

K – 2 Sample Biliteracy Instruction - Moving to Literacy

Biliteracy Summer Institute
Wednesday, June 26, 2019
Chicago, IL



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Teaching for Biliteracy



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The purpose of this afternoon's session:

Participants will experience a sample of what moving from oracy to literacy looks like within a biliteracy unit which typically lasts between 4-9 weeks. The elements to look for :

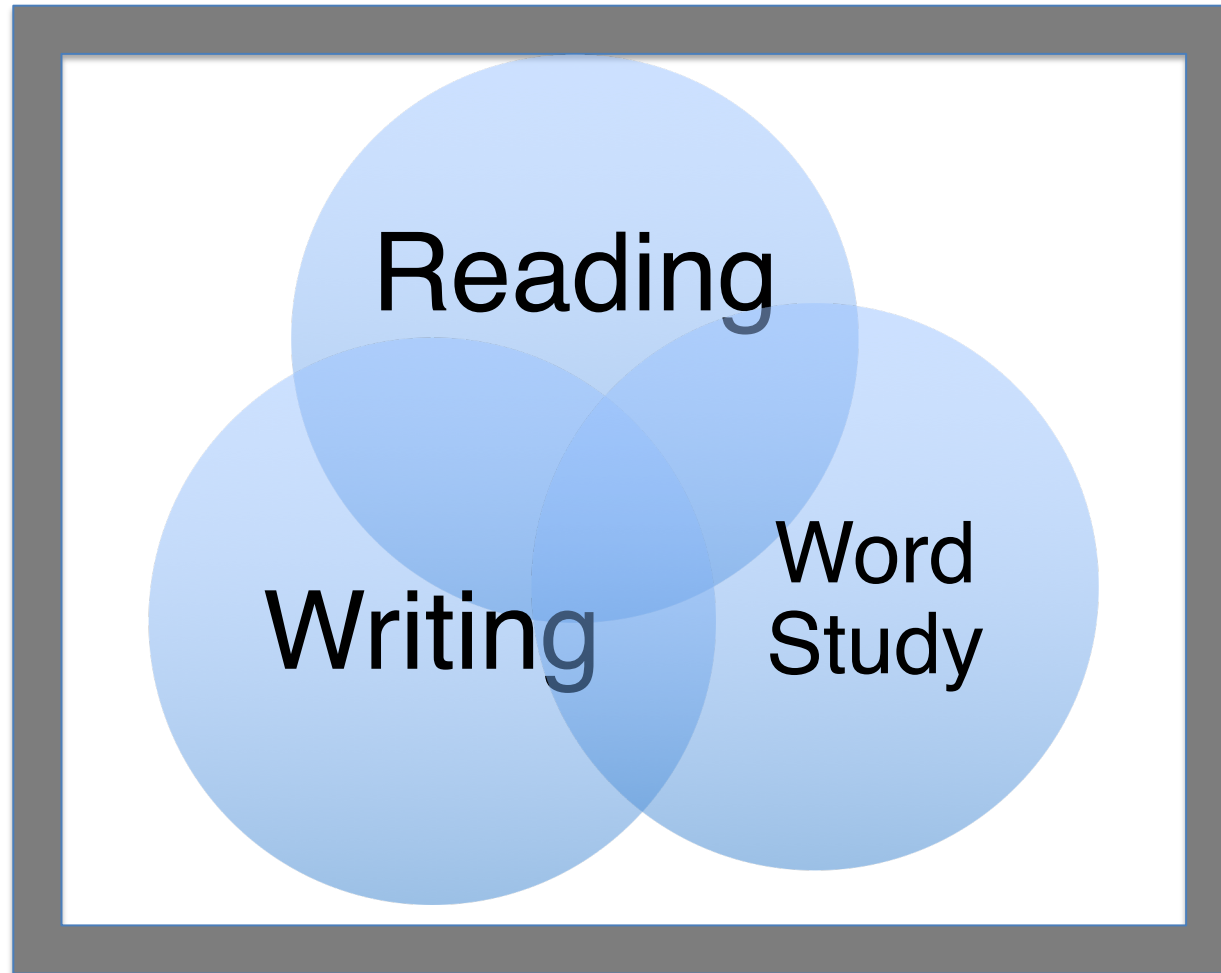
- standards-based units of instruction
- the oracy building
- the integrated, interdisciplinary nature of the units
- balanced literacy

In other words, this afternoon we will...

