

**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student analyzes who and how they are in their native language vs. who and how they are when they are in their English-speaking environments, and analyze texts that use figurative language to create vivid images of these two contrasting worlds. The unit will culminate in a writing project that focuses on the writing, revision and editing processes.
<b>Transversal Themes:</b>	Ethnicity, Origin, Bilingualism, Reflective Thinking
<b>Integration Ideas:</b>	History/Social Studies

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** How can I use words to express who I am?  
**EU1.** Making connections to what we read helps us understand who we are.
- EQ2.** Why do writers use metaphors and similes?  
**EU2.** Metaphors and similes paint a picture in the reader’s mind.
- EQ3.** How and why might we feel like a different person depending on the setting?  
**EU3.** Setting can influence character.
- EQ4.** How do writers improve their writing?  
**EU4.** Good writers revise and improve their writing through the writing process.

**Transfer (T) and Acquisition (A) Goals**

- T1.** The student will leave the class able to apply his/her knowledge to connect with a text and identify character traits as a way to better understand him/herself.
- T2.** The student will leave the class able to apply his/her knowledge to recognize, interpret and use figurative language in a variety of settings and contexts.
- T3.** The student will leave the class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.
- The student acquires skills to...*
- A1.** Listen and respond during a read-aloud from a variety of narrative texts and to comprehend and identify setting (in stories and about his/herself).
- A2.** Use transitions to tell, retell and explain a story (about his/her identity), using acquired vocabulary (figurative language) and appropriate language structure.
- A3.** Compare and contrast character traits (i.e., between identity in native language and identity in English-speaking environment).
- A4.** Follow the writing process (i.e., to edit and revise work over a period of time).

**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 weeks of instruction**

Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>4.L.1a</b>	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.
<b>Speaking</b>	
<b>4.S.2</b>	Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.
<b>4.S.6</b>	Plan and deliver oral presentations on a variety of topics and content areas.
<b>4.S.6a</b>	Retell, explain, and summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
<b>Reading</b>	
<b>4.R.4L</b>	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
<b>4.R.5L</b>	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>4.R.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Reading Foundational Skills</b>	
<b>4.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.
<b>4.R.FS.12a</b>	Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words fluently.
<b>Writing</b>	
<b>4.W.5</b>	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>4.W.8</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.
<b>Language</b>	
<b>4.LA.1g</b>	Produce simple, compound, and complex sentences.
<b>4.LA.1i</b>	Correctly use frequently confused words/homonyms (e.g., <i>to, too, two; there, their</i> ).
<b>4.LA.1l</b>	Form and use homophones.



**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
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<b>4.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.
<b>4.LA.5</b>	Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings.
<b>4.LA.5a</b>	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.

**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 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><b>PRCS:</b> 4.L.1a 4.LA.4 4.R.5L 4.R.8 4.S.2 4.S.6 4.W.5 4.W.8</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3</p> <p><b>T/A:</b> A1/A3 T1</p>	<ul style="list-style-type: none"> <li>Character traits and how they change throughout a story.</li> </ul>	<ul style="list-style-type: none"> <li>Character traits</li> <li>Figurative language</li> <li>Metaphor</li> <li>Sequencing</li> <li>Setting</li> <li>Simile</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 4.2</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 4.2”).</li> </ul> <p><b>My Two Different Worlds</b></p> <ul style="list-style-type: none"> <li>Sequence chart: The student analyzes the character’s traits in the story <i>My Name</i> in the beginning of the story using a sequencing chart to identify how she changes from the beginning to the end of the story.</li> <li>Paragraph writing: The student writes at least one comprehensive, well-written paragraph that describes who he/she is and how he/she acts in their native languages vs. who he/she is and how he/she acts in their</li> </ul>	<p><b>Journal Writing</b></p> <ul style="list-style-type: none"> <li>The student writes daily reflections on his/her reading (See Attachment: 4.4 Other Evidence – Journal Writing if students would like prompts or additional structure)</li> <li>The teacher requires students to identify figurative language in their texts and to incorporate figurative language into their own personal journal entries.</li> </ul> <p><b>Vocabulary Packet</b></p> <ul style="list-style-type: none"> <li>The student completes work in a vocabulary packet (see attachment: 4.4 Other Evidence – Unit Vocabulary Packet) for this unit’s vocabulary words, focusing on.</li> </ul>	<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><b>Identifying Character Traits and Connecting to a Text</b></p> <ul style="list-style-type: none"> <li>The teacher models character analysis during a read-aloud by creating a large class story map to track a character during the beginning, middle and end of a story (See Attachment: 4.4 Graphic Organizer – Story Map as a template). This story should be different from the story used in the performance task (<i>My Name</i>). The teacher emphasizes how the story is organized into paragraphs and how that helps organize the story. The teacher explains that this will also be important for students’ own writing.</li> <li>During a read-aloud, the student signals (through standing, raising a hand, or some other silent gesture) when: <ul style="list-style-type: none"> <li>there is something read in the story to which the student relates.</li> <li>there is something in the story that illustrates a change in the character.</li> </ul> </li> <li>The teacher reads selected poems from Francisco Alarcón that focus on his identity and self-perception (See Attachment: 4.4 Text: Francisco Alarcón Poetry). The teacher first ensures that students understand the</li> </ul>



