



Writing Big Ideas for Biliteracy Units (BUF)

Part 3: Language Arts

Biliteracy Units of Instruction Integrate Literacy Instruction

Once you have determined the Science or Social Studies big idea for the Biliteracy Unit of Instruction, it is important to include literacy big idea(s) as well.

Science Biliteracy Units include BOTH science big idea(s) and language arts big idea(s).

Social Studies Biliteracy Units include BOTH social studies big idea(s) and language arts big idea(s).

For example, if we refer to the social studies big idea from **Writing Big Ideas for Biliteracy Units, Part 1 Introduction**, we have the social studies big idea:

I want my students to understand that we celebrate holidays in order to remember or honor historical events or people, and there are certain customs associated with celebrating some of these holidays.

In creating a unit that teaches to this big idea, we can integrate the following language arts big idea:

I want my students to understand that when reading informational text, good readers make predictions based on the pictures and using evidence from the text.

In other words, rather than teaching predicting at a separate time during the day, predicting can be taught during the social studies unit, while students are reading about the historical events or figures associated with the holidays. This integration of content and literacy is key to teaching for biliteracy.

IF YOU ARE A COMMON CORE STATE, this is a good resource for beginning with standards:

<http://commoncore-espanol.com/common-core-state-standards-spanish-language-version>

The strands in the Common Core language arts standards that most lend themselves to unit big ideas are:

- **Informational Text**
- **Literature**
- **Writing**

The skills found in Foundational Skills, Speaking and Listening, and Language can be included as essential skills that will be covered during the unit.

IF YOU USE STATE STANDARDS OTHER THAN Common Core, you will want to begin with your state language arts standards that focus on **informational text**, **literature**, and **writing** when creating big ideas and biliteracy units.

The process for creating language arts big ideas is the same as reviewed in Writing Big Ideas for Biliteracy Units, Parts 1 & 2.

For your reference, the following are some examples of general language arts big ideas that can be adjusted to meet grade-level specific expectations:

INFORMATIONAL TEXT:

Key Ideas and Details:

- I want my students to understand that when reading informational text, good readers make logical inferences using evidence from the text.
- I want my students to understand that when reading informational text, it is helpful to determine the main themes and their development, along with analyzing the supporting details.
- I want my students to understand that it is important to analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

- I want my students to understand that the specific words and phrases in a text determine its meaning and tone.
- I want my students to understand that the structure of informational text allows the reader to better comprehend; these include structures such as index, glossary, titles, subtitles, graphs, maps, photos etc.

- I want my students to understand that the point of view presented in the text, and the author's purpose shape how it is written and how it will be understood.

Integration of Knowledge and Ideas:

- I want my students to understand that good readers pay attention to how content is presented visually (illustrations, graphs, etc.) in addition to words.
- I want my students to understand that good readers identify and analyze the argument and evidence presented in a text so that they can weigh its validity and coherence.
- I want my students to understand that it is important to compare and contrast two different texts that cover the same themes or topics in order to build knowledge and understand the different ways that authors present information.

LITERATURE:

Key Ideas and Details:

- I want my students to understand that when reading literature, good readers make logical inferences and pay attention to main ideas and details using evidence from the text.
- I want my students to understand that most pieces of literature convey a moral, a lesson, or tell a story, and good readers identify these key pieces in literature.
- I want my students to understand that authors use different ways of developing characters in literature, and that character development is an important element in literature.

Craft and Structure:

- I want my students to understand that specific words, phrases, rhymes, alliterations and other devices used by authors create the tone of a text and help convey the message.
- I want my students to understand that all pieces of literature have a predictable structure that includes a beginning, middle and end, among others.

- I want my students to understand that author's use different point of view (first person, third person, narrator) depending on the message they want to convey.

Integration of Knowledge and Ideas:

- I want my students to understand that authors use details and illustrations in a story to describe its characters, setting or events.
- I want my students to understand that it is important to compare and contrast two different pieces of literature to analyze how characters and events can be presented similarly and differently.

WRITING:

Text Types and Purposes:

- I want my students to understand that when writers write opinion pieces, they state an opinion, give reasons for their opinion, and then bring their piece to a close.
- I want my students to understand that when writers write an informative or explanatory piece, they introduce the topic, describe facts and other information about the topic, and then they bring their piece to a close.
- I want my students to understand that when writers write a narrative piece, they provide several events, they describe these events using details, and they use words such as temporal or sequential words that help the reader follow the sequence of events.

Production and Distribution of Writing

- (2nd grade and up) I want my students to understand that writers prepare their writing by organizing and developing their writing to match their purpose and audience.
- I want my students to understand that writers revise and edit their writing as part of the process of creating a writing piece.
- I want my students to understand that writers use a variety of tools to help strengthen their pieces, and these supports include meeting with their peers.

Research to Present and Build Knowledge

- I want my students to understand that writers research their writing by reading a variety of texts on the same topic so that they can better present their ideas.
- I want my students to understand that writers often center their writing around a question that they think about and answer, including lived experiences and other sources that can answer the question.