

Teaching for Biliteracy

August Summer Institute

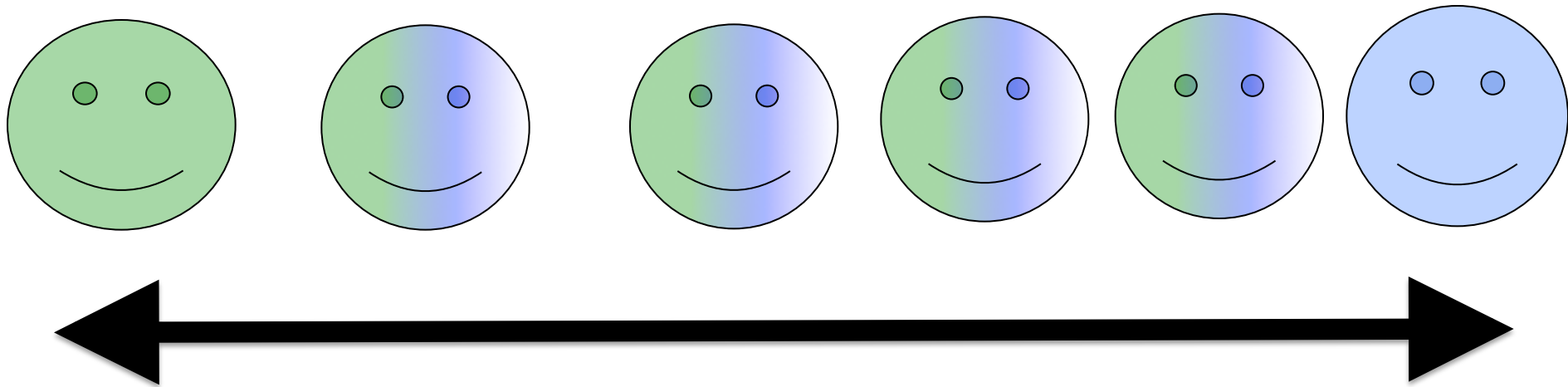
2016



Wednesday, August 10, 2016

- Language and Content Allocation
- Biliteracy Mindset
- Biliteracy Students
- Biliteracy Instruction:
 - Big Ideas
 - Oracy and Background Knowledge
 - Reading and Writing
 - Word Study

**Teaching for Biliteracy is
effective for a wide range of
students.**



Content Allocation for Biliteracy

- Language Arts is taught in both languages daily
- Math is taught in one language
- Science taught in one language
- Social Studies is taught in one language
- It is best if language arts is integrated with science and social studies



Programmatic Structures Needed for Biliteracy

- Language plan: determines percentage of time in each language
- Content plan: determines language for each content





**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

District 200 Language & Content Allocation for *Dual Language*

Woodstock, IL.
50/50

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Explicit planning for content and language transfer	Language Arts Math
First Grade	Language Arts Science Social Studies	↓	Language Arts Math
Second Grade	Language Arts Science Social Studies	↓	Language Arts Math
Third Grade	Language Arts Science	↓	Language Arts Math Social Studies
Fourth Grade	Language Arts Science	↓	Language Arts Math Social Studies
Fifth Grade	Language Arts Science	↓	Language Arts Math Social Studies
Sixth through Eighth Grades	Science Social Studies Language Arts		Reading Math
Ninth Grade	Language Arts Biology		
Tenth Grade	Language Arts World History		
Eleventh Grade	Language Arts Global Issues		
Twelfth Grade	Language Arts International Business		



West Chicago District 33 – Biliteracy Core Curriculum Chart

Updated May 25, 2016

Grade	Spanish	English
Pre-Kindergarten 80/20 All students	See Chart	See Chart
Kindergarten 80/20 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 275 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 45 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
First Grade 70/30 All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math 260 academic Spanish minutes	English Language Arts Extension activities (all four language domains: L,S,R,W) 55 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Second Grade 60/40 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 240 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 75 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Third Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fourth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fifth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts/ESL - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes

Biliteracy is planned for on a daily basis using the academic instructional minutes (not including specials or lunch/recess).



Assumptions

- Students are together/ integrated all day (blue-English dominant students and green - ELLS)
- Literacy time is differentiated so as to include ESL and SSL approaches.
- The options can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).
- The options are not a departmentalized model.



Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies



Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches a third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math English to Spanish (end of every unit) PK-2: • Language Arts/ Science Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies



Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Science Social Studies	English to Spanish: • Language Arts Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	Language Arts Math
Fourth Grade	Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies



Option B: 80/20 The majority of the content is delivered in Spanish, K-2.

80 % Spanish – 20% English K-2 - Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math K-2 (end of every unit): English to Spanish: • Language Arts	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Math	Sp. to Eng.: LA and Math <u>Eng. to Sp.: LA, Sc. and Science</u>	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies



Program Considerations Handout

Program Considerations for Teaching for Biliteracy

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 18-21 Planning for Biliteracy at the Classroom Level from the Learner's Perspective	Programmatic Supports -> • Infrastructure Supports ○ Sample Content and Language Allocation Plans ○ Sample daily and weekly schedules • Description of Programs ○ Defining language allocation programs based on program goals

Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**.

Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for biliteracy and the Bridge.

Working on your own or with your team, map out your current **content and language allocation plan**. Using instructional minutes allocated for the day or week (do not include specials or lunch/recess), determine how much instructional time students spend in Spanish and how much of their instructional time is in English. You may use the worksheet below or another framework.

As you complete the Content and Language Allocation Worksheet (pp. 2-3), reflect on the following:

- Have you used academic instructional minutes to determine Spanish minutes and English minutes (exclude specials, lunch and recess)?
- Do students receive literacy in Spanish and English daily (possible in all programs: 80/20 and 50/50 programs)?
- Compute actual instructional minutes by language. Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?
-

Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				

**Copy this chart onto
your chart paper.**



Group Processing Step 4



**Describing your Language
and Content Allocation Plan**

Two-Way Task: Sharing

- Are you 50/50 or 80/20? Why?
- Share your content allocation plan.
 - Do you have literacy in both languages at every grade level?
 - Does math have its own language?
 - Do science and SS have one designated language?
 - How are social studies and science integrated with language arts?

**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Grade Level Biliteracy Maps and Biliteracy Units**

Planning for Biliteracy on a Daily Basis

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

Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

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)	Student 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

Sample schedule
80/20 model



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
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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

What is this district's language and content allocation plan?

Sample schedule
30/20 model



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

What is this district's language and content allocation plan?

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • 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 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • 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 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Grade Level Biliteracy Maps and Biliteracy Units**

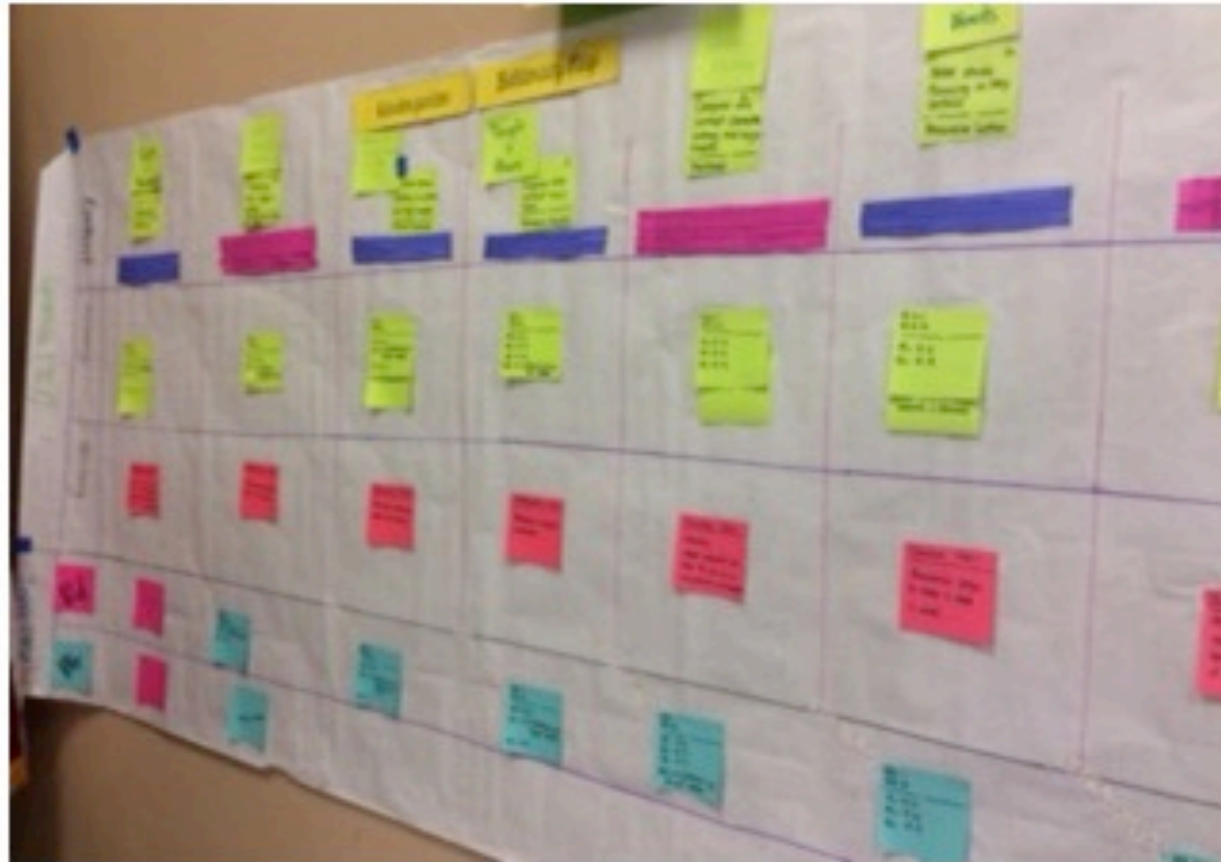


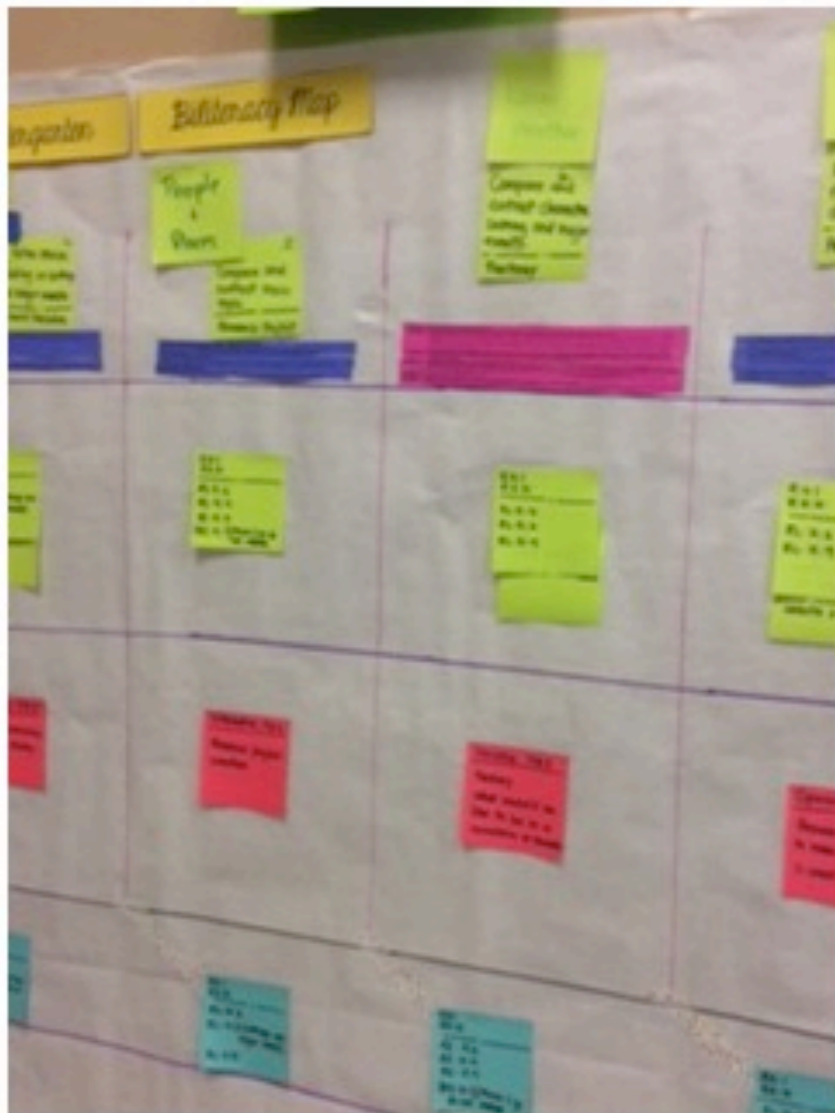
Grade Level Biliteracy Maps

Verona, WI. 3rd grade



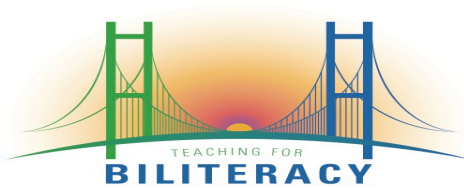
Gurnee, Illinois Kindergarten Biliteracy Map





What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



THE CENTER

Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards:	- Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets
			Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development			Formative Assessment
Reading Comprehension - Guided Reading - Read aloud - Readers' Workshop - Partner reading			
Writing - Guided Writing - Writers' Workshop			
Word Study and Fluency - Decoding - Phonics - Spelling			
Summative Assessment			
Bridge Metalinguistic Skills			
Extension Lesson or Activity			

Theme

BILITERACY UNIT FRAMEWORK (BUF)

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

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

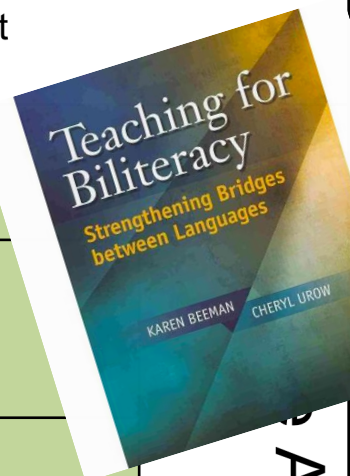
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

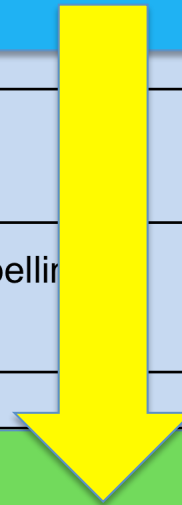
Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activities • Vocabulary Development	Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills	English	
Extension Lesson or Activity		

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		Formative Assessment
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

English

Spanish

English



Spanish

Theme:

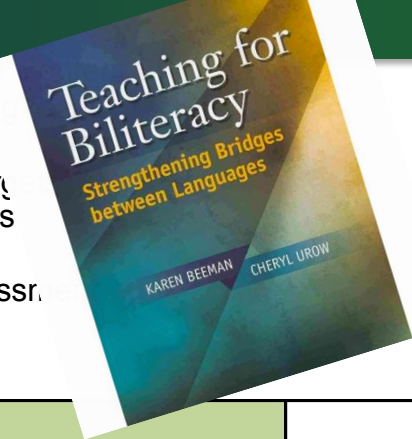
Standards: CHAPTERS 1-5; Especially Chapter 4

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

Content Area and
Language Arts Standards

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

Formative Assessment

The Biliteracy Unit Framework

- Plans biliteracy at the instructional and curricular level
- Reflects the research on second language acquisition and best practices for literacy
- Can be adjusted to include different types of resources (Calkins, Estrellita, etc.) fitting those resources into biliteracy instead of trying to fit biliteracy into the use of those resources
- You experienced a BUF yesterday afternoon



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

What systems do you currently have in place?

