

BUF Writing Summit 2016



Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Agenda

9:00-12:00 – Morning Session

- Introductions and Summit Overview
- C4T4B Members – Our Story: Who we are and our Biliteracy Journey
- Beginning the BUF Writing Journey
 - Vision
 - Language and Content Allocation Plan
 - Networking Activity
 - The BUF Triangle



Agenda

12:00-1:00 – Lunch on your own

1:00-3:00 – Afternoon Session

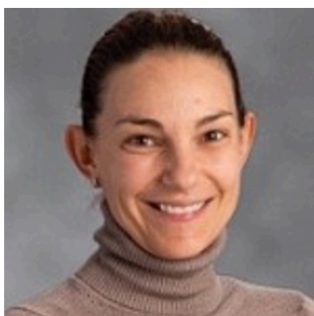
- Whole group check in followed by:
 - Optional Mini Lessons
 - Work Time





About the Author: Olga Karwoski

Olga Karwoski received a dual B.A. in Elementary Education and Spanish from Trinity Christian College. She received her M.A. in Curriculum and Instruction with an ELL/Bilingual Endorsement from National Louis University. She worked as a bilingual teacher in District 45's TBE program teaching first grade in 2000, sixteen years ago. She has taught English, mainstream, and bilingual in, second, third, and fourth grades. Olga has experience in co-authoring materials for District 45. She is passionate about collaborating with and supporting other teachers. Along with her colleagues, she has presented to parent



About the Author

Melody Wharton has worked in Miami, she taught Language education, instructional coach, and is currently in Education and is currently in Hill. She uses her instructional strategies knowledge with other teachers. *Melody*



About the Author

Susan Pryor has worked at the Institute and the... She began her career in... received an M... experience teaching... worked at the... dual language... and experience... Institute and the...

My Biliteracy Journey

BUF Writing Summit 2016

Olga Karwoski

www.teachingforbiliteracyok@gmail.com

www.TeachingForBiliteracy.com





- Simultaneous Bilingual
- Born in Chile and raised in the U.S.A.
- Taught for 16 years in Villa Park, District 45
- Grades Taught: 1st, 2nd, 3rd, and 4th

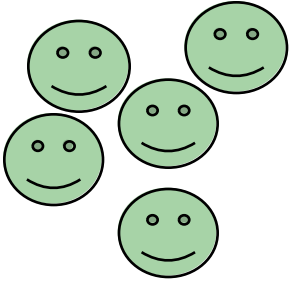


First Teaching Assignment

First Grade Bilingual

August, 2000

Transitional Bilingual/English as a Second Language

Students	Goal
	

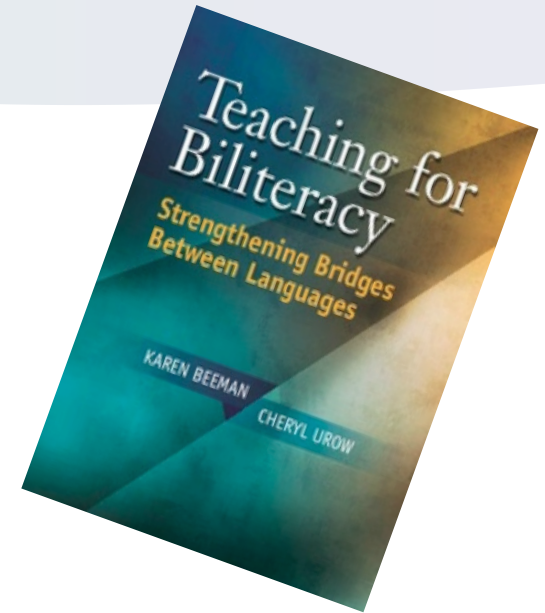


Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • Blue Students – students who enter the program as monolingual English speakers (non-ELLs) • Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs • Other ELLs (Urdu speakers, for example) • Other bilingual, non-ELLs (Tamil/English bilinguals, for example)	High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs	High levels of bilingualism and biliteracy and academic achievement in both languages.
Transition Bilingual Education (TBE)	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • In some instances, AND Blue/green students – students who enter the program with linguistic resources in both languages – identified ELLs	High levels of language and literacy development in English and high academic achievement in English.



Teaching for Biliteracy

- D45 began to get trained by Karen Beeman
- Implemented strategies and began to map out units in multi-district collaborative effort
- Enrolled in the Teaching for Biliteracy course with Cheryl Urow for 8 fantastic weeks
- Began to write units with my colleague
- Our Admin gave us summers and allocated time to continue writing units
- Collaboration with Gen Ed teachers, coaches, reading specialists, gifted teachers



