

Sample BUF- Social Studies and Spanish Language Arts Unit 1

Grade: 2 nd	Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1 Unit Name: Civics in My School and Community		
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit		

Unit Standards		
Content Area: Social Science	CCSS Writing Standards Opinion Essay	CCSS Reading Standards Literary Texts
Social Studies Skills SSS1. Uses critical reasoning skills to analyze and evaluate claims SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community SSS1.2.2 Construct an argument with reasons to support a point of view. SSS2. Uses inquiry-based research SSS2.2.3 Make connections between supporting questions and compelling questions SSS3. Deliberates public issues.	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section). W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

● SSS3.2.1 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to ● SSS3.2.2 Identify ways to take action to help address local, regional, and global problems. ● SSS3.2.3. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. Civics C1. Understands key ideas and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents. ● C1.2.1 Recognize the key ideal of public or common good within the context of the community. ● C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school. C4. Understands civic involvement. ● C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. ● C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community. ● C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.	topic to produce a report; record science observations). W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range
---	--	--

● C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility) History H2. Understands and analyzes causal factors that have shaped major events in history. ● H2.2.2 Participate in activities working within one’s community that can create a positive impact on oneself and one’s local community. Social Justice Standards: Teaching Tolerance Anti-Bias Framework Action 19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. ● AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. Action 20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.		
Foundational Skills:	Listening and Speaking: SL.2.1 Participate in collaborative conversations	Language: L.2.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

RF.2.3 Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. RF.2.3. e. Identifican palabras que contienen el mismo fonema, pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr). RF2.3.h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito. RF.2.4 Leen con suficiente precisión y fluidez para apoyar la comprensión. RF.2. 4.a. Leen textos a nivel adecuado con propósito y comprensión.	SL.2.4 Tell a story or recount an experience with appropriate facts SL.2.6 Produce complete sentences to express ideas	L.2.1. f. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (syntax and grammar)
---	--	--

Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA

Estándar 1 del Marco DALE: El lenguaje para socializar y aprender (DALE-SA)

DALE- SA.2-3. Argumentar. Interpretativo: Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán interpretar argumentos para...

- determinar las razones detrás de las opiniones de otros

DALE-SA.2-3. Argumentar. Expresivo: Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán expresar argumentos para...

- declarar opiniones con razones

Estándar 2 del Marco DALE: El lenguaje para las artes del lenguaje (DALE-AL)

DALE-AL.2-3. Relatar. Interpretativo: Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán interpretar relatos para...

- distinguir acciones específicas de personajes y eventos

DALE-AL.2-3. Relatar. Expresivo Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán expresar relatos para...

- desarrollar historias y cuentos con secuencias de tiempo y eventos
 - Perspectiva en 1ª, 2ª o 3ª persona (p. ej., Acababa de cumplir quince años y me liberé de mis juguetes.)
- comunicar acciones de personajes y eventos
 - Representaciones multimodales con textos e ilustraciones

Estándar 5 del Marco DALE: El lenguaje para los ciencias sociales(DALE-CS)

DALE-CS.2-3. Argumentar. Interpretativo Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán interactuar con otros (personas y medios) sobre argumentos para...

- demostrar las relaciones entre afirmaciones, evidencias y razonamientos

DALE-CS.2-3. Argumentar. Expresivo Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán expresar argumentos para...

- exponer las relaciones entre afirmaciones, evidencias y razonamientos
 - Oraciones coordinadas con conectores discursivos de causa-consecuencia (p. ej., por consiguiente, por esta razón)

Unit Big Ideas

Social Studies Content Big Idea:

I want my students to understand that groups of people establish norms, rules, and responsibilities that they all pledge to follow so that the group can ensure that all individuals are protected, can have their needs met, and act in the interest of the common good for all regardless of differences among them. **(C1.2.1, C1.2.2, C4.2.1, C4.2.2, C4.2.3, C4.2.4, H2.2.2)**

- For example, like all communities of learners, 2nd grade students establish their classroom rules and responsibilities using consensus-building and voting procedures where they all participate and listen to each other in a way that allows for different perspectives and points of view.
- For example, the residents of the local community elect its leaders and representatives, follow the rules created by their elected officials, and meet their responsibilities as community members, including voting, taking care of their property, and caring for others in the community through civic life.

