Using **prompts and questions** adapted to a particular proficiency level is one way to help students feel supported and encouraged to participate, thereby increasing oral language practice.

Additionally, providing students with **sentence stems** to support their responses provides additional scaffolding for English learners.

Use the documents below to help you select appropriate scaffolds for students by taking into consideration their **language proficiency levels:**

Sample Sentence Stems by Proficiency Level and Language Function

Sample Questions by Proficiency Level and Blooms Taxonomy

It is important to remember that during ELD instruction, our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds from the documents above.

Engaging Students in Meaningful Talk - Distance Learning Considerations

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- *Finally, after the attack, I ...*

Step 2 - PAIR
Pair up with a partner and be ready to share your responses to the picture prompt questions.

Option: Record your story of this event (questions 2-4) using a voice recording tool.

Step 3 - SHARE
Tell your partner your response to the picture prompt questions.

Begin by sharing what you noticed and saw (question 1). Use the response starters from Step 1 to help you, if needed.

Also, listen carefully to understand your partner's responses and ask clarifying questions or paraphrase your partner's ideas.

Below are some sentence stems for the **listener** to ask clarifying questions and/or to paraphrase ideas.

Listener's Role

Clarifying	**Paraphrasing**
What do you mean? Can you repeat that please? Can you say more about that? Can you elaborate on ...?	What I understand is … It sounds like you think that … In other words, you are saying …

Ways for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid
- ❑ Screencastify

Instructional Scaffolds for Talk

- ❑ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❑ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❑ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❑ **Use dialogue protocols** to promote equitable participation
- ❑ **Offer sentence stems and/or key words** to scaffold the talk
- ❑ **Provide wait time** to allow students to reflect on the discussion questions
- ❑ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❑ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

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	To paraphrase, ...

Now, tell your partner your story of this event (your responses to questions 2-4). After sharing, listen to your partner's story and ask any clarifying questions.

GUESS WHAT? You just practiced giving an oral recount, that is, telling a story of an event or experience. During this module, you will have many opportunities to learn about this genre called **recount**. More importantly, you will have the opportunity to write and share your own personal recount.

By writing and sharing our personal stories, we remember and give voice to our past. We are also able to connect to the lives of others and learn more about the human experience!

Formative Assessment Opportunities:
Throughout the module, look for opportunities to formatively assess students as they engage in the tasks. This will inform your decisions about appropriate scaffolding, additional learning opportunities needed, as well as supporting students to organize their work and develop learning strategies.

As students engage in this task, you could ask them to turn in a recording of their story and/or their partner discussion. In this way, you will be able to assess their prior knowledge and language skills. Some questions you might ask yourself are:

- What is their use of past tenses?
- Are they using any sequencing connectives?
- Are they able to organize their thoughts to create a coherent recount that is sequential?
- What kind of vocabulary are they using?
- Is there detail in their recount?
- Are they using the sentence stems provided successfully?

Links Used in this Lesson:
1. Terrifying Encounters
https://bit.ly/ELDHSLink100

2 | Vocabulary Learning

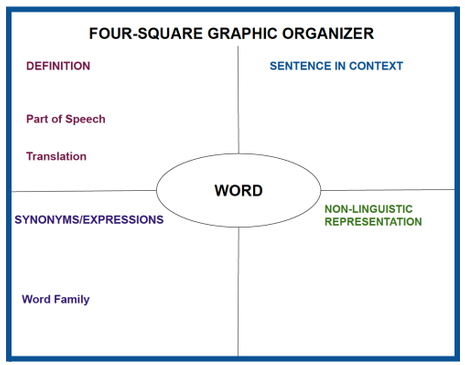
Student Facing Materials	Teacher Notes
Learning Task: Vocabulary Learning During this module, you are going to learn some new vocabulary that will help you understand the content and be able to share what you have learned to	**Learning Task: Vocabulary Learning** **Purpose of the Task**

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others.

As you learn new words, you are going to collect them in a **Vocabulary Notebook**. In this notebook, you will make entries for each of our key words for the module, which our class will be learning together. You can also add any new words that you are learning independently, or other academic words that you want to include in your writing and oral expression.

Below you can see what each word entry in your notebook will look like. This is called the Four-Square Graphic Organizer:



(source: E. Pando-Solis)

You can see a pdf of this organizer here:

Four-Square Graphic Organizer (1)

You will work with your class to create the first few examples so that you will know exactly how to record your words in your notebook. You can use index cards instead if you prefer, one for each new word.

- Vocabulary knowledge is an excellent predictor of reading comprehension.
- Vocabulary instruction should not be limited to random moments when students inquire about words that they find challenging. English learners especially need **explicit systematic vocabulary instruction**.
- Vocabulary must be learned by **making meaning in context**.

For more information about **Vocabulary Instruction** Click here

The Vocabulary Notebook
In this module, students are asked to create a **Vocabulary Notebook** where they will add vocabulary entries for:

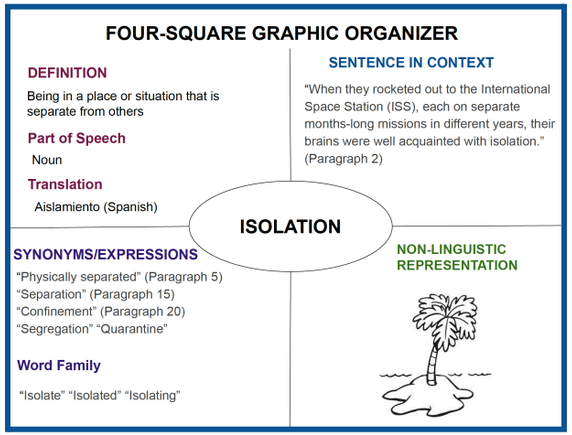
- The key words for the module
- Any new words they are learning independently
- Any other academic words that the students want to include in order to increase their repertoire

Each notebook entry consists of a graphic organizer, called the Four-Square (adapted from Torres & Rao, 2019; from Dunston & Tyminski, 2013). Students can also use index cards to create their vocabulary entries instead of a notebook.

For a pdf of this organizer click here: Four-Square Graphic Organizer

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Here is one example of a word entry for the word “Isolation”:

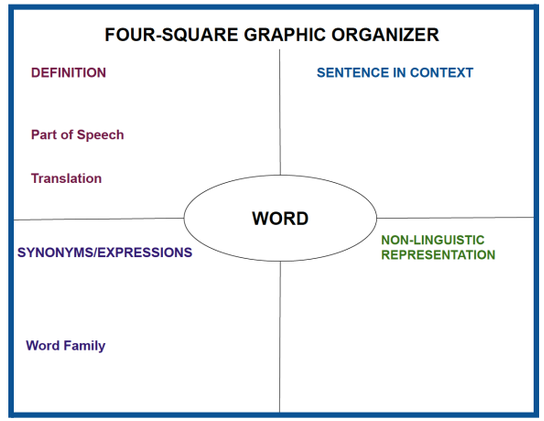


Key Words we will be learning in this module:

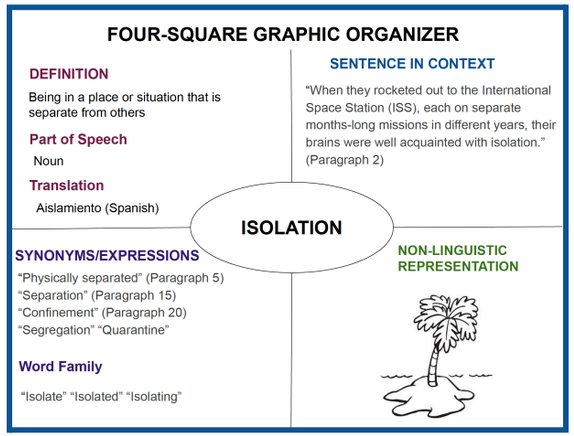
- Recount
- Sequence
- Orientation
- Comment
- Clarify
- Paraphrase

Step 1 - Create six Vocabulary Entries (Four-Square Graphic Organizers)
In your notebook or on your index cards, begin by creating six vocabulary entries (Four-Square Graphic Organizers) like the blank example above, one for each of our new key words.

Step 2 - Write each of the words in the center of the graphic organizers
Neatness is important when working on your vocabulary notebook, because you



Here is a sample of what an entry might look like for the word “isolation:”



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will revisit it often to review and learn your words.

Step 3 - Keep your eye out for the six key words
Throughout the module, you will have a chance to learn about these key words, how to use them, and how to add them to your vocabulary notebook.

Let's get started!

Marzano's Six-Step Process for Building Academic Vocabulary

In this instructional module, we will be using Marzano's Six-Step Process (2005) for building academic vocabulary.

These steps are:

Step 1 - Describe, explain, and get examples of the new term
Step 2 - Restate explanation and definitions in your own words
Step 3 - Create non-linguistic representations
Step 4 - Do activities that help add to your knowledge of terms
Step 5 - Discuss the vocabulary with one another
Step 6 - Play games that utilize the vocabulary

For a more detailed description of the process - Click here

Formative Assessment Opportunities:
Make sure students are creating a word entry for each of the module's key words and are filling in the appropriate windows as you go through Marzano's Six Steps. As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions.

