

## Lesson 8: Writing Narrative Texts: Pacing – Slowing Down Time, Part II



### CCS Standards

- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **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.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1a:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences



### Daily Learning Targets

- I can revise my narrative writing to slow down time when something interesting relevant to the plot is happening. (W.5.3, W.5.4, W.5.5)
- I can identify interjections and prepositions, explain their function in writing, and use them in my writing. (L.5.1a)

### Ongoing Assessment

- Revised partner narrative (W.5.3, W.5.4, W.5.5)
- Exit Ticket: Prepositions and Interjections (L.5.1a)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Analyzing a Model: Slowing Down Time, Part II (20 minutes)

B. Partner Practice: Slowing Down Time, Part II (15 minutes)

C. Mini Lesson: Prepositions (15 minutes)

### 3. Closing and Assessment

A. Exit Ticket: Prepositions and Interjections (5 minutes)

### 4. Homework

A. Complete at least one of the Prepositions and Interjections Practices (Prepositions and Interjections I) in your Unit 3 homework.

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

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students continue to consider pacing in their narrative writing, specifically slowing down time by adding dialogue to show the response of the character(s). They analyze the model narrative for dialogue and what the dialogue contributes to the plot (W.5.3b, W.5.5). Interjections are included at the same time, as interjections often occur in dialogue to express the character's response to a situation (L.5.1a).
- Students begin to consider the function of prepositions (L.5.1a). They review what prepositions are and their function in sentences in the narrative. Please note that only the function of prepositions is discussed in this module to ensure a thorough review of this complex part of speech. In later modules that address L.5.1a, students expand their understanding to consider the function of prepositional phrases.
- Students do not spend a long time reviewing how to punctuate dialogue, as this is not a CCSS requirement for grade 5. Instead, this is reviewed briefly with the help of the Writing Dialogue handout. This lesson focuses on using dialogue to show rather than tell a character's response and the impact of the dialogue on the readers' understanding of the plot.
- Students who finish quickly or require an extension can add dialogue to another moment in their partner narrative.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is collaboration, as they continue to work with a partner to revise their partner narrative.

### How it builds on previous work:

- In the first half of the unit, students wrote narratives in pairs. In this half, they revise those narratives in the same pairs.
- In Lesson 3, students were introduced to conjunctions, and in Lesson 7 they reviewed conjunctions. In this lesson, students are introduced to interjections and prepositions to address L.5.1a.
- In grade 4, students form and use prepositional phrases, so they should be familiar with prepositions; however, this lesson serves as a review to ensure that students have a thorough understanding of the function of prepositions and phrases by the end of grade 5.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

### Areas in which students may need additional support:

- Some students may need additional practice correctly punctuating dialogue.
- Some students may need additional support understanding what a preposition is and may require additional examples before being able to complete the Exit Ticket: Prepositions and Interjections.

### Assessment guidance:

- Review narratives during and/or after the lesson to determine whether students have appropriately slowed down time in places where action is happening by adding dialogue to show character responses.
- Refer to the Narrative Writing Rubric: Grade 5 when reviewing student work to determine where students require more instruction and/or support (see Module 1 Appendix).
- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills when students revise in Work Time B (see Module 1 Appendix).
- Review the exit tickets to determine where students are with identifying prepositions and their function. There will be further practice for homework and at the beginning of the next lesson, but students may require additional instruction and/or practice before the end of unit assessment.

### Down the road:

- Students will complete Part I of the End of Unit 3 Assessment in the next lesson. In this part of the assessment, they will answer selected response and short on-demand response questions about the function of conjunctions, prepositions, and interjections.
- In later modules when L.5.1a is assessed again, students will look at the function of prepositional phrases, as well as prepositions.

### In advance:

- Prepare the Parts of Speech anchor chart.
- Post: Learning targets, Parts of Speech anchor chart, Narrative Texts anchor chart, Steps for Revising My Writing anchor chart, and Working to Become Effective Learners anchor chart.

