

The Organization and Instructional Shifts of the Standards

Grades 5-8



Palmdale School District

August 6, 2025

Melody Wharton, M.Ed.

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The Center for Teaching for Bilingual Education



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3-Day Overview		
August 5, 2025	August 6, 2025	August 7, 2025
Characteristics of Effective Biliteracy Instruction	The Organization and Instructional Shifts of the Standards	Planning for Effective Biliteracy Instruction
Whole group – Welcome Breakouts by grade band (k-2, 3-5 & 6-8)	Breakouts by grade band (k-2, 3-5 & 6-8)	Whole group – seated by grade level



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Session Purpose:

Build a shared understanding of the organization and instructional shifts of the content and literacy standards and their implication on planning and instructional design.



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Agenda:

- Welcome & Introductions
- Standards-based Instruction
- CA History-Social Science Standards
- CA Science Standards
- CA Common Core Language Arts Standards:
 - Reading
 - Writing
- Closure and Preparing for Tomorrow



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Materials for today's session



Center for Teaching for Biliteracy
www.TeachingforBiliteracy.com

3-Day Overview

Palmdale School District, CA

August 5, 2025	August 6, 2025	August 7, 2025
Characteristics of Effective Biliteracy Instruction	The Organization and Instructional Shifts of the Standards	Planning for Effective Biliteracy Instruction
Whole group – Welcome	Breakouts by grade band (K-4 & 5-8)	Whole group – seated by grade level

Grade Band	Presenter	Contact Information
K-4	Crystal Ramos	teachingforbiliteracyCR@gmail.com
5-8	Melody Wharton	teachingforbiliteracyMW@gmail.com

The Organization and Instructional Shifts of the Standards

August 6, 2025 Session Outcomes:

- Identify the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

Resource
Packet

5th Grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.		

5-PS1-1 Matter and Its Interactions

Students who demonstrate understanding can:
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

Science and Engineering Practices	Disciplinary Core Concepts	Crosscutting Concepts
Developing and Using Models	PS.1.A. Structure and Properties of Matter	Scale, Proportion, and Quantity

Grade Level
Standards
Analysis
Document



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The Organization and Instructional Shifts of the Standards

- August 6, 2025 - Session Outcomes:**
- Identify the key instructional shifts inherent in the CCSS, NGSS, and CA H-SS Framework and explain how they shape expectations for teaching and learning.
 - Describe how the organizational structures of each set of standards guide planning and instructional design.

- Hello! My name is...
- I work ____ and I ____ (role).
- A takeaway I had yesterday was...
- In reading the outcomes for today, I notice that...
- I am excited to...
- What about you?

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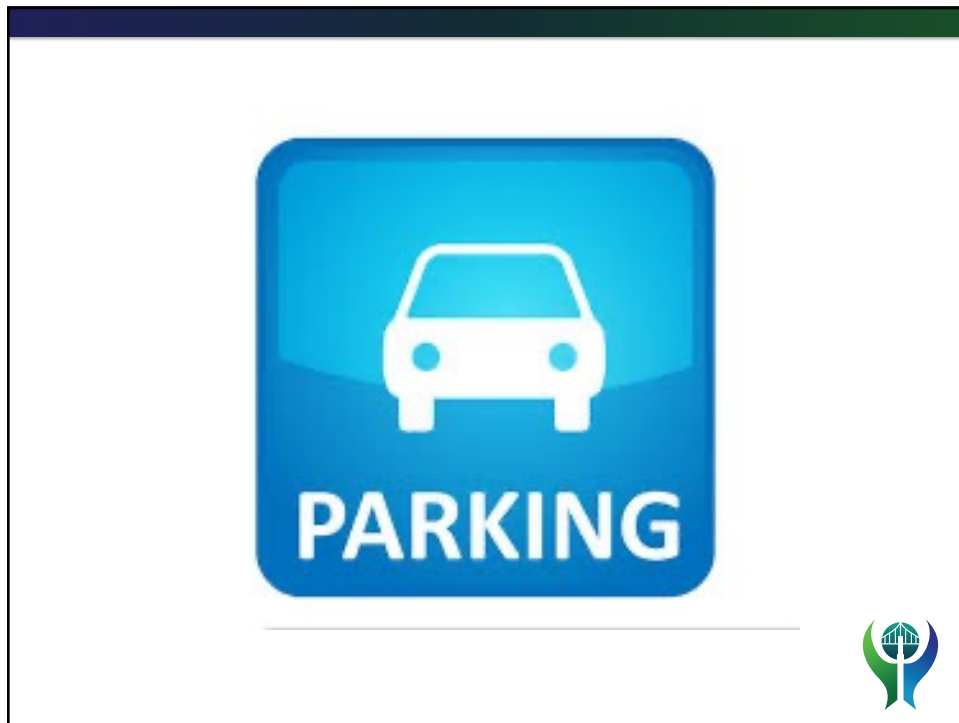
Palmdale Professional Learning Expectations

- Be open to new ideas
- Presume positive intentions
- Be an active participant
- Avoid side conversations
- Place cell phones on vibrate
- Be present (avoid checking emails/messages and working on other projects except during lunch)
- Be on time for all sessions
- Please no videorecording any part of the day

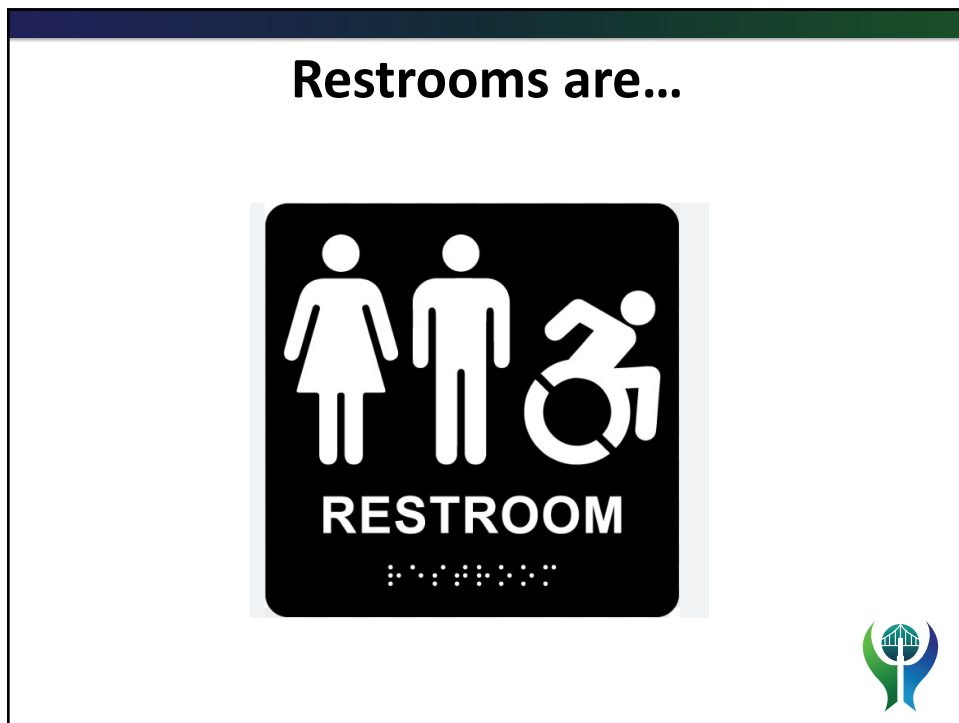


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Agenda:

- ✓ Welcome & Introductions
- **Standards-based Instruction**
- CA History-Social Science Standards
- CA Science Standards
- CA Common Core Language Arts Standards:
 - Reading
 - Writing
- Closure and Preparing for Tomorrow



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Meaningful Frame

Content

Reading

Writing

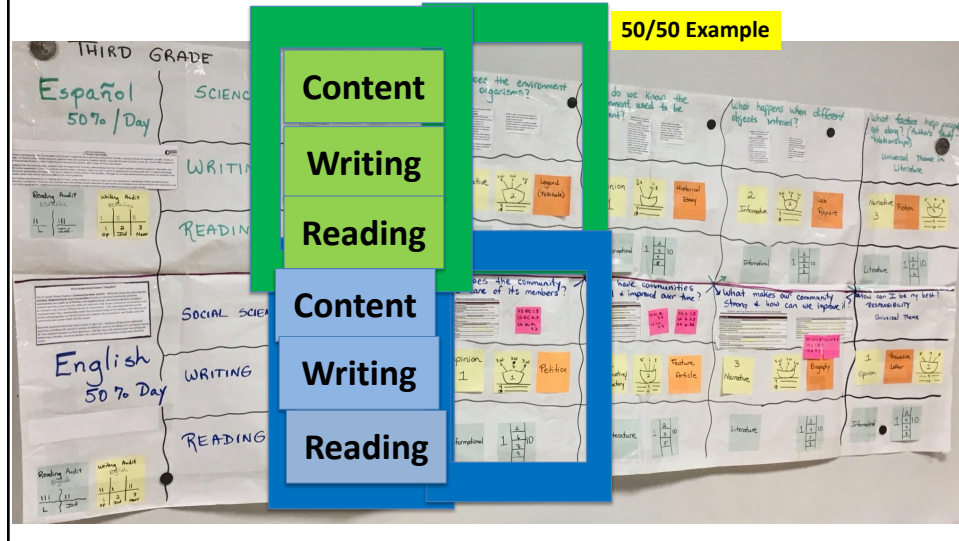
**Content...
comes from
science,
social
studies,
SEL,
universal
theme,
topic**



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Standards-Based Biliteracy Maps plan instruction for the year



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Sample Yearlong Biliteracy Map - 5th Grade 50/50 Digital Version

Unit 1 - SLA & SC: Propiedades de la materia		Unit 2 - SLA & SC: Cambios de la materia	Unit 3 - SLA & SC: La relación entre la energía, la materia y los organismos	Unit 4 - SLA & SC: Sistemas terrestres	Unit 5 - SLA & SC: Patrones en las estrellas y la luz		
Essential Question: How do the properties of matter determine how it moves and interacts with other matter? Next Generation Science Standards: 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-3 Make observations and measurements to identify models based on their: 5-PS1-1 Define a unit for an event that includes a constraint on materials. 5-PS1-2 Compare a model to a problem based on the criteria and constraints of the problem. 5-PS1-3 Plan and carry out fair tests in which variables controlled and failure points are considered to identify a model or prototype that can be improved.		Essential Question: What causes matter to change? How are the properties of matter affected by change? What measurements and models can be used to describe the changes in matter? Generation Science Standards: 5-PS1-1 Support an argument that plants get the materials they grow chiefly from air and water. 5-PS1-2 Use models to describe that energy in animals' food comes from the sun.		Essential Question: How are properties of matter related to the forces that act on them? Next Generation Science Standards: 5-ESS2-1 Develop a model using an example to describe ways the geosphere, hydrosphere, and atmosphere interact. 5-ESS2-2 Describe and graph the amounts of salt water & fresh water.		Essential Question: How do different properties of matter determine patterns in the stars & light? Next Generation Science Standards: 5-ESS2-1 Support an argument that the gravitational force causes Earth on objects is directed down. 5-ESS2-2 Support an argument that differences in the mass of the sun compared to other stars is distances from the Earth. 5-ESS2-3 Support an argument that differences in the mass of the sun compared to other stars is distances from the Earth.	
Writing Standards - W.1 - Opinion/Persuasive Letter W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9, W.1.10, W.1.11, W.1.12, W.1.13, W.1.14, W.1.15, W.1.16, W.1.17, W.1.18, W.1.19, W.1.20, W.1.21, W.1.22, W.1.23, W.1.24, W.1.25, W.1.26, W.1.27, W.1.28, W.1.29, W.1.30, W.1.31, W.1.32, W.1.33, W.1.34, W.1.35, W.1.36, W.1.37, W.1.38, W.1.39, W.1.40, W.1.41, W.1.42, W.1.43, W.1.44, W.1.45, W.1.46, W.1.47, W.1.48, W.1.49, W.1.50, W.1.51, W.1.52, W.1.53, W.1.54, W.1.55, W.1.56, W.1.57, W.1.58, W.1.59, W.1.60, W.1.61, W.1.62, W.1.63, W.1.64, W.1.65, W.1.66, W.1.67, W.1.68, W.1.69, W.1.70, W.1.71, W.1.72, W.1.73, W.1.74, W.1.75, W.1.76, W.1.77, W.1.78, W.1.79, W.1.80, W.1.81, W.1.82, W.1.83, W.1.84, W.1.85, W.1.86, W.1.87, W.1.88, W.1.89, W.1.90, W.1.91, W.1.92, W.1.93, W.1.94, W.1.95, W.1.96, W.1.97, W.1.98, W.1.99, W.1.100, W.1.101, W.1.102, W.1.103, W.1.104, W.1.105, W.1.106, W.1.107, W.1.108, W.1.109, W.1.110, W.1.111, W.1.112, W.1.113, W.1.114, W.1.115, W.1.116, W.1.117, 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they each offer a high-quality dual immersion program. The administration and staff across all

Standards-Based Biliteracy Units: Integrating language, literacy, and content areas that build on each other and across languages.

language supports that are differentiated based on the academic and linguistic needs of students.

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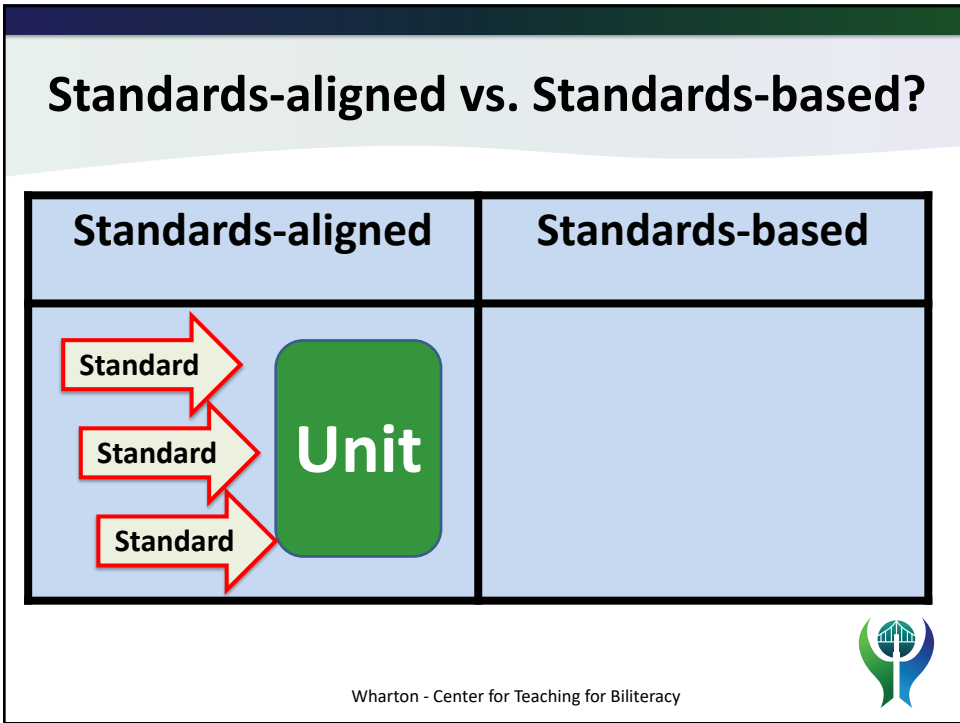
**Standards-aligned
vs.
Standards-based?**



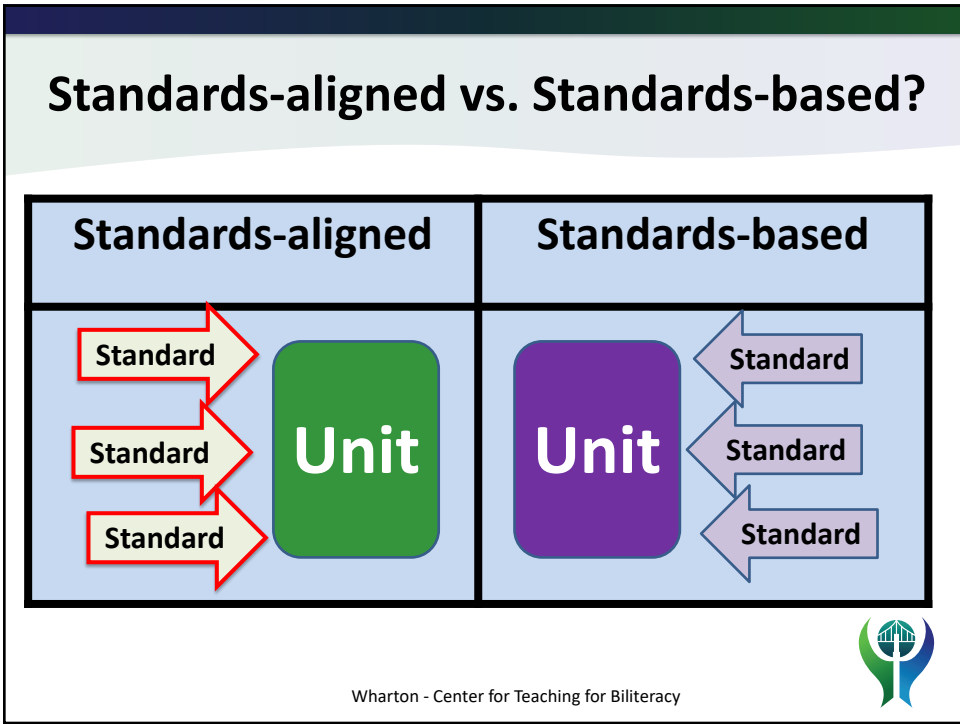
What's the difference?



