

Friday, June 26, 2015

Part 1 of 2

What characterizes the Bridge and extension activities?



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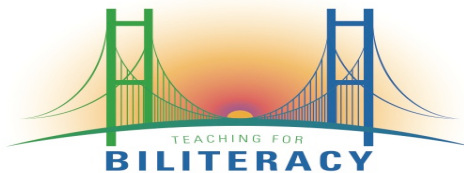


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Friday, June 26, 2015

- Gots and Wants
- The Bridge
- “Bridging”
- Extension Activities
- Biliteracy Assessment
- Advocacy

Gots and Wants from Thursday, June 25



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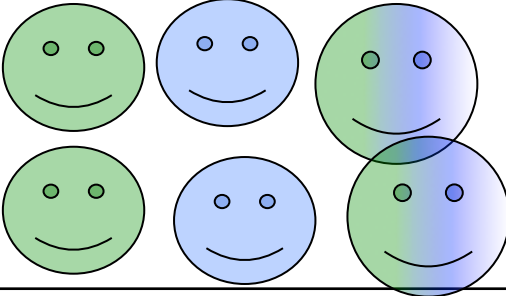
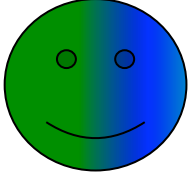
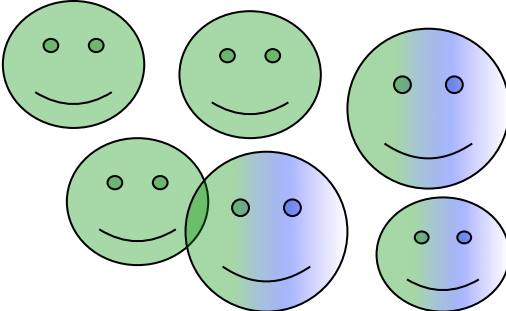
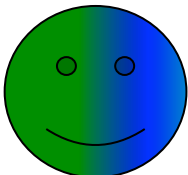
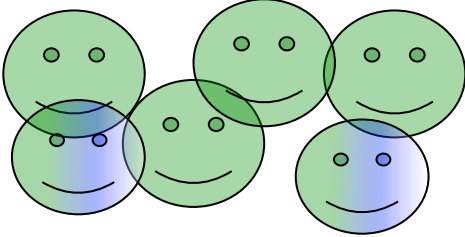
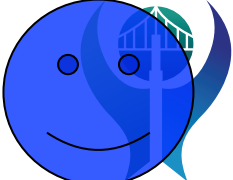
What characterizes the Bridge and extension activities?

The Bridge and Extension Activities are anchored in the same big ideas and standards of the whole unit.



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Simultaneous AND sequential bilinguals

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and **English** literacy **daily**.

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Spanish Language Arts • Oracy Development • Whole Group Mini-Lesson • Guided Reading • Writing • Independent practice • Word Work/Dictado	Spanish
10:00 – 10:15	SSR	Student choice
10:15 – 11:30	STEM and Social Studies* • Science experiments • Research • Investigations	Spanish
11:30 – 12:15	Lunch/Recess	Student choice
12:15 – 1:15	Math • Oracy Development • Application • Reading/Writing/Word Work	Spanish
1:15-2:00	English Language Arts/ELD • Oracy development • Guided practice • Writing • Word Work	English
2:00 – 3:00	Specials	English

Sample schedule
80/20 model



Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Spanish Language Arts • Oracy Development • Whole Group Mini-Lesson • Guided Reading • Writing • Independent practice • Word Work/Dictation	Spanish
10:00 – 10:15	SSR	
10:15 – 11:30	STEM and Social Studies • Science experiments • Research • Investigations	
11:30 – 12:15	Lunch/Recess	
12:15 – 1:15	Math • Oracy Development • Application • Reading/Writing/Word Work	
1:15-2:00	English Language Arts/ELD • Oracy development • Guided practice • Writing • Word Work	English
2:00 – 3:00	Specials	English

For additional
Samples, go to
www.teachingforbilitera.com/infrastructuresupports



Time	Subject	Language
8:30 – 9:00	Journals	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development • Reading and Writing	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Writing • Word study	English
2:15 – 3:00	Specials	English

Sample schedule
For a 50/50 program



All living things have a life cycle.

Informational text has specific features that help readers better comprehend.

Authors select a genre based on the message they want to send.

Fairy tales are a specific genre that include personification, point of view and other elements.

All communities meet the needs of their members, but they do so in different ways.

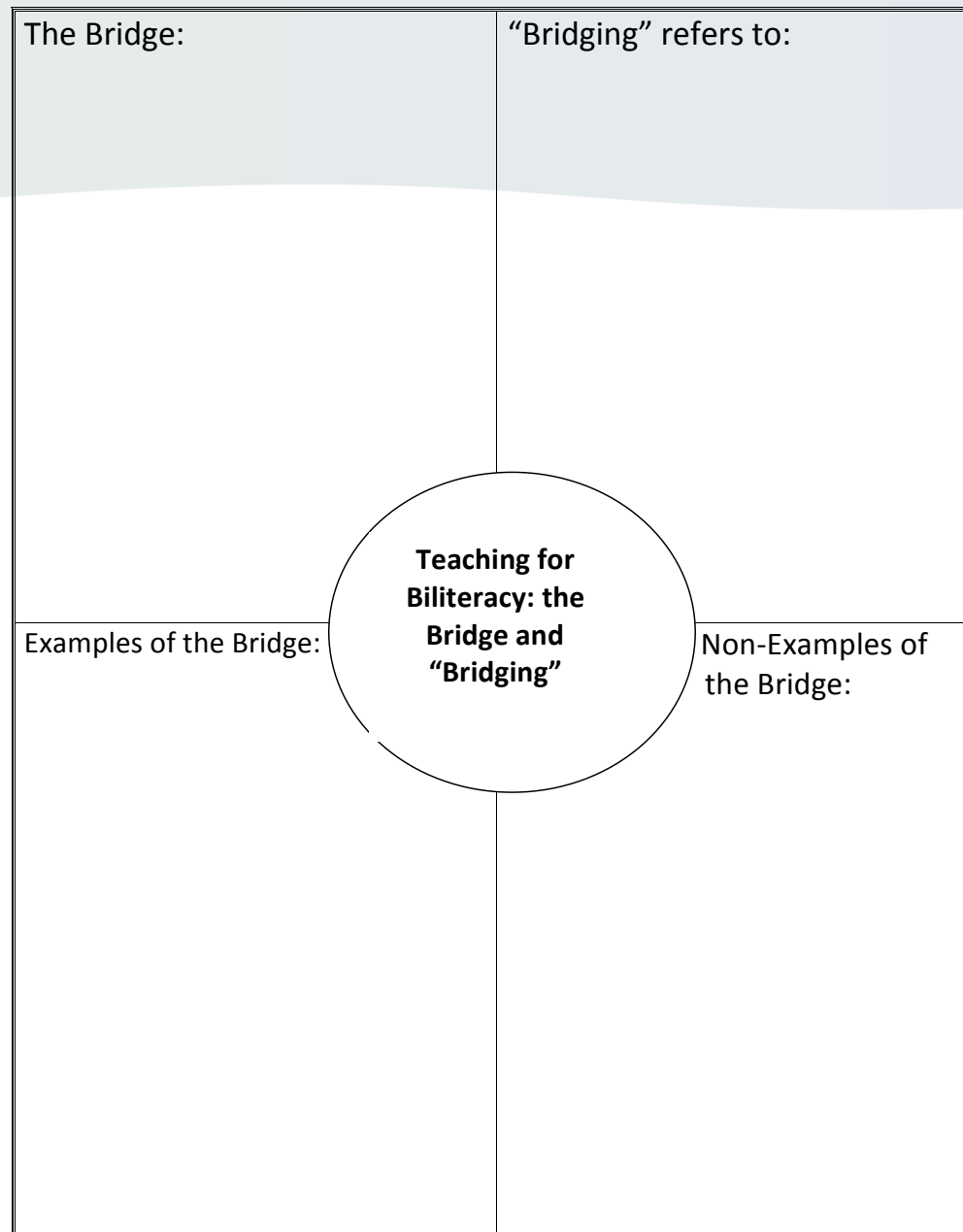
Stories have specific elements in common: characters, problem, resolution, etc.

