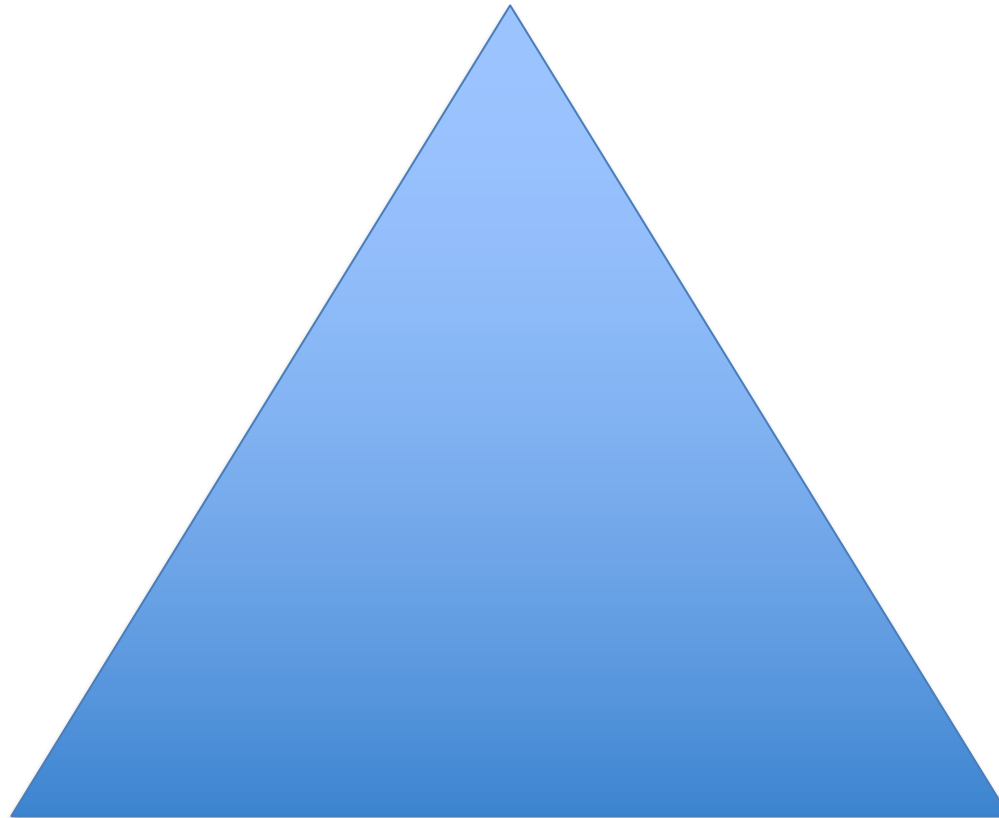


Biliteracy Curriculum Mapping Institute 2018: The BUF Triangle



Friday, August 3, 2018

BUF Triangle: Backwards Planning



Unit Theme:

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

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer
Illustration**

Side by Side or
Así se dice

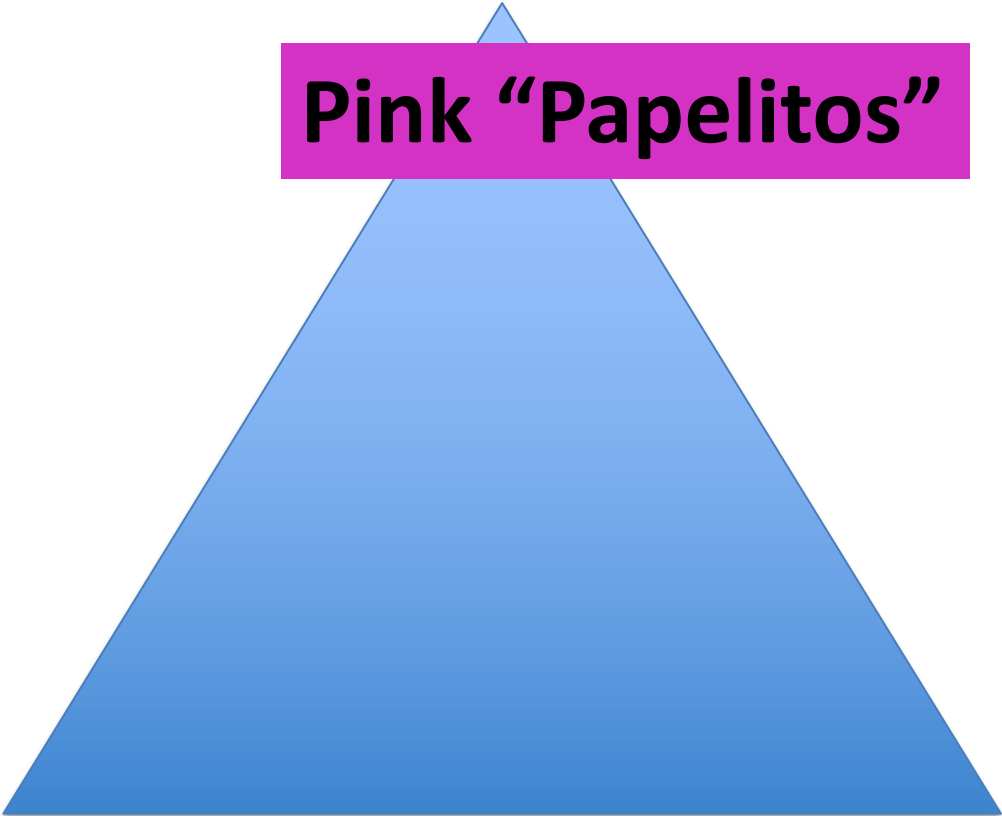
**Bridge – Transfer -
Extension** (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