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	Differentiated Support by English Language Proficiency Levels The use of Marzano's process is highly supportive for all English learners for several reasons: ● The six steps work by activating different regions of the brain while associating meaning with new terms. ● The use of non-linguistic representations and associations support ELs, especially students at the emerging level. ● There is abundant repetition and opportunities for making meaning in multiple ways. ● Translations and cognates support connections to the student's primary language. IMPORTANT NOTE: Marzano's research shows that for maximum effectiveness, students must engage in **ALL the steps in the process**. **WEBSITES** Reference site on the English language, word origins, Greek and Latin roots, historical development of English:http://wordinfo.info/ Reference sites for word origins, synonyms, antonyms: www.dictionary.com www.thesaurus.com

Links Used in this Lesson:

1. Four-Square Graphic Organizer
https://bit.ly/ELDHSLink101

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3 | Text Deconstruction

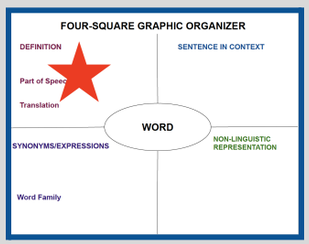
Student Facing Materials	Teacher Notes

Learning Task: Text Deconstruction

For this task, you will learn about the purpose and organization of a **recount text**. This learning will help you to write your own recount and present an oral recount at the end of this module.

Step 1 - LEARN ABOUT A RECOUNT TEXT
Watch this Recount Video (1) and/or read this Recount Overview Handout (2) to learn what a recount text is and how it is organized.

Vocabulary Alert!
Recount is one of our six key words. As you watch the video or read the handout, pay attention to any explanation or definition of this word. Take notes and add them to your word entry on the top left corner of your chart. Also, add the part of speech and a translation into your first language.



(source: E. Pando-Solis)

Step 2 - READ FOR MAIN IDEA

Learning Task: Text Deconstruction

Purpose of the Task
In this task, students will use a mentor text, A Visit to an Active Volcano, to learn about the organizational structure of a recount, the author's purpose for using the recount genre, as well as the main idea of the text.

Typical **Organizational Structure** of a Recount:
- ❏ Orientation
- ❏ Sequence / Record of Events
- ❏ Summary Statement / Commentary

See Recount Overview Handout

Additionally, students will begin to learn **key words** that are connected to central concepts of the module. Throughout the use of Marzano's Six-Step Process, we want students to develop a deep understanding and expressive knowledge of the word. In this task, we are tackling steps 1 and 2 of the process.

Key Words:
- Recount
- Sequence
- Orientation
- Commentary
- Clarify
- Paraphrase

Differentiated Support by English Language Proficiency Levels

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You will now read an example of a personal recount text. Independently or with a partner, read this recount: A Visit to an Active Volcano (3). As you read, keep the following question in mind.

Reading Focus Prompt:

- What is the topic of this text? In other words, what is the text about?

Step 3 - READ TO UNDERSTAND TEXT STRUCTURE
Using the same text as in Step 2, work with a partner and discuss the text structure (stages) of this recount. Discuss the following questions, one at a time.

- *Which paragraph(s) in this text introduces the topic and/or gives you background information on the topic?*

  Mark this section on the recount text and label it "ORIENTATION"

- *Which paragraph(s) describes a series of events or an experience?*

  Mark this section on the recount text and label it "SEQUENCE OF EVENTS"

- *Which paragraph(s) provides a summary or reflection on the experience or events?*

  Mark this section on the recount text and label it "SUMMARY STATEMENT / PERSONAL COMMENT"

NOTE: The above are the typical stages of a recount text.

Vocabulary Alert!

Orientation and Comment are key words for this module. Based on your reading and practice so far, what is your understanding of these words? Try to create a definition for each one and add them to the word entries, on the top left corner. Review the handout if necessary.

Asking questions is one of the most effective ways of engaging students, checking for understanding, and supporting language development. Carefully planning the questions we ask students can dramatically increase instructional effectiveness.

Using **prompts and questions** adapted to a particular proficiency level is one way to help students feel supported and encouraged to participate, thereby increasing oral language practice.

Additionally, providing students with **sentence stems** to support their responses provides additional scaffolding for English learners.

Use the documents below to help you select appropriate scaffolds for students by taking into consideration their **language proficiency levels:**

Sample Sentence Stems by Proficiency Level and Language Function

Sample Questions by Proficiency Level and Blooms Taxonomy

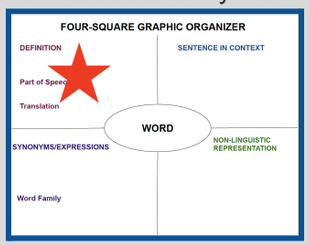
It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds form the documents above.

Formative Assessment Opportunities:
As a result of engaging in this task, students should be able to identify the main idea of the mentor text as well as the author's purpose. They should also be able to apply their understanding of the organization of a recount to analyzing the mentor text and identifying the typical stages of a recount. Below are some opportunities for formative assessment:

- Ask additional questions to check for understanding about the form and the content in the text
- Ask students to share the way they marked each of the stages on the mentor text and

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Also, add the part of speech and a translation into your first language.



(source: E. Pando-Solis)

Step 4 - READ TO UNDERSTAND AUTHOR'S PURPOSE
Using the same text, discuss with a partner the following question:

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

Step 5 - CLASS DISCUSSION
As a class, discuss the text structure and purpose of this recount text. At the same time, you will also be discussing your understanding of the first three key terms (Recount, Orientation, Comment). Be ready for the discussion with your three definitions.

justify their responses referring back to the Recount Overview Handout
- Ask students to compare whether their stages match those of a partner and justify their responses

Before moving forward with the learning, we need to make sure that students understand the organizational structure of a recount and that they are developing the key concepts and vocabulary that will support future learning.

Links Used in this Lesson:

1. Recount Video
https://bit.ly/ELDHSLink102
2. Recount Overview Handout
https://bit.ly/ELDHSLink103
3. A Visit to an Active Volcano
https://bit.ly/ELDHSLink104

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4 | Language Investigation - *Sequencing Language*

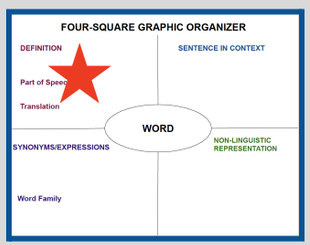
Student Facing Materials	Teacher Notes

Learning Task: Language Investigation - *Sequencing Language*

When describing an experience or a series of events, writers and speakers use sequencing language. **Sequencing language** helps to connect and arrange ideas or events in a particular order (i.e. usually in the order the events happened). Sequencing language also helps the reader or listener understand the event or experience better.

Vocabulary Alert!

Sequence is one of our key words. Based on your reading and practice so far, what is your understanding of this word? Try to create a definition and add it to the word entry, on the top left corner. Also, add the part of speech and a translation into your first language.



(source: E. Pando-Solis)

Step 1 - USE A GRAPHIC ORGANIZER TO SEQUENCE EVENTS
Think about what you did yesterday or over the weekend. Write down or draw those events in the order in which they happened. Write or draw only ONE event in each square.

Learning Task: Language Investigation - *Sequencing Language*

Purpose of the Task

By engaging in this task, students will learn the language used for sequencing information or ideas. Students will apply this learning by:

- Writing about their own past experience regarding the events of the weekend, or the day before.
- Identifying sequencing language in the mentor text

In this task, students will also learn key concepts and vocabulary.

Sequencing Language
Sequential connectives

- *First, next, finally, before, after, later, last, then*

Simultaneous connectives

- *While, meanwhile, at the same time as, during*

References to specific dates within prepositional phrases

- *On October 31, 1985..., On Saturday afternoon..., Early in the morning on February 14…*

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Blank Sequence Chain Graphic Organizer (1)
Sample Sequence Chain Graphic Organizer (2)

Step 2- LEARN ABOUT SEQUENCING LANGUAGE

Below is a list of some common words and phrases for sequencing information or ideas.

Common Sequencing Words or Phrases:

FIRST	*NEXT*	*LAST*
First	*Next*	*Finally*
Before	*Later*	*After*
At the beginning	*Then*	*Last*
To begin	*Soon after*	*Last of all*

If two things are happening at the same time, a writer or speaker may use these sequencing words or phrases:

- *During*
- *As*
- *While*
- *Meanwhile*
- *At the same time as*

If the writer or speaker wants to be very specific about when something happened, he or she may use these sequencing words or phrases:

- *On (month and year), …*
- *In the (morning/afternoon/evening) on (date) …*
- *In (year), …*
- *On the (morning/afternoon/evening) of (date) ...*

Step 3 - ADD SEQUENCING LANGUAGE TO YOUR GRAPHIC ORGANIZER

Differentiated Support by English Language Proficiency Levels

In order to provide appropriate scaffolding for each of the levels of language proficiency, keep these considerations in mind:

If you have students at the **emerging/early expanding** levels, start with simple sequencing expressions that are concrete and commonly used. Gradually increase the complexity of the expressions.

