



**Storyline:**  
An effective and engaging  
method to teach English.

**Presenters**  
Colleen Vallerga  
Caitlin Vallerga


**What is Storyline?**



**History of Storyline**




**Overview of Storyline Method**



**Elements of Storyline**

- oSetting
- oCharacters
- oDaily Rhythms
- oIncidents
- oCulmination
- oReflection


**Setting**



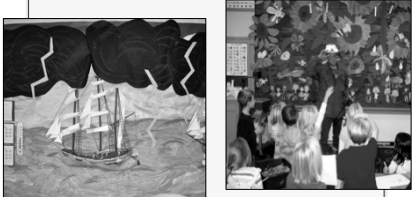
**Characters**




**Daily Rhythms**




### Incidents



### Culmination



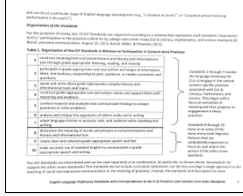
### Reflection




### Episodes and Key Questions

- Episodes: frame the story
- Key Questions: guide story
- Big and broad
- Support student responses
- Followed by activities

### Storyline & Oregon's ELP Standards




### Storyline & ELD

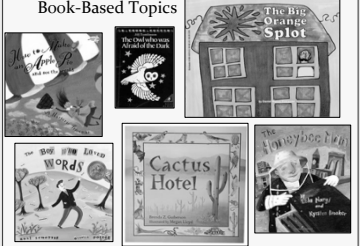


### Why Storyline for ELD?

- authentic context
- four domains of language
- ELP Standards
- creative language use
- student engagement!
- teacher engagement!
- Fun!



### Book-Based Topics




### The Big Orange Splot: An ELD Storyline




What were some of the things that were the same and different about your drawings and Mr. Plumbbean's house?

**FUNCTIONS & FORMS**




My drawing didn't have the columns in the middle. I put the fronipant beside the hockatties but in the book the palm trees are together.

The Honeybee Man: An ELD Storyline




Storyline Art Studio


- Time constraints
- Lunch recess
- Student ownership
- Re-use?

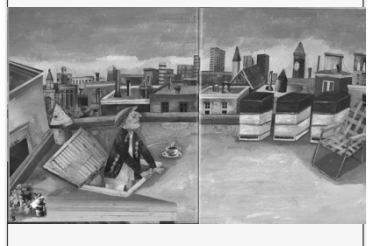


Episode 1: Setting The Tiny City



Pages 1-7






Episode 1: Setting The Tiny City


**Standard One**

- What did we learn from the reading?
- What does the tiny city look like?
- What details do you notice?
- What does it smell like?
- What do you think the hives look like inside?

### Episode 1: Setting The Tiny City


**Standard Five**  
 What is the question or problem to solve?  
 What do we know?  
 What informational sources will we use?  
 How will we organize our evidence?

**Standard Three**  
 How will we present our ideas?

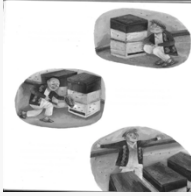


### Episode 1: Setting The Tiny City

**Standard Seven**  
 What new words have we learned?  
 How can we use these words in speaking and writing?




### Episode 2: Characters Page 8



### Episode 2: Honeybee Characters

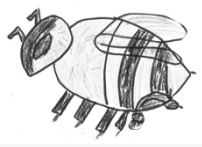
**Standard One**  
 What did we learn from the reading?  
 Who is Fred saying good morning to in each house?  
 What does a honeybee look like?  
 What will you call your bee?

**Standard Five**  
 What is the question or problem to solve?  
 What informational sources will we use?

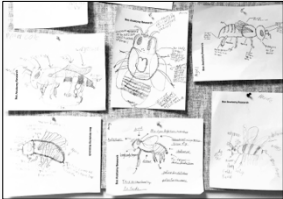


### Episode 2: Honeybee Characters

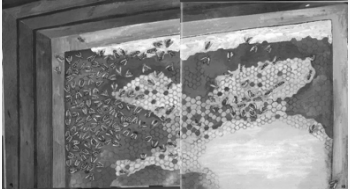
**Standard Three**  
 What do we have to say about the topic?  
 How will we present our ideas?



