

The BUF in grades 4-12

Melody Wharton, M.Ed.

www.TeachingForBiliteracy.com

 @T4Biliteracy

 Teaching for Biliteracy



Introductions



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Melody Wharton, M.Ed.



Introductions



Hi, my name is _____.

I am a _____ bilingual.

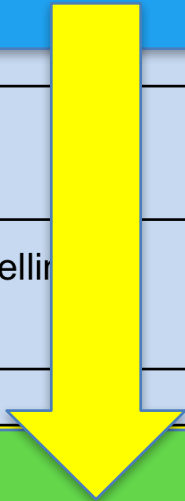
I teach in a _____ program.

One thing I learned this morning is _____.

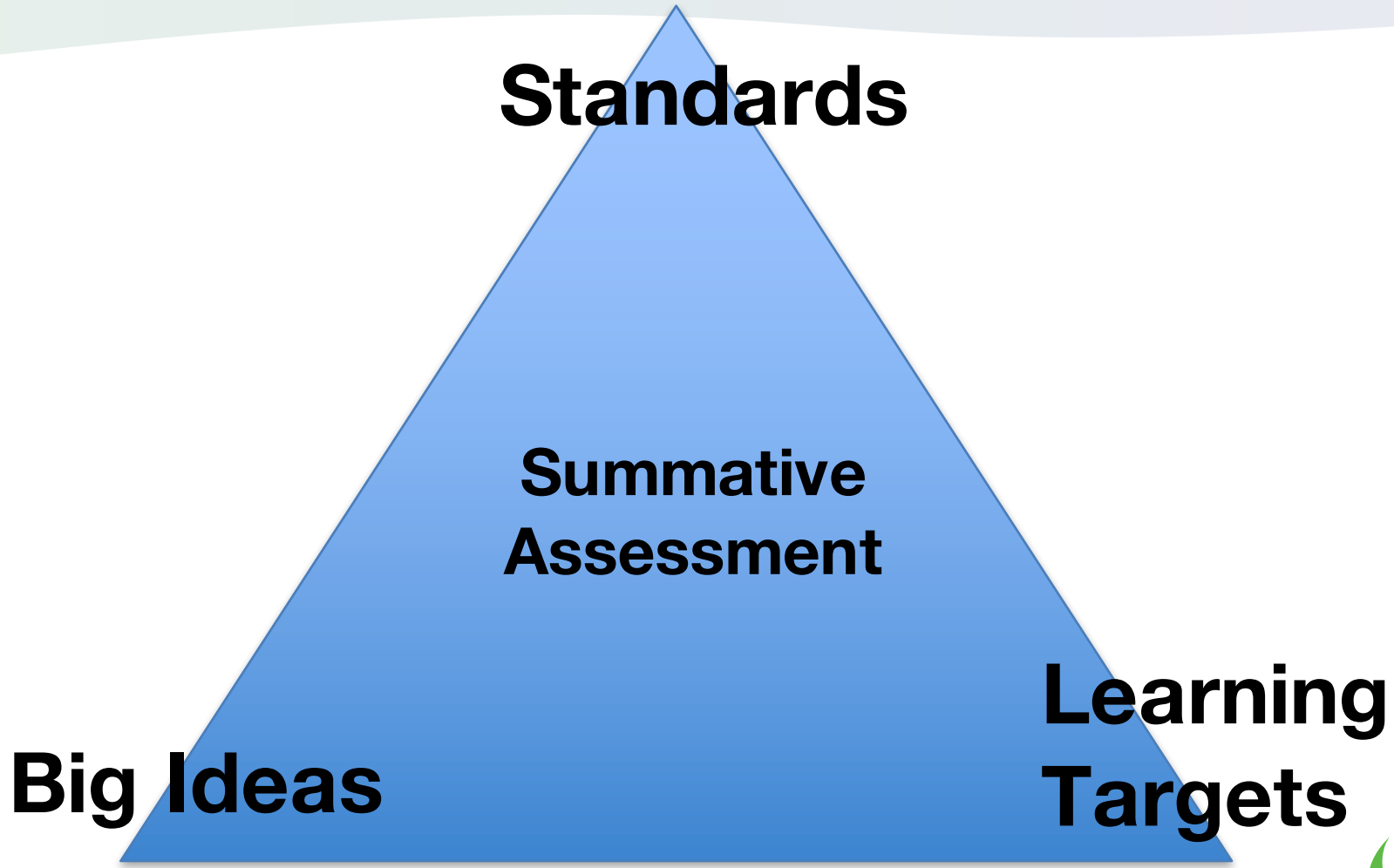




Theme Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activities - Vocabulary Development	Formative Assessment
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	

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Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	English  Spanish	Formative Assessment