Biliteracy Pedagogy

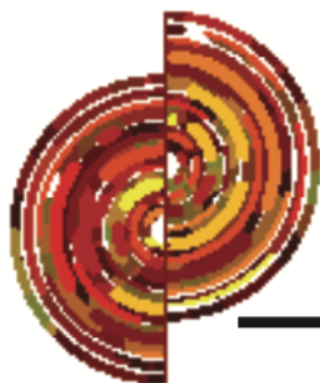


Utilizing Balanced Literacy in Biliteracy



Context
for
meaning





COMMON CORE **STATE STANDARDS**

English/Spanish Language Version



Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common community of a shared educational goal, literacy in Spanish.

Two very important recommendations must be taken into account on implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es definir lo que queremos que los estudiantes sepan y sean capaces de hacer; el otro es crear una comunidad que comparta la meta de la alfabetización en español.

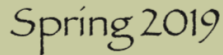
Dos recomendaciones son esenciales a la hora de implementar estos estándares:

1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no solo dificultarían la comprensión sino que también en muchos casos, no llegarían a ser asimiladas y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto significativo, claro y funcional, es importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que alcancen un nivel competente.

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

The Common Core State Standards call for:

- Integration
- Meaningful context

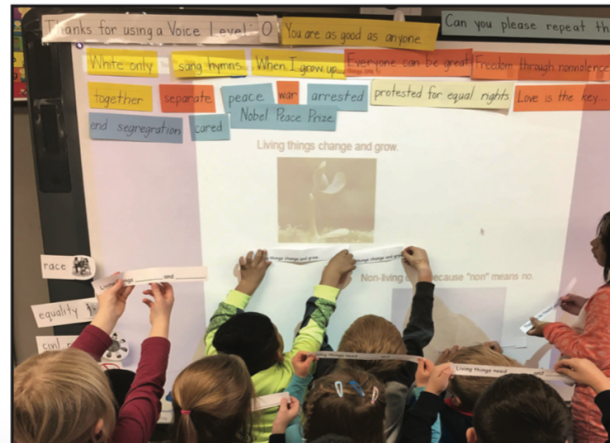


Soleado

Promising Practices from the Field

*by Cheryl Urow, Karen Beeman, Melody Wharton, Olga Karwoski,
Patricia Núñez, and Dana Hardt, with special thanks to Susan Pryor—
Center for Teaching for Biliteracy*

learning reflects a mindset in which the typical behaviors of bilinguals (such as using their two languages together as in “El perro está barqueando”) are embraced and accepted.



A monolingual perspective of language learning identifies and labels students by a dominant language or L1 (either Spanish or English dominant or dominant in som



Biliteracy Pedagogy



Balanced Literacy

“This three-block structured framework will help you conceptualize the language arts curriculum, think about students’ literacy learning, plan and organize instruction, and provide a high level of productivity and engagement. The framework is flexible. There are many possibilities for variation - in the content studied, the texts, the configurations of students (individuals, small groups, the whole class), and the daily time frames.” Fountas and Pinnell p.13



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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English –K



Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: • Oracy development • Guided practice • Writing • Word study	English

