

Tuesday, June 23, 2015

Part 1 of 3

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?



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THE CENTER

Tuesday, June 23, 2015

- Gots and Wants

What does biliteracy look like?

What guides planning and decision-making for biliteracy?

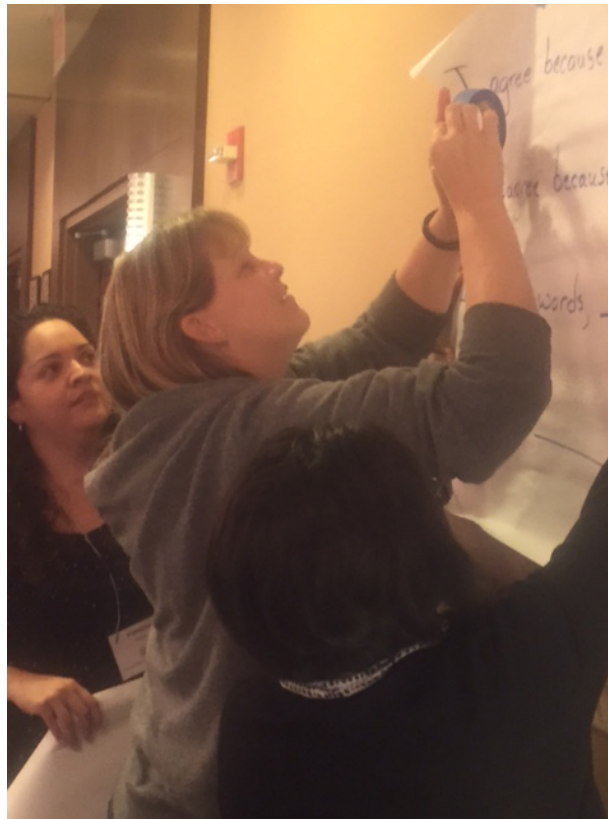
- Two Perspectives of Language Ability
- Premises for Teaching for Biliteracy:
Latest Research in the Field

Tuesday, June 23, 2015

Who is involved in biliteracy?

- Students
- Teachers: A Multilingual Perspective

T4B Summer Institute Day 1



GOTS

- Oracy is extremely important
- Valuing the implementation of the instruction of two languages
- Understanding how to schedule content in a 50/50 model with only one bilingual teacher



WANTS

Support for English Only Staff

Resources in Spanish (Fiction and Non-fiction)

The screenshot shows a web browser window with the URL <http://www.teachingforbiliteracy.com/resources/>. The browser has two tabs: "D45" and "Resources | Teaching For ...". The page features a dark navigation bar with links for "Login", "Account", and "Sign Up". Below this is the Center for Teaching for Biliteracy logo and name, followed by social media icons for Facebook, Twitter, LinkedIn, and Google+. A light gray navigation menu contains links for "HOME", "ABOUT", "BUFS", "EN ESPAÑOL", "RESOURCES" (highlighted in blue), "PROGRAMMATIC SUPPORTS", and "VIDEOS". A blue breadcrumb trail shows "Home > Resources". The main content area is titled "Resources" in large black text. On the right side, there is a dark gray box labeled "OTHER LINKS" with a white border.

WANTS

When do we start English Guided Reading?

How is the content allocation determined? How is language allocation determined?

What is the best way to use the BUF in: English only, one way and/or two way?

What does Biliteracy look like with special needs students?

Click here for some Sample Daily Schedules for biliteracy

Teaching for Biliteracy in Dual Language, Two-Way Immersion, One-Way Immersion Programs, and Developmental Bilingual Programs

Decision Making Framework

This decision making framework is designed to be used as a working document by the members of a dual language committee. It outlines some of the critical decisions that need to be made in anticipation of creating a new dual language program, and can also be used as tool for enriching and refining an existing dual language program.

Creating and Maintaining a Dual Language Committee

This document outlines suggestions for the members and duties of a standing dual language committee.

Timeline for Creating a New Dual Language Program

This document outlines a two-year plan for researching, developing, and implementing a new dual language program.

Sample Content Allocation Plans for Dual Language:

- 80/20
- 50/50

In addition to language allocation (90/10, 80/20, 50/50), dual language programs need to determine their content allocation plan, which includes deciding which subjects will be taught in which program language at each grade level. Consult the

WANTS

How do we achieve parent and community buy-in?