Informational text has specific features that help readers better comprehend.

When writing about our community, we use text features from informational text.

Stories have specific elements in common: characters, problem, resolution, etc.







English: Oracy Development through
Adapted Reader's Theatre



el huevo THE BRIDGE the egg
 la mariposa the butterfly
 come eats
 pone lays
 crece grow
 sale hatches

la crisálida the chrysalis

la oruga the caterpillar

el ciclo the cycle

las hojas the leaves

los huevos the eggs

la hoja the leaf

la planta the plant

ig Idea



Cognados

chocolate

radio

teléfono

La planta

La crisálida

el ciclo

Metalinguistic Charts

Cognates

Morphology

chocolate

radio

telephone

the plant

the chrysalis

The cycle

Metalinguistic Charts

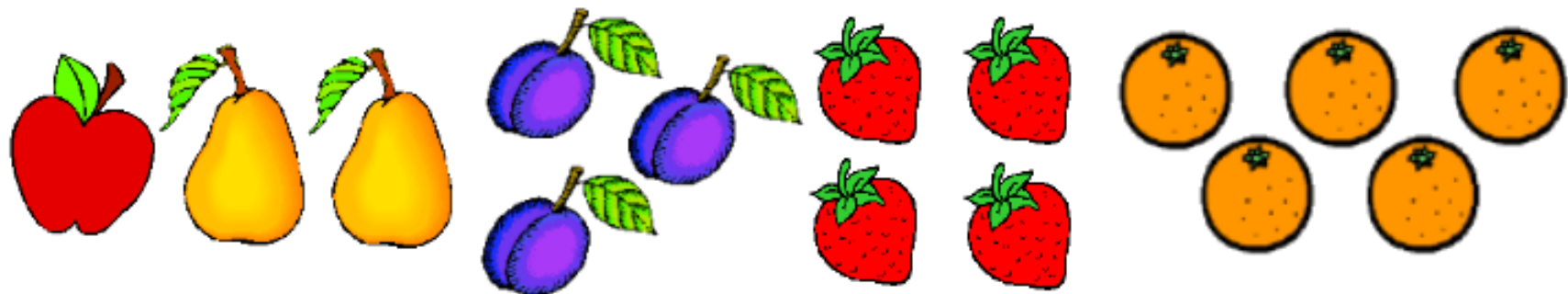
El ciclo

The cycle

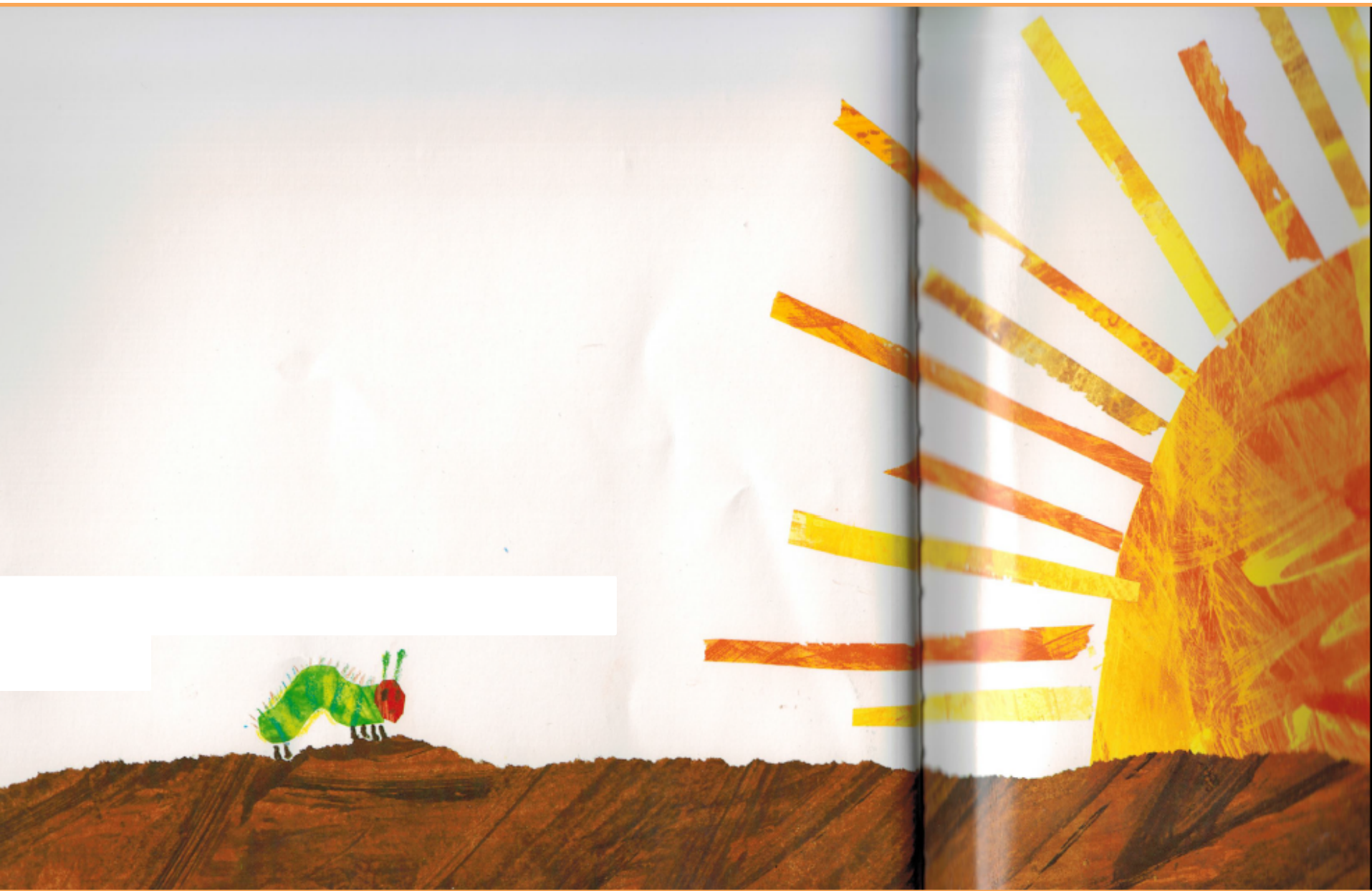


Very Hungry Caterpillar

There once was a very
hungry Caterpillar...
By Eric Carle







Big Butterfly

He was in the egg. (c) He was really hungry and he ate a lot. (s) He ate through fruit and then he ate junk food.

Xion

hongre

Mi parte favorito es cuando tiene hambre.

My favorite part is when he is hungry.



My feibret part was wen the Carapillar becoms
A bofer flay and hy Paylo I want to you now
Wat I was seying. Paylo I laik Playin basqubol
and Panting and Playing gitar and singing.



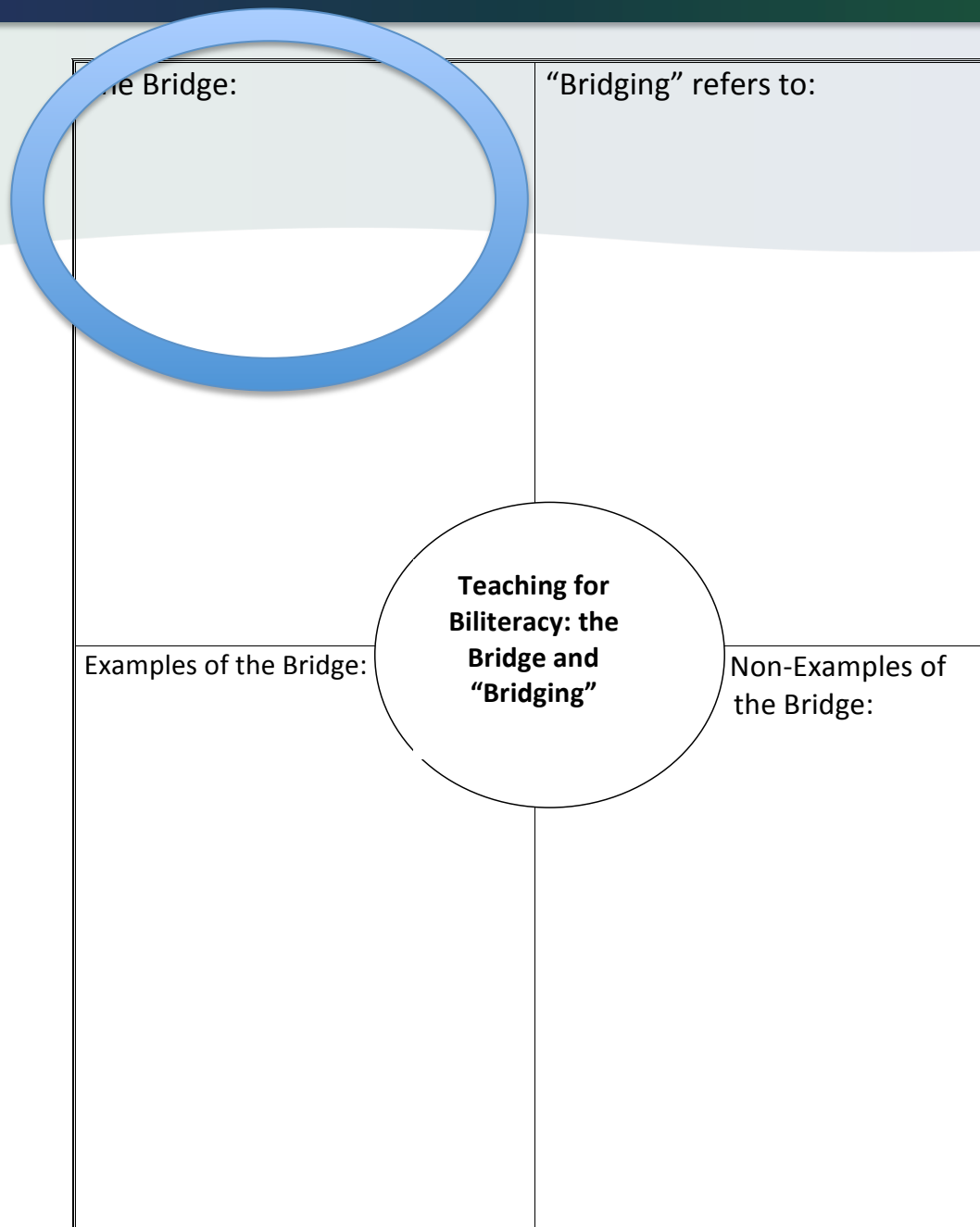
Kamila

Kamila

Hello Paulo Im Kamila and my favrote
Part of the story was when the Cal Pillar turn
to a Cocoon and when it turn to a
butterfly.

