

Unit 9.2: Communicating My Ideas
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student gains a deeper understanding of the literary genres of personal narrative and memoir. He/she reads selections from the two genres and examines the components of each in order to produce his/her own composition using the writing process. The student evaluates various elements/components of literature, such as author’s purpose, point of view, and cause and effect as well as improves word choice and grammar, specifically past tense verbs.
Transversal Themes:	Reflective Thinking, Critical and Creative Thinking, Communication, Age and Gender, Origin
Integration Ideas:	Art, Social Studies, Media

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** In which ways does literature contribute to our understanding of the world?
EU1. Literature both reflects and contributes to knowledge.
- EQ2.** Why is it important for people and cultures to construct narratives about their experience?
EU2. Narratives allow us to share observations, perceptions, or personal experiences and to connect with and influence the world.
- EQ3.** How do writers use reflection to make sense of prior experiences?
EU3. Looking back to make sense of prior experiences can bring meaning to memories.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave class able to use his/her knowledge of memoirs and personal narratives to better reflect upon and understand his/her own experiences as well as those of others.
- T2.** The student will leave class able to apply his/her knowledge of reading skills to analyze a particular narrative perspective.
- T3.** The student will leave class able to apply a smooth and fluent flow to his/her writing about the past.
- The student acquires skills to...*
- A1.** Listen and respond to a read aloud in order to analyze point of view and elements of genre.
- A2.** Determine the point of view from which a text is told and rationalize why an author would choose to write from that perspective.
- A3.** Write an original narrative to reflect upon and communicate a message about a past life experience.
- A4.** Write fluent sentences in the past tense using a variety of sentence structures to ensure the flow of the piece.

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Puerto Rico Core Standards (PRCS)	
Listening	
9.L.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
9.L.1a	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.
9.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
9.L.1c	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
9.L.1d	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.
Speaking	
9.S.1	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.
9.S.2	Respond orally to closed and open-ended questions.
9.S.2a	Listen, discuss, respond to, and evaluate complex instructions and information.
9.S.2b	Explain, restate, and discuss information.
9.S.3	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.
9.S.5	Demonstrate how to adjust language choices according to the context, purpose, task, and audience.
Reading	
9.R.1	Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
9.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.
9.R.5L	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.
9.R.6L	Analyze how differences in the points of view of the characters create an effect on the reader.
Writing	
9.W.1	Justify opinions and positions using valid reasoning and relevant and sufficient evidence.



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9.W.1a	Express and clarify viewpoints and opinions, take and defend positions that differ from others.
9.W.3	Write types of paragraphs 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) and techniques (alliteration, hyperbole, allegory, and others).
9.W.4	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.
9.W.8	Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology.
Language	
9.LA.1	Demonstrate command of the conventions of English grammar.
9.LA.1a	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.).
9.LA.1b	Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial.
9.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
9.LA.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
9.LA.6	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 <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 9.L.1 9.L.1a 9.L.1c 9.L.1d 9.S.1 9.S.2 9.S.2b 9.S.3 9.S.5 9.R.1 9.R.5L 9.R.10 9.W.1 9.W.8 9.LA.2 9.LA.6</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: T1 T2 A1</p>	<ul style="list-style-type: none"> Genre elements (i.e. characteristics of memoir and personal narrative). 	<ul style="list-style-type: none"> Genre Memoir Personal narrative 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Instructional Handbook</p> <ul style="list-style-type: none"> Step 1: The teacher explains that each student creates a handbook that compares and contrasts the elements of memoirs and personal narratives. Step 2: The teacher provides two brief texts, one memoir and one personal narrative (see Literature Connections) for each student to read and annotate to notice elements of the genre. Step 3: The student creates a handbook to explain to an eighth grader how to know the differences between a memoir and a personal narrative, using examples from each given text. Step 4: The student presents the handbook and the teacher evaluates the presentation using the speaking rubric. (See 	<p>Documenting Genre Elements in a Reading Log</p> <ul style="list-style-type: none"> The student reads a memoir or personal narrative (suggested texts are listed below in Literature Connections) and records the title and pages on the reading log that was initiated in the previous unit. The student writes a short response for each log entry to describe elements of the genre that are present in the independent text. (The student reads in and out of class and logs all time, pages, and reflections in the same reading log.) 	<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>Features of Personal Narrative and Memoir</p> <ul style="list-style-type: none"> The teacher reintroduces the literary genres of personal narrative and memoir by presenting notes on the various elements of the genres and then posting them in the room for future reference. (See Attachment: 9.2 Learning Activity- Features of Personal Narrative and Memoir Notes). The teacher reads aloud <i>When I Was Young in the Mountains</i> by Cynthia Rylant twice. During the first read aloud, the teacher stops to ask questions to identify details and check for understanding. (Example: Who is the main character? What are some events that happen in the main character’s narrative?) During the second read aloud the teacher stops to notice and think aloud about the elements of memoir in the beginning of the text. The teacher then prompts the students to think/pair/share memoir elements later in the text. The teacher selects and copies passages from one personal narrative and one memoir from those listed in Literature Connections. The teacher breaks students into partnerships and provides each pair with a chart to



