

The Content Standards



Biliteracy Summer Institute

Chicago, IL

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Center for Teaching for Biliteracy

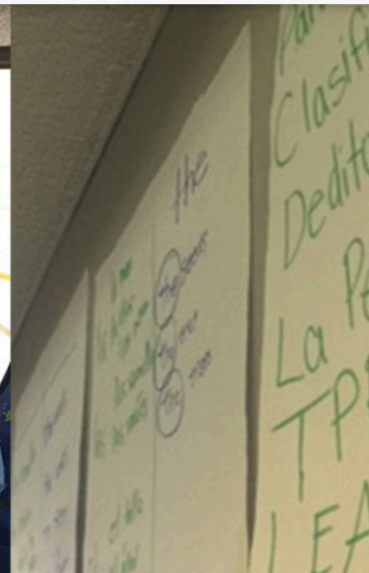
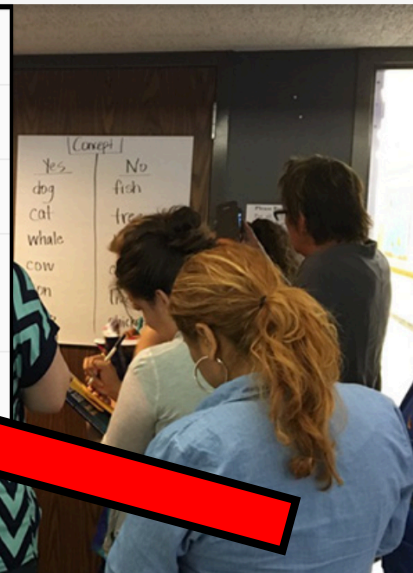
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Social Science Standards





College, Career, and Civic Life (C3) Framework for Social Studies State Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History



The result of a three year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

In June 2017, a Religious Studies Companion Document was added as a Supplement to the C3 Framework. It is included in the downloadable pdf file of the Framework.

 [Download C3 Framework PDF](#)

What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

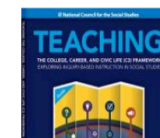
- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and

Resources for Using C3

Resources from the C3 Literacy Collaborative

The College, Career and Civic Life (C3) Framework for Social Studies State Standards re-envision the purpose and instructional practices of social studies education in the states. Through a grant from the Bill & Melinda Gates Foundation, National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE), developed these free professional learning tools, and resources to help school teachers from across the nation use the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

[SEE ALL THE C3LC RESOURCES »](#)



Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry

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

This makes me think that _____



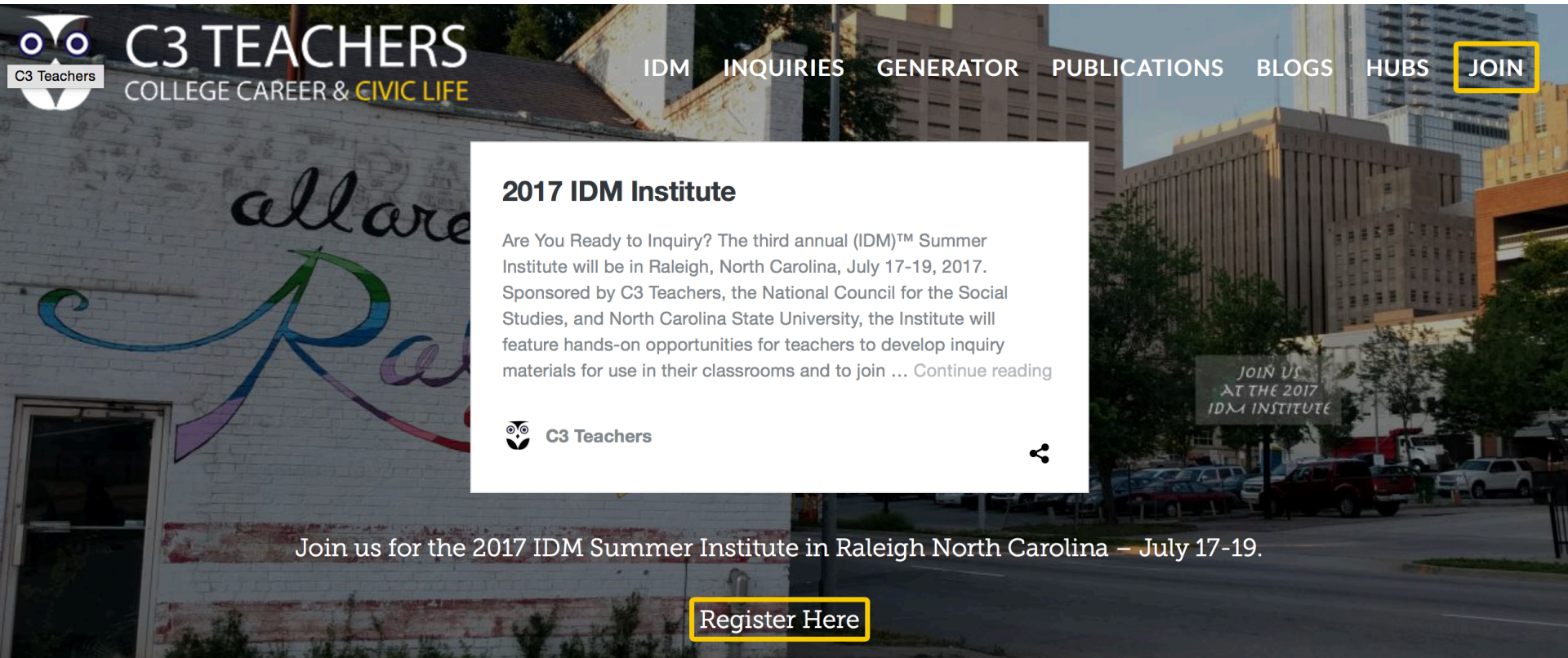
C3 Framework for Social Studies

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		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		



Resource

<http://www.c3teachers.org>

The banner features a background image of a city street with a mural on a brick wall that says "all are" and "R". A white text box in the center contains information about the 2017 IDM Institute. The C3 Teachers logo is in the top left, and a "JOIN" button is in the top right. A "Register Here" button is at the bottom center.

