

A BUF in Action Biliteracy Summit Chicago, Ill.



Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com

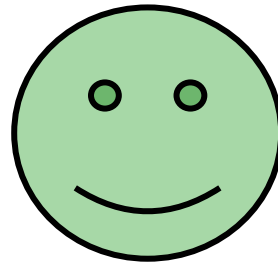
@T4Biliteracy



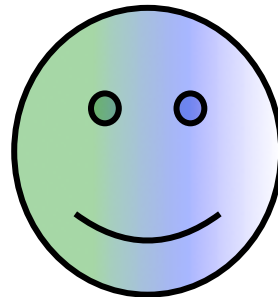
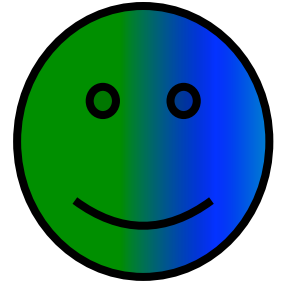
Teaching for Biliteracy



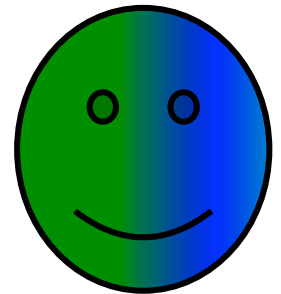
Introductions



**Sequential
bilingual**



**Simultaneous
bilingual**



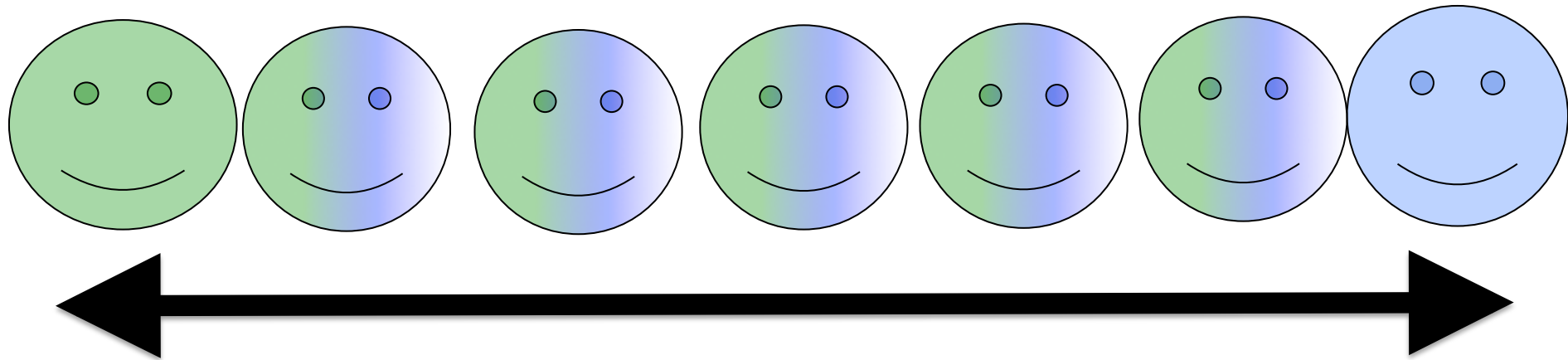
The Range of Linguistic Resources of My Students



Meet the Needs of ALL Students



The Range of Linguistic Resources of My Students

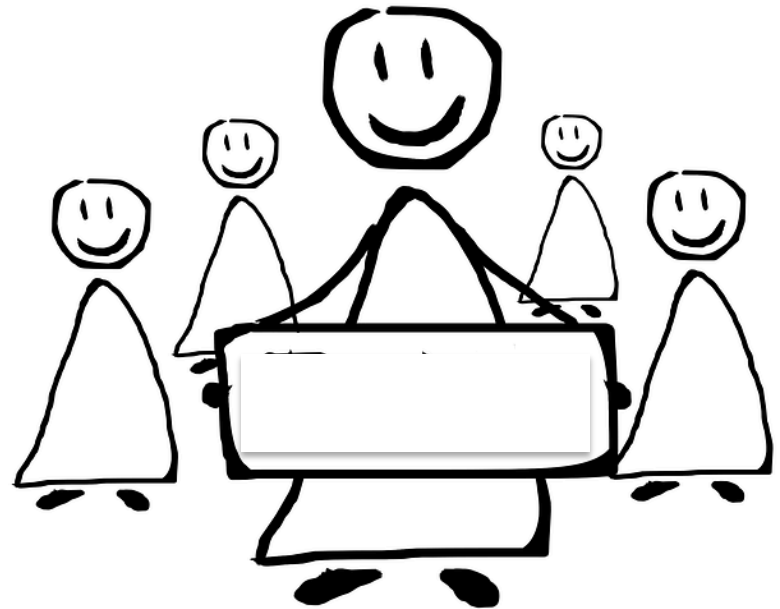
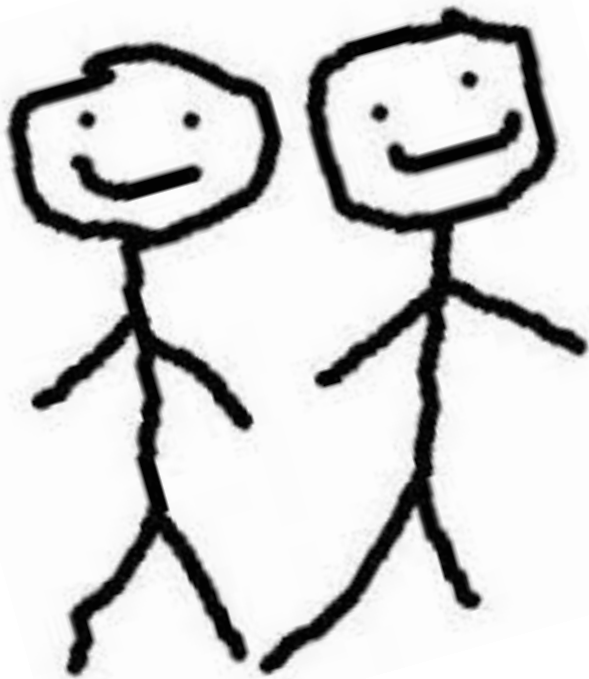


