

Introduction to Teaching for Biliteracy Summer Institute, Indianapolis, IN : Sample Instruction - Science Integrated with Language Arts - July, 24 2018



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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 in a one teacher model: the oracy building and the Bridge between languages.

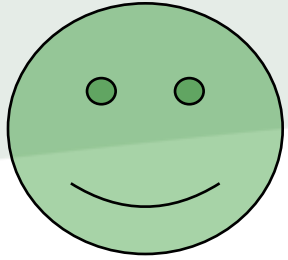
In other words, this afternoon we will...



Sample DL Biliteracy Unit: The Strength Based Perspective



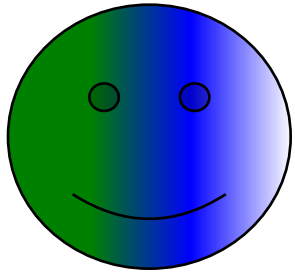
Student Profiles:



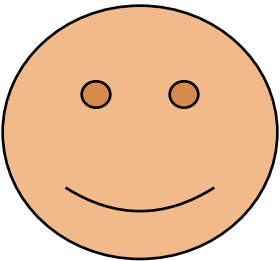
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



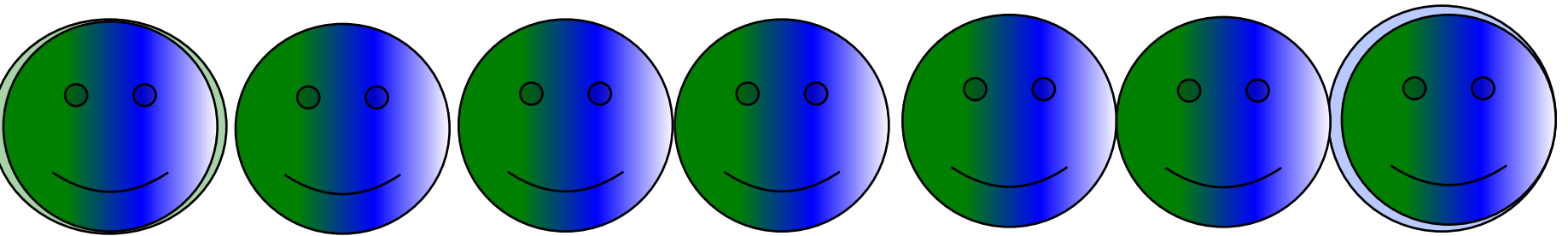
Simultaneous Bilingual



Language Minority Sequential Bilingual



Our students enter our classrooms as **sequential bilinguals** both as language minority and language majority, and also as **simultaneous bilinguals**. After the first day of the first day of school they all become simultaneous bilinguals.



Participating in Biliteracy Instruction

- How did you feel as a learner?



- What did you learn about biliteracy instruction?



Sample Content and Language Allocation Plan 80/20

Español	English
Social Studies Math Science Language Arts	Language Arts



Sample Schedule 80/20

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Teacher choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy



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- Spanish Language Arts Standards
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Language Targets
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- 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



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Strategic Partnerships



How will students be partnered?

www.teachingforbilitery.com



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.



