

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

Grade: 4	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: Cultures Everywhere!	Language Allocation for this grade: <u>50%</u> Spanish; <u>50%</u> English	
Big Ideas: <ul style="list-style-type: none"> • I want my students to understand that: <ul style="list-style-type: none"> ▪ The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. ▪ The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. ▪ Understand that oral traditions exist across regions and cultures ▪ Know that storytelling is a way to preserve the cultural history of a community • I want my students to understand that when reading literary texts, it is important to: <ul style="list-style-type: none"> ▪ Recognize that stories have details, events and characters that are all important to remember. ▪ Understand that distinctive and common characteristics of cultures can be discovered through wide reading. 		
Standards		
<u>New Jersey Core Curriculum Content Standards for Social Studies</u> <u>History, Culture and Perspectives</u> <ul style="list-style-type: none"> • NJCCCS 6.1.4.D.13 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 	<u>Common Core State Standards (CCSS) en Español</u> <u>Reading</u> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.4.1</u> Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y al hacer inferencias del mismo. • <u>CCSS.ELA-LITERACY.RL.4.2</u> Utilizando los detalles en el texto, definen el tema de un cuento, obra 	<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

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<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p> <ul style="list-style-type: none"> • NJCCCS 6.1.4.D.15 Cultures struggle to maintain traditions in a changing society. • NJCCCS 6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. • NJCCCS 6.1.4.D.19-20 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. 	<p>de teatro o poema; hacen un resumen del texto.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.4.3</u> Describen en profundidad un personaje, escenario o acontecimiento en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: los pensamientos, palabras o acciones de un personaje). Composición y estructura • <u>CCSS.ELA-LITERACY.RL.4.4</u> Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo aquellas que aluden a personajes importantes de la mitología (ejemplo: Hércules). • <u>CCSS.ELA-LITERACY.RL.4.5</u> Explican las diferencias principales entre poemas, teatro y prosa. Y se refieren a los elementos estructurales de los poemas (ejemplo: verso, ritmo, métrica) y teatro (ejemplo: lista de los personajes, escenarios, descripciones, diálogos, direcciones de escena), al escribir o hablar sobre un texto. • <u>CCSS.ELA-LITERACY.RF.4.3</u> Conocen y aplican la fonética y las destrezas de análisis de palabras a 	<ul style="list-style-type: none"> • WIDA. SLD. ESTÁNDAR 5 DLE: El lenguaje de los estudios sociales Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de estudios sociales
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	<p>nivel de grado, en la decodificación de palabras.</p> <p><i>Acentuación</i></p> <p>e. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:</p> <ol style="list-style-type: none">1. Cuentan el número de sílabas.2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).4. Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/).5. Escriben el acento ortográfico si es necesario.6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas. <ul style="list-style-type: none">• <u>CCSS.ELA LITERACY.RF.4.4</u> Leen con suficiente precisión y fluidez para apoyar la comprensión. <p><i>Writing</i></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.4.3</u> Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una	
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	<p>técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.4.4</u> Redactan textos claros y coherentes en los cuales el desarrollo y organización son adecuados a la 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).• <u>CCSS.ELA-LITERACY.W.4.5</u> Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del cuarto grado).• <u>CCSS.ELA-LITERACY.W.4.6</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, y demostrar dominio suficiente de las habilidades de mecanografía para escribir un	
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	<p>mínimo de una página en una sola sesión.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.W.4.7</u> Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos a través del estudio de diferentes aspectos de un tema.• <u>CCSS.ELA-LITERACY.W.4.10</u> Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas. <p><i><u>Speaking and Listening</u></i></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.4.1</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 apropiados al cuarto grado, elaborando a partir de las ideas de los demás y expresando las propias con claridad• <u>CCSS.ELA-LITERACY.SL.4.2</u> Parafrasean partes de un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.	
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	<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.SL.4.4</u> Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia de forma organizada con hechos apropiados y detalles descriptivos relevantes para sustentar las ideas o temas principales, hablando con claridad y a un ritmo comprensible.• <u>CCSS.ELA-LITERACY.SL.4.6</u> Distinguen entre contextos que requieren el uso del español formal (ejemplo: la presentación de ideas) y situaciones donde el discurso informal es apropiado (ejemplo: conversaciones en grupos pequeños). Usan el español formal cuando es adecuado a la tarea y situación. (Ver el estándar 1 de lenguaje del cuarto grado). <p><u>Language</u></p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.4.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.• <u>CCSS.ELA-LITERACY.L.4.2</u> Demuestran, al escribir, dominio de normativas del español para el uso	
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	<p>de las letras mayúsculas, signos de puntuación y ortografía.</p> <p><i>Accentuación</i></p> <p>h. Reconocen que se emplea el acento ortográfico en todas las palabras esdrújulas y sobreesdrújulas.</p> <p>i. Usan el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.</p> <ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.L.4.3</u> Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar.• <u>CCSS.ELA-LITERACY.L.4.4</u> Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias.• <u>CCSS.ELA-LITERACY.L.4.5</u> Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado.• <u>CCSS.ELA-LITERACY.L.4.6</u>	
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	<p>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 acciones precisas, emociones o estados de ánimo (ejemplo: emocionado, afligido, eufórico) y que son básicas para un tema en particular (ejemplo: vida silvestre, conservación y en peligro de extinción cuando se habla de la protección de los animales).</p>	
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Content Targets: Language Arts, Social Studies

