

**Camden City School District  
Biliteracy Unit Framework**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

<b>Grade: 2</b>		<b>Unit# 3</b>	<b>Social Studies</b>
<b>Content Area:</b> Language Arts integrated with Social Studies		<b>Time Frame:</b> 6-8 weeks	
		<b>Language in which this content area is taught:</b> Spanish	
<b>Theme:</b> Innovation and Geography		<b>Language Allocation for this grade:</b> <u>70%</u> Spanish; <u>30%</u> English	
<b>Big Ideas:</b>			
<ul style="list-style-type: none"> <li>• I want my students to...             <ul style="list-style-type: none"> <li>▪ understand the importance and purpose of monuments.</li> </ul> </li> <li>• I want my students to...             <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> </ul>			
<b>Standards</b>			
<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"> <li>• NJCCCS 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</li> <li>• NJCCCS 6.1.4.A.15- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>• NJCCCS 6.1.4.D.17- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	<u>Common Core State Standards (CCSS)</u> <u>Speaking and Listening</u> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.2.1</u> Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al segundo grado.             <ol style="list-style-type: none"> <li>a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).</li> <li>b. Toman en cuenta lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.</li> <li>c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los</li> </ol> </li> </ul>	<u>Spanish Language Development Standards (WIDA)</u> <ul style="list-style-type: none"> <li>• <b>WIDA. SLD. ESTÁNDAR 1 DLE: El lenguaje social y de instrucción</b> Emergentes bilingües comunican con fines sociales y educacionales en el marco de la escuela</li> <li>• <b>WIDA. SLD. ESTÁNDAR 2 DLE: El lenguaje de las artes de lenguaje</b> Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en las materias de lengua y literatura</li> <li>• <b>WIDA. SLD. ESTÁNDAR 5 DLE: El lenguaje de los estudios sociales</b> Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de estudios sociales</li> </ul>	

