

Dual Language Standards-Based Biliteracy Curriculum Development

VUSD



May 7 & 8, 2025
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www.TeachingForBiliteracy.com

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Norms:

- Participate actively and interactively
- 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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Agenda

- **Welcome and Introductions**
- Why standards-based biliteracy maps and units?
- Characteristics of Biliteracy Maps
- Getting to know your map
- Audit your grade-level map

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Introduce yourselves at your table:

- I am _____.
- I have been in DL _____.
- What most excites me about this mapping process is _____.

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Steps	Components	Status and Notes
Program First Year Curriculum Map	Develop the program Vision and Pedagogy Statement	Reviewed June 9, 2025 - revisions made
	• Pedagogy Focus for 25-26	Began the communications plan ✓
	Create the Language and Content Allocation Plan for all grades and subsequent biliteracy schedules	Reviewed 9.10.2025 Began writing the communications plan for L and C allocation plan ✓
	Review the instructional shifts of the standards:	Begin - May 21, 2025 at VCDE (for those in attendance) Work continued on June 11 and 12, 2025
	• NGSS	✓
	• C-3 Framework for SS	✓
	• CCSS Language Arts (page 1 of the bilingual CCSS grade level packet)	✓
	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.	Done! ✓
	Bundle the Content Standards and begin to write year-long and unit storylines, starting with the content focus	In progress!
	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 year-long 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. Audit: Record, Reflect and Revise	• Evaluate the content standards bundles in the map and make sure all the content standards are represented, reflecting the shifts in the standards. • 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	
	II. Unit Backwards Design Create a BUF for each unit on the map: • List the standards from the map • Unpack all the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes. • Craft the big ideas for content and literacy based on the standards. • Write the summative assessment. • Write a unit storyline • Create a flowchart which is used to write the storyline that describes what students will do and how the standards are integrated. • 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)	

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- **Why standards-based biliteracy maps and units?**
- Characteristics of Biliteracy Maps
- Getting to know your map
- Audit your grade-level map

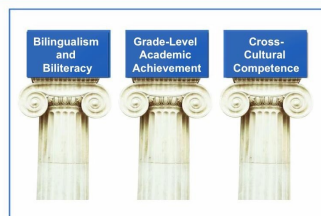
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"...The term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence – a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students."

Three Pillars of Dual Language Education



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A fully developed bilingual operates in 3 linguistic spaces,



...identifies as bilingual, and can make metalinguistic decisions.

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A standards-based map helps ensure that instruction is appropriate for all developing bilinguals.

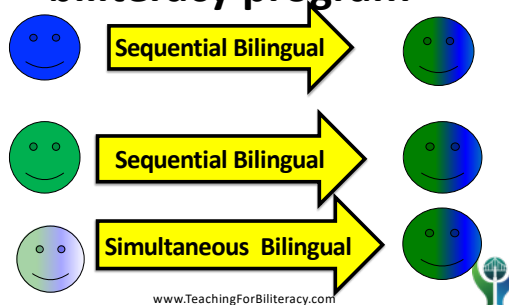


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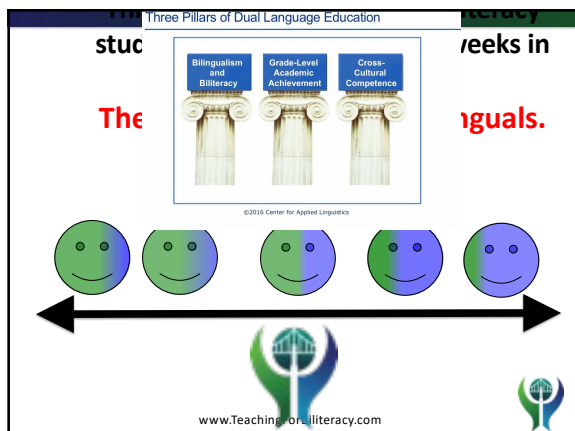
Students who enter the biliteracy program



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Developing bilinguals have unique goals...which cannot be achieved through siloed instruction.

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Therefore, instruction must be strategically planned **from the standards** in order to...

- Support bilingualism (develop deep levels of language)
- Support biliteracy
- Provide time for achievement of grade level academic standards
- Provide opportunity for transfer
- Provide context for learning literacy skills and strategies
- Move from concrete to abstract

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This is a standards-based biliteracy map

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Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily

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What is literacy?

SIMPLE VIEW OF READING

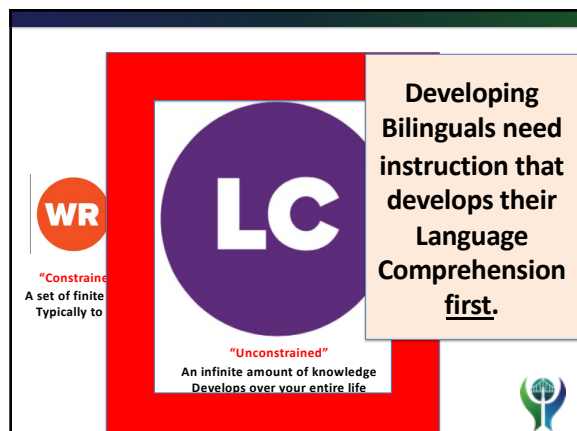
The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.

WR × LC = RC

Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

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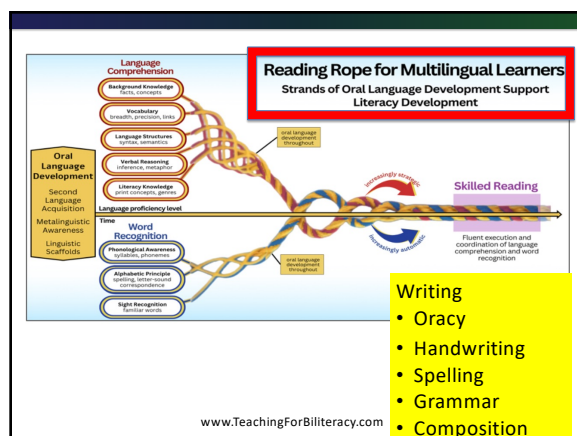
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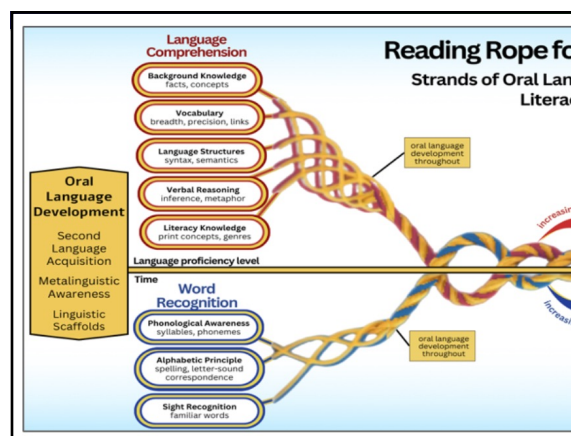
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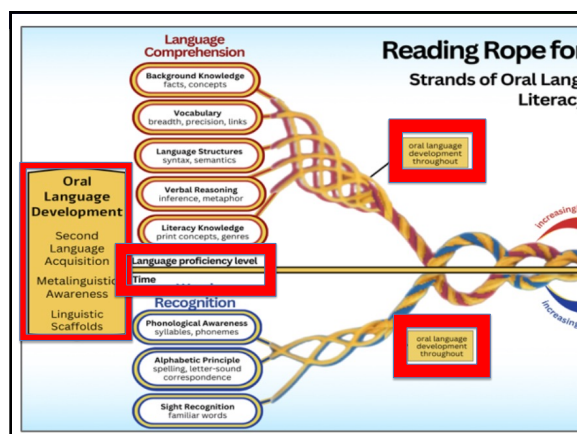
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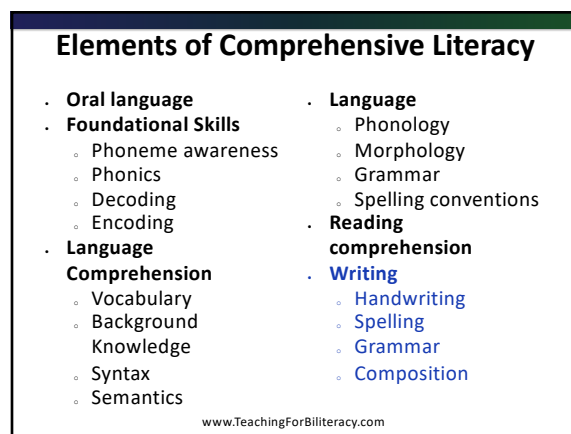
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What is **biliteracy**? Comprehensive literacy in each language

- | | |
|--|--|
| <ul style="list-style-type: none"> • Oral language • Foundational Skills <ul style="list-style-type: none"> ◦ Phoneme awareness ◦ Phonics ◦ Decoding ◦ Encoding • Language Comprehension <ul style="list-style-type: none"> ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics | <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ◦ Phonology ◦ Morphology ◦ Grammar ◦ Spelling conventions • Reading comprehension • Writing <ul style="list-style-type: none"> ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition |
|--|--|

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Elements of Comprehensive Literacy

- Oracy and Background Knowledge Development at the beginning and throughout the unit
- Content (if integrating)
- Reading
- Writing
- Foundational Skills (Word Recognition)

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		Biliteracy Unit Framework (BUF) En español		Formative Assessment	
Building Oracy, Background Knowledge, and 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.		Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences			
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.					
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.					
Foundational Skills Fluency (Word Study) - 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.		

Horan, K. and Gross, C. (2013). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. Baltimore, MD: Brookes Publishing.

Updated October 2013

Berman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Baltimore, MD: Brookes Publishing. Updated October 2021.

