

Unit 10.3: Choices
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores how choices affect one’s life. He/she reads narratives in which characters are faced with choices and examine and discuss the choices made by the characters. The student has the opportunity to examine his/her own life and to write about a choice he/she has had to make and the effect it has had on his/her life. The student also studies word choice by authors and the impact it has on the text.
Transversal Themes:	Reflection, Critical and Creative Thinking, Multiculturalism
Integration Ideas:	Social studies, Art, Technology, Communications

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.** How does word choice affect meaning in text?
EU2. Words powerfully affect meaning; therefore careful word choice is critical.
- EQ3.** How do root words and context clues help us discern meaning of unknown words?
EU3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text and in spoken language.
- EQ4.** How can we relate a personal experience through writing?
EU4. Narratives allow us to share observations, perceptions, or personal experiences to connect with and influence the world.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her learning about personal narratives and choices to better understand his/her own choices and experiences as well as those of others. He/she will read and write narratives and essays to relate and connect to characters and their choices, using new vocabulary they have chosen.

The student acquires skills to...

- A1.** 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.
- A2.** Respond orally through closed- and open-ended questions.
- A3.** Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; to 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).
- A4.** Write literary texts to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).

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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.1b	Follow turn-taking and show consideration by affirming others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.
10.L.1d	Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.
Speaking	
10.S.2	Respond orally through closed and open-ended questions.
10.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.
10.S.3	Use a variety of grade-appropriate and content-specific social, academic, college, and career ready words accurately and appropriately when giving speeches, presentations/performances to tell, retell, explain, and analyze stories and personal experiences with current/world events.
Reading	
10.R.1	Use in-depth critical reading of a variety of grade-level texts, presented in various print and multimedia formats (when accessible) to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using detailed sentences, and a variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
10.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
10.R.3L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.
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).
Writing	
10.W.3	Write literary texts using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).
10.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10.W.8	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	



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10.LA.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
10.LA.2b	Spell correctly.
10.LA.2c	Apply capitalization rules correctly.
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.
10.LA.4a	Use context clues to help determine meaning.

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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
<p>PRCS: 10.L.1 10.L.1b 10.L.1d 10.LA.1 10.LA.2b 10.LA.2c 10.R.1 10.R.10 10.R.3L 10.S.2 10.S.2c 10.W.3 10.W.7 10.W.8</p> <p>EQ/EU: EQ3/EQ3 EQ4/EU4</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> The main idea or topic sentence and important (supporting) details. Ways to summarize (structure). Point of view in fiction. The structure for comparing and contrasting sentences. How to analyze character development & setting. How to use appropriate language structure to state opinions in discussions and presentations. How to use appropriate language structure to 	<ul style="list-style-type: none"> Antagonist Compare, contrast Narrative structure Point of view Protagonist Root word, prefix, suffix 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 10.3</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 10.3”). <p>Choices Essay with Word Choice Peer Editing</p> <ul style="list-style-type: none"> The student chooses one journal entry concerning choices (see Learning Activities) that he/she has written during the unit and expands upon it to write a narrative essay. The student shares his/her draft with a peer. The peer-editing teams edit each other’s essays, (paying special attention to word 	<ul style="list-style-type: none"> Reading Log – the student keeps a running record of reading done throughout the unit. The student records the title and pages read. The teacher adds reflection statements to the daily reading log regarding conflict and resolution. Reflection Journals – The student completes 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 keeps a running record of student responses during class discussions to assess his/her comprehension of the topics as well as his/her ability to participate in discussions in English. 	<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>Unit Introduction – Choices- Reflection and Readings</p> <ul style="list-style-type: none"> The teacher leads a discussion about the difference between critical choices (whether or not to get involved in a certain activity) and day-to-day choices (what to eat for lunch) and guides the student to write in his/her response journal/notebook about critical choices that he/she has made in the past or about choices he/she thinks he/she will have to make in the upcoming years, and/or about how he/she came up with the choice he/she made when faced with making a big decision. He/she reads related stories. The student reads novels throughout the unit from the suggested list provided by the teacher. The student should be given a chance to preview the novels and choose something that interests him/her. This “silent reading” takes place during assigned times during class (perhaps first 10 or last 10 minutes of class) and outside of class. The student completes a reading log with titles of texts and pages read. The teacher may also assign reading response questions to be

