

**Unit 4.6: Family Interviews**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student studies non-fiction texts such as newspapers and magazines to classify facts and opinions, and compare and contrast expository versus narrative forms of biographies. They will explore the genre of biography and conduct interviews of their family members in order to write the biography of a family member.
<b>Transversal Themes:</b>	Concepts, Facts, Communication, Ethnicity, Race, Age and Gender, Origin, Type of Family
<b>Integration Ideas:</b>	History/Social Studies, Art

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

- EQ1.** Who would I be without my family?  
**EU1.** My family’s history is a part of who I am, and is essential in telling my story – just like in any biography.
- EQ2.** How does where you grow up affect who you are?  
**EU2.** The setting and environment where we grow up can create challenges that shape our identity.
- EQ3.** Can a story be “true”?  
**EU3.** Good readers can determine the truth of a text by finding the facts in a text and recognizing opinion.

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

- T1.** The student will leave the class able to apply his/her knowledge of non-fiction reading skills to identify and connect with informational texts in other content areas.
- T2.** The student will leave class able to apply his/her knowledge to recognize and articulate facts and opinions of the author within any informational text.
- T3.** The student will leave class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.
- T4.** The student will leave class able to apply his/her knowledge to identify the connection between character and setting and the impact of setting on a person’s life – both for others and for the student him/herself.

*The student acquires skills to...*

- A1.** Identify and make connections with the main character and setting within narrative and expository text.
- A2.** Identify and distinguish between fact and opinion in informational text.
- A3.** Use story organization of beginning, middle, and end to identify sequence within narrative and expository text (i.e., telling someone’s story through reading or writing their biography).
- A4.** Describe how a setting affects a person in a biography (i.e., challenges a person faced growing up).

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>4.L.1c</b>	Listen, give, and respond to complex instructions and directions.
<b>4.L.1d</b>	Listen and respond during read-alouds to a variety of narrative and informational texts.
<b>4.L.1e</b>	React or answer the 5W questions in formal and informal discussions using a physical or verbal response.
<b>Speaking</b>	
<b>4.S.2</b>	Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.
<b>4.S.2a</b>	Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.
<b>4.S.2c</b>	Expand sentences to provide details in shared language activities.
<b>4.S.4</b>	Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses.
<b>4.S.6</b>	Plan and deliver oral presentations on a variety of topics and content areas.
<b>Reading</b>	
<b>4.R.2I</b>	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.
<b>4.R.3I</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.
<b>4.R.4I</b>	Determine the meaning of general academic and content-specific words and phrases in an informational text.
<b>4.R.6I</b>	Distinguish their own point of view from that of the author of an informational text.
<b>4.R.7I</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<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>4.R.9I</b>	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
<b>Reading Foundational Skills</b>	
<b>4.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.

