

Biliteracy Curriculum Development Process: Step 2 The BUF

Yankee Ridge Grades 3-5



Please fill out a
nametag

Urbana School District
February 13, 2026
Dana Baum, M.Ed.

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Agenda

- **Welcome**
- Step 2 of the Biliteracy Curriculum Development Process: The BUF
- Rigor of the Standards
 - Outcomes
 - Big Ideas
 - Formative Assessments
 - Instruction
- Session Closure

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Materials

**Bilingual Curriculum Development Process:
Step 2
The BUF**

Resource Packet

Grades 3-5
Yankee Ridge, Urbana School District
February 13, 2026

Facilitator: Dana Baum TeachingForBiliteracyOH@gmail.com

Outcomes for the session:

- Identify the essential components of a rigorous, standards-based BUF using the BUF checklist to analyze strengths and opportunities for growth.
- Unpack priority standards into clear, concrete-to-abstract outcomes that guide instruction and assessment across an integrated unit.
- Plan formative assessments that align to outcomes and provide actionable information about student progress, particularly for oracy development.

Mapping Process Folder: <https://bit.ly/TeachingForBiliteracyProcess>

End of Session Survey: <https://bit.ly/TEWELL3>

Hess Matrices

ALL: INTRO

Guidance Document for Writing B

This guidance document will focus on how to write big ideas in language. We highly recommend that you write the unit writing them in **Spanish** and in **English**. Match the language that your unit writing is authentic to the language in which you are writing.

What are big ideas and why do we need them?

The biliteracy mapping process we have undertaken is in different ways, and depending on how they are interpreted, ideas, we will interpret the standards, build a meaningful unit that students will learn in the unit. While big ideas are and have a different purpose. Let's explore what they are.

SECTION 1

What are big ideas?

Big ideas are understandings that students develop through connections made over time that help them organize their understandings that we want students to have. Big ideas are details." (Wiggins and McTighe, 1998, p. 10). Big ideas are thinking and problem solving over learning facts and details.

Big Idea Docs

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Handouts

February 13, 2026 – Yankee Ridge Multilingual Elementary, Urbana School District

Grades 3-5 – Step 2 of the Bilingual Curriculum Development Process: The BUF

- Resource Packet Feb 13
- Hess Cognitive Rigor Matrices
- Guidance Document for Writing Big Ideas
- Big Ideas worksheet

Handouts

- Biliteracy Assessment
- Cognates
- On-line and Teacher Made Resources
- Handouts

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Session Norms

- Participate actively and interactively – everyone's voice matters.
- Use a growth mindset and stay curious.
- Ask clarifying questions to deepen understanding.
- Focus on the work, not the person.
- Minimize sidebar conversations.
- Use technology strategically (phones silenced and out of sight).

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Outcomes for the session:

- **Identify the essential components of a rigorous, standards-based BUF** using the BUF checklist to analyze strengths and opportunities for growth.
- **Unpack standards into clear, concrete-to-abstract outcomes** that guide instruction and assessment across an integrated unit.
- **Plan formative assessments** that align to outcomes and provide actionable information about student progress.

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I know how to notice learning in real time...
...in order to plan rigorous, integrated instruction.



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The purpose of our work

DRAFT PEDAGOGY

Yankee Ridge Multilingual School provides a welcoming, nurturing, and equitable environment where students are valued and affirmed—regardless of language, culture, or ability. Instruction follows a backward design model aligned with Illinois State Board of Education grade-level standards. To promote high academic achievement in both program languages, instruction is delivered daily using the 80/20 program model (allocation chart). Expectations for learning and behavior (CHAMPS and PBIS) are communicated clearly through scaffolds and supports designed to meet the needs of all learners.

Teachers honor and build upon the diverse cultural, linguistic, and learning backgrounds of their students through interactive, multisensory, and language-rich instruction across all content areas. Students are viewed holistically, with their experiences and knowledge seen as assets to classroom learning. Teachers communicate in the target language of instruction while honoring students' full linguistic repertoires through translanguaging practices. Acknowledging that all individuals are language learners, teachers mindfully provide scaffolds, such as adjusting their speaking speed, articulation, and instructional supports to ensure accessibility and understanding for all students.

To ensure authentic and meaningful learning, literacy is taught through science and social studies, with an emphasis on *oracy*—the language needed for academic discourse. Lessons integrate both language and content objectives, and instruction explicitly includes cross-language connections and foundational skills that prepare students to express their knowledge effectively through writing and speaking. Teachers intentionally foster student-to-student dialogue to deepen understanding and strengthen communication skills.

In our student-centered classrooms, learners engage in whole-group, small-group, and partner discussions, as well as collaborative activities that extend learning. To ensure equity and access, grade-level and classroom groupings are balanced across language, gender, and academic ability. Teachers use a combination of flexible heterogeneous and homogeneous groups to best support learning goals.