Of these three systems, which is the area of greatest need in your district?

The Biliteracy Learning Environment



**Planning the Strategic Use
of Two Languages**

The Biliteracy Learning Environment

- Biliteracy Includes three Linguistic Spaces (in planning and in the classroom):
 - Spanish
 - The Bridge
 - English



Analyze 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



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

- **Spanish** has its own dedicated space that is not mixed with English.
- Students know where to look for Spanish supports.
- They use **Spanish phonology** and rules when accessing those supports.
- This is especially important for initial literacy.



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

- **English** has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use **English phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

Guideline #2: Every Biliteracy classroom includes the Bridge

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



Guideline # 3: Teachers use different colors for each language

- Spanish 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

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



There are Three Types of Anchor Charts for Spanish and for English

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports (Content area lists)



There are Three Types of Anchor Charts for Spanish and for English

- Language Supports
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- Content area supports (Content area lists)



Two Types of 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



Stand Up and Find One of each of the following

Spanish	The Bridge	English
Language Chart	Bridge Chart	Language Chart
Literacy Chart	Metalinguistic Chart	Literacy Chart
Content Chart		Content 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

Biliteracy Mindset

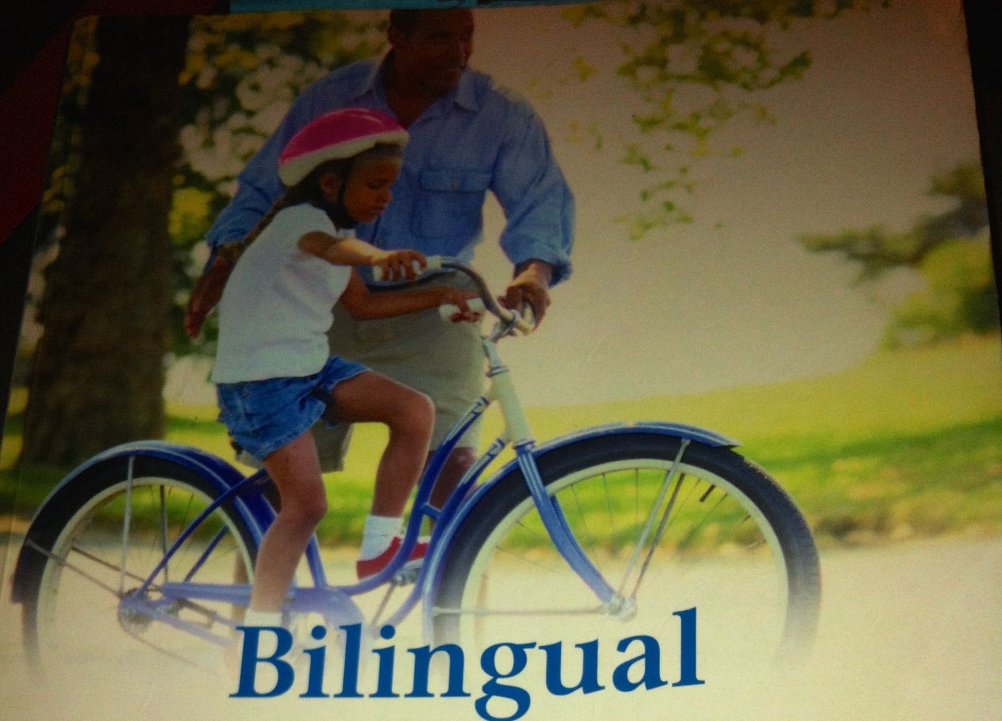


Monolingual Perspective

All students have a dominant language (L1 and L2)

Multilingual Perspective

Many students are emerging bilinguals whose first language is bilingual.



Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks

Monolingual Perspective

All students have a dominant language (L1 and L2)

Students transition from one language to the other at one moment in time.

Multilingual Perspective

Many students are emerging bilinguals whose first language is bilingual.

Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.

Monolingual Perspective

All students have a dominant language (L1 and L2)

Students transition from one language to the other at one moment in time

Students are viewed as “low” when they use Spanish and English together. (Estoy estoquiado.)

Multilingual Perspective

Many students are emerging whose first language is bilingual.

Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.

When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages

Spanish in the United States is characterized by its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!



Me puchó. (Instead of “Me empujó”)

He/She pushed me (using English verb)



*Teacher, I am **planching**. (Spanish verb for “to iron”)*

Teacher, I am ironing.



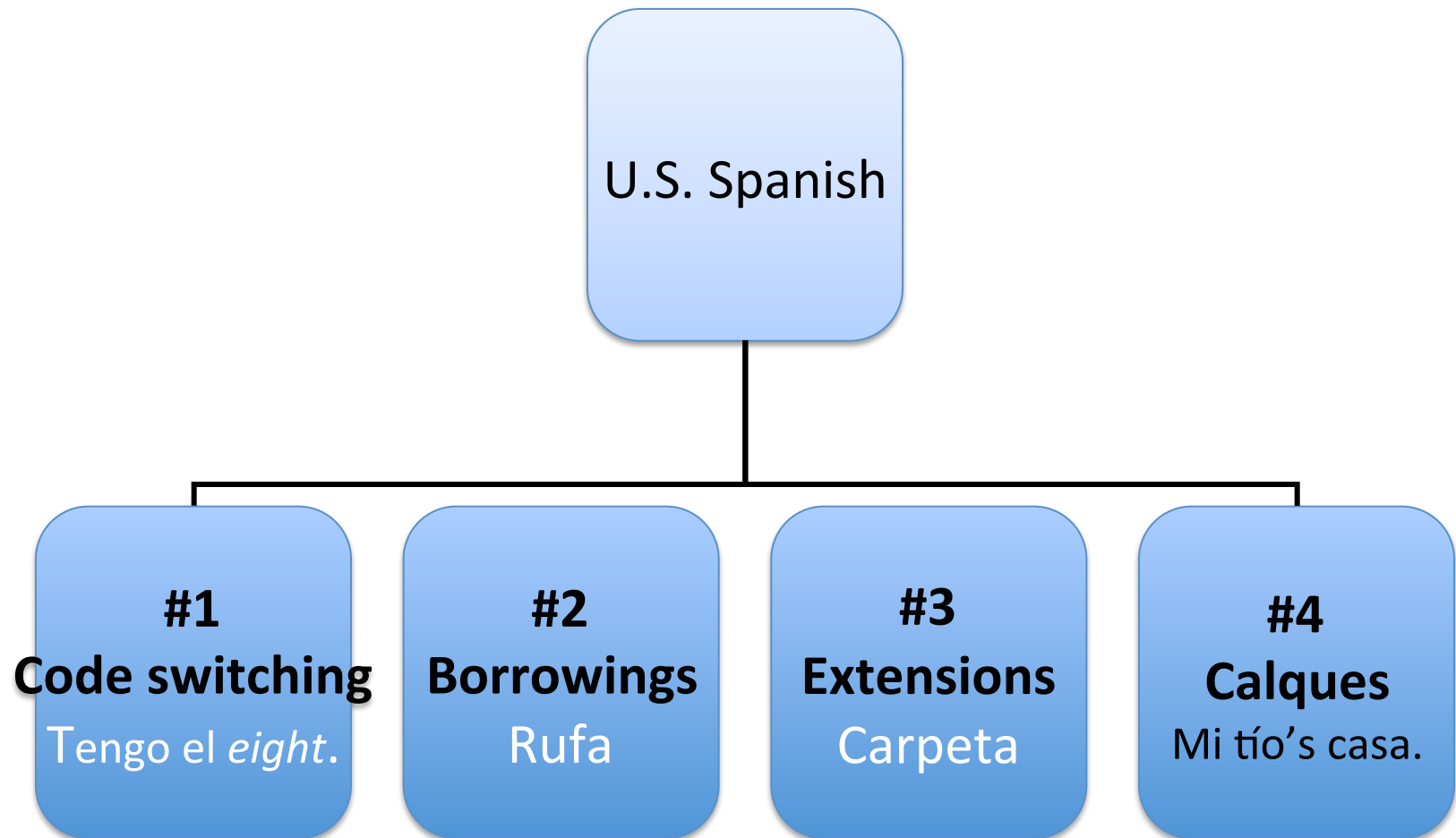
Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



Four phenomena of contact languages:

Dr. Kim Potowski, UIC

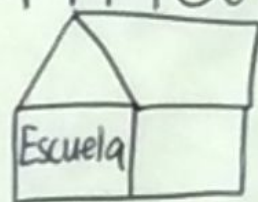


informal



rayar
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formal



escribir
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Casa

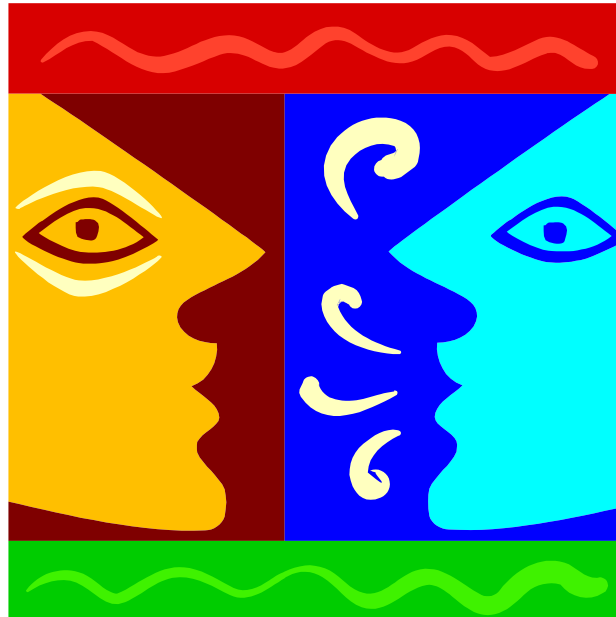
puchar
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Picar
caché
& mucho

Escuela

empujar
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mucho



Let's take a tour of our communities







MONICA'S
Bridal & Quince

1610





TACOS DON CUSCO

WE ARE NOW IN FACEBOOK

AHORA ESTAMOS EN FEISBUK

GRATIS/PRICELESS



Paulo



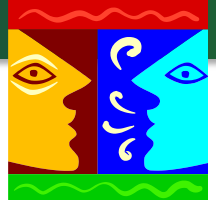
**BILINGUAL FIRST
LANGUAGE**

Spanish

English

Fui a una *party* con mi *broder* y se
me mojaron mis *socketines*.

Simultaneous Bilinguals



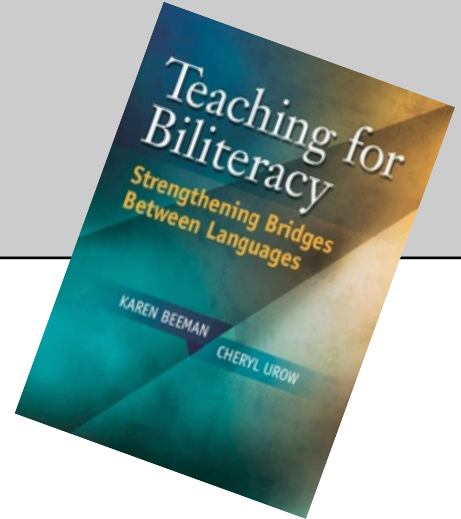
- Represent 75% of ELLs in the elementary school across the U.S.
- Do not have a clear L1 or L2-their first language is bilingual.
- Are often misunderstood in programs that were created for sequential bilinguals.
- Are requiring bilingual and dual language programs to shift their placement and instruction of ELLs.

Sequential Bilinguals

- Have a clear dominant language
- Engage in predictable stages of second language acquisition
- Transfer what they know from one language to the other (academic language in L1 is key)



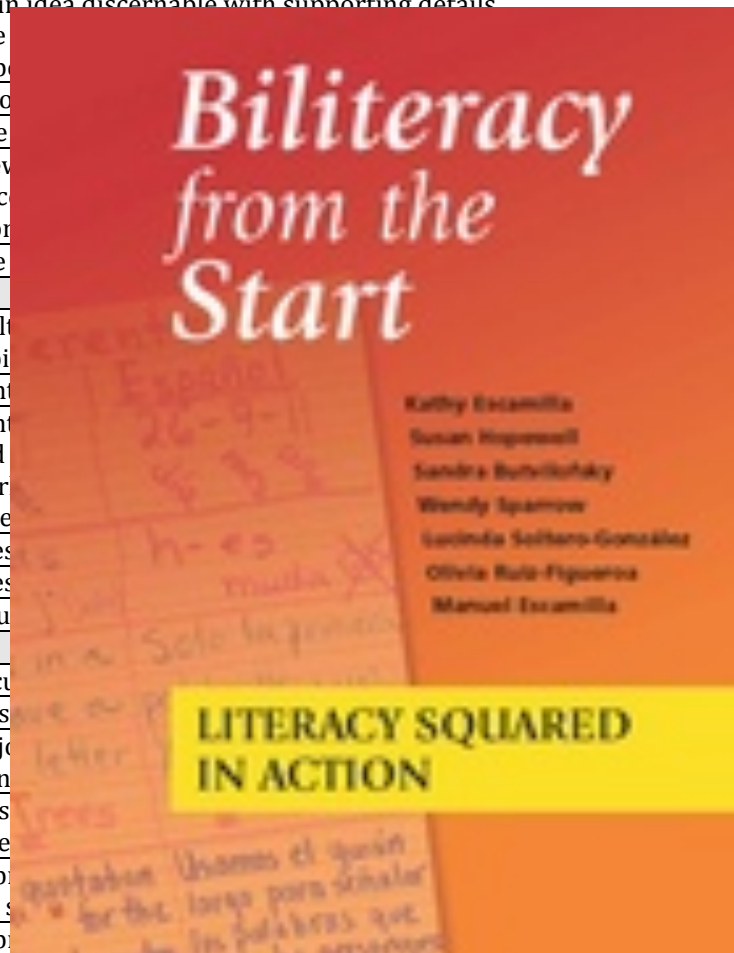
Sample Biliteracy Writing Rubric

Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	• Introduction and conclusion • Writes to the topic • Logical organization	
	Mechanics • Complete sentences • Correct punctuation • Accurate spelling • Paragraphs	
	Bilingual strategies • Phonology • Morphology • Syntax and grammar • Pragmatics (language use)	

Page 112 in
the Writing
Chapter

Spanish Score	CONTENT	English Score
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures Discernible, consistent structure	7
6	Sense of completeness – Clear introduction and clear conclusion	6
5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
4	Main idea discernable with supporting details The main idea can be inferred or stated explicitly Repetitive vocabulary; may include unrelated ideas	4
3	Two ideas – I like my bike and / because it is blue	3
2	One idea – I like my bike (list of independent words or labels)	2
1	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	1
0	The student did not prepare a sample.	0
STRUCTURAL ELEMENTS		
5	Multi-paragraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements correctly	2
1	Uses one or more of the structural elements incorrectly	1
0	Structural elements not evident	0
SPELLING		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of HKW are correct and child is approximating standardization of errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
1	Represents sounds in words	1

Spanish Score	CONTENT	English Score
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures Discernible, consistent structure	7
6	Sense of completeness – Clear introduction and clear conclusion	6
5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
4	Main idea discernable with supporting details	4
3	Two	3
2	One	2
1	Previ	1
0	disc	0
0	prom	0
0	The	0
5	Mult	5
4	cap	4
3	Cont	3
2	and	2
1	mar	1
0	inde	0
5	Uses	5
4	Cont	4
3	Cont	3
2	and	2
1	mar	1
0	inde	0
6	Accu	6
5	Mos	5
4	Maje	4
3	stan	3
2	Mos	2
1	eme	1
0	Rep	0
0	are s	0
0	Rep	0



Monolingual Perspective

All students have a dominant language (L1 and L2)

Students transition from one language to the other at one moment in time. It is an irreversible transition.

