

CCSS Literacy Standards



Content

Science or Social Science Content

**Context
for
Meaning**

What
students are
reading and
writing
about.





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 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.



Language Arts Standards K-5

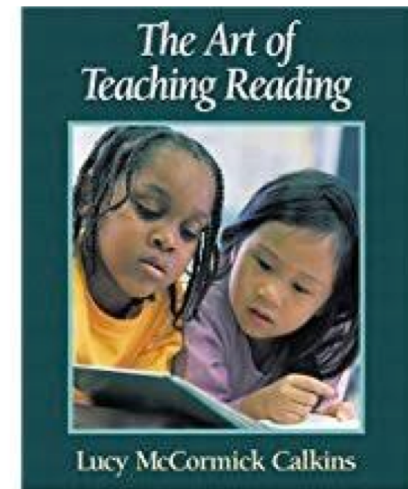
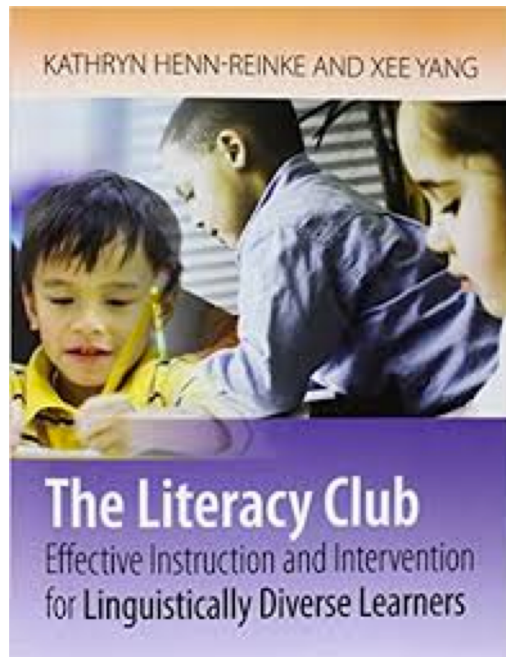
READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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Which standards are initially used for mapping? Why?

Standards Initially Used in Mapping

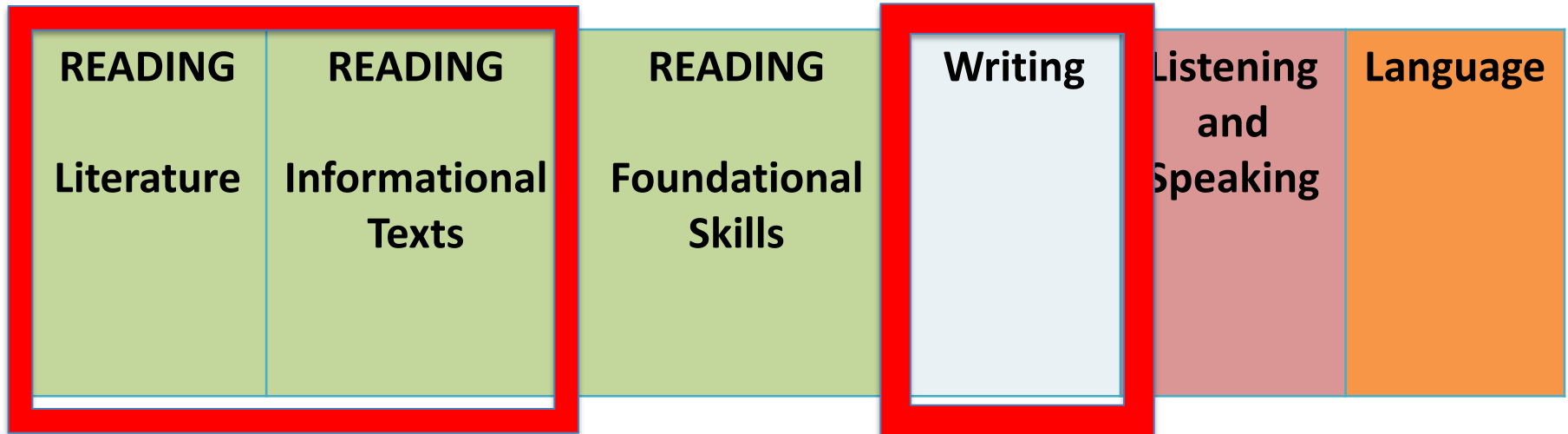
“Comprehension is the most critical aspect of literacy development.”

