

BUF Writing: Process and Product



Karen Beeman

Karen@TeachingForBiliteracy.com

Cheryl Urow

Cheryl@TeachingForBiliteracy.com



THE CENTER

BUF Writing Process: Steps to Take

1. Language and Content Allocation Plan

More samples on www.teachingforbilitery.com

Teaching for Biliteracy Summer Institute 2015



SAMPLE Content Allocation Plan for 50/50

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science	English to Spanish (end of every unit) PK-2: • Language Arts/ Science Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science	Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

SAMPLE Content Allocation Plan for 80/20

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Science	K-2 (end of every unit): English to Spanish: • Language Arts	Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

BUF Writing Process: Steps to Take

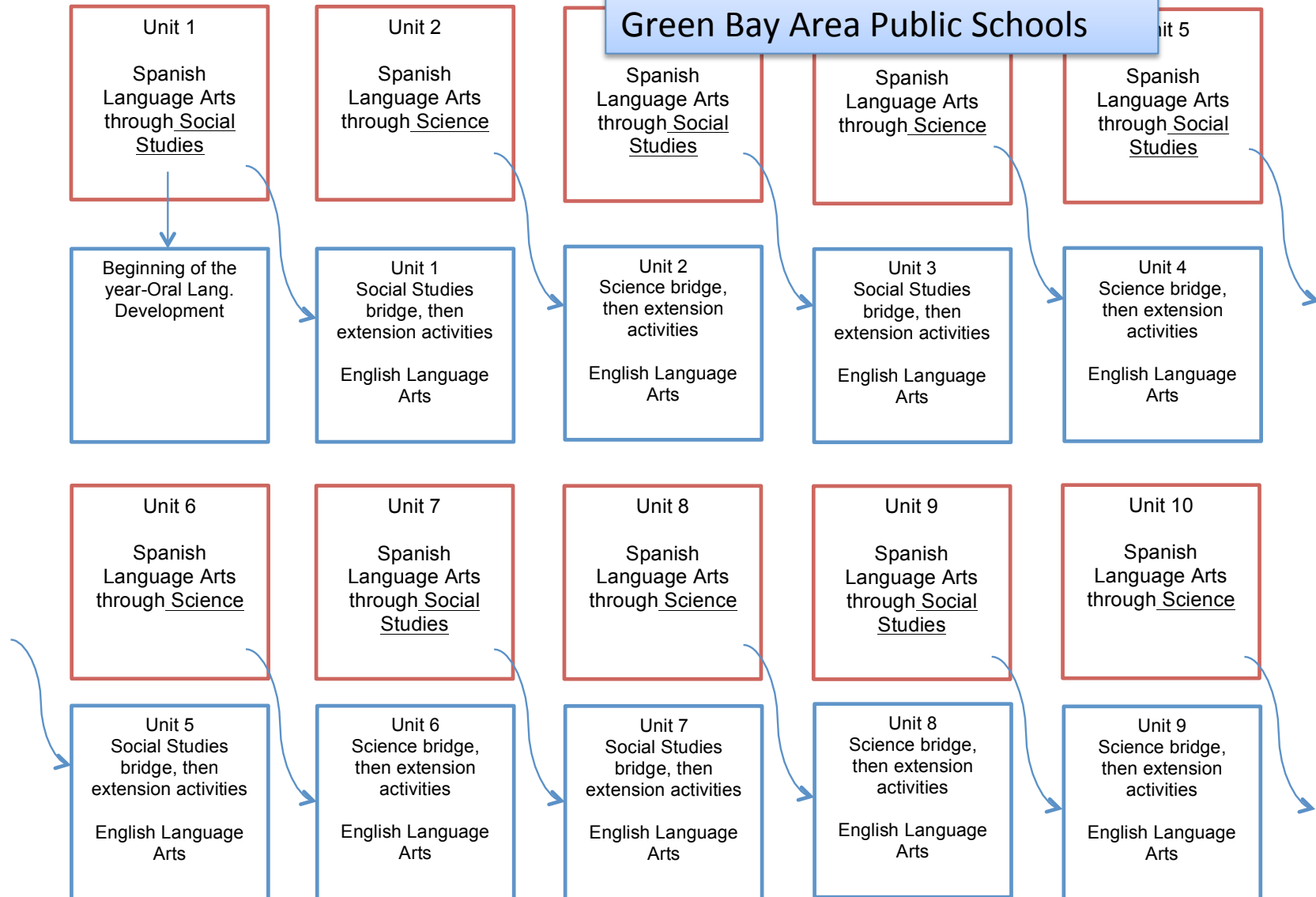
1. Language and Content Allocation Plan
2. Develop Year-Long-Units based on Standards