Students are viewed as “low” when they use Spanish and English together because they are expected to produce “monolingual-like Spanish” and “monolingual-like English”

Instructional units plan for one language.

Multilingual Perspective

Many students are emerging bilinguals whose first language bilingual.

Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.

When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages, and they are expected to use their bilingual resources.

Instructional units plan for the strategic use of two languages and include 3 linguistic spaces: Spanish, the Bridge, English.

Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are emerging bilinguals whose first language is bilingual.
Students transition from one language to the other at one moment in time. It is an irreversible transition.	Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.
Students are viewed as “low” when they use Spanish and English together because they are expected to produce “monolingual-like Spanish” and “monolingual-like English”	When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages, and they are expected to use their bilingual resources.
Instructional units plan for one language.	Instructional units plan for the strategic use of two languages and include 3 linguistic spaces: Spanish, the Bridge, English.
Two monolingual assessment systems are used (one in Spanish and one in English).	A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized

Deficit Perspective	Strength-Based Perspective
All students have a dominant language (L1 and L2)	Many students are emerging bilinguals or two-language learners whose first language is bilingual.
Students transition from one language to the other at one moment in time. It is an irreversible transition.	Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.
Students are viewed as “low” when they use Spanish and English together	When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages
Students are expected to produce “monolingual-like Spanish” and “monolingual-like English”	Students are expected to use bilingual resources that reflect a bilingual context.
Two monolingual assessment systems are used (one in Spanish and one in English).	A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized.

Fixed Mindset

All students have a dominant language (L1 and L2)

Students transition from one language to the other at one moment in time. It is an irreversible transition.

Students are viewed as “low” when they use Spanish and English together

Students are expected to produce “monolingual-like Spanish” and “monolingual-like English”

Two monolingual assessment systems are used (one in Spanish and one in English).

Growth Mindset

Many students are emerging bilinguals whose first language is bilingual.

Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.

When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages

Students are expected to use bilingual resources that reflect a bilingual context.

A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized.

Fixed Mindset

All students have a dominant language (L1 and L2)

Students transition from one language to the other at one moment in time. It is an irreversible transition.

Students are viewed as “low” when they use Spanish and English together.

Students are expected to produce “monolingual-like Spanish” and “monolingual-like English”

Two monolingual assessment systems are used (one in Spanish and one in English).

Growth Mindset

Many students are emerging bilinguals or two-language learners whose first language is bilingual.

Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.

Students use Spanish and English together, and students are viewed as bilinguals who use all they know in all their languages

Students are expected to use bilingual resources that reflect a bilingual context.

A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized.

Do all of these descriptions fit the general education context?

Voy a una *party* con mi *broder*.

Monolingual Perspective

Can't speak Spanish well.

Is low in both languages.

Should be placed in a monolingual classroom.

Will be confused learning to read and write in two languages at the same time.

Multilingual Perspective

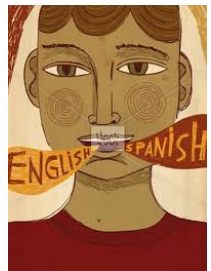
Has linguistic resources in both languages.

Reflects her multilingual community.

Should be placed in a dual language/bilingual classroom.

Uses U.S. Spanish

Would benefit from the Bridge: analyzing Spanish and English side by side.



Deficit Perspective	Strength-Based Perspective
All students have a dominant language (L1 and L2)	Many students are emerging bilinguals whose first language is bilingual.
Students transition from one language to the other at one moment in time. It is an irreversible transition.	Students engage in the Bridge and “bridging” as soon as they are exposed to both languages. The Bridge continues throughout their learning.
Students are viewed as “low” when they use Spanish and English together	When they use Spanish and English together, students are viewed as bilinguals who use all they know in all their languages
Students are expected to produce “monolingual-like Spanish” and “monolingual-like English”	Students are expected to use bilingual resources that reflect a bilingual context.
Two monolingual assessment systems are used (one in Spanish and one in English).	A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized.

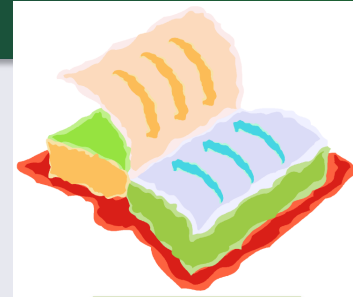
Who can employ a multilingual perspective?

- Do educators have to be bilingual to implement a multilingual perspective?
- Can bilingual educators find themselves on the monolingual side?
- What can monolingual English educators do to support a multilingual perspective?

Biliteracy Students



Student Linguistic Profiles



Page 24

Carmen

Paulo

Antonio

Lucía

Hannah



SOCIAL LANGUAGE

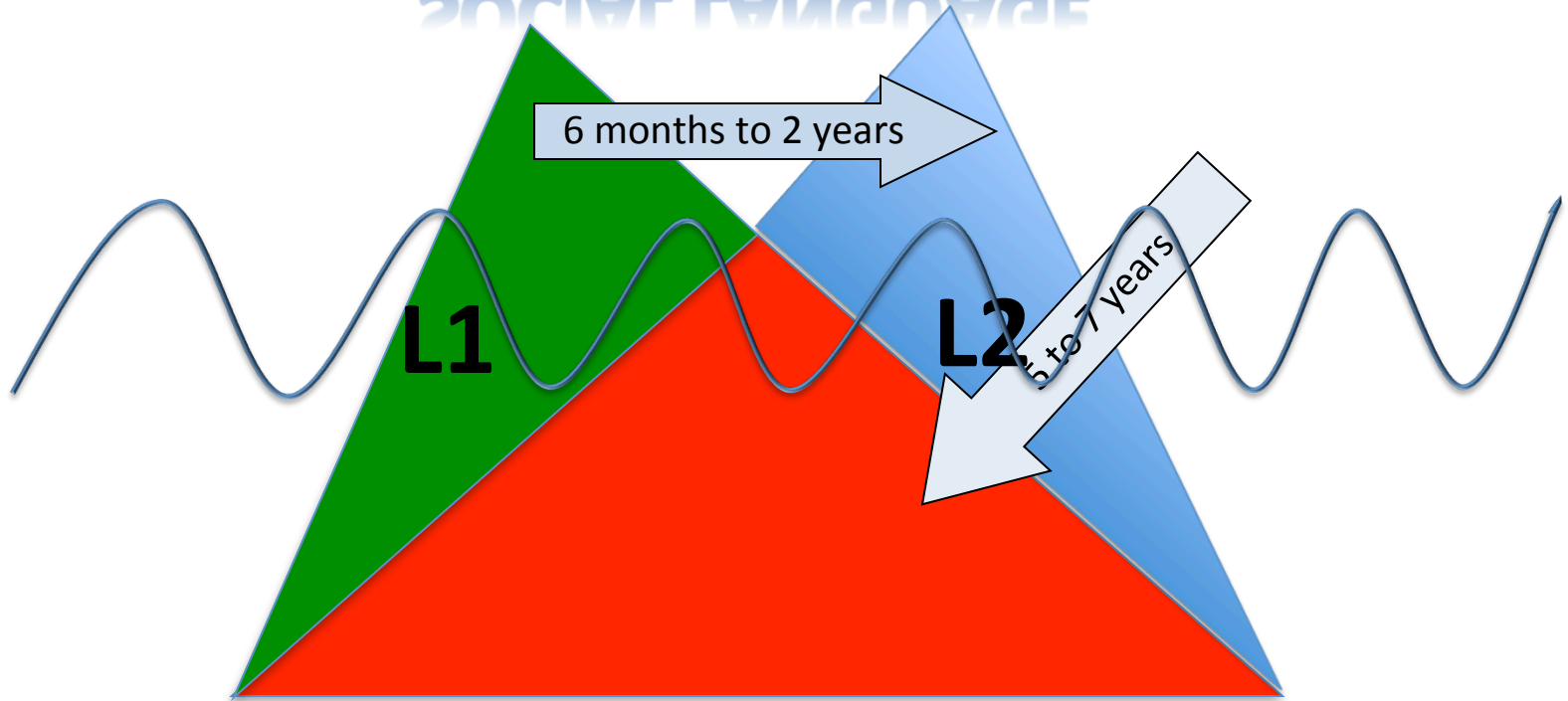
6 months to 2 years

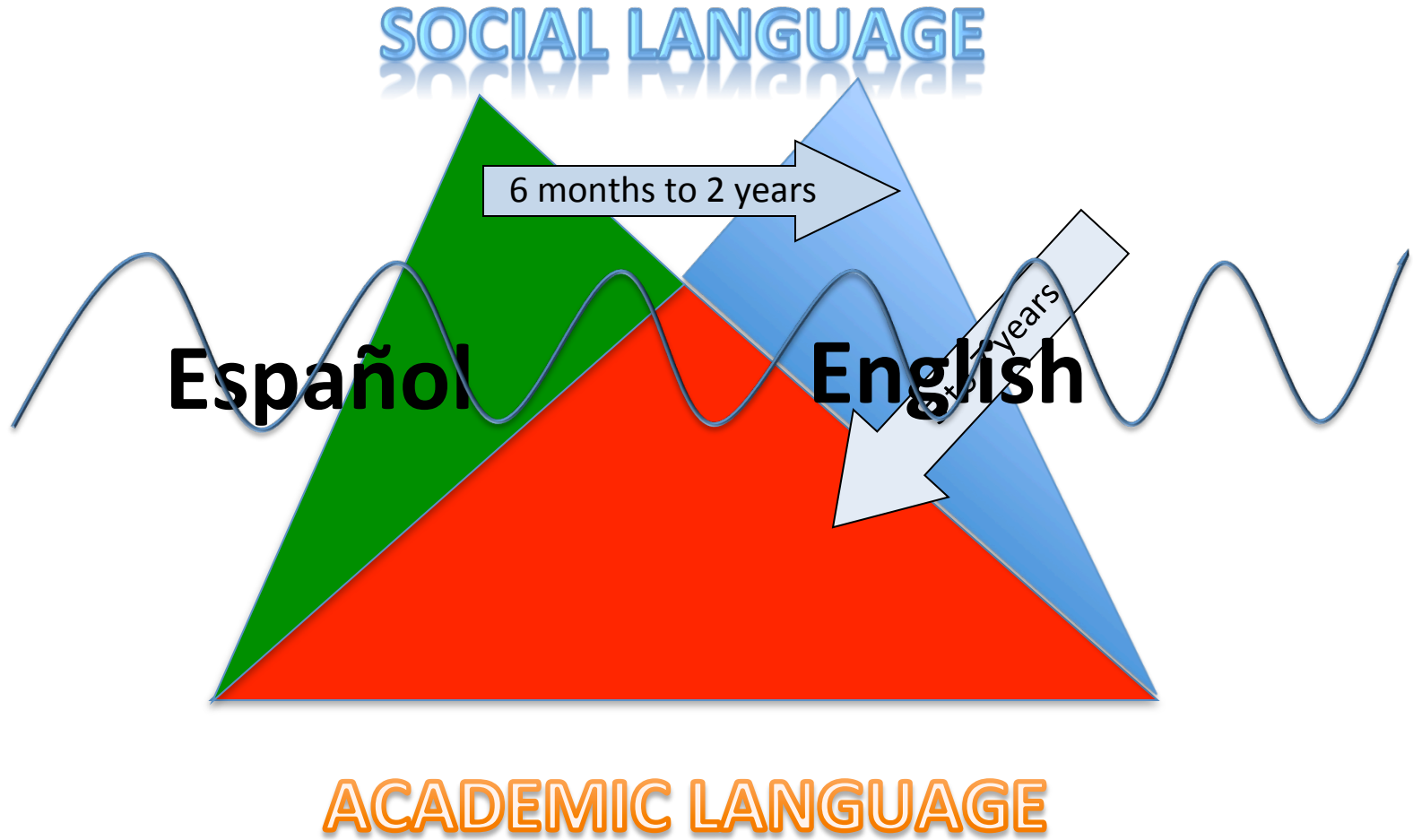
L1

L2

5 to 7 years

ACADEMIC LANGUAGE





Carmen



Spanish -
Kinder

-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)

Paulo - Second



Spanish

English

Fui a una **party** con mi broder. Se
me mojaron mis **soquetines**. Then
comimos **lonche**.

Antonio

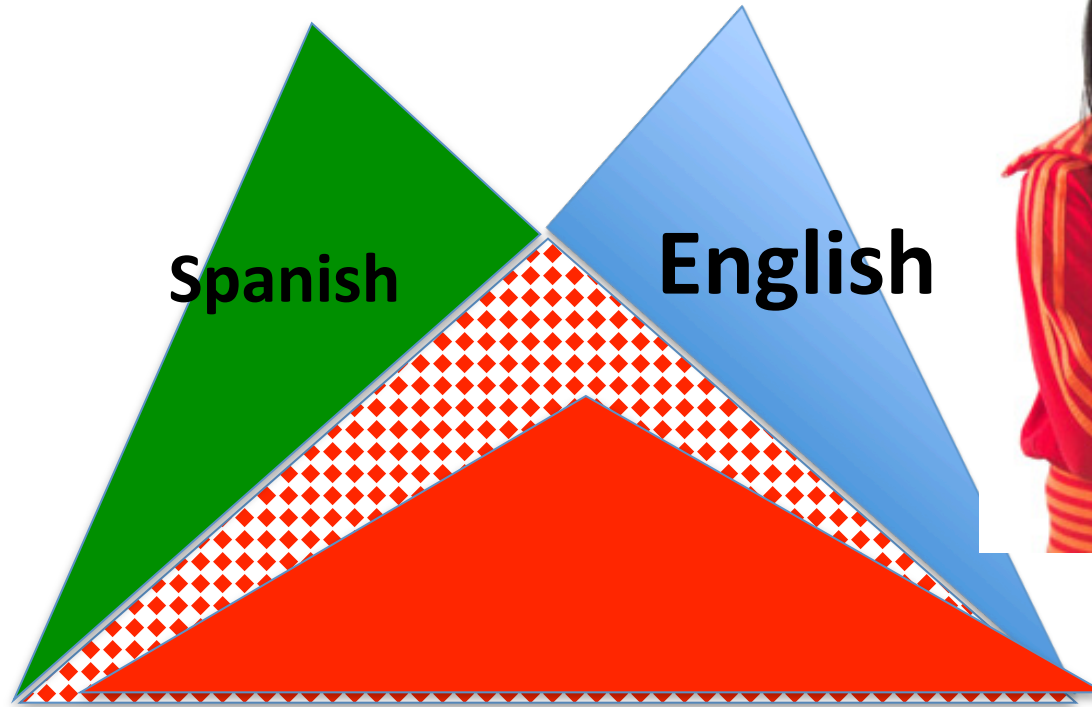
Spanish
Fifth Grade



-Visité la zona metropolitana de Chicago, lo cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

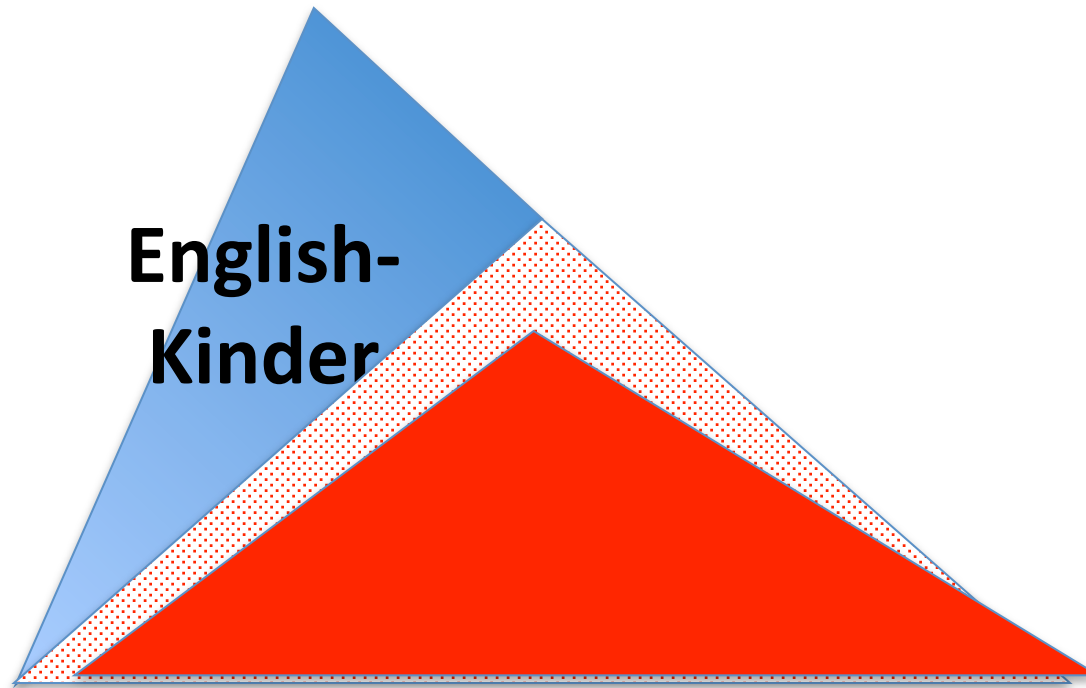
(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)

Lucía – 7th grade



Fui a Susan' s house. Pensé que te iba a ver. Did you have fun?

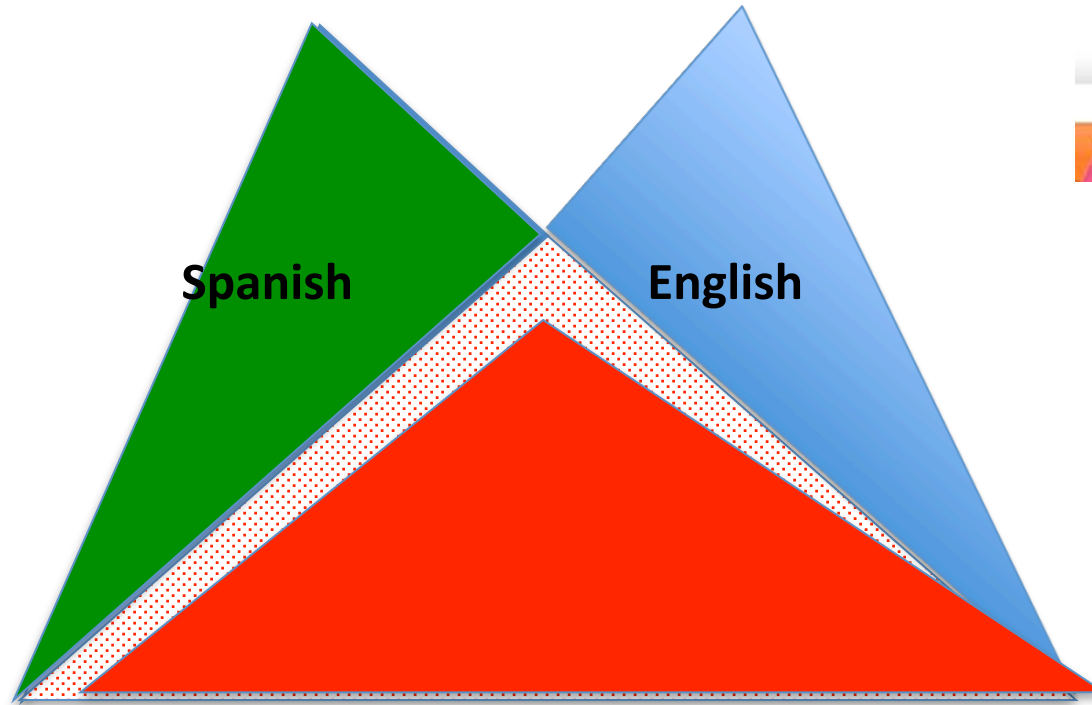
Hannah- in Kinder



English-
Kinder

I went to the escuela. I took my purple mochila.
(school). (backpack)

Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

In order to develop biliteracy, we must get to know our students

- Look at the Box 2.2 on page 33.
- Of all these elements, which is the most important? Why?
- Can this survey be used with all students developing biliteracy?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:



Bilingual Development

Carmen, Antonio, and Hannah are sequential bilinguals.

Paulo and Lucía are simultaneous bilinguals.

- What is the difference between sequential and simultaneous bilinguals and why does it matter?
- How can you be sure to use a multilingual perspective with ALL your students?



In order to develop biliteracy, we must get to know our students

- How can you collect this data?
- How would you use this data?
- What did you learn about bilingual students?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:



Biliteracy Instruction



Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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		Formative Assessment
Reading Comprehension - Guided Reading - Read aloud - Readers' Workshop - Partner reading		
Writing - Guided Writing - Writers' Workshop		
Word Study and Fluency - Decoding - Phonics - Spelling		
Summative Assessment		
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

Theme

BILITERACY UNIT FRAMEWORK (BUF)

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

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

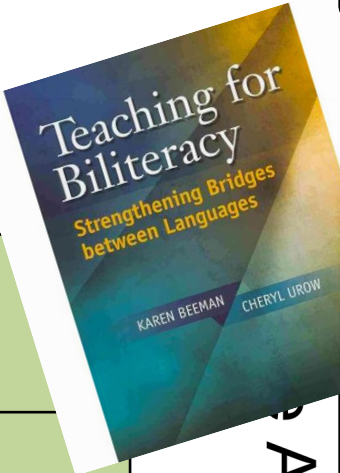
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activities • Vocabulary Development	Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills	English	
Extension Lesson or Activity		

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	English  Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

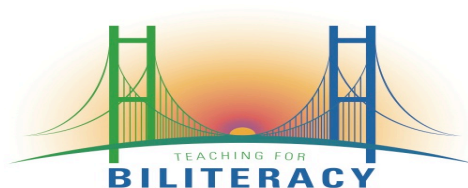
The Biliteracy Unit Framework

- Plans biliteracy at the instructional and curricular level
- Reflects the research on second language acquisition and best practices for literacy
- Can be adjusted to include different types of resources (Calkins, Estrellita, etc.) fitting those resources into biliteracy instead of trying to fit biliteracy into the use of those resources
- You experienced a BUF Monday afternoon



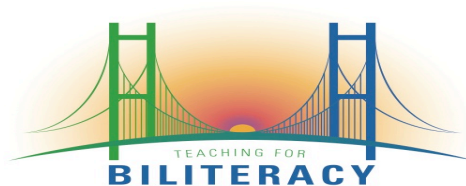
***What practices support biliteracy
(instruction and assessment)?***

**Planning for Biliteracy at the
Instructional and Curricular Level: The
Biliteracy Unit Framework (BUF)**



THE CENTER

Implementing a Multilingual Perspective: The Biliteracy Unit Framework (BUF)



THE CENTER

Theme

Standards:

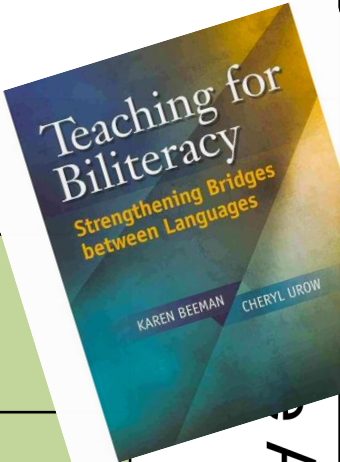
BILITERACY UNIT FRAMEWORK (BUF)

- 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

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics
- Spelling

Summative Assessment

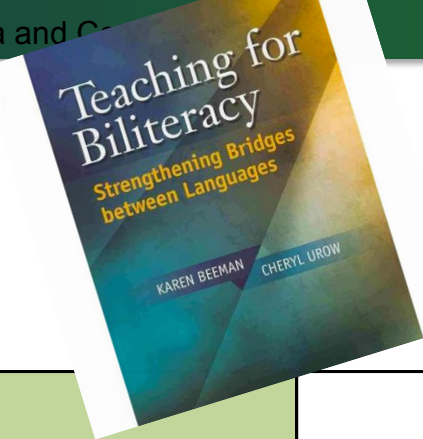
Bridge

- Metalinguistic Skills

Extension Lesson or Activity

PAGES 16 AND 17

Assessment



Standards: CHAPTERS 1-5; Especially Chapter 4

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

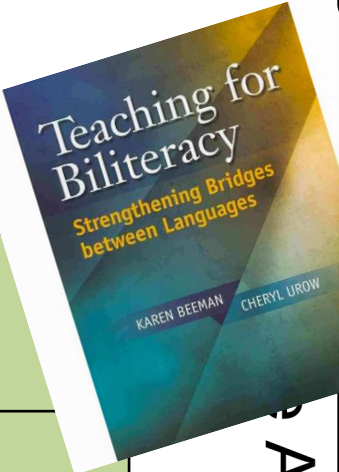
Building Oracy and Background Knowledge	CHAPTER 6	Formative Assessment	
• Interactive, hands-on activity • Vocabulary Development			
Reading Comprehension	CHAPTER 7		
• Guided Reading • Read aloud	• Readers' Workshop • Partner reading		
Writing	CHAPTER 8		
• Guided Writing • Writers' Workshop			
Word Study and Fluency	CHAPTER 9		
• Decoding • Phonics	• Spelling		
Summative Assessment			
Bridge	CHAPTER 10		
• Metalinguistic Skills			
Extension Lesson or Activity			
CHAPTER 10			

CHAPTER 10

Unpacking the BUF

- In what language was the unit taught?
- Describe what your biliteracy unit focused on (theme, standards, big ideas).
- What oracy development strategies did you experience on Monday afternoon?
- What was the Bridge like?
- Who generated the language for the Bridge?
- Would the unit meet the needs of all the students described in chapter 2? (Carmen, Antonio, Paulo, Hannah, and Lucía)

Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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		
- Guided Reading - Read aloud - Readers' Workshop - Partner reading		
Writing		
- Guided Writing - Writers' Workshop		
Word Study and Fluency		
- Decoding - Phonics - Spelling		
Summative Assessment		
Bridge		
Metalinguistic Skills		
Extension Lesson or Activity		



PAGES 16 AND 17

Assessment

BILITERACY UNIT FRAMEWORK (BUF)

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

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

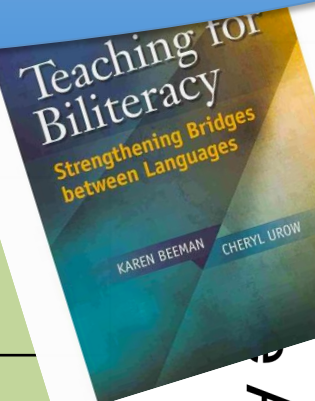
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

Theme	Content Area and Content Big Idea(s)	Formative Assessment
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		
Reading Comprehension • Guided Reading • Read aloud	Readers' Workshop Partner reading	
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics	Spelling	
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		



Big Ideas



Standards – Big Ideas - Summative Assessment

- In order to create a BUF, we must know what we are teaching .
- What we are teaching comes from standards and from big ideas.



OPEN SORT

- Open Sort
 - Sort the statements in any way that makes sense to you.
 - Be prepared to share.



CLOSED SORT

- Pair the content big idea with its matching literacy big idea.



The Big Idea

- Is grounded in State and National Academic Standards
- Comes from the work of Wiggins and McTighe, *Understanding by Design*
- “I want my students to understand that...” and “For example, ...”
- Is also known as an essential understanding.

The Big Idea

Beginning with the Big Idea moves lesson planning away from activity based planning to concept based planning, and facilitates meeting the goals of the Common Core Standards.

Big Ideas

When serving a wide range of learners – as is typical in a bilingual setting – big ideas provide a common cognitive focus for all learners, even when **differentiated tasks** are required for diverse students to learn those ideas and to demonstrate their learning.

Big Ideas

Yes

Plants and animals are interdependent.

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

No

Bees pollinate flowers as they collect nectar to make honey.

The Pueblo Indians lived in houses made of adobe.

Big Ideas

Yes

No

Authors choose a genre according to the message they want to send.

Poetry

People form communities to help them meet common needs.

Geography, climate and the topography of a region influence the life of a community.

Egyptians constructed pyramids and mummified their dead.

To be a big idea...

- The statement must have more than two examples.
- It must be an enduring understanding, NOT a DETAIL.
- It must be able to complete the sentence prompt, “I want my students to understand **that...**”

Big Ideas

Concept A

Authors choose language and structures in order to create images and convey their message.

Literary texts have specific structures that include a beginning, middle, and an end..

Readers use information from a text and their own experiences in order to draw conclusions and make inferences.

Concept B

Pushes and pulls can have different strengths and directions.

Two dimensional shapes have perimeter and area, and there is a specific way to calculate each.

The U.S. Civil War, like all wars, had many causes.

Big Ideas

Concept A

Concept B

Texts have main ideas and supporting details that can be summarized and paraphrased.

Sound can make matter vibrate, and vibrating matter can make sound.

Information from various sources can be gathered, compared and contrasted, and integrated.

We all have families. Our families have some thing in common and also have differences.

Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Theme		
Standards:	BILITERACY UNIT FRAMEWORK (BUF) - 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		Formative Assessment
Reading Comprehension - Guided Reading - Read aloud - Readers' Workshop - Partner reading		
Writing - Guided Writing - Writers' Workshop		
Word Study and Fluency - Decoding - Phonics - Spelling		
Summative Assessment		
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language • Spanish Language • English Language • Spanish Language	NON-NEGOTIABLE: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED. ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.		
Building Oracy and Background Knowledge • Interactive, hands-on • Vocabulary Development			
Reading Comprehension • Guided Reading • Read aloud	• Readers' Workshop • Partner reading		
Writing • Guided Writing • Writers' Workshop			
Word Study and Fluency • Decoding • Phonics	• Spelling		
Summative Assessment			
Bridge • Metalinguistic Skills			
Extension Lesson or Activity			

Formative Assessment

Theme	BILITERACY UNIT FRAMEWORK (BUF)	Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: Content Area Standards	NON-NEGOTIABLE 1: BILITERACY UNITS ARE ANCHORED IN BIG IDEAS THAT ARE STANDARDS BASED. ALL BILITERACY UNITS HAVE A LANGUAGE ARTS BIG IDEA(S) AND MOST OFTEN A CONTENT AREA BIG IDEA.	
E		
F		
Reading Writing		
W Summative Assessment	NON-NEGOTIABLE 2: ALL BILITERACY UNITS ARE FOCUSED ON MEANINGFUL CONTENT. FOR THAT REASON, LANGUAGE ARTS IS INTEGRATED WITH CONTENT AREA STANDARDS.	
Bridge Metalinguistic Skills		
Extension Lesson or Activity		

What practices support biliteracy (instruction and assessment)?

