



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-2, 3-5 & 6-8)	Breakouts by grade band (K-4 & 5-8)	Whole group – seated by grade level

Grade Band	Presenter	Contact Information
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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.

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 Framework should guide instruction because it incorporates pieces of all of the HSS Standards, but the approach should be inquiry-based, whereby students investigate the “how” and “why” of historical developments. This framework also reaffirms the importance of narrative (a “story well told”) in history and civics, and it emphasizes the use of biographies, novels, essays, plays, and engaging activities to help make the standards come alive.

The HSS Framework also supports interdisciplinary instruction and implementation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), the California English Language Development Standards (CA ELD Standards), and the English Language Arts/English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve (ELA/ELD Framework).

Executive Summary of the History Social Science Framework for California Public Schools Retrieved from: https://www.scoe.net/castandards/Documents/summary_history_framework.pdf

(HSS Framework) Instructional Shifts in Social Studies State Standards

The HSS Framework explains that a well-rounded curriculum includes four key shifts of emphasis: **content, inquiry, literacy, and citizenship.**

The following are instructional shifts called for by the HSS Framework:

1. Content

California's students deserve to learn diverse, accurate, engaging, and nuanced material in order to understand the past and make sense of the present. At all grade levels and in all disciplines— including history, geography, economics, ethnic studies, government, and civics—content must be front and center in guiding instruction. The HSS Framework's grade-level chapters are content driven. The latest scholarly and disciplinary research is reflected in the chapters and translated into age-appropriate narratives and classroom examples.

In kindergarten through third grade, the HSS Framework organizes the material as investigations into different studies of communities and ways of exploring the world. Starting in fourth grade and extending through high school, the grade levels are organized either with a U.S. and California history focus or with a world history focus.

Both the U.S. and world history content are organized into themes that intentionally cross grade levels. One key theme that unites the U.S. history course sequence (which includes grades four, five, eight, eleven, and twelve) is the topic of freedom. Students explore the evolution of the concept of freedom, and as importantly, they investigate the ways in which different groups of Americans contested and shaped freedom from the founding of the republic through recent times. Students consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace.

Starting with the freedoms outlined by the framers of the U.S. constitution, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country, including farmers in Jefferson's agrarian nation, suffragists at the end of the nineteenth century, civil rights activists putting their lives on the line to end Jim Crow laws and discriminatory social norms in the middle of the twentieth century, and Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.

California's students also learn about the history and geography of the world beyond our national borders (in grades six, seven, and ten). In the middle grades, students begin their study of the global past with consideration of the ancient world from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends to the ancient Israelites, Greeks, and Romans. Students analyze the relationships between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies (especially the rise of democracies and democratic ideas) as well as the birth and spread of religious traditions. As in earlier grades, students continue to learn about these developments through a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance. Through their study of medieval and early modern history and geography, students examine the rise and fall of empires; the growth of commercial, technological, and cultural exchange; and the consequences of increasing population density and movement in Afro-Eurasia and the Americas.

In high school, students continue to analyze the connections between events at home and abroad as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Students survey economic, political, and social revolutions as well as the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the Cold War, globalization, and unresolved conflicts that continue to affect the world today.

2. Inquiry

Teaching history, economics, geography, civics, and other related social sciences demands more than telling students to memorize disconnected content. Since the adoption of the HSS Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the history–social science classroom. The **Historical and Social Science Analysis Skills** highlight the importance of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation, organized in three separate but related grade spans: K–5, 6–8, and 9–12. Embedded within these grade spans are discrete skills vital for student learning, critical thinking, and literacy. These include understanding relationships between events, chronological understanding, understanding perspective and bias, and corroboration.

All of the grade-level chapters of the HSS Framework center on an inquiry model of instruction. Lower-elementary students learn about their communities by investigating the questions *How are our lives different from those who lived in the past? How are they the same?* Fourth-grade students learn about California’s history by investigating the question *Why did different groups of immigrants decide to move to California?* Seventh-grade students learn about medieval and early-modern history by investigating the question *How did the environment and technological innovations affect the expansion of agriculture, cities, and human population?* And eleventh-grade students learn about modern U.S. history by investigating the question *How did the U.S. population become more diverse over the twentieth century?* These are samples of the questions—both large unit-long ones and small lesson-based ones—that allow students to consider the content the way that practitioners do, by asking open-ended questions and exploring a variety of primary and secondary sources to develop a claim about the question.

