

Biliteracy Curriculum Development



BUF Writing Summit
July 2017

Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Agenda

- Review/Document
- Content and Language Allocation Plan
- Standards
- The Mapping Process

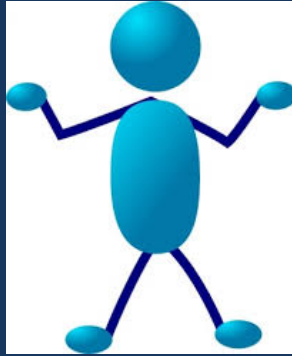


Program Vision



Vision

For Whom?



What are the program goals?



What type of program is it?



Program Vision

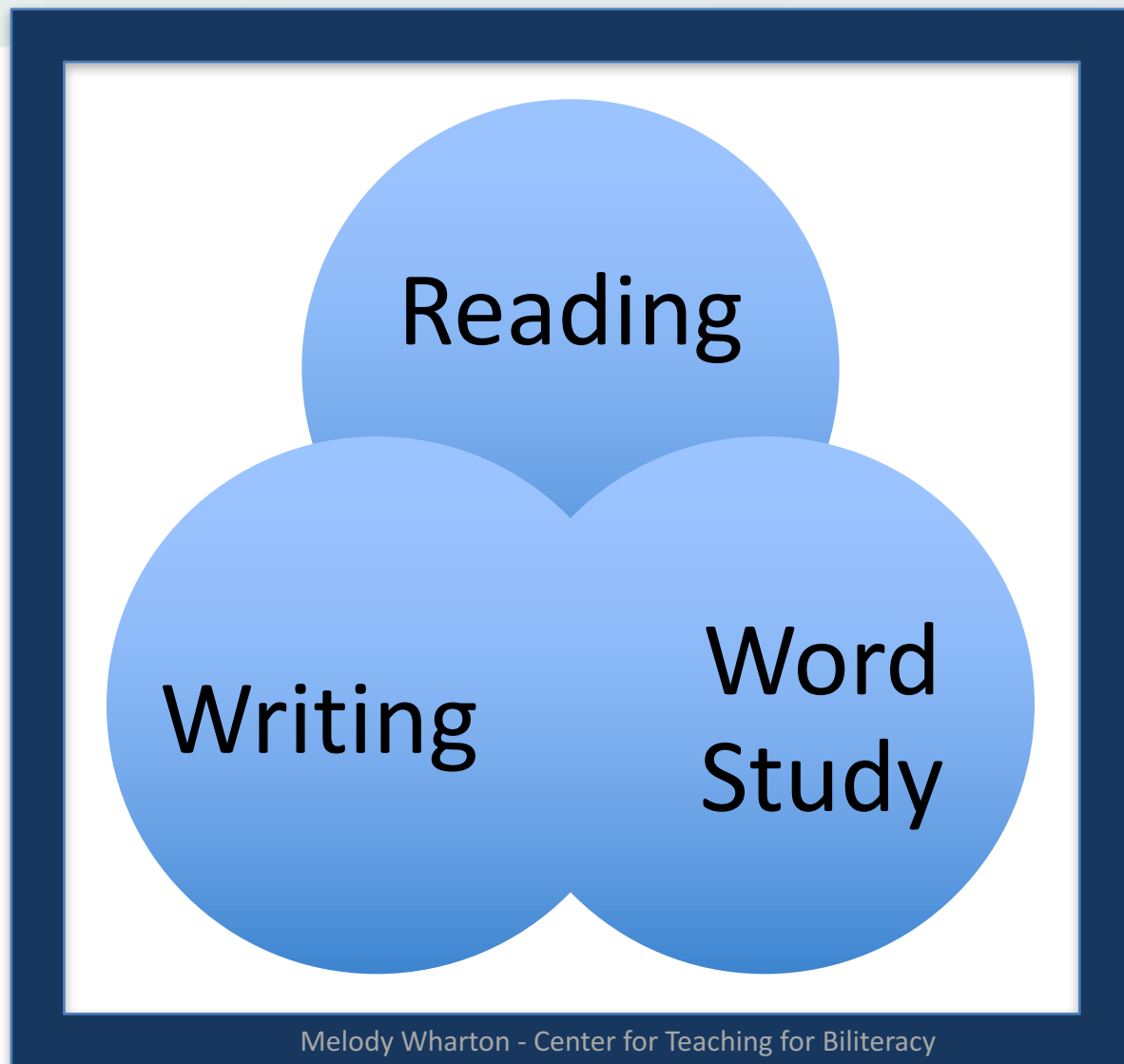
- The biliteracy program is for...
- The goal of the program is that students will be able to...
- Entry into the program is determined by...



Literacy Philosophy



Literacy Philosophy



Context
for
Meaning



The Biliteracy Curriculum Development Resource

Action Item	Comments
1. Our program has a vision that identifies who the students are and the goals of the program (what it is we want for students).	
2. Our program has a literacy philosophy that articulates the instructional approaches that best develops listen, speaking, reading, and writing. An articulated literacy/biliteracy philosophy should answer the following question: · How do we believe students best learn to read and write? When the philosophy is understood and shared by the educators in the district, educators should be able to explain the philosophy, demonstrate how it looks in the classroom, and describe its implications. The reason for an articulated literacy/biliteracy philosophy is that this philosophy should be apparent in and drive: · Curriculum development · The learning environment / School Culture	



The Biliteracy Curriculum Development Resource

Comments

We have
in place.

multiple drafts of a vision

We would like to

merge all the versions of our vision
into one document.



