

# Seattle/Issaquah Summer Institute:

## Teaching for Biliteracy:

### Strengthening Bridges Between Languages



**Issaquah, Washington**

**August 6-8, 2019**

@T4Biliteracy



Teaching for Biliteracy



**[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)**

**The standards in the  
BUF Triangle come  
from standards-based  
biliteracy maps.**



## 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. |                                                                                                                                                                                                        |
| <b>I. A<br/>Program Design<br/>and First Draft of<br/>Biliteracy Curriculum<br/>Map</b>                                                                                                                                              | Vision                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                      | Literacy Pedagogy                                                                                                                                                                                      |
|                                                                                                                                                                                                                                      | Language and Content Allocation Plan                                                                                                                                                                   |
|                                                                                                                                                                                                                                      | Review the standards                                                                                                                                                                                   |
|                                                                                                                                                                                                                                      | Draw the Language and Content Allocation on the Butcher Paper.<br>Bundle the content area standards.                                                                                                   |
|                                                                                                                                                                                                                                      | Begin to write year-long and unit storylines, starting with the content focus.<br>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.                                                                                                                              |
| <b>I. B. Review, Reflect<br/>and Revise</b>                                                                                                                                                                                          | Review, Reflect and Revise the first draft of the map, focusing on rigor and balance.                                                                                                                  |
| <b>II. Unit Backwards<br/>Design</b>                                                                                                                                                                                                 | BUF Triangle: <ul style="list-style-type: none"> <li>Standards</li> <li>Big Ideas</li> <li>Learning and Language Objectives - Rigor</li> </ul> Summative Assessment                                    |
| <b>III. Unit Learning Plan</b>                                                                                                                                                                                                       | Materials                                                                                                                                                                                              |
|                                                                                                                                                                                                                                      | Instructional Activities for: <ul style="list-style-type: none"> <li>Oracy</li> <li>Content</li> <li>Reading</li> <li>Writing</li> <li>Word Study</li> </ul> Bridge: Transfer and Contrastive Analysis |

### Step 1: Create Biliteracy Maps

**Page 2 of your  
handouts**

# Biliteracy Systems and Structures

- Vision (reflects a multilingual mindset)
- Pedagogy (reflect balanced literacy and biliteracy)
- Systems and Structures (reflect a multilingual mindset)
  - Schedules
  - Curriculum
  - Assessment
  - Materials