BUF Triangle



Pink “Papelitos”



BUF Triangle Activity

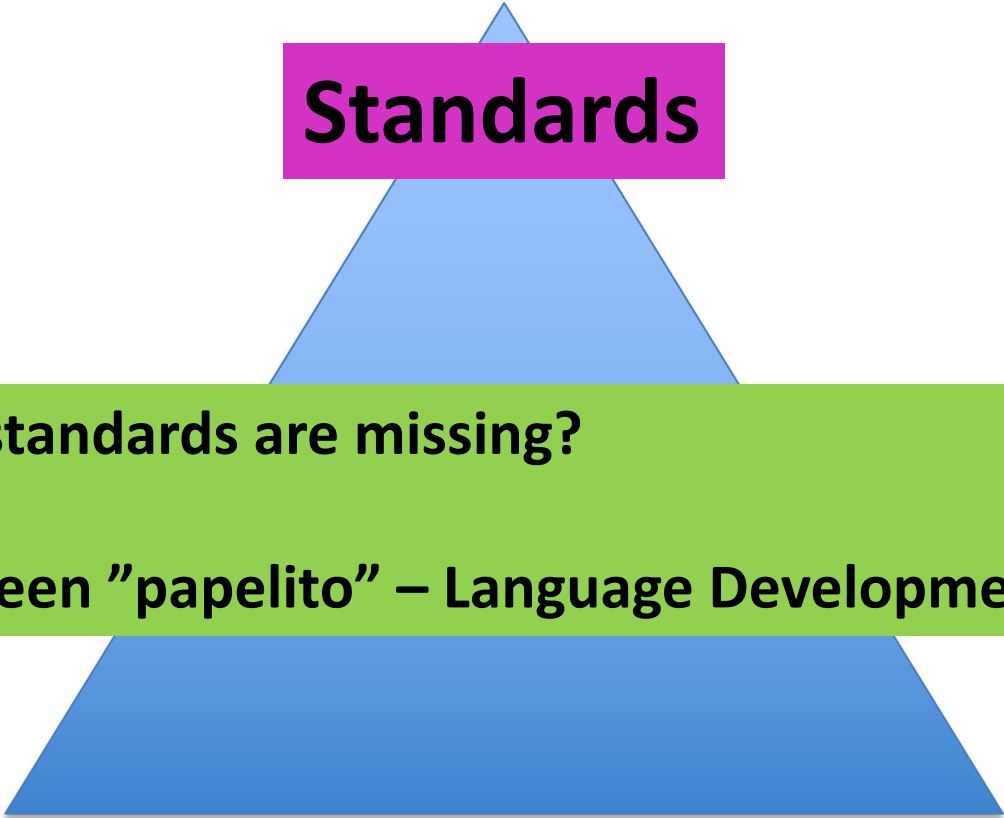
Sort 1:

- What did you sort?
- How were they selected?
- Why do we start with this element first when planning?
- Talk about the type of instruction needed for students to meet these standards

BUF Triangle Activity: Sort 1

- What did you sort? - **Standards**
- How were they selected? – **Carefully, during the mapping process.**
- Why do we start with standards first? **Because there are no materials that plan for biliteracy using the multilingual perspective.**

BUF Triangle



Standards

What standards are missing?

The Green "papelito" – Language Development Standards



BUF Triangle



**Standards: Language Arts
and Social Science or Science**

**Language Development
Standards**

Yellow "Papelitos"



BUF Triangle Activity: Sort 2

- What have you sorted?
- How are they different from standards?
- Where do they come from?
- How do they help to plan instruction?
- Write the academic language (words and language function) students will need to show they have met these essential understandings.
- What kind of instruction is needed to teach to essential understandings?