The Biliteracy Curriculum Development Resource

There is a solid literacy philosophy in place.

Next we must write the philosophy in a way that we can easily articulate it as an “Elevator Speech”, etc.

Content and Language Allocation Plan



Programmatic Structures Needed for Biliteracy

- Language plan: determines percentage of time in each language
- Content plan: determines language for each content



Bilingual literacy is planned for on a daily basis using the academic instructional minutes (not including specials or lunch/recess).

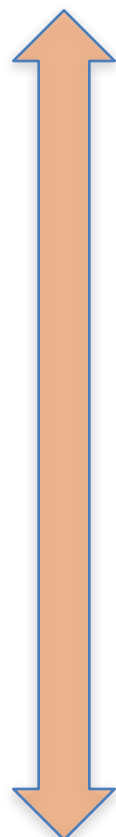
SAMPLE FROM A DISTRICT

	Spanish	English
Pre-Kindergarten 80/20 All students	See Chart	See Chart
Kindergarten 80/20 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 275 academic Spanish minutes	English Language Arts • 45 academic English minutes (separate from specials) • Specials (Art, Music, P.E.)
First Grade 70/30 All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math 260 academic Spanish minutes	English Language Arts • 55 academic English minutes (separate from specials) • Specials (Art, Music, P.E.)
Second Grade 60/40 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies	English Language Arts • 75 academic English minutes

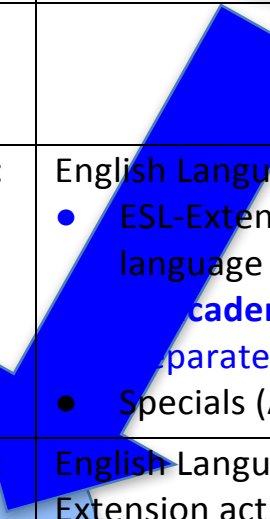
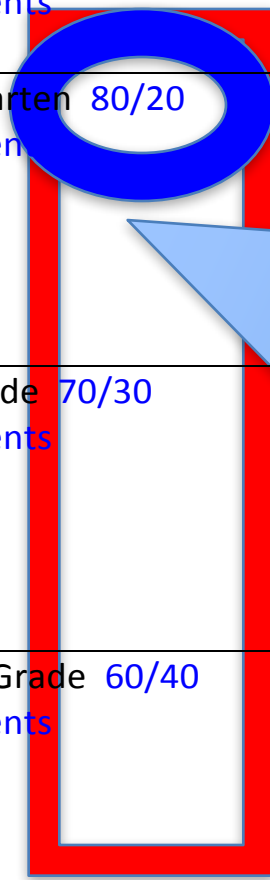


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SAMPLE FROM A DISTRICT



	Spanish	English
Pre-Kindergarten 80/20 All students	See Chart	See Chart
Kindergarten 80/20 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 275 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 55 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
First Grade 70/30 All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math 260 academic Spanish minutes	English Language Arts Extension activities (all four language domains: L,S,R,W) 55 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Second Grade 60/40 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 240 academic Spanish minutes	English Language Arts 75 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Third Grade 50/50	Spanish Language Arts integrated with:	English Language Arts



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SAMPLE FROM A DISTRICT

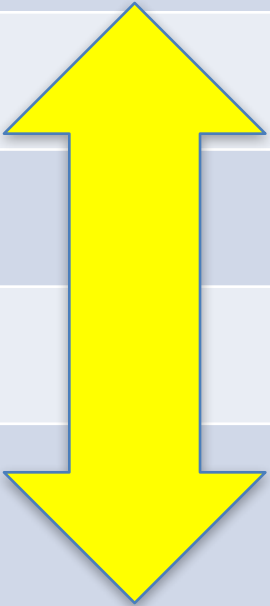
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Third Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA, 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fourth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA, 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fifth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts, - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes



Sketching Your Example

1	2	3
PK %	SPANISH	ENGLISH
		
5 th		



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:

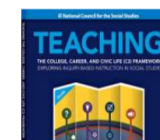
- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, 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-envisions 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 means 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	Developing Claims and Using Evidence	Taking Informed Action
	Geography		
	History		