- Kathy Henn-Reinke, 2018



Language Arts Standards K-5

Which standards are initially used for mapping? Why?



Standards Initially Used in Mapping

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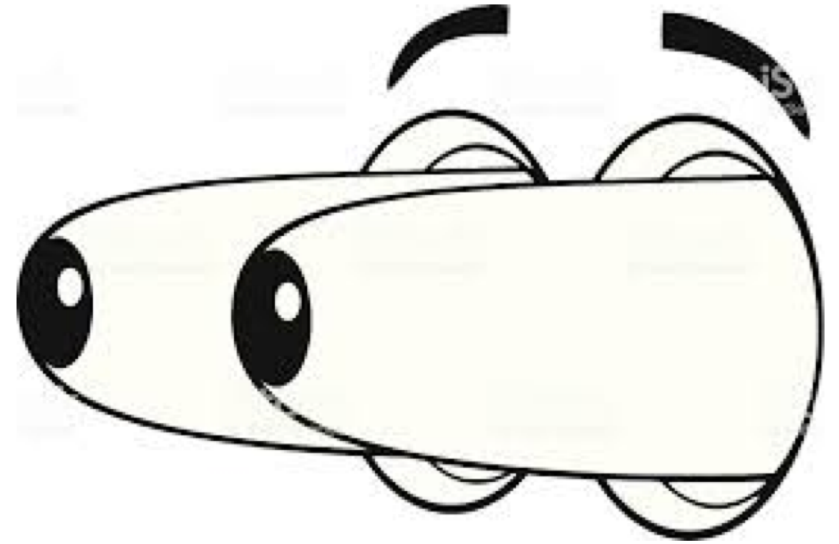
- Kathy Henn-Reinke, 2018

Therefore, the reading and writing standards anchor the language arts aspect of curriculum development.

It is from these standards that big ideas are written.



Texts as Mentors



Reading and analyzing books teach writers new skills.

The more they read, the more sophisticated writers they become.



