

Thursday, June 25, 2015

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



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THE CENTER

El

el libro
el amanecer
el planeta
el zapatero
el duende

La

la Tierra
la esposa
la paz

la



la niña

el



el niño

las



las niñas

los



los niños

La

la calabaza 

la bruja 

la hoja 

la ardilla 

la cabaña 

la campanita 

la mariposa 

la princesa 

EL

el murciélago 

el fantasma 

el globo 

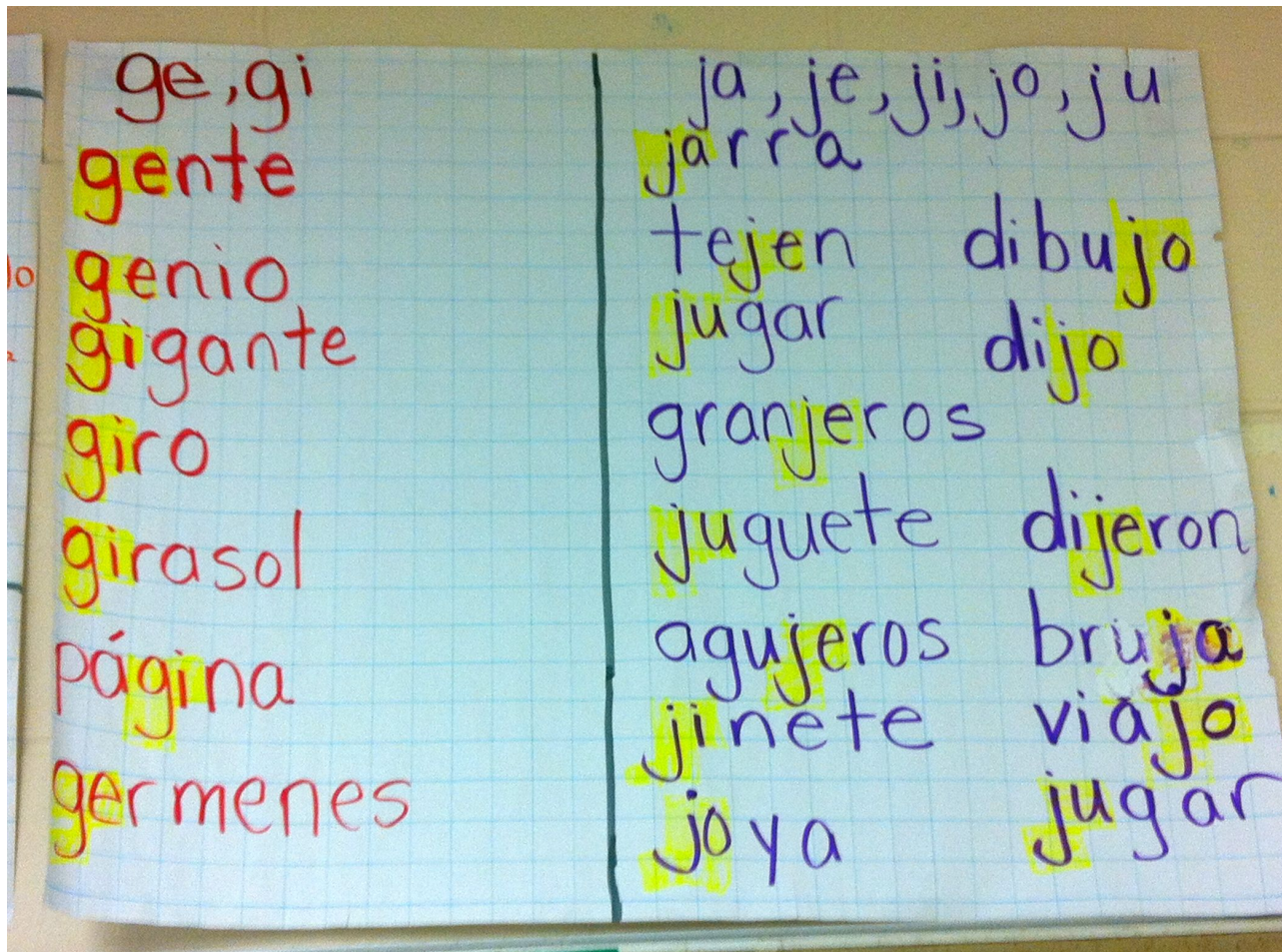
el vampiro 

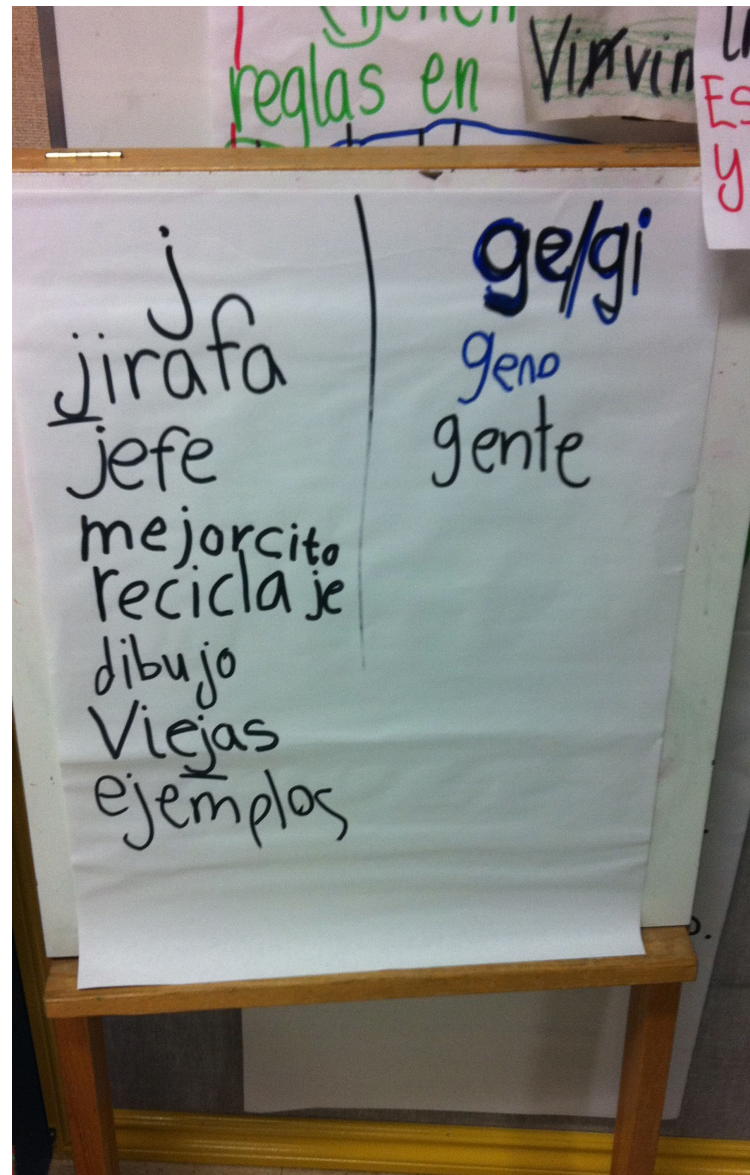
el transformer 

el monstruo 

el hombre araña 

3 grado (iniciado antes)





