| | Unit 5.3: Discovering My Neighborhood |
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| ESTADO LIBRE ASOCIADO DE PUERTO RICO DEPARTAMENTO DE EDUCACIÓN | **English as a Second Language** **5 weeks of instruction** |

## STAGE 1 – (Desired Results)

| Unit Summary: | The student reads fiction and non-fiction text about neighborhoods in order to write about his or her own neighborhood. This unit focuses on identifying and correcting sentence fragments and run-on sentences, as well as utilizing verbs that are not only in the correct tense but are also specific enough to make writing clear. |
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| **Transversal Themes:** | Responsibility, Collaboration, Research, Quality of Life, Restoration |
| **Integration Ideas:** | Science, Math, Social Studies, Art |

### 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 makes a good neighbor?
   **EU2.** A good neighbor is someone who works together with other neighbors to grow and improve his or her community.

**EQ3.** How does my neighborhood shape who I am?
   **EU3.** Your neighborhood is part of your identity.

**EQ4.** How does my writing clearly communicate my ideas?
   **EU4.** Good writers use a variety of sentence types and vivid, specific verbs to communicate their ideas clearly.

### Transfer (T) and Acquisition (A) Goals

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| **T1.** The student will leave the class able to apply his/her knowledge of reading skills to succinctly convey (through speaking and writing) the main idea and details of any literary or informational text. |
| **T2.** The student will leave the class able to apply his/her knowledge of reading skills to appropriately summarize, construct sequence and identify cause-and-effect relationships within a text. |
| **T3.** The student will leave the class able to apply his/her knowledge to identify and articulate features of a non-fiction text. |
| **T4.** The student will leave class able to apply his/her knowledge to construct written work that is varied in its sentence structure and utilizes a wide range of verbs to accurately express his/her ideas. |

*The student acquires skills to...*

**A1.** Identify, state, and paraphrase the main idea or topic and important details from learned concepts or read alouds of a variety of simple literary and informational texts.

**A2.** Use transitions to retell (summarize) and explain (sequence/identify cause and effect) a text using acquired vocabulary and appropriate language structure orally and in writing.

**A3.** Recognize and analyze non-fiction text features to build and enhance comprehension.

**A4.** Identify and employ a variety of sentence types and verbs and to communicate effectively in writing.

| Puerto Rico Core Standards (PRCS) | |
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| **Listening** | |
| **5.L.1** | Listen and interact with peers during group participation and oral presentations.<br>Listen and interact with peers during group participation and oral presentations. |
| **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.2b** | Express self using correct simple and compound sentences. |
| **5.S.2d** | Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept. |
| **5.S.5** | Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary. |
| **5.S.6** | Plan and deliver oral presentations on a variety of topics and content areas. |
| **Reading** | |
| **5.R.2I** | Determine the main idea of an informational text and explain how it is supported by key details; summarize the text. |
| **5.R.2L** | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| **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.5I** | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text or part of a text. |
| **Reading Foundational Skills** | |
| **5.R.FS.12** | Know and apply phonics and word analysis skills to decode words. |
| **5.R.FS.12a** | Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Writing** | |
| **5.W.1** | Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. |
| **5.W.4** | Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order. |
| **5.W.7** | Draw evidence from literary and informational text. |

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| **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.1a** | Use correctly and explain the function of conjunctions and prepositions in general and in particular sentences. |
| **5.LA.1b** | Form and appropriately use the perfect (e.g., *I had walked; I have walked; I will have walked.*) verb tenses. |
| **5.LA.1c** | Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb. |
| **5.LA.1d** | Apply knowledge subject-verb agreement to write and speak effectively. |
| **5.LA.1e** | Correct inappropriate shifts in verb tense. |
| **5.LA.1f** | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| **5.LA.1g** | Form and use homophones. |
| **5.LA.3a** | Choose words and phrases to convey ideas precisely. |
| **5.LA.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies. |
| **5.LA.4a** | Use context clues and other strategies to help determine word meaning. |
| **5.LA.5d** | Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning. |
| **5.LA.6** | Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