Underline the parts of the pedagogy that will be supported by today's outcomes

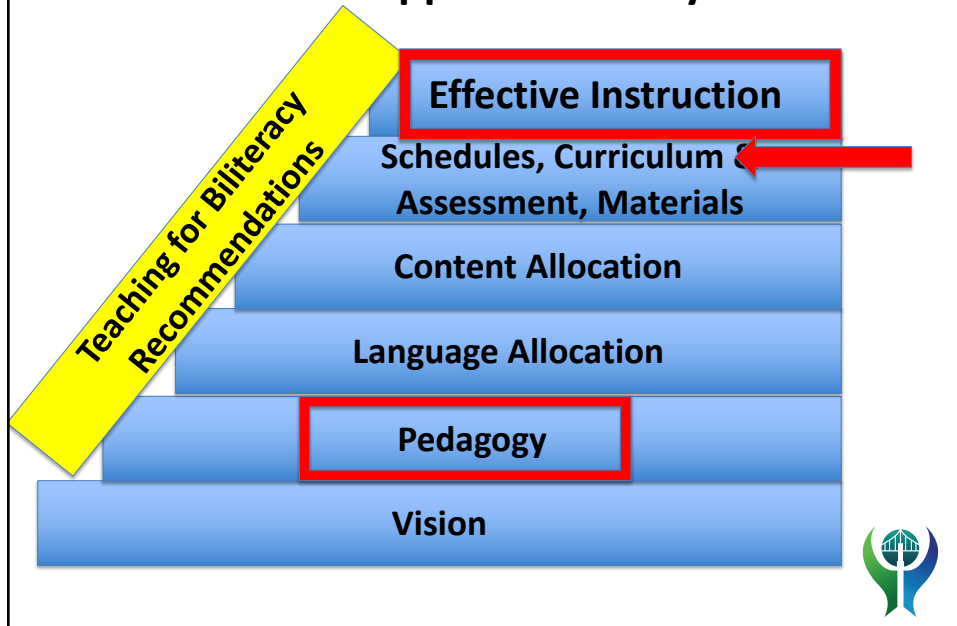
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The outcomes support our pedagogy in that...

- **Identify the essential components of a rigorous, standards-based BUF** using the BUF checklist to analyze strengths and opportunities for growth.
- **Unpack standards into clear, concrete-to-abstract outcomes** that guide instruction and assessment across an integrated unit.
- **Plan formative assessments** that align to outcomes and provide actionable information about student progress.

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Structures that Support Biliteracy Instruction



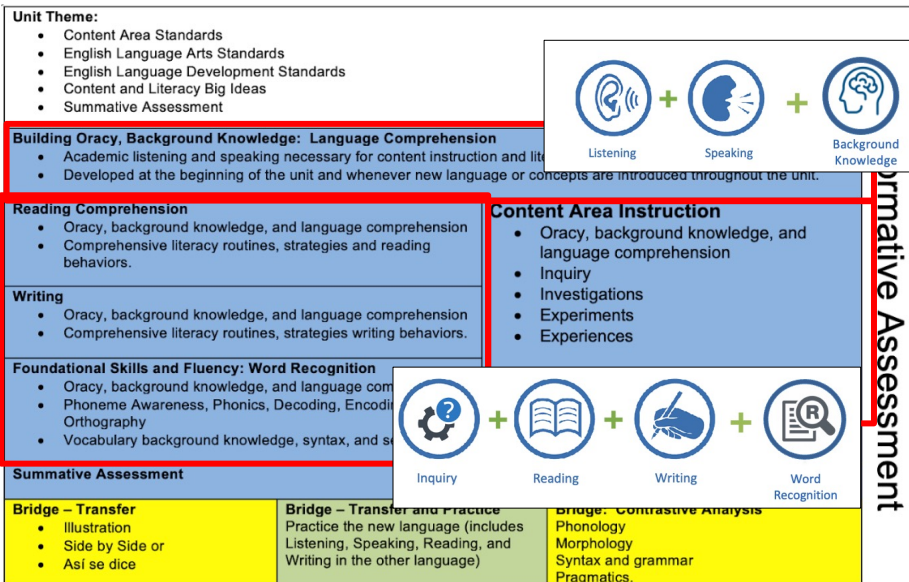
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Siloed instruction is ineffective



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Biliteracy Unit Framework, 2nd ed.



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All components need to be taught – none at the expense of the others

Unit The

- Content Area Standards
- Language Arts Standards
- Language Development Standards
- Literacy Big Ideas
- Summative Assessment

Oracy, Background Knowledge: Language Comprehension

Academic listening and speaking necessary for content instruction and language development.

Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and reading behaviors

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behaviors.

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phonological Awareness, Phonics, Decoding, Encoding, and Fluency
- Background knowledge, syntax, and semantics

Content Area Instruction

- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- As I see dice

Bridge – Transfer and Practice

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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Step 2 of the Standards-Based Biliteracy Curriculum Mapping Process
[Link to Overview Mapping Process](#)

NOTE: Copy this checklist for every unit that is written

Grade Level:	Unit:	Language:
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Link to the Standards-Based Biliteracy Map

Step 2: Backwards Unit Design

Element	Guidance	Notes
Analyze the map. List the standards from the map onto the unit template: - BUF Template - Spanish - BUF Template - English Consult mentor texts in this folder (sample BUF, What's for the Love of Learning)	☐ Go to your grade-level map. ☐ On the map, find the unit you are writing. ☐ Review your year-long storyline ☐ Looking at the map, review the units before and after this unit. ☐ Analyze how this unit fits within the yearlong map	
		
activity for each standard. ☐ Sketch a flow chart to designate		



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This is the Google Folder where you can access all the digital documents, templates, and samples:

<https://bit.ly/UrbanaMapProcess>



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Overview of the Biliteracy Mapping Process

The Biliteracy Mapping Process - Urbana School District
Grade

Overview of the Biliteracy Mapping Process

Steps	Components	Status	Next Steps
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Statement Using the TeachIt create the Language Plan for all grades for each grade level Review the instructional standards: • ISGS • C.3.Fca • CCSS.Lu Review the organizational standards: • Science • Social Studies • Reading • Writing • Foundational • Language	II. Unit Backwards Design Use this checklist to guide you through the process. Create a BUF for each unit on the map: • List the standards from the map. • Unpack all of the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes. • Craft big ideas for content and literacy based on the standards. • Write the Summative Assessment. • Craft a unit flow chart to organize the instructional sequences. • Write the unit storyline. • Revisit the unit Essential Question and revise if needed. • Add instructional activities for meeting the standards and outcomes to each section of the BUF: - o Building Oracy and Background Knowledge (&	

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	corresponding formative assessments) - o Content Area Instruction (& corresponding formative assessment) - o Reading Comprehension (& corresponding formative assessment) - o Writing (& corresponding formative assessment) - o Foundational Skills/Language Comprehension (& corresponding formative assessment) - o The Bridge for Transfer and for Contrastive Analysis (& corresponding formative assessment)	
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Sprint 1: Standards Aligned with the Map

