

The BUF in 1st and 2nd Grade

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@T4Biliteracy



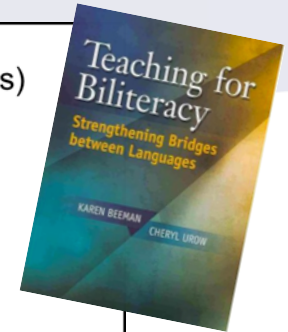
Teaching for Biliteracy



The Biliteracy Unit Framework (BUF)

Theme	Content Area and Content Big Idea(s)
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Language Arts Big Ideas
	Content Area Targets
	Language Targets
	Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	
Reading Comprehension • Guided Reading • Read aloud	• Readers' Workshop • Partner reading
Writing • Guided Writing • Writers' Workshop	
Word Study and Fluency • Decoding • Phonics	• Spelling
Summative Assessment	
Bridge • Metalinguistic Skills	
Extension Lesson or Activity	

Formative Assessment



Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing

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The Biliteracy Unit Framework (BUF)

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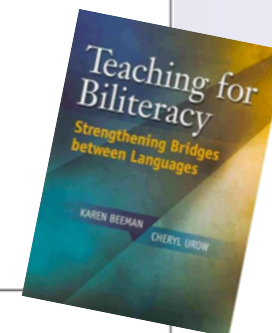
Standards:

- 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

Word Study and Fluency

Decoding, Phonics, Spelling, Grammar

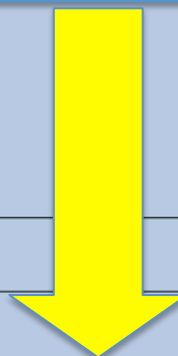
Summative Assessment

Bridge

Metalinguistic Skills

Actividades de extensión o una unidad nueva

English



Spanish

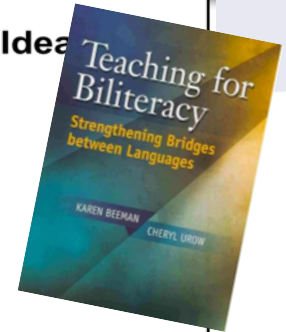
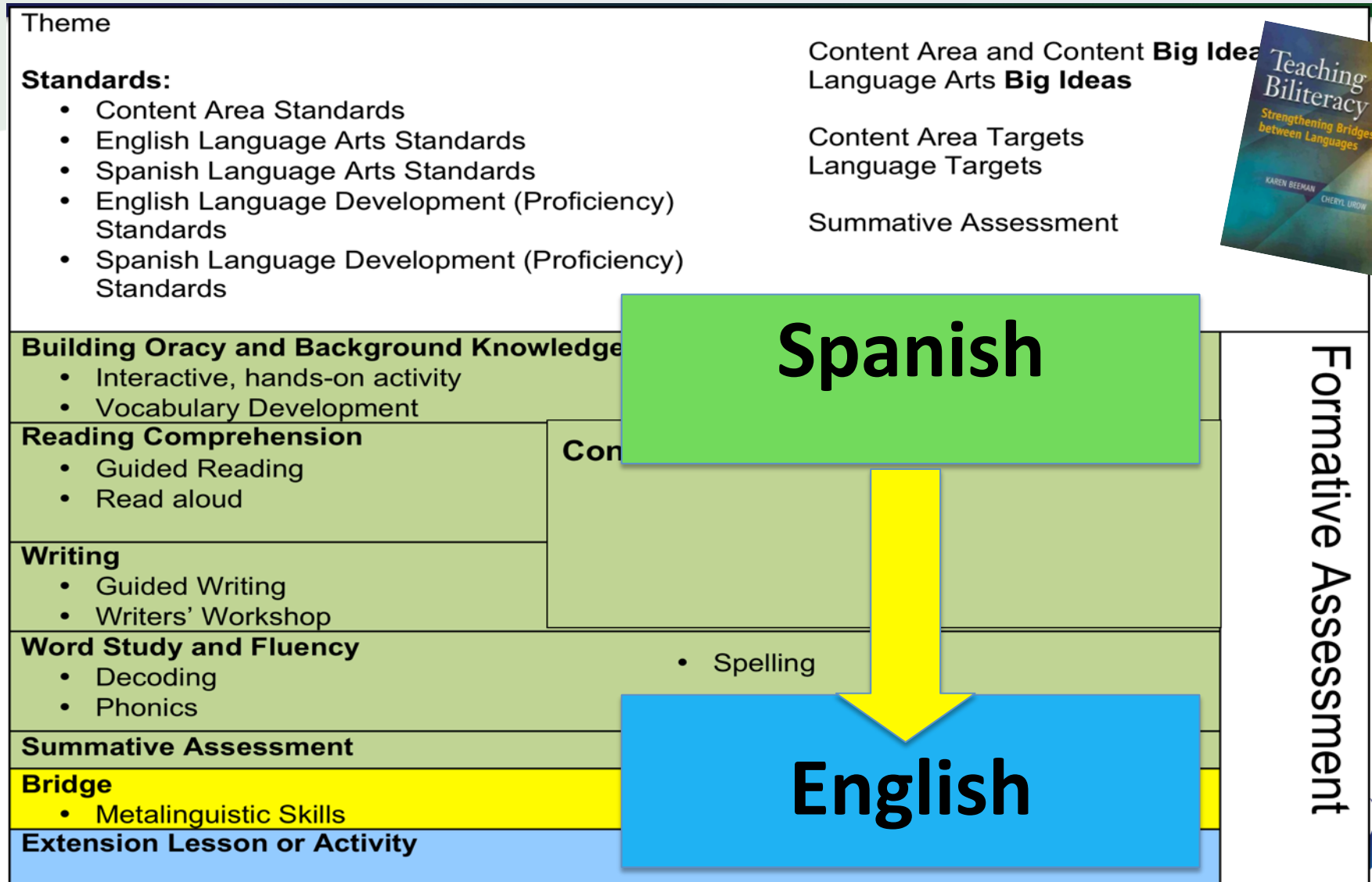
Formative Assessment
Evaluación Formativa