Biliteracy Units are anchored in big ideas
(essential understandings) that come
from **Standards**



THE CENTER

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

Theme	Content Area and Content Big Idea(s)	Formative Assessment
Standards:	Language Arts Big Ideas	
• Content Area Standards	Content Area Targets	
• English Language Arts Standards	Language Targets	
• Spanish Language Arts Standards	Summative Assessment	
• English Language Development (Proficiency) Standards		
• Spanish Language Development (Proficiency) Standards		
Building Oracy and Background Knowledge		
• Interactive, hands-on activity		
• Vocabulary Development		
Reading Comprehension		
• Guided Reading	• Readers' Workshop	
• Read aloud	• Partner reading	
Writing		
• Guided Writing		
• Writers' Workshop		
Word Study and Fluency		
• Decoding	• Spelling	
• Phonics		
Summative Assessment		
Bridge		
• Metalinguistic Skills		
Extension Lesson or Activity		



Standards



Biliteracy Units

- Integrate Language Arts and Content-Area Instruction (page 51 of Chapter 4)
- Are anchored in big ideas or essential understanding
- Are standards based



Language Arts Standards K-5

READING Literature	READING Informational Texts	READING Foundational Skills	Writing	Listening and Speaking	Language
-------------------------------------	--	--	----------------	---------------------------------------	-----------------

What do we use for writing big ideas?

Integrating Reading and Writing

- I want my students to understand that when reading a _____ text, it is important to _____ in order to write about _____.

Example:

- I want my students to understand that when they **read** an informational text, **it is important to** identify text structures to find specific information **to be able to write** an opinion piece about the topic.

CCSS : Three Writing Buckets



Each unit includes writing (as well as reading).

Standards 4-10 are taught within the bucket, and not in an isolated manner.

**When creating units, it is helpful to first identify the writing focus to
Then be able to connect it to reading.**

I my students to understand that,
when reading _____
texts, it is important to _____
in order to write _____.



Genres within each bucket

(Source: Pathways to the Common Core)

Narrative Writing	Persuasive/Opinion/ Argument	Informational/ Functional/Procedural
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report

Ladder of Common Core Anchor Standards for Reading

1. Close Reading	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Text Complexity
	8. Delineate and evaluate the argument and specific claims in a text, including the relevance and sufficiency of the evidence. (Not applicable to literature)	
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Integrate Knowledge and Details	
	6. Assess how point of view or purpose shapes the content and style of a text.	
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Craft and Structure	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Key Ideas and Details (also includes #1)	



Literacy and Biliteracy Units...

- Are anchored in standards
- Big ideas are written from the standards
- The Big Ideas determine the academic language of the unit (word, sentence, and discourse level)
- Summative Assessment is developed as part of the backwards design
- Reading and writing are integrated
- Content and literacy are integrated



Academic Language (WIDA)

	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of text)	Amount of speech/text Structure Density Organization and cohesion Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Grammatical structures Conventions, mechanics and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning

Describe the chiles



Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

WIDA 2007 Resource Guide

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Sample Student Profile for: Isabel



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as read orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	Level 6 - Reading
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

Sample Student Profile for: Isabel (continued)



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")	Level 6 - Reaching
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

Lesson Planning Guide

6



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Lesson Planning Guide (continued)



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 3	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.") 3	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases 3	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words 4	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make comparisons using real-life or visually-supported materials 2	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures 3	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	- Identificar símbolos, íconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	Nivel 6 - Alcanzando

2. Interdependent Relationships in Ecosystems

2. Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can:		
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.] 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. - Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) - Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence - Scientists look for patterns and order when making observations about the world. (2-LS4-1)	Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems - Plants depend on water and light to grow. (2-LS2-1) - Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) LS4.D: Biodiversity and Humans - There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) ETS1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)	Crosscutting Concepts Cause and Effect - Events have causes that generate observable patterns. (2-LS2-1) Structure and Function - The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2); (2-LS4-1)		
Common Core State Standards Connections:		
ELA/Literacy – W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1), (2-LS4-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1), (2-LS4-1) SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2) Mathematics – MP.2 Reason abstractly and quantitatively. (2-LS2-1), (2-LS4-1) MP.4 Model with mathematics. (2-LS2-1), (2-LS2-2), (2-LS4-1) MP.5 Use appropriate tools strategically. (2-LS2-1) 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2), (2-LS4-1)		



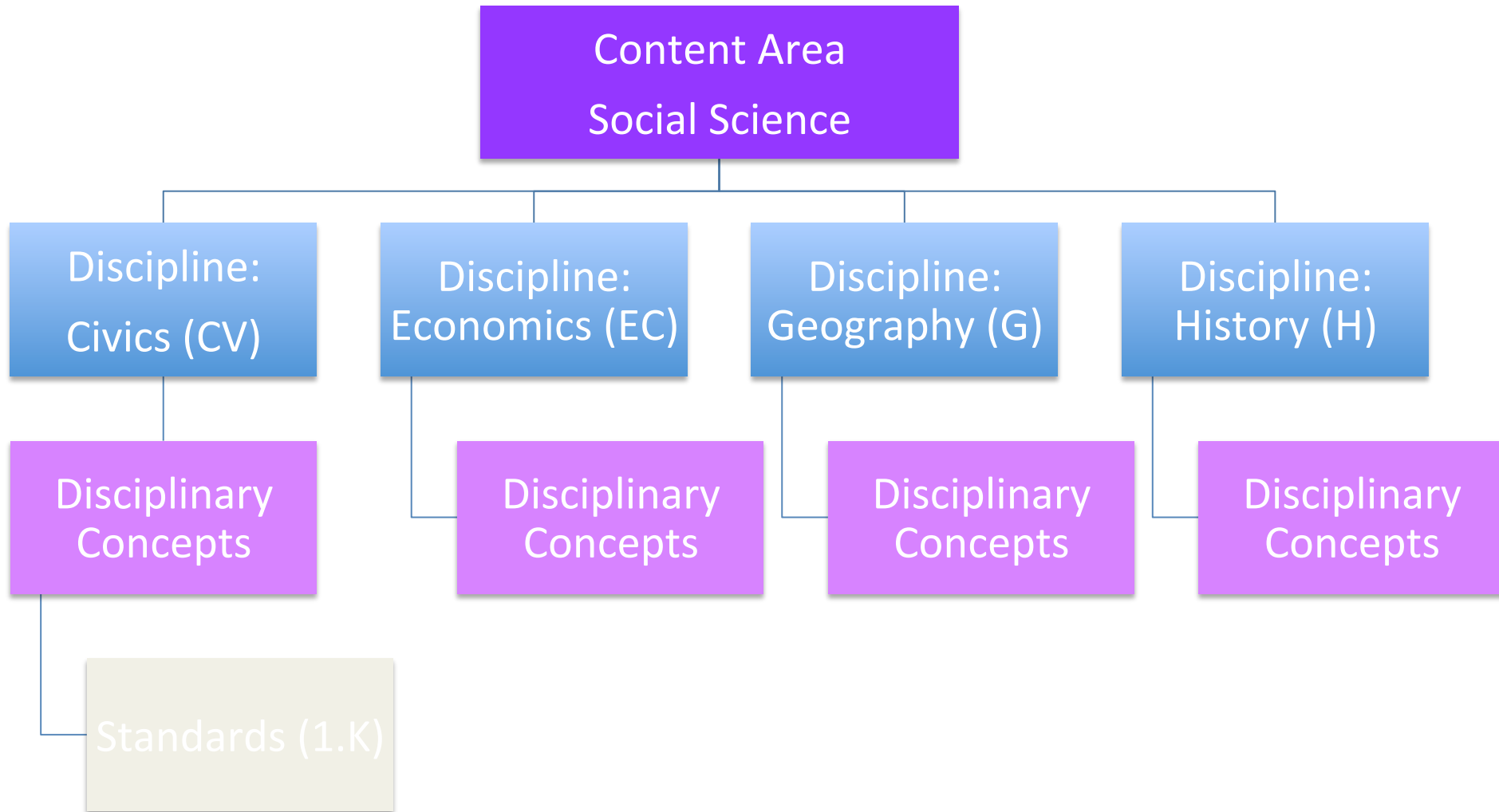
COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.



New Illinois Social Science Standards





Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent of Education



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HOT TOPICS

SCHOOL YEAR 2014-15

SUPERINTENDENT'S WEEKLY MESSAGES

NEW Evaluation Systems

COLLEGE AND CAREER READINESS

New Illinois Learning Standards Model Mathematics Curriculum

[ELA/Math PLS: Tools/Materials](#)

[Model Math Curriculum Units](#)

[Resources](#)

[Training/Workshops](#)



The Illinois State Board of Education has been charged by the Illinois 97th General Assembly to implement [Public Act 97-704](#). The State Board of Education is to coordinate the acquisition, adaptation, and development of middle and high school Mathematics Curriculum Models to aid school districts and teachers in implementing Common Core Mathematics State Standards for all students. [Public Act 97-704](#) required representation from statewide educational organizations and stakeholders. A committee consisting of a middle school mathematics team and a high school mathematics team was created to address this charge.

The charge was to develop model middle and high school course designs that demonstrated effective student pathways to mathematics-standards attainment by graduation. The curriculum units were created so districts may choose to adopt or adapt the models in lieu of developing their own mathematics curriculum. Unit outlines were developed in accordance with the information from the November 2012 PARCC Model Content Frameworks.

Each middle school grade level and high school course contains a sequence of units designed to address all standards for that level in a cohesive manner. The Illinois State Board of Education was charged with coordinating the acquisition, adaptation and development of middle and high school Mathematics Curriculum Models to aid in implementing the CCSSM. The initial phase had a deadline of March 1, 2013. The curricular

Resources



Hot off the Press!

- ▶ June Workshops: Classroom Application of the NCLS **new**
- ▶ Teacher to Teacher Prof Dev Series **Updated!!**

For Parents

- ▶ SY 2015 Standards and Assessment Update
- ▶ PARCC Resource and Website Guide
- ▶ Parent Resources
- ▶ Illinois Teacher Voices

The Standards

- ▶ ELA/Literacy
- ▶ Appendix A | B | C
- ▶ Mathematics

Primary Resources

- ▶ CCSS Progression Tool
- ▶ ELA Shift Kits
- ▶ EQuIP Rubric - ELA Math
- ▶ K-5 Math Shift Kit
- ▶ Model Math Curriculum Units
(includes Progressions and Evidence Tables)

English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
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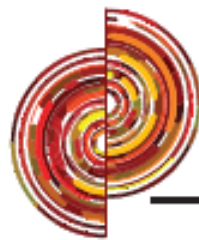
Los estándares de Artes de Lenguaje K-5 (Spanish Language Arts)

Lectura Literatura	Lectura Texto Informativo	Lectura Destrezas Fundamentales	Escritura	Audición y expresión oral	Lenguaje
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English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
----------------------------------	---	---	----------------	---	-----------------

Big ideas are written from these three areas of the standards. They address reading behaviors and concepts. And they are the same in Spanish.



COMMON CORE **STATE STANDARDS** **CALIFORNIA**



**ESTÁNDARES COMUNES DEL ESTADO DE CALIFORNIA
PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL
Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES,
CIENCIAS Y MATERIAS TÉCNICAS**

Grade Two / Segundo Grado



GRADE TWO READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: compases regulares, la aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. (Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)
5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.
6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.
2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.
3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan el significado de palabras y frases en un texto, pertinentes a un tema o material de segundo grado. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Conocen y usan varias características de texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente, datos clave o información en un texto.
6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar



These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos específicos al idioma español, se han maracado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto.**
 - a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).
 - b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.
 - c. Decodifican palabras multisilábicas.
 - d. Decodifican palabras con prefijos y sufijos de uso frecuente.



e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

e. Identifican palabras que contienen una relación entre fonemas y grafemas que son comunes pero inconsistentes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-r).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja (ejemplo: h muda o intermedia, la u después de g y q).

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas, y reconocen en cuál sílaba cae el acento tónico.

h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

i. Reconocen y usan acento escrito para romper un diptongo (hiato), en palabras conocidas (María, baúl, maíz).



GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada grado escolar, y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año escolar los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.
2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos, y proporcionan una declaración o sección final.
3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.



GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three-and four-step oral directions.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen aún más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.
 - a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).
 - b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.
 - c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación.
 - a. Dan y siguen instrucciones orales de tres y cuatro pasos.



SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los estándares siguientes para los grados del K al 5 proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro, cumplan con los estándares específicos de cada grado y mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención continua en los grados superiores, al aplicarlas de manera más sofisticada a la expresión oral y escrita. Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.
 - a. Escriben documentos claros con letra legible.
 - b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).
 - c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).
 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



English Language Arts Standards CCSS FOR ELA

READING Literature	READING Information -al Text	READING Foundation --al Skills	WRITING	LISTEN- ING AND SPEAK- ING	LANGUAGE
SIMILAR	SIMILAR	DIFFERENT	SIMILAR	SIMILAR	DIFFERENT

The Bilingual CCSS identify how Spanish instruction should look different from English instruction.

To summarize:

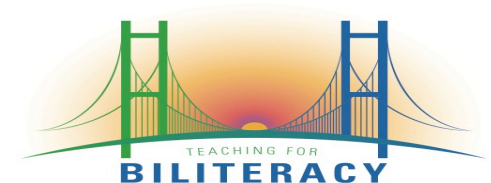
- Big ideas come from standards.
- Language Arts big ideas come from:
 - Informational Text Standards
 - Literature Standards
 - Writing Standards

Foundational Skills, Language and Listening and Speaking Standards are embedded into the learning activities of the unit.



To summarize (2):

- Skills are integrated and taught in each unit.
- The Bilingual CCSS identify how Spanish skills differ from English skills. This helps us to teach “Spanish a la Spanish” and not “a la English.”
- Language Arts skills come from:
 - Foundational Skills
 - Listening and Speaking
 - Language



Bilingual CCSS for Language Arts

Lectura Literatura	Lectura Texto Informativo	Lectura Destrezas Fundamen- tales	Escritura	Audición y expresión oral	Lenguaje
Similitudes	Similitudes	Diferencias	Similitudes	Similitudes	Diferencias

The BUF Triangle

- Standards
- Big Ideas
- Learning Targets

**Summative
Assessment**

Theme	Content Area and Content Big Idea(s)	Formative Assessment
Standards:	Language Arts Big Ideas	
• Content Area Standards	Content Area Targets	
• English Language Arts Standards	Language Targets	
• Spanish Language Arts Standards	Summative Assessment	
• English Language Development (Proficiency) Standards		
• Spanish Language Development (Proficiency) Standards		
Building Oracy and Background Knowledge		
• Interactive, hands-on activity		
• Vocabulary Development		
Reading Comprehension		
• Guided Reading	• Readers' Workshop	
• Read aloud	• Partner reading	
Writing		
• Guided Writing		
• Writers' Workshop		
Word Study and Fluency		
• Decoding	• Spelling	
• Phonics		
Summative Assessment		
Bridge		
• Metalinguistic Skills		
Extension Lesson or Activity		

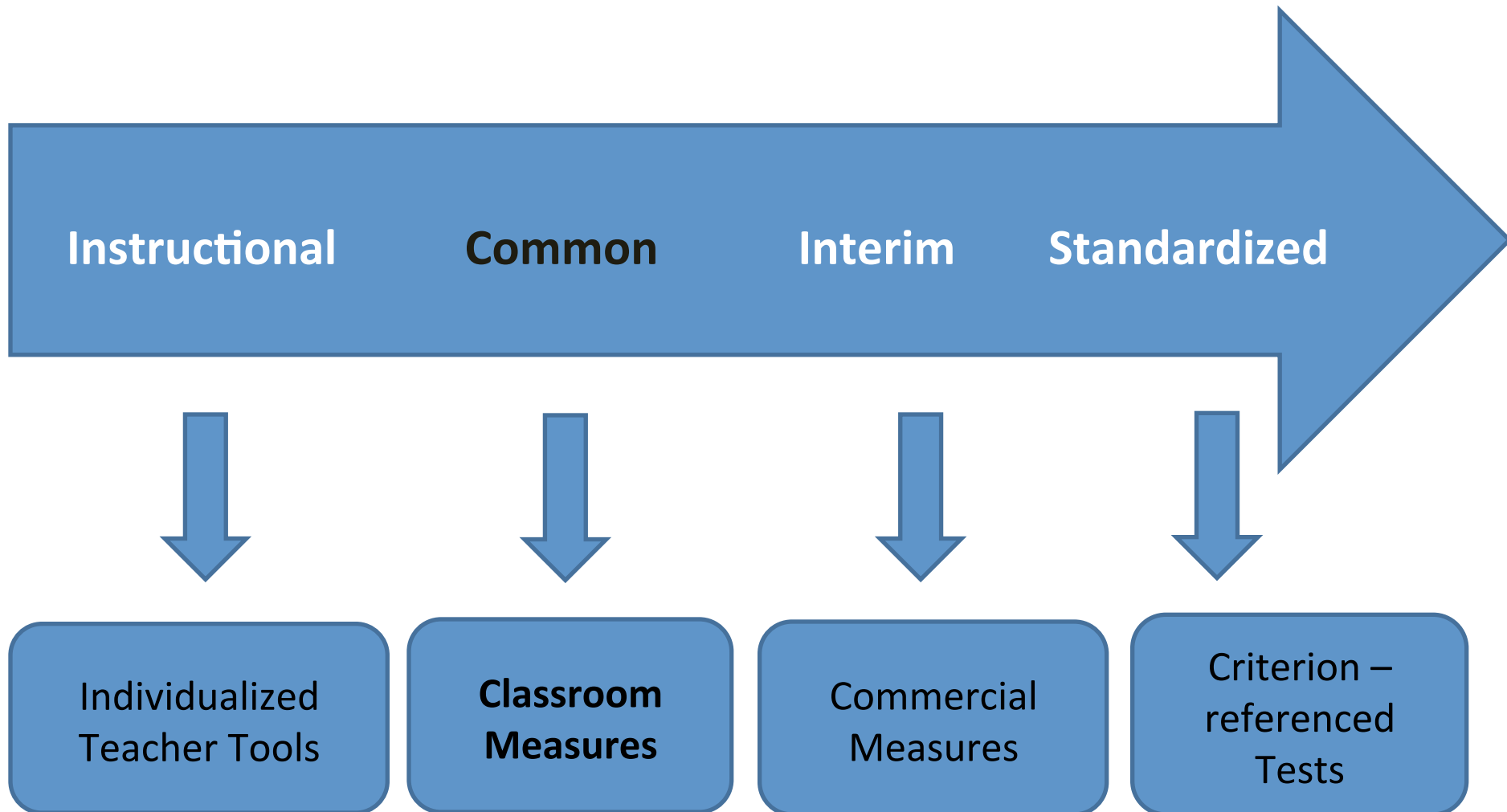


Summative Assessment



Different Types of Assessment

Dr. Margo Gottlieb, Lead Developer for WIDA



Link to GRASPS page

<http://opi.mt.gov/PDF/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>

Performance Assessment: GRASPS

When constructing performance assessment tasks, it helps to use the acronym GRASPS:

G Real-world Goal

R Real-world Role

A Real-world Audience

S Real-world Situation

P Real-world Products or Performances

S Standards



Two Oracy Examples



Theme		
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Biliteracy Unit Framework (BUF) Pages 16 and 17 – CHAPTER 4 Content Area Targets Language Targets Summative Assessment	Content Big Idea(s)
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud • Readers’ Workshop • Partner reading		
Writing • Guided Writing • Writers’ Workshop		
Word Study and Fluency • Decoding • Phonics • Spelling		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Resources

Instructional Strategies Glossary

Teaching for Biliteracy is a flexible framework that takes advantage of a wide range of biliteracy strategies in order to support language, content, and literacy development in two languages. Click [here](#) for a list of biliteracy strategies ([Biliteracy Strategies Description-Beeman and Urow](#)).

General Teaching Resources

Graphic Organizers / Ayudas Gráficas

This website provides a variety of graphic organizers in Spanish. Graphic organizers are powerful tools that help students visually organize and classify information. The documents on this site can be downloaded as PDF files, and you can print and copy them freely for classroom use.

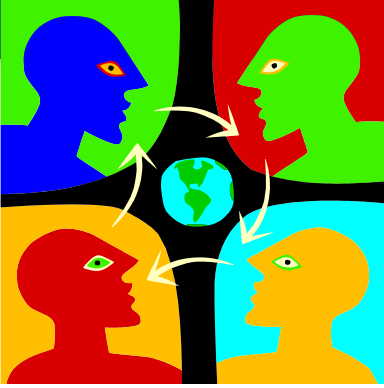
Resources about Spanish for Teachers

Instituto Cervantes

This non-profit organization offers Spanish classes for adults who want to learn Spanish. Classes are offered at different levels, from beginning to advanced, and the institute also offers special classes targeted to specific populations (including Spanish

OTHER LINKS

[Book Study Guides](#)[Research Articles](#)[Cognates](#)[Teacher Made Resources](#)[Handouts](#)

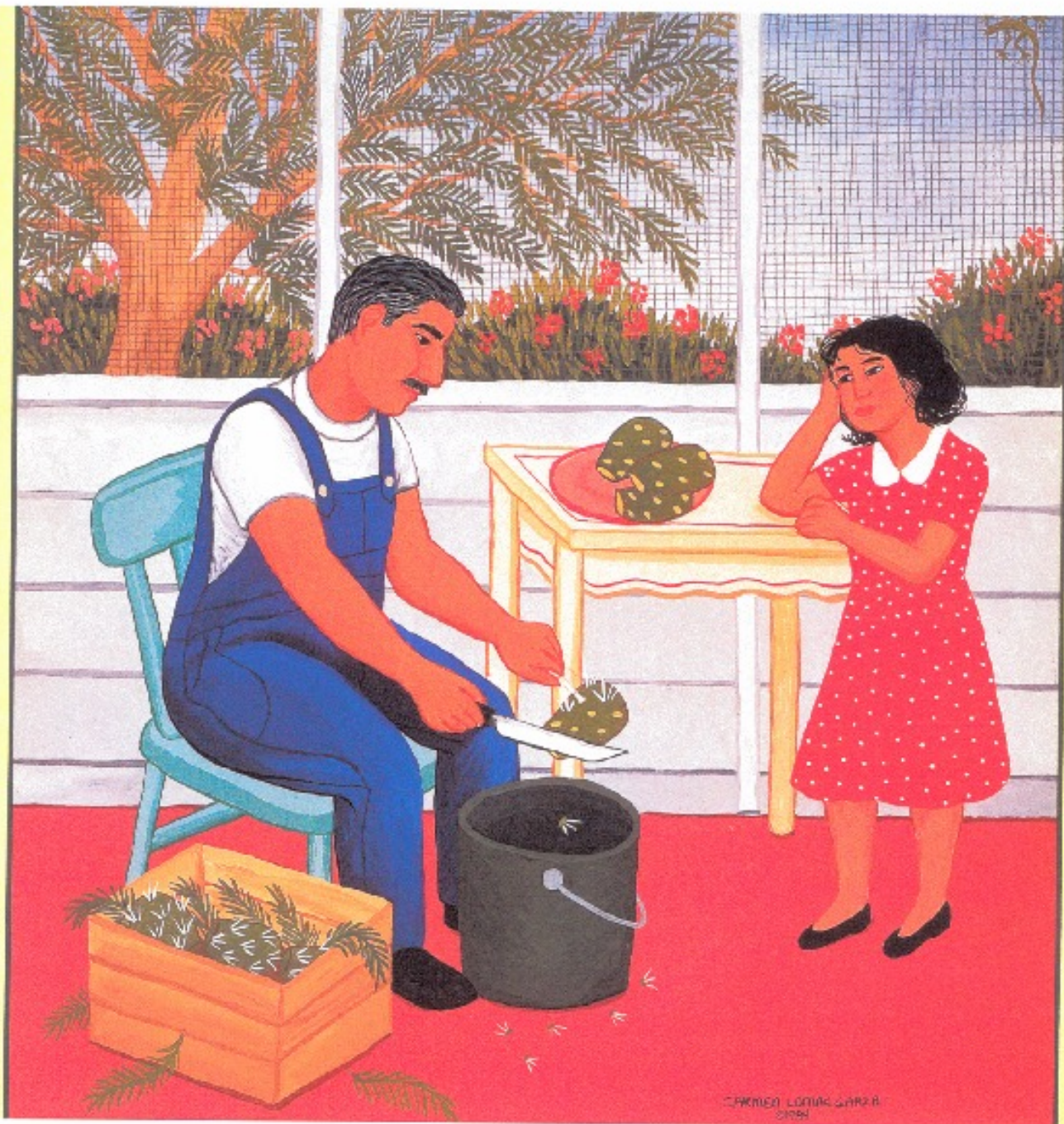


K-W-L

Piscando nopalitos

Harvesting nopalitos





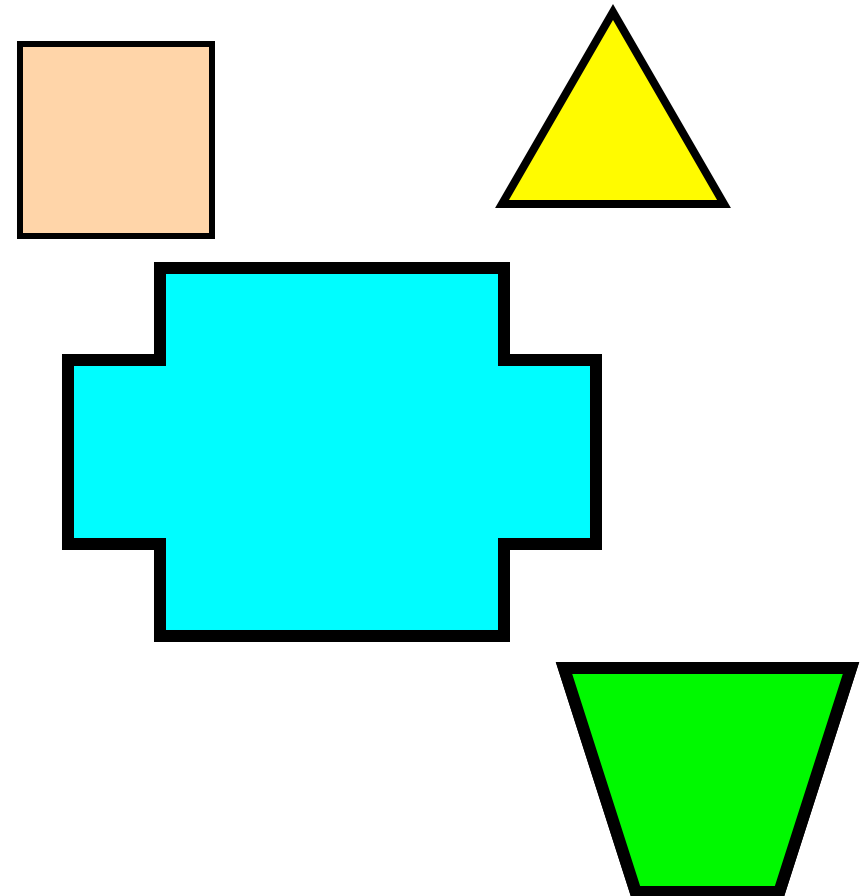
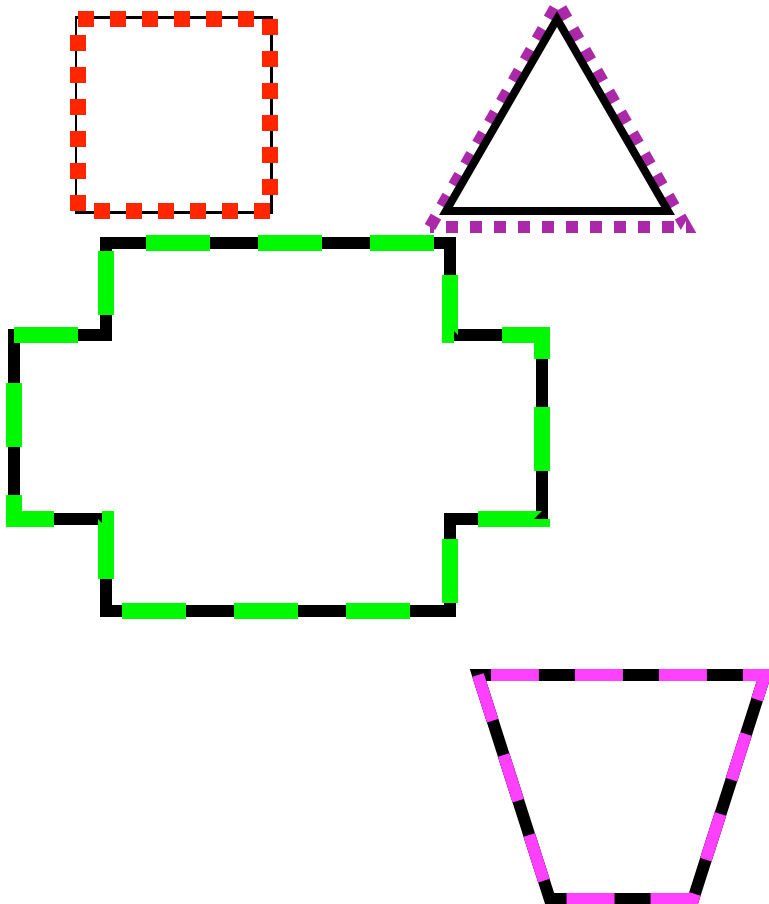
What is it?

It is a

What happened to it? It just...

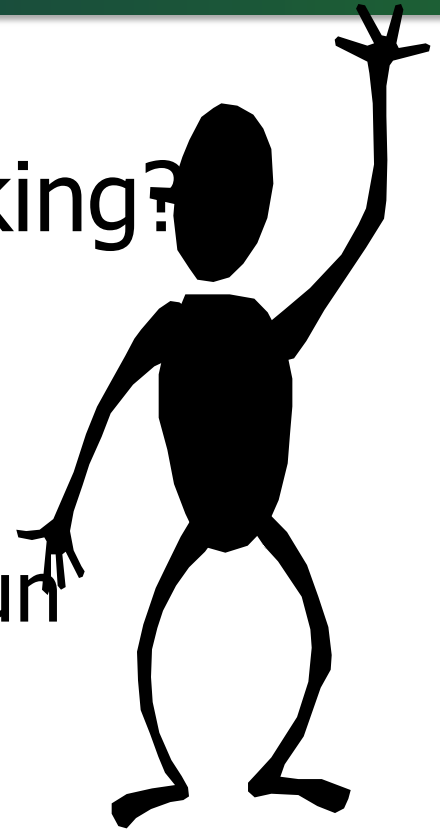
Side A

Side B



What is this word problem asking?

