

Unit 10.2: Relationships: Friendships in Fiction and the Power of Persuasion
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student will study the persuasive genre of informational text/writing and will explore the theme of friendship by reading and writing about friendships and the characteristics of good friends. Through novel study, the student will gain familiarity with many characters and their traits and will use this knowledge and their own experiences to reflect on writing and orally relationships and the qualities of good friendships and other topics.
Transversal Themes:	Ideas, Collaboration, Responsibility, Adaptation, Flexibility, Family, Multiculturalism
Integration Ideas:	Social Studies, Technology, Geography

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do our experiences, relationships, decisions, and actions change our lives?
EU1. Our sense of self is influenced by relationships, conflicts, choices and experiences.
- EQ2.** What do people gain from friendships?
EU2. Friendships leave a lasting impression on people, even after the friendship has ended.
- EQ3.** How can we convince others to see things our way?
EU3. Effective writing can change people’s minds.
- EQ4.** How does reading about others help us learn about ourselves?
EU4. Reading literature and informational texts about others helps us reflect and make connections to our lives, increasing our understanding of ourselves and the world around us.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to use his/her learning about friendship in literature and the structure of persuasive informational writing to examine his/her own relationships and to express opinions on friendship and other topics, in a persuasive manner, to convince others to agree with him/her.
- The student acquires skills to...*
- A1.** Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- A2.** Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions, demonstrating how to adjust language choices as necessary.
- A3.** Analyze in detail how an author’s ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).
- A4.** Express, clarify, and defend viewpoints and opinions, be able to state or justify arguments, with support of the thesis statement and claims.

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Puerto Rico Core Standards (PRCS)	
Listening	
10.L.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentations; and class, group, and partner discussions on a variety of grade-appropriate academic, social, college, and career topics.
10.L.1c	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
Speaking	
10.S.2a	Listen, discuss, and respond to complex instructions and information.
10.S.4	Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions.
10.S.5	Demonstrate how to adjust language choices by predicting, making inferences, expressing thought and opinion according to the context, purpose, task, and audience.
Reading	
10.R.3I	Analyze how an author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
10.R.4I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
10.R.4L	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).
10.R.5I	Analyze in detail how an author's ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).
Writing	
10.W.1	Justify opinions and positions using valid reasoning and sufficient evidence.
10.W.1a	Express, clarify, and defend viewpoints and opinions, be able to state or justify arguments, with support of the thesis statement and claims.
10.W.2	Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases or sentences), and analysis of content through essays (5 paragraphs), letters (formal and informal business letters and cover letters), and other text types.
Language	
10.LA.1b	Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.



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10.LA.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1 10.L.1c 10.LA.3 10.R.4I 10.S.2a 10.W.1 10.W.1a</p> <p>EQ/EU: EQ1/EU1 EQ2/EQ2</p> <p>T/A: A1 A4</p>	<ul style="list-style-type: none"> The theme, character, and plot. Transitional words, phrases, and clauses. Character traits. How to explain a process integrating comparison and contrast statements. How to draw conclusions from listening to a variety of texts, performances, and multimedia sources. How to analyze character traits and setting. How to apply transitional words, phrases, and clauses when constructing complex 	<ul style="list-style-type: none"> Antagonist Dynamic/static character Flat & round characters Protagonist Theme Transitional words 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 10.2</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 10.2”). <p>Compare Opinions Before and After the Unit</p> <ul style="list-style-type: none"> After studying character traits, the student will write a journal entry titled, “What makes a good friend?” This will serve as a pre-assessment based on past experience. At the end of the unit, student should revisit this entry to see if his/her opinion has changed based on the readings and 	<ul style="list-style-type: none"> Word Wall of new vocabulary learned during the unit – the student will keep a personal “word wall” in the reading logs. Reading Log – The student will keep a running record of reading done throughout the unit. The student will record title and pages read. The teacher may choose to add reflection statements to the daily reading log regarding theme, characters, setting, etc. Reflection Journals – The student will complete a daily “quick-write” journal entry (5 minutes) on a self-selected or teacher-provided topic (depending on the teacher’s preference for the day.) Anecdotal Evidence during discussions – the teacher will keep a running record of student responses during class discussions to assess 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Daily Quick-Writes</p> <ul style="list-style-type: none"> The student will write in his/her Reflection Journals (can be a section of the same notebook used for the Reading Log, if desired) each day. These daily “quick-writes” work well as a daily warm-up for the first 5 minutes of class. The teacher should have a question, topic, or quotation on the board as the student enters the room. The student should immediately reflect and write about the topic. The teacher can choose to ask volunteers to share at the end of the writing session. The journals should be read by the teacher for evaluation and response a few times each unit. They should not be graded on grammatical or spelling accuracy – The student should feel free to write without editing and without fear of mistakes. Assessment should be based on effort and on what the teacher knows the student to be capable of. For this unit, the daily topics should relate to friendship. For example: <ul style="list-style-type: none"> Who is your best friend? What is

