

A stylized, light-colored illustration of a plant with several leaves and small, round seed pods or flowers, positioned on the left side of the slide.

BILITERACY DEVELOPMENT:

*CORE INSTRUCTION +
INTERVENTION & SUPPORT*

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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

-- *Los pies son para bailar.* --
[**Así se dice**]

- **Teacher:** Vamos a leer la primera oración juntos en español, usando las acciones.
¿Cómo podemos escribir esta oración en inglés?
- **Antonio:** *The feets is to dance.*
- **Teacher:** Esta es la idea en inglés. ¿Recuerden cómo traducimos --los pies-- en este cuento?
- **Juan Carlos:** Sí, decimos “feet”.
- **Teacher:** ¿Podemos decir “is to dance” en inglés?
- **Antonio:** Decimos “Feet are for dancing”.

Oracy Components

- Discussion of text
 - Sentence frames
 - LEA
 - Retell
 - Metacognition
 - Oral rehearsal for writing
- 

Juan Carlos (p. 26; 164 – template)

	English	Spanish
Reading	2	2
Writing	2	2
Listening	4	5
Speaking	4	5

- What do you notice about Juan Carlos?
 - What would support him most?

Theme: What is the Author's Message

- Build off background in both languages
- Bridging especially important for Juan Carlos
 - Cognates
 - Metalanguage
 - Theme expanded with English text
 - Writing on a single topic

Progress of Juan Carlos

With scaffolded instruction and practice:

- reading strategies (context clues & prediction)
- improved a great deal in comprehension of text
 - *able to identify that discussions before, during, and after reading were particularly helpful in gaining meaning from text*
- Indicates progress in evaluating metacognitive processes in being able to identify specific strategies that support his learning

Writing – Juan Carlos

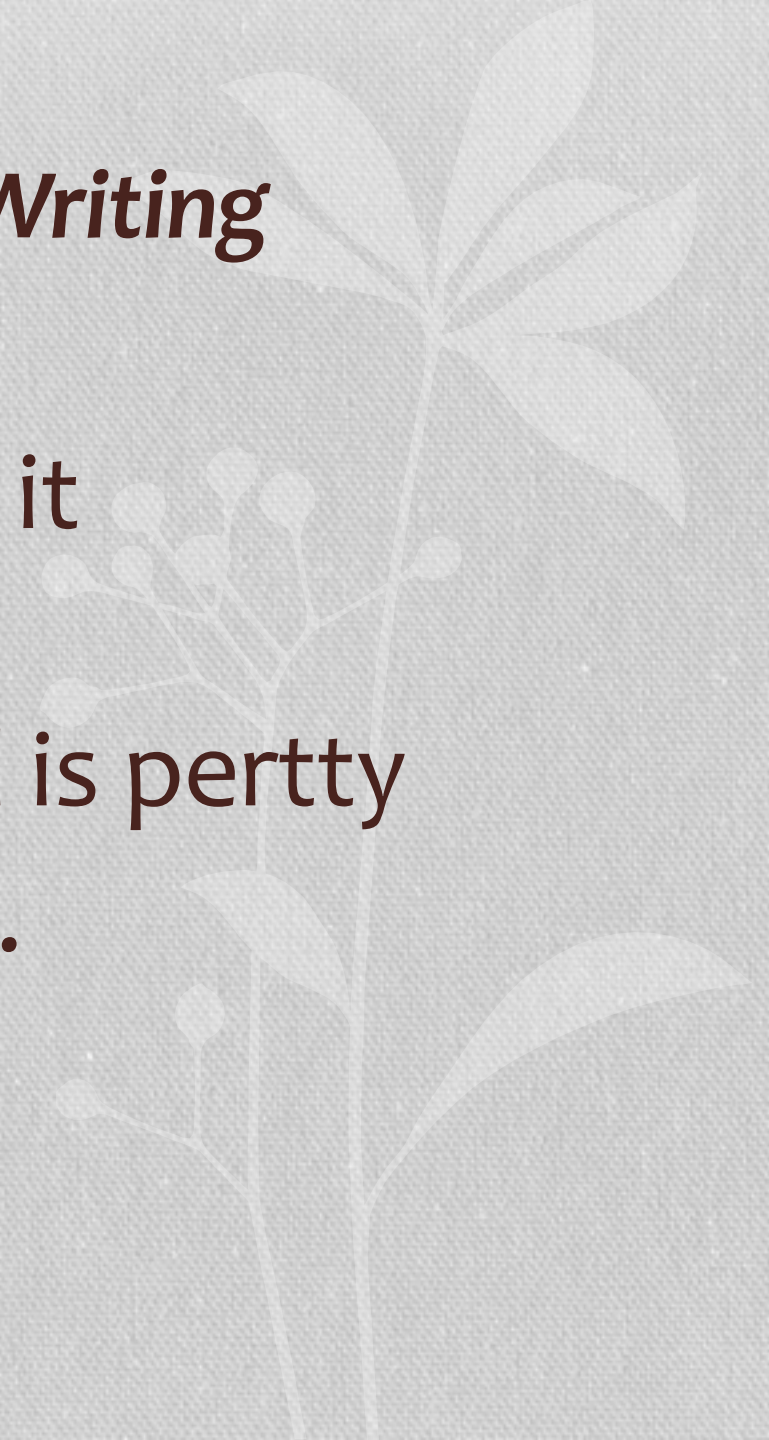
- Writing skills in both languages improved significantly across that time span.

