

**Unit 6.2: Non-Fiction Study: Challenges Facing Communities**  
**English as a Second Language**  
**7 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads expository texts about challenges faced by communities. He/she learns and uses reading and writing strategies specific to expository texts.
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<b>Transversal Themes:</b>	Research, Service, Management of Goods, Restoration
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<b>Integration Ideas:</b>	Science, Environmental Studies
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**Essential Questions (EQ) and Enduring Understandings (EU)**

**EQ1.** How do challenges lead to new learning?

**EU1.** Challenges are opportunities for new learning.

**EQ2.** How can understanding organizational structures aid in the comprehension of a text?

**EU2.** Expository texts have unique features that help readers better understand what they read.

**EQ3.** Why are details in a text important?

**EU3.** The details in a text help explain the bigger picture.

**EQ4.** Why is written expression important?

**EU4.** The writing process helps to effectively inform our audience.

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

**T1.** The student will leave the class able to apply his/her knowledge of reading skills to appropriately organize information and construct greater meaning within an informational text.

**T2.** The student will leave class able to apply his/her knowledge to construct and edit written work that is grammatically and conventionally accurate.

**T3.** The student will leave the class able to apply his/her knowledge to follow the steps of the writing process and to produce published, written work.

**T4.** The student will leave the class able to apply his/her knowledge to employ strategies for determining unknown words using a variety of methods.

*The student acquires skills to...*

**A1.** Organize relevant information in expository texts, identifying both cause-and-effect and problem-and-solution relationships.

**A2.** Identify spelling, capitalization, grammar and punctuation errors within his/her own writing as well as within peers' writing.

**A3.** Write expository texts following the writing process.

**A4.** Use context clues, other strategies and resources to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and transfer meaning in a variety of non-fiction texts.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>6.L.1</b>	Listen and interact with peers during group participation and oral presentations.
<b>6.L.1a</b>	Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.
<b>Speaking</b>	
<b>6.S.2</b>	Respond orally to closed and open-ended questions.
<b>6.S.2c</b>	Answer and formulate both closed and open-ended questions in both formal and informal discussions.
<b>6.S.4</b>	Negotiate with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments.
<b>6.S.6</b>	Plan and deliver oral presentations on a variety of topics and content areas, using details and evidence to support ideas.
<b>Reading</b>	
<b>6.R.1</b>	Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from 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.
<b>6.R.10</b>	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.
<b>6.R.2I</b>	Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.
<b>6.R.4I</b>	Determine the meaning of academic and content-specific words and phrases in an informational text.
<b>6.R.5I</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts.
<b>6.R.7I</b>	Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.
<b>6.R.9I</b>	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Writing</b>	
<b>6.W.1</b>	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge.
<b>6.W.2</b>	Write longer informational texts to examine a topic and convey ideas with increasing independence using appropriate text organization, grammar structure and spelling.

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<b>6.W.4</b>	Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.
<b>6.W.6</b>	With increasing independence, conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>6.W.8</b>	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.
<b>Language</b>	
<b>6.LA.1</b>	Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.
<b>6.LA.1c</b>	Form and appropriately use the perfect verb tenses.
<b>6.LA.1d</b>	Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including use of the linking verb and the helping verb.
<b>6.LA.1e</b>	Apply knowledge of subject-verb agreement to write and speak effectively.
<b>6.LA.1f</b>	Correct inappropriate shifts in verb tense.
<b>6.LA.2</b>	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
<b>6.LA.2b</b>	Spell correctly.
<b>6.LA.3</b>	Demonstrate knowledge of correct language usage when writing, speaking, or reading.
<b>6.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>6.LA.4a</b>	Use context clues and other strategies to help determine meaning of a word or phrase.
<b>6.LA.5d</b>	Apply words that signal contrast (e.g., <i>addition, however, although, nevertheless, similarly, moreover, in addition</i> ) to provide subtle differences in meaning.
<b>6.LA.5e</b>	Use conjunctions correctly.
<b>6.LA.6</b>	Acquire and use accurately developmentally appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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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><b>PRCS:</b> 6.L.1 6.R.1 6.R.2l 6.R.4l 6.R.10 6.W.8 6.LA.4 6.LA.4a 6.LA.6</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> T4/A4</p>	<ul style="list-style-type: none"> <li>• Elements of expository text.</li> <li>• Main idea, topic and important details from expository texts.</li> <li>• Text features to enhance comprehension of expository text (i.e., labels, photographs, index, glossary, table of contents, diagram, table, map, types of print).</li> <li>• Strategies for building vocabulary and making meaning of a text using context clues and/or prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clue</li> <li>• Details</li> <li>• Diagram</li> <li>• Fiction</li> <li>• Glossary</li> <li>• Index</li> <li>• Inference</li> <li>• Label</li> <li>• Main idea</li> <li>• Map</li> <li>• Non-fiction</li> <li>• Photograph</li> <li>• Prior knowledge</li> <li>• Structure</li> <li>• Summarize</li> <li>• Table</li> <li>• Table of contents</li> <li>• Types of print</li> </ul>	<p><b>Integrated Assessment 6.2</b></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 6.2”).</li> </ul>	<p><b>Non-Fiction Conventions Notebook</b></p> <ul style="list-style-type: none"> <li>• The student completes a Non-Fiction Conventions Notebook to aid in understanding the text features commonly found in this genre (See Attachment: 6.2 Other Evidence – Non-Fiction Conventions Notebook).</li> </ul> <p><b>Making Inferences with Vocabulary</b></p> <ul style="list-style-type: none"> <li>• The student uses a vocabulary-specific graphic organizer to seek out context clues to help make meaning and utilizes reference materials to check his/her definition (See Attachment: 6.2 Other Evidence– Making Inferences with Vocabulary Graphic Organizer).</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>Reading Non-Fiction Text</b></p> <ul style="list-style-type: none"> <li>• The teacher selects major events from a non-fiction read aloud related to communities and illustrates them to create a visual summary. The student uses this visual summary to write his/her own summary of the story in his/her own words (See Attachment: 6.2 Learning Activity – Summarizing through Pictures).</li> <li>• The teacher creates cards with examples of a main idea and details of a paragraph related to the central theme of communities (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: 6.2 Learning Activity – Main Idea and Details Pyramid).</li> <li>• The teacher models and identifies the organization and features/conventions of non-fiction text. The teacher focuses on how to read non-fiction text, identifying non-</li> </ul>



