

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student conducts a short research project about Puerto Rico as he/she reads informational texts and related website articles on its language, culture, customs, climate, and geography in order to produce a travel brochure using appropriate language forms and conventions (complete varied sentences and capitalization and punctuation are correct throughout).
<b>Transversal Themes:</b>	Knowledge, Skills and Competencies, Technology, Economy, Cultural Diversity, Environment
<b>Integration Ideas:</b>	Social Studies, Geography

**Essential Questions (EQ) and Enduring Understandings (EU)**

<b>EQ1.</b> What do I value about Puerto Rico?	<b>EU1.</b> Culture in Puerto Rico is both a unifying and a divisive force.
<b>EQ2.</b> What am I trying to achieve through my writing?	<b>EU2.</b> Writing is a tool used for thinking, communicating, and learning.
<b>EQ3.</b> How does each step in the writing process impact my writing?	<b>EU3.</b> The writing process is consistent across the integration of themes and disciplines.
<b>EQ4.</b> How does time and place in history influence the language of a country?	<b>EU4.</b> Language reflects historical changes and cultural differences.
<b>EQ5.</b> How does research influence how I think and act?	<b>EU5.</b> Critical examination and evaluation of information I gather along my research helps me make informed decisions.

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

<b>T1.</b>	The student will leave the class able to apply his/her knowledge of and experience with research skills to produce a written product using informational texts. He/she will be able to apply research skills to any topic in a variety of situations to create a focused, well-organized piece of writing.
<b>T2.</b>	The student will acquire sentence-writing skills to express newly acquired information in a written, finished product. He/she will be able to use sentences of various types and lengths to clarify concepts and to engage readers.
<b>T3.</b>	The student will apply knowledge of the writing process to publish a final text. He/she will be able to use the writing process to create texts, and use self-assessment of writing during revision to improve writing.

<i>The student acquires skills to...</i>	
<b>A1.</b>	Identify important details from informational texts.

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

- A2.** Evaluate, organize, and apply acquired information.
- A3.** Use prefixes and suffixes to determine the meaning of unfamiliar, multiple-meaning, and compound words.
- A4.** Write using a variety of sentences (simple, complex, and compound).
- A5.** Collaborate effectively with peers as part of the writing process (peer reviews/peer editing).

<b>Puerto Rico Core Standards (PRCS)</b>	
<b>Listening</b>	
<b>7.L.1</b>	Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.
<b>7.L.1c</b>	Listen and respond during a read aloud from a variety of fiction and nonfiction texts to show comprehension, generalize, relate to character and setting, and make connections from personal experience.
<b>Speaking</b>	
<b>7.S.2</b>	Respond orally to closed and open-ended questions.
<b>7.S.5a</b>	Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.
<b>7.S.6</b>	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas.
<b>Reading</b>	
<b>7.R.1</b>	Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>7.R.10</b>	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.
<b>7.R.2I</b>	Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>7.R.2L</b>	Determine a theme or main idea of a literary text and how it is conveyed through particular details.
<b>7.R.2La</b>	Provide a summary of the text distinct from personal opinions or judgments.
<b>7.R.4I</b>	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
<b>7.R.5I</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.
<b>7.R.7I</b>	Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.
<b>Writing</b>	

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

<b>7.W.2</b>	Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.
<b>7.W.4</b>	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
<b>7.W.6</b>	Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.
<b>7.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>7.W.8</b>	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Language</b>	
<b>7.LA.1</b>	Demonstrate command of the conventions of English grammar.
<b>7.LA.1a</b>	Explain the function of phrases and clauses and apply correctly.
<b>7.LA.1b</b>	Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.
<b>7.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
<b>7.LA.4b</b>	Use common Greek or Latin affixes and roots correctly (e.g., "ex," "inter," "anti," "micro").
<b>7.LA.4c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>7.LA.5b</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

a.

