

**Unit 9.1: Genres Overview, Elements of Fiction**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student receives a brief overview of reading and writing genres as an activator for later study throughout the year. The student engages in effective reading and writing strategies. The student examines the components of fictional texts by examining novels and short stories, and reviews and uses the writing process to develop original compositions of varied length.
<b>Transversal Themes:</b>	Goals, Self-examination, Self-discovery, Friendship, Morality
<b>Integration Ideas:</b>	History/Social Studies, Art

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

**EQ1.** In what ways does literature contribute to our understanding of the world?

**EU1.** Literature both reflects and contributes to knowledge.

**EQ2.** How is each genre used to express ideas?

**EU2.** We use a variety of literary genres for an array of purposes in written language.

**EQ3.** How do the elements of fiction work together to create a story?

**EU3.** Understanding of a text's features and structure helps the reader make meaning of the text.

**EQ4.** How can effective use of the writing process improve our writing?

**EU4.** Writing is a multi-step process.

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

**T1.** The student will leave the class able to use his/her learning to understand that we use a variety of literary genres for an array of purposes. The student will learn to distinguish between genres and will experience, access, and utilize each effectively.

**T2.** The student will leave the class able to identify the elements of a fictional story.

**T3.** The student will learn to use the writing process to improve his/her writing.

*The student acquires skills to...*

**A1.** Use effective reading and writing strategies.

**A2.** Examine the components of fictional texts.

**A3.** Review and use the writing process.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>9.L.1a</b>	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
<b>9.L.1b</b>	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
<b>9.L.1c</b>	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
<b>9.L.1d</b>	Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.
<b>Speaking</b>	
<b>9.S.1</b>	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.
<b>9.S.3</b>	Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
<b>Reading</b>	
<b>9.R.10</b>	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.
<b>9.R.1a</b>	Make inferences and draw conclusions from text to support analysis.
<b>9.R.2L</b>	Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.
<b>9.R.3L</b>	Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.
<b>9.R.4L</b>	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>9.R.5L</b>	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>9.R.6L</b>	Analyze how differences in the points of view of the characters create an effect on the reader.
<b>9.R.9L</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
<b>Writing</b>	
<b>9.W.4</b>	Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.



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<b>9.W.5</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
<b>Language</b>	
<b>9.LA.1a</b>	Use parallel structure using conjunctions (e.g., "and" and "or") to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim and hike.).
<b>9.LA.1b</b>	Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial.
<b>9.LA.2a</b>	Use advanced punctuation marks.
<b>9.LA.2b</b>	Spell correctly.
<b>9.LA.3a</b>	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
<b>9.LA.6</b>	Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

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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><b>PRCS:</b> 9.L.1c 9.LA.1a 9.LA.1b 9.LA.2a 9.LA.2b 9.LA.3a 9.LA.6 9.W.4 9.W.5</p> <p><b>EQ/EU:</b> EQ4/EU4</p> <p><b>T/A:</b> A1, A3 T1, T3</p>	<ul style="list-style-type: none"> <li>The writing process.</li> <li>Multiple prewriting strategies.</li> <li>Revision strategies.</li> <li>Editing marks.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Evidence</li> <li>Outlining</li> <li>Supporting details</li> <li>Writing process (prewriting, drafting, revising, editing, publishing)</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 9.1</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 9.1”).</li> </ul> <p><b>My Goals for 9th Grade English</b></p> <ul style="list-style-type: none"> <li>After studying the writing process, the student writes a short essay explaining his/her goals for English class this year.</li> <li>Through a pre writing activity, the student explores his goals and writes them down quickly without editing for spelling and content.</li> <li>The student chooses the three goals that are most important to him/her and writes an outline for his/her</li> </ul>	<p><b>Journal Writing</b></p> <ul style="list-style-type: none"> <li>Over the course of multiple days, the student writes in his/her journal in response to various prompts provided by the teacher.</li> <li>The student works through the first two steps of the writing process for each prompt given (prewriting and drafting).</li> <li>After 4-5 entries are written, the student chooses one entry to carry through the rest of the writing process. The student exchanges his/her draft with a peer for revision and editing.</li> <li>The teacher can refer to the following websites for interesting writing prompts: <a href="http://writingfix.com/right_brain.htm">http://writingfix.com/right_brain.htm</a> and <a href="http://writingfix.com/left_brain.htm">http://writingfix.com/left_brain.htm</a>.</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>Overview of the Writing Process</b></p> <ul style="list-style-type: none"> <li>The teacher introduces and reviews the writing process (prewriting, drafting, revising, editing, and publishing). The teacher provides notes and discusses the steps using examples (see attachment 9.1: Learning Activity – Writing Process Notes).</li> <li>The teacher provides multiple prewriting strategies. The teacher can refer to the following website for support <a href="http://writingfix.com/process/prewrite.htm">http://writingfix.com/process/prewrite.htm</a>.</li> <li>The student practices editing and revising by editing sample paragraphs such as those available for printing here: <a href="http://www.superteacherworksheets.com/proofreading.html">http://www.superteacherworksheets.com/proofreading.html</a>. If internet access is not available to the teacher, he or she can write paragraphs with various errors for the students to edit.</li> </ul>



