

Theme Immigrants Past and Present; Characters POV and Narratives	Language of Instruction English	Time Frame 8-10 weeks
Big Ideas - 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 3- Immigrants impact the new environment and the existing local community in many ways. - 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.		
Standards		
Social Studies Standards <i>C3 Framework Standards</i> <i>Inquiry</i> D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <i>Civics</i> D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. <i>Economics</i> D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions	Language Arts Standards North Carolina currently uses the Common Core State Standards for language arts. Therefore, these were used in the development of this unit. However, it is important to use whatever standards your state has adopted so long as each unit has standards for listening, speaking, reading, writing, and foundational skills. <i>Common Core State Standards</i> <i>Speaking & Listening</i> SL.4.1.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. SL.4.1.B - Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C - Pose and respond to specific	Language Development Standards North Carolina is a WIDA state, therefore, the WIDA standards for Language Development were used for this unit. However, it is important to use the language development standards adopted by your state for unit planning. The language development standards should be integrated with the content and language arts standards. <i>WIDA Language Development Standards</i> Standard 1 Emergent bilinguals communicate for Social and Instructional purposes within the school setting. Standard 2 Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the

people make. <i>Geography</i> D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. <i>History</i>	questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <i>Reading: Literature</i> RL.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text. RL.4.3 – 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). RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	content area of Language Arts. Standard 5 Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. Note: <i>Academic language</i> Due to the academic rigor impressed on students by the standards identified for fourth grade, academic language has been identified in this unit in various stages. This language should come from the standards and the learning targets. Note: <i>Language supports for students</i> While the language development standards are identified here, they are taught throughout the units with scaffolds at the word, sentence, and discourse level, depending on students’ proficiency level with the language. Interactive, graphic, <u>and</u> sensory supports should be provided for students throughout the unit to ensure comprehensibility and successful mastery of standards. Note: The details for planning for the different levels of language proficiency are dependent on the needs of the students in the class. The appropriate kinds of scaffold can be identified using the WIDA Can-Do descriptors based on each students’ level of proficiency in listening, speaking, reading, and writing.
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D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	RL.4.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Note: While students will encounter and practice reading informational texts throughout this unit, Reading Informational text standards are not identified for this unit because explicit mini-lessons on how to read informational texts will not be provided to students in this unit. These mini lessons are offered in other units <i>Writing</i> W 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W 4.3 A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W 4.3 B - Use dialogue and description to develop experiences and events or show the responses of characters to situations. W 4.3 C - Use a variety of transitional words and phrases to manage the sequence of events. W 4.3 D - Use concrete words and	
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D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.16.3-5. Use evidence to develop a claim about the past. D2.His.17.3-5. Summarize the central claim in a secondary work of history. <i>Evaluating Sources and Using Evidence</i> D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. D3.4.3-5. Use evidence to develop claims in response to compelling questions.	phrases and sensory details to convey experiences and events precisely. W 4.3 E - Provide a conclusion that follows from the narrated experiences or events. W 4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.) W 4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. W 4.9 A - Apply <i>grade 4 Reading standards</i> to literature (e.g.,	
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<i>Communicate Conclusions and Taking Informed Action</i> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	"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]."). <i>Reading: Foundational Skills</i> RF.4.3.A - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>Language Standards</i> L.4.1.B - Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. L.4.1.D - Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.4.1.E - Form and use prepositional phrases. (Describes the relationship between words, ex: the can is <u>on</u> the table; above, against, before). L.4.1.F - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.2.B - Use commas and quotation marks to mark direct speech and quotations from a text. L.4.3.A - Choose words and phrases to convey ideas precisely.	
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	L.4.4.B - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). L.4.5.A - Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	
Learning Targets Social Studies <i>History</i> Students will be able to: • Explain how existing groups experience change when new groups move into an area. • Identify how interactions between indigenous and migrant groups result in transformation. • Explain the reasons for which the colonies were established (i.e: political, social, and/or economic reasons). • Identify how the establishment of a colony encouraged migration of people into different regions. • Explain how communities honor past contributions of people and commemorate significant historical events. • Explain how a community's values and biases are evidenced by what it chooses to memorialize. • Provide different perspectives of significant events in early colonization of North Carolina. <i>Culture</i> • Explain the effects of different cultural groups (i.e. the Croatoans and the Colonists) on the environment and each other. • Explain how the inhabitants of a region or community reflect their culture, values, and beliefs. Language Arts <i>Speaking & Listening</i> Students will be able to: • Engage in conversations about grade-appropriate topics and texts. • Take part in structured conversations with other students, as part of a whole class, in small groups, and with a partner. • Engage in collaborative conversations.		Formative Assessments Social Studies <i>History and Culture</i> Task 1 – Students individually complete a graphic organizer (which should include at least: reason for establishment, need for interaction between Colonists and Native Americans, perspectives of Colonists and Native Americans about Lost Colony, possible reasons for disappearance, culture of each group and how the two differing cultures might have clashed). Task 2 – Using the graphic organizer identified in Task 1, student groups (of no more than four strategically selected students) collaboratively compose an informative piece that summarizes the information learned during this phase of the unit. The summary must include information (from at least) all the categories listed above. Create a rubric with students prior to starting that holds students accountable to both the content and participation. Language Arts <i>Speaking & Listening</i> Task 3 – Using a student and 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

- Look at the speaker.
- Take turns during discussions.
- Link ideas to the speaker's idea.
- Paraphrase portions of a text read aloud or information presented in multiple formats.
- Identify the reasons a speaker provides to support points.
- Report on a topic and/or recount an event in an organized and logical manner.