Self-Assess Your Spanish Level

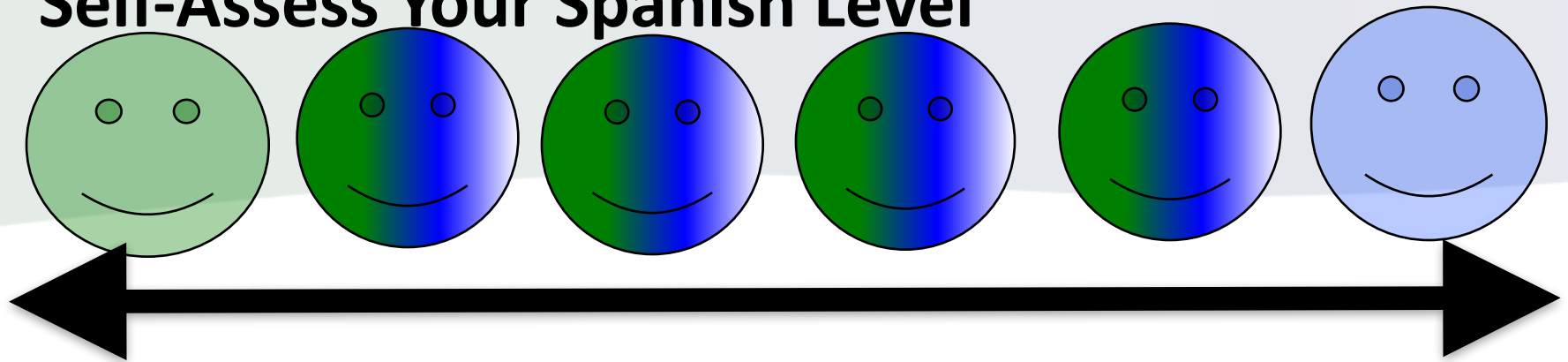


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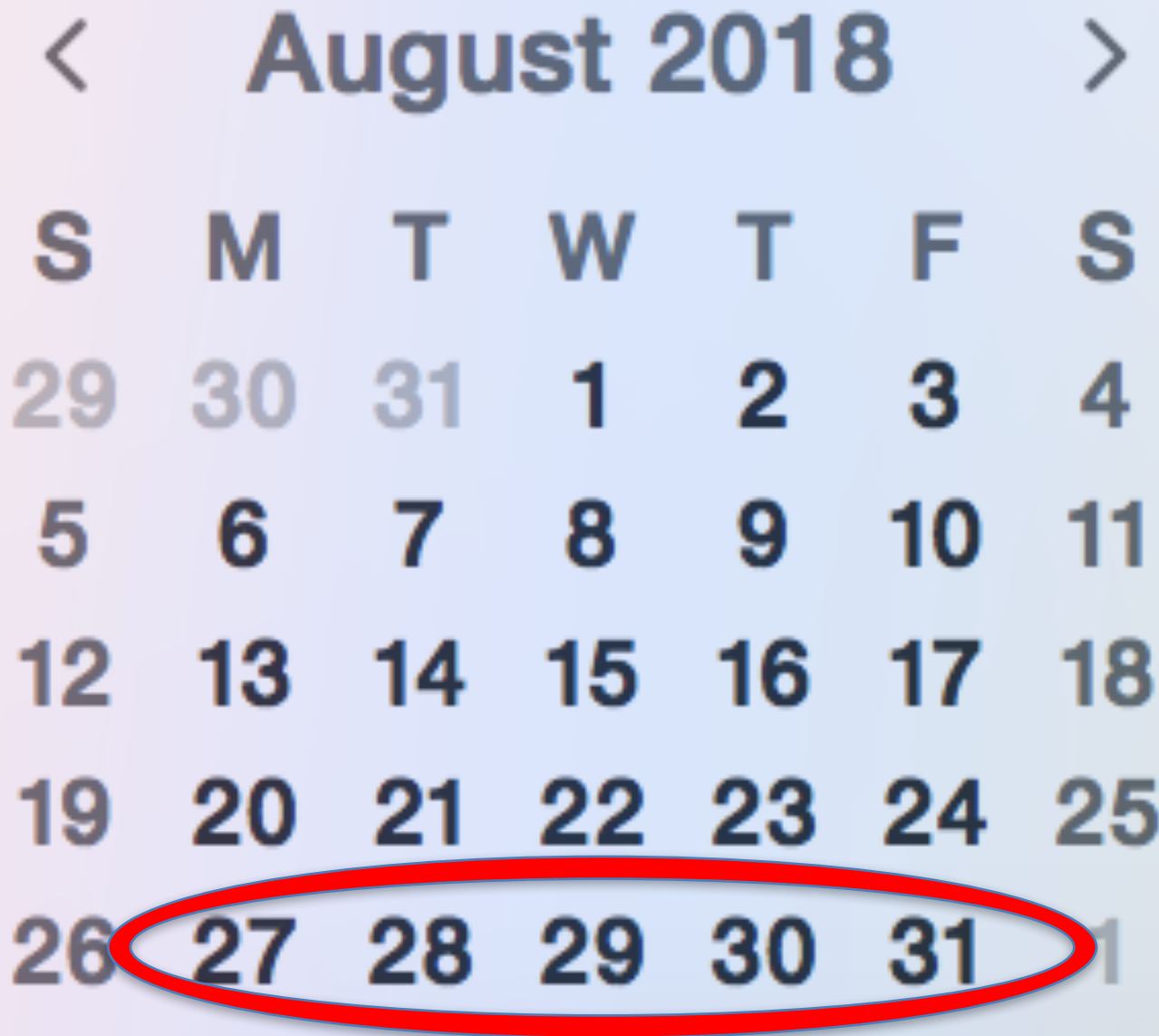
Marking the Language of Instruction



