



Lloyd Elementary School
June 10, 2026

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Sample Yearlong Biliteracy Map – Kinder 80/20

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2

Biliteracy Unit Framework

Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Oracy, background knowledge, and language comprehension Comprehensive literacy routines, strategies and reading behaviors.	Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics

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3

Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question: How do we show emotions?		
Unit Standards		
Link to Document with Unpacked Standards for this Unit: https://bft.ly/KUnpackedUS		
Content Area Standards Social Justice	CCSS Writing Standards 2 Informational/Explanatory Informative Book	CCSS Reading Standards Literary Texts
ID.K-2.4 I can feel good about myself and others when I am not being mean or making other people feel bad.	DL.K-2.9 I know everyone has feelings and I want to get along with people who are similar to and different from me.	JU.K-2.12 I know when people are treated unfairly.
Unpacked standards document		

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4

ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.		
What does it mean?	What is it not?	
- Students identify positive attributes - Students learn about other perspectives - Students learn about their own feelings - Understanding the difference between good and bad - Developing an understanding of emotions - Reading and understanding emotions	Students intentionally making others feel bad	
Content-obligations - Emotions - Feelings - Pride - Kindness - Perspectives		
Outcomes: Students will be able to ... - Name an emotion - Identify ways to show a particular emotion - Demonstrate how to show a particular emotion that reflects their own experiences - Describe examples of when a person may experience a particular emotion - Describe characteristics of kindness - Identify ways to make self feel good - Describe how making self feel good might make others feel - I can feel good about myself <u>without being mean or making other people feel bad.</u>		

Each standard is unpacked into achievable outcomes, which helps to plan instruction throughout the unit.



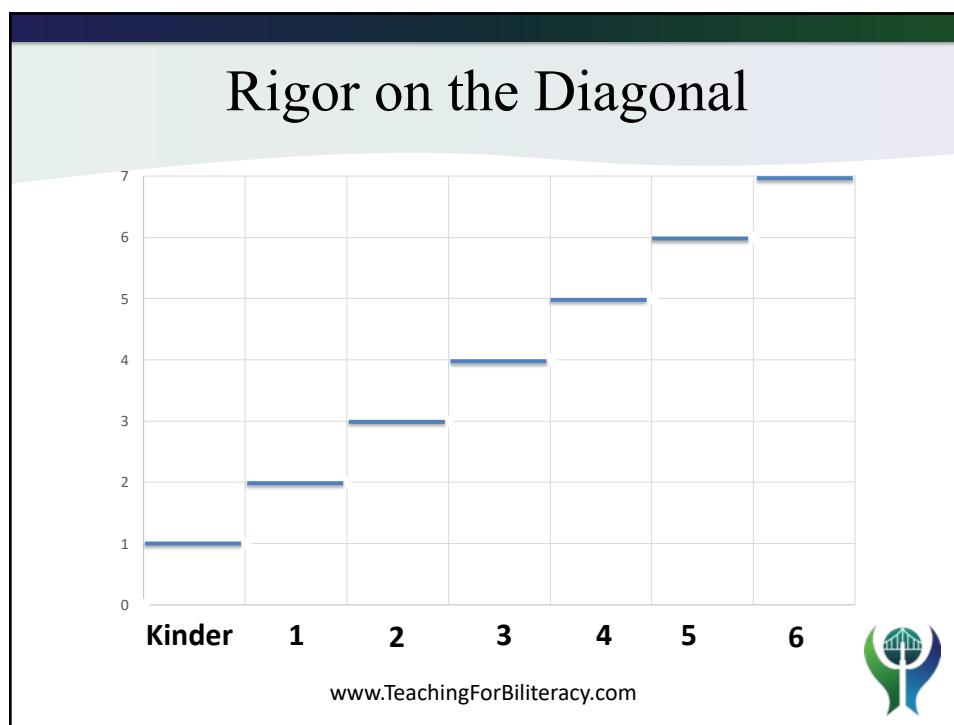
5

Rigor on the Diagonal: Implementing Standards



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6



7

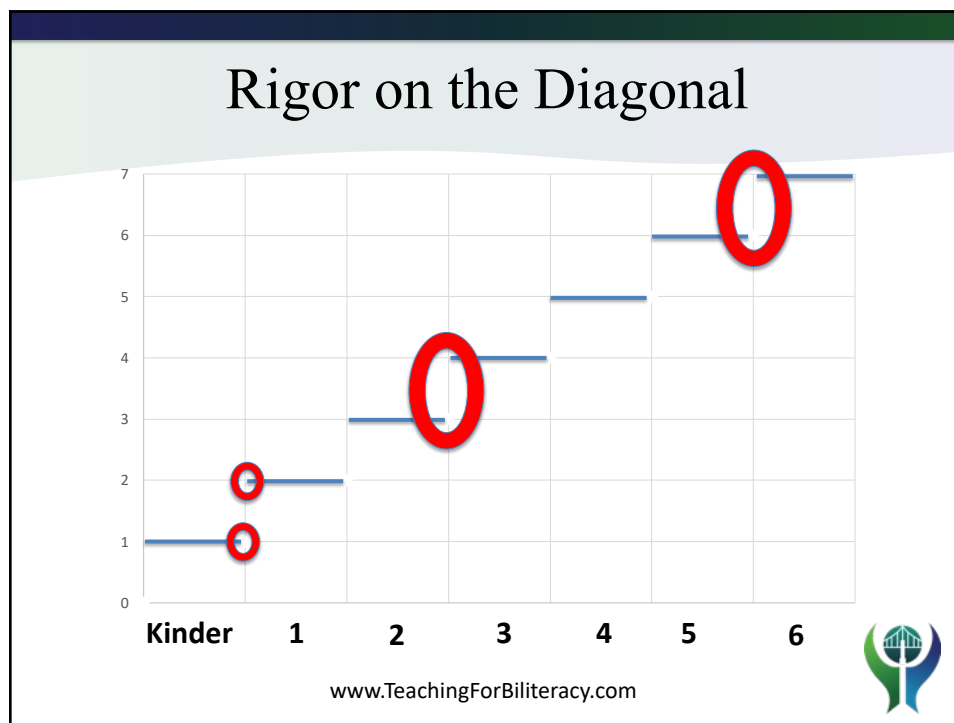
Flat Assignments

Beginning of the Year	End of the Year
K – Opinion: I like cats because they are fuzzy.	K – Opinion: I like the book because it is funny.

