

Wednesday, June 29, 2016

***What practices support biliteracy
(instruction and assessment)?***



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THE CENTER

Wednesday, June 29, 2016

- Unpacking the BUF (Biliteracy Unit Framework)
- The BUF Triangle: Standards, Big Ideas and Summative Assessment
- Oracy and Background Knowledge
- Reading and Writing

Wednesday afternoon breakout sessions

- Salon A – Books for Biliteracy – Heather Robertson-Devine
- Salon B – Fostering Engagement and Meaning-Making Independent Biliteracy Readers – Emily Zoeller
- Salon C –LEA (Language Experience Approach): Moving from Oracy to Literacy en español– Olga Karwoski

Creating Bilingual Units of Instruction: Say Something Strategy

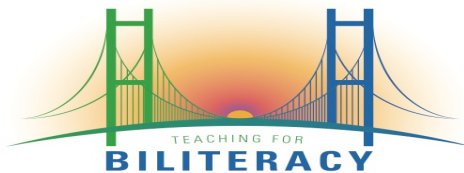
Pages 14 and 15

- Connection: This reminds me of _____.
- Question: I wonder _____.
- Summary: In other words _____.
- Prediction: I think that _____.



Biliteracy Unit Framework

Pages 16 and 17 of the book



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Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards:	- Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development			Formative Assessment
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			

Theme

Standards:

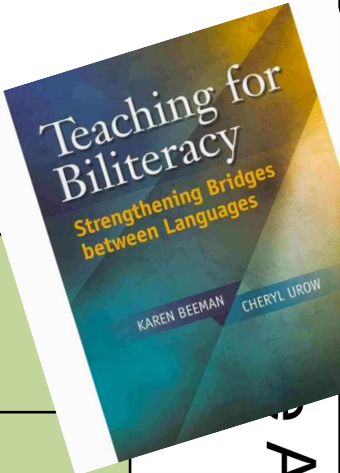
BILITERACY UNIT FRAMEWORK (BUF)

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

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment



Building Oracy and 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

PAGES 16 AND 17

Assessment

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

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

The Biliteracy Unit Framework

- Plans biliteracy at the instructional and curricular level
- Reflects the research on second language acquisition and best practices for literacy
- Can be adjusted to include different types of resources (Calkins, Estrellita, etc.) fitting those resources into biliteracy instead of trying to fit biliteracy into the use of those resources
- You experienced a BUF Monday afternoon



***What practices support biliteracy
(instruction and assessment)?***

**Planning for Biliteracy at the
Instructional and Curricular Level: The
Biliteracy Unit Framework (BUF)**



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Implementing a Multilingual Perspective: The Biliteracy Unit Framework (BUF)



Theme:

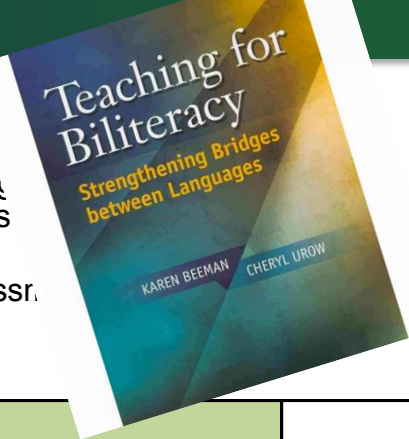
Standards: CHAPTERS 1-5; Especially Chapter 4

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

Content Area and
Language Arts Standards

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

Formative Assessment

Content and Language Allocation Plan:

Program/Model/Schedule:

Content
Big Idea

I want my students to understand that _____

_____.

Literacy
Big Idea

I want my students to understand that when reading informational/literary texts, it is
important to _____

in order to write _____

BUF Phase:

Activity

Graphic support

Sensory support

Interactive support

Building
background

Reading

Writing

Bridge

Extension

**Find your notes from
the BUF you experienced
Monday afternoon**



Unpacking the BUF

- In what language was the unit taught?
- Describe what your biliteracy unit focused on (theme, standards, big ideas).
- What oracy development strategies did you experience on Monday afternoon?
- What was the Bridge like?
- Who generated the language for the Bridge?
- Would the unit meet the needs of all the students described in chapter 2? (Carmen, Antonio, Paulo, Hannah, and Lucía)

