

**Camden City School District
Biliteracy Unit Framework**

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

Grade: 1		Unit# 1	Social Studies
Content Area: Language Arts integrated with Social Studies		Time Frame: 6-8 weeks	
		Language in which this content area is taught: Spanish	
Theme: My School and Community		Language Allocation for this grade: <u>80%</u> Spanish; <u>20%</u> English	
Big Ideas:			
<ul style="list-style-type: none"> • I want my students to... <ul style="list-style-type: none"> ▪ understand how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. ▪ understand the importance of the American Flag and the Pledge of Allegiance. • I want my students to... <ul style="list-style-type: none"> ▪ understand that when reading an informational text, it is important to identify the key details in order to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic. 			
Standards			
<u>New Jersey Core Curriculum Content Standards for Social Studies</u> <u>U.S. History: America in the World</u> NJCCCS 6.1.4.A.1- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. NJCCCS 6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. NJCCCS 6.1.4.B.1- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	<u>Common Core State Standards (CCSS)</u> <u>Speaking and Listening</u> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u> Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al primer grado. <ol style="list-style-type: none"> a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Toman en cuenta lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios. c. Hacen preguntas para aclarar cualquier confusión sobre los 	<u>Spanish Language Development Standards (WIDA)</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 para el éxito académico en las materias de lengua y literatura • 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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<p>NJCCCS 6.1.4.D.1- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>NJCCCS 6.3.4.A.1- Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)</p> <p>NJCCCS 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p style="text-align: center;">temas y los textos que se están tratando.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.2</u> Hacen y contestan preguntas sobre los detalles clave en un texto leído en voz alta, o información presentada oralmente o a través de otros medios de comunicación. • <u>CCSS.ELA-Literacy.SL.1.3</u> Hacen y contestan preguntas sobre lo que dice quien habla a fin de obtener información adicional o aclarar algo que no se entiende. <p><u>Reading: Informational</u></p> <ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RI.1.1</u> Hacen y contestan preguntas sobre los detalles clave en un texto. • <u>CCSS.ELA-Literacy.RI.1.2</u> Identifican el tema principal y recuentan los detalles clave de un texto. • <u>CCSS.ELA-Literacy.RI.1.3</u> Describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto. • <u>CCSS.ELA-Literacy.RI.1.4</u> Hacen y contestan preguntas para determinar o aclarar el significado de palabras y frases en un texto. • <u>CCSS.ELA-Literacy.RI.1.5</u> Conocen y usan varias características de texto (por ejemplo: encabezados, tablas de contenido, glosarios, menús electrónicos, iconos), para localizar 	
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	<p>los datos clave o información en un texto.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RI.1.6</u> Distinguen entre la información proporcionada por imágenes u otras ilustraciones y la información contenida en las palabras de un texto.• <u>CCSS.ELA-Literacy.RI.1.7</u> Usan las ilustraciones y los detalles en un texto para describir las ideas clave.• <u>CCSS.ELA-Literacy.RI.1.10</u> Con sugerencias y apoyo, leen textos informativos de complejidad apropiada para el primer grado. <p><u>Writing</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.W.1.2</u> Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión.• <u>CCSS.ELA-Literacy.W.1.5</u> Con la orientación y el apoyo de adultos, se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.• <u>CCSS.ELA-Literacy.W.1.6</u> Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.• <u>CCSS.ELA-Literacy.W.1.7</u>	
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	<p>Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros sobre “cómo funciona” o “cómo se hace algo”, sobre un tema determinado y los usan para escribir una secuencia de instrucciones).</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.W.1.8</u> 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. <p><u>Reading: Foundational</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RF.1.1</u> Demuestran comprensión de la organización y características básicas de los materiales impresos.<ol style="list-style-type: none">a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (?), exclamación (!), y guión largo para abrir y cerrar un diálogo.b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama tilde colocada sobre una vocal y que indica dónde recae el énfasis de la palabra.c. Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras	
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	<p>(sí, sí; te, té; tu, tú); en ese caso se llama acento diacrítico.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RF.1.2</u> Demuestran comprensión de las palabras pronunciadas oralmente, las sílabas y los sonidos (fonemas).<ol style="list-style-type: none">a. Distinguen los sonidos (fonemas) de las vocales en palabras.b. Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal).c. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas).d. Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales (fonemas).e. Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to. <p>Acentuación</p> <ul style="list-style-type: none">• Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad).• Reconocen que una sílaba puede consistir de una sola vocal (a-mo; mí-o; dí-a; vi-ví-a; a-brí-a; o-jo; u-ña; e-so).	
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	<p><u>Language:</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.1.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.<ol style="list-style-type: none">a. Escriben con letra de molde todas las letras mayúsculas y minúsculas.b. Usan sustantivos comunes y propios.c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; los niños brincan).d. Usan pronombres personales, pronombres posesivos e indefinidos (yo, me, mi, mío, alguien). Reconocen el uso formal e informal entre tú/usted.e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo.g. Usan conjunciones que se utilizan con frecuencia (ejemplo: y, pero, o, así que, porque).	
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	<ul style="list-style-type: none">h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas).i. Usan correctamente las preposiciones que se utilizan con frecuencia (ejemplo: sin, según, desde, hasta, hacia).j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.k. Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen.l. Reconocen y explican la formación de las dos contracciones del español: al = a + el, del = de + el.• <u>CCSS.ELA-LITERACY.L.1.2</u> Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.<ul style="list-style-type: none">a. Emplean la mayúscula al escribir nombres de personas, lugares, nombres de días festivos (Navidad, Año Nuevo, etc.) y eventos importantes (Cinco de Mayo).	
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	<p>b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡!.</p> <p>c. Reconocen la función de la coma para enumerar y separar palabras en una serie.</p> <p>d. Usan ortografía convencional para palabras con patrones ortográficos comunes y para palabras de ortografía compleja de uso frecuente.</p> <p>e. Deletrean fonéticamente palabras desconocidas, usando la fonética, el reconocimiento de palabras y las normativas de la ortografía.</p> <p>Acentuación</p> <p>f. Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).</p>	
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Content Targets: Language Arts, Social Studies