Step 2: Backwards Unit Design

Element	Guidance
Analyze the map. List the standards from the map onto the unit template: - BUF Template - Spanish - BUF Template - English Consult mentor texts in this folder (sample BUF, What is/what is not, etc.)	☐ Go to your grade-level map. ☐ On the map, find the unit you are writing. ☐ Review your year-long storyline ☐ Looking at the map, review the units before and after this unit. ☐ Analyze how this unit fits within the yearlong map ☐ Notice any standards that are being revisited – think about ways to increase the rigor and jot your notes in the column to the right. ☐ Copy this unit's standards from the map to the unit template (BUF Template - Spanish; BUF Template - English) ☐ Add notes in the right-hand column to help you with the next unit. (Noticings, wonderings, things to remember for the next unit, questions, vertical articulation issues, etc.)

That's this portion of the checklist.



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Check that all your standards from the map are in the BUF. If not, add those that are missing.

Themes:			
- Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			
- Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.			
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.		Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.			
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer - Illustration - Side by Side or Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics	

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Water break! High five!
Let's move on...






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Sprint 2: Unpacked standards show outcomes

Unpack all the standards from the unit into outcomes	☐ Use your standards documents to read through the content (Sci and SS) AND literacy standards from the grades below and above to make sure you "stay in your lane." ☐ Create a copy of this template (in Spanish) ☐ Review this guidance document . ☐ Do the "What it is" and "What it is not" activity for each standard. ☐ Sketch a flow chart to designate instructional sequences and begin to plan the integration of content and literacy standards.
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	☐ Create a list of outcomes, listing verbs from the lowest DOK level to the highest (click here for DOK resources). The highest being the verbs used in the standards themselves. ☐ When possible, vertically articulate the standards for CCSS LA with the grade level below and above ☐ Add notes in the right-hand column to help you with the next unit. (Brief summary of what you accomplished, description of what is missing if the work is not finished, things to remember for the next unit, questions, vertical articulation issues, etc.)
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That's this portion of the checklist.



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Unpack Standards Into Outcomes

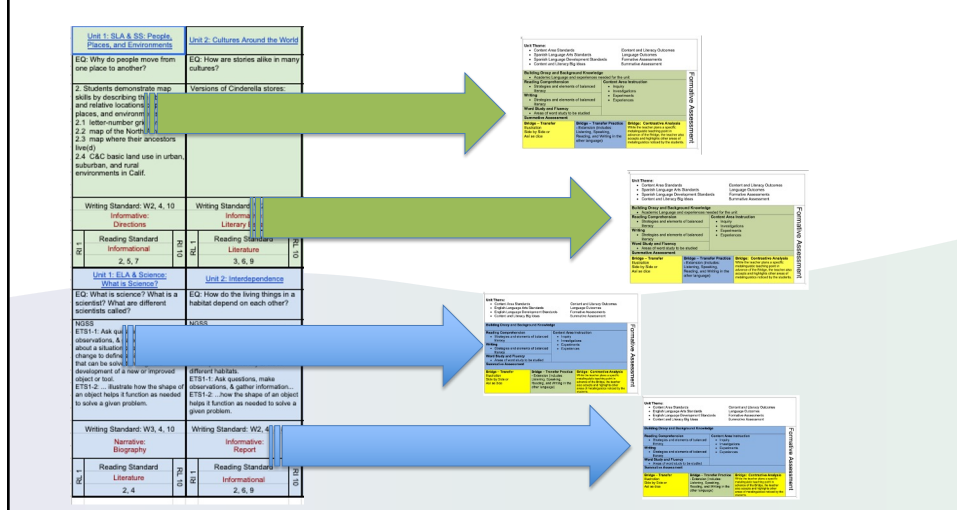


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I.B Record, Reflect and Revise	- Evaluate the <u>content standards</u> bundles in the curriculum map. - Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the <u>language arts standards in both languages</u>. - Revise storyline and bundles as needed		
II. Unit	Create a BUF for each unit on the map:		
Design	- Unpack all of the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes. - Craft big ideas for content and literacy based on the standards. - Write the Summative Assessment. - Write the unit storyline. - Craft the unit Essential Question. - Add instructional activities for meeting the standards and outcomes to each section of the BUF: - Building Oracy and Background Knowledge (& corresponding formative assessments) - Content Area Instruction (& corresponding formative assessment) - Reading Comprehension (& corresponding formative assessment) - Writing (& corresponding formative assessment) - Foundational Skills/Language Comprehension (& corresponding formative assessment) - The Bridge for Transfer and for Contrastive Analysis (& corresponding formative assessment)		
III. Unit Learning Plan	- Create an Instructional Sequence Chart (ISC) - Each sequence includes standards for content and for literacy that occur at the same time - Oracy is embedded into each instructional sequence every time students use new language - Outcomes (unpacked standards) are added to each instructional sequence - Formative assessments (FAs) are identified for each sequence and outcomes are added to the formative assessments. - The Instructional Sequence Chart is used to create day to day learning plans		

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After using the map to create standards-based biliteray units...



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...UNPACK each standard into outcomes using the Unpacking Standards template.

Resource Packet p. 4



Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning.

Verbs that demonstrate **Critical Thinking**

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List	Complete	Apply	Analyze	Arrange	Appraise
Recall	Describe	Construct	Assess	Assess	Assess
Repeat	Explain	Demonstrate	Compare	Compare	Compare
State	Express	Employ	Combine	Combine	Combine
Underline	Identify	Interpret	Contrast	Contrast	Contrast
	Recognize	Operate	Design	Design	Design
	Repeat	Practice	Formulate	Formulate	Formulate
	Tell	Schedule	Manage	Manage	Manage
	Translate	Switch	Propose	Propose	Propose
	Use	Test	Value	Value	Value

Standard:	What does it mean?	What is it not?
Content obligatory language students need in English:		
Standard	Outcomes	

Templates also in the Folder 3. Step 2: Unit Backward Design (BUFs)

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WHY Unpack Standards???