Unit 4.4: My Story: Exploring Figurative Language and the Writing Process

English as a Second Language

4 weeks of instruction

			<p>English-speaking worlds.</p> <p><i>The Real Me</i></p> <ul style="list-style-type: none"><li>• The student creates a dualistic visual representation that captures “Who Am I?” in both his/her <i>native</i> and <i>new</i> languages/cultures.</li><li>• The student selects two pictures of him/her self that best represent who/how he/she is in their native language/culture vs. who he/she is in their English speaking environment. The teacher points out that these two worlds represented by their pictures may look the same or they may look different. The student titles his/her pictures, “The Real Me,” in <u>Spanish or English</u>.</li><li>• On a poster or electronically (using Word, PowerPoint, Prezi, etc.), the student also draws a Venn diagram, which he/she will use to compare and contrast their two worlds (see attachment 4.4 Graphic Organizer – Venn Diagram).</li><li>• At the end of the project,</li></ul>		<p>basic structure of a poem and how the author has organized his ideas using separate stanzas. Next, the student practices applying the same character-analysis skills to poetry as he/she did with a narrative text.</p>
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**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 weeks of instruction**

			the student presents his/her posters to the class and explains how the pictures they selected are representative of their two worlds.		
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**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 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><b>PRCS:</b> 4.L.1a 4.LA.5 4.LA.5a 4.R.4L 4.R.FS.12 4.R.FS.12a 4.S.2 4.S.6 4.W.5</p> <p><b>EQ/EU:</b> EQ2/EU2</p> <p><b>T/A:</b> A2 T2</p>	<ul style="list-style-type: none"> <li>Figurative language (i.e. similes and metaphors).</li> </ul>	<ul style="list-style-type: none"> <li>Context</li> <li>Figurative language</li> <li>Imagine</li> <li>Metaphor</li> <li>Simile</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Expressing Yourself Using Figurative Language</b></p> <ul style="list-style-type: none"> <li>The teacher introduces similes and metaphors.</li> <li>The student re-reads <i>My Name</i> for the purpose of finding the images that the author created using figurative language.</li> <li>The student analyzes his/her experiences learning English using the five senses to describe how he/she feels. The teacher introduces the steps of the writing process (brainstorming, free-writing/drafting, revising, editing and publishing) and writes them up on the board in a circle to show students that the writing process is a circular process that goes back and forth from one step to the other.</li> <li>The student takes ideas from his/her “Brainstorming</li> </ul>	<p><b>Figurative Language Illustrations</b></p> <ul style="list-style-type: none"> <li>The student illustrates a simile and a metaphor, either from texts or created by the students. The student explains his/her illustrations in a presentation to the class.</li> </ul> <p><b>Decoding/Fluency Check</b></p> <ul style="list-style-type: none"> <li>In preparation for the oral class presentation during the performance task, the student works with a partner to complete paired-reading fluency check (see attachment: 4.4 Other Evidence – Paired Fluency Check).</li> </ul>	<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><b>Figurative Language (Similes and Metaphors)</b></p> <ul style="list-style-type: none"> <li>The teacher gives students a list of similes and metaphors from different texts and has them underline the similes and circle the metaphors (See Attachment: 4.4 Learning Activity – List of Similes and Metaphors)</li> <li>The student practices identifying the meaning of similes and metaphors.</li> <li>The student brainstorms how to use similes or metaphors to say that somebody: a) runs fast, b) is pretty, c) jumps well, and d) is strong.</li> <li>The teacher reads selected poems from Francisco Alarcón that include strong examples of figurative language (See Attachment: 4.4 Text: Francisco Alarcón Poetry) and the student practices identifying similes and metaphors in poetry.</li> </ul>



