

**Unit 6.1: Characters Facing Challenges**  
**English as a Second Language**  
**8 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads narrative texts about challenges that characters encounter in stories. The student applies reading and vocabulary strategies to help him/her understand what he/she read and he/she uses the writing process to create narrative writings.
<b>Transversal Themes:</b>	Civic and Ethic Education
<b>Integration Ideas:</b>	Art, Social Studies

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

- EQ1.** How do challenges lead to new learning?  
**EU1.** Challenges are openings to new learning.
- EQ2.** What makes a great story?  
**EU2.** Great narratives capture the reader’s attention from beginning to end.
- EQ3.** How do I figure out a word I don’t know?  
**EU3.** Readers use many tools to figure out unknown words.
- EQ4.** What makes great writing?  
**EU4.** The writing process helps us more effectively communicate our own stories.

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

- T1.** The student will leave the class able to use his/her learning of challenges to more effectively deal with the challenges in his/her own life.

*The student acquires skills to...*

- A1.** Identify and organize events in narrative texts.
- A2.** Sort and organize relevant events to reconstruct narrative fiction.
- A3.** Use a variety of sentence types to construct narrative paragraphs.
- A4.** Compare and contrast character traits of characters in narrative fiction.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>6.L.1b</b>	Interact in a socially appropriate manner.
<b>6.L.1d</b>	Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting.
<b>Speaking</b>	
<b>6.S.1</b>	Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.
<b>6.S.2b</b>	Express self using correct, simple, compound, and complex sentences.
<b>6.S.2c</b>	Answer and formulate both closed and open-ended questions in both formal and informal discussions.
<b>6.S.2d</b>	Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.
<b>6.S.5</b>	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary, adjusting language choices according to purpose, task and audience.
<b>6.S.6a</b>	Retell 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>6.R.1</b>	Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>6.R.2L</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>Writing</b>	
<b>6.W.3</b>	Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.
<b>6.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>6.LA.4b</b>	Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., 'able' - <i>affordable, sociable, disposable</i> ).

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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> 6.LA.4b 6.R.1 6.R.2L 6.S.2b 6.S.2c 6.S.2d 6.S.5 6.S.6a 6.W.3 6.W.8</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ4/EU4</p> <p><b>T/A:</b> A3, A4 T1</p>	<ul style="list-style-type: none"> <li>The vocabulary expansion strategies to assess word meaning (i.e. Word Wall).</li> </ul>	<ul style="list-style-type: none"> <li>Character trait</li> <li>Text structure</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Character Trait Essays</b></p> <ul style="list-style-type: none"> <li>The student uses his or her character trait organizer to write a two paragraph essay describing the character’s major traits, using examples of actions that the characters took when facing a challenge to support his/her argument.</li> <li>The essay includes at least 2-3 character traits and at least one piece of evidence (i.e. action) supporting each character trait.</li> </ul>	<p><b>Story Map</b></p> <ul style="list-style-type: none"> <li>Story Map of Gonzalo’s story (see Attachment: 6.1 Graphic Organizer – Story Map)</li> </ul> <p><b>Word Wall – Vocabulary Work</b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (see Attachment: 6.1 Other Evidence – Using Word Walls to Improve Instruction).</li> </ul> <p><b>Journal Entries</b></p> <ul style="list-style-type: none"> <li>The student does reflective journal entries at the end of each project. (see Attachment: 6.1 Other Evidence – Reflective Journal)</li> <li>The student writes about a time he or she had to learn something new and describes how he/she solved the problem. Based on the actions he/she took to solve the problem, the student uses</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>Analyzing Characters Challenges to Determine Character Traits</b></p> <ul style="list-style-type: none"> <li>The teacher gives the student a list of character traits (see Attachment: 6.1 Learning Activity – Adjectives Describing Character Traits). The student describes the personalities of his/her family members. The student explains why he/she uses these words to describe his/her family.</li> <li>The student compares and contrasts characters or classmates using suffixes (Gonzalo is <u>taller</u> than Tio Juan... My mom is the <u>kindest</u> and <u>prettiest</u> woman I know... My hair is <u>longer</u> than Sara’s hair but Juanita’s hair is the <u>longest</u> in the class).</li> <li>The teacher reads aloud the story, “Gonzalo,” by Paul Fleischman (see Attachment: 6.1 Text – Gonzalo) and has the class brainstorm the challenges that the two characters face.</li> <li>The student makes a list of all the characters in Gonzalo’s story, identifies them as major or minor characters, and explains his/her choice.</li> <li>The student highlights things the characters thought, said, felt, and did to overcome their</li> </ul>



