

Teaching for Biliteracy

August Summer Institute

2016



Notes and Reflections

- Content and Language Allocation Plan
- Pedagogy and Best Practices
- BUF Writing and other T4B sponsored workshops
- Pacing



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October 2016

Introduction to Dual Language, One-Way Immersion, and Two-Way Immersion

\$100.00

October 1 @ 8:30 am - 3:00 pm

470 N. Lake Street, Mundelein, IL 60060, 470 N. Lake Street

Thursday, August 11, 2016

- Review
- Biliteracy Instruction:
 - Standards
 - Big Ideas
 - Differences between Spanish and English
 - The Bridge
 - Extension
- Closure - Evaluation

Thema

BILITERACY UNIT FRAMEWORK (BUF)

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

Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

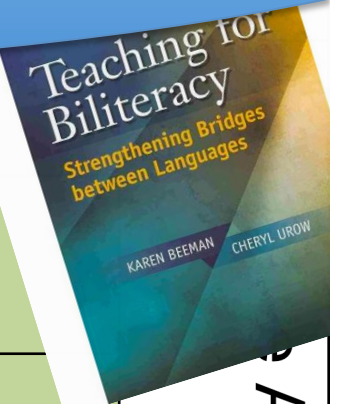
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

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

Formative Assessment

Summative
Assessment



Standards



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
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What do we use for writing big ideas?

English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
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Big ideas are written from these three areas of the standards. They address reading behaviors and concepts. And they are the same in Spanish.



ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS

Grade Two / Segundo Grado



GRADE TWO READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: compases regulares, la aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. (Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)
5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.
6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.
2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.
3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan el significado de palabras y frases en un texto, pertinentes a un tema o material de segundo grado. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Conocen y usan varias características de texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente, datos clave o información en un texto.
6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar



English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
SIMILAR	SIMILAR	DIFFERENT	SIMILAR	SIMILAR	DIFFERENT

The Bilingual CCSS identify how Spanish instruction should look different from English instruction.

READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.

ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos específicos al idioma español, se han maracado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto.**
 - a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).
 - b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.
 - c. Decodifican palabras multisilábicas.
 - d. Decodifican palabras con prefijos y sufijos de uso frecuente.



e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

e. Identifican palabras que contienen una relación entre fonemas y grafemas que son comunes pero inconsistentes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-r).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja (ejemplo: h muda o intermedia, la u después de g y q).

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas, y reconocen en cuál sílaba cae el acento tónico.

h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

i. Reconocen y usan acento escrito para romper un diptongo (hiato), en palabras conocidas (María, baúl, maíz).



GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada grado escolar, y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año escolar los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.
2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos, y proporcionan una declaración o sección final.
3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.



GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three-and four-step oral directions.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen aún más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.
 - a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).
 - b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.
 - c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación.
 - a. Dan y siguen instrucciones orales de tres y cuatro pasos.



SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los estándares siguientes para los grados del K al 5 proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro, cumplan con los estándares específicos de cada grado y mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención continua en los grados superiores, al aplicarlas de manera más sofisticada a la expresión oral y escrita. Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.
 - a. Escriben documentos claros con letra legible.
 - b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).
 - c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).
 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



CCSS : Three Writing Buckets



Each unit includes writing (as well as reading).

Standards 4-10 are taught within the bucket, and not in an isolated manner.

**When creating units, it is helpful to first identify the writing focus to
Then be able to connect it to reading.**

Genres within each bucket

(Source: Pathways to the Common Core)

Narrative Writing	Persuasive/Opinion/ Argument	Informational/ Functional/Procedural
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

Ladder of Common Core Anchor Standards for Reading

1. Close Reading	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Text Complexity
	8. Delineate and evaluate the argument and specific claims in a text, including the relevance and sufficiency of the evidence. (Not applicable to literature)	
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Integrate Knowledge and Details	
	6. Assess how point of view or purpose shapes the content and style of a text.	
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Craft and Structure	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Key Ideas and Details (also includes #1)	



Paradigm Shifts

All standards have a specific organizational structure that is unique, therefore, they need to be unpacked.

They are not to be read or treated as a list where each standard has equal weight.



Paradigm Shifts

- **Inquiry** is at the heart of science and social studies instruction.
- Inquiry is **collaborative** and involves **communication** skills.
- **Inquiry and critical thinking** are threaded throughout NGSS, C3 and CCSS Language Arts standards.



2. Interdependent Relationships in Ecosystems

2. Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can:		
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]		
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*		
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. - Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) - Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence - Scientists look for patterns and order when making observations about the world. (2-LS4-1)	Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems - Plants depend on water and light to grow. (2-LS2-1) - Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) LS4.D: Biodiversity and Humans - There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) ETS1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)	Crosscutting Concepts Cause and Effect - Events have causes that generate observable patterns. (2-LS2-1) Structure and Function - The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2); (2-LS4-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1)		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(2-LS4-1)		
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)		
Mathematics –		
MP.2 Reason abstractly and quantitatively. (2-LS2-1),(2-LS4-1)		
MP.4 Model with mathematics. (2-LS2-1),(2-LS2-2),(2-LS4-1)		
MP.5 Use appropriate tools strategically. (2-LS2-1)		
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2),(2-LS4-1)		



COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

Theme	Content Area and Content Big Idea(s)	Formative Assessment
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	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		

**Summative
Assessment**



Big Ideas



Standards – Big Ideas - Summative Assessment

- In order to create a BUF, we must know what we are teaching .
- What we are teaching comes from standards and from big ideas.