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			<p>Using the Senses” worksheet and writes a paragraph describing his/her English- and Spanish-speaking worlds. The student continues the steps of revising, editing and publishing, using a variety of digital tools to publish and present.</p> <ul style="list-style-type: none"><li>• The student shares his/her writing with the class and assesses his/her own writing.</li></ul>		
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**English as a Second Language**  
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<p><b>PRCS:</b> 4.L.1a 4.LA.1g 4.LA.1i 4.LA.1l 4.S.6 4.S.6a 4.W.8</p> <p><b>EQ/EU:</b> EQ4/EU4</p> <p><b>T/A:</b> A4 T3</p>	<ul style="list-style-type: none"> <li>The steps of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>(Peer) Editing</li> <li>Brainstorming</li> <li>Complex sentence</li> <li>Compound sentence</li> <li>Drafting</li> <li>Free-writing</li> <li>Homonym</li> <li>Publishing</li> <li>Revising</li> <li>Simple sentence</li> <li>Writing process</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Expressing Yourself Using Figurative Language</b></p> <p>This performance task, though identified above, also assesses students’ mastery of the writing process.</p>	<p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>The student completes a jigsaw activity with a group to: <ul style="list-style-type: none"> <li>identify the correct order of the writing process.</li> <li>describe in writing each step of the writing process and share with his/her group.</li> </ul> </li> <li>(See Attachment: 4.4 Other Evidence – The Writing Process Jigsaw).</li> </ul> <p><b>Exit Card</b></p> <ul style="list-style-type: none"> <li>The student completes an exit card identifying the number (order) of the step and describing what happens during that particular step of the writing process. This takes place over the course of a week so that the student has an opportunity to identify all of the steps (See attachment 4.4 Other Evidence – The Writing Process Exit Card).</li> </ul>	<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><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>The student completes a two-minute free-writing activity about his/her English-speaking worlds and a two-minute free-writing activity on his/her Spanish-speaking worlds. The teacher ensures that students’ pens/pencils continue to move during the two-minute exercise. The teacher repeats this activity several times, as the goal of this activity is for students to write non-stop and have them come back to what they wrote to search for writing ideas upon which to expand.</li> <li>During the middle of the writing process, the teacher ensures that students employ a variety of sentence structures (simple, compound and complex) and models the differences between each. The student completes a practice activity (See attachment 4.4 Learning Activity – Choosing Sentence Structure). The teacher creates an anchor chart for student reference throughout the writing process.</li> <li>Once the student has a complete writing piece, he/she works with a partner to edit their work (See Attachment: 4.4 Writing</li> </ul>



**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 weeks of instruction**

					<p>Tool – Peer Editing Checklist). The student focuses on finding incorrectly-used words (homonyms) in his/her peer’s work as well as multiple sentence structures (simple, compound, complex).</p> <ul style="list-style-type: none"><li>• The teacher uses the worksheet “What Are Homophones” to introduce homophones to students (see Attachment: 4.4 Learning Activity – What are Homophones?). The teacher explains that homophones are easy to remember if you think of your Greek roots. <b>Homo</b> means “same.” <b>Phone</b> means “sound.” So homophones are literally two words whose names have the same sound. Context helps you know which one is meant, as well. The teacher begins a class homophone word chart to identify homophones encountered during class readings. The teacher writes the homophones in a chart and encourages students to share a definition of each word as well as use each word in a sentence. The student keeps his/her own homophone word list in his/her reading journal when he/she encounters homophones during individual reading.</li></ul>
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**English as a Second Language**  
**4 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Francisco Alarcón (See Attachment: 4.4 Text – Francisco Alarcón Poetry)**
  - *Poems*
- **Sandra Cisneros**
  - *The House on Mango Street*
- **Alma Flor Ada**
  - *My Name is Maria Isabel*
- **Susan Miho Nunes**
  - *The Last Dragon*
- **Chris Van Allsburg**
  - *The Stranger*