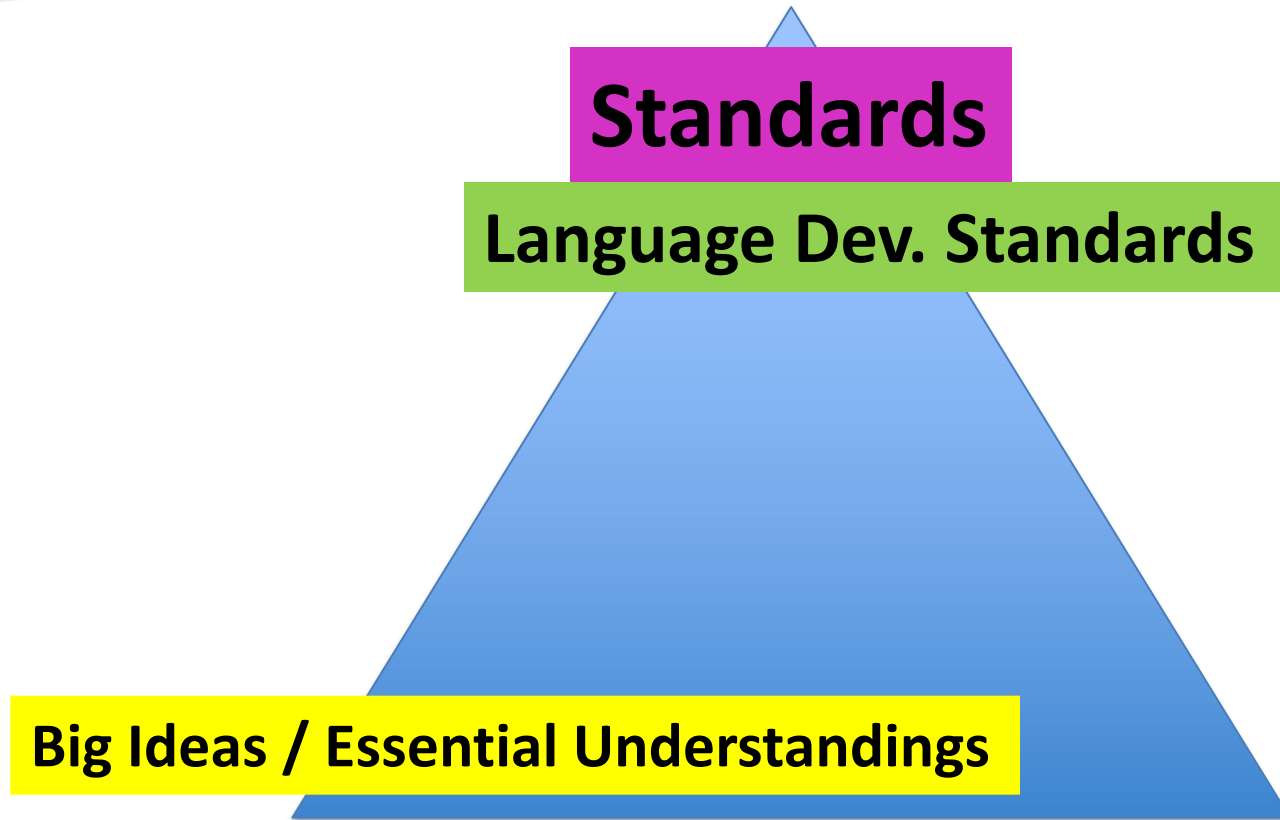


BUF Triangle Activity: Sort 2

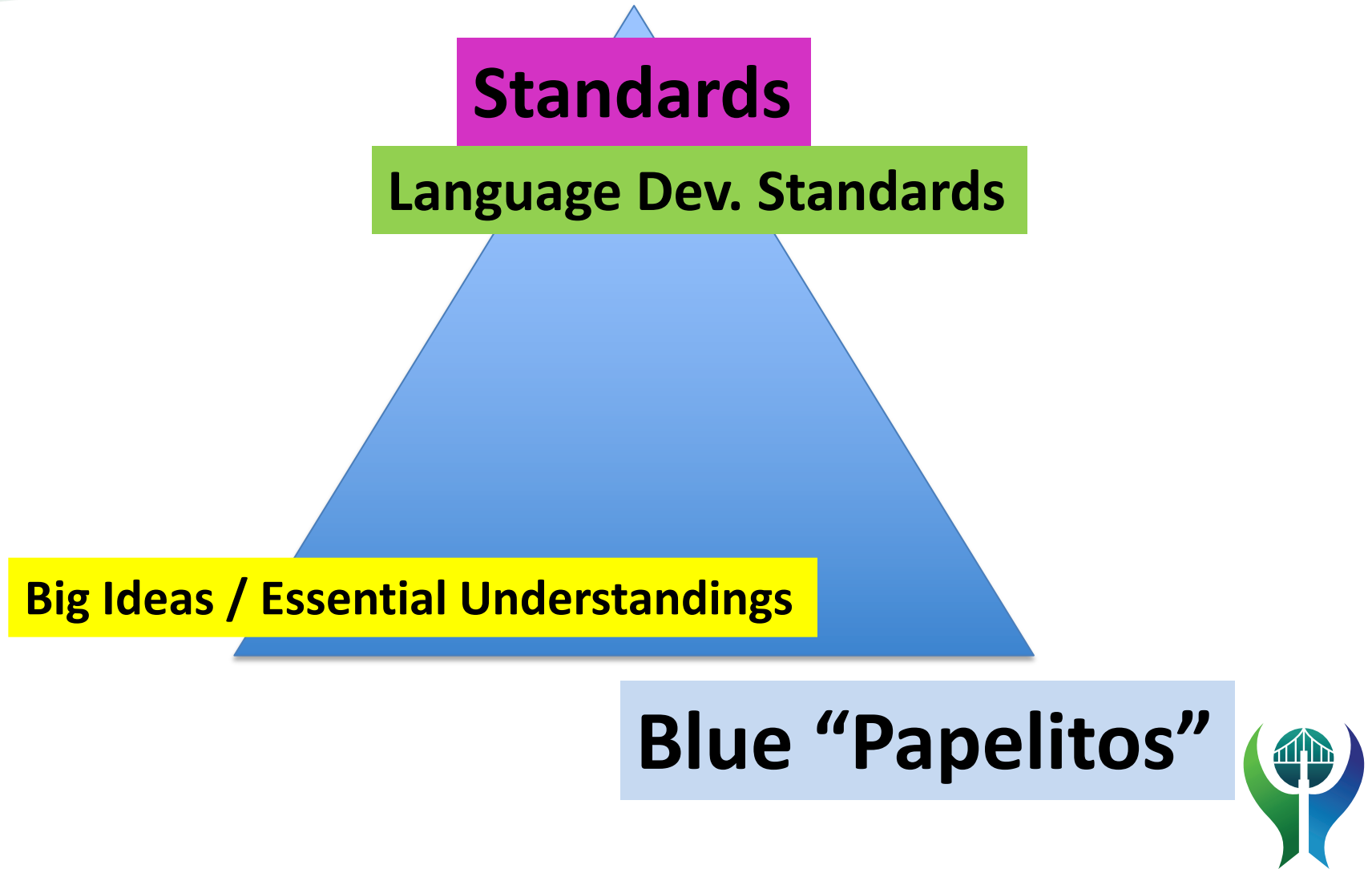
- What have you sorted? **Essential Understandings**
- How are they different from standards? **They more succinctly articulate what students will learn.**
- Where do the essential understandings come from? **Standards, Big ideas; resources, teacher**
- How do they help to plan instruction?
 - **They guide the ORACY and BACKGROUND KNOWLEDGE PLANNING.**
 - **They make the “frame” (context) more meaningful and accessible**



