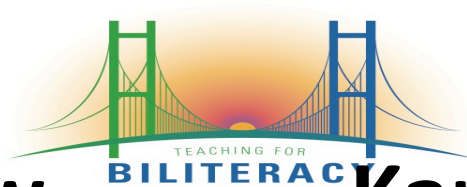


Wednesday, June 28, 2017

***What practices support biliteracy
(instruction and assessment)?***



Cheryl Urow

Karen Beeman

Cheryl@TeachingForBiliteracy.com

Karen@TeachingForBiliteracy.com



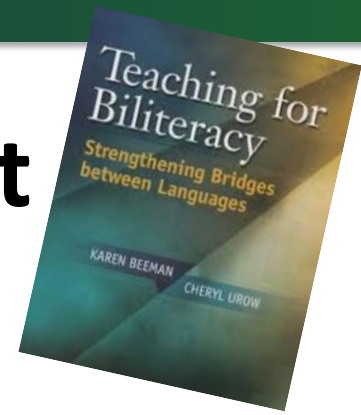
THE CENTER

Josie Yanguas
Director of the Illinois
Resource Center

Affirmations:

- We all need to understand the multilingual perspective in order to implement it
- Many of our systems (structures) need to be adjusted to fit the multilingual perspective
- Understanding our students and ourselves as educators help us move to the multilingual perspective, using a growth-mindset approach.

Teaching for biliteracy is different than teaching for monoliteracy because...



- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop literacy
- Spanish and English are governed by different linguistic rules and cultural norms

How do we elevate the
status of Spanish or Inuit-
Yupik?

Consider:



- In what language are bilingual staff meetings conducted?
- How is the academic Spanish of teachers supported?
- Are there common expectations and understandings about the use of Spanish instructionally that elevate the status of Spanish?
- How are non-Spanish speaking educators supported in their role in elevating the status of Spanish?



Somos Líderes

Seremos amables y respetuosos
mientras aprendemos y crecemos
cada día.

We will be kind and show
respect as we learn and grow
every day.

In this
class
WE ARE
Proudly
bilingual!



MAESTRA
VENEGAS

¡En éste
salón
SOMOS
ORGULLOSAMENTE
bilingüe!



¿Me das
un borrador ☐
por favor?

¿Cómo se
dice house
en español?

¿Le sacas
punta al
lápiz, por
favor?

¿Puedo ir
al baño
por favor?



Para comparar

Lo que tienen en común es/son ...

Son diferentes porque ...

Mi idea es parecida a la de ...

Yo estoy de acuerdo con ... porque ...

¿Como...?

Para

En mi

Mi

La idea de

Tengo

No e

Our Mission Statement:

collaboratively create a community of
learning by guiding students to become
lifelong learners and to reach their highest potential.
Our instruction based on standards,
and our focus on learning will inspire students to become
active citizens who will help create a
better world."

Professional development workshops occur exclusively in Spanish

La enseñanza de la lectoescritura inicial en español

Verona, Wisconsin
23 de marzo, 2016
8:00 a.m.-3:00 p.m.

Tabla:

1. Política de lenguaje
2. Lección ejemplo (K)
3. Cómo se aprende a leer y escribir en español
 - a. Destrezas fundamentales y lenguaje
 - b. El dictado (3)
 - c. Implicaciones
4. Clausura



Three premises for teaching for biliteracy:

Teaching for biliteracy is different than teaching for monoliteracy because ...		
...Spanish is a minority language in a majority culture	...students use both their languages for literacy development	...both Spanish and English are governed by distinct linguistic and cultural rules
Therefore, we must elevate the status of Spanish in the classrooms and schools.	Therefore, we must plan for the strategic use of all linguistic resources, and explicitly teach language transfer skills and strategies.	Therefore, we must avoid the wholesale import of methods from English and create methods that reflect Spanish in the United States.
How? - Bilingual teachers speak Spanish with each other, even when the students are not present. - Teachers and staff display and promote all the home languages represented in the school. - Invited guests and scheduled presentations highlight the benefits of being bilingual. - Bilingual teachers hold their meetings in Spanish. - Signage, announcements and communication home are done in both English and Spanish. - Bilingual teachers continually develop their own academic Spanish, and academic English.	How? - Oracy is a key goal in both Spanish and English, and the teacher carefully plans opportunities for students to listen and speaking using academic language. - Instructional strategies are used to support student development in the target language (sentence prompts, Word Banks, etc.) - U.S. Spanish (<i>bleedando</i>) is accepted and analyzed in the classroom. - Instruction is characterized by the strategic use of two languages (three linguistic spaces: Spanish, the Bridge, English) instead of the random use of language. - Instruction focuses on moving from student "informal" language (<i>tochar</i>) to formal language (<i>empujar</i>) in Spanish, and these comparisons are captured in word walls.	How? - The <i>dictado</i> is used to teach the mechanics of Spanish writing (phonology, spelling, grammar, syntax, language use). - Syllable segmentation is one of the major word study areas of focus in the primary grades in Spanish. - Texts originally written in Spanish are preferred to translations. - Materials and resources are modified according to the rules of the language (example, the sounds of the letters are taught in Spanish and not their names; word walls are adapted to reflect Spanish and not English.) - Word walls in Spanish highlight the "tricky letters" and look different from English word walls.



Can special education
students be included in
teaching for biliteracy?

There is no “a priori” resource
to exclude them (Genesse,
2010, Collier and Thomas,
2014)



Teaching for Biliteracy Summer Institute 2017



Time	Monday June 26, 2017	Tuesday June 27, 2017	Wednesday June 28, 2017	Thursday June 29, 2017	Friday June 30, 2017
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.-12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - Defining Biliteracy - Creating Systems that Support Biliteracy - Introduction: Biliteracy Unit Framework (BUF)	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students and Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? - Standards, Big Ideas, and Summative Assessment - Oracy and Background Knowledge	How does instruction match the internal structure of the language? - Reading and Writing - Word Study and Fluency in Spanish: The <i>Dictado</i> and Other Authentic Strategies	What are the elements of the Bridge and Metalinguistic Focus? What are the instructional and programmatic implications of teaching for biliteracy? - The Extension - Biliteracy Assessment - Advocacy Institute Evaluation
Book Connection	Chapters 1, 4 & 5	Chapters 2, 3, 5	Chapters 6, 7, 8	Chapters 9, 10	
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking

Wednesday, June 29, 2016

What practices support biliteracy (instruction and assessment)?

The Biliteracy Unit Framework (BUF)

Setting up Learning Environment

Curricular Big Ideas

Standards and Summative Assessment

Building Oracy and Background

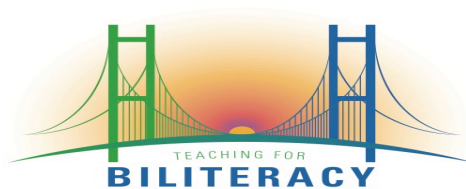
Knowledge

Wednesday afternoon breakout sessions

- Salon A – **Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units**— Susan Pryor, C4T4B
- Salon B — **Developing a Biliteracy Assessment Protocol**- Laurie Burgos, Alexis Nass – Verona Area Public Schools (Wisconsin); Dr. Leanne Evans, U of Wisconsin Madison
- Salon C –**Implementing Dual Language and Biliteracy at the Secondary Level**— Highland Park High School

Biliteracy Unit Framework

Pages 16 and 17 of the book



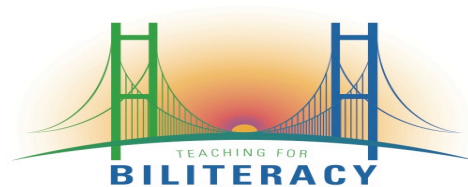
THE CENTER

The Biliteracy Unit Framework

- Plans biliteracy at the instructional and curricular level
- Reflects brain research and the research on second language acquisition and best practices for literacy
- Can be adjusted to include different types of resources (Calkins, Estrellita, etc.) fitting those resources into biliteracy instead of trying to fit biliteracy into the use of those resources
- You experienced a BUF Monday afternoon