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<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.1</b>	Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.
<b>4.W.2</b>	Write formal and informal letters with correct form and accurate punctuation, including greetings and body.
<b>4.W.3</b>	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.
<b>4.W.6</b>	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).
<b>Language</b>	
<b>4.LA.1</b>	Demonstrate command of English grammar and usage when writing or speaking.
<b>4.LA.1a</b>	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
<b>4.LA.1e</b>	Apply appropriate adverbs to modify verbs.
<b>4.LA.1f</b>	Form and use prepositional phrases.
<b>4.LA.1g</b>	Produce simple, compound, and complex sentences.
<b>4.LA.1h</b>	Use conjunctions in writing and when speaking.
<b>4.LA.2</b>	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
<b>4.LA.2a</b>	Use correct capitalization.
<b>4.LA.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b>4.LA.3a</b>	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
<b>4.LA.3b</b>	Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.
<b>4.LA.3c</b>	Compare formal and informal uses of English.
<b>4.LA.4d</b>	Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<b>4.LA.5b</b>	Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
<b>4.LA.6</b>	Accurately use grade-appropriate general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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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><b>PRCS:</b> 4.L.1c 4.L.1d 4.LA.1 4.LA.2 4.R.2l 4.R.3l 4.R.4l 4.R.7l 4.R.9l 4.S.2c 4.S.6 4.W.6</p> <p><b>EQ/EU:</b> EQ1/EU1</p> <p><b>T/A:</b> T1/A1</p>	<ul style="list-style-type: none"> <li>Correct language patterns to organize events from read alouds of narrative texts (i.e. sequence cues such as first, second, third, then, next, last, finally).</li> <li>Elements in descriptive and narrative forms of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Challenge</li> <li>Connections</li> <li>Expository</li> <li>Impact</li> <li>Influence</li> <li>Main idea</li> <li>Narrative</li> <li>Obstacle</li> <li>Sequence</li> <li>Setting</li> <li>Struggle</li> <li>Supporting details</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Comparing Biographies</b></p> <p>The student creates a presentation that compares and contrasts two biographies on the same topic that follow a narrative and expository structure. After analyzing both texts, the student evaluates the two structures, orally presenting the key features of each structure to determine which is better suited for the genre of a biography. The student works with a partner to complete this performance task.</p>	<p><b>Dialogue Journal</b></p> <ul style="list-style-type: none"> <li>The student uses a dialogue journal to write down connections to the text, being sure to use correct grammar and appropriate conventions in his/her writing (see attachment: Other Evidence – 4.6 Dialogue Journal). Before beginning, the student reviews the three types of connections, glued in his/her journal (see attachment: 4.6 Reading Tool – Cue Cards).</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>Reading a Biography</b></p> <ul style="list-style-type: none"> <li>The student completes a “somebody wanted but so” plot summary for a fictional narrative before beginning the biography unit so that he/she can compare a fiction text to a non-fiction text (see attachment: 4.6 Graphic Organizer – Somebody Wanted But So).</li> <li>The student selects a paragraph from the biography and finds the main idea of the paragraph and supporting details. The teacher first models this with the class. Next, the student works with a partner and finally the student practices this independently, using a main idea and details graphic organizer (see attachment: 4.6 Graphic Organizer – Hamburger Paragraph).</li> <li>The student makes connections to self, text, and world with a person featured in a biography. The student uses a dialogue journal to write down connections to the text (see attachment: Other Evidence – 4.6 Dialogue Journal).</li> <li>The student reads aloud a biography and finds examples of how the person was affected by his/her setting. The student finds examples and writes in his/her dialogue</li> </ul>



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					<p>journal various connections and predictions based on the setting's impact on the character.</p> <ul style="list-style-type: none"><li>• The teacher creates daily grammar checks to reinforce English conventions (capitalization, punctuation, spelling, etc.) by providing a short excerpt from a biography that has errors for students to find. The student corrects these errors.</li></ul>
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<p><b>PRCS:</b> 4.L.1d 4.LA.3a 4.LA.3b 4.LA.3c 4.LA.4d 4.LA.5b 4.LA.6 4.R.6l 4.S.4 4.W.1 4.W.2 4.W.3</p> <p><b>EQ/EU:</b> EQ3/EU3</p> <p><b>T/A:</b> T2/A2</p>	<ul style="list-style-type: none"> <li>Examples of fact and opinion in newspapers or magazines (letter to the editor, editorial, article, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Article</li> <li>Editor</li> <li>Editorial</li> <li>Fact</li> <li>Opinion</li> </ul>		<p><i>Letter to the Editor</i></p> <ul style="list-style-type: none"> <li>The student writes a letter to the editor, using formal, written English, in response to an article that has been shared with the class. The student uses this article to share an opinion and back that opinion with facts to be shared with a fictitious editor. The student uses the outline provided to complete this writing assignment (see attachment: Other Evidence – Letter to the Editor).</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 Fact Versus Opinion</b></p> <ul style="list-style-type: none"> <li>The teacher models how to pull facts and opinions from informational texts, creating a t-chart to visually organize and compare these facts and opinions.</li> <li>The teacher reviews language that may signify fact and opinion. For example, the verb “know” likely signals that something is a fact, while “wonder” or “believe” points to an opinion. The teacher creates an anchor chart with “fact” and “opinion” verbs to help students when reading and writing.</li> <li>The student works with a partner to find facts and opinions in a biography, tracking findings on a graphic organizer (see attachment: 4.6 Graphic Organizer – Fact and Opinion).</li> <li>The teacher shares letters to the editor with the class and identifies components of a formal letter. The teacher models how to write a letter to the editor, writing one as a class. The teacher emphasizes the difference between formal and informal English, identifying features that make writing and speaking informal and formal, indicating that this particular letter is formal in nature and</li> </ul>



