

Unit 11.2: Identity -Personal Narrative
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student focuses on the genre of personal narrative by reading and listening to high quality examples and by writing his/her own pieces. The student examines character development, parts of the plot, theme and cause and effect through the novels he/she reads and essays he/she writes.
Transversal Themes:	Reflection, Dignity, Ideas, Culture, Integrity, Multiculturalism
Integration Ideas:	Social Studies, Computer Technology, Art, Life Skills

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. What is identity and how is it shaped? EU1. Experiences, relationships, history, and culture influence identity.
EQ2. How does self-concept affect perceptions and behavior? EU2. Who we are and how we feel about ourselves (identity and self-worth) affects perceptions and behavior.
EQ3. What do effective readers and writers do to make meaning and be understood? EU3. Effective readers and writers make inferences about characters and plot in a text and carefully choose words to express what they want to say.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to better understand the genre of personal narrative by making connections from the readings to him/herself, his/her peers, and other people in society, and applying what he/she learns to his/her writing.
<i>The student acquires skills to...</i>
A1. Synthesize, analyze, and debate information, justifying answers with details from texts, self, and the world.
A2. Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
A3. Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
A4. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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Puerto Rico Core Standards (PRCS)	
Listening	
11.L.1	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
11.L.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
11.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
Speaking	
11.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.
11.S.2b	Synthesize, analyze, and debate information, justifying answers with details from texts, self, and the world.
11.S.3	Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
11.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
11.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
11.R.10	Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
11.R.2L	Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.
11.R.3L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the setting, plot or develop the theme.
11.R.5L	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



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11.R.9L	Analyze how an author draws on and transforms source material in a specific work.
Writing	
11.W.2	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.
11.W.3	Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
11.W.4	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
11.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11.W.8	Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
11.LA.1a	Apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts analyzing subject-verb agreement and parallel structure.
11.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
11.LA.2a	Use punctuation marks correctly.
11.LA.2b	Spell correctly.



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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: 11.L.1c 11.L.1d 11.LA.1 11.R.10 11.R.2L 11.R.3L 11.R.9L 11.S.1 11.S.3 11.W.2 11.W.3 11.W.4 11.W.7 11.W.8</p> <p>EQ/EU: EQ1/EQ1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> Parts of the plot. Theme. Correct grammar (sentence fragments and run-on sentences). How to use appropriate words to convey meaning. The difference between a narrative and a memoir. The structure of a narrative. How to summarize, explain, clarify, and discuss the effectiveness of a text. How to analyze character development. How to draw conclusions. How to analyze the theme. 	<ul style="list-style-type: none"> Dynamic and static characters Exposition, inciting incident, conflict, rising action, climax, falling action, denouement, resolution Memoir, narrative 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>A Defining Day in My Life</i></p> <ul style="list-style-type: none"> The student writes an engaging personal narrative essay about a personal life event that took place over a period of time no longer than a day. The student should think about an event that made an impact on his/her life (ex. First day at a new school, the day a baby sibling was born, the day he/she got exciting/sad/interesting news). The student should write no more than one paragraph of background information leading up to the event in order to capture the events of the moment in the essay. The student chooses words carefully to convey meaning and adheres to the appropriate structure of a narrative (exposition, 	<p><i>Literacy Journal – which will include:</i></p> <ul style="list-style-type: none"> Double-Entry Journal – The student makes a two-column chart in his/her notebook with the titles “A sentence I like” and “This makes me think...” The student writes quotations from what he/she has read and responds to them making text-to-text, text-to-self, and text-to-world connections. The student collects anecdotal evidence during group work and discussions. http://www.readwritethink.org/files/resources/lesson_images/lesson1006/observation.pdf 	<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>Personal Narrative –Novel Choice and Read Aloud-Analyzing Character</i></p> <ul style="list-style-type: none"> The teacher reads aloud a personal narrative novel (see Literature Connections for suggestions.) The teacher should model fluency in reading as well as the think-aloud strategy as it relates to character development, theme, plot structure, effectiveness of text, and author’s word choice. The teacher should also model a Reading Response Journal Entry. This novel can be used as a basis for examples during lessons throughout the unit. 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 should complete a reading log with titles of texts and pages read. The teacher may also assign reading response questions to be answered in the reading log. Sentences