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Context

Language & Content Allocation Plan

80% Spanish	20% English
Spanish Language Arts Science Social Studies Math	English Language Arts



Context

Sample 1st Grade Classroom Schedule

8:00-8:10	Arrival
8:10-9:05	Literacy Block <i>includes Morning Message</i>
9:05-9:25	Recess
9:25-10:25	Math Block
10:25-11:25	Literacy Block
11:25-11:55	Lunch
11:55-12:45	Literacy Block
12:45-1:35	Science/Social Studies*
1:35-2:20	PE or Music
2:20-2:35	Closing / Dismissal



8:00-8:10	Arrival
8:10-9:05	Literacy Block • Morning Message • Concrete Activities/Projects (sometimes together with older grade buddy classroom) • Oracy Activities/Games • Read Aloud • Shared Reading • Modeled Writing • Shared Writing • Independent Writing • Word Study
9:05-9:25	Recess
9:25-10:25	Math Block
10:25-11:25	Mini Lesson (10 min) Round 1 (20 min) Mini Lesson (10 min) Round 2 (20 min) OR Mini Lesson (20 min) Round 1 (15 min) Mini Lesson (10 min) Round 2 (15 min) OR Mini Lesson (20 min) Round 1 (20 min) Brain Break (5 min) Round 2 (15 min) Mini Lesson Activity Options: • Adapted Reader's Theater • Story Dramatization • Read Aloud • Shared Reading • Modeled Writing • Shared Writing • Dictado (whole group) • The Bridge During Rounds: Teachers • Work with Small Groups ◦ Small Group Reading ◦ Dictado • Conference w/ Individual Students (Reading or Writing) Students • Independent Reading/Research • Word Work • Independent Writing/Research
11:25-11:55	Lunch
11:55-12:45	Literacy Block
12:45-1:35	Science/Social Studies (one or two of the following activities) • Concrete Activities to Build Oracy and Background Knowledge • Modeled Writing • Shared Writing • The Bridge
1:35-2:20	PE or Music
2:20-2:35	Closing / Dismissal



Be Flexible!

8:00-8:10	Arrival
8:10-9:05	Literacy Block • Morning Message • Concrete Activities/Projects (sometimes together with older grade buddy classroom) • Oracy Activities/Games • Read Aloud • Shared Reading • Modeled Writing • Shared Writing • Independent Writing • Word Study
9:05-9:25	Recess
9:25-10:25	Math Block
10:25-11:25	Literacy Block Mini Lesson (10 min) Round 1 (20 min) Mini Lesson (10 min) Round 2 (20 min) OR Mini Lesson (10 min) Round 1 (15 min) Mini Lesson (10 min) Round 2 (15 min)
	Mini Lesson & Round Option Adapted from the Greater Literacy Development • Shared Reading • Shared Writing • Shared Writing • Dictation (whole group) • The Bridge Round 1 Work with Small Groups • Small Group Reading • Dictado • Conference w/ Individual Students (Reading or Writing) Students • Independent Reading/Research • Word Work • Independent Writing/Research
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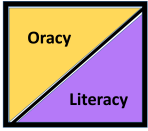
Decide what to do in each chunk of time...