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> 7.L.1 7.L.1.c 7.LA.4c 7.R.10 7.R.2I 7.R.2L 7.R.2La 7.R.5I 7.S.2 7.S.5a 7.W.6</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ4/EU4 EQ5/EU5</p> <p><b>T/A:</b> A1/A2 T1</p>	<ul style="list-style-type: none"> <li>• Puerto Rican culture.</li> <li>• Puerto Rican language.</li> <li>• Puerto Rican customs.</li> <li>• The Puerto Rican climate.</li> <li>• Puerto Rican geography.</li> <li>• Accuracy of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Cause and effect</li> <li>• Chronological order</li> <li>• Climate</li> <li>• Compare and contrast</li> <li>• Crafts</li> <li>• Culture</li> <li>• Custom</li> <li>• Description</li> <li>• Ethnicity</li> <li>• Geography</li> <li>• Language</li> <li>• Literature</li> <li>• Problem and solution</li> <li>• Race</li> <li>• Sequence</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Puerto Rico Travel Brochure</i></p> <p><b>Travel Brochure Rubric</b></p> <ul style="list-style-type: none"> <li>• See: <a href="http://www1.kent.k12.wa.us/curriculum/tech/k6/3/puget_sound/brochure_rubric.htm">http://www1.kent.k12.wa.us/curriculum/tech/k6/3/puget_sound/brochure_rubric.htm</a></li> </ul> <p><b>Travel Brochure must have:</b></p> <ul style="list-style-type: none"> <li>• All sections: climate, geography, arts, culture, and attractions.</li> <li>• Proper use of commas to create a variety of sentences.</li> <li>• Defined main ideas.</li> <li>• Organized and structured text.</li> </ul>	<p><b>Drawing Conclusions</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions and identify effects in non-fiction (See Attachment: 7.2 Other Evidence – Dialogue Journal Drawing Conclusions)</li> </ul> <p><b>Word Detective</b></p> <ul style="list-style-type: none"> <li>• Word Detective: The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one (See Attachments: 7.2 Other Evidence – Word Detective Organizer and 7.2 Other Evidence – Word Detective Example)</li> </ul> <p><b>Inference Chart</b></p> <ul style="list-style-type: none"> <li>• Inference chart for vocabulary from word</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>Exploring Nonfiction Texts</b></p> <p><b>Non Fiction Reading: Puerto Rico</b> –Teacher states that the student is reading with a purpose:</p> <ul style="list-style-type: none"> <li>• The teacher connects to the previous unit on folktales and Puerto Rican culture to brainstorm points of Puerto Rican pride for the students. “What makes Puerto Rico unique?” As a class, brainstorm a list of examples of art and culture in Puerto Rico.</li> <li>• During a read aloud, the teacher models how to use facts from a non-fiction text to draw conclusions (See Attachment: 7.2 Learning Activity – Drawing Conclusions).</li> <li>• The teacher models the use of Detective Organizer. The teacher uses context clues to generate his/her own meaning for a vocabulary word. After the teacher uses context clues, he/she confirms the meaning of the word using a dictionary. (This activity can be used as a quick assessment for definitions based on how the student uses the word in a sentence).</li> </ul> <p><b>What’s the Main Idea?</b></p> <ul style="list-style-type: none"> <li>• The student is taught that all information in a paragraph or text should connect to the main idea. The student reads informational text as it refers to Puerto Rico and its</li> </ul>

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

				<p>wall (See Attachment: 7.2 Other Evidence – Vocabulary Inference Chart)</p> <p><b>Comprehension Check- Using the ‘Say Something’ Strategy</b></p> <ul style="list-style-type: none"> <li>○ The student reads in silence an assigned portion of the text.</li> <li>○ The student says something’ about what he/she read (summarizing, making a connection, or asking a question).</li> </ul>	<p>people, customs, climate, culture, and geography and identifies key ideas.</p> <ul style="list-style-type: none"> <li>• In pairs, each student identifies the main idea of a text. The student is told to read the entire text and to pay close attention to the opening and closing sentences.</li> <li>• The teacher asks, “What is the author doing here?”</li> </ul> <p><b>How is Informational Text Organized?</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces the concept of structure of the text. Text can have five structures: description, sequence, problem and solution, compare and contrast or cause and effect. The teacher provides students with key words that help them identify each text. The teacher can use this reference:  <a href="http://davisandsloanela.wikispaces.com/Text+Structure+%26+Features+CRCT+Review+Webquest">http://davisandsloanela.wikispaces.com/Text+Structure+%26+Features+CRCT+Review+Webquest</a></li> <li>• The teacher provides examples of different informational paragraphs, preferably about Puerto Rico, and asks students to identify what type of structure is represented by each paragraph. In previous units, students worked with the compare and contrast structure, as well as the problem solution structure, so the teacher can begin by reviewing and drawing on those examples.</li> <li>• The student reads an informational text about Puerto Rico and uses “post its” to identify the different types of text structures he/she sees.</li> <li>• The teacher will focus on the structure of the descriptive paragraph.</li> </ul> <p>* To show mastery, students are paired up to create an informational poster about a text structure to teach to the classmates.</p> <p><b>Summarize in Your Own Words</b></p> <ul style="list-style-type: none"> <li>• After analyzing the main idea and structure of the text, the teacher models how he/she would summarize the text without personal opinions or judgments. She/he explains</li> </ul>
--	--	--	--	---	---