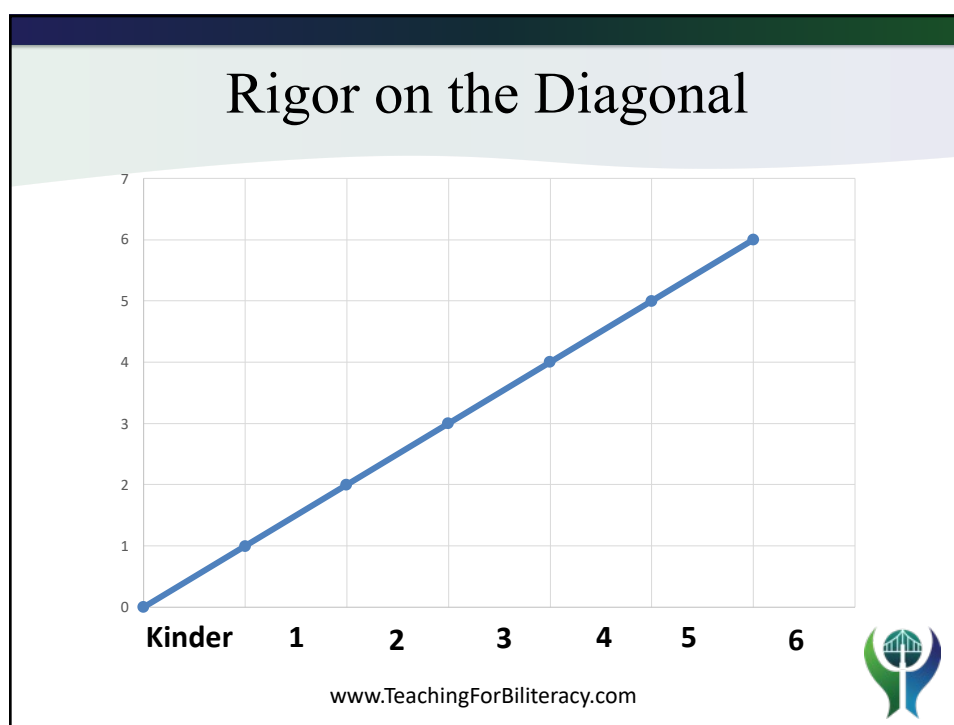
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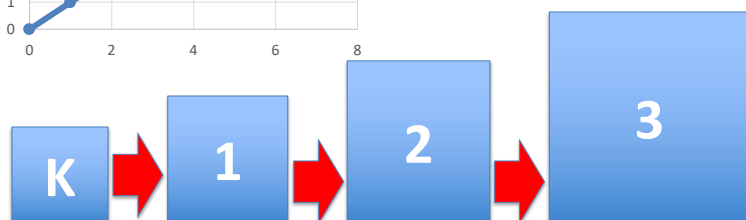
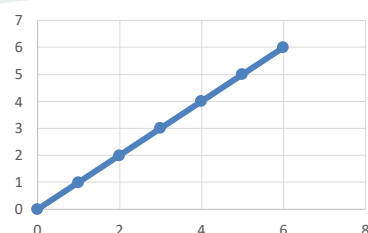


9



10

Rigor on the Diagonal



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11



In the picture, I observe...

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12



In this picture, I observe...

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13

What is the difference between the two columns?

Column A



Column B



Both of the dioramas _____. However, the diorama in Column A _____ while the diorama in Column B _____. www.TeachingForBiliteracy.com



14

What is the difference between the two columns?

Column A	Column B
- Sample collected was in English. - Spelling errors have been corrected. - Sample was in a book format where each page had a heading and a corresponding picture.	

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15

What is the difference between the two columns?

Column A	Column B
- Sample collected was in English. - Spelling errors have been corrected. - Sample was in a book format where each page had a heading and a corresponding picture.	- Sample collected was in Spanish. - Spelling errors have been corrected. - Sample was in paragraph format on a sheet of paper.

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16

What is the difference between the two columns?

Column A	Column B
Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs.	

17

What is the difference between the two columns?

Column A	Column B
Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs.	Los lobos viven en el bosque con su familia. Pueden ser gris o negros. Los lobos casi nunca andan solos porque cazan en grupos. Ellos comen animales mas pequeños. Las hembras pueden tener hasta 8 bebes de una sola vez. Los bebes se quedan con el grupo hasta que tengan 2 años. Después, si son varones, se pueden ir del grupo y formar su propio grupo.

18

What is the difference between the two columns?

Column A	Column B

The samples in Column A and Column B are similar in that...

The samples in Column A and Column B are different because...

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19

What is the difference between the two columns?

Column A	Column B

What grade level do you think corresponds with Column A?

What grade level do you think corresponds with Column B?

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20

What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

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21

What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

Which meets the (writing) standards for their grade-level?

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22

What is the difference between the two columns?

First Grade Informational Writing CCSS:

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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23

What is the difference between the two columns?

Fourth Grade Informational Writing CCSS:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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24

Fourth Grade Writing Informative text

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

25

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- | | |
|---|---|
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p>2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.</p> <p>a. Presentan un tema con claridad, proveen una observación general y enfoque, y agrupan de forma lógica la información relacionada al tema; incluyen el formateo (ejemplo: encabezados), ilustraciones y multimedia cuando son útiles para ayudar a la comprensión.</p> <p>b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema.</p> <p>c. Enlazan las ideas dentro y a través de las categorías de información, usando palabras, frases y cláusulas (ejemplo: por el contrario, especialmente).</p> <p>d. Usan lenguaje preciso y vocabulario de dominio específico para informar o explicar el tema.</p> <p>e. Proveen una declaración final o conclusión que confirma la información o explicación presentada.</p> |
|---|---|

26

What is the difference between the two columns?

Column A	Column B
Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs.	Los lobos viven en el bosque con su familia. Pueden ser gris o negros. Los lobos casi nunca andan solos porque cazan en grupos. Ellos comen animales mas pequeños. Las hembras pueden tener hasta 8 bebes de una sola vez. Los bebes se quedan con el grupo hasta que tengan 2 años. Después, si son varones, se pueden ir del grupo y formar su propio grupo.

27

What is the difference between the two columns?

Column A	Column B
Wolves live in the forest. They are grey and have thick fur. They live in groups, or packs. A female wolf can have up to 8 babies at a time. The babies are called cubs. These features help the wolf survive in the forest.	Los lobos viven en el bosque con su familia. Pueden ser gris o negros. Los lobos casi nunca andan solos porque cazan en grupos. Ellos comen animales mas pequeños. Las hembras pueden tener hasta 8 bebes de una sola vez. Los bebes se quedan con el grupo hasta que tengan 2 años. Después, si son varones, se pueden ir del grupo y formar su propio grupo.

28

What is the difference between the two columns?

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29

What is the difference between the two columns?

Column A	Column B
Collected from a 1 st grade classroom.	Collected from a 4 th grade classroom.

Neither meet their corresponding grade-level standard!



30

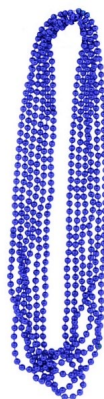
Sample Biliteracy Instruction: Part 2



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31

Sample Instruction

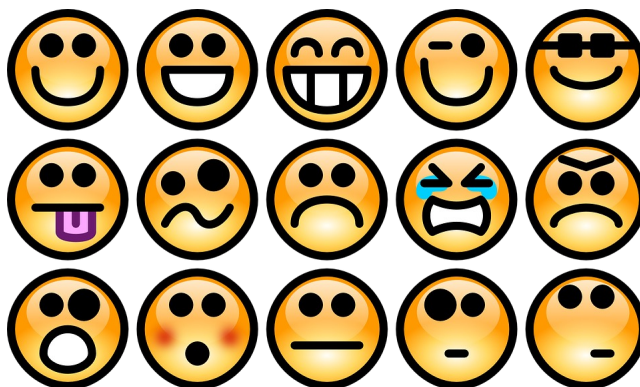


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32

Emotions



Emotions are the way we **feel** in any given **moment**.

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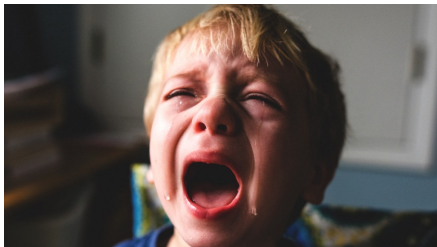
33

Our face

and **body** can show our **emotion**.

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34

You can **feel glad**, or **happy** with a **smile**.

You can **feel sad**, sometimes with **tears**.

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You can **feel mad**, or **angry**, maybe with a **stomp**.

You can **feel excited**, and do a little **jump**.

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36



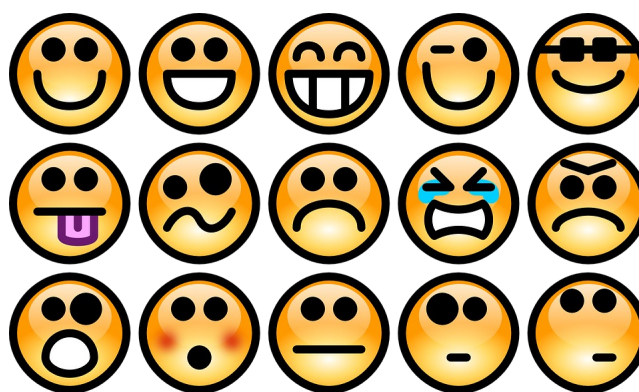
You can **feel scared**,
or **afraid**, **shaking**
from the **fear**.