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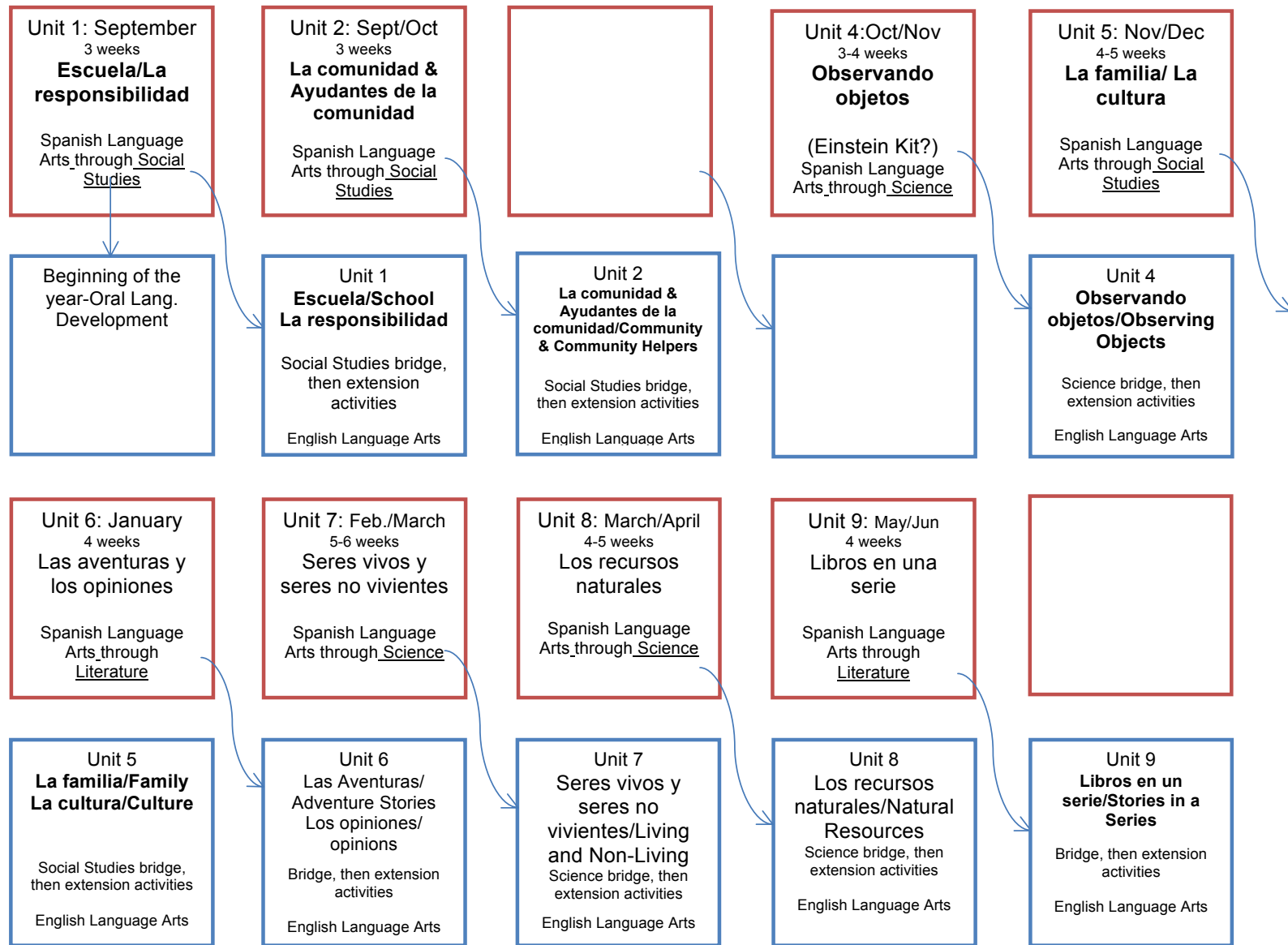
Teaching for Biliteracy Summer Institute 2015



