

Camden City School District
Biliteracy Unit Framework
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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| Grade: 3 | Unit# 2 | 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: Exploring Our World | Language Allocation for this grade: <u>60%</u> Spanish; <u>40%</u> English | |
| Big Ideas: <ul style="list-style-type: none"> • I want my students to understand: <ul style="list-style-type: none"> ▪ The differences between life then and now as a result of the social change inspired by civil rights leaders. ▪ The history of different communities in North America. • I want my students to understand that when reading literary texts, it is important to: <ul style="list-style-type: none"> ▪ Listening, speaking, reading, and writing about history. ▪ Explore the accomplishments and efforts of Dr. Martin Luther King Jr., Jacques Cartier and Mary McLeod Bethune which can be discovered through different genres of texts. | | |
| Standards | | |
| <u>New Jersey Core Curriculum Content Standards for Social Studies</u> <u>History, Culture and Perspectives</u> <ul style="list-style-type: none"> • NJCCCS 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • NJCCCS 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. • NJCCCS 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served | <u>Common Core State Standards (CCSS)</u> <u>Reading</u> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.3.1</u> Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita al texto como base para las respuestas. • <u>CCSS.ELA-LITERACY.RI.3.2</u> Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea principal. • <u>CCSS.ELA-LITERACY.RI.3.3</u> Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos de los procedimientos técnicos en un texto, usando un lenguaje que se refiera al tiempo, secuencia y causa/efecto. • <u>CCSS.ELA-LITERACY.RI.3.4</u> | <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 |

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| <p>as catalysts for social change and inspired social activism in subsequent generations.</p> | <p>Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de tercer grado.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.3.5</u> Usan de manera eficiente las características del texto y herramientas de búsqueda (ejemplo: palabras clave, barras laterales, hipervínculos) para localizar información relevante para un tema determinado. • <u>CCSS.ELA-LITERACY.RI.3.7</u> Usan la información obtenida de las ilustraciones (ejemplo: mapas, fotografías) y las palabras en un texto para demostrar la comprensión del mismo (ejemplo: dónde, cuándo, por qué y cómo ocurren los acontecimientos clave). • <u>CCSS.ELA-LITERACY.RI.3.8</u> Describen la conexión lógica entre oraciones particulares y párrafos en un texto (ejemplo: comparación, causa/efecto, primero/segundo/tercero en una secuencia). <p><u>Reading Foundational</u></p> <ul style="list-style-type: none"> • <u>CCSS.ELA LITERACY.RF.3.4</u> Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. <ul style="list-style-type: none"> a. Identifican y conocen el significado de los prefijos más comunes y los sufijos | |
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| | <p>derivativos.</p> <ul style="list-style-type: none">b. Decodifican palabras con sufijos comunes del latín.c. Decodifican palabras de sílabas múltiples.d. Leen palabras a nivel de grado, con deletreo irregular (ejemplo: reconocen que la h es muda, excepto en el dígrafo ch; y que la u es muda en las sílabas que, qui, gue, gui).e. Reconocen cognados entre el inglés y español y explican las diferencias en su pronunciación y ortografía.f. Reconocen las palabras de género masculino o femenino que no concuerdan con las reglas comunes (ejemplo: el mapa, el problema, el águila vs. las águilas).g. Conocen y emplean diminutivos y aumentativos (ejemplo: -ito, -ote, -ón).h. Conocen y emplean las terminaciones para la concordancia de adjetivos con sustantivos.i. Reconocen los grados del adjetivo comparativo (ejemplo: mayor/menor) y superlativo (terminados en -ísimo).j. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras ya conocidas aplicando análisis sistemático: | |
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| | <ol style="list-style-type: none">1. Cuentan el número de sílabas.2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).4. Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/).5. Escriben el acento ortográfico si es necesario. <p>k. Reconocen que algunas palabras homófonas llevan acento escrito (acento diacrítico) para distinguir su función y significado (ejemplo: si, sí; el, él; te, té).</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RF.3.4</u> Leen con suficiente precisión y fluidez para apoyar la comprensión.<ol style="list-style-type: none">a. Leen textos a nivel de grado con propósito y comprensión.b. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo y expresión adecuado en lecturas sucesivas.c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releendo cuando sea necesario. | |
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Writing

