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

Grade: 5	Unit# 1	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: Amazing Places	**Language Allocation for this grade:** 50% Spanish; 50% English	

Big Ideas:
- I want my students to understand that:
  - Nature deserves our respect.
  - There are various reasons people have for protecting the environment.
  - Explain that people's interactions with the environment affect the wildlife in an ecosystem.

- I want my students to understand that\when reading literary texts, 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.
  - Integrate new information with what they already know to get a more complete understanding of the ideas in the text.
  - Synthesize and summarize information to see the bigger picture.

Standards		
C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS • D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. • D4.5.3-5. Critique explanations.	Common Core State Standards (CCSS) ***Reading*** • CCSS.ELA-LITERACY.RI.5.1 Citan correctamente un texto, al explicar lo que dice explícitamente y al hacer inferencias del mismo. • CCSS.ELA-LITERACY.RI.5.2 Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave	Spanish Language Development Standards (WIDA) • **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

1

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES		
2. Time, Continuity, and Change How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence? • Research and analyze past periods, events, and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. 3. People, Places, and Environments How do human actions change the environment, and how does the environment influence the lives of people? • Evaluate the consequences of human actions in environmental terms.	apoyan dichas ideas; hacen un resumen del texto. • CCSS.ELA-LITERACY.RI.5.3 Explican la relación o interacción existente entre dos o más personas, acontecimientos, ideas o conceptos en un texto histórico, científico o técnico, basándose en la información específica del texto. • CCSS.ELA-LITERACY.RI.5.4 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 quinto grado. • CCSS.ELA-LITERACY.RI.5.8 Explican cómo el autor utiliza razones y evidencias para apoyar determinados puntos en un texto, identificando qué razones y evidencias corresponden a cada punto. • CCSS.ELA-LITERACY.RI.5.10 Al final del año escolar, leen y comprenden textos informativos de forma independiente y competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior	para el éxito académico en las materias de lengua y literatura • **WIDA. SLD. ESTÁNDAR 4 DLE: El lenguaje de las ciencias naturales** Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de la ciencia

3. People, Places, and Environments How are regions defined by various characteristics? • Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. Next Generation Science Standards **5-PS3-1-** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. **5-LSI-1-** Support an argument that plants get the materials they need for growth chiefly from air and water. **5-LS2-1** – Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	de la banda de complejidad del texto para los grados 4–5. • CCSS.ELA-LITERACY.RF.5.4 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 progresivas. *Writing* • CCSS.ELA-LITERACY.W.5.1 Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información. a. Presentan un tema o texto con claridad, expresan su opinión y elaboran una estructura organizativa en la cual las ideas se agrupan de forma lógica para apoyar el propósito del escritor. b. Proveen razones ordenadas de forma lógica que se apoyen con hechos y detalles. • CCSS.ELA-LITERACY.W.5.2 Escriben textos informativos y explicativos para examinar un tema	

	y transmitir ideas e información con claridad. b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas u otra información y ejemplos relacionados con el tema. estándares de Lenguaje 1-3, del cuarto grado). d. Usan un lenguaje preciso y un vocabulario de dominio específico para informar sobre el tema o explicarlo. • CCSS.ELA-LITERACY.W.5.9 Encuentran pruebas o argumentos en textos literarios e informativos que apoyen el análisis y la reflexión e investigación. b. Aplican los estándares de lectura de quinto grado en textos informativos (ejemplo: explican cómo el autor utiliza las razones, pruebas y argumentos para apoyar determinados puntos en un texto, identificando las razones, pruebas y argumentos que corresponden a cada punto).. • CCSS.ELA-LITERACY. W.5.10 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.
	
	Speaking and Listening
	• CCSS.ELA-LITERACY.SL.5.1 Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre 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.
	    b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas.
	    c. Plantean y contestan preguntas específicas al	

5

	hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás.
	
	**Language**
	• CCSS.ELA-LITERACY.L.5.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.
	  a. Explican la función de las conjunciones, preposiciones e interjecciones en general, y su función en oraciones particulares.
	• CCSS.ELA-LITERACY.L.5.2 Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.
	  e. Escriben con ortografía correcta palabras adecuadas al nivel de grado, incluyendo el uso del acento escrito, basados en la pronunciación y el acento diacrítico consultando materiales de referencia según sea necesario.	

	• CCSS.ELA-LITERACY.L.5.4 Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de quinto grado, eligiendo con flexibilidad entre una serie de estrategias. • CCSS.ELA-LITERACY.L.5.5 Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado.	