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				adjectives that describe his/her own character.	<p>challenges. Using the five senses, the student highlights each action and places them in a four-column chart in his/her notebook.</p> <ul style="list-style-type: none"><li>• The student selects one thing each of the characters thought, said, felt and did that best represent the characters and places his or her selections on the character trait chart (see Attachment: 6.1 Graphic Organizer – Character Trait Chart).</li><li>• The student uses descriptive adjectives to describe the characters' traits based on the actions he/she took to confront his/her challenge/s (see Attachment: 6.1 Learning Activity – Adjectives Describing Character Traits).</li><li>• The teacher uses a Venn Diagram (see Attachment: 6.1 Graphic Organizer – Venn Lines) and the list of character traits (see Attachment: 6.1 Learning Activity – Adjectives Describing Character Traits) to write a paragraph comparing and contrasting Gonzalo and Tio Juan's characters from the story Gonzalo.</li></ul>
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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> 6.R.1 6.R.4 6.W.3</p> <p><b>EQ/EU:</b> EQ3/EU3 EQ4/EU4</p> <p><b>T/A:</b> A1 A2</p>	<ul style="list-style-type: none"> <li>The elements of narrative text and narrative writing: character, setting, plot, conflict and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>Main character</li> <li>Main event</li> <li>Plot</li> <li>Problem/solution</li> <li>Resolution</li> <li>Setting</li> <li>Strategies</li> <li>Supporting character</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Sequencing Picture Books</b></p> <ul style="list-style-type: none"> <li>The student reads a book on his/her own that includes a character that faces a challenge and overcomes it. The student draws pictures of at least five events in the book and writes 2-3 sentences describing each event next to each picture.</li> <li>The student assembles the pages into a sequencing picture book that includes at least five events, uses appropriate sequencing language (first, next, then, after, finally, etc.), and identifies the problem and when the character solves the problem.</li> <li>The student shares his/her work with the class and does reflective journal entries to reflect on what he/she learned during this</li> </ul>	<p><b>Story Elements and Sequence</b></p> <ul style="list-style-type: none"> <li>Story elements quiz (see Attachment: 6.1 Other Evidence – Story Elements Quiz)</li> <li>The student illustrates the main events in Gonzalo’s story and places the events in sequential order.</li> </ul> <p><b>Journal Entry</b></p> <ul style="list-style-type: none"> <li>The student does reflective journal entries at the end of each project (see Attachment: 6.1 Other Evidence – Reflective Journal).</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>Analyzing Sequence to Understand How Characters Solve Problems</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud the book, <u>The Very Hungry Caterpillar</u> by Eric Carle (<i>Note: while this text is below grade level for Grade 6 students, picture books are ideal for teaching this skill. The student practices the skill independently with texts at his/her appropriate reading level</i>).</li> <li>The teacher explains that the main purpose of reading the book is to listen for the main events in the story in order and identify when the character (caterpillar) overcomes challenges he is facing in the book.</li> <li>After reading aloud the book, the student, with the class, plots out the timeline of the main events in the book using sequencing language (first, then, next, after that, finally, etc.).</li> <li>The student circles the point on the timeline where the problem was identified and also where the caterpillar overcame the problem.</li> </ul>



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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> 6.L.1b 6.L.1d 6.R.1 6.R.2L 6.S.1 6.S.2c</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ4/EU4</p> <p><b>T/A:</b> A3 T1</p>	<ul style="list-style-type: none"> <li>The elements of narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Character trait</li> <li>Narrative</li> <li>Problem/solution</li> <li>Text structure</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>Writing My Own Narrative Using Challenge as a Theme</b></p> <ul style="list-style-type: none"> <li>The student writes about a fictional character (someone made up) who moves to a new country and needs to learn how to do something in the new culture. Maybe the character needs to learn how to speak a new language, get around the new city, or find his/her way in a new school.</li> <li>The student brainstorms titles for his/her story.</li> <li>The student makes sure his or her story has a beginning, middle and an end.</li> <li>The student includes details that tell how the character resolves his or her problem about how to do something. The student uses adjectives to show</li> </ul>	<p><b>Story Map</b></p> <ul style="list-style-type: none"> <li>The student completes a story map about the read aloud story.</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>Narrative Reading</b></p> <ul style="list-style-type: none"> <li>The teacher reviews elements of narratives.</li> <li>The teacher explains to the student that in the story “Gonzalo,” the character Gonzalo faces the challenge of not knowing English and having to learn it when he moves to the United States.</li> <li>The student makes a list of challenges that people face when they relocate to a new country different from his/her own.</li> <li>The teacher reads aloud a story in which the main character faces a challenge. The student reflects on the challenges faced by the character and makes a list of the challenges faced by the character and how he/she overcame the challenges.</li> </ul>



