

Sample Instruction: K-2 Social Studies

By: Dana Hardt, M.Ed

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Goods and Services



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www.TeachingForBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



Handouts and Powerpoints

Handouts and Power Point presentations from the
Teaching for Biliteracy Summer Institute are available
on this dedicated webpage:

<http://bit.ly/July2018Biliteracy>



NOTE: You will need to create a username and password to access this
webpage.

(If you have already signed up for our general website, you will need to
use the same username and password)



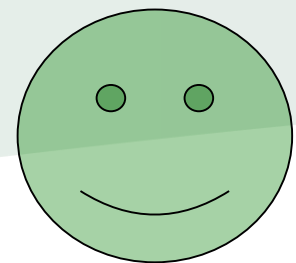
The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks) within 2 hours highlighting those elements that are most different in teaching for biliteracy: the oracy building and the Bridge between languages.

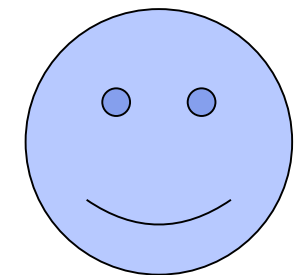
In other words, this afternoon we will...



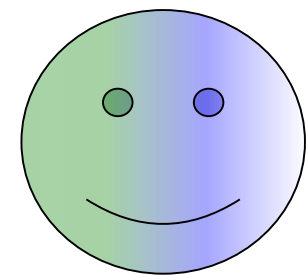
Student Profiles of Developing Bilinguals:



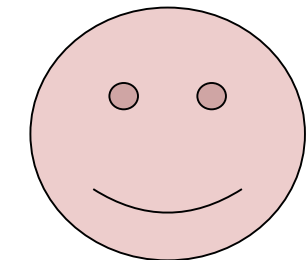
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual



Language Minority Sequential Bilingual



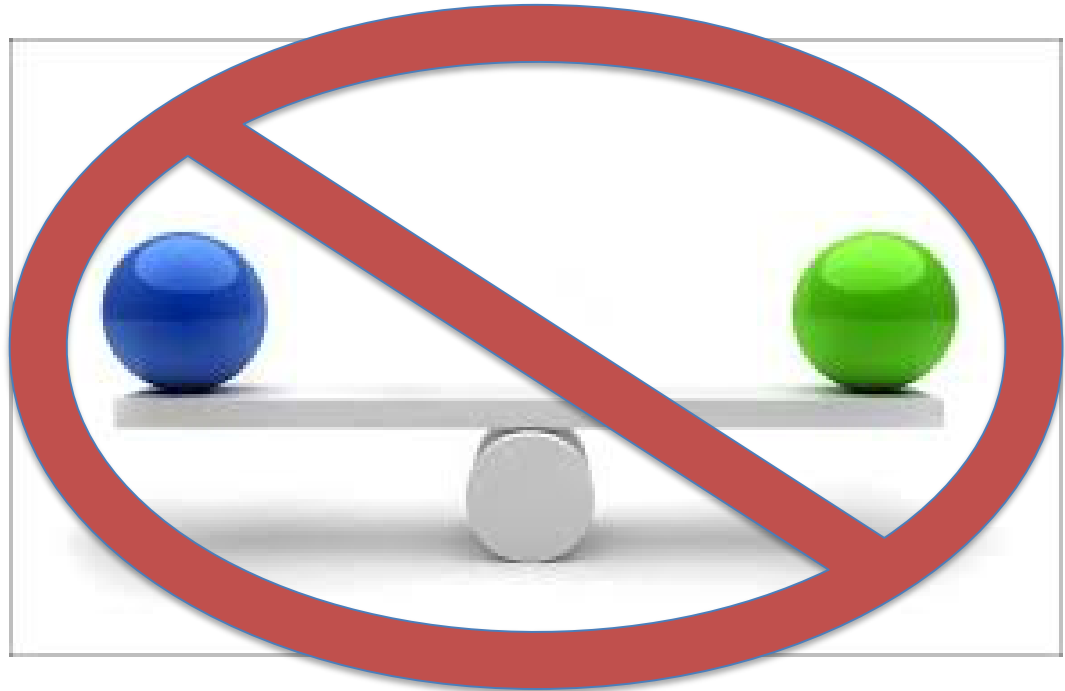
Our students enter our classrooms as **sequential bilinguals** both as language minority and language majority, and also as **simultaneous bilinguals**. After the first day of the first day of school they all become simultaneous bilinguals.



“Bilingual” does not mean “balanced”.



=



In other words....