C

hacer

crecer

dice

difícil

fácil

las voces

cebra

espacio

cerca

celebrar

ciclo



b

el burro

el libro

el fiburón

iba

bueno

Saber

acabar

trabajo

v

la vaca

veo

la voz

las uvas

mueven

viven

vamos

travieso

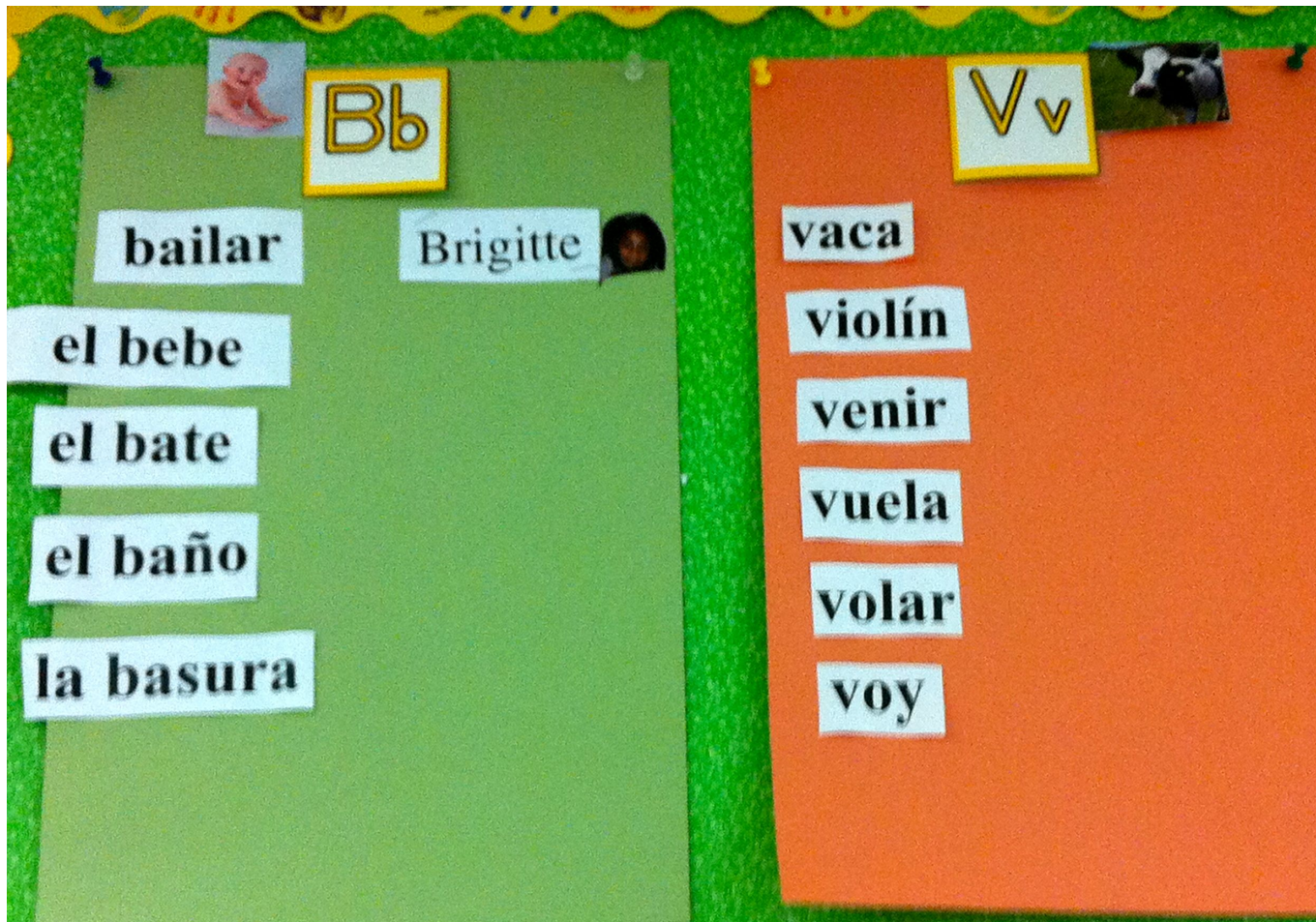
divertido



Se inicia en primer grado



2 grado



Cc

necesita

dice

decir

decirnos

Ss

Señora

así

país

Siempre

Zz

manzanas

haz

C

veces
lápices
felices
hice
necesito
decir
dice
cebra
entonces

S

señora
necesito
bosque
subió
orgulloso
estaba
historia
quiso

Z

vez
lápiz
feliz
comenzar
manzana
hizo
empezamos
diez
Zanahoria



S

el sol

sentarse

fantasia

Z