OPEN SORT

- Open Sort
 - Sort the statements in any way that makes sense to you.
 - Be prepared to share.



CLOSED SORT

- Pair the content big idea with its matching literacy big idea.



The Big Idea

- Is grounded in State and National Academic Standards
- Comes from the work of Wiggins and McTighe, *Understanding by Design*
- “I want my students to understand that...” and “For example, ...”
- Is also known as an essential understanding.

The Big Idea

Beginning with the Big Idea moves lesson planning away from activity based planning to concept based planning, and facilitates meeting the goals of the Common Core Standards.

Big Ideas

When serving a wide range of learners – as is typical in a bilingual setting – big ideas provide a common cognitive focus for all learners, even when **differentiated tasks** are required for diverse students to learn those ideas and to demonstrate their learning.

Big Ideas

Yes	No
Plants and animals are interdependent.	Bees pollinate flowers as they collect nectar to make honey.
People form communities to help them meet common needs.	The Pueblo Indians lived in houses made of adobe.
Geography, climate and the topography of a region influence the life of a community.	

Big Ideas

Yes	No
Authors choose a genre according to the message they want to send.	Poetry
People form communities to help them meet common needs.	Egyptians constructed pyramids and mummified their dead.
Geography, climate and the topography of a region influence the life of a community.	

To be a big idea...

- The statement must have more than two examples.
- It must be an enduring understanding, NOT a DETAIL.
- It must be able to complete the sentence prompt, “I want my students to understand **that...**”

Is it a big idea?

...Genre.



Is it a big idea?

...Genres come in many formats with specific elements.



Is it a big idea?

...how to
classify
animals.



...Scientists classify animals according to their physical characteristics and adaptations to their environment. These classifications include: mammals, reptiles, fish, amphibians, insects, and birds.



Is it a big idea?

...immigrants
face many
challenges as
they adapt to
a new
environment.



Is it a big idea?

...text themes.



Is it a big idea?

...Writers communicate a message , moral, or theme when they write a poem or story.



Is it a big idea?

...fractions,
percentages,
and
decimals.



Is it a big idea?

...fractions, decimals
and percentages are
all ways of
expressing the
relationship of a part
to the whole.



Big Ideas

Concept A

Authors choose language and structures in order to create images and convey their message.

Literary texts have specific structures that include a beginning, middle, and an end..

Readers use information from a text and their own experiences in order to draw conclusions and make inferences.

Concept B

Pushes and pulls can have different strengths and directions.

Two dimensional shapes have perimeter and area, and there is a specific way to calculate each.

The U.S. Civil War, like all wars, had many causes.

Big Ideas

Concept A

Sound can make matter vibrate, and
vibrating matter can make sound.

Concept B

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

We all have families. Our families have some things in common and also have differences.

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some things in common and also have differences.

Big Ideas

Concept A

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Texts have main ideas and supporting details that can be summarized and paraphrased.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Information from various sources can be gathered, compared and contrasted, and integrated.

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

To summarize:

- Big ideas come from standards.
- Language Arts big ideas come from:
 - Informational Text Standards
 - Literature Standards
 - Writing Standards

Foundational Skills, Language and Listening and Speaking Standards are embedded into the learning activities of the unit.

—



To summarize (2):

- Skills are integrated and taught in each unit.
- The Bilingual CCSS identify how Spanish skills differ from English skills. This helps us to teach “Spanish a la Spanish” and not “a la English.”
- Language Arts skills come from:
 - Foundational Skills
 - Listening and Speaking
 - Language



Theme

BILITERACY UNIT FRAMEWORK (BUF)

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Standards:

- Content Area Standards

NON-NEGOTIABLE 1: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED.

ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.

Writing

NON-NEGOTIABLE 2: ALL BILITERACY UNITS ARE FOCUSED ON MEANINGFUL CONTENT. FOR THAT REASON, LANGUAGE ARTS IS INTEGRATED WITH CONTENT AREA STANDARDS.

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment

Literacy and Biliteracy Units...

- Are anchored in standards
- Big ideas are written from the standards
- The Big Ideas determine the academic language of the unit (word, sentence, and discourse level)
- Summative Assessment is developed as part of the backwards design
- Reading and writing are integrated
- Content and literacy are integrated



The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

Theme	Content Area and Content Big Idea(s)	Language Arts Big Ideas
Standards:	Content Area Standards	Content Area Targets
	English Language Arts Standards	Language Targets
	Spanish Language Arts Standards	
	English Language Development (Proficiency) Standards	
	Spanish Language Development (Proficiency) Standards	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		

Formative Assessment



Word Study



Spanish/ English Sort

- Sort the descriptors by language
- Then, talk about the implications

SPANISH SPANISH		English
	Vowels and consonants	
	Alphabet and initial sound	
	Accents	
	Rhyming and Word Families	
	Syllables	



Answers... on the website

Métodos auténticos (E and S)

El español y el inglés responden a una serie de reglas lingüísticas que son distintas

