

Unit 9.5: Making Connections
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student learns to more effectively respond to literature by making connections to the text. A major focus of this unit is to improve the student's ability to critically respond to literature, including an evolving proficiency in summarizing and expressing his/her opinions about literature, and working with the writing process. The student also constructs an original work of fiction that reflects his/her understanding of literary elements.
Transversal Themes:	Technology, Socialization, Reflective Thinking, Critical and Creative Thinking, Communication, Access, Effective Use of Equipment, Educational Application
Integration Ideas:	Drama, Film, Art, Media

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** In what ways does the literature contribute to our understanding of the world?
EU1. Literature both reflects and contributes to knowledge.
- EQ2.** How do the stories people tell give insight into who they are?
EU2. Reading helps us make sense of the world.
- EQ3.** How does this reading experience affect what I think?
EU3. Prior knowledge and life experience shape how writers develop and present their ideas.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to use his/her learning about making self to self, self to text and self to world connections with the literature he/she is reading to better appreciate and better understand what he/she reads.
- T2.** The student will leave class able to use his/her learning about various reading strategies and literary elements to better understand what he/she reads and the choices authors make.
- The student acquires skills to...*
- A1.** Speak and listen to analyze literary elements and their effects on the story.
- A2.** Write and present original analyses of characters and other literary elements.
- A3.** Make various connections to texts.
- A4.** Categorize words based on parts of speech and connotation.

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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.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.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.6	Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles.
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.1a	Make inferences and draw conclusions from text to support analysis.
9.R.2L	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.
9.R.3I	Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.
9.R.3L	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.
9.R.4L	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.

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9.R.9L	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.
Writing	
9.W.1	Justify opinions and positions using valid reasoning and relevant and sufficient evidence.
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.5	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.
9.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.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.2b	Spell correctly.
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.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
9.LA.4b	Correctly analyze word changes to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
9.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
9.LA.5b	Analyze the meaning of words with similar denotations.
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 (The student understands...)	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.2b 9.S.3 9.S.6 9.R.1 9.R.1a 9.R.3l 9.R.10 9.W.1 9.W.4 9.W.8</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: T2 A2</p>	<ul style="list-style-type: none"> Strategies used by effective readers (i.e. inferring, determining causes and effects). How to write responses that explain inferential thinking about a text. How to review a text. 	<ul style="list-style-type: none"> Cause Effect Inference Relationship Response 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 9.4</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 9.4”). <p>Book Commercial</p> <ul style="list-style-type: none"> Step 1: The teacher previews the assignment by showing clips of expressive book reviews from <i>Reading Rainbow</i>. If the technology is not available, the teacher explains the task of writing a book review that would convince someone else to read the book. The teacher reviews the rubric. (See Attachment: 9.5 Performance Task- Book Chats.) Step 2: The student selects any text (see Literature 	<p>Double Entry Journals</p> <ul style="list-style-type: none"> The student thinks and writes about an independent or shared text in a double entry journal. The student sets up the journal page like a t-chart with the first column labeled “In the text...” and the second column labeled “This makes me think...” The teacher evaluates and writes comments in the student’s journal to extend or expand his/her thinking. <p>Literature Circles</p> <ul style="list-style-type: none"> The students work in collaborative groups to discuss a common text. (See Literature Connections) The students discuss the text with a focus on inferences, cause and effect relationships, and connections. The teacher confers with each group to evaluate the discussion and to offer prompts to push the students’ thinking. 	<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>Analyzing Short Texts by Inferring and Determining Causes and Effects</p> <ul style="list-style-type: none"> The teacher reads aloud a short text (see Literature Connections and Additional Resources) and stops to think aloud to make inferences. The teacher uses a sample chart to write ideas and inferences. The chart says: In the text.../In the world.../So therefore I think that... The teacher writes events that occur in the text, then connections from the real world, and lastly the logical inference. The student completes a similar chart in his/her notebook using a different short text from his/her independent reading book. The teacher writes a sample response to the model text with a focus on the inferences that he or she made. The teacher includes reasons from the text that support those inferences. The student writes responses detailing the inferences he/she makes and justifies them using examples from the text. The teacher uses the same model text to review and make inferences about cause and effect relationships. The teacher thinks aloud and uses a different anchor chart to write



