

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade: 1		Unit# 4	Social Studies
Content Area: Language Arts integrated with Social Studies		Time Frame: 6-8 weeks	
		Language in which this content area is taught: Spanish	
Theme: Needs and Wants		Language Allocation for this grade: <u>80%</u> Spanish; <u>20%</u> English	
Big Ideas: <ul style="list-style-type: none"> • I want my students to... <ul style="list-style-type: none"> ▪ understand how human resources are used to produce goods and services that satisfy our needs and wants. ▪ know the difference between needs and wants. • I want my students to... <ul style="list-style-type: none"> ▪ understand that when reading an informational text, it is important to identify the key details in order to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic. 			
Standards			
<u>New Jersey Core Curriculum Content Standards for Social Studies</u> <u>U.S. History: America in the World</u> <ul style="list-style-type: none"> • NJCCCS 6.1.4.B.8- Compare ways people choose to use and distribute natural resources. • NJCCCS 6.1.4.B.9- Relate advances in science and technology to environmental concerns, and to actions taken to address them. • NJCCCS 6.1.4.C.2- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 	<u>Common Core State Standards (CCSS)</u> <u>Speaking and Listening</u> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u> Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al primer grado. <ul style="list-style-type: none"> a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Toman en cuenta lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios. 	<u>Spanish Language Development Standards (WIDA)</u> <ul style="list-style-type: none"> • WIDA. SLD. ESTÁNDAR 1 DLE: El lenguaje social y de instrucción Emergentes bilingües comunican con fines sociales y educacionales en el marco de la escuela • WIDA. SLD. ESTÁNDAR 2 DLE: El lenguaje de las artes de lenguaje Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en las materias de lengua y literatura • WIDA. SLD. ESTÁNDAR 5 DLE: El lenguaje de los estudios sociales Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de estudios sociales 	

