



Biliteracy Curriculum Development Self-Assessment

Are we ready to write BUFs ?

- ☐ Does the biliteracy program have a vision that articulates who the program is for and what its long-term goals are?
- ☐ Does the district have a literacy philosophy?
- ☐ Does the biliteracy program have a clear language and content allocation plan for each grade?
- ☐ Has each grade articulated a biliteracy schedule that shows how the language and content allocation plan is implemented in that grade on a daily basis?
- ☐ Does each grade have a biliteracy curriculum map that articulates and sequences the curriculum for that grade for the year?
- ☐ Does the biliteracy curriculum map reflect the program's language and content allocation plan?

For the next set of questions, please consider your progress in relation to each grade's biliteracy curriculum map.

- ☐ Have science/social studies standards been analyzed and grouped together to create units that have a theme?
- ☐ Does each unit have a science/social studies big idea based on its standards? Is each big idea written using the sentence "I want my students to understand that..."?



- ☐ Does each unit include language arts standards (from Common Core Reading Literature, Reading Informational, Writing) for both reading and writing?
- ☐ Does each unit have a literacy big idea based on the language arts standards included in the unit? Is each big idea written using the sentence "I want my students to understand that when reading (select either informational or literary texts) it is important to (identifies skills in reading standards 2-9) in order to write (identifies writing standard 1, 2, or 3) about _____. "
- ☐ Has the biliteracy curriculum map been reviewed to ensure that all standards (science/social studies, reading and writing) are addressed at some point during the year?
- ☐ Has the biliteracy curriculum map been reviewed to ensure vertical alignment and increasing rigor as students progress through the program?

For the next set of questions, please consider your progress in relation to each grade's BUFs.

- ☐ Does the BUF have learning targets for content (science/social studies) and language arts?
- ☐ Does the BUF have learning targets for language development?
- ☐ Does the BUF clearly articulate the main language needed for the unit at the word, sentence, and discourse levels?
- ☐ Does the BUF have a summative assessment that assesses mastery of both the content (science/social studies) and language arts standards/big ideas?



- ☐ Does the BUF include strategies for building oracy and background knowledge?
- ☐ Does the BUF include reading comprehension teaching points, strategies, activities and mentor texts?
- ☐ Does the BUF include writing teaching points, strategies, and activities?
- ☐ Does the BUF identify a focus for word study and fluency based on language arts standards (from Common Core Reading Foundational and Language sections)?
- ☐ Does the BUF clearly articulate teaching points, inquiries, and/or experiences that will guide content area instruction (science/social studies) for the unit?
- ☐ Does the BUF identify metalinguistic foci (related to phonology, morphology, syntax, and/or pragmatics) for the Bridge and articulate how students will actively engage to generate the text for the Bridge and to build oracy in the other language?
- ☐ Does the BUF identify how the language arts big idea will be extended in the other language?