Reading

Students will be able to:

- Recall only evidence from text to demonstrate understanding and to answer directly stated questions.
- Distinguish between relevant and irrelevant details and examples.
- Explain what is directly stated in the text by citing specific details and examples from the text.
- Make inferences about the text.
- Explain inferences, conclusions, predictions, and generalizations by citing appropriate details and examples from the text.
- Identify specific details (using characterization) in text that reveal a character in a story or drama.
- Explain why characters behave/act/think/speak feel etc. as they do various stages of text
- Identify the cause or effect of a character's behavior.
- Identify characteristics of first and third person narrations.
- Describe the narrator's relationship to the characters.

Writing

Students will be able to:

- Identify the narrator and/or the characters.
- Explain a plausible problem or conflict in their narrative.
- Organize a plausible sequence of events.
- Draft an introduction that establishes the characters and orients the reader to the situation or problem.
- Draft the body using a plausible sequence of events and effective

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 instruction, and individual conferences.

Task 4 – Reading Response: Using a narrative text read during small group instruction, students should describe their character in depth, using specific details from the text, and explain the reasons for the character's behavior or response to specific events. Additionally, students should identify the point of view from which the story is narrated and explain how the narration from this point of view affects the reader.

Possible prompt for this task might include:

Part 1: Identify a major event for the main character in the book that you are reading. Using evidence from the text to support your answer, describe how your character feels about the event and what leads him/her to respond to the event the way s/he does.

Part 2: From what point of view is this story narrated? What effect does this narration have on our understanding and relationship with the main character?

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 5 – Students will write a first-person historical fiction narrative

descriptions of characters and setting.

- Develop characterization and setting.
- Develop story structure (e.g., problem and solution, rise and fall of action, resolution, etc.).
- Use commas and quotation marks to convey dialogue.
- Use academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events.
- Use specific and concrete, vague and general, and literal and nonliteral language.
- Use words and phrases that appeal to the senses.
- Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.
- Apply the revision and editing stages of the writing process to the narrative piece.

Reading Foundations

Students will be able to:

- Apply the specific strategies for decoding and spelling multisyllabic words

Language

Students will be able to:

English

- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Choose words and phrases to convey ideas precisely
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

from the point of view of a Colonist in which they describe the character's reasons for immigrating, some of the challenges perceived by the character in adapting to the new environment, and their impact on the existing local community. The narrative must include the elements on the left. Use a teacher and student created rubric (that was created prior to beginning the drafting phase) to self assess, peer assess, and teacher assess the final written product.

Metalinguistic focus

Any of the language standards can be used as a metalinguistic focus for the Bridge. A Bridge can have many foci, which are dependent on the readiness of the students and the teacher. In this unit, the literacy standards are expected to be extended, therefore, any of the language standards can be used as the metalinguistic focus to highlight similarities and differences. If the language standard is not listed below in the “Spanish Extension Focus Unique to Spanish” section, then it is how the languages are similar. However, if it is listed below, it is because there is a difference and this difference needs to be highlighted and practiced in the other language.

Spanish Extension Focus Unique to Spanish

All of the standards listed for English above - speaking and listening, reading, and writing - will be extended into the Spanish time. Please see the standards and learning targets listed above. In addition, the standards found below, are those unique to Spanish. These points can be highlighted during the Bridge (as a metalinguistic focus), and then reinforced during Spanish extension time.

- Forman y usan los tiempos compuestos de los verbos (ejemplo: Yo estaba caminando; Yo estoy caminando; Yo estaré caminando) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español).
- Usan las comillas para marcar un discurso directo o citas de un texto.
- Identifican y emplean correctamente el copretérito o pretérito imperfecto (-ir: amaba; -er: comía; -ir: pedía) y el condicional (-ar, amaría; -ir: comería; -ir: pediría).
- Identifican y emplean correctamente verbos regulares en el tiempo pretérito (ar - amó; er - comió; ir - escribió) o imperfecto (ar - amaba, er - comía, ir - escribía) y distinguen su uso. (Por ejemplo: Te escribí una carta. Te escribía todos los días).
- Identifican y emplean conjunciones copulativas (y/e, ni, que) y disyuntivas (o/u); adversativas (pero, aunque, sino, sin embargo); causales (pues, porque, como, puesto que).
- Usan el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.

- Usan afijos y raíces comunes del griego y del latín, adecuados al nivel de grado, como claves para entender el significado de palabras (ejemplo: telégrafo, fotografía, autógrafo).

Language Development

The following are language targets that all students will achieve as part of the entire unit. Because the targets are written at the unit level, teachers will need to break them down at the lesson level by writing language objectives based on students' language proficiency levels. These objectives will be different based on the different levels, but all of them will include the interactive, sensory, and graphic supports.

English

Students will be able to...

