

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

**STAGE 1 – (Desired Results)**

|                            |   |
|----------------------------|---|
| <b>Unit Summary:</b>       | In this unit, the student reflects on what it means to be Puerto Rican through discussion and writing personal narratives and folktales. The student studies folktale structure and compares and contrasts Puerto Rican folktales to folktales around the world, culminating in writing his/her own folktale. |
| <b>Transversal Themes:</b> | Folktales, Cultural Background, Connections   |
| <b>Integration Ideas:</b>  | History/Social Studies, Poetry  |

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

- EQ1.** What does it mean to be Puerto Rican?  
**EU1.** Our home country influences who we are through its language, culture, and customs.
- EQ2.** Does our home make us who we are?  
**EU2.** The setting of our lives shapes who we are by providing novel experiences.
- EQ3.** Why do people tell stories?  
**EU3.** Folktales provide entertainment, but also share local wisdom or lessons to be learned.

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

- T1.** The student will leave the class able to use his/her learning of Puerto Rican folktales and folktales from around the world to better understand and connect with his/her home country and culture.
- The student acquires skills to...*
- A1.** Listen and respond to folktales or poems in order to relate to character and setting and make connections to the text.
- A2.** Sort and organize (sequence) relevant events in folktales.
- A3.** State the problem and solution in folktales.
- A4.** Use the writing process to write an original modern-day folktale.

**Puerto Rico Core Standards (PRCS)**

|                  |   |
|------------------|---|
| <b>Listening</b> |   |
| <b>7.L.1b</b>    | Follow turn-taking and show consideration by concurring with others in discussions.   |
| <b>7.L.1d</b>    | Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions.   |
| <b>Speaking</b>  |   |
| <b>7.S.1</b>     | Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances. |

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

|                 |  |
|-----------------|--|
| <b>7.S.2a</b>   | Memorize, analyze, and follow increasingly complex instructions and directions.  |
| <b>7.S.4</b>    | Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.   |
| <b>Reading</b>  |  |
| <b>7.R.1</b>    | Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. |
| <b>7.R.10</b>   | Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.  |
| <b>7.R.2L</b>   | Determine a theme or main idea of a literary text and how it is conveyed through particular details.   |
| <b>7.R.3L</b>   | Describe how a particular story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |
| <b>7.R.5L</b>   | Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.  |
| <b>7.R.6L</b>   | Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.   |
| <b>7.R.9L</b>   | Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |
| <b>Writing</b>  |  |
| <b>7.W.3</b>    | Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc.   |
| <b>7.W.4</b>    | Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.   |
| <b>7.W.8</b>    | Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.   |
| <b>Language</b> |  |
| <b>7.LA.1a</b>  | Explain the function of phrases and clauses and apply correctly.   |
| <b>7.LA.1b</b>  | Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.  |
| <b>7.LA.2a</b>  | Use punctuation to separate a series of adjectives (e.g., It was a fascinating, enjoyable movie.).   |
| <b>7.LA.2b</b>  | Spell correctly.   |
| <b>7.LA.3a</b>  | Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.   |

