

Completing Step 1 of the Biliteracy Map

San Leandro Unified School District
San Leandro, CA



December 9, 2025

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Center for Teaching for Biliteracy

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Agenda:

- Welcome!
- Writing Buckets and Reading Ladders
- The RRR Process: Auditing the Biliteracy Map
 - Record
 - Review
 - Revise
- Next Steps
- Session Closure



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The purpose of our session...

...is to complete the first draft of your grade level grade biliteracy map then check for accuracy, flow, and rigor by engaging in the auditing process.



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Norms:

- Participate actively and interactively – ask questions and help others
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum
- Please silence your phones
- Use technologically strategically – be present



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Curriculum Mapping Big Ideas

- Biliteracy curriculum mapping reflects a multilingual perspective of students, teachers, and instruction.
- Educators teach students, NOT programs or resources.
- Mapping is a learning process, a journey, and NOT a destination.
- Biliteracy mapping process is a carefully crafted process that builds - each step matters.



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Vision & Pedagogy

DRAFT English-Spanish Pedagogy Statement - generated through teacher input and ChatGPT:

San Leandro Unified School District Dual Language Program Statement

At San Leandro Unified School District, our Dual Language program is rooted in the belief that every child deserves access to a high-quality, equitable education that values their culture, and identity. Our pedagogy is shaped by research-based practices and a commitment to student-centered learning, bilingualism, biliteracy, and multilingualism.

Core Program Design & Instructional Approach

Our dual language classrooms are intentionally designed to be different from traditional classrooms. Students receive instruction in two languages based on a strategic **allocation plan**, which includes a strategic component called **The Bridge**—a cross-linguistic transfer that supports true bilingualism. Families can expect instruction in both English and the partner language throughout the year, with a clear **language and content allocation map** guiding what students learn and when.

Unlike traditional monolingual models, our pedagogy embraces the complexity of second language acquisition—acknowledging that it typically takes **5–7 years** to become proficient. This journey includes natural fluctuations in language development, and we invite families and teachers to see these ups and downs as part of the process, not setbacks.

What Families Can Expect

Remember that biliteracy curriculum mapping supports your vision and pedagogy. You are creating a sustainable structure!



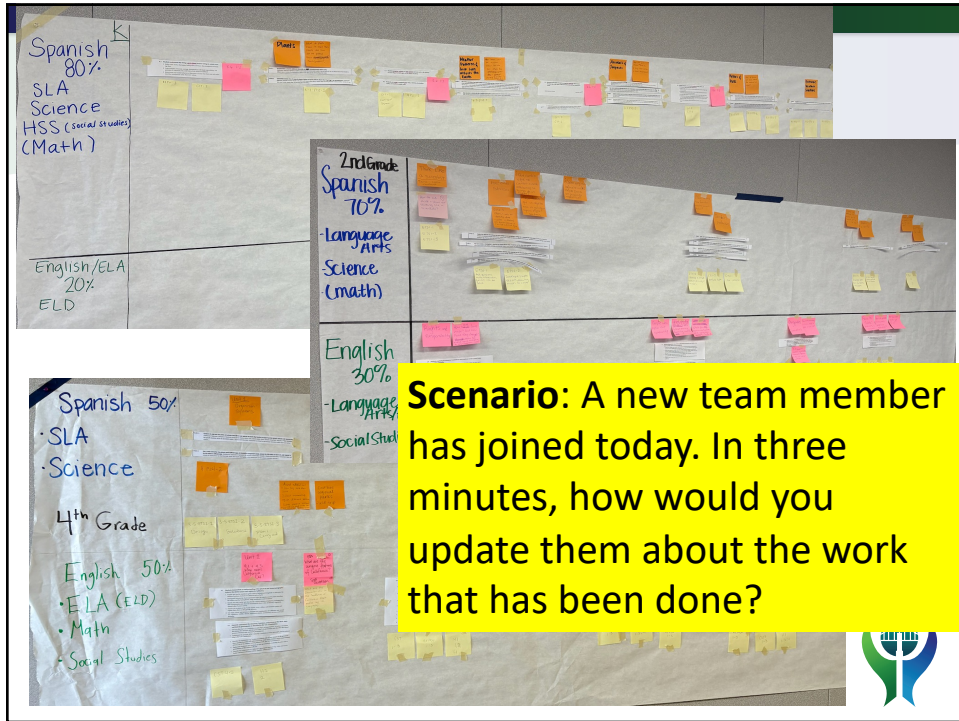
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The Biliteracy Mapping Process - SLUSD		
Steps	Components	
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement	
	Using the Teaching for Biliteracy Recommendations , create the Language and Content Allocation Plan for all grades and schedules that match for each grade level	
	Review the instructional shifts of the standards: • NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet)	
	Review the organization of each set of standards • Science • Social Studies • Reading • Writing • Foundational Skills • Language • Listening and Speaking • Language proficiency	
	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.	
	Begin to write year-long and unit storylines, starting with the content focus.	
	Select the writing standards and the writing genre, making sure they are a good fit with the content.	
	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).	
	Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.	

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I.B Record, Reflect and Revise	• Evaluate the content standards bundles in the curriculum map. • Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the language arts standards in both languages. • Revise storyline and bundles as needed	
	Backwards Design	• List the standards from the map. • Unpack all of the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes. • Craft big ideas for content and literacy based on the standards. • Write the Summative Assessment. • Write the unit storyline. • Craft the unit Essential Question. • Add instructional activities for meeting the standards and outcomes to each section of the BUF: ◦ Building Oracy and Background Knowledge (& corresponding formative assessments) ◦ Content Area Instruction (& corresponding formative assessment) ◦ Reading Comprehension (& corresponding formative assessment) ◦ Writing (& corresponding formative assessment) ◦ Foundational Skills/Language Comprehension (& corresponding formative assessment) ◦ The Bridge for Transfer and for Contrastive Analysis (& corresponding formative assessment)
	III. Unit Learning Plan	• Create an Instructional Sequence Chart (ISC) ◦ Each sequence includes standards for content and for literacy that occur at the same time ◦ Oracy is embedded into each instructional sequence every time students use new language ◦ Outcomes (unpacked standards) are added to each instructional sequence ◦ Formative assessments (FAs) are identified for each sequence and outcomes are added to the formative assessments. • The Instructional Sequence Chart is used to create day to day learning plans

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Scenario: A new team member has joined today. In three minutes, how would you update them about the work that has been done?

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Literacy Standards: Reading and Writing



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Foreword of the CA Common Core State Standards

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.sdoe.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

[Unpacking of the CCSS](https://bit.ly/CCSSunpack)



bit.ly/CCSSunpack



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Collaborative Summary

When mapping
the CCSS, it is
important to keep
in mind that...

On a sticky note, write down 1-2 things about the CCSS literacy standards that you feel are relevant to mapping. If you need inspiration, skim the foreword (p. 2-3 of Resource Packet).

