

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

Grade: 5		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: Fight for Freedom: Then and Now			Language Allocation for this grade: <u>50%</u> Spanish; <u>50%</u> English		
Big Ideas:					
<ul style="list-style-type: none"> • I want my students to understand that: <ul style="list-style-type: none"> ▪ Understand that challenges people face in different countries throughout the world. ▪ Identify how the effects of war impact the people and the surrounding communities. ▪ Analyze why various groups immigrate or emigrate. • I want my students to understand that when reading literary texts, it is important to: <ul style="list-style-type: none"> ▪ 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					
<u>History, Culture and Perspectives</u>		<u>Common Core State Standards (CCSS)</u>		<u>Spanish Language Development Standards (WIDA)</u>	
<ul style="list-style-type: none"> • NJCCCS 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. 		<u>Reading</u> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.5.1</u> Citan correctamente un texto al explicar lo que dice explícitamente y al hacer inferencias del mismo. • <u>CCSS.ELA-LITERACY.RL.5.2</u> Determinan el tema de un cuento, obra de teatro o poema utilizando los detalles en el texto, incluyendo cómo los personajes en un cuento 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 	

**Camden City School District
Biliteracy Unit Framework**

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

	<p>obra de teatro reaccionan a retos o cómo la voz del poeta reflexiona sobre un tema; hacen un resumen del texto.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.5.3</u> Comparan y contrastan dos o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes). • <u>CCSS.ELA-LITERACY.RL.5.4</u> Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo el lenguaje figurado, como metáforas y símiles. • <u>CCSS.ELA-LITERACY.RL.5.6</u> Describen cómo el punto de vista de un narrador o locutor influye en la forma de describir los acontecimientos. • <u>CCSS.ELA-LITERACY.RL.5.9</u> Comparan y contrastan cuentos del mismo género (ejemplo: cuentos de misterio y aventura) al abordar temas y textos similares. • <u>CCSS.ELA-LITERACY.RF.5.3</u> Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. 	<p>para el éxito académico en las materias de lengua y literatura</p> <ul style="list-style-type: none"> • 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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**Camden City School District
Biliteracy Unit Framework**

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

	<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RF.5.4</u> Leen con suficiente precisión y fluidez para apoyar la comprensión. <p><i>Writing</i></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.5.1</u> Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información.<ul style="list-style-type: none">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.• <u>CCSS.ELA-LITERACY.W.5.2</u> Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.<ul style="list-style-type: none">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).	
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**Camden City School District
Biliteracy Unit Framework**

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

	<p>d. Usan un lenguaje preciso y un vocabulario de dominio específico para informar sobre el tema o explicarlo.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.5.9</u> 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)..• <u>CCSS.ELA-LITERACY. W.5.10</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.5.1</u> Participan eficazmente en una serie de conversaciones colaborativas (en	
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**Camden City School District
Biliteracy Unit Framework**

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

	<p>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.</p> <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 y llevar a cabo las funciones asignadas.c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás. <p><u>Language</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.5.1</u>	
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**Camden City School District
Biliteracy Unit Framework**

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

	<p>Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.</p> <p>a. Explican la función de las conjunciones, preposiciones e interjecciones en general, y su función en oraciones particulares.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.5.2</u> 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.• <u>CCSS.ELA-LITERACY.L.5.4</u> 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.	
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**Camden City School District
Biliteracy Unit Framework**

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

	<ul style="list-style-type: none">a. Usan el contexto (ejemplo: relaciones entre causa/efecto y comparaciones en un texto) como clave para entender el significado de una palabra o frase.b. Usan afijos y raíces comunes del griego y del latín, adecuados al nivel de grado, como claves para entender el significado de palabras (ejemplo: fotografía, fotosíntesis).• <u>CCSS.ELA-LITERACY.L.5.5</u> Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado.<ul style="list-style-type: none">a. Interpretan el lenguaje figurativo, incluyendo símiles y metáforas, en contexto.b. Reconocen y explican el significado de expresiones idiomáticas comunes, adagios, dichos, modismos y proverbios.	
Content Targets: Language Arts, Social Studies		

**Camden City School District
Biliteracy Unit Framework**

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

Learning Targets

Social Studies

Students will be able to:

- Discuss the topic of immigration vs. emigration.
- Evaluate the effects of war on the people in the community.

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.

Formative Assessments:

Social Studies

Task 1- [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

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.

**Camden City School District
Biliteracy Unit Framework**

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

- 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.
- 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 literature-based texts
- Explain how the author supports main ideas in literature-based 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

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 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

**Camden City School District
Biliteracy Unit Framework**

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

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
- 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)

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*](#)

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

**Camden City School District
Biliteracy Unit Framework**

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

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 Czech, Germany, Holocaust etc.). 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 stems 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.

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.

Camden City School District
Biliteracy Unit Framework

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

Reading Comprehension

Introductory Activities:

Introduce and discuss Big Question: *What are some of the obstacles or challenges people face when they are fighting for freedom?*

1. Conduct another gallery walk using the same pictures from 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

"Hannah's Suitcase" (Biography)

Synopsis: Hannah's Suitcase is a biography of a Czech girl who died in the Holocaust, told in alternating chapters with an account of how the curator of a Japanese Holocaust center learned about her life after Hana's suitcase was sent to her. .

- 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 literature-based texts
- Explain how the author supports main ideas in literature-based texts 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

"Number the Stars" (Novel)

Synopsis: Number the Stars is a historical fiction about the escape of a Jewish family (the Rosens) from Copenhagen during World War II.

- 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.

**Camden City School District
Biliteracy Unit Framework**

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

- Identify the theme of the text
- Summarize the key points of a text
- Identify at least two main ideas in literature-based texts
- Explain how the author supports main ideas in literature-based texts 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.

“Coming to America” (Benchmark Universe).

- 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

“Ellis Island” (Benchmark Universe)

**Camden City School District
Biliteracy Unit Framework**

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

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- 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

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 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

**Camden City School District
Biliteracy Unit Framework**

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

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 two stories of young people who were faced with challenges in their respective countries.....

- Create a documentary the outlining the crisis that was identified in either Hannah’s Suitcase or Number the Stars. You will need to conduct interviews from survivors, and research artifacts to support your documentary. Include journal entries, and historic memorabilia that you have researched, in your documentary.

The Bridge: Strengthening Bridges between Languages

Language of instruction: English

**Camden City School District
Biliteracy Unit Framework**

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

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.

**Camden City School District
Biliteracy Unit Framework**

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

- 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.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- CCSS.ELA-LITERACY.RL.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-LITERACY.RL.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

- CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Camden City School District
Biliteracy Unit Framework**

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

- 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.
- CCSS.ELA-LITERACY.W.5.6
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 two pages in a single sitting.

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.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- CCSS.ELA-LITERACY.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Formative Assessment:

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