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	<ul style="list-style-type: none"> • How to analyze and select appropriate words to convey meaning. • How to write a narrative essay. 		<p>inciting incident, conflict, rising action, climax, falling action, denouement, resolution).</p> <ul style="list-style-type: none"> • The student should be sure to use appropriate sentence structure to avoid run-on sentences and sentence fragments. • The student should follow the steps of the writing process to produce a high-quality final copy. • See this link for writing ideas http://home.earthlink.net/~j_holly/pnarrative.html • And this for structure to model- http://www.barrettsbookshelf.com/files/week14.pdf • The teacher assesses the student using a rubric, such as the example available here: http://www.teachervision.fen.com/tv/printables/07AAAM18.pdf 		<p>frames can be provided to the student if he/she needs scaffolding.</p> <ul style="list-style-type: none"> • Analyzing Characters--After discussing the names and personalities of several characters, the student creates and presents a visual that illustrates a particular character. • The student analyzes and connects to the characters in the read aloud or an individually-read novel using attachment 11.2 Learning Activity – Characters. Or use this link-- http://www.readwritethink.org/files/resources/lesson_images/lesson168/912-becomecharac.pdf • The student analyzes the author’s connection to the text and how his/her life experiences inform the written work.
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<p>PRCS: 11.L.1 11.L.1c 11.LA.1 11.R.10 11.R.2L 11.R.3L 11.R.9L 11.S.1 11.S.2b 11.S.3 11.S.6 11.W.4 11.W.7 11.W.8</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: A1 A2</p>	<ul style="list-style-type: none"> • Theme. • Correct grammar (sentence fragments and run-on sentences). • How to use appropriate words to convey meaning. • The difference between a narrative and a memoir. • The structure of a narrative. • How to summarize, explain, clarify, and discuss the effectiveness of a text. • How to analyze character development. • How to draw conclusions. • How to analyze the theme. • How to analyze 	<ul style="list-style-type: none"> • Cause and effect • Dynamic and static characters • Exposition, inciting incident, conflict, rising action, climax, falling action, denouement, resolution • Memoir, narrative • Prediction, inference • Theme 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Narrative Book Report</p> <ul style="list-style-type: none"> • The student writes a book report about the novel he/she is reading independently. • The student should include details about character development, the narrative structure (Exposition, inciting incident, conflict, rising action, climax, falling action, denouement, and resolution), cause and effect of events in the book, and theme. • The following website is helpful for teaching students to write the book report: http://www.scholastic.com/resources/article/create-a-first-rate-book-report • The student should follow the steps of the writing process to produce a high-quality final copy. • The student should present 	<p>Cause and Effect and Character Development</p> <ul style="list-style-type: none"> • Analyzing Characters graphic organizer (see attachment: 11.2 Learning Activity – Characters) http://www.readwritethink.org/files/resources/lesson_images/lesson1006/rubric.pdf • Establishing Cause and Effect (see attachment: 11.2 Other Evidence – Cause and Effect) 	<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>Reading Strategies Establishing Cause and Effect, Making Predictions and Inferences</p> <ul style="list-style-type: none"> • The student identifies cause and effect in the novels read during the unit using attachment 11.2 Other Evidence – Cause and Effect. The student s uses this graphic organizer for each novel he/she reads. • Students participate in a group discussion about cause and effect in the read aloud novel using their graphic organizers as preparation for the discussion. They can also add to the graphic organizer during the discussion as they get other ideas from their classmates. • The student makes predictions and inferences about the novels read during the unit using attachment 11.2 Learning Activity – Predict and Infer. The student uses this graphic organizer for each novel he/she reads. • Students participate in a group discussion about their predictions and inferences in the read aloud novel using their graphic organizers as preparation for the discussion. They can also add to the graphic organizer during the discussion as they get other ideas



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	<p>and select appropriate words to convey meaning.</p> <ul style="list-style-type: none">• How to write a narrative essay.• How to establish cause and effect, predictions, and inferences in a variety of texts.		<p>his/her work orally to the class after completing the essay.</p> <ul style="list-style-type: none">• The teacher evaluates the student's written work on a rubric such as: http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf		<p>from their classmates.</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
<p>PRCS: 11.LA.1a 11.LA.2 11.LA.2a 11.LA.2b</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: A3</p>	<ul style="list-style-type: none"> Correct grammar (sentence fragments and run-on sentences). 	<ul style="list-style-type: none"> Run-on sentences Sentence fragments 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>See evidence of good writing in 2 performance tasks.</p>	<ul style="list-style-type: none"> Evidence of good sentence writing in journals and completed exercises. 	<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>Sentence Fragments and Run-on Sentences</i></p> <ul style="list-style-type: none"> The teacher reviews subject and predicate and discusses sentence fragments. The following link contains a brief explanation on avoiding sentence fragments and includes exercises for the student to use to practice: http://www.myenglishteacher.net/runonsentences.html The teacher uses attachment 11.2 Learning Activity – Run-on to review run-on sentences with the class. The student completes the exercise to practice appropriate sentence structure in regard to run-on sentences.

