

Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units

Title: _____ Author: _____

☐ Literary ☐ Informational

Element	Notes
The Story or Topic • What is this text about? • What happens in the story? • What's the main idea (informational) or central message? (literary)?	
Language • What language (words, phrases) might be new or tricky for students? • What language is crucial to students' understanding of the text? • What language is scaffolded in the text by photographs or illustrations? • What language do I need to build oracy for before reading this text? • How will I build that oracy? • What language will also be useful for students to know outside of the reading of this text and into other topics and units in the future?	

Content • What does this text contribute to the science or social studies big idea? • What new knowledge or understanding might this text bring to students? • Where are the stopping points where I can emphasize content? • How can I help them process the content (e.g., What questions can I pose? How can I scaffold their analysis or the new information?	
Literacy • What can this text teach students about being good readers? • Where are the stopping points where I can emphasize a reading strategy or skill? • What questions can I pose to students or what might my think-aloud sound like? • What can this text teach students about being good writers? • Where are the stopping points where I can emphasize an author's craft or use of a strategy? • What questions can I pose to students or what might my think-aloud sound like?	