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.1.2</u> Hacen y contestan preguntas sobre los detalles clave en un texto leído en voz alta, o información presentada oralmente o a través de otros medios de comunicación.• <u>CCSS.ELA-Literacy.SL.1.3</u> Hacen y contestan preguntas sobre lo que dice quien habla a fin de obtener información adicional o aclarar algo que no se entiende.• <u>CCSS.ELA-Literacy.SL.1.4</u> Describen a personas, lugares, cosas y acontecimientos con detalles relevantes, expresando sus ideas y sentimientos con claridad.• <u>CCSS.ELA-Literacy.SL.1.5</u> Añaden dibujos u otros medios visuales a las descripciones cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.• <u>CCSS.ELA-Literacy.SL.1.6</u> Forman oraciones completas cuando es adecuado según la tarea y situación. <p><u>Reading: Informational</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RI.1.1</u> Hacen y contestan preguntas sobre los detalles clave en un texto.• <u>CCSS.ELA-Literacy.RI.1.2</u>	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>Identifican el tema principal y recuentan los detalles clave de un texto.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RI.1.3</u> Describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.• <u>CCSS.ELA-Literacy.RI.1.4</u> Hacen y contestan preguntas para determinar o aclarar el significado de palabras y frases en un texto.• <u>CCSS.ELA-Literacy.RI.1.5</u> Conocen y usan varias características de texto (por ejemplo: encabezados, tablas de contenido, glosarios, menús electrónicos, iconos), para localizar los datos clave o información en un texto.• <u>CCSS.ELA-Literacy.RI.1.6</u> Distinguen entre la información proporcionada por imágenes u otras ilustraciones y la información contenida en las palabras de un texto.• <u>CCSS.ELA-Literacy.RI.1.7</u> Usan las ilustraciones y los detalles en un texto para describir las ideas clave.• <u>CCSS.ELA-Literacy.RI.1.8</u> Identifican las razones que un autor ofrece para apoyar los puntos en un texto.• <u>CCSS.ELA-Literacy.RI.1.9</u>	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>Identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RI.1.10</u> Con sugerencias y apoyo, leen textos informativos de complejidad apropiada para el primer grado. . <p><u>Writing</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.W.1.2</u> Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión.• <u>CCSS.ELA-Literacy.W.1.3</u> Escriben narraciones en las cuales recuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen cierto sentido de conclusión.• <u>CCSS.ELA-Literacy.W.1.5</u> Con la orientación y el apoyo de adultos, se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.• <u>CCSS.ELA-Literacy.W.1.6</u> Con la orientación y el apoyo de adultos, usan una variedad de	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.W.1.7</u> Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros sobre “cómo funciona” o “cómo se hace algo”, sobre un tema determinado y los usan para escribir una secuencia de instrucciones).• <u>CCSS.ELA-Literacy.W.1.8</u> Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta. <p><u>Reading: Foundational</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RF.1.1</u> Demuestran comprensión de la organización y características básicas de los materiales impresos.<ul style="list-style-type: none">a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (;?), exclamación (;!), y guión largo para abrir y cerrar un diálogo.b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama	
--	--	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>tilde colocada sobre una vocal y que indica dónde recae el énfasis de la palabra.</p> <p>c. Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras (si, sí; te, té; tu, tú); en ese caso se llama acento diacrítico.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RF.1.2</u> Demuestran comprensión de las palabras pronunciadas oralmente, las sílabas y los sonidos (fonemas).<ul style="list-style-type: none">a. Distinguen los sonidos (fonemas) de las vocales en palabras.b. Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal).c. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas).d. Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales (fonemas).	
--	--	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>e. Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to.</p> <p>Acentuación</p> <p>f. Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad).</p> <p>g. Reconocen que una sílaba puede consistir de una sola vocal (a-mo; mí-o; dí-a; ví-a; a-brí-a; o-jo; u-ña; e-so).</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RF.1.3</u> Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras.<ul style="list-style-type: none">a. Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr (chile, lluvia, perro).b. Distinguen entre las sílabas abiertas (terminadas en vocal) y las sílabas cerradas (terminadas en consonante).c. Distinguen entre las vocales fuertes (a,e,o) y las vocales débiles (i,u) que se juntan en una sílaba para formar diptongo.d. Usan el conocimiento de que toda sílaba debe de tener	
--	--	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>por lo menos el sonido de una vocal para determinar el número de sílabas en una palabra escrita (ejemplo: sílabas con una sola vocal, diptongos o triptongos).</p> <ul style="list-style-type: none">e. Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas.f. Leen palabras con inflexiones al final (género -o/-a; número -os/-as, aumentativos -ote y diminutivos -ito).g. Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).h. Reconocen combinaciones consonánticas (consonante + l; consonante + r) en palabras ya conocidas que contienen letras líquidas (blanco, planta, grande, tronco, traspaso, claro, trabajo, otra, cuatro).i. Distinguen entre las vocales y las consonantes y reconocen que sólo las vocales llevan acento escrito.j. Reconocen que el acento escrito (acento ortográfico) es una marca colocada sobre	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>una vocal que indica cuál es la sílaba de mayor énfasis de la palabra y que sigue las reglas ortográficas.</p> <p>Language:</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.1.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.<ol style="list-style-type: none">a. Escriben con letra de molde todas las letras mayúsculas y minúsculas.b. Usan sustantivos comunes y propios.c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; los niños brincan).d. Usan pronombres personales, pronombres posesivos e indefinidos (yo, me, mi, mío, alguien). Reconocen el uso formal e informal entre tú/usted.e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<ul style="list-style-type: none">f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo.g. Usan conjunciones que se utilizan con frecuencia (ejemplo: y, pero, o, así que, porque).h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas).i. Usan correctamente las preposiciones que se utilizan con frecuencia (ejemplo: sin, según, desde, hasta, hacia).j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.k. Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen.l. Reconocen y explican la formación de las dos	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>contracciones del español: al = a + el, del = de + el.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.1.2</u> Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.<ol style="list-style-type: none">a. Emplean la mayúscula al escribir nombres de personas, lugares, nombres de días festivos (Navidad, Año Nuevo, etc.) y eventos importantes (Cinco de Mayo).b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡!.c. Reconocen la función de la coma para enumerar y separar palabras en una serie.d. Usan ortografía convencional para palabras con patrones ortográficos comunes y para palabras de ortografía compleja de uso frecuente.e. Deletrean fonéticamente palabras desconocidas, usando la fonética, el reconocimiento de palabras	
--	---	--

