

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

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



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.

Anchor Standards



Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Tipos de textos y sus propósitos

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

Producción y redacción de la escritura

4. (Se inicia en el 3^{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.

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).

Nivel de escritura y redacción

10. (Se inicia en el 3^{er} grado)

Kinder Writing Standards:
The anchor standards
are made developmentally
appropriate for kinder.

Each grade level uses
The same anchor standards,
but adjusted for the
grade and age.

The standards are a
Progression from K-12.



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 K-12



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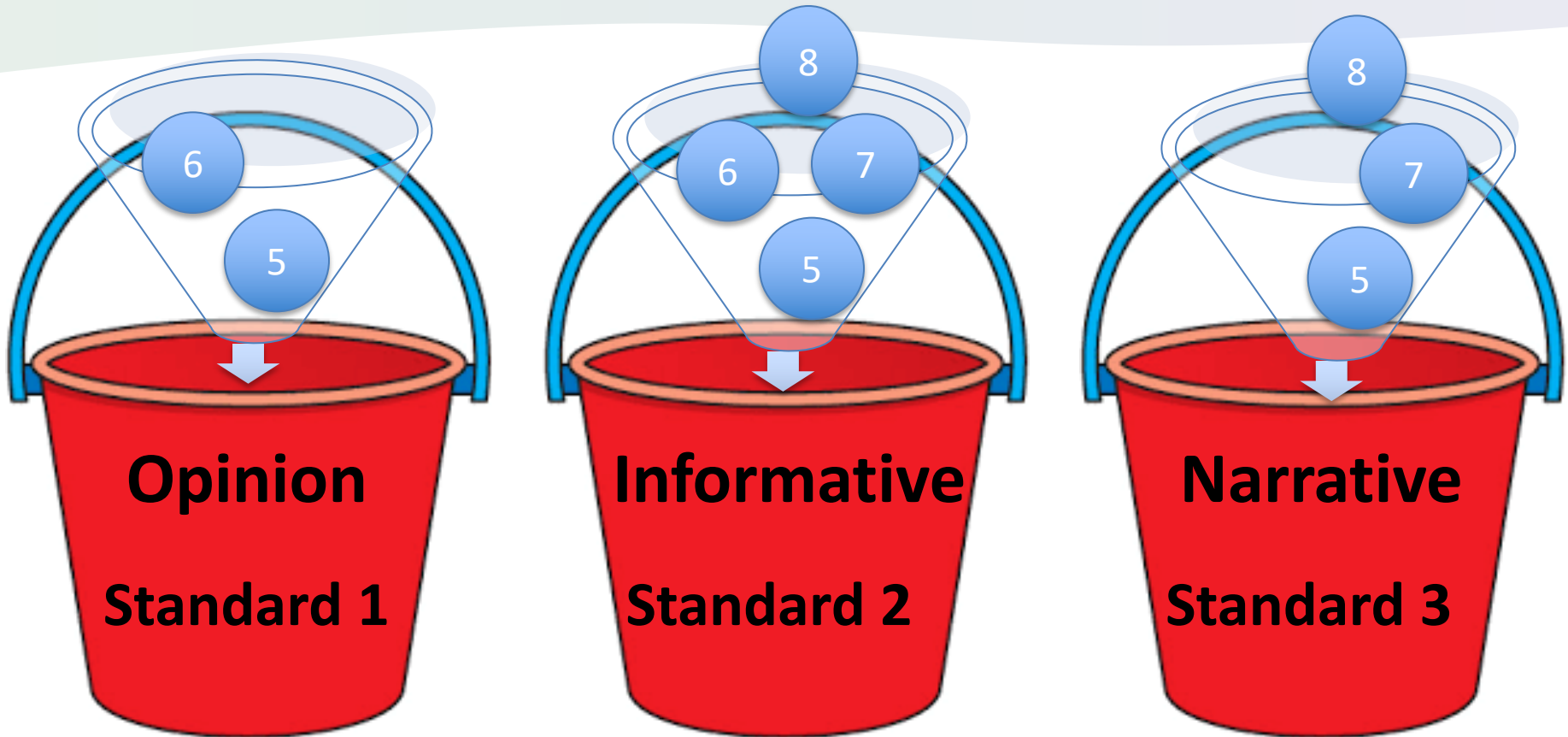
Organization of the CCSS Writing Standards K-12



