



Biliteracy Curriculum Mapping Process

School or District:

Names:

Institute Goals: As a team, develop a reasonable number of goals to accomplish this week. On the last day of the institute, you will have an opportunity to evaluate how you reached each goal.

Goal	Evidence of Completion	Considerations	Evaluation (Last day of the Institute)

Roles:

- All group decisions and actions will be documented on the google doc.
- Every team member must have a role to play (note-taker, standards manager, discussion facilitator, etc.)

Role	Name

Part 1A: Biliteracy Systems (Structures) and Biliteracy Standards Unit Bundles

Step	Summary/Description of your work
1. Describe 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. In your notes, describe how your plan reflects each of the non-negotiables found below: <u>Biliteracy Non-Negotiables, Beeman & Urow, 2013</u> • 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: <i>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</i>	

<i>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</i>	
4. Study and summarize your state’s standards primary sources and develop common understandings of the intention of: • Next Generation Science Standards (NGSS) • Social Science (Based on the National C3 Framework) • CCSS for Language Arts standards and explain how they are organized. (You may want to jigsaw this part) 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.teachingforbiliteracy.com/tips-on-writing-bufts/ (Bilingual)	List the primary sources you consulted: Explain how each set of standards is organized. Describe at least 3 big “take-aways” for each set of standards.
5. Bundle the content standards (Science and social Science). • In your notes, describe any relevant decisions/issues that came up as you organized the science and social science units. • Describe how your decisions reflect the program’s content and language allocation plan. Social Science/Studies: • Write a “storyline” for the social science units (yearlong). Describe your thinking/discussion in your notes. Next, add a storyline for each social science (or studies) unit so that the thinking behind the “bundling” is evident. Capture the conversations and decision-making in your notes.	

Science: • Select a year-long storyline (in the NGSS bundle options) for the science units or, if you have created your own bundles, write your own. Describe in your notes why you selected the bundle you selected. • Consider writing unit storylines for each science unit. Capture your thinking in your notes. Rubrics: • Consult the C4T4B SS and Science rubrics as a guide and describe in your notes how your work reflects the rubrics. Spanish-English unit relationship: • Carefully articulate the relationship between Spanish and English units ensuring that they are complementary yet not repetitive and describe that articulation in your notes.	
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. • Capture any relevant conversations/discussions about this step in your notes.	
7. Selecting writing standards: Carefully and strategically identify a writing bucket (opinion/argument, informational/explanatory, narrative) for each unit that best matches the content. The additional standards with which to teach the bucket can also be added (those that fill up the bucket). These are “placeholder” standards for now until you audit the map. Illustrate the bucket the complementary “placeholder” standards you are thinking of using as part of this unit (strategies 5-9; 4 and 10 are non-negotiable in grades 4 and up) on the map. Identify a genre within the writing bucket (ex: Narrative: Realistic Fiction; consult the list of genres from <u>Pathways to the Common Core</u>). Again, these can be “placeholders” until you audit. Capture all of your discussions and decisions in your note taking.	
8. Select the Reading Standards: First, select whether you are focusing on Literary Texts or Informational Texts. You can use the other type of text as a complement to the unit, but we recommend selecting only one since what is on the map is what you will teach and assess. Next, illustrate the ladder: • Standards 1(comprehension) and 10 (grade level rigorous text) are non-negotiable and are the sides of the ladder. • Select the standards that become the “rungs of the ladder” (between 1-3 total depending on the length of the unit) that	

would best support students in reading these texts, and in producing the writing bucket that has been selected. • For example, 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. • Capture relevant discussions in your notes. • See #4 in Part 2 for adding the rest of the Reading Standards (Foundational Skills, Language and Listening and Speaking).	
9. Number and name each unit. Capture relevant discussions in your notes.	

Part 1B: Audit your maps for rigor and for balance.

Step	Summary/Description of your work
1. Using the C4T4B social studies and science rubrics, audit your map. • Capture all your conversations and decisions in your notes. • Revise and update your map based on your reflection.	
2. Using the Biliteracy Language Arts tally sheets for your grade level, 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. • Capture all your conversations and decisions in your notes. • Revise and update your map based on your reflection.	
3. Articulate vertically: If you are mapping for several grades in your school/program, review your maps vertically. • For science and social studies, look for redundancy and overlap from one grade level to another in both themes/content as well as projects or actions. • For language arts, use the language arts audit sheets from the C4T4B. • Capture your decisions and discussions in your notes.	

