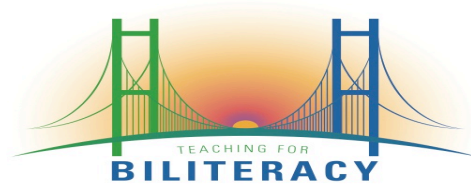


Teaching for Biliteracy Summer Institute

Wednesday, June 27, 2018

Welcome back!



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



AM - Wednesday, June 27, 2018

What instructional practices support biliteracy development?

Biliteracy Curriculum Maps

BUF Triangle: Standards, Big Ideas, and Summative Assessment

Integrating Language, Literacy, Content, and Inquiry

Theme:

Standards: CHAPTERS 1-5; Especially Chapter 4

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

Content
Language Arts E

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge CHAPTER 6 • Interactive, hands-on activity • Vocabulary Development	Formative Assessment
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	

**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English**

**Planning for Biliteracy is crucial for
successful implementation and
sustainability.**

Biliteracy Units

**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**

**Planning for Biliteracy ensures
optimal instruction.**

**Curriculum Maps
Biliteracy Units**

**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English**

**Planning for the biliteracy learning
environment – viewed from the
students' point of view..**

Biliteracy Units

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and classroom assessments in Spanish
- Literacy instruction in Spanish
- Content in Spanish all year (for example, Math is in Spanish all year in K-3)

English

- Teacher maintains English
- Students maintain English
- Materials, instruction, and classroom assessment in English
- Literacy instruction in English
- Content in English all year (for example, Social Studies is in English all year 4th and 5th grades)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students
- Materials
- classroom
- Spanish
- Literacy in
- Content in
- example,
- year in K-3

English

- Teacher maintains English
- English
- and
- in
- English
- year (for
- es is in
- 5th

**Spanish and English each have
a daily, scheduled time and a
physical space in the
classroom**

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher must be bilingual
- Students must be bilingual
- Materials must be in Spanish
- Literacy instruction must be in Spanish
- Content must be in Spanish

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

Literacy in both languages, every day, for all students

Spanish and English each have a daily, scheduled time and a physical space

English literacy instruction must be in English

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish (for example, Math all year in K-3)

The Bridge

- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for metalinguistic analysis and transfer
- Both languages are used strategically during the Bridge
- The focus of the Bridge is metalinguistic analysis – NOT re-teaching content or ensuring or checking for understanding of subject area learning or of literacy development.

Teacher maintains English
Students maintain English
Instruction, and assessment in English

Instruction in English
English all year (for Social Studies is in English all year 4th and 5th)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy development in Spanish
- Content in Spanish, for example, year in

The Bridge

- Planned moment after the classroom based unit assessment when the teacher brings the two languages together for metalinguistic analysis and transfer

The Bridge has a physical space, but not a daily scheduled time

of subject area learning or of literacy development.

maintains English
maintain English
instruction, and
assessment in

tion in English
sh all year (for
Studies is in
4th and 5th

Biliteracy includes three linguistic spaces in instruction, in the classroom, and in scheduling

- Spanish/Polish

- The Bridge

- English



The three linguistic spaces in instruction

instruction		
Unit Theme - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - English Language Arts Standards - English Language Development Standards - Content Area Big Ideas/Understandings - Language Arts Big Ideas/Understandings - Content Targets - Language Targets - Summative Assessment		
Building Oracy and Background Knowledge Academic Language and Experiences needed for the unit		
Reading Comprehension Strategies and balanced literacy routines	Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Writing Strategies and balanced literacy routines		
Word Study and Fluency Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.
Formative Assessment		

The three linguistic spaces in instruction

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Language Arts Big Ideas/Standards
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit
-

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

**Biliteracy includes three linguistic spaces
in scheduling, instruction and in the
classroom –**

Guidelines

- Spanish/Polish
- The Bridge
- English



Guideline # 1 for the three linguistic spaces in the classroom: **Each language has its own dedicated space.**

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



Guideline # 1 for the three linguistic spaces in the classroom: **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 for the three linguistic spaces in the classroom : **Every Biliteracy classroom includes the Bridge**

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



Guideline # 3 for the three linguistic spaces in the classroom : **Teachers use different colors for each language**

- Spanish has its own color
- Polish has its own color
- English has its own color
- These colors are consistently used throughout the school, during instruction, and during the Bridge



Guideline # 4 for the three linguistic spaces in the classroom : **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 should be done program-wide, although the signs may be different.

Examples:

- Magic scarf or hat
- Different colored beads or necklaces



Guidelines for the three linguistic spaces in the classroom:

- **Guideline # 1 : Each language has its own dedicated space.**
- **Guideline #2 : Every Biliteracy classroom includes the Bridge**
- **Guideline # 3 : Teachers use different colors for each language**
- **Guideline # 4 : Teachers visually indicate the language of instruction**



The three linguistic spaces in scheduling

Time	Subject	Language
8:30 – 8:50		
8:50 – 10:00	Science and Language Arts • Science experiments • Writing • Word Work	Spanish
10:00 – 11:15	Math • Writing • Word Work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSP	
12:15 – 2:00	Social Studies and Language Arts • Guided reading • Writing • Word Work	English
2:00 – 2:30	Special	

**Programmatic Level:
Language and Content Allocation Plan**

A blue downward-pointing arrow with a slight shadow, indicating a flow from the Programmatic Level to the Classroom Level.

**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**

A blue downward-pointing arrow with a slight shadow, indicating a flow from the Classroom Level to the Instructional and Curricular Level.

**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**

Biliteracy Schedules



She focuses next on reading comprehension and writing, often integrating the two. She then addresses and teaches the discrete skills needed to read and write, such as word study and fluency.

The second part is the Bridge, the moment when students compare the concepts in two languages. Once the students have learned the concepts in one language and concepts, the relevant words and phrases in Spanish and English, side-by-side. Next, students engage in a contrastive analysis of the two languages.

In the third part, students engage in extension activities. In this part, students use language using listening, speaking, reading, and writing. Words and language identified during the Bridge, they apply to the other language. In our example, the students use the words and concepts about the family they learned in Spanish to write about their family in English.

During the instruction teachers must plan their instruction so that they are strategic in their use of the two languages. Teachers who know in all their languages, may switch back and forth between languages at any time. Their switching is a normal development. For teachers who are not bilingual, for teachers is different. Before the Bridge, teachers teach in English only for teaching a particular unit and ensure that students know words in the language they choose. In teaching the unit, teachers provide supports, such as word banks and sentence prompts. Teachers provide academic language they need in the unit.

The Bridge is student-centered. During the Bridge, the teacher visually places the two languages side by side, first guiding students to communicate what they have learned, for example, in Spanish about the family, and making a list of terms. The teacher and the students then generate the equivalent of those terms in English. The amount of teacher involvement in this first step of the Bridge depends on the students' level of knowledge in the other language. For students who are beginning to learn English, the teacher will provide the English terms; for students with an intermediate or advanced level of proficiency in English, the teacher will encourage the students to provide the English terms for many of the Spanish concepts. The second step of the Bridge is the contrastive analysis, during which students compare how their two languages work. The similarities and differences they explore and identify are captured in the Bridge anchor charts they create during the Bridge. These bilingual charts highlight the words and linguistic features studied during the Bridge, and they remain in the classroom so students can continue to refer to them. The formal, planned Bridge occurs only after students have learned the concepts and language that have been taught in a particular unit and are ready to engage in contrastive analysis. Bridging, in contrast, is informal and unplanned. It occurs every day whenever students, reading and writing in Spanish or in English, compare and contrast their two languages on their own and with the Bridge anchor charts they made in previous units.

Pages 15-19 describe:

Unit design (BUF)

Schedules

Guiding Questions

PLANNING FOR BILITERACY AT THE CLASSROOM LEVEL FROM THE LEARNER'S PERSPECTIVE

All biliteracy programs should have a well-articulated language and content allocation plan that tells students and teachers what is expected. The allocation plan facilitates the tasks of designing schedules and making decisions about what literacy components are used and in which language, and it helps teachers determine when and how to Bridge. In instances where there is no allocation plan, teachers may find



Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English –K



Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: • Oracy development • Guided practice • Writing • Word study	English

Sample schedule
80/20 model

Page 15 of Monday's
handouts

(Spanish time is lessened in subsequent grades and usually by 3rd grade the day is 50% of Spanish and 50% in English).



Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English K-5

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

Page 16 of Monday's Handouts



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

Biliteracy Curriculum/Units



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**



AM - Wednesday, June 27, 2018

**What instructional practices support
biliteracy development?**

Biliteracy Curriculum Maps

3 Handouts for Today

Biliteracy Mapping Checklist

School or District: _____

SECTION ONE: Bundle units using content (Science and Social Science) and language arts standards. Check for rigor on the diagonal and placement throughout the year.

Follow the steps in the order in which they are presented.

QUESTIONS	NOTES
1. Write your school district's program vision and be sure to include answers to the questions below: - Who is the program for? - What are the goals? - How long does the biliteracy program last (K-5, K-9, K-12)? - Include the type of language program: TEFL, Dual Language, Bilingual? Foreign Language Immersion? Developmental Bilingual? Maintenance Bilingual? Foreign Language Immersion? - One-way Immersion? Two-way Immersion? Maintenance Bilingual? Foreign Language Immersion?	
2. Sketch the language and content allocation plan for each grade level establishing the percentage of time in each language and the content taught in each language. Be sure the plan reflects the biliteracy non-negotiables found below: Biliteracy Non-Negotiables, Freeman & Torres, 2015 - 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 in core areas. - Students are together for literacy instruction. At the secondary level, at least 3 courses are taught in the non-English language and one is a language arts class. - Content (math, science and social studies) is taught in one language only at each grade level. This is called content education. 3. Describe your district or school's literacy pedagogy/philosophy. Example from Evergreen School (School-wide DLL, Shelton, WA): We believe that students learn how to read and write through an inquiry-based balanced literacy workshop model. This model provides student-centered instruction that is rigorous, but carefully scaffolded and differentiated to meet student needs and allow ALL students access to core curriculum. This model fosters a gradual release of responsibility—on "I do, we do, you do" approach—and provides direct instruction of discrete skills and strategies (comprehension, vocabulary, word study, syntax and grammar, phonics and phonemic awareness) within a meaningful context. We believe that an inquiry-based balanced literacy workshop model includes independent reading/writing, flexible small-group, shared reading/writing, read-aloud, teacher modeling, mini-lessons (direct instruction), etc., and has at its foundation strong literacy and background knowledge components. All students have access to an abundance of rich, diverse and culturally relevant texts at all independent and instructional levels. Effectively model instruction that integrates the 5 domains—reading, writing, thinking, speaking, and listening.	



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Biliteracy Curriculum Development
Resources and Examples are available at www.teachingforbiliteracy.com
(BILFs page, Programmatic Resources Page, Resources Page)

Element	Current Status	Next Steps
1. Articulated vision (or philosophy) for literacy/biliteracy.		
2. Language and content allocation plan and schedules that include daily Spanish and English literacy.		
3. Standards-based biliteracy (and literacy) maps for each grade level that reflect the language and content allocation plan.		
4. Biliteracy Units that match the year-long map and plan for Spanish, the Bridge and English.		
5. Biliteracy Assessments that capture student data in language, content, and literacy for Spanish and for English.		

