

Thursday, June 25, 2015

***What practices support
biliteracy (instruction and
assessment)?***



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THE CENTER

Thursday, June 25, 2015

- Gots and Wants

What practices support biliteracy (instruction and assessment)?

- Reading and Writing
- Word Study and Fluency in Spanish: the *Dictado* and other Authentic Strategies

Theme	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Formative Assessment Building Oral Language Proficiency and Background Knowledge • Knowledge, hands-on activity • Vocabulary Development Chapter 7 Reading Comprehension • Guided Reading • Read aloud Writing • Guided Writing • Writers' Workshop Chapter 8 Word Study and Fluency • Decoding • Phonics Chapter 9 Summative Assessment Bridge • Metalinguistic Skills Extension Lesson or Activity

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

Chapter 6

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

8:50 – 10 a.m. Mon Tues Wed Thurs Fri

- **Whole group activity**

- **Small group activity**

- **Guided reading/
writing**

- **Dictado**

8:50 – 10 a.m. Mon Tues Wed Thurs Fri

- Whole group activity
- Small group activity
- Guided reading/ writing
- Dictado

Each lesson begins with whole group activity 10 -15 minutes				

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- Whole group activity

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10 -15 minutes

- Small group activity
- Guided reading/writing

Students then move into small groups/centers, while the teacher works with different guided reading/writing groups.

45- 50 minutes

- Dictado

8:50 – 10 a.m. Mon Tues Wed Thurs Fri

- Whole group activity

Each lesson begins with whole group activity
10 -15 minutes

- Small group activity

Students then move into small groups/centers, while the teacher works with different guided reading/writing groups.

- Guided reading/writing

45- 50 minutes

- Dictado

There is time at the end of the period to work on the Dictado, every other week
10-15 minutes

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Chapter 9: Word Study and Fluency

Key points: p. 114

1. Students learn discrete skills best by using words, sentences, and paragraphs they already understand.
2. The explicit teaching of discrete word-study skills should come only after comprehension has been established.
3. Student writing provides one of the best sources to determine what word-study skills to teach to two-language learners
4. The strategies used to teach word-study and fluency should match how the language works.

The context

The text

The skills &
strategies

The routines

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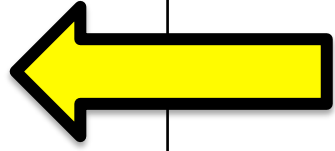
guila

•guindar

güila

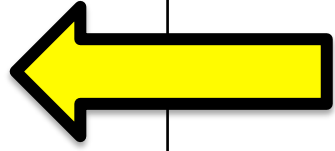
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El güila pegó la jupa al
guindar el salveque y
por eso lo chineaban
mucho.



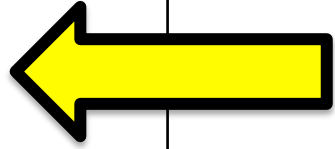
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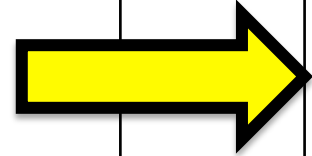


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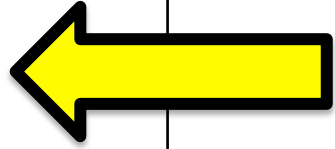




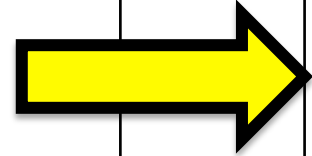
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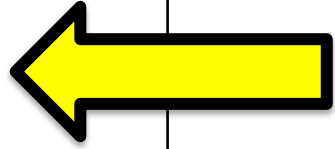


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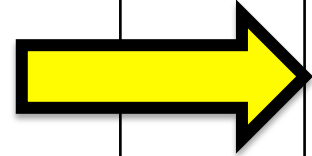


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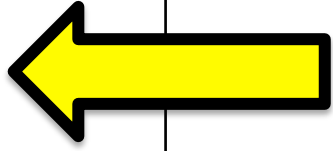
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renglón 2