Content

Writing

Science or Social Science Content

**Context
for
Meaning**



Writing Standards



CCSS.ELA Core Standards for Writing

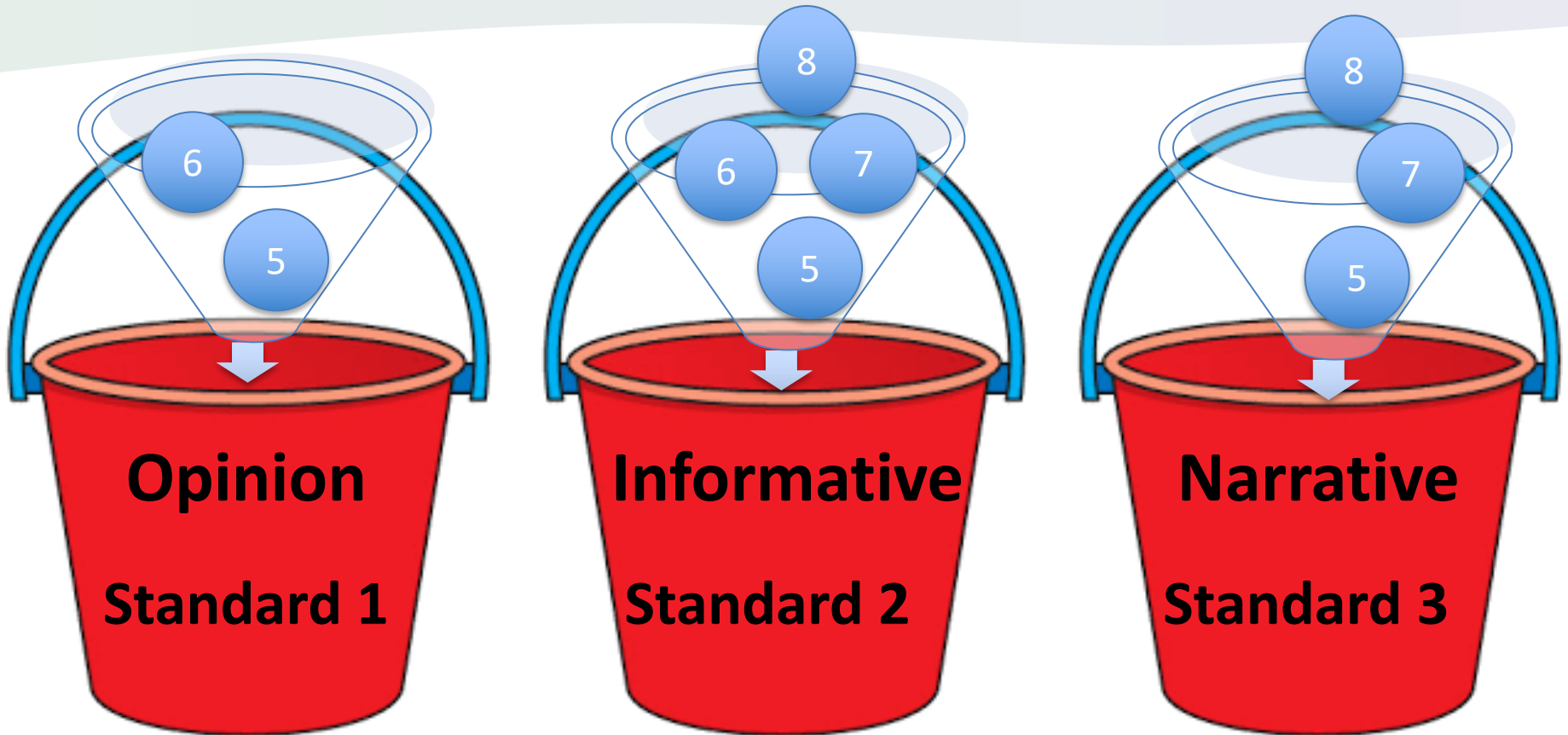
Text Types and Purposes:
CCSS.ELA-Literacy.CCRA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing:
CCSS.ELA-Literacy.CCRA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
CCSS.ELA-Literacy.CCRA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge:
CCSS.ELA-Literacy.CCRA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing:
CCSS.ELA-Literacy.CCRA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