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Biliteracy Unit Framework: In English			
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.			
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.		Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	
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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Elements of Comprehensive Literacy

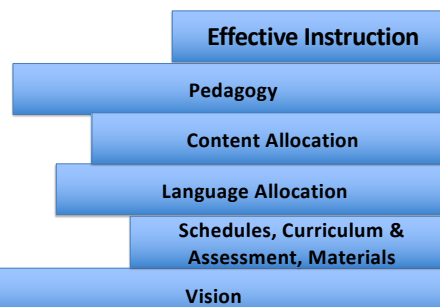
- Oracy and Background Knowledge development at the beginning and throughout the unit
- Content (meaningful frame)
- Reading
- Writing
- Foundational Skills (Word Recognition)

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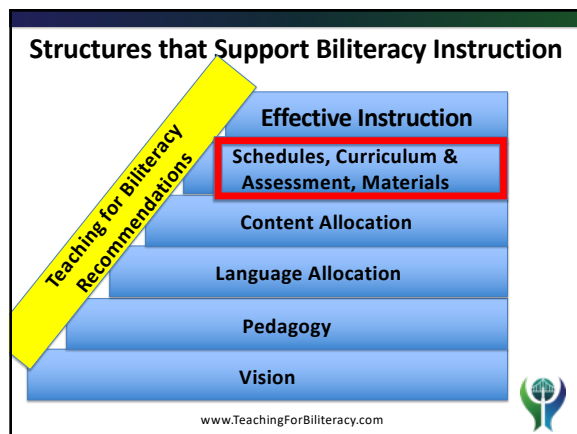
Structures that Support Biliteracy Instruction



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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms ([Developmentally Appropriate Practices, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences in each language every day that they are in class.
- Teachers and other adults engage students in each program language at different times of the day. This is called language and content allocation.
- Students are together for differentiated, but not separate, instruction.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Biliteracy Recommendations for K-5:

- All students receive literacy (language arts) instruction in each program language every day, beginning when they enter the program (TK/PK/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.
- Students are together for differentiated, but not separate, instruction, ensuring all students are present during Tier 1 instruction.
- In Pre-K – 5th grades, whenever possible, content and literacy are integrated.
- If possible, each content area (math, science, social studies) is taught in one language only at each grade level. This is called content allocation.

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VUSD VENTURA UNIFIED DUAL LANGUAGE PROGRAM VISION AND PEDAGOGY

Why Dual Language? According to various researchers, bilingual individuals can enjoy:

- Academic advantages for all, including highest-achieving model program for Multilingual (English) Learners
- Social/Emotional benefits of culturally-sustaining strong ties with family, culture, and community
- Cognitive benefits of improved attention span and multi-tasking skills consistent to monolinguals
- Health advantages of delayed cognitive decline with conditions like Alzheimer's or dementia
- Communication benefits of being able to converse and interact with a broader variety of people
- Cultural benefits of increased empathy and multicultural awareness, competence, and appreciation
- Economic benefits of increased job competitiveness and higher earnings than monolinguals

Program Goals:

- High levels of oracy and biliteracy in both Spanish and English
- High, grade-level academic achievement and excellence across subjects in both languages
- Socio-cultural competence and commitment to equity

Who is the program for? All students are welcome, including sequential and simultaneous bilinguals of all languages and all students with exceptional needs. Students ideally enter our programs in TK or Kinder but may also enter the first day of first grade. Later transfers into our programs are eligible by VUSD assessment and may include newcomers, heritage speakers, or students enrolled elsewhere in a Dual Language program. A commitment to remain with the program for its entirety yields the best results as students often begin to outpace their monolingual peers and fully develop both languages around the transition to Middle School.

Language and Content Allocation Plan: VUSD DL Programs run TK-12th grade. Elementary students follow an 80/20 model (80% instruction in Spanish with 20% in English in TK/K gradually balancing to 50% of the day in each language in the older grades) because research shows it is the best model for our English Learners. Our secondary DL students receive 1-2 classes in Spanish each year. To meet the goals of DL, teachers are expected to remain in the language of instruction per allocation plans while providing necessary language acquisition supports and strategies. Students are expected to engage in the language of instruction and push themselves to continuously build proficiency in all language domains. VUSD DL students aim to graduate with a Seal of Biliteracy and Biliteracy on their High School Diploma. Many of our students pass the Spanish Advanced Placement exam used by universities while still in Middle School.

Pedagogy: We achieve our goals by ensuring our pedagogy is culturally sustaining, research-based, and purposefully orchestrated to meet the needs of dual language learners. We explicitly use metalinguistic knowledge and translanguaging to develop three linguistic spaces for our students: Spanish, English, and a bridge between them to help students transfer academic content from one language to another. We plan rigorous, standards-based, integrated biliteracy units with clear language objectives and authentic materials where students are active, hands-on learners. We include multiple sensory, graphic, and interactive scaffolds to ensure all students with varying degrees of language proficiency and literacy in either language can fully participate. All students receive comprehensive literacy instruction in both languages every day. We regularly collect, analyze, and leverage student learning and achievement data to provide challenging and supportive instruction for all. We strive for high engagement where students take ownership of their understanding of oracy, literacy, and content knowledge in both languages across various subjects. Our students develop a bilingual identity and use their knowledge to work toward a more empathetic and equitable world where all peoples' rich cultures, traditions, histories, and languages are valued, learned from, and respected.

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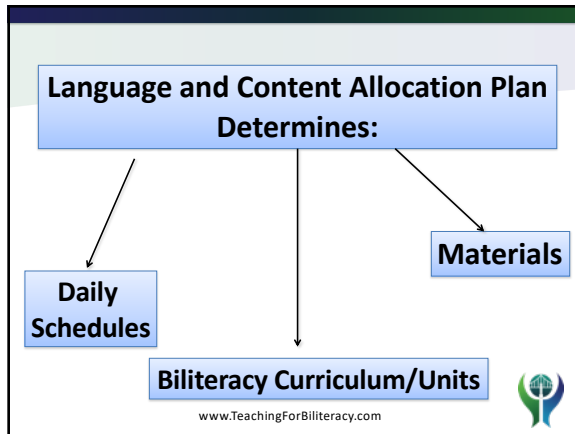
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Ventura Unified Dual Language Content and Allocation Plan			
	SPANISH	Bridge of End of Every Unit	ENGLISH
TK - 80/20	80% - Co Early Learning Standards taught in integrated units	Content Bridge Spanish to English Content Bridge English to Spanish	20% - Co Early Learning Standards taught in integrated units
Kinder - 80/20	80% - Language Arts Science Social Studies Math	Spanish to English Content and Contrastive Analysis Bridges: Language Arts, Science, Social Studies, Math English to Spanish Content and Contrastive Analysis Bridges: Universal Theme	20% - English Language Arts using a Universal Theme (SEL, Health, other)
First - 70/30	70% - Language Arts Science Math	Spanish to English Content and Contrastive Analysis Bridges: Math, Science, Language Arts	30% - Language Arts Social Studies Health/SEL
Second - 60/40	60% - Language Arts Science Math	English to Spanish Content and Contrastive Analysis Bridges: Language Arts, Science, Social Studies, Health/SEL	40% - Language Arts Social Studies Health/SEL
Third - 50/50	50% - Language Arts Science	Spanish to English Content and Contrastive Analysis Bridges: Language Arts, Science	50% - Language Arts Social Studies Health/SEL
Fourth - 50/50	50% - Language Arts Science	English to Spanish Content and Contrastive Analysis Bridges: Language Arts, Social Studies, Math, Health/SEL	50% - Language Arts Social Studies Health/SEL
Fifth - 50/50	50% - Language Arts Science	Spanish to English Content and Contrastive Analysis Bridges: Language Arts, Social Studies, Math, Health/SEL	50% - Language Arts Social Studies Health/SEL

Language Arts refers to all of the elements of comprehensive literacy included in the CA ELA/ELD standards and CCSS as español. Oracy and literacy are framed in content and taught in each language every day including listening and speaking, reading and writing and foundational skills. Language Comprehension is at the forefront of instruction. In addition, when applicable, Language Arts includes both Designated and Integrated ELD.

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English

Time	Subject	Language
8:00 – 8:20 a.m.	SEL and Classroom Community Building	Spanish
8:20 – 10:30 a.m.	SS/Science Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	SPANISH
10:30-11:00 a.m.	Interventions (based on student need)	Language determined by teacher and based on student need
11:00 a.m. – 12:00 p.m.	Specials	If possible, half are offered in Spanish and half in English
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing as applied to math.	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • Experiences • Whole instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	ENGLISH

Daily Spanish Language Arts

Daily English Language Art

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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:45	Science and Language Arts Over the course of each unit, the students will engage in... • Oracy • Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	SPANISH
10:45 to 11:15	Interventions (based on student need)	Language determined by the teacher and based on student need
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Math practice	ENGLISH
1:00-2:40	Social Studies and Language Arts Over the course of each unit, the students will engage in... • Oracy • SS experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	ENGLISH
2:40-3:10	Specials	If possible, half are offered in Spanish and half in English

Daily Spanish Language Arts

Daily English Language Art

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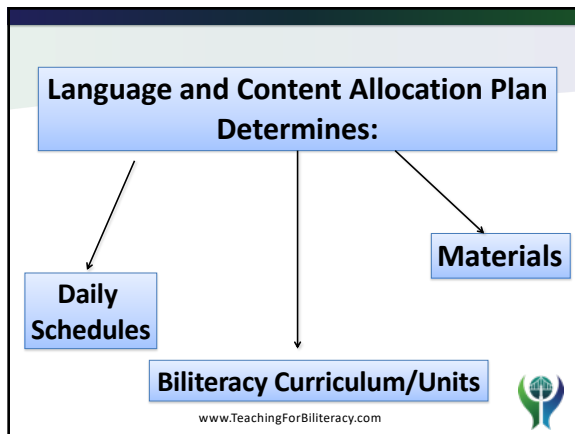
Sample Middle School Schedule

8th Grade Student Schedule

Period	Subject	Language
Period 1	Social Science	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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Kindergarten: Language and Content Allocation 80% Spanish; 20% English

Writing Standards - W.K.1 Opinion (Persuasive Essay)	Writing Standards - W.K.2 Narrative (Story)	Writing Standards - W.K.3 Informative (Expository)	Writing Standards - W.K.4 Analytical (Analytical)	Writing Standards - W.K.5 Persuasive (Persuasive)	Writing Standards - W.K.6 Narrative (Story)	Writing Standards - W.K.7 Informative (Expository)	Writing Standards - W.K.8 Analytical (Analytical)	Writing Standards - W.K.9 Persuasive (Persuasive)
W.K.1.1 Write an opinion piece that states a topic or an issue and states an opinion. Support the opinion with reasons and examples. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.2.1 Write a narrative piece that tells a story. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.3.1 Write an informative piece that provides information about a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.4.1 Write an analytical piece that analyzes a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.5.1 Write a persuasive piece that persuades the reader to take a position on a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.6.1 Write a narrative piece that tells a story. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.7.1 Write an informative piece that provides information about a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.8.1 Write an analytical piece that analyzes a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.	W.K.9.1 Write a persuasive piece that persuades the reader to take a position on a topic or an issue. Use words and phrases to link ideas and sentences. Use a variety of sentence structures to express ideas. Use a variety of words to describe people, places, and things. Use a variety of words to describe feelings and actions. Use a variety of words to describe the world around them.

