



Biliteracy Curriculum Mapping: Completing Step 1A and Step 1B

SLUSD Dual Language Program

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Resource Packet

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Workshop Outcomes:

- With the organization of the CA CCSS in mind, place the writing and reading standards on the grade level maps
- Audit the biliteracy map in preparation for robust biliteracy units.
- Make revisions to the map based on evidence and reflections from the audit process.
- Plan for next steps to continue the curriculum development process

Resources

Biliteracy Map Resource Folder Everything linked here  https://bit.ly/MapFolderSLUSD	Overview Process Document Folder – Choose your Grade Level  https://bit.ly/OverviewSLUSD	CA CCSS en Español  https://bit.ly/CACCSSespanol
CA NGSS Science Framework  bit.ly/CaNGSS	CA History & Social Science Framework  https://bit.ly/CAHSSF	Session Survey:  https://bit.ly/SLUSDRRR

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/>

College and Career Readiness Anchor Standards for Writing



The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

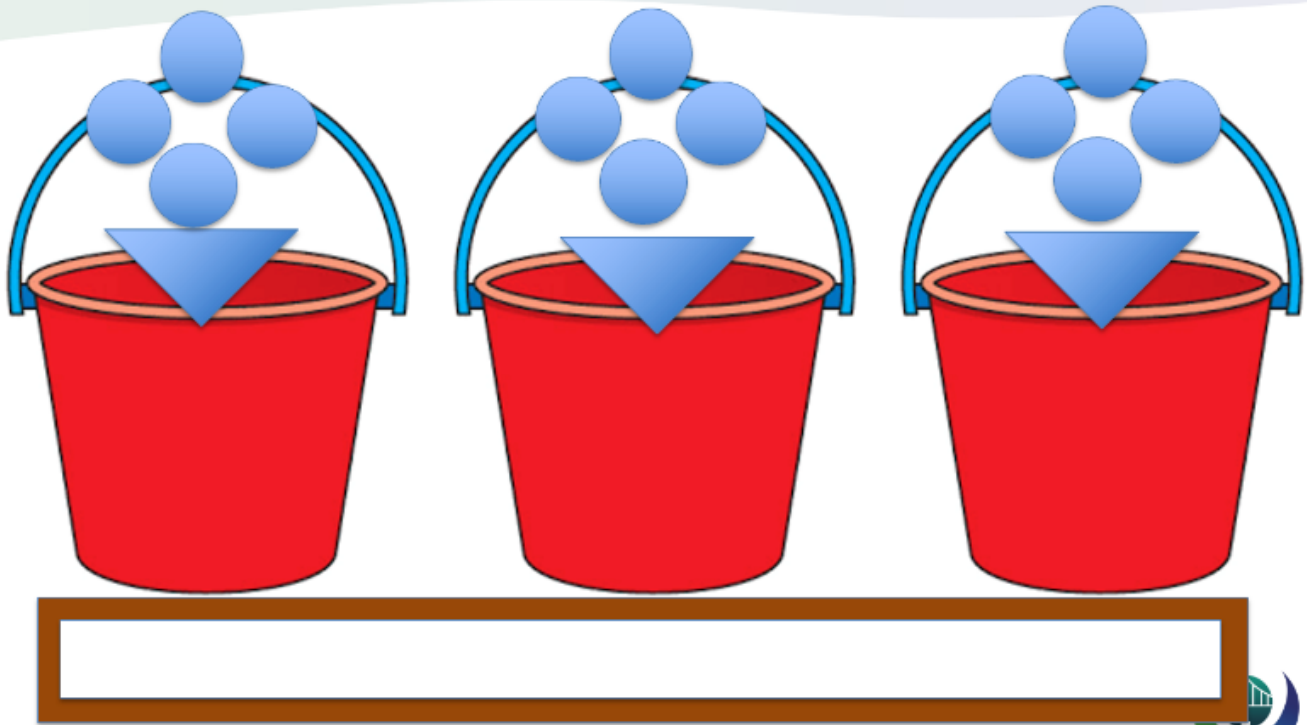
Range of Writing

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.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Organization of the CCSS Writing Standards



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Genres within each bucket

(Source: Pathways to the Common Core)

