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

Grade: 4	Unit# 3	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: Civil Rights	**Language Allocation for this grade:** 50% **Spanish;** 50% **English**

Big Ideas:
- I want my students to understand that:
  - Individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights.
- I want my students to understand that\when reading informational text, it is important to:
  - Identify the most important information in a text.
  - Distinguish between the important information and the interesting details to answer questions and identify the main ideas.
  - Understand that listening, speaking, reading, and writing about civil rights require specific academic language.

Standards

Civics, Government, and Human Rights	Common Core State Standards (CCSS) en Español	Spanish Language Development Standards (WIDA)
• NJCCCS 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • NJCCCS 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	*Reading* • CCSS.ELA-LITERACY.RI.4.1 Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y para hacer inferencias del mismo • CCSS.ELA-LITERACY.RI.4.2 Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto. • CCSS.ELA-Literacy. RI.4.3 Explican los acontecimientos, procedimientos, ideas o conceptos de un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué,	• **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 las estudios sociales** Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de estudios sociales

	basándose en la información específica del texto. • CCSS.ELA-LITERACY.RI.4.4 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 cuarto grado. • CCSS.ELA-LITERACY.R.I.4.6 Comparan y contrastan la primera y la segunda descripción de un mismo evento o tema; describen las diferencias en el enfoque y en la información proporcionada. • CCSS.ELA-LITERACY.R.I.4.7 Interpretan información presentada visualmente, cuantitativamente y oralmente (ejemplo: en tablas, gráficas, diagramas, líneas del tiempo, animaciones, o elementos interactivos en páginas de internet) y explican cómo la información contribuye a la comprensión del texto en el que aparece. • CCSS.ELA-LITERACY.R.I.4.8 Explican cómo el autor utiliza las razones y evidencia para apoyar determinados puntos de un texto. • CCSS.ELA-LITERACY.RI.4.9 Integran la información de dos textos sobre el mismo tema, a fin de escribir o hablar con conocimiento sobre dicho tema. • CCSS.ELA-LITERACY.RF.4.4	

| | Leen con suficiente precisión y fluidez para apoyar la comprensión.
a. Leen textos a nivel de grado con propósito y comprensión.
b. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.
c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.

Writing
• CCSS.ELA-LITERACY.W.4.1
Escriben propuestas de opinión sobre temas o textos, en las que apoyan un punto de vista con razones e información.
d. Ofrecen una declaración o conclusión relacionada con la opinión presentada.
• CCSS.ELA-LITERACY.W.4.3
Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.
a. Presentan un tema con claridad y agrupan la información relacionada con el mismo en párrafos y secciones; incluyen formato (ejemplo: encabezados), ilustraciones y medios múltiples | |

	cuando sean útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema. • <u>CCSS.ELA-LITERACY.W.4.5</u> Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del cuarto grado). • <u>CCSS.ELA-LITERACY.W.4.7</u> Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos a través del estudio de diferentes aspectos de un tema. • <u>CCSS.ELA-LITERACY. W.4.8</u> Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; toman notas, parafrasean, categorizan información y ofrecen una lista de las fuentes de información. • <u>CCSS.ELA-LITERACY.W.4.9</u> Obtienen pruebas o argumentos de textos literarios e informativos para apoyar el análisis y la reflexión e investigación. b. Aplican los estándares de lectura de cuarto grado en textos informativos (ejemplo: explican cómo el autor	

	utiliza las razones, pruebas y argumentos para apoyar determinados puntos en un texto).	

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- CCSS.ELA-LITERACY.W.4.10
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.

Language

- CCSS.ELA-LITERACY.L.4.1
Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.
    a. Usan los pronombres interrogativos, relativos (qué, que; quién, quien; cuál, cual; cuánto, cuanto) y los adverbios relativos (donde, cuando, como, cuanto).
    e. Forman y usan frases preposicionales.
- CCSS.ELA-LITERACY.L.4.4
Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias.
- CCSS.ELA-LITERACY.L.4.5
Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado.
- CCSS.ELA-LITERACY.L.4.6

| | Aprenden y utilizan con precisión palabras y frases de contexto académico general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan acciones precisas, emociones o estados de ánimo (ejemplo: emocionado, afligido, eufórico) y que son básicas para un tema en particular (ejemplo: vida silvestre, conservación y en peligro de extinción cuando se habla de la protección de los animales).
 Speaking and Listening
 • CCSS.ELA-LITERACY.SL.4.1
     Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos apropiados al cuarto grado, elaborando a partir de las ideas de los demás y expresando las propias con claridad.
     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. | |