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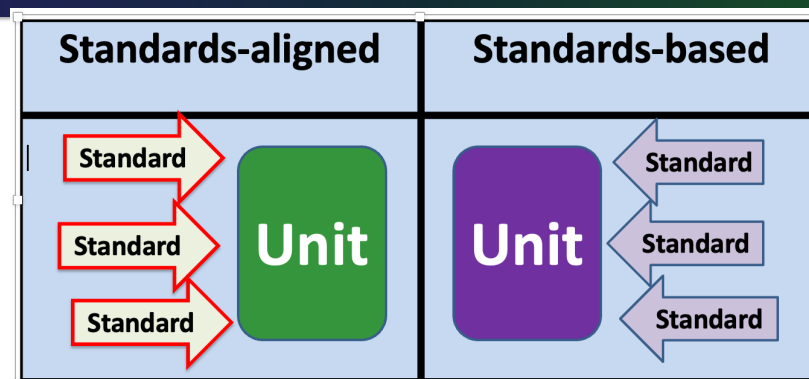


18

Standards-based Instruction



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In other words, standards-aligned is when ____ while standards-based means ____.



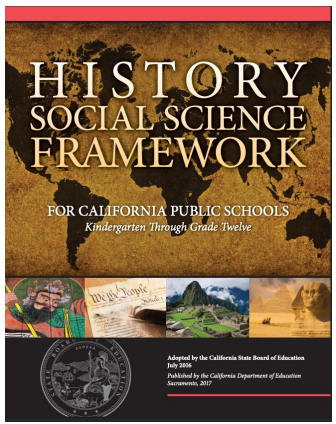
20



**NEXT GENERATION
SCIENCE
STANDARDS**



**COMMON CORE
STATE STANDARDS INITIATIVE**
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



**HISTORY
SOCIAL SCIENCE
FRAMEWORK**
FOR CALIFORNIA PUBLIC SCHOOLS
Kindergarten Through Grade Twelve

Adopted by the California State Board of Education
July 2010
Published by the California Department of Education
Sacramento, 2017



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Reflection

I know/learned that the instructional shifts of the standards involve...	
This means that in my practice, I will need to...	
Other Notes/ Wonderings	

**Resource
Packet p. 18**



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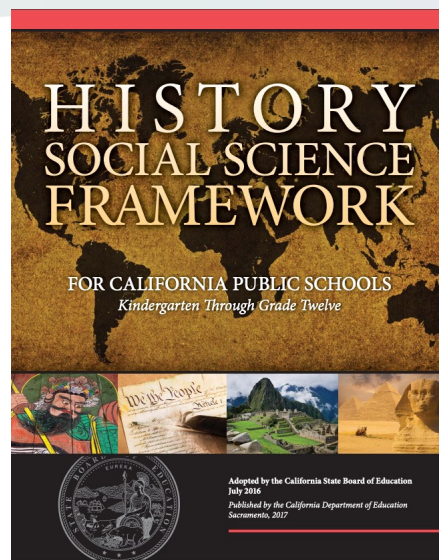
Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- **CA History-Social Science Standards**
 - CA Science Standards
 - CA Common Core Language Arts Standards:
 - Reading
 - Writing
 - Closure and Preparing for Tomorrow



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History and Social Studies



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

 **National Council for the Social Studies**
Preparing Students for College, Career, and Civic Life

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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](#)

Resources for Using C3

Resources from the C3 Literacy Collaborative

The College, Career and Civic Life (C3) Framework for Social Studies State Standards re-envision the purpose and instructional practices of social studies education in the states. Through a grant from the Bill & Melinda Gates Foundation, National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE), developed these free professional learning tools, and resources to help school teachers from across the nation use the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

[SEE ALL THE C3LC RESOURCES »](#)

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



Teaching the College, Career, and Civic Life (C3) Framework:

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C3 Social Science Standards – the **shift**

“The C3 Framework focuses on **inquiry** skills and key concepts, and guides—not prescribes—the choice of curricular content necessary for a rigorous social studies program.”

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>



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Organization of the C3			
Dimension 1:	Dimension 2:	Dimension 3:	Dimension 4:
Developing Questions and Planning Inquiries	Applying Disciplinary Tools and Concepts	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
In CA, these are the Analysis Skills which are to be embedded in every unit	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions*
	Economics		
	Geography	Developing Claims and Using Evidence*	Taking Informed Action*
	History		

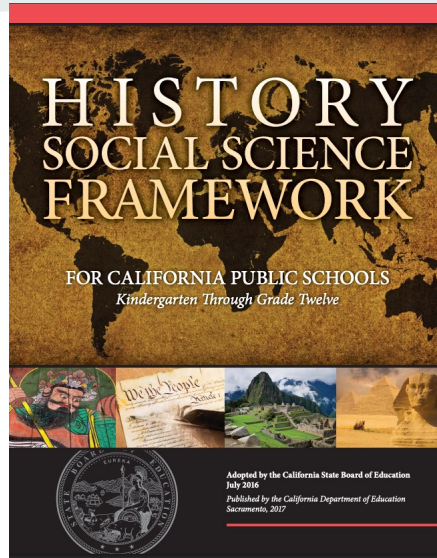
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Implementing all four dimensions of the C3 into HSS instruction would...



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History and Social Studies



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Introduction

CHAPTER 1

Content. Inquiry. Literacy. Citizenship.

This framework guides educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.

The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California's children for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence.

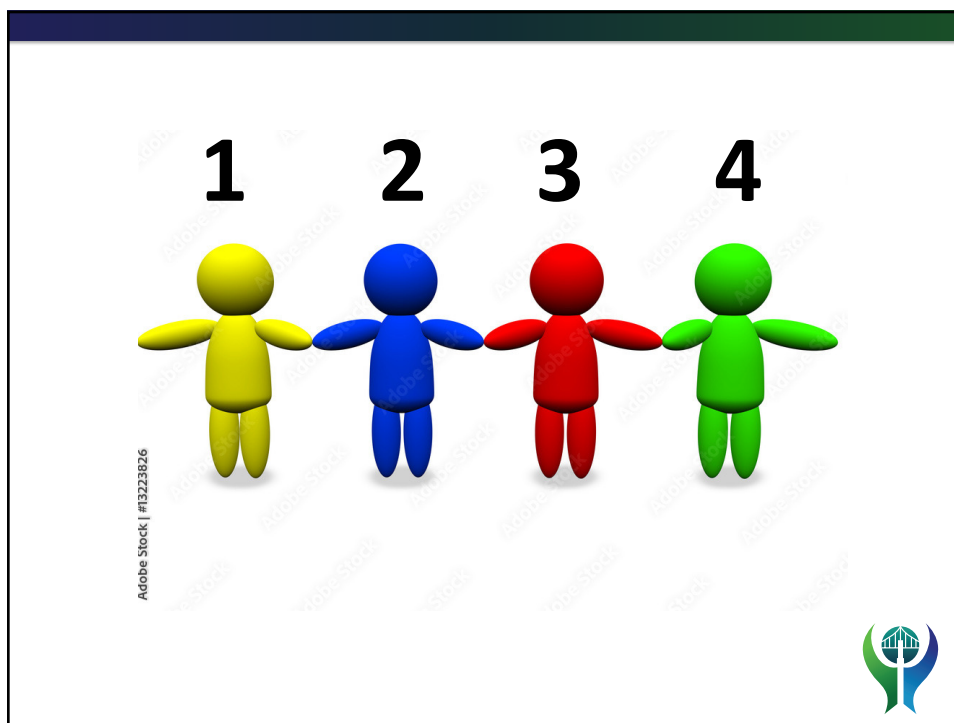
p. 2 of
Resource
Packet

Examples throughout
the framework and the History–
Social Science Framework so
organizes the grade-level
content as an effective and
coherent field. Additionally,
and **How does it
relate to the
Cultural Exchange?**
The framework organizes
the content knowledge
to be contextualized and

take center stage—for
the geographic dimensions as
the process of “doing
history” are interpretive
and these subjects are

direction in which
the framework itself. This HSS

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**p. 2-5 of
Resource Packet**

Unpacking the CA HSS Framework

Introduction (of the History Social Science Framework)

The HSS Framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of a new vision for history-social science and the History-Social Science Content Standards for California Public Schools (HSS Standards). It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporates the most recent scholarship in a given field. Additionally, the HSS Framework includes broad questions, such as **What does freedom mean?** and **How does it change over time?** as well as more narrow inquiries, such as **Why was there a Columbian Exchange?** Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized and utilized to address issues and problems in modern society.

The HSS Framework also allows the natural connections between the disciplines to take center stage—for example, by examining an important event from its economic, political, and geographic dimensions as well as its place in the chronology of the past. Finally, it engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines; that is, rather than having a stagnant body of information to memorize, these subjects are continually being shaped and reinterpreted.

The HSS Framework extends the standards in a historically nuanced and significant direction in which students learn history and the related social sciences by practicing the discipline itself. This HSS

Jigsaw

Intro (p. 2)

1. Content (p. 3)
2. Inquiry (p. 4)
3. Literacy (p. 4)
4. Citizenship (p. 5)

My section is about...

The big ideas are...

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History Social Science Standards – The Shift

The instructional approach of the HSS ‘should be **inquiry-based**, whereby students investigate the “how” and “why” of historical developments.’

https://www.scoe.net/castandards/Documents/summary_history_framework.pdf



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CA History & Social Science Standards K-5

Elementary Themes

Use as a Framework for Addressing the Standards

Kindergarten:	Learning and Working Now and Long Ago
First Grade:	A Child's Place in Time and Space
Second Grade:	People Who Make a Difference
Third Grade:	Continuity and Change
Fourth Grade:	California: A Changing State
Fifth Grade:	United States History and Geography: Making a New Nation

Source: <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>



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CA History & Social Science Standards 6-8

Middle Grades

Use as a Framework for Addressing the Standards

Grade Six:

World History and Geography: Ancient Civilizations

Grade Seven:

World History and Geography: Medieval and Early Modern Times

Grade Eight:

United States History and Geography: Growth and Conflict

Source: <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>



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Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

K-5



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Historical and Social Sciences Analysis Skills

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

K-5



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Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.

6-8

2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.



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Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

6-8



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Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic issues.

6-8



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Grade Level Standards Analysis Document

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.		

Page 1

Standard

Sub-standards

Define and contextualize the standard; therefore, they have to be read together

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History Social Science Standards – The Shift

The instructional approach of the HSS ‘should be **inquiry-based**, whereby students investigate the “how” and “why” of historical developments.’

https://www.scoe.net/castandards/Documents/summary_history_framework.pdf



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Let's Practice with the Inquiry Arc!

Grade Level Standards Analysis Document

How & Why		What	
How will you get them to ask questions to guide their inquiry?	Dimension 1: Developing Questions and Planning Inquiries	What sources will they use? What perspectives do they represent? How will you guide analysis?	Dimension 2: What A standard from one of your grade level disciplines
	Dimension 4: Communicating Conclusions and Taking Informed Action	What will <u>students</u> do with the information they have acquired?	

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Check out your grade level's framework.

K-12 History and Social Science Framework	 https://bit.ly/CAHSSF
PTKLF History and Social Science Introduction (p. 4-5 of document)	 https://bit.ly/PTKLFhss

p. 6 of Resource Packet



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History-Social Science Framework

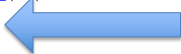
The State Board of Education adopted the History-Social Science Framework on July 14, 2016. This is the

History-Social Science Framework – Whole Document

[2016 History-Social Science Framework](#) (PDF; 11MB) (Note: this is a large file, allow time to load or save opening.)

History-Social Science Framework – By Chapter

[Table of Contents](#) (PDF)
[Chapter 1: Introduction](#) (PDF)
[Chapter 2: Instructional Practice for Kindergarten through Grade Five](#) (PDF)
[Chapter 3: Kindergarten – Learning and Working Now and Long Ago](#) (PDF)
[Chapter 4: Grade One – A Child's Place in Time and Space](#) (PDF)
[Chapter 5: Grade Two – People Who Make a Difference](#) (PDF)
[Chapter 6: Grade Three – Continuity and Change](#) (PDF)
[Chapter 7: Grade Four–California: A Changing State](#) (PDF)
[Chapter 8: Grade Five – United States History and Geography: Making a New Nation](#) (PDF)
[Chapter 9: Instructional Practice for Grades Six through Eight](#) (PDF)
[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations](#) (PDF)
[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times](#) (PDF)
[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict](#) (PDF)


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Grade Eight

CHAPTER 12

United States History and Geography: Growth and Conflict

- What did freedom mean to the nation's founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.

In your teams,
read your grade
level's framework.

At our grade level,
students will...
Teachers will...



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History-Social Science Framework

[Appendix A: Capacities of Literate Individuals \(PDF\)](#)
[Appendix B: Problems, Questions, and Themes in the History and Geography Classroom \(PDF\)](#)
[Appendix C: History-Social Science Content Standards \(PDF\)](#)
[Appendix D: Teaching the Contemporary World \(PDF\)](#)
[Appendix E: Educating for Democracy: Civic Education in the History-Social Science Curriculum \(PDF\)](#)
[Appendix F: Religion and History-Social Science Education \(PDF\)](#)
[Appendix G: California Education and the Environment Initiative \(PDF\)](#)
[Appendix H: Practicing Civic Engagement: Service-Learning in the History-Social Science Framework \(PDF\)](#)
[Works Cited \(PDF\)](#)

[Chapter 9: Instructional Practice for Grades Six through Eight \(PDF\)](#)
[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations \(PDF\)](#)
[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times \(PDF\)](#)
[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict \(PDF\)](#)



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The instructional shifts of the CA History and Social Studies standards include...