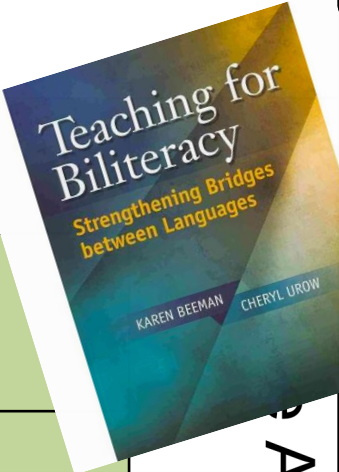


Implementing a Multilingual Perspective: The Biliteracy Unit Framework (BUF)



THE CENTER

Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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 - 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		



PAGES 16 AND 17

Assessment

Theme:

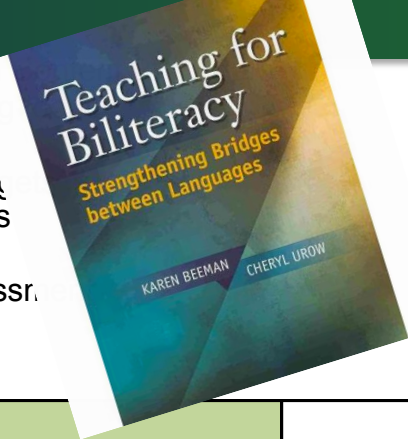
Standards: CHAPTERS 1-5; Especially Chapter 4

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

Content Area and
Language Arts L

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

Formative Assessment

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 activities • Vocabulary Development	Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills	English	
Extension Lesson or Activity		

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	English  Spanish 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		

Creating Bilingual Units of Instruction: Say Something Strategy

Pages 14 and 15

- Connection: This reminds me of _____.
- Question: I wonder _____.
- Summary: In other words _____.
- Prediction: I think that _____.



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				

Find your notes from
 JF you experienced
 yesterday afternoon



Unpacking the BUF

Parallel Lines or 5 groups

- In what language was this unit taught? To what language did it extend?
- What was the Content area focus/big idea?
- What was the literacy area focus/big idea?
- How was oracy/background knowledge built and introduced?
- What strategies were used to teach reading and writing?
- What do you remember about the Bridge?

Unpacking the BUF

Parallel Lines or 5 groups

- Describe what your biliteracy unit focused on (theme, standards, big ideas).
- What oracy development strategies did you experience on Monday afternoon?
- What was the Bridge like?
- Who generated the language for the Bridge?
- Would the unit meet the needs of all the students described in chapter 2? (Carmen, Antonio, Paulo, Hannah, and Lucía)

Theme

Standards:

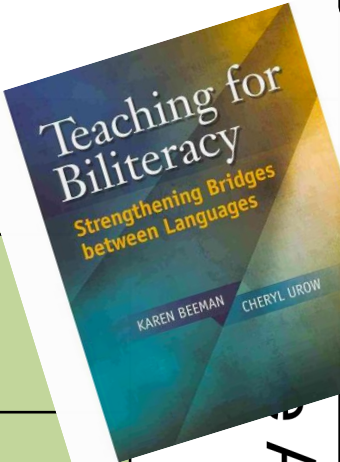
BILITERACY UNIT FRAMEWORK (BUF)

- 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
- 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

PAGES 16 AND 17

Assessment

Setting up the Learning Environment for Biliteracy



**Planning the Strategic Use
of Two Languages**

Planning the Strategic Use of Two Languages: Page 48: Chapter 4

Talmudic Style Reading

- Alternate reading the key points
- Read all 6 of them.



Setting up the Learning Environment

- Biliteracy Includes three Linguistic Spaces:
 - The non-English language – Mandarin, Portuguese, Italian or Spanish
 - The Bridge
 - English



Analyze the learning environment

- Look for the **Español** side of the room
- Look for the Bridge (el Puente)
- Look for the **English** side of the room



Guideline # 1: Each language has its own dedicated space.

- Spanish has its own dedicated space that is not mixed with English.
- Students know where to look for Spanish supports.
- They use Spanish phonology and rules when accessing those supports.
- This is especially important for initial literacy.