Integrated Units

August ,2006

Science

Social Studies

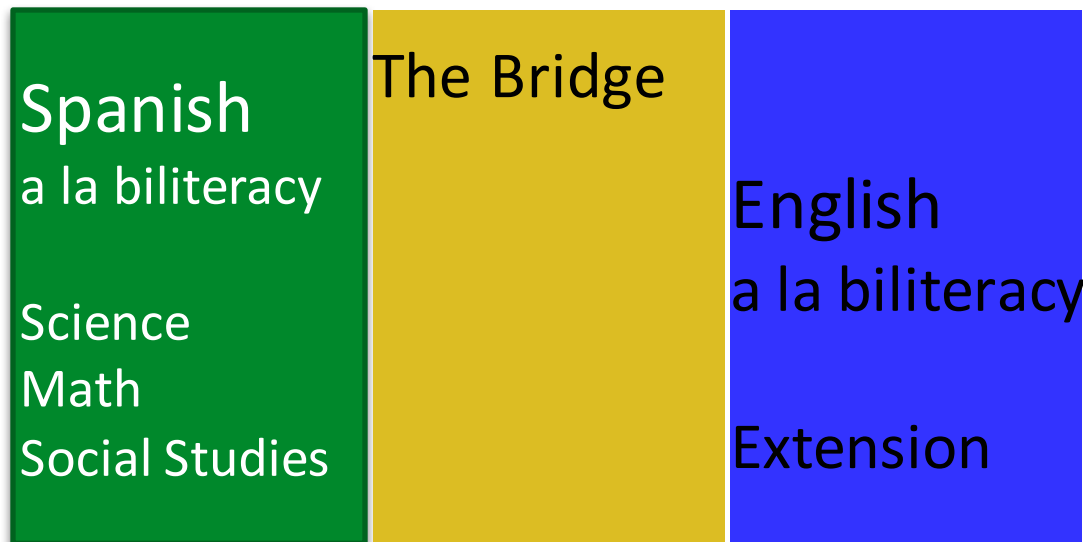
Language Arts

Taught “a la monolingual”



Biliteracy

August ,2010



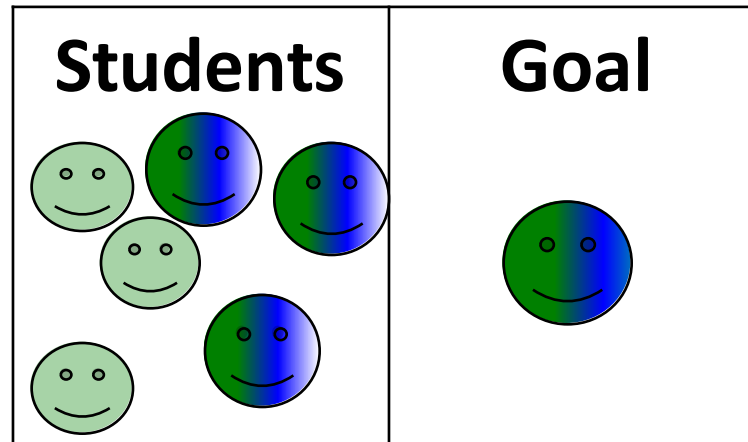
50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • Whole Group Mini-Lesson • Writing • Independent practice • 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	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



