

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	The student conducts an in-depth study of the organization of articles and text features in newspapers in order to create his/her own classroom newspaper based on what is happening in the local community, including coverage of some of the local issues facing the community. The student then studies the art of writing and delivering speeches and conducts research to write a speech about something he/she would like to change in his/her neighborhood or school.
<b>Transversal Themes:</b>	Laws, Responsibility, Collaboration, Communication, Internet, Management of Goods, Socio-Economic Status, Research, Prevention, Restoration
<b>Integration Ideas:</b>	Social Studies/History, Journalism

**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 the news? Why?  
**EU2.** News can be international and local, and it is something that concerns the general public.
- EQ3.** How can I improve my community?  
**EU3.** Newspapers are an important service to a community to keep people informed about issues and current events.
- EQ4.** What creates change?  
**EU4.** Public speaking has an important place in a community because it gives people the chance to share their opinions and make change.

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

- T1.** The student will leave the class able to apply his/her knowledge to identify and analyze features of a non-fiction text in order to build comprehension.
- T2.** The student will leave the class able to apply his/her knowledge to gather relevant information, to organize and present findings (orally and/or in writing) for a particular purpose (to inform, persuade, etc.).
- T3.** The student will leave class able to apply his/her knowledge to construct written work that incorporates complete sentences to accurately express his/her ideas.
- The student acquires skills to...*
- A1.** Identify and paraphrase information found in news text and to utilize text features (i.e., caption, byline, photograph, headline, heading, subheading, table of contents, etc.) to build comprehension.
- A2.** Conduct research to write his/her own news article, distinguishing between fact and opinion and using the information to inform and/or persuade the intended audience.
- A3.** Express him/herself orally (delivering speeches) and to incorporate relevant information (facts and opinions) to inform and/or persuade the audience.
- A4.** Identify and employ complete sentences to communicate effectively in writing.

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>5.L.1</b>	Listen and interact with peers during group participation and oral presentations.
<b>5.L.1d</b>	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).
<b>Speaking</b>	
<b>5.S.4</b>	Negotiate with or persuade others in conversations using grade-appropriate vocabulary as well as open responses to provide counter-arguments.
<b>5.S.6</b>	Plan and deliver oral presentations on a variety of topics and content areas.
<b>5.S.6b</b>	Explain a report on a current event or recount a memorable experience with increasing sophistication.
<b>Reading</b>	
<b>5.R.2I</b>	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
<b>5.R.4I</b>	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.
<b>5.R.5I</b>	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.
<b>5.R.6I</b>	Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided.
<b>5.R.8</b>	Explain how an author uses reasons and evidence to support particular points in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>5.R.9I</b>	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Writing</b>	
<b>5.W.1</b>	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content.
<b>5.W.2</b>	Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.
<b>5.W.7</b>	Draw evidence from literary and informational text.
<b>Language</b>	
<b>5.LA.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>5.LA.4</b>	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.
<b>5.LA.4a</b>	Use context clues and other strategies to help determine word meaning.