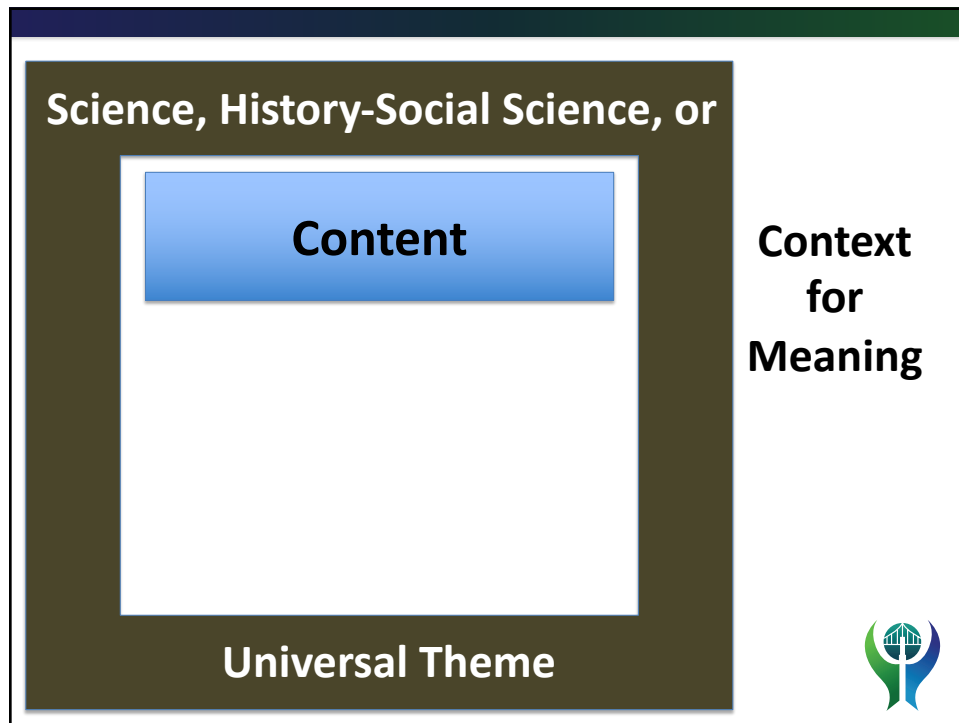


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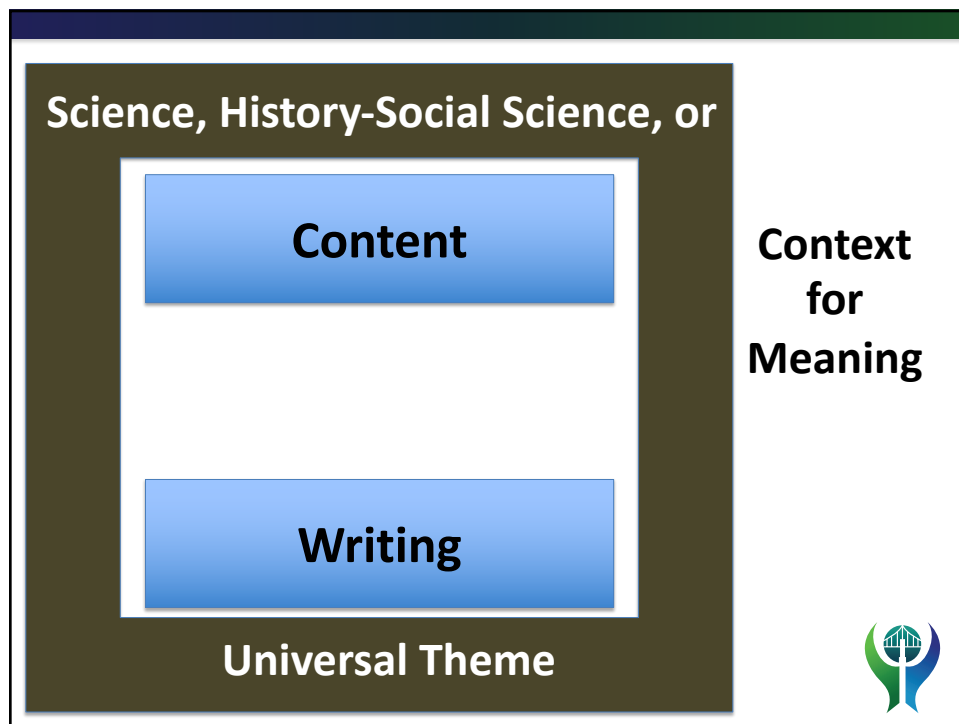
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in mind that...



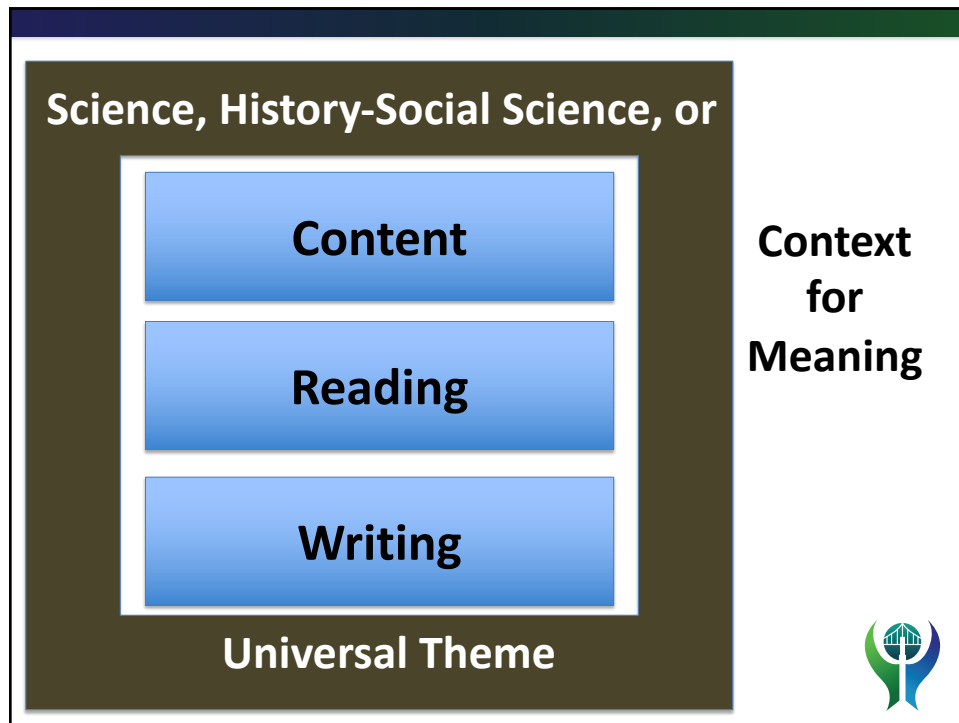
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Add the literacy standards.

If every Dual Language classroom integrates language, content, and literacy

so that students can develop knowledge in content and literacy across both languages,



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Add the literacy standards.

If every DL classroom integrates language,
content, and literacy

so that students can develop knowledge in
content and literacy across both languages,

**then every unit should have
reading and writing standards.**



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Add the literacy standards. Keep in mind the Big Ideas that will come from them:

Students will understand that,
when reading _____
texts, it is important to _____
in order to write _____.



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Kindergarten Unit Literacy Big Idea:

Students will understand that when reading complex, grade level **literary text (RL.K.10)**, it is important to

- With prompting and support, ask and answer questions about key details in a text. **(RL.K.1)**
- With prompting and support, identify characters, settings, and major events in a story. **(RL.K.3)**
- Recognize common types of texts **(RL.K.5)**
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **(RL.K.9)**

...to be able to write their own **rules poster (W.K.1)** where they

- Participate in shared research and writing **(W.K.7)**
- Recall information from experiences or gather information **(W.K.8)**

about rules and fairness in the classroom and on the playground.



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2nd Grade Unit Literacy Big Idea:

I want my students to understand that when reading **informational texts**, they can comprehend and deepen their understanding of the text by...

- Asking and answering questions (such as who, what, where, when, why, and how) in order to understand key details in a text **(RI.2.1)**
- Identifying the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text **(RI.2.2)**
- Knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently **(RI.2.5)**, and
- Describing the connection between a series scientific ideas or concepts presented by two texts on the same topic **(RI.2.9)**

...in order to apply their understanding of the topic to write a **lab report that details one of their investigations of matter (its properties and interactions)**, using the knowledge gained from reading about the topic and their observations of how informational texts are structured to inform the content and organization of the lab report **(2-PS1-1, 2-PS1-2, W.2.2)**.



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5th Grade Unit Literacy Big Idea:

I want students to understand that when reading complex, grade level **literary text** (RL.10), it is important to

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)
- Compare and contrast the point of view or the narrator's perspective with the first-person or third-person perspective.
- Compare and contrast the treatment of similar subjects or topics across multiple texts.
- Compare and contrast the treatment of similar subjects or topics across multiple texts. (RL.4.9)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

...to be able to write their own narrative.

- Orient the reader by establishing a situation and introducing characters.
 - Use dialogue and description to develop characters, settings, or events. (W.4.3B)
 - Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3C)
 - Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3D)
 - Provide a conclusion that follows from the narrated experiences or events. (W.4.3E)
- about animal or animal-like characters facing a challenge or challenges and using their internal and/or external structures to overcome the challenge(s).

Turn and Talk:
Something that I notice about literacy Big Ideas is...



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Writing Standards



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Organization of Writing Standards: 10 Anchor Standards

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.

p. 4: Anchor
Standards for Writing

Writing and to
ons of key

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.



English Language Arts/Literacy K-5 | 20

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GRADE THREE WRITING STANDARDS	TERCER GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN	
The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. 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. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. 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. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.	
Text Types and Purposes	Tipos de textos y sus propósitos	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Escriben propuestas de opinión sobre temas o textos en las que apoyan su punto de vista con razones. a. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y elaboran una estructura organizativa que enumere las razones. b. Ofrecen las razones que apoyan la opinión. c. Usan palabras y frases de enlace (ejemplo: <i>porque por lo tanto, desde</i>) para conectar la opinión con las razones. d. Ofrecen una declaración o sección final.	b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. a. Presentan un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
		b. Desarrollan el tema con hechos, definiciones y detalles. c. Usan palabras y frases de enlace (ejemplo: <i>también, otro, y, más, pero</i>) para conectar ideas dentro de las categorías de información. d. Ofrecen una declaración o sección final. 3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. a. Establecen una situación y presentan al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. b. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones. c. Usan palabras y frases que describen el tiempo para señalar el orden de los acontecimientos. d. Ofrecen cierre o conclusión.



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Production and Distribution of Writing	Producción y redacción de la escritura	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	4. Con la orientación y el apoyo de adultos, redactan textos en los cuales el desarrollo y la organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados). 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del tercer grado).	3rd grade
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. Con la orientación y el apoyo de adultos, usan la tecnología para crear y publicar textos escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.	
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos	
7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)	7. Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema. 8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas. 9. (Se inicia en el 4^o grado).	
Range of Writing	Nivel de escritura y redacción	
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 discipline-specific tasks.	10. Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas.	

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GRADE THREE WRITING STANDARDS	TERCER GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN
The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. 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. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. 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. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.
Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	Tipos de textos y sus propósitos 1. Escriben propuestas de opinión sobre temas o textos en las que apoyan su punto de vista con razones. a. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y elaboran una estructura organizativa que enumere las razones. b. Ofrecen las razones que apoyen la opinión. c. Usan palabras y frases de enlace (ejemplo: <i>porque por lo tanto, desde</i>) para conectar la opinión con las razones. d. Ofrecen una declaración o sección final.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. a. Presentan un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3. Escriben narraciones que presentan experiencias o eventos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia de los acontecimientos. a. Crean una situación y presentan al narrador y a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. b. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones. c. Usan palabras y frases que describen el tiempo para señalar el orden de los acontecimientos. d. Ofrecen cierre o conclusión.

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Organization of the CCSS Writing Standards

The diagram shows three red buckets with blue handles, each labeled with a type of writing. From left to right, they are labeled: **Opinion**, **Informative**, and **Narrative**.

