

Sample Biliteracy Instruction

Fourth Grade

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www.TeachingforBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 2-3 weeks) within 1.5 hours, highlighting those elements that are most critical in teaching for biliteracy:

- the integrated, interdisciplinary nature of the units
- standards-based (guidelines/TEKS) units of instruction
- the oracy building
- the Bridge between languages.

In other words, this afternoon we will...

I'd like to add that we will also...



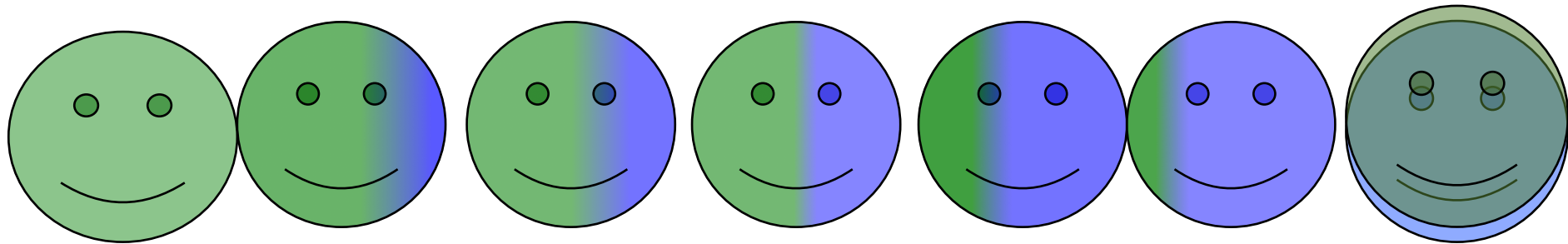
What is the linguistic profile of your students?

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

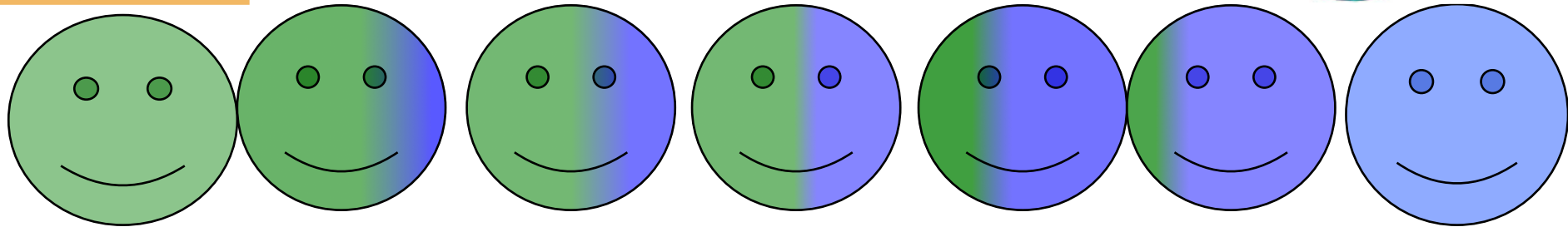
- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



What is the linguistic profile of your students?



For the sample instruction:
What is YOUR linguistic profile?





Marking the Language of Instruction



Sample Biliteracy Instruction

4th grade – Day 1



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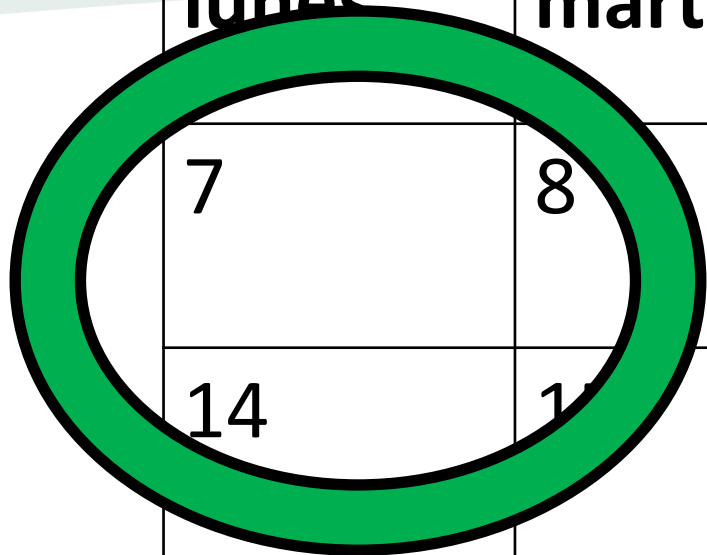
Teaching for Biliteracy

