

Biliteracy Unit

Early Childhood/ PreK-K

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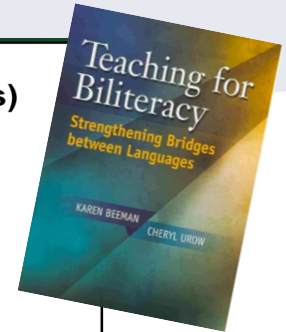
@T4Biliteracy



Teaching for Biliteracy



The Biliteracy Unit Framework (BUF)



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

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



The Biliteracy Unit Framework (BUF)

Theme:

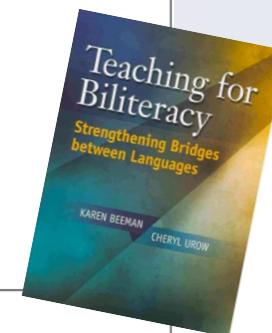
Standards:

- 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

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

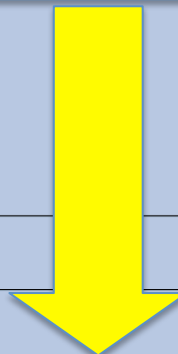
Summative Assessment

Bridge

Metalinguistic Skills

Actividades de extensión o una unidad nueva

English



Spanish

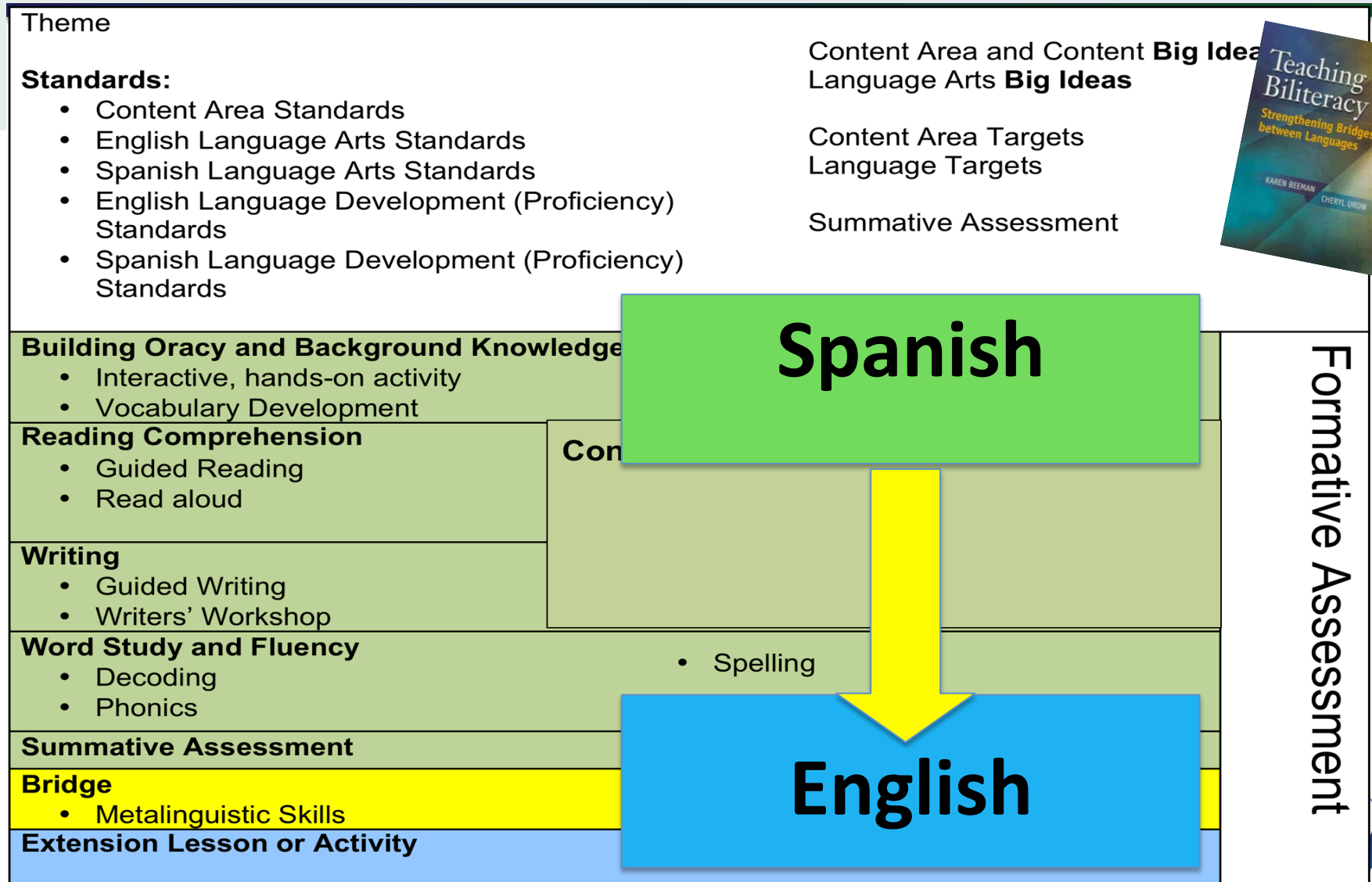
Formative Assessment
Evaluación Formativa