- CCSS.ELA-LITERACY.W.3.3
Escriben narraciones que presentan

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| | <p>experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.</p> <ol style="list-style-type: none">a. Establecen una situación y presentan al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.b. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones.c. Usan palabras y frases que describen el tiempo para señalar el orden de los acontecimientos.d. Ofrecen cierre o conclusión. <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.3.4</u> Con la orientación y el apoyo de adultos, redactan textos en los cuales el desarrollo y la organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados).• <u>CCSS.ELA-LITERACY.W.3.7</u> Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema.• <u>CCSS.ELA-LITERACY.W.3.8</u> Recuerdan información de experiencias o recopilan información | |
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| | <p>de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.3.10</u> Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas. <p><i><u>Speaking and Listening</u></i></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.3.1</u> Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de tercer grado expandiendo sobre las ideas de los demás y expresando las propias con claridad.<ol style="list-style-type: none">a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema para explorar las ideas que se discuten.b. Siguen las reglas acordadas para participar en las conversaciones (ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar | |
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| | <p>uno a la vez sobre los temas y textos que se están tratando).</p> <p>c. Hacen preguntas para verificar la comprensión de la información presentada, mantenerse dentro del tema y para enlazar sus comentarios con los comentarios de los demás.</p> <p>d. Explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.3.2</u> Determinan las ideas principales y detalles de apoyo de un texto leído en voz alta o de información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.• <u>CCSS.ELA-LITERACY.SL.3.3</u> Hacen y contestan preguntas sobre la información presentada por un hablante ofreciendo comentarios y detalles apropiados.• <u>CCSS.ELA-LITERACY.SL.3.4</u> Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes hablando con claridad y a un ritmo comprensible.• <u>CCSS.ELA-LITERACY.SL.3.5</u> Hacen grabaciones de audio dinámicas de cuentos y poemas que demuestran la lectura fluida a un ritmo comprensible; añaden efectos | |
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| | <p>visuales cuando es adecuado para enfatizar o realzar ciertos hechos o detalles.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.3.6</u> Hablan con oraciones completas cuando es adecuado a la tarea y situación a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1 y 3 de lenguaje del tercer grado). <p><u>Language</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.3.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.<ol style="list-style-type: none">a. Explican la función de los sustantivos, pronombres, verbos, adjetivos y adverbios en general y sus funciones en oraciones particulares.b. Forman y usan plurales de sustantivos regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes).c. Usan sustantivos abstractos (ejemplo: libertad, belleza, amor).d. Forman y usan verbos regulares que terminan en -ar, -er, -ir y verbos irregulares (ser, ir, haber).e. Forman y usan los tiempos | |
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| | <p>simples de los verbos (ejemplo: Yo caminé; Yo camino; Yo caminaré) y reconocen el uso de verbos en el modo subjuntivo (mandatos, expresión de posibilidad).</p> <p>f. Aseguran la concordancia entre sujeto-verbo y pronombre-antecedente.* Reconocen el uso de formas verbales formales e informales (tú-usted, ustedes).</p> <p>g. Forman y usan adjetivos y adverbios en sus tres grados: positivo, comparativo, superlativo, en concordancia a lo que modifican (ejemplo: Juan es alto; Pedro es más alto que Juan; Pedro es altísimo).</p> <p>h. Usan las conjunciones coordinadas y subordinadas.</p> <p>i. Forman oraciones simples, compuestas y complejas.</p> <p>j. Reconocen el cambio de significado o énfasis por la posición del adjetivo antes o después del sustantivo (ejemplo: una gran señora, una señora grande; comidas varias, varias comidas; un pobre hombre, un hombre pobre).</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.3.2</u> Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. <ul style="list-style-type: none"> a. Emplean la mayúscula solo en la | |
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| | <p>primera letra de la primera palabra en títulos.</p> <ul style="list-style-type: none">b. Usan comas al escribir una dirección.c. Usan el guión largo para indicar los diálogos.d. Usan la preposición “de” para indicar el posesivo.e. Usan ortografía convencional para palabras de uso frecuente y para otras palabras ya estudiadas y para añadir sufijos a palabras base (ejemplo: infinitivos: sentarse, verme, verlo; gerundios: sentándose, viéndolo; mandatos: dámelo, siéntate).f. Usan patrones de ortografía y generalizaciones al escribir las palabras (ejemplo: familias de palabras, ortografía basada en la posición, patrones silábicos, reglas para concluir, partes significativas de la palabra).g. Consultan materia les de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones.h. Reconocen y emplean el acento ortográfico en palabras agudas, llanas (graves) y esdrújulas a nivel de grado.i. Usan el acento diacrítico para distinguir palabras homófonas por su significado y función | |
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(ejemplo: te té, si, sí).

