

Friday, June 30, 2017

**What are the instructional and
programmatic implications of teaching for
biliteracy?**



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THE CENTER

Friday, July 1, 2017

- The Extension
- Biliteracy Assessment
- Advocacy
- Closure

Chapter 10:

The Bridge: Strengthening

Connections between

Languages





Questions	My prediction	Notes
When does extension in the other language take place?		
What is extended to the other language?		
How long does extension in the other language last?		
Additional Questions		

Chapter 10

Read Aloud page 144

As you read this section aloud, think about the following:

Extension lessons focus on _____.

Extension is _____.

Extension is not _____.



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

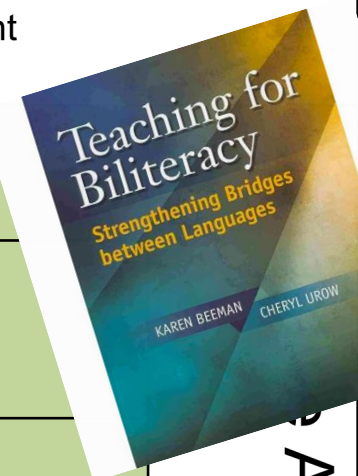
- Decoding
- Phonics
- Spelling

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	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	

Supports for Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
■ Real-life objects (realia) ■ Manipulatives ■ Pictures & photographs ■ Illustrations, diagrams & drawings ■ Magazines, newspapers ■ Physical activities ■ Videos, film ■ 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 (websites) or software programs ■ In the native language (L1) ■ With mentors

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.

Figure 3H: Specific Examples of Sensory Supports

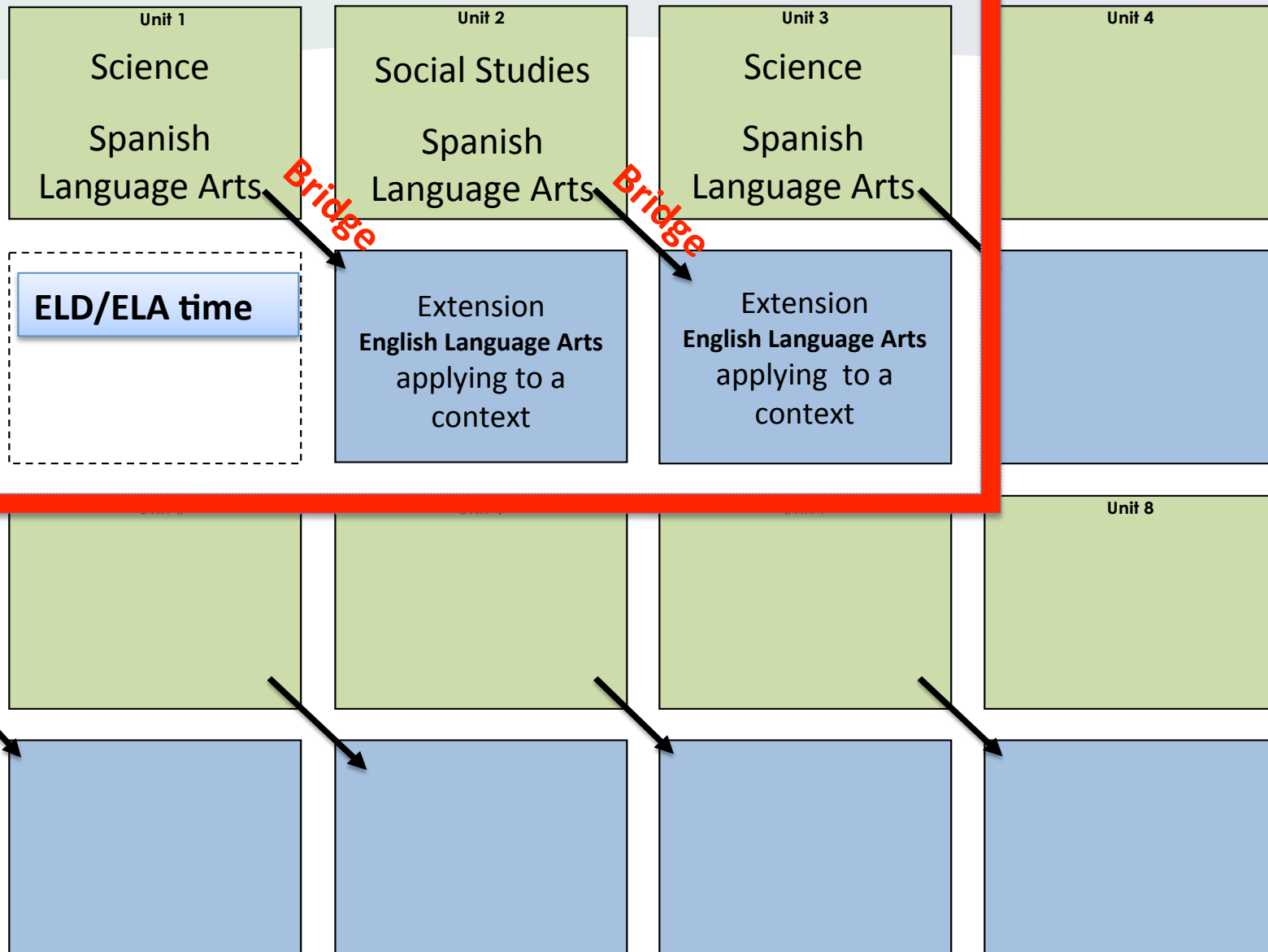
Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print 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.