Oral and graphic rehearsal for writing provided the support he needed to organize and sequence his ideas for writing.

- Note that he controls capitalization and punctuation better in Spanish.

Fall – English Writing

The sed is mis because it
has bttf anamos and
perty aplants The sed is pertty
all the sed is rile pertty.



Spring – English Writing

Superturkey was going to a rescue
He was going to save a person that
was stuck in a building. he went as
fast as he could and before long
Superturkey saved him. The next day
Superturkey and his friends went to celebrate.

Fall – Spanish Writing

Hoy es martes 13 de octubre

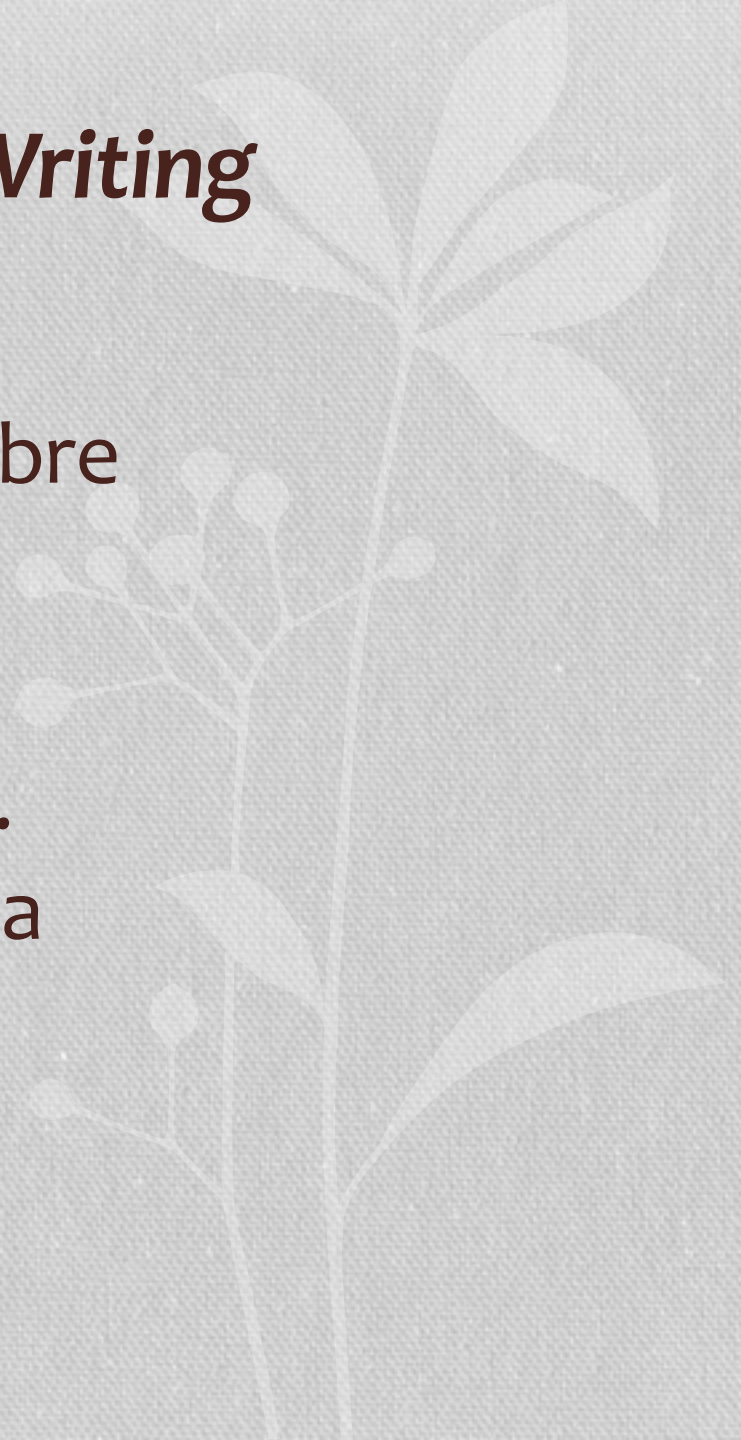
A mi me juta la nieve

Yocomo mucho nieve.

Yomie mana comes nieve.

Ilo comonieve con mi papa

La nieveme gusta jugar.



Spring –Spanish Writing

Los tres cochinitos

Un dia un cochinito hizo su casa de paja pero un dia vino un lobo malo. Sopló la casa y corrio para la case de palitos. Se fueron para la casa de piedras. Vino el lobo se trepa a la chimenea y se murio el lobo malo.

Ai – Profile

(arrived grade 1, now grade 4)

	English Levels	Hmong Levels
Listening	5	6
Speaking	4	6
Reading	2	--
Writing	2	--

Sergio – Profile

(arrived grade 2, now grade 5)

	English Text	Spanish Text
Listening	3	6
Speaking	3	6
Reading	2	3
Writing	2	2

Sergio:

Grade 5 – Integrated Social Studies

**Theme: How people survive in
 their environments**

- Relate to own experiences
- Build off strong oracy skills in Spanish
- Opinion writing

Non-negotiables

- **Standards-based instruction and intervention**
 - Language + Content
- **Oracy development**
- **Strategy development**
- **4 per group**
- **Inclusion of the 4 components**