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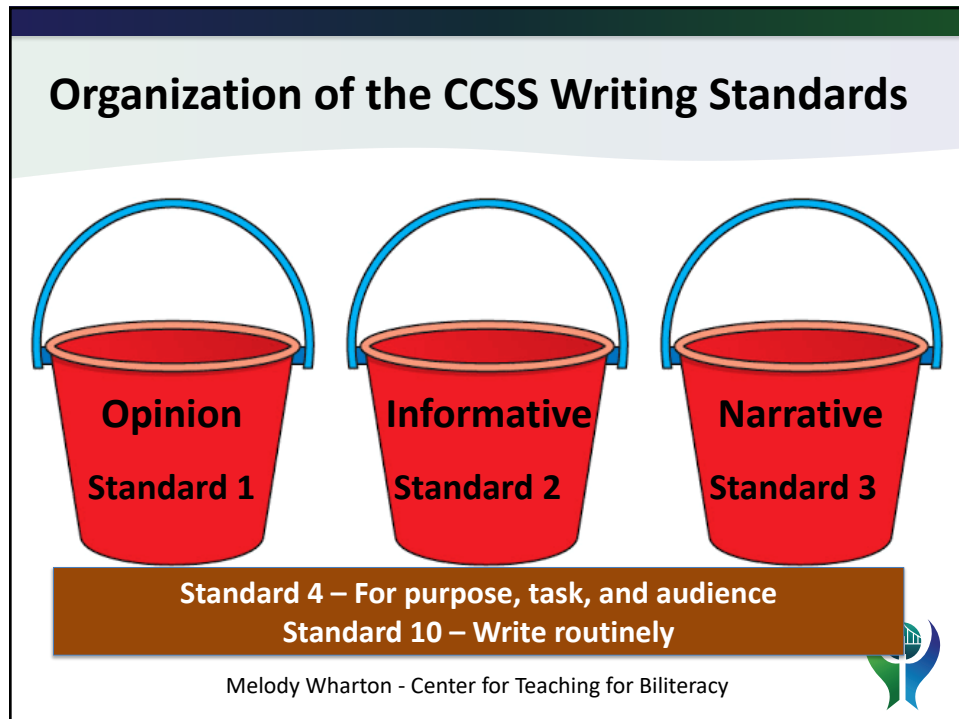
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Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely-linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Tipos de textos y sus propósitos 1. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: <i>Mi libro favorito es . . .</i>). 2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema. 3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.
Production and Distribution of Writing 4. (Begins in grade 2) CA 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Producción y redacción de la escritura 4. (Se inicia en el 2º grado) CA 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.
Research to Build and Present Knowledge Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)	Investigación para la formación y presentación de conocimientos 7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos). 8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta. 9. (Se inicia en el 4º grado).
Range of Writing 0. (Begins in grade 2) CA	Nivel de escritura y redacción 10. (Se inicia en el 2º grado) CA

Kinder



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Genres within each bucket

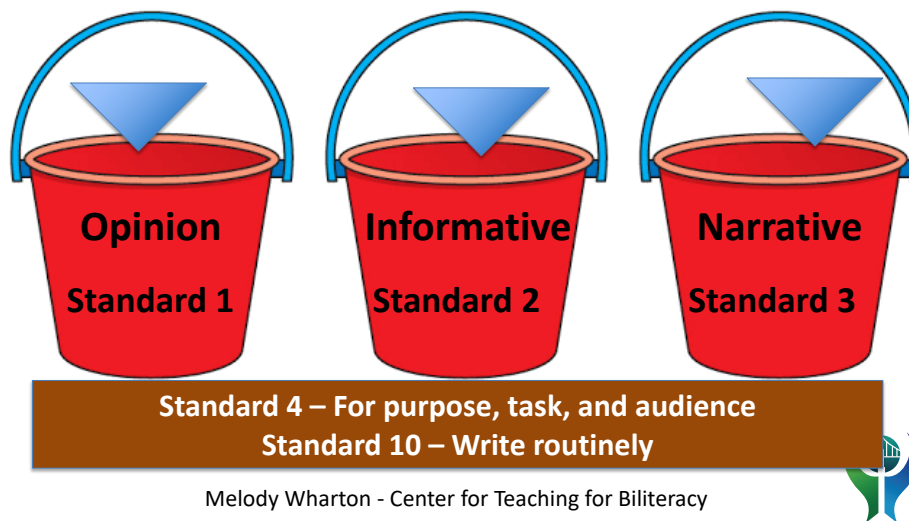
(Source: Pathways to the Common Core)

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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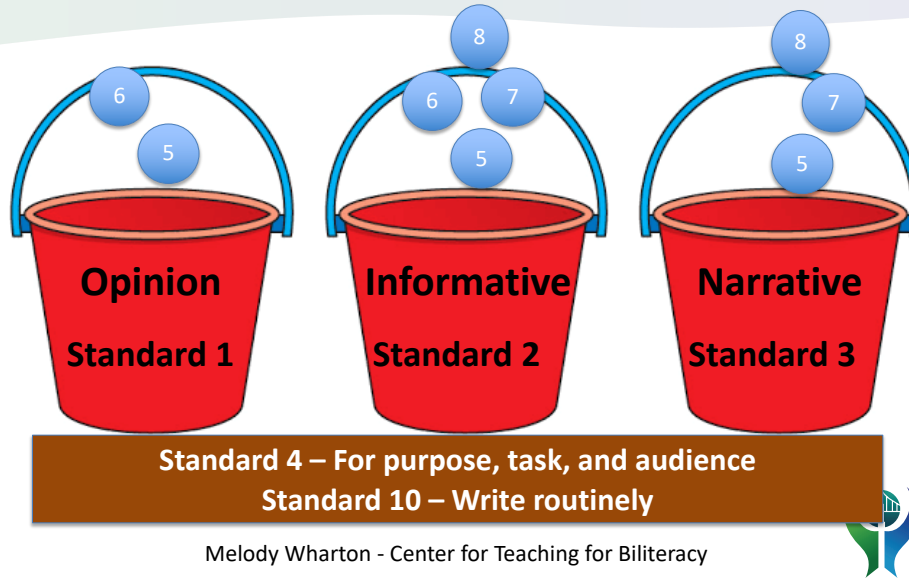
33

Organization of the CCSS Writing Standards



34

Organization of the CCSS Writing Standards

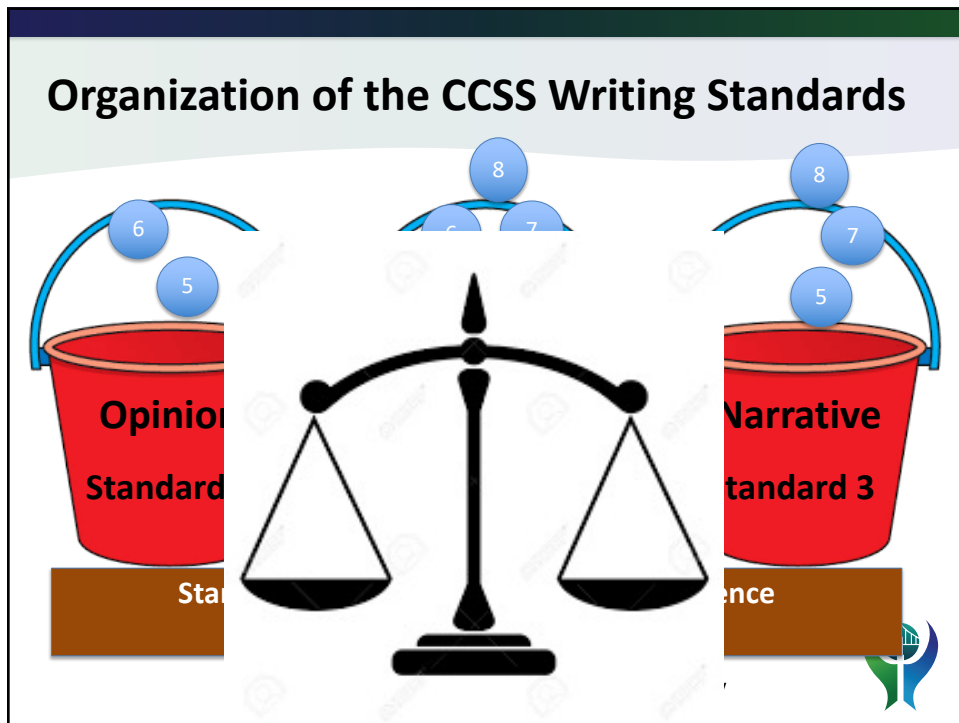


35

Production and Distribution of Writing	Producción y redacción de la escritura
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. Con la orientación y el apoyo de adultos, redactan en los cuales el desarrollo y la organización son apropiados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados).
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del tercer grado).
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. Con la orientación y el apoyo de adultos, usan la tecnología para crear y publicar textos escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos
7. Conduct short research projects that build knowledge about a topic.	7. Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema.
8. Recall information from experiences or gather information from print and digital sources; brief notes on sources and sort evidence into provided categories.	8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas.
9. (Begins in grade 4)	9. (Se inicia en el 4º grado).
Range of Writing	escritura y redacción
10. Write routinely over extended time (time for research, reflection, and revision) and shorter time frames (a single sitting or two) for a range of discipline-specific topics.	10. Escriben habitualmente durante períodos prolongados o para la investigación, reflexión y revisión) y en cortos (una sola sesión o uno o dos días) en una serie de tareas.

3rd Grade

36



37

Standards Check

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

38

When mapping the CCSS, it is important to keep in mind that...



Anything with
regards to
WRITING we
need to add?

39

Add the literacy standards. Keep in mind the Big Ideas that will come from them:

Students will understand that,
when reading _____
texts, it is important to _____
in order to **write** _____.



40

Genres within each bucket

(Source: Pathways to the Common Core)

1: Persuasive/Opinion/ Argument	2: Informational/ Functional/Procedural	3: 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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Group Dynamics- Identify Roles

- 1. Notetaker:** Documents conversations and decisions (suggestion - select a different color to use for each day as you document your work in this document) in the Process Document. Stop at each step and discuss together what should be documented and how.
- 2. Standards Bearer:** Consults and references the standards and keeps a tally of what has been included in the map.
- 3. Discussion Facilitator:** Facilitates the conversations and discussions. Keeps the group focused and on task.
- 4. Map Navigator:** Manages the map itself by placing and/or reading already placed standards.
- 5. Google Resources Facilitator:** Looks for and utilizes resources and guidance documents that help in the mapping process.