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>that this is an objective summary, as opposed to a subjective summary.</p> <ul style="list-style-type: none"><li>• The teacher provides an example with a text about Puerto Rico’s geography. She/he models how an objective summary would summarize the information about the mountains and beaches, while a subjective summary would summarize by not only providing information about mountains and beaches but adding words such as “beautiful” and “amazing”.</li><li>• The teacher provides examples of both subjective and objective summaries and asks students to identify them.</li><li>• The student is directed to independently summarize one of the texts that were already read.</li></ul>
--	--	--	--	--	--

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 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>            7.L.1            7.LA.1b            7.R.1            7.R.2I            7.R.5I            7.R.7I            7.S.2            7.S.5a            7.S.6            7.W.2            7.W.6            7.W.7</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ3/EU3            EQ4/EU4            EQ5/EU5</p> <p><b>T/A:</b>            A1/A2            A4/A5            T1/ T2/ T3</p>	<ul style="list-style-type: none"> <li>• Reading Comprehension.</li> <li>• Brainstorming.</li> </ul>	<ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Collaboration</li> <li>• Journal</li> <li>• Rubric</li> <li>• Strategy</li> </ul>		<p><i>Word Detective</i></p> <ul style="list-style-type: none"> <li>• The teacher selects seven vocabulary words from a text and has students complete a Word Detective Organizer for each one (See Attachments: 7.2 Other Evidence – Word Detective Organizer and 7.2 Other Evidence – Word Detective Example)</li> </ul> <p><i>Inference Chart</i></p> <ul style="list-style-type: none"> <li>• Inference chart for vocabulary from word wall (See Attachment: 7.2 Other Evidence – Vocabulary Inference Chart)</li> <li>• Travel Brochure Rubric</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>Deepening Comprehension</i></p> <p><b>3-2-1 Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• When the student reads informational text, he/she uses the 3-2-1 strategy to write about each area he/she is researching in the Writer’s Journal.               <ul style="list-style-type: none"> <li>○ 3- Three things you found out in that text</li> <li>○ 2-Two interesting facts</li> <li>○ 1-One question you still have</li> </ul> </li> </ul> <p><b>Hometown information packets</b></p> <ul style="list-style-type: none"> <li>• Students work in groups to create information packets about their hometowns with information about their town’s climate, geography, and attractions. Each student is assigned one paragraph of the packet.</li> <li>• Students are instructed to write two types of paragraphs- a sequential paragraph to explain to a visitor how to get to his/her hometown, and a descriptive paragraph on climate, geography or an attraction.</li> <li>• Students can find information on the Internet, or in texts provided by the teacher. For each text they find they must complete a</li> </ul>

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>journal entry in which they: a) Identify its main idea; b) Summarize the text objectively; c) Use the 3-2-1 comprehension strategy.</p> <ul style="list-style-type: none"> <li>• The teacher models how to create an outline that will help the students organize the main idea and key details of their paragraphs for the information packets. Afterwards, the students practice doing an outline for their section. The teacher circles and provides individual feedback as needed. Once the teacher has checked off, the students can go on to write the paragraph using the outline.</li> <li>• After the content outline is complete, the students compose their two paragraphs.</li> <li>• Students come together with their groups and:             <ul style="list-style-type: none"> <li>○ Use the internet (if available) to identify the images they will need to add to their information packet.</li> <li>○ Since all the students have written a sequential paragraph on directions, they share out and choose one to go in the final packet.</li> <li>○ Consolidate all their descriptive paragraphs to create their final packet.</li> </ul> </li> </ul>
--	--	--	--	--	--