The screenshot shows a web browser window displaying the Center for Teaching for Biliteracy website. The browser's address bar shows the URL <http://www.teachingforbiliteracy.com/>. The website's header includes the site name, a "Log Out" link, and links for "Login", "Account", and "Sign Up". The main navigation bar lists: HOME, ABOUT, BUFS, EN ESPAÑOL, RESOURCES, PROGRAMMATIC SUPPORTS, and VIDEOS. A dropdown menu is open under "ABOUT", listing: FAQs, SEARCH HELP, CALENDAR, BLOG, NEWSLETTER, and SAMPLE PD. A secondary dropdown menu is open under "BLOG", listing: EL TERCER MAESTRO, BEGINNING WITH BILITERACY, COACH'S CORNER, and BILINGUAL PARENTING. The background of the website features a child's drawing with various words and phrases in Spanish and English, such as "Un suspiro", "Un pastelito", "Un hoyo", "a sigh", "muffin", "hole", "abras", "agua", "by word", "y tongue", "y teeth", "y teacher", and "y volcano". The footer contains three buttons: "Services", "Sign Up", and "Order Now!". The Windows taskbar at the bottom shows the date and time as 7:28 PM on 6/22/2015.

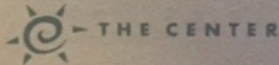
WANTS

Is it possible to have coffee all morning?

NETWORK



Teaching for Biliteracy
Summer Institute 2015



Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - - Defining Biliteracy - - Biliteracy Unit Framework (BUF) - - Sample Biliteracy Unit - Content and language allocation	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students - Teachers: A Multilingual perspective	What practices support biliteracy (instruction and assessment)? Routines, daily practices, strategies and structures - Standards and Big Ideas - Oracy and Background Knowledge -	What practices support biliteracy (instruction and assessment)? Routines, daily practices, strategies and structures - Reading and Writing - - Word Study and Fluency in Spanish: The Dictado and Other Authentic Strategies -	What characterizes the Bridge and Extension Activities? - Bridge - Extension - Biliteracy Assessment What does advocacy look like? - Advocacy (Leadership Considerations) Institute Evaluation
Book and Website Connections	Chapters 1 and 4	Chapters 2, 3, 5	Chapters 6, 7, 8	Chapters 9, 10	
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking

Facilitators Emily, Olga Susan, and Sara are here to help with any questions

What does biliteracy look like?

