

Unit 4.1: Writing Dialogues
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this introductory unit, the student further supports the idea that reading and writing involve thinking. He/She uses strategies such as inference, graphic organizers, making connections and context clues to improve comprehension and to decode and understand new vocabulary words, particularly homophones, synonyms and antonyms. The student explores character traits in fictional texts and makes connections to his/her life and the lives of others. He/She learns the art of writing dialogue.
Transversal Themes:	Cultural diversity
Integration Ideas:	Social Studies, Art, Music

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** What do good readers and writers do while they are reading and writing?
EU1. Reading and writing involve thinking (we are always making connections, asking questions and making inferences as we read).
- EQ2.** Who am I? And how does reading and writing help me understand who I am?
EU2. As we read and write we make connections to what we read, the characters' actions and point of view, and it helps us understand who we are.
- EQ3.** What do I do with an unknown word?
EU3. Readers identify unknown words using context clues and reference tools. They use word parts and background knowledge to help them. Writers use words in many different ways to convey meaning.
- EQ4.** How does dialogue express a character or person's voice?
EU4. The way a person talks and his or her style of speaking depends on geographical and linguistic background, education, age, personality, attitude and other factors.

Transfer (T) and Acquisition (A) Goals

T1. The student will demonstrate actions of good readers and writers by using a variety of strategies to comprehend read alouds and independent readings of literary and informational text. He/She will predict meanings using word and background knowledge. Through the use of dialogue, illustrations, inference and predictions, the student will show an understanding of character traits and actions and make connections to his/her life orally and in writing.

The student acquires skills to...

- A1.** Listen and respond during read alouds to a variety of narrative and informational texts.
- A2.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- A3.** Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade-appropriate grammar. (With decreasing support in the first language as necessary.)
- A4.** Identify details from literary and informational texts to support understanding and reflection.

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Puerto Rico Core Standards (PRCS)	
Listening	
4.L.1b	Interact in a socially appropriate manner through verbal and nonverbal communication.
4.L.1d	Listen and respond during read-alouds to a variety of narrative and informational texts.
Speaking	
4.S.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
4.S.2b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.
4.S.3	Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.
4.S.5	Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.)
Reading	
4.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.
4.R.2L	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4.R.3L	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4.R.4L	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
4.R.7L	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Writing	
4.W.6	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
4.W.7	Identify details from literary and informational texts to support understanding and reflection.
Language	
4.LA.1i	Correctly use frequently confused words/homonyms (e.g., <i>to, too, two; there, their</i>).
4.LA.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

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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: 4.LA.4a 4.R.1 4.R.3L 4.R.4L 4.W.6</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A1,A3 A4</p>	<ul style="list-style-type: none"> How to listen and respond to complex instructions. How to complete statements. How to use context clues and resources to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and transfer meaning into a variety of narrative and expository texts. How to arrange words in alphabetical order using first, second and third letter criteria. 	<ul style="list-style-type: none"> Alphabetical order Autobiography Character trait Connection Context clues Define Homophone, synonym, antonym Literal and figurative language Main character 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Autobiographical Posters</p> <ul style="list-style-type: none"> The student creates an autobiographical poster about him/herself that has a paragraph description about him/herself that lets his/her classmates know who he/she is: <ul style="list-style-type: none"> The student discusses “Who am I?” by filling out an autobiographical organizer. (See Attachment: 4.1 Graphic Organizer - About Me or use the one below if a harder one is needed: http://www.fcrr.org/student_activities/c_002c.pdf.) The student describes him/herself to a partner. The partner uses 5W’s questions to learn more about his/her classmate. The student drafts, peer reviews and edits the paragraph. (Peer Edit: 	<ul style="list-style-type: none"> Alphabetical order chart of vocabulary Inference chart (See Attachment: 4.1 Other Evidence – Vocabulary Inference Chart) The teacher uses a word square (See Attachment: 4.1 Other Evidence – Word Square) for each vocabulary word from the reading. Homophones assessment (See Attachment: 4.1 Other Evidence – Homophones Assessment) Vocabulary assessment (See Attachment: 4.1 Other Evidence – Vocabulary Assessment) 	<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>Autobiographical Vocabulary & Word Work</p> <ul style="list-style-type: none"> The teacher models, “What do I do with an unknown word?”, using a picture book where the main character shows that he/she is shaped by his/her family. The teacher uses an inference chart (See Attachment: 4.1 Other Evidence – Vocabulary Inference Chart) as a way of modeling his/her strategy of using context clues to infer an unknown word. (See Sample Lessons) The teacher creates a word web with the class, or the students work in pairs, on all the connections they can make with a vocabulary word using Attachment: 4.1 Graphic Organizer – Word Web. The teacher has the student classify words in a vocabulary inventory chart (See Attachment: 4.1 Graphic Organizer – Vocabulary Inventory Chart) (I understand and can use this word, I have heard of this word, I don’t know this word).Then, in pairs, the students look up the vocabulary words in a Spanish-English dictionary. The teacher creates a word wall of the