Bilingual Unit Plan – 80/20 Model Green Bay Area Public Schools



K-2 Simultaneous Literacy
Kindergarten, 2012-2013



Verona TWI Program: 1st Grade Literacy and Math Year-Long Plan
January, 2014

Time Frame	Spanish	Bridge	English
Early Sept	Literacy and SS: <i>Me and My Community #1: School and Me</i> - rules, classroom, community		Literacy: School-supplies, rules Math
Late Sept/Oct	Literacy and SS: <i>People in Families</i> Math: (Extension activities)		Literacy: People at School Extension: <i>Me and My Community #1: School and Me</i> Math
November	Literacy and Science: <i>Structure, Function, Behavior of Organisms</i> Math: (Extension activities)		Literacy: Seasonal Changes for Plants & Animals Extension: <i>Families</i> Math
Dec	Literacy and Science: <i>Structure, Function, Behavior of Organisms</i> Math: (Extension activities)		Literacy: Hibernation Extension: <i>Structure, Function, Behavior of Organisms</i> Math
Jan	Literacy and SS: <i>Long Ago & Today</i> Math: (Extension activities)		Literacy: Historical Figures Extension: <i>Long Ago & Today*</i> Math
Feb	Literacy and Science: <i>Heredity of Organisms</i> Math: (extension activities)		Literacy: Animal Environments Extension: <i>Heredity of Organisms*</i> Math
March	Literacy and SS: <i>Maps & Globes</i> Math: (extension activities)		Literacy: Fairy Tales (from around the world) Extension: <i>Maps & Globes*</i> Math
April	Literacy and Science: <i>Earth and Space</i> Math: (extension activities)		Literacy: Earth Day/Conservation Extension: <i>Earth and Space*</i> Math
May/June	Literacy and Science: <i>Sound & Light</i> Math: (extension activities)		Literacy: Weather Extension: <i>Sound & Light*</i> Math

*Extension at the end of the month

50/50 Plan
Verona, WI

Grade 3	Unit1 9/2-10/3; Bridge 10/6- 10/10	Unit 2 10/13-11/7; Bridge 11/9- 11/14	Unit 3 11/17-12/19; Bridge 12/19- 12/23	Unit 4 1/5-2/6; Bridge 2/9- 2/13	Unit 5 2/16-3/13; Bridge 3/16- 3/20	Unit 6 3/30-4/24; Bridge 4/27- 5/1	Unit 7 5/4-6/10; Bridge 6/8- 6/10
Spanish	<i>True Stories/ Personal Narratives</i>	<i>Realistic Fiction/Author Study</i>	<i>Informational</i> Earth's Resources Rocks and Minerals Einstein Kit	<i>Informational</i> Space/Earth's Systems	<i>Narrative (Folktales and Myths)</i> Cultural Identity and Geography	<i>Informational/ Lab Report</i> Forces/Simple Machines	<i>Opinion</i> Life Cycles/ Plants Plant Growth Einstein Kit
English	<i>Informational- biographies</i> Diversity, Personal Timeline, Hispanic Heritage Month (9/15-10/15)	<i>True Stories/Persona l Narrative</i> Holidays/Calen dar	<i>Realistic Fiction /Author Study</i>	<i>Informational</i> Geography Social Studies	<i>Informational</i> Branches of Government and Rights and Responsibilitie s/Civic Responsibilitie s	<i>Persuasive</i> Producers and Consumers/ Informed Decisions and Resources	<i>Informational/ Research</i> People and Places in History

50/50 Grade 3
Green Bay Area Public Schools

July 17, 2014

Grade 4	Unit1 9/2-10/3; Bridge 10/6-10/10	Unit 2 10/13-11/7; Bridge 11/9- 11/14	Unit 3 11/17-12/19; Bridge 12/19- 12/23	Unit 4 1/5-2/6; Bridge 2/9- 2/13	Unit 5 2/16-3/13; Bridge 3/16- 3/20	Unit 6 3/30-4/24; Bridge 4/27- 5/1	Unit 7 5/4-6/10; Bridge 6/8- 6/10
Spanish	<i>Personal Narrative</i>	<i>Persuasive</i> Science, Technology and Health	<i>Informational</i> Animals and Living Things Microworlds Einstein Kit	<i>Realistic Fiction</i>	<i>Research</i> Weather and Water Cycle	<i>Persuasive</i> Forms of Energy and Matter	<i>Informational - Lab Report</i> Electric Circuits Electric Circuits Einstein Kit
English	Map Skills & Immigration with a focus on <i>Narrative Writing</i>	WI History through Literary Texts	<i>Traditional Literature/ Native American Stories and History</i>	<i>Informational</i> Civics/ Government	<i>Persuasive</i> Economics	<i>Primary and Secondary Sources</i> Erosion	<i>Poetry, Prose, and Reader's Theater</i>

