



Chapter 4

Planning the Strategic Use of Two Languages

Key Points

An effective unit framework for developing bilingual education in the United States does the following

- Tackles the issue of allocation of time and resources
- Provides for a structure for planning for the strategic use of Spanish and English
- Includes activities and strategies that reflect the distinct linguistic and cultural rules of Spanish and English
- Includes strategies for transferring skills and understanding between languages
- Integrates instruction in literacy skills with meaningful content

Activity objectives: Participants will correctly:

- Sort and order the elements of a bilingual education unit framework (BUF)
- Match these elements with appropriate examples, strategies or activities
- Explain how the BUF meets the requirements articulated in the Key Points.

Notes for Book Study Leader:

- Copy the three different word sorts on three different colors of card stock
 - Cut and store each word sort separately.
 - Make sure there is enough of each word sort for every two participants.
- Word sorts are most effective when done in groups of two, rather than in larger groups. Make sure partners are sitting next to each other, rather than facing each other, so that neither partner has to read the words upside down.
- Make sure to allocate time for review and discussion after each of the three word sorts.
- After completing all the sorts, reflect on the word sort strategy itself. Where would that fit in the BUF?
- Finally, ask groups of participants to reflect on how the BUF meets the requirements of each of the Key Points. This can be done through a jigsaw, where each group is given only one Key Point.
- The answers can be found on pp. 16-17, and pp. 63-65.

Common areas of confusion:

- Matching Vocabulary Development with Word Study and Fluency. It is important to emphasize that vocabulary development (along with the development of language structures) is the first part of the unit framework, and focuses on academic oral language development.
- Confusion over where to put summative assessment. Summative assessment is mentioned twice in the BUF – the beginning (right after the standards and language and content targets) and again right before the Bridge. While the summative assessment is implemented just prior to the Bridge, it is articulated earlier in the BUF to emphasize backward design.
- Can you teach reading comprehension and writing before decoding and phonics? Should you? Why or why not?

Word Sorts

1. Elements of the Biliteracy Unit Framework:

Theme/Big Idea	Content Area
Standards	Content targets
Language Targets	Summative Assessment
Building Oracy and Background Knowledge	Reading Comprehension
Writing	Word Study and Fluency
The Bridge	Extension Lesson or Activity

2. Examples, strategies or activities

Vocabulary development	Cross-linguistic Skills
Spelling	Decoding
Guided Reading	Language Arts Standards (CCSS)
Science Standards (Next Generation Science Standards)	Social Studies Standards
ELD and SLD standards	Phonics
Phonemic Awareness	Interactive, hands-on activity
Writers' Workshop	Readers' Workshop

3. More specific examples, strategies or activities

Language arts integrated with science	Authors use a wide variety of literacy elements in fictional narratives.
Students will identify literary elements within stories. Students will write a narrative using point of view, first-person narrative, and personification.	Students will write a fictional narrative that includes a variety of literary elements. Students will identify and describe literary elements (point of view, first-person narrative, and personification) in their own writing, in the writing of other students, and in stories read in class.
Spanish: Students will ask yes/no questions orally. Students will justify their hypothesis about the secret animal. Students will describe and define literary elements. Students will use past tense in writing. English: Students will describe and define literary elements. Cross-linguistic: Students will identify, describe, and provide examples of cognates. Students will describe and provide examples of the <i>-ción/-tion</i> pattern in Spanish/English.	Concept attainment: Teacher requires students to ask a series of yes/no questions in order to obtain the concept of “crayfish.” Hands-on activity with realia: Students observe and interact with live crayfish. Teacher posts T-chart and provides sentence starters (<i>Veo . . . ; Observo . . . ; Este es . . . ; Estos son . . .</i>) to promote Spanish use during hands-on activity. Students’ shared observations: As students share observations, teacher records observations on an anchor chart that will provide additional vocabulary and language support.
Guided reading in small groups: Students read a variety of books that include personification. The focus of the guided reading groups is to look at the author’s choice of literary elements: point of view, first-person narrative, and personification	Students study the same literary elements but within English books, although NOT the same books or stories as read in Spanish.

Table: Students complete a table on literary elements in the books they have read.	Using a <i>dictado</i> created from the text of the LEA, the teacher provides mini-lessons on - the use of accents in the simple past tense in Spanish, with special focus on those words whose meaning changes with the use of the accent (e.g., <i>hablo/habló</i>; <i>pico/picó</i>); and - the b/v pair of <i>letras tramosas</i> (e.g., <i>iba</i>, not <i>iva</i>; <i>caminaba</i>, not <i>caminava</i>). Students practice reading their own stories to help build fluency, with a special emphasis on prosody. Students do some read aloud during guided reading to further practice skills learned in reading their own stories.
Students collaboratively choose key words from unit of study, in Spanish. TPR: Students collaboratively create movements to associate with each key word. Students and teacher move into English, and associate each movement with the word in English. Students provide the English equivalents that they know, and teacher provides those terms students do not know in English. Metalinguistic focus: Cognates The <i>-ción/-tion</i> pattern	Language experience approach (LEA): Students narrate their first interaction with live crayfish. Then, later . . . Writing process: Students write original first-person narratives from the point of view of the crayfish, using personification. Teacher models prewriting, drafting, peer revising, editing, and publishing. The teacher provides writing mini-lessons on - the elements of personification - the consistent use of past tense in a narrative - using a variety of words, rather than the same words again and again; - creating complete sentences with capitals and periods; and paragraphing.