Guideline # 1: Each language has its own dedicated space.

- **English** has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use **English phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

Guideline #2: Every Biliteracy classroom includes the Bridge

Two Teacher Model/ Middle School	One Teacher Model
The language she/he teaches (Spanish or English)	Spanish
The Bridge	The Bridge
	English



Guideline # 3: Teachers use different colors for each language

- Spanish has its own color
- English has its own color
- These colors are consistently used during the Bridge.



The strategic use of language is reflected in the matching of color and language

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

U - Urow

Guideline # 4: Teachers visually indicate the language of instruction

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This can be done program-wide.

Examples:

- “Magic scarf”
- Sign
- Change channels



Stand Up and Find One of each of the following

(page 1 of today's handouts)

Spanish	The Bridge	English
Language Chart	Bridge Chart	Language Chart
Literacy Chart	Metalinguistic Chart	Literacy Chart
Content Chart		Content Chart

Three Types of Anchor Charts for Spanish

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports (Content area lists)

¿Cómo se dice _____ en español?

¿Puedes ayudarme con _____ por favor?

¿Puedo ir a la biblioteca, por favor?

¿Puedo ir a tomar agua, por favor?

¿Puedo ir al baño, por favor?

¿Por favor me prestas tu _____?

¿Por favor puedo usar tu _____?





El ambiente es el

10-2-2015

lugar donde la
historia ocurre.

Example:

Spanish "a la Spanish". Dictado
in DL – Can be used through
High school and can be done in
English.

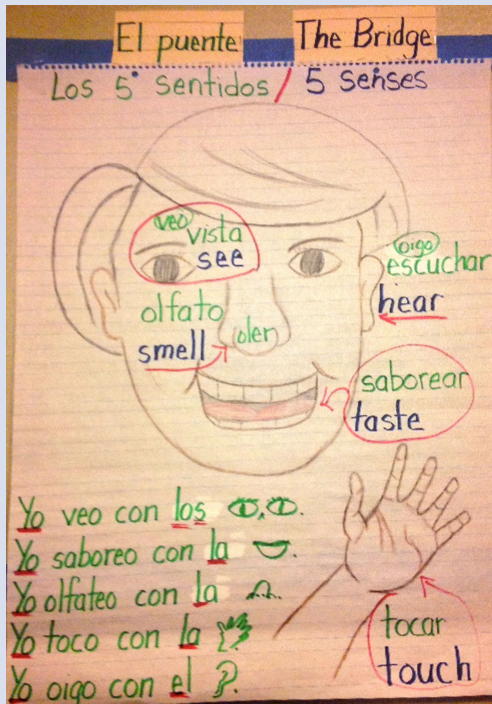
La selva tropical es
húmeda y llena de
árboles.

Bridge Anchor Charts

- Bridges: born out of a unit – all words, graph, or text are related
- Metalinguistic Charts: Comparing and Contrasting how Spanish and English are similar and different

Three Types of Bridges

Illustration



Side-by-side

los habitantes	the inhabitants
los recursos naturales	the natural resources
el clima	the climate
la topografía	the topography
la región	the region
el ganado (la vaca)	the cattle (cow)
las características	the characteristics
los exploradores	the explorers

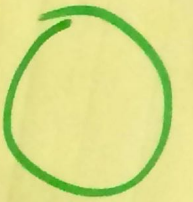
Así se dice

Construcción de Agua Water Construction

Yo sé que el agua tiene un ciclo. Aparte de ciclo tiene formas como sólida, líquida, y evaporada. Un ejemplo de agua en forma sólida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma líquida. Luego cuando el sol calienta la tierra, el agua se evapora como gas.	I know that water goes through a cycle. Aside from having a cycle, water also has states (forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.
---	--

El ciclo de la naranja

ciclo
cycle



Bridge Chart:
Illustration

Español

semilla

sol

flor

árbol

Inglés

seed

sun

flower

tree



Kinder

Metalinguistic Chart:
Phonology

la molécula

la Sólida

(sólido)

la líquida

(líquido)

el gas

la materia

gaseoso

suave

la forma

el cambio

la temperatura

the molecule

the solid

the liquid
state

the gas

matter

gaseous

soft

the form

the change

the temperature

La materia

Hay tres estados
de la materia que
son sólido, líquido
y gaseoso. ^(M, S, D)_(Edm)