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Talmudic Style Reading

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

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Biliteracy Maps and Unit Frontmatter [Directory of VUSD Biliteracy Maps](#)

Characteristics of Standards-Based Maps:

- English and Spanish are represented on the same map so that teachers can see what students will experience during instruction in each of their languages and so that they can coordinate and plan instruction
- The map seeks to reduce redundancy and optimize transfer and represents the school or district's language and content allocation plan
- All the Science, social science, and reading and writing standards are included on the map (as noted below, the Foundational Skills and Language Comprehension, Listening and Speaking and Language standards are included at the learning plan level)
- The reading standards reflect the instructional shifts of the CCSS standards for language arts: 50% of instruction focused on reading literary texts and 50% of instruction focused on reading informative texts
- Across the year and within each language, there is balance between all 3 types of writing (opinion, narrative, informative)
- The recommended "genre" for each type of writing is highlighted in red on the map. The genres have been carefully selected to provide students with a diverse set of options in order to reduce repetition. The genre has also been selected so that it complements the unit theme and is appropriate for answering the essential question.
- The units grow in rigor, moving from concrete to abstract across the year and in each language. Given that the content and language arts standards grow in rigor, it is important to carefully and strategically bundle the content standards in a developmentally appropriate sequence, and not to omit or skip any units.
- The map follows the [Teaching for Biliteracy Guidelines](#)



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Description of the Standards-Based Pedagogy Required for Unit Implementation:

The following description of the standards-based units reflects a multilingual perspective in curriculum design for developing biliteracy. The description also reflects the instructional shifts of the standards ([CS Frameworks, CCSS for Language Arts & Literacy \(Common Core\)](#) (consult the forward of any grade level and [LACS](#)) and the pedagogy behind the Biliteracy Unit Framework (BUF) (Beeman and Urow 2013).

Standards-based integration

- The unit includes social studies or science standards, or a universal theme, reading, and writing standards that work together to contextualize instruction and to reflect the research on curriculum for language learners ([CSL Guiding Principles for SL Education, 2018](#)).

Frontmatter to Biliteracy Maps and Units Center for Teaching for Biliteracy

- Foundational skills, language, and speaking and listening standards are included in the unit. The Foundational Skills Standards, Language and Speaking and Listening Standards should be chosen by the teacher based on the specific needs of the students which will vary, and which will most likely require differentiation.
- Phonics instruction (word study) is a critical component for becoming a successful reader. District-adopted scope and sequence materials can be used alongside this unit (and all units) in an explicit and systematic manner in Spanish and in English. However, because students need to already know the meaning of the words or phrases used in phonics instruction, instead of selecting random words to help students learn the phonics or word study pattern being taught, it is best if the words/phrases are selected from the unit. Since the students understand what the words and phrases mean, their learning will be enhanced. Therefore, careful consideration should be paid to word selection during oracy development and the phonics instruction should reflect the internal structure of the language and the roots of foundational biliteracy (Singer 7-10).
- The unit integrates language, content, and literacy to make instruction appropriate for developing biliteracy. All aspects of the unit are connected around the unit theme.
 - Language development (oracy, background knowledge and language comprehension) of the content always initiates the unit. The language selected to initiate the unit is strategic in that students will use it for content inquiry and literacy in subsequent days. Language (oracy, background knowledge and language comprehension) continues to be developed throughout the unit, building oracy (academic listening and speaking) as a precursor for literacy.
 - When planning language development, it is important to
 - Consult the big ideas of the unit.
 - Know how students will be engaging in inquiry around content, and what students will be doing with literacy (reading and writing) to plan the appropriate language structures for oracy development.



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Sections to Jigsaw:

- Standards-based integration
- Oracy and background-knowledge
- Disciplinary integrity
- Student-centered
- The Bridge
- Systems and Structures

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Sections to Jigsaw:

- Standards-based integration
- Oracy and background-knowledge
- Disciplinary integrity
- Student-centered
- The Bridge
- Systems and Structures

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As you read your section, prepare to share with your team:

- A synthesis of the section – what is about and why is it important for you to know as you work on your grade-level biliteracy maps?
- Specific noticings and wonderings.

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Biliteracy Instruction:

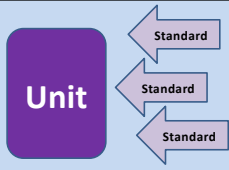
**Standards-aligned
vs.
Standards-based?**



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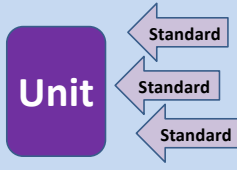
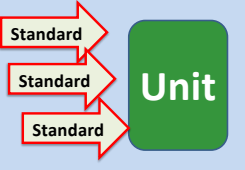
Standards-aligned vs. Standards-based?

Standards-aligned	Standards-based
	

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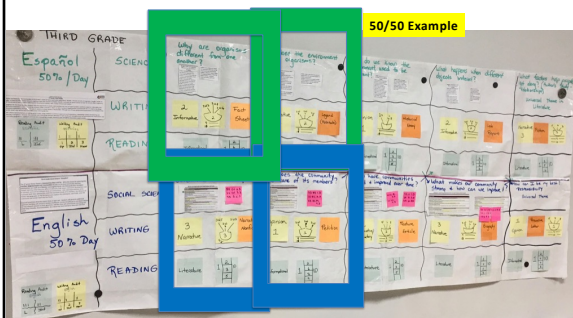
Standards-aligned vs. Standards-based?

Standards-aligned	Standards-based
	

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Biliteracy Maps plan instruction for the year starting with standards or a topic/theme



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59

Science, Social Science,

Content/Theme

Writing

Reading

Universal Theme, or Topic

Context for Meaning ...
comes from the content, universal theme, or knowledge-building topic

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Meaningful Frame

Content

Writing

Reading

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

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Standards-Based Biliteracy Maps plan instruction for the year

50/50 Example

62

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

63

Sample Yearlong Biliteracy Map – Kinder 80/20

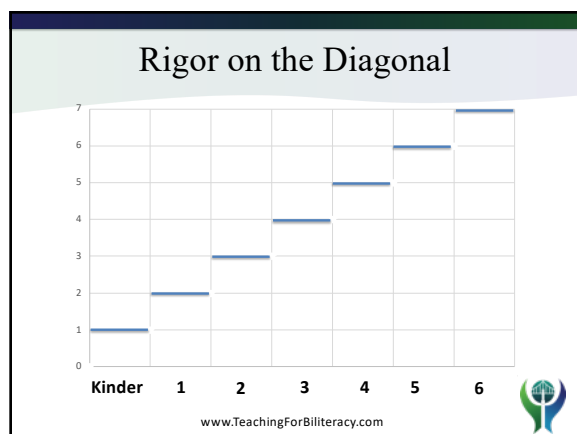
Kindergarten: Language and Content Allocation 80% Spanish; 20% English

The units are strategically organized in a sequence from concrete to abstract, thus increasing in rigor across the year in each language.

64

Rigor on the Diagonal: Implementing Standards

65

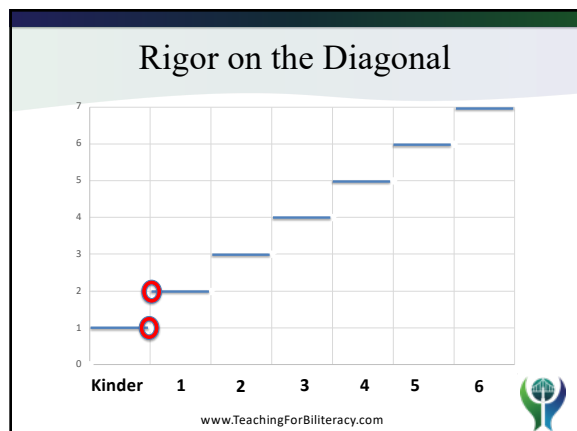


66

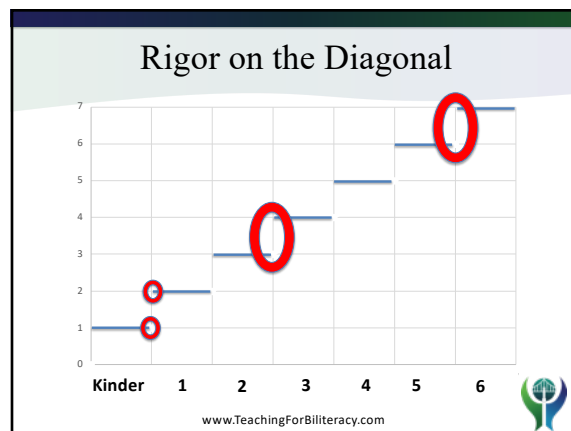
Flat Assignments

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.

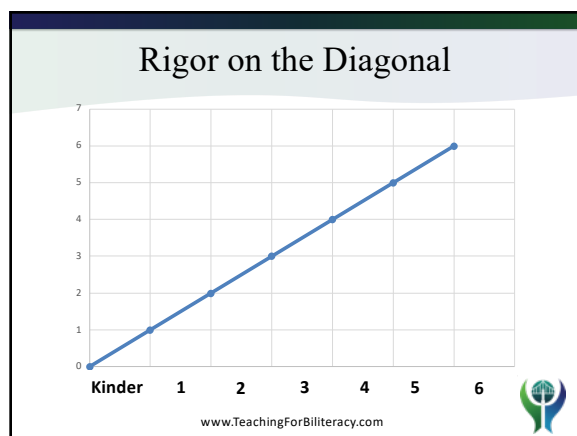
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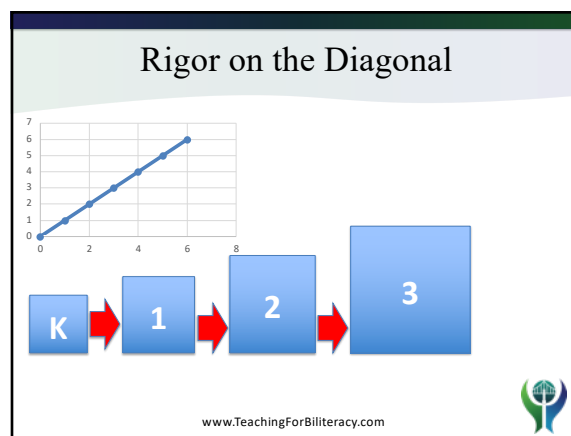
68



69



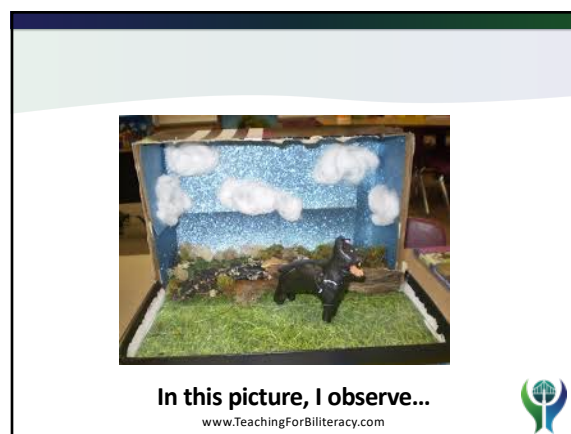
70



71



72



73

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 _____.

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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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75

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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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.	

77

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.