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

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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	Content Block (Science/Social Studies)
1:35-2:20	PE or Music
2:20-2:35	Closing / Dismissal



Context

Sample PreK Classroom Schedule

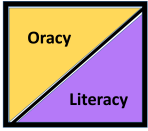
(3 hour program)

125 total instructional minutes
100 minutes Spanish (80%) + 25 minutes English (20%)

8:00-8:20	Arrival and Quiet Centers
8:20-8:35	Whole Group Time
8:35-9:50	Choice Time (includes snack as a center)
9:50-10:00	Clean Up Time
10:00-10:30	Gross Motor
10:30-10:55	Whole or Small Group Time
10:55-11:10	Pack Up and Dismissal



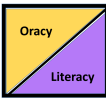
Biliteracy Unit Framework – Sample Lesson Annotation Guide

	 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



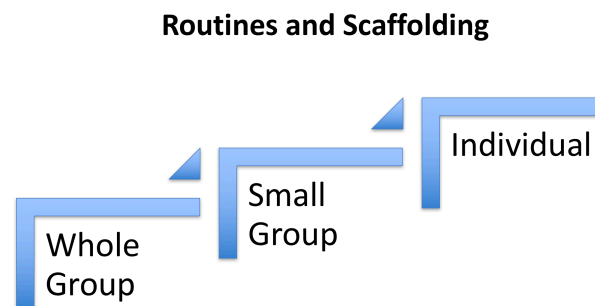
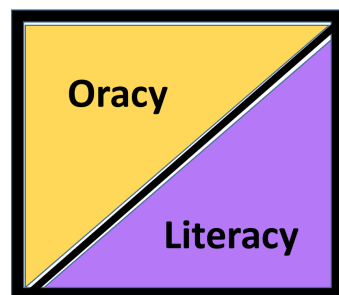
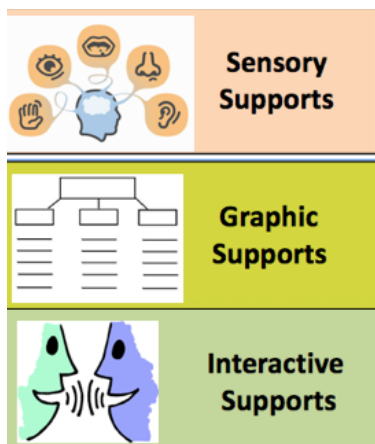
Biliteracy Unit Framework – Sample Lesson Annotation Guide

	 Sensory Supports  Graphic Supports  Interactive Supports			
Oracy				
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		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		





Applying an Early Childhood Lens to the 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
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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		

