

Secondary Sample Biliteracy Instruction Middle School and High School



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Teaching for Biliteracy



The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks) within 1.5 hours, highlighting those elements that are most different in teaching for biliteracy: the oracy building and the Bridge between languages.

In other words, this afternoon we will...



Student Profiles – Developing Bilinguals



Language Minority Sequential Bilingual



Language Majority Sequential Bilingual

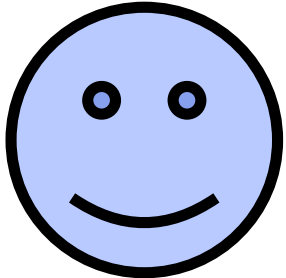
Something I remember hearing this morning about these students is that...



Student Profiles – Developing Bilinguals



Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual

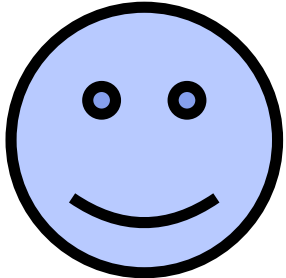
When comparing sequential and simultaneous bilinguals...



Student Profiles – Developing Bilinguals



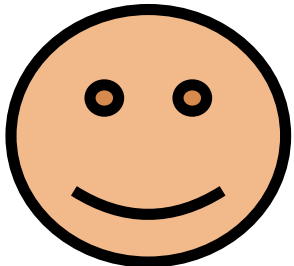
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



