

# How to Create a Biographical Profile: A text-based demo task for heritage language teaching using the model text “Overlooked No More: Jovita Idár, Who Promoted Rights of Mexican-Americans and Women” by Jennifer Medina


Task created in 2023 by  
Alberta Gatti, associate professor, CUNY Graduate Center

## LEARNER’S WORKBOOK



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<https://textbasedtasks.commons.gc.cuny.edu/demo-task-l2-biography-genre/>



## LEARNER'S WORKBOOK

### Jovita Idár Text-Based Task

This manual is a companion to the INSTRUCTOR'S MANUAL for the Jovita Idár Text-Based Task lesson plan using Jovita Idár written by Jennifer Medina

<https://www.nytimes.com/2020/08/07/obituaries/jovita-idar-overlooked.html>.

The structure of this manual follows the five Steps of the text-based teaching-learning cycle for reading, analyzing, and writing a short biography. Each Step is made up of several activities, such as homework assignments, in-class assignments, and learning assessments.

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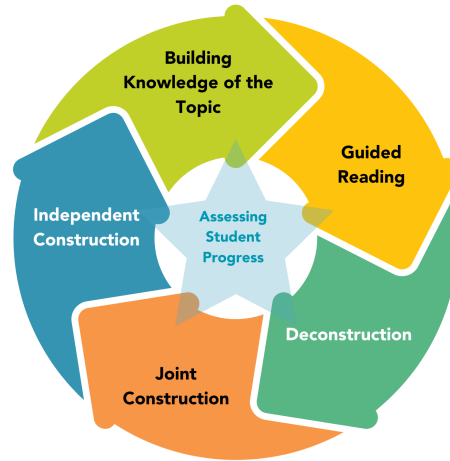
## Overall Learning Objectives

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Through the completion of the Idár Text-Based Task, you will develop the ability to:

- I. Recognize and apply strategies for understanding a text that has features new to you (Steps 1, 2, and 3).
- II. Analyze how a short biography is typically organized into different parts and explain the purpose of each.
- III. Recognize how targeted features are used to communicate meaning in a short biography, such as the following features:
  - Using apposition to communicate information in a concise and efficient way.
  - Using time sequences to organize a short biography.
  - Integrating quotes through reported speech to give legitimacy to the information.
- IV. Create a short biography following an ordered process (Steps 4 and 5).

For each Step, learning objectives are identified and later assessed (that is, you and your instructor will check what you can do and what you need to keep working on).



### Timeline

Days and Steps	Homework due before class	Classwork	Pages
Day 1 Step 1   Building Knowledge of the Topic	Activity 1, Learn about the topic (Jovita Idár and the U.S.-Mexico border)	Activity 2, Discuss Background Information	4-7
		Activity 3, Assess your Skills	
Day 2 Step 2   Guided Reading	Activity 1, Initial Reading	Activity 2, Context, meaning, and genre	8-17
Day 3 Step 3   Deconstruction	Activity 1, Finding the Parts of the Text	Activity 2, Jovita Idár text parts	18-27
		Activity 3, Jovita Idár textual features	
Day 4 Step 4   Joint Construction	Activity 4 from Step 3 Evaluative assessment	-	
	Activity 1, Collecting Information on a Subject	Activity 2, Building a Text	28-32
Day 5 Step 5   Independent Construction	Activity 1, Write a Short Biography Independently	-	33-38

# Step 1 | Building Knowledge of the Topic

## Step 1 Learning Objectives

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After working on this Step, you will be able to:

- i. Select and label key and marginal information from sources.
- ii. Convey information about the topic using selected vocabulary.

Days and Steps	Homework due before class	Classwork	Pages
Day 1 Step 1   Building Knowledge of the Topic	Activity 1, Learn about the topic (Jovita Idár and the U.S.-Mexico border)	Activity 2, Discuss Background Information	4-7
		Activity 3, Assess your Skills	

## Step 1 Activity 1 - Learn about the Topic (Jovita Idár and the U.S.-México Border)

### Homework (complete before class)

---

Before coming to class,

- a. Watch/read/listen to the assigned **sources** (below).
- b. Combining and citing your sources, create a list of bullet-points on key information (see the “Model of bulleted statements for class discussion” below). You will use the bullet-point statements to contribute to a discussion during class.

