

Wednesday, June 28, 2017

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



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THE CENTER

Teaching for biliteracy is different than teaching for monoliteracy because...

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop biliteracy
- Spanish and English are each governed by different linguistic rules and cultural norms

Teaching for biliteracy is different than teaching for monoliteracy. Therefore,...

- Biliteracy mapping looks different, although the same standards are met.
- Instruction looks different.
- Teaching for biliteracy means always integrating the teaching of **language, literacy, and content.**

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	English Language Arts/English Language	Spanish and English
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language • Oracy • Guided practice • Writing • Word study	English



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9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
2:15 – 3:00		...able, half are offered in Spanish and half in English



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

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Building Comprehension

Content Instruction

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment



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

Content Area Targets
Language Targets

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- Interactive, hands-on activity
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Comprehension

- Read aloud

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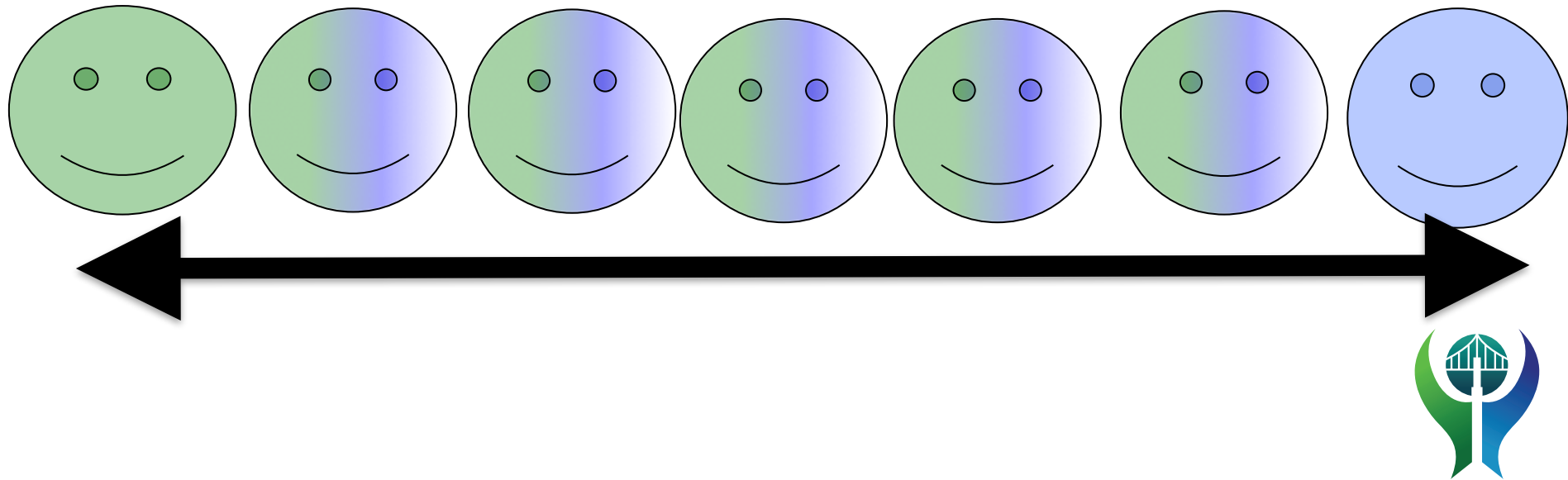
Oracy and Background Knowledge

in anticipation of...

**Reading and Writing and Word
Study and Content**



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



Building oracy and background knowledge means...

- ...beginning instruction in a way that allows ALL students to participate actively and meaningfully
- ...explicitly planning for and implementing strategies that build both receptive (listening) and productive (speaking) oral language use
- ...increasing student-student interactions in the language of instruction
- ...decreasing teacher talk

Building oracy –pp. 81-83

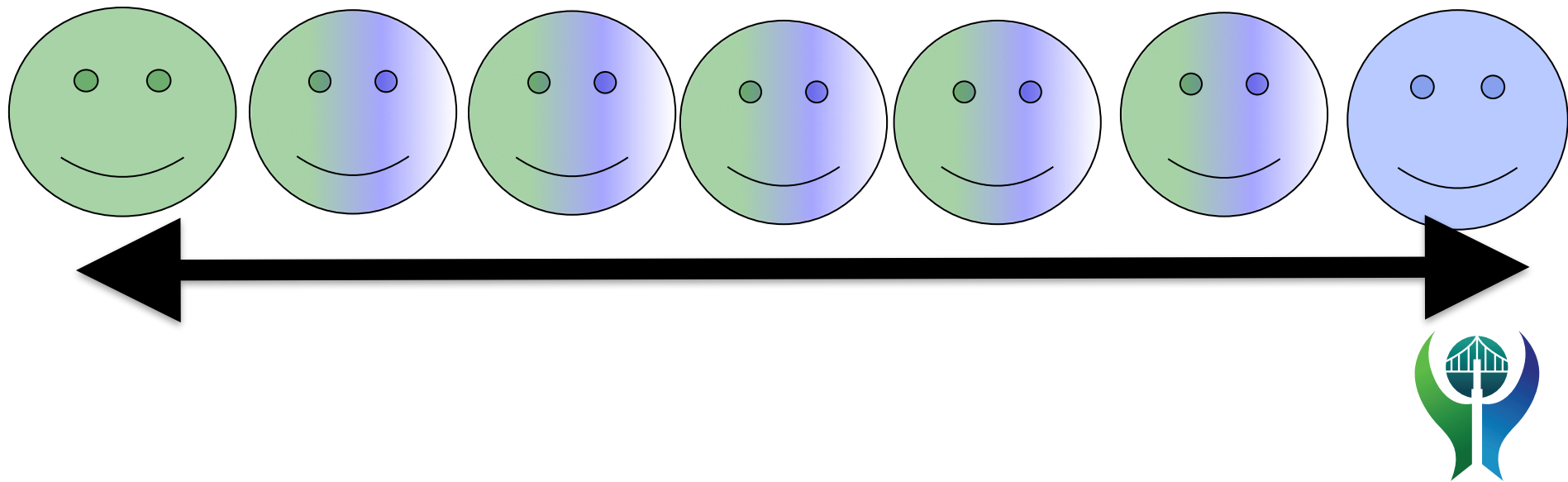
- TPR – Total Physical Response
- ART – Adapted Readers' Theater
- Concept Attainment
- Fishbowl
- Field Trip, Experiment, Movie
- Word Sort and Sentence Prompts