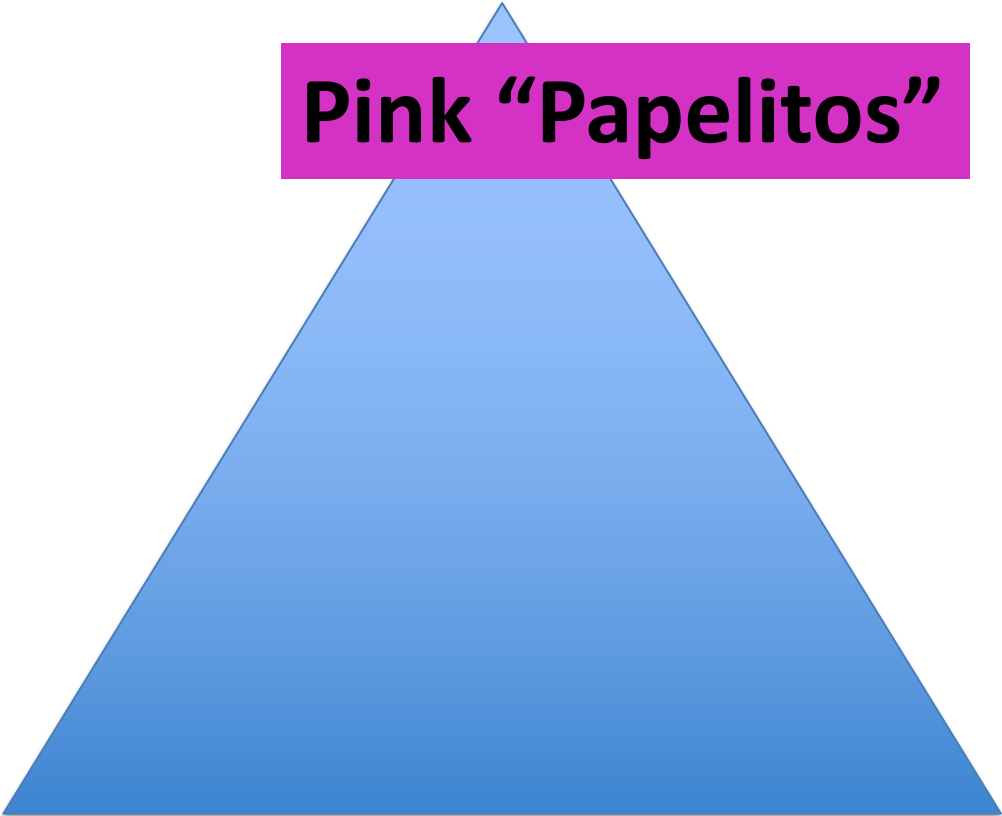
BUF Triangle



BUF Triangle



BUF Triangle



Pink “Papelitos”



BUF Triangle Activity: Sort 3

- What have you sorted?
- How are the targets developed?
- How are the targets used?
- What is the relationship between these, the essential understandings, and the big ideas? Illustrate the relationship visually.

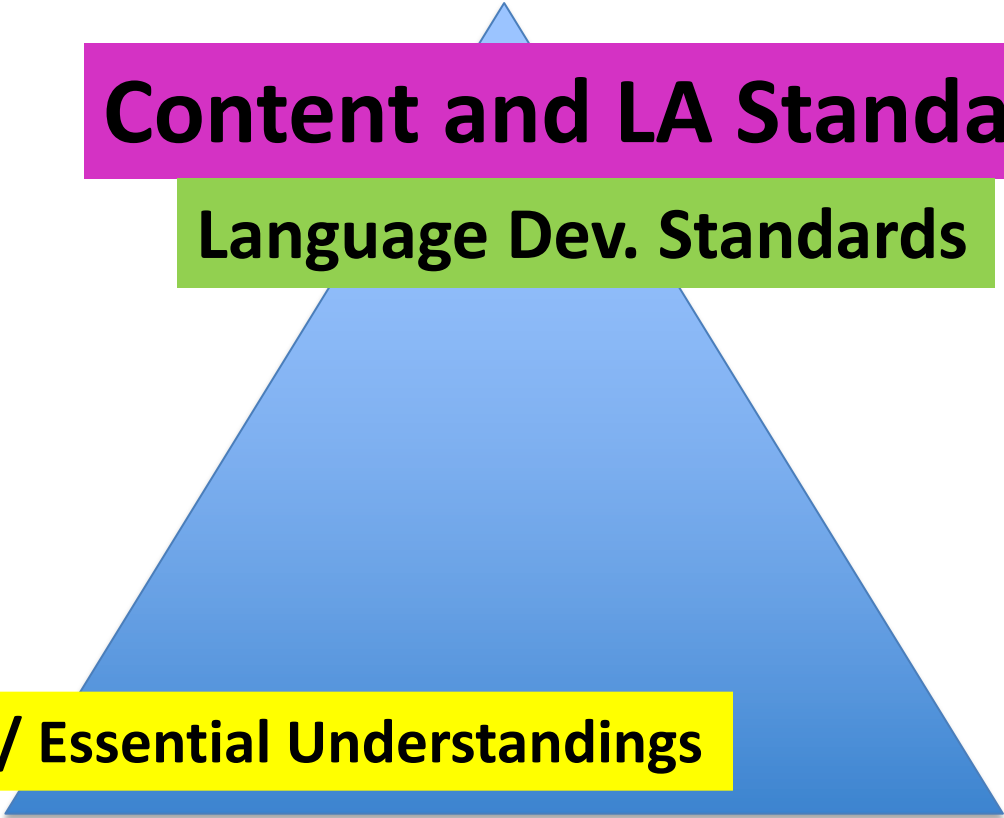


BUF Triangle Activity: Sort 3

- What have you sorted? **Language and Content Targets (AKA objectives)**
- How are these targets developed? **By teachers thinking of what skills/concepts students will need to learn the essential understanding/big idea.**
- How are these targets used?
 - **To plan instruction, mini-lessons, etc.**
 - **As formative assessment throughout the unit**



