

Thursday, June 27, 2019

What instructional practices support biliteracy (strategies for oracy, reading, writing, and word study in both languages)

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 4 <i>Planning the Strategic Use of Two Languages</i> p. 48-50 P. 41-52	BUFs-> http://www.teachingforbiliteracy.com/bufs/ • Samples ○ BUFs that accompany the book ▪ 1st grade: La familia ▪ 3rd grade: Personification ▪ 4th grade: Regions of the U.S. ▪ SNS High School: Folk Tales ○ Exemplary BUFs that include one week of lesson plans: ▪ K-1: Self/Story of my Life (Literacy and Social Studies) ▪ 4th Grade: Immigrants Past and Present • Big Ideas • Tips on Writing BUFs: Biliteracy Curriculum in 10 steps Resources -> Book Study Guides – Chapter 4
Chapter 6 <i>Strategies That Support the Development of Background Knowledge and Formal Language,</i> pp. 80-84	Videos-> • Español - then scroll down to “Biliteracy in Action” – Science and Spanish Language Arts Fourth Grade” – this video has examples of the following strategies: ○ Concept attainment ○ Partner talk ○ TPR (Total Physical Response) ○ Fishbowl • Español – “Biliteracy Unit in 2nd Grade” – this video features ○ TPR ○ Fishbowl ○ Language supports • Español – “Mezclas y soluciones” – This video features ○ TPR

Chapter 6 (cont.) <i>Strategies That Support the Development of Background Knowledge and Formal Language</i>, pp. 80-84	About -> • Blogs -> ○ Beginning with Biliteracy - Un buen comienzo (partes 1, 2 y 3) ○ Shifting Toward a Multilingual View of Biliteracy - Building Background Knowledge and Oracy (parts 1 & 2) ○ Where to I fit in - Literacy Improvement Series: Oracy Development Resources -> Book Study Guides – Chapter 6
Chapter 7 Reading Comprehension	Resources -> Book Study Guides – Chapter 7
Chapter 8 Writing: A Multilingual Perspective	Resources -> Book Study Guides – Chapter 8
Chapter 9 Word Study and Fluency: The Dictado and Other Authentic Strategies	About -> • Blogs -> ○ Coach's Corner: El dictado interactivo En Español - > Métodos autenticos Resources -> Book Study Guides – Chapter 9

Teaching for Biliteracy: Strengthening Bridges between Languages	
Chapter and Key Point	In other words, what this key point/these key points mean, is...
Chapter 6, p. 78 – Key Point 1	
Chapter 7, p. 88 – Key Points 1 & 2	
Chapter 8, p. 99 –Key Point 2	
Chapter 9, p. 114, - Key Points 1 & 2	
All of these key points...	

Biliteracy Strategies

Page numbers refer to the text *Teaching for Biliteracy: Strengthening Bridges between Languages*

- Allow for the active and meaningful participation of ALL students, regardless of language proficiency or academic achievement.
- Build on and enlarge both receptive and productive content area vocabulary and language structures.
- Build on and expand background knowledge.
- Increase student-student interaction and decrease teacher talk.

Adapted Reader's Theater – p. 81

Purpose: Oracy and Background Knowledge

- 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:

Adapted Readers' Theater, or ART, is, as the name implies, an adaptation of readers' theater.

- The teacher summarizes or paraphrases a text while the students act it out. In some ways, it is very similar to TPR
- Through the teacher's narration and the interaction and movement of the students, the concepts and vocabulary are previewed.
- Students act out the story with the teacher either silently or joining into the narration using the key academic vocabulary.

Example:

Using immigration as a theme, the teacher would paraphrase the text – the social studies book or other resource – that the students will be reading. As she narrates, she uses language that will be comprehensible to her students, and introduces new vocabulary supported by pictures or realia. The students can be engaged in acting out gestures associated to the big ideas of the theme.

TPR – Total Physical Response – p. 81

Total Physical Response (TPR) developed by James Asher (1982) Learning another language through actions: The complete teachers' guidebook.

Purpose: Developing Oracy and Background Knowledge

To make academic vocabulary comprehensible by attaching a kinesthetic gesture to key words or phrases.

Description: Initially, the method was designed primarily for students in the early stages of language acquisition. Since commands can be made comprehensible to students with very limited language, Asher used commands as the basis for TPR. The teacher or a more proficient student gives a command, demonstrates the command, and then students respond physically to the command. Because students are actively involved and not expected to repeat the command, anxiety is low, and student focus is on comprehension rather than production. Hence, they demonstrate comprehension before their speaking skills emerge.

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.

TPR is very versatile and can be adapted to many different language proficiency levels, including use with highly proficient students where the focus is on comprehension of academic language. Adaptations include having students come up with a gesture that matches a key vocabulary word (revolution, setting, upper case, exclamation mark...)

Concept Attainment – p. 52-56; 81-82

Purpose: Oracy and Background Knowledge

- To provide students with an experience where they describe and identify a concept through an interactive, teacher-led process that is deductive.
- To elicit student language about a concept they know, and to use that language to describe a new concept.

Description:

Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher centered – and abstract - approach, where the teacher tells the students the concept they will be studying, and then describes the concept to the students.

