

Introduction to Teaching for Biliteracy Summer Institute, Indianapolis, IN:

What Classroom Systems Support Biliteracy ?

The Three Linguistic Spaces



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Session Objectives – Participants will be able to:

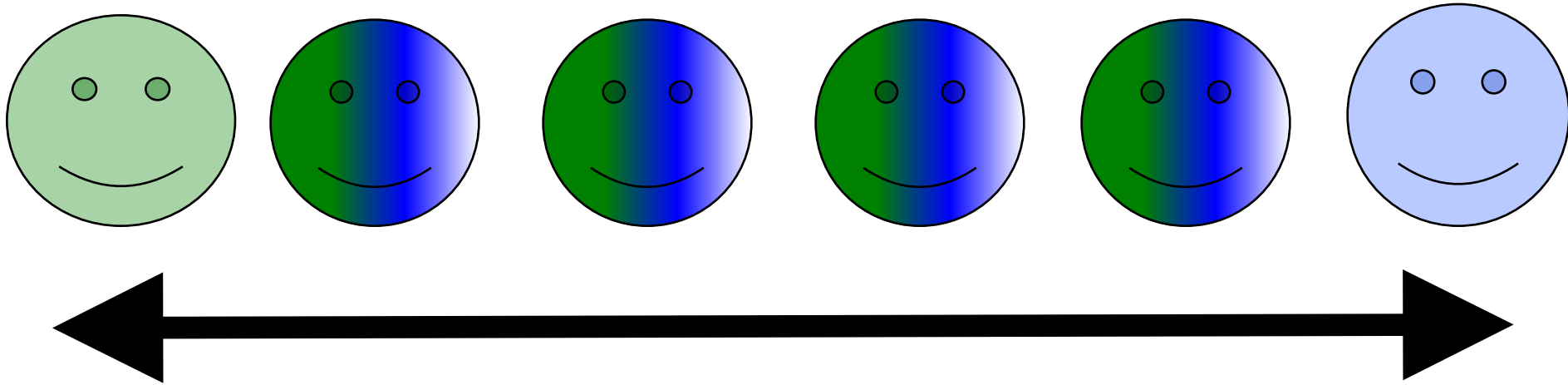
- Identify the three types of anchor charts that are to be included in a biliteracy classroom
- Plan for the strategic use of three languages in their classrooms



Teaching for Biliteracy means
always teaching
language
literacy
and
content



**The classrooms supports I use
should be planned with all my
students in mind.**



Setting Up the Classroom Environment



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

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 Core Language and Background Knowledge Language and experiences needed for the unit			Formative Assessment
Spanish		Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Word Study and Fluency Areas of word study to be studied			
Summative Assessment			
The Bridge		Bridge – Transfer - Extension (includes: Listening, Speaking, Writing in the	
English		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.	

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

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 Oral and Background Knowledge

Language and experiences needed for the unit

English

Reading

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Formative Assessment

Bridge – Transfer

The Bridge

Bridge – Transfer

Spanish

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.

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

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- Literacy instruction in Spanish
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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
- 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
- Spanish
- Mater
- assess
- Literac
- Spanish
- 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

The three
linguistic
spaces
reflected in
the
schedule

Time	Subject	Language
8:30 – 8:50		Spanish
8:50 – 10:00	Science and Language Arts • Science experiments • Writing • Word Work	Spanish
10:00 – 11:15	Math • Writing • Word Work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSP	
12:15 – 2:00	Social Studies and Language Arts • Guided reading • Writing • Word Work	English
2:00 – 2:30	Special	

Español

The three
linguistic
spaces
reflected
physically in
the
classroom.

English

El Puente The Bridge

Español

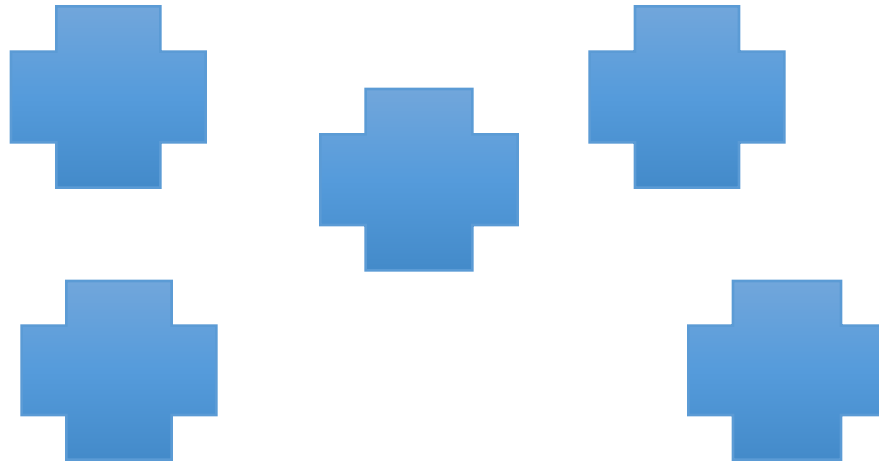
English

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

dime	dime
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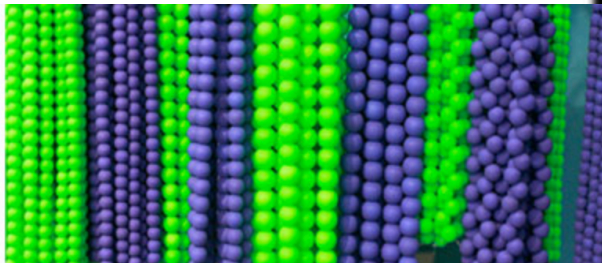
Guideline # 4: Teachers visually indicate the language of instruction

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
- Necklaces



Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and **English** literacy **daily**.



