

BUF Writing Summit 2016

Day 2



Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com

Agenda

9:00-12:00 – Morning Session

- How do the standards work?
 - C3 Framework Standards
 - Next Generation Science Standards
 - CCSS Reading Standards
 - CCSS Writing Standards
- Rigor on the Diagonal
- Biliteracy Mapping: Where to Begin
- Work time



Agenda

12:00-1:00 – Lunch on your own

1:00-3:00 – Afternoon Session

- Networking Activity
- Schedules
- Work time



Social Science Standards



Paradigm Shifts

- **Inquiry** is at the heart of social studies instruction.
- Inquiry is **collaborative** and involves **communication** skills.
- Social Studies instructors should emphasize **skills and practices that prepare students for informed and engaged participation** in civic life.

Source: Illinois Social Science Standards Recommendations, May 2015



C3 Framework for Social Studies

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics	Developing Claims and Using Evidence	Taking Informed Action
	Geography		
	History		



IL Social Science Standards K-5

**C3 Framework
Dimension 1**

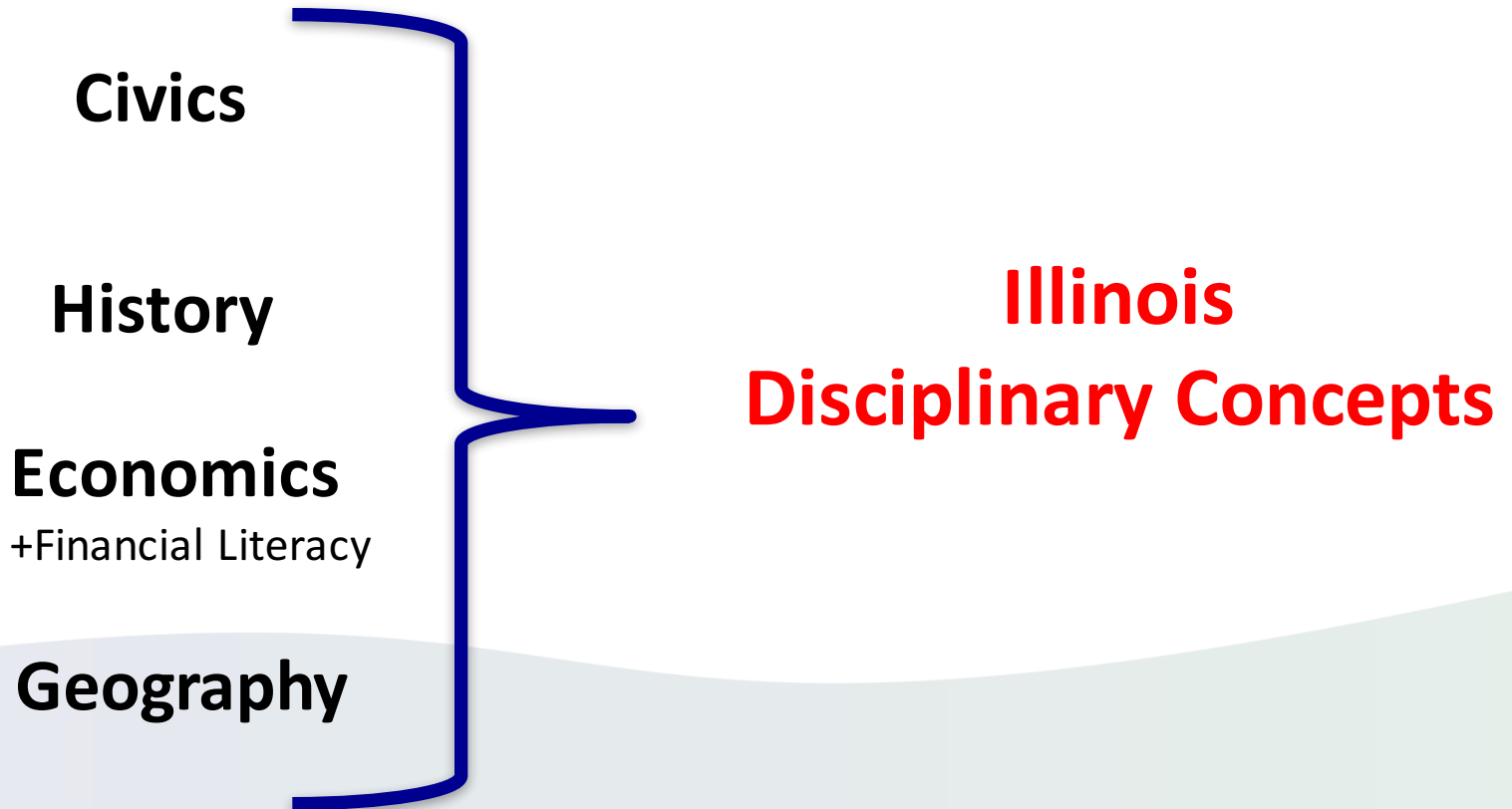
**C3 Framework
Dimension 3**

**C3 Framework
Dimension 4**

**Illinois
Inquiry Standards**



IL Social Science Standards K-5



IL Social Science Standards K-5

Elementary Themes

Use as a Framework for Addressing the Standards

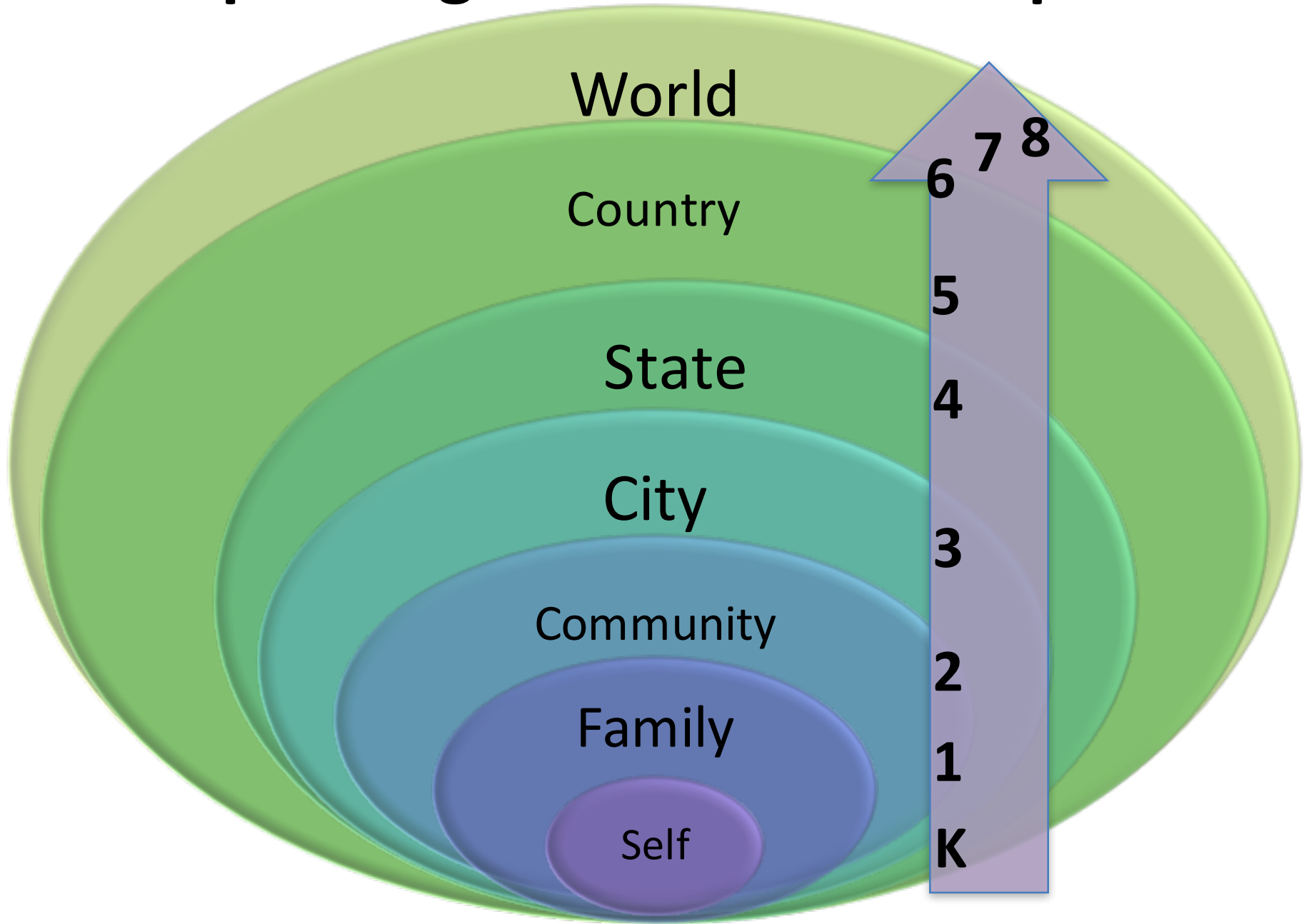
Kindergarten:	My Social World
First Grade:	Living, Learning, and Working Together
Second Grade:	Families, Neighborhoods, and Communities
Third Grade:	Communities Near and Far
Fourth Grade:	Our State, Our Nation
Fifth Grade:	Our Nation, Our World