You can **feel confused**
and **shrug** from ear to
ear.

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37



There are a lot of **different emotions**
we **feel**.

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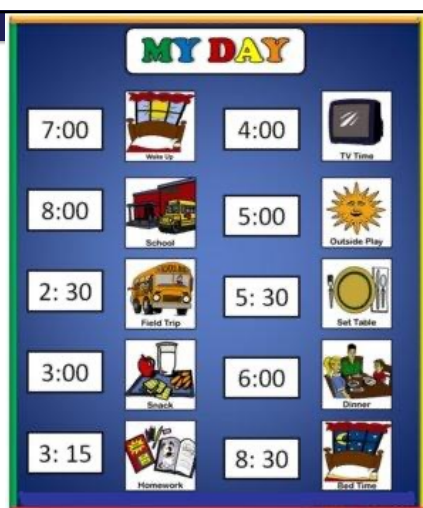
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And the **emotion** that I **feel** may be **different** from the **emotion** that **someone else** feels.

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39

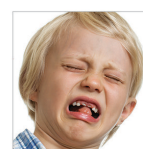


Different events may cause our **emotions** to **change**.

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40

 Can you tell the **emotion** someone else is feeling?

 SURPRISED	 AFRAID	 ANGRY	 CONFUSED	 PENSIVE
 WORRIED	 EXCITED	 FRUSTRATED	 HAPPY	 LOVE
 PROUD	 SAD	 BORED	 SHAME	 DISGUSTED

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41



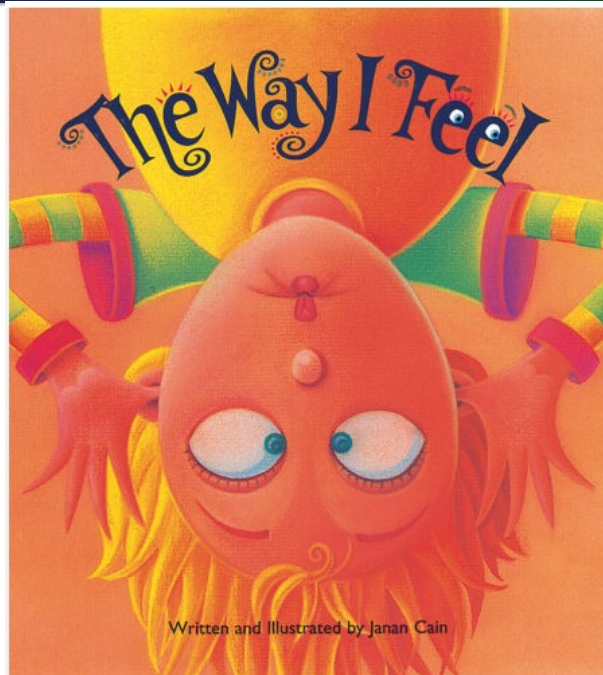
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42

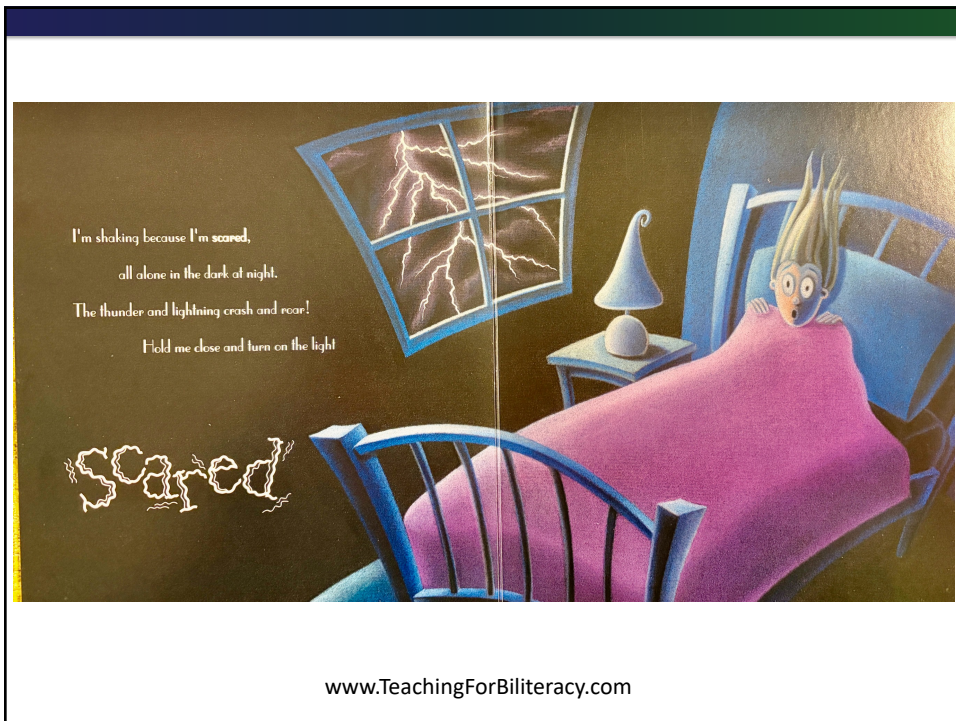
Let's observe events and emotions!



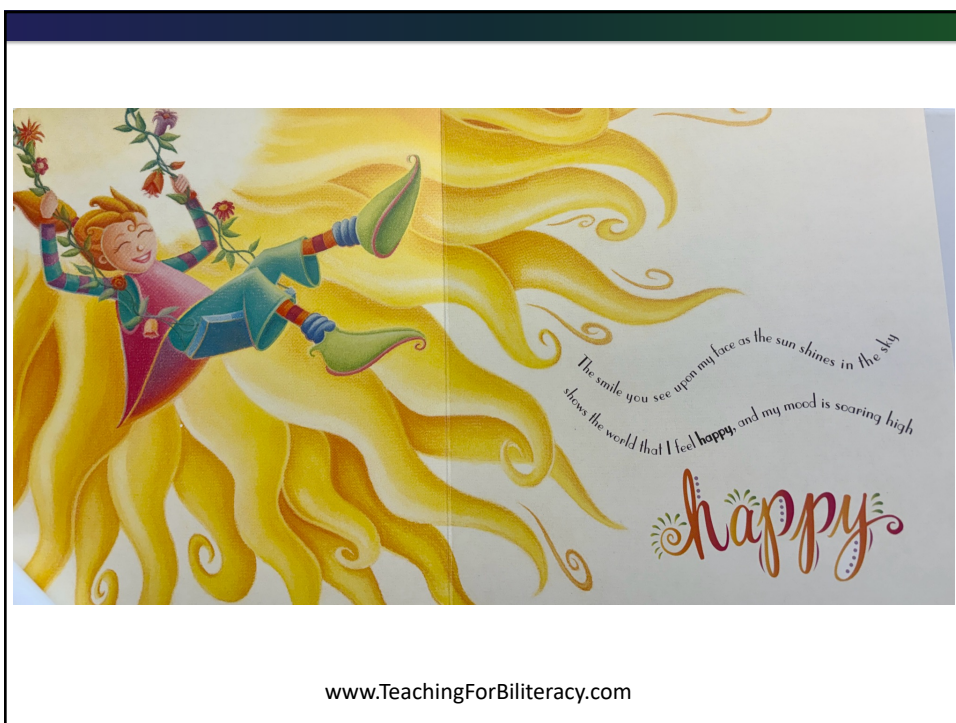
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44