<p>Learning Targets Social Studies <i>Inquiry</i> Students will be able to:</p> <ul style="list-style-type: none"> Identify facts and concepts associated with a supporting question. Make connections between supporting questions and compelling questions. <p><i>Historical Thinking Practices:</i> C-3Framework for Social Studies Students will be able to:</p> <ul style="list-style-type: none"> Explain how the rules are created at home and at school. 	<p>Formative Assessments: Task/Product A: :”My Family Rules” <u>Product:</u> Students will draw a picture of an important rule in their family. Student will share their pictures with the class. <u>Tool:</u> Teacher Created Rubric <u>Student Configuration:</u> Individual Presentation</p> <p>Task/Product B: “The Most Important Rule in my School” <u>Product:</u> Students will draw a picture of the most important rule in the school. They will share the drawing and the reasons why they chose a their particular rule as being the most important. <u>Tool:</u> Teacher Created Rubric</p>
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<ul style="list-style-type: none"> • Ask and answer questions about making responsible decisions. • Describe the Europeans and the Leni Lenapi Native Americans treated each other. <p>Language Arts <i>Speaking and Listening</i> Students will be able to:</p> <ul style="list-style-type: none"> • Listen to others and share thoughts about American history <p><i>Reading</i> Students will be able to:</p> <ul style="list-style-type: none"> • Explain how making the right decisions is an important to our community • 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. <p><i>Writing</i> Students will be able to:</p> <ul style="list-style-type: none"> • Generate questions about a bad decision and the consequences. • Write captions for pictures, describing the problem or bad decision. <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>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.</p>	<p><u>Student Configuration:</u> Independent Work</p> <p>Summative Assessment: Task/Product C: ‘Rules are Important Everywhere’ <u>Product:</u> Students will draw and describe rules that are the same in school, at home, and at the store. They will describe their reasoning. <u>Tool:</u> Teacher Created Rubric <u>Student Configuration:</u> Independent Work and Individual Presentation</p> <p align="center">Language Needed for this Unit</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> <table border="1"> <thead> <tr> <th data-bbox="1024 711 1453 779">Word (Vocabulary)</th> <th data-bbox="1453 711 1646 779">Sentence (Sentence Frames)</th> <th data-bbox="1646 711 1879 779">Discourse</th> </tr> </thead> <tbody> <tr> <td data-bbox="1024 779 1453 954"> <u>Social Studies</u> <ul style="list-style-type: none"> • Pregunta/Question • Respuesta/Response • Causa y efecto/Cause and Effect </td> <td data-bbox="1453 779 1646 954"> <ul style="list-style-type: none"> • </td> <td data-bbox="1646 779 1879 954"> Sustantivos comunes/ Common Nouns Verbs/ Verbos </td> </tr> <tr> <td data-bbox="1024 954 1453 1307"> <u>Members of the Family and Community</u> <ul style="list-style-type: none"> • Yo/I • Papá /Dad • Mamá/Mom • Hermana /Sister • Hermano /Brother • La maestra/the teacher • El director/ the principal • La policía/ the police </td> <td data-bbox="1453 954 1646 1307"></td> <td data-bbox="1646 954 1879 1307"></td> </tr> <tr> <td data-bbox="1024 1307 1453 1372"> <u>Language Arts</u> <ul style="list-style-type: none"> • Idea principal/ Main Idea </td> <td data-bbox="1453 1307 1646 1372"></td> <td data-bbox="1646 1307 1879 1372"></td> </tr> </tbody> </table>	Word (Vocabulary)	Sentence (Sentence Frames)	Discourse	<u>Social Studies</u> <ul style="list-style-type: none"> • Pregunta/Question • Respuesta/Response • Causa y efecto/Cause and Effect 	<ul style="list-style-type: none"> • 	Sustantivos comunes/ Common Nouns Verbs/ Verbos	<u>Members of the Family and Community</u> <ul style="list-style-type: none"> • Yo/I • Papá /Dad • Mamá/Mom • Hermana /Sister • Hermano /Brother • La maestra/the teacher • El director/ the principal • La policía/ the police 			<u>Language Arts</u> <ul style="list-style-type: none"> • Idea principal/ Main Idea 		
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|---|--|--|
| <ul style="list-style-type: none"> Evidencia del texto/ text evidence Causa y efecto/cause and effect | | |
|---|--|--|