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

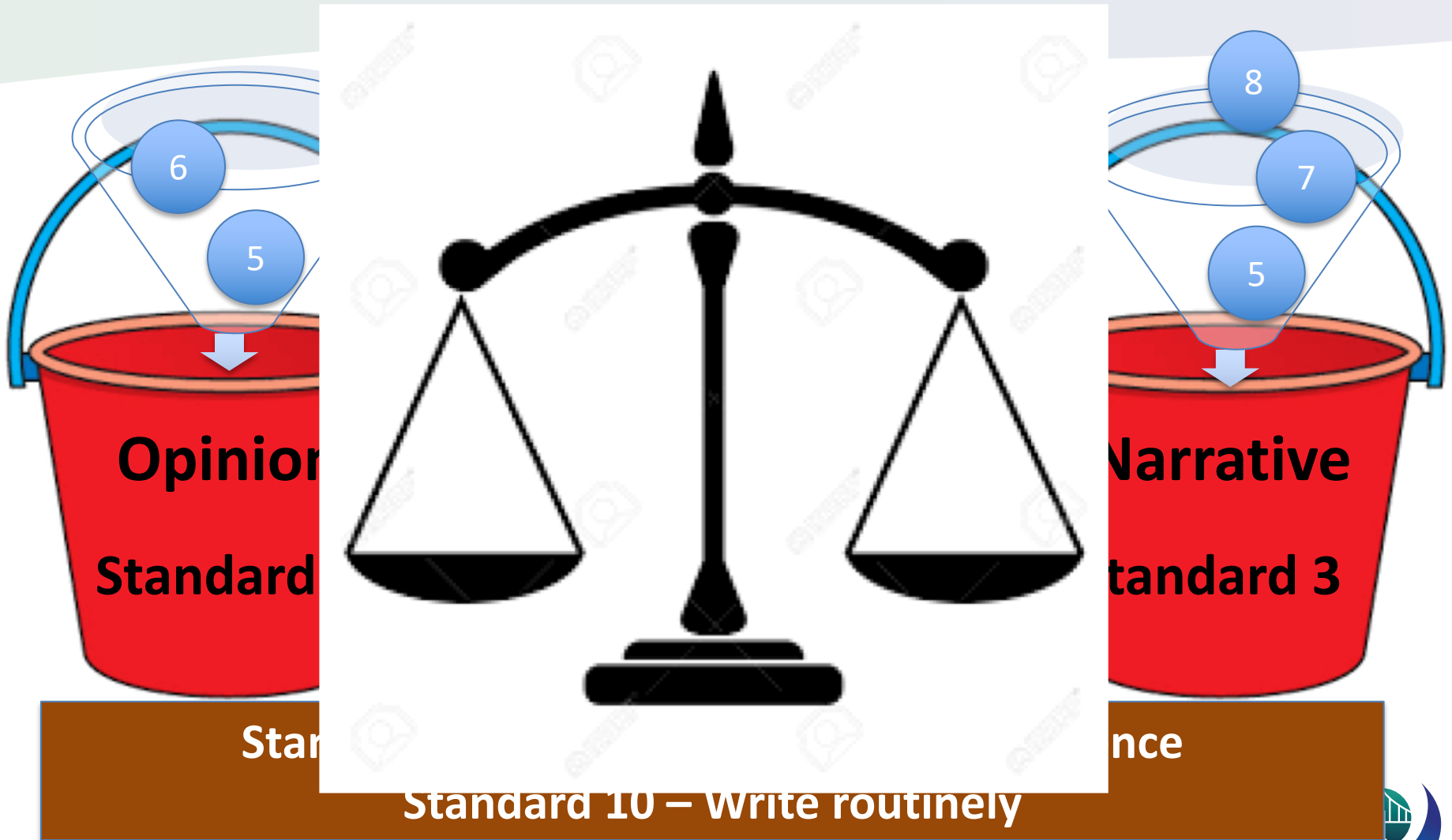


Genres within each bucket

(Source: Pathways to the Common Core)

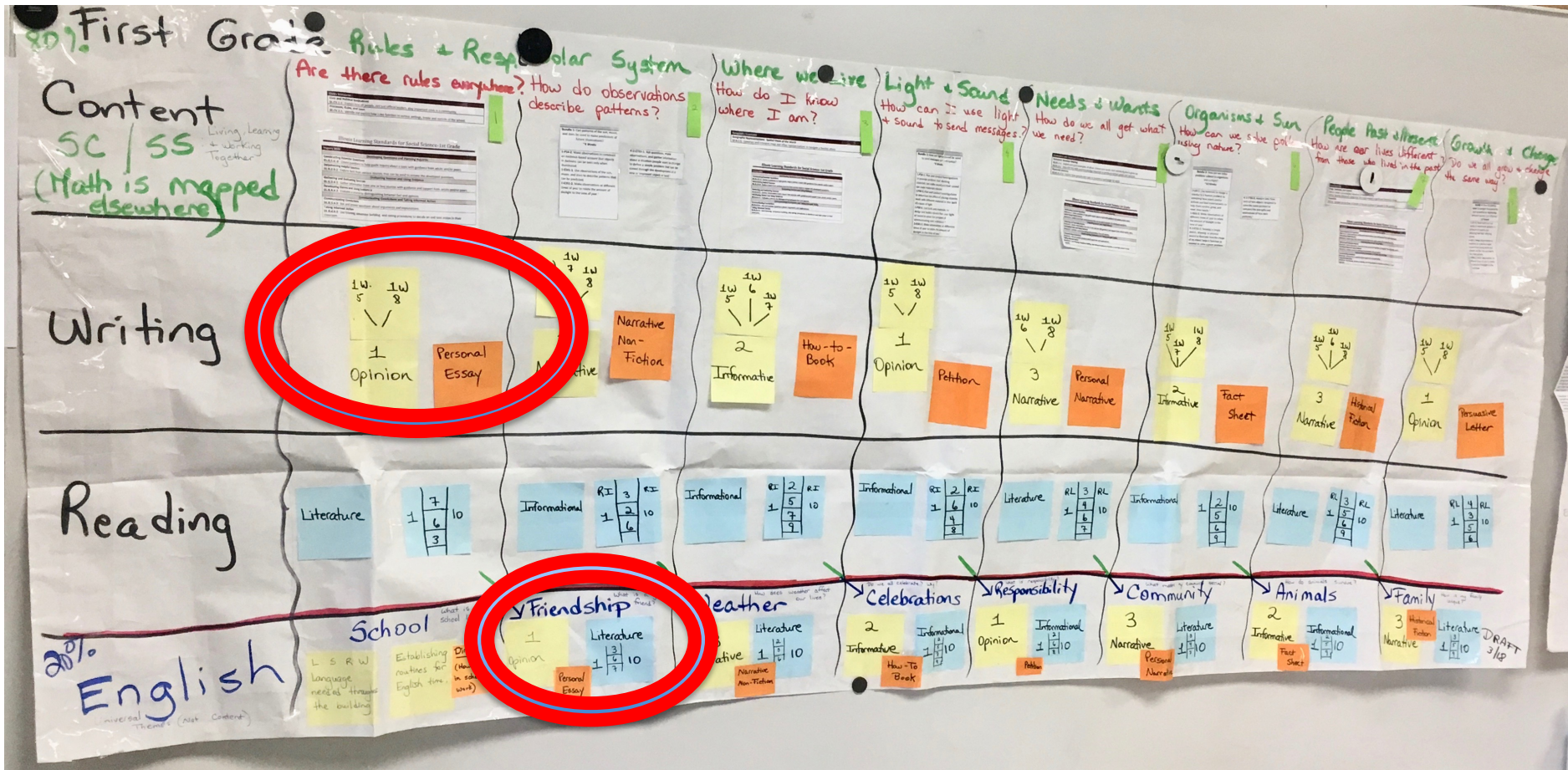
Narrative Writing	Persuasive/Opinion/ Argument	Informational/ Functional/Procedural
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet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