- Identify and explain the reasons for which particular groups of immigrants came to North Carolina, challenges that they faced upon arrival, and the impact they had on the local community. (For example, at the lesson level, a teacher needs to differentiate how this will be achieved by a level 1 – 5 language learner. A level 1 student will use pictures, sorts, and gestures to describe, whereas a level 5 will use descriptive language in speaking and language. For more ideas, go to your language proficiency standards, example: ELPA or WIDA)
- Compare and contrast the reasons for, the challenges faced by, and the impact of immigrants on the existing local community in North Carolina
- Describe a character in a text in depth using details and evidence from the text.
- Compare and contrast an event or situation as perceived by different characters in a story.
- Logically sequence events to create a story.

Potential Metalinguistic Foci

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
 - f/ph – students will identify the sound /f/ can be written ph in English but only f in Spanish
- Syntax and grammar
 - The use of accents in words is specific to Spanish

Spanish

- Describe a character in a text in depth using details and evidence from the text.
- Compare and contrast an event or situation as perceived by different characters in a story.
- Logically sequence events to create a story.

Summative Assessment

Option 1: (For districts where the final product of the writing process can be used as the summative assessment)

After students learn about the many reasons and challenges that the Colonists faced as they immigrated to the New World, students will write a first-person historical fiction narrative from the point of view of a Colonist in which they describe the character's reasons for immigrating, some of the challenges perceived by the character in adapting to the new environment, and their impact on the existing local community. The narrative must include an introduction of the main character within a sequence of events that unfolds naturally; dialogue and descriptions to show the responses characters to a situation(s); a variety of transitional words and phrases to manage the sequence of events; concrete words, phrases, and sensory details to convey events precisely; and a conclusion that follows from the narrated events.

Option 2: (For districts where the summative assessment must be completed independently.)

After students have been guided through the process of writing a historical fiction narrative from the point of view of a specific character, and learned about the variety of immigrant groups that have come to North Carolina over the years and reasons and challenges that they faced as they immigrated to North Carolina, students will write a first-person historical fiction narrative from the point of view of an immigrant of one of the studied groups. The narrative will describe the character's reasons for immigrating, some of the challenges perceived by the character in adapting to the new environment, and their impact on the existing local community. The narrative must include an introduction of the main character within a sequence of events that unfolds naturally; dialogue and descriptions to show the responses characters to a situation(s); a variety of transitional words and phrases to manage the sequence of events; concrete words, phrases, and sensory details to convey events precisely; and a conclusion that follows from the narrated events.

Building Oracy & Background Knowledge

Possible Sequence of Activities:

- **I See/I Wonder Gallery Walk** – identify and print several pictures (8-10) of major concepts for this unit. Pictures may include: a ship used for cross-Atlantic travel during this time period, the Queen of England during this time period, Colonists, Native Americans of the local area, a picture of what a settlement could have looked like, etc. Have student pairs go on a “Gallery Walk” (p. 115, 99 Ideas and Activities for

Teaching English Leaders with the SIOP Model by Vogt and Echevarria) to see each poster. Students (can be done in strategically selected pairs) should write something for each poster on either the “I see” side or the “I wonder” side. Examples of sentence steps for the students to use should be modeled by the teacher prior to students visiting the posters. Once the gallery walk is complete, use the student language 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.

- **TPR** – Assign each table group one or two words generated from the I see/I wonder gallery walk. The table group must work together to develop the TPR for the word/concept to teach to the class. (Note: the teacher will use this student created TPR in the Adapted Reader’s Theatre - ART).
- **Introduction of Concept/Question Board** (which will continue to be referred to throughout the entirety of the unit) – A concept/question board is a large, interactive bulletin board or space in the classroom where new questions and information can be gathered and shared with the entire class. In the beginning of a unit, there are typically many questions. As the unit advances, the idea is that questions are answered as students organize information or concepts on the concept side of the board. This board is interactive and is meant for the students and the teacher to use together. Additionally, students can keep a copy/personalize one that they add to in their notebooks.
- **ART (Adapted Reader’s Theatre)** – Engage students in an ART. Use the student created TPR for some of the concepts, and introduce the TPR additional important concepts in this unit. See the list of words in the chart below for words to consider incorporating into this ART.
- **View video, take notes, and engage in small group and whole class discussion.** After the video is viewed and discussed, the teacher can also read the accompanying text underneath the video. [Ask History – What Happened to the “Lost Colony” of Roanoke?](#)

Note: the teacher will have to create a graphic organizer on which to take notes, segment the video and text, identify questions to ask at segments, and create sentence starters for students to use to answer the questions.

After the video and small group discussion, have students add to the concept/question board. This may include creating new categories (such as theories of disappearance, reasons for establishment, possible differing perspectives of Queen, Colonists, and local Native Americans, etc.)

- **Field Trip:** See the Play (or watch a video of the play/re-enactment) of the Lost Colony of Roanoke.
- **LEA (Language Experience Approach)** – Engage students in an LEA to summarize the play or video watched. Use students’ language on the LEA. Then, use the LEA for some word study foci. Look at the formative assessments listed above.
- **Read Aloud and Reading Response** – select a text (consider the text identified below) to read aloud to the class (the text read aloud for this activity should not be one of the texts used for the Jigsaw Reading activity). This may require some pre-teaching of language and concepts to students in small groups so that they may engage in the class discussion. Segment the text at appropriate stopping points for discussion and for students to respond in writing. Engage in discussion to understand the text. For the first two or three sections, model how to accurately respond to a question in writing and use evidence from the text to support reasoning. This may require some small group instruction. On the final section, have students complete the written response on their own.