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	<p>sentences.</p> <ul style="list-style-type: none"> • How to analyze and apply organizational patterns to connect ideas and to write persuasive essays. 		<p>discussions throughout the unit.</p> <ul style="list-style-type: none"> • The student will then write a comparison essay about his/her feelings about friendship before the unit and after the unit. • If it has changed, what changed and why? If it has not changed, why do they feel so strongly about their opinions? • The student will be assessed based on a rubric, such as http://go.hrw.com/resources/go_ss/teacher99/rubrics/RUBRIC09.pdf 	<p>his/her comprehension of the topics as well as his/her ability to participate in discussions in English.</p> <ul style="list-style-type: none"> • Persuasive Essay practice outline (see attachment: 10.2 Learning Activity – Persuasion Map) 	<p>he/she like? Why are you best friends?</p> <ul style="list-style-type: none"> ○ “The only way to have a friend is to be one.” - Ralph Waldo Emerson ○ Think about the friendship between (characters in current read-aloud novel). Do you think they have a healthy relationship? Why or why not? Do you have or would you like a friendship like this? Why or why not? • For more on character traits see: http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1 10.R.3I 10.R.4L 10.S.5 10.W.1a</p> <p>EQ/EU: EQ2/EU2 EQ4/EU4</p> <p>T/A: A2 A3</p>	<ul style="list-style-type: none"> The theme, character, and plot. Transitional words, phrases, and clauses. Character traits. How to explain a process integrating comparison and contrast statements. How to draw conclusions from listening to a variety of texts, performances, and multimedia sources. How to analyze character traits and setting. How to apply transitional words, phrases, and clauses when constructing complex 	<ul style="list-style-type: none"> Antagonist Dynamic/static character Flat & round characters Protagonist Theme Transitional words 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Persuasive Writing – Characteristics of a Good Friend</p> <ul style="list-style-type: none"> The student will write a persuasive essay to convince his/her classmates of the most important characteristics of a good friend. The student will write about the three attributes he/she feels are the most important in a good friend. The student will also provide reasons why other attributes are not as important. The student should include evidence from the novels and stories read during the unit and his/her own experiences to support their arguments. If scaffolding is needed, the teacher should provide the 	<ul style="list-style-type: none"> Anecdotal Evidence during discussions – the teacher will keep a running record of student responses during class discussions to assess their comprehension of the topics as well as their ability to participate in discussions in English. Word Wall of new vocabulary learned during the unit – The student will keep a personal “word wall” in the reading logs. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Friendship Read-Aloud</p> <ul style="list-style-type: none"> The teacher should read <i>Bridge to Terabithia</i> or choose another interesting book with a strong friendship theme to read aloud to the class each day during this unit (10-20 minutes a day). The read-aloud novel and accompanying activities should be run concurrently with other lessons in the unit. If time in the unit allows, a second novel could also be read. The teacher should use this opportunity to demonstrate fluency in reading, to model strategies for determining the meaning of unknown words, and to use think-aloud strategies to examine plot structure, characters, friendships, setting, conflict, etc. Attachment 10.1 Learning Activity – Story Map should be used to examine the novel (and any other novels or short stories read throughout the unit). Use the following site to develop a series of lessons on character traits and friendship as a basis for this unit. http://www.readwritethink.org/classroom-resources/lesson-plans/