C3 TEACHERS
COLLEGE CAREER & CIVIC LIFE

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2017 IDM Institute

Are You Ready to Inquiry? The third annual (IDM)TM Summer Institute will be in Raleigh, North Carolina, July 17-19, 2017. Sponsored by C3 Teachers, the National Council for the Social Studies, and North Carolina State University, the Institute will feature hands-on opportunities for teachers to develop inquiry materials for use in their classrooms and to join ... [Continue reading](#)

 C3 Teachers 

Join us for the 2017 IDM Summer Institute in Raleigh North Carolina – July 17-19.

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The Inquiry Design Model

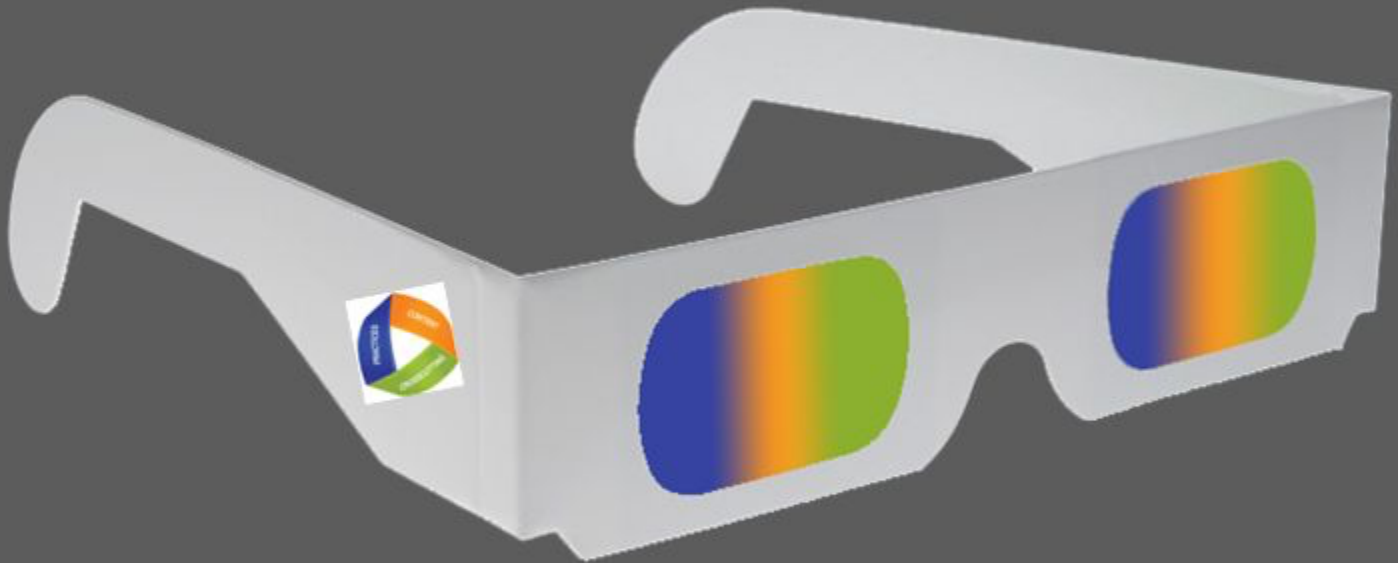
The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids

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

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

K-ESS2 Earth's Systems

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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

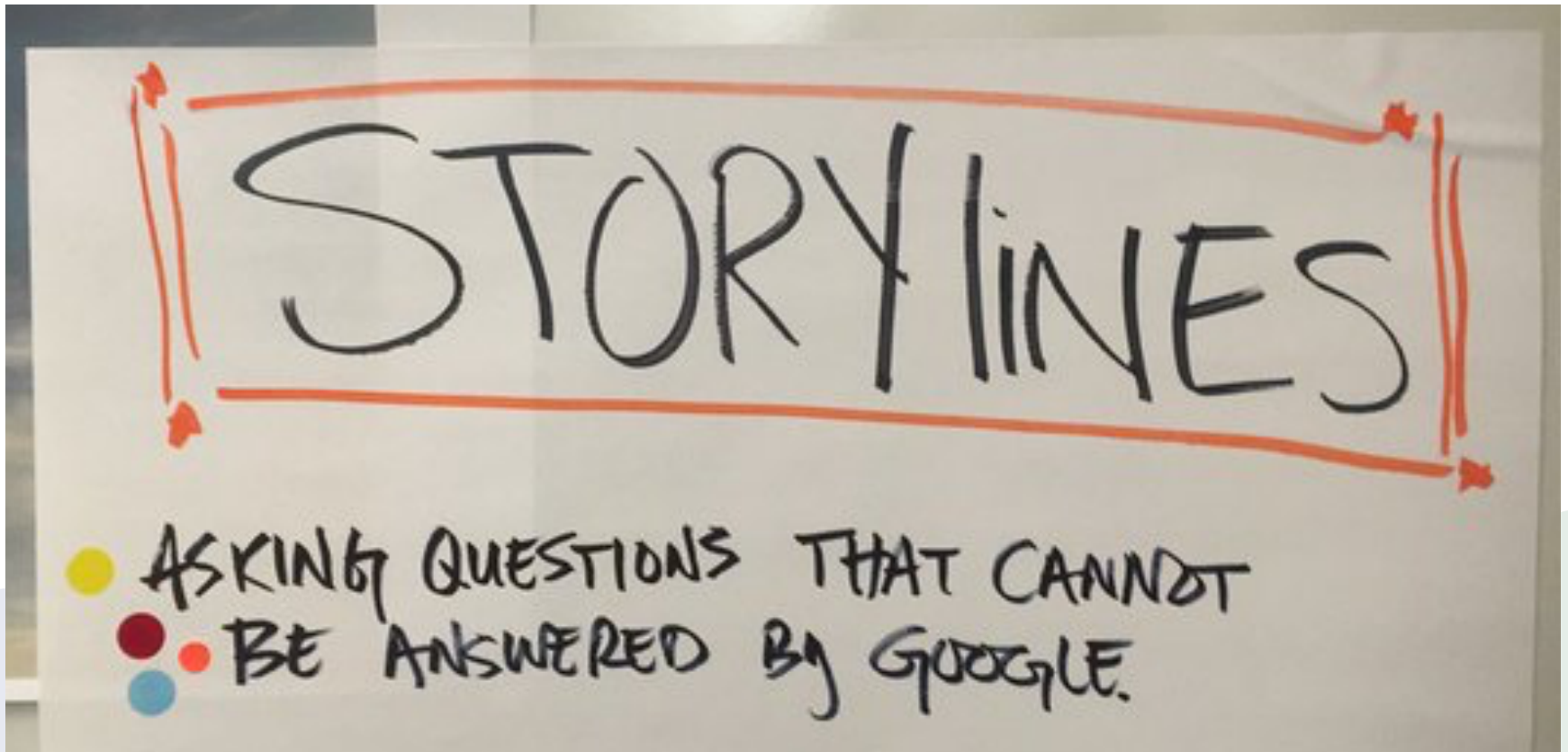
Connections

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



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



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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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)