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 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>  <b>7.L.1c</b>            7.LA.4            7.LA.4b            7.LA.5b            7.R.4l</p> <p><b>EQ/EU:</b>            EQ3/EU3</p> <p><b>T/A:</b>            A3            T2</p>	<ul style="list-style-type: none"> <li>Word Meaning and Structure.</li> </ul>			<p><i>Weekly Prefix and Suffix Quiz</i></p> <ul style="list-style-type: none"> <li>Weekly prefix and suffix quiz (for this unit) (See Attachment: 7.2 Other Evidence – Prefix and Suffix Quiz)</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>Word Games</b></p> <p><b>Make-a-Word Game</b>            The teacher uses word games throughout the lesson to help the student study the meaning, structure, and spelling of vocabulary words. During the eight weeks, students practice analyzing word meanings by learning the root words and affixes. They work in pairs, independently, and in groups to learn the definition of each word they encounter. In small groups, each student designs and plays the Make-a-Word game. The student forms complete words with three cards: a prefix, a root word, and a suffix.</p> <ul style="list-style-type: none"> <li>The teacher selects four prefixes and four suffixes a week to review with students. The teacher adds them to the word wall and has the students find examples of these prefixes and suffixes (See Attachment: 7.2 Learning Activity Prefix and Suffix List).</li> <li>The teacher creates flashcards of words that use the prefix and/or suffix and has students find their pairs (example: pre- and occupied can match to create preoccupied). Students write the meaning in their own words.</li> <li>The teacher selects suffixes that correspond</li> </ul>



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>with people (-ant, -ent, -er, -or, -ian, and -ist all mean a person who when added to a verb or noun) and has students come up with descriptions of themselves or a partner that use a suffix (e.g. paint +er = painter).</p> <p><i>Connotation/Denotation</i></p> <p><b>Beyond Synonyms/Antonyms</b></p> <p>In this lesson, the student will learn how words with similar denotations can have different connotations. The student will also start thinking beyond terms like synonym and antonym, which may oversimplify the complex relationships between words.</p> <ul style="list-style-type: none"><li>• Begin by helping the student come to a basic understanding of the terms connotation and denotation.<ul style="list-style-type: none"><li>○ Denotation is the literal meaning of a word, and connotation is the additional value or "flavor" that comes with a word.</li><li>○ A good pair of words to use as an example are: "thin" and "skinny." Both of these words have the same denotation - being underweight - but they have different connotations. "Thin" has a more positive connotation than "skinny," which has a slightly negative connotation.</li></ul></li><li>• In small groups, pass out the Spectrum of Denotation handout (7.2 Resource - Spectrum of Connotation) and the first set of cards. You can write the words on index cards or print and laminate the cards, or you</li></ul>
--	--	--	--	--	---

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>could simply print and cut out the cards.</p> <ul style="list-style-type: none"> <li>• Once students have the cards, have them discuss the words and place them on the Spectrum indicating which words are the most positive, which are the most negative, and which are in between.</li> <li>• This activity could even be done with sticky notes and a line of tape on the wall if you'd like to get more movement in your classroom. See handout for word groups (7.2 Resource - Connotation Word Groups).</li> <li>• If you would prefer to do this electronically, there is an included Notebook 11 file to allow students to use the SmartBoard. Then move on to the second set of cards.</li> <li>• The third set of cards (7.2 Resource - Connotation Word Challenge) is more of a challenge. This set has nine cards that are all relatively close in terms of connotation. After groups place them on their spectrum, have them display and defend their choices for the class. This could be done using sticky notes, tape on the backs of the cards, electronically, using an ELMO (Projector), or even by taking photos of the spectrums and projecting those photos for the class. By asking the groups probing questions, this activity can function as a formative assessment to gauge the understanding of the standard.</li> </ul>
--	--	--	--	--	---