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	<p>sentences.</p> <ul style="list-style-type: none"> • How to analyze and apply organizational patterns to connect ideas and to write persuasive essays. • Organizational patterns for persuasive essays. 		<p>student with a list of characteristics to choose from (good listeners, funny, trustworthy, popular, respectful, complimentary, attractive, dependable, etc.). The student should not be restricted to this list, however. The list should just help them to start thinking of characteristics.</p> <ul style="list-style-type: none"> • The teacher will provide the student with attachment 10.2 Performance Task – Persuasive Pre-Writing to help with planning his/her essays. • The student should be sure to incorporate appropriate organizational structure for persuasive writing and to use transitional words and phrases correctly. 		<p>action-character-exploring-character-175.html</p>
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1 10.LA.1b 10.R.4I 10.R.5I 10.S.4 10.S.5 10.W.1 10.W.1a 10.W.2</p> <p>EQ/EU: 10.LA.1b EQ3/EU3</p> <p>T/A: A2 A4</p>	<ul style="list-style-type: none"> The theme, character, and plot. Transitional words, phrases, and clauses. Character traits. How to explain a process integrating comparison and contrast statements. How to draw conclusions from listening to a variety of texts, performances, and multimedia sources. How to analyze character traits and setting. How to apply transitional words, phrases, and clauses when constructing complex 	<ul style="list-style-type: none"> Bias, logic Persuasion, persuasive essay, argument Thesis, thesis statement, evidence, pros, cons 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Characteristics of a Good Friend – Small Group Sharing</p> <ul style="list-style-type: none"> After writing the persuasive essay about the characteristics of a good friend, the student will present his/her essay to the others in small groups. The student will not read his/her essay to the group. Instead, he/she will talk to his/her group members about what he/she wrote. He/she will describe the reasons for and evidence of the importance of the characteristics he/she chose and the group members will try to guess the characteristics from the description and evidence (draw conclusions from listening to the presentations). 	<p>Persuasion</p> <ul style="list-style-type: none"> The teacher will provide the student with attachment 10.2 Performance Task – Persuasive Pre-Writing to help with planning his/her essays. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Organizational Patterns of Persuasive Text</p> <ul style="list-style-type: none"> The teacher should explain the organizational structure of persuasive essays to the student. Refer to this link for details, if needed. http://www.powayusd.com/teachers/kkangas/Language%20Arts/Writing/persuasive_essay_format.htm The teacher will lead the student through setting up an outline or web for a persuasive essay (see attachment: 10.2 Learning Activity – Persuasion Map) by asking a question that could be debated in class (examples: school uniforms, city-wide curfews, year-round school). The student will discuss the issue and brainstorm arguments for and against the issue. The teacher should note the arguments on the board or overhead projector. The class (or the teacher) will decide which side of the issue to argue (just for the sake of the demonstration). The teacher will set up the outline or web on the board or overhead projector and the class will work together to fill in the details



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	<p>sentences.</p> <ul style="list-style-type: none">• How to analyze and apply organizational patterns to connect ideas and to write persuasive essays.• Organizational patterns for persuasive essays.		<ul style="list-style-type: none">• The student will also try to persuade the group members to change his/her decisions about the most important characteristics of a good friend. Group members will write a reflection in their journals about their reaction to the presentations. Did their classmate convince them to change their choices? Did their classmate make them think about the most important characteristics of friendship differently?• The student will be assessed using attachment 10.2 Performance Task – Oral Presentation Rubric.		<p>from the brainstorming list and discussion. The teacher will then assign another new topic for the student to map out on their own using attachment 10.2 Learning Activity – Persuasion Map.</p>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<u>PRCS:</u> <u>EQ/EU:</u> <u>T/A:</u>	<ul style="list-style-type: none"> Transitional words, phrases, and clauses. 		<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <ul style="list-style-type: none"> The teacher will collect the work sheet 10.2 for assessment. The student will also be assessed on transitional words and phrases in their essays in this unit. 	<p><i>Transitional Words</i></p> <ul style="list-style-type: none"> The teacher will use attachment 10.2 Learning Activity – Transitional Words and Phrases and review it with the student. The teacher will then use attachment 10.2 Other Evidence – Transitional Words Practice to practice using appropriate transitions. Word Wall of new vocabulary learned during the unit – the student will keep a personal “word wall” in the reading logs. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Transitional Words and Phrases</i></p> <ul style="list-style-type: none"> The teacher should introduce the topic of transitional words and phrases by reading a paragraph that does not include transitions. The student will notice that it sounds awkward and doesn’t “flow.” The teacher should read the same paragraph but with the proper transitions to show the student why it is important to use transitional words and phrases.

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Julia Alvarez**
 - *Return to Sender*
- **Gary Soto**
 - *Baseball and Other Stories*
- **Ann Brashares**
 - *Sisterhood of the Traveling Pants*
- **Jerry Spinelli**
 - *Crash*
- **Barbara Park**
 - *The Kid in the Red Jacket*
- **Margaret Peterson Haddix**
 - *Among the Hidden*
- **Jessica Day George**
 - *Dragon Slippers*
- **Mary Downing**
 - *Deep and Dark and Dangerous: A Ghost Story Hahn*
- **Cynthia Kadohata**
 - *Kira-Kira*
- **Jacqueline Wilson**
 - *Best Friends*
- **Katherine Paterson**
 - *Bridge to Terabithia*
- **Kate DiCamillo**
 - *Because of Winn-Dixie*
- *Literature Timeless Voices, Timeless Theme, Copper*
- **Julia Alvarez page 250 (Nonfiction Story, Biography: Narrator’s Perspective)**
 - *Names/Nombre*