What is non-negotiable about Extension instruction?



Sample Biliteracy Map (80/20)



Tema:		Evaluación Formativa Formative Assessment
Estándares:	Ideas Principales de Artes de Lenguaje Ideas Principales de Contenido Metas de contenido Metas de lenguaje Evaluación	
- Estándares de contenido (ciencias, etc.) - Artes de Lenguaje: Inglés (ELA) - Artes de Lenguaje :Español (SLA) - Desarrollo de Inglés (WIDA) - Desarrollo de Español (SALSA)		
Desarrollo de la oralidad y el conocimiento previo - Actividad interactiva y concreta - Desarrollo de vocabulario		
Comprensión lectora y contenido - Taller de lectura - Lectura guiada - Lectura compartida - Lectura en pareja - Lectura independiente	Instrucción de contenido: Experimentos, experiencias, actividades/mini-lecciones y proyectos e investigaciones.	
Escritura - Taller de escritura - Escritura guiada - Escritura compartida		
Estudio de palabras y fluidez Decodificación, Ortografía, Gramática, Fonética		
Evaluación de la unidad		
Bridge Metalinguistic Skills	El Puente Habilidades y destrezas metalingüísticas	
Extension activities or a new unit		



Theme:			Formative Assessment Evaluación Formativa
Standards:		Content Area and Content Big Idea(s) Language Arts Big Ideas	
• 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 • Reader’s Workshop • Guided Reading • Read aloud • Partner Reading • Independent reading	Content Area Instruction • Content-based experiments, experiences, mini-lessons, activities, and inquiry.		
Writing • Writers’ Workshop • Guided Writing • Shared Writing			
Word Study and Fluency Decoding, Phonics, Spelling, Grammar			
Summative Assessment			
Bridge Metalinguistic Skills		El Puente Habilidades y destrezas metalingüísticas	
Actividades de extensión o una unidad nueva			



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	English Literacy

Sample schedule
30/20 model



Video is on the English page: www.teachingforbilitery.com/videos/english



English: Oracy Development through
Adapted Reader's Theatre

To see the Spanish and Bridge part of this unit, go to the Spanish and Bridge Video pages

Strategies in the Video

- Adapted Reader's Theater (ART) page 81
- TPR p. 81
- Active Reading and Individualized Cards (Differentiation for language)
- Parallel lines: Oracy development – planning literacy
- Writing: Writing letters to Paulo

Strategies in the Video

- Adapted Reader's Theater (ART) page 81
- TPR p. 81
- Active **Language** and Individualized Cards
(Different for language)
- Parallel **Literacy** development – planning
literacy
- Writing **Context** letters to Paulo

What is non-negotiable about Extension instruction?



Extension time always focuses on:

- Listening, speaking, reading and writing / Language development
- Oracy building before application of literacy skills
- Non-transferrable literacy skills unique to the language (English or Spanish)
- Students engage in Spanish literacy and English literacy daily and the BUF plans for each of these literacy times.
- A context for listening, speaking, reading and writing (When content is only ELA, focus on: Art, Culture, Universal themes)



Let's Review:

- Content is taught in one language
- Extension occurs after the Bridge
- The BUF plans for instruction in both Spanish and in English
- How do you plan for extension time?



Nuances of Planning Extension Time

- Go back to your language and content allocation plan
- Talk with your colleagues: How will you plan for extension time?



Extension time is framed by several factors:

- The type of program (50/50 or 80/20)
- The language in which math is taught when the program is 50/50.

Sample Language Allocation for 80/20:

- Kinder: 80% Spanish and 20 % English
- First: 70% Spanish and 30% English
- Second: 60% Spanish and 40% English
- Third and on will be 50% Spanish and 50% English (see 50/50 programs).



West Chicago District 33 – Biliteracy Core Curriculum Chart
Updated May 25, 2016

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

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



Sample Biliteracy Map (80/20)

Unit 1

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Science
Spanish LA

Unit 2

SS.H.1.1: Create a chronological sequence of multiple events.

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

Social Studies
Spanish LA

Unit 3

1-LS1-1. Use materials to design solution to a human problem by mimicking how plants/animals use their external parts to help them survive, grow, meet needs.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Science
Spanish LA

English Language Development WIDA Standards 1 and 2.
Setting routines for English Language Arts.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

English LA

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

English LA

Bridge

Bridge

Sample Biliteracy Map (80/20) –Literacy

Unit 1

Read informational books about day and night.

Write notes based on observations and information from texts read aloud and use them to inform a class fact sheet that contrasts the day and night sky.

Science
Spanish LA

Unit 2 Standards

Read realistic fiction/ memoirs about people at different stages of their lives.

Write personal narrative: how student has grown including details that describe key features of each stage

Social Studies
Spanish LA

Unit 3

Read informational books about regions/climates and animal adaptations.

Write informational text: explain an animal adaptation and provides examples of how this can be applied to a human problem

Science
Spanish LA

School: L,W,R,W
Tour of school, LEA,
focused on who works
in the school,language
Needed for different
Places in school.

Read informational books about schools and events that occur at school..

Write a nonfiction book about their particular school.

English LA

Read biographies people students admire.

Write biography about a special person who has impacted their lives.

English LA



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

80/20 Programs

- English time is considerably less than Spanish time in the primary grades
- In order to plan for English literacy time, English instructional minutes must be calculated separately from specials.
- Because of time, literacy is taught in Spanish and extended to English. All BUFs start in Spanish and extend to English in grades K, 1 and 2.



Sample Biliteracy Map 50/50

Literacy
Science

Science
Literacy

Healthful Living

4.L.2; 4.PCH.1-3; 4.NPA.1-3

Reading:

RI 4.8; RI 4.5

Writing:

W.4.1 - Opinion

Electricity and Magnetism

4.P.1; 4.P.3

Reading:

RL 4.4; RL 4.5

Writing:

W.4.1 – Opinion

Bridge

Rights/responsibilities of a citizen

4.C&G.1; 4.C&G.2

Reading:

RL 4.2 (summarize); RL 4.7

Writing:

W.4.3 - Narrative

Factors that affect the growth of a state

4.G.1

Reading:

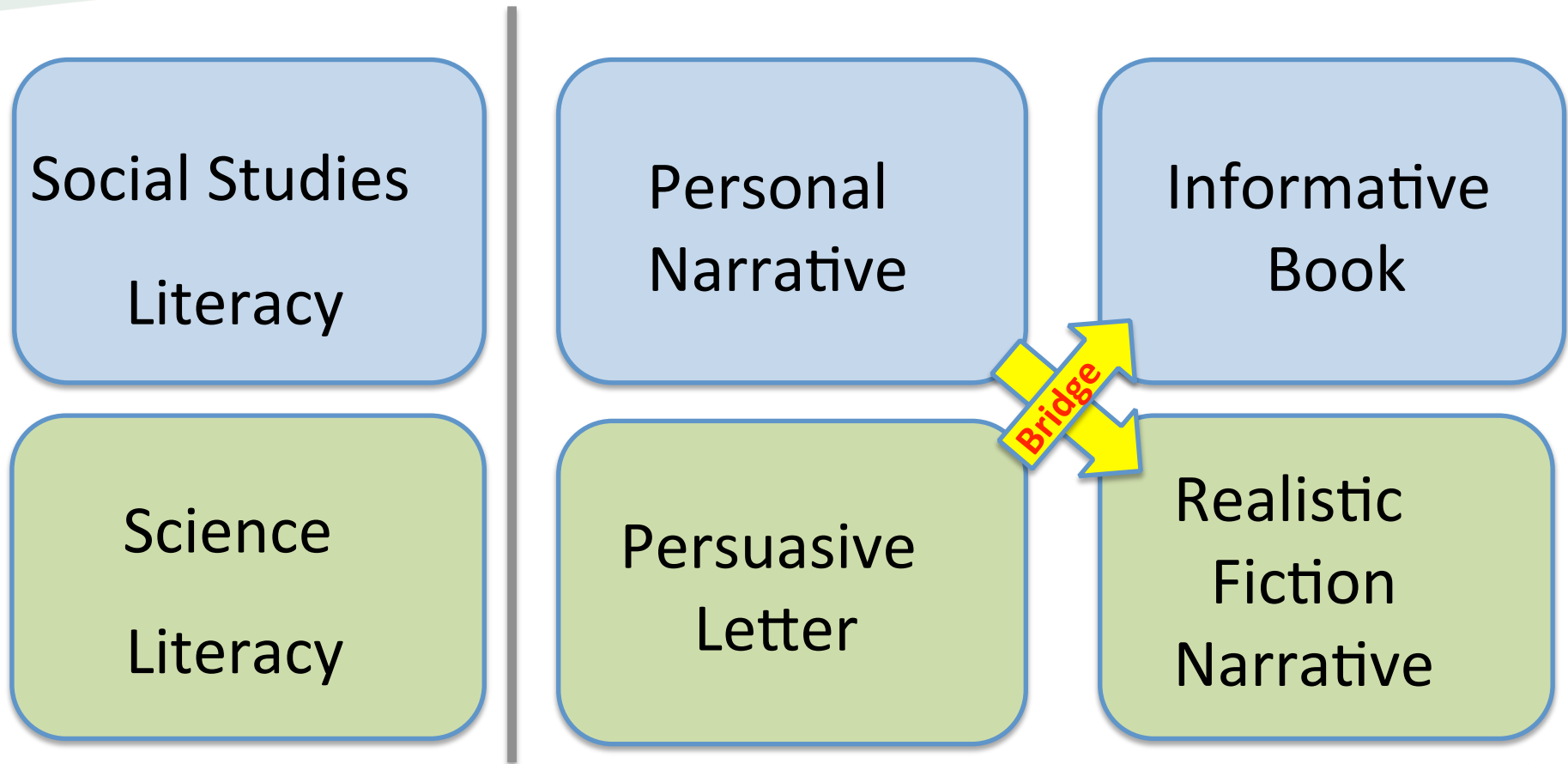
RI 4.6; RI 4.2 (main idea)

Writing:

W.4.2 Info/Explain



Sample Biliteracy Map 50/50





Sample 4th Grade Biliteracy Map*
(50/50 Language and Content Allocation Plan)