To teach these shifts, I need to...

Unpacking the CA HSS Framework

Introduction (of the History Social Science Framework)

The HSS Framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of a new vision for history-social science and the History-Social Science Content Standards for California Public Schools (HSS Standards). It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporates the most recent scholarship in a given field. Additionally, the HSS Framework includes broad questions, such as *What does freedom mean?* and *How does it change over time?* as well as more narrow inquiries, such as *Why was there a Columbian Exchange?* Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized and utilized to address issues and problems in modern society.

The HSS Framework also allows the natural connections between the disciplines to take center stage—for example, by examining an important event from its economic, political, and geographic dimensions as well as its place in the chronology of the past. Finally, it engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines; that is, rather than having a stagnant body of information to memorize, these subjects are continually being shaped and reinterpreted.

The HSS Framework extends the standards in a historically nuanced and significant direction in which students learn history and the related social sciences by practicing the discipline itself. This HSS



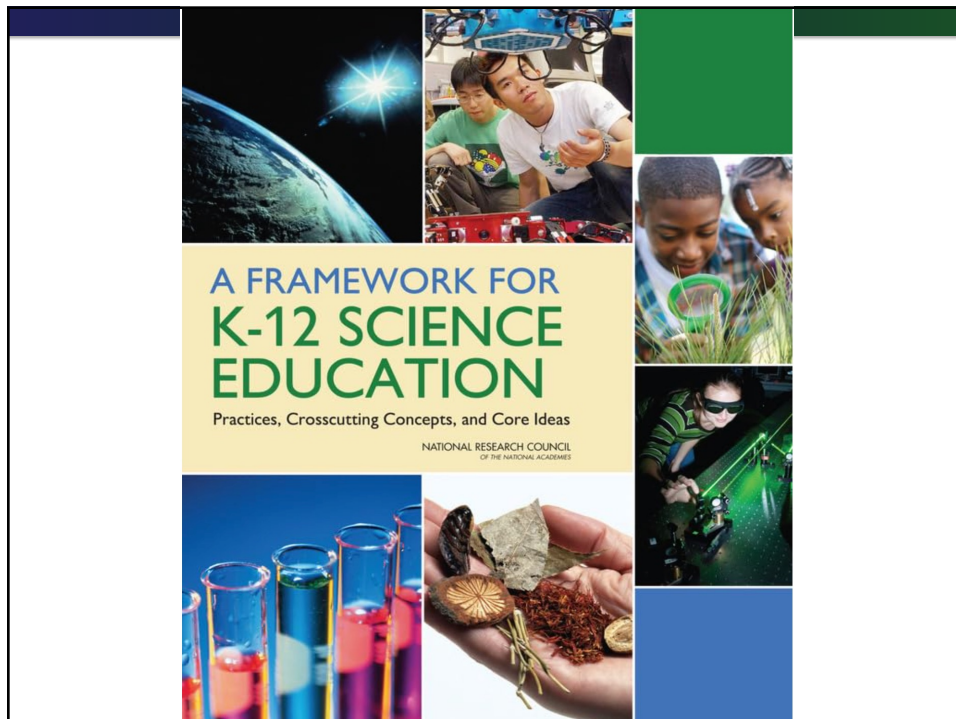
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Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- **CA Science Standards**
 - CA Common Core Language Arts Standards:
 - Reading
 - Writing
 - Closure and Preparing for Tomorrow



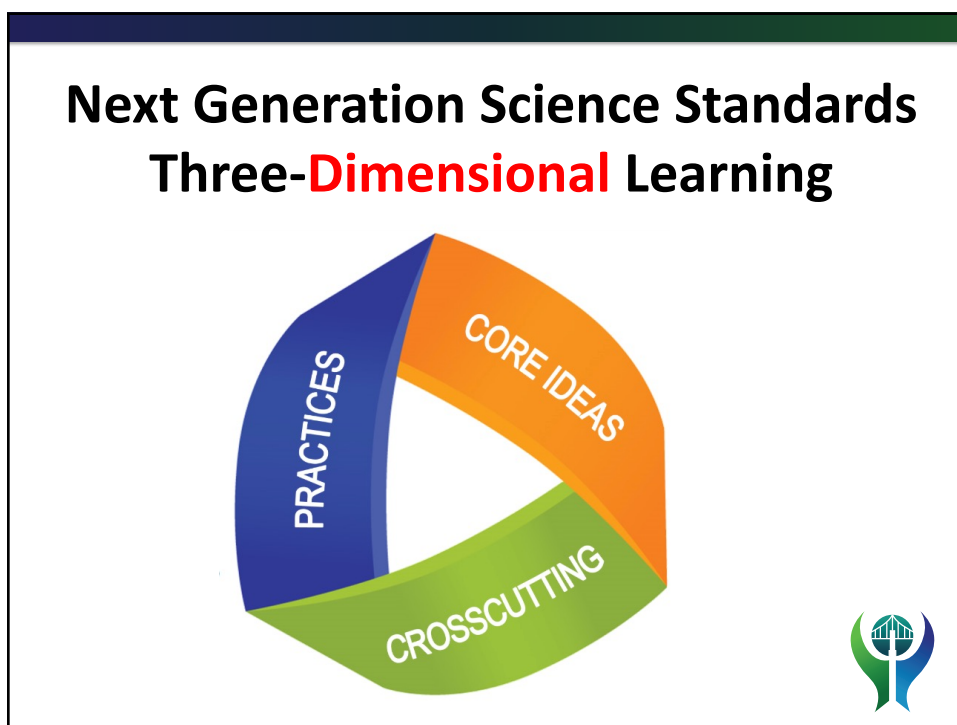
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Organization of the NGSS

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Next Generation Science **Standards** =
Performance Expectations

Science and
Engineering
Practices

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NGSS Appendices

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Appendix D: All Standards, All Students / Case Studies The Appendix and the seven case studies about diverse student groups address what classroom teachers can do to ensure that the NGSS are accessible to all students.

Appendix E: Disciplinary Core Idea Progressions Describes the main focus of the science disciplinary content at each grade band.

Appendix F: Science and Engineering Practices Describes the specific elements of each practice that are targeted at each grade band.

Appendix G: Crosscutting Concepts Describes the progression of the crosscutting concepts at each grade band, detailing the specific elements of each CCC that are targeted at each grade band.

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**Appendix F: Science
and Engineering
Practices**

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- Organizing and Analyzing**
- Next Generation Science Standards**
- Performance Expectations**
- Science and Engineering Practices**
1. Asking questions (for science) and defining problems (for engineering)
 2. Developing and using models
 3. Planning and carrying out investigations
 4. Analyzing and interpreting data
 5. Using mathematics and computational thinking
 6. Constructing explanations (for science) and developing solutions (for engineering)
 7. Engaging in argument from evidence
 8. Obtaining, evaluating, and communicating information

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K-8 NGSS Strand Progression

Page 10

	K	1	2	3	4	5	6	7	8
ETS - Engineering Design		X			X				X
PS1 - Matter and Its Interactions			x				x		x
PS2 - Motion and Stability									
PS3 - Energy	x				x	x	x		
PS4 - Waves and their Application in Technology for Information		x			x				x
LS1 - From Molecule to Organism	x	x		x	x	x	x		x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x			x
LS3 - Heredity		x		x					x
LS4 - Biological Evolution: Unity and Diversity			x	x					x
ESS1 - Earth's Place in the Universe		x	x		x	x	x		x
ESS2 - Earth's Systems	x		x	x	x	x	x		x
ESS3 - Earth and Human Activity	x			x	x	x	x		x
Total strands	5	4	5	7	6	8	11		

Engineering Design

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Organization of the NGSS

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Next Generation Science **Standards** =
Performance Expectations

Science and
Engineering
Practices

Disciplinary
Core
Ideas

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**Appendix E:
Disciplinary Core Idea
Progressions**

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Organization of the NGSS

Page 9

Next Generation Science **Standards** =
Performance Expectations

Science and
Engineering
Practices

D

- Physical Science
- Life Science
- Earth Space Science

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K-8 NGSS Strand Progression

Page 10

	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability						x	x
PS3 - Energy						x	x
PS4 - Waves and their Application in Technology for Information							x
LS1 - From Molecules to Organisms	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe		x	x		x	x	x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity	x			x	x	x	x
Total strands	5	4	5	7	6	8	11

■ Physical
Science

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K-8 NGSS Strand Progression							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x		x	x
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics						x	x
LS3 - Heredity							x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe		x	x		x	x	x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity	x			x	x	x	x
Total strands	5	4	5	7	6	8	11

Page 10

■ Life Science

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K-8 NGSS Strand Progression							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x		x	x
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe							x
ESS2 - Earth's Systems							x
ESS3 - Earth and Human Activity							x
Total strands	5	4	5	7	6	8	11

Page 10

■ Earth Space Science

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K-8 NGSS Strand Progression							
Page 10							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x		x	x
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe		x	x		x	x	x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity	x			x	x	x	x
Total strands	5	4	5	7	6	8	11

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K-8 NGSS Strand Progression							
Page 10							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x			
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe		x	x		x	x	x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity	x			x	x	x	x
Total strands	5	4	5	7	6	8	11

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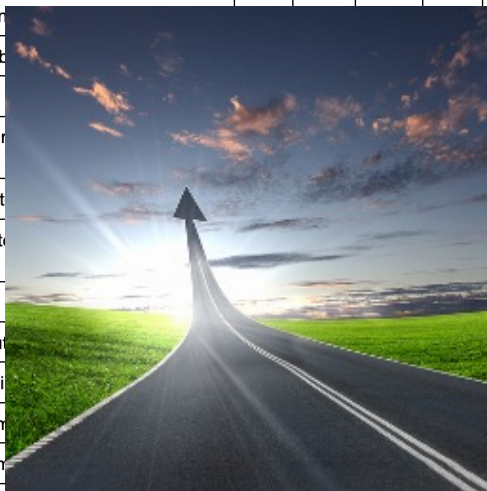
K-8 NGSS Strand Progression							
Page 10							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x		x	x
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x				x
ESS1 - Earth's Place in the Universe		x	x		x	x	x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity	x			x	x	x	x
Total strands	5	4	5	7	6	8	11

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K-8 NGSS Strand Progression							
Page 10							
	K	1	2	3	4	5	MS
ETS - Engineering Design		X			X		x
PS1 - Matter and Its Interactions			x			x	x
PS2 - Motion and Stability	x			x		x	x
PS3 - Energy	x				x	x	x
PS4 - Waves and their Application in Technology for Information		x			x		x
LS1 - From Molecule to Organism	x	x		x	x	x	x
LS2 - Ecosystems: Interaction, Energy, & Dynamics			x	x		x	x
LS3 - Heredity		x		x			x
LS4 - Biological Evolution: Unity and Diversity			x	x			x
ESS1 - Earth's Place in the Universe		x	x				x
ESS2 - Earth's Systems	x		x	x	x	x	x
ESS3 - Earth and Human Activity				x	x	x	x
Total strands	5	4	5	7	6	8	11

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K-8 NGSS Strand Progression								Page 10
	K	1	2	3	4	5	MS	
ETS - Engineering Design		X			X			x
PS1 - Matter and Its Interactions						x		x
PS2 - Motion and Stability: Forces and Interactions						x		x
PS3 - Energy					x	x		x
PS4 - Waves and Their Applications in Technologies for Information Transfer					x			x
LS1 - From Molecules to Organisms: Structures and Functions					x	x		x
LS2 - Ecosystems: Interactions, Energy, and Dynamics						x		x
LS3 - Heredity								x
LS4 - Biological Evolution and the Origin of Species								x
ESS1 - Earth's Place in the Universe					x	x		x
ESS2 - Earth's Systems					x	x		x
ESS3 - Earth and Human Activity					x	x		x
Total strands	5	4	5	7	6	8		11



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Next Generation Science Standards = Performance Expectations			
Science and Engineering Practices	Disciplinary Core Ideas	Cross-Cutting Concepts	

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**Appendix G:
Crosscutting Concepts**

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Organization of the NGSS

Page 9

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Flows, cycles, and conservation
- Structure and function
- Stability and change

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Organization of the NGSS

Page 9

Next Generation Science Standards = Performance Expectations

Science and
Engineering
Practices

Disciplinary
Core
Ideas

Cross-
Cutting
Concepts

Connections to the CCSS

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Middle
School

Physical
Science:

Matter and
Its
Interactions

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Students who demonstrate understanding can:

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. - Use models to describe phenomena. (5-PS1-1) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. - Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) - Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) Using Mathematics and Computational Thinking Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. - Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)	PS1.A: Structure and Properties of Matter - Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1) - The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) - Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) PS1.B: Chemical Reactions - When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) - No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)	Cause and Effect - Cause and effect relationships are routinely identified and used to explain change. (5-PS1-4) Scale, Proportion, and Quantity - Natural objects exist from the very small to the immensely large. (5-PS1-1) - Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2), (5-PS1-3) Connections to Nature of Science Scientific Knowledge Assumes an Order and Consistency in Natural Systems - Science assumes consistent patterns in natural systems. (5-PS1-2)

Common Core State Standards Connections:

ELA/Literacy

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2), (5-PS1-3), (5-PS1-4)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2), (5-PS1-3), (5-PS1-4)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2), (5-PS1-3), (5-PS1-4)

Mathematics

MP.2 Reason abstractly and quantitatively. (5-PS1-1), (5-PS1-2), (5-PS1-3)

MP.4 Model with mathematics. (5-PS1-1), (5-PS1-2), (5-PS1-3)

5th gradePhysical
Science:Matter and
Its
Interactions

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Organization of the NGSS Page 9

Next Generation Science Standards = Performance Expectations

Science and Engineering Practices	Disciplinary Core Ideas	Cross-Cutting Concepts
What do they need to do?	What do they need to know?	How do they need to think?

Connections to the CCSS

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NGSS Appendices

NGSS Appendices A through M provide background information, implementation models, and other NGSS support materials. Each appendix is designed to be used in a different way.

Appendix A: Conceptual Shifts Learn more about the shifts in thinking that are required for students to understand science differently.

Appendix B: Responses to Public Drafts Describes the process of developing the NGSS, including public review periods, along with the writers' responses to the public comments.

Appendix C: College and Career Readiness Learn about the skills and knowledge that students need to succeed in postsecondary education and careers will require a strong K-12 preparation in science.

Appendix D: All Standards, All Students / Case Studies The Appendix and the seven case studies about diverse student groups address what classroom teachers can do to ensure that the NGSS are accessible to all students.

Appendix E: Disciplinary Core Idea Progressions Describes the DCI progressions across K-12, summarizing the main focus of the science disciplinary content at each grade band.

