Lesson 4: Writing Narrative Texts: Planning the Ending of a Monologue

CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

  e. Provide a conclusion that follows from the narrated experiences or events.

- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Daily Learning Targets

- I can plan the ending of a monologue that provides a satisfying conclusion. (W.5.3e, W.5.4, W.5.5)

- I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: *Esperanza Rising*. (W.5.3, W.5.5)

Ongoing Assessment

- Ending box of Monologue Planning Graphic Organizer: *Esperanza Rising* (W.5.3e, W.5.4, W.5.5)

- Revision notes (W.5.3, W.5.5)

Agenda

1. **Opening**

   A. Engaging the Writer: Recounting the Beginning, Middle, and End of an Event (10 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing a Model (10 minutes)

   B. Guided Practice: Planning the Ending of a Monologue (15 minutes)

   C. Peer Critique: Using Details and Description (15 minutes)

3. **Closing and Assessment**

   A. Annotating Plans for Revision (5 minutes)

4. **Homework**

   A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson ends a series of lessons in which students analyze the elements of plot in Miguel's Monologue to build expertise about narrative texts and understand what a monologue is. In this lesson, students analyze the ending of the model monologue and plan the ending of their individual monologues (W.5.3, W.5.4, W.5.5).

- In Work Time C, students give and receive peer feedback focused on the use of details and descriptions to develop their ideas in their monologues (W.5.3, W.5.5). If time permits, consider allowing more time for peer review focused on common issues students may be struggling with.

- The first three lessons featured built-out instruction for Goal 2 Conversation Cues. Moving forward, this will appear only as reminders after select questions. Continue using Goal 1 and 2 Conversation Cues to promote productive and equitable conversation. Refer to the Lesson 1 Teaching Notes and the Module 1 Appendix for additional information on Conversation Cues.

- In this unit, the habit of character focus is on working to contribute to a better world. The characteristic that students are reminded of in this lesson is use my strengths, because they will be working with a partner to give and receive feedback on their plans, and will have different writing strengths.

- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Miguel's Monologue in Work Time A.

- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- Students analyzed the beginning and middle of Miguel's Monologue and planned the beginning and middle of their individual monologues in previous lessons.

- Throughout Units 1 and 2, students thought about events in *Esperanza Rising* where human rights were threatened and how the characters reacted to these events. Students refer to the anchor charts and graphic organizers developed in Units 1 and 2 as they plan and write their monologues in this unit.

- Students use what they know about the characteristics of narrative texts to critique one another's monologue plans.

■ Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to "Use a total participation technique, invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate.

Areas in which students may need additional support:

■ Much of this lesson is discussion-based, so consider how to best support students who need additional support with oral language and/or auditory processing. Consider providing sentence frames for students to refer to during discussions or a note-taking template for students to take notes during discussion.

Assessment guidance:

■ Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to gather formative assessment data on students' writing abilities in Work Time B (see Module 1 Appendix).

■ Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Work Time C (see Module 1 Appendix).

■ Collect the Language Dive Part II Practice homework from Lesson 3 for assessment.

Down the road:

■ In the next lesson, students will revise their plans and use their plan to draft their monologue for the mid-unit assessment.

In advance:

■ Strategically pair students for peer critique in Work Time C. Students should be partnered with someone in a different monologue group from their own.

■ Review the Red Light, Green Light and Peer Critique protocols. See Classroom Protocols.

■ Post: Learning targets and applicable anchor charts.

Technology & Multimedia

■ Work Time B: Digital narrative plan: Students complete the Monologue Planning graphic organizer using Google Docs or other word-processing software to refer to when working on their writing outside of class.

■ Work Time B: Students use speech-to-text facilities activated on devices or use an app or software like Dictation.io (https://dictation.io/speech).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.4, 5.I.C.10a, 5.I.C.12a, and 5.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing the analysis of the elements of plot in Miguel's Monologue, and by having groups work together to illustrate the beginning, middle, and end of their selected event on chart paper, allowing students to hear and use the language they will need to plan and draft their monologues.

- ELLs may find it challenging to identify parts of Miguel's Monologue that show how the narrator provides a sense of closure in the narrative. Continue to use the color-coding system established in Lesson 2, and support students by modeling and thinking aloud the process. See suggestions in the Meeting Students' Needs column.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling, observe student inter-action and allow students to grapple. Provide supportive frames and demonstra-tions only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- Create a puzzle of Miguel's Monologue using index cards. Paste each paragraph on a different index card. Use colored index cards according to the established mono-logue color codes. Challenge students to put the paragraph together in the correct order without looking at their papers.