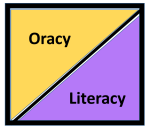
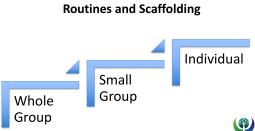
- Language Arts
- Math
- Science
- Social Studies
- The Arts
- Physical Development
- Social Emotional Development



- Whole Group Time
- Small Group Time
- Centers/Interest Areas



Biliteracy Unit Framework – Sample Lesson Annotation Guide

 Sensory Supports  Graphic Supports  Interactive Supports			
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Oracy

Content Area Instruction

Reading

Writing

Word Study and Fluency

The Bridge

Extension

Theme	Content Area and Content Big Idea(s) Language Arts Big Ideas
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Spelling	
Summative Assessment	
Bridge Metalinguistic Skills	
Extension Lesson or Activity	

Adapted from Beeman, K. and Ursula
Languages. Caslon Publishing: Philadelphia





A

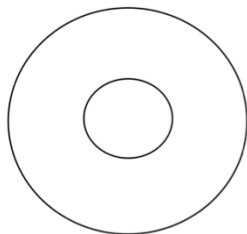
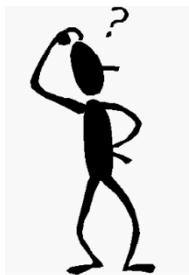
B

C





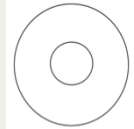
Observo _____.



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
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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 Background	Oracy Literacy	Reasons and Rationale	Assessment
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.