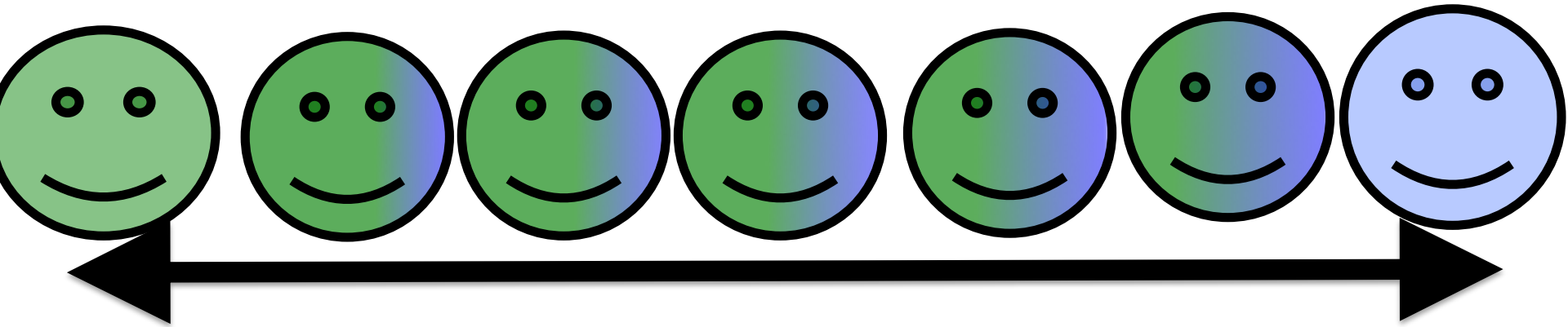
Simultaneous Bilingual



Language Minority Sequential Bilingual



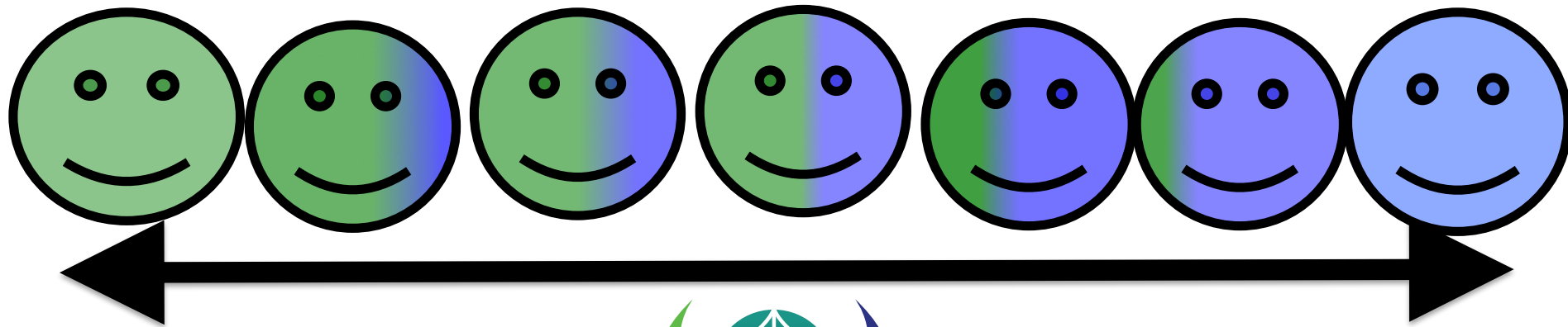
While some students begin biliteracy instruction as monolinguals, and become sequential bilinguals...



Other students
– the majority of ELLs –
enter as simultaneous bilinguals.



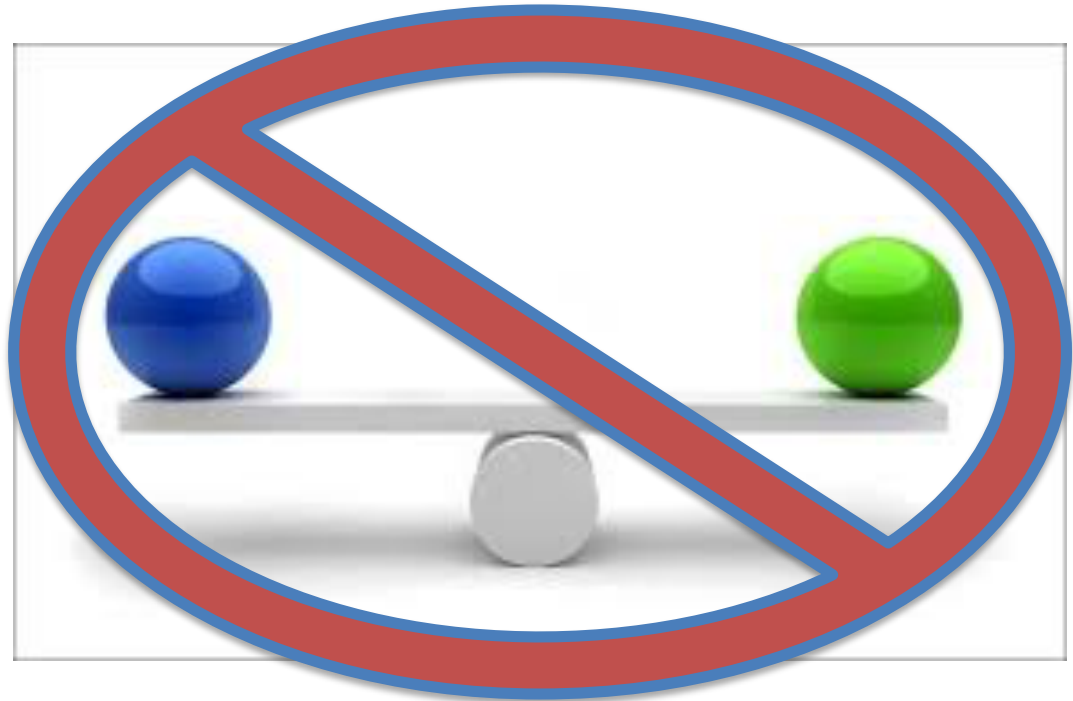
**As students engage in biliteracy they
ALL become
developing bilinguals
(bilingual learners)**



“Bilingual” does not mean “balanced”.



