

Intermediate Sample Instruction

Teaching for Biliteracy Summer Institute

Monday, June 25, 2018
Chicago, IL



Olga Karwoski

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@T4Biliteracy

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.

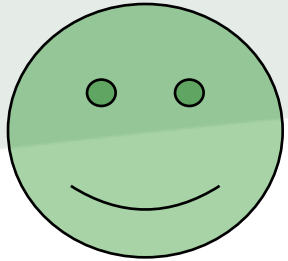
In other words, this afternoon we will...



Sample DL Biliteracy Unit: The Strength Based Perspective



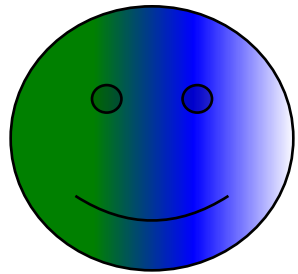
Student Profiles of Developing Bilinguals:



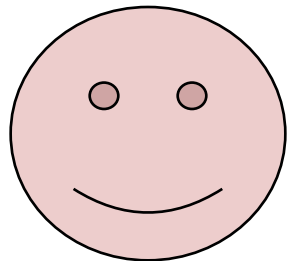
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual



Language Minority Sequential Bilingual



Sample Content and Language Allocation Plan for a 50/50 Program

	Spanish	English
K-2	Math Science Language Arts	Social Studies SEL Language Arts
3-5	SEL Social Science Language Arts	Math Science SEL Language Arts



Content and Language Allocation Plan

Grade	Spanish Courses	English Courses
K-2	Math Science Language Arts	Social Studies Language Arts
3-5	Social Science Language Arts	Math Science Language Arts



Sample Schedule 50/50

Time	Subject	Language
8:05 – 8:20	Arrival, Lunch Count, Read to Self	Spanish
8:20-9:30	Math	Spanish
9:30-11:15	Social Science + Language Arts Integrated Unit (BUF) - Contextualized Experiences and Inquiry - Oracy Development - Whole Group Mini Lessons - Small Group Instruction - Independent Practice - Contextualized Reading Workshop/Instruction - Contextualized Writing Workshop/Instruction - Daily Page - Word Work/<u>Dictado</u>	Spanish
11:15-12:15	Lunch/Recess	Student Choice
12:15-1:15	Specials / Computer/ Library	
1:15 – 1:45	SEL + Class Meeting	
1:45-3:30	Science + Language Arts Integrated Unit (BUF) - Science Experiments and Inquiry - Oracy Development - Whole Group Mini Lessons - Small Group Instruction - Guided Practice - Contextualized Reading Workshop/Instruction - Contextualized Writing Workshop/Instruction - Daily Page - Word Study - Book Buddies with Whole School (twice a month)	English



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- Content Area Standards
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Language Arts Big Ideas/Understandings
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Language Targets
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- Strategies and balanced literacy routines

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Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
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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



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SALSA “Can-Do” Descriptors (Spanish Learners)

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 íconos, 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 Herrera, 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 Partnerships



How will students be partnered?