Theme

Standards:

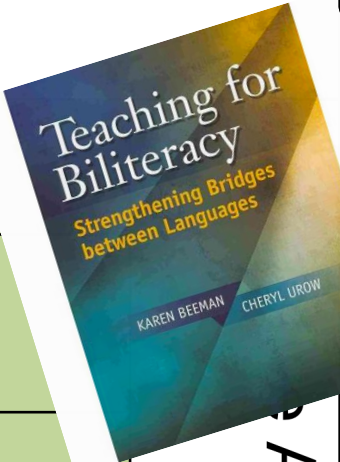
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Content Area and Content Big Idea(s)
Language Arts Big Ideas

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

PAGES 16 AND 17

Assessment

Setting up the Learning Environment for Biliteracy



**Planning the Strategic Use
of Two Languages**

Planning the Strategic Use of Two Languages: Page 48: Chapter 4

Elbow Buddies

- Person A reads the Key Point
- Person B paraphrases with this prompt:

In other words _____

- Alternate reading the key points
- Read all 6 of them.



Setting up the Learning Environment

- Biliteracy Includes three Linguistic Spaces:
 - The non-English language – Mandarin, Portuguese, Italian or Spanish
 - The Bridge
 - English



Analyze the learning environment

- Look for the **Español** side of the room
- Look for the Bridge (el Puente)
- Look for the **English** side of the room



Guideline # 1: Each language has its own dedicated space.

- **Spanish** has its own dedicated space that is not mixed with English.
- Students know where to look for Spanish supports.
- They use **Spanish phonology** and rules when accessing those supports.
- This is especially important for initial literacy.



Guideline # 1: Each language has its own dedicated space.

- **English** has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use **English phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

Guideline #2: Every Biliteracy classroom includes the Bridge

Two Teacher Model/ Middle School	One Teacher Model
The language she/he teaches (Spanish or English)	Spanish
The Bridge	The Bridge
	English



Guideline # 3: Teachers use different colors for each language

- Spanish has its own color
- English has its own color
- These colors are consistently used during the Bridge.



The strategic use of language is reflected in the matching of color and language

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

U - Urow

Guideline # 4: Teachers visually indicate the language of instruction

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This can be done program-wide.

Examples:

- “Magic scarf”
- Sign
- Change channels



Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and **English** literacy **daily**.

Three Types of Anchor Charts in Each Linguistic Space

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports (Content area lists)

Bridge Anchor Charts

- Bridges: born out of a unit – all words, graph, or text are related
- Metalingustic Charts: Comparing and Contrasting how Spanish and English are similar and different

Anchor Charts

- Should be developmentally appropriate
- Students should actively engage in creating them
- Change throughout the year as students develop knowledge and skills
- Should match the “internal structure” of the language

Theme

Standards:

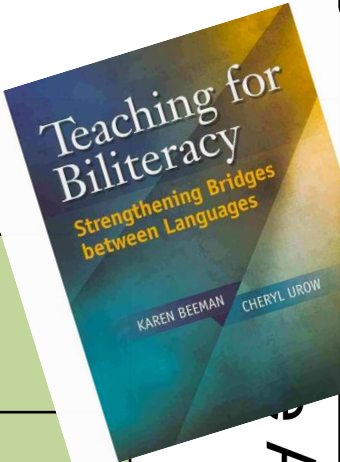
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- Content Area Standards
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Content Area and Content Big Idea(s)
Language Arts Big Ideas

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

PAGES 16 AND 17

Assessment

Planning the Strategic Use of Two Languages:

First Paragraph on page 49 through top of page 50 : **Say Something – Popcorn Read (reader chooses where to stop)**

- Connection: This reminds me of _____.
- Question: I wonder _____.
- Summary: In other words _____.
- Prediction: I think that _____.



BILITERACY UNIT FRAMEWORK (BUF)

Standards:

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

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
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Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

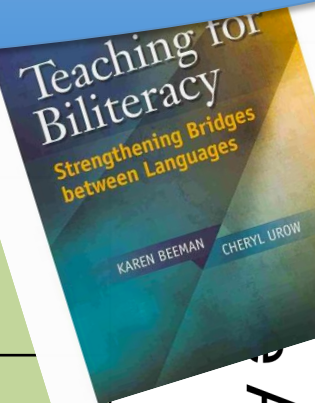
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

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



Big Ideas



Standards – Big Ideas - Summative Assessment

- In order to create a BUF, we must know what we are teaching .
- What we are teaching comes from standards and from big ideas.