- Challenge students at the **exit expanding** and **bridging** levels with more complex or abstract expressions.
- Add explanations, definitions, and provide additional information. **Amplify, don't simplify!**
- Provide abundant opportunities for students to share and discuss their thinking with others (peers, the teacher, family members, etc.)
- Provide visual and auditory scaffolding to help make input comprehensible and give students access to content, text, teacher instructions, directions, learning tasks, and other language-based information essential for the learning.

Engaging Students in Meaningful Talk – Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid

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On your graphic organizer, write sequencing words or phrases at the top of each box. The sequencing words or phrases you select should signal the order in which the events happened.

Sample Sequence Chain Graphic Organizer (3)

Step 4 - PRACTICE USING SEQUENCING LANGUAGE
Tell a partner what you did yesterday or over the weekend (you can refer back to your graphic organizer to help). Make sure you tell the events in order and use sequencing language and complete sentences. Find at least two other people to repeat this process with. You can also record yourself and share the recording with your teacher and classmates.

Step 5 - IDENTIFY SEQUENCING LANGUAGE IN A RECOUNT TEXT
Now, go back to the mentor recount text, A Visit to an Active Volcano (4), and look for the sequencing language that this writer used. Highlight or underline all the sequencing words and phrases you notice.

Share what you found with your teacher and classmates.

- ❏ Screencastify

Instructional Scaffolds for Talk

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities:

As students recount what they did the day before or during the weekend, you will be able to assess their understanding and use of sequencing language:

- Are they using the sequencing connectives they have learned?
- Are they using the past tenses correctly?

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	• Are they able to organize their thoughts to create a coherent recount that is sequential? • What kind of vocabulary are they using? • Is there detail in their recount?

Links Used in this Lesson:
1. Blank Sequence Chain Graphic Organizer
https://bit.ly/ELDHSLink105
2. Sample Sequence Chain Graphic Organizer
https://bit.ly/ELDHSLink106
3. Sample Sequence Chain Graphic Organizer
https://bit.ly/ELDHSLink106
4. A Visit to an Active Volcano
https://bit.ly/ELDHSLink104

5 | Text Reconstruction

Student Facing Materials	Teacher Notes
Learning Task: Text Reconstruction This task will ask you to read several fragments of a recount that are out of order. Using what you know about the text structure (stages) recount and about sequencing language, you will **reconstruct the text in sequential order**. **Step 1 - Learn about the text you will reconstruct** Before you start, read below about the text you will reconstruct:	**Learning Task: Text Reconstruction** **Purpose of the Task** This task requires students to use their understanding of the **organizational structure of a recount** and their knowledge of **sequencing language** to reconstruct a text that is presented out of order.

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Pedro Fernández Mata's Story

Pedro Fernández Mata is a student who moved to the United States from Mexico three years ago. Pedro is an English language learner and he is a junior in high school. His favorite subject is math and he wants to be a computer programmer in the future. In this recount, Pedro tells us about his first day of school in the United States.

Step 2 - Read each fragment of the text you will reconstruct

Below are several fragments of Pedro's recount that are out of order. As you know, **in a recount, the proper sequencing of events is really important** so that the reader can fully understand what happened. Read each fragment in the table below carefully. Think about what sequence of events would make sense. In what order do you think the events happened?

Fragment	Text
A	My first year was really hard because I had to learn English and the other content areas at the same time. Now, I am still learning but I have made a lot of progress. Although I have many friends now, Daniel is still my best friend.
B	On my first day, my dad dropped me off in front of the gates and I was very excited about my new school. But when I went in, I remember feeling really lost because I didn't have any friends and I didn't know where to go.
C	Then, I saw a sign that said "Office" and I understood what it meant: "¡La Oficina!" I

This task:

- Allows students to develop a deeper understanding of the recount genre
- Encourages meaning making and metacognition
- Prepares students to write their own recount

Differentiated Support by English Language Proficiency Levels

Here are some ideas if you feel that you need to adapt this task to the needs of your students:

- If you have students at the **emerging/early expanding** levels, consider engaging them in this text reconstruction in a small group setting. Give students some time to read the fragments on their own and support them in reading them aloud before asking them to place the fragments in the correct order. Ask questions to support understanding and encourage thinking.
- Challenge students at the **exit expanding** and **bridging** levels to identify the structure of a recount in the text.
- Ask students to involve a family member by asking them to reconstruct the fragment and compare the student's response to the family member's response. Encouraging students to involve family members in discussions increases opportunities for oral interactions connected to content during distance learning.

Answer Key

Correct Sequential Order	Fragment (Write the appropriate letter here)
1	D

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	thought that would be a really good place to start. In the office, a very nice lady told me where to go and she also introduced me to Daniel. Daniel was a student who spoke Spanish and he helped me through that first day, and many times after that.
D	My family and I moved to the United States from Mexico three years ago. At my old school in Mexico, I had learned some English. But, when I arrived at my new high school in the US, I realized that I needed to learn more!

Step 3 - Think and decide the correct order
Think about the fragments you read. You may need to re-read them several times in order to decide on the sequential order that makes sense.

Step 4 - Record your answers
Record each fragment's letter in sequential order in the blank table below.

Correct Sequential Order	Fragment (Write the appropriate letter here)
1	
2	
3	

2	B
3	C
4	A

Engaging Students in Meaningful Talk – Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid
- ❑ Screencastify

Instructional Scaffolds for Talk
- ❑ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❑ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❑ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❑ **Use dialogue protocols** to promote equitable participation

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4	

Step 5 - DISCUSSION:
Compare your answers with a partner or with your class. Discuss how you figured out the sequential order of events in the text.

You can also ask a family member to reconstruct the text and compare your answers. You can talk about how you figured out the sequential order of events in the text.

Listen carefully to understand your partner's responses and ask clarifying questions or paraphrase your partner's ideas.

Below are some sentence stems for the **listener** to ask clarifying questions and/or to paraphrase ideas.

Listener's Role

Clarifying	**Paraphrasing**
What do you mean?	What I understand is…
Can you repeat that please?	It sounds like you think …
Can you say more about that?	In other words, you are saying …
Can you elaborate on ...?	To paraphrase, ...

Vocabulary Alert!

Clarify and paraphrase are key words for this module. In order to engage effectively in a

- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities:
This task offers you the opportunity to assess your students' reading comprehension and their ability to make meaning of the logical sequence of events in a recount.

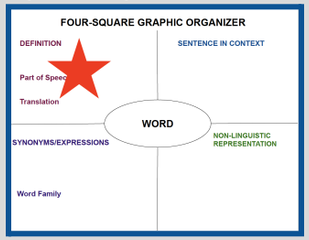
As they share their answers about the order of the fragments of the text, you can ask them to explain their thinking and justify their decisions.

- *How did they know which section went first,which one followed, and which one was the last?*

They should be able to use their understanding of the Recount Overview Handout to justify their responses. This will give you a sense of their progress with the concepts as well as the language required for engaging in future learning and inform additional possible scaffolds or review tasks needed.

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discussion, it is important both for you and your partner to understand the meaning of these words and to practice clarifying and paraphrasing during your discussion. Based on your experience so far, what is your understanding of these words? With your partner, create a definition for each one and add them to the word entries, on the top left corner. Review the handout if necessary. Also, add the part of speech and a translation into your first language.



(source: E. Pando-Solis)

6 | Language Investigation - *Expressing Past Actions*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *Expressing Past Actions* When recounting events that happened in the past, the use of verb tenses and expressions of time are very important. This is important because we need to provide the reader/listener with an accurate understanding of what happened and when. Here you are going to learn more about how to express past actions using different tenses and how choosing one tense versus another will alter your recount because each of the tenses	**Learning Task: Language Investigation - *Expressing Past Actions*** **Purpose of the Task** Expressing Past Actions This cluster of tasks will allow students to learn “how English works” regarding the way

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conveys something slightly different.

Step 1 - Learn about past tenses in English and how they work

When talking about events that happened in the past, in English we have **two past tenses**:
- Simple Past (Learn about it here) (1)
- Past Continuous or Progressive (Learn about it here) (2)

And **three perfect tenses**:
- Present Perfect (Learn about it here) (3)
- Past Perfect (not addressed here)
- Present perfect Continuous or Progressive (not addressed here)

Click on the links above to learn about each of these three tenses. You don't have to memorize the information but you can use the examples to help you with your work and your recount writing. You can go back to the links as needed.

Step 2 - IDENTIFY EXAMPLES OF THE SIMPLE PAST IN A RECOUNT TEXT:

Go back to the mentor recount text, A Visit to an Active Volcano (4), and look for examples of verbs in the simple past. Highlight or underline all the verbs in the simple past that you can find.
- Notice how they refer to actions that are finished in a completed and defined time in the past.
- Note some of the expressions that indicate a time in the past.

Share what you found with your teacher and classmates.

past actions are expressed using the appropriate verb tenses.
- Students will learn how to form and use past tense.
- Students will apply this knowledge to the analysis of the verbs in the mentor text and their role in the recount of past events.
- Students will apply this knowledge to a different text by correcting any verb tenses that are not consistent with the recount of past events.