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			<p>Connections) and takes notes on its title, author, and main characters. He/she also writes a brief plot summary and jots notes about why someone else might enjoy this book.</p> <ul style="list-style-type: none">• Step 3: The student writes notes about various connections he/she made from the book and discusses if the book alluded to any other stories he/she knows from myths or traditional literature.• Step 4: The student synthesizes his/her notes into a draft of the script for his/her commercial.• Step 5: The student trades scripts with a partner and reviews his/her partner's paper for spelling, grammar, and punctuation.• Step 6: The student writes a final draft of his/her script.• Step 7: The teacher records each student presenting his/her script commercial. (If the technology is not available to record, then the student presents his/her script as an oral presentation.)• Step 8: The other students		<p>events from the text in the effects column. The teacher then models how to go back in the text and ask, "Why did this occur? What caused this to happen?"</p> <ul style="list-style-type: none">• The student completes a similar chart to show cause/effect relationships in a shared or independent text.• The student writes responses to describe the cause/effect relationships and shares them with a partner who provides feedback or suggestions.
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			view the commercials and provide positive and constructive feedback. (See Attachment 9.5 Performance Task-Feedback).		
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<p>PRCS: 9.L.1 9.L.1b 9.L.1d 9.S.1 9.S.2a 9.S.2b 9.R.1a 9.R.4L 9.R.10 9.W.1 9.W.4 9.W.7 9.W.8 9.LA.1 9.LA.1b 9.LA.2 9.LA.2b 9.LA.3 9.LA.4 9.LA.4b 9.LA.5 9.LA.5b 9.LA.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: T1 A3 A4</p>	<ul style="list-style-type: none"> Strategies used by effective readers (i.e. making connections). Word forms in different parts of speech. Word connotations for words with similar denotations. 	<ul style="list-style-type: none"> Connections Connotation Denotation Text-to-self Text-to-text Text-to-world 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Making Connections Essay</p> <ul style="list-style-type: none"> Step 1: The teacher previews the assignment and reviews the rubric. (See Attachment: 9.5 Performance Task- Making Connections Rubric). Step 2: The student completes an outline to plan the essay. The student plans for each body paragraph to describe a different type of connection (text to self, text to text, and text to world). Step 3: The student writes a first draft of the essay. Step 4: The student trades papers with a partner and provides feedback using the rubric and proper editing marks. Step 5: The student writes his/her final draft. 	<p>Connection Charts</p> <ul style="list-style-type: none"> The teacher posts three charts in the room, one each for text to self, text to text, and text to world connections. The student adds to these charts throughout the unit when he/she makes a connection in an independent or shared text. <p>Word Webs</p> <ul style="list-style-type: none"> The teacher provides a list of words from skills taught in this unit or from a shared text. (See Attachment 9.5 Other Evidence- Word Change Chart). The student completes the chart by writing the other forms of that word. (i.e. If the given word is a noun, then the student writes the adjective and verb form of the word. More parts of speech can be added to the chart for more advanced students) 	<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>Analyzing Word Choices</p> <p>Word Changes</p> <ul style="list-style-type: none"> The teacher explains that good readers and writers are able to recognize words in various forms or parts of speech. The teacher reviews the term <i>root word</i> and explains that students can recognize similar words by looking for the root. The teacher should provide notes with common word endings of nouns, verbs, and adjectives. (i.e. Nouns: -er, -ice, -ness, -sion and Adjectives: -ful, -eous, -y, -ish). The students can help generate more endings by looking through sample texts. (If necessary, the teacher can introduce even more parts of speech.) The teacher models how to take a word in noun form and determine its corresponding verb and adjective forms by inserting it into sample sentences. The teacher selects words from the word wall or from class texts and creates a word sort that includes three forms of each word. The students work on a word sort to match various words with their forms in other parts of speech. (i.e. response, respond,