Source: Illinois Social Science Standards Recommendations, May 2015

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Expanding Communities Sequence



IL Social Science Standards K-5

“Standards under Disciplinary Concepts
ARE NOT content specific,
allowing districts to determine
the precise historical events and periods of time
that should be studied at certain grade levels.”



Next Generation Science Standards K-5

Resources

<http://www.c3teachers.org>

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com

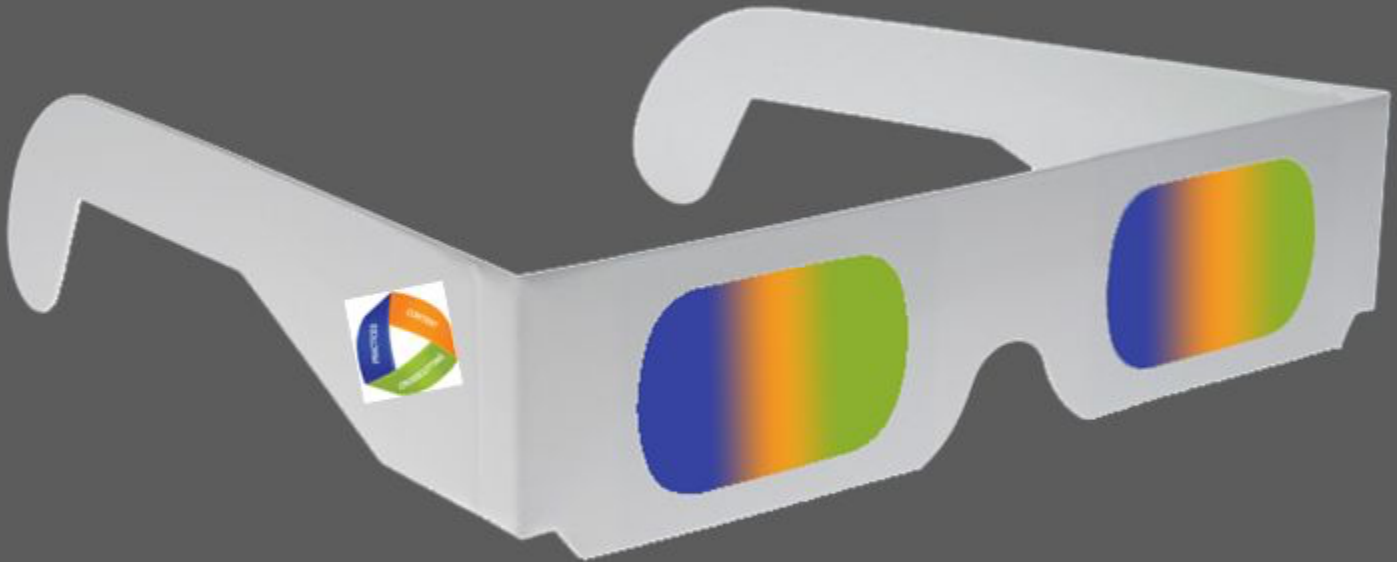


Next Generation Science Standards



Paradigm Shift

Three Dimensional Instruction



Next Generation Science Standards K-5

K-ESS2 Earth's Systems

K-ESS2 Earth's Systems

Students who demonstrate understanding can:

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. - Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). - Construct an argument with evidence to support a claim. (K-ESS2-2) ----- Connections to Nature of Science Science Knowledge is Based on Empirical Evidence - Scientists look for patterns and order when making observations about the world. (K-ESS2-1)	ESS2.D: Weather and Climate - Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) ESS2.E: Biogeology - Plants and animals can change their environment. (K-ESS2-2) ESS3.C: Human Impacts on Earth Systems - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (<i>secondary to K-ESS2-2</i>)	Patterns - Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) Systems and System Models - Systems in the natural and designed world have parts that work together. (K-ESS2-2)

Connections to other DCIs in kindergarten: N/A

Articulation of DCIs across grade-levels: **2.ESS2.A** (K-ESS2-1); **3.ESS2.D** (K-ESS2-1); **4.ESS2.A** (K-ESS2-1); **4.ESS2.E** (K-ESS2-2); **5.ESS2.A** (K-ESS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (*K-ESS2-2*)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-ESS2-1)

MP.4 Model with mathematics. (K-ESS2-1)

K.CC.A Know number names and the count sequence. (K-ESS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

Source: Next Generation Science Standards

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Next Generation Science Standards K-5

K-ESS2 Earth's Systems

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The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Performance Expectations

- Assessable statements of what students should know and be able to do...*after* instruction.



Next Generation Science Standards K-5

Three Foundation Boxes

Process

What students do

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (K-ESS2-2)

Connections to Nature of Science

Science Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (K-ESS2-1)

Content

What students know

Disciplinary Core Ideas

ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (K-ESS2-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (*secondary to K-ESS2-2*)

Connections

How students think

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

Systems and System Models

- Systems in the natural and designed world have parts that work together. (K-ESS2-2)

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

Three Foundation Boxes

Process

What students do

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Content

What students know

- Physical sciences
- Life sciences
- Earth sciences
- Engineering, technology and application of science

Connections

How students think

- Patterns
- Cause and effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change



