

Teaching for Biliteracy

August Summer Institute

2017

Day 3



Please sit by grade levels. Coaches and administrators, please select a grade level to join.

The Bridge



The Bridge in Multilingual Settings (English Medium Classrooms)



The Bride in Multilingual English medium settings:

- Non-English languages are used to validate concepts; instruction is conducted in English
- Affirms and elevates all non-English languages
- Most often occurs after the learning has been done in English
- Includes all the Non-English languages in the classroom



to	al / a la
too	también
two	dos
new	nuevo / nueva
knew	sabía
wear	usar / ponerte
where	donde
I know	Yo sé
no	no

contractions

you'd = you had
 don't = do not
 they're = they are
 couldn't = could not
 you'll = you will
 you're = you are
 he'd = he would
 shouldn't = should not

I've = I have
 isn't = is not
 I'd = I would
 I'll = I will
 I'm = I am
 can't = cannot
 haven't = have not
 didn't = did not
 won't = will not
 it's = it is
 let's = let us

Including all languages...

cognates

- solid
- liquid
- gas
- matter
- air
- chemical
- physical
- different

Cognados

- sólido
- líquido
- gas
- materia
- aire
- químico
- físico
- diferente

• Stāṭy
(stā wā)

• gāṭ

• ḥīyūcna
• Chemīcna

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Mercurio

Venus

Tierra

Marte

Júpiter

Saturno

Меркурий (Mercurii)

Венера (Venera)

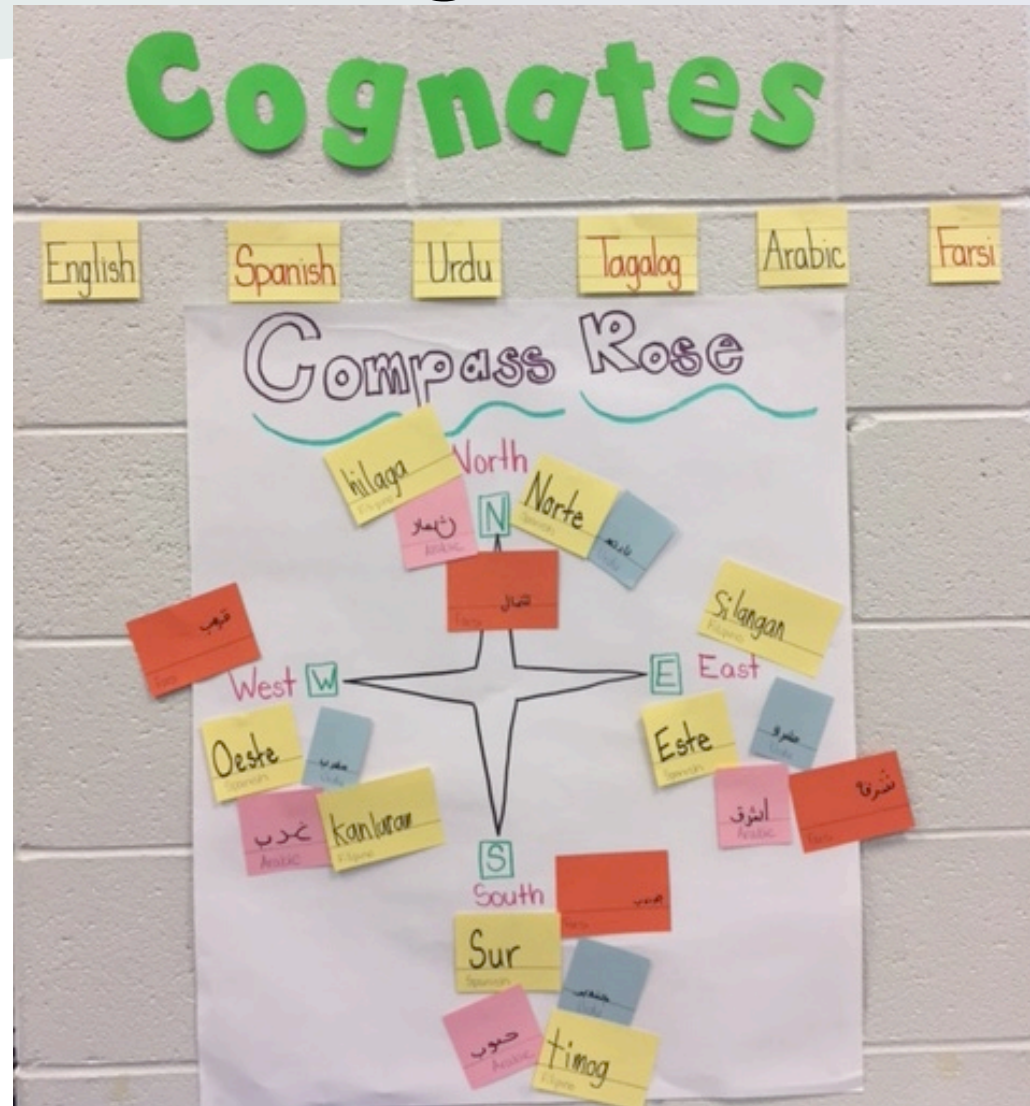
Земя (Zemia)

Марс (Mars)

Юпитер (Jupiter)

Сатурн (Saturn)

The Bridge in the English-Medium Classroom



English	Matter	Solid	Liquid	Gas
Spanish	materia	sólido	liquido	gas
Gujarati	babat	pravahi	ghana	gesa
Lithuanian	reikalas	skystis	kietas	dujos
Polish	masa	plyn	ciato sstate	
	czastka	ciecz	twarde	gaz
Vietnamese	chât	lông	củng	khi'

Burger - Second Grade - West Chicago, IL - District 33

We speak many languages!

English

Hello

heart

volcano

erupt

Arabic

سلام
مرحبا

قلب
قلوب
قلوب

Burmese

မင်္ဂလာ

volcano = မီးတောင်

erupt = ပေါက်ကွဲ

Chinese

你好
Nǐ Hǎo

火山
huǒ shān

爆发
bào fā

Farsi (Persian)

سلام

SALAM

سلام

قلب (قلب)

