

Unit 4.2: My Timeline
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student continues to improve his/her fluency and vocabulary development skills while exploring the importance of sequencing events from life and text. He/She is introduced to sequencing by reading texts with the teacher and then independently. The unit culminates with a parallel timeline project that compares the major events in the student’s life to the life of a story character. The student uses signal or transition words for sequencing to describe and connect events. If time, the student sequences a real life event read about in an informational text.
Transversal Themes:	Writing, Science, History, Art
Integration Ideas:	Social Studies, Science. Math, Literature

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do good writers make themselves understood?
EU1. Writers use words wisely to create visualizations through sensory language and description. Through discussion and questions, editing and revisions, writers clarify their words.
- EQ2.** How do I determine the sequence of events and why is that important?
EU2. Determining the sequence of events helps us better understand the story or life events and thus better understand the characters and what affects their lives.
- EQ3.** What are signal or transition words for sequencing and how are they used and why?
EU3. Good writers guide the readers through the story with transition words.
- EQ4.** How do readers make meaning of what they read?
EU4. Readers make connections to what we read to help them understand the characters and who they are. We ask questions and make predictions to better understand characters’ actions and how and why events unfold.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will use his/her knowledge of the importance of sequencing to identify and analyze important events in his/her life and compare them to that of a story character. He/she will produce and present a parallel timeline and write about it using sequencing signal or transition words. The student may also read, sequence and write about a real life event using informational text.
- The student acquires skills to...*
- A1.** Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.
- A2.** Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.
- A3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- A4.** Focus on a topic and strengthen writing as needed by revising and editing.

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Puerto Rico Core Standards (PRCS)	
Listening	
4.L.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.
Speaking	
4.S.2b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.
Reading	
4.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.
4.R.3L	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4.R.5L	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Reading Foundational Skills	
4.R.FS.12	Know and apply phonics and word analysis skills to decode words.
Writing	
4.W.4	Focus on a topic and strengthen writing as needed by revising and editing.
Language	
4.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
4.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1a 4.LA.1 4.LA.2 4.S.2b 4.W.4</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A1, A2 A3</p>	<ul style="list-style-type: none"> The elements in descriptive and narrative forms of writing. Prewriting strategies to generate ideas (Using 5W's to question a peer, create a cluster web on a picture and describe ideas orally before writing). How to listen and respond to complex instructions. How to complete statements. How to answer and formulate the 5 W-Questions as well as how questions (who, what, when, where, why, and how) in formal and informal discussions to 	<ul style="list-style-type: none"> Accuracy Backwards spell check Character trait Chronology Fluency Gallery walk Intonation Main character Reader's Response Journal Rubric Signal words, transition words—next, after, then, first, before, finally etc. Timeline Venn Diagram 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Writing --My Personal Timeline</p> <ul style="list-style-type: none"> The student creates a parallel timeline of 5 to 10 images that have a description of important events in his/her life and 5 to 10 from a character in a story he/she read with the class or independently. The student writes a descriptive paragraph for each picture/ illustration of an important event using signal words to connect events (the teacher uses sentence starters to assist the student). Prewriting: <ul style="list-style-type: none"> The students ask each other questions to create a cluster web of ideas to describe the event in the picture (See Attachment: 	<ul style="list-style-type: none"> The student completes a journal writing with prompts— He/She tells about his/her weekend using transition words—e.g., First I did this, then this...and similar prompts or sentence starters. For practice sequencing stories, the teacher uses these graphic organizers or revises them to make them more rigorous. <p>http://www.fcrr.org/student_activities/c_010a.pdf</p> <ul style="list-style-type: none"> The teacher has the student include some of the transition words to write longer passages. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p>Sequencing a Timeline</p> <ul style="list-style-type: none"> The teacher tells or reads the student a familiar story, "Three Little Pigs," "Goldilocks" or anything familiar for modeling. The teacher asks the student to describe the problems with the story. The teacher defines chronology and discusses sequence and why it is important to recount the important details to understand it accurately. The teacher has the student list five to ten events in his/her life, one on each of the ten strips of colored paper. Next to each event, the student draws an object that might symbolize that event. These events do not have obvious time links, such as "My eighth birthday party," or "I started fourth grade." The events are things like "My sister was born (rattle)," "The family moved (moving van)," "We went to Yellowstone on vacation (tent)." The student tries to include events from his/her entire life. The student then shuffles his/her strips and exchanges them with another student, who tries to lay the strips out in correct chronological order with the most recent at the top.



