

Biliteracy Framework (Grades 3-5)

Subject	Language
Science and Language Arts <i>(The following structures will be followed in Spanish for grades 3-4 and in English for grade 5)</i> ▪ Gradual Release of Responsibility ▪ Building Background Knowledge & Oracy (Initial part of each unit) ○ Utilize the entire literacy block over a few days ○ Model and teach formal vocabulary ○ Prepare students for literacy instruction ○ Respects the language that the students bring into the classroom ○ Reduce teacher talk & increase student to student interaction ○ Examples of strategies: Total Physical Response (TPR), Adapted Readers Theater, Sentence Frames ▪ Reading Comprehension ○ Instruction linked to student background knowledge ○ Comprehension is the focus ○ Discrete skills taught within a comprehensible text ○ Instruction is standards based (CCSS, Content, Spanish Language Development Standards) ▪ Balanced Literacy ▪ Readers Workshop (not necessarily every day) ▪ Interactive Read Aloud (including oral language development) ● Turn and Talk and Sentence Frames ▪ Shared Reading (including oral language development) ● Turn and Talk and Sentence Frames ▪ Language Experience Approach-LEA (use student language to focus on reading and writing) ● Turn and Talk and Sentence Frames ▪ Guided Reading and Literature Discussion Groups	Spanish

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• Writing in response to reading ▪ Writing ○ Taught and assessed from a holistic perspective (using both Spanish and English) ○ Reciprocity between reading and writing ▪ Balanced Literacy ▪ Writers Workshop (writing process within the 3 text types) ▪ Shared Writing ▪ Modeled Writing ▪ Independent Writing ▪ 1:1 Conferencing ▪ Small Groups ▪ Language Experience Approach ▪ Content Journals (Independent) ▪ Dialogue Journals (Independent)	
Word Study & Fluency ▪ Student writing is used to determine what word study skills should be taught ▪ Discrete skills taught within a comprehensible text; teachers rarely will use a list of spelling words ○ Follows the internal structure of Spanish ▪ Dictados should alternate: one week in Spanish, one week in English ▪ Dictados should include a series of phrases or sentences and include 2-4 teaching points ○ Allow for metalinguistic discussions ▪ Fluency: poetry, tongue twisters, rhymes, songs	Spanish

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Math ▪ Developing comprehensible context (before a new unit) ▪ Turn and talk ▪ Sentence stems ▪ The bridge and extension activities (end of unit/concept)	Spanish
The Bridge and Extension Activities • Occurs at the end of the unit, once all concepts have been taught and learned • Transfer of language to English • Plan with English Language Proficiency Levels in mind • Connect to Initial Concrete Activity ○ Use of same, or similar, concrete activity that was presented at the beginning of the unit. ■ Examples: Total Physical Response (TPR), Concept Attainment, Adapted Readers Theater, Sentence Prompts, etc. ○ Active participation of all students • Generate What was Learned in Spanish ○ Students generate important vocabulary and concepts learned ■ Represented as side by side chart, graphic representation or Así se dice strategy • Provide a Concrete Equivalent ○ Teacher and students determine how to say each of the words in English, while making connections to the initial concrete activity. ○ Words are added to the chart or students and teacher engage in Así se dice process. • Contrastive Analysis ○ Teacher and students study how the two languages are similar and different in the areas of: Phonology, Morphology, Syntax and Grammar, and Pragmatics.	Spanish and English

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■ Teacher facilitates selection of focus areas. ■ Focus is typically on 1 similarity and 1 difference ■ Co-creation of anchor charts ■ If Así se dice was done during the first part, contrastive analysis occurs throughout the process Extension Activities: ● Include all language domains (listening, speaking, reading, writing) ● Focus on language ● Authentic literacy tasks ● Focus on modeled, shared, and collaborative work, not small group reading instruction ● Occurs the week after completing the unit	
Social Studies and English Language Development <i>(The following structures will be followed in English for grades 3-4 and in Spanish for grade 5)</i> ▪ Gradual Release of Responsibility ▪ Connection to what was taught and/or is known in Spanish ▪ Oral Language Development through Listening, Speaking, Reading and Writing Reading: ● Interactive Read Aloud (<i>pg. 43, Biliteracy from the Start</i>) ○ Turn and Talk with Sentence Frames ○ Application of known strategies (from Spanish), focus on language ● Shared Reading (<i>pg. 43, Biliteracy from the Start</i>) ○ Turn and Talk with Sentence Frames ○ Application of known strategies (from Spanish) ○ Address structural elements specific to English ● Collaborative Reading (<i>pg. 43, Biliteracy from the Start</i>) ○ Additional practice of reading comprehension and oracy with peers	English

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- Can be an extension of whole group reading to deepen students' understanding of the text (retelling, acting out story, rewriting parts of story, etc.)
- Teacher supports student groups, 1:1 conferencing
- Small Group Reading Instruction
 - Focus on language development
 - Application of known strategies (from Spanish)
 - Address structural elements specific to English
 - Independent work should be purposeful and differentiated for English Language Proficiency levels
- Language Experience Approach-LEA (use student language to focus on reading and writing)
 - Turn and Talk and Sentence Frames
- Lotta Lara
 - Development of oral language and comprehension skills
 - Fluency practice through repeated readings (choral, echo, partner)
 - Use of developmentally appropriate texts
 - Same text used during the course of 3 days, totaling 9 repeated readings
 - Occurs 1 time per unit

Writing:

- Modeled Writing
 - Demonstrate the process of writing
 - Application of known strategies (from Spanish)
 - Address structural elements specific to English
- Shared Writing
 - Teacher and students co-construct a piece of writing
 - Students apply previously taught/modeled skills (with teacher support)

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● Collaborative Writing ○ Students write with peers ■ Negotiation of text ■ Opportunity for students to receive feedback from peers ○ Teacher supports groups ○ Students share work with whole group (promotes oracy development) ● Independent Writing ○ Occurs only after extensive modeled, shared, and collaborative practice. ○ Opportunity for students to try out writing techniques and craft ● Word Study and Fluency ○ English dictado (3-5 times per week, no more than 20 minutes per day) ○ Dictados should alternate: one week in Spanish, one week in English ○ Follows the internal structure of English ○ Fluency: poetry, rhymes, songs (known context or develop background)	
The Bridge and Extension Activities ● Occurs at the end of the unit, once all concepts have been taught and learned ● Transfer of language to Spanish ● Plan with English Language Proficiency Levels in mind ● Connect to Initial Concrete Activity ○ Use of same, or similar, concrete activity that was presented at the beginning of the unit. ■ Examples: Total Physical Response (TPR), Concept Attainment, Adapted Readers Theater, Sentence Prompts, etc. ○ Active participation of all students ● Generate What was Learned in English ○ Students generate important vocabulary and concepts learned ■ Represented as side by side chart, graphic representation or Así se dice strategy ● Provide a Concrete Equivalent	Spanish and English

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- Teacher and students determine how to say each of the words in Spanish, while making connections to the initial concrete activity.
- Words are added to the chart or students and teacher engage in Así se dice process.

- Contrastive Analysis

- Teacher and students study how the two languages are similar and different in the areas of: Phonology, Morphology, Syntax and Grammar, and Pragmatics.
 - Teacher facilitates selection of focus areas.
 - Focus is typically on 1 similarity and 1 difference
 - Co-creation of anchor charts
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Extension Activities:

- Include all language domains (listening, speaking, reading, writing)
- Focus on language
- Authentic literacy tasks
- Focus on modeled, shared, and collaborative work, not small group reading instruction
- Occurs the week after completing the unit