- based on the logical progression of learning for these concepts and skills
- in response to your students' needs as the unit progresses

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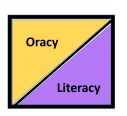
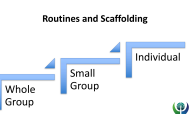
Biliteracy Unit Framework – Sample Lesson Annotation Guide

	 Sensory Supports  Graphic Supports  Interactive Supports		Routines and Scaffolding 	
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

Adapted from Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Caslon Publishing: Philadelphia, PA



Biliteracy Unit Framework – Sample Lesson Annotation Guide

	 Sensory Supports  Graphic Supports  Interactive Supports	 Oracy Literacy	 Routines and Scaffolding Whole Group Small Group Individual	
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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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

- Guided Reading
- Read aloud

Content Instruction

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

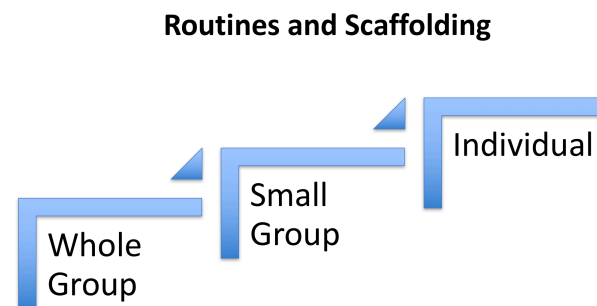
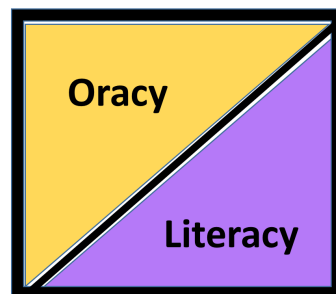
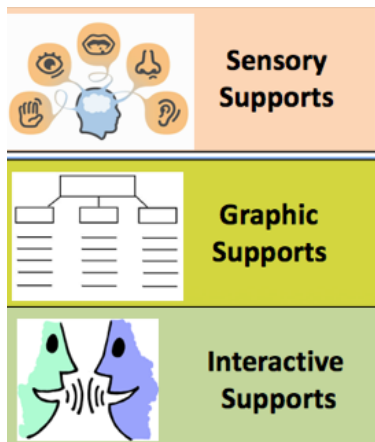
Bridge

- Metalinguistic Skills

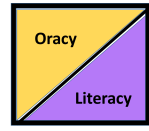
Extension Lesson or Activity

Formative Assessment





Biliteracy Unit Framework – Sample Lesson Annotation Guide

	 Sensory Supports  Graphic Supports  Interactive Supports		Routines and Scaffolding 	
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		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	Content Instruction		
Writing • Guided Writing • Writers' Workshop			
Word Study and Fluency • Decoding • Phonics			• Spelling
Summative Assessment			
Bridge • Metalinguistic Skills			
Extension Lesson or Activity			





A

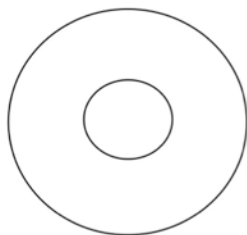
B

C





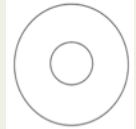
Observo _____.



El tema es _____.



un bebé → un niño pequeño → un niño grande



El tema es

las personas crecen y cambian a través del tiempo.





Un bebé
usa...



Un niño
pequeño usa...



Un niño
grande usa...



Theme

Standards:

- Content Area Standards
- English Language Arts Standards
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- Spanish Language Development (Proficiency) Standards

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Summative Assessment

Day 1

Concept Attainment

Reading Comprehension

- Guided Reading
- Read aloud

Content Instruction

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment

What did you notice?



- What did the teacher do?
- What did students do?
- What were the different ways that students could participate?
- What materials did the teacher use to help students understand and participate?

Biliteracy Unit Framework - Sample Lesson Annotation Guide				
	Language Supports	Oracy Literacy	Reasons and Rationale	Assessment
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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Building Oracy & Background Knowledge