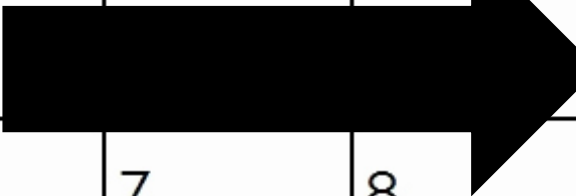
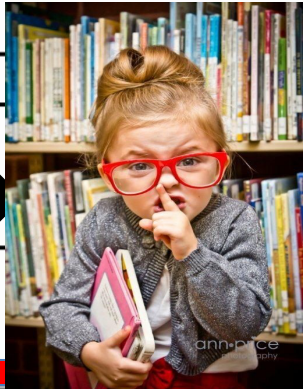
Handout
p. 20



Comienza la instrucción con el grupo entero



AGOSTO 2019

Do	Dom	Mié	Jue	Vie	Sáb
4		7	8		
11	12	13 	14	15 	16

**Comienza la unidad
ciencias sociales + artes de lenguaje
con la oralidad, experiencias
concretras, y investigaciones**



las reglas



la escuela

AGOSTO 2019

Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24



Repasan la oralidad y empeizan la comprensión lectora

calendar-page.com

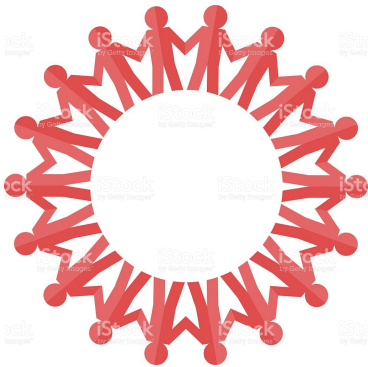
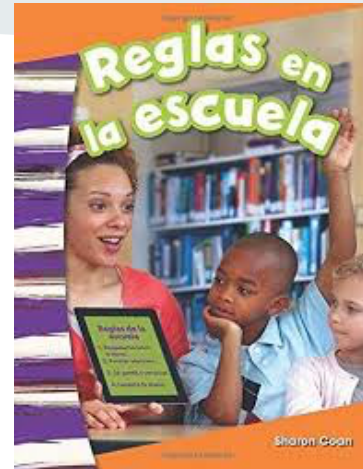
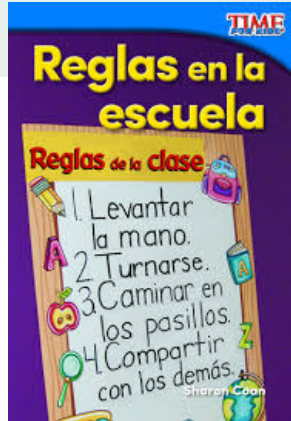
AGOSTO 2019

Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



ciencias sociales y la comprensión
lectora

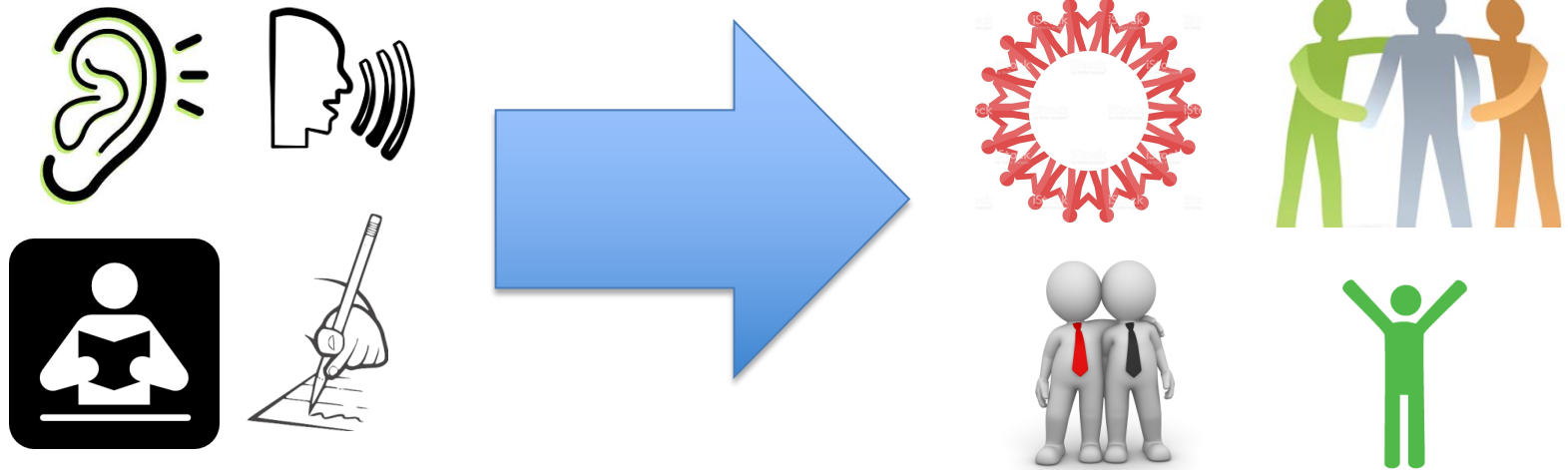
La comprensión de la lectura



La comprensión de la lectura



Se practican los cuatro dominios de lenguaje:



Durante varios días

Reglas en la escuela



Un texto informativo nos da información.

Sharon Coan

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SEPTIEMBRE 2019

DOM	LUN	MAR	MIÉ	JUE	VIE	SÁB
1	2 	3 	4 	5 	6 	7
8	9 	10 	11 	12 	13 	14
15	16	17	18	19	20	21

El proceso de la escritura: ciencias sociales + lectoescritura



Escritura final= la evaluación

Organiza el lugar y la regla que van juntos en la tabla

El lugar es



La regla es



El lugar es

La regla es

La pecera



A: El lugar es_____

B: La regla es_____

Al día siguiente



Un Texto Informativo: Di Algo

Planificar la escritura

El lugar es



E e l c

La regla es



c s

Un Texto Informativo: Escribe Algo

El lugar es

La regla es

Condensed BUF

This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

Grade Level: Kindergarten

Theme/Unit Name: *Las reglas y los lugares d*

Content Area: Social Studies and Spanish Language

Unit 1 Storyline: How do rules keep us safe a

Storyline: In this early kindergarten unit, students will learn about the importance of rules. For example, they will learn that in the library, we must be quiet. At school, they will also learn why the rules are important. They will physically practice these rules in the appropriate situations. (CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.1) sentence frames (CCSS.E

students will engage in shared and independent writing to complete their own ideas within sentences across the school, students will create a poster as well as their individual level of application of CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.W.K.3 sentence frames (CCSS.ELA.LITERACY.W.K.3.1) students will engage in shared and independent writing to complete their own ideas within sentences across the school, students will create a poster as well as their individual level of application of CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.W.K.3

Content Big Idea: I want my students to understand that as community members have responsibilities such as following rules in order

Unit Storyline

les in certain school-specific places (in Spanish). For while seated (D2.Civ.12.K-2). As they learn the rules of of society in general (D2.Civ.3.K-2). They will us settings learning the rules ous settings to writing through shared writing and ent settings of the school, will begin to apply letter sounds to demonstrate their knowledge of the rules to demonstrate the appropriate behavior as CCSS.ELA.LITERACY.RI.K.1, 2, D2.Civ.3.K-2). through shared writing and g the rules in different settings of the school, nt writing, students will begin to apply letter sounds to (K.3). Finally, to demonstrate their knowledge of the rules d/or dictation to demonstrate the appropriate behavior as RF.K.1, CCSS.ELA.LITERACY.RI.K.1, .14.K-2, D2.Civ.3.K-2).