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			Attachment: 9.2 Performance Task: Instructional Handbook Speaking Rubric)		document the text patterns of two different passages (See Attachment: 9.2 Learning Activity- Documenting Text Patterns for example chart). Once students complete the given task, the teacher combines partnerships into groups of four to compare/revise charts. The teacher leads a whole group share to close out the lesson.
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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>PRCS: 9.L.1 9.L.1a 9.L.1b 9.L.1d 9.S.1 9.S.2a 9.S.2b 9.S.3 9.S.5 9.W.1 9.W.4 9.W.8 9.LA.1 9.LA.2 9.LA.3 9.LA.6</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: T1 A4</p>	<ul style="list-style-type: none"> Parts of speech (i.e. verbs). Tense (i.e. past tense verbs). Narrative structure. 	<ul style="list-style-type: none"> Past tense verbs 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>When I Was Young...Flipbook</i></p> <ul style="list-style-type: none"> Step 1: The teacher introduces the requirements of the assignment by reviewing the writing and speaking rubrics with the class (See Attachment 9.2: Performance Task-When I Was Young in...Rubrics). Step 2: The student completes a rough draft (See Attachment 9.2: Performance Task-Rough Draft Template). Step 3: The teacher assigns partners and the students pair up, read each other’s rough draft, and provide feedback. Step 4: The teacher collects the rough drafts, notes any spelling or grammar errors, and provides feedback on the use of correct past tense verbs. Step 5: The teacher gives the 	<p><i>Past Tense Verbs Assessment</i></p> <ul style="list-style-type: none"> The student completes a past tense verbs assessment (see attachment 9.2: Other Assessment-Past Tense Verbs Assessment) to assess whether or not he/she is ready to use past tense verbs in his/her own stories or still needs more practice. (The teacher provides further review after grading the assessments, if necessary.) <p><i>Student Journals</i></p> <ul style="list-style-type: none"> The student writes multiple journal entries about brief, meaningful events in his/her past. The student writes these entries using past tense verbs and circles each example. The teacher provides the prompt, “When I was young in...” 	<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><i>Review of Past Tense Verbs</i></p> <ul style="list-style-type: none"> The teacher activates prior knowledge of verbs by asking the student to write a response to recall the plot of Rylant’s <i>When I Was Young in the Mountains</i>. The teacher provides the student with a sentence starter in order to frame his/her responses in the past tense, such as “In the beginning, the narrator introduced...” The teacher circulates while each student is writing and observes each student’s progress. The teacher selects one student’s response to “show-call” and project up front for all students to view. Teacher circles the first two past tense verbs in the student’s response including <i>introduced</i> from the prompt in the first sentence. The teacher prompts the student to identify the subsequent past tense verbs in the next few sentences of his/her response. The teacher asks the student to explain how he/she knew each verb was written in the past tense. The teacher asks the student to identify any clues that helped him/her recognize the tense, such as “yesterday”. The teacher re-reads the first three pages of