la luz

la nariz

azul

feliz

vez

la voz

corazón

empezar

comienza

conocer

acerca

C

hacer

crecer

dice

difícil

fácil

las voces

la cebra

el espacio

cerca

celebrar
ejercicio



C

Centros

Cinco

Cebra

Cien

Cinta

Cincuenta

Ciencias

S

Sol

Siete

Seis

Señor

Señora

Sí

Salir

Z

Zanahorias

Zapatos

marzo

diez

azul

Zumbadores

3rd Grade

Los Sssonidos

C

cinco	ciudad	centavo
canoger	cita	oficina
medicina	dulce	

Centro ceniza
cena

S

sábado	parseo	sillón
país	clase	misma
sal	frase	

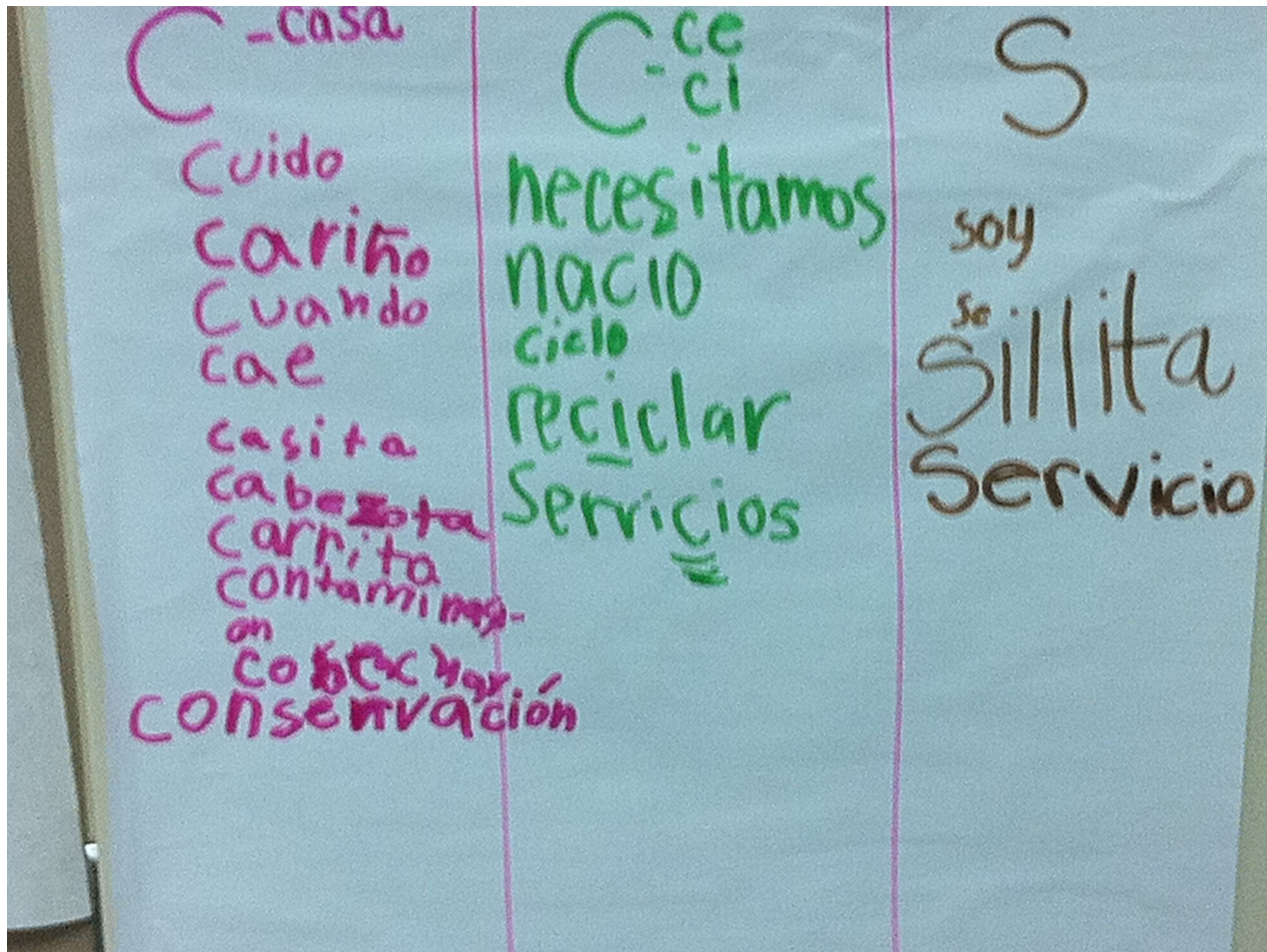
Serna Casa
Sila sustantivo
Salar capser
Se Sunko sonar
Sipalino Sanchita
Serpiente Sonia
Sera Sudo

