

BILITERACY DEVELOPMENT:

CORE INSTRUCTION + INTERVENTION & SUPPORT

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Speaking of Interventions ...

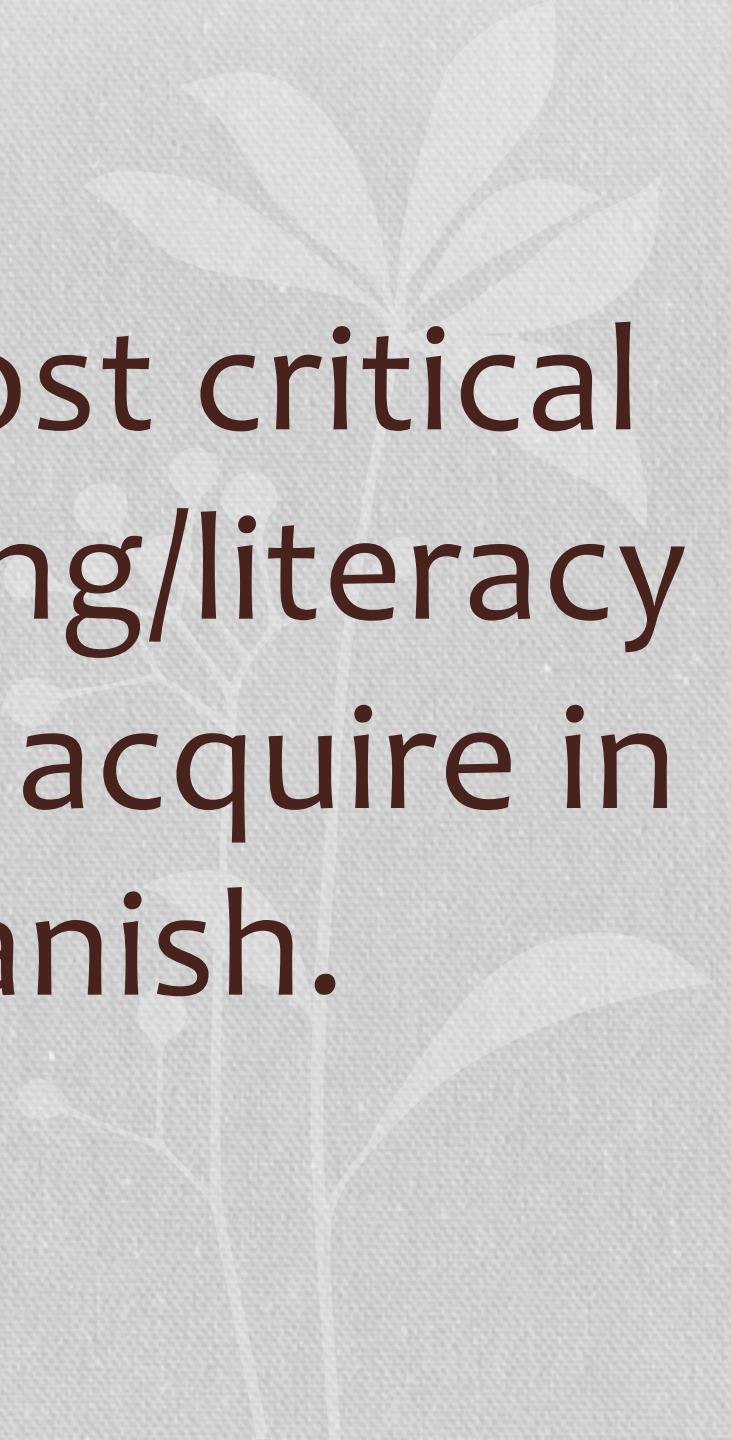
The Grand Assumption:

Bilingual learners who have been identified for intervention have been receiving rich and effective instruction in the classroom.

Think-Pair Share

What does rich and effective instruction for bilingual learners look like (oracy, literacy)?

List supports for language learners in BOTH languages that makes learning in the general classroom more accessible and comprehensible.

- Identify the most critical aspect of reading/literacy for students to acquire in English and Spanish.
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Match assessment to major goal

If “comprehension” was identified as the most critical aspect of literacy development:

***What would Rich Assessment look like?
“Elevating the thinking level”***

Letter and Word-level Assessments: (Ford)

- False positives
- False negatives (3rd grade student example)
- Comprehension is optional


Supporting bilingual learners in English and Spanish in the Tier 1 Classroom

- Language Development
 - Language goals/standards
 - Allocation plan
 - Bridging

Interaction: Oracy in action

- Model and practice expectations
- Support language use (oral → read → write)
- Strategic pairing/grouping of students
- Important/authentic discussions
- Variety of purposes:
 - * Formulate a hypothesis
 - * Answer questions
 - * Make connections
 - * Form opinions
 - * Make predictions
- Share = Connecting oracy + literacy + content

Scaffolding throughout

- TPR
 - ART: Adapted Readers Theatre
 - Developmental repetition
 - Visuals
 - Sentence frames
 - Demonstrations
 - Simulations
- 

Engagement



- Interesting work/texts
- Match interests
- Reflect culture and experiences
- Opportunities for authentic application and sharing of learning

Intervention

- *If instruction looks different for bilingual learners so should intervention*

-- Turn & Talk --

- Interventions for bilingual learners should be:

- * focused
- * deliberate
- * strategic

*THE LITERACY
CLUB:*

EFFECTIVE INTERVENTION
& INSTRUCTION

WITH

LANGUAGE LEARNERS



Creation of “Club de lectura”

“My class is doing really well. However, I am struggling with these three students. I can’t seem to find anything that works for them.”

Evolution of The Literacy Club

- **Original Design of Literacy Club:**
 - * Reading Recovery (Literacy Squared reviewer)
 - * Guided Reading
 - * Effective teaching practices for emerging bilinguals
- **Evolution & Integration of Literacy Club with Field**
 - * Content Standards
 - * Language Standards
 - * Biliteracy

RtI²

Response to Intervention and Instruction (Gottlieb)

- Language component
 - * Social and Academic Language Development
 - * Oracy
 - * Metalanguage
- Scaffolding/comprehensible input
- Sociocultural integration

Definition

The Literacy Club is a systematic approach to provide support for academic and linguistic growth of bilingual learners in achieving grade level proficiency in literacy.

- Instruction linked to content & language objectives
- Ongoing assessment drives instruction

GOALS

- **Oracy**

- Listening
- Speaking

- **Literacy**

- Reading
- Writing

- **Metacognition**

- Strategy Development
- Metalinguistic Awareness



Complement to Classroom

- The LC is a literacy/biliteracy intervention meant to complement and supplement instruction in the classroom.

The Literacy Club Framework

- Grade Level Strands (in book – not practice)
 - K – second semester
 - 1-2 - building on literacy base
 - 3 – oracy, skills, and strategies
 - 4-5 – strong literacy + content area focus

SESSION COMPONENTS



- Focus Book
- Word Work
- Reread
- Writing

Focus Book



1. Level of text and connection to standards
2. Select opportunities for oracy development
3. Self-assessment
 - Beginning and end of week
4. Strategy Development:
 - Reading Strategies:
 - Link with classroom instruction/what students need

Word Work



- **Patterns**

- Syllables in Spanish, onset and rime in English
- Divide words into syllables/spell

- **Format (collaboration)**

- Manipulatives (letter cards, magnetic letters, etc.)
- Quadgraphic paper

- **Meaning**

- Root words and affixes

- **Metalanguage:** Take advantage of both languages

- - ex: dormant (dormir)

Reread

- Should be 100% in Focus Book
- Note strategies used (Xee)
- Read and discuss in pairs/independently
- Students keep a record of reread books
- Older students: reread for a purpose
- Eliminate easiest books

- Reinforces: vocabulary, text structure
- Builds confidence as a reader

Writing

- Ensure that writing is given equal access
 - Change order of schedule
 - Older students (write 2-3 days/read 2-3 days)
- Oral rehearsal for writing
- LEA
- Writing strategy
- Initially – self-selection of writing topics
- Confer with students daily
- Importance of sharing, self-assessing writing

Early Writing Sample (January)

P = 9-18

I wet slip of
I just the hill

(2)

(3)

← William

By William Holtz

By William

Later Writing Sample (April)

I went to the
Dells. Grandma
worked hard at
the Dells. We
played games at
the arcade. The
water park was
fun.

Addressing the Whole Child

- **Monolingual learner**
- **Bilingual learner**
 - **language + content + literacy + sociocultural**

Geared specifically for EL/emerging bilingual populations through:

- Emphasis on oracy, literacy, + metacognition (in 2 languages)
- Emphasis on scaffolding and differentiation of language, and content
- Integrates work of Literacy Squared and Bridging (Beeman & Urow)
- Builds language, content, & cultural background of students

Flexibility

- Selection of Languages (bilingual):
 - Spanish/Japanese to English bridging
 - QR English to Spanish/Japanese bridging
- Delivery Model:
 - Push-in, Co-teaching, [Pull-out]
- Order of session components

Guiding Question

Think of language learners in your school/district who would benefit from The Literacy Club.

- What are their characteristics?

COLLABORATION BETWEEN LITERACY CLUB & CLASSROOM TEACHERS

- Content Objectives
- Language Objectives
- Literacy Themes
- Genre
- Strategies
 - * Reading and writing strategies
 - * Developing fully (metacognition)

Organizing Sessions

- **Include all components**
 - * Focus Book, Word Work, Rereads, Writing
 - * Oracy, literacy, metacognition
- **Groups of 4 or less**
- **Meet 4-5 times per week, 30-45 minute sessions**

Assessment/Progress Monitoring Plan, pg. 27

- **Baseline/quarterly data in EACH language**
 - Existing “rich” assessment data
 - Reading, writing, listening and speaking in each language
- **Ongoing teacher assessment/Student self-assessment**
 - (RR, anecdotal, writing/speaking samples)
- **Inform instruction** – move students along fully & confidently

5K Students

Mai, Pedro, Mario, Nhia

Xee:

- Semester 1: Not progressing significantly in traditional intervention
- Semester 2: After 1 semester in Literacy Club....

Grade 1-2: Spanish Bilingual Strand

Day	Focus Book	Word Work	Reread	Writing
1	Introduction Strategy Choral Read Self-assess	Sp. Concepts; Dictado	Pairs	Spanish – self-selected
2	Read Discuss Strategy	Sp. Concepts; Dictado	Pairs	Spanish – self-selected
3	Read Discuss Strategy	Sp. Concepts; Dictado	Inde.	Spanish – self= selected
4	Read: Así Se Dice - General Ideas	Cognates; English	Inde.	Modified – Así Se Dice
5	Read Eng/Sp Self-assess	Cognates; English	Sp/Eng.	English