

Sea-Tac Summer Institute 2018:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Sample Biliteracy Instruction

**Focus on Primary and Intermediate
Grades**

Sample Biliteracy Instruction

- **Review of the BUF**
- Getting to know the students: determining language proficiency levels and pairings
- Sample instruction focused on:
 - Standards
 - Language instruction strategies
 - Content and literacy strategies
 - Oracy building
 - The Bridge and Extension
- Reflection and The Learning Environment



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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

Supports for Language Acquisition

 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

Supports for Language Acquisition

 Content	 Literacy	 Language
• Science • Social Studies • Math • Language Arts • Information is organized into the three linguistic spaces	• Reading: Explanations and/or diagrams of: • How texts are organized • Features of texts; parts of a text • How to read something (or how something is written) • Types of texts: Informative text and/or Literary texts • Writing: Explanations and/or diagrams of: • How to write different types of texts (Opinion, Narrative, Informative) • Features of texts they should include; parts of texts they should include • Examples students can reference while writing	• Word banks – include developmentally appropriate words, pictures, and definitions; a relationship between the words is evident in their display • Sentence starters • Discourse pattern identification • Teacher uses language and provides students opportunities to use language.

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

Brain Research

(How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!



Brain Research: The Advantages of The Bilingual Brain

(Ellen Bialystok, Pat Wolfe, among many)

- Has enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Has enhanced visual spatial benefits
- Has increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Develops deeper critical thinking and problem solving than the monolingual brain
- Shows strong creativity skills



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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

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

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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.

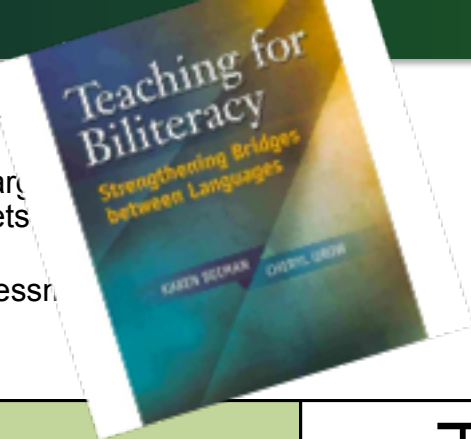
Formative Assessment

Theme:

Content Area and
Language Arts E

Content Area Target
Language Targets

Summative Assessment



Standards: CHAPTERS 1-5; Especially Chapter 4

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

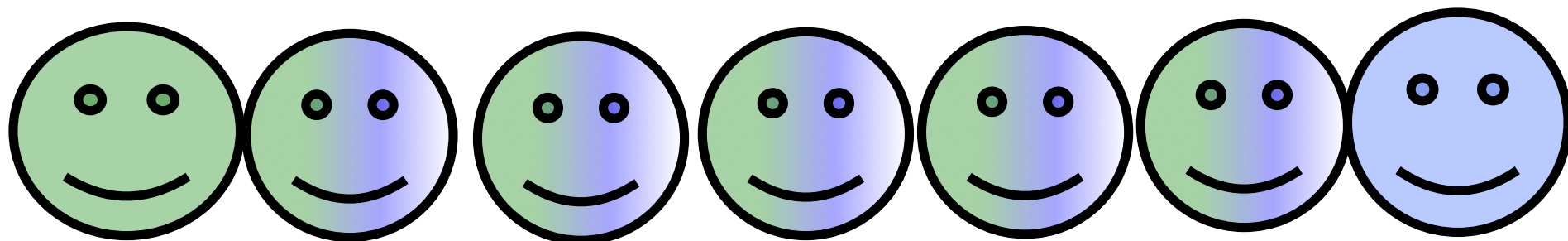
Formative Assessment

Sample Biliteracy Instruction

- Review of the BUF
- **Getting to know the students: determining language proficiency levels and pairings**
- Sample instruction focused on:
 - Standards
 - Language instruction strategies
 - Content and literacy strategies
 - Oracy building
 - The Bridge and Extension
- Reflection and The Learning Environment



The Range of Linguistic Resources of My Students



**Instruction must meet the Needs of
ALL Students.**

This instruction is the same in ALL

www.teachingforbiliteracy.com
Language programs.

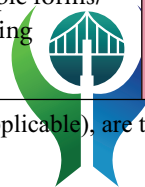


Figure 5M: CAN DO Descriptors for the Level Spanish Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.