Next Generation Science Standards Maps Rubric

Center for Teaching for Biliteracy
www.TeachingforBiliteracy.com

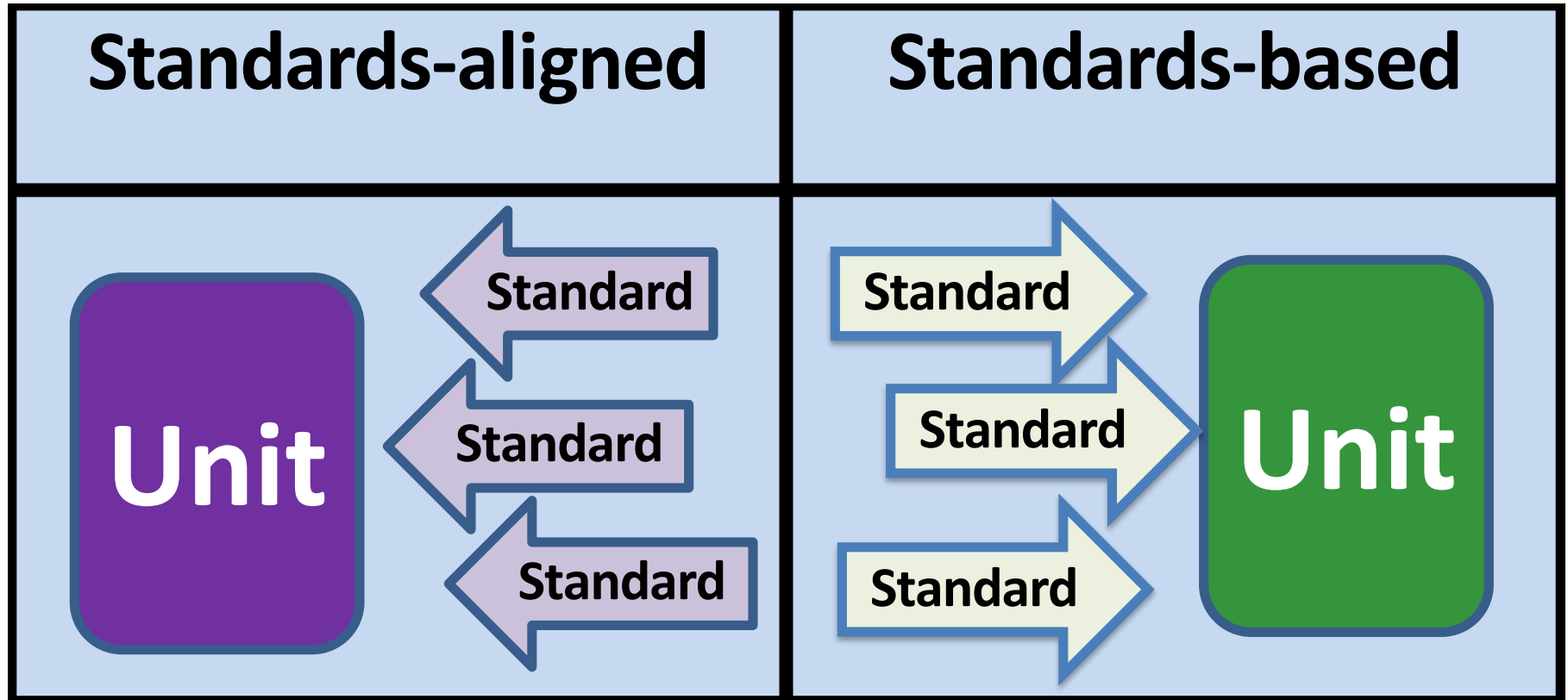
Element	Exemplary	Proficient	Basic
Standards Performance Expectations for NGSS Standards Performance Expectations for the grade-level content are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.
Standards Performance Expectations for Literacy Standards Performance Expectations for the grade-level content are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.
Standards Performance Expectations for Science Standards Performance Expectations for the grade-level content are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.	The NGSS Performance Expectations are clearly stated on the map and there is a rationale for the standards.

Additional resources: Rubric for NGSS <https://www.nextgenerationscience.org/sites/default/files/NGSS-Rubric.pdf>

Standards-based v.s. Standards-aligned?

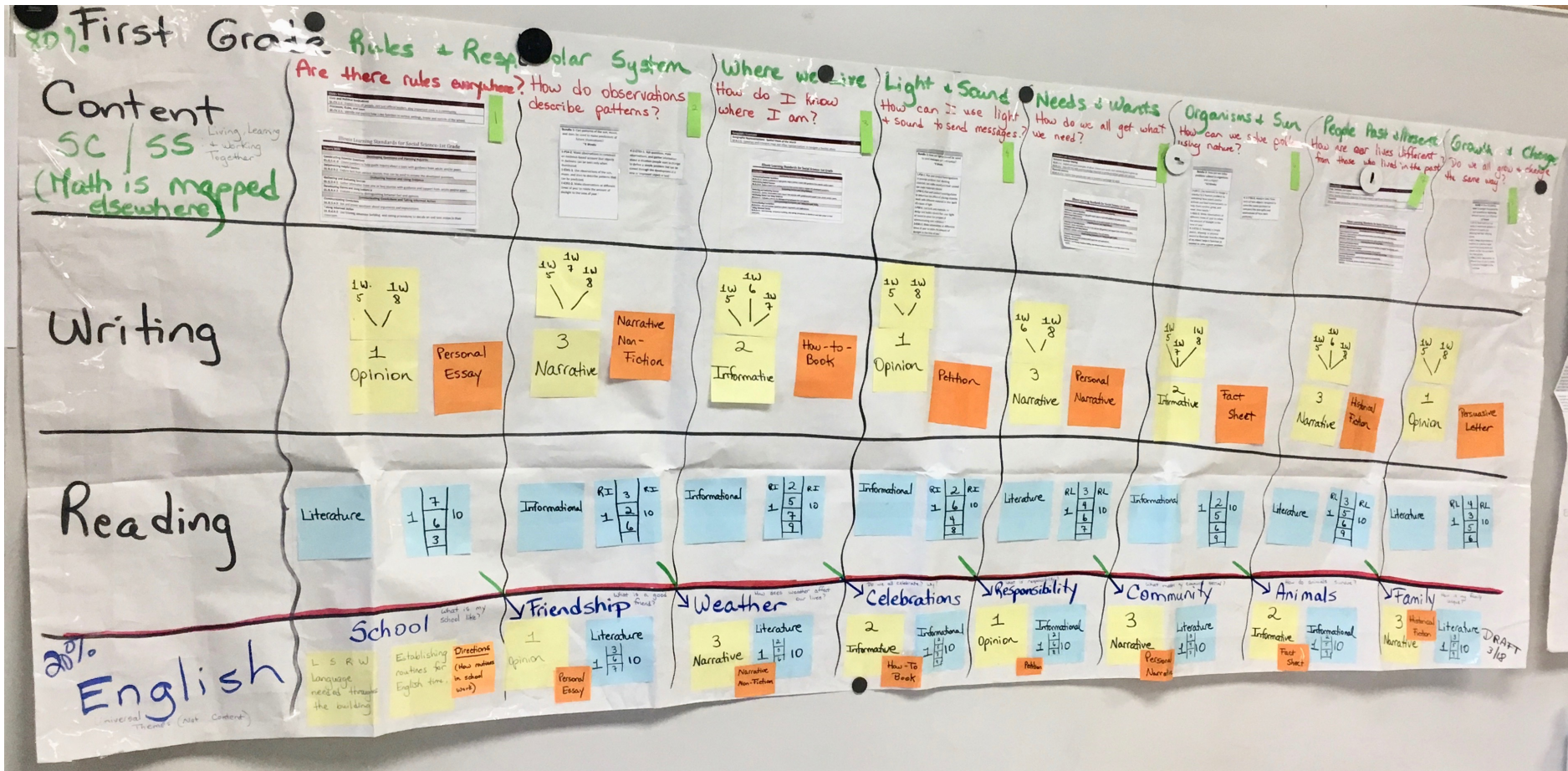


Standards-based v.s. Standards-aligned?



Standards-Based Biliteracy Maps

plan instruction for the year



Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE									
Español 50% / Day		SCIENCE		Why are organisms different from one another?		How does the environment affect organisms?		How do we know the environment used to be different?	
READING		WRITING		What happens when different objects interact?		What factors help people get along? (Author's Study - Relationships)		Universal Theme in Literature	
Reading Audit Español		Writing Audit Español		2 Informative		3 Narrative		1 Opinion	
11 L 111 Inf.		1 11 11 Op Inf 3 Name		3 3					

Second Edition Updated BUF

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Second Edition Updated BUF

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit
-

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Standards-Based Biliteracy Maps plan instruction for the year

THIRD GRADE

Español

50% / Day

Theme/Unit Name: Context Area Big Words Language Proficiency/Development Standards

Writing Standards: Context Targets Language Targets

Reading Standards: Context Targets Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension: Context

Writing

Word Study and Fluency

Summative Assessment

Bridge - Transfer

Bridge - Transfer - Extension includes: listening, speaking, reading, and writing in the other language

Bridge: Metalinguistic Focus

Reading Audit

11 L 11 Inf

Writing Audit

1 OP 2 Inf 3 Narr

English

50% Day

Theme/Unit Name: Context Area Big Words Language Proficiency/Development Standards

Writing Standards: Context Targets Language Targets

Reading Standards: Context Targets Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension: Context

Writing

Word Study and Fluency

Summative Assessment

Bridge - Transfer

Bridge - Transfer - Extension includes: listening, speaking, reading, and writing in the other language

Bridge: Metalinguistic Focus

Reading Audit

11 L 11 Inf

Writing Audit

1 OP 2 Inf 3 Narr

How does the environment affect organisms?

How do we know the environment used to be different?

What happens when different objects interact?

What factors help people get along? (Author's Craft - Relationships)

Universal Theme in Literature

Narrative 3

Opinion 1

Historical Essay

2 Informative

Lab Report

Narrative 3 Fiction

Literature

Informational

Informational

Informational

Literature

How do communities take care of its members?

How does the community take care of its members?

How have communities changed & improved over time?

What makes our community strong & how can we improve it?

How can I be my best? Responsibility

Universal Theme

Opinion 1

Petition

2 Informative Explanatory

Feature Article

3 Narrative

Biography

Opinion 1

Argumentative Letter

Informational

Informational

Literature

Literature

Informational

Standards-Based Biliteracy Maps plan instruction for the year

[illegible]

Stand and Visit a Biliteracy Map

There are 7 in the room

**Take the Biliteracy Mapping
Checklist with you.**



Understanding the Biliteracy Map

Discern/Discuss the language and content allocation plan for the grade level map you are viewing:

Grade	Spanish	Bridge	English
	Percentage Content (list the subject areas)	Spanish to English English to Spanish	Percentage Content (List the subject areas)

Understanding the Biliteracy Map

How does the map illustrate the biliteracy non-negotiables?

1. Language Arts in both languages every day; no repetition of standards or stories.
2. Students are together for differentiated instruction.
3. Content and language arts/literacy are integrated
4. Content (math, social science and science) is taught in one language only at each grade level (except for language arts which is taught in both Spanish and English).



Mapping with Social Science Standards





National Council for the Social Studies

Preparing Students for College, Career, and Civic Life

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

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



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

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

[Download C3 Framework PDF](#)

What are the guiding principles?

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

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

Resources for Using C3

Resources from the C3 Literacy Collaborative

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

[SEE ALL THE C3LC RESOURCES »](#)



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

C3 Framework for Social Studies

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



Social Studies Standards for Illinois

Inquiry Dimension 1



Tools and Concepts Dimension 2



Evaluating Sources And Using Evidence Dimension 3



Communicating And Taking Action Dimension 4



Illinois Learning Standards for Social Science-Kindergarten	
Inquiry Skills	
Developing Questions and Planning Inquiries	
Constructing Essential Questions: SS.IS.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers	
Determining Helpful Sources: SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.	
Evaluating Sources and Using Evidence	
Gathering and Evaluating Sources: SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.	
Developing Claims and Using Evidence: SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.	
Communicating Conclusions and Taking Informed Action	
Communicating Conclusions: SS.IS.5.K-2: Ask and answer questions about arguments and explanations.	
Taking Informed Action: SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.	
Civics Standards	
Civic and Political Institutions SS.CV.1.K: Describe roles and responsibilities of people in authority.	
Processes, Rules, and Laws SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.	
Geography Standards	
Human-Environment Interaction: Place, Regions, and Culture SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people's lives.	
Human Population: Spatial Patterns and Movements SS.G.2.K: Identify and explain how people and goods move from place to place.	
Economics and Financial Literacy Standards	
Economic Decision Making SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).	
History Standards	
Change, Continuity, and Context SS.H.1.K: Compare life in the past with life today.	
Perspectives SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.	



Social Studies Standards for Illinois

Inquiry Dimension 1

Illinois Learning Standards for Social Science-Kindergarten

Inquiry Skills

Developing Questions and Planning Inquiries

Constructing Essential Questions:

SS.IS.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers

Determining Helpful Sources:

SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources:

SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.

Developing Claims and Using Evidence:

SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions and Taking Informed Action

Communicating Conclusions:

SS.IS.5.K-2: Ask and answer questions about arguments and explanations.

Taking Informed Action:

SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Civics Standards

Civic and Political Institutions

SS.CV.1.K: Describe roles and responsibilities of people in authority.

Processes, Rules, and Laws

SS.CV.2.K: Explain the need for and purposes of rules in various settings, including the classroom.

Evaluating Sources And Using Evidence Dimension 3

Tools and Concepts Dimension 2

Communicating And Taking Action Dimension 4

What standards are to be used in each unit?
How are the standards organized (or bundled) and why?

Economics and Financial Literacy Standards

Economic Decision Making

SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).

History Standards

Change, Continuity, and Context

SS.H.1.K: Compare life in the past with life today.

Perspectives

SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.



IL Social Science Standards K-5

Elementary Themes

Use as a Framework for Addressing the Standards

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

Source: Illinois Social Science Standards Recommendations, May 2015

www.TeachingForBiliteracy.com



K-12 Disciplinary Concepts

Civics

Topics	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
Civic and Political Institutions	SS.CV.1.K. Describe roles and responsibilities of people in authority.	SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.	SS.CV. 1.2. Explain what governments are and some of their functions.	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.	SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.	SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
				SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.		SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
						SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Begins in Grade 3			SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.	SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.	None in Grade 5
Processes, Rules, and Laws	SS.CV.2.K. Explain the need for and purposes of rules in various settings, inside and outside of the school.	SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.	SS.CV.2.2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	SS.CV.4.3. Describe how people have tried to improve their communities over time.	SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.	SS.CV.4.5. Explain how policies are developed to address public problems.

