

Teaching for Biliteracy August Summer Institute

Experiencing a Biliteracy Unit of Instruction:
Spanish to English
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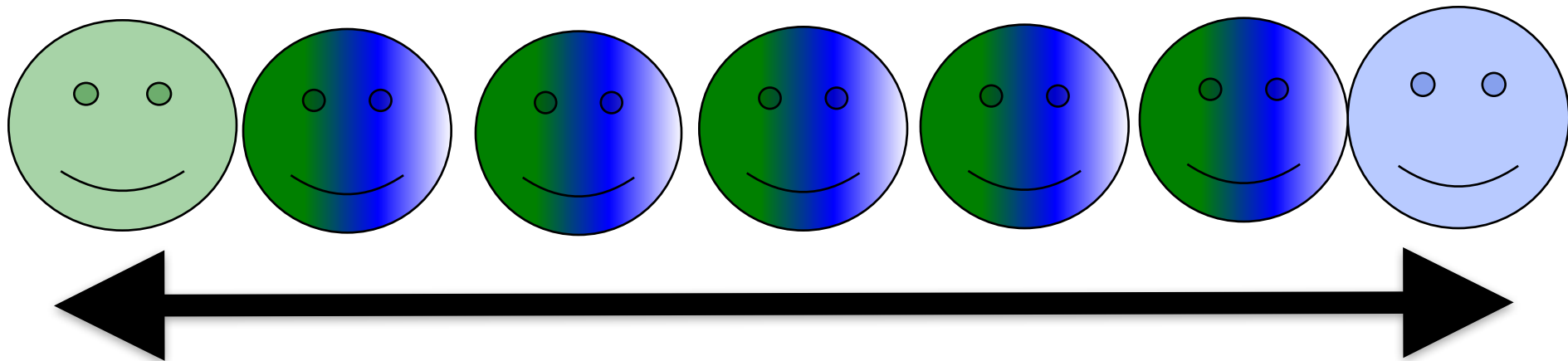
The Strength Based Perspective in the Classroom



Strategic Pairing and Grouping



The Range of Linguistic Resources of My Students



Meet the Needs of ALL Students

Applicable in ALL Programs



Sample Biliteracy Unit Framework: BUF



This Example Reflects

- The Three Linguistic Spaces
- A self-contained, one-teacher model teaching Spanish and English
- The strategic use of language; green represents Spanish and blue represents English
- A scarf that marks the transition to the other language – there is no flip flopping of language
(If this were a two-teacher model there would be no need for a scarf)



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	Spanish ive 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	

Tema:

Estándares:

- Estándares de contenido (ciencias, etc.)
- Artes de Lenguaje: Inglés (ELA)
- Artes de Lenguaje :Español (SLA)
- Desarrollo de Inglés (WIDA)
- Desarrollo de Español (SALSA)

Ideas Principales de Artes de Lenguaje

Ideas Principales de Contenido

Metas de contenido

Metas de lenguaje

Desarrollo de la oralidad y el conocimiento previo

- Actividad interactiva y concreta
- Desarrollo de vocabulario

Comprensión lectora y contenido

- Taller de lectura
- Lectura guiada
- Lectura compartida
- Lectura en pareja
- Lectura independiente

Escritura

- Taller de escritura
- Escritura guiada
- Escritura compartida

...perimentos, experiencias,
...vidades/mini-lecciones y
...yectos e investigaciones.

Estudio de palabras y fluidez

Decodificación, Ortografía, Gramática, Fonética

Evaluación de la unidad

Bridge

Metalinguistic Skills

El Puente

Habilidades y destrezas metalingüísticas

Extension activities or a new unit

Evaluación Formativa
Formative Assessment

Building Oracy and Background Knowledge Through an ART: Adaptive Reader's Theater

p. 81



Teatro de Lectores Adaptado



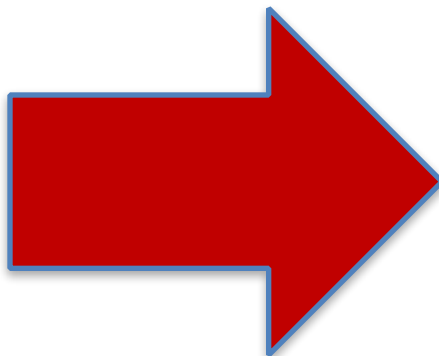
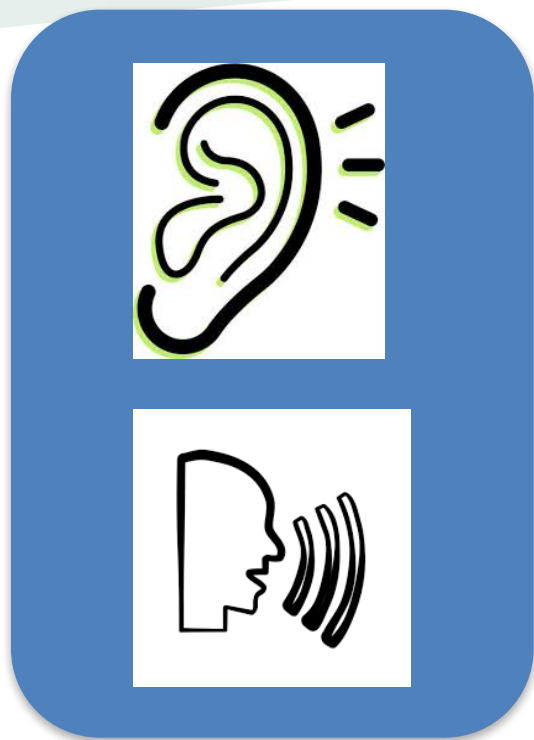
líquido

sólido

gas

Los estados de la
materia

The Purpose of Oracy is ...