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

| STAGE 1 – (Desired Results)   |   |   | STAGE 2 – (Assessment Evidence)  |  | STAGE 3 – (Learning Plan)   |
|---|---|---|--|--|---|
| Alignment to Learning Objectives  | Content Focus<br><i>(The student understands...)</i>  | Content Vocabulary  | Performance Tasks  | Other Evidence   | Learning Activities   |
| <p><b>PRCS:</b><br/>7.L.1b<br/>7.R.1<br/>7.R.10<br/>7.S.1<br/>7.S.4<br/>7.W.3<br/>7.W.8</p> <p><b>EQ/EU:</b><br/>EQ1/EU1<br/>EQ2/EU2</p> <p><b>T/A:</b><br/>A1<br/>T1</p> | <ul style="list-style-type: none"> <li>Sensory language.</li> <li>The structure of a personal narrative.</li> </ul> | <ul style="list-style-type: none"> <li>Connection</li> <li>Inference</li> <li>Personal narrative</li> <li>Prediction</li> </ul> | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Stories from my Home Country</i></p> <ul style="list-style-type: none"> <li>The student writes a personal narrative on an event that happened in his or her home country that influenced who he/she is.</li> <li>The student selects a clear, powerful memory of an event that shaped what being Puerto Rican means to him or her.</li> <li>The student includes description of sensory language that makes the reader feel as if they were there (see Attachment: 7.1 Writing Tool - Sensory Language).</li> <li>The student writes in the first person and includes dialogue and internal thought.</li> <li>The student uses transitions to guide the reader (see Attachment: 7.1 Writing Tool - Transition Words).</li> </ul> | <p><b>Vocabulary Work</b></p> <ul style="list-style-type: none"> <li>Inference chart for vocabulary from word wall (see Attachment: 7.1 Other Evidence - Vocabulary Inference Chart)</li> <li>Word Detective: The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one (see Attachments: 7.1 Other Evidence – Word Detective Organizer and 7.1 Other Evidence – Word Detective Example).</li> <li>Vocabulary Analysis (see Attachment: 7.1 Graphic Organizer – Vocabulary)</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>What Does it Mean to be Puerto Rican?</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the theme of the year of “Being Puerto Rican” by having a free write on the question: “What does it mean to be Puerto Rican?” The student shares his/her writing and has a discussion. The teacher creates a poster showing: “Being Puerto Rican means....” and has the student keep a list in his/her journal.</li> <li>The student writes a “Who I am” poem about Puerto Rico (see Attachment: 7.1 Learning Activity – Who I am Poem).</li> <li>The class reads the poem, “Coca-Cola and Coco Frio” by Martin Espada. The teacher discusses the sensory language in the poem with the students.</li> <li>The students share connections and inferences based on the poem and free write, “Am I more Coca-Cola or Coco Frio?” Then the teacher shares and engages the students in a discussion about what it means to be Puerto Rican. Is it one or the other, or a mix of cultures? (See Attachment: 7.1 Text – Coca Cola or Coco Frio.)</li> </ul> |



**Unit 7.1: Being Puerto Rican Through Folktales**

**English as a Second Language**

**7 weeks of instruction**

- |  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <ul style="list-style-type: none"><li>• The student follows the writing process (prewriting, drafting, revising and editing with peers, final draft, and publishing).</li><li>• The student peer edits and self assesses a published piece using rubric (see Attachment: 7.1 Writing Tool – Personal Narrative Rubric).</li></ul> |  |  |
|--|--|--|---|--|--|