Sources:

- Brief history of the U.S.-Mexico border  
<https://www.smu.edu/Dedman/Research/Institutes-and-Centers/Texas-Mexico/About/>
- The border during the Mexican Revolution (1916–1917) <https://2001-2009.state.gov/r/pa/ho/time/wwi/108653.htm#:~:text=Pancho%20Villa's%20forces%20then%20raided,goal%20of%20capturing%20Pancho%20Villa.>
- Jim Crow Laws <https://www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/>
- Life in the borderlands <https://smithsonianeducation.org/migrations/bord/live.html>
  - Jovita Idár, civil rights icon  
<https://www.pbs.org/wnet/americanmasters/jovita-idar-mexican-american-activist-and-journalist-e6zgar/15329/>
  - Women on the border <https://womenontheborder.org/>

### Model of bulleted statements with sources for class discussion

- *The U.S. crossed the border into Mexico trying to defeat Pancho Villa* (source: <https://2001-2009.state.gov/r/pa/ho/time/wwi/108653.htm#:~:text=Pancho%20Villa's%20forces%20then%20raided,goal%20of%20capturing%20Pancho%20Villa>)
- *The U.S.-Mexico border was created in the mid-1800s* (source: <https://www.smu.edu/dedman/research/institutes-and-centers/texas-mexico/about/timeline>)
- ...

## Step 1 Activity 2 | Discuss Background Information

### In Class

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Today, your instructor will lead a conversation on the historical background of the U.S.-Mexico border during the life of Jovita Idár with the goal of familiarizing you with the topic and with the way of expressing a series of facts related to the topic. As your instructor leads the conversation, use the statements you created for homework to participate in the conversation, paying attention to the following and **reworking your statements as needed**:

- Can you distinguish between key and marginal information?
- Can you use vocabulary from the sources to convey the information with precision?

[Write the revised version of your statements here:](#)



## Step 1 Activity 3 - Self-Assessment

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Now, it is time to check your skills. Compare the statements you wrote on your own to the ones discussed during class, and then select the can-do statement(s) that best describe what you are able to do *after* completing the class discussion.

### Step 1 SELF-ASSESSMENT RUBRIC

I can		Notes
select and label key information from sources...	<input type="checkbox"/> with a lot of help <input type="checkbox"/> with some help <input type="checkbox"/> Independently	
convey information about the topic using topic-specific vocabulary...	<input type="checkbox"/> with a lot of help <input type="checkbox"/> with some help <input type="checkbox"/> Independently	

# Step 2 – Guided Reading

## Step 2 Learning Objectives

---

After working on this Step, you will be able to:

- i. Identify the context of publication of a new text
- ii. Identify key content of a new text

Days and Steps	Homework due before class	Classwork	Pages
Day 2 Step 2   Guided Reading	Activity 1, Initial Reading	Activity 2, Context, meaning, and genre	8-17

## Step 2 Activity 1 - Initial Reading

### Homework (complete before class)

---

In this homework assignment, you will:

1. Explore the context of how the text on Jovita Idár was published.
2. Read the text once for general meaning.
3. Read it a second time to gather basic information and note the parts that are not completely clear to you.