I like this Part becuse when is
a butterfly it is super Prety and i like
"When is a cocoon because ^{your} mother did
the movemint it is fun -

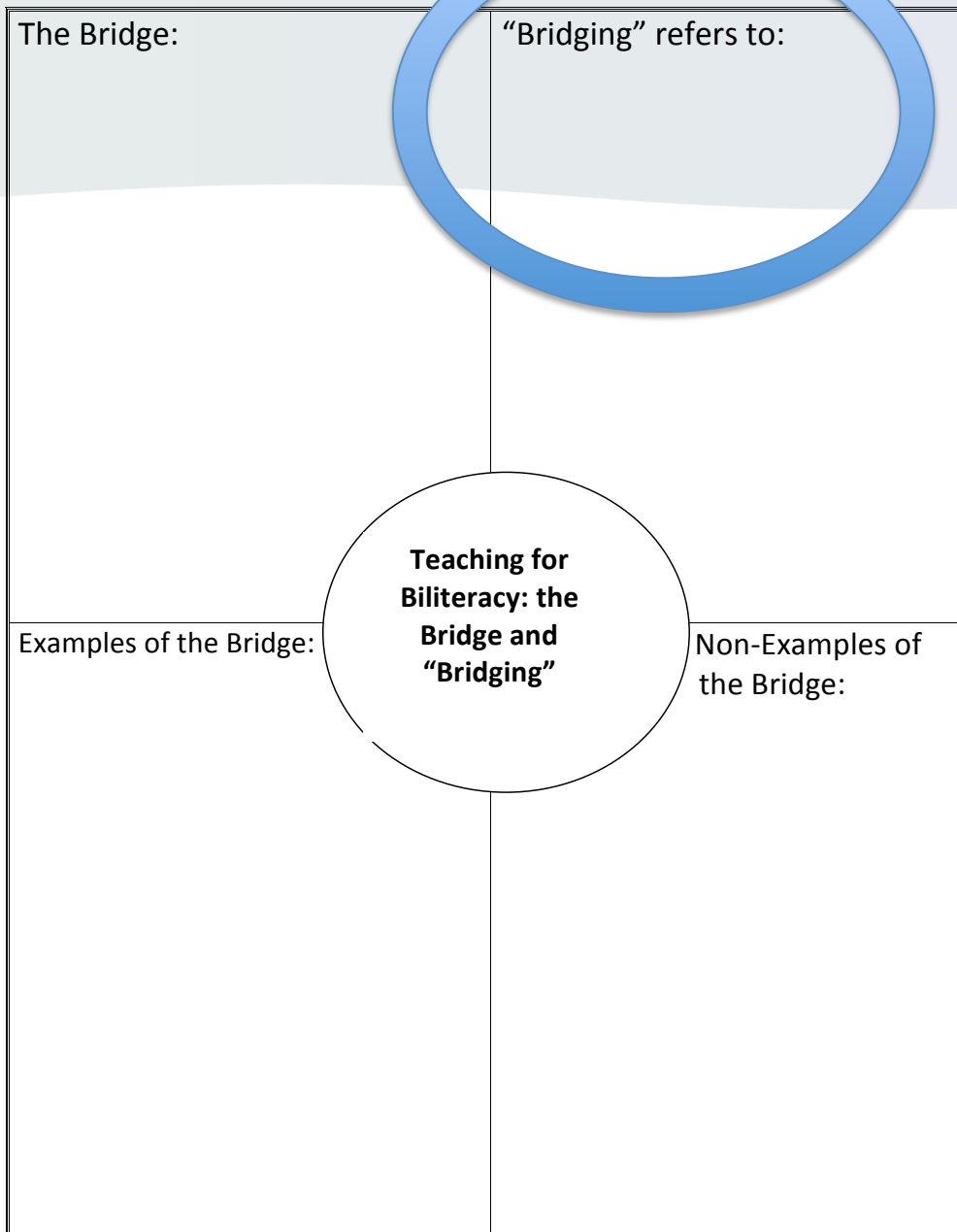
PS: the Picter is in the back
thank you



The Bridge



- What it IS:
 - Generated by students
 - Anchored in a unit
 - About transfer
 - About language
 - Much more than translation
 - A focus on Foundational Skills and Language (CCSS)
- What it is NOT:
 - Done by the teacher only
 - Spontaneous and daily
 - A simple translation
 - Flip-flopping or code-switching
 - Part of Spanish or English time



Concept Attainment

What am I comparing?

Activity A	Activity B



Beeman & Urow, Teaching
for Biliteracy Summer

Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)



Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit



Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.

Concept Attainment

What concepts are being defined by these examples?

Concept A	Concept B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.
Planned and predictable.	Random

Concept Attainment

What concepts are being defined by these examples?

Activity A

Nombre: Ashley

Español

la flor

la planta

las raíces

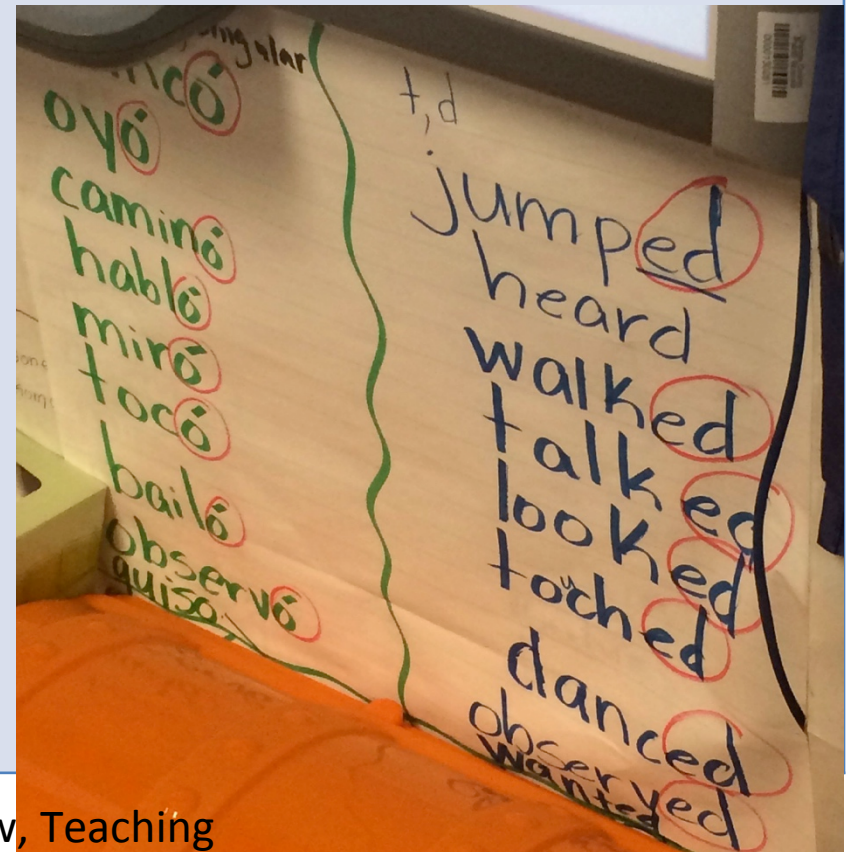
English

the flower

the plant

the roots

Activity B



Concept Attainment

What activities am I comparing?

