

Secondary Sample Biliteracy Instruction – Middle School and High School



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Teaching for Biliteracy

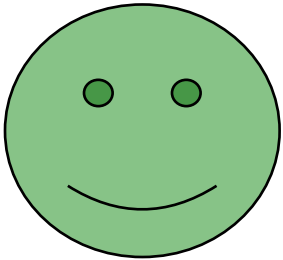
The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks) within 1.5 hours, highlighting those elements that are most different in teaching for biliteracy: the oracy building and the Bridge between languages.

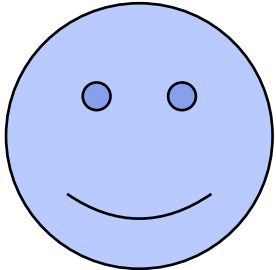
Teaching for biliteracy is different than teaching for monoliteracy.



Student Profiles – Developing Bilinguals



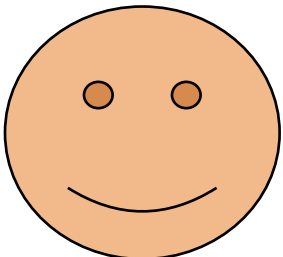
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



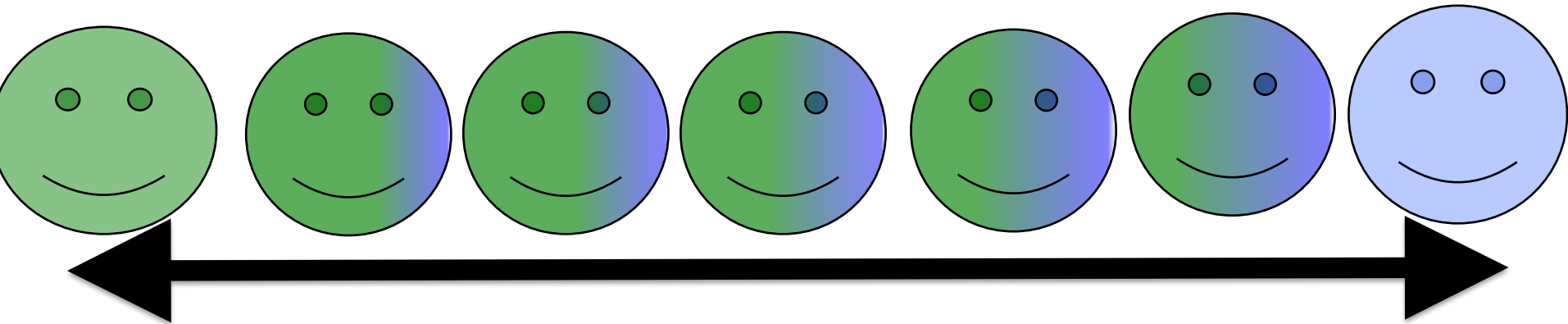
Simultaneous Bilingual



Third Language Speakers



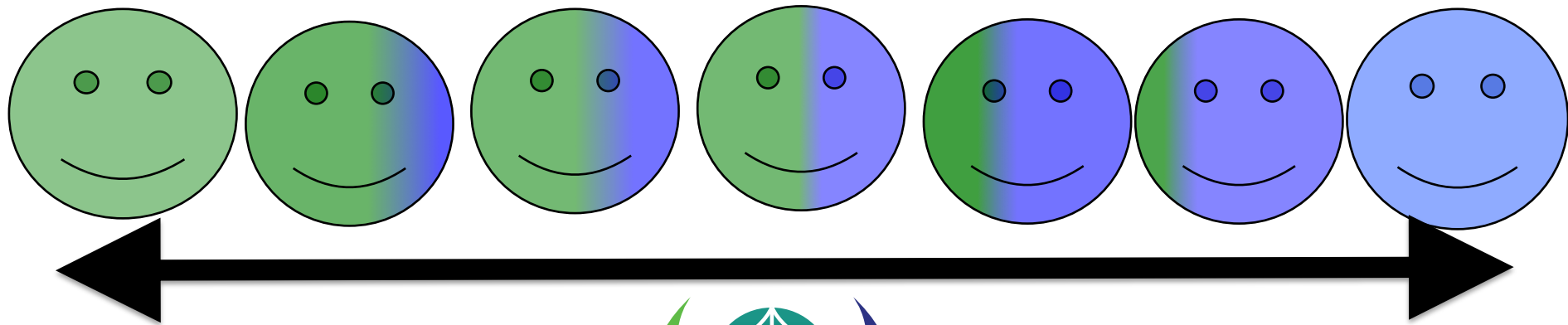
While some students begin biliteracy instruction as monolinguals, and become sequential bilinguals...



