



This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 4th Grade

Content Big Idea: **I want my students to understand that** the geography and natural resources of a region influence the life of a community.

- For example, in Illinois, there are many lakes and rivers, making travel and industry more economical.
- For example, Illinois is very flat, which also makes travel easier.

Literacy Big Ideas: **I want my students to understand that** when reading informational texts it is important to explain how the author uses reasons and evidence to support particular points in a text in order to write and opinion about the importance of certain geographical features.

Building Oracy and Background Knowledge

- Strategies – phrases and sentence prompts used:
- Total Physical Response (TPR)
 - *la topografía*
 - *la ubicación*
 - *la llanura*
 - *la montaña*
 - *el monte*
 - *el desierto*
 - *el río*
 - *el lago*
 - *el océano*
 - *la región*
 - *la frontera*
 - *norte*
 - *sur*
 - *este*
 - *oeste*
 - *la región noreste*
 - *la región medio oeste*
 - *la región sur*
 - *la región oeste*

Formative Assessment

- Adapted Reader's Theater (ART)
 - Teaching one sentence at a time with the TPR learned earlier.
 - *En la región del noreste de los Estados Unidos están ubicadas las montañas Apalaches. En la región del medio oeste están ubicados los grandes Lagos, el río Mississippi y las grandes Llanuras. En la región del oeste están las montañas Rocosas , y el desierto de Sonora. Estos son algunos ejemplos de la variada topografía de los Estados Unidos.*
- Open Sort
- Language Experience Approach (LEA) – based on the TPR and ART learning.

Reading Comprehension - Strategies and balanced literacy routines include: - Mini Lessons - Say Something for Reading Comprehension with sentence prompts - Small group instruction (strategy groups) - Independent Reading with the Write Something Strategy - Conferring Standards: <u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>CCSS.ELA-LITERACY.RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text. <u>CCSS.ELA-LITERACY.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Content Inquiry or investigations Standards: SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others. SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry. SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions. SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time. SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	
Writing - Strategies and balanced literacy routines - Mini Lessons - Talk Out Your Writing Partners - Language Experience Approach (LEA) - Independent Writing with the Write Something Strategy		

- Conferring

Standards:

[CCSS.ELA-LITERACY.W.4.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.4.1.A](#)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

[CCSS.ELA-LITERACY.W.4.1.B](#)

Provide reasons that are supported by facts and details.

[CCSS.ELA-LITERACY.W.4.1.C](#)

Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

[CCSS.ELA-LITERACY.W.4.1.D](#)

Provide a concluding statement or section related to the opinion presented.

[CCSS.ELA-LITERACY.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.)

[CCSS.ELA-LITERACY.W.4.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Word Study and Fluency

- Areas of word study to be addressed:
 - Decoding and fluency
 - Accents
 - Syllabication

Standards:

[CCSS.ELA-LITERACY.RF. 4.3.](#) *Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. (Las lecciones que siguen de este estándar están más detalladas)*

[CCSS.ELA-LITERACY.RF. 4.3.E](#) *Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:*

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).*

- *topografía (5 sílabas to- po- gra-**fí** - a, la sílaba tónica es **fí** que también es la antepenúltima sílaba)*
- *ubicación (4 sílabas u-bi-ca-**ción**, la sílaba tónica es **ción** , es la última sílaba, la sílaba ción contiene un diptongo formado por el grupo vocálico **ió**)*
- *océano (4 sílabas o-**cé**- a- no, la sílaba tónica es **cé** , es la antepenúltima sílaba, la palabra es esdrújula)*
- *región (2 sílabas re - **gión**, la sílaba tónica es la **gión**, es la última sílaba, la sílaba **gión** tiene un diptongo formado por el grupo vocálico **ió**)*

CCSS.ELA-LITERACY.RF. 4.3.F Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico (hacía, baúl, raíz).

- *la palabra topografía contiene un hiato que se produce entre las vocales **í** y **a** de las sílabas **fí** y **a** por que la vocal **í** acentuada es abierta y la vocal **a** es abierta*
- *la palabra océano contiene un hiato que se produce entre las vocales **e** y **a** de las sílabas **cé** y **a***

Summative Assessment : After students have read informational texts and summarized the texts by determining each text's main idea and explained how it is supported by key details (**CCSS.ELA-LITERACY.RI.4.2**), they will write an opinion (**CCSS.ELA-LITERACY.W.4.1**) about which the regions and landforms of the United States is the most important and why. Their opinion piece will include: a clear organization, linking words and phrases, reasons that are supported by facts and details, and a concluding statement related to the opinion stated. The students will illustrate the most important regions and landforms for to go along with their opinion piece.

Bridge Transfer (Side by Side with Pictures) • Make a T-Chart leaving a middle column for pictures and label the left side <i>Español</i> in green and the right side English in blue • Elicit key vocabulary from the Total Physical Response (TPR) and write those words on the left hand column of the T-Chart • Have students create their own T-Charts in their Bridge notebooks and write their words as you write. • Next have students illustrate the words in the middle column of the T-Chart • In small groups or pairs, have students work together to identify and write the translation to the matching Spanish word in their notebooks on the English side of the T-Chart. • Take the time to share their group responses in whole group or group to group share time. Anticipated Bridge Chart: (see next page)	Extension (includes: Listening, Speaking , Reading, and Writing) Standards: CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.W.4.7 Strategies and Activities: Conduct short research projects that build knowledge through investigation of different aspects of a topic. Based on the informational reading about the landforms and regions, students will create a model of a landform. They will describe the landform's features, describe the climate it is found in and	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. • Ask the students what they notice that is similar in the two languages. Mark those similarities with a yellow marker. • Next ask the students what they notice to be different in the two languages. Again, mark those differences with a black marker. • Create a metalinguistic chart based on those similarities or differences. Metalinguistic Focus: CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names. Syntax/Grammar • The article in Spanish is written in front of the noun but not necessary in English ○ la llanura → plains ○ el río → river	
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Anticipated Bridge Chart:			how the climate has affected it. Each student will create a PowerPoint or Seesaw presentation to share the information learned.	- Capitalization of proper nouns in English is the only used for the name and not the descriptor while in English includes the descriptor and the noun. - Las montañas Apalaches → Appalachian Mountains - el desierto de Sonora → Sonoran Desert	
Español	Picture	English			
la llanura		plains			
la montaña		mountain			
el monte		mount			
el desierto		desert			
el río		river			
el lago		lake			
el océano		ocean			
la región		region			
las montañas		Appalachian			
Apalaches		Mountains			
el desierto de Sonora		Sonoran Desert			

- How did you feel as a learner?
 - I felt _____.

- What did you learn about biliteracy instruction?
 - One thing I learned about biliteracy instruction is _____.