**Unit 5.7: Issues Facing the Local Community**

**English as a Second Language**

**5 weeks of instruction**

**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 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

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><b>PRCS:</b> 5.L.1d 5.LA.4 5.LA.4a 5.R.2l 5.R.4l 5.R.5l 5.R.6l 5.R.8 5.W.7</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> T1/A1</p>	<ul style="list-style-type: none"> <li>Text features that distinguish fiction from non-fiction.</li> <li>Elements of expository text (subtitles, chronological order).</li> <li>Fact and opinion, both found in non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Active citizen</li> <li>Article</li> <li>Byline</li> <li>Caption</li> <li>Cause</li> <li>Civic duty</li> <li>Editor</li> <li>Effect</li> <li>Expository</li> <li>Headline</li> <li>News, newspaper</li> <li>Non-fiction</li> <li>Problem</li> <li>Solution</li> <li>Subheading</li> </ul>	<p><i>Integrated Assessment 5.4</i></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 5.4").</li> </ul>	<p><i>Vocabulary Inference Chart</i></p> <ul style="list-style-type: none"> <li>The student completes the chart for vocabulary he/she encounters in news texts, focusing on utilizing inference strategies practiced throughout the current unit and prior units (i.e., context clues, reference materials, etc.) (see attachment: 5.7 Other Evidence - Vocabulary Inference Chart).</li> </ul>	<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 Newspapers</i></p> <ul style="list-style-type: none"> <li>The teacher reads aloud a newspaper article and a fictional story to compare the two and discuss the differences between them, focusing particularly on how both texts are organized.</li> <li>The teacher brings in newspapers. The student works with a partner to create a poster of the text features found in a newspaper (see attachment: 5.7 Learning Activity – Newspaper Vocabulary).</li> <li>The student reads the first part of a news article and practices writing a summary of the event using only this initial information (see attachment: 5.7 Graphic Organizer – 5Ws and 1H).</li> <li>The student reads an expository text or article and identifies three events that connect or lead to another (sequence or cause-and effect), making a connected chain of events (see attachment: 5.7 Learning Activity – Chain of Events).</li> <li>The teacher brings in two separate articles about the same topic to show the student that different points of view can affect the information presented in an article. The</li> </ul>



**Unit 5.7: Issues Facing the Local Community**

**English as a Second Language**

**5 weeks of instruction**

					<p>student works with a partner to compare and contrast the two articles.</p> <ul style="list-style-type: none"><li>• The student differentiates fact and opinion by identifying in news articles the different pieces of evidence (fact) that the author includes to support his/her claim (opinion). The student highlights each in separate colors.</li></ul>
--	--	--	--	--	--

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

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><b>PRCS:</b> 5.L.1d 5.LA.6 5.R.5I 5.R.9I 5.S.6b 5.W.1 5.W.2 5.W.7</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> T2/A2</p>	<ul style="list-style-type: none"> <li>Expository text organization (both orally and in writing), including sequence words (i.e., first, then, next, afterwards, second, third, lastly, finally) and/or cause-and-effect relationships (then, so, because of, etc.).</li> <li>Research methods for incorporating facts and real information into news articles.</li> </ul>	<ul style="list-style-type: none"> <li>Active citizen</li> <li>Article</li> <li>Byline</li> <li>Caption</li> <li>Cause</li> <li>Civic duty</li> <li>Editor</li> <li>Effect</li> <li>Expository</li> <li>Headline</li> <li>News, newspaper</li> <li>Non-fiction</li> <li>Problem</li> <li>Solution</li> <li>Subheading</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Classroom Newspaper</b></p> <p>The student writes a news article to be included in a class newspaper, reporting on events in the local community.</p>	<p><b>Story to Article</b></p> <ul style="list-style-type: none"> <li>The student independently employs appropriate non-fiction text (news article) features and organization by re-writing another well-known story into a news article. The teacher assesses the student’s mastery of this type of non-fiction writing and corrects the student’s errors prior to the performance task.</li> </ul>	<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><b>Writing and Newspapers</b></p> <ul style="list-style-type: none"> <li>The teacher leads a class meeting to brainstorm the topics that should be covered for the class newspaper. The student shares his/her ideas with the class regarding which important events or problems should be included. The teacher ensures that there is a mix of events on the student, school and neighborhood/community level.</li> <li>The teacher shows examples of newspaper articles to help the student understand the “inverted pyramid” organization of newspaper articles (see attachment: 5.7 Performance Task – Newspaper Format).</li> <li>The teacher models for the student how to find multiple articles and informational texts on the same topic, checking facts and pulling information that appears more than once in the research process. This is critical for writing a news article.</li> <li>The teacher shares a well-known fiction story with the class (Goldilocks and the Three Bears) and models how to transform the structure of the story into a non-fiction article. The student then works with a partner and writes another version of that</li> </ul>



**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

					<p>article using the same original story and the provided outline (see attachment: 5.7 Learning Activity – Story to Article).</p> <ul style="list-style-type: none"><li>• The teacher adds academic transition words (i.e., however, although, nevertheless, etc.) to the class word wall and explains the importance of using this language in place of next, then, but etc., when writing something to be published in a newspaper.</li></ul>
--	--	--	--	--	---