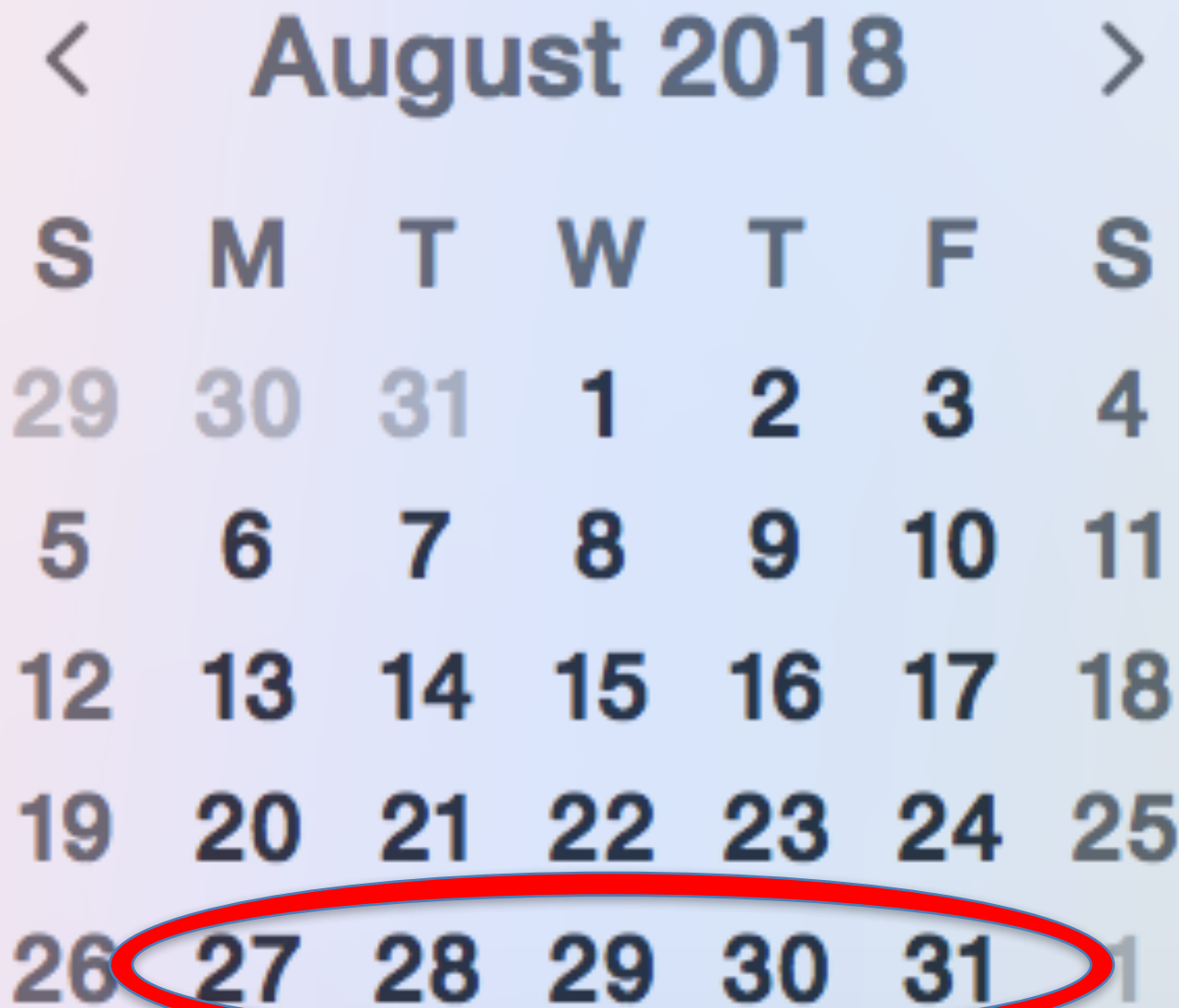
Marking the Language of Instruction



<	August 2018					>
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

**School
Begins:
Back to
School Boot
Camp!**





**Begin the
Biliteracy
Unit
Social
Science +
Language
Arts with
ORACY!**



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< September 2018 >

LABOR DAY!