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Unidad 2- octubre 2019

lunes	martes	miércoles	jueves	viernes
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
26	27	28	29	30



mucha fricción



poca fricción



www.shutterstock.com · 73391658

contra la gravedad

En la columna
blanca observo



Pecera

Frases Claves

Generar ideas para escribir:

- En la foto, observo...
- También, observo...
- Además, observo...
- En adición, observo...



Todos escriben: En la foto, observamos...



Unidad 2- octubre 2019

viernes		viernes	miércoles	jueves	viernes
La oralidad y escritura		8	9	10	11
		15	16	17	18
21	22	23	24	25	
26	27	28	29	30	



Unidad 2- octubre 2019

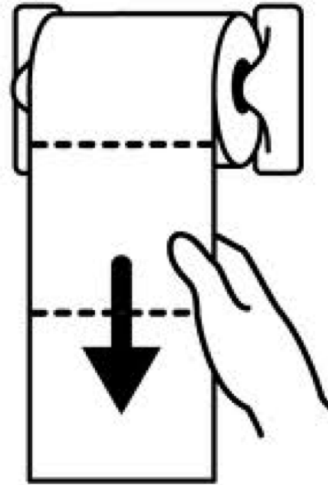
lunes		miércoles		jueves	viernes
La oralidad y escritura		Repasar la oralidad Experimentos Escritura Estudio de palabras		10	11
				17	18
21	22	23		24	25
26	27	28		29	30



mucha fuerza



poca fuerza



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Strategies For Oracy Building and Background Knowledge

- TPR- (Total Physical Response)
- Contrastive Analysis
- Fishbowl
- Sentence Stems
- Partner work
- Picture (sort)

Strategies For Oracy Building and Background Knowledge

- All students were participating
- Students did most of the talking
- Students were talking about content
- Students engaged in task within the 4 domains
- The space was safe
- Opportunities for learning

Estudio de palabras...

fricción	además	
también		



Palabras agudas – sílaba tónica es la última

fricción	además	
también		



Unidad 2- octubre 2019

lunes		martes		miércoles	
La oralidad y escritura		Repasar la oralidad Experimentos Escritura Estudio de palabras		Oralidad experimentos escritura estudio de palabras lectura	
				1	
14	15	16	17	18	
21	22	23	24	25	
26	27	28	29	30	



Unidad 2- octubre 2019

lunes		martes		miércoles		Oralidad experimento	
Repasar la oralidad		Oralidad experimento		Oralidad experimento		Oralidad experimento	
Oralidad Experimentos escritura lectura estudio de palabras							
21		22		23		24	
26		27		28		29	



Unidad 2- octubre 2019

lunes		martes		miércoles		jueves		viernes	
		Repasar la oralidad		Oralidad experimentos		Oralidad experimentos			
				Oralidad Experimentos					
				Oralidad Experimentos escritura lectura					
				Proyecto final – evaluación sumativa					



Second Edition Updated BUF

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Reading Comprehension

Writing

Word Study

- Areas of word study to be studied

Formative Assessment

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Phenomena

Bridge

Side by Side or
Así se dice

Bridge - Transfer -

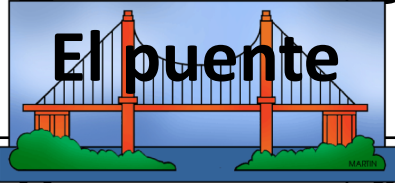
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

While the teacher plans a specific
metalinguistic teaching point in
advance of the Bridge, the teacher also
recognizes and highlights other areas
noticed by students.

