

Unit 5.2: Leaders in My Community
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores problem and solution in fiction and discusses how characters solve problems in stories. From these discussions, the student makes connections to a real life leader solving problems in his/her community and interviews this leader for a writing project.
Transversal Themes:	Ethic and Civic Education
Integration Ideas:	Social Studies, Language Arts, Community Service

Essential Questions (EQ) and Enduring Understandings (EU)

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.
EQ2. What qualities make a good leader?	EU2. Leaders come in many forms and lead by their actions, not their words.
EQ3. How do good writers keep your attention?	EU3. Writers use problems to create suspense and keep readers reading.
EQ4. How do I figure out a word I do not know?	EU4. Readers use language structure, including prefixes, and content clues to identify the intended meaning of unknown words.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her knowledge of leadership characteristics to better understand what it takes to be a leader and to make leadership goals for his/her own lives.
<i>The student acquires skills to...</i>
A1. Use common prefixes to aid in comprehending new vocabulary.
A2. Identify plot elements (introduction, rising action, climax, falling action, resolution) and how problems drive a story.
A3. Use transitions words to tell, retell and explain a story.
A4. Conduct and summarize (in writing) an interview.

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Puerto Rico Core Standards (PRCS)	
Listening	
5.L.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.
5.L.1b	Interact in a socially appropriate manner.
Speaking	
5.S.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
5.S.4	Negotiate with or persuade others in conversations using grade-appropriate vocabulary as well as open responses to provide counter-arguments.
5.S.5	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary.
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.3I	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in 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.9I	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.
5.R.9L	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Writing	
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.4b	Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 5.LA.4b</p> <p>EQ/EU: EQ4/EU4</p> <p>T/A: A1</p>	<ul style="list-style-type: none"> Prefixes: e.g. un-, re-, in-, im-, ir-, il-, dis-. 	<ul style="list-style-type: none"> Brainstorm Cognate Non-example Prefix 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Prefix Word Tree</p> <ul style="list-style-type: none"> The student selects three major prefixes and creates a prefix tree poster that has words sharing the same meaning of the prefix. The student uses a dictionary to find example words and gives definitions in his or her own words. 	<p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> The teacher uses the inference chart for vocabulary (see Attachment: 5.2 Other Evidence – Vocabulary Inference Chart) on word wall. The teacher gives weekly spelling tests based on blends (see Attachment: 5.2 Other Evidence – Blends). 	<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>Prefixes</p> <ul style="list-style-type: none"> The teacher selects 3 prefixes a week to focus on for each of the 5 weeks of the unit (see Attachment: 5.2 Learning Activity – Prefixes) With these prefixes, the student : <ul style="list-style-type: none"> Brainstorms words he or she already knows that use this prefix. Finds Spanish cognates (if word is Latin based, there is a Spanish cognate). Finds non-examples (e.g., read is not an example of a word that uses the prefix re-). Looks up words in the dictionary that use the prefix and writes the meanings of the prefixes in his/her own words. Searches for words with prefixes from the reading and adds them to the class chart.

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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.1a 5.L.1b 5.R.3L 5.R.9L 5.S.1 5.S.5</p> <p>EQ/EU: EQ3/EU4</p> <p>T/A: A2, A3 T1</p>	<ul style="list-style-type: none"> How transitions (sequence words) can tell, retell and explain a story, (e.g. meanwhile, next, before, then, earlier, soon, immediately, suddenly, however, even though, thus, also, therefore, finally, in conclusion). The plot structure of a story (introduction, rising action, climax, falling action, resolution) and how problems drive a story. 	<ul style="list-style-type: none"> Introduction, rising action, climax, falling action, resolution Plot line Problem Solution 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>There is no specific performance task for this learning activity. The skills learned here will aid the student in completing the essay for his/her Community Leader Interview performance task in the next learning activity.</p>	<p>Plot Organization</p> <ul style="list-style-type: none"> The teacher uses the plot line organizer (see Attachment: 5.2 Graphic Organizer – Plot line Organizer) <p>Dialogue Journals</p> <ul style="list-style-type: none"> The student discusses the most exciting part of a story he/she is reading. The teacher asks, “What did the author do to get the student excited? What information did the author give the student as he/she was reading? What questions was the student asking him/herself?” The student writes down his/her predictions about what will happen and what is pulling him/her as he/she reads in his/her dialogue journal. (see Attachment: 5.2 Other Evidence - Dialogue Journal) 	<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>Sequencing</p> <ul style="list-style-type: none"> Throughout the unit, the student reads books (fiction or biography) about leaders. The student finds the problem and solution in the text and plots it on a graphic organizer (see attachment: 5.2 Learning Activity – Story Map 2). In pairs, the students find the most exciting part of a the story, complete a plot line organizer (see Attachment: 5.2 Plot Line Organizer), and then give examples of how the writer built their interest (rising action), how they were introduced to the characters, setting, and problem (introduction) and then what happened after the climax (falling action) and how the character was changed after the climax (resolution). The teacher creates cards with transition words written on them for the word wall. The student retells a story with a partner using time transition words (see Attachment: 5.2 Performance Task – Transition Words). The students have a small group discussion based on an essential question and use transition words from the word wall to articulate their thoughts and to comment on