Meet the Needs of ALL Students

Applicable in ALL Programs



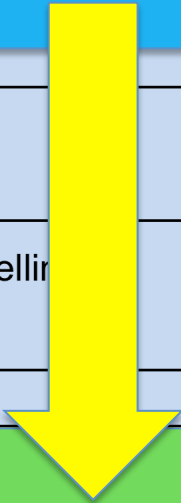
Strategic Pairing and Grouping



Let us dig in



Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s)
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	Spanish Formative Assessment		
Reading Comprehension			
Writing			
Word Study and Fluency			
Summative Assessment			
Bridge	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	<div data-bbox="732 546 1748 801"> <div data-bbox="1083 639 1396 733">English</div> <div data-bbox="1049 751 1230 1249">  </div> <div data-bbox="589 1172 1601 1422"> <div data-bbox="919 1265 1265 1359">Spanish</div> </div> </div> <div data-bbox="1760 539 1827 1242" data-cs="2" data-kind="parent">Formative Assessment</div> <div data-kind="ghost"></div>	
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		

A Biliteracy Framework

Ch. 1 pp.14-15

- ✓ Learning new concepts and literacy skills in one language
- ✓ The Bridge- compare concepts and languages using two languages
- ✓ Extension- applying their learning in one language to learning with another



Kindergarten Identity Inquiry

Is Everyone Unique?

New York State Social Studies Framework Key Idea & Practices	K.1: Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.  Gathering, Interpreting, and Using Evidence  Comparison and Contextualization  Civic Participation
Staging the Question	Engage the class in discussion of the question "Who am I?"

Supporting Question 1	Supporting Question 2	Supporting Question 3
Understand	Understand	Assess
Am I unique?	Am I the same as other people?	How can I be unique and the same?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Draw a self-portrait and respond to sentence starters.	During a gallery walk, place sticker dots on portraits to note similarities and differences.	Construct an individual T-chart that lists unique characteristics on one side and similar characteristics on the other.
Featured Sources	Featured Sources	Featured Sources
Source A: Image bank: Child engaged in different activities and roles Source B: Image bank: Children engaged in different activities	Source A: Image bank: Groups of children engaged in different activities	Source A: Image bank: Different people engaged in the same activity.

Summative Performance Task	ARGUMENT Is everyone unique? Construct an argument that addresses the compelling question using specific claims and relevant evidence.
	ACT Create a video to share with parents about similarities and differences within the class.

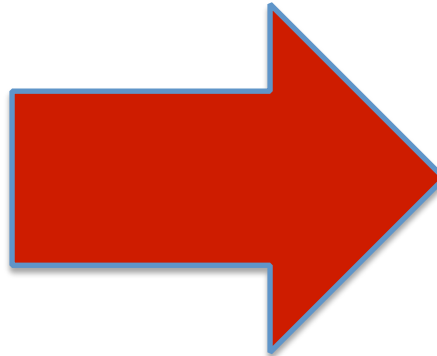
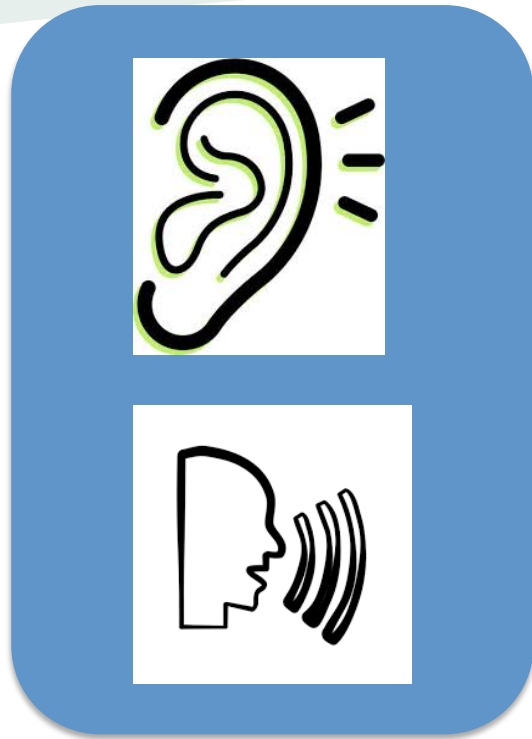


Content Area Instruction

- Concept Attainment
- TPR (Total Physical Response)
- Fish Bowl
- Picture Sorts
- Language Experience Approach (LEA)
- Centers
- Read Aloud



The Purpose of Oracy is ...



..to prepare **ALL** students for literacy success with grade level texts and academic content.



