

Wednesday, June 29, 2016

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



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THE CENTER

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- Unpacking the BUF (Biliteracy Unit Framework)
- The BUF Triangle: Standards, Big Ideas and Summative Assessment
- Oracy and Background Knowledge
- Reading and Writing

Oracy and Background Knowledge

Reading and Writing



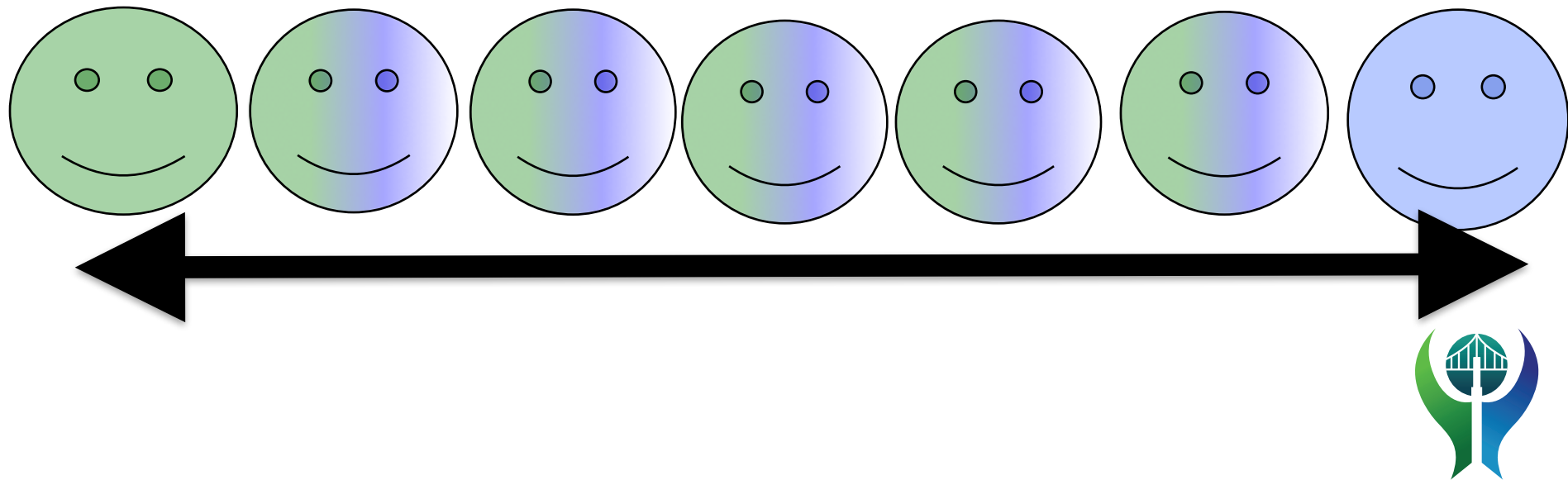
Oracy and Background Knowledge

in anticipation of...

Reading and Writing

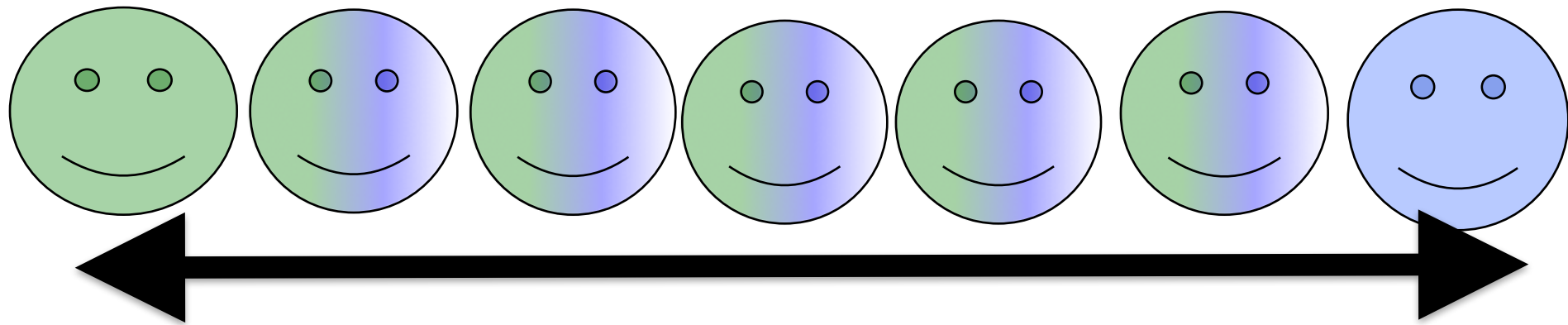


**Building oracy and background
knowledge in anticipation of
reading and writing- supports a
continuum of developing bilinguals**