Malay

Spanish

Hola

corazón

volcan

erupción

Swahili

Tagalog

Kamusta

BULKAN

Bulkan

Sumabog

Vietnamese

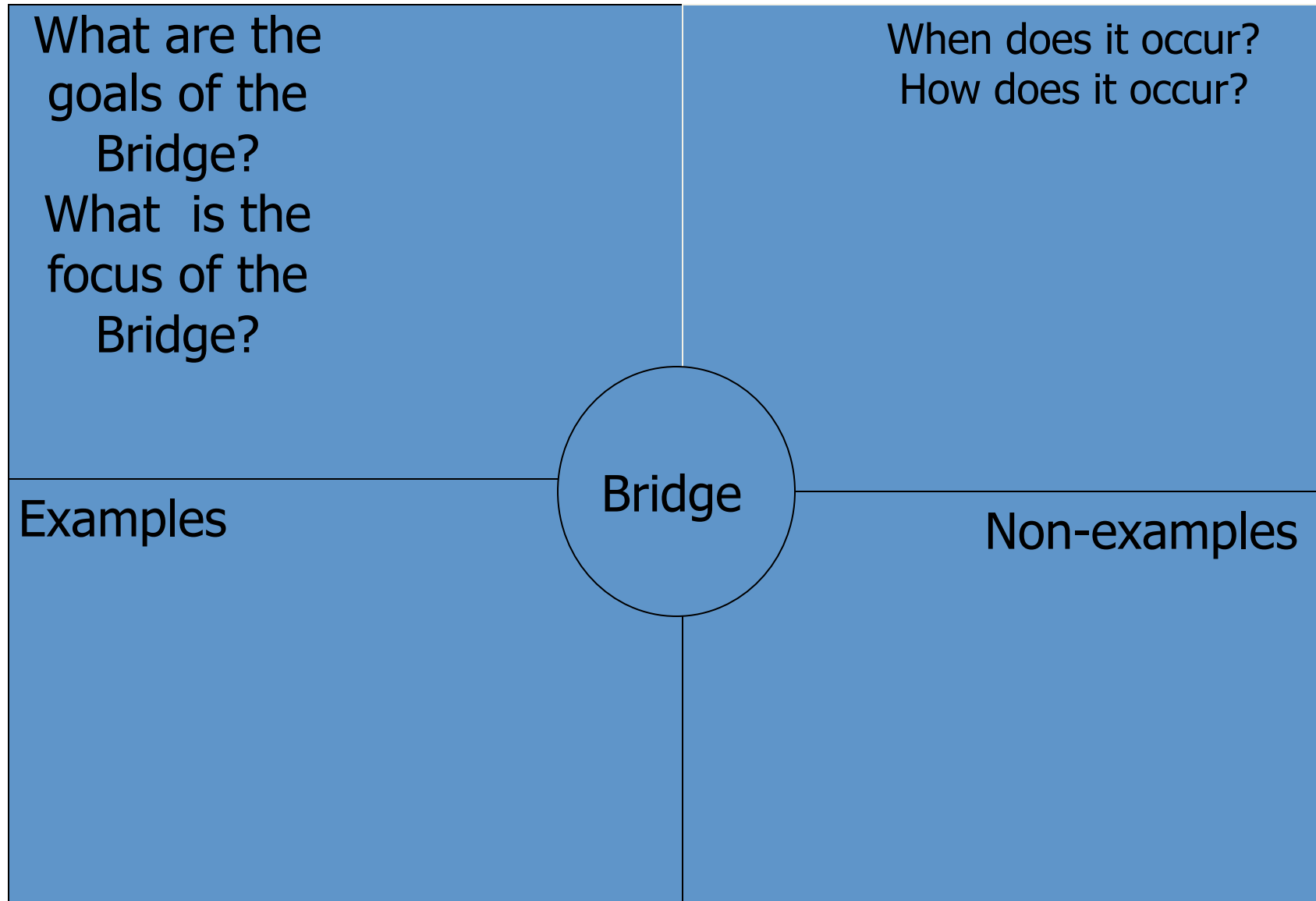
Xin chào

The Bridge



- What it IS:
 - Done once students have completed the summative assessment of the unit
 - About transfer
 - About language: metalinguistic awareness
 - Much more than translation
 - Separate from Spanish/ Polish and English time
- What it is NOT:
 - Done by the teacher only
 - Reteaching of the concepts
 - A simple translation or list of words provided by the teacher
 - Flip-flopping or code-switching
 - Part of Spanish or English time

Frayer Model: The Bridge



The Bridge is only one part of Biliteracy

- What happens before the Bridge?
- What happens after the Bridge?

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



1st Grade (70% Spanish and 30% 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	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:30-1:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy
1:30-2:30	Specials	English



Second Grade (60% Spanish and 40% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00-8:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
8:30-10:00	Social Studies/Science and Language Arts (alternate one unit SS and the other Science) • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:00-11:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
11:00-12:00	Specials	Half are offered in Spanish and half in English at FPG
12:00-1:00	Lunch and Recess	Student choice
1:00-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy



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

NOTE: In these examples, each grade level has different intervention times, specials and lunch and recess.



Frayer Model: The Bridge

What are the
goals of the
Bridge?

When does it occur?
How does it occur?

Examples

Bridge

Non-examples

What are the goals of the Bridge?

1. To transfer academic content from one language to the other.

- That is why the Bridge is pre-planned and occurs at end of the unit once students have learned the content well in one language.
- Sometimes there are two Bridges: one for content (Science and SS) and one for Language Arts.

la molécula

la Sólida

(sólido)

la líquida

(líquido)

el gas

la materia

gaseoso

suave

la forma

el cambio

la temperatura

the molecule

the solid

the liquid
state

the gas

matter

gaseous

soft

the form

the change

the temperature



La materia

Hay tres estados de la materia que son sólido, líquido y gaseoso. ^(M, S, D)_(Edm)

The States of Matter

There are three states of matter ^{and they} ~~(that)~~ are solid, liquid and gas.



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

White is planning:
 Content Standards & Literacy
 Standards & Language Development
 Standards

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

Content

Literacy – Reading and Writing

Language Development

Theme

Standards:

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

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

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

Summative Assessment

Bridge

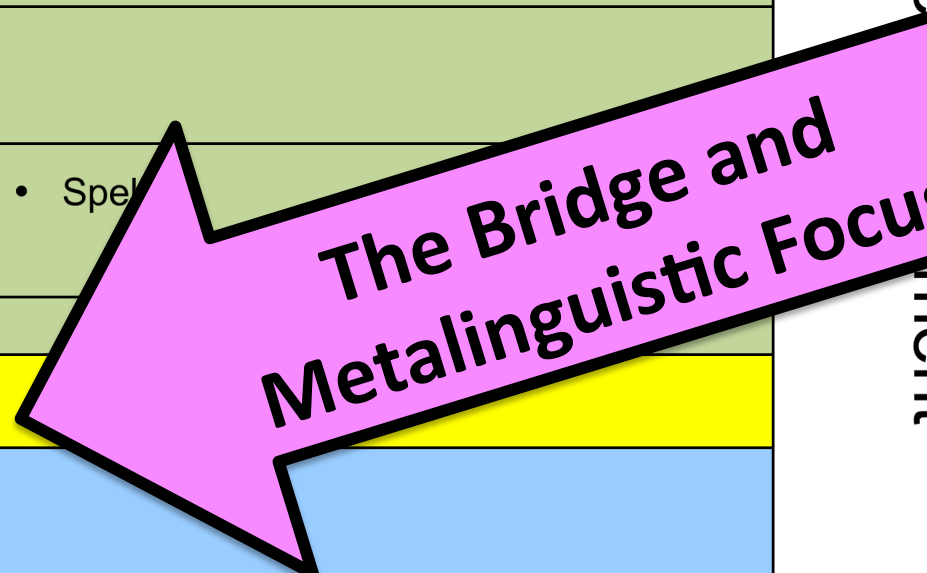
- Metalinguistic Skills

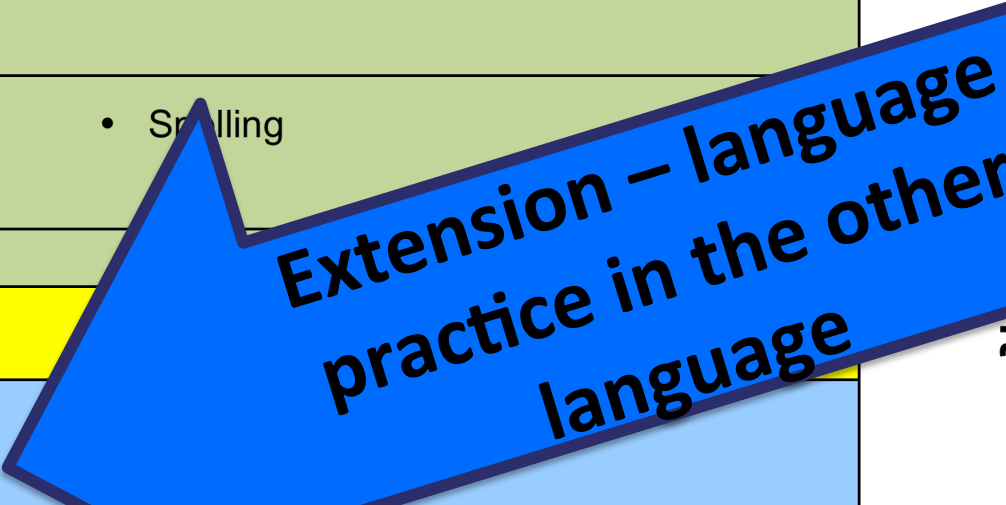
Extension Lesson or Activity

**Instruction and
assessment in Spanish**

Summative 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 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		



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		
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers’ Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		 Extension – language practice in the other language
Extension Lesson or Activity		

Extension – language practice in the other language

What is Bridged?

- Standards and Big Ideas

Big Ideas

Concept A

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

The letter g can change its sound depending upon the vowel that follows it.

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.

What are the goals of the Bridge?

2. To develop metalinguistic awareness by engaging in contrastive analysis (comparing and contrasting Spanish and English).

- **The foundational skills and language CCSS are helpful in planning the metalinguistic focus.**
- **The metalinguistic focus must reflect your grade level and the developmental stages of your students.**

Segundo grado – Destrezas fundamentales

- 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-rr).
- 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).



Segundo Grado - Lenguaje

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).

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).



