

Wednesday, June 29, 2016

What practices support biliteracy (instruction and assessment)? Standards, Big Ideas and Assessment

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 4 <i>Planning the Strategic Use of Two Languages</i> <i>p. 48-50</i> <i>P. 41-52</i>	BUFs-> http://www.teachingforbiliteracy.com/bufs/ • Samples ○ BUFs that accompany the book ▪ 1st grade: La familia ▪ 3rd grade: Personification ▪ 4th grade: Regions of the U.S. ▪ SNS High School: Folk Tales ○ Exemplary BUFs that include one week of lesson plans: ▪ K-1: Self/Story of my Life (Literacy and Social Studies) ▪ 4th Grade: Immigrants Past and Present • From the Field: • Big Ideas • Tips on Writing BUFs: Biliteracy Curriculum in 10 steps

Planning the Strategic Use of Two Languages (page 49-51)

The biliteracy learning environment:

Teacher language use:

A big idea is:

Biliteracy units need:

Monday Afternoon's BUF Experience

Content Area Big Ideas	Literacy Big Idea(s)
Content Area Standards	Language Development Standards

I learned that _____.

I would like to _____.

We have _____ elements of a biliteracy curriculum.

We need _____ to continue to develop our biliteracy curriculum.

Suggestions for Integrating Literacy Standards into Biliteracy Units

Prepared by Karen Beeman

Sources: Pathways to the Common Core, Calkins et al and BUF Writing Checklist created by Melody Wharton

1. There are three writing buckets to choose from in the standards. One bucket is chosen for every unit. It may be helpful to start unit planning by first identifying the writing focus and then connecting the type of reading that supports the writing focus.
2. Select the genre that matches the context/content of the unit: literary texts or informative texts. Approach the Reading Standards as a Ladder: Standards 1 and 10 are always present in every unit (reading for understanding and using rigorous, grade-level text). Standards 2-9 are the skills taught to students as they work on standards 1 to 10.
3. In general during the year, grade-level unit plans should ensure:
 - a. Fifty percent of reading should focus on literary texts
 - b. Fifty percent of reading should focus on informational texts
 - c. Each writing bucket should have equal focus (a third on opinion, a third on narrative, and a third on informational)
 - d. These areas of focus should be mapped out in the Grade-Level-Biliteracy Map.

Narrative Writing	Opinion/Argument/Persuasive Writing	Informational/Functional/Procedural Writing
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report

4. Once standards have been identified, write big ideas that will guide planning academic language, concept based learning, and differentiation for each element of the unit.

Content big ideas:

- There should be 1-2 big ideas that are reflective of the content standards identified
 - Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
 - Big ideas begin with the sentence starter, "I want my students to understand that..." or "Students will understand that..."
- Big ideas are broad enough to have multiple examples, **and** at least two examples are listed.

Literacy big ideas:

- There are 1-2 big ideas that are reflective of the literacy standards identified (and include reading **and** writing)
- Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
- Begin with one of two sentence starters:
 - “I want my students to understand that...” OR “Students will understand that...” and list at least two examples (one in reading and one in writing) OR
 - I want my students to understand that when reading (select either informational or literary texts) it is important to (identifies skills in reading standards 2-9) in order to write (identifies writing standard 1, 2, or 3) about ____.

Examples:

Content Big Idea	Literacy Big Idea
I want my students to understand that people use the resources in their environment to meet their basic needs; for example people use the flora and fauna for food and shelter.	I want my students to understand that when reading <u>literary texts</u> it is important to describe how characters in a story respond to major events and challenges in order to write a narrative text.
I want my students to understand that all wars have various causes and multiple consequences. For example, the Civil War was caused by economic and political reasons, as was the Revolutionary War.	I want my students to understand that when reading literary texts, it is important to explain how a series of chapters and scenes fit together to provide the overall structure of the story in order to write historical fiction (narratives).
I want my students to understand that all living things have a life cycle; for example the butterfly and the human being have a life cycle.	I want my students to understand that when reading informational texts, it is important to know and use text features to locate key facts or information, and these features should be included when writing informational texts.

Wednesday, June 29, 2016

What practices support biliteracy (instruction and assessment)? Oracy and Background Knowledge, Reading and Writing

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 6 <i>Strategies That Support the Development of Background Knowledge and Formal Language, pp. 80-84</i>	Videos-> • Español - then scroll down to “Biliteracy in Action” – Science and Spanish Language Arts Fourth Grade” – this video has examples of the following strategies: ○ Concept attainment ○ Partner talk ○ TPR (Total Physical Response) ○ Fishbowl • Español – “Biliteracy Unit in 2nd Grade” – this video features ○ TPR ○ Fishbowl ○ Language supports • Español – “Mezclas y soluciones” – This video features ○ TPR About -> • Blogs -> ○ Beginning with Biliteracy - Un buen comienzo (partes 1, 2 y 3) ○ Shifting Toward a Multilingual View of Biliteracy - Building Background Knowledge and Oracy (parts 1 & 2)

Chapter 7 <i>Classroom Routines That Enhance Comprehension: Sustained Silent Reading and Readers' Interviews</i>, pp. 95-97	
Chapter 8 <i>Writing Strategies That Respect and Reflect All the Language Resources of Two-Language Learners</i>, pp.104-108	Videos-> • Español – “Biliteracy Unit in 2nd Grade” – this video features ○ LEA (Language Experience Approach) Resources -> • Book Study Guides – Chapter 8
Biliteracy Strategies that support language, content, and literacy development	
Sentence Prompts (Connect Two) – p. 83	

Effective Strategies for Teaching for Biliteracy		
Strategies for oracy development: (In Chapter 6)		
Oracy Strategy	Page, <i>Teaching for Biliteracy</i>	Notes
TPR (Total Physical Support) ART Adapted Readers' Theater	p. 81	
Fishbowl	p. 82	
Word/Picture Sort	p. 83	
Sentence prompts	p. 83; 92	
Concept Attainment	p. 52-56; 81-82	

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	
Sustained Silent Reading and Readers' Interviews	pp. 95-97	

Dialogue Journals	pp.106-107	
-------------------	------------	--

Effective biliteracy strategies for building Oracy and background knowledge and moving to reading and writing.

Pick any two of the strategies listed in the graphs on pages 3, 4 and the top of this page. Using the sentence prompts below, first compare the strategies and then contrast them. Then share your comparisons and contrasts with one or two other people, and finally complete the summary statement at the bottom of this page.

Compare two strategies.

1. _____ and _____ are

similar because _____
_____.

Contrast the same two strategies.

2. _____ and _____ differ in that

while _____,
_____.

Share your comparisons and contrasts with one or two other people, and then complete the summary prompt on the next page.

What characterizes strategies that support biliteracy development is that they...