Instructions:

1. First, learn about the context of how and why the text on Jovita Idár was published using this link <https://www.nytimes.com/2020/08/07/obituaries/jovita-idar-overlooked.html>. Use the following questions as a guide for your learning. Write down your answers and add any additional information and thoughts you deem relevant (you will be asked to share your notes during a class discussion):
  - a. How familiar are you with *The New York Times* (NYT)?
  - b. Where is *The New York Times* published (country, city)? Why do you think place of publication matters/does not matter?
  - c. Is this article accessible for free or does it require a paid subscription? Why do you think this matters/does not matter?
  - d. The text about Jovita Idár is part of a series. What is the goal of the series? Why do you think this matters/does not matter?
  - e. **After** completing 2, 3 and 4 below, come back to 1e and answer this last question: What similarities and differences could you point out between a piece published in the *NYT* and a piece published on a social media platform that you use frequently (name the platform and provide at least one example)?



2. Have a timer ready. Using the copy of the Jovita Idár text found on pages 32-35 of this workbook, read the text once from start to finish without interruption and time your reading. Do not look up unfamiliar words yet, but feel free to mark the sections that are unclear to you so you can go back to them later. Record how long it took you to complete the reading. This is not a race! The goal is for you and instructor to get an idea of your reading pace.

Time it took me to read the complete text	
---	--

3. Record how much you can understand without assistance from another person, Google translate, etc. and without re-reading. Self-rate your reading comprehension:

I understood ...	100% of the text	75% of the text	50% of the text	Less than 50% of the text
------------------	------------------	-----------------	-----------------	---------------------------

4. Immediately after reading, write a few (between two and five) initial reactions. These reactions can be about the content or about the act of reading itself. For instance, "This text was difficult/easy to understand"; "It made me think of..."; "It reminds me of..."; "I liked/disliked...", "I did not know that..." etc.

Reactions	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
-----------	---

5. Read the text a second time.
  - a. Stop at the sections that were unclear during the first reading, re-read, look up a few unknown words, and prepare any questions about the text you might have for your instructor or classmates.  
**Write down the questions below so you can ask them in class:**
  - b. Identify key content elements of the text by entering a few words/sentences in the CONTENT CHART provided below:

*Step 2 CONTENT CHART*

Who is this text about?	<i>Jovita Idár, ...</i>
What happens?	
When?	
Where?	
Enter all the social achievements of Jovita Idár (for example, what she did for women).	
Enter some of Idár's ideas about society, women, and minorities.	



- c. Complete the timeline of Jovita Idár by entering key dates and events in chronological order on the Step 2 TIMELINE CHART:

*Step 2 TIMELINE CHART*

Year	Event
1885	Birth

## Step 2 Activity 2 - Context, Meaning, and Genre

### In Class

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During this class, you will deepen your understanding of the context of published texts (1, below) and the general meaning of the text (2). Then, you will learn about the genre of the text about Jovita Idár (3).

1. **Context of publication.** Your instructor will lead a conversation on the context of publication. As your instructor leads the conversation, use the statements you created for homework (Homework question 1 a-e) to participate. Make sure to take notes of specific vocabulary used during the discussion and rework the answers/statements you prepared for homework if needed.
2. **General meaning of the text.** In small groups, and using your homework assignment notes (Step 2, Activity 1 Initial reading)
  - a. Compare a few of the reactions you had during the first reading to the ones your classmates had; take notes of differences and similarities.

Notes:

- b. Now, check the sections you and the members of your group found more challenging (words, passages, etc.), if you need further clarification on any passage, let your instructor know.
- c. Next, check what you wrote in the Step 2 CONTENT CHART and collaboratively decide on a unified chart for your group.



Step 2 GROUP CONTENT CHART

Who is this text about?	Jovita Idár, ...
What happens?	
When?	
Where?	
Enter all the social achievements of Jovita Idár (for example, what she did for women).	
Enter some of Idár's ideas about society, women, and minorities.	

- d. Finally, as a group, create a short summary of the main topic of the text, For instance:

*This text talks about.... who lived in... during... and was known for...*

Summary:

3. The text's genre.

- a. In small groups, look at the three texts included here, and then read the first few sentences then consider
  - i. What are these texts?
  - ii. How do you know?
  - iii. What is the purpose of each of these texts? That is, why would one write each of these texts?
  - iv. Can you come up with one or two verbs that indicate what each text is trying to do?