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

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><b>PRCS:</b> 5.L.1 5.LA.6 5.R.9I 5.S.4 5.S.6 5.W.1 5.W.2 5.W.7</p> <p><b>EQ/EU:</b> EQ4/EU4</p> <p><b>T/A:</b> T2/A3</p>	<ul style="list-style-type: none"> <li>Expository text organization (both orally and in writing), including sequence words (i.e., first, then, next, afterwards, second, third, lastly, finally) and/or cause-and-effect relationships (then, so, because of, etc.).</li> <li>That the purpose of speeches can be to inform and persuade an audience to take action.</li> </ul>	<ul style="list-style-type: none"> <li>Debate</li> <li>Goal</li> <li>Interview</li> <li>Persuade (persuasive)</li> <li>Problem</li> <li>Research</li> <li>Solution</li> <li>Speech</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Speech on a Problem in the Community</b></p> <ul style="list-style-type: none"> <li>The student writes a speech on a problem in the community, researching the issue and proposing possible solutions as he/she persuades community members to take action.</li> </ul>	<p><b>Letter to an Elected Official</b></p> <ul style="list-style-type: none"> <li>The student writes a persuasive letter to the mayor or council about his/her speech topic (see attachment: 5.7 Other Evidence – Persuasive Letter).</li> <li><i>(Note: This task includes assessment components of both utilizing persuasive language as well as writing in complete sentences).</i></li> </ul>	<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><b>Speechwriting and Persuasion</b></p> <ul style="list-style-type: none"> <li>The teacher finds examples of speeches and the student identifies the main idea and details of the speech while listening (see attachment: 5.7 Graphic Organizer – Main Idea Details).</li> <li>The teacher selects a topic/issue for the class to research. Then, the student works to gather information and organize his/her findings to have a mini debate with classmates on the topic (see attachment: 5.7 Learning Activity – Debate Organizer), being sure to gather information on the topic from multiple sources.</li> <li>The student works with a partner to narrow down a topic for a persuasive speech, using a graphic organizer to record thoughts (see attachment: 5.7 Learning Activity – Prewriting Triangle).</li> <li>The student interviews a classmate to determine what he/she would change about the community. After a goal has been set, the student brainstorms possible cause/effect relationships for problems in the community and how to solve them (see attachment: 5.7 Graphic Organizer – Cause</li> </ul>





**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

					<p>and Effect).</p> <ul style="list-style-type: none"><li>• The student seeks out how to create change in the community by researching possible solutions to a community problem. (see attachment: 5.7 Graphic Organizer – Cause and Effect).</li><li>• The teacher adds academic transition words (i.e., however, although, nevertheless, etc.) to the class word wall and explains the importance of using this language in place of next, then, but etc., when writing formal letters.</li></ul>
--	--	--	--	--	---

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

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><b>PRCS:</b> 5.L.1 5.LA.1f 5.W.1</p> <p><b>EQ/EU:</b> EQ3/EU3</p> <p><b>T/A:</b> T3/A4</p>	<ul style="list-style-type: none"> <li>The difference between complete sentences and fragments (subject and predicate).</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentence</li> <li>Fragment</li> <li>Persuade (persuasive)</li> <li>Predicate</li> <li>Run-on sentence</li> <li>Subject</li> </ul>		<p><i>Letter to an Elected Official</i></p> <ul style="list-style-type: none"> <li>The student writes a persuasive letter to the mayor or council about his/her speech topic (see attachment: 5.7 Other Evidence – Persuasive Letter).</li> <li><i>(Note: This task includes assessment components of both utilizing persuasive language as well as writing in complete sentences).</i></li> </ul> <p><i>Subject Predicate Test</i></p> <ul style="list-style-type: none"> <li>The student completes this assessment after practicing identifying and constructing complete sentences (see attachment: 5.7 Other Evidence – Subject Predicate Test).</li> </ul>	<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>Using Complete Sentences – Avoiding Fragments and Run-ons</i></p> <ul style="list-style-type: none"> <li>The teacher reviews fragments and run-on sentences and with the class by using sentences from a news article and re-writing them (either adding or deleting text) to make the sentences fragments or run-ons. After the teacher models this, the student practices manipulating sentences with a partner.</li> <li>The teacher reviews sentence fragments and run-on sentences with the class by writing sentences and cutting them between the subject and predicate (see attachment: 5.7 Learning Activity – Subject Predicate Cutting Activity).</li> <li>The student revises his/her peer’s written speech to find sentence fragments, underlining the fragments and working together to complete the sentences.</li> </ul>

