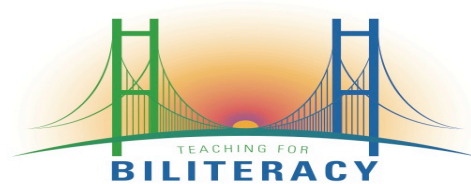


Teaching for Biliteracy Summer Institute

Wednesday, June 26, 2019

Welcome back!



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Dzień dobry / Buenos Días / Good Morning

Today we are seated by Roles/Grade Levels

- If you have a **green** dot, please sit at a green table (PK-2)
- If you have a **yellow** dot, please sit at a yellow table. (3-5)
- If you have a **blue** dot, please sit at a blue table. (6-12)
- If you have a **red** dot, please sit at a red table.
(Admin., coaches, specialists, resource teachers)

THANK YOU!

Establishing Institute Norms

- Participate actively and interactively.
- Use technology responsibly.
- 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 26, 2019

What instructional practices support biliteracy development?

- Learning Environment
- Biliteracy Curriculum Maps
- BUF Triangle: Standards, Big Ideas, and Summative Assessment
- Integrating Language, Literacy, Content, and Inquiry

Wednesday, June 26, 2019

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

- Biliteracy Curriculum Maps
- BUF Triangle: Standards, Big Ideas, and Summative Assessment Integrating Language, Literacy, Content, and Inquiry

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 4 Unit Planning for The Strategic Use of Two Languages Pp 51-52	BUFs -> Samples -Samples from the Book -Exemplar BUFs Tips on Writing BUFs: -Biliteracy Curriculum Development in 10 Steps



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 Background Knowledge

- Academic Language

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

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: Contrastive Analysis
 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

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



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

**Planning for Biliteracy is crucial for
successful implementation and long
term 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.**

**Biliteracy Curriculum Maps
Biliteracy Units**

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



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

**We will begin planning for the
biliteracy learning environment –
from the students' point of view..**

Biliteracy Units

Stand and Pair



When the bell rings, stand and pair with someone new. Introduce yourselves.

Predict:

Planning for biliteracy from the student's point of view means_____.





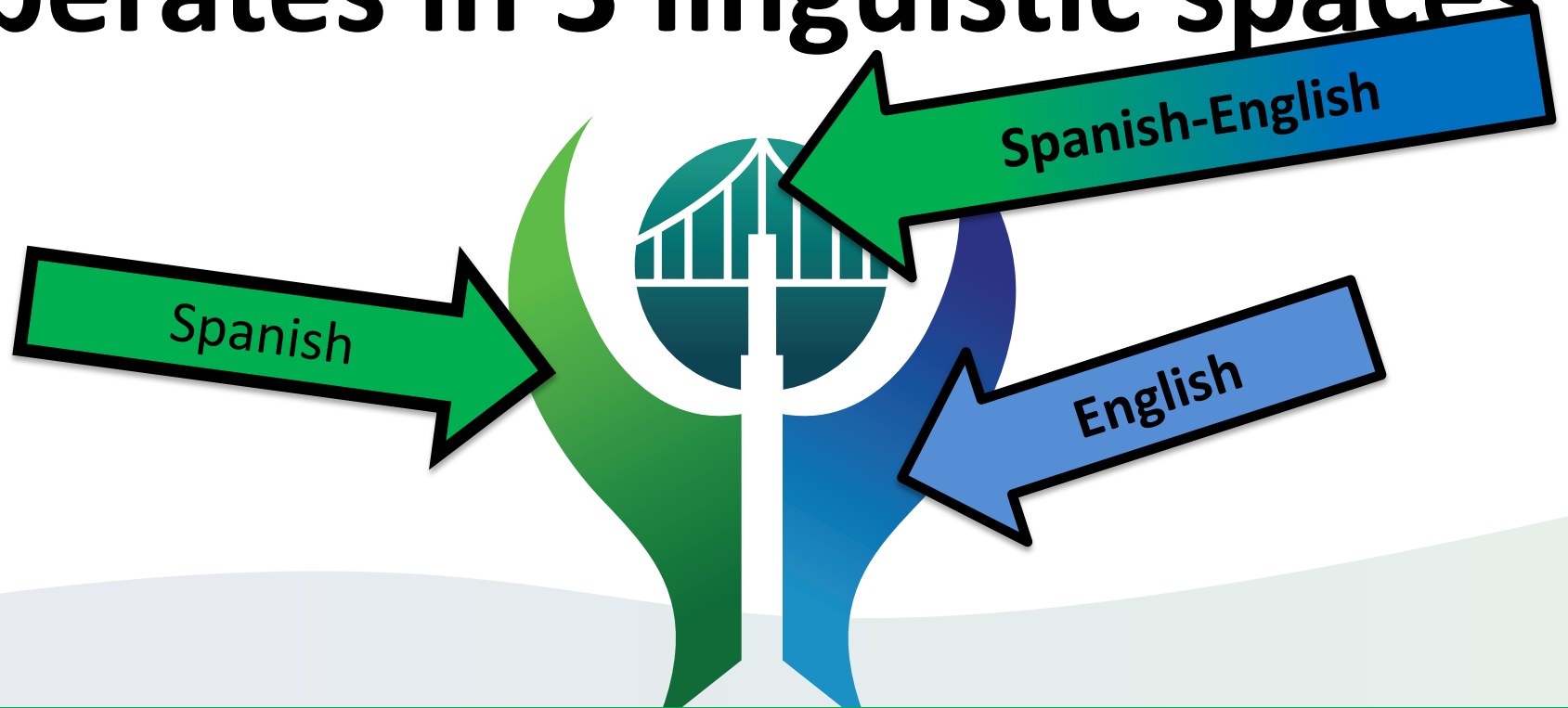
Brain Research: The Advantages of The Bilingual Brain

(Ellen Bialystok, Pat Wolfe, among many)

- Has enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Has enhanced visual spatial benefits
- Has increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Develops deeper critical thinking and problem solving than the monolingual brain
- Shows strong creativity skills



...A fully developed bilingual operates in 3 linguistic spaces



...identifies as a bilingual, and can make metalinguistic decisions.

Therefore....

- The biliteracy learning environment includes these three linguistic spaces:
 - Spanish (or Polish)
 - The Bridge
 - English



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

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



Spanish Language Development

Descripción de Habilidades: Grados Escolares 1-2

www.wida.us

Desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:

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



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:

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



Figure 3G: Examples of Sensory, Graphic and Interactive Supports

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

Sensory Supports

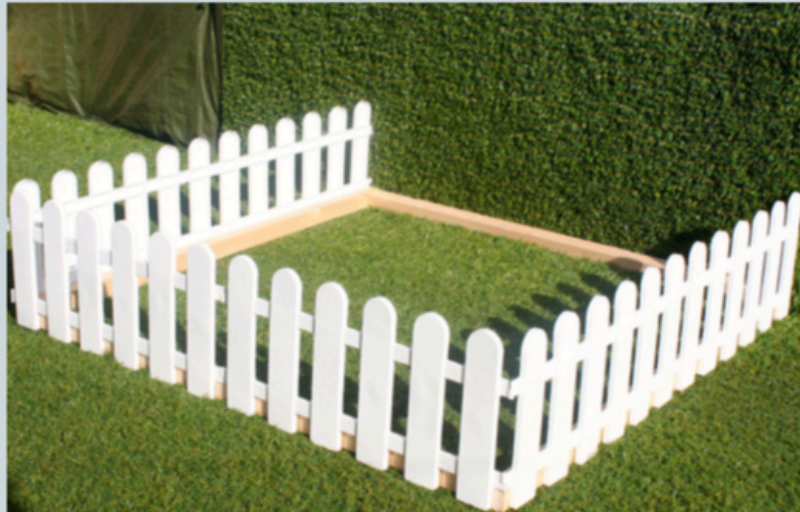
Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in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

Figure 3H: Specific Examples of Sensory Supports

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

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

Spanish/Polish need protected spaces in which to develop



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish/Polish
- Students maintain Spanish/Polish
- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish 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 must be bilingual
- Students must be bilingual
- Materials must be in Spanish
- Literacy instruction must be in Spanish
- Content is in Spanish, for example, Spanish history in 5th grade

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, for example, English history in 5th grade

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 transfer and contrastive analysis
- Both languages are used strategically during the Bridge
- The focus of the Bridge is contrastive 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 example, 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 literacy
- Students maintain Spanish literacy
- Materials, instruction, and assessment in Spanish
- Literacy development in Spanish
- Content area learning in Spanish

The Bridge

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

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

of checking for understanding of subject area learning or of literacy development.

maintains English literacy
maintain English literacy
instruction, and
assessment in

instruction in English
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

Unit Th

- C
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

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: Contrastive Analysis

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
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

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: Contrastive Analysis

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/Polish** supports
- They use **Spanish/Polish phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

I can meet this guideline by_____.



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

I work in a _____ model, therefore _____.



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



Come Hay

Come
Hay

Come
Hay



Using a consistent color for language helps students develop biliteracy.

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

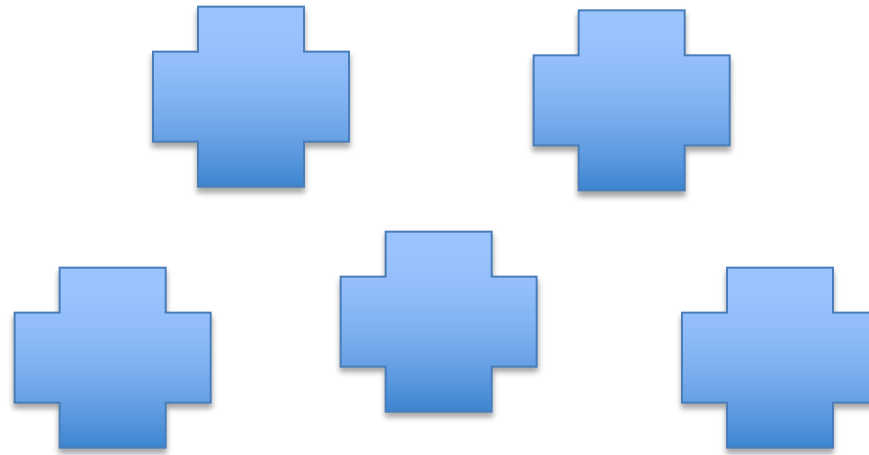
U - Urow

El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

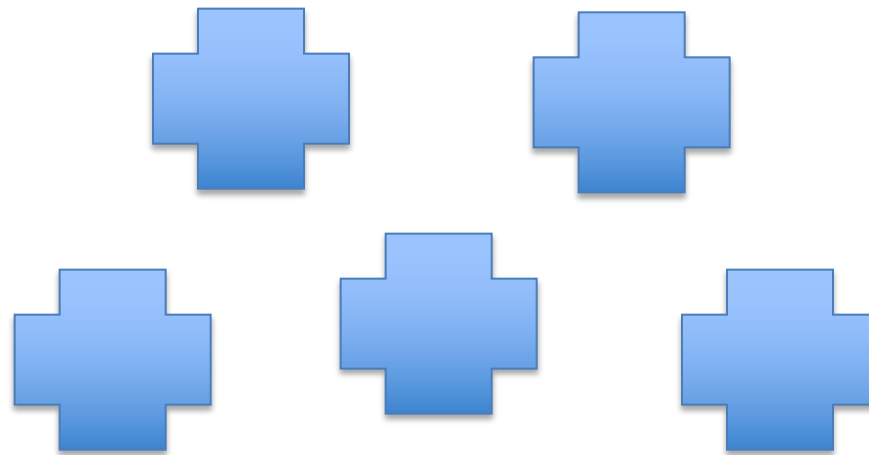
English Classroom Library

English

Learning Environment for a 1 Teacher Model

El Puente The Bridge

Bilingual Books



Student Seating in Groups

Learning Environment for a 2 Teacher
Model – English side

English

English Classroom Library

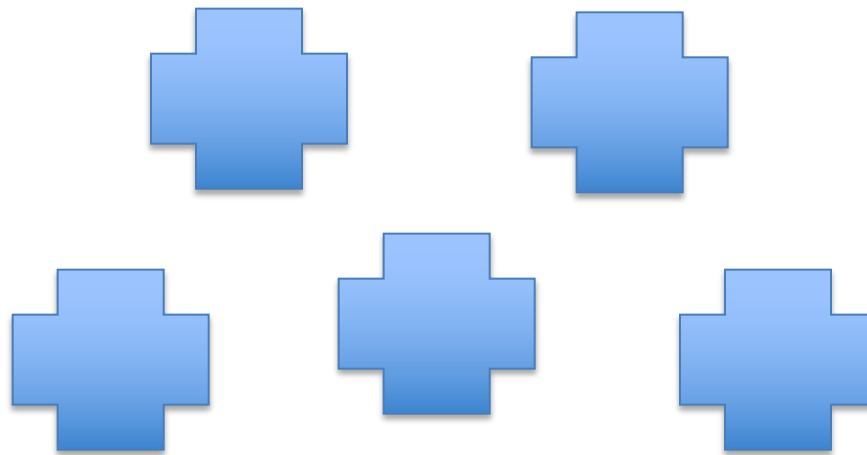
English

El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

Español or Polish

Learning Environment for a 2 Teacher Model- Spanish/**Polish**

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**



Biliteracy Schedules



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	

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 both languages. In this language using listening, speaking, reading, and writing, students use the concepts and language identified during the Bridge, they apply the concepts to the other language. In our example, the students use the concepts and 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, the switching for teachers is different. Before the Bridge, teachers teach in English only for teaching a particular unit and ensure that students know the words in the language they choose. In teaching the unit, teachers provide supports, such as word banks and sentence prompts, to ensure that students have the 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 20 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 21 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 26, 2019