The Carving on the Tree, A True Account of America's First Mystery: The Lost Colony of Roanoke Island by Elizabeth A. Campbell

- **WebQuest** – Have strategically grouped/paired students go on a WebQuest to each of the identified links below and record information obtained from the links on a created graphic organizer. Then, have pairs share their information with a table group (to add information and clarify misconceptions). Using the strategy *Numbered Heads Together*, have students share new information with the entire class by posing key questions. Require students to use evidence from the websites to answer the questions.

Note: Depending on students' language abilities, the teacher might choose a variety of grouping strategies for the WebQuest, including the use of focused reading groups to gain more information on the topic.

Once all information has been shared, add to the concept/question board. This may include adding additional categories, and adding information to existing categories.

[SERC: The Lost Colony of Roanoke Island](#)

[LearnNC – Virginia Dare and the Lost Colony: Fact and Legend](#)

[LearnNC – Fort Raleigh and the Lost Colony](#)

[LearnNC – The Search for the Lost Colony](#)

[US Parks – What Happened to Virginia Dare?](#)

[National Geographic – America's Lost Colony: Can New Dig Solve the Mystery?](#)

[Commemorative Landscape](#)

- **Jigsaw Reading and You are the Teacher** - Strategically divide students into groups. As the teacher, decide whether it is better to divide students into groups by reading level or by interest level (such as a book club). Have each group read a text together and complete a graphic organizer to record new information. The purpose of the activity is for students to further their understanding of the events that led to the establishment of the Lost Colony, including the perspectives and challenges faced by both the Colonists and Native Americans. This activity may take a few days. The teacher may provide small group instruction and/or confer with students as they read these texts.

Once all groups have finished reading the texts, use the strategy “*You Are the Teacher*” (p. 92, 99 Ideas and Activities for Teaching English Leaders with the SIOP Model by Vogt and Echevarria) to share the information for each text with the rest of the class.

Possible texts to use for Jigsaw reading:

Roanoke: The Lost Colony (Library of the 13 Colonies and the Lost Colony) by Brooke Coleman

Roanoke: Mystery of the Lost Colony by Lee Miller

Disappeared Without A Trace Volume II: The Lost Colony of Roanoke Island by James Ashley

Roanoke, The Lost Colony by Josephine Madden

Roanoke, The Lost Colony: An Unsolved Mystery from History by Heidi E.Y. Stemple

The Lost Colony of Roanoke by Jean Fritz

History's Greatest Mysteries: The Lost Colony of Roanoke by Charles River Editors

Application of literacy extension of previous Spanish Unit (Determine the main idea/opinion of a text and explain how it is supported by key details; write an opinion supported by reasons and evidence)

- Note: This extension should be completed after information about the Lost Colony and reasons for its establishment are discussed, but prior to studying other immigrant groups that have come to North Carolina.
- In your opinion, what happened to the Lost Colony of Roanoke? Use your notes from texts and class discussions to support your opinion. Have student groups or pairs complete a graphic organizer (can be the same graphic organizer provided in the other class). If the same graphic organizer is used, make sure a discussion around the difference in discourse has been discussed and is evident in the graphic organizer. Then, have student pairs “read” their graphic organizers to each other and offer feedback. Feedback may include the need for more evidence or support for the opinion stated. Finally, have students use their graphic organizer to write their opinion about what happened to the Lost Colony. Opportunities for revision should be provided so that students can strengthen their writing by incorporating concepts learned in the other language.

Formative Assessment: See formative assessments task 1-2 above.

Word		Sentence	Discourse
Immigrants Colonists Native American Croatoan Roanoke Island Lost Colony English Monarchy Colonization North Carolina Contribution Establishment European Environment Interaction Settlement New World	Ships Supplies Mystery Drought Region Development Impact Inhabitant Culture Characteristic Disappearance Coastal Plain Resources Retaliation Primary Document	* For each activity listed above, the teacher should think about what sentence patterns and structures would be helpful for students to know in order to complete the activity. These can be used to create sentence starters for the students to ensure success. Additionally, the teacher should also include interactive, graphic, and sensory supports for each activity/lesson to ensure student success. For example, for the read aloud activity, the following would be appropriate sentence level support: • Colonists came to the New World because... • Some challenges that the colonists faced upon arriving were...	* For each activity listed above, the teacher should think about specific features of the oral and written discourse patterns to explicitly highlight to students. Discourse level comes from the mentor text. For example, this text is dense, with long, complex sentences that are written in past tense. Therefore, the teacher will need to build students’ stamina to read the text.

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|--|--|---|--|
| | | <ul style="list-style-type: none"> • According to the text, | |
|--|--|---|--|

Social Studies Instruction

Instruction: Engage students in inquiry to study the different immigrant groups that have come to North Carolina over time. The inquiry should seek to understand the reason for immigrating, the challenges faced, the effect of the new immigrant group in the local community, and the perspective (to some degree) of the existing local community. Possible immigrant groups to study include: Swiss, Moravian, Welsh, Scottish-Irish, German, Quaker, Slaves (although this was a forced immigration), Asian (Chinese, Korean, Burmese/Karen, Vietnamese), Latino (Mexican, El Salvadorian, Guatemalan, Nicaraguan, Peruvian), and/or Indian.

Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students), inquiry.

Possible Mini Lesson Topics/Teaching Points: *All of these mini lessons should not be taught. Instead, the teacher or PLC should identify and sequence the ones that will be taught based on student and group needs. There is a possibility that this changes yearly as student needs differ from year to year.

When studying immigrant groups and immigration patters of the past and present, it is important to:

Inquiry:

- Ask and revise compelling questions to guide inquiry.
- Understand that compelling questions are open to interpretation depending on one's perspective.
- Identify and use multiple sources to answer compelling questions.
- Primary and secondary documents are useful in answering compelling questions.
- Sources that answer compelling questions are written for a specific perspective and inadvertently include the author's opinion.

Civics:

- Identify the core civic virtues that guide communities.
- Explain how civic virtues change over time and are dependent on the members of an existing community.
- Compare and contrast the beliefs, perspectives, and values between immigrants and existing local groups.
- Analyze the differences in beliefs, perspectives, and values between immigrants and existing local group to determine possible areas of tension between the groups.

Economics:

- Assess the positive and negative incentives that influence the decisions that people (and groups of people) make.
- Describe the difference between needs and wants.

Geography:

- Identify basic features of maps.
- Use maps, photographs, and other representations to explain the relationships between the location of places and regions and their

environmental characteristics.

- Use maps, photographs, and other representations to analyze whether the natural resources of a region will support the needs of a community.
- Explain how culture influences the way people modify and adapt to their environment.
- Identify cultural characteristics.
- Identify environmental characteristics such as topography, weather, natural resources, etc.
- Explain how the cultural and environmental characteristics of places change over time and how this impacts the people living in an area over time.
- Explain how the environmental and cultural characteristics of regions influence community population and immigration.
- Explain how cultural and environmental characteristics affect the movement of people, goods, and ideas.
- Analyze the relationship between human settlements and their location and use of natural resources.
- Analyze the effects of environmental and technological events on human settlements.
- Analyze the effects of environmental and technological events on migration and immigration.
- Describe how economic activities in a place change over time and their impact on existing local communities.
- Describe how economic activities in a place change over time

History

- Create and use a chronological sequence of related events to compare developments that happened at the same time.
- Compare life in specific historical time periods to other time periods and to life today.
- Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- Explain why individuals and groups during the same historical period differed in their perspectives.
- Explain connections among historical contexts and people's perspectives at the time.
- Describe how people's perspectives shaped the historical sources they created.
- Summarize how different kinds of historical sources are used to explain events in the past.
- Compare information provided by different historical sources about the past.
- Infer the intended audience and purpose of a historical source from information within the source itself.
- Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- Explain probable causes and effects of events and developments.
- Use evidence to develop a claim about the past.
- Summarize the central claim in a secondary work of history.

Evaluating Sources and Using Evidence

- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- Use distinctions among fact and opinion to determine the credibility of multiple sources.
- Identify evidence that draws information from multiple sources in response to compelling questions.

- Use evidence to develop claims in response to compelling questions.

Communicate Conclusions and Taking Informed Action

- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Word		Sentence	Discourse
Benefit	Cultural/culture	* For each activity listed above, the teacher should think about what sentence patterns and structures would be helpful for students to know in order to complete the activity. These can be used to create sentence starters for the students to ensure success.	* For each activity listed above, the teacher should think about specific features of the oral and written discourse patterns to explicitly highlight to students.
Challenge	Modify		
Civic virtue	Adapt	Additionally, the teacher should also include interactive, graphic, and sensory supports for each activity/lesson to ensure student success.	Discourse level comes from the mentor texts. As students research the variety of immigrant groups that came to North Carolina over the years, they will come across dense texts and articles, with long, complex sentences that are written in a mixture of past and present tense (depending on the kind of source that is consulted). Therefore, the teacher will need to build students' stamina to read the text and help students understand how to identify that all sources of information are tainted with a particular perspective.
Democratic principles	Environment		
Society	Change over time	For example, for the inquiry activities, the following would be appropriate sentence level support:	
Community	Distribution		
Beliefs	Movement	• The ___ immigrant group came to North Carolina because... • The new immigrants were ___ perceived by the local community because... • An area of tension between the immigrant and existing local community was...	
Experiences	Catastrophic		
Perspectives	environmental event		
Values	Migration		
Point of view	Natural resources		
Cost	Settlement		
Choices	Scale		
Incentive	Fact		
Influence	Opinion		
Decision	Special pattern		
Resources	Economic activity		
Goods	Interaction		
Services	Audience		
Needs	Purpose		
Wants	Chronological sequence of related events		
Maps	Claim		
Representation	Probably cause(s)		
Relationships	Historical period		
Region	Sources		
Environmental characteristics	Past events		

Reading Comprehension

Introductory Activities:

- 1- Conduct another gallery walk using the same pictures from the I see/I wonder gallery walk conducted at the beginning of the unit. This time, use the sentence starters:
 - a. I think the photographer/artist of this picture is trying to depict...
 - b. From the perspective of the ____ it looks like ____.
 - c. From the perspective of ____ it might look or feel like ____.
- 2- Using the LEA created with students after watching the play/video, engage students in a discussion of how the LEA would have to shift if it was written from a specific character's point of view. Collaboratively select a character and re-write the LEA (as a whole group or in small groups) from a specific person/character's point of view. During this activity, be sure to emphasize (and create TPR for) the words in bold below. These words should be the start of the Literacy concept wall.

Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students)

Read Alouds and Responding to Reading: As a PLC, a text should be identified to read aloud to the class. This text should specifically model the genre students are to write, and include specific features with which the standards can be modeled. In this case, a historical fiction text written as a first person narrative should be selected. This text should include deep descriptions of the character and their world, and should also offer sections of the text where an event can be “seen” through that character's eyes, but also offer enough details where that same event can be analyzed or inferred through the eyes of another character.

This text should be read aloud to the class and offers opportunities for the students to respond to the text in writing. Additionally, since this text was 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 students' language ability).

Small Group and Independent Reading Text Selection: As a PLC, texts for small group instruction and independent practice should be selected. These texts should allow students the opportunity to practice what is modeled. Therefore, these texts should also be historical fiction texts written in first person that is close to the students' instructional level and can be

Possible Mini Lesson Topics/Teaching Points: *All of these mini lessons should not be taught. Instead, the teacher or PLC should identify and sequence the ones that should be taught based on student and group needs. * Some of these teaching points have been adapted from the Lucy Calkins 4th Grade Reading Units of Study.

RL.4.3 – 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

RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between

thoughts, words, or actions).	first- and third-person narrations.
When reading literary texts, it is important to... • Become the character in the book and make a mental movie as you read. • See the world through the eyes of your character. • Relate to the character. Live in the character's shoes and find something similar in your life. • Revise what you know about the character and their situation. This might mean that you have to change your thinking about the character. • Empathize with the character. This helps you anticipate what might happen next. • Predict what will happen and how it will happen. You can do this by remembering what has already happened and what we know about our character. • Stop and think about what we are reading. We form ideas about the characters, in addition to shaping our ideas about the theme of the story. • Read closely and grow ideas about the character. We read about their actions and think about how that helps us understand the character. • Grow complex ideas about characters by thinking about times when they seemed to act out of character. • Pay close attention to the objects that characters keep close. This almost always reveals something important about the person. • Use precise language to describe the characters and their actions. • Pay attention to the motivations and struggles of the characters. • Pay attention to the things that the author mentions again and again. This is something that the author wants us to notice and is critical to understanding the essence of the character and the story. • Stop and organize our thoughts about a character before moving on. • Develop a theory or big idea about a character as we read. Then, while we continue reading, we collect evidence that supports this theory or stop to revise it. • Understand the decisions that characters make by keeping in mind that the character's behavior is shaped by what is	When reading literary texts, it is important to... • Identify that there are multiple time lines in a text. There are timelines that are personal to the characters, and there is a timeline of the big events in the story. • Know the main character's personal timeline and how it is similar or different to the timelines of other characters in the story. This helps us understand our character better. • Understand that characters respond to events differently. This reflects the fact that each character plays a different role in the world and is shaped differently by times and events. • See the story through the perspective of the other characters whose feelings and voices might not have been brought out so clearly. When we do this, it helps us think deeper about the characters and the story. • Analyze the choices characters make during critical moments in the story. These actions not only affect the other characters in the story, but the reader as well. • Identify why characters respond differently to major events. This helps us understand the deeper meaning of the text. • Learn from the choices that characters make. This helps us understand the character and their world, but also helps us understand how our choices impact those around us. • Analyze the characters' perspectives and points of view to find the deeper meanings in texts. We can do this by thinking about the significance of characters' perspectives on the possible meaning of the story. How does the story go because the character is telling it? Would it go differently if another character were telling the story? • Identify how other characters treat or view the main character. This helps us understand our characters actions. • Analyze the characters' perspectives and points of view to find the deeper meanings in texts. We can do this by thinking about the significance of characters' perspectives on the possible meaning of the story. Would this story read differently if it was written in first person instead of third person? • Identify how the secondary characters' actions influence the main character.

happening in the world in which the character lives.

- Read with what we know about the characters. When we notice characters react to events, we think about whether or not this fits with what we know about the characters.
- Identify how characters change in response to trouble or challenging situations. We have to allow them to change how we think, feel, and act in their world.

Formative Assessment: See Task 4 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction, and individual conferences.

Word		Sentence	Discourse
Literature Describe Character Compare Contrast Point of View Narrate/narrated Time line Events Main character Behavior Precise language Actions	Characteristics Respond Plays a role Perspective Details Examples Inference Critical moment Major events Secondary character Empathize Anticipate Predict	* For each activity listed above, the teacher should think about what sentence patterns and structures would be helpful for students to know in order to complete the activity. These can be used to create sentence starters for the students to ensure success. Additionally, the teacher should also include interactive, graphic, and sensory supports for each activity/lesson to ensure student success. For example, for some of the teaching points listed above, the following would be appropriate sentence level support: • In the story, some of the main character's attributes are.. • The main character is feeling ____ because ____. • As I read what is happening to my character, I see...	* For each activity listed above, the teacher should think about specific features of the oral and written discourse patterns to explicitly highlight to students. Discourse level comes from the mentor texts and the texts that students will read. In this section of the BUF, students will read historical fiction texts narrated in the first person. Therefore, students will be explicitly exposed to one perspective. The teacher will need to help students identify clues as to how the character responds to events, and how that is similar and different to how other characters respond to those same events.