Other students
– the majority of ELLs –
enter as simultaneous bilinguals.



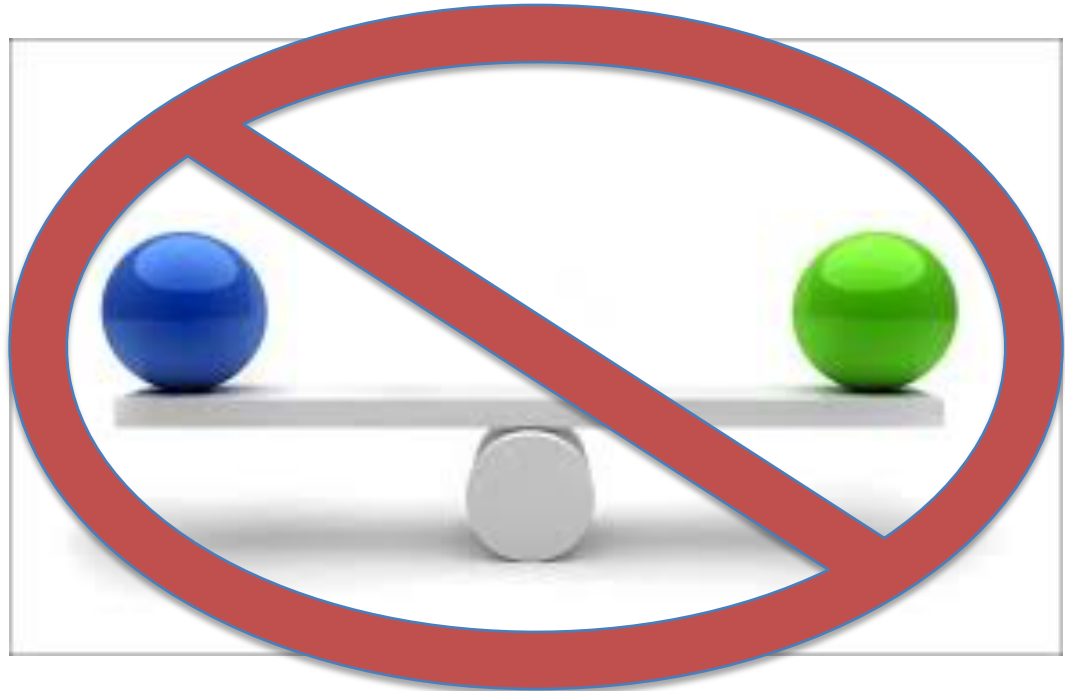
As students engage in biliteracy they
ALL become
developing bilinguals
(bilingual learners)



“Bilingual” does not mean “balanced”.



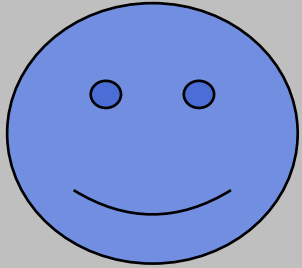
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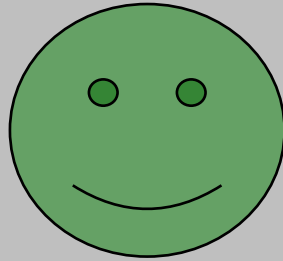
In other words....