Day 1

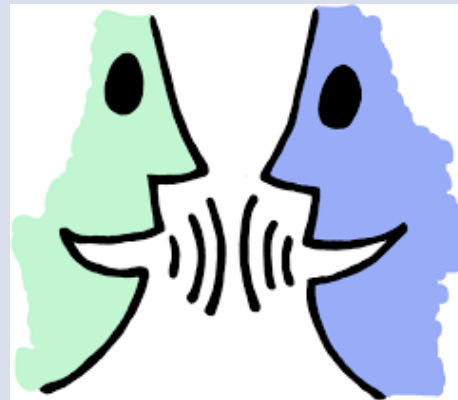
**ORACY BUILDING – language building
in anticipation of literacy and content
instruction**



Yo veo...



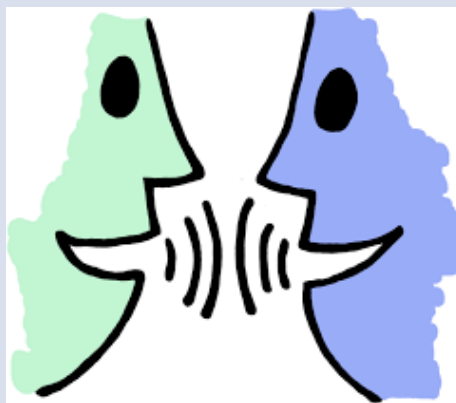
Yo veo...



Cosas



Acciones



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)

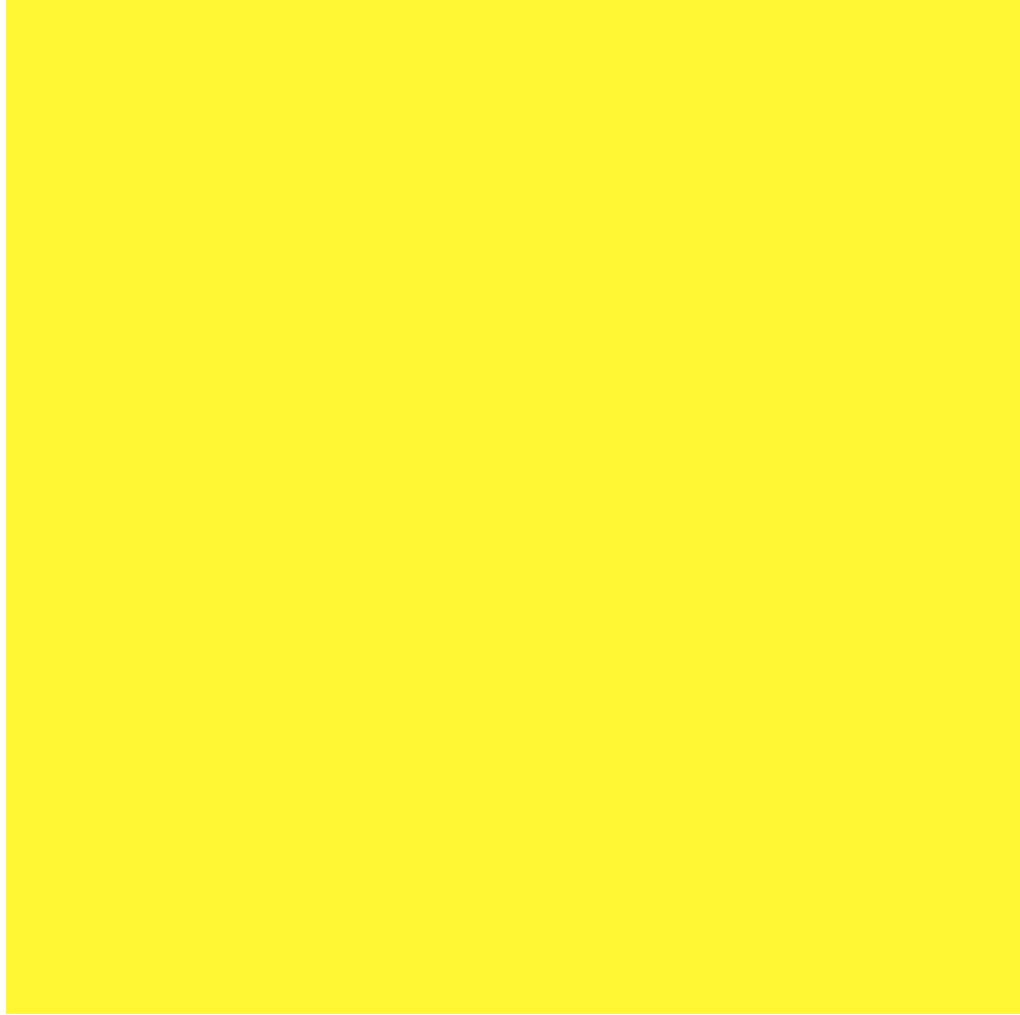


Total Physical Response (TPR)





Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Total Physical Response (TPR)



