

Teaching for Biliteracy: The Bridge in a Two Teacher Model

Biliteracy Summer Institute

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Indianapolis, IN



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Teaching for Biliteracy

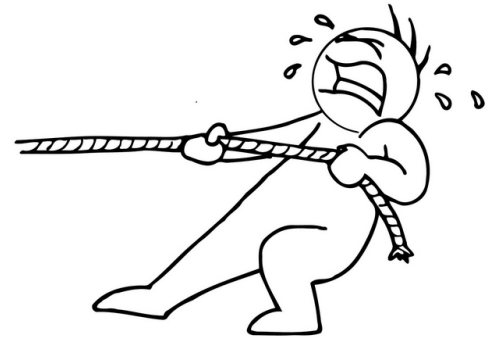


Remember this morning??

Science/ELA Unit:

Forces and Motion

Taught during the ENGLISH portion of the day.



Class has transitioned to Español...here's what's happening...

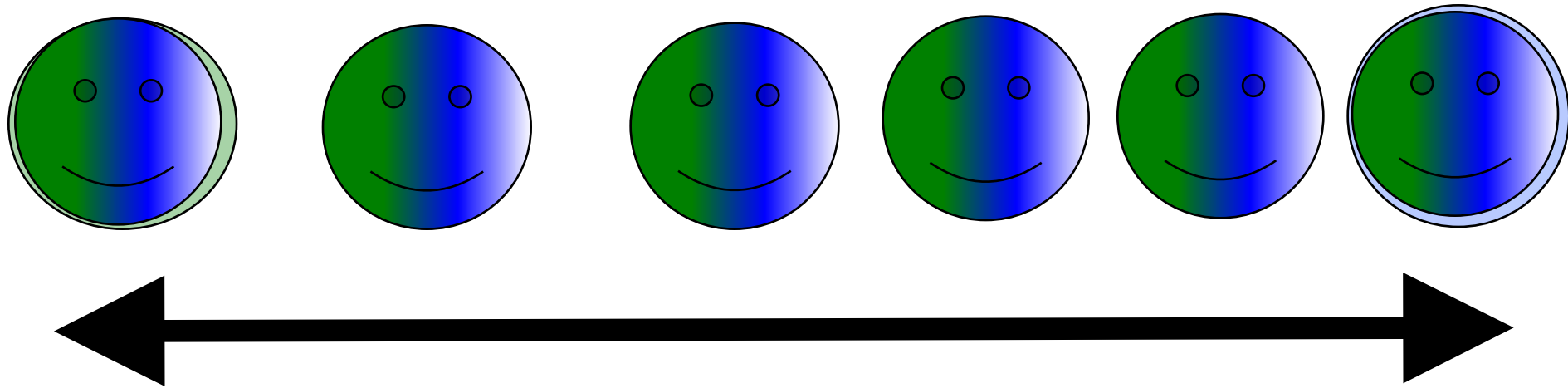
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Sample DL Biliteracy Unit: The Strength Based Perspective



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.



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



Sample Schedule – Two-Teacher Model

Time	Spanish (my teaching partner)	English (me)
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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Strategic Partnerships



How will students be partnered?

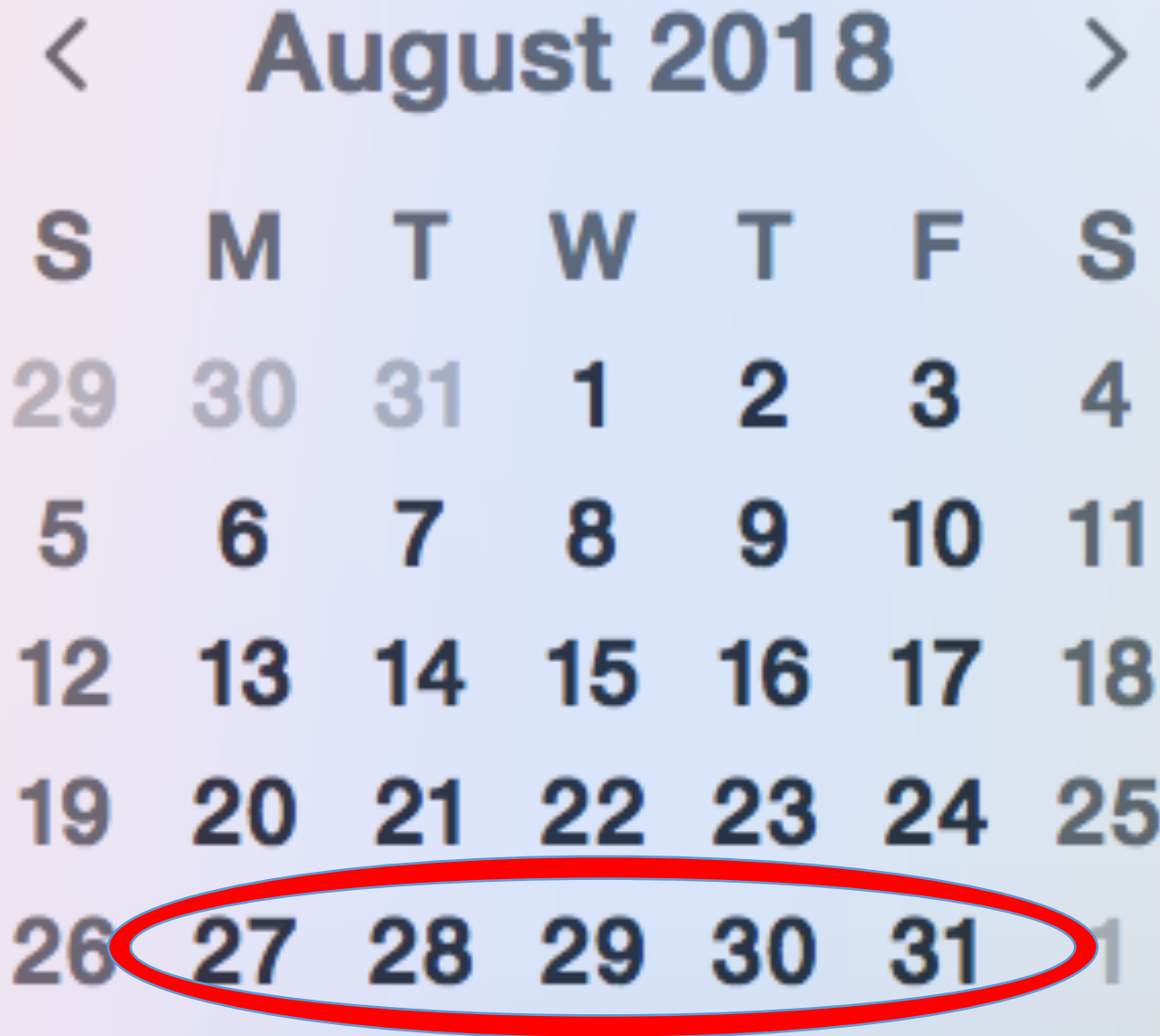
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<	August 2018					>
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

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





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



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< 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

**Social Science
content
instruction
begins with
concrete
experiences
and inquiry.**



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S M T W T F S

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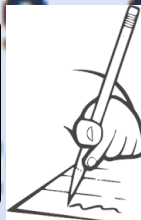
16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 1 2 3 4 5 6



**Reading
Comprehension
Instruction:
Social Science +
Literacy.**



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2 3 4 5 6 7

8 9 10 11 12 13 14 15

16 17 18 19 20 21 22

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29 30 1 2 3 4 5 6



**Process Writing
Instruction:
Social Science +
Literacy.**

**WHY TWO
WEEKS?**



**Writing Product =
Assessment**



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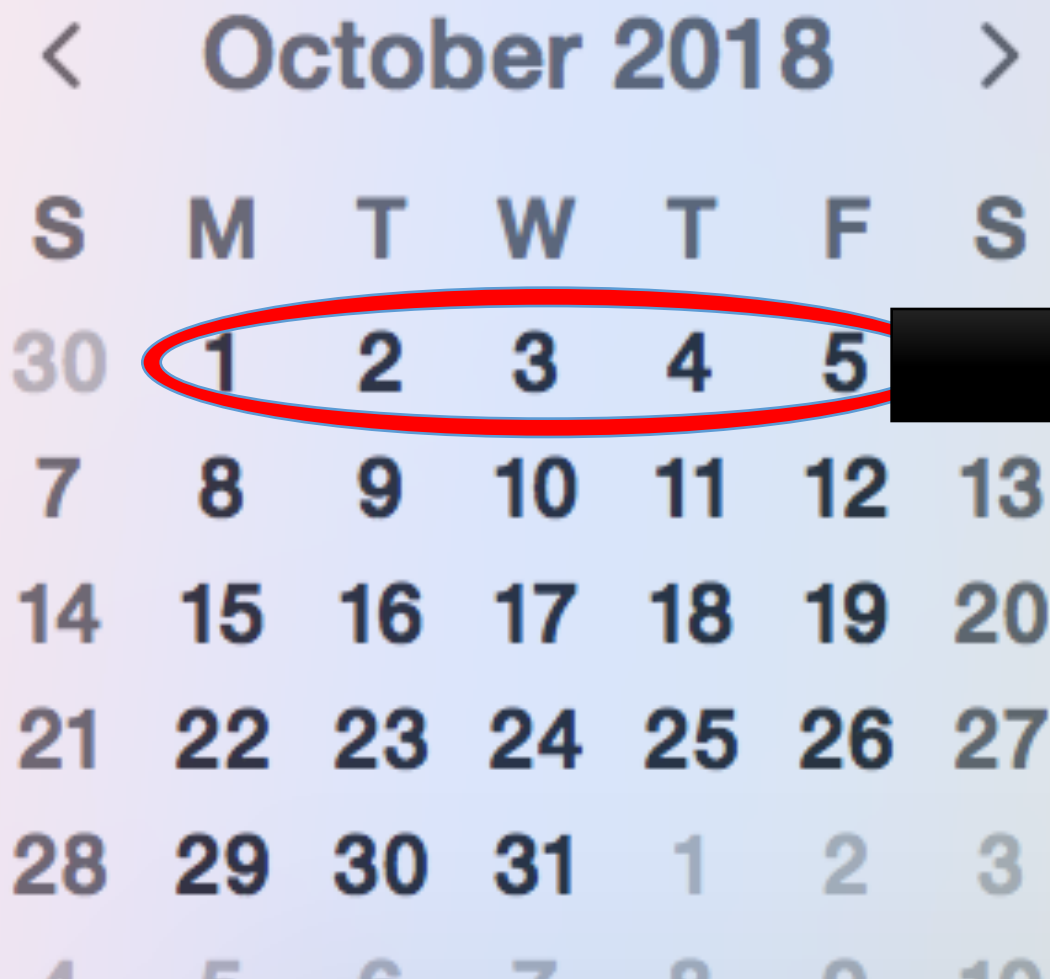
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Formative Assessment





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 - Writing Standards: - Reading Standards:	- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	-Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge		
Reading Comprehension		Formative Assessment
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.



Marking the Language of Instruction



Reading Comprehension		Content
Writing		
Word Study and Fluency		
Summative Assessment		
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1. Transfer to English
2. Metalinguistic Analysis



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)



What activities were involved in the Bridge process that we demonstrated?

1. Transfer of vocabulary from language of content instruction to other language.

Bridge Transfer Chart

2. **Metalinguistic Analysis** of two languages using Bridge list and familiar words.

3. **Bridge Extension**/Practice to reinforce vocabulary of Bridge within literacy (in this case, listening and speaking).



Metalinguistic Analysis

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



Huh?!?

But I don't know enough about Spanish!



YES! You can, and you do... (or you will!)