Building Oracy and Background Knowledge

Language of instruction: Spanish

Concept Attainment with TPR: rules

- Use objects that represent different types of rules. Utilize different hand gestures to represent the different ways we can express certain rules (ie. stop, detente, ida, vuelta, zigzag, empuje, tira, détente, sigue, rapido, lento). As each motion is modeled by the teacher, students talk to a partner and ask the question “¿Qué es?” and “¿Qué regla describe este movimiento?” The teacher asks the student to share out and emphasizes the name of the movement.

Concept Attainment with TPR: Activities

- Use pictures from the texts that are part of this unit or clip art that demonstrates the different ways we can express rules (ie. bueno, consecuencias, justo, injusto). As each picture is revealed, students talk to a partner to answer the question, “What is happening in the picture?” The teacher asks a student to share out and emphasize the verb while introducing the movement(TPR) for the word.

Reading Comprehension

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

- Picture Walk

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 (*¿Què son los objetos o signos que usamos para expresar ciertas reglas?*)

Text: *La familias tienen reglas*. Escrito por Cynthia Swain.

- Content: **Listen** to a story about a family who has some of the same rules as other families.
- Language Arts: **Identify the Main idea and Details** of the text. **Discuss** rules that your family has in common with the family in the text. **Recognize and produce** patterns of when “el” and “la” are used.
- Language Development: Identify common nouns and proper nouns

Text: *Las reglas en la escuela* Escrito por Katherine Scaper

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- Content: **Listen** to an informational text about the rules in school. Compare the rules read in the text to the rules in our school.
- Language Arts: **Identify cause and effect** in the text.
- Language Development: Use of singular and plural nouns

Text: *4 de julio en Cleveland*. Escrito por Fred Kylie.

- Content: Listen to autobiography about the different activities enjoyed in a city on the fourth of July.
- Language Arts: **Identify/Describe** different places and activities in the text.
- Language Development: **Use of verbs in the past and present tense.**

Guided Reading Texts:

Reading A to Z

Benchmark Books

Writing

Modeled/Shared Writing

Group Writing

For each of the group writing experiences, the teacher distributes pictures of a problem or situation where a rule was broken. Students have an opportunity to talk with a partner about what is happening in 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. The writing 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 appropriate for the retelling activity, to guide students in completion of the writing.

Independent Writing

Writing about Reading

Students respond to questions about texts.

- *¿Cuáles son algunas reglas que pueden ayudar a todos?*
 - **Según el texto, a.....**
- *¿Cuáles son algunas cosas que yo puedo hacer para ayudar a los demás?*
 - **Según el texto, a.....**
- Encontrar palabras opuestas en el libro (problema, solución, reglas, consecuencias, premios) y elegir dos de ellos. Divide una hoja de papel por la mitad. Escriba uno de los opuestos sobre cada mitad y con cada palabra dibuja algo que describe la palabra.

Independent Writing

Web Page with Captions

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Each student will write a caption for illustrations created by the student describing a problem in their community where people broke the rules. Students will use sentence frames created by the teacher to write their captions.

Word Study and Fluency

- Using dictado created from the text of LEA, the teacher provides mini lessons on the following:
Foci of Mini Lessons
 - Strong and weak vowels
 - Identify strong vowels (a, o, u) vs. weak vowels (i, e)
 - Identify that a weak vowel must always be accompanied by a strong vowel and this creates a diphthong
 - Diphthongs (ea, ue, ua)
 - Identify the individual sounds together form a diphthong
 - Identify which vowel is the strong vowel/weak one
 - Sentence Features
 - Punctuation with interrogative/ exclamatory sentences (¿.....?/ ¡.....!)
 - First word capitalized
 - Accent
 - Can change meaning of word

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

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Common Core State Standards (CCSS)

Speaking and Listening

- CCSS.ELA-LITERACY.SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.ELA-LITERACY.SL.1.6
Produce complete sentences when appropriate to task and situation.

Reading

- CCSS.ELA-LITERACY.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RL.1.3
Describe characters, settings, and major events in a story, using key details.

Writing

- CCSS.ELA-LITERACY.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Language

- CCSS.ELA-LITERACY.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**Camden City School District
Biliteracy Unit Framework**

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

Formative Assessment:

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