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				<p><i>Word Ladders</i></p> <ul style="list-style-type: none"> • The students create word ladders to compare words with similar denotations. The teacher writes a word on the middle rung and students add synonyms with more intense connotations on higher rungs and less intense connotations on the lower rungs. • The teacher provides students with a topic and several words that reflect that topic (i.e. Topic-Size, Words-tiny, small, moderate, humungous, immense) and students write all words in order on the ladder. 	<p>responsive and conclusion conclude, concluding).</p> <p>Word Denotations</p> <ul style="list-style-type: none"> • The teacher explains the terms <i>denotation</i> (the strict definition of a word) and <i>connotation</i> (the emotional association surrounding the word). The student examines words with similar denotations but different connotations and categorizes them. • The teacher models with a sample of words written on sentence strips (or large strips of paper). The teacher reads each word with a similar denotation out loud. (i.e. happy, elated, joyful, excited, ecstatic). The teacher then thinks aloud to order the words from least to most intense, reflecting on the connotations of each word and giving examples. • The teacher then places the word sentence strips in order going up and down like a ladder. The teacher annotates next to each word in the ladder to explain why that word is more intense than the word below it. • The teacher distributes envelopes filled with words of similar denotation. The students work in collaborative partnerships to order the words from least to most intense while annotating in their notebooks why each word is more intense than the word below it. <p><i>Making Connections to Text</i></p> <ul style="list-style-type: none"> • The teacher reminds the student that readers make connections when reading in
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					<p>order to better comprehend and make sense of the text. The teacher provides prompts to guide the student's thinking for each type of connection. (See Attachment: 9.5 Learning Activity- Connection Prompts).</p> <ul style="list-style-type: none">• The teacher reads aloud a sample short story like <i>Thank You Ma'am</i> or <i>Slower than the Rest</i> (see Additional Resources) and thinks aloud to make connections. The teacher checks for understanding by prompting the student to make connections and think/pair/share with a partner where appropriate.• The students work in collaborative groups to read a different story and stopping to write in the margins or using sticky notes to annotate their connections to the text.• The students share their connections to the text in conferences with the teacher.• Each student writes responses to fully explain connections made to the text.
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			<p>the steps that the student takes to create his/her own character blog. (If technology is not available, the student can create a blog on a poster with photos and hand-written text). The teacher models how to create a blog and models the steps on a sample blog. (See Attachment 9.5 Performance Task- Blog Creation Steps).</p> <ul style="list-style-type: none"> • Step 4: The student works to complete his/her own blog in the voice of a character from an independent or class text. • Step 5: The students pair up to review each other's blogs and provide constructive feedback. (See Attachment 9.5 Performance Task- Peer Editing Questions). • Step 6: Each student incorporates feedback and completes the finished product of his/her blog. The teacher reviews it using the rubric. (See Attachment: 9.5- Character Blog Rubric). 		<p>so that students can think/pair/share to discuss the police officer's character.</p> <ul style="list-style-type: none"> • The students return to their groups to create a character map of the police officer using the same word map organizer. The students reflect on questions like, "What is the character feeling? What might happen next? Will the friend show up? If so, what will their relationship be like?" The students can respond to these questions in groups or by writing responses with text evidence. • The students read the remainder of the story with a partner. • The students add new information to the character map about the police officer. • The students engage in a discussion about the personality of the police officer based on his actions and his words. The students use character trait words to describe the officer's personality, a supporting their inferences with evidence from the short story. • The students engage in role plays to reenact the story in groups and changing elements of the plot. The students discuss how this would change the characterization.
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<p>PRCS: 9.L.1 9.L.1a 9.L.1d 9.S.2b 9.R.1 9.R.1a 9.R.2L 9.R.3L 9.R.3I 9.R.4L 9.R.9L 9.R.10 9.W.3 9.W.4 9.W.7 9.W.8 9.LA.1 9.LA.2 9.LA.2b 9.LA.3</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: T2 A1 A2 A3</p>	<ul style="list-style-type: none"> How to analyze literary elements (i.e. plot, conflict, setting, character, theme). The features of fairy tale and fractured fairy tale genre. The effects of changing a literary element. 	<ul style="list-style-type: none"> Conflict Plot Setting Theme 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Fractured Modern Fairy Tale Story</p> <ul style="list-style-type: none"> Step 1: The teacher introduces the expectations for writing original fractured fairy tales by presenting the rubric. (See Attachment: 9.5 Performance Task- Fractured Fairy Tale Rubric). Step 2: The student chooses a traditional fairy tale and creates a story map to re-tell the plot, setting, characters, conflict, and theme. Step 3: The student creates a fractured story map that changes one major element: plot, setting, characters, or conflict. The student adjusts the other elements to reflect the major change or fracture. Step 4: The student uses the fractured story map to write a rough draft of the fairy tale. Step 5: The student trades 	<p>Reading Response Journals</p> <ul style="list-style-type: none"> The student writes responses to note the various literary elements in his/her independent reading book. The student also writes about any connections that the independent book has to other stories from mythology, the bible, or traditional literature. <p>Plot Diagrams</p> <ul style="list-style-type: none"> The student completes plot diagrams to outline the plot of at least two short stories while also noting the setting, conflict, and theme. (For an interactive plot diagram tool, see Additional Resources). 	<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>Analyzing Literary Elements</p> <ul style="list-style-type: none"> The teacher reviews the major literary elements by presenting notes that define plot, setting, character, theme, and conflict. The teacher reads aloud a short story (see Literature Connections) and thinks aloud to notice literary elements. The students frequently think/pair/share throughout the read aloud to demonstrate comprehension of the events and various elements of the story. The students work in collaborative groups to read a different short story (see Literature Connections) and complete a t-chart to document elements of plot, setting, character, theme, and conflict in the story. The students create plot diagrams to outline the events of the story. The students analyze the conflict of the story and determine its type (man vs. man, man vs. nature, man vs. self). The students interpret various themes for the story. If necessary, the teacher provides sentence starters such as “One overall lesson that the reader can learn from this story is ...” or “The overall message about life in this

