



Holyoke Public Schools

English Language Development Curriculum Map ELD - I Grades 4-8

Biography Unit

Using the Literacy Workshop in the Middle School
2008-2009

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Overview of Curriculum Maps

Goals:

1. To ensure that English Language Learners students are exposed and engage in a rigorous English Language Arts curriculum in every school and every grade.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA test
4. To provide teachers curriculum guidelines and appropriate ELL instruction for the English Language Development courses.

Expectations:

The district's expectation is for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning. A binder has been provided to help teachers keep track of the ELD work.

Year-Long Curriculum Map Literacy Instruction English Language Development Class	
September 4 weeks	Rituals and Routines Using the America's Choice curriculum materials for Middle School, establish the rituals and routines of the Literacy Workshop
October- November 7 weeks	Narrative Account – Personal Narrative – We Have A Story to Tell Using the established curriculum map and suggested materials, complete a language-level appropriate genre study on narrative accounts
December-February 8 weeks	Report of Information – “What Do I Know a Lot About” Using the established curriculum map and suggested materials complete a language-level appropriate genre study on report.
February- March 2 weeks	MEPA Preview - Using the established curriculum map and suggested materials complete a language-level mini unit on testing that will familiarize the students with test taking strategies, structure and format.
March 16-31 2 weeks	Biography – “My Person of Interest is...” Using the established curriculum map and suggested materials complete a language-level mini unit study on biography.
April 1-17 2 weeks	Poetry - Using the established curriculum map and suggested materials, complete a language-level mini unit study on poetry.
April-June 8 weeks April 27-June 18	Response to Literature/Traditional Literature Using the established curriculum map and suggested materials complete a language-level appropriate genre study on Response to Literature/Fairy Tale unit.

MEPA R/W Assessment Schedule: October 20-29, 2008 &/or March 9-17, 2009

MCAS:	ELA	Writing: March 31, Gr. 7	Math	Science & Tech	History
		Reading: April 1-10, Gr. 6, 7, 8	May 11-28 Gr. 6, 7, 8	May 11-28 Gr. 8	May 11-28 Gr. 7
First-Year Students	Optional		Required	Required	Optional
All Other Students	Required		Required	Required	Required

Report Card Schedule: November 20-21, February 5, April 16-17, and June 18 (Closing date: November 5, January 27, and April 7)

Progress Report: October 9, December 17, March 13, and May 22 (Closing date: October 2, December 10, March 6, and May 15)

Winter & Spring Vacation: February 16-20, April 20-24, 2009

Overview of the Literacy Workshop: ELD Map Components: Middle School

ELD Workshop 65 minutes
Skills Development 35 minutes

MSL I 90 minutes/35 skills
ESL Content 100 minutes

Read Aloud Talk Aloud (RATA):

Teacher: Picture or limited text model
Students: Listen, Define strategy in L1 or English

Independent Reading:

Teacher: Supports students
Students: Partner (Sep-Feb) Read independently (Mar-Jun)

Mini Lesson:

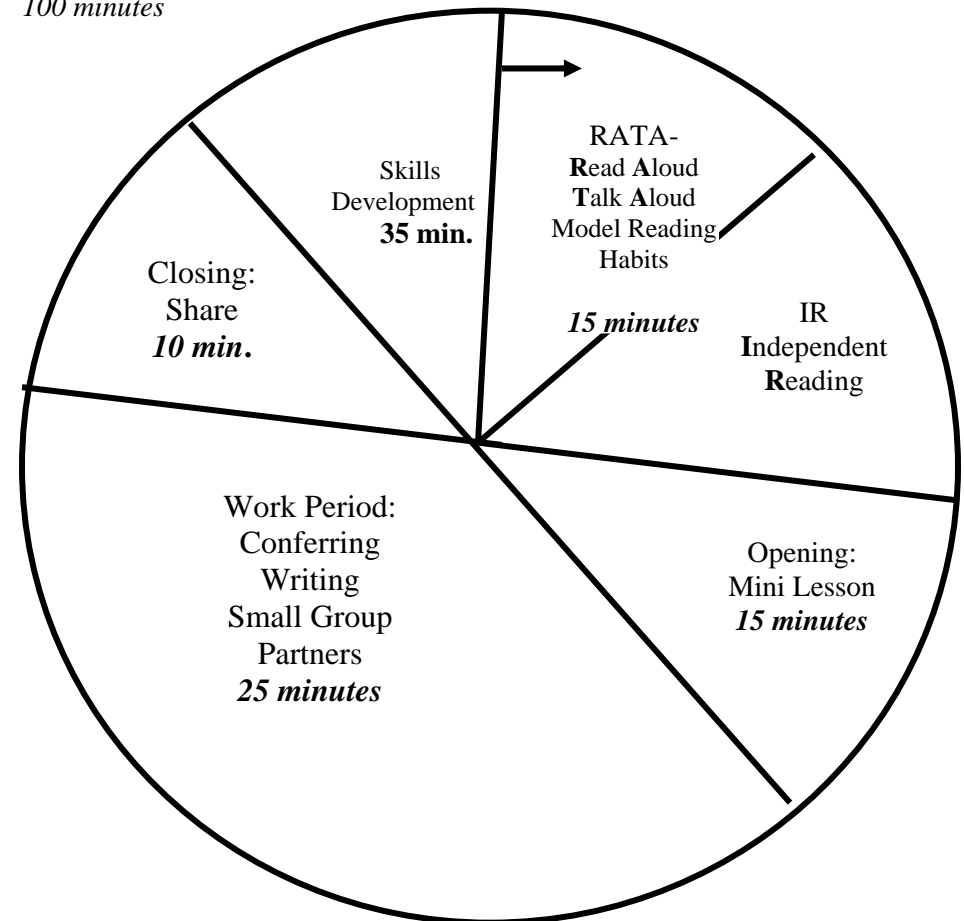
Teacher: Model
Students: Turn & Talk w/ prompt

Work Period:

Teacher: Conference/grade
Students: Write brief response in picture or words (2-3 times/week)

Closing:

Students: Listen, share, report



Workshop Model

The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginners and early intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffold times for learning new strategies. The following is a breakdown of each part of the workshop:

Read-Aloud-Think-Aloud (RATA) and Independent Reading (IR): 15 minutes

Read-Aloud-Think-Aloud (RATA):

The teacher uses this time to SHOW students a reading strategy previously taught. This is a review and application time for students

- You will use read aloud materials to model a reading strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- **NOTE: This is NOT a time to teach a new strategy!** This is a time for students to see you applying a strategy you already taught in your own reading! Be careful not to confuse this time with the mini-lesson. The mini-lesson is the time to introduce new reading strategies.

Independent Reading (IR):

Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy.
- After about 10 minutes of reading, the students should turn and talk and share how they applied the strategy the teacher modeled in the RATA. This will allow ELLs to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.

Mini-Lesson (ML): 15 minutes

The teacher will gather the students to learn a new reading or writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart “bones”. For example, if you are making a t-chart, draw the “t” and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

Work Time (WT): 25 Minutes

This time will vary on a daily basis depending on what was taught, but in general, this is a chance for students to work alone or in groups on the strategy taught in the mini-lesson.

- Reading Focus Mini-Lesson: Students will read their independent books and practice the new strategy that you taught in the mini-lesson, and then talk about it with a table partner, and then write about their learning in their notebooks. During this time the teacher will circulate to support students, conference with individual students, and run guided reading groups.
- Writing Focus Mini-Lesson: Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process. The teacher will circulate and support students, conference with individual students, or run guided writing groups.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

Skills Block: *35 minutes daily*

This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

Reading Skill Lessons:

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
 - Phonetic Principles
 - Reading Fluency and Accuracy
 - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

Writing Skill Lessons:

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
 - Spelling
 - Grammar
 - Style and Syntax
 - Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACH DURING THIS DAILY SKILL TIME

**ELD-I Course – Genre and Language Features
Biography-“My Person of Interest is...”**

Introduction: Beginning English Language Learners need multiple opportunities for shared reading, writing and talking/discussing their ideas with their peers and their teachers before they become an expert on the biography unit of study. This unit will allow the teacher to lead shared experiences in a way to personalize history and discover the motivations behind interesting people. **The students will develop as readers and writers who can independently generate a biography poster report in which they establish a context, develop a main idea with supporting details, and use a range of appropriate nonfiction elements including a timetable.**

Below is a list of common genre features and language features. Genre features define how a writer develops a story, puts it together, and what kind of characteristics it contains. Language features define exactly what kinds of words, vocabulary and sentences a writer uses when they are developing a biography poster report.

Genre Features-Biography Poster Report	Language Features- Biography Poster Report
<ul style="list-style-type: none"> • Produce a biography poster report that: <ul style="list-style-type: none"> ○ Engages the reader by establishing a context, engaging beginning and otherwise developing reader interest; ○ Uses a controlling idea that conveys perspective; ○ Creates an organizing structure (cause/effect, problem/solution, question/answer, comparison/contrast, concept/definition); ○ Uses a range of strategies such as facts and details, examples and/or comparisons, descriptions or analysis of the subject; ○ Excludes extraneous details and inconsistencies; ○ Uses a range of appropriate report elements, such as headings, subheadings, bold print, italics, bullets, illustrations, photographs, labels, and captions; ○ Uses graphics such as diagrams, boxed-text, tables, charts, graphs; ○ Provides a sense of closure to the report 	<ul style="list-style-type: none"> • Textual cues-common signal words aligned with text structures (<i>for example, most important, for instance, in conclusion, therefore, similarity</i>) • Timeless verbs (<i>The Pura Belpre Award is embraced by all who value children's book.</i>) • Content-specific vocabulary (<i>biography, portrait, famous, librarian, athletes</i>) • References/comparisons (<i>Today, 37 million Hispanics, or Latinos, live in the United States-up from 3.5 million in 2000.</i>) • Transitional words (<i>first, next, then, last, finally</i>) • Modifiers (adjectives, adverbs, clauses phrases) • Sentences: Simple (<i>Pura Belpre developed a reputation as a skilled and talented storyteller.</i>) Complex (<i>Belpre pioneer bilingual story times and cultural programming as a way to reach out to the city's growing Puerto Rican community</i>) • Lists (<i>Pura Belpre, beloved author, prolific storyteller, children's librarian par excellent, folklorist, puppeteer, and people's advocates was born in Puerto Rico</i>) <p>Teach these language features during your daily skills lesson when you focus on writing skills</p>

Materials and Resources

Texts for Readers and Writers Workshop

Teachers will have flexibilities in selecting the appropriate reading materials for this unit. Teachers should use a variety of informational text that is good examples of biography. The teacher will have to plan and prepare for students' researching their biography. You may plan a visit to the school library, gather collection of children's magazines and make arrangements so that students have access to the Internet. Students will need one good text source with pictures or photographs, if possible. You may also include magazine articles, online articles and newspaper articles. Prior to beginning the unit, the teacher or class a whole may decide on a shared topic that will be research while the teacher does the model lesson of the unit.

Guided Reading

- *My Name is Celia* (2006 P. Belpre- Illustrator Honor Book)
- *My Name is Gabito* (2008 P. Belpre- Illustrator Honor Book)
- *My Name is Gabriela*
- *The Storyteller's Candle* (2009 P. Belpre Author & Illustrator Honor Book)

Classroom Library (Independent Reading)

- Schoolwide Level 3.1 Nonfiction Set
- Schoolwide Level 3.3 Nonfiction Set

ELD-I Biography and Report (review) Unit Curriculum Map & Binder

Websites: Time for Kids- biographies, ReadWriteThink, scholastic-biographies, musicianbiographies.com, garden of praise.com, nobelprize.com, sportillustrated-greatest100 athletes

Materials and Resources*

During the school year 2006-07, the Holyoke Public Schools bought the following biographies. You might be able to borrow them from your colleague. These texts were used for Readers and Writers Workshop.

Biographies (High Interest) Gr.6
Biographies (High Interest) Gr.7
Greatest: Muhammad Ali
J.K. Rowling
Homesick
Dale Earnhardt: Young Race Driver
Crazy Horse: Young War Chief

Dr. Seuss: Young Author & Artist
Wilma Rudolph
Franklin D. Roosevelt
Harriet Tubman
John Glenn
Joe DiMaggio
Jackie Robinson

Walt Disney
Roberto Clemente
Pocahontas
Annie Oakley
Helen Keller
Eleanor Roosevelt
Molly Pitches

*Since the Biography Unit will be taught during March when *Woman History Month* is celebrated, you might want to do the unit just on women.