Entering the Program in the Upper Grades



No
previous
exposure -
Foreign
Language
Program



New
Comer –
Biliteracy
Program



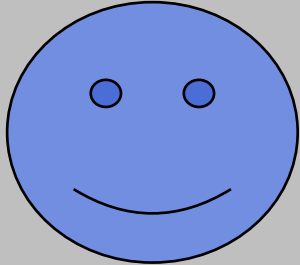
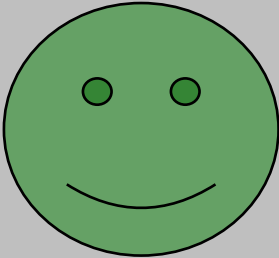
DL or
other
exposure
–
Biliteracy
Program



Heritage
speaker –
Biliteracy
Program

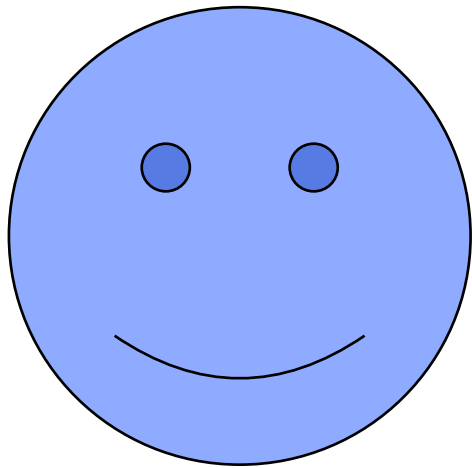


Entering the Program in the Upper Grades

			
No previous exposure - Foreign Language Program	New Comprehension Bilingual Program	DL or	Heritage Speaker – Literacy Program

Developing Bilinguals





- Administrators
- Coaches
- Interventionists
- English-medium teacher



Content and Language Allocation Plan

Grade	Spanish Courses	English Courses
6	Language Arts Social Science Art	Language Arts Math Science
7	Language Arts Social Science P.E.	Language Arts Math Science
8	Language Arts Science Drama	Language Arts Math Social Science

8th Grade Student Schedule

	Subject	Language
Period 1	Drama	Spanish
Period 2	Language Arts	Spanish
Period 3	Science	Spanish
Period 4	Math	English
Period 5	Social Studies	English
Period 6	Language Arts	English



The Biliteracy Unit Framework (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			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
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/Practice (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.	



Strategic Pairing and Grouping



Self Assessment

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 Alcanzando
ESCUCHAR	- Señalar dibujos, palabras o frases indicados - Seguir instrucciones orales de un paso - Emparejar declaraciones orales con objetos, figuras o ilustraciones	- Clasificar dibujos u objetos siguiendo las instrucciones verbales - Seguir instrucciones verbales de dos pasos - Emparejar declaraciones verbales con objetos, figuras o ilustraciones	- Localizar, seleccionar y ordenar información que proviene de descripciones orales - Seguir instrucciones verbales de paso múltiples - Clasificar o secuenciar información oral usando dibujos u objetos	- Comparar y contrastar funciones y relaciones de acuerdo a información oral - Analizar y aplicar información oral - Identificar causa y efecto en discurso oral	- Sacar una conclusión de información oral - Construir modelos basados en discurso oral - Hacer conexiones en información oral	
HABLAR	- Nombrar objetos, personas y dibujos - Contestar preguntas (quién, qué, cuándo, dónde, cuál)	- Preguntar - Describir dibujos, eventos, objetos y personas - Reformular y decir hechos	- Formular hipótesis y hacer predicciones - Describir procesos - Recontar cuentos o eventos	- Discutir cuentos, cuestiones, y conceptos - Hacer presentaciones orales - Ofrecer soluciones creativas a cuestiones o problemas	- Participar en debates - Explicar fenómenos, dar ejemplos y justificar respuestas - Expresar y defender puntos de vista	
LEER	- Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente - Identificar conceptos de la organización de letras y elementos de textos	- Localizar y clasificar información - Identificar hechos y mensajes directos - Seleccionar patrones de lenguaje asociados con hechos	- Secuenciar dibujos, eventos y procesos - Identificar ideas principales - Usar pistas del contexto para determinar el significado de palabras	- Interpretar información o datos - Encontrar detalles que apoyan las ideas principales - Identificar figuras retóricas y relaciones entre palabras	- Realizar investigaciones para reunir información de fuentes múltiples - Sacar una conclusión de texto explícito e implícito	
ESCRIBIR	- Etiquetar objetos, dibujos, diagramas - Dibujar respuestas a instrucciones - Producir íconos, símbolos, palabras y frases para comunicar un mensaje	- Hacer listas - Producir dibujos, frases, oraciones cortas y apuntes - Dar información pedida por instrucciones orales o escritas	- Producir textos básicos de estilo narrativo o informativo - Comparar y contrastar información - Describir eventos, personas, procesos	- Resumir información de representaciones gráficas o apuntes - Corregir y revisar escritura - Crear ideas originales o respuestas detalladas	- Aplicar información a contextos nuevos - Reaccionar a múltiples géneros y discursos - Redactar varias formas/géneros de composiciones	