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	<p>problem solve.</p> <ul style="list-style-type: none"> • How to summarize and analyze a topic from a variety of texts using appropriate language structure. 		<p>choice) in an exercise similar to what they did with Hello, Harvest Moon (see Learning Activities).</p> <ul style="list-style-type: none"> • The student should include some words with Greek and Latin roots, using the word wall built during the unit as support. • The teacher assesses the essays using a teacher-created rubric focusing on main idea and details, word choice, and adherence to the assignment requirements. 		<p>answered in the reading log. The teacher can provide sentences frames to the student if he/she needs scaffolding. (Example: The main character is _____. The protagonist had to make a difficult choice in this chapter. He/she had to decide between _____.)</p> <ul style="list-style-type: none"> • Reading Log response questions <ul style="list-style-type: none"> ○ Identify/describe the main characters using characterization techniques; identify the protagonist, antagonist. ○ Identify the problem(s). ○ While reading, document any sensory details, figurative language, and examples of effective connotation that is noticed. ○ Identify the elements of the story: setting, plot, climax, etc. ○ While reading, identify/describe situations when the characters must make important decisions/choices. ○ Describe how the character makes the decisions. Identify if the character has a process or procedure for making decisions. • The student answers these questions in the reading logs when appropriate. As the student completes each novel, they are compiled, expanded upon, and turned in for evaluation by the teacher. • Attachment 10.1 Learning Activity – Story Map should be completed by the student for each story he/she reads.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
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<p>PRCS: 10.LA.3 10.LA.4a 10.R.4.L</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: A3</p>	<ul style="list-style-type: none"> How to analyze context clues, use reference sources and other vocabulary expansion strategies to assess word meaning and to determine the meaning of unfamiliar words. How to analyze word choice to convey intended meaning. Context clues and multiple word meanings. 	<ul style="list-style-type: none"> Context clues LP3R strategy for context clues Root word, prefix, suffix 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Use of appropriate words in context will be evidenced in comprehension</p>	<ul style="list-style-type: none"> Context Clues: The teacher creates the Four-Column Chart with the column headings "Unknown word, Page number, Possible Meaning, Verification." (The teacher fills in the first two columns with challenging words from the current read-aloud novel.) The student uses context clues and a dictionary to complete the other two columns of the chart. Greek and Latin root words Word Wall (The student keeps a personal word list in his/her Reading Log). 	<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>Introducing Context Clues</p> <ul style="list-style-type: none"> The teacher introduces the LPR3 mnemonic as a useful aid for figuring out unknown words from context. <ul style="list-style-type: none"> Look-before, at, and after the new word Predict - quickly predict the word's meaning, remembering that a wrong prediction is often a good start. Reason-think more carefully about the word's meaning, trying to be as precise as the context clues permit. Resolve-recognize that you may need to take other steps (e.g., look it up, ask someone). Redo--go through the steps again if necessary. The teacher models the LP3R process, by writing the following sentence on the board or overhead: "Billy's reply was incoherent." The teacher thinks-aloud through the LPR3 mnemonic to solve the meaning of the word incoherent as follows: "First, I need to look before, at, and after the unfamiliar word



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					<p>incoherent. Then I need to predict what the word might mean by substituting other words that could make sense in the sentence, like funny, stupid, clever, or wrong. When I try to reason or look more closely at the context, all I know is that incoherent is being used to describe Billy's reply. I think I need more help to resolve the meaning of this word."</p>
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
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	<p>problem solve.</p> <ul style="list-style-type: none"> • How to summarize and analyze a topic from a variety of texts using appropriate language structure. 		<p>Activity – Editing Marks, if needed as well as 10.3 Performance Task – Personal Narrative Revising). The teacher evaluates the finished composition on how well the student incorporates the elements of the narrative genre and appropriate grammar into his/her paper. The teacher uses a teacher-generated rubric (see Additional Resources for links to rubrics sites) for evaluation.</p> <ul style="list-style-type: none"> • Presentation of the personal experience narrative • The student presents his/her personal narrative with visual aids to the class. In this presentation, integration of oral presentation skills with use of visuals along with fluency and prosody is evaluated. The author/presenter must be prepared to answer questions related to the narrative, as well as effectively deliver the presentation. The audience members generate and pose questions during the presentation for areas 		
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			where clarity might be needed. The teacher uses a teacher-generated rubric (see Additional Resources for links to rubrics sites) for evaluation.		
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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
<p>PRCS: 10.LA.3 10.R.4L 10.S.3</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: A3</p>	<ul style="list-style-type: none"> Greek and Latin root words. Appropriate use of adjectives and adjective placement. 	<ul style="list-style-type: none"> Root word, prefix, suffix 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Use of appropriate Word choice will be evidenced in the personal narrative and other writing tasks.</p>	<p><i>Greek and Latin roots</i></p> <ul style="list-style-type: none"> The teacher introduces and discusses at least one word family each week. The teacher should allow the student to brainstorm different words that contain the word family. The student can keep the list in his/her reflection journal on his/her personal “word wall” and continue adding words he/she finds in the readings during the unit to his/her list. The class should also work together to add words from read-alouds and other class readings to a class word wall (see attachment: 10.3 Learning Activities – Greek and Latin Derivations). <p><i>Adjectives and Adjective placement</i></p> <ul style="list-style-type: none"> The teacher explains adjective placement in English and compares and contrasts it with adjective placement in Spanish. 	<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>Word Choice</i></p> <ul style="list-style-type: none"> The teacher introduces the concept of word choice to the student, explaining that it is the use of interesting, creative, and effective vocabulary or words in a piece of writing. The teacher asks the student to provide his/her idea of word choice by asking specific questions such as: <ul style="list-style-type: none"> How would you describe word choice? What are some things that we might see in a piece of writing that demonstrate good word choice? How might you think about word choice when you are writing? The teacher reads the story <i>Hello, Harvest Moon</i> by Ralph Fletcher to the student. During the read-aloud, the teacher instructs the student to think about effective nouns, verbs, and adjectives that the author uses throughout the story. <ul style="list-style-type: none"> Why did you like the noun/verb/adjective that the author used?