Building Oracy & Background Knowledge

Contexts

Experiments

Games

Experiences

Field Trips

Strategies

Fishbowl

Parallel Lines

Three Corners

Concept
Attainment

Tools

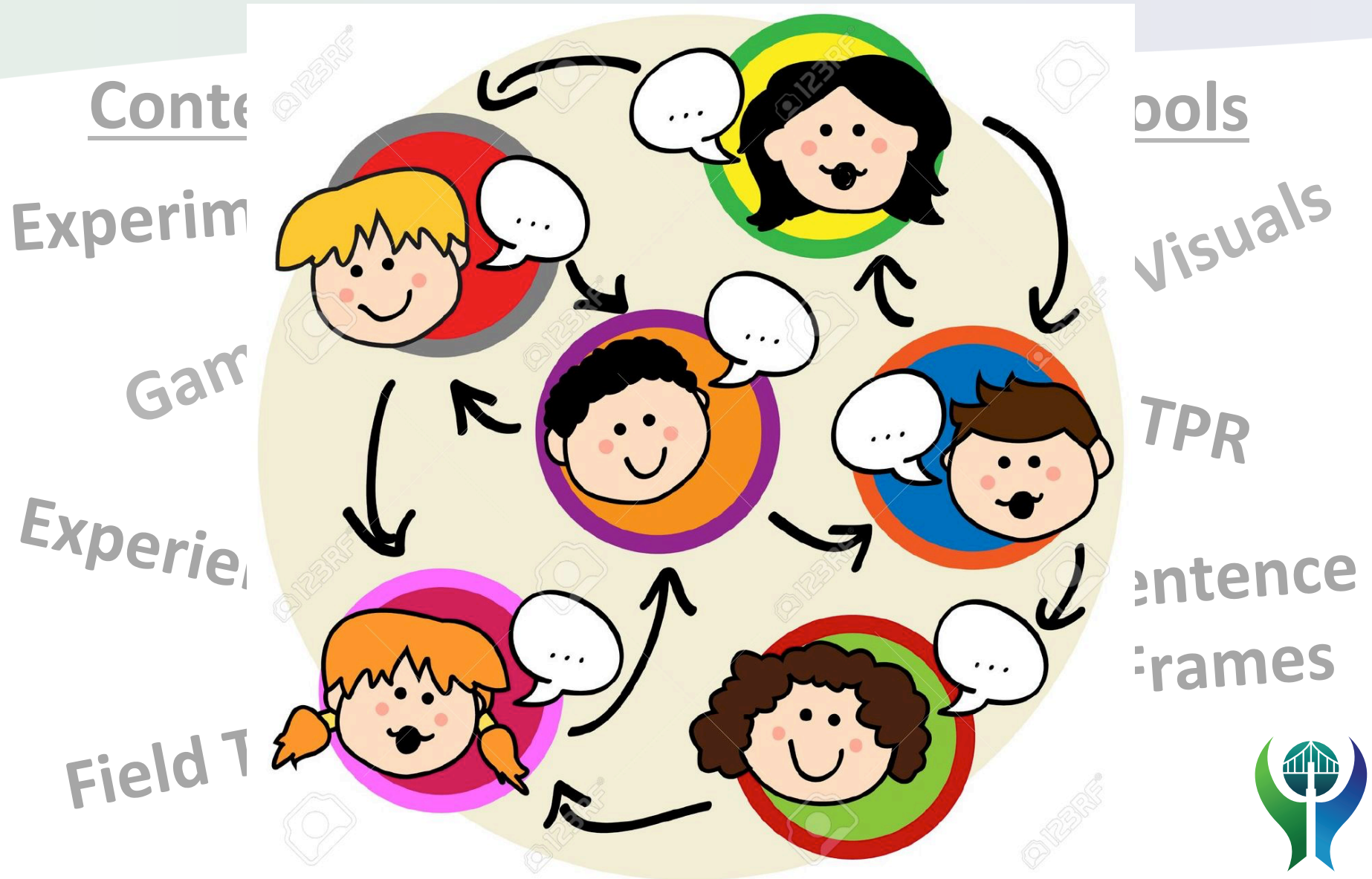
Visuals

TPR

Sentence
Frames



Building Oracy & Background Knowledge



Building Oracy & Background Knowledge



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 bebé, 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 _____.

I could do this activity during _____.