El Sr. González acaba de comprar un perro y lo quiere encerrar en su patio. Su patio tiene la forma de un cuadrado y cada lado mide 3 metros. ¿Cuánta malla tiene que comprar el Sr. González para poner una cerca alrededor del patio?





Lograr el concepto

¿Cuál es el animal secreto?

sí

no

--	--

Lograr el concepto

¿Cuál es el animal secreto?

sí

no

Tiene exoesqueleto
Vive en el agua dulce (de los ríos)
Tiene patas
Tiene pinzas y antenas y cola
Puede nadar
Come plantas es omnívoro
Se come
Es un crustáceo
Tiene concha – se llama un caparazón
Es de muchos colores

No tiene esqueleto
No vive en el agua del mar (salada)
No es redondo
No es un cangrejo
No es de tamaño grande



lograr los conceptos

A

B



A

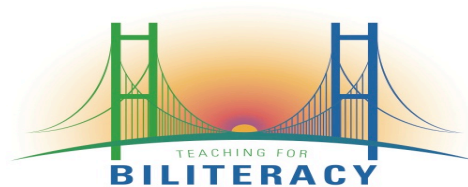
B



**Standards and Big
Ideas are what you
build Oracy and
Background
Development on**



Implementing a Multilingual Perspective: Making sure we teach “Spanish a la Spanish” and “English a la English”



THE CENTER

Word Study



Spanish/ English Sort

- Sort the descriptors by language
- Then, talk about the implications

SPANISH SPANISH		English
	Vowels and consonants	
	Alphabet and initial sound	
	Accents	
	Rhyming and Word Families	
	Syllables	



Answers... on the website

Métodos auténticos (E and S)

El español y el inglés responden a una serie de reglas lingüísticas que son distintas

Cheryl Urow Cheryl@teachingforbilitery.com

Karen Beeman Karen@teachingforbilitery.com

Español	Componente de la lectoescritura	Inglés
Se enseña a leer y escribir en español comenzando con las vocales y luego juntándolas con las consonantes para formar sílabas. En la escritura inicial los estudiantes primero escriben las vocales, por ser constantes y regulares, y luego las sílabas. Es imprescindible entender la diferencia entre las vocales fuertes (a-e-o) y las vocales débiles (i-u) para poder dividir palabras por sílabas y saber como usar las reglas de acentuación y de ortografía.	Las vocales y las consonantes	Se enseña la lectoescritura en inglés por medio del nombre y el sonido de cada letra. En la escritura inicial los estudiantes primero escriben las consonantes porque son constantes y más regulares que las vocales.
No se enseña el nombre de las letras en español sino que se enfatizan los sonidos de cada. Se aprende el nombre de cada letra solo después de que los estudiantes hayan aprendido sus sonidos y los saben usar para formar sílabas.	El abecedario y el sonido inicial	La destreza que mejor predice el éxito de la lectoescritura es el poder identificar la letra por su nombre y el sonido inicial de cada palabra. Es tan importante esta destreza que se enseña el nombre de cada letra y se le examina a los alumnos para saber si lo han aprendido.
El concepto del acento es sumamente importante en español ya que se basa en el conocimiento de la vocal fuerte y débil y las reglas de las divisiones de sílabas. Existen acentos ortográficos, prosódicos y diacríticos	La acentuación	El concepto del acento es fonológico, ayudando a identificar la diferencia entre palabras que son exactamente iguales (ímpor vs. Impórt).
El desarrollo de la conciencia fonética toma lugar por medio de la escritura, no como parte del lenguaje oral como sucede en inglés. La importancia de la rima para el español reside en la raíz de la palabra no en su parte inicial como en inglés. Se enseña por medio de las familias de palabras tales como	La rima y las familias de palabras	La destreza de <i>onset and rime</i> (c-at; f-at; s-at) es crucial para poder decodificar en inglés ya que le provee al estudiante la correspondencia entre sonido y letra que requiere el inglés.

Reflection Questions

- What are the implications for:
 - Instruction
 - Assessment
 - Collaboration among Spanish and English teacher
 - Unit Design
 - Use of Standards
 - Communication with parents
 - Chinese and English



Spanish and English are different
therefore, they need to be taught
differently.

Let's explore what this means for literacy
development at the word level (pages
118-119).

English

- English is opaque.
- The sound symbol relationship in English is loose: it is irregular and inconsistent.
- There are 26 letters that produce between 40 and 56 phonemes. There are 5 vowels that produce 15 sounds.

Spanish

- Spanish is transparent.
- The sound symbol relationship in Spanish is tight: it is regular and consistent.
- There are 27 letters that produce 26 phonemes. There are 5 vowels that produce 5 sounds.

English

Spanish

- English is opaque.

- The sound symbol relationship is not local and inconsistent.

- There are 40-56 phonemes. There are 5 vowels that produce 15 sounds.

- Spanish is transparent.

- The sound symbol relationship is local and consistent.

- There are 27 letters that produce 26 phonemes. There are 5 vowels that produce 5 sounds.

Therefore, early literacy strategies and word walls in English...

English word walls

- High frequency words.
- Organized by initial sound.
- Rhyming word families:
 - bat, sat, cat, rat

Spanish word walls

- Challenging words, with *letras tramosas*
- Organized by syllable or *letra tramosa*

Samples: Spanish Language Charts



¿Me das
un borrador ☐
por favor?

¿Cómo se
dice house
en español?

¿Le sacas
punta al
lápiz, por
favor?

¿Puedo ir
al baño
por favor?



Para comparar

Lo que tienen en común es/son ...

Son diferentes porque ...

Mi idea es parecida a la de ...

Yo estoy de acuerdo con ... porque ...

¿Como...?

Para

En mi

Mi

La idea de

Tengo

No e

Our Mission Statement:

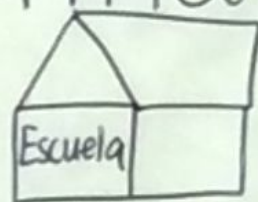
... collaboratively create a community of
... by guiding students to become
... d to reach their highest potential.
... y instruction based on standards,
... ng will inspire students to become
... ate citizens who will help create a
... ed world."

informal



rayar
munchito
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Casa

puchar
tochar
onde
~~al~~omache
Picar
caché
& mucho

Escuela

empujar
tocar
donde
almuerzo
~~es~~ajar
a garé
mucho



Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

la escuela media
(Chile)

el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE. UU.)



Samples: Spanish Literacy Charts



Comunida

Me

mama mapa

marley

masa mamá got

Ma

matemáticas

mascara

madre

Marz

May

Ma J

Maestra

Mahalia

mesa

memo

Me

misael

camila

camino

Mi

mis

MIMI

mono

Mo

memo

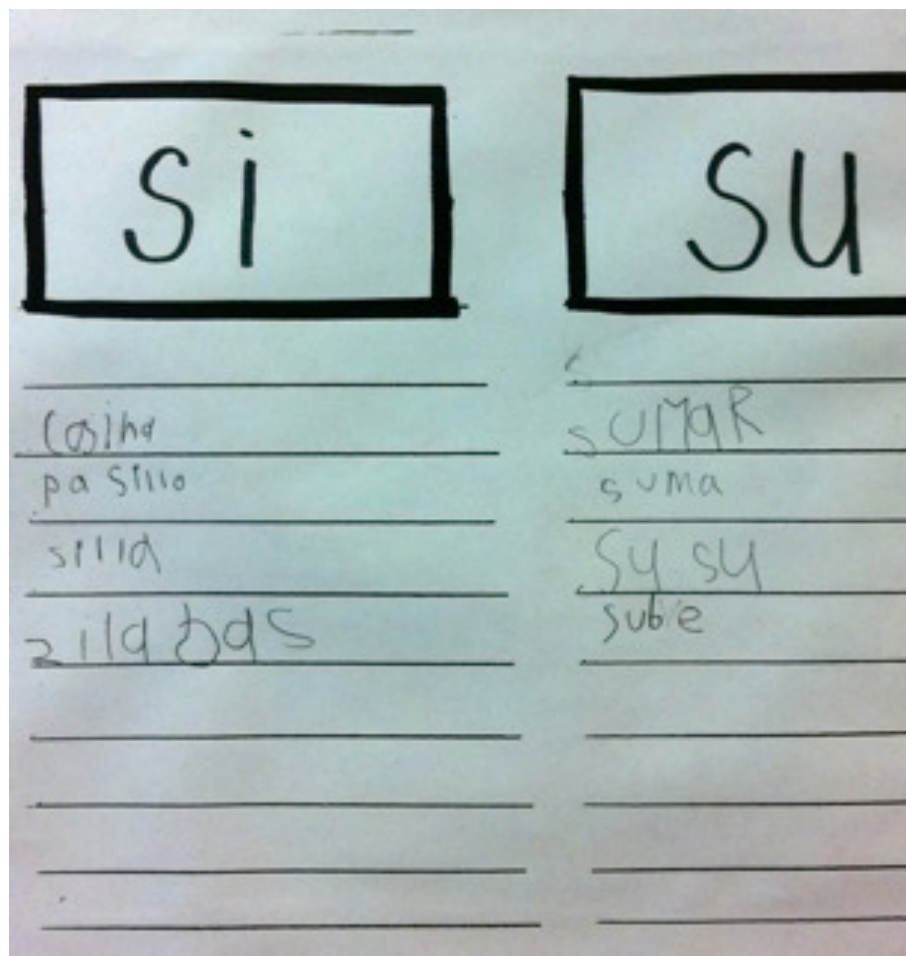
mucho

musica

Mu

Comunidad

Sílabas



mame mi momu

nano



mamá



maestra



martes

mago



mo

maceta



macarrón



manejar



mar



mariposa



mariguita



martillo



maleta



mermelada



merengu



menú



mesa



mecer



Metra



medusa



medalla



mesero



melón



medir



mecabota



mecánico



medicina



meta



Mexico



Minnie



Mickey



Michoacana



mina



minero



microbios



microfono



miércoles

mira

microondas



moto



muchila



molino



moretón



montaña



monedas



monedero



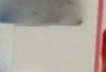
monstruo



morado



mojado



Monsilabo



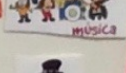
muñeca



música



muñeco



de nieve



mula



Mulán



mujeres



muletas



mucho



mar

marzo



marte



martes

Lunes
martes
miércoles

Martha



marmota



martillo



marcador



margarita



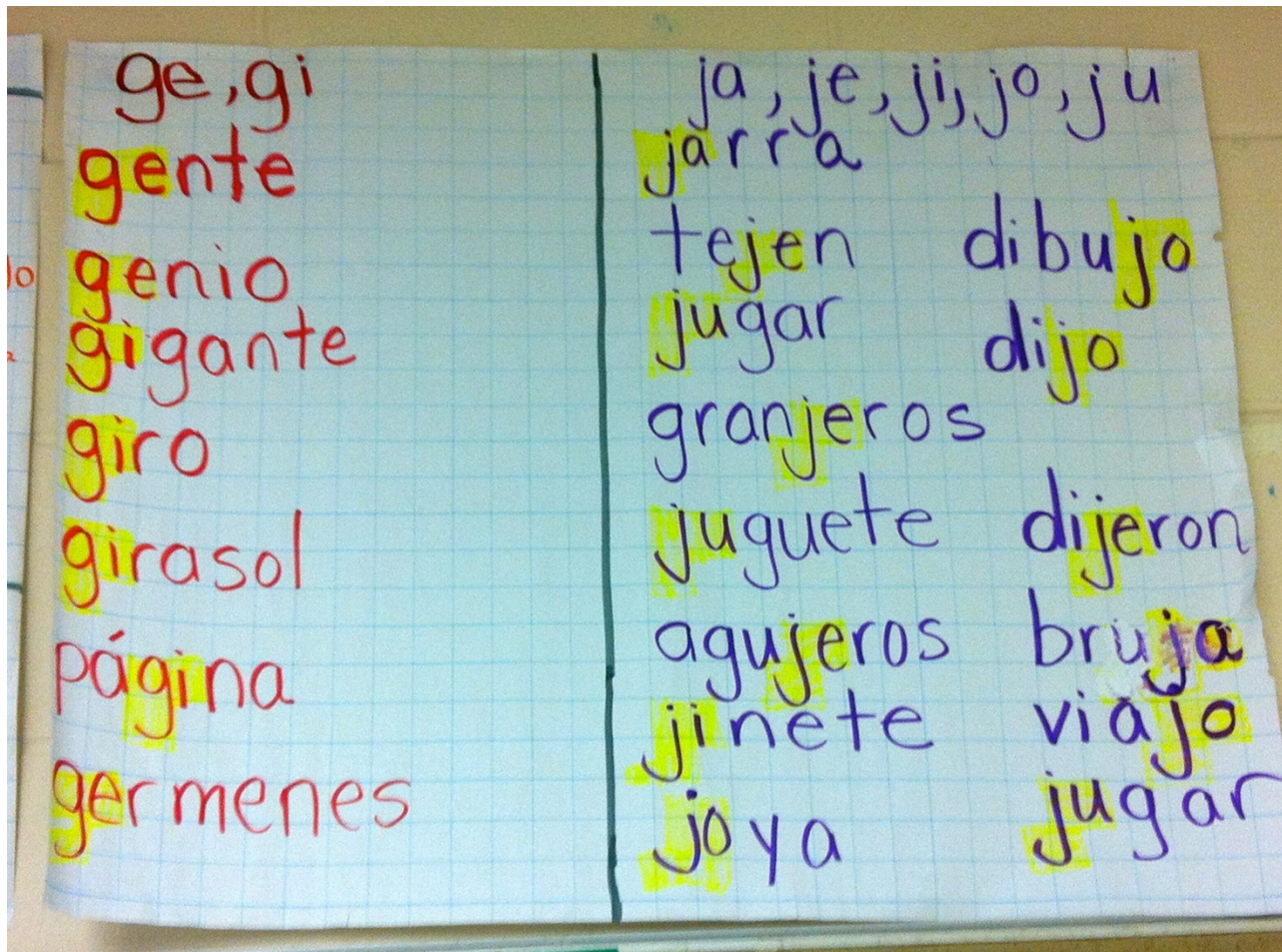
Martina



Martinez



Sílabas



¿Tienes la sílaba **va** en tu nombre?

Si

Vanessa

No

Jazmin Lilysarai

Victor Aolany

Emily

Justin

Rigoberto Gabriela

Christopher

Margarita

Joselyn

Daisy

Joel

Daniela

Vanessa

Evangelina

La h muda



La “b” y la “v”



Las letras tramosas – la “c de cine”



C (cine)

S (sonido)

Z (zapato)

Consecuencia

decisión

hacer

Sinceramente

Caperucita

ciudad

ciudadano

reciclaje

Cien años

Contrastar

recicla

proceso

piso

peso

sopa

Consecuencia

decisión

resolver

Sinceramente

Segundo

soberanía

Sistema

ecosystem

escalafón

Serpentean

asado

Usaria

Rambra

lombriz

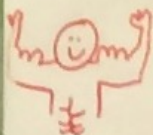
empesar

cofteza

Zancuda

Spanish Anchor Char
Or Word Walls
p.123 and 124

C (casa)



cosas

recojer

con

compartir

comunidad

pico

Consecuencia función. que

Cuando

clafila

Caperucita

reciclar

contien en

Contrastar

comparar

intercambio

Ficción

ecosistema

No Ficción

most con

de pinto

carbajos

Q (queso)

¿Qué?

¿Quién?

Querido

parque

quemar

A House Is a House
for Me

Winking,
blinking.