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>y las normativas de la ortografía.</p> <p>Acentuación</p> <p>f. Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).</p>	
<p>Content Targets: Language Arts, Social Studies</p>		
<p>Learning Targets</p> <p>Social Studies</p> <p><i>Inquiry</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about their communities • Compare life in their communities with life in other places • Describe the differences between buyers, sellers and producers • Define goods and services • Describe what it is to spend money and save money • Make connections between two texts. <p><i>Historical Thinking Practices: C-3Framework for Social Studies</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and describe how people produced goods. • Ask and answer questions about life in a farm. • Compare and contrast needs and wants. <p>Language Arts</p> <p><i>Speaking and Listening</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen to others and share thoughts meeting our needs <p><i>Reading</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell the difference between facts and opinions in the text 	<p>Formative Assessments:</p> <p>Task/Product A: :”Then and Now”</p> <p><u>Product:</u> Students will draw a picture of objects that are used now that were not used some years ago. Student will share their pictures with the class. Explain who bought the items such as a tablet, mini laptop, or handheld game.</p> <p><u>Tool:</u> Teacher Created Rubric</p> <p><u>Student Configuration:</u> Individual Presentation</p> <p>Task/Product B: “My Future Job”</p> <p><u>Product:</u> Students will draw a picture of what they want to be as an adult in order to buy the things they need and want. They will share and describe their drawing with the class.</p> <p><u>Tool:</u> Teacher Created Rubric</p> <p><u>Student Configuration:</u> Independent Work</p> <p>Summative Assessment:</p> <p>Task/Product C: “Fun Times Long Ago”</p> <p><u>Product:</u> Students will draw and describe what they would do if their mom and dad were in need of more money in order to pay for the rent.</p> <p><u>Tool:</u> Teacher Created Rubric</p> <p><u>Student Configuration:</u> Independent Work and Individual Presentation</p>	

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Identify the main topic
- Retell key details of a text
- Describe the connection between two individual events or ideas
- Ask and answer WH-questions about a text read aloud to compare and contrast the details, using illustrations and details from the text to support their questions.

Writing

Students will be able to:

- Write about how buying to meet their needs.
- Write captions for pictures, describing what your needs are at home.

See Word Study and Fluency section for learning targets related to Reading Foundational Skills (RF) and Language (L) that are based on the standards listed at the top of this BUF.

Language Development

These targets were chosen in consideration of the tasks students need to engage in as part of this unit. They also connect back to the CCSS for Language that students are expected to master and apply in both speaking and writing.

Language Needed for this Unit

The words and sentences below are examples of the kind of language students will need for unit activities. In addition, to planning language instruction at the unit level, is helpful to identify the language needed at the lesson level. Student language proficiency levels are most important data points in planning for language development. The Can Do Descriptors from WIDA are a good tool to inform this work.

Word (Vocabulary)	Sentence (Sentence Frames)	Discourse
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Describir/Describe • Hecho y Opinion/Fact and Opinion • Identificar/Identify <p><u>History</u></p> <ul style="list-style-type: none"> • Necesidades/Needs • Productores/producers • Vendedores/sellers <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Idea principal/ Main Idea • Comparar y contrastar/Compare and contrast 		<p>Hómonimos/Homonyms</p>

Building Oracy and Background Knowledge

Concept Attainment with TPR: objects

- Use objects that represent different types of vocabulary associated with history. Utilize different hand gestures to represent the different ways we can express our needs and wants (ie. Money, house, food, clothes, xbox, tablet, car). As each motion is modeled by the teacher, students talk to a partner and ask the question “¿Qué es?” and “¿Qué detalle describe este movimiento?” The teacher asks the student to share out and emphasizes the name of the movement.

Concept Attainment with TPR: Activities

- Use pictures from the texts that are part of this unit or clip art that demonstrates the different ways we can express our needs and wants. (ie. Necesario, sobrevivir, deseo). As each picture is revealed, students talk to a partner to answer the question, “What is happening in the picture?” The teacher asks a student to share out and emphasize the word while introducing the movement (TPR) for the word.

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Reading Comprehension

Strategies to introduce each read aloud and build or review oracy before reading.

- Picture Walk

Strategies to support comprehension and ongoing oracy development:

- TPR(Teacher uses TPR as he/she reads key words)
- Active listening with TPR(Students use TPR when they hear key words)
- Scaffolded Partner Sharing (using visuals, such as copies of illustrations from the book, and/or sentences frames as scaffolds)
- Graphic organizers to map information.

Make copies of pictures from the book that illustrate key information. Put students in partners and give each pair one illustration. Model for students how to talk about the illustration (including a sentence frame such as “ *Esta imagen muestra...*”), they ask students to talk with their partner about the illustration they have. Teacher draws a graphic organizer appropriate for the information being mapped and poses a question to students (*¿Qué son los objetos o signos que usamos para expresar nuestras necesidades o deseos?*)

Text: *La vida en la granja*. Escrito por Margie Burton.