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			<p>Use paragraph check list See Attachment: 4.1 Writing Tool – Paragraph Checklist)</p> <ul style="list-style-type: none">○ The student publishes the paragraph with an illustration.		<p>vocabulary and spelling covered from the readings and uses it for vocabulary building activities (See Attachment 4.1 Learning Activities – Word Wall Ideas).</p> <ul style="list-style-type: none">• The teacher practices alphabetizing by organizing students in the room in ABC order by first name and by last name (the teacher can also alphabetize other items, places, or people as practice). The teacher also encourages adjective use—synonyms and antonyms to describe self. The teacher practices literal and figurative language too.• The teacher practices inferring unknown words using “Grandma Torrelli Makes Soup” by Sharon Creech (See Attachment: 4.1 Text – Grandma Torrelli Makes Soup).
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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: 4.L.1b 4.LA.1i 4.S.1 4.W.7</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> Simple homophones (see/sea, bee/bee, hi/high, their/they're/there, which/witch, are/our, to/two/too). 	<ul style="list-style-type: none"> Alphabetical order Character trait Connection Context clues Define Homophone Main character 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><i>Funny Dialogues Using Homophones</i></p> <ul style="list-style-type: none"> The student writes and presents a dialogue with a partner that is a conversation between either two characters or the student and a character. The student uses three or four pairs of homophones. (See Attachment: 4.1 Performance Task – Write a Dialogue) The student creates a dialogue using homophones correctly in their two contexts (example: "I will <u>be</u> there soon, unless I get a <u>bee</u> sting.") The student uses homophones from readings or self-selects four pairs. 	<ul style="list-style-type: none"> Homophones picture chart (the teacher draws examples of homophones and uses them in sentences; the teacher turns these into a class book on homophones and adds to it during the year). 	<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>Homophones</i></p> <ul style="list-style-type: none"> The teacher has the students act out in pairs the difference between homophones. The teacher creates a homophones list in the classroom as homophones are discovered in readings and class discussions. The student creates a drawing and writes a sentence for each homophone pair or trio to illustrate their different meanings. The student compares and contrasts homophones, discussing in a small group, "Why do words that are spelled differently sound the same?"

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p>PRCS: 4.L.1d 4.R.1 4.R.2L 4.R.3L 4.R.4L 4.R.7L 4.S.1 4.S.2b 4.S.3 4.S.5 4.W.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EQ2</p> <p>T/A: A1 A2</p>	<ul style="list-style-type: none"> Character traits (i.e., bossy, brave, kind, friendly, curious, determined). The 5 W questions (who, what, where, when, why and how). How to listen and respond during a read aloud from a variety of narrative texts to comprehend and identify main character and setting. How to answer and formulate the 5 W-Questions as well as how questions (who, what, when, where, why, and how) in formal and informal discussions. How to identify 	<ul style="list-style-type: none"> Alphabetical order Character trait Connection Context clues Define Homophone Literal and figurative language Main character Synonym, antonym 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Become a Character</p> <ul style="list-style-type: none"> The student chooses a favorite character from a book read in this unit or any book. The student finds 10 adjectives to describe that character. The student uses the adjectives to write a riddle for his/her classmates to guess. The student pins it on his/her back and circulates around the room for classmates to read and guess individually OR the student presents his/hers orally to the class. A variation below: http://www.readwritethink.org/files/resources/lesson_images/lesson168/912-becomecharac.pdf 	<ul style="list-style-type: none"> Character Map: group poster of character actions, feelings, traits. Use graphic organizer from here: http://www.thecurriculumcorner.com/wp-content/pdf/charactertraitsmap.pdf or: http://www.fcrr.org/studentactivities/c_001c.pdf <ul style="list-style-type: none"> 5W’s organizer from read aloud (See Attachment: 4.1 Graphic Organizer – 5 W’s Chart) Fluency running records and paired fluency checks (See Attachment: 4.1 Other Evidence – Paired Fluency Check) The student maintains a Dialogue Journal with entries of connections made during read aloud. (See Attachments: 4.1 Other Evidence – Dialogue Journal and 4.1 Other Evidence – 	<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</p> <ul style="list-style-type: none"> The teacher picks an appropriate book to read aloud. The teacher models making connections to text, self, and world using a read aloud with a focus on connecting to the character. The student uses a cue card to refer to connections made while reading (see Attachment: 4.1 Reading Tool – Cue Card). The student chronicles his/her connections using a dialogue journal (see Attachment: 4.1 Other Evidence – Dialogue Journal). The teacher creates a character map from a character in a read aloud. In a small group, the students create a poster of the main character using: http://www.thecurriculumcorner.com/wp-content/pdf/charactertraitsmap.pdf. The teacher encourages the student to use synonyms and antonyms when using describing adjectives. The teacher creates a 5W’s chart to summarize a read aloud by using questions. The teacher models examples of how to turn a question into a statement, i.e., Who is the main character? The main character is... (see Attachment: 4.1 Graphic Organizer – 5 W’s