Sample Biliteracy Unit

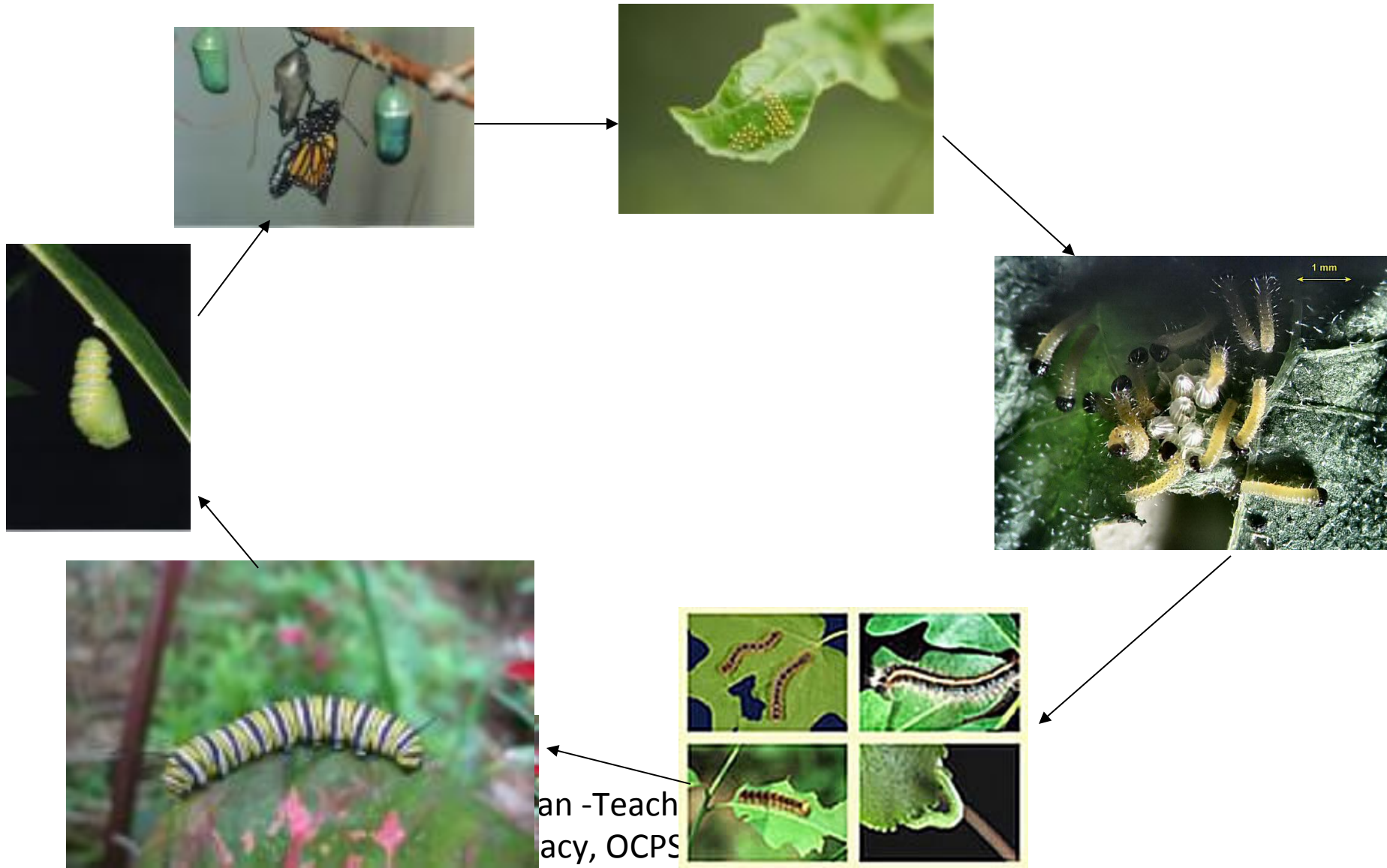


Video of Spanish part of the BUF

- List the order in which the elements were presented to students
- List the strategies used
- Could this type of instruction work in:
 - Two way immersion (dual language)?
 - One –way dual language – developmental bilingual?
 - Transitional bilingual?



El ciclo de vida de la mariposa



Apoyos visuales y de lenguaje

huevo



sale



crece



come



Se convierte



nace



La pecera

Primero_____.

la mariposa



Segundo_____.

la oruga



Tercero_____.

El huevo



Cuarto_____.

pone

Luego_____.

sale

Finalmente_____.

come

crece

Es (un)_____.

se convierte

nace

El Ciclo de Vida de la Mariposa

Las mariposas ponen sus huevos en plantas. Sus huevos varían mucho de tamaño y forma, pero las orugas salen de ellos en pocos días, y empiezan a comer inmediatamente.

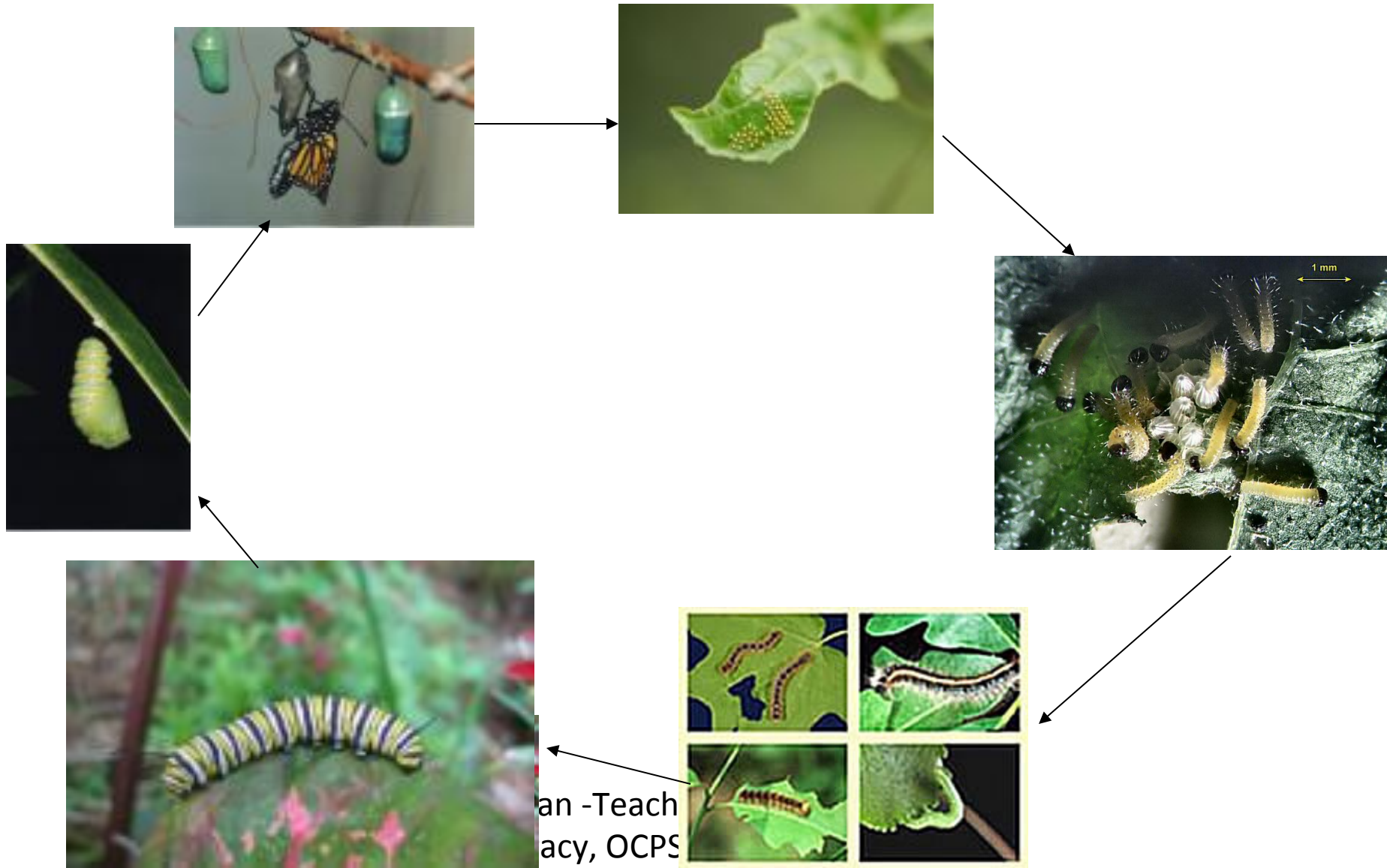
La oruga cambia de piel varias veces mientras está creciendo. Después, la oruga se convierte en crisálida, y dentro de la crisálida, se forma la mariposa.



