

Wednesday, June 26, 2019

**What systems and structures support biliteracy
(curriculum, standards, and assessment)?**

- Biliteracy Curriculum Maps
- BUF Triangle: Standards, Big Ideas, and Summative Assessment
Integrating Language, Literacy, Content, and Inquiry

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 4 Unit Planning for The Strategic Use of Two Languages Pp 51-52	BUFs -> Samples -Samples from the Book -Exemplar BUFs Tips on Writing BUFs: -Biliteracy Curriculum Development in 10 Steps

Overview: Biliteracy Curriculum Mapping Process

Steps	Components
Group Dynamics: Before beginning the process, define roles and responsibilities and assign roles. Roles will change at every step of the process. All team members are expected to play an active role throughout the whole process.	
I. A Program Design and First Draft of Biliteracy Curriculum Map	Vision
	Literacy Pedagogy
	Language and Content Allocation Plan
	Review the standards
	Draw the Language and Content Allocation on the Butcher Paper. Bundle the content area standards.
	Begin to write year-long and unit storylines, starting with the content focus. Add them to your maps.
	Select the writing standards and the writing genre
	Select the reading standards
	Complete the storylines by adding the literacy portion to the storylines.
I. B. Review, Reflect and Revise	Review, Reflect and Revise the first draft of the map, focusing on rigor and balance.
II. Unit Backwards Design	BUF Triangle: • Standards • Big Ideas • Learning and Language Objectives - Rigor Summative Assessment
III. Unit Learning Plan	Materials
	Instructional Activities for: • Oracy • Content • Reading • Writing • Word Study Bridge: Transfer and Contrastive Analysis

Common Core State Standards ELA-Literacy
Anchor Standards For Reading
For mapping purposes, use your grade level standards.

Literary Texts	Anchor Standard	Informational Texts
Key Ideas and Details		
	R. CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	
	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure		
	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas		
	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Range of Reading and Level of Text Complexity		
	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	

CCSS.ELA Core Standards for Writing
For mapping purposes, use your grade level standards.

Text Types and Purposes:
CCSS.ELA-Literacy.CCRA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing:
CCSS.ELA-Literacy.CCRA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
CCSS.ELA-Literacy.CCRA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge:
CCSS.ELA-Literacy.CCRA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing:
CCSS.ELA-Literacy.CCRA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

IL Social Science Standards K-5

Elementary Themes

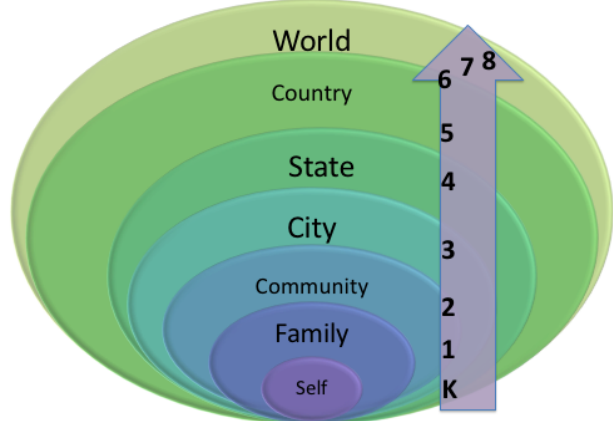
Use as a Framework for Addressing the Standards

Kindergarten:	My Social World
First Grade:	Living, Learning, and Working Together
Second Grade:	Families, Neighborhoods, and Communities
Third Grade:	Communities Near and Far
Fourth Grade:	Our State, Our Nation
Fifth Grade:	Our Nation, Our World

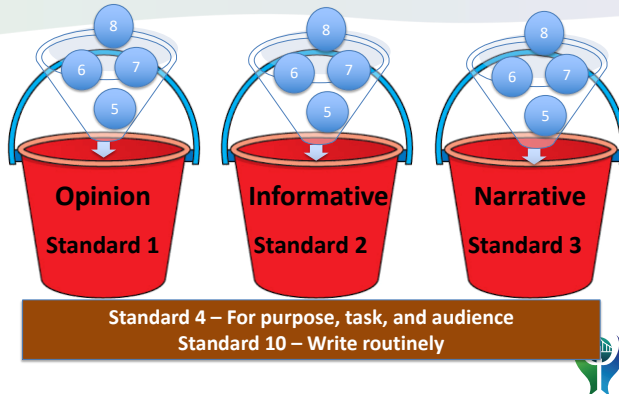
Source: Illinois Social Science Standards Recommendations, June 2017
www.TeachingForBiliteracy.com



Expanding Communities Sequence



Organization of the CCSS Writing Standards

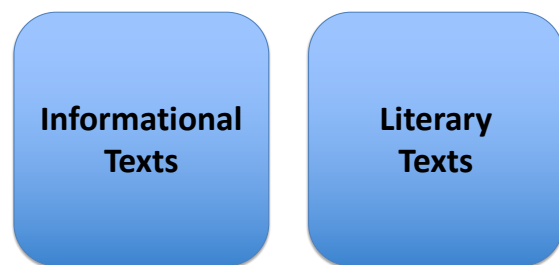


Genres within each bucket

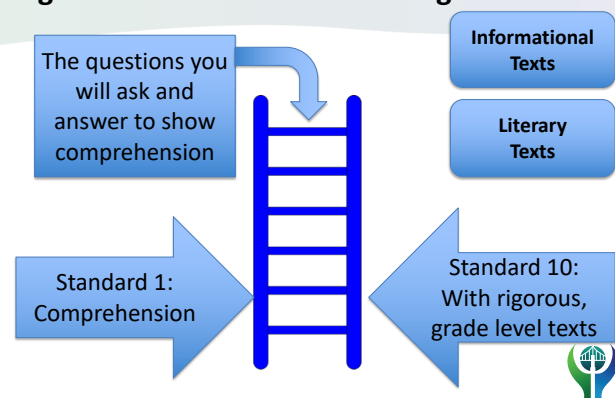
(Source: Pathways to the Common Core)

