

Biliteracy Strategies 3rd-5th Grade

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Teaching for Biliteracy



Second Edition Updated BLUE

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

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.	

Second Edition Updated BUF

Unit Theme:

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

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

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

• Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

• Inquiry

- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

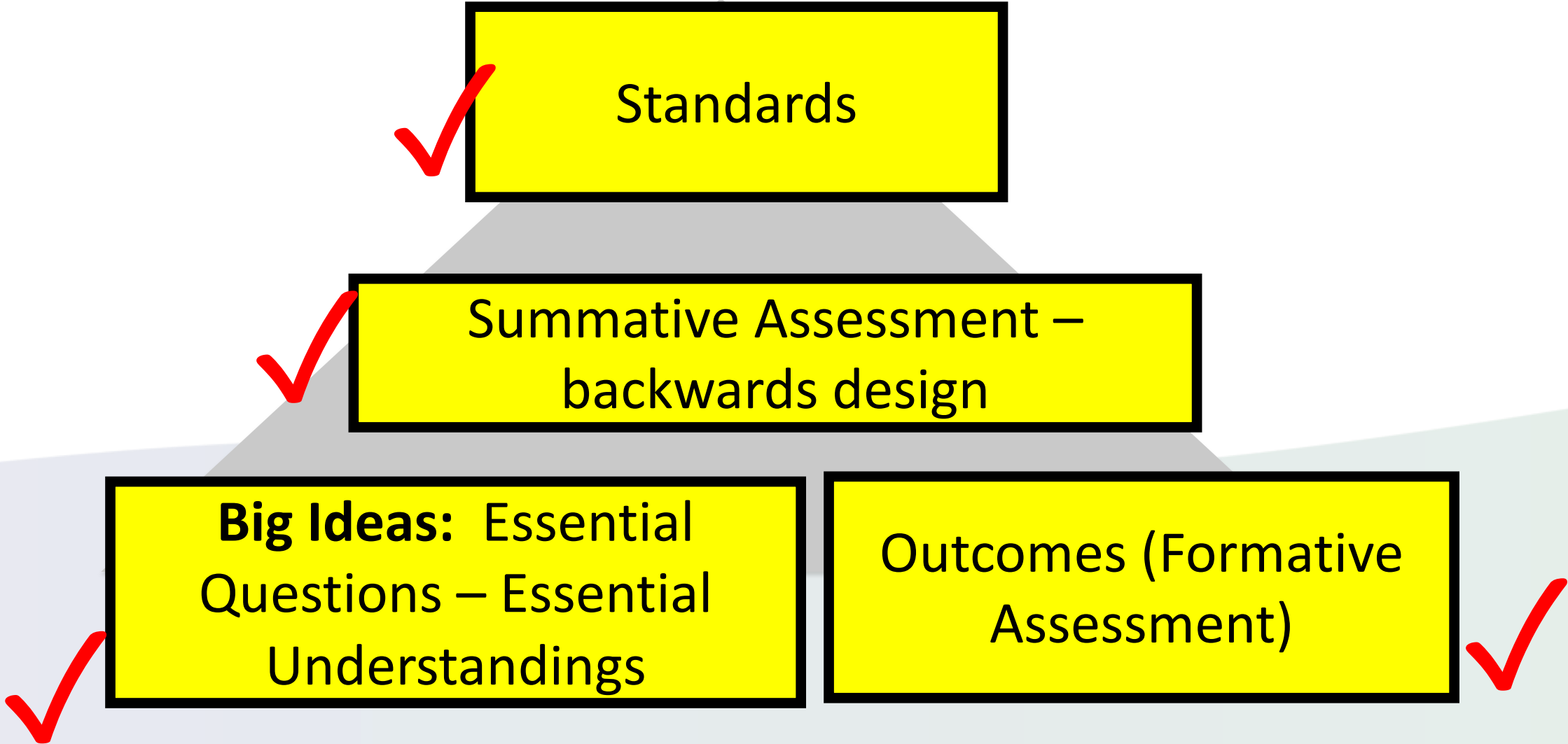
Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

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

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Standards

Summative Assessment –
backwards design

Big Ideas: Essential
Questions – Essential
Understandings

Outcomes (Formative
Assessment)