Organization of the CCSS Writing Standards



Standards-Based Biliteracy Maps

plan instruction for the year



Content

Reading

Writing

**Context
for
Meaning**

Science or Social Science Content



Reading Standards



**Common Core State Standards EIA-Literacy
Anchor Standards For Reading**

Literary Texts	Anchor Standard	Informational Texts
Key Ideas and Details		
	R. CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	
	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure		
	R.CCR.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.	
	R.CCR.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.	
	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas		
	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	R.CCR.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.	
Range of Reading and Level of Text Complexity		
	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	

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

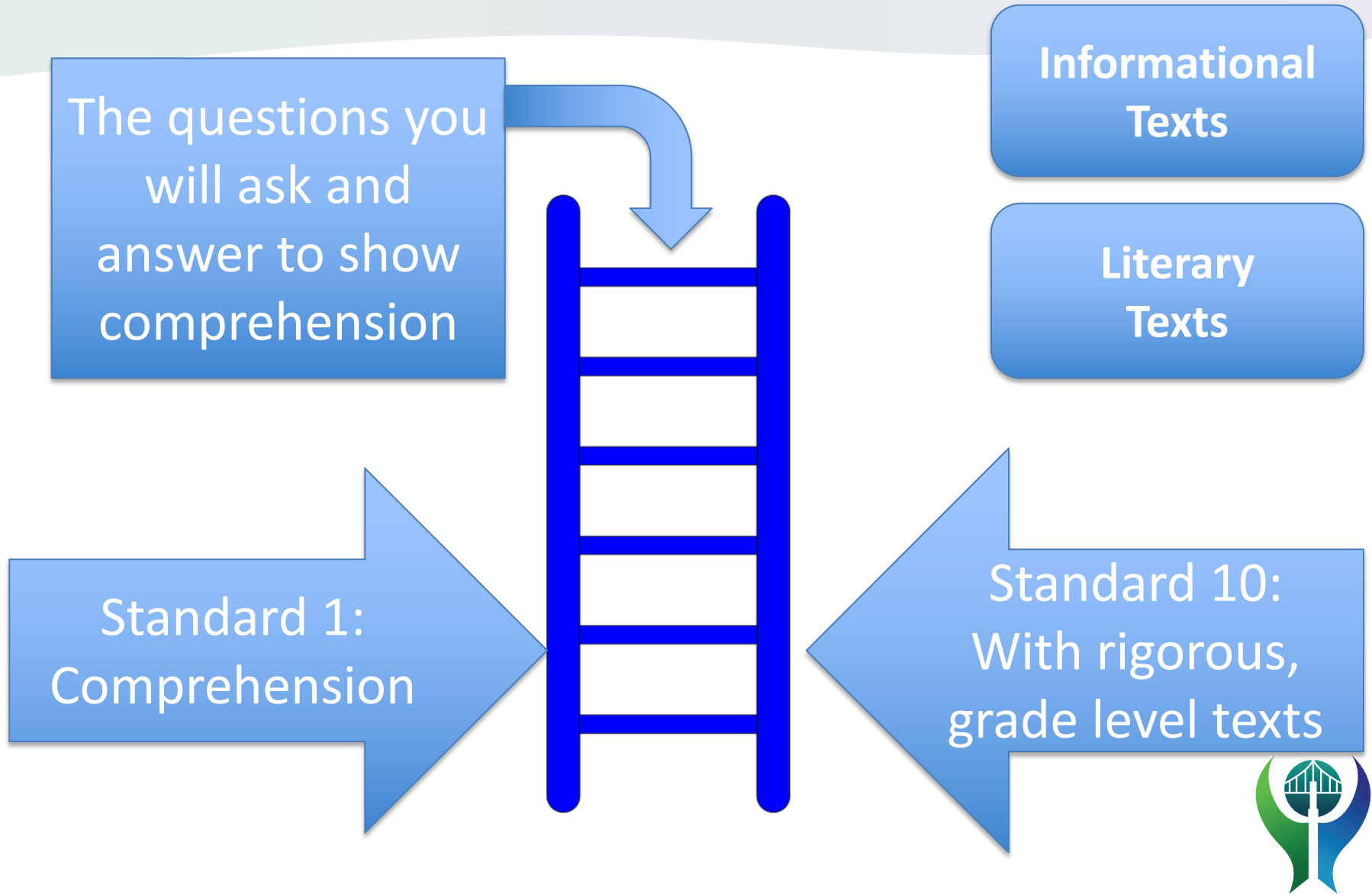
1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo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