Topics	Geography					
	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
Geographic Representations	Begins in Grade 1	SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.	SS.G.1.2. Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	SS.G.1.3. Locate major landforms and bodies of water on a map or other representation.	SS.G.1.4. Construct and interpret maps of Illinois and the United States using various media.	Not in Grade 5
Human-Environment Interaction	SS.G.1.K. Explain how weather, climate, and other environmental characteristics affect people's lives.	Not in Grade 1	SS.G.2.2. Identify some cultural and environmental characteristics of your community and compare to other places.	SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.	SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.	SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.
Human Population	SS.G.2.K. Identify and explain how people and goods move from place to place.	Not in Grade 1	SS.G.3.2. Explain how people in your community use local and distant environments to meet their daily needs.	Not in Grade 3	SS.G.3.4. Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	SS.G.2.5. Describe how humans have utilized natural resources in the United States.
						SS.G.3.5. Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
Global Interconnections	Begins in Grade 3			SS.G.3.3. Show how consumption of products connects people to distant places.	Not in Grade 4	SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.



Topics	Economics and Financial Literacy					
	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Economic Decision Making</i>	SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).	SS.EC.1.1. Explain and give examples of when choices are made that something else is given up. SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.	SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways. SS.EC.2.2. Explain the role of money in making exchange easier.	SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.EC.1.4. Explain how profits reward and influence sellers.	<i>Not in Grade 5</i>
<i>Exchange and Markets</i>	<i>Begins in Grade 2</i>		SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.EC. 2.3. Generate examples of the goods and services that governments provide.	SS.EC. 2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
<i>National and Global Economy</i>	<i>Begins in Grade 5</i>					SS.EC.2.5. Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world. SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.
<i>Financial Literacy</i>	<i>Begins in Grade 1</i>		SS.EC.FL. 4.2. Explain that money can be saved or spent on goods and services.	SS.EC.FL.3.3. Describe the role of banks and other financial institutions in an economy. SS.EC.FL. 4.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	SS.EC.FL.3.4. Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options). SS.EC.FL. 4.4. Explain that income can be saved, spent on good and services, or used to pay taxes.	SS.FL.4.5. Explain that interest is the price the borrower pays for using someone else's money.

K-12 Inquiry Skills

Developing Questions and Planning Inquiries

Topics	Grades K-2	Grades 3-5	Less Complex (LC)	Grades 6-8 Moderately Complex (MdC)	More Complex (MC)	High School (Grades 9-12)
<i>Constructing Essential Questions</i>	SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.			SS.IS.1.9-12. Address essential questions that reflect an enduring issue in the field.
<i>Constructing Supporting Questions</i>		SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.			SS.IS.2.9-12. Explain how supporting questions contribute to an inquiry.
<i>Determining Helpful Sources</i>	SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.	SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions.	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.			SS.IS.3.9-12. Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.

Evaluating Sources and Using Evidence

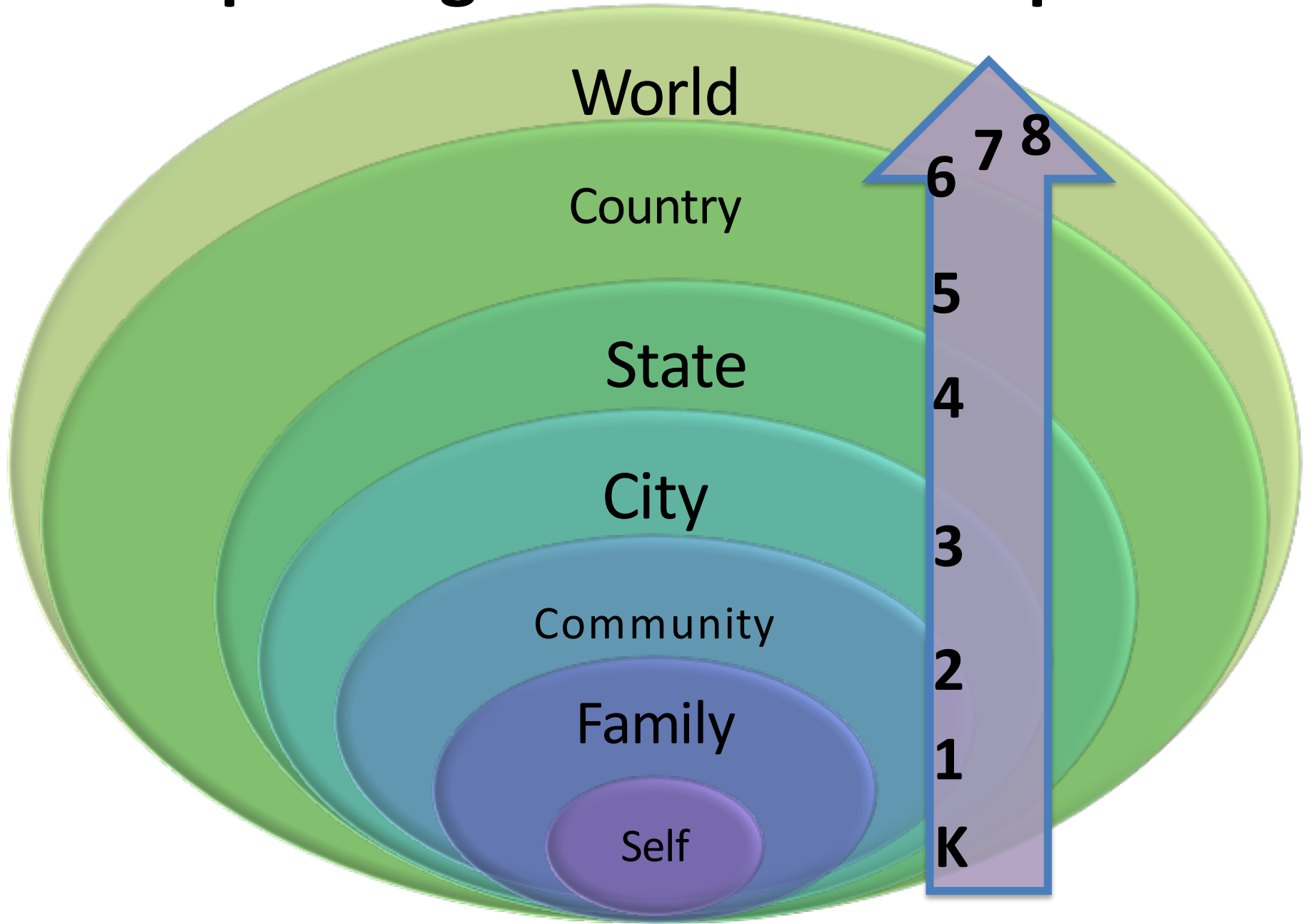
	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School (Grades 9-12)
<i>Gathering and Evaluating Sources</i>	SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.	SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	SS.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.	SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.	SS.IS.4.9-12. Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

<i>Developing Claims and Using Evidence</i>	SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.	SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.	SS.IS.5.6-8.LC. Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.	SS.IS.5.9-12 Identify evidence that draws information from multiple sources to revise or strengthen claims.
Communicating Conclusions and Taking Informed Action						
	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School (Grades 9-12)
<i>Communicating Conclusions</i>	SS.IS.5.K-2. Ask and answer questions about arguments and explanations.	SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Communicating Conclusions and Taking Informed Action

<i>Disciplinary Concepts</i>	Grades K-2	Grades 3-5	Grades 6-8			High School (Grades 9-12)
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Critiquing Conclusions</i>		SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems.	SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).			SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings.
<i>Taking Informed Action</i>	SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	SS.IS.8.3.3-5. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.IS.8.6-8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
						SS.IS.9.9-12. Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.

Expanding Communities Sequence



Social Studies Strands

"Nobody works harder at learning than a curious kid."

Thomas Friedman (*The World Is Flat: A Brief History of the Twenty-First Century*)



Inquiry Strand

Advances in human knowledge come about not because people can memorize factoids or were great at filling out worksheets in school; rather, they come about when people ask questions and pursue those questions in reasoned self-critical ways. This is the essence of inquiry, beginning with questions to be answered and the work needed to begin to answer them, and is the reason that the social studies C3 document, developed by 15 professional social studies and content area associations, is built around the "inquiry arc" (developing questions/students learning to use disciplinary tools and concepts/evaluating sources and using evidence/communicating conclusions).*

Teaching our social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an "umbrella strand" covering all content strands.

Teaching with the inquiry arc is a process that can move from teacher-structured inquiries to guided individual inquiry. The proper use of the inquiry arc and within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten; that can create in our students the confidence in their own skills to make sense of an increasingly complex world.

*Social Studies For the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.



Behavioral Sciences Strand

Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.



Economics Strand

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.



Geography Strand

Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.



History Strand

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.



Political Science Strand

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.



Tips for Mapping Social Studies Standards

- Start with your grade level theme (in the June 2017 IL SS document)
- Consider your current SS materials as a launching point for the “what” (dimension 2)
- Strategize and visually represent how to organize **the K-12 Disciplinary Concepts**. For example:
 - K-2: Each Strand is a Unit (Civics first, then Geography, then Economics, etc.)
 - 3-5: Integrate the 4 strands into themes throughout the year

“Storylines”

- Read one of the storylines in your handout.
 - How does the storyline help to frame the content?
 - How does the question “bundle” the standards?
 - The unit storyline should answer the unit question.
- The guiding question anchors the inquiry.

Compelling Questions

- First Grade: Are there rules everywhere? (Unit 1 on Civics – **Living, Learning and Working Together**)
- Fifth Grade: Why did Europeans dominate Native Americans and not the other way around? (Unit 1: **Our Nation, Our World**)
- **Good questions are:**
 - Intellectually meaty (an enduring understanding)
 - Student-friendly

1. Craft questions that spark and sustain an inquiry
2. Cultivate and nurture collaborative civic spaces
3. Integrate content and skills purposefully
4. Promote literacy practices and outcomes
5. Provide tangible opportunities for taking informed action

This means that _____



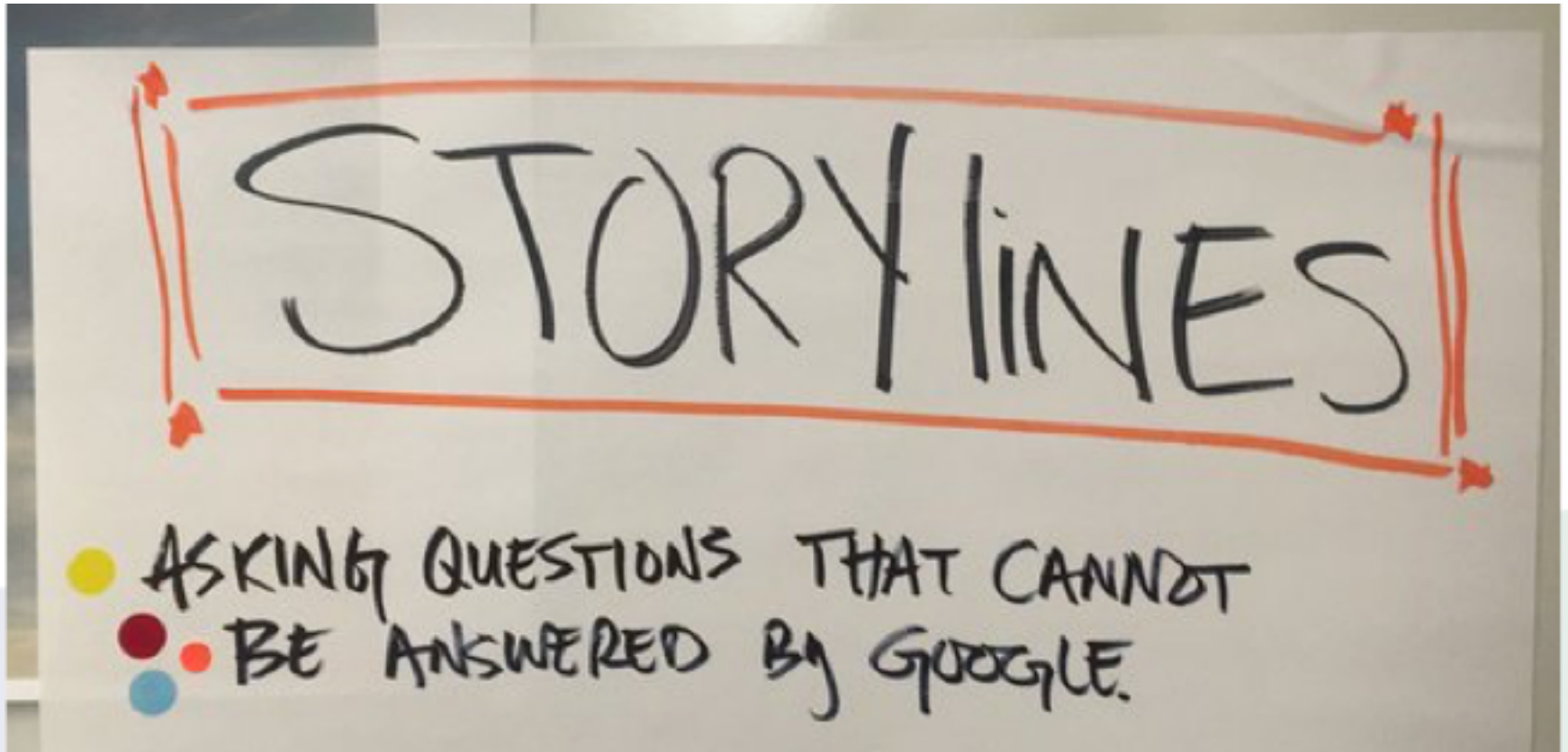
C3 Standards Benchmarking Map

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 reflect 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.