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					<p>fiction text features and utilizing those non-fiction conventions to help with comprehension.</p> <ul style="list-style-type: none"><li>• The teacher reads aloud non-fiction texts and models how to use context clues and apply prior knowledge from one's schema in order to infer the meaning of unknown vocabulary words; particularly words that are content-specific and examples of new academic and domain-specific language.</li></ul>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
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<p><b>PRCS:</b> 6.L.1a 6.R.5l 6.R.7l 6.R.9l 6.W.2 6.W.4 6.W.6 6.W.8 6.LA.1 6.LA.1c 6.LA.1d 6.LA.1e 6.LA.1f 6.LA.5e 6.LA.2 6.LA.2b 6.LA.3 6.LA.5d</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ4/EU4</p> <p><b>T/A:</b> T1/A1 T2/A2 T3/A3</p>	<ul style="list-style-type: none"> <li>Cause and Effect relationships found in non-fiction texts.</li> <li>Language features that signify cause-and-effect relationships (i.e., conjunctions).</li> <li>The steps of the writing process: brainstorming/fre e-writing, drafting, revising, editing, and publishing.</li> <li>Pre-writing strategies to generate ideas (webbing, listing).</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Cause</li> <li>Conclusion</li> <li>Conjunction</li> <li>Consequence</li> <li>Coordinating</li> <li>Correlative</li> <li>Earthquake</li> <li>Effect</li> <li>Hurricane</li> <li>Natural disaster</li> <li>Reaction</li> <li>Steps of the writing process (see below)</li> <li>Subordinating</li> <li>Topic sentence</li> <li>Transition</li> <li>Volcano (eruption)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Natural Disasters</b></p> <ul style="list-style-type: none"> <li>The student researches three types of natural disasters and selects one as a topic for an expository text, focusing on the causes and effects of this particular type of natural disaster. The student takes his/her expository writing through the entire writing process, employing editing and revision to recognize and correct grammatical, conventional and spelling errors.</li> </ul>	<p><b>Transitional Words Quiz</b></p> <ul style="list-style-type: none"> <li>The student takes a quiz to assess his/her knowledge of the uses of transitional words (See Attachment: 6.2 Other Evidence – Transitional Words Quiz).</li> </ul> <p><b>Reflective Journal</b></p> <ul style="list-style-type: none"> <li>The student completes a journal entry after finishing the performance task (See Attachment: 6.2 Other Evidence – Reflective Journal).</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: Cause and Effect in Non-Fiction</b></p> <ul style="list-style-type: none"> <li>The teacher explains that every action has an equal and opposite reaction and leads the class to make a list of 5 actions students have performed and the consequences of those actions (this can also be tied to science lessons to promote interdisciplinary study). The connection is then made to non-fiction text, as the teacher models how to find these relationships in expository writing.</li> <li>The teacher reads aloud the article on school bullying (See Attachment: 6.2 Text – Bullying in Schools) and asks the class to identify the causes and effects of bullying described in the article.</li> <li>The teacher leads the class in playing the Cause and Effect game to match causes and effects using cards (See Attachments: 6.2 Learning Activity – Cause and Effect Game and 6.2 Learning Activity – Cause and Effect Game Matching Cards).</li> <li>The teacher discusses the language that may signal cause-and-effect relationships in texts (See Attachment: 6.2 Resource – Cause and Effect Connectors), focusing on the role of</li> </ul>