Z

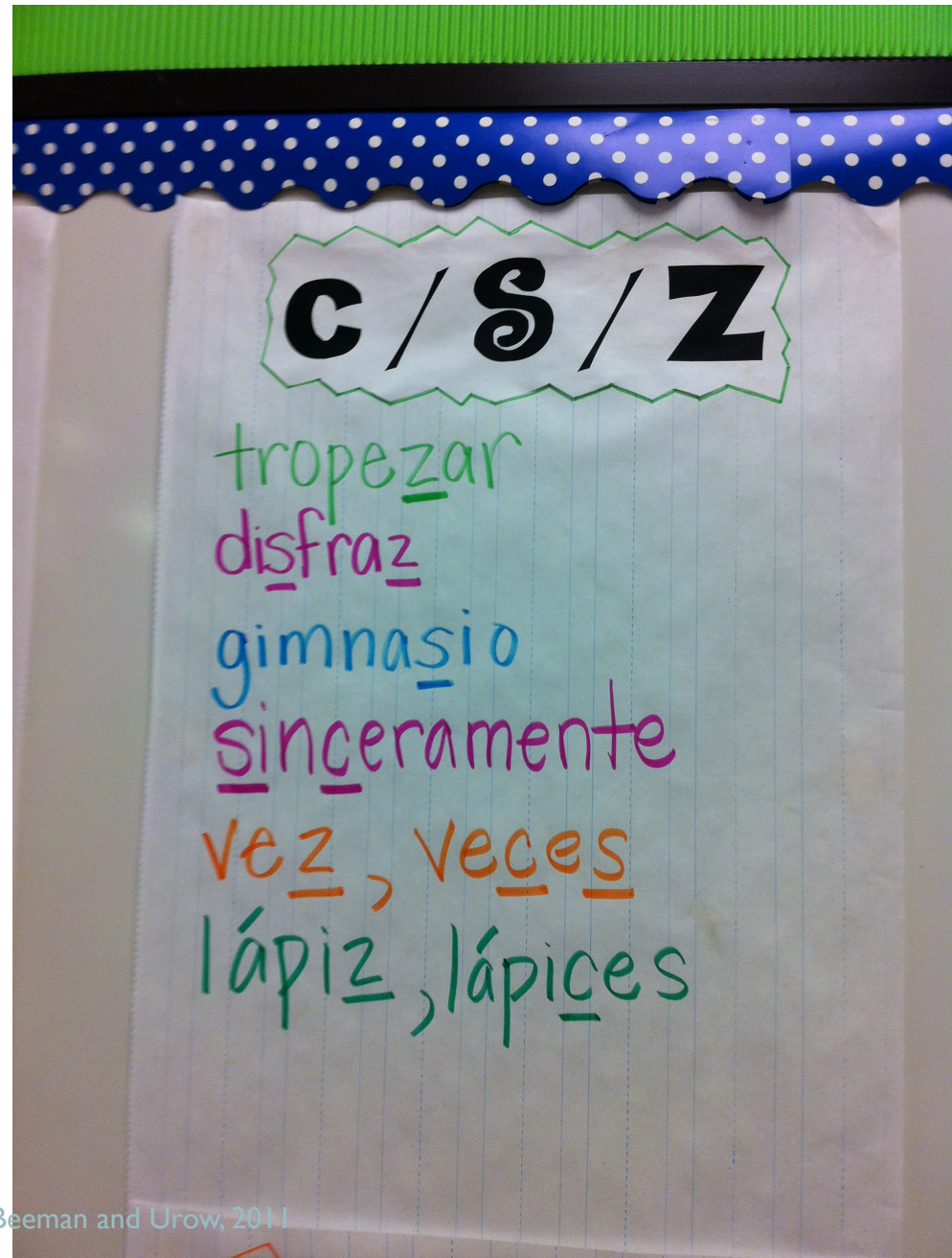
actriz	Zuleyma	empezar
zandana	comenzar	nariz
cruzar	paiz	