Social Studies Skills/Social Justice Big Idea:

I want my students to understand that a democratic society benefits from the informed civic engagement of *all* its members and that because communities are made up of people with different perspectives and points of view, members of the group share the responsibility of ensuring that the community functions fairly for all, including standing up against bias and injustice when others are excluded or mistreated (**SSS1.2.1, SSS1.2.2, SSS2.2.3, SSS3.2.1, SSS3.2.2, SSS3.2.3, AC.K-2.19, AC.K-2.20**).

- A. For example, 2nd grade students consider a compelling question such as “Why do we need rules?” and identify related supporting questions to guide their investigation and discussion of the potential problems in a classroom and what rules and responsibilities can prevent or address those problems.
- B. For example, community leaders in local communities may facilitate town hall meetings where residents with multiple points of view about a community issue (such as using an empty parcel of land for a district park versus selling the land to a developer that will build an office building) can express and argue their point of view to help shape the decision.
- C. For example, in order for 2nd graders to create a classroom that is fair for all students, the rules and responsibilities they consider should include the input of all members of the group and they have a responsibility to take action to ensure that all members’ ideas are included in discussion and deliberation of what rules and responsibilities are needed.

Language Arts Big Ideas:

I want my students to understand that when reading **literary** texts in the grades 2–3 text complexity band, they can comprehend and deepen their understanding of the text by:

- A. Asking and answering questions (such as who, what, where, when, why and how) in order to understand key details in the text (**RL.2.1**)
- B. Describing how characters respond to major events and challenges in the story (**RL.2.3**)
- C. Describing the overall structure of the story, including how the beginning introduces the story and the ending concludes the action (**RL.2.5**)
- D. Using information gained from illustrations and words in the text to demonstrate understanding of its characters, setting or plot (**RL.2.7**)

...in order to write an essay that details the two most important things (in their opinion) that an individual can do to be a good member of a community (**C4.2.1, C4.2.2, W.2.1**). Students will apply their understanding of the many ways individuals can contribute to a community, recalling information gathered from reading and shared research projects, to formulate and support the opinion expressed in their essay. (**W.2.7, W.2.8**).

Performance-Based Summative Assessment

For the performance-based summative assessment, students will work in groups to develop a Public Service Announcement (PSA) related to the school or neighborhood because they plan to contribute to (**H2.2.2**). The PSA will describe the issue, including how it may impact the school or neighborhood, threaten

the rights of community members, and/or is not in the interest of the public/common good, and the description will reference at least two different perspectives about the issue (**C1.2.1, SSS3.2.2**) The PBA will aim to engage others in contributing to the cause, suggest what actions those who are interested can take, and describe how these actions demonstrate being a good member of a community (**C1.2.2, C4.2.1, C4.2.3,**). The PSA may also incorporate how the actions suggested represent the two most important things an individual should do to be a good member of the community (as expressed in their essay). Students may deliver their PSA in a variety of ways—for example, they may convey the announcement through the school’s PA system, as a video/TV spot, social media post, radio commercial, poster/flier, or brochure that they hang in the hallway or leave in the office for others to pick up.

UNIT FLOW CHART

Unit Launch: Initial Social Studies and Social Justice Oracy

Students build background knowledge and oracy with around the rights and responsibilities of individuals in the classroom and school.



Social Studies Inquiry and Writing – Common Good within the Classroom Students continue to develop oracy and engage with social studies inquiry and writing on the common good within the classroom, point of view and decision-making within the community, and the rights and responsibilities of the common good within the school community. (Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later)	↔	Oracy for the Reading Standards on the language of the reading standards (e.g., beginning of story, characters, setting, plot, major events/challenges/ending) Oracy for Reading Specific Texts on the language of each specific texts (grúa, araucaria) Once oracy has been developed, students can read for comprehension. Reading and responding (Via talking and writing) to various texts, with an emphasis on literary texts (narratives), on the following topics: • Good community members/uphold common good. • Characters in a community trying to make a change. • Challenges characters may face in school/community. Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later.
Social Studies Inquiry and Writing – Civic Participation Students continue to develop oracy and engage with social studies inquiry, reading, and writing on civic participation and being a good member of the community in a neighborhood/ community. (Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later)	↔	
Social Studies Inquiry and Writing- Civic Actions Past & Present Students continue to develop oracy and integrate social studies inquiry and writing on civic actions and efforts, past and present, of community members. (Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later)	↔	



Opinion Writing- Essay

Students will write an essay that details the two most important things (in their opinion) that an individual can do to be a good member of a community. Students will apply their understanding of the many ways individuals can contribute to a community, recalling information gathered from reading and shared research projects, to formulate and support the opinion expressed in their essay.

Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later.



Performance-Based Summative Assessment

Students will work in groups to develop a Public Service Announcement (PSA) related to the school or neighborhood because they plan to contribute to. The PSA will describe the issue, including how it may impact the school or neighborhood, threaten the rights of community members, and/or is not in the interest of the public/common good, and the description will reference at least two different perspectives about the issue

Unit Storyline

Social Science Content and Inquiry:

In this first unit of the year focused on community, students will use the oracy and background knowledge built in this unit to engage in a process to build a community of learners where each individual participates in and contributes in ways that demonstrate being a good member of the classroom and school community (**C1.2.2, C4.2.1, C4.2.2**). Students will collectively devise, and research questions related to the functioning of a fair and equitable second grade classroom. They will consider multiple points of view and ultimately take action to make collective decisions about the rules and responsibilities that will guide their actions in the classroom and the school throughout the school year (**SSS1.2.1, SSS1.2.2, SSS2.2.3, SSS3.2.3**). This work will incorporate a social justice lens as students consider what is fair in relation to the rights and responsibilities of individuals in the classroom to promote the public/common good, as well as what actions can be taken when they see or feel that something is unfair (**AC.K-2.19, AC.K-2.20**). Once students have developed an understanding of their rights and responsibilities as members of their own classroom and school community, they will broaden their investigation to the larger local community and explore the concept of rights and responsibilities in the context of a neighborhood/community, including following rules for order, participating in collective decision-making, and respecting the rights, beliefs and opinions of others (**C1.2.1, C1.2.2, C4.2.1, C4.2.2, SSS2.2.3**). Students will also investigate a local community member's contribution that has made the community a better place (e.g., the rebuilding of playgrounds for accessibility, restaurant owners paying overdue school lunches, etc.) and who serves as a local example of civic participation (**C4.2.3, C4.2.4, SSS3.2.1**). With this information, students will then choose a school/neighborhood cause (e.g., food drive, river clean up drives, recycle week, community garden, cultural/community night, newcomer welcome kits,

supporting families affected by a disaster like a pandemic or an earthquake, etc.) and will make a plan to help their school and community by contributing to the cause through their own civic participation **(C4.2.3, C4.2.4, H2.2.2, SSS3.2.2)**.

Reading for Content:

While students are engaged in the social studies inquiry activities described above, they will also be reading and writing. Oracy around the reading standards and specific texts being read will precede reading. As the first unit of the instructional year, it will be important to establish the behaviors and routines necessary for literacy so that they can be revisited efficiently in subsequent units across the year. Students' participation in these routines include opportunities to engage with and learn to comprehend grade-level texts, as well as allowing for differentiation so they can practice and make progress with individual reading goals **(RL.2.10)**. Important comprehensive literacy routines to establish include (but are not limited to) mini-lessons and teacher modeling, guided reading and small group instruction, partner reading, read alouds, and shared reading and writing. Beginning with this unit, and with all subsequent units, the material to be used within these literacy routines should be directly related to the content to create a meaningful context for learning. Additionally, the structure of the unit allows students to build oracy and content knowledge prior to engaging in reading focused on concepts from the content area. It is possible that students will read nonfiction texts, such as [Derechos y deberes de la infancia](#), [Los derechos de los niños](#), [Las reglas en la escuela](#) or [¿Quién hace las reglas?](#), to deepen their inquiry understandings; however, nonfiction texts would *not* be used to engage with literary reading standards.

Reading for Standards:

While students continue to engage in social studies inquiry activities described in the content section of the storyline, students will also be provided formal reading/small group instruction via a variety of comprehensive literacy routines. Oracy around the reading standards and specific texts being read will precede reading. Students will read a variety of literary texts in the grades 2–3 text complexity band about characters in schools or communities that are trying to make a change, such as *Pequeña historia de un desacuerdo* by Claudio Fuentes S and Gabriela Lyon, *Quizás algo hermoso: Como el arte transformó un barrio* by F. Isabel Campoy and Theresa Howell, and *El violín de Ada* by Susan Hood*. Students will engage multiple times with these books to deepen their content understanding **(C4.2.3, SSS3.2.2)** and further develop their skills in reading literary texts. As they read literary texts such as these, students will ask and answer questions such as who, what, where, when, and why to build and demonstrate their understanding of key details in the text, inclusive how the characters respond to major events and challenges within their school and/or community and how they exemplify the ideas of being a good community member and upholding the common good **(RL.2.1, RL.2.3)**. They will also begin to learn to use *both* the words and the illustrations in a text to build and demonstrate understanding of the characters, setting, and/or plot of a story **(RL.2.7)** **. As students build understanding of specific stories, they will begin to notice and be able to describe the patterns that emerge in the structure of stories, such as that the beginning introduces the story (e.g., introduces the characters, describes the setting, etc.) and that the end concludes the action (e.g., the problem is resolved, the main character learns a lesson) **(RL.2.5)**. As students engage in reading instruction through comprehensive literacy routines, Reading Foundational Skills, Language, and Speaking and Listening standards are taught in a contextualized and meaningful way.

