

Unit 5.1: Communities Create Heroes
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

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| Unit Summary: | In this unit, the student reads tall tales and reflects on who is a hero in his/her community. The student also makes connections to characters in tall tales and focuses on describing the setting, characters, and problem and solution of the stories. |
| Transversal Themes: | Ethic and Civics Education |
| Integration Ideas: | History/Social Studies, Art |

Essential Questions (EQ) and Enduring Understandings (EU)

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| <p>EQ1. What creates community? EU1. Community is created by a sense of connection between its members and their dedication to the improvement of their community.</p> <p>EQ2. Why do people tell stories? EU2. Stories can teach us lessons and connect us to our community history.</p> <p>EQ3. What makes a hero? EU3. The mythical heroes of tall tales can shape the culture of a community.</p> <p>EQ4. What do good writers do? EU4. Good writing takes hard work and requires multiple drafts, revisions, and editing before it is published.</p> |
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Transfer (T) and Acquisition (A) Goals

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| <p>T1. The student will leave the class able to use his/her learning of heroes to recognize and better appreciate heroes in his/her community and heroes in his/her personal life.</p> <p><i>The student acquires skills to...</i></p> <p>A1. Write a high quality essay using the writing process.</p> <p>A2. Make connections to characters in tall tales.</p> <p>A3. Describe setting, characters, and problem and solution in stories.</p> <p>A4. Use context clues to increase vocabulary.</p> |
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Puerto Rico Core Standards (PRCS)

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| Listening | |
| 5.L.1d | Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction). |
| Speaking | |
| 5.S.1 | Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information. |



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| 5.S.3 | Use appropriate vocabulary, including homonyms and grammatically correct language to discuss experiences and texts. |
| Reading | |
| 5.R.1 | Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. |
| 5.R.2L | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 5.R.3L | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| 5.R.4I | Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area. |
| 5.R.4L | Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 5.R.7L | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Reading Foundational Skills | |
| 5.R.FS.12 | Know and apply phonics and word analysis skills to decode words. |
| Writing | |
| 5.W.4 | Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order. |
| 5.W.8 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences. |
| Language | |
| 5.LA.4a | Use context clues and other strategies to help determine word meaning. |
| 5.LA.5c | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

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| STAGE 1 – (Desired Results) | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) | |
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| Alignment to Learning Objectives | Content Focus <i>(The student understands...)</i> | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| <p>PRCS: 5.LA.4a 5.LA.5c 5.R.4I 5.R.4L 5.R.FS.12 5.S.3</p> <p>EQ/EU: EQ4</p> <p>T/A: A4</p> | <ul style="list-style-type: none"> Spelling Patterns such as blends (bl-, gl-, pr-, sk-, sc-, pt, -ie, -ou). | <ul style="list-style-type: none"> Blends Define Homophone Inference | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Create a Personal Homophone Book From 8 to 10 Pairs of Homophones</i></p> <ul style="list-style-type: none"> The student searches for homophones in his/her reading with a partner. The teacher creates a class list of homophones from the student’s discoveries. The student selects 8 to 10 examples of homophones from the reading or from teacher examples. The student creates a book that has illustrations and sentences for each homophone pair (see Attachment: 5.1 Performance Task - Homophone book organizer). | <p>Vocabulary and Spelling Work</p> <ul style="list-style-type: none"> Inference chart for vocabulary (see Attachment: 5.1 Other Evidence – Vocabulary Inference Chart) on word wall. The teacher gives a weekly spelling test based on blends (see Attachment: 5.1 Learning Activity – Blends). The teacher uses a word square (see Attachment: 5.1 Other Evidence – Word Square) for each vocabulary word from the reading. If the technology required is available, the teacher creates Homophone Talking Heads described here for practice and assessment: http://www.techchef4u.com/ipad/surprisingly-educational-apps-talking-heads-homophone/ | <p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Vocabulary: Using Context Clues</p> <ul style="list-style-type: none"> The teacher models “What do I do with an unknown word?” using a fictional text. The teacher uses an inference chart (see Attachment: 5.1 Other Evidence – Vocabulary Inference Chart) as a way of modeling the strategy of using context clues to infer an unknown word. The teacher places vocabulary words and unknown words from the reading on a word wall display in the classroom. The student illustrates the definition of the new words to have a visual in the classroom by the word wall. The student creates a word web with the class (or in pairs) of all the connections he/she can make with a vocabulary word (see Attachment: 5.1 Graphic Organizer – Word Web Spelling). The teacher uses blends to create cards so the student can play games such as memory (the teacher prints two copies of each and the student has them all face down and he/she has to find the pairs). (See Attachment: 5.1 Learning Activity – Blends.) The teacher uses spelling words to create a |