Time	Subject	Language
8:30 – 9:00	Journals	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	Intervention	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development • Reading and Writing	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Writing • Word study	English
2:15 – 3:00	Specials	English

Sample schedule
For a 50/50 program



Help me set up 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



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



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

el calor	the heat
el agua	the water
la presión	the pressure
el viento	the wind
la roca	the <u>sedimentary</u> rock
<u>Sedimentaria</u>	
la <u>erosión</u>	the <u>erosion</u>
la roca metamórfica	the metamorphic rock
la roca <u>ígneas</u>	the <u>igneous</u> rock

Orden de palabras	Word Order
la roca <u>sedimentaria</u>	the <u>sedimentary</u> rock
las rocas <u>metamórficas</u>	the <u>metamorphic</u> rocks
las rocas <u>ígneas</u>	the <u>igneous</u> rock
la mochila <u>verde</u>	the <u>green</u> backpack
el lápiz <u>azul</u>	the <u>blue</u> pencil
los autobuses <u>amarillos</u>	the <u>yellow</u> buses
el pelo <u>largo</u>	the <u>long</u> hair
la luz <u>brillante</u>	the <u>bright</u> light

Metalinguistic Chart

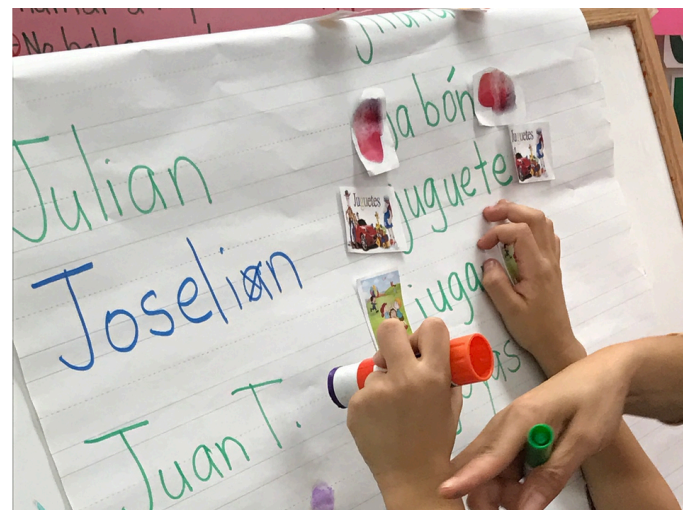
Anchor Charts

- 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



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What does this mean for me as I plan for the three linguistic spaces?

Consider:

- Establishing clear routines so students know when and where each language will be used, and when the languages will be used together
- Planning your use of language – maintain the language of instruction
- Providing students with the tools for using language use
- Identifying clear routines for collaboration while organizing instruction to build independence

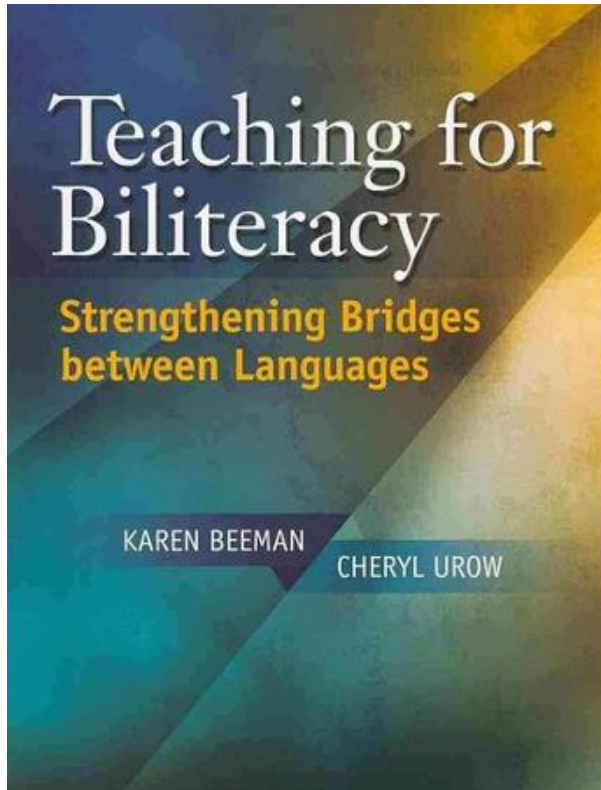


El Puente

The Bridge

Let's plan how we would start to set up the classroom environment with your students on the first day of school.

Caslon Publishing



Thank you!

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