<p>Learning Targets Social Studies <i>Culture</i> Students will be able to:</p> <ul style="list-style-type: none"> • Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 	<p>Formative Assessments: Social Studies <i>Culture</i> Task 1- <u>Line Up (Kagan, 1994)</u> Purpose: To encourage students to state what they know about a topic orally Grouping Format: Whole class interaction</p> <p>Task 2- <u>Roving Charts</u> Purpose: To promote oral language recall of content instruction Grouping Format: Interactive small groups</p> <p>Task 3- <u>Gallery Walk / Brainstorm Carousel</u> Purpose: To encourage oral language interaction among students regarding a content topic</p>
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Language Arts

Speaking and Listening

Students will be able to:

- Listen to stories, including fables and folktales from diverse cultures
- Identify key events
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Speak for a variety of purposes

Reading

Students will be able to:

- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

Grouping Format: Interactive pairs or small group

Language Arts

Speaking and Listening

Task 4- Using a teacher created rubric for participation in collaborative discussions (that includes the indicators listed on the left, have students individually assess themselves. 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 5-[4 to 1](#)

Purpose: To analyze a topic for critical concepts and share orally

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- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature
- Analyze the influence of culture on similar themes
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

Students will be able to:

- Orient the reader by establishing a situation
- Introduce a narrator and/or characters
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Produce writing that is clear and understandable to the reader

Grouping Format: Individual writing task, interactive small groups, and whole class instruction.

Task 6- [*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 7- [*Anticipation Guides \(Kauffman, 2007\)*](#)

Purpose: To require students to assess their level of content understanding prior to reading a text

Grouping Format: Individual reading/writing, interactive small group, whole class instruction

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 8- [*Content Learning Logs*](#)

Purpose: To increase skill of summarizing in writing

Grouping Format: Individualized writing activity

Task 9- [*Dialogue Journals \(Peyton & Reed, 1990 \)*](#)

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<ul style="list-style-type: none"> ● Focus the organization and development of a topic to reflect the task and purpose ● Practice revising and editing skills ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Use digital tools ● Produce numerous pieces of writing over various time frames ● Reflection on and revise writing ● Produce complete sentences <p><i>Language</i> Students will be able to:</p> <ul style="list-style-type: none"> ● Use correct capitalization ● Choose words and phrases to convey ideas precisely ● Choose punctuation for effect ● Recognize and explain the meaning of common idioms, adages, and proverbs <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>Purpose: To increase writing fluency Grouping Format: Interactive paired writing</p> <p>Task 10- <i>Graphic Organizers for Writing</i> Purpose: To scaffold academic writing Grouping Format: Whole class, small group, individual</p> <p><i>Language</i> Task 11- <i>Word/Picture Banks</i> Purpose: To increase comprehension of academic vocabulary and study skills Grouping Format: Whole class instruction, individual or paired activity</p>
<p>Building Oracy and Background Knowledge Language of instruction: English Possible Sequence of Activities:</p> <ul style="list-style-type: none"> ● I See/ I Wonder Gallery Walk: <ul style="list-style-type: none"> ● Teachers will identify and print several pictures of major concepts for the unit. 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 steps 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 	

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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.

- **Jigsaw Reading and You are the Teacher:**

- Strategically divide students into groups, (reading level in English- ELP level or heterogeneous grouping). Have each group read a text together and complete a graphic organizer to record new information. The purpose of this activity is to further their understanding of the Big Idea, *How can traditions guide us and shape us into who we are?*
 - *At the Crossroads*
 - *Tea with Milk*
 - *The Red Lantern Festival*
 - *Wayra's Gift*
 - *What is it worth?*
 - *Alia's Mission*

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: *How are the characters and events similar across two stories, myths or other traditional forms of literature?*

- A **folktale** is a story that the people of a country tell to explain or entertain.
1. Conduct another gallery walk using the same pictures from I see/I wonder gallery walk conducted at the beginning of the unit.