Descriptors of what Students CAN DO

PODEMOS

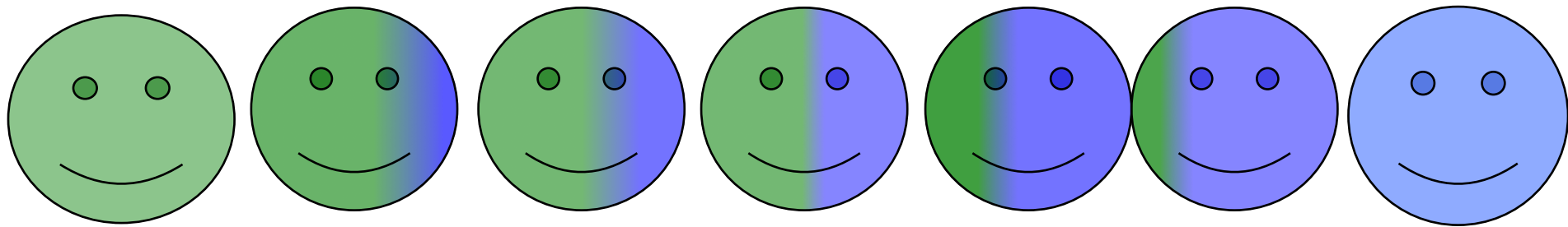
4-5

USO CLAVE DEL LENGUAJE: RELATAR

	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	Nivel de trascendencia 6
Para procesar relatos, los bilingües emergentes PODEMOS...						
ESCUCHAR	- identificar palabras clave en narraciones (p. ej. nombres de personajes, objetos significativos) - reconocer frases hechas propias de cuentos infantiles (p. ej. "Érase una vez", "Colorín, colorado, este cuento se ha acabado")	- reconocer la secuencia temporal de historias (p. ej. sitúa varias imágenes en orden a medida que escuchamos una narración) - identificar personajes o lugares claves en historias y cuentos	- identificar la estructura argumental de narraciones (p. ej. hace una señal cuando detecta un cambio de sección entre presentación, nudo y desenlace) - distinguir secciones descriptivas y secciones de acción en historias leídas en voz alta (p. ej. muestra el anverso o reverso de una tarjeta según la sección)	- distinguir descripciones literales y poéticas (p. ej. identifica metáforas, sinestesias) - reconocer lenguaje que señala cambios de perspectiva (p. ej. hace una señal cuando la narración cambia de estilo indirecto a directo)	- inferir el género de cuentos a través de lenguaje clave dentro del texto (p. ej. de hadas, de terror, fábula) - identificar narraciones enmarcadas (p. ej. reconoce secciones de una historia que no son cruciales para el desenlace de la acción principal)	- distinguir el papel que juega cada personaje en el desarrollo de eventos de historias (p. ej. crea un mapa conceptual con imágenes de personajes según su papel en el desarrollo de la acción) - distinguir momentos clave de historias (p. ej. muestra avombró ante un giro inesperado de la trama)
Para relatar, los bilingües emergentes PODEMOS...						
HABLAR	- nombrar personajes principales de cuentos e historias - mencionar palabras clave relacionadas con sucesos y eventos	- describir personajes y lugares a través de frases cortas - usar lenguaje típico de cuentos e historias (p. ej. "En un lugar muy lejano")	- mencionar ideas y elementos principales de narraciones - expresar el orden de eventos en cuentos e historias	- contar historias breves con presentación, nudo y desenlace - describir personajes, lugares y eventos detalladamente	- producir pequeños relatos de ficción verosímiles - emplear figuras retóricas sencillas (p. ej. metáforas, apóstrofes, ironías)	- elaborar historias con lenguaje y detalles precisos - presentar historias desde varias perspectivas mediante recursos del lenguaje (p. ej. primera persona, tercera persona)



**For the sample instruction:
What is YOUR linguistic profile?**



Mark the language!



Can I open the bag and take out the materials?

Sure you can!
What materials do we have?

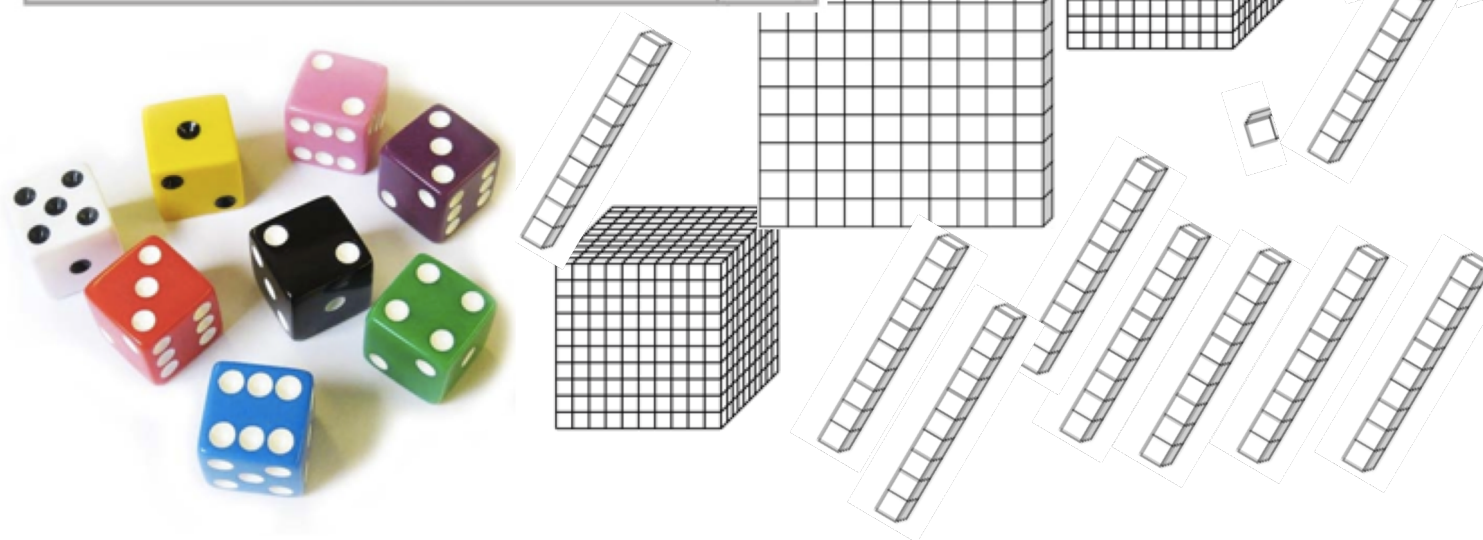
We have

- 4 di,
- base ten cards
- A place value chart
- Instruction card

I'll read the instruction card.



