



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.

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-8, K-12)?
 - Include the type of language program: TBE, Dual Language: Two-way Immersion? One-way Immersion? Developmental Bilingual? 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, Beeman & Urow, 2013

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.
- Students are together for differentiated, but not separate, instruction.
- In PreK-5th grades, content and literacy are integrated. At the secondary level, at least 2 courses are taught in the non-English language and one is a language arts class.
- Content (math, science and social science) is taught in one language only at each grade level. This is called content allocation.

3. Describe your district or school's literacy pedagogy/philosophy.

Example from Evergreen School (school-wide DL), 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--- an "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 groups, shared reading/writing, read-aloud, teacher modeling, mini-lessons (direct instruction), etc., and has as its foundation strong oracy and background knowledge components. All students have access to an abundance of rich, diverse and culturally-relevant texts at both independent and instructional levels. Students receive instruction that integrates the 5 domains--- reading, writing, listening, speaking, viewing--- in a meaningful and culturally relevant context. Literacy instruction is integrated with Social Studies/Science content in thematic units. These units promote critical thinking, inquiry and social action. Biliteracy in English and Spanish is developed through an inquiry-based balanced literacy workshop model that occurs daily in both languages.*

4. Study your state’s standards primary sources and develop common understandings of the intention of the Science (NGSS), Social Science (Based on the National C3 Framework), and CCSS for Language Arts standards and explain how they are organized.	
5. Start the map by bundling the content standards (science and social science) in a way that is reflective of the program’s content and language allocation plan and in a way that is developmentally appropriate for the grade level. Be sure the bundles reflect the instructional shifts of the standards, and rigor on the diagonal. Write a “storyline” for the year-long focus and for each unit. Consult the C4T4B SS and Science rubrics as a guide. Carefully articulate the relationship between Spanish and English units so that they are complementary yet not repetitive.	
6. Identify a unit name or theme for each ‘unit’. You may want to include a “placeholder” inquiry question for each unit as well. Number of each unit.	
7. Identify a writing bucket (opinion/argument, informational/explanatory, narrative) for each unit. The additional standards with which to teach the bucket can also be added. These are “placeholder” standards for now until you audit the map. Select the writing bucket that best matches the content. Illustrate the bucket on the map.	
8. Identify a genre within the writing bucket (ex: Narrative: Realistic Fiction; see the graph on page). Again, these can be “placeholders” until you audit.	
9. Identify the reading standards, in addition to 1 and 10 which are non-negotiable, (between 1-3 total depending on the length of and amount of daily time in the unit) that would best support students in acquiring the skills necessary to be successful readers with the identified writing genre (ex: if students are to write a realistic fiction narrative in which they describe the character, setting, and describe several events, then during reading students could focus on strategies that help them identify and describe the characters, settings, and major events). Illustrate the ladder on the map.	
SECTION TWO: AUDIT OF CONTENT AND LANGUAGE ARTS STANDARDS	
Descriptor	Notes
1. Using the Social Science and Science rubrics from the C4T4B, audit the bundling of the content area standards.	
2. Using the Biliteracy Language Arts audit, audit the writing and reading standards, and engage in a reflection focused on how the map reflects rigor and balance in both Spanish and English.	

3. Make revisions to the map based on the audits and can confirm that... - All standards are represented - The bundling demonstrates a progression of standards throughout the year that ensure rigor on the diagonal	
--	--

SECTION 3A: UNIT WRITING: BUF TRIANGLE

NOTE: There are two ways to proceed with BUF Triangle development: 1) do all the BUF Triangles first for all the unit bundles of the map, or 2) do one BUF Triangle for one unit, and then move to part two – identifying materials, designing activities and lessons for oracy and background knowledge, writing, reading, and word study.

Descriptor	NOTES
1. Using the standards, develop content big idea(s) for each unit that includes the sentence frame: - I want my students to understand <u>that</u> _____ - For example: A... - B...	
2. Using the standards, develop a literacy big idea for each unit that includes the sentence frame: I want my students to understand that, when reading ____ texts, it is important to ____, in order to write ____ about ____.	
3. Using the standards, develop learning and language targets for each unit for content (science and/or social studies), reading, and writing.	
4. Check for alignment between the learning targets and big ideas for each unit for the grade level.	
5. Develop a rigorous summative assignment that meets the reading and writing standards, includes the content (science and/or social studies), and encompasses the unit's learning and language targets and big ideas for each unit on the map.	

SECTION 3 B: UNIT WRITING B – DESIGNING THE LEARNING ACTIVITIES

Descriptor	Notes
1. Materials selection: - Review the district/school issued resources and designate what materials match the standards/big ideas/targets identified for each unit. - Note where additional materials are needed and consult a variety of resources to locate and obtain the resources needed.	

2. Biliteracy Unit Framework (BUF): Use the BUF to plan the instructional activities for the unit. Consult the exemplar BUFs on the Teaching for Biliteracy website.	
3. From the BUF, create weekly lessons plans that reflect your biliteracy schedule.	