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| | | | | | <p>story or comic that uses all the words.</p> <p><i>Homophones</i></p> <ul style="list-style-type: none">• The teacher uses worksheets (see Attachment: 5.1 Learning Activity – Homonyms Worksheets) as a basis for selecting homophone pairs to study.• Based on the homophone pairs from the worksheets, the student creates illustrations of homophones and a definition in his/her own words of each word.• The student selects 3 to 5 homophones from the word wall to write a paragraph. A peer checks the paragraph to verify that the homophones are used correctly. |
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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
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| Alignment to Learning Objectives | Content Focus <i>(The student understands...)</i> | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| <p>PRCS: 5.S.1 5.W.4 5.W.8</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3 EQ4/EU4</p> <p>T/A: A1 T1</p> | <ul style="list-style-type: none"> The writing process. | <ul style="list-style-type: none"> Brainstorm Draft Edit Publish Revise | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>“My neighborhood hero is...”</i></p> <ul style="list-style-type: none"> The student writes an essay about a community hero following the writing process. The student works on this performance task in stages throughout the learning activity, as described in “Exploring the Writing Process.” | <p><i>Brainstorming and Reviewing Using the Carousel Strategy</i></p> <ul style="list-style-type: none"> http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html <p><i>Outlining and Writing First Drafts</i></p> <ul style="list-style-type: none"> http://www.scholastic.com/browse/lessonplan.jsp?id=261 | <p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Exploring the Writing Process</i></p> <ul style="list-style-type: none"> The teacher introduces the writing process by asking the student, “What do good writers do?” To review the writing process and assess prior knowledge, the teacher distributes paper arrows with a step of the writing process written on each (brainstorming, drafting, revising, editing and publishing). The students work together to arrange the arrows in the correct order on the board. The student explains what each step means. The teacher supports and clarifies meaning and order of the process to ensure comprehension. Brainstorming: The teacher leads the student in creating a list of ways of brainstorming (examples: draw pictures, use a picture, use a memory, create a word web of ideas, use a timeline, compare and contrast, free write on a topic, use 5W questions to interview a peer). The student brainstorms on the topic, “A hero is...?” to find traits or qualities of heroes. The teacher adds these words to the word wall. The teacher has the student select a brainstorming strategy that he/she prefers. |



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| | | | | | <ul style="list-style-type: none">• Drafting and Revising: The student uses the results of his/her brainstorming to write for 20-30 minutes on the topic, “My neighborhood hero is...” To revise, the student shares with a peer and the peer shares, “what you did well was... and what I didn’t understand was...” Also, the peer suggests vocabulary words from the word wall of character traits of heroes that would make the writing stronger. The student rewrites his or her paragraph to include the suggestions from their peer.• Editing: Editing deals with, “how does my writing look?”, meaning: correct capital letters, correct spelling, and correct punctuation. The student works with a peer using the editing checklist (see Attachment: 5.1 Writing Tool – Editing Checklist) and a dictionary to correct each other’s second draft. The student then checks his/her own paragraph (see Attachment: 5.1 Writing Tool – Paragraph checklist).• Publishing: The teacher has examples of books, newspapers, magazines, and a school brochure for the student to explore. The class will discuss how all of these pieces of writing went through the writing process and were published. Publishing simply means sharing your writing with an audience. Part of publishing is how the writing is presented. The student studies the models and the teacher asks, “Are there illustrations? Photographs? A cover? How is it shared?” The student publishes his or her paragraph on his/her neighborhood hero by |
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| | | | | | illustrating his/her writing and putting it together in a class book or sharing it by displaying it outside the classroom. |
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| STAGE 1 – (Desired Results) | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) | |
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| Alignment to Learning Objectives | Content Focus <i>(The student understands...)</i> | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| <p>PRCS: 5.L.1d 5.R.1 5.R.2L 5.R.3L 5.R.4L 5.R.7L 5.S.1 5.W.8</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1, A2, A3 T1</p> | <ul style="list-style-type: none"> How to make connections. The story elements (setting, characters, problem/solution). | <ul style="list-style-type: none"> Main character Setting Supporting characters Text-to-self connections | <p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Character Connection Posters</p> <ul style="list-style-type: none"> The student creates and presents a poster comparing a character in a text that he/she connects with the most. The student compares and contrasts the main character to him/herself (see Attachment: 5.1 Graphic Organizer – Compare and Contrast) and writes a “who is who” 2-4 sentence description of the main character and two or three supporting characters in the book and illustrates them. The student summarizes and illustrates the setting, problem, and solution of the story. The student follows the writing process (brainstorming, drafting, revising, editing, publishing) (see Attachments: 5.1 | <p>Character Comparison Chart</p> <ul style="list-style-type: none"> The student completes a character comparison chart (see Attachment: 5.1 Graphic Organizer – Character Comparison Chart). <p>Reader’s Response Letter</p> <ul style="list-style-type: none"> The student writes a reader’s response letter that shares personal connections to a fictional text that can answer the essential question: “What makes a good member of a community?” (see Attachment: 5.1 Other Evidence – Dialogue Journal as a graphic organizer to find examples of connections) | <p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Character Traits/Setting/Problem and Solution/Predictions and Connections through Tall Tales</p> <ul style="list-style-type: none"> The teacher explains the meaning of “tall tale.” The teacher discusses how tall tale characters were heroes that helped their communities. The students work as a class to create a list of helpers in the community (in school, neighborhood, town, etc.). The teacher reads a tall tale aloud and shares how a tall tale character solves community problems. To build background, the teacher asks if the student knows a real hero in his/her neighborhood who helps solve problems. The teacher reads aloud a tall tale and models predictions (taking a guess about what will happen next) and connections (connections to self, another book, the world). The teacher describes how the setting (time and place) helps set up the problem. With the student, the teacher finds the time and place, the problem and solution (see Attachment: 5.1 Learning Activity – Story Map 2). While reading a tall tale, the teacher has the |