Writing

Students will use what they have learned from their inquiry and through the reading of literary texts about characters in schools or communities that are trying to make a change to write an essay that details the two most important things (in their opinion) that an individual can do to be a good member of a community **(C4.2.2, C4.2.3, SSS1.2.2, W.2.1, W.2.8)**. The teacher will engage students in a collaborative writing experience to produce a sample essay focused on the topic of the most important things an individual can do to be a good community member, based on their shared learning thus far in the unit **(W.2.5, W.2.7)**. The

collaboratively created essay will serve as a mentor text for students' own essays. Students' essays will introduce the topic of being a good member of a community, state their opinion of the *two* most important things an individual can do to be a good member of their community, provide reasons to support this opinion, use linking words (e.g., *because*, *and*, *also*) to connect the opinion and the reasons, and provide a concluding statement or section (**W.2.1**). With guidance and support, students will strengthen their writing by revising and editing their essay based on feedback from the teacher and their peers (**W.2.5**). The collaborative and independent writing experiences students engage in throughout the unit can be used as additional opportunities to meaningfully incorporate and integrate instruction related to Reading Foundational Skills, Language, and Speaking and Listening standards based on the needs of the students in the class. Decisions about what standards to incorporate and what contexts to use to facilitate instruction related to these standards (e.g., whole group, small group, individual conferring, etc.) are made as teachers develop the learning plan for this unit.

Reading Foundational Skills, Language, and Speaking/Listening

Explicit, systematic instruction in foundational literacy skills is essential for all learners — and especially for multilingual learners developing biliteracy. While foundational skills application should be integrated within meaningful content and language learning, the specific skills taught must follow a clearly defined, explicit, and systematic progression in the language of instruction. To prevent misunderstandings and ensure rigorous development, teachers should engage students in the daily use of a well-developed word recognition program and materials selected by the district that reflect the internal structure of each program language and are taught systematically and explicitly.

Critically, for these skills to transfer and stick, they cannot exist in isolation. Word recognition and language comprehension should be explicitly connected, especially for developing bilinguals, and the foundational skills portion of the BUF provides a context for this connection. The unit's theme/topic/meaningful frame contributes to the selection of the words and phrases that are used within word recognition as part of the BUF, connecting decoding to language students are already hearing, speaking, and exploring. Additionally, because foundational skills do not always transfer across languages on their own, educators must explicitly identify and teach cross-linguistic connections, pointing out what is shared across languages while drawing deliberate attention to language-specific features that require distinct instruction.

Because this unit is developing Spanish literacy, word recognition instruction in the BUF should be grounded in the Reading Foundational Skills and Language standards outlined in the [Common Core en Español](#), with particular attention to the needs of multilingual learners. These standards are central to building accurate, language-specific literacy pathways for developing bilinguals and should be considered alongside cross-linguistic transfer — recognizing which skills and understandings students can leverage from English literacy learning and which features of Spanish require distinct, explicit instruction. Ideally, the selection of foundational skills and language standards (as well as speaking and listening standards) embedded in each learning opportunity should be informed both by student need — including language proficiency levels and prior exposure to concepts — and by a coherent literacy progression in the language of instruction, with unit content providing the meaningful context for application and reinforcement.