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	<p>the main character(s).</p> <ul style="list-style-type: none">• How to compare and contrast character traits.			<p>Dialogue Journal Rubric.)</p>	<p>Chart).</p> <ul style="list-style-type: none">• The teacher models the actions and changes of the main character.• The teacher encourages the use of literal and figurative language. <p>For more character traits ideas, the teacher uses: http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/06/01/characters-2/</p>
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Eve Bunting**
 - *Going Home*
- **Eric Velasquez**
 - *Grandma's Records*
- **Sharon Creech**
 - *Grandma Torrelli Makes Soup*
- **Judy Blume**
 - *Freckle Juice*
- **Kevin Henkes (or any of his books)**
 - *Julius – The Baby of the World*
- **Patricia Polacco**
 - *Thank you, Mr Falker*
- **William Steig (or any of his books)**
 - *Brave Irene*
- **Robert Munsch**
 - *The Paper Bag Princess*

Additional Resources

- Printable homophones sheet (See Attachment: 4.1 Resource – Printable Homophones Sheet)
- Lessons on traits, connections and comparison: <http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop>
- Great graphic organizer with text evidence: <http://www.scholastic.com/teachers/sites/default/files/asset/file/storia-character-traits-organizer.pdf>
- On-line activity with traits if have internet access: <http://teacher.scholastic.com/activities/scrapbook>
- Great list of character traits with organizer activity: http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_charactertraits.pdf
- Different level character trait organizers and PDF's for book reports, character traits etc: <http://www.the curriculumcorner.com/the curriculumcorner123/2012/06/01/characters-2/>
- Great graphic organizers, games and lessons for all aspects of literature, informational text, vocabulary and grammar: http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm
- Tips on writing dialogue: <http://www.creative-writing-now.com/how-to-write-dialogue.html>
- Good lesson on identifying character traits and inference: http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf

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Performance Tasks

Autobiographical Posters

- The student creates an autobiographical poster about him/herself that has a paragraph description about him/herself that lets his/her classmates know who he/she is.
 - The teacher discusses, “Who am I?” by filling out an autobiographical organizer. (See Attachment: 4.1 Graphic Organizer - About Me or use this one if a harder one is needed: http://www.fcrr.org/studentactivities/c_002c.pdf)
 - The student describes him/herself to a partner. The partner uses 5W’s questions to learn more about his/her classmate.
 - The student drafts, peer reviews, and edits the paragraph. (Peer Edit: Use paragraph check list See Attachment: 4.1 Writing Tool – Paragraph Checklist)
 - The student publishes the paragraph with an illustration.

Become a Character

- The student chooses a favorite character from a book read in this unit or any book. The student finds 10 adjectives to describe that character. The student uses the adjectives to write a riddle for his/her classmates to guess. The student pins it on his/her back and circulates around the room for classmates to read and guess individually OR the student can presents his/hers orally to the class.
- A variation below: http://www.readwritethink.org/files/resources/lesson_images/lesson168/912-becomecharac.pdf

Funny Dialogues Using Homophones

- The student writes and presents a dialogue with a partner that is a conversation between either two characters or the student and a character.
- The student uses three or four pairs of homophones. (See Attachment: 4.1 Performance Task – Write a Dialogue.)
- The student creates a dialogue using homophones correctly in their two contexts. (Example: “I will be there soon, unless I get a bee sting.”)
- The student uses homophones from readings or he/she self-selects four pairs.

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Suggested Sample Lessons

- Poetry Lesson on “To Be a Butterfly” (See Attachment: 4.1 Sample Lesson – To Be A Butterfly)
- Vocabulary Lesson: Making inferences to understand unknown words

Essential Question: What do I do with an unknown word?

The teacher explains that good readers treat unknown words like a mystery. They don’t skip over a word, but dig into the book like a detective and use clues from the text to solve the mystery word.

Good readers:

- Identify words they do not know (See Attachment: 4.1 Graphic Organizer - Vocabulary Inventory Chart)
- Use clues from the text to make a good guess (to infer) the meaning of the word
- Use tools to help them such as a dictionary or thesaurus.

The teacher reads aloud the first half of a picture book and models through a think aloud how he/she:

- Recognizes an unknown word (See Attachment: 4.1 Graphic Organizer - Vocabulary Inventory Chart)
- Uses clues in the text (grammar and context)
- Infers the meaning of an unknown word. (See Attachment: 4.1 Other Evidence – Vocabulary Inference Chart)

- “Wordstorming:” Building background with words
 - The teacher asks the student to write down all the words he/she can think of related to a given concept, theme, or target word.
 - When the student has exhausted his/her contributions, the teacher helps him/her add to his/her list by giving some specific directions:
 - Can you think of words that describe someone without _____?
 - Can you think of words that would show what someone might see, hear, feel, touch, and smell, in a situation filled with _____?
 - The teacher asks the student to group and label his/her words. The teacher introduces any words he/she thinks should be included and asks the student to put them in the right group.