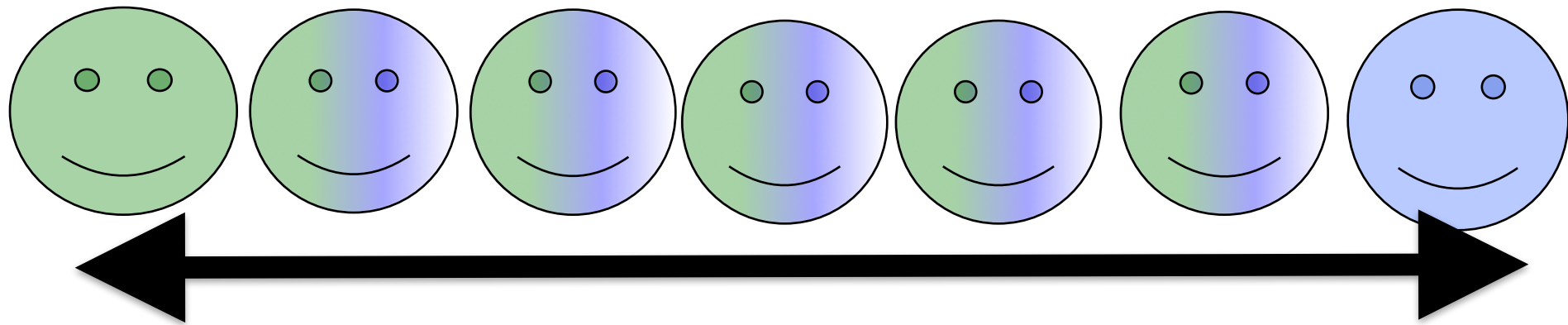
Teaching for biliteracy meets standards in...

Language Development
Literacy
Content



**Which is the most
important?**

**Language Development
Literacy
Content**



Theme Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Oral Language Development	Formative Assessment
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	

Monoliteracy instruction may begin...

- With a KWL (or other strategy for getting at student prior knowledge)
- with a read aloud- dragging the students through the book
- with a letter or syllable (phonics)



Teaching for biliteracy is different than teaching for monoliteracy

- Therefore, our units and lessons need to look different.
- Biliteracy instruction actively builds language, content, and literacy.



Biliteracy instruction actively builds language, content, and literacy.

As you watch the video, look for the range of language proficiencies among the students. Be prepared to share.

1. girl with hat – Laura
2. boy who speaks after Laura – Marcos
3. boy with short blond hair - Roan
4. boy – Osvaldo
5. Strategies? p. 7 of handout.



Integrating Language and Content – Focus on Student Language

- Biliteracy in Action: Science and Spanish Language Arts Fourth Grade
- Video available:
<http://www.teachingforbiliteracy.com/espanol/>

**En la columna azul
observo**

**En la columna
blanca observo**

Biliteracy instruction actively builds language, content, and literacy.

- What language was I teaching?
 - word level
 - sentence level
 - grammar?
- What content was I teaching?

Biliteracy instruction actively builds language, content, and literacy.

- As we continue to watch the video, observe the strategies I use to move the students from oracy to literacy.

Effective language acquisition programs integrate language and content instruction - oracy building strategies

- sentence prompts
- partners talk
- concept attainment
- TPR
- Fishbowl (would have benefitted from additional sentence prompts)



Take a moment to record notes about each of these strategies in your handout. You can find more information about the strategies on the pages indicated.

- sentence prompts
- partners talk
- concept attainment
- TPR
- Fishbowl (would have benefitted from additional sentence prompts)



Biliteracy instruction actively builds language, content, and literacy.

- As we continue to watch the video, observe the strategies I use to continue to build language along with literacy and content.

Oral language proficiency in English improves vocabulary development and reading comprehension.