BUF Triangle



Content and LA Standards

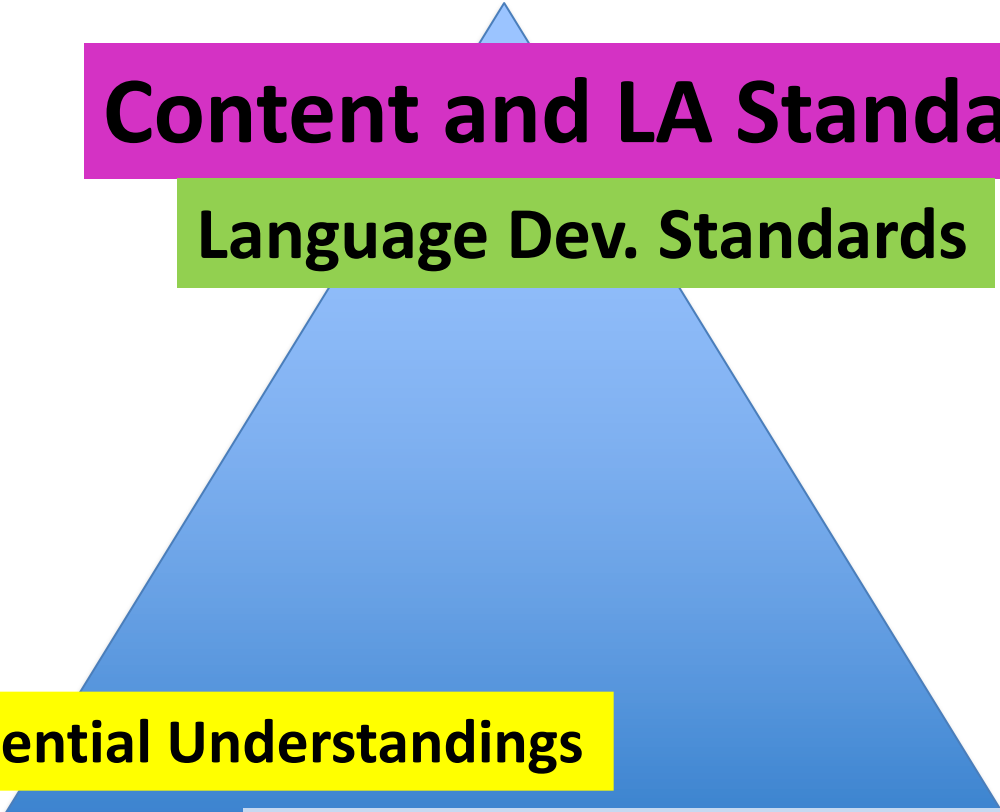
Language Dev. Standards

Big Ideas / Essential Understandings

**Targets: Language
and Content**



BUF Triangle



Content and LA Standards

Language Dev. Standards

Big Ideas / Essential Understandings

Targets: Language and Content



BUF Triangle Sort: Final Component

- Read the statement and then paraphrase, using: **In other words,**
_____.
- What is the role of this statement in the unit?
- How do get students to accomplish this task?