Next Generation Science Standards K-5

Three Foundation Boxes

Disciplinary
Core Ideas

Science &
Engineering
Practices



Crosscutting
Concepts

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

Performance Expectations

Disciplinary
Core Ideas

Science &
Engineering
Practices



Crosscutting
Concepts

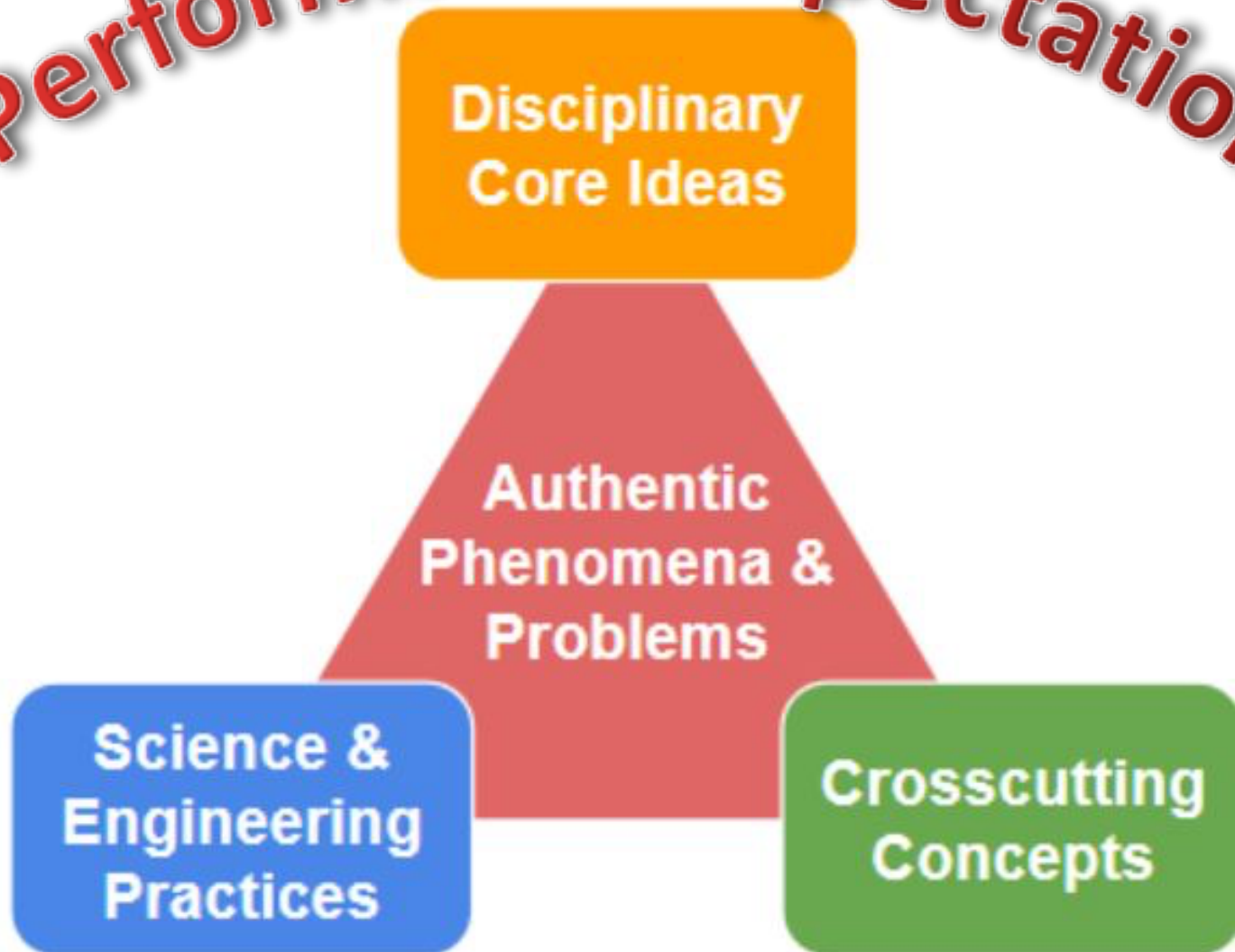
Source: Next Generation Science Standards

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Next Generation Science Standards K-5

Performance Expectations



Next Generation Science Standards K-5

Performance Expectations

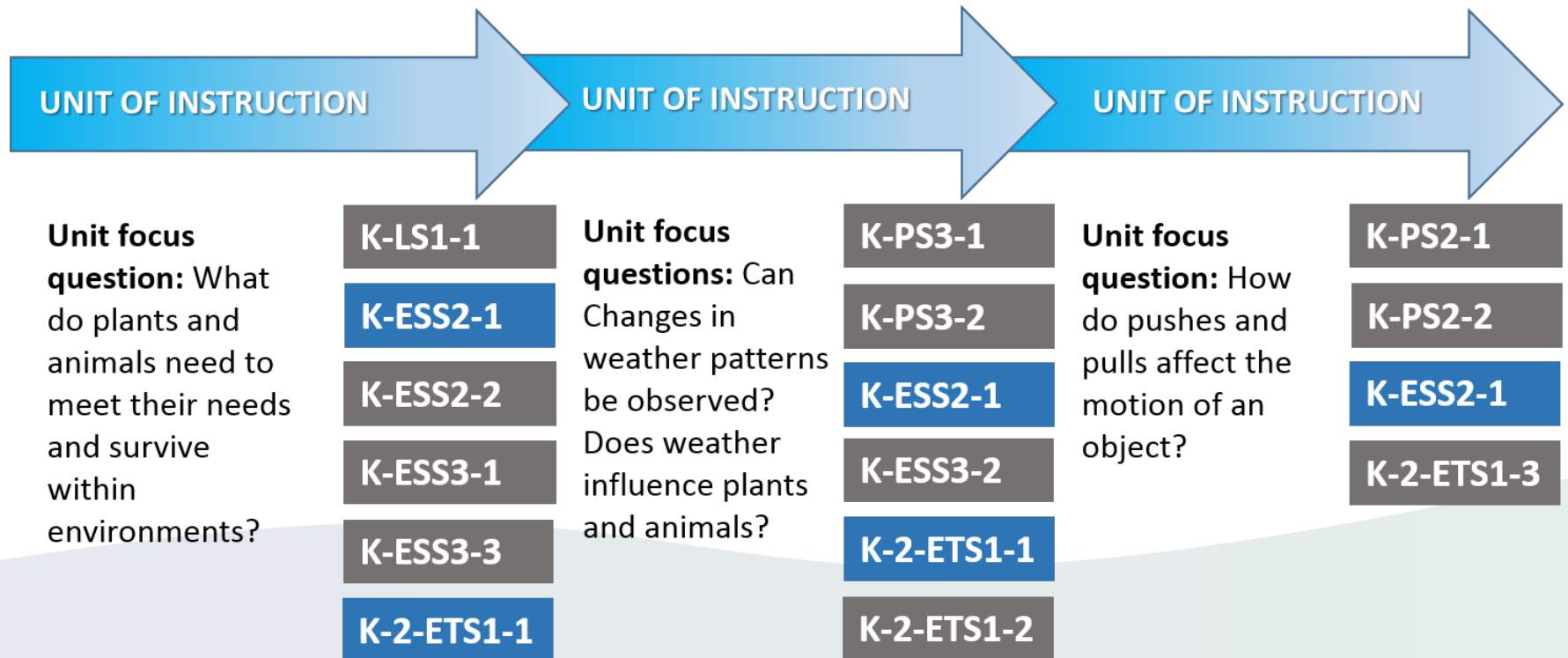


NOT intended to be taught or assessed one at a time or in isolation.