Organization of the CCSS Reading Standards



2nd Grade Reading – Literature Standards

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Describe how characters in a story respond to major events and challenges.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

80% First Grade Rules + Response System

Content
SC / SS
(Math is mapped elsewhere)
Living, Learning & Working Together

Where we live
Are there rules everywhere? How do observations describe patterns?
How do I know where I am?

Light + Sound
How can we use light + sound to send messages?

Needs + Wants
How do we all get what we need?

Organisms + Sun
How can we solve problems using nature?

People Past + Present
How are our lives different from those who lived in the past?

Growth + Change
Do we all grow + change the same way?

Writing

- Opinion (1W, 1W)
- Personal Essay (1W, 1W)
- Narrative (3) (1W, 1W)
- Narrative Non-Fiction (2) (1W, 1W)
- How-to-Books (1W, 1W)
- Opinion (1W, 1W)
- Petition (1W, 1W)
- Narrative (3) (1W, 1W)
- Personal Narrative (1W, 1W)
- Fact Sheet (2) (1W, 1W)
- Narrative (3) (1W, 1W)
- Hypothetical (1W, 1W)
- Opinion (1W, 1W)
- Persuasive Letter (1W, 1W)

Reading

- Literature (1, 7, 6, 10)
- Informational (RI, 3, EI, 1, 2, 10)
- Informational (RI, 2, RI, 1, 2, 10)
- Literature (RL, 3, RL, 1, 3, 10)
- Informational (1, 2, 10)
- Literature (RL, 3, RL, 1, 3, 10)
- Literature (RL, 4, RL, 1, 3, 10)

English
Establishing routines for English time.
Directions (How routine in school work?)
Language needed through the building.

Friendship
Literature (1, 3, 7, 10)
Personal Essay

Father
Literature (1, 3, 7, 10)
Narrative Non-Fiction

Celebrations
2 Informational (1, 2, 10)
How-To Book

Responsibility
1 Opinion (1, 2, 10)
Petition

Community
3 Narrative (1, 2, 10)
Personal Narrative

Animals
2 Informational (1, 2, 10)
Fact Sheet

Family
3 Narrative (1, 2, 10)
Literature (1, 3, 7, 10)
DRAFT 3/8

Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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What about the other standards?

**Listening and
Speaking**

Content

Foundational skills

**Context
for
Meaning**

Reading

Language

Writing

Science or Social Science Content



Individual or Team Reflection

- How do you use the Common Core Language Arts Standards for Spanish and for English?
- Are the buckets and ladders illustrated in your planning?
- How does using these standards fit within a biliteracy framework?