The States of Matter

There are three
states of matter ^{and they} ~~(that)~~
are solid, liquid and
gas.

a molécula
a Sólida
a líquida
el gas
la materia
gaseoso
suave
la forma
el cambio
la temperatura

the molecule
the solid
the liquid
state
the gas
matter
gaseous
soft
the form
the change
the temperature

La materia

Hay tres estados
de la materia que
son sólido, líquido
y gaseoso.

The States of Matter

There are three
states of matter ^{and they} ~~(that)~~
are solid, liquid and
gas.

Possible metalinguistic areas of focus:

-OSO	-OUS
Gaseoso	Gaseous
Amoroso	Amorous
Celoso	Jealous
Trabajoso	Laborious
Lujoso	luxurious

Possible area of metalinguistic focus:

Hay	There are
Son	They are

(Andrea)

-aban

-ed

(Emily)

Viajé ban
comunicaban

traveled
communicated

(Amanda)

Estudaban

studied

Hablaban

talked

col

looked

liked
loved

Colored

colored

Open

The
Apple Pie

Three Types of Anchor Charts for English

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports (Content area lists)

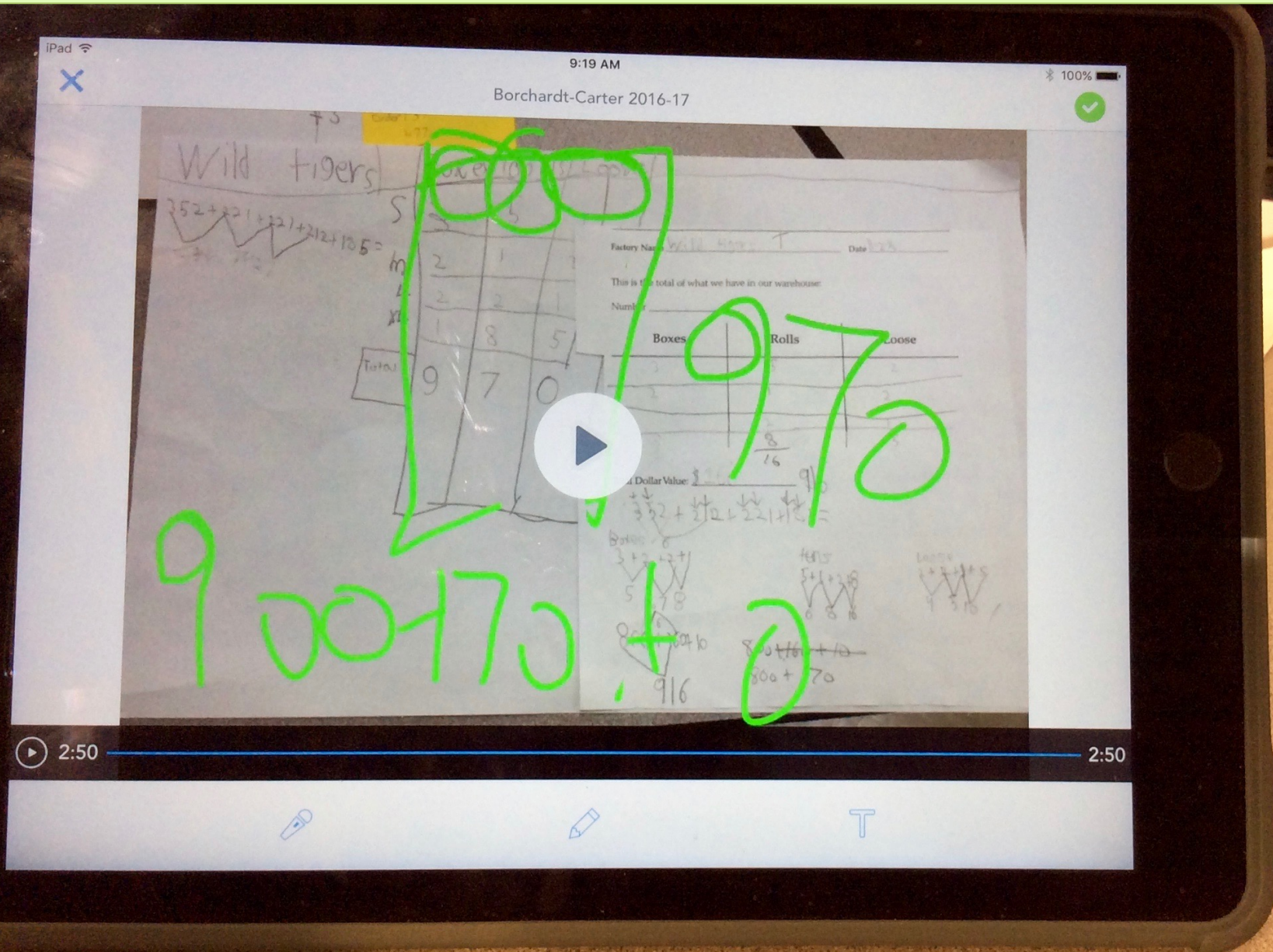
May I _____?