Areas explored during Contrastive Analysis

(Metalinguistic Charts)

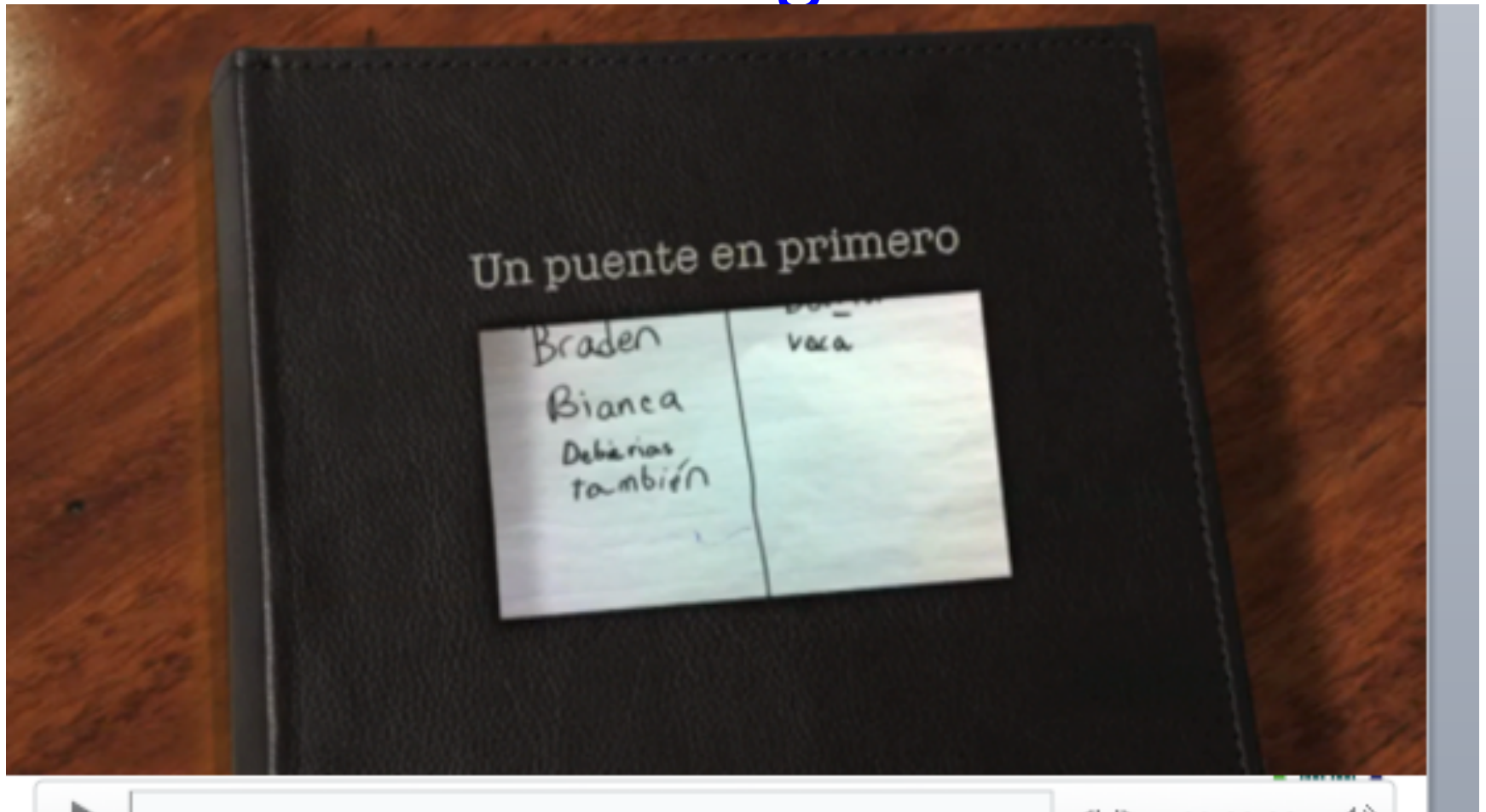
- Phonology: letter sounds: “c” and “k”

A - Ana	A – Amy
E – Eleazar	E – Elaine
I – Isabel	I – Ivan
O - Oscar	O - Olivia
U -Ulises	U - Urow

- Morphology (Cognates: **energía** – **energy**) –
Word – Expression Level

- Syntax and Grammar (Sentence Level):
 - El carro rojo – The red car
 - !Te adoro! – I adore you!
 - !El papá es guapísimo! - The father is very handsome!
- Language Use (Discourse Level and Socio-Cultural Level):
 - Mensaje Indirecto Direct Message
 - “!Y punto!” That’s it! (not “And Point”)

[www.teachingforbilitracy/videos/
bridge](http://www.teachingforbilitracy/videos/bridge)



What are the goals of the Bridge?

2. To develop metalinguistic awareness by engaging in contrastive analysis (comparing and contrasting Spanish and English).

- It is best to focus on one metalinguistic area at a time.
- Older students who have experienced Bridges may be able to focus on more than one metalinguistic area at a time.

Fayer Model: The Bridge

What are the
goals of the
Bridge?

When does it occur?
How does it occur?

Examples

Bridge

Non-examples

When does it occur?

- When would your first Bridge of they year occur?
- What would you transfer (academic language and knowledge – standards)?
- What could themetalinguistic focus be?

How does it occur?

- Students are actively involved in doing the Bridge.
- The teacher facilitates the Bridge.

How does it occur?

- Students are actively involved in the Bridge.

How does it occur?

- Students are actively involved.
- Bridge Strategies vary based on the content area and grade level.
- Bridges can be done whole group or small group and in “chunks”.
- Often, more than one Bridge strategy is used (illustration informs the side-by-side list which can inform the Así se dice).



Frayer Model: The Bridge

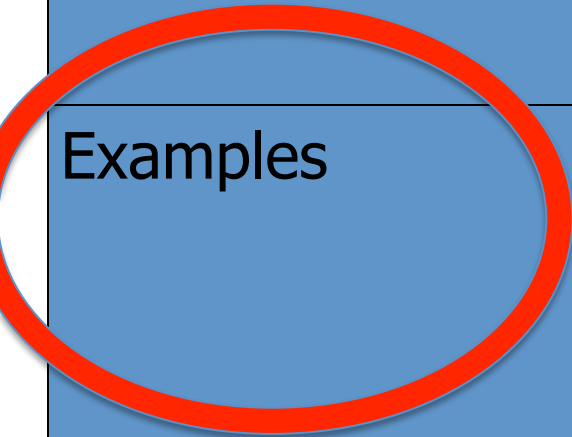
What are the
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Examples