The

Zinn

Vv (vaca)

resolver

Vista

valiente

Sobrevivir

sombra

sirve

llevar

Saván

Bb (burro)

buenos

debemos

Problema

libertad

Ruby albura

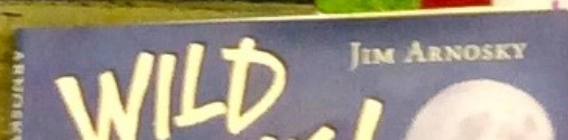
Hábitat

Sobrevivir

intercambiar

10/1/50

ambos
Arbol
unos



h (muda)

hay

el hemisferio

la hibernación

hecho

Acento(í) Tildes(ñ)

béisbol
después

Diéresis (ü)

Hh (muda)

hoy hunde
hermana
hermano
haz
hasta
hice

Los artículos

la

el

La escuela
La casa

los

Samples: Spanish Content Charts



Mi familia

Mi mamá.



Mi papá.



Mi hermano.



Mi hermana.



Mi abuelo.



Mi abuela.



Yo.



Mi familia y yo.



Fin.



El "branco" de la
Olivier & Lora
na a 1000 m

La "Pala" del pueblo
de la zona de la
zona de la zona

Se de la zona
que son
lechuza



Que tipo de
estoy
porque se parece
a un
del sobre los
algunos son
delos

La
de la zona
de la zona
de la zona
de la zona
de la zona



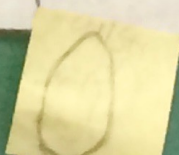
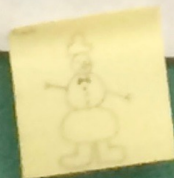
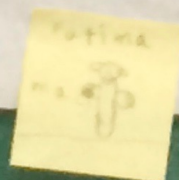
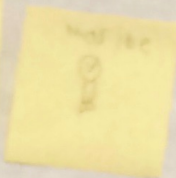
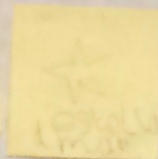
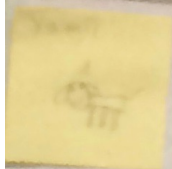
El "branco" de la
zona y de la
zona

La zona
de la zona

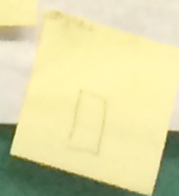
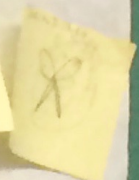
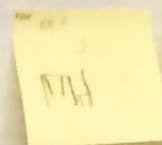
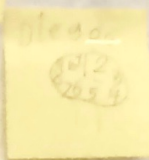
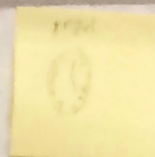
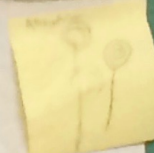
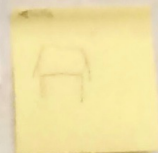
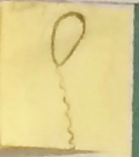
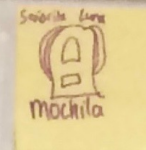
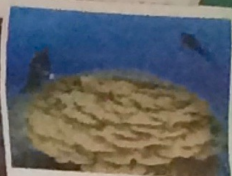
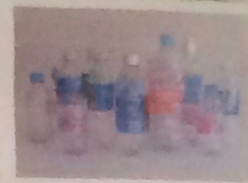
La zona
de la zona

La zona
de la zona

Seres vivos



no ser vivientes





Nombres cortos y largos

Los cinco videos que forman parte de la serie titulada **Nombres cortos y largos** fueron grabados como parte de un adiestramiento pedagógico sobre el desarrollo de la lectoescritura bilingüe. Como tal, los participantes en los videos son todos adultos, envueltos en una lección demostrativa de un kinder o primer grado. Las conversaciones grabadas son en inglés porque no todos los educadores presentes hablaban y entendían el español.

La demostración se hizo para ilustrar cómo se puede enseñar la lectoescritura inicial en español. Algunos de los puntos claves que toca el video son:

- Los estudiantes deben entender el significado de las palabras y los textos usados para aprender las destrezas discretas.
- La enseñanza del estudio de palabras es más efectiva cuando se empieza con una palabra, para luego ir a sus partes. A la vez, se puede empezar con un texto para luego analizar las oraciones y las palabras que lo conforman.
- Se puede usar una serie de palabras conocidas, como los nombres de los estudiantes, para trabajar un número de destrezas varios días seguidos, o durante varios momentos durante el año escolar.
- El español responde a una serie de reglas lingüísticas y culturales que son diferentes al inglés. En este video, se muestra cómo enseñar las vocales fuertes (a-e-o) y las vocales débiles (i,u) y cómo este conocimiento influye en la segmentación silábica.

*English Version of **Nombres cortos y largos**:*

The following five videos that form this series illustrate how to teach several Spanish literacy skills using authentic methods that are student-centered. These videos were filmed as part of a workshop for teachers and administrators on biliteracy, and some of the educators present were bilingual and others were monolingual English speakers. Therefore, the modeling of methodology takes place in Spanish, but the discussion and reflection occur in English. For a more lengthy description of these strategies and activities, please click on the document below.

[VIDEOS _ English Explanation of Nombres Cortos y Largos](#)

Video 1: Introducción



Video 1: Introducción



Video 2: La segmentación silábica y la importancia del acento diacrítico



Video 3: Las vocales débiles y fuertes



Video 4: Un dictado con los nombres



**Series of 5 Videos
highlighting how to
use student names to
develop initial literacy
in Spanish using
Nombres cortos y
largos**



A handwritten word search grid on a blue-lined background. The grid is 10 columns wide and 10 rows high. The words found are circled in blue ink and numbered 1 through 6. The words are: 1. L A S T V O (row 1, columns 1-6); 2. F A M I L I A (row 2, columns 4-9); 3. Y O U (row 3, columns 1-3); 4. I V O (row 3, columns 6-8); 5. S O I L (row 4, columns 1-4); 6. C O N (row 4, columns 6-8). The word 'M I' is also circled in row 5, column 1. The word 'M A' is circled in row 6, column 1. The word 'M A' is also circled in row 6, column 2. The word 'M A' is also circled in row 6, column 3. The word 'M A' is also circled in row 6, column 4. The word 'M A' is also circled in row 6, column 5. The word 'M A' is also circled in row 6, column 6. The word 'M A' is also circled in row 6, column 7. The word 'M A' is also circled in row 6, column 8. The word 'M A' is also circled in row 6, column 9. The word 'M A' is also circled in row 6, column 10.



El dictado

El video del dictado que se encuentra en esta página web se filmó en un primer grado bilingüe. Los estudiantes escribieron el texto con su maestra usando el LEA (*Language Experience Approach*). Por esta razón, todos los estudiantes entendían el significado de las palabras, lo cual es sumamente importante al hacer un dictado.

En el video, se muestra cómo usar el dictado para enseñar varias destrezas:

- La ortografía por medio de las letras tramosas (la "b" grande, o larga, y la "v" chica, o corta, por ejemplo)
- La puntuación (letra mayúscula y minúscula, punto)
- El concepto de palabra (circulando cada palabra)
- Las vocales débiles y las vocales fuertes
- La segmentación silábica
- La fluidez

Nótese que aunque en el video se trabajaron todas estas destrezas el mismo día para que se pudiera grabar el video, no es recomendable que se trabajen todas las destrezas el mismo día. Más bien, se recomienda el trabajar el dictado de 10 a 15 minutos diariamente, enfocándose en un área solamente, clausurando la semana con un dictado formal que es evaluado.



Para encontrar una descripción de cómo implementar el dictado haga clic aquí.

La letra
mayúscula.

K a r e n

El renglón que se
salta.

D í a

d e

El renglón

l o s

m u e r t o s

La sangría

Q u e r e m o s

La letra
minúscula.

a p r e n d e r a

Se deja un
cuadrito
entre las
palabras.

h a c e r l a s

c a l a v e r a s .

El punto final



El dictado

Elaborado por Cheryl Urow y Karen Beeman, y adaptado del trabajo de
Kathy Escamilla y el grupo de Literacy Squared

El dictado es una estrategia que se utiliza para trabajar los diferentes componentes del estudio de palabras. El enfoque del dictado varía según el grado y las necesidades de los estudiantes, pero por lo general se trabajan los siguientes elementos: fonética, ortografía, fluidez, puntuación, gramática, sintaxis, organización de ideas, vocabulario. A continuación encontrará unas sugerencias de los pasos a seguir para llevar a cabo el dictado en los grados primarios.

1. Luego de revisar la escritura de sus estudiantes, escoja una oración o más (vea las sugerencias a continuación) por medio de la cual desea enseñar o enfatizar algún aspecto del estudio de palabras. El dictado debe surgir de un contexto comprensible conocido por los estudiantes. Ellos deben conocer todas las palabras del dictado.

Sugerencias en cuanto a la cantidad de oraciones:

Kínder: Unas palabras claves o una oración sencilla

Segundo: Dos oraciones

Primero: Una oración sencilla o compleja

Tercero en adelante: De tres oraciones o párrafos sencillos hasta varios párrafos cortos.

2. Utilizar el mismo dictado durante toda la semana, trabajando **diferentes** aspectos de estudio de palabras y fluidez. Lo que sigue son ejemplos. Las actividades posibles con el dictado son muchas y son muy diversas. La clave es enfatizar lo que sus estudiantes están listos por aprender.

Muestra de un plan semanal:

lunes	martes	miércoles	jueves	viernes
Presentar el dictado. Los estudiantes escriben lo que dicta la maestra. Luego, la maestra lo escribe para que los estudiantes lo revisen.	Mini-lección sobre la puntuación y el subrayar títulos de libros usando el dictado del lunes.	Los estudiantes se dictan el dictado entre ellos, uno lo lee y el otro lo escribe. Si el dictado contiene más de una oración, la actividad puede hacerse como una “actividad entre dos” donde un estudiante tiene un texto que el otro no tiene, y sin ver el texto del otro, deben dictarse para elaborar el texto juntos.	Los estudiantes agregan más texto al dictado, sea en grupo o de manera individual.	Se dicta el trabajo como manera de evaluar a los estudiantes.
Ejemplo: <i>La mamá de Clara vino a leer el libro, <u>Tortillitas para Mamá.</u></i>	Trabajo de gramática.	Trabajo de fluidez y de ortografía.	Trabajo de escritura.	Evaluación de estudio de palabras.

Lenguaje técnico del dictado

Lenguaje técnico:

Papel cuadriculado: Papel que contiene cuadritos. Se les dice a los estudiantes que se escribe cada letra en cada cuadrito, y que cada elemento de la puntuación también tiene su cuadrito. Se deja un cuadrito entre cada palabra, y se cuentan 3 o 4 cuadritos para formar la sangría (véase la definición a continuación).

El renglón: La línea sobre la cual se escribe. Usualmente, se les dice a los estudiantes que se “saltan el renglón” (escriben sobre uno y se saltan el siguiente) para que se pueda leer más fácilmente lo que han escrito.

Sangría: el espacio que se deja entre el margen de la hoja en la primera oración para indicar que es un nuevo párrafo.

Punto y seguido: se coloca el punto al final de la oración, y se sigue escribiendo dentro del mismo párrafo.

Punto y aparte: se coloca el punto al final de la oración, y se termina el párrafo. Si el dictado sigue, los estudiantes aprenden que deben usar la sangría al iniciar la siguiente oración.

Punto final: se ha terminado el dictado

Los siguientes elementos de la puntuación se mencionan durante el dictado y se enseña y se enfatiza su uso como parte del proceso:

- La mayúscula
- La coma
- Punto y coma
- El acento en la ____

Cuando se mencionan los signos de exclamación e interrogación, y la indicación del uso del guión para marcar el diálogo, usualmente se usa la siguiente frase:

-Se abre el signo de _____; se cierra el signo de _____.

-Se abre el guión; se cierra el guión.

Cómo cambia el énfasis durante los años escolares

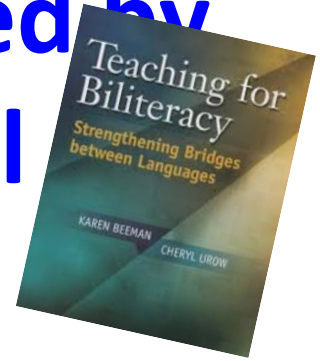
Grados PK-2:

Durante los dictados, la maestra narra oralmente cuándo se usan los elementos descritos anteriormente, y prepara mini-lecciones para enfatizar el uso de la puntuación y otros elementos gramaticales, de escritura y de destrezas fundamentales. El área de enfoque varía según el grado y las necesidades de los estudiantes.

Grados 3-12:

- De manera paulatina, al reconocer que los estudiantes entienden el uso de los elementos enseñados en K-2, la maestra ya no los menciona en voz alta durante el dictado; más bien, los estudiantes aprenden lo siguiente y ellos ya lo aplican sin que se les diga:
 - Siempre se empieza un párrafo con la sangría y se usa letra mayúscula y punto en cada oración.
 - Los estudiantes escuchan muy cuidadosamente las pausas que hace la maestra. Por ejemplo, si es una pausa breve, saben que se usa la coma. Si es una pausa medio breve, usan un punto y coma, y si la pausa es larga, usan un punto.
 - Los estudiantes ponen mucha atención al significado de las oraciones para decidir qué tipo de punto ponerle al final: por ejemplo, para diferenciar si es un punto y seguido o un punto y aparte. La maestra ya no lo indica de manera verbal, sino que los estudiantes lo tienen que inferir dentro del contexto y el significado de las oraciones.

3. Spanish and English are governed by distinct linguistic rules and cultural norms.



- Spanish and English are distinct at the word level
p. 101, Chapter 9: pp. 118-119
- Spanish and English are distinct at the discourse level –
pp. 10-14; p. 101-104

Monolingual Discourse Patterns

English



Romance



Which discourse pattern? #1

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern? #2

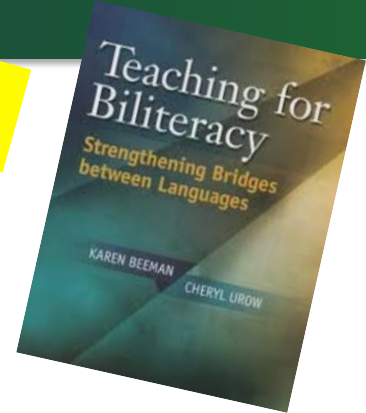
- Era bella, elástica, con una piel tierna del color de pan y los ojos de almendras verdes, y tenía el cabello liso y negro y largo hasta la espalda, y una aura de antigüedad que lo mismo podía ser de Indonesia que de los Angeles. Estaba vestida con un gusto sutil: chaqueta de lince, blusa de seda natural con flores muy tenues, pantalones de lino crudo, y unos zapatos lineales del color de la buganvillas.

Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern?

p. 103



La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

Spanish: Evidence and Notes	Writing Element	English: Evidence and Notes
	Includes elements of expository genre • Introduction to the topic and conclusion • Accurate factual details about topic (not opinion) • Follows logical organization	
	Writing Mechanics • Complete sentences Corrections punctuation • Accurate spelling • Paragraphs	

Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture.

Therefore, we have to make decisions that support the bilingual environment.

- Students use all the languages they know.

Therefore, English and Spanish instruction.

h Spanish and instruction.

ferent

How are the differences between Spanish and English reflected in: instruction, assessment, and systems?

The importance of each language is different. The appropriate for the students have the opportunity to compare and contrast their languages.