TEXT A

*Once upon a time there was a witch who lived in a house in the forest. Every day she...*

TEXT B

*First, peel the hoe-hoe and cut it in thin slices. Then, slightly season the alai...*

TEXT C

*My dearest, I am writing to tell you that my life is empty without you. When we...*

- b. Now, as one group, consider the Jovita Idár text.
  - i. Is it similar or dissimilar to any of the 3 texts above? How?
  - ii. What would you say is the purpose of the Jovita Idár text?
  - iii. Have you ever read/encountered a text similar to the Jovita Idár text?
  - iv. What would you call this type of text? Why?



- c. The guiding feature of a genre is its **purpose**, meaning what the genre is supposed to achieve (for instance, *entertain, educate, and/or warn children of the perils of the world; instruct the reader how to prepare food; communicate romantic feelings*). Put in a different way, what does the author want to achieve with this text? This purpose is shared by every text in the genre (all fairy tales, all recipes, all love letters). What about a short biography? What is its purpose? Write down your ideas.

Short biography purpose notes:

- d. Now, let us create a definition for this genre

Short biography definition:

## Step 2 Activity 3 - Formative Assessment

Your instructor will assess what you can do with or without assistance based on your homework and class performance on the Step 2. Your instructor will share her assessment with you so you can understand your current abilities and plan for development.

### Step 2 FORMATIVE ASSESSMENT RUBRIC

The learner can...	The learner can...	The learner can...	The learner can...
access the overall, basic meaning of the model text (1b and 1e above) <b>with the assistance of the instructor and peers.</b>	access the overall, basic meaning of the model text (1b and 1e above) <b>with some assistance from the instructor and peers.</b>	access the overall, basic meaning of the model text (1b and 1e above) <b>without assistance.</b>	access the overall, basic meaning of the model text (1b and 1e above) <b>without assistance.</b>
<b>not</b> move beyond the basic text meaning to understand linguistic nuances such as word play, irony, humor, etc.	move beyond the basic text meaning to understand some nuances in meaning such as word play, irony, humor, etc. <b>with explicit instruction.</b>	move beyond the basic text meaning to understand linguistic nuances such as word play, irony, humor, etc. <b>sometimes.</b>	move beyond the basic text meaning to understand linguistic nuances such as word play, irony, humor, etc. <b>most of the time.</b>
use strategies for understanding authentic texts (applying information from the context of publication, applying genre information).	use strategies for understanding authentic texts (applying information from the context of publication, applying genre information) <b>with some assistance from the instructor and peers.</b>	use strategies for understanding authentic texts (applying information from the context of publication, applying genre information) <b>independently.</b>	The learner is able to use strategies for understanding authentic texts (applying information from the context of publication, applying genre information) <b>independently.</b>



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# Step 3 | Deconstruction

## Step 3 Learning Objectives

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Learning objectives assessed: After working on this step, you will be able to:

- i. Identify the purpose of a short biography (introduced in Step 2).
- ii. Identify the parts (organizational features) of a short biography.
- iii. Explain the purpose of the parts.
- iv. Explain the purpose of the targeted textual features in the text (apposition, time sequence markers, reported speech).
- v. Identify the targeted textual features formally (how apposition, time sequence markers, and reported speech are “put together”).

Days and Steps	Homework due before class	Classwork	Pages
Day 3 Step 3   Deconstruction	Activity 1, Finding the Parts of the Text	Activity 2, Jovita Idár text parts	18-27
		Activity 3, Jovita Idár textual features	
Day 4	Activity 4 from Step 3 Evaluative assessment	-	

## Step 3 Activity 1 - Finding the Parts of the Text

### Homework (complete before class)

In this homework assignment, you will discover how the purpose of a text is realized through parts (or stages). Prepare the following and bring your work to class.

