

Unit 5.6: My Celebrations
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	The student reads fiction and analyzes the characters that he/she encounters while reading. Then the student creates a poster and writes a personal narrative regarding his/her own way of celebrating life, focusing on identifying and including parts of speech in writing.
Transversal Themes:	Self-control, Socialization, Reflective Thinking, Quality of Life
Integration Ideas:	Social Studies/History, 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.** How do I celebrate life?
EU2. We can celebrate life with others and by ourselves.
- EQ3.** How do stories help us understand others and ourselves?
EU3. Making connections to what we read helps us understand who we are.
- EQ4.** How are good stories organized?
EU4. There are “rules” for good storytelling.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to apply his/her reading skills to appropriately recognize and employ the most appropriate structure to organize information within a text.
- T2.** The student will leave the class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.
- T3.** The student will leave the class able to apply his/her knowledge to identify and correctly utilize language according to its spelling and part of speech.
- The student acquires skills to...*
- A1.** Identify plot structure within a narrative text and to organize events from narrative texts using an appropriate structure (sequence of events, problem and solution, etc.).
- A2.** Follow the writing process and to utilize resources to aid in the process of identifying spelling, capitalization and punctuation errors.
- A3.** Classify words by part of speech and to use parts of speech correctly in sentences (nouns, verbs, adjectives).

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Puerto Rico Core Standards (PRCS)	
Listening	
5.L.1b	Interact in a socially appropriate manner.
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.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.6b	Explain a report on a current event or recount a memorable experience with increasing sophistication.
Reading	
5.R.10	Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.
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.5L	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a literary text.
5.R.6L	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.3	Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using transitional words and other cohesive devices to better organize 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.



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Language	
5.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
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.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
5.LA.2a	Use correct punctuation.
5.LA.2b	Spell words correctly, consulting references materials like dictionaries as needed.
5.LA.3	Demonstrate knowledge of correct language usage when writing, speaking, or reading.
5.LA.3a	Choose words and phrases to convey ideas precisely.
5.LA.3b	Choose appropriate punctuation.
5.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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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
<p>PRCS: 5.L.1d 5.R.10 5.R.3L 5.R.5L 5.R.6L 5.S.5 5.W.8</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: T1/A1</p>	<ul style="list-style-type: none"> Plot structure and the organization of a story (and how it differs from other types of writing, such as poetry). The elements of a narrative text. 	<ul style="list-style-type: none"> Climax Falling action Introduction Main character Meter Minor character Narrative Organization Plot Poem (poetry) Point of view (1st/3rd person) Problem Resolution Rhythm Rising action Setting Solution Structure Verse 		<p><i>Dialogue Journal</i></p> <ul style="list-style-type: none"> The student uses a dialogue journal to write down connections to the text (see attachment: Other Evidence – 5.6 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><i>Reading and Plot Structure</i></p> <ul style="list-style-type: none"> The teacher models for the class how to create a story map with pictures of the story sequence, pulling out important words from the text to describe the pictures. The student also completes the same activity with a partner while reading a different book (see attachment: 5.6 Learning Activity – Story Map). The teacher reads aloud, focusing on what the character does for fun, identifying narrative point of view and using the story map to organize information. The student also completes the same activity with a partner while reading a different book (see attachment: 5.6 Learning Activity – Story Map 2). The student works with a partner to find the most exciting part of a story, using a plot line chart to organize information. The student finds examples of how the reader is introduced to the characters, setting and problem (introduction), how the writer builds interest (rising action), what happens after the climax (falling action); and how the character changes after the climax



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					<p>(resolution) (see attachment: 5.6 Graphic Organizer – Plot Line).</p> <ul style="list-style-type: none">• The teacher extends this discussion by showing the student poems and explaining how poetry (and its structure) differs from narrative stories. The teacher works with the class to compare and contrast narrative stories with poetry, recording similarities and differences on a Venn diagram.
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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.L.1b 5.LA.1 5.LA.1c 5.LA.2 5.LA.2a 5.LA.3 5.LA.3a 5.LA.3b 5.R.FS.12 5.R.FS.12a 5.S.6b 5.W.3 5.W.4</p> <p>EQ/EU: EQ2/EU2 EQ4/EU4</p> <p>T/A: T2/A2</p>	<ul style="list-style-type: none"> The steps of the writing process. The six traits of writing (ideas/content, organization, word choice, sentence fluency, conventions, voice). How his/her own personal stories can be structured into a narrative format. 	<ul style="list-style-type: none"> (Peer) Editing Body Brainstorming Conclusion Conventions Drafting Fluency Free-writing Ideas/Content Introduction Organization Personal narrative Publishing Revising Six traits Voice Word choice Writing process 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Personal Narrative: My Celebration</p> <ul style="list-style-type: none"> The student writes a personal narrative (five paragraph essay) about a time when he/she celebrated something or when he/she performed a favorite activity. The student takes the essay through all stages of the writing process and reads his/her narrative aloud to other students. 	<p>Spelling Test (blends)</p> <ul style="list-style-type: none"> 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: 5.6 Learning Activity – Blends). The teacher provides corrective feedback based on test results and student need. 	<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>Narrative Writing</p> <p>The teacher introduces the six traits of writing by focusing on one trait every three days and teaching mini lessons to reinforce each trait so that it may be applied to student’s writing (see attachment: 5.6 Learning Activity – Six Traits Descriptions).</p> <ul style="list-style-type: none"> Ideas/content: The student free-writes about an important celebration he/she has experienced and works with a peer to help pull out more details (see attachment: 5.6 Learning Activity – Brainstorming an Important Event). Organization: The teacher reviews plot structure during read-alouds and creates anchor charts for student reference. The student uses this structure for writing. Word choice: The teacher selects examples from narrative texts that feature descriptive writing. The student creates a T-chart in his/her journal of “Exciting Words” and “What I See” when he/she hears the word (see attachment: 5.6 Resource – Word Choice). Sentence fluency: The teacher explains and models the importance of text variety and readability. The student reads his/her