IL Social Science Standards K-5

**C3 Framework
Dimension 1**

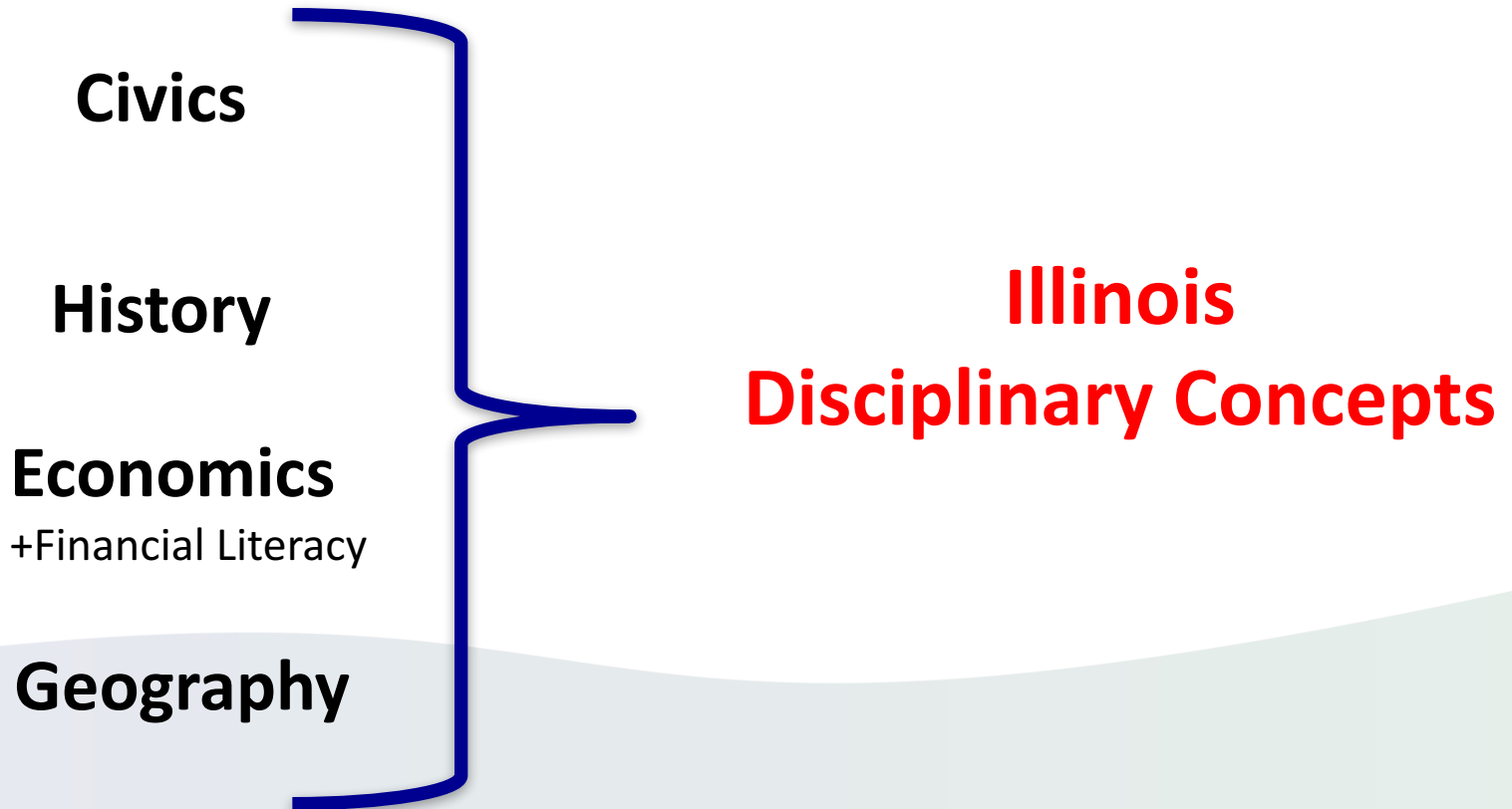
**C3 Framework
Dimension 3**

**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

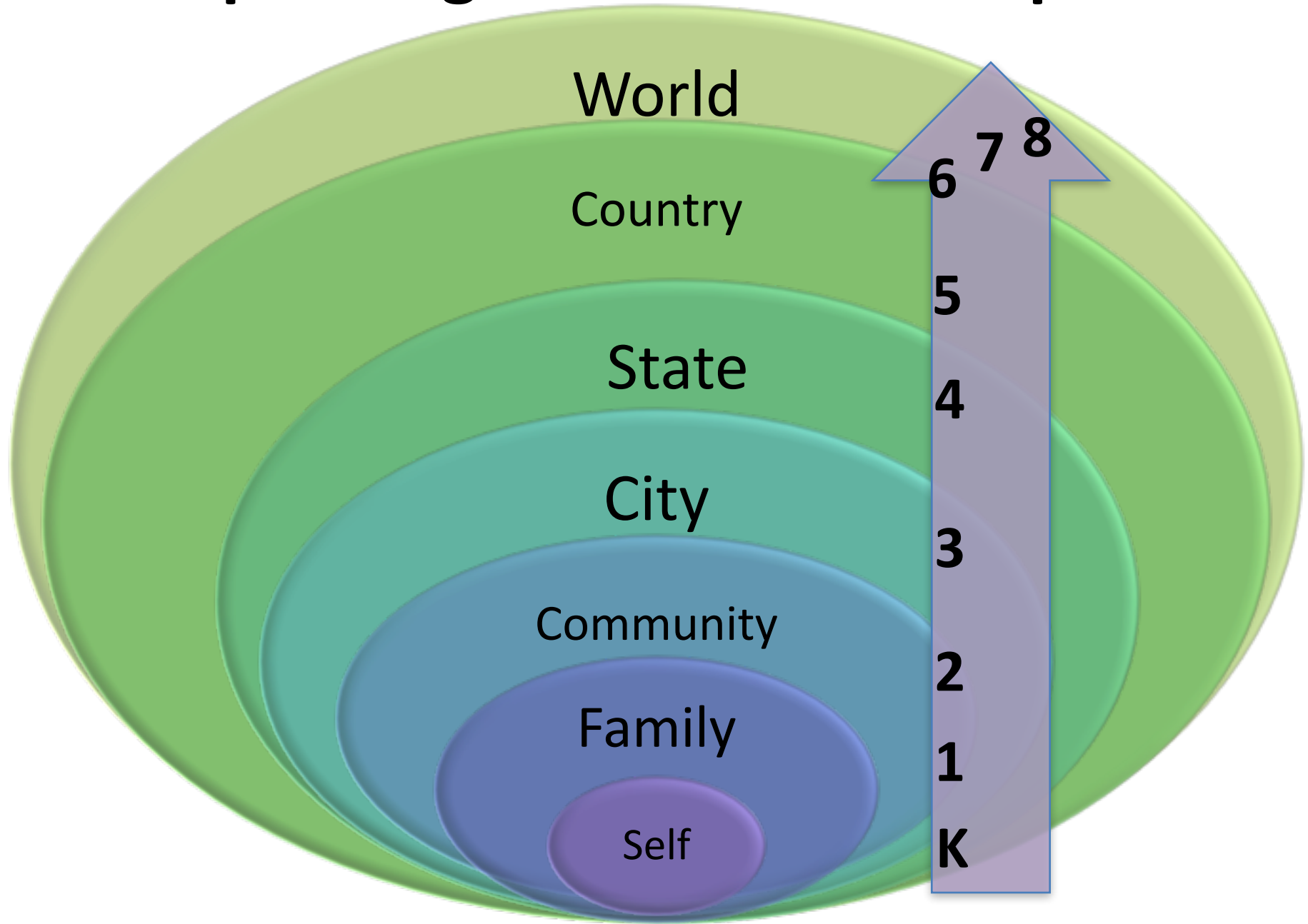
Kindergarten:	My Social World
First Grade:	Living, Learning, and Working Together
Second Grade:	Families, Neighborhoods, and Communities
Third Grade:	Communities Near and Far
Fourth Grade:	Our State, Our Nation
Fifth Grade:	Our Nation, Our World