1. In a previous class, we discussed the purpose of the short biography: to recount life events and to appraise them (review the definition we created as a group). This purpose is not achieved "in one move"; instead, it is developed through parts. First, familiarize yourself with the following information on text parts:
  - A "part" in a text is such because it has some unified purpose; for instance, one part might have the purpose of introducing a person; another, to present a series of achievements/struggles of that person; and yet another, might provide an evaluation of a person or event, etc. All of them combined achieve the purpose of the genre.
  - Sometimes a few parts do similar things. For instance, several parts may present life events: one can present events from childhood, while the next will focus on adulthood, etc. In this case, we can call the parts by the same name, and distinguish them with a number. For instance, you can call a large section "Life Events," and then mark smaller parts within it as "Event 1," "Event 2," etc.
  - A part can be as short as one sentence and as long as multiple paragraphs.
  - There is not one single way of dividing a text in parts. Choose the division that makes sense to you and be ready to justify your choices with evidence from the text.

In the Jovita Idár text:

1. identify and mark all the parts you find.
2. give each part a name.
3. write a very short statement of what the part does.

As an example, your instructor has identified the part at the start of the body of the text. Continue from there. As you work, make sure to write down questions you want to ask during class.

Below is an example of part identification annotated in the text. The part name is in blue ink, followed by its purpose:

**Title:** *Informs the reader whom the text is about*

Jovita Idár Who Promoted Rights of Mexican-Americans and Women

**Caption:** *Calls attention to Idár's accomplishments*

As a teacher, writer, editor and activist, Idár preserved Mexican culture in South Texas and encouraged women to pursue an education and push for equal rights.  
Etc.



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## Step 3 Activity 2 - Jovita Idár Text Parts

### In Class

During this class, you will first learn more about identifying text parts. Then, your instructor will show you how, when we write, we use particular features to create specific effects.

Have your homework assignment ready to follow the class discussion.

Take notes of the following:

1. Useful strategies used by other learners and/or your instructor to decide where stages begin or end.
2. How other learners and/or your instructor go about looking for evidence in the text.
3. Technical vocabulary used to name stages, features, etc.
4. Answers to your questions or questions from your classmates.
5. *As you work, enter information on the GENRE TABLE provided below:*

#### Step 3 JOVITA IDÁR GENRE TABLE

Part name	Purpose and form ( <i>through...</i> )	Evidence from the text
Title		



## Step 3 Activity 3 - Jovita Idár Textual Features

### In Class

---

Now, we are going to turn our attention to how writers use language to do things in the text. For the Jovita Idár text, we will be studying three features that are helpful when composing a short biography: Time sequences, apposition, and reported speech. After working on this activity, you will be able to identify each feature’s purpose (what the feature does in this text), and its form (what it looks like, meaning how it is “put together”).

During your instructor’s presentation enter information about each feature’s purpose and form in the Textual Features Table (next page), as well as where the feature is found in the text. You will need this information to complete the next Activity (Step 3 Activity 4).

Step 3 TEXTUAL FEATURES TABLE – JOVITA IDÁR

Textual feature	Purpose and Form	Evidence from the text
Apposition		
Time markers		
Reported speech		



1. Apposition
  - a. Purpose
  - b. Form



2. Time Markers:
  - a. Purpose
  - b. Form

3. Reported Speech
  - a. Purpose
  - b. Form

## Step 3 Activity 4 - Evaluative Assessment

Now it is time to see what you can do without the assistance of your instructor and classmates.

In this assignment, you will be checking your ability to:

- i. Identify the stages (organizational features) of a short biography.
- ii. Explain the purpose of the stages.
- iii. Identify the targeted textual features formally (how apposition, time sequence markers, and reported speech are "put together").
- iv. Explain the purpose of these three features using evidence from the text.

### Instructions:

1. Read "Remedios Varo, Spanish Painter of Magic, Mysticism and Science"  
<https://www.nytimes.com/2021/09/24/obituaries/remedios-varo-overlooked.html>.
2. Identify the stages directly in the text and then use that information to complete the GENRE TABLE below (add as many rows as you need).