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| | | | Editing Checklist and 5.1 Paragraph Checklist). | | student use a dialogue journal to keep track of his/her predictions and connections to the story (see Attachment: 5.1 Other Evidence– Dialogue Journal). <ul style="list-style-type: none">• The teacher uses a tall tale character map to describe the character traits of the tall tale hero (see Attachment: 5.1 Learning Activity – Tall Tale Character Map). |
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Paul Robert Walker**
 - *John Henry Races the Steam Drill*
- **Mary Pope Osborne**
 - *Sally Ann Whirlwind*
- **Mary Pope Osborne**
 - *Paul Bunyan, the Mightiest Logger of Them All*
- **Mary Pope Osborne**
 - *American Tall Tales*

Additional Resources

- Spelling strategies (see Attachment: 5.1 Resource – Spelling Strategies)
- Tall tales (see Attachment: 5.1 Resource – Tall Tales)
- Strategy Guide – Implementing the Writing Process: <http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html>
- Surprisingly Educational Apps: Talking Homophone Heads: <http://www.techchef4u.com/ipad/surprisingly-educational-apps-talking-heads-homophone/>
- Brainstorming and Reviewing Using the Carousel Strategy: <http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html>
- Outlining and Writing First drafts: <http://www.scholastic.com/browse/lessonplan.jsp?id=261>

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Performance Tasks

“My neighborhood hero is...”

- The student writes an essay about a community hero following the writing process. The student works on this performance task in stages throughout the learning activity, as described in “Exploring the Writing Process.”

Character Connection Posters

- The student creates and presents a poster comparing a character in a text that he/she connects with the most.
- The student compares and contrasts the main character to him/herself (see Attachment: 5.1 Graphic Organizer – Compare and Contrast). The student writes a “who is who” 2-4 sentence description of the main character and two or three supporting characters in the book and illustrates them.
- The student summarizes and illustrates the setting, problem and solution of the story.
- The student follows the writing process (brainstorming, drafting, revising, editing, publishing) (see Attachments: 5.1 Editing Checklist and 5.1 Paragraph Checklist).

Create a Personal Homophone Book From 8 to 10 Pairs of Homophones

- The student searches for homophones in his/her reading with a partner. The teacher creates a class list of homophones from the student’s discoveries.
- The student selects 8 to 10 examples of homophones from the reading or from teacher examples.
- The student creates a book that has illustrations and sentences for each homophone pair (see Attachment: 5.1 Performance Task - Homophone book organizer).

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Suggested Sample Lessons

- Lesson on Spelling Patterns to play game “go fish”: <http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-patterns-fish-card-1046.html>
- Lesson on homophones: <http://www.readwritethink.org/classroom-resources/lesson-plans/developing-understanding-homophones-284.html>
- Lesson on Describing Characters with adjectives using Character Traits: <http://www.readwritethink.org/classroom-resources/lesson-plans/charlotte-wise-patient-caring-176.html>
- Lesson on comparing character traits from tall tales: <http://www.readwritethink.org/classroom-resources/lesson-plans/american-folklore-jigsaw-character-30524.html>
- Lesson on Peer Editing: <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>
- Lesson Plans on the Writing Process: <http://www.time4writing.com/uncategorized/lesson-plans-on-the-writing-process/>