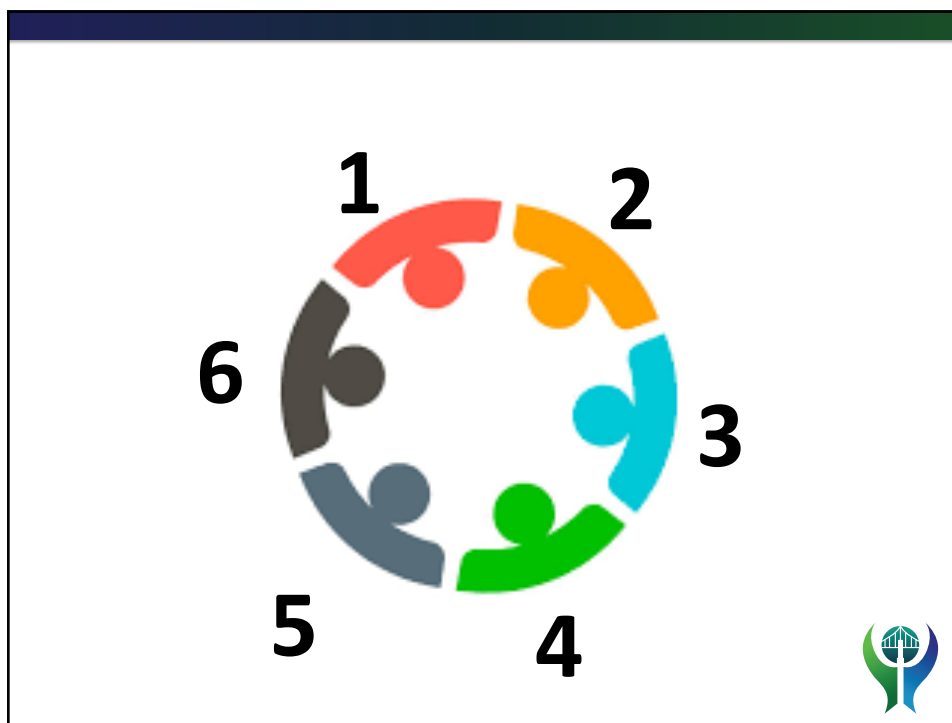
Appendix F: Science and Engineering Practices Describes the progression of the practices across K-12, detailing the specific elements of each practice that are targets for students at each grade band.

Appendix G: Crosscutting Concepts Describes the progression of the Crosscutting Concepts (CCC) across K-12, detailing the specific elements of each CCC that are targets for students at each grade band.

Appendix H: Nature of Science Describes rationale for and research on the nature of science in the context of the NGSS, and discusses how to emphasize the nature of science in school programs.

Appendix I: Engineering Design in the NGSS Describes the framing of Engineering Design concepts and practices throughout the NGSS.

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Jigsaw

Share salient takeaways from your section.

p. 7-8 of
Resource Packet

Unpacking the Next Generation Science Standards

From the NGSS Front Matter: <https://www.nextgenscience.org/next-to-know>

Section 1:

Advances in the Next Generation Science Standards

➤ Every NGSS standard has three dimensions: disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts. Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. The integration of rigorous content and application reflects how science and engineering is practiced in the real world.

➤ Scientific and Engineering Practices and Crosscutting Concepts are designed to be taught in context – not in a vacuum. The NGSS encourage integration with multiple core concepts throughout each year.

➤ Science concepts build coherently across K-12. The emphasis of the NGSS is a focused and coherent progression of knowledge from grade band to grade band, allowing for a dynamic process of building knowledge throughout a student's entire K-12 scientific education.

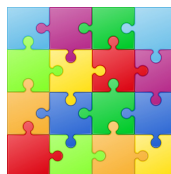
Section 2:

➤ The NGSS focus on a smaller set of Disciplinary Core Ideas (DCI) that students should know by the time they graduate from high school, focusing on deeper understanding and application of content.

➤ Science and engineering are integrated into science education by raising engineering design to the same level as scientific inquiry in science classroom instruction at all levels, and by emphasizing the core ideas of engineering design and technology applications.

➤ The NGSS content is focused on preparing students for college and careers. The NGSS are aligned, by grade level and cognitive demand with the English Language Arts and Mathematics Common Core State Standards. This allows an opportunity both for science to be a part of a child's comprehensive education as well as ensuring an aligned sequence of learning in all content areas. The three sets of standards overlap and are reinforcing in meaningful and substantive ways.

1. Section 1
2. Section 2
3. Section 3
4. Section 4
5. Section 5
6. Section 6



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Jigsaw

Share salient takeaways from your section.

My section is about...

The big ideas or salient points are...



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Conceptual Shifts of the NGSS

1. K-12 science education should reflect the interconnect nature of science as it is practiced and experienced in the real world.
2. The Next Generation Science Standards are student performance expectations – NOT curriculum.
3. The science concepts in the NGSS build coherently from K-12.



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Conceptual Shifts of the NGSS

4. The NGSS focus on deeper understanding of content as well as application of content.
5. Science and engineering are integrated in the NGSS.
6. The NGSS are designed to prepare students for college, career, and citizenship.
7. The NGSS and CCSS are aligned.



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Organization of the NGSS

Page 9

**Next Generation Science Standards =
Performance Expectations**

Science and
Engineering
Practices

Disciplinary
Core
Ideas

Cross-
Cutting
Concepts

Connections to the CCSS

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Grade Level Standards Analysis Document p. 2

Standard abbreviation and strand

Standard/
Performance Expectation

Also includes the clarification statement and assessment boundaries (red).

3 dimensions that make up the standard

Observable features of student performance – what the standard “looks like” in action

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).	PS2.B: Types of Interactions The gravitational force of Earth acting on an object near Earth's surface puts that object toward the planet's center.	Cause and Effect Cause and effect relationships are routinely identified and used to explain change.

Observable features of the student performance by the end of the grade:

- Supported claims
 - Students identify a given claim to be supported about a phenomenon. The claim includes the idea that the gravitational force exerted by Earth on objects is directed down toward the center of Earth.
- Identifying scientific evidence
 - Students identify and describe the given evidence, data, and/or models that support the claim, including:
 - Multiple lines of evidence that indicate that the Earth's shape is spherical (e.g., observation of ships sailing beyond the horizon, the shape of the Earth's shadow on the Moon during an eclipse, the changing height of the North Star above the horizon as one travels north and south).
 - That objects dropped appear to fall straight down.
 - That people live all around the spherical Earth, and they all fall straight down.
- Evaluation and critique
 - Students evaluate the evidence to determine whether it supports the claim.
 - Students describe whether any additional evidence is needed.
- Reasoning and synthesis
 - Students use reasoning to connect the relevant and supporting evidence and argumentation. Students describe a chain of reasoning, including:
 - If Earth is spherical, and all observers see objects fall straight down from Earth's surface, then all observers would agree that the objects are falling straight down.
 - Since an object that is initially stationary when held above the ground falls straight down, there must be a force (gravity) acting on the object that pulls it toward the center of Earth.

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Let's Practice!

Grade Level Standards Analysis Document

Standard

1. Read the standard, the clarification statements in **red**, and the observable features. How do they narrow “your lane”?
2. Circle the Science/ Engineering practice (from the **blue box**) that is embedded into the performance expectation/ standard.
3. Underline the part of the performance expectation that relates to the Disciplinary Core Idea (**orange box**).
4. Discuss how the Crosscutting concept (**green box**) applies.

5-PS1-1 Matter and Its Interactions		
Students who demonstrate understanding can:		
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding or to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]		
The performance expectation above was developed using the following elements from the NGSS document A Framework for K-12 Science Education:		
Science and Engineering Practices Developing and Using Models Modeling in 5-8 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	Disciplinary Core Ideas PS1.A: Structure and Properties of Matter Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around to explain the expansion of a balloon and the effects of air on larger particles or objects.	Crosscutting Concepts Scale, Proportion, and Quantity Natural objects exist from the very small to the immensely large.

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CA NGSS Framework


bit.ly/CaNGSS


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California DEPARTMENT OF EDUCATION

Teaching & Learning - Testing & Accountability - Finance - Data & Statistics

Specialized Programs - Learning Support -

Home / Teaching & Learning / Science / Science Framework

2016 Science Framework

The curriculum framework was adopted by the State Board of Education.

The California Department of Education is committed to making its educational resources accessible to all. This 2016 Science Framework for California Public Schools has been designed to be accessible to assistive technologies that are often used by persons with disabilities. Most of the framework is compliant with federal Section 508 of the Rehabilitation Act of 1973 (as amended).

A few components could not be altered to be compliant without changing the intent and functionality of the original document as approved by the California State Board of Education. Where possible, mitigating features or content have been added to improve accessibility to noncompliant components. Any person having difficulty in accessing the 2016 Science Framework for California Public Schools is encouraged to contact Curriculum Frameworks and Instructional Resources Division at CFIRD@cde.ca.gov or 916-319-0453 to make an American's with Disabilities Act (ADA) accommodation request.

[State Board of Education](#)

[Front Matter \(PDF\)](#)

[Foreword \(PDF\)](#)

[Acknowledgments \(PDF\)](#)

[Chapter 1: Overview of the California Next Generation Science Standards](#)

[Chapter 2: Transitional Kindergarten \(PDF\)](#)

[Chapter 3: Kindergarten Through Grade Two \(PDF; 4MB\)](#)

[Chapter 4: Grades Three Through Five \(PDF; 8MB\)](#)

[Chapter 5: Preferred Integrated Course Model for Grades Six Through Eight](#)

[Chapter 6: Discipline Specific Course Model for Grades Six Through Eight](#)

[Chapter 7: High School Three-Course Model \(PDF; 20MB\)](#)

California

2016 Science Framework

Frontmatter

Chapter 3: Grades K-2

Chapter 4: Grades 3-5

Chapter 5: Preferred Integrated Course Model for Grades 6-8

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Chapter 4: Grades 3-5

Grade Four

In the primary grade, the existence of cause and effect mechanisms drive these tangible processes like the flow of energy. They also serve as internal body system instructional segments in the science curriculum.

The tool chest of science for Grade Four students is able to use the models such as tracing the flow of energy. Despite all their growth, children are passionate about energy by providing opportunities to play in the sand with their everyday experiences.

Grade Four

	1 Car Crashes Students investigate the energy of motion and how it transfers during collisions. They ask questions about the factors that affect energy changes during collisions.
	2 Renewable Energy Students investigate different devices that convert energy from one form to another and then design their own device. They obtain information about how we convert natural resources into usable energy and the environmental impacts of doing so.
	3 Sculpting Landscapes Students develop models of how sedimentary rocks form and use them to interpret the history of changes in the physical landscape. They perform investigations of the agents that erode and change landscapes.
	4 Earthquake Engineering Students explore earthquakes from three different perspectives: They use maps to identify patterns about where earthquakes occur on Earth, they develop models that describe waves and apply them to understanding earthquake shaking, and they design earthquake-resistant structures to withstand that shaking.
	5 Animal Senses Students develop a model of how animals see that includes their external body structures, internal body systems, and light, and information processing.

Sources: Duran Ortiz 2011; Leaflet 2004; M. d'Alessio; Figure 1 at <https://www.cde.ca.gov/ci/sc/cf/csf4.asp#link7>. © 2004 Jessica Todd, University of Colorado Boulder, TeachEngineering.org. All rights reserved. Used with permission: Montani 2015

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What a Standard Means and What it Does Not Mean

Standard:

What this standard means:

-

What this standard does NOT mean:



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5-LS1-1- Support and argument that plants get the materials they need for growth chiefly from air and water

What it means:

Students identify different ways that plants get the materials they need for growth. Based on observations and evidence, students support and argue that plants get the materials they need for growth chiefly from air and water (not necessarily from soil to survive).



What it does not mean:

Students learn about photosynthesis. Students learn about cellular respiration.



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An important takeaway or affirmation about the Next Generation Science Standards is...

Some similarities between the CA History-Social Science and Next Generation Science Standards are...



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Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- **CA Common Core Language Arts Standards:**
 - Reading
 - Writing
- Closure and Preparing for Tomorrow



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Language Arts Standards

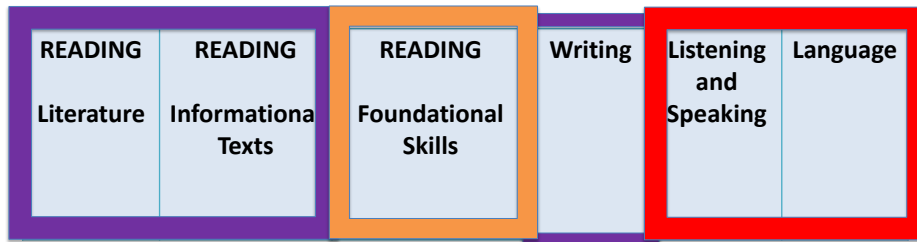
READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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There are **six** sets of language arts standards.
Which of these reflect word recognition and which reflect language comprehension?



92

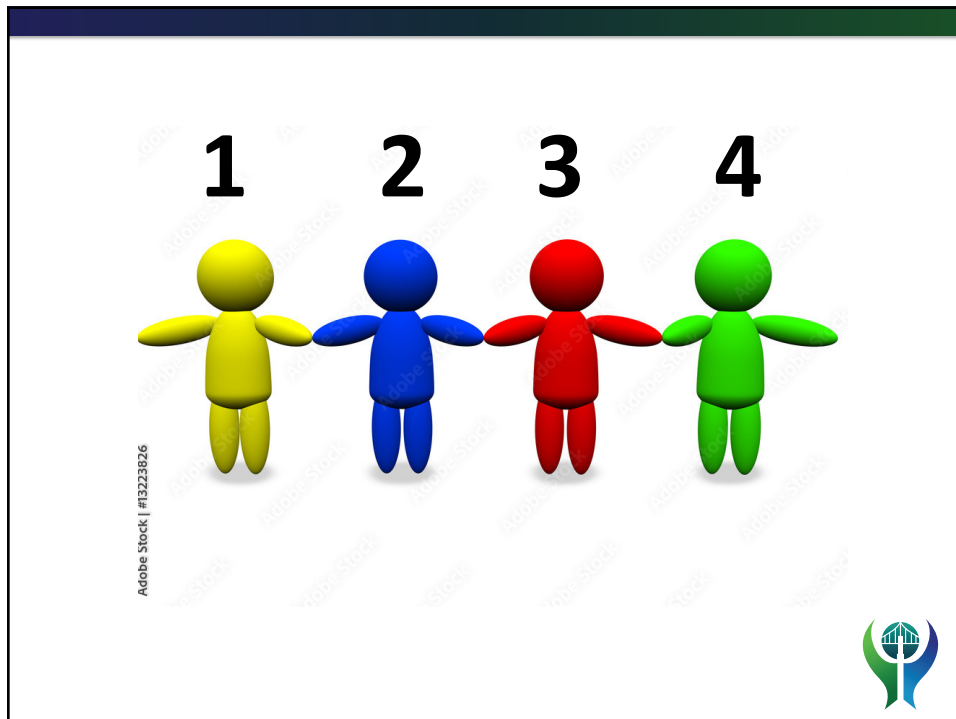
Language Arts Standards



There are six sets of language arts standards.



93



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Write Something/Say Something Strategy

Unpacking the Common Core State Standards

Foreword (of the CA Common Core State Standards – CCSS)

Two very important recommendations must be taken into account on implementing these standards:

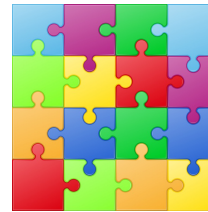
1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery

Ada, A. F., & Campoy, F. I., (2012). Common core state standards: English/Spanish language version. Retrieved from: <https://commoncore-espanol.sdcoc.net>

(CCSS) Key Shifts in English Language Arts: Introduction

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from

1. Forward
2. Key Shift #1
3. Key Shift #2
4. Key Shift #3



Page 11- 12



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Write Something/Say Something Strategy

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(CCSS) Key Shifts in English Language Arts: Introduction

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from

I know that...

