

**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 # 2</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> Folktales, Cultures/Holidays		<b>Language Allocation for this grade:</b> <u>80% Spanish</u> ; <u>20% English</u>	
<b>Big Ideas:</b> <b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• I want my students to ...           <ul style="list-style-type: none"> <li>▪ learn about different cultures and traditions.</li> </ul> </li> <li>• I want my students to...           <ul style="list-style-type: none"> <li>▪ use sounds to help decode high frequency words</li> <li>▪ retell key story details, use information from the illustrations and words to understand the setting, describe how characters respond to events in a story, describe the structure of a story, and use text evidence to ask and answer questions use letter/sounds relationships and phonemic awareness to translate sounds to paper.</li> <li>▪ understand that text has a conventional narrative structure, which may include narration and dialogue of varying length.</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.P.D.4-Learn about and respect other cultures within the classroom and community.</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</li> </ul>	

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	<p>b. Continúan una conversación a través de múltiples intercambios</p> <ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.SL.K.2 Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende.</li><li>● CCSS.ELA-LITERACY.SL.K.3 Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.</li><li>● CCSS.ELA-LITERACY.SL.K.4<ul style="list-style-type: none"><li>a. Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.</li></ul></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>● CCSS.ELA-LITERACY.RL.K.2 Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.</li><li>● CSS.ELA-LITERACY.RL.K.3 Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento</li><li>● CCSS.ELA-LITERACY.RL.K.4 Hacen y contestan preguntas sobre palabras desconocidas en un texto.</li></ul>	<p>académico en el área de contenido de estudios sociales</p>
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	<ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.RL.K.5 Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo).</li><li>● CCSS.ELA-LITERACY.RL.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).</li><li>● CCSS.ELA-LITERACY.RL.K.9 Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en cuentos que les son familiares.</li><li>● CCSS.ELA-LITERACY.RL.K.10 Participan activamente en trabajos de lectura en grupo, con propósito 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 escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es</li><li>● CCSS.ELA-LITERACY.W.K.2 Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.</li><li>● CCSS.ELA-LITERACY.W.K.3</li></ul>	
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	<p>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.</p> <ul style="list-style-type: none"><li>● <b>CCSS.ELA-LITERACY.W.K.5</b> Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.</li><li>● <b>CCSS.ELA-LITERACY.W.K.7</b> Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos)</li><li>● <b>CCSS.ELA-LITERACY.W.K.8</b> Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.</li></ul> <p><b><u>Reading: Foundational</u></b></p> <ul style="list-style-type: none"><li>● <b>CCSS.ELA-LITERACY.RF.K.3</b> 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<ol style="list-style-type: none"><li>a. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos</li></ol></li></ul>	
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	<p>más frecuentes que representa cada consonante.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RF.K.4 Leen textos para lectores principiantes, con propósito y comprensión.</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar             <ul style="list-style-type: none"> <li>d. Comprenden y utilizan las palabras que denotan interrogación (ejemplo: quién, qué, dónde, cuándo, cómo y por qué).</li> <li>e. Emplean las preposiciones de uso frecuente (ejemplo: con, en, de, por, para).</li> </ul> </li> <li>• CCSS.ELA-LITERACY.L.4 Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten.</li> <li>• CCSS.ELA-LITERACY.L.5 Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras.             <ul style="list-style-type: none"> <li>d. Distinguen los matices de significado entre verbos que describen la misma acción general (ejemplo: gatear, caminar, marchar, correr) actuando sus significados.</li> </ul> </li> <li>• CCSS.ELA-LITERACY.L.6 Usan las palabras y las frases que han aprendido a través de conversaciones, al</li> </ul>	
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	<p>leer y al escuchar cuando se les lee, o al responder a los textos.</p>		
<p><b>Content Targets:</b> Language Arts, Social Studies</p>			
<p><b>Learning Targets</b> <b>Social Studies</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand different countries and cultures.</li> <li>• Identify how people use stories to share the history of their cultures and traditions.</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>• Retell the story to a partner using the visual prompts on the inside back cover of the book.</li> <li>• Identify the characters and settings as they retell the events.</li> <li>• Recount or describe key ideas or details from the story as they retell the events.</li> <li>• Read with expression to communicate the mood of the story</li> <li>• Listen to each other, take turns speaking, continue the discussion through multiple exchanges, and ask and answer questions to clarify what is said.</li> </ul> <p><i>Reading</i> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read the question carefully.</li> <li>• Understand what the question is asking you to do</li> <li>• Find words in the question to help you find evidence in the text</li> <li>• Read to find evidence.</li> <li>• Use the evidence to answer the question.</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><b>Formative Assessments:</b> Task/Product A: <b>Retell Graph</b> <u>Product:</u> Students will complete a graphic organizer to retell important details using First, Next and Last <u>Tool:</u> Teacher Created Rubric <u>Student Configuration:</u> Individual Presentation <b>Task/Product B: “Holiday Poster”</b> <u>Product:</u> Students will create a poster representing a Holiday. <u>Tool:</u> Teacher Created Rubric <u>Student Configuration:</u> Independent Work <b>Summative Assessment:</b> <b>Task/Product C: ‘My Own Folktale’</b> <u>Product:</u> Students will write their own version of their favorite folktale, using illustrations to represent characters in their story. <u>Tool:</u> Teacher Created Rubric <u>Student Configuration:</u> Independent Work and Individual Presentation</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>Language Arts</u></p> <ul style="list-style-type: none"> <li>• Pregunta</li> <li>• Respuesta</li> <li>• Idea principal</li> <li>• Evidencia del texto</li> </ul>	<p align="center">Sentence (Sentence Frames)</p> <p>Un día, _____. Entonces, _____. En el final, _____.</p>	<p align="center">Discourse</p> <ul style="list-style-type: none"> <li>• Comparar y contrastar</li> <li>• Analizar los personajes</li> </ul>