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

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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

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5 Resources

<https://www.nextgenscience.org/get-to-know>

<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



Standards

Design Matters



Standards-based v.s. Standards-aligned?



The CCSS Reading and Writing Standards



English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
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Big ideas are written from these three areas of the standards. They address reading behaviors and concepts. And they are the same in Spanish and English.



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



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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The Bilingual CCSS identify how Spanish instruction should look different from English instruction.

READING STANDARDS: FOUNDATIONAL SKILLS

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.

ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

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).



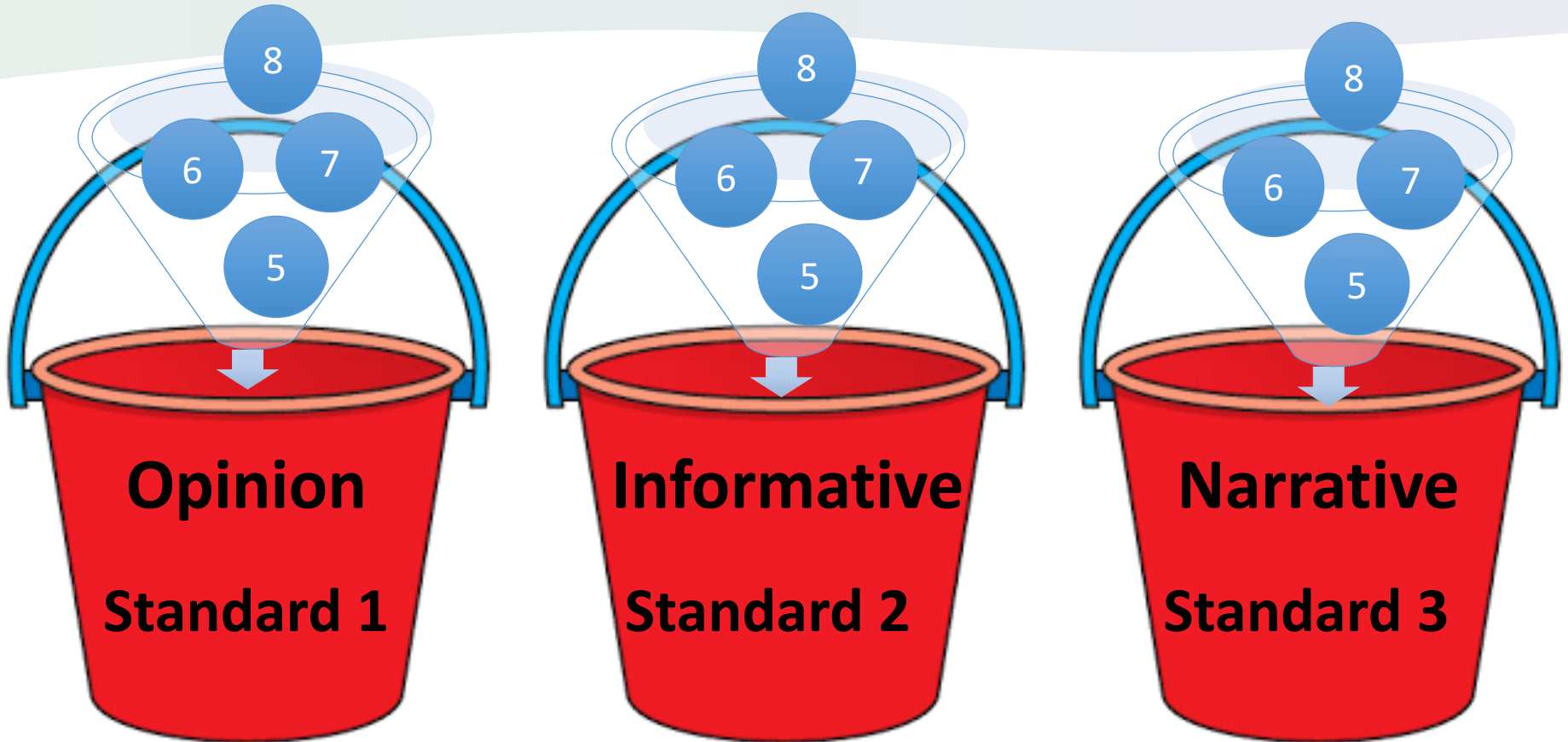
The CCSS Writing Standards



Text Types and Purposes 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 (e.g., <i>My favorite book is . . .</i>). 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. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Tipos de textos y sus propósitos 1. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: <i>Mi libro favorito es . . .</i>). 2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema. 3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.
Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Producción y redacción de la escritura 4. (Se inicia en el 3^{er} grado) 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.
Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	Investigación para la formación y presentación de conocimientos 7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos). 8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta. 9. (Se inicia en el 4^{to} grado).
Range of Writing 10. (Begins in grade 3)	Nivel de escritura y redacción 10. (Se inicia en el 3^{er} grado)



Organization of the CCSS Writing Standards



Standard 4 – For purpose, task, and audience
Standard 10 – Write routinely



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

Standards Check

Writing Standards

Opinion		Informative Explanatory		Narrative	
<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>



Knowing the expectations of the literacy standards:

www.achievethecore.org



Knowing the expectations of the literacy standards:

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Welcome to Achieve the Core

Free, ready-to-use classroom resources designed to help educators understand and implement the Common Core and other college and career ready standards