Source: Illinois Social Science Standards Recommendations, May 2015

www.TeachingForBiliteracy.com

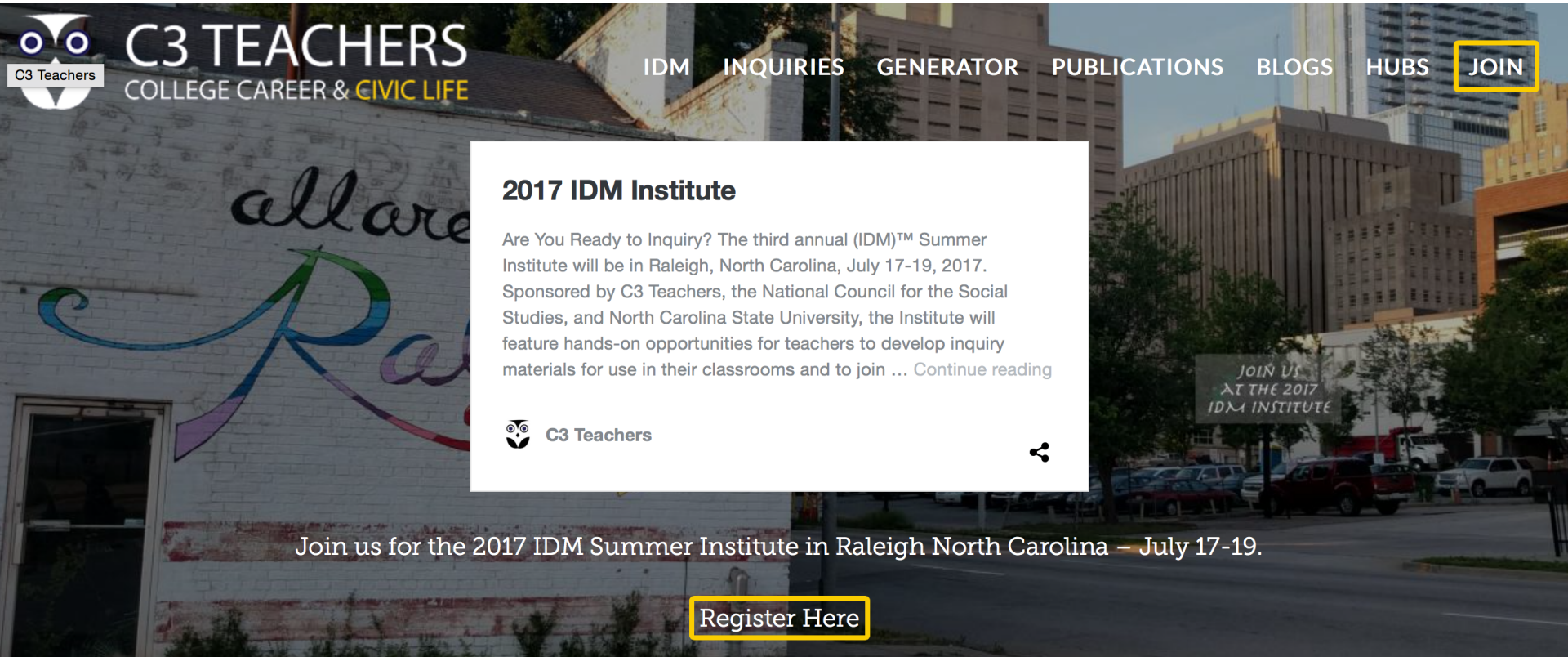


Expanding Communities Sequence



Resource

<http://www.c3teachers.org>



C3 TEACHERS
COLLEGE CAREER & CIVIC LIFE

IDM INQUIRIES GENERATOR PUBLICATIONS BLOGS HUBS [JOIN](#)

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.