Narrative Writing	Persuasive/Opinion/Argument	Informational/Functional/Procedural
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report

The CCSS Reading Standards



Organization of the CCSS Reading Standards



Resources:

SCIENCE: The Next Generation Science Standards Executive Summary: Bundling the NGSS https://www.nextgenscience.org/resources/bundling-ngss FAQ's https://www.nextgenscience.org/faqs The Standards: https://www.nextgenscience.org	SOCIAL STUDIES https://www.socialstudies.org/c3 https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx (Illinois adopted standards) http://www.ilsocialscienceinaction.org/ (Illinois Social Sciences in Action - Teacher Website)
LANGUAGE ARTS http://www.corestandards.org/ELA-Literacy/ www.achievethecore.org (Good examples of writing for each grade level) http://www.teachingforbilitery.com/tips-on-writing-bufs/ (Bilingual)	
SUMMATIVE ASSESSMENT: https://www.nsbsd.org/cms/lib/AK01001879/Centricity/Domain/769/GRASP.pdf	
Books: • Ainsworth, L (2015); Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction and Assessment; Corwin Press: Thousand Oaks: CA • Ainsworth, L, (2014), "Unwrapping" the Common Core: A Practical Process to Manage Rigorous Standards, Lead & Learn Press: Englewood, CO • Calkins, L., Ehrenworth, M and Lehman, C (2012) Pathways to the Common Core, Heinemann: NH	

Resources: Exemplar BUFs: <http://www.teachingforbilitery.com/samples/>



Center for Teaching for Bilingual Education Mapping Questions

Grade Level:

Questions:	Answers:
1. Look at your map. How much instructional time is spent in each language?	
2. On your map, which subjects are allocated to each language?	
3. On your map, find the first unit of instruction in Spanish. What is the title or essential question?	
4. Find the first unit of instruction in English. What is the essential question?	
5. Look at the Science (NGSS) standards on your map across the year. What do you notice?	
6. The Science (NGSS) bundles on my map reflect _____ (what kind of bundling?)	
7. Look at the Social Science (C3) standards on your map across the year. What do you notice?	
8. The Social Science (C3) bundles are organized through _____ (what theme)?	

9. Some biliteracy maps do not have science or social science standards as their meaningful context for meaning. What did these maps use for their meaningful context?	
10. On your map how are the writing standards reflected? What do they mean? (read the actual standards).	
11. On your map how are the reading standards reflected? What do they mean? (read the standards)	
12. Find a year long storyline on the map. What does it tell you? Paraphrase the storyline by describing what students will be doing throughout the unit.	
13. Find a unit storyline on the map. What does it tell you? How was it written? How would you use it if you received it in your curriculum?	
14. How is the Bridge reflected on your map?	
15. What is the relationship between the Spanish and the English units?	
16. How does this map translate into daily classroom instruction? Look at the accompanying schedule.	

Standards Based Biliteracy Maps: Reducing Redundancy and Optimizing Transfer

Biliteracy Guideline	Notes: How do you observe each guideline on the biliteracy map?
Content (science, social studies and math) is taught in one language only at each grade level. This is called content allocation.	
In PreK through 5 th grade, content and literacy instruction are integrated.	
All students receive literacy instruction in both languages every day, beginning at entry into the program. – Each language arts class focuses on different standards NOT the same theme, standards simultaneously or stories ever.	
Students are together for differentiated, but not separate, instruction.	

Biliteracy Guidelines, Beeman & Urow, 2013

Literacy Standards Tally Sheet

Informational Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Literary Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Writing Standards						
	1- Opinion		2- Informative/Explanatory		3- Narrative	
	English	Spanish	English	Spanish	English	Spanish
U1						
U2						
U3						
U4						
U5						
U6						
U7						
Total						

The Different Kinds of Writing Within Each Bucket		
<u>Standard 1:</u> Opinion/ Argumentative	<u>Standard 2:</u> Informative/ Explanatory	<u>Standard 3:</u> Narrative
Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report	Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction

K-5 Literacy Standards Tally Sheet

Informational Texts Reading Standards												
Spanish							English					
K	1	2	3	4	5		K	1	2	3	4	5
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						

Literary Texts Reading Standards												
Spanish							English					
K	1	2	3	4	5		K	1	2	3	4	5
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						

Writing Standards						
	4- Opinion		5- Informative/Explanatory		6- Narrative	
	English	Spanish	English	Spanish	English	Spanish
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						

6-12 Literacy Standards Tally Sheet

Informational Texts Reading Standards												
Spanish							English					
6	7	8	9	10	11		6	7	8	9	10	
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						

Literary Texts Reading Standards												
Spanish							English					
K	1	2	3	4	5		K	1	2	3	4	5
						1						
						2						
						3						
						4						
						5						
						6						
						7						
						8						
						9						
						10						