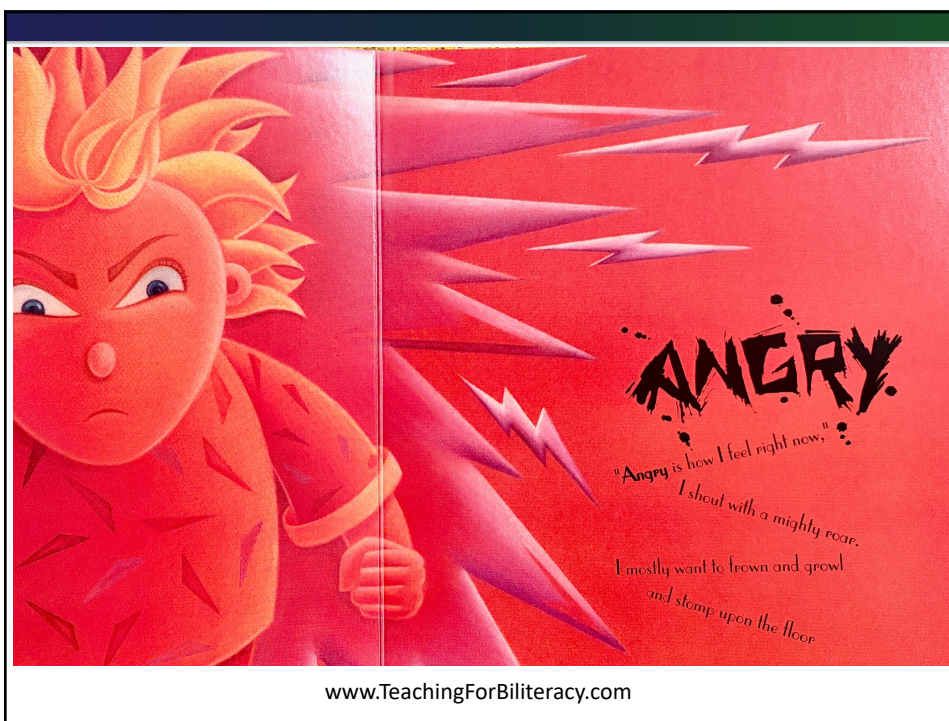
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46



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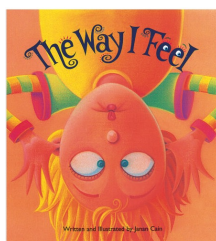
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49



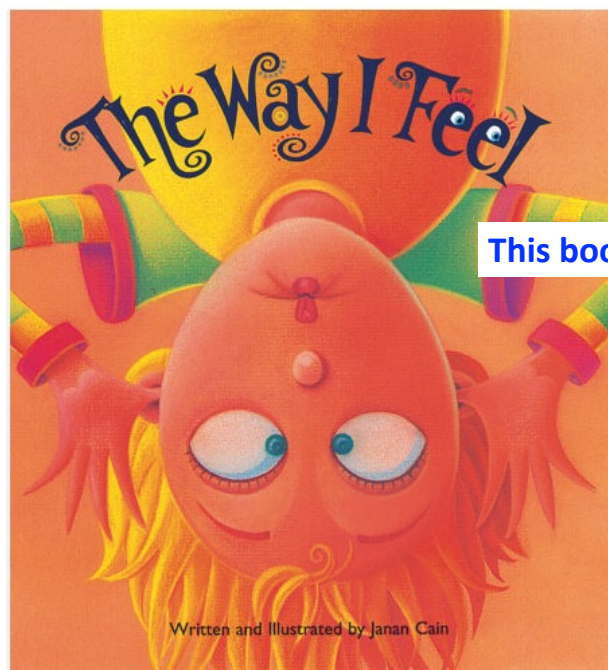
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Let's Retell the story...

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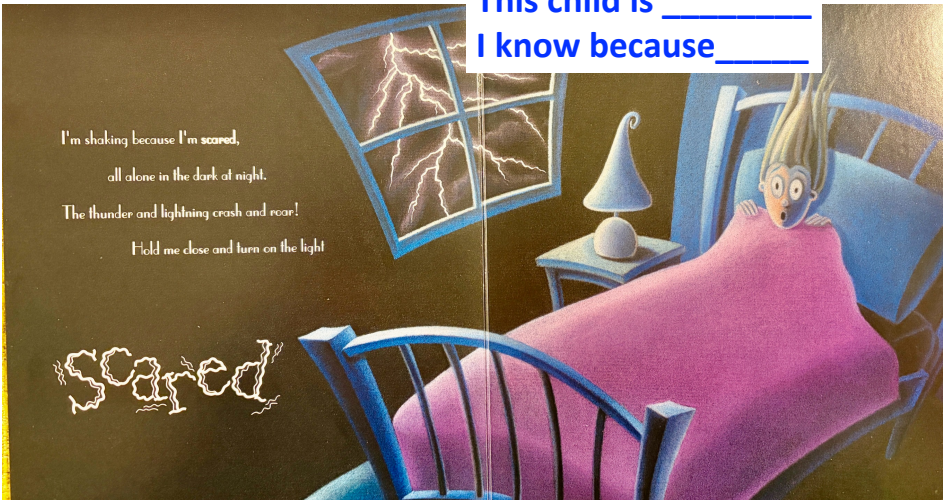
51



This book is about _____

52

This child is _____
I know because _____



I'm shaking because I'm scared,
all alone in the dark of night.
The thunder and lightning crash and roar!
Hold me close and turn on the light

scared

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53

What about the character's face and body tells us they are scared?





They look scared because...

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54



On this page, the child is _____.
We know because _____.

The smile you see upon my face as the sun shines in the sky
shows the world that I feel **happy**, and my mood is soaring high

happy

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55



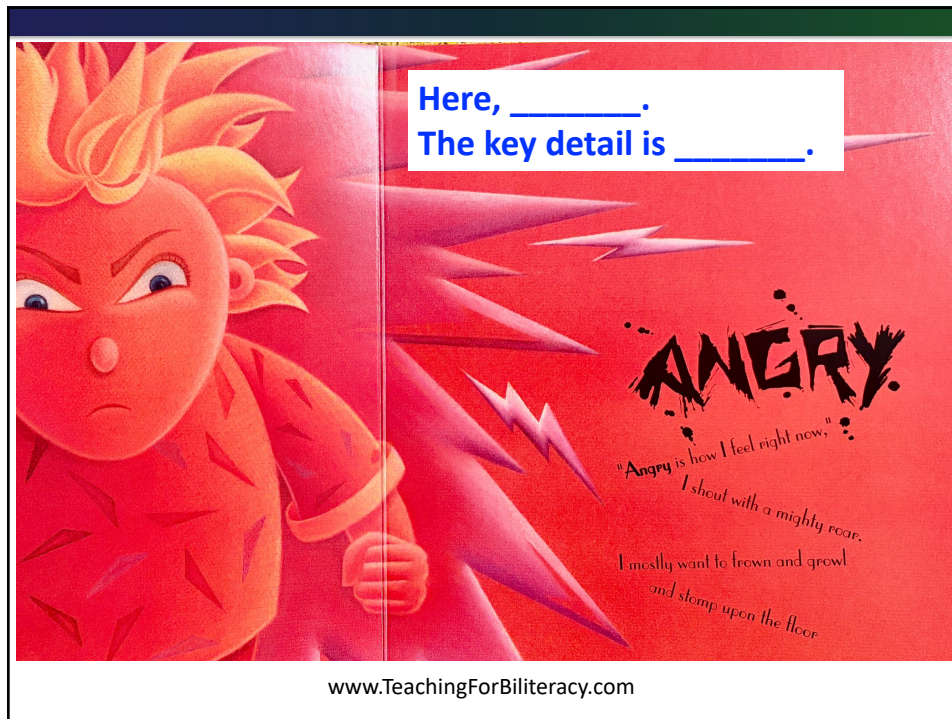
This boy is _____.
He is _____.

