Ice-Breaker Activity: The Power of Stories

“Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.”
Chimamanda Ngozi Adichie (2009)

1. Read the quote on the left.
2. Name ways in which stories can be used to empower and humanize your students?
3. Place your responses in the chat box.
Narrative Writing Strategies that Promote Equity for English Learners and Students with Disabilities

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Georgia’s Systems of Continuous Improvement
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Learning Objectives

1. Understand the language progression in the GSE for narrative writing \text{ELA.GSE.W3a.} and \text{WIDA ELD-LA.2-3.Narrate.Expressive}

2. Participants will learn how to mitigate the key challenges that English Learners (ELs) and students with disabilities (SWD) face during the narrative writing process.

3. Participants will be given evidence-based strategies that supports the \textbf{beginning stage} of the narrative writing process \textbf{to orient the audience to the context.}
Success Criteria

1. Identify the language complexity progression of the GSE for narrative writing ELA.GSE.W3a. and WIDA ELD-LA.2-3.Narrate.Expressive

2. Name and provide at least one strategy to mitigate a difficulty that English Learners and students with disabilities face when writing narratives.

3. Implement at least one evidence-based strategy that supports the beginning stage of the narrative writing process to orient the audience to the context.
Writing Challenges
## Writing in a Second Language Challenges for ELs and SWD

<table>
<thead>
<tr>
<th>Challenges for ELs</th>
<th>Challenges for SWD</th>
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<tbody>
<tr>
<td>Knowledge Difficulties</td>
<td></td>
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<tr>
<td>• Struggle to anticipate content and language information their reader will require</td>
<td>• Have less awareness of what constitutes</td>
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<td>to fully understand their writing</td>
<td>good writing and how to produce it</td>
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<td>• Are not familiar with the organizational structure of the different kinds of</td>
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<td>writing, cultural norms, and grammar</td>
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<tr>
<td>Skill Difficulties</td>
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<td>• Focus on the mechanics or correctness of writing rather than writing cohesively</td>
<td>• Do not plan before writing</td>
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<td>• Writing tends to mimic speech</td>
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<td>• Have difficulty revising and editing their own work</td>
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<tr>
<td>Motivation Difficulties</td>
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<tr>
<td>• Lack confidence to write at length or in new ways</td>
<td>• Feel helpless and poorly motivated due</td>
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<tr>
<td>• Feel helpless and poorly motivated due to repeated failure</td>
<td>to repeated failure</td>
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Georgia Standards of Excellence for English Language Arts – Framework

**Pre-Assessment**
- Where are the students?
- What are your data sources?

**Intentional Focus**
- Which skills need the most work?
- Where will differentiation need to occur?

**Summative Assessment**
- To what extent have students met the success criteria?

**Intentional Focus**
- Write clear Content and Language Objectives & Success Criteria
- Incorporate students’ lived experiences (How are you going to make this meaningful for your students?)
- Plan ample time for students to Write, Write, WRITE!!
- Use Formative Assessments to monitor students’ progress
Unpacking the GSE and associated WIDA Writing Standards

ELA.GSE.W3a.

GSE Narrative Writing Standard (ELA.GSE.W3)

ELA.GSE.3.W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use **dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

ELA.GSE.11-12.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as **dialogue**, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
ELA.GSE.W3: Narrative Writing

Grade 3
a. Establish a **situation** and introduce a narrator and/or characters; organize an **event sequence** that unfolds naturally.

Grades 11-12
a. Engage and orient the reader by setting out a problem, **situation**, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or **events**.

Common Elements of Narrative Craft

- establish a situation
- narrator/characters
- event sequence/progression

Language Expectations: Multilingual learners will construct language arts narratives that will orient audience to context through:

- Pictures, descriptive title, opening statements (It was a dark and stormy night; “What?!” exclaimed Mom) to capture the reader’s interest

- Statements to introduce problem or complication (The boat began to leak. It all started when...)
Standards-Based Narrative Writing Mini Lesson Ideas
(ELA.GSE.W3a.) and (WIDA ELD-LA.2-3.Narrate.Expressive)
Teaching the Academic Vocabulary Situation

The situation lets the reader know:

1. What is happening?
2. Where did it take place?
3. What was the main event or the problem?
4. Who is involved?
5. What were the kick-off events?
Why we are focusing on the **beginnings** of the GSE and the WIDA 2020 ELD Standards?