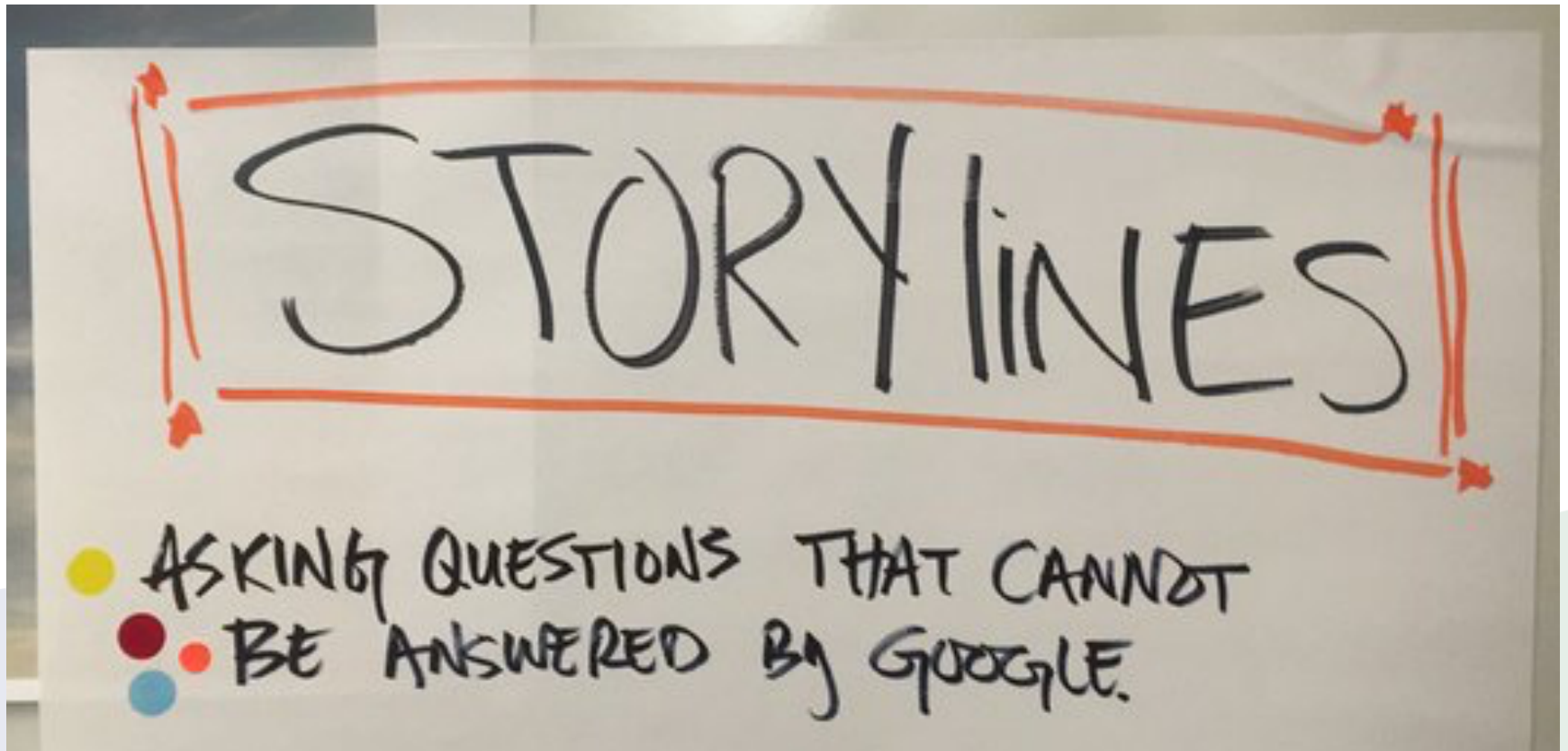


Next Generation Science Standards K-5

Performance Expectations



Next Generation Science Standards K-5



Source: <https://pbs.twimg.com/media/CiwpnzdUkAAsdVR.jpg>



Next Generation Science Standards K-5

Storylines

Lesson	Question(s)	Phenonema	Scientific Practice(s) to Engage In	What We Figure Out
				
1				
2				
3				



Next Generation Science Standards K-5

Evidence Statements

- Clarify what abilities and knowledge students should be able to demonstrate at the end of instruction, *without limiting or dictating instruction*.
- Can inform the design of performance-based assessments (rubrics).
- Elaborate performance expectations and can make connections more salient.

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

Connection Boxes

Connections to other DCIs in kindergarten: N/A

Articulation of DCIs across grade-levels: **2.ESS2.A** (K-ESS2-1); **3.ESS2.D** (K-ESS2-1); **4.ESS2.A** (K-ESS2-1); **4.ESS2.E** (K-ESS2-2); **5.ESS2.A** (K-ESS2-2)

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Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

Resources

<http://www.nextgenstorylines.org>

<http://www.nextgenscience.org/resources/bundling-ngss>

Example Bundles:

Read First: [Introduction and Guide](#)

The bundles will be released over the course of summer 2016. Six course models are currently available below.

Kindergarten

[Thematic Model](#)

[Topics Model](#)

1st Grade

Thematic Model

Topics Model

2nd Grade

Thematic Model

Topics Model

3rd Grade

Thematic Model

Topics Model

4th Grade

Thematic Model

Topics Model

5th Grade

Thematic Model

Topics Model

Middle School

[Course 1: Phenomenon Model](#)

[Course 1: Topics Model](#)

Course 2: Phenomenon Model

Course 2: Topics Model

Course 3: Phenomenon Model

Course 3: Topics Model

High School

[Course 1: Conceptual Progressions Model](#)

[Course 1: Domains Model: Chemistry](#)

Course 2: Conceptual Progressions Model

Course 2: Domains Model: Physics

Course 3: Conceptual Progressions Model

Course 3: Domains Model: Biology



The CCSS Reading and Writing Standards



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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What do we use for writing big ideas?

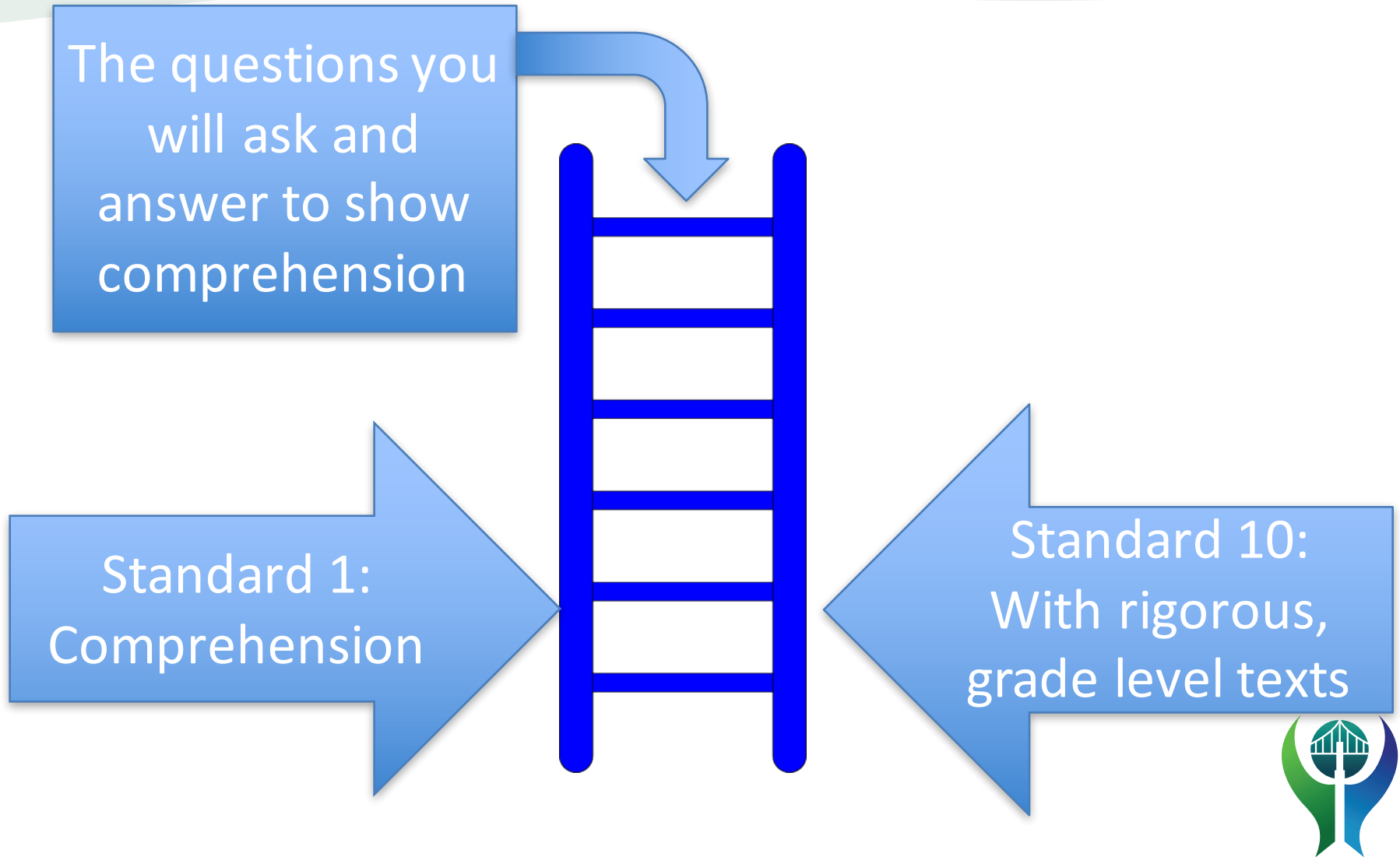
The CCSS Reading Standards

**Informational
Texts**

**Literary
Texts**



Organization of the CCSS Reading Standards



Organization of the CCSS Writing Standards



Genres within each bucket

(Source: Pathways to the Common Core)