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- **Judith Viorst page 254 (Nonfiction Story, Biography: Narrator’s Perspective)**
 - *The Southpaw*
- **Russell Freedman page 344 (Nonfiction Story, Biography)**
 - *A Backwoods Boy*
- **Geoffrey C. Ward and Ken Burns page 352 (Nonfiction Story, Factual Account: Main Ideas)**
 - *Jackie Robinson: Justice at Last*
- **Issac Asimov page 382 (Short story: Evaluate the Author’s Message-Science fiction)**
 - *The Fun They Had*
- **George Laycock page 438 (Oral Tradition: Author’s Purpose)**
 - *The Loch Ness Monster*
- **Chinua Achebe page 442 (Oral Tradition: Author’s Purpose)**
 - *Why the Tortoises Shell Is Not smooth*
- **Scott Fitzgerald page 556 (Letter: Understand the Author’s Purpose)**
 - *Letter to Scottie*
- **C.S. Lewis page 558 (Letter: Understand the Author’s Purpose)**
 - *Letter to Joan*
- **Amanda Borden page 559 (Diary: Understand the Author’s Purpose)**
 - *Olympic Diary*
- **William Harwood page 584 (Media accounts: Understand the Author’s Purpose)**
 - *Space Shuttle Challenger*
- **John Updike page 588 (Biographical Narrative: Interpret)**
 - *Central Park*
- **Charles Kuralt page 590 (Media Accounts: Interpret)**
 - *Noah Webster’s Dictionary*

Additional Resources

- Use as reference:
 - Unit 8.3 Influencing Others to Make Decisions that Matter
 - Unit 9.4 It’s a Matter of Opinion
 - Unit 10.2 Friendship in Fiction and Power of Persuasion
 - Unit 12.5 See it My Way



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- Full-text short stories, novels, poems, etc. from a variety of genres: <http://www.searchlit.org/elibrary.php>
- Rubrics personalized online at:
- <http://rubistar.4teachers.org/>
- <http://pblchecklist.4teachers.org>
- https://www.e-education.psu.edu/facdev/id/assessment/rubrics/rubric_builder.html
- <http://teacher.scholastic.com/tools>
- Jackie Robinson Documentary YouTube: <http://www.youtube.com/watch?v=Ph2cKXA2Mjs>
- Space Shuttle Challenger Documentary: <http://www.youtube.com/watch?v=KdXkT-mxJJs>

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Performance Tasks

Characteristics of a Good Friend – Small Group Sharing

- After writing the persuasive essay about the characteristics of a good friend, the student will present his/her essays to each other in small groups.
- The student will not read their essays to the group. Instead, he/she will talk to group members about what he/she wrote. He/she will describe the reasons for and evidence of the importance of the characteristics they chose and the group members will try to guess the characteristics from the description and evidence (draw conclusions from listening to the presentations).
- The student will also try to persuade the group members to change their decisions about the most important characteristics of a good friend. Group members will write a reflection in their journals about their reaction to the presentations. Did his/her classmate convince them to change their choices? Did the classmate make them think about the most important characteristics of friendship differently?
- The student will be assessed using attachment 10.2 Performance Task – Oral Presentation Rubric.

Compare Opinions Before and After the Unit

- After studying character traits, the student will write a journal entry titled, “What makes a good friend.” This will serve as a pre-assessment based on past experience.
- At the end of the unit, the student should revisit this entry to see if his/her opinions have changed based on the readings and discussions throughout the unit.
- The student will then write a comparison essay about their feelings about friendship before the unit and after the unit.
- If it has changed, what changed and why? If it has not changed, why do they feel so strongly about their opinions?
- The student will be assessed based on a rubric, such as http://go.hrw.com/resources/go_ss/teacher99/rubrics/RUBRIC09.pdf

Persuasive Writing – Characteristics of a Good Friend

- The student will write a persuasive essay to convince their classmates of the most important characteristics of a good friend.
- The student will write about the three attributes they feel are the most important in a good friend. They will also provide reasons why other attributes are not as important.
- The student should include evidence from the novels and stories read during the unit and his/her own experiences to support arguments.
- If scaffolding is needed, the teacher should provide the student with a list of characteristics to choose from (good listeners, funny, trustworthy, popular, respectful, complimentary, attractive, dependable, etc.). The student should not be restricted to this list, however. The list should just help them to start thinking of characteristics.
- The teacher will provide the student with attachment 10.2 Performance Task – Persuasive Pre-Writing to help with planning his/her essays.
- The student should be sure to incorporate appropriate organizational structure for persuasive writing and to use transitional words and phrases correctly.

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Suggested Sample Lessons

- Exploring Friendships with *Bridge to Terabithia*: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-friendship-with-bridge-981.html>
- A series of lessons and graphic organizers exploring character traits and actions with adjectives: <http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html>
- Suggested vocabulary for persuasion: <http://www.vocabulary.com/lists/24496>