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			<p>papers with a partner and provides feedback using the rubric.</p> <ul style="list-style-type: none"> • Step 6: The student edits the paper for correct spelling, advanced punctuation, and specific word choice. • Step 7: The student publishes the fractured fairy tale and presents the story in a gallery walk style where students read each other's papers and provide feedback on sticky notes. 		<p>story is..."</p> <p><i>Analyzing Fractured Fairy Tales</i></p> <ul style="list-style-type: none"> • The student reads several fractured fairy tales in partnerships or groups and lists the changes the author made from the original stories. • The teacher leads a whole group discussion in which the students share their observations about how authors changed various literary elements in the fractured fairy tales. The teacher prompts students to consider the effects of the changes on the theme, tone, and smaller details of the fairy tale and models this thinking with a sample fairy tale (see Literature Connections). • The students work in groups to re-examine their charts of the changes and then explain how that change in a literary element affects the theme, tone, and smaller details in the story. • The teacher explains and provides examples of modern stories, movies, television shows, etc. that share common elements of traditional fairy tales. The teacher explains that many modern texts were influenced by older traditional texts. (Possible examples: The Lightning Thief is influenced by Greek mythology, and the film The Lion King was largely influenced by the biblical tales of Joseph and Moses and also Shakespeare's <i>Hamlet</i>.) • The teacher instructs students to be aware of stories, shows, and movies that seem to have
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					similar plots or characters. The student writes about the common elements in his/her response journal.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Frances Hodgson Burnett**
 - *The Secret Garden*
- **Lemony Snicket**
 - *Series of Unfortunate Events*
- **J.K. Rowling**
 - *Harry Potter*
- **L. Frank Baum**
 - *The Wizard of Oz*
- **Katherine Paterson**
 - *The Bridge to Terabithia*
- **C.S. Lewis**
 - *The Chronicles of Narnia*
- **Beverly Cleary**
 - *Dear Mr. Henshaw*
- **Jean Craighead George**
 - *My Side of the Mountain*
- *READ XL (Ninth grade) Textbook:*
- **Phyllis Fair Cowell page 36 (Short Story: Cause and Effect)**
 - *Masquerade*
- **Mary Lou Brooks page 38 (Short Story: Cause and Effect)**
 - *The Fish Story*
- **Walter Dean Myers page 64 (Novel: Analyze Character)**
 - *From Slam!*

Additional Resources

- Pre-made rubrics for each type of writing: http://www.greatsource.com/iwrite/educators/e_rubrics.html
- Book list of fractured fairy tales: http://www.readwritethink.org/files/resources/lesson_images/lesson853/FracturedFairyTalesBooklist.pdf
- Interactive plot diagram tool: <http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html>



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- Links to short stories:
 - *Thank You Ma'am* by Langston Hughes: <http://www.americanliterature.com/Hughes/SS/ThankYouMam.html>
 - *Slower Than the Rest* by Cynthia Rylant: http://www.tabithapang.com/uploads/1/3/2/1/13212010/slower_than_the_rest_by_cynthia_rylant.pdf
 - *After Twenty Years* by O. Henry: <http://henry.thefreelibrary.com/The-Four-Million/21-1>

