# 5.3 Discovering My Neighborhood

**Stage 1 - Desired Results**

**Unit Summary**
Students will read fiction and non-fiction text about neighborhoods in order to write about their own neighborhood. This unit focuses on identifying and correcting sentence fragments and run-on sentences.

## Content Standards and Learning Expectations

### Listening and Speaking

**L/5.5.5** Identifies, states, and paraphrases the main idea or topic and important details from learned concepts or read alouds of a variety of simple informational texts; uses transitions to tell, retell, and explain a story using acquired vocabulary and appropriate language structure.

### Reading

**R.5.1** Analyzes the text and uses text features to enhance comprehension.

**R.5.4** Explains the differences between fiction and nonfiction; states the main idea and topic and identifies fact and opinion in expository text.

**R.5.5** Identifies sequence of events and cause and effect, organizes plot, makes predictions and connections, and recognizes problem and solution in narrative and expository text.

### Writing

**W.5.2** Recognizes a complete sentence and a fragment; writes complete declarative, interrogative, imperative, and exclamatory sentences.

**W.5.3** Uses the parts of speech correctly in sentences; demonstrates understanding of subjects and objects with the use of prepositional phrases in sentences.

**W.5.4** Identifies elements in descriptive and narrative forms of writing; uses a variety of sentence types to construct a paragraph; applies organizational patterns to connect ideas in narrative and descriptive paragraphs.

## Big Ideas/Enduring Understandings:

- Community is created by a sense of connection between its members and their dedication to the improvement of their community.
- A community where its members work together can grow and improve.
- Your neighborhood is a part of your identity.
- Good writers use a variety of sentence types to communicate their ideas clearly.

## Essential Questions:

- What creates community?
- What makes a good neighbor?
- How does my neighborhood shape who I am?
- How can my sentences clearly communicate my ideas?

## Content (Students will know...)

- The difference between a fragment and a complete sentence (through having a subject and object)
- Transitions (sequence words) to tell, retell and explain a story, orally and in writing (i.e. meanwhile, next, before, then, earlier, soon, immediately, suddenly, however, even though, thus, also, therefore, finally, in

## Skills (Students will be able to...)

- Identify, state, and paraphrase the main idea or topic and important details from learned concepts or read alouds of a variety of simple informational texts
- Use transitions to tell, retell, and explain a story using acquired vocabulary and appropriate language structure orally and in writing
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**Subject: ESL**

**Length: 5 weeks**

<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea and details of non-fiction and fiction</td>
</tr>
<tr>
<td>Elements of expository text (table of contents, index, glossary, captions)</td>
</tr>
<tr>
<td>The differences of fiction and non-fiction and the text features that distinguish them from each other (i.e. fiction stories have chapters or illustrations, follow a problem and solution narrative, while non-fiction texts have a variety of features and information through captions, diagrams, maps, glossary, index, etc and can be organized through cause and effect, chronologically, or procedurally)</td>
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<table>
<thead>
<tr>
<th><strong>Other Evidence</strong></th>
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<tbody>
<tr>
<td>Analyze the text and uses text features to enhance comprehension</td>
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<tr>
<td>Explain differences between fiction and nonfiction</td>
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<tr>
<td>State the main idea and topic in expository text</td>
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<tr>
<td>Identifies sequence of events and cause and effect in fiction and non fiction</td>
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<tr>
<td>Recognize a complete sentence and a fragment</td>
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<tr>
<td>Demonstrate understanding of subjects and objects in sentences</td>
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<tr>
<td>Use a variety of sentence types to construct a paragraph</td>
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**Content Vocabulary**

- Neighbors
- Neighborhood
- Fragment
- Run-on Sentence
- Subject
- Object
- Expository
- Narrative
- Sequence
- Transition words (first, second, third, then, next, last, finally)
- Text features: index, table of contents, glossary, captions

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### Stage 2 – Assessment Evidence

**Performance Tasks:**

**Create a poster about your neighborhood**

- Complete a KWL chart on their neighborhood and use “want to know” as a springboard for their research into their neighborhood (See Attachment: 5.3 Performance Task – KWL Chart)
- Select key words that describe your neighborhood
- Pick three important things you want to share (people, places, things to do) and write a descriptive paragraph on each using the key words. Paragraphs must include two transition words each.