- Helps us understand what the standards mean/don't mean so that we can plan relevant instruction (*The main kind of thinking students must do is...*)
- Helps us, as the teachers, take **ownership** of the standards in order to plan instruction
- Directly relates to planning differentiated instruction that meets the needs of our students
- Keeps us teaching GRADE LEVEL standards – and planning what supports our students need to accomplish those outcomes
- Makes formative assessment simple and informative



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How to Unpack **Standards** into **Outcomes**

Step 1: Read the standard.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.



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How to Unpack **Standards** into **Outcomes**

Step 2: Underline the verbs in the standard that *require students to think*.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.



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Standard:

What does it mean?	What is it not?
•	•

- Think about what the verbs are asking the students to do
- Emphasize the intent of the standard
- What might be a common way teachers accidentally over-teach or under-teach this standard?



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How to Unpack Standards into Outcomes

Step 3: Find the verb(s) (or a synonym of the verb) on the Bloom's Taxonomy of Measurable Variables.



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How to Unpack Standards into Outcomes

Step 3: Find the verb(s) (or a synonym of the verb) on the Bloom's Taxonomy of Measurable Variables.

RL.3.2 **Recount** stories, including fables, folktales, and myths from diverse cultures; **determine** the central message, lesson, or moral and **explain** how it is conveyed through key details in the text.

Verbs that demonstrate *Critical Thinking*

KNOWLEDGE		COMPREHENSION		APPLICATION		ANALYSIS		SYNTHESIS		EVALUATION	
List	Describe	Compare	Construct	Apply	Appraise	Analyze	Assemble	Arrange	Argue	Appraise	Appraise
Name	Discuss	Explain	Demonstrate	Employ	Categorize	Contrast	Collect	Assess	Assess	Choose	Choose
Recall	Express	Illustrate	Interpret	Examine	Compare	Debate	Combine	Compose	Compose	Conclude	Conclude
Record	Identify	Operate	Practice	Experiment	Contrast	Diagram	Comply	Construct	Construct	Estimate	Estimate
Relate	Recognize	Schedule	Sketch	Inspect	Examine	Differentiate	Compose	Create	Create	Evaluate	Evaluate
Repeat	Restate	Use	Test	Inventory	Examine	Distinguish	Construct	Design	Design	Interpret	Interpret
State	Tell	Use	Test	Inventory	Examine	Formulate	Interpret	Devise	Devise	Judge	Judge
Tell	Translate	Use	Test	Inventory	Examine	Manage	Interpret	Formulate	Formulate	Justify	Justify
Underline	Use	Use	Test	Inventory	Examine	Organize	Interpret	Manage	Manage	Measure	Measure
						Propose	Interpret	Organize	Organize	Rate	Rate
						Setup	Interpret	Plan	Plan	Revise	Revise
							Interpret	Prepare	Prepare	Score	Score
							Interpret	Propose	Propose	Select	Select
							Interpret	Support	Support	Support	Support
							Interpret	Value	Value	Value	Value
							Interpret				

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How to Unpack Standards into Outcomes

Step 4: Start with the lefthand column and Bloom's verb, then examine that row of Hess's Cognitive Rigor Matrix (start with the corresponding content area).

→What do students need to do with the knowledge? →What kind of thinking are they doing?

→Figure out what cell most closely aligns.



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 HESS COGNITIVE RIGOR MATRIX READING-LISTENING CRM 				
Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions				
Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory; recognize, recall, locate, identify	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare-contrast, match like ideas, explain, construct models	- Identify or describe literary elements (characters, setting, sequence, etc.) - Select appropriate words when intended meaning or definition is clearly evident - Describe or explain who, what, where, when, or how - Define or describe facts, details, terms, principles	- Specify, explain, show relationships; explain why (e.g., cause-effect) - Give non-examples or examples - Summarize results, concepts, ideas - Make basic inferences or logical predictions from data or texts - Identify main ideas or accurate generalizations of texts - Locate information to support explicit-implicit central ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) - Identify or make inferences about explicit or implicit themes - Describe how word choice, point of view, or bias may affect the readers' interpretation of a text - Write multi-paragraph composition for specific purpose, focus, voice, tone	- Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts - Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	- Use language structure (pre-, or suffix) or word relationships (synonym or antonym) to determine meaning of words - Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use - Apply basic formats for documenting sources	- Use context to identify the meaning of words or phrases - Obtain and interpret information using text features - Develop a text that may be limited to one paragraph - Apply simple organizational structures (paragraph, sentence types) in writing	- Apply a concept in a new context - Revise final draft for meaning or progression of ideas - Apply internal consistency of text organization and structure to composing a full composition - Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text	- Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated - Select or devise an approach among many alternatives to research a novel problem
Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	- Identify or describe graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) - Decide which text structure is appropriate to audience and purpose	- Identify or describe literary devices - Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts - Distinguish relevant-irrelevant information - Identify or distinguish	Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) in available evidence	- Multiple works by the same author, or across genres, time periods, themes - Analyze complex or abstract themes, perspectives, concepts - Gather, analyze, and organize multiple information sources
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG"—unsubstantiated generalizations = stating an opinion providing any support for it!			
Create Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept	Generate based on edge and	Or, develop an alternative solution	

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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How to Unpack Standards into Outcomes

Step 5: Look at what comes before the cell where the standard landed. How will students work toward that level of complexity?

 HESS COGNITIVE RIGOR MATRIX READING-LISTENING CRM Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions 				
Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
Apply Carry out or use a procedure in a given situation; carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	- Use language structure (pre-, or suffix) or word relationships (synonym or antonym) to determine meaning of words - Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use - Apply basic formats for documenting sources	- Use context to identify the meaning of words or phrases - Obtain and interpret information using text features - Develop a text that may be limited to one paragraph - Apply simple organizational structures (paragraph, sentence types) in writing	- Apply a concept in a new context - Revise final draft for meaning or progression of ideas - Apply internal consistency of text organization and structure to composing a full composition - Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text	- Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated - Select or devise an approach among many alternatives to research a novel problem

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No need to overcomplicate it!
How will students GROW into the intent of the standard?