- Invite students to tell a new partner or family member their plan for the ending of their monologue in their home language and in classroom English. Encourage students to seek feedback from the new partner or family member and discuss what might happen next in the story. Retelling the same story multiple times to different people in their home language and in classroom English will help ELLs experiment with, enhance, and automatize the English they need to tell the story comprehensibly.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students use a model text to begin to write their own monologue. It is important that students make explicit connections between the model and the What is a Monologue? handout. Facilitate increased comprehension by using color-coding in addition to text and other visuals to make the connections clear.

- **Multiple Means of Action and Expression (MMAE):** In this lesson, students begin to plan their writing. Planning for writing is a very individual endeavor. Provide choice in how students plan using their graphic organizer. For instance, allow students to write full sentences, jot, or sketch their ideas. Be sure to model

all the available choices and empower students to make the decision that works best for their planning style.

- **Multiple Means of Engagement (MME):** Throughout this unit, students reflect and evaluate their own progress toward their learning goals. This is a very important practice for students to monitor their own learning. However, some students may feel threatened by the public nature of this evaluation in the basic structure of this lesson. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see Meeting Students' Needs column).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- feedback, ending, provides a sense of closure, use my strengths (L)

Materials

- ☑ Monologue group norms (from Lesson 1; one per monologue group)
- ☑ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ☑ Chart paper (one piece per monologue group; used by students to create sequence of events during Opening A)
- ☑ Miguel's Monologue (from Lesson 1; one per student and one to display)
- ☑ What is a Monologue? handout (from Lesson 1; one per student and one to display)
- ☑ Monologue Planning Graphic Organizer: Miguel's Monologue (from Lesson 2; one per student and one to display)
- ☑ Monologue Planning Graphic Organizer: Miguel's Monologue (from Lesson 2; example, for teacher reference)
- ☑ Narrative Writing Checklist (from Lesson 2; one per student and one to display)
- ☑ Monologue Planning Graphic Organizer: *Esperanza Rising* (from Lesson 2; one per student and one to display)
- ☑ Character Reaction note-catchers (from Unit 2; one per student):
  — Character Reaction Note-catcher: "Las Cebollas" (from Unit 2, Lesson 1)
  — Character Reaction Note-catcher: "Las Ciruelas" (from Unit 2, Lesson 3)
  — Character Reaction Note-catcher: "Los Espárragos" (from Unit 2; Lesson 6)
  — Character Reaction Note-catcher: "Los Duraznos" (from Unit 2; Lesson 7)
- ☑ Mid-Unit 2 Assessment (from Unit 2, Lesson 10)
- ☑ Spanish/English Dictionary anchor chart (begun in Unit 1, Lesson 2)
- ☑ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ☑ Red, yellow, and green objects (one of each color per student)

☑ Sticky notes (two per student, preferably two different colors)

☑ Working to Contribute to a Better World anchor chart (begun in Lesson 1)

☑ Peer Critique anchor chart (begun in Unit 2, Lesson 8)

☑ Directions for Peer Critique (one per student and one to display)

Opening

A. Engaging the Writer: Recounting the Beginning, Middle, and End of an Event (10 minutes)

■ Invite students to sit with their monologue groups and to spend a few minutes reading through the **monologue group norms** they generated in Lesson 1.

■ Invite groups to take out their copies of ***Esperanza Rising*** and reread the excerpt that corresponds with their group's selected event.

■ Distribute **chart paper**, and display and read aloud the following directions. Answer clarifying questions:

1. As a group, discuss the gist of your group's selected event.

2. Draw three boxes on your group's chart paper. Label the first box "Beginning," the second box "Middle," and the third box "Ending."

3. As a group, draw what happened in each part of your group's selected event. In the Beginning box, be sure to show the setting and to introduce the characters. In the Middle box, be sure to show how the characters are reacting to the events. In the Ending box, be sure to show how the situation is resolved.

■ Focus students' attention back to the whole group. Using a total participation technique, invite responses from the group:

"What is one thing you drew to show how your group's situation was resolved?" (Responses will vary.)

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: Invite students to turn to an elbow partner and retell their group's selected event from *Esperanza Rising*. Have them share out and give them feedback on their language use and summarizing skill. Then invite them to turn to their partner and summarize once again, this time in 30 seconds or less. Repeat the feedback process. (MMR, MMAE)

Opening

B. Reviewing Learning Targets (5 minutes)

■ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

— *"I can plan the ending of a monologue that provides a satisfying conclusion."*

— *"I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: Esperanza Rising."*

▪ Remind students that they have been planning a monologue showing a character's response to an event from *Esperanza Rising*, and they will write a first draft of their monologues as part of the Mid-Unit 3 Assessment in the next lesson. Tell students that in this lesson, they will plan the ending of their monologues.