### Episode 2: Honeybee Characters



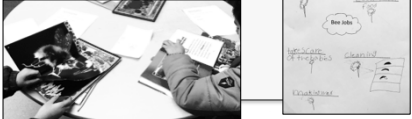
### Episode 3: Life in a Hive pages 9-10



### Episode 3: Life in a Hive

**Standard One**  
 What did we learn from the reading?  
 What do you think life is like in our bee hive?  
 What different jobs do the bees have?  
 What jobs does your bee perform?


**Standard Five**  
 What is the question or problem to solve?  
 What do we know?  
 What informational sources will we use?



### Episode 3: Life in a Hive

**Standard Three**  
 How will we present our ideas?  
 How can we use these words in speaking and writing?

**Standard Seven**  
 What new words have we learned?  
 How can we use these word in speaking and writing?

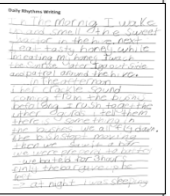





### Episode 4: Daily Rhythms

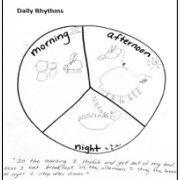
- What do you think a typical day is like for your bee?
- What she do in the morning, afternoon, and evening?
- Standard Seven**
- What new words have we learned?
- How can we use these words in speaking and writing?

*Daily Rhythms writing*





### Episode 4: Daily Rhythms


Daily Rhythms



### Episode 5: Leaving the Hive Pages 11-14





### Episode 5: Leaving the Hive Pages 11-14



### Episode 5: Leaving the Hive

- Standard One**
- What did we learn from the reading?
- What do you think the bees say when Fred asks, "Tell me what it's like to fly through the world?"
- Standard Five**
- Flight of the Honey Bee
- What do we want to know?
- What informational sources will we use?
- How will we organize our evidence?
- Standard Seven**
- Word Wall & Writing

### Episode 5: Leaving the Hive

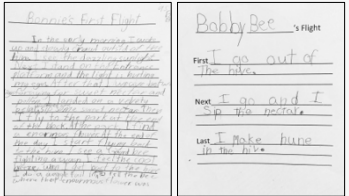
*Bobby's First Flight*

It is the early morning of the day that Bobby is going to fly out of the hive.

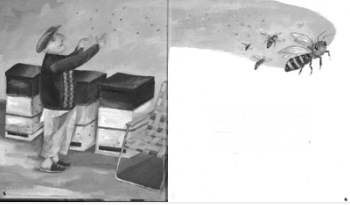
First I go out of the hive.

Next I go and I see the world.


Last I make home all the time.



### Episode 6: Finding Flowers Pages 15-18




### Episode 6: Finding Flowers Pages 15-18



### Episode 6: Finding Flowers

- Standard One**
- What did we learn from the reading?
- What kinds of flowers do the bees find?
- Standard Five**
- What do we know about flowers?
- How do you think the bees help the flowers?
- How do you think the flowers help the bees?
- What informational sources will we use?
- Standard 3 & Standard 7**



### Episode 7: Returning to the Hive Pages 19-20

### Episode 7: Returning to the Hive

What do you think the bees might do when they return to the hive?

**Standard One**  
What did we learn from the reading?  
Why do you think they are dancing?

**Standard Five**  
What do you think a waggle dance might look like?  
What is the question or problem to solve?  
How do the forager bees tell the others where the flowers are?

**Standard Three**  
How will we present our ideas?

**Standard Seven**  
What new words have we learned?  
How can we use these words in speaking and writing?

### Episode 8: Incidents

What might happen to our bees?

**Standard Two**  
What thoughts/ideas do we have to share?  
What are our rules for discussion?

**Standard Four**  
What is your opinion?  
How can you support your opinion?

### Episode 8: Incidents

**Standard Six**  
What points did the speaker make?  
What reasons did he give?  
Do we agree or disagree with the speaker?

