

Sample Biliteracy Instruction



Melody Wharton

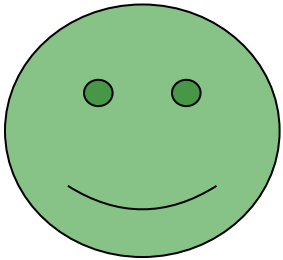
The purpose of this afternoon's session

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.

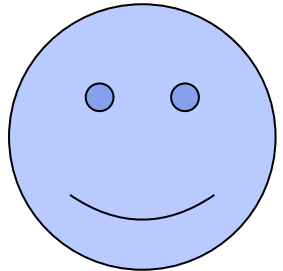
In other words, this afternoon we will...



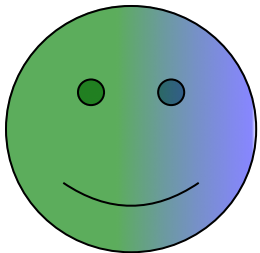
Student Profiles – Developing Bilinguals



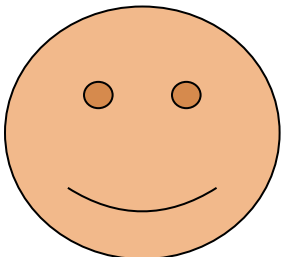
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



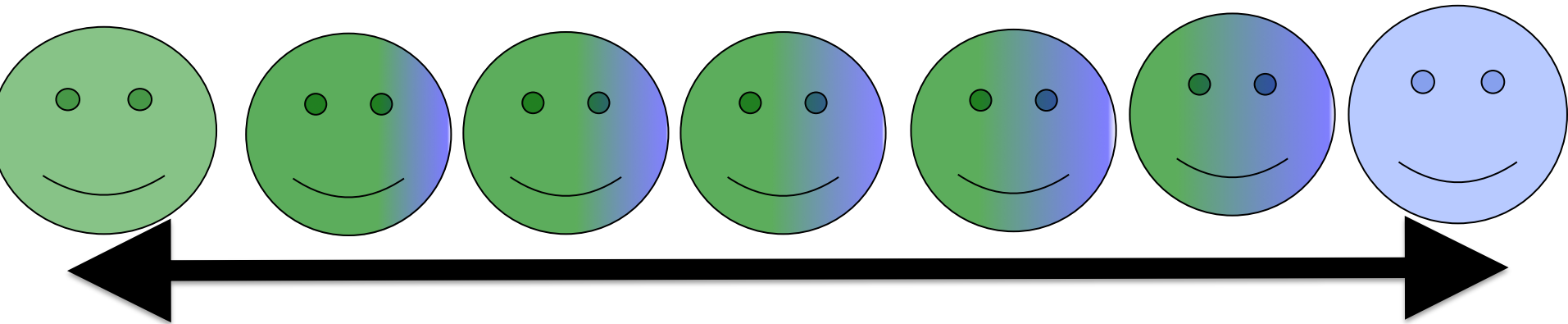
Simultaneous Bilingual



Language Minority Sequential Bilingual



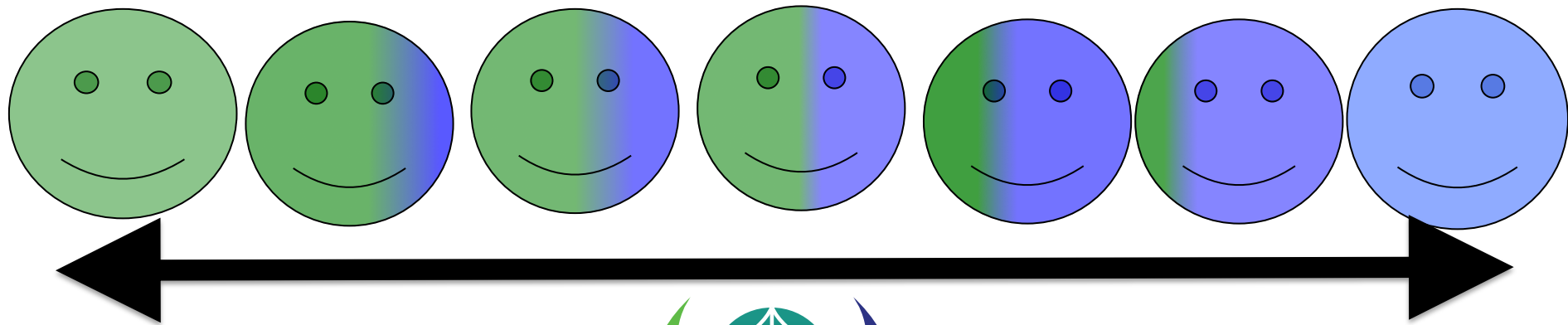
While some students begin biliteracy instruction as monolinguals, and become sequential bilinguals...