Zebra Marzo
Zoriva

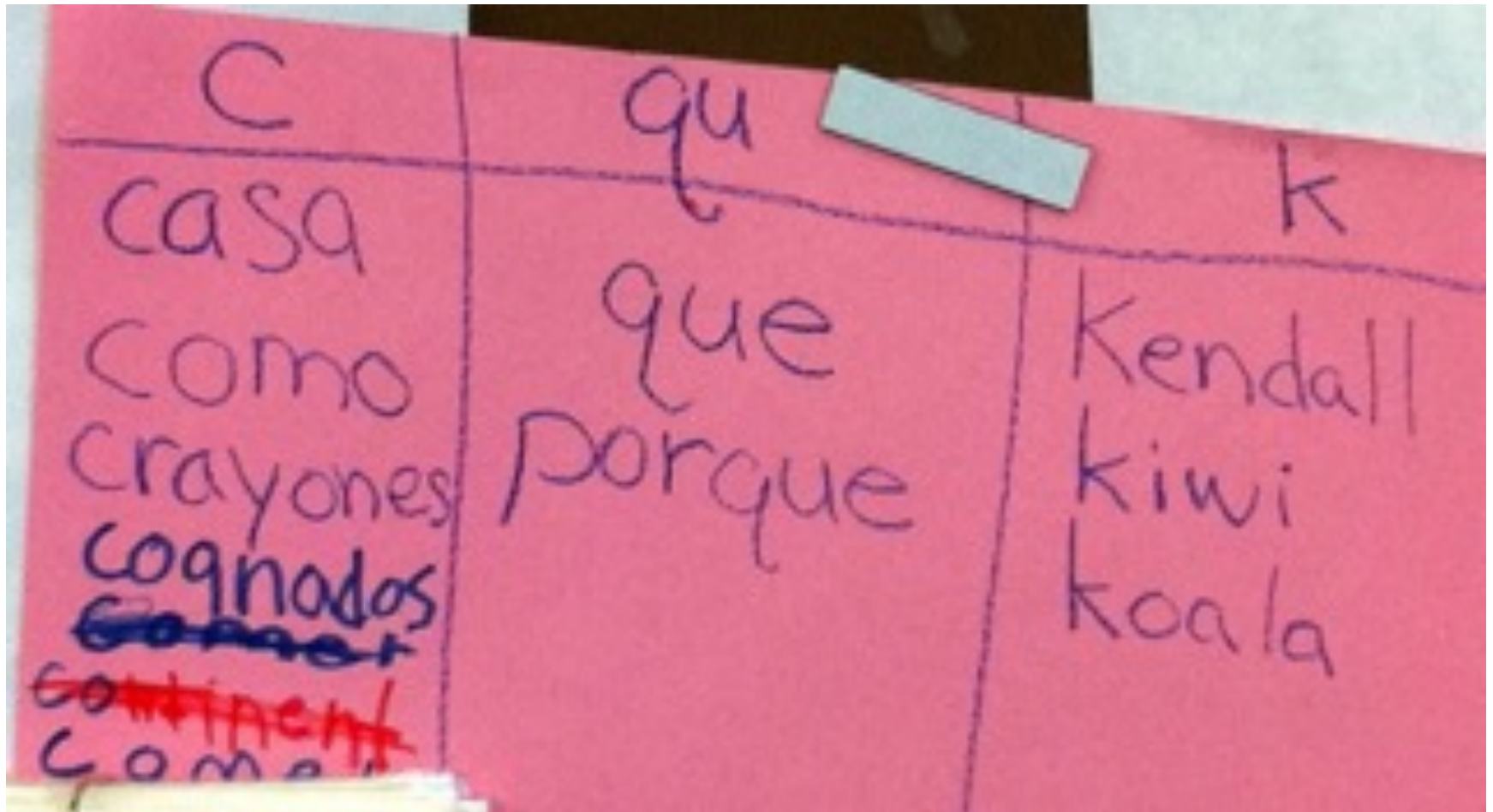
Iniciado en 1 y seguido en 2



5º grado

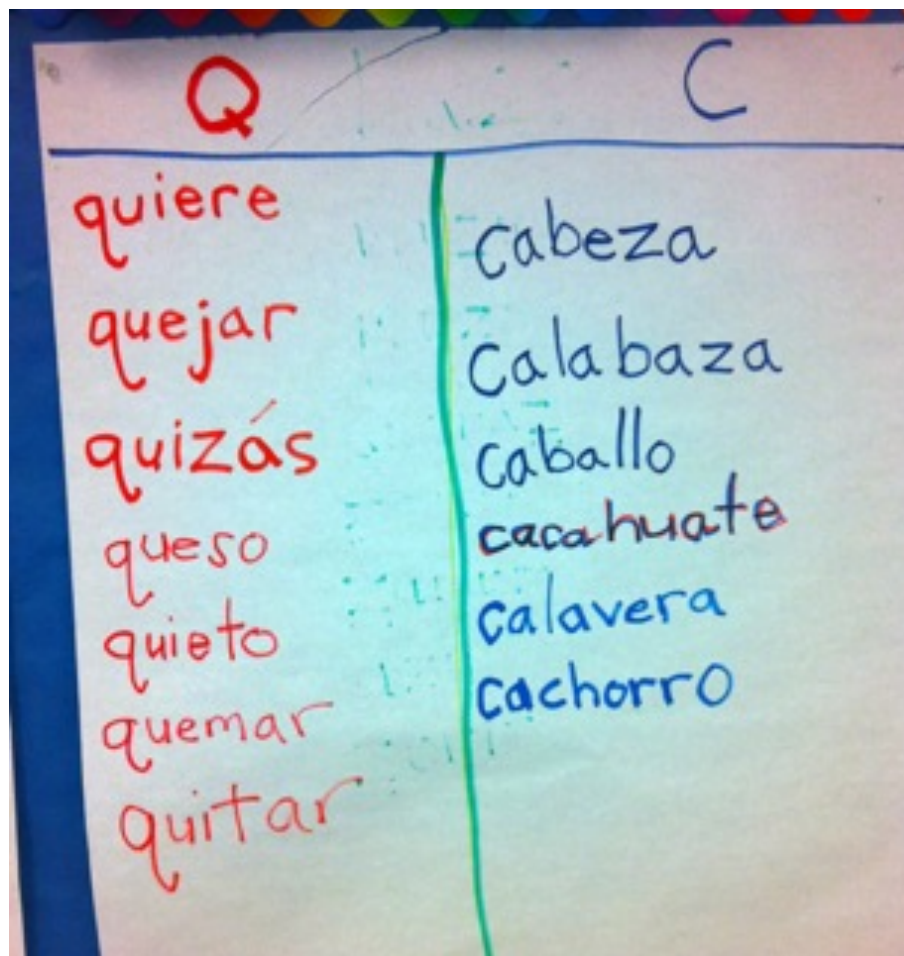


Se inicia en primer grado



C	qu	k
casa		
como	que	Kendall
crayones	porque	kiwi
cognados		koala
comer		
compartir		
comer		