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			<p>essay. Other pre-writing activities are available here: <a href="http://www.esflow.com/academicwritng.html">http://www.esflow.com/academicwritng.html</a>.</p> <ul style="list-style-type: none"><li>• The student uses his/her outline to write a first draft of his/her essay.</li><li>• After drafting the essay, the student should use an editing checklist to edit and revise his/her work. Peer editing may also be used. (See attachment 9.1: Performance Task – Editing checklist).</li><li>• A final draft should be submitted to the teacher, along with all graphic organizers and rough drafts. The student is assessed on their adherence to the topic, use of the writing process steps including completion of each step, and accuracy of the final draft.</li></ul>		
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<p><b>PRCS:</b>            9.L.1a            9.L.1b            9.L.1c            9.L.1d            9.R.10            9.R.1a            9.R.5L            9.R.9L            9.S.1            9.S.3</p> <p><b>EQ/EU:</b>            EU2/EQ2</p> <p><b>T/A:</b>            A1, A2            T1</p>	<ul style="list-style-type: none"> <li>The traits of different literary genres.</li> </ul>	<ul style="list-style-type: none"> <li>Expository</li> <li>Genre</li> <li>Narrative</li> <li>Persuasive</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>There is no specific performance task for this Learning Activity. The knowledge gained during this portion of the unit serves as a base for work with the genres throughout the year.</p>	<p><b>Flip Book</b></p> <ul style="list-style-type: none"> <li>The student creates a flip book as a study guide for the genres. The student writes descriptions and draws pictures to represent each genre (see attachment 9.1: Learning Activity – Make a Flipbook).</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>Genre overview</b></p> <ul style="list-style-type: none"> <li>The teacher discusses the traits of the different genres. The teacher provides students with a note chart to be completed together during the lecture and discussion. (See “Sample Lessons” for an example of the chart.)</li> <li>The teacher reads selections from model texts that represent the different genres. The teacher then leads the students in a discussion of the traits of the text that demonstrate the genre and the differences between the selections.</li> <li>The teacher provides small groups with selections from texts. The student reads the selections with a small group and categorizes the texts according to the definitions. The student groups share their findings by giving a brief synopsis of each text, explaining their reasoning for their decisions on genre categorization.</li> </ul>