Students will have the opportunity to learn about the following tenses:
- The Simple Past
- The Past Continuous or Progressive
- The Present Perfect

You can refer to these notes when explaining to your English learners some of the different ways of expressing past actions in English.

Past Tenses: Expressing Past Actions - Teacher Notes

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may:
- Assign only the simple past to students at the **emerging/early expanding** levels. That will allow them to focus only on one tense at a time. They will still be able to engage in the rest of the tasks and apply their learning about the simple past.
- Assign more than one tense to students at the **exit expanding** and **bridging** levels and ask them to provide their own example to illustrate the differences between the tenses.

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Learning Task: Language Investigation - Editing Past Actions

Step 3 - EDIT A RECOUNT TEXT - Simple past

Immigrant Stories from the Immigration History Research Center
This project includes audio and video stories from the state of Minnesota. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the author's writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly.
Shuiyi Hu, one of the authors, moved to the US from China to study. Shuiyi Hu's story is about her experiences moving to the US, the culture clash she experiences, and her efforts to understand what her race actually means to her and those around her.

You can watch **Shuiyi Hu's video and read her story** by clicking **HERE** (5)

Help Shuiyi Hu make her writing even better by reviewing her **use of the past tense and making sure that she is using it consistently** throughout the paragraph below. You can review the use of the simple past here. (6)

1. Start by underlining or highlighting any verbs that need to be in the past.
2. Write the appropriate simple past form of each verb on the right-hand column. The first one is done for you as an example.
3. Read the text aloud and record it to share with your class.

Learning Task: Language Investigation - Editing Past Actions

Purpose of the Task

Editing Past Actions
This task will allow students to apply their learning about "how English works" regarding the simple past to a different text by correcting verb tenses that are not consistent with the recount of past events.

You will find that, in some of the examples, there are two or more possible responses that are grammatically correct. As you discuss these with students, ask them to justify their choice of tense and help them see the slightly different meanings conveyed by each of the possible options.

The text that is used for this task was written by an immigrant. Read more about this here:

Immigrant Stories from the Immigration History Research Center
Minnesota's Immigrants is a project of the Minnesota Digital Library (MDL) through its involvement with the Digital Public Library of America (DPLA) in collaboration with other cultural organizations. The purpose of the project is to capture and share the stories of immigrants in the state of Minnesota. The project includes audio and video stories. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the authors' writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly!

WEBSITE Immigration History Research Center

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Passage from Shuiyi Hu's recount	Past Verb Form
"I came to the US for university in August 2018. I know that there are many races in the US,[...]"	knew
"I notice the differences of the appearances, customs and cultures between different races. I begin to realize that I'm different from other people, and I want to learn more about the differences."	
"I begin to think about my race and its meanings. In China, I am considered as the majority, but now I am considered as the minority in the US. [...] "	
"I heard some people speaking some bad words to my friends and me. I feel angry but confused about their attitudes. Sometimes I feel confused when other people are talking about their ideas about some topics [...]"	

Adapted from Shuiyi Hu's Story (7), Immigration History Research Center (8)

Shuiyi Hu, one of the authors, moved to the US from China to study. Shuiyi Hu's story is about her experiences moving to the US, the culture clash she experiences, and her efforts to understand what her race actually means to her and those around her.

You can watch **Shuiyi Hu's video and read her story** by clicking **HERE**

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may consider pairing students at the **emerging/early expanding** levels with a peer at a higher proficiency level. The student at the lower proficiency level receives support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

Formative Assessment Opportunities:
Through this task, you will be able to assess students' use of the simple past and whether they are able to identify and correct errors in the use of this tense. Note how students at the emerging and even expanding levels may need more practice and support.

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Learning Task: Language Investigation - Editing Past Actions 2

Step 4 - EDIT A RECOUNT TEXT - Simple past

Immigrant Stories from the Immigration History Research Center
This project includes audio and video stories from the state of Minnesota. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the author's writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly.

Kyaw Khaing was born in Thailand. He and his family came to the United States as refugees between 2008 and 2009. He currently works as an employment counselor and assists Karen refugee people finding jobs and establishing themselves in the United States.

You can watch **Kyaw Khaing's video and read his story** by clicking **HERE (9)**

Help Kyaw Khaing make his writing even better by reviewing his use of the **past tense and making sure that he is using it consistently** throughout the paragraph below. Pay attention to some **irregular verb forms** you will encounter**.** You can review the use of the **simple past** here (10) and the **past continuous** here (11).

1. Start by underlining or highlighting any verbs that need to be in the past
2. Write the appropriate simple past form of each verb on the right-hand column. The first one is done for you as an example.
3. Read the text aloud and record it to share with your class

Passage from Kyaw Khaing's recount	Past Verb Form

Learning Task: Language Investigation - Editing Past Actions 2

Purpose of the Task

Editing Past Actions
This task will allow students to apply their learning about "how English works" regarding the simple past to a different text by correcting verb tenses that are not consistent with the recount of past events.

You will find that, in some of the examples, there are two or more possible responses that are grammatically correct. As you discuss these with students, ask them to justify their choice of tense and help them see the slightly different meanings conveyed by each of the possible options.

The text that is used for this task was written by an immigrant. Read more about this here:

Immigrant Stories from the Immigration History Research Center
Minnesota's Immigrants is a project of the Minnesota Digital Library (MDL) through its involvement with the Digital Public Library of America (DPLA) in collaboration with other cultural organizations. The purpose of the project is to capture and share the stories of immigrants in the state of Minnesota. The project includes audio and video stories. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the authors' writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly!

WEBSITE Immigration History Research Center

Kyaw Khaing was born in Thailand. He and his family came to the United States as refugees between 2008 and 2009. He currently works as an employment counselor and

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"My name is Kyaw Khaing. I came from Thailand. I came to the U.S. because we have a problem over there, so we have no place to live, and we have not enough food to eat."	had
"So, we want our life to be better in the U.S. So, I can't wait for my family to start a new life in this country, to get a good education and to be safe."	
"First, we came to the U.S. and our case workers sent us to our homes. We cannot live in an apartment because we have six people in our household so we had to live in a house."	
"So they allowed us to live over there, but the home rent is very expensive. Then we lived in that house for one month, and then my parents decided to find a job. "	
"[...] then my father is working for the pork company and he is getting sick [...] so he was not able to work for long. So, I started looking for a job, part-time.	

Adapted from Kyaw Khaing Story (12), Immigration History Research Center (13)

assists Karen refugee people finding jobs and establishing themselves in the United States.

You can watch **Kyaw Khaing's video and read his story** by clicking **HERE**

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may consider pairing a student at the **emerging/early expanding** levels with a peer at a higher proficiency level. The student at the lower proficiency level receives support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

Formative Assessment Opportunities:
Through this task, you will be able to assess students' use of the simple past and whether they are able to identify and correct errors in the use of this tense. Note how students at the emerging and even expanding levels may need more practice and support.

Links Used in this Lesson:
1. Learn about it here
https://bit.ly/ELDHSLink107

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2. Learn about it here
https://bit.ly/ELDHSLink108
3. Learn about it here
https://bit.ly/ELDHSLink109
4. A Visit to an Active Volcano
https://bit.ly/ELDHSLink104
5. HERE
https://bit.ly/ELDHSLink110
6. review the use of the simple past here
https://bit.ly/ELDHSLink107
7. Shuiyi Hu's Story
https://bit.ly/ELDHSLink110
8. Immigration History Research Center
https://bit.ly/ELDHSLink111
9. HERE
https://bit.ly/ELDHSLink112
10. review the use of the **simple past** here
https://bit.ly/ELDHSLink107
11. past continuous here
https://bit.ly/ELDHSLink108
12. Kyaw Khaing Story
https://bit.ly/ELDHSLink112
13. Immigration History Research Center
https://bit.ly/ELDHSLink111

7 | Vocabulary Learning

Student Facing Materials	Teacher Notes

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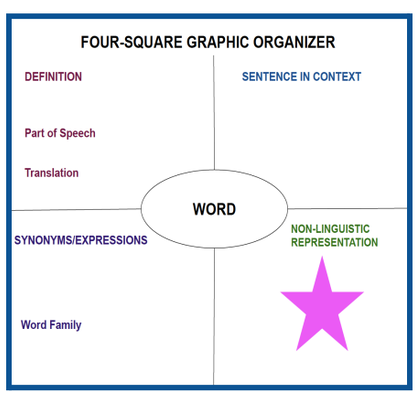
Learning Task: Vocabulary Learning

Until now, you have been collecting your new key words in a **Vocabulary Notebook**, adding definitions, part of speech, and translations of the terms. You have also been developing your understanding of these words in multiple ways through your learning in this module.

In order to help you deepen your understanding and memorize the words, you are now going to add a **non-linguistic representation** for each of the six words:

- Recount
- Sequence
- Orientation
- Commentary
- Clarify
- Paraphrase

A **non-linguistic representation** is a picture, sketch, symbol, graphic, chart, map, etc. that will help you make connections and remember the word. Place the non-linguistic representation on the bottom right corner of your graphic organizer.