The CCSS Reading Standards



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



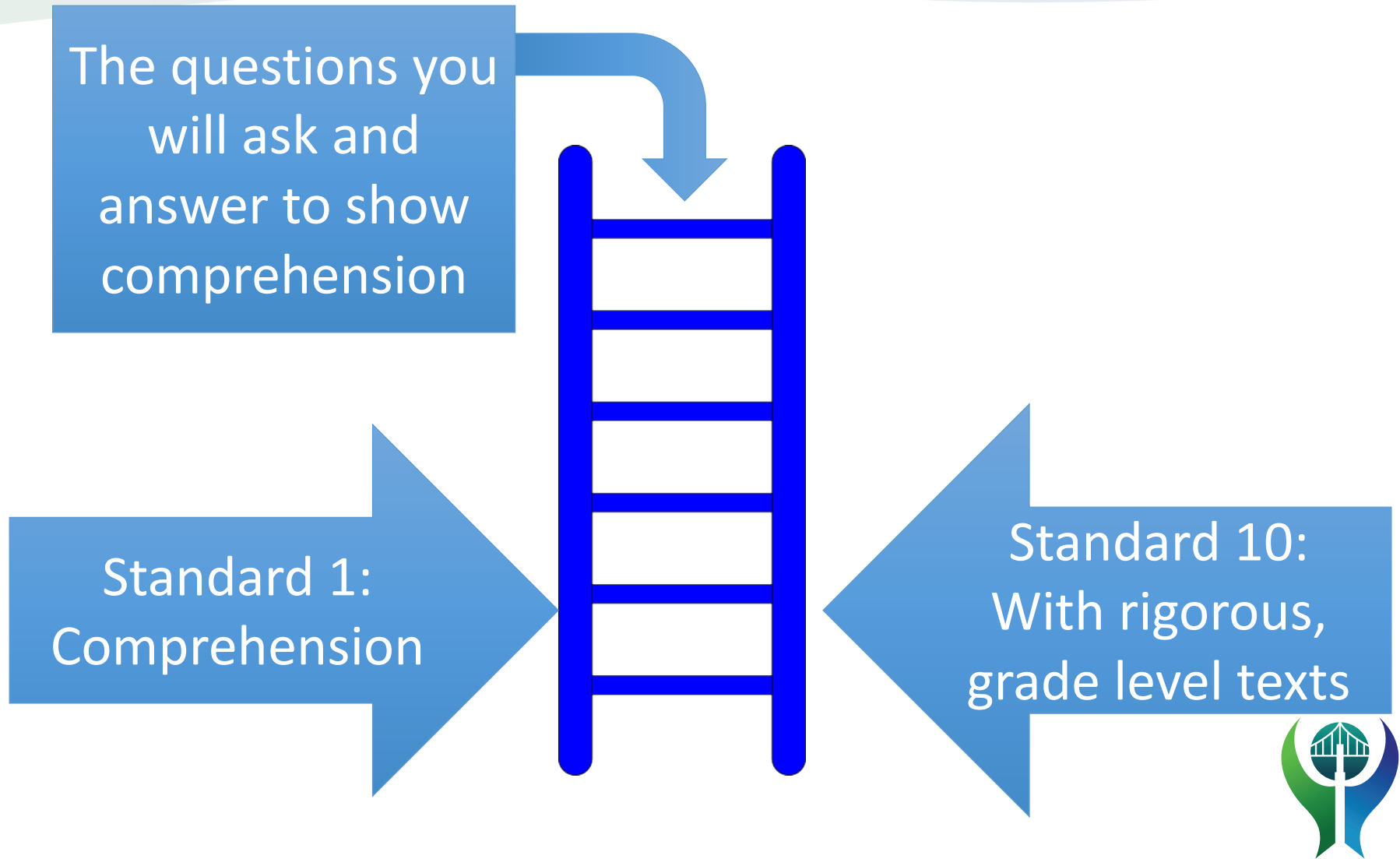
The CCSS Reading Standards

**Informational
Texts**

**Literary
Texts**



Organization of the CCSS Reading Standards



Use a tally chart to help you ensure there is balance between the informational and literary standards, and that all standards have been taught throughout the year.

Informational Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Literary Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