Bridge

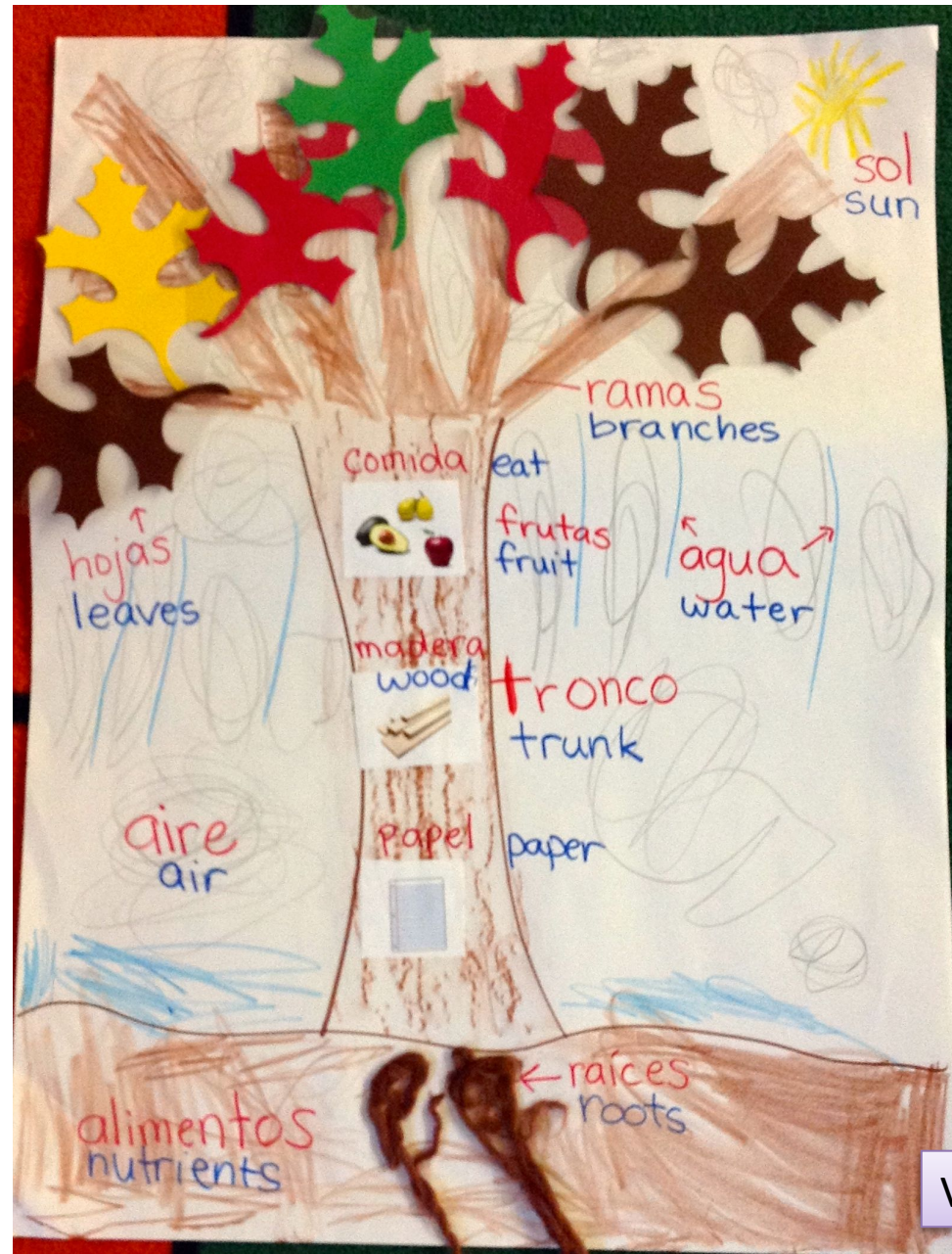
Non-examples



Part 1 of the Bridge....

Students generate a visual representation of what they learned, and then, after developing oracy, add the equivalent in the other language

El Puente en Kinder



Part 2 of the Bridge....

Developing Metalinguistic
Awareness via Metalinguistic
Charts

METALINGUISTIC CHART: Phonology

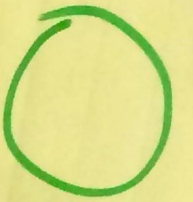
Sonido en español	Sound in English
Sol	Sun
Tronco	Trunk
Papel	Paper
Raíces	Roots
Aire	Air

METALINGUISTIC CHART: Phonology

Sonido en español	Sound in English
 Sol	 Son
Tronco	Trunk
Papel	Paper
Raíces	Roots
Aire	Air

El ciclo de la naranja

ciclo
cycle



Español

semilla

sol

flor

árbol

Inglés

seed

sun

flower

tree



Bridge in second Grade

gimnasio	^{gymnastics} gymnasium
gimnasio	gym
Constructor	construction
la maestra	the ^{worker} teacher
la doctora	the doctor
la comunidad	the community
el bombero	the fire- fighter

Metalinguistic Chart

- dad	-ity
Ciudad	city
humanidad	humanity
responsabilidad	responsibility

el coraje
el problema
el desarrollo
el final
el principio
la resolución
los personajes
Josefina
Jaime

mad/temper
the problem
the middle
the end (final)
the beginning
the resolution
the characters
Josefina
Jaime



Metalinguistic Chart

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DS)	<u>construction</u> (DS)
<u>Dirección</u> (AC)	<u>Direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>Multipli cación</u> (TR)	<u>Multiplication</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)

la
la jirafa

el
el jine

las
las flores

los
los tom



el	la	los	las	the
El problema	La resolución La trama	Los personajes	las novelas Las personas	The problem The resolution The characters The novels

Metalinguistic Chart

Cycle Unit

las raíces

la semilla

la flor

la hoja

el tallo

las flores

las semillas

el ciclo

la planta

the roots

the seed

the flower

the leaf

the stem

the flowers

the seeds

the cycle

the plant

Cognados

flores

planta

ciclo

familia

animal

elefante

Cognates

flowers

plant

cycle

family

animal

elephant



El artículo

Español

El pez

El cuerpo

El tallo

English

The fish

The body

The stem

Nombre: *mariana*

Español

English

la planta

the roots

las hojas

the leaf

las raíces

the flowers

el tallo

the stalks

la semilla

the seed

las flores

the cycle

Ashley

Nombre:

Español

la flor

la Planta

las raíces

English

the flower

the Plant

the roots

Texto informativo

Informational Text

Título Title

La comunidad

..... En Elgin, hay muchos trabajadores. Tenemos trabajadores que nos protegen, y otros que nos sostienen con productos y servicios.



El río Fox (Fox River) atraviesa la ciudad de Elgin.

	Labor	Urbano	Rural	Estudio
Maestros				
Doctores				

Tipos de trabajadores que prestan servicios



Tipos de trabajadores que protegen.

Foto
Photo

Legenda
Caption

Tabla
Table

Gráfica
Graph

La puntuación

Titulos

Las comunidades

Sólo se usa mayúscula al iniciar ~~la~~ ^{el} título o con nombres propios.

Signos de exclamación e interrogación

¡ ! ¿ ?

Para marcar un diálogo

—

Punctuation

Titles

(The) Communities

Upper case is used for all important words.

Exclamation and question marks

! ?

To indicate dialogue

“ ”

Para calcular el
perímetro se necesitan
saber los números
para sumar todos. (6 y 6)

To calculate the
perimeter you need
to know all the
numbers to add them
together.

Una característica
de la región del
Medio-Oeste el

¿Sabías que ~~la~~
clima cambia? (A) El
clima va en orden.
Primero es el verano
y hace calor. (L)

A characteristic
of the Midwest
region

You know that
climate change? The
climate goes in order.
First it is summer
and it is hot.

el calor
las rocas

metamórficas
la roca ignea

el cambio

el proceso

la roca
Sedimentaria

el ciclo
el medio
ambiente

la erosión

el viento,
la presión

la transformación

the heat
the ^{metamorphic.} rocks

the igneous rock
the change

the process

the sedimentary
rock

the cycle

the environment

the erosion

the wind

the pressure

the transformation

-ia
sedimentaria
complementaria
secretaria

-Ty
sedimentary
complementary
secretary

f
filosofía
teléfono
fotosíntesis
Filadelfia

ph
philosophy
telephone
photosynthesis
Philadelphia

Sample Bridge
Metalinguistic
Charts -
Middle School

S - Adj

Adj. → N

carro rojo

red car

la roca sedimentaria

the sedimentary rock.

Ción

tion

transformación

transformation

educación
comunicación

education
communication

Metalinguistic Charts
Middle School

MS. Condiff
última
y
a lugar
un
nti
a
el
wre
mad
rbo
vedu
6

El Proceso de Escritura

Lluvia de Ideas

Pre-escritura

Borrador
Primera Copia

Revisar
CADRE

Editar
MUPOA

Publicar

The Writing Process

Brainstorm

Prewrite

Rough Draft
First Copy

Revise
CARED

Edit
CUPS

Publish

Three Types of Bridges

Illustration



Side-by-side

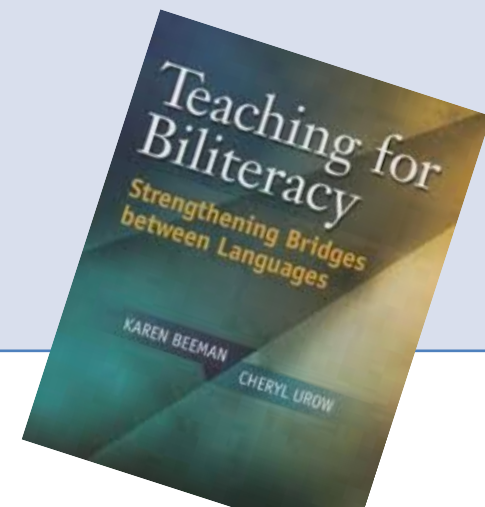
el huevo	the egg
la mariposa	the butterfly
come	eats
pone	lays
crece	grow
sale	hatches
la crisálida	the chrysalis
la oruga	the caterpillar
el ciclo	the cycle
las hojas	the leaves
los huevos	the eggs
la hoja	the leaf
la planta	the plant