Next Generation Science Standards



Next Generation Science Standards K-5



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



Fifth Grade

The performance expectations in fifth grade help students formulate answers to questions such as: "When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?"

Fifth grade performance expectations include PS1, PS2, PS3, LS1, LS2, ESS1, ESS2, and ESS3 Disciplinary Core Ideas from the *NRC Framework*. Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.





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 accounted 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 end of each unit has a clear connection to end 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 rubric from NGSS <https://www.nextgenscience.org/sites/default/files/EquiPRubricforSciencev3.pdf>



Paradigm Shift

Three Dimensional Instruction



Three Dimensional Learning

The National Research Council's (NRC) [Framework](#) describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard:

Dimension 1: Practices

The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The NRC uses the term practices instead of a term like "skills" to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. Part of the NRC's intent is to better explain and extend what is meant by "inquiry" in science and the range of cognitive, social, and physical practices that it requires.

Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design. Strengthening the engineering aspects of the Next Generation Science Standards will clarify for students the relevance of science, technology, engineering and mathematics (the four STEM fields) to everyday life.

Dimension 2: Crosscutting Concepts

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. The Framework emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

Dimension 3: Disciplinary Core Ideas

Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;
- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable and learnable** over multiple grades at increasing levels of depth and sophistication.

Disciplinary ideas are grouped in four domains: the [physical sciences](#); the [life sciences](#); the [earth and space sciences](#); and [engineering, technology and applications of science](#).



Inquiry



BOX 3-1

PRACTICES FOR K-12 SCIENCE CLASSROOMS

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Elementary School

	Life Science	Earth & Space Science	Physical Science
	Elementary School Introduction		
K	K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	K. Weather and Climate	K. Forces and Interactions: Pushes and Pulls
1	1. Structure, Function and Information Processing	1. Space Systems: Patterns and Cycles	1. Waves: Light and Sound
2	2. Interdependent Relationships in Ecosystems	2. Earth's Systems: Processes That Shape the Earth	2. Structure and Properties of Matter
	Grades K-2 Engineering Design Introduction		
	K-2. Engineering Design		
3	3. Interdependent Relationships in Ecosystems	3. Weather and Climate	3. Forces and Interactions
	3. Inheritance and Variation of Traits		
4	4. Structure, Function, and Information Processing	4. Earth's Systems: Processes That Shape the Earth	4. Energy
			4. Waves: Waves and Information
5	5. Matter and Energy in Organisms and Ecosystems	5. Earth's Systems	5. Structure and Properties of Matter
		5. Space Systems: Stars and the Solar System	

Elementary School

Life Science

Earth & Space Science

Physical Science

Elementary School Introduction			
K	K-LS1 From Molecules to Organisms: Structures and Processes	K-ESS2 Earth's Systems	K-PS2 Motion and Stability: Forces and Interactions
		K-ESS3 Earth and Human Activity	K-PS3 Energy
1	1-LS1 From Molecules to Organisms: Structures and Processes	1-ESS1 Earth's Place in the Universe	1-PS4 Waves and Their Applications in Technologies for Information Transfer
	1-LS3 Heredity: Inheritance and Variation of Traits		
2	2-LS2 Ecosystems: Interactions, Energy, and Dynamics	2-ESS1 Earth's Place in the Universe	2-PS1 Matter and Its Interactions
	2-LS4 Biological Evolution: Unity and Diversity	2-ESS2 Earth's Systems	
Grades K-2 Engineering Design Introduction			
K-2-ETS1 Engineering Design			
3	3-LS1 From Molecules to Organisms: Structures and Processes	3-ESS2 Earth's Systems	3-PS2 Motion and Stability: Forces and Interactions
	3-LS2 Ecosystems: Interactions, Energy, and Dynamics	3-ESS3 Earth and Human Activity	
	3-LS3 Heredity: Inheritance and Variation of Traits		
	3-LS4 Biological Evolution: Unity and Diversity		
4	4-LS1 From Molecules to Organisms: Structures and Processes	4-ESS1 Earth's Place in the Universe	4-PS3 Energy
		4-ESS2 Earth's Systems	4-PS4 Waves and Their Applications in Technologies for Information Transfer
		4-ESS3 Earth and Human Activity	
5	5-LS1 From Molecules to Organisms: Structures and Processes	5-ESS1 Earth's Place in the Universe	5-PS1 Matter and Its Interactions
	5-LS2 Ecosystems: Interactions, Energy, and Dynamics	5-ESS2 Earth's Systems	5-PS2 Motion and Stability: Forces and Interactions
		5-ESS3 Earth and Human Activity	5-PS3 Energy

Next Generation Science Standards K-5

K-ESS2 Earth's Systems

K-ESS2 Earth's Systems

Students who demonstrate understanding can:

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

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

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

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

Connections to other DCIs in kindergarten: N/A

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

Common Core State Standards Connections:

ELA/Literacy –

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

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

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

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

Mathematics –

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

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

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

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

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

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

K-ESS2 Earth's Systems

K-ESS2 Earth's Systems

Students who demonstrate understanding can:

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

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

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

Performance Expectations

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



Next Generation Science Standards K-5

Three Foundation Boxes

Process

What students do

Science and Engineering Practices

Analyzing and Interpreting Data

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

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

Engaging in Argument from Evidence

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

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

Connections to Nature of Science

Science Knowledge is Based on Empirical Evidence

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

Content

What students know

Disciplinary Core Ideas

ESS2.D: Weather and Climate

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

ESS2.E: Biogeology

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

ESS3.C: Human Impacts on Earth Systems

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

Connections

How students think

Crosscutting Concepts

Patterns

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

Systems and System Models

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

Source: Next Generation Science Standards

www.TeachingForBiliteracy.com



Next Generation Science Standards K-5

Three Foundation Boxes

Process

What students do

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

Content

What students know

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

Connections

How students think

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



Next Generation Science Standards K-5

Resources

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

<http://www.nextgenstorylines.org>

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

Example Bundles:

Read First: [Introduction and Guide](#)

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

Kindergarten

[Thematic Model](#)

[Topics Model](#)

1st Grade

Thematic Model

Topics Model

2nd Grade

Thematic Model

Topics Model

3rd Grade

Thematic Model

Topics Model

4th Grade

Thematic Model

Topics Model

5th Grade

Thematic Model

Topics Model

Middle School

[Course 1: Phenomenon Model](#)

[Course 1: Topics Model](#)

Course 2: Phenomenon Model

Course 2: Topics Model

Course 3: Phenomenon Model

Course 3: Topics Model

High School

[Course 1: Conceptual Progressions Model](#)

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

Course 2: Conceptual Progressions Model

Course 2: Domains Model: Physics

Course 3: Conceptual Progressions Model

Course 3: Domains Model: Biology



Example Bundles:

Read First: [Introduction and Guide](#)

Kindergarten

[Thematic Model](#)

[Topics Model](#)

1st Grade

[Thematic Model](#)

[Topics Model](#)

2nd Grade

[Thematic Model](#)

[Topics Model](#)

3rd Grade

[Thematic Model](#)

[Topics Model](#)

4th Grade

[Thematic Model](#)

[Topics Model](#)

5th Grade

[Thematic Model](#)

[Topics Model](#)

Middle School

[Course 1: Phenomenon Model](#)

[Course 2: Phenomenon Model](#)

[Course 3: Phenomenon Model](#)

[Course 1: Topics Model](#)

[Course 2: Topics Model](#)

[Course 3: Topics Model](#)

High School

[Course 1: Conceptual Progressions Model](#)

[Course 2: Conceptual Progressions Model](#)

[Course 3: Conceptual Progressions Model](#)

[Course 1: Modified Domains Model: Chemistry w/Earth and Space Science](#)

[Course 2: Modified Domains Model: Physics w/Earth and Space Science](#)

[Course 3: Modified Domains Model: Biology w/Earth and Space Science](#)

NGSS Example Bundles

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



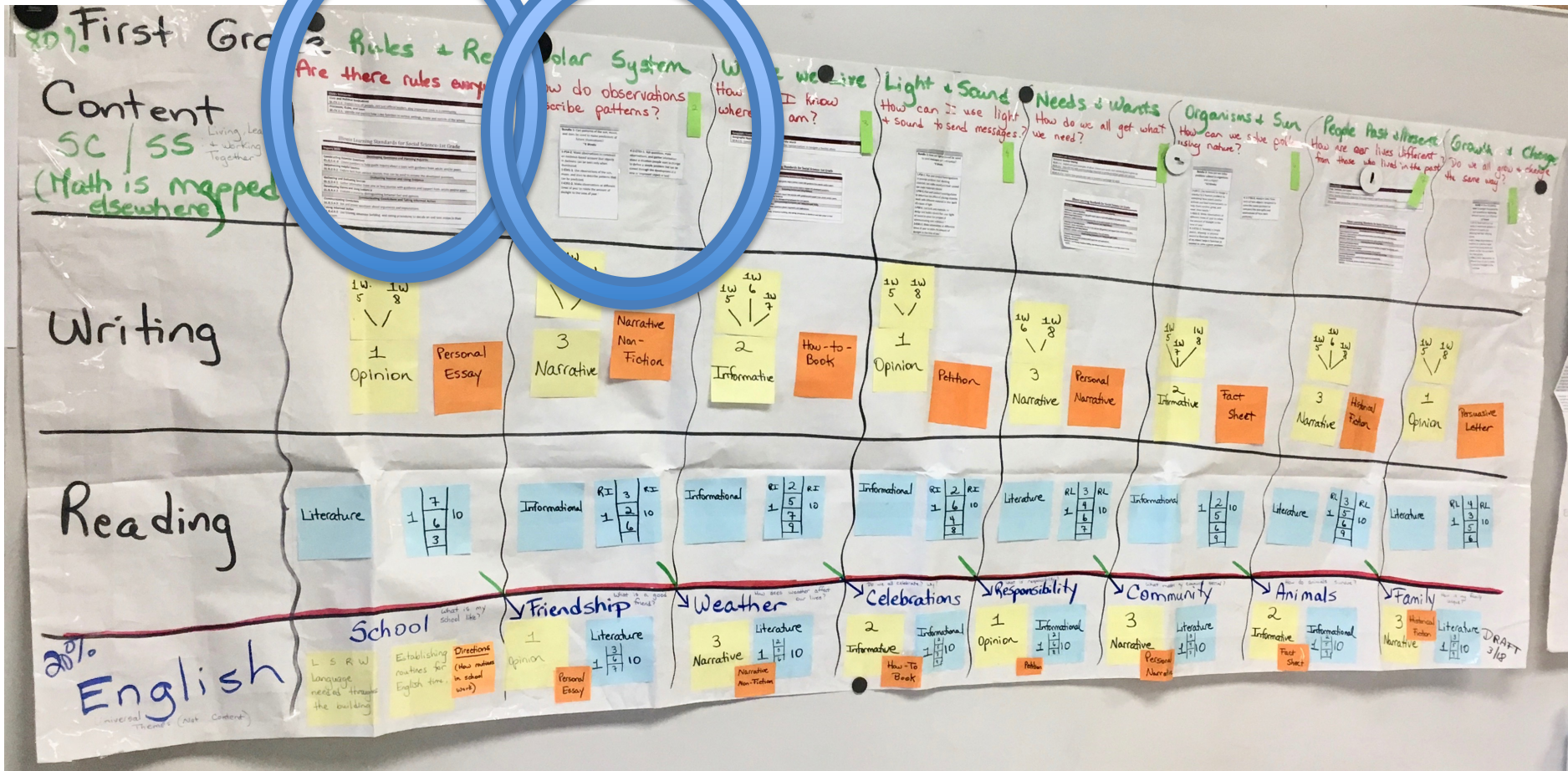


Next Generation Science Standards Maps			
Element	Exemplary	Proficient	Basic
Standards: Performance Expectations for NGSS	The NGSS Performance Expectations are all accounted for at the grade level (tallied on NGSS Theme or Topics page or a combination of the two).	The NGSS Performance Expectations are 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/EQulPRubricforSciencev3.pdf>



Standards-Based Biliteracy Maps plan instruction for the year



CCSS Literacy Standards



Language Arts Standards K-5

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



Writing Standards



Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Tipos de textos y sus propósitos

1. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: *Mi libro favorito es . . .*).
2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.
3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.

Producción y redacción de la escritura

4. (Se inicia en el 3° grado)
5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.
6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.

Investigación para la formación y presentación de conocimientos

7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).
8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.
9. (Se inicia en el 4° grado).

Nivel de escritura y redacción

10. (Se inicia en el 3° grado)



Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Producción y redacción de la escritura

4. (Se inicia en el 3º grado)
5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.
6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.

Investigación para la formación y presentación de conocimientos

7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).
8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.
9. (Se inicia en el 4º grado).