**Unit 5.7: Issues Facing the Local Community**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- *I Have a Dream* by Martin Luther King, Jr. (Picture Book)
- **Barack Obama**
  - *Yes We Can! A Salute to Children from President Obama's Victory Speech*
- *Time for Kids*: <http://www.timeforkids.com/TFK/kids/news>
- *National Geographic for Kids*: <http://kids.nationalgeographic.com/explore.html>
- *Scholastic News for Kids*: <http://www2.scholastic.com/browse/scholasticNews.jsp>
- *CNN Student Edition*: <http://www.cnn.com/studentnews/>
- *American Rhetoric Speech Bank*: <http://www.americanrhetoric.com/speechbank.htm>

**Additional Resources**

- NY Times teaching and learning blog: <http://learning.blogs.nytimes.com/>
- Scholastic News by Kids: [http://teacher.scholastic.com/scholasticnews/press\\_corps/index.asp](http://teacher.scholastic.com/scholasticnews/press_corps/index.asp)
- On sentence fragments: <http://grammar.ccc.commnet.edu/grammar/fragments.htm>
- On Public Speaking: <http://www.kidsturncentral.com/links/speakinglinks.htm>
- How to explain the components of a news article to students (see attachment: 5.7 Resource – Explaining an Article)

## Unit 5.7: Issues Facing the Local Community

### English as a Second Language

5 weeks of instruction

#### Performance Tasks

##### *Classroom Newspaper*

The student writes a news article to be included in a class newspaper, reporting on events in the local community.

- The student first reviews the structure and format of a news article, studying the text features and organization of this type of text, which will be included in his/her news article (see attachment: 5.7 Performance Task – Newspaper Format).
- Next, the student selects a topic to research, gathers information and writes an article, taking the article through all steps of the writing process.
- After revising and editing the work, the student writes a final draft of the article and works collectively with his/her peers to incorporate each article into a class newspaper, which can be printed and shared with other school and family members.

##### *Speech on a Problem in the Community*

The student writes a speech on problem in the community, researching the issue and proposing possible solutions as he/she persuades community members to take action.

- The student first works with a peer and uses a graphic organizer to brainstorm possible solutions to the problems that the community is facing (see attachment: 5.7 Performance Task – Prewriting).
- The student then creates a plan to persuade his/her audience, first identifying the main goal of the speech and then finding evidence to support and justify that goal (see attachment: 5.7 Performance Task – Persuasion).
- The student conducts further research in order to identify potential action steps to solve the identified community problem.
- The student also interviews family and community members to incorporate their opinions and stories into the speech.
- The student works with a partner to peer edit (using rubric) and revise his/her speech, focusing particularly on eliminating sentence fragments and ensuring the use of complete sentences throughout the speech (see attachment: 5.7 Writing Tool – Speech Rubric).
- The student practices his/ her speech for a partner and the teacher, and then finally presents it to a wider audience (classroom, school, community, etc.) based on the speech's topic, purpose and relevance.



## Unit 5.7: Issues Facing the Local Community

### English as a Second Language

5 weeks of instruction

#### Suggested Sample Lessons

- Lessons on creating a class newspaper: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-newspaper-249.html>
- Lessons on writing persuasive speech: <http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html>
- Teaching newspaper articles to ESL students (see attachment: 5.7 Sample Lesson – Newspaper Articles)
- Teach text features in articles (see attachment: 5.7 Sample Lesson – Nonfiction Text Features)