Cheryl Urow Cheryl@teachingforbilitery.com

Karen Beeman Karen@teachingforbilitery.com

Español	Componente de la lectoescritura	Inglés
Se enseña a leer y escribir en español comenzando con las vocales y luego juntándolas con las consonantes para formar sílabas. En la escritura inicial los estudiantes primero escriben las vocales, por ser constantes y regulares, y luego las sílabas. Es imprescindible entender la diferencia entre las vocales fuertes (a-e-o) y las vocales débiles (i-u) para poder dividir palabras por sílabas y saber como usar las reglas de acentuación y de ortografía.	Las vocales y las consonantes	Se enseña la lectoescritura en inglés por medio del nombre y el sonido de cada letra. En la escritura inicial los estudiantes primero escriben las consonantes porque son constantes y más regulares que las vocales.
No se enseña el nombre de las letras en español sino que se enfatizan los sonidos de cada. Se aprende el nombre de cada letra solo después de que los estudiantes hayan aprendido sus sonidos y los saben usar para formar sílabas.	El abecedario y el sonido inicial	La destreza que mejor predice el éxito de la lectoescritura es el poder identificar la letra por su nombre y el sonido inicial de cada palabra. Es tan importante esta destreza que se enseña el nombre de cada letra y se le examina a los alumnos para saber si lo han aprendido.
El concepto del acento es sumamente importante en español ya que se basa en el conocimiento de la vocal fuerte y débil y las reglas de las divisiones de sílabas. Existen acentos ortográficos, prosódicos y diacríticos	La acentuación	El concepto del acento es fonológico, ayudando a identificar la diferencia entre palabras que son exactamente iguales (ímpor vs. Impórt).
El desarrollo de la conciencia fonética toma lugar por medio de la escritura, no como parte del lenguaje oral como sucede en inglés. La importancia de la rima para el español reside en la raíz de la palabra no en su parte inicial como en inglés. Se enseña por medio de las familias de palabras tales como	La rima y las familias de palabras	La destreza de <i>onset and rime</i> (c-at; f-at; s-at) es crucial para poder decodificar en inglés ya que le provee al estudiante la correspondencia entre sonido y letra que requiere el inglés.

Reflection Questions

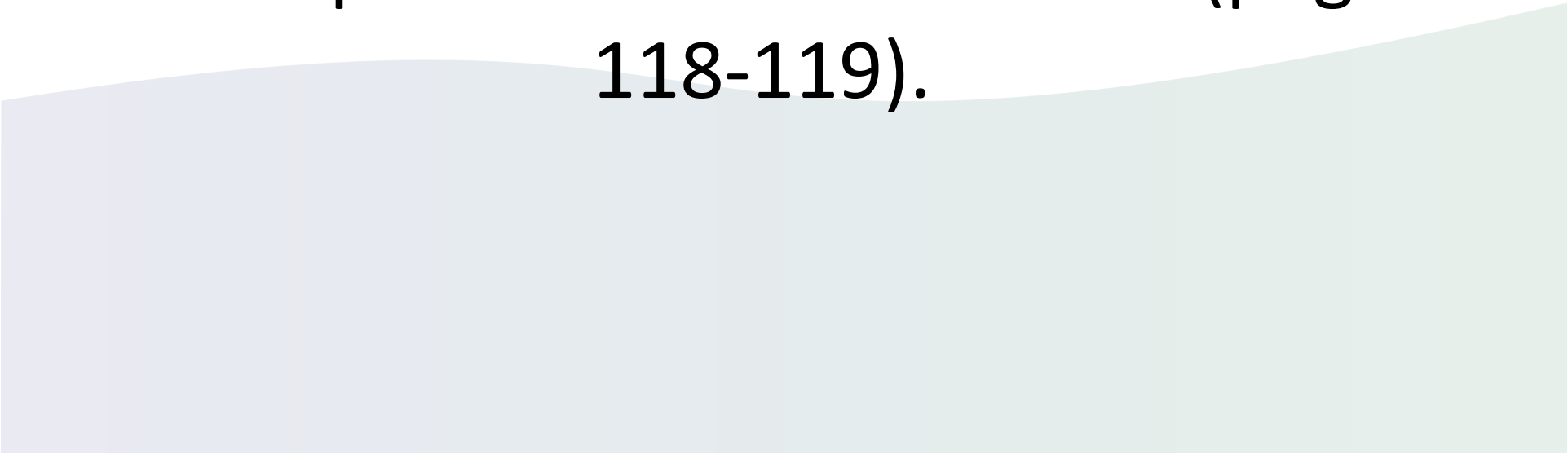
- What are the implications for:
 - Instruction
 - Assessment
 - Collaboration among Spanish and English teacher
 - Unit Design
 - Use of Standards
 - Communication with parents
 - Chinese and English





Spanish and English are different
therefore, they need to be taught
differently.