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<p><b>PRCS:</b> 9.L.1a 9.L.1b 9.L.1d 9.R.10 9.R.1a 9.R.2L 9.R.3L 9.R.4L 9.R.6L 9.R.9L 9.S.1 9.S.2b 9.S.2c 9.S.3</p> <p><b>EQ/EU:</b> EU3, EQ3</p> <p><b>T/A:</b> A1/A2 T2</p>	<ul style="list-style-type: none"> <li>Pre-reading as a reading comprehension strategy.</li> <li>Plot structure.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipation guide</li> <li>Plot, setting and point of view</li> <li>Preview/review</li> <li>Resolution</li> <li>Story map</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>There is no specific performance task for this Learning Activity. The work during this portion of the unit leads into the lesson on Elements of Fiction and the Flip Book performance task.</p>	<p><b>Think-Pair-Share Pre-reading activity</b></p> <ul style="list-style-type: none"> <li>The student thinks about the possible advantages and disadvantages of never growing older. With a partner, the student shares his/her thoughts and discusses the advantages and disadvantages with his/her partner.</li> <li>The teacher provides sentence starters as a scaffold for students who need them. (These can be printed on paper or written on the board as a reference.) Example: “I think that never growing older ____.” “An advantage to never growing older would be ____.” “A disadvantage to never growing older would be ____.”</li> </ul> <p><b>Story Map</b></p> <ul style="list-style-type: none"> <li>Story Map for read aloud novel – <i>Tuck Everlasting</i> – (see attachment: 9.1 Learning Activity – Story map)</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>Fiction Read-Aloud</b></p> <ul style="list-style-type: none"> <li>The teacher reads a portion of <i>Tuck Everlasting</i> (or any enjoyable, age-appropriate fiction novel) to the class each day and assigns chapters for independent reading to complete the novel within 4 weeks. The teacher previews/reviews each chapter to help the students better comprehend what has been read and to anticipate the upcoming chapter.</li> <li>The teacher introduces the anticipation guide as a pre-reading strategy. An anticipation guide is used before reading to activate students' prior knowledge and to build curiosity about a new topic. Before reading, the student listens to or reads several statements about key concepts presented in the text, which should be structured as a series of statements. The student can choose to agree or disagree and present reasons for his/her opinions. After reading, the teacher revisits the anticipation guide to see if reading the novel changed the student’s opinions concerning the statements (see attachment 9.1: Learning Activity – Anticipation guide – this can be</li> </ul>



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					<p>modified to fit any novel that the teacher chooses to read and study).</p> <ul style="list-style-type: none"><li>• Suggested statements:<ul style="list-style-type: none"><li>○ It would be wonderful to live forever.</li><li>○ Everyone who commits a crime must be punished.</li><li>○ People should have control over life and death.</li><li>○ Living means always changing.</li><li>○ Whenever you see an opportunity to make money, you should take it.</li></ul></li></ul>
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<p><b>PRCS:</b>            9.L.1a            9.L.1b            9.L.1d            9.R.10            9.R.1a            9.R.2L            9.R.3L            9.R.4L            9.R.6L            9.R.9L            9.S.1            9.S.2b            9.S.2c            9.S.3</p> <p><b>EQ/EU:</b>            EQ1/EU1</p> <p><b>T/A:</b>            A3, A2            T1, T2</p>	<ul style="list-style-type: none"> <li>Plot structure.</li> <li>Elements of fiction.</li> <li>The writing process.</li> </ul>	<ul style="list-style-type: none"> <li>Plot structure</li> <li>Plot, problem, character, setting, and theme</li> <li>Prewriting</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Elements of Fiction Mini Book</b></p> <ul style="list-style-type: none"> <li>After reading <i>Tuck Everlasting</i> (or another novel or short story of the teacher’s choosing) with the class and studying the elements of fiction (see Learning Activities), the student demonstrates his/her understanding of the elements of fiction by making a mini-book about the novel.</li> <li>The student:               <ul style="list-style-type: none"> <li>identifies elements of fiction (plot, problem, character, setting, and theme).</li> <li>analyzes a fiction book, locating elements of plot within that book.</li> <li>communicates elements of plot in his/her book, in visual and written form, by producing a</li> </ul> </li> </ul>	<p><b>Group Work</b></p> <ul style="list-style-type: none"> <li>The students work in small groups to read an imaginative short story selection provided by the teacher (all groups may work with the same story or the teacher may choose to use a different story for each group). The students work together to identify elements of fiction in the story as well as to focus on the plot structure (initiating conflict, rising action, climax, falling actions, and resolution) of their assigned story. The students share their findings using Story Map graphic organizer (see attachment 9.1: Learning Activity – Story Map).</li> <li><b>Individual Work:</b> The student examines the read-aloud novel (<i>Tuck Everlasting</i>) to identify the elements of plot structure and to create of plot map for the novel. The student also identifies the elements of fiction in the novel.</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>Elements of fiction</b></p> <ul style="list-style-type: none"> <li>The teacher defines the elements of fiction (setting, characters, plot, point of view, topic, and theme) and gives notes. The teacher can refer to the left side of attachment 9.1: Learning Activity – Story Map for guidance.</li> <li>Using a few model fictional narrative short stories, the teacher leads the class in identifying the elements of fiction of each. The students participate in the discussion and identify the elements of fiction in the short stories.</li> <li>The teacher discusses the plot structure of a selected short story, reviews the plot map, and completes it with the student. The teacher prints or draws on the map paper. Example available here: <a href="http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-plot-diagram">http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-plot-diagram</a>. (Also see attachment 9.1: Learning Activity – Story Map.)</li> </ul>