Narrative Writing	Persuasive/Opinion/Argument	Informational/Functional/Procedural
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report



COMMON CORE **STATE STANDARDS** **CALIFORNIA**



ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS

Grade Two / Segundo Grado



GRADE TWO READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: compases regulares, la aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. (Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)
5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.
6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.
2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.
3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan el significado de palabras y frases en un texto, pertinentes a un tema o material de segundo grado. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Conocen y usan varias características de texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente, datos clave o información en un texto.
6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar



These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos específicos al idioma español, se han maracado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto.**
 - a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).
 - b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.
 - c. Decodifican palabras multisilábicas.
 - d. Decodifican palabras con prefijos y sufijos de uso frecuente.



e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

e. Identifican palabras que contienen una relación entre fonemas y grafemas que son comunes pero inconsistentes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-r).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja (ejemplo: h muda o intermedia, la u después de g y q).

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas, y reconocen en cuál sílaba cae el acento tónico.

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.

i. Reconocen y usan acento escrito para romper un diptongo (hiato), en palabras conocidas (María, baúl, maíz).



GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada grado escolar, y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año escolar los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.
2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos, y proporcionan una declaración o sección final.
3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.



GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three-and four-step oral directions.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen aún más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.
 - a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).
 - b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.
 - c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación.
 - a. Dan y siguen instrucciones orales de tres y cuatro pasos.



SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).

a. Create readable documents with legible print.

- b. Use collective nouns (e.g., group).

- c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los estándares siguientes para los grados del K al 5 proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro, cumplan con los estándares específicos de cada grado y mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención continua en los grados superiores, al aplicarlas de manera más sofisticada a la expresión oral y escrita. Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.

a. Escriben documentos claros con letra legible.

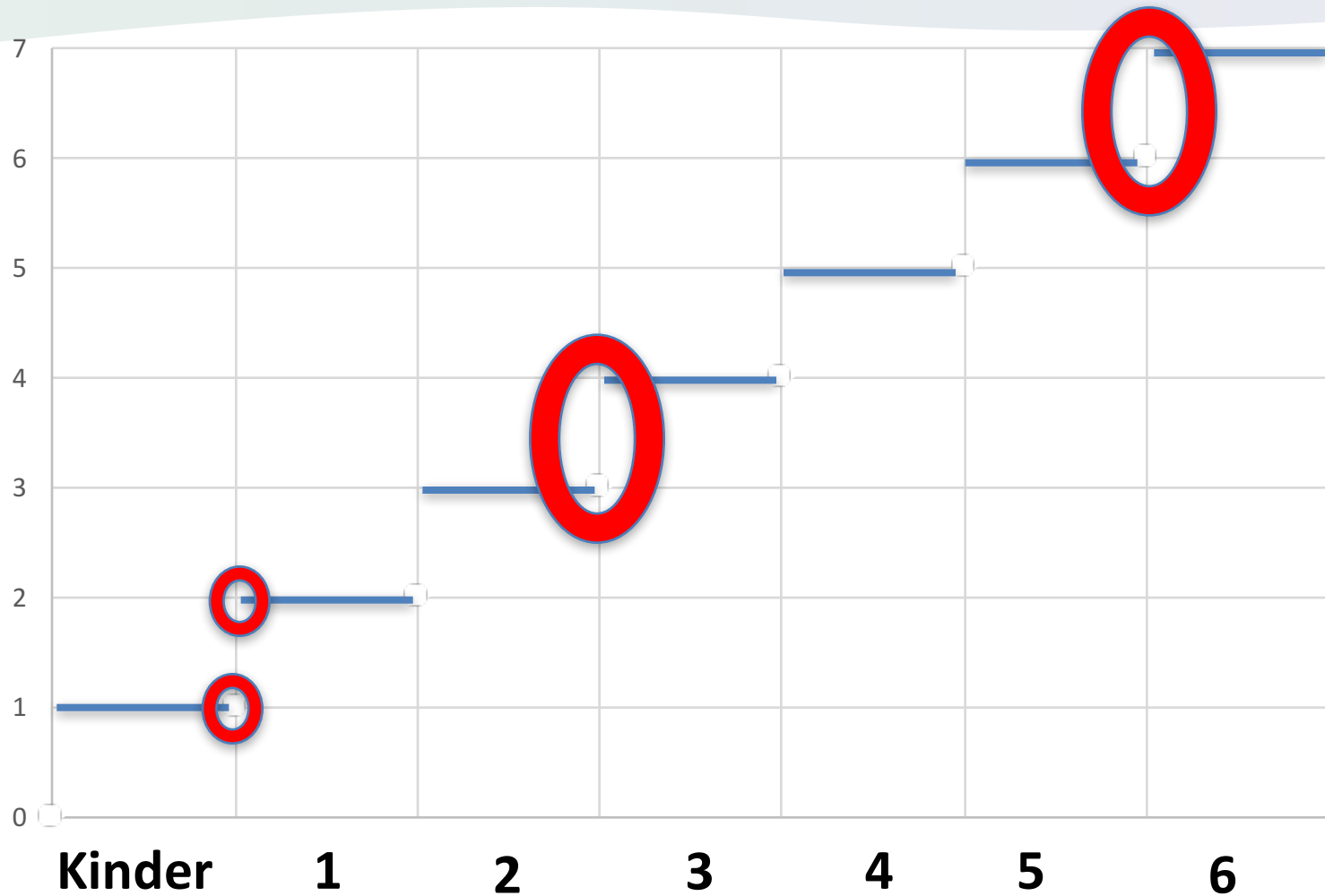
- b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).

- c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).