Sometimes I feel
so very **sad**
and really
don't know why.
Instead of playing
and having fun,
I cry and cry
and cry

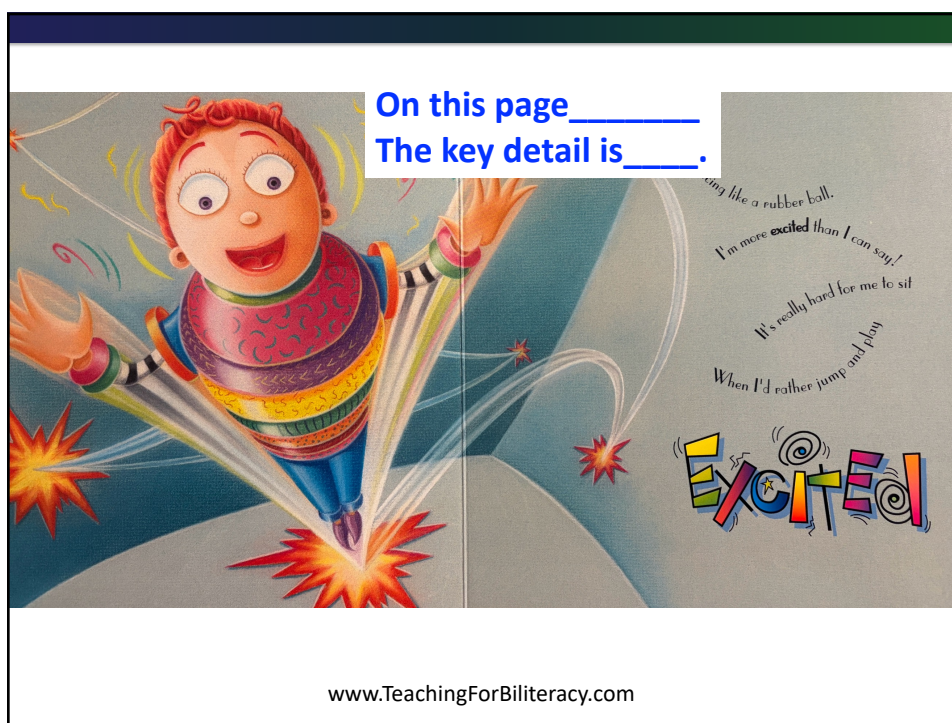
sad

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56



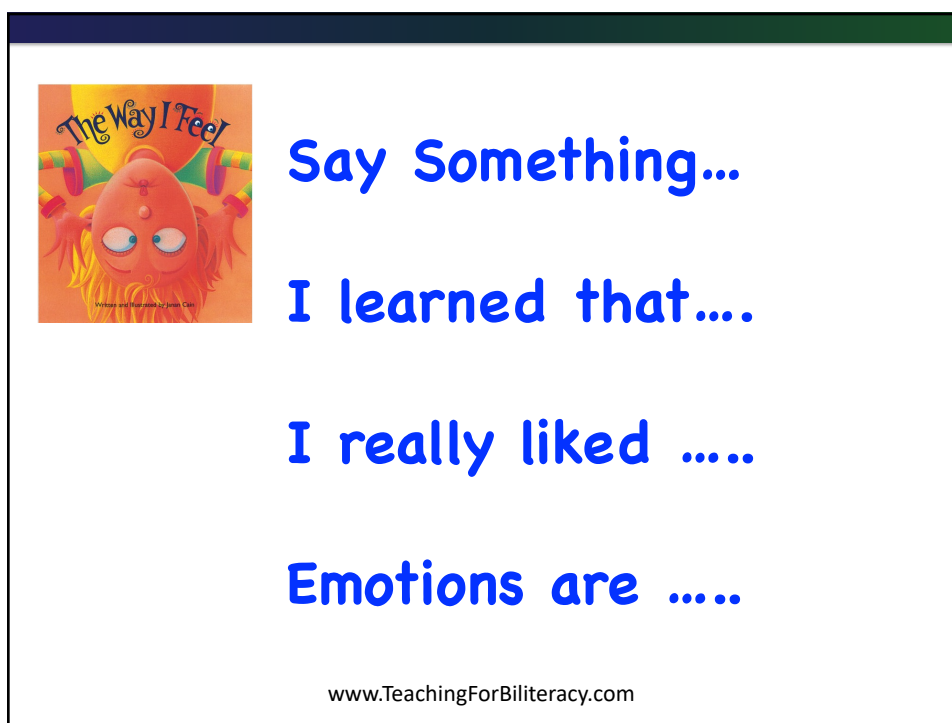
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58



59



60



61

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

- **Outcomes:** Students will be able to ...
- Identify key details in a text
- Name key details in a text
- Sequence key details from a text
- Retell a familiar story, using key details
- ...with prompting and support.

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62

Literacy Development



Key Shifts:

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content-rich nonfiction

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63

Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common community of a shared educational goal, literacy in Spanish.

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.

Language is needed to think and learn. As we fully develop our command of language, our capacity to reach our goals also increases. The effective use of language is necessary to express our feelings, convey our experiences, share our ideas, and to understand and collaborate with others.

The value of language is doubled when two languages are known. By facilitating the acquisition and development of Spanish in children and youth, parents and teachers are providing them with better instruments to achieve intellectual

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y, entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es el de definir lo que queremos que los estudiantes sepan y sean capaces de hacer; el otro es el de crear una comunidad que comparta la meta de la alfabetización en español.

Dos recomendaciones son esenciales a la hora de implementar estos estándares:

1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuentemente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no sólo dificultarían la comprensión sino que en muchos casos, no llegarían a ser asimiladas, y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto claro y funcional significativo que permita su asimilación, será importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que alcancen un nivel competente.

El lenguaje es imprescindible para aprender y para pensar. Cuanto más plenamente desarrollamos nuestro dominio del lenguaje, mayor es nuestra capacidad para lograr nuestras metas. El uso eficaz del lenguaje es necesario para expresar nuestros sentimientos, transmitir nuestras experiencias, compartir nuestras ideas, y para entender y colaborar con los demás.

El valor del lenguaje se duplica cuando se conocen dos idiomas. Al facilitar la adquisición y desarrollo del español, padres y maestros están ofreciendo a los niños y jóvenes mejores instrumentos para conseguir el éxito intelectual y social.

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64

Talmudic Style Reading

- In your pairs, determine who is A and who is B
- Person B reads the text
- Person A asks, “But what does this mean?”
- Person B answers, and then Person A responds and conversation ensues.

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65

“And what does this mean”?

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.



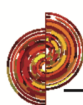
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66

And, “What does this mean”?

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.



**COMMON CORE
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English/Spanish Language Version

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67

KINDERGARTEN READING STANDARDS FOR LITERATURE	KINDERGARTEN 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. 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.	Ideas clave y detalles 1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto. 2. Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave. 3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.
Craft and Structure 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.) CA 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Composición y estructura 4. Hacen y contestan preguntas sobre palabras desconocidas en un texto. (Ver los estándares 4-6 de lenguaje para expectativas adicionales.) CA 5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo.) CA 6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Integración de conocimientos e ideas 7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).

68

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>	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	Ideas clave y detalles
1. With prompting and support, ask and answer questions about key details in a text	1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.
2. With prompting and support, retell familiar stories, including key details.	2. Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Con sugerencias y apoyo, reconocen personajes, escenarios y acontecimientos importantes en un cuento.
Craft and Structure	Composición y estructura
4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA	4. Hacen y contestan preguntas sobre palabras desconocidas en un texto. (Ver los estándares 4-6 de lenguaje para expectativas adicionales.) CA
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.) CA	5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo). CA
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.

69

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

Anchor
standards for
Reading

Organization
of Reading
Standards:
10 anchor
standards

70

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> 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. 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.	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> 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. 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.