Writing

Introductory Activity: In small groups, have students create a bubble map listing the features of the narrative texts that they read during the reading comprehension phase of the books. Students should be encouraged to look at these books again to identify these specific features. Student identified specific features could include: written for the main character's point of view; character is telling the story; character uses the word 'I' to refer to him/herself; there is dialogue to show conversations; characters talk to each other and this is shown with quotation marks; the story goes in chronological order; etc. Validate student's responses and introduce the academic terminology if students do not say it. Then explain

Routines and Structures: Whole group mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students)

Possible Mini Lesson Topics/Teaching Points: *All of these mini lessons should not be taught. Instead, the teacher or PLC should identify and sequence the ones that should be taught based on student and group needs. * Some of these teaching points have been adapted from the Lucy Calkins 4th Grade Writing Units of Study.

EQ: Brainstorming - How do authors think of interesting stories to write? (W 4.3 A; W 4.3 E; **W 4.5**)

- When writing historical fiction narratives, it is important for the author to...
 - Read other historical fiction narratives, first to take the story in, and then to understand how the story is made. Then, they use what they learned and apply it to their story.
 - List facts of what we know about a particular point in time and pretend like they are there, living in that point in time.
 - Identify small moments that could have happened in that particular point in time that would be interesting to write and read about.
 - Invent a character that has desires and difficulties.
 - Understand the characters well so that they can bring the story to life (external and internal features of a character).
 - Know what his or her characters want and what keeps these characters from getting what they want.
 - Show what the character wants by putting examples of this into little moments.
 - Consider their characters and what they want their readers to know about their character to determine what point of view to write their story in. (Identify first person or third person).

EQ: Pre-writing - How do authors organize their ideas before they begin writing a story? (W 4.3 A; W 4.3 E; **W 4.5**)

- When writing historical fiction narratives, it is important for the author to...
 - Use tools (such as a graphic organizer or timeline) to help them organize the story.
 - Plot a story arc, or a specific sequence of events, in order to intensify the problem.
 - Plan out their story in scenes before they begin to write it, and become the character.
 - Share their story, as if they are the character, before they begin writing in order to solicit feedback about chronology, clarity, and interest.

EQ: Drafting - How do authors draft interesting, logically sequenced stories that their readers can see and feel? (W 4.3 A; W 4.3 E; **W 4.4**)

- When writing historical fiction narratives, it is important for the author to...
 - Use the pre-writing tools to write our story and get our ideas out on paper.
 - Identify the point of view from which they tell the story, and stick with this point of view throughout the story. (Identify the characters point of view).
 - Take care to stay in the same tense. If the story takes place in the past, they consistently use language to show this.

EQ: Revising - How do authors revise their stories to make them stronger and more meaningful? (W 4.3 B; W 4.3 C; W 4.3 D; W 4.3 E; **W 4.4; W 4.5; W 4.6**)

- When writing historical fiction narratives, it is important for the author to...
 - Think about how different characters view and experience events, and share this through the characters actions in their stories.
 - Create drama to *show* what is happening through their characters.
 - Think about what a character might say, and use dialogue to bring the scene to life.
 - Use sensory language to show the reader what is happening and make the reader feel like they are right there with the character.
 - Include transition words that show how the sequence of events goes.
 - Use concrete words and phrases to convey the experiences and events clearly to the reader without “telling” the reader.
 - Use metaphors to help the reader bring the story to life.
 - Revise their lead to draw the reader into the story.
 - Revise their stories to be sure they include the time and place in order to orient the reader.
 - Revise their dialogue to be sure it moves the story forward and gives the reader clues about the character and the setting.
 - Revise their endings to be sure it is the exact fit for the story. The ending ties up loose ends, resolves any unresolved difficulties, and defines the story’s meaning.
 - Revise their draft by re-reading it with a particular lens. Does the story really show what I intended it to show?
 - Revise their stories with a checklist to assess whether all important components are included and then make plans for what they still need to do.
 - Think carefully about how they title their stories. A title connects some of the big ideas in the story in addition to catching the reader’s interest.
 - Use tools such as Google docs to collaborate with others and get feedback on their stories.
 - Use the feedback from others to strengthen their work.

EQ: Editing - How do authors re-read and fix their stories to make sure it is clear for the reader? (**W 4.5; W 4.6**)

- When writing historical fiction narratives, it is important for the author to...
 - Select appropriate tools to help them check for spelling and grammar.
 - Edit their stories focusing on one thing at a time.
 - Spelling
 - Punctuation
 - Paragraphs

EQ: Publishing - How do authors share their final pieces with others? (**W 4.6**)

- When writing historical fiction narratives, it is important for the author to...
 - Use tools such as a computer to publish their work and share it with others.

- Use tools to help them publish their work and formally share it with others (both in print and digitally).

Formative Assessment: See Task 5 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction, and individual conferences as instruction is supplied on the writing process.