English Literacy + Social Studies + Math	Spanish Literacy + Science (larger integrated literacy block)
Rights and responsibilities of a citizen 4.C&G.1; 4.C&G.2 Reading: RI.4.2 (summarize); RI.4.7 Writing: W.4.3 - Narrative	Healthful Living 4.L.2; 4.PCH.1-3; 4.NPA.1-3 Reading: RI.4.8; RI.4.5 Writing: W.4.1 - Opinion
Factors that affect the growth of a state 4.G.1 Reading: RI.4.6; RI.4.2 (main idea) Writing: W.4.2 - Informational/Explanatory	Electricity and Magnetism 4.P.1; 4.P.3 Reading: RI.4.4; RI.4.5 Writing: W.4.1 - Opinion
Immigrants Past and Present (or Immigrants and Change) <u>4.H.1</u> - Analyze the chronology of key historical events in North Carolina history. <u>4.H.2</u> - Understand how notable structures, symbols and place names are significant to North Carolina. Reading: <u>RI.4.3</u> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <u>RI.4.6</u> - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations Writing: <u>W.4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RI.4.3) Content Big Idea: I want my students to understand that: 1) People immigrate for various reasons; 2) Immigrants face many challenges as they adapt to a new environment; and 3) Immigrants impact the new environment and the existing local community in many ways.	Adaptations of Animals in their Environment 4.L.1 Reading: RI.4.7; RI.4.9 Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI.4.9)

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to 1) use specific details in a text to describe a character in depth and 2) compare and contrast the point of view from which different stories are narrated in order to write a (historical fiction) narrative from the point of view of an immigrant.	
Free Market Economy 4.E.1; 4.E.2 Reading: RI 4.4; RI 4.5 Writing: W.4.1 - opinion ; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.5)	Earth, Sun, Moon Systems 4.E.1 - Explain the causes of day and night and the phases of the moon. Reading: <u>RI.4.2</u> - Determine a theme of a story, drama, or poem from details in the text <u>RI.4.3</u> - Describe in depth an event in a story, drawing on specific details in the text Writing: <u>W.4.3</u> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.4.4</u> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>W.4.5</u> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.4.6</u> - With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>W.4.9</u> - Draw evidence from literary texts to support analysis and reflection (for standard RI.4.2) Science Big Idea: I want my students to understand that there are observable and predictable patterns of movement in the Sun, Earth, and Moon systems. These patterns account for day and night, the phases of the moon, and the seasons of the year. Literacy Big Idea: I want my students to understand that, when reading literary texts, it is important to 1) determine the theme of a story from details in the text and 2) describe an event in depth drawing on details from the text in order to write a narrative that explains the reason for an earth, sun, or moon system.
Families and culture 4.C.1 Reading: RI.4.4; RI.4.9 Writing: W.4.1 - Opinion, W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI.4.9)	The Physical and Formation Processes of Earth Materials 4.P.2; 4.E.2 Reading: RI 4.3; RI 4.2 (main idea) Writing: W.4.2 - Informational/Explanatory; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9 (RI 4.2)

*This map will be updated soon to contain the C3 Social Science Standards and the Next Generation Science Standards.

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

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: 45 to 75 minutes - Math: 60 to 90 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
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50/50 Program:

- The content plan determines the focus of English and Spanish extension
- Literacy must be planned for both languages factoring in the language in which math is taught.
- There must be a context for literacy



50/50 The Role of Math

- Math requires approximately 60 to 90 daily minutes of instructional time.
- Therefore, in a 50/50 program, the language in which math is taught will have less time for literacy than the language that does not teach math.
- When planning for extension time, it is important to calculate the amount of instructional minutes dedicated to each language without including specials.

50/50 Implications

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: 45 to 75 minutes • Math: 60 to 90 minutes • Specials (Art, Music, P.E.) 135 academic English minutes
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- Spanish language arts units (BUFs) will address more standards.
- English language arts units (BUFs) will address less standards.

50/50 Implications

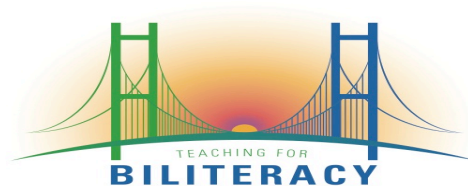
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If time for English is 45 to 75 minutes, there can be 2 BUFs done at the same time: one in English and one in Spanish.

The extension time launches the new BUF in the other language.