- Work Time A: Students use a collaborative digital copy of the “Bite at Night” text in a Google Doc, for example.
- Work Time B: If students used a word processor for their partner narrative, they revise their writing using the same tool. To show their revisions from this lesson, students should highlight in red.
- Closing and Assessment A: Exit tickets are completed online, on a Google Form, for example.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.2, 5.I.A.3, 5.I.B.6, 5.I.B.7, 5.I.C.10a, 5.I.C.11, 5.I.C.12a, 5.II.A.5

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to analyze a model and through explicit instruction in preposition usage, an area that is often difficult for ELLs.
- ELLs may find prepositions challenging. The English preposition system is often erratic. The prepositions for time and place introduced in this lesson are more straightforward; even then, usage can be illogical, e.g., on Monday, in November. Help students acquire prepositions through volume of conversation and volume of reading. Explicitly point out entire prepositional phrases (not just the prepositions themselves) that are frequently used during classroom conversation or complex texts. Learning prepositions as part of a frequently used phrase (collocation) rather than in isolation will help students begin to use them properly. Reassure students that, upon repeated exposure to prepositional phrases, they will begin to use prepositions properly. Invite them to correct any errors in their usage and celebrate correct usage.

#### Levels of support

*For lighter support:*

- Invite students to highlight phrases with prepositions in the texts they are using and writing and begin keeping a prepositions glossary. In the glossary, students can explain the meaning and function of each preposition in the context of the sentence in which it is used.

*For heavier support:*

- Prepare big moment sentence strips and dialogue phrase/clause strips for use in Work Time A.
- Practice prepositions in, on, at, for, toward, through. In preparation for the next lesson and end of unit assessment, invite students to find examples of the prepositions introduced in this lesson that are also used in the Unit 3 documents: in, on, and at are the most frequently used in *The Most Beautiful Roof in the World*, “Bite at Night,” the mid-unit assessment, the Narrative Writing Checklist, and the Tracking Progress Narrative Writing self-assessment. (Under is used in this sense only once; behind not at all.) Also ask them to add toward, for, and through to their list of prepositions used in Unit 3 documents. Students learned for as a conjunction, but explain that for is also a preposition.

### Universal Design for Learning

- **Multiple Means of Representation:** When teaching students about prepositions, consider varied ways to represent the function of the preposition. In addition to text, have students use an object to demonstrate its relationship to another object, such as beside, on, behind, etc. For prepositional phrases related to time, use calendars or clocks to represent the prepositional phrase (e.g., “On Monday ...”; “At 9 o’clock ...”). These multiple representations can help make the function of the preposition more concrete to students. Consider allowing these tools to be available as students work on the exit ticket in the Closing and Assessment.
- **Multiple Means of Action and Expression:** In this lesson, students are asked to identify places in their writing that need to be “slowed down” and to add dialogue with appropriate punctuation. Consider varying the complexity by breaking this task down into three discrete parts. Have students identify areas that need to be “slowed down” with a highlighter or underlining. Then tell students that they can write the dialogue first and then go back to add the appropriate punctuation as necessary. Support their executive function skills by offering a checklist or rubric that outlines these steps.
- **Multiple Means of Engagement:** For students to be successful adding dialogue into their own narratives, they will need authentic models. In this lesson, they use “Bite at Night” as the model text. Facilitate comprehension by allowing students to act out the dialogue from the text or asking students to match premade dialogue examples (e.g., on sentence strips, on a matching worksheet, etc.) to “big moments” in the text. Increased engagement with the model text will help students understand the learning target for their own writing.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *relevant, slow down time, pacing, interjections, prepositions (L)*

### Materials

- ✓ “Bite at Night” (from Lesson 1; one per student and one to display)
- ✓ Parts of Speech anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Narrative Texts anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ Narrative Writing Checklist (from Lesson 2; one per student and one to display)
- ✓ Narrative Writing Checklist (from Lesson 2; for teacher reference)
- ✓ Writing Dialogue handout (one per student and one to display)
- ✓ Steps for Revising My Writing anchor chart (one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Red colored pencils (one per student)

- ✓ Partner narrative drafts (begun in Lesson 2; revised in Work Time B; one per student)
- ✓ Prepositions (one per student and one to display)
- ✓ Exit Ticket: Prepositions and Interjections (one per student and one to display)
- ✓ Exit Ticket: Prepositions and Interjections (answers, for teacher reference)

## Opening

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### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read the first one aloud:
 

***“I can revise my narrative writing to slow down time when something interesting relevant to the plot is happening.”***
- Remind students that this is the same learning target from Lesson 7.
- Redirect students' attention to the posted learning targets and read the second target aloud:
 

***“I can identify interjections and prepositions, explain their function in writing, and use them in my writing.”***
- Explain that although students may not know what interjections or prepositions are at the moment, they will know a lot more about them by the end of this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing or memory: Ask students to recall and share an example of how they slowed down time in their narratives during the previous lesson. (MMR)