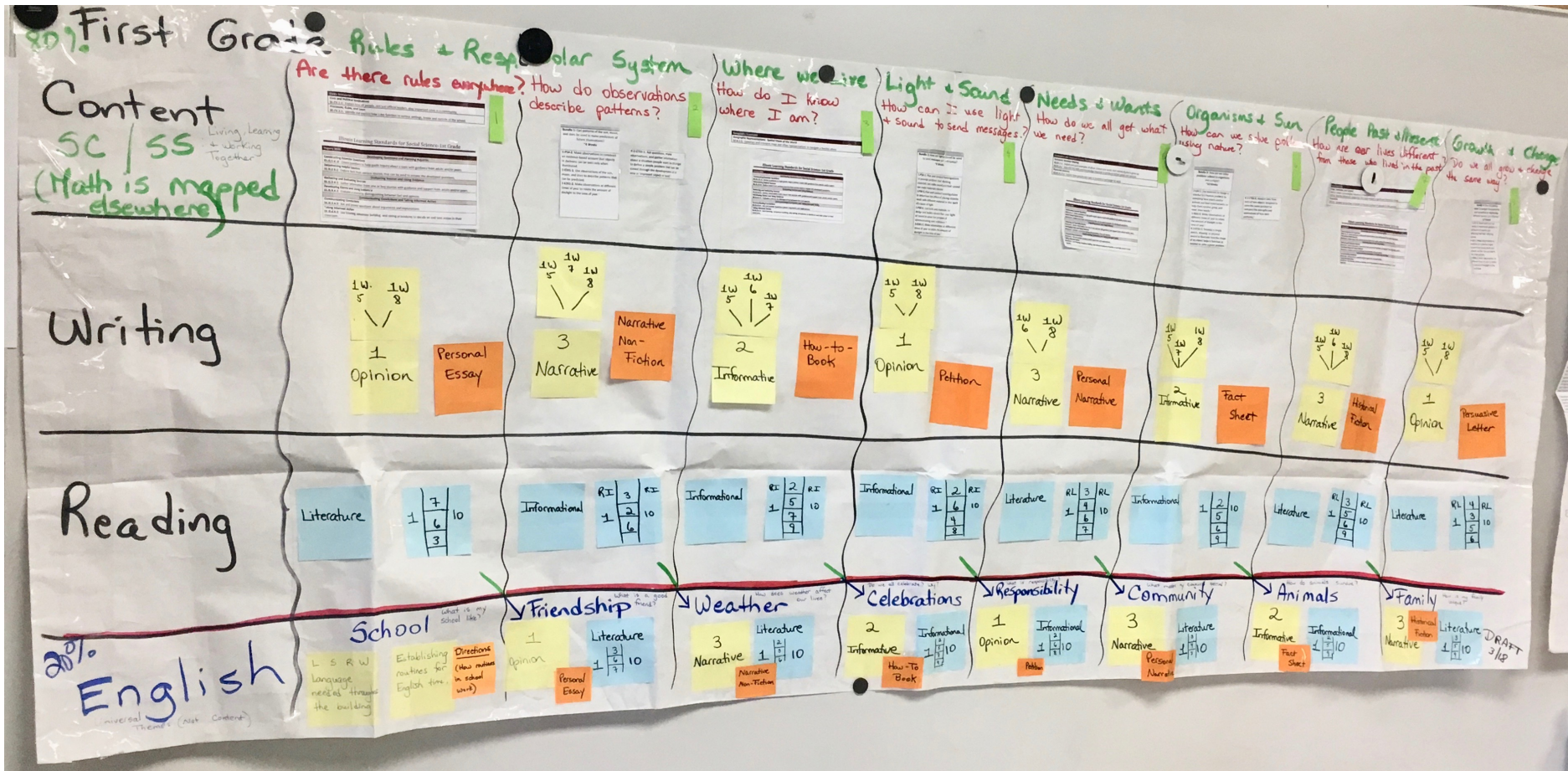
What instructional practices support biliteracy development?

- ✓ **Biliteracy Learning Environment**
- **Biliteracy Curriculum Maps**

**Planning for biliteracy
instruction begins
with year-long
standards-based
biliteracy maps.**

Standards-Based Biliteracy Maps

plan instruction for the year



Overview: Biliteracy Curriculum Mapping Process

Step 1: Create Biliteracy Maps

Steps	Components
Group Dynamics: Before beginning the process, define roles and responsibilities and assign roles. Roles will change at every step of the process. All team members are expected to play an active role throughout the whole process.	
I. A Program Design and First Draft of Biliteracy Curriculum Map	Vision
	Literacy Pedagogy
	Language and Content Allocation Plan
	Review the standards
	Draw the Language and Content Allocation on the Butcher Paper. Bundle the content area standards.
	Begin to write year-long and unit storylines, starting with the content focus. Add them to your maps.
	Select the writing standards and the writing genre
	Select the reading standards
	Complete the storylines by adding the literacy portion to the storylines.
I. B. Review, Reflect and Revise	Review, Reflect and Revise the first draft of the map, focusing on rigor and balance.
II. Unit Backwards Design	BUF Triangle: - Standards - Big Ideas - Learning and Language Objectives - Rigor Summative Assessment
III. Unit Learning Plan	Materials
	Instructional Activities for: - Oracy - Content - Reading - Writing - Word Study Bridge: Transfer and Contrastive Analysis

Planning for biliteracy begins with standards-based biliteracy maps.

Turn and Talk:

Instead of starting with units, we start planning with year-long maps because



Planning for biliteracy begins with standards-based biliteracy maps.

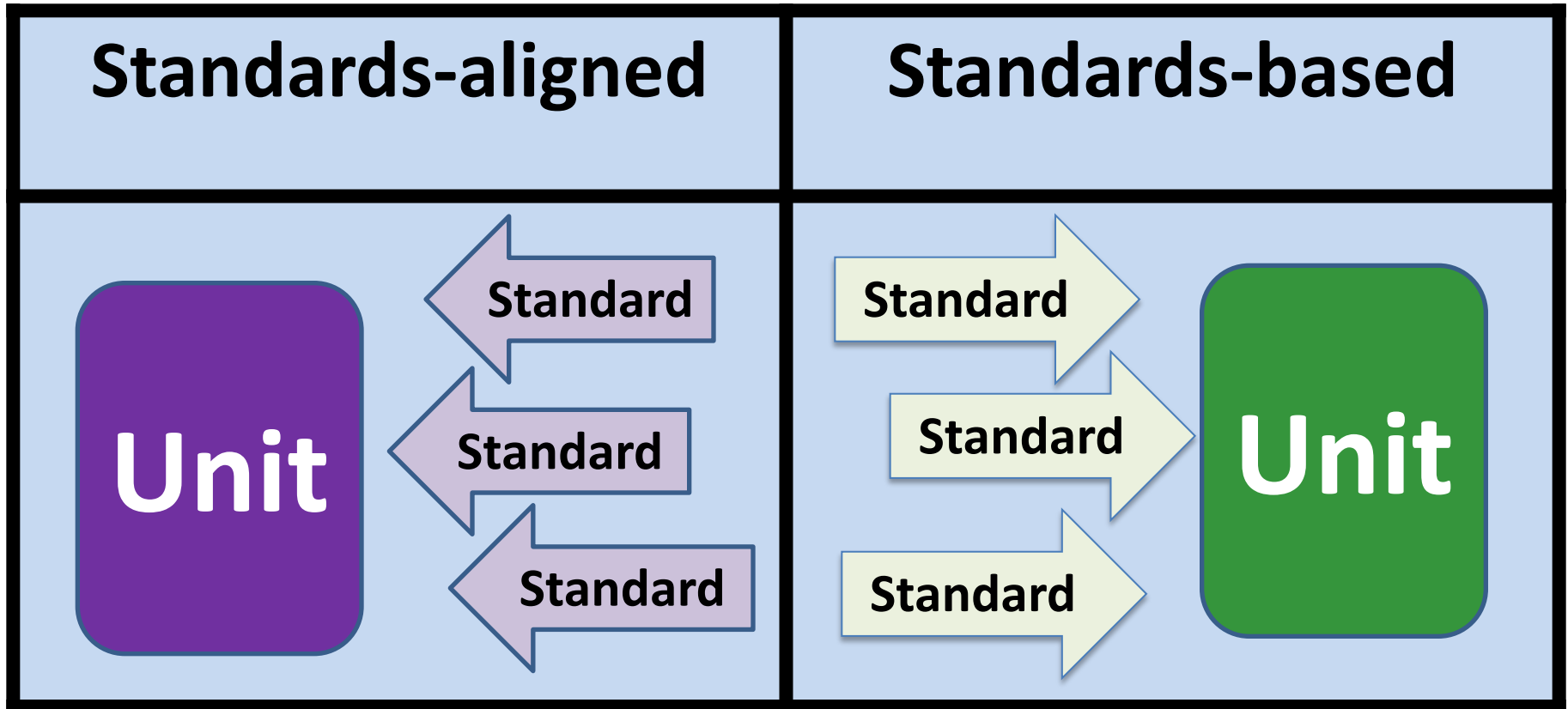
Because....maps help us strategize how Spanish and English are connected, and they reduce redundancy and optimize transfer. If we start with units, we miss these steps and we may have created holes!



Standards-based v.s. Standards-aligned?



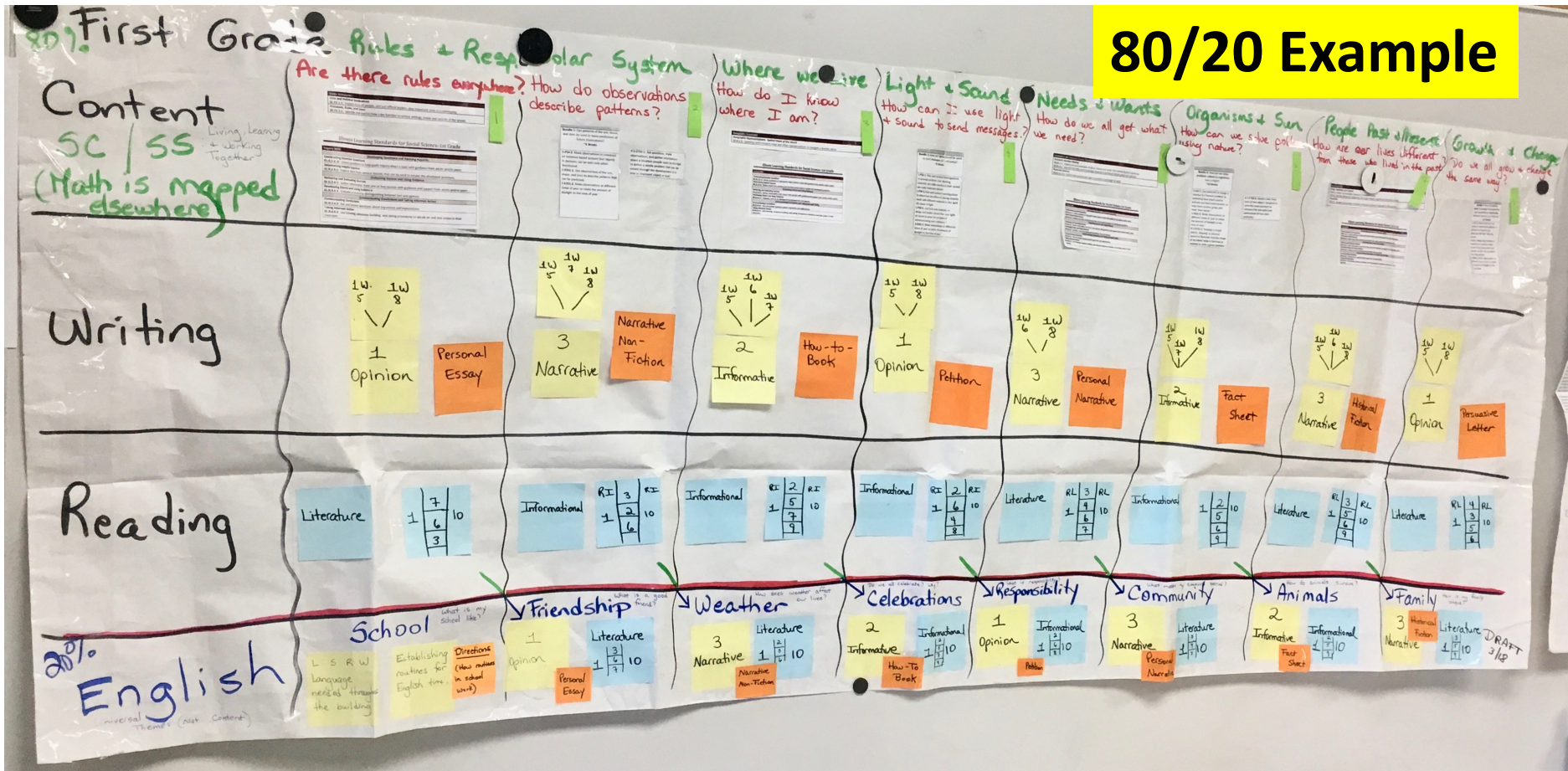
Standards-based v.s. Standards-aligned?



Standards-Based Biliteracy Maps

plan instruction for the year

80/20 Example



Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE		50/50 Example			
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?	What happens when different objects interact?
	WRITING	2 Informative	3 Narrative	1 Opinion	2 Informative
	READING	Informational	Literature	Informational	Informational
		Fact Sheet	Legend (Folklore)	Historical Essay	Lab Report
English 50% Day	SOCIAL SCIENCE	How do communities determine rules & resp.?	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?
	WRITING	3 Narrative	1 Opinion	2 Informative/Explanatory	3 Narrative
	READING	Literature	Informational	Literature	Literature
		Narrative Nonfiction	Petition	Feature Article	Biography

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		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

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

80% First Grade

Content
SC / SS
(Math is mapped elsewhere)

Writing

Reading

20% English
(Universal Themes (Ask Content))

Theme/Unit Name: - Content Area Standards - Writing Standards - Reading Standards			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge			Formative Assessment	
Reading Comprehension		Content		
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 While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.		

