

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student reads biographies, memoirs, and personal narratives focusing on the author’s journeys and formational experiences. The student reads a variety of narratives, including but not limited to those by Puerto Rican authors and about Puerto Rican experiences. The student also writes personal narratives and explores various organizational structures for the narratives.
Transversal Themes:	Narratives, Memoir, Flashback, Biography
Integration Ideas:	History/Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do our personal journeys shape society and culture?
EU1. Societal, cultural, and institutional change and growth come from our personal journeys over time.
- EQ2.** How are people shaped by their journeys and experiences?
EU2. People learn about themselves through their journeys.
- EQ3.** How do authors use literal and symbolic journeys to structure stories?
EU3. Authors use journeys to develop plot, character, and theme.
- EQ4.** What do effective readers do to get the most out of what they read?
EU4. To get the most out of what they read, active readers learn and apply a variety of strategies.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to use his/her knowledge of reflective writing to better understand his/her culture and his/herself.
- T2.** The student will leave the class able to use his/her knowledge of reflective writing to express his/her own formational experiences through writing.
- The student acquires skills to...*
- A1.** Identify chronological order and flashback/flash-forward as organizational strategies in narratives.
- A2.** Use chronological order and flashback/flash-forward as organizational strategies in developing his/her own narrative writing.
- A3.** Use active reading to identify and relate to an author’s journey.
- A4.** Write a reflective personal narrative.

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

Puerto Rico Core Standards (PRCS)	
Listening	
12.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
12.L.1b	Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.
12.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; makes connections to text.
Speaking	
12.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.
12.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, personal experiences and current, social, college, and career events.
Reading	
12.R.10	Read and comprehend a variety of culturally diverse literature, including stories, dramas, poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
12.R.5L	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Writing	
12.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 literary devices (techniques and elements), well-chosen details, and structured sequences.
12.W.8	Write routinely for a variety of discipline-specific tasks, purposes, and audiences.
Language	
12.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
12.LA.6	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

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: 12.LA.2 12.LA.6 12.R.10 12.S.3 12.W.8</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3 EQ4/EU4</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> The types of narratives (biography, memoirs, personal narratives). 	<ul style="list-style-type: none"> Biography Journey Memoir Personal narrative 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 12.1</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 12.1”). <p>Before and After</p> <ul style="list-style-type: none"> At the beginning of the unit, the student writes an argument defending or challenging a quotation related to the theme of journeys (see Learning Activities or http://www.joyofquotes.com/journey_of_life_quotes.html for ideas). At the end of the unit, the student writes an argument reconsidering his/her initial response to defending or challenging a quotation related to the theme of journeys. The student supports his/her response with details from the texts read during the unit. The student is assessed using a 	<p>Literacy Journals</p> <ul style="list-style-type: none"> Daily Quick-Writes Reading Log – The student records titles and pages read of books read individually. The teacher chooses to add response questions to the daily log or the response questions can be answered in the Response Log. Reading Response Log – The student responds to what he/she reads individually and what he/she listens to in the read alouds in this section of the Literacy Journal. Personal Word Wall – The student records new academic, cultural, and contemporary words learned throughout the unit. <p>Journal Entry Responses to Quotations about Journeys</p> <ul style="list-style-type: none"> “The road of life twists and turns and no two directions are ever the same. Yet our lessons come from the journey, not the 	<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>Independent Reading</p> <ul style="list-style-type: none"> The student reads high-interest biographies, memoirs, and/or personal narratives throughout the unit. The student records titles and pages read in his/her Reading Log and writes short responses (assigned by the teacher) in his/her Response Log. The teacher chooses various biographies, memoirs, and personal narratives to read aloud to the class.



Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

rubric (see Additional Resources for helpful rubric-creation websites).

- destination.” – Don Williams
- “A journey is like marriage. The certain way to be wrong is to think you control it.” – John Steinbeck
 - “Focus on the journey, not the destination. Joy is found not in finishing an activity but in doing it.” – Greg Anderson
 - “Two roads diverged in a wood, and I – I took the one less traveled by, and that has made all the difference.” – Robert Frost
 - “It is a mistake to look too far ahead. Only one link in the chain of destiny can be handled at a time.” – Winston Churchill

Quick Write

- In response to a quotation from the read aloud novel, the student writes a multi-paragraph essay explaining how a character’s journey leads to growth. The student supports his/her explanation with details from the text.