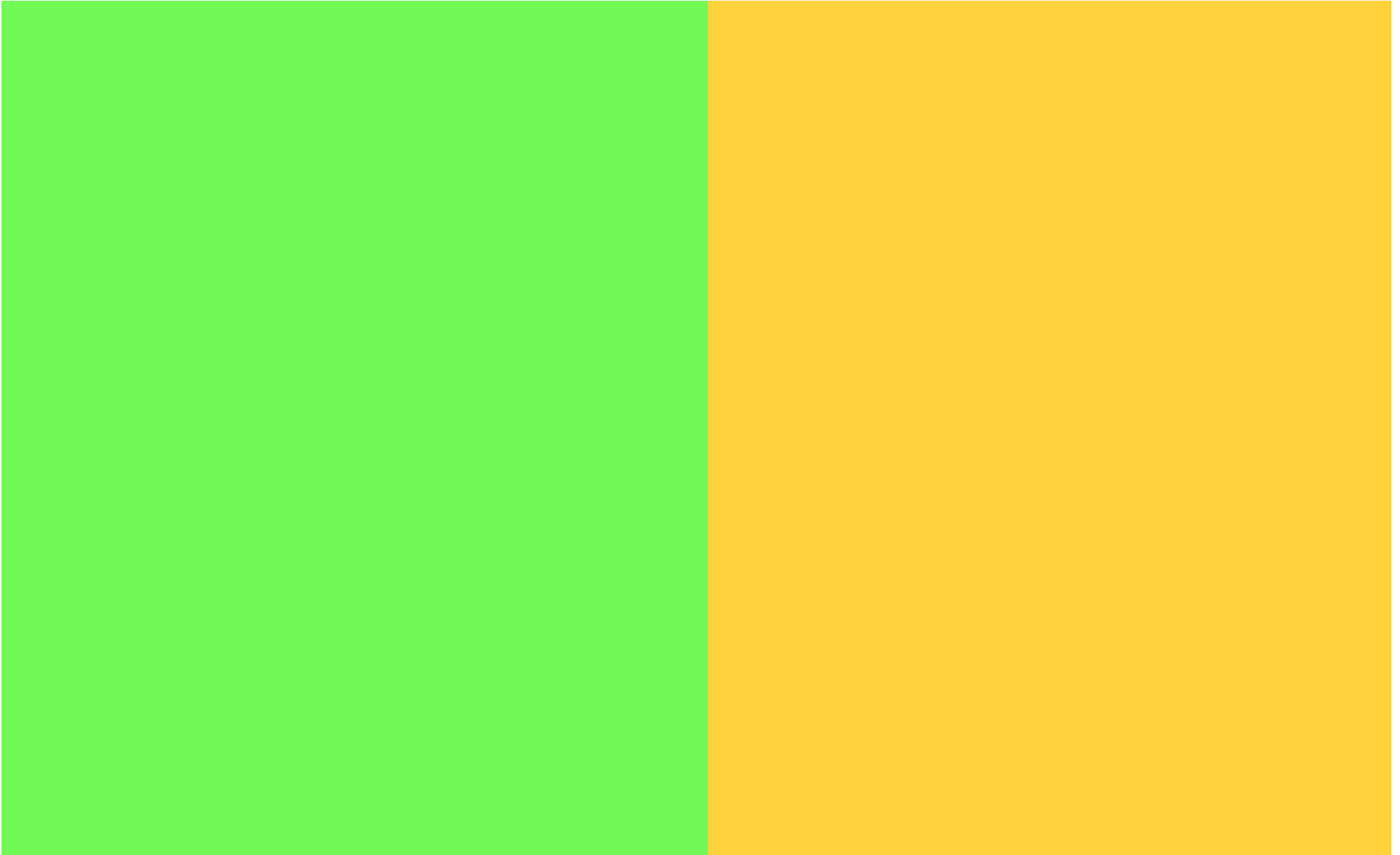
Let's explore what this means for literacy
development at the word level (pages
118-119).





English

Spanish



English

Spanish

- English is opaque.

English

Spanish

- English is opaque.

- Spanish is transparent.

English

Spanish

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.

- Spanish is transparent.

English

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.

Spanish

- Spanish is transparent.
- The sound symbol relationship in Spanish is tight: it is regular and consistent.

English

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.
- There are 26 letters that produce between 40 and 56 phonemes There are 5 vowels that produce 15 sounds.

Spanish

- Spanish is transparent.
- The sound symbol relationship in Spanish is tight: it is regular and consistent.

English

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.
- There are 26 letters that produce between 40 and 56 phonemes. There are 5 vowels that produce 15 sounds.

Spanish

- Spanish is transparent.
- The sound symbol relationship in Spanish is tight: it is regular and consistent.
- There are 27 letters that produce 26 phonemes. There are 5 vowels that produce 5 sounds.

English

Spanish

- English is opaque.

- The sound symbol relationship is not local and inconsistent.

- There are 40-56 phonemes. There are 5 vowels that produce 15 sounds.

- Spanish is transparent.

- The sound symbol relationship is local and consistent.

- There are 27 letters that produce 26 phonemes. There are 5 vowels that produce 5 sounds.

Therefore, early literacy strategies and word walls in English...