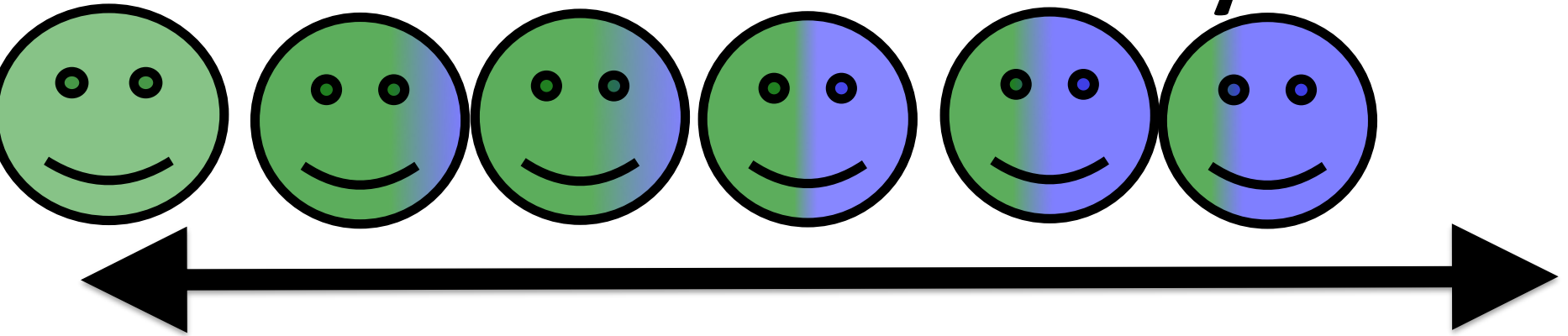
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In other words....



**In this session we will experience
Spanish dual language and biliteracy
instruction at the secondary level...**



**These are the students I can expect to
have in my classroom...**

who is missing?



Self Assessment

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 Alcanzando
ESCUCHAR	- Señalar dibujos, palabras o frases indicados - Seguir instrucciones orales de un paso - Emparejar declaraciones orales con objetos, figuras o ilustraciones	- Clasificar dibujos u objetos siguiendo las instrucciones verbales - Seguir instrucciones verbales de dos pasos - Emparejar declaraciones verbales con objetos, figuras o ilustraciones	- Localizar, seleccionar y ordenar información que proviene de descripciones orales - Seguir instrucciones verbales de paso múltiples - Clasificar o secuenciar información oral usando dibujos u objetos	- Comparar y contrastar funciones y relaciones de acuerdo a información oral - Analizar y aplicar información oral - Identificar causa y efecto en discurso oral	- Sacar una conclusión de información oral - Construir modelos basados en discurso oral - Hacer conexiones en información oral	
HABLAR	- Nombrar objetos, personas y dibujos - Contestar preguntas (quién, qué, cuándo, dónde, cuál)	- Preguntar - Describir dibujos, eventos, objetos y personas - Reformular y decir hechos	- Formular hipótesis y hacer predicciones - Describir procesos - Recontar cuentos o eventos	- Discutir cuentos, cuestiones, y conceptos - Hacer presentaciones orales - Ofrecer soluciones creativas a cuestiones o problemas	- Participar en debates - Explicar fenómenos, dar ejemplos y justificar respuestas - Expresar y defender puntos de vista	
LEER	- Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente - Identificar conceptos de la organización de letras y elementos de textos	- Localizar y clasificar información - Identificar hechos y mensajes directos - Seleccionar patrones de lenguaje asociados con hechos	- Secuenciar dibujos, eventos y procesos - Identificar ideas principales - Usar pistas del contexto para determinar el significado de palabras	- Interpretar información o datos - Encontrar detalles que apoyan las ideas principales - Identificar figuras retóricas y relaciones entre palabras	- Realizar investigaciones para reunir información de fuentes múltiples - Sacar una conclusión de texto explícito e implícito	
ESCRIBIR	- Etiquetar objetos, dibujos, diagramas - Dibujar respuestas a instrucciones - Producir iconos, símbolos, palabras y frases para comunicar un mensaje	- Hacer listas - Producir dibujos, frases, oraciones cortas y apuntes - Dar información pedida por instrucciones orales o escritas	- Producir textos básicos de estilo narrativo o informativo - Comparar y contrastar información - Describir eventos, personas, procesos	- Resumir información de representaciones gráficas o apuntes - Corregir y revisar escritura - Crear ideas originales o respuestas detalladas	- Aplicar información a contextos nuevos - Reaccionar a múltiples géneros y discursos - Redactar varias formas/géneros de composiciones	

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Hemera, WIDA, Wisconsin Center for Education Research

El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen).