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



Organization of the CCSS Writing Standards



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

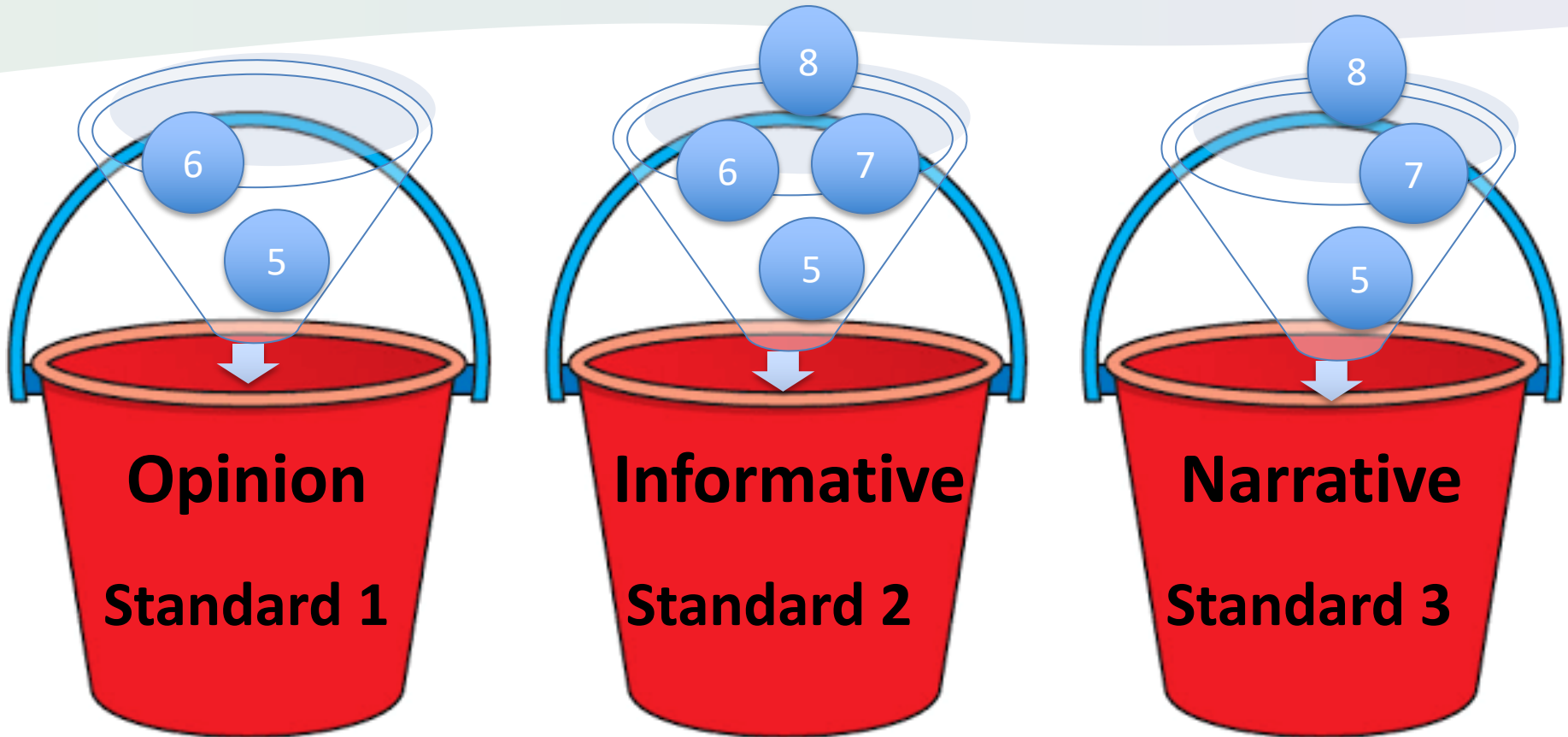


Genres within each bucket

(Source: Pathways to the Common Core)