Resources with Unit

Week/Date	Topic	Resources
1 1	Biography & Accomplishments	Samples, general information
2	Selecting a Person of Interest	Samples, general information
3 & 4	Gathering Information	Graphic organizers, general information
5	Writing a draft	Samples, graphic organizers, general information
2 1	Making connections	Graphic organizer
2	Developing timeline	Graphic organizers, general information, samples, rubric
3	Rubrics	Rubrics for overall unit, retelling, composition, timeline, oral presentation, poster
4	Biography Poster Report	Sample, rubric
5	Oral Presentation-Publishing	Rubric, general information, feedback cards, certificate

Overarching Unit Goals and Standards

Speaking and Listening

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Listen to, comprehend and carry out directions with simple steps • Give directions that include sequenced steps • Asks questions • Responds appropriately to comments and questions • Uses language cues to indicate different levels of certainty • Displays appropriate turn taking behaviors • Clarifies, illustrates or expands on a response when asked to do so • Confirms understanding by paraphrasing • Actively solicits another person's comments or opinion • Volunteer contributions and responds when directly solicited • Gives reasons in support on opinions expressed 	<p>Speaking</p> <ul style="list-style-type: none"> • Retell steps of a process in logical sequence (S.3.19) • Compare and contrast information orally (S.3.21) • Ask and respond to questions (who? what? where? when?) based on text that is heard. (ELA 8.15) • Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46) • Make predictions or inferences based on a story or information that has been heard.(S.3.22) • Ask and answer concrete questions about familiar content. (S.2.5) • Describe people, places, and things, using some detail. (S.2.6) • Express confusion (S.2.8) • Ask and respond to questions based on a text that is heard (S.3.15) • Plan, rehearse, and orally present information in a brief biography report, using visual clues. <p>Listening</p> <ul style="list-style-type: none"> • Demonstrate comprehension of oral directions that include visual cues (S.3.1) • Demonstrate comprehension of one-step directions (FL2.4) • Demonstrate comprehension when simple information is given (S.3.3) • Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9; link to ELA 8.5) • Demonstrate comprehension of oral questions that are based on academic content(S.3.30) • Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45) • Takes notes (using graphic organizers) while listening for specific information (S.3.50) <p>Standards for levels: Beginning to Early Intermediate</p>

Reading

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>The student reads and comprehends various informational texts about one issue or subject, and produces a written and oral report that:</p> <ul style="list-style-type: none"> • Restates or summarizes information; • Relates new information to prior knowledge and experience; • Extends ideas; • Use the structure of informational text to retrieve information; • Makes connections to related topics or information; • Compare one text to another text they have read or heard; • Read, comprehends and summarizes various sources of informational text about one issue or subject. 	<ul style="list-style-type: none"> • Identify main idea(s) or important information in a literary or informational text (R.3.1) • Identify details that support main idea in a literary or an informational text (R.3.2) • Summarize information from a literary or an informational text that is read. (R.3.3) • Support individual interpretations and conclusions, using evidence from a literary or an informational text (author purpose, organization of structure: chronology, cause-effect, problem-solution) (R.3.4) • Analyze and provide evidence from a text to support understanding of theme (Using graphic organizers) (R.3.11) • Apply knowledge of general characteristics of a literary genre as a strategy for reading (R.4.1) • Distinguish forms and purposes of informational and expository materials (R.5.1) • Uses knowledge of text features to determine the purpose of meaning of a text (R.5.2) • Use knowledge of common graphics features to determine the purpose and meaning of a text (R.5.3) • Use knowledge of common organization structure to determine meaning of the text (R.5.4) • Use knowledge of organization structure in nonfiction text to determine its meaning (R.5.11) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; • Develop a controlling idea; • Creates an organizing structure; • Includes appropriate facts and details; • Excludes extraneous and inappropriate information; • Uses a range of strategies such as facts and details, examples and/or comparisons, descriptions or analysis of the subject; • Includes appropriate facts and details; • Provides a sense of closure to the writing. 	<ul style="list-style-type: none"> • Plan ideas for writing in a way that makes sense for an identified purpose and audience (W.1.1) • Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2) • Organize information to be expressed in writing in a way that makes sense for the purpose and audience (W.1.3) • Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4) • List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5) • Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence(W.1.6) • Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion (W.2.7) • Use knowledge of correct mechanics when editing (W.4.4) • Use word processing to publish writing (W.5.1) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Student demonstrates control of:</p> <ul style="list-style-type: none"> • Grammar • Paragraph structure • Punctuation • Sentence construction • Spelling and Usage 	<ul style="list-style-type: none"> • Spell familiar words correctly when editing • Identify correct sentence structure and usage when editing • Use correct mechanics when editing • Use knowledge of correct mechanics when editing

Unit Work Products

Students Outcomes for ELD-I: Biography Poster Report - "My Person of the Interest is..."

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Listen to partner and retell information • Listen for facts and details related to a person during a read aloud • Listen to partner in the oral presentation of the biography poster report • Identify transitional and topic specific words • Ask and answer questions related to presentation and or person • Take notes from listening pieces 	<ul style="list-style-type: none"> • Daily turn and talk with student prompts • Book talk around a shared text or topic • Use transitional and topic specialized words • Student/ teacher conference • Produces an oral biography report/presentation that: <ul style="list-style-type: none"> ✓ Maintains a focus on the topic ✓ Uses eye contact, adequate volume, and clear presentation ✓ Uses recognizable organization (sequencing, summarizing) ✓ Summarizes main ideas and supporting details ✓ Utilizes common graphic features (photographs, timelines, charts, illustrations) 	<ul style="list-style-type: none"> • Select books at their level • Read a variety of informational and/or expository texts about biography • Recognize and discuss the elements of nonfiction text and biographies (pictures, captions, glossary, timetables...) • Notebook entries demonstrating students' application of note taking/information gathering • Determine important information • Identify main/controlling idea and supporting details • Distinguish between fact and opinion • Use Reading Strategies: <ul style="list-style-type: none"> • Analyze • Summarizing • Paraphrase • Asking Questions • Making Connections • Use genre elements to enhance comprehension • Use questioning before, during, and after reading 	<ul style="list-style-type: none"> • Make notebook entries • Notebook entries demonstrate students' application of note taking/information gathering • Use graphic organizers • Produce a poster report that: <ul style="list-style-type: none"> ✓ Has a composition that explains the purpose or topic, reveals the main/controlling idea and interest the reader (One page long) ✓ Reports accurate information in a structure with an introduction, middle and conclusion ✓ Supports ideas with details, use of specialized vocabulary and provide examples of person's accomplishments. ✓ Uses illustrations/photos, timelines, subheadings, and other graphics to support writing ✓ Has a glossary and bibliography ✓ Applies an understanding of the English language

Teacher Assessments

- Published Biography Poster Report and Oral presentation of Biography Report, graded with rubric added to portfolio
- Book Talk and/or Retelling with rubric added to portfolio
- Ongoing formative assessment

WORKSHOP MAP

Week 1: During the first week students build background knowledge and do research on biography, to be able to speak, read and write about it. Factual stories such as current descriptions of people and places, biography, and compilations of writing from primary sources will extend student's knowledge and experiences. Teachers will facilitate their students' acquisition process by scaffolding language and supporting learners to access meaning.

The goal of this first week of instruction in the genre is to get students immersed into the sounds of the genre, build a background for discussion and do research for biography work. Therefore, most of this week will include:

- Reading aloud 3-4 biographies and/or informational texts
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about biography
- Using a shared text to model reading skills, think aloud, and gathering of information
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 1:

- 3-4 biographies texts for read aloud
- Biography books/texts for students to browse
- **Student notebook:**
 - Elements of biography
 - Life's achievements and characteristics
- **Language Stem:**
 - *"This text is an example of ___ because _."*
 - *"One accomplishment that makes ___ a famous or notable person is ..."*
- **Classroom chart or transparency.** Charts are to be made with the student.
 - Chart: "What is a biography?"
 - "Why are these people famous or notable?"
 - Getting Started (KWL)
- Chart paper/transparency/magic markers
- Sentence strips and graphic organizers/index cards
- Gathering of information
- First draft
- *"I am interested in learning more about _ because _."*
- *"An important fact or information about ___ is ___."*
- Paragraph/composition template
- Biography Poster template

WEEK 1: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING														
1	<p>Strategy: <u>Identify the elements of a biography</u></p> <p>Using sample biographies, the teacher will introduce students to the next unit: <u>Biography</u>.</p> <p>Teacher will read /show a portion of the each text, and model by thinking aloud: "What is the purpose of these texts", "What is the format of the texts?"</p> <p>Begin chart "<u>What is a biography?</u>" <i>Students contribute to chart.</i></p>	<p>Students work in pairs and browse through <u>biography</u> books and/or informational text to <u>identify the elements</u> found in a biography.</p> <p><i>Students work with a partner to complete chart: "What is a biography?"</i></p> <p><i>Use language stem: "This text is an example of a biography because ____."</i></p>	<p>Strategy: <u>Identify the life accomplishments that make a person famous or notable.</u></p> <p>Teacher will show different examples of biographies, read aloud part of the text and discuss <u>why these people are famous or notable.</u></p> <p>Begins chart: "<u>Why are these people famous or notable?</u>" (Heroic acts, being first to do something, creating an invention, explorers, activists, magnificent artists, great athletes)</p> <p>Vocabulary: Biography, accomplishment, famous, notable, real, leaders, pioneers... <i>Use language stem: "One accomplishment that makes ____ a famous or notable person is ..."</i></p>	<p>Strategy: <u>Identify the life accomplishments that make a person famous or notable.</u></p> <p>Divide the students into small groups and give each group a variety of biographies texts. Ask students to browse through the texts and create a chart of <u>why these people are famous or notable.</u></p> <p><i>Students share within the group what they wrote in their charts.</i></p> <p><i>Language stem: "One accomplishment that makes ____ a famous or notable person is ____."</i> (Notebook entry)</p>	<p><i>Groups share out their charts.</i></p> <p>Combine information with class chart.</p> <p>Add to word wall: Real, biography, accomplishment, famous, notable, leaders, pioneers, inventors, athletes...</p>														
2	<p>Strategy: <u>Why are these people famous or notable?</u></p> <p>Review chart: "<u>Why are these people famous or notable?</u>"</p> <p>Teacher will read parts of a biography and share what they observe about the text. (Teacher adds to the chart).</p> <p>Use sentence stem "<u>____ is famous or notable for ...</u>"</p>	<p>Students will continue to browse through texts to find out "<u>Why are these people famous or notable?</u>"</p> <p><i>Students share with a partner what they found. Use stem: "____ is famous or notable for ..."</i></p>	<p>Strategy: <u>Selecting a person of interest</u></p> <p>Teacher will model how to <u>select a person of interest</u> and work on a KWL chart.</p> <p>Chart: Getting Started (KWL)</p> <table border="1" data-bbox="823 1198 1264 1295"> <tr> <td colspan="2">Name</td> <td>Date</td> </tr> <tr> <td colspan="3">Person of interest:</td> </tr> <tr> <td>I Know</td> <td>Want to know</td> <td>What I Learned</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Vocabulary: Interest, 5W's, <i>Use the language stem: "I am interested in learning more about ____ because ____."</i></p>	Name		Date	Person of interest:			I Know	Want to know	What I Learned				<p>Strategy: <u>Selecting a person of interest</u></p> <p>Students will <u>select their person of interest for their biography</u> and work on their KWL chart.</p> <p><i>Students use language stem: "I am interested in learning more about ____ because ____."</i> (NB entry)</p>	<p><i>Students share out and write their name on classroom chart and the name of their person of interest.</i></p> <table border="1" data-bbox="1801 1276 1990 1308"> <tr> <td>Name</td> <td>PoI</td> </tr> </table> <p>Add to word wall: Interest, KWL chart, 5 W's</p>	Name	PoI
Name		Date																	
Person of interest:																			
I Know	Want to know	What I Learned																	
Name	PoI																		