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research

El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen).
Esto se debe considerar al usar ésta información.



Las normas para participación

- Respetar los regionalismos.
- Practicar la circunlocución.
- Evitar el cambio de códigos.
- ¿Cómo se dice... en español?
- Ser responsable para nuestra participación.



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

Reading Comprehension

- Strategies and balanced literacy routines

Content Area Instruction

- Inquiry Investigations
- Experiments
- Experiences

Writing

- Strategies and balanced literacy routines

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/Practice (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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Summative Assessment

El tema

“Uno nunca sabe lo que tiene hasta que ya no lo tiene.”



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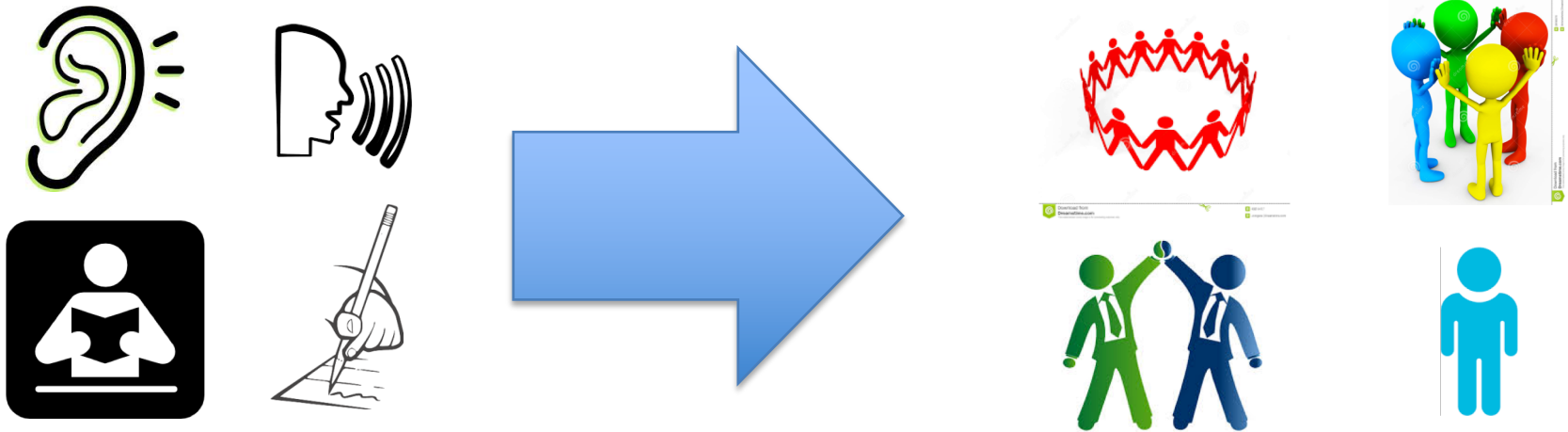
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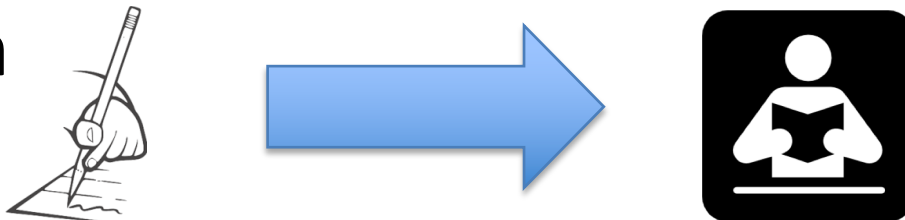
Formative Assessment