Formative Assessment

Unidad 2- noviembre 2019

lunes	martes	miércoles	jueves	viernes
2 	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	37



Strategies For Oracy and Building Background Knowledge

- TPR- (Total Physical Response)
- Contrastive Analysis
- Fishbowl
- Sentence Stems
- Partner work
- Picture (sort)

How did you feel as a learner?

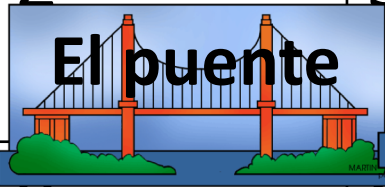
How did the progression of activities in the unit develop language, literacy and content?

How did students participate?

How were students held accountable for their learning?

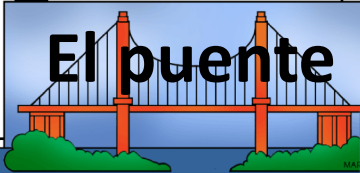


Unidad 2- noviembre 2019

lunes	martes	miércoles	jueves	viernes
2 	3 	4 	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	37



Unidad 2- noviembre 2019

lunes	martes	miércoles	jueves	viernes
2  El puente	3  El puente	4  El puente	5	6
9	La oralidad y escritura – unidad 3		La oralidad y escritura lectura unidad 3	
16	17	18		20
23	24	25	26	37



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 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
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Writing

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Formative Assessment

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Bridge – Transfer
 Illustration
 Side by Side or
 Así se dice

Bridge – Transfer -
 Extension (includes:
 Listening, Speaking,
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Bridge: Contrastive Analysis
 While the teacher plans a specific
 metalinguistic teaching point in
 advance of the Bridge, the teacher also
 accepts and highlights other areas of
 metalinguistics noticed by the students.

Formative Assessment

Second Edition Updated BLUE

Unit

- •
•
•
•

Biliteracy unit plans begin with strategically bundled content, reading, writing, and word study TEKS

sg

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Second Edition Updated BLUE

Unit Theme:

- Content Area Standards
- Spanish Language Arts Big Ideas/Understandings
- Spanish Language Arts Big Ideas/Understandings
- English Language Arts Big Ideas/Understandings
- English Language Arts Big Ideas/Understandings

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes:
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Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

While the teacher plans a specific
metalinguistic teaching point in
advance of the Bridge, the teacher also
accepts and highlights other areas of
metalinguistics noticed by the students.

Formative Assessment

Second Edition Updated BUF

Standards
(TEKS/Guidelines)

Summative Assessment –
backwards design

Big Ideas: Essential
Questions – Essential
Understandings

Outcomes (Formative
Assessment)

Second Edition Updated BLUE

Unit	4 th Grade - Science
•	
•	
•	
•	
•	

Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit		
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Formative Assessment

Second Edition Updated BLUE

Unit	4 th Grade - Science Reading and Writing
•	
•	
•	
•	
•	

Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit		
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
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Formative Assessment

Sample
50/50 Daily,
year-long
schedule for
biliteracy –
p. 5 of
handouts

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice - Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