Nivel de escritura y redacción

10. (Se inicia en el 3º grado)



Organization of the CCSS Writing Standards



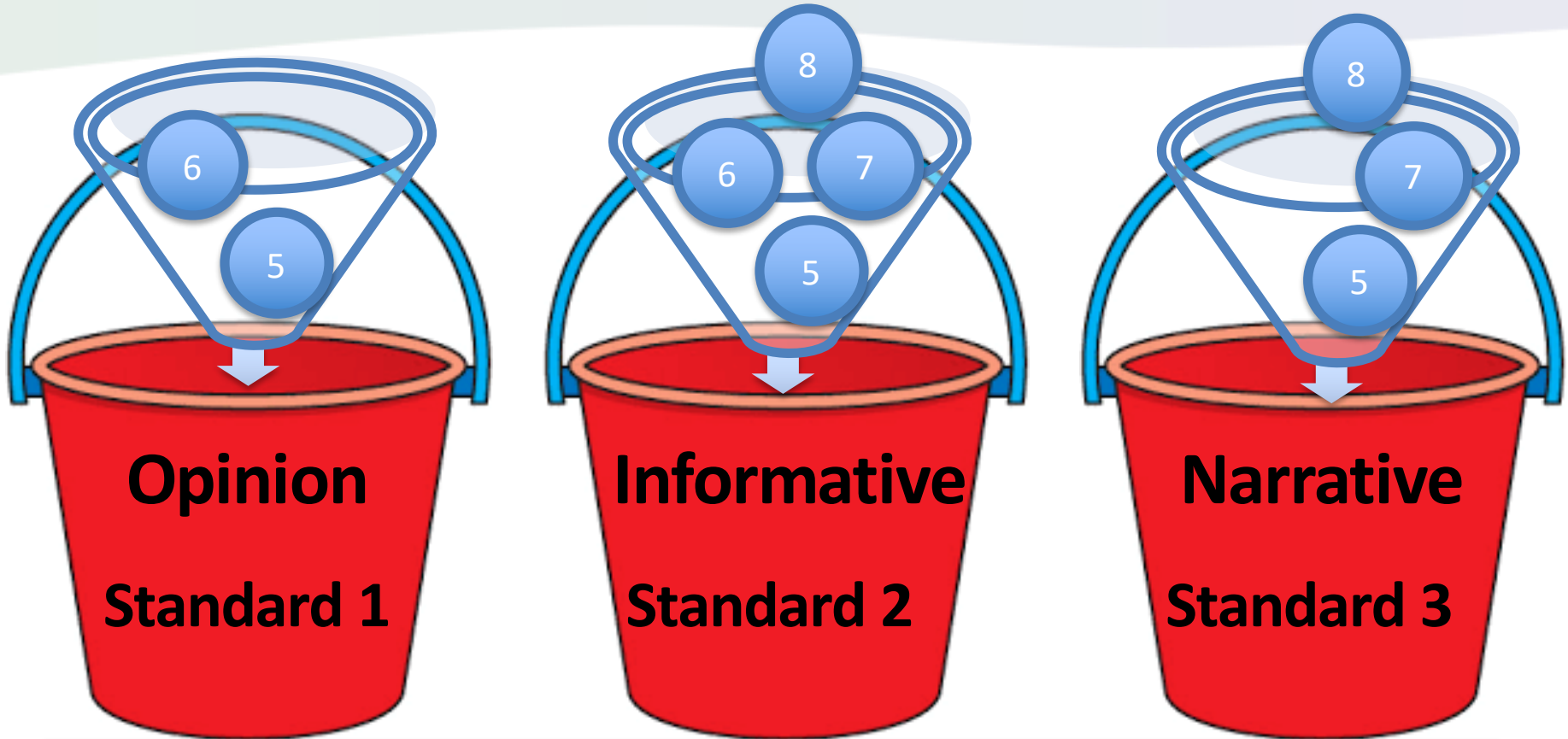
Organization of the CCSS Writing Standards



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



Organization of the CCSS Writing Standards



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

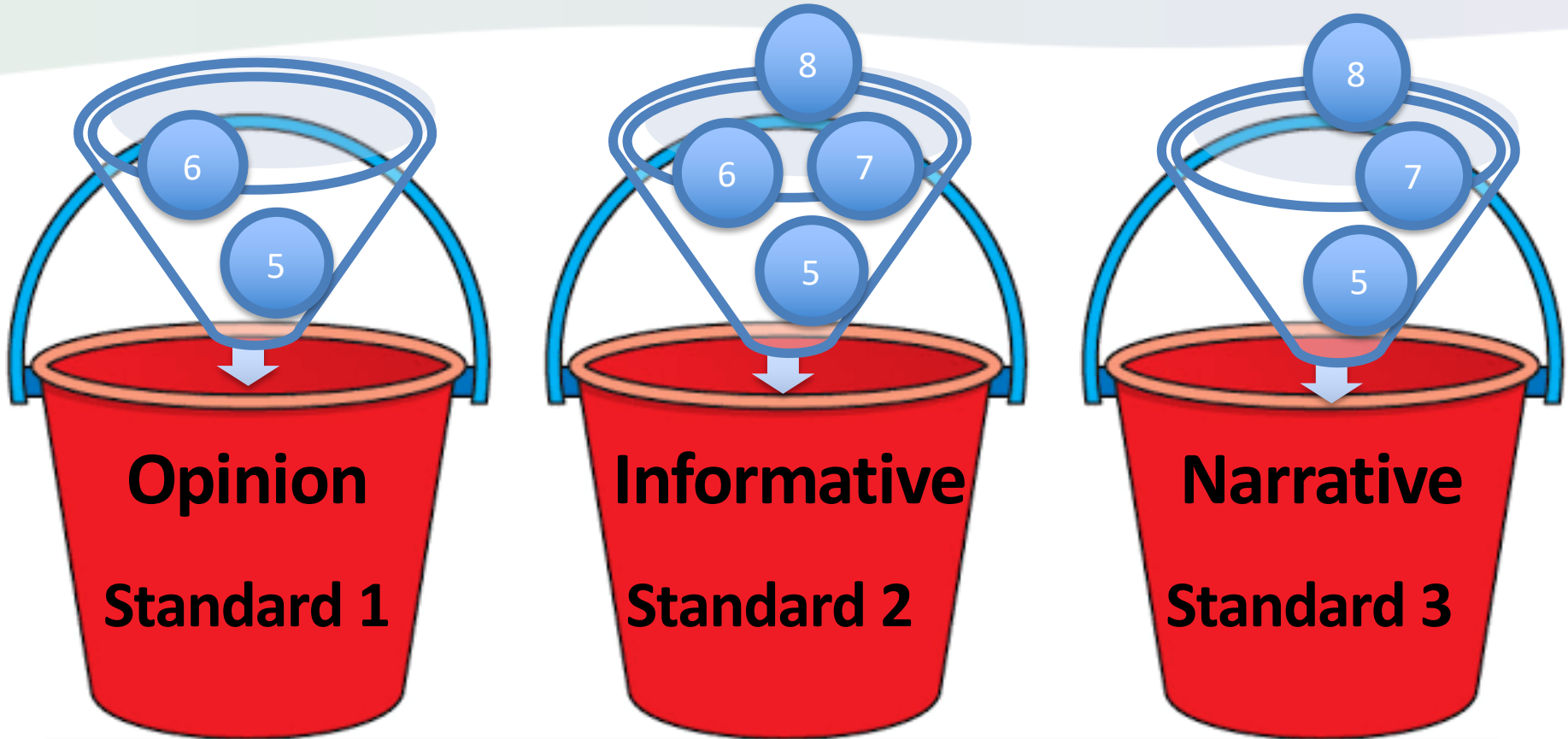


Genres within each bucket

(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



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



CCSS.ELA Core Standards for Writing

Text Types and Purposes:
CCSS.ELA-Literacy.CCRA.W.1 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.W.2 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.W.3 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.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.6 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.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W.8 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.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing:
CCSS.ELA-Literacy.CCRA.W.10 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.



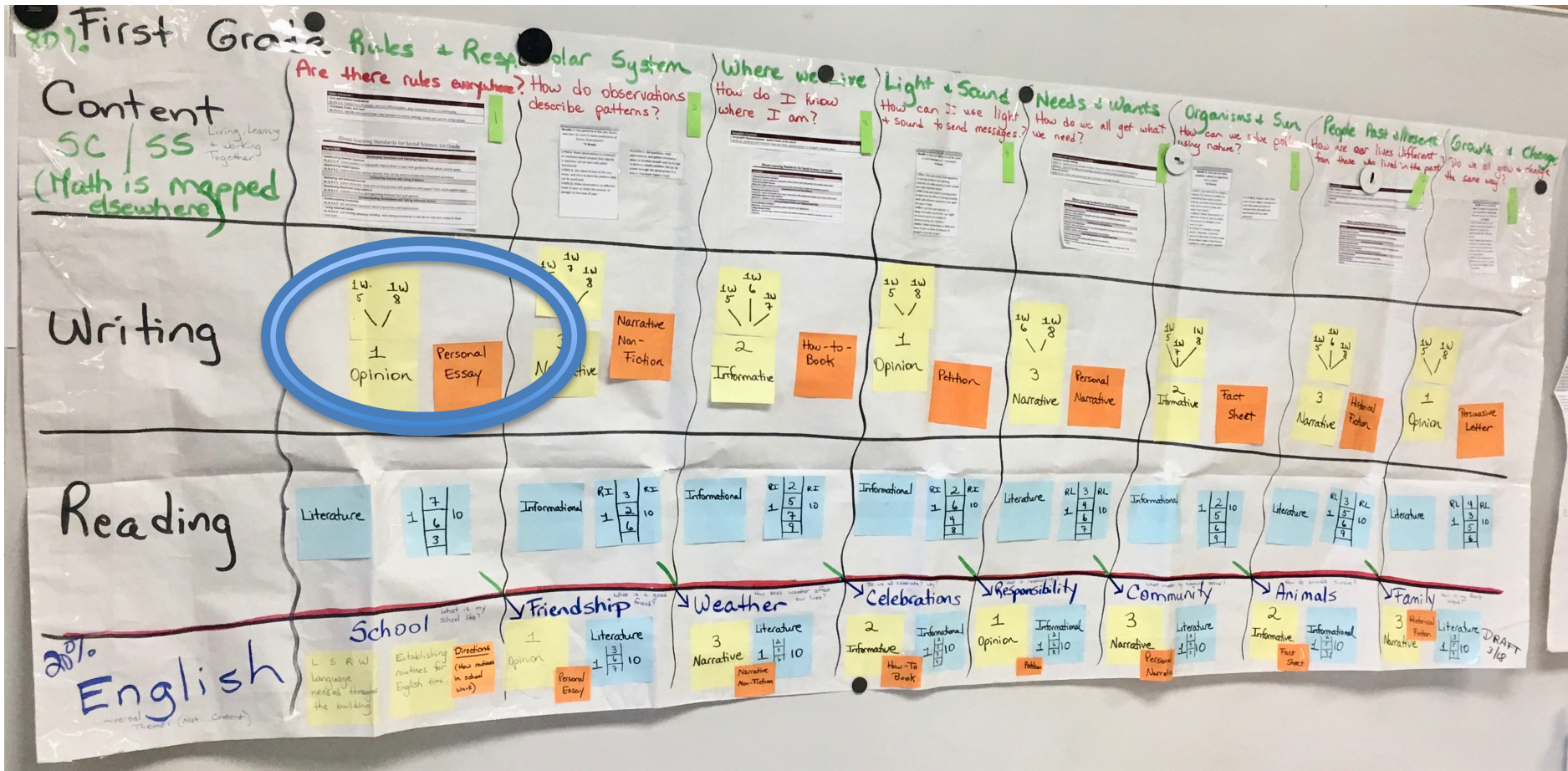
Standards Check

Writing Standards

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



Standards-Based Biliteracy Maps plan instruction for the year



Knowing the expectations of the literacy standards:

www.achievethecore.org



Knowing the expectations of the literacy standards:

ACHIEVE THE CORE

Professional Learning ▾

Planning & Reflection ▾

Classroom Resources ▾

Welcome to Achieve the Core

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



Reading Standards



**Common Core State Standards ELA-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

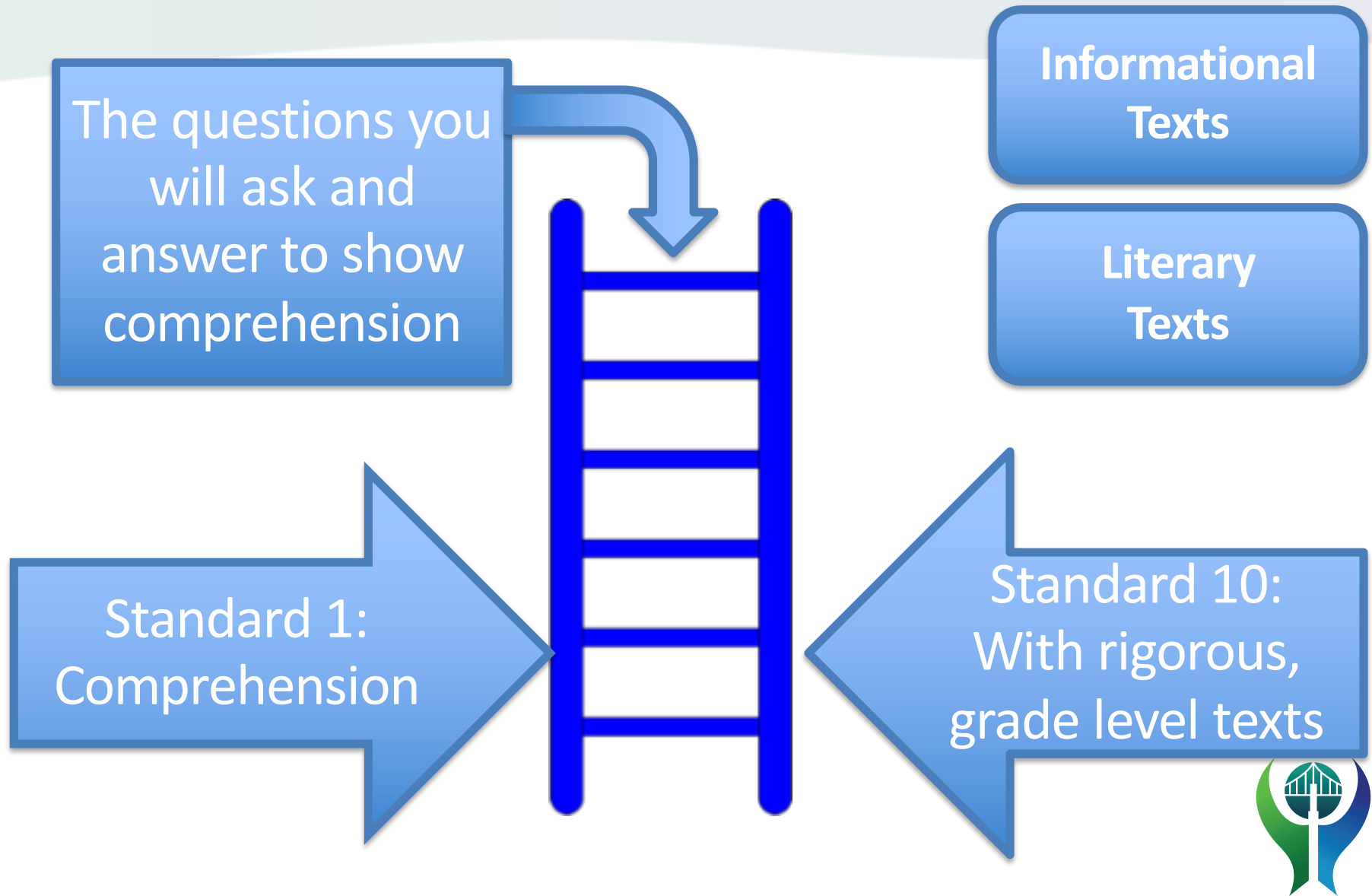
1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo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

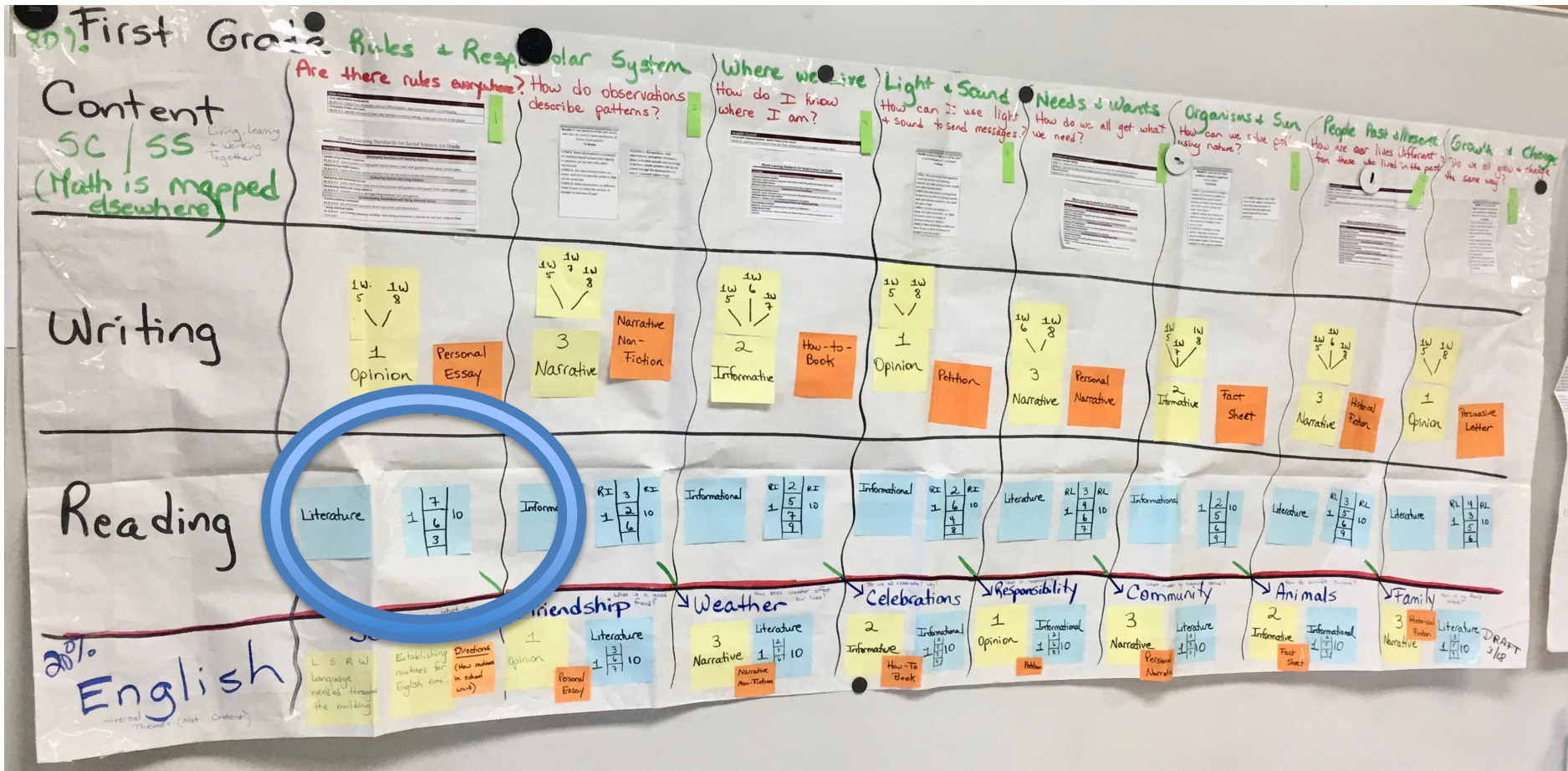


Ladder of Common Core Anchor Standards for Reading

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)		



Standards-Based Biliteracy Maps plan instruction for the year



Standards Check

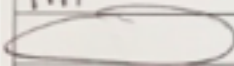
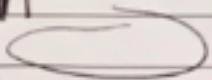
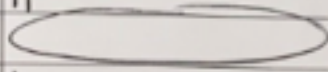
Informational Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

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



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(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		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 Review Personal Essay S, E Literary Essay Historical essay Petition S E Editorial Op-Ed Column	Fact Sheet S E News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book S E Directions Recipe Lab Report	Personal Narrative S E Fiction Historical Fiction S E Fantasy Narrative Memoir Biography Narrative Nonfiction S E

Literacy Standards Tally Sheet

Informational Texts Reading Standards

1	2	3	Spanish		2	5	English
/		/	/	1	/	/	
/		/	/	2	/	/	
		/	/	3			
		/	/	4		/	
				5			
/				6	/		
				7	/	/	
/		/	/	8		/	
/				9	/		
/		/	/	10	/	/	

Literary Texts Reading Standards

2	5	Spanish		1	2	4	English
/	/		1	/	/	/	
/			2	/	/		
/	/		3	/	/	/	
			4			/	
/	/		5	/	/	/	
	/		6				
			7				
			8				
			9			/	
/	/		10	/	/	/	

AM - Wednesday, June 27, 2018

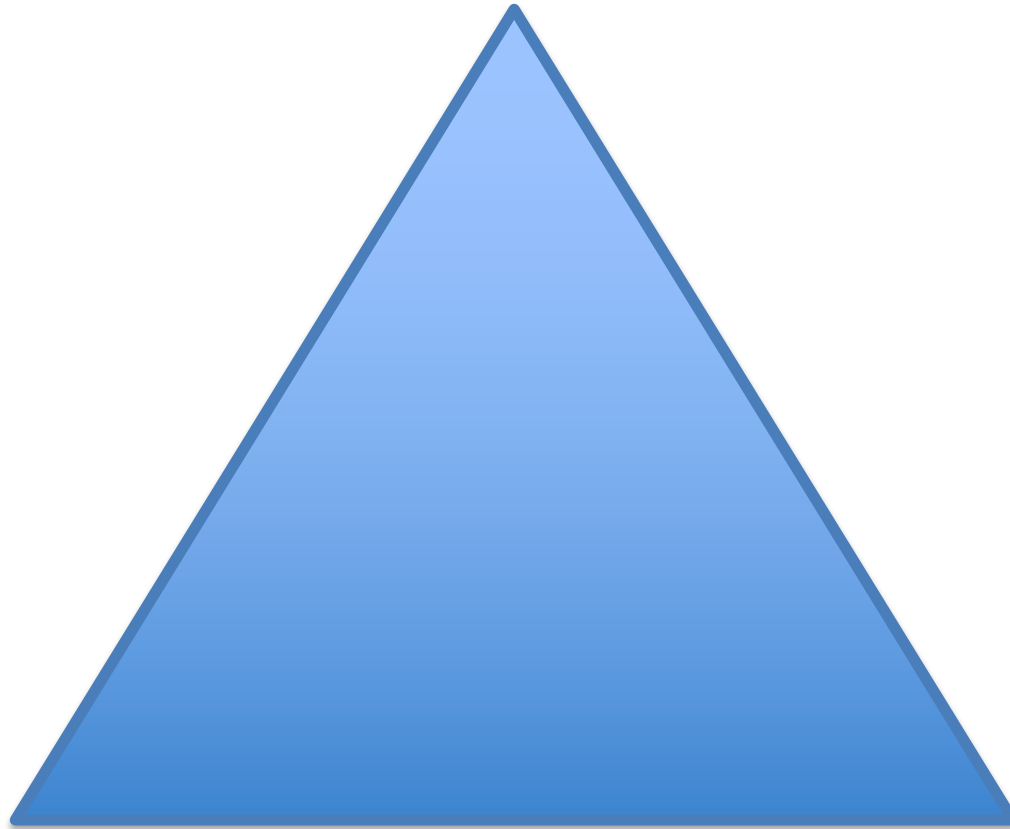
What instructional practices support biliteracy development?

Biliteracy Curriculum Maps

BUF Triangle: Standards, Big Ideas, and
Summative Assessment

Integrating Language, Literacy, Content,
and Inquiry

BUF Triangle: Backwards Planning



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Academic Language Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer
Illustration**

Side by Side or
Así se dice

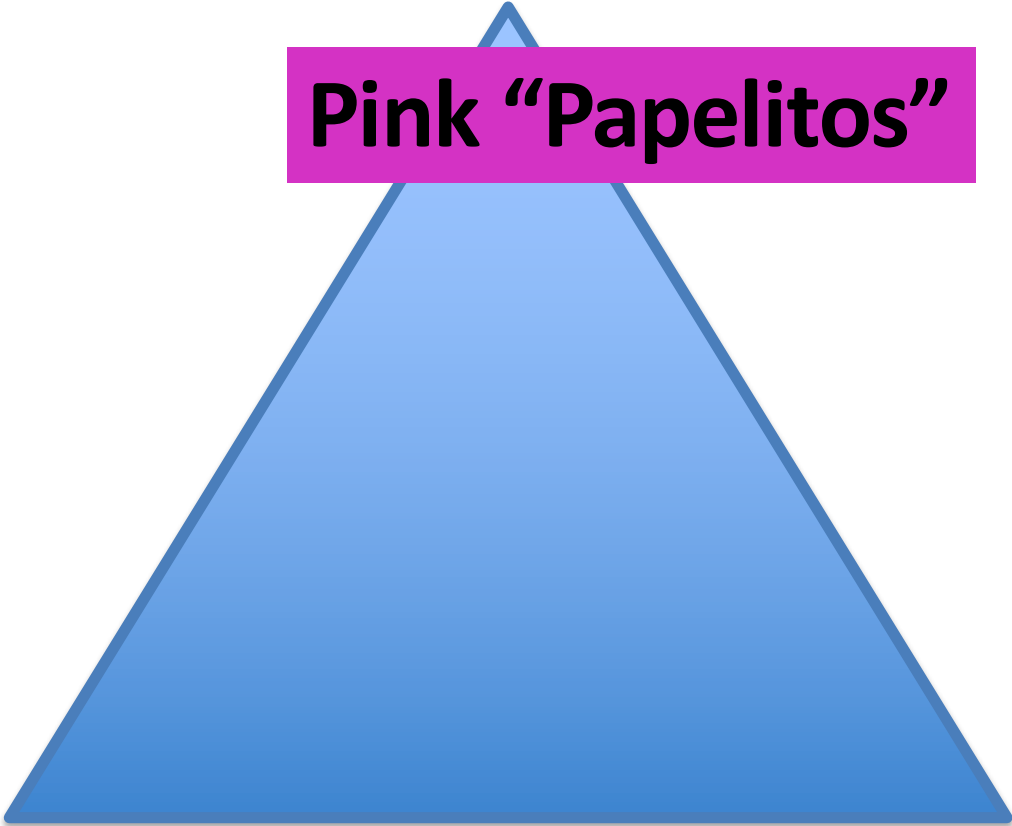
**Bridge – Transfer -
Extension** (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

