

Biliteracy Curriculum Development





Biliteracy Curriculum Development in 10 Steps

LANGUAGE AND CONTENT ALLOCATION PLAN: DETERMINING MINUTES FOR LITERACY AND CONTENT

1. Review your program's content allocation guide to determine the following:
 - a. The amount of minutes of literacy that will be done in each language daily. This is important because the language that does not teach math will have more time dedicated to literacy, and thus will address more standards, will include more literacy routines such as guided reading, writing, etc. than the language that does teach math.
 - b. Add the minutes for math, and social studies and science (if they are not part of an integrated literacy-content block)
 - c. Develop biliteracy schedules that reflect these minutes and include the literacy routines to both Spanish and English literacy time that match your district's literacy program.

GRADE LEVEL BILITERACY MAPPING: USING STANDARDS

2. **Beginning with the science and social studies content standards**, place the standards throughout the year by grouping them together to form units that have a theme. *
3. **Add the literacy standards** to the unit plan by identifying what literacy standards make sense to teach with each of the content areas. As you do this, ensure the following:
 - a. A balance in focus: 50% of literary texts and 50% informative texts
 - b. That each of the three writing 'buckets' (narrative, opinion, informative) has been allocated to each language, and that each bucket represents 1/3 of the writing focus for the year.
 - c. When mapping these standards, it is important to consider the connection between reading and writing and think of the reading standards as 'practice' for writing. In other words, consider what reading standards could be focused on in order to help students be better writers. For example:
 - i. If I want my students to write a narrative from the perspective or Point of View of a specific character, it would be ideal if students experienced this





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**LANGUAGE AND CONTENT ALLOCATION PLAN: DETERMINING MINUTES FOR LITERACY
AND CONTENT**

Read through this document and then reflect using these questions:

- 1. How does the language and content allocation plan drive DL curriculum development?**
- 2. Why is it important to map out standards first at the year long level instead of starting with unit writing?**
- 3. How will these 2 steps facilitate unit writing?**

order to help students be better writers. For example:

- If I want my students to write a narrative from the perspective or Point of View of a specific character, it would be ideal if students experienced this



Content and Language Allocation Plan



Biliteracy Curriculum Development in 10 Steps

LANGUAGE AND CONTENT ALLOCATION PLAN: DETERMINING MINUTES FOR LITERACY AND CONTENT

1. Review your program's content allocation guide to determine the following:
 - a. The amount of minutes of literacy that will be done in each language daily. This is important because the language that does not teach math will have more time dedicated to literacy, and thus will address more standards, will include more literacy routines such as guided reading, writing, etc. than the language that does teach math.
 - b. Add the minutes for math, and social studies and science (if they are not part of an integrated literacy-content block)
 - c. Develop biliteracy schedules that reflect these minutes and include the literacy routines to both Spanish and English literacy time that match your district's literacy program.

Total Instructional Minutes for My Grade Level: _____

Spanish Minutes: _____

English Minutes: _____

- Where does math go?
- What is the time expectation for math?
- How much time is remaining?



Total Instructional Minutes for My Grade Level: _____

Spanish Minutes: _____

English Minutes: _____

- What implications does this have on the integrated units in the language that teaches math?
- What does this mean for the integrated units in the other language?



Total Instructional Minutes for My Grade Level: _____

Spanish Minutes: _____

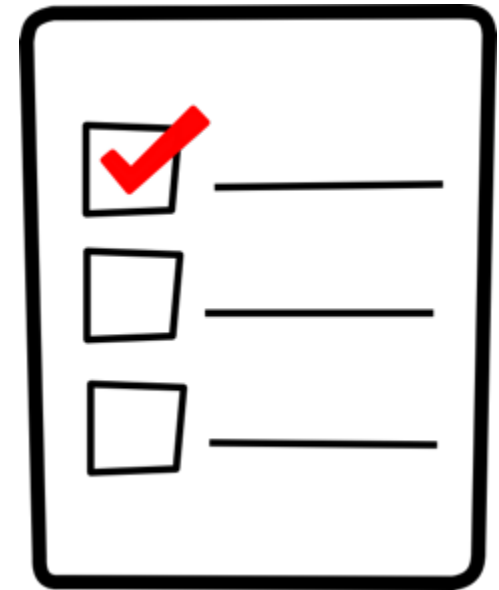
English Minutes: _____

- What **standards** does ‘integrated’ refer to?
- So, then, how should this thinking be reflected on the Biliteracy Year Long Map (or Biliteracy Scope and Sequence for the Year)?



Task

- Figure out the minutes for each language and for each subject.
- Identify which language will carry the heavier/more robust units containing more of the reading and writing standards and literacy routines.



A checklist icon consisting of a rounded rectangle with a thick black border. Inside, there are three rows. Each row has a square checkbox on the left and a horizontal line on the right. The top checkbox is checked with a red checkmark. The middle and bottom checkboxes are empty.



