

**Camden City School District**  
**Biliteracy Unit Framework**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

<b>Grade: 5</b>		<b>Unit# 3</b>		<b>Social Studies</b>	
<b>Content Area:</b> Language Arts integrated with Social Studies			<b>Time Frame:</b> 6-8 weeks		
			<b>Language in which this content area is taught:</b> Spanish		
<b>Theme:</b> Pioneers and the Westward Expansion			<b>Language Allocation for this grade:</b> <u>50%</u> Spanish; <u>50%</u> English		
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• I want my students to understand that: <ul style="list-style-type: none"> <li>▪ Evaluate the impact of human actions on the environment.</li> <li>▪ Analyze how a culture meets basic human needs.</li> <li>▪ Evaluate how changes to the environment affect people’s lives.</li> <li>▪ Use graphics to locate information.</li> </ul> </li> <li>• I want my students to understand that when reading literary texts, it is important to: <ul style="list-style-type: none"> <li>▪ Identify the most important information in a text.</li> <li>▪ Distinguish between the important information and the interesting details to answer questions and identify the main ideas.</li> <li>▪ Interpret visual information in a text.</li> <li>▪ Synthesize and summarize information to see the bigger picture.</li> <li>▪ Integrate information from several texts in the same topic.</li> </ul> </li> </ul>					
<b>Standards</b>					
<u><b>Geography, People, and the Environment</b></u> <ul style="list-style-type: none"> <li>• NJCCCS 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</li> <li>• NJCCCS 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture,</li> </ul>		<u>Common Core State Standards (CCSS)</u> <u>Reading</u> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RL.5.1</u> Citan correctamente un texto al explicar lo que dice explícitamente y al hacer inferencias del mismo.</li> <li>• <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</li> </ul>		<u>Spanish Language Development Standards (WIDA)</u> <ul style="list-style-type: none"> <li>• <b>WIDA. SLD. ESTÁNDAR 1 DLE: El lenguaje social y de instrucción</b> Emergentes bilingües comunican con fines sociales y educacionales en el marco de la escuela</li> <li>• <b>WIDA. SLD. ESTÁNDAR 2 DLE: El lenguaje de las artes de lenguaje</b> Emergentes bilingües comunican información, ideas y conceptos necesarios</li> </ul>	