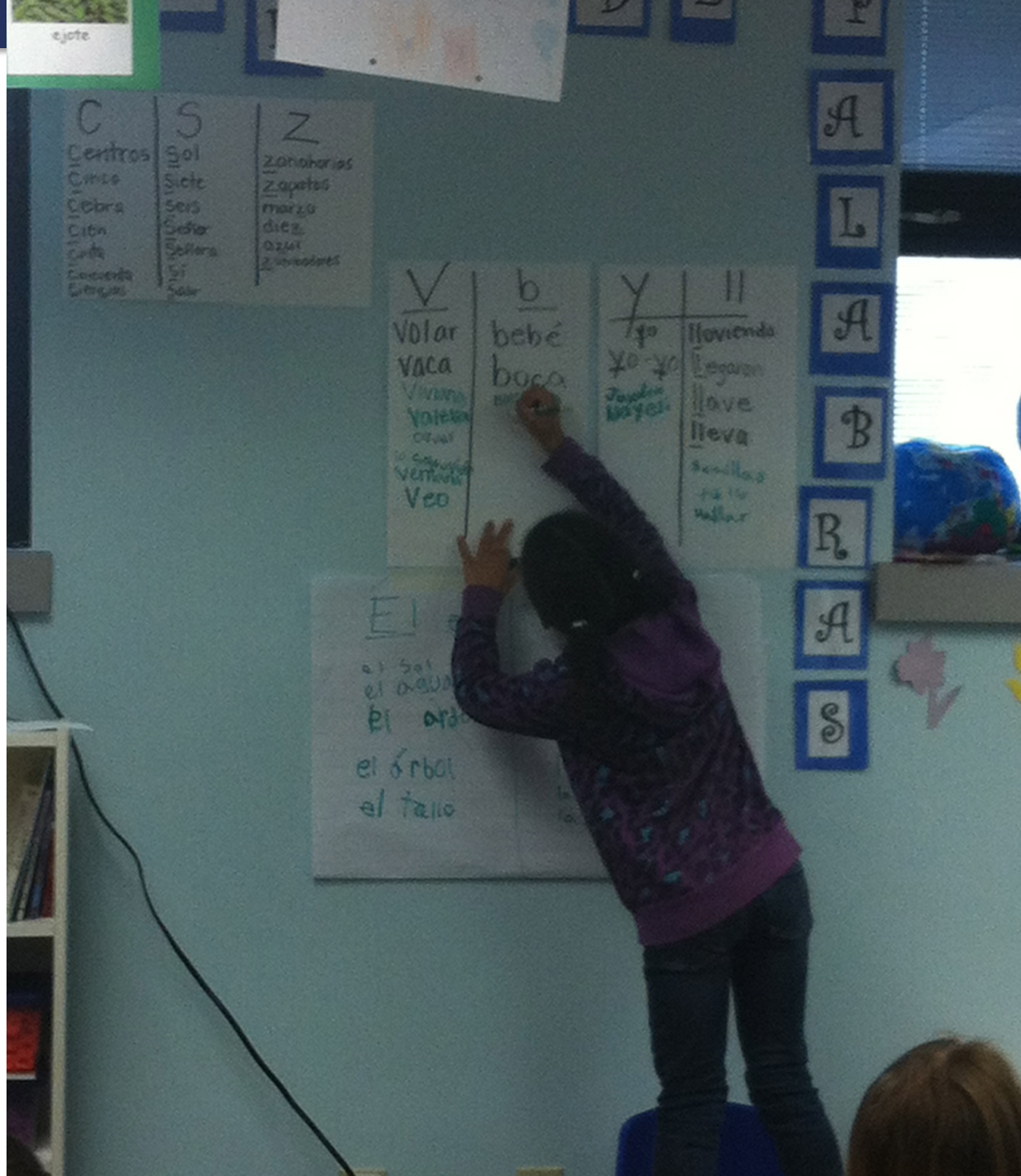
Puede iniciarse en 1 o 2 grado



2 grado



C Jocelyn cielo Cereza cerro c	S Salvador Stephanie Vanessa Sergio Salazar Sapo Saltar Sol que qui	Z Salazar zapatos zorro zorrillo Cereza calabaza manzana K
Carrera Coco Cachorro Casa Cristian Calabaza Carlos Marco	Enrique queremos Jacqueline Quiero	Karwaski Kimberly



?

Hh

acer

Hh

hilo
hijo
hielo
hongos
hora
higuera
hormiguero

hacer

hay

había

hermana

hace

huevo

hizo

helado

hola

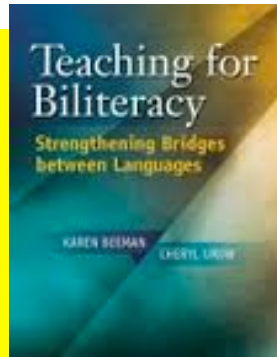
hice

Hilario



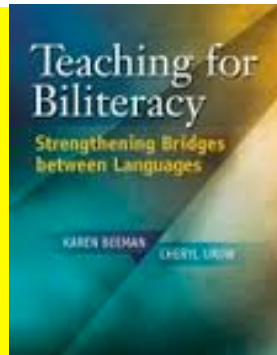
h (muda)

hay
el hemisferio
la hibernación
hecho



**p. 118-119 and in
your handouts**

**pp. 123-4 – word
walls**

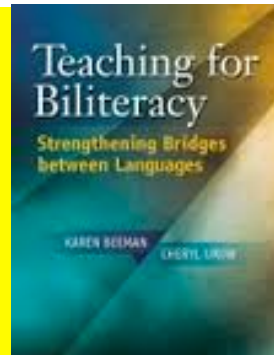


Chapter 8

pp. 123-4 – word walls

Which do you currently use?

**Which would be useful for
your students?**



How Spanish Works

pp. 155-165

- Accent and Accent Marks

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.



**T Teaching for biliteracy
recognizes that Spanish
and English are
structurally different.**

- vowels
- syllables
- stressed
syllables

The routines



Teaching for biliteracy reflects a constructivist approach to word study.

The context #1, 2

The text #3

- vowels
- syllables
- stressed syllables

The routines



Monday	Tuesday	Wednesday	Thursday	Friday