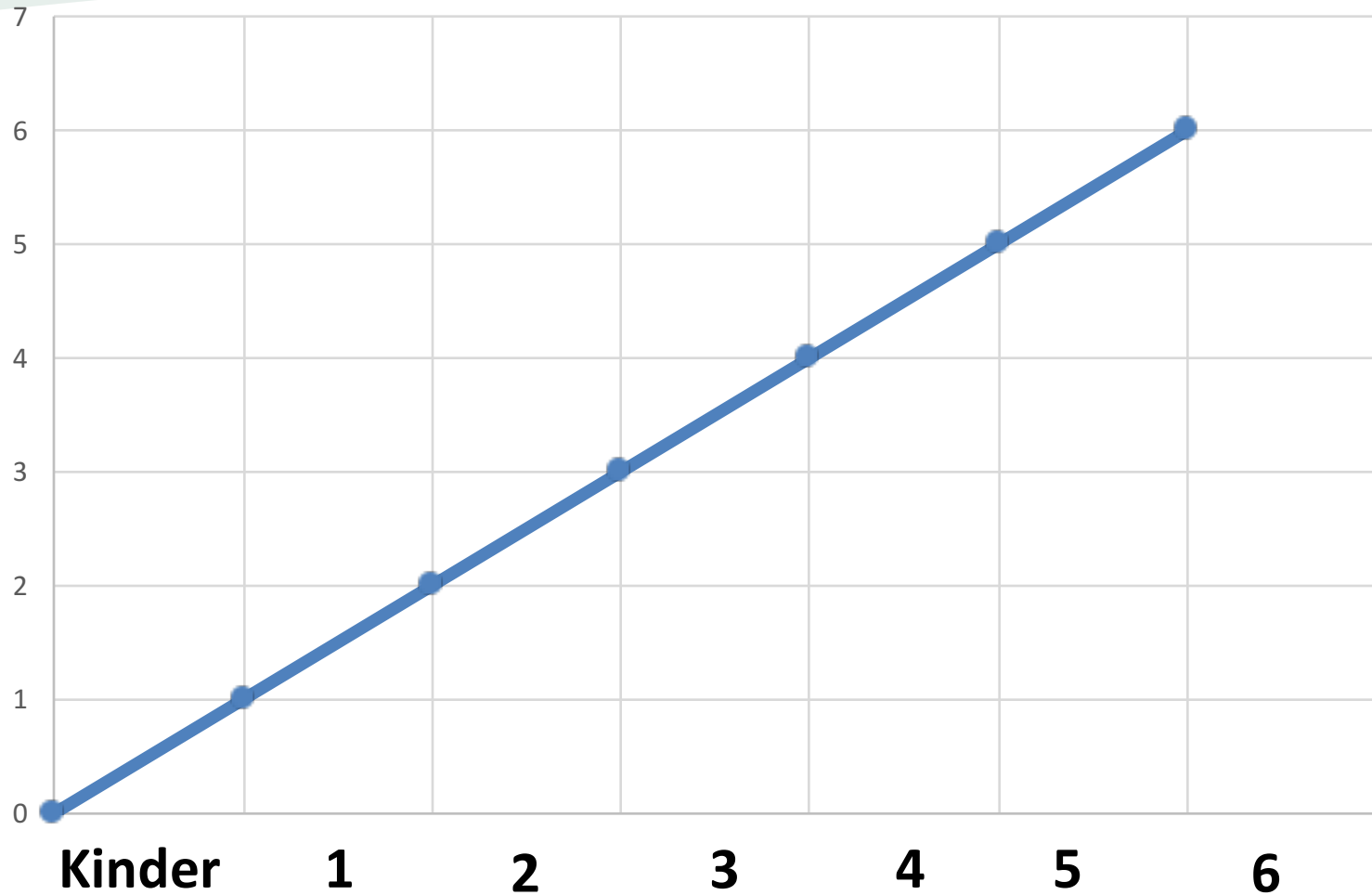
- d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



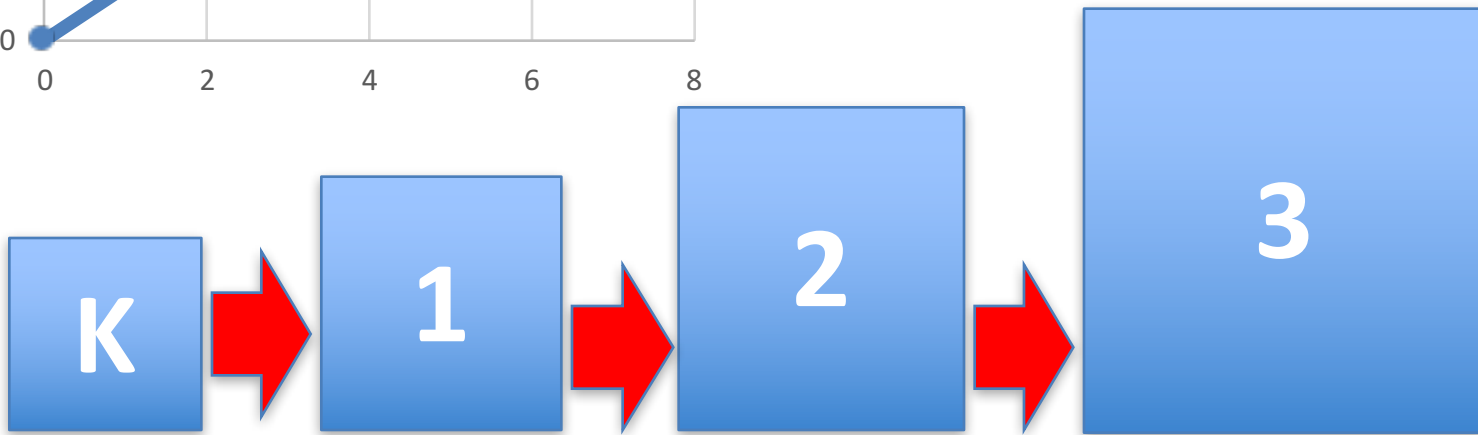
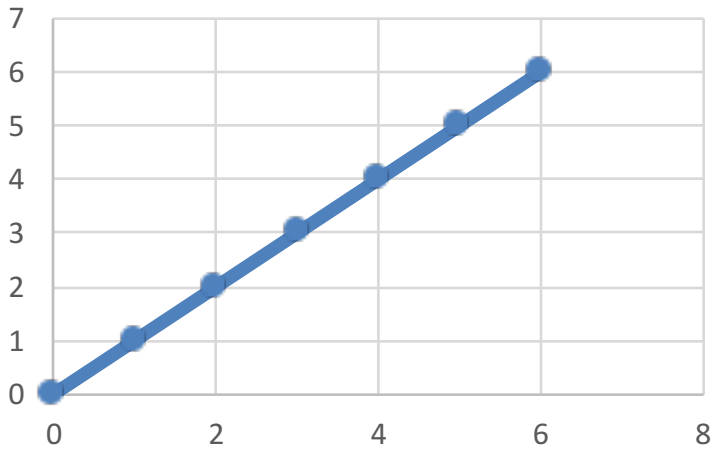
Rigor on the Diagonal



Rigor on the Diagonal



Rigor on the Diagonal



Theme:

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas
Content Area Targets
Language Targets
Summative Assessment

Building Oracy and Reading Comprehension and Knowledge

- Interactive, high-level discussion
- Vocabulary Development

Reading Comprehension

- Reader's Workshop
- Guided Reading
- Read aloud
- Partner Reading
- Independent Reading

Writing

- Writers' Workshops
- Guided Writing
- Student Writing

Content Area Instruction

- Content-based experiments, experiences, mini-lessons, activities, and inquiry.

Decoding, Phonics, Spelling, Grammar

Summative Assessment

El Puente
Habilidades y destrezas metalingüísticas

Actividades de extensión o una unidad nueva

Formative Assessment
Evaluación Formativa

How does 'Rigor on the Diagonal' impact curriculum development?