Contexts

Experiments

Games

Experiences

Field Trips

Strategies

Fishbowl

Parallel Lines

Three Corners

Concept
Attainment

Tools

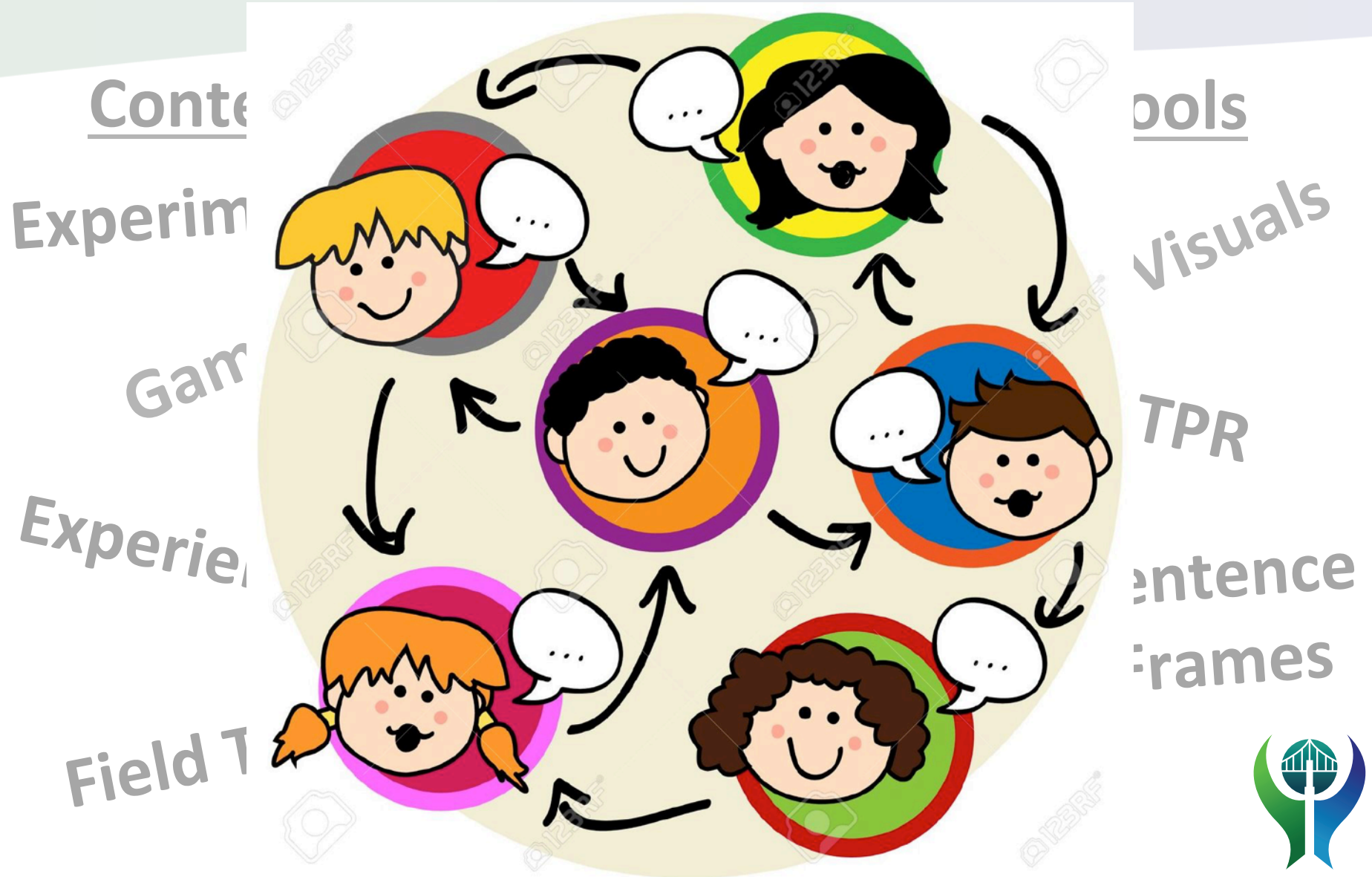
Visuals

TPR

Sentence
Frames



Building Oracy & Background Knowledge



Building Oracy & Background Knowledge



Building Oracy & Background Knowledge **AND** Content Area Instruction

Contexts

Experiments

Games

Experiences

Field Trips

Strategies

Fi

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Thr

C

Attain

Tools

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R

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Students bring in several photographs of themselves at each stage of life (baby, toddler, big kid).

The teacher shows her own photos and introduces the following sentence frames.

Esta soy yo cuando era _____ (una bebe, una niña pequeña).

Esta soy yo ahora que soy una niña grande.

The teacher then asks a student who is a fluent Spanish speaker to show/tell her about his photographs.

Then each of them glues his/her photos in order on a timeline, writing the corresponding sentence under each picture. They come back to the rug and share their timeline with a partner in parallel lines.





Este soy yo cuando
era un bebé.



Este soy yo cuando
era un niño pequeño.



Este soy yo ahora que
soy un niño grande.



**This activity is from the
_____ part of the BUF.**

Students are learning ____.



Theme

Standards

- Content
- English
- Spanish
- English
- Standards
- Spanish
- Standards

How do people grow
and change over
time?