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		

The Foundation of a Biliteracy Unit



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.



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.



Content and Language Allocation Plan

Spanish	English
Science Literacy	Math Social Studies Literacy



Sample Schedule

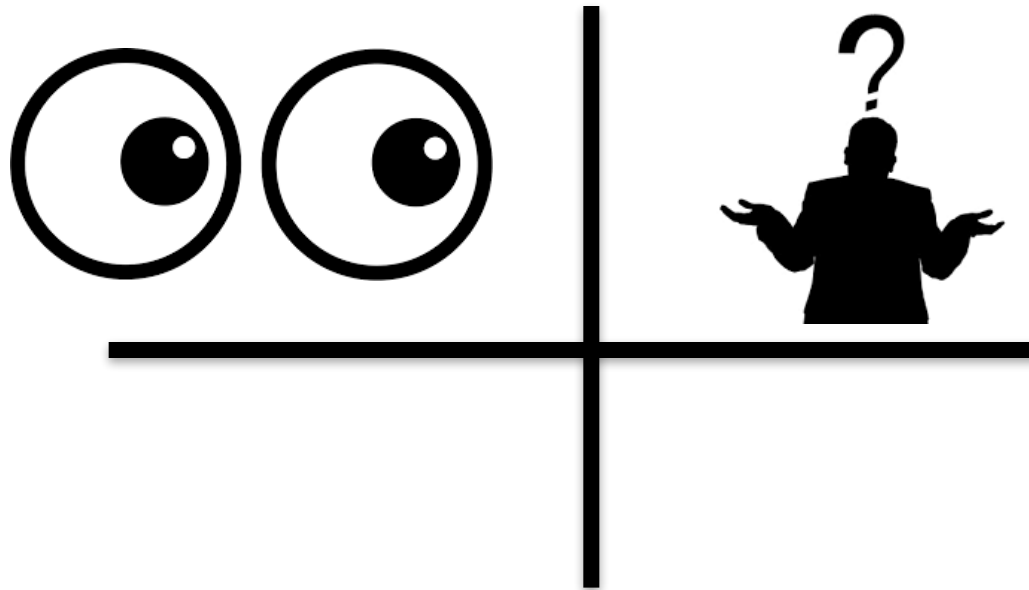
7:40-7:50	Arrival
7:50-9:50	Science and Literacy Block
9:50-10:20	Bilingual Intervention Time
10:20-11:20	Specials (such as PE, Music, Art)
11:20-12:20	Lunch/Recess
12:20-1:20	Math
1:20-2:20	Social Studies and Literacy Block
2:20-2:25	Closing, Pack up, Dismissal