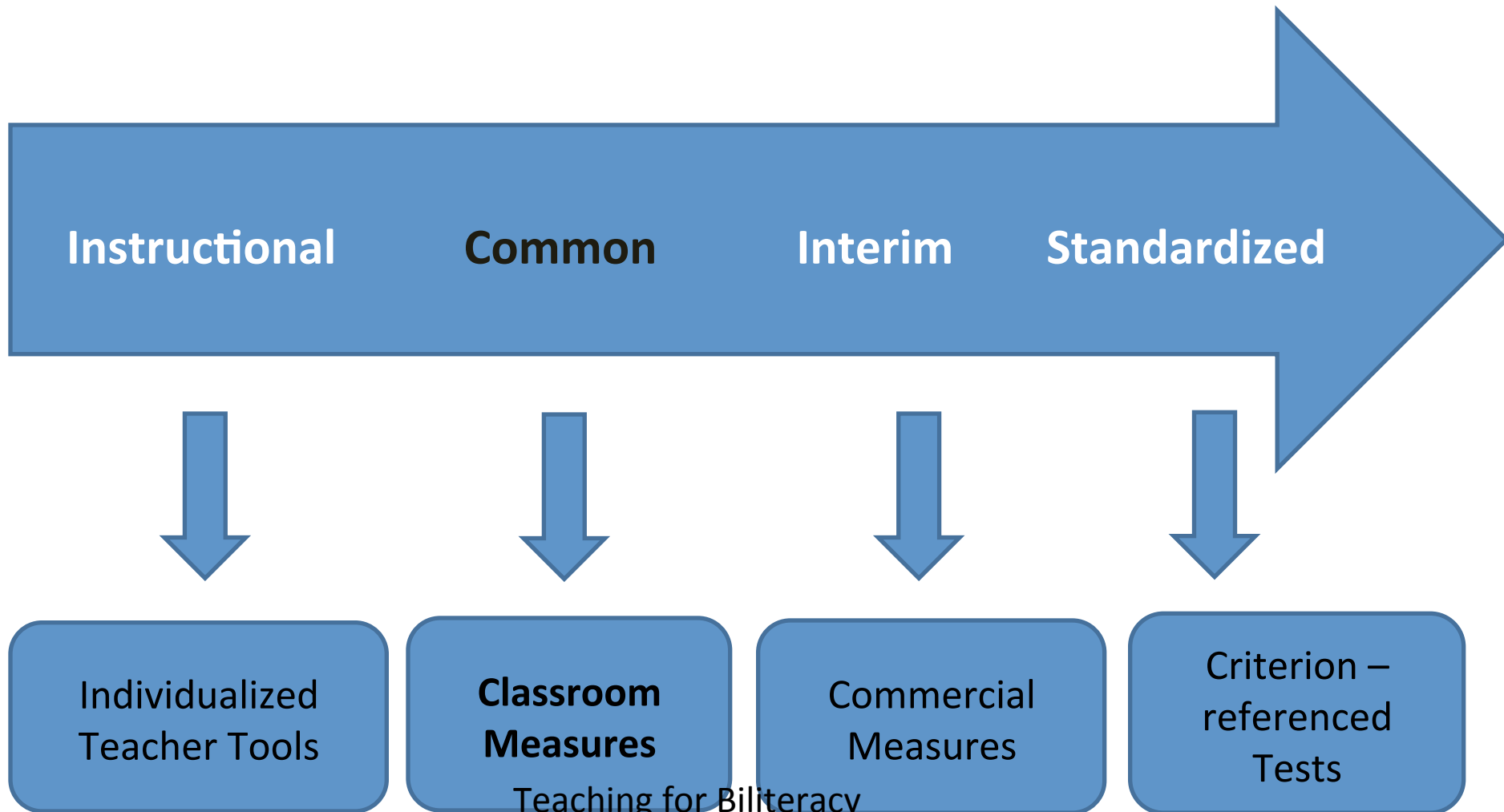
What does Biliteracy Assessment look like?

It documents formative and summative in both languages and looks at students across languages.



Defining our Assessment Terms

Dr. Margo Gottlieb



Adapted from Gottlieb, M. and Nguyen D. (2007). *Assessment and Accountability in Language Education Programs*. Philadelphia, PA: Caslon Publishing

Principles:

- Assessment should capture student growth in both language and academic achievement in each language.
- Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists and benchmark assessments.
- Summative assessments should match district, state and federal guidelines.

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occur consistently during the school year): • Language Development Rubrics for Spanish (WIDA's CAN DO descriptors) used formatively) • Spanish as a Second Language Checklists • Speaking Rubrics • Listening Rubrics Summative (occure): SALSA - P (WIDA states)	Formative: • Writing rubric in Spanish • EDL2 • Reading Inventories • <i>Dictado</i> Checklists • Content area project rubrics • Teacher made tests • Performance based tasks Interim: Tejas Lee Summative: LAS APRENDA TERRA NOVA español
English	Formative: • Language Development Rubrics (WIDA's CAN DO descriptors) used formatively • ESL Checklists • Language Development Rubrics • Speaking Rubrics • Listening Rubrics Summative: ACCESS (WIDA states) CELLA (Florida) WELPA (Washington)	Formative: • Writing rubrics in English • DRA • Reading Inventories • Spelling Growth • Fluency Measures • Content area project rubrics • Teacher made tests • Performance based tasks • Interim: MAP (Measure of Academic Progress) Summative: State large scale testing (ISAT, FCAT, WASL))

Teaching for Biliteracy

Summer Institute 2016

Instruction		
Spanish	Formative (occur consistently during the school year): - Spanish as a Second Language Checklists - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively) - Speaking and Listening Rubrics - Reading Rubrics - Writing Rubrics	Formative: - Developmental Writing rubric in Spanish - Reading Inventories <i>Dictado</i> Checklists - Anecdotal notes Interim: Math end of unit and Pre/Mid/Post District Writing rubric (translated from English) CSAs ISEL
English	Formative: ESL Checklists CAN DO Language Development Rubrics Speaking and Listening Rubrics Reading and Writing Rubrics Summative: ACCESS (WIDA states)	Formative: Developmental Writing rubrics in English Interim: MAP (Measure of Academic Progress) CSAs District Writing Rubric

Using EDL2 and DRA2 we created a trajectory toward biliteracy

Scaffold to Biliteracy Targeted Zones	
EDL Level, Spanish	DRA Level, English
A-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