▪ Circle the word *feedback* and use a total participation technique to invite responses from the group:

"What does it mean to give a peer feedback on something?" (to give him or her advice in order to help make the final product better)

▪ Tell students that after they complete their plans for their monologues, they will share them with a peer from a different monologue group for feedback about the details and descriptions.

Meeting Students' Needs

▪ For ELLs and students who may need additional support with memory: Review the first learning target and ask students to recall and describe how they worked toward achieving a similar learning target in Lessons 2–3. (MMR)

▪ For ELLs and students who may need additional support with comprehension: Check comprehension of the second learning target. Ask:

"What do you think it means to provide a sense of closure? What makes you think that?" (Responses will vary, but may include: It is the ending of the monologue, and closure *is like the word* closed*, so I think it means that the ending will make sense, or feel closed.) (MMR)*

▪ To make the second learning target more concrete: Consider providing some examples and non-examples of conclusions that provide closure. (MMR)

Work Time

A. Analyzing a Model (10 minutes)

▪ Display a copy of **Miguel's Monologue** and invite students to take out their own copies. Remind students that they have been analyzing this text as an example of an effective monologue. Tell students they will use it today to identify the characteristics of an effective monologue ending.

▪ Using a total participation technique, invite responses from the group:

"How can examining the format of this monologue help us when writing our own monologues?" (ensure writing follows the same format, which will help writing be appropriate to the task)

"What is the gist of this text? What is it mostly about?" (It's about Miguel's reaction to the fire at Esperanza's house.)

▪ Display and invite students to retrieve their **What is a Monologue? handout** and point out the last bullet point:

— "Provides a sense of closure."

- Remind students that monologues are structured in certain ways, and this predictable structure helps the reader to better understand the character's message. Tell students that monologues can be broken into three parts: the beginning, the middle, and the end.

- Tell students that in the *ending* of a monologue, the narrator *provides a sense of closure* by reflecting on the event and describing the deep thought or big understanding he or she had as a result of experiencing the event described in the monologue. Point out this criterion on the handout.

- Display and invite students to take out their copy of the **Monologue Planning Graphic Organizer: Miguel's Monologue** and remind them they have been using this graphic organizer to analyze Miguel's Monologue, and are using a similar version to plan their own monologues.

- Direct students' attention to the End box of the graphic organizer and select a volunteer to read the headings and questions in this box, clarifying as needed.

- Invite students to whisper-read the last paragraph of Miguel's Monologue with their monologue group.

- Using a total participation technique, invite responses from the group:

  "How did the narrator provide a sense of closure in this monologue? What deep thought or big understanding did he have after experiencing this event?" (Miguel realized he would risk his own life in order to save Esperanza and her family because of how much they mean to him.)

- If productive, cue students to listen carefully and seek to understand:

  "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Invite students to label the parts of Miguel's Monologue that provide a sense of closure.

- Using a total participation technique, invite responses from the group:

  "Which parts of the text did you label to show it provides a sense of closure? What details in the text make you think so?" (Responses will vary, but may include: Paragraph 6: "If I had been, it would have been a small price to pay for the safety of Esperanza and her family"; "They mean as much to me as my own family.")

- If productive, cue students to listen carefully and seek to understand:

  "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Direct students' attention back to the Monologue Planning Graphic Organizer: Miguel's Monologue and as a group complete the End box. Refer to **Monologue Planning Graphic Organizer: Miguel's Monologue (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Continue to use the color-coding system established Lesson 2 for for the Monologue Planning Graphic Organizer: Miguel's Monologue. Use the corresponding color to highlight and label sections from the end of Miguel's Monologue to reinforce the connection between the information in the graphic organizer and the information in the monologue. (MMR)

- For ELLs and students who may need additional support with comprehension: Model and think aloud the process of identifying and labeling parts of Miguel's Monologue that show how the narrator provides a sense of closure or shares a

big understanding. (Example: "In the last paragraph, Miguel says that Esperanza's family means as much to him as his own family. I will write *closure* next to this sentence and will write *Esperanza's family means so much to Miguel* on the graphic organizer.") (MMR)

Work Time

B. Guided Practice: Planning the Ending of a Monologue (15 minutes)

■ Display and invite students to take out their copy of the **Narrative Writing Checklist** and point out the following characteristics:

— W.5.3e

— W.5.4, L.5.3

■ Tell students that as they plan, they should remember that even though they will be writing an imagined or made-up monologue, it should be based on their group's event from *Esperanza Rising*.