OPEN SORT

- Open Sort
 - Sort the statements in any way that makes sense to you.
 - Be prepared to share.



CLOSED SORT

- Pair the content big idea with its matching literacy big idea.



The Big Idea

- Is grounded in State and National Academic Standards
- Comes from the work of Wiggins and McTighe, *Understanding by Design*
- “I want my students to understand that...” and “For example, ...”
- Is also known as an essential understanding.

The Big Idea

Beginning with the Big Idea moves lesson planning away from activity based planning to concept based planning, and facilitates meeting the goals of the Common Core Standards.

Big Ideas

When serving a wide range of learners – as is typical in a bilingual setting – big ideas provide a common cognitive focus for all learners, even when **differentiated tasks** are required for diverse students to learn those ideas and to demonstrate their learning.

Big Ideas

Yes

Plants and animals are interdependent.

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

No

Bees pollinate flowers as they collect nectar to make honey.

The Pueblo Indians lived in houses made of adobe.

Big Ideas

Yes

Authors choose a genre according to the message they want to send.

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

No

Poetry

Egyptians constructed pyramids and mummified their dead.

To be a big idea...

- The statement must have more than two examples.
- It must be an enduring understanding, NOT a DETAIL.
- It must be able to complete the sentence prompt, “I want my students to understand **that...**”

Is it a big idea?

...Genre.



Is it a big idea?

...Genres come in many formats with specific elements.



Is it a big idea?

...how to
classify
animals.



...Scientists classify animals according to their physical characteristics and adaptations to their environment. These classifications include: mammals, reptiles, fish, amphibians, insects, and birds.



Is it a big idea?

...immigrants
face many
challenges as
they adapt to
a new
environment.



Is it a big idea?

...text themes.



Is it a big idea?

...Writers communicate a message , moral, or theme when they write a poem or story.



Is it a big idea?

...fractions,
percentages,
and
decimals.



Is it a big idea?

...fractions, decimals
and percentages are
all ways of
expressing the
relationship of a part
to the whole.



Big Ideas

Concept A

Authors choose language and structures in order to create images and convey their message.

Literary texts have specific structures that include a beginning, middle, and an end..

Readers use information from a text and their own experiences in order to draw conclusions and make inferences.

Concept B

Pushes and pulls can have different strengths and directions.

Two dimensional shapes have perimeter and area, and there is a specific way to calculate each.

The U.S. Civil War, like all wars, had many causes.

Big Ideas

Concept A

Sound can make matter vibrate, and
vibrating matter can make sound.

Concept B

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

We all have families. Our families have some things in common and also have differences.

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some things in common and also have differences.

Big Ideas

Concept A

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Texts have main ideas and supporting details that can be summarized and paraphrased.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Information from various sources can be gathered, compared and contrasted, and integrated.

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

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Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development		Formative Assessment
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		

Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language • Spanish Language • English Language • Spanish Language	NON-NEGOTIABLE: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED. ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.		
Building Oracy and Background Knowledge • Interactive, hands-on • 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			

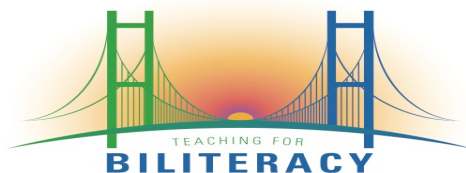
Formative Assessment

Theme	BILITERACY UNIT FRAMEWORK (BUF)	Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: Content Area Standards		
E	NON-NEGOTIABLE 1: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED.	
F	ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.	
Read aloud		
Writing		
W	NON-NEGOTIABLE 2: ALL BILITERACY UNITS ARE FOCUSED ON MEANINGFUL CONTENT. FOR THAT REASON, LANGUAGE ARTS IS INTEGRATED WITH CONTENT AREA STANDARDS.	
Summative Assessment		
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

Formative Assessment

What practices support biliteracy (instruction and assessment)?