(source: E. Pando-Solis)

Learning Task: Vocabulary Learning

Purpose of the Task

We continue to utilize Marzano's Six-Step Process to provide explicit, systematic vocabulary instruction in context.

This particular task takes us into Step 3. Students will be creating **non-linguistic representations** (a picture, sketch, symbol, graphic, chart, map, etc.) for each of the key words. Have students place the non-linguistic representations on the bottom right corner of their graphic organizers.

Remind students that this should not take too long. They are not creating an art project but sketching a simple image that will help them make connections and remember the word.

For more information about **Vocabulary Instruction** - Click here

For a more detailed description of **Marzano's Six-Step Process for Building Academic Vocabulary** - Click here

Differentiated Support by English Language Proficiency Levels

The use of Marzano's process is highly supportive for all English learners for several reasons:

- The six steps work by activating different regions of the brain while associating meaning with new terms.
- The use of non-linguistic representations and associations support ELs, especially students at the emerging level.
- There is abundant repetition and opportunities for making meaning in multiple ways.
- Translations and cognates support connections to the student's primary language.

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	IMPORTANT NOTE: Marzano's research shows that for maximum effectiveness, students must engage in **ALL the steps in the process**. **Formative Assessment Opportunities:** As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions and your support for students at the different proficiency levels.

8 | Vocabulary Learning

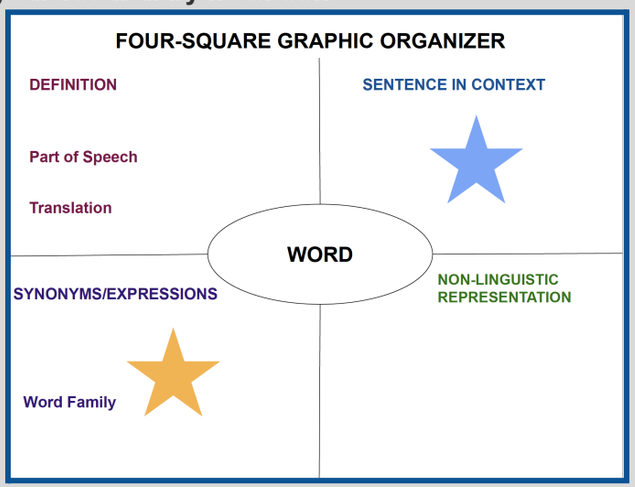
Student Facing Materials	Teacher Notes
Learning Task: Vocabulary Learning **Vocabulary Alert!** During upcoming tasks, you are going to continue to deepen your knowledge of our six key words. This knowledge will help you to: ● Understand what you hear or read ● Use them appropriately when speaking or writing	**Learning Task: Vocabulary Learning** **Marzano's Six-Step Process for Building Academic Vocabulary** As mentioned above, in this instructional module, we are using Marzano's Six-Step Process for building academic vocabulary. Step 4 - Do activities that help add to your knowledge of terms ● Morphology instruction ● Synonyms and antonyms

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In order to do this, you are going to **pay special attention** when you find these words during your work. Work independently and/or with your teacher and classmates to:

- Find a sentence containing each of the words
- Find a synonym or phrase with a similar meaning
- Find cognates, if applicable
- Find other words in the same word family

Add these to your vocabulary notebook



(source: E. Pando-Solis)

Reference site on the English language, word origins, Greek and Latin roots, historical development of English:
http://wordinfo.info/

- Cognates or translations into the primary language

Step 5 - Discuss the vocabulary with one another

- Think-Pair-Share (pictures, descriptions, how they are going to remember the word, sentences with the word, etc.)

Step 6 - Play games that utilize the vocabulary

- Word Charades
- Jeopardy
- Memory Game

For a more detailed description of the process Click here

Also during the rest of the module, work with your students on the tasks below and make sure they add the new information to their Vocabulary Notebook:

- Find a sentence containing each of the words
- Find a synonym or phrase with a similar meaning
- Find cognates, if applicable
- Find other words in the same word family

WEBSITES

Reference site on the English language, word origins, Greek and Latin roots, historical development of English:
http://wordinfo.info/

Reference sites for word origins, synonyms, antonyms:
www.dictionary.com
www.thesaurus.com

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Reference sites for word origins, synonyms, antonyms: www.dictionary.com www.thesaurus.com	**Formative Assessment Opportunities:** As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions and your support for students at the different proficiency levels.

9 | Analyzing a Text - *A Personal Recount*

Learning Task: Analyzing a Text - A *Personal Recount* By now, you are getting really good at recognizing the stages of a recount. You are going to practice more by analyzing a **recount text** in preparation for writing your own recount and oral presentation. **Step 1 - Choose a text, or your teacher may assign one to you** Choose a text from the selections below or use the one assigned by your teacher. There is also a video that accompanies each text. You may decide to watch the video first to help you choose a text and to enhance your understanding of the text. **Immigrant Stories from the Immigration History Research Center** *This project includes audio and video stories from the state of Minnesota. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the author's writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly.* **Text # 1**	**Learning Task: Analyzing a Text - A *Personal Recount*** **Purpose of the Task** Analyzing personal recounts This task requires students to use their understanding of the organizational structure (typical stages) of a recount to analyze a text. This task: • Allows students to develop a deeper understanding of the recount genre • Encourages meaning making and metacognition • Prepares students to write their own recount

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My Pathway to Minnesota* by Fartun Abdi *(Text) **(1)**

***My Pathway to Minnesota* by Fartun Abdi (Video)** **(2)**

Text # 2

***Lina's Memory Video* by Lina Ibarra (Text)** **(3)**

***Lina's Memory Video* by Lina Ibarra (Video)** **(4)**

Text # 3

Harald Fredrikson's Story (Text) **(5)**

Harald Fredrikson's Story (Video) **(6)**

Step 2 - READ FOR MAIN IDEA
You will now read your text independently following the same process that you followed before when reading about a *Visit to an Active Volcano*. As you read, keep the following question in mind.

Reading Focus Prompt:

- *What is the topic of this text? In other words, what is the text about?*

Step 3 - READ TO UNDERSTAND TEXT STRUCTURE:
Using the same text as in Step 2, reread the text and answer these questions, one at a time. Be ready to discuss with a partner or your class.

NOTE: In some texts, the stages of the recount structure may not be clearly defined. Try your best to find them in the texts provided.

- *Which paragraph(s) in this text introduces the topic and/or gives you background information?*

Immigrant Stories from the Immigration History Research Center
Minnesota's Immigrants is a project of the Minnesota Digital Library (MDL) through its involvement with the Digital Public Library of America (DPLA) in collaboration with other cultural organizations. The purpose of the project is to capture and share the stories of immigrants in the state of Minnesota. The project includes audio and video stories. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the authors' writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly!

WEBSITE Immigration History Research Center

Text # 1

My Pathway to Minnesota* by Fartun Abdi *(Text)

***My Pathway to Minnesota* by Fartun Abdi (Video)**

Text # 2

***Lina's Memory Video* by Lina Ibarra (Text)**

***Lina's Memory Video* by Lina Ibarra (Video)**

Text # 3

Harald Fredrikson's Story (Text)

Harald Fredrikson's Story (Video)

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Mark this section on the text and label it "ORIENTATION"

- *Which paragraph(s) describes a series of events or an experience?*

  Mark this section on the recount text and label it "SEQUENCE / RECORD OF EVENTS"

- *Which paragraph(s) provides a summary or reflection on the experience or events?*

  Mark this section on the recount text and label it "SUMMARY / PERSONAL COMMENT"

Step 4 - READ TO UNDERSTAND AUTHOR'S PURPOSE:
Using the same text, answer the following question and be ready to discuss with a partner or your class:

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

Step 5 - CLASS DISCUSSION:
Meet with a small group of students who have read the same immigration story as you. Discuss the text structure and purpose of the text. Make sure that you also discuss how each person in the group divided the text in stages justifying your decisions.

Discussion Questions:

- *What is the topic of this text? In other words, what is the text about?*
- *Which paragraph(s) in this text introduces the topic and/or gives you background information? (Stage: Orientation)*
- *Which paragraph(s) describes a series of events or an experience? (Stage: Sequence / Record of Events)*
- *Which paragraph(s) provides a summary or reflection on the experience or events?*

Differentiated Support by English Language Proficiency Levels

In this task, choice is provided for students to select the text they want to read. There is also a video that accompanies each text. Students may decide to watch the video first to help them choose.

The teacher can also decide to assign a text and video based on students' proficiency levels and specific needs. The text by Fartun Abdi is less complex for students at the **emerging** or **early expanding** levels. The other two texts are more complex making them appropriate for students at the **expanding** and **bridging** levels. However, text selection is always at the discretion of the teacher based on their knowledge of each individual student's instructional needs.