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			<ul style="list-style-type: none"><li>○ mini-book.</li><li>○ celebrates reading by sharing his/her books with his/her classmates in either pairs or small groups.</li><li>● As a prewriting activity, the student lists the elements they will include in the pages of their book. The books will comprise eight pages, including:<ul style="list-style-type: none"><li>○ Cover (p. 1) — the student writes the title of the book he/she read, and then designs an alternate cover of his/her choosing (based on something from the book such as a recurring symbol).</li><li>○ Printed copyright information (p. 2).</li><li>○ Plot summary and descriptions of the main character, setting, conflict, and theme (pp. 3–7).</li><li>○ Author biographical information (p. 8).</li></ul></li><li>● The student, in one or two sentences each, summarizes the plot and describes the</li></ul>		
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			<p>main character, setting, conflict, and theme of the books he/she read.</p> <ul style="list-style-type: none"><li>• The student revises his/her drafts as needed.</li><li>• The student draws pictures on each page, representing the element being discussed.</li><li>• The student discusses his/her book with the teacher in a one-on-one conference in order for the student to demonstrate the ability to use appropriate language to discuss and analyze the text.</li><li>• Source: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-elements-138.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-elements-138.html</a></li></ul>		
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### STAGE 3 – (Learning Plan)

#### Suggested Literature Connections

- **Natalie Babbitt (fictional narrative)**
  - *Tuck Everlasting*
- **Gary Paulson (fiction)**
  - *Hatchet*
- **Frances Burnett (fiction)**
  - *The Secret Garden*
- **Norton Juster (fiction – fantasy)**
  - *The Phantom Tollbooth*
- **Robert Munsch (fictional narrative)**
  - *The Paper Bag Princess*
- **Chris Van Allsburg (fictional narrative)**
  - *Jumanji*
- **Pam Munoz Ryan (fiction)**
  - *Becoming Naomi Leon*
- **Jerry Spinelli (fiction)**
  - *Maniac Magee*
- **Ken Mochizuki (personal narrative)**
  - *Baseball Saved Us*
- **Cynthia Rylant (personal narrative)**
  - *But I'll Be Back Again*
- **Sandra Cisneros (memoir)**
  - *The House on Mango Street*
- **Libba Moore Gray (memoir)**
  - *My Mama Had a Dancing Heart*
- **Joanna Cole (informational)**
  - *The Magic School Bus Series*
- **Seymour Simon (informational)**
  - *Sharks*

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- **Dan Elish (biography)**
  - *Jackie Robinson*
- **Rosa Parks (autobiography)**
  - *Rosa Parks: My Story*
- **Bruce Lansky (drama)**
  - *Temper, Temper*
- **Timothy Tocher (drama)**
  - *Free Agent*
- **Lewis Carrol (poetry)**
  - *Jabberwocky*
- **E.E. Cummings (poetry)**
  - *Hist Wist*
- *READ XL (Ninth grade) Textbook*
- **Orson Welles page 122 (Play: Cause and Effect)**
  - *War of the Worlds*
- **Phyllis Fair Cowell page 36 (Short Story: Cause and Effect)**
  - *Masquerade*
- **Mary Lou Brooks page 38 (Short Story: Analyze Plot)**
  - *The Fish Story*
- **J.B. Stamper page 40 (Short Story: Analyze Plot)**
  - *The Jigsaw*