Biliteracy Units are anchored in big ideas
(essential understandings) that come
from **Standards**



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The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

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	Content Area Targets Language Targets Summative Assessment	
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Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		



Standards



Biliteracy Units

- Integrate Language Arts and Content-Area Instruction (page 51 of Chapter 4)
- Are anchored in big ideas or essential understanding
- Are standards based



Language Arts Standards K-5

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

What do we use for writing big ideas?

Integrating Reading and Writing

- I want my students to understand that when reading a _____ text, it is important to _____ in order to write about _____.

Example:

- I want my students to understand that when they **read** an informational text, **it is important to** identify text structures to find specific information **to be able to write** an opinion piece about the topic.

CCSS : Three Writing Buckets



Each unit includes writing (as well as reading).

Standards 4-10 are taught within the bucket, and not in an isolated manner.

**When creating units, it is helpful to first identify the writing focus to
Then be able to connect it to reading.**

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



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

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)	



Literacy and Biliteracy Units...

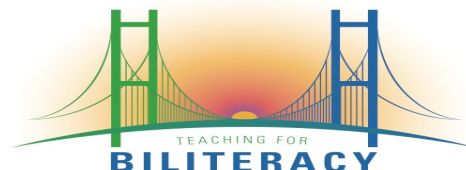
- Are anchored in standards
- Big ideas are written from the standards
- The Big Ideas determine the academic language of the unit (word, sentence, and discourse level)
- Summative Assessment is developed as part of the backwards design
- Reading and writing are integrated
- Content and literacy are integrated



Brainstorm all the Standards addressed in the BUF you experienced on Monday

Standards

Content Area Standards	Language Development Standards



Parallel Lines

- Share the language development standards you wrote.
- How do language development standards tell you what to teach?



Academic Language (WIDA)

	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of text)	Amount of speech/text Structure Density Organization and cohesion Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Grammatical structures Conventions, mechanics and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning

Describe the chiles



Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

WIDA 2007 Resource Guide

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Sample Student Profile for: Isabel



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as read orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	Level 6 - Reading
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

Sample Student Profile for: Isabel (continued)



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")	Level 6 - Reaching
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

Lesson Planning Guide

6



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Lesson Planning Guide (continued)



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 3	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.") 3	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases 3	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words 4	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make comparisons using real-life or visually-supported materials 2	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures 3	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
LEER	- Identificar símbolos, íconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	

2. Interdependent Relationships in Ecosystems

2. Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can:		
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.] 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. - Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) - Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence - Scientists look for patterns and order when making observations about the world. (2-LS4-1)	Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems - Plants depend on water and light to grow. (2-LS2-1) - Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) LS4.D: Biodiversity and Humans - There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) ETS1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)	Crosscutting Concepts Cause and Effect - Events have causes that generate observable patterns. (2-LS2-1) Structure and Function - The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2); (2-LS4-1)		
Common Core State Standards Connections:		
ELA/Literacy – W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1), (2-LS4-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1), (2-LS4-1) SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2) Mathematics – MP.2 Reason abstractly and quantitatively. (2-LS2-1), (2-LS4-1) MP.4 Model with mathematics. (2-LS2-1), (2-LS2-2), (2-LS4-1) MP.5 Use appropriate tools strategically. (2-LS2-1) 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2), (2-LS4-1)		