Sample 50/50 Content and Language Allocation Plan

Kindergarten Spanish (my teaching partner)	Kindergarten English (me)
Mathematics	Science
Social Studies	English Language Arts
Spanish Language Arts	

1 st Grade Spanish (my teaching partner)	1 st Grade English (me)
Science	Mathematics
Spanish Language Arts	Social Studies
	English Language Arts



		Time	Spanish (my teaching partner)	English (me)
Sample Schedule – Two-Teacher Model		9:00-10:00	SLA and Social Studies (Balanced Literacy, varies daily), Kinder	ELA and Math, 1st
		10:00-10:45	SLA and Math, Kinder	ELA and Social Studies (Balanced Literacy, varies daily), 1 st
		11:00-11:25	Math centers (interventions), Kinder	Bilingual journal writing (Guided Reading, interventions), 1 st
		11:25-12:00	SLA and Science (Shared Reading, Direct Instruction), 1 st	ELA and Science (Oracy Building, Shared Writing), Kinder
		12:45-1:00	SLA and Science (Read Aloud, Shared Reading), 1 st	ELA and Science (Read Aloud, Shared Reading), Kinder
		1:00-1:30		Specials, Kinder; Specials, 1st
		1:30-2:00	SLA and Science (Direct Instruction), 1 st	ELA and Science (Direct Instruction), Kinder
		2:15-3:00	SLA centers (Guided Reading, interventions), 1 st	ELA centers (Guided Reading, interventions), Kinder

Student's Perspective

Time	Subject	Language
9:00-10:00	Social Studies and Language Arts • Inquiry/Project Based • Oracy Development • Whole Group Instruction • Writing • Independent Practice • Word Work/Dictado	Spanish
10:00-11:00	Math • Oracy Development • Math Skills	Spanish
11:00-11:25	Math • Small Group Instruction	Spanish
11:25-12:00	Science and Language Arts • Oracy Development • Word Study	English
12:00-1:00	Lunch/Recess	Student Choice
12:45-1:00	Journal Writing	Student Choice
1:00-1:30	Specials	English
1:30-3:00	Science and Language Arts • Inquiry and Science Experiments • Independent Practice • Writing • Guided Practice	English

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



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Formative Assessment



WIDA Can-Do Descriptors (English Learners)

Resource Guide

RG-58

Figure 5M: CAN DO Descriptors for the Levels of English 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.



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.



Self Assessment

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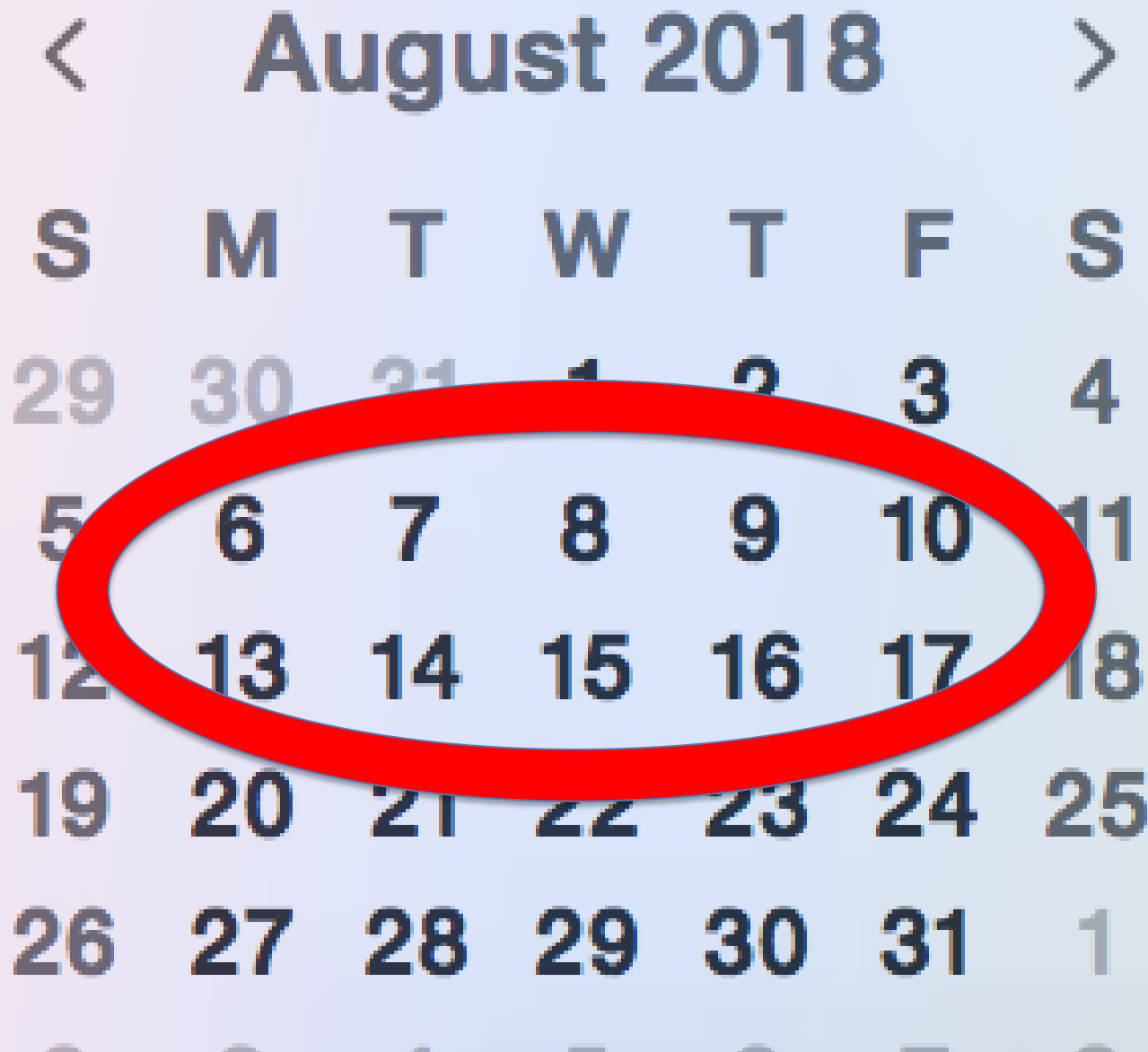