Biography Unit
ELD-1

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Strategy: <u>Selecting a person of interest and Developing Research Questions (KWL)</u></p> <p>Teacher will read parts of the biography selected and model <u>KWL Questions</u>. Add to chart.</p> <p><i>Students share with a partner the strategy modeled.</i></p>	<p>Students will choose a <u>question</u> they would like to further investigate more. They might also add other questions to their charts.</p> <p><i>Students share their question with a partner.</i></p>	<p>Strategy: <u>Gathering important information about a person's life.</u> (Two day lesson)</p> <p>Teacher explains how a good biography brings a person to life by including facts from their life. Using mentor texts and an overhead, teacher models <u>finding important facts about a person's life.</u></p> <p>Vocabulary: Name of person, date of birth (and date of death), place they were born, personal background, personality traits, occupation, life experiences, accomplishments, quotes, important words(to use in glossary), pictures...</p> <p><i>Use language stem: "An important fact or information about ___ is ___."</i></p>	<p>Strategy: <u>Gathering important information about a person's life.</u></p> <p>Students work in pairs or independently <u>gathering important facts and information</u> about their person of interest.</p> <p>Students will use a graphic organizer and/or index cards to <u>take notes</u> and jot down relevant information about their topic</p> <p><i>Students use language stem: "An important fact or information about ___ is ___." (NB entry)</i></p>	<p><i>Students share out some important facts</i></p> <p>Add to word wall: Person's name, date of birth (and date of death), place they were born, personal background, personality traits, occupation, life experiences, accomplishments, quotes</p>
4	<p>Strategy: <u>Gathering important information about a person's life.</u></p> <p>Teacher will read aloud from their chosen biography and <u>identify some basic facts (place of birth, occupation, background)</u> about their chosen person.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through texts to <u>find basic facts and information</u> about their chosen person.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: Continuation: <u>Gathering important information about a person's life.</u></p> <p>Teacher reads and models <u>gathering important information such as personality traits, or accomplishments</u> about the person of interest that makes that person famous or notable.</p> <p>Vocabulary: Personality traits, accomplishments.</p> <p><i>Use language stem: "An accomplishment or personality trait that makes___ a famous or notable person is..."</i></p>	<p>Strategy: <u>Gathering important information about a person's life.</u></p> <p>Students work in pairs or independently to <u>gather personality traits or accomplishment</u> about the person that makes them famous or notable.</p> <p><i>Students use language stem: "An accomplishment or personality trait that makes___ a famous or notable person is..." (NB entry)</i></p>	<p><i>Students share out some of their information.</i></p> <p>Add to word wall: Personality traits: creativity, curiosity, perseverance, leadership...</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p>Strategy: <u>Gathering important information about a person's life.</u></p> <p>Teacher will read aloud from their chosen biography and <u>identify some important facts (accomplishments, personality traits)</u> about their chosen person.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through texts to <u>find important facts and information</u> about their chosen person.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Writing the First Draft</u></p> <p>Teachers demonstrate and review how to <u>write a paragraph or composition</u> with an introduction, topic sentence, and use of details, examples, transitional words, and conclusion. (Next lesson will work on writing conclusion by making connection)</p> <p>Vocabulary: Paragraph, composition, introduction, topic sentence, details, facts, examples, transitional words.</p> <p><i>Use the following sentence stems:</i> <i>"I chose ___ (question, quote...) to engage the reader."</i> <i>"The topic sentence I chose is___"</i> <i>"This fact/detail about ___ is interesting to me because___"</i> <i>"An example of ___ is___"</i></p>	<p>Strategy: <u>Writing the first draft</u></p> <p>Students work in pairs or independently on their <u>first draft</u> of the biography. (NB)</p> <p>This composition will be part of the poster. It needs an introduction with topic sentence, a middle with facts, details, examples, and a conclusion with some type of connection.</p> <p><i>Students will use the following sentence stems:</i> <i>"I chose ___ (question, quote...) to engage the reader."</i> <i>"The topic sentence I chose is___"</i> <i>"This fact/detail about ___ is interesting to me because___"</i> <i>"An example of ___ is___"</i></p>	<p><i>Students share out some elements of their writing:</i> <i>"I chose ___ (question, quote...) to engage the reader."</i> <i>"The topic sentence I chose is___"</i> <i>"This fact/detail about ___ is interesting to me because___"</i> <i>"An example of ___ is___"</i></p> <p>Add to word wall: Paragraph, composition, introduction, topic sentence, details, facts, examples, transitional words.</p>

WORKSHOP MAP

Week 2: Students will continue to work on their biography research by developing a timeline, making connections, revising, editing and publishing their work.

The goal of this second and last week of instruction in the biography unit is to wrap up and reflect on the skills of readers and writers they have acquired. Therefore, most of this week will include:

- **Listening:** Students will present good-audience behavior for others as they present the biography report.
- **Speaking:** Students will give an Oral Biography Report Presentation.
- **Reading:** Students will present a Biography Poster Report.
- **Writing:** Students will use a rubric to evaluate their work, finish their final piece, reflect, publish and celebrate their work.




Materials and Products for Week 2:

- 2-3 biography texts/ books for read aloud
- Chart paper/transparency/magic markers
- Sentence strips and graphic organizers
- Rubrics
- Student notebook:
 - Making connections
 - Developing timelines
 - Revise, edit and reflect on work
- Language Stems:
 - *"One thing that I have learned from studying the biography of ___ is ___"*
 - *"My connection to ___ is ___"*
 - *"An important date and event I will use in my timeline will be ___"*
 - *"While listening /presenting your biography report you should ___"*
 - *"This biography report is a score of ___ because ___"*
- Classroom charts / transparencies to be made with the student
 - Timelines
 - Rubrics
 - Biography Poster Template

WEEK 2: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: <u>Revising first draft</u></p> <p>Teacher will read and model how <u>to improve and edit the composition draft</u> by adding details, vivid words, or taking out information that is not needed.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to <u>draft and revise</u> their biography composition.</p> <p><i>Students share with a partner what they revised.</i></p>	<p>Strategy: <u>Making Connections</u></p> <p>Teacher will reflect on what has been learned after reading and writing about some famous and notable people and <u>make a connection</u> to their personal lives, to our society or to the world.</p> <p>Teachers will ask such questions as, “why is this person famous?” “how did that person contribute to society?” “what experience or obstacle shaped their lives?”, “what can I learn from them?”...</p> <p>Vocabulary: Reflects, connections to self, to text, to world.</p> <p><i>Language stem: “My connection to _ is _”</i></p>	<p>Strategy: <u>Making Connections</u></p> <p>Students work in pairs or independently to reflect on what they have learned and <u>write a connection to their person of interest</u>.</p> <p><i>Language stem: “One thing that I have learned from studying the biography of ___ is ___”</i> <i>“My connection to ___ is ___”</i> <i>(NB)</i></p>	<p><i>Students share out their connections</i></p> <p>Add to word wall: Reflection, connections</p>
2	<p>Strategy: <u>Making Connections</u></p> <p>Teacher will read aloud and show parts of a text and <u>reflect</u> on what has been learned and the <u>connection</u> to their personal experience or to the world.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to <u>reflect and connect</u> with their biography.</p> <p><i>Students share with a partner what they revised.</i></p>	<p>Strategy: <u>Develop a Timeline (sequence or order of events)</u></p> <p>Teachers will review a biography and show that each person’s life begins and ends and has a <u>sequence of</u> important events happened. These events can be highlighted in a <u>timeline</u>.</p> <p>Vocabulary: Timeline, vertical, horizontal, sequence, order, important events</p> <p><i>Use language stem: “An important date and event I will use in my timeline will be_”</i> (Notebook entry)</p>	<p>Strategy: <u>Develop a timeline</u></p> <p>Students work in pairs or independently to <u>create a timeline</u> with information found in their biography.</p> <p><i>Language stem: “An important date and event I will use in my timeline will be_____”</i> (NB entry)</p> <p><i>Students share with a partner one entry.</i></p>	<p><i>Students share out their timelines.</i></p> <p>Add to word wall: Timeline, vertical, horizontal, sequence, order, important events chronological order</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Strategy: <u>Developing a timeline</u></p> <p>Teacher reads aloud a biography and models finding important dates and events in order to <u>develop a timeline</u>.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students revise their timeline to add or delete dates and important events and revise for chronological order.</p> <p><i>Share their revisions with a partner</i></p>	<p>Strategy: <u>Developing a Rubric</u></p> <p>Teachers review and discuss rubrics used in previous units. What was the purpose of these rubrics?</p> <p>Begin chart: Characteristics of a rubric for a biography poster report.</p> <p>Teacher will review the attributes of a biography poster report. Use a <u>rubric</u> to examine and revise students' work, both the oral presentation and written report</p> <p>Vocabulary: Rubric, purpose, attributes, Oral presentation, written report.</p>	<p>Strategy: <u>Developing a Rubric</u></p> <p>Students will examine and understand the <u>rubrics</u> that will guide revision and the published report.</p> <p><i>Students share with a partner one revision based on the rubrics.</i></p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Rubric, purpose, attributes, oral presentation, written report.</p>
4	<p>Strategy: <u>Understanding the Rubrics</u></p> <p>Teacher models the <u>use of the rubrics</u> with the biography poster report and oral presentation.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students work in pairs to review their work using the <u>rubrics</u>.</p> <p><i>Share with a partner the purpose and use of the rubrics.</i></p>	<p>Strategy: <u>Finishing Biography Poster Report</u></p> <p>Minimum requirement for Poster: One page composition, a timeline, pictures or illustrations, accomplishments, a glossary and a bibliography</p> <p>Students will complete their final work.</p> <p><i>Students will share their work with a partner.</i></p>	<p>Strategy: <u>Finishing Biography Poster Report</u></p> <p>Students will complete their final work.</p> <p><i>Students will share with a partner their work.</i></p>	<p><i>Students share out a sample of their work.</i></p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p>Publish and Celebrate</p> 	<p><u>Oral presentation</u> Students will be using the following sentence stems:</p> <p><i>“My question to the presenter is ____?”</i></p> <p><i>“I think __ because__”</i></p> <p><i>“While listening or presenting your biography report you should____”</i></p> <p><i>“This biography report is a score of ____ because ____”</i></p> <p><i>“One thing I liked about your presentation is.....”</i></p>	<p>Publish and Celebrate</p> 	<p>Publish and Celebrate</p> 	<p><i>Students share out their reflection on the unit.</i></p>

Appendix

Skills Lessons Ideas

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. And then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

Reading Skill Lessons:

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications
- Make It Real by Linda Hoyt

Writing Skill Lessons:

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications
- Trait-Based Mini-Lessons, Megan S. Slogan
- English at Your Command! By Hampton Brown
- Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Witherell & McMackin
- Navigating Nonfiction by A. Boynton & W. Blevins

Reading Skills for Early Intermediate ELLs from the Massachusetts English Language Proficiency Benchmarks and Outcomes for ELL (ELPBO)

READING

Standard	Element to Plan Skills Lessons: Reading
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Read frequently used sight words ▪ Read frequently used sight phrases ▪ Read frequently used idioms as phrases ▪ Use knowledge of prefixes and suffixes to determine words and phrases ▪ Use bilingual or intermediate dictionaries to determine word meaning ▪ Identify signal words in context clues that indicate word meaning ▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words ▪ Identify words and phrases that add ideas in a paragraph ▪ Identify words and phrases that indicate contrast of ideas in a paragraph ▪ Identify words and phrases that indicate conclusion in a paragraph

Standard	Element to Plan Skills Lessons: Reading
<p>R.2: Beginning to Read in English</p>	<ul style="list-style-type: none"> ▪ Identify cognates in printed reading ▪ Read printed words with personal meaning ▪ Identify familiar English morphemes (-ed in waited) ▪ Apply knowledge of letter patterns to identify syllables ▪ Identify phonetically regular one-syllable and multi-syllable words ▪ Read words with several syllables ▪ Use letter-sound knowledge to decode written English ▪ Identify and apply unique spelling patterns for English words

NOTE: R.3 (Comprehension) and R.4 (Literary Elements and Techniques) have many important elements for ELLs, but these elements are covered during the genre instruction in the mini-lesson and RATA.

WRITING

Standard	Element to Plan Skills Lessons: Writing
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Spell previously learned sight words and phrases ▪ Identify use of apostrophes to indicate possessive form ▪ Identify orthographic conventions that signal meaning in various kinds of sentences ▪ Identify the eight basic parts of speech in the context of a sentence ▪ Identify verb phrases and verb tenses in sentences ▪ Identify varied sentence structures as they affect meaning ▪ Recognize types of pronouns ▪ Identify words and phrases that introduce ideas in a paragraph
Standard	Element to Plan Skills Lessons: Writing
<p>W.4: Editing</p>	<ul style="list-style-type: none"> ▪ Use rules for apostrophes ▪ Use rules for quotation marks ▪ Use rules for commas in compound sentences ▪ Use rules for paragraph indentation ▪ Use rules for separating introductory words and phrases using a comma ▪ Apply rules of English for forming irregular plural nouns ▪ Identify correct pronoun references when editing ▪ Identify and correct sentence fragments and run-on sentences when editing

NOTE: W.1 (Prewriting), W.2 (Writing), W.3 (Revising) have many important elements for ELLs, but most of these elements are covered during the genre instruction in the mini-lesson.