< 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
Science +
Language
Arts with
ORACY!**



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Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

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Formative Assessment



< September 2018 >

LABOR DAY!

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	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

**Science
content
instruction
begins with
concrete
experiences:
experiments
and inquiry.**



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< September 2018 >

S M T W T F S

26 27 28 29 30 31 1

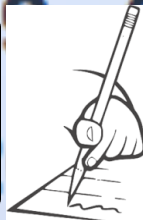
2 3 4 5 6 7 8

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:
Science +
Literacy.**



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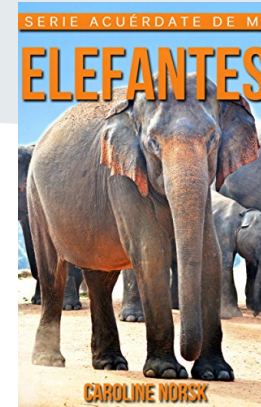
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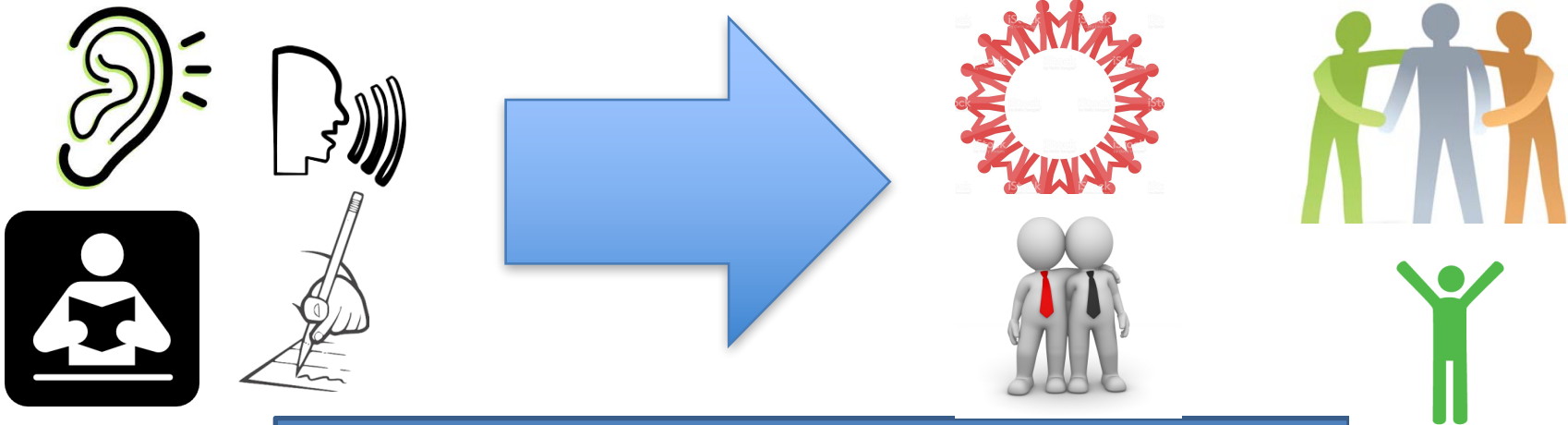
Formative Assessment



La comprensión de la lectura



1. Se practican 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.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.



< September 2018 >

S M T W T F S

26 27 28 29 30 31

2 3 4 5 6

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28

30 1 2 3 4 5 6



**Process Writing
Instruction:
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.K.2](#)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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Estudio de palabras, lenguaje, y fluidez

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.