Theme/Unit Name: - Content Area Standards - Writing Standards - Reading Standards			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge			Formative Assessment	
Reading Comprehension		Content		
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 While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.		

Organisms & Sun
How can we solve problems using nature?

People Past & Present
How are our lives different from those who lived in the past? Do we all grow & change the same way?

Informational: 1 2 10 5 6 5

Literature: 1 3 10 5 6 5

Literature: 1 3 10 5 6 5

Community: 3 Narrative, 2 Informative, 3 Informative

Animals: 2 Informative, 3 Narrative

Family: 3 Narrative, 4 Narrative

DRAFT 3/18

Theme/Unit Name: - Content Area Standards - Writing Standards - Reading Standards			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge			Formative Assessment	
Reading Comprehension		Content		
Writing				
Word Study and Fluency				
Summative Assessment				

Theme/Unit Name: - Content Area Standards - Writing Standards - Reading Standards			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge			Formative Assessment	
Reading Comprehension		Content		
Writing				
Word Study and Fluency				
Summative Assessment				

Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE

Español
50% / Day

Reading Audit
Español
11 L 11 Inf

Writing Audit
Español
1 OP 2 Inf 3 Narr

Theme/Unit Name:

- Content Area Standards: Content Area Big Idea(s)
- Language Proficiency/Development Standards
- Writing Standards: Literacy Big Idea(s)
- Language Targets
- Reading Standards: Content Targets
- Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension

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
While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

English
50% / Day

Reading Audit
English
11 L 11 Inf

Writing Audit
English
1 OP 2 Inf 3 Narr

Theme/Unit Name:

- Content Area Standards: Content Area Big Idea(s)
- Language Proficiency/Development Standards
- Writing Standards: Literacy Big Idea(s)
- Language Targets
- Reading Standards: Content Targets
- Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension

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
While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

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 Study - Relationships)

Universal Theme in Literature

Narrative 3

Opinion 1

Historical Essay

2 Informative

Lab Report

Narrative 3 Fiction

Literature 1 2 3 10

Informational 1 2 3 10

Informational 1 2 3 10

Literature 1 2 3 10

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 1 2 3 10

Literature 1 2 3 10

Literature 1 2 3 10

Informational 1 2 3 10

Designing Biliteracy Maps

Biliteracy maps follow a design strategy that is...

- Based in standards, NOT materials or resources
- Anchored in best practice and research in the field of biliteracy and literacy (integration of language, content and literacy, oracy before literacy)
- Applicable to all language programs: 50/50; 80/20; 1 teacher model; 2 teacher model



Biliteracy Units are Integrated: Content, Literacy and Language. Content and reading and writing standards are selected as part of the mapping process.

The collage features several educational documents and handwritten notes:

- Rules & Resp.**: A poster with the title in green and the question "Are there rules everywhere?" in red.
- Sold**: A poster with the title in green and the question "How do we describe..." in red.
- Civics Standards**: A sheet with the title in red and the subtitle "Civic and Political Institutions". It lists two standards: "SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community." and "SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school."
- Illinois Learning Standards for Social Science-1st Grade**: A sheet with the title in red and the subtitle "Inquiry Skills". It lists several standards under the heading "Developing Questions and Planning Inquiries": "SS.1.1.1-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.", "SS.1.1.3-4: Determine Helpful Sources", "SS.1.1.5-6: Explore facts from various sources that can be used to answer the developed questions.", "SS.1.1.7-8: Evaluate Sources and Using Evidence", "SS.1.1.9-10: Gather information from one or two sources with guidance and support from adults and/or peers.", "SS.1.1.11-12: Developing Claims and Using Evidence", "SS.1.1.13-14: Evaluate a source by distinguishing between fact and opinion.", "SS.1.1.15-16: Communicating Conclusions and Taking Informed Action", "SS.1.1.17-18: Ask and answer questions about arguments and explanations.", "SS.1.1.19-20: Use listening, consensus building, and voting procedures to decide on and take action in their classroom."
- Handwritten Notes and Diagrams**: Several yellow sticky notes with handwritten text and diagrams. One note has "1w" and "1w" with a diagram showing a path from "1" to "8". Another note has "1w" and "1w" with a diagram showing a path from "1" to "7" to "1". A third note has "1" and "Opinion" with a diagram showing a path from "1" to "y" to "to". A fourth note has "3" and "Narrative" with a diagram showing a path from "3" to "y" to "to". A fifth note has "1" and "Personal Essay" with a diagram showing a path from "1" to "y" to "to". A sixth note has "RL" and a table with the numbers 3, 6, 7, and 10.

Content: Science, Social Science Standards or a Universal Theme.

Writing Standards

Reading Standards

Instructional Shifts in the Social Science Standards



Biliteracy Units are Integrated: Content, Literacy and Language. Content and reading and writing standards are selected as part of the mapping process.

Handwritten notes and printed standards are visible on a large sheet of paper. The notes include:

- RULES & Resp.** Are there rules everywhere?
- Solo** How do... descri...
- Illinois Learning Standards for Social Science-1st Grade**
- Inquiry Skills**
- Developing Questions and Planning Inquiries**
- Constructing Essential Questions**
- Determining Helpful Sources**
- Evaluating Sources and Using Evidence**
- Gathering and Evaluating Sources**
- Developing Claims and Using Evidence**
- Evaluating Sources**
- Communicating Conclusions**
- Taking Informed Action**

Handwritten diagrams and labels include:

- 1w 5 8**
- 1w 7 1**
- 1 Opinion**
- Personal Essay**
- 3 Narrativ**
- Literature**
- Informational**

Content: Science, Social Science Standards or a Universal Theme.

Writing Standards

Reading Standards

plan instruction for the year

Sample 80/20 Map

[illegible]

Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE		Sample 50/50 Map				
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?	What happens when different objects interact?	What factors help people get along? (Author's Study - Relationships)
	WRITING	2 Informative	3 Narrative	1 Opinion	2 Informative	3 Narrative Fiction
	READING	Informational	Literature	Informational	Informational	Literature
		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
English 50% Day	SOCIAL SCIENCE	How do communities determine rules & resp.?	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
	WRITING	3 Narrative	1 Opinion	2 Informative/Explanatory	3 Narrative	1 Opinion
	READING	Literature	Informational	Literature	Literature	Informational
		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10



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:

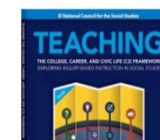
- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings,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

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.

Evaluating Sources and Using Evidence Dimension 3

Tools and Concepts Dimension 2

Communicating And Taking Action Dimension 4



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

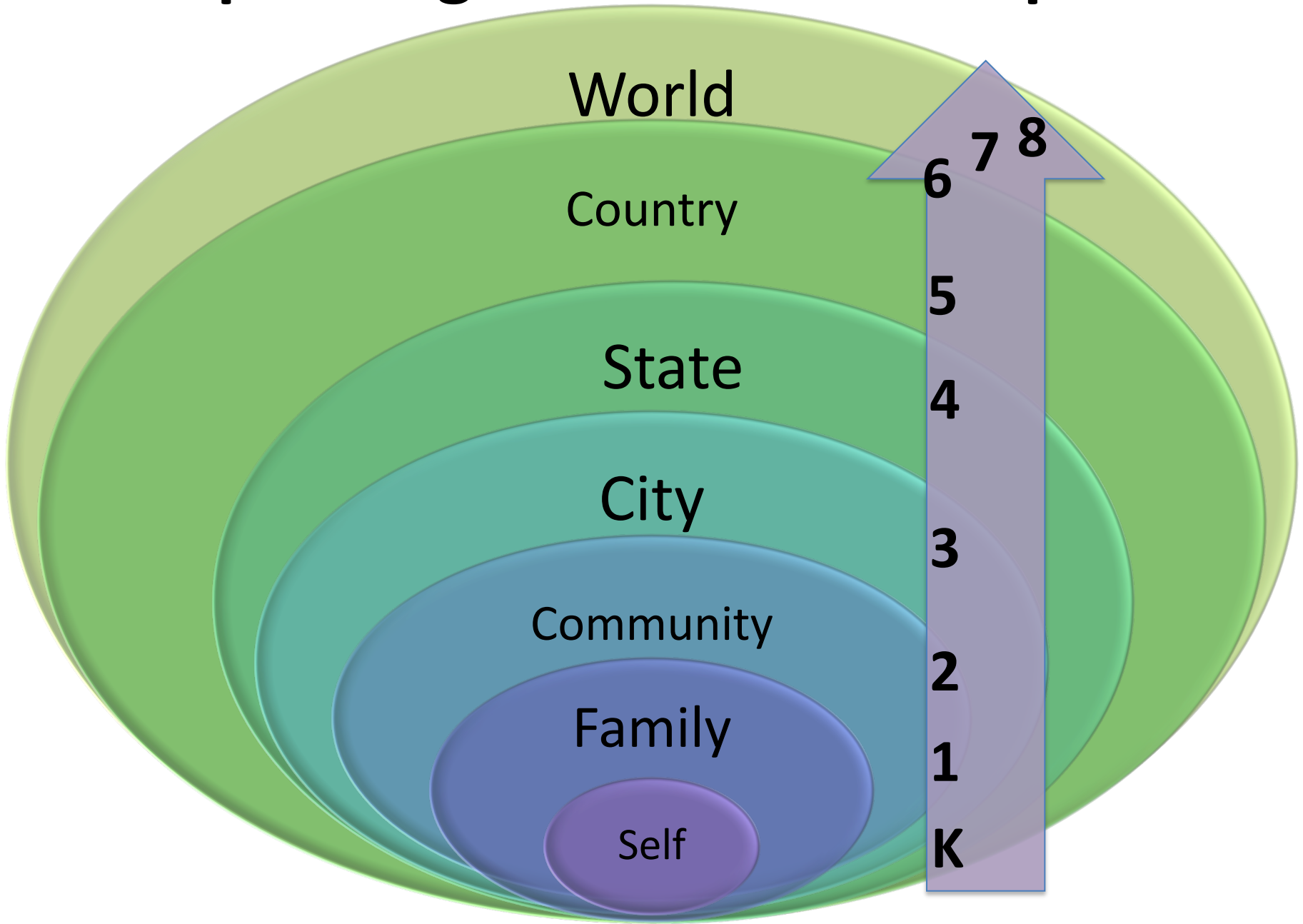


K-12 Disciplinary Concepts

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.

Expanding Communities Sequence



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 _____

Year-Long Storyline

First Grade Social Science “Storyline”

The Illinois first grade theme for social science is **Living, Learning and Working Together**. This theme is woven throughout the 4 social science units which build on each other conceptually. The first unit is titled Rules and Responsibilities and it focuses on the Civics strand, with the question, *Are there rules everywhere?* The second unit, Where we Live is focused on geography, and is centered around the question *How do I know where I am?* The economics strand is the focus of the third unit, Needs and Wants, and its guiding question is *How do we all get what we need?* The final unit of the year is based on history with the theme People Past and Present: *How are our lives different from those who lived in the past?*

Embedded in each of these units are the inquiry skills. Students will learn how to pose compelling questions about the unit theme, and these questions will enhance and guide their learning. Students will read a variety of different sources about the theme and they will communicate their learning through writing and sharing with others as they take informed action.

Unit Storyline

Grade 1

Unit 1: Rules and Responsibilities

Essential Question: Are there rules everywhere?

Unit Storyline:

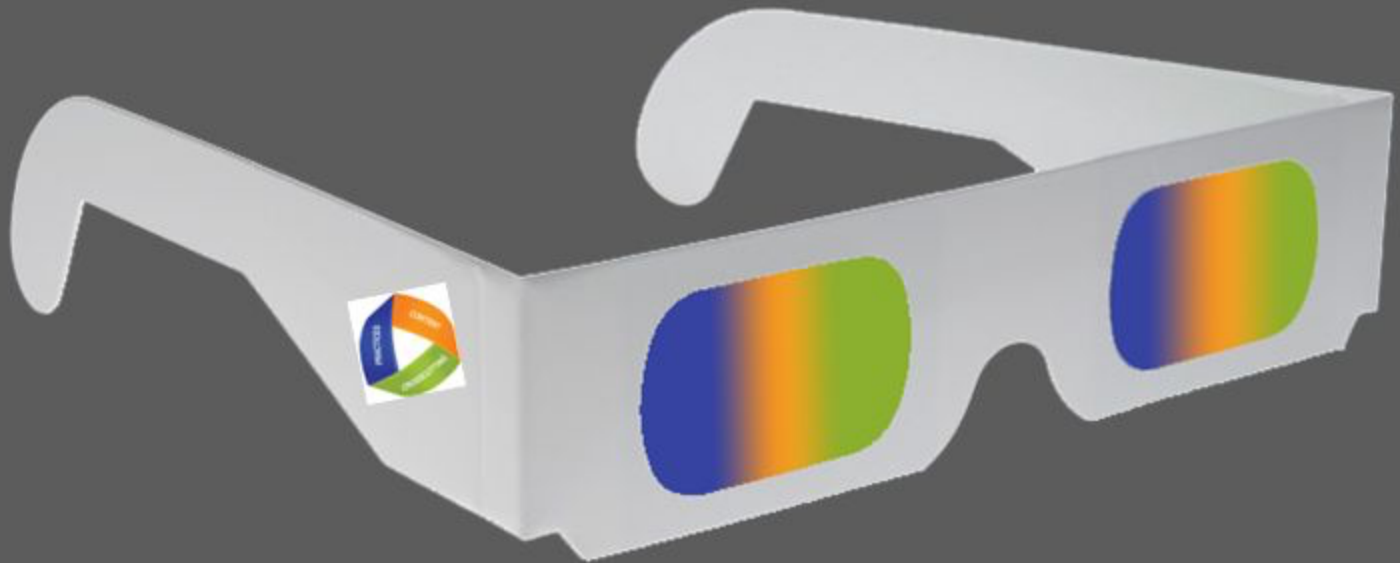
Since this is the first unit of the year when it is important create a community of learners and establish expectations and culture, and given the developmental stages of first graders, the Illinois social studies standards that anchor the content for this unit are the Civics standards. In this unit, students will learn about civics (**SS.CV.1.1**) and political institutions, as well as processes, rules and laws (**SS.CV.2.1**) and they will be expected to explain how all people play an important role in the community as well as how rules function inside and outside of school. The Illinois yearlong theme for first grade is ***Living, Learning and Working Together***. Therefore, students will begin the year by exploring where there are rules and they will analyze the similarities and differences between rules in different parts of their lives (school: recess, cafeteria, hallway, classroom, specials; home: in the car, at dinner, with friends, during play time; in public places like parks or libraries). Rich literature focused on characters that do or do not follow rules will delve into the topic. Students will engage with these literary texts throughout the unit, and during reading instruction they will focus on describing characters, settings and major events and how they impact these key characters (**RL 1.3**), and they will identify who is telling the story at various points in the text so that they can begin to understand point of view (**RL.1.6**). In addition, reading instruction will also cover the role that illustrations and details play in describing characters, settings or events (**RL.1.7**). The inquiry strands of the social studies standards will come to life during reading and writing as students learn how to ask questions about the topic (**SS.IS.1.K-2**). During writing instruction, students will learn how to write an opinion (**W.1.1**) by asking and answering question about arguments and explanations (**SS.IS. 5. K-2**) and specifically, they will write a personal essay about the characters they are reading, presenting arguments about how these characters follow rules and how they understand their roles in a community. The writing process will be used throughout the unit (**W.1.5**) as students receive guidance and support in responding to question and suggestions from peers and add details to strengthen their writing. As students prepare to write their personal essay, with guidance and support they will gather information either from experiences or from sources to answer to questions (**W.1.8 SS.; SS.IS.3.K-2**) and they will evaluate a source by distinguishing between fact and opinion (**SS.IS. 4. K-2**).

Next Generation Science Standards: Instructional Shifts



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.]

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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

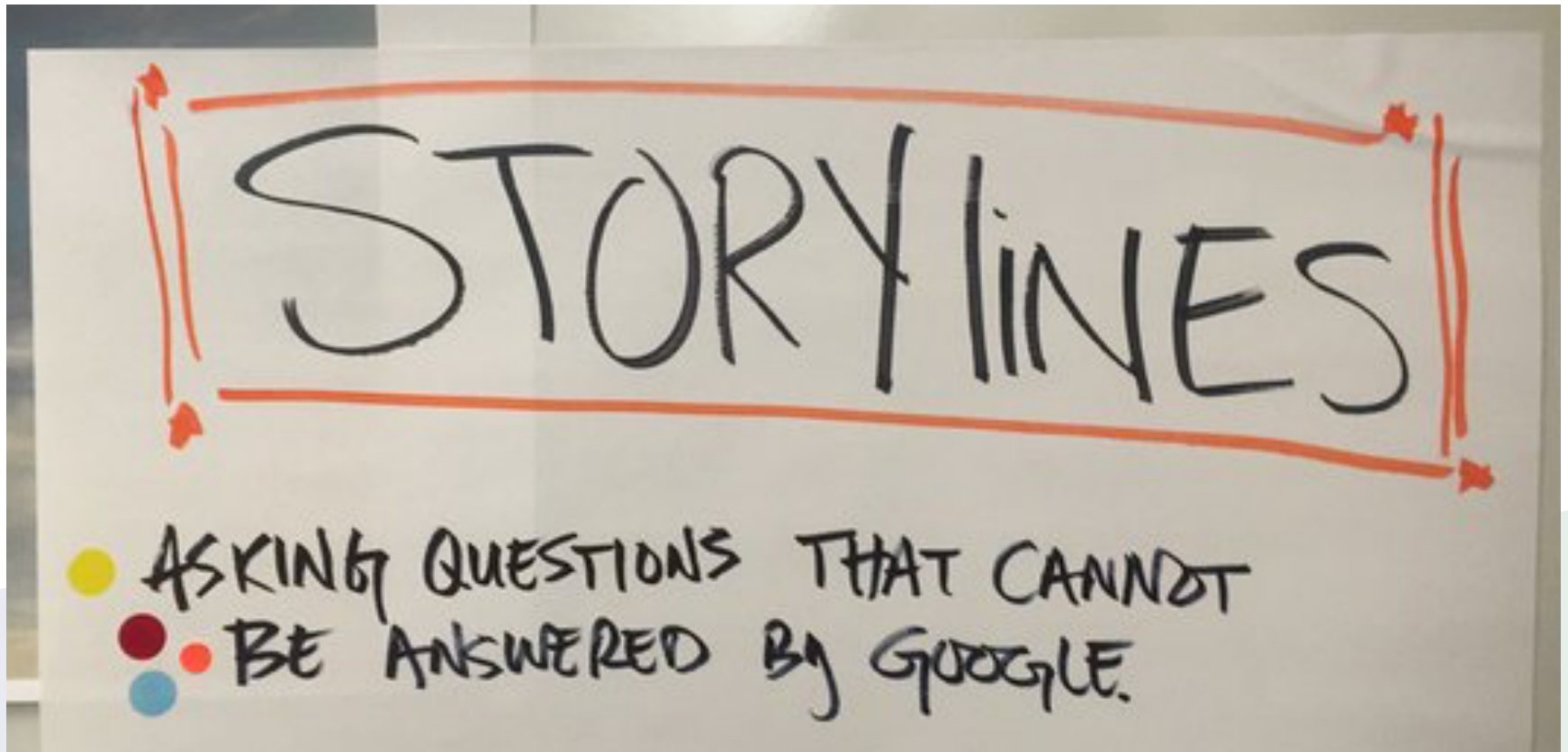


NGSS Example Bundles

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



Next Generation Science Standards K-5



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



Fifth Grade

Year-Long Storyline written by NGSS
as part of the bundling options

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.



Unit Storyline: Science/ Language Arts

Unit 1 Storyline:

Essential Question: What do plants need to meet their needs and survive within environments?

Essential Understanding: We want students to understand that plants need to meet their needs in order to survive in their environment.

The concept that all plants have developed ways of surviving in their environment connects to the idea that living things need water, air, and resources from the land they live in (K-LS1-1). Plants can adjust to their environment to meet their needs (K-ESS2-2). Students will observe and ask questions about how plants meet their needs under different weather conditions. Through this unit, students will communicate how their (human) use of natural resources impact the environment (K-ESS3-3). Students will create a model to represent the different needs of plants and compare it to another plant or themselves (K-ESS3-1). After introducing the topic through dynamic experiences and after students build oracy and background knowledge the students will further their knowledge with the use of informational text. During reading time, with prompting and support, students will be working on identifying main idea, retelling key details, describing connections between texts and relationships between illustrations and the text (RI.K.1*, RI.K.2, RI.K.3, RI.K.7, RI.K.10*). With guidance and support, students will use a combination of drawing, dictation, and writing to compose an informative text (W.K.2). Because the writing genre students will produce as part of the summative assessment is writing a how-to-book, students will write how-to-books about routines in the classroom (for example, how to wash our hands; how to pack up at the end of the day to go home; how to share responsibilities, etc.). The how-to-books that are written as a whole group and practiced will become mentor texts for students as they write their own how-to-book about how to care for a living plant. Using the writing process, students will create a how-to-book of their choice (using examples of the mentor texts they have written as a group) and they will include information they recalled from experiences or from provided sources (ETS.K.1.1) (W.K.4*, W.K.5, W.K.8, W.K.10*).



plan instruction for the year

The image shows a student's project plan for 'First Grade' and 'English' subjects. The plan is organized into a grid with four main categories: Content, Writing, Reading, and English. Each category has a series of handwritten notes and diagrams. The 'Content' section includes topics like 'Rules + Regulations', 'Solar System', 'Light + Sound', 'Needs + Wants', 'Organisms + Sun', and 'People Past + Present'. The 'Writing' section lists various writing types such as 'Opinion', 'Personal Essay', 'Narrative', 'Non-Fiction', 'How-to-Book', 'Petition', 'Narrative', 'Personal Narrative', 'Fact Sheet', 'Narrative', 'Fictional', 'Opinion', and 'Persuasive Letter'. The 'Reading' section includes 'Literature', 'Informational', and 'Fictional'. The 'English' section includes 'School', 'Friendship', 'Weather', 'Celebrations', 'Responsibility', 'Community', 'Animals', and 'Family'. The plan also includes a 'Draft' section for 'Family'. The student has used various colors (yellow, orange, blue, green) to highlight different sections and has included many handwritten notes and diagrams, including a large blue circle around the 'Rules + Regulations' section and a large red circle around the 'English' section.

First Grade

Content

Living, learn + working together
(Math is mapped elsewhere)

Rules + Regulations

Are there rules everywhere?

Solar System

How do observations describe patterns?

Light + Sound

How can we use light + sound to send messages?

Needs + Wants

How do we all get what we need?

Organisms + Sun

How can we solve problems using nature?

People Past + Present

How are our lives different from those who lived in the past?

Growth + Change

Do we all grow + change the same way?

Writing

1w 5, 1w 8
1 Opinion
Personal Essay

3 Narrative
Narrative Non-Fiction

1w 5, 1w 8, 1w 7
2 Informative
How-to-Book

1w 5, 1w 8
1 Opinion
Petition

1w 6, 1w 8
3 Narrative
Personal Narrative

1w 5, 1w 8
2 Informative
Fact Sheet

1w 5, 1w 8, 1w 7
3 Narrative
Fictional

1w 5, 1w 8
1 Opinion
Persuasive Letter

Reading

Literature 1 7/6/3 10

Informational RI 3/2/6 10

Informational RI 3/2/6 10

Informational RI 3/2/6 10

Literature RL 3/4/6 10

Informational I 2/5/9 10

Literature RL 3/4/6 10

Literature RL 3/4/6 10

English

School

Language needs through the building

Establishing routines for English time

Friendship

What is my school like?

1 Opinion
Personal Essay

Weather

How does weather affect our lives?