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

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: 12.LA.6 12.R.5L 12.S.1 12.S.3</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> How to use chronological order as an organizational technique. 	<ul style="list-style-type: none"> Biography Chronological order Timeline 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>There is not a specific Performance Task for this Learning Activity. The knowledge gained from the sequencing activity provides the student with another example of an organizational technique for a narrative and will help the student with narrative writing later in the unit.</p>	<p><i>Timeline of Life Experiences</i></p> <ul style="list-style-type: none"> Autobiographical practice (see Graphic Life Map http://www.readwritethink.org/classroom-resources/lesson-plans/graphic-life-74.html) 	<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>Sequencing</i></p> <p>Source: http://speialed.about.com/od/readingliteracy/a/Lesson-plan-sequencing-dyslexia.htm</p> <ul style="list-style-type: none"> The teacher provides each student or group all of the parts of a short story written in chronological order. Stories are between one and five pages long. The pages of the stories should be marked and cut in several places, preferably when the situation changes or the character completes a task. The student reads the different parts of the story. The student tries to place the parts in the correct order, so the story flows in a logical sequence. If the students are working in small groups, the teacher has them discuss why they placed parts in a certain order and why the story would not make sense if the parts were in a different order. When the student is satisfied with his/her reconstructed story, the student tapes sections together in the correct order. The student uses a master copy of



Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

					the story to check his/her work.
--	--	--	--	--	----------------------------------

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

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: 12.L.1a 12.L.1b 12.L.1c 12.R.5L 12.S.1 12.W.3 12.W.8</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: A3 A4 T2</p>	<ul style="list-style-type: none"> The organizational structure of a narrative. How to use flashback/flash-forward as an organizational technique. 	<ul style="list-style-type: none"> Flashback Flash-forward Organizational structure (introduction, topic sentence, body, conclusion) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Flash-Forward/Flashback Narrative</p> <ul style="list-style-type: none"> The student writes a flashback narrative in order to demonstrate an understanding of this organizational technique. The narrative begins with a fictional “flash-forward” component, but then flashback to a real event in the student’s life (see Attachment: 12.1 Performance Task – Flashback Guidelines). The student develops a strong description of the setting in the nonfiction portion of the essay. The student also incorporates appropriate transitional words and phrases and uses correct grammar and syntax. The student is assessed using the checklist attached (see Attachment: 12.1 	<p>Quick-Writes</p> <p>The student writes a “mini-memoir” (journal entry) in his/her journal on the following or similar topics:</p> <ul style="list-style-type: none"> On a recent vacation... A memorable experience from my childhood was... Did I ever tell you about the time...? The most embarrassing thing that ever happened to me was... So far, my life has been... 	<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>Teaching Flashback</p> <ul style="list-style-type: none"> The teacher defines and discusses Flashback and Flash-forward. The student offers suggestions of books or movies they have seen which incorporate these organizational patterns. The teacher shows the movie The Sandlot or multiple picture books incorporating flashback. The class discusses flashback, how it is used by giving examples, and its effectiveness as a narrative organizational pattern. The student analyzes how the authors’ choices concerning when and how to use flashback and flash-forward in the texts or movies contribute to the overall structures and aesthetic impacts of the texts or movies.



Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

			Performance Task – Flashback Checklist) or a rubric based on the checklist.		
--	--	--	---	--	--

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Edward Rivera**
 - *Memories of growing up Hispanic*
- **Joe Vasicek**
 - *Memories of a Snowflake*
- **Anne Mazer (editor)**
 - *America Street: A Multicultural Anthology of Stories*
- **Anne Frank**
 - *The Diary of Anne Frank*
- **Walter Dean Myers**
 - *Bad Boy*
- **Pam Conrad**
 - *Pedro's Journal*
- **Sarah McCoy**
 - *The Time It Snowed in Puerto Rico: A Novel*
- **Julia Alvarez**
 - *How the Garcia Girls Lost Their Accents*
- **Barbara Cooney**
 - *Miss Rumphius*
- **Cristobel Mattingley**
 - *The Angel With a Mouth-Organ*
- **Joan Lowery Nixon**
 - *Fat Chance, Claude*
- **James Stevenson**
 - *What's Under My Bed*
- **Chris Van Allsburg**
 - *The Wreck of the Zephyr*
- *Literature Timeless Voices, Timeless Theme, Silver*
- **Ray Bradbury, page 5 (Historical Setting)**