Así se dice

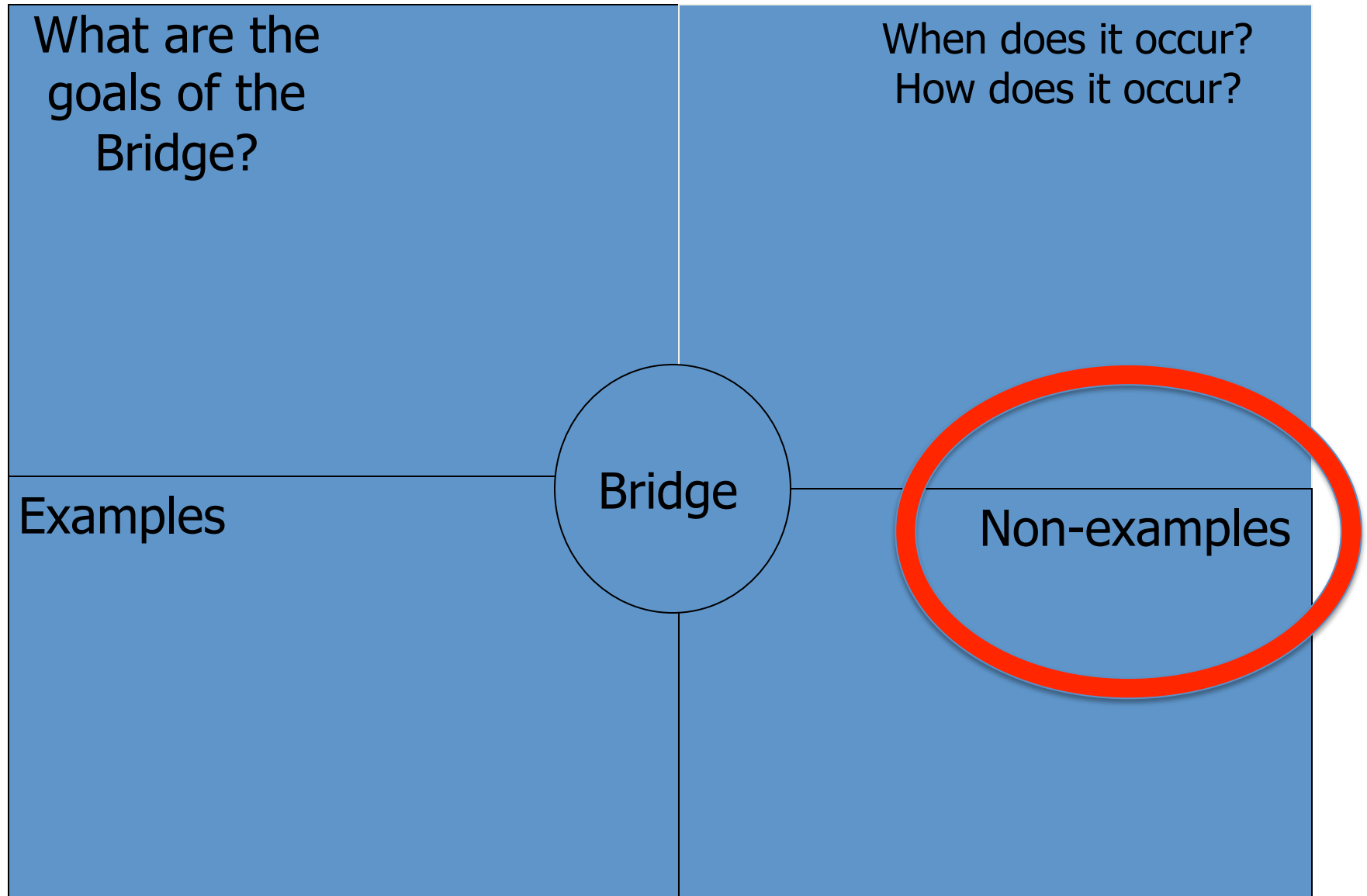
Construcción de Agua Water Construction

Yo sé que el agua tiene un ciclo. Aparte de ciclo tiene formas como solida, liquida, y evaporada. Un ejemplo de agua en forma solida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma liquida. Luego cuando el sol calienta la tierra, el agua se evapora en forma de gas.

I know that water goes through a cycle. Aside from having a cycle, water also has states (forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.



Frayer Model: The Bridge



Non -Examples of a Bridge

- Flip-flopping (switching from Spanish to English)
- Re-teaching (same content in both languages)
- Time for clarification
- Concurrent translation by the teacher
- The only time English occurs
- A pre-packaged program

Concept Attainment

What am I comparing?

Activity A	Activity B



Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)



Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit



Concept Attainment

What concepts are being defined by these examples?

Activity A	Activity B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.

Concept Attainment

What concepts are being defined by these examples?

Concept A	Concept B
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.
Planned and predictable.	Random

Concept Attainment

What concepts are being defined by these examples?

Activity A

Nombre: Ashley

Español

la flor

la planta

las raíces

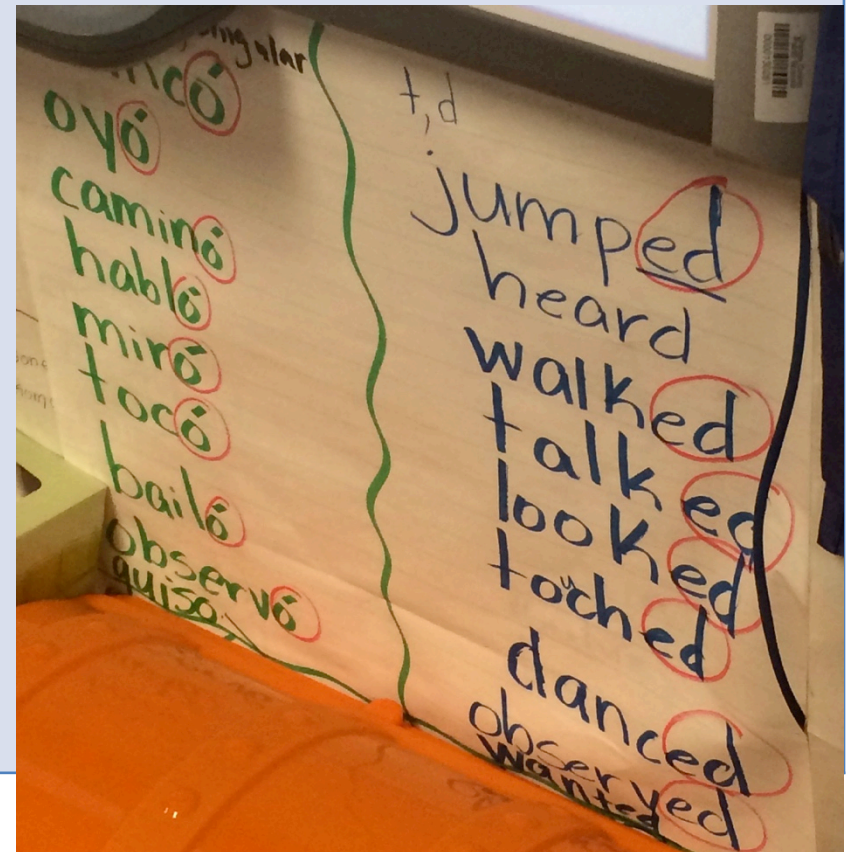
English

the flower

the plant

the roots

Activity B



Concept Attainment

What activities am I comparing?

The Bridge	“Bridging”
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.
Planned and predictable.	Random

Concept Attainment

What activities am I comparing?

The Bridge	“Bridging”
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not

What are the implications on schedules, use of language?

Why does this distinction matter?

P

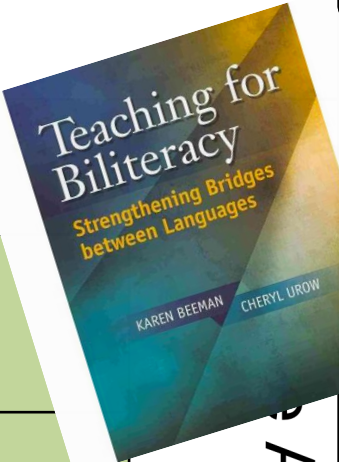
Extensions





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		

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

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?



