



Lesson Guidance 19	
Grade	4
Unit	1
Selected Text(s)	Save Me a Seat: Performance Task Part 3
Duration	Approximately 1 day

Plan with guidance from the [\*ELA Instructional Expectations Guide\*](#)

## Learning Goal(s)

*What should students understand about today's selected text?*

Students will continue to write a narrative telling a story of the same event from two different perspectives.

### CCSS Alignment

#### [CCSS.ELA-LITERACY.RL.4.5](#)

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### [CCSS.ELA-LITERACY.W.4.3](#)

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

#### [CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

ELD

### WIDA Alignment

#### **ELD-LA.4-5.Narrate.Expressive**

Construct language arts narratives that engage and adjust for the audience through literary devices to enrich the narrative, including sensory words/phrases (tingling)

### End of lesson task

*Formative assessment*

Throughout this story, we learn about the lives of Ravi and Joe from their own perspectives. Now it is your turn, with a partner, to write a story from two perspectives. Today students will continue writing and begin editing their narratives with a focus on using sensory details and concrete words.

[Narrative Rubric](#)

### Knowledge Check

*What do students need to know in order to access the text?*

#### **Background knowledge**

- Components of Narrative Writing

#### **Key concepts** (*domain-specific terms to analyze the text*)

- Narrative Writing
- Narrative Writing Rubric



- Sensory details and concrete words

### Vocabulary Words *(words found in the text)*

- **Narrative writing:** to tell a story in writing, to entertain
- **Perspective:** the point of view from oneself regarding something
- **Narrator:** the person telling the story
- **Plot:** the main events of the story

ELD

### ELD Instructional Practices for Vocabulary: Use the List-Group - Label strategy

"Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
  - (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,
  - (2) "student-friendly" definitions
  - (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al)
  - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).
- Students can complete a notebook configuration, vocabulary log, Frayer Model, or Vocabulary In Context (see example) activity to increase understanding.

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Students will be given time to reread their narratives and continue writing. As they work the teacher should begin to review and offer suggestions for edits.

### Content Knowledge:

Students should be familiar with the purpose of narrative writing, and concrete and sensory words.

ELD

### ELD Scaffolds

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- Reading with a Focus is a discourse structure used for bridging, modeling, and schema building. This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information. (notebook configuration)

- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts

## Shared Writing:

### Unit 1 Performance Task- Part 3

Review the set-up/structure of the text (focusing on the Wednesday Chapters):

#### Possible Discussion Questions

1. Why is it important to add concrete and sensory words to your writing?
2. How can you use juicy sentences to enhance the plot?
3. How do you continue to show the narrator's perspective throughout the text?

Teacher Modeling of Task:

1. The teacher should provide some examples of benchmark narratives [here](#).
2. The teacher and the students can examine the sample benchmark narrative for their content, specifically focusing on sensory and concrete words and sentences.

## Independent/Paired Writing Instruction:

Give students the following directions: "Today we are going to continue our Unit 1 Performance Task. For this task, we will continue to use the [brainstorming worksheet](#) and the [Narrative Writing Outline](#)." Allow students to work independently to complete their narratives and add in sensory details and juicy sentences. Provide the students time to work with their partners to make sure their stories still follow the same plot line. Partners should also offer suggestions to edit each other's work. The teacher will continue to workshop narratives with individual students and support other students in small groups.

ELD

#### ELD Scaffolds

Harness the child's [home language\(L1\)](#) to complete the task and then transfer it into English. Model explicitly how to use the [independent writing](#) template to form a narrative. Break the task into smaller portions with frequent check-ins to ensure accuracy. (Ex. Step 1: [Introduction of Narrative Writing](#). Step 2: [Brainstorming](#). Step 3: [Planning](#). Step 4: [Writing an introduction](#) Step 5: [Events](#) Step 6: [Closing](#) Step 7: [Revising](#)). Include exemplars that students can emulate. Post anchor charts that describe story elements. Heavy Scaffolds(Newcomers): If helpful, have students draw their story elements and then underwrite.

If helpful, add icons and sentence stems to both the [brainstorming](#) worksheet and [Narrative Writing Outline](#). Student groupings/pairings should be flexible. Students can be placed in pairs, triads, small groups; flexible grouping; homogeneous and/or heterogeneous groups by language level or home language. You may find that EL students have literacy in their home language that can be leveraged to support English literacy development. Teaching students how to use google translate to take their brief narrative written in their home language and then writing in English, allows them to comprehend the content that is being presented and make connections between languages. (Google translate can be used strategically as a resource, but students and teachers should not become reliant on it.)

## Formative Assessment:

Throughout this story, we learn about the lives of Ravi and Joe from their own perspectives. Now it is your turn, with a partner, to write a story from two perspectives. Today students will continue writing and begin editing their narratives with a focus on using sensory details and concrete words.


#### [Narrative Rubric](#)


ELD

#### ELD Scaffolds

Post a sensory detail [anchor chart](#) for children to use in their writing.

### Optional Extension Activity: n/a

Fluency, Comprehension, and Writing Supports	
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  <a href="#">Narrative Student Language Support Sheet(ELD)</a>

Additional Supports	
 <a href="#">ELD Practices</a>	<ul style="list-style-type: none"> <li>• <a href="#">English Language Development Instructional Guide</a></li> <li>• <a href="#">Strategies for English Learners</a></li> <li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li> <li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li> <li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li> </ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"> <li>• Prior to completing the formative assessment, review and reteach concepts critical for completion of this task</li> <li>• Prior to completing the formative assessment, orally discuss student's ideas for brainstorming worksheet and what they would want their story to be about</li> <li>• Prior to completing the formative assessment, provide students with an exemplar for completion               <ul style="list-style-type: none"> <li>○ Post exemplar for students to access throughout the task</li> <li>○ Consider creating a checklist for students</li> </ul> </li> <li>• During the formative assessment, provide students with a graphic organizer to help visualize their thoughts</li> <li>• During the formative assessment, provide students with access to the texts</li> <li>• During the formative assessment, provide students with sentence frames to guide their writing</li> <li>• During the formative assessment, conduct frequent check-ins with students and provide feedback</li> <li>• During formative assessment, it may be appropriate to allow some students to dictate their responses or draw pictures to to help develop their story</li> <li>• To further modify the assessment, provide students with a series of cloze sentences in which they have to provide limited information to satisfy the requirements of the task</li> <li>• Allow students to use any of the above listed accommodations to complete the modified assessment.</li> </ul>



**MTSS Practices**

Practices to promote Tier 1 access

**Enrichment Practices**

Practices to promote Tier 1 access