**Standard Four**  
What is your opinion?  
How can you support your opinion?

### Episode 8: Incidents

### Episode 9: Collecting Honey Pages 21-24

### Episode 9: Collecting Honey Pages 21-24

### Episode 9: Collecting Honey

**Standard One**  
What did we learn from the reading?  
How does Fred collect the honey?  
What did he do first, next and last? (**retell**)  
How do you feel about Fred taking the honey from the bees?

**Standard Four**  
What is your opinion?  
How can you support your opinion?

**Standard Three**  
How will we present our ideas?

**Standard Seven**  
What new words have we learned?  
How can we use those words in speaking and writing?

### Episode 9: Collecting Honey

Fred pulls handfuls of white into the bees.

Then, he fills out the honeycombs from the bees.

After that, he puts the honeycombs into a bucket.


Next, he slices off the wax caps from the honeycombs and lets the honey flow into a plastic tub.

He puts the honeycombs into a spinning machine, which separates every last drop of honey and wax.

Then he pours the honey into jars.

Last he adds labels on the jars. Fred's Brand's Honey. Made by Thomas Brantley Stone.

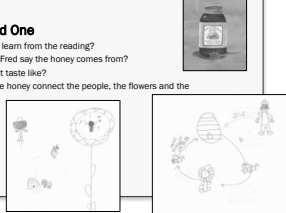
Episode 10: Sharing the Honey  
Pages 25-26




Episode 10: Sharing the Honey

**Standard One**


- What did we learn from the reading?
- Where does Fred say the honey comes from?
- What might it taste like?
- How does the honey connect the people, the flowers and the bees?



Episode 11: Getting Ready for Autumn  
Pages 27-End



Episode 11: Getting Ready for Autumn  
Pages 27-End



Episode 11: Getting Ready for Autumn

How do you think the bees might prepare for the colder weather?

**Standard One**

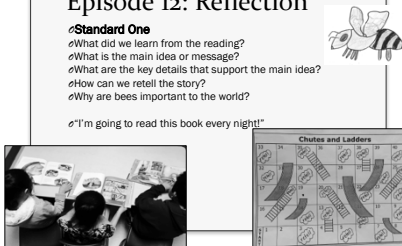
- What did we learn from the reading?
- What does the jar of honey Fred opens taste like? Why?
- How will Fred and his neighbors remember the bees throughout the autumn and winter?

Episode 12: Reflection

**Standard One**

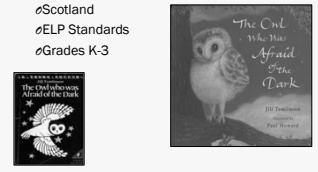
- What did we learn from the reading?
- What is the main idea or message?
- What are the key details that support the main idea?
- How can we retell the story?
- Why are bees important to the world?

"I'm going to read this book every night!"



The Owl Who was Afraid of the Dark:  
An ELD Storyline

- Scotland
- ELP Standards
- Grades K-3



Outline of Episodes

- Prologue
- Episode 1: Characters
- Episode 2: Setting
- Episode 3: Daily Rhythms
- Episode 4: Incidents
- Episode 5: Culmination
- Episode 6: Reflection & Evaluation

Prologue

- Standard 5**
  - What do we know about barn owls?
  - What do we want to know about barn owls?
  - What informational sources will we use?
  - How will we organize or evidence?
- Standard 3**
  - How can we share our findings with others?
- Standard 5**
  - What do we have to say about the topic?
  - How will we present our ideas?
- Standard 2**
  - What did we learn?
  - What information do we have to share?
  - What are our rules for discussion?
  - What questions do we want to ask others about their information?
  - How do the group's ideas change our ideas?
- Standard 7**
  - What new words have we learned?
  - How can we use our new words in speaking and writing?

### Prologue

1. What kind of animal is an owl?  
*Owl*

2. Where do owls live?  
*In a cactus*

3. Are owls awake during the day or at night?  
*Night*


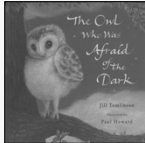
4. What do owls eat?  
*Mice*

5. What is something special an owl can do?  
*An owl can see at night.*  
*The owl has big eyes.*

**Learned...**  
 Owls can live to be 25 to 30 years old.  
 Owls catch mice by using their sharp talons.  
 Barn owl hoot.  
 They can eat 1,000 mice a year.