Present the <i>dictado</i> – using familiar words and phrases Review and correct with students, focusing on the skill of the week	The teacher presents the <i>dictado</i> again, with another mini-lesson on the skill.	Students take turns dictating to each other.	Cloze activity with <i>dictado</i>.	The teacher presents the different <i>dictados</i>; evaluation
Differentiation	Students add details to the text.	The teacher presents a new mini-lesson: e.g., noun-verb agreement.	Change the nouns/ pronouns and verbs.	

Monday	Tuesday	Wednesday	Thursday	Friday
Present the <i>dictado</i> – using words phonics Review correct student focus the we	The teacher presents the	Students take turns	Cloze activity with <i>dictado</i>	The teacher

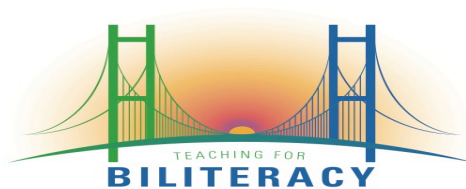
This was one example.

There are other ways to differentiate the *dictado*.

Tuesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



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Thursday afternoon breakout sessions

- Salon A – Adapting Monolingual Structures such as Readers'/Writers' Workshop and Assessment for Biliteracy
- Salon B – Team Processing and Reflection
- Salon C – Resources that Support Biliteracy Instruction: Books for the BUF
- Salon D – The Bridge: Successes, Surprises and Challenges from the Field