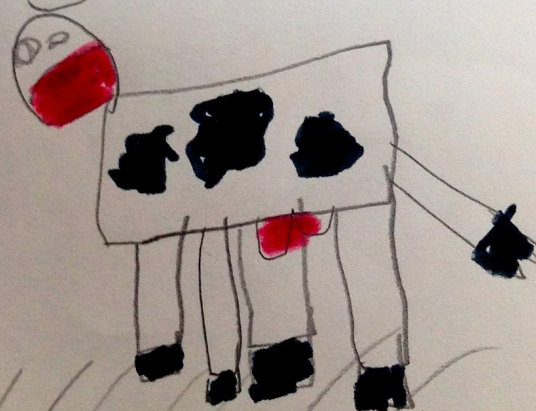
Becoming biliterate better, not faster"



Yo

yeo

UNBVCA

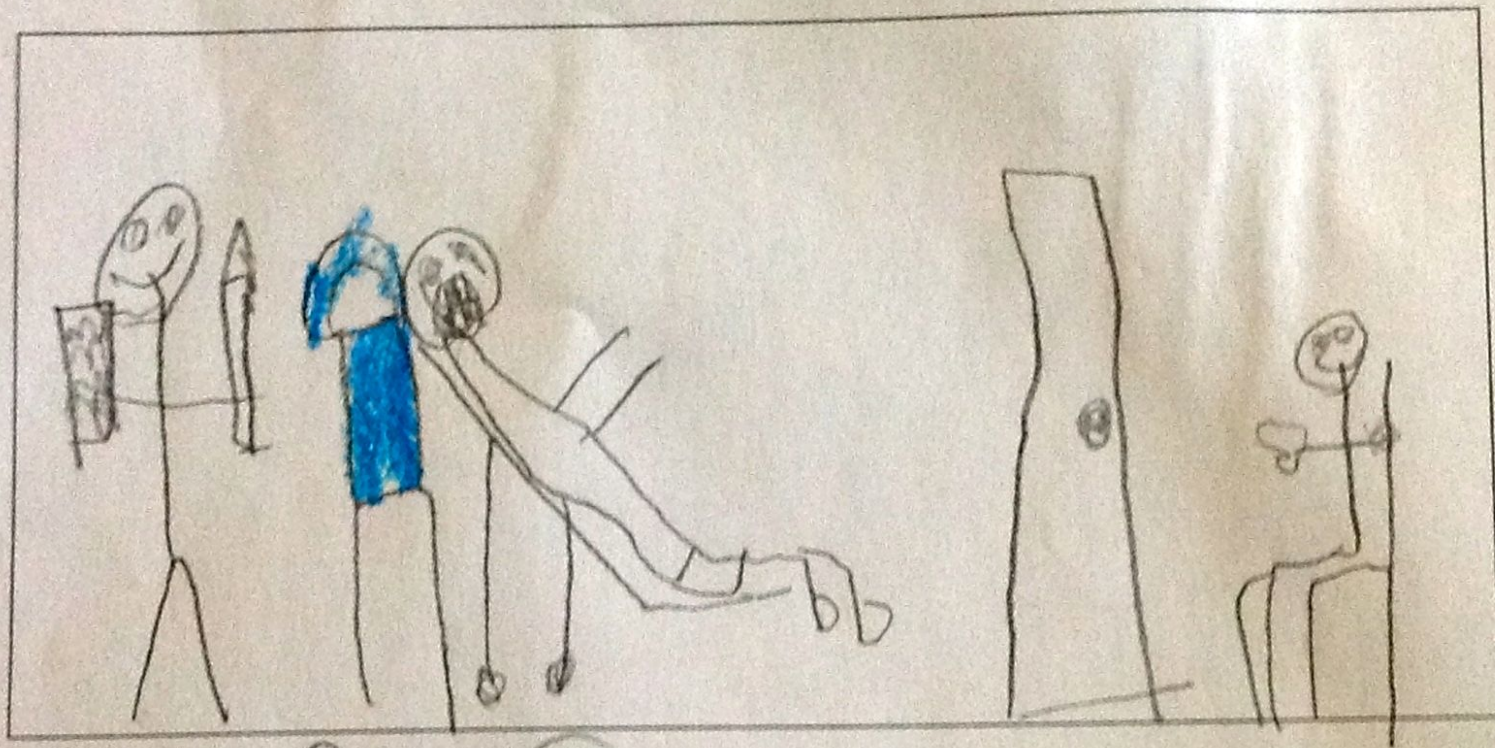


Name

Victor

Date

11.13.13



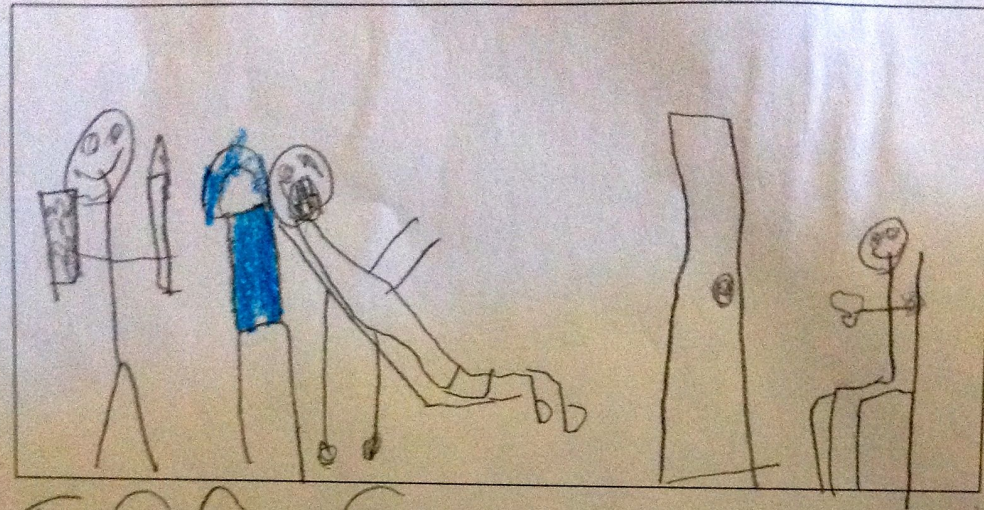
IGDPS

Name

Victor

Date

11.03.13



IGDOS

go down the dentist

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NW I P K

MKS I N N O % S

F I M T S O n e

Q E B N C P G X V E

Teaching for Biliteracy

Summer Institute 2016

What can this first grader do?

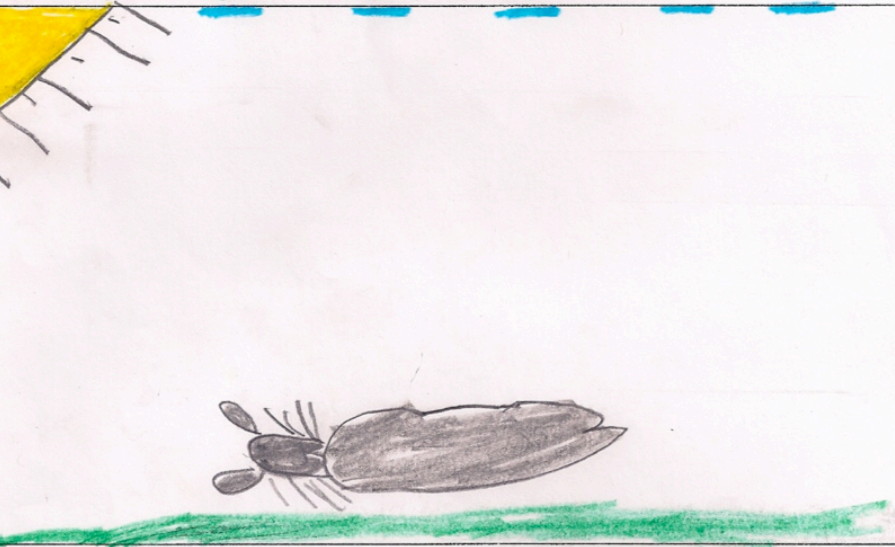


Mi animal favorito es la foca.
Porque ella nada en el agua. Por eso
me gustan las focas. También me gustan
gustan las focas porque ellas nadan
mucho. También están bonitas. También