3 Narrative
Narrative Non-Fiction

Celebrations

2 Informative
How-to-Book

Responsibility

1 Opinion
Petition

Community

3 Narrative
Personal Narrative

Animals

2 Informative
Fact Sheet

Family

3 Narrative
Fictional

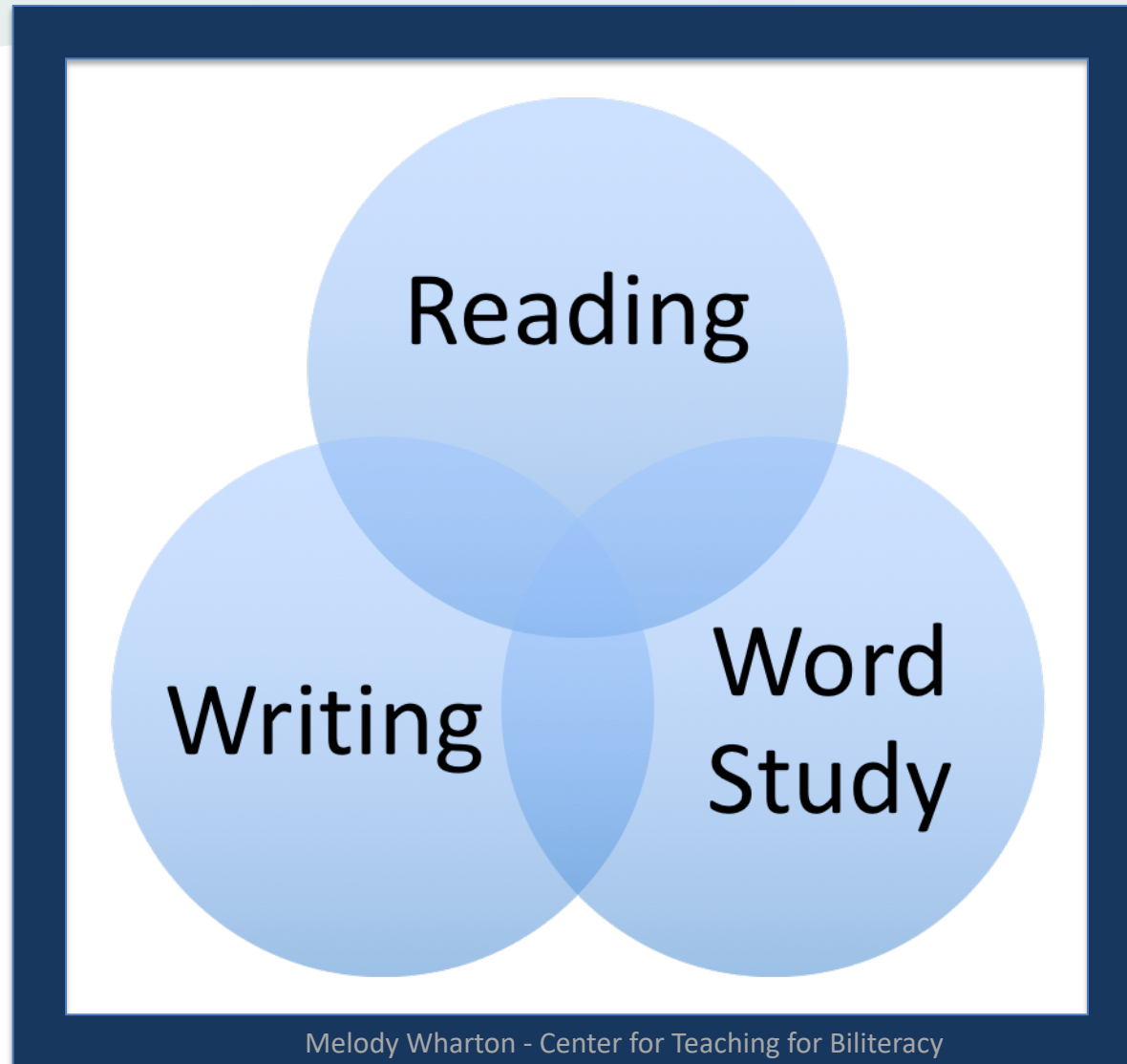
Draft

3 Narrative
Fictional

Universal Themes

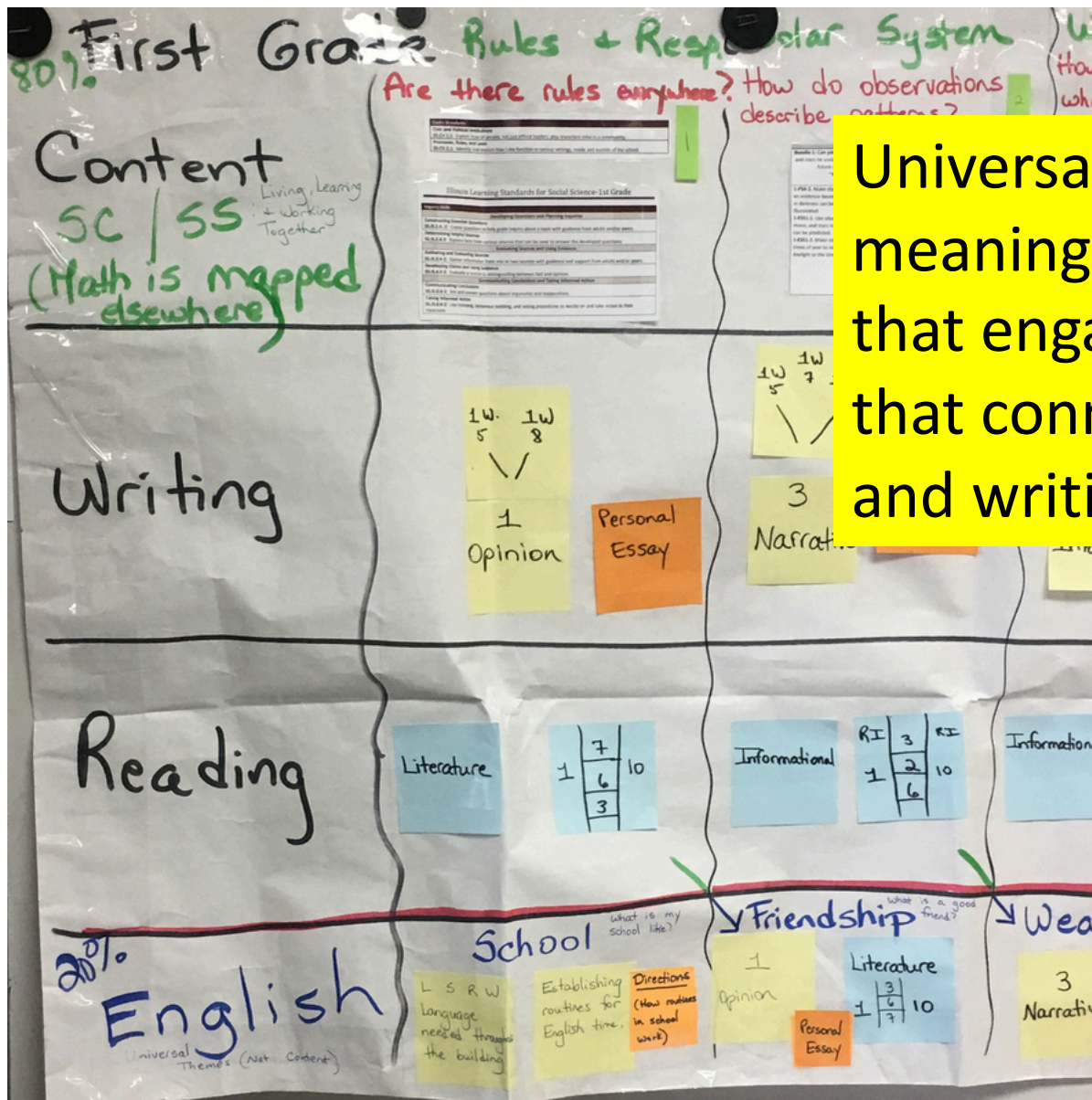


Literacy Pedagogy



Context
for
Meaning:
SS,
Science
Or
**Universal
theme**





Universal themes provide meaningful context – themes that engage students and that connect the reading and writing.

Universal Theme

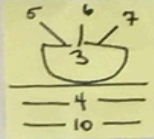
What factors help people
get along? (Author's Study-
Relationships)

Universal Theme in
Literature

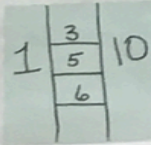
Narrative

3

Fiction



Literature

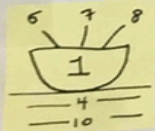


How can I be my best?
RESPONSIBILITY
Universal Theme

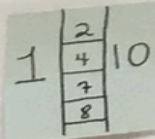
1

Opinion

Persuasive
Letter



Informational



Universal themes
in a 50/50 map.

Examples of Universal Themes:

- Family
- Celebrations
- Responsibility
- Right and Wrong
- Justice / Fairness



Biliteracy Units are Integrated: Content, Literacy and Language. Content and reading and writing standards are selected as part of the mapping process.

Rules & Resp.
Are there rules everywhere?

Solo
How do
descri

Illinois Learning Standards for Social Science-1st Grade

Inquiry Skills

Developing Questions and Planning Inquiries

Constructing Essential Questions
SS.1.8.2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers

Determining Helpful Sources
SS.1.8.2: Explore facts from various sources that can be used to answer the developed questions

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources
SS.1.8.2: Gather information from one or two sources with guidance and support from adults and/or peers

Developing Claims and Using Evidence
SS.1.8.2: Evaluate a source by distinguishing between fact and opinion

Communicating Conclusions and Taking Informed Action

Communicating Conclusions
SS.1.8.2: Ask and answer questions about arguments and explanations

Taking Informed Action
SS.1.8.2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom

1w 1w
5 8

1
Opinion
y to

Personal Essay

1w 7 1
5 1

3
Narrative

Literature

RL

1	3	10
	6	
	7	

Informational

Content: Science, Social Science Standards or a Universal Theme.

Writing Standards

Reading Standards

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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Sub-navigation

[★ Appendix A](#)[★ Appendix B](#)[★ Appendix C](#)[★ Books](#)[★ Publishers](#)[★ Resources](#)[★ Book Lists](#)[★ Order Online](#)

Common Core State Standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Spanish Language Version

This translated and linguistically augmented version establishes a guide for equitable assessment and curriculum development, resulting in high levels of biliteracy. The Spanish Language version of the Common Core State Standards recognize biliteracy as a precious personal and national resource that should be encouraged and nurtured as students achieve their highest potential towards college and career readiness in the 21st Century.

The First Edition Final are posted in the following formats:

- English-Spanish Grade Specific Format and Spanish K-8; 9-10 and 11-12
- Spanish K-5 Grade Spans Horizontal Layout
- Spanish 6-12 Grade Spans Horizontal Layout

Please **Contact Us** for comments, questions and requests.

Files:

-  [K. Kindergarten](#)
-  [1. Primer Grado](#)
-  [2. Segundo Grado](#)
-  [3. Tercer Grado](#)
-  [4. Cuarto Grado](#)
-  [5. Quinto Grado](#)
-  [6. Sexto Grado](#)
-  [7. Séptimo Grado](#)
-  [8. Octavo Grado](#)
-  [9 -10. Noveno y Décimo Grado](#)
-  [11-12 Undécimo y Duodécimo Grado](#)
-  [Grados K-5 Versión Horizontal](#)
-  [Grados 6-12 Versión Horizontal](#)

Writing Standards



CCSS.ELA Core Standards for Writing

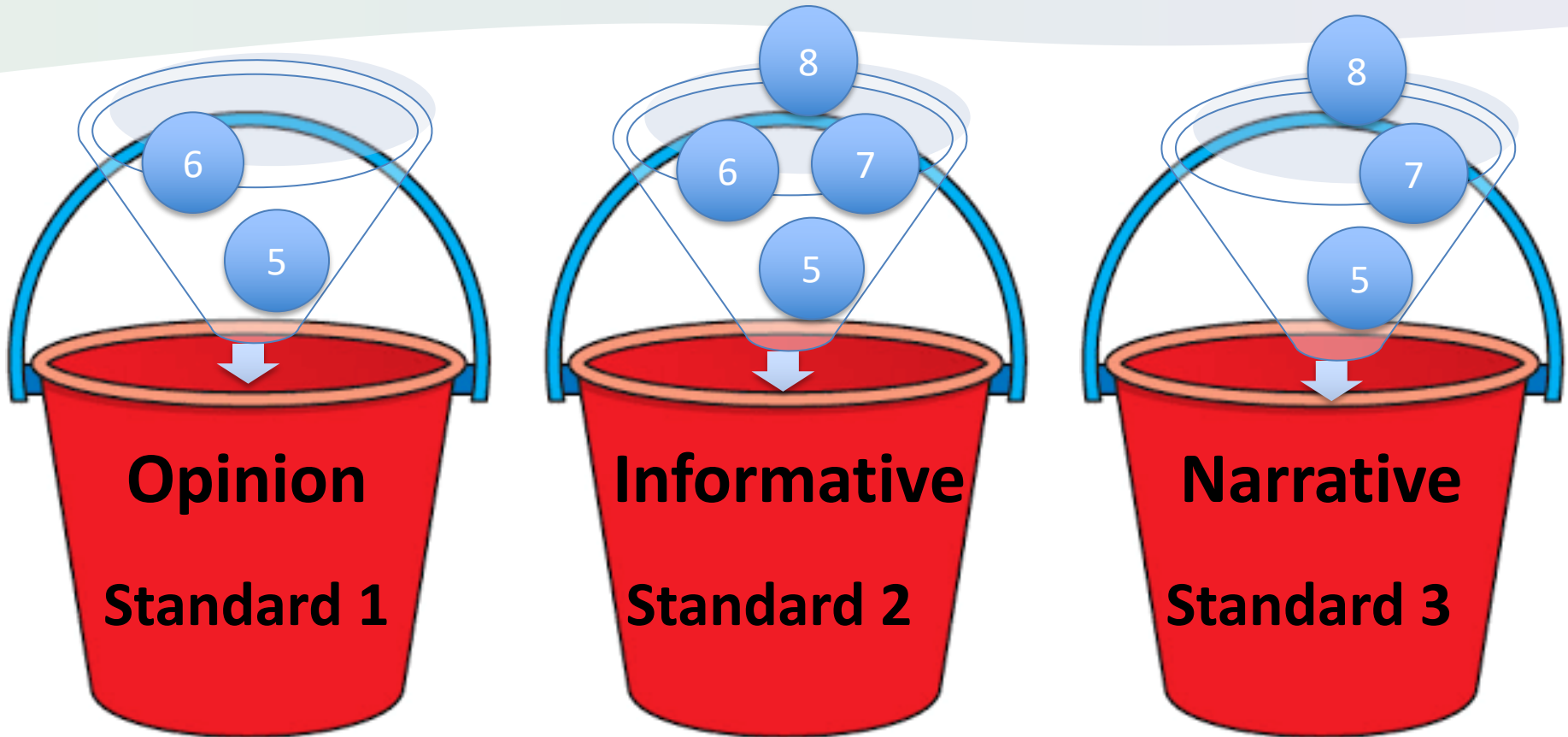
Text Types and Purposes:
CCSS.ELA-Literacy.CCRA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W2 Write informative/explanatory texts to examine and convey complex ideas and information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



Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Tipos de textos y sus propósitos 1. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: <i>Mi libro favorito es . . .</i>). 2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema. 3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.
Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Producción y redacción de la escritura 4. (Se inicia en el 3^{er} grado) 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.
Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	Investigación para la formación y presentación de conocimientos 7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos). 8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta. 9. (Se inicia en el 4^{to} grado).
Range of Writing 10. (Begins in grade 3)	Nivel de escritura y redacción 10. (Se inicia en el 3^{er} grado)



Organization of the CCSS Writing Standards



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



Genres within each bucket

(Source: Pathways to the Common Core)

Persuasive/Opinion/ Argument	Informational/ Functional/Procedural	Narrative Writing
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

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>



20% English

First Grade Rules + Respectful System

Content: SC / SS (Math is mapped elsewhere)

Where we live

Light + Sound

Needs + Wants

Organisms + Sun

People Past + Present

Writing: Opinion, Personal Essay, Narrative, How-to-Book, Opinion, Petition, Narrative, Personal Narrative, Fact Sheet, Narrative, Historical Fiction, Opinion, Persuasive Letter

Reading: Literature, Informational, Literature, Informational, Literature, Informational, Literature, Informational, Literature, Informational, Literature, Informational

School

Friendship

Weather

Celebrations

Responsibility

Community

Animals

Family

DRAFT

Knowing the expectations of the literacy standards:

www.achievethecore.org



Knowing the expectations of the literacy standards:

ACHIEVE THE CORE

Professional Learning ▾

Planning & Reflection ▾

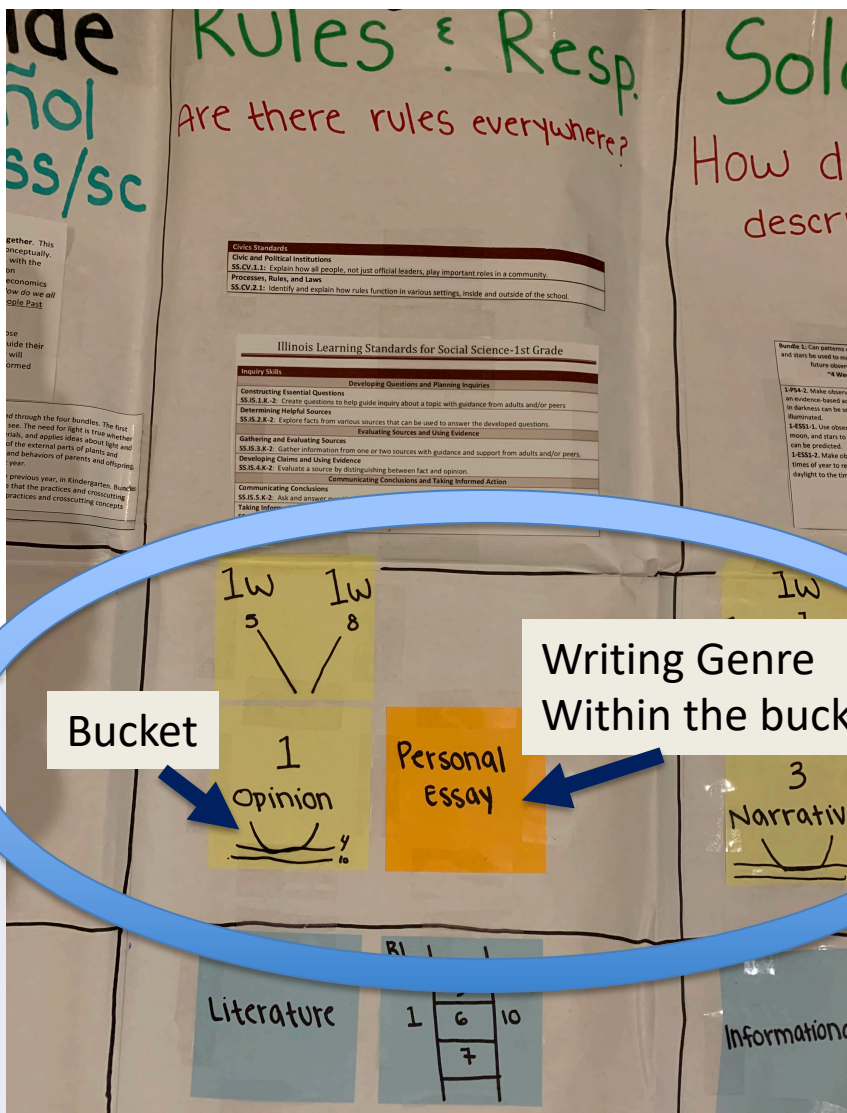
Classroom Resources ▾

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



Biliteracy Units are Integrated: Content, Literacy and Language. Content and reading and writing standards are selected as part of the mapping process.



Content: Science, Social Science Standards or a Universal Theme.

Writing Standards

Reading Standards

Biliteracy Units are Integrated: Content, Literacy and Language. Content and reading and writing standards are selected as part of the mapping process.

Rules & Resp.
Are there rules everywhere?

Social Science
How do we describe...

Illinois Learning Standards for Social Science-1st Grade

Inquiry Skills

Developing Questions and Planning Inquiries

Constructing Essential Questions
SS.1.1.1-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers

Determining Helpful Sources
SS.1.2.1-2. Explore facts from various sources that can be used to answer the developed questions

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources
SS.1.3.1-2. Gather information from one or two sources with guidance and support from adults and/or peers

Developing Claims and Using Evidence
SS.1.4.1-2. Evaluate a source by distinguishing between fact and opinion

Communicating Conclusions and Taking Informed Action

Communicating Conclusions
SS.1.5.1-2. Ask and answer questions about arguments and explanations

Taking Informed Action
SS.1.6.1-2. Use listening, consensus building, and voting procedures to decide on and take action in their classroom

1w 1w
5 8

1
Opinion

Personal Essay

1w 7 1
5 1 1

3
Narrative

Literature

RL

1	3	10
	6	
	7	

Informational

Content: Science, Social Science Standards or a Universal Theme.

Writing Standards

Reading Standards

Reading Standards



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

Literary Texts	Anchor Standard	Informational Texts
Key Ideas and Details		
	R. CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	
	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure		
	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas		
	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Range of Reading and Level of Text Complexity		
	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	

GRADE TWO READING STANDARDS FOR LITERATURE

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

Ideas and details

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

Craft and Structure

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

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

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

Ideas clave y detalles

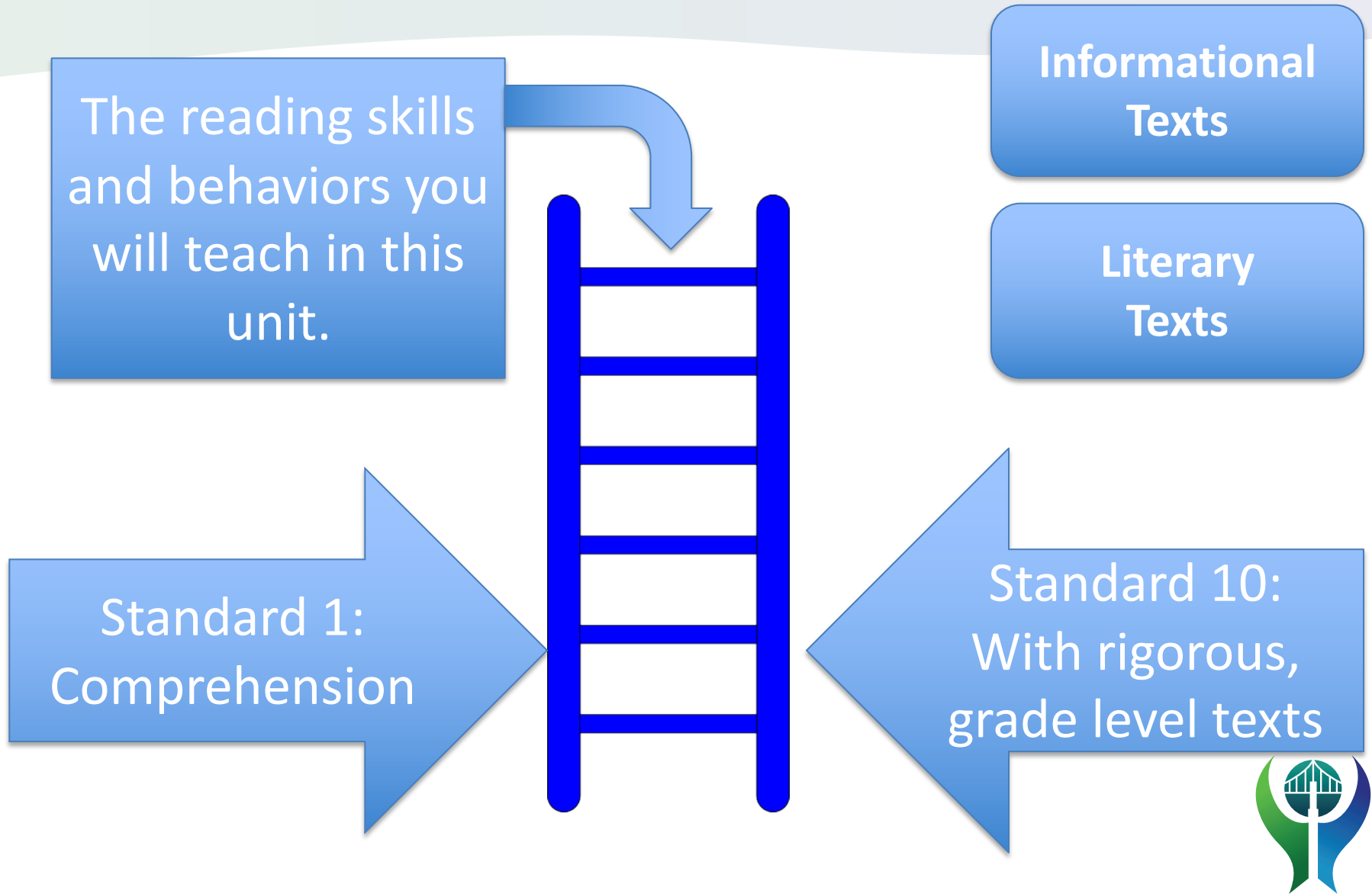
1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo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

Composición y estructura

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



Organization of the CCSS Reading Standards



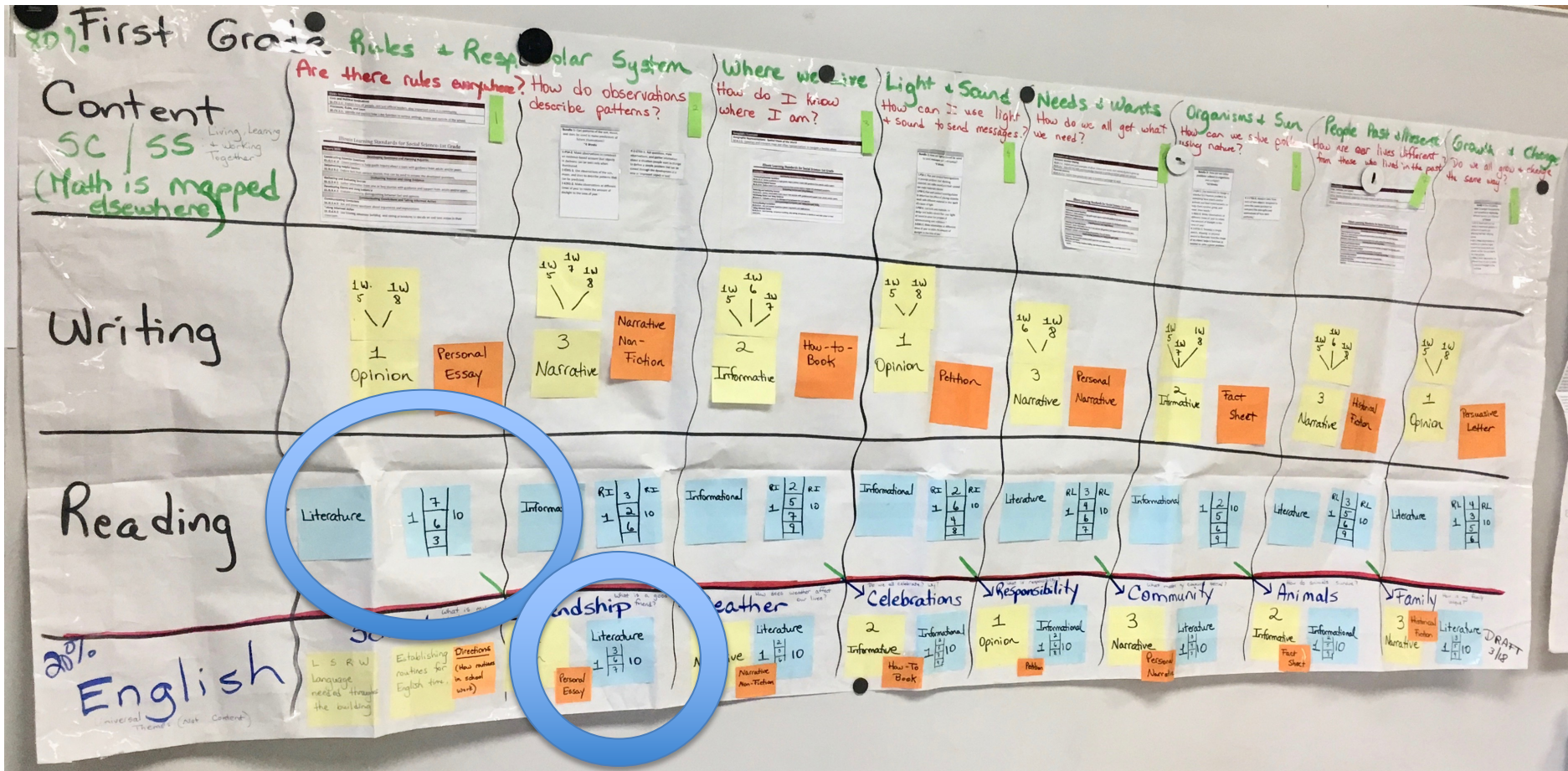
Ladder of Common Core Anchor Standards for Reading

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



Record, Review and Revise

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

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

Wharton, teachingforbiliteracyMW@gmail.com, 2017



Biliteracy Maps Scavenger Hunt

- When the bell rings, find a new partner (someone you do not know).
- Then, go to a map and answer the questions on pages 7 and 8.

 Center for Teaching for Biliteracy Mapping Questions Grade Level:	
Questions:	Answers:
1. Look at your map. How much instructional time is spent in each language?	
2. On your map, which subjects are allocated to each language?	
3. On your map, find the first unit of instruction in Spanish. What is the title or essential question?	
4. Find the first unit of instruction in English. What is the essential question?	



Designing Biliteracy Maps

Biliteracy maps follow a design strategy that is...

- Based in standards, NOT materials or resources
- Anchored in best practice and research in the field of biliteracy and literacy (integration of language, content and literacy, oracy before literacy)
- Applicable to all language programs: 50/50; 80/20; 1 teacher model; 2 teacher model



AM - Wednesday, June 26, 2019

What instructional practices support biliteracy development?