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

| STAGE 1 – (Desired Results)  |  | STAGE 2 – (Assessment Evidence)  |  | STAGE 3 – (Learning Plan)   |   |
|--|--|--|--|---|---|
| Alignment to Learning Objectives   | Content Focus<br>(The student understands...)  | Content Vocabulary   | Performance Tasks  | Other Evidence  | Learning Activities   |
| <p><b>PRCS:</b><br/>7.L.1b<br/>7.L.1d<br/>7.LA.1a<br/>7.LA.1b<br/>7.LA.2a<br/>7.LA.2b<br/>7.LA.3a<br/>7.R.3L<br/>7.R.5L<br/>7.S.1<br/>7.S.2a<br/>7.S.4<br/>7.W.4</p> <p><b>EQ/EU:</b><br/>EQ3/EU3</p> <p><b>T/A:</b><br/>A1, A2<br/>T1</p> | <ul style="list-style-type: none"> <li>The structure of a folktale.</li> <li>Sequencing words.</li> <li>The format of a Reader’s Theater.</li> </ul> | <ul style="list-style-type: none"> <li>Time sequencing words (first, next, then, finally, etc.)</li> </ul> | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Reader’s Theater: Adapt a Puerto Rican Folktale in to a Play</i></p> <ul style="list-style-type: none"> <li>The student edits and revises the text of a Puerto Rican folktale into a play format (cutting out lines and revising narration by shortening it for the narrator) (see Attachment: 7.1 Performance Task – Sample Reader’s Theater Script).</li> <li>The student revises and proofreads the script to ensure it has the description of setting, characters, problem and solution, and dialogue of characters.</li> <li>Guidance on how to adapt a story to a script:<br/><a href="http://www.aaronshep.com/rt/Tips1.html">http://www.aaronshep.com/rt/Tips1.html</a></li> <li>Guidance on how to Stage a play:<br/><a href="http://www.aaronshep.com/rt/Tips2.html">http://www.aaronshep.com/rt/Tips2.html</a></li> </ul> | <p><b>Proofreading</b></p> <ul style="list-style-type: none"> <li>When introducing proofreading (revising and editing) in the writing process, the teacher models how to edit for capitalization, spelling, and sentence structure by writing a sample paragraph with errors and having the student find the errors with a partner.</li> <li>The teacher selects a topic for editing every day/week (capitalization, punctuation, correcting fragments, correcting run-on sentences, correcting dialogue) and edits a text on a chart, the chalkboard, or an overhead projector.</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>Sequencing</b></p> <ul style="list-style-type: none"> <li>The teacher cuts a printed folktale into separate parts and with the student rearranges the story with a partner into the appropriate sequence, using time sequencing words to organize the events (see Attachment: 7.1 Writing Tool – Transition Words).</li> <li>The teacher copies a different folktale from a printed anthology and cuts it up into sections or scenes, pastes each section on a separate page, and gives out the sheets to the student. <ul style="list-style-type: none"> <li>The student prepares to retell his/her small piece of the whole story.</li> <li>The student will assemble the story and retell his/her part in the plot's sequence.</li> <li>The students keep the flow going as the story is told so that the performance moves along as though one person were telling it.</li> <li>The teacher sets up a second round by giving students different sections to retell. The students should note</li> </ul> </li> </ul> |



**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>• Guidance on how to read or perform a play:<br/><a href="http://www.aaronshep.com/rt/Tips3.html">http://www.aaronshep.com/rt/Tips3.html</a></li><li>• The teacher chooses to have all students perform in one play, or have two plays. The students select roles (have multiple narrators) and crew (directors, props, plan and create background scenery).</li></ul> |  | how different students retell the same sections. |
|--|--|--|--|--|--|

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

| STAGE 1 – (Desired Results)   |  |   | STAGE 2 – (Assessment Evidence)   |   | STAGE 3 – (Learning Plan)  |
|---|--|---|---|---|--|
| Alignment to Learning Objectives  | Content Focus<br>(The student understands...)  | Content Vocabulary  | Performance Tasks   | Other Evidence  | Learning Activities  |
| <p><b>PRCS:</b><br/>7.R.10<br/>7.R.2L<br/>7.R.3L<br/>7.R.5L<br/>7.R.6L<br/>7.R.9L</p> <p><b>EQ/EU:</b><br/>EQ1/EU1<br/>EQ3/EU3</p> <p><b>T/A:</b><br/>A1, A3, A4<br/>T1</p> | <ul style="list-style-type: none"> <li>How folktales follow the narrative of a problem and a solution.</li> <li>How problems and solutions are presented in literature (such as folktales).</li> <li>What constitutes a problem and a solution in literature.</li> <li>The writing process.</li> </ul> | <ul style="list-style-type: none"> <li>Folktale</li> <li>Lesson</li> <li>Moral</li> <li>Wisdom</li> </ul> | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Modern Day Puerto Rican Folktales</b></p> <ul style="list-style-type: none"> <li>Prewriting: The student reads Puerto Rican folktales and collects folktales and proverbs from family members and friends.</li> <li>The teacher invites the student’s family members into the classroom to share folktales and proverbs and to discuss how folktales impart local wisdom and culture.</li> <li>The student selects a Puerto Rican proverb or creates his/her own lesson that shares an important part of Puerto Rican culture or beliefs to his/her readers.</li> <li>The student plans out his/her folktale (see Attachment: 7.1 Graphic Organizer – Folktale Story Map).</li> <li>The student includes</li> </ul> | <p><b>Dialogue Journal</b></p> <ul style="list-style-type: none"> <li>The student keeps a dialogue journal of his/her inferences and connections to the folktales read during the unit (see Attachment: 7.1 Other Evidence – Dialogue Journal, Making Inferences).</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>Folktales: Problem and Solution and Character Analysis</b></p> <ul style="list-style-type: none"> <li>The teacher discusses how folktales follow a narrative of a problem and a solution. Typically the solution is solved by the occurrence of an unreal event or by magic. While reading folk tales, the teacher emphasizes examples of magic solutions in a class chart. The student also creates the chart in his or her journal (see Attachment: 7.1 Graphic Organizer – Folktale Problem and Solution Chart).</li> <li>The teacher summarizes problem and solution in folktales (see Attachment: 7.1 Graphic Organizer – Folktale Story Map).</li> <li>The student compares and contrasts lessons learned from Puerto Rican Folktales (see Attachment: 7.1 Graphic Organizer – Folktale Comparison Chart).</li> <li>The student compares and contrasts characters from folktales (see Attachment: 7.1 Graphic Organizer– Character Comparison Chart).</li> <li>The student determines the theme or main idea of the folktales and how it is conveyed through the details.</li> </ul> |



