

Bilingual Unit Framework: Sample for 3rd Grade

Note: *This is a sample unit plan. A lesson plan would have to be developed from this unit plan and the district literacy routines/program would need to be incorporated into both the unit and lesson plan.*

Content area: Language arts integrated with science Theme/big idea: Animal Adaptations/Authors use a wide variety of literacy elements in fictional narratives. Standards: • Applicable Common Core English language arts standards¹ • Spanish language arts standards (e.g., WIDA standards)² • Science standards • Spanish-language development standards • English-language development standards (apply after the Bridge) Content targets: Students will identify literary elements within stories. Students will write a narrative using point of view, first-person narrative, and personification. Language targets • Spanish: Students will ask yes/no questions orally. Students will justify their hypothesis about the secret animal. Students will describe and define literary elements. Students will use past tense in writing. • English: Students will describe and define literary elements. • Cross-linguistic: Students will identify, describe, and provide examples of cognates. Students will describe and provide examples of the <i>-ción/-tion</i> pattern in Spanish/English. Summative assessment: • Students will write a fictional narrative that includes a variety of literary elements. • Students will identify and describe literary elements (point of view, first-person narrative, and personification) in their own writing, in the writing of other students, and in stories read in class.	Language in which this content area is taught: Spanish Language allocation for this grade: <u>70%</u> Spanish; <u>30%</u> English
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¹ The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are available at www.corestandards.org/

² The WIDA (World Class Instructional Design and Assessment) Consortium standards are available at www.wida.us/standards
Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Philadelphia, PA: Caslon Publishing

Building Oracy and Background Knowledge Language of instruction: Spanish (This language is maintained until the Bridge; the other language is used in the Extension Activity.) Language resources, linguistic creativity, and cultural funds of knowledge • Students use multiple varieties of Spanish and refer to animals in different ways. For example, some students say “chanchó” while others use “puerco” or “cochino.” • Students use descriptive language to tell stories about their interactions with animals. Students often use regional terms, or English words in their stories, especially when the stories take place in the United States (e.g., <i>Le compramos un “leash” a mi perro ayer</i>). • Students write and talk about these animals in a way that personifies them, and the teacher wants to take advantage of this natural affinity with animals to teach point of view and narrative. • Students use the past tense appropriately, in both regular and irregular verbs, in their speaking and in their writing. (Note: The writing of narratives provides the opportunity to expand student skills and teach the use of accents with past tense.) Building background knowledge • Concept attainment: Teacher requires students to ask a series of yes/no questions in order to obtain the concept of “crayfish.” • Hands-on activity with realia: Students observe and interact with live crayfish. Teacher posts T-chart and provides sentence starters (<i>Veó . . . ; Observó . . . ; Este es . . . ; Estos son . . .</i>) to promote Spanish use during hands-on activity. • Students’ shared observations: As students share observations, teacher records observations on an anchor chart that will provide additional vocabulary and language support.	Formative assessment • Checklist and anecdotal records on student use of sentence prompts during the concept attainment activity and during the small group work • Checklist and anecdotal records that capture formal an informal Spanish use, English use, and types of questions offered
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Reading comprehension • Guided reading in small groups: Students read a variety of books that include personification. The focus of the guided reading groups is to look at the author’s choice of literary elements: point of view, first-person narrative, and personification. • Table: Students complete a table on literary elements in the books they have read.	Formative assessment • Anecdotal records on comments and connections students make during guided reading • Rubric to evaluate completed table
Writing NOTE: In this sample unit, writing precedes reading. • Language experience approach (LEA): Students narrate their first interaction with live crayfish. Then, later . . . • Writing process: Students write original first-person narratives from the point of view of the crayfish, using personification. Teacher models prewriting, drafting, peer revising, editing, and publishing. • The teacher provides writing mini-lessons on ○ the elements of personification; ○ the consistent use of past tense in a narrative; ○ using a variety of words, rather than the same words again and again; ○ paragraphing.	Formative assessment: Writing rubric that respects and reflects the integration and use of two linguistic resources at both the word and the discourse level
Word study and fluency • Using a <i>dictado</i> created from the text of the LEA, the teacher provides mini-lessons on <2nd-level bullet>the use of accents in the simple past tense in Spanish, with special focus on those words whose meaning changes with the use of the accent (e.g., <i>hablo/habló</i>; <i>pico/picó</i>); and <2nd-level bullet>the b/v pair of <i>letras tramosas</i> (e.g., <i>iba</i>, not <i>iva</i>; <i>caminaba</i>, not <i>caminava</i>). • Students practice reading their own stories to help build fluency, with a special emphasis on prosody.	Formative assessment: Checklist that records student performance on word study and fluency activities

Students do some read aloud during guided reading to further practice skills learned in reading their own stories.	
Summative assessment - Students will write a fictional narrative that includes a variety of literacy elements. - Students will identify and describe literary elements (point of view, first-person narrative, and personification) in their own writing, in the writing of other students, and in stories read in class.	
The Bridge: Strengthening Bridges between Languages Language of instruction: Spanish and English - Students collaboratively choose key words from unit of study, in Spanish. - TPR: Students collaboratively create movements to associate with each key word. - Students and teacher move into English, and associate each movement with the word in English. Students provide the English equivalents that they know, and teacher provides those terms students do not know in English. Metalinguistic focus: - Cognates - The <i>-ción/-tion</i> pattern	Formative assessment: Checklist that records student participation in English and student metalinguistic skills
Extension: Language of instruction: <u>English</u> (the other language) Students study the same literary elements but within English books, although NOT the same books or stories as read in Spanish.	Formative assessment: Checklist and rubric that respect the resources of the two- language learner.