

Sample Biliteracy Instruction

3rd- 8th grade

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Teaching for Biliteracy



The purpose of this afternoon's session

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

- the integrated, interdisciplinary nature of the units
- standards-based 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...



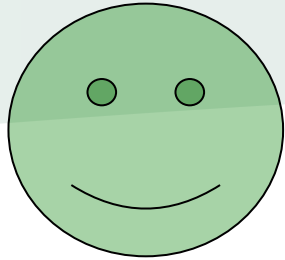
What is the linguistic profile of your students?

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

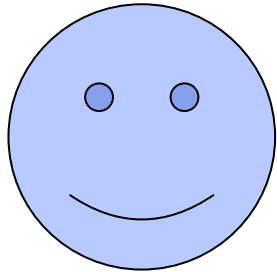
- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



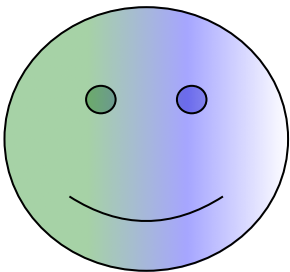
Student Profiles of Developing Bilinguals:



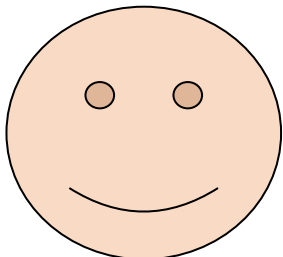
Language Minority Sequential Bilingual



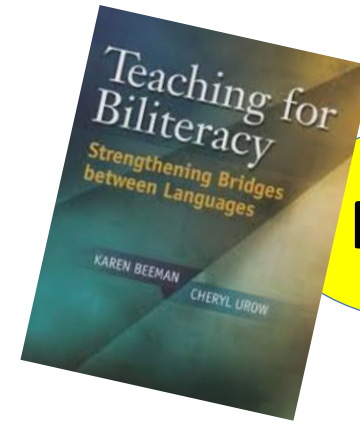
Language Majority Sequential Bilingual



Simultaneous Bilingual



Language Minority Sequential Bilingual



PAGE 3



The student experience

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 – See pp.95-97, <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

Students are learning
_____ in Spanish.

Students are learning
_____ in English.



Sample Biliteracy Instruction

4th grade – Day 1



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4-5

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Matching oral words and phrases to content-related pictures or objects - Identifying the topic in oral statements	Process recounts by - Classifying time-related language in oral statements (<i>e.g., present, past, future</i>) - Connecting the context of narratives (<i>e.g., the who, what, when, & where</i>) to illustrations	Process recounts by - Identifying the beginning, middle and end in oral retelling of a text - Following tasks and directions retold by peers	Process recounts by - Sequencing events or steps based on oral reading of informational text - Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>)	Process recounts by - Identifying related information from multiple sources presented orally - Recognizing the key historical, scientific or technical language used in a mini-lecture	Process recounts by - Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations - Differentiating similarities and differences of information presented through multimedia and written text
		GN		MF	JH	
SPEAKING	Recount by - Stating key words and phrases associated with the content using visual or graphic support - Communicating personal experiences orally	Recount by - Retelling short stories or content-related events - Stating procedural steps across content areas	Recount by - Presenting detailed content-related information that has been rehearsed - Stating main ideas in classroom conversations on social and academic topics	Recount by - Giving content-related oral reports - Sequencing steps to solve a problem	Recount by - Conveying personal and content-related experiences in a team - Using technical and specific vocabulary when sharing content information	Recount by - Summarizing discussions on content-related topics - Expanding on topics with descriptive details using varied vocabulary
		MF	GN	JH		

*Except for Level 6, for which there is no ceiling.



Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites, software programs) • I • V

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Some supports are specific to the language of a content area. Figure 3H expands the notion of a sensory support by giving specific examples for ELP standards 2 through 5. The use of these supports in activities, tasks and projects helps promote the development of student language proficiency.

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Aerial & satellite photographs Video clips

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In addition to reflecting a balanced literacy pedagogy, **teaching for biliteracy** always includes scaffolding for language learning.

You will experience language scaffolding this afternoon.

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



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

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



Unidad 2- octubre 2019

lunes		martes		miércoles	
La oralidad y escritura		Repasar la oralidad Experimentar 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	



Lectura Guiada

¿Por qué nos cuesta empujar cosas sobre un piso?

**Predigo que este artículo
tratará de...porque...**

**Una pregunta
que tengo
es...**



¿Por qué nos cuesta empujar cosas sobre un piso?

- Predigo que este artículo tratará de...porque...
- Una pregunta que tengo es...
- En otras palabras...



Lectura Guiada

¿Por qué nos cuesta empujar cosas sobre un piso?

