**Rasmillah’s First Day of School: A Choose your own Adventure Story**

**Praxis Paper**

Organizing idea for a story is an important technique to improve the writing skills of English language learners (ELL) students. Writing is a necessary skill that needs to be developed along with other three skills of learning English language. As ELLs are from different cultural and linguistic background, teaching writing skills in target language is a challenge for educators and some concrete instructional tools are needed to support their learning.

We have adopted the idea of completing story from the famous book series “*Choose Your Own Adventure”* to provide an interactive learning opportunity to our grade 7 students in an ELL sheltered class who are at an intermediate fluency stage of language proficiency. We believe that students are more interested to learn when they can choose or create their own learning contents. Allowing them to complete their own story by having different options will provide agency to the students and will affirm their identity as well. At the same time, they will learn the process and conventions of writing short stories. In this regard Cummins and Early (2015) note, “Students invest their identities in the creation of “texts”. The identity texts then holds a mirror up to students in which their identities are reflected back in a positive light” (Cummins & Early, 2015, p.18).

The graphics design that we have prepared based on the short story “ Rasmilla’s First Day of School” will serve as a visual representation to the ELLs. It will work as a multimodal instructional tool that will be more effective on ELL students. The importance of multimodality is discussed by The New London Group (1996). They assert, ”now becoming increasingly important are modes of meaning other than linguistic modes, including visual meanings”(p.28). The pedagogical tool that we have created has multipurpose in the classroom. Students can listen to the story or read it alone and choose what will be next. In addition, in the post reading activity students will learn to use higher level thinking skills which crucial to language learning. In the Synthesis level of Bloom’s Taxonomy “students are compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions” (Haynes, 2009). By writing their own “choose your own adventure” short story, students will employ higher order thinking strategies in which they will create and present a story. They can use different modalities to represent their story after writing it including audio recording, role-playing or drawing their story.

In conclusion, the reasons we adapted “Choose your own Adventure” pedagogy, is to teach the writing process to grade 7 ELL students. We have chosen the strategy of creating their own story to provide absolute autonomy to the students in their writing content. We believe that it will empower them to become proficient writers. It will also help them to develop higher-level thinking skills by using creativity to produce a “choose your own adventure” story. Similarly, educators can benefit from this pedagogical tool since it consists of engaging text, visual, that awakens the curiosity of the students.

**English Lesson Plan 7**