The Bridge	“Bridging”
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.
Planned and predictable.	Random

Concept Attainment

What activities am I comparing?

The Bridge	“Bridging”
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not

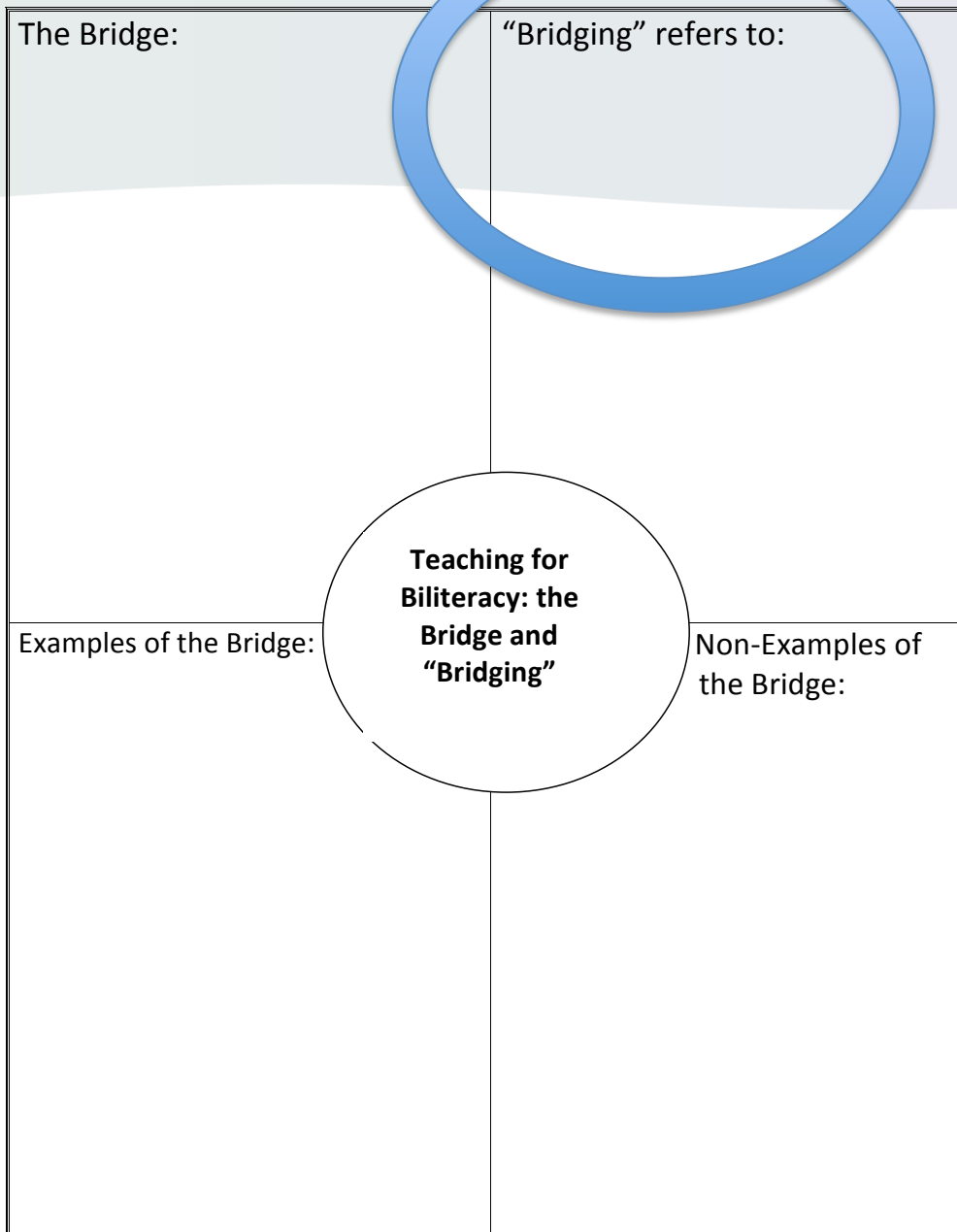
What are the implications on schedules, use of language?

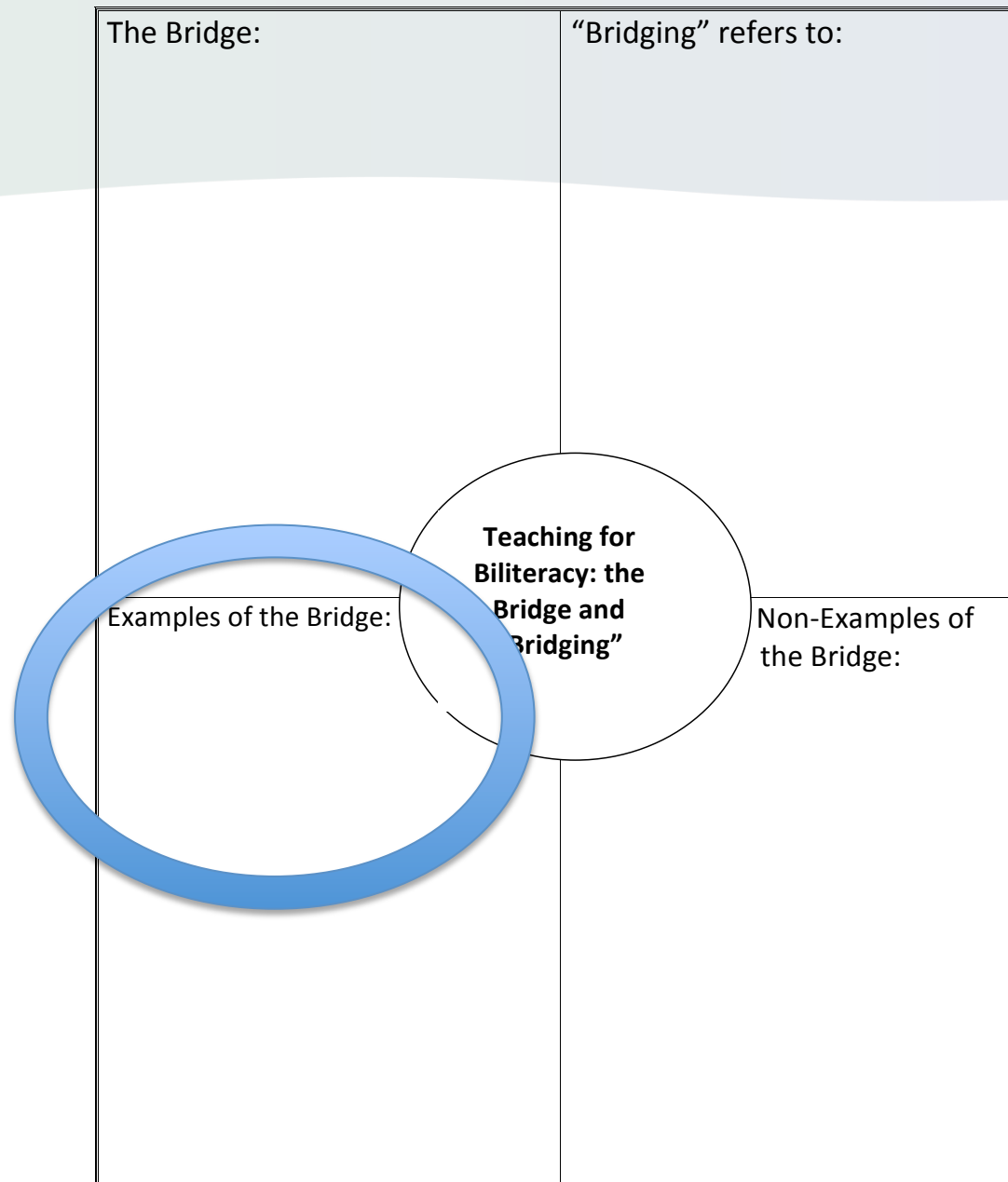
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Why does this distinction matter?