(reading, writing, listening and speaking)
- **4-5 times per week; 30-45 minutes per session**

Simulation: Format for Kindergarten: Spanish Literacy Instruction



Day	Focus Book	Word Work	Reread	Writing
1.	Intro/Choral Read/Self-assess	Sp. Concepts/Dictado	Pairs	Sp. –LEA
2.	Choral Read/Disc/Strategy	Sp. Concepts/Dictado	Pairs	Sp. –LEA
3.	Choral Read/Disc/Strategy	Sp. Concepts/Dictado	Inde	Sp -inde
4.	Read/Bridge Gen. Ideas Self-assess	Eng. Vocab./Cog.	Inde	Modified- Así Se Dice

Simulation: Grade K-5

Theme: Clothing protects us from the weather

Objectives

Content: I can use illustrations to read and retell.

Language: I can tell how clothing protects us from the weather.

I can write sentences on one subject.

Content and Language Objectives

(kinder) **Tema:** La ropa nos protege del tiempo

Nuevo:

Yo puedo usar las ilustraciones para ayudarme a leer.

Yo puedo escribir oraciones sobre <<la ropa>>.

Yo puedo relatar como la ropa nos protege del tiempo.

Revisamos:

Yo puedo formar y leer sílabas.

Yo puedo nombrar las partes de un libro y describirlas.

Yo puedo usar letras mayúsculas y puntos finales.

Text – K-5

(TPR, strategy, content objectives)



Me pongo mi camisa.



Me pongo mis pantalones.



Me pongo mis botas.



Me pongo mi sombrero.



Me pongo mis zapatos.



Me pongo mi abrigo.



Me pongo mi ropa.

Grado K-5

Escritura

• Nombre _____ Fecha _____

• Tema : _____

• Ideas

Autoevaluación (self-assessment) 1-3

___ un solo tema ___ letras mayúsculas ___ puntuación correcta

Kinder: Autoevaluación

1. Yo puedo escribir oraciones sobre la ropa.

Me pongo mi sombrero.



1

Facil

2

más o menos

3

difícil

2. Yo puedo usar las ilustraciones para ayudarme a leer.

Me pongo mis _____.