Support your students as they work with the texts by *Making Input Comprehensible:*

- **Provide additional explanations** using vocabulary and sentence structures that are easier to understand: "The government's funds were depleted. The government was almost out of money." (Not dumbing down the content).
- **Expansion of Ideas** – Add information that helps build some context: "The government had spent a lot of money on different things. It didn't have any more money to spend on anything more."
- **Direct Definition** – "It means that the government had spent all of its money."
- **Provide additional "wait time."**
- **Provide appropriate linguistic supports, such as leveled questions and sentence stems.**

  Use the documents below to help you select appropriate scaffolds for students by

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(Stage: Summary / Personal Comment)

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

taking into consideration their **language proficiency levels:**

Sample Sentence Stems by Proficiency Level and Language Function

Sample Questions by Proficiency Level and Blooms Taxonomy

It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds form the documents above.

Engaging Students in Meaningful Talk

Have students meet in a small group with other students who have read the same immigration story. Students discuss the text structure, purpose of the text, and how they divided the text in stages justifying their decisions.

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid
- ❑ Screencastify

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Instructional Scaffolds for Talk

- ❑ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❑ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❑ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❑ **Use dialogue protocols** to promote equitable participation
- ❑ **Offer sentence stems and/or key words** to scaffold the talk
- ❑ **Provide wait time** to allow students to reflect on the discussion questions
- ❑ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❑ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities:
During this task, students should be able to identify the main idea and author's purpose. They should also be able to apply their understanding of the organization of a recount to analyzing the text and identifying the typical stages of a recount. Below are some opportunities for formative assessment:

- Ask additional questions to check for understanding about the form and the

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	content of the text • Ask students to share the way they marked each of the sections on the mentor text and justify their responses referring back to the Recount Overview Handout • Ask students to compare whether their sections match those of a partner and justify their responses Before moving forward with the learning, make sure that students understand the organizational structure of a recount and that they are developing the key concepts and vocabulary that will support future learning.
Learning Task: Continue with Text Analysis - *Language Investigation* **Continue Text Analysis** We will now continue with the text analysis of your chosen or assigned text. We have identified the overall structure (stages) of the text as a recount. We will now go deeper into the analysis by identifying other key language features of a recount that are present in the example. • Past tense • Expressions of time • Sequencing language **Text # 1** ***My Pathway to Minnesota* by Fortune Abdi (Text) (7)** **Text # 2** ***Lina's Memory Video* by Lina Ibarra (Text) (8)** **Text # 3**	**Learning Task: Continue with Text Analysis - *Language Investigation*** **Purpose of the Task** Recounting Past Events or Experiences This task will allow students to apply what they have learned about "how English works" regarding recounts. The students will apply this knowledge to the analysis of a recount text: • Past tense • Expressions of time • Sequencing language **Differentiated Support by English Language Proficiency Levels** Depending on the English proficiency levels of your students, you may:

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Harald Fredrikson's Story (Text) (9)

Step 1 - IDENTIFY EXAMPLES OF THE SIMPLE PAST IN A RECOUNT TEXT:

Go back to the recount text and look for examples of verbs in the simple past. Highlight or underline all the verbs in the simple past that you can find.

- Notice how they refer to actions that are finished in a completed and defined time in the past.
- Note some of the expressions that indicate a time in the past.

Share what you found with your teacher and classmates.

Step 2 - IDENTIFY SPECIFIC EXPRESSIONS OF PAST TIME

Now, go back to the recount text that you have been working with and look for specific expressions of past time. Highlight or underline all the specific expressions of past time.

Share what you found with your teacher and classmates.

NOTE: As a reminder, here are some common expressions of past time:

- *On (month and year), …*
- *In the (morning/afternoon/evening) on (date) …*
- *In (year), …*
- *Last (month, Wednesday, …)*
- *… ago*

Step 3 - IDENTIFY SEQUENCING LANGUAGE IN A RECOUNT TEXT:

Now, go back to the recount text that you have been working with this week and look for the sequencing language that this writer used. Highlight or underline all the sequencing words and phrases that you can find.

- Assign only the simple past to students at the **emerging/early expanding** level. That will allow them to focus only on one tense at a time.
- Assign more than one tense to students at the **exit expanding** and **bridging** levels and ask them to provide their own example to illustrate the difference between the tenses.
- Pair students at the **emerging** level with a peer at higher proficiency level. The students at the emerging level receive support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

Engaging Students in Meaningful Talk

Have students meet in a small group with other students who have read the same immigration story. Students discuss the sequencing language found in the story and the use of the past tense in the context of their recount text.

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid
- ❑ Screencastify

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Share what you found with your teacher and classmates.

NOTE: As a reminder, here are some common sequencing words/phrases:

Common Sequencing Words or Phrases:

FIRST	*NEXT*	*LAST*
First	*Next*	*Finally*
Before	*Later*	*After*
At the beginning	*Then*	*Last*
To begin	*Soon after*	*Last of all*

Step 4 - CLASS DISCUSSION:
Meet with a small group of students who have read the same immigration story as you. Discuss the sequencing language you found and the use of the past tense in the context of your recount text.

Instructional Scaffolds for Talk

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Links Used in this Lesson:

1. *My Pathway to Minnesota* by Fartun Abdi *(Text)*
https://bit.ly/ELDHSLink113
2. *My Pathway to Minnesota* by Fartun Abdi (Video)
https://bit.ly/ELDHSLink114
3. *Lina's Memory Video* by Lina Ibarra (Text)
https://bit.ly/ELDHSLink115
4. *Lina's Memory Video* by Lina Ibarra (Video)
https://bit.ly/ELDHSLink116
5. Harald Fredrikson's Story (Text)
https://bit.ly/ELDHSLink117

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6. Harald Fredrikson's Story (Video)
https://bit.ly/ELDHSLink118
7. *My Pathway to Minnesota* by Fortune Abdi (Text)
https://bit.ly/ELDHSLink113
8. *Lina's Memory Video* by Lina Ibarra (Text)
https://bit.ly/ELDHSLink115
9. Harald Fredrikson's Story (Text)
https://bit.ly/ELDHSLink117

10 | Written Recount: Brainstorming Ideas for Writing

Student Facing Materials	Teacher Notes
Learning Task: Written Recount: Brainstorming Ideas for Writing As you brainstorm ideas for what you will be writing about for your Culminating Project, we invite you to consider quotes from the writers who contributed to the "Immigrant Stories" from the Immigration History Research Center. **Immigrant Stories from the Immigration History Research Center** *Minnesota's Immigrants is a project of the Minnesota Digital Library (MDL) through its involvement with the Digital Public Library of America (DPLA) in collaboration with other cultural organizations. The purpose of the project is to capture and share the stories of immigrants in the*	**Learning Task: Written Recount: Brainstorming Ideas for Writing** **Purpose of the Task** Through this task, students will use quotes from recounts created by immigrants to consider possible themes for their own writing. They will also have the opportunity to make connections between the text and their own experiences and discuss their ideas with others. This will help prepare them for the creative writing tasks ahead.

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state of Minnesota. The project includes audio and video stories. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the authors' writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly!

Step 1 - Read the quotes

	Quote	Author & Link
1	" [...] being an immigrant is not easy. I started my life as a student raising a family, learning the language, and trying to understand the culture. Sometimes it was overwhelming." *Most immigrants go through many hardships in order to build a better life in a new country.*	Click below to read the full text: Silvia Alvarez (1)
2	"As both a daughter and granddaughter of Filipino immigrants, I was raised in a world characterized by two cultures. While I remember watching American cartoons and rummaging for pieces of candy during the Fourth of July parades, I also remember smelling the pungent yet appetizing scent of dried fish in the kitchen [...]. " *Very often, immigrants experience growing up between two cultures; their culture of origin and the culture of their adoptive country.*	Click below to read the full text: Katrina Gustafson (2)
3	"It was really difficult to live there [Uganda] because I had to be	Click below to read

Remind your students that, in these recounts, the real writers are actually immigrants who are still learning the English language. For this reason, their writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly! Encourage your students to express themselves as best as they can when writing in English and letting their true voice come through, just like the authors of these stories.

Immigrant Stories from the Immigration History Research Center
Minnesota's Immigrants is a project of the Minnesota Digital Library (MDL) through its involvement with the Digital Public Library of America (DPLA) in collaboration with other cultural organizations. The purpose of the project is to capture and share the stories of immigrants in the state of Minnesota. The project includes audio and video stories. The writers are immigrants who are adapting to a new country and learning the English language. Because English is not their first language, the authors' writing shows that they are still developing their proficiency in English. However, they are able to tell their story and convey their meaning perfectly!
WEBSITE Immigration History Research Center

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	there without my family and I didn't have enough money, food, and good health. After that, I moved to America to get high-quality education and a better life." *Many families move to other countries to escape the difficult life they had in their country of origin.*	the full text: Mohamed Ahmed (3)
4	"I started school at 8th grade in 2013 and each day it was so difficult for me because I didn't know how to speak English and didn't understand what people said." S*tudents who are new to the country find it difficult at the beginning to learn English and make new friends.*	Click below to read the full text: Hser Pley Htoo (4)
5	"I have been far away from my home and family for four months now. To overcome homesickness, I have learned to cook my favorite food from home. [...] Malaysian food shows my identity and enables me to share my culture and tradition to other people. It makes me feel at home, even though I am far away." *A connection to the culture, such as food, helps immigrants feel at home in a different land.*	Click below to read the full text: Li Sheng Chong (5)
6	"I didn't know what to expect in a new country. I remember being at school for the first time and realizing I wasn't part of the new society. I wasn't able to communicate or see myself in the picture. I felt thoroughly out of place, missing my home, friends, my school, especially my old life."	Click below to read the full text: Lina Ibarra (6)

Differentiated Support by English Language Proficiency Levels

Here are some ideas if you feel that you need to adapt this task to the needs of your students:

- If you have students at the **emerging/early expanding** levels, consider engaging them in this task in a small group setting. Give students some time to read the fragments on their own and support them in reading them aloud before asking them to choose a quote. Ask questions to support understanding and encourage thinking.
- Ask students to involve a family member by asking them to select a quote and explain why they chose it. Encouraging students to involve family members in discussions increases opportunities for oral interactions connected to content during distance learning.