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Performance Tasks

Book Commercial

- Step 1: The teacher previews the assignment by showing clips of expressive book reviews from *Reading Rainbow*. If the technology is not available, the teacher explains the task of writing a book review that would convince someone else to read the book. The teacher reviews the rubric. (See Attachment: 9.5 Performance Task- Book Chats.)
- Step 2: The student selects any text (see Literature Connections) and takes notes on its title, author, and main characters. He/she also writes a brief plot summary and jots notes about why someone else might enjoy this book.
- Step 3: The student writes notes about various connections he/she made from the book and discusses if the book alluded to any other stories he/she knows from myths or traditional literature.
- Step 4: The student synthesizes his/her notes into a draft of the script for his/her commercial.
- Step 5: The student trades scripts with a partner and reviews his/her partner's paper for spelling, grammar, and punctuation.
- Step 6: The student writes a final draft of his/her script.
- Step 7: The teacher records each student presenting his/her script commercial. (If the technology is not available to record, then the student presents his/her script as an oral presentation.)
- Step 8: The other students view the commercials and provide positive and constructive feedback. (See Attachment 9.5 Performance Task-Feedback).

Character Blog

- Step 1: The teacher introduces the assignment by instructing the student to preview and take notes about some blogs on the internet. (See Attachment 9.5: Performance Task- Blog Exemplar WebQuest). (If technology is not available, the teacher prints out copies of blogs for students to read in groups.) After the students peruse the blogs, the teacher leads a discussion about what the students noticed.
- Step 2: The teacher presents the student with the requirements for the assignment. (See Attachment: 9.5 Performance Task- Character Blog Requirements).
- Step 3: The teacher reviews the steps that the student takes to create his/her own character blog. (If technology is not available, the student can create a blog on a poster with photos and hand-written text). The teacher models how to create a blog and models the steps on a sample blog. (See Attachment 9.5 Performance Task- Blog Creation Steps).
- Step 4: The student works to complete his/her own blog in the voice of a character from an independent or class text.
- Step 5: The students pair up to review each other's blogs and provide constructive feedback. (See Attachment 9.5 Performance Task- Peer Editing Questions).
- Step 6: Each student incorporates feedback and completes the finished product of his/her blog. The teacher reviews it using the rubric. (See Attachment: 9.5- Character Blog Rubric).

Fractured Modern Fairy Tale Story

- Step 1: The teacher introduces the expectations for writing original fractured fairy tales by presenting the rubric. (See Attachment: 9.5 Performance Task- Fractured Fairy Tale Rubric).
- Step 2: The student chooses a traditional fairy tale and creates a story map to re-tell the plot, setting, characters, conflict, and theme.
- Step 3: The student creates a fractured story map that changes one major element: plot, setting, characters, or conflict. The student adjusts the other elements to reflect the major change or fracture.
- Step 4: The student uses the fractured story map to write a rough draft of the fairy tale.
- Step 5: The student trades papers with a partner and provides feedback using the rubric.
- Step 6: The student edits the paper for correct spelling, advanced punctuation, and specific word choice.
- Step 7: The student publishes the fractured fairy tale and presents the stories in a gallery walk style where students read each other's papers and provide feedback on sticky notes.



Unit 9.5: Making Connections
English as a Second Language
6 weeks of instruction

Making Connections Essay

- Step 1: The teacher previews the assignment and reviews the rubric. (See Attachment: 9.5 Performance Task- Making Connections Rubric).
- Step 2: The student completes an outline to plan the essay. The student plans for each body paragraph to describe a different type of connection (text to self, text to text, and text to world).
- Step 3: The student writes a first draft of the essay.
- Step 4: The student trades papers with a partner and provides feedback using the rubric and proper editing marks.
- Step 5: The student writes his/her final draft.

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Suggested Sample Lessons

- Lesson on sharing reading journals: Exchanging Ideas by Sharing Journals: Interactive Response in the Classroom: <http://www.readwritethink.org/classroom-resources/lesson-plans/exchanging-ideas-sharing-journals-1054.html?tab=4#tabs>
- Lesson on double-entry journals: Guided Comprehension: Making Connections Using a Double-Entry Journal: <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html>
- Lesson on non-fiction reading strategies: Nonfiction Comprehension: Connect and Apply: <http://www.scholastic.com/teachers/article/lesson-plan-nonfiction-comprehension-connect-and-apply>
- Lesson on developing critical thinking about characters: Word Maps: <http://www.readwritethink.org/classroom-resources/lesson-plans/word-maps-developing-critical-773.html?tab=4#tabs>