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					<p>their peers' ideas (see Attachment: 5.2 Performance Task – Transition Words).</p> <ul style="list-style-type: none">• The student finds examples of transition words in stories and creates a list in his/her journal with a partner.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 5.R.1 5.R.3I 5.R.9I 5.S.1 5.S.3 5.S.4 5.W.8</p> <p>EQ/EU: EQ1/EU1 EQ2/EQ2</p> <p>T/A: A3, A4 T1</p>	<ul style="list-style-type: none"> Reading for meaning. The qualities of a leader (honest, fair, strong, caring, thoughtful, determined). 	<ul style="list-style-type: none"> Biography Caring, thoughtful Compare/Contrast Determined Fiction Hero Honesty, fairness Leader, leadership Strength, strong 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Community Leader Interviews</p> <p>The student selects a person he or she thinks is a leader in the neighborhood, interviews him/her and writes a description of what he/she does that makes him/her a leader.</p> <ul style="list-style-type: none"> The student brainstorms a list of leadership qualities from the characters in his/her readings. From this list, the student describes the leader in his/her family or in his/her community that has these same characteristics. The student interviews the leader asking these questions: <ul style="list-style-type: none"> How did he or she overcome a problem? Why is this person a leader? What 	<p>Dialogue Journal</p> <ul style="list-style-type: none"> The student keeps a dialogue journal to document predictions and connections based on the reading (see Attachment: 5.2 Other Evidence – Dialogue Journal). 	<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>Leadership through Reading</p> <ul style="list-style-type: none"> The teacher asks the student, "What are the qualities of a good leader?" The students brainstorm as a class and then free write about who they consider to be a good leader. To connect to the previous unit, the student discusses with a partner, "Does a leader have to be a hero?" The teacher reads aloud a book (fiction or a biography) of a leader. The student uses a dialogue journal to find examples in the text where the character leads by example and makes connections (see Attachment: 5.2 Other Evidence – Dialogue Journal). The student compares and contrasts two books of leaders, one where the leader is a famous figure (such as Abraham Lincoln or Rosa Parks) and one where a character from a text leads by example, but is not famous. The student compares and contrasts



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			<p>characteristics must a good leader have?</p> <ul style="list-style-type: none">• From the interview, the student writes two paragraphs on why this person is a leader and how he/she overcomes problems.• The student's writing must include three to five transition words (see Attachment: 5.2 Performance Task – Transition Words). The student edits his/her work using the paragraph checklist (see Attachment: 5.2 Writing Tool – Paragraph Checklist).		<p>the actions of the characters (see Attachments: 5.2 Graphic Organizer – Character Comparison Chart or 5.2 Graphic Organizer – Venn Lines).</p>
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Diana Cohn**
 - *Si Se Puede! Yes we can! Janitor Strike in LA*
- **Pam Muñoz Ryan**
 - *Amelia and Eleanor go for a Ride*
- **Nikki Giovanni**
 - *Lincoln and Douglass*
- **Doreen Cronin**
 - *Click Clack Moo: Cows that Type*
- **Walter Dean Myers**
 - *Me, Mop, and the Moondance Kid*
- **Diane Stanley**
 - *Elena*

Additional Resources

- On Prefixes, roots, suffixes (see Attachment: 5.2 Resource – Prefixes, Roots, Suffixes)
- How to Conduct and Interview: <http://www.scholastic.com/teachers/lesson-plan/how-conduct-interview>
- Horizons at SRES 5th Grade Interview Project- 2013 YouTube: <https://www.youtube.com/watch?v=GsyTbU4h8GQ>
- Comparison/Contrast Essay- YouTube: <https://www.youtube.com/watch?v=MMi1nYBcpdl>
- How to Teach a Plot Summary in Middle School- YouTube: <https://www.youtube.com/watch?v=m88zjFAnm9w>

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Performance Tasks

Community Leader Interviews

- The student selects a person he or she thinks is a leader in the neighborhood, interviews him/her and writes a description of what he/she does that makes this person a leader.
- The student brainstorms a list of leadership qualities from the characters in his/her readings. From this list, the student describes the leader in his/her family or in his/her community that has these same characteristics.
- The student interviews the leader asking these questions:
 - How did he or she overcome a problem?
 - Why is this person a leader?
 - What characteristics must a good leader have?
- From the interview, the student writes two paragraphs on why this person is a leader and how he/she overcomes problems.
- The student's writing must include three to five transition words (see Attachment: 5.2 Performance Task – Transition Words) and the student edits his/her work using the paragraph checklist (see Attachment: 5.2 Writing Tool – Paragraph Checklist).

Prefix Word Tree

- The student selects three major prefixes and creates a prefix tree poster that has words sharing the same meaning of the prefix. The student uses a dictionary to find example words and gives definitions in his or her own words.



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Suggested Sample Lessons

- Lessons on prefixes: <http://www.readwritethink.org/classroom-resources/lesson-plans/spell-word-prefix-without-399.html>
- Lessons on plot line: Comparing and contrasting a person conflict with a conflict in a story: <http://www.readwritethink.org/classroom-resources/lesson-plans/examining-plot-conflict-through-802.html>
- Lesson on transition words (see Attachment: 5.2 Sample Lesson – Transition Words)