Place Value							
100s	10s	1s	,	100s	10s	1s	.
hundred thousands	ten thousands	thousands	"THOUSAND"	hundreds	tens	ones	Decimal point
THOUSANDS			.	UNITS (ONES)			.
WHOLE NUMBER							



- This di has the digit # on it. It goes in the thousands place.
- The value of the digit is
- The number # is represented by # thousands
- Your turn



TPR

Total Physical Response



Page 81-82

- Introduces vocabulary words in a comprehensible way using visuals
- The opportunity to practice hear the words, or phrases, lowers a students anxiety rate
- Grouped with the Fishbowl and Sentence Stems strategies gives students meaningful ways to use the language from TPR

TPR

Total Physical Response



1. Students watch a demonstration of key words and gestures.
2. Students listen again and watch as the teacher performs the action.
3. The teacher demonstrates again, this time having students perform the actions simultaneously.
4. The teacher demonstrates without modeling the action.
5. The teacher models variations & combinations for the groups.
6. Students perform variations & combinations.
7. If some students are ready, they demonstrate to classmates

UNIT

4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals such as in the number 3.94, the 3 in the ones place is 3; the 9 in the tenths place is 0.9; and 4 in the hundredths place is 0.04; and 3.94 is sum of 3 ones, 9 tenths, and 4 hundredths; (RC1, Readiness Standard)



Hundred Millions

Ten Millions

Millions

Hundred Thousands

Ten Thousands

Thousands

Hundred

Tens

ones



X 10



X 10



X 10



X 10



X 10



X 10



X 10



X 10

57,891,200

Concept Attainment

Science

3er grado



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Indicar el idioma de instrucción





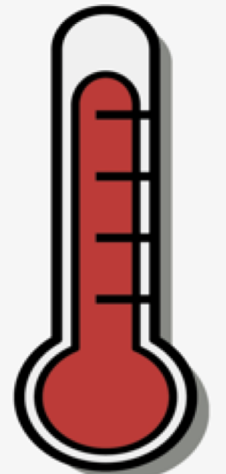
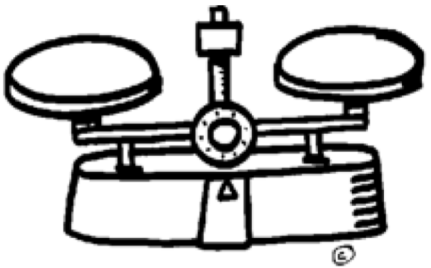
masa

magnetismo

capacidad
para hundirse
o flotar

volumen

temperatura





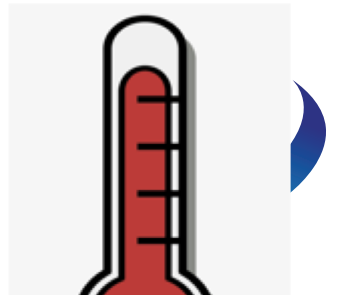
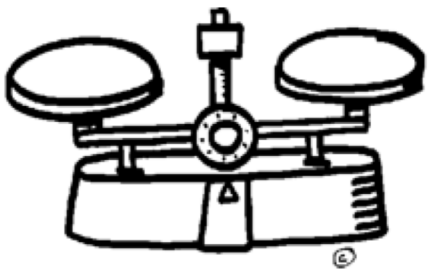
masa