Practice Mapping



Find the map that matches your number. Stand and go to the map. Introduce yourself to your team.

Biliteracy Curriculum Maps

- What do you see?
 - Buckets and Ladders
 - Integrated Units
 - The biliteracy non-negotiables
 - Language and Content Allocation plan
 - Biliteracy schedule
 - Carefully articulated relationship between Spanish units and English units

Biliteracy Non-Negotiables

(Beeman and Urow, 2013)

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories.
- Students are together for differentiated, but not separate, instruction.
- Content (science, social science and math) is taught in one language only at each grade level. This is called content allocation.
- Content and literacy Instruction are integrated.

Fishbowl: Team Roles



Team Roles for Mapping

Purpose – Everyone has a part therefore, everyone contributes to the process



Roles for Mapping	Name
Note Taker - take notes of process	
Note Facilitator - helps note taker capture all	
Standards Manager – double checks	
Standards Manager	
Discussion Facilitator – keeps team out of the weeds	
Extra Role As Needed (District Material Checker,	
Timer	

Fishbowl: Social Studies





C3 Standards Bundling Map

Element	Exemplary	Proficient	Basic
Social Studies “Storyline” Every grade level includes a summary of what students will learn with regard to the grade level theme.	The grade level summary of SS learning reflects that grade level content, includes real life application, and describes how the concepts build on one another.	The grade level summary of SS learning reflects the grade level content. Some of the concepts described build on one another.	The grade level summary of SS learning do not reflects the content for the year. The concepts do not build on one another.
The Disciplinary Concepts and Tools are represented in bundles/units that reflect the grade level theme. A “storyline” is written for each unit.	The Disciplinary Concepts and tools are mapped and grouped in a way that build on one another. The unit level story line describes the relationship between the standards, how they will be taught, and how they are connected to the grade level’s theme and storyline.	The Disciplinary Concepts and tools are mapped in a way that somewhat build on one another. The unit level story lines sometimes describe the relationship between the standards and how they come together in this unit, but not always.	The Disciplinary Concepts and tools do not build on one another. The unit level story lines are either not present or they are hard to understand; how the standards will be taught is unclear and how they go together is hard to discern.
Every unit includes the inquiry skills. Rigor on the diagonal is evident in the placement and sequencing of the inquiry skills.	The inquiry in the units clearly builds in rigor from the first unit through the last unit.	The inquiry in the units somewhat builds in rigor from the first unit through the last one.	The inquiry in the units does not build in rigor from the first unit through the last one.
Unit Title / Compelling Question	The title of each unit has a clear connection to the year theme and reflect the standards. The compelling questions are “meaty” and written in student-friendly ways.	The titles of some of the units have a clear connection to the year theme and reflect the standards. Not all of the compelling questions do not fit the definition of “meaty” and student-friendly.	The titles for the units are more general and vague and do not have a clear connection to the year theme or standards. There are few if any compelling questions.

Fishbowl: Science





Next Generation Science Standards Maps

Element	Exemplary	Proficient	Basic
Standards: Performance Expectations for NGSS	The NGSS Performance Expectations are all accounted for at the grade level (tallied on NGSS Theme or Topics page or a combination of the two).	The NGSS Performance Expectations are mostly account for the grade level (tallied on NGSS Theme or Topics page a combination of the two)	The NGSS Performance Expectations are not all accounted for (tallied on NGSS Theme or Topics page a combination of the two)
Bundles: Either the topics or thematic bundle (or a hybrid version of the 2) from the NGSS bundles are represented.	There is strong evidence of the NGSS bundles (thematic or topics, or a hybrid) and there is a rationale for the bundling.	Units are bundled but the rationale is unclear or the bundling does not represent all the standards.	There is little to no evidence of bundling. A rationale for how units were organized and sequenced is missing.
Units are ordered in a sequence that reflects rigor and student developmental learning stages; the concepts build on each other throughout the year. Each unit includes a title.	The chronological order of the units placed on the map is thoughtfully created based on concepts that build on each other throughout the year The title of each unit has a clear connection to each theme and one that is related to the year long theme.	Some of the units are not chronological or clear as to how they build on each other throughout the year. Some of the titles fit the whole year theme.	There is no clear evidence of the chronological order for the units or how they build on each other. The titles for the units do not have a clear connection to the year theme.
Inquiry	An inquiry question is included for every unit and inquiry practices are evident in each unit. The inquiry practices build across the year and match the concepts of the unit.	Some units include questions or some of the questions do fit the characteristics of inquiry questions. Inquiry practices are sometimes included in units.	Either there are few or no questions for each unit and there is little evidence of inquiry practices within units or developed across the school year.