3. Literacy

Learning how to read and write in the content areas is critical to overall student literacy development. Text-based disciplines such as history–social science demand student proficiency in content-specific informational text. Studying these disciplines entails vocabulary, reading, writing, and discourse patterns that are difficult for students. The HSS Framework chapters explain that by teaching students how to identify different kinds of texts and how to read a text closely, with different purposes each time, students learn to slow down and read on a level that transcends simple vocabulary or content comprehension. It also heightens students’ critical thinking. In all of the grade levels, students explore a variety of texts (e.g., census records, religious texts, memoirs, and government propaganda), learn to identify a document by its purpose—whether it be persuasive, narrative, or autobiographical—and evaluate its purpose and context.

The HSS Framework chapters emphasize that cross-curricular collaboration between history–social science and English language arts teachers should come naturally and is necessary to develop in students a well-rounded history–social science understanding. The adoption of the CA CCSS for ELA/Literacy in 2010 and the ELA/ELD Framework in 2014 reinforced the importance of disciplinary literacy and understanding. The CA CCSS for ELA/Literacy include standards for reading and writing that make clear that not only is identifying and grappling with informational text integral to a well-rounded curriculum, but that it necessarily involves learning to think, read, and write with these skills. Teachers in both subject areas should coordinate the use of literature, biography, and informational texts in their classrooms to support the shared goals of literacy development, student engagement, and content knowledge.

4. Citizenship

History and the related social sciences emphasize the development of civic and democratic values as integral elements of citizenship. The HSS Framework encourages students to understand the relationship between citizens and the state and to recognize their role as members of their community. Whether studying U.S. history, world history, government, economics, or geography, students should become familiar with the growth of representative government and democratic institutions, ideas, and habits as well as the presence, absence, or contestation of fundamental rights. The HSS Framework presents opportunities for civic engagement and education to help students explicitly connect their learning to the significance of citizenship and their communities.

Most importantly, as students learn to read and think critically about their worlds, they not only become aware of how the government functions in the abstract, but they also gain a sense of the importance of civic participation (by as many people as possible) in the successful implementation of a representative government. In early elementary grades, students simulate elections, create their own classroom constitutions, and engage in other exercises to acquire the knowledge and skills to become engaged citizens. In eighth grade, students learn about civic participation by studying foundational documents and simulating debates from the Constitutional Convention. In eleventh grade, students engage in civics through service-learning projects such as participating in a voter registration drive or local initiative.

The HSS Framework contains additional examples in the grade-level chapters as well as in the appendixes that focus on civic education and civic learning. Across the grade levels, the chapters encourage students to learn about the rights of the individual, the rights and obligations of citizens to participate in government through voting, the rights to speak or publish freely without governmental coercion, the rights to freedom of religion and association, the rights to trial by jury and to be treated fairly by the criminal justice system, the rights to form trade unions, and other basic democratic rights. Moreover, students do not study these rights in the abstract—or merely in the present application—they study how these rights have been constructed, challenged, and contested and continue to be reshaped to respond to an ever-changing world. Students also must understand the responsibilities of citizens to a functioning democracy, including the values of participation, tolerance, and the willingness to compromise and engage in productive discourse.

McTygue, Nancy, and Beth Slutsky. (2017). Executive Summary: History–Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: Consortium for the Implementation of the Common Core State Standards.

Organization of the C3

Dimension 1:	Dimension 2:	Dimension 3:	Dimension 4:

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

Unpacking the Next Generation Science Standards

From the NGSS Front Matter: <https://www.nextgenscience.org/get-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.

Section 3:

NGSS Design Considerations

In putting the vision of the Framework into practice, the NGSS have been written as performance expectations that depict what the student must do to show proficiency in science. Science and Engineering Practices were coupled with various components of the Disciplinary Core Ideas and Crosscutting Concepts to make up the performance expectations. The NGSS architecture was designed to provide information to teachers and curriculum and assessment developers beyond the traditional one line standard.

The performance expectations are the policy equivalent of what most states have used as their standards. In order to show alignment and coherence to the Framework, the NGSS include the appropriate learning goals in the Foundation Boxes in the order in which they appeared in the Framework. They were included to ensure curriculum and assessment developers should not be required to guess the intent of the performance expectations.