Name → Use → Explain/Justify → Create



Think of outcomes as the **stepping stones** to the standard: Only go as complex as the standard intends!

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Students will be able to...

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Recall Identify Retell Use Recount

↑

Recount a story, fable and/or folktale with a clearly sequenced ordering of events



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Students will be able to...

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Recall Identify Retell Use Recount

↑

Use transition words to indicate the sequence of events in a recounting of a story, fable and/or folktale

↑

Recount a story, fable and/or folktale with a clearly sequenced ordering of events



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Students will be able to...

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Recall Identify Retell Use Recount

↑

Retell events that occurred at the beginning, middle, and end of a story.

↑

Use transition words to indicate the sequence of events in a recounting of a story, fable and/or folktale

↑

Recount a story, fable and/or folktale with a clearly sequenced ordering of events



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Students will be able to...

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Recall Identify Retell Use Recount

↑

Identify events that occurred at the beginning, middle, and end of a story.

↑

Retell events that occurred at the beginning, middle, and end of a story.

↑

Use transition words to indicate the sequence of events in a recounting of a story, fable and/or folktale

↑

Recount a story, fable and/or folktale with a clearly sequenced ordering of events



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Identify examples of a central message, lesson or moral

Name a central message, lesson, or moral

Identify the central message, lesson or moral of a story, fable and/or folktale read aloud from given options

Describe how key details of the story, fable and/or folktale relate to/contribute to the central message, lesson, or moral of the story

Determine the central message, lesson or moral of a story, fable and/or folktale



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Fully Unpacked Standards

Planning for Instruction

Standard	Outcomes Students will be able to...	Notes Grade before and after
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	- Recall events that occurred in a story - Identify examples of a central message, lesson or moral - Name a central message, lesson, or moral - Identify events that occurred at the beginning, middle, and end of a story. - Retell events that occurred at the beginning, middle, and end of a story. - Use transition words to indicate the sequence of events in a recounting of a story, fable and/or folktale - Recount a story, fable and/or folktale with a clearly sequenced ordering of events - Identify the central message, lesson or moral of a story, fable and/or folktale read aloud from given options - Describe how key details of the story, fable and/or folktale relate to/contribute to the central message, lesson, or moral of the story - Determine the central message, lesson or moral of a story, fable and/or folktale	RL.2.2 Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.



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Grade Level Processing Time

Add in the notes column of your BUF checklist:

- Where are you in the unpacking of standards into outcomes process?
- On a scale from 1 (I don't get it) to 5 (Totally got this! I can teach you!), how comfortable are you with the unpacking process?
- Divide into partners as needed for support.
- Work on unpacking at least one standard per pair (content, literacy)



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Water break! High five!
Let's move on...



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Sprint 3: Big Ideas

Write big ideas for content and write big ideas for language arts.

[3-5 example here](#) (SCI + ALE)
[K-2 example here](#) (SCI + ALE)
[3rd grade example](#) (SS + ELA)

☐ Read [this guidance document about big ideas](#).

☐ Copy one of the worksheets below to create your big ideas.

- ☐ In Spanish
- ☐ In English

Check your work:

- ☐ Review your big ideas to make sure they complete the prompt, "I want my students to understand that...". The word "that" makes you write an essential understanding. Do not use verbs like "how".
- ☐ Every big idea cites the standards being addressed in parenthesis.
- ☐ Every big idea has at least 2 examples (the examples represent what you will actually expose students to so that they can attain the big idea)
- ☐ All content standards are represented in the big ideas. The ladder and buckets are represented in the language arts big idea.
- ☐ The big ideas and examples are written as statements and not instructional activities.

Next Steps:

- ☐ Add the big ideas to the unit template.
- ☐ Add notes in the right-hand column to help you with the next unit. (Brief summary of what you accomplished, description of what is missing if the work is not finished, things to remember for the next unit, questions, vertical articulation issues, etc.)

That's this portion of the checklist.



52

Unpacked Standards – Big Ideas – Oracy and Building Background are all **linked**

- In order to select oracy strategies, we must know what we are teaching.
- What we are teaching comes from standards and from big ideas.



53

Big Ideas Guidance Document



ALL: INTRO

Guidance Document for Writing Big Ideas: Unit Backwards Design

This guidance document will focus on how to write big ideas for each unit. Before we begin.... a word about language. We highly recommend that you write the unit in the language of instruction. Here are templates for writing them in [Spanish](#) and in [English](#). Match the language of instruction to the language of the templates so that your unit writing is authentic to the language in which you will teach.

What are big ideas and why do we need them?

The biliteracy mapping process we have undertaken is standards based. Standards can be interpreted in different ways, and depending on how they are interpreted, they can be more or less rigorous. When we write big ideas, we will interpret the standards, build a meaningful frame, or context for learning, and focus on what students will learn in the unit. While big ideas come from standards, they are different and have a different purpose. Let's explore what they are, why we use them and how to write them.

SECTION 1

What are big ideas?

Big ideas are understandings that students develop throughout a unit. These understandings are connections made over time that help students organize their thinking. Big ideas are "the understandings that we want students to 'get inside of' and retain after they've forgotten the details." (Wiggins and McTighe, 1998, p. 10). The current standards-based era we are in prioritizes critical thinking and problem solving over learning facts and details. Big ideas help us organize and focus our teaching so that students experience meaningful learning that will endure. Big ideas move us away from activity-based planning to understanding based planning.