Pathways to the Common Core

Accelerating Achievement

LUCY CALKINS • MARY EHRENWORTH
CHRISTOPHER LEHMAN

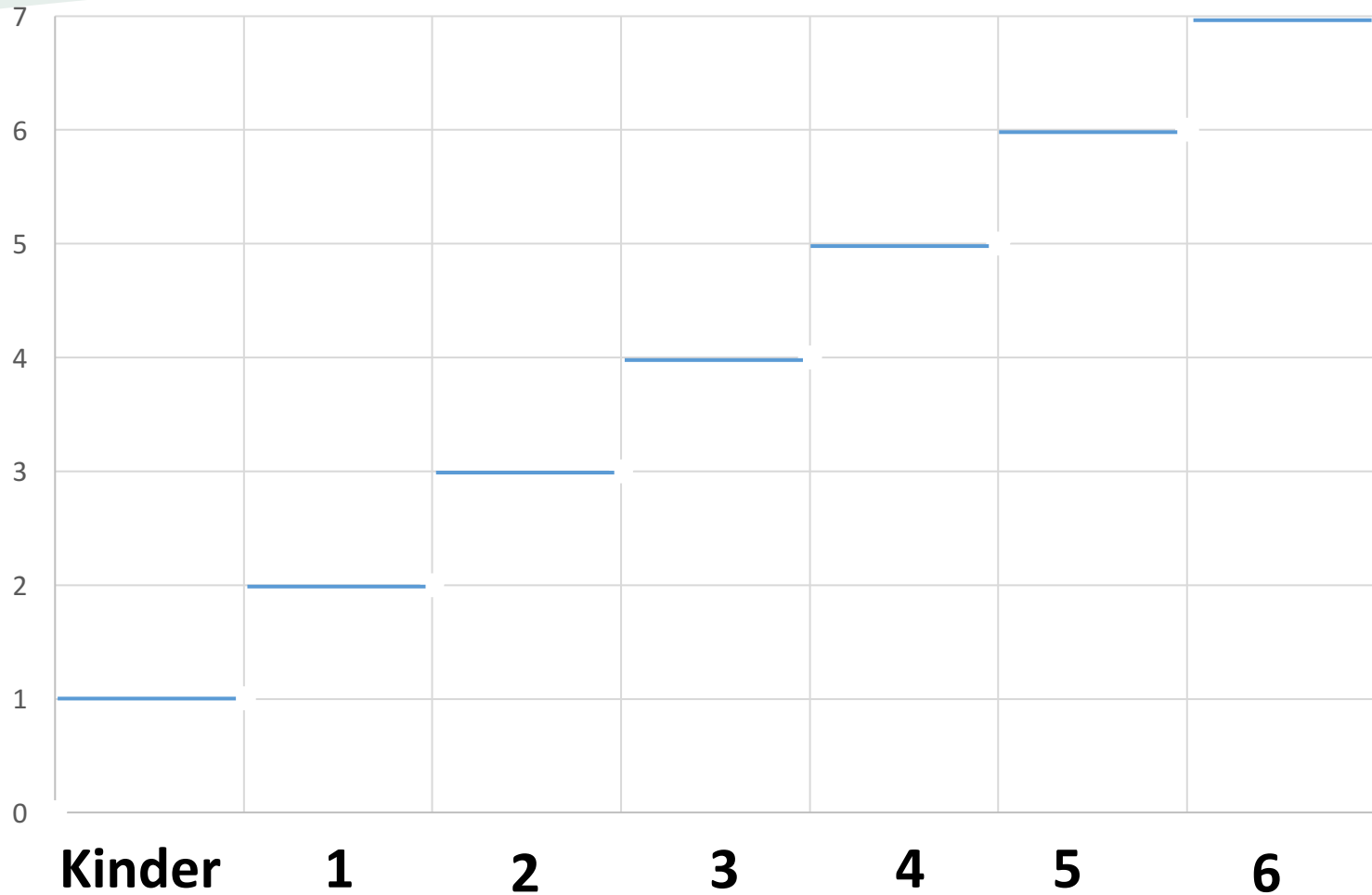
Harcourt
Publishing to the Future



Rigor on the Diagonal



Rigor on the Diagonal