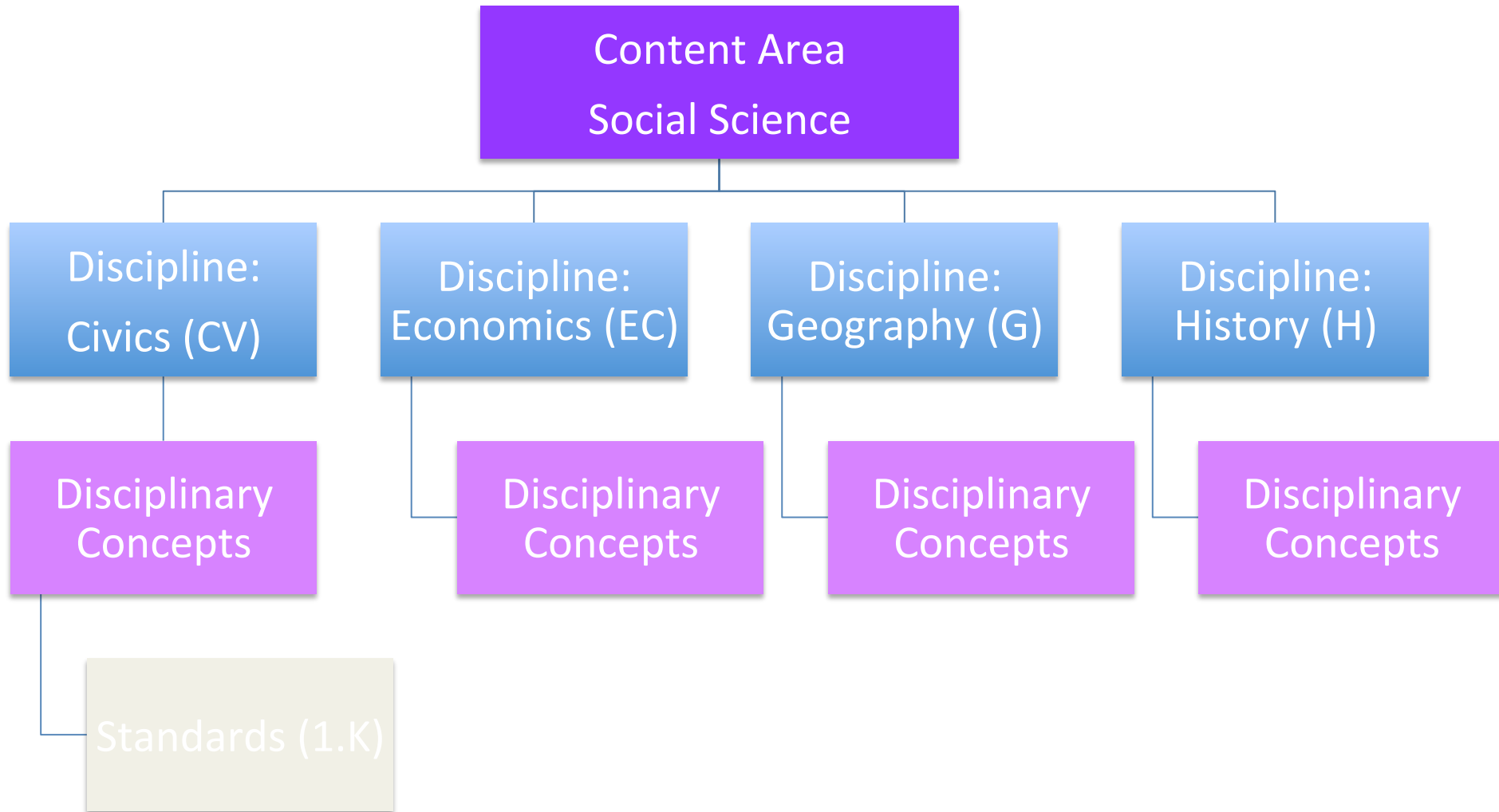
COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.



New Illinois Social Science Standards





Illinois State Board of Education

James T. Meeks, Chairman

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 **HOT TOPICS**

SCHOOL YEAR 2014-15

SUPERINTENDENT'S WEEKLY MESSAGES

 **NEW Evaluation Systems**

COLLEGE AND CAREER READINESS

New Illinois Learning Standards Model Mathematics Curriculum

[ELA/Math PLS: Tools/Materials](#)

[Model Math Curriculum Units](#)

[Resources](#)

[Training/Workshops](#)



The Illinois State Board of Education has been charged by the Illinois 97th General Assembly to implement [Public Act 97-704](#). The State Board of Education is to coordinate the acquisition, adaptation, and development of middle and high school Mathematics Curriculum Models to aid school districts and teachers in implementing Common Core Mathematics State Standards for all students. [Public Act 97-704](#) required representation from statewide educational organizations and stakeholders. A committee consisting of a middle school mathematics team and a high school mathematics team was created to address this charge.

The charge was to develop model middle and high school course designs that demonstrated effective student pathways to mathematics-standards attainment by graduation. The curriculum units were created so districts may choose to adopt or adapt the models in lieu of developing their own mathematics curriculum. Unit outlines were developed in accordance with the information from the November 2012 PARCC Model Content Frameworks.