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| <p>Learning Targets</p> <p>Social Studies <i>History and Innovation</i> Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast life now and life in the past. • Read and create timelines of historical events. • Use text features to locate information. • Describe the relationship between a series of historical events • Describe the origin of Thanksgiving • Identify the difference between real people and fictional characters • Use Web tools to access information about maps, landforms, and bodies of water • Use web tools to publish a personal narrative. <p>Language Arts <i>Speaking and Listening</i> Students will be able to:</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <p><i>Reading</i> Students will be able to:</p> <ul style="list-style-type: none"> • Identify the theme or main idea of the text • Recount key details • Explain how the key details support the main idea • Make inferences | <p>Formative Assessments:</p> <p>Social Studies <i>History and Innovation</i> Task 1- <u>Gallery Walk / Brainstorm Carousel</u> Purpose: To encourage students to state what they know about a topic orally Grouping Format: Whole class interaction Task 2- <u>Give One - Get One</u> Purpose: To promote oral language recall of content instruction Grouping Format: Interactive small groups Task 3- <u>I Have...Who Has...?</u> Purpose: To encourage oral language interaction among students and review a content topic Grouping Format: Interactive pairs or small group</p> <p>Language Arts <i>Speaking and Listening</i> Task 4- Using a teacher created rubric for participation in collaborative discussions (that includes the indicators listed on the left, have students individually assess themselves. Us the rubric to engage in conferences with students to support further development.</p> <p><i>Reading</i> Formative Assessments during the Reading Comprehension section will include teacher anecdotal notes collected during whole group discussions, small group discussion and individual conferences.</p> <p>Task 5- <u>4 to 1</u></p> |
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- Explore cause and effect relationships
- Cite evidence from the text to support responses
- Closely read two texts on the same subject to identify key details
- Compare and contrast information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Read grade-level text with purpose and understanding

Purpose: To analyze a topic for critical concepts and share orally
Grouping Format: Individual writing task, interactive small groups, and whole class instruction.

Task 6- [*Directed Reading/ Thinking Activity \(DRTA\)*](#)

Purpose: To increase reading comprehension through student reflection and prediction

Grouping Format: Interactive Pairs, small group instruction, whole class instruction

Task 7- [*Anticipation Guides \(Kauffman, 2007\)*](#)

Purpose: To require students to assess their level of content understanding prior to reading a text

Grouping Format: Individual reading/writing, interactive small group, whole class instruction

Writing

Students will be able to use the **Writing Process** to:

- Establish a situation and introduce a narrator or characters
- Organize and event sequence that unfolds naturally
- Use dialogue
- Use temporal words and phrases to signal event order
- Provide a sense of closure
- Produce writing that is clear and understandable to the reader
- Practice revising and editing skills
- Use a variety of graphic organizers (four square, story maps) to assist with developing a plan for writing
- Use digital tools to publish personal narratives

Writing

Formative assessments during the Writing section will include teacher anecdotal notes collected during whole group discussions, small group instruction, and individual conferences as instruction is supplied on the writing process.

Task 8- [*Content Learning Logs*](#)

Purpose: To increase skill of summarizing in writing

Grouping Format: Individualized writing activity

Task 9- [*Dialogue Journals \(Peyton & Reed, 1990 \)*](#)

Purpose: To increase writing fluency

Grouping Format: Interactive paired writing

Task 10- [*Graphic Organizers for Writing*](#)

Purpose: To scaffold academic writing

Grouping Format: Whole class, small group, individual

Language

Students will be able to:

Language

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- Explain the functions of adjectives and adverbs
- Form and use possessive nouns
- Identify and know common prefixes
- Recognize and use accents properly (agudas, llanas, y esdrújulas)
- Use correct capitalization

Task 11- [Word/Picture Banks](#)

Purpose: To increase comprehension of academic vocabulary and study skills

Grouping Format: Whole class instruction, individual or paired activity

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.

Building Oracy and Background Knowledge

Possible Sequence of Activities:

- **View Video, take notes, and engage in small group and whole group instruction:**

- Introduce video on “School Then and Now” (youtube) and discuss using guided questions about how life used to be. After video is viewed and discussed, the teacher can also read the Big Question: *¿Cómo era la vida antes y como es ahora en nuestras comunidades?*

Note: The teacher will have to create a graphic organizer for students to take notes, segment the video, identify questions to ask during specific segments of the video, and create sentence starters for students to use and answer the questions.

- **I See/ I Wonder Gallery Walk:**

- Teachers will identify and print several pictures of major concepts for the unit. Students will walk around and view the pictures and write something for each poster on either the ‘Yo veo’ side or ‘Yo creo’ side. Examples of sentence starters for students to use should be modeled by the teacher prior to students visiting posters. Once the gallery walk is complete, use the student language on the poster to introduce some of the concepts. The words for the concepts should be written on large index cards to place on the concept/question board.

Yo veo.....

Yo creo.....

- **Introduction of Concept and Question Board:**

- A concept/question board is a large, interactive bulletin board or space in the classroom where new questions and information can be gathered and shared with the entire class. The board is interactive and meant for the students and the teacher to use together. Additionally, students can keep a copy/ personalized one that they add to their notebooks.