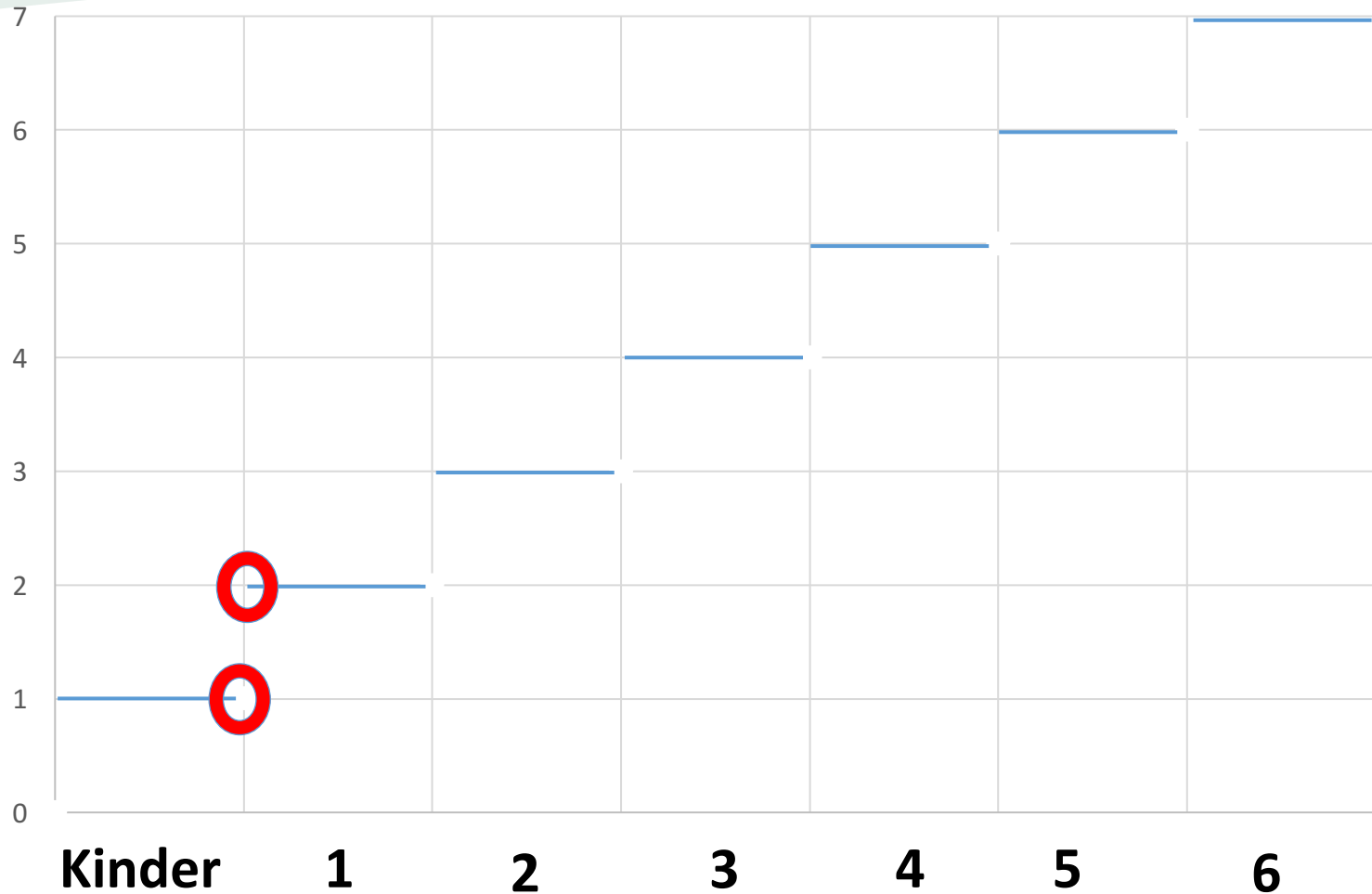


Flat Assignments

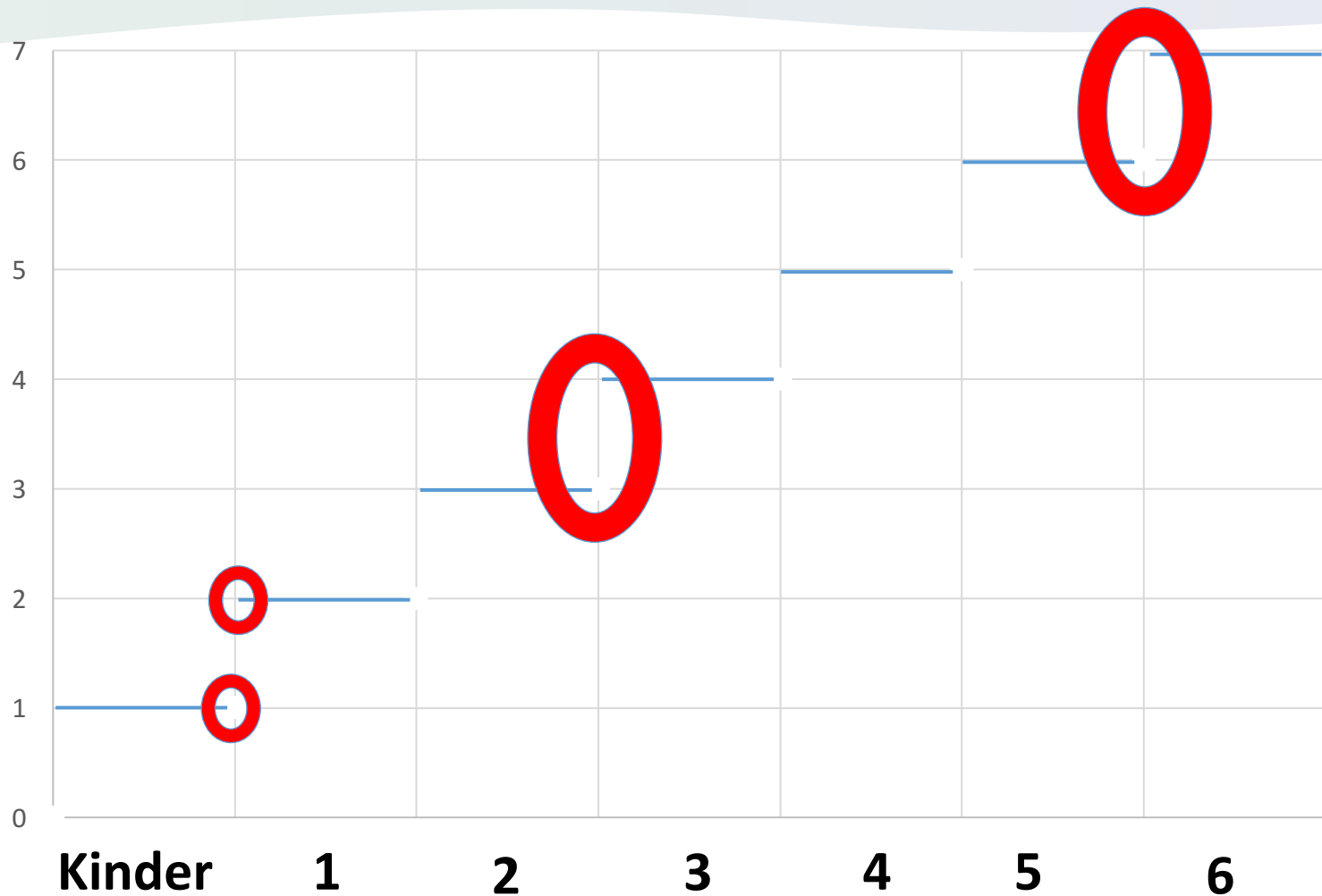
Beginning of the Year	End of the Year
K – Opinion: I like cats because they are fuzzy.	K – Opinion: I like the book because it is funny.