### Episode 1: Characters

oWhat do you think the story will be about?






### The Owl Who Was Afraid of the Dark

Pages 1-2




### Episode 1: Characters

**Standard 1**  
 oWhat did we learn from the reading?  
 oWhat is the main idea or message?

**Standard 7**  
 oWhat new words have we learned?  
 oHow can we use these words appropriately in our writing/speaking?

oWho are the characters in the story?  
 oWhat do they look like?

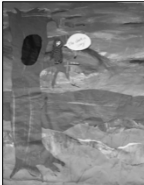


### Episode 2: Setting

**Standard 1**  
 oWhat did we learn about the setting from the story?  
 oWhat do Plop's nest and the surrounding woods look like?

**Standard 7**  
 oWhat new words have we learned?  
 oHow can we use these words appropriately in writing/speaking?

oWhat can you hear, see, smell, feel and taste in the woods?



### Episode 3: Daily Rhythms

oWhat is a typical day like for Plop?  
 oWhat do owls do at night?  
 oWhat do they do during the day?

### Episode 4: Incidents


#### "Dark is Exciting!"

**Standard Four**  
 oWhy do you think the little boy is gathering sticks?  
 oWhy do you think the boys is saying "dark is exciting!"?




### The Owl Who Was Afraid of the Dark

Pages 3-6



### The Owl Who Was Afraid of the Dark

Pages 3-6



**Episode 4: Incidents**



- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?
  - How can you support your opinion?
- **Standard Seven**
  - What new words have we learned?
  - How can we use these words in speaking and writing?

**Episode 4: Incidents**  
**“Dark is Kind!”**

- **Standard Four**
  - Why do you think the little old lady is sitting by the tree?
  - Why do you think the little old lady is saying, “dark is kind”?



**The Owl Who Was Afraid of the Dark**  
**Pages 7-8**

**Episode 4: Incidents**



- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?
  - How can you support your opinion?
- **Standard Seven**
  - What new words have we learned?
  - How can we use these words in speaking and writing?

**Episode 4: Incidents**  
**“Dark is Fun!”**


- **Standard 4**
  - Why do you think the boy scout is sitting by the fire?
  - Why do you think he is saying “dark is fun”?



**The Owl Who Was Afraid of the Dark**  
**Pages 9-10**

**The Owl Who Was Afraid of the Dark**  
**Pages 11-12**




**Episode 4: Incidents**

- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?

Dark is fun because you can see how bright and you can sing around the campfire.

**Episode 4: Incidents**  
**“Dark is Necessary!”**

- **Standard Four**
  - What do you think the little girl is doing?
  - Why do you think the little girl is saying “dark is necessary?”



The Owl Who Was Afraid of the Dark  
Pages 13-14

**Episode 4: Incidents**

- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?
  - How can you support your opinion?
- **Standard Seven**
  - What new words have we learned?
  - How can we use these words in speaking and writing?

**Episode 4: Incidents**  
“Dark is Fascinating!”

- **Standard Four**
  - Why do you think the young lady is in the woods sketching a picture?
  - Why do you think she is saying, “dark is fascinating!”?
  - This incident is not in the picture book.

**Episode 4: Incidents**

- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?
  - How can you support your opinion?
- **Standard Seven**
  - What new words have we learned?
  - How can we use these words in speaking and writing?

**Episode 4: Incidents**  
“Dark is Wonderful!”

- **Standard Four**
  - Why do you think the man is looking through the telescope?
  - Why do you think the man is saying, “dark is wonderful!”?