78

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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79

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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80

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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81

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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82

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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83

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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Fourth Grade Writing Informative text

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 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.	2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. a. Presentan un tema con claridad, proveen una observación general y enfoque, y agrupan de forma lógica la información relacionada al tema; incluyen el formato (ejemplo: encabezados), ilustraciones y multimedia cuando son útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema. c. Enlazan las ideas dentro y a través de las categorías de información, usando palabras, frases y cláusulas (ejemplo: por el contrario, especialmente). d. Usan lenguaje preciso y vocabulario de dominio específico para informar o explicar el tema. e. Proveen una declaración final o conclusión que confirma la información o explicación presentada.
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86

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.

87

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.

88

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!

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89

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.

In looking at these two samples, Rigor on the Diagonal means...

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Agenda

- Welcome and Introductions
- Why standards-based biliteracy maps and units?
- Characteristics of Biliteracy Maps
 - **Getting to know your map**
 - Audit your grade-level map

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Paradigm Shifts

Each set of standards has a specific organizational structure that is unique.

Standards are not to be read or treated as a list where each standard has equal weight.

In order to teach to standards, we need to understand what they mean in terms of instruction.

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Paradigm Shifts

- **Inquiry** is at the heart of science and social studies instruction.
- Inquiry is **collaborative** and involves **communication** skills.
- **Inquiry and critical thinking** are threaded throughout NGSS, C3 (Social Studies) and CCSS Language Arts standards.

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Tell your partner what you know about the
Next Generation Science Standards

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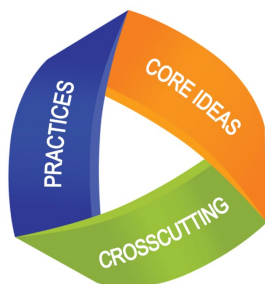


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Next Generation Science Standards Three-Dimensional Learning



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

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Organization of the NGSS

Next Generation Science **Standards** =
Performance Expectations

Science and
Engineering
Practices

Disciplinary
Core
Ideas

98

NGSS Appendices

NGSS Appendices A through M provide background and detail about the standards, along with some implementation models. Other NGSS support documents are available [here](#).

Appendix A: Conceptual Shifts Learn more about the conceptual shifts that make the NGSS new and different.

Appendix B: Responses to Public Drafts Describes the feedback on the draft NGSS during each of the two public review periods, along with the writers' response to it.

Appendix C: College and Career Readiness Learn about why student success in postsecondary education and careers will require a strong K-12 preparation in science.

Appendix D: All Standards, All Students / Case Studies The Appendix contains seven case studies about diverse student groups address what classroom teachers can do to support these students.

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

Appendix F: Science and Engineering Practices Describes the main focus of the science and engineering practices at each grade band, detailing the specific elements of each practice that are targets for students at each grade band.

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

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

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

**Appendix E:
Disciplinary Core Idea
Progressions**

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Organization of the NGSS

Next Generation Science **Standards** =
Performance Expectations

Science and
Engineering
Practices

Disciplinary
Core
Ideas

- Physical Science
- Life Science
- Earth Space Science

100

K-8 NGSS Strand Progression

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

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K-8 NGSS Strand Progression

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

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K-8 NGSS Strand Progression

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

103

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

Earth Space Science

104

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

105

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

106

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

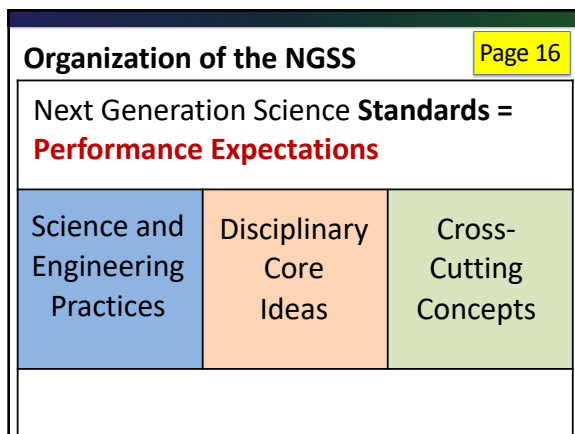
107

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

108

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

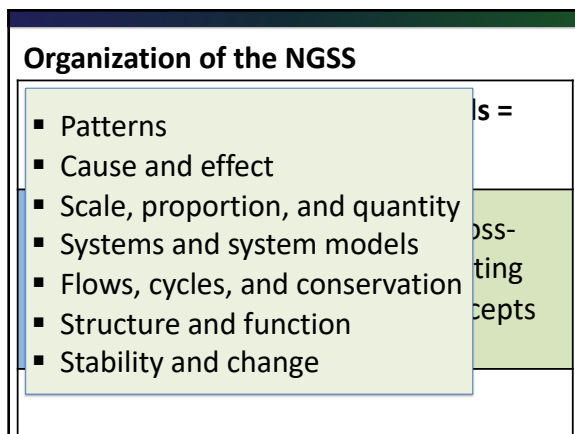
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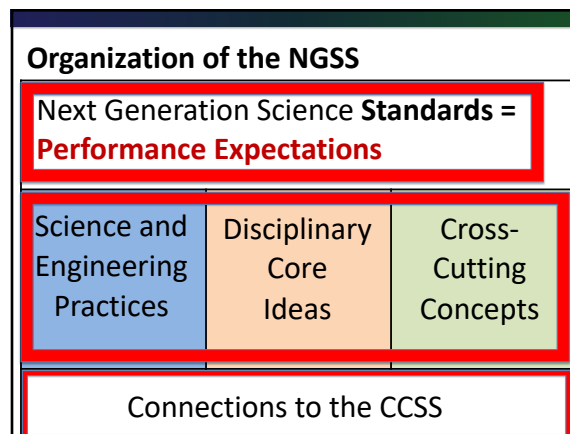
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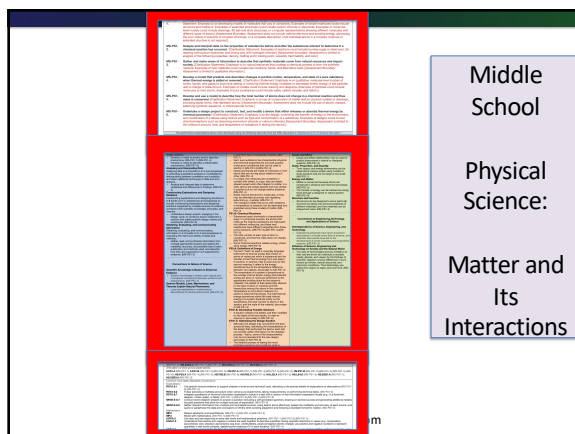
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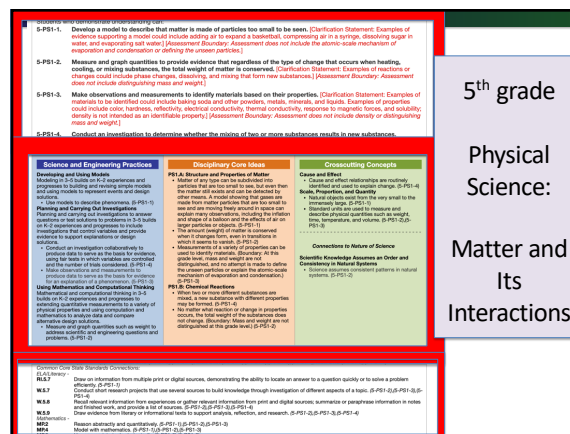
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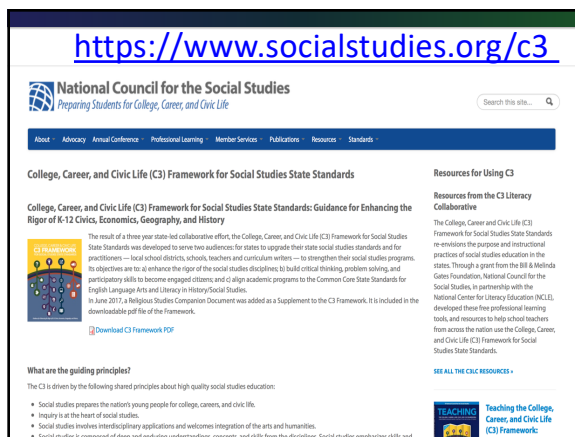
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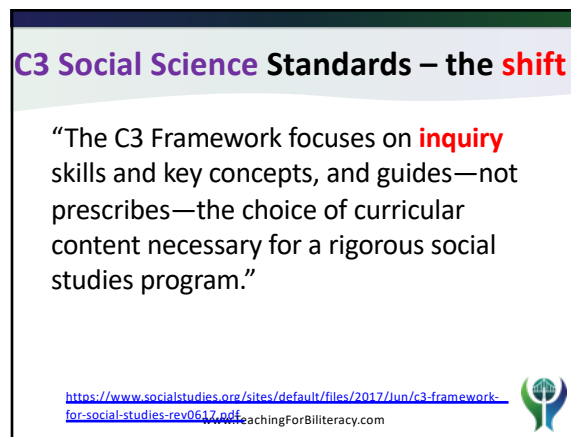
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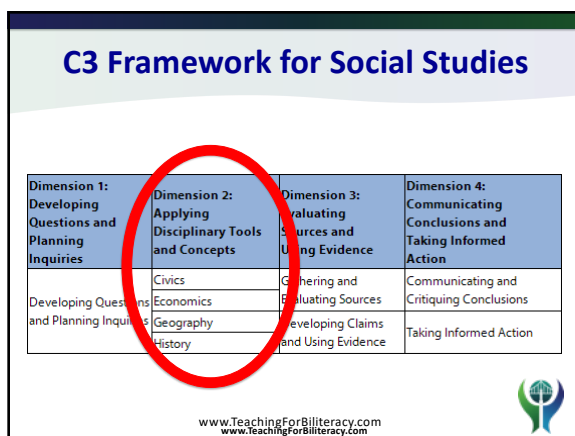
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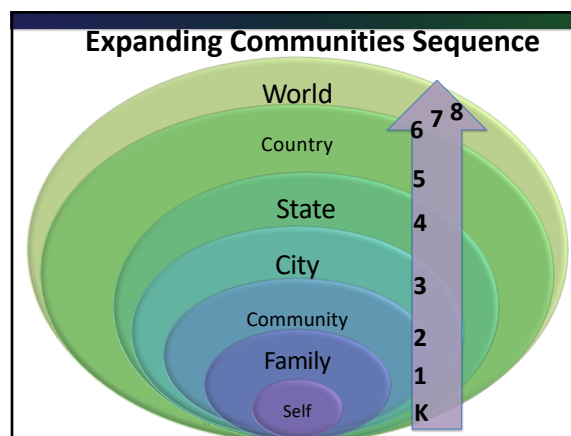
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C3 Framework for Social Studies

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Question and Planning Inquiry	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

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History-Social Science Content Standards for California Public Schools Kindergarten Through Grade Twelve

Adopted by the California State Board of Education October, 1998

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History and Social Studies

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Introduction

CHAPTER 1

Content. Inquiry. Literacy. Citizenship.