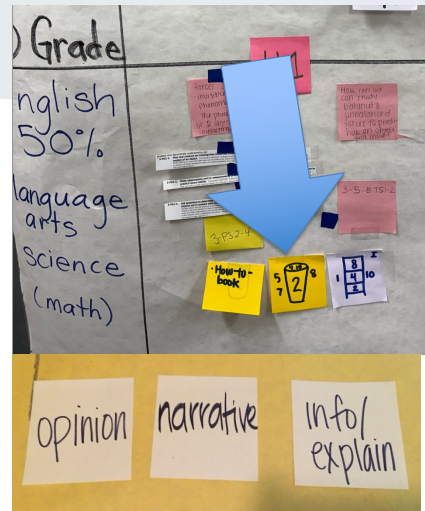


42

As a PLC, read the writing standards.

Identify the kind of writing (narrative, informational/explanatory, opinion) that compliments each group of content standards.

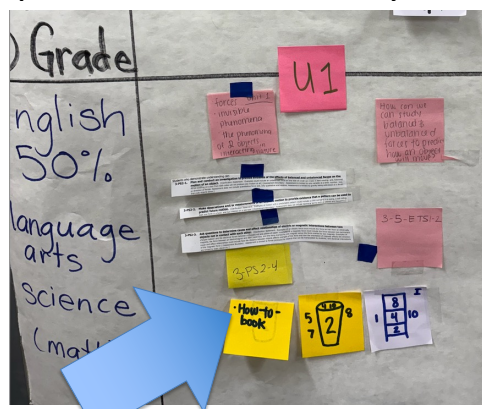
Place the writing standard for that genre with each group of content standards.



43

Within each type of writing (narrative, opinion, informational/explanatory), identify the specific kind of writing that students will do.

Use a post-it note to identify this.



44

Are all the standards accounted for?

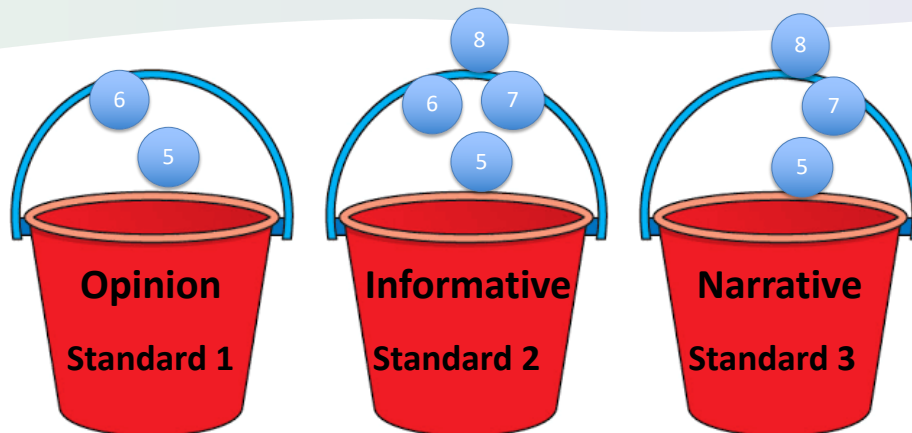
Once your writing standards have been placed, ensure that each of the three writing 'buckets' (narrative, opinion, informative) has been equally represented in each language by using a tally sheet.

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



45

Add your bucket fillers



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

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Where did we land?

The Biliteracy Mapping Process - SLUSD

Steps	Components	Status	Next Steps
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement		
	Using the Teaching for Biliteracy Recommendations , create the Language and Content Allocation Plan for all grades and schedules that match for each grade level		
	Review the instructional shifts of the standards: • NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet)		
	Review the organization of each set of standards • Science • Social Studies • Reading • Writing • Foundational Skills • Language • Listening and Speaking • Language proficiency		
	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.		
	Begin to write year-long and unit storylines, starting with the content focus.		
	Select the writing standards and the writing genre, making sure they are a good fit with the content.		
	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).		
	Revise the storylines by adding the literacy portion to the storylines and by		



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Agenda:



Welcome!

- Writing Buckets and **Reading Ladders**
- The RRR Process: Auditing the Biliteracy Map
 - Record
 - Review
 - Revise
- Next Steps
- Session Closure



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Reading Standards



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Organization of Reading Standards: 10 Anchor Standards

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.*

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

**p. 8: Anchor Standards
for Reading**

College and Career Readiness Anchor Standards for Reading

English Language Arts/Literacy K-5 | 10

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GRADE THREE READING STANDARDS FOR LITERATURE	TERCER GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <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>	Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año 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>
Key Ideas and details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. 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 details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Ideas clave y detalles 1. Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita del texto como base para las respuestas. 2. Recuentan cuentos, incluyendo fábulas, cuentos populares y mitos de diversas culturas; identifican el mensaje principal, lección o moraleja y explican cómo se transmite en los detalles clave del texto. 3. Describen los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos.
Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Composición y estructura 4. Determinan el significado de palabras y frases que se utilizan en un texto, determinan el lenguaje literal del no-literal. (Ver estándares 4-6 de Lenguaje del tercer grado para expectativas adicionales.) CA 5. Se refieren a partes de los cuentos, teatro y poemas al escribir o hablar sobre un texto, utilizando términos como capítulo, escena y estrofa; describen cómo cada parte sucesiva se basa en secciones anteriores.



The CCSS Reading Standards (used for mapping)

Informational
Texts

Literary
Texts

The CCSS Reading Standards (used for mapping)

K-12

**Informational
Texts**

**Anchor
Standards**

**Literary
Texts**

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Organization of the CCSS Reading Standards

The questions you
will ask and
answer to show
comprehension

Informational
Texts – 50%

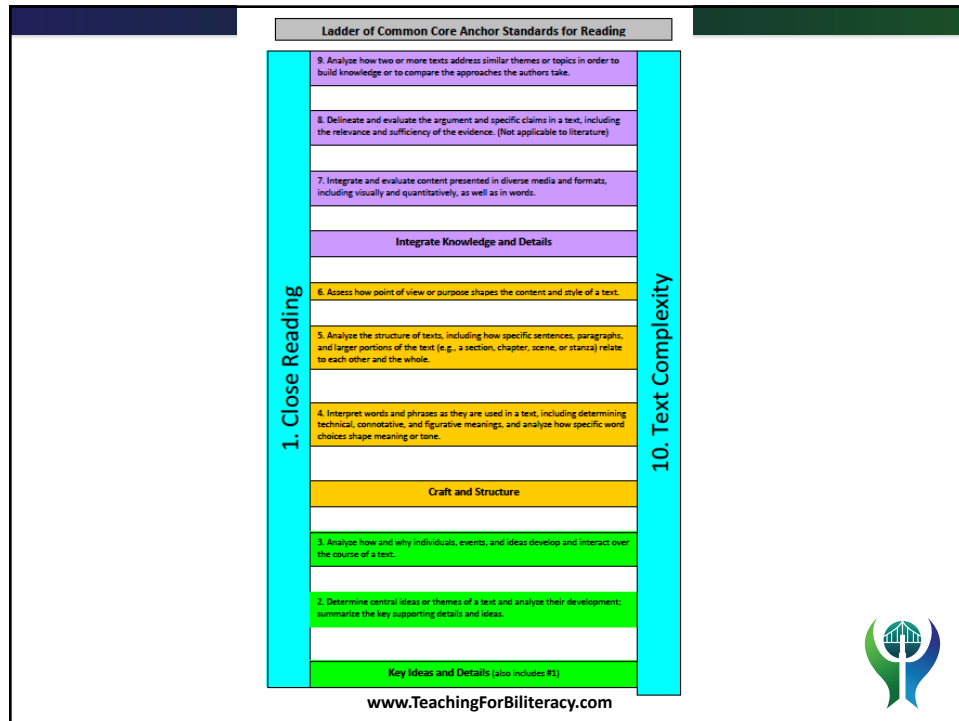
Literary
Texts – 50%

Standard 1:
Comprehension

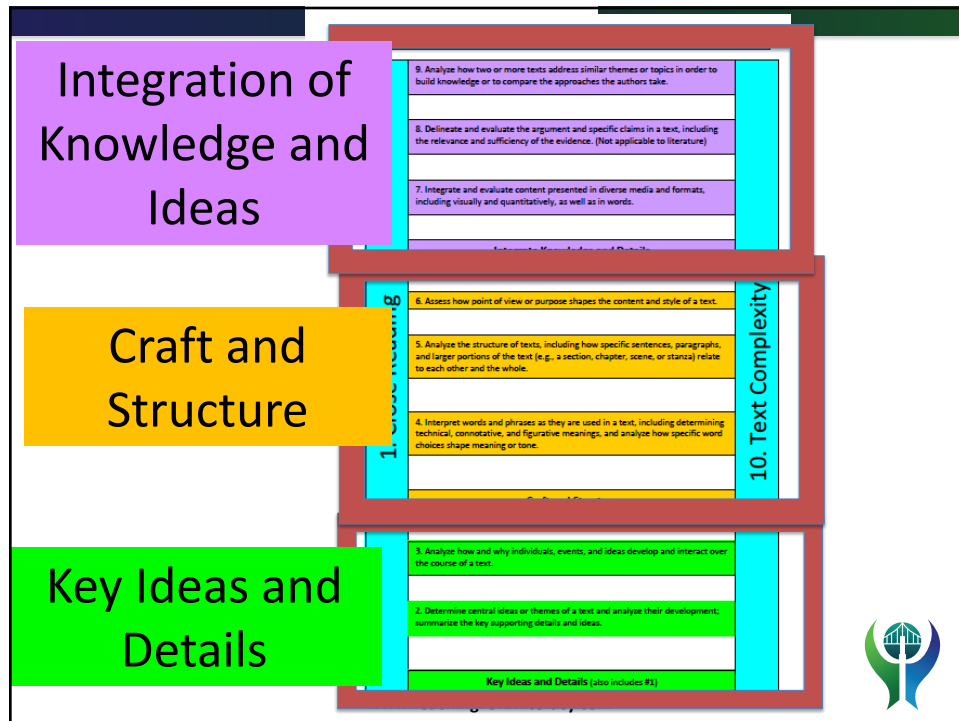
Standard 10:
With rigorous,
grade level texts