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			<p>rough drafts back to the students, along with the completed peer review feedback form. Each student revises his/her rough draft to reflect the feedback.</p> <ul style="list-style-type: none"> • Step 6: If technology is available, the student creates a final draft of the flipbook using the online tool: http://www.readwrite-think.org/classroom-resources/student-interactives/flip-book-30054.html • If not, refer to Attachment 9.2: Learning Activity-Make a Flipbook. • Step 7: The student presents his/her flipbook orally. • Step 8: The teacher assesses the flipbooks using the writing rubric and the presentations using the speaking rubric (See Attachment 9.2: Performance Task-When I Was Young in...Rubrics). 		<p><i>When I Was Young in the Mountains</i> and asks students to write down any past tense verbs that they hear. The students think/pair/share to compare and revise their lists of verbs from the brief read-aloud. The teacher “show-calls” one partnership’s list of verbs so that each student can revise his/her list to include all the verbs.</p> <ul style="list-style-type: none"> • The teacher passes out copies of the next three pages of <i>When I Was Young in the Mountains</i> and directs each student to independently circle and list the past tense verbs in the text. The teacher circulates and then interrupts when necessary to clarify misconceptions or irregular verb endings.
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 9.L.1 9.L.1b 9.L.1c 9.L.1d 9.S.2 9.R.1 9.R.5L 9.R.6L 9.R.10 9.W.1 9.W.1a 9.W.8 9.LA.3 9.LA.6</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: T2 A1 A2 A3</p>	<ul style="list-style-type: none"> Different points of view. Shifting narrative perspectives. 	<ul style="list-style-type: none"> Dialogue First person point of view Narration Narrative perspective Point of view Second person point of view Third person point of view 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Point of View Comic Strips</p> <ul style="list-style-type: none"> Step 1: The teacher introduces the task and reviews the sample comic strip and rubric. (See Attachment: 9.2 Performance Task- Point of View Comic Strips Expectations). Step 2: The student free writes in his/her journal about a brief, meaningful moment from a previously written entry. Step 3: The teacher provides a graphic organizer of comic strip boxes. (See Attachment: 9.2 Performance Task- Point of View Comic Strips Graphic Organizer) Step 4: The student creates three comic strips to tell the story from his/her journal entry in three different points of view (first, second, 	<p>Point of View chart</p> <ul style="list-style-type: none"> The student chooses ten different short texts or classroom library books and completes a chart to show the title/point of view/an example sentence that shows the point of view is.../I know this is the correct point of view because... <p>Documenting Point of View in a Reading Log</p> <ul style="list-style-type: none"> The student notes the point of view of each independent text on the reading log. <p>Student Journals</p> <ul style="list-style-type: none"> The student writes a journal entry to synthesize what he/she learned about various points of view and their benefits. The student revises a previous journal entry about a brief, meaningful time in his/her life to be written from a different point of view. 	<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>Point of View</p> <ul style="list-style-type: none"> The teacher introduces the term “point of view” and defines it as the voice telling the entire story. The teacher explains that perspective or narrative perspective is another term for point of view. The teacher explains that most narratives are told from either the first or third person point of view. The teacher presents and posts notes on point of view for future reference. (See Attachment: 9.2 Learning Activity- Point of View Notes). The teacher models how to determine the point of view of various short excerpts from texts read previously in the year or from texts listed in Literature Connections. The teacher completes a chart for each text with the title/point of view/an example sentence that shows the point of view is.../I know this is the correct point of view because... Each student completes the same chart for numerous brief excerpts of texts (see Literature Connections or the website ereadingworksheets.com). The teacher explains that writers choose a point of view from which to tell their stories.