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 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>  <b>7.L.1c</b>            7.LA.1b            7.LA.4b            7.R.7I            7.W.2            7.W.4</p> <p><b>EQ/EU:</b>            EQ2/EU2            EQ3/EU3</p> <p><b>T/A:</b>            A4            T3</p>	<ul style="list-style-type: none"> <li>The writing process.</li> </ul>	<ul style="list-style-type: none"> <li>Compliments</li> <li>Drafting</li> <li>Editing</li> <li>Planning</li> <li>Publishing</li> <li>Questions</li> <li>Revising</li> <li>Rewriting</li> <li>Suggestions</li> </ul>		<p><b>Word Detective</b></p> <ul style="list-style-type: none"> <li>The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one (See Attachments: 7.2 Other Evidence – Word Detective Organizer and 7.2 Other Evidence – Word Detective Example)</li> </ul> <p><b>Comma Quiz</b></p> <ul style="list-style-type: none"> <li>Comma quiz created by students (See Attachments: 7.2 Resource – Commas in Clauses and 7.2 Resource – Commas in list for examples)</li> </ul> <p><b>Weekly Prefix and Suffix Quiz</b></p> <ul style="list-style-type: none"> <li>Weekly prefix and suffix quiz (for this unit) (See Attachment: 7.2 Other Evidence – Prefix and Suffix Quiz)</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>Daily Writing</b></p> <p><b>Commas and Sentence Variation-(List, Combine, Add Detail/Description)</b></p> <ul style="list-style-type: none"> <li>The teacher has the student orally list what his/her favorite activities are to a partner. The partner writes the list as a sentence using commas (e.g., I love basketball, football, and soccer). The teacher has the student list phrases (I enjoy reading books, writing letters to friends, and cooking).</li> <li>The teacher selects a topic or has partners select a topic. The partners write sentences on sentence strips about the topic and see how they can combine their sentences using commas and conjunctions.</li> <li>The teacher writes simple sentences, such as: “A boy ran through the park.” The teacher models how you can add on to the sentence using adverbial phrases, such as: “In the middle of the night, through the darkness, a boy ran through the park.” Or “A boy ran through the park, just in time to catch dinner.”</li> <li>The students work in pairs to describe</li> </ul>



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>himself or herself or a family member using appositives.</p> <p><b>Comma Posters</b></p> <p>The teacher has students get into groups and create a poster for one of the six ways of using commas to vary sentences (in a list, with adjectives, with conjunctions, with adverbial clauses, with quotation marks, and appositives).</p> <ul style="list-style-type: none"><li>• The teacher provides examples of comma use and example sentences. (See Attachment: 7.2 Resource - Comma Rules and Lessons)</li><li>• Each poster must explain how to properly use the comma, giving examples that are correct and incorrect, and include illustrations.</li><li>• The student must explain clearly and present to the group.</li></ul>
--	--	--	--	--	--

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 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> 7. LA.4b 7.LA.1 7.LA.1a 7.LA.1b</p> <p><b>EQ/EU:</b> EQ3/EU3 EQ4/EU4 EQ5/EU5</p> <p><b>T/A:</b> A4/A5 T2</p>	<ul style="list-style-type: none"> <li>Conventions of English grammar, as they apply to the usage of commas to vary sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Adverbial clause</li> <li>Appositive</li> <li>Clause</li> <li>Comma</li> <li>Conjunction</li> <li>Phrase</li> <li>Prefix</li> <li>Quotation mark</li> <li>Suffix</li> </ul>		<p><i>Word Detective</i></p> <ul style="list-style-type: none"> <li>The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one (See Attachments: 7.2 Other Evidence – Word Detective Organizer and 7.2 Other Evidence – Word Detective Example)</li> </ul> <p><i>Weekly Prefix and Suffix Quiz</i></p> <ul style="list-style-type: none"> <li>Weekly prefix and suffix quiz (for this unit) (See Attachment: 7.2 Other Evidence – Prefix and Suffix Quiz)</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>Writing Strategies</i></p> <p><b>Rainbow Writing Strategy</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud while thinking aloud so the student hears the process for interacting with the text.</li> <li>The teacher models the use of the rainbow writing strategy to organize paragraphs (See Attachment: 7.2 Performance Task – Rainbow Writing Paragraph Organizer)</li> </ul> <p><b>Writers’ Talk</b></p> <ul style="list-style-type: none"> <li>The quality of the student’s writing improves as he/she has frequent opportunities to put his/her writing through peer feedback and revision cycles. In order to do this, the teacher models the language needed to talk about his/her own writing, and provides the student the language expected to provide feedback on the content (Could you say more about...?), grammar (I think it would be helpful if you...?), coherence (I like how you...?), and sentence structures (Could you join these two sentences by...?). The teacher posts this on a chart for easy visual access.</li> <li>The teacher explains to the student that</li> </ul>



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

					<p>writers talk about their writing and give each other feedback. The teacher then models a specific way to give peer feedback using (1) compliments (I like how you...), (2) questions (Can you tell me more about...), and (3) suggestions (Maybe you could...). The teacher posts this on a chart for easy access (visual).</p> <ul style="list-style-type: none"><li>• The student works independently and paired for Writers' Talk, and shares his/her feedback.</li></ul>
--	--	--	--	--	---