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				<ul style="list-style-type: none">• The student completes attachment 10.3 Learning Activity – Adding Adjectives to review adjectives and adjective placement.	<ul style="list-style-type: none">○ What made that noun/verb/adjective stand out for you?
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **J. Armstrong**
 - *Steal Away*
- **Avi**
 - *The True Confessions of Charlotte Doyle*
- **Avi**
 - *The Seer of Shadows*
- **C. DeFelice**
 - *Weasel*
- **P. Cummings**
 - *Red Kayak*
- **S. Tolan**
 - *Surviving the Applewhites*
- **L. Papademetriou**
 - *Sixth-Grade Glommers, Norks, and Me*
- **P.M. Ryan**
 - *Esperanza Rising*
- **G. Korman**
 - *No More Dead Dogs*
- **C. Kadhota**
 - *Weedflower*
- **J. Spinelli**
 - *Stargirl*
- **J. Spinelli**
 - *Love, Stargirl*
- **L. Sachar**
 - *Small Steps*
- **K. Hesse**

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- *Stowaway*
- **J. Lindsay**
 - *The Milly Stories*
- **P.R. Naylor**
 - *Shiloh*
- **I. Ruckman**
 - *In Care of Cassie Tucker*
- **J. Rocklin**
 - *For Your Eyes Only!*
- **Esmeralda Santiago**
 - *When I was Puerto Rican*
- **Russell Baker (theme)**
 - *Hard as Nails*
- **Annie Dillard (first person narrative)**
 - *Talent*
- **Arthur c. Clarke, Childhood (narrative)**
 - *Feathered Friend*
- **Pablo Neruda (Narratives)**
 - *Childhood and Poetry*
- **Anibal Munoz Claudio**
 - *'Boricuan' Times: A Fine Collection of Puerto Rican Short Stories and other Genres*
- *Literature Timeless Voices, Timeless Theme, Copper*
- **Ray Bradbury page 5 (Story: Characters)**
 - *The Sound of Summer Running*
- **Cynthia Rylant page 16 (Story: Surprise Ending)**
 - *Stray*
- **Walter Dean Myers**
 - *Jeremiah's Song*
- **Annie Dillard page 34 (Story: First-Person Narrator)**

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- *Talent*
- **Francisco Jimenez page 80 (Story: Theme)**
 - *The Circuit*
- **Russell Baker page 86 (Story: Theme)**
 - *Hard as Nails*
- **Myron Levoy page 116 (Story: Climax)**
 - *Aaron's Gift*
- **Helen Keller page 122 (Story: Climax)**
 - *Water*
- **Jesse Stuart page 164 (Nonfiction: Narrative)**
 - *Old Ben*
- **Arthur c. Clarke page 168 (Short Story: Narrative)**
 - *Feathered Friend*
- **Pablo Neruda page 172 (Nonfiction: Narrative)**
 - *Childhood and Poetry*
- **Virginia Driving Hawk Sneve page 200 (Short Story: Atmosphere)**
 - *Thunder Butte*
- **Victor Hugo page 214 (Poem: Level of Meaning)**
 - *Be Like the Bird*
- **Langston Hughes page 214 (Poem: Level of Meaning)**
 - *Dream Dust*
- **Mark Twain page 215 (Nonfiction: Narrative)**
 - *Stage Fright*
- **Arnold Adoff page 214 (Poem: Level of Meaning)**
 - *Alone in the Nets*
- **Rudyard Kipling page 238 (Short Story: Animal Characters)**
 - *Mowgli's Brothers*
- **Robert Considine page 292 (Short Story: Biographical Narrative)**
 - *Lou Gehrig: The Iron Horse*