BUF Triangle



Pink “Papelitos”



BUF Triangle Activity

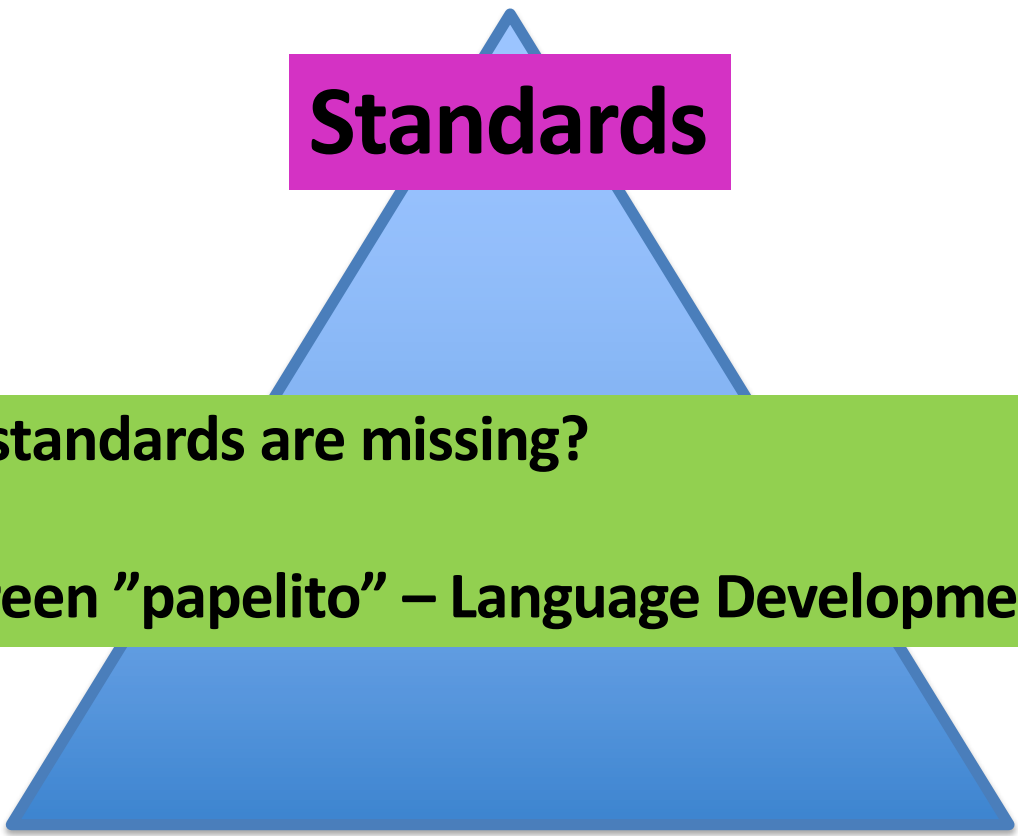
Sort 1:

- What did you sort?
- How were they selected?
- Why do we start with this element first when planning?
- Talk about the type of instruction needed for students to meet these standards

BUF Triangle Activity: Sort 1

- What did you sort? - **Standards**
- How were they selected? – **Carefully, during the mapping process.**
- Why do we start with standards first? **Because there are no materials that plan for biliteracy using the multilingual perspective.**

BUF Triangle



Standards

What standards are missing?

The Green "papelito" – Language Development Standards



BUF Triangle



**Standards: Language Arts
and Social Science or Science**

**Language Development
Standards**



Yellow "Papelitos"



BUF Triangle Activity: Sort 2

- What have you sorted?
- How are they different from standards?
- Where do they come from?
- How do they help to plan instruction?
- Write the academic language (words and language function) students will need to show they have met these essential understandings.
- What kind of instruction is needed to teach to essential understandings?

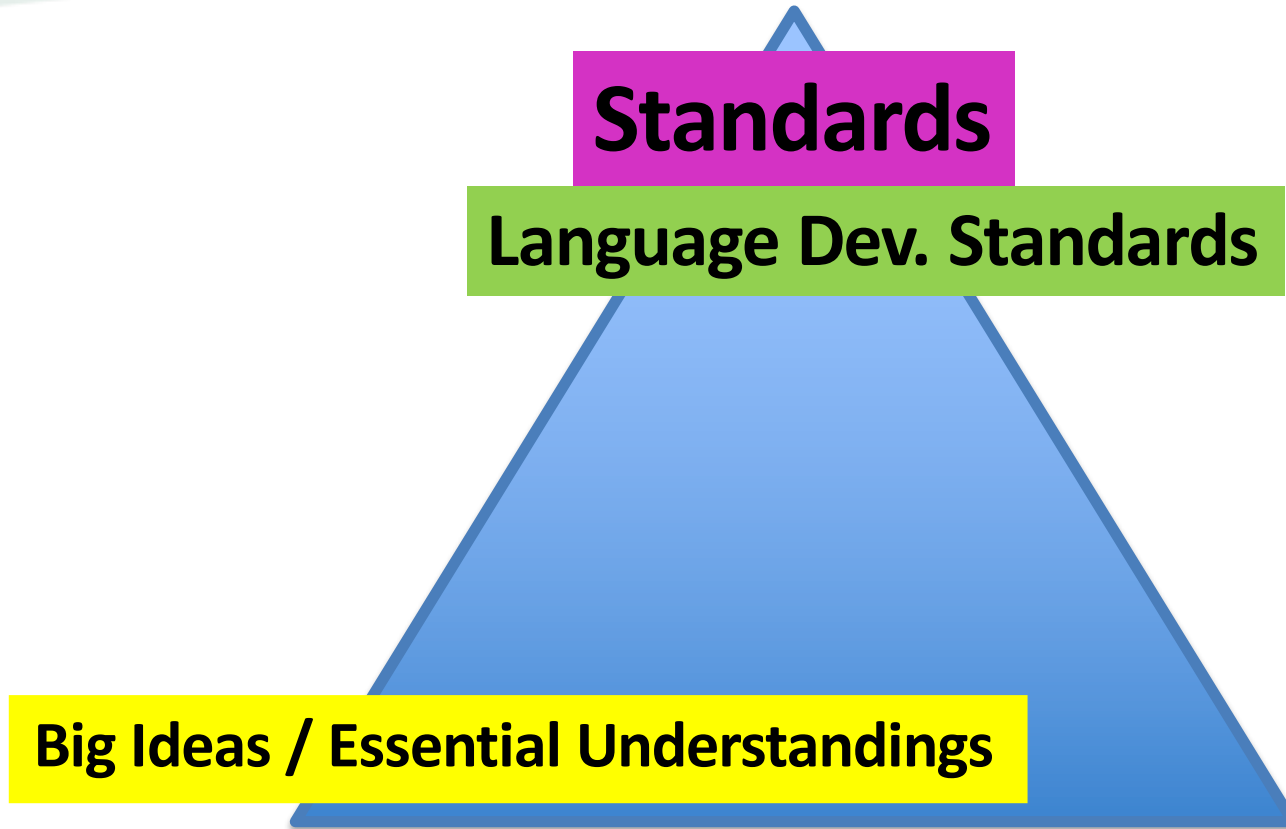


BUF Triangle Activity: Sort 2

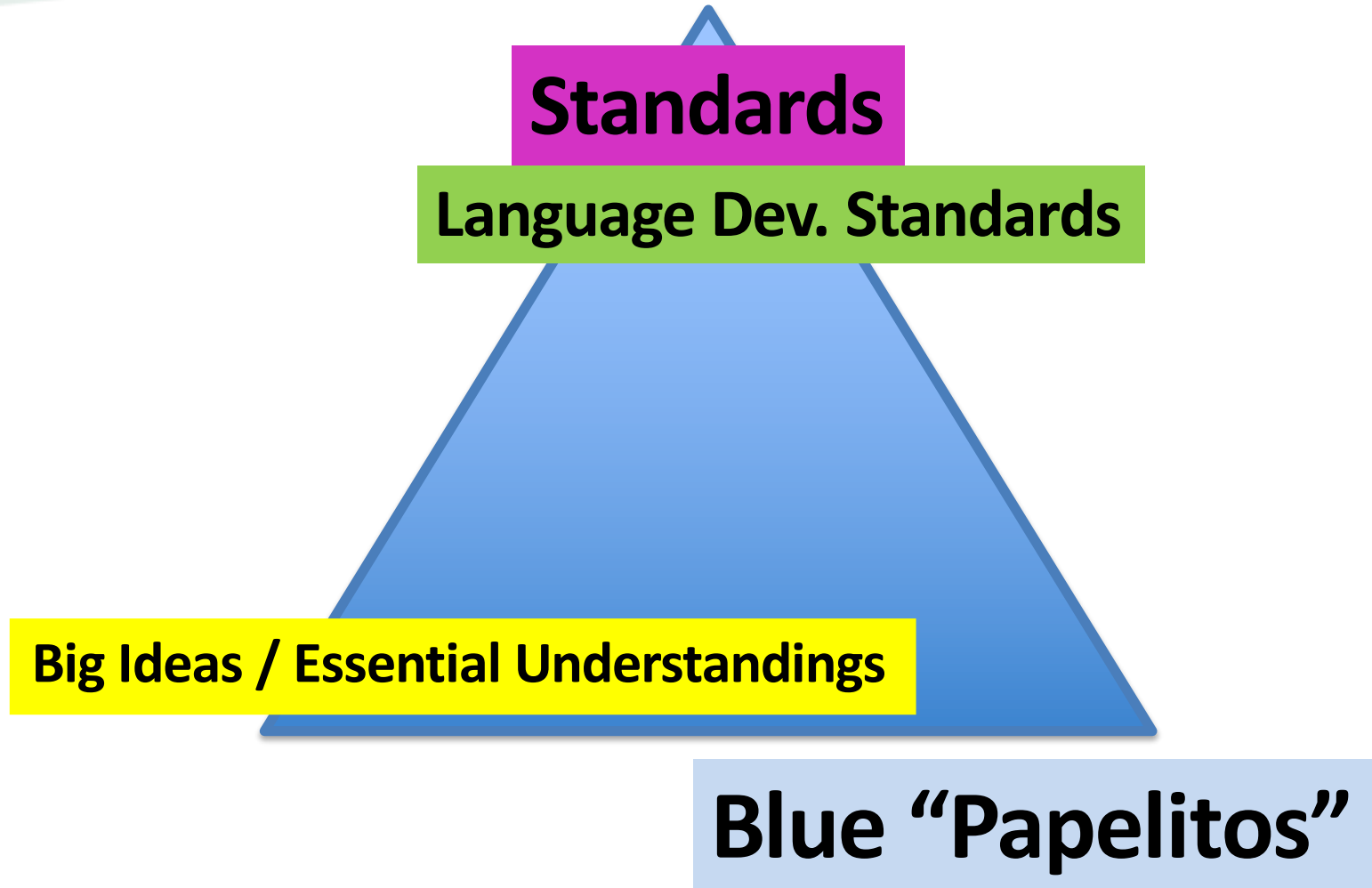
- What have you sorted? **Essential Understandings**
- How are they different from standards? **They more succinctly articulate what students will learn.**
- Where do the essential understandings come from? **Standards, Big ideas; resources, teacher**
- How do they help to plan instruction?
 - **They guide the ORACY and BACKGROUND KNOWLEDGE PLANNING.**
 - **They make the “frame” (context) more meaningful and accessible**



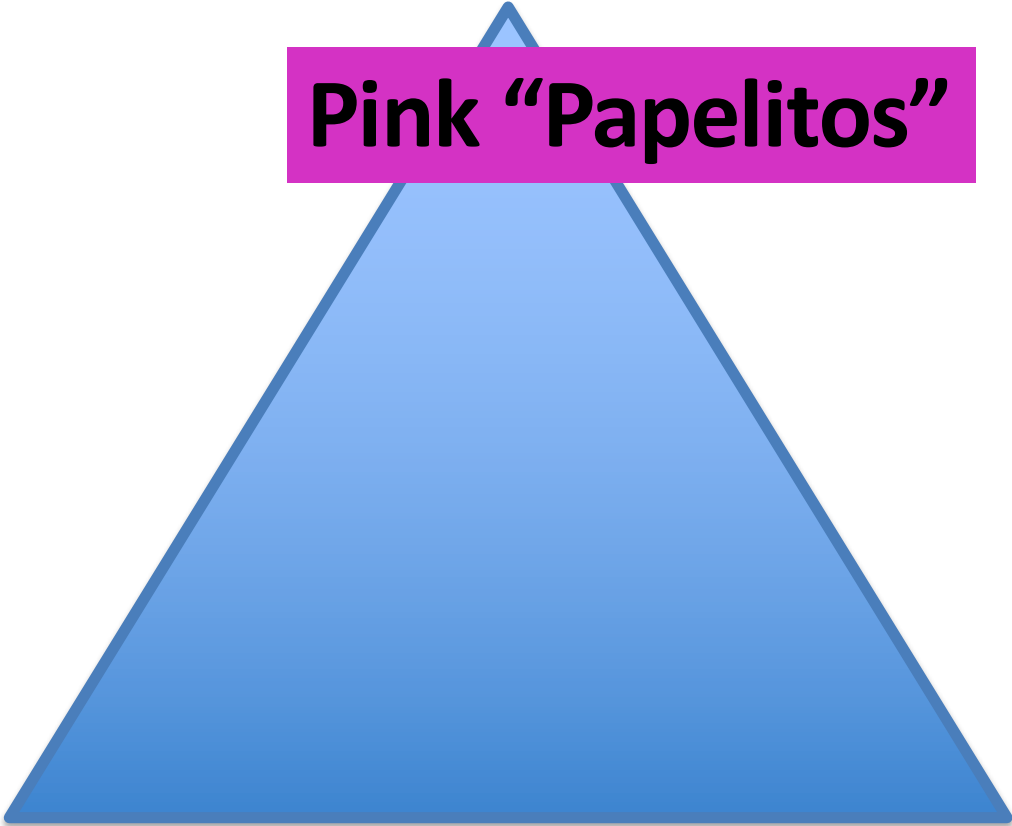
BUF Triangle



BUF Triangle



BUF Triangle



Pink “Papelitos”



BUF Triangle Activity: Sort 3

- What have you sorted?
- How are they targets developed?
- How are they targets used?
- What is the relationship between these, the essential understandings, and the big ideas? Illustrate the relationship visually.