Cuando sale la mariposa, sus alas son suaves, pero un liquido empieza a correr por sus venas y, poco a poco, sus alas van creciendo y se van endureciendo.

Palabras importantes

The life cycle of the butterfly



The Bridge

Español

English

Theme

Standards:

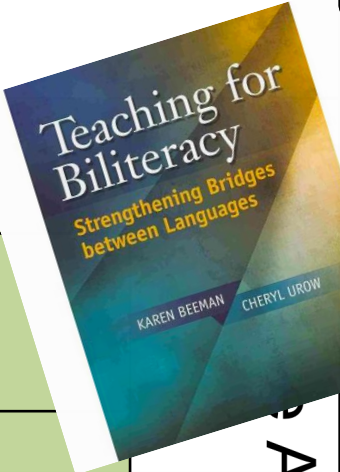
BILITERACY UNIT FRAMEWORK (BUF)

- 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

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

PAGES 16 AND 17

Assessment

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

Video of Spanish part of the BUF

- List the order in which the elements were presented to students
- List the strategies used
- How would you describe biliteracy instruction in Spanish?
- Could this type of instruction work in:
 - Two way immersion (dual language)?
 - One –way dual language – developmental bilingual?
 - Transitional bilingual?

Two Weeks Later...



- Once students have engaged in reading and writing about the life cycle of living things and informational text features
- The Spanish part of the unit concludes with the beginning of the Bridge...
- During these two weeks, a different theme has been studied during English time.

Nombre: Axleen

Fecha: 11-12-14

Título: El ciclo de la mariposa

Title: The Cycle of the butterfly

La mariposa se convierte



The butterfly becomes

La oruga se convierte



The caterpillar becomes

La mariposa pone huevo



The butterfly lays eggs

La oruga sale



The caterpillar is born

La oruga come



The caterpillar eats

La oruga crece



The caterpillar grows

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



Metalinguistic Charts

Cognados

chocolate

radio

teléfono

La planta

La crisálida

el ciclo

Cognates

Morphology

chocolate

radio

telephone

the plant

the chrysalis

The cycle

Metalinguistic Charts

El ciclo

The cycle



The Bridge



- Generating the Spanish part of the Bridge happens during Spanish time.
- Adding English to the Bridge happens during English time.
- The Contrastive Analysis happens during English time (in this example).



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	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



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 • Arithmetic • 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 Biliteracy Unit

BUF Element (Biliteracy Unit Framework)	Strategies	Supports (Interactive, Sensory and Graphic)
Spanish		
The Bridge		
English		