I would like _____.

Could you please _____?

Do I need to _____?

Seesaw APP: Requires students to describe their work before submitting



Tricky -ed



ed

d

t

planted

shoveled

jumped

tested

vacuumed

talked

lifted

watered

walked

washed

closed

looked

tried

stretched

hummed

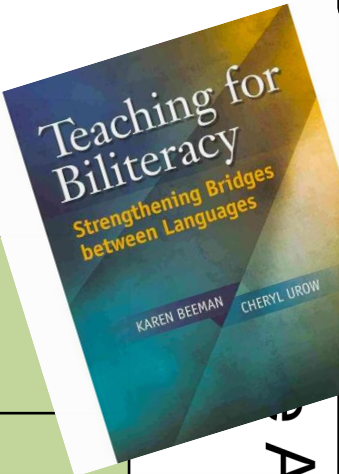
knocked

|| |

Anchor Charts

- Should be developmentally appropriate
- Students should actively engage in creating them
- Change throughout the year as students develop knowledge and skills
- Should match the “internal structure” of the language

Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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 - 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		



PAGES 16 AND 17

Assessment

Planning the Strategic Use of Two Languages:

First Paragraph on page 49 through top of page 50 : **Say Something – Popcorn Read (reader chooses where to stop)**

- Connection: This reminds me of _____.
- Question: I wonder _____.
- Summary: In other words _____.
- Prediction: I think that _____.



BILITERACY UNIT FRAMEWORK (BUF)

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
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

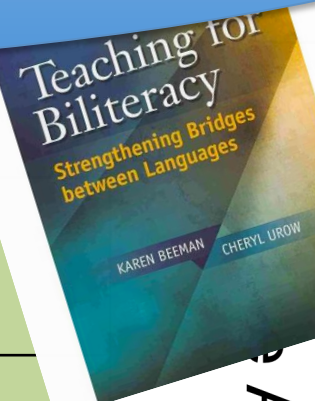
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

Theme	Content Area and Content Big Idea(s)	Formative Assessment
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		
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		



Big Ideas



Standards – Big Ideas - Summative Assessment

- In order to create a BUF, we must know what we are teaching .
- What we are teaching comes from standards and from big ideas.



OPEN SORT

- Open Sort
 - Sort the statements in any way that makes sense to you.
 - Be prepared to share.



CLOSED SORT

- Pair the content big idea with its matching literacy big idea.



The Big Idea

- Is grounded in State and National Academic Standards
- Comes from the work of Wiggins and McTighe, *Understanding by Design*
- “I want my students to understand that...” and “For example, ...”
- Is also known as an essential understanding.

The Big Idea

(Essential Understanding)

Beginning with the Big Idea moves lesson planning away from activity based planning to concept based planning, and facilitates meeting the goals of the Common Core Standards.