S	M	T	W	Th	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

**Social Science
content
instruction
begins with
concrete
experiences
and inquiry.**



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< September 2018 >

S M T W T F S

26 27 28 29 30 31 1

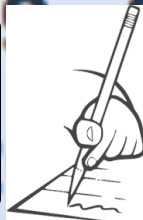
2 3 4 5 6 7 8

9 10 11 12 13 14

16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 1 2 3 4 5 6



**Reading
Comprehension
Instruction:
Social Science +
Literacy.**



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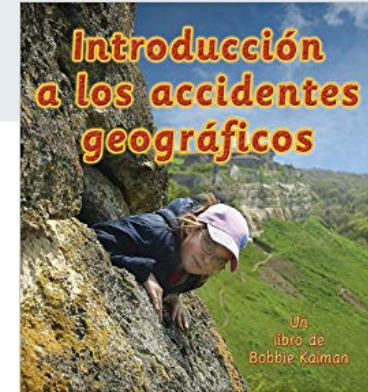
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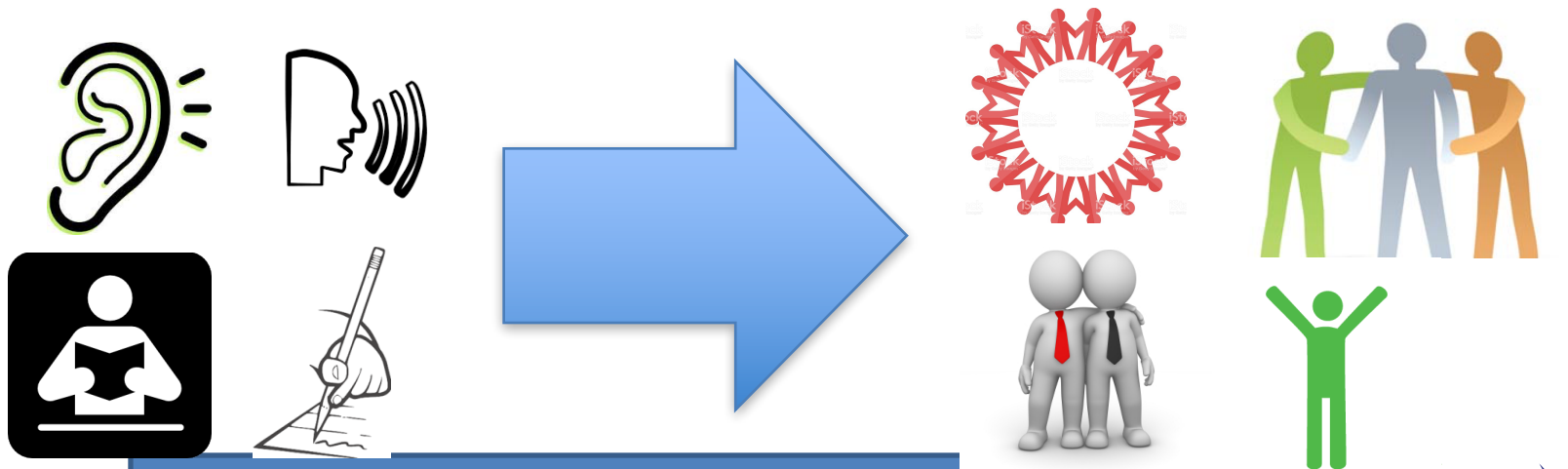
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La comprensión de la lectura



1. Se practica los cuatro dominios de lenguaje:



Durante varios días

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

Durante varios días

[CCSS.ELA-LITERACY.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.4.5](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

[CCSS.ELA-LITERACY.RI.4.8](#)

Explain how an author uses reasons and evidence to support particular points in a text.



< September 2018 >

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

**Process Writing
Instruction:
Social Science +
Literacy.**

**WHY TWO
WEEKS?**



**Writing Product =
Assessment**



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La redacción:

PROCESO DE REDACCIÓN

Planear

Redactar

Revisar

Reescribir

Durante varios días

[CCSS.ELA-LITERACY.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



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Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.



e. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel de grado aplicando un análisis sistemático:

1. Cuentan el número de sílabas.
2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).
3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula).
4. Determinan el sonido o la letra en que termina la palabra (vocal o consonante /n/ o /s/).
5. Escriben el acento ortográfico si es necesario.
6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.



f. Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico (hacía, baúl, raíz).