Strategic Partnerships



How will students be partnered?



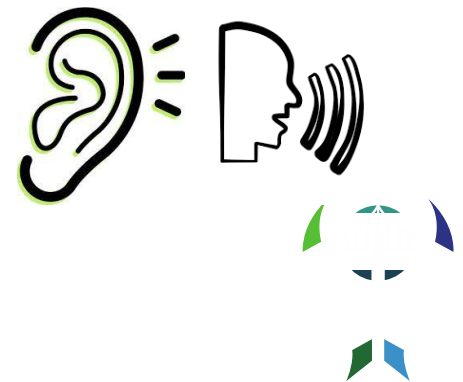


**School
Begins:
Back to
School Boot
Camp!**



<	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

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



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
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- Strategies and balanced literacy routines

Writing

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Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
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Summative Assessment

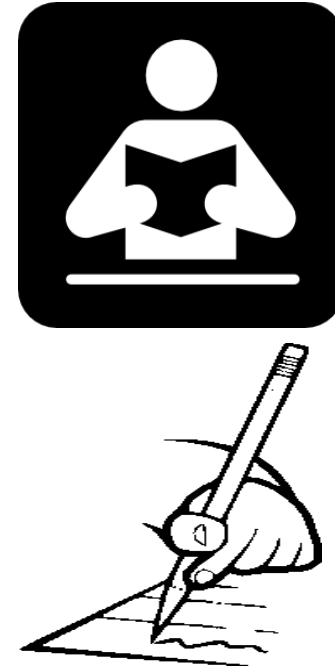
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Bridge: Metalinguistic Focus
While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

The purpose of Oracy is ...

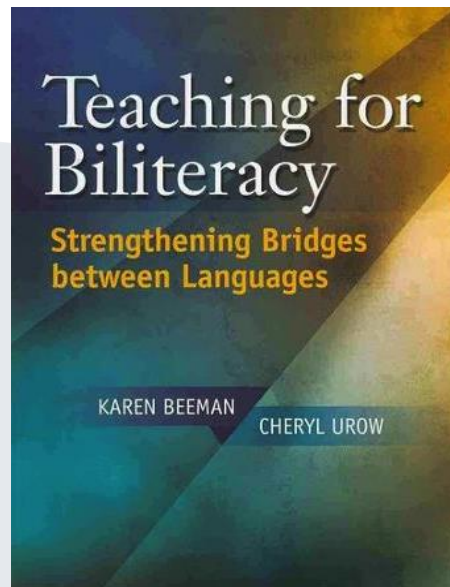


..to prepare ALL students for literacy success with grade level texts and academic content.

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Concept Attainment



p. 53-56,
81

Strategy: Concept Attainment

Support: Sentence Prompts

I notice _____.

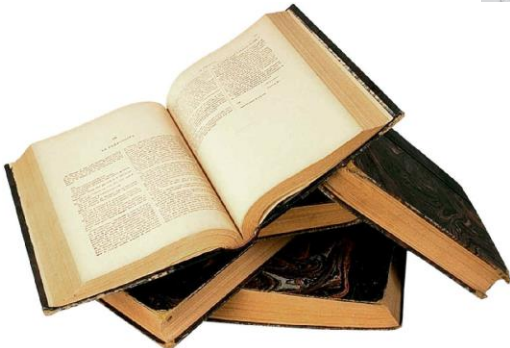
Do you see the _____?

I like/don't like the _____!



goods

People who provide services



Locally owned businesses

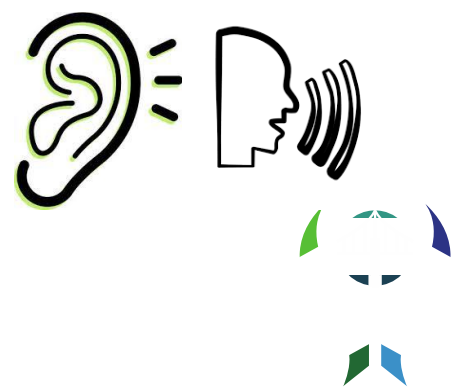


National chain businesses



<	August 2018					>
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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Continue
ORACY
building
with a
FIELD TRIP!