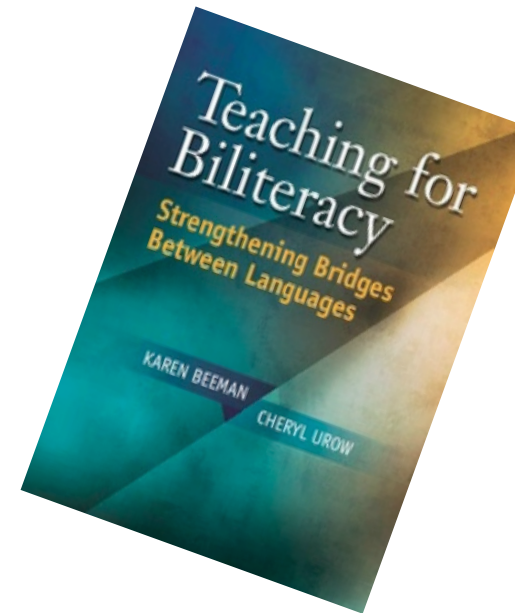
Biliteracy Training and Journey

**Dual Language: One-way Immersion,
Developmental Bilingual, Maintenance Bilingual**

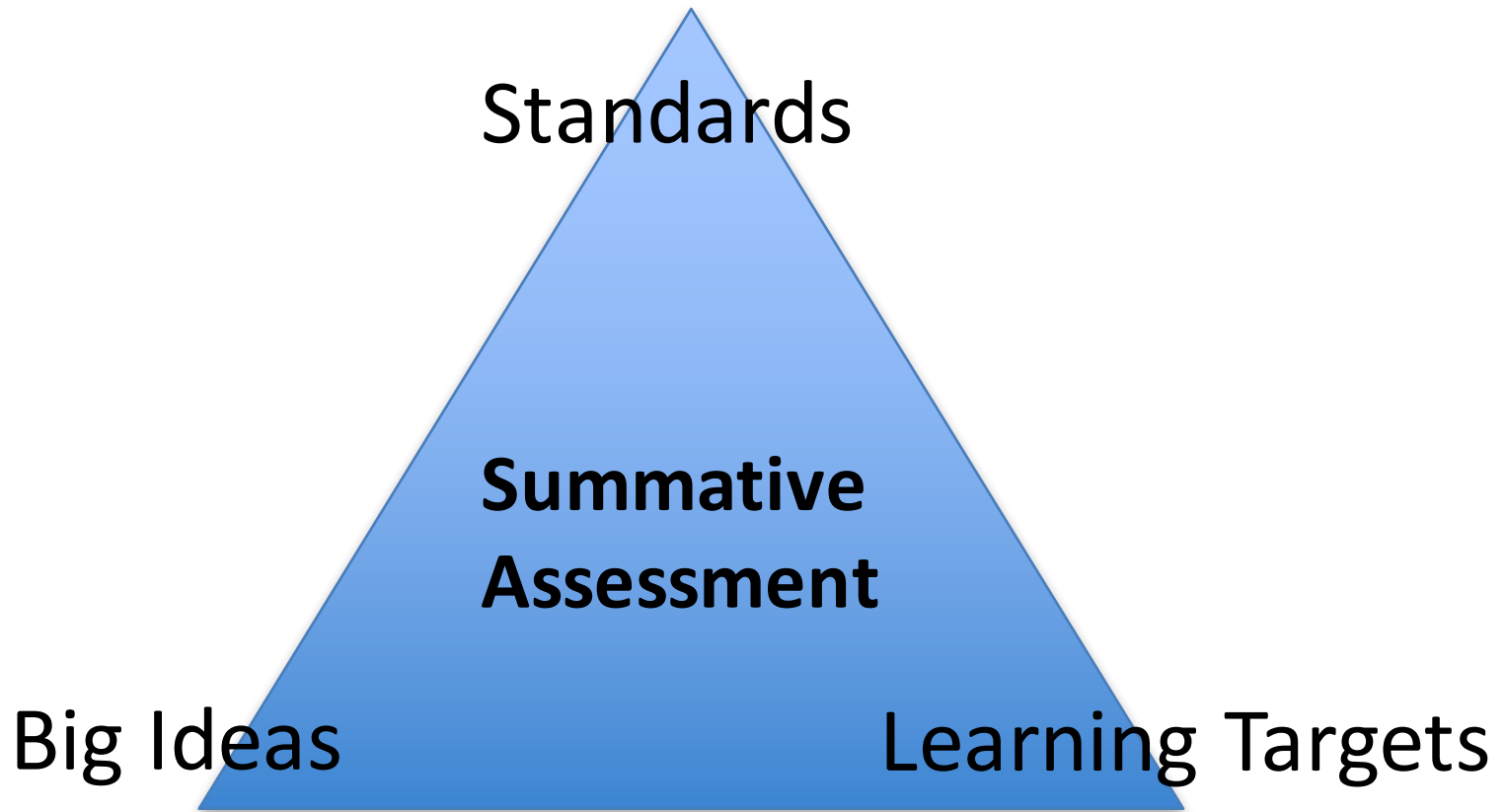


Teaching for Biliteracy

- Revise content and language allocation plan
- Revise schedules
- District Initiatives fit into Biliteracy
- Revise Biliteracy maps
- Continue Biliteracy training



The Foundation of a Biliteracy Unit



Journey Toward Biliteracy

18
NOV

The Long Way Home...to Teaching for Biliteracy

By Susan Pryor

2 Comments

Beginning with Biliteracy: A Kindergarten Story

The Road to Trilingualism

My first and most important layer of expertise was gifted to me by my parents. I am a first generation Cuban-American woman. My parents came to this county in the early 60s to flee the growing oppression of the communist movement in Cuba...they chose to leave, although in their eyes, they were forced to abandon their country. I grew up as a simultaneous bilingual in Miami, Florida, with grandparents that knew no English, a mother who spoke to me in English to practice the English she was learning from watching American soap operas, and a father who spoke to me in Spanish though he had learned enough English to get by outside of our home. I took this gift for granted for a long time...there was nothing special about knowing Spanish in Miami (most people spoke Spanish), and as a teenager, I chose a revolt against Spanish as the marker of my search for independence. I had been forced to take Spanish class in Catholic School until 8th grade, and I certainly was not going to continue doing so when I had a choice of what foreign language I wanted to learn in high school. So I took American Sign Language. Little did I know that taking American Sign Language (ASL) then was the seed that sprouted my next level of expertise.

After high school, and now a trilingual, I pursued a bachelor's degree in deaf education. Although there are many approaches to teaching deaf children, my studies focused on capitalizing on deaf children's visual strengths by teaching them to communicate in American Sign Language (ASL) (a visual and spatial language). ASL meets the needs of face-to-face communication between deaf individuals, but it is not a written language. Deaf children must learn to read and write in English, in essence, their second language. ASL has unique linguistic characteristics that are completely different from English. For example, English sentences are constructed as noun-verb-object, but in ASL that order changes to noun-object-verb. By its very nature, the process of learning to read and write in English for deaf children is one of comparing and contrasting the languages and making connections between the unique features of each language. I graduated with my bachelor's in deaf education and taught deaf children in a self-contained class of children that ranged from preschoolers to first graders.



Finding Teaching for Biliteracy

- Organic process
- One teacher looking for a better way...
- ...and working with any colleague that would listen!



Beginning with Teaching for Biliteracy

My Single Steps

- Native language literacy →
Spanish literacy for all →
Biliteracy
- More concrete activities
connected to read-alouds
- No more translating of
materials!
- Compare/contrast letter
sounds
- Different word walls



Celebrating Accomplishments

Important Shifts in Thinking

Then...

English minutes

Keep languages separate:
ALWAYS!