Durante el enfoque de lectura:

1. Se practica los cuatro dominios de lenguaje:



2. La escritura en esta etapa se enfoca en el estándar 8 – responder a la lectura – no en una redacción



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Formative Assessment

Propósito del puente



- Transferir el lenguaje académico al nivel del discurso
- Practicar el análisis contrastivo – comparar y contrastar los lenguajes



El Puente - The Bridge



Español

English



Participating in Biliteracy Instruction

- What allowed you, as students, to access instruction?
 - I was able to access instruction because....



- How did the students participate? What did the teacher do?
 - The students...
 - The teacher...



Participating in Biliteracy Instruction

- What is the expectation of language use in the classroom?
 - The expectation of language use in the classroom is...



Participating in Biliteracy Instruction

- How was the rigor of the standards evident during instruction?
 - The rigor of the standards was evident in that...



Participating in Biliteracy Instruction

- How is this instruction similar to or different from instruction seen at your school?
 - I was able to access instruction because....



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.

Unit Storyline:

In this unit, students will be exposed to a variety of traditional folktales from various Latin American countries. These folktales, often told to children as they are growing up, are traditionally used as a way to explain why it is important to “behave”. While many of these folktales are familiar to children across the regions (making their theme universal), each specific geographic area adds their own details, dialect, and regionalisms to the story – making the story unique. The folktales selected represent the diverse demographics of the classroom, therefore providing a sense of familiarity to students with Hispanic heritage. As students read and more closely analyze the various folktales, they will cite the textual evidence and make inferences (CCSS.ELA-LITERACY.RL.8.1) about the theme of the folktales, how the theme is developed over the course of the text, and provide an objective summary of the text (CCSS.ELA-LITERACY.RL.8.2). Students will also analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor (CCSS.ELA-LITERACY.RL.8.6). As a result of the textual analysis of the folktales, students will then create their own, unique folktale written as a narrative (CCSS.ELA-LITERACY.W.8.3) in which a universal theme is explored. As with the folktales analyzed as mentor texts, the theme of their narrative will be figuratively revealed through dynamic scenes in which the interplay between the characters, setting and plot of the narrative provides sufficient details for the reader to infer the theme.

GRADE LEVEL: 8th Grade

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to:

- determine the theme of a text and analyze its development over the course of the text
 - analyze how differences in the points of view of the characters and the audience create effects such as suspense
- in order to write a narrative (folk tale) with a universal theme (or lesson).

Building Oracy and Background Knowledge

- Talk with a Partner – “*Mi mamá me decía algo similar. Ella me decía...*”
- Adapted Reader’s Theater (ART) – specifically to review the following words:
 - *El tema*
 - *El cuento*
 - *Los detalles*
 - *Universal*
 - *Aplicar a través de*
 - *Culturas*

Formative Assessment

Reminders for Tomorrow

- Breakfast will be served at 7:30 AM
- Session will begin promptly at 8:30AM

Thank you!