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	<p>temas y los textos que se están tratando.</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.SL.2.2</u> Recuentan o describen las ideas clave y los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otros medios de comunicación.</li><li>• <u>CCSS.ELA-LITERACY.SL.2.3</u> Hacen y contestan preguntas sobre lo que dice quien habla a fin de aclarar la comprensión, obtener información adicional o profundizar en la comprensión del tema o asunto.</li><li>• <u>CCSS.ELA-LITERACY.SL.2.4</u> Cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes, hablando en forma audible y en oraciones coherentes.</li><li>• <u>CCSS.ELA-LITERACY.SL.2.5</u> Hacen grabaciones de audio de cuentos o poemas; añaden dibujos u otros efectos visuales a los cuentos o relatan experiencias cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.</li><li>• <u>CCSS.ELA-LITERACY.SL.2.6</u> Escriben oraciones completas cuando es adecuado a la tarea y situación, a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1-3 de lenguaje para expectativas adicionales).</li></ul> <p><b><u>Reading: Informational</u></b></p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.RI.2.1</u></li></ul>	
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	<p>Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.</p> <ul style="list-style-type: none"><li>● <u>CCSS.ELA-LITERACY.RI.2.2</u> Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.</li><li>● <u>CCSS.ELA-LITERACY.RI.2.3</u> Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto</li><li>● <u>CCSS.ELA-LITERACY.RI.2.4</u> Determinan en un texto el significado de palabras y frases pertinentes a un tema o material de segundo grado.</li><li>● <u>CCSS.ELA-LITERACY.RI.2.5</u> Conocen y usan varias características de un texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente datos clave o información en un texto.</li><li>● <u>CCSS.ELA-LITERACY.RI.2.6</u> Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar o describir</li><li>● <u>CCSS.ELA-LITERACY.RI.2.7</u> Explican cómo las imágenes específicas (por ejemplo: un</li></ul>	
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	<p>diagrama que muestra cómo funciona una máquina) contribuyen a aclarar un texto.</p> <ul style="list-style-type: none"><li>● <u>CCSS.ELA-LITERACY.RI.2.9</u> Comparan y contrastan los puntos más importantes que se presentan en dos textos sobre el mismo tema.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>● <u>CCSS.ELA-LITERACY.W.2.2</u> Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos y proporcionan una declaración o sección final.</li><li>● <u>CCSS.ELA-LITERACY.W.2.3</u> Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen un sentido de conclusión.</li><li>● <u>CCSS.ELA-LITERACY.W.2.8</u> Recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.</li></ul> <p><b>Reading: Foundational</b></p> <ul style="list-style-type: none"><li>● <u>CCSS.ELA-LITERACY.RF.2.3</u> Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.</li></ul>	
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	<ul style="list-style-type: none"><li>a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).</li><li>b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.</li><li>c. Decodifican palabras multisilábicas.</li><li>d. Decodifican palabras con prefijos y sufijos de uso frecuente.</li><li>e. Identifican palabras que contienen el mismo fonema pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).</li><li>f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con h, que es siempre muda, excepto en el dígrafo ch, o con las sílabas que, qui; gue, gui.</li><li>g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico.</li><li>h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.</li></ul>	
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	<ul style="list-style-type: none"><li>i. Reconocen y usan acento escrito para indicar que hay hiato y no diptongo, en palabras conocidas (María, baúl, maíz).</li><li>• <u>CCSS.ELA-LITERACY.RF.2.4</u> Leen con suficiente precisión y fluidez para apoyar la comprensión.<ul style="list-style-type: none"><li>a. Leen textos a nivel adecuado con propósito y comprensión.</li><li>b. Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.</li><li>c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releendo cuando sea necesario.</li></ul></li></ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.L.2.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.<ul style="list-style-type: none"><li>a. Usan sustantivos colectivos (ejemplo: la gente, el grupo).</li><li>b. Usan sustantivos comunes que forman el plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes).</li><li>c. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos</li></ul></li></ul>	
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	<p>mucho. Se sienten contentos hoy).</p> <p>d. Forman y usan el tiempo pasado de los verbos irregulares que se utilizan con frecuencia (ejemplo: decir-dijo, hacer-hizo, poner-puso, saber-supimos).</p> <p>e. Usan adjetivos y adverbios y eligen entre ellos dependiendo de lo que se va a modificar. (ejemplo: rápido, rápidamente, lento, lentamente).</p> <p>f. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vio la película. El niño pequeño vio la película. La película que vio el niño pequeño fue interesante.).</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.L.2.4</u> Determinan y aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples en base a la lectura y el contenido académico de segundo grado, eligiendo con flexibilidad entre una serie de estrategias. Emplean la mayúscula al escribir nombres propios, días festivos, marcas de productos, nombres geográficos y sólo en la primera letra de títulos de libros, películas, obras teatrales, etc.</li></ul>	
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	<ul style="list-style-type: none"> <li>a. Usan el contexto de la oración para entender el significado de una palabra o frase.</li> <li>b. Determinan el significado de una nueva palabra formada cuando un prefijo conocido se le añade a una palabra conocida (ejemplo: feliz-infeliz, contar-recontar).</li> <li>c. Usan una palabra de raíz conocida como clave para entender el significado de una palabra desconocida con la misma raíz (ejemplo: adición, adicional).</li> <li>d. Usan el conocimiento del significado de palabras simples para predecir el significado de palabras compuestas (ejemplo: pasar, pasatiempo; sacar, sacapuntas, bien, bienvenidos).</li> <li>e. Usan glosarios y diccionarios básicos, tanto impresos como digitales, para determinar o aclarar el significado de palabras y frases.</li> </ul>	
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**Content Targets:** Language Arts, Social Studies

**Learning Targets**

**Social Studies**

*Inquiry*

Students will be able to:

- Describe and name U.S. monuments.
- Monitor reading by making connections

*Historical Thinking Practices:* [C-3Framework for Social Studies](#)

Students will be able to:

**Formative Assessments:**

**Task/Product A: :”The Venn Diagram”**

Product: Students will compare and contrast chapters in the same text using a Venn Diagram.

Tool: Teacher Created Rubric

Student Configuration: Individual Presentation

**Task/Product B:**

Product: Students will create a drawing and describe in writing one of the four faces in the rock.



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- Explore the lives of the four faces carved into Mount Rushmore.
- Explain the purpose of the United Nations building.
- Discuss each text.