English dominant

Native
language
literacy

Spanish minutes

Translated
Materials

Spanish dominant

Monolingual
Pedagogy

...and Now

**More expert
Spanish speaker**

**Languages side by side
for metalinguistic
comparison/contrast**

**Transferable and
non-transferable
literacy skills**

**Authentic
materials**

**Authentic
pedagogy**

**Integration of
literacy with
content**

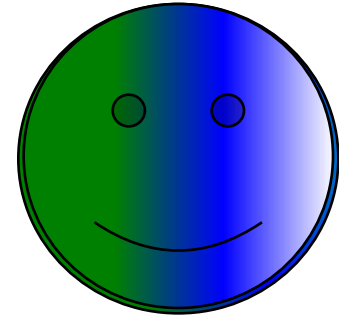
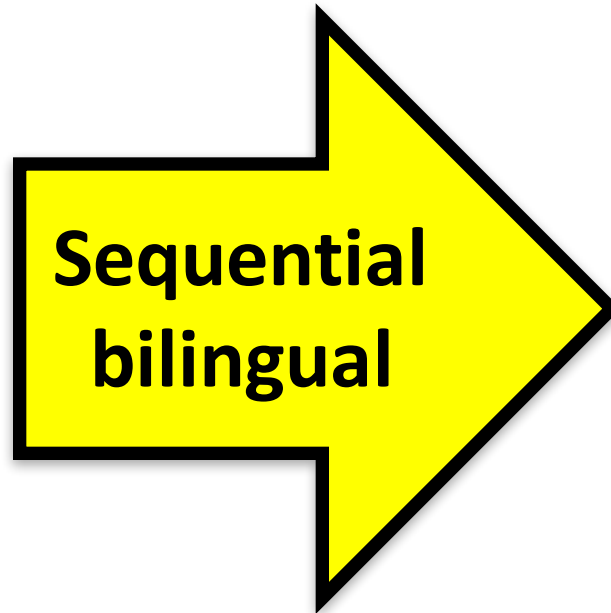
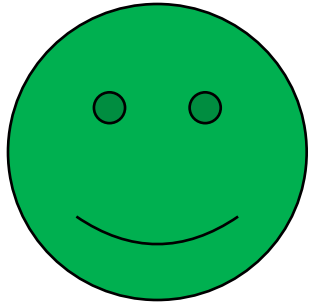
**More expert
English speaker**

Reflecting on Challenges

and the thinking that helped me get through them!

- Time
 - Remember it's a *unit* plan: an investment of more time, but less frequently
- Resources
 - Focus on *strategic* use of existing resources
 - Remember the power of the resources you create *with* students!
- Only K dual language teacher
 - Recruit non-dual language teachers to BUF with you!

My Biliteracy Journey



My Biliteracy Journey

2005



English
World



El
Mundo
de
Español



My Biliteracy Journey

2007

English World		Spanish World
Math		Reading Workshop “a la monolingual”
Science		Writing Workshop “a la monolingual”
Health		Social Studies

My Biliteracy Journey

2009

Math –
English

Integrated Unit	
Science/Health	Reading Workshop “a la monolingual” with supports for language learners
Social Studies	Writing Workshop “a la monolingual” with supports for language learners

My Biliteracy Journey

2011-2014

Spanish	Bridge	English
Literacy *“a la biliteracy” Social Studies		Literacy *“a la biliteracy” Science Math
Extension of English Unit		Extension of Spanish Unit



My Biliteracy Journey

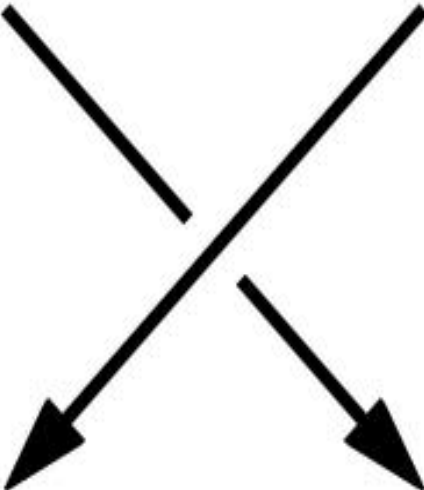
2015-2016

- Teaching for biliteracy is different than teaching for monoliteracy
- Central office support
- Schedules
- Initiatives fit into BUF model
- Year long plan for each grade with identified units



My Biliteracy Journey

2015-2016

Spanish	Bridge	English
Literacy *“a la biliteracy” Social Studies		Literacy *“a la biliteracy” Science Math
Extension of English Unit		Extension of Spanish Unit

My Biliteracy Journey

2015-2016 – Revised Content and Language Allocation Plan

Proposed Change for Content and Language Allocation	50-50			Immersion		
*Start with K-2 15-16	Spanish	Bridge	English	Spanish	Bridge	English
Kindergarten	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish
First Grade	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish
Second Grade	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish

My Biliteracy Journey

2015-2016 –
Revised Schedules

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 Spanish Language Arts/Spanish Language Development • 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	Science and Spanish Language Arts/Spanish Language Development • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:30-1:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English (Extension Activities)
1:30-2:30	Specials	Half are offered in Spanish and half in English at FPG

My Biliteracy Journey

Challenges

- Integration of district initiatives
- Bringing all stakeholders on board
- Developing Biliteracy Maps and BUFs
- Continuing training for new teachers and district staff



What is biliteracy and what does biliteracy look like?

Creating Systems that Support Biliteracy



THE CENTER

Vision

- For whom is your biliteracy program?
- What are its goals?
- How long are students expected to be in the program?
- **Write your district and your vision on the chart paper**





**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

Programmatic Structures Needed for Biliteracy

- Language plan: determines percentage of time in each language
- Content plan: determines language for each content



West Chicago District 33 – Biliteracy Core Curriculum Chart
Updated May 25, 2016

Biliteracy is planned for on a daily basis using the academic instructional minutes (not including specials or lunch/recess).