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					<p>different types of transition words and conjunctions (coordinating, correlative and subordinating). The teacher leads the class in making an anchor chart of these types of words and the student highlights these words in non-fiction texts as practice.</p> <ul style="list-style-type: none"><li>• The teacher uses various lessons, including Verb Tense Time Warp, The teacher uses the Suggested Sample Lessons section at the bottom of the map to teach students how to apply appropriate verb tenses to convey various times, sequences, states, and conditions, as well as to monitor their use of correct and consistent use of verb tenses in their own writing.</li></ul>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p><b>PRCS:</b> 6.S.4 6.S.6 6.R.5I 6.W.1 6.W.2 6.W.4 6.W.6 6.W.8 6.LA.1 6.LA.2 6.LA.2b 6.LA.3 6.L.1 6.L.1a 6.S.2 6.S.2c</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ4/EU4</p> <p><b>T/A:</b> T1/A1 T2/A2 T3/A3</p>	<ul style="list-style-type: none"> <li>Problem-and-solution relationships found in non-fiction texts.</li> <li>Strategies to identify problems within the community and to propose solutions.</li> <li>The steps of the writing process: brainstorming/fre e-writing, drafting, revising, editing, and publishing.</li> <li>Pre-writing strategies to generate ideas (webbing, listing).</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Conclusion</li> <li>Drafting</li> <li>Editing</li> <li>Letter to the editor</li> <li>Listing</li> <li>Problem</li> <li>Publishing</li> <li>Questionnaire</li> <li>Result</li> <li>Revising</li> <li>Solution</li> <li>Topic sentence</li> <li>Webbing</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Problems and Solutions for Beaches</b></p> <ul style="list-style-type: none"> <li>The student researches beaches to identify problems they face and propose realistic solutions to solve these problems. He/she constructs a two-paragraph expository text to present the information. The student takes his/her expository writing through the entire writing process, employing editing and revision to recognize and correct grammatical, conventional and spelling errors.</li> </ul> <p><b>Public Service Announcement: Solving Community Problems</b></p> <ul style="list-style-type: none"> <li>The student works with a small group to identify a community problem and create a public service campaign to propose</li> </ul>	<p><b>Letter to the Editor</b></p> <ul style="list-style-type: none"> <li>The student writes a letter to the local newspaper editor to address a problem and present a solution that he/she has identified (See Attachment: 6.2 Other Evidence – Letter to the Editor).</li> </ul> <p><b>Reflective Journal</b></p> <ul style="list-style-type: none"> <li>The student completes a journal entry after finishing the performance task (See Attachment: 6.2 Other Evidence – Reflective Journal).</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: Problem and Solution in Non-Fiction</b></p> <ul style="list-style-type: none"> <li>The student reads the local newspaper to find articles that identify problems facing the community and present possible solutions. The student organizes and records information using a graphic organizer (See Attachment: 6.2 Graphic Organizer – Problem and Solution).</li> <li>The student creates a questionnaire to ask members of the community about problems in the community and proposed solutions. Before asking questions to the community member, the student practices asking and answering these questions with a partner.</li> <li>After gathering information from the questionnaire and reading local articles, the student selects one problem identified from both sources and proposes a possible solution, using a graphic organizer to record information (See Attachment: 6.2 Graphic Organizer – Problem and Solution).</li> </ul>





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			possible solutions to the problem.		
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### STAGE 3 – (Learning Plan)

#### Suggested Literature Connections

- **Russ Henderson (See Attachment: 6.2 Text – Communities Pull Together to Save the Environment)**
  - *Communities Pull Together to Save the Environment*
- **Peggy Hock**
  - *Our Earth Making Less Trash*
- **Seymour Simon**
  - *Danger! Volcanoes*
- **Peggy Hock**
  - *Scholastic News: Our Earth Keeping It Clean*
- **Jacque Wines and Sarah Horne**
  - *You Can Save the Planet: 50 Ways You Can Make a Difference*
- *Use newspaper and magazine articles on current event issues*

#### Additional Resources

- Cause and effect connectors (See Attachment: 6.2 Resource – Cause and Effect Connectors)
- Characteristics of expository writing (See Attachment: 6.2 Resource – Characteristics of Expository Writing)
- Spider graphic organizer (See Attachment: 6.2 Resource – Spider Graphic Organizer)
- Online and interactive verb tense exercises: <http://www.englishpage.com/verbpage/verbtenseintro.html>

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#### Performance Tasks

##### *Natural Disasters*

The student researches three types of natural disasters and selects one as a topic for an expository text, focusing on the causes and effects of this particular type of natural disaster. The student takes his/her expository writing through the entire writing process, employing editing and revision to recognize and correct grammatical, conventional and spelling errors.