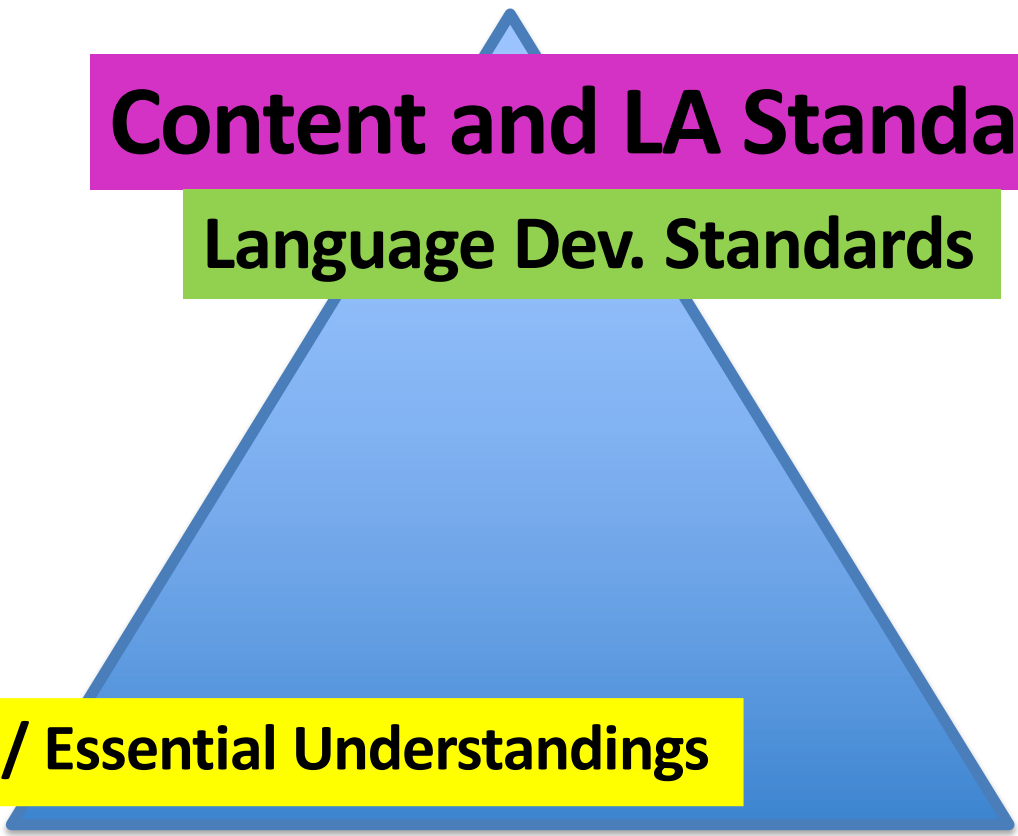


BUF Triangle Activity: Sort 3

- What have you sorted? **Language and Content Targets (AKA objectives)**
- How are these targets developed? **By teachers thinking of what skills/concepts students will need to learn the essential understanding/big idea.**
- How are these targets used?
 - **To plan instruction, mini-lessons, etc.**
 - **As formative assessment throughout the unit**



BUF Triangle



Content and LA Standards

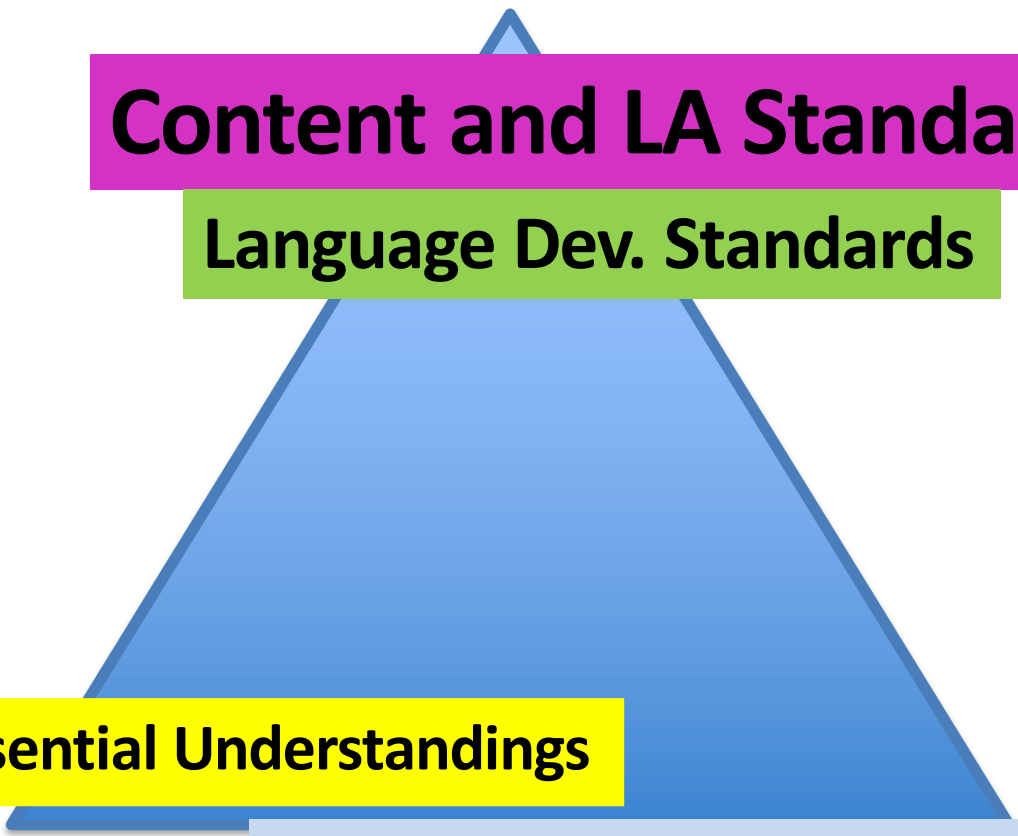
Language Dev. Standards

Big Ideas / Essential Understandings

**Targets: Language
and Content**



BUF Triangle



Content and LA Standards

Language Dev. Standards

Big Ideas / Essential Understandings

Targets: Language and Content



BUF Triangle Sort: Final Component

- Read the statement and then paraphrase, using: **In other words,**

- What is the role of this statement in the unit?
- How do get students to accomplish this task?

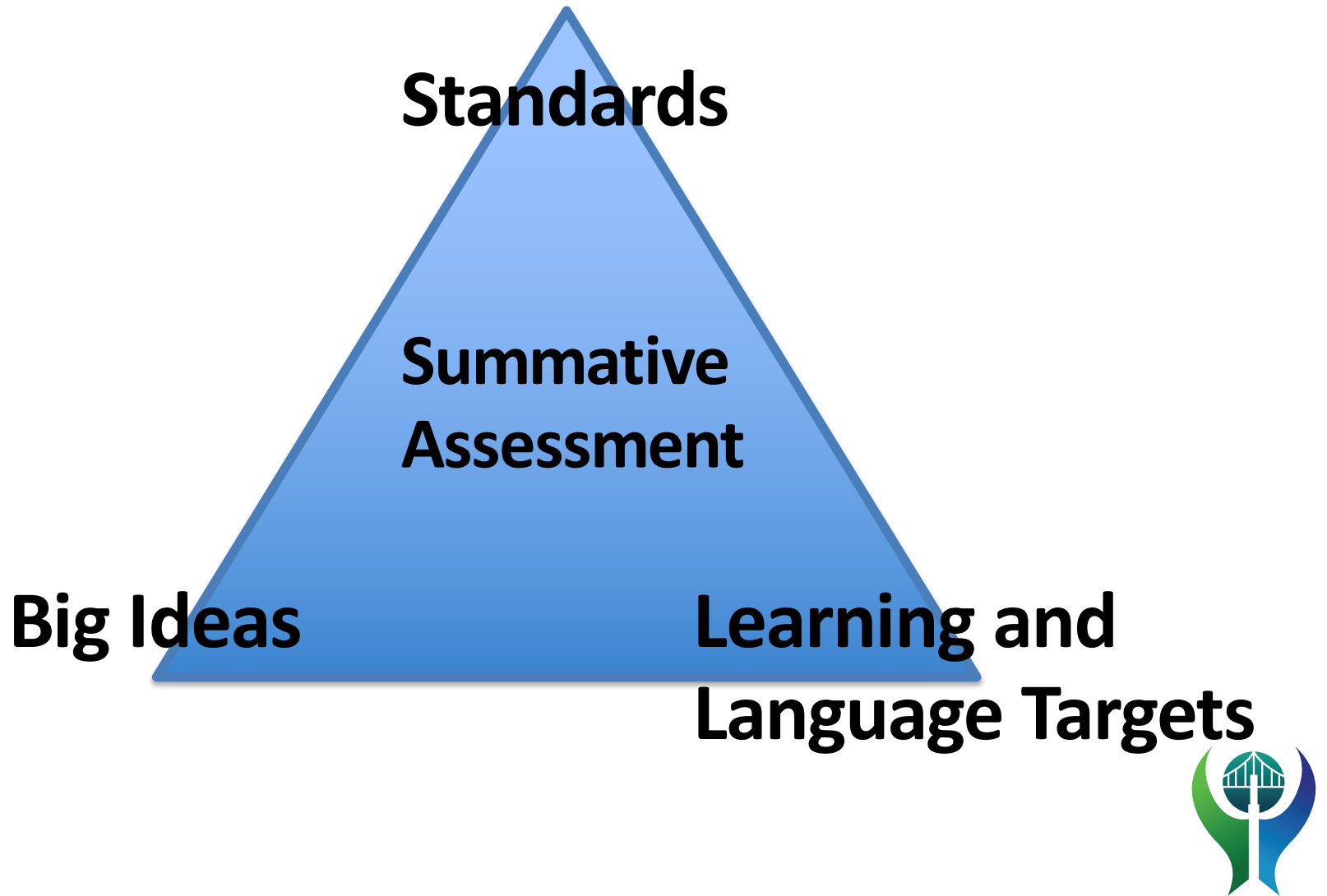


BUF Triangle Sort: Final Component

- In other words, this is the unit summative assessment.
 - All the standards are applied.
 - The entire unit has been dedicated to preparing students to accomplish this task.



BUF Triangle



BUF Triangle Sort Take-Aways

- You need a biliteracy map before you start planning units.
- Standards anchor all biliteracy curriculum and instruction.
- Rigor is embedded throughout the map and each unit. The triangle ensures rigor.
- Planning for biliteracy takes time.
- Planning for biliteracy transforms instruction: teachers truly know what they are teaching and how to prepare students for what they are teaching.

AM - Wednesday, June 27, 2018

What systems and structures support and sustain biliteracy (curriculum, standards, and assessment)?

Biliteracy Curriculum Maps

BUF Triangle: Standards, Big Ideas, and Summative Assessment

Integrating Language, Literacy, Content, and Inquiry

PM - Wednesday, June 27, 2018

What instructional practices support biliteracy development?

Salón A	Salón B	Salón C
Developing Multicultural Competence Patricia Núñez, Center for Teaching for Biliteracy	Dialogue Journals: Creating a Third Space for Writing Cheryl Urow, Center for Teaching for Biliteracy	Supporting Biliteracy Coaches Olga Karwoski C4T4B Andrea de Armas EL Program Specialist Berwyn North School District 98,