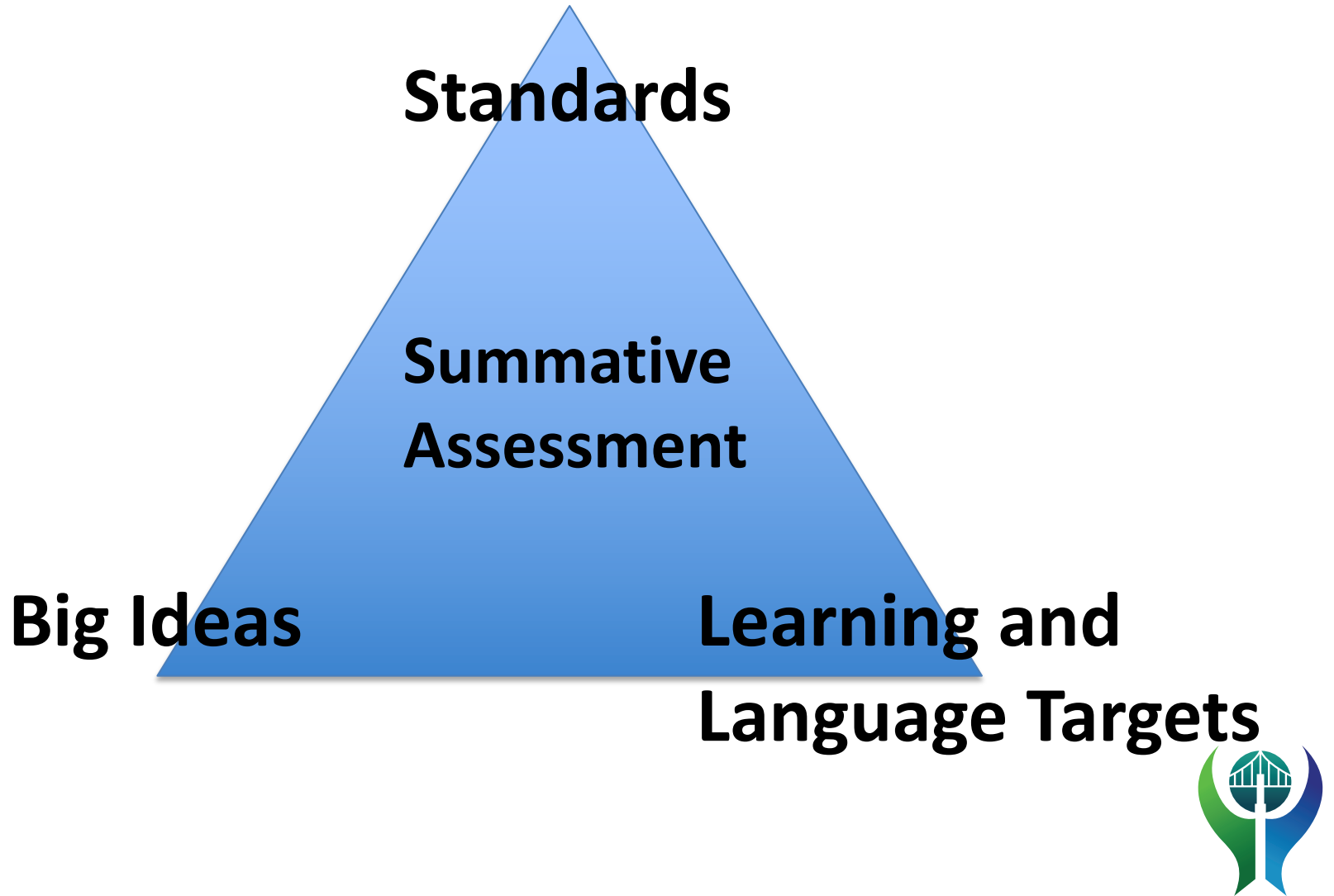


BUF Triangle Sort: Final Component

- In other words, this is the unit summative assessment.
 - All the standards are applied.
 - The entire unit has been dedicated to preparing students to accomplish this task.



BUF Triangle



BUF Triangle Sort Take-Aways

- You need a biliteracy map before you start planning units.
- Standards anchor all biliteracy curriculum and instruction.
- Rigor is embedded throughout the map and each unit. The triangle ensures rigor.
- Planning for biliteracy takes time.
- Planning for biliteracy transforms instruction: teachers truly know what they are teaching and how to prepare students for what they are teaching.

First Grade Rules + Respectful System

Content
 SC / SS
 (Math is mapped elsewhere)
 Living, Learning + Working Together

Writing

Reading

English
 L S R W
 Language needed through the building
 Establishing routines for English time
 Directions (How routines in school work)

Are there rules everywhere?
 How do observations describe patterns?

Where we live
 How do I know where I am?

Light + Sound
 How can I use light + sound to send messages?

Needs + Wants
 How do we all get what we need?

Organisms + Sun
 How can we solve problems using nature?

People Past + Present
 How are our lives different from those who lived in the past?
 How do we all grow + change?
 Do we all grow + change the same way?

Writing Prompts and Genres:

- Opinion (1)
- Personal Essay
- Narrative (3)
- Non-Fiction
- Informative (2)
- How-to-Book
- Petition
- Personal Narrative (3)
- Fact Sheet
- Narrative (3)
- Historical Fiction
- Opinion (1)
- Persuasive Letter

Reading Materials and Genres:

- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)
- Literature (1)
- Informational (1)

English Activities and Genres:

- School
- Friendship (1)
- Weather (3)
- Celebrations (2)
- Responsibility (1)
- Community (3)
- Animals (2)
- Family (3)

English Genres:

- Opinion (1)
- Personal Essay
- Narrative (3)
- Non-Fiction
- Informative (2)
- How-to-Book
- Personal Narrative (3)
- Fact Sheet
- Narrative (3)
- Historical Fiction
- Opinion (1)
- Persuasive Letter

Draft

Standards-Based Biliteracy Maps

plan instruction for the year

THIRD GRADE		SCIENCE		SCIENCE		SCIENCE		SCIENCE		SCIENCE	
Español 50% / Day		Why are organisms different from one another?		How does the environment affect organisms?		How do we know the environment used to be different?		What happens when different objects interact?		What factors help people get along? (Author's Study - Relationships)	
Reading Audit Español		2 Informative		3 Narrative		1 Opinion		2 Informative		3 Narrative Fiction	
Writing Audit Español		Fact Sheet		Legend (Folk-tale)		Historical Essay		Lab Report		Universal Theme in Literature	
READING		Informational		Literature		Informational		Informational		Literature	
SOCIAL SCIENCE		How do communities determine rules & resp.?		How does the community take care of its members?		How have communities changed & improved over time?		What makes our community strong & how can we improve it?		How can I be my best? Responsibility	
English 50% Day		3 Narrative		1 Opinion		2 Informative/Explanatory		3 Narrative		1 Persuasive Letter	
Reading Audit English		Narrative Nonfiction		Petition		Feature Article		Biography		Universal Theme	
Writing Audit English		Opinion		Petition		Feature Article		Biography		Universal Theme	
READING		Literature		Informational		Literature		Literature		Informational	