magnetismo

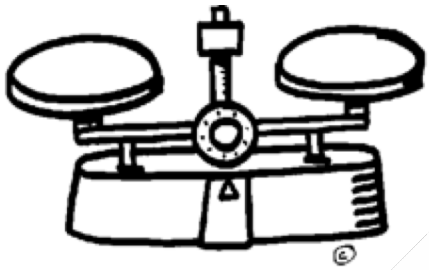
capacidad
para hundirse
o flotar

volumen

temperatura



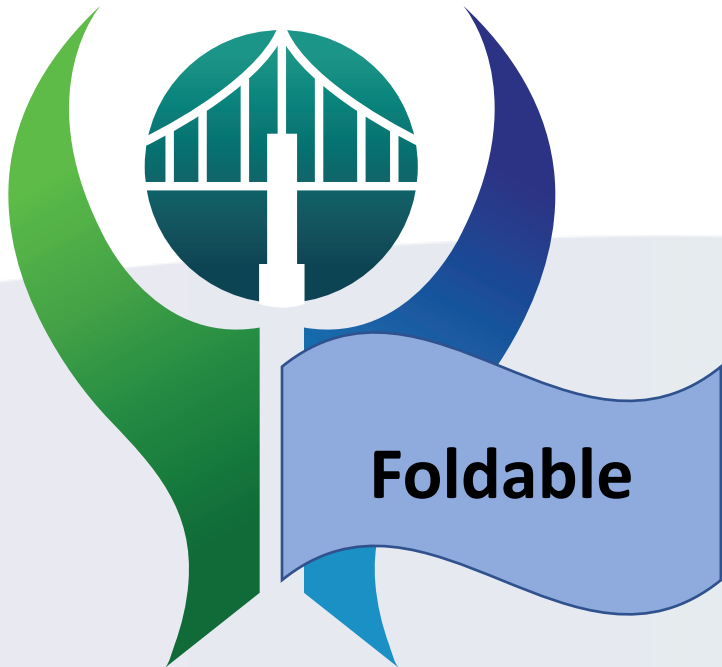
(A) mida, compare y contraste las propiedades físicas de la materia, incluyendo **masa**, volumen, estados (sólido, líquido y gaseoso), temperatura, magnetismo **y la capacidad para hundirse o flotar**



Concept Attainment

- Teacher shares illustrations in two columns, A and B
- Students use sentence prompts to make an observation about an illustration or photo in Column A
- Then students use sentence prompts to make observation about an illustration or photo in Column B
- Students talk in pairs using prompts
- Once enough observations have been shared the teacher explains what concepts Column A and Column B represent
- Students described and identified each concept

Concept Attainment

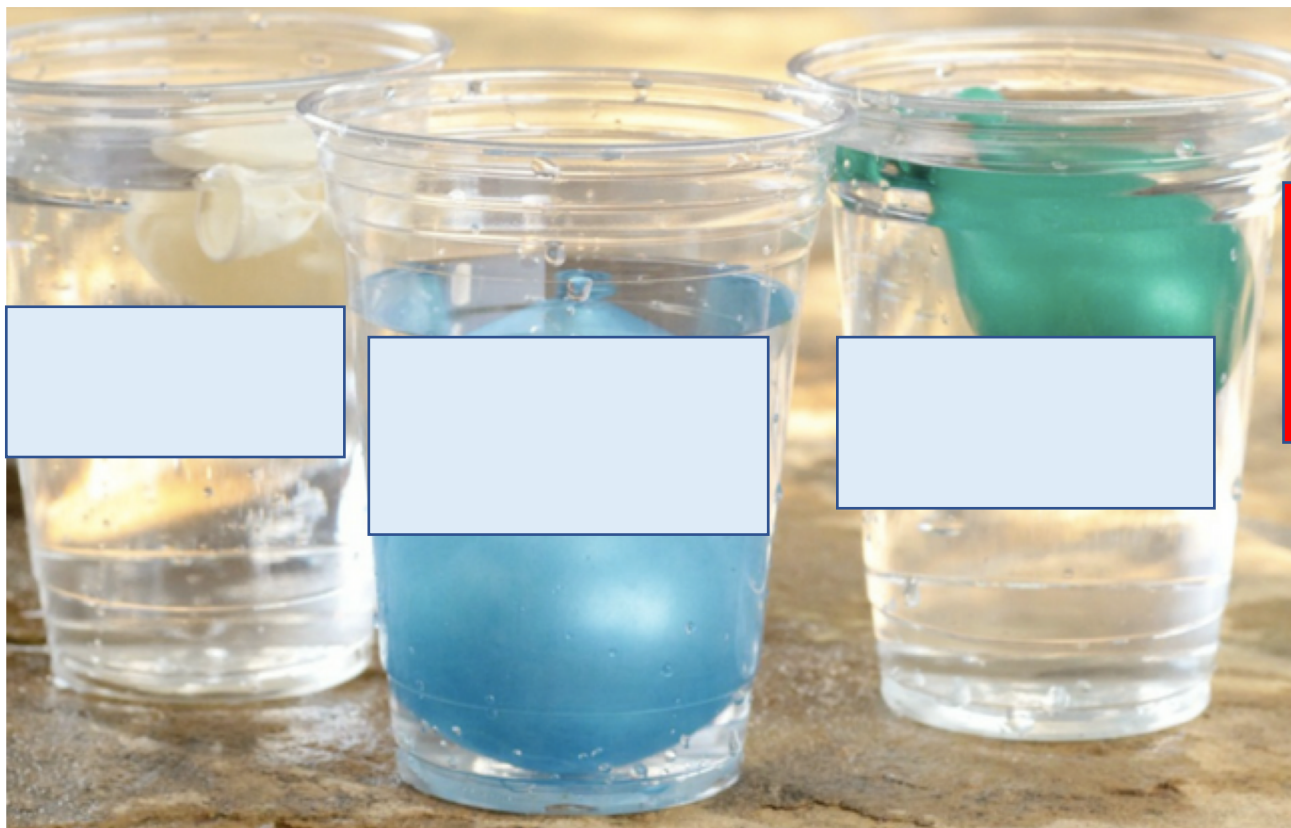


- All students participate in a meaningful and engaging way when using Oracy strategies
- Oracy words, phrases and sentences are taken from the standards.