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Summa

Days 2 - 10

Oracy and
Content Instruction

- **Parallel Lines**
- Three Corners
Sorting
- Mini-lessons
- Read-Alouds
- **Projects**
- Investigations

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

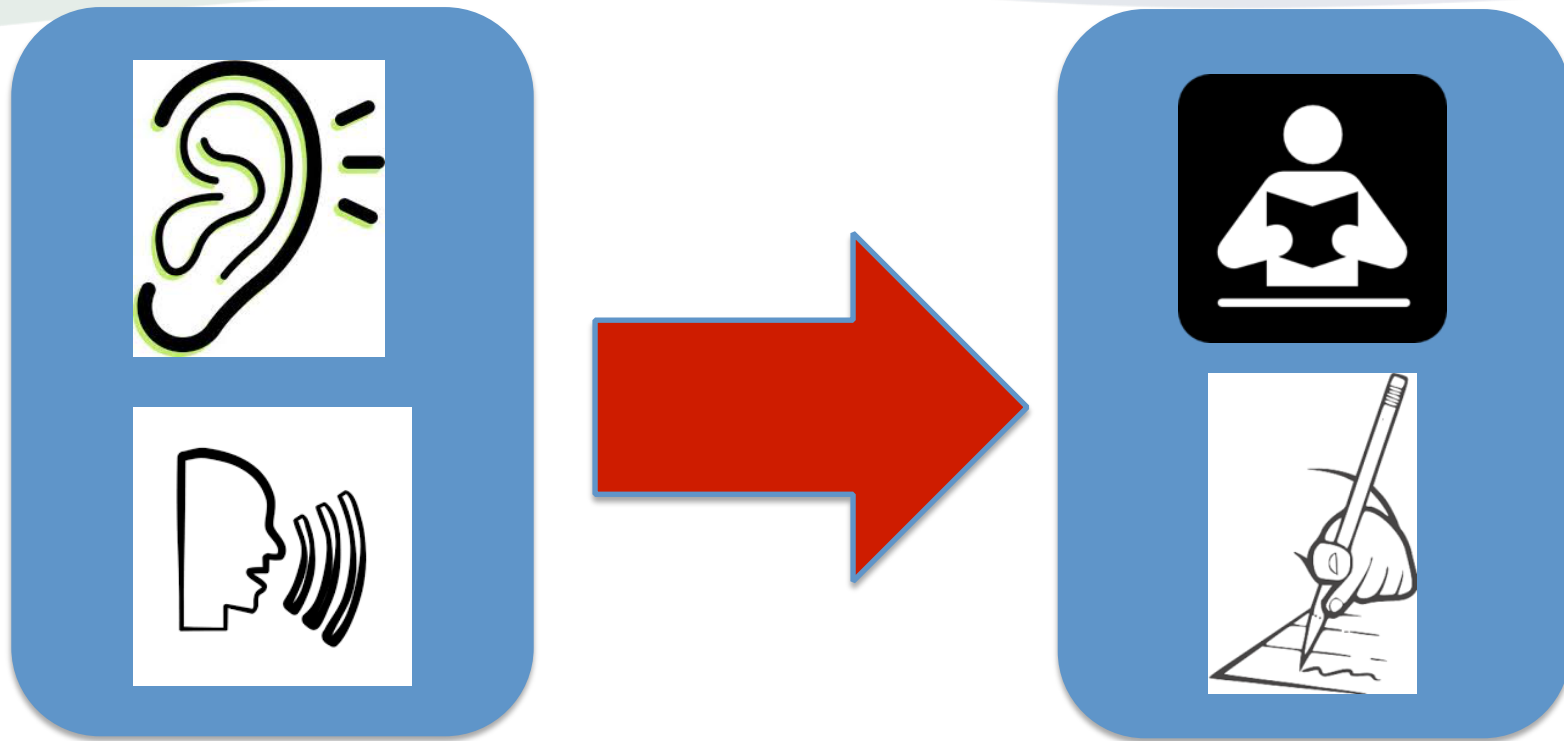
Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Content Instruction

The Purpose of Oracy is ...



...to prepare **ALL** students for literacy success with grade level texts and academic content.

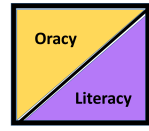


Oracy and Literacy

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
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Building Oracy and Background Knowledge • Interactive hands-on activity • Vocabulary Development		Formative Assessment
Reading Comprehension • Guided Reading • Read aloud	Content Instruction	
Writing • Guided Writing • Writing Workshop		
Word Study and Fluency • Decoding • Phonics	• Spelling	
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		



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	 Sensory Supports  Graphic Supports  Interactive Supports		Routines and Scaffolding 	
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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*The teacher played a game during morning meeting to teach her students what the word '**cambia**' means.*