Section 4:

Coupling Practice with Content

State standards have traditionally represented Practices and Core Ideas as two separate entities. Observations from science education researchers have indicated that these two dimensions are, at best, taught separately or the Practices are not taught at all. This is neither useful nor practical, especially given that in the real world science and engineering is always a combination of content and practice.

It is important to note that the Scientific and Engineering Practices are not teaching strategies -- they are indicators of achievement as well as important learning goals in their own right. As such, the Framework and NGSS ensure the Practices are not treated as afterthoughts. Coupling practice with content gives the learning context, whereas practices alone are activities and content alone is memorization. It is through integration that science begins to make sense and allows student to apply the material. This integration will also allow students from different states and districts to be compared in a meaningful way.

Section 5:

The NGSS are Standards, not Curriculum

The NGSS are standards, or goals, that reflect what a student should know and be able to do— they do not dictate the manner or methods by which the standards are taught. The performance expectations are written in a way that expresses the concept and skills to be performed but still leaves curricular and instructional decisions to states, districts, school and teachers. The performance expectations do not dictate curriculum; rather, they are coherently developed to allow flexibility in the instruction of the standards. While the NGSS have a fuller architecture than traditional standards, the NGSS do not dictate nor limit curriculum and instructional choices.

Section 6:

Instructional Flexibility

Students should be evaluated based on understanding a full Disciplinary Core Idea. Multiple Scientific and Engineering Practices are represented across the performance expectations for a given Disciplinary Core Idea. Curriculum and assessment must be developed in a way that builds students' knowledge and ability toward the performance expectations. As the NGSS are performances meant to be accomplished at the conclusion of instruction, quality instruction will have students engage in several practices throughout instruction. Because of the coherence of the NGSS, teachers have the flexibility to arrange the performance expectations in any order within a grade level to suit the needs of states or local districts. The use of various applications of science, such as medicine, forensics, agriculture, or engineering, would nicely facilitate student interest and demonstrate how scientific principles outlined in the Framework and NGSS are applied in real world situations.

June 2013 NGSS Release, Retrieved from

https://www.nextgenscience.org/sites/default/files/Final%20Release%20NGSS%20Front%20Matter%20-%2006.17.13%20Update_0.pdf

Organization of the NGSS

Performance Expectations:

Science and Engineering
Practices

Disciplinary Core Ideas

Cross Cutting Concepts

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	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

The chart above was compiled by the Center for Teaching for Biliteracy using the [NGSS Progression - Appendix E](#)

CA NGSS Framework



bit.ly/CaNGSS

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.sdcoe.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 previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3. Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

Key Shifts in English Language Arts. (2019). Retrieved from <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