juegan con las pelotas y a plavudenyo
también tienen bigotes y colmillos
blancos y largos.

Mi animal favorito es la foca.
Porque ella nada en el agua. Por eso
me gustan las focas. También me gustan
gustan las focas porque ellas nadan
mucho. También están bonitas. También
juegan con las pelotas y a plavuden y
también tienen bigotes y colmillos
blancas y largas.

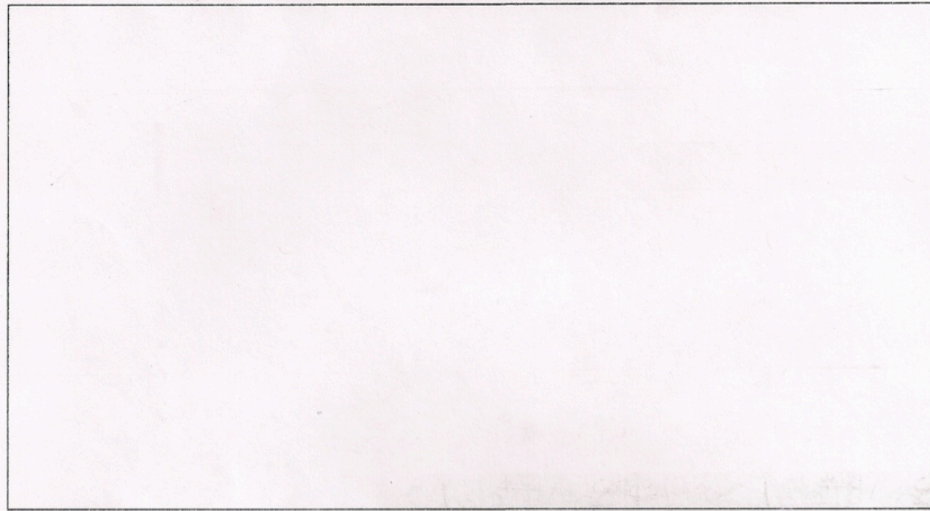
My fribret toy it tha Nintendo ds.
Becas you cant Yamp. End Fit end Xov
can rit. I like my toy Becas ets red end
blak. End a Play ved ger o the time
end a gat 2 games end a gene
ge more games. My dad ets gene
bra me more games bata rollo
Guen. I lave my toy.

el animal que mas te gusta. Escribenos por que te gusta mas.