# Unit 5.3: Discovering My Neighborhood
# English as a Second Language
# 5 weeks of instruction

| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
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| **Alignment to Learning Objectives** | **Content Focus** *(The student understands…)* | **Content Vocabulary** | **Performance Tasks** | **Other Evidence** | **Learning Activities** |
| **PRCS:** 5.L.1d 5.R.2L 5.R.4L 5.S.5 5.W.7  **EQ/EU:** EQ3/EU3  **T/A:** T1/A1 | • How to identify and summarize the main idea and details found in fiction and non-fiction texts. • Transition words and how they move the reader through the text to organize the information and help with comprehension. | • (Supporting) Details • Community • Expository • Fragment • Main idea • Narrative • Neighborhood • Neighbors • Run-on sentence • Sequence • Transition words (first, second, third, then, next, last, finally) | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*  *Integrated Assessment 5.2*  • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 5.2").  *Book Review*  • After reading several books throughout the unit, the student selects his/her favorite text to review (see attachment: 5.3 Performance Task – Book Review). | *Key Words Summary*  • The student summarizes a fiction and non-fiction text by finding key words and using them in a summary of the main idea (see attachment: 5.3 Other Evidence – Key Words Summary). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*  *Main Idea and Details*  • The teacher selects major events from a read aloud focused around the theme of neighborhoods and illustrates them to create a visual summary. The student uses this visual summary to write, summarizing the story in his/her own words to discuss the character's role in his/her community (see attachment: 5.3 Learning Activity – Summarizing through Pictures). • The teacher creates cards, which have examples of a main idea and details of a paragraph related to the central theme of community and neighbors (one card per idea/detail). The student sorts the cards to build a main-idea pyramid with the main idea on top and details below as other layers (some details support other details, not just the main idea). The teacher monitors student progress and leads a discussion to distinguish between main idea and supporting details (see attachment: 5.3 Learning Activity – Main Idea and Details Pyramid). • The student works with a partner to read aloud a text related to neighborhoods. At |

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| | | | | the end of each paragraph, the student asks his/her partner, "What is going on?" encouraging his/her partner to retell what happened in the paragraph using transition words (i.e., first, then, next). After reading the next paragraph, the student switches roles with his/her partner and retells the story, alternating these roles after every paragraph (see attachment: 5.3 Learning Activity – Transition Words). |

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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
|---|---|---|---|---|---|
| Alignment to Learning Objectives | Content Focus *(The student understands…)* | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| **PRCS:**<br>5.L.1<br>5.LA.1g<br>5.LA.4<br>5.LA.4a<br>5.LA.6<br>5.R.2I<br>5.R.4I<br>5.R.5I<br>5.S.2d<br>5.S.6<br>5.W.1<br>5.W.4<br>5.W.7<br><br>**EQ/EU:**<br>EQ1/EU1<br>EQ2/EU2<br><br>**T/A:**<br>T2/A2<br>T3/A3 | • Elements of expository text (table of contents, index, glossary, captions).<br>• The differences of fiction and non-fiction and the text features that distinguish them from each other.<br>• Information found in texts can be analyzed in a variety of ways (i.e., summarize, sequence, identify cause-and-effect relationships). | • (Supporting) Details<br>• Captions<br>• Cause<br>• Compare<br>• Context clue<br>• Contrast<br>• Description<br>• Effect<br>• Glossary<br>• Index<br>• Infer (Inference)<br>• Main idea<br>• Non-fiction<br>• Sequence<br>• Table of contents<br>• Text features | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*<br><br>*My Neighborhood Research Project*<br><br>• The student researches his/her own neighborhood to compile information and write three expository paragraphs to inform others about the neighborhood, presenting the findings to the class. | *Vocabulary Inference Chart*<br><br>• The student completes an Inference chart for vocabulary from word wall using context clues and other strategies (see attachment: 5.3 Other Evidence – Vocabulary Inference Chart).<br><br>*Story Map*<br><br>• The student individually sequences a non-fiction text (see attachment: 5.3 Other Evidence – Story Map Summary).<br><br>*Individual Homophone Word List*<br><br>• The student keeps a homophone word list in his/her reading journal. When the student encounters homophones during reading, he/she records the words, provides a definition of each word, and uses the word in a sentence (context). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*<br><br>*Non-Fiction Text and Text Features*<br><br>• The student makes connections to what he/she learned last year in 4th grade about text features in non-fiction text. The teacher uses a KWL chart (see attachment: 5.3 Performance Task – KWL Chart) to focus on the topic of non-fiction text features to determine what needs to be reviewed.<br>• Based on the above activity, the teacher reviews non-fiction conventions with the class by comparing a variety of texts related to neighborhoods (maps, guidebooks, etc.) and exploring the features and organization of informational texts. The teacher explicitly names and identifies content vocabulary related to non-fiction text and models how to use these terms in context. The student then completes his/her own Nonfiction Conventions Notebook appropriately utilizing this academic vocabulary (see attachment: 5.3 Learning Activity – Nonfiction Conventions Notebook) to record new information and reference throughout the unit.<br>• The teacher reads aloud a non-fiction text and models how to use context clues to infer |

the meaning of unknown or ambiguous words. The student completes vocabulary word squares from the text (see attachment: 5.3 Learning Activity – Word Square).