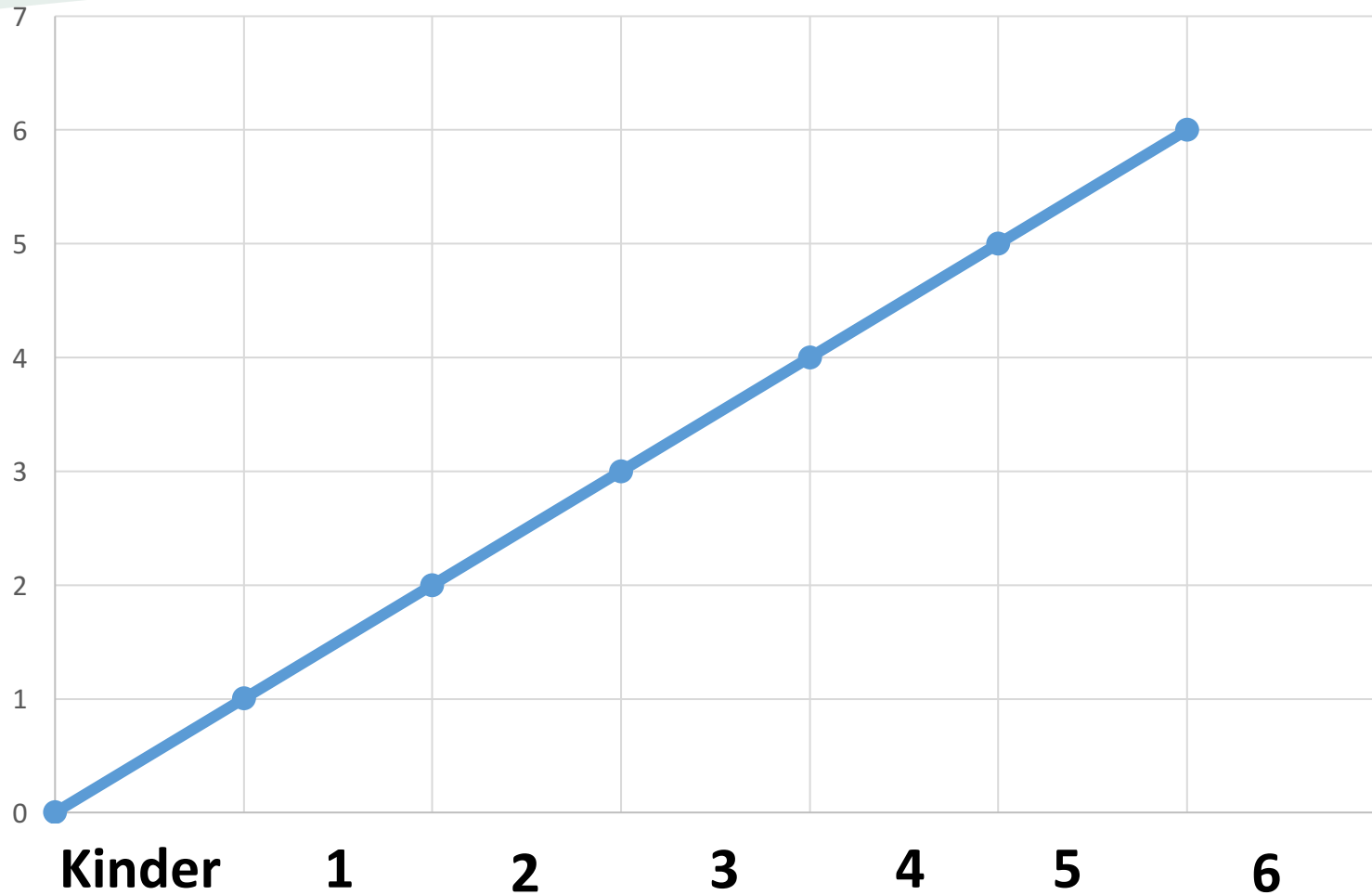
Rigor on the Diagonal



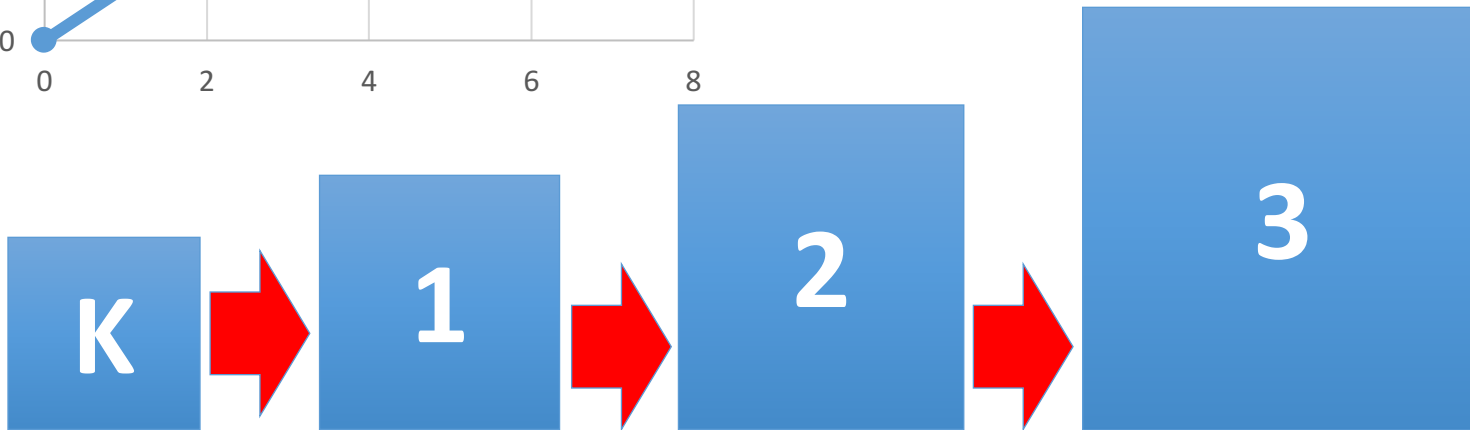
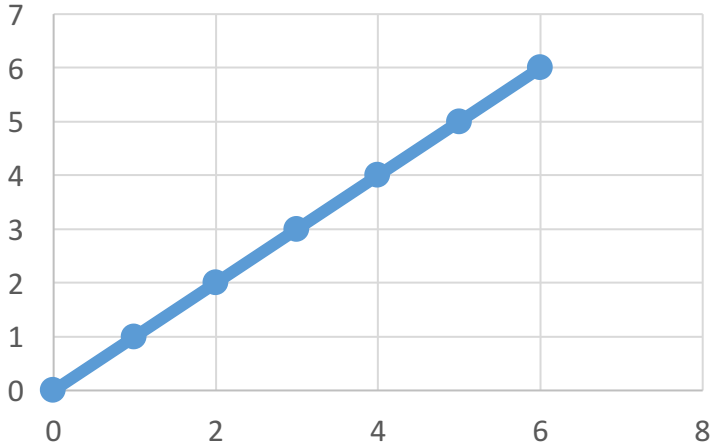
Rigor on the Diagonal



Rigor on the Diagonal



Rigor on the Diagonal



What is the difference between the two columns?

Column A



Column B



Both of the dioramas _____. However, the diorama in Column A _____ while the diorama in Column B _____.



What is the difference between the two columns?

Column A

- Sample collected was in English.
- Spelling errors have been corrected.
- Sample was in a book format where each page had a heading and a corresponding picture.

Column B

- Sample collected was in Spanish.
- Spelling errors have been corrected.
- Sample was in paragraph format on a sheet of paper.



What is the difference between the two columns?

Column A

Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs.

Column B

Los lobos viven en el bosque con su familia. Pueden ser gris o negros. Los lobos casi nunca andan solos porque cazan en grupos. Ellos comen animales mas pequeños. Las hembras pueden tener hasta 8 bebes de una sola vez. Los bebes se quedan con el grupo hasta que tengan 2 años. Después, si son varones, se pueden ir del grupo y formar su propio grupo.

What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

Which meets the (writing) standards for their grade-level?



What is the difference between the two columns?

First Grade Informational Writing CCSS:

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



What is the difference between the two columns?

Column A

Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs.

These features help the wolf survive in the forest.

Column B

Los lobos viven en el bosque con su familia. Pueden ser gris o negros. Los lobos casi nunca andan solos porque cazan en grupos. Ellos comen animales mas pequeños. Las hembras pueden tener hasta 8 bebes de una sola vez. Los bebes se quedan con el grupo hasta que tengan 2 años. Después, si son varones, se pueden ir del grupo y formar su propio grupo.