1

Facil

2

más o menos

3

difícil

3. Yo puedo relatar como la ropa nos protege del tiempo

1

Facil

2

más o menos

3

difícil

Day 4 - Bridge

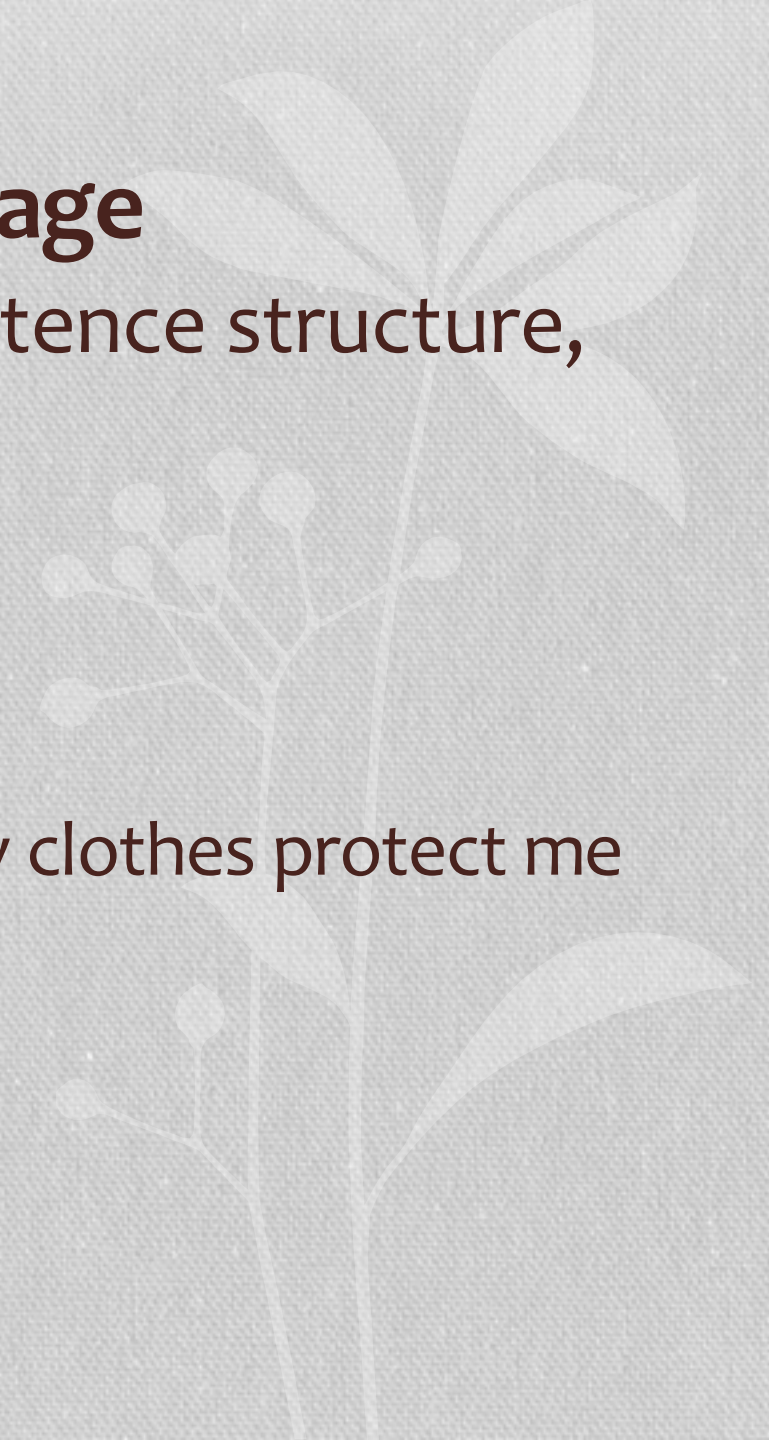
- **Vocabulario:**

Me pongo
mi, mis
camisa
pantalones
botas
sombrero
zapatos
abrigo
ropa

I put on
my
shirt
pants
boots
hat
shoes
jacket
clothes



Metallanguage

- Así Se Dice – vocabulary, sentence structure, meaning
 - mi zapato, mis zapatos
 - my shoe, my shoes
 - Oral (tell/describe):
 - When it gets cold/rainy - my clothes protect me
 - Main ideas/theme (oral)
 - Punctuation
- 

Asi Se Dice



1. _____.



2. _____.



3. _____.



Q & A

- What are the next steps?
- What questions remain?
- What decisions need to be made?
- What resources are needed?