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

Organization of the CCSS Writing Standards



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



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>



[illegible]

6th Grade Spanish Language Arts Year Long Map

WRITING	WRITING	WRITING	WRITING
Type of Writing: Informative (Spanish) - Write an informative paragraph stating the theme of "Hay que salvar a <u>Sole</u>" with 3 supporting details from the exposition, rising action/climax, and falling action/resolution. NEED A RUBRIC FOR INFORMATIVE WRITING! FOR NEXT YEAR! Type of Writing: Informative (Spanish) *Take an issue you want to stand up for *Event when you stood up for something Read about 4 different causes Which of these four causes can you connect to and why? - Cesar Chavez /Dolores Huerta (migrant farmworkers) - The DREAMers (education)	Type of Writing: Argumentative (Spanish) - See final writing project below Focus Standard(s): W.6.1 Write arguments to support claims with clear reasons and relevant evidence. Type of Writing: Informative (English) W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Option #1**** - Write a constructed response discussing the point of view used in <u>The Lightning Dreamer</u> and its effect - I.e. "The story <u>The Lightning Dreamer</u> by Margarita Engle is told through 1st person POV, and it is used to <u>give</u> readers a deeper look	Type of Writing: Informative (Spanish) - Research an environmental activism cause and create presentation Focus Standard(s): W.6.2 (matches 6th grade ELA) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.7 (matches 6th grade ELA) Conduct short research projects to answer a question, drawing, on several sources and refocusing the inquiry when appropriate. ~~~~~ Type of Writing: Narrative Poetry (English) - Choose an aspect of nature and tell a story about it in verse (poetry)	Type of Writing: Informative (Spanish) - Compare/contrast different genres/fiction/nonfiction and their purpose in conveying the message. Focus Standard(s): W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Mini-lesson will be W.6.2 <u>standards A-F</u> Type of Writing: Argumentative (English) With a group, create a project answering the overarching essential question, "Is preserving your culture important?" Be sure to support your claim with evidence from the fiction we have read, as well as the nonfiction articles. Focus Standard(s):