Building oracy –pp. 81-83

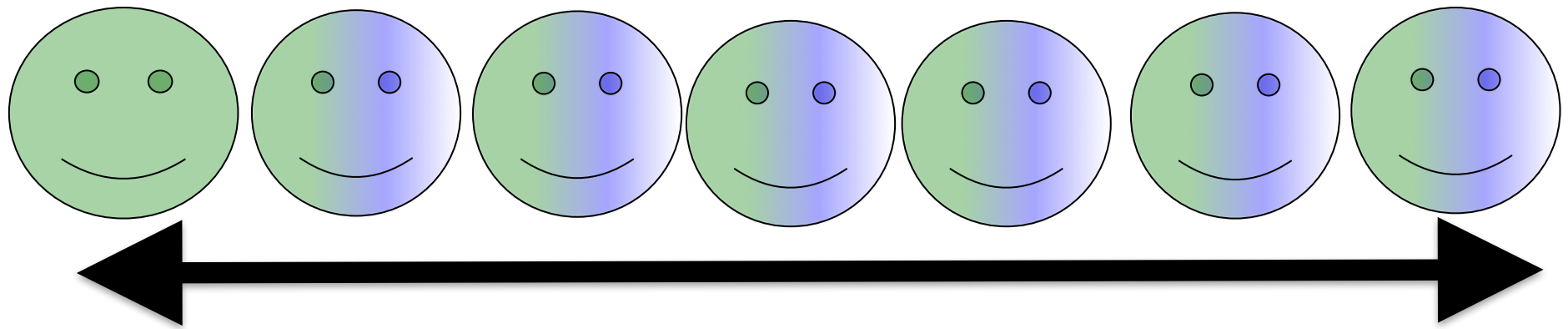
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Which strategy or strategies did you experience in the sample BUF on Monday afternoon?

**It is critical to know the students in
order to plan for oracy building**



**It is critical to know the students in
order to plan for oracy building**



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 word study (phonics, grammar)



Building oracy –pp. 81-83

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- **Which of these strategies did I just use?**
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Building oracy –pp. 81-83

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Building oracy –pp. 81-83

- **TPR – Total Physical Response**
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- **Fishbowl**
- **Field Trip, Experiment, Movie**
- **Word Sort and Sentence Prompts**

Building oracy –pp. 81-83

- **Teaching for biliteracy typically**
- **implements SEVERAL of these**
- **oracy building strategies to**
- **introduce new concepts.**
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Building oracy –pp. 81-83

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- **How did I confirm or deepen your**
- **understanding of these strategies?**
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Building oracy –pp. 81-83

- **TPR – Total Physical Response**
- **Concept Attainment**
- **Sentence Prompts**

Building oracy –pp. 81-83

- **TPR – Total Physical Response**
 - Sentence level, rather than the word level
 - Pre-planned – movements and sentences
 - Movements supported by pictures or realia, do not need to reflect the phrase - ASL
 - I do, we do, you do (gradual release)
- **Concept Attainment**
- **Sentence Prompts**



Building oracy –pp. 81-83

- **TPR – Total Physical Response**
- **Concept Attainment**
 - Can be a single concept, several concepts, or a concept and non-examples
 - Used with sentence prompts
 - Expects and respects student language
 - Formative pre-assessment – language and content
- **Sentence Prompts**

Building oracy –pp. 81-83

- **TPR – Total Physical Response**
- **Concept Attainment**
- **Sentence Prompts**
 - Pre-planned – but can be easily adapted
 - For both **content obligatory** (...sufre calor y presión...) and **content compatible** (Lo que tienen en común...) language
 - Be strategic on when to show students the sentences in print.

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Building oracy –pp. 81-83

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- **Oracy building continues**
- **throughout the unit.**
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[ESPAÑOL](#)[ENGLISH](#)[THE BRIDGE](#)

¡La enseñanza de la lectoescritura bilingüe

See these strategies in action!!



PM - Wednesday, June 28, 2017

- Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units
- Developing a Biliteracy Assessment Protocol
- Implementing Dual Language and Biliteracy and the Secondary Level



PM - Wednesday, June 28, 2017
What practices support biliteracy

Salón A	Salón B	Salón C
Developing a Biliteracy Assessment Protocol Laurie Burgos Alexis Nass Verona, WI Dr. Leanne Evans University of Wisconsin	Using Children's Literature to Meet Language and Literacy Standards in Integrated Biliteracy Units Susan Pryor	Implementing Dual Language and Biliteracy and the Secondary Level Dr. Tom Kourentes Jesse Villanueva Scott Russell <i>Highland Park High School</i>