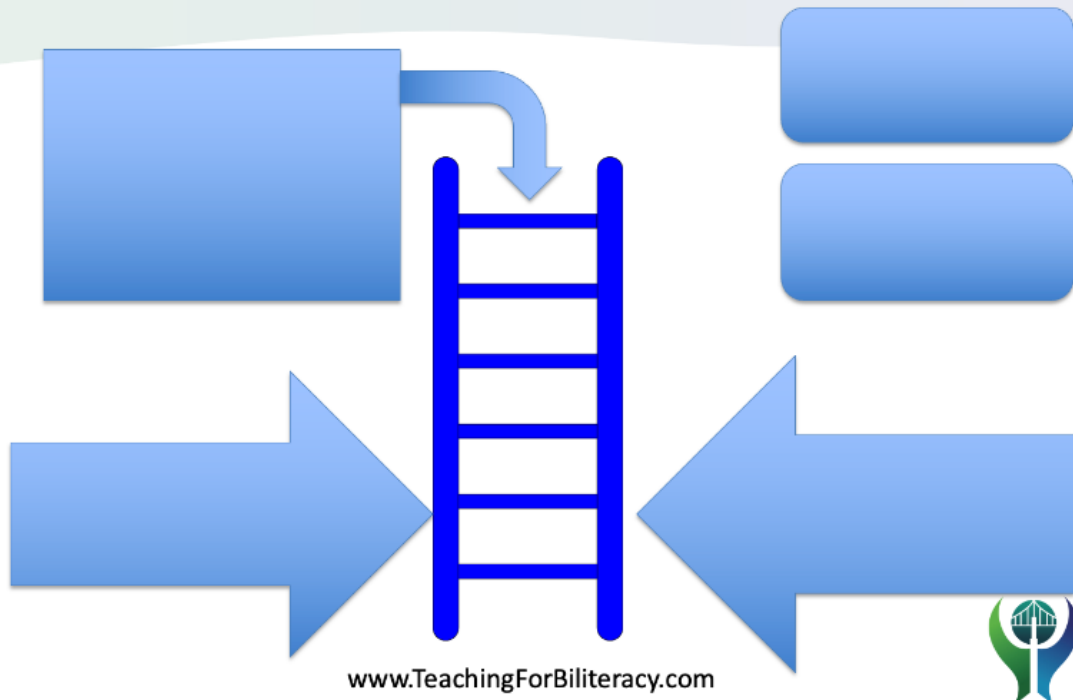
Language Arts Standards

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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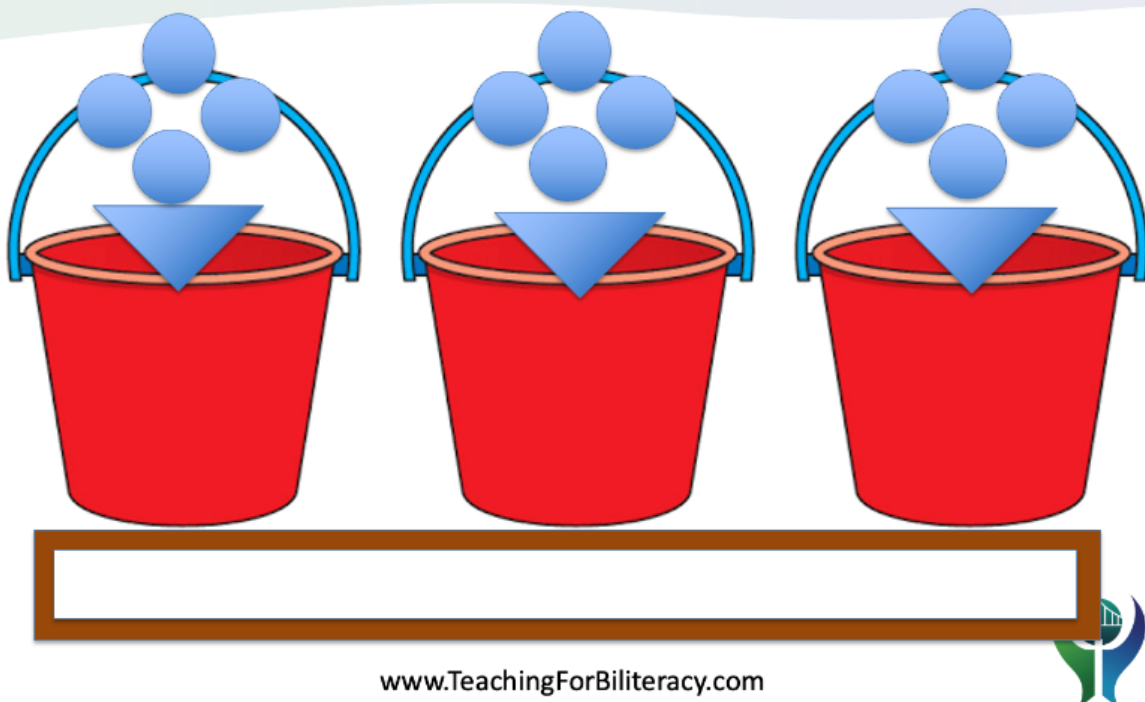
There are **six** sets of language arts standards.

Literary Texts	Common Core State Standards Anchor Standards for Reading	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.	

Organization of the CCSS Reading Standards



Organization of the CCSS Writing Standards



CCSS.ELA Core Standards for Writing

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

Genres within each bucket

(Source: Pathways to the Common Core)

Persuasive/Opinion/ Argument Writing	Informational/ Explanatory Writing	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

www.TeachingForBiliteracy.com

CA CCSS en español



bit.ly/CACCCSSespanol

Template for Unpacking a Standard

Standard:	
What does the standard mean?	What does the standard not mean?
What is this standard really about? What is the essential focus of this standard? What are key concepts within this standard? What does this standard expect students to do and know?	What is this same standard in the grade level before? After? What might be some misconceptions about this standard? What does this standard NOT mean?
Content Obligatory Language: What is key vocabulary students will need to achieve this standard? What are language structures students will need to achieve this standard?	
Outcomes (Learning Intentions/Success Criteria): Listed in order from most concrete (and easiest) to most abstract and rigorous, what are the steppingstones to achieve the standard?	

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	