**Additional Resources**

- Strategy Guide: Implementing the Writing Process: <http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html>
- Rubric creator: <http://rubistar.4teachers.org>
- Graphic organizers: <http://www.eduplace.com/graphicorganizer>
- Pre-reading, during reading, and post-reading strategies: [http://www.readinga-z.com/more/reading\\_strat.html](http://www.readinga-z.com/more/reading_strat.html)
- Prewriting strategies: [http://www.sbcc.edu/clrc/writing\\_center/wc\\_files/handout\\_masters/Prewriting%20Strategies.pdf](http://www.sbcc.edu/clrc/writing_center/wc_files/handout_masters/Prewriting%20Strategies.pdf)
- Help Students Generate Ideas Through Prewriting: <http://www.adlit.org/article/36070/>
- WritingFix: Prompts, lessons, and resources for writing classrooms: <http://writingfix.com>

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## Performance Tasks

### *Elements of Fiction Mini Book*

- After reading Tuck Everlasting (or another novel or short story of the teacher's choosing) with the class and studying elements of fiction (see Learning Activities), the student demonstrates his/her understanding of the elements of fiction by making a mini-book about the novel.
- The student:
  - Identifies elements of fiction (plot, problem, character, setting, and theme).
  - Analyzes a fiction book, locating elements of plot within that book.
  - Communicates elements of plot in his/her book, in visual and written form, by producing a mini-book.
  - Celebrates reading by sharing his/her books with his/her classmates in either pairs or small groups.
- As a prewriting activity, the teacher has each student list on a sheet of paper the elements he/she will include in the pages of his/her book. The books will comprise eight pages, including:
  - Cover (p. 1)—the student writes the title of the book he/she read, and then designs an alternate cover of his/her choosing (based on something from the book such as a recurring symbol).
  - Printed copyright information (p. 2).
  - Plot summary and descriptions of the main character, setting, conflict, and theme (pp. 3–7).
  - Author biographical information (p. 8).
- The student, in one or two sentences each, summarizes the plot and describes the main character, setting, conflict, and theme of the books he/she read.
- The student revises his/her draft as needed.
- The student draws pictures on each page, representing the element being discussed.
- The student discusses his/her book with the teacher in a one-on-one conference in order for the student to demonstrate the ability to use appropriate language to discuss and analyze the text.
- Source: <http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-elements-138.html>

### *My Goals for 9th Grade English*

- After studying the writing process, the student writes a short essay explaining his/her goals for English class this year.
- As a pre-writing activity, the student brainstorms goals and writes them down quickly without editing for spelling or content.
- The student chooses the three goals that are most important to him/her and writes an outline for his/her essay. Other pre-writing activities are available here: <http://www.eslflow.com/academicwritng.html>.
- The student uses his/her outline to write a first draft of his/her essay.
- After drafting the essay, the student uses an editing checklist to edit and revise his/her work. Peer editing may also be used. (See attachment 9.1: Performance Task – Editing checklist.)
- A final draft should be submitted to the teacher, along with all graphic organizers and rough drafts. The student is assessed on his/her adherence to the topic, use of the writing process steps including completion of each step, and accuracy of the final draft.

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**Suggested Sample Lessons**

- Book Report Alternative - The Elements of Fiction: <http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-elements-138.html>
- Story Elements Alive!: <http://www.readwritethink.org/classroom-resources/lesson-plans/story-elements-alive-1073.html>

*Genre overview*

- The teacher discusses the traits of the different genres. He/She provides the student with a note chart to be completed together during the lecture and discussion. The chart should include a column for the student to write the genre, a column for the genre description, and a column for examples of the genre. The teacher can provide a few examples that would be familiar to the student and the student can add examples throughout the year as he/she reads from the genres.
- The teacher reads selections from model texts that represent the different genres. He/She leads the student in a discussion of the traits of the text that demonstrate the genre and the differences between the selections.
- Group Activity: The teacher provides small groups with selections from texts and has them read the selections together and categorize the texts according to the definitions. The teacher has groups share their findings by giving a brief synopsis of each text and explaining their reasoning for their decisions on genre categorization.
- Flip Book: The teacher directs the student to create a flipbook as a study guide for the genres. The student can write descriptions and draw pictures to represent each genre (see attachment 9.1: Learning Activity – Make a Flipbook).