In his book titled *Unwrapping the Common Core* (2014), Larry Ainsworth describes the role of big ideas this way (p.55):

Big ideas originate with the educator who thinks deeply, in advance of any instructional planning, about what the end learning goals for students should be for a particular unit of study. The educator then guides students during the unit to discover these Big Ideas for themselves by the end of the unit. This backwards-planning approach to standards-based unit design is an intentional way of aligning standards, assessment, curriculum and instruction.

Number off 1-8.
Read your section.

Note:

- One rule
- One warning
- One tool/tip



54

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.



55

The Big Idea

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.



56

The Big Idea

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.



57

Big Ideas

Yes

No

Bees pollinate flowers as they collect nectar to make honey.

58

Big Ideas	
Yes	No
	Bees pollinate flowers as they collect nectar to make honey.

How can we turn this into a BIG IDEA?

59

Big Ideas	
Yes	No
Plants and animals are interdependent.	Bees pollinate flowers as they collect nectar to make honey.

60

Big Ideas

Yes

No

The Taos Pueblo Native Americans hunted for Bison in the plains.

61

Big Ideas

Plan
inter

How can we turn this
into a BIG IDEA?

ey
ey.

The Taos Pueblo Native Americans hunted for Bison in the plains

62

Big Ideas	
Yes	No
Plants and animals are interdependent.	Bees pollinate flowers as they collect nectar to make honey.
Geography, climate and the topography of a region influence the life of a community.	The Taos Pueblo Native Americans hunted for Bison in the plains

63

Big Ideas	
Yes	No
Poetry	

64

Big Ideas	
Yes	No
Plants and animals are interdependent. Geography, climate and the topography of a region influence the life of a community.	How can we turn this into a BIG IDEA? the plains Poetry

65

Big Ideas	
Yes	No
Plants and animals are interdependent. Geography, climate and the topography of a region influence the life of a community. Authors choose a genre according to the message they want to send.	Bees pollinate flowers as they collect nectar to make honey. The Taos Pueblo Native Americans hunted for Bison in the plains Poetry

66

To be a big idea...

- The statement must have at least 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...**"

67

Is it a big idea?

...Genre.



68

Is it a big idea?

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



69

Is it a big idea?

...how to classify animals.



70

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



71

Is it a big idea?

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



72

Is it a big idea?

...text themes.



73

Is it a big idea?

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



74

Is it a big idea?

...fractions,
percentages,
and
decimals.



75

Is it a big idea?

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



76

Writing Big Ideas

- Circle the recurring nouns in the standards. This is the 'what' students need to understand/learn.
- Underline the verbs in the standards. This identifies the rigor of the standards.
- Then ask yourself, what is so important about the study of ---X--- to get to the Big Idea.

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K-LS1-1

Use observations to describe

patterns of what plants and animals
(including humans) need to survive.

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I DO!**Content Standards BUNDLE****K-LS1-1**

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 Opinion
(Petition)
W.K.7, W.K.8

Reading Standards - Informational Texts
RI.K.3, RI.K.5, RI.K.8, RI.K.9

Students will understand that...

animals (including humans) need particular things in order to survive, and that those needs can be predicted because they follow a pattern. (K-LS1-1)

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I DO!**Content Standards BUNDLE****K-LS1-1**

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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Writing Standards - W.K.1 Opinion
(Petition)
W.K.7, W.K.8

Reading Standards - Informational Texts
RI.K.3, RI.K.5, RI.K.8, RI.K.9

Students will understand that **animals (including humans) need particular things in order to survive, and that those needs can be predicted because they follow a pattern. (K-LS1-1)**

For example:

1. All animals need to take in food or nutrients in order to survive, and all animals need water.
2. Different animals need different kinds of foods in order to survive.

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WE DO!

Content Standards BUNDLE

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 **Opinion**
(Petition)
W.K.7, W.K.8

Reading Standards - **Informational Texts**
RI.K.3, RI.K.5, RI.K.8, RI.K.9

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

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WE DO!

Content Standards BUNDLE

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 **Opinion**
(Petition)
W.K.7, W.K.8

Reading Standards - **Informational Texts**
RI.K.3, RI.K.5, RI.K.8, RI.K.9

K-ESS2-2
K-ESS3-1

Students will understand that...

animals (including humans) will change their environment to meet their needs, and this can be represented by constructing a model.

(K-ESS2-2 K-ESS3-1)

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WE DO!**Content Standards BUNDLE****K-ESS2-2****K-ESS3-1**

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 Opinion

(Petition)

W.K.7, W.K.8

Reading Standards - Informational Texts

RI.K.3, RI.K.5, RI.K.8, RI.K.9

RI.K.1

RI.K.10

Students will understand that **animals (including humans) will change their environment to meet their needs, and this can be represented by constructing a model.**

(K-ESS2-2, K-ESS3-1)

For example:

1. Humans may clear land of trees in order to build a house.
2. One can build a model of a beaver dam to show how the beaver blocks a running river by building a lodge from downed trees, resulting in a pond.

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Literacy Big Ideas

- Follow a pattern
- Emphasize the connection between writing and reading
- Connect the writing and reading to the concepts of the content
- Spell out the literacy standards from the unit.

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Literacy Big Ideas

I want my students to understand that, when reading
(informational OR literary) texts,

it is important to (what will students be expected to do from standards 2-9),

in order write (an opinion OR an informational/explanatory OR a narrative – or specific product/genre, i.e., historical fiction narrative)

about (something related to the content big idea).

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Literacy Big Ideas

Language Arts Standards- Reading

Unit 3- Science and Spanish Language Arts
 Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
 K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
 K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
 K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
 K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
 K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 **Opinion**
 (Petition)
 W.K.7, W.K.8

Reading Standards - **Informational Texts**
 RI.K.3, RI.K.5, RI.K.8, RI.K.9

RI.K.10

Students will understand that...
 when reading complex,
 grade level **informational**
texts (RI.K.10), it is
 important to:

- Describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3)
- Identify the reasons an author gives to support points in a text (RI.K.8)
- Identify basic similarities in and differences between two texts on the same topic (RI.K.9)

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Literacy Big Ideas

Language Arts Standards- Writing

Unit 3- Science and Spanish Language Arts
Animal Survival Within Their Environment

Essential Question: What do animals and humans need to meet their needs and survive within their environments?

