

The BUF Writing Process

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 Teaching for Biliteracy



Introductions



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Introductions



Hi, my name is _____.

I am a _____ bilingual.

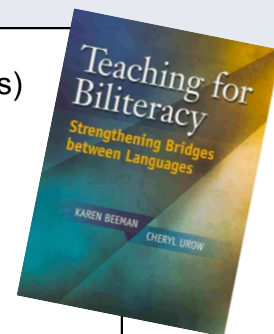
I teach in a _____ program.

One thing I learned this morning is _____.



The Biliteracy Unit Framework (BUF)

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	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	





Does the biliteracy program have a vision?

It is important to have and articulate a vision because _____.





Does the biliteracy program have a literacy philosophy?

It is important to have a literacy philosophy because _____.





Does the biliteracy program have a clear language and content allocation plan?

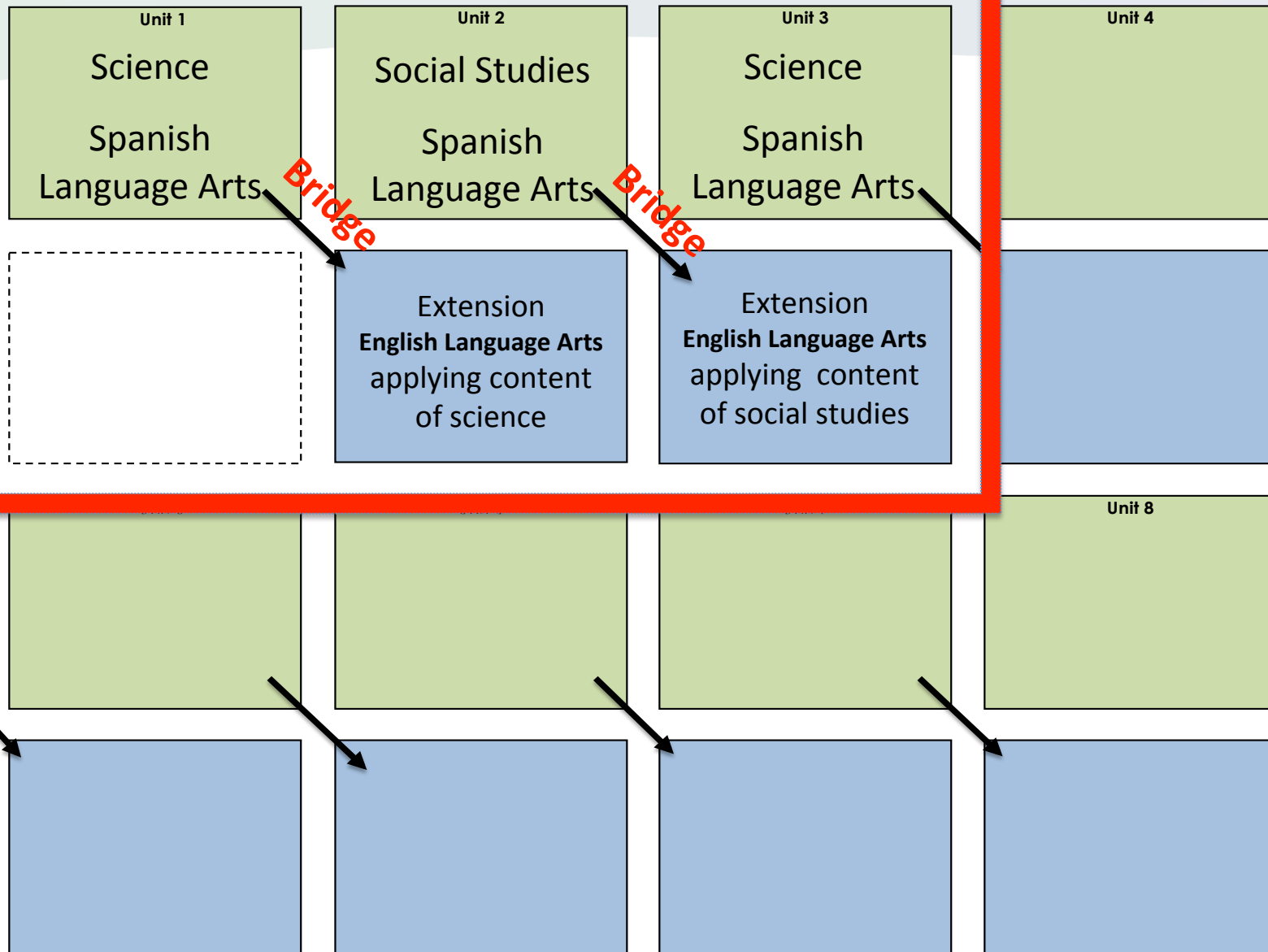
It is important to have a clear language and content allocation plan because _____.



Does each grade have a biliteracy map that groups learning standards into units based on the language and content allocation plan and sequences these units across the year?



Sample Biliteracy Map (80/20)



Sample Biliteracy Map (80/20)

Unit 1

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science
Spanish LA

Unit 2

SS.H.1.1: Create a chronological sequence of multiple events.

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

Social Studies
Spanish LA

Unit 3

1-LS1-1. Use materials to design solution to a human problem by mimicking how plants/animals use their external parts to help them survive, grow, meet needs.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Science
Spanish LA

Bridge

RI.1.2 Identify the main topic and retell key details of a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English LA

Bridge

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

English LA

Sample Biliteracy Map (80/20)

Unit 1

Read informational books about day and night.

Write notes based on observations and information from texts read aloud and use them to inform a class fact sheet that contrasts the day and night sky.

**Science
Spanish LA**

Unit 2

Read realistic fiction/ memoirs about people at different stages of their lives.

Write personal narrative: how student has grown including details that describe key features of each stage

**Social Studies
Spanish LA**

Unit 3

Read informational books about regions/climates and animal adaptations.

Write informational text: explains an animal adaptation and provides examples of how this can be applied to a human problem

**Science
Spanish LA**

Read informational books about the phases of the moon.

Write a nonfiction book about how the moon changes over the course of a month.

English LA

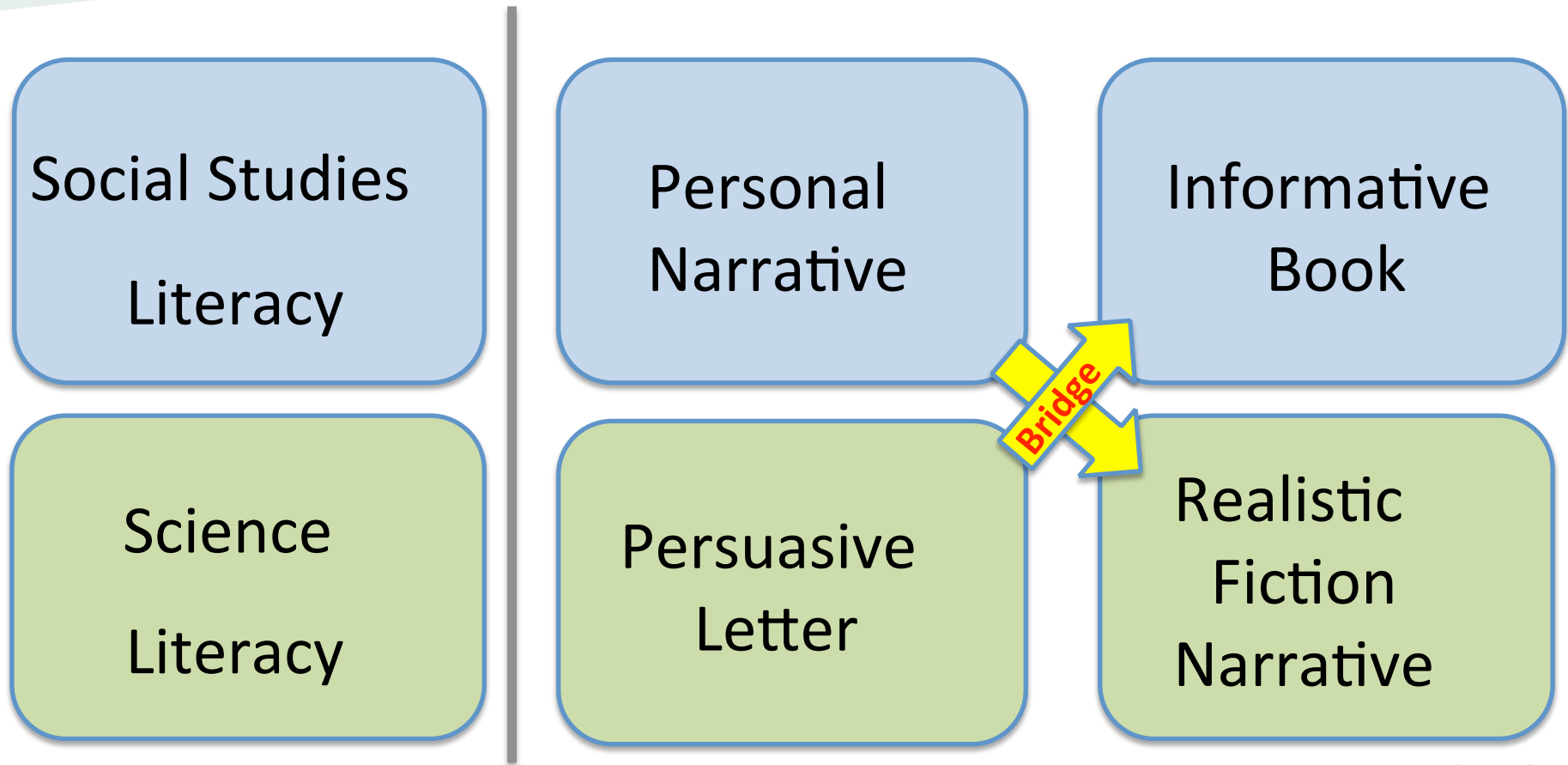
Read biographies about hero's lives.

