



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: Kindergarten

Theme/Unit Name : Las reglas y los lugares de la escuela

Content Area: Social Science and Spanish Language Arts

Unit: 1 Storyline: How do rules keep us safe and allow us to learn?

(If the unit is taught in Spanish, we recommend using the Spanish version of this template: *Unidades bilingües: el triángulo del BUF*)

Unit Storyline:

In this early kindergarten unit, students will learn the language and purpose of rules in certain school-specific places (in Spanish). For example, they will learn that in the library, we use quiet voices, and in the cafeteria, we eat while seated (D2.Civ.12.K-2). As they learn the rules of school, they will also learn why the rules are important to the functioning of the school and of society in general (D2.Civ.3.K-2). They will physically practice these rules in the appropriate settings, read stories about children in various settings learning the rules (CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.RI.K.10), and apply rules in various settings to writing through shared writing and sentence frames (CCSS.ELA.LITERACY.W.K.2). Through this inquiry and while experiencing the rules in different settings of the school, students will engage in shared and independent writing. During their shared and independent writing, students will begin to apply letter sounds to writing to complete their own ideas within sentence frames (CCSS.ELA.LITERACY.RF.K.3). Finally, to demonstrate their knowledge of the rules across the school, students will create a poster using a combination of writing, drawing, and/or dictation to demonstrate the appropriate behavior as well as their individual level of application of sounds to writing. (CCSS.ELA.LITERACY.RF.K.1, CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.RF.K.3, D2.Civ.12.K-2, D2.Civ.14.K-2, D2.Civ.3.K-2).

Standards:

Content / Universal Theme: If this is a universal theme, there may not be actual standards to list. College Career and Civic (C3) Life Framework for Social Science: D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	Writing: CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Reading: CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text. CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.
Foundational Skills: CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.	Listening and Speaking: <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Language: <u>CCSS.ELA-LITERACY.L.K.1</u> Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. <u>CCSS.ELA-LITERACY.L.K.1.D</u> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).

	<u>CCSS.ELA-LITERACY.SL.K.1.B</u> Continue a conversation through multiple exchanges. <u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<u>CCSS.ELA-LITERACY.L.K.1.F</u> Produce and expand complete sentences in shared language activities.	
Listening and Speaking - Language Development WIDA: Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting. Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. Standard 5 – Language of Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.			

Big Ideas, Learning Outcomes, and Formative Assessments:		
Big Ideas: Content Big idea: <u>I want my students to understand that</u> community members have responsibilities such as following rules. For example: In my school community, we walk in a quiet line in the hallway. In the classroom, we raise our hands, etc. Literacy Big Idea: <u>I want my students to understand that</u> when reading informational texts, it is important to <u>identify the author's main idea and details</u> in order to write <u>an informational piece</u> about <u>rules and responsibilities in school.</u>		
Learning and Language Outcomes: These are the steps (observable behaviors) students must develop while they engage in the unit in order to meet the summative assessment.		
Standards	Outcomes: Students will be able to	Formative Tasks/Assessments
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	• Identify a rule by acting it out • Identify settings at school • Explain the purpose of rules • List characteristics of safe environments • Articulate how rules allow for safety • Describe rules and procedures in school and home • Recognize and name different rules at school and home by matching pictures to rules and settings • Explain how a rule matches a setting by completing the sentence prompts provided: - In the <u>classroom</u>, we <u>raise our hands to speak</u>	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. *Formative assessment example for first outcomes: When meeting with small groups of students, the teacher will the teacher keep anecdotal notes on each student. The notes will include evidence of how the students recognized and named different rules at school and home by

	- When we eat lunch in the <u>lunch room</u>, <u>we remain seated</u>. • Illustrate how they themselves use rules at school and other settings	matching pictures to rules and settings and doing the TPR for this set of vocabulary. The students can dictate the labels for the illustrations /pictures. The teacher can group students needing similar support in a strategy group as well as individually confer with students to offer additional support.	
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	• Identify a rule by acting it out • Identify settings at school • Explain the purpose of rules • List characteristics of safe environments • Articulate how rules allow for safety • Describe rules and procedures in school and home • Recognize and name different rules at school and home by matching pictures to rules and settings • Explain how a rule matches a setting by completing the sentence prompts provided: - In the <u>classroom</u>, we <u>raise our Hands to speak</u> - When we eat lunch in the <u>lunch room</u>, <u>we remain seated</u>. • Illustrate how they themselves use rules at school and other settings	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	• Identify a community • Identify safe situations • Identify how a rule has helped a community by keeping it safe	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice	