River School Farm – local urban farm



Great Basin Community Co-Op

Kimmie Candy Factory –
Reno-based candy business
with factory tours



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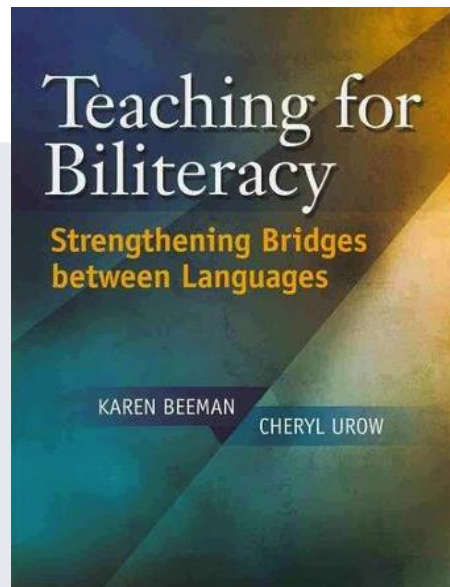
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Formative Assessment

Total Physical Response: TPR



p. 81,
135-137

Oracy Building through Total Physical Response

Goods and Services TPR



TPR Progression (approx.)

- Day 1 - everyone repeats and copies motions but no talking
- Day 2, 3, 4 & 5 - echo (for a long time)
- Day 6 - start gradual release (student teachers, pointers, and page turners)
- Day 7, 8, & 9 - turn to thinking partners and one thinking partner will say words while other does the actions
- Day 10 - “quizzing” partner, one with back to the flipchart
- Beyond – Take to reading, writing



How did I know what to teach to build oracy development?

CCSS.LITERACY.W.1.3 Write an informative text in which they name a topic, supply some facts about the topic, and provide a sense of closure.

Building Oracy and Background Knowledge

Field trip to Great Basin Food Co-Op, River School Farm, Kimmie Candy Company.

Concept Attainment: Picture sort of goods and services, under the umbrella of community needs and wants. Sort pictures of community workers (garbage collectors, librarian, grocery store clerk, doctor, city government employees, etc.), local and national chain stores, produce (farm products).

Sentence Prompts: A _____ is a good. We _____ it. *e.g. A cookie is a good. We eat it.*
_____ provide a service. They help people by _____. *e.g. Garbage collectors provide a service. They help people by keeping cities clean.*

TPR: goods, services, community, benefit, produce (multiple meaning word), local, needs, purchase, consumer, producer, national, needs, wants

CCSS.LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.

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The Standards-Based BUF!!



< 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

Now we're
ready to
integrate
specific
literacy
elements!



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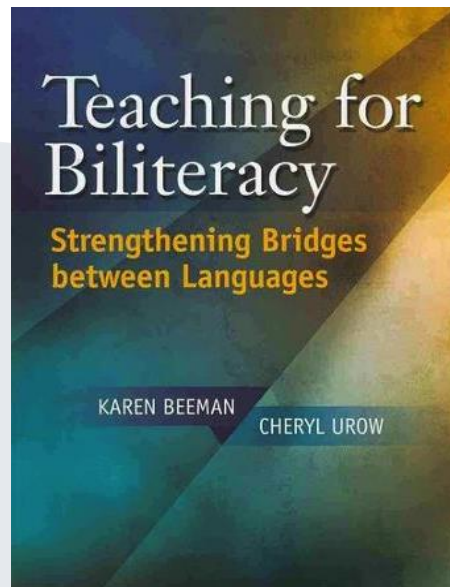
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Formative Assessment

Adapted Readers

Theater: ART



p. 81



ART

- Similar to TPR
- The teacher summarizes or paraphrases a text and students act it out
- Concepts and vocabulary are previewed

Things to keep in mind:

- The strategy previews concepts and vocabulary
- Provide the supports students would need to be successful
 - Graphic
 - Interactive
 - Sensory



Adapted Readers Theater (ART)



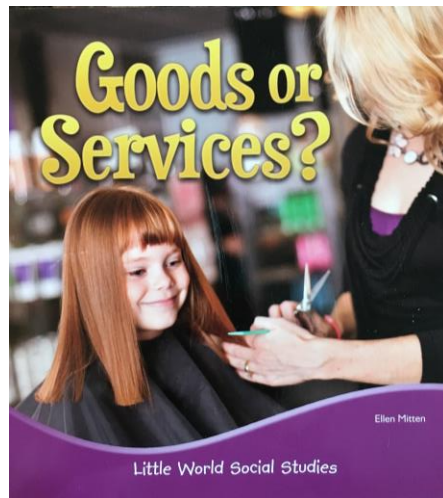
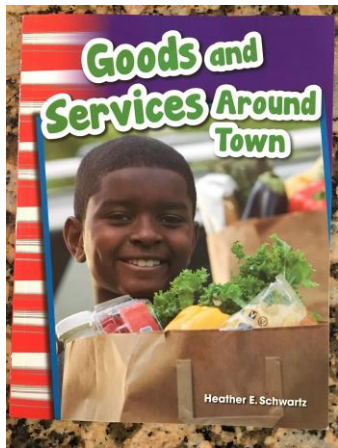
- At our grade level, we can use the Adapted Readers Theater (ART) strategy to model ...
- The concept to be previewed with the Adapted Readers Theater strategy to model...