English word walls

- High frequency words.
- Organized by initial sound.
- Rhyming word families:
 - bat, sat, cat, rat

Spanish word walls

- Challenging words, with *letras tramosas*
- Organized by syllable or *letra tramosa*

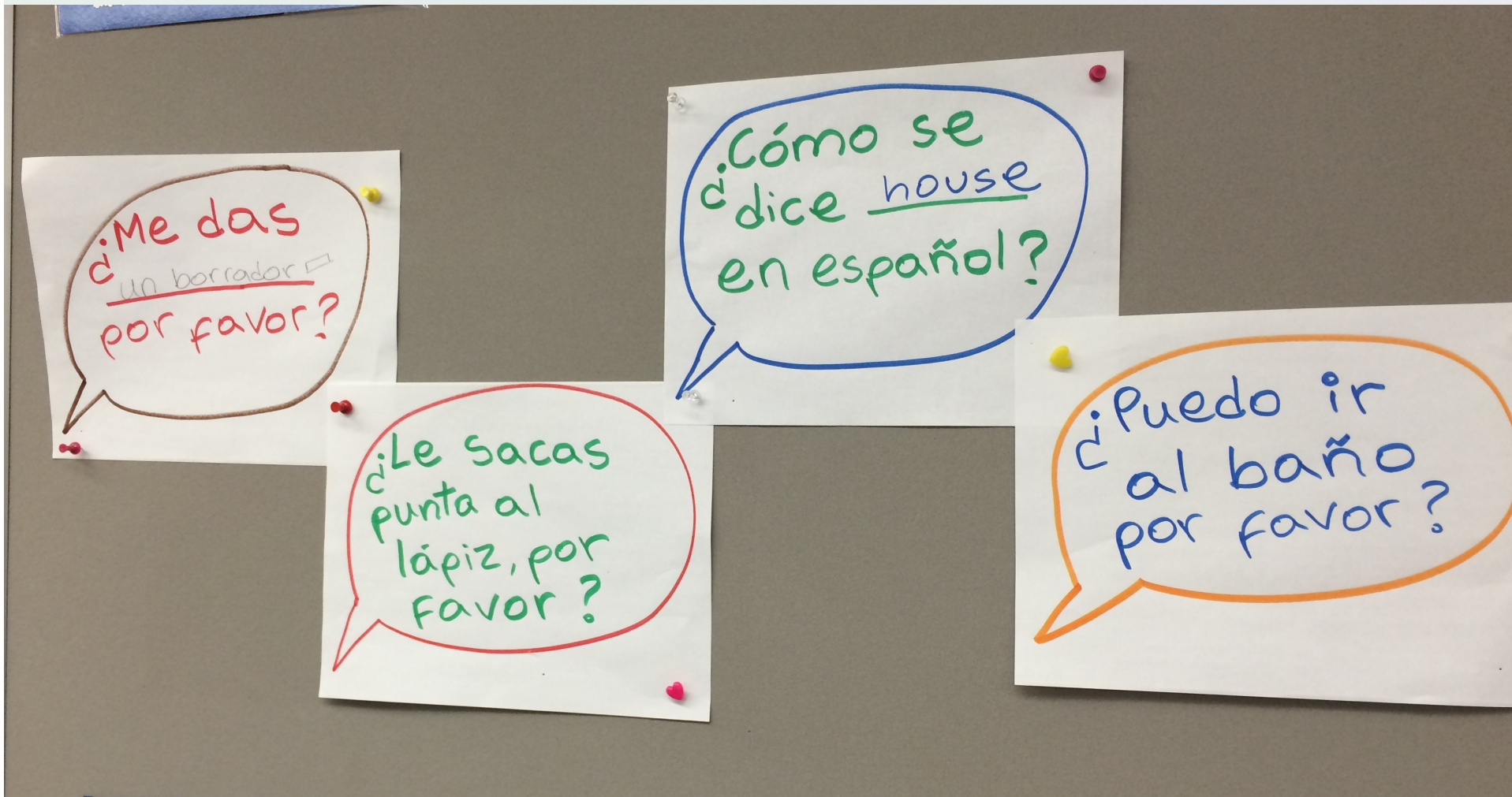


What are some
implications for your
practice?



Samples: Spanish Language Charts





Para comparar

¿Como...?

Para

En m

Mi

Lo que tienen en común es/son ...

Son diferentes porque...

La idea d

Mi idea es parecida a la de...

Tengo

Yo estoy de acuerdo con ... porque...

No e

Our Mission Statement:

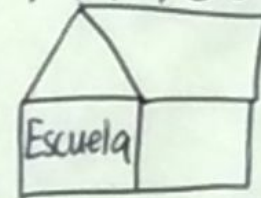
... collaboratively create a community of
... g by guiding students to become
... d to reach their highest potential.
... y instruction based on standards,
... g will inspire students to become
... ate citizens who will help create a
... ed world."

informal



rayar
muñcho
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Casa

puchar

tochar

onde

~~al~~omache

Picar

cache

6 muncho

Escuela

empujar

tocar

donde

almuerzo

~~es~~icajar

a garé

mucho



Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

la escuela media
(Chile)

el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE.UU.)