Write biography including events from each stage of hero's life.

English LA



Sample Biliteracy Map 50/50



Sample Biliteracy Map 50/50

Social Studies Literacy

Rights/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

Factors that affect the growth of a state

4.G.1

Reading:

RI 4.6; RI 4.2 (main idea)

Writing:

W.4.2 Info/Explain



Science Literacy

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

Electricity and Magnetism

4.P.1; 4.P.3

Reading:

RL 4.4; RL 4.5

Writing:

W.4.1 – Opinion

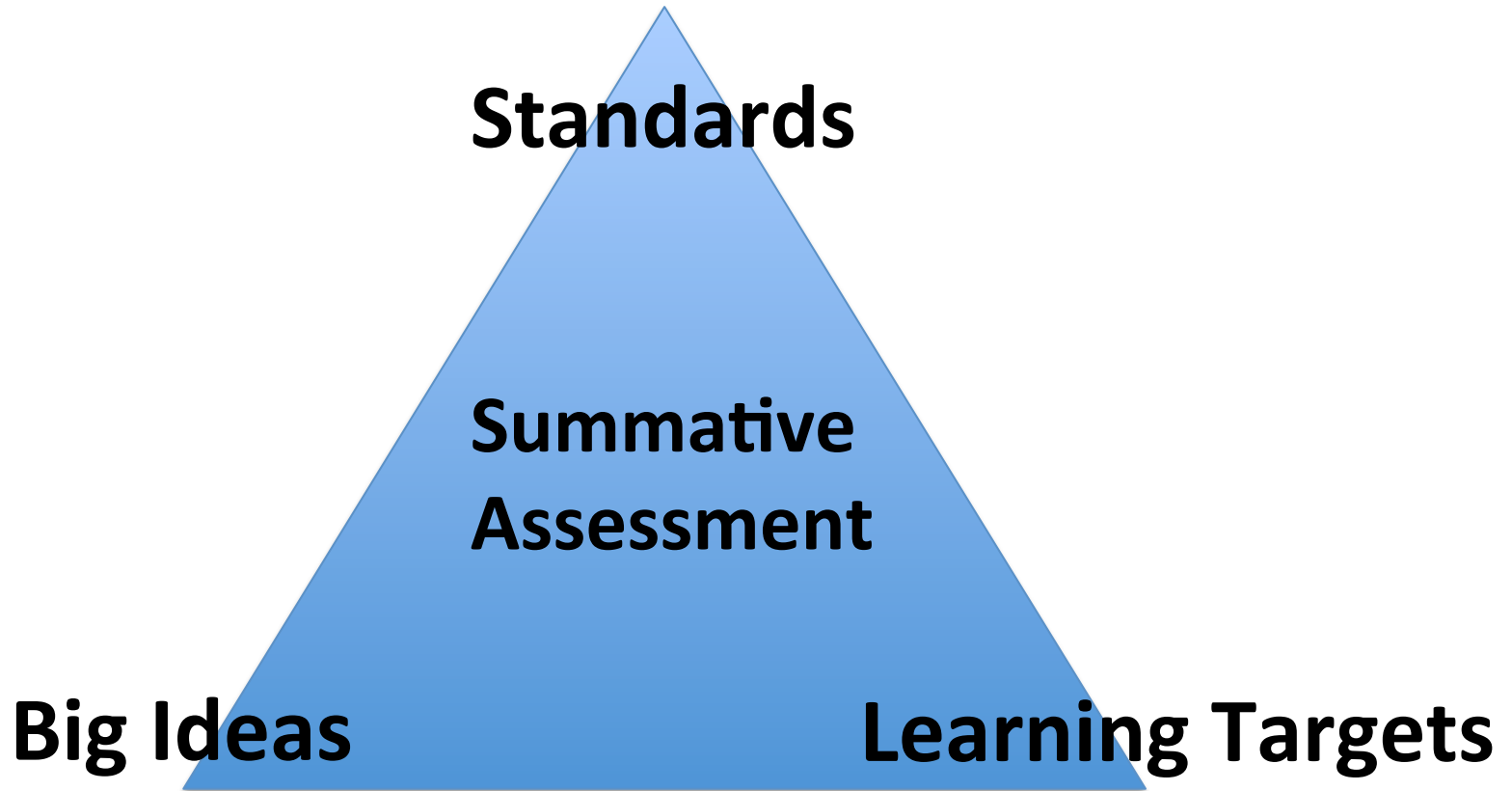


Genres within each bucket

(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

The Foundation of a Biliteracy Unit



iGracias!

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