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55



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Kinder Reading – Literature Standards

1. With prompting and support, ask and answer questions about key details in a text

2. With prompting and support, retell familiar stories including key details.

3. With prompting and support, identify characters, settings, and major events in a story.

10. Actively engage in group reading activities with purpose and understanding.

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2nd Grade Reading – Literature Standards

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

58

4th Grade Reading – Literature Standards

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

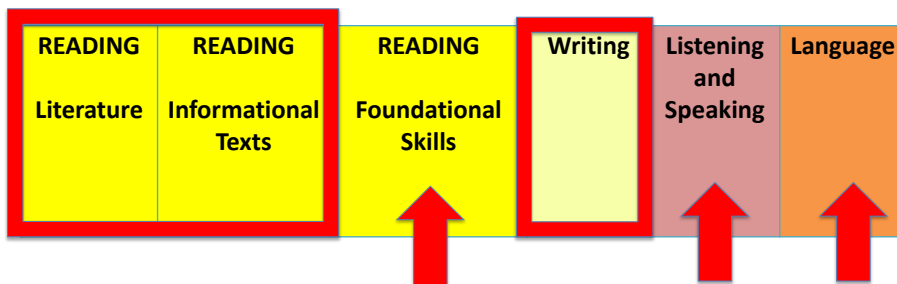
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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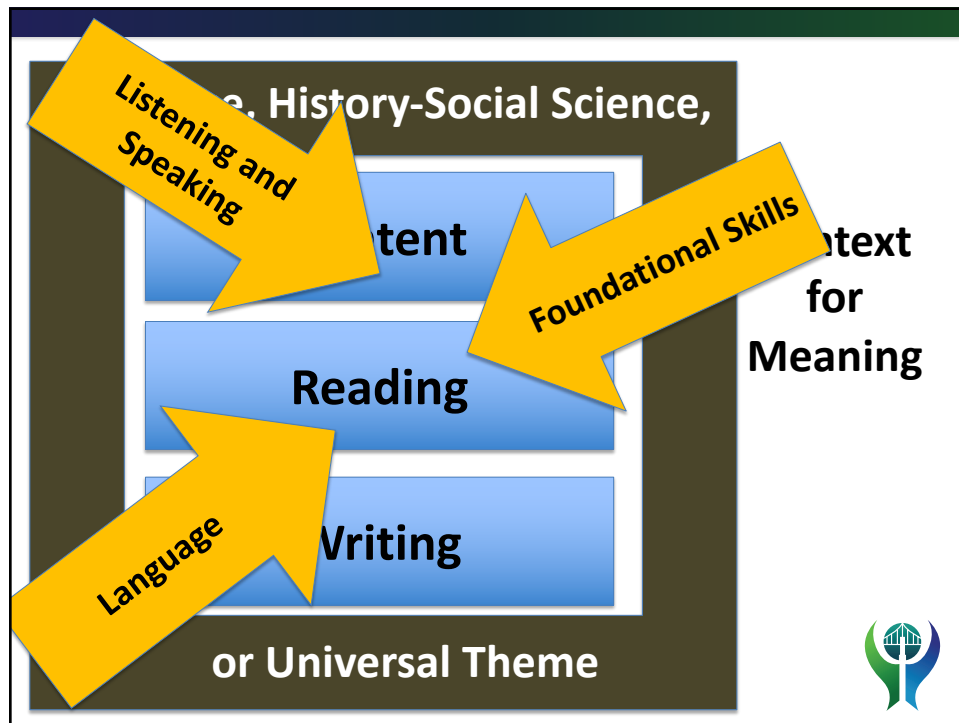
Language Arts Standards K-5



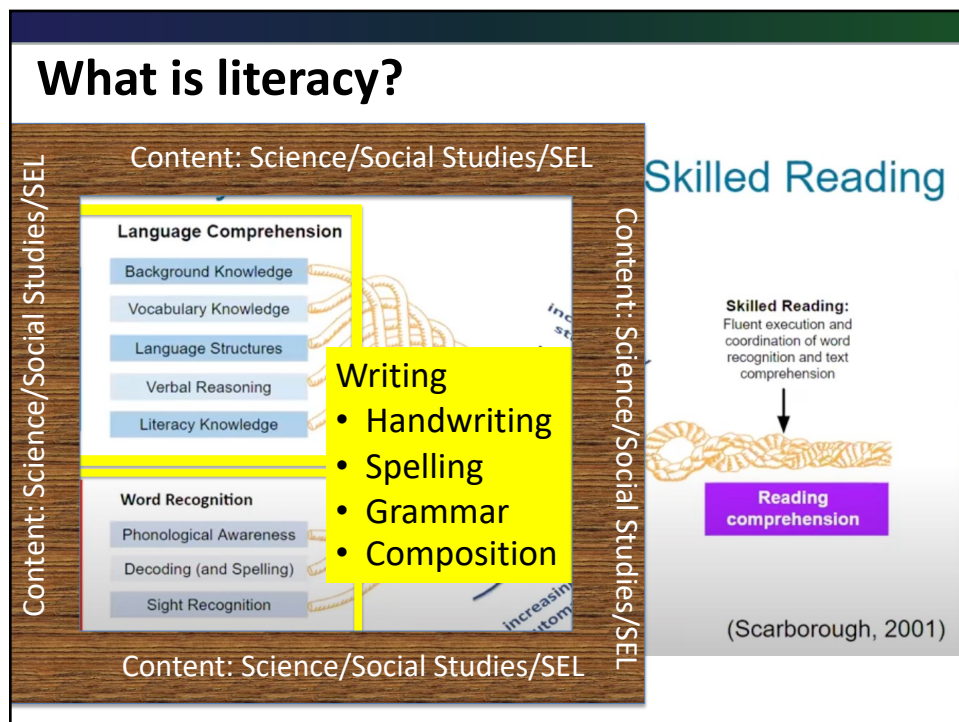
What about the other language arts standards?



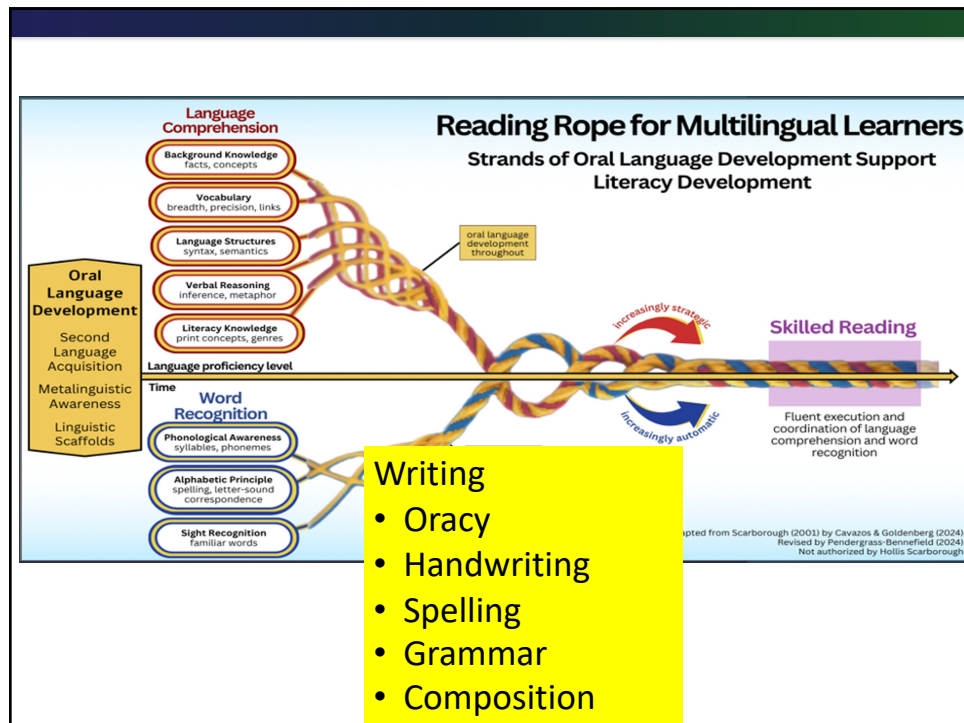
60



61



62



63

When mapping the CCSS, it is important to keep in mind that...



Anything with regards to READING we need to add?

64

Step 1:
Create
Standards-
Based
Curriculum
Maps

During Step I – We identify the meaningful context for literacy (**content standards or universal theme**) and we integrate the standards that frame literacy (**writing and reading**)

Review the organization of each set of standards

- Science
- Social Studies

Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).

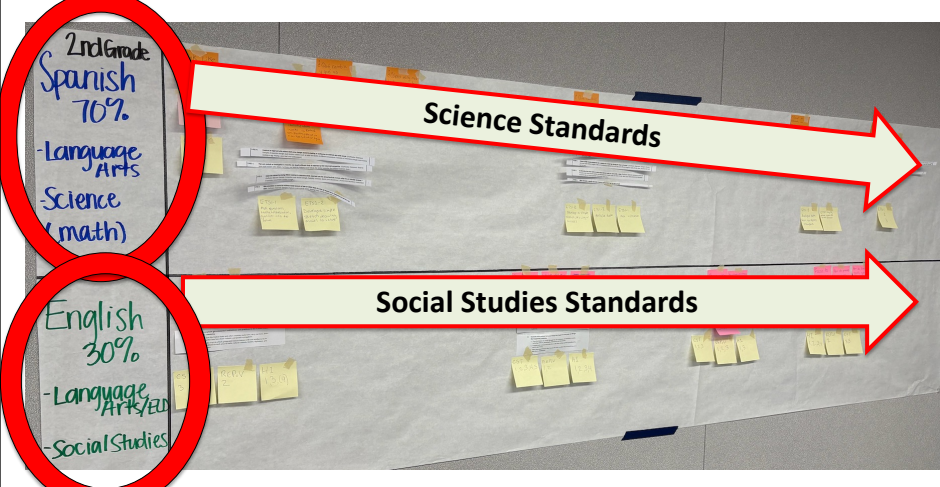
Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.