Performance Based Summative Assessment:

After students have investigated what civic participation and being a good member of a community means, have read literary texts about characters in schools or communities that are trying to make a change, and have written their essay that details the two most important things (in their opinion) that an individual can do to be a good member of a community, they engage in a performance-based activity that serves as the summative assessment for this unit. Students work in groups to develop a public service announcement (PSA) related to the school or neighborhood cause to which they plan to contribute (H2.2.2). The PSA will describe the issue, including how it may impact the school or neighborhood, threaten the rights of community members, and/or is not in the interest of the public/common good, and the description will reference at least two different perspectives about the issue (C1.2.1, SSS1.2.1, SSS1.2.2, SSS3.2.2). It will aim to engage others in contributing to the cause, suggest what actions those who are interested can take, and describe how these actions demonstrate being a good member of a community (C1.2.2, C4.2.1, C4.2.3, SSS3.2.1). The PSA may also incorporate how the actions suggested representing the two most important things an individual should do to be a good member of the community (as expressed in their essay). Students may deliver their PSA in a variety of ways—for example, they may convey the announcement through the school’s PA system, as a video/TV spot, social media post, radio commercial, poster/flier, or brochure that they hang in the hallway or leave in the office for others to pick up.

Disclaimer:

*The texts, websites and resources included in this unit have been suggested by librarians or collected from other sources. These books have not been vetted for content or readability level. They are not an exhaustive nor recommended list; they have been included as samples to confirm that texts on the topic and in the genre are available in the language of instruction. The district is responsible for obtaining and vetting texts for this unit.

Biliteracy Unit Framework Components	
Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below). These standards will be the focus of initial oracy building, and they will be planned for in 2 bundles: Bundle 1:	Formative Assessments

- **C1.2.1** Recognize the key ideal of public or common good within the context of the community.
- **C1.2.2** Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.
- **C4.2.2** Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

Bundle 2:

- **AC.K-2.19** I will speak up or do something if people are being unfair, even if my friends do not.
- **AC.K-2.20** I will join with classmates to make our classroom fair for everyone.

Strategies to use during initial oracy may include:

- Concept Attainment (p.81-82): Through a series of photos, students attain the concepts of rights and responsibilities of individuals in the school/classroom.
 - Concept Attainment Images: **(C1.2.2)**
 - **Rights-** students walking to school, classroom materials, a safe classroom, students and teachers talking, students playing on the playground, a teacher teaching, students lining up in the hallway
 - **Responsibilities-** student not waking up on time, student putting materials away, students cleaning up after themselves, students raising hand to talk, students going down the slide correctly, students listening to teacher, student finishing work, students' hands crossed in the hallway
 - Concept Attainment Sentence Prompts: **(C1.2.2)**
 - En la columna azul, observo...
 - En la columna anaranjada, observo...
- Total Physical Response (vocabulary development, p. 81): Receptive and productive language will be developed around academic terms. **(C1.2.2)**
 - Cada uno de nosotros tiene responsabilidades en la escuela.
 - Cada uno de nosotros tiene derechos en la escuela.
 - Nuestros derechos funcionan cuando todos cumplimos con nuestras responsabilidades, incluido el respeto a los demás.
- Sentence Prompts with Picture Cards used to scaffold students in producing complete sentences on topic. **(C1.2.2)**
 - Esta foto representa un/una _____
 - Yo tengo el derecho de _____
 - Yo tengo la responsabilidad de _____
 - Banco de palabras: un derecho, una responsabilidad, ir a la escuela, llegar a la escuela a tiempo, aprender, seguir las reglas, expresar mi opinión, recoger los materiales

Oracy initiates the unit of instruction, and continues throughout the unit, thereby ensuring that students develop the more complex oracy

necessary for further inquiry. In reading, oracy is developed around the language of the reading standards as well as any additional terms or concepts necessary to comprehend a specific text prior to reading.	
--	--

<u>Reading Comprehension</u> Oracy building during reading has two purposes and these 2 purposes are used with each book: • Building oracy on the language of the reading standards • Building oracy for the specific language of the text Before reading instruction begins, oracy on this unit’s reading standards is developed, focusing on the language of the standards (See above: Building Initial Oracy and Background Knowledge). Reading Standards: • RL.2.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges. • RL.2.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concluded the action. • RL.2.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RL.2.10 Range of Reading and Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Click here to access the outcomes for these Reading Standards. As part of inquiry into rights and responsibilities in the classroom/school, students will read informational texts that are used <u>to learn about the content and to gather information</u> (research)with texts such as: Derechos y deberes de la infancia, Los derechos de los niños, Las reglas en la escuela or ¿Quién hace las reglas?	Content (During Step III of the planning process content will be integrated with reading, writing and word study) Students will engage in inquiry through observations, videos, and texts. While reading instruction in this unit will focus on literary texts, students will also be reading informational texts to deepen their content understanding and to engage in research. Students will engage in learning about rights and responsibilities in the classroom/school. Subsequently, they will engage in the process of creating the rules and responsibilities that they will all uphold in the classroom for this school year. Reading and writing standards (via outcomes) will be integrated with content, and that planning will occur during Step III: The Learning Plan, when the Instructional Sequence Chart is created. <u>Standards:</u>
--	---

Secondly, literary texts are used to engage students in meeting the reading standards that are the focus of this unit, and they serve as a model for their opinion essay. Therefore, the teacher will engage students in multiple readings of the literary texts, each time reading the text for a different purpose.