[Register Here](#)

JOIN US
AT THE 2017
IDM INSTITUTE



The Inquiry Design Model

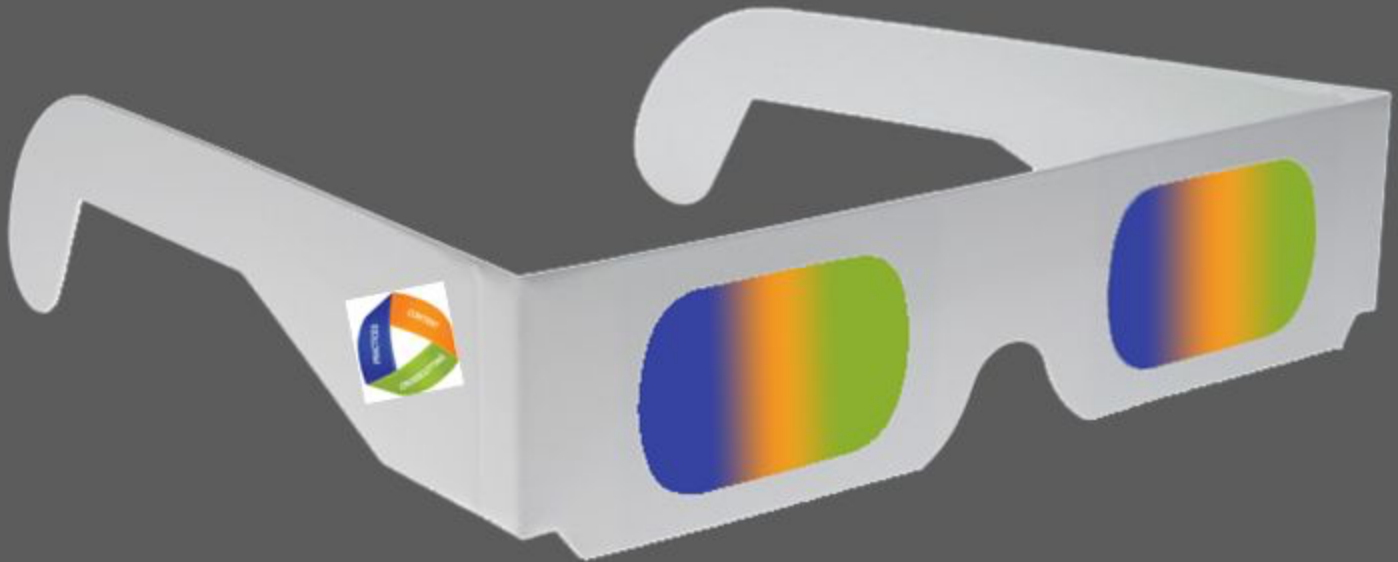
The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids

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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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

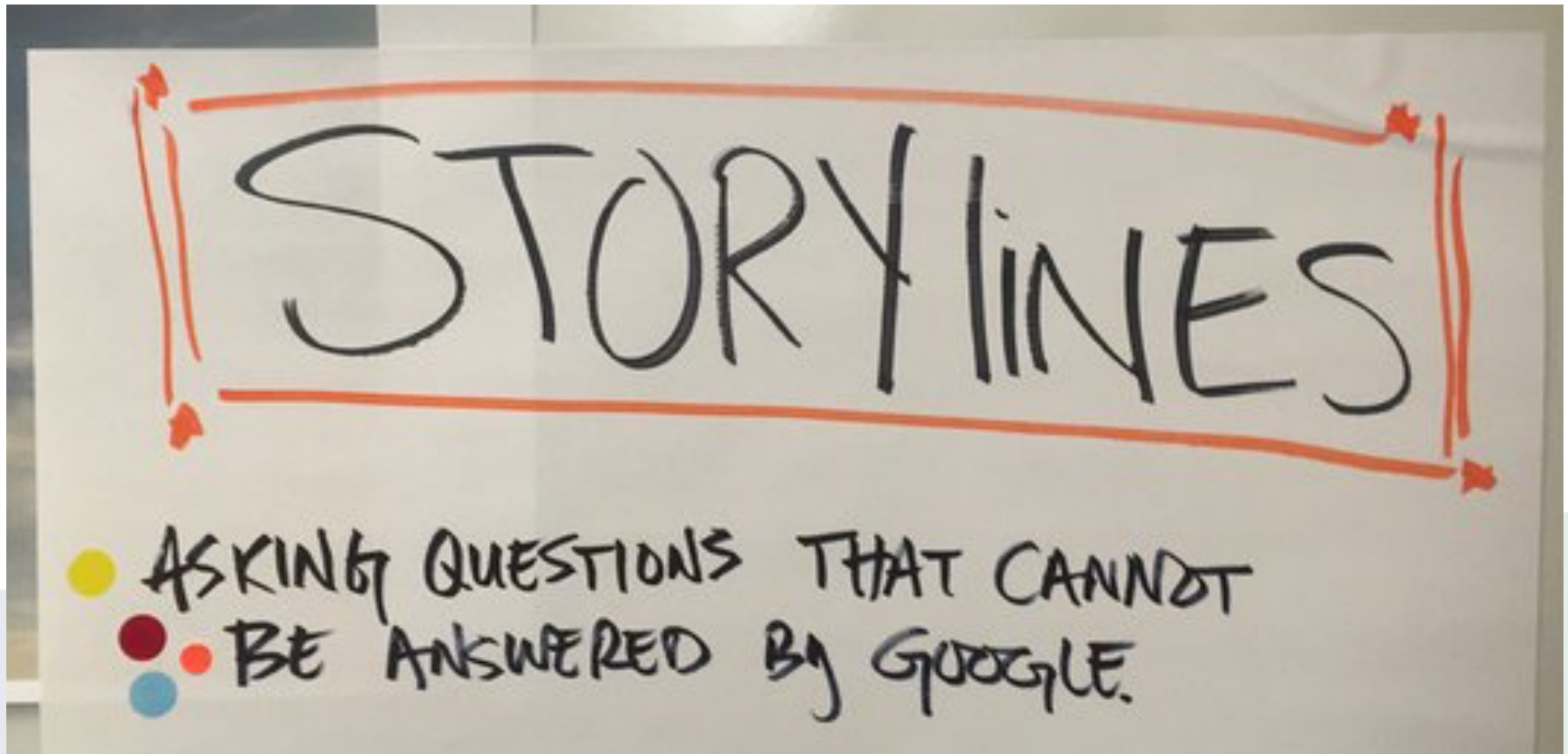
Connections

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



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)