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

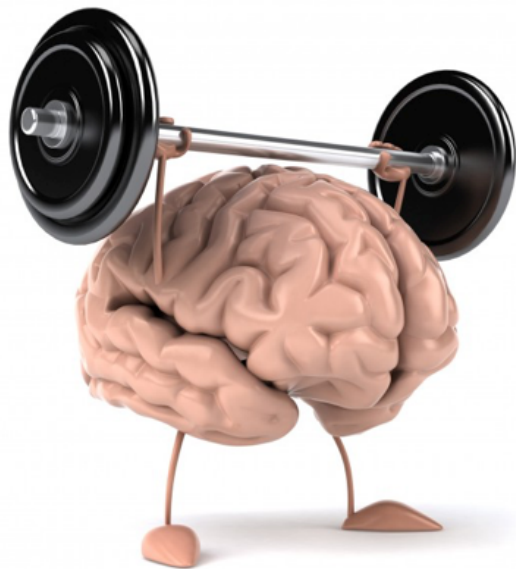
Summative Assessment

Bridge

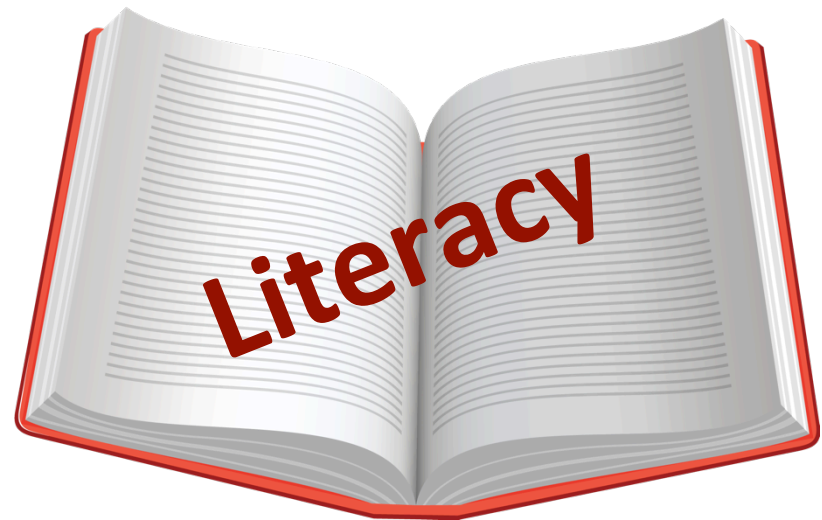
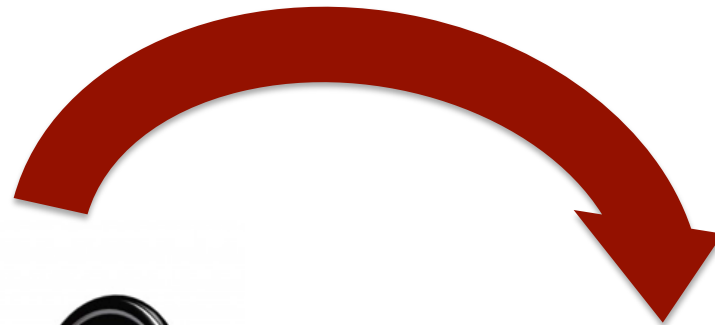
- Metalinguistic Skills

Extension Lesson or Activity

Content Instruction



Oracy

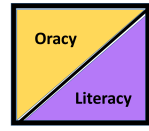


Oracy and Literacy

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Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		



Biliteracy Unit Framework – Sample Lesson Annotation Guide

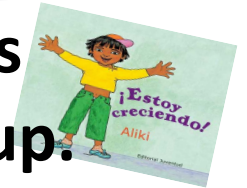
	 Sensory Supports  Graphic Supports  Interactive Supports		Routines and Scaffolding 	
Oracy				
Content Area Instruction				
Reading				
Writing				
Word Study and Fluency				
The Bridge				
Extension				

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

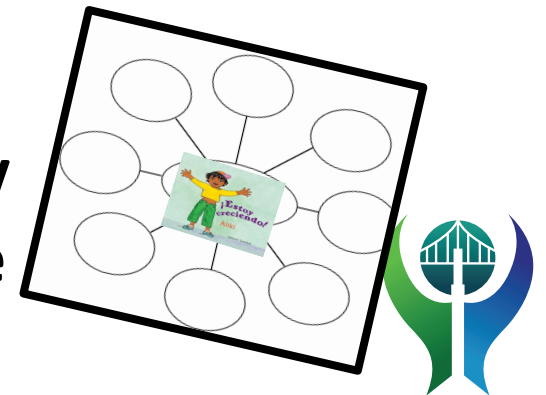
The teacher reads an informational book that describes some of the changes a child experiences as she grows up.



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.



Adapted for PreK

*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.