50/50 Grade 4
Green Bay Area Public Schools

July 17, 2014

BUF Writing Process: Steps to Take

1. Language and Content Allocation Plan
2. Develop Year-Long-Units based on Standard
3. Develop daily schedules that include district literacy “routines”

More samples on www.teachingforbilitery.com

Teaching for Biliteracy Summer Institute 2015



80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at
FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Reading Comprehension • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills and concepts • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English (Extension Activities)

Chapel Hill, NC
Kinder
80/20



Grades K-5 in the 50/50 program at Carrboro and FPG

Chapel Hill,
N.C.
50/50
Kinder

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Reading Comprehension • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	English

NOTE: Each grade level will have different intervention times, specials and lunch and recess.



BUF Writing Process: Steps to Take

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3. Develop daily schedules that include district literacy “routines”
4. Tweak the BUF template to reflect your district reality, and write units!

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Teaching for Biliteracy Summer Institute 2015



BUF Summary

Language: _____

Timeframe: _____

Big Idea(s):

Content Standard(s):

Literacy Standard(s):

Language Standard(s):

Verona, WI

Building Oracy and Background Knowledge (Vocabulary)

Reading Comprehension (CCSS Literacy/Informational Text, CAFE Strategies)

Writing (CCSS Writing/Calkins Units)

Word Study and Fluency (CCSS Foundational Skills and Language Usage)

Summative Assessment

The Bridge

Extension



Biliteracy Framework (Grades 3-5)

Subject	Language
Science and Language Arts <i>(The following structures will be followed in Spanish for grades 3-4 and in English for grade 5)</i> ▪ Gradual Release of Responsibility ▪ Building Background Knowledge & Oracy (Initial part of each unit) - o Utilize the entire literacy block over a few days - o Model and teach formal vocabulary - o Prepare students for literacy instruction - o Respects the language that the students bring into the classroom - o Reduce teacher talk & increase student to student interaction - o Examples of strategies: Total Physical Response (TPR), Adapted Readers Theater, Sentence Frames ▪ Reading Comprehension - o Instruction linked to student background knowledge - o Comprehension is the focus - o Discrete skills taught within a comprehensible text - o Instruction is standards based (CCSS, Content, Spanish Language Development Standards) ▪ Balanced Literacy ▪ Readers Workshop (not necessarily every day) ▪ Interactive Read Aloud (including oral language development) • Turn and Talk and Sentence Frames ▪ Shared Reading (including oral language development) • Turn and Talk and Sentence Frames ▪ Language Experience Approach-LEA (use student language to focus on reading and writing) • Turn and Talk and Sentence Frames ▪ Guided Reading and Literature Discussion Groups	Spanish

Create guidelines
 For teacher – Green Bay
 Area Public Schools

Biliteracy Unit Framework (BUF) Explained with Chapters in *Teaching for Biliteracy*

Planning for Biliteracy (backwards design, beginning with STANDARDS)

Content Areas: Language arts and the other content areas intertwined- Literacy is language arts.

Language Arts Standards:

WIDA Standards (language development):

Content Standard(s):

Content Big Idea(s) Think about socio-cultural context in this area (Statement)-umbrella.

We want the students to see themselves reflected in the books and materials that we use. Ethnic cultural piece is very important but we have to keep in mind that ethnic culture isn't gender or race only. Hook the students into the content through their self-connections.

Language Arts Big Idea(s) California Common Core Standards (part of L.A. big ideas)

Content Targets: more specifically what we want all kids to learn from the big idea (essential knowledge/essential skills)

Blooms Taxonomy

Language Targets: more specifically what we want all kids to learn from the big idea, also think at the word/phrase level (academic vocabulary/language)

**Consult Chapter 4 in
*Teaching for Biliteracy***

- Spanish- Spanish language targets/goals*
- The Bridge- metalinguistic goals (there are patterns, cognates, -tion and -cion, etc.) Comes at the end of the unit and it is connected through both languages and is your Segway into the next unit in English. It helps connect the Spanish terms into the English terms.*
- English- (*1) English language targets/goals*

Summative Assessment: Performance assessments, projects, portfolios, culminating projects (formative assessment on a larger scale), etc. You could do an assessment after each target, it does not have to be either after Spanish instruction or after English instruction, it is based off of what makes sense for your unit and what targets you are aiming for the students to learn. You should be able to quantify how much your students are learning throughout the unit. (Observational notes that follow the students up to the next grade level- documenting student growth) Rubrics for content goals and separate ones for the language goals even if it is the same project.