- Content: **Listen** to an informational text about life in the farm.
- Language Arts: **Identify the Main Idea and Details** in the text. **Summarize** the key points.
- Language Development: Using “ir” endings

Text: *De una planta a una camisa de algodón*. Escrito por Lola Schaefer

- Content: **Listen** to an informational text about the steps and process of making a cotton shirt. **Discuss and retell the sequence** and or process in making a cotton shirt.
- Language Arts: **Identify the sequence of events** described in the text. Identify and use various text features (e.g., headings, tables of contents, glossaries) to facilitate understanding of the text.
- Language Development: Use of words that describe

Text: *Una buena idea*. Escrito por Timothy Prentiss.

- Content: Listen to a realistic fiction about three great citizens who decide to raise funds in order to help victims of a storm. Discuss their idea and make connections.
- Language Arts: **Make Inferences**
- Language Development: **Use of adjectives and pronouns**

Guided Reading Texts:

Reading A to Z

Benchmark Books

Writing

Modeled/Shared Writing

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Group Writing

For each of the group writing experiences, the teacher distributes pictures of needs. Students have an opportunity to talk with a partner about what is happening in the picture. When the teacher brings the group back, together, he/she asks for volunteers to share what is in their picture with the whole group. The students are prompted to use sentence frames and/or TPR to describe their picture. Then the child brings the picture up to the chart and the teacher writes the child's description on the chart using predictable text. The writing includes modeling of purpose and use of capitalization and punctuation in a sentence.

Modeled/Shared Writing

Group Writing: Descriptive retelling of a read aloud

The teacher uses the graphic organizer appropriate for the retelling activity, to guide students in completion of the writing.

Independent Writing

Writing about Reading

Students respond to questions about texts.

- *¿Qué ves en la foto?*
 - **Según el texto, a.....**
- *¿Cuáles son algunas cosas que conoces sobre esta situación?*
 - **Según el texto, a.....**

Independent Writing

Web page and Caption

Students will draw and write a caption about a time in their family where there were needs and they had to come up with an idea to meet that need.

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Word Study and Fluency

- Using dictado created from the text of LEA, the teacher provides mini lessons on the following:
Foci of Mini Lessons
 - Strong and weak vowels
 - Identify strong vowels (a, o, u) vs. weak vowels (i, e)
 - Identify that a weak vowel must always be accompanied by a strong vowel and this creates a diphthong
 - Diphthongs (ea, ue, ua)
 - Identify the individual sounds together form a diphthong
 - Identify which vowel is the strong vowel/weak one
 - Sentence Features
 - Punctuation with interrogative/ exclamatory sentences (¿.....?/ ¡.....!)
 - First word capitalized
 - Accent
 - Can change meaning of word

Summative Assessments are administered at this point, which is considered the end of the unit.

The Bridge: Strengthening Bridges between Languages

Language of instruction: Spanish to English

- Students collaboratively choose key words from unit of study, in Spanish
- TPR; students collaboratively create movements to associate with each key word.
- Students and teachers move to English, and associate each movement with the word in English. Students provide the English equivalent that they know, and teacher provides those terms students do not know in English.

Metalinguistic Focus

The *Language and Reading Foundational Standards* will be used as the metalinguistic focus for the Bridge. The following is a sample of possible foci for the Bridge. Teachers would use student writing, observations made by students, and the standards/learning targets found above for language and foundational skills as possible foci for the Bridge.

- Morphology – Example: Des/dis – students will identify affixes that have the same meaning in both Spanish and English
- Phonology o f/ph – students will identify the sound /f/ can be written ph in English but only f in Spanish
- Syntax and grammar o The use of accents in words is specific to Spanish
- Beginning and end sounds

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Extension Activity Standards

Language of instruction: English

Common Core State Standards (CCSS)

Speaking and Listening

- CCSS.ELA-LITERACY.SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.ELA-LITERACY.SL.1.6
Produce complete sentences when appropriate to task and situation.

Reading

- CCSS.ELA-LITERACY.RL.1.3
Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.1.6
Identify who is telling the story at various points in a text.

Writing

- CCSS.ELA-LITERACY.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.6

**Camden City School District
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

- CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- CCSS.ELA-LITERACY.L.1.4

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Formative Assessment:

Checklist and resources that respect the resources of the two-language learner