# **Language and Content Allocation Plan Determines your Structures:**

**Daily  
Schedules**

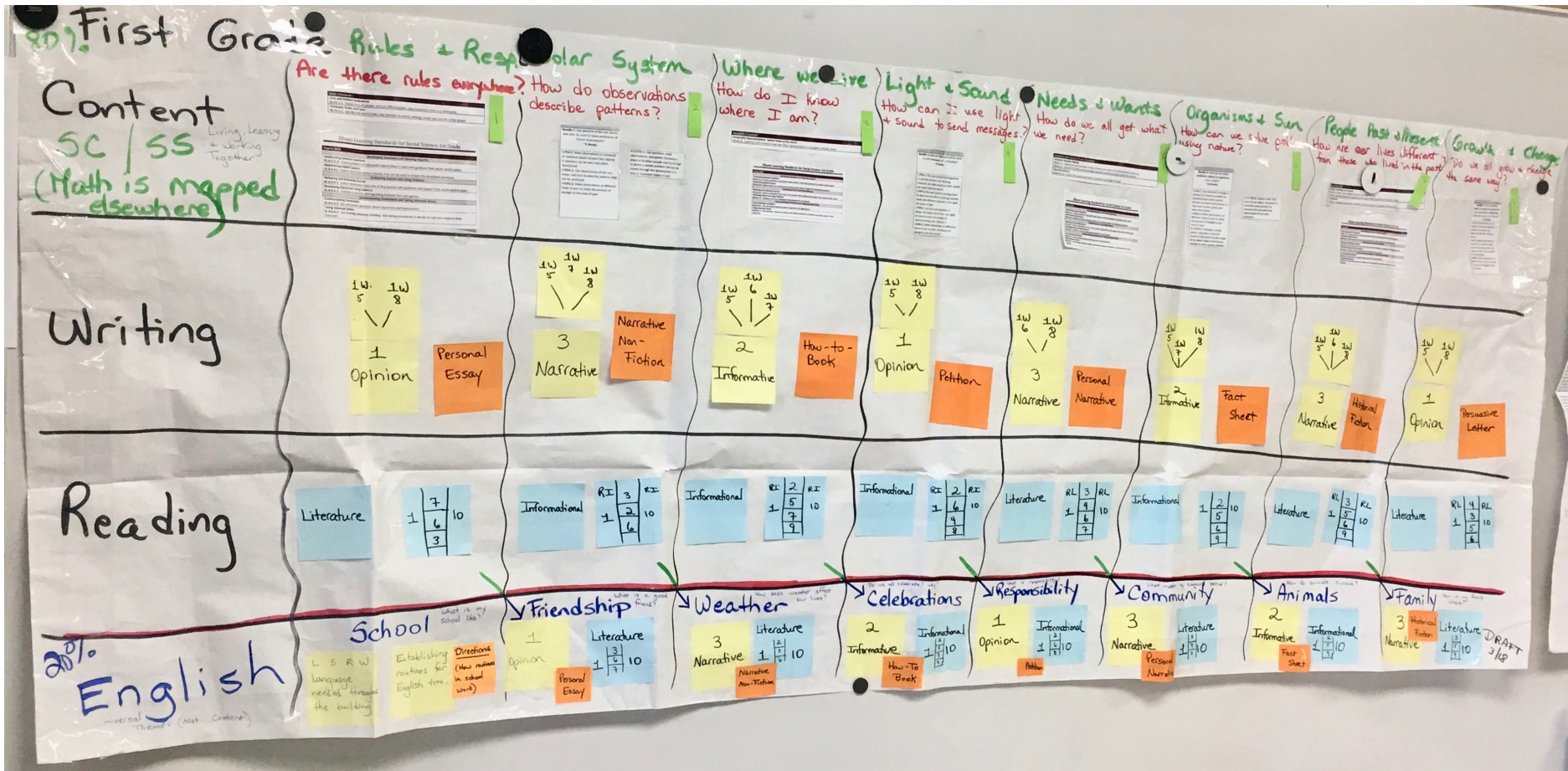
**Materials/  
Resources**

**Biliteracy Curriculum/Units**



# Standards-Based Biliteracy Maps

## plan instruction for the year



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

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



# plan instruction for the year

## 80/20 Example

**80/20 Example**

| Topic                                    | Content                                                        | Writing                        | Reading                        | English                        |
|------------------------------------------|----------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1. First Grade Rules + Respectful System | Living, learning + working together (Math is mapped elsewhere) | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 2. Where we live                         | How do I know where I am?                                      | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 3. Light + Sound                         | How can I use light + sound to send messages?                  | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 4. Needs + Wants                         | How do we all get what we need?                                | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |
| 5. Organisms + Sun                       | How can we solve problems?                                     | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 6. People Past + Present                 | How are our lives different from those who lived in the past?  | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |
| 7. Growth + Change                       | How do we all grow + change the same way?                      | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 8. Friendship                            | What is my school like?                                        | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 9. Weather                               | How does weather affect our lives?                             | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 10. Celebrations                         | How can I use light + sound to send messages?                  | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 11. Responsibility                       | How do we all get what we need?                                | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |
| 12. Community                            | How can we solve problems?                                     | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 13. Animals                              | How are our lives different from those who lived in the past?  | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |
| 14. Family                               | How do we all grow + change the same way?                      | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 15. School                               | What is my school like?                                        | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 16. Friendship                           | How does weather affect our lives?                             | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 17. Weather                              | How can I use light + sound to send messages?                  | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     | 1w/5, 1w/8<br>1<br>Opinion     |
| 18. Celebrations                         | How do we all get what we need?                                | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |
| 19. Responsibility                       | How can we solve problems?                                     | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative | 1w/5, 1w/8<br>2<br>Informative |
| 20. Community                            | How are our lives different from those who lived in the past?  | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   | 1w/5, 1w/8<br>3<br>Narrative   |



# Standards-Based Biliteracy Maps

## plan instruction for the year

| THIRD GRADE          |                | 50/50 Example                                 |                                                  |                                                      |                                                          |                                                                      |
|----------------------|----------------|-----------------------------------------------|--------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------|
| Español<br>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                                                           |
| English<br>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 Persuasive Letter                                                  |
|                      | READING        | Literature                                    | Informational                                    | Literature                                           | Literature                                               | Informational                                                        |