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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 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



NGSS Example Bundles

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



Standards

Design Matters



Standards-based v.s. Standards-aligned?



The CCSS Reading and Writing Standards



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
---	--	--	----------------	---------------------------------------	-----------------

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.

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).



How are the standards coded?

RL 1. 1

3. W. 3



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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Coding

RL 1. 1

3. W. 3



Coding

RL 1. 1

3 W. 3



Coding

RL 1.1

Reading Literary

3 W.3

Writing



Coding

PL 1.1

3. N. 3



Coding

RL 1.1

3. N. 3

First Number is the grade level



Coding

RL 1.1

3. Vol. 3



Coding

RL 1. **1**

3. W **3**

Second Number is the
standard within the grade level
and domain



4- Year Long Biliteracy Maps for Each Grade Level	Comments
4.A. Our team has a good understanding of our content standards and how they are organized. <u>Science Standards</u> The Next Generation Science Standards are the aggregate of the colored boxes below it - the Scientific and Engineering Practices (blue box), the Disciplinary Core Ideas (orange box), and the Cross Cutting Concepts (green box). Each of the standards (in the white box) includes components from the colored boxes below it (Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices). The standards can either be used topically or thematically. In addition, all three of boxes (white, green and blue) are integrated in the performance descriptors on the top in red. These represent the ways in which students will show that they have met the standards. One of the most significant shifts inherent in the NGSS is the position of the teacher. Rather than the teacher being the purveyor of knowledge and focusing on the teaching of facts, the NGSS request that the teacher be the facilitator and focus on the PRACTICES of scientists and engineers to attain the concepts (identified in the disciplinary core ideas). The reason for this shift is that the NGSS want to prepare students with <u>practices</u> to be able to attack science that we have not yet identified.	

With your team, there must be a deliberate choice in selecting whether the standards will be mapped thematically or topically. To do this, you will need an understanding of how the Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices	
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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., *My favorite book is . . .*).
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.

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.

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)

Range of Writing

10. (Begins in grade 3)

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: *Mi libro favorito es . . .*).
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.

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.

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).

Nivel de escritura y redacción

10. (Se inicia en el 3^{er} grado)



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.
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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



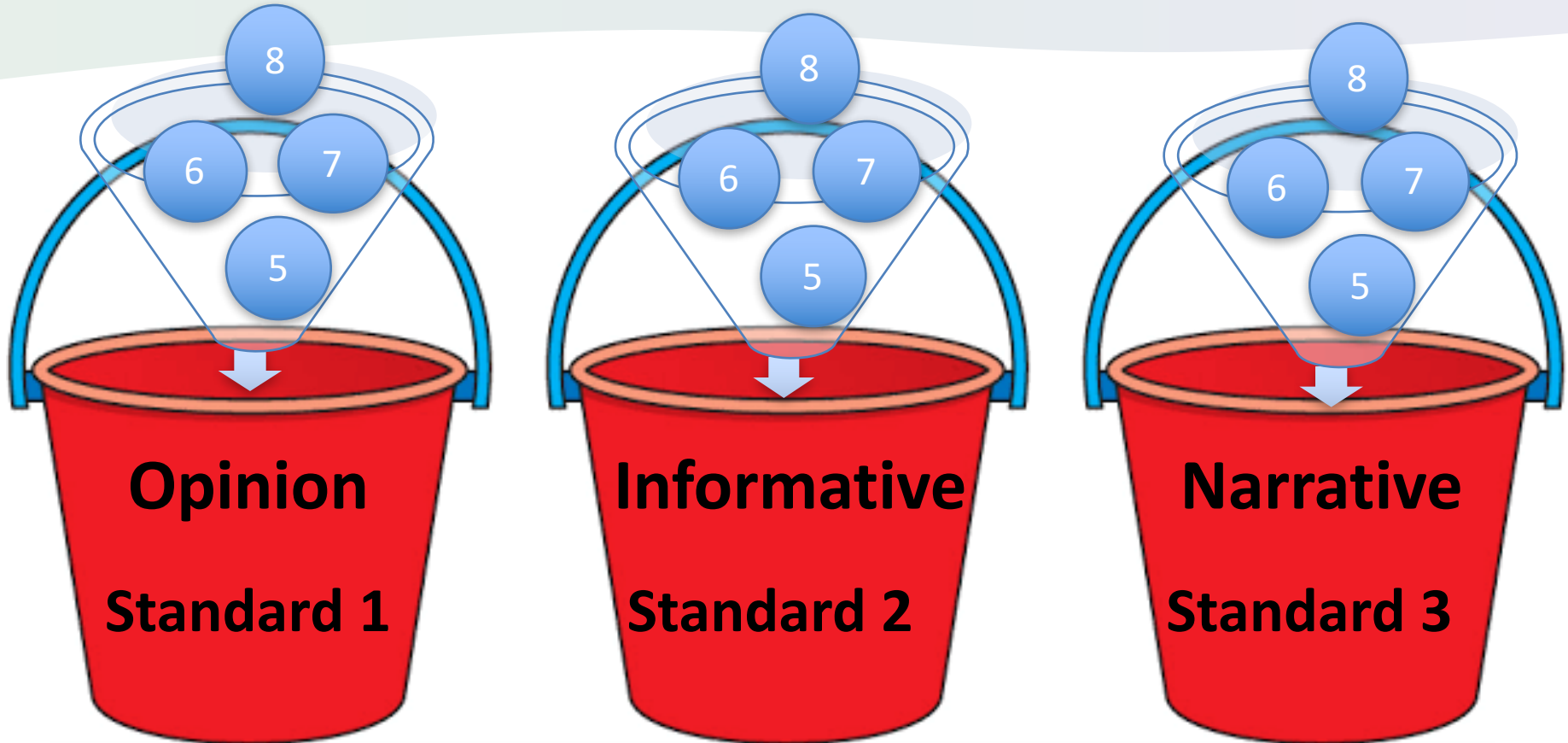
Organization of the CCSS Writing Standards