Grade	Spanish	English
Pre-Kindergarten 80/20 All students	See Chart	See Chart
Kindergarten 80/20 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 275 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 45 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
First Grade 70/30 All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math 260 academic Spanish minutes	English Language Arts Extension activities (all four language domains: L,S,R,W) 55 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Second Grade 60/40 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 240 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 75 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Third Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fourth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fifth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts/ESL - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes



Program Considerations Handout

Program Considerations for Teaching for Biliteracy

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 18-21 Planning for Biliteracy at the Classroom Level from the Learner's Perspective	Programmatic Supports -> • Infrastructure Supports ○ Sample Content and Language Allocation Plans ○ Sample daily and weekly schedules • Description of Programs ○ Defining language allocation programs based on program goals

Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**.

Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for biliteracy and the Bridge.

Working on your own or with your team, map out your current **content and language allocation plan**. Using instructional minutes allocated for the day or week (do not include specials or lunch/recess), determine how much instructional time students spend in Spanish and how much of their instructional time is in English. You may use the worksheet below or another framework.

As you complete the Content and Language Allocation Worksheet (pp. 2-3), reflect on the following:

- Have you used academic instructional minutes to determine Spanish minutes and English minutes (exclude specials, lunch and recess)?
- Do students receive literacy in Spanish and English daily (possible in all programs: 80/20 and 50/50 programs)?
- Compute actual instructional minutes by language. Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?
-

Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				



Assumptions

- Students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include ESL and SSL approaches.
- The options can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).
- The options are not a departmentalized model. 

Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies



Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches a third grade.

	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 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 English to Spanish (end of every unit): • 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		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



Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-

	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 Social Studies	English to Spanish: • Language Arts Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	Language Arts Math
Fourth Grade	Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies



Option B: 80/20 The majority of the content is delivered in Spanish, K-2.

80 % Spanish – 20% English K-2 - Switches subject area in grades 3, 4 and 5.

	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 K-2 (end of every unit): English to Spanish: • Language Arts	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 Math	Sp. to Eng.: LA and Math <u>Eng. to Sp.: LA, Sc. and Science</u>	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies



Sketch your Language and Content Allocation Plan

- Indicate the percentage of time and instructional minutes for each language for each grade level.
- Place it next to your vision statement.
- Use green and blue (or your colors) to indicate Spanish and English.