The Range of Linguistic Resources of My Students



Applicable in ALL Programs

www.teachingforbilitery.com



Sample Biliteracy Instruction

- Review of the BUF
- Getting to know the students: determining language proficiency levels and pairings
- **Sample instruction focused on:**
 - Standards
 - Language instruction strategies
 - Content and literacy strategies
 - Oracy building
 - The Bridge and Extension
- Reflection and the Learning Environment



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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

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

Bridge: Metalinguistic Focus

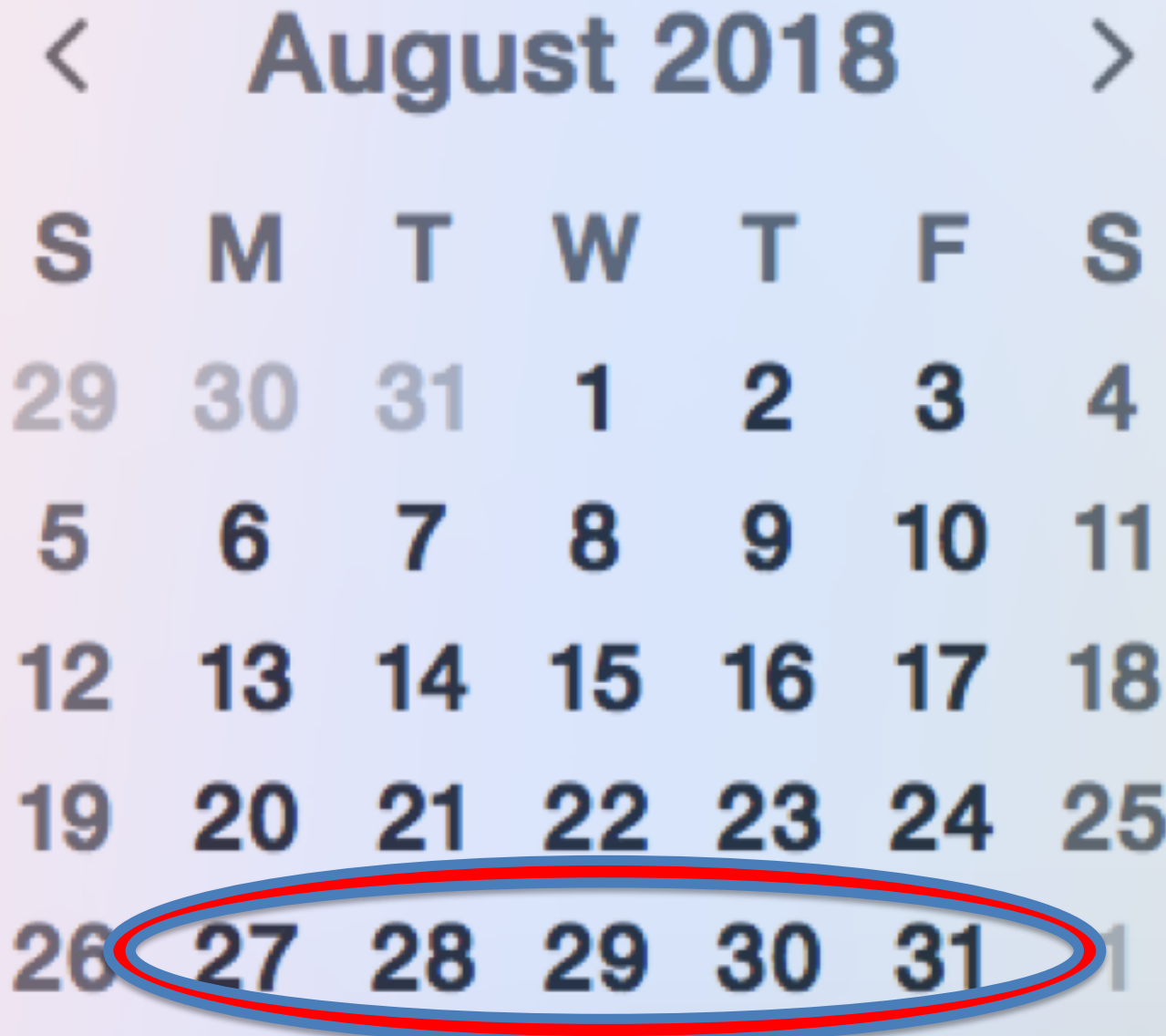
While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

< 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!**



Model Lesson: Elements to focus on

- Teacher language use
- Student language use
- Comprehensibility (moving from the concrete to the abstract)
- Differentiation
- Anchor the lesson in an essential understanding
- Bridge to English once the concept has been learned

Social Science Standards

- **Civics: Processes, Rules and Laws**
SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.
- **Geographic Representations: Spatial Views of the World**
SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.
- **Human-Environment Interaction: Place, Regions, and Culture**
SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.
- **Human Population: Spatial Patterns and Movements**
SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

Essential Understandings

- The climate, topography, and natural resources of a region influence how people build their shelters, what people eat, and how they make their living.
- The indigenous peoples of an area are the first human inhabitants.
- Immigrants who arrive later also have to adapt to the climate, topography, and natural resources, but do not always do it in the same way.

Language Arts Standards

- **Writing:** CCSS.ELA-Literacy.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **Reading:** R. CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Reading:** R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **Reading:** Foundational Skills: Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

Estándares

- Es importante analizar porque y como los individuos, los eventos, y las ideas se se desarrolla e interactuan dentro de un texto.
- La estructura de un texto informativo mejora la comprensión lectora por medio de el índice, el glosario, las gráficas, los mapas, etc.
- Los buenos lectores no sólo se enfocan en las palabras, si no que también se enfocan en cómo se presenta el contenido de manera visual.

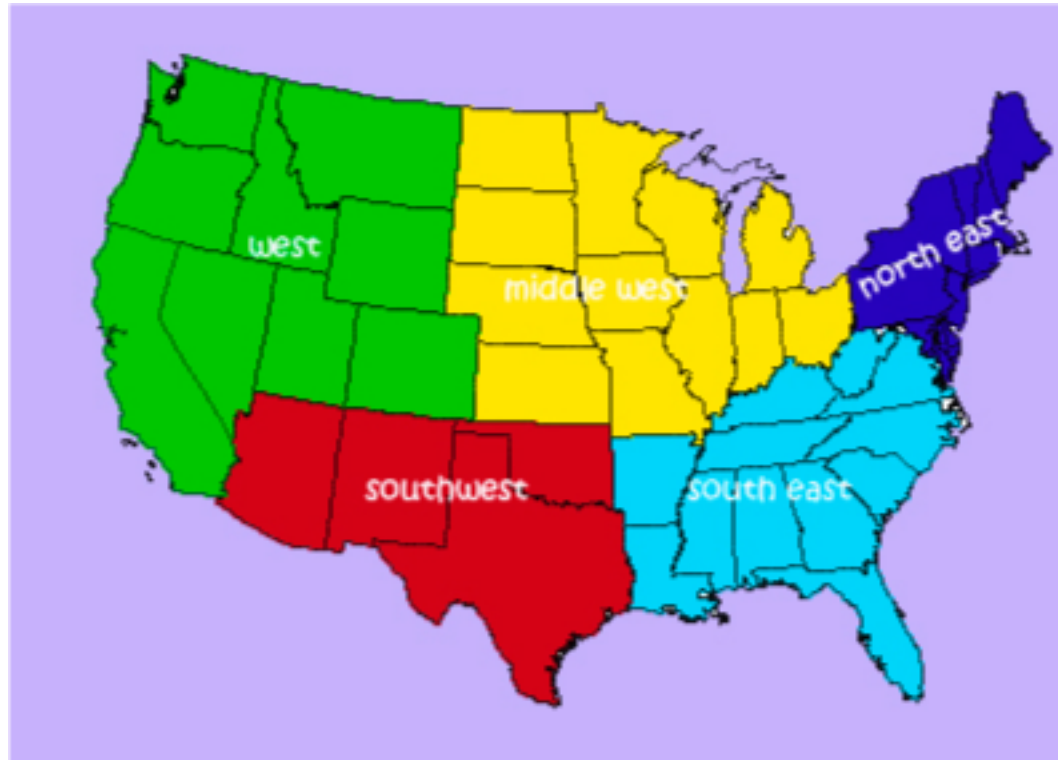
Estándares de Estudios Sociales

- El clima, la topografía, y los recursos naturales de una región influyen en como las personas se alimentan, se albergan y se mantienen.
- Los indígenas de una región son los primeros habitantes.
- Los inmigrantes que llegan después tienen que adaptarse al clima, la topografía y los recursos naturales, pero no lo hacen necesariamente de la misma manera.

Las reglas

- La campana mágica
- El compañero de codo u hombro
- El lenguaje

Los EE.UU. tiene varias regiones



Cada región tiene características únicas

- **La topografía** (cómo es la tierra)
- **Los recursos naturales** (lo que se puede usar para comer y vivir)
- **El clima** (el frío, el calor)
- **Los habitantes** (indígenas, exploradores e inmigrantes)

Inmigrantes del pasado y el presente: *¿A qué característica corresponde ?*



Corresponde a la característica de: (topografía, recursos naturales, clima, habitantes) porque _____

Las plantas

¿A qué característica corresponde ?



Corresponde a la característica de: (topografía, recursos naturales, clima, habitantes) porque _____

Las montañas y los montes

¿A qué característica corresponde ?



Corresponde a la característica de: (topografía, recursos naturales, clima, habitantes) porque _____

La lluvia

¿A qué característica corresponde ?



Corresponde a la característica de: (topografía, recursos naturales, clima, habitantes) porque _____

Septiembre

2018

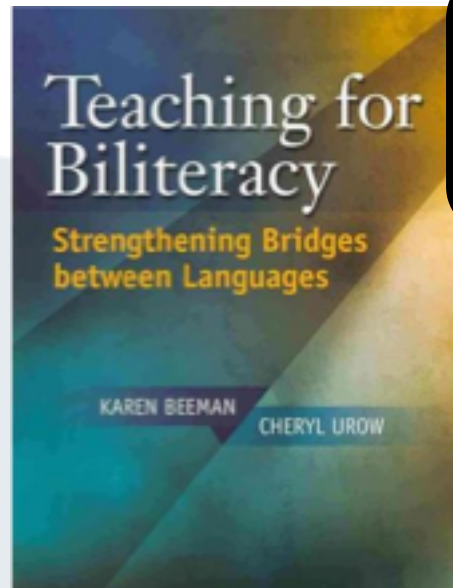
Día del trabajo!

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

**Se empieza
la unidad
con una
experiencia
concreta que
desarrolla la
oralidad..**



La pecera (Fishbowl)



p. 82 &
136



La pecera



- *Creo que _____ pertenece al grupo _____ porque _____.*
- *¿Qué opinas tú?*
- *Estoy de acuerdo porque _____*
- *No estoy de acuerdo porque _____.*
- La topografía (cómo es la tierra)
- Los recursos naturales (lo que se usa para comer y vivir)
- El clima (el frío, el calor)
- Los habitantes (indígenas, exploradores e inmigrantes)

La pecera

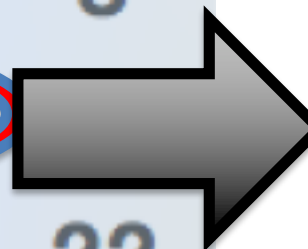


- *corresponde a la*
característica de
 .
- *Te toca.*
 - *Gracias.*
- La topografía (cómo es la tierra)
- Los recursos naturales (lo que se usa para comer y vivir)
- El clima (el frío, el calor)
- Los habitantes (indígenas, exploradores e inmigrantes)

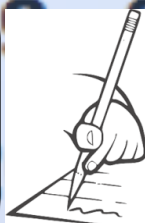
Septiembre

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



**Se trabaja
la comprensión
lectora, la
escritura, y las
destrezas
fundamentales.**



La región de Green Bay, Wi.

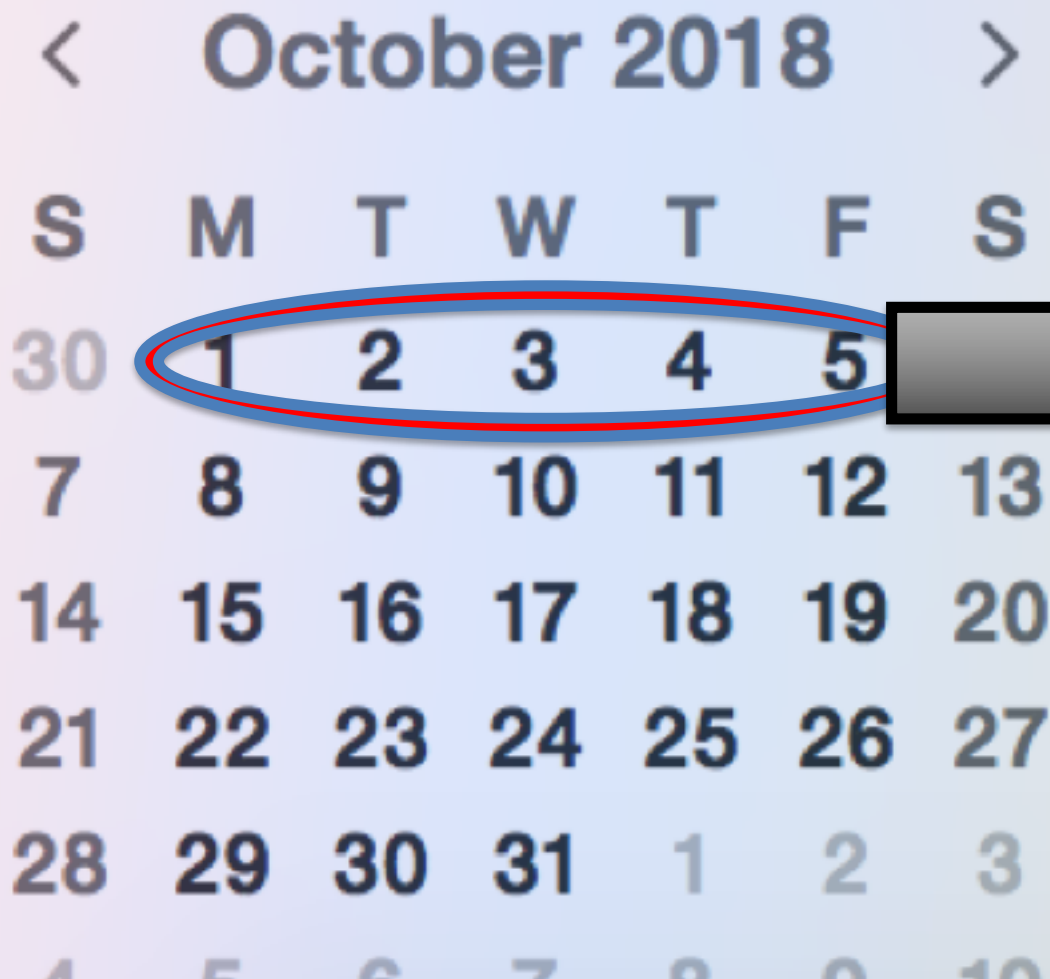
La región de Green Bay, Wi. se caracteriza por

Green Bay, Wisconsin

- Con tu compañero(a), describe una de las características de la región de Green Bay, Wisconsin.
 - La topografía
 - Los recursos naturales
 - El clima
 - Los habitantes

El puente

- Palabras más importantes en español
- Inglés



It'S Time to cross the
Bridge for

1. Transfer
2. Metalinguistic Development



El puente

- Palabras más importantes en español
- inglés

Así se dice

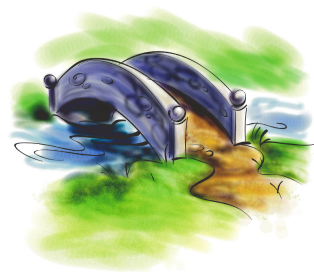
- As a group, we will select a sentence we wrote in Spanish about characteristics of the region of Green Bay.
- Now, we will write that sentence in English.

What do we focus on during the Bridge?

Part One – TRANSFER: Students generate a visual representation of their learning, first in Spanish and then in English.

Part Two: Metalinguistic Development:

- Phonology (Sounds, “tricky letters”)
- Morphology (cognates, meaning of prefixes and suffixes)
- Syntax and Grammar
- Pragmatics



English Extension Activities

- Engage students in: Listening, Speaking, Reading and Writing
- Provide students with an opportunity to transfer and extend the CCSS – SLA (Spanish Language Arts) into English - ELA

Possible Bridge Transfer-Extension Activities in English

- **Informational Text/Writing:** Students write a guide to the region, addressing the characteristics learned in Spanish, focusing on informational text features (something they did not do in Spanish).
- **Literature:** Students read poems and fictional pieces set in Wisconsin or the Midwest, and they identify how topography, climate, inhabitants, and the natural resources influence literature.

Sample Biliteracy Instruction

- Review of the BUF
- Getting to know the students: determining language proficiency levels and pairings
- Sample instruction focused on:
 - Standards
 - Language instruction strategies
 - Content and literacy strategies
 - Oracy building
 - The Bridge and Extension
- **Reflection and the Learning Environment**



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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

Social Science Standards

- **Civics: Processes, Rules and Laws**
SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.
- **Geographic Representations: Spatial Views of the World**
SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.
- **Human-Environment Interaction: Place, Regions, and Culture**
SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.
- **Human Population: Spatial Patterns and Movements**
SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

Essential Understandings

- The climate, topography, and natural resources of a region influence how people build their shelters, what people eat, and how they make their living.
- The indigenous peoples of an area are the first human inhabitants.
- Immigrants who arrive later also have to adapt to the climate, topography, and natural resources, but do not always do it in the same way.

Language Arts Standards

- **Writing:** CCSS.ELA-Literacy.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **Reading:** R. CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Reading:** R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **Reading:** Foundational Skills: Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.



ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS

Grade Four / Cuarto Grado



© San Diego County Office Of Education
DECEMBER 2012

GRADE FOUR
READING STANDARDS:
FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CUARTO GRADO
ESTÁNDARES DE LECTURA:
DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención.

Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

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.
 - a. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afijos), para leer con precisión palabras desconocidas de sílabas múltiples, en contexto y fuera de contexto.
 - b. Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas.
 - c. Reconocen los cambios necesarios en pronunciación y ortografía cuando se añade un afijo a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).

- d. Usan correctamente la diéresis para señalar la letra u con sonido después de la g (bilingüe, pingüino).

Acentuación

- a. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras apropiadas al nivel aplicando 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 acuerdo a las reglas ortográficas.
- b. Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles no forman diptongo (hiato). Ponen correctamente el acento escrito sobre la vocal en que cae el acento tónico (hacia, baúl, raíz).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluidez

4. Leen con suficiente precisión y fluidez para apoyar la comprensión.
- a. Leen textos a nivel de grado con propósito y comprensión.
 - b. Leen prosa y poesía a nivel de grado oralmente, con precisión, ritmo adecuado y expresión en lecturas sucesivas.
 - c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releendo cuando sea necesario.

GRADE FOUR READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 on pages 16-17 for additional expectations.)
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.

CUARTO GRADO ESTÁNDARES DE LECTURA PARA TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y al hacer inferencias del mismo.
2. Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto.
3. Explican los acontecimientos, procedimientos, ideas o conceptos en un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué, basándose en la información específica en el texto.

Composición y estructura

4. Determinan el significado de palabras y frases de contexto académico general y de dominio específico en un texto, pertinentes a los temas o materias de cuarto grado. (Ver estándares 4-6 de Lenguaje para cuarto grado, páginas 16-17 para expectativas adicionales.)
5. Describen la estructura general (ejemplo: cronología, comparación, causa/efecto, problema/solución) de eventos, ideas, conceptos o información en un texto o parte de un texto.

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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

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
-

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

Bridge – Transfer

Illustration
Side by Side or
Así se dice

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

Model Lesson: Elements to focus on

- Teacher language use
- Student language use
- Comprehensibility (moving from the concrete to the abstract)
- Differentiation
- Anchor the lesson in an essential understanding
- Bridge to English once the concept has been learned

Reflection

- How did you feel as a learner?
- How did the progression of the activities of the unit develop language and content?
- How did students participate?
- How were students held accountable for their learning?

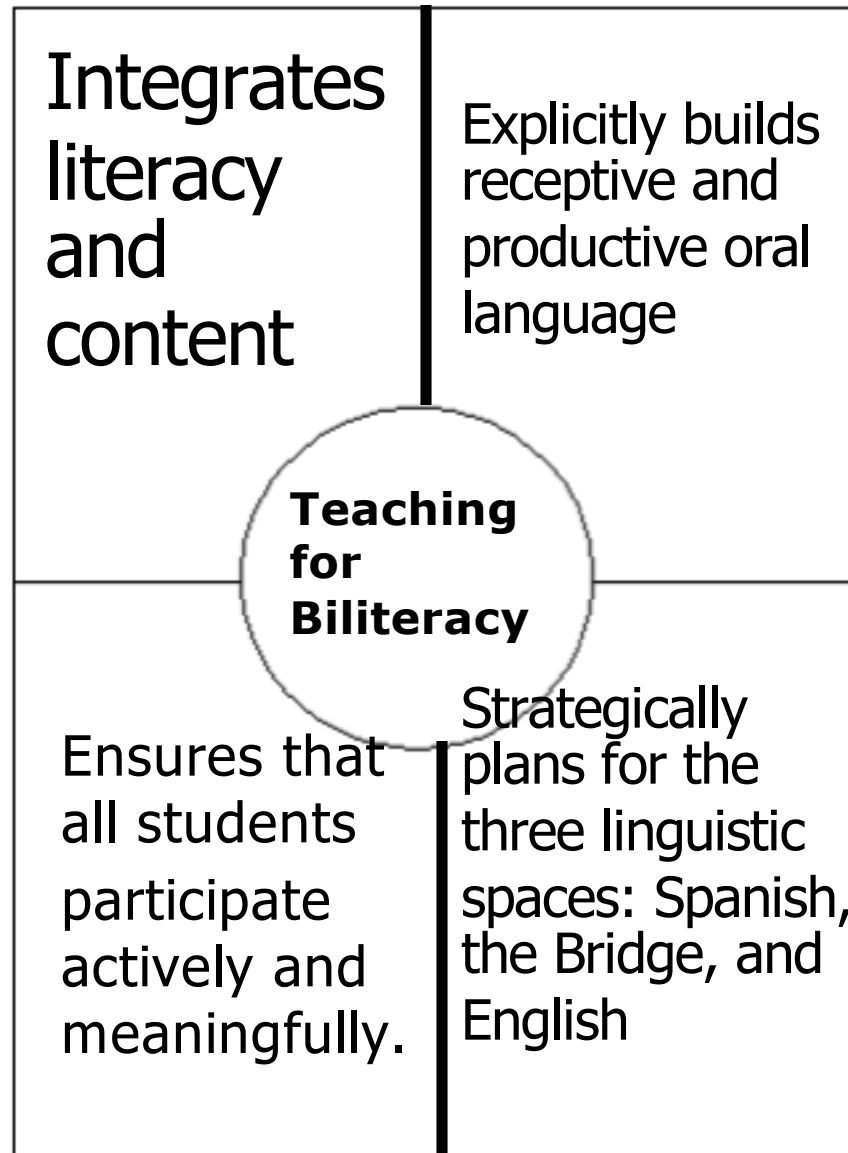


Effective Biliteracy Strategies...

- 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**.



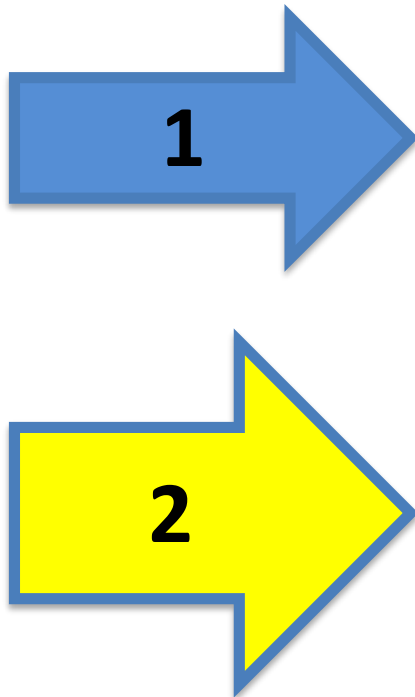
Teaching for biliteracy...



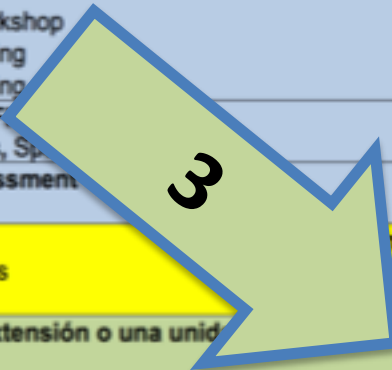
Setting Up the Classroom Environment



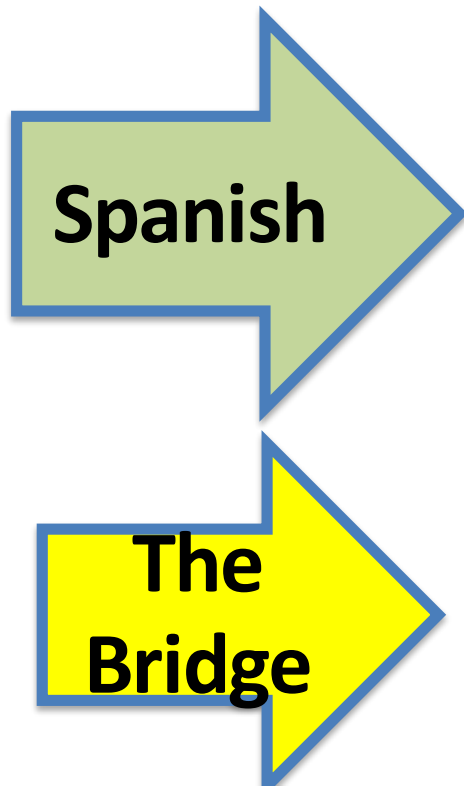
Look at the BUF, what are the three linguistic spaces?



Theme:		Formative Assessment Evaluación Formativa
Standards:		
- Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards		
Building Oracy and Background Knowledge		
- Interactive, hands-on activity - Vocabulary Development		
Reading Comprehension	Content Area Instruction	
- Reader's Workshop - Guided Reading - Read aloud - Partner Reading - Independent reading	Content-based experiments, experiences, mini-lessons, activities, and inquiry.	
Writing		
- Writers' Workshop - Guided Writing - Shared Writing		
Word Study and Fluency		
Decoding, Phonics, Spelling		
Summative Assessment		
Bridge	Conte	
Metalinguistic Skills	des y destrezas metalingüísticas	
Actividades de extensión o una unidad		



Look at the BUF, what are the three linguistic spaces?



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		Formative Assessment
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

English

Teaching for Biliteracy happens in three linguistic spaces

What are the three linguistic spaces?