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



Organization of the CCSS Writing Standards



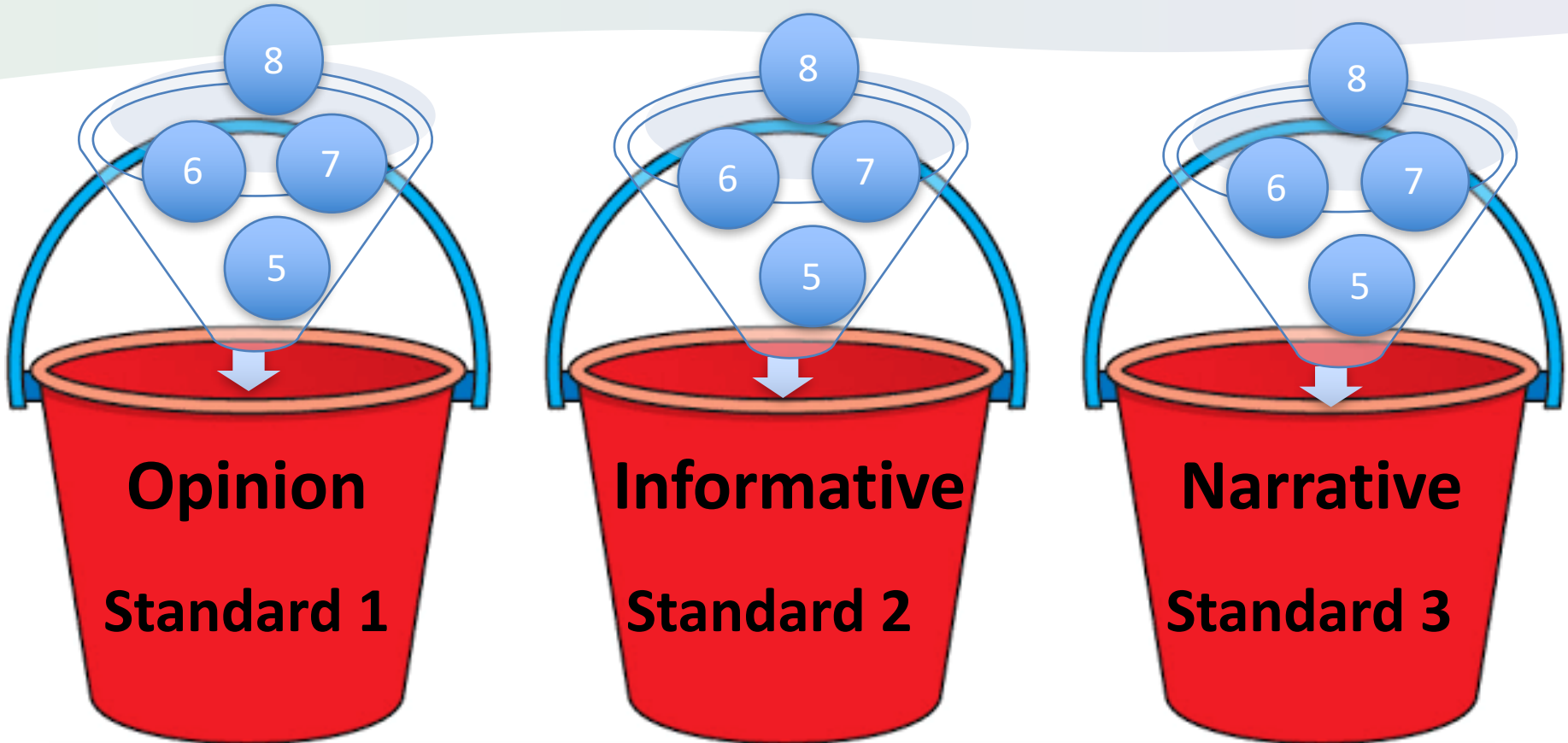
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Range of Writing 10. (Begins in grade 3)	Nivel de escritura y redacción 10. (Se inicia en el 3^{er} grado)



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>



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4- Year Long Biliteracy Maps for Each Grade Level	Comments
4.A. Our team has a good understanding of our content standards and how they are organized. <u>Science Standards</u> The Next Generation Science Standards are the aggregate of the colored boxes below it - the Scientific and Engineering Practices (blue box), the Disciplinary Core Ideas (orange box), and the Cross Cutting Concepts (green box). Each of the standards (in the white box) includes components from the colored boxes below it (Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices). The standards can either be used topically or thematically. In addition, all three of boxes (white, green and blue) are integrated in the performance descriptors on the top in red. These represent the ways in which students will show that they have met the standards. One of the most significant shifts inherent in the NGSS is the position of the teacher. Rather than the teacher being the purveyor of knowledge and focusing on the teaching of facts, the NGSS request that the teacher be the facilitator and focus on the PRACTICES of scientists and engineers to attain the concepts (identified in the disciplinary core ideas). The reason for this shift is that the NGSS want to prepare students with <u>practices</u> to be able to attack science that we have not yet identified.	