An implication of the
CCSS Foreword on
instruction is...

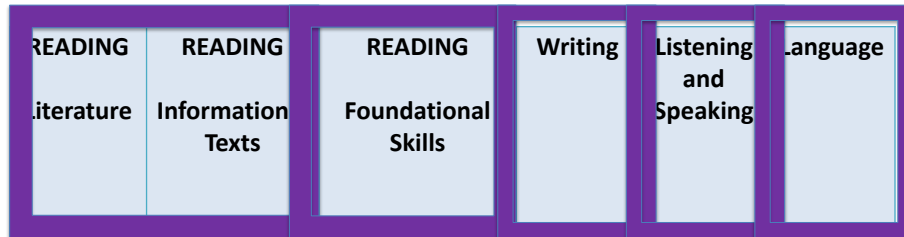
I want to remember
that...

Page 11 - 12



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Language Arts Standards



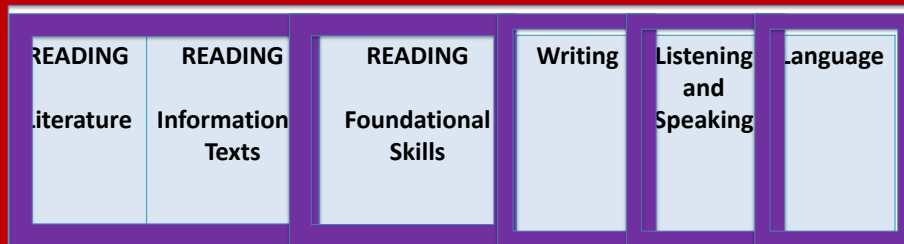
Developed sequentially and concurrently.

A serious mistake to teach them in isolation.



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Language Arts Standards



Presented in a meaningful context.

These skills are not an end in themselves, but rather an instrument to reach an end.

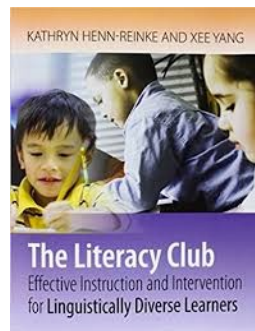


98

Standards Initially Used in Mapping

“Comprehension is the most critical aspect of literacy development.”

- Kathy Henn-Reinke, 2018



99

Standards Initially Used in Mapping

“Comprehension is the most critical aspect of literacy development.”

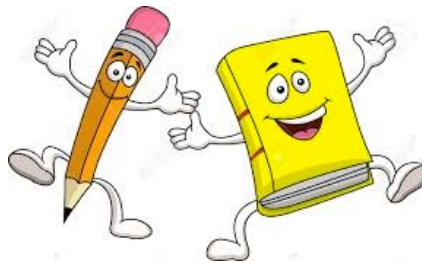
- Kathy Henn-Reinke, 2018

Therefore, there should be a strategic relationship among the reading and writing standard bundled together in a unit.



100

The Reading – Writing Relationship

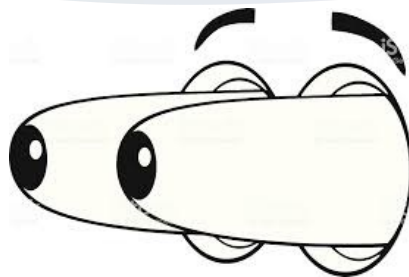


There is a linear connection between reading and writing.



101

Texts as Mentors

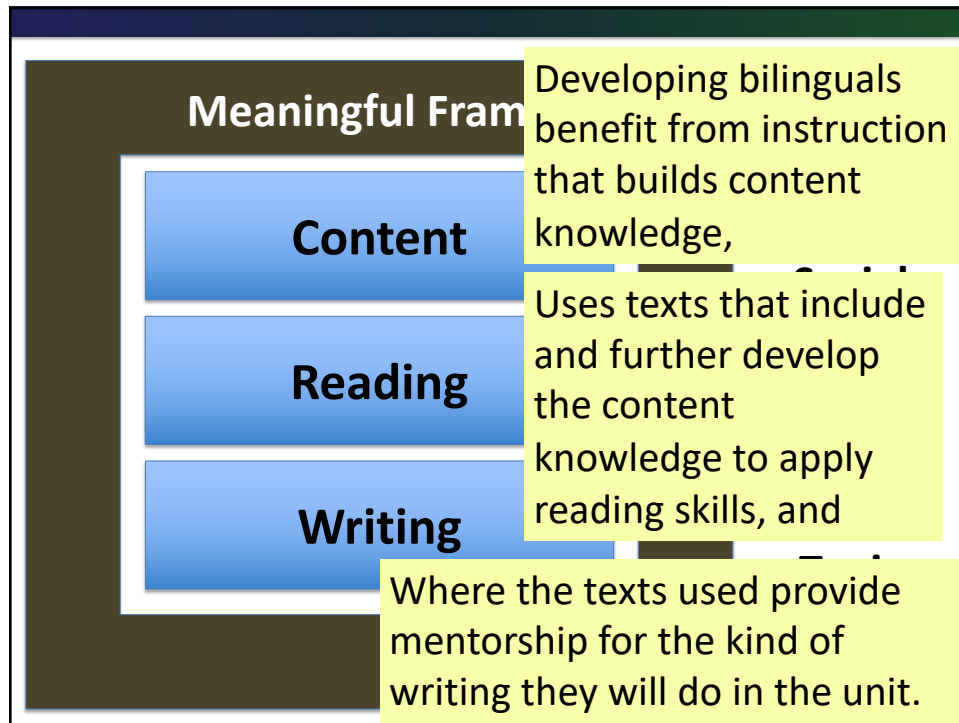


Reading and analyzing books teaches writers new skills.

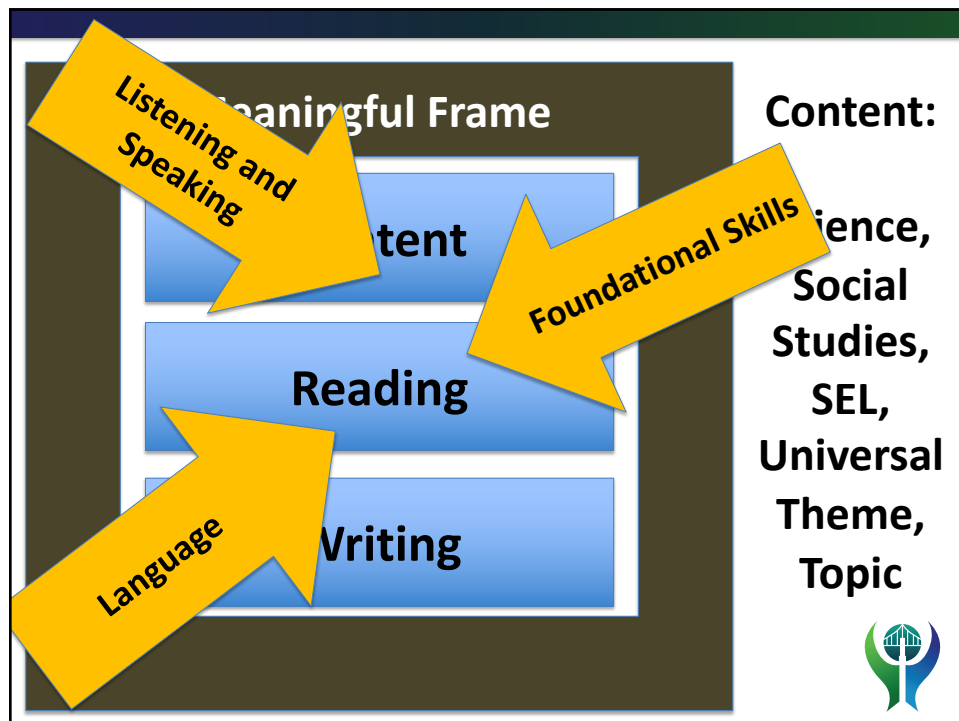
The more they read, the more sophisticated writers they become.



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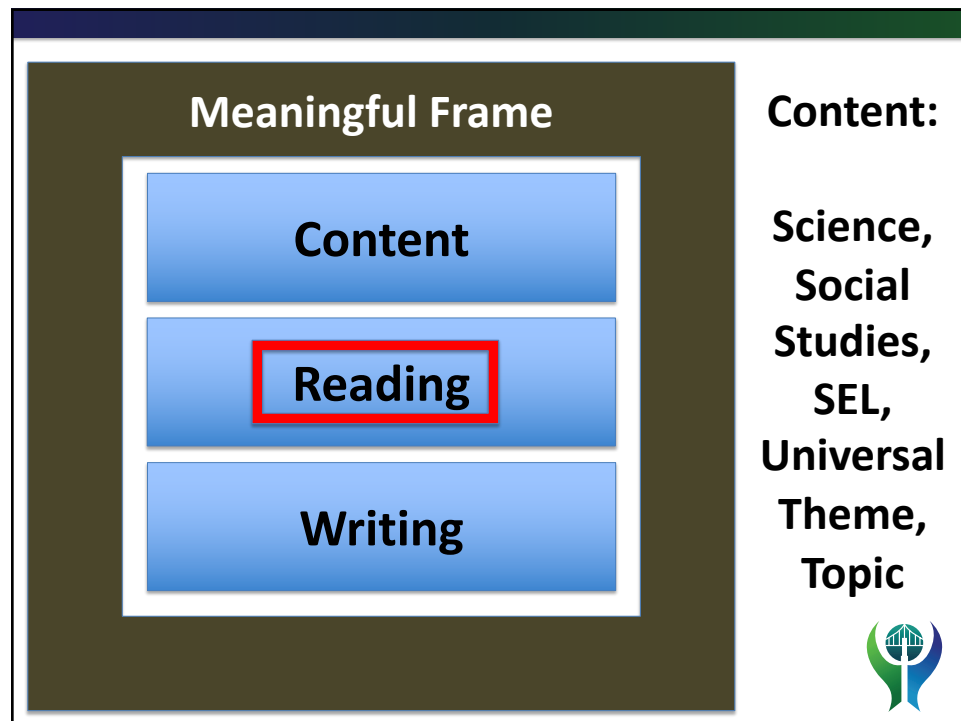
104

Something to remember about the Common Core Language Arts standards is...

A similarity or connection between the Common Core Language Arts standards and the CA History-Social Science or NGSS is...



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Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
 - Reading**
 - Writing
- Closure and Preparing for Tomorrow



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Reading Standards



Melody Wharton - Center for Teaching for Biliteracy

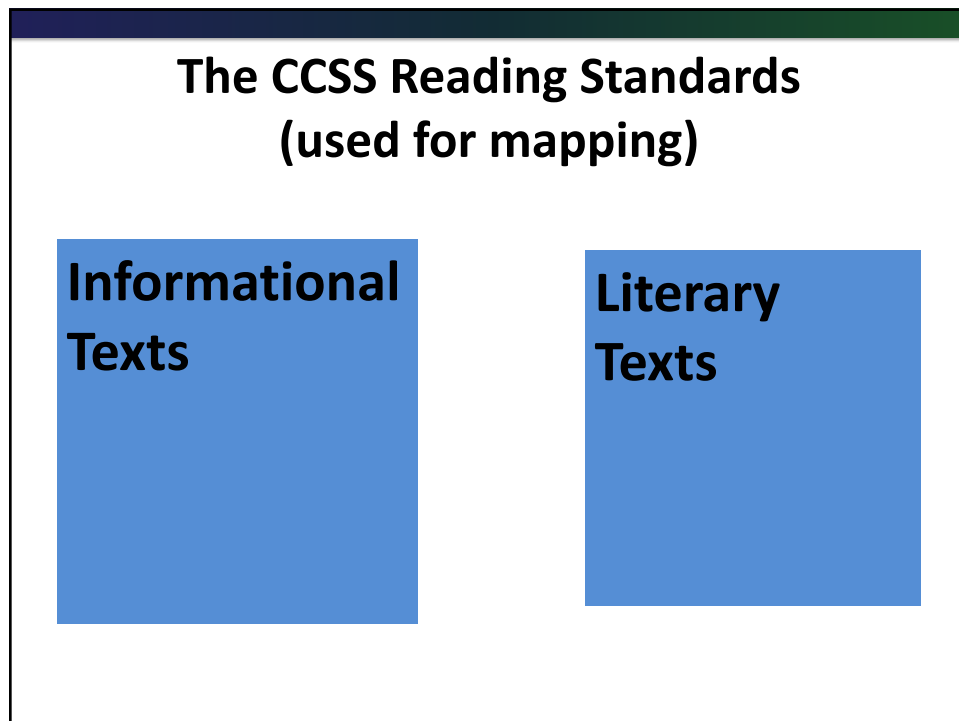
108

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

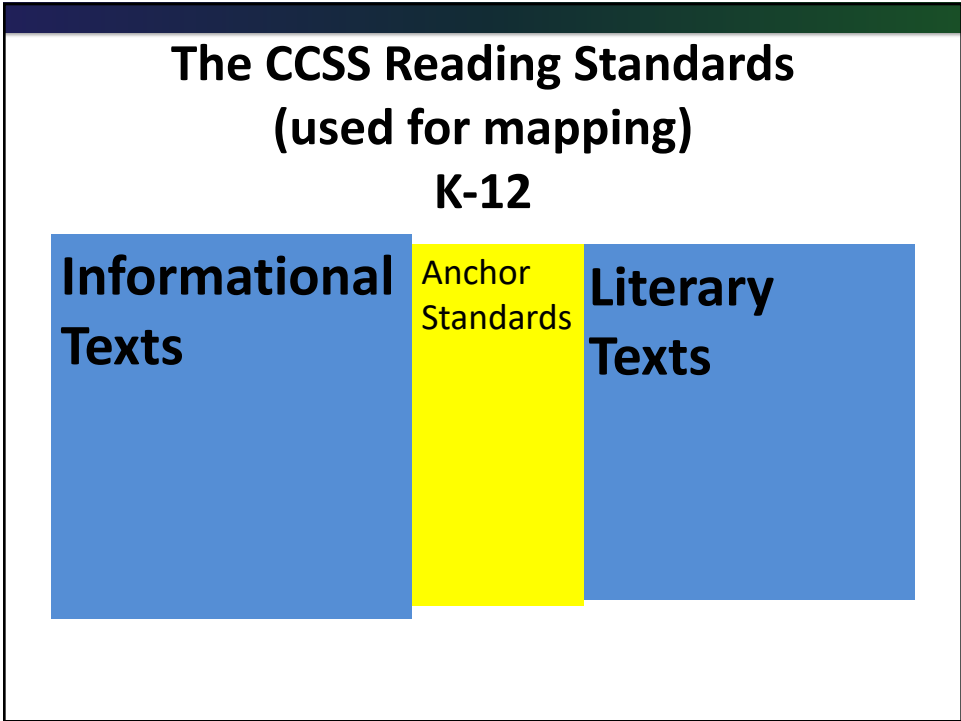
Anchor
standards for
Reading
p.13

Organization
of Reading
Standards:
10 anchor
standards

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GRADE SIX READING STANDARDS FOR LITERATURE	SEXTO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA
The following standards offer a choice 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. <i>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.</i> Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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 judgments. 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. Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.) CA 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.	Los siguientes estándares ofrecen un enfoque para la enseñanza correspondiente a cada grado escolar y contribuyen a 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. <i>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 y los conocimientos adquiridos en los grados anteriores.</i> Ideas clave y detalles 1. Citan evidencias textuales para sustentar el análisis de lo que dice explícitamente el texto, así como lo que se infiere del mismo. 2. Definen el tema o idea principal de un texto y cómo esta se transmite a través de determinados detalles. Resumen el texto sin dar opiniones o juicios personales. 3. Describen cómo un cuento determinado o la trama de una obra de teatro se desarrolla en una serie de episodios. Describen también cómo responden o cambian los personajes a medida que la trama se va desarrollando. Composición y estructura 4. Definen el significado de palabras y frases que se utilizan en un texto, incluyendo tanto el sentido figurado como el connotativo; analizan el impacto que tiene la elección de determinadas palabras en el sentido y tono del texto. (Ver estándares 4-6 de lenguaje del sexto grado que indican expectativas adicionales.) CA 5. Analizan cómo una oración, capítulo, escena o estrofa particular se ajusta a la estructura global en un texto y cómo contribuye al desarrollo del tema, ambiente o escenario o trama.