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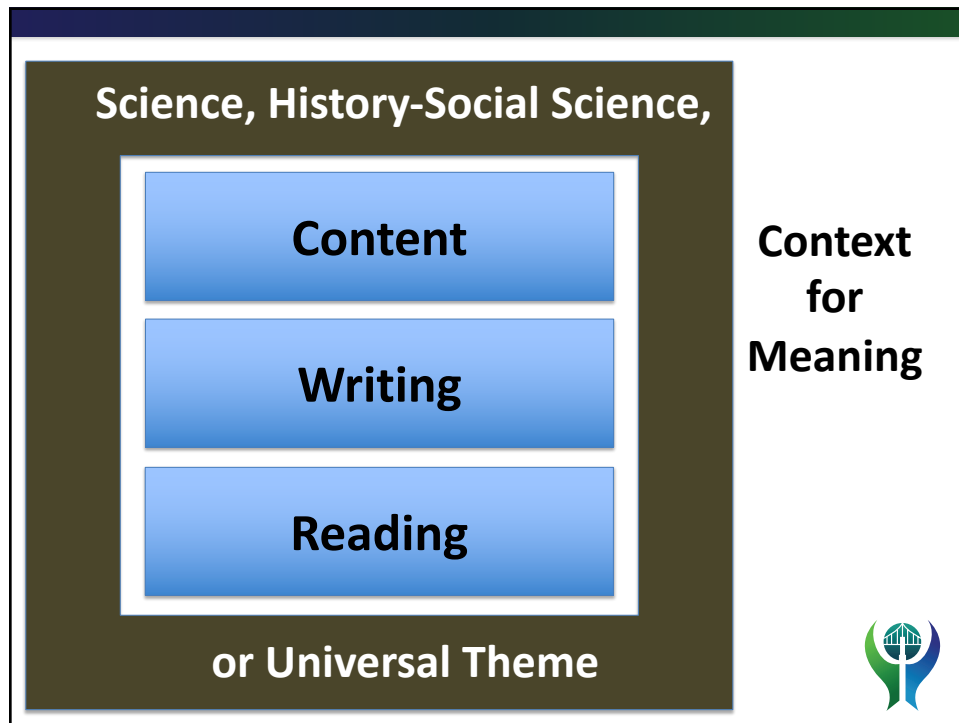


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Standards-Based Biliteracy Curriculum Maps
plan instruction for the year – starting with
CONTENT standards



66



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Standards Initially Used in Mapping

"Comprehension is the most critical aspect of literacy development."

- Kathy Henn-Reinke, 2018

The book cover for "The Literacy Club" features a photograph of two young children, a boy and a girl, looking at a book together. The title "The Literacy Club" is prominently displayed in white text on a purple background, with the subtitle "Effective Instruction and Intervention for Linguistically Diverse Learners" below it. The authors' names, "KATHRYN HENN-REINKE AND XEE YANG", are at the top.

68

Standards Initially Used in Mapping

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

- Kathy Henn-Reinke, 2018

Therefore, the reading and writing standards anchor the language arts aspect of curriculum development.

It is from these standards that big ideas are written.

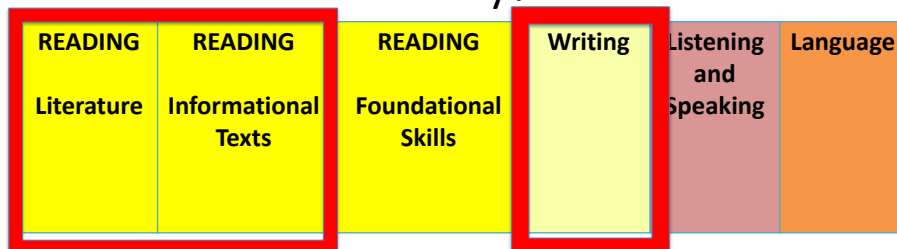


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Language Arts Standards K – 5

Which standards are initially used for mapping?

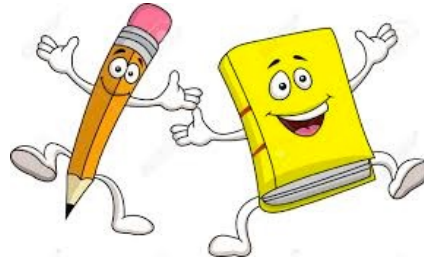
Why?



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The Reading – Writing Relationship

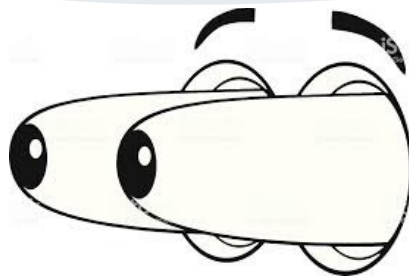


There is a linear connection between reading and writing.



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Texts as Mentors

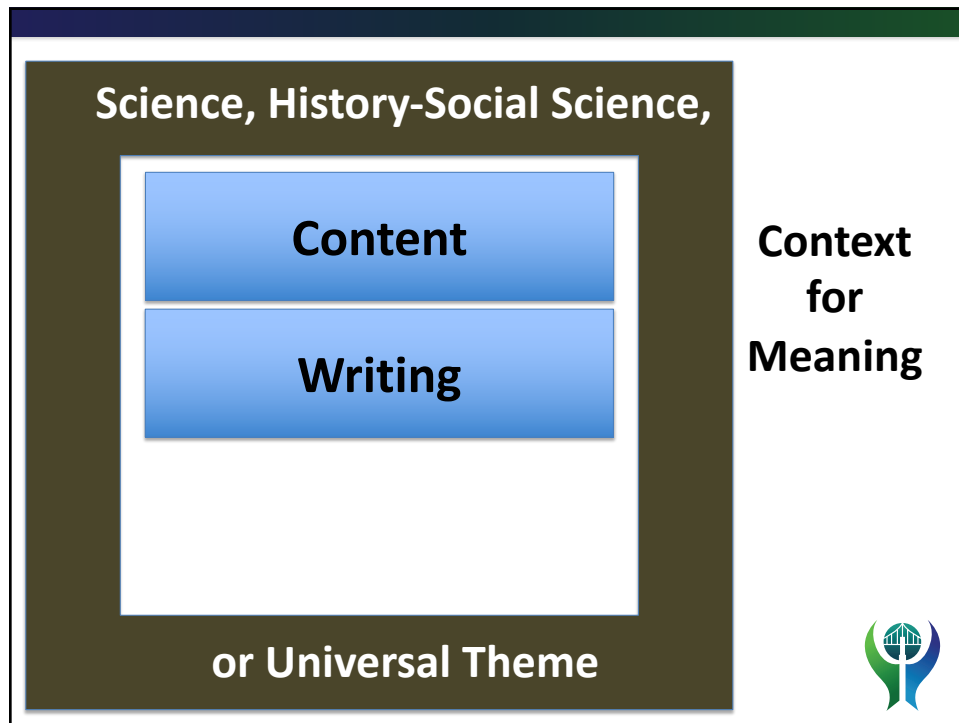


Reading and analyzing books teach writers new skills.

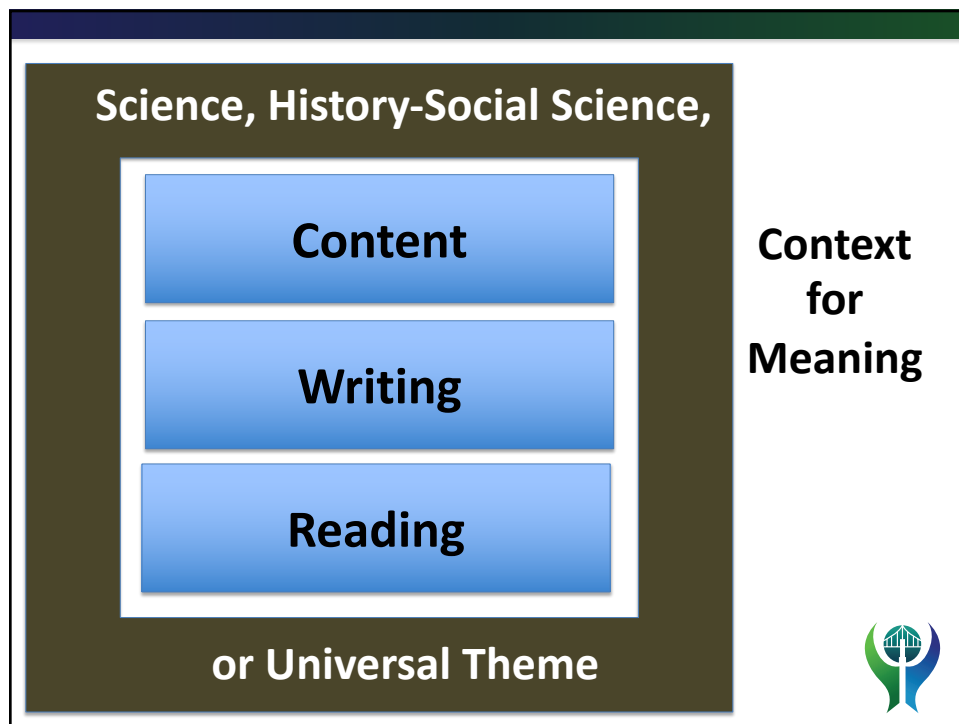
The more they read, the more sophisticated writers they become.



