

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

<b>Grade: Kindergarten</b>		<b>Unit# 1</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> All About Me/Family		<b>Language Allocation for this grade:</b> <u>80% Spanish</u> ; <u>20% English</u>	
<b>Big Ideas:</b>			
<ul style="list-style-type: none"> <li>• I want my students to ...           <ul style="list-style-type: none"> <li>▪ understand how people “see” themselves</li> <li>▪ understand that people change over time</li> <li>▪ understand that all people are alike and different</li> </ul> </li> <li>• I want my students to...           <ul style="list-style-type: none"> <li>▪ think about ideas that are similar between different stories that are read to them</li> <li>▪ express their opinions through oral dialogue, illustrations, and writing.</li> <li>▪ use letter/sounds relationships and phonemic awareness to translate sounds to paper.</li> <li>▪ use sounds to help decode high frequency words</li> </ul> </li> </ul>			
<b>Standards</b>			
<u>New Jersey Core Curriculum Content Standards for Social Studies</u> <b><u>U.S. History: America in the World</u></b> <ul style="list-style-type: none"> <li>• NJCCCS 6.1.4.D.2- Demonstrate an understanding of family roles and traditions.</li> </ul>	<u>Common Core State Standards (CCSS)</u> <b><u>Speaking and Listening</u></b> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.K.1 Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al kindergarten.           <ul style="list-style-type: none"> <li>a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando).</li> </ul> </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 para el éxito académico en las materias de lengua y literatura</li> <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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	<p>b. Continúan una conversación a través de múltiples intercambios</p> <p><b><u>Reading: Informational</u></b></p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.RI.K.1 Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.</li><li>● CCSS.ELA-LITERACY.RI.K.2 Con sugerencias y apoyo, identifican el tema principal y recuentan los detalles clave de un texto.</li></ul> <p><b><u>Reading: Literature</u></b></p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.RL.K.1 Con sugerencias y apoyo hacen y contestan preguntas sobre los detalles clave de un texto.</li><li>● CCSSD.ELA-LITERACY RL.K.3 Con sugerencias y apoyo, identifican los personajes, escenario, y detalles importantes en un cuento.</li><li>● CCSS.ELA-LITERACY.RL.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en las cuales aparecen (por ejemplo: que momento de un cuento representa la ilustración).</li><li>● CCSD.ELA-LITERACY RL.K.10 Activamente participar en actividades de lectura con proposito y comprensión.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.W.K.1 Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cual es el tema o el nombre del libro sobre el que están</li></ul>	
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	<p>escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es</p> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.W.K.3 Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados, hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.</li></ul> <p><b><u>Reading: Foundational</u></b></p> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.RF.K.1 Demuestran comprensión de la organización y características básicas de los materiales impresos<ul style="list-style-type: none"><li>a. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.</li></ul></li><li>• CCSS.ELA-LITERACY.RF.K.3 Conocen y aplican a nivel de grado la fonética y las destrezas de análisis de palabras, en la decodificación de palabras, tanto en forma aislada como en un texto</li></ul> <p><b>Acentuación</b></p> <ul style="list-style-type: none"><li>f. Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales (papa-papá, paso-pasó).</li></ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.L.K.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar</li></ul>	
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	<ul style="list-style-type: none"> <li>a. Escriben con letra de molde la mayoría de las letras mayúsculas y minúsculas.</li> <li>b. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo el verbo ser y estar, empleando la concordancia correcta.</li> </ul>		
<p><b>Content Targets:</b> Language Arts, Social Studies</p>			
<p><b>Learning Targets</b>  <b>Social Studies</b>  <b>Language Arts</b>  <i>Speaking and Listening</i>          Students will be able to:</p> <ul style="list-style-type: none"> <li>• Listen to and think about poetry about families</li> <li>• Role play a way that you help your family at home</li> </ul> <p><i>Reading</i>          Students will be able to:</p> <ul style="list-style-type: none"> <li>• Learn and think about different families</li> <li>• Compare and contrast families from different cultures through a variety of literature</li> <li>• Ask and answer WH-questions about a text read aloud to identify main idea and supporting details, using illustrations and details from the text to support their questions.</li> </ul> <p><i>Writing</i>          Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compile a list of words that describe you. (Shared Writing)</li> <li>• Create a name project (decorate name, How many letters in your name? How many syllables? Identify letters in name.)</li> <li>• Write pattern books (Yo soy... Yo veo... Yo tengo... A mi me gusta...)</li> </ul>	<p><b>Formative Assessments:</b>  <b>Task/Product A: :”Meet my Family”</b>  <u>Product:</u> Students will draw a picture of a favorite time they had with their family and identify each person in the picture. Student will share their pictures with the class.  <u>Tool:</u> Teacher Created Rubric  <u>Student Configuration:</u> Individual Presentation</p> <p><b>Summative Assessment:</b>  <b>Task/Product B: “My Time line”</b>  <u>Product:</u> Students will create a four picture time line that represents 4 important milestones in their life with the help of their parents. (Family project)  <u>Tool:</u> Teacher Created Rubric  <u>Student Configuration:</u> Independent Work</p>	<p align="center"><b>Language Needed for this Unit</b></p> <p><i>The words and sentences below are examples of the kind of language students will need for unit activities. In addition, to planning language instruction at the unit level, is helpful to identify the language needed at the lesson level. Student language proficiency levels are most important data points in planning for language development. The <u>Can Do Descriptors from WIDA</u> are a good tool to inform this work.</i></p>	
	<p align="center">Word (Vocabulary) <u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Pregunta/Question</li> </ul>	<p align="center">Sentence (Sentence Frames)</p>	<p align="center">Discourse</p>