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

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

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History Social Science Standards – The Shift

The instructional approach of the HSS 'should be **inquiry-based**, whereby students investigate the "how" and "why" of historical developments.'

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

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CA History & Social Science Standards K-5

Elementary Themes

Use as a Framework for Addressing the Standards

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

Source: <https://www.cde.ca.gov/hs/st/ss/documents/histsoacsistnd.pdf>

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CA History & Social Science Standards

6-8

Middle Grades

Use as a Framework for Addressing the Standards

Grade Six:

World History and Geography: Ancient Civilizations

Grade Seven:

World History and Geography: Medieval and Early Modern Times

Grade Eight:

United States History and Geography: Growth and Conflict

Source: <https://www.cde.ca.gov/ta/tg/hs/ss/sscstnd.pdf>



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Historical and Social Sciences Analysis Skills

Standards for kindergarten through grade five. They are to be assessed **only in conjunction with the content standards in kindergarten through grade five.**

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

Chronological and Spatial Thinking

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

Research, Evidence, and Point of View

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

K-5



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Historical and Social Sciences Analysis Skills

Historical Interpretation

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

K-5

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Chronological and Spatial Thinking

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

6-8

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

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

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Research, Evidence, and Point of View

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4. Students conduct cost-benefit analyses of historical and current events.

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Historical Interpretation

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

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Home / Teaching & Learning / History-Social Science / History-Social Science Framework

History-Social Science Framework

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

History-Social Science Framework – Whole Document

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

History-Social Science Framework – By Chapter

Table of Contents (PDF)

Chapter 1: Introduction (PDF)

Chapter 2: Instructional Practice for Kindergarten through Grade Five (PDF)

Chapter 3: Kindergarten – Learning and Working Now and Long Ago (PDF)

Chapter 4: Grade One – A Child's Place in Time and Space (PDF)

Chapter 5: Grade Two – People Who Make a Difference (PDF)

Chapter 6: Grade Three – Continuity and Change (PDF)

Chapter 7: Grade Four–California: A Changing State (PDF)

Chapter 8: Grade Five – United States History and Geography: Making a New Nation (PDF)

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CHAPTER 4

A Child's Place in Time and Space

- Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules?
- What is our community like?
- How is our life different from those who lived in the past, and how is it the same?
- How do many different people make one nation?

Available in this chapter are ready-to-use lesson plans and activities that align with the standards and provide a framework for teaching and learning. The chapter is designed to be used as a resource for teachers and students alike. The chapter is designed to be used as a resource for teachers and students alike.

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Introduction

History-Social Science addresses how children learn about and make sense of the **social world**,¹ including their families, schools, communities, and the institutions and places they encounter in their daily lives. The domain of History-Social Science supports young children's developing understanding of their social world. It considers how children grapple with questions of who they are in the world and how they relate to other people in space and across time.

There are many connections between children's emerging knowledge and skills in History-Social Science and other domains of development, such as Social and Emotional Development and Approaches to Learning. As young children develop, they ask questions about the people, places, and practices they encounter. For example, a child might ask why a person uses a wheelchair, speaks a different language, has long hair, or eats a particular food. Through their interactions with adults and peers, books and media, and the natural and built environment, children experience different people's social practices; these experiences are essential for children's development of knowledge about other people. Children also experience **socialization** through implicit and explicit messages from society about people. Such messages shape their understanding of who is like them and who is not like them and how people belong to varied groups. Teachers can use children's developing understanding as opportunities to engage them in explorations in History-Social Science.

The **social studies** build on children's curiosity, helping them develop skills for **social inquiry** and understanding of their immediate and broader communities.² Children explore the different roles people have—from being part of families, contributing to their workplaces, or helping lead in government. Children also explore the places in which they live and learn to see how their

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Meaningful Frame

SEL, Theme, Topic

Context for Meaning ... comes from the universal theme (e.g., SEL topics)

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Universal Themes

"A universal theme is an idea that applies to anyone regardless of cultural differences, or geographic location. Universal themes are ways to connect ideas across all disciplines. It is a central idea about the human condition. It is a generalization about life or human nature; they deal with basic human concerns. A universal theme with generalizations can serve as the organizing element of unit of study."

- San Diego State University

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Universal Themes		
Abandonment Abuse Acceptance Acceptance of a Handicap Accepting change Adjusting to a new life Adoption Anger Appearances Appreciation of nature Being gifted Brotherhood Bullying Belonging Betrayal Bondage Bravery Caring for the environment Censorship Challenges Change Coming of Age Commitment Communication	Fear and Anxiety Fear and Courage Feelings Forgiveness Freedom Friendship Gender Issues Genealogy Getting Along Good vs. Evil Gratitude Grief Growing Up Guilt Guns Heroes Heroism History Honesty Hope Humor Immigrants Initiation Injustice	Poverty Self-esteem Sense of community Sense of self Separation and Loss Social Change Survival Taking a stand Teamwork Trust Values Violence

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Universal Theme: Social Justice Standards

www.learningforjustice.org

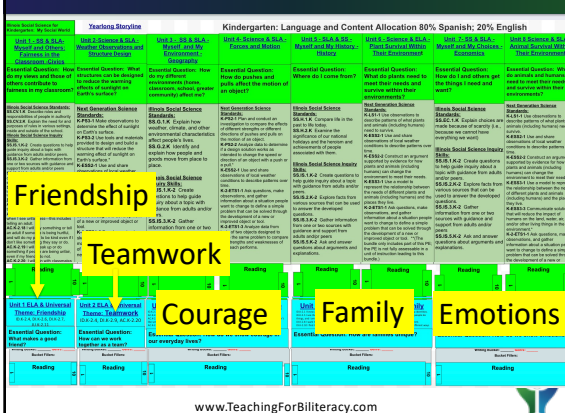



<https://bit.ly/4gDwYL>



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Kindergarten: Language and Content Allocation 80% Spanish; 20% English



Friendship

Teamwork

Courage

Family

Emotions

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Your Map:

- Identify the social science standards on your map
- Analyze how they have been bundled into units, and how they reflect the C-3 Framework standards.
- How do the themes move from concrete to abstract?
- How do the themes grow in rigor throughout the year?

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

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150

Tell your partner what you know about the

Common Core State Standards for Language Arts

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GRADE FOUR READING STANDARDS: FOUNDATIONAL SKILLS	CUARTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English-writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras nociones básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.
Phonics and Word Recognition	Fonética y reconocimiento de palabras
3. Know and apply grade-level phonics and word analysis skills in decoding words.	3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.
a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	a. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afixos), para leer con precisión palabras desconocidas de sílabas múltiples, en contexto y fuera de contexto.

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GRADE TWO READING STANDARDS FOR LITERATURE	SEGUNDO 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. 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.	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. 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.
Ideas and details	Ideas clave y detalles
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recuentan cuentos, incluyendo fábulas y cuentos populares de diversas culturas, e identifican el mensaje principal, lección o moraleja.
3. Describe how characters in a story respond to major events and challenges.	3. Describen cómo los personajes de un cuento reaccionan a los acontecimientos y retos más importantes.
Craft and Structure	Composición y estructura
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem.	4. Describen cómo las palabras y frases (por ejemplo: ritmo, aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción.

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Language Arts Standards

READING	READING	READING	Writing	Listening and Speaking	Language
Literature	Informational Texts	Foundational Skills			

There are **six** sets of language arts standards.

Which of these reflect word recognition and which reflect language comprehension?

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Language Arts Standards

READING	READING	READING	Writing	Listening and Speaking	Language
Literature	Informational Texts	Foundational Skills			

There are **six** sets of language arts standards.

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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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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 to 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 in implementing these standards:

- 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.
- 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

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:

- 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 dificultaría la comprensión sino que en muchos casos, no llegarán a ser asimiladas, y no podrán luego ser aplicadas con rigor.
- 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 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

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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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“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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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.

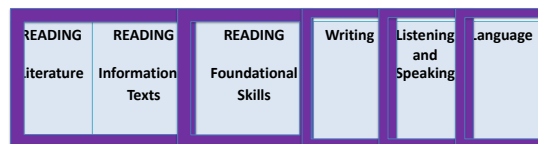


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Language Arts Standards



Developed sequentially and concurrently.

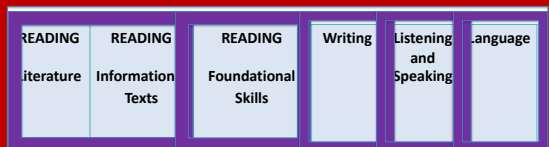
A serious mistake to teach them in isolation.

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Language Arts Standards



Presented in a meaningful context.

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

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Standards Initially Used in Mapping

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

- Kathy Henn-Reinke, 2018



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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

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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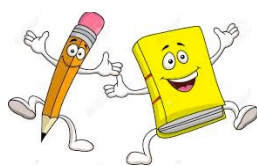
The reading and writing standards are used to develop the biliteracy map.

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The Reading – Writing Relationship



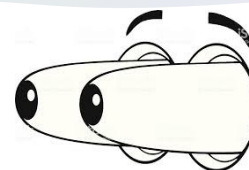
There is a linear connection between reading and writing.

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Texts as Mentors



Reading and analyzing books teaches writers new skills.

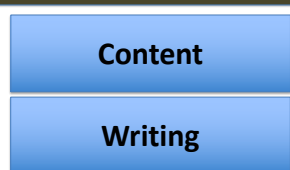
The more they read, the more sophisticated writers they become.