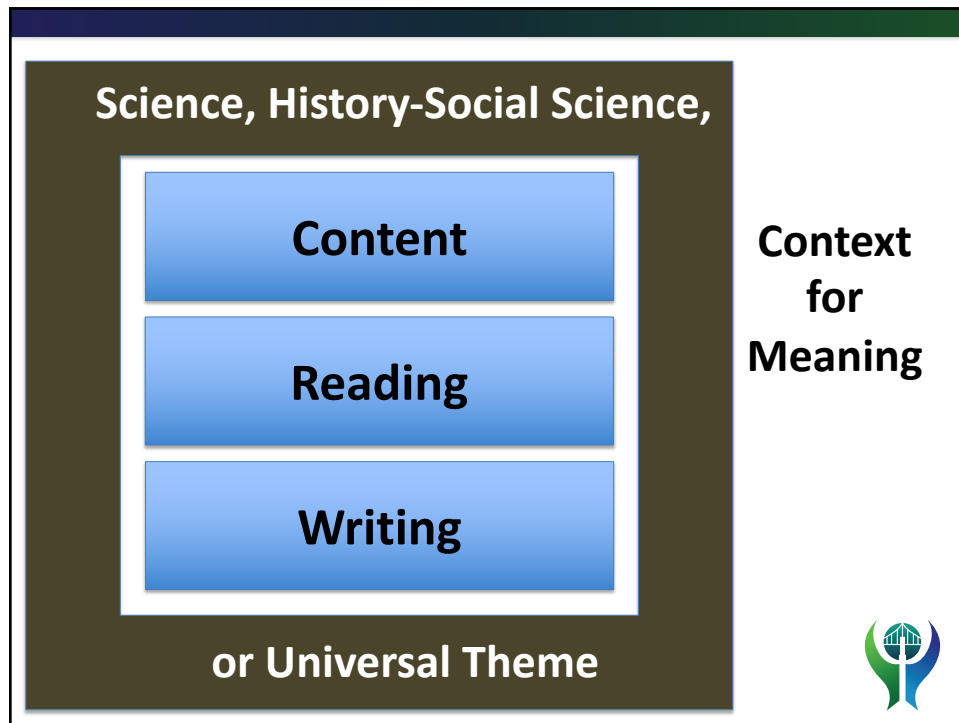
72



73



74



75

Add the literacy standards.

If every Dual Language classroom integrates language, content, and literacy

so that students can develop knowledge in content and literacy across both languages,

then, every unit should have reading and writing standards.



76

Add the literacy standards.

I want my students to understand that, when reading _____ texts, it is important to _____ in order to write _____.



77

Add the reading standards.

The reading standards should serve as the model, or the support, for the writing standards.

Therefore, the reading standards should carefully be selected to provide this support.



78

Add the reading standards.

The questions you
will ask and
answer to show
comprehension

Standard 1:
Comprehension

Standard 10:
With rigorous,
grade level texts

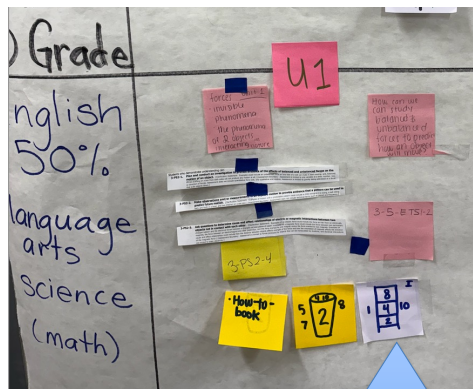


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Read the reading standards as a PLC.

Based on the writing standards and the kind of writing students will be doing, consider what reading standards could be focused on in order to help students be better writers.

Place these standards on your map.



80

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)		

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At least one standard from each section of the complexity ladder.

Across the year, in each language and each reading genre, all standards need to be covered.



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Where did we land?

The Biliteracy Mapping Process - SLUSD

Steps	Components	Status	Next Steps
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement		
	Using the Teaching for Biliteracy Recommendations , create the Language and Content Allocation Plan for all grades and schedules that match for each grade level		
	Review the instructional shifts of the standards: · NGSS · C.3 Framework for SS · CCSS Language Arts (page 1 of the bilingual CCSS grade level packet)		
	Review the organization of each set of standards • Science • Social Studies • Reading • Writing • Foundational Skills • Language • Listening and Speaking • Language proficiency		
	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.		
	Begin to write year-long and unit storylines, starting with the content focus.		
	Select the writing standards and the writing genre, making sure they are a good fit with the content.		
	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).		
	Revise the storylines by adding the literacy portion to the storylines and by		



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Agenda:

- ✓ Welcome!
- ✓ Reading Ladders and Bucket Fillers
- The RRR Process: Auditing the Biliteracy Map
 - **Record**
 - Review
 - Revise
- Next Steps
- Session Closure



83

I.B Record, Reflect and Revise	• Evaluate the <u>content standards</u> bundles in the curriculum map. • Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the <u>language arts standards in both languages</u>. • Revise storyline and bundles as needed
---	--

Time for Step 1.B!

84

Group Dynamics- Identify Roles

1. **Notetaker:** Documents conversations and decisions (suggestion - select a different color to use for each day as you document your work in this document) in the Process Document. Stop at each step and discuss together what should be documented and how.
2. **Standards Bearer:** Consults and references the standards and keeps a tally of what has been included in the map.
3. **Discussion Facilitator:** Facilitates the conversations and discussions. Keeps the group focused and on task.
4. **Map Navigator:** Manages the map itself by placing and/or reading already placed standards.
5. **Google Resources Facilitator:** Looks for and utilizes resources and guidance documents that help in the mapping process.

85

**I.B
Record,
Reflect and
Revise**

➔

- Evaluate the content standards bundles in the curriculum map.
- Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the language arts standards in both languages.
- Revise storyline and bundles as needed

**Time for
Step 1.B!**

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RRR: Record, Reflect, Revise

The Biliteracy Map Auditing Process

Let's start with content standards!



History–Social Science
Content Standards
for California
Public Schools



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RRR: Record, Reflect, Revise

The Biliteracy Map Auditing Process

Map Navigator: Find the standards on the map and read them out.

Standards Bearer: Highlight or check off standards as the Map Navigator reads standards from the map.



History–Social Science
Content Standards
for California
Public Schools



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RRR: Record, Reflect, Revise
The Biliteracy Map Auditing Process

Discussion Facilitator: Ask: Are all science standards accounted for? Do any additions or changes need to be made to the content area?

Notetaker: Document discussion and actions in the Process Document.



History–Social Science
Content Standards
for California
Public Schools



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Google Resource Facilitator

... > Program Structure Res... > Mapping Resources and.

✕ 1 selected 👤 ⬇ 📁 🗑 🔗 ⋮

Name 	Owner
 0. Overview of the Process	 me
 1. Step 1A Program Design and First Draft of Biliteracy Curriculu...	 me
 2. Step 1B Record, Reflect, and Revise	 me
 3. Step 2 Unit Backwards Design	 me
 4. Step 3 Unit Learning Plan	 me
 Mapping Webinar and related resources	 me



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Google Resource Facilitator

... > Mapping Resources an... > 2. Step 1B Record, Refle...

1 selected

Name	Owner
Grade Level RRR Tally Documents	me
SAMPLE map and audit	me
Guidance Document - Record, Reflect, Revise .pdf	me
Sc-LA and SS-LA rubrics (1).pdf	me



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Google Resource Facilitator

... > 2. Step 1B Record, Refl... > Grade Level

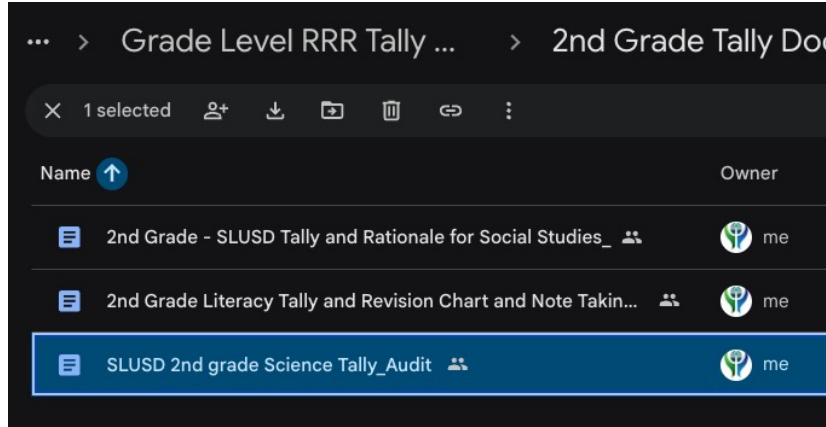
1 selected

Name
0. SAMPLES and TEMPLATES
1st Grade Tally Documents
2nd Grade Tally Documents
3rd Grade Tally Documents
4th Grade Tally Documents
5th Grade Tally Documents
Kinder Tally documents
TK Tally documents
K-5 Vertical Articulation of the Reading and Writing Standar...



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Science Tally of 3rd grade Biliteracy Map
[NGSS 3rd grade by DCI](#)
 Science taught in _____ (Language)

3-PS2 Motion and Stability: Forces and Interactions				
3-PS2-1				
3-PS2-2				
3-PS2-3				
3-PS2-4				

3-LS2 Ecosystems: Interactions, Energy, and Dynamics				
3-LS2-1				

3-LS3 Heredity: Inheritance and Variation of Traits				
3-LS3-1				
3-LS3-2				

3-PS2 Motion and Stability: Forces and Interactions

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (Clarification Statement: Examples could include an object being pulled on by two forces acting in opposite directions, one balanced force pulling on it from both sides will not produce any motion at all.) (Assessment Boundary: Assessment is limited to one variable at a time; number, size, or direction of force; assessment does not include qualitative force size, rate, qualitative and relative, assessment is limited to gravity being addressed as a force that acts on objects.)