Comprehensive Literacy Strategies and literacy routines used:

- Mini-lessons
- Modeled/Shared Reading
- Sentence builders (with cards): Using the sentence frames from TPR, students will rebuild sentences for sentence structure and reading practice. **RL.2.10**
- Independent Reading & the Write Something Strategy (p. 95)
- Small Group Instruction – (strategy groups)
- Conferring
- Paired or Partner Reading
- Interactive Read Aloud (texts such as [Pequeña historia de un desacuerdo ciudadanía para niños](#) and [¡Solo ayuda!](#) (**C1.2.2, RL. 2.10**)
 - Through the teacher's narration and the active participation of the students (via movements, images, etc.), the students understand the concepts, and acquire receptive language (and, when appropriate, also productive language) of the concepts for gathering information.
- Modeled/Shared Reading–Adapted Readers Theater (texts such as [Quizás algo hermoso: Como el arte transformó un barrio](#) and [El violín de Ada](#) (**C4.2.3, SSS3.2.2**) (**RL.2.3, RL.2.5 RL.2.10**)
 - Through the teacher's narration and the active participation of the students (via movements, images, etc.), the students understand the concepts, and acquire receptive language (and, when appropriate, also productive language) of the concepts for gathering information
- Independent Say Something, Write Something Strategy (p. 95)
- Small Group Instruction – (strategy groups)- Illustration/Story Text Sort (**RL.2.3, RL.2.5 RL.2.10**)
 - Use the illustrations and Story Text from the Adapted Readers Theater to focus on:
 - Beginning of Story
 - Characters

C1.2.1 Recognize the key ideal of public or common good within the context of the community.

C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.

C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.

C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.

C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility)

H2.2.2 Participate in activities working within one's community that

• Setting • Plot • Major events/challenge in the story • Ending of Story	can create a positive impact on oneself and one’s local community.	
<u>Writing</u> Before working on writing standards, oracy is developed, focusing on the language of the standards. Writing will be integrated into inquiry as students engage in gathering information and participating in creating a mentor text through teacher modeling and shared writing. • W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement • W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • W.2.8 Recall information from experiences or gather information from provided sources to answer a question • Click here to access the outcomes for these Writing Standards. Writing teaching strategies and routines are used to work on the writing standards when conducting social studies inquiry. The focus is on writing an informative text, using recalling and gathering information from reading informative texts, along with mentor texts shared through reading activities: • Modeled and shared writing • Mini-lessons • Independent writing • Interactive editing and proofreading • Interactive Writing Writing strategies used:	SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community. SSS1.2.2 Construct an argument with reasons to support a point of view. SSS3.2.2 Identify ways to take action to help address local, regional, and global problems. SSS2.2.3 Make connections between supporting questions and compelling questions. SSS3.2.3. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. AC. K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. AC. K-2.20 I will join with classmates to make our classroom fair for everyone. a new or improved object or tool.	

- Language Experience Approach (p. 57-59)
 - After students have an experience through building oracy, reading, and watching videos, the class creates a shared writing experience with the teacher about the rights and responsibilities in school/classroom. **(W.2.8)**
- Guided/Shared Writing:
 - The teacher will engage students in a collaborative writing experience to produce a sample essay focused on the topic of the most important things an individual can do to be a good community member, **(W.2.8)**
- Writing Opinion Texts- Students will learn about the components of writing an opinion piece through an anchor chart and use mentor texts of opinion writing like: [¿Los niños necesitan tarea?](#) and/or [¿Deberían las escuelas tener días de salud mental?](#) **(W.2.1)**
 - Introduce the topic they are writing about
 - State an opinion
 - Supply reasons that support the opinion
 - Use linking words (e.g., because, and, also) to connect opinion and reasons

Foundational Skills and Fluency: Word Recognition

The teacher delivers foundational skills and language instruction according to the systematic sequence adopted by the district's word recognition program, using data gathered from the unit's reading and writing activities to inform pacing and instructional grouping. Word recognition is taught within the meaningful context of the unit topic, utilizing familiar vocabulary and terms to exemplify and explicitly practice the skills outlined in the foundational skills and language standards. Instruction can be delivered in whole group, small group, or individually, depending on the needs of students.