Word study charts

g	j
Gerardo	Joaquin
geográfico	jungla
geografía	jaral



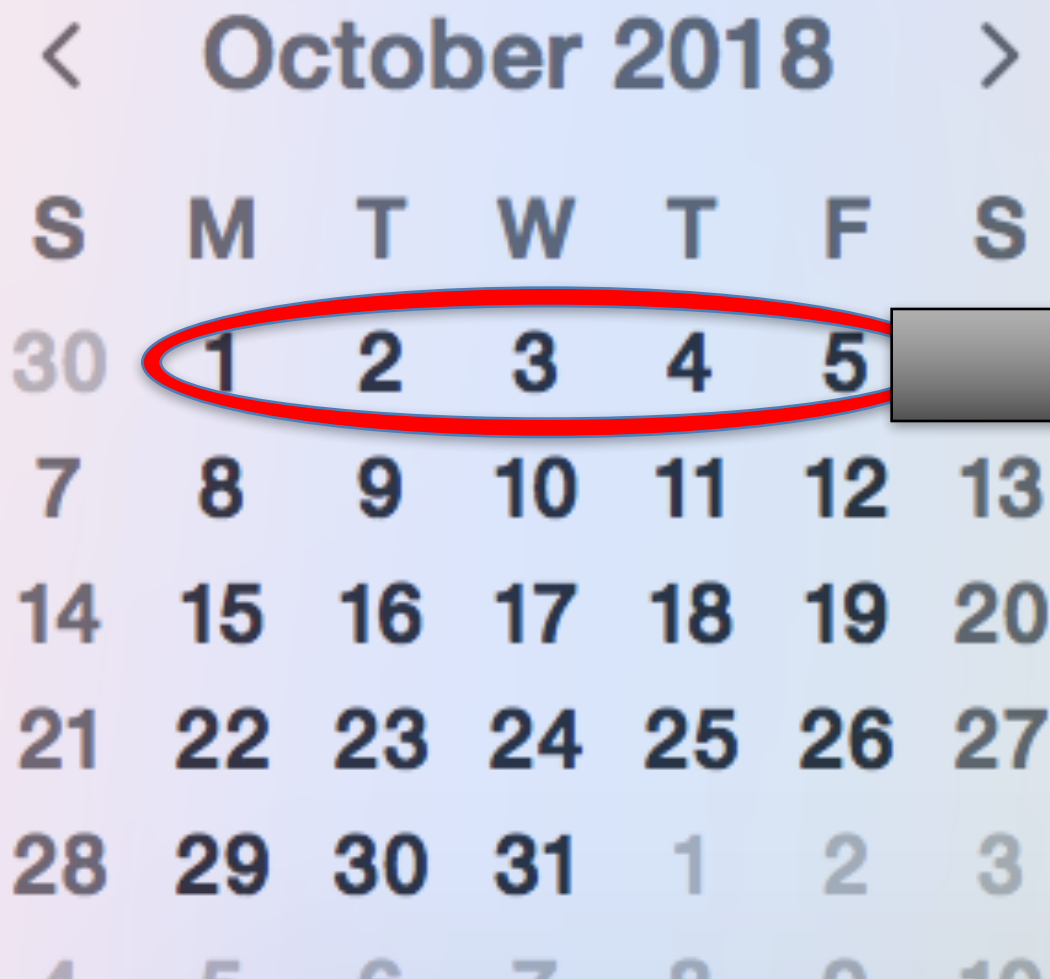
Word study charts – social and academic language