• Students, especially students with disabilities and ELs, may have difficulty generating ideas to construct narrative writing.
Challenges that Address Difficulty Getting Started

**SWD Challenges**

- **Knowledge difficulties**
  - Less awareness of what constitutes good writing and how to produce it

- **Skill difficulties**
  - Often do not plan before or during writing

- **Motivation difficulties**
  - Feel helpless and poorly motivated due to repeated failure

**ELs Challenges**

- **Too much focus on the mechanics or correctness of writing can be discouraging**

- **ELs may lack confidence to write at length or in new ways**

- **ELs may struggle to anticipate the language and content information their reader will require to fully understand their writing**
Create a Classroom that Encourages Risk

1. Make sure students know one another’s names
   • It is easier for students to argue, disagree, or make fun of someone they do not know.

2. Celebrate the diversity in your class
   • Students want to be treated as individuals but at the same time they want to look like, dress like, sound like, and act like their peers.

3. Do not tolerate put-downs
   • Students need to understand that belittling remarks through written language, oral language, or body language will not be tolerated.

Create Opportunities for Student Participation

1. Provide time for personal reflection - students may choose to share with no one or perhaps only with the teacher.

2. Students may choose to share with only a small-group or with others of their choosing.

3. Students may choose to share with the entire class.

Writing Strategies to Help Students Get Started

Establishing a Situation
Writing Strategy #1: Moments with Strong Feelings


The situation lets the reader know:
1. What is happening?
2. Who is involved?
3. Where did it take place?
4. What were the kick-off events?
5. What was the main event or the problem?
Writing Strategy #1: Moments with Strong Feelings, Cont’d

1. Review a familiar short story or picture book where the character has strong emotions and point out how the author uses certain words (details) to help the reader better understand what is happening in the book. Revisit specific pages where the author does this in the book.

2. Inform/remind students that good writers use details, such as emotion, to help make their stories better for the reader.

3. Introduce the writing strategy. “Today, I’m going to show you one way to use your emotions to generate ideas to write about.” As you teach the strategy, you will also introduce the concept of description, if necessary.

Writing Strategy #2: Photo Starts

The situation lets the reader know:
1. What is happening?
2. Who is involved?
3. Where did it take place?
4. What were the kick-off events?
5. What was the main event or the problem?

Writing Strategy #2: Photo Starts, Cont’d

1. Review a familiar short story or picture book where the illustrator uses pictures that to help the reader better understand what is happening in the book. Revisit specific pages where the author does this in the book.

2. Inform/remind students that good writers use details, such as imagery, to help make their stories better for the reader.

3. Introduce the writing strategy. “Today, I’m going to show you one way to use pictures to generate ideas to write about.” As you teach the strategy, you will also introduce the concept of description, if necessary.

Writing Strategy #3: Always Times, One Time

The situation lets the reader know:
1. What is happening?
2. Who is involved?
3. Where did it take place?
4. What were the kick-off events?
5. What was the main event or the problem?

Strategy # 3: Always Times, One Time, Cont’d

1. Review a familiar short story or picture book where the author tells a story about an event that happened one time or an event that always happened and point out how the author uses certain words (details) to help the reader better understand what is happening in the book. Revisit specific pages where the author does this in the book.

2. Inform/remind students that good writers use memories to help make their stories better for the reader.

3. Introduce the writing strategy. “Today, I’m going to show you one way to use your life events to generate ideas to write about.” As you teach the strategy, you will also introduce the concept of description, if necessary.

Strategy # 4: Neighborhood Map

The situation lets the reader know:
1. What is happening?
2. Who is involved?
3. Where did it take place?
4. What were the kick-off events?
5. What was the main event or the problem?
Strategy # 4: Neighborhood Map, Cont’d

1. Have students to draw or digitally create a personalized map of the neighborhood they live in and label the places that are important or where they have memories.

2. Encourage them to label streets and houses, buildings, parks, pools, places where they met a friend, etc.

3. Inform/remind students that good writers use details in their settings to help make their stories better for the reader.

4. Introduce the writing strategy. “Today, I’m going to show you one way to use your neighborhood to generate ideas to write about.” As you teach the strategy, you will also introduce the concept of description, if necessary.

In Summary

• How would you utilize the strategies for **beginnings** presented today?

• Place ideas in the chat box.
Success Criteria Review

• Can you identify the language complexity progression of the GSE for writing (ELA.GSE.W3a) and (WIDA ELD-LA.2-3.Narrate.Expressive)?

• Can you name and provide at least one strategy to mitigate a difficulty that ELs and SPED students face when writing

• Do you plan to implement at least one evidence-based strategy that supports the beginning stage of the writing process?
Any Questions
Resources

• 2020 WIDA ELD Standards Framework
• GMAS Writing Checklists
• GMAS Assessment Guides and Writing Rubrics
• Driving Practices & Unified Skillsets for ELA
• Instructional Framework
• Equity Planning Tool
• WIDA Writing Rubric
Q&A - Thank You!

https://forms.office.com/r/fkQrtC6dZ1

Offering a holistic education to each and every child in our state.
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