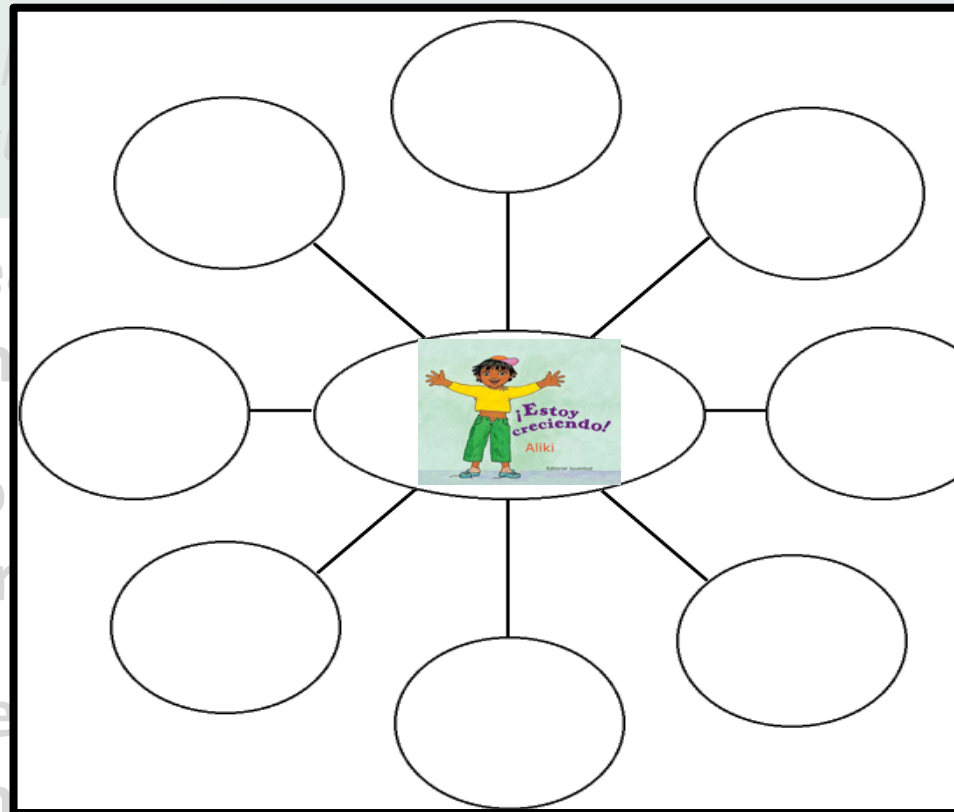
The teacher reads an informational book that describes some of the changes a child experiences as she grows up.

Students go to their table and draw/write about 2 things they learned from the book that change when you grow up.

Students come back to the rug. The teacher models sharing her own writing with a student who is a fluent Spanish speaker, then invites students to share their writing with a partner.

When the group comes back together, they complete a graphic organizer to summarize what they have learned from the book.





**This activity is from the
_____ part of the BUF.**

Students are learning ____.



Theme

Standards:

- Cont
- Engl
- Spar
- Engl
- Stan
- Spar
- Stan

How do people grow
and change over
time?

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

Reading Comprehension

- Guided Reading
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Days 2 - 10

**Oracy
Content Instruction**

- Parallel Lines
- Mini-lessons
- **Read Alouds**
- Projects
- Investigations
- **Research**
- **Record**
- **Research**

*The teacher reads a narrative story
about a family who brings a new baby home.*

The teacher asks students to think about who was in the story. She models how to talk to a partner about this with another student and provides the sentence frame

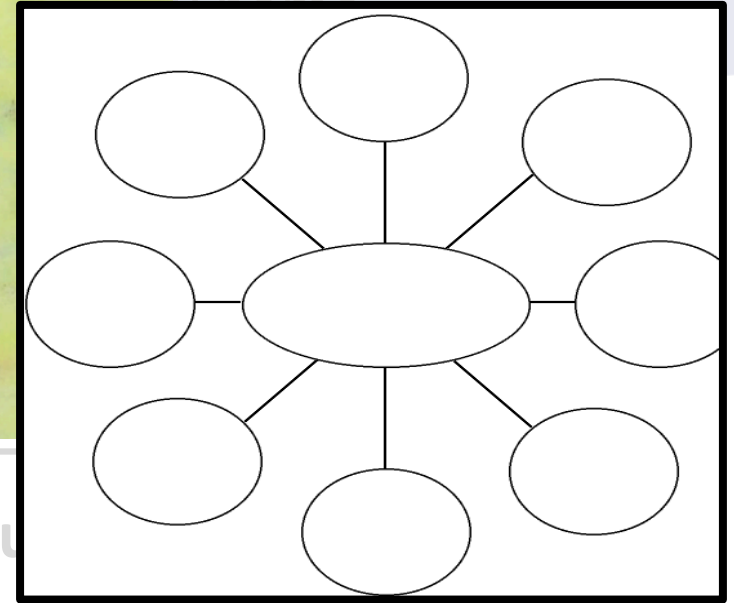
‘Los personajes de este cuento son _____’.

Students then talk to their partner about who was in the story.

The teacher calls them back together, and they make a bubble map of the characters. The teacher models how to use the illustrations to learn more about each character using the picture of the big sister

She then shows several pages with illustrations of the baby and has students talk to their partner about what they know about the baby from the illustration.





**This activity is from the
_____ part of the BUF.**

Students are learning ____.



Theme

Standards:

Content Area
Language A

Content Area
Language T

Summative

What makes a story?
What do I need to attend to so I
can understand a story?