Español social	Español académico
lonche	almuerzo
tochar	tocar
puchar	empujar



Word study charts - regionalisms

	Chile	México	Cuba
	cordillera	loma	colina
	llano	llanura	planicie



IT'S Time to cross the
Transfer Bridge



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The Bridge – El Puente

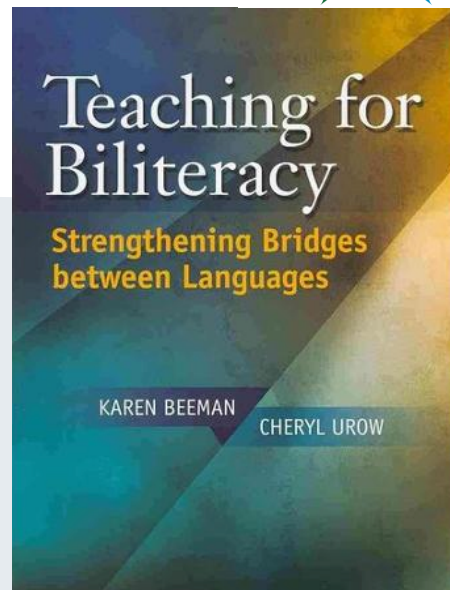
Español

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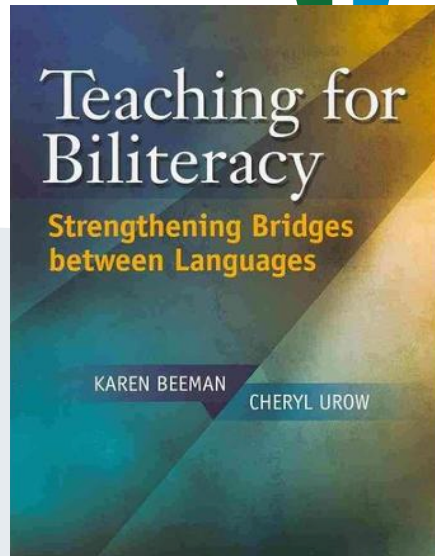
Adapted Readers

Theater: ART



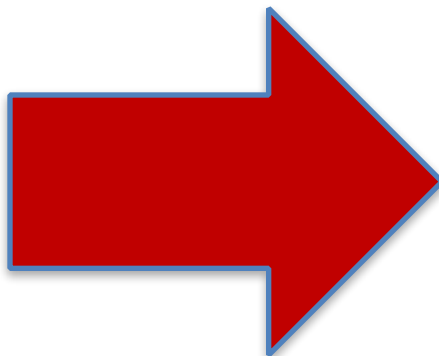
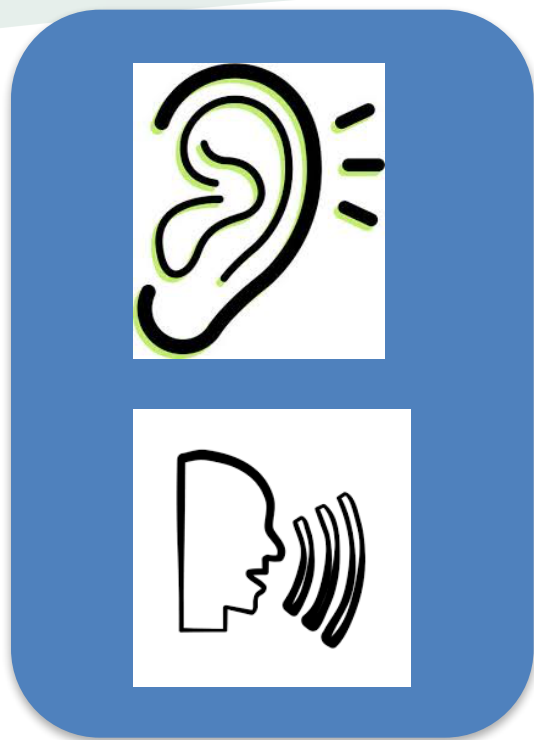
p. 81