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			and third).	<ul style="list-style-type: none">The student writes a journal entry to explain why Rylant may have written <i>When I Was Young...</i> in the first person point of view and explains the benefits of using that point of view for memoirs and personal narratives.	<p>The teacher takes a sample excerpt of text that is written in first person (see <i>When I Was Young in the Mountains</i> if a familiar mentor text is helpful) and thinks aloud to describe how it would be different if it were written in second and third person points of view. The teacher then models how to write a few sentences of the same text in second and then third person points of view. The student can follow this same process to re-write a different excerpt of text in two different points of view.</p> <ul style="list-style-type: none">The teacher leads an initial discussion about why an author might choose to write in first, second or third person point of view. The teacher presents and explains a chart with the benefits of writing from each point of view. (See Attachment: 9.2 Learning Activity-Point of View Benefits Notes).The teacher copies the traditional story <i>The Three Little Pigs</i> and asks the student to read it independently or with a partner. (See Attachment: 9.2 Learning Activity: The Three Little Pigs Text). The student annotates the story for important characters and events. The student then charts and explains the point of view of the story using the structure he/she previously used: the title/point of view/an example sentence that shows the point of view is.../I know this is the correct point of view because... The student then explains the benefits of choosing a third person point of view for this story.The teacher conducts a read aloud of <i>The True Story of the Three Little Pigs</i> by John
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					<p>Scieszka, stopping to ask questions that check for understanding of the characters and plot events. The teacher questions the student about the point of view and asks for his/her rationale or justification. The student writes a response to explain the point of view and why the author may have chosen to shift the point of view from the original story. The student presents his/her response to a partner. The teacher leads a whole group discussion of the various effects of changing the story to a different point of view.</p>
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<p>PRCS: 9.L.1a 9.S.2b 9.S.5 9.W.1 9.W.1a 9.W.3 9.W.4 9.W.8 9.LA.1 9.LA.1a 9.LA.1b 9.LA.2 9.LA.3 9.LA.6</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: T1 T3 A3 A4</p>	<ul style="list-style-type: none"> Parts of a sentence (i.e. clauses). Types of sentences (i.e. compound and complex). Narrative structure. 	<ul style="list-style-type: none"> Appositive Clause Complex sentence Compound sentence Conjunction 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Personal Narrative or Memoir</p> <ul style="list-style-type: none"> Step 1: The student chooses to write either a personal narrative or memoir following the writing process. Step 2: The student generates ideas for a personal narrative or a memoir using the guidelines suggested in Attachment 9.2 Performance Task- Generating Ideas for a Memoir or Personal Narrative. Step 3: The student writes a rough draft of his/her paper based on one of the generated ideas. Step 4: The student self-reflects on his/her own paper by underlining places where he/she could combine sentences and change verbs into the past tense form. 	<p>Combining Sentences Practice</p> <ul style="list-style-type: none"> The student independently and accurately completes Combining Sentences #5 (see attachment 9.2 Learning Activity Combining Sentences Practice). <p>Student Journal Revisions</p> <ul style="list-style-type: none"> The student selects previously written journal entries and revises them to combine sentences where appropriate. The student presents his/her revisions to a partner who provides feedback on any other sentences that could be combined. <p>Written Reflection</p> <ul style="list-style-type: none"> The student reflects on the process of revising multiple sentences and paragraphs by combining sentences. He/she explains the benefits to both the writer and the reader. 	<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>Syntactic Style – Combining Sentences</p> <ul style="list-style-type: none"> The teacher introduces a brief passage. (See Attachment: 9.2 Learning Activity- Introduction to Combining Sentences). After the student reads the passage, the teacher leads a discussion to gauge students’ reactions to the flow of the writing. The teacher elicits suggestions from the students about how the flow of the writing could be improved. The teacher explains that combining sentences can help make paragraphs flow and the writing sound less choppy and repetitive. Using attachment 9.2 Learning Activity- Rules for Combining Sentences, the teacher models the various methods for effectively combining sentences. The students complete given examples with teacher assistance and then independently. The teacher returns to the two paragraphs introduced at the beginning of the lesson and provides copies of them for each student. The student rewrites the two paragraphs by combining sentences where appropriate. The student explains where and why he/she chose to combine sentences, citing the Rules