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	<p>bring out details in their pictures.</p> <ul style="list-style-type: none"> • How to use transitions to tell, retell, and explain the story of your personal timeline using acquired vocabulary and appropriate language structure. • How to use story organization of beginning, middle, and end to identify sequence in student’s personal timeline. • How to follow the writing process to write a descriptive narrative. • How to apply prewriting strategies to generate ideas (i.e., cluster webs for brainstorming). • How to use the dictionary as an aid in the writing 		<p>4.2 Graphic Organizer – Word Web). The class has a “gallery walk” (a way of having students move around the room to take in visual information, like they would in an art gallery).</p> <ul style="list-style-type: none"> ○ The teacher goes over the expectations (we will talk how we talk in a museum or library, in whisper voices). The student walks around, looks at the pictures and leaves questions that come to his/her mind “Why..., “How... “What... “When...” The student then takes these questions to complete the cluster web. ○ The teacher models use of the word web to explain description of details and how that will help to “paint a 		<ul style="list-style-type: none"> • The two students who have exchanged strips then tell each other their best guess of the proper chronological order. The students use signal words in the retelling. The strips are then returned to their owners. The teacher discusses: “Were you able to reconstruct the timeline correctly? Why or why not? It is difficult, sometimes impossible, to reconstruct a story if the order of events are not known”. • The teacher asks the student to randomly remove four events from his/her personal timeline. The teacher asks the student if the chronological order would have been more difficult to construct and if the story of his/her classmate would have been as complete if there were even fewer strips. • The teacher distributes the “My Timeline” activity sheet (which forms the backing for the timeline). The student glues his/her own strips in chronological order beginning with the most recent event at the top. He/She writes the year of the event (or he/she can number the events one through ten) in the column to the left of his/her strips. <p>The vocabulary and personal timeline activity idea comes from here: http://www.learnnc.org/lp/pages/1000.(The teacher should use or revise as necessary.)</p>
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	<p>process.</p> <ul style="list-style-type: none">• How to identify spelling errors in writing.		<p>picture with words” in writing. (See Attachment: 4.2 Graphic Organizer – Word Web)</p> <ul style="list-style-type: none">• Revision: The student conferences with the partner to ask questions (5W’s) if the paragraph is unclear and lacks details.• Peer Edit: The student uses the paragraph checklist (See Attachment: 4.2 Writing Tool – Paragraph Checklist.)• The student presents his/her timeline with members of his/her family and school community. The student stands by his/her timeline, the parents ask questions and the student discusses and answers questions based on his/her timeline. The parents leave comments on what they enjoyed about the student’s discussion. This is done bilingually if adults only speak Spanish.		
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.R.FS.12</p> <p>EQ/EU: EQ4/EU4</p> <p>T/A: A2</p>	<ul style="list-style-type: none"> How to decode words and phrases when reading. How to read fluently with intonation. How to apply phonemic awareness, phonics strategies, and structural analysis to correctly spell words that have three letter clusters, common spelling patterns, and uncommon consonant patterns. 	<ul style="list-style-type: none"> Bulleted list 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Fluency</p> <ul style="list-style-type: none"> Fluency running records and paired fluency checks (See Attachment: 4.2 Other Evidence – Paired Fluency Check) <p>Reader’s Response Letter</p> <ul style="list-style-type: none"> The student reads a fictional text at his/her level. The teacher models with a read aloud. The student writes a reader’s response letter that shares personal connections to a fictional text that helps answer the essential questions. The response shows comprehension and demonstrates understanding of the importance of a sequence of events, character changes and what good writers do to 	<ul style="list-style-type: none"> The student keeps a word journal of phonemic patterns & phonemic pattern sorts (include words he/she has trouble pronouncing and words that follow the same patterns). Phonemic Word Patterns Assessment (See Attachment: 4.2 Other Evidence – Phonemic Word Pattern Assessment) Word Squares based on words on word wall (See Attachment: 4.2 Other Evidence – Word Square) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Fluency</p> <ul style="list-style-type: none"> The teacher defines “reading with fluency” (reading at a comfortable speed, not too slow and not too fast), accuracy (reading exactly what is on the page), and intonation (reading with rhythm: how the voice goes up and down). The teacher reviews “slide it out” and “break it down” with difficult to pronounce words. The teacher has the student practice reading aloud with fluency and rate his/her peers using the fluency check document (see Attachment: 4.2 Other Evidence - Paired Fluency Check). The teacher listens in on paired fluency and conducts running records on the student. Based on errors, the teacher plans phonemic lessons (e.g., long vowel patterns of consonants and vowels: CVVC, CVCe, (e.g., train = CVVC, cane = CVCe) (See Attachment: 4.2 Learning Activities – Phonemic Pattern Analysis).