### Step 3 GENRE TABLE (REMEDIOS VARO)

Part name	Purpose	Evidence from the text

3. Mark in the text places where the writer uses apposition, time markers, and direct and/or indirect speech. Then, using that information complete the TEXTUAL FEATURES table. For evidence, you can enter the applicable portions of the text directly on the table or highlight them on the text and indicate the color on the table.

## Step 3 TEXTUAL FEATURES (REMEDIOS VARO)

Textual feature	Purpose and Form	Evidence from the text
Apposition		
Time markers		
Reported speech		

4. Complete the SELF-ASSESSMENT table. For each goal and feature, circle the statement that better describes your abilities. Include any notes you want to share with the instructor.

## Step 3 SELF-ASSESSMENT (REMEDIOS VARO)

Goals and Features	Fully confident	Partially confident	Not confident at all	Notes for the instructor
Genre stages	I am able to identify genre stages	Sometimes I am able to identify genre stages	I am unable to identify genre stages	
Time markers	I am able to identify time markers and explain their purpose in the text	Sometimes I am able to identify time markers and explain their purpose in the text	I am unable to identify time markers or to explain their purpose in the text	
Apposition	I am able to identify appositions and explain their purpose in the text	Sometimes I am able to identify appositions and state their purpose in the text	I am unable to identify appositions or to state their purpose in the text	
Reported speech	I am able to identify cases of reported speech and explain their purpose in the text	Sometimes I am able to identify cases of reported speech and explain their purpose in the text	I am unable to identify cases of reported speech or to explain their purpose in the text	

Now that you finished, reward yourself by looking at the works by Remedios Varo!

<https://www.artic.edu/exhibitions/9935/remedios-varo-science-fictions>

# Step 4 | Joint Construction

## Step 4 Learning Objectives

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After working on this Step, you will be able to:

- i. Identify the process used to create a short biography.
- ii. Collaboratively create a text of the same genre through phases.

Days and Steps	Homework due before class	Classwork	Pages
Day 4 Step 4 - Joint Construction	Activity 1, Collecting Information on a Subject	Activity 2, Building a Text	28-32

## Step 4 Activity 1 - Collecting Information on a Subject

### Homework (complete before class)

To write a short biography, the writer first needs to gather information about the person s/he will write about: the biography's subject. For the purpose of this Step, you will collect only some information. You will use two sources. The first source is assigned by your instructor. The second source need to find on your own. For both, you will create at least 10 statements about the life of Dolores Huerta, the subject of your short biography. You created similar statements for Step 1 Activity 1. When collecting information, consider that the definition of a short biography created for this class stated that this genre **recounts life events and achievements and appraises them**. To fulfill this goal, find her life events and accomplishments, and make an assessment of the significance of Huerta's life.

**First Source:** The Documentary "Dolores"

<https://www.pbs.org/independentlens/documentaries/dolores-huerta/>

Information Table First Source	
Life events	•
Accomplishments	•
Assessments	•

**Second Source:**


Add link or citation here:

Information Table

Information Table Second Source	
Life events	•
Accomplishments	•
Assessments	•



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## Step 4 Activity 2 - Building a Text

### In Class

---

Texts are not created in one sitting. Today in class we will practice the process of creating a text, but, since we only have one class to do it, we will abbreviate the process.

In order to write a short biography, we will (as writers do) proceed in phases. They are numbered below. Take notes for yourself about these phases as you will use them to write a text independently during Step 5.

Enter your notes, comments, questions below:

1. Consider the context of publication.
2. Create an outline using genre parts.
3. Develop content for one or two parts.
4. Use a textual feature to achieve a goal.
5. Review other phases required to complete the text.
6. Once the activity is completed, make sure to paste the text produced by you and your classmates below.

[Dolores Huerta Joint Construction Text:](#)

## Step 4 Activity 3 - Self-Assessment

If time permits, this self-assessment is best done in class, right after completing Step 4, Activity 2 so learners have the information fresh in their minds, and they have you there to provide feedback.