UNIT

4.5A measure, compare, and contrast physical properties of matter, including mass, volume, states, (solid, liquid, gas), temperature, magnetism, and the ability to sink or float



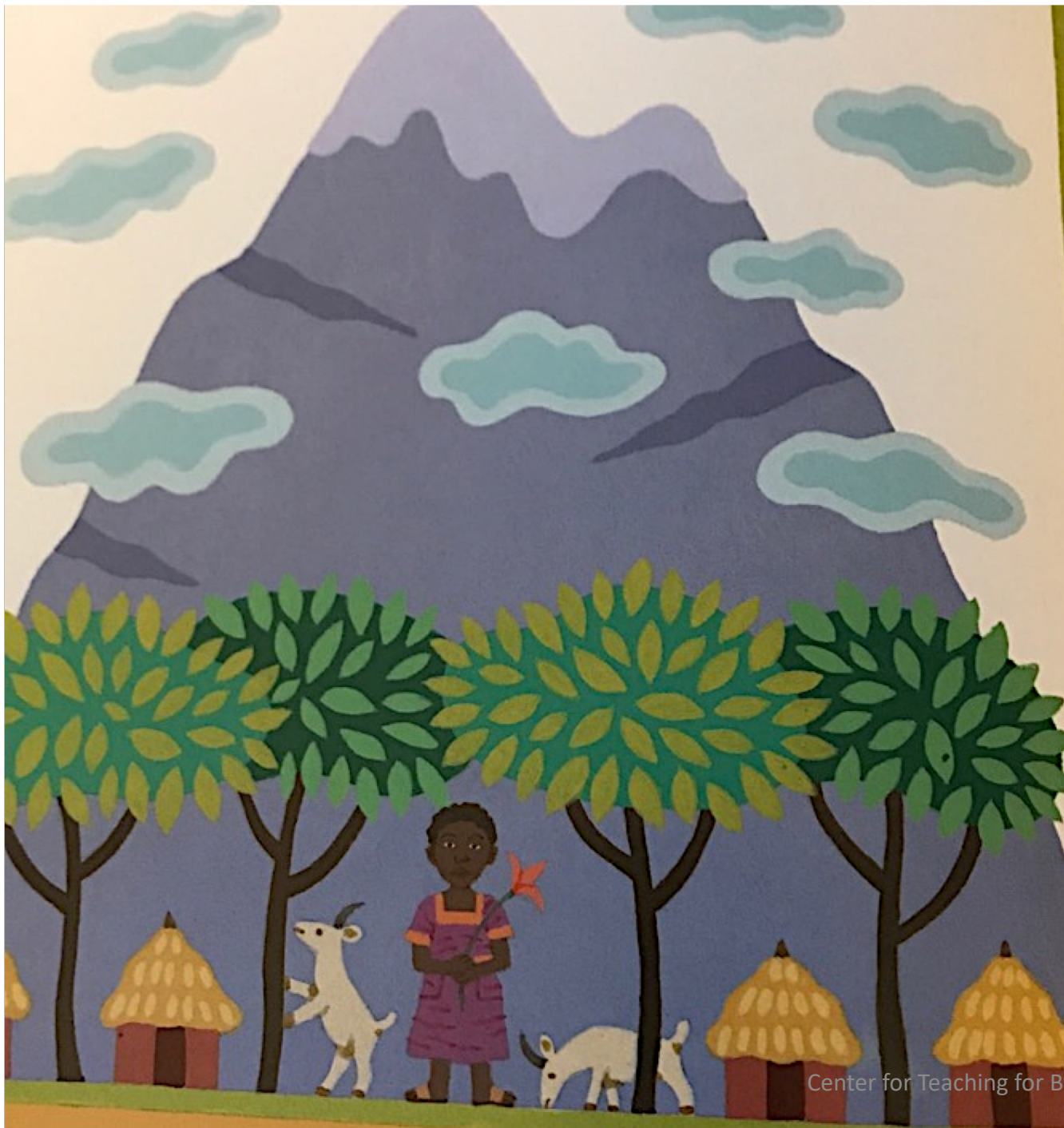


APLICACIÓN



Indicar el idioma de instrucción





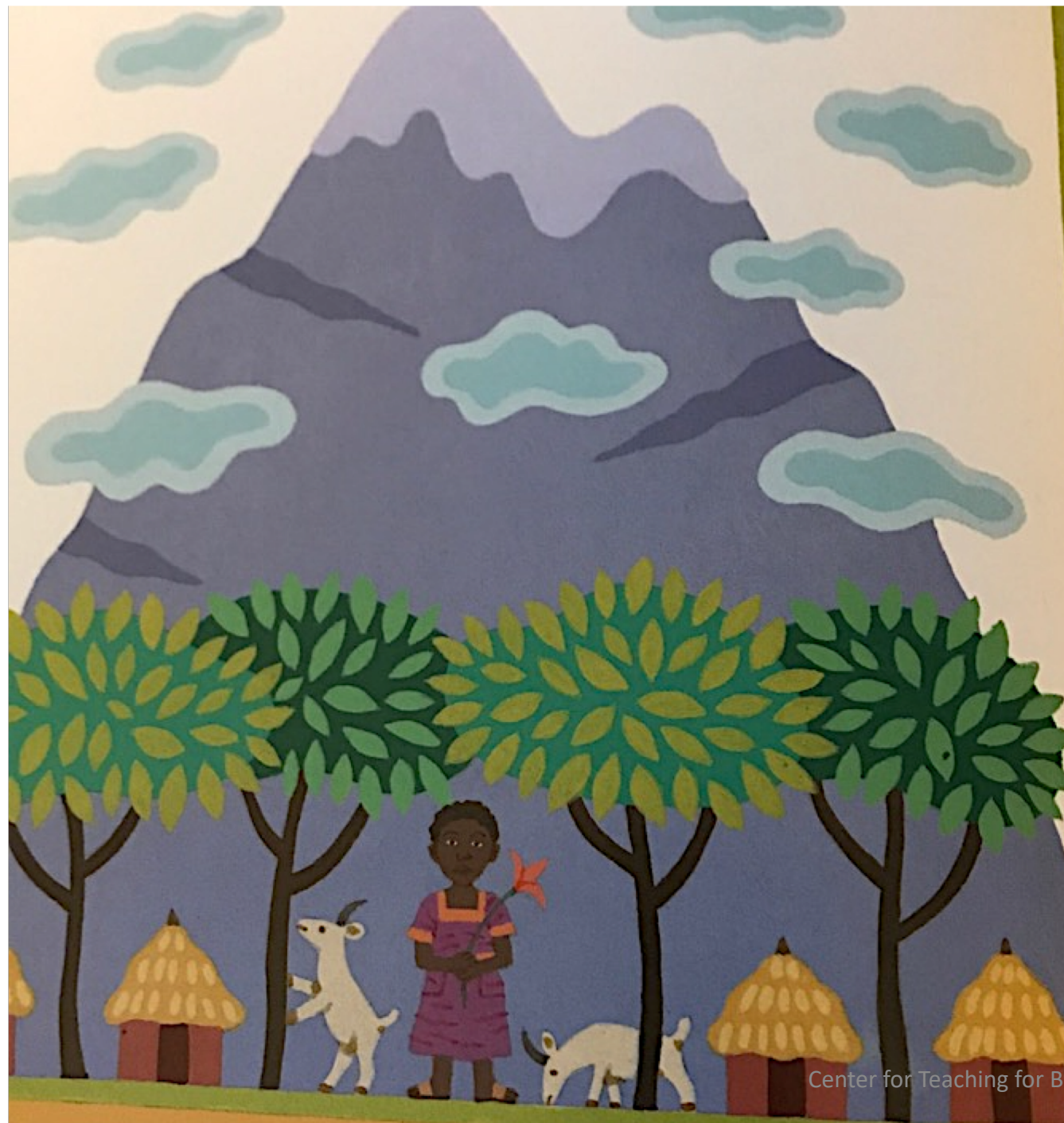
A.R.T. 1