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Meaningful Frame



Content:

Science,
Social
Studies,
SEL,
Universal
Theme,
Topic



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Meaningful Frame

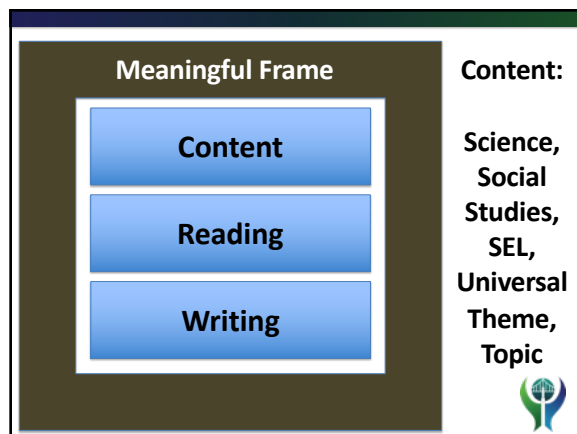


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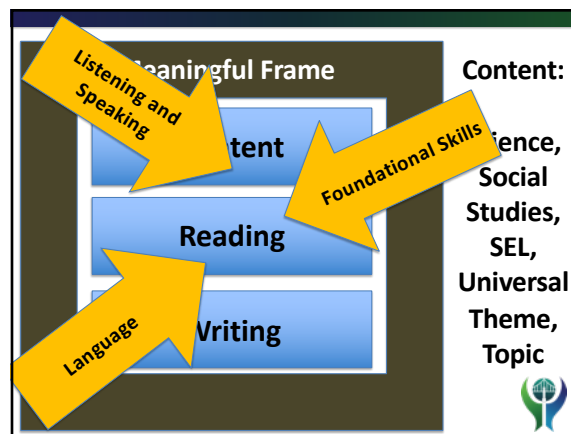
Science,
Social
Studies,
SEL,
Universal
Theme,
Topic



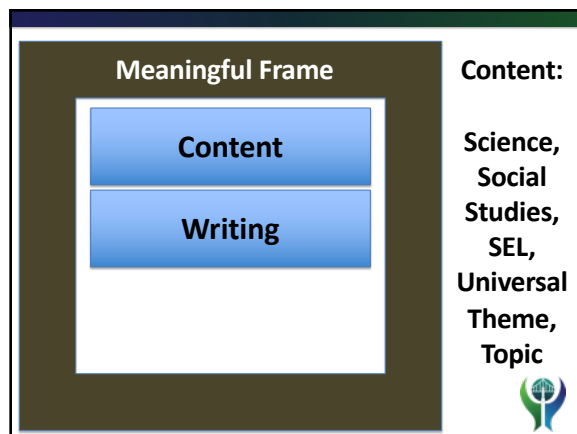
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Organization of Writing Standards: 10 anchor standards

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.

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GRADE THREE WRITING STANDARDS

TERCER GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

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 mostrar temas y ofrecer fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, completen con los estándares correspondientes a cada grado y que integren a perfección cada una de las destrezas y los conocimientos adquiridos en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redacción de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción incluidas en el Apéndice C.

Text Types and Purposes	Topic of Texts and their purposes
Write opinion pieces on topics or texts, supporting a point of view with reasons.	1. Escriben propuestas de opinión sobre temas o textos en los que apoyen su punto de vista con razones.
a. Introduce the topic and text they are writing about, state an opinion, and create an organizational structure that lists reasons.	a. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y establecen una estructura organizativa que enumere las razones.
b. Provide reasons that support the opinion.	b. Ofrecen las razones que apoyan la opinión.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	c. Usan palabras y frases de enlace lógico: porque, por lo tanto, debido a que, por ejemplo, para conectar la opinión con las razones.
d. Provide a concluding statement or section.	d. Ofrecen una declaración o sección final.
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	a. Presentan un tema y agrupan la información relacionada con el 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., also, another, and more) that 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 sensory words and phrases to signal event order.
	d. Provide a sense of closure.
	4. Examine a topic or text, definitions and details.
	a. Usar palabras y frases de enlace lógico: también, otro, y más, para conectar ideas dentro de las categorías de información.
	b. Ofrecer una declaración o sección final.
	c. Escriben narraciones que presenten experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.
	d. Ofrecen una declaración o sección final.
	e. Escriben narraciones que presenten experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.
	f. Usar 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.
	g. Usar palabras y frases que describan el tiempo para señalar el orden de los acontecimientos.
	h. Ofrecer cierre a conclusion.

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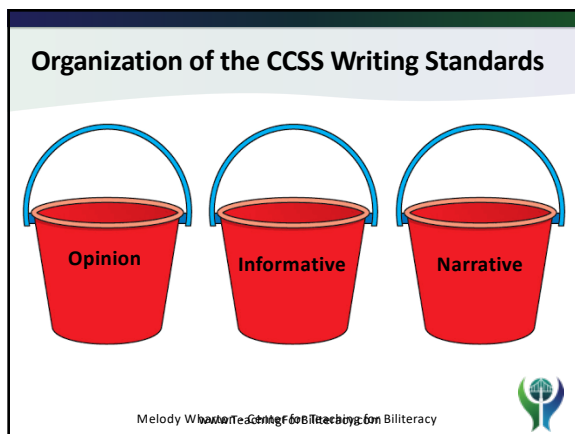
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Production and Distribution of Writing	Producción y distribución de la escritura
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	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. 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 Language 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 o presentación de conocimientos
7. Conduct short research projects that build knowledge about a topic.	7. Lleve 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; take brief notes on sources and sort evidence into provided categories.	8. Recuerden 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	Nivel de escritura y redacción
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks.	10. Escriban habitualmente durante periodos prolongados (tiempo para la investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días) para una serie de tareas.

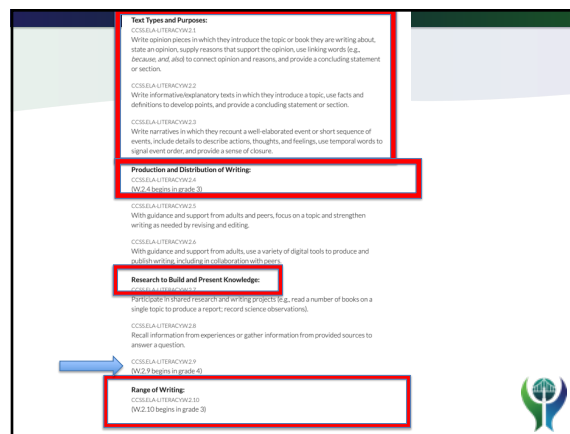
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GRADE THREE WRITING STANDARDS	TERCER GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN
The following standards for K-5 offer a focus for instruction each year to help ensure that students are adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication of aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly meaningful content and issues. Students moving through the grades are expected to meet each year's grade-specific standards and then on further develop skills and understandings centered in particular grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of student writing samples in Appendix C. Text Types and Purposes 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., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 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 adding 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 problemas cada vez más complejos. Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que desarrollen habilidades y entendimientos centrados en particular en los grados. 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 incluidas en el Apéndice C. Tipos de textos y sus propósitos 1. Escriban propuestas de opinión sobre temas o textos en los que apoyen su punto de vista con razones. Presentar el tema o texto sobre el cual están escribiendo, expresar su opinión y elaborar una estructura organizativa que enumere las razones. 2. Usen palabras y frases de enlace temporal: porque, por lo tanto, debido a que, etc., para conectar las razones. 3. Ofrezcan una declaración o sección final. 4. Escriban textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. 5. Presenten un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión.

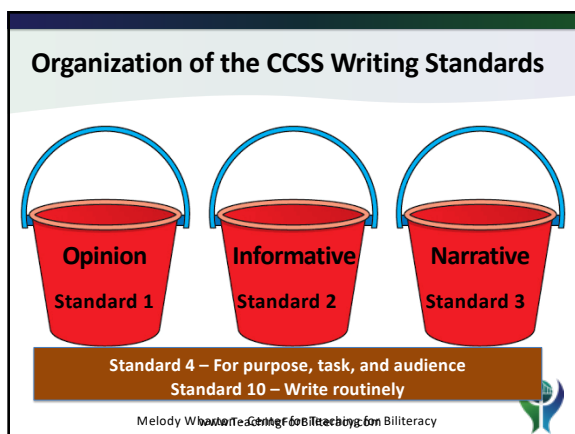
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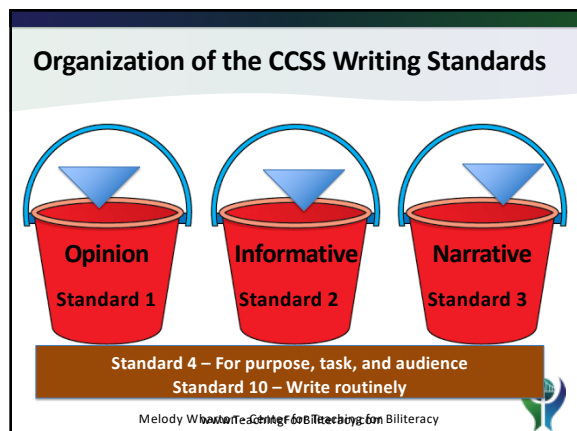
Genres within each bucket

(Source: Pathways to the Common Core)

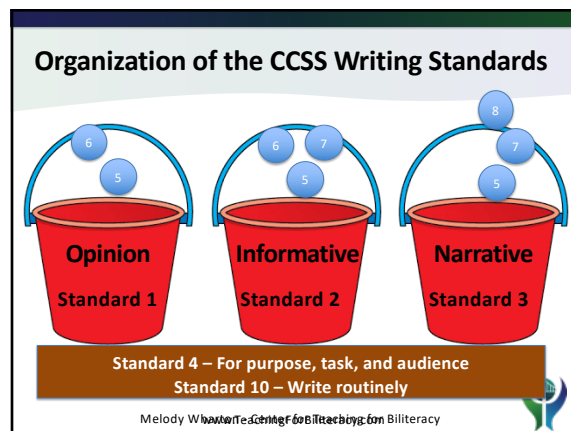
Persuasive/Opinion/Argument	Informational/Functional/Procedural	Narrative Writing
Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book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

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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 purposes. (Grade-specific expectations for writing types are defined in standards above.)	4. Con la orientación y el apoyo de adultos, redactan en los cuales el desarrollo y la organización se adecúan a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de una se definen en los estándares 1-3, del tercer grado).
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, desarrollar y mejorar la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Language 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 write and collaborate with others.	6. Con la orientación y el apoyo de adultos, usan la tecnología para crear y publicar textos escritos (utilizar 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. Lleven a cabo proyectos de investigación cortos que amplíen 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 provided categories.	8. Recuerden información de experiencias o recopilen 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	Nivel de escritura y redacción
10. Write routinely over extended time frames for research, reflection, and revision; and shorter time frames for a single entry or draft for a group of topics.	10. Escriban habitualmente durante períodos prolongados para la investigación, reflexión y revisión y en cortos lapsos de tiempo para una o dos entradas por serie de temas.