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



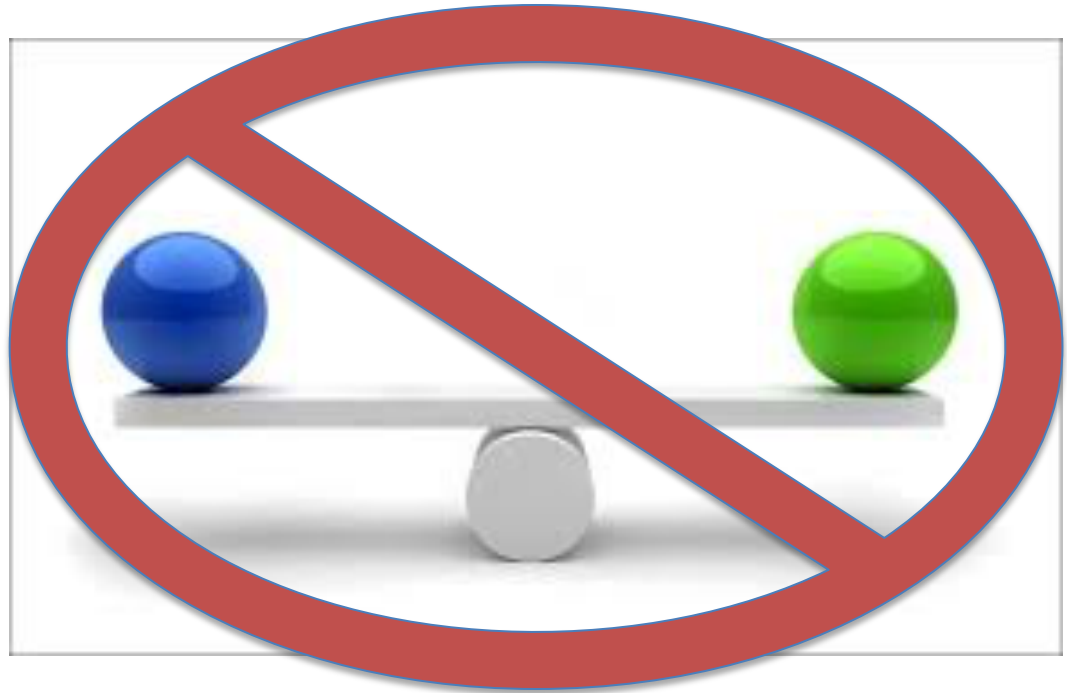
ALL become developing bilinguals (bilingual learners)



“Bilingual” does not mean “balanced”.



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In other words....



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 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 Pairing and Grouping



How will you pair your students for activities in your classroom this year?



Content and Language Allocation Plan

50/50	Spanish	English
PK-2	Math Social Studies Literacy	Science Literacy
3-5	Math Science Literacy	Social Studies Literacy

1st Grade Student Schedule

Time	Subject	Language
8:00-10:00	Science Integrated Block	English
10:00-11:00	RA/Specials	English
11:00-12:00	Lunch/Recess	Student Choice
12:00-12:30	Intervention/ Enrichment	Teacher Choice based on student need
12:30-1:30	Math	Spanish
1:30-2:30	Social Studies Integrated Block	Spanish

Content and Language Allocation Plan

80/20	Spanish	English
1 st Grade	Math Science Social Studies Literacy	Literacy



1st Grade Student Schedule

Time	Subject	Language
8:00-9:15	Math	Spanish
9:15-10:30	Science Integrated Block	Spanish
10:30-11:45	Social Science Integrated Block	Spanish
11:45-12:45	Lunch/Recess	Student Choice
12:45-1:15	RA/Specials	English
1:15-1:45	Intervention / Enrichment	Teacher Choice based on student need
12:30-1:30	English 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?
- How did the progression of activities in the unit develop language and content?
- How did students participate?
- How were students held accountable for their learning?





Biliteracy Unit Framework



The Biliteracy Unit Framework (BUF)

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Initial Oracy & Background Knowledge Building

**Reading Comprehension
(and oracy development)**

**Process Writing
(and oracy development)**

**Open & closed syllables,
diphthongs**

- Areas of word study to be studied

**Content Area Instruction
(and oracy development)**

Complete 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

Defining Biliteracy:
Teaching for Biliteracy means
always teaching
language
literacy
and
content



The Bridge



Initial Oracy & Background Knowledge Building

Reading Comprehension
(and oracy development)

Process Writing
(and oracy development)

Open & closed syllables,
diphthongs

- Areas of word study to be studied

Content Area Instruction
(and oracy development)

Complete Summative Assessment

Bridge – Transfer

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

Bridge

While
metalinguistics
of the Bridge, teacher also accepts
and highlights other areas of
metalinguistics noticed by the students.

Day 41 - 43

Formative Assessment

The Bridge – El Puente

Spanish

English



Participating in Biliteracy Instruction



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



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

- Spanish/Polish/Arabic/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..)



Español

English

Guideline #2: Every Biliteracy classroom includes the Bridge

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

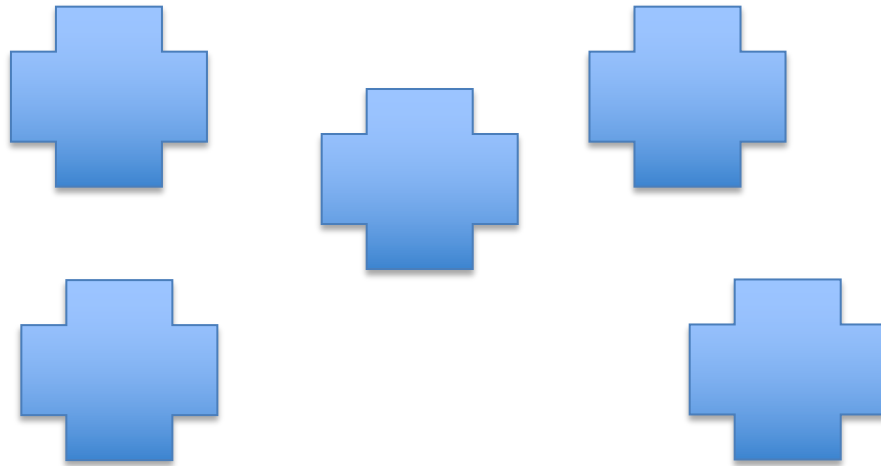


Español

Spanish Classroom Library

El Puente The Bridge

Student Seating in Groups



Bilingual Books

English Classroom Library

English

Guideline # 3: Teachers use different colors for each language

- Spanish/Polish/ Arabic 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