Content

Adapted
Reading
Theater

A.R.T. 2

Literacy



A.R.T. 2

Adapted Reading Theater

Adapted Readers' Theater

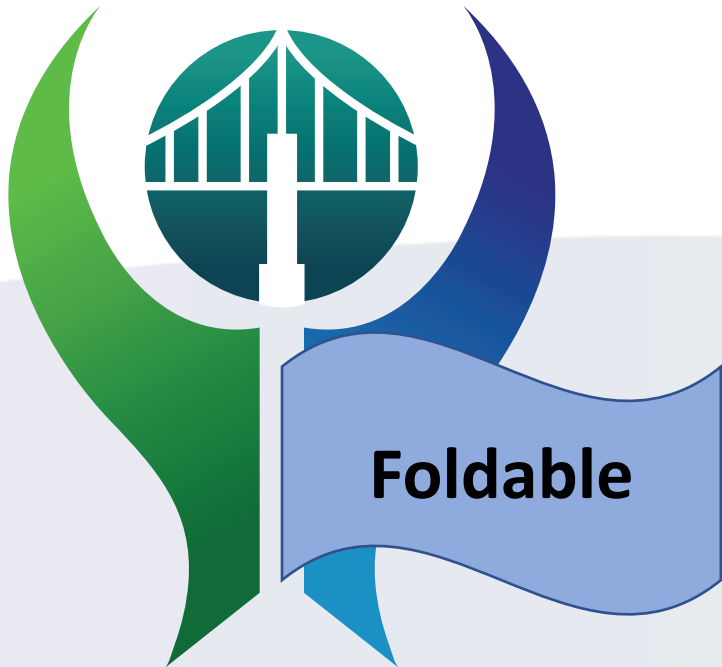
Purpose:

- To make a text or big idea comprehensible by acting it out.
- To introduce new academic language within a context that is risk-free and highly comprehensible.