renglón 3

renglón 4



renglón 1

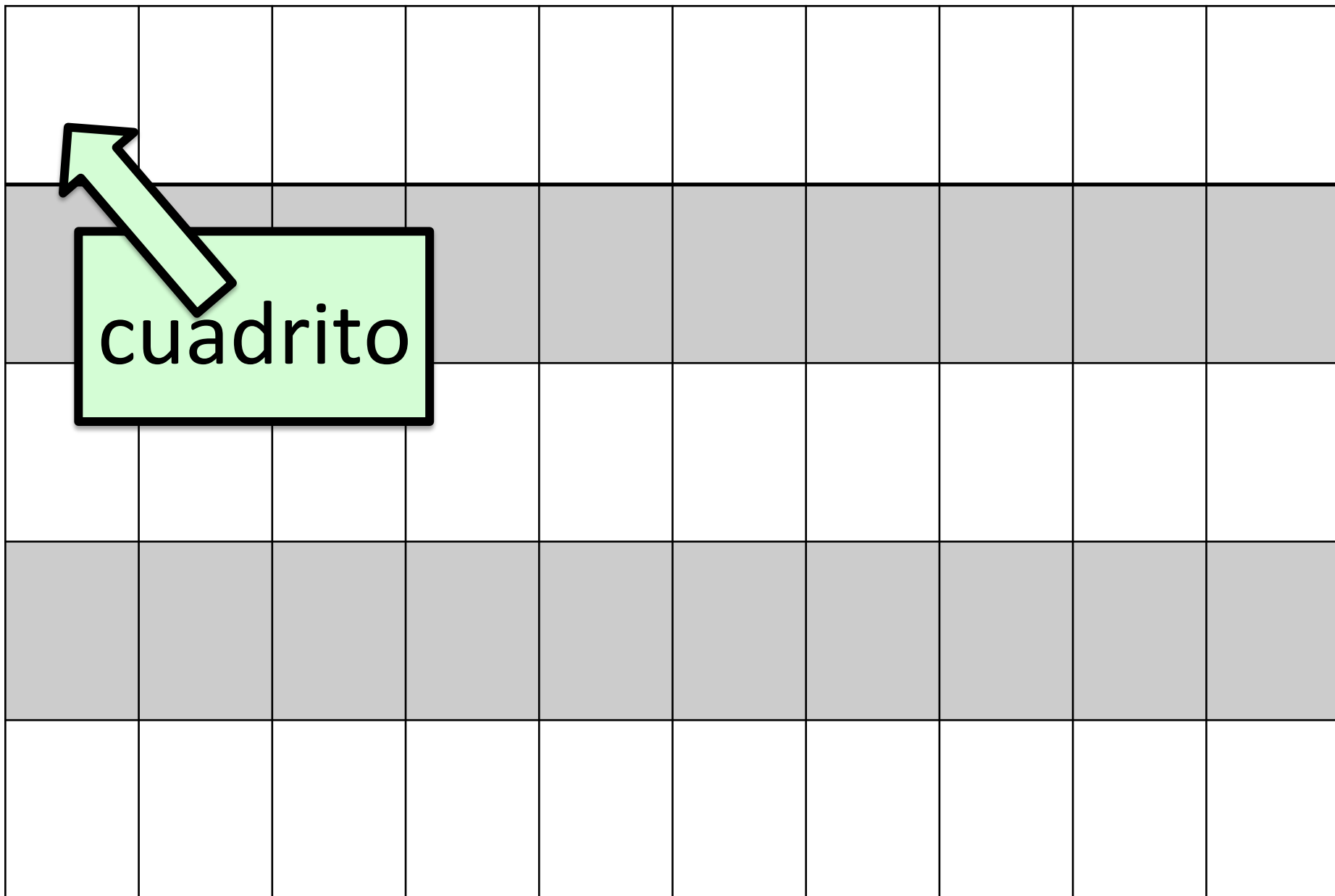


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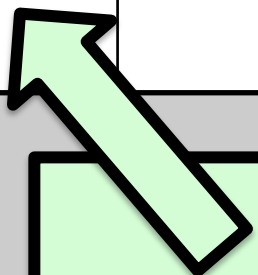
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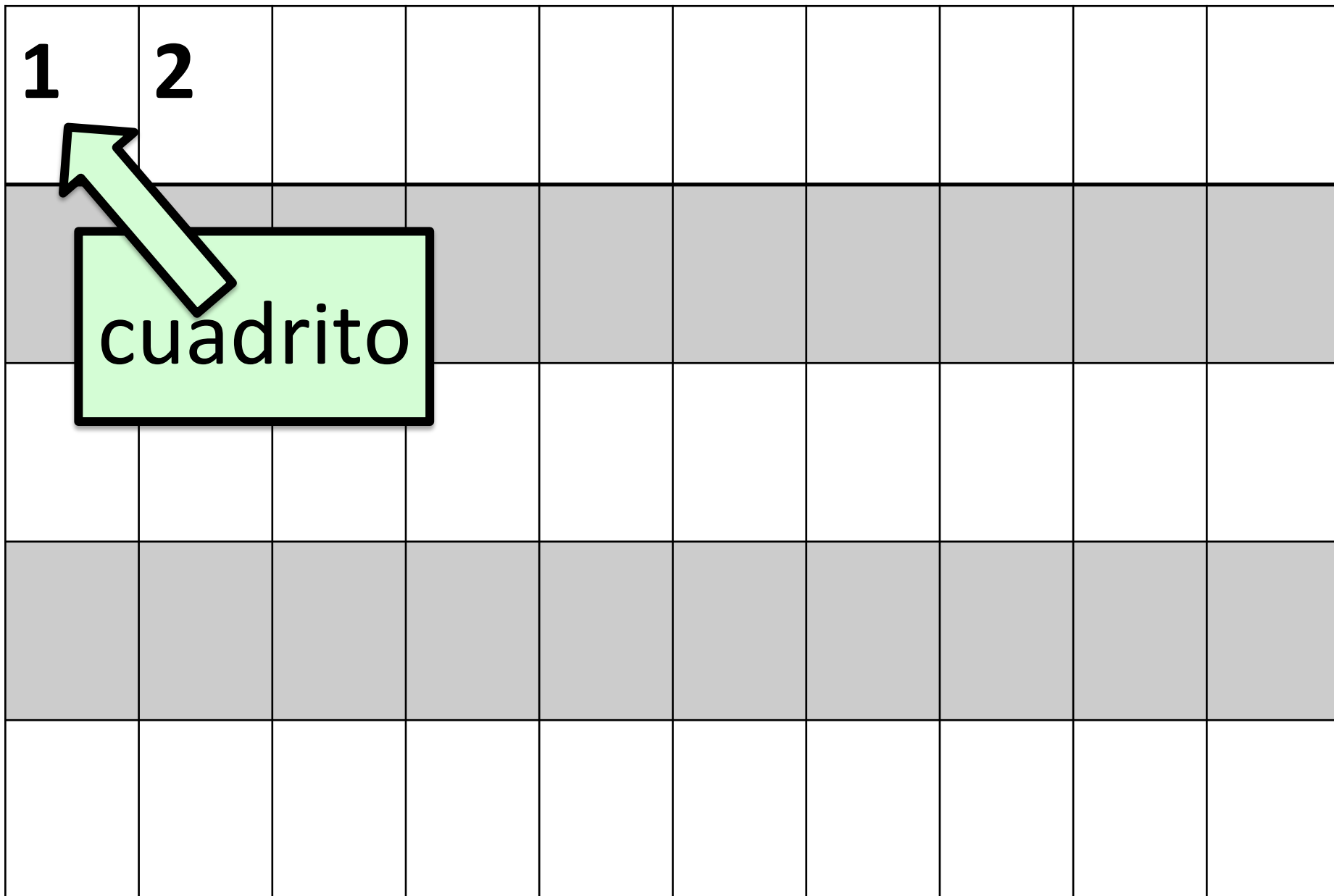
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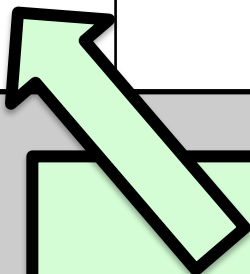
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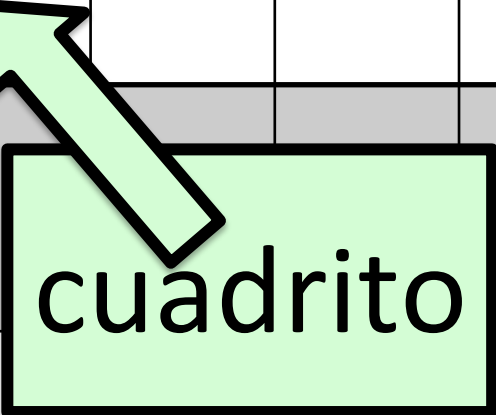
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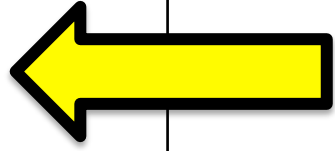


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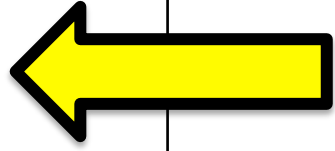
1	2	3	4	5	6	7	8	9	10
 cuadrito									



renglón 1



renglón 3



renglón 1



renglón 3

renglón 5

E l

g ü i l a

g u i n d a.

El güila pegó la jupa al guindar el salveque y por eso lo chineaban mucho.

- ¿Quién pegó la jupa?
- Cuándo se la pegó
- ¿Qué pasó después?
- Haz un dibujo.