# 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

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**Planning for biliteracy begins with standards-based biliteracy maps.**

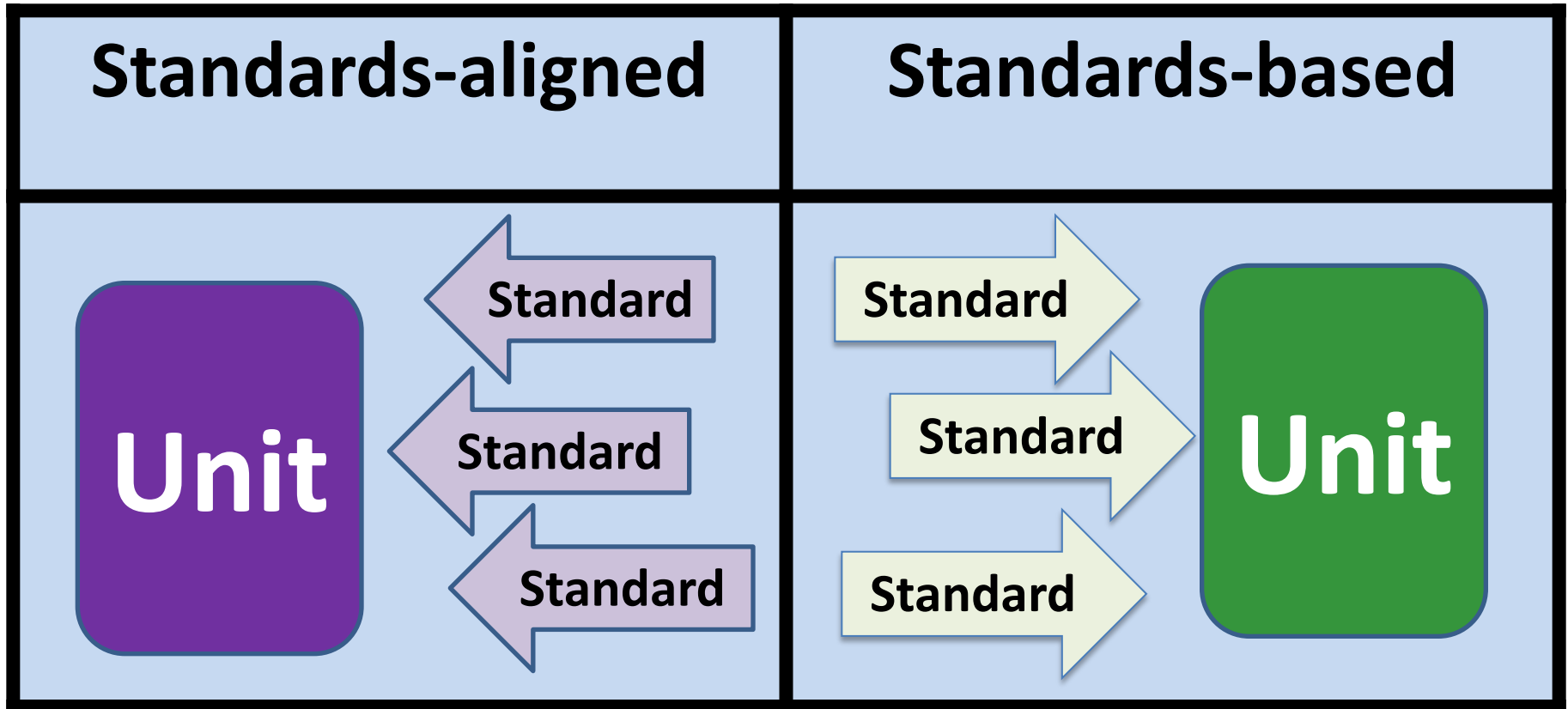
**Because....maps help us strategize how Spanish and English are connected, and they reduce redundancy and optimize transfer. If we start with units, we miss these steps and we may have created holes!**