Example:

- The teacher shares illustrations in two columns, Column A and Column B.
- As she shares these illustrations, students use sentence prompts to identify the shape (What is it? It is a square), and to identify what happens to it (What happened to it? Its border changed colors) from Column A.
- The same happens with Column B where the shapes are filled in. Students talk in pairs using these prompts, and the teacher records their descriptors of what has happened to the shapes.
- Once enough descriptions have been shared, the teacher explains that Column A is called Perimeter, and Column B is called Area.
- Because the students described and identified each concept, they understand its meaning without the teacher having to explain or lecture.
- •TPR can be added after the concept has been attained (all students “show” perimeter by drawing a square in the air, and area by coloring it in.)

Example of sentence prompts used along with Concept Attainment

- Creo que todos los elementos del Concepto A se refieren a...
- Lo que tiene en común los elementos del Concepto B es...
- Estoy de acuerdo porque...
- No estoy de acuerdo porque...
- I think that all the examples in A refer to...
- The thing that all the examples in B have in common is...
- I agree because...
- I disagree because...

Fishbowl – p.82

Purpose: Comprehensible Context and Modeling (can be adapted to different parts of the framework)

- To model both the language and behavior you expect of students in pair or group work
- To provide the teacher with a tool for teaching students how to do an activity or how to apply a new skill without a long, drawn-out explanation by the teacher.

Description:

- Students are selected to be in the center of the class, and the other students gather around the selected students and observe their actions - as if they were in a fishbowl.
- Rather than explain to the students how to do a cooperative activity or a center activity, the teacher puts the selected students in the “fishbowl”.
- All the other students gather around to observe these students as she walks the “fish” through the activity. In addition to modeling the behavior, the “fish” also model the language the teacher wants the students to use.
- The teacher narrates the students through the activity, posting sentence prompts where necessary. At this point the students, with help from the teacher, are modeling both the language and the behavior that the other students are to emulate when they participate in the small group or pair activity once the fishbowl has concluded.
- After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. The “fish”, along with the teacher, walk around the room and help students with the activity.
- Selecting students who usually seek negative attention and may not do well in semi-supervised pair or group work to be the fish turns them into teacher’s helpers and directors of good behavior.

Word Sort – p. 83

Purpose: Developing Oracy and Background Knowledge, Pre-Writing and Post-Writing

- To focus on higher level thinking by finding connections among words or classifying words into categories that are either closed (What I know, I think I know, I do not know) or open.
- As a pre-reading activity, the word sort provides the teacher with the opportunity to assess students' understanding of the key academic vocabulary, while at the same time providing a lowstress environment for teaching that key vocabulary.

Description

- Pairs of students are asked to categorize words (or pictures, or realia) either into predetermined categories or into categories of their own choosing.
- Predetermined categories are known as closed word sorts, while the latter is an open word sort. In pairs, students are asked to categorize a set of words.
- Because it is a pre-reading activity, there is no expectation on the part of the teacher that the students will categorize the words “correctly” or in a way that reflects the content to be taught. If the students are involved in an open word sort, they can categorize the words in any way they would like, as long as they can explain their categorizations.
- If it is a closed word sort, the categories the teacher provides to the students must be comprehensible to the students.
- Sentence prompts can be used to structure oral language and to help students focus on the words.
- Make a list of 8-10 words from the unit/lesson. The words should be key concepts, main ideas, topics that you want to be sure that the students understand.
- Add any other difficult words that your students will encounter in the reading passages of the text.
- Look at the list of your words. Figure out what categories you might use if you were going to put these words in some sort of order.
- Add a few more words that will help connect the list of words and/or help fit the words in categories. These words may be “easy” or common sense words that will simply offer clues to the students.
- For primary grades keep list to 8-10 words.
- For older students 15-20 words work well in a word sort.

Sample Sentence Prompts for a Closed Word Sort

- Yo se que esta palabra se refiere a...
- Creo que esta palabra se refiere a...
- No sé que quiere decir esta palabra. ¿Tú?

- Estoy de acuerdo.
- No estoy de acuerdo porque...

Sample Sentence Prompts for a Closed Word Sort

- I know that this word refers to...
- I think this word refers to...
- I don't know the meaning of this word. Do you?
- I agree.
- I disagree because...

Language Experience Approach – p. 57-60; 94; 104-106

Purpose: Reading Comprehension and Writing

- To help students learn to read using their own words.
- To teach writing conventions
- To focus on reading skills while building on student oral language.
- To develop comprehension

Description

- Students experience something meaningful together (conduct an experiment, act out a story).
- The students tell the teacher about the meaningful experience.
- Using sentence prompts and elbow buddies, the teacher asks pairs to suggest sentences as part of the telling.
- The teacher writes down what they say.
- The LEA is based on personal experiences and is developed by students, resulting in highly meaningful and comprehensible reading materials.
- Applications of LEA can be used with many different kinds of activities and are applicable for all proficiency levels.

Say Something/Write Something - p. 95

Purpose: Reading Comprehension and Writing

- To support student comprehension by structuring their discussions and/or writing about the text they are reading.

Description:

- Students choose a selection to read.
- Students select their reading partner.
- Partners decide (or the teacher does ahead of time) how much of the text to read silently before stopping to “Say Something”.
- Students comment on what was read, author’s style or tone, comprehension problems, personal connections, what the passage made them think of, images that came to mind, etc.
- Process is repeated.
- This can also be done in a large group when teacher is reading aloud and stops for quick oral responses
- The teacher can use the same process when showing a short video clip as a pre- reading activity

To add writing: Ideally done after speaking with others, students write their comments about the text. Sentence prompts can be used to help them write and stay focused. The writing can also be done at home as an extension or processing activity.