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Anchor Standard: <u>CCSS.ELA-LITERACY.CCRA.R.2</u> - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	5 th Grade:	6 th Grade:	7 th Grade:
Informational Texts	<u>RI.5.2 –</u> - Determine two or more main ideas of a text and explain how they are supported by key <u>details</u> ; summarize the text.	<u>RI.6.2 –</u> - Determine a central idea of a text and how it is conveyed through particular <u>details</u> ; - provide a summary of the text distinct from personal opinions or judgments	<u>RI.7.2 –</u> - Determine a central idea or theme of a text and analyze its development over the course of the <u>text</u> ; - provide an objective summary of the text.
Literary Texts (Literature)	<u>RL.5.2 –</u> - Determine a theme or central idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon	<u>RL.6.2 –</u> - Determine a theme or central idea of a text and how it is conveyed through particular <u>details</u> ; - provide a summary of the text distinct from personal opinions or judgments.	<u>RL.7.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the <u>text</u> ; - provide an objective summary of the text.

Grade Level Standards Analysis Document p. 3

Highlight the similarities between the grade level and anchor standard in the anchor standard.

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Anchor Standard: <u>CCSS.ELA-LITERACY.CCRA.R.2</u> - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	5 th Grade:	6 th Grade:	7 th Grade:
Informational Texts	<u>RI.5.2 –</u> - Determine two or more main ideas of a text and explain how they are supported by key <u>details</u> ; summarize the text.	<u>RI.6.2 –</u> - Determine a central idea of a text and how it is conveyed through particular <u>details</u> ; - provide a summary of the text distinct from personal opinions or judgments	<u>RI.7.2 –</u> - Determine a central idea or theme of a text and analyze its development over the course of the <u>text</u> ; - provide an objective summary of the text.
Literary Texts (Literature)	<u>RL.5.2 –</u> - Determine a theme or central idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a	<u>RL.6.2 –</u> - Determine a theme or central idea of a text and how it is conveyed through particular <u>details</u> ; - provide a summary of the text distinct from personal opinions or judgments.	<u>RL.7.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the <u>text</u> ; - provide an objective summary of the text.

Grade Level Standards Analysis Document p. 3

Highlight how the standard grows from one grade level to the next.

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Anchor Standard: <u>CCSS.ELA-LITERACY.CCRA.R.2</u> - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	5 th Grade:	6 th Grade:	7 th Grade:
Informational Texts	<u>RI.5.2 –</u> - Determine more than one central idea or theme of a text and analyze how they interact to support the text's purpose and summarize the text.	<u>RI.6.2 –</u> - Determine two or more central ideas or themes of a text and analyze how they interact to support the text's purpose and summarize the text.	<u>RI.7.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the main points and details.
Literary Texts (Literature)	<u>RL.5.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the main points and details.	<u>RL.6.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the main points and details.	<u>RL.7.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the main points and details.

Grade Level Standards Analysis Document p. 3

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Why is vertical analysis so important?			
RL Standard 2			
1 st grade	2nd grade	3rd grade	4th grade
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key	Determine a theme of a story, drama, or poem from details in the text; summarize the text.



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Why is vertical analysis so important?

What's the difference?

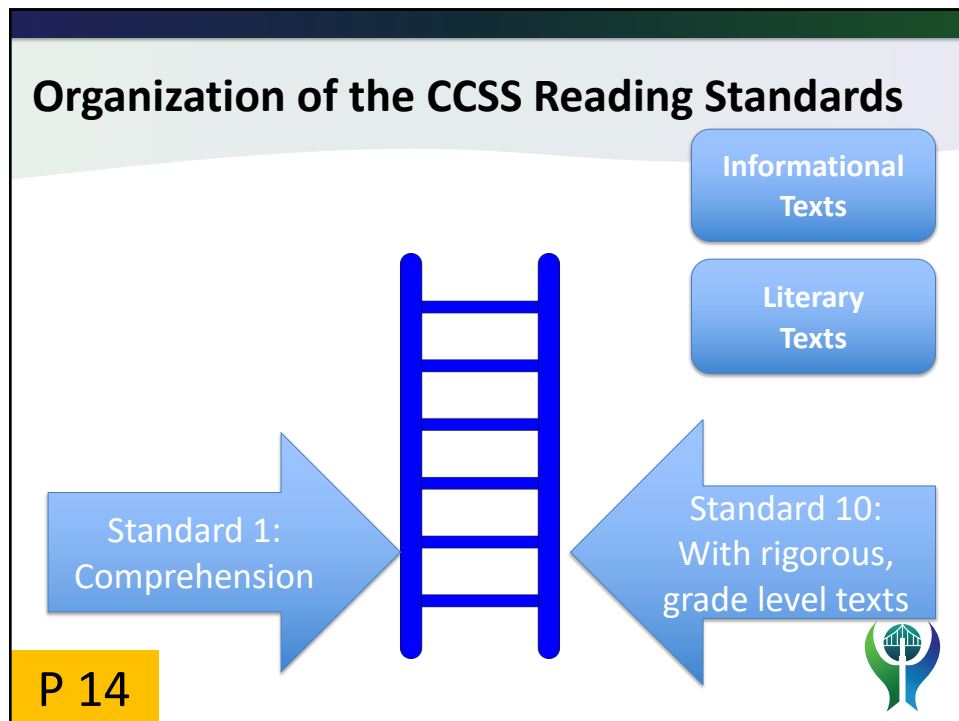
1 st grade	2nd grade	3rd grade	4th grade
Retell stories,	Recount stories,	Recount stories,	Determine a

How does rigor increase from one year to the next?

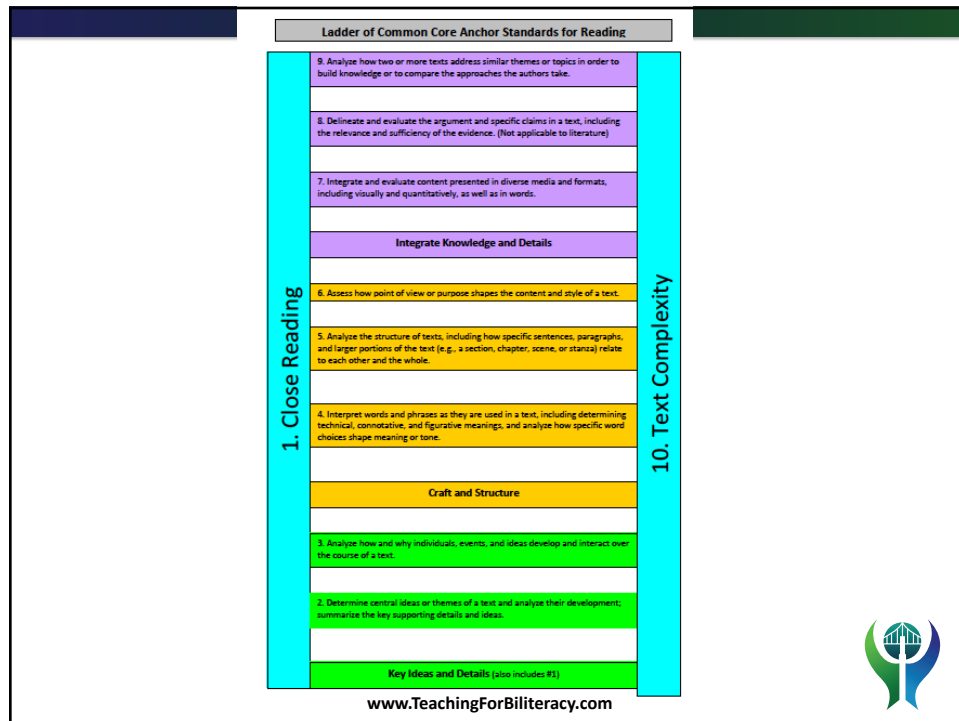
What is unique to my grade level?

What must students master in my grade level to be successful in the next?

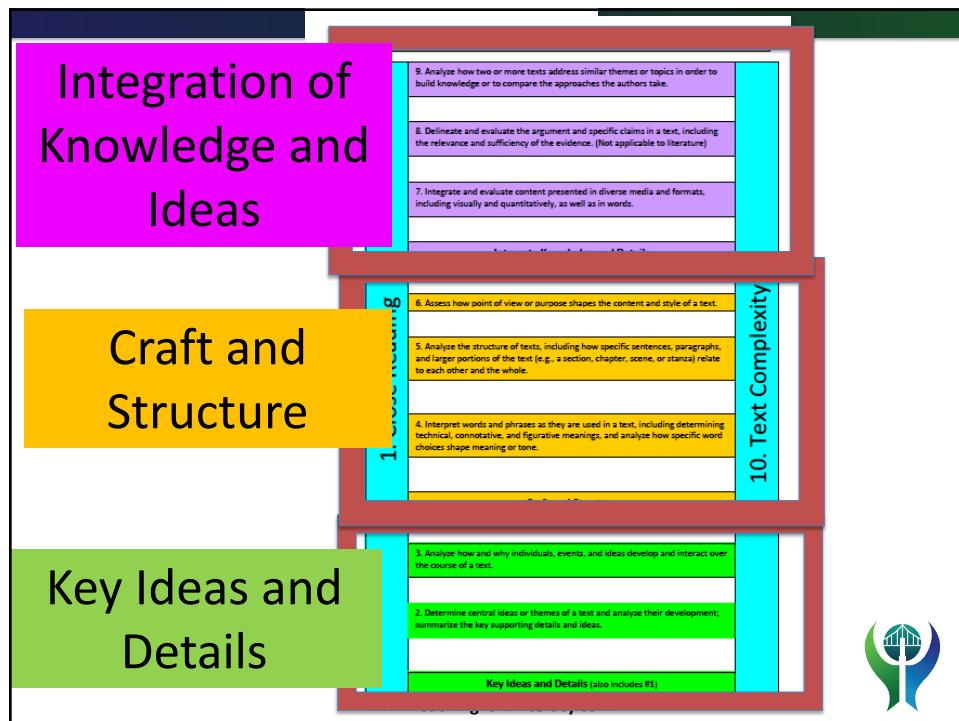
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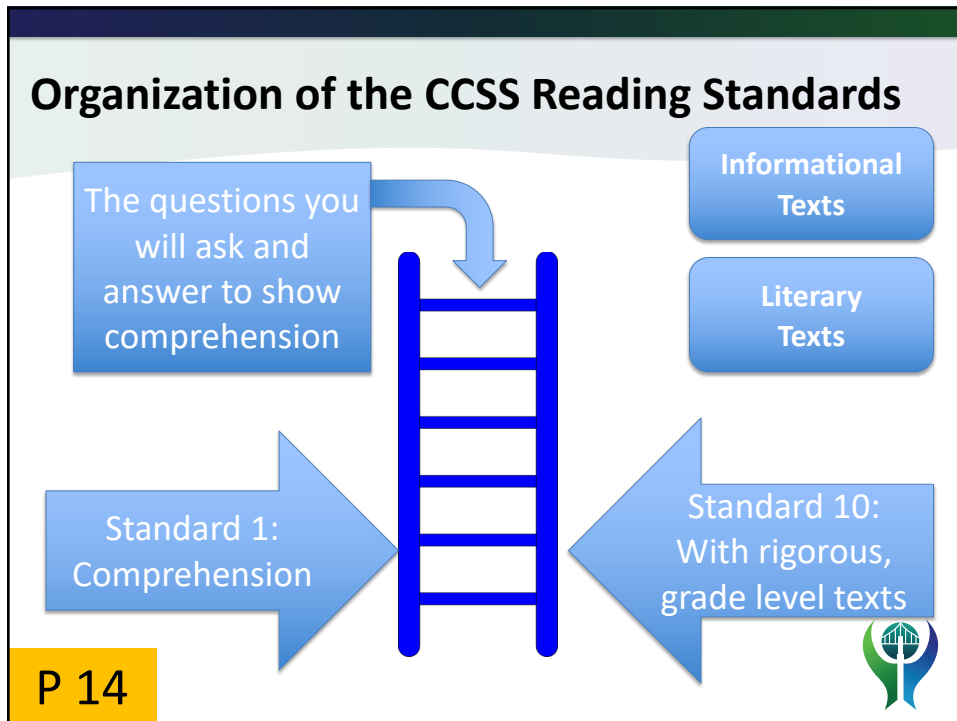
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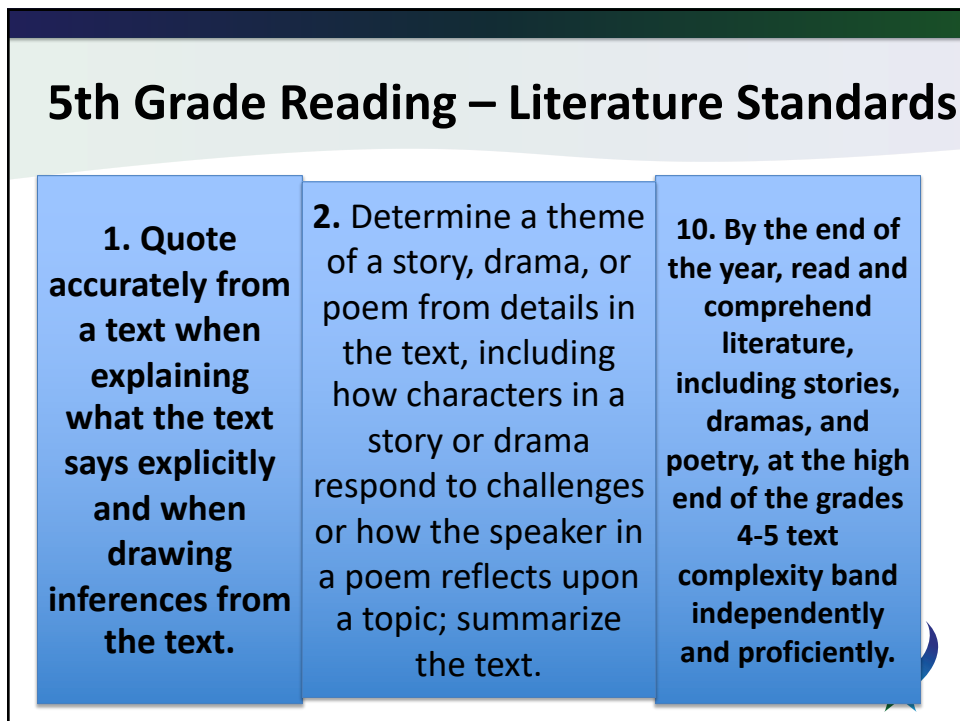
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Organization of the CCSS Reading Standards

The questions you will answer to comprehend

Informational Texts

Literary Texts

Standard 10: Comprehend

Standard 10: With rigorous, level texts

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Literacy Standards for 6-12th Grade



VideoMapSearch

Padres: para más información sobre los Estándares Académicos Fundamentales, de clic aquí.