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			<p>convey ideas.</p> <ul style="list-style-type: none">• (See Attachment: 4.2 Performance Task – Reading Response Example)		
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
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<p>PRCS: 4.L.1a 4.R.1 4.R.3L 4.R.5L 4.S.2b 4.W.4</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1, A3 A4</p>	<ul style="list-style-type: none"> How to identify the main character(s). How to compare and contrast character traits and connect them to self. How to follow the writing process to write a descriptive narrative. How to apply prewriting strategies to generate ideas (i.e., cluster webs for brainstorming). How to use the dictionary as an aid in the writing process. How to identify spelling errors in writing. 	<ul style="list-style-type: none"> Accuracy Backwards spell check Character trait Chronology Fluency Gallery walk Intonation Main character Reader’s Response Journal Rubric Signal words, transition words—next, after, then, first, before, finally etc. Timeline Venn Diagram 		<ul style="list-style-type: none"> The student keeps a dialogue journal on character connections to self and others he/she knows. (See Attachment: 4.2 Other Evidence – Dialogue Journal Rubric) A good graphic organizer for comparing similarities and differences between characters and/or self can be found below: http://www.fcrr.org/studentactivities/c_003c.pdf 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Reading—Compare, Contrast and Connect</p> <ul style="list-style-type: none"> The teacher reads an appropriate book aloud to the student. The teacher picks the main character to analyze. The teacher asks, “How did I describe how the character felt in the beginning of the story?” The student responds that the teacher identified clues in the text and pictures that helped him/her to figure out how the character thought and felt. The teacher shows how to use clues in the story to find evidence of how the character feels. The teacher writes a list of clues on a chart paper next to “Beginning.” The teacher writes a new list of clues in the box labeled “Middle” on chart paper and discusses if this is similar to or different from how she/he felt at the beginning of the story. The teacher asks, “What happens in the story and does it change the way the character feels? How do we know?” The teacher then finishes the story and uses clues from the text to determine how the character feels at the end of the story. The teacher writes descriptive clues into the box labeled “End” on the chart paper. The teacher explains if this is similar to or different from how he/she felt during the first half of the story and how he/she knows his/her feelings have changed. The teacher practices with a Venn diagram or uses an independent book (source: http://www.readworks.org/lessons/grade3/character/lesson-3). The teacher compares and contrasts the character in the beginning, middle, and end of the story. The teacher