Second Edition Updated BUF

Unit

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

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

Building Oracy and Background

- Academic Language and ex

Reading Comprehension

- Strategies and elements of literacy

Writing

- Strategies and elements of literacy

Word Study and Fluency

- Areas of word study

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Ex
Listen
Reading,
other langu

Contrastive Analysis

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.

**Unit
Storyline**

Formative Assessment

Effective Biliteracy Strategies



Strategies that develop oracy and background knowledge	Strategies that develop and practice reading comprehension and writing
• Adapted Reader's Theater • Concept Attainment • Field Trip, Experiment, Movie • Fish Bowl • Informal and Formal Word Walls • Pictures • Realia • Sentence Prompts • TPR (Total Physical Response) • Word and Picture Sort	• Anticipation/Prediction Guide • Dialectical Journal • Graphic Organizers • Language Experience Approach • KCN (Know, Confirmed, New Information) Chart • Narrow Reading • Picture Walk • Read Aloud • Say Something/Write Something • Word/Phrase Sequencing

Visit www.teachingforbilitery.com to see videos of biliteracy strategies in action

Strategies that develop oracy and background knowledge

- Adapted Reader's Theater
- Concept Attainment
- Field Trip, Experiment, Movie
- Fish Bowl
- Informal and Formal Word Walls
- Pictures
- Realia
- Sentence Prompts
- TPR (Total Physical Response)
- Word and Picture Sort

	Strategies that develop and practice reading comprehension and writing
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- | | |
|--|--|
| | <ul style="list-style-type: none">• Anticipation/Prediction Guide• Dialectical Journal• Graphic Organizers• Language Experience Approach• KCN (Know, Confirmed, New Information) Chart• Narrow Reading• Picture Walk• Read Aloud• Say Something/Write Something• Word/Phrase Sequencing |
|--|--|

A Look at the Oracy Strategies Used:

- Concept Attainment
- Total Physical Response
- Field Trip
- Sentence Prompts
- Picture Sorts
- Informal/Formal Word Walls

These strategies are effective biliteracy strategies because _____.



A Look at the Reading Comprehension Writing Strategies Used:

- Language Experience Approach (LEA)
- Picture Walk
- Read Aloud with TPR
- Say Something

**These strategies are effective
biliteracy strategies because _____.**



Exit Slip Instructions:

Please write one Aha! on the post – it note.

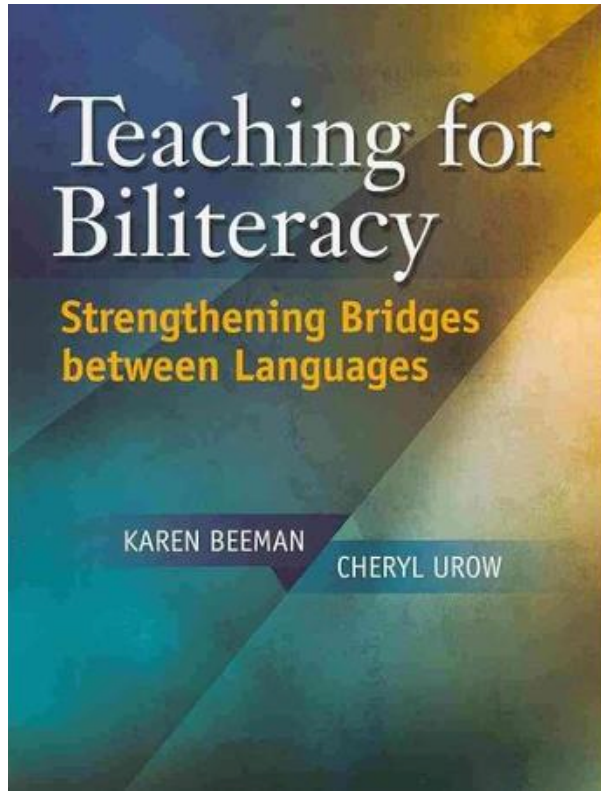


Something I learned about biliteracy instruction is _____.



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Thank you!



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