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



Content Area Instruction

- Experiments
- Experiences
- LEA of experiences
- Field Trip
- Videos
- Read Aloud

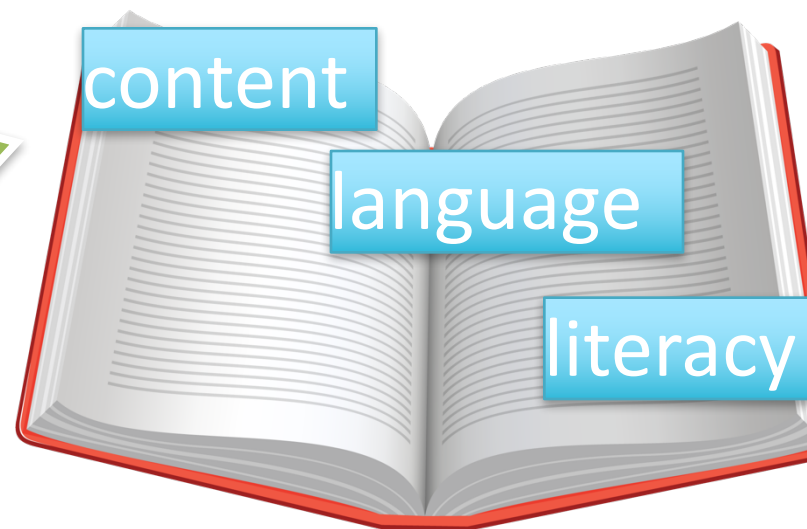
content

language

literacy

Reading Instruction

- Mini Lessons
- Independent Work
- Small Group Work
- Read Alouds
- Close and Share



Oracy and Background
Knowledge

Writing

After many experiences with oral language



Writing



content

language

literacy

- Spanish Language Development (Proficiency) Standards

TPR and Practice Terms

How does the author use text features to help me comprehend?

Write an informative text about the states of matter.

Projects, inquiry, and exploration about the states of matter.

Accents, articles, infinitives, phonics

Complete Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment



Defining Biliteracy:

Teaching for Biliteracy means
always teaching
language
literacy
and
content



The Bridge – El Puente

Español

English



Content Big Ideas

I want my students to understand that:

1. Matter can be classified by its observable properties, for example my desk is a solid – it has a definite shape and size.
2. Adding or removing energy causes changes in the states of matter, for example when a liquid cools, it solidifies.



Literacy Big Ideas

I want my students to understand that when reading informational texts, it is important to 1) use different text features and 2) identify the main purpose of a text including what the author wants to answer, explain, or describe in order to write informational texts about the states of matter.



Effective Biliteracy Strategies

- Allow for the active and meaningful participation of **ALL students**, regardless of language proficiency or academic achievement.
- Build on and enlarge both **receptive** and **productive** content area vocabulary and language structures.
- Build on and expand **background knowledge**.
- **Increase student interaction** and **decrease teacher talk**.



Defining Biliteracy:

Teaching for Biliteracy means
always teaching
language
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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

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

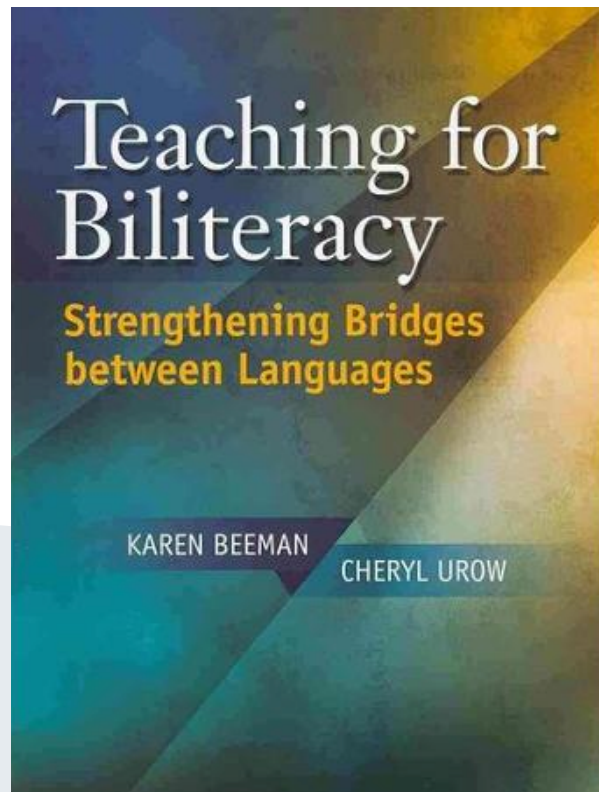
Formative Assessment

Extension Non-Negotiables

- In the other language
- All 4 language domains
- Allows students to explore something new with something old...
- ...using learned literacy skills in a new way and in a different context
- Not re-teaching same content with a different example
- Not re-reading same book
- Not a worksheet



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