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					<p>must use English that is different than casual conversation. The teacher also focuses on identifying formal, academic language and models how to incorporate content-specific vocabulary from an article into this letter.</p> <ul style="list-style-type: none"><li>• The teacher identifies unknown words that may be found in formal writing (i.e., a letter to the editor) and models how to look up words in the dictionary and/or use the thesaurus to find synonyms for these words. The student practices with a partner.</li></ul>
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<p><b>PRCS:</b> 4.L.1c 4.L.1e 4.LA.1 4.LA.1a 4.LA.1e 4.LA.1f 4.LA.1g 4.LA.1h 4.LA.2 4.LA.2a 4.LA.2b 4.R.2l 4.R.3l 4.R.8 4.R.FS.12 4.R.FS.12a 4.S.2 4.S.2a 4.S.2c 4.S.6 4.W.1 4.W.2</p> <p><b>EQ/EU:</b> EQ2/EU2</p> <p><b>T/A:</b> T3/A3 T4/A4</p>	<ul style="list-style-type: none"> <li>Organization and content typical of a biography.</li> <li>Strategies and protocol for interviewing another person.</li> <li>The steps of the writing process and how to apply them to his/her own work.</li> </ul>	<ul style="list-style-type: none"> <li>Chronological</li> <li>Fiction</li> <li>Main idea and details</li> <li>Non-fiction</li> <li>Sequence; sequential</li> <li>Sequential transition words, such as: First, Second, Third, Next, Then, Last, Finally</li> <li>Structure</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Biography of a Family Member</b></p> <ul style="list-style-type: none"> <li>The student writes a biography of a family member based on an interview using the 5Ws. The student tells a parent’s or family member’s story by following the writing process and writing a 2-to-3-paragraph biography.</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 a paired-reading fluency check. The student has an opportunity to practice sounding out (decoding) words read aloud. After completing this activity, the student meets with the teacher to review the results. The teacher offers the student targeted phonics support based on areas of need identified in the fluency check (see attachment: 4.6 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>Writing a Biography</b></p> <ul style="list-style-type: none"> <li>The teacher models for the students how to organize a fictional narrative story into a Beginning/Middle/End Story Map so that students can apply this to a non-fiction text – in this case, a biography (see attachment: 4.6 Graphic Organizer – Story Map).</li> <li>The teacher explains transition words (first, then, next, so, finally) to use in students’ non-fiction writing. Then, the teacher creates a poster of transition words for beginning, middle, and end to use as a reference during the biography-writing project.</li> <li>The teacher models correct use of commas and quotation marks when including a direct quote in writing. The student applies these rules in his/her biography to quote the family member sharing certain information about his/her life.</li> <li>The student uses the paragraph checklist (see attachment: 4.6 Writing Tool – Paragraph Checklist) to revise and edit work, and to ensure that English conventions (i.e., capitalization, punctuation and spelling) are accurate in his/her writing.</li> </ul>





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					<ul style="list-style-type: none"><li>• The teacher provides explicit instruction with daily practice (i.e., during morning meeting) related to these language conventions and the student incorporates them into his/her biography:</li><li>• <i>Relative pronouns and adverbs</i>: The teacher explains that specific, detailed writing uses relative pronouns and adverbs. The teacher provides sentences to the class so that more information can be provided, using relative pronouns and adverbs (i.e., Teacher provides the sentence: “The book is on the table” and the student adds a relative pronoun or adverb to make the new sentence “The book <b>that</b> I just bought is on the table” or “The book is on the table <b>where</b> I do my homework”. This gives the reader more information and should be incorporated into student writing.</li><li>• <i>Adverbs</i>: The teacher explains that adverbs make verbs more specific and leads the class in identifying adverbs within written biographical passages. The teacher plays a School House Rock song to teach adverbs (See link in additional resources section). Then, the student works with a partner to modify verbs by adding adverbs into a pre-written biographical passage.</li><li>• <i>Prepositional phrases</i>: The teacher explains the function and purpose of prepositions and prepositional phrases. The student builds fluency with prepositions by learning a song that includes the most common prepositions (See link in additional resources section).</li></ul>
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					<ul style="list-style-type: none"><li>• <i>Conjunctions:</i> The teacher explains the function and purpose of conjunctions and plays the School House Rock song <i>Conjunction Junction</i> (See link in additional resources section). Then, the student identifies examples of conjunctions found in biographies.</li><li>• <i>Simple, compound, and complex sentences:</i> The teacher reviews the differences between these sentence types, as they were introduced in a previous unit. The student practices distinguishing between these three types of sentences.</li></ul>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Kathleen Krull (narrative)**
  - *Harvesting Hope: The Story of Cesar Chavez*
- **Walter Dean Myers (narrative)**
  - *Malcolm X: A Fire Burning Brightly*
- **Doreen Rappaport (narrative)**
  - *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*
- **Carole Boston Weatherford**
  - *Moses: When Harriet Tubman Led Her People to Freedom*
- **Monica Brown**
  - *My Name Is Celia / Mi Nombre es Celia*