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				



**Programmatic Level:
Language and Content Allocation Plan**

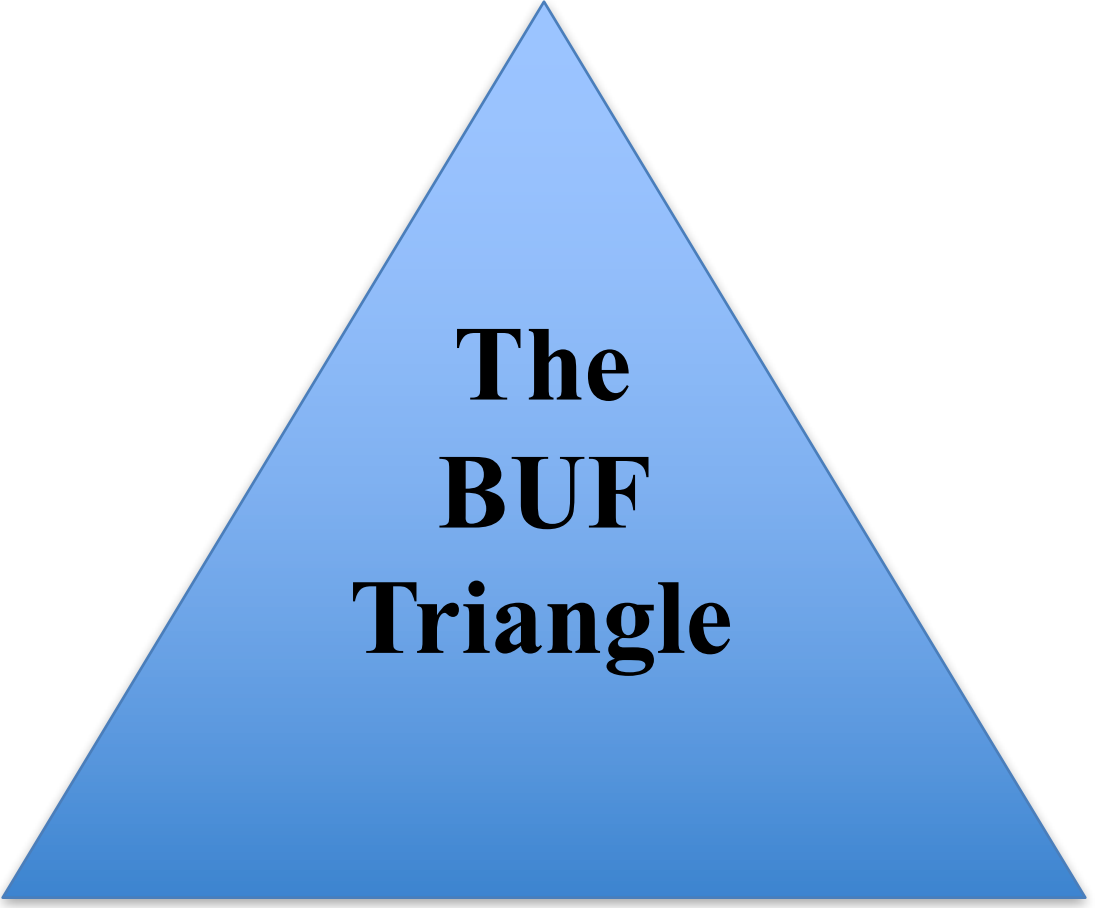


**Classroom Level:
Biliteracy Schedules: Daily Spanish and English Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

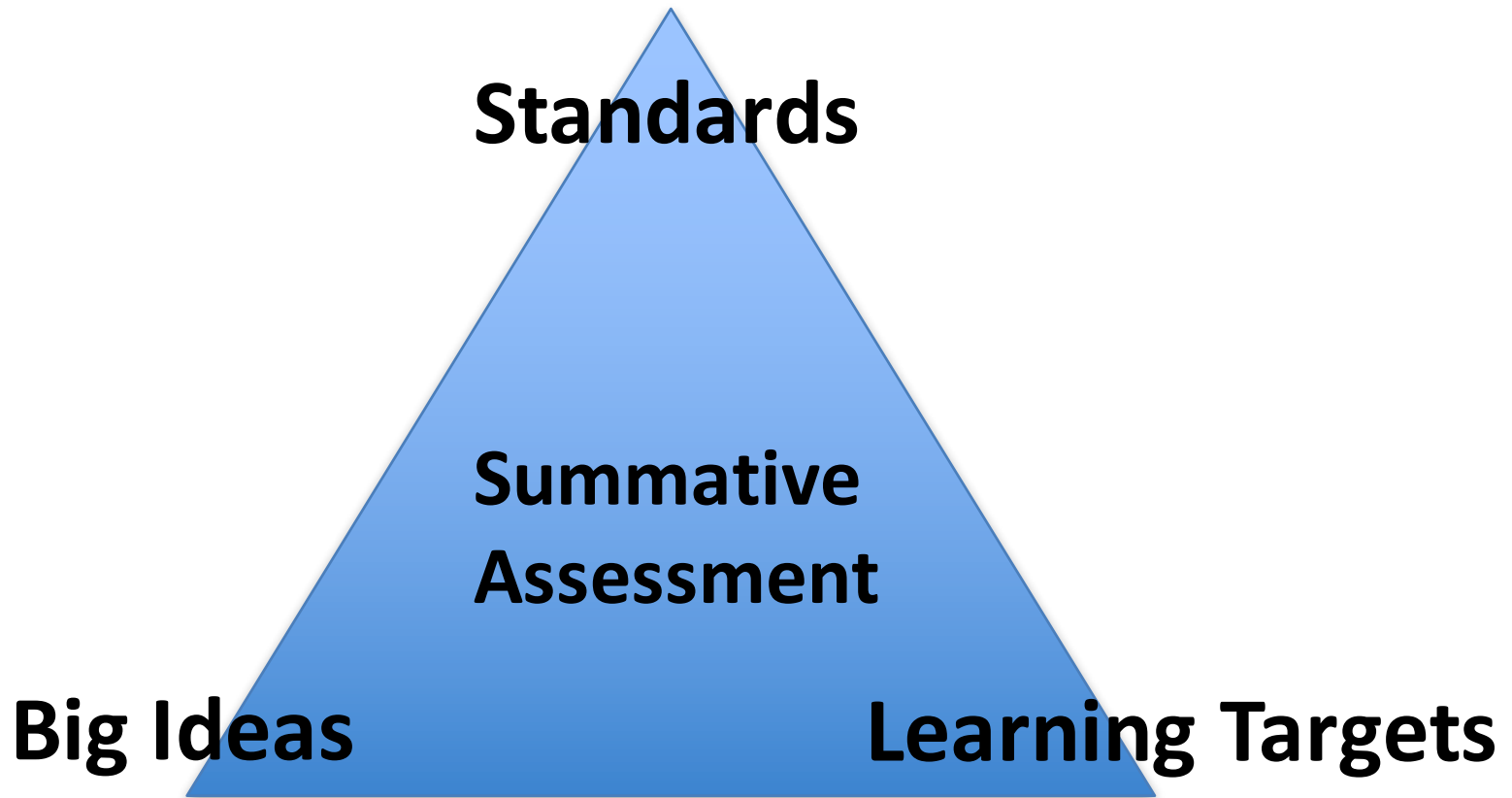
The BUF Writing Journey



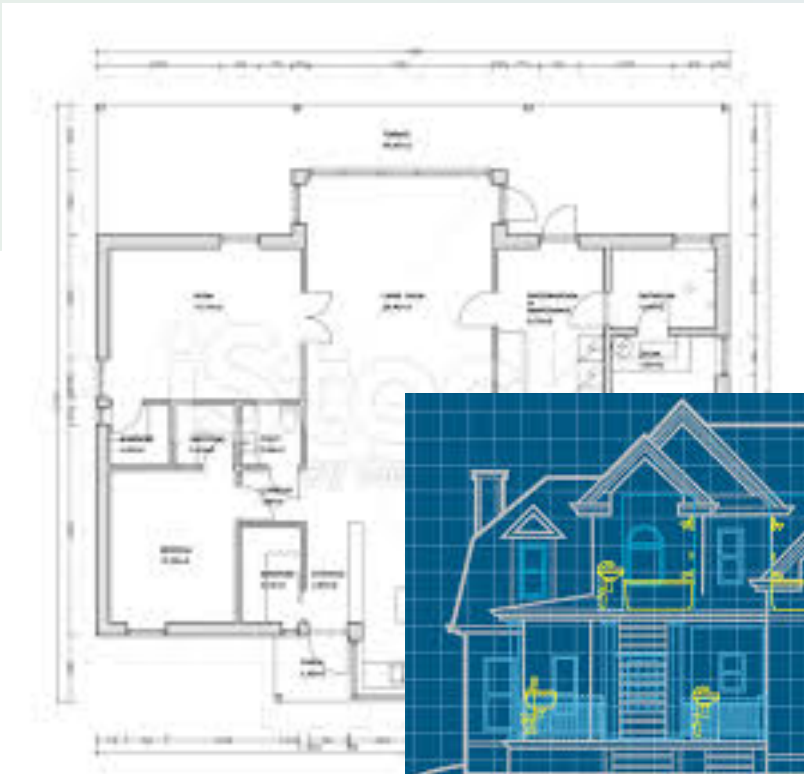
**The
BUF
Triangle**



The Foundation of a Biliteracy Unit



Standards Big Ideas Learning Targets



Summative Assessment











Unpacking a 4th grade BUF



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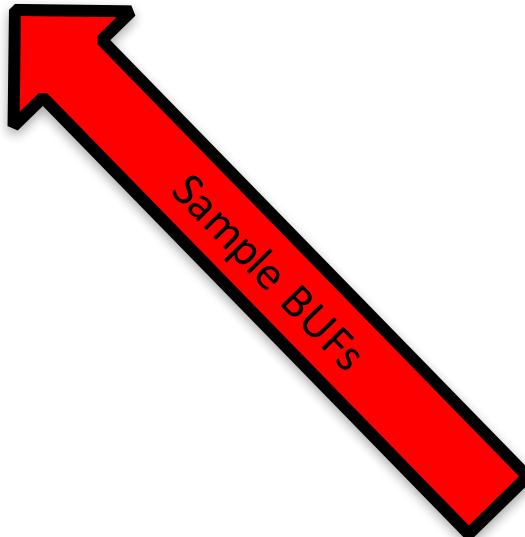
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Sample BUFS



Content and Language Allocation Plan

Spanish	English
Science Literacy	Math Social Studies Literacy



Sample Schedule

7:40-7:50	Arrival
7:50-9:50	Science and Literacy Block
9:50-10:20	Bilingual Intervention Time
10:20-11:20	Specials (such as PE, Music, Art)
11:20-12:20	Lunch/Recess
12:20-1:20	Math
1:20-2:20	Social Studies and Literacy Block
2:20-2:25	Closing, Pack up, Dismissal



Sample 4th Grade Biliteracy Mapping Plan

50/50 Language and Content Allocation Plan.

Spanish Literacy + Social Studies (larger literacy block)	English Literacy + Science + Math