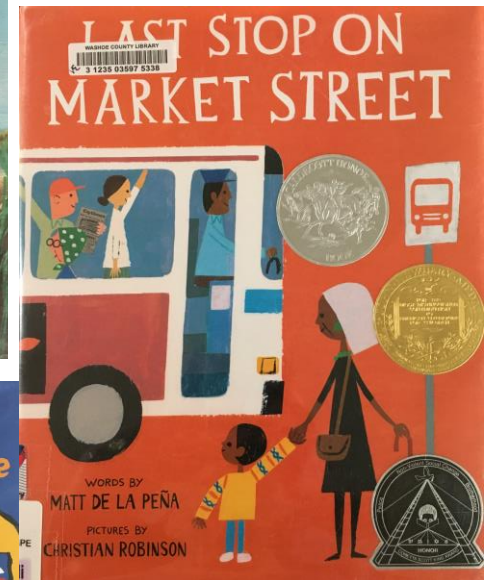
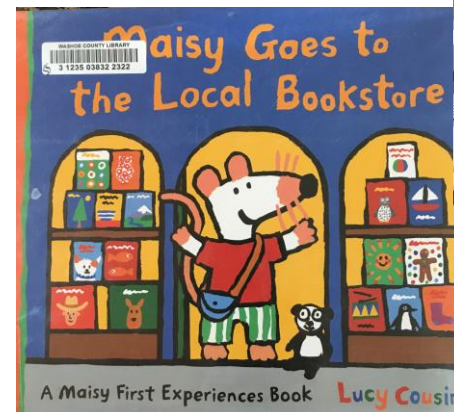
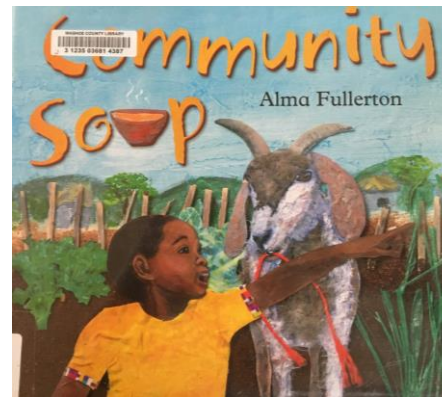
Also...comprehensive literacy continues

- Planned Interactive Read Alouds of grade-level appropriate fiction and nonfiction texts on goods and services. CHECK: Do you need an ART first?
- Guided Reading with TPR for some, articles on goods and services for others, social studies readers about community, etc.
- Shared reading of on-topic poems, TPR

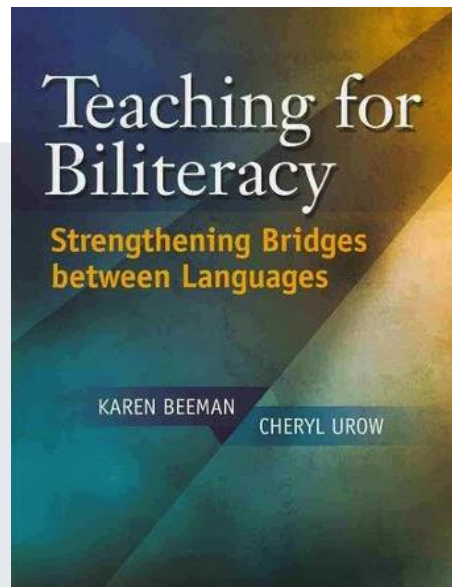
Non-Fiction



Fiction



Phonics and Words Study: Dictation/Dictado



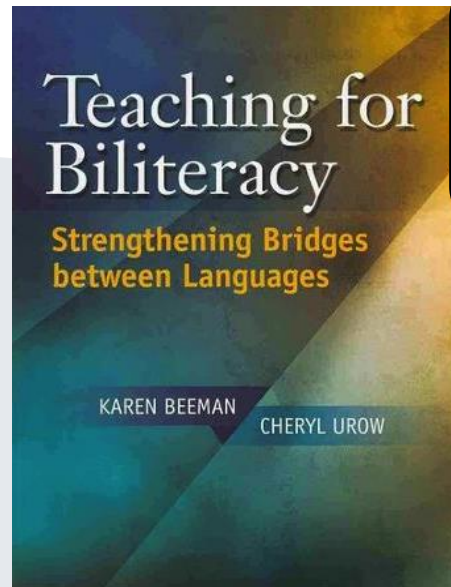
Chapter 9
p. 126 for
dictado

Dictation/Dictado

Using English High Frequency Words in context of content area: holistic, meaningful, comprehensive.