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

Content Instruction

Days 5 - 15

**Oracy and
Reading Instruction**

- **Read Aloud**
- Shared Reading
- **Mini-lessons**
- Dramatizations
- Small Group Work
- Independent Reading

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

ssment



Nombre: _____

Mapa de cuento

Título: _____ _____	personajes: _____ _____ _____
Eventos: _____ _____ _____	Ambiente _____ _____ _____

Maestros-Espa © 2013

- Describe characters
- Identify major events
- Describe key details



For homework, students interviewed their family members about things that happened around the time they were born. Family members have been asked to send photographs of these events to school.

The teacher models how to use a graphic organizer to draft a story. She uses a photograph as an anchor for her story.

She does a think-aloud and wonders who was there, then record this on the graphic organizer where it says ‘characters’. She continues this think-aloud until she has completed the graphic organizer. She uses words and drawings to complete the graphic organizer since she knows some of her students struggle to write words.

Students go to their table and, using a photograph they brought and information gathered from interviewing family members, they draft their own story using the graphic organizer.





Mapa de cuento

Nombre: _____

Título: _____

Personajes: _____

Eventos: _____

Ambiente: _____

Maestros-Espa © 2013



**This activity is from the
_____ part of the BUF.**

Students are learning _____.



Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Summative

What do authors do when they write to tell a story?

- Vocabulary Development

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

Content Instruction

Days 8 - 15

- Spelling

Oracy and Writing Instruction

- **Read Aloud/ Mentor Text**
- Modeled Writing
- Shared Writing
- **Mini-lessons**
- Small Group Work
- 1:1 Conferences
- Independent Writing

The teacher does a dictado with the following sentence:

El niño trae su almuerzo en la mochila. Él tiene un sándwich, pudín de chocolate, y una cuchara en su mochila.



The teacher does a dictado with the following sentence:

El niño trae su almuerzo en la mochila. Él tiene un sándwich, pudín de chocolate, y una cuchara en su mochila.



**This activity is from the
_____ part of the BUF.**

Students are learning ____.



The teacher leads the students in reading one of the predictable charts they created previously about babies, little kids, or big kids.

This becomes a routine that students can take turns leading.

When they are finished reading, the group considers if there is anything new that they have learned that can be added to the chart. If so, it is added.



The teacher leads the students in reading one of the predictable charts they created previously about babies, little kids, or big kids.

This becomes a routine that students can take turns leading.



**This activity is from the
_____ part of the BUF.**

Students are learning ____.



Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency)

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Assessment

What do I need to know to decode words?
How can I make sure that my writing
communicates my message clearly so the
reader understands it?

Reading Comprehension

- Guided Reading
- Read aloud

Content Instruction

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative

Assessment

Days 10 - 18

Phonics &
Grammar/ Fluency
Instruction

What did you notice?



- How did the teacher integrate language, literacy and content?
- How did the teacher scaffold literacy tasks so that all students could participate?
- What materials did the teacher use to help students understand and participate?

Biliteracy Unit Framework - Sample Lesson Annotation Guide			
Oracy			
Content Area Instruction			
Reading			
Writing			
Word Study and Fluency			
The Bridge			
Extension			

Adapted from Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Corwin Publishing: Philadelphia, PA.



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

- Guided Reading
- Read aloud

Content Instruction

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Form

ment

Day 33

**Collect Students'
Personal Narratives
and Timeline Project**

Theme

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Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment

Theme

Standards:

- Content Area
- English Lang
- Spanish Lan
- English Lang
- Standards
- Spanish Lan
- Standards

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ig Idea(s)

Building Oracy and Background Knowledge

- Interactive, h
- Vocabulary L

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Reading Compre

- Guided Read
- Read aloud

Writing

- Guided Writi
- Writers' Wor

Word Study and I

- Decoding
- Phonics

Summative Assessment

Bridge

- Metalinguistic Skills

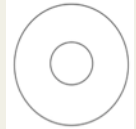
Extension Lesson or Activity

Formative Assessment

The Bridge



un bebé → un niño pequeño → un niño grande



El tema es

las personas crecen y cambian a través del tiempo.





Un bebé
usa...



Un niño
pequeño usa...



Un niño
grande usa...



Vamos a cruzar el puente...



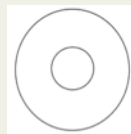
a baby



a little boy



a big boy



The theme is
people **grow** and **change** over time.





**A baby
uses...**



**A little boy
uses...**



**A big
boy uses...**



What did you notice?