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<p>economics, and physical environment to understand the concept of regionalism.</p>	<p>cómo los personajes en un cuento u 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"> <li>• <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).</li> <li>• <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.</li> <li>• <u>CCSS.ELA-LITERACY.RL.5.5</u> Explican cómo una serie de capítulos, escenas o estrofas se acoplan entre sí para ofrecer la estructura general de un cuento, obra de teatro o poema en particular.</li> <li>• <u>CCSS.ELA-LITERACY.RL.5.7</u> Analizan cómo los elementos visuales y de medios múltiples contribuyen al significado, tono o belleza de un texto (ejemplo: novela gráfica, presentación en medios múltiples de ficción, cuento popular, mito, poema).</li> </ul>	<p>para el éxito académico en las materias de lengua y literatura</p> <ul style="list-style-type: none"> <li>• <b>WIDA. SLD. ESTÁNDAR 5 DLE: El lenguaje de los estudios sociales</b> Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de estudios sociales</li> </ul>
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	<ul style="list-style-type: none"><li>• <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.</li><li>• <u>CCSS.ELA-LITERACY.RL.5.10</u> Al final del año escolar, leen y comprenden la literatura de forma independiente y competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 4–5.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.1</u> Citan correctamente un texto, al explicar lo que dice explícitamente y al hacer inferencias del mismo..</li><li>• <u>CCSS.ELA-LITERACY.RI.5.2</u> Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave apoyan dichas ideas; hacen un resumen del texto.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.3</u> 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.</li></ul>	
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	<ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.RI.5.4</u> 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.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.6</u> Analizan múltiples versiones del mismo acontecimiento o tema, señalando similitudes y diferencias importantes en el punto de vista que representan.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.7.</u> Obtienen información de múltiples materiales impresos o fuentes digitales, demostrando su capacidad para localizar rápidamente la respuesta a una pregunta o para resolver eficientemente un problema.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.8</u> Explican cómo el autor utiliza razones y evidencias para apoyar determinados puntos en un texto, identificando qué razones y evidencias corresponden a cada punto.</li><li>• <u>CCSS.ELA-LITERACY.RI.5.9</u> Integran la información de varios textos sobre el mismo tema, a fin de</li></ul>	
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	<p>escribir o hablar con conocimiento sobre dicho tema.</p> <ul style="list-style-type: none"><li>• <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.</li><li>• <u>CCSS.ELA-LITERACY.RF.5.4</u> Leen con suficiente precisión y fluidez para apoyar la comprensión.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• <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.<ol style="list-style-type: none"><li>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.</li><li>b. Proveen razones ordenadas de forma lógica que se apoyen con hechos y detalles.</li><li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li></ol></li></ul>	
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	<p>d. Provide a conclusion related to the opinion presented.</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.W.5.2</u> Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.</li></ul> <p>a. Presentan un tema con claridad, proveen una observación general de enfoque y agrupan de forma lógica la información relacionada al tema; incluyen formato (ejemplo: encabezados), ilustraciones y medios múltiples cuando sean útiles para ayudar a la comprensión.</p> <p>b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas u otra información y ejemplos relacionados con el tema..</p> <p>e. Proveen una declaración final o conclusión que confirma la información o explicación presentada.</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.W.5.4</u> Redactan textos claros y coherentes en los cuales el desarrollo y la organización son adecuados a la</li></ul>	
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	<p>tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados).</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.W.5.5</u> Con la orientación y lo apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión, corrección, rehaciendo la redacción o intentando un nuevo enfoque. (La corrección debe demostrar el dominio de los estándares del Lenguaje 1–3, del quinto grado).</li><li>• <u>CCSS.ELA-LITERACY.W.5.6</u> Con la orientación y el apoyo de adultos, usan la tecnología, incluyendo internet, para crear y publicar textos escritos, así como para interactuar y colaborar con los demás; demuestran dominio suficiente de las habilidades de mecanografía para escribir un mínimo de dos páginas en una sola sesión.</li><li>• <u>CCSS.ELA-LITERACY.W.5.7</u> Llevan a cabo proyectos de investigación cortos que utilizan</li></ul>	
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	<p>varias fuentes de información, para ampliar sus conocimientos a través del estudio de diferentes aspectos de un tema.</p> <ul style="list-style-type: none"><li>• <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.</li></ul> <p><b><i>Speaking and Listening</i></b></p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.SL.5.1</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 quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad.<ul style="list-style-type: none"><li>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.</li></ul></li></ul>	
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	<p>c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás.</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.SL.5.2</u> Resumen un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.</li><li>• <u>CCSS.ELA-LITERACY.SL.5.4</u> Hacen un informe sobre un tema o texto o presentan una opinión, ordenando la secuencia de ideas de forma lógica y usando hechos apropiados y detalles descriptivos relevantes para apoyar las ideas o temas principales, hablando con claridad a un ritmo comprensible.</li></ul> <p><u>Language</u></p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.L.5.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.</li></ul> <p>b. Forman y usan los tiempos perfectos o verbos</p>	
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	<p>compuestos con haber y el participio pasado (ejemplo: Yo había caminado; Yo he caminado; Yo habré caminado).</p> <ul style="list-style-type: none"><li>• <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.<ul style="list-style-type: none"><li>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.</li></ul></li><li>• <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.<ul style="list-style-type: none"><li>a. Usan el contexto (ejemplo: relaciones entre causa/efecto y comparaciones en un texto)</li></ul></li></ul>	
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	<p>como clave para entender el significado de una palabra o frase.</p> <ul style="list-style-type: none"><li>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).</li><li>c. Consultan materiales de referencia (ejemplo: diccionarios, glosarios, tesauros o diccionarios de sinónimos), tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave</li></ul> <ul style="list-style-type: none"><li>• <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"><li>a. Interpretan el lenguaje figurativo, incluyendo símiles y metáforas, en contexto.</li><li>b. Reconocen y explican el significado de expresiones idiomáticas comunes, adagios, dichos, modismos y proverbios.</li></ul></li></ul>	
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	<ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.5.6</u> 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 contraste, expansión y otras relaciones lógicas (ejemplo: sin embargo, aunque, no obstante, de manera similar, además, así mismo).</li> </ul>	
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**Content Targets:** Language Arts, Social Studies