Day 2

MORE ORACY BUILDING

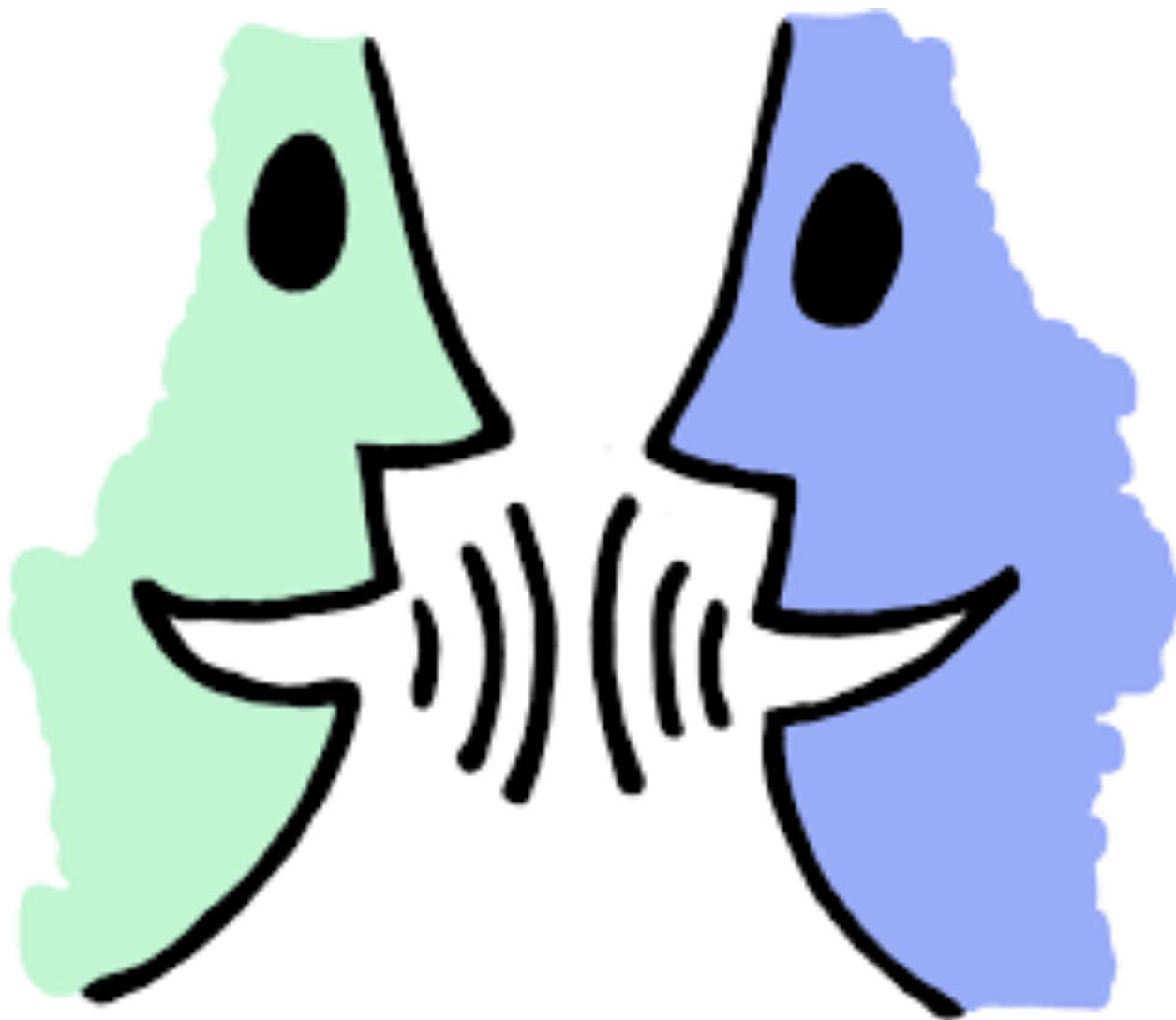










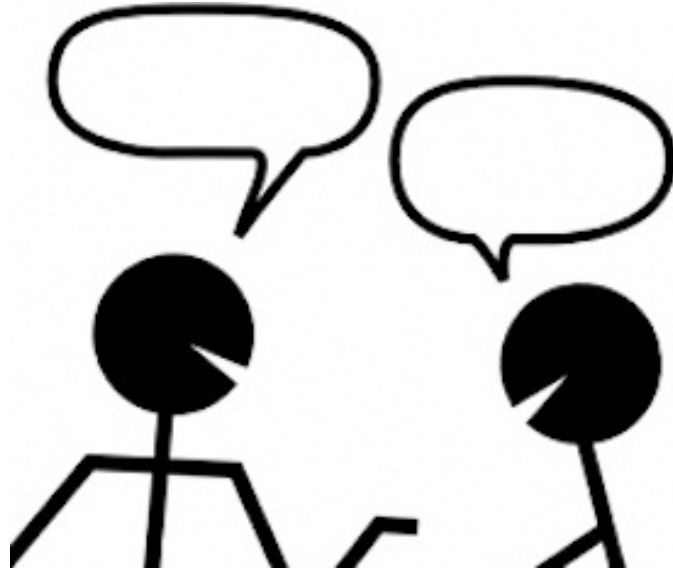




Day 3

**Moving from oracy to
one center
FISH BOWL**

Estudiantes trabajan en pares o grupos para categorizar fotos



Estudiante A:

A mi me gusta _____

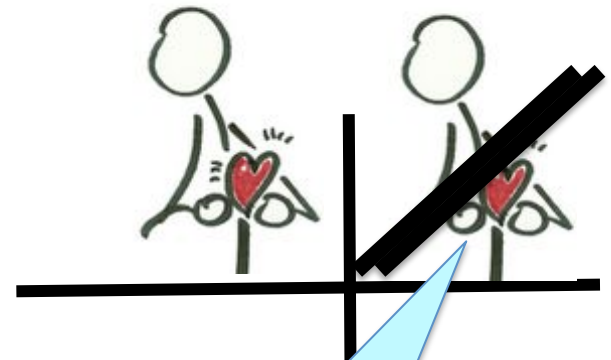
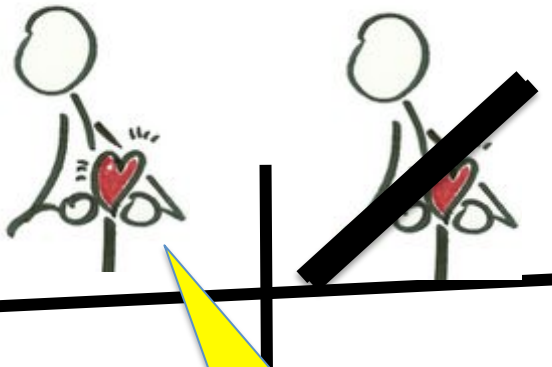
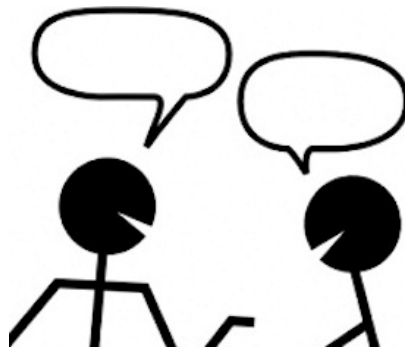
¿A ti, que te gusta?



Estudiante B:

A mi me gusta _____

¿A ti, que te gusta?



A mi me gusta _____

A mi no me gusta _____

Days 4, 5, 6, 7...

Centers

Centers Work

And Oracy Development

Spanish

Graphs of
class likes
and dislikes

Put a dot if it
is the same
as you

Compare yourself
to others using
illustrations and
class charts

English

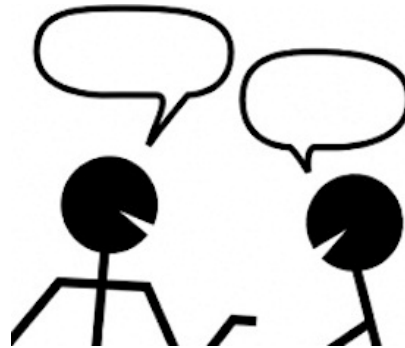
Use stickers to
create your own
T-chart of “likes”
and “dislikes”

Last units work



Centers Work

And Oracy Development



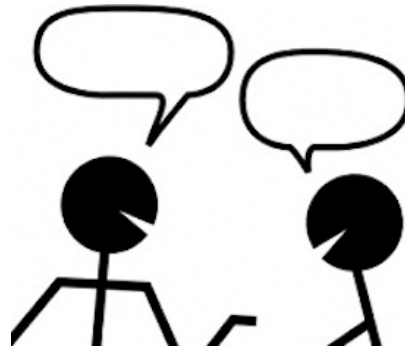
Spanish

Graphs of
class likes
and dislikes



Centers Work

And Oracy Development



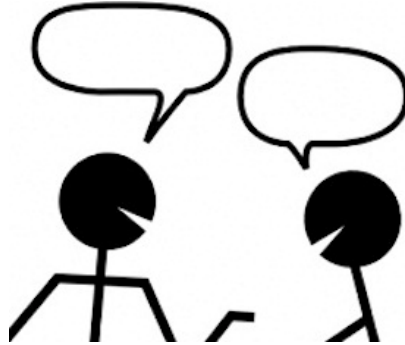
Spanish

Put a dot if it
is the same
as you



Centers Work

And Oracy Development



Spanish

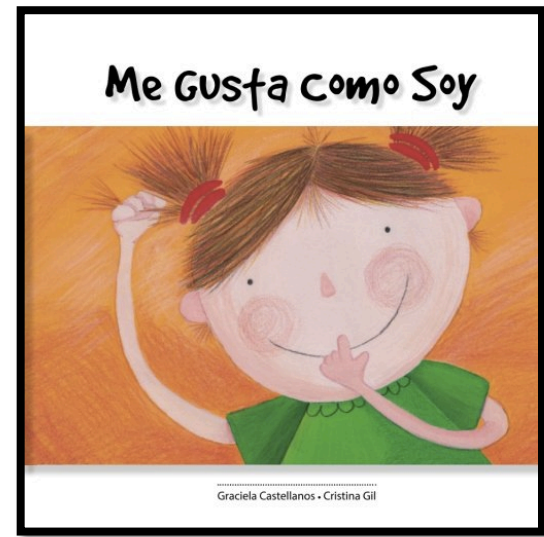
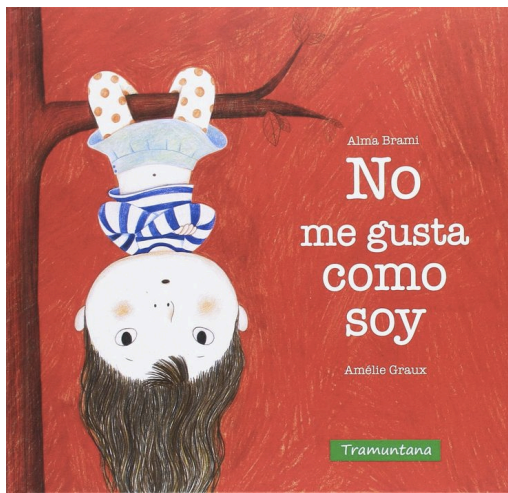
Compare yourself
to others using
illustrations and
class charts



ENTENDIMIENTOS

- A LA GENTE LES GUSTA HACER COSAS
- CADA PERSONA ES UNICA, YO SOY UNICO
- SOY IGUAL QUE OTRAS PERSONAS
- SOY DIFERENTE QUE OTRAS PERSONAS