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Production and Distribution of Writing	Producción y redacción de la escritura
4. (Begins in grade 2) CA	4. (Se inicia en el 2º grado) CA
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	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	Investigación para la formación y presentación de conocimientos
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Con la orientación y el apoyo de adultos, recuerden información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.
9. (Begins in grade 4)	9. (Se inicia en el 4º grado).
Range of Writing	Nivel de escritura y redacción
10. (Begins in grade 2) CA	10. (Se inicia en el 2º grado) CA

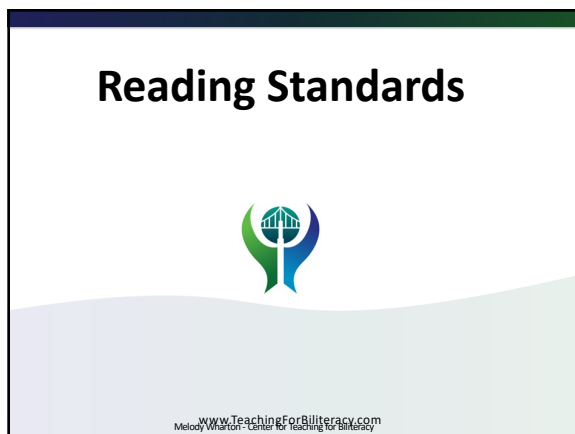
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Language and Content Allocation 80% Spanish; 20% English							
A writing bucket is identified for each unit. This defines what students will do with the knowledge they developed throughout the unit.							
Unit 1 ELA & Universal Theme: Character	Unit 2 ELA & Universal Theme: Character	Unit 3 ELA & Universal Theme: Character	Unit 4 ELA & Universal Theme: Character	Unit 5 ELA & Universal Theme: Character	Unit 6 ELA & Universal Theme: Character	Unit 7 ELA & Universal Theme: Character	Unit 8 ELA & Universal Theme: Character
Unit 9 ELA & Universal Theme: Character	Unit 10 ELA & Universal Theme: Character	Unit 11 ELA & Universal Theme: Character	Unit 12 ELA & Universal Theme: Character	Unit 13 ELA & Universal Theme: Character	Unit 14 ELA & Universal Theme: Character	Unit 15 ELA & Universal Theme: Character	Unit 16 ELA & Universal Theme: Character
Unit 17 ELA & Universal Theme: Character	Unit 18 ELA & Universal Theme: Character	Unit 19 ELA & Universal Theme: Character	Unit 20 ELA & Universal Theme: Character	Unit 21 ELA & Universal Theme: Character	Unit 22 ELA & Universal Theme: Character	Unit 23 ELA & Universal Theme: Character	Unit 24 ELA & Universal Theme: Character

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CCSS.ELA Core Standards for Writing	
For mapping purposes, use your grade level standards.	
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.

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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 Compare 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.	

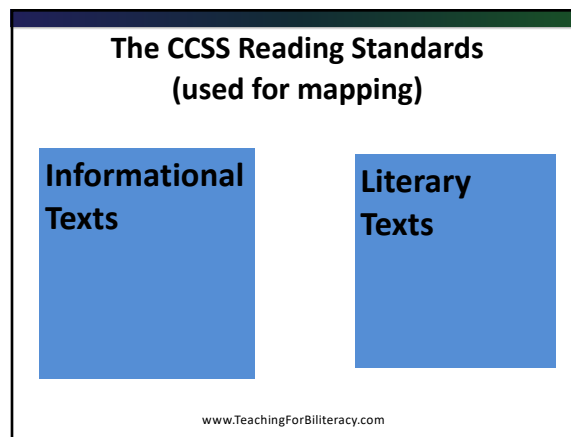
Anchor standards for Reading

Organization of Reading Standards: 10 anchor standards

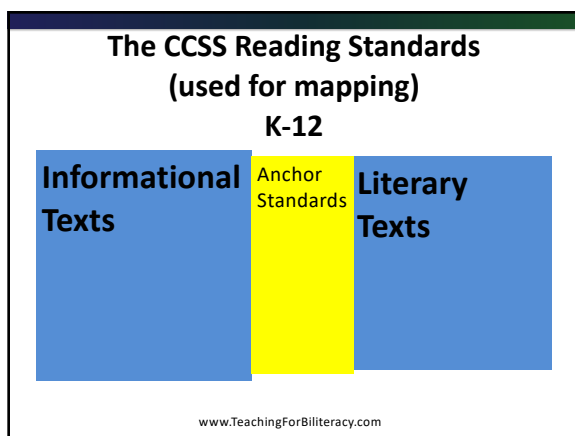
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GRADE THREE READING STANDARDS FOR LITERATURE	TERCER GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. 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. 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 enfoca al requerir que los estudiantes lean textos cada vez más complejos en cada grado. Se espera que los estudiantes que avancen de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan y perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. Ídeas clave y detalles 1. Hacer y contestar preguntas para demostrar comprensión de un texto, haciendo referencia explícita del texto como base para las respuestas. 2. Recuentar cuentos, incluyendo fábulas, cuentos populares y mitos de diversas culturas. Identificar el mensaje principal, lección o moraleja y explicar cómo se transmite en los detalles clave del texto. 3. Describir los personajes de un cuento (opando sus características, motivaciones o sentimientos) y explicar cómo sus acciones contribuyen a la secuencia de los acontecimientos. Competencia y estructura 4. Determinar el significado de palabras y frases que se utilizan en un texto, determinan el lenguaje literal del no literal. (Ver estándares 4-6 de Lengua 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.

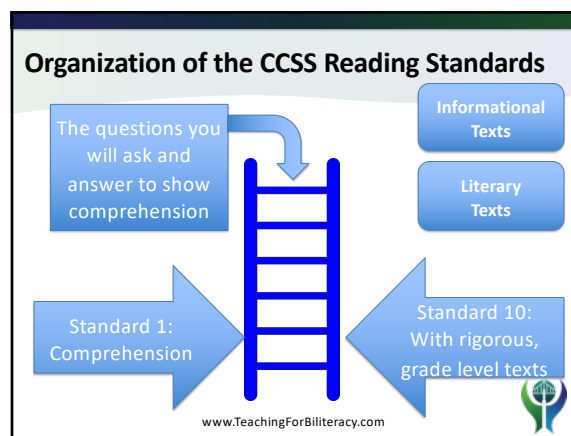
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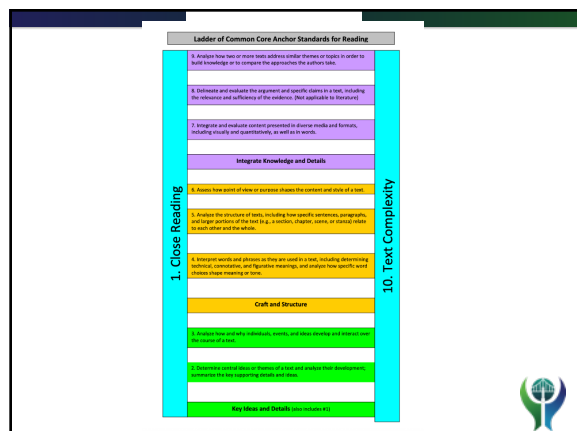
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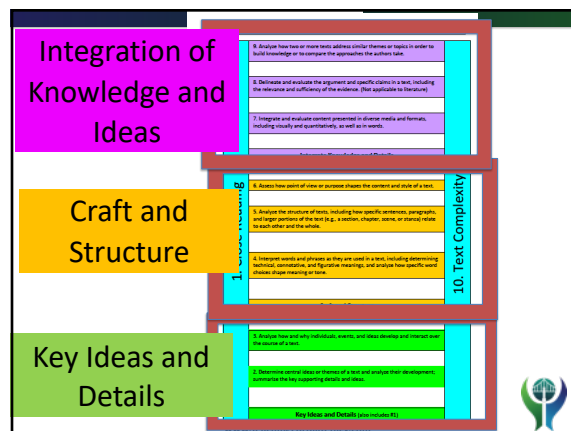
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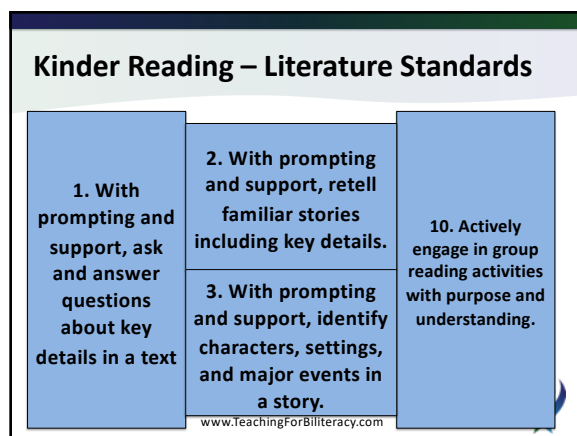
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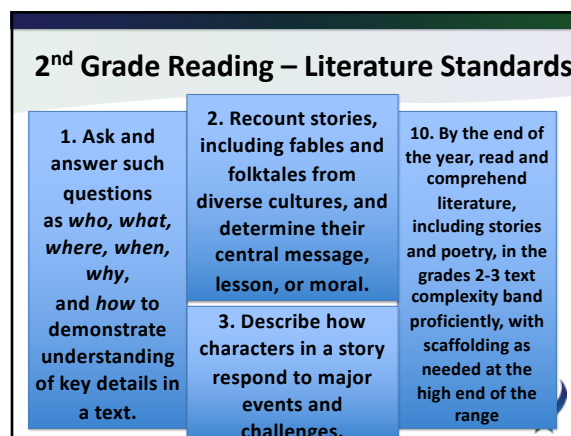
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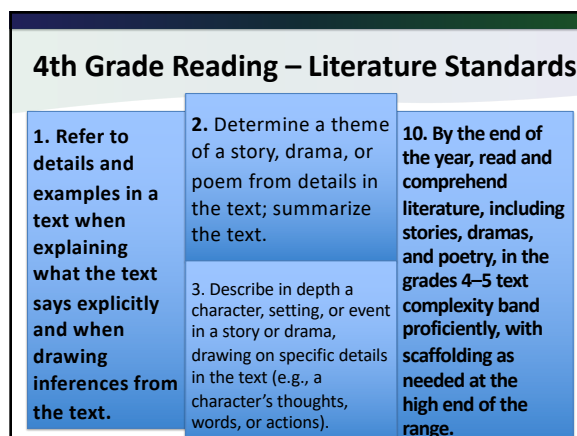
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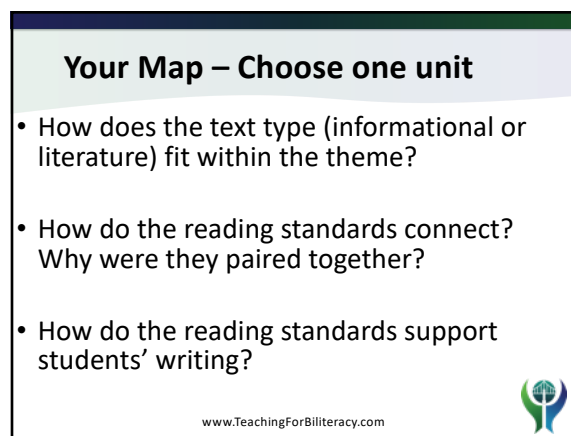
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Agenda

- ✓ Welcome and Introductions
- ✓ Why standards-based biliteracy maps and units?
- ✓ Characteristics of Biliteracy Maps
- ✓ Getting to know your map
 - **Audit your grade-level map**

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Time for Step 1.B!