Theme Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development	Formative Assessment
Reading Comprehension - Guided Reading - Read aloud - Readers' Workshop - Partner reading	
Writing - Guided Writing - Writers' Workshop	
Word Study and Fluency - Decoding - Phonics - Spelling	
Summative Assessment	
Bridge Metalinguistic Skills	
Extension Lesson or Activity	

Theme Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
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Writing • Guided Writing • Writers' Workshop	
Word Study and Fluency • Decoding • Phonics	
Summative Assessment	
Bridge • Metalinguistic Skills	
Extension Lesson or Activity	





What characterizes the Bridge and extension activities?

Examples of the Bridge

1. Bridge Anchor chart
2. Metalinguistic Chart



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BRIDGE ANCHOR CHART: SIDE BY SIDE

las raíces

la semilla

la flor

la hoja

el tallo

las flores

las semillas

el ciclo

la planta

the roots

the seed

the flower

the leaf

the stem

the flowers

the seeds

the cycle

the plant

Cognados

flores

planta

ciclo

familia

animal

elefante

Cognates

flowers

plant

cycle

family

animal

elephant

METALINGUISTIC CHART

P. 142 of the book



El artículo

Español

El pez

El cuerpo

El tallo

English

The fish

The body

The stem

Nombre: *Mariana*

Español

English

la planta

the roots

las hojas

Individualized Student Bridge

the leaf

las raíces

the flowers

el tallo

the stalks

la semilla

the seed

las flores

the cycle

Ashley

Nombre:

Individualized Student Bridges

Español

la flor

la Planta

las raíces

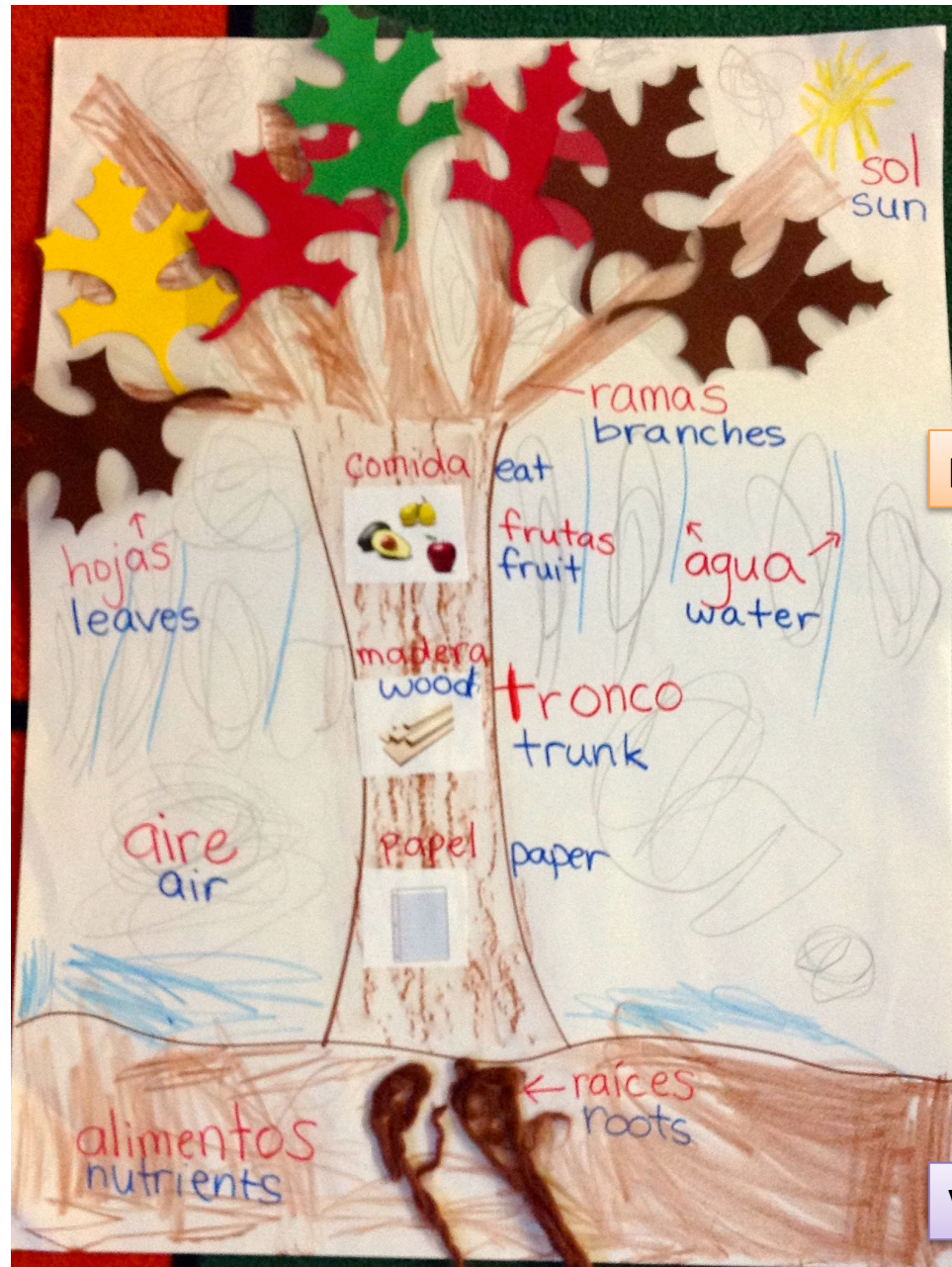
English

the flower

the Plant

the roots

El Puente en Kinder



ILLUSTRATION

Verona, Wisconsin

METALINGUISTIC CHART: Phonology

Sonido en español	Sound in English
Sol	Sun
Tronco	Trunk
Papel	Paper
Raíces	Roots
Aire	Air

METALINGUISTIC CHART: Phonology

Sonido en español	Sound in English
 Sol	 Son
Tronco	Trunk
Papel	Paper
Raíces	Roots
Aire	Air

El perímetro

BRIDGE: "ASI SE DICE"

Para calcular el
perímetro, se necesitan
sumar ^{los} números de
los lados alrededor
de la figura.

To calculate the
perimeter you need to
add the numbers of
the sides around the
figure.

Menasha, Wisconsin
4th Grade

Metalinguistic Chart

Español

Voz pasiva:

Se necesita

Preposiciones:

Para calcular....

English

Active voice:

You need

Prepositions:

To calculate

Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language • Spanish Language • English Language • Spanish Language	THE BRIDGE FOCUSES ON THE BIG IDEAS TAUGHT IN THE UNIT. THERE CAN BE SEVERAL BRIDGES: 1 FOR CONTENT AND 1 FOR LITERACY /LANGUAGE ARTS THE ACADEMIC LANGUAGE FOCUS SHOULD BE REFLECTED IN THE BRIDGE		
Building Oracy and Ba • Interactive, hands- • Vocabulary Develo			
Reading Comprehensi • Guided Reading • Read aloud			
Writing • Guided Writing • Writers' Workshop			
Word Study and Fluency • Decoding • Phonics			
Summative Assessment			
Bridge • Metalinguistic Skills			
Extension Lesson or Activity			

Formative Assessment

Formative Assessment

Academic Language (WIDA)

	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of text)	Amount of speech/text Structure Density Organization and cohesion Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Grammatical structures Conventions, mechanics and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning

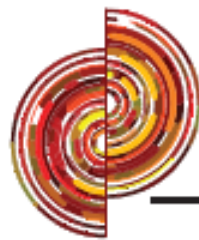
Where does the metalinguistic focus come from?



Language Arts Standards

CCSS FOR ELA/SLA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
SAME	SAME	DIFFERENT	SAME	SAME	DIFFERENT



COMMON CORE **STATE STANDARDS** **CALIFORNIA**



**ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS**

Grade Two / Segundo Grado



GRADE TWO READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: compases regulares, la aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. (Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)
5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.
6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.
2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.
3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan el significado de palabras y frases en un texto, pertinentes a un tema o material de segundo grado. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Conocen y usan varias características de texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente, datos clave o información en un texto.