## Work Time

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### A. Analyzing a Model: Slowing Down Time, Part II (20 minutes)

- Display and invite students to retrieve their copies of **“Bite at Night.”**
- Remind students that in the previous lesson, they identified where the author had slowed down time.
- Using a total participation technique, invite responses from the group:
 

***“When and why does an author slow down time in a narrative?” (when something interesting/exciting relevant to the plot is happening; to build anticipation and to engage readers in the action so that they feel as though they are there and want to keep reading)***
- Invite students to focus on the parts they underlined in green in the previous lesson on their copies of “Bite at Night.”
- Remind students that one way the author slowed down time was to describe important parts of the story in great detail by expanding sentences to add concrete words and phrases and sensory details.
- Using a total participation technique, invite responses from the group:
 

***“How else does the author slow down time? Look at the areas you underlined in green. Are there any features that you notice?” (dialogue)***

- Focus students on the dialogue at the end of the first paragraph: “Calm down, you silly thing,” I said to myself, “it’s only a creature foraging for a midnight snack!”
- Using a total participation technique, invite responses from the group:  
*“What does this reveal to you about the narrator’s response to the situation?” (It tells us that hearing noises at night is normal and that she reminded herself of this to calm down.)*
- Invite students to reread this paragraph with a partner without reading the dialogue, as if it weren’t there.
- Using a total participation technique, invite responses from the group:  
*“What does the dialogue tell you that you wouldn’t know if the dialogue wasn’t there?” (that she isn’t afraid of the noise because it happens a lot)*
- Emphasize that the use of dialogue in this situation shows the reader the character response rather than telling the reader directly. We infer this information from the dialogue, which makes the reader think rather than if the text had said directly, “I hear noises at night all of the time, so I wasn’t worried about it.”
- Focus students on the dialogue at the beginning of the fifth paragraph: “Ouch! What was that?” I gasped with surprise.
- Using a total participation technique, invite responses from the group:  
*“What does this reveal to you about the narrator’s response to the situation?” (It tells us that she didn’t know what had bitten her.)*
- Invite students to reread this paragraph with a partner without reading the dialogue, as if it weren’t there.
- Using a total participation technique, invite responses from the group:  
*“What does the dialogue tell you that you wouldn’t know if the dialogue wasn’t there?” (that she didn’t know what had caused the pain)*
- Again, explain that the use of dialogue in this situation shows the reader the character response rather than telling the reader directly.
- Focus students on the word “Ouch!” at the beginning of the dialogue they have just been analyzing. Explain that this is an interjection, which is a word that expresses a sudden emotional reaction such as surprise, disgust, joy, or excitement and is often found at the beginning of dialogue. Point out the exclamation mark and explain that interjections are often followed by an exclamation mark, which also indicates a sudden expression of emotion.
- Direct students’ attention to the posted **Parts of Speech anchor chart** and add a new row (see supporting materials).
  - Write the word interjection in the first column.
  - In the second column, record the function.
  - In the third column, record the example from the narrative. Refer to the **Parts of Speech anchor chart (for teacher reference)** for guidance.
- Using a total participation technique, invite responses from the group:  
*“What other interjections can you find in this narrative?” (Yikes!)*  
*“What other interjections can you think of that a character might say to express sudden surprise, disgust, joy, etc.?” (Responses will vary, but may include: Wow! Yippee! Hooray! Yuck! Yum!)*  
*“What interjections can you think of in our home languages?” (Aiya! in Mandarin; bit’aan*

*in Arabic) Call on volunteers to share the interjection and its English translation. Ask other students to choose one interjection from a different language to quietly repeat. Invite students to say their chosen interjection out loud when you give the signal. Chorally repeat the interjections.*