Cuando aplicamos una fuerza para intentar deslizar un objeto sobre una superficie, experimentamos que hay cierta oposición a comenzar a moverse, y es hasta que aumentamos un poco más la fuerza cuando logramos moverlo sobre la superficie. Ese efecto de oposición al movimiento se llama “fricción”. La fricción es entonces una fuerza de resistencia al deslizamiento.

Isaac Newton explicó que para cada acción de una fuerza hay siempre una que se le opone. **A este principio se le conoce como la tercera ley de Newton acerca del movimiento de los cuerpos.*



Los lenguajes difieren

Inglés



... “lineal, tolerando poca desviación de la idea única de desarrollo...”

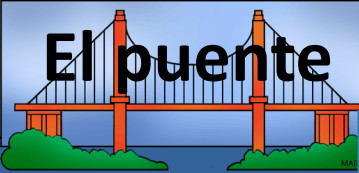
Romance



... “desarrolla una idea con disgresiones que aparecen extrañas y confusas para un angloparlante...”



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



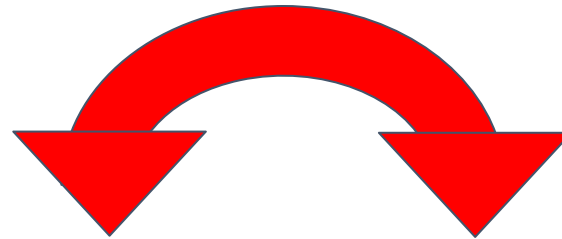
El puente



The Bridge

Has two purposes:

1. Transferring content knowledge

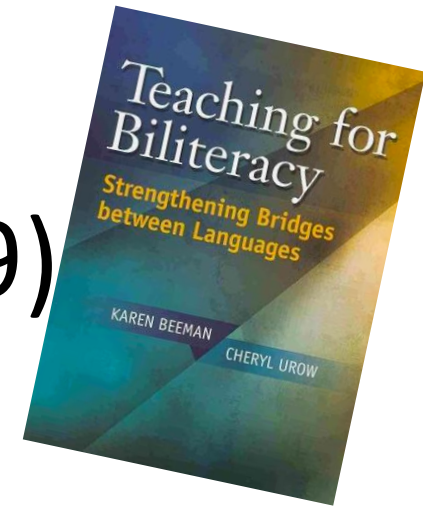


1. Contrastive Analysis



Three Types of Bridges

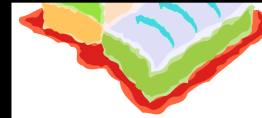
- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)



Metalinguistic Analysis

Languages: English and Spanish

p.
142



phonology

Sound System

sound/symbol correspondence

Sound
/k/
Symbol
c or k or ck

Sound
/k/
Symbol
c or qu

morphology

Word Formation

shared prefixes/suffixes

Suffix -ism
socialism

Suffix -ismo
socialismo

Prefix in-
informal

Prefix in-
informal

syntax/grammar

Sentence Structure

word order

the red car

el carro rojo

pragmatics

Language Use

cultural norms

you

tú
usted

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	4th Grade - Science	s gs
•		
•		
•		
•		

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		
	• 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 • Language Arts Targets • Language Arts Assessment
Building Oracy and Background	• Academic Language and ex	
Reading Comprehension	• Strategies and elements of literacy	Action
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.

Formative Assessment

Unit
Storyline



What is the Unit Storyline?

- A well crafted storyline is written from the standards and supports the Big Ideas, Learning Outcomes, Summative Assessments
- A descriptive summary for a bundle of standards
- Written both at the year-long level and the unit level
- A concrete and realistic expectation of what each unit is about



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)



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
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1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

Sample Content and Language Allocation – Middle School

Grade	Spanish Medium Courses	English Medium Courses
6	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
7	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
8	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus



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...

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								
50%	50%	50%	50%	50%	50%	50%	50%	50%



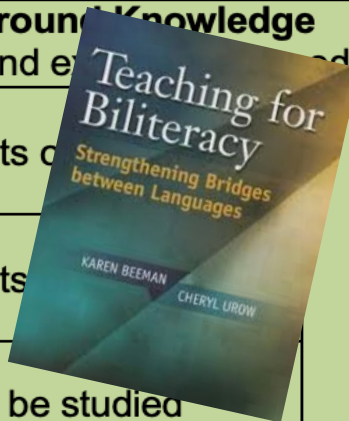
BUF Triangle + Storyline: Backwards Planning

The BUF Triangle found on line will include:

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



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 elements needed for the unit		chapter 6	Formative Assessment
Reading Comprehension • Strategies and elements of literacy		chapter 7	
Writing • Strategies and elements of literacy		chapter 8	
Word Study and Fluency • Areas of word study to be studied		chapter 9	
Summative Assessment		chapter 10	
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.			



“Interactive dynamic engagement that simultaneously develops communicative proficiency and learner autonomy: autonomy in *language learning* and autonomy in *language use* are two sides of the same coin.”



See you tomorrow morning!



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iGracias!