Part 2: Unit Writing – The BUF Triangle

Step	Summary/Description of your work
1. Using the standards, develop content big idea(s) for each unit that includes the sentence frame: a. I want my students to understand <u>that</u> _____ b. For example: A... Consult the tools and resources on writing Big Ideas on the Institute’s dedicated page. Capture your conversations and decisions in	
2. Using the standards, develop a literacy big idea for each unit that includes the sentence frame: a. I want my students to understand that, when reading ____ texts, it is important to ____, in order to write ____ about ____. Consult the tools and resources on writing Big Ideas on the Institute’s dedicated page. Capture your conversations and decisions in your notes.	
3. Using the standards, develop learning and language targets for each unit for content (science and/or social studies), reading, and writing. Consult the tools and resources on writing Big Ideas on the Institute’s dedicated page. Capture your conversations and decisions in your notes.	
4. Check for alignment between the learning targets and big ideas for each unit for the grade level. Describe the evidence of alignment in your notes.	
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. SUMMATIVE ASSESSMENT: https://www.nsbdsd.org/cms/lib/AK01001879/Centricity/Domain/769/GRASP.pdf Consult the tools and resources on writing Big Ideas on the Institute’s dedicated page. Capture your conversations and decisions in your notes.	
6. Audit the BUF Triangles vertically and be sure that you are not repeating big ideas from grade level to grade level and that your summative assessments are not repeated either.	
7. Add the remaining Reading Standards - Foundational / Language and Listening and Speaking Standards: Now that your units are firmly in place, add the remaining reading standards to your map and keep a tally. Many of these standards require multiple practice and so they will appear a number of times throughout the year.	

Part 3: Materials Selection and Unit Activities

Step	Summary/Description of your work
1.Materials selection: - Review the district/school issued resources and designate what materials match the standards/big ideas/targets identified for each unit. - In your notes, describe the materials you already have and those you need. - Evaluate the materials you have. - Identify materials you need to obtain.	
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.Weekly Lesson Plans: From the BUF, create weekly lessons plans that reflect your biliteracy schedule.	

Resources:

- 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

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.

IL Social Science Standards K-5

Elementary Themes

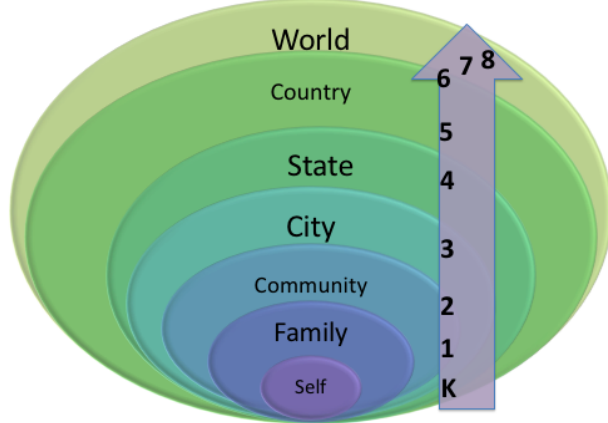
Use as a Framework for Addressing the Standards

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

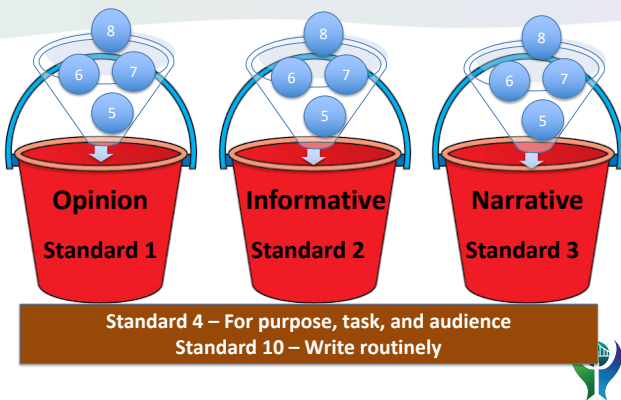
Source: Illinois Social Science Standards Recommendations, June 2017
www.TeachingForBiliteracy.com



Expanding Communities Sequence



Organization of the CCSS Writing Standards

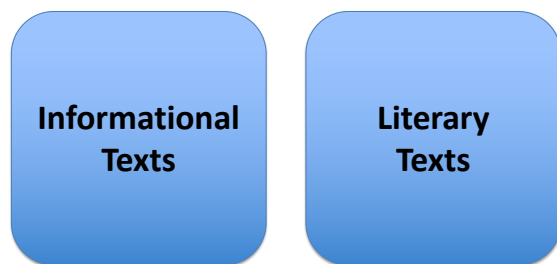


Genres within each bucket

(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



Organization of the CCSS Reading Standards