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:

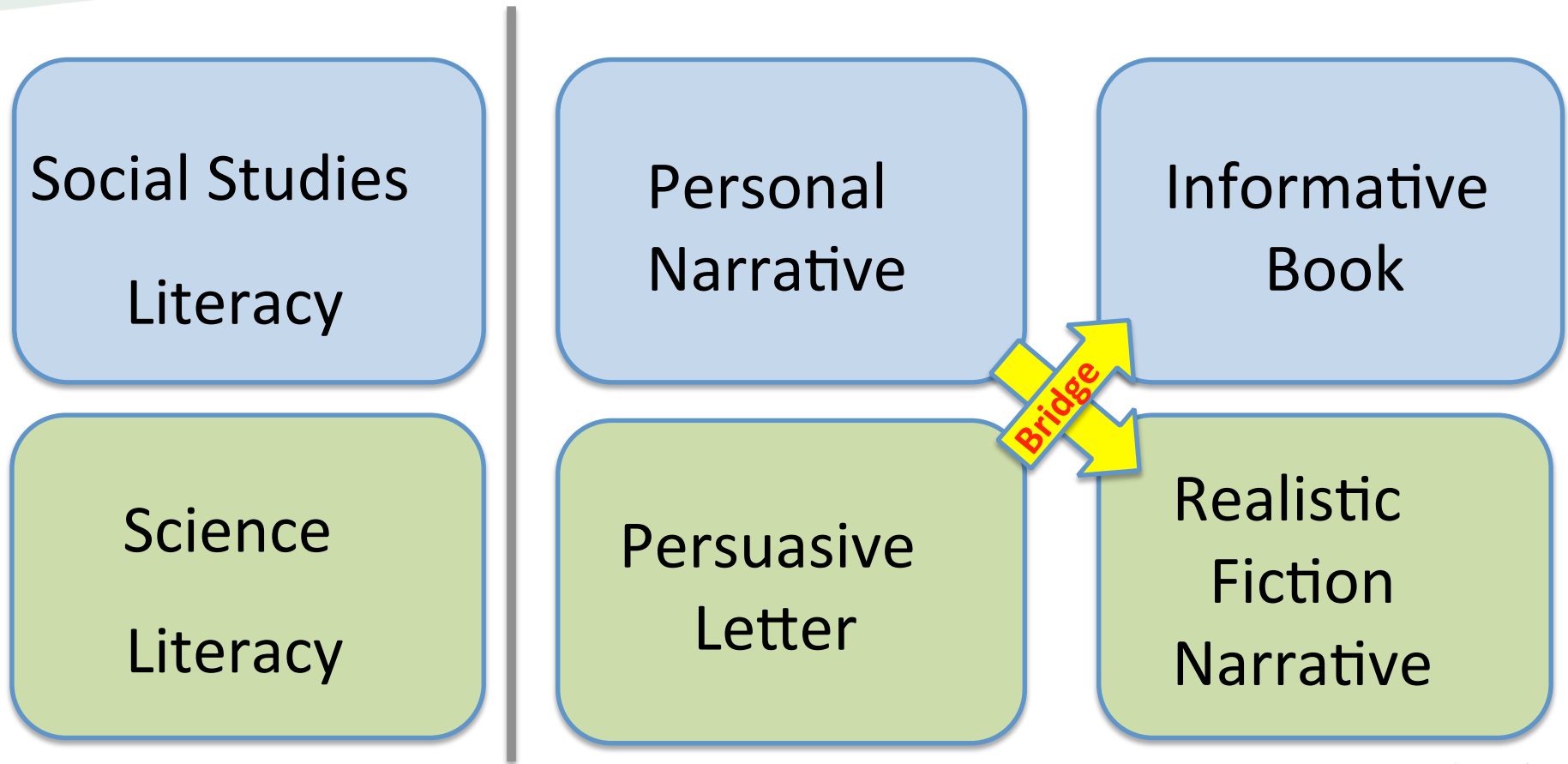
RI 4.6; RI 4.2 (main idea)

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
--------------------------------------	---	--

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

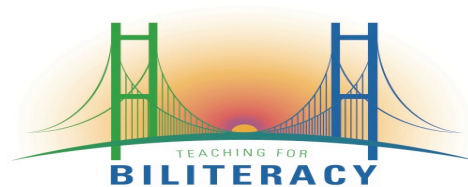
Third Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts • English for LA/ESL: 45 to 75 minutes • Math: 60 to 90 minutes • Specials (Art, Music, P.E.) 135 academic English minutes
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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?

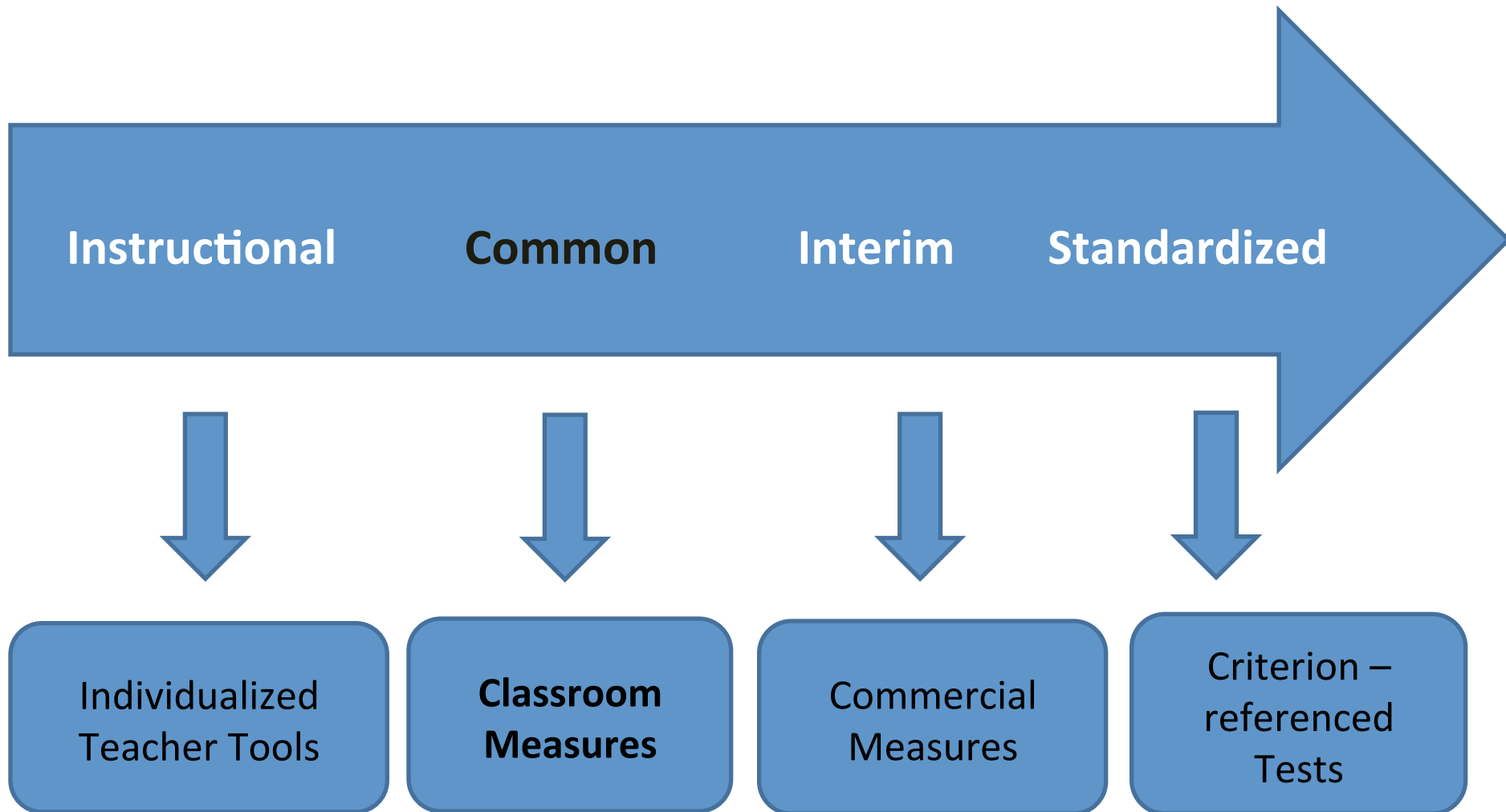
It documents formative and summative in both languages and looks at students across languages.