- As students share out, capture their ideas in the third column of the Parts of Speech anchor chart.
- Explain that using an appropriate interjection in the dialogue they add to their narrative writing will help express a sudden emotion.
- Emphasize that dialogue advances the action in a story. If you can skip over the dialogue and still understand everything that’s going on, you probably don’t need the dialogue.
- Add the following to the **Narrative Texts anchor chart** (see supporting materials):  
*“Adding dialogue to show how characters respond to events and to advance the action in the story. If you can skip over the dialogue and still understand everything that’s going on, you probably don’t need the dialogue.”*
- Display and invite students to retrieve their copies of the **Narrative Writing Checklist**.
- Focus students on the W.5.3b criteria:  
*“I ‘slow down’ important events by adding detail and use transitions to ‘speed up’ events that are not important.”*
- Ask:  
*“Are there any specific criteria based on your analysis of ‘Bite at Night’ that you should be aware of and list in that column on the checklist?”*
- Record students’ suggestions in the Characteristics of My First Person Narrative column as needed. Refer to the **Narrative Writing Checklist (for teacher reference)**.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with reading: Incorporate mime and facial expressions as you read the dialogue aloud to help students understand the meaning of words and phrases such as calm down, foraging, and midnight snack. Invite students to act out the pieces of dialogue. (MMR)
- Embed support for unfamiliar terms by explaining that midnight snack is used to describe something a person usually eats alone in the kitchen late at night or early in the morning, if he or she gets hungry after dinner. (MMR)
- For ELLs and students who may need additional support with reading: Ask:  
*“Why do we want readers to infer meaning from the dialogue? Why don’t we tell readers directly?” (It can be more interesting; it can be more authentic.)*

## Work Time

### B. Partner Practice: Slowing Down Time, Part II (15 minutes)

- Tell students that in this lesson, they are going to focus on adding dialogue to show a character response to a problem at one important point in their partner narrative.
- Using a total participation technique, invite responses from the group:  
*“How do you know where the dialogue is in this narrative?” (Quotation marks are the*

*easiest way to spot dialogue, but students may also suggest looking for phrases such as “I/he/she said.”*

*“How do you punctuate dialogue?” (see below)*

- Display and distribute the Writing Dialogue handout and invite students to check their suggestions against it. Read through each bullet point on the handout to remind them how to punctuate dialogue in their writing.
- Display the **Steps for Revising My Writing anchor chart**. Select volunteers to help you read it aloud.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind them that because they will work together to revise their partner narrative, they need to be conscious of working effectively with others.
- Distribute **red colored pencils**. Explain that red is the color you would like students to use to revise their work in this lesson.
- Invite students to pair up with their partner from the first half of the unit and to retrieve their **partner narrative drafts**.
- Give students 2 minutes to read through their partner narrative in pairs and to choose the moment they will focus on.
- Encourage students to act out the part of the story they have chosen to see what dialogue immediately comes into their minds as they “live” the moment.
- Remind students to refer to the relevant criteria on their Narrative Writing Checklist.
- Emphasize that they should revise only where it is necessary (i.e., where the character response provides new information that the reader wouldn’t know without the dialogue).
- Invite students to begin adding dialogue to their narratives.
- Circulate to support students as they work. Ask questions to guide their thinking:

*“Where are the big moments?”*

*“What new information does your dialogue add that the reader wouldn’t know without it?”*

- If productive, cue students to think about their thinking:

*“How does our discussion and practice with speeding up and slowing down time over the past few lessons add to your understanding of how to write a good narrative? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Narrative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Help students identify big moments (perhaps by highlighting or underlining) where they might slow down time in their narratives. Ask them to explain why the sentences are big moments (they are especially interesting or exciting or both), and then help the students through a process of thinking aloud to add dialogue. (MME, MMAE)
- Model executive function skills by finding big moments in a narrative. Think aloud as you read the students’ narrative. (Example: “Hmm. Is that sentence a big

moment? Yes, I think so, because it is really interesting and exciting. I think I will add some new information about \_\_\_\_ to slow down time. I'll use dialogue to add the new information that slows down time. I wonder if it would be good to add an interjection like Wow! in my dialogue.") (MMAE)

- Allow students flexibility in the sequence of the task. Some may need to write the words first and then go back to insert the punctuation for dialogue using the Writing Dialogue handout. (MMAE)
- For ELLs and students who may need additional support with expressive language skills: Help students communicate with a partner by providing sentence starters for providing negotiation phrases. Examples: (MMAE)
- "That sounds good. In my opinion, however, \_\_\_\_."
- "What if we \_\_\_\_?"
- "Another thing I was thinking we might do is \_\_\_\_."
- "I agree. And I would add that \_\_\_\_."