# **Standards-based v.s. Standards-aligned?**

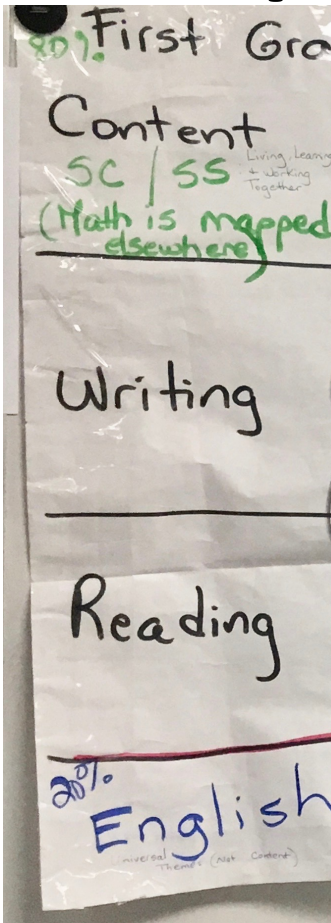


# Standards-based v.s. Standards-aligned?



# Standards-Based Biliteracy Maps

## plan instruction for the year

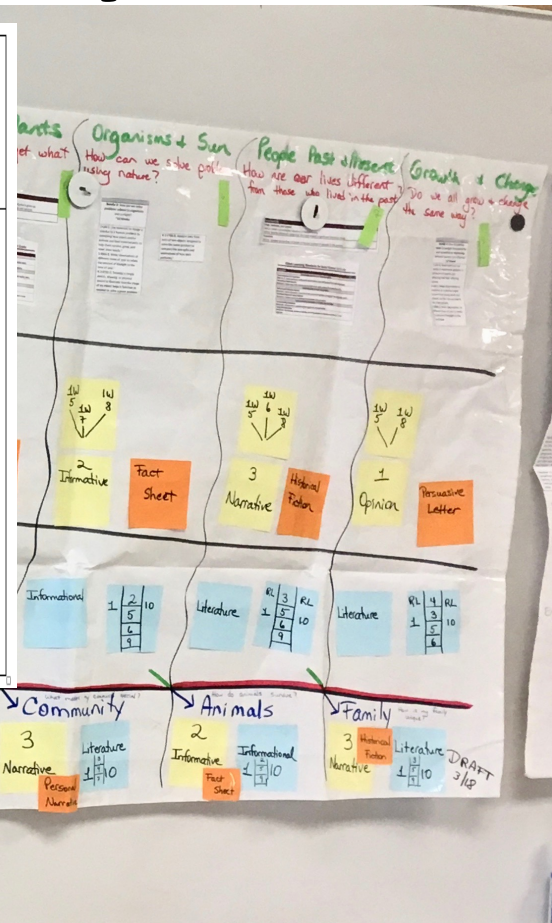


|                                                                                                                                                                                                                                                              |                                            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

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

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

|                                                                                                                                                                                                                                                              |         |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|
| <b>Theme/Unit Name:</b><br>- Content Area Standards - Content Area Big Idea(s) - Language Proficiency/Development Standards<br>- Writing Standards - Literacy Big Idea(s) - Language Targets<br>- Reading Standards - Content Targets - Summative Assessment |         |  |
| <b>Building Oracy and Background Knowledge</b>                                                                                                                                                                                                               |         |  |
| 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 grades and 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 a hand-drawn map with the title "RULES & Resp." and the question "Are there rules everywhere?". To the right, another section is titled "Sold" with the question "How do descri". Below the map is a printed document titled "Illinois Learning Standards for Social Science-1st Grade". The document includes sections for "Civics Standards", "Inquiry Skills", "Developing Questions and Planning Inquiries", "Gathering and Evaluating Sources", "Developing Claims and Using Evidence", "Communicating Conclusions", and "Taking Informed Action".