Frontloading the Genre

The scaffolds English language learners need to succeed in a genre study extend beyond the scope of the lessons in the grade-level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study.

Why

Before they start writing on their own, ELLs need scaffold experiences that look at the genre and the construction of a piece of writing. While this may seem a bit “teacher directed”, it is only a bridge or temporary scaffold for the students. After the frontloading lesson, students will have many more opportunities to construct their own writing.

How to Frontload Genre

In Scaffolding Language Scaffolding Learning, Pauline Gibbons presents a process of scaffolding the beginning of a genre study.

#1 Build the Field	Students build enough background knowledge of the topic to be able to write about it. Children are a long way from writing a text themselves. Activities will be speaking, listening, note-taking and reading.
#2 Modeling the Text Type	Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.
# 3 Joint construction	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
#4 Independent Writing	Students will write their own text.

The Five Essential Practices for Teaching English Language Learners

America's Choice developed the Five Essential Practices for Teaching English Language Learners to support the literacy needs of ELLs. These practices come from a wide body of research on second language acquisition, literacy, and teacher practices. They support the most appropriate and effective instruction for helping ELLs build comprehension, fluency, understanding, and vocabulary. These practices are used in the lesson modifications focused on ELLs.

The Five Essential Practices are:

1. Develop oral language through meaningful conversation and context.
2. Teach targeted skills through contextualized and explicit instruction.
3. Build vocabulary through authentic and meaningful experiences with words.
4. Build and activate background knowledge.
5. Teach and use meaning-making strategies.

Essential Practice #1:

Develop oral language through meaningful conversation and context. Oral language is the foundation of literacy and a main tool for learning and interacting in both academic and social settings. Natural exposure to and planned experiences with oral language facilitates increased expression and understanding of the second language. Oral language also supports vocabulary development in context, paving the way for better comprehension and production. Exposure to enrich oral and written language environments is vital for developing literacy and language skills.

Essential Practice #2:

Teach targeted skills through contextualized and explicit instruction. Full literacy is a fluid combination of oral, reading, and writing skills. These skills must be taught through explicit and contextualized instruction that scaffolds learning. Contextualized instruction provides students with extra linguistic clues that support understanding not only the content but also the language being used. Combining contextualized practices with the knowledge of phonemic awareness, phonics skills, language structures and functions, text patterns, and literary devices (i.e., metaphors, analogies, figurative

language, and unfamiliar cultural concepts) helps students develop stronger literacy skills. Explicit skills give students the tools they need to comprehend increasingly complex literacy demands.

Essential Practice #3:

Build vocabulary through authentic and meaningful experiences with words. Developing and deepening a student's understanding of new words is essential for ELLs. Building vocabulary in the context of literature, experiences, and modeled writing ensures that students will own the new words they encounter. Vocabulary building is a lifelong process, and students must learn ways to integrate and approach new and challenging words. Discussing, playing with, and using new words allow students to gain new vocabulary through meaningful, and, therefore, memorable experiences.

Essential Practice #4:

Build and activate background knowledge. Learning is based on establishing neural connections in the brain by drawing on previous experience, background knowledge, and prior and current environments. It is the job of both the teacher and the students to facilitate these connections in order to construct meaning and understand new ideas and concepts while expanding on their own world knowledge. Actively fostering these connections enables students to more easily interpret their surroundings and assign meaning to new concepts while expanding on their own experiences.

Essential Practice #5:

Teach and use meaning-making strategies. Intentional teaching of meaning-making strategies provides students with a toolbox to approach future learning challenges. Meaning making strategies range from helping students comprehend text to teaching strategies students can use to understand English-dependent lessons. Teacher modeling of appropriate behaviors gives students the tools they need to be autonomous learners while simultaneously supplying them with options they can use to interpret both the academic and social environmental input they encounter.

America's Choice

Rubrics

Name _____

Date: _____

Evaluation

Your Biography unit will be evaluated based on the following rubric:

Assignment	Criteria	Points
Reading:	<ul style="list-style-type: none"> • Read at least 2 biographies • Recognize and discuss elements of biographies (nonfiction) • Use reading strategies in analyzing, summarizing, paraphrasing, making connections and asking questions • Identify main ideas and supporting details 	___ out of
Writing	<ul style="list-style-type: none"> • Has notebook entries • Has a one page biography composition • Has a written biography poster report 	___ out of
Speaking	<ul style="list-style-type: none"> • Ask and answer questions • Share/retell information gathered • Book talk • Oral Presentation of a Biography Poster Report 	___ out of
Listening	<ul style="list-style-type: none"> • Listen to partner and retell • Identify topic specific words • Listen to and compare Biography Presentations 	___ out of
Participation	<ul style="list-style-type: none"> • Directions were followed correctly • Student cooperated in groups and/or class 	___ out of
Other	<ul style="list-style-type: none"> • • 	___ out of
Total		___ out of 100

Nonfiction Retelling Rubrics

To use when retelling expository text

Name: _____ Date: _____ Grade: _____ Period: _____

4	<ul style="list-style-type: none"> • Accurately retells important concepts from the text in own words. • Organizes the information using appropriate text structures throughout the retelling (sequential order, classification, cause/effect, compare/contrast). • Utilizes key vocabulary appropriately. • Synthesizes concepts from the text using textual evidence and prior knowledge to draw inferences and generate original conclusions.
3	<ul style="list-style-type: none"> • Explain the main ideas and supporting details in own words. • Organizes information using appropriate text structures (sequential order, classification, cause/effect, and compare/contrast). • Utilizes key vocabulary appropriately. • Attempts to draw inference/ generalizations and supports them with textual evidence and prior knowledge.
2	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the text, randomly restating facts/concepts or relying heavily on author's words. May copy some materials from text. • Organization is less defined; text structure is weak. • May include/utilize some key vocabulary. • May give some details, but essential information is missing.
1	<ul style="list-style-type: none"> • Relates a limited amount of information, conveying little or no understanding of the text. May copy extensively from text. • May utilize some key vocabulary. • May include inaccuracies, omissions, or confusions. • May include information that is off topic.

Biography Report Rubric

Name: _____ Date: _____ Grade: ____ Period: ____

YES 4	Almost 3	Maybe 2	Not Yet 1	
				The biography includes the individual's full name, date of birth, birthplace, and (if applicable) date of death. Includes an introduction that explains the purpose, the main idea and interest the reader.
				Reports accurate information in a structure with an introduction, middle and conclusion. The organization of the biography is clear and easy to follow.
				The biography covers the individual's accomplishments and main contributions. Supports ideas with specific details, concrete examples and specialized vocabulary.
				Uses illustrations, photographs, subheadings, and other graphics to support writing. The biography is illustrated in some fashion, and the illustration is neat and appropriate.
				Conclusions provide a sense of closure.
				Has a glossary, timeline and bibliography.
				Revises All sentences begin with a capital letter and end with proper punctuation. No incorrectly spelled words

Total Points: _____

24-28 = A 19-23 = B 13-18 = C 9-12 = D 0-8 = F

**Scoring Guide
Biography**

Student's Name _____
Date: _____ **Grade:** _____ **Period:** _____

Read each of the statements below, and circle the number on the scale that most accurately reflects your assessment of the paper.

4 = strong **3 = moderately strong** **2 = somewhat weak** **1 = weak**

- | | | | | |
|---|---|---|---|---|
| 1. The biography report establishes a clear focus and main idea. | 4 | 3 | 2 | 1 |
| 2. The stance of the writer is one of authority and expertise. | 4 | 3 | 2 | 1 |
| 3. The biography includes specific information and details. | 4 | 3 | 2 | 1 |
| 4. The biography provides relevant facts and information. | 4 | 3 | 2 | 1 |
| 5. The writer engages the reader. | 4 | 3 | 2 | 1 |
| 6. The biography is organized in a way that makes sense to the reader. | 4 | 3 | 2 | 1 |
| 7. The information is presented with a clear, logical flow of ideas. | 4 | 3 | 2 | 1 |
| 8. The conclusion is satisfying to the reader. | 4 | 3 | 2 | 1 |
| 9. The surface features (spelling, punctuation, and grammar) are mostly accurate. | 4 | 3 | 2 | 1 |

Adapted from American Choice

Oral Biography Report Rubric

Name: _____ Date: _____ Grade: ____ Period: ____

Criteria	3	2	1
Elements of the Biography Name of person with biographical facts Introduction is clear and has a purpose Has an introduction, middle, conclusion Provides individual's main contribution Supporting ideas and details are included Uses photo or illustration Conclusion provides sense of closure Glossary, timeline, and bibliography	All parts of Report are present	Four to six parts are present	One to three parts are present
Informational Text Selection from text read with effective expression and focus purpose	Passage is one page long and instructive. It reads with appropriate tone, volume, and speed.	Passage is too short or too long. Reads with minimal or inappropriate expression.	Not included.
Visual Graphics Uses graphics to support writing with effective focuses and purpose	Graphics are appropriate and support the text.	Graphics are too few or too many, or are inappropriate to text.	Not included.
Conclusion Powerful conclusion to appropriate readers	It is direct to readers who would most enjoy the topic.	It is rambling, too general, or too brief. It is directed to any reader.	Not observed.
Presentation Speaks in loud, clear voice Makes eye contact Responds to questions	Speaks loud enough Looks at audience Responds to questions	Most of the time: Speaks loud enough Looks at audience Responds to questions	Rarely: Speaks loud enough Looks at audience Responds to questions
Time 3-5 minutes maximum	3-5 minutes	5-10 minutes Under 3 minutes	Over 10 minutes or under 3

Name: _____ Date: _____ Grade: _____ Period: _____

Timeline Rubric

Category	4	3	2	1
Quality of content	Included events that are important and interesting. No major details are excluded.	Most of the included events are important or interesting. One or two major events may be missing.	Some events included are trivial, and major events are missing.	Many major events are excluded, and too many trivial events are included.
Quantity of facts	The timeline contains at least 8–6 events related to the topic being studied.	The timeline contains at least 5–4 events related to the topic being studied.	The timeline contains at least 3 events related to the topic being studied.	The timeline contains fewer than 3 events.
Accuracy of content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (~75%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Sequence of content	Events are placed in proper order.	Almost all events are placed in proper order.	Most (~75%) of the events are placed in proper order.	Most events are incorrectly placed on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate or missing for several events.
Sentence fluency	Events are clearly described using accurate and vivid language.	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information.
Mechanics	Punctuation, spelling and capitalization were checked by another student and are correct throughout.	Punctuation, spelling and capitalization were checked by another student and are mostly correct.	Punctuation, spelling, and capitalization are mostly correct, but were not checked by another student.	There are many punctuation, spelling, and capitalization errors.

Name: _____ Date: _____ Grade: _____ Period: _____

POSTER RUBRIC

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster.

Name: _____ Date: _____ Grade: _____

BIOGRAPHICAL SKETCH RUBRIC

Directions: Refer to the elements of the biographical sketch listed below as you work on your writing. As you finish your sketch, place a **check** (✓) next to each item you have successfully completed.