- The teacher uses the worksheet "What Are Homophones" to introduce homophones to students (see Attachment: 5.3 Learning Activity – What are Homophones?). The teacher explains that homophones are easy to remember if you think of your Greek roots. **Homo** means "same." **Phone** means "sound." So homophones are literally two words whose names have the same sound. Context helps you know which one is meant, as well. The teacher begins a class homophone word chart to identify homophones encountered during class readings. The teacher writes the homophones in a chart and encourages students to share a definition of each word as well as use each word in a sentence. Students keep their own homophone word list in their reading journals when they encounter homophones in their individual reading.
- The teacher leads the class in exploring a variety of non-fiction texts to find examples of non-fiction organization (i.e., description/list, sequence, compare/contrast, cause/effect).

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| Alignment to Learning Objectives | Content Focus *(The student understands…)* | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| **PRCS:**<br>5.LA.1a<br>5.LA.1b<br>5.LA.1c<br>5.LA.1d<br>5.LA.1e<br>5.LA.1f<br>5.LA.1g<br>5.LA.3a<br>5.LA.5d<br>5.R.FS.12<br>5.R.FS.12a<br>5.S.2b<br>5.W.7<br>5.W.8<br><br>**EQ/EU:**<br>EQ3/EU3<br>EQ4/EU4<br><br>**T/A:**<br>T4/A4 | • The difference between a fragment, a run-on and a complete sentence (having a subject and predicate). | • Blends<br>• Conjunction<br>• Fragment<br>• Perfect tense<br>• Predicate<br>• Preposition<br>• Run-on sentence<br>• Subject<br>• Verb (tense) | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*<br><br>*Reading Response Letter*<br><br>• The student shows his/her critical thinking about a text by writing a Reading Response Letter. The student focuses his/her letter responding to a text with a character that has been influenced by his/her neighborhood. The letter is not a summary, but rather the student's metacognitive response to what has happened in the text. The student completes this task multiple times throughout the duration of a book. | *Spelling Test (blends)*<br><br>• The student builds fluency with words that have blends, studies, and takes weekly spelling tests to assess his/her ability to decode and encode these words (see attachment: 5.3 Learning Activity – Blends). The teacher provides corrective feedback based on test results and student need.<br><br>*Sentence Fragment Test*<br><br>• The student completes a sentence fragment test (see attachment: 5.3 Other Evidence – Sentence Fragment Test).<br><br>*Dialogue Journal*<br><br>• The student uses a dialogue journal to write down connections to the text (see attachment: Other Evidence – 5.3 Dialogue Journal). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*<br><br>*Identifying and Creating Complete Sentences*<br><br>• The student identifies the subject and predicate within the song lyrics by School House Rock related to subject and predicate (see attachment: 5.3 Learning Activity – School House Rock).<br>• The student defines and finds the "who" (subject) and "what" (predicate) of a sentence (see attachment: 5.3 Learning Activity – Subject-Predicate), emphasizing subject-verb agreement within a sentence.<br>• The teacher models how to correct sentences fragments by either adding a subject or a predicate with a verb so that the sentence is complete. The teacher then models how to break run-on sentences apart by adding conjunctions or additional clauses with prepositions.<br>• The student describes how meaning changes – even slightly – using different conjunctions and prepositions. The student acts out various sentences to demonstrate these differences.<br>• The student creates sentence strips with subjects and predicates and combines them to create complete sentences, avoiding |

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| | | | | *Homophone Hunt* | fragments and run-on sentences (i.e., one strip alone is just a fragment and more than two strips could be a run-on sentence). |
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| | | | | • Students work with a partner to identify the incorrect use of homophones by reading words in the context of a story (see attachment: 5.3 Other Evidence – Homophone Hunt). | • The teacher models how to correct (edit) a paragraph that has sentence fragments and run-on sentences so that ideas are conveyed precisely. Next, the student works with a partner to do the same and finally completes the same task individually.<br>• After identifying verbs within the sentence predicate, the teacher explains the concept of verb tense to students and models how to change a verb's tense (i.e., past, perfect, present, future) pointing out the importance of keeping the verb tense consistent. The student practices applying this skill by correcting shifts in verb tense and maintaining consistency in tense.<br>• The student builds fluency with prepositions by learning a song that includes the most common prepositions (See link in additional resources). |