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 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> 7.LA.4b 7.W.8</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ5/EU5</p> <p><b>T/A:</b> A4/A5 T1/T3</p>			<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>“I Value” Puerto Rico Poster</b></p> <ul style="list-style-type: none"> <li>The teacher selects and researches examples of text structures. The student researches the major types of text structures (sequence, problem/solution, compare/contrast, description, and cause/effect) to develop an informative essay about the different types of structures and examining the reasons why an author would select to use a certain type of text structure. He/she can provide examples of text structures and may also discover that sometimes authors use more than one text structure within a written work.</li> <li>The student writes an expository report and</li> </ul>	<p><b>Weekly Prefix and Suffix Quiz</b></p> <ul style="list-style-type: none"> <li>Weekly prefix and suffix quiz (for this unit) (See Attachment: 7.2 Other Evidence – Prefix and Suffix Quiz)</li> </ul>	





**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

			creates an illustrated poster on the topic to present to the class.		
--	--	--	---	--	--

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Angel David Cruz Báez**
  - *Atlas de Puerto Rico*
- **Lisa Johnson Vargas**
  - *EL YUNQUE: Exploring the Rain Forest of Puerto Rico*
- **Tere Davila**
  - *Fiesta en Puerto Rico*
- **Alfonso Silva Lee**
  - *Puerto Rico Natural*

**Additional Resources**

- Encyclopedia on Puerto Rican Culture: <http://enciclopedia.pr.org/ing/>
- On Six Regions of Puerto Rico: <http://www.seepuertorico.com/regions>
- On Puerto Rico's Geography: <http://welcome.topuertorico.org/geogra.shtml>
- Text Structure Poster Images: <http://www.nsbds.org/cms/lib01/AK01001879/Centricity/Domain/781/Text%20Structure%20Poster.png>

**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

## Performance Tasks

### *“I Value” Puerto Rico Poster*

The student selects and researches examples of Puerto Rican culture that make them proud of Puerto Rico. (e.g. sports, sport players, music style or musicians, art or artists, history, dance, etc.)

- Each topic must have an expository paragraph describing the activity or artist that has a clear main idea, supporting details, and conclusion.
- The teacher selects a graphic organizer that will best help organize information (See Attachments: 7.2 Graphic Organizer – Sequencing Chart, 7.2 Graphic Organizer – Timeline, 7.2 Graphic Organizer – Main Idea and Details Pyramid, 7.2 Graphic Organizer – Cause and Effect, and 7.2 Graphic Organizer – Venn Lines)
- The student must use the rainbow writing strategy to organize paragraphs (See Attachment: 7.2 Performance Task – Rainbow Writing Paragraph Organizer).
- The teacher has students engage in peer and self-editing (See Attachment: 7.2 Writing Tool – Paragraph Checklist)
- The student must illustrate a poster and present it to the class.

### *Puerto Rico Travel Brochure*

The teacher builds background knowledge on travel brochures by providing samples of authentic travel brochures on different countries. The teacher creates collaborative groups of 2 to 3 students and has them talk about what is appealing to them and what is not appealing to them in their respective brochures. They also make notes of words or sentences that seem unnecessary and should not be included in the brochure. The students take turns talking about what they like. As one student talks, the other one is taking notes about what the/she is discussing. A student from each pair shares out what was discussed with the rest of the class.

The teacher lets students know that they will produce a sample travel brochure describing Puerto Rico’s main attractions. This brochure must have:

- Description of how to get to San Juan, Puerto Rico from the United States (using the sequential structure).
- Description of climate, and based on the climate what visitors should plan to wear (using descriptive structure)
- Description of the island’s geography and three natural attractions (using descriptive structure)
- Description of Puerto Rico’s art forms- they can choose music, visual arts, dance or theater (using descriptive structure)
- Description of two cultural attractions, such as museums or theaters (using descriptive structure)
- Proper use of commas to create a variety of sentences (see rubric for further information)
- At least 3 images

The teacher also shares the grading rubric so that students understand what is expected of them.



**Unit 7.2: Puerto Rico Travel Brochure**  
**English as a Second Language**  
**6 weeks of instruction**

**Suggested Sample Lessons**

- Lesson on prefixes, suffixes, and root words: <http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html>
- Lessons on comma uses (See Attachment: 7.2 Sample Lesson – Comma Rules and Lessons)
- Word attack and context clues-Word Detective sample lessons <http://www.migrant.net/migrant/publications/Reading/BeingaWordDetective.pdf>