Sticky notes and diagrams include:

- A diagram with "1w" and "1w" at the top, connected by lines to "5" and "8" below them.
- A sticky note labeled "1 Opinion" with a diagram showing a line from "1" to "y" and another from "1" to "to".
- A sticky note labeled "Personal Essay".
- A diagram with "1w" and "1w" at the top, connected by lines to "5" and "1" below them.
- A sticky note labeled "3 Narrativ".
- A sticky note labeled "Literature" with a diagram showing a line from "1" to "3" and another from "1" to "6".
- A sticky note labeled "Informational" with a diagram showing a line from "1" to "7" and another from "1" to "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**
- 1w 5 1**
- 1**
- Opinion**
- Personal Essay**
- 3**
- Narrative**
- Literature**
- Informational**

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

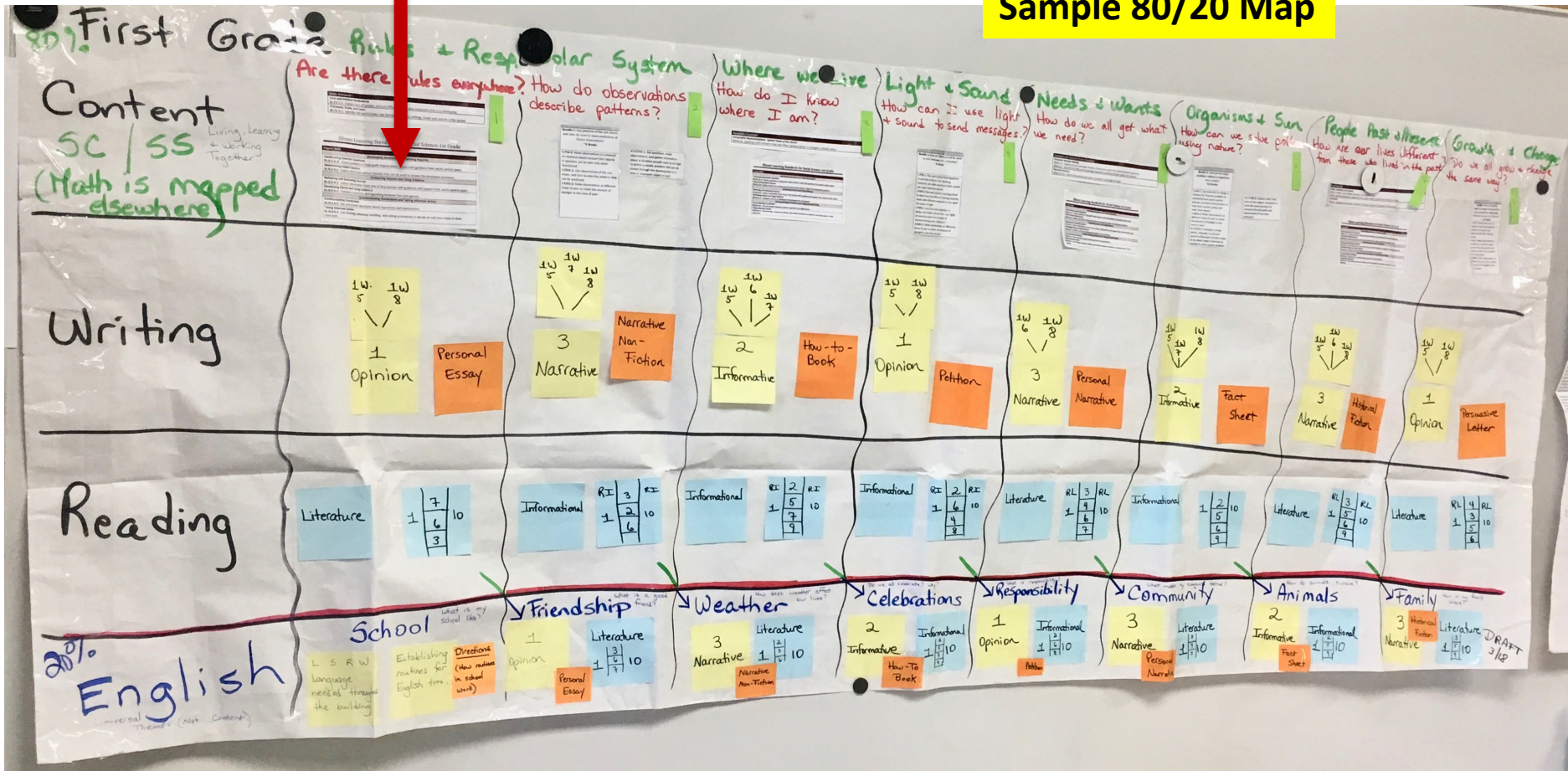
**Writing Standards**

**Reading Standards**

# Standards-Based Biliteracy Maps

## plan instruction for the year

Sample 80/20 Map





# Standards-Based Biliteracy Maps

## plan instruction for the year

| THIRD GRADE          |                | Sample 50/50 Map                              |                                                  |                                                      |                                                          |                                                                      |
|----------------------|----------------|-----------------------------------------------|--------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------|
| Español<br>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<br>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:

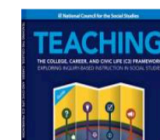
- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, 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-envisions 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:<br>Developing<br>Questions and<br>Planning<br>Inquiries | Dimension 2:<br>Applying<br>Disciplinary Tools<br>and Concepts | Dimension 3:<br>Evaluating<br>Sources and<br>Using Evidence | Dimension 4:<br>Communicating<br>Conclusions and<br>Taking Informed<br>Action |
|----------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|
| Developing Questions<br>and Planning Inquiries                       | Civics                                                         | Gathering and<br>Evaluating Sources                         | Communicating and<br>Critiquing Conclusions                                   |
|                                                                      | Economics                                                      | Developing Claims<br>and Using Evidence                     | Taking Informed Action                                                        |
|                                                                      | Geography                                                      |                                                             |                                                                               |
|                                                                      | History                                                        |                                                             |                                                                               |



# Social Studies Standards for Washington State

## Inquiry Dimension 1

## Evaluating Sources and Using Evidence

**SOCIAL STUDIES SKILLS Anchor Standard:** The student understands and applies reasoning of reading, writing, and communicating.

**SSS2:** Uses inquiry-based research.

**By the end of kindergarten, students will:**

SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.

**By the end of first grade, students will:**

SSS2.1.1 Explain how questions are used to find out information.  
SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.  
SSS2.1.3 Explain what a compelling question is and why it is important.

**By the end of second grade, students will:**

SSS2.2.1 Identify disciplinary ideas associated with a compelling question.  
SSS2.2.2 Identify facts and concepts associated with a supporting question.  
SSS2.2.3 Make connections between supporting questions and compelling questions.  
SSS2.2.4 Ask and answer questions about claims or positions.  
SSS2.2.5 Ask and answer questions about explanations.

**SOCIAL STUDIES SKILLS Anchor Standard:** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

**SSS1:** Uses critical reasoning skills to analyze and evaluate positions.

**By the end of kindergarten, students will:**

SSS1.K.1 State and clarify one's point of view.  
SSS1.K.2 Evaluate the fairness of one's point of view.  
SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teacher.  
SSS1.K.4 Retell a sequence of events that have happened over time.

**By the end of first grade, students will:**

**Enduring Understanding:**

I know that there are many points of view to an argument and I can share my position with evidence.

**Sample Questions**

**General Questions:**

Why is it important to listen to different positions (and to be curious about different points of view) before I make up my mind?  
Why do people take different positions in an argument?

## Tools and Concepts Dimension 2

**CIVICS Anchor Standard:** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

**C1:** Understand key ideals and principles of the United States, including those in the Declaration of Independence and founding documents.

**By the end of kindergarten, students will:**

C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.  
C1.K.2 Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.

**Enduring Understanding:**

I know that different communities create rules to promote the common good and individual liberties.

**Sample Questions**

**Kindergarten:**

What are my classroom rules?  
What are the playground rules?  
What happens when you don't follow the rules of the classroom?

**SOCIAL STUDIES SKILLS Anchor Standard:** The student understands and applies reasoning of reading, writing, and communicating.

**SSS3:** Deliberates public issues.

**By the end of kindergarten, students will:**

SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.

**By the end of first grade, students will:**

SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.

**By the end of second grade, students will:**

SSS3.2.1 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.  
SSS3.2.2 Identify ways to take action to help address local, regional, and global problems.  
SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

## Communicating And Taking Action Dimension 4



# WA Social Studies Standards K-5

## Elementary Themes

*Use as a Framework for Addressing the Standards- OSPI*

**Kindergarten:** Self (near & far; now and then)

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**First Grade:** Families (near & far; now & then)

**Second Grade:** Community (near & far; now & then)

**Third Grade:** Culture: People, Places, and Environment

**Fourth Grade:** Washington State History (local tribal history)

**Fifth Grade:** US History (pre-colonial period to independence)

Source: Illinois Social Science Standards Recommendations,

[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)