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					<p>asks, “Has the character changed? What events have influenced him or her?”</p> <ul style="list-style-type: none">• The teacher creates Venn diagrams for the student to compare him/herself to the main character. See Attachment: 4.2 Graphic Organizer – Venn Diagram that compares the character to self. For a more rigorous comparison see: http://www.fcrr.org/studentactivities/c_002c.pdf
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Jannell Cannon**
 - *Stella Luna*
- **Eve Bunting**
 - *So Far from the Sea*
- **Eve Bunting**
 - *Fly Away Home*
- **Peggy Rathman**
 - *Gloria and Officer Buckle*
- **Judy Blume**
 - *Freckle Juice*
- *Patricia Polacco books*
- *Cynthia Rylant books*
- **Kathleen Krull**
 - *Wilma Unlimited (nonfiction)*

Additional Resources

- Fluency (See Attachment: 4.2 Resource – Fluency)
- Running Records (See Attachment: 4.2 Resource – Running Records)
- Phonics: Word Families: <http://www.kidzone.ws/phonics/index.htm>
- Create and print your own graphic organizers: <http://www.worksheetworks.com/miscellanea/graphic-organizers.html>
- Sequencing ideas: http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_Seq_ORIS_Module.pdf
- Great graphic organizers for sequencing for all levels: <https://www.teachervision.com/graphic-organizers/printable/6293.html>
- Informational text and sequencing: http://www.readingrockets.org/content/pdfs/BeeBook_web.pdf
- More rigorous sequencing ideas: <http://www.readworks.org/lessons/grade4/sequence>
- Graphic organizers on all literacy topics related to this unit: http://www.fcrr.org/studentactivities/literature_45.htm
- More comprehension ideas: http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf

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Performance Tasks

Fluency

- The teacher uses fluency running records and paired fluency checks (see Attachment: 4.2 Other Evidence – Paired Fluency Check).

Reader's Response Letter

- The student reads a fictional text at his/her level. The teacher models with a read aloud.
- The student writes a reader's response letter that shares personal connections to a fictional text that helps answer the essential questions.
- The response shows comprehension and demonstrates understanding of the importance of a sequence of events, character changes and what good writers do to convey ideas.
- (See Attachment: 4.2 Performance Task – Reading Response Example)

Writing --My Personal Timeline

- The student creates a parallel timeline of 5 to 10 images that have a description of important events in his/her life and 5 to 10 from a character in a story he/she read with the class or independently.
- The student writes a descriptive paragraph for each picture/ illustration of an important event using signal words to connect events (the teacher uses sentence starters to assist the student).
- Prewriting:
 - Students ask each other questions to create a cluster web of ideas to describe the event in the picture (See Attachment: 4.2 Graphic Organizer – Word Web). The class has a “gallery walk” (a way of having students move around the room to take in visual information, like they would in an art gallery).
 - The teacher goes over the expectations (we will talk how we talk in a museum or library, in whisper voices). The student walks around, looks at the pictures and leaves questions that come to his/her mind, “Why..., How... What... When...”. The student then takes these questions to complete the cluster web.
 - The teacher models use of the word web to explain description of details and how that helps to “paint a picture with words” in writing. (See Attachment: 4.2 Graphic Organizer – Word Web.)
- Revision: The student conferences with the partner to ask questions (5W's) if the paragraph is unclear and lacks details.
- Peer Edit: The student uses the paragraph checklist. (See Attachment: 4.2 Writing Tool – Paragraph Checklist.)
- The student presents his/her timeline with members of his/her family and school community. The student stands by his/her timeline, parents ask questions and the student discusses and answers questions based on his/her timeline. Parents can leave comments on what they enjoyed about the student's discussion. This is done bilingually if adults only speak Spanish.

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Suggested Sample Lessons

- Create a timeline of family events: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-family-timelines-graphing-870.html?tab=4#tabs>
- Share journals to enhance comprehension: <http://www.readwritethink.org/classroom-resources/lesson-plans/exchanging-ideas-sharing-journals-1054.html>
- Use Reader's Theatre to enhance fluency: <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-idol-bringing-readers-30621.html>
- Lessons on Stella Luna (See Attachment: 4.2 Sample Lesson – Stella Luna)
- Personal timeline lesson <http://www.learnnc.org/lp/pages/1000>
- Lessons on character change, description, etc. <http://www.readworks.org/lessons/grade3/character/lesson-2>