6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar



These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos específicos al idioma español, se han maracado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto.**
 - a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).
 - b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.
 - c. Decodifican palabras multisilábicas.
 - d. Decodifican palabras con prefijos y sufijos de uso frecuente.



e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

e. Identifican palabras que contienen una relación entre fonemas y grafemas que son comunes pero inconsistentes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-r).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja (ejemplo: h muda o intermedia, la u después de g y q).

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas, y reconocen en cuál sílaba cae el acento tónico.

h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

i. Reconocen y usan acento escrito para romper un diptongo (hiato), en palabras conocidas (María, baúl, maíz).



GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada grado escolar, y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año escolar los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.
2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos, y proporcionan una declaración o sección final.
3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.



GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three-and four-step oral directions.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen aún más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.
 - a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).
 - b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.
 - c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación.
 - a. Dan y siguen instrucciones orales de tres y cuatro pasos.



SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

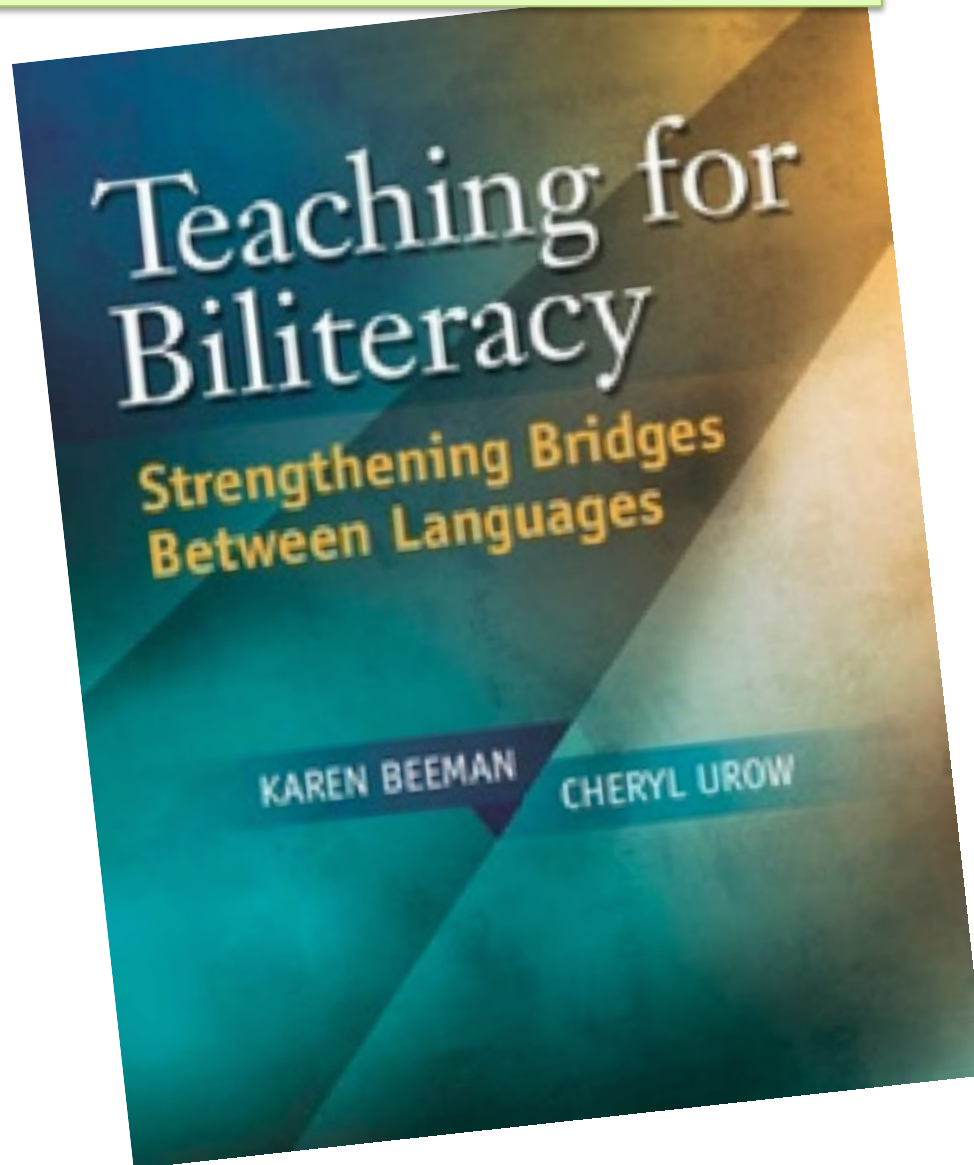
Los estándares siguientes para los grados del K al 5 proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro, cumplan con los estándares específicos de cada grado y mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención continua en los grados superiores, al aplicarlas de manera más sofisticada a la expresión oral y escrita. Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.
 - a. Escriben documentos claros con letra legible.
 - b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).
 - c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).
 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