Libros de sugerencia para lectura

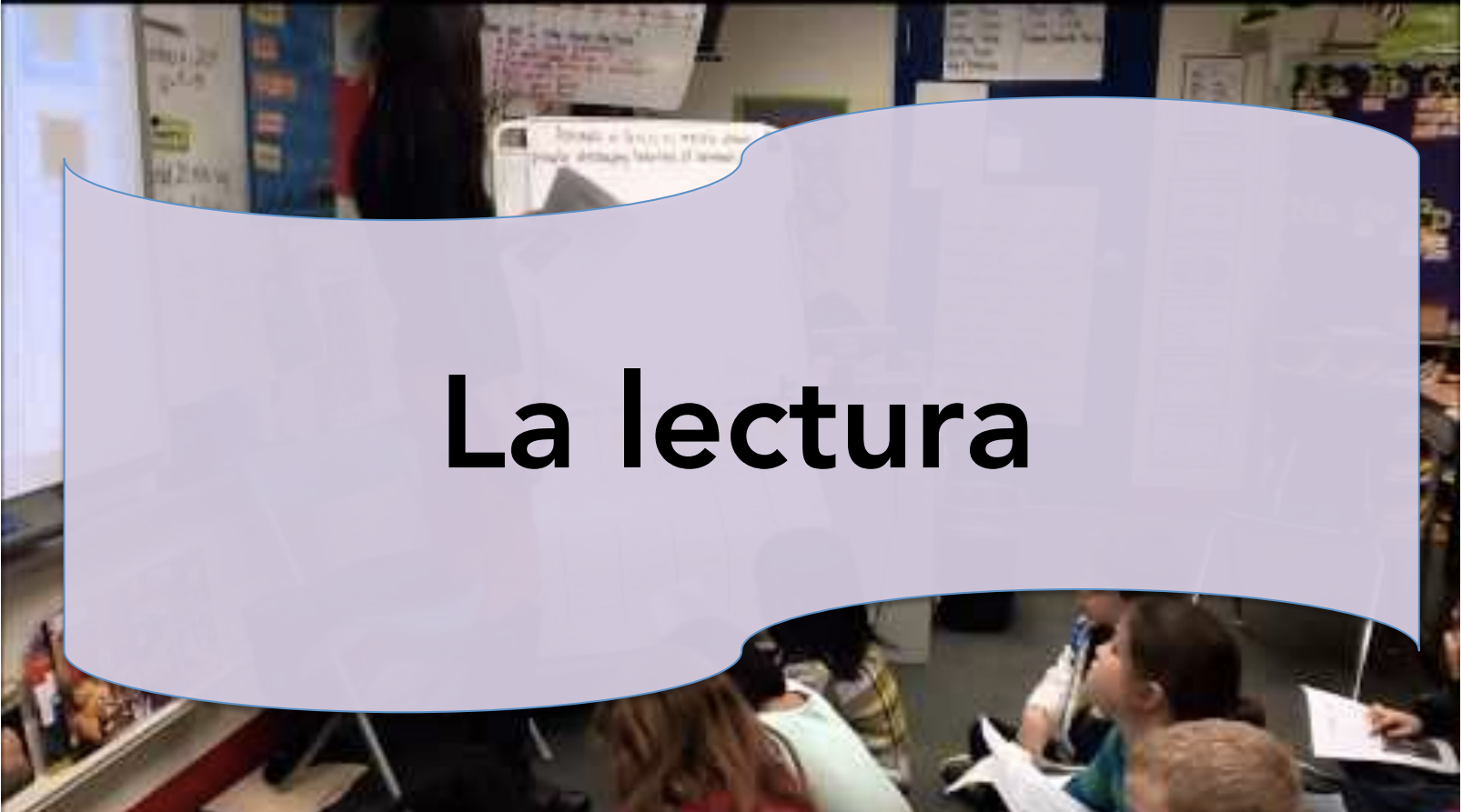
"No me gusta como soy" de Amélie Graux

"Me gusta" de Constanze Von Kitzing

"Me gusta como soy" de Graciela Castellanos

LEA: Language Experience Approach

And Oracy Development

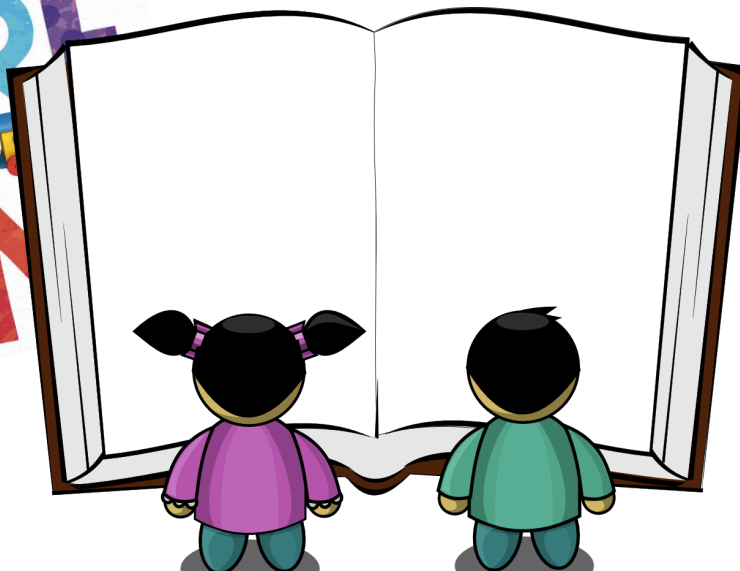


La lectura

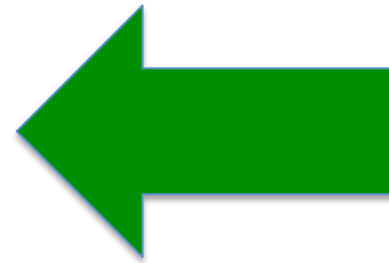


About Day 14...