Strategic Pairing and Grouping



I See / I Wonder Gallery Walk



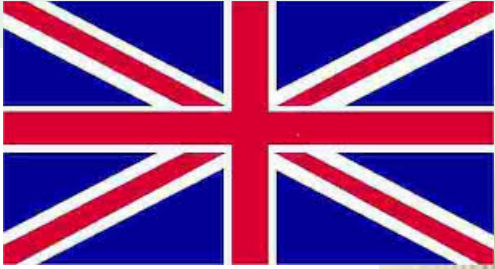
Development of TPR



Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



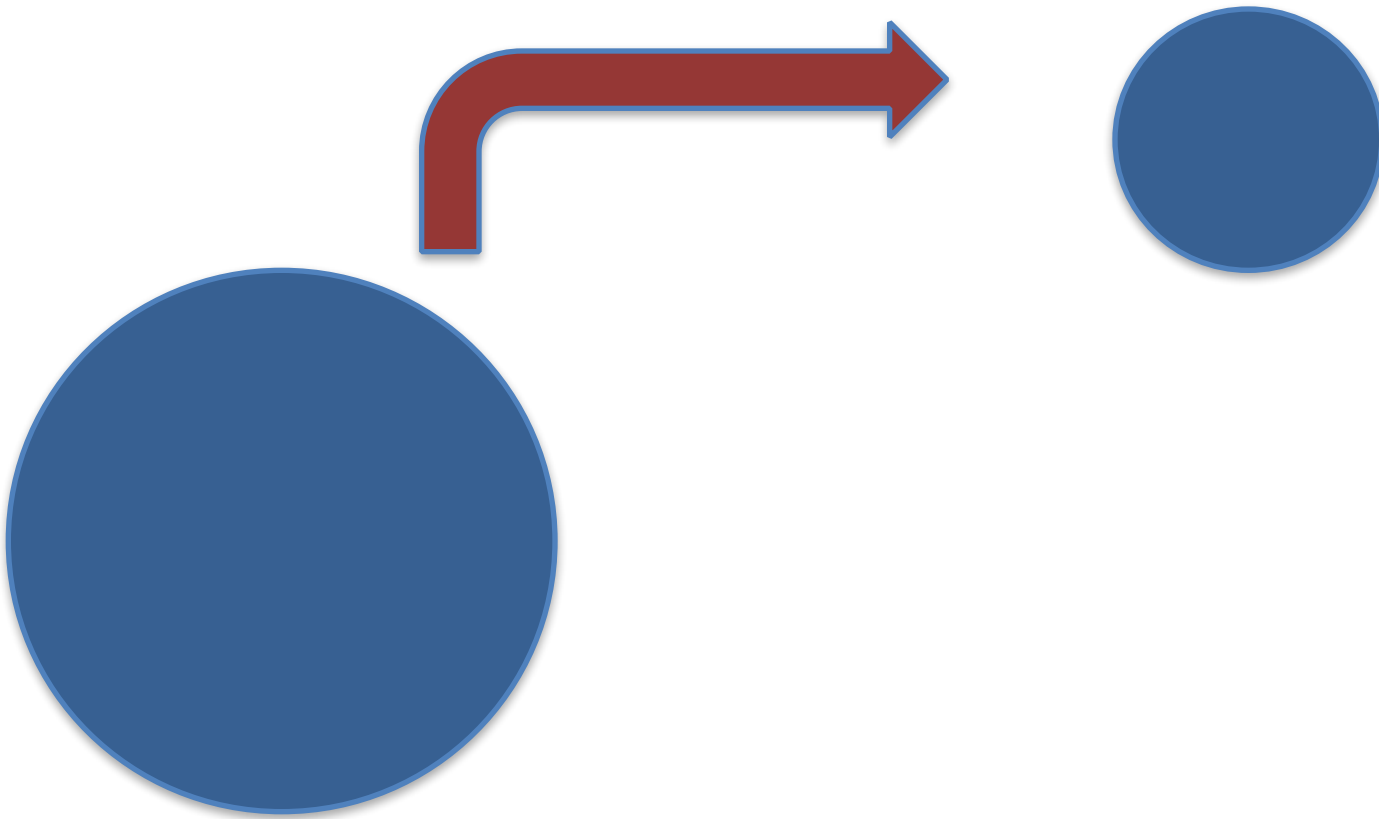
Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



Adapted Reader's Theatre



Additional Background Knowledge and Oracy Building Activities

- View video and take notes
- Field Trip
- Language Experience Approach (LEA)
- Read Aloud
- WebQuest
- Jigsaw Reading and You are the Teacher



Background Knowledge and Oracy Building Activities

<u>Content</u>		<u>Strategies</u>
Experiment Game Experiential Field Trips		Bowl Lines Your ner ered together aw



The Purpose of Background Knowledge and Oracy Building Activities is to...