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

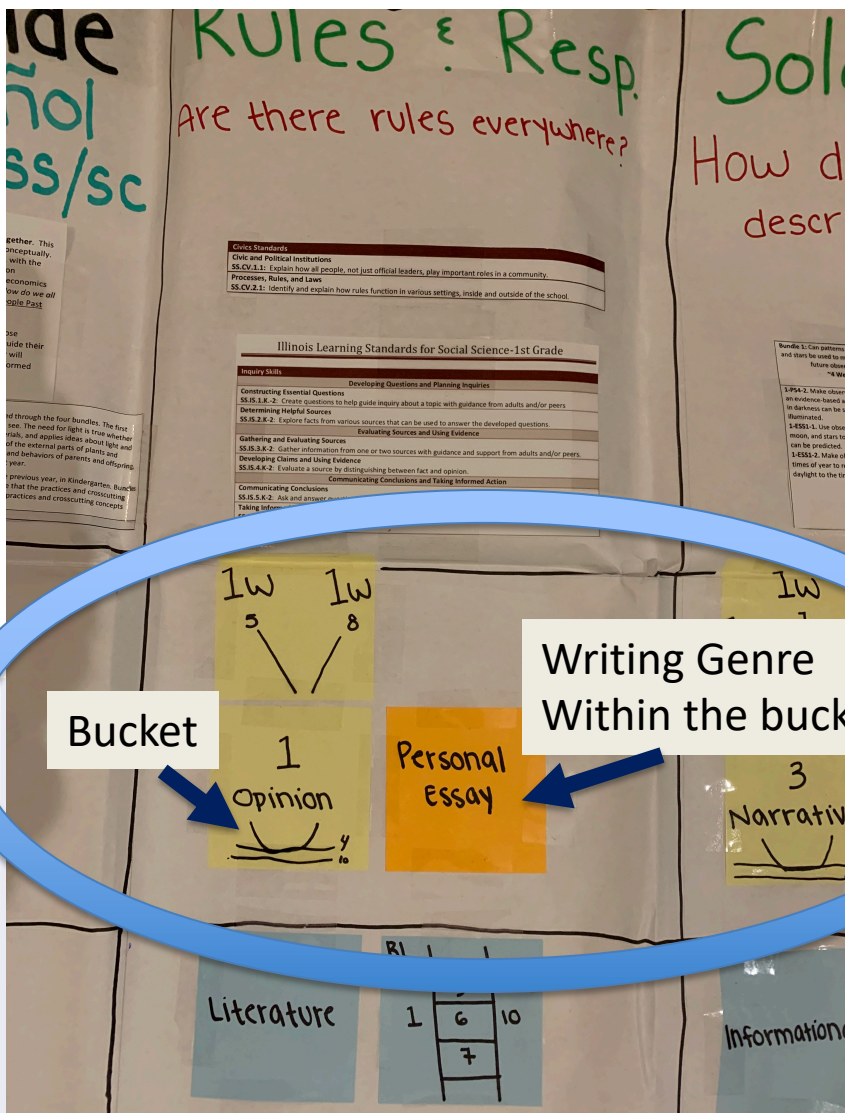


Writing Standards

- I learned that (or my knowledge was affirmed in that)_____.
- Using the writing standards in biliteracy means that_____.



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 5 1w 8

1 Opinion

Personal Essay

3 Narrative

Literature

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**

Page 2

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



The CCSS Reading Standards (used for mapping)

K-12

**Informational
Texts**

Anchor
Standards

**Literary
Texts**

Organization of the CCSS Reading Standards

K-12

**Informational
Texts**

**Literary
Texts**

The reading skills
and behaviors you
will teach in this
unit.

**Standard 1:
Comprehension**

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



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)		



20% First Grade Rules + Respectful System

Content
 SC / SS
 (Math is mapped elsewhere)
 Living, Learning + Working Together

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 Do we all grow + change the same way?

Writing

Reading

20% English
 L S R W
 Language needs through the building
 Establishing routines for English time
 Directions (How routines in school work)

