



Biliteracy Curriculum Development Process: Step 2 The BUF

Resource Packet

Grades 3-5

Yankee Ridge, Urbana School District
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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.

Mapping Process Folder	End of Session Survey
https://bit.ly/UrbanaMapProcess 	https://bit.ly/YRFeb13 

DRAFT PEDAGOGY

Yankee Ridge Multilingual School provides a welcoming, nurturing, and equitable environment where all 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 in each language daily using the 80/20 program model for Spanish and 50/50 (see allocation chart). Expectations for learning and behavior (CHAMPS and PBIS) are communicated clearly, with 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 consistently use the target language of instruction while honoring students' full linguistic repertoires through translanguage practices. Acknowledging that all individuals are language learners, teachers mindfully adjust 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, or a universal theme, 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 provide supports and intentionally foster student-to-student dialogue to deepen understanding and strengthen communication skills in the language of instruction.

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 scaffolding and biliteracy strategies to support access to instruction during whole group learning and a combination of flexible heterogeneous and homogeneous groups to best support learning goals as needed.

Spanish/French Instruction BUF, 2nd ed.

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension • 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.	

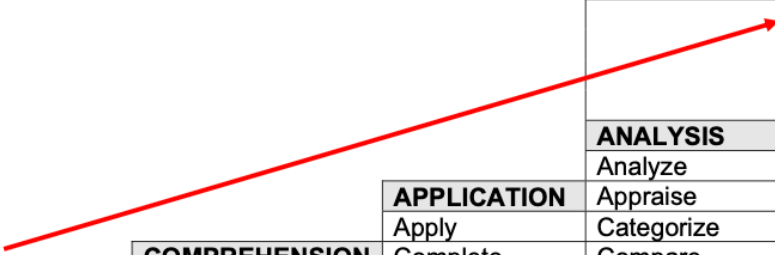
English Instruction BUF, 2nd ed.

Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension - 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			
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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**



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

Standard:	
What does it mean?	What is it not?
•	•
Language students need (oracy): •	
Outcomes (from concrete to abstract):	

How to Unpack Standards into Outcomes

Step 1:	Read the standard.
Step 2:	Underline the verbs in the standard that <i>require students to think</i> .
Step 3:	Find the verb(s) (or a synonym of the verb) on the Bloom's Taxonomy of Measurable Variables.
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.
Step 5:	Look at what comes before the Hess cell where the standard landed. How will students work toward that level of complexity?
Step 6:	Using the measurable verbs chart (Bloom's), break down the steps needed to build up the rigor of the verb.

Our Summative Assessment:

Unit: _____

Knowledge Students Need	
Skills Students Need	
How It Ties to the Essential Question and Big Ideas	

Planning for Formative Assessment from Outcomes

Outcome: Underline <i>thinking</i> verb(s)	
Evidence: I will look for...	
Quick Check Tool	

Planning for Rigorous Instruction from Outcomes

From outcomes to instructional planning

Step 1: Name the thinking

- What is the **verb** in the outcome?
- What kind of thinking does it require?

Step 2: Decide how students will show it (FA)

- What would I need to **see or hear**?
- Oral, visual, written, or physical?

Step 3: Design the student task

- What are students actually doing?
(Not what the teacher is doing.)

Step 4: Add supports

- Sensory
- Graphic (including sentence frames)
- Strategic partnerships (Interactive)

Rigor lives in the thinking — not the activity format.



Instructional Strategies Glossary: bit.ly/BiliteracyStrategiesGlossary



Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Examples of Graphic Supports across the ELD Standards

ELD standard	1- Social and Instructional Language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
Venn Diagrams - Comparing and Contrasting Two Entities 	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
T-Charts - Sorting or Categorizing Objects or Concepts 	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/Decimals • Addition/Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/Invertebrates	• Types of transportation • Types of habitats
Cycles - Producing a Series of Connected Events or a Process 	• Conflict/Resolution • School or classroom routines	• Plot lines	• Steps in problem-solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
Cause and Effect - Illustrating a Relationship 	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
Semantic Webs - Connecting Categories to Themes or Topics 	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies

Taken from the WIDA ELP Standards Resource Guide 2007, Page RG 23

Notes: