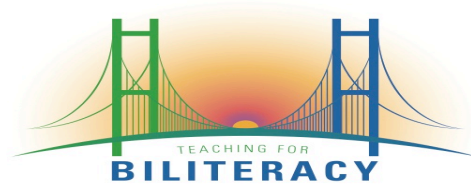


Teaching for Biliteracy Summer Institute

Thursday, June 28, 2018



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or for following the powerpoint.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



Mapping and BUF resources

- District or school to do list?
- Stakeholders?
- Resources on our website to support the work in the district...
- But before mapping...
 - Vision – who is the program for?
 - Pedagogy – what is literacy and biliteracy?



Before Mapping ...

- Daily literacy instruction in both languages
- Framework that supports integration of content and literacy
- One content, one language at each grade level
- Daily instruction in both languages
- At least 50% daily instruction in Spanish or Polish (K-5) – see day 1 handouts.



Before mapping resources...

- Language and contents options and schedules



Center for Teaching for Biliteracy

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[VIDEOS](#)

INFRASTRUCTURE
SUPPORTS

DESCRIPTION OF
PROGRAMS

Registration now open for Teaching for
Biliteracy Institute in Indianapolis, IN, July 24-26, 2018.

[Register Now](#)



Mapping and BUF resources



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FROM THE FIELD

¡La enseñanza de la lectoescritura bilingüe es única!



Mapping and BUF resources



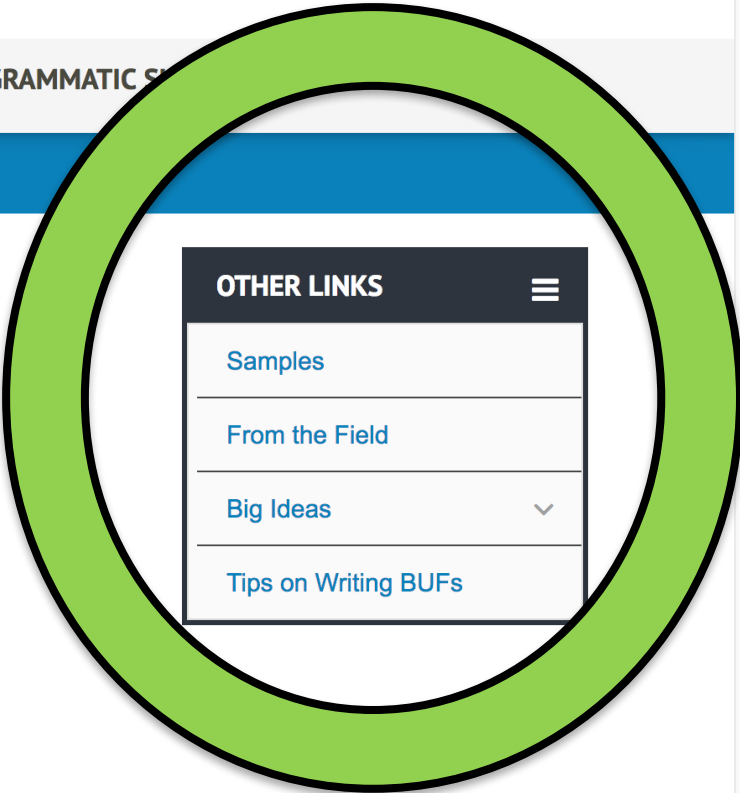
HOME ABOUT **BUFS** EN ESPAÑOL RESOURCES PROGRAMMATIC S

Home > BUFS

| BUFS

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	Formati
Reading Comprehension • Guided Reading • Read aloud	
	• Readers' Workshop • Partner reading

Applications



Mapping and BUF resources

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| Samples

SAMPLE BUFs

BUFS from the book:

Below you find the 4 Biliteracy Units that accompany the text, Teaching for Biliteracy: Strengthening Bridges between Languages, Beeman and Urow.

Please note that the following about these 4 BUFs:

- They are general unit plans
- A separate lesson plan would need to be developed for each
- These units span about a 2 to 6 week period.

OTHER LINKS

[Samples](#)[From the Field](#)[Big Ideas](#)[Tips on Writing BUFs](#)

AM Agenda – Thursday, June 28, 2018

***What Instructional practices support biliteracy
(strategies for oracy, reading, writing, and word
study in both languages)?***

- Oracy in anticipation of reading, writing, and word study

AM Breakouts - 10:15 a.m. – 12:30 p.m.

Salon A	Salon B	Salon C
Biliteracy Strategies - PreK- 1 Olga Karwoski and Dana Hardt	Biliteracy Strategies 2-3– Patricia Núñez	Biliteracy Strategies 4 th - secondary Melody Wharton

PM – Thursday, June 28, 2018

What instructional and programmatic practices support biliteracy development?

Salon A	Salon B	Salon C
What the Bridge Looks Like: Focus on a Two-Teacher Model Olga Karwoski and Dana Hardt	Word Study in Spanish (en español) Karen Beeman	The Literacy Club: Effective Instruction and Intervention for Linguistically Diverse Learners Dr. Kathy Henn-Renke

Biliteracy Instruction

Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Formative Assessment

Bridge

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

Bridge: Metalinguistic

While the teacher plans a specific
metalinguistic teaching point in advance
...ots and
...guistics

The Bridge - Chapter 10



Biliteracy Instruction

Theme/Unit Name:

- Content Area Standards

- Writing Standards

- Reading Standards

Proficiency/Development Standards

- Content Targets

- Summative Assessment

Building Oralcy and Background Knowledge

Reading Comprehension

Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations

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

Bridge: Metalinguistic Focus

While the teacher plans a specific
metalinguistic teaching point in advance of
...ots and
...uistics

The Bridge - Chapter 10

Summative Assessment



Theme/Unit Name:		Development Standards		
- Content Area Standard	Literacy Big Idea(s)	- Content Targets	- Summative Assessment	
- Writing Standards:				
Building Oracy and Background Knowledge		Summative Assessment		
Reading Comprehension	Content Area Instruction			
Strategies and balanced literacy routines	- Inquiry - Investigations			
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)	Bridge: Metalinguistic Focus (While the teacher plans a specific		
The Bridge - Chapter 10		ance of s and stics		



Biliteracy Instruction

Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Building Oracy and Background Knowledge

Rea

Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Experiments
Experiences

Writing – Chapter 8

**Word Study (phonics, fluency,
grammar) – Chapter 9**

Word Study a
• Areas

Summative Assessme

Bridge

Bridge – Transfer - Extension

Bridge: Metalinguistics

The Bridge - Chapter 10

Formative Assessment



Biliteracy Instruction – Language, Literacy, and Content

- Work with a partner. Each person needs 4 post-its.
- Together, mark with a post-it the following key points
 - Chapter 6, p. 78 – Key Point 1
 - Chapter 7, p. 88 – Key Points 1 & 2
 - Chapter 8, p. 99 – Key Point 2
 - Chapter 9, p. 114, - Key Points 1 & 2
- With your partner, read the marked key points – what do all the key points have in common?

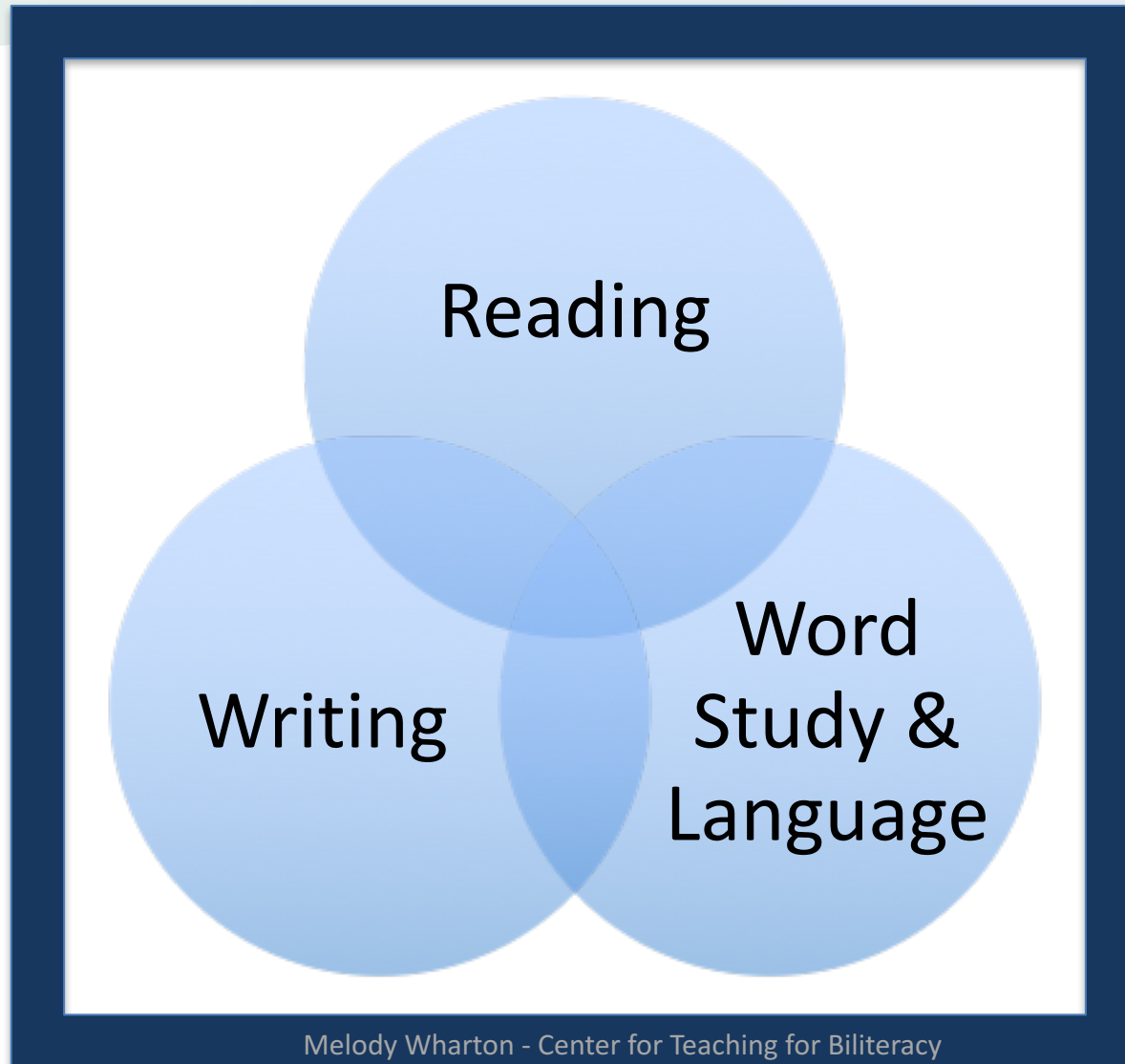


Biliteracy Instruction – Language, Literacy, and Content

- What do the key points have in common?
- In biliteracy instruction reading, writing, and word study are **interconnected**.



Biliteracy IS balanced Literacy



Context
for
Meaning
—
Content



Biliteracy Instruction – Language, Literacy, and Content

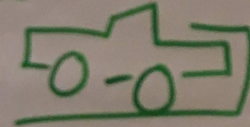
- What do the key points have in common?
- In biliteracy instruction reading, writing, and word study are **interconnected**.
- The focus of biliteracy instruction is **meaning** – meaningful listening and speaking (oracy), meaningful reading (comprehension), meaningful writing (comprehension), meaningful word study (comprehension)

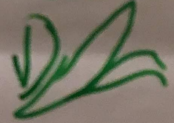


Regionalismos

el niño - el güila - el patojo 

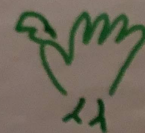
parquear - estacionar - aparcar



el cambur - el plátano - el banano
la banana 

el pavo - el chompipe

el guajolote



Effective oracy building strategies for the beginning of biliteracy units of study

- Can and should be used together. Which did I use?
- Adapted Readers' Theater with pictures— p. 81
- Word Sort — p. 83
- What do oracy building strategies do?



Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Promote student-student interaction
- Encourage active **and meaningful** participation of **all** students
- Structure the oral interaction between and among students
- Provide students with a structures in which to experience new concepts and practice new academic **language in the language of instruction**



Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Prepare students for literacy **instruction**.
- **Ensure** all students (Carmen, Paulo, Lucía, Hannah, and others) **are able to** participate
- Respect the language the students bring into the classroom
- Model and teach formal **language**
- Reduce teacher talk and increase student talk and student movement.



Oracy and background knowledge

- Read the key points on p. 78
- Read the section “***Student Funds of Knowledge and Linguistic Creativity in the Classroom***”
- What do you think about Lucía’s use of her linguistic resources?
- What effect would actively building oracy in preparation for reading have on Lucía’s use of her linguistic resources?



Oracy and background knowledge

- Read the key points on p. 78
- Read the section *“Student Funds of Knowledge and Linguistic Creativity in the Classroom”*
- Predict: How should the teacher react to Lucía’s linguistic creativity?
- Read pp. 85-86
 - Model and Redirect
 - Formal and Informal Language Anchor Charts
 - Contrastive Analysis of Language
- Which of the three responses do you like best? Why?



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PM – Thursday, June 28, 2018

What instructional and programmatic practices support biliteracy development?

Salon A

**What the Bridge
Looks Like:
Focus on a Two-
Teacher Model**

**Olga Karwoski
and Dana Hardt**

Salon B

**Word Study in
Spanish
(en español)**

Karen Beeman

Salon C

**The Literacy Club:
Effective
Instruction and
Intervention for
Linguistically
Diverse Learners**

**Dr. Kathy Henn-
Renke**