**UNIT PLAN**

**My Journey to the United States - A Personal Narrative Essay**

**ENL Emerging/Transitioning, Grade 9**

**Unit Start Date:** Nov. 6-Nov. 26

**Estimated Length:** 14 days

Common Core Standards:

**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

**W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

**L.9-10.**1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

**L.9-10.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Materials

Flipchart

Prewriting Questions

Grade Report & Timeline

4 Square Graphic Organizers

Notebook

Loose-leaf paper

Rubric

“How to Type” Guide to Microsoft Word

Assessments

See Grade Report & Timeline

Personal Narrative Rubric

**Day 1: :**

CONTENT – You will brainstorm ideas for your Journeys Personal Narrative Essay.

LANGUAGE – You will answer a variety of prewriting questions and determine which are most relevant to your experience.

*Standard: W.9-10.7*

1. Introduce Journeys Project via Flipchart of past BB Café
2. Read and explain Prewriting questions with the class
3. Students begin answering prewriting questions

**HW** – Prewriting questions

**Day 2:**

CONTENT – You will brainstorm ideas for your Journeys Personal Narrative Essay.

LANGUAGE – You will answer a variety of prewriting questions and determine which are most relevant to your experience.

*Standard: W.9-10.7*

1. Students answer prewriting questions

**HW** – Prewriting questions

**Days 3 – 6:**

CONTENT – You will write the 1st draft of your Journeys Personal Narrative Essay.

LANGUAGE – You will:

* Use prewriting questions that you determined are most relevant and interesting
* Use a 4 Square organizer
* Write an introduction, body, and conclusion paragraphs

*Standard: W.9-10.3*

1. Students write the first draft of their essays

**HW** – First Draft of Essay

**Days 7 – 8:**

CONTENT – You will revise your essays.

LANGUAGE – You will read your essay aloud to several partners. You will evaluate their essays using the rubric.

*Standard: SL.9-10.1; L.9-10.1; L.9-10.2*

1. Peer Revision – 1 -3 partners (depending on the student and his/her needs)

**Day 9 – 10:**

CONTENT – You will edit your essays.

LANGUAGE – You will read your essay aloud to several partners. You will evaluate their essays using the rubric.

*Standard: SL.9-10.1; L.9-10.1; L.9-10.2*

1. Peer Revision – 1 -3 partners (depending on the student and his/her needs)

**Days 11 – 12: :**

CONTENT: You will use technology to publish your essays.

LANGUAGE: You will type your essays and submit them to teacher electronically.

*Standard: W.9-10.6*

1. Students report to computer lab to type essays
2. Students electronically submit to my teacher page

**Day 13:**

CONTENT: You will practice for our Thanksgiving event.

LANGUAGE: You will read your essay aloud to several partners.

*Standard: S.9-10.1*

1. Students will read their essays aloud in preparation of the event.

**Day 14:**

CONTENT: You will share your essay at our Thanksgiving event.

LANGUAGE: You will read your essay aloud to guests.

*Standard: S.9-10.1*

1. Students will read their essays aloud one on one with guests who come to our event.