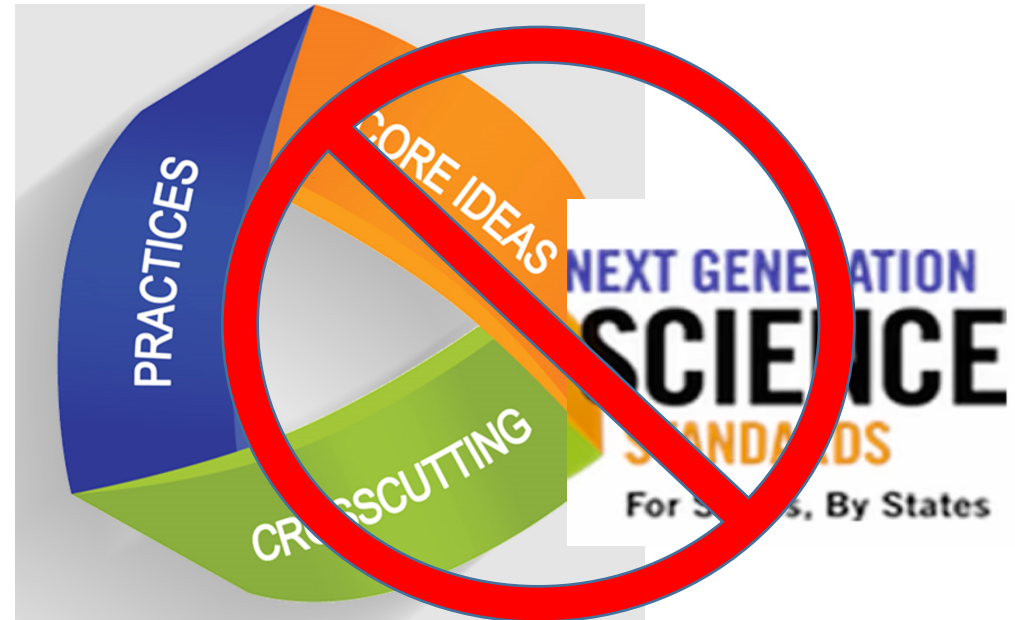


How do I know what to teach?

- CCSS Language Standards
- Foundational Skills Standards
- TALK with your partner about how Spanish compares



Standards-Based Instruction



The Five WIDA English Language Development (ELD) Standards

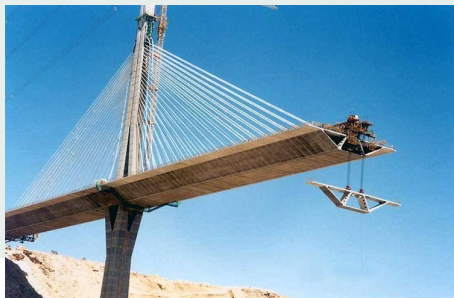
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Potential Topics for Kinder/1st Grade

Metalinguistic Analysis

- Letter sound similarities
- Letter sound differences
- Vowel sounds (one at a time)
- Cognates
- g/j
- Soft c versus Hard c
- z/s
- Punctuation
- Adjective/noun order (red book, libro rojo)
- Plurals (-s, -es)
- Inflected endings (-ed, -ing)
- Pronouns (I, he, she, yo, el, ella)
- Possessive (Bob's house, la casa de Bob)
- Articles (the, el, la)
- Syllabication





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

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)

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!*)



Exit Slip Instructions:

As a table write one Aha! on the post – it note.



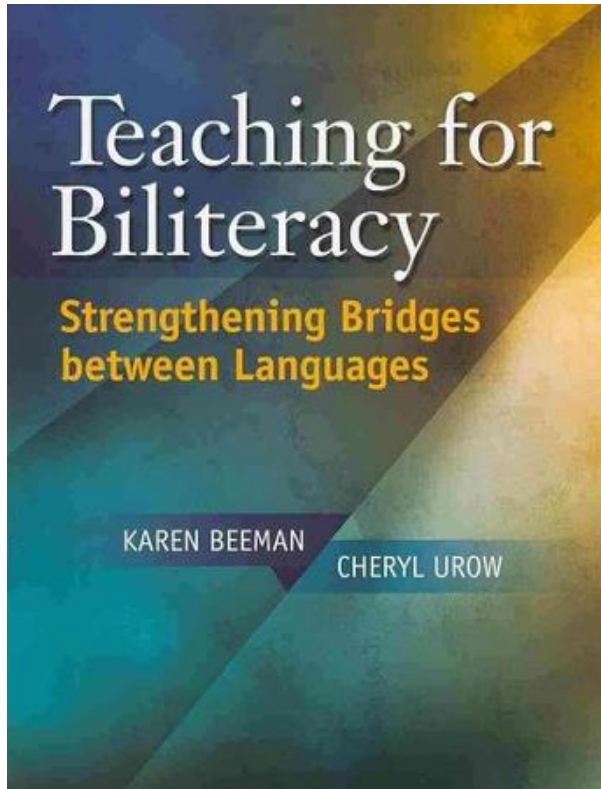
Please enjoy lunch.

We will see you at 1:30!



Caslon Publishing

Thank you!



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