71

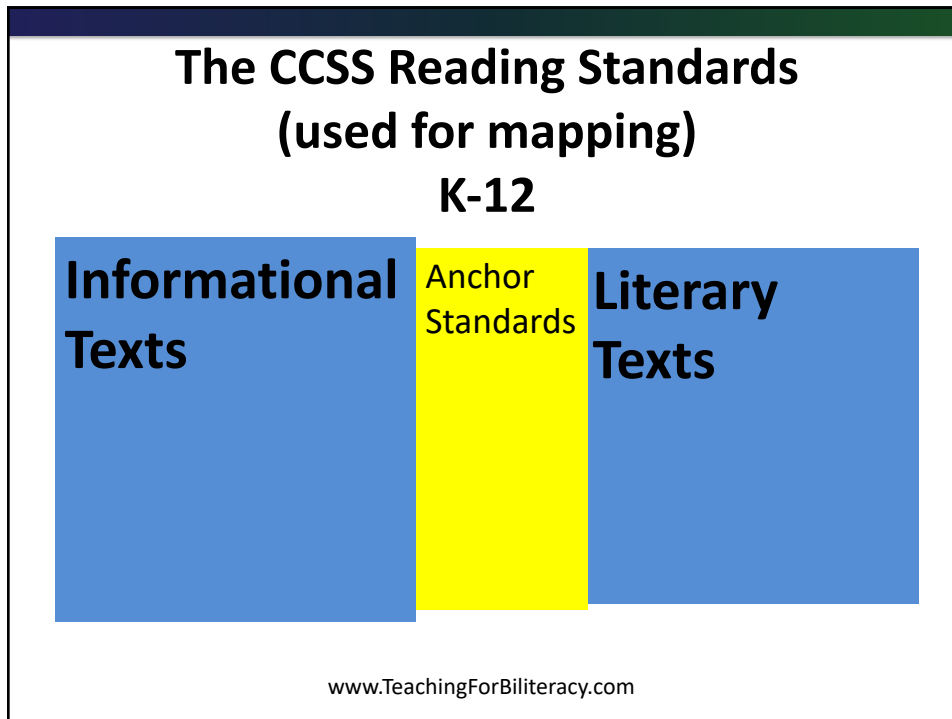
The CCSS Reading Standards (used for mapping)

**Informational
Texts**

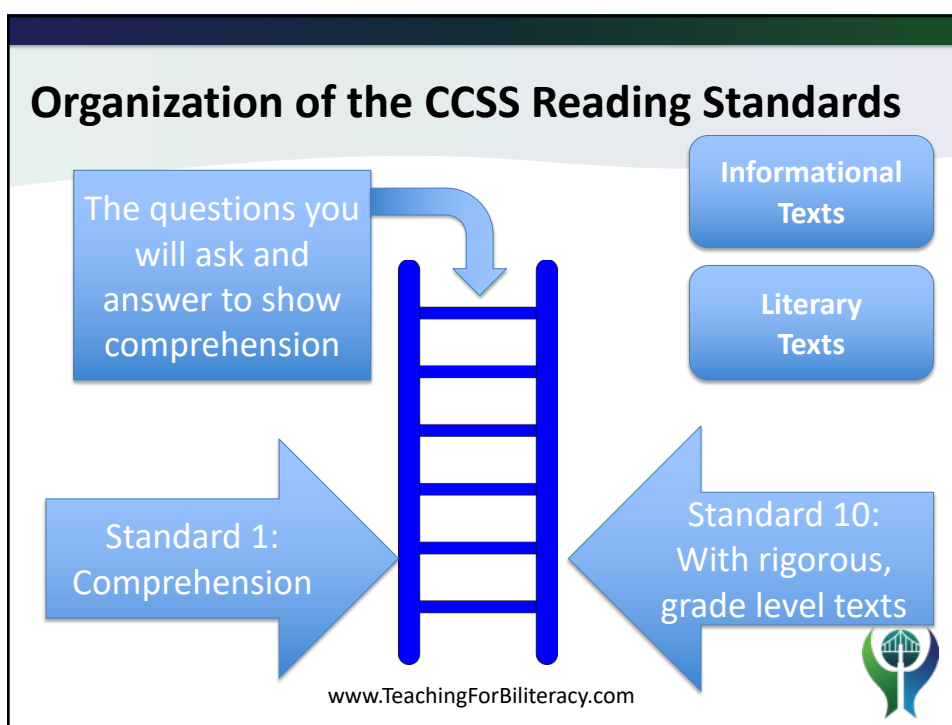
**Literary
Texts**

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72



73



74

The diagram illustrates the relationship between three reading standards and their contribution to Text Complexity. It features three overlapping rectangular boxes on the left, each representing a standard, and a large box on the right representing Text Complexity.

- Integration of Knowledge and Ideas (Pink box):** This standard is associated with the top section of the Text Complexity box, which includes:
 - 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.
 - 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.
- Craft and Structure (Orange box):** This standard is associated with the middle section of the Text Complexity box, which includes:
 - 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.
- Key Ideas and Details (Green box):** This standard is associated with the bottom section of the Text Complexity box, which includes:
 - 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.

The bottom section of the Text Complexity box is labeled "Key Ideas and Details (also includes #1)".

The large box on the right is labeled "10. Text Complexity" and is the result of the integration of the three standards.

38

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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77

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

- **Outcomes:** Students will be able to ...
- Identify key details in a text
- Name key details in a text
- Sequence key details from a text
- Retell a familiar story, using key details
- ...with prompting and support.

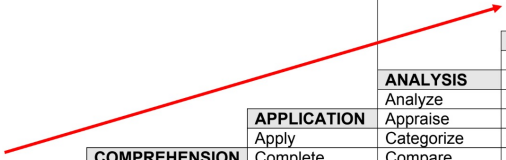
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78

Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.

Verbs that demonstrate **Critical Thinking**



				EVALUATION	
				Appraise	Argue
				Arrange	Assess
		SYNTHESIS		Assemble	Choose
				Analyze	Collect
		ANALYSIS		Appraise	Combine
				Apply	Conclude
		APPLICATION		Categorize	Comply
				Complete	Estimate
				Construct	Evaluate
		COMPREHENSION		Contrast	Interpret
				Describe	Construct
				List	Interpret
				Name	Judge
				Recall	Justify
				Record	Measure
				Relate	Rate
				Repeat	Revise
				State	Score
				Tell	Select
				Underline	Support
					Value
					Setup

79

College and Career Readiness Anchor Standards for Reading Vertical Progressions

Key Ideas and Details

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literature	
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3.2	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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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80

RL.2: Determine central ideas or themes of a text & analyze their development; summarize the key supporting details & ideas.

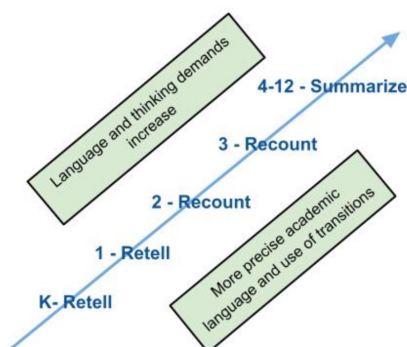
- RL.K.2: With prompting and support, retell familiar stories, including details.
- RL.1.1. Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.3.2. Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text.

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81

**Retell, Recount, and Summarize:
3 Essential Reading Comprehension Skills**

Wanda Humphrey



82

Retell, Recount, Summarize

These three terms represent a progression of increasingly sophisticated comprehension skills:

Retell (Kindergarten & 1st Grade) A retell is a full, sequential recounting of a story — characters, setting, problem, major events, and solution — largely in the order they happened. The goal is *completeness*, not selectivity. Young readers demonstrate they understood the whole story by including as much as they can remember. There's no expectation that they filter for importance yet.