Final project (summative assessment)

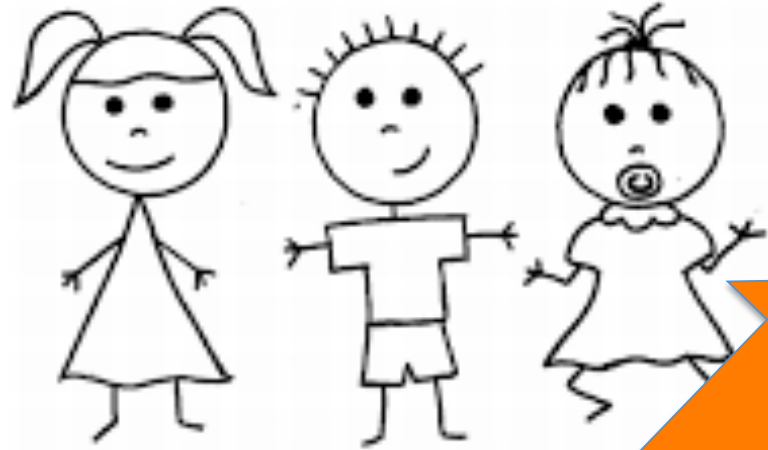


IN SPANISH



About Day 15...

**The Bridge and
Metalinguistic Focus**



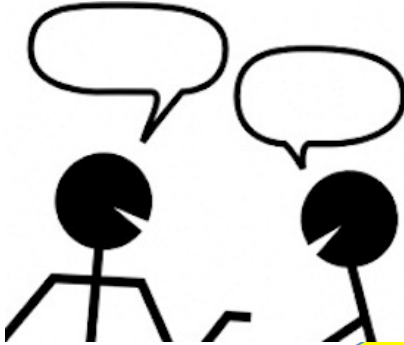
I like swimming.

That is English



I like swimming.

That is English

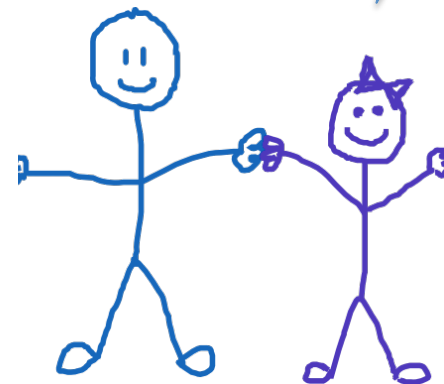
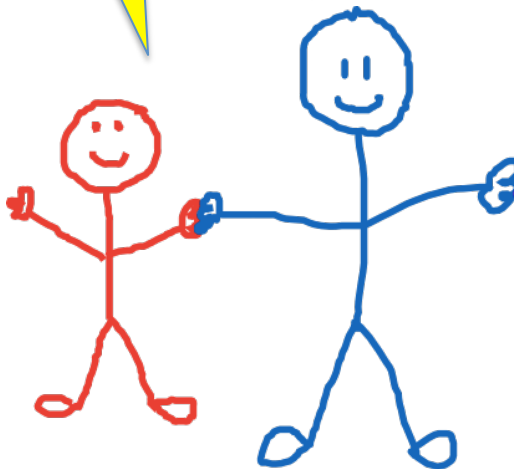


Me gusta la Luna.

That is Spanish.

I like soccer.

That is English.

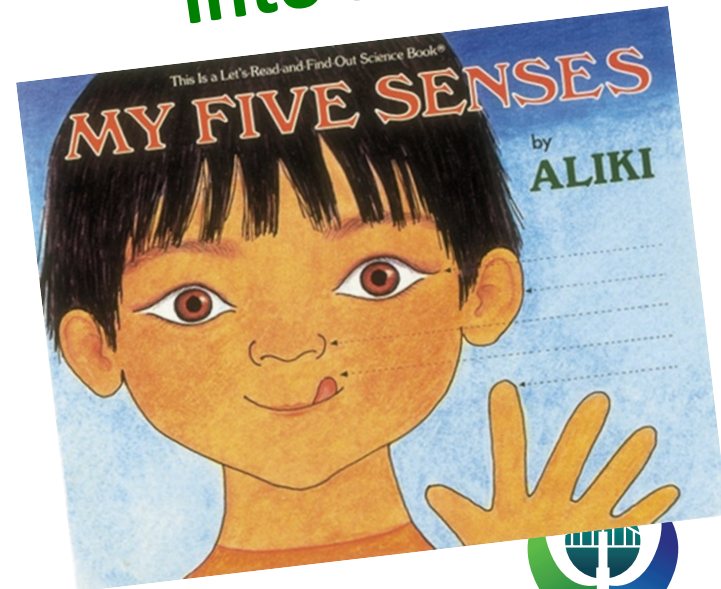


About Day 17...

**The Extension into
English literacy**

I see.....
I like to...
I want to learn
to.....