THE CENTER

Defining our Assessment Terms

Dr. Margo Gottlieb



Assessment in Language Programs

Karen Beeman

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))

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+

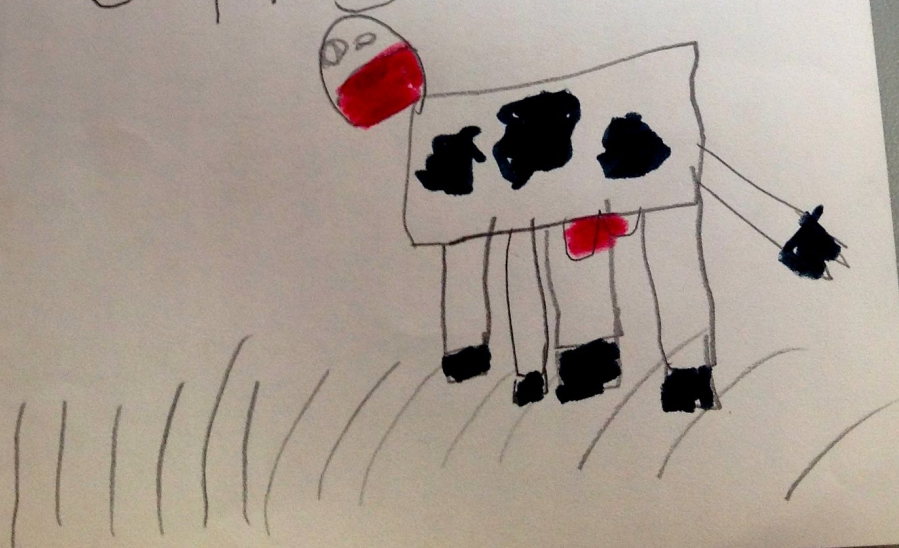
Becoming biliterate better, not faster"



Yo

yeo

UNBVCA

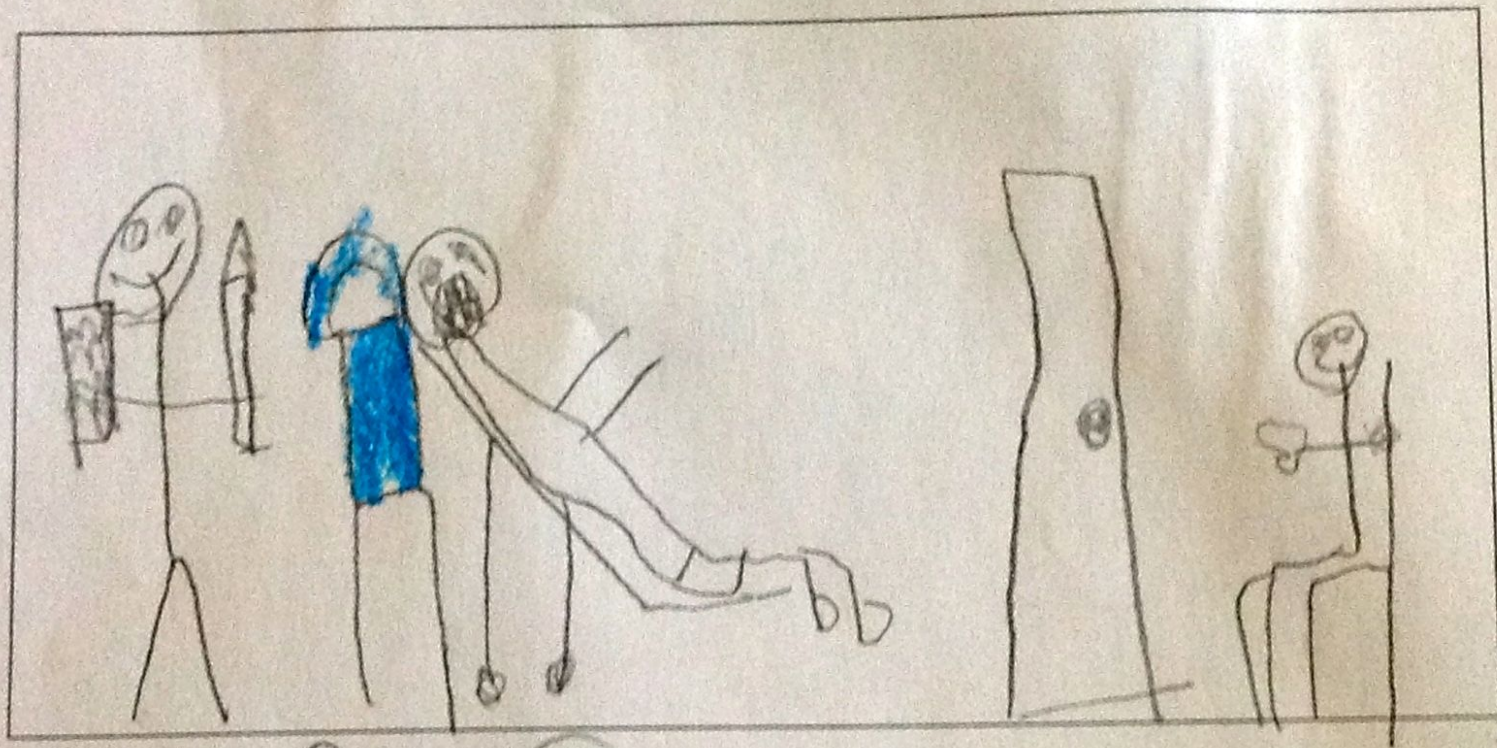


Name

Victor

Date

11.13.13



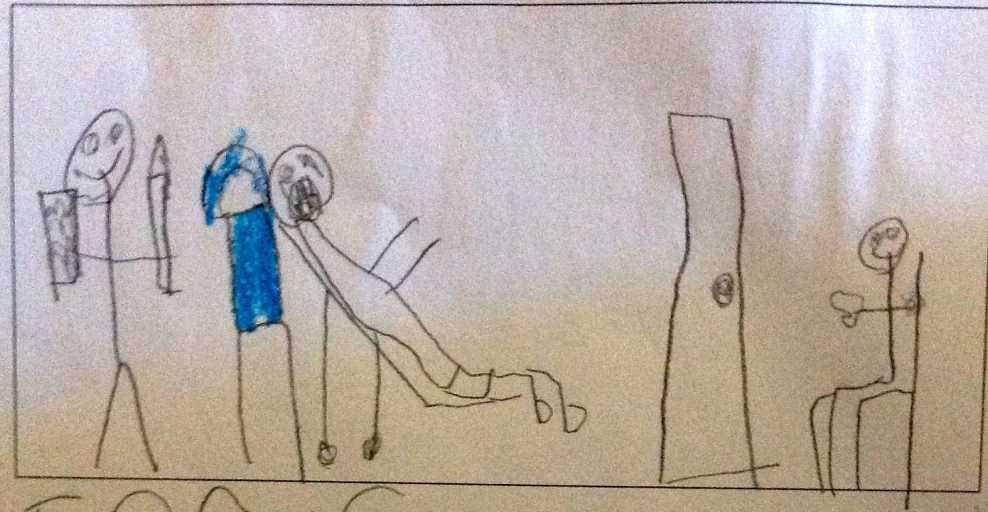
IGDPS

Name

Victor

Date

11.03.03



IGDPS

go down the dentist

ebECJVS m h T

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

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 plauden y
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

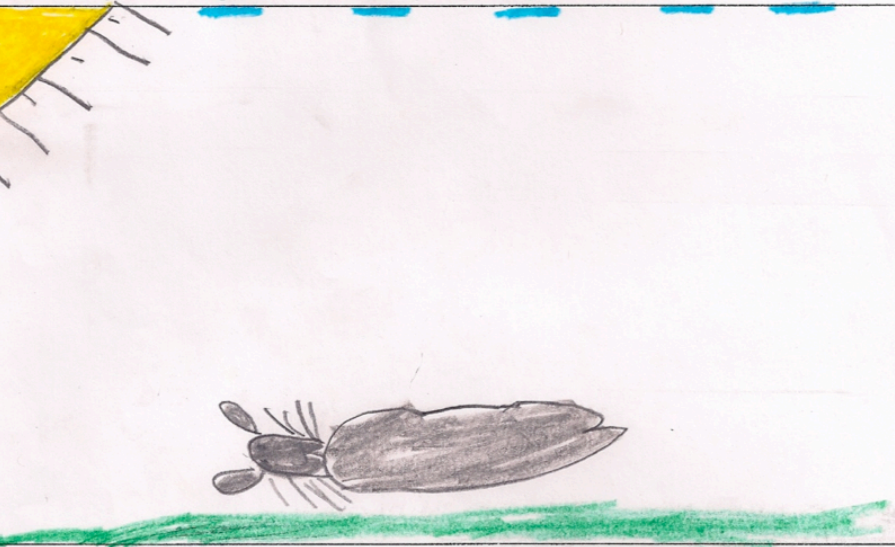
juegan con las pelotas y a plavuden y

también tienen bigotes y colmillos

blancas y largas.