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, WhatsApp, Google Duo
- ❑ Home discussions
- ❑ Vocaroo
- ❑ Flipgrid
- ❑ Screencastify

Instructional Scaffolds for Talk

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	The pain of separation from loved ones and a longing for the life they left behind are common immigrant experiences.	
7	"The melody of my relatives laughing, the scent of jasmine, the taste of my grandmother's food, the way our neighborhood looks, and the warmth and comfort of our house. I am never not seeking home and I will never give up the dream of returning to my homeland." *Many people who have moved to a different country dream of returning to their homeland someday.*	Click below to read the full text: Rajan Kanjo (7)

Step 2 - Select one quote
Select one quote that you can relate to in some way. Think about why you chose that particular quote and how you might include some of your related ideas in the recount of your experiences.

Step 3 - Capture your ideas in the graphic organizer
Use the graphic organizer to organize your ideas so it will be easier to share them later.

Graphic Organizer

Quote You Selected
Why did you select this quote?

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities

As students engage in this task, you will be able to assess your students' language skills and their ability to maintain a meaningful discussion. Additionally, you may be able to get a sense for which students have concrete ideas for their writing and who still needs to find inspiration. Some questions that you might be able to answer are:

- How are students using the past tenses and sequencing connectives learned in this lesson?
- What kind of vocabulary are they using?

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How might you use these ideas in your writing?

Step 4 - Share your ideas

Record your response using an online recording tool or have a discussion with your class to share ideas.

You can use the sentence stems as you listen to a partner and ask clarifying questions and/or paraphrase ideas.

Listener's Role

Clarifying	**Paraphrasing**
What do you mean?	What I understand is…
Can you repeat that please?	It sounds like you think …
Can you say more about that?	In other words, you are saying...
Can you elaborate on ...?	To paraphrase, ...

- Are they able to effectively connect their selected quote to their own experience? Will this be a productive theme for writing?
- Are students effectively engaging in the discussion?
- Are they clarifying and paraphrasing, adding on to others' ideas, etc.?
- Are they effectively using the provided sentence stems?
- Whose voice is not being heard?
- Who is still struggling to find an experience to recount, and what support would be helpful?

The answers to these questions will inform the support you provide to students as they move into the upcoming writing tasks.

Links Used in this Lesson:

1. Silvia Alvarez
https://bit.ly/ELDHSLink119
2. Katrina Gustafson

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https://bit.ly/ELDHSLink120
3. Mohamed Ahmed
https://bit.ly/ELDHSLink121
4. Hser Pley Htoo
https://bit.ly/ELDHSLink124
5. Li Sheng
https://bit.ly/ELDHSLink123
6. Lina Ibarra
https://bit.ly/ELDHSLink115
7. Rajan Kanjo
https://bit.ly/ELDHSLink126

11 | Written Recount: Pre-Writing/Drafting

Student Facing Materials	Teacher Notes
Learning Task: Written Recount: Pre-Writing/Drafting During previous lessons, you learned about the purpose and structure (stages) of a recount text. You also learned that in a recount, writers and speakers use sequencing language and past tense verbs. Now it is time for you to create your own personal recount! Think about an important (or interesting) experience or event you would like to share with others. **Step 1 - REVIEW THE CHECKLIST FOR THE WRITTEN RECOUNT** Before you begin writing your recount, let's get clear on the expectations for this task.	**Learning Task: Written Recount: Pre-Writing/Drafting** **Purpose of the Task** This task supports students in applying their understanding of a recount text to writing their own personal recount. Pre-writing and drafting are important elements in the writing process. Many language learners, and native English speakers, struggle with how to begin writing a text. Also, they may not be clear on what the expectations are for a particular writing piece. For this reason, a checklist for their written recount (and the Recount Student Handout) is provided to highlight success criteria. Furthermore, students are provided with a Recount Writer's Outline to help organize their thinking before they begin writing their first draft.

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Recount Student Handout (1)

Checklist for a Recount Text

Organization
- ❏ An orientation that provides the reader with an introduction and/or background information on the topic
- ❏ A description of the experience or sequence of events
- ❏ A summary statement or personal comment on the experience or sequence of events

Language
- ❏ Sequencing words or phrases
- ❏ Past tense verbs
- ❏ Vocabulary related to the topic

Step 2 - DECIDE ON THE TOPIC FOR YOUR PERSONAL RECOUNT
Remember, the topic for your personal recount is an important (or interesting) experience or event. Decide what you would like to share with others.

Step 3 - USE A WRITER'S OUTLINE TO ORGANIZE YOUR RECOUNT
Think about the topic you selected for your personal recount. Use the Recount Writer's Outline (2) to note key events, details, and language to include in your written recount.

Step 4 - WRITE A DRAFT OF YOUR RECOUNT
Using the ideas from your Recount Writer's Outline (3), write your first completed draft of your personal recount. Write using complete sentences and separate ideas into paragraphs. Be sure to include many details that will give the reader a clear understanding of this experience or series of events.

Lastly, students are encouraged to read their drafts aloud (and to have another person read aloud their draft) to notice any inconsistencies or confusing sentences or sections.

Differentiated Support by English Language Proficiency Levels

As students are writing independently, it will be important to differentiate the support you provide based on student needs. You may want to set up writing conferences to provide individual or small group assistance or opportunities for extension.

Based on the CA ELD Standards, below is an example of the differentiated expectations for writing a recount text

ELD Part I.A.1 & 4 ELD Part I.C.9,10 & 12 ELD Part II.

Emerging
Students will **write short recounts** collaboratively and independently, using:
- the past simple tense
- simple sequencing words and phrases
- simple descriptive language
- familiar general academic and domain-specific words
- basic ways to combine clauses and condense ideas

Expanding
Students will **write longer recounts**, with appropriate text organization, collaboratively and independently, using:
- a variety of past tense verbs
- a variety of sequencing words and phrases
- descriptive language

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Step 5 - ADD APPROPRIATE LANGUAGE TO YOUR RECOUNT
Look back at all the resources on sequencing language and past tense verbs. Make sure you include these language resources in your recount.

Step 6 - READ ALOUD THE DRAFT OF YOUR RECOUNT
First, practice reading your recount aloud to yourself. If you notice any details you missed, add them to your draft. Next, ask another person to read your recount aloud and listen for anything that may be confusing. If possible, record your recount and share with others.

- a variety of grade-appropriate general academic and domain-specific academic words
- a growing number of ways to combine clauses and condense ideas

Bridging
Students will **write longer and more detailed recounts**, with appropriate text organization, collaboratively and independently, using:

- a variety of past tense verbs
- more complex sequencing words/phrases
- grade-appropriate descriptive language
- a variety of grade-appropriate general and domain-specific academic words and phrases
- a variety of ways to combine clauses and condense ideas

***The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the students' English language proficiency level** *(CA ELD Standards).*

Formative Assessment Opportunities

As mentioned above, setting up individual or small group writing conferences will provide you with an opportunity to differentiate your support for students, as well as to plan extension and challenge tasks when appropriate.

These conferences are also an optimal context for formative assessment. Use the differentiated expectations to help you identify areas of strength and challenge for individual students or groups of students with similar needs. Once identified, you can determine how best to support them to build on their strengths and work on their areas of need.

It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next.

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	* See below for additional guidance and ideas for writing conferences.

Links Used in this Lesson:

1. Recount Student Handout
https://bit.ly/ELDHSLink103
2. Recount Writer's Outline
https://bit.ly/ELDHSLink128
3. Recount Writer's Outline
https://bit.ly/ELDHSLink128

12 | Written Recount: Revising/Editing a Written Text

Student Facing Materials	Teacher Notes
Learning Task: Written Recount: Revising/Editing a Written Text It is time to revise and edit your written recount. **Step 1 - PEER FEEDBACK ON WRITTEN RECOUNT** Share the draft of your written recount with at least one other person. Also, provide feedback (suggestions or comments) on someone else's written recount. **Possible Peer Feedback Questions and Actions:** ❏ Draw a star next to the topic of the recount (or say	**Learning Task: Written Recount: Revising/Editing a Written Text** **Purpose of the Task** During this task students will have the opportunity to receive and give peer feedback on their writing drafts. Participation in a structured peer feedback process, such as the Praise, Question, Suggest, Critique Protocol, allows students to reflect on the success criteria for a written recount as it relates to their own writing and to the writing of their peers. This process helps them internalize the expectations for a written recount instead of solely relying on the teacher for help. Of course, you still play a very critical role in both modeling and facilitating effective peer feedback conversations and providing individual/small group

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what it is).
- ❏ Did the writer include an introduction or background information on the topic? (If yes, identify the sentences or paragraph.)
- ❏ Did the writer include many details to describe the experience or event? If yes, give or note an example.
- ❏ Did the writer include a summary statement or personal comment? If yes, underline it.
- ❏ Highlight sequencing words or phrases.
- ❏ Did the writer use past tense verbs?
- ❏ What are some strengths about this writing piece?
- ❏ What suggestions do you have to improve this writing piece?