**Additional Resources**

- Resource for structuring your read alouds (see attachment: 4.4 Resource – Structuring Read Alouds): <http://www.esiponline.org/classroom/foundations/reading/readalouds.html>
- Figurative language resources and activities: <http://www.sturgeon.k12.mo.us/elementary/numphrey/subjectpages/languagearts/figuresofspeech.html>
- Resources for activities on writing similes (see attachment: 4.4 Resource – Writing Similes Activity)

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### English as a Second Language

4 weeks of instruction

#### Performance Tasks

##### *Expressing Yourself Using Figurative Language*

- The teacher introduces similes and metaphors (See Attachments: 4.4 Performance Task – Introduction to Metaphors and 4.4 Performance Task – Introduction to Similes). The teacher explains how authors create images using figurative language to explain an experience.
- The student re-reads *My Name* for the purpose of finding the images that the author created using figurative language.
- The student analyzes his/her experiences learning English using the five senses to describe how he/she feels. The student incorporates similes and metaphors that create images for readers (See Attachment: 4.4 Graphic Organizer – Brainstorming Using the Senses).
- The teacher introduces the steps of the writing process (brainstorming, free-writing/drafting, revising, editing and publishing) and writes them up on the board in a circle to show students that the writing process is a circular process that goes back and forth from one step to the other.
- The student takes ideas from his/her “Brainstorming Using the Senses” worksheet (See Attachment: 4.4 Graphic Organizer - Brainstorming Using the Senses) and writes a paragraph describing his/her English- and Spanish-speaking worlds. The student continues the steps of revising, editing and publishing, using a variety of digital tools to publish and present work (See Attachment: 4.4 Writing Tool – Peer Editing Checklist).
- The student shares his/her writing with the class. The student assesses his/her own writing (See Attachment: 4.4 Writing Tool – Writing Process Rubric).

##### *My Two Different Worlds*

- Sequence chart: The student analyzes the character’s traits in the story *My Name* (See Attachment: 4.4 Text – My Name) in the beginning of the story using a sequencing chart (See Attachment: 4.4 Graphic Organizer - Story Map) to identify how she changes from the beginning to the end of the story.
- Paragraph writing: The student writes at least one comprehensive, well-written paragraph that describes who he/she is and how he/she acts in their native languages vs. who he/she is and how he/she acts in their English-speaking worlds. Each paragraph must include:
  - A topic sentence
  - At least 3 supporting sentences
  - No grammatical, spelling, or punctuation errors
  - Figurative language (similes and metaphors) to describe student’s feelings

##### *The Real Me*

- The student creates a dualistic visual representation that captures “Who Am I?” in both his/her *native* and *new* languages/cultures.
- The student selects two pictures of him/herself that best represent who/how he/she is in their native language/culture vs. who he/she is in their English speaking environment. The teacher points out that these two worlds represented by their pictures may look the same or they may look different. The student titles his/her pictures, “The Real Me,” in Spanish or English.
- On a poster or electronically (using Word, PowerPoint, Prezi, etc.), the student also draws a Venn diagram (See Attachment: 4.4 Graphic Organizer – Venn Diagram), which he/she will use to compare and contrast their two worlds.
- At the end of the project, the student presents his/her posters to the class and explains how the pictures they selected are representative of their two worlds.

**Unit 4.4: My Story: Exploring Figurative Language and the Writing Process**  
**English as a Second Language**  
**4 weeks of instruction**

**Suggested Sample Lessons**

- Lesson on prewriting: <http://www.readwritethink.org/classroom-resources/lesson-plans/color-poems-using-five-375.html?tab=4#tabs>
- Lesson on peer editing: <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=4#tabs>
- Lesson on revising: <http://www.readwritethink.org/classroom-resources/lesson-plans/prompting-revision-through-modeling-1183.html?tab=4#tabs>
- Lesson on using poetry and similes: <http://www.readwritethink.org/classroom-resources/lesson-plans/lonely-cloud-using-poetry-907.html?tab=4#tabs>
- Lesson on figurative language, similes and metaphors: <http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-awards-ceremony-115.html?tab=4#tabs>