Grade Level Year-Long Biliteracy Map



GRADE LEVEL BILITERACY MAPPING: USING STANDARDS

2. **Beginning with the science and social studies content standards**, place the standards throughout the year by grouping them together to form units that have a theme. *
3. **Add the literacy standards** to the unit plan by identifying what literacy standards make sense to teach with each of the content areas. As you do this, ensure the following:
 - a. A balance in focus: 50% of literary texts and 50% informative texts
 - b. That each of the three writing 'buckets' (narrative, opinion, informative) has been allocated to each language, and that each bucket represents 1/3 of the writing focus for the year.
 - c. When mapping these standards, it is important to consider the connection between reading and writing and think of the reading standards as 'practice' for writing. In other words, consider what reading standards could be focused on in order to help students be better writers. For example:



Creating Standards-Based Biliteracy Maps for Each Grade Level



3rd Grade Theme
Social Studies (Reading) (Writing)
Science

1. Life and Environment & Culture

1. Life and Environment & Culture
2. Geography
3. History
4. Civics
5. Economics

1. Life and Environment & Culture

1. Life and Environment & Culture

Human Body

Human Body

1. Life and Environment & Culture

1. Life and Environment & Culture

1. Life and Environment & Culture

Geography

Geography

1. Life and Environment & Culture

1. Life and Environment & Culture

Earth, Moon, & Stars

Earth, Moon, & Stars

1. Life and Environment & Culture

1. Life and Environment & Culture

1. Life and Environment & Culture

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Plants

Plants

1. Life and Environment & Culture

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1. Life and Environment & Culture

Me in
my
community

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Narrative

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Personal
Narrative

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

Review of
material



The good
big world

Kinder

Change
the world



Change
the world

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

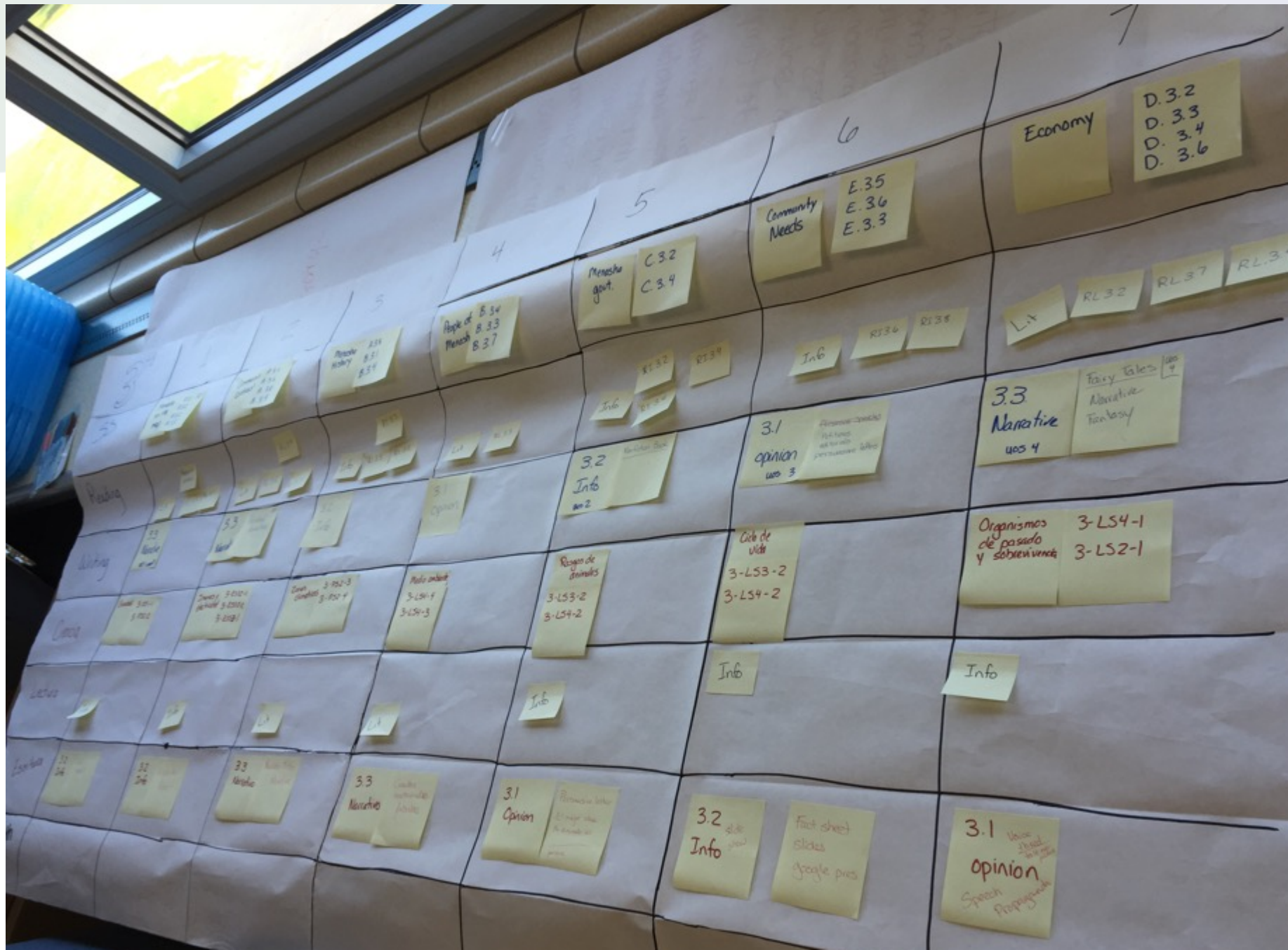
Review of
material

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion

Personal Narrative	Personal Narrative
Personal Narrative	Personal Narrative

Opinion



7

6

5

4

3

2

1

Economy

D.3.2
D.3.3
D.3.4
D.3.6

Community Needs

E.35
E.36
E.3.3

Menasha
govt.

C32
C3.4

People of
B.34
B.33
Menasha
B.37

People
B.31
B.32
B.34

People
B.31
B.32
B.34

People
B.31
B.32
B.34

L.1

RL32

RL37

RL3.1

Inf

RL36

RL38

Inf

RL32

RL39

3.1
opinion
was 3

Personal Speech
14.1.1
14.1.2
14.1.3
14.1.4
14.1.5
14.1.6
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14.1.8
14.1.9
14.1.10
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14.1.94
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14.1.99
14.1.100

3.3
Narrative
was 4

Fairy Tales
was 4
Narrative
Fantasy

3.2
Info
was 2

Personal Speech
14.1.1
14.1.2
14.1.3
14.1.4
14.1.5
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14.1.7
14.1.8
14.1.9
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14.1.100

3.1
opinion
was 3

Personal Speech
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14.1.99
14.1.100

Organismos
de pasado
y sobrevivencia

3-LS4-1
3-LS2-1

Ciclo de
vida
3-LS3-2
3-LS4-2

Rosas de
Jirón
3-LS3-2
3-LS4-2

Plano de
3-LS4-1
3-LS4-3

Carta
3-LS2-3
3-LS4-1
3-LS4-3

Carta
3-LS2-3
3-LS4-1
3-LS4-3

Carta
3-LS2-3
3-LS4-1
3-LS4-3

Info

Info

Info

3.3
Narrative
was 4

3.1
Opinion
was 3

3.2
Info
was 4

Fact sheet
slides
google pres

3.1
opinion
was 4
Speech
Propaganda

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) 4.H.1 - Analyze the chronology of key historical events in North Carolina history. 4.H.2 - Understand how notable structures, symbols and place names are significant to North Carolina. Reading: RL 4.3 - 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). RL 4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations 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 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)

The goal is to end up with something like this for every grade level.



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)



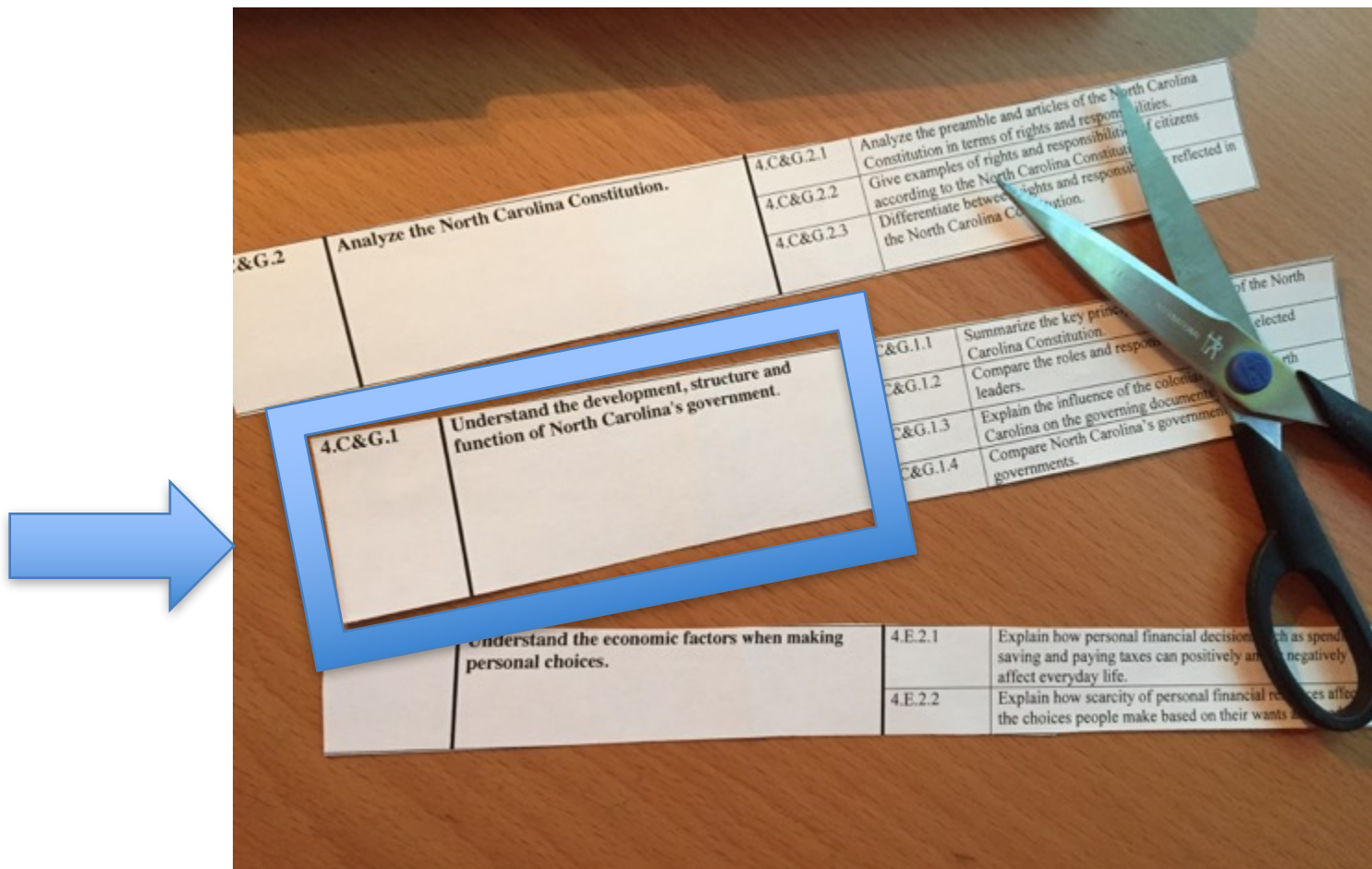
Label a piece of chart paper by language.
List the content taught in each language.

Español • Science • Literacy • Math	
English • Social Studies • Literacy	

Remember to keep the content allocation plan (and its implications) in mind.



Cut out the science and social studies standards for your grade level at the standard level (not the sub-standard level).

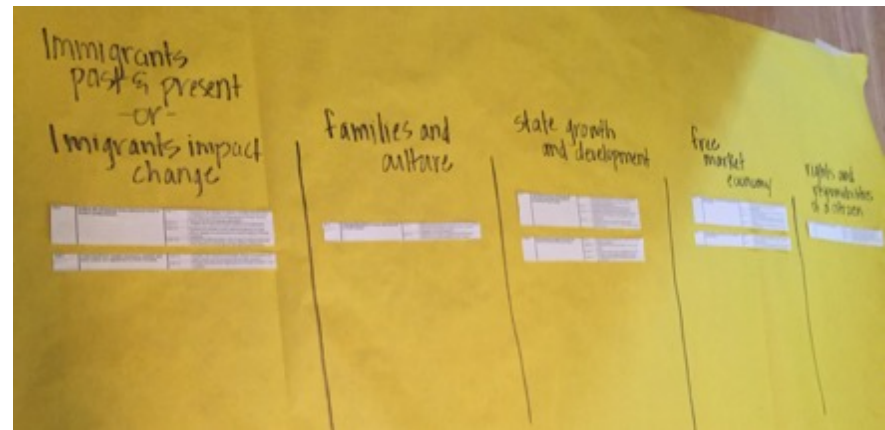


As a PLC, read the standards.

Then, group the content standards for science to form a theme. Follow this same process for social studies.

When your group has reached consensus about the groups created and the themes identified, tape them onto your grade level butcher paper.

Spanish on the top (Green), and English on the bottom (Blue).



Use sticky notes to write the content theme and list the content standards.

Español • Science • Literacy • Math	1 – Ecosystems Standard 1 Standard 2
English • Social Studies • Literacy	1 – Communities Standard 1 Standard 2



Add the literacy standards.

If every Dual Language classroom
integrates language, content, and
literacy

so that students can develop
knowledge in content and literacy
across both languages,



Add the literacy standards.

If every TWI classrooms integrates language, content, and literacy

so that students can develop knowledge in content and literacy across both languages,

Then, every unit should have reading and writing standards.



Add the literacy standards.

I my students to understand that,
when reading _____
texts, it is important to _____
in order to write _____.



Add the literacy standards.

I my students to understand that,
when reading _____
texts, it is important to _____
in order to write _____.



Genres within each bucket

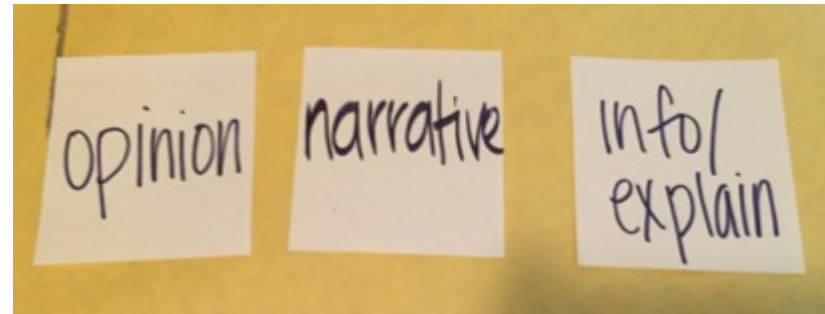
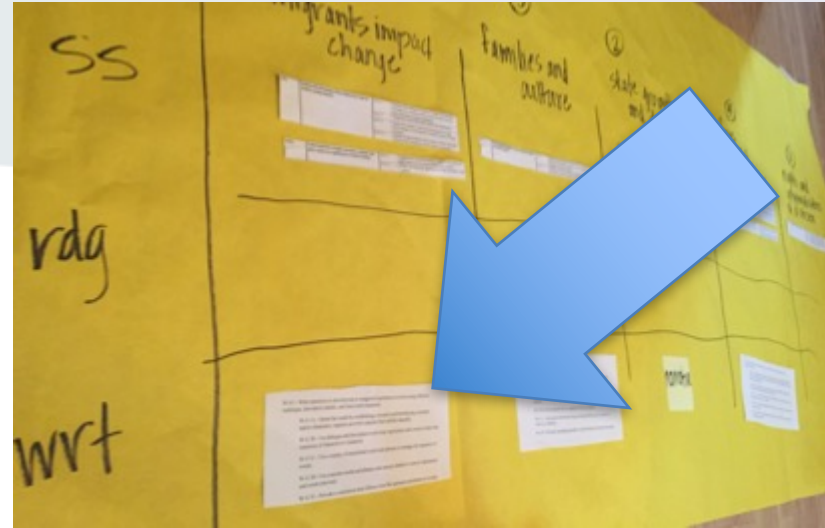
(Source: Pathways to the Common Core)

Narrative Writing	Persuasive/Opinion/Argument	Informational/Functional/Procedural
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	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

As a PLC, read the writing standards.

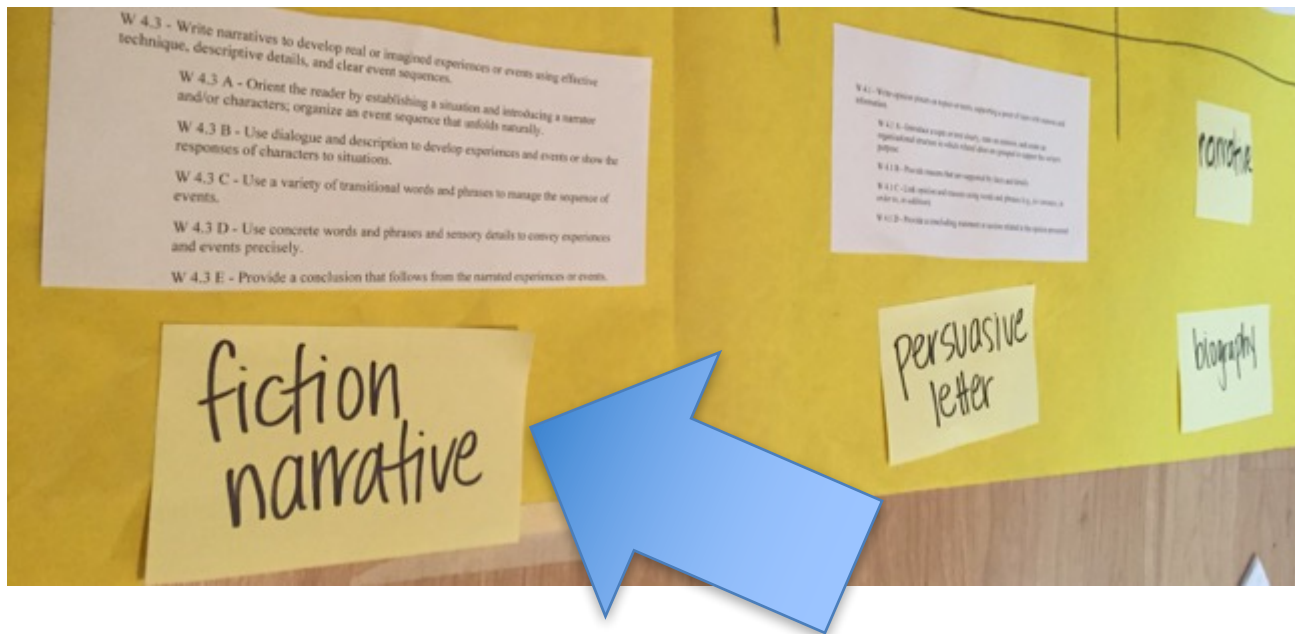
Identify the kind of writing (narrative, informational/explanatory, opinion) that compliments each group of content standards.

Place the writing standard for that genre with each group of content standards.



Within each type of writing (narrative, opinion, informational/explanatory), identify the specific kind of writing that students will do.

Use a post-it note to identify this.



Are all the standards accounted for?

Once your writing standards have been placed, ensure that each of the three writing 'buckets' (narrative, opinion, informative) has been equally represented in each language by using a tally sheet.

Writing Standards

Opinion		Informative Explanatory		Narrative	
<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>



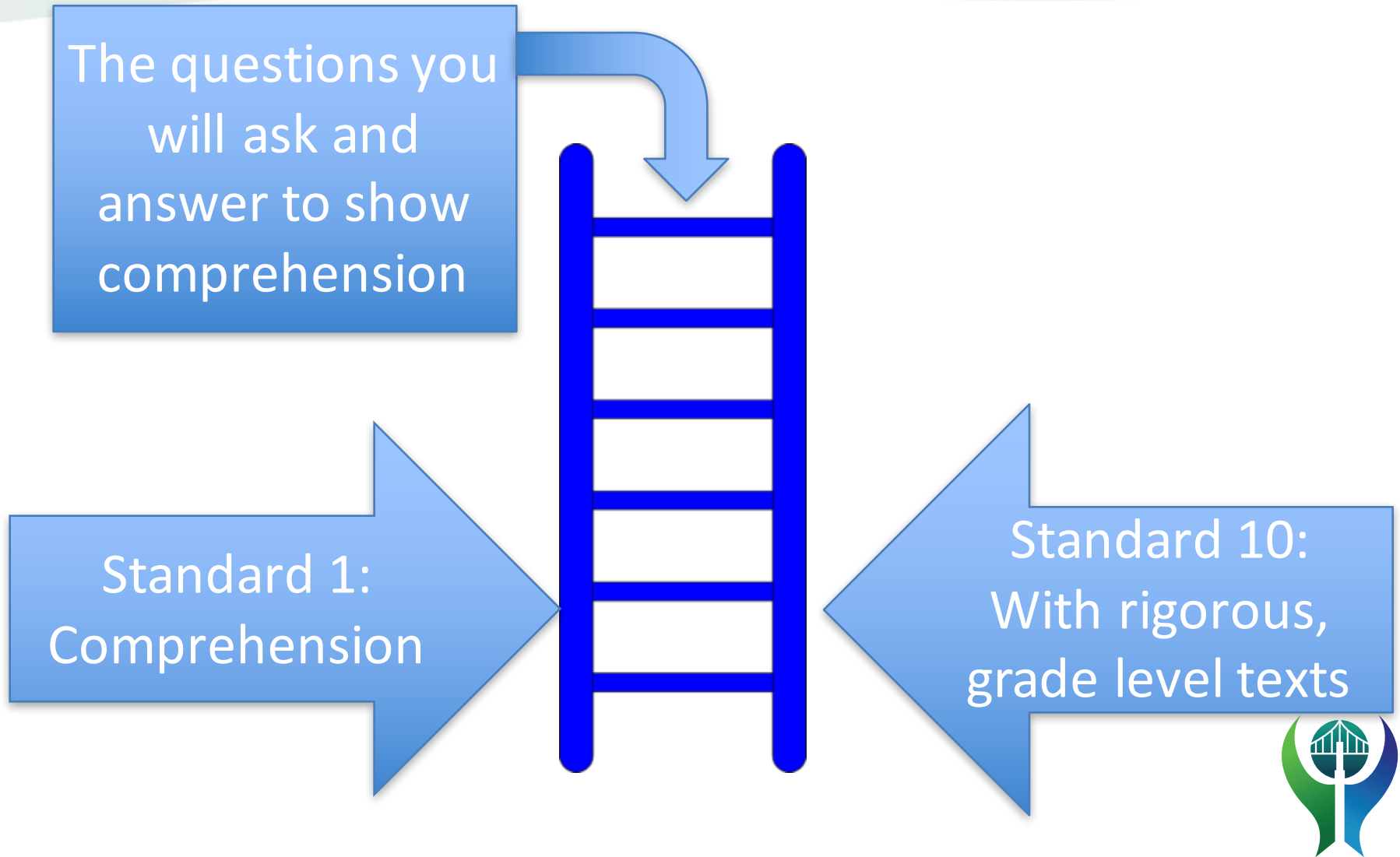
Add the reading standards.

The reading standards should serve as the model, or the support, for the writing standards.

Therefore, the reading standards should carefully be selected to provide this support.

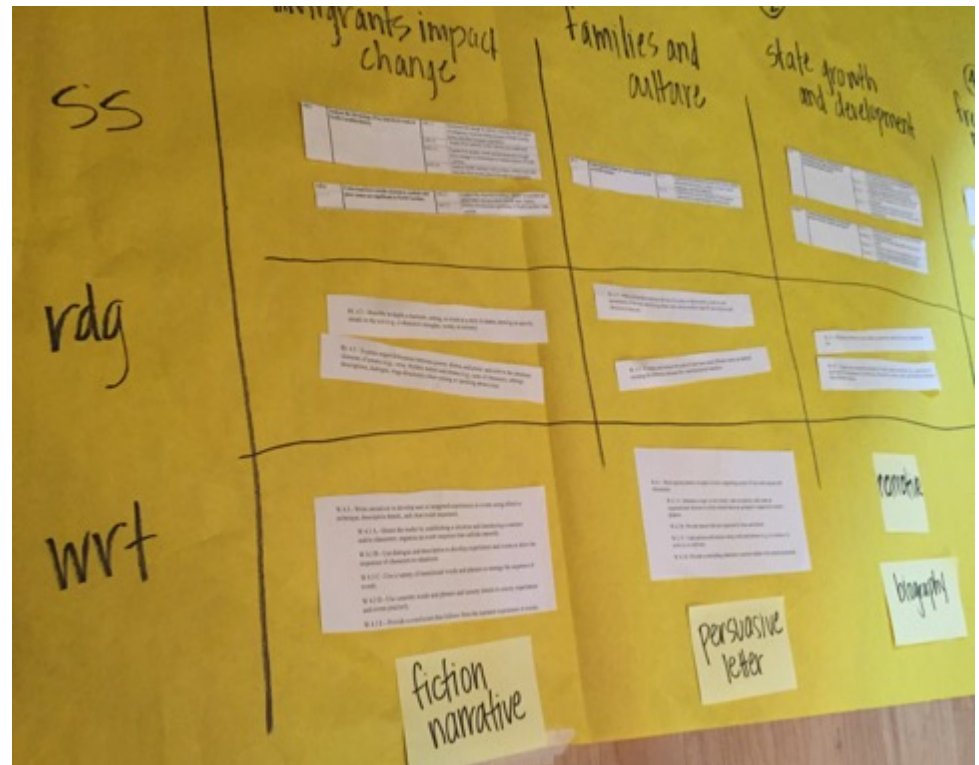


Add the reading standards.



Read the reading standards as a PLC.

Based on the writing standards and the kind of writing students will be doing, consider what reading standards could be focused on in order to help students be better writers.



Place these standards on your map.



Use sticky notes to list the reading and writing standards for each unit.

Español

- Science
- Literacy
- Math

1 – Ecosystems

Standard 1

Standard 2

Reading Standards

Writing Standard

English

- Social Studies
- Literacy

1 – Communities

Standard 1

Standard 2

Reading Standards

Writing Standards



Use a tally chart to help you ensure there is balance between the informational and literary standards, and that all standards have been taught throughout the year.