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					<p>writing aloud to check for these features.</p> <ul style="list-style-type: none">• Conventions: The teacher reviews punctuation, grammar, spelling, and how to practice editing with the student.• Voice: The teacher explains how voice plays a role in a personal narrative and the student uses a checklist to edit his/her writing.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p>PRCS: 5.L.1b 5.LA.2b 5.LA.4c 5.S.2d</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: T3/A3</p>	<ul style="list-style-type: none"> The difference between a noun, verb, and adjective within the context of a sentence. 	<ul style="list-style-type: none"> Adjective Noun Parts of speech Verb 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>My Neighborhood Poster</p> <ul style="list-style-type: none"> The student creates and presents a poster highlighting what he/she enjoys doing in his/her neighborhood, incorporating and identifying various parts of speech into the poster. 	<p>Parts of Speech Assessments</p> <p>The student completes the following assessments as a check for his/her understanding of parts of speech:</p> <ul style="list-style-type: none"> Nouns (see attachment: 5.6 Other Evidence – Nouns) Verbs (see attachment: 5.6 Other Evidence – Verbs) Adjectives (see attachment: 5.6 Other Evidence – Adjectives) 	<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>Parts of Speech</p> <ul style="list-style-type: none"> The teacher introduces and focuses on one part of speech per week, modeling each part of speech with the corresponding Schoolhouse Rock song (See URL links to each video in additional resources; for lyrics, see Attachments: 5.6 Learning Activity – Schoolhouse Rock Noun/Verb/Adjective). The student uses the song lyric sheets and highlights the parts of speech in different colors (see attachments: 5.6 Learning Activity – Schoolhouse Rock Noun/Verb/Adjective). The student writes and performs his/her own Schoolhouse Rock-type song based on a part of speech (noun, verb, or adjective). The student may work with a partner if he/she so chooses. The teacher models how to look up words in the dictionary to search for correct spelling and meaning, as well as the part of speech. The student practices this skill with a partner.

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Patricia Maclachlan**
 - *All the Places to Love*
- **Kees de Kieft**
 - *Yang the Second and Her Admirers*
- **Mildred Pitts Walter**
 - *Mariah Keeps it Cool*
- **Gary Soto**
 - *Summer on Wheels*

Additional Resources

- Activities on “all about me” celebrations (see attachment: 5.6 Resource – All About Me)
- Grammar activities and sheets for parts of speech: <http://www.superteacherworksheets.com/grammar.html>
- On writing personal narratives with ESL students: <http://www.eslflow.com/narrativeessay.html>
- Schoolhouse Rock videos:
 - Noun: <http://www.youtube.com/watch?v=kfnXUWJz0sE>
 - Verb: <http://www.youtube.com/watch?v=US8mGU1MzYw>
 - Adjective: http://www.youtube.com/watch?v=NkuuZEey_bs

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Performance Tasks

My Neighborhood Poster

The student creates and presents a poster highlighting what he/she enjoys doing in his/her neighborhood, incorporating and identifying various parts of speech into the poster.

On the poster, the student describes the following about his/her neighborhood:

- Three places (nouns) he/she likes to go to.
- Three actions (verbs) he/she likes to do.
- Three feelings (adjectives) that describe how he/she feels while doing these activities and visiting these places.

Personal Narrative: My Celebration

The student writes a personal narrative (five paragraph essay) about a time when he/she celebrated something or when he/she performed a favorite activity. The student takes the essay through all stages of the writing process and reads his/her narrative aloud to other students.

The student's essay must:

- Have organization including an introduction, body, and conclusion (see attachment: 5.6 Performance Task – Five Paragraph Essay).
- Use correct verb tense.
- Incorporate components presented in the rubric (see attachment: 5.6 Writing Tool – Personal and Fictional Narrative Rubric).
- Conclude with peer- and self-edit (see attachment: 5.6 Writing Tool – Paragraph Checklist).



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Suggested Sample Lessons

- Lesson on peer revision: <http://www.readwritethink.org/classroom-resources/lesson-plans/prompting-revision-through-modeling-1183.html>
- Lessons on teaching personal narrative (see attachment: 5.6 Sample Lesson – Personal Narratives)
- Parts of speech (see attachment: 5.6 Sample Lesson – Parts of Speech)
- “Mad Libs” story for parts of speech (see attachment: 5.6 Sample Lesson – Mad Libs)