## Work Time

### C. Mini Lesson: Prepositions (15 minutes)

- Remind students that in the previous lesson, they looked at the function of conjunctions and revised their narratives.
- Add another new row to the Parts of Speech anchor chart:
  - Write the word preposition in the first column.
- Using a total participation technique, invite responses from the group:
  - "What is a preposition?" (Responses will vary, but may include: a word that comes before a noun or a pronoun to introduce information about where, when, how, or what kind; students formed and used prepositional phrases in grade 4.)*
  - "What does pre- mean?" (before)*
  - "What does -position mean?" (where something is located)*
  - "What do the two mean together?" (positioned or located before)*
- Invite students to find a partner who they have not worked with recently.
- Display and distribute **Prepositions**. Remind students that prepositions begin prepositional phrases. Read the sentences aloud for the group and focus students' attention on the words that are underlined. Explain that the underlined words are prepositions.
- Read aloud the two questions at the bottom of the handout:
  - "What do prepositions come before?"*
  - "What is the function of a preposition?"*
- Tell students that they will have 5 minutes to reread the sentences with their partner and discuss the answers to the questions.
- Circulate to support students as they work.
- After 5 minutes, refocus students and ask again:
  - "What do prepositions come before?" (usually before nouns or pronouns)*
  - "What is the function of a preposition?" (to introduce information about where, when,*

### *how, or what kind)*

- If productive, cue students to expand the conversation by giving an example:  
***“Can you give an example?” (Responses will vary.)***
- Record the following in the second column on the Parts of Speech anchor chart. Refer to the Parts of Speech anchor chart (for teacher reference) as necessary:  
***“Comes before noun or pronoun and introduces information to the reader about where, when, how, or what kind.”***
- Using a total participation technique, invite responses from the group:  
***“What are some examples of prepositions? What are the examples in the sentences?” (on, above, over, by, for)***  
***“Can you think of any others?” (Responses will vary.)***
- Record students’ suggestions in the final column on the Parts of Speech anchor chart.
- Explain that the common prepositions of time (when?) are in, on, and at. Post the following examples on the board:
  - “In the morning”
  - “On Monday”
  - “At 9 p.m.”
- Invite students to find a preposition of time in the three sentences on their Prepositions handout.
- Record the following in the third column on the Parts of Speech anchor chart. Refer to the Parts of Speech anchor chart (for teacher reference) as necessary:  
***“... in the afternoon”***
- Explain that some common prepositions of place (where?) include in, on, under, and behind. Post the following examples:
  - “The ball is in the box.”
  - “The ball is on the box.”
  - “The ball is under the box.”
  - “The ball is behind the box.”
- Invite students to find a preposition of place in the three sentences on their Prepositions handout.
- Record the following in the third column on the Parts of Speech anchor chart. Refer to the Parts of Speech anchor chart (for teacher reference) as necessary:  
***“... working on the inflatable raft ...”***
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.
- Repeat, inviting students to self-assess against how well they collaborated in this lesson.

### **Meeting Students’ Needs**

- As you discuss the meaning of preposition, circle the letters “pre” and box the letters “position” to highlight the smaller words embedded within. (MMR)

- For ELLs and students who may need additional support with comprehension: Represent the examples of prepositions in multiple formats. Point to the dates and times in a datebook or mobile phone calendar to illustrate the meaning of the prepositions of time. Draw simple pictures to illustrate the meaning of the prepositions of place. Give students a ball and a box to arrange according to the sentences you read aloud. (MMR)
- For ELLs: Ask:
 

*“What is the translation of ‘in the morning’ in our home languages?” (dans la matinée in French) Invite students to use their translation dictionary if necessary. Call on volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Repeat with the other prepositional phrases introduced in Work Time C.*

## Closing and Assessment

### A. Exit Ticket: Prepositions and Interjections (5 minutes)

- Display and distribute **Exit Ticket: Prepositions and Interjections**.
- Read the first question and give students time to respond. Students may need to work with a partner to discuss the answer before responding, as this is very new learning.
- Collect students’ exit tickets and refer to the **Exit Ticket: Prepositions and Interjections (answers, for teacher reference)** to assess their work.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with expressive language: In preparation for the end of unit assessment, ask students to devise a sentence starter they can use to express the function of a part of speech. (Example: “The function of this \_\_\_\_ (conjunction/preposition/interjection) is to express \_\_\_\_.”)

## Homework

**A. Complete at least one of the Prepositions and Interjections Practices (Prepositions and Interjections I) in your Unit 3 homework.**

**B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students’ Needs

- For ELLs and students who may need additional support with reading: Read and rephrase the homework directions aloud with. Model and think aloud one of the exercises. Consider completing a few questions with the students that they can reference at home. Provide a sentence starter such as: “The function of the conjunction \_\_\_\_ in the sentence above is to \_\_\_\_.” (MMR)

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- For ELLs and beginning readers: To provide heavier support, read the prompts aloud. Verbally brainstorm possible responses. Encourage them to write words in their responses if they can't write sentences, or provide them with sentence starters. (MME)