Informational		Reading Standards	Literary	
<u>English</u>	<u>Spanish</u>		<u>English</u>	<u>Spanish</u>
		1		
		2		
		3		
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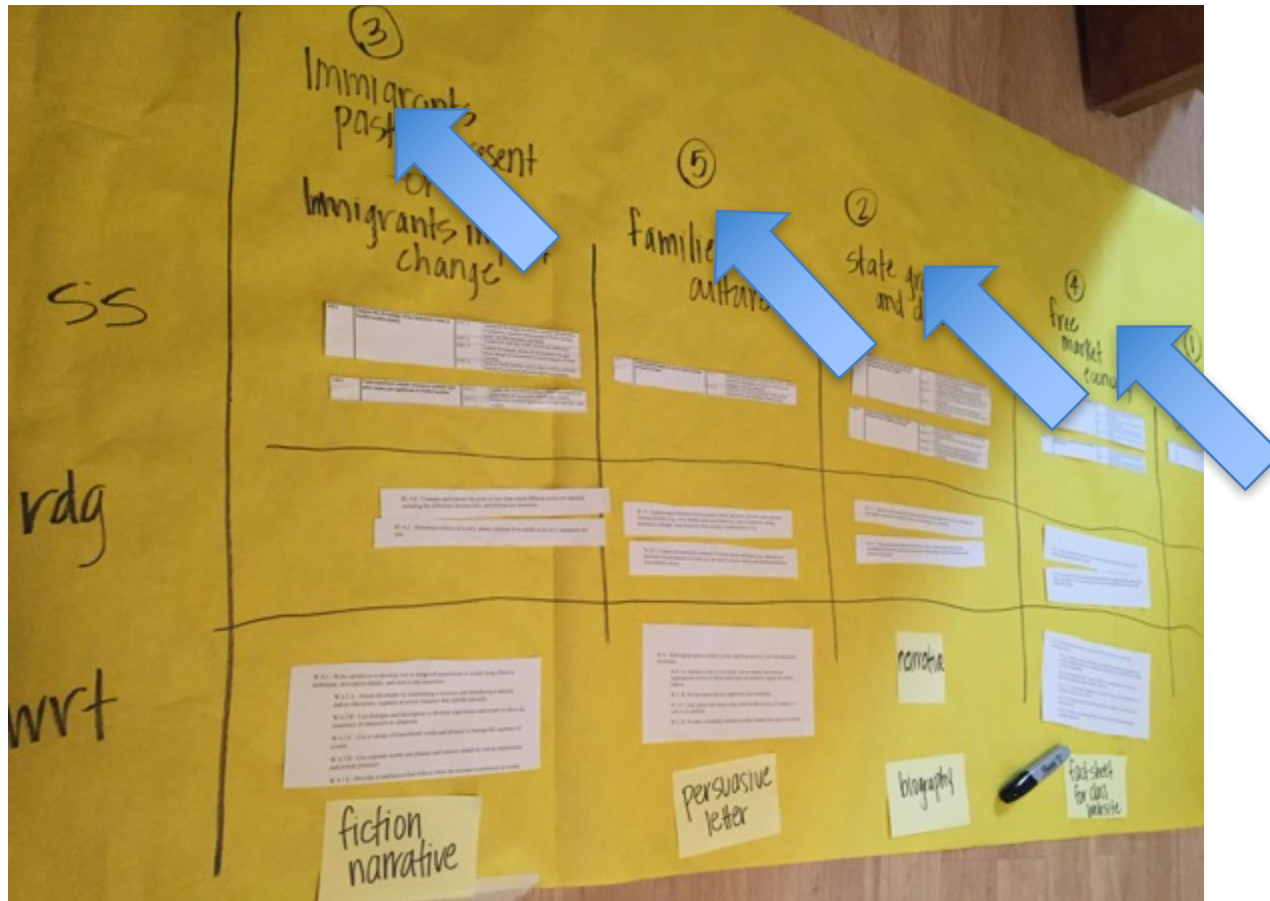


Name the units by theme. Be sure to include the **content** and literacy focus in the name.

Earth, Sun and
moon systems;
themes and events
in fantasy



Sequence the units and make sure the order of the units is appropriate and that the placement of each unit has been carefully decided.



Review to make sure the standards are vertically aligned to ensure there is an increase in rigor through the years so that the unit that is taught in one grade is not repeated in another grade.

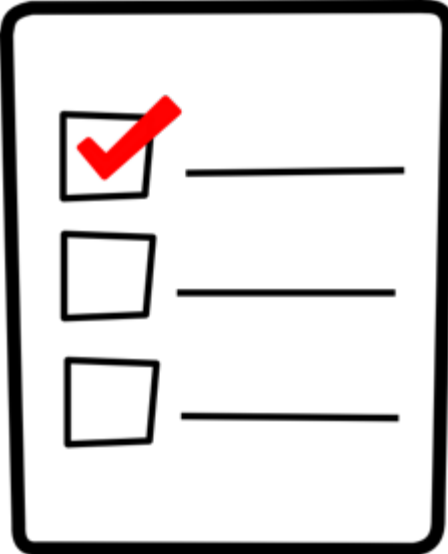


4. Once the standards have been mapped, double check this sketch and **finalize the grade level biliteracy mapping plans** by following these steps:
- a. *Name the units by theme.* This should include the content area and literacy focus. For example a unit can be named: Immigrants past and present/Character's perspective, narrative.
 - b. *Sequence the units* and make sure the order of the units is appropriate and that the placement of each unit has been carefully decided.
 - c. *Use tally marks for each of the writing buckets and reading standards* (you want to make sure these occur in both languages, even if it is only through the extension) and check off all of the content area standards.
 - d. *Review to make sure the standards are vertically aligned* to ensure there is an increase in rigor through the years so that the unit that is taught in one grade is not repeated in another grade. A resource to help ensure rigor is: <http://achievethecore.org/> This resource has links to student samples that meet the writing standards for each grade level for each kind of writing. Many of the student samples are annotated, helping the reader identify what the expectation of the standard is and how it is exhibited in student work.



Task

- Tally all of your content standards. Ensure they are all accounted for.
- Tally all of your literacy standards using the tally sheet.
 - Is there balance between informational and literary texts?
 - Is there balance between the three buckets of writing?
 - Are there reading and writing standards in both languages?



A graphic of a tally sheet. It consists of a large black rectangular border. Inside, there are three rows. Each row starts with a square checkbox. The first checkbox contains a red checkmark. To the right of each checkbox is a horizontal line for writing.