Big Ideas

When serving a wide range of learners – as is typical in a bilingual setting – big ideas provide a common cognitive focus for all learners, even when **differentiated tasks** are required for diverse students to learn those ideas and to demonstrate their learning.

Big Ideas

Yes

Plants and animals are interdependent.

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

No

Bees pollinate flowers as they collect nectar to make honey.

The Pueblo Indians lived in houses made of adobe.

Big Ideas

Yes

Authors choose a genre according to the message they want to send.

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

No

Poetry

Egyptians constructed pyramids and mummified their dead.

To be a big idea...

- The statement must have more than two examples.
- It must be an enduring understanding, NOT a DETAIL.
- It must be able to complete the sentence prompt, “I want my students to understand **that...**”

Is it a big idea?

...Genre.



Is it a big idea?

...Genres come in many formats with specific elements.



Is it a big idea?

...how to
classify
animals.



...Scientists classify animals according to their physical characteristics and adaptations to their environment. These classifications include: mammals, reptiles, fish, amphibians, insects, and birds.



Is it a big idea?

...immigrants
face many
challenges as
they adapt to
a new
environment.



Is it a big idea?

...text themes.



Is it a big idea?

...Writers communicate a message , moral, or theme when they write a poem or story.



Is it a big idea?

...fractions,
percentages,
and
decimals.



Is it a big idea?

...fractions, decimals
and percentages are
all ways of
expressing the
relationship of a part
to the whole.



Big Ideas

Concept A

Authors choose language and structures in order to create images and convey their message.

Literary texts have specific structures that include a beginning, middle, and an end..

Readers use information from a text and their own experiences in order to draw conclusions and make inferences.

Concept B

Pushes and pulls can have different strengths and directions.

Two dimensional shapes have perimeter and area, and there is a specific way to calculate each.

The U.S. Civil War, like all wars, had many causes.

Big Ideas

Concept A

When reading informational texts, it is important to determine the meaning of general academic and domain specific words in order to write explanatory texts. .

When reading informative texts it is important to identify similarities in and differences between two texts on the same topic in order to write an opinion.

When reading literary texts, it is important to describe how a narrator's point of view influences how events are described in order to write a historical fiction narrative.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

All living things have common needs, and those needs are met within their habitats.

Big Ideas

Reading and Writing

When reading informational texts, it is important to determine the meaning of general academic and domain specific words in order to write explanatory texts. .

When reading informative texts it is important to identify similarities in and differences between two texts on the same topic in order to write an opinion.

When reading literary texts, it is important to describe how a narrator's point of view influences how events are described in order to write a historical fiction narrative.

Science/SS/Math

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Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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 - 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		

What is the Big Idea of the BUF in Chapter 4?

Authors use a wide variety of literary elements and techniques in fictional narratives.

- Context: Animal adaptations (body parts, behavior, environment)
- Vocabulary: plot, setting, character, dialogue, conflict, mood, tone, voice, imagery, personification...
- Moving from the Concrete to the Abstract: point of view of the crayfish leads us to understand personification.

Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language • Spanish Language • English Language • Spanish Language	NON-NEGOTIABLE: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED. ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.		
Building Oracy and Background Knowledge • Interactive, hands-on • 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			

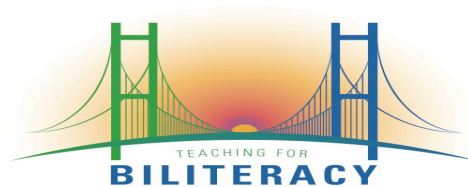
Formative Assessment

Theme	BILITERACY UNIT FRAMEWORK (BUF)	Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards:	Content Area Standards	
	NON-NEGOTIABLE 1: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED.	
E F Read aloud	ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.	
Writing		
W	NON-NEGOTIABLE 2: ALL BILITERACY UNITS ARE FOCUSED ON MEANINGFUL CONTENT. FOR THAT REASON, LANGUAGE ARTS IS INTEGRATED WITH CONTENT AREA STANDARDS.	
Summative Assessment		
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

Formative Assessment

What practices support biliteracy (instruction and assessment)?

Biliteracy Units are anchored in big ideas
(essential understandings) that come
from **Standards**



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