Description:

- Teacher summarizes or paraphrases text while the students act it out. In some ways, Similar to TPR.
- Teacher's narration, interaction and movement of the students previews concepts and vocabulary
- Students act out the story with the teacher leading the narration.

Adapted Readers' Theater



- Oracy strategies allow students to produce language by building receptive language first
- Oracy strategies build and extend language structures

UNIT

3.1(A) describe how individuals, events, and ideas have changed communities, past and present

3.12(A) give examples of community changes that result from individual or group decisions



¿Cuál es un evento importante?

Un evento importante en la vida de Wangari es _____.

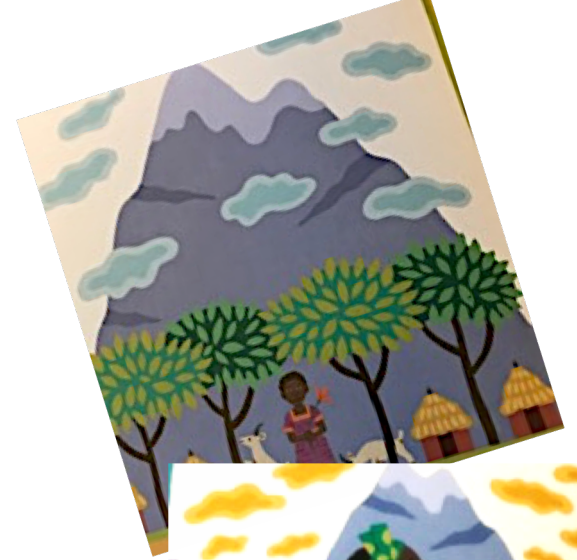
Al principio _____.

¿Después de esto que pasó?

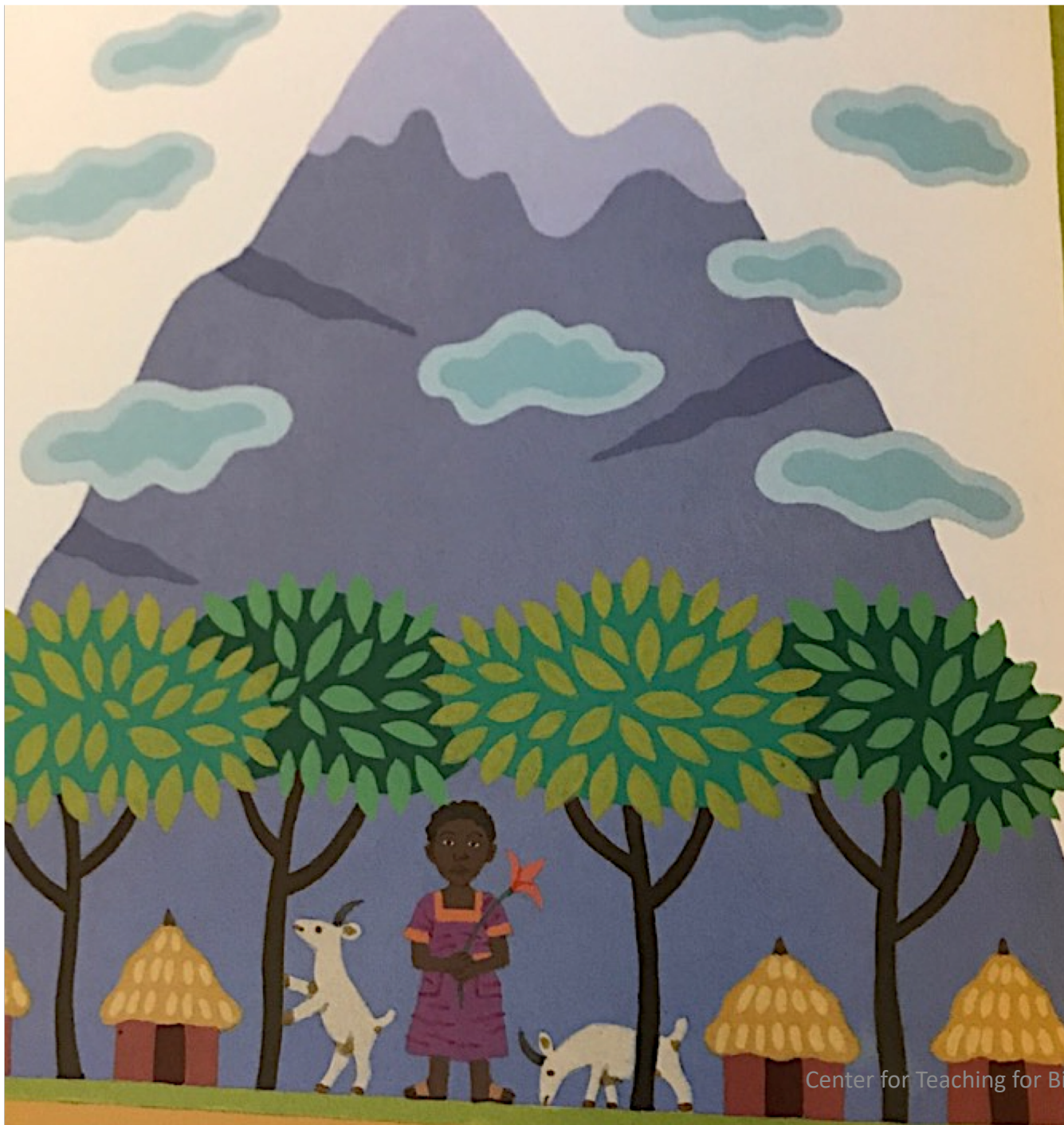
Despues, _____.