<p><b>Learning Targets</b> <b>Social Studies</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the topic of westward expansion in the United States.</li> <li>• Understand the challenges people faced in the Old West.</li> </ul> <p><b>Language Arts</b> <i>Speaking and Listening</i> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic</li> </ul>	<p><b>Formative Assessments:</b> <b>Social Studies</b> Task 1- <u><i>Concept/Idea Maps</i></u> <b>Purpose:</b> To increase comprehension, organization, and recall of content learning <b>Grouping Format:</b> Whole class instruction, individual learning</p> <p>Task 3- <u><i>Word Squares</i></u> <b>Purpose:</b> To increase comprehension of academic vocabulary and study skills <b>Grouping Format:</b> Whole class instruction, individual or paired activity</p> <p><b>Language Arts</b> <i>Speaking and Listening</i></p>
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- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- 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
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions

*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
- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details

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. Use 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.

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 \(Kauffman, 2007\)](#)

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- 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
- Analyze similes and metaphors in text and how it impacts the reader
- Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts
- Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
- 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
- Analyze similes and metaphors in text and how it impacts the reader
- 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
- Analyze similes and metaphors in text and how it impacts the reader
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems
- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made

**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

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- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text
- Find similarities and differences in themes and topics when reading stories of the same genre
- Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Read and understand a wide range of informational and literary texts within the grade text 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:

- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer’s purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- 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
- Logically order reasons that are supported by facts and details
- Quote directly from text when appropriate
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a conclusion or section related to the opinion presented

*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

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- Organize ideas using various strategies
- Introduce a topic clearly
- Compose a clear thesis statement
- Provide a general observation and focus
- Group related information logically
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information
- Use transitional words, phrases, and clauses
- Select specific language and vocabulary to convey ideas and information
- 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)
- Focus the organization and development of a topic to reflect the task and purpose
- 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
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- Research a topic through investigation of the topic



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- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information from multiple sources to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- 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:

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Define and identify items in a series
- Identify sentences in writing that need revision
- Revise writing by expanding, combining, and reducing sentences
- Determine similarities and differences in the presentation of English used in stories
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics

*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

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- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions 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:

- **I See/ I Wonder Gallery Walk:**
  - Teachers will identify and print several pictures of major concepts for the unit (ie prairie, corral, estancia, gaucho 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.

**Reading Comprehension**

**Introductory Activities:**

Introduce and discuss Big Question: *What kinds of lessons can we learn from people who live in the Old West?*

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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**

*“Vaqueros: America’s Cowboy” (Informational Text)*

**Synopsis:** Vaqueros: America’s First Cowboys is an informational text which describes the first cowboys that originated from Mexico.

- 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 Explain how the author supports main ideas in literature-based texts with key details.
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text
- 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
- Analyze similes and metaphors in text and how it impacts the reader
- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made
- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text

*“Rachel’s Journey” (Historical Fiction)*

**Synopsis:** Rachel’s Journey is historical fiction which outlines that life of young pioneer girl who travels from Illinois to California along the Oregon Trail. This story is the depiction of the struggles and hardships experienced by the pioneers who transversed the frontier.

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- Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts
- Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
- 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
- Analyze similes and metaphors in text and how it impacts the reader
- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

*“Westward to Freedom” (Informational Text)*

**Synopsis:** Westward to Freedom is an informational text which outlines that life of African Americans that moved west in the 1800s.

- 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 Explain how the author supports main ideas in literature-based texts with key details.
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text
- 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
- Analyze similes and metaphors in text and how it impacts the reader
- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made

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- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in 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.

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.

*“Living on the Plains” (Ladders).*

- 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

*“Native Americans of the Great Plains” (Ladders)*

- 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

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- 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

**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.

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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 literature-based and informational texts about the Westward Expansion, identifying the challenges that pioneers faced when they migrated to the west....**

- Create a multimedia presentation outlining the effects that they Westward Expansion had on the lives of the people migrating to the West.

### **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)

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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.



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- 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.5.3  
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.
- CCSS.ELA-LITERACY.RL.5.9  
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.5.5  
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CCSS.ELA-LITERACY.RI.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.5.3  
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.6  
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.
- CCSS.ELA-LITERACY.W.5.7

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Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- CCSS.ELA-LITERACY.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**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*).
- 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.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.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Formative Assessment:**

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