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			<p>how the character changes through the story.</p> <ul style="list-style-type: none"><li>• The student revises his or her story for ideas, spelling, capitalization and punctuation (see Attachment: 6.1 Writing Tool – Peer Editing Checklist).</li><li>• The student makes two illustrations of the narrative he/she wrote to accompany the story. The first illustration shows the character and the problem that he/she encountered. The second illustration shows the character after the problem was resolved.</li><li>• The student shares his or her story aloud with class.</li></ul>		
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Eleanor Estes (character analysis)**
  - *The Hundred Dresses*
- **Paul Fleischman (story narratives)**
  - *Seed Folks*
- **Janet Bode**
  - *New Kids in Town: Oral Histories of Immigrant Teens*
- **Jeff Kinney**
  - *The Diary of a Wimpy Kid*
- **Sherman Alexie**
  - *The Absolutely True Dairy of a Part-Time Indian*
- *Little Red Riding Hood (story sequence)*
- **Houghton Mifflin Traditions**
  - *Gloria Estefan*
- **Houghton Mifflin Traditions**
  - *Paul Bunyan*
- **Paul Fleischman (See Attachment: 6.1 Text – Gonzalo)**
  - *“Gonzalo”*
- **Gary Soto**
  - *La Bamba*

**Additional Resources**

- Video: *Every Young Person Has Challenges, Ages 8-12: Dealing with peer pressure and other challenges* Copyright 2004 / 60 minutes
- Graphic Organizer: Problem and Solution Diagram (see Attachment: 6.1 Resource – Problem and Solution Diagram)
- Ideas and lessons on teaching challenges (see Attachments: 6.1 Resource – Describing the Unknown and 6.1 Resource – The Art of Communication)
- Traits of Fiction (see Attachment: 6.1 Resource – Traits of Fiction)

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## Performance Tasks

### *Character Trait Essays*

- The student uses his or her character trait organizer to write a two paragraph essay describing the character's major traits, using examples of actions that the characters took when facing a challenge to support his/her argument.
- The essay includes at least 2-3 character traits and at least one piece of evidence (i.e. action) supporting each character trait.

### *Sequencing Picture Books*

- The student reads a book on his/her own that includes a character that faces a challenge and overcomes it. The student draws pictures of at least five events in the book and writes 2-3 sentences describing each event next to each picture.
- The student assembles the pages into a sequencing picture book that includes at least five events, uses appropriate sequencing language (first, next, then, after, finally, etc.), and identifies the problem and when the character solves the problem.
- The student shares his/her work with the class and does reflective journal entries to reflect on what he/she learned during this activity.

### *Writing My Own Narrative Using Challenge as a Theme*

- The student writes about a fictional character (someone made up) who moves to a new country and needs to learn how to do something in the new culture. Maybe the character needs to learn how to speak a new language, get around the new city, or find his/her way in a new school.
- The student brainstorms titles for his/her story.
- The student makes sure his or her story has a beginning, middle and an end.
- The student includes details that tell how the character resolves his or her problem about how to do something. The student uses adjectives to show how the character changes through the story.
- The student revises his or her story for ideas, spelling, capitalization and punctuation (see Attachment: 6.1 Writing Tool – Peer Editing Checklist).
- The student makes two illustrations of the narrative he/she wrote to accompany the story. The first illustration shows the character and the problem that he/she encountered. The second illustration shows the character after the problem was resolved.
- The student shares his or her story aloud with class.

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**Suggested Sample Lessons**

- Lesson on comparing and contrasting character traits (See Attachment: 6.1 Sample Lesson – Compare and Contrast Character Traits)
- Lesson on developing stories through picture books: <http://www.readwritethink.org/classroom-resources/lesson-plans/creative-writing-through-wordless-130.html?tab=4#tabs>
- Lesson on plot structure: <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structure-through-401.html?tab=4#tabs>
- Lesson plan on understanding characters (See Attachment: 6.1 Sample Lesson – Understanding Character)