Recount (2nd & 3rd Grade) A recount is similar to a retell but more organized and focused. Students are expected to identify *key* details rather than everything, and to use story structure (beginning, middle, end) more deliberately. The shift from "retell" to "recount" signals a move toward intentionality — students are starting to make choices about what matters, and they're expected to include a central message or lesson, not just plot events.

Summarize (4th Grade and up) A summary requires the highest level of thinking. Students must *distill* a text down to its most essential ideas, filtering out details, examples, and minor events. A good summary is brief, objective, and captures the core of what the text is *about* — theme, central conflict, and resolution — without retelling the whole thing. It demands inference, prioritization, and abstraction.

83

What about the character's face and body tells us they are scared?



They look scared because...

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84

- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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85

Kinder	
Phonics and Word Recognition	Fonética y reconocimiento de palabras
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.* c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. a. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante. b. Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.* c. Leen a simple vista palabras comunes de uso frecuente (ejemplo: <i>el, la, veo, un, una, mi, es</i>). d. Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes (con/ son; niño/niña; masa/mesa). e. Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje

86

First Grade	
Phonological Awareness	Conciencia fonológica
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2. Demuestran comprensión de las palabras pronunciadas oralmente, las sílabas y los sonidos (fonemas).
a. Distinguish long from short vowels sounds in a spoken single-syllable words.	a. Distinguen los sonidos (fonemas) de las vocales en palabras.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	b. Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal).
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.	c. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas).
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	d. Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales (fonemas).
	e. Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to.

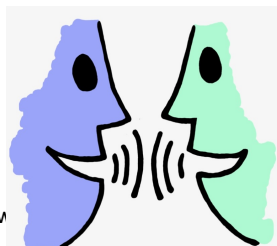
87



88



How do you know how someone is feeling?



89

How do you know how someone is feeling?



I know someone feels
_____ when _____.

A _____ person may
_____.

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90

Differentiation for levels 1 & 2:
Familiar photos that have already
been used:



I see a _____. She is
_____.

I see a _____. He is
_____.

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91

short a,

a

long a

a



92

short a,	long a
a	a
happy glad	afraid
sad	face
mad	James

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93

Dictation/Dictado									
I		a	m		m	a	d.		

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94

Dictation/Dictado									
I		a	m		m	a	d.		

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95

Dictation/Dictado									
I		a	m		m	a	d.		
J	a	m	e	s		h	a	s	
a		h	a	p	p	y			
f	a	c	e.						

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96

Name Sample Date _____



When you are sad
your eyes can cry.
You can frown.

97



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98



99

Organization
of Writing
Standards:
10 anchor
standards

Anchor
standards for
Writing

CCSS.ELA Core Standards for Writing	
Text Types and Purposes:	
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.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.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing:	
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge:	
CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing:	
CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

100

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. <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> 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. <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> 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 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. 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.	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 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. 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 él mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión.	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. 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.
San Diego County Office of Education • December 2012	iliteracy.com	

101

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).
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos
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. 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)	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. 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 4º 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.

102

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. <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. 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.</i> 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. 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.	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. 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 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. 2. Escriben textos informativos y explicativos para analizar 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.

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103

Organization of the CCSS Writing Standards





Opinion

Informative

Narrative

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104

Text Types and Purposes:

CCSS.ELA-LITERACY.W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.2.4
(W.2.4 begins in grade 3)

CCSS.ELA-LITERACY.W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

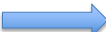
CCSS.ELA-LITERACY.W.2.7
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-LITERACY.W.2.8
Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2.9
(W.2.9 begins in grade 4)

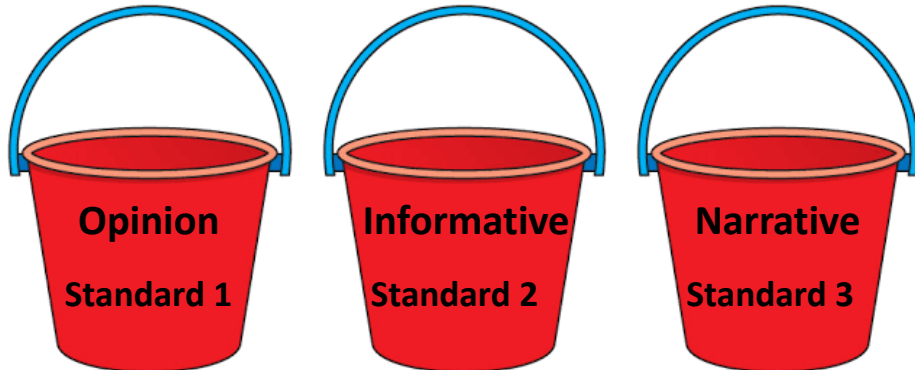
Range of Writing:

CCSS.ELA-LITERACY.W.2.10
(W.2.10 begins in grade 3)




105

Organization of the CCSS Writing Standards



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

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106

Genres within each bucket

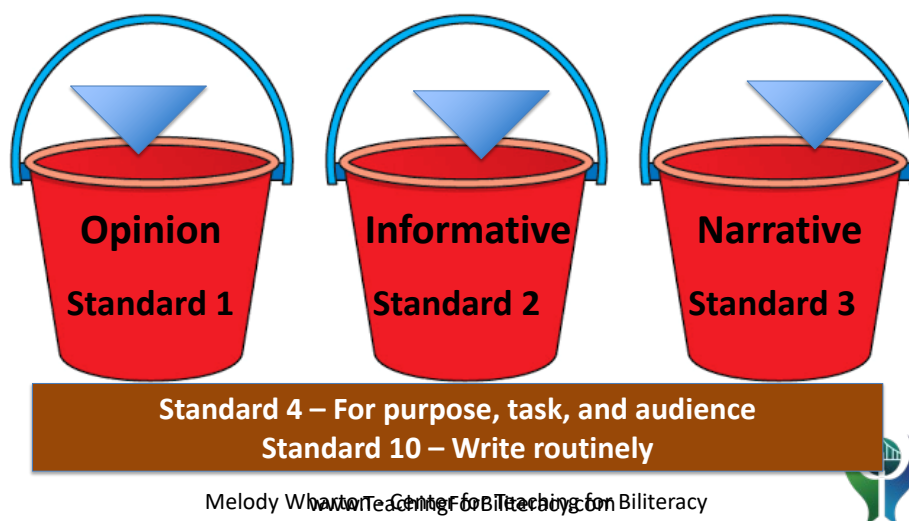
(Source: Pathways to the Common Core)

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

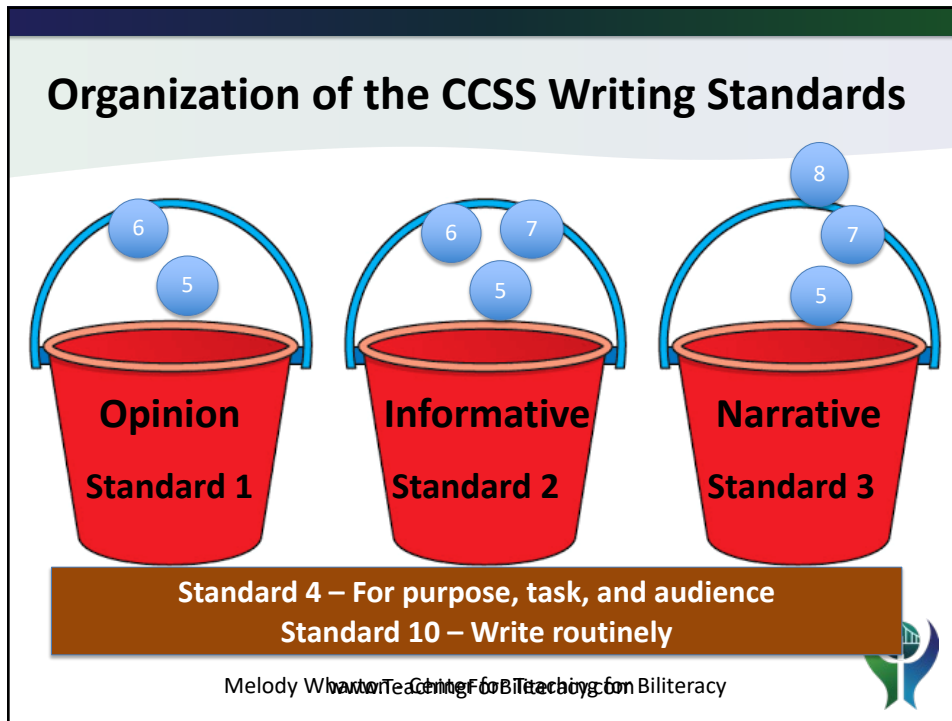
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107