Additional resource rubric from NGSS <https://www.nextgenscience.org/sites/default/files/EQuIPRubricforSciencev3.pdf>

Fishbowl: Language Arts



Literacy Standards Tally Sheet

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	



Writing Standards						
	1- Opinion		2- Informative/Explanatory		3- Narrative	
	English	Spanish	English	Spanish	English	Spanish
U1						
U2						
U3						
U4						
U5						
U6						
U7						
Total						

The Different Kinds of Writing Within Each Writing “Bucket”		
<u>Standard 1:</u> Opinion/ Argumentative	<u>Standard 2:</u> Informative/ Explanatory	<u>Standard 3:</u> Narrative
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	Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction



K-5 Literacy Standards Tally Sheet

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

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



Writing Standards						
	4- Opinion		5- Informative/Explanatory		6- Narrative	
	English	Spanish	English	Spanish	English	Spanish
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						



6-12 Literacy Standards Tally Sheet

Informational Texts Reading Standards												
Spanish							English					
6	7	8	9	10	11		6	7	8	9	10	
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						

Literary Texts Reading Standards												
Spanish							English					
6	7	8	9	10	11		6	7	8	9	10	11
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						



Standards Check

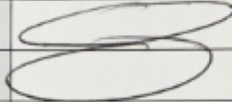
Informational Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

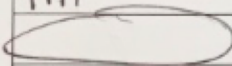
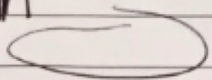
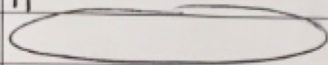
Literary Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Wharton, teachingforbiliteracyMW@gmail.com, 2017



Literacy Standards Tally Sheet

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	

	1- Opinion		2- Informative/Explanatory		3- Narrative	
	English	Spanish	English	Spanish	English	Spanish
U1		1(5,8)				
U2	1					1(5,8)
U3			1(6,8)	1(5,6,7)	1	
U4		1(5,8)	1	1(5,7,8)		
U5	1					1(6,8)
U6				1(5,7,8)		1
U7			1			1(5,6,8)
Total U8		1(5,8)			1	

5

5

6

The Different Kinds of Writing Within Each Bucket

<u>Standard 1:</u> Opinion/ Argumentative	<u>Standard 2:</u> Informative/ Explanatory	<u>Standard 3:</u> Narrative
Persuasive Letter S	Fact Sheet SE	Personal Narrative SE
Review	News Article	Fiction
Personal Essay S, E	Feature Article	Historical Fiction SE
Literary Essay	Blog	Fantasy
Historical essay	Website	Narrative Memoir
Petition SE	Report	Biography
Editorial	Analytic Memo	Narrative Nonfiction SE
Op-Ed Column	Research Report	
	Nonfiction book	
	How-to-book SE	
	Directions	
	Recipe	
	Lab Report	

Literacy Standards Tally Sheet

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

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

Mapping Work

1. Establish Goals:
 - This week
 - This coming school year
 - 2 to 3 years
2. Identify roles (every team member must have a role)
3. Document your work here :
<https://goo.gl/mUVGxW>

Resources

Google Doc (Mapping Process and note taking):

<https://goo.gl/mUVGxW>

Copy and invite all of us.

Dedicated page on the Teaching for Biliteracy
Website: Biliteracy Curriculum Mapping and BUF
Writing Institute, July 31-Aug 3, 2018, Chicago, IL

- <http://www.teachingforbiliteracy.com/biliteracy-curriculum-mapping-and-buf-writing-institute-july-31-aug-3-2018-chicago-il/>

Naming Files

Prosser_bilmap_2018

Cary_26_bilmap_2018

1. Community/district name - underscore
2. Number (if applicable) - underscore
3. “bilmap” – underscore
4. 2018