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*See Word Study and Fluency section for learning targets related to Reading Foundational Skills (RF) and Language (L) that are based on the standards listed at the top of this BUF.*

**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.

**Spanish**

- Ask and answer WH-questions to gather information from stories read aloud about how objects move.

- Respuesta/Response
  - Clasificar/Sort
- Members of the Family
- Yo/I
  - Papà /Dad
  - Mamà/Mom
  - Abuela/Grandmother
  - Abuelo/Grandfather
  - Hermana /Sister
  - Hermano /Brother
- Language Arts
- Las partes del libro (portada/contraportada, espina, página del título)
  - ¿Qué hace el autor/ilustrador?
  - Recordar detalles importantes
  - Identificar los personajes, escenario

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Sustantivos de personas/ Nouns for People

**Building Oracy and Background Knowledge**

Concept Attainment with TPR: Objects

- Use hand gestures to identify different family members (ie. yo, mamá, papà, abuela, abuelo, hermano, hermana) As each motion is modeled by the teacher, students talk to a partner and ask the question “¿Quièn es?” The teacher asks the student to share out and emphasizes the name of the person.

Concept Attainment with TPR: Activities

- Use pictures from the texts that are part of this unit or clip art that identify different family members (ie. yo, mama, papa, abuela, abuelo, hermano, hermana) As each picture is revealed, students talk to a partner to answer the question, “¿Quièn es?” The teacher asks a student to share out and emphasizing the hand gesture to describe the person.

**Reading Comprehension**

Strategies to introduce each read aloud and build or review oracy before reading.

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**3 maneras de leer un libro**

**1. Leer los dibujos**



**2. Leer las palabras**



**3. Volver a contar el cuento**



- Picture Walk/Talk about pictures (Three ways to read) 1. We read pictures 2. We read words 3. We talk about what we read.

Strategies to support comprehension and ongoing oracy development:

- TPR(Teacher uses TPR as he/she reads key words)
- Active listening with TPR(Students use TPR when they hear key words)
- Scaffolded Partner Sharing (using visuals, such as copies of illustrations from the book, and/or sentences frames as scaffolds)
- Graphic organizers to map information.