HOMEABOUT THE STANDARDSWHAT PARENTS SHOULD KNOWSTANDARDS IN YOUR STATEREAD THE STANDARDSOTHER RESOURCES

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

History/Social Studies

Science & Technical Subjects

Writing



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GRADES SIX - EIGHT READING STANDARDS FOR LITERACY IN SCIENCE & TECHNICAL SUBJECTS	SEXTO AL OCTAVO GRADO ESTÁNDARES DE LECTO-ESCRITURA EN CIENCIAS Y MATERIAS TÉCNICAS
The standards below begin at grade 6; standards for 6-12 Reading in history/social studies, science, and technical subjects are integrated into the 6-12 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Key Ideas and Details 1. Cite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Craft and Structure 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. 5. Analyze the structure an author uses to	Los estándares que siguen comienzan en sexto grado. historia y estudios sociales, ciencias y materias técnicas, de los grados 6-12, están integrados en la sección de estándares de lectura para dichos grados. Los estándares de preparación para el nivel universitario y profesional (CCR por sus siglas en inglés) y los estándares a nivel secundario en lectoescritura, funcionan conjuntamente para definir las expectativas de preparación a nivel universitario y profesional: los primeros ofrecen lineamientos generales; los últimos proporcionan guías específicas adicionales. Ideas clave y detalles 1. Citan evidencia textual específica para sustentar el análisis de textos de ciencias y materias técnicas. 2. Definen las ideas o conclusiones principales de un texto, hacen un resumen preciso del texto, libre de opiniones y distinguiéndolo de conocimientos previos. 3. Siguen con precisión un procedimiento de pasos múltiples a la hora de realizar experimentos o al ejecutar tareas técnicas. Composición y estructura 4. Definen el significado de símbolos, términos clave y otras palabras y frases específicas utilizadas en contextos científicos o técnicos específicos, relevante a los textos y temas correspondientes a los grados 6-8. 5. Analizan la estructura a la que recurre un autor para



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Reading Standards

- An important takeaway about the organization of the reading standards is...
- Something to keep in mind when planning is...



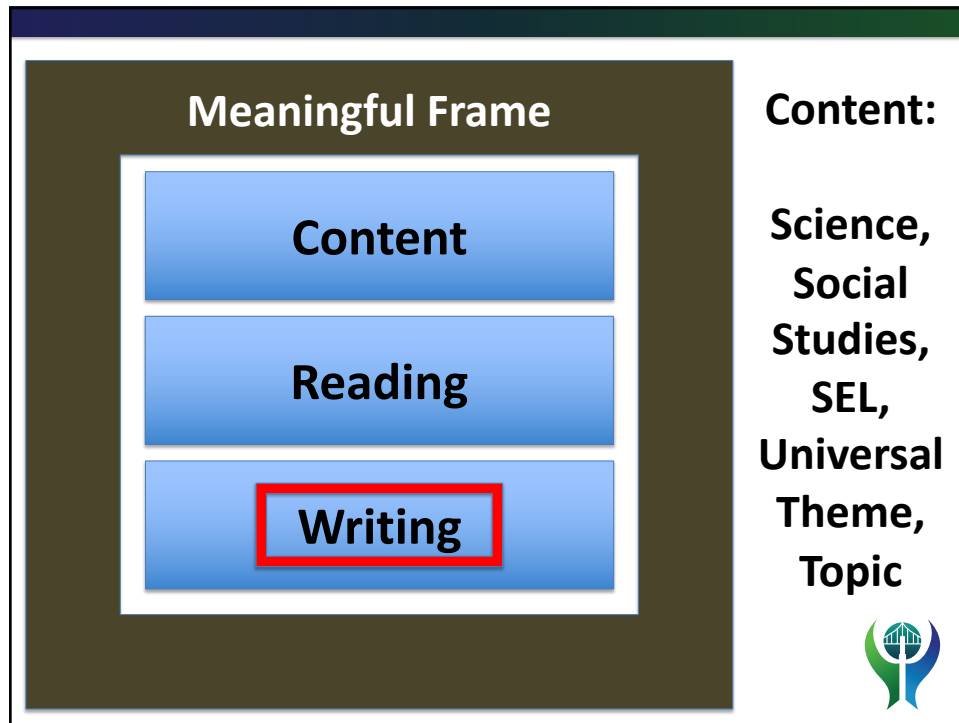
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Agenda:

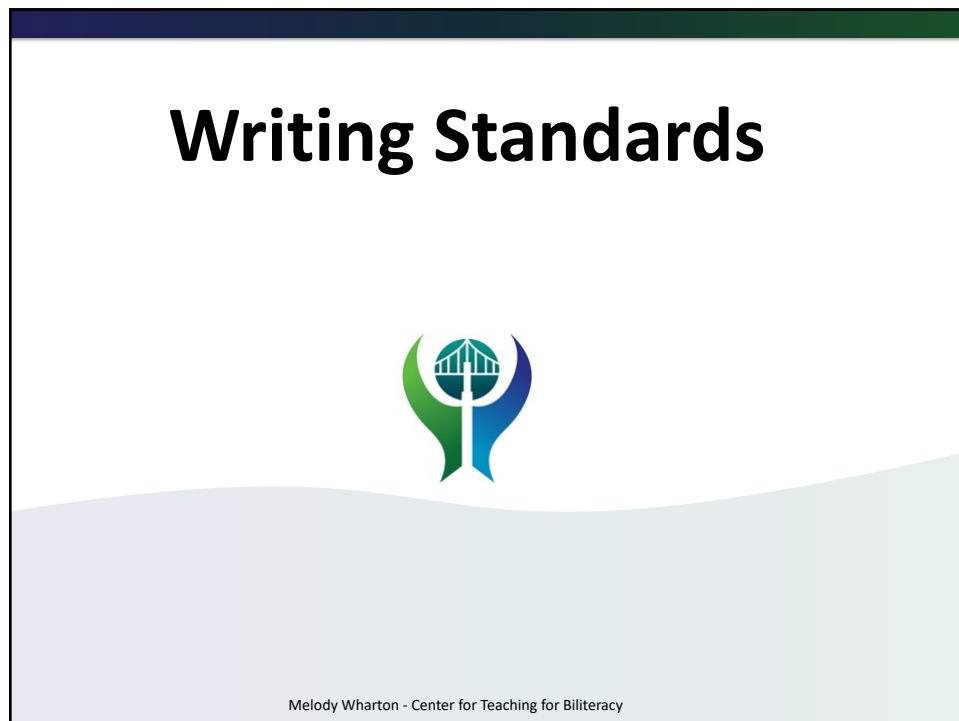
- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
 - ✓ Reading
 - **Writing**
 - Closure and Preparing for Tomorrow



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Organization of Writing Standards: 10 anchor standards

Anchor standards for Writing p. 15

CCSS.ELA Core Standards for Writing

Text Types and Purposes: CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims and sufficient evidence. CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts through the effective selection and organization of relevant facts, ideas, and details. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Text Types and Purpose
Production and Distribution of Writing: CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing for a purpose and audience. CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Production and Distribution of Writing
Research to Build and Present Knowledge: CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on exploring a topic. CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information into the text. CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge
Range of Writing: CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (multiple sittings or a day or two) for a range of tasks and purposes.	Range of Writing

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CA CCSS en español



bit.ly/CACSSespanol

To access your grade specific writing standards.

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GRADE SEVEN WRITING STANDARDS	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2. Escriben textos informativos y explicativos para examinar un tema y exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes.
The following standards for grade 7 are a focus for instruction each year that students gain adequate mastery of skills and applications. Each year, students should demonstrate increasing sophistication in all aspects of language, vocabulary and syntax to the development of ideas, and they all increasingly demanding content. Students advancing through the expected to meet each year's grade standards and retain or further develop understandings mastered in previous years. The expected growth in student achievement is reflected both in the standards themselves and in the collection of annotated student samples in Appendix C.	a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	a. Presentan un tema o tesis con claridad, anticipando lo que sigue; organizan ideas, conceptos e información utilizando estrategias tales como definición, clasificación, comparación/contraste, y causa/efecto; incluyen el formato (por ejemplo: encabezados, diagramas, cuadros y tablas) y medios múltiples cuando estos son útiles para ayudar a la comprensión. CA b. Desarrollan el tema con hechos relevantes, definiciones, detalles concretos, citas u otras informaciones y ejemplos. c. Usan palabras de transición adecuadas para establecer cohesión y aclarar la relación entre las ideas y los conceptos. d. Utilizan un lenguaje preciso y el vocabulario específico de la disciplina para informar o explicar sobre el asunto.
Text Types and Purposes	Text Types and Purpose Continued (standards 1-3)	Text Types and Purpose Continued (standards 1-3)
1. Write arguments to support claims with reasons and relevant evidence. a. Introduce a topic and state the main claim or thesis; state the reasons and relevant evidence. b. Support the main claim or thesis with relevant reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and relevant evidence. d. Establish and maintain a focus and state the main claim and thesis; state the reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Establish and maintain a focus and state the main claim and thesis; state the reasons and relevant evidence. f. Provide a concluding statement or section that follows from and supports the argument presented. 3. Write narratives to describe experiences or events, using descriptive details, sensory language to capture the action and convey experiences and events. a. Engage and orient the reader by establishing a context and point of view or introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	e. Establecen y mantienen un enfoque y presentan al narrador o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural y lógica.

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Production and Distribution of Writing	Producción y redacción de la escritura
1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop a writing process as needed by the task, purpose, and audience, including planning, revising, editing, rewriting, or trying a new approach. (Edit as needed to improve the writing.) 6. Use technology, media, or digital tools to produce and publish writing and to collaborate with others and cite sources.	4. Producen escritos claros y coherentes cuyo desarrollo, organización y estilo son adecuados para la asignación, el propósito y el público o lector. (Las expectativas específicas correspondientes al grado escolar para cada tipo de escritura se definen en los estándares 1–3 anteriormente mencionados.) 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan un proceso de escritura según sea necesario para la tarea, el propósito y el público o lector, incluyendo planificar, revisar, editar, reescribir o intentar un nuevo enfoque. (Editar según sea necesario para mejorar la escritura.) 6. Usan tecnología, medios o herramientas digitales para producir y publicar escritura y para colaborar con otros y citar fuentes de información.
Production and Distribution of Writing	Producción y redacción de la escritura
Production and Distribution of Writing (standards 4-6)	Producción y redacción de la escritura (standards 4-6)

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Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary texts to support research. a. Apply grade 7 Reading standards to literary texts (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	7. Llevan a cabo proyectos breves de investigación con el objetivo de responder a una pregunta. Utilizan diversas fuentes de información y generan preguntas específicas adicionales y relacionadas con el estudio para profundizar la investigación. 8. Recopilan información relevante utilizando múltiples medios impresos y fuentes digitales, utilizando los términos de búsqueda eficazmente. Evalúan la credibilidad y precisión de cada fuente; citan o parafrasean la información y las conclusiones de otros autores, evitando el plagio y siguiendo las convenciones estándar para hacer referencia a citas y fuentes. b. Aplican los estándares de lectura de séptimo grado para textos de no ficción (por ejemplo: siguen y evalúan el argumento de un texto y sus afirmaciones específicas, determinando si el razonamiento está bien fundado y si la evidencia es relevante y suficiente para sustentar las afirmaciones que se hacen).

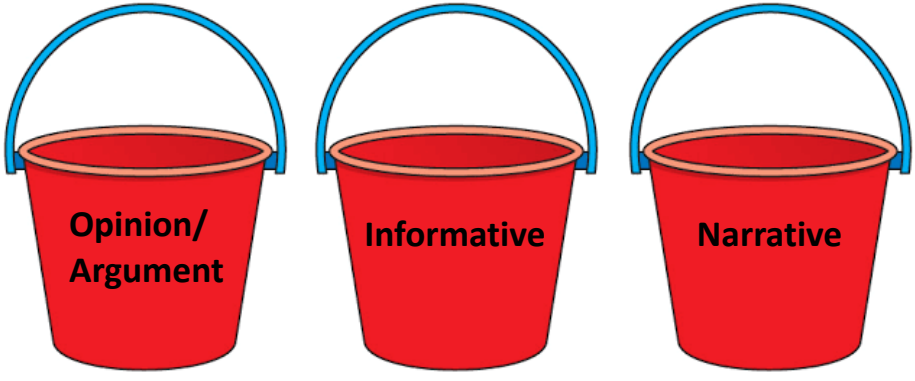
Research to Build and Present Knowledge (Standards 7-9)

Range of Writing	Rango de escritura y redacción
10. Write routinely over extended time frames (time for research and reflection, writing, and revision) for a range of tasks and purposes.	10. Escriben rutinariamente durante períodos prolongados de tiempo para una variedad de tareas y propósitos.

Range of Writing (Standard 10)

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Organization of the CCSS Writing Standards



Opinion/Argument

Informative

Narrative

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Organization of Writing Standards: 10 anchor standards

Anchor
standards for
Writing p. 15

CCSS.ELA Core Standards for Writing	
Text Types and Purposes	
CCSS.ELA-Literacy.W.1 Write arguments and sufficient evidence to support a claim or thesis in an analysis of substantive topics or texts using valid reasoning and relevant research.	
CCSS.ELA-Literacy.W.2 Write informative/explanatory texts in which they introduce a topic, provide reasons to support a claim, include relevant information, and use appropriate format and media to enhance the presentation of the information.	
CCSS.ELA-Literacy.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and descriptive language.	
Production and Distribution of Writing:	
CCSS.ELA-Literacy.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	
CCSS.ELA-Literacy.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCSS.ELA-Literacy.W.6 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.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
CCSS.ELA-Literacy.W.8 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.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing:	
CCSS.ELA-Literacy.W.10 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.	