Develop language,
content knowledge,
and literacy



Additional Background Knowledge and Oracy Building Activities

Big Ideas

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



Adaptations to Other Grades

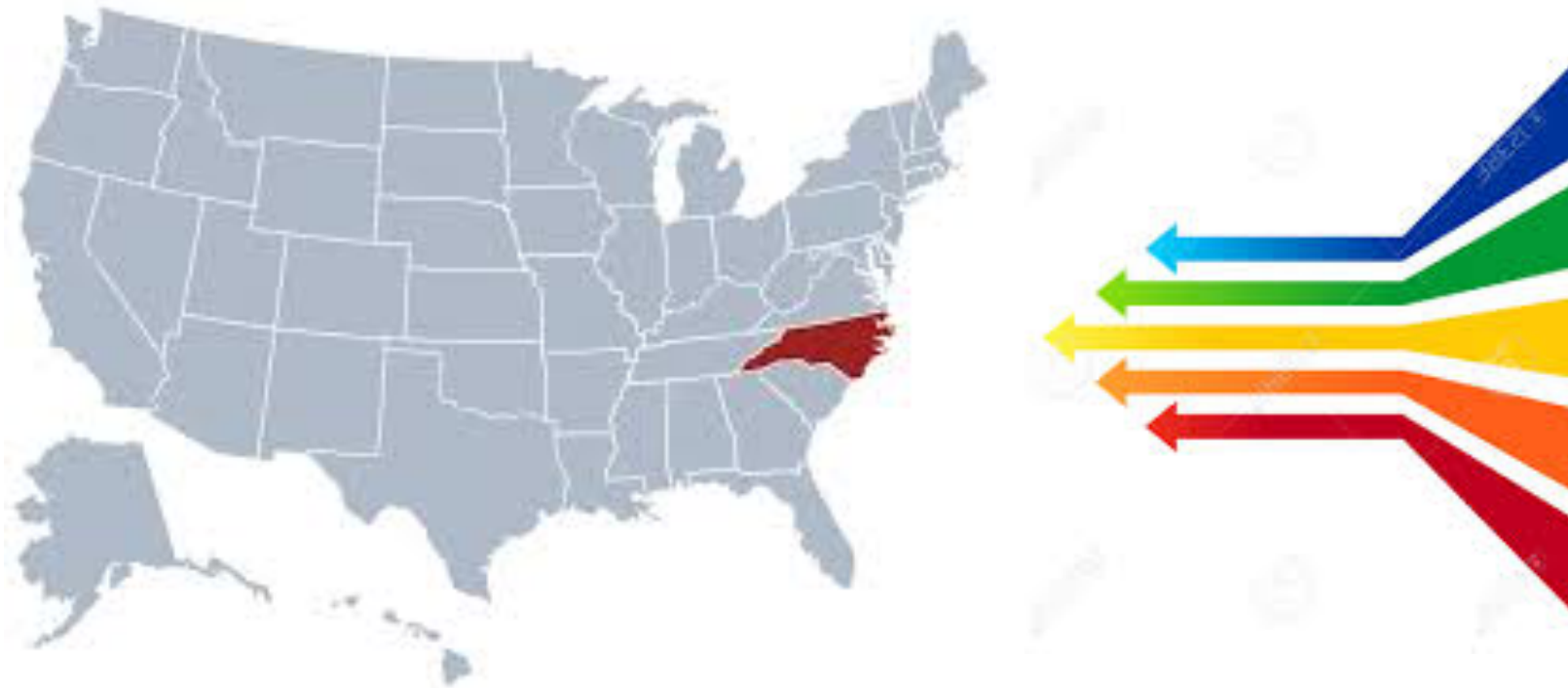


I can adapt the oracy building strategies for my grade level by _____.



Content Area Instruction

And Oracy Development



Reading Instruction

And Oracy Development

Mini Lessons

Independent
Work

Small
Group Work

Read
Alouds

Closing and
Share



Reading Instruction

And Oracy Development



Reading Instruction

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).

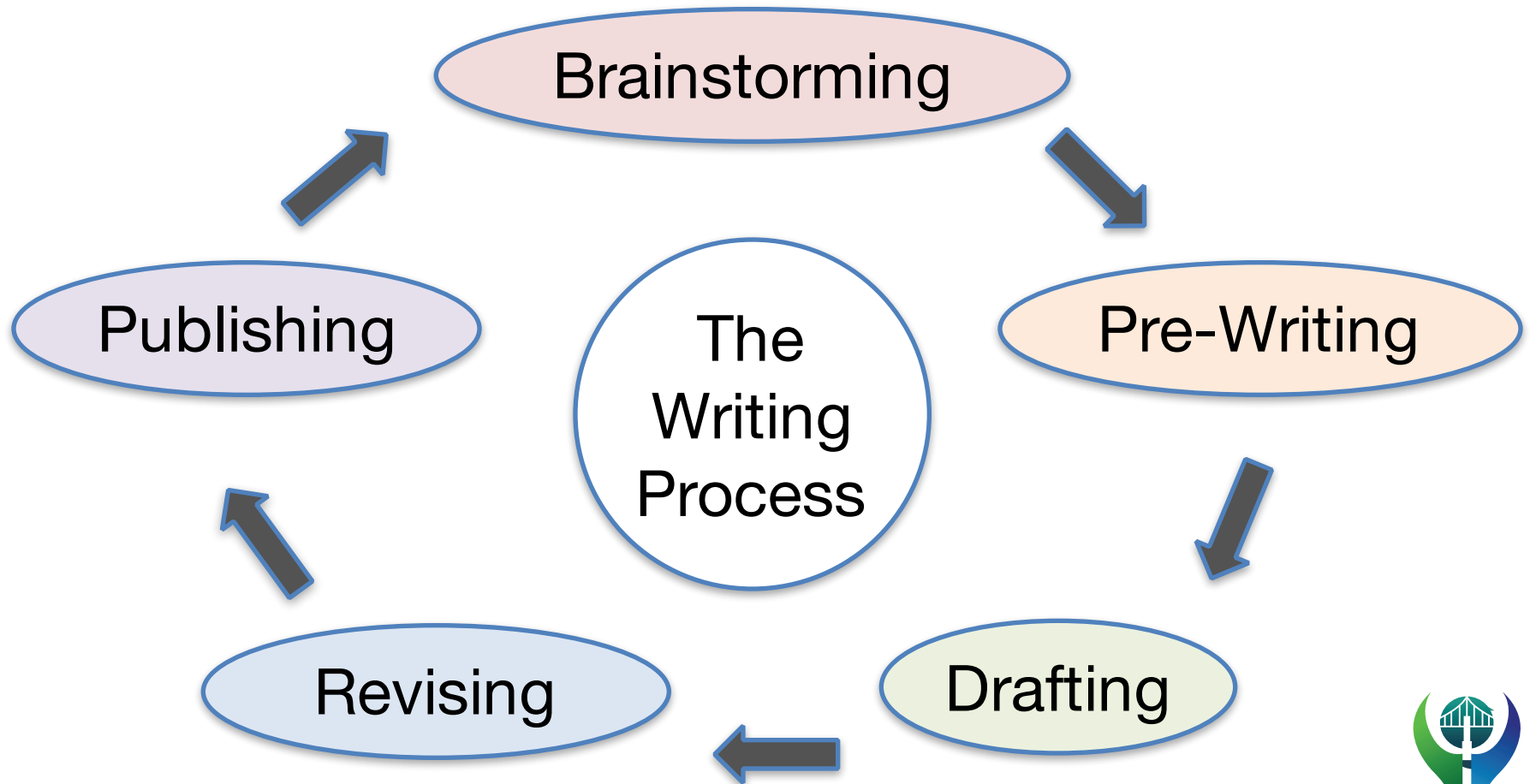
RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Historical Fiction Texts



Writing Instruction

And Oracy Development



Writing Instruction

And Oracy Development



Write a historical fiction narrative from the point of view of a colonist (or one of the immigrant groups studied)



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

Reading Comprehension

- Reader’s Workshop
- Guided Reading
- Read aloud
- Partner Reading
- Independent reading

Writing

- Writers’ Workshop
- Guided Writing
- Shared Writing

Content Area Instruction

- Content-based experiments, experiences, mini-lessons, activities, and inquiry.

Word Study and Fluency

Decoding, Phonics, Spelling, Grammar

Summative Assessment

Bridge

Metalinguistic Skills

El Puente

Habilidades y destrezas metalingüísticas

Actividades de extensión o una unidad nueva

Formative Assessment
Evaluación Formativa

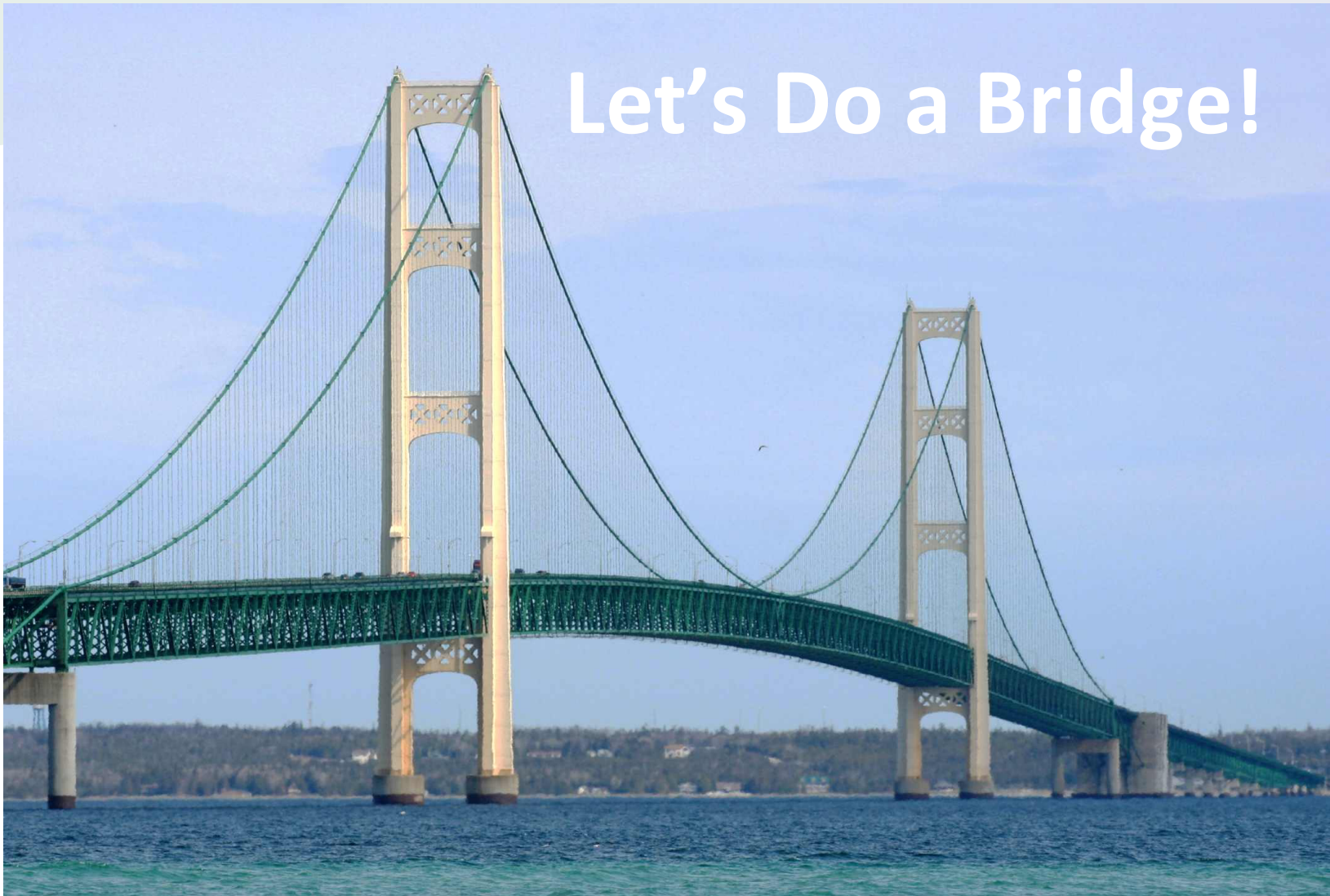
Adaptations to Other Grades



I can adapt the sequence of the unit presented for my grade level by _____.

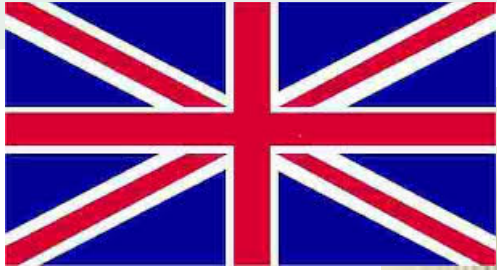


Let's Do a Bridge!