My biographical sketch

- is written with my audience in mind
- identifies three important facts about the subject's life
- tells what else was happening during the same time period as the subject's life
- includes three details that show what makes this person interesting to me
- tells how I feel about this person and why I chose him or her to write about
- organizes ideas and uses appropriate vocabulary
- starts with an engaging opening paragraph
- is no more than one page

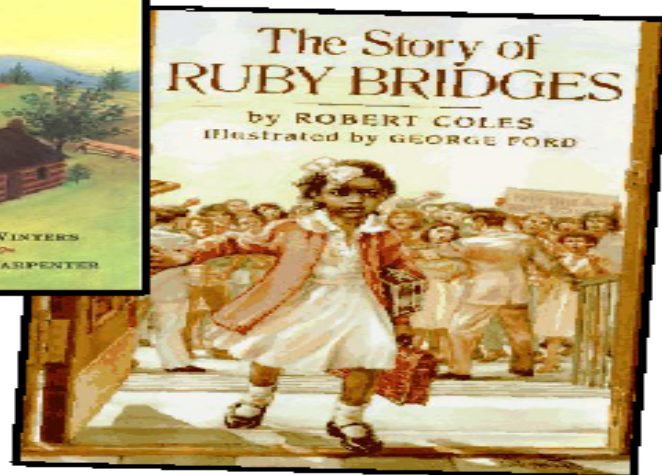
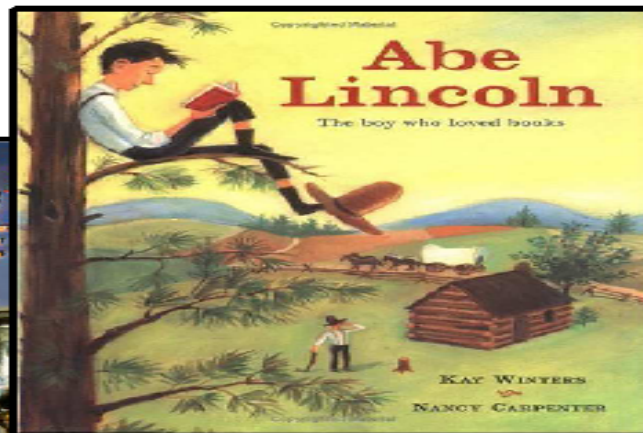
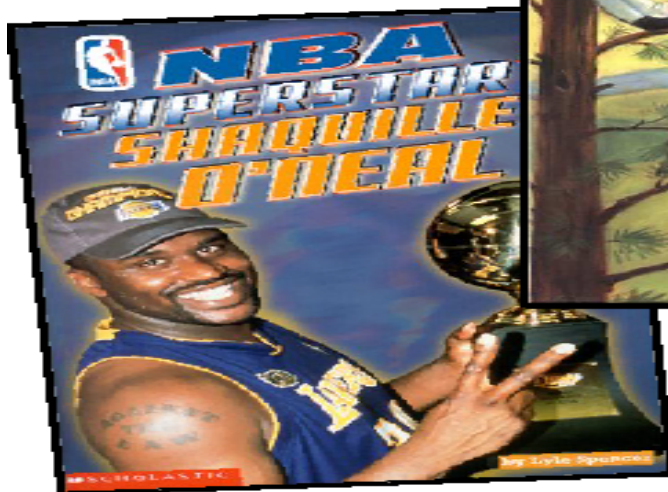
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RESOURCES

BIOGRAPHY

The story of a real person's
life written by another
person.



B

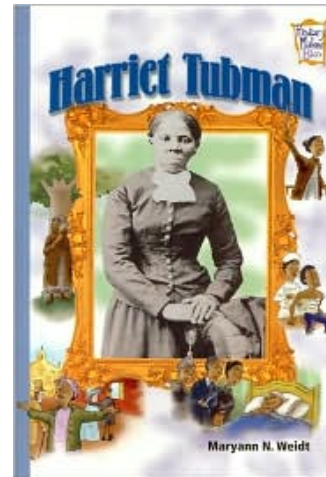


ELEMENTS OF BIOGRAPHY

- form of nonfiction (true)
- story of a real person's life
- *bios* means **life**
- *graphien* means **to write**
- written by someone else
- author must do research by interviewing the subject or those who knew the subject

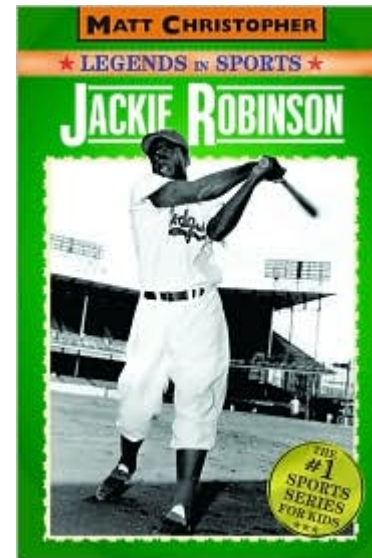
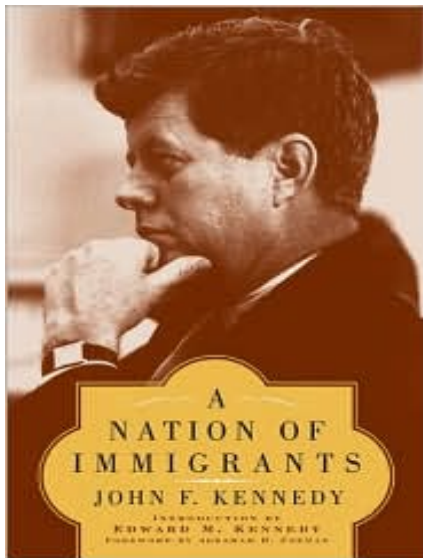
Biographies

Benjamin Franklin was a man of many talents. Not only did Franklin help to write the Declaration of Independence, but he also created many inventions. He invented bifocal glasses and the odometer. He was a writer and editor who crafted many witty sayings. Franklin is remembered for his contributions as a public citizen and his ability to get people to work together for the common good.



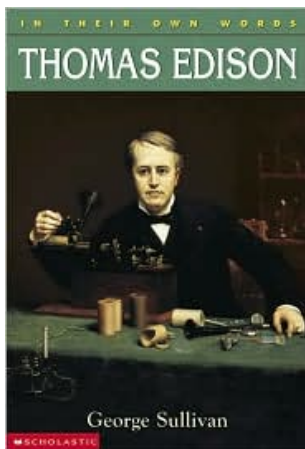
Harriet Tubman was raised a slave, spending her childhood and early adulthood working on a plantation. As a young woman, she led hundreds of slaves to freedom. She served as a nurse during the Civil War and spoke against slavery and in support of women's rights. Tubman lived in a time of great repression, but she was determined to live her life in freedom.

John F. Kennedy was the 35th President of the United States. He was the youngest man ever to hold the office. As President, he enjoyed many successes. He started the Peace Corps and proposed a civil rights bill that was passed by Congress. He also worked to make the U.S. a leader in space exploration. Kennedy's life ended tragically on November 22, 1963, when he was assassinated in Dallas, Texas.



Jackie Robinson was the first African American to play baseball for a modern major-league team. His career lasted almost ten years, all of them with the Brooklyn Dodgers. During that time, his team won six league pennants and a World Series title. More important, he paved the way for African Americans to enter sports and other career fields.

When **Thomas Alva Edison** was a young boy, his teacher told him that he didn't belong in school. She said his brain didn't work right. Edison didn't let those hurtful words stop him from becoming one of the world's greatest inventors. He perfected the light bulb, invented the phonograph and founded the first movie studio. In his lifetime, Edison patented more than 1,000 inventions. Thomas Edison was fascinated by Morse code, which was created by Samuel Morse to send messages over the telegraph. Edison even used Morse code to propose marriage to his second wife!



Jose Feliciano was born on September 10, 1945 in Puerto Rico. By 1950, Feliciano's parents had relocated to a Latino section of New York City's Harlem. By this time, Jose was beginning to develop an enormous aptitude for musical instruments. "His love affair with music began at the age of three." By age six he taught himself to play the concertina. He also masters the bass, banjo, mandolin, the acoustic guitar and various keyboards. At age 17 he drops school in order to perform full time and support his family. Jose has won the Grammys in 1968, 1983, 1986, 1989, 1990, and 1991.

Pura Belpre was born in 1899 in Cidra, Puerto Rico. She became the first Puerto Rican librarian to be hired by the New York Public Library. She was also a magnificent storyteller and puppeteer with a deep and evocative voice. Her story *Perez and Martina* first published in 1932. In 1996, the Pura Belpre Award was established to honor Latino writers and illustrators whose children's books celebrate the Latino cultural experience.



Gabriela Mistral (1889-1957), pseudonym for Lucila Godoy y Alcayaga, was born in Vicuña, Chile. The daughter of a dilettante poet, she began to write poetry as a village schoolteacher. She taught elementary and secondary school for many years until her poetry made her famous. She played an important role in the educational systems of Mexico and Chile, was active in cultural committees of the League of Nations, and was Chilean consul in Naples, Madrid, and Lisbon. She held honorary degrees from the Universities of Florence and Guatemala and was an honorary member of various cultural societies in Chile as well as in the United States, Spain, and Cuba. She taught Spanish literature in the United States at Columbia University, Middlebury College, Vassar College, and at the University of Puerto Rico. Gabriela Mistral was the first female Latin American poet to receive the [Nobel Prize for Literature](#). She received it in 1945.

Wilma Rudolph

1940-1994 *Overcame polio to win Olympic gold.*

Long before becoming the world's fastest female, Wilma Rudolph beat her greatest odds by learning to walk on her own. As a child, Rudolph (the 17th of 21 children) was afflicted with polio, scarlet fever and double pneumonia and grew up wearing a brace on her right leg. To her doctor's shock, she removed the brace and walked unassisted at age nine. By 13 she was outracing neighborhood kids. By 16 she had qualified for the 1956 Olympics (she won bronze in the 4x100-meter relay). In Rome four years later she became a beloved figure when she won the 100 and 200 meters and in the 4x100. She never shied from a cause. She participated in sit-ins at whites-only restaurants, ran a community center and established the Wilma Rudolph Foundation, which sends schools tutors and books about American heroes, a category that surely includes Rudolph.



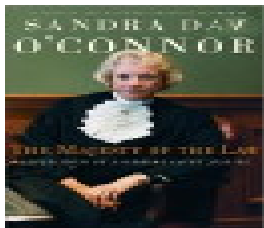
Rudolph was both an Olympic gold medalist and an activist.

--Brian Cazeneuve by *Sports Illustrated For Women, Sports*

Sandra Day O'Connor

Associate Justice United States Supreme Court (Retired), Born: March 26, 1930

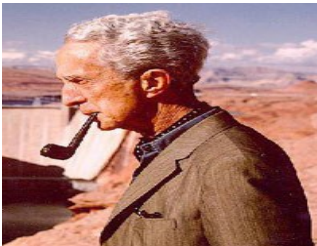
Sandra Day was born on March 26, 1930 in [El Paso](#), Texas. She spent her early childhood on the Day family's 198,000 acre cattle ranch. When she reached school age her parents sent her back to El Paso to live with her grandmother. Sandra Day attended [Stanford University](#), where she received her B.A. in economics in 1950. She continued at Stanford for her [law degree](#), graduating in two years rather than the customary three, and graduating third out of a class of 102. She married Jay O'Connor III, and settled in Phoenix, Arizona. On July 7, 1981 [President Ronald Reagan](#) nominated her to the Supreme Court. In September 1981, Sandra Day O'Connor became the Court's 102nd justice and its first female member. . On July 1, 2005 Associate Justice O'Connor announced her [retirement](#) from the Supreme Court after 24 years of service on the bench.





Bill and Melinda Gates

Bill was born in Seattle in 1955. At age 13 the math whiz wrote his first program, to make a computer play ticktacktoe. At 14, he becomes the president of a company called Traf-O-Data that used computers to measure traffic patterns. He drops out of Harvard to found Microsoft in 1975 with his friend Paul Allen. He creates *Ms-Dos* for IBM computers in 1980. In 1995 he launches highly successful *Windows 95* program. A billionaire at 31, 1995 he was worth more than \$10 billion, making him one of the richest men in America. He was married in 1994 in Hawaii to a former Microsoft executive, Melinda French. He and Melinda created the Gates Foundation in 2000 after reading an article about the millions of children who were dying every year in poor countries. Both are completely dedicated to their foundation.



Norman Rockwell was born in New York City, but his family would spend summers on the farm. He was not athletic and could not play ball as well as his brother. All he could really do well was draw pictures, and he spent a lot of time drawing. His parents saw he had talent and arranged for him to take art lessons. Every Saturday he would travel two hours by trolley and subway to get to the art school. He dropped out of high school to attend an art academy. In 1912 he illustrated a handbook for the Boy Scouts and drew the pictures for Boy Scout calendars. He also drew illustrations for advertisements such as insurance, toothpaste, etc.

Later he submitted drawings for the cover of the Saturday Evening Post, a popular magazine. The acceptance of these illustrations was the beginning of a long career with the Post. He painted pictures that told stories. Most of them were humorous stories that people really enjoyed. His pictures were so popular that when the Post would feature a Rockwell painting on the cover, they would print 250,000 extra copies just to meet the public demand.

Jackie Joyner-Kersey

1962- *Won three gold, one silver and two bronze medals over four consecutive Olympic Games.*

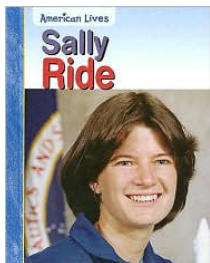
In every revolution -- and surely the explosion of women's sport is nothing less -- there is a leader. Whether vocal or silent, whether by purpose or happenstance, there is a figure whose shadow falls across an era and whose footprints mark the path for others to follow. In ways that could be measured, Jackie Joyner-Kersey was one of the greatest Olympic athletes in history, and in ways that could not, she was a rare combination of courage and grace, of power and vulnerability. A generation of women looked into her face and saw something they had never before seen in sport, and they were drawn to it.