Content Targets: Language Arts, Science

Learning Targets	Formative Assessments:
Science Students will be able to: • Explain what it means to conserve the environment. • Discuss the topic of conservation • Evaluate the impact of human actions on the environment • Describe places and their environmental characteristics.	**Science** Task 1- *Video Observation Guides* **Purpose**: To activate prior knowledge and increase comprehension of input **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

7

	Grouping Format: Whole class instruction, individual or paired activity
Language Arts *Speaking and Listening* Students will be able to: • Come to discussions prepared, having read or studied require material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner *Reading* Students will be able to: • Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read.	**Language Arts** *Speaking and Listening* 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. *Reading* Formative Assessments during the Reading Comprehension section will include teacher anecdotal notes collected during whole group discussions, small group discussion and individual conferences.

8

- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- Identify the theme of the text
- Summarize the key points of a text
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details.
- Identify how a text is organized (ie:chronological, comparative, cause/effect, etc)
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

Writing
Students will be able to:
- Organize text by using a specific organizational structure(ie: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose
- Provide a concluding statement or section related to the opinion presented
- Produce writing that is clear and understandable to the reader

Task 4-*4 to 1*
Purpose: To analyze a topic for critical concepts and share orally
Grouping Format: Individual writing task, interactive small groups, and whole class instruction.

Task 5-*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 6- *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
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- *Graphic Organizers for Writing*

9

- Unpack writing tasks (type of writing assignment) - Unpack writing purpose (the writer's designated reason for writing) - Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing *Language* Students will be able to: - Practice revising and editing skills - Change word choice and sentence structure in writing to strengthen the piece - Recognize spelling, grammar, and punctuation errors - Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	**Purpose:** To scaffold academic writing **Grouping Format:** Whole class, small group, individual *Language* Task 9- *Mix and Match* **Purpose:** To practice reading and defining academic vocabulary **Grouping Format:** Interactive whole class Task 10- *Word Squares* **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:

- **I See/ I Wonder Gallery Walk:**
  - Teachers will identify and print several pictures of major concepts for the unit (ie wetlands, everglades, national parks). Students will walk around and view the pictures and write something for each poster on either the "I see" side or "I wonder" side. Examples of sentence steps 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.

I see…..

I wonder…..

- **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:**
  - 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 reasons do people have for protecting the environment?*
    - ➢ Seven Wonders You Can Visit
    - ➢ Underground Cities
    - ➢ Everest on Top of the World
    - ➢ Mysterious Caves

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:

Introduce and discuss Big Question: *What reasons do people have for protecting the environment?*

- A **narrative fiction** is a story that the people, things, events and places that are real.

1. Conduct another gallery walk using the same pictures form I see/I wonder gallery walk conducted at the beginning of the unit.
   This time, use the sentence starters:

   The illustration tell me this text is about_____.

   The author(s) includes a(an) illustration showing_____ because_____.

   The illustration is significant_____because_____.

Read Aloud and Responding to Reading
"Everglades Forever: Restoring America's Greatest Wetland"
Synopsis: Everglades Forever is a narrative nonfiction which introduces students to America's great wetland. Like the students in Ms. Stone's class, children everywhere will realize the difference they can make in protecting and rescuing one of the grandest natural areas of the world.

- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read.
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- Identify the theme of the text
- Summarize the key points of a text
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details.
- Identify how a text is organized (ie:chronological, comparative, cause/effect, etc)
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

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.
"National Parks of the West"
Synopsis: National Parks of the West is a website about national parks in the western part of the United States.

- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read.
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- Identify the theme of the text

- Summarize the key points of a text
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details.
- Identify how a text is organized (ie: chronological, comparative, cause/effect, etc)
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

"Welcome to the Everglades"

Synopsis: "Welcome to the Everglades" is a social studies article about the physical geography, wildlife, and history of the Everglades, including the founding of the national park.

- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read.
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- Identify the theme of the text
- Summarize the key points of a text
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details.
- Identify how a text is organized (ie: chronological, comparative, cause/effect, etc)
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

"My Everglades Adventure"

Synopsis: My Everglades Adventure is a travel diary about the Everglades National Park. The author describes some of the different places people can visit in the park, including cypress and mangrove **swamps** and
sawgrass marshes. They will also learn about some of the wildlife that can be seen in these places.

- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read.
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- Identify the theme of the text
- Summarize the key points of a text
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details.

13

- Identify how a text is organized (ie: chronological, comparative, cause/effect, etc)
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

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 or text clearly
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are
   logically grouped to support the writer's purpose
- Provide a concluding statement or section related to the opinion presented

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 learned a wealth of information about National Parks..…
- Create a commercial about the one of the national park, highlighting the exciting activities that one can do at the national park.

Design a brochure outlining resources that available for people who visit the Everglades National Park.

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.5.1
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- • CCSS.ELA-LITERACY.SL.5.2
- • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- • CCSS.ELA-LITERACY.SL.5.3
  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- CCSS.ELA-LITERACY.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Reading
- CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RL.5.3
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Writing
- CCSS.ELA-LITERACY.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language
- CCSS.ELA-LITERACY.L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

17

a. Interpret figurative language, including similes and metaphors, in context.

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