Organization of the CCSS Writing Standards



108



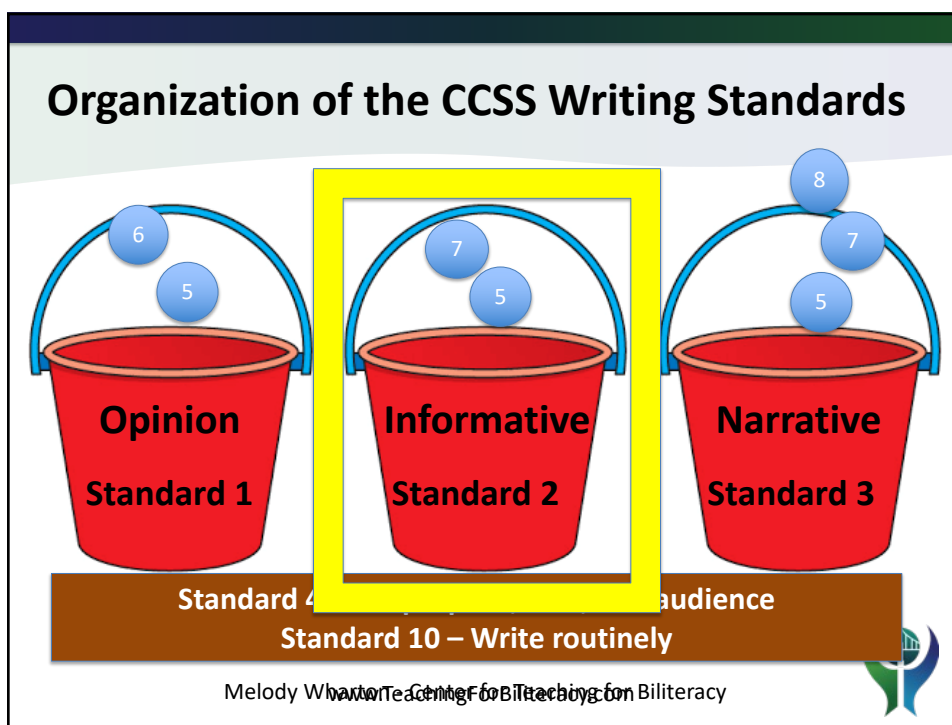
109

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.) 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.) 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.	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. 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. 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; 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 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 and purposes.	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.

110

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 2 ^{do} 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 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (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 4 ^{to} grado).
Range of Writing 10. (Begins in grade 2) CA	Nivel de escritura y redacción 10. (Se inicia en el 2 ^{do} grado) CA

111



112

W. K.2 Informational / Explanatory Informative Book

W.K.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.

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113

Anchor Standard W.2

**W.CCR.2: Write informative/
explanatory texts to examine and
convey complex ideas and
information clearly & accurately
through the effective selection,
organization, and analysis of
content.**

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114

- **W.K.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.
- **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some *facts* about the topic, **and provide some sense of closure**
- **W.2.2 :** Write informative/explanatory texts in which they introduce a topic, use *facts and definitions to develop points*, **and provide a concluding statement or section.**

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115

W.3.1	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.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
	Write arguments to support claims with clear reasons and relevant evidence.

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116

W. K.2 Informational / Explanatory Informative Book

W.K.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.

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117



118

Frogs

frogs hav bgliz. thay lve in pnz. thay
cn jmp hie. Thayetbgs

Teacher dictation:

FROGS Frogs have big eyes. They live
in ponds. They can jump high. They
eat bugs.

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119

Summative Assessment: Emotion Charades



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120

Performance-Based Summative Assessment

For the summative assessment of Unit 5 students demonstrate their knowledge of emotions as they answer the unit's essential question: **How do we show emotions?** The class will participate in a game of emotion charades, where a student selects an emotion that was previously discussed through inquiry, reading, and writing. They act out that emotion without saying the actual name, and classmates take turns guessing what emotion the actor is expressing. When the class guesses the emotion correctly, the student can then elaborate and verbally share one or two examples of when they have experienced (or would potentially experience) the emotion they acted out.

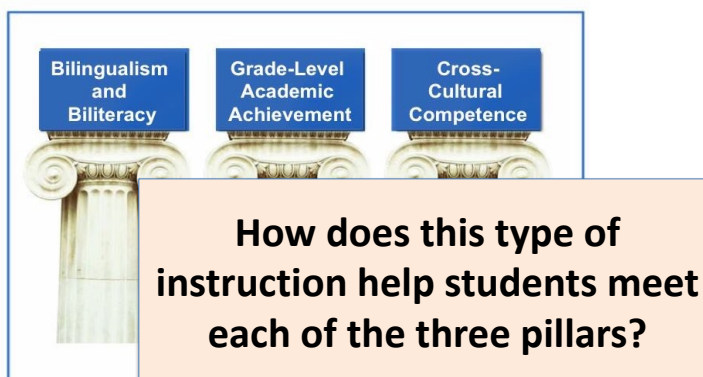
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121

What are the goals of Dual Language?



Three Pillars of Dual Language Education



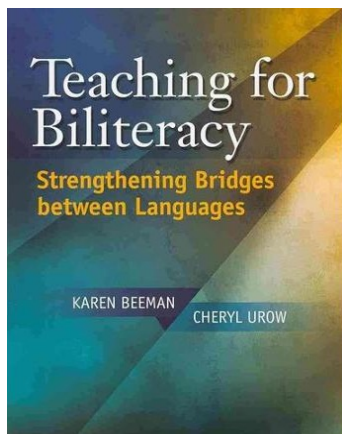
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122

The LEA – Language Experience Approach **with TPR**



Students participate in a shared experience. Then, students co-construct a text.

(Shared Writing, Cooperative Strip Paragraph)

p. 94 &
104 - 105



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123

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Notes:			
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Notes:			

High Leverage Biliteracy Strategies Page 1

124

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

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What was the
CONTEXT of the
LEA?

High Leverage Biliteracy Strategies Page 1

125

Sensory Supports	Graphic Supports	Interactive Supports
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Sentence frames

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126

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Notes:

Students brainstorm with a partner then share to contribute to a shared writing.
 Levels of support may vary.
 Worthy of multiple uses.

High Leverage Biliteracy Strategies Page 1

127

High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students co-construct meaning by identifying examples where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	- Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Concept attainment

Fishbowl

TPR

Language Experience Approach

Adapted Reader's Theater

Interactive Read Aloud

Say Something...

Dictation/Dictado

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128

Strategy Name and Description		Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.		Sensory Supports	Graphic Supports	Interactive Supports
		- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
<i>Teaching for Biliteracy Book: page 81</i>		Notes: Meaningful Frame (i.e., content and unit theme)		
Strategy Name and Description		Language Supports and Notes		
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity.		Sensory Supports	Graphic Supports	Interactive Supports
		- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
<i>Teaching for Biliteracy Book: page 82 & 136</i>		Notes: Meaningful Frame (i.e., content and unit theme)		
		For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!		

129

Exit Ticket

Standards-based instruction...



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130