After each learner completes the rubric, you can lead a reflection session, or you can visit learners' documents and provide feedback individually. Based on the assessment, suggest to learners what to review before Step 5.

Complete the self-assessment checklist below:

1. For each goal:
  - a. Circle the statement that better describes your abilities.
  - b. Complete the sentences in the cell by recalling information or listing what you did or did not do during the creation of Huerta's short biography.
2. Enter any thoughts you want to share with the instructor.

### Step 4 SELF-ASSESSMENT CHECKLIST

Goals	Fully confident	Partially confident	Not confident at all	Notes for the Instructor
Identify the process used to create a short biography	I am able to identify the process used to create a short biography. <b>This process entails:</b>	I am able to identify some of the phases of the process used to create a short biography. <b>These phases are:</b>	I am unable to identify the process used to create a short biography <b>because:</b>	
Collaborate in the creation of a short biography	I fully collaborated to create Huerta's short biography <b>by:</b>	I partially collaborated to create Huerta's short biography <b>by:</b>	I did not collaborate in the creation of Huerta's short biography <b>because:</b>	

# Step 5 | Independent Construction

## Step 5 Learning Objectives

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Learning Objectives assessed: After working on this Step, learners will be able to do the following independently:

- i. Create a short biography that responds to the definition of the genre created in class (Step 2, Activity 2) and the context of publication.
- ii. Construct the short biography through the **phases** identified in Step 4 (outline, content development, linguistic choices).
- iii. Use time markers, apposition, and reported speech to create desired effects.

Days and Steps	Homework due before class	Classwork	Pages
Day 5 Step 5 - Independent Construction	Activity 1, Write a Short Biography Independently	-	33-38



## Step 5, Activity 1 - Write a Short Biography Independently

### Homework (complete before class)

---

*The New York Times* requested that you submit an entry for a section highlighting the life and achievements of a member of your community. Use the checklist below to guide your work:

1. Choose a subject. The person should be a family member, a friend, or a member of your own community.
2. Meet with your subject and gather information. You will use this information as the content of your piece:
  - a. Collect information on this person’s life from birth to the day of the interview.
  - b. Besides collecting facts and events, remember to also collect at least some evaluation of these events (for instance, how a certain event affected her/his life and development, etc.).
  - c. Make sure you collect a few quotes (3–5; you might want to record your conversation).
  - d. You can use an Information Table for this activity like the one you used for the Independent Construction (Step 4 Activity 1).

#### Step 5 INFORMATION TABLE

Information Table	
Life events	•
Accomplishments	•
Assessments	•

3. Prepare an outline of the profile using the short biography Steps (Orientation, Life Events, etc.). When doing this, consider the chronology of events (what happened first? What happened at the same time as something else? Do you want to have the complete text in chronological order?)
4. Build content for the text's parts. You can refer to the Jovita Idár Genre Table for guidance (Step 3 Activity 2).
5. Integrate textual features where needed (check the Textual Features Table for Jovita Idár, Step 3 Activity 3):
  - a. Organize the Events under Life Events using time sequences.
  - b. Integrate the words of your subject using direct and/or indirect speech.
  - c. Make the text more informative and efficient by using apposition.
6. Create a title that informs and/or piques the curiosity of the reader and write a caption that appraises the subject's profile (Why is this profile interesting/needed/etc.? What is its value?).
7. Review and edit the text, paying close attention to proofreading your text (spelling, punctuation, etc.).
8. Complete the Step 5 Self-Assessment Checklist below:

### Step 5 SELF-ASSESSMENT CHECKLIST

Writing Description	Done?	Comments/Evidence from the text you created
I created a title for my piece that informs and/or piques the curiosity of the reader.		
I wrote a caption that appraises the short biography (Why is this interesting/needed/etc.? What is its value?).		
I wrote an Orientation that sets the stage for the life events by introducing the person and issue, the place, etc.		
I wrote Life Events which include key actions/facts and an evaluation of those actions/facts.		
I connected Events using time sequences. <i>Differentiated instruction</i> <i>Intermediate writers: Keep the narrative in chronological order</i> <i>Advanced writers: Use non-chronological order</i>		
[Optional] I wrote a Reorientation that reminds the reader of the value of the story and closes the bio.		
I used apposition to succinctly include information about people, events, places, etc.		
I made sure the apposition was in grammatical agreement with the person, event, etc. that it modifies (its "antecedent"). <i>Differentiated instruction</i> <i>Intermediate Mid writers: keep appositives after the antecedent</i> <i>Intermediate High and Advanced Low writers: Use both word orders.</i>		
I included the voice of my source using a variety of reported speech forms and a variety of verbs of communication.		
I used a word processor and other tools to solve surface issues (punctuation, spelling, etc.).		



## Step 5, Activity 2 | Graded Rubric

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This is a blank version of what your instructor will use for grading your text.

*Step 5 EVALUATION RUBRIC (next page)*

	The writer...	The writer...	The writer...
Title __points	created a title that informs and/or piques the curiosity of the reader.	created a title that partially informs or piques the curiosity of the reader or that does fully, but is commonplace or cliché.	created a title that does not inform or pique the curiosity of the reader.
Caption __points	included a caption that appraises the short biography (Why is this profile interesting/needed/etc.? What is its value?).	included a caption that partially appraises the short biography (Why is this interesting /needed/etc.? What is its value?).	did not include a caption or included one that does not appraise the short biography.
Genre Stages I __points	wrote an Orientation that sets the stage for life events by introducing the person, issue, place, etc.	wrote an Orientation that partially sets the stage for the life events by introducing the person, issue, place, etc.	did not write an Orientation that sets the stage for the life events by introducing the person, issue, place, etc.
Genre Stages II __points	wrote Life Events which include key actions/facts and an evaluation of those actions/facts.	wrote Life Events which partially include key actions/facts and an evaluation of those actions/facts.	did not write a section that can be clearly identified as Life Events or wrote too few Events.
Textual feature I __points	connected Life Events using time sequences.	partially connected Life Events using time sequences.	did not connect Life Events using time sequences.
Genre Stages III (optional) __points	wrote a Reorientation that reminds the reader of the value of the story and closes the biography.	wrote a Reorientation that partially reminds the reader of the value of the story and is partially effective in closing the biography.	wrote a Reorientation that does not remind the reader of the value of the story and is not an effective closing to the
Textual feature II __points	used apposition effectively to succinctly include descriptors for people, events, etc.	used apposition with partial effectiveness to succinctly include descriptors for people, events, etc.	did not use apposition to succinctly include descriptors for people, events, etc.
Textual feature III __points	made sure the apposition was in grammatical agreement with the person, event, etc. that it modifies.	sometimes made sure the apposition was in grammatical agreement with the person, event, etc. that it modifies.	did not make sure the apposition was in grammatical agreement with the person, event, etc. that it modifies.
Textual feature IV __points	effectively included the voice of the source(s) using a variety of reported speech forms and a variety of verbs of communication.	included the voice of the source(s) with partial success using a limited variety of reported speech forms and verbs of communication.	was unsuccessful at including the voice of the source(s) using reported speech forms and verbs of communication.
Surface Editing __points	used a word processor and other tools to address surface issues (punctuation, spelling, etc.).	partially addressed surface issues (punctuation, spelling, etc.).	did not address surface issues (punctuation, spelling, etc.).
Self-assess __points	accurately self-assessed their work.	self-assessed their work with some accuracy.	was inaccurate when self-assessing their work.
Level and Development	worked above a previously identified proficiency level (based on evidence from Steps 1–4).	worked at a previously identified proficiency level (based on evidence from Steps 1–4).	worked below a previously identified proficiency level (based on evidence from Steps 1–4).



End of Jovita Idár Text-Based Task  
Learner's Workbook

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