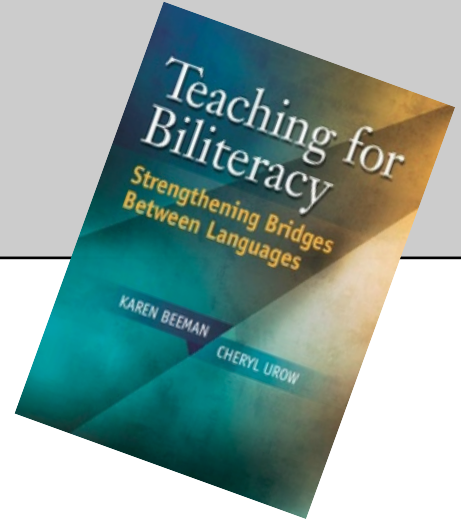
animal favorito es la foca.
que ella nada en la agua. por eso
gustan las focas. Tambien me gustan
tan las focas porque ellas nadan
mucho. Tambien estan bonitas. Tambien
juegan con las pelotas y a plavuden
tambien tienen bigotes y colmillas
lancas y largas.

Draw a picture of your favorite toy. Write about why it is your favorite.

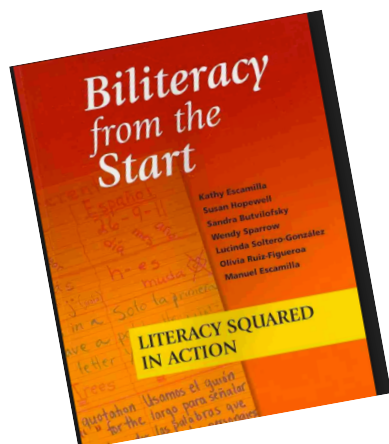


My favorite toy is the Nintendo DS.
Because you can't yamp. And fit and you
can rit. I like my toy because it's red and
black. And a play used for a the time
and a game 2 games and a game
of more games. My dad it's game
brame more games but a rono
guen. I love my toy.

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 most sounds in words and most high frequency words are spelled incorrectly	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
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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	Cont	2
1	and	1
0	mar	0
0	inde	0
5	Uses	5
4	Cont	4
3	Cont	3
2	Uses	2
1	Uses	1
0	Stru	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

Writing Samples

- Select authentic writing samples in English and Spanish for one student
- Use the Literacy Squared Rubric to assess each writing sample
- Identify student strengths in both languages
- Identify student weaknesses in both languages

Adapted from Gottlieb, M. and Nguyen D. (2007). *Assessment and Accountability in Language Education Programs*. Philadelphia, PA: Caslon Publishing

Principles:

- Assessment should capture student growth in both language and academic achievement in each language.
- Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists and benchmark assessments.
- Summative assessments should match district, state and federal guidelines.

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occur consistently during the school year): • Language Development Rubrics for Spanish (WIDA's CAN DO descriptors) used formatively) • Spanish as a Second Language Checklists • Speaking Rubrics • Listening Rubrics Summative (occure): SALSA - P (WIDA states)	Formative: • Writing rubric in Spanish • EDL2 • Reading Inventories • <i>Dictado</i> Checklists • Content area project rubrics • Teacher made tests • Performance based tasks Interim: Tejas Lee Summative: LAS APRENDA TERRA NOVA español
English	Formative: • Language Development Rubrics (WIDA's CAN DO descriptors) used formatively • ESL Checklists • Language Development Rubrics • Speaking Rubrics • Listening Rubrics Summative: ACCESS (WIDA states) CELLA (Florida) WELPA (Washington)	Formative: • Writing rubrics in English • DRA • Reading Inventories • Spelling Growth • Fluency Measures • Content area project rubrics • Teacher made tests • Performance based tasks • Interim: MAP (Measure of Academic Progress) Summative: State large scale testing (ISAT, FCAT, WASL))

Teaching for Biliteracy

Summer Institute 2016

Advocacy



What are the instructional and programmatic implications of teaching for biliteracy?



**Advocacy –
Leadership Considerations**

Planning for advocacy includes...

- Articulating your own beliefs, understandings, perspective, paradigm
- Knowing the stakeholders and their beliefs, understandings, concerns, perspective, paradigm
- Determining the goal – long term, short term
- Creating opportunities for advocacy
- Outlining and practicing the message – for each stakeholder and for each forum



Keep in mind – the Three Premises for Teaching for Biliteracy

- Instruction
- Assessment
- Systems/Infrastructure



Teaching for biliteracy is different than teaching for monoliteracy because (p. 5)

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop biliteracy
- Spanish and English are each governed by different linguistic rules and cultural norms



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 raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

- Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages

Sentence Prompts

- What I hear you saying is...
- Our students...
- Our data show...
- Research tells us that...
- Currently, in the field...
- Federal legislation requires us...
- Our current program is/is not...
- Other districts with similar demographics...
- We are simply creating more work for ourselves if...
- Our community...



Advocacy...

- Takes time
- Takes practice
- Takes planning and strategizing



**Please complete this
short, on-line
evaluation with your
team:**

<http://bit.ly/2s6tp0A>

¡Mil Gracias!

Thank you!



**Karen, Cheryl, Patricia, Melody,
Olga, Susan**