Word		Sentence	Discourse
Narrative Experience Orient the reader Character Dialogue Description Establish a situation Responses of characters Sensory details Conclusion Scene Author Coherent sequence of events Chronological sequence of events	Planning Drafting Revising Editing Publishing Organize Desires and difficulties External and internal character features/traits Drama Paragraph Punctuation Indent Transition	* For each activity listed above, the teacher should think about what sentence patterns and structures would be helpful for students to know in order to complete the activity. These can be used to create sentence starters for the students to ensure success. Additionally, the teacher should also include interactive, graphic, and sensory supports for each activity/lesson to ensure student success. For example, for some of the teaching points listed above, the following would be appropriate sentence level support: • Some facts I know about the particular point in time I want to write about are... • A small moment that could have happened in this point in time is... • A challenge my character could have faced is...	* For each activity listed above, the teacher should think about specific features of the oral and written discourse patterns to explicitly highlight to students. At this point in the BUF, discourse level comes the kind of text that the student will write. Here, students will be expected to write a first person narrative set in a particular point in time. Therefore, the teacher will need to support students to write a story from someone else's perspective that is set in the past, and maintain this perspective and past tense narration throughout their narrative.

Word Study & Fluency

Word study and fluency must focus on the 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:

- Dictado

- LEA
- Small group instruction
- Individual conferring

Please see foundational and language standards and learning targets listed above for possible foci of Mini-Lessons topics.
Formative assessment: See formative assessment above.

Summative Assessment

The Summative assessment is administered at this point, which is considered the end of the unit.

Bridge – there are two Bridges for this unit, one for the content and one for language arts.

1. *Bridge using language related to social science content*
2. *Bridge using language related to language arts content*

Format: side by side, diagram, or así se dice (It is ideal to do more than one kind of Bridge, because in doing so, one kind of Bridge compliments the other. However, it is not necessary. Some teachers will choose to do only one kind of Bridge, whereas, another teacher will choose to do all three kinds of Bridges to address more metalinguistic foci and in an attempt to support the multiple learning styles and needs of the students.)

Metalinguistic Foci: comes from the metalinguistic targets listed above.

Process:

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

Extension

Students will have opportunities for practice and application of the literacy focus and standards with the Spanish unit content

about the Earth, Sun and Moon Systems. Therefore, the extension of the literacy big idea and the literacy targets (listed above and copied below) are incorporated in the Spanish BUF where students will practice these targets with the new content.

Note:

Language Arts

Speaking & Listening

Students will be able to:

- Engage in conversations about grade-appropriate topics and texts.
- Take part in structured conversations with other students, as part of a whole class, in small groups, and with a partner.
- Engage in collaborative conversations.
- Look at the speaker.
- Take turns during discussions.
- Link ideas to the speaker's idea.
- Paraphrase portions of a text read aloud or information presented in multiple formats.
- Identify the reasons a speaker provides to support points.
- Report on a topic and/or recount an event in an organized and logical manner.

Reading

Students will be able to:

- Recall only evidence from text to demonstrate understanding and to answer directly stated questions.
- Distinguish between relevant and irrelevant details and examples.
- Explain what is directly stated in the text by citing specific details and examples from the text.
- Make inferences about the text.
- Explain inferences, conclusions, predictions, and generalizations by citing appropriate details and examples from the text.
- Identify specific details (using characterization) in text that reveal a character in a story or drama.
- Explain why characters behave/act/think/speak feel etc. as they do various stages of text
- Identify the cause or effect of a character's behavior.
- Identify characteristics of first and third person narrations.
- Describe the narrator's relationship to the characters.

Writing

Students will be able to:

- Identify the narrator and/or the characters.
- Explain a plausible problem or conflict in their narrative.
- Organize a plausible sequence of events.
- Draft an introduction that establishes the characters and orients the reader to the situation or problem.

- Draft the body using a plausible sequence of events and effective descriptions of characters and setting.
- Develop characterization and setting.
- Develop story structure (e.g., problem and solution, rise and fall of action, resolution, etc.).
- Use commas and quotation marks to convey dialogue.
- Use academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events.
- Use specific and concrete, vague and general, and literal and nonliteral language.
- Use words and phrases that appeal to the senses.
- Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.
- Apply the revision and editing stages of the writing process to the narrative piece.

Reading Foundations

Students will be able to:

- Apply the specific strategies for decoding and spelling multisyllabic words

Language

Students will be able to:

- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Choose words and phrases to convey ideas precisely
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Students will be able to (points specific to Spanish):

- Formar y usan los tiempos compuestos de los verbos (ejemplo: Yo estaba caminando; Yo estoy caminando; Yo estaré caminando) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español).
- Usar las comillas para marcar un discurso directo o citas de un texto.
- Identificar y emplean correctamente el copretérito o pretérito imperfecto (-ir: amaba; -er: comía; -ir: pedía) y el condicional (-ar, amaría; -ir: comería; -ir: pediría).
- Identificar y emplean correctamente verbos regulares en el tiempo pretérito (ar - amó; er - comió; ir - escribió) o imperfecto (ar - amaba, er - comía, ir - escribía) y distinguen su uso. (Por ejemplo: Te escribí una carta. Te escribía todos los días).
- Identificar y emplean conjunciones copulativas (y/e, ni, que) y disyuntivas (o/u); adversativas (pero, aunque, sino, sin embargo); causales (pues, porque, como, puesto que).
- Usar el acento diacrítico en interrogaciones, exclamaciones y para diferenciar los pronombres demostrativos de los determinativos.
- Usar afijos y raíces comunes del griego y del latín, adecuados al nivel de grado, como claves para entender el significado de palabras

(ejemplo: telégrafo, fotografía, autógrafo).