1. Demuestran comprensión de la organización y características básicas de los materiales impresos.
 - a. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.
 - b. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.
 - c. Entienden que las palabras se separan por espacios en blanco en los materiales impresos.



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Look at the Summative Assessment on the Condensed BUF Document

Summative Assessment

After students...

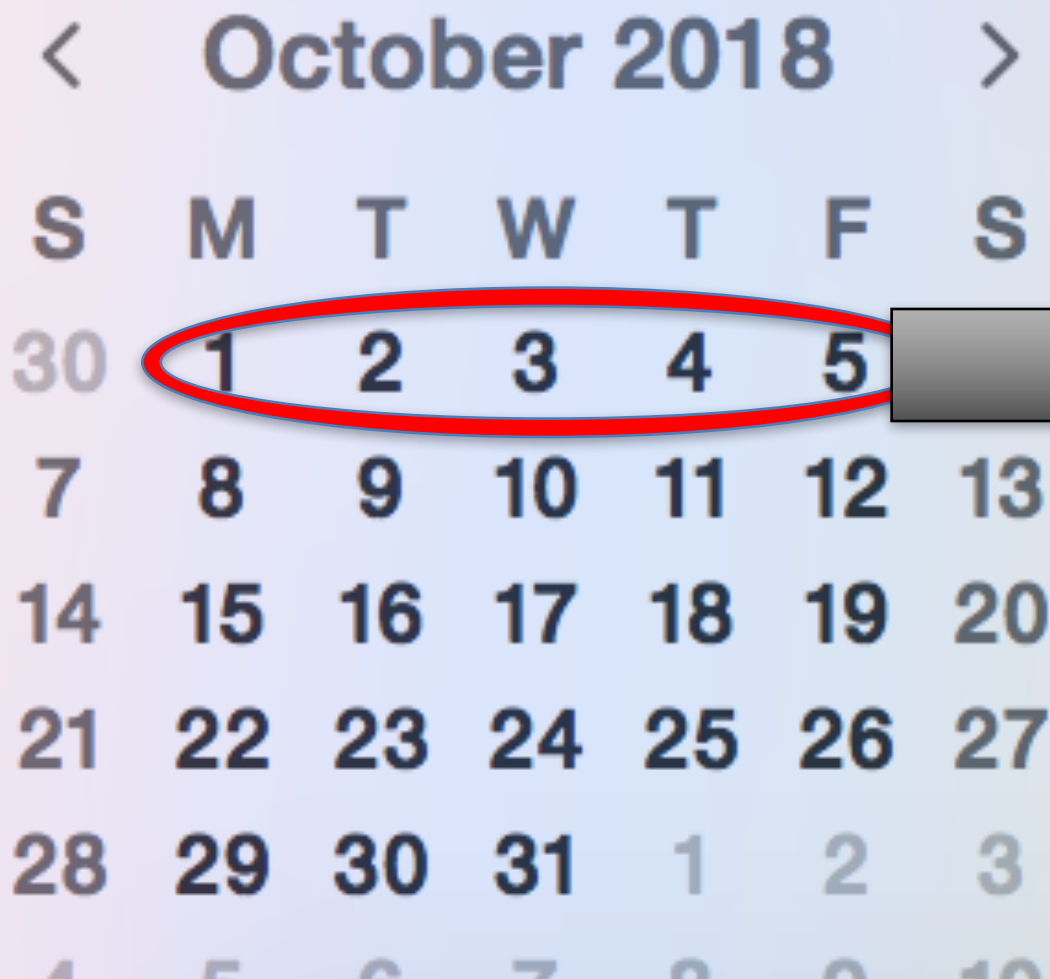
- make observations to describe patterns of what organisms (plants and animals – including humans) need to survive (**K-LS1-1**)
- view/read about the needs of living things and how the environment/habitat provides those needs and
- create a model to represent the relationship between the needs of different organisms and the places they live (plants and animals – including humans) (**K-ESS3-1**)

...students will produce an informational book that describes where an organism (of their choice) lives and how the environment where they live (ecosystem/habitat) meets their needs.