Teaching for Biliteracy means
always teaching
language
literacy
and
content

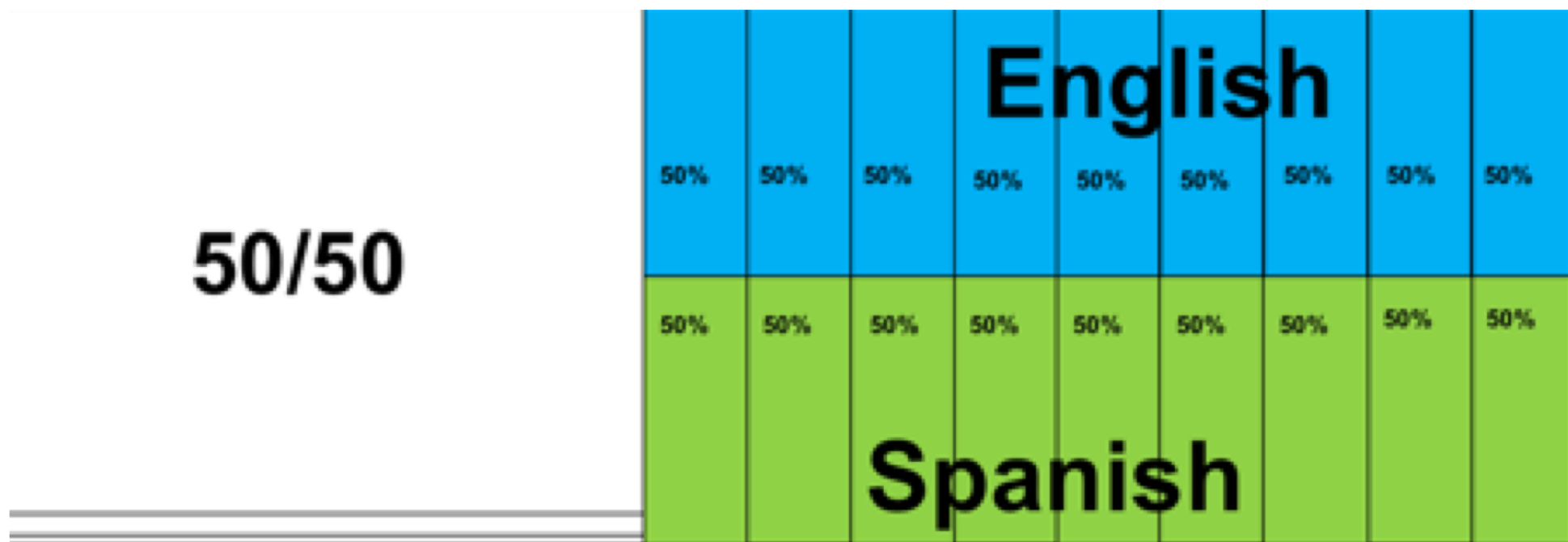


Teaching for biliteracy can happen in 80/20 language allocation...

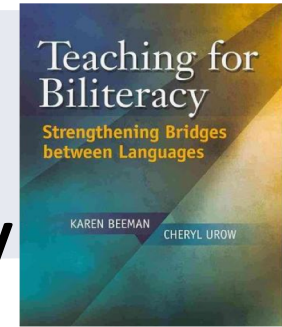
Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	English			
	80%	80%	70%	60%	60%	50%	50%	50%	50%
			Spanish						



Teaching for biliteracy can happen in 50/50 language allocation...



Teaching for Biliteracy...p. 2



A comprehensive approach to literacy instruction **integrates content, literacy, and language instruction** and connects reading with oral language and writing. Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages.



Second Edition Updated BLUE

4th Grade - Science Reading and Writing Which reading TEKS was I teaching?

Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit			Formative Assessment
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and elements of balanced literacy			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

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always teaching
language
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p. 5 of
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BUF Triangle + Storyline: Backwards Planning

The BUF Triangle found on line will include:

- The Storyline
- Outcomes from Content Area, Reading and Writing Standards
- Sample Formative Assessments



Second Edition Updated BUF

Unit Storyline:

In this Spanish unit, students will engage in multiple experiences and investigations with force and movement (Science 6), culminating in designing their own investigation to explore the effect of various forces on a common object found in the classroom (Science 6, D). In addition to hands-on experiences with objects in motion, students will engage in multiple reading experiences (read aloud, guided reading, partner reading and individual reading) about forces in motion, using a range of non-fiction, informational texts. Students will interact orally with their peers and the teacher to ask questions and make predictions about the information in the texts. (Reading 6, B & C). Students will also keep a science journal where they will react in writing to the information they read, and will synthesize the information gathered from various texts. (Reading 6, H) Students will engage in the multiple steps of the writing process (Writing 11, A-E) to produce an informational text (Writing 12, B) describing the effects that different forces have on objects in the world around us, including a description of their own investigation (Science 6, D).

literacy		• Investigations • Experiments • Experiences
Writing • Strategies and elements of balanced literacy		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

ative Assessment

ative Assessment

Teaching for Biliteracy is different than teaching for monoliteracy





How did you feel as a learner?

I felt _____.





What did you learn about biliteracy instruction?

One thing I learned about biliteracy instruction is....



See you tomorrow morning
8:30 a.m. – all together in the big room



¡Gracias!
Patricia

