

Sample 4th Grade Biliteracy Map
(50/50 Language and Content Allocation Plan.)

English Literacy + Social Studies + Math	Spanish Literacy + Science (larger integrated literacy block)
Rights and responsibilities of a citizen 4.C&G.1; 4.C&G.2 Reading: RL 4.2 (summarize); RL 4.7 Writing: W.4.3 - Narrative	Healthful Living 4.L.2; 4.PCH.1-3; 4.NPA.1-3 Reading: RI 4.8; RI 4.5 Writing: W.4.1 - Opinion
Factors that affect the growth of a state 4.G.1 Reading: RI 4.6; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory	Electricity and Magnetism 4.P.1; 4.P.3 Reading: RL 4.4; RL 4.5 Writing: W.4.1 – Opinion
Immigrants Past and Present (or Immigrants and Change) <u>4.H.1</u> - Analyze the chronology of key historical events in North Carolina history. <u>4.H.2</u> - Understand how notable structures, symbols and place names are significant to North Carolina. Reading: <u>RL 4.3</u> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>RL 4.6</u> - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations Writing: <u>W.4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RL 4.3) Content Big Idea: I want my students to understand that: 1) People immigrate for various reasons; 2) Immigrants face many challenges as they adapt to a new environment; and 3) Immigrants impact the new environment and the existing local community in many ways.	Adaptations of Animals in their Environment 4.L.1 Reading: RI 4.7; RI 4.9 Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.9)

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to 1) use specific details in a text to describe a character in depth and 2) compare and contrast the point of view from which different stories are narrated in order to write a (historical fiction) narrative from the point of view of an immigrant.	
Free Market Economy 4.E.1; 4.E.2 Reading: RI 4.4; RI 4.5 Writing: W.4.1- opinion ; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.5)	Earth, Sun, Moon Systems 4.E.1 - Explain the causes of day and night and the phases of the moon. Reading: <u>RL.4.2</u> - Determine a theme of a story, drama, or poem from details in the text <u>RL 4.3</u> - Describe in depth an event in a story, drawing on specific details in the text Writing: <u>W. 4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RL4.2) Science Big Idea: I want my students to understand that there are observable and predictable patterns of movement in the Sun, Earth, and Moon systems. These patterns account for day and night, the phases of the moon, and the seasons of the year. Literacy Big Idea: I want my students to understand that, when reading literary texts, it is important to 1) determine the theme of a story from details in the text and 2) describe an event in depth drawing on details from the text in order to write a narrative that explains the reason for an earth, sun, or moon system.
Families and culture 4.C.1 Reading: RL 4.4; RL 4.9 Writing: W.4.1 - Opinion, W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RL 4.9)	The Physical and Formation Processes of Earth Materials 4.P.2; 4.E.2 Reading: RI 4.3; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)