Make copies of pictures from the book that illustrate key information. Put students in partners and give each pair one illustration. Model for students how to talk about the illustration (including a sentence frame such as “*Esta imagen muestra...*”), they ask students to talk with their partner about the illustration they have. Teacher draws a graphic organizer appropriate for the information being mapped and poses a question to students (*¿Quién es en la photo?*)

Text: *¿Como son las familias?* Escrito por Pam Muñoz Ryan

- Content: **Listen** to an informational text about families. **Explore** what is the same about all families.
- Language Arts: **Ask and answer questions** about information in the text.
- Language Development: Identify nouns (people)

Text: *Algo especial.* Escrito por David McPhail

- Content: : **Listen** to a story about a raccoon who does not think he has a talent.
- Language Arts: **Identify characters and setting** and major events in a story.
- Language Development: Identify nouns (animals)

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Text: **Ana en el espejo** Escrito por Martha M. Vertreace

- Content: **Listen** to a story about Ana, a girl who is wondering who she looks like.
- Language Arts: **Ask and answer questions** about a text. **Discuss** the relationship between the family members.
- Language Development: Identify nouns (things)

Text: **Crisantemo**. Escrito por Kevin Henkes

- Content **Listen** to a story about a mouse excited to start a school.
- Language Arts: **Retell familiar stories, including key details**. **Discuss** the characters feelings.
- Language Development: Making personal connections

Guided Reading Texts: Reading A to Z

- *“Mi Hermanito”*
- *“Mi Familia”*
- *“Nosotros Construimos”*
- *“Cinco”*
- *“Leo un Libro”*
- *“Hacemos Galletas Dulces”*
- *“No le Harè”*
- *“Las Mamás Hacen Mucho”*
- *“Nosotros Compramos”*

## **Writing**

### **Modeled/Shared Writing**

Group Writing

One day a week, the story will be a shared writing activity, where the students retell the story for the teacher to write. The teacher may call students to (help) him/her write modeling proper sentence structure.

### **Independent Writing/Writer’s Workshop**

- Write pattern books using the sentence frames: (Yo soy... Yo veo... Yo tengo... A mi me gusta...)

Captions for family members

Each student will draw and write captions for nouns based on the stories.

### **Word Study and Fluency**

- Using dictado created from the text of LEA, the teacher provides mini lessons on the following:

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**Foci of Mini Lessons**

- Strong and weak vowels
  - Identify strong vowels (a, e, o) vs. weak vowels (i, u)
  - Identify which vowel is the strong vowel/weak one
- Sentence Features
  - First word capitalized

**Activity to teach Syllables:**

- Use the children’s names to teach phonemic awareness. Have each child pronounce their name, and the teacher will model by clapping their hands to determine how many syllables are in the child’s name. Teacher will also review beginning and ending sounds.

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

**The Bridge: Strengthening Bridges between Languages**

**Language of instruction:** Spanish to English

- Students collaboratively choose key words from unit of study, in Spanish
- TPR; students collaboratively create movements to associate with each key word.
- Students and teachers move to English, and associate each movement with the word in English. Students provide the English equivalent that they know, and teacher provides those terms students do not know in English.

**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

**Extension Activity Standards**

**Language of instruction:** English

Common Core State Standards (CCSS)

Speaking and Listening

- CCSS.ELA-LITERACY.SL.K.1  
Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.



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- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- CCSS.ELA-LITERACY.SL.K.2  
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-LITERACY.SL.K.3  
Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- CCSS.ELA-LITERACY.SL.K.6  
Speak audibly and express thoughts, feelings, and ideas clearly.

**Reading**

- CCSS.ELA-LITERACY.RL.K.2  
With prompting and support, retell familiar stories, including key details.
- CCSS.ELA-LITERACY.RL.K.4  
Ask and answer questions about unknown words in a text.

**Writing**

- CCSS.ELA-LITERACY.W.K.3  
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- CCSS.ELA-LITERACY.W.K.5  
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Language**

- CCSS.ELA-LITERACY.L.K.2  
c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

**Formative Assessment:**

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