Samples: Spanish Literacy Charts



Comunida

Me

mama mapa

marley

masa mamá
ma got

Ma

matemáticas

mascara

mañita

Marz

May

Ma

Maestra

Mañita

mesa

memo

Me

misael

camila

camino

Mi

mis

MIMI

mono

Mo

memo

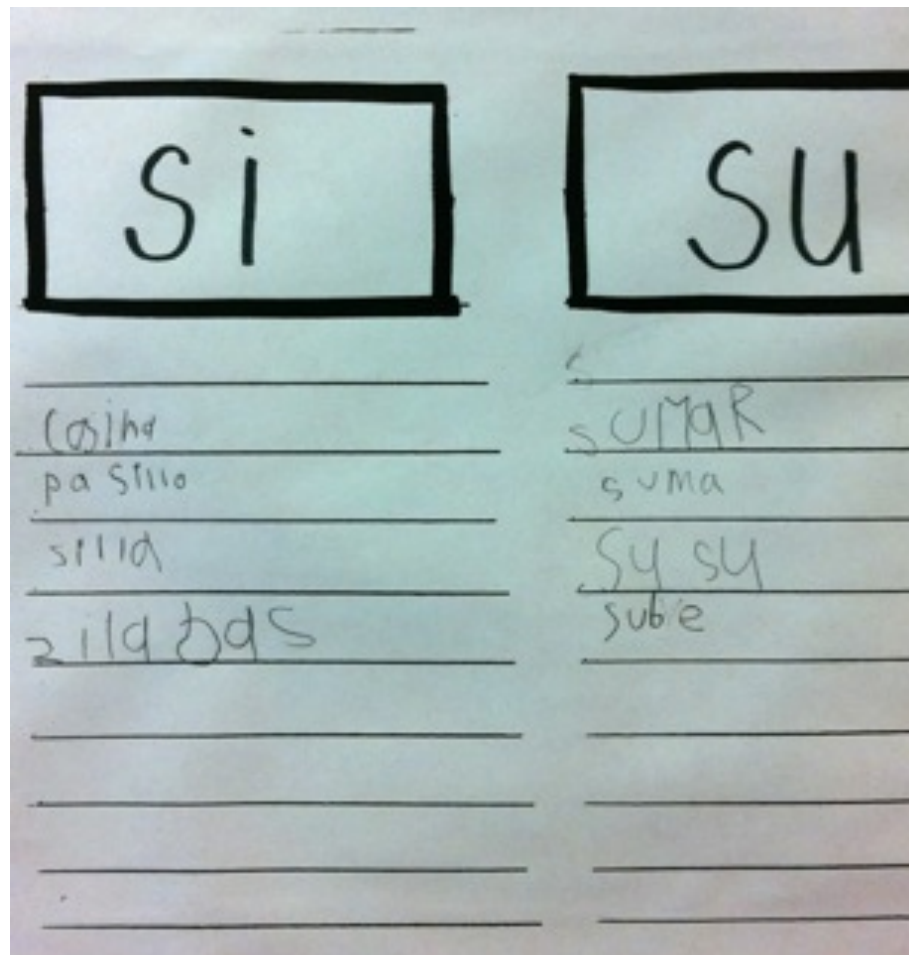
mucho

musica

Mu

Comunidad

Sílabas



ma me mi mo mu

nano



mamá



maestra



martes



mago

mo

maceta



macarrón



manejar



mar



mariposa



mariguita



martillo



maleta



mermelada



merengu



menú



mesa



mecer



Metra



medusa



medalla



mesero



melón



medir



mecabota



mecánico



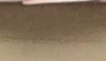
medicina



meta



Mexico



Minnie



Mickey



Michoacana



mina



minero



microbios



microfono



miércoles

mira

microondas



moto



muchila



molino



moretón



montaña



monedas



monedero



monstruo



morado



mojado



Monsilabo



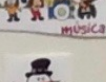
muñeca



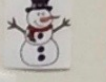
música



muñeco



de nieve



mula



Mulán



mujeres



muletas

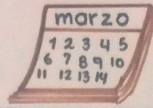


mucho



mar

marzo



martes



Martes

Lunes
martes
miércoles

Martha



marmota



martillo



marcador



margarita



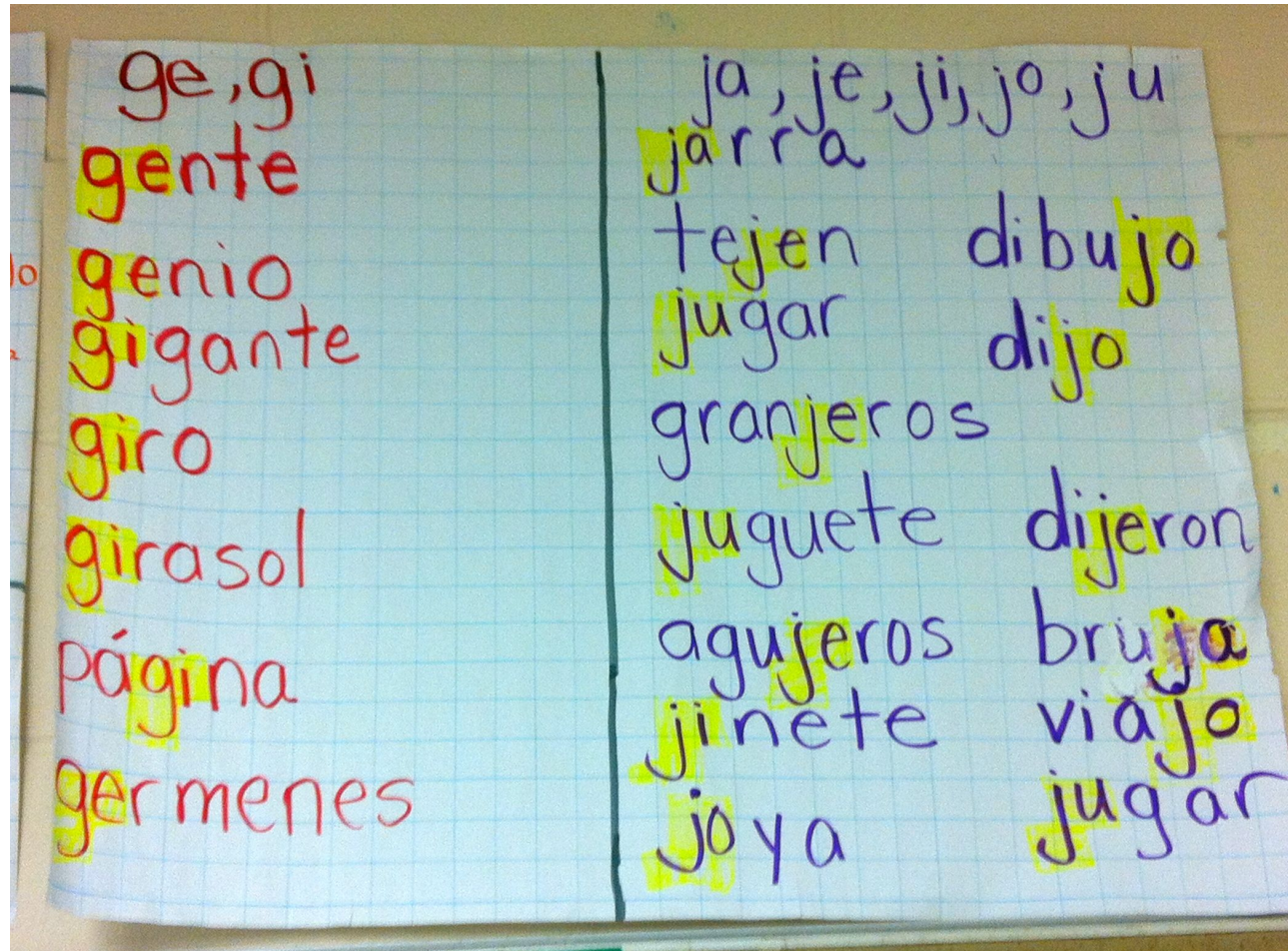
Martina



Martinez



Sílabas



¿Tienes la sílaba **va** en tu nombre?

Si

Vanessa

No

Jazmin Lilysarai

Victor Aolany

Emily

Justin

Rigoberto Gabriela

Christopher

Margarita

Joselyn

Daisy

Joel

Damian