Step 2 - REVISE AND EDIT WRITTEN RECOUNT
After receiving feedback on the draft of your written recount, reread your writing and make changes to improve it. Also, schedule a writing conference with your teacher, if needed.

Before turning in your completed recount, review the Recount Overview Handout (1) and make sure you included all of the necessary components. Also, use a dictionary and a thesaurus to improve your vocabulary. Check spelling, capitalization and punctuation too.

support as needed. See this handout, Teacher-Guided Questions for Writing Conferences (Recount), to help students become more reflective on their writing.

Resource documents to support student understanding of success criteria for a recount text:
Recount Overview Handout
Recount Writer's Outline

Formative Assessment Opportunities
Writing Conferences
When conferring with students on their writing, focus your feedback first on the content and structure of the text, and then provide feedback on language. Look for patterns and trends in student needs to form more purposeful writing conference groups.

Remember, these conferences are an optimal context for formative assessment. Use the differentiated expectations to help you identify areas of strength and challenge for individual students or groups of students with similar needs. Once identified, you can determine how best to support them to build on their strengths and work on their areas of need. **It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next.**

Handout: Teacher-Guided Questions for Writing Conferences (Recount)

Links Used in this Lesson:
1. Recount Overview Handout
https://bit.ly/ELDHSLink103

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13 | Oral Recount

Student Facing Materials	Teacher Notes
Learning Task: Oral Recount Now that you have revised your written recount, it is time for you to decide how to orally present your recount to others. **For this oral presentation, use your voice and creativity to share your personal recount with others!** **Step 1 - DECIDE HOW YOU WILL DELIVER YOUR ORAL PRESENTATION** You will give a formal oral presentation, sharing the experience written in your recount. Be creative! Think about the unique ways you could deliver your oral presentation. For example, you may choose to create a digital story, poster presentation, video presentation, etc. Ask your teacher about the different digital tools you can use to engage your audience. **Step 2 - REVIEW THE CHECKLIST FOR AN ORAL RECOUNT** Before you begin preparing for your oral recount, let's get clear on the expectations for this task. **Oral Presentation Checklist** Your oral presentation must include: ❏ An orientation ❏ Sequence of events ❏ Summary statement or personal comment ❏ Use of past tense verbs ❏ Use of sequencing language	**Learning Task: Oral Recount** **Purpose of the Task** This culminating performance task provides students with a creative way to demonstrate their learning throughout this module. Students will design and deliver a formal oral presentation sharing their personal recount with others. Encourage your students to be creative and have fun! The expectations for this formal oral presentation, as well as options you can offer students for delivering their presentations, are listed below. **Differentiated Support by English Language Proficiency Levels** Based on the CA ELD Standards, below is an example of the differentiated expectations for delivering an oral presentation ELD Part I.A.1 & 4 ELD Part I.C.9,10 & 12 ELD Part II. Emerging Students will **plan and deliver a brief oral presentation** (as part of a small group)**, recounting a past experience or event,** using: • the past simple tense • simple sequencing words and phrases • simple descriptive language

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- ❑ A variety of vocabulary
- ❑ Appropriate eye contact (if it is a video presentation)
- ❑ Appropriate voice projection (the listener can hear you well)

Step 3 - DESIGN YOUR ORAL PRESENTATION
Once you have decided on the format for your oral presentation, begin the creative process of designing it. Your teacher will provide you with digital tools, key resources, and feedback to support you along the way.

Step 4 - DELIVER YOUR ORAL PRESENTATION
Lights, camera, action! Time for you to deliver (or share) your formal oral presentation to an authentic audience. In addition to presenting your oral recount to your teachers and classmates, present to a new audience as well. Some examples of additional audience members may include: members of your family or household, neighbors or other community members, students from another class, or your principal. Ask your teacher about the target audience for your presentation.

Step 5 - LISTEN AND RESPOND TO ORAL PRESENTATIONS
Listen to at least two other classmates' oral presentations. In writing or using a voice recording tool, respond to the following questions and send to your teacher and to the two classmates:

- ❑ What did you learn about your classmates by listening to their personal stories?
- ❑ Did anything surprise you? Did any questions or wonderings come into your mind?
- ❑ Were there any similarities between these stories and your own personal story?
- ❑ How can personal stories help human beings connect to one another?

- familiar general academic and domain-specific words
- appropriate eye contact (if applicable) and voice projection

Expanding

Students will **plan and deliver an oral presentation recounting a past experience or event** using:

- a variety of past tense verbs
- a variety of sequencing words and phrases
- descriptive language
- a variety of grade-appropriate general academic and domain-specific academic words
- appropriate eye contact (if applicable) and voice projection

Bridging

Students will **plan and deliver an oral presentation recounting a past experience or event** using:

- a variety of past tense verbs
- more complex sequencing words/phrases
- grade-appropriate descriptive language
- a variety of grade-appropriate general and domain-specific academic words and phrases
- appropriate eye contact (if applicable), voice projection, and clarity of pronunciation

***The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the students' English language proficiency level** *(CA ELD Standards)*.

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Oral Presentation Checklist for Students

Each oral presentation must include:

- ❏ An orientation
- ❏ Sequence of events
- ❏ Summary statement or personal comment
- ❏ Use of past tense verbs
- ❏ Use of sequencing language
- ❏ A variety of vocabulary
- ❏ Appropriate eye contact (if it is a video presentation)
- ❏ Appropriate voice projection (the listener can hear you well)

Digital Tools and Ideas for Oral Presentation

- ➢ Create your own digital story here.
- ➢ Use Screencastify , Screencast-o-matic, or Loom to create an oral presentation.
- ➢ Create a poster with pictures and images to tell your story. Have someone take a video of you while you present.
- ➢ Use Vocaroo to record your presentation and share with others. You can also add the Vocaroo recording link to a Google slide presentation.
- ➢ Use Wevideo to create a video presentation

14 | Reflection

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Student Facing Materials	Teacher Notes

Learning Task: Reflection

Congratulations! You have learned and demonstrated your understanding of a recount text. You have also shared a personal story and hopefully learned more about the experiences of your classmates.

Before you move on to the next unit, it is important to take some time to reflect on your learning. Choose at least four questions to respond to. In writing or using a voice recording tool, send your response to your teacher.

Reflective Questions:

1. *What were the three most important things you learned from this module?*
2. *What helped you learn this information or skill?*
3. *What did you enjoy most about this module?*
4. *What was difficult for you to do in this module?*
5. *What could your teacher have done differently to better support you?*
6. *What did you learn from listening to the stories of others?*
7. *What did you do in this module that makes you feel proud?*
8. *What did you learn about yourself as a learner during this module?*
9. *Which English skills do you feel more comfortable with now?*

Learning Task: Reflection

Purpose of the Task

Reflection is a vital part of the learning process. By looking back and thinking about their learning, students can develop personal insights, identify their own strengths and needs, develop critical thinking skills, and increase motivation and ownership in the learning.

Below are some sample reflective questions. In the student directions, students are given choice and asked to select four questions to respond to. Feel free to modify or add your own questions.

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10. Which English skills do you still need to work on?	

15 | Summary

Student Facing Materials	Teacher Notes
This module provided you the opportunity to explore the guiding question ***"What makes us human?"*** through learning about the power of personal stories. For this reason, during this module, you learned about the purpose and structure of a recount text. You also learned that, in a recount, writers and speakers use sequencing language and past tense verbs. You also created your own personal recount about an important (or interesting) experience or event, and you shared your recount with others in writing and through an oral presentation. Finally, you were able to reflect on your own learning by answering some questions of your choice. Through your engagement in this module, you have acquired a piece in your learning about what it means to be human. By engaging in the modules for other content areas, you will increase your understanding about this topic from other perspectives. Ultimately, you will be able to reach your own conclusions and synthesize your learning about what makes us human.	This module provided students with the opportunity to explore the guiding question "What makes us human?" through learning about the power of personal stories. To that effect, students learned about the purpose and structure of a recount text. They also learned that in a recount, writers and speakers use sequencing language and past tense verbs. Additionally, students applied their understanding of the recount genre to creating a personal recount that they shared with others through writing and through an oral presentation. Finally, students reflected on their own learning by answering questions. In order to empower students with a comprehensive and collective understanding of what it means to be human, engagement in this module provides them with a piece in the larger learning about this complex topic. By engaging in the modules for the different content areas, students will deepen their understanding from several perspectives. Ultimately, they will be able to reach their own conclusions and synthesize their learning about what makes us human.

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