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			<ul style="list-style-type: none">• Step 5: The student trades papers with a partner to peer edit and underline places where the writer could combine sentences or change verbs into past tense form. The peer editor also circles and labels any features of personal narrative or memoir genre that the writer uses.• Step 6: Each student reflects on the feedback and revises his/her own paper.• Step 7: The student presents his/her final draft in a silent gallery walk. The student reads various peer-written papers and provides feedback on sticky notes attached to the final drafts.• Step 8: The teacher assesses the composition using the rubric. (See Attachment 9.2: Performance Task-Personal Narrative or Memoir Rubric).		<p>for Combining Sentences.</p> <ul style="list-style-type: none">• The student practices combining sentences in partnerships and independently. The teacher could generate practice sentences to combine or use attachment 9.2 Learning Activity Combining Sentences Practice.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Memoir*
- **Ruby Bridges**
 - *Through My Eyes*
- **Betsy Byers**
 - *The Moon and I*
- **Sandra Cisneros**
 - *The House on Mango Street*
- **Libba Moore Gray**
 - *My Mama Had a Dancing Heart*
- **Donald Crews**
 - *Big Mama*
- **Cynthia Rylant**
 - *My Grandmother's Hair*
- **Cynthia Rylant**
 - *When I Was Young in the Mountains*
- **Patricia Polacco**
 - *My Rotten Red Headed Older Brother*
- *Personal Narrative*
- **Patricia Polacco**
 - *Thundercake*
- **Patricia Polacco**
 - *Some Birthday*
- **Mem Fox**
 - *Wilfrid Gordon McDonald Partridge*
- **Julie Brinkloe**
 - *Fireflies!*
- **Patricia Polacco**
 - *Aunt Chip and the Great Triple Creek Dam Affair*

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- **Elizabeth Fitzgerald Howard**
 - *Aunt Flossie's Hats (and Crab Cakes Later)*
- **Ken Mochizuki**
 - *Baseball Saved Us*
- **Patricia Polacco**
 - *The Bee Tree*
- **Cynthia Rylant**
 - *But I'll Be Back Again*
- **William Bircher**
 - *A Civil War Drummer Boy: Diary of William Bircher, 1861-1865*
- **Jane O'Connor**
 - *Fancy Nancy*
- **Tomie DePaola**
 - *Oliver Button is a Sissy*
- *The Freedom Writers Diary : How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*
- *READ XL (Ninth grade) Textbook*
- **page 76**
 - *Finding Your Place in the Crowd*
- **Angela Shelf Medearis page 81**
 - *Nonconformist*
- **Melba Patillo Beals page 190**
 - *Warriors Don't Cry*
- **Rodney L. Slater page 196**
 - *When the Doors Opened at Central High*
- *For Point of View Lesson*
- **Jon Scieszka**
 - *The True Story of the Three Little Pigs*



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Additional Resources

- Point of View explanations: <http://www.learner.org/interactives/literature/read/pov2.html>
- Point of View practice: <http://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/>

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Performance Tasks

Instructional Handbook

- Step 1: The teacher explains that each student creates a handbook that compares and contrasts the elements of memoirs and personal narratives.
- Step 2: The teacher provides two brief texts, one memoir and one personal narrative (see Literature Connections) for each student to read and annotate to notice elements of the genre.
- Step 3: The student creates a handbook to explain to an eighth grader how to know the differences between a memoir and a personal narrative, using examples from each given text.
- Step 4: The student presents the handbook and the teacher evaluates the presentation using the speaking rubric. (See Attachment: 9.2 Performance Task: Instructional Handbook Speaking Rubric)

Personal Narrative or Memoir

The student writes an original memoir or personal narrative about his/her life experience.