Adapted Reader's Theatre



Adapted Reader's Theatre



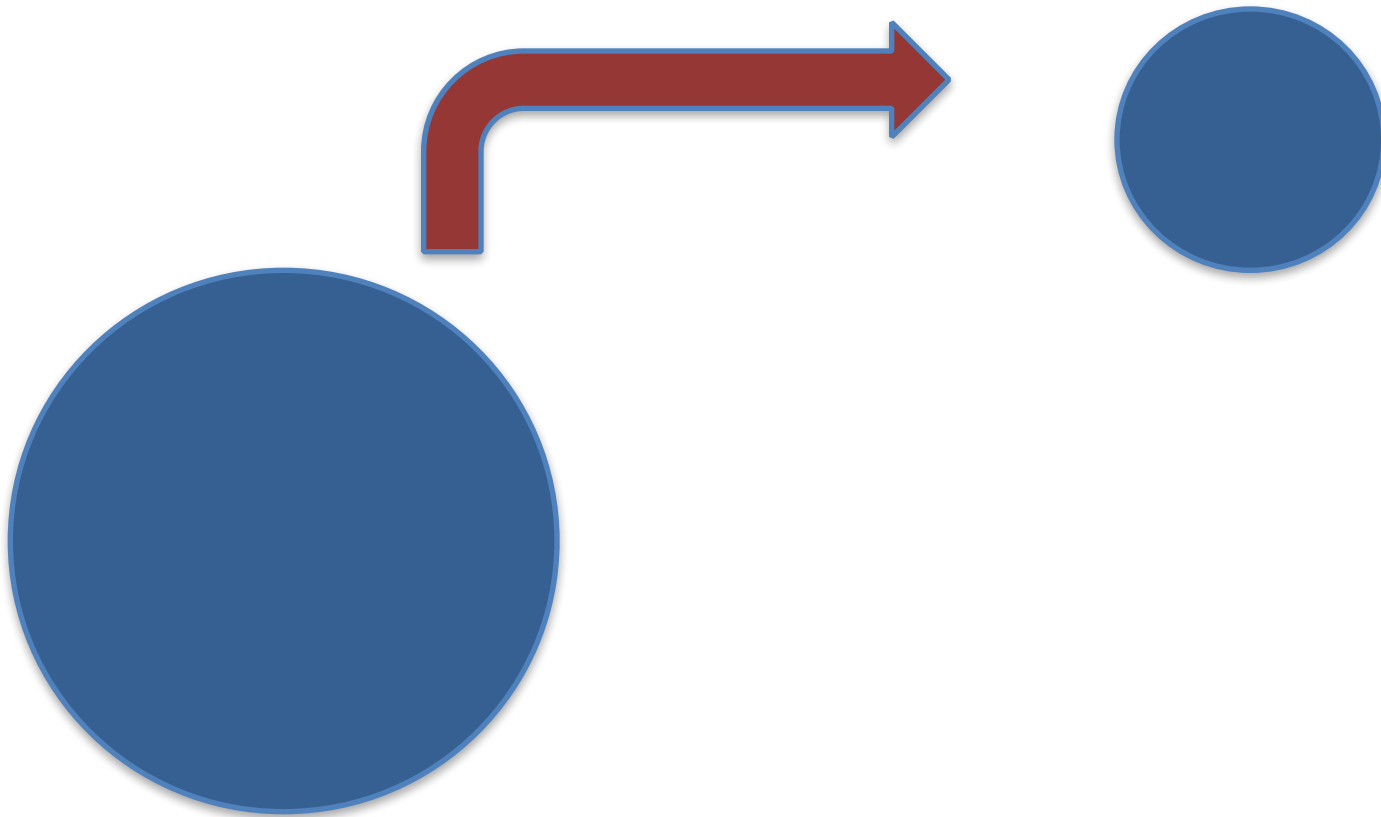






Adapted Reader's Theatre







Questions