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (Clarification Statement: Examples of motion with a predictable pattern could include a ball moving in a circle, a ball rolling down an inclined plane, and a ball thrown in the air.) (Assessment Boundary: Assessment does not include qualitatively describing motion.)

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (Clarification Statement: Examples of an electric force could include the force of attraction between two oppositely charged objects, the force between an electromagnet and steel paperclip, and the force exerted by one magnet versus the force exerted by two magnets. Examples of magnetic and other relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.) (Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions between two objects.)

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. (Clarification Statement: Examples of design problems could include how to use a magnet to separate objects from one another, how to use a magnet to hold two objects together.) (Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions between two objects.)

Connections to Engineering, Technology, and Applications of Science and Technology

• Students' understanding about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-1)

Science Knowledge is Based on Empirical Evidence

• Science findings are based on empirical evidence. (3-PS2-1)

Scientific Investigations Use a Variety of Methods

• Scientists use a variety of methods, tools, and techniques to investigate. (3-PS2-1)

Connections to Other Science Practices

• **Asking Questions** (3-PS2-1) (3-PS2-2) (3-PS2-3) (3-PS2-4) (3-PS2-5) (3-PS2-6) (3-PS2-7) (3-PS2-8) (3-PS2-9) (3-PS2-10) (3-PS2-11) (3-PS2-12) (3-PS2-13) (3-PS2-14) (3-PS2-15) (3-PS2-16) (3-PS2-17) (3-PS2-18) (3-PS2-19) (3-PS2-20) (3-PS2-21) (3-PS2-22) (3-PS2-23) (3-PS2-24) (3-PS2-25) (3-PS2-26) (3-PS2-27) (3-PS2-28) (3-PS2-29) (3-PS2-30) (3-PS2-31) (3-PS2-32) (3-PS2-33) (3-PS2-34) (3-PS2-35) (3-PS2-36) (3-PS2-37) (3-PS2-38) (3-PS2-39) (3-PS2-40) (3-PS2-41) (3-PS2-42) (3-PS2-43) (3-PS2-44) (3-PS2-45) (3-PS2-46) (3-PS2-47) (3-PS2-48) (3-PS2-49) (3-PS2-50) (3-PS2-51) (3-PS2-52) (3-PS2-53) (3-PS2-54) (3-PS2-55) (3-PS2-56) (3-PS2-57) (3-PS2-58) (3-PS2-59) (3-PS2-60) (3-PS2-61) (3-PS2-62) (3-PS2-63) (3-PS2-64) (3-PS2-65) (3-PS2-66) (3-PS2-67) (3-PS2-68) (3-PS2-69) (3-PS2-70) (3-PS2-71) (3-PS2-72) (3-PS2-73) (3-PS2-74) (3-PS2-75) (3-PS2-76) (3-PS2-77) (3-PS2-78) (3-PS2-79) (3-PS2-80) (3-PS2-81) (3-PS2-82) (3-PS2-83) (3-PS2-84) (3-PS2-85) (3-PS2-86) (3-PS2-87) (3-PS2-88) (3-PS2-89) 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EXAMPLE

1.Waves: Light and Sound

1.Waves: Light and Sound Students who demonstrate understanding can: 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make matter vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of sound that can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.] 1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Examples of illumination could include an external light source or by an object giving off its own light.] 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.] 1-PS4-4. Use tools and communication to design and build a device that uses light or sound to solve the problem of communicating over a distance.* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string (like a telephone), and a drum. Examples of communication devices could include a telephone, a radio, and a television. Examples of communication systems could include a drum line, a Morse code system, and a radio system.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.] The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.	Practices Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1), (1-PS4-3)	Disciplinary Core Ideas PS4.A: Wave Properties - Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) PS4.B: Electromagnetic Radiation - Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2) - Some materials allow light to pass through them, others allow only some light through and others block all the light. (1-PS4-3)	Crosscutting Concepts Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1), (1-PS4-2), (1-PS4-3) <i>Connections to Engineering, Technology, and Applications of Science</i>
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1-LS1-2 **U8**



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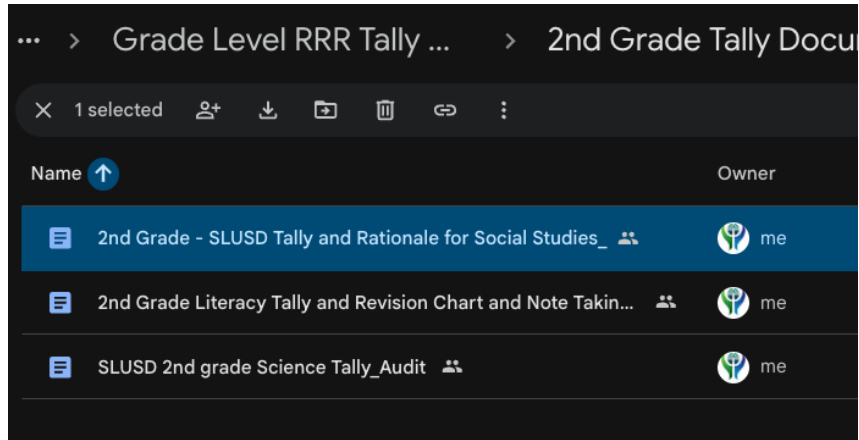
K-8 NGSS Strand Progression

Science Tally Notes
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Tally of SLUSD 2nd Grade Biliteracy Map
[CA History and Social Science Standards](#)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5

2nd Grade Theme: **People Who Make a Difference**

				Unit
History-Social Science	HSS-2.1.2	2	People Who Make a Difference, 2nd Grade	2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
History-Social Science	HSS-2.1.3	2	People Who Make a Difference, 2nd Grade	3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
History-Social Science	HSS-2.2	2	People Who Make a Difference, 2nd Grade	Standard 2.2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
History-Social Science	HSS-2.2.1	2	People Who Make a Difference, 2nd Grade	1. Locate on a simple letter-number grid system

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Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

Standards Bearer

3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.



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Social Studies Tally Notes

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Notetaker –
Ensure you
have captured
the status of
the content
audit on the
process
document.

I.B Record, Reflect and Revise	• Evaluate the <u>content standards</u> bundles in the curriculum map. • Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor	
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	and balance of the <u>language arts standards in both languages</u> . • Revise storyline and bundles as needed	
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II Unit	Create a RRIE for each unit on the map.	
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RRR: Record, Reflect, Revise

The Biliteracy Map Auditing Process

Reading Standards

[illegible]

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SAMPLE

Informational Texts Reading Standards Tally Sheet																	
Spanish								Stan dard	English								
U1	U2	U3	U4	U5	U6	U7	U8		U1	U2	U3	U4	U5	U6	U7	U8	
n/a	U2	U3	U4	n/a	U6	n/a	n/a	1	U1	n/a	U3	U4	U5	n/a	U7	n/a	
	U2		U4		U6			2	U1		U3		U5		U7		
	U2							3			U3						
								4									
		U3			U6			5				U4			U7		
	U2		U4					6					U5				
		U3						7									
			U4					8					U5				
		U3			U6			9				U4			U7		
	U2	U3	U4		U6			10	U1		U3	U4	U5		U7		
5	5	5	5	5				TO TAL	3		4	4			5		

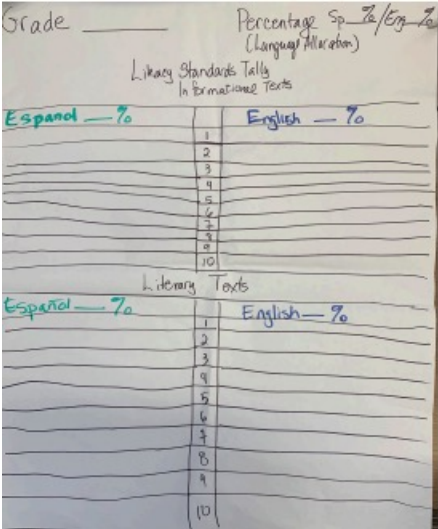
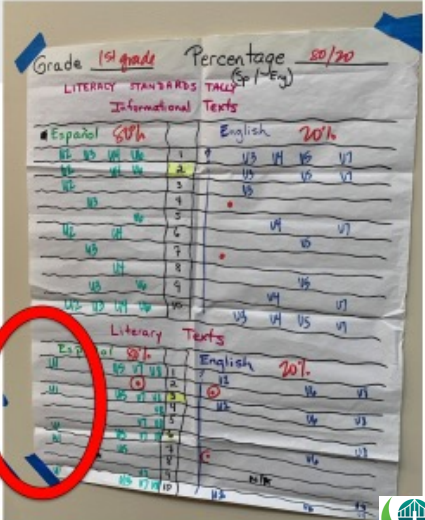
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Standards Bearer

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RRR: Record, Reflect, Revise
The Biliteracy Map Auditing Process

Reading Standards

Language	Units focused on Literary Texts Describe the order (in a row, separate...)	Units focused on Informational Texts Describe the order (in a row, separate...)
Spanish		
English		

Synthesize your findings, then reflect
using the questions below

Reflect on Reading (Write your answers below each question):

- **Open reflection:** Look at the reading charts. What do you notice? Make sure to digitally record what you notice for later discussion. This is the opportunity to take a critical look at how the standards have been mapped. Note all reflections for further discussion.
- **Focused reflection:** After the initial open reflection, take some time to make sure to reflect on the following, and take notes on the reflections (at this point – you are noting the reflections, and not yet making any changes to the map):
 - Where are the holes?
 - Which standards are missing?



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SAMPLE

Language	Units focused on Literary Texts Describe the order (in a row, separate...)	Units focused on Informational Texts Describe the order (in a row, separate...)
Spanish	4 U1 U5 U7 U8	4 U2 U3 U4 U6
English	3 U2 U6 U8	5 U1 U3 U4 U5 U7



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¡ Muchas
Gracias !

Exit Survey

<https://bit.ly/SLUSDORRR>