Each middle school grade level and high school course contains a sequence of units designed to address all standards for that level in a cohesive manner. The Illinois State Board of Education was charged with coordinating the acquisition, adaptation and development of middle and high school Mathematics Curriculum Models to aid in implementing the CCSSM. The initial phase had a deadline of March 1, 2013. The curricular

Resources



Hot off the Press!

- ▶ June Workshops: Classroom Application of the NCLS **new**
- ▶ Teacher to Teacher Prof Dev Series **Updated!!**

For Parents

- ▶ SY 2015 Standards and Assessment Update
- ▶ PARCC Resource and Website Guide 
- ▶ Parent Resources
- ▶ Illinois Teacher Voices

The Standards

- ▶ ELA/Literacy
- ▶ Appendix A | B | C
- ▶ Mathematics

Primary Resources

- ▶ CCSS Progression Tool
- ▶ ELA Shift Kits
- ▶ EQuIP Rubric - ELA Math
- ▶ K-5 Math Shift Kit
- ▶ Model Math Curriculum Units
(includes Progressions and Evidence Tables)

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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Los estándares de Artes de Lenguaje K-5 (Spanish Language Arts)

Lectura Literatura	Lectura Texto Informativo	Lectura Destrezas Fundamentales	Escritura	Audición y expresión oral	Lenguaje
---	--	--	------------------	----------------------------------	-----------------

English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
----------------------------------	---	---	----------------	---	-----------------

Big ideas are written from these three areas of the standards. They address reading behaviors and concepts. And they are the same in Spanish.



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



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

Grade Two / Segundo Grado



GRADE TWO READING STANDARDS FOR LITERATURE

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

Ideas and details

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

Craft and Structure

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

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

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

Ideas clave y detalles

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

Composición y estructura

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



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

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

Ideas and details

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

Craft and Structure

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

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

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

Ideas clave y detalles

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

Composición y estructura

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



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

Phonics and Word Recognition

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

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

Fonética y reconocimiento de palabras

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



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

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

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

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

Acentuación

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

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

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



GRADE TWO WRITING STANDARDS

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

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

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

Tipos de textos y sus propósitos

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



GRADE TWO SPEAKING AND LISTENING STANDARDS

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

Comprehension and Collaboration

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

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

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

Comprensión y colaboración

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



SECOND GRADE LANGUAGE STANDARDS

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

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

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.
 - a. Escriben documentos claros con letra legible.
 - b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).
 - c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).
 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
SIMILAR	SIMILAR	DIFFERENT	SIMILAR	SIMILAR	DIFFERENT

The Bilingual CCSS identify how Spanish instruction should look different from English instruction.

To summarize:

- Big ideas come from standards.
- Language Arts big ideas come from:
 - Informational Text
 - Literature
 - Writing



To summarize (2):

- Skills are integrated and taught in each unit.
- The Bilingual CCSS identify how Spanish skills differ from English skills. This helps us to teach “Spanish a la Spanish” and not “a la English.”
- Language Arts skills come from:
 - Foundational Skills
 - Listening and Speaking
 - Language



Bilingual CCSS for Language Arts

Lectura Literatura	Lectura Texto Informativo	Lectura Destrezas Fundamen- tales	Escritura	Audición y expresión oral	Lenguaje
Similitudes	Similitudes	Diferencias	Similitudes	Similitudes	Diferencias

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

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	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		