Next Generation Science Standards:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.K.1 Opinion

(Petition)

W.K.7, W.K.8

Reading Standards - Informational Texts
RI.K.3, RI.K.8, RI.K.9

...to be able to write their own **petition** (W.K.1) where they

- participate in shared research (W.K.7)
- recall information from experiences or gather information from sources to answer a question (W.K.8)
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic and state an opinion about it (W.K.1)

about saving the salmon in the Columbia River.

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Literacy Big Ideas

I want my students to understand that, when reading _____ texts,

it is important to

- 1.
- 2.
- 3.

in order to write _____

about _____.

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Use the Checklist to review your Big Ideas

Checklist:

Criteria	Notes
Each big idea lists the standards it is addressing in parenthesis.	
All content standards are represented in the big ideas. The ladder and three buckets are represented in the language arts big idea.	
Big ideas are enduring understandings that include why their study is important.	
Each big idea has at least 2 examples.	
The big ideas and examples are written as statements and not instructional activities.	

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YOU DO!

- Bundle standards that could be made into 1 big idea
- Write a content big idea and example
- Write a language arts (reading and writing) big idea to support the content big ideas

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<https://bit.ly/PlanBigIdeas>

Writing Content Big Ideas

I want my students to understand that...

A. ____

B. ____

Writing Literacy Big Ideas

I want my students to understand that, when reading informational OR literary texts, it is important to what will students be expected to do from standards 2-31 in order write an opinion OR an informational/explanatory OR a narrative - you can even be as specific as stating the genre within the bucket here, i.e., historical fiction narrative, about something related to the content big idea.

I want my students to understand that, when reading _____ texts, it is important to _____ in order to write _____ about _____.

90

Biliteracy Unit Framework (BUF)

Grade:	Language: English	Unit Number:
Unit Name:		
Content areas:		
Standards:		
Content	Writing -	Reading -
Link standards into outcomes		

Big Ideas:
Content Big Ideas:
 1. I want my students to understand that...
 a. For example, ...
 b. For example, ...
Language Arts Big Ideas: I want students to understand that when reading ____ text, it is important to
 • ...
 ...to be able to write their own ____ where they ____ about ____ (content or universal theme)

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Big Idea Recommendations

- Big Ideas must start with “I want my students to understand THAT...”
- 2 or more examples are written for each Big Idea
- The examples of the big ideas are NOT activities (e.g., students will write a timeline and use a picture sort), they are examples that make the big idea more comprehensible.



92

Using AI to support Big Idea Development

Human → AI → Human

1. Human: Content Standards

-Which to bundle?

2. AI: “Using these Kindergarten Sci/HSS standards, create an overarching Big Idea for our unit that supports the essential question ____.

Use the sentence frame ‘Students will understand THAT...’”

3. Human: Digest it. Decide if it is good, then create examples

-You can ask AI for examples, but be critical consumers

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Water break! High five!
Let's move on...



94

Agenda

- **Welcome**
- Step 2 of the Biliteracy Curriculum Development Process: The BUF
- Rigor of the Standards
 - Outcomes
 - Big Ideas
 - **Assessments**
 - Instruction
- Session Closure

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Assessment is:

- **Instructional (AKA Formative):** Used to make instructional decisions
- **Interim:** Used as a “benchmark” throughout the school year to ensure students are making progress throughout the school year
- **Standardized:** Used annually to evaluate the educational program and student performance over time.

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The purpose of assessment is to...

- Document student learning to inform and guide instruction.
- Document student learning to compare students to others within the school or district and to ensure students are making growth throughout the school year.
- Document student learning to ensure that the educational program is effective and to compare students to others at a state or national level.

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Sprint 4: Summative Assessment

Performance-Based Summative Assessment.
[Refer to this guidance document.](#)

[Summative Assessment worksheet in Spanish](#)

[Summative Assessment worksheet in English](#)

- ☐ Read through several examples of summative assessment in the guidance document.
- ☐ Use the GRASPS graphic organizer to plan the summative assessment.
- ☐ Create your first draft. Read it over, share it with others, and make revisions. You will come back to the summative assessment for additional revisions after you have written the storyline.
- ☐ Add notes in the right-hand column to help you with the next unit. (Brief summary of what you accomplished, description of what is missing if the work is not finished, things to remember for the next unit, questions, vertical articulation issues, etc.)

That's this portion of the checklist. Let's check in on your summative assessment...

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Review the **summative assessment** for your unit.

Resource Packet p. 5

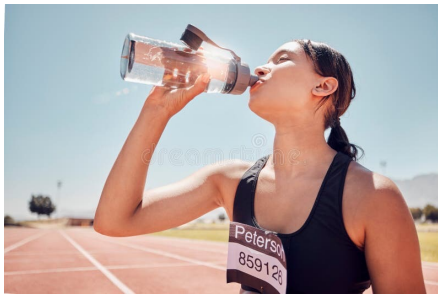
What **knowledge** will students need to perform well on this assessment?

What **skills** will students need in order to perform well on this assessment?

How does it tie in with your **essential question** and **Big Ideas**?

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Water break! High five!
Let's move on...



100



Sprint 5: Formative Assessments

Unit Flow Chart	☐ Study the unit flow charts here ☐ Select the template you need: ☐ Use this template in English ☐ Use this template in Spanish ☐ Use this template for the first half of kindergarten ☐ Using the unit flow chart graphic organizer and the prompts, start to "bundle" your standards (what content standards will be used at the beginning, middle and end of the unit; what reading and writing standards will be used at the beginning, middle and end, how will these standards be integrated?) ☐ Write descriptions of what students will be doing ☐ Be sure to include oracy before literacy every time new language is introduced ☐ Create your first draft. Read it over, share it with others, and make revisions. You will come back to the unit flow chart for additional revisions while writing the storyline and when creating the Instructional Sequence Chart. ☐ Add notes in the right-hand column to help you with the next unit. (Brief summary of what you accomplished, description of what is missing if the work is not finished,
-----------------	---

That's RELATED to this portion of the checklist.
...And to your unpacked standards!