- The teacher reviews the purpose of expository writing (to inform or describe) and the structure of an expository paragraph (introductory sentence, major and minor details and a concluding sentence). The teacher may use the sample paragraph as a reference for an end product (See Attachment: 6.2 Writing Tool – Expository Paragraph).
- The student reads about three challenges that occur in nature (natural disasters)—earthquakes, volcano eruptions and hurricanes (See Attachments: 6.2 Performance Task – Volcanoes, 6.2 Performance Task – Earthquakes, and 6.2 Performance Task – Hurricanes).
- After reading the texts, the student selects one natural disaster about which to write two expository paragraphs and finds additional resources to read in order to gather more information on the topic.
- As a pre-writing activity, the student creates a web to gather all the information he/she knows about his/her natural disaster (See Attachment: 6.2 Graphic Organizer – Web). Then, the student completes another graphic organizer to identify cause-and-effect relationships of the natural disaster (See Attachment: 6.2 Graphic Organizer – Cause and Effect).
- The student writes the first draft of his/her paragraphs using Rainbow Writing graphic organizer (See Attachment: 6.2 Graphic Organizer – Rainbow Writing).
- The teacher models how to write topic sentences that hook the reader (See Attachment: 6.2 Writing Tool – Topic Sentence Starters) and the student writes attention-grabbing topic sentences.
- The student revises his/her paragraphs for ideas, spelling and punctuation errors. The student uses the list of transitional phrases as a reference to help make his/her ideas flow from one sentence to the next (See Attachments: 6.2 Writing Tool – Transitional Phrases and 6.2 Writing Tool – Peer Editing Checklist).
- The student works with a partner to assess his/her writing (See Attachment: 6.2 Writing Tool – Expository Paragraph Rubric).

##### *Problems and Solutions for Beaches*

The student researches beaches to identify problems they face and proposes realistic solutions to solve these problems. He/she constructs a two-paragraph expository text to present the information. The student takes his/her expository writing through the entire writing process, employing editing and revision to recognize and correct grammatical, conventional and spelling errors.

- The student reads the article titled, “About Beaches” (See Attachment: 6.2 Text – About Beaches) and completes a problem-and-solution solution graphic organizer to summarize the text (See Attachment: 6.2 Resource – Spider Graphic Organizer).
- After reading the article, the student writes two paragraphs about beaches. In the first paragraph, the student summarizes the problem that the beaches described in the article experience. In the second paragraph, the student provides three possible solutions, with at least one detail for each solution. Both paragraphs must include an introductory and concluding sentence.
- To begin organizing ideas for the two paragraphs, the student completes two Rainbow Writing graphic organizers (See Attachment: 6.2 Graphic Organizer – Rainbow Writing) to generate and organize information for the first draft of the expository paragraphs.
- The teacher provides copies of the topic sentence starters handout (See Attachment: 6.2 Writing Tool – Topic Sentence Starters) to help students write topic sentences.
- The student revises his/her paragraphs for ideas, spelling and punctuation errors. The student uses the list of transitional phrases as a reference to make his/her ideas flow from one sentence to the next (See Attachments: 6.2 Writing Tool – Transitional Phrases and 6.2 Writing Tool – Peer Editing Checklist).
- The student shares his/her writing with the class. The teacher assesses students’ writing using rubric (See Attachment: 6.2 Writing Tool – Expository Paragraph Rubric).

##### *Public Service Announcement: Solving Community Problems*

The student works with a small group to identify a community problem and create a public service campaign to propose and present possible solutions to the problem.

- The teacher leads the class to brainstorm and identify problems seen in the community, what may be causing these problems, what the effect is on the community, and how to potentially solve the



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problem (possible examples: a dirty playground, a beach that is littered or a river that has polluted water).

- The student works in a small group to identify the problem from the list that he/she believes to be the most important one to solve. Each group must select a different problem.
- The student works with his/her group to come up with a public service campaign to educate the community about how to solve the problem that has been identified.
- The student must include in the campaign at least two forms of educating his/her fellow students and the community (i.e., a poster that he/she could post in the school and in the community, a skit that he/she could perform for classmates or a school assembly, or a newspaper announcement that could be posted in the school or local newspaper).
- At the end of the project, the student presents the final products to the rest of the class or other audience.

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### Suggested Sample Lessons

- Lesson on cause and effect: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html?tab=3#tabs>
- Lesson on expository writing (See Attachment: 6.2 Sample Lesson – Expository Writing)
- Grammar Games Lesson Plan: <http://www.brainpop.com/educators/community/lesson-plan/grammar-games-lesson-plan-the-importance-of-correct-grammar-in-everyday-life/?bp-jr-topic=tenses>
- Verb Tense Time Warp: <http://www.learnnc.org/lp/pages/3813>