Esto se debe considerar al usar ésta información.



Strategic Pairing and Grouping



Content and Language Allocation Plan

Grade	Spanish Courses	English Courses
6	Language Arts Social Science Art	Language Arts Math Science
7	Language Arts Social Science P.E.	Language Arts Math Science
8	Language Arts Science Drama	Language Arts Math Social Science

8th Grade Student Schedule

	Subject	Language
Period 1	Drama	Spanish
Period 2	Language Arts	Spanish
Period 3	Science	Spanish
Period 4	Math	English
Period 5	Social Studies	English
Period 6	Language Arts	English



The Biliteracy Unit Framework (BUF)

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Academic Language and Experiences needed for the unit			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	



Participating in Biliteracy Instruction

- How did you feel as a learner?
- What did you learn about biliteracy instruction?



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Development Standards

- Content Area Big Ideas/Understandings
- Language Arts Big Ideas/Understandings
- Content Targets

Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Content Area Instruction

- Inquiry

Writing

- Strategies and balanced literacy routines

- Experiments
- Experiences

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment



El tema

“Uno nunca sabe lo que tiene hasta que ya no lo tenga.”



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oralcy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Bridge – Transfer

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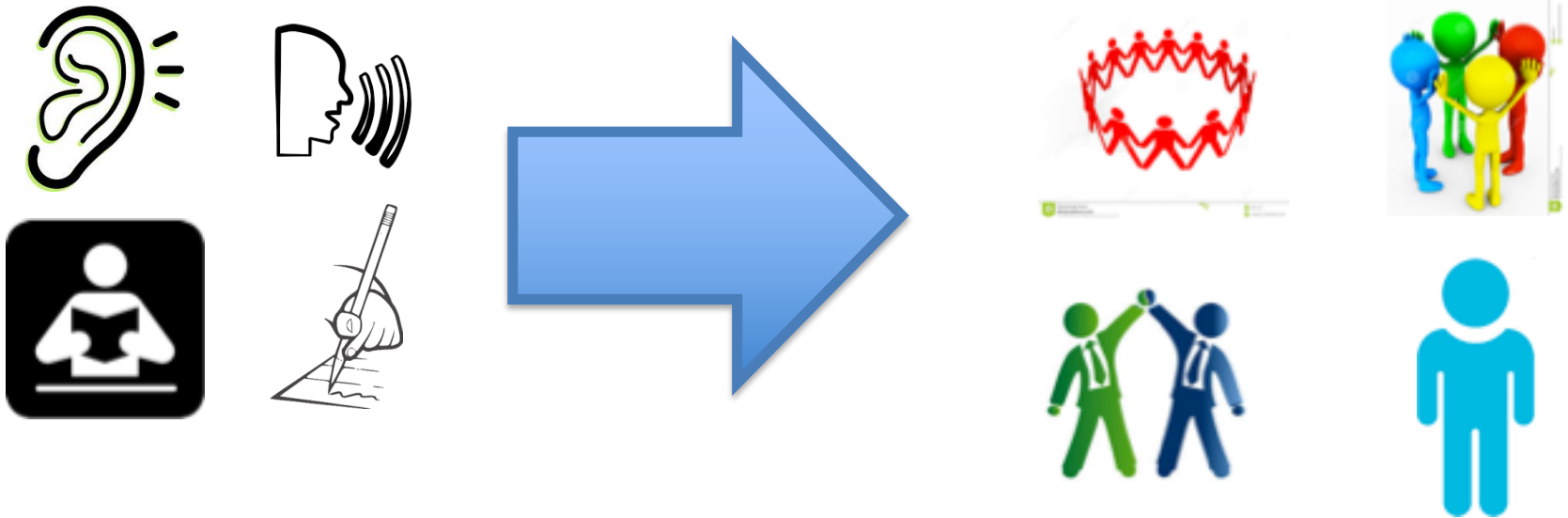
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Formative Assessment