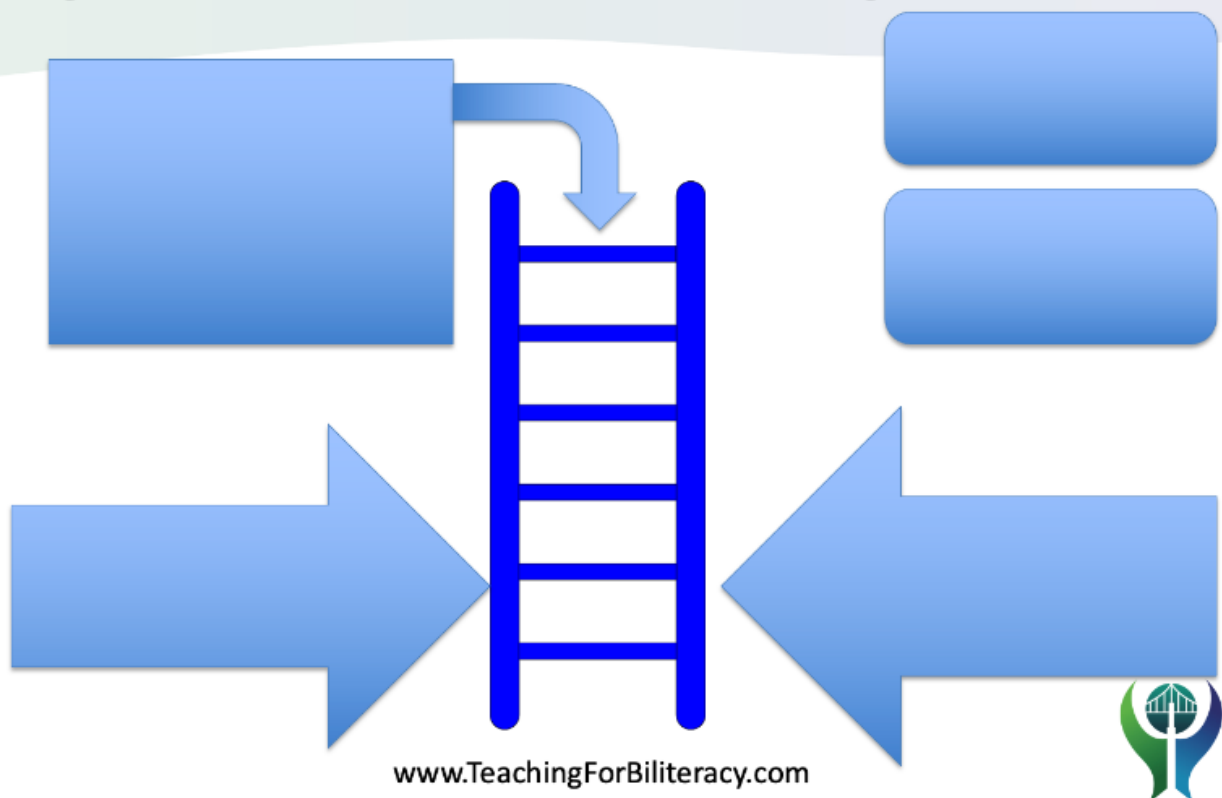
Persuasive/Opinion/ Argument Writing	Informational/ Explanatory Writing	Narrative Writing
Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book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

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Writing Standards

Writing Standards					
Opinion		Informative Explanatory		Narrative	
<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>

Organization of the CCSS Reading Standards



Ladder of Common Core Anchor Standards for Reading

1. Close Reading	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Text Complexity
	8. Delineate and evaluate the argument and specific claims in a text, including the relevance and sufficiency of the evidence. (Not applicable to literature)	
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Integrate Knowledge and Details	
	6. Assess how point of view or purpose shapes the content and style of a text.	
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Craft and Structure	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Key Ideas and Details (also includes #1)	

College and Career Readiness Anchor Standards for Reading



The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

College and Career Readiness Anchor Standards for Reading

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.¹

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in those fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Content Rubrics