Reading Foundational Skills standards that are addressed include:

RF.2.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3. e. Identifican palabras que contienen el mismo fonema, pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr). (phonology)

C	S	Z
<u>ci</u> udadanía	deber <u>e</u> s	raz <u>o</u> n

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

Scan the QR code to access the outcomes for these standards.



Every time students are exposed to new concepts and language; oracy and background knowledge are first developed (see Building Initial Oracy and Background Knowledge).

The reading and writing standards are integrated into students' inquiry of Social Science standards.

Inquiry activities:

- Role play: What would happen if everyone didn't take responsibility for their own actions? **(SSS3.2.2, SSS3.2.3)**
- Exploration of common good/for my own self **(C1.2.1, C1.2.2)**

nacionalidad participar educación	países escuela respetar	
---	-------------------------------	--

Acentuación:
RF2.3. h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

Esdrújula	Grave	Aguda
cívica tímidos	grúa fácil	reunión construcción

RF.2.4 Leen con suficiente precisión y fluidez para apoyar la comprensión.

RF.2. 4.a. Leen textos a nivel adecuado con propósito y comprensión.
Students will practice fluency with [Pequeña historia de un desacuerdo: ciudadanía para niños](#)

Language standards that are addressed include:
L.2.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.
L.2.1. f. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (syntax and grammar)

The teacher will use the sentences:

- El estudiante levanta la mano
- El estudiante responsable levanta la mano.
- El estudiante responsable del segundo grado levanta la mano.

Word recognition teaching strategies are used to work on these standards, asking students to apply them in their reading and writing as part of the inquiry:

- Mini-lessons
- The Dictado (p. 119, 126-129)
- Individual conferences

- Collaboratively determining 2nd grade Classroom Rules
- Having class with rules in place
- Coming to a consensus on what is both fair and responsible in the 2nd grade Classroom Rules
- Investigating how the class can build a strong community of learners **(SSS1.2.2)**

- Modeling through shared writing - El dictado The teacher will use the Dictado sentence: Cada uno de nosotros tenemos derechos y responsabilidades en la escuela. (L.2.1f)		
---	--	--

Summative Assessment H2.2.2 Participate in activities working within one’s community that can create a positive impact on oneself and one’s local community. C1.2.1 Recognize the key ideal of public or common good within the context of the community. C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school. C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community. SSS3.2.2 Identify ways to take action to help address local, regional, and global problems. Performance Task: Students will work in groups to develop a Public Service Announcement (PSA) related to the school or neighborhood because they plan to contribute to. The PSA will describe the issue, including how it may impact the school or neighborhood, threaten the rights of community members, and/or is not in the interest of the public/common good, and the description will reference at least two different perspectives about the issue. The PSA will aim to engage others in contributing to the cause, suggest what actions those who are interested can take, and describe how these actions demonstrate being a good member of a community. The PSA may also incorporate how the actions suggested represent the two most important things an individual should do to be a good member of the community (as expressed in their essay). Students may deliver their PSA in a variety of ways—for example, they may convey the announcement through the school’s PA system, as a video/TV spot, social media post, radio commercial, poster/flier or brochure that they hang in the hallway or leave in the office for others to pick up. Some students may benefit from sentence frames to create their PSA. In addition, displaying a word bank with TPR pictures, including terms such as: involvement, problem, take action, positive impact, etc., may be helpful for students as they verbally share their PSA.	
--	--

Bridge - Transfer Side by Side Steps 1-4:	Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6:	Bridge: Contrastive Analysis Step 5:	Formative
Step 1: Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).	Step 6: Students will listen to how the narrator does not demonstrate responsibility in the book <i>What If Everybody did that?</i> by Ellen Javernick. As the book is read and when the narrator does not demonstrate responsibility is read, the class will act like they are telling the narrator what	Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students. Metalinguistic Skills:	