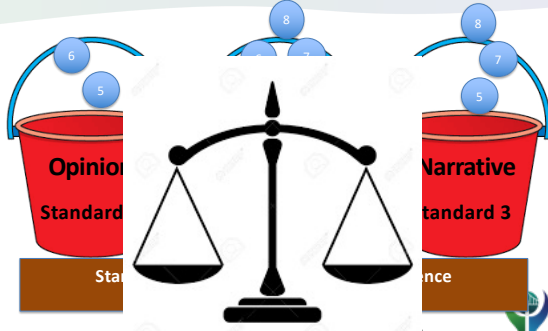
I.B Record, Reflect and Revise

- 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

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Organization of the CCSS Writing Standards



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VUSD Mapping Resources in Google

VUSD Mapping Folder	 https://bit.ly/3QymN9a
VUSD Overview of the Mapping Process	 https://bit.ly/3QqVYUu
Yearlong Storylines	 https://bit.ly/4tF5H8l
Step 1B Audit: Record, Reflect and Revise	 https://bit.ly/42vp0or

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... > VUSD Standards-Base... > 1. Step 1 A >

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Name	Owner
1 & 2. Vision and Pedagogy	me
3. Language and Content Allocation Plan & Biliteracy Sche...	me
4. Review the Standards	me
5. Bundling the Content Standards	me
6. Yearlong Storylines & Sample Maps	me
7. Placing the Writing and Reading Standards	me

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Yearlong Storylines

The yearlong and unit storylines are critical elements for implementing the standards-based maps and units. They are crucial for the curriculum writing team to document their work, and they are a lifeline for teachers who may not have been involved in creating the map and units. At the yearlong level, storylines give a broad picture of the themes and topics that will be taught in each language and within each content area across the year, explaining connections between units and how rigor grows throughout the school year.

Purpose of a Yearlong Storyline: The yearlong storylines explain the connections of the units within a particular content area, including the strategic placement and order of standard bundles across the year and how rigor increases. Yearlong storylines provide a description of how literacy (both reading and writing) is integrated within the content areas as well as connections across the content areas. They are a narrative of the scope and sequence provided by the biliteracy map that focuses on a specific content area (science/social studies) while also making connections across languages.

Recommendations:

- Ensure that there is a yearlong storyline for Spanish instruction and a yearlong storyline for English instruction that matches the biliteracy map.
- It can be helpful to describe the yearlong plan via the content areas including content (science, social studies, or a universal theme) AND language arts, and include:
 - unit themes
 - essential questions
 - connections between and across units
- The storyline should follow the order of the map, beginning with the start of the school year.
- Ensure that the yearlong storyline for each content area (science/social studies) includes how literacy is integrated within and across languages.

The Yearlong Storyline Process: The yearlong storyline process begins as the map is built. Teams note how the standards (or standard bundles) fall on the map and document their justifications. As the team's understanding of the standards deepens, it is important to go back and revise the storylines. Typically, storylines have at least three sections:

- Section 1:
 - Briefly explains the connection of past learning in that content area (for grades one and up) and the yearlong theme of the new grade level.
 - It may describe particular behaviors expected of students in that grade for the content area, or it may begin to describe the units and themes across the year.
 - Some grade levels choose to explain each unit in its own paragraph, including the theme, essential question, how each subsequent unit builds on the previous.
- It also includes a brief description of how literacy (reading and writing) will be integrated within the units.

Page 10



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The Biliteracy Map Auditing Process

Let's start with content standards!



**History-Social Science
Content Standards
for California
Public Schools**

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... > VUSD Standards-Ba... > 1. Step 1B Audit: Reco... >

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Name	Owner	Date modified
1. Rubrics for Reviewing Integration of Content an...	me	Jun 10, 2025
2. Guidance Document_ Record, Reflect, Revise	me	Jun 10, 2025
3. Digital Tally Sheets for Recording, Reflecting an...	me	Jun 10, 2025
4. Sample RRR Map and Audit	me	Jun 10, 2025
5. Grade Level RRR Tally Documents	me	Jun 10, 2025

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1 selected

Name Owner

0. Kinder	me
1. First Grade	me
2. Second Grade	me
3. Third Grade	me
4. Fourth Grade	me
5. Fifth Grade	me

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1. VUSD 5th Grade_ Bundle Notes	
2. 5th Sc-LA and SS-LA rubric	
3. 5th Reading/Writing Tally and Revision Chart and No...	

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Name Owner

1. VUSD 5th Grade_ Bundle Notes	
2. 5th Sc-LA and SS-LA rubric	
3. 5th Reading/Writing Tally and Revision Chart and No...	

Use each document in sequence:

- First read the notes about how the map was bundled.
- Second, audit the content standards.
- Third, audit the Reading and writing standards.

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Content Rubrics

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

Additional resource rubric from NGSS <https://www.nextgenscience.org/sites/default/files/ELQuIPRubricforScience3.pdf>

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Standards Bearer

Grade 10

Percentage Sp. 25/100

Percentage English 25/100

LITERARY STANDARDS TALLY

Informational Texts

Literary Texts

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Grade 10

Percentage Sp. 25/100

Percentage English 25/100

LITERARY STANDARDS TALLY

Informational Texts

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Reading Standards

Notetaking

Informational Texts Reading Standards Tally Sheet									
Spanish					English				
U1	U2	U3	U4	U5	U6	U7	U8	U9	U10

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Reading Standards Reflection

Reflect on Reading

- 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? Indicate missing standards with a red dot on the physical chart and in the digital chart. If the standard is missing in BOTH languages, indicate that with a red dot with a circle around it. See below:

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Writing Genres

Genre Tally Sheet

Standard 1: Opinion/ Argumentative			Standard 2: Informative/ Explanatory			Standard 3: Narrative		

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SAMPLE

Informational Texts Reading Standards Tally Sheet									
Spanish					English				
U1	U2	U3	U4	U5	U6	U7	U8	U9	U10

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Writing Standards

Writing Standards Tally Sheet						
	1- Opinion		2- Informative/Explanatory		3- Narrative	
	Spanish	English	Spanish	English	Spanish	English
U1						
U2						
U3						
U4						
U5						
U6						
U7						
U8						
Total						

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Writing Standards

SAMPLE

Writing Standards Tally Sheet						
	1- Opinion		2- Informative/Explanatory		3- Narrative	
	Spanish	English	Spanish	English	Spanish	English
U1	U1 1.5 1.8					U1 No bucket fillers
U2		U2 No bucket fillers			U2 1.5 1.7 1.8	
U3			U3 1.5 1.6 1.7			U3 No bucket fillers
U4	U4 1.5 1.8			U4 No bucket fillers		
U5		U5 No bucket fillers			U5 1.6 1.8	
U6			U6 1.5 1.7 1.8			U6 No bucket fillers
U7				U7 No bucket fillers	U7 1.5 1.6 1.8	
U8	U8 1.5 1.8					U8 No bucket fillers
Total	3	2	2	2	3	4

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Writing Standards: Reflection

Reflect on Writing

Open reflection: Look at the writing 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):

- Are any buckets missing? How many times is each bucket taught in each language? There should be a balance of the three buckets within each language. In other words, the goal should be to have the same number of opinion, narrative, and informational units in Spanish, and the same number of opinion, narrative, and informational units in English.
- Is one bucket taught in one language, but absent from the other language? There should be a balance of buckets across the languages. In other words, you should not see all the opinion units in Spanish, and all the narrative units in English.
- In what order are the buckets taught? Does it make sense to teach opinion in the beginning of the grade level you are mapping? Should there be four narrative units in a row?
- How are the buckets distributed within the content areas? For example, is narrative always taught with Social Studies, and informative with Science?
- Is the same writing bucket taught in both Spanish and English simultaneously? How does that reflect the Biliteracy guideline that indicates that the same standard should not be taught in both Spanish and English at the same time?

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Writing Standards: Reflection

SAMPLE

Genre Tally Sheet		
Standard 1: Opinion/ Argumentative	Standard 2: Informative/ Explanatory	Standard 3: Narrative
U1 Spanish Personal Essay		U1 English Description
U2 English Personal Essay		U2 Spanish Non-Fiction
	U3 Spanish	U3 English Non-Fiction
		U5 Spanish Personal Narrative
		U6 English Personal Narrative
		U7 Spanish Historical Fiction
		U8 English Historical Fiction
		7

Handwritten notes on a separate sheet:

- 1- Opinion: U1 Personal Essay, U2 Personal Essay, U3 Personal Essay, U4 Personal Essay, U5 Personal Essay, U6 Personal Essay, U7 Personal Essay, U8 Personal Essay
- 2- Info/Explain: U1 How-to-book, U2 How-to-book, U3 How-to-book, U4 How-to-book, U5 How-to-book, U6 How-to-book, U7 How-to-book, U8 How-to-book
- 3- Narrative: U1 Narrative Non-Fiction, U2 Narrative Non-Fiction, U3 Narrative Non-Fiction, U4 Narrative Non-Fiction, U5 Narrative Non-Fiction, U6 Narrative Non-Fiction, U7 Narrative Non-Fiction, U8 Narrative Non-Fiction

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Genres within each bucket
(Source: Pathways to the Common Core)

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

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Writing Genres: Reflection

- Is the balance of writing buckets appropriate for your grade level (remember, the CCSS ask for 1/3 of each bucket over the course of the school year)?
- Are there a variety of sub-genres taught?
- If they are repeated, provide a rationale. We want students to write a variety of sub-genres for each bucket.
- In what language is the sub-genre introduced?

REVISIONS:
Now that you have taken all this time to reflect on the writing standards, it is time to go back and look at the standards!

- Before making any changes to the map, take the time to review all of your noted reflections.
- Then, return to the primary source – the standards. What do the standards actually say? What do the standards say, for example, the expectation is for an opinion piece at the grade level you are mapping?
- Set goals for revising the writing, but don't make any changes to the map yet. For example, goals might be:
 - We need to add more informative writing in Spanish social studies.
 - We need to alternate the writing buckets in our units.
 - We need to move opinion to later in the year, given the demands of the standards.

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Next Steps:

1. Digitize map
2. Draft yearlong storyline
3. Update notes
4. Move to Step 2: Unit Writing

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0. Interactive Handouts from June 9-12, 2025 PD	me
0. Overview of the Process	me
0. Digital Map Templates	me
0. VUSD Communications Plans	me
1. Step 1 A	me
1. Step 1B Audit: Record, Reflect, and Revise	me
2. Step 2: Biliteracy Units	me

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Name	Owner
0. BUF Templates	me
0. Grade Level Units	me
1. Sample Units	me
2. Unpacking Standards into Outcomes	me
3. Writing Big Ideas	me
4. Creating Formative Assessments	me
5. Creating Summative Assessments	me

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... > 2. Step 2: Biliteracy U... > 0. Grade Level U...

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3. Third Grade	me
4. Fourth Grade	me
5. Fifth Grade	me

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