The Owl Who Was Afraid of the Dark  
Pages 15-18

The Owl Who Was Afraid of the Dark  
Pages 15-18

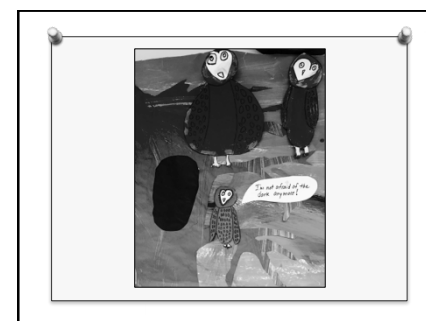
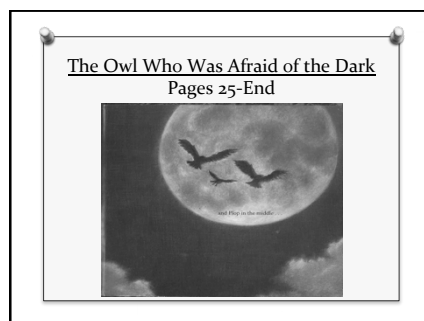
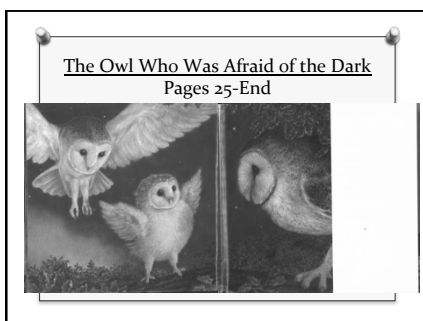
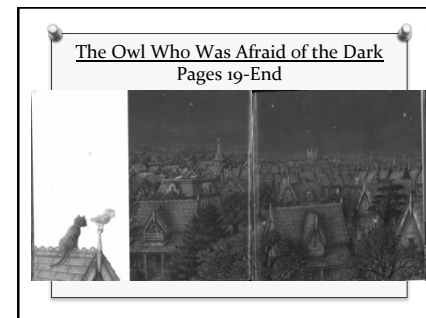
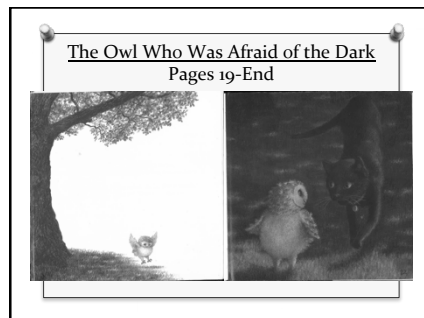
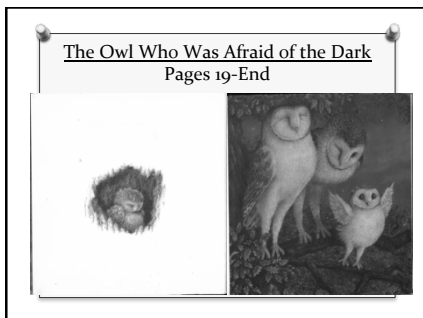
**Episode 4: Incidents**

- **Standard One**
  - What did we learn from the reading?
  - What is the main idea or message?
  - What are they key details and how do they support the main idea?
- **Standard Six**
  - What point did the speaker make?
  - What reasons did he give to support his point?
  - Do we agree or disagree with the speaker?
- **Standard Four**
  - What is your opinion?
  - How can you support your opinion?
- **Standard Seven**
  - What new words have we learned?
  - How can we use these words in speaking and writing?

**Episode 4: Incidents**  
“Dark is Beautiful!”

- **Standard Four**
  - Why do you think the cat is hanging around?
  - What do you think the cat means when she says, “dark is beautiful”?





Episode 4: Incident 8  
Dark is...?

Standard Four  
How do you feel about the dark?  
How can you support your opinion?

Standard Six  
What points did the speaker make?  
What reasons did he/she give to support the main point?  
Do we agree or disagree with the speaker?

Standard Two  
What did we learn?  
What questions do we want to ask others about their ideas?  
How do the group's ideas change our ideas?

Episode 4: Incident 8  
Dark is...?

Dark is exciting.

I think dark is exciting because...

- we can see stars.
- we can see fireworks.
- we can sing.

Dark is exciting.