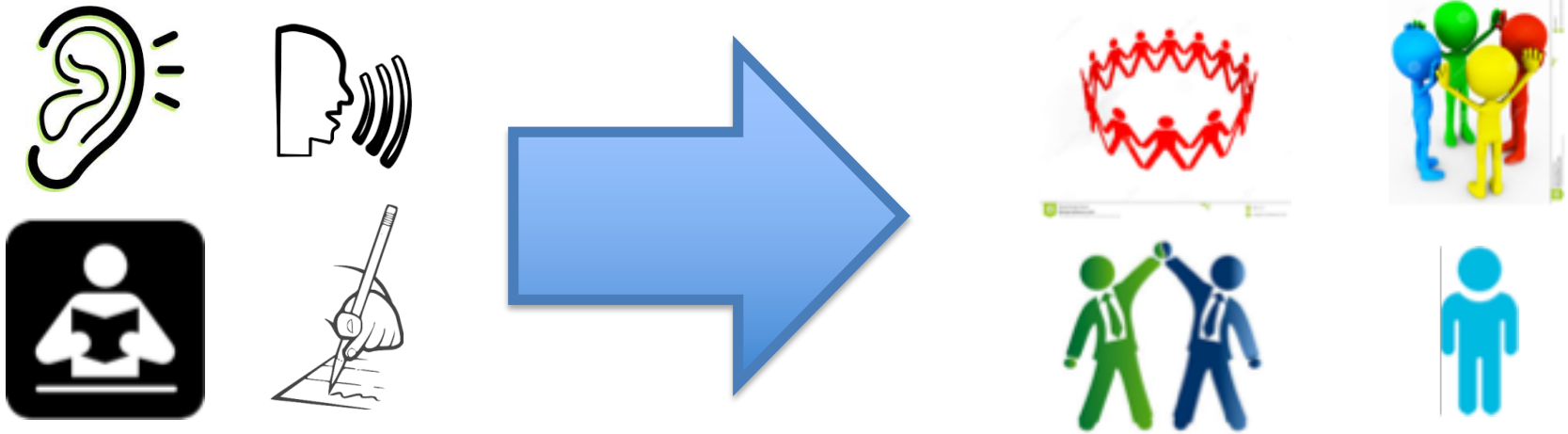
Durante el enfoque de lectura:

1. Se practica los cuatro dominios de lenguaje:

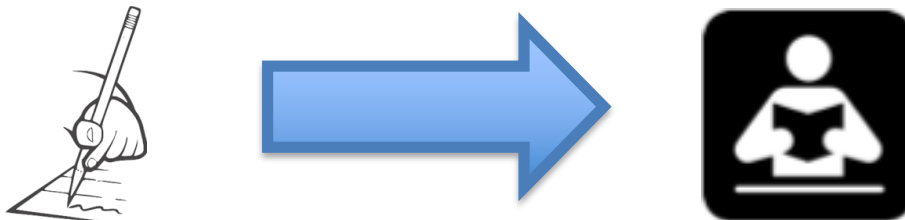


Durante el enfoque de lectura:

1. Se practica los cuatro dominios de lenguaje:



2. Escritura en esta etapa se enfoca en estándar 8 – responder a la lectura – no en una redacción.



Unit Theme:

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- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