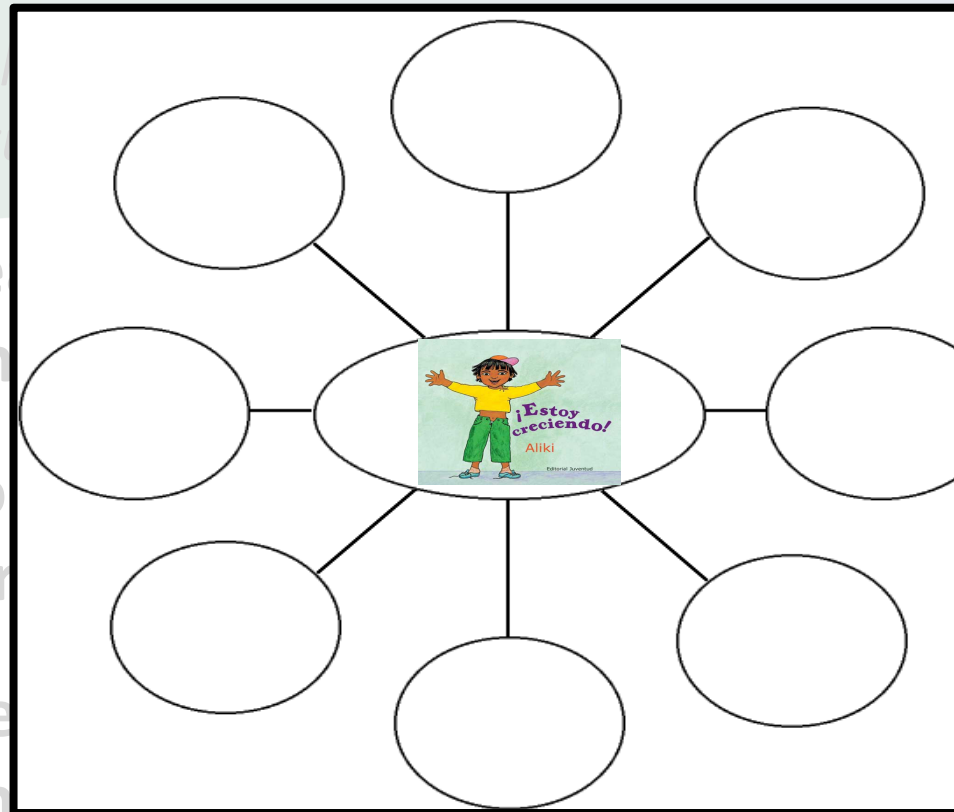


The teacher brings props so students can demonstrate some of the changes described in the book (e.g., pants that are too short, shoes that are too small, a yardstick for measuring).

Students use these props to demonstrate the concepts in the book and the teacher takes pictures of them.

The teacher prints these pictures and places them in the writing center. She invites students to contribute their own writing to a class book about what happens when you grow up.





This activity is from the _____ part of the BUF.

Students are learning _____.

I could do this activity during _____.



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.



Adapted for PreK

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

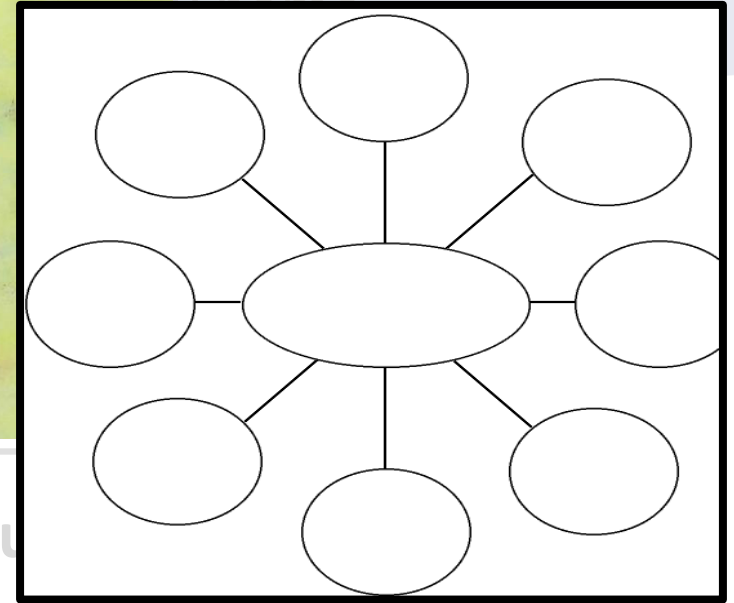
The teacher asks students to think about who was in the story. She tells students they will act out the story and begins by engaging children in naming the characters in the story. She uses the drawings in the book to scaffold students' memory. She begins by saying...

'Los personajes de este cuento son _____'.

After they have made the list, she invites students to be one of the characters. She reads excerpts from the book and students act them out. The teacher plays the role of director, helping students with dialogue and with embodying the feelings and actions of the characters.

The teacher places the book and some necklaces with a picture of each character in the dramatic play area.





This activity is from the _____ part of the BUF.

Students are learning _____.

I could do this activity during _____.