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Mario L. Vazquez** <http://www.mariolvazquez.com>
 - *The Color of My Paint*
- **Julia Alvarez**
 - *My First Free Summer*
- **Gary Soto**
 - *Taking Sides*
- **Kate Chopin** http://www.readwritethink.org/files/resources/lesson_images/lesson1006/question.pdf
 - *The Story of an Hour*
- **Susan Glaspell**
 - *A Jury of Her Peers*
- **William Faulkner**
 - *A Rose for Emily*
- *Literature Timeless Voices, Timeless Theme, Bronze*
- **James Herriot page 382 (Story: Character Traits)**
 - *Cat on the Go*
- **Rudyard Kipling page 464 (Story: Plot)**
 - *Rikki-tikki-tavi*
- **Cynthia Rylant, page 481 (Story: Identify With a Character)**
 - *Papa's Parrot*
- **Sherwood Anderson, page 484 (Story: Characterization)**
 - *Stolen Day*
- **Laurence Yep page 524 (Story: Ask Questions)**
 - *Ribbons*
- **Walter Dean Myers page 532 (Story: Theme)**
 - *The Treasure of Lemon Brown*
- **page 736 (Narrative Poetry: Compare and Contrast)**
 - *The Cremation of Sam McGee*

Additional Resources



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- Full-text short stories, novels, poems, etc. from a variety of genres: <http://www.searchlit.org/elibrary.php>
- Purdue Online Writing Lab – The Narrative Essay: <http://owl.english.purdue.edu/owl/resource/685/04/> The Narrative Essay: http://edhelper.com/ReadingComprehension_33_33.html
- The Fact Monster - Narrative Essay: <http://www.factmonster.com/homework/writingskills4.html>
- Personal Narrative Collection – includes prompts and rubrics: [/~jhholly/pnarrative.html](http://~jhholly/pnarrative.html)
- Script Preparation Guidelines for women’s stories listed in literature connections below: http://www.readwritethink.org/files/resources/lesson_images/lesson1006/script.pdf
- Collection of short stories about true life experiences: <http://www.mariolvazquez.com>
- Run on sentence examples/information: http://www.learnnc.org/lp/media/lessons/writing3142003223/Run-on_Sentence_2.pdf
- More on run on sentences: <http://www.myenglishteacher.net/runonsentences.html>
- A video sample of character development and lesson ideas: <https://learnzillion.com/lessons/923-track-a-characters-development-through-a-story>
- See lesson plan section for additional reference: <http://www.scholastic.com/teachers/lesson-plan/building-believable-characters>

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Performance Tasks

A Defining Day in My Life

- The student writes an engaging personal narrative essay about a personal life event that took place over a period of time no longer than a day. The student should think about an event that made an impact on his/her life (ex. First day at a new school, the day a baby sibling was born, the day he/she got exciting/sad/interesting news).
- The student should write no more than one paragraph of background information leading up to the event in order to capture the events of the moment in the essay.
- The student chooses words carefully to convey meaning and adheres to the appropriate structure of a narrative (exposition, inciting incident, conflict, rising action, climax, falling action, denouement, resolution).
- The student should be sure to use appropriate sentence structure to avoid run-on sentences and sentence fragments.
- The student should follow the steps of the writing process to produce a high-quality final copy.
- See this link for writing ideas http://home.earthlink.net/~j_holly/pnarrative.html
- And this for structure to model- <http://www.barrettsbookshelf.com/files/week14.pdf>

The teacher assesses the student using a rubric, such as the example available here: http://www.teachervision.com/tv/printables/07_AAAM18.pdf

Narrative Book Report

- The student writes a book report about the novel he/she is reading independently.
- The student should include details about character development, the narrative structure (Exposition, inciting incident, conflict, rising action, climax, falling action, denouement, and resolution), cause and effect of events in the book, and theme.
- The following website is helpful for teaching students to write the book report: <http://www.scholastic.com/resources/article/create-a-first-rate-book-report>
- The student should follow the steps of the writing process to produce a high-quality final copy.
- The student should present his/her work orally to the class after completing the essay.

The teacher evaluates the student's written work on a rubric such as: <http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>

Suggested Sample Lessons

- Analyzing Character Development in Three Short Stories About Women: <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-character-development-three-1006.html>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-character-development-three-1006.html?tab=4#tabs> (specific instructional plans)
- Narrative Paragraphs: <http://www.barrettsbookshelf.com/files/week14.pdf>
- Lessons on character traits using adjectives: http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf
- Activity on Becoming a Character: http://www.readwritethink.org/files/resources/lesson_images/lesson168/912-becomecharac.pdf
- A series of lessons on building character development—has activities and graphic organizers to use with text examples: <http://www.scholastic.com/teachers/lesson-plan/building-believable-characters>