


Lesson Guidance 23	
Grade	4
Unit	1
Selected Text(s)	Save Me a Seat: Performance Task Part 4
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.

<p>CCSS Alignment</p>	<p>CCSS.ELA-LITERACY.RL.4.5</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.SL.4.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p> WIDA Alignment</p>	<p>ELD-LA.4-5.Narrate.Expressive</p> <p>Construct language arts narratives that Develop the story with complication and resolution, time and event sequences through connectors to sequence time (later that night), and events (While the game was on, we slipped out.)</p>
<p>End of lesson task <i>Formative assessment</i></p>	<p>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 distinct perspectives. Today, you will finish writing your narrative, add in dialogue, and meet with your partner to review and edit each other's work. Please keep in mind that there needs to be connections between the events that your character experiences and those of your partner's character. It is one story from two points of view, not two separate stories.</p> <p>Narrative Rubric</p>
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none"> • Components of Narrative Writing • The Writing Process: Review and Edit (Peer)



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

- Narrative Writing
- Narrative Writing Rubric

Vocabulary Words *(words found in the text)*

- **Perspective:** the point of view from oneself regarding something
- **Narrator:** the person telling the story
- **Plot:** the main events of the story
- **Dialogue:**

ELD

ELD Instructional Practices for Vocabulary: Use the [Word Play 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 spend about 30 minutes finishing up their own writing. Thinking about the discussions around dialogue all week, students should find at least one place where they can add dialogue.

Content Knowledge:

Students should be familiar with the purpose of narrative writing and the stages of the writing process. Review story elements, highlighting character and plot. Discuss (again) the concept of conflict and resolution. Remind students that this is a single story written from two perspectives, not two distinct stories.

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[ELD Scaffolds](#)



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

- **Listening 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.
- 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 4

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

Possible Discussion Questions

1. What do you need to know about conflict and resolution to finish your narrative piece?
2. How does the narrator's perspective affect the text?
3. How can two different characters tell the same story, without it sounding the same?
4. How can dialogue enhance your story?

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 and highlight where dialogue is used effectively.

Independent/Paired Writing Instruction:

Give students the following directions: "Today we are going to wrap up the writing of our narrative for our Unit 1 Performance Task. For this task, we are going to write the ending of our narratives and then meet with our partners to review and edit our work. Explain that the conflict is the problem within the story and the resolution which is the end of the narrative, solves the problem for the character(s) in the story. As they write they need to keep in mind the plot they developed in their Narrative Outline as well as the character details they established in their brainstorming sessions. They also need to provide a reasonable resolution for the conflict that they have established in their piece to this point. The narrative needs to be written from the perspective of the narrator and the plot should be evident.

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, you will finish writing your narrative and meet with your partner to review and edit each other's work. Please keep in mind that there needs to be connections between the events that your character experiences and those of your partner's character. It is one story from two points of view, not two separate stories.

[Narrative Rubric](#)


ELD


[ELD Scaffolds](#)

Include an exemplar that students can emulate. A video on writing with [different perspectives](#) may be helpful.

Optional Extension Activity: N/A



Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence  Narrative Student Language Support Sheet(ELD)

Additional Supports	
 ELD Practices	<ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)
SpEd Practice	<ul style="list-style-type: none">• Prior to completing the formative assessment, review and reteach concepts critical for completion of this task• Prior to completing the formative assessment, orally discuss student's ideas for brainstorming worksheet and what they would want their story to be about• Prior to completing the formative assessment, provide students with an exemplar for completion<ul style="list-style-type: none">○ Post exemplar for students to access throughout the task○ Consider creating a checklist for students• During the formative assessment, provide students with a graphic organizer to help visualize their thoughts• During the formative assessment, provide students with access to the texts• During the formative assessment, provide students with sentence frames to guide their writing• During the formative assessment, conduct frequent check-ins with students and provide feedback• During formative assessment, it may be appropriate to allow some students to dictate their responses or draw pictures to help develop their story• 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• Allow students to use any of the above listed accommodations to complete the modified assessment.
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access