	List the ways how people have helped a community	Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text	- Use the following question words correctly: What, Who, When, and Why within a question prompt - Identify the key details in a text - Describe a text about rules and responsibilities in settings - State a question related rules and responsibilities in settings - Give examples of questions - Practice asking questions - Identify what an answer is - Give example of answers - Practice answering questions about plants and their needs - Compare and contrast the differences between questions and answers - Identify key details - Define a key detail - Cite a key detail in text - List key details in a text - Order in sequence key details in text	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	

	Form a question and an answer about key details in a text about living things and their needs		
CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.	- Identify key words in a text about rules and responsibility by acting it out - Identify questions words to ask questions about unknown words - Ask questions about unknown words - Use the question to answer questions about words in a text	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.	- Elaborate on details that provide information in an informational text - Explain parts of a text as part of class discussions - Build on the conversations of others while discussing a text - Participate in group discussions - Elaborate on point made in group discussions	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	

CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.	• Identify information in a text • Explain the characteristics of informative/explanatory text • Identify a topic of a piece about the rules and responsibilities of people in different school settings • Describe the details (orally, with illustrations, developmental spelling) that support the information to be shared • Draw an illustration and, with guidance and support, add details about the topic	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Students will be supported through each stage of the writing process as they use a combination of drawing, dictating, and writing to compose an informative piece: • Brainstorming • Pre-writing • Drafting • Revising • Editing • Publishing Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	• Identify what a question is • Identify what an answer is • Practice asking questions about details in a text • Respond to peer questions and suggestions • Use details to strengthen writing	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students.	

		Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Identify information in a text • Identify information in experiences • Identify a question is • Identify what an answer is • Practice asking questions • Recall information to answer a question • Locate information to answer a question • Practice answering questions	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	• Identify print on a page • Identify words in print • Identify print from top to bottom • Identify print from left to right • Demonstrate how to sweep print from row to row	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	

CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.	• Recognize that letters make sounds • Hear and identify sounds in words • Hear and identify sounds in words • Match letters to sounds	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	• Listen to and restate information • Identify the topic in a conversation or text • Add details to discussions about topics in in Kindergarten • Ask and respond to questions	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	• Identify the topic of a conversation • Add details to the topic of conversation	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice	

	• Add to the discussion by listening to what peers have to say • Construct a conversation through many exchanges	Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Identify questions • Identify answers • Practice asking questions • Practice answering questions • Use questions and answers to clarify information	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Identify familiar people • Identify familiar places • Identify familiar things • Identify familiar events • Explain details about familiar people, • Explain details about familiar places • Explain details about familiar things • Explain details about familiar events	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students.	

		Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.L.K.1</u> Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	• Distinguish letters from symbols and shapes • Use nouns and plural nouns • Answer simple questions • Use two or more words to communicate	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	
<u>CCSS.ELA-LITERACY.L.K.1.D</u> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	• Identify question words • Practices using question words • Practice answering questions • Recall and recognize the specific question words in context	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.	

<u>CCSS.ELA-LITERACY.L.K.1.F</u> Produce and expand complete sentences in shared language activities.	• Distinguish between a letter and a word • Link two or more words together to communicate • Practice using complete sentences with a specific sentence prompt • Expand words to make a sentence	Rubrics, checklists, and written anecdotal notes to be used/taken during whole group and small group instruction and practice Rubrics, checklists, and written anecdotal notes to be used/taken while individually conferring with students. Specific formative assessments need to be written for each outcome. There may be some outcomes where the same formative assessment may be used. See above (*) for an example.
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NOTE: Teachers should not use a template that students copy.

Language Outcomes

- Once student language proficiency levels are determined by the teacher, language outcomes are written for the students
- Language scaffolding (strategies and supports) will occur based on student language proficiency levels. The following is a guide of how to scaffold based on language proficiency levels

Language Proficiency Level	Scaffolds (Strategies and Supports: Sensory, Graphic, and Interactive)
Range 1-2	• Pictures and photographs • Strategic partnerships • Strategic, structured small groups • Illustrations, diagrams, drawings • Realia • Charts • Graphic organizers

		• Tables • Timelines • Picture/Word banks • Strategic movements, gestures, and/or physical activities (TPR)	
	3	• All of the above and: • Posters • Sentence frames	
	4-6	• All of the above and: • Cooperative grouping structures	

Summative Assessment

Performance task: Demonstration of the rules during school. After students have: **experienced and explored using rules in places in the school, experienced shared readings and read alouds on informational texts about rules and places in the school**, they will be able to verbally identify and recall the rule that goes with the location in the school they are visiting based on questions asked of them by completing a class fact sheet where they match the picture of the rule with the setting of the where the rule takes place. (CCSS.ELA.LITERACY.RI.K.1). The teacher may prompt students in the different locations within the school: “We are going to the library right now. What is the rule? Show me the action.” **Students then make a poster for each area of the school, explaining the rule with writing, drawing, and/or dictation.**

CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade level phonics and word analysis skills in decoding words.