Next Generation Science and Language Arts Units			
Element	3 (Meets)	2 (Almost There)	1 (Needs Improvement)
Standards: Performance Expectations for NGSS and Language Arts	The NGSS Performance Expectations are all accounted for at the grade level (tailled on NGSS Theme or Topics page or a combination of the two). There is strong evidence of the NGSS bundles (thematic or topics, or a hybrid) and there is a rationale for the bundling.	The NGSS Performance Expectations are mostly accounted for the grade level (tailled on NGSS Theme or Topics page, or a combination of the two). Units are bundled but the rationale is unclear or the bundling does not represent all the standards.	The NGSS Performance Expectations are not all accounted for (tailled on NGSS Theme or Topics page or a combination of the two). There is little to no evidence of bundling. A rationale for how units were organized and sequenced is missing.
	Writing buckets are selected for each unit (W standards 1, 2 or 3) and the "bucket fillers" (W standards 4-10) are also present. Either informational texts or literature is indicated. The reading "ladder" is present for each unit, with standards 1 and 10 always included. The "rungs" on the ladder are carefully selected based on how they support the writing standards and how they support each other.	The writing buckets are selected (1, 2 or 3) and there are some bucket fillers present as well. Either informational texts or literature is indicated. There is a reading ladder for each unit, representing standards 1 and 10 (sides of the ladder) as well as several standards from 2-9. The relationship between reading and writing is evident.	Some, but not all of the writing buckets are selected (standards 1, 2 or 3). Bucket fillers, standards 4-10 are inconsistently represented. Either informational texts or literature is indicated. Some of the reading standards are represented, but the relationship between reading and writing is not evident.
Yearlong and unit storylines	The yearlong story line describes the scientific focus of the year, including a brief description of each unit and a rationale for how they are related.	The yearlong storyline describes the science focus for the year and includes the units.	The yearlong storyline is present, but it is brief and the connection between the units is unclear.
	The unit level story line describes the relationship between the science and language arts standards in the unit, how they will be taught, and how they are connected to the year-long storyline.	The unit level story lines sometimes describe the relationship between the science and language arts standards and how they come together in each unit, but not always.	The unit level story lines are either not present or they are hard to understand; how the standards will be taught and how they are connected is unclear and hard to discern.
Rigor and Science Practices	An inquiry question is included for every unit, and inquiry practices are evident in every unit. The inquiry practices build across the year and match the concepts of the unit. The organization of the language arts standards, and the order in which students experience them, reflect a plan for rigor for the school year.	Some units include questions or some of the questions fit the characteristics of inquiry, but not all. The language arts standards are sprinkled throughout the units without careful regard for rigor.	Either there are few or no questions for each unit and there is little evidence of inquiry practices within units or developed across the school year.

Additional resource rubric from NGSS <https://www.nextgenscience.org/sites/default/files/EquipRubricforSciencev3.pdf>

Social Studies and Language Arts Units			
Element	3 (Meets)	2 (Almost There)	1 (Needs Improvement)
Social Studies Year-Long “Storyline” Every grade level includes a summary of what students will learn with regard to the grade level theme.	The grade level summary of SS learning reflects that grade level content, inquiry, real life application, and describes how the concepts build on one another.	The grade level summary of SS learning reflects the grade level content. Some of the concepts described build on one another. Inquiry is lightly addressed.	The grade level summary of SS learning do not reflects the content for the year. The concepts do not build on one another and inquiry is not mentioned.
Social Studies Standards A “storyline” is written for each unit.	The Disciplinary Concepts and tools are mapped and grouped in a way that build on one another. The unit level storyline describes the relationship between the social studies and language arts standards in the unit, how they will be taught, and how they are connected to the grade level’s theme and storyline.	The Disciplinary Concepts and tools are mapped in a way that somewhat build on one another but an outside reader may not understand the reasoning behind the bundles. The unit level story lines sometimes describe the relationship between the social studies and language arts standards and how they come together in this unit, but not always.	The Disciplinary Concepts and tools do not build on one another or are not all present. The unit level story lines are either not present or they are hard to understand; how the standards will be taught and how they are connected is unclear and hard to discern.
Language Arts Standards (Writing and Reading)	Writing buckets are selected for each unit (W standards 1, 2 or 3) and the “bucket fillers” (W standards 4-10) are also present. Either informational texts or literature is indicated. The reading “ladder” is present for each unit, with standards 1 and 10 always included. The “rungs” on the ladder are carefully selected based on how they support the writing standards and how they support each other. The title of each unit has a clear connection to the year theme and reflect the standards. The compelling question for each unit is “meaty” and written in student-friendly ways.	The writing buckets are selected (1, 2 or 3) and there are some bucket fillers present as well. Either informational texts or literature is indicated. There is a reading ladder for each unit, representing standards 1 and 10 (sides of the ladder) as well as several standards from 2-9. The relationship between reading and writing is evident. The titles of some of the units have a clear connection to the year theme and reflect the standards. Not all of the compelling questions fit the definition of “meaty” and student-friendly.	Some, but not all of the writing buckets are selected (standards 1, 2 or 3). Bucket fillers, standards 4-10 are inconsistently represented. Either informational texts or literature is indicated. Some of the reading standards are represented, but the relationship between reading and writing is not evident. The titles for the units are more general and vaguer and do not have a clear connection to the year theme or standards. There are few if any compelling questions.
Rigor	The inquiry standards in the units clearly build in rigor from the first through the last unit. The organization of the language arts standards, and the order in which students experience them, reflect a plan for rigor for the school year.	The inquiry in the units somewhat builds in rigor from the first unit through the last one. The language arts standards are sprinkled throughout the units without careful regard for rigor.	The inquiry in the units does not build in rigor from the first unit through the last one.