The informational book will include:

- The name of their organism (topic) and where they live (**CCSS.ELA-LITERACY.W.K.2; CCSS.ELA-LITERACY.RI.K.2**)
- Information about their organism including how the organism gets water, air, and resources from their environment to live and grow (**CCSS.ELA-LITERACY.W.K.2**)
- Pictures that match the text and illustrate the organism's habitat, and how the organism gets water, air, and resources to live and grow (**CCSS.ELA-LITERACY.RI.K.7**)





IT'S Time to cross the
Transfer Bridge
(This may be over a
period of days and is
not limited to just
one lesson or one
day)

Theme/Unit Name:

- | | | |
|--------------------------|----------------------------|---|
| - Content Area Standards | - Content Area Big Idea(s) | -Language Proficiency/Development Standards |
| - Writing Standards: | - Literacy Big Idea(s) | - Language Targets |
| - Reading Standards: | - Content Targets | - Summative Assessment |

Building Oracy and Background Knowledge			Formative Assessment
Reading Comprehension		Content	
Writing			
Word Study and Fluency			
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.	

The Bridge – El Puente

Español

English



The Bridge – El Puente

Bridge has distinct features:

1. Bridge Transfer Chart (content standards/vocabulary)
2. Bridge Metalinguistic Analysis (language, foundational skills standards; phonology, morphology, syntax, meaning)
3. Bridge Transfer Practice/Extension (reading, writing, listening, speaking standards)



Metalinguistic Analysis

- Comparing/Contrasting the two languages
- Developing awareness of language systems and patterns
- Building linguistic repertoire
- Analyze phonology, morphology, syntax, and meaning



English Language Arts

Students will engage in a guessing game. To practice, the teacher will post pictures of some of the organisms viewed during the unit around the room. The teacher will read the description of that picture with the organism.

Students will look for the picture once the description is read.

In pairs, students will create their own descriptions, using the vocabulary from the unit: organisms, habitat, water, resources, air, live, grow, etc. Pairs will read the description to each other and the listeners will guess which picture matches the read description.

English Language Arts

Students will engage in:

- Listening, Speaking , Reading, and Writing
- Have multiple opportunities to practice what they learned in the new language



The Biliteracy Unit Framework (The BUF) is Standards Based



Standards Based: NGSS

K-LS1-1.

Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-1.

Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.



Content Big Idea

- I want my students to understand that organisms need water, air, and resources from the land to live and grow; they live in places where they can find these elements. For example:
 - Bears live in the forest because they can find berries and fish to eat, air to breathe, and water from the rivers to drink.
 - Frogs live near ponds because there they can find insects to eat, water from the pond to drink and lay their eggs, air to breathe, and fallen leaves to hide between.



Standards Based: CCSS Reading

CCSS.ELA-

LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-

LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-

LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear.



CCSS.ELA-

LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

Standards Based: CCSS Writing

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Literacy Big Idea Examples

- I want my students to understand that when reading informational texts, it is important to identify the main topic and retell key details of a text and describe the relationship between illustrations and the text in which they appear in order to write an informational piece that describes where an organism lives and how the environment/habitat provides what the organism needs to survive.