May 2015





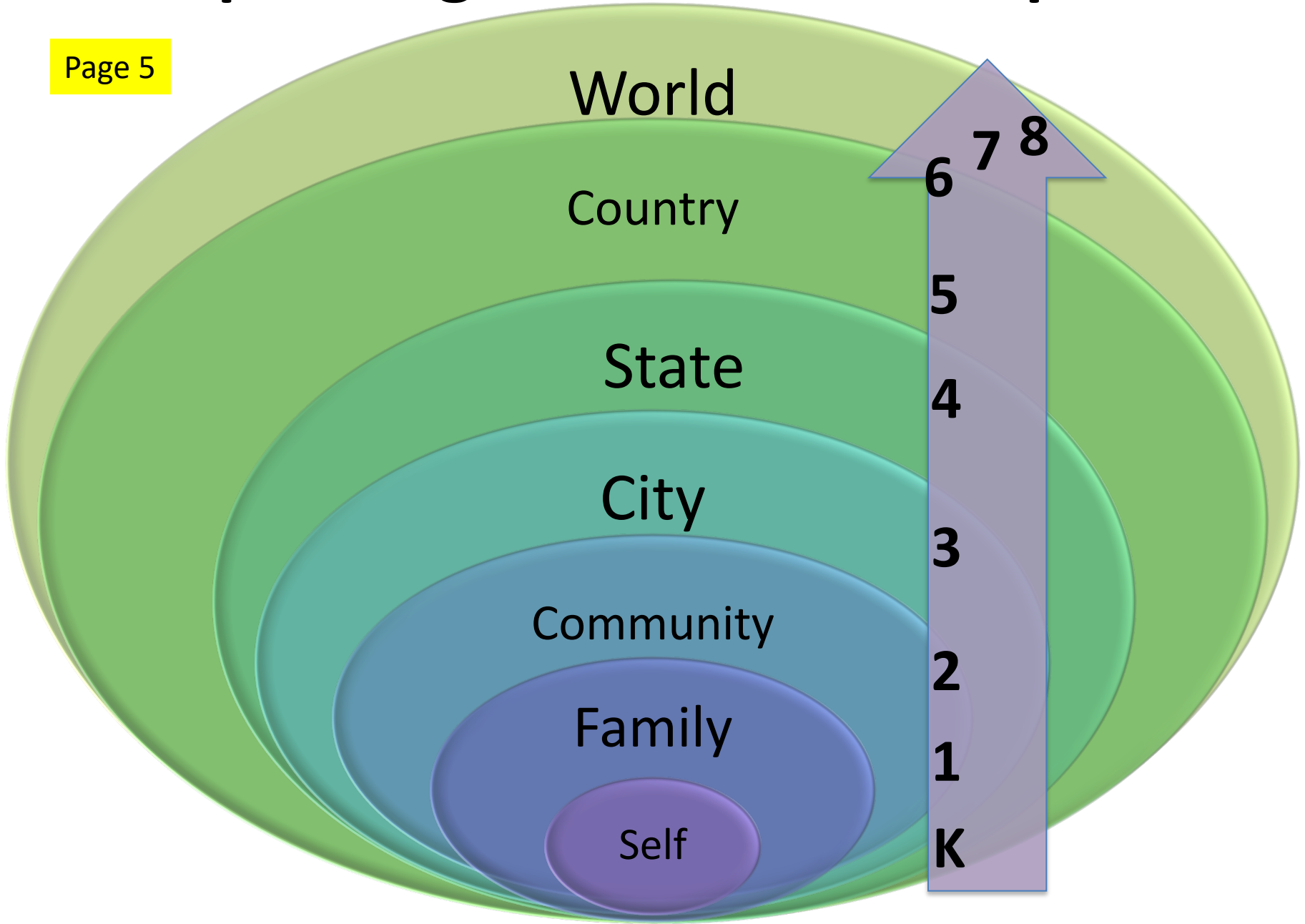
# K-12 Disciplinary Concepts

## 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

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# 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**).

# Share:

- What I like about the social studies standards is \_\_\_\_\_.
- To meet the instructional shifts in the standards, we should \_\_\_\_\_.
- In my practice, social studies \_\_\_\_\_.