Taking it
into science



Reflection on sample biliteracy instruction

- What helped you as a learner?
- What was challenging?
- How did I integrate content, literacy, and language instruction?



Teaching for biliteracy is different than teaching for monoliteracy

- Therefore, our lessons and units need to look different.
- Therefore, the strategies are used differently.
- Biliteracy instruction actively builds language, content, and literacy.



Sample Biliteracy Instruction

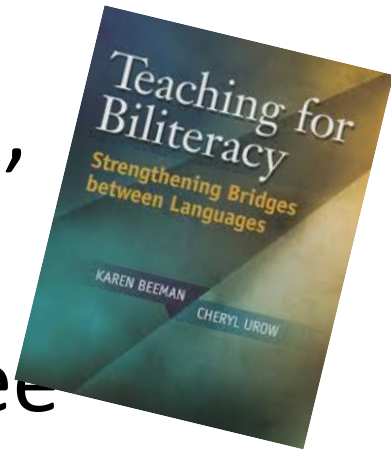
Strategies for Biliteracy Instruction

**...integrates content, literacy and
language instruction**



Creating Bilingual Units of Instruction: A Biliteracy Unit Framework (BUF), **pp. 16-17**

- A structure for integrating language, literacy, and content
- A structure for planning for the three linguistic spaces

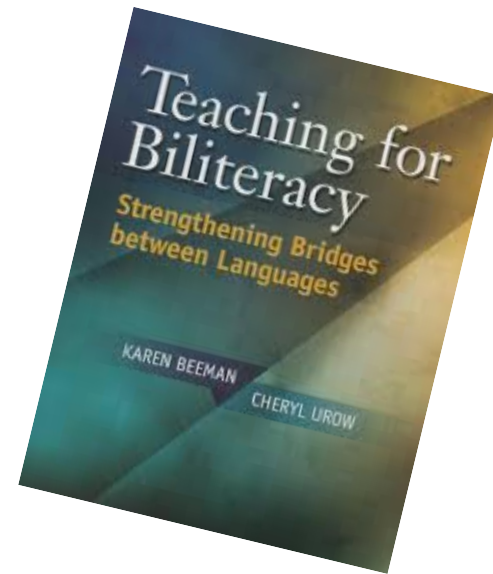


Theme Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets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



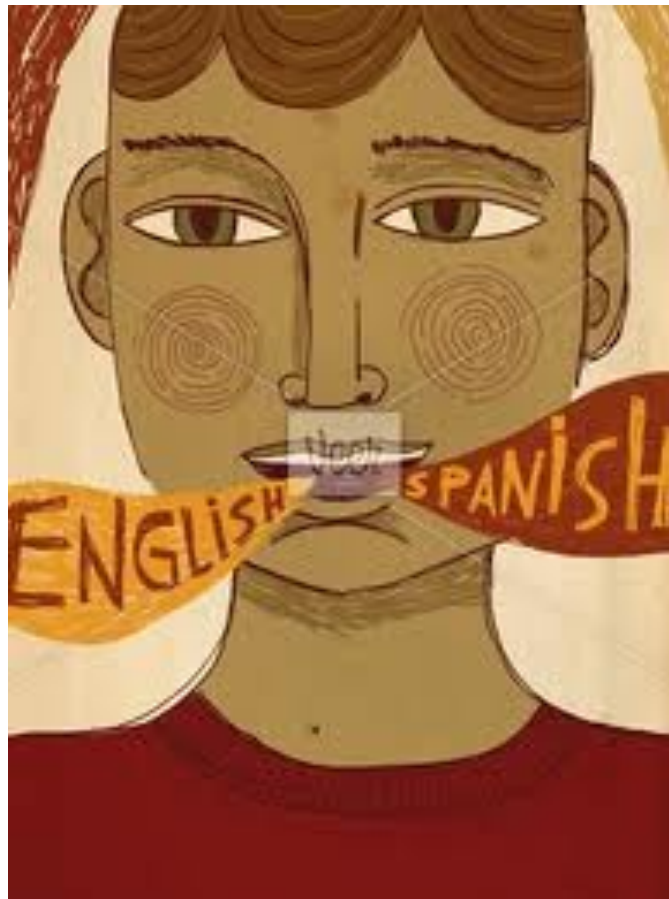
What do all biliteracy strategies have in common?

- Explicitly build language along with content and literacy
- Allow ALL students to participate actively and meaningfully
- Increase student-student interaction
- Are student centered
- Decrease teacher talk



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 activity • Vocabulary Development		chapter 6
Reading Comprehension • Guided Reading • Read aloud		chapter 7
Writing • Guided Writing • Writers' Workshop		chapter 8
Word Study and Fluency • Decoding • Phonics		chapter 9
Summative Assessment		
Bridge • Metalinguistic Skills		chapter 10
Extension Lesson or Activity		

The paradigm for teaching for biliteracy



Teaching for biliteracy is different
than teaching for monoliteracy.

**In order to effectively teach for
biliteracy, we need a paradigm that
reflects biliteracy development
rather than monoliteracy
development.**

different from teaching for
monoliteracy.

Deficit Paradigm

Strength Based Paradigm

Students have an L1 (or dominant language)

Students
monolingual

Students
their language
in both languages

Students
learning

Language
separate
concepts

the students: two
linguistic spaces.

How does your program or your teaching currently reflect a strength-based paradigm?

How can you increase programming and teaching from a strength-based perspective?

distinct linguistic
spaces.

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**My biggest take-away from
today is...**

**I would still like to learn more
about...**



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¡¡GRACIAS!!



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