Materials/Resources:

- Include all the instructional materials needed to teach the unit of instruction.*

Developing Oracy and Background Knowledge (One language until the Bridge)

TPR, Concept Attainment, Fishbowl, Experiment, Video, Field Trip.

**Consult Chapter 6 in
*Teaching for Biliteracy***

- Make sure the oracy is being built in the beginning of the unit.*
- Field trips in our district are set, they are supposed to be done at the beginning of the unit but are typically at the end of the unit in our district. Are we able to take our field trips where and when we want?*
- Add the conversation about field trips into our planning so we can build background for our students before the unit begins.*
- Cross program dialogue between the teachers in general education and bilingual/dual language programs. (*2)*
- Community events (PR) during the different units to involve the entire community- inviting everyone- not just Spanish speakers or just*

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3. Develop daily schedules that include district literacy “routines”
4. Tweak the BUF template to reflect your district reality, and write units!
5. Develop a weekly plan aligned to the BUFs

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Teaching for Biliteracy Summer Institute 2015



Planning for Background, Oracy, and Literacy within Content – Verona, WI

GEOGRAPHY 1ST GRADE TWI

SPRING 2015

WEEK TWO	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective SWBAT:	Identify the 3 key parts of a map	Orient map (directionality and parameters)	Place playground features on map and in map key	Place playground features on map and in map key	Navigate their maps using N, S, E, O
Language Objective SWBAT:	Write about their location on the classroom map using positional words.	Define map parameters using N, S, E, O	Use <i>key</i> and <i>symbols</i> to summarize their map.	Use <i>key</i> and <i>symbols</i> to summarize their map.	Follow oral directions (N S E O)
Whole Group Mini-Lesson *	Intro and teach map song	Review how to find directionality and rules for mapping outdoors	Review how to draw map and map key	Review how to draw map and map key.	Model how to navigate classroom map.
Opportunity for Oral Language Development *	Yo estoy ____ de ____.	On my map, E is ____, W is ____, S is ____ and N is ____.	Mi mapa tiene ____.	Mi mapa tiene ____.	Mueve ____ espacios al ____ y ____ espacios al _____. ¿Donde estas? Estoy ____ de ____.

Planning for Background, Oracy, and Literacy within Content cont.

Independent Practice Activities	See center work	Students will work on creating their own map of the playground	Students will work on creating their own map of the playground.	Students will work on creating their own map of the playground.	Practice giving directions to a partner using move ____ spaces ____ and ____ spaces _____. Where are you? I am ____ of _____.
Writing/Word Work	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words
Dictado					
Assessment	FL: Use of positional words			SC: Playground Map	SL: Check-in on following directions using N, S, E, O

Centers:

1. Read to self : map books
2. Oracy: positional words with beanie babies
3. Word Work: Open/closed syllable work
4. Content: Play compass game

Chapel Hill, NC. Biliteracy Pacing Guide

Week #	1	2	3	4	5	6	7	8	9
Dates	Aug 24-28	Aug 31-Sept 4	Sept 7-11	Sept 14-18	Sept 21-25	Sept 28-Oct 2	Oct 5-9	Oct 12-16	Oct 19-23
Important dates & events			Holiday Sept 7	DO Sept 17	OTWD Sept 23			DO Oct 15	End of Q1 - Oct 23
testing		mClass testing window for k-3 & RtA (8/31-9/18) Performance Series testing - math 3-5; reading 4-5 (9/1-30) AIMSweb testing (8/31-9/18) 3rd grade BOG (9/10-16)							
math									
Spanish	Cuidadanos del Mundo - Government, timelines & describe the connection between series of events & the main idea to write an informative text.						bridge	Explorando Nuestro Mundo - presented in two	
English	Citizens of the World - Classroom Culture		bridge	Citizens of the World - Community Citizens & Describe how characters in a story respond to major events to write a narrative.			bridge	Exploring Our World - Weather features t	
immersion:									
math									
project 1									
project 2									
extension/ English time									