	c. Plantean y contestan preguntas específicas para aclarar o dar seguimiento a la información y hacen comentarios que contribuyen a la conversación y se enlazan a los comentarios de los demás. • CCSS.ELA-LITERACY.SL.4.2 Parafrasean partes de un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales. • CCSS.ELA-LITERACY.SL.4.4 Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia de forma organizada con hechos apropiados y detalles descriptivos relevantes para sustentar las ideas o temas principales, hablando con claridad y a un ritmo comprensible. • CCSS.ELA-LITERACY.SL.4.5 Añaden grabaciones de audio y video a las presentaciones cuando es adecuado para mejorar el desarrollo de las ideas o temas principales.	
Content Targets: Language Arts, Science		

Learning Targets	Formative Assessments:
Social Studies	**Social Studies**
Civil Rights	*Civil Rights*
Students will be able to:	Task 1- *Video Observation Guides*
• Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	**Purpose**: To activate prior knowledge and increase comprehension of input
• Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	**Grouping Format:** Whole class instruction, small group interaction, learning partners
	Task 2- *Concept/Idea Maps*
	Purpose: To increase comprehension, organization, and recall of content learning
	Grouping Format: Whole class instruction, individual learning
	Task 3- *Word Squares*
	Purpose: To increase comprehension of academic vocabulary and study skills
	Grouping Format: Whole class instruction, individual or paired activity
Language Arts	**Language Arts**
Speaking and Listening	*Speaking and Listening*
Students will be able to:	
• Use previous knowledge to expand discussions about a topic	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.
• Engage in conversations about grade-appropriate topics and texts	
• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer	

8

- Identify the key points and supporting details of a text presented orally
- Restate the key information from a written text read aloud or information presented in multiple formats
- Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes

Reading
Students will be able to:
- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Read text closely to identify key details
- Explain how or why historical events, scientific ideas or "how to" procedures happened
- Use the text to support their answers
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)

Reading
Formative Assessments during the Reading Comprehension section will include teacher anecdotal notes collected during whole group discussions, small group discussion and individual conferences.

Task 5-*K-W-L Charts*
Purpose: To activate prior knowledge and anticipate and confirm future learning
Grouping Format: Whole class instruction, individual reflections, questioning, and summarizing

Task 6- *Reader's Theatre (Black & Stave, 2007)*
Purpose: To develop oral language related to literature and content topics
Grouping Format: Whole class instruction, interactive small groups

9

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text
- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

Writing
Students will be able to:
- Write a conclusion related to the opinion presented
- Compose a story hook to engage the reader
- Establish the story's background or situation
- Introduce a narrator and/or characters
- Purposefully arrange events to make the story flow
- Use dialogue and description to develop experiences and events
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing

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 7- *Cornell Notes (Pauk & Owens, 2010)*
Purpose: To facilitate listening and reading comprehension of class presentation content material
Grouping Format: Whole class instruction, individual learning

Task 8- *H Charts*
Purpose: To increase comprehension through scaffolding a comparison and contrast analysis of content texts
Grouping Format: Whole class instruction

Task 9- *Graphic Organizers for Writing*
Purpose: To scaffold academic writing
Grouping Format: Whole class, small group, individual

- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used
- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Language
Students will be able to:
- Recognize the purpose and function of prepositional phrases
- Identify prepositions and prepositional phrases when reading
- Use prepositional phrases in writing
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Identify similes and metaphors in text
- Explain the meaning of simple similes and metaphors
- Identify idioms, adages, and proverbs in text

Language
Task 10-*Cognates*
Purpose: To support learning of content vocabulary
Grouping Format: Whole class instruction

Task 11- *Key Sentence Frames*
Purpose: To increase use of academic vocabulary
Grouping Format: Whole class instruction, interactive small groups, learning partners

11

- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

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 Dr. King and discuss using guided questions. After video is viewed and discussed, the teacher can also read the Big Question: *What might lead a person to change the world?*
    Video: *BrainPop Martin Luther King, Jr.*

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.