● Step 2: Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish) ● Elicit and list key vocabulary that the students generate in green on the left side of the T-chart ● Step 3: Engage students in the same TPR in English ● Step 4: Once students have engaged in the TPR to the point that oracy has been built In English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.	the responsible choice could be to choose. Students write ideas in shared writing format. “Narrator, be responsible at the zoo by not feeding the animals.” “Narrator, be responsible at the park by throwing your trash in the garbage.” The class will act out the responsibilities as they wrote them and practice the language in partnerships where partners will guess what responsibility was being shared. CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Morphology: (word formation) <table><tr><th>-dad</th><th>-ty</th></tr><tr><td>La <u>responsabilidad</u></td><td>The <u>responsibility</u></td></tr><tr><td>La <u>comunidad</u></td><td>The <u>community</u></td></tr><tr><td>la <u>desigualdad</u></td><td><u>inequality</u></td></tr><tr><td>la <u>sociedad</u></td><td>The <u>society</u></td></tr></table> Syntax and Grammar (sentence structure) <table><tr><th>Sustantivo→adjetivo</th><th>Adjective→Noun</th></tr><tr><td>la <u>participación cívica</u></td><td>The <u>civic participation</u></td></tr><tr><td>la <u>educación cívica</u></td><td><u>Civic education</u></td></tr><tr><td>la <u>comunidad escolar</u></td><td>The <u>school community</u></td></tr><tr><td>el <u>texto literario</u></td><td>the <u>literary text</u></td></tr><tr><td>un <u>evento principal</u></td><td>a <u>major event</u></td></tr></table>	-dad	-ty	La <u>responsabilidad</u>	The <u>responsibility</u>	La <u>comunidad</u>	The <u>community</u>	la <u>desigualdad</u>	<u>inequality</u>	la <u>sociedad</u>	The <u>society</u>	Sustantivo→adjetivo	Adjective→Noun	la <u>participación cívica</u>	The <u>civic participation</u>	la <u>educación cívica</u>	<u>Civic education</u>	la <u>comunidad escolar</u>	The <u>school community</u>	el <u>texto literario</u>	the <u>literary text</u>	un <u>evento principal</u>	a <u>major event</u>				
-dad	-ty																											
La <u>responsabilidad</u>	The <u>responsibility</u>																											
La <u>comunidad</u>	The <u>community</u>																											
la <u>desigualdad</u>	<u>inequality</u>																											
la <u>sociedad</u>	The <u>society</u>																											
Sustantivo→adjetivo	Adjective→Noun																											
la <u>participación cívica</u>	The <u>civic participation</u>																											
la <u>educación cívica</u>	<u>Civic education</u>																											
la <u>comunidad escolar</u>	The <u>school community</u>																											
el <u>texto literario</u>	the <u>literary text</u>																											
un <u>evento principal</u>	a <u>major event</u>																											
Anticipated Bridge Chart: <table><tr><th>Español</th><th>English</th></tr><tr><td><i>la responsabilidad</i></td><td>responsibility</td></tr><tr><td><i>el derecho</i></td><td>the rights</td></tr><tr><td><i>los deberes</i></td><td>the duties</td></tr><tr><td><i>el miembro de la comunidad</i></td><td>the community member</td></tr><tr><td><i>la participación cívica</i></td><td>civic participation</td></tr><tr><td><i>el bienestar</i></td><td>the common good</td></tr><tr><td><i>la comunidad escolar</i></td><td>The school community</td></tr><tr><td><i>el texto literario</i></td><td>the literary text</td></tr><tr><td><i>el personaje</i></td><td>the character</td></tr><tr><td><i>el escenario</i></td><td>the setting</td></tr><tr><td><i>un evento principal</i></td><td>a major event</td></tr><tr><td><i>el acento</i></td><td>the accent</td></tr></table>	Español	English	<i>la responsabilidad</i>	responsibility	<i>el derecho</i>	the rights	<i>los deberes</i>	the duties	<i>el miembro de la comunidad</i>	the community member	<i>la participación cívica</i>	civic participation	<i>el bienestar</i>	the common good	<i>la comunidad escolar</i>	The school community	<i>el texto literario</i>	the literary text	<i>el personaje</i>	the character	<i>el escenario</i>	the setting	<i>un evento principal</i>	a major event	<i>el acento</i>	the accent		
Español	English																											
<i>la responsabilidad</i>	responsibility																											
<i>el derecho</i>	the rights																											
<i>los deberes</i>	the duties																											
<i>el miembro de la comunidad</i>	the community member																											
<i>la participación cívica</i>	civic participation																											
<i>el bienestar</i>	the common good																											
<i>la comunidad escolar</i>	The school community																											
<i>el texto literario</i>	the literary text																											
<i>el personaje</i>	the character																											
<i>el escenario</i>	the setting																											
<i>un evento principal</i>	a major event																											
<i>el acento</i>	the accent																											