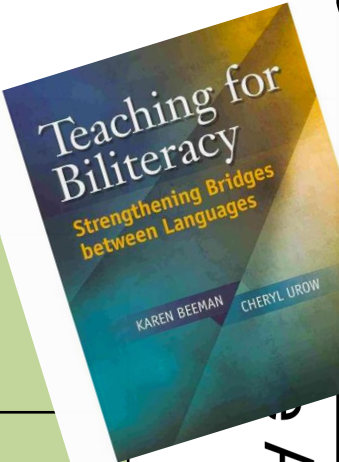
- **Oral proficiency in English** is critical for ELLs, but student performance suggests that it is often overlooked in instruction (*August and Shanahan, 2006*).

Oral language proficiency in English improves vocabulary development and reading comprehension.



- **Oral proficiency in English** is critical for ELLs, but student performance suggests that it is often overlooked in instruction (*August and Shanahan, 2006*).
- Research suggest that the reason for disparity between word and text-level skills among language-minority students is **oral English proficiency**. (*August and Shanahan, 2006*).
- In all K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk. (Francis and Rivera, 2006)

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

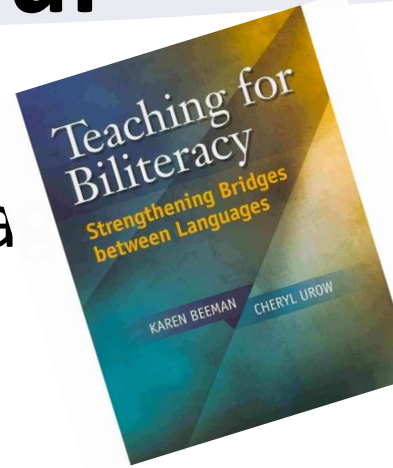
Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards		Content Area Targets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

Formative Assessment

Oracy reflection – Review the oracy building strategies on p. 7 in your handout.

- Review the information in the text (see page numbers indicated in the handout).
- Choose two strategies, and complete the comparison and contrast sentence prompts.
- Then share your comparison and contrast with others.
- Finally, complete the summary statement on the p. 10 of your handout. Be prepared to share.



Use the sentence prompts to compare and contrast two strategies. p. 7 of handout

Compare two strategies.

1. _____ and _____ are

similar because _____

_____.

Contrast the same two strategies.

2. _____ and _____ differ in that

while _____,

_____.



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

- Purposefully integrate language, content, and literacy instruction.
- Allow **ALL** students to participate in an active and meaningful way in the language of instruction.
- Increase student-student interaction.
- Decrease teacher talk.



Oracy and Background Knowledge

in anticipation of...

Reading and Writing



Biliteracy Reading and Writing Strategies – pp. 8 & 9 of your handout.

- Purposefully integrate language, content, and literacy instruction.
- Allow **ALL** students to participate in an active and meaningful way in the language of instruction.
- Increase student-student interaction.
- Decrease teacher talk.



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	Spanish
10:00 – 10:15	Student choice	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

Sample schedule
80/20 model



Time	Subject	Language
8:30 – 8:55	Journals	Student choice
8:50 – 10:00	Spanish Language Arts • Oracy Development • 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	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

Sample schedule
80/20 model



Setting up Routines for Biliteracy Instruction and Assessment



**Daily Reading and Writing Across
Languages:**

**SSR & Readers' Interviews (p. 95-97)
Dialogue Journals (p. 106-7)**

SSR & Readers' Interviews

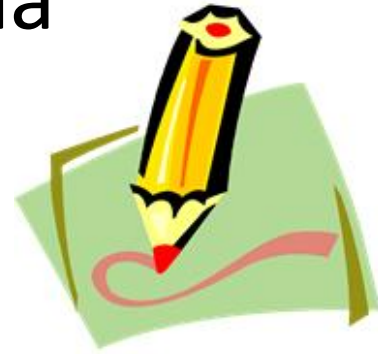
Dialogue Journals

- Allow students choice in genre AND language.
- Provide opportunities for formative assessment across languages (the third space).
- Provide opportunities for one-on-one instruction.
- Give students voice.



Dialogue Journals: pp. 106-7

- Schedule time for daily **free** writing via dialogue journals.
- Model “writing the world”.
- Slowly increase time to build stamina.
- Teacher responds to dialogue journals (a few each day) with a comment, a connection, and a question in the language of the journal. **NO CORRECTIONS!!**
- Keep anecdotal records of the writing in the journals.



SSR & Readers' Interviews (p. 95-97)

- Students may read in any language, any book, any genre.
- Slowly increase time to build stamina.
- Interview individual students in the language of the book.
- Keep anecdotal records of the interviews.