### Unit 7.1: Being Puerto Rican Through Folktales

#### English as a Second Language

7 weeks of instruction

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  |  | <p>humorous dialogue and some magic or unreal events that lead to the solution of the problem.</p> <ul style="list-style-type: none"><li>• The student follows the writing process (prewriting, drafting, revise and edit with peers, final draft, publishing).</li><li>• The student peer edits and self assesses published work using rubric (see Attachment: 7.1 Writing Tool - Folktale Rubric).</li><li>• The student shares folktales in a celebration. The teacher invites family members to come and read the student's folktale and has the student discuss the process he/she went through to write it.</li></ul> |  | <ul style="list-style-type: none"><li>• The student analyzes a chosen passage from the folktales to determine how it contributes to the development of the theme, setting, or plot.</li></ul> |
|--|--|--|---|--|---|



**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Lulu Delacre**
  - *Golden Tales: Myths Legends and Folktales from Latin America*
- **Joanna Cole**
  - *Best Loved Folktales from Around the World*
- **Justin McCory Martin**
  - *12 Fabulously Funny Folktale Plays: Super-Engaging Fractured Tales That Boost Fluency, Vocabulary & Comprehension*

**Additional Resources**

- Puerto Rican Folktale: “The Pesky Goat” (see Attachment: 7.1 Resource – Puerto Rican Folktale 1)
- Puerto Rican Folktale: “Rabbit and the Tiger” (see Attachment: 7.1 Resource – Puerto Rican Folktale 2)
- Folktales from around the world: <http://www.unc.edu/~rwilkers/title.htm>
- Guidance on how to adapt a story to a script: <http://www.aaronshp.com/rt/Tips1.html>
- Guidance on how to stage a play: <http://www.aaronshp.com/rt/Tips2.html>
- Guidance on how to read or perform a play: <http://www.aaronshp.com/rt/Tips3.html>
- Proverbs from other countries (the student will also collect their own from Puerto Rico)
  - One finger cannot lift a pebble (Iranian).
  - When elephants battle, the ants perish (Cambodian).
  - If you chase two hares, you will not catch either (Russian).
  - The pot calls the kettle black (United States).
  - It is better to turn back than to get lost (Russian).
  - Handsome words don't butter cabbage (German).
  - Talk does not cook rice (Chinese).
  - After the rain, there is no need for an umbrella (Bulgaria).
  - When the kettle boils over, it overflows its own sides (Yiddish).
  - You can't chew with somebody else's teeth (Yiddish).
- Writing with the senses: <http://www.brainpopjr.com/writing/poetry/writingwiththesenses/grownups.weml>