■ Using a total participation technique, invite responses from the group:

"Are there any specific criteria about the ending in these monologues that you should be aware of and list in that column on the checklist?" (Responses will vary, but may include: I should use my character's voice when planning and writing my monologue.)

■ As students share out, capture their ideas in the Characteristics of My Monologue column as needed.

■ Display and invite students to take out their **Monologue Planning Graphic Organizer:** *Esperanza Rising* and direct students' attention to the box labeled End. Tell students that today they should complete only this part of the graphic organizer.

■ Invite students to plan the end of their monologue.

■ Circulate and support students as they plan. Remind them to be creative but to remember that their narratives should be based on their group's event from *Esperanza Rising*, and to refer to *Esperanza Rising*, the **Character Reaction note-catcher** that corresponds to their group's event, the **Spanish/English Dictionary anchor chart**, and the **domain-specific word wall** as they plan.

■ Circulate to support pairs as they plan. If necessary, prompt by asking questions such as:

"How is the event or situation resolved?"

"What deep thought or big understanding might your character have after experiencing this event or situation?"

■ Distribute **red**, **yellow**, **and green objects**.

■ Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

■ Guide students through the protocol using the first learning target.

■ Note students showing red or yellow objects so you can check in with them.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Display, repeat, and rephrase the two Narrative Writing Checklist characteristics students will focus on while planning the end of their monologues. (Example: "My monologue will have an ending that makes sense and is easy to understand" and "I will use my character's voice when planning and writing my monologue.") (MMR)

- Provide differentiated mentors by purposefully pre-selecting student groups. Consider meeting with the mentors in advance to share their thought process. (MMAE)

- For ELLs and students who may need support planning their writing: Model doing quick sketches within the graphic organizer as placeholders for information. Say: "You can sketch first so that you don't forget the information you want to add. Then you may go back later and write." (MMAE)

Work Time

C. Peer Critique: Using Details and Description (15 minutes)

- Display and again focus students on their Narrative Writing Checklist.
- Focus students on the criteria:
  - W.5.9
  - W.5.3a
  - W.5.3b
  - W.5.4, L.5.3
- Invite students to mark or highlight these criteria, as they will be the focus of the critique, and to turn to an elbow partner to say what each means in their own words.
- Move students into pairs and invite them to label themselves A and B.
- Distribute **sticky notes**.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically *use my strengths*. Remind students that because they will be working to give a critique to their partner, they will need to use their strengths.
- Tell students they are going to provide their partner with kind, specific, and helpful feedback against the criteria.
- Direct students' attention to the **Peer Critique anchor chart** and remind them of what peer critique looks and sounds like.
- Display and distribute **Directions for Peer Critique** and read them aloud for the group. Invite students to ask questions to ensure they understand what to do.
- Encourage students to provide feedback to their partner based on the Narrative Writing Checklist.
- Circulate to support students as they work together to give feedback to one another. Emphasize that students should not make revisions yet.

Meeting Students' Needs

- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Be sure to highlight and praise growth and development rather than relative performance. (MME)

- For ELLs and students who may need additional support with expressive language: Consider providing sentence frames for students to use during the peer critique. Examples:

  — "I like that you included _____ because ____."

  — "I like how you described _____."

  — "I wonder if you considered including _____?"

  — "If this were my work, I would add _____." (MMAE)

Closing and Assessment

A. Annotating Plans for Revisions (5 minutes)

- Refocus whole group. Post the following directions and review them with students. Answer clarifying questions:

  1. Based on peer feedback or new learning, decide where to add a revision note.

  2. Write your revision note in the space above the information you want to change.

  3. Read through your entire plan and continue to add revision notes.

  4. Review your revision notes to be sure they make sense.

- Invite students to begin making revision notes. Circulate to confer and support students as needed.

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Guide students through the protocol using the second learning target.

- Note students showing red or yellow objects so you can check in with them.

- Repeat, inviting students to self-assess against how well they used their strengths in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Model and think aloud the process for adding revision notes to the graphic organizer. (Examples: "Hmm, my partner told me that she liked how I included sensory details in the beginning and encouraged me to use more in the middle of my monologue. I am going to write *add more sensory details* in the margin of the middle section of my planning graphic organizer.") (MMR)

- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of

paper where they can share their progress for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)