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**Other Evidence:**

- Inference chart for vocabulary from word wall (See Attachment: 5.3 Other Evidence – Vocabulary Inference Chart)
- Spelling test weekly based on blends (See Attachment: 5.3 Learning Activity – Blends)
- Sentence fragment tests (See Attachment: 5.3 Other Evidence – Sentence Fragment Test)
- Summarize a fiction and non-fiction text by finding key words and using them in a summary of the main idea (See Attachment: 5.3 Other Evidence - Key Words Summary)
- Sequence a fiction and non-fiction text (See Attachment: 5.3 Learning Activity – Story Map)
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- Edit Paragraph (See Attachment: 5.3 Writing Tool – Paragraph Checklist)  
- After the presentations have students compare and contrast their neighborhoods (See Attachment: 5.3 Graphic Organizer – Venn Lines)

**Reader’s Response Letter**

Write a Reading Response Letter based on a character who is influenced by his or her neighborhood (Use 5.3 Other Evidence – Dialogue Journal as a graphic organizer to find examples of connections).

**Book Review Poster**

At the end of the reading unit, have students select their favorite text to review (See Attachment: 5.3 Performance Task – Book Review).

The review must have:
- Introduce the story with a summary (but don’t give it away!) and include author’s name and title of the book
- Two to three reasons why you like the book
- A personal connection to the book
- Who would you recommend this book for?
- Illustrate your poster with a pictures from the story and if possible, a picture of the author

## Stage 3 – Learning Plan

### Learning Activities

**Main Idea and Details**

- Select major events from a read aloud and illustrate them to create a visual summary. Turn this visual summary into writing (See Attachment: 5.3 Learning Activity - Summarizing Through Pictures)
- Create cards, which have example of a main idea of a paragraph, and a card for a detail (one detail per card), and have cards that give supporting details (one supporting detail per card). Have students sort out the cards to build a main idea pyramid with the main idea on top, details as the second layer, and supporting details on the bottom. Discuss what is the difference between main ideas and supporting details (See Attachment: 5.3 Learning Activity – Main Idea and Details Pyramid)
- Have students read aloud in partners a text. At the end of each paragraph have one partner ask “what is going on?” and have the other partner use transition words “first, then, next” to retell what happened in the paragraph. Partners should switch roles every paragraph to practice fluency and retelling (See Attachment: 5.3 Learning Activity – Transition Words)

## Non-Fiction Text and Text Features
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- Connect to what students learned last year in 4th grade about text features in non-fiction text. Use KWL chart (See Attachment: 5.3 Performance Task – KWL Chart) about non-fiction text features to determine what needs to be included.
- Based on the above activity, study non-fiction conventions that students need to review by comparing a variety of texts and complete Nonfiction Conventions Notebook (See Attachment: 5.3 Learning Activity – Nonfiction Conventions Notebook)
- Read aloud non-fiction text and model using context clues for inferring unknown words and have students complete word squares for vocabulary based on the text (See Attachment: 5.3 Other Evidence – Vocabulary Inference Chart)
- Compare and contrast as a class, in a group, in pairs a variety of non-fiction texts to find examples of non-fiction organization (description or list, sequence, compare and contrast, cause and effect)
- Have students select from organizers to sequence non-fiction text (See Attachment: 5.3 Learning Activity – Main Idea and Details Pyramid, or 5.3 Learning Activity – Story Map Summary)

Writing: Sentence Fragments
- Have students find the subject and predicate of the lyrics of song by School House Rock on subject and predicate (See Attachment: 5.3 Learning Activity – School House Rock)
- Define and find the “who” (subject) and “what” (object or predicate) of a sentence (See Attachment: 5.3 Learning Activity – Subject-Predicate)
- Have students create sentence strips of subject and object and combine them to create complete sentences. Have students create fragments and other students can add to their sentence to make them complete
- Have students create a run-on sentence by attaching sentences they write on sentence strips
- Have students correct a paragraph that contains fragments and run-on sentences (as a class, in pairs or individually)
- Have students revise each other’s writing on their neighborhood to find sentence fragments

Sample Lessons
- Lessons on Idea development for writing using the novel Nothing Ever Happens on 90th Street (See Attachment: 5.3 Sample Lesson – Nothing Ever Happens on 90th Street)
- Lessons on non-fiction text features, and summarizing:  http://www.shelleducation.com/samples/10177s.pdf

Literature Connections
- Be My Neighbor by Maya Ajmera
- House on Mango Street by Sandra Cisneros
- Nothing Ever Happens on 90th Street by Roni Schotter
- Seed Folks by Paul Fleischmann