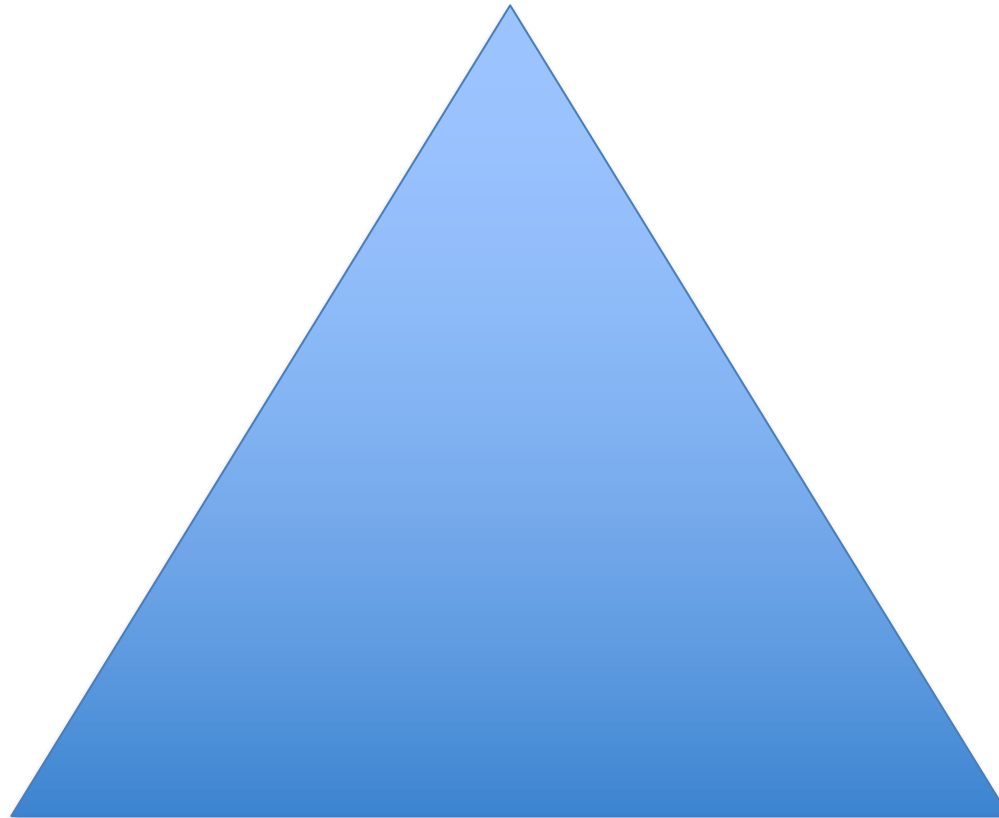
- ✓ Biliteracy Learning Environment
- ✓ Biliteracy Curriculum Maps
 - BUF Triangle: Standards, Big Ideas, and Summative Assessment
 - Integrating Language, Literacy, Content, and Inquiry

Overview: Biliteracy Curriculum Mapping Process

Steps	Components
Group Dynamics: Before beginning the process, define roles and responsibilities and assign roles. Roles will change at every step of the process. All team members are expected to play an active role throughout the whole process.	
I. A Program Design and First Draft of Biliteracy Curriculum Map	Vision
	Literacy Pedagogy
	Language and Content Allocation Plan
	Review the standards
	Draw the Language and Content Allocation on the Butcher Paper. Bundle the content area standards.
	Begin to write year-long and unit storylines, starting with the content focus. Add them to your maps.
	Select the writing standards and the writing genre
	Select the reading standards
	Complete the storylines by adding the literacy portion to the storylines.
I. B. Review, Reflect and Revise	Review, Reflect and Revise the first draft of the map, focusing on rigor and balance.
II. Unit Backwards Design	BUF Triangle: - Standards - Big Ideas - Learning and Language Objectives - Rigor Summative Assessment
III. Unit Learning Plan	Materials
	Instructional Activities for: - Oracy - Content - Reading - Writing - Word Study Bridge: Transfer and Contrastive Analysis

Step 2: Create
Biliteracy Units
based on the map

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 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 -

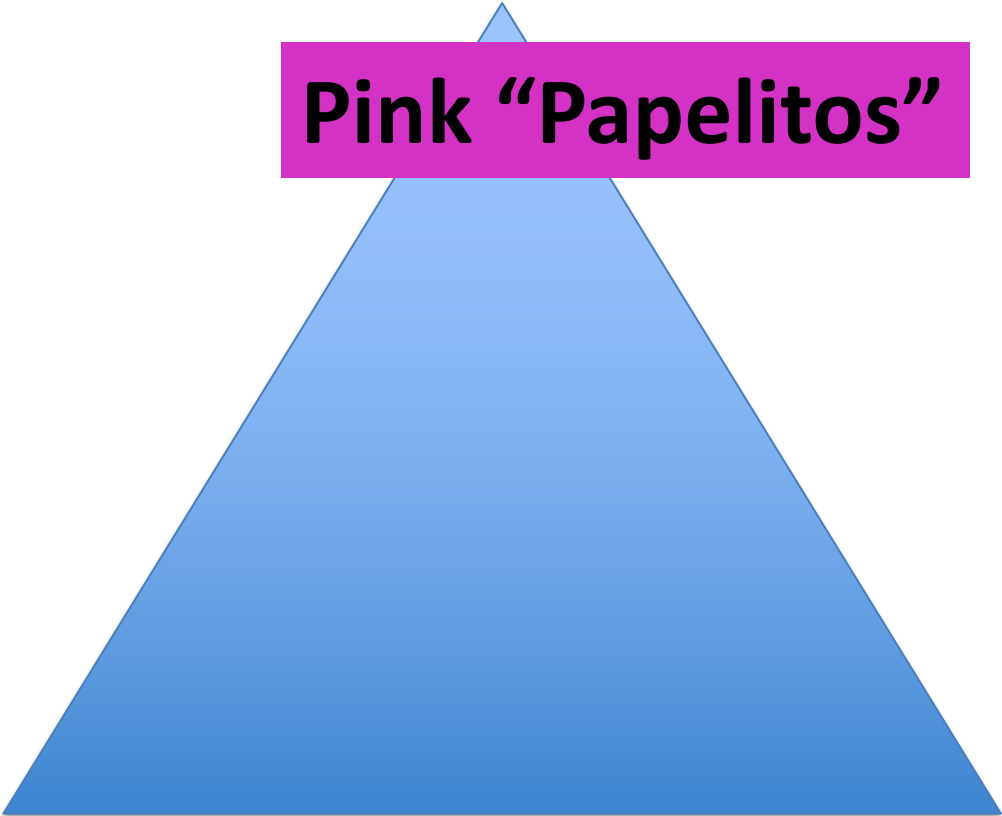
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

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

BUF Triangle



Pink “Papelitos”



BUF Triangle Activity

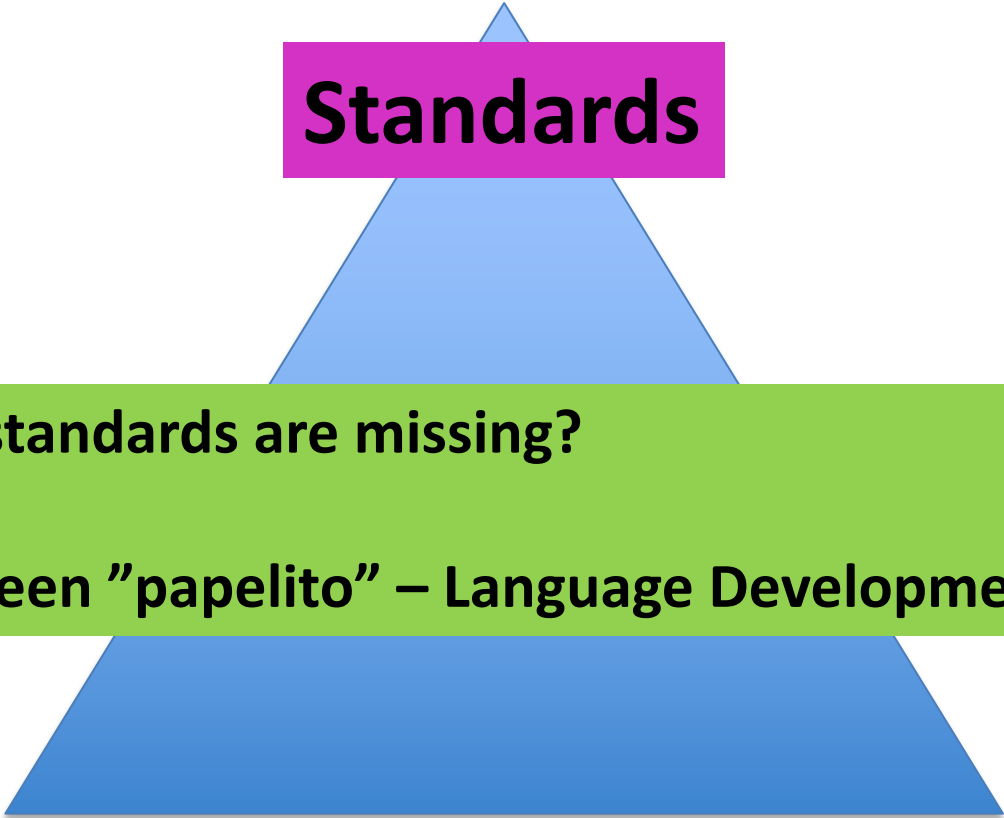
Sort 1:

- 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"