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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 _____.

- Identify key features of text (Tall Tales vs. Folk Tales)

A **tall tale** is a humorous story about impossible or exaggerated happenings.

- events that could not happen in real life
- exaggerations about the strength and abilities of story character

Read Aloud and Responding to Reading

“Stormalong”

Synopsis: Stormalong is a traditional tale about a thirty-foot tall sailor name Alford Bulltop Stormalong in the 1830s, when fast moving boats called clipper ships sailed between cities. Over time, tales about Stormalong spread. His strength, courage, and kindness became legendary. Singing together about Stormalong’s fantastic deeds helped sailors tackle hard work on the rolling ocean waves.

- Closely read a text, looking for key details regarding character, setting, or plot?
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)

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.

“Hoderi, the Fisherman”

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Synopsis: Hoderi, the Fisherman is a Japanese Folktale about a fisherman by the name of Hoderi. Hoderi is fisherman who went on a journey to find a lost hook.

- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Closely read a text, looking for key details regarding character, setting, or plot?
- Analyze story elements for literal and inferential meaning
- Identify words that allude to mythological characters (ie: Herculean)

“Sal Fink”

Synopsis: Sal Fink is a tall tale about a pint-size, but super strong female riverboat pilot with a loud voice. Sal got her strength and boating skills from her dad, Mike Fink, and her hunting skills and love of animals from her mom, Peg.

- Closely read a text, looking for key details regarding character, setting, or plot?
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)

“Paul Bunyan”

Synopsis: Paul Bunyan is a tall tale about the gigantic lumberjack with the big appetite. The stories of Paul and his faithful, equally huge helper, Babe the Blue Ox were told at logging camps in Minnesota, Michigan, and Wisconsin in the late 1800s.

- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Closely read a text, looking for key details regarding character, setting, or plot?
- Analyze story elements for literal and inferential meaning
- Identify words that allude to mythological characters (ie: Herculean)

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.

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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

- Orient the reader by establishing a situation
- Introduce a narrator and/or characters
- Use dialogue and description to develop experiences and events

Formative Assessment: See Task 8-10 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Word Study and Fluency

Word study and fluency must focus on specific skills students need. Therefore, the following are possible strategies that illustrate how to take the context of reading and writing to focus on specific word study areas. Teachers need to be responsive to the needs of their particular students.

Possible Strategies to use:

- **Key Sentence Frames**
Purpose: To increase use of academic vocabulary
Grouping Format: Whole class instruction, interactive small groups, learning partner
- **Open Sort Tasks**
Purpose: To increase comprehension of academic vocabulary and increase higher level thinking skills
Grouping Format: Interactive learning partners
- **Collaborative Dialogues**
Purpose: To support the comprehension and use of academic language structures
Grouping Format: Teacher – Student dialogue

Formative Assessment: See Task 11 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

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Summative Assessment

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

You have learned a variety of folktales, and explored a world of myths.

- Create a time capsule in the year 2016 to help a futuristic society understand the culture of the 21st century. (http://digitalcommons.trinity.edu/educ_understanding/45)
- Write a folktale or myth so that future societies can learn about their culture from its oral tradition. (http://digitalcommons.trinity.edu/educ_understanding/45)

Present the folktale or myth as a storyteller so that the folktale or myth can be passed onto future generations

The Bridge: Strengthening Bridges between Languages

Format: side by side, diagram, or así se dice

- Review the major concepts in the language of instruction.
- Elicit the major concepts from students in the language of instruction
 - a. List them on one side of the chart if doing side by side.
 - b. Add words and labels on existing picture or diagram (or draw and label a part of a picture)
 - c. As a sentence or paragraph
- Match the major concepts of the other language (or go sentence by sentence for the así se dice)
- Practice the terms (or reading the paragraph for an así se dice) in the new language
- Engage students in the metalinguistic analysis

Metalinguistic Focus

The *Language and Reading Foundational Standards* will be used as the metalinguistic focus for the Bridge. The following is a sample of possible foci for the Bridge. Teachers would use student writing, observations made by students, and the standards/learning targets found above for language and foundational skills as possible foci for the Bridge.

- Morphology – Example: Des/dis – students will identify affixes that have the same meaning in both Spanish and English
- Phonology o f/ph – students will identify the sound /f/ can be written ph in English but only f in Spanish
- Syntax and grammar o The use of accents in words is specific to Spanish

Beginning and end sounds

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Extension Activity Standards

Language of instruction: English

Common Core State Standards (CCSS)

Speaking and Listening

- CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3
Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.4.6
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reading

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- CCSS.ELA-LITERACY.RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Writing

- CCSS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

Language

- CCSS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

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Formative Assessment:

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