**Additional Resources**

- Non-Fiction Structure (see attachment: 4.6 Resource – Non-Fiction Structure)
- Question Ideas (see attachment: 4.6 Resource – Question Ideas)
- *Lolly, Lolly, Lolly Get Your Adverbs Here* – School House Rock: <https://www.youtube.com/watch?v=sZzG1jg4lfo&feature=kp>
- Preposition song: <http://teaching.monster.com/training/articles/256-the-preposition-song>
- *Conjunction Junction* – School House Rock: <https://www.youtube.com/watch?v=RPoBE-E8Voc>

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## Performance Tasks

### *Biography of a Family Member*

The student writes a biography of a family member based on an interview using the 5Ws. The student tells a parent's or family member's story by following the writing process and writing a 2-to-3 paragraph biography.

- The student identifies a family member for his/her biography subject and writes questions using the 5Ws. (For question ideas, see attachment: 4.6 Performance Task – Question Ideas).
- The student writes a letter to his/her family member, asking for an interview and providing the interview questions in advance so that the family member may be prepared for the interview.
- The student interviews his/her family member, gathering information and asking follow-up or clarifying questions when needed to gather as much information as possible.
- From the interview, the student completes a sequence-of-events map to organize the biographical information chronologically and identify key events in the person's life (see attachment: 4.6 Graphic Organizer – Story Map). The beginning of the biography can be about the family member's early life, the middle about an obstacle in their life, and the end about how they overcame it/what they do now.
- The student selects a structure to use for the biography – either expository or narrative – and writes a first draft of the biography using the graphic organizer as an outline.
- The student revises his/her first draft and conferences with the partner to ask questions (5Ws) if the paragraph is unclear and lacks details.
- The student works with a partner to peer edit, using the paragraph check list (see attachment: 4.6 Writing Tool – Paragraph Checklist – add additional standards components to checklist)
- The student publishes a final draft, creates an illustrated cover of a portrait of the family member and reads the biography orally for the class.

### *Comparing Biographies*

The student creates a presentation that compares and contrasts two biographies on the same topic that follow a narrative and expository structure. After analyzing both texts, the student evaluates the two structures, presenting the key features of each structure to determine which is better suited for the genre of a biography. The student works with a partner to complete this performance task.

- The student reads, with a partner, two biographies on the same topic (person). One biography must follow a narrative structure and the other must follow an expository structure.
- The student writes, with a partner, a paragraph summary that uses main idea and details for each. The student prewrites using a hamburger organizer (see attachment: 4.6 Graphic Organizer – Hamburger Paragraph).
- The student completes, with a partner, a Venn diagram that compares and contrasts information presented within the two structures – narrative and expository – in order to see which structure may present information more fully or completely (see attachment: 4.6 Graphic Organizer – Venn Diagram).
- The student creates, with a partner, a sequence of events of the person's life from the biographies (see attachment: 4.6 Graphic Organizer – Timeline).
- The student finds, with a partner, facts from both texts and creates opinions from the facts (see attachment: 4.6 Graphic Organizer – Fact and Opinion).
- The student creates, with a partner, a presentation in which the pair evaluates which style (expository or narrative) is preferred for biographies, highlighting the differences between the two structures.



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**Suggested Sample Lessons**

- Lessons on Researching and giving an Oral Presentation on a Biography: <http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html?tab=4#tabs>
- Lessons on exploring and sharing family stories through interviews: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-sharing-family-stories-805.html?tab=1#tabs>  
<http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-sharing-family-stories-805.html?tab=1 - tabs>