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<p><i>Writing</i> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of the folktale oy Holiday by responding to one of the text-dependent writing prompts provided.</li> </ul> <p><i>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.</i></p> <p><b>Language Development</b> 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.</p>	<ul style="list-style-type: none"> <li>• enseñar</li> <li>• orgulloso</li> <li>• para siempre</li> </ul>		
<p><b>Building Oracy and Background Knowledge</b> <b>Language of Instruction:</b> <u>Spanish</u> <i>Gallery Walk/Brainstorm Carousel</i> Teacher hangs pictures of the front cover of the books all around the room. Students work in pairs and walk around to each station with the book cover. Students talk to each other about what they see in the picture. Teacher signals when it’s time for students to rotate to the next picture.</p>			
<p><b>Reading Comprehension</b> Strategies to introduce each read aloud and build or review oracy before reading.</p> <ul style="list-style-type: none"> <li>• Picture Walk</li> </ul> <p>Strategies to support comprehension and ongoing oracy development:</p> <ul style="list-style-type: none"> <li>• TPR(Teacher uses TPR as he/she reads key words)</li> <li>• Active listening with TPR(Students use TPR when they hear key words)</li> <li>• Scaffolded Partner Sharing (using visuals, such as copies of illustrations from the book, and/or sentences frames as scaffolds)</li> <li>• 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“ <i>Esta imagen muestra...</i>”), 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 (<i>¿Què son los objetos de formas diferentes se puede mover?</i>)</li> </ul> <p>Text: <i>Los tres cerditos (various versions)</i></p>			

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- **Content:** A traditional story told in various ways. The Three Little Pigs have to outsmart the wolf to survive.
- **Vocabulary:** inmenso, resistente, derribaré, aroma, tenaces, chamuscado, merodeando
- **Language Arts:** Identificar personajes, escenario y detalles importantes. Comparar y contrastar, Analizar los caracteres, Contar detalles claves, Preguntas dependientes de texto de respuesta
- **Language Development:** Identify action words (verbs)
- **Sentence Frames:** Mi parte favorita es \_\_\_\_\_. Los tres cerditos eran \_\_\_\_\_. El lobo es \_\_\_\_\_.

Text: *La gallinita roja (various versions) Cómo se hace el pan (informational)*

- **Content:** A traditional story that teaches about the benefits of working together.
- **Vocabulary:** animales de la granja
- **Language Arts:** Identificar causa y efecto, Analizar los personajes, Volver a contar detalles clave, Responder preguntas dependientes del texto, Comparar y Contrastar
- **Language Development:** Use verbs
- **Sentence Frames:** Principio, medio, luego, después, al final, Los personajes son

Text: *Los tres chivitos Gruff /Ricitos de Oro*

- **Content:** Los chivitos Gruff quieren cruzar el puente, pero el gnomo se los quiere comer.
- **Vocabulary:** destartalado, enfrentan, hambriento, gnomo, ogro, traviesa
- **Language Arts:** Hacer predicciones, Sacar conclusiones, Analizar los elementos del cuento, Volver a contar detalles clave
- **Language Development:** Use verbs
- **Sentence Frames:** Yo creo que \_\_\_\_\_. Este personaje es \_\_\_\_\_.

Text: *Holidays Around the World*

- **Content:** Discover the various ways and traditions during the holiday season.
- **Vocabulary:** Accion de Gracias, Hannukah, Navidad, Kwanzaa, Las Posadas, Los Tres Reyes Magos
- **Language Arts:** Hacer predicciones, Analizar los elementos del cuento, Hacer inferencias, Hacer conecciones
- **Language Development:** Palabras Sensoriales
- **Sentence Frames:** Puedo oler, saborear, ver, escuchar... ( Puedo oler el dulce aroma arroz con leche)

Guided Reading Texts: Benchmark Publishing

- *Tirar de la cuerda*
- *El oro de rey Midas*
- *Los ciegos y elefante*
- *Los duendes y el zapatero*

**Writing  
Modeled/Shared Writing**

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**Group Writing**  
For each of the group writing experiences, the teacher distributes pictures of folktales. Students have an opportunity to talk with a partner about what is happening on the picture. When the teacher brings the group back, together, he/she asks for volunteers to share what is in their picture with the whole group. The students are prompted to use sentence frames and or/TPR to describe their picture. Then the child brings the picture up to the chart and the teacher writes the child's description on the chart using predictable text. Includes modeling of purpose and use of capitalization and punctuation in a sentence.

**Modeled/Shared Writing**  
Group Writing: Descriptive retelling of a read aloud  
The teacher uses the graphic organizer (Principio, Medio, Final) used to record student's response to parts of the story.

**Independent Writing/Writer's Workshop**  
Student respond to questions about texts.

**Narrative pieces, Writing about favorite part, Retelling stories**

**Word study and fluency**

- Using dictado created from the text of LEA, the teacher provides mini lessons on the following:  
Foci of Mini Lessons
  - Beginning sounds/ending sounds
  - Rhyming words
  - Syllable blending
  - Syllables ending in -r, -n, -s, -l (sílabas inversas)

*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

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- 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.
  - 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.RI.K.3  
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.K.7  
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- CCSS.ELA-LITERACY.RL.K.9  
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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

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With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peer.

**Language**

- CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

**Formative Assessment:**

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