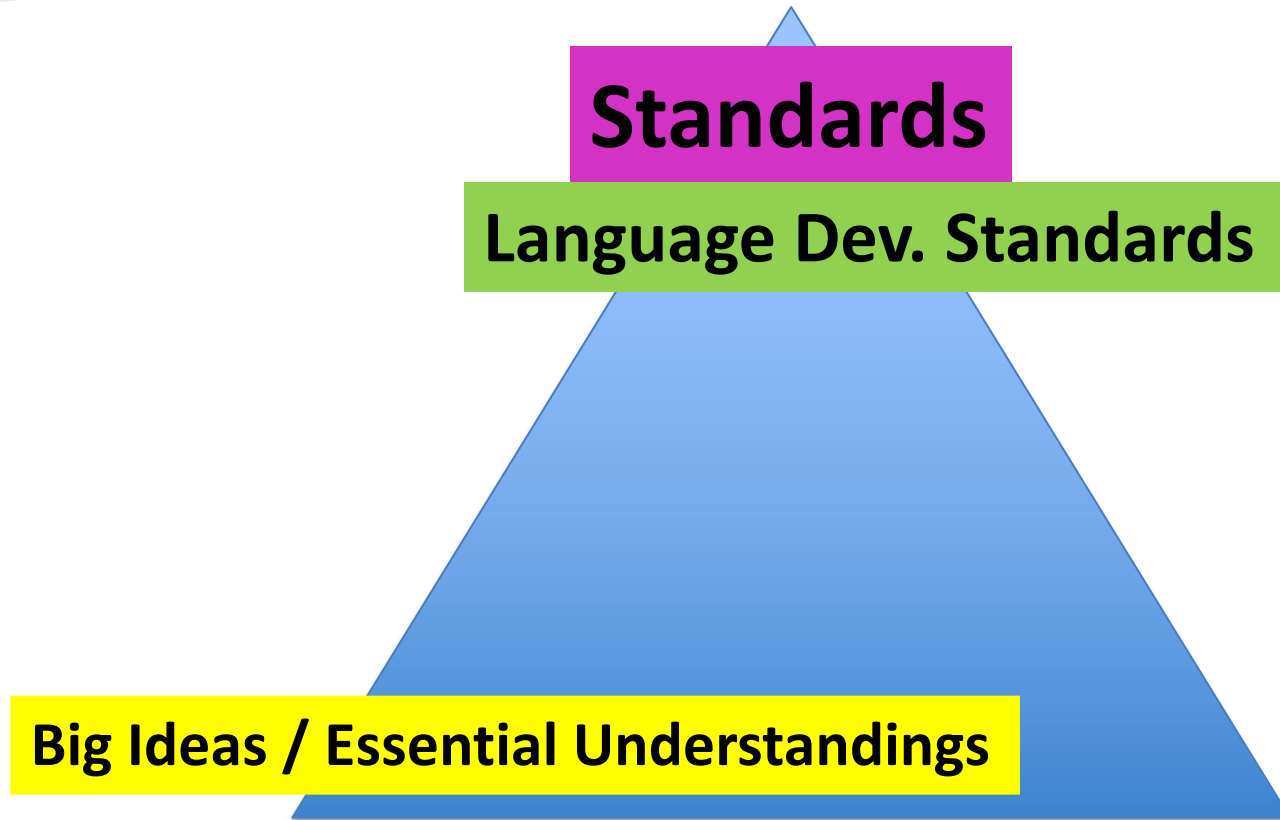


BUF Triangle Activity: Sort 2

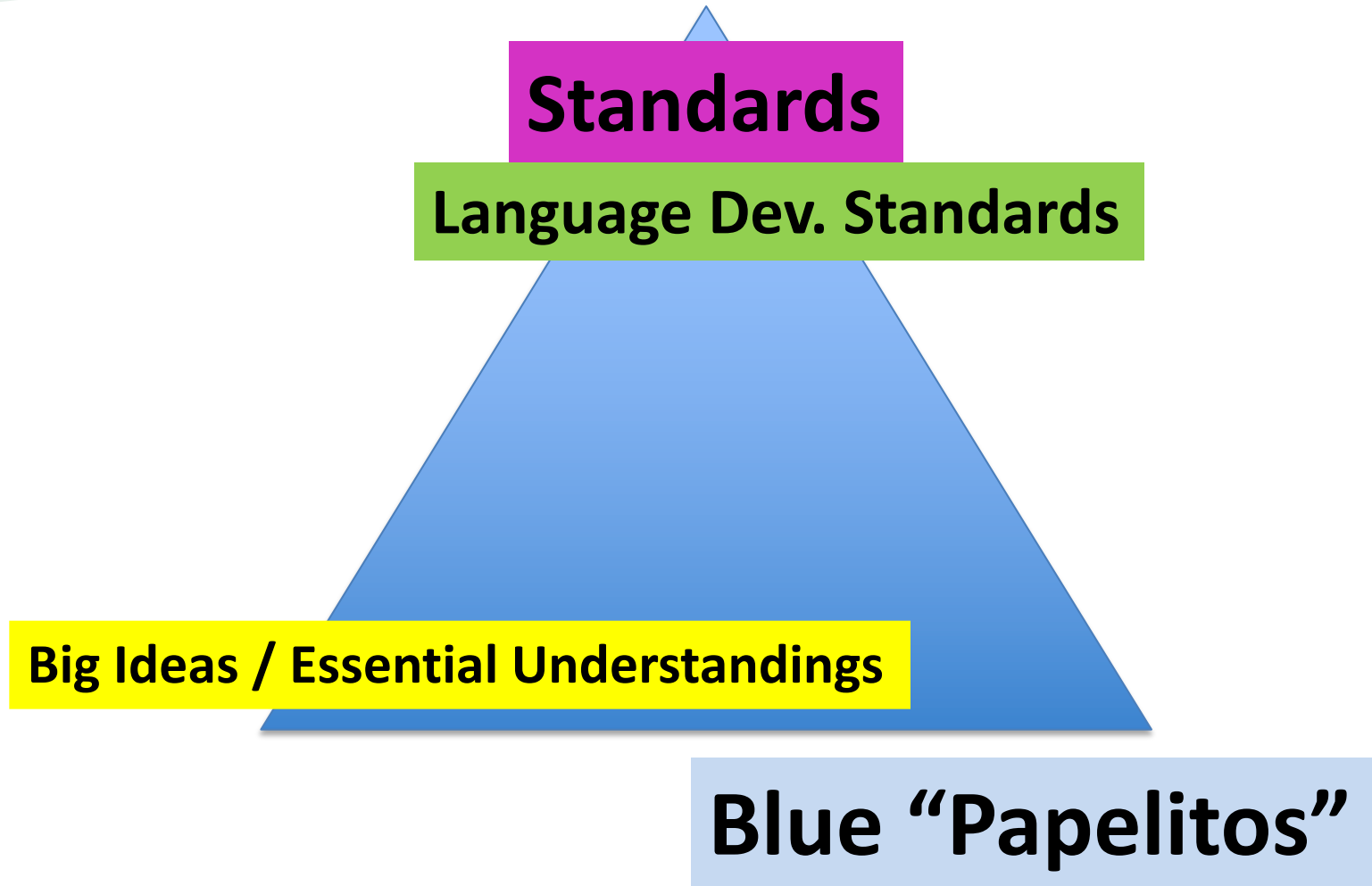
- What have you sorted? **Essential Understandings**
- How are they different from standards? **They more succinctly articulate what students will learn.**
- Where do the essential understandings come from? **Standards, Big ideas; resources, teacher**
- How do they help to plan instruction?
 - **They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



BUF Triangle



BUF Triangle

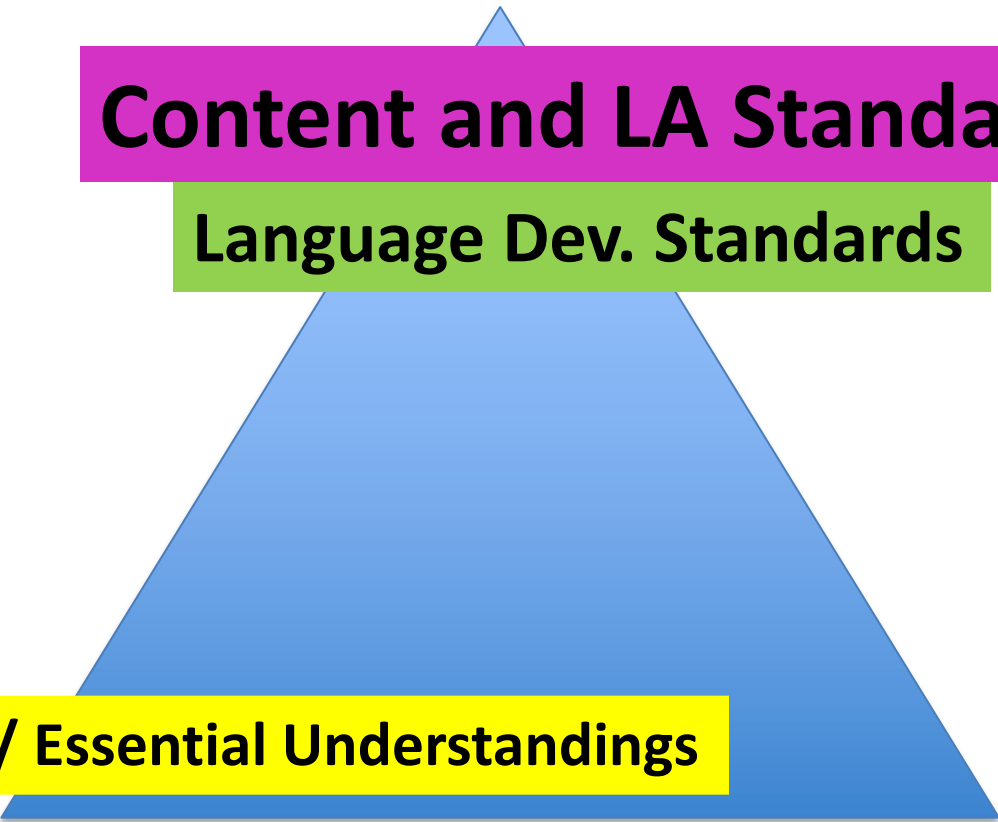


BUF Triangle Activity: Sort 3

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



BUF Triangle



Content and LA Standards

Language Dev. Standards

Big Ideas / Essential Understandings

Outcomes



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?

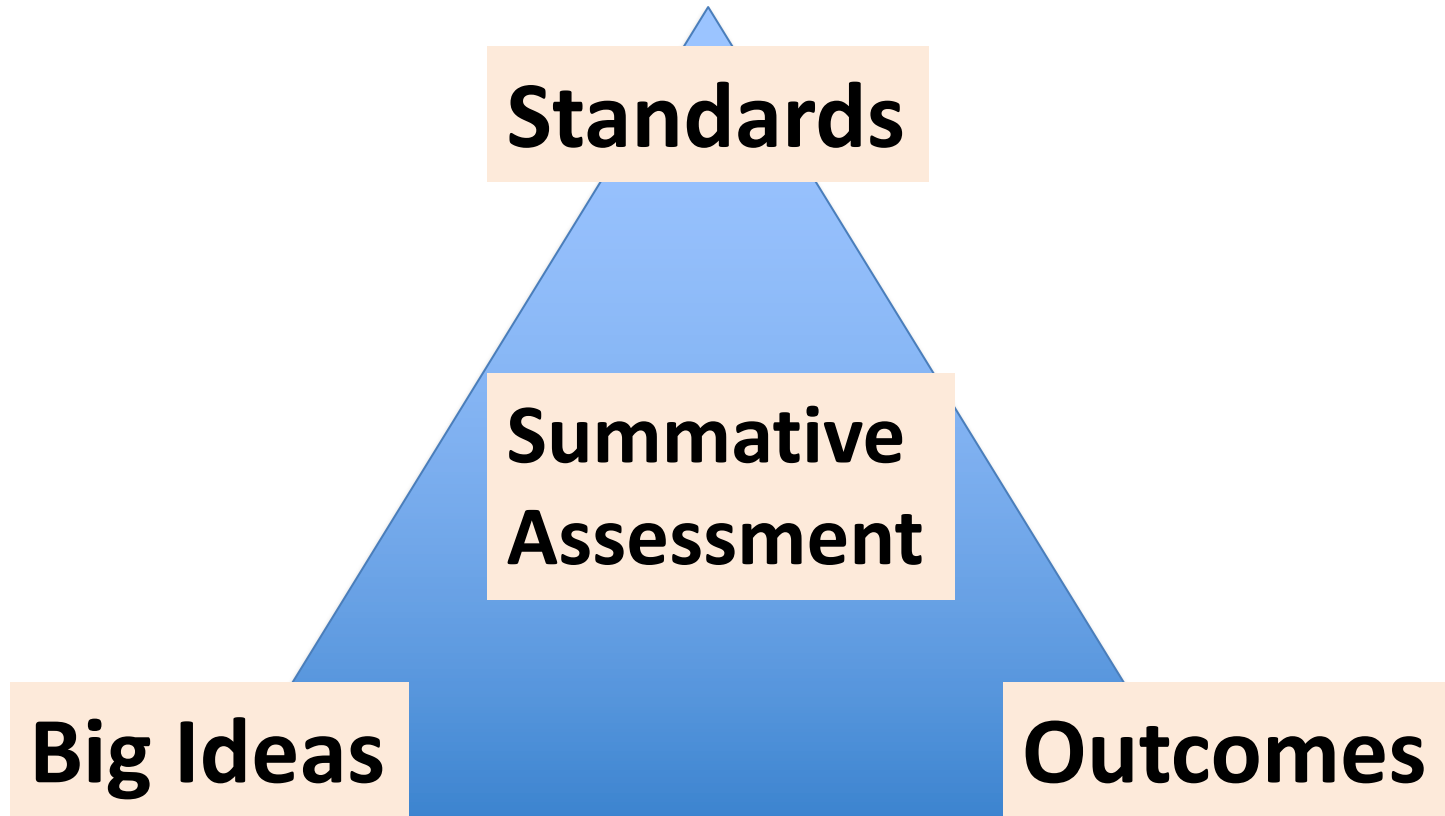


BUF Triangle Sort: Final Component

- 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

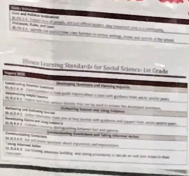
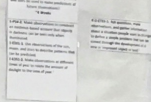
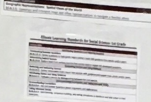
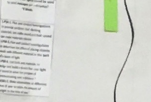
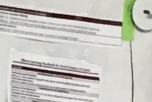
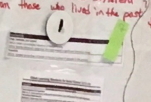
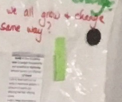


BUF Triangle Sort Take-Aways

- 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.

Standards-Based Biliteracy Maps

plan instruction for the year

80% First Grade Rules + Regular System	Are there rules everywhere? How do observations describe patterns?	Where we live How do I know where I am?	Light + Sound How can I use light + sound to send messages?	Needs + Wants How do we all get what we need?	Organisms + Sun How can we solve problems using nature?	People Past + Present How are our lives different from those who lived in the past?	Growth + Change How are all things + change the same way?
Content SC / SS (Math is mapped elsewhere) Living, learning + working Together							
Writing	1W 1W 5 8 1 Opinion Personal Essay	1W 1W 1W 5 8 3 3 Narrative Narrative Non-Fiction	1W 1W 1W 5 8 3 2 Informative How-to-Book	1W 1W 1W 5 8 3 1 Opinion Petition	1W 1W 1W 6 8 3 3 Narrative Personal Narrative	1W 1W 1W 5 8 3 2 Informative Fact Sheet	1W 1W 1W 5 8 3 3 Narrative Historical Fiction 1 Opinion Persuasive Letter
Reading	Literature 1 7 10 6 3	Informational RI 3 RI 1 2 10 6	Informational RI 2 RI 1 5 10 7 9	Informational RI 2 RI 1 6 10 4 8	Literature RL 3 RL 1 4 10 6 7	Informational 1 2 10 5 6 9	Literature RI 3 RL 1 5 10 6 9 Literature RI 4 RL 1 3 10 5 6
20% English Universal Themes (High Content)	School What is my school like? Establishing routines for English time Directions (How routines in school work) 1 Opinion Literature 1 3 10 6 9 Personal Essay	Friendship What is a good friend? 3 Narrative Literature 1 4 10 6 9 Narrative Non-Fiction	Weather How does weather affect our lives? 2 Informative How-To Book	Celebrations How do we celebrate? 1 Opinion Informational 1 2 10 4 8 Petition	Responsibility How do we all contribute? 3 Narrative Personal Narrative	Community How do we all belong? 2 Informative Fact Sheet	Animals How do animals live? 3 Narrative Historical Fiction Literature DRAFT 3/8

Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE		SCIENCE				
Español 50% / Day		Why are organisms different from one another?	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 Study - Relationships) Universal Theme in Literature
	SCIENCE					
	WRITING	2 Informative	3 Narrative	1 Opinion	2 Informative	3 Narrative Fiction
	READING	Informational	Literature	Informational	Informational	Literature
		How do communities determine rules & resp.?	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
English 50% Day						
	SCIENCE					
	WRITING	3 Narrative	1 Opinion	2 Informative/Explanatory	3 Narrative	1 Persuasive Letter
	READING	Literature	Informational	Literature	Literature	Informational

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Step 3: Design the Unit Learning Plan

Second Edition Updated BUF

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 Language Arts Big Ideas/Understandings
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Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

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

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Formative Assessment

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Formative Assessment

AM - Wednesday, June 26, 2019

What instructional practices support biliteracy development?

- ✓ Biliteracy Learning Environment
- ✓ Biliteracy Curriculum Maps
- ✓ BUF Triangle: Standards, Big Ideas, and Summative Assessment
- ✓ Integrating Language, Literacy, Content, and Inquiry

PM - Wednesday, June 26, 2019

What instructional practices support biliteracy development?

Salón A	Salón B	Salón C
Implementing a Multilingual Perspective in Selecting Children's Literature	PK-2 Sample Instruction – Moving to Literacy	The Biliteracy Mapping Process