Rights and responsibilities of a citizen 4.C&G.1; 4.C&G.2 Reading: RL 4.2 (summarize); RL 4.7 Writing: W.4.3 - Narrative; W.4.4; W.4.5; W.4.8; W.4.6; W.4.7	Healthful Living 4.L.2; 4.PCH.1-3; 4.NPA.1-3 Reading: RI 4.8; RI 4.5 Writing: W.4.1 - Opinion; W.4.4; W.4.5; W.4.8
Factors that affect the growth of a state 4.G.1 Reading: RI 4.6; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)	Electricity and Magnetism 4.P.1; 4.P.3 Reading: RL 4.4; RL 4.5 Writing: W.4.1 - Opinion; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RL 4.5)
Immigrants Past and Present (or Immigrants and Change) <u>4.H.1</u> - Analyze the chronology of key historical events in North Carolina history. <u>4.H.2</u> - Understand how notable structures, symbols and place names are significant to North Carolina. Reading: <u>RL 4.3</u> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>RL 4.6</u> - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations Writing: <u>W.4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RL 4.3) Content Big Idea: I want my students to understand that: 1) People immigrate for various reasons; 2) Immigrants face many challenges as they adapt to a new environment; and 3) Immigrants impact the new	Adaptations of Animals in their Environment 4.L.1 Reading: RI 4.7; RI 4.9 Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.9)