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

## Performance Tasks

### *Modern Day Puerto Rican Folktales*

- Prewriting: The student reads Puerto Rican folktales and collects folktales and proverbs from family members and friends.
- The teacher invites the student's family members into the classroom to share folktales and proverbs and to discuss how folktales impart local wisdom and culture.
- The student selects a Puerto Rican proverb or creates his/her own lesson that will share an important part of Puerto Rican culture or beliefs to his/her readers.
- The student plans out his/her folktale (see Attachment: 7.1 Graphic Organizer – Folktale Story Map).
- The student includes humorous dialogue and some magic or unreal events that lead to the solution of the problem.
- The student follows the writing process (prewriting, drafting, revise and edit with peers, final draft, publishing).
- The student peer edits and self-assesses published work using rubric (see Attachment: 7.1 Writing Tool - Folktale Rubric).
- The student shares folktale in a celebration. The teacher invites family members to come and read the student's folktales and have the student discuss the process he/she went through to write it.

### *Reader's Theater: Adapt a Puerto Rican Folktale in to a Play*

- The student edits and revises the text of a Puerto Rican folktale into a play format (cutting out lines, revising narration by shortening it for the narrator) (see Attachment: 7.1 Performance Task – Sample Reader's Theater Script).
- The student revises and proofreads the script to ensure it has the description of setting, characters, problem and solution, and dialogue of characters.
- Guidance on how to adapt a story to a script: <http://www.aaronshelp.com/rt/Tips1.html>
- Guidance on how to stage a play: <http://www.aaronshelp.com/rt/Tips2.html>
- Guidance on how to read or perform a play: <http://www.aaronshelp.com/rt/Tips3.html>
- The teacher chooses to have all students perform in one play, or have two plays. The students select roles (have multiple narrators) and crew (directors, props, plan and create background scenery).

### *Stories from my Home Country*

- The student writes a personal narrative on an event that happened in his or her home country that influenced who he/she is.
- The student selects a clear, powerful memory of an event that shaped what being Puerto Rican means to him or her.
- The student includes description of sensory language that makes the reader feel as if they were there (see Attachment: 7.1 Writing Tool - Sensory Language).
- The student writes in the first person and includes dialogue and internal thought.
- The student uses transitions to guide the reader (see Attachment: 7.1 Writing Tool - Transition Words).
- The student follows the writing process (prewriting, drafting, revising and editing with peers, final draft, and publishing).
- The student peer edits and self assesses published work using rubric (see Attachment: 7.1 Writing Tool – Personal Narrative Rubric).

**Unit 7.1: Being Puerto Rican Through Folktales**  
**English as a Second Language**  
**7 weeks of instruction**

**Suggested Sample Lessons**

- Lessons on analyzing Puerto Rican folktales (see Attachment: 7.1 Sample Lesson – Analyzing Puerto Rican Folktales)
- Lesson on analyzing folktales from around the world: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-world-cultures-through-91.html>
- Proofreading lesson (see Attachment: 7.1 Sample Lesson – Sentence Proofreading)
- Marshmallow and Pretzel Sensory Writing: This language arts lesson applies hands-on materials to help students apply the sensory details need for writing. It also incorporates writing skills for comparing and contrasting. In addition, students will utilize Thinkfinity Interactive to write poetry using sensory words: [http://alex.state.al.us/lesson\\_view.php?id=29949](http://alex.state.al.us/lesson_view.php?id=29949)

*Proofreading*

- When introducing the proofreading (revising and editing) in the writing process of writing, the teacher models how to edit for capitalization, spelling, and sentence structure by writing a sample paragraph with errors and having the student find the errors with a partner.
- The teacher selects a topic for editing every week (capitalization, punctuation, correcting fragments, correcting run-on sentences, correcting dialogue) and edits the same text with the class on a chart, the chalkboard, or an overhead projector.