- **Jigsaw Reading and You are the Teacher:**

- Strategically divide students into groups, (heterogeneous grouping). Have each group read a text together and complete a

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graphic organizer to record new information. The purpose of this activity is to further their understanding of the Big Idea, *¿Cómo era la vida antes de la tecnología? Or any question in relation to analyzing life then and life now.*

Formative Assessment: See Task 1-3 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Reading Comprehension

Introductory Activities:

Introductory Activities:

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 to build the academic vocabulary list)
- 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 (*¿Cómo era la vida antes y como es ahora en nuestras comunidades?*)

Text: “*Comunidades de entonces y ahora*” Escrito por Vickey Herold

Synopsis: *The informational text tells about communities and how and why they have changed.*

- Introduce reading and identify purpose
- Use visuals to predict meaning of text
 - Closely read texts (questioning and determining importance) to make meaning of what was read
 - Identify the theme or main idea of the text
 - Summarize the key points of a text
 - Explain how the author compares and contrasts ideas
 - Cite textual evidence to support responses
 - Identify nonfiction text features and explain how they help understand the text

This text should be read aloud to the class and offer opportunities for the students to respond to the text in writing. Additionally, since this text is read aloud to the class, it should be used to model all of the subsequently listed teaching points because it is familiar to all of the students.

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Note: Small group instruction and guided practice may be necessary for some students to be able to participate in a whole class read aloud (depending on student's language ability).

Text: "*Tres comunidades historicas de Norteamerica*" Escrito por Jeri Cipriano

Synopsis: *The informational text describes the history of three communities in North America.*

- Introduce reading and identify purpose
- Use visuals to predict meaning of text
 - Closely read texts (questioning and determining importance) to make meaning of what was read
 - Identify the theme or main idea of the text
 - Summarize the key points of a text
 - Compare and contrast key details
 - Make inferences
 - Explain how the author supports main ideas in informational text with key details.
 - Cite textual evidence to support comparisons
 - Locate information by using text features
 - Determine word meanings by using context clues

These texts should be read aloud to the class and offer opportunities for the students to respond to the text in writing. Additionally, since these texts are read aloud to the class, it should be used to model all of the subsequently listed teaching points.

Guided Reading Texts:

Reading A to Z

Benchmark books

Formative Assessment: See Task 5-7 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

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Writing

Introductory Activity:

In small groups, have students create a bubble map listing the features of the informational text that they read during the reading comprehension phase of the books. Students should be encouraged to review the stories that they have read and identify the specific features.

Independent Writing

Writing about Reading

Writing

Students will be able to use the **writing process** to:

- Establish a situation and introduce a narrator or characters
- Organize and event sequence that unfolds naturally
- Use dialogue
- Use temporal words and phrases to signal event order
- Provide a sense of closure
- Produce writing that is clear and understandable to the reader
- Practice revising and editing skills
- Use a variety of graphic organizers (four square, story maps) to assist with developing a plan for writing

Formative Assessment: See Task 8-10 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Word Study and Fluency

Word study and fluency must focus on specific skills students need. Therefore, the following are possible strategies that illustrate how to take the context of reading and writing to focus on specific word study areas. Teachers need to be responsive to the needs of their particular students.

- 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 (i.....?/ i.....!)
 - First word capitalized

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- Accent can change meaning of word

Formative Assessment: See Task 11 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Summative Assessment

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

- Compare and contrast the most important points and key details presented in two texts on the same topic using the academic vocabulary presented in the unit
(Teacher Created Rubric)

The Bridge: Strengthening Bridges between Languages

Language of instruction: Spanish and English

Format: side by side or diagram,

Review the major concepts in the language of instruction.

- Elicit the major concepts from students in the language of instruction
 - a. List them on one side of the chart if doing side by side.
 - b. Add words and labels on existing picture or diagram (or draw and label a part of a picture)
 - c. As a sentence
- Match the major concepts of the other language
- Practice the terms or reading the sentence in the new language
- Engage students in the metalinguistic analysis

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)

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Speaking and Listening

- CCSS.ELA-LITERACY.SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. 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).
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.3.2
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- CCSS.ELA-LITERACY.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading

- CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RL.3.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-LITERACY.RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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- CCSS.ELA-LITERACY.RL.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- CCSS.ELA-LITERACY.RL.3.7
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- CCSS.ELA-LITERACY.RL.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Writing

- CCSS.ELA-LITERACY.W.3.2
Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.3.7
Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-LITERACY.W.3.8
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language

- CCSS.ELA-LITERACY.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- CCSS.ELA-LITERACY.L.3.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Formative Assessment:

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