

**Morehead State University**  
**Lesson Plan That Supports ELL Students**

**Section I: General Information**

**Grade and Course:** Tenth Grade English

**Learning Objective/Target:** In this lesson, the students will learn to create an original narrative that incorporates cohesive plot points, character development, and sensory details. The students will expand their vocabulary and practice sentence structures as well as work on becoming fluent in crafting a narrative.

**LANGUAGE ARTS Kentucky Academic Standard(s): C.9-10.3:** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

**L.9-10.2:** Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**Related NCTE/ILA Standard(s):** Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Materials for Lesson:**

- Visual aids that show narrative structure
- Sentence starters and word banks
- Laptop or paper and pencil for writing (what the student is most comfortable with)
- Excerpts of short stories to model narrative structure
- Handouts for peer review

**Section II: Lesson Outline**

**Epistemology:**

- **Social Constructivism/Activity Theory Frame:** The lesson contains discussion and tools to help get started and collaboration from classmates to review their writing.

**Opening** (5-10 minutes): Open with a class discussion about storytelling. Ask students what makes a story memorable to them. Try to prompt responses about setting, plot, characters, or sensory details. Encourage ELL students to share an example from their culture, which will help them connect the work with personal experiences.



**Activities** (40 minutes):

- **Introduce** narrative structure using a visual aid. For example, the "Story Mountain." Walk students through the key elements.
- Use an excerpt from a story to show how an author might introduce characters, settings, or build tension. Ex: Excerpt from "The Lottery" by Shirley Jackson. If needed, break down complicated sentences or words for ELL students.

- **Independent Writing:** Students will start drafting their stories using what they learned about narrative structure and the development of plot and characters from the excerpt. Encourage ELL students to write about what might be familiar to them, such as their culture or set the story in their home country. The curriculum guide suggests on pg. 9 that providing word banks to ELL students promote metalinguistic awareness by introducing academic vocabulary. This will help them in their narrative crafting. The teacher will circulate the room to provide one-on-one help or offer feedback where it is needed.
- **Peer Review:** Students will exchange their writing in a group and use a peer review handout to provide constructive feedback. The handout will focus on key elements such as if the setting was clear, if the plot was cohesive, and what they liked best about the story. The video on differentiating instruction talks about pairing a beginner with a higher proficiency student. This would be helpful with ELL learners because they could have someone peer review their work who can provide feedback that might be more efficient in growing their skills than a fellow beginner. Keeping the handout simple but effective is the key here. Encouraging giving positive feedback but also suggestions for improvement. Using sentence starters such as “You may want to consider...” and “You did a great job on...”

**Closing** (10 minutes): A reflection exit ticket: What did you find most challenging? What strategies did you use to overcome those challenges? How did using sentence starters and word banks help in your writing process?

### **Section III: Special Needs**

**Accommodations and Modifications:** ELL students or those with IEPs or 504s who require extra help will be given word banks, sentence starters, or graphic organizers to support their learning process. This added support as well as visual aids can help make abstract concepts more understandable. Students who might need additional help with writing might use text-to-speech technology to recite their stories instead.

### **Section IV: Reflection (complete after you have taught the lesson)**

In paragraph form, reflect on the lesson: What went well? What might you do differently if you taught this again? (250-500 words):

### **Section V: Language Supports**

- *Function:* In this lesson, the students will use language to describe characters and settings, narrate events, and develop conflict and resolve it.
- *Vocabulary:* Terms needed to know are protagonist, antagonist, setting, conflict, resolution, climax, plot, dialogue, tone.
- *Discourse:* Students will use reading, writing, and speaking during this lesson. Writing is used for students to develop their narratives and to provide peer feedback to their classmates. Students will read each other’s writing before giving feedback. During discussions students will use their speaking skills to answer and ask questions.
- *Syntax:* The students could use sentences to provide praise and critique their peers writing like: “I really liked how you...” or “I would like to know more about...” For their reflections, phrases like “One question I still have is...” or “A strategy I can use in my future assignments is...”