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formative ≠ more paperwork



An outcome already tells you what to look for.

The assessment is just the moment you watch for it.

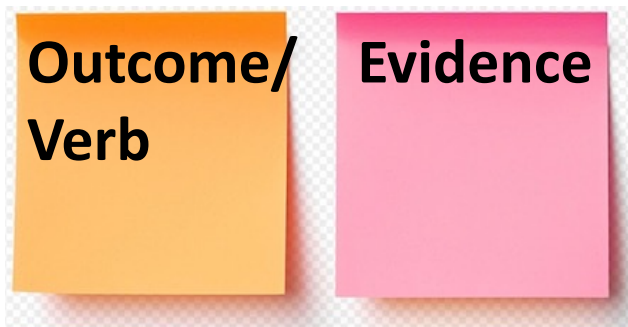


102

Let's practice with evidence! Outcome and Evidence Closed Sort

In partners,

Label two sticky notes:



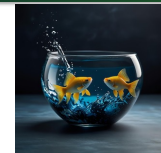
103

Hand over hand!

Partner A



Partner B



Partner A: This card says _____. It is (an verb/evidence type).

Partner B: I think the card that goes with it is _____.

Partner A: Yes! A classroom example might be _____.

[switch roles]



104



Carousel Brainstorm: Low-prep formats for formative assessments

Oral

Visual/
Written

Kinesthetic

Rule: If it takes longer to *prepare* than to *use*, it's not formative.



105

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. **[Clarification Statement:** Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

What would I need to see or hear to know a student can do this?

Outcome: Students will **explain** why a habitat supports a specific animal.

I will look for (Evidence): A “because statement” using vocabulary

Quick Check Tool: Partner talk + teacher clipboard note



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→ Each partnership pick a standard and its outcomes (one content, one literacy per grade level).

Plan

Outcome with Verb:
I will look for (Evidence):
Quick Check Tool:

O:

E:

T:

One sticky note per outcome, unless it makes sense for them to be bundled!



107

THINK: Use your flow chart to see where the sticky notes go.

→ Which content-related outcomes go in each sequence?

→ Which literacy-related sticky notes?

Unit Launch: Initial Science Oracy		
Content Inquiry and Writing	↔	To prepare students for success with reading, oracy is built as a precursor to reading. Oracy based on the language of the reading standards. Reading Oracy needed for specific texts. Reading
Content Inquiry and Writing	↔	
Content Inquiry and Writing	↔	
Writing (focused on the unit's writing bucket)		
Performance-Based Summative Assessment		



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If this is my **content OET**, what **literacy** might be paired with it?

Outcome: Students will **explain** why a habitat supports a specific animal.

Evidence: I will look for: A “because statement” using vocabulary

Quick Check Tool: Partner talk + teacher clipboard note



109

✓ Identify examples of a central message, lesson or moral

✓ Name a central message, lesson, or moral

Identify the central message, lesson or moral of a story, fable and/or folktale read aloud from given options

Describe how key details of the story, fable and/or folktale relate to/contribute to the central message, lesson, or moral of the story

Determine the central message, lesson or moral of a story, fable and/or folktale



110

- Identify** the central message, lesson or moral of a story, fable and/or folktale read aloud from given options
- Describe** how key details from the folktale relate to/confirm the central message, lesson, or moral of the story
- E:** A **because statement** connects the detail and the central message
- T:** Partner talk, using folktale details to confirm the central message. Then sticky note on the detail they found, using “This detail connects with the central message because ____.”

The because statements that we are using in reading will help reinforce connections in the content work, and vice versa. Great!



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Water break! High five!
Let's move on...



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Agenda

- Welcome
- Step 2 of the Biliteracy Curriculum Development Process: The BUF
- Rigor of the Standards
 - Outcomes
 - Formative Assessments
 - Big Ideas
- **Session Closure**



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Where did we land?

Step 2 of the Standards-Based Biliteracy Curriculum Mapping Process
[Link to Overview Mapping Process](#)

NOTE: Copy this checklist for every unit that is written

Grade Level:	Unit:	Language:
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Link to the Standards-Based Biliteracy Map

Step 2: Backwards Unit Design

Element	Guidance	Notes
Analyze the map. List the standards from the map onto the unit template: - BUF Template - Spanish - BUF Template - English Consult mentor texts in this folder (sample BUF, What is/what is not, etc.)	☐ Go to your grade-level map. ☐ On the map, find the unit you are writing. ☐ Review your year-long storyline ☐ Looking at the map, review the units before and after this unit. ☐ Analyze how this unit fits within the yearlong map ☐ Notice any standards that are being revisited – think about ways to increase the rigor and jot your notes in the column to the right. ☐ Copy this unit's standards from the map to the unit template (BUF Template - Spanish; BUF Template - English) ☐ Add notes in the right-hand column to help you with the next unit. (Noticings, wonderings, things to remember for the next unit, questions, vertical articulation issues, etc.)	
Unpack all the standards from the unit into outcomes	☐ Use your standards documents to read through the content (SCI and SS) AND literacy standards from the grades below and above to make sure you "stay in your lane." ☐ Create a copy of this template (in Spanish) ☐ Review this guidance document. ☐ Do the "What it is" and "What it is not" activity for each standard. ☐ Sketch a flow chart to designate	

Update your BUF checklist!

Note what you would like to focus on next in your unit by highlighting the element.



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Well done, Teams!
You're ready for some mid-season racing!



You'll continue to refine, improve, and
 work toward your goals!



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