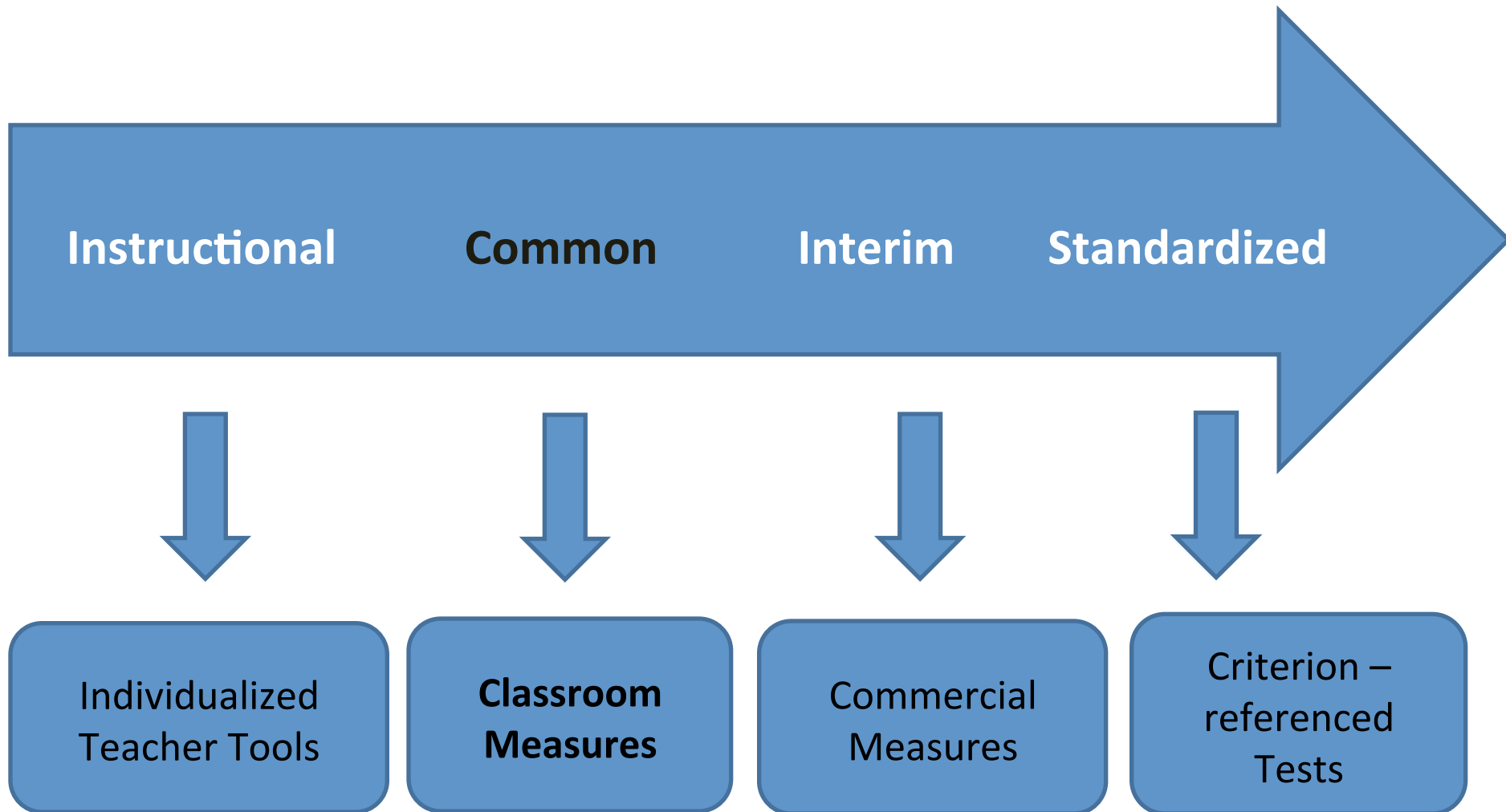


Summative Assessment



Different Types of Assessment

Dr. Margo Gottlieb, Lead Developer for WIDA



Link to GRASPS page

<http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>

Performance Assessment: GRASPS

When constructing performance assessment tasks, it helps to use the acronym GRASPS:

G Real-world Goal

R Real-world Role

A Real-world Audience

S Real-world Situation

P Real-world Products or Performances

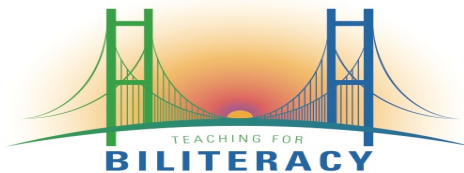
S Standards



Wednesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



THE CENTER

Wednesday afternoon breakout sessions

- Salon A – Books for Biliteracy – Heather Robertson-Devine
- Salon B – Fostering Engagement and Meaning-Making Independent Biliteracy Readers – Emily Zoeller
- Salon C –LEA (Language Experience Approach): Moving from Oracy to Literacy en español– Olga Karwoski