[illegible]

Fish Bowl



p. 82 &
136

Fishbowl Dictado/Dictation

[illegible]

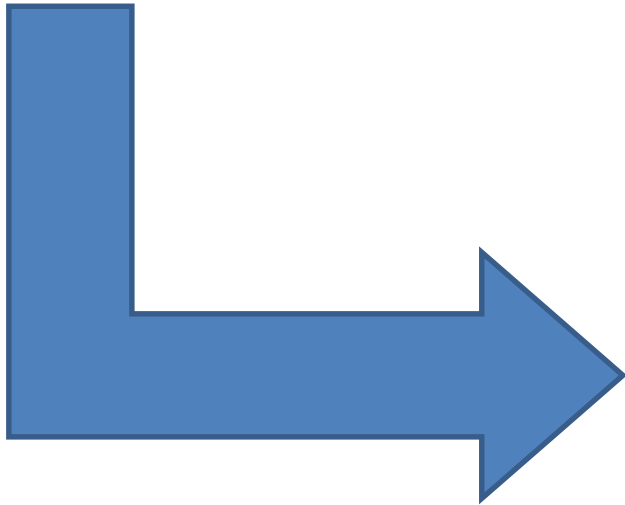
Fishbowl



Use when you want to
'show' students how to
do something rather
than tell students how
to do something.



Fishbowl



Things to keep in mind:

- Carefully select your 'fish'
- Provide the supports students would need to be successful
 - Graphic
 - Interactive
 - Sensory



Fish Bowl



How can you use this strategy at your grade level?

Who would you select as your fish?

In our grade level, we can use the fish bowl strategy to model...

The fish I would select would be...



Word Study Anchor Charts – created through Dictation

Digraphs

Wh-	Th-	Th-	Ch-
where	there	thing	choice
white	they	think	teacher
when	this	Thaxton	Pancho
what	the		Charlie
	Heather		



Phonics and Word Study

- Discrete skills are learned by using words, sentences, and paragraphs they already understand.
- Tied to context! Comprehension is established first.
- Formative assessment through student writing drives instruction.
- Strategies match how the language works.
- THIS MAY LOOK DIFFERENT THAN MONOLINGUAL CLASSROOMS!



Dictation/Dictado in my classroom

Many ways to do it (p. 128)! Make it work for you and your students.

Day	Activity
Monday	Intro of HFW (TPR, chant, oral practice in partners) Perfect copy of dictation sentence(s) done as a class
Tuesday	Class works together to rewrite sentences; formal study of foundational skills/language standards takes place (word study)
Wednesday	Team Challenge! Table groups work together to complete dictation correctly. Review of word study topic.
Thursday	Individual Challenge: Students attempt to complete dictation independently; anchor charts, HFW word cards, classmates remain accessible. Review of word study topic.
Friday	Formal “spelling test” using dictation sentences



provide some sense of closure.

Word Study and Fluency

- Dictation: High Frequency Words in context (every other week written/oral practice)

want, good, many: We want and need many things. They are called goods. *Skills: print concepts, English vowels making atypical sounds*

where, there, here: We can buy our goods from here or there. Where you buy them is a choice.

Skills: digraphs th, wh

NEVADA AC

Compare an
the commu

NVACS-SS. 1

how we live

NVACS-SS. 1

locally with

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Look! I planned it.



live, give, our: We live in a place with many goods and services. Many different helpers give goods and services to our community. *Skills: syllabication, varying sentences*

would, should, could: You should see if there is a local option. I would buy local if I could. *Skills: -ould word family, rhyming*

CCSS.LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.

CCSS.LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.

CCSS.LITERACY.RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.



< 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 15

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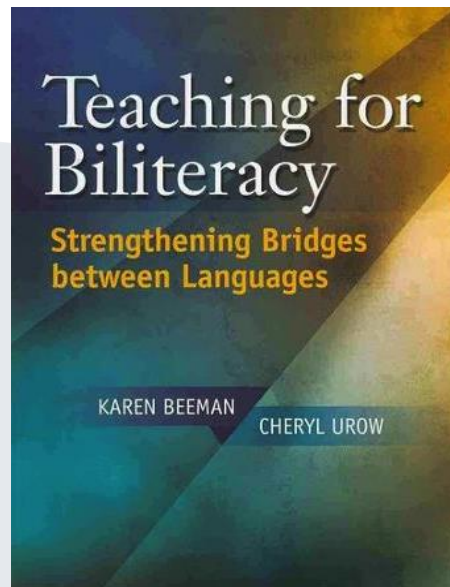
30 1 2 3 4 5 6

Writing Instruction

Time to apply
ALL those
skills into
writing within
content.



Writing: Language Experience Approach



p. 57-59,
104-106

Our field trip to Kimmie Candy Factory!



How does Kimmie Candy Factory demonstrate the roles of a local business in our community?



Student Writing

buying local

buying national/online

One benefit of buying local is _____.

One benefit of buying national or online is _____.

Buying locally OR nationally can be similar because
_____.