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish all year



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish all year

English

- Teacher maintains English
- Students maintain English
- Materials, instruction, and assessment in English
- Literacy instruction in English
- Content in English all year

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher
- Students
- Materials
- Assessment
- Literacy
- Spanish
- Content

English

Spanish and English each have a daily, scheduled time and a physical space

English

on,

in

content in English all year

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher
- Students
- Materials
- Assessment
- Literacy
- Spanish
- Content

English

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

content in English all year

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher
- Students
- Spanish
- Material
- assessm
- Literacy
- Spanish
- Content

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

Literacy in both languages, every day, for all students

English

on,

in

all

Guideline # 1: Each language has its own dedicated space.

- **Spanish/Chinese** has its own dedicated space that is not mixed with English.
- **English** has its own dedicated space that is not mixed with the non-English language (Spanish, Chinese, Portuguese, etc..)



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher m
- Students r
- Spanish
- Materials,
- assessment
- Literacy in
- Spanish
- Content in

The Bridge

- Planned moment after assessment when the teacher brings the two languages together for metalinguistic analysis and transfer

maintains English
maintain

instruction,
ment in

truction in

English all

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher m
- Students m
- Materials,
- assess
- Literac
- Spanis
- Conte

The Bridge

- Planned moment after assessment

The Bridge has a physical space, but not a daily scheduled time

analysis and transfer

maintains English
maintain

struction,
ent in

uction in

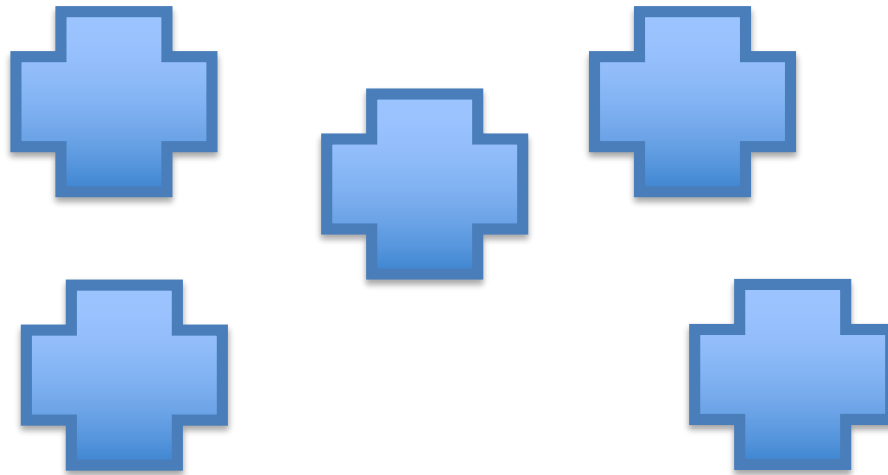
English all

Español

Spanish Classroom Library

El Puente The Bridge

Student Seating in Groups



Bilingual Books

English Classroom Library

English

Guideline #2: Every Biliteracy classroom includes the Bridge

Two Teacher Model/Middle School	One Teacher Model
The language she/he teaches (Spanish, Chinese or English)	Spanish or Chinese
The Bridge	The Bridge
	English



Guideline # 3: Teachers use different colors for each language

- Spanish/Chinese has its own color
- English has its own color
- These colors are consistently used during the Bridge.



The strategic use of language is reflected in the matching of color and language

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

U - Urow

The strategic use of language is reflected in the matching of color and language

come

come

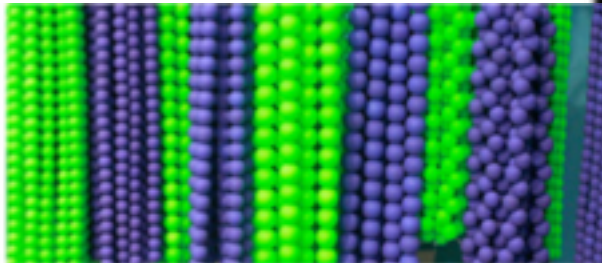


Guideline # 4: Teachers visually indicate the language of instruction

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This can be done program-wide.

Examples:

- “Magic scarf”
- Sign
- Change channels
- Necklace



Analyze the learning environment

- Look for the **Español** side of the room
- Look for the Bridge (el Puente)
- Look for the **English** side of the room



What types of anchor charts do we see?

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports



Bridge Anchor Charts

- **Bridges**: born out of a unit – all words, graph, or text are related
- **Metalinguistic Charts**: Comparing and Contrasting how Spanish and English are similar and different



Anchor Charts

- Should be developmentally appropriate
- Students should actively engage in creating them
- Change throughout the year as students develop knowledge and skills
- Should match the “internal structure” of the language



The many ways of saying

Xièxiè "Thank You" SPASIBO

GRACIAS

Grazie Mahalo

Merci

Danke

WA-DØ

Arigato

Dhanyawaad

Axante