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

- *The Drummer Boy of Shiloh*
- **Shirley Jackson page 15 (Point of View)**
 - *Charles*
- **Maya Angelou page 24 (Memoir)**
 - *I Know Why the Caged Bird Sings*
- **Brent and Jennifer Ashabranner page 326 (Biographical)**
 - *Always to Remember: The Vision of Maya Ying Lin*
- **John Steinbeck page 354 (Details, Essay)**
 - *From Travel with Charley*
- **Paul Laurence Dunbar page 580 (Setting)**
 - *The Finish of Patsy Barnes*
- **Yoshiko Uchida page 586 (Setting)**
 - *Tears of Autumn*
- **Edgar Allan Poe**
 - *The Tell Tale Heart (in textbook Timeless Voices, Timeless Themes)*
- **Eudora Welty page 634 (Author's Purpose, Autobiography)**
 - *From One Writer's Beginnings*
- **Lionel Garcia page 634 (Author's Purpose, Autobiography)**
 - *Baseball*
- **James Herriot page 670 (Set a Purpose for Reading, Essay)**
 - *Bebbie*
- **Anais Nin page 675 (Set a Purpose for Reading, Essay)**
 - *Forest Fire*
- **Virginia Shea pages 678 (Set a Purpose for Reading, Essay)**
 - *How to be Polite Online from Netiquette*
- **Esmeralda Santiago (informational text, autobiography)**
 - *When I was Puerto Rican*

Additional Resources

- Famous Puerto Ricans: <http://www.topuertorico.org/culture/famouspr.shtml>
- Tips for writing successful flashbacks: http://www.writersdigest.com/qp7-migration-all-articles/qp7-migration-fiction/3_tips_for_writing_successful_flashbacks

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

- Rubrics: <http://rubistar.4teachers.org/> or <http://www.rcampus.com/indexrubric.cfm>
- Full-text short stories, novels, poems, etc.: <http://www.searchlit.org/>
- Thousands of full-text free books: <http://www.fullbooks.com/>
- Roots, prefixes and suffixes: <http://www.youtube.com/watch?v=ZOJrjNR7ZZM>
- Memoirs and personal essays: http://www.everythingsl.net/lessons/memoirs_personal_essays_03701.php
- Use as reference:
 - Unit 8.2 Examining Transformative Decisions Through Memoirs
 - Unit 9.2 Communicating my Ideas
 - Unit 10.4 My World
 - Unit 11.1 Memoirs
- I Know Why The Caged Bird Sings by Maya Angelou (full movie): <https://www.youtube.com/watch?v=qKvfM7eMRXU>
- I Know Why The Caged Bird Sings by Maya Angelou (audio): <https://www.youtube.com/watch?v=oKGzroMgvSA>
- Maya Angelou: My Childhood (interview): <https://www.youtube.com/watch?v=FcwZm5WuKdQ>

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

Performance Tasks

Before and After

- At the beginning of the unit, the student writes an argument defending or challenging a quotation related to the theme of journeys (see Learning Activities or http://www.joyofquotes.com/journey_of_life_quotes.html for ideas).
- At the end of the unit, the student writes an argument reconsidering their initial response to defending or challenging a quotation related to the theme of journeys. The student will support his/her response with details from the texts read during the unit.
- The student is assessed using a rubric (see Additional Resources for helpful rubric-creation websites).

Flash-Forward/Flashback Narrative

- The student writes a flashback narrative in order to demonstrate an understanding of this organizational technique. The narrative begins with a fictional “flash-forward” component, but then flashes back to a real event in the student’s life (see attachment: 12.1 Performance Task – Flashback Guidelines).
- The student develops a strong description of the setting in the nonfiction portion of the essay. The student also incorporates appropriate transitional words and phrases and uses correct grammar and syntax.
- The student is assessed using the checklist attached (see attachment: 12.1 Performance Task – Flashback Checklist) or a rubric based on the checklist.

Unit 12.1: My Journey So Far
English as a Second Language
6 weeks of instruction

Suggested Sample Lessons

- Writing a Flashback and Flash-Forward Story Using Movies and Texts as Models <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html>
- Biography Project: Research and Class Presentation <http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html>
- Guided Comprehension in Action: Teaching Summarizing With the Bio-Cube <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-action-teaching-1028.html>
- Graphic Life Map <http://www.readwritethink.org/classroom-resources/lesson-plans/graphic-life-74.html>
- Distinguish biography and autobiography using a story's point of view <http://www.readworks.org/lessons/grade5/story-jackie-robinson-bravest-man-baseball/genre-lesson>
- What's the Point of View? <http://www.readworks.org/lessons/grade6/america-street/lesson-1>
- Sequencing: <http://specialed.about.com/od/readingliteracy/a/Lesson-plan-sequencing-dyslexia.htm>