< **September 2018** >

S M T W T F S

26 27 28 29 30 31 1

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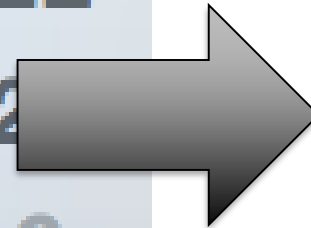
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Summative Assessment

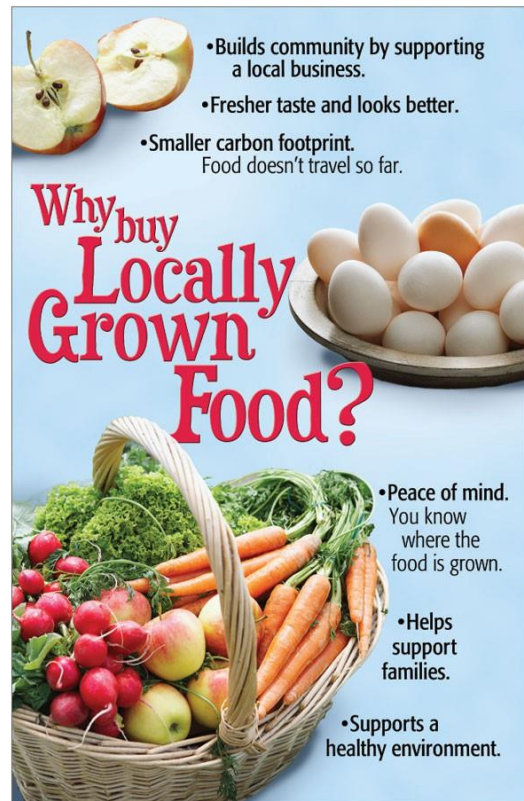
**6 weeks
later...**

**We're ready
to show what
we've
learned!**



Summative Assessment

Make a poster informing schoolmates of items that can be purchased locally and where. Include some of the benefits of buying local products. Plan your poster so that it is easy to read yet informative and persuasive!



< **October 2018** >

S M T W T F S

30 **1 2 3 4 5**

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

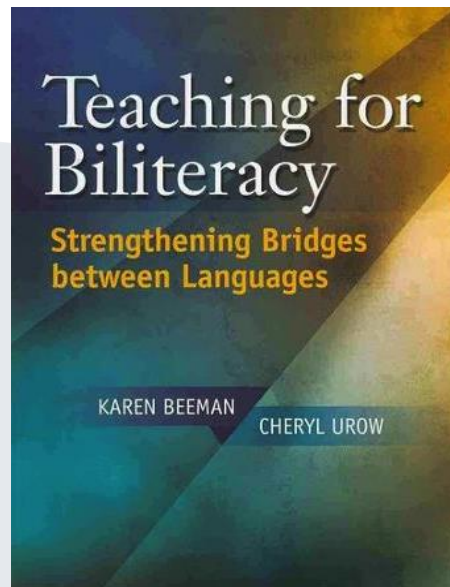
28 29 30 31 1 2 3



It's time to cross the
Transfer Bridge!



BRIDGE TIME!



Chapter 10

The Bridge Transfer Chart

English

Español



Transfer chart would go to Spanish teacher
at this point!



Side-by-side Bridge

English	Picture	Español
the goods		los bienes
the services		los servicios
the community		la comunidad
the consumer		el /la consumidor/a
the producer		el/la productor/a
to produce		producir
the produce		las frutas y verduras
the benefit		el beneficio
local		local
the needs		las necesidades
to purchase		comprar



BRIDGE



- Occurs AFTER Summative Assessment
- Content is DONE being taught.
- Allows for students to transfer vocabulary from language of instruction to other language and PRACTICE application of vocabulary within reading, writing, listening, and speaking standards.
- DOES NOT INCLUDE RETEACHING CONTENT



Theme:

Standards:

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

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Reader's Workshop
- Guided Reading
- Read aloud
- Partner Reading
- Independent reading

Writing

- Writers' Workshop
- Guided Writing
- Shared Writing

Word Study and Fluency

Decoding, Phonics, Spelling, Grammar

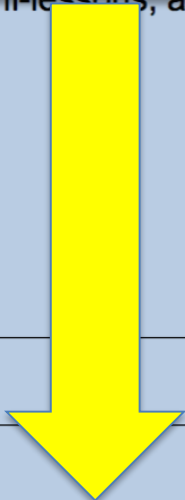
Summative Assessment

Bridge

Metalinguistic Skills

Actividades de extensión o una un

English



Spanish

Formative Assessment
Evaluación Formativa

BUF

of spoken words, syllables, and sounds.

CCSS.LITERACY.RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.

Summative Assessment

Students will create a poster explaining what kinds of goods and services can be found in our local area based off of the class's shared research, the field trips, and the texts read within the unit. Posters will be placed in the cafeteria for other students to see and read about local goods and services.

Bridge - Transfer

Side-by-side bridge

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the produce		las frutas y verduras
the benefit		el beneficio
local		local
the needs		las necesidades

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

Opinion writing on whether to buy local or national for a particular product.