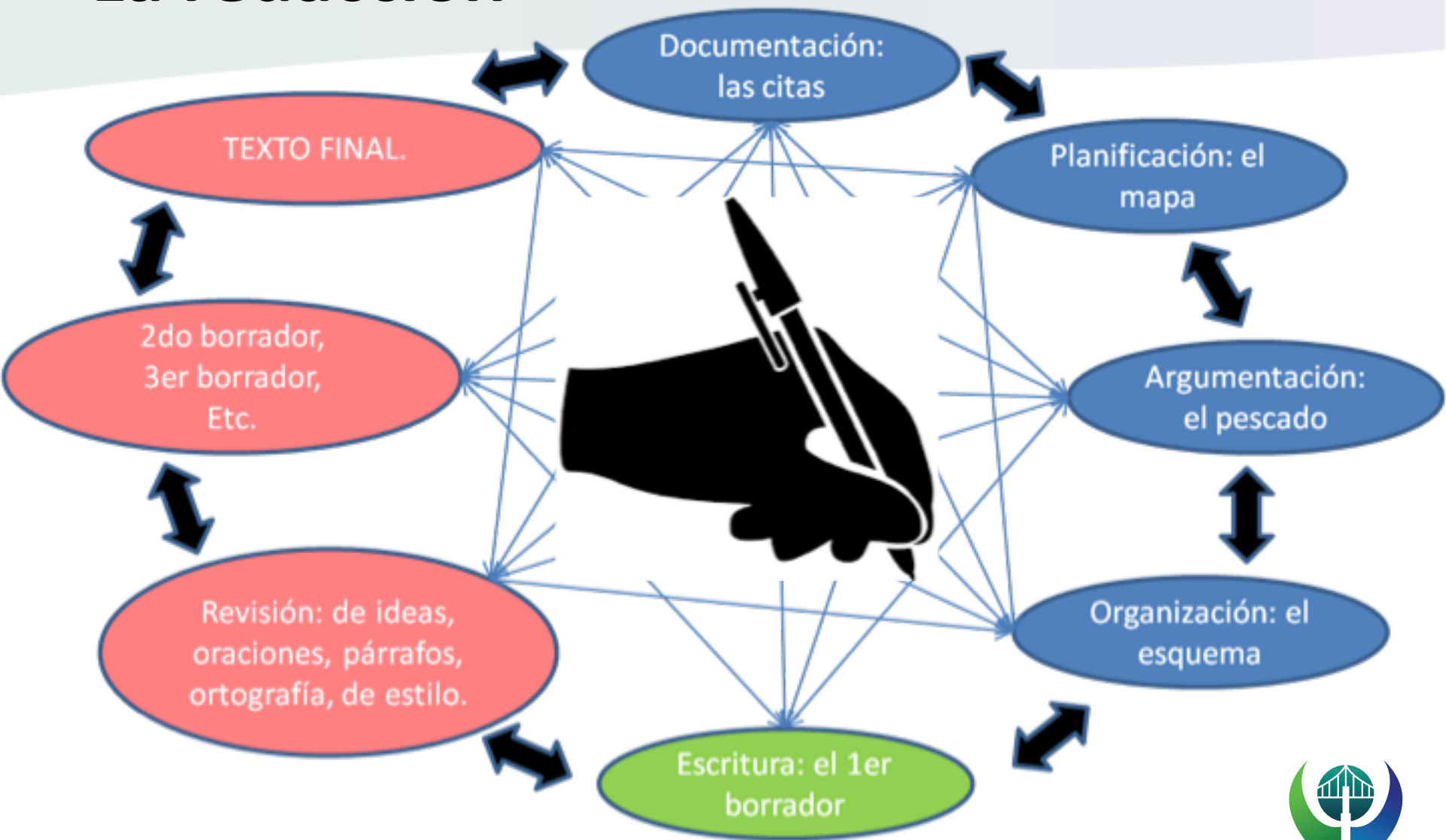
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Formative Assessment



La redacción



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- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
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Bridge – Transfer

Bridge – Transfer -
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Formative Assessment



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Content Area Big Ideas/Understandings
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Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be addressed

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

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Formative Assessment



El Puente - The Bridge



Español

English



Participating in Biliteracy Instruction

- How did you feel as a learner?
 - I felt....
- What did you learn about biliteracy instruction?
 - Something I learned about biliteracy instruction is...



Reminders for Tomorrow

- Breakfast will be served at 7:30 AM
- Session will begin promptly at 8:30AM

Thank you!