IL Social Science Standards K-5

Elementary Themes

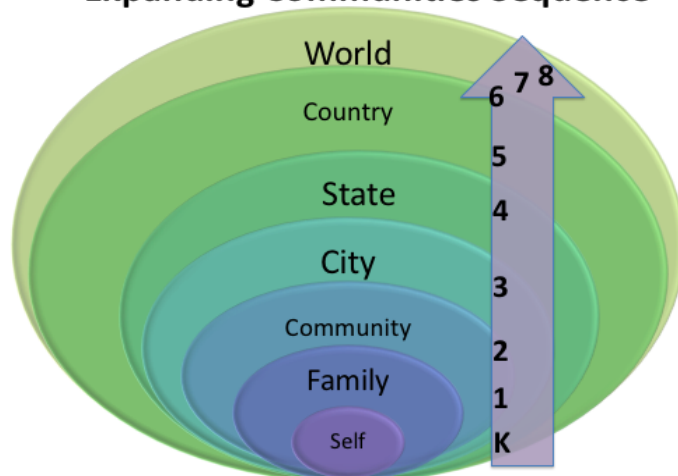
Use as a Framework for Addressing the Standards

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

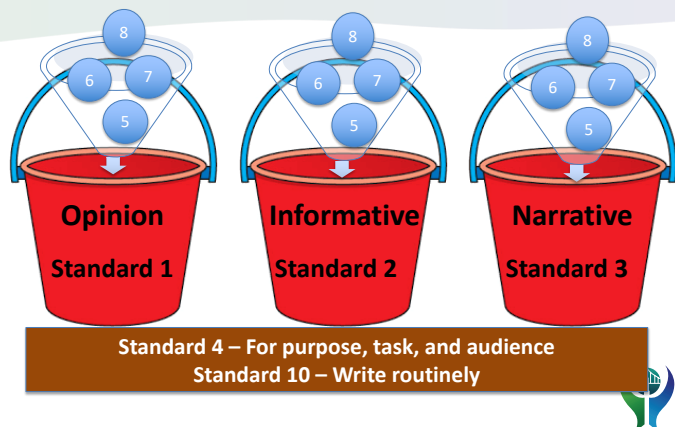
Source: Illinois Social Science Standards Recommendations, June 2017
www.TeachingForBiliteracy.com



Expanding Communities Sequence



Organization of the CCSS Writing Standards



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

The CCSS Reading Standards

**Informational
Texts**

**Literary
Texts**



Organization of the CCSS Reading Standards

The questions you
will ask and
answer to show
comprehension

**Informational
Texts**

**Literary
Texts**

**Standard 1:
Comprehension**

**Standard 10:
With rigorous,
grade level texts**



Common Core State Standards ELA-Literacy
Anchor Standards For Reading
For mapping purposes, use your grade level standards.

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.	

CCSS.ELA Core Standards for Writing
For mapping purposes, use your grade level standards.

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

Resources

SCIENCE:

The Next Generation Science Standards Executive Summary:

Bundling the NGSS <https://www.nextgenscience.org/resources/bundling-ngss>

FAQ's <https://www.nextgenscience.org/faqs>

The Standards: <https://www.nextgenscience.org>

SOCIAL STUDIES

<https://www.socialstudies.org/c3>

<https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx> (Illinois adopted standards)

<http://www.ilsocialscienceinaction.org/> (Illinois Social Sciences in Action - Teacher Website)

LANGUAGE ARTS

<http://www.corestandards.org/ELA-Literacy/>

www.achievethecore.org (Good examples of writing for each grade level)

<http://www.teachingforbilitery.com/tips-on-writing-bufs/> (Bilingual)

SUMMATIVE ASSESSMENT:

<https://www.nsbds.org/cms/lib/AK01001879/Centricity/Domain/769/GRASP.pdf>

Books:

- Ainsworth, L (2015); Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction and Assessment; Corwin Press: Thousand Oaks: CA
- Ainsworth, L, 2014), "Unwrapping" the Common Core: A Practical Process to Manage Rigorous Standards, Lead & Learn Press: Englewood, CO
- Calkins, L., Ehrenworth, M and Lehman, C (2012) Pathways to the Common Core, Heinemann: NH

Literacy Standards Tally Sheet

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

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

Writing Standards			
	1- Opinion	2- Informative/Explanatory	3- Narrative

	English	Spanish	English	Spanish	English	Spanish
U1						
U2						
U3						
U4						
U5						
U6						
U7						
Total						

The Different Kinds of Writing Within Each Writing “Bucket”		
<u>Standard 1:</u> Opinion/ Argumentative	<u>Standard 2:</u> Informative/ Explanatory	<u>Standard 3:</u> Narrative
Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report	Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction

K-5 Literacy Standards Tally Sheet

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

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

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

6-12 Literacy Standards Tally Sheet

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

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