GLOSSARY: How Spanish Works p. 155



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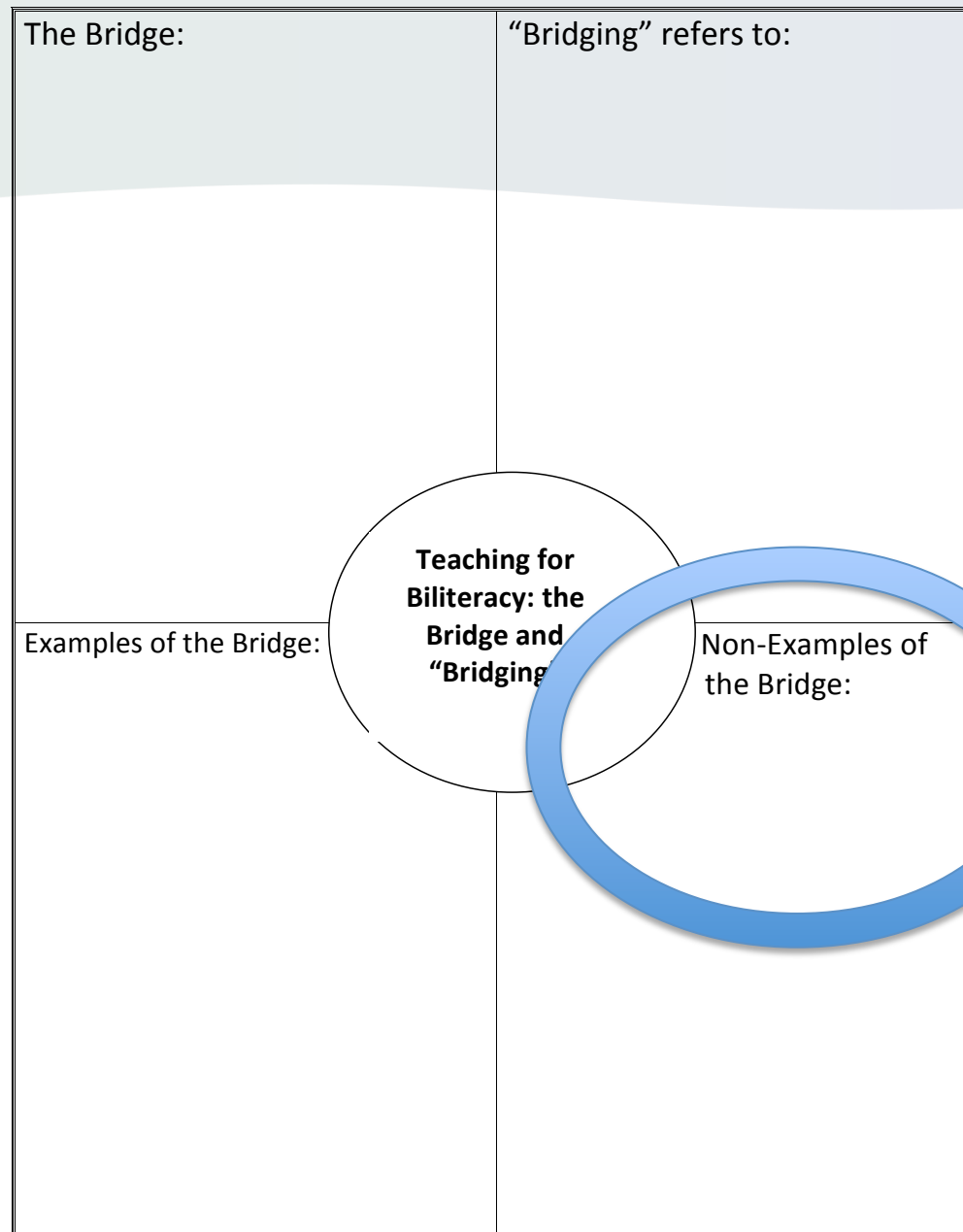
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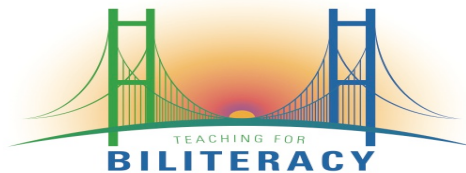
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English Literacy



THE CENTER

Regardless of Program Model, English Time is Characterized By:

Language Development: WIDA, sheltered-instruction

Language Arts Standards/Literacy

Meaningful Content



Organizing English Literacy Time: Some Options

90/10 or 80/20 Program: English time is comprised of extension activities



60/40 and 50/50: English time can be the beginning of a BUF in English

50/50: Parallel BUFs (See Menasha and Verona examples): Spanish BUF and English BUF on different themes