The Owl Who Was Afraid of the Dark: An ELD Storyline K-3  
By Gaila Valdes and Colleen Valdes  
Based on the book: *The Owl Who Was Afraid of the Dark* by Jane Yolen

DRAFT

Standards	Key Questions	Activities	Class Discussion	Assessments	ELD Standards & Language Practices
<p>Standard 4: How do you feel about the dark? How can you support your opinion?</p> <p>Standard 6: What points did the speaker make? What reasons did he/she give to support the main point? Do we agree or disagree with the speaker?</p> <p>Standard 2: What did we learn? What questions do we want to ask others about their ideas? How do the group's ideas change our ideas?</p>	<p>How do you feel about the dark? How can you support your opinion?</p> <p>What points did the speaker make? What reasons did he/she give to support the main point? Do we agree or disagree with the speaker?</p> <p>What did we learn? What questions do we want to ask others about their ideas? How do the group's ideas change our ideas?</p>	<p>The teacher will read the story to the students and discuss the main point of the story. The teacher will also discuss the characters and their feelings about the dark. The teacher will also discuss the main point of the story and the reasons the speaker gave to support the main point.</p>	<p>Classroom discussion about the story and the characters' feelings about the dark. The teacher will facilitate a discussion about the main point of the story and the reasons the speaker gave to support the main point.</p>	<p>Students will write a short story about their own feelings about the dark. They will also write a short story about the main point of the story and the reasons the speaker gave to support the main point.</p>	<p>Standard 4: How do you feel about the dark? How can you support your opinion?</p> <p>Standard 6: What points did the speaker make? What reasons did he/she give to support the main point? Do we agree or disagree with the speaker?</p> <p>Standard 2: What did we learn? What questions do we want to ask others about their ideas? How do the group's ideas change our ideas?</p>

The Owl Who Was Afraid of the Dark: An ELD Storyline K-3  
By Caitlin Vallerga and Colleen Vallerga

**DRAFT**

Standard	Anchor Standard	Anchor Standard	Anchor Standard
W.1.1	W.1.1	W.1.1	W.1.1
W.1.2	W.1.2	W.1.2	W.1.2
W.1.3	W.1.3	W.1.3	W.1.3
W.1.4	W.1.4	W.1.4	W.1.4
W.1.5	W.1.5	W.1.5	W.1.5
W.1.6	W.1.6	W.1.6	W.1.6
W.1.7	W.1.7	W.1.7	W.1.7
W.1.8	W.1.8	W.1.8	W.1.8
W.1.9	W.1.9	W.1.9	W.1.9
W.1.10	W.1.10	W.1.10	W.1.10
W.2.1	W.2.1	W.2.1	W.2.1
W.2.2	W.2.2	W.2.2	W.2.2
W.2.3	W.2.3	W.2.3	W.2.3
W.2.4	W.2.4	W.2.4	W.2.4
W.2.5	W.2.5	W.2.5	W.2.5
W.2.6	W.2.6	W.2.6	W.2.6
W.2.7	W.2.7	W.2.7	W.2.7
W.2.8	W.2.8	W.2.8	W.2.8
W.2.9	W.2.9	W.2.9	W.2.9
W.2.10	W.2.10	W.2.10	W.2.10
W.3.1	W.3.1	W.3.1	W.3.1
W.3.2	W.3.2	W.3.2	W.3.2
W.3.3	W.3.3	W.3.3	W.3.3
W.3.4	W.3.4	W.3.4	W.3.4
W.3.5	W.3.5	W.3.5	W.3.5
W.3.6	W.3.6	W.3.6	W.3.6
W.3.7	W.3.7	W.3.7	W.3.7
W.3.8	W.3.8	W.3.8	W.3.8
W.3.9	W.3.9	W.3.9	W.3.9
W.3.10	W.3.10	W.3.10	W.3.10



### Questions?

"In my classroom we just do regular school stuff. I like coming to group because we do Storyline."

"My favorite part of the day is ELL."

"Recess, recess, recess, Storyline, Storyline, Storyline, recess, recess, recess, Storyline, Storyline, Storyline, recess, recess, recess..."

### Contact

[ccaitlin.vallerga@bend.k12.or.us](mailto:ccaitlin.vallerga@bend.k12.or.us)  
<http://blogs.bend.k12.or.us/caitlin.vallerga/>