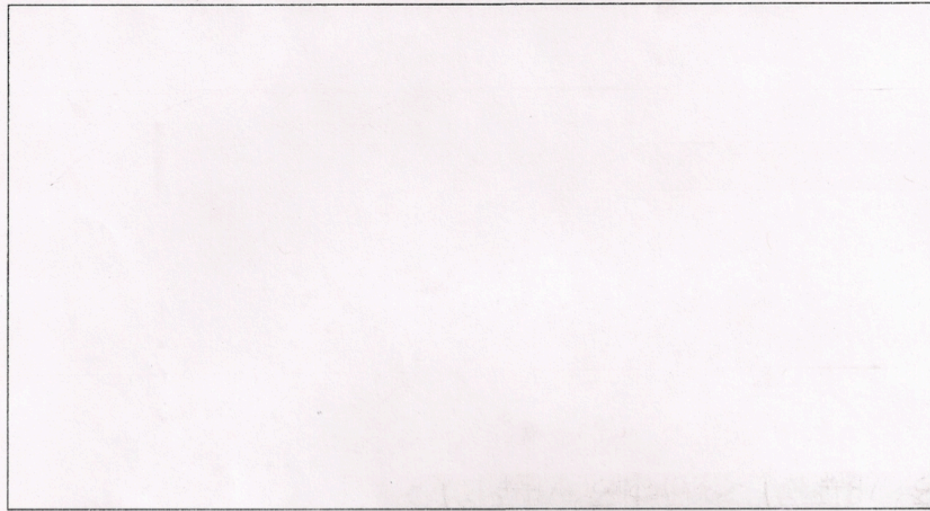
My friend told me that Nintendo DS.
Because you can't play. End Fit and you
can't. I like my toy because it's red and
black. End a play used for a time
and a lot of games and a game
of more games. My dad it's game
bring me more games because
given. I love my toy.

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



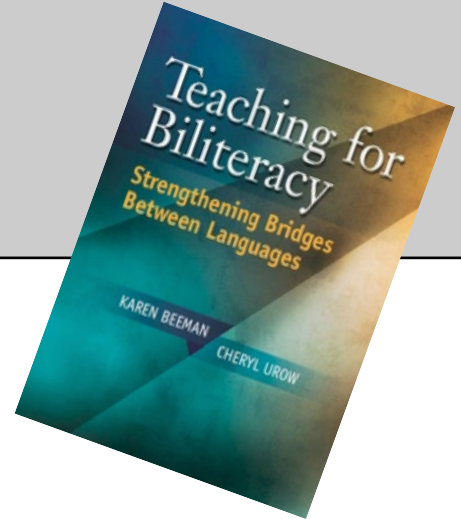
animal favorito es la foca.
que ella nada en la agua. por eso
gustan las focas. Tambien me gustan
tan las focas porque ellas nadan
mucho. Tambien estan bonitas. Tambien
juegan con las pelotas y a plavuden
tambien tienen bigotes y colmillas
lancas y largas.

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

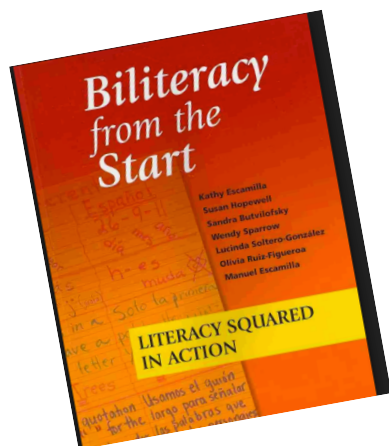


My favorite toy is the Nintendo DS.
Because you can't yamp. And fit and you
can rit. I like my toy because it's red and
black. And a play used for a the time
and a game 2 games and a game
of more games. My dad it's game
bring me more games but a rono
guen. I love my toy.

Sample Biliteracy Writing Rubric

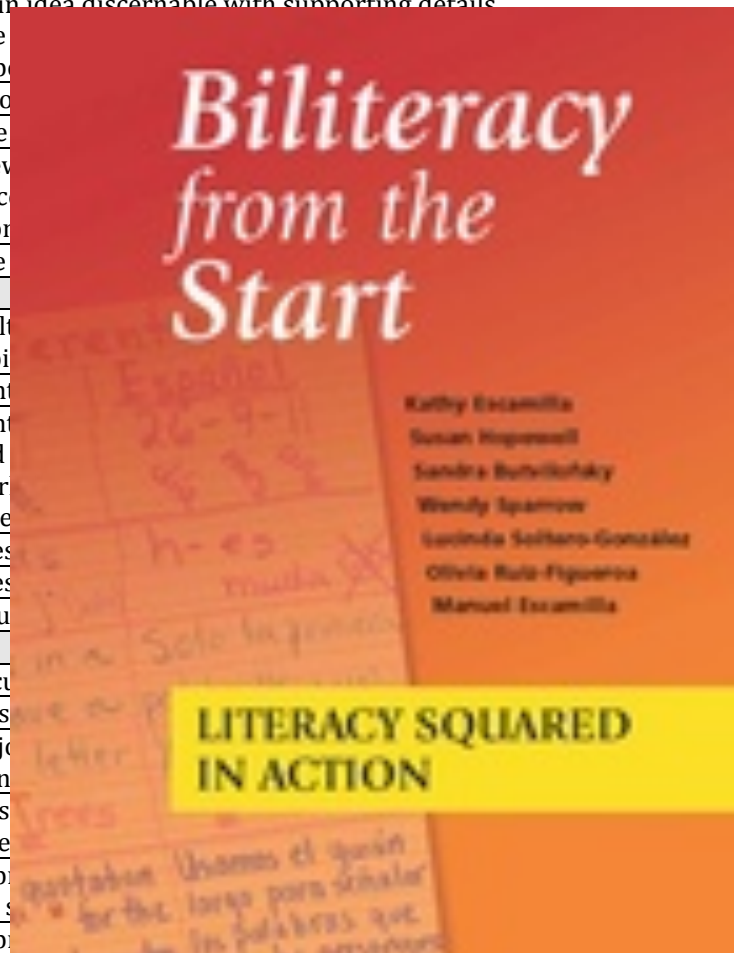
Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	• Introduction and conclusion • Writes to the topic • Logical organization	
	Mechanics • Complete sentences • Correct punctuation • Accurate spelling • Paragraphs	
	Bilingual strategies • Phonology • Morphology • Syntax and grammar • 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 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	Pre	1
0	The	0
5	Mult	5
4	Cont	4
3	Cont and mar inde	3
2	Uses	2
1	Uses	1
0	Stru	0
6	Accu	6
5	Mos	5
4	Maje stan	4
3	Mos eme	3
2	Rep are s	2
1	Rep	1



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

Assessment in Language Programs

Karen Beeman

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))

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



Afternoon Breakouts

- **Planning :**

- Creating a Biliteracy Schedule: Melody Wharton
- Setting up the Biliteracy Classroom Environment: Olga Karwoski
- Getting to know your students: Susan Pryor

- Institute Closure



Institute Closure 3:00 p.m.

With a partner, place a post-it note on a **parking lot** that captures your learning this week:

+ Good Idea	 Change to your practice
? Questions	Aha! 