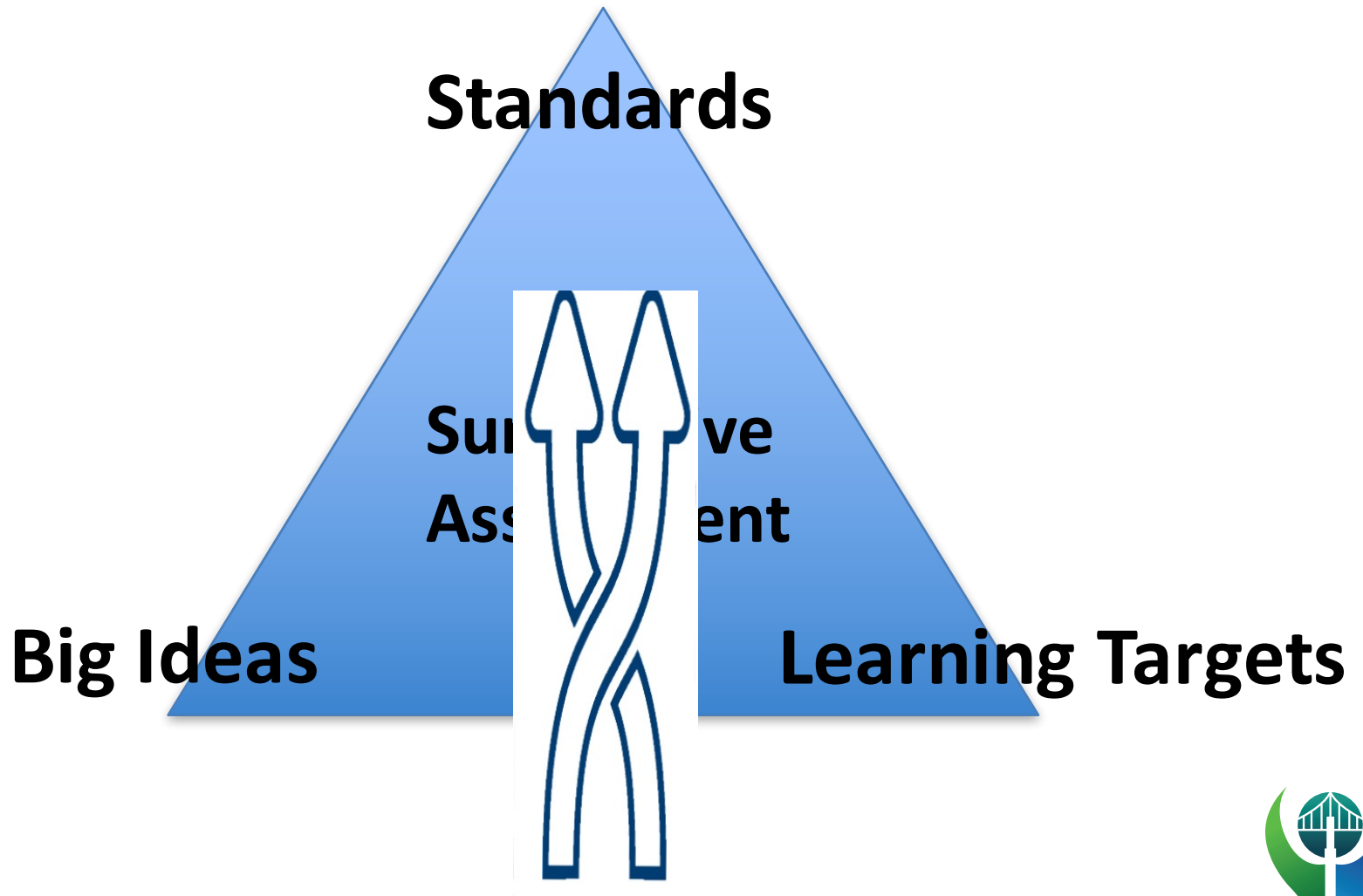
environment and the existing local community in many ways. Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to 1) use specific details in a text to describe a character in depth and 2) compare and contrast the point of view from which different stories are narrated in order to write a (historical fiction) narrative from the point of view of an immigrant.	
Free Market Economy 4.E.1; 4.E.2 Reading: RI 4.4; RI 4.5 Writing: W.4.1- opinion ; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.5)	Earth, Sun, Moon Systems 4.E.1 - Explain the causes of day and night and the phases of the moon. Reading: RL4.2 - Determine a theme of a story, drama, or poem from details in the text RL 4.3 - Describe in depth an event in a story, drawing on specific details in the text Writing: W. 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.4.9 - Draw evidence from literary texts to support analysis and reflection (for standard RL4.2) Science Big Idea: I want my students to understand that there are observable and predictable patterns of movement in the Sun, Earth, and Moon systems. These patterns account for day and night, the phases of the moon, and the seasons of the year. Literacy Big Idea: I want my students to understand that, when reading literary texts, it is important to 1) determine the theme of a story from details in the text and 2) describe an event in depth drawing on details from the text in order to write a narrative that explains the reason for an earth, sun, or moon system.
Families and culture 4.C.1 Reading: RL 4.4; RL 4.9 Writing: W.4.1 - Opinion, W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RL 4.9)	The Physical and Formation Processes of Earth Materials 4.P.2; 4.E.2 Reading: RI 4.3; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)



Theme Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	English  Spanish	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Formative Assessment

The Foundation of a Biliteracy Unit



Standards

What standards do you start with?

How many do you choose?

When am I ready to identify the learning targets and write big ideas?



Standards and Big Ideas

I want my students to understand that:

1. People immigrate for various reasons
2. Immigrants face many challenges as they adapt to a new environment
3. Immigrants impact the new environment and the existing local community in many ways.



Social Studies Big Ideas and Standards



The relationship between the social studies standards, the social studies big idea, and the social studies learning targets is _____.



Standards and Big Ideas

I want my students to understand that when reading **literary texts**, it is important to 1) use specific details in a text to describe a character in depth and 2) compare and contrast the point of view from which different stories are narrated in order to **write a (historical fiction) narrative** from the point of view of an immigrant.



Literacy Big Ideas and Standards



The relationship between the literacy standards, the literacy big idea, and the literacy learning targets is _____.



Summative Assessment

After students learn about the many **reasons** and **challenges** that the Colonists faced as they immigrated to the New World, students will write a first-person historical fiction **narrative** from the **point of view** of a Colonist in which they describe the **character's reasons** for immigrating, some of the **challenges perceived by the character** in **adapting to the new environment**, and their **impact on the existing local community**.



Summative Assessment

The **narrative** must include an introduction of the **main character** within a **sequence of events** that unfolds naturally; dialogue and descriptions to show the responses characters to a situation(s); a variety of transitional words and phrases to manage the sequence of events; concrete words, phrases, and sensory details to convey events precisely; and a conclusion that follows from the narrated events.



Standards, Big Ideas, Learning Targets, and the Summative Assessment



The relationship between the standards, the big ideas, the learning targets, and the summative assessment is _____.



<http://bit.ly/2aV840c>



Thank you!

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