The Language Experience Approach (LEA)



p. 94 &
pp. 104 -
105

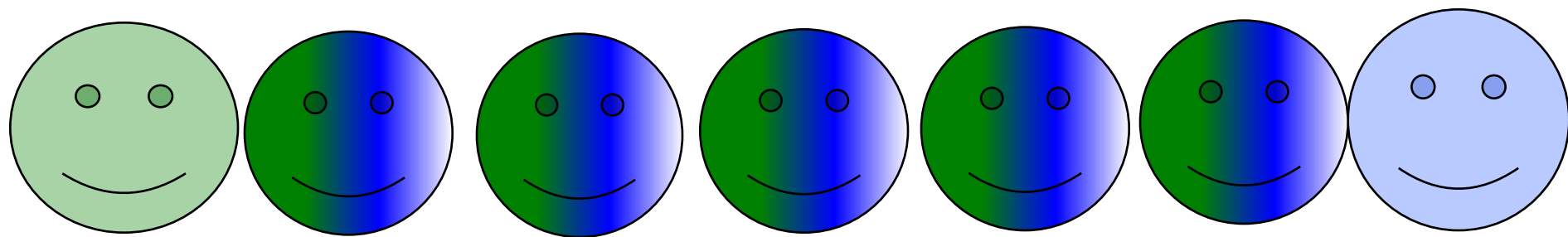
The Purpose of Oracy is ...



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



The Range of Linguistic Resources of My Students



Meet the Needs of ALL Students

Applicable in ALL Programs

www.teachingforbilitery.com



Standards Based Instruction



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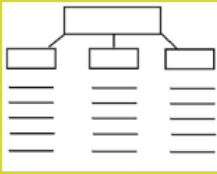
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Supports for LLs- Non-Negotiables

 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

Adapted from WIDA

The Bridge – El Puente

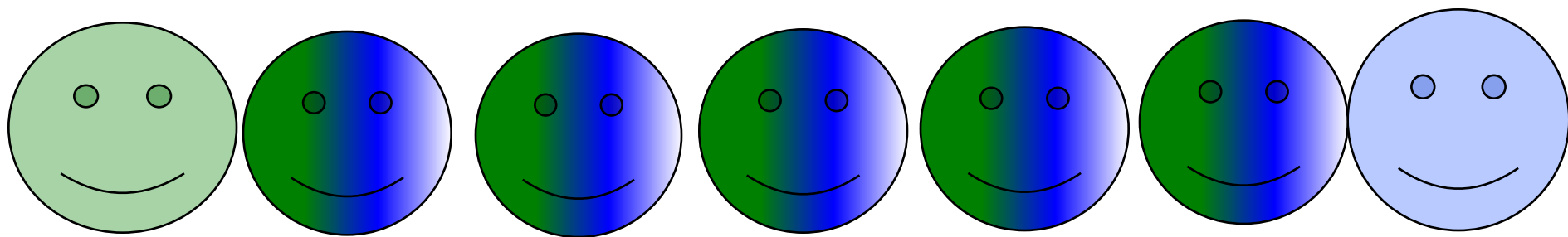
Español

English



How did you feel as a learner?

- I could participate because...
- My partner...
- I felt ...



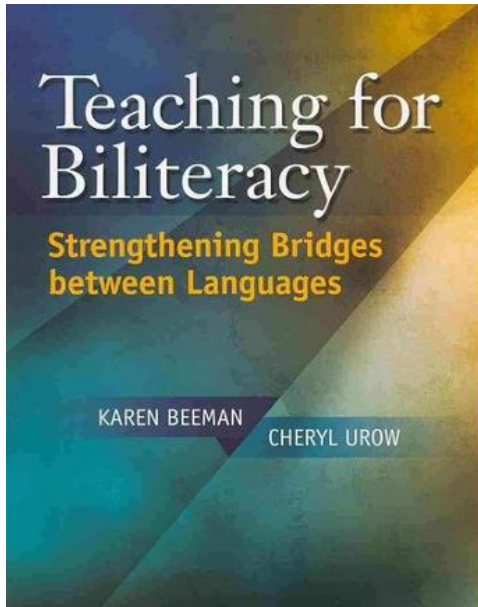
← Meet the Needs of ALL Students →

Applicable in ALL Programs



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