Vanessa

Lucy

La h muda



La “b” y la “v”



Las letras tramosas – la “c de cine”



C (cine)

S (sonido)

Z (zapato)

Consecuencia

decisión

hacer

Sinceramente

Caperucita

ciudad

ciudadano

reciclaje

Científicos

Contrastar

recicla

proceso

piso

peso

sopa

Consecuencia

decisión

resolver

Sinceramente

Segundo

soberanía

Sistema

ecosystem

escalabos

Serpentean

asado

Usaria

Ramba

lombriz

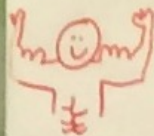
empesar

cofteza

Zancuda

Spanish Anchor Char
Or Word Walls
p.123 and 124

C (casa)



cosas

recojer

con

compartir

comunidad

pico

Consecuencia función. que

Cuando

cloafila

Caperucita

reciclar

contien en

Contrastar

clase

comparar

intercambio

Ficción

comp

ecosistema

No Ficción

most con

de pinto

carbo

Q (queso)

¿Qué?

¿Quién?

Querido

parque

quemar

A House Is a House
for Me

Winking,
blinking.

The
Zinn

Vv (vaca)

resolver
Vista

valiente

Sobrevivir

sombra

sirve

llevar

Saván

Bb (burro)

buenos

debemos

Problema

libertad

Ruby albura

Hábitat

Sobrevivir

intercambiar

10/50

cambiar
Arbol
cos



WILD JIM ARNOSKY

h (muda)

hay
el hemisferio
la hibernación
hecho

Acento(í) Tildes(ñ)

béisbol
después

Diéresis (ü)

Hh (muda)

hoy hunde
hermana
hermano
haz
hasta
hice

Los artículos

la

el

La escuela
La casa

los

Samples: Spanish Content Charts



Mi familia

Mi mamá.



Mi papá.



Mi hermano.



Mi hermana.



Mi abuelo.



Mi abuela.



Yo.



Mi familia y yo.



Fin.