- **What did the teacher do?**
How did she generate the words for the Bridge?
- **What did students do during the Bridge?**
- **What were the different ways that students could participate?**
- **What materials did the teacher use to help students understand and participate?**

Biliteracy Unit Framework - Sample Lesson Annotation Guide				
	Oracy	Reading	Writing	Extension
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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- Read aloud

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- Writers' Workshop

Content Instruction

Word Study and Fluency

- Decoding
- Phonics
- Spelling

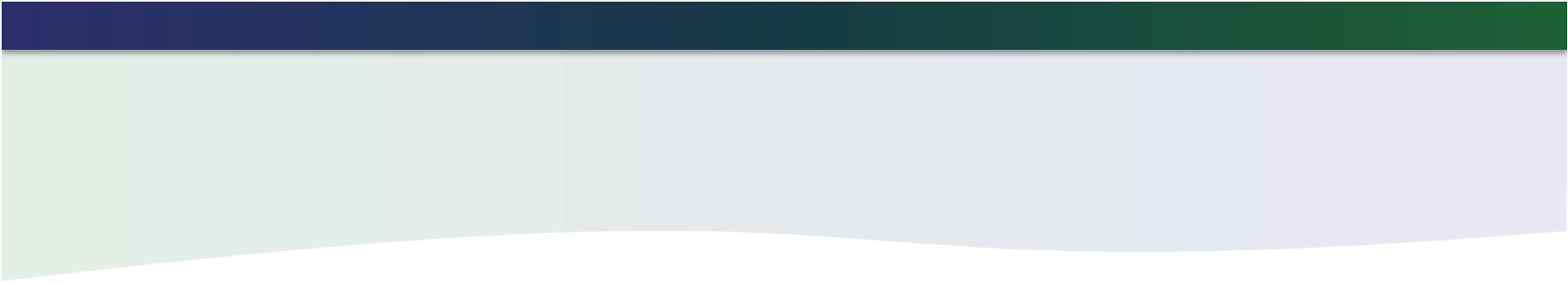
Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment



Charts from the Session



Un bebé...



llora



gatea



duerme



come
cereal



toma
leche



Un niño
pequeño...



camina



habla



monta
un triciclo



juega



escucha
Cuentos



Un niño
grande...



lee



trepa



corre



monta
una
bicicleta



comparte



TPR



el

el huevo



el niño



la

la mariposa



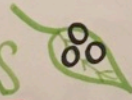
la hoja



la niña

los

los huevos

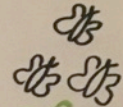


los niños



las

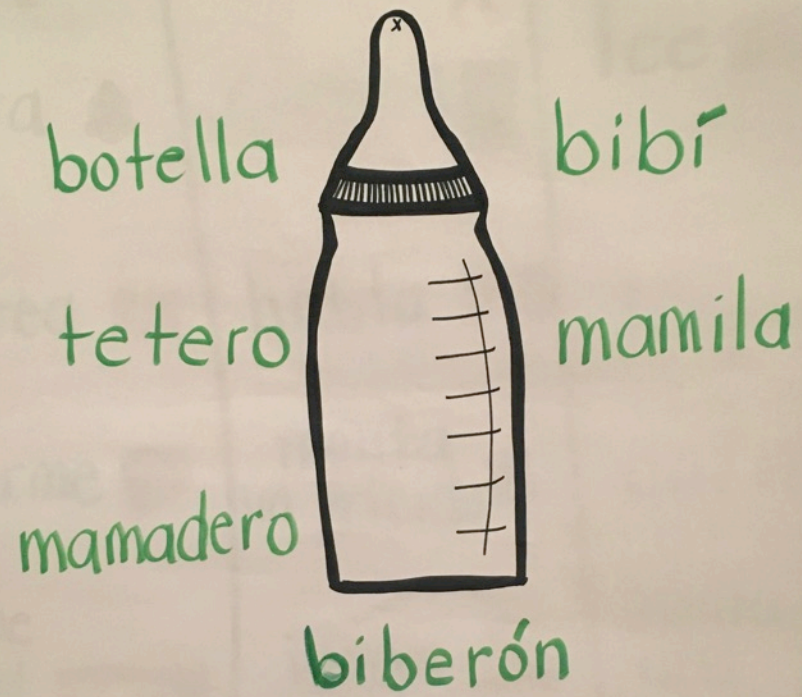
las mariposas



las hojas



las niñas



biberón



ba

babero



baño

be

bebé



biberón

bi

bicicleta



bo

boca

bu

las toallitas húmedas de **bebé**
the **baby** wipes



la cuna
the **Crib**



el vaso
the **cup**



el triciclo
the **tricycle**



el babero
the **bib**



el bebé
the **baby**

el niño **pequeño**
the **little** boy

el niño **grande**
the **big** boy

el biberón
the **bottle**



el cereal
the **cereal**



la cama
the **bed**



Bridge

El orden de
las palabras

sustantivo - adjetivo

las toallitas húmedas
de bebé

la comida de bebé
el carro rojo

Word Order

adjective - noun

the baby wipes

the baby food

the red car

Metalinguistic Chart

¡Gracias!

Susan Pryor

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