**Language Arts**

*Speaking and Listening*

Students will be able to:

- Listen to and think about other people’s questions about history and facts learned about great American history figures.

*Reading*

Students will be able to:

- Discuss the importance of remembering the contributions made by the four faces in the rock.
- Ask and answer WH-questions about a text read aloud to identify main idea and supporting details, using illustrations and details from the text to support their questions.

*Writing*

Students will be able to:

- Generate questions about services that help all countries.
- Write about the lives of the four faces in the rocks.

*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.

Tool: Teacher Created Rubric

Student Configuration: Independent Work

**Summative Assessment:**

**Task/Product C: “ A Problem Solved”**

Product: Students will write about a problem in their community they would like solved by the representatives at the United nations.

Tool: Teacher Created Rubric

Student Configuration: Independent Work and Individual Presentation

**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"> <li>• monumentos/ monuments</li> <li>• invaluable/priceless</li> <li>• asistencia/assistance</li> <li>• Monumento conmemorativo/memorial</li> </ul> <p><u>Language Arts</u></p> <ul style="list-style-type: none"> <li>• Comparar/ Compare</li> <li>• Hacer Inferencias/Making Inferences</li> <li>• Discutir/Discuss</li> <li>• Explicar/Explain</li> </ul>		<p>Verbos irregulares/Irregular verbs</p>

**Building Oracy and Background Knowledge**

Concept Attainment with TPR: Objects

- Use objects that represent different types of movement. Utilize different hand gestures to represent the different vocabulary words. As each motion is modeled by the teacher, students talk to a partner and ask the question “¿Qué es?” The teacher asks the student to share out and emphasizes the name of the movement.

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Concept Attainment with TPR: Activities

- Use pictures from the texts that are part of this unit or clip art that demonstrates the different vocabulary. 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 verb while introducing the movement for the vocabulary word

**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.

Text: *Cuatro rostros de roca*. Escrito por Stacey Zable

- Content: **Read** an informational text about the four faces in rock and how they were made.
- Language Arts: **Identify the main idea** in the text. **Compare and contrast** key details.
- Language Development: Words related to U.S. monuments/Proper nouns

Text: *Una visita a la sede de las naciones* Escrito por Jeff O’ Kelly

- Content: **Listen** to an informational text about the challenges of colonial life. **Describe** some of their experiences.
- Language Arts: **Compare and contrast** colonial life.
- Language Development: irregular verbs

Guided Reading Texts:

Reading A to Z

Benchmark books

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**Writing**

**Modeled/Shared Writing**

Group Writing

For each of the group writing experiences, the teacher distributes pictures of monuments in the United States. Students have an opportunity to talk with a partner about what they see 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. 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 a graphic organizer appropriate recording their ideas and will guide students in the completion of their writing.

**Independent Writing**

Writing about Reading

Students respond to questions about texts.

- *¿Cuáles monumentos que conocemos?*
  - **Según el texto, a.....**
- *¿Cual es el tema?*
  - **Según el texto, a.....**

Encontrar por lo menos tres (3) palabras que los estudiantes no conocen. Entonces, deducir el significado de las palabras por su contexto.

**Independent Writing**

Each student will write about what happens in the United Nations and how it serves the world.

**Word study and fluency**

- Using dictation 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

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*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

**Extension Activity Standards**

**Language of instruction:** English

Common Core State Standards (CCSS)

*Speaking and Listening*

- CCSS.ELA-LITERACY.SL.2.1  
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.2.2  
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.2.3  
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.2.6  
Produce complete sentences when appropriate to task and situation.

*Reading*

- CCSS.ELA-LITERACY.RL.2.1

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Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- CCSS.ELA-LITERACY.RL.2.2  
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.ELA-LITERACY.RL.2.3  
Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.2.4  
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- CCSS.ELA-LITERACY.RL.2.9  
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Writing**

- CCSS.ELA-LITERACY.W.2.1  
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- CCSS.ELA-LITERACY.W.2.3  
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- CCSS.ELA-LITERACY.W.2.6  
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.2.7  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.

**Language**

- CCSS.ELA-LITERACY.W.2.4  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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Biliteracy Unit Framework**

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- CCSS.ELA-LITERACY.L.2.5  
Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawn*)

**Formative Assessment:**

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