What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

Neither meet their corresponding grade-level standard!



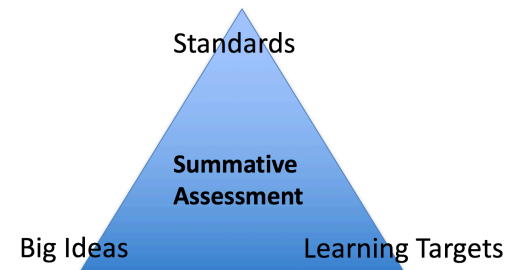
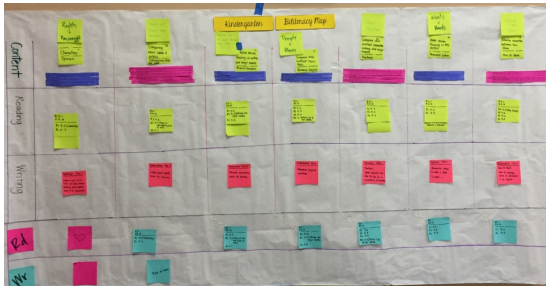
What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

In looking at these two samples, Rigor on the Diagonal means...



From Standards to Maps to the BUF Triangle

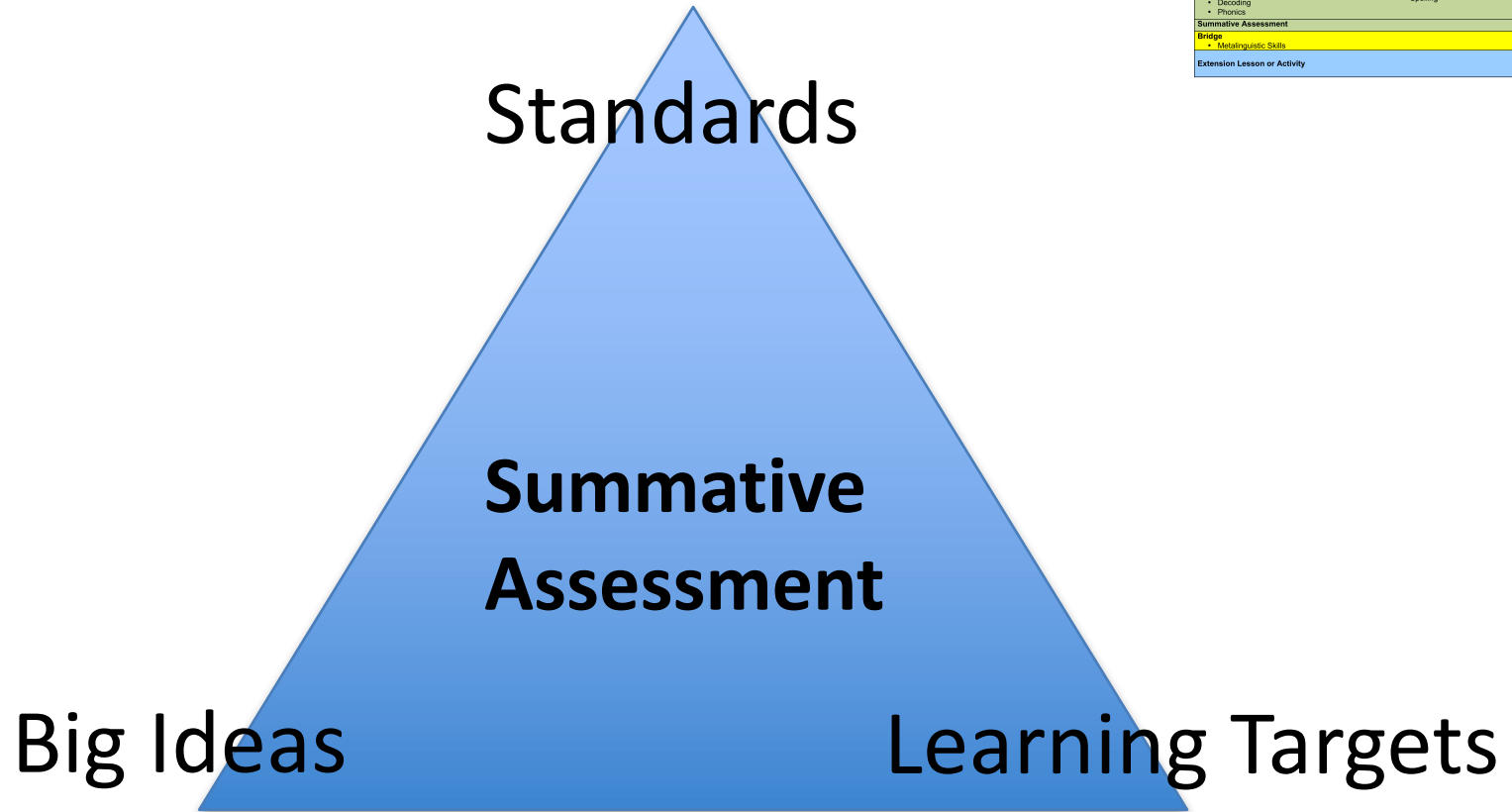


Biliteracy Map

	Kindergarten	Biliteracy Map	Content	Reading	Writing
Content	Rights Responsibility Characters Opinion	Kindergarten People Places	Compare and contrast main ideas & details Craftsmanship and the job	Compare and contrast main ideas & details Craftsmanship and the job	Compare and contrast main ideas & details Craftsmanship and the job
Reading	RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10	RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10	RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10	RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10	RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.9 RI.10
Writing	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.8 W.9 W.10	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.8 W.9 W.10	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.8 W.9 W.10	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.8 W.9 W.10	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.8 W.9 W.10
Rd					
Wr					



The BUF Triangle



Theme	Content Area and Content Big Idea(s)	Formative Assessment
Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development		
Reading Comprehension - Guided Reading - Read aloud	- Readers' Workshop - Partner reading	
Writing - Guided Writing - Writers' Workshop		
Word Study and Fluency - Decoding - Phonics	Spelling	
Summative Assessment		
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