¿Qué pasó al final?

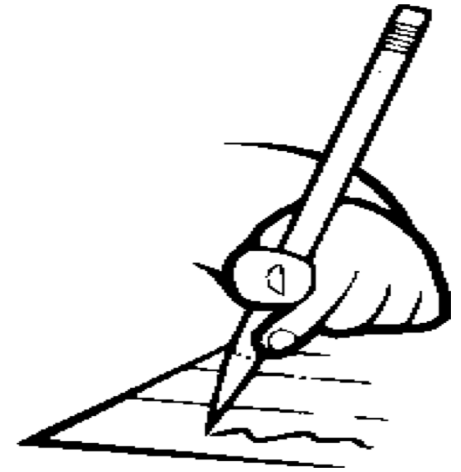
Al final, _____.



Read Aloud



Using Oracy to read deeply...

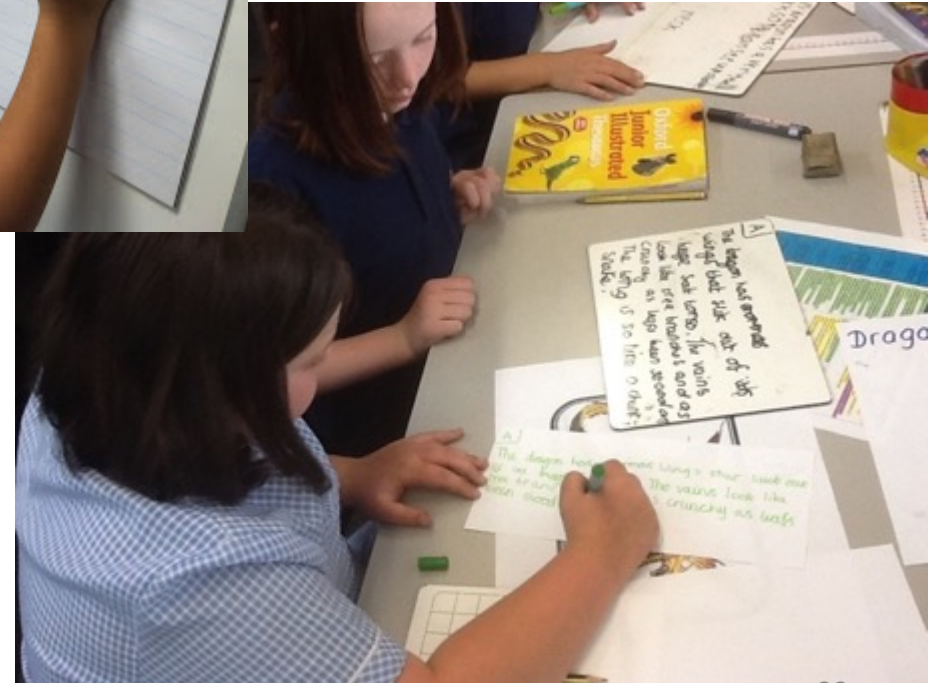
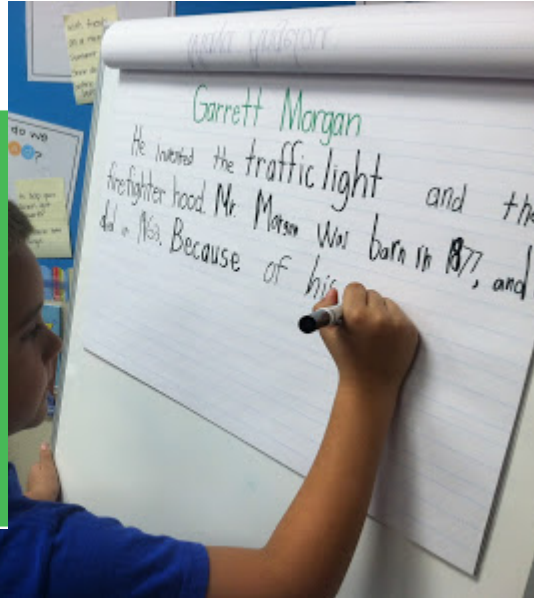


provides opportunities for critical consciousness by allowing students to spend time with texts in complex ways.

Oracy building allowed success in Literacy

Contracción
Preposición + Artículo

Preposición		Artículo		Contracción
a	+	el	=	al
de	+	el	=	del



Building Oracy & Background Knowledge



Biliteracy Strategies

Supporting/ Stacking

- **Fishbowl**
- **Picture or Word Sort**
- **Sentence Stems**
- **Field trip, experiments or videos**