Strategies That Support Oracy and Literacy Development



Participating in Biliteracy Instruction

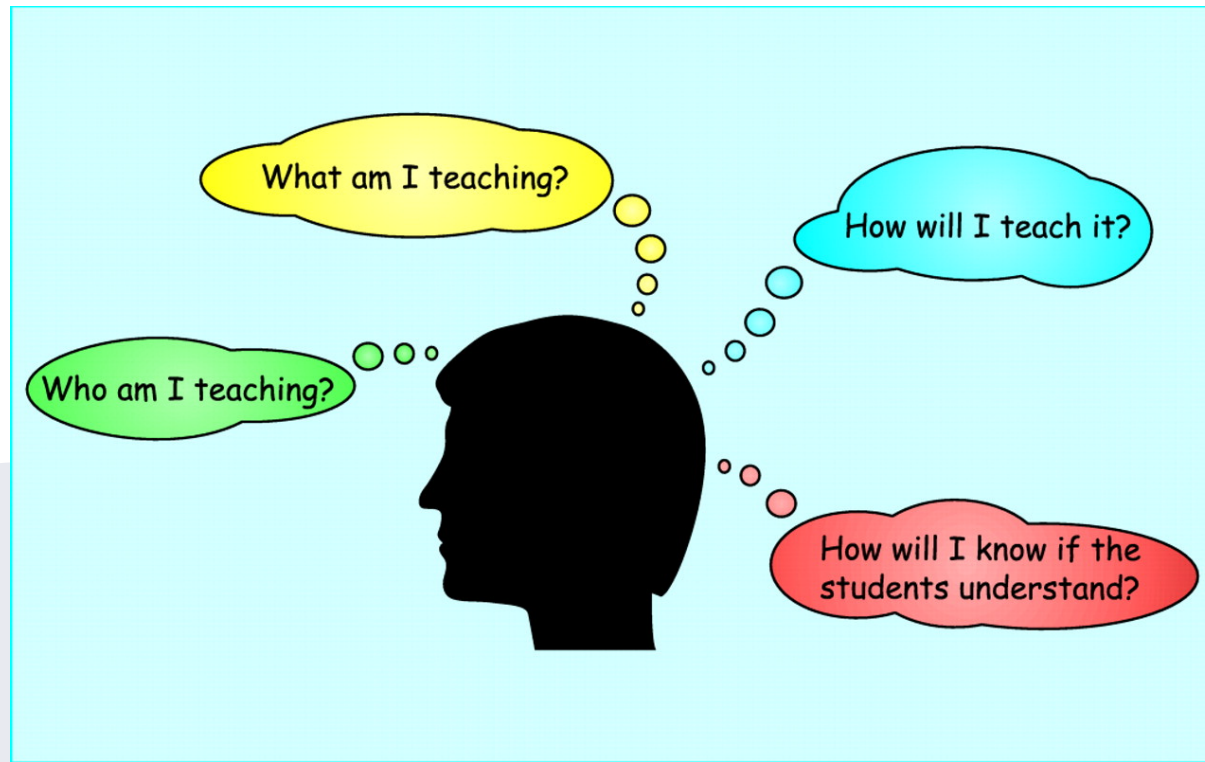
- How did you feel as a learner?



- What did you learn about biliteracy instruction?



Plan The Strategic Use of One of These Strategies

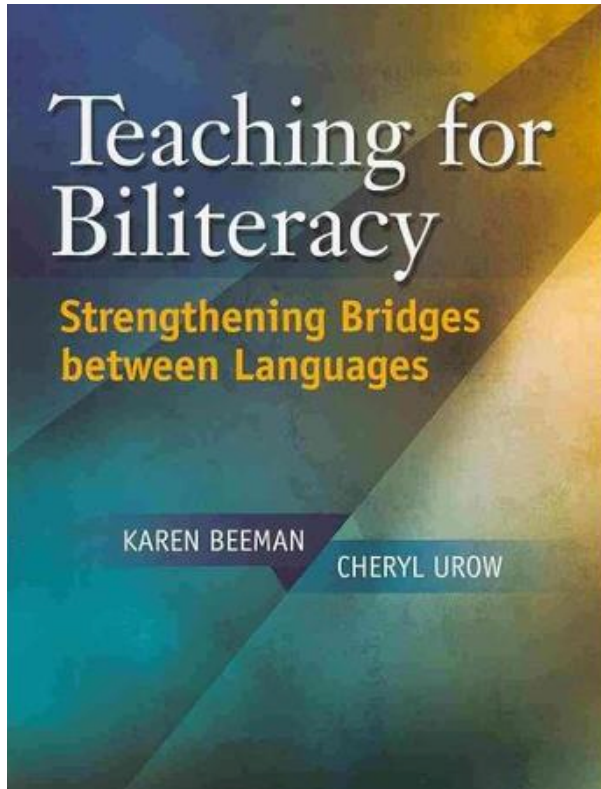


REMEMBER that:
Teaching for Biliteracy means
always teaching
language
literacy
and
content



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Thank you!



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