Quina
 H. [illegible]
 [illegible]
 [illegible]

[illegible]
 [illegible]
 [illegible]

Se de [illegible]
 [illegible]
 [illegible]



Que [illegible]
 [illegible]
 [illegible]
 [illegible]
 [illegible]

[illegible]
 [illegible]
 [illegible]
 [illegible]
 [illegible]



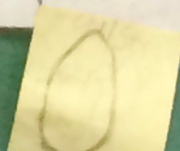
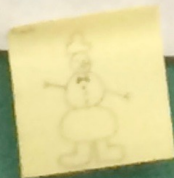
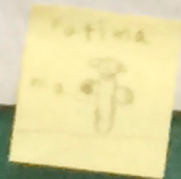
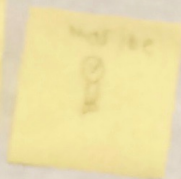
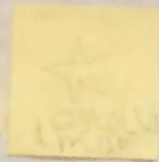
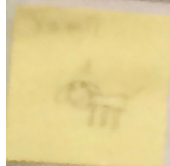
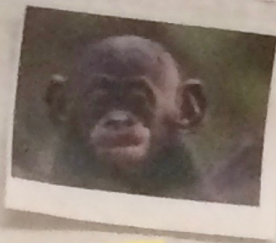
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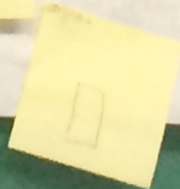
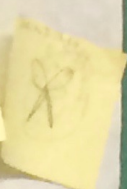
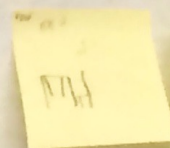
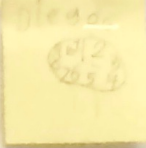
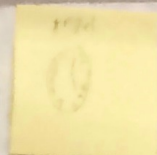
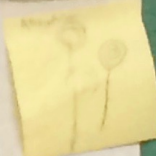
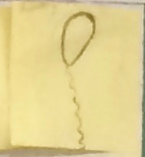
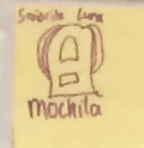
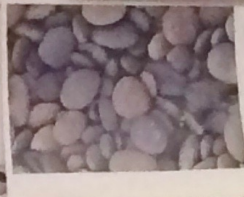
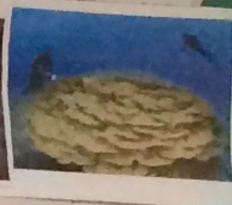
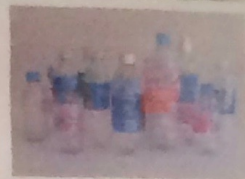
[illegible]
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Seres vivos



no ser vivientes





Video 1: Introducción



Video 2: La segmentación silábica y la importancia del acento diacrítico



Video 3: Las vocales débiles y fuertes

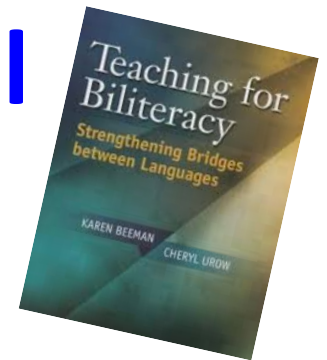


Video 4: Un dictado con los nombres



**Series of 5 Videos
highlighting how to
use student names to
develop initial literacy
in Spanish using
Nombres cortos y
largos**

3. Spanish and English are governed by distinct linguistic rules and cultural norms.



- Spanish and English are distinct at the word level p. 101, Chapter 9: pp. 118-119
- Spanish and English are distinct at the discourse level – pp. 10-14; p. 101-104



Monolingual Discourse Patterns

English



Romance



Which discourse pattern? #1

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern? #2

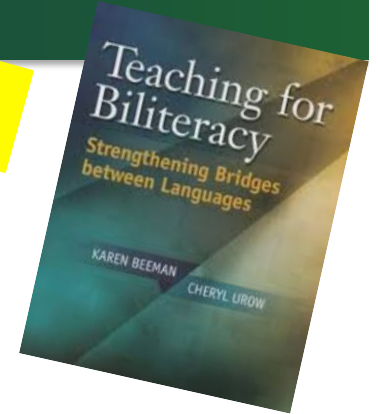
- Era bella, elástica, con una piel tierna del color de pan y los ojos de almendras verdes, y tenía el cabello liso y negro y largo hasta la espalda, y una aura de antigüedad que lo mismo podía ser de Indonesia que de los Andes. Estaba vestida con un gusto sutil: chaqueta de lince, blusa de seda natural con flores muy tenues, pantalones de lino crudo, y unos zapatos lineales del color de la buganvillas.

Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern?

p. 103

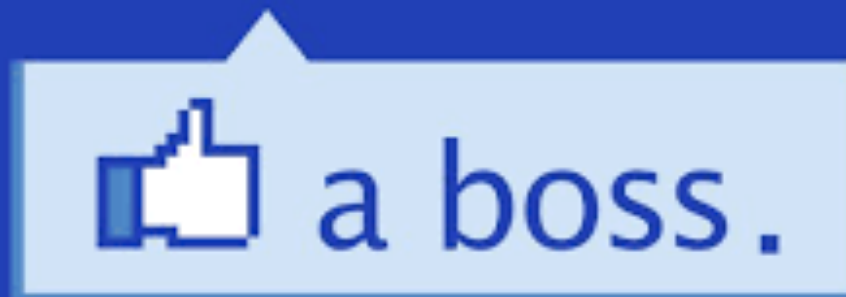


La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

What is one thing that you can do in your classroom that reflects the linguistic rules and the cultural norms by which each language is governed?





We Need Your Help!



- Table tents
- Scrap paper
- Garbage
- Orange tags with district name

Material Boxes

- Charts
- Posters