Second Edition Updated BUF

Unit Theme:

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Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

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Formative Assessment

Standards-Based Biliteracy Maps plan instruction for the year

THIRD GRADE

Español

50% / Day

Theme/Unit Name: - Content Area Standards - Writing Standards: - Reading Standards:			- Language Proficiency/Development Standards - Literacy Big Idea(s) - Content Targets - Summative Assessment
Building Oracy and Background Knowledge			
Reading Comprehension		Content	
Writing			
Word Study and Fluency			
Summative Assessment			
Bridge - Transfer	Bridge - Transfer - Extension (Includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.	

Reading Audit Español

III	III
L	Inf.

Writing Audit Español

I	II	III
Op	Inf	Narr

How do communities take care of its members?

How does the environment affect organisms?

How do we know the environment used to be different?

What happens when different objects interact?

What factors help people get along? (Author's Relationships)

Theme/Unit Name: - Content Area Standards - Writing Standards: - Reading Standards:			- Language Proficiency/Development Standards - Literacy Big Idea(s) - Content Targets - Summative Assessment
Building Oracy and Background Knowledge			
Reading Comprehension		Content	
Writing			
Word Study and Fluency			
Summative Assessment			
Bridge - Transfer	Bridge - Transfer - Extension (Includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.	

English

50% / Day

Reading Audit English

III	III
L	Inf

Writing Audit English

I	II	III
Op	Inf	Narr

Narrative 3	Legend (Folklore) 2	Opinion 1	Historical Essay 2	Informative 2	Lab Report 3	Narrative Fiction 3
Literature 1	Informational 1	Literature 1	Informational 1	Informational 1	Literature 1	Literature 1
Opinion 1	Petition 2	Informative/Explanatory 2	Feature Article 2	Narrative 3	Biography 1	Persuasive Letter 1
Informational 1	Literature 1	Literature 1	Literature 1	Literature 1	Informational 1	Informational 1

The collage features several educational documents and student work:

- Top Left:** A student's "First Grade" work with "Content" (SC/SS) and "Writing" sections. A note says "Math is mapped elsewhere".
- Top Middle:** A teacher template for "Formative Assessment" with columns for "Theme/Unit Name", "Content Area Standards", "Language Proficiency/Development Standards", "Building Oracy and Background Knowledge", "Reading Comprehension", "Writing", "Word Study and Fluency", "Summative Assessment", and "Bridge - Transfer".
- Top Right:** A hand-drawn concept map titled "Organisms & Sun" and "People Past & Present". It includes a Venn diagram and a flowchart showing the relationship between "Fact Sheet", "Narrative", "Historical Fiction", "Opinion", and "Persuasive Letter".
- Bottom Left:** A student's "English" work with a "Formative Assessment" section.
- Bottom Middle:** A teacher template for "Formative Assessment" with columns for "Theme/Unit Name", "Content Area Standards", "Language Proficiency/Development Standards", "Building Oracy and Background Knowledge", "Reading Comprehension", "Writing", "Word Study and Fluency", "Summative Assessment", and "Bridge - Transfer".
- Bottom Right:** A hand-drawn concept map titled "Community", "Animals", and "Family". It includes a Venn diagram and a flowchart showing the relationship between "Fact Sheet", "Narrative", "Historical Fiction", "Opinion", and "Persuasive Letter".

Theme/Unit Name:		
Content Area Standards	- Content Area Big Ideas(s) - Learning Big Ideas(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge	Content	Formative Assessment
Reading Comprehension		
Writing		
Word Study and Fluency		
Summative Assessment		
Bridge - Transfer	Bridge - Transfer - Extension (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While TEFL is the training genre planned for the teachers, the teachers also assess and highlights other areas of metalinguistics noticed by the students.

Theme/Unit Name:		(Lesson Area Big Ideas) - Lesson Big Ideas - Language Proficiency Development Standards - Language Targets - Language Acquisition	
Building Oracy and Background Knowledge	Content		
Reading Comprehension			
Writing			
Word Study and Fluency			
Summative Assessment			
Bridge - Transfer (Includes: listening, speaking, reading, and writing in other languages)	Bridge - Transfer (Includes: listening, speaking, reading, and writing in other languages)	Bridge: Metalinguistic Focus While this is the building block shared by the teachers, the content of this unit is differentiated by the level of students and the content of this unit is differentiated by the level of students.	

Turn and Talk

- I learned that _____.
- What I like most about the BUF triangle is_____.
- I still wonder_____



Website Resources

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Writing Big Idea for Biliteracy Units, Part 3 Language Arts

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PART 3 LANGUAGE ARTS