Jackie Joyner-Kersey's outstanding Olympic career included six medals, three of them gold. Peter Read Miller

SALLY RIDE

Sally Ride was born May 26, 1951, in Los Angeles, California to Joyce Ride and her late father, Dale B. Ride. She enjoys tennis (having been an instructor and having achieved national ranking as a junior), running, volleyball, softball & stamp collecting. Graduated from Westlake High School, Los Angeles, California, in 1968; received from Stanford University a bachelor of science in Physics and a bachelor of arts in English in 1973, and Master of Science and doctorate degrees in Physics in 1975 and 1978, respectively. Dr. Ride was selected as an astronaut candidate by NASA in January 1978. Dr. Ride served as a mission specialist on STS 41-G, which launched from Kennedy Space Center, Florida, on October 5, 1984. Their 8-day mission deployed the Earth Radiation Budget Satellite, conducted scientific observations of the earth as well as demonstrating potential satellite refueling. Mission duration was 197 hours and concluded with a landing at Kennedy Space Center, Florida, on October 13, 1984.



LIST OF POSSIBLE SUBJECTS

A–C

John Quincy Adams
Louisa May Alcott
Susan B. Anthony
Lance Armstrong
Neil Armstrong
Judy Blume
Ruby Bridges
George H. W. Bush
George W. Bush
Washington Carver
Jimmy Carter
César Chávez
Bill Clinton
Hillary Clinton
Marie Curie

D–G

Diana, Princess of Wales
Emily Dickinson
Walt Disney
Frederick Douglass
Hilary Duff
Thomas Edison
Albert Einstein
Dakota Fanning
Gerald Ford
Anne Frank

Benjamin Franklin
Mahatma Gandhi
Bill Gates
Ruth Bader Ginsburg
Ulysses S. Grant

H–M

Alexander Hamilton
Zora Neale Hurston
Washington Irving
Jesse Jackson
Thomas Jefferson
Michael Jordan
John F. Kennedy
Coretta Scott King
Martin Luther King Jr.
Michelle Kwan
Emeril Lagasse
Abraham Lincoln
Yo-Yo Ma
Madonna
Mother Theresa

N–R

Ralph Nader
Petra Nemcova
Annie Oakley
Barack Obama
Jesse Owens

Rosa Parks
Eva Perón
Edgar Allan Poe
Beatrix Potter
Queen Latifah
Ronald Reagan
Condoleezza Rice
Paul Revere
Jackie Robinson
Theodore Roosevelt

S–Z

Sacagawea
Arnold Schwarzenegger
Britney Spears
Steven Spielberg
Harriet Beecher Stowe
Margaret Thatcher
Harriet Tubman
Mark Twain
Carrie Underwood
Vincent Van Gogh
Barbara Walters
George Washington
Eli Whitney
Chuck Yeager
Darryl F. Zanuck

LIST OF POSSIBLE HISPANIC HERITAGE SUBJECTS

Acosta-Colon, Marie	Colon, Raul	Jimenez, Luis
Ada, Alma	De Burgos, Julia	Kahlo, Frida
Aguilera, Christina	Delacre, Lulu	Lopez, George
Alarcon, Francisco	De la Hoya, Oscar	Lopez, Jennifer
Allende, Isabel	De la Renta, Oscar	Marti, Jose
Alvarez, Julia	Del Toro, Benicio	Mistral, Gabriela
Alvarez, Luis	De Varona, Donna	Molina, Mario
Anaya, Rudolfo	Diaz, David	Mora, Pat
Arnaz, Desi	Diaz, Justino	Morales, Yuri
Arraras, Maria Celeste	Domingo, Placido	Moreno, Mario
Baca, Judith	Escalante, Jaime	Moreno, Rita
Baez, Joan	Estefan, Gloria	Ochoa, Ellen
Banderas, Antonio	Farragut, David	Olmos, Edward
Belpre, Pura	Feliciano, Jose	Ortiz, Judith
Blades Ruben	Ferrer, Jose	Puentes, Tito
Bori, Lucrezia	Finlay, Carlos	Quinn, Anthony
Castillo, Ana	Fuentes, Daisy	Richardson, Bill
Cepeda, Orlando	Flores, Patrick	Rincon de Gautier, Felisa
Chan-Diaz, Franklin	Garcia Marquez, Gabriel	Rivera, Diego
Chavez, Cesar	Gonzalez, Henry	Rivero, Horacio
Cisnero, Evelyn	Hayek, Salma	Ryan, Pam
Cisnero, Henry	Hayworth, Rita	Rodriguez, Alex
Cisnero, Sandra	Hernandez, Antonia	Santana, Carlos
Clemente, Roberto	Herrera, Carolina	Santiago, Esmeralda
Cruz, Celia	Hijuelos, Oscar	Soto, Gary
Colon, Miriam	Huertas, Dolores	Valderrama, Wilmer
	Jimenez, Francisco	Williams, William

Review of Information

Strategy	Explanation	Example	Review Report Unit
Gathering Information	Gather resources to do research, explore a topic, or answer question about specific topic.	Read about the topic using informational texts, magazines, Internet, newspapers, encyclopedias, or by doing interviews	Lesson 6
Research Questions	Use questions stems such as how, what, when, why, where, when	When and where was Pura Belpre born? What was her occupation? When was she honored by the NY Public Library? How did she contribute to society?	Lesson 7
Summarizing	Identify important vocabulary, details and concepts to form a summary statement or main idea.	The legacy of Pura Belpre, the first Latina librarian at the New York Public Library, became the touchstone for the Pura Belpre Award which honors her tenacity, perseverance, accountability, and inspiration. (The Pura Belpre Awards, 2006)	Lesson 9
Paraphrasing	Identify key information in a passage and restate in your own words.	(See passage below) On November 30, 1835, as Halley's comet glowed in the night sky, a boy named Samuel Clemens was born in Missouri.	Taking notes resources
Introduction	First connection between readers and text. Usually opening sentences or paragraphs, explain purpose or topic, reveals main ideas and interests the reader.	On November 30, 1835, people looked up at the night sky. There glowed Halley's comet, strange and wonderful. That same night, in a tiny town of Florida, Missouri, a little boy was born. His parent named him Samuel Langhorne Clemens. (Mark Twain, author of Tom Sawyer by Carol Greene)	Lesson 10

Strategy	Explanation	Example	Review Report Unit
Topic Sentence	A topic sentence is a sentence that summarizes or helps organize the ideas, facts, and details in a paragraph.	<p>Elijah McCoy was born in Colchester, Ontario, Canada, on May 2, 1844 to George and Emila McCoy, former slaves who had escaped from Kentucky via the underground Railroad. The McCoy's made the dangerous journey to Canada in search of freedom and a new home.</p> <p>(The Real McCoy by Wendy Towle)</p>	Lesson 11
Controlling idea	The idea that runs throughout the whole report	<p>Topic: Gabriel García Márquez Specific: Writer What I say: Is one, if not the most, brilliant and famous writer of our modern time Controlling Idea: Gabriel Garcia Marquez is one of the most brilliant writers of our times.</p>	Additional Lesson
Using details and examples	Use five senses, descriptive language, vivid verbs, specific place, time, quotations to add details.	<p>...When Mary needed a place to iron, Elijah came up with the idea of an ironing board. When Elijah thought about finding a faster way to water the grass, he invented a lawn sprinkler. When Elijah noticed that the rubber heels on his shoes wore quickly, he invented a better rubber heel. He was so prolific that he sometimes patented two or three new devices in a year. (The Real McCoy by Wendy Towle)</p>	Lesson 12

Strategy	Explanation	Example	Review Report Unit
Conclusion	An ending that brings a sense of closure to the writing.	Gabriela Mistral teaches us to believe in the power of our own voices - no matter where we come from, what we look like, how young or old you are, how rich or poor (My Name is Gabriela by Monica Brown)	Lesson 14
Use of visual elements	Select and use one or more elements to highlight information	Use such elements as headings, bold words, photographs, captions, labels, boxed information or sidebars	Lesson 15A
Exploring introduction, middle, conclusion	Use transitioning words or phrases such as first, second, next, and then to order or organize their information.	Norman Rockwell first illustrated a handbook for the Boys Scouts. Then he drew an illustration for a toothpaste advertisement. Next his drawings were accepted to appear on the cover of the Post. In later years he painted pictures that told stories.	Additional Lesson 004
Glossary	Help readers understand unfamiliar words by providing the meaning of the word. Definitions are simple, short, in alphabetical or chronological order.	UNDERGROUND RAILROAD (p. 13): a system of escape routes that slaves used to gain their freedom ABOLITIONISTS (p. 15): people who worked to end slavery CIVIL WAR (p.26): a war fought between citizens of the same country CONFEDERATE (p. 29): the side of the southern states during the Civil War UNION (p. 30): the side of the northern states during the Civil War (Harriet Tubman: A Woman of Courage, Time for Kids-Bio)	Informational resources
Bibliography	Provide the following information: author, title of book/article, publisher, and date.	González, L. <i>The Storyteller's Candle/La velita de los cuentos</i> . Children's Book Press. 2008	Informational resources
Oral Presentation	Plan and present a report using clear diction, volume and eye contact.	Do's and Don'ts about oral presentation	Informational resources

CHARACTER TRAITS (Cognates)

Active (activo)	Dainty	Hopeful	Proud
Admirable (admirable)	Daring	Hospitable (hospitalario)	Quick-witted
Adventurous (aventurero)	Decent (decente)	Humble	Quiet (quieto)
Affectionate	Delighted	Humorous	Relaxed (relajado)
Agreeable	Dependable	Innocent (inocente)	Reliable
Amazing	Determined (determinado)	Ingenious (ingenioso)	Responsible (responsable)
Ambitious (ambicioso)	Devoted (devoto)	Inquisitive (inquisitivo)	Self-satisfied
Amusing	Eager	Intelligent (inteligente)	Serene (sereno)
Angelic (angélica)	Efficient (eficiente)	Jolly	Shy
Attentive (atento)	Elegant (elegante)	Joyous	Sincere (sincero)
Attractive (atractivo)	Enchanting (encantado)	Jubilant (jobial)	Smart
Awesome	Enthusiastic (entusiasta)	Kind	Spectacular (espectacular)
Bashful	Exceptional (excepcional)	Lively	Spirited
Beautiful	Fair	Lovely	Splendid (esplendido)
Bold	Faithful	Loving	Stylish
Brave (bravo)	Fantastic (fantástico)	Loyal	Superb
Bright	Fearless	Magnificent (magnífico)	Superior (superior)
Brilliant (brillante)	Friendly	Marvelous (maravilloso)	Sweet
Calm (calma, calmado)	Funny	Neighborly	Talented (talentoso)
Capable (capaz)	Gallant (galante)	Nice	Tasteful
Caring	Gentle (gentil)	Obedient (obediente)	Tender
Charming	Glad	Observant (observador)	Terrific (terrífico)
Cheerful	Gleeful	Optimistic (optimista)	Thoughtful
Clever	Gorgeous	Outgoing	Timid (tímido)
Contented (contento)	Graceful	Outstanding	Trustworthy
Courageous	Handsome	Overjoyed	Truthful
Courteous (cortés)	Happy	Patient (paciente)	Valiant (valiente)
Crafty	Helpful	Peaceful	Vigilant (vigilante)
Creative (creativo)	Heroic (héroe)	Playful	Well-mannered
Cunning	Honest (honesto)	Pleasant	Wise
Curious (curioso)	Honorable (honorable)	Polite	Wonderful

COGNATES

As you go through the unit try to find cognates and add to the chart.