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

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Days 5 - 15

**Oracy and
Reading Instruction**

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



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 records 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.



Adapted for PreK

For homework, family members have been asked to send photographs with a brief description of an event that happened around the time the student was born. The teacher has also requested that families discuss the event and the photographs with their child.

The teacher brings photographs of an event that happened when she was a baby. The teacher has used these photographs and some drawings to create a story about the event, which she shares with students, emphasizing who was there and what happened at the beginning, middle, and end of the event.

The teacher directs students' attention to the writing center, where she has placed student photographs of an event.

Throughout the week, she asks students to tell the story in their pictures and takes dictation of what they share. She invites them to enhance their story by using drawings as well as the photographs to tell the whole story.





Mapa de cuento

Nombre: _____

Título: _____

Personajes: _____

Eventos: _____

Ambiente: _____

Maestros-Espa © 2013

This activity is from the _____ part of the BUF.

Students are learning _____.

I could do this activity during _____.



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.





Adapted for PreK

The teacher plays a game with students where she reads a 3- or 4- word sentence on a chart and students represent each word by hopping on a carpet square for each word.

4.A.ECc Recognize the one to one relationship between spoken and written words.

4.C.ECa Recognize that sentences are made up of separate words.



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 _____.

I could do this activity during _____.



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 _____.

I could do this activity during _____.



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	
	A row of icons: a book with a speech bubble (Language Support), a book with a pencil (Literacy), and a book with a person (Content Area Instruction).
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

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

Writing

- Guided Writing
- Writers' Workshop

Content Instruction

Word Study and Fluency

- Decoding
- Phonics

- Spelling

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

Reading Compre

- Guided Read
- Read aloud

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				

Writing

- Guided Writi
- Writers' Wor

Word Study and I

- Decoding
- Phonics

Summative Assessment

Bridge

- Metalinguistic Skills

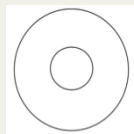
Extension Lesson or Activity

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...



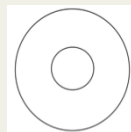
a baby



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				

Adapted from Beaman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Carson 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

Writing

- Guided Writing
- Writers' Workshop

Content Instruction

Word Study and Fluency

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment



What was my content big idea?

*I want my students to understand that **people grow and change over time** and who they become is shaped by their past experiences.*



Where did this big idea come from?

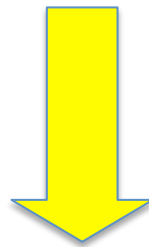
Social Studies

16.A.ECb

Develop a basic awareness of self as an individual.

18.A.ECa

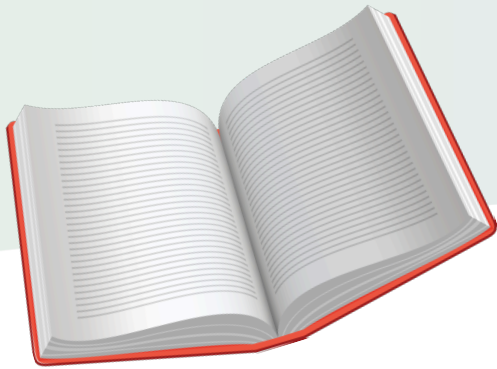
Recognize similarities and differences in people.



Content Big Idea *Social Studies*

<http://illinoisearlylearning.org/ields/index.htm>





What was my literacy big idea?

*I want my students to understand that when reading literary texts, it is important **to identify characters and events** in order to **describe the text** so they can **write narratives** about their own lives.*



Where did this big idea come from?

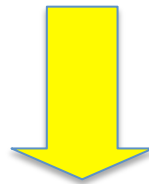
Reading

2.B.ECc With teacher assistance, identify main characters in a story.

2.B.ECc With teacher assistance, retell familiar stories with 3 or more key events

Writing

5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.



Literacy Big Idea *Language Arts*

<http://illinoisearlylearning.org/ields/index.htm>



¡Gracias!

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