Sentence prompts (in Spanish):

I would buy/purchase my _____ (e.g. vegetables) locally/nationally because _____ (e.g. it supports local farmers and less travel means fresher produce).
I would buy/purchase my _____ (paper towels) locally/nationally because _____ (we do not have a local paper towel distributor).

CCSS. LITERACY.W.1.1 Write opinion pieces in which they introduce a topic, state an opinion, supply a reason, and provide some sense of closure.

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.

Plurals in both English and Spanish.

the services los servicios
the goods los bienes
or

Cognates
the services los servicios
the community la comunidad



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)



Research Connection

Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**



Jimenez, García, and
Pearson, 1996,
Dressler et al, 2011, de Jong 2011



Metalinguistic Analysis

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



Therefore... metalinguistic analysis

Plurals/Plurales

-s	-es or change +es	Other/otra
the goods	los bienes	the produce
the services	las necesidades	the mice
the needs	the communities	the sheep
los servicios	las peces	
las frutas	los lapices	
las verduras		



Sounds that c makes

/k/ ca, co, cu, C+consonant	/s/ ci, ce,	/ch/ ch
the community	the produce	to purchase
la comunidad	las necesidades	
el/la consumidor/a	los servicios	
el/la productor/a	the services	
local	producir	
comprar	el beneficio	
the consumer	the producer	
local		





Bridge Extension

- Chance to use transferred vocabulary **in context** within *literacy standards*.
- The opportunity for vocabulary to actually BE transferred. **Make it STICK!**



Bridge Extension/Practice

In this unit,

IN SPANISH:

Write an opinion piece on whether you would buy a particular product locally or nationally, and why.



BUF

of spoken words, syllables, and sounds.

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Bridge Extension

- Takes about a week – may spill longer (especially with writing)
- Does not have to happen at the same time in both languages
- Literacy continues to be taught in **both languages every day!** Literacy being taught within Bridge extension activity instead of through content.
- Content instruction is not repeated
- Metalinguistic Charts are added to throughout the week and beyond (*blog: Keep the Charts ALIVE!*)



Bridge Extension

Reading, Writing, Listening, and Speaking Standards
NOT repeating content instruction.

For example:

General Unit	Bridge to ...	Extension lesson/activity
Sound Waves	English	Build a musical instrument and write a “How-To” on making sound with the instrument. (CCSS.ELA.W.1.2)
Plants	English	Sequencing the process of producer to consumer (using bread as the example) (CCSS.ELA.W.1.8, RI.1.5)
Forces and Motion	Spanish	Read traditional tales with morals (features of narrative taught within general unit) (CCSS.ELA.RL.K.9)
Maps	Spanish	Write an informative piece on how to get around school. (CCSS.ELA.W.1.2)
Living and Nonliving	Spanish	Write an opinion piece on favorite animals (CCSS.ELA.W.K.1, W.K.8)
Rules and Places	English	Read <u>David Goes to School</u> and reenact what David does as well as what David SHOULD do. (CCSS.ELA.RL.K.2, RL.K.3, SL.K.4)

Teaching for Biliteracy
means **always** teaching
language
literacy
and
content



In other words, ...rather than asking,

“**Which language...**, we ask...

- “What **strategies** are we using to consistently build and develop **language, literacy, and content** and to **compare and contrast** languages?”
- “What **structures** are in place to support this kind of instruction?”



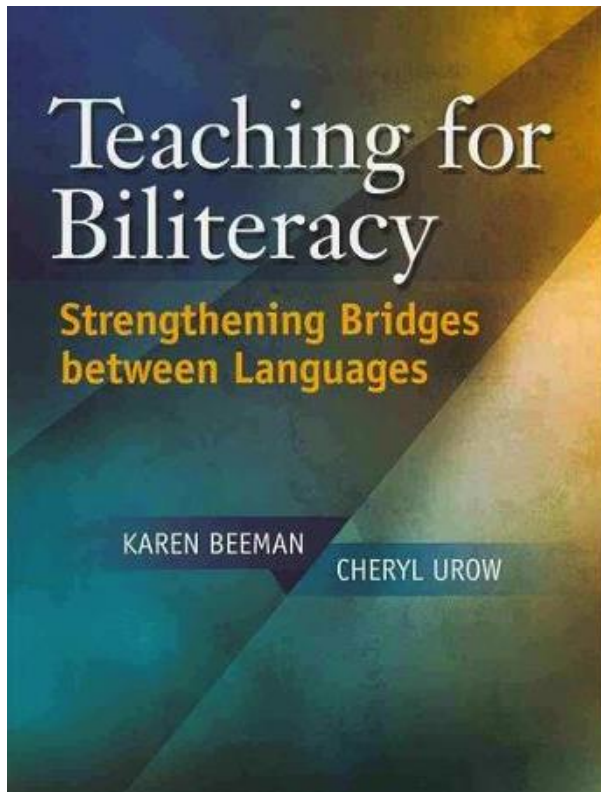
Participating in Biliteracy Instruction

How did you feel as a learner?

What did you learn about biliteracy instruction?



Thank you!



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Teaching for Biliteracy