- **Introduction of Concept and Question Board:**
    - A concept/question board is a large, interactive bulletin, 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:**

12

- ▪ Strategically divide students into groups, (reading level in English- ELP level or heterogeneous grouping). Have each group read a text together and complete a graphic organizer to record new information. The purpose of this activity is to further their understanding of the Big Idea, ***What might lead a person to change the world?***

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:

LEA (Language Experience Approach)-Engage students in an LEA to summarize the play or video reviewed. Use student's language on the LEA, to shift as if it is written from a specific person/character's point of view. Collaboratively select a character and re-write the LEA (as a whole group or in small groups) from a specific person/character's point of view.

Read Aloud and Responding to Reading
"Harvesting Hope: The Story of Cesar Chavez"
Synopsis: This biography is about Cesar Chavez, one of America's greatest civil rights leaders. When he led a 340-mile peaceful protest march through California, he ignited a cause and improved the lives of thousands of migrant farmworkers

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
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- Use the text to support their answers
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)

13

- Identify metaphors and similes
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text
- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

"My Brother Martin"

Synopsis: My Brother Martin is an informational text about the life and legacy of Dr. Martin Luther King, Jr.

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
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- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

"Langston Hughes: A poet and a Dreamer"

Synopsis: This poetry was written by one of the most influential African-American poets of all kind, Langston Hughes.

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
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15

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.

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).

Small Group and Independent Reading Text Selection:
Texts for small group instruction and independent practice should be selected. These texts should allow students the opportunity to practice what is modeled.
"Buffalo Soldiers" **Reading A-Z**
"The Tuskegee Airmen" **Reading A-Z**
"Frederick Douglass: Forever Free" **Reading A-Z**
"The Underground Railroad" **Benchmark Universe**
"History Comes to Life in Comic Book about Civil Rights Era by a Congressman" **NEWSELA**

These texts should be read aloud to the class and offer opportunities for the students to respond to the text in writing. Additionally, since theses texts are 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.

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.

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
- Introduce a topic clearly
- Compose a clear thesis statement
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Provide a concluding statement or section related to the information or explanation presented
- Produce writing that is clear and understandable to the reader

- Focus the organization and development of a topic to reflect the task and purpose

Examples:

1. Write a letter home to your family describing your experience on the "frontlines".
2. Write a book review of one of the stories we have read; identifying specific details and including evidence to support how the experiences of the people during the civil rights movement.

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.

Possible Strategies to use:

- *Key Sentence Frames*
  Purpose: To increase use of academic vocabulary
  Grouping Format: Whole class instruction, interactive small groups, learning partner
- *Open Sort Tasks*
  Purpose: To increase comprehension of academic vocabulary and increase higher level thinking skills
  Grouping Format: Interactive learning partners
- *Collaborative Dialogues*
  Purpose: To support the comprehension and use of academic language structures
  Grouping Format: Teacher – Student dialogue

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.

You have read literary and informational text about events and prominent people of the Civil Rights Movement. *(Students choose one task to complete as their Summative Assessment)*

Independent Activity

- Use the Internet to research a prominent figure or historical event during the Civil Rights Movement: Dr. Martin Luther King, Jr., Rosa Parks, Tuskegee Airmen, etc. Present the information in a multimedia presentation.

Imagine you are protesting with Dr. King, write a blog of your experience as protester during the Civil Rights Movement. Utilize specific information from readings that were discussed in the unit. First-person account of what has taken place during the catastrophic event

The Bridge: Strengthening Bridges between Languages
Language of instruction: English

Format: side by side, diagram, or así se dice
- 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 or paragraph
- Match the major concepts of the other language (or go sentence by sentence for the así se dice)
- Practice the terms (or reading the paragraph for an así se dice) 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)

Speaking and Listening
- CCSS.ELA-LITERACY.SL.4.1
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. 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.

    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 and carry out assigned roles.

    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.4.2
  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3
  Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.4.6
  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reading

- CCSS.ELA-LITERACY.RL.4.1
  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.2
  Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.4.3
  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-LITERACY.RL.4.4
  Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Writing

- CCSS.ELA-LITERACY.W.4.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.3
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

19

- CCSS.ELA-LITERACY.W.4.5
  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
- CCSS.ELA-LITERACY.W.4.6
  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
- CCSS.ELA-LITERACY.W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-LITERACY.W.4.8
  Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Language
- CCSS.ELA-LITERACY.L.4.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies
    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- CCSS.ELA-LITERACY.L.4.5
  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Formative Assessment:
Checklist and resources that respect the resources of the two-language learner