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Genres within each bucket

(Source: Pathways to the Common Core)

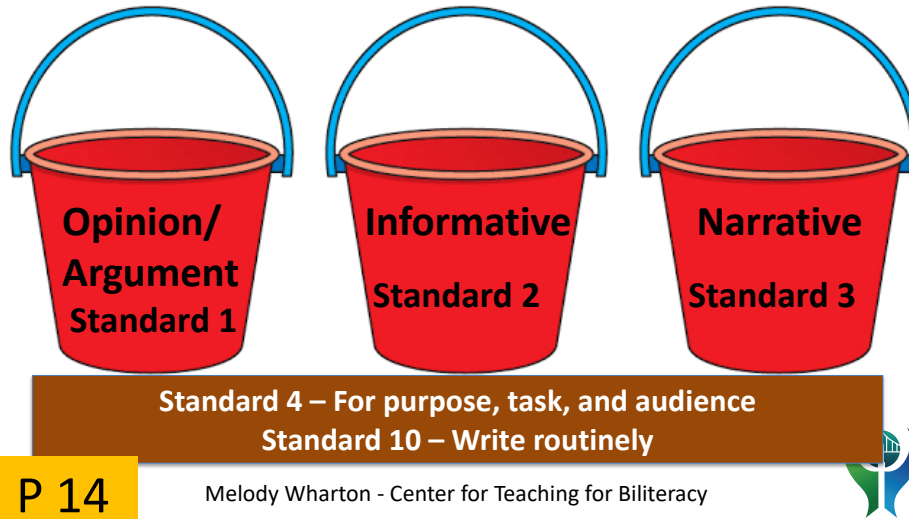
Persuasive/Opinion/Argument	Informational/Functional/Procedural	Narrative Writing
Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report	Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction

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Organization of the CCSS Writing Standards



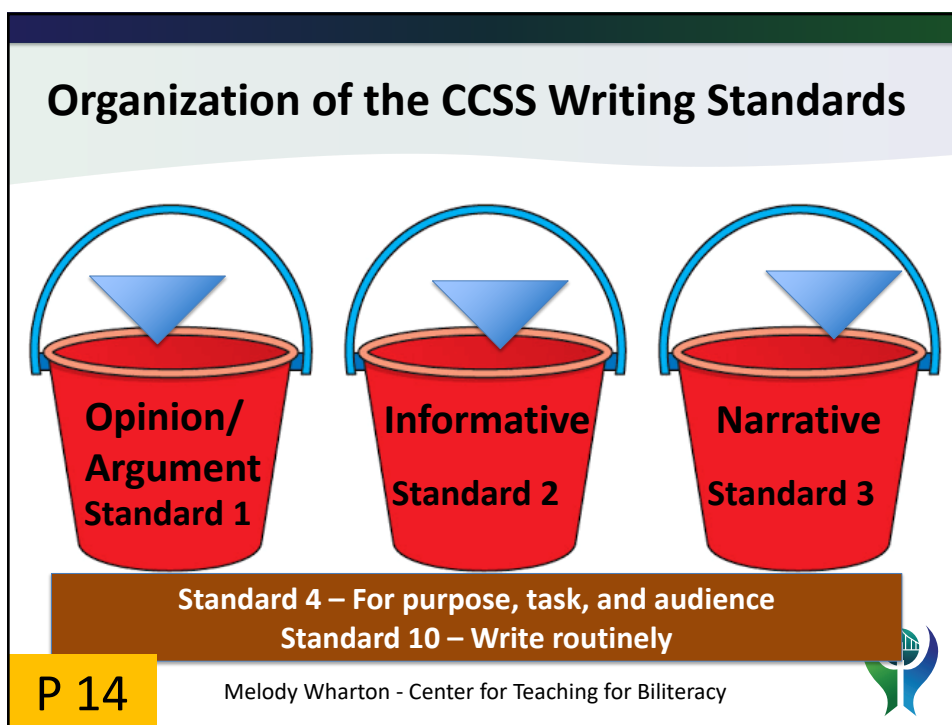
139

Organization of Writing Standards: 10 anchor standards

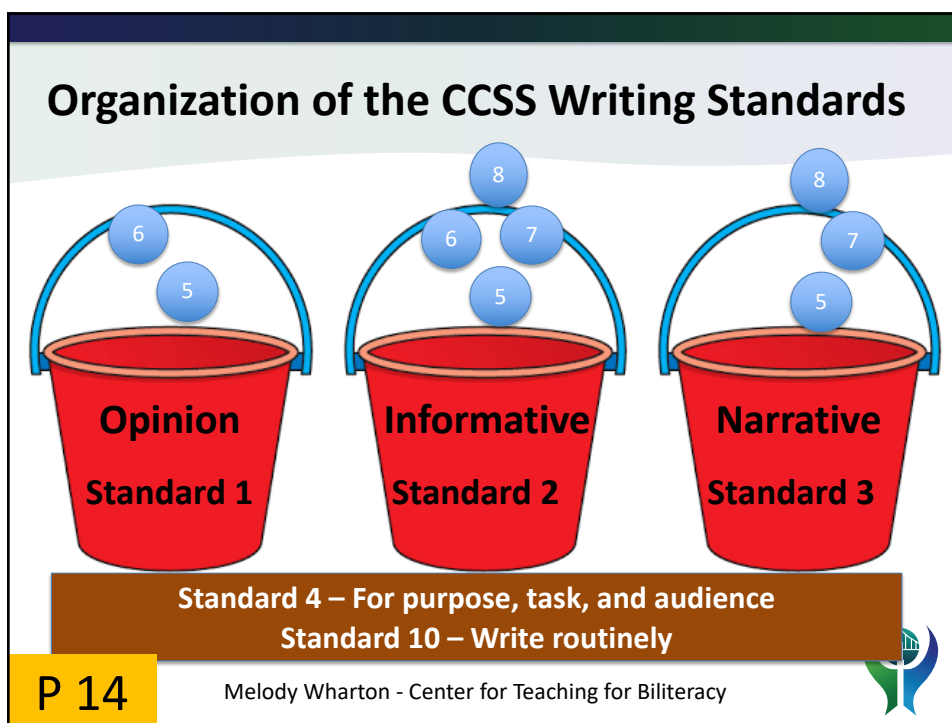
Anchor standards for Writing p. 15

CCSS.ELA Core Standards for Writing	
Text Types and Purposes:	
CCSS.ELA-Literacy.W.1 Write arguments and sufficient evidence to support a claim.	Write arguments and sufficient evidence to support a claim.
CCSS.ELA-Literacy.W.2 Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information.	Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information.
CCSS.ELA-Literacy.W.3 Write narratives to describe events and experiences using effective technique, well-chosen details, and a clear point of view.	Write narratives to describe events and experiences using effective technique, well-chosen details, and a clear point of view.
Production and Distribution of Writing:	
Standard 4 – For purpose, task, and audience	
CCSS.ELA-Literacy.W.4 Produce clear and coherent writing in which they state a claim, gather relevant research, and analyze the issues and perspectives that shape the problem or question at hand.	
CCSS.ELA-Literacy.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCSS.ELA-Literacy.W.6 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.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
CCSS.ELA-Literacy.W.8 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.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing:	
Standard 10 – Write routinely	

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Organization of Writing Standards: 10 anchor standards

Anchor standards for Writing p. 15

CCSS.ELA Core Standards for Writing

Text Types and Purposes	Production and Distribution of Writing	Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.1 Write arguments and sufficient evidence to support a claim or thesis in an analysis of substantive topics or texts using valid reasoning and relevant data and research.	CCSS.ELA-Literacy.W.2 Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information.	CCSS.ELA-Literacy.W.3 Write narratives to recount experiences or events using effective technique, well-chosen details, and descriptive language.
CCSS.ELA-Literacy.W.4 Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information.	CCSS.ELA-Literacy.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CCSS.ELA-Literacy.W.6 Use technology, including the Internet, to publish writing and to interact and collaborate with others.
CCSS.ELA-Literacy.W.7 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject and the research process.	CCSS.ELA-Literacy.W.8 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.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard 4 – For purpose, task, and audience

Standard 10 – Write routinely

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Writing Standard 7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 7 Reading standards to literature
- B. Apply grade 7 Reading standards to literary nonfiction

In other words, demonstrate application of the **READING** standard in **WRITING**.

For this reason, this writing standard is often paired with the reading standards.

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Grade Level Standards Analysis Document Page 3		
Anchor using va	Anchor Standard	
7 th Grade		
W.7.1 - Write arguments to support claims with clear reasons and relevant evidence. <u>W.7.1.A</u> Introduce claim(s), <u>W.7.1.B</u> State reasons and evidence that support the claim(s). <u>W.7.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>W.7.1.D</u> Establish and maintain a formal style. <u>W.7.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. <u>W.8.1.A</u> Introduce claim(s), <u>W.8.1.B</u> State reasons and evidence that support the claim(s). <u>W.8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>W.8.1.D</u> Establish and maintain a formal style. <u>W.8.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.	W.9/10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <u>W.9/10.1.A</u> Introduce claim(s) and counterclaims; anticipate the audience's knowledge level and concerns; use words, phrases, and clauses to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <u>W.9/10.1.B</u> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <u>W.9/10.1.C</u> - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <u>W.9/10.1.D</u> - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing <u>W.9/10.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.

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Grade Level Standards Analysis Document Page 3		
Anchor Standard: <u>CCSS.ELA-LITERACY.CCRA.W.1</u> - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
7 th Grade:	8 th Grade:	9 th & 10 th Grade:
W.7.1 - Write arguments to support claims with clear reasons and relevant evidence. <u>W.7.1.A</u> Introduce claim(s), <u>W.7.1.B</u> State reasons and evidence that support the claim(s). <u>W.7.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>W.7.1.D</u> Establish and maintain a formal style. <u>W.7.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. <u>W.8.1.A</u> Introduce claim(s), <u>W.8.1.B</u> State reasons and evidence that support the claim(s). <u>W.8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>W.8.1.D</u> Establish and maintain a formal style. <u>W.8.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.	W.9/10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <u>W.9/10.1.A</u> Introduce claim(s) and counterclaims; anticipate the audience's knowledge level and concerns; use words, phrases, and clauses to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <u>W.9/10.1.B</u> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <u>W.9/10.1.C</u> - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <u>W.9/10.1.D</u> - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing <u>W.9/10.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.

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Grade Level Standards Analysis Document Page 3

Anchor Standard: CCSS.ELA.LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

7 th Grade:	8 th Grade:	9 th - 10 th Grade:
W.7.1 - Write arguments to support claims with clear reasons and relevant evidence. W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence W.7.1.D - Establish and maintain a formal style. W.7.1.E - Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1.D - Establish and maintain a formal style. W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1 - Write arguments to support claims with clear reasons and relevant evidence. W.9-10.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.9-10.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.9-10.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.9-10.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

How does the standard grow from the grade before to YOUR grade?

Highlight what is the same, circle what is different.

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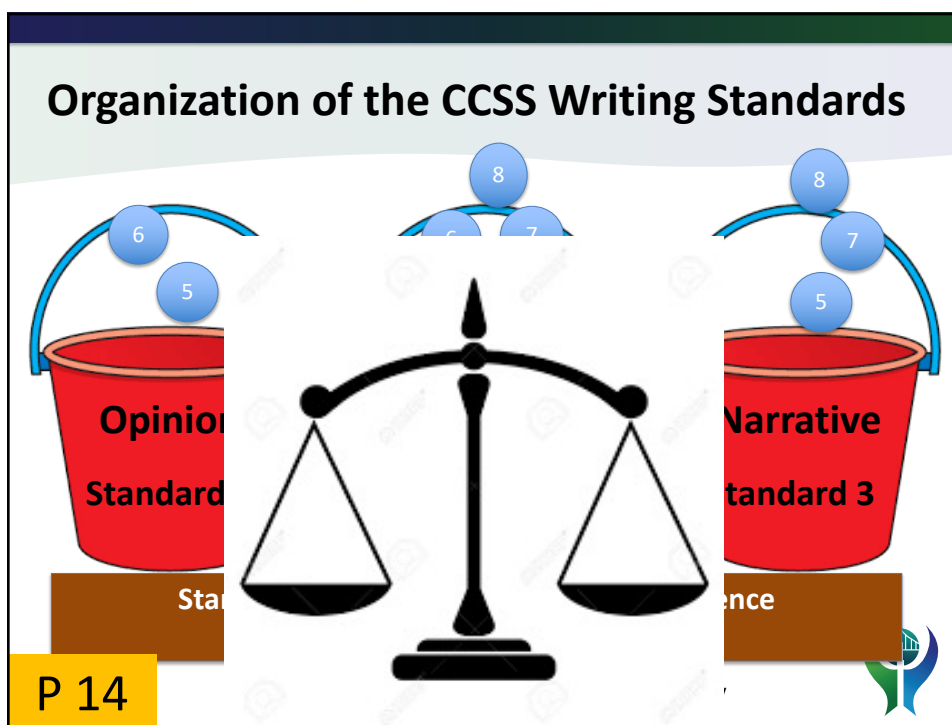
Grade Level Standards Analysis Document Page 3

Anchor Standard: CCSS.ELA.LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

7 th Grade:	8 th Grade:	9 th - 10 th Grade:
W.7.1 - Write arguments to support claims with clear reasons and relevant evidence. W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence W.7.1.D - Establish and maintain a formal style. W.7.1.E - Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1.D - Establish and maintain a formal style W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1 - Write arguments to support claims with clear reasons and relevant evidence. W.9-10.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.9-10.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.9-10.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing W.9-10.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

How does the standard grow from the grade before to YOUR grade?

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Literacy Standards for 6-12th Grade

The screenshot shows the Common Core State Standards Initiative website. The navigation bar includes links: HOME, ABOUT THE STANDARDS, WHAT PARENTS SHOULD KNOW, STANDARDS IN YOUR STATE, READ THE STANDARDS, and OTHER RESOURCES. The main content area is titled "Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects". Below this title are three overlapping boxes labeled "History/Social Studies", "Science & Technical Subjects", and "Writing". The Common Core State Standards Initiative logo is visible at the top left, and a small icon is at the bottom right.

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Literacy

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ESTÁNDARES DE LECTURA Y ESCRITURA PARA HISTORIA Y ESTUDIOS SOCIALES, CIENCIAS Y MATERIAS TÉCNICAS

Grados 6-12

GRADES SIXTH - EIGHTH WRITING STANDARDS FOR HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	SEXTO AL OCTAVO GRADO ESTÁNDARES DE ESCRITURA PARA HISTORIA Y ESTUDIOS SOCIALES, CIENCIAS Y MATERIAS TÉCNICAS
for 6–12 writing in history/social studies, science, and technical subjects are integrated into the 6–12 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Los estándares de escritura para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas, para los grados 6–12, están integrados en la sección de estándares de lectura para dichos grados. Los estándares de preparación para el nivel universitario y profesional (CCR por sus siglas en inglés) y los estándares a nivel secundario en lectoescritura, funcionan conjuntamente para definir las expectativas de preparación para el nivel universitario y profesional: los primeros ofrecen lineamientos generales; los últimos proporcionan guías específicas adicionales. Tipos de textos y sus propósitos 1. Escriben argumentos centrados en el contenido específico de la disciplina. a. Presentan las afirmaciones sobre un tema o asunto, las reconocen y las distinguen de declaraciones alternativas u opuestas y organizan las razones y evidencias de forma lógica. b. Sustentan las afirmaciones hechas con razonamiento lógico y relevante, datos precisos y evidencia que demuestran la comprensión del tema o texto, haciendo uso de fuentes fidedignas. c. Usan palabras, frases y cláusulas para establecer cohesión y aclarar la relación entre las afirmaciones, las razones, las evidencias y las declaraciones opuestas.

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Writing Standards

- An important take away or affirmation about the organization of the writing standards is...
- Something to keep in mind when planning is _____.



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Meaningful Frame

Content

Reading

Writing

Content:

Science,
Social
Studies,
SEL,
Universal
Theme,
Topic



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Reflection	
I know/learned that the instructional shifts of the standards involve...	
This means that in my practice, I will need to...	
Other Notes/ Wonderings	

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What most resonated with me about the instructional shifts of the standards is...

The impact of the shifts of the standards on instructional design is...



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Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
 - ✓ Reading
 - ✓ Writing

Closure and Preparing for Tomorrow



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For tomorrow, please bring:

- Device
- Unit 1 and 2
- Any other planning materials your team uses to plan
- You will need to have access to the standards and grade level frameworks (ELA, SLA, SS, and Science) whether electronically or in hard copy (printed).



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