With your team, there must be a deliberate choice in selecting whether the standards will be mapped thematically or topically. To do this, you will need an understanding of how the Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices	
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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



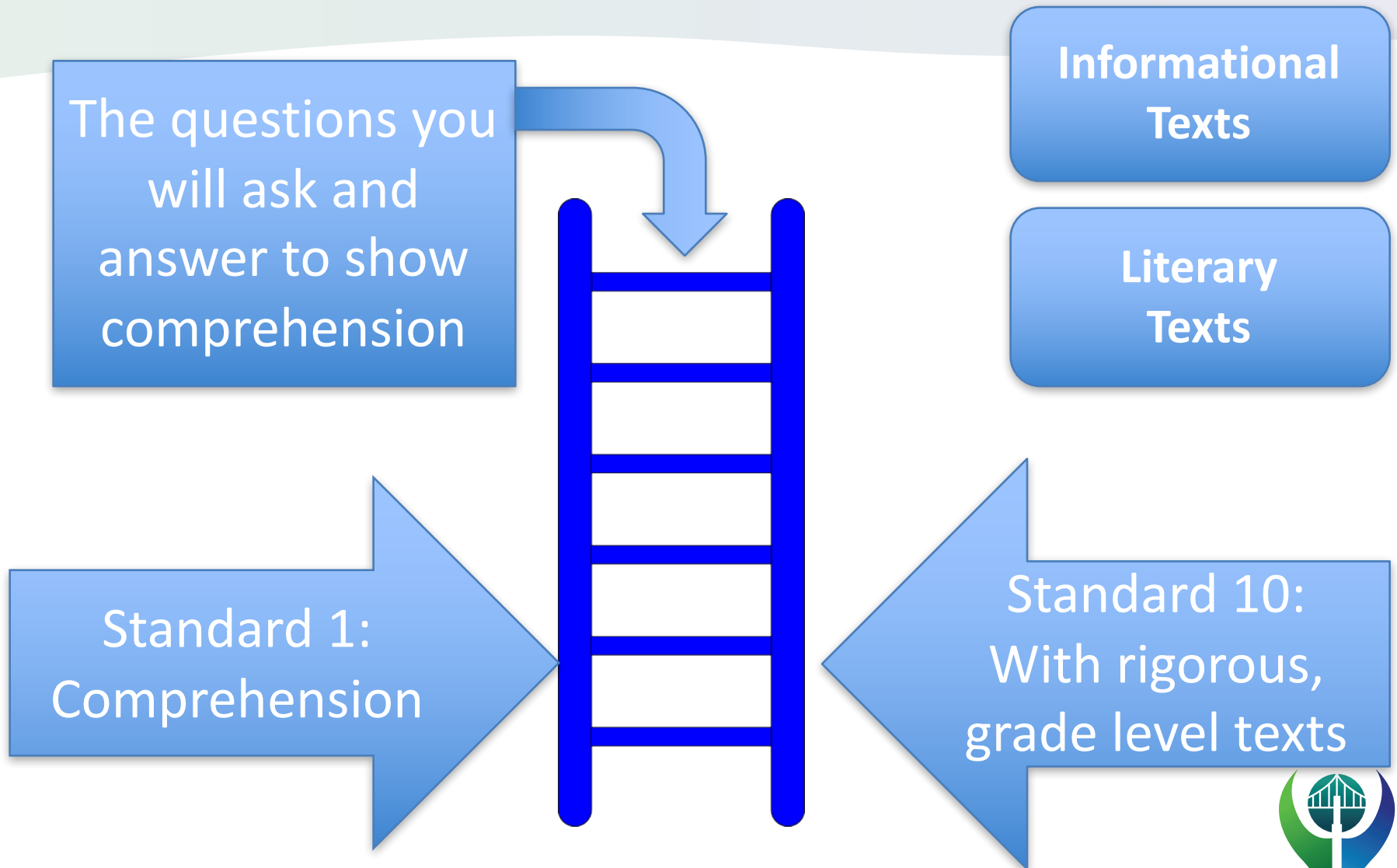
The CCSS Reading Standards

**Informational
Texts**

**Literary
Texts**



Organization of the CCSS Reading Standards



Ladder of Common Core Anchor Standards for Reading

1. Close Reading	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Text Complexity
	8. Delineate and evaluate the argument and specific claims in a text, including the relevance and sufficiency of the evidence. (Not applicable to literature)	
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Integrate Knowledge and Details	
	6. Assess how point of view or purpose shapes the content and style of a text.	
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Craft and Structure	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Key Ideas and Details (also includes #1)	



Sort

- What reading standards would support students in writing?
- What is the difference between this standard and its corresponding standard in informative texts?
- How does this standard grow across grades?



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

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