A Athletes-atletas	B Biography-biografía	C Connection-conexión	D	E	F Famous-famoso
G	H	I Interest- interés	J	K	L
M	N	O Occupation-ocupación	P Person-persona	Q	R Real-real
S	T	U	W	X-Z	

Name: _____ Date: _____ Grade: _____ Period: _____

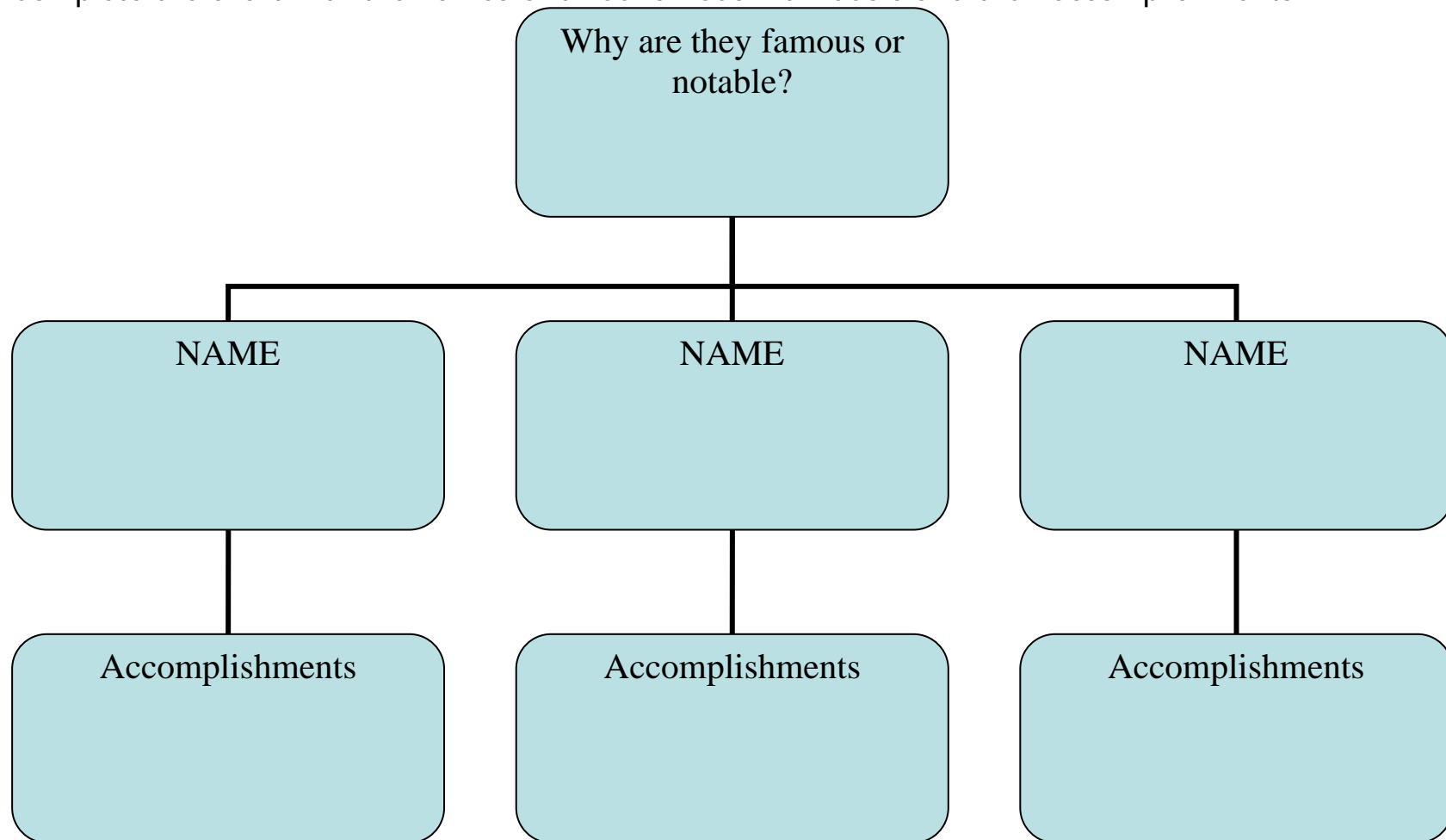
KEY VOCABULARY

Identify words from your reading that are important for your biography poster report.

Word	Short Definition

Name: _____ Date: _____ Grade: _____ Period: _____

The past and present come alive as we discover the accomplishments of remarkable men and women. Complete the chart with the names of three famous individuals and their accomplishments.



Name: _____ Date: _____ Grade: _____ Period: _____



Getting Started

Step 1: Write a clear sentence that will focus on your individual.

I am interested in learning more about _____ because

Step 2: Think! Write what you know about your individual. Write questions you have about the individual.

Step 3: Think! After reading the biography of your individual write about what you have learned.

What I Know	Questions I Have 	 What I Learned

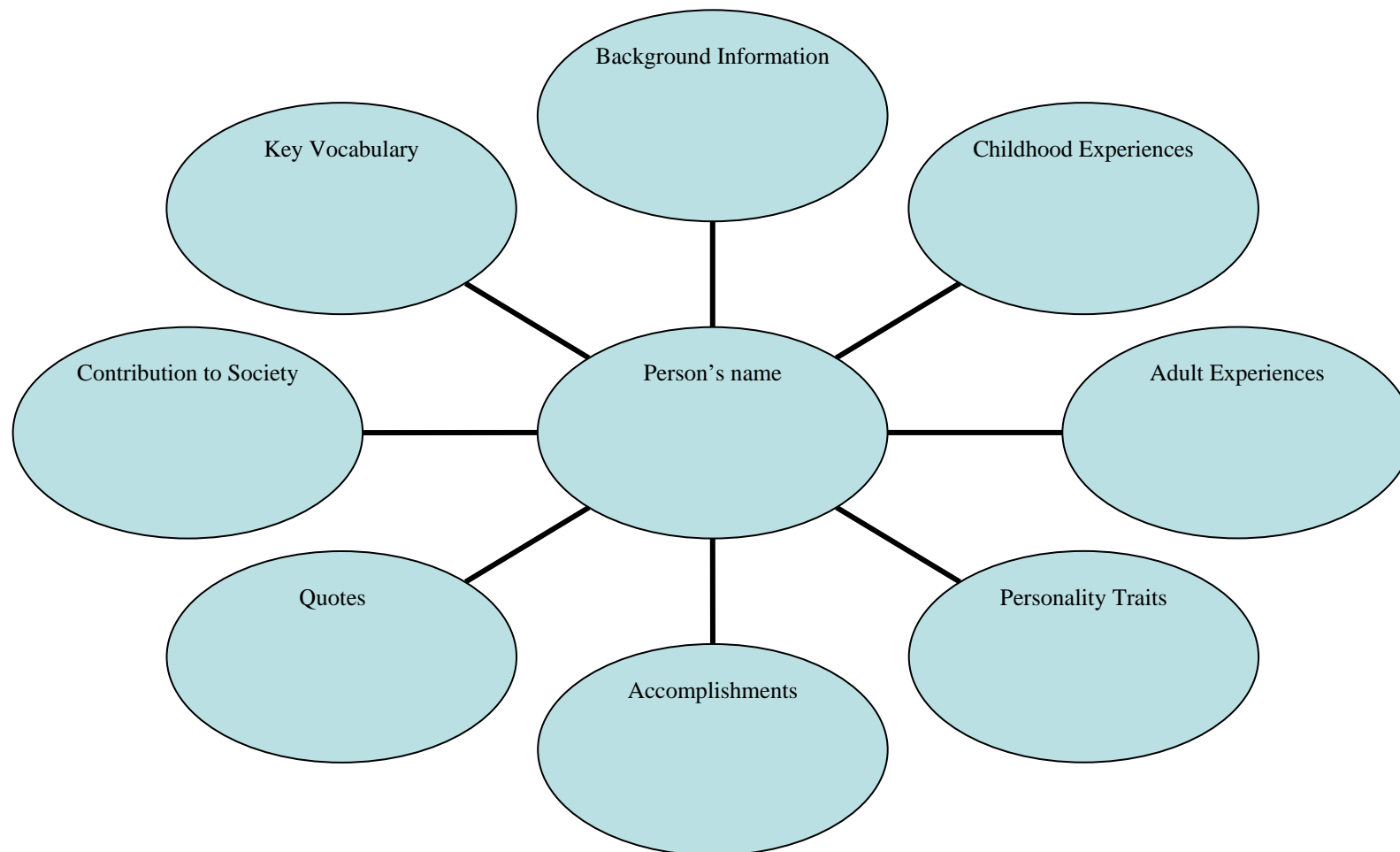
Name: _____ Date: _____ Grade: ____ Period: ____

Getting the Information of _____

Background Information	Life Experiences Childhood	Life Experiences Adult	Personality Traits
Accomplishments	Quotes	Main Contribution to Society	Important Words

Name: _____ Date: _____ Grade: ____ Period: ____

Getting the Information



Person's Name: Date of Birth: Place of Birth:	Date of Death: Place of Death:
---	-----------------------------------

Early Life

- 1.
- 2.
- 3.
- 4.

Important Events and Dates

- 1.
- 2.
- 3.
- 4.

Interests and Hobbies

- 1.
- 2.
- 3.
- 4.

Awards and Accomplishments

- 1.
- 2.
- 3.
- 4.

Contributions to Society

- 1.
- 2.
- 3.
- 4.

Other Interesting Information





- 1.
- 2.
- 3.
- 4.

Name: _____ Date: _____ Grade: _____ Period: _____

DECIDING DETAILS

Who is your person of interest? _____

Think carefully about your individual. **1.** Write some key points you want to discuss. Write them in the first column. **2.** Write supporting details in the second column. **3.** Carefully reread the supporting details and revise the details to make a clear statement. Write it in the third column. **4.** In the fourth column check which details to keep. **5.** In the fifth column decide where the information should go, (at the beginning, in the middle or at the end.) **6.** On a separate piece of paper, use the key points and details you revised to write a paragraph describing your individual. Be sure to include a topic sentence and concluding sentence.



Key Points 	 Supporting Details	Revising Details 	Is it a "Keeper" 	Use in beginning, middle or end
1.				
2.				
3.				
4.				

Name: _____ Date: _____ Grade: _____ Period: _____

DECIDING DETAILS

Who is your person of interest? _____

Think carefully about your person. What are the main points that you want to discuss? What are the key words that describe or explain these points?

Key Points 	Supporting Details 
1.	
2.	
3.	
4.	

Name: _____ Date: _____ Grade: _____ Period: _____

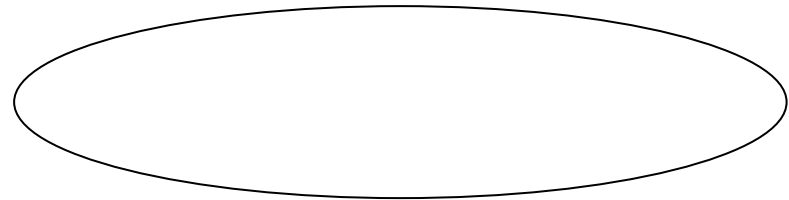
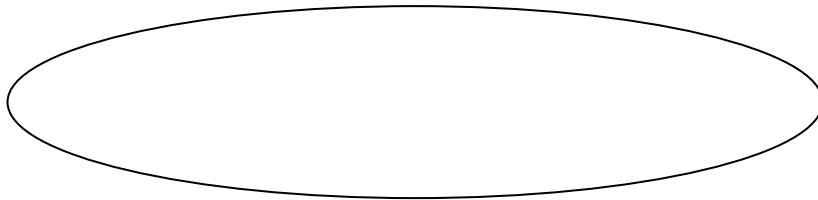
MAKING CONNECTIONS

Making connections between _____ and _____

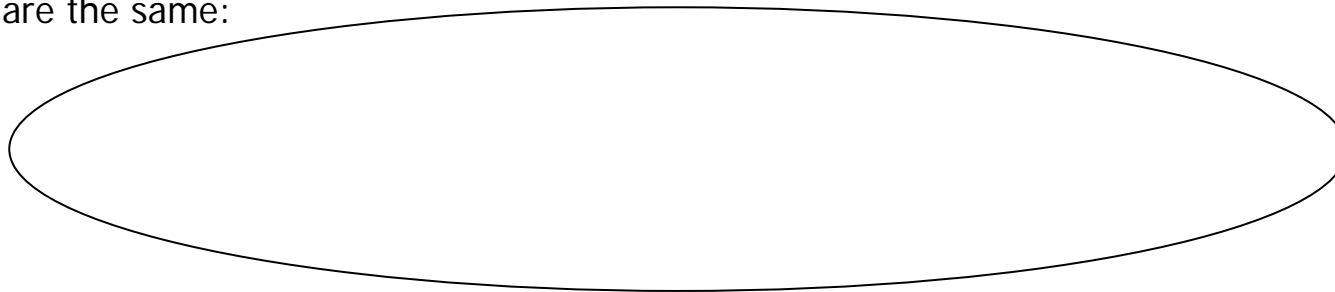
When I read the part

It reminded me of

Things that are different:








Things that are the same:



Writing your first draft

<p>Paragraph # 1</p>	<p>Introduction: First connection between readers and text. Usually opening sentences or paragraphs, explain purpose or topic, reveal main ideas and interest the reader.</p>	<p><i>Example: Elijah McCoy (<i>The Real McCoy</i> by Wendy Towle)</i> Elijah McCoy was born in Colchester, Ontario, Canada, on May 2, 1844 to George and Emila McCoy, former slaves who had escaped from Kentucky via the Underground Railroad. The McCoy's made the dangerous journey to Canada in search of freedom and a new home.</p>
<p>Paragraph # 2</p>	<p>Background information: Childhood Write about events that happened when he/she was a child.</p>	<p>Elijah attended a school for Black children in Ontario, Canada, where he learn to read and write. He liked to take machines apart and put them together. In 1860 when he was 16 years old, his parents sent him to Scotland to study mechanical engineering.</p>
<p>Paragraph # 3</p>	<p>Background information: Adulthood Write about events that happened when he/she was an adult.</p>	<p>After he finished his training as master mechanic and engineer, he settled in Michigan and looked for work. Many people had never heard of an educated Black person before. The only job that Elijah could find was as an oilman for the railroad. He oiled parts of the train frequently so it could run smoothly. In 1868 he married Ann Steward but she died four years later. He remarried in 1873 to Mary Delaney and she died in 1923.</p>
<p>Paragraph # 4</p>	<p>Accomplishments Write about their accomplishment and their contribution to society.</p>	<p>Elijah wanted to do his job more efficiently. He worked for two years on his idea. Elijah made his fist oil cup model in 1872. In 1916, Elijah developed the graphite lubricator, the invention of which he was most proud. He had other inventions like the first portable ironing board, the lawn sprinkler, better rubber shoe heel, and made designs for tires. He was so prolific that he sometimes patented two or three new devices in a year.</p>
<p>Paragraph # 5</p>	<p>Conclusion Bring your writing to a closure.</p>	<p>In 1929, Elijah McCoy died alone, and his famous achievements had been forgotten. While he lived, Elijah McCoy was a role model for the Black community. He did things that no person of color had done before. As one of the first African American inventor, McCoy demonstrates one man's tremendous dedication to his work. It is fitting that his name –"the real McCoy"- has come to mean perfection.</p>

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Introduction 
Background information Childhood 
Background information Adulthood 
Accomplishments 
Conclusion 

Elijah McCoy was born in Colchester, Ontario, Canada, on May 2, 1844 to George and Emila McCoy, former slaves who had escaped from Kentucky via the Underground Railroad. The McCoy's made the dangerous journey to Canada in search of freedom and a new home.

Elijah attended a school for Black children in Ontario, Canada, where he learn to read and write. He liked to take machines apart and put them together. In 1860 when he was 16 years old, his parents sent him to Scotland to study mechanical engineering.

After he finished his training as master mechanic and engineer, he settled in Michigan and looked for work. Many people had never heard of an educated Black person before. The only job that Elijah could find was as an oilman for the railroad. He oiled parts of the train frequently so it could run smoothly. In 1868 he married Ann Steward but she died four years later. He remarried in 1873 to Mary Delaney and she died in 1923.

Elijah wanted to do his job more efficiently. He worked for two years on his idea. Elijah made his fist oil cup model in 1872. In 1916, Elijah developed the graphite lubricator, the invention of which he was most proud. He had other inventions like the first portable ironing board, the lawn sprinkler, better rubber shoe heel, and made designs for tires. He was so prolific that he sometimes patented two or three new devices in a year.

In 1929, Elijah McCoy died alone, and his famous achievements had been forgotten. While he lived, Elijah McCoy was a role model for the Black community. He did things that no person of color had done before. As one of the first African American inventor, McCoy demonstrates one man's tremendous dedication to his work. It is fitting that his name –“the real McCoy”- has come to mean perfection.

Name: _____ Date: _____ Grade: _____ Period: _____

Writing Frame

_____ was born in (city) _____, (country) _____
on (date) _____.

During his/her childhood _____

As an adult _____,

Some of the accomplishments _____

In conclusion, _____

Name: _____ Date: _____ Grade: _____ Period: _____

Writing Frame

_____ was born in (city) _____, (country) _____
on (date) _____.

First, in _____

Next, _____, _____

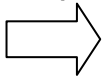
After that, in _____

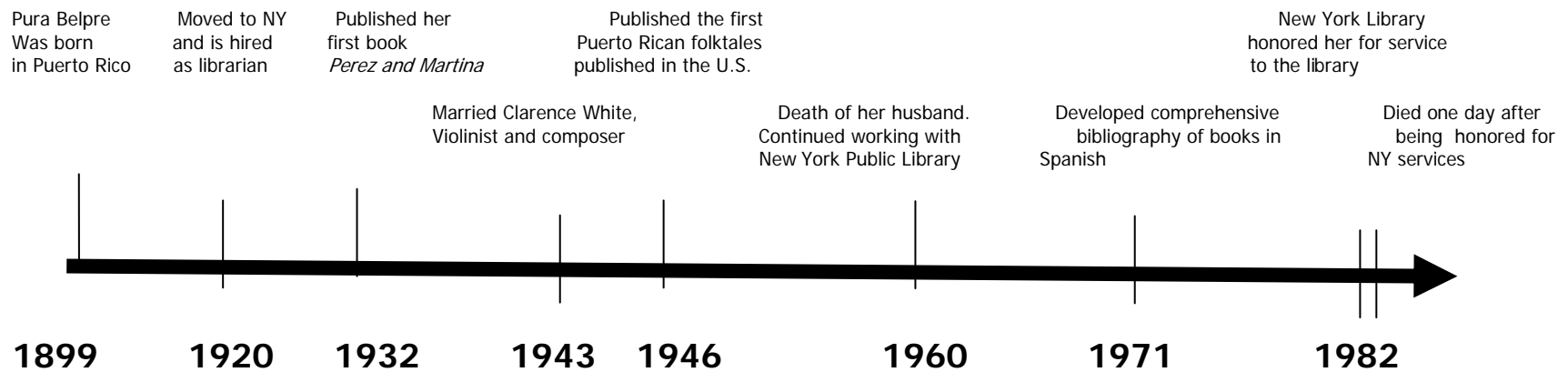
Finally, _____

TIME LINES

A **time line** shows a series of important events. It tells about each event and when it happened.


HORIZONTAL TIME LINE

This time line tells about special events in a person's life. It is called a **horizontal time line** because it goes from left to right 

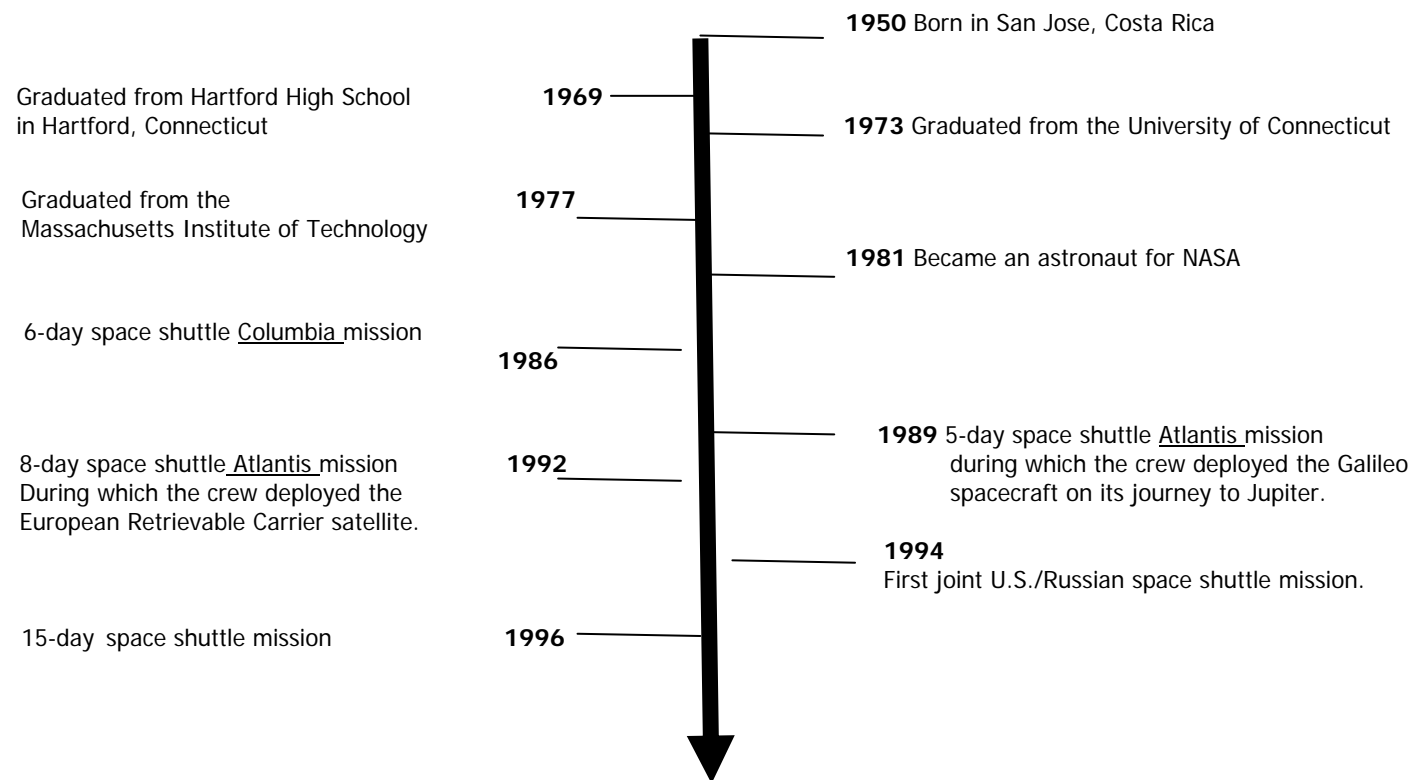


PURA BELPRE: Librarian

VERTICAL TIME LINE

This time line goes from top to bottom.  That's why it's called **vertical time line**.

DR. FRANKLIN CHANG-DIAZ: ASTRONAUT



Name: _____ Date: _____ Grade: _____

Organize Your Information

Make a chart to show the important events in _____'s life. You will use this information on your timeline.

Date	Important Events

Name: _____ Date: _____ Grade: _____

Organize Your Information

Make a chart to compare the important events in _____'s life with what was happening in the world during that same time. You will use this information on your **timeline**.

Important Events for _____	Date	Important Events of the World

MINIMAL POSTER REQUIREMENT

My Biography on _____

By: _____ Date: _____ Grade: _____ Period: _____

Composition



Picture

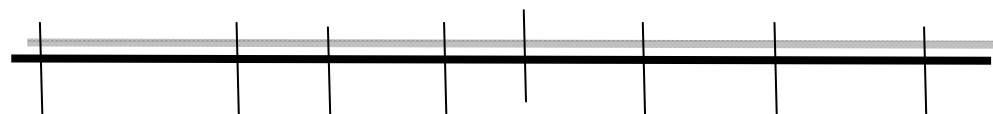
Accomplishments

Glossary

Bibliography

Other

Timeline



David A. Adler

Children's Book Author



"For me writing is a process. I begin with story idea, with the main characters, and the setting. I struggle most with the "voice," – how I will tell the story. For me writing involves constant revisions. It's so much easier, I think, not to try and get the story just right in the first draft, to leave that for the second and third drafts. My best stories have been rewritten scores of times."

Author of: *The Babe and I*
A Little at a Time
The Picture Biography Series

www.DavidAAdler.com

Jane Yolen



Jane Yolen is an author of children's books, fantasy, and science fiction, including *Owl Moon*, *Devil's Arithmetic*, and *How do Dinosaurs Say Goodnight?* She is also a poet, a teacher of writing and literature, and a reviewer of children's literature. She has been called the Hans Christian Andersen of America and the Aesop of the twentieth century. Jane Yolen's books and stories have won the Caldecott Medal, Nebula Awards, Christopher Medals, the World Fantasy Award, Mythopoeic Fantasy Awards, the Golden Kite Award, the Jewish Book Award, and the Association of Jewish Libraries Award.

www.janeyolen.com

Nicholasa Mohr



Nicholasa Mohr was born in New York, after her parents emigrated from Puerto Rico. Her father died when she was eight years old, leaving her mother with seven children. In order to escape the poverty that surrounded her, Mohr used her fantastic imagination to express her feelings. Her artistic talents helped earn her much praise in school and gave her the confidence which led to her success as an author.

Author of:

Felita
The Song of El Coqui
The Magic Shell
Going Home

www.scholastic.com

Raul Colon



Raúl Colón has illustrated several highly acclaimed picture books, most recently Susanna Reich's *José! Born to Dance*, which received a starred review in *Booklist*. Mr. Colón lived in Puerto Rico as a young boy and now resides in New City, New York, with his family.

Illustrated the following books:
Dona Flor
Tomas and the Library Lady
Roberto Clemente: Pride of the Pittsburg Prates
My Mama has a Dancing Heart

www.raulcolon.com