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| STAGE 3 – (Learning Plan) |
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| **Suggested Literature Connections** |

- **Maya Ajmera**
  - *Be My Neighbor*

- **Sandra Cisneros**
  - *House on Mango Street*

- **Roni Schotter**
  - *Nothing Ever Happens on 90th Street*

- **Paul Fleischmann**
  - *Seed Folks*

| **Additional Resources** |
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- Reading Response Letter resource: **http://www.teacherspayteachers.com/Product/Reading-Response-Letter-Procedures-and-Expectations-353484**

- Preposition song resource: **http://teaching.monster.com/training/articles/256-the-preposition-song**

- Homophone worksheets: **http://www.k12reader.com/subject/homophone-worksheets/**

## Performance Tasks

*Book Review*

After reading several books throughout the unit, the student selects his/her favorite text to review (see attachment: 5.3 Performance Task – Book Review).
In his/her review, the student:

- Introduces the story with a summary – without giving it away – and includes the author's name and title of the book.
- Provides two to three reasons why he/she likes the book.
- Makes a personal connection to the book.
- Selects a target audience for which he/she would recommend the book.
- Illustrates pictures of key events in the story and provides a picture of the author (if possible).

*My Neighborhood Research Project*

The student researches his/her own neighborhood to compile information and write three expository paragraphs to inform others about the neighborhood, presenting the findings to the class.

- The student completes a KWL chart for his/her neighborhood and uses the "what I want to know" column as a springboard for research into his/her neighborhood (see attachment: 5.3 Performance Task – KWL Chart).
- The student consults a variety of resources (i.e., searching the Internet, walking around the neighborhood, interviewing family or neighbors, etc.) to find more information about his/her neighborhood in order to answer the remaining questions from the KWL chart.
- After researching, the student selects three important findings to share (i.e., people who make up the neighborhood, places to go, things to do) and writes three descriptive paragraphs – one for each idea. Paragraphs must include two transition words each and have a main idea with supporting details.
- The student edits and revises the paragraphs (see attachment: 5.3 Writing Tool – Paragraph Checklist).
- The student reads his/her paragraphs to the class and after presenting, the student discusses with the class to compare and contrast neighborhoods (see attachment: 5.3 Graphic Organizer – Venn Lines).

*Reading Response Letter*

The student shows his/her critical thinking about a text by writing a Reading Response Letter. The student focuses his/her letter responding to a text with a character that has been influenced by his/her neighborhood. The letter is not a summary, but rather the student's metacognitive response to what has happened in the text. The student completes this task multiple times throughout the duration of a book.

- The teacher introduces the Reading Response Letter format and expectations (see attachment: 5.3 Performance Task – Reading Response Letter Sample and Reading Response Letter Rubric). In each letter the student must use a friendly letter format and include the book title, author's name, and his/her impressions, connections and wonderings about the book he/she is reading. The student ends the letter with questions about the text, questions to the teacher, etc., as this is not simply a summary of the text but should include the student's thoughts and questions about the text. The student receives written feedback from his/her letter in a response from the teacher; this dialogue serves as a tool for the teacher to help students think more critically about their reading.
- The teacher models the process for writing a Reading Response Letter using the sample provided (see attachment: 5.3 Performance Task – Reading Response Letter Sample). The teacher uses a class read aloud to model how to think aloud and generate connections with the text, reinforcing the importance of writing in complete sentences and avoiding fragments and run-on sentences.
- The student practices writing a Reading Response Letter first using the same class read aloud as the topic for the letter. Once the teacher checks the student's work, the student writes his/her own Reading Response Letter based on another book he/she has read in which the main character has been influenced by his/her neighborhood. The student uses his/her dialogue journal as a graphic organizer to find examples of connections with the text (see attachment: 5.3 Other Evidence – Dialogue Journal).

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- The teacher assesses the Reading Response Letter using the provided rubric (see attachment: 5.3 Performance Task – Reading Response Letter Rubric).

## Suggested Sample Lessons

- Lesson on Idea development for writing using the novel Nothing Ever Happens on 90th Street (see attachment: 5.3 Sample Lesson – Nothing Ever Happens on 90th Street)
- Lesson plan ideas on main idea and supporting details (see attachment: 5.3 Sample Lesson – Main Idea and Supporting Details)
- Lesson on non-fiction text features in content areas: **http://www.readwritethink.org/classroom-resources/lesson-plans/using-science-texts-teach-413.html**
- Lesson on writing book reviews: **http://www.readwritethink.org/classroom-resources/lesson-plans/thumbs-students-writing-publishing-976.html**