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- **Joan Aiken page 292 (Short Story: Compare and Contrast Characters, Foreshadowing)**
 - *Lob's Girl*
- **James Thurber page 302 (Short Story: Compare and Contrast Characters, Foreshadowing)**
 - *The Tiger Who Would Be King*
- **Page 303 (Short Story: Compare and Contrast Characters , Foreshadowing)**
 - *The Lion and the Bulls*
- **Lawrence page 420 (Short Story: Determine Cause and Effect: Character traits)**
 - *Breaker's Bridge*
- **John Gardner page 461 (Short Story: Plot)**
 - *Dragon, Dragon*

Additional Resources

- Full-text short stories, novels, poems, etc. from a variety of genres: <http://www.searchlit.org/elibrary.php>
- Great tutorial for writing personal narratives – includes many graphic organizers: http://www.greatsource.com/iwrite/educators/e_pers_narr_pre.html
- To make rubrics: <http://www.rubrics4teachers.com/sixtraits.php> or available to personalize online at: <http://rubistar.4teachers.org/> ; <http://pblchecklist.4teachers.org>
- To make rubrics: https://www.e-education.psu.edu/facdev/id/assessment/rubrics/rubric_builder.html (need to cut and paste into browser)
- To make rubrics: <http://www.tltgroup.org/resources/Rubrics.htm>
- Great resource on think alouds: <http://www.readingrockets.org/strategies/thinkalouds>
- Great resource for reading strategies: <http://www.readingrockets.org/strategies>
- Adjective Placement in English: <http://www.englishclub.com/grammar/adjectives-order.htm>
- Esmeralda Santiago: <http://www.youtube.com/watch?v=HHJct8XGHSw>

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Performance Tasks

Choices Essay with Word Choice Peer Editing

- The student chooses one journal entry concerning choices (see Learning Activities) that he/she has written during the unit and expands upon it to write a narrative essay.
- The student shares his/her drafts with a peer. The peer-editing teams edit each other's essays, (paying special attention to word choice) in an exercise similar to what they did with Hello, Harvest Moon (see Learning Activities).
- The student includes some words with Greek and Latin roots, using the word wall built during the unit as support.

The teacher assesses the essays using a teacher-created rubric focusing on main idea and details, word choice, and adherence to the assignment requirements.

Personal Experience Narrative

- The student creates a personal narrative. The narrative includes the writer's effective use of narrative structure, correct grammar, and appropriate elements of narrative prose.
- Throughout the unit, the student gathers ideas to guide him/her in formulating the narrative about a choice he/she has been faced with, how he/she made that choice, and the affect that decision has had on his/her life. During the writing process, the student refines the essay using suggested ideas generated during peer editing, teacher conferences, and self-assessments (see attachment: 10.1 Learning Activity – Editing Marks, if needed as well as 10.3 Performance Task – Personal Narrative Revising). The teacher evaluates the finished composition on how well the student incorporates the elements of the narrative genre and appropriate grammar into his/her paper. A teacher-generated rubric (see Additional Resources for links to rubrics sites) is used for evaluation.
- Presentation of the personal experience narrative
- The student presents his/her personal narrative with visual aids to the class. In his/her presentation, integration of oral presentation skills with use of visuals along with fluency and prosody will be evaluated. The author/presenter must be prepared to answer questions related to the narrative, as well as effectively deliver the presentation. The audience members generate and pose questions during the presentation for areas where clarity might be needed. The teacher uses a teacher-generated rubric (see Additional Resources for links to rubrics sites) for evaluation.

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Suggested Sample Lessons

- The Big Bad Wolf: Analyzing Point of View in Texts: <http://www.readwritethink.org/classroom-resources/lesson-plans/wolf-analyzing-point-view-23.html>
- Attachment 10.3 Sample Lesson – Three Lessons on Word Choice