- Step 1: The student chooses to write either a personal narrative or memoir following the writing process.
- Step 2: The student generates ideas for a personal narrative or a memoir using the guidelines suggested in Attachment 9.2 Performance Task-Generating Ideas for a Memoir or Personal Narrative.
- Step 3: The student writes a rough draft of his/her paper based on one of the generated ideas.
- Step 4: The student self-reflects on his/her own paper by underlining places where he/she could combine sentences and change verbs into the past tense form.
- Step 5: The student trades papers with a partner to peer edit and underline places where the writer could combine sentences or change verbs into past tense form. The peer editor also circles and labels any features of personal narrative or memoir genre that the writer uses.
- Step 6: The student reflects on the feedback and revises his/her own paper.
- Step 7: The student presents his/her final draft in a silent gallery walk. The student reads various peer-written papers and provides feedback on sticky notes attached to the final drafts.
- Step 8: The teacher assesses the composition using the rubric. (See Attachment 9.2: Performance Task-Personal Narrative or Memoir Rubric).

Point of View Comic Strips

The student creates three different comic strips to show the same original story from his/her life told from three different points of view.

- Step 1: The teacher introduces the task and reviews the sample comic strip and rubric. (See Attachment: 9.2 Performance Task- Point of View Comic Strips Expectations).
- Step 2: The student free writes in his/her journal about a brief, meaningful moment from a previously written entry. The student re-reads his/her entry to find small events within that moment that could be represented by a different frame in the comic strip.
- Step 3: The teacher provides a graphic organizer of comic strip boxes. (See Attachment: 9.2 Performance Task- Point of View Comic Strips Graphic Organizer)
- Step 4: The student creates three comic strips to tell the story from his/her journal entry in three different points of view (first, second, and third), remembering to write the narrative in the bolded box above and the characters' dialogue along with pictures in the larger box below.
- Step 5: The teacher assesses the comic strips using the rubric. (See Attachment: 9.2 Performance Task-Point of View Comic Strips Expectations.)

When I Was Young...Flipbook

The student creates a flipbook in which he/she writes a narrative about when he/she was younger.

- Step 1: The teacher introduces the requirements of the assignment by reviewing the writing and speaking rubrics with the class (See Attachment 9.2: Performance Task-When I Was Young in...Rubrics).
- Step 2: The student completes a rough draft (see attachment 9.2: Performance Task-Rough Draft Template).
- Step 3: The teacher assigns partners and the students pair up, read each other's rough draft, and provide feedback.



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English as a Second Language

6 weeks of instruction

- Step 4: The teacher collects the rough drafts, notes any spelling or grammar errors, and provides feedback on the use of correct past tense verbs.
- Step 5: The teacher gives the rough drafts back to the students, along with the completed peer review feedback form. The students revise their rough drafts to reflect the feedback.
- Step 6: If technology is available, the student creates a final draft of the flipbook using the online tool: <http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html> If not, refer to Attachment 9.2: Learning Activity-Make a Flipbook.
- Step 7: The student presents his/her flipbook orally.
- Step 8: The teacher assesses the flipbooks using the writing rubric and the presentations using the speaking rubric (See Attachment 9.2: Performance Task-When I Was Young in...Rubrics).

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Suggested Sample Lessons

- Lesson on writing about past experiences: When I was Young in... A Literature to Language Experience: <http://www.readwritethink.org/classroom-resources/lesson-plans/when-young-literature-language-911.html?tab=1#tabs>
- Lesson on analyzing points of view: The Big Bad Wolf: Analyzing Point of View in Texts: <http://www.readwritethink.org/classroom-resources/lesson-plans/wolf-analyzing-point-view-23.html>