Friendship
 Literature
 1 3 10
 Personal Essay

Weather
 Literature
 1 3 10
 Narrative Non-Fiction

Celebrations
 2 Informative
 1 3 10
 How-To Book

Responsibility
 1 Opinion
 1 3 10
 Poem

Community
 3 Narrative
 1 3 10
 Personal Narrative

Animals
 2 Informative
 1 3 10
 Fact Sheet

Family
 3 Narrative
 1 3 10
 DRAFT

6th GRADE SLA 2017-2018 YEAR-AT-A- GLANCE

Quarter 1-first 9 weeks 6 weeks Spanish 3 weeks English	Quarter 2- second 9 weeks 6 weeks Spanish 3 weeks English	Quarter 3- third 9 weeks 6 weeks Spanish 3 weeks English	Quarter 4- fourth 9 weeks 6 weeks Spanish 3 weeks English
Overarching question: How does one preserve culture?			
READING	READING	READING	READING
Title: Individuals as Part of our Whole Community A way to make an impact in your community is <u>activism</u> Making social changes → have a voice Essential Question: How do individuals impact their communities? What is the benefit of contributing to the greater good? Essential Understanding: - A community is... -The point of view used to tell the story has a great impact (THEME) Genre: Realistic Fiction, Biographies, and Poetry	Title: Connecting the Past, Present, and Future Essential Question: What does the past have to do with me? How can I use it to shape the future? (current immigration, colonization etc.) <u>¿Qué tiene que ver el pasado conmigo? ¿Cómo puedo usarlo para dar forma al futuro?</u> Essential Understanding: -Fictional texts follow a specific plot structure. - There are various types of characters (static, dynamic, flat, round). - Dynamic characters change throughout a text and move towards a resolution. (CHARACTERIZATION AND POV) Genre: Historical Fiction, <u>NewsELA</u> articles on immigration or primary documents from explorers, Poetry	Title: The Individual in Nature Essential Question: What is our relationship with nature? • How is nature at war with each of us and how does it prove our vulnerability? • What is our responsibility in preserving our planet for future generations? • Where do you fit into nature? You are vulnerable to it. You have a responsibility to it. You are an essential part of it. Essential Understandings: - We as humans can often be held at nature's mercy, and because of this, it's everyone's job to care for the environment to maintain <u>their</u> safety and security of future generations. -Authors use descriptive language to add to the tone of the text. -Figurative language adds meaning Mood and tone: Mood-- <u>estado de animo</u>	Title: TBD Essential Question: • How does life in the fantasy world help us learn about the real world? • What kinds of conflicts typically occur in fantasy narratives? • What is believable about the story? ◦ What elements of culture can be found in the story???? Title: Preserving Culture Essential Question: • Does culture impact the delineations between good and evil? ◦ How is culture defined? • How do different groups advocate to preserve their culture?

Focus Standard(s):

RL.6.2- matches 6th ELA

-Determine a theme or central ideal of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgement.

RL.6.5

-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RI.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RI.6.9

-Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).

Supporting Standards

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Focus Standard(s):

RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (focus on characterization, types of characters, direct and indirect)

RL.6.6-

Explain how an author develops the point of view of the narrator or speaker in a text.

RI.6.5

Analyze how a particular sentence, chapter scene, or section fits into the overall structure of a text and

RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Resources:

[List of historical fiction novels in English featuring Latino characters](#)

-Migrar (Heather) (Immigration. Aztec codex format. Possible read-aloud? Model

Genre:

Adventure/Survival, Informational Text related to the environment, Poetry

Focus Standard(s):

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of specific word choice on meaning and tone.

RL.6.7- matches 6th ELA

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; and technical meanings.

(English- Joyful Noise)

Resources:

Liga de Antiprincesas: Berta Caceres (Heather Google Doc)

- Context Clues
- Connotation and denotation

<https://youtu.be/DUBYHxmuW00>

<http://blogueiros.axena.org/2013/07/04/mejores-poesias-naturaleza/>

- Authors mirror what is happening in the world through writing.

- (mention character archetypes)
- Connections are made across texts, specifically related to themes.

Genre:

Fantasy, Traditional Literature (folktales/fables)

*Use speeches and determine bias and difference between fact/opinion

Focus Standard(s):

RL.6.9

Compare and contrast stories in different forms of genres (e.g., stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.3 (matches 6th grade ELA)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)

Heather books:

-Yacay en la Isla de la Furia (fantasy from Chile) 50 books

-La fantasmal aventura del niño semihuérfano

Record, Review and Revise

Page 10

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	

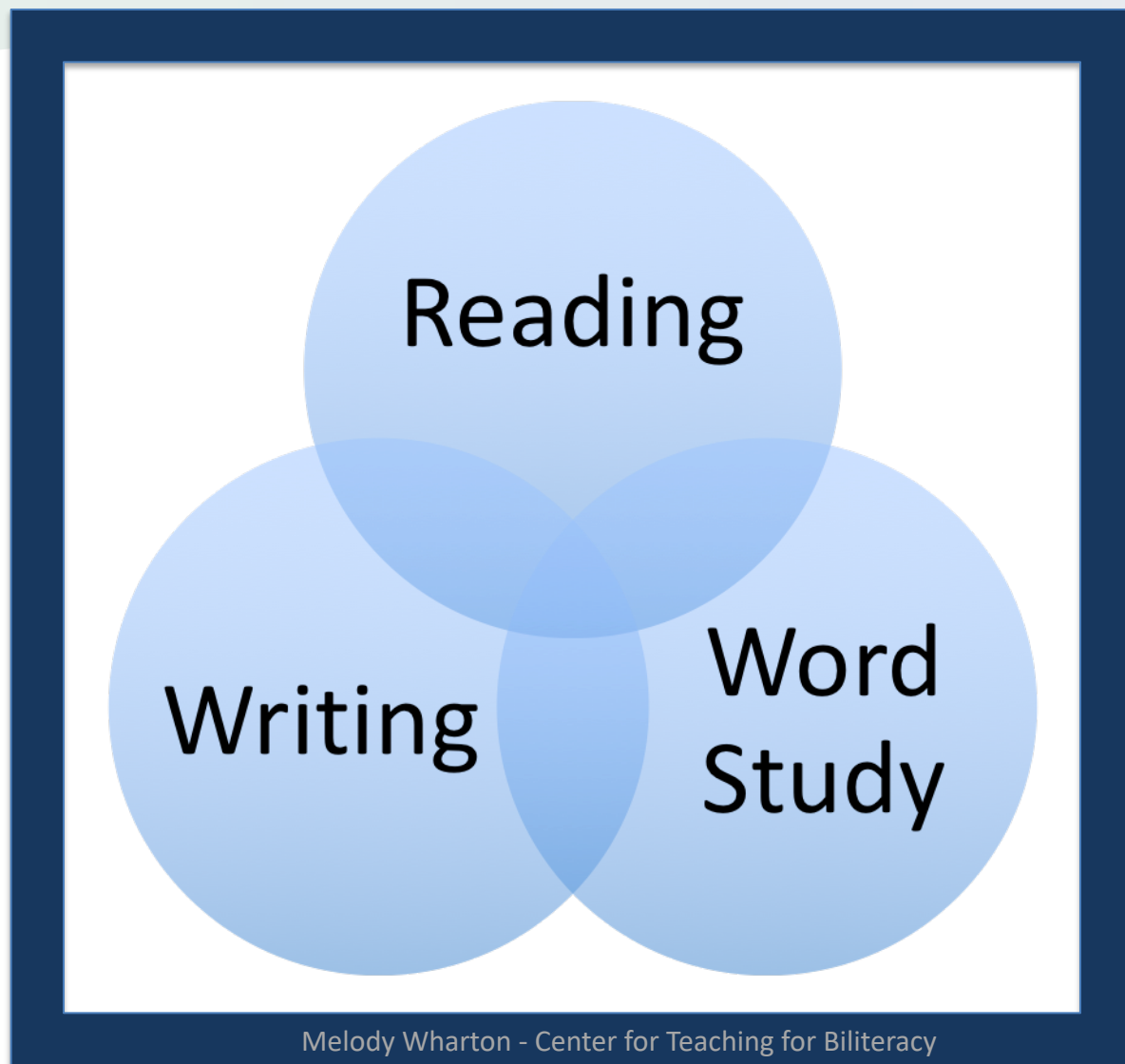


Reading Standards

- I learned that (or my knowledge was affirmed in that)_____.
- Using the reading standards in biliteracy means that _____.



Literacy and Biliteracy



Context
for
Meaning



Biliteracy Maps Scavenger Hunt

- When the bell rings, select a partner from your table.
- Then, go to a map and answer the questions on pages 7 and 8 of your handouts.
- If you finish, move on to page 9

	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?		



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



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

Second Edition Updated BUF

Step 2

Theme:

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

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

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

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

Bridge: Metalinguistic Focus

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

Formative Assessment

Second Edition Updated BUF

Step 2

Theme:

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

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
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Step 3: Design the Unit Learning Plan

Second Edition Updated BUF

Step 2

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

Step 3

Building Oracy and Background Knowledge

Academic Language and Experiences needed for the unit

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Second Edition Updated BUF

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