Biliteracy Mapping

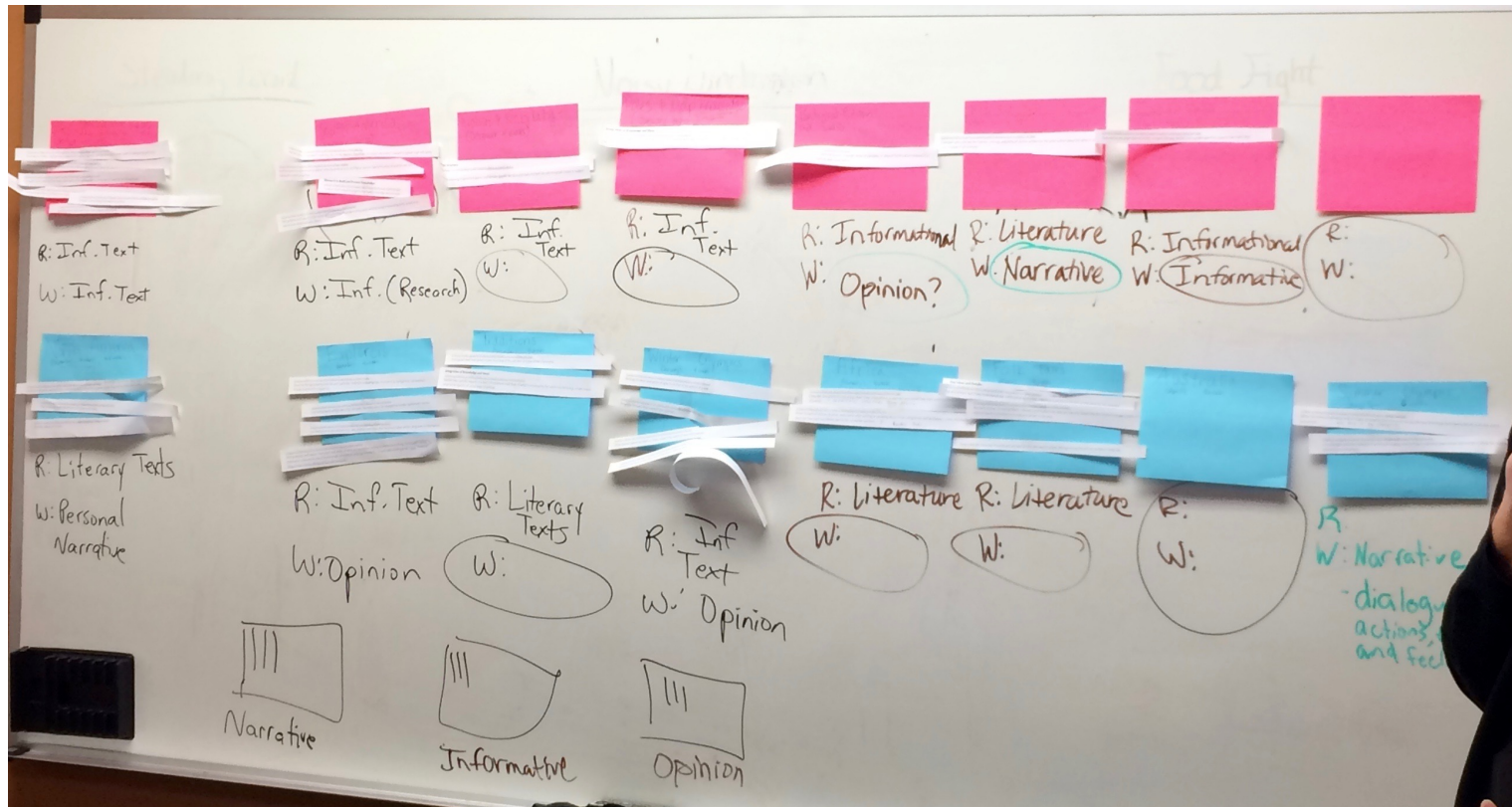


GRADE LEVEL BILITERACY MAPPING: USING STANDARDS

2. **Beginning with the science and social studies content standards**, place the standards throughout the year by grouping them together to form units that have a theme. *
3. **Add the literacy standards** to the unit plan by identifying what literacy standards make sense to teach with each of the content areas. As you do this, ensure the following:
 - a. A balance in focus: 50% of literary texts and 50% informative texts
 - b. That each of the three writing 'buckets' (narrative, opinion, informative) has been allocated to each language, and that each bucket represents 1/3 of the writing focus for the year.
 - c. When mapping these standards, it is important to consider the connection between reading and writing and think of the reading standards as 'practice' for writing. In other words, consider what reading standards could be focused on in order to help students be better writers. For example:



Creating Standards-Based Biliteracy Maps for Each Grade Level



Me in
my
Community

The great
big world

Kinder

Change
all
around

What
have I
learned
from
this?

Essential Standard	Clarifying Objective
K.C.A.1.1 Understand the value of a citizen	K.C.A.1.1.1 Identify the rights and responsibilities of citizens
K.C.A.1.2 Understand the value of a citizen	K.C.A.1.2.1 Identify the rights and responsibilities of citizens

Essential Standard	Clarifying Objective
K.C.1.1 Understand the value of a citizen	K.C.1.1.1 Identify the rights and responsibilities of citizens
K.C.1.2 Understand the value of a citizen	K.C.1.2.1 Identify the rights and responsibilities of citizens

Narrative

Personal
Narrative

What have I learned from this?

What have I learned from this?

Essential Standard	Clarifying Objective
K.C.1.1 Understand the value of a citizen	K.C.1.1.1 Identify the rights and responsibilities of citizens
K.C.1.2 Understand the value of a citizen	K.C.1.2.1 Identify the rights and responsibilities of citizens

What have I learned from this?

Opinion

Review of
material

Essential Standard	Clarifying Objective
K.C.1.1 Understand the value of a citizen	K.C.1.1.1 Identify the rights and responsibilities of citizens
K.C.1.2 Understand the value of a citizen	K.C.1.2.1 Identify the rights and responsibilities of citizens

What have I learned from this?

Inform

Fact
Sheet

Essential Standard	Clarifying Objective
K.C.1.1 Understand the value of a citizen	K.C.1.1.1 Identify the rights and responsibilities of citizens
K.C.1.2 Understand the value of a citizen	K.C.1.2.1 Identify the rights and responsibilities of citizens

What have I learned from this?

Inform

Essential Standard	Clarifying Objective
K.C.1.1 Understand the value of a citizen	K.C.1.1.1 Identify the rights and responsibilities of citizens
K.C.1.2 Understand the value of a citizen	K.C.1.2.1 Identify the rights and responsibilities of citizens

What have I learned from this?

[illegible]

Sample 4th Grade Biliteracy Mapping Plan

50/50 Language and Content Allocation Plan.

Spanish Literacy + Social Studies (larger literacy block)	English Literacy + Science + Math
Rights and responsibilities of a citizen 4.C&G.1; 4.C&G.2 Reading: RL 4.2 (summarize); RL 4.7 Writing: W.4.3 - Narrative; W.4.4; W.4.5; W.4.8; W.4.6; W.4.7	Healthful Living 4.L.2; 4.PCH.1-3; 4.NPA.1-3 Reading: RI 4.8; RI 4.5 Writing: W.4.1 - Opinion; W.4.4; W.4.5; W.4.8
Factors that affect the growth of a state 4.G.1 Reading: RI 4.6; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)	Electricity and Magnetism 4.P.1; 4.P.3 Reading: RL 4.4; RL 4.5 Writing: W.4.1 - Opinion; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RL 4.5)
Immigrants Past and Present (or Immigrants and Change) <u>4.H.1</u> - Analyze the chronology of key historical events in North Carolina history. 4.H.2 - Understand how notable structures, symbols and place names are significant to North Carolina. Reading: <u>RL 4.3</u> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>RL 4.6</u> - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations Writing: <u>W.4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RL 4.3) Content Big Idea: I want my students to understand that: 1) People immigrate for various reasons; 2) Immigrants face many challenges as they adapt to a new environment; and 3) Immigrants impact the new	Adaptations of Animals in their Environment 4.L.1 Reading: RI 4.7; RI 4.9 Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.9)

The goal is to end up with something like this for every grade level.



environment and the existing local community in many ways. Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to 1) use specific details in a text to describe a character in depth and 2) compare and contrast the point of view from which different stories are narrated in order to write a (historical fiction) narrative from the point of view of an immigrant.	
Free Market Economy 4.E.1; 4.E.2 Reading: RI 4.4; RI 4.5 Writing: W.4.1- opinion ; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.5)	Earth, Sun, Moon Systems 4.E.1 - Explain the causes of day and night and the phases of the moon. Reading: RL4.2 - Determine a theme of a story, drama, or poem from details in the text RL 4.3 - Describe in depth an event in a story, drawing on specific details in the text Writing: W. 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.4.9 - Draw evidence from literary texts to support analysis and reflection (for standard RL4.2) Science Big Idea: I want my students to understand that there are observable and predictable patterns of movement in the Sun, Earth, and Moon systems. These patterns account for day and night, the phases of the moon, and the seasons of the year. Literacy Big Idea: I want my students to understand that, when reading literary texts, it is important to 1) determine the theme of a story from details in the text and 2) describe an event in depth drawing on details from the text in order to write a narrative that explains the reason for an earth, sun, or moon system.
Families and culture 4.C.1 Reading: RL 4.4; RL 4.9 Writing: W.4.1 - Opinion, W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RL 4.9)	The Physical and Formation Processes of Earth Materials 4.P.2; 4.E.2 Reading: RI 4.3; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)