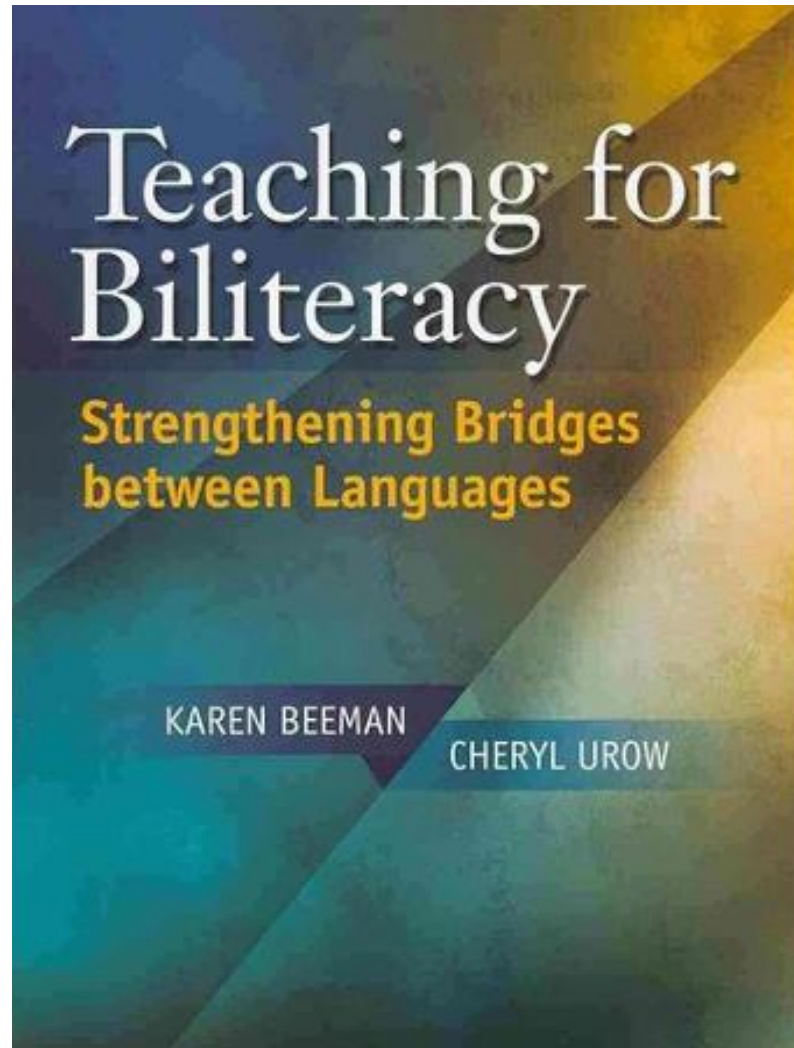


Evaluation

<http://goo.gl/forms/KeZWr59NZI5HLLVp2>



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