

TEAM REFLECTION AND PROCESSING

Monday, June 22, 2015

Teaching for Biliteracy Summer Institute



Group Activity:

Sample Biliteracy Unit of Instruction

What does biliteracy instruction look like?

1. Review biliteracy strategies

- Identify the strategies (in red) in the completed BUF and find them in the table on the next two pages.
- Jigsaw the strategies to complete the table by following these steps:
 - Divide the people at your table into pairs
 - Divide the strategies on the chart into the number of pairs at the table
 - Each pair will read about their strategies, complete the graph, and share a description and examples of their strategy with the whole group.

2. Reflect on biliteracy instruction

- Use the guiding questions to reflect on the sample biliteracy unit of instruction
- Be prepared to share your reflections

Effective Strategies for Teaching for Biliteracy

Strategies for Oracy development: (In Chapter 6)

Oracy Strategy	Page, <i>Teaching for Biliteracy</i>	Notes
Fishbowl	p. 82	
TPR/ART Total physical response/ adapted readers' theater	p. 81	
Concept Attainment	p. 52-56; 81-82	
Sentence prompts	p. 83; 92	

Strategies for reading and writing development: (In Chapters 7 & 8)		
Reading/Writing Strategy	Page, <i>Teaching for Biliteracy</i>	Notes
LEA (language experience approach)	p. 57-60; 94; 104-106	
Focused reading	p. 94-5	
Say something	p. 95	
Strategies for word study and fluency: (In Chapter 9)		
Word study and fluency strategy	Page, <i>Teaching for Biliteracy</i>	Notes
Biliteracy anchor charts (word walls)	p. 122-126	
Dictado	p. 126-128	

**Strategies for The Bridge:
(In Chapter 10)**

Strategy	Description Active Student Engagement	What type of language this strategy focuses on (word, sentence or discourse level). What type of contrastive analysis can be done?
Side-by-Side (P. 135-136)		
Illustration or Graph (Bottom of P. 138 and top of p. 139)		
Así se dice (p. 139)		

Guiding Questions for Reflection on Sample Biliteracy Unit of Instruction

1. Language development and instruction in Spanish and English

- How did the strategies modeled in the sample unit of instruction support your own learning?
- How do the biliteracy strategies support language development? What are the benefits of implementing these strategies? What are the challenges?
- What do all the strategies have in common? (In other words, what makes for an effective biliteracy strategy?)

2. Integration of content and literacy instruction

- How were literacy and content standards met in the sample unit of instruction?
- How are literacy and content currently taught in your district or school? In what ways do the biliteracy instructional practices in the BUF match these current instructional practices? In what ways do the practices differ?
- What are the implications of integrating content and literacy instruction on:

- Materials?
- Curriculum development?
- Schedules?
- Grouping of students?

- Professional development for stakeholders?
- Assessment?
- Teacher evaluation

3. Constructivist: Moving from the concrete to the abstract

- How did the sample unit of instruction move the learner from the more concrete to the abstract?
- How does the order of the elements of the BUF (oracy first, then reading and writing, and then foundational skills like decoding) support language, content and literacy development?

4. Three linguistic spaces

- How did the learning environment reflect the three linguistic spaces?
- How were the three linguistic spaces established in the sample unit of instruction?
- What are the implications for establishing these three linguistic spaces in your district or school?