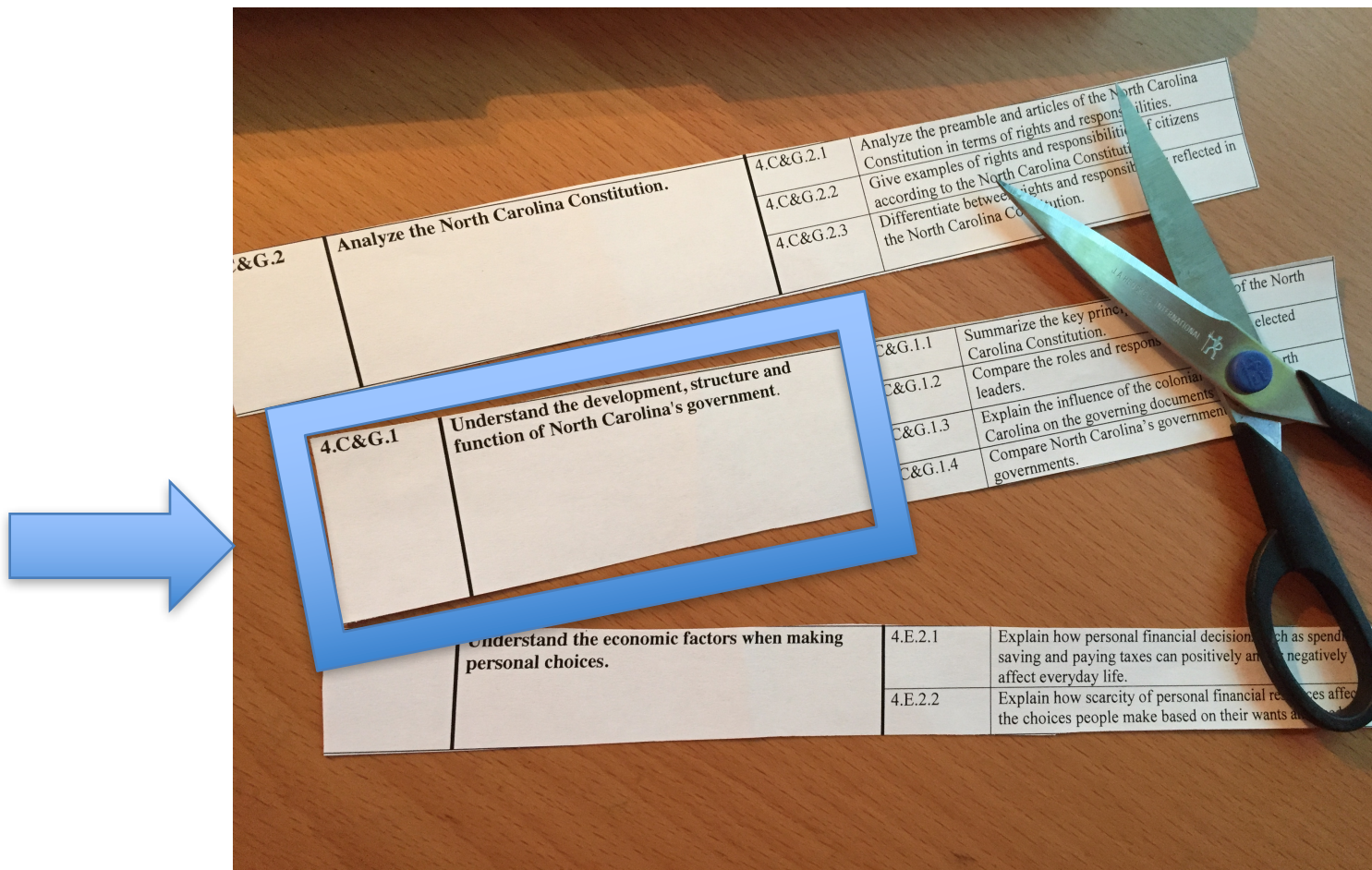
Label a piece of chart paper by language.
List the content taught in each language.

Español • Science • Literacy • Math	
English • Social Studies • Literacy	

Remember to keep the content allocation plan (and its implications) in mind.



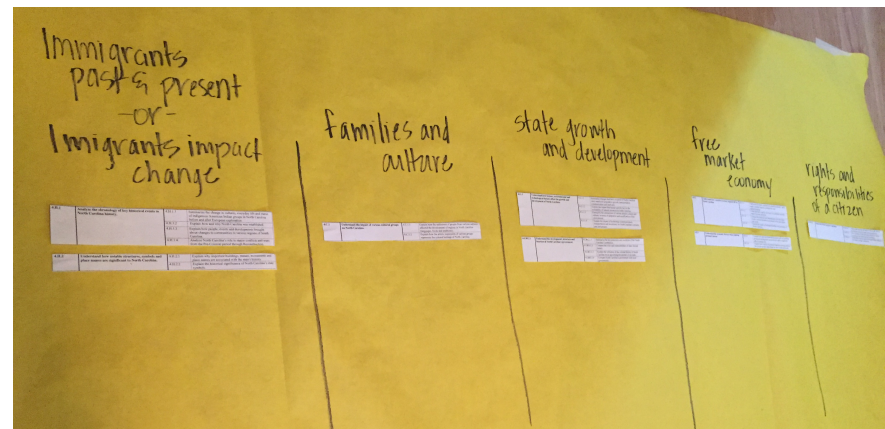
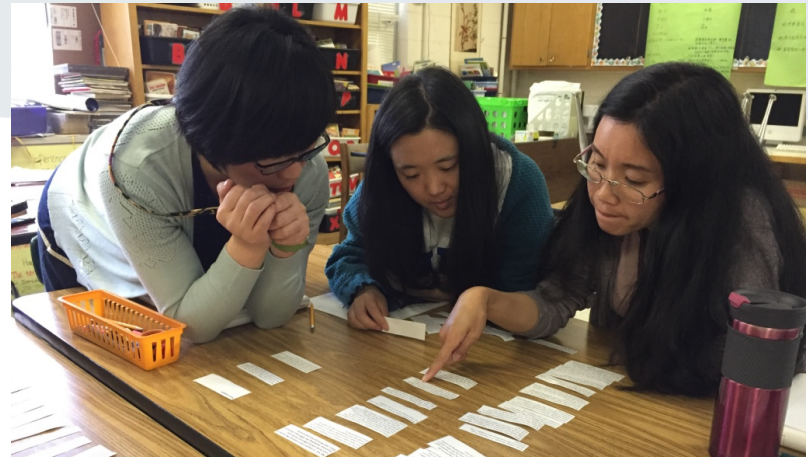
Cut out the science and social studies standards for your grade level at the standard level (not the sub-standard level).



As a PLC, read the standards.

Then, group the content standards for science to form a theme. Follow this same process for social studies.

When your group has reached consensus about the groups created and the themes identified, tape them onto your grade level butcher paper.



Add the literacy standards.

If every Dual Language classroom
integrates language, content, and
literacy

so that students can develop
knowledge in content and literacy
across both languages,



Add the literacy standards.

If every TWI classrooms integrates language, content, and literacy

so that students can develop knowledge in content and literacy across both languages,

Then, every unit should have reading and writing standards.



Add the literacy standards.

I my students to understand that,
when reading _____
texts, it is important to _____
in order to write _____.



Add the literacy standards.

I my students to understand that,
when reading _____
texts, it is important to _____
in order to write _____.



BUF Writing Summit
Tuesday, August 2, 2016
Evaluation

<http://bit.ly/BWS8216>



Thank you!

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