

PreK-2 Sample Instruction

Biliteracy August Summer Institute

Tuesday, August 6, 2019

Melrose Park, IL



Olga Karwoski, M.Ed.

TeachingForBiliteracyOK@gmail.com

www.TeachingforBiliteracy.com



@T4Biliteracy

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 integrated, interdisciplinary nature of the units
- standards-based units of instruction
- the oracy building
- the Bridge between languages

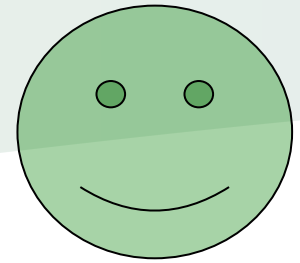
In other words, this afternoon we will...



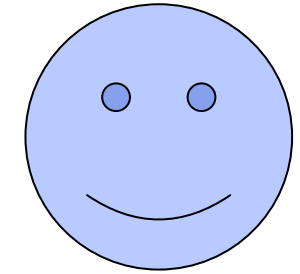
Sample DL Integrated Biliteracy Unit: The Strength Based Perspective



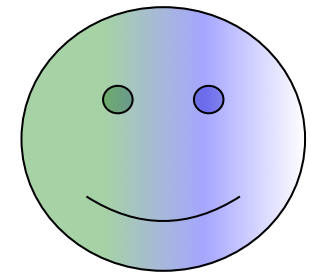
Student Profiles of Developing Bilinguals:



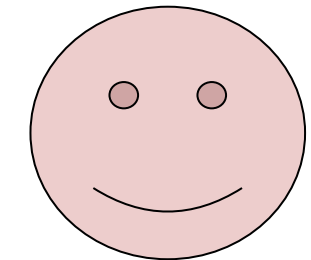
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual



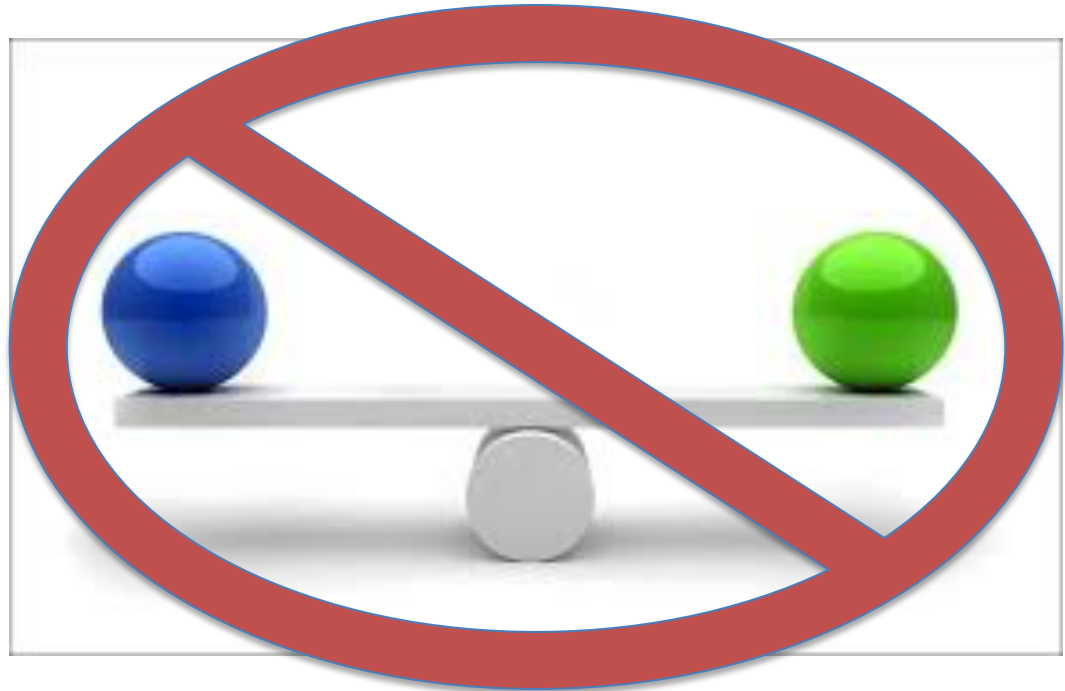
Language Minority Sequential Bilingual



“Bilingual” does not mean “balanced”.



=



In other words....



Sample 50/50 Content and Language Allocation Plan

Sample Language and Content Allocation: 50/50 Program

	Spanish 50%	Bridge	English 50%
Kindergarten 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
First Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math
Second Grade 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
Third Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math
Fourth Grade 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
Fifth Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math



Sample 50/50 Schedule

Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English K-5

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/Dictado	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



Sample 80/20 Content and Language Allocation Plan

Sample Language and Content Allocation Plan: 80/20

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit) Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies



Sample 80/20 Schedule

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

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer’s Workshop • Reading • Word Study • Independent Practice	SPANISH
10:30-11:00 a.m.	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer’s Workshop • Reading • Word Study • Independent Practice	ENGLISH



Strategic Partnerships



How will students be partnered?



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	Level 6 - Reaching
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

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) or software program • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students’ academic 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	Supports related to the language of Social Studies
- 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	- Maps - Globes - Atlases - Computer simulations - Timelines - Multicultural materials - Aerial & satellite photographs - Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

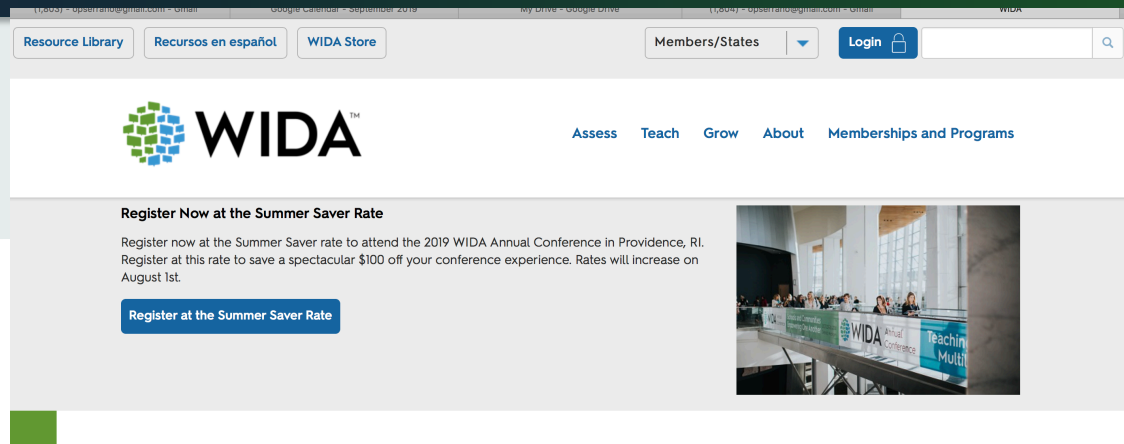
In addition to reflecting a balanced literacy pedagogy, teaching for biliteracy always includes scaffolding for language learning.

You will experience language scaffolding this afternoon.



www.wida.us

- MODEL PK- K
- ACCESS - Assessment
- PODER (Assessment – español)
- SALSA (Spanish LD standards)



Comienza la instrucción con el grupo entero



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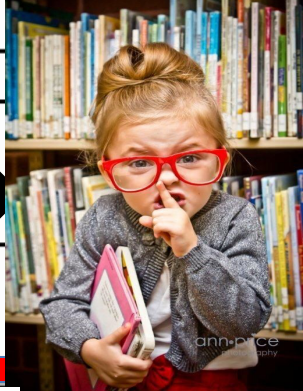
Marco el lenguaje de instrucción



Marco el lenguaje de instrucción



AGOSTO 2019

Do		Mié		Jue		Sáb
						
4		7		8		10
11	12	13 	14	15 	16	17

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

Yo observo



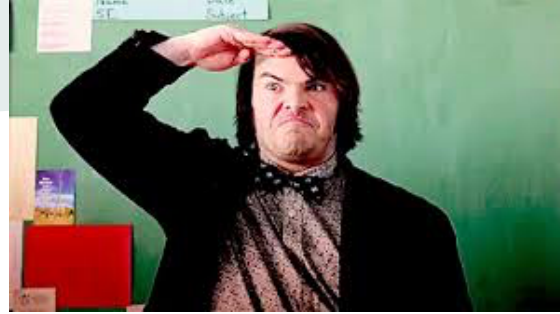


las reglas



la escuela

Las reglas



nos ayudan

a _____

en la escuela.



La experiencia lingüística(LEA)



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¿ Que aprendimos hoy?

¿Cómo lo aprendimos?



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

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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

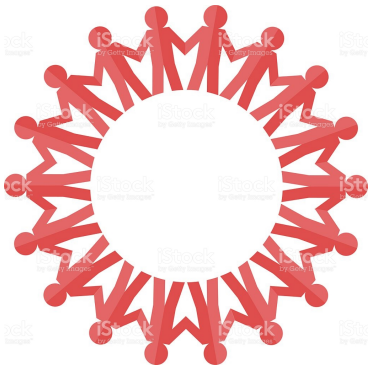
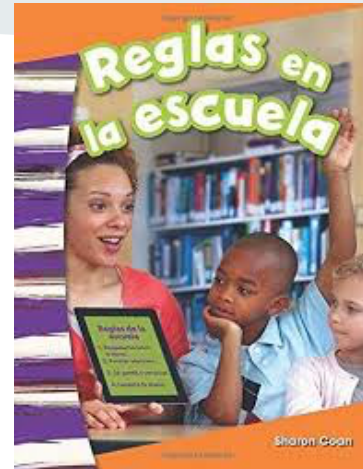
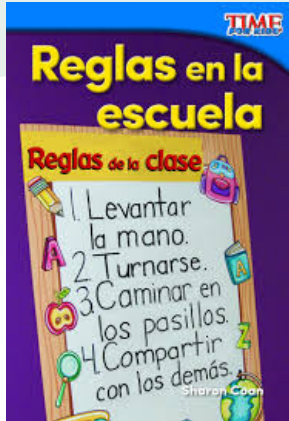


ciencias sociales y la comprensión lectora

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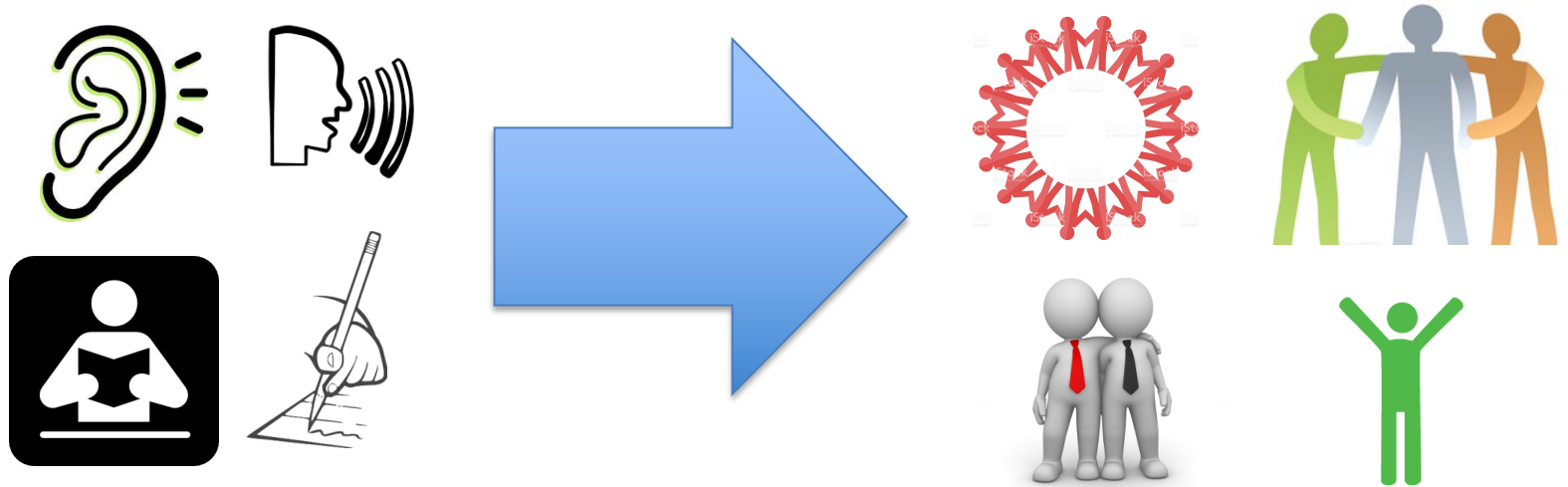
La comprensión de la lectura



La comprensión de la lectura



Se practican los cuatro dominios de lenguaje:



Durante varios días

SEPTIEMBRE 2019

DOM	LUN	MAR	MIE	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

La redacción:

PROCESO DE REDACCIÓN

Planear

Redactar

Revisar

Reescribir

Durante varios días

Dictar y componer textos informativos



El lugar es

La regla es

La pecera



A: El lugar es_____

B: La regla es_____

SEPTIEMBRE 2019

DOM	LUN	MAR	MIÉ	JUE	VIE	SÁB
1	2 X	3	4	5	6	7
8	9	10	11	12	13	14
15	6	17	18	19	20	21
22	23	24	25	26	27	28

Fluidez y estudio de palabras

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Estudio de palabras, lenguaje, y fluidez

En la escuela seguimos las reglas.



Estudio de palabras, lenguaje, y fluidez

1. Las vocales (a, e, i, o, u)
2. Los consonantes (s, l, m, b, p...)
3. Silabas directas (ma, me, mi, mo, mu)



Estudio de palabras – las vocales

A	E	I	O	U
<u>A</u> na	<u>E</u> dwin	Isabel	Olga	Ulyses
reg <u>l</u> as	reg <u>l</u> as	pasillo	pasillo <u>o</u>	qu <u>e</u> damos
				



Estudio de palabras – las sílabas

ma

ma
no



me

me
dormir



mi

mi
nistrar



mo

mo
chila



mu

mu
nicipalidad



SEPTIEMBRE 2019

DOM	LUN	MAR	MIÉ	JUE	VIE	SÁB
1	2 X	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

Evaluación final de la unidad

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SEPTIEMBRE 2019

DOM	LUN	MAR	MIÉ	JUE	VIE	SÁB
1	2 X	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					

Comienza el puente



El Puente - The Bridge

Español

English



2019 SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2 X	3	4	5	6	7
8	9	10	11	12	13	14

**It's time to cross the Transfer Bridge
(This may be over a period of days and is not limited to
just one lesson or one day)**

22	23	24	25	26	27	28
29	30					



Vamos a cruzar el puente



El Puente - The Bridge

Español

English



2019 SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2 X	3	4	5	6	7
8	9	10	11	12	13	14

Continue with the Contrastive Analysis
(This may be over a period of days and is not limited to just one lesson or one day)

22	23	24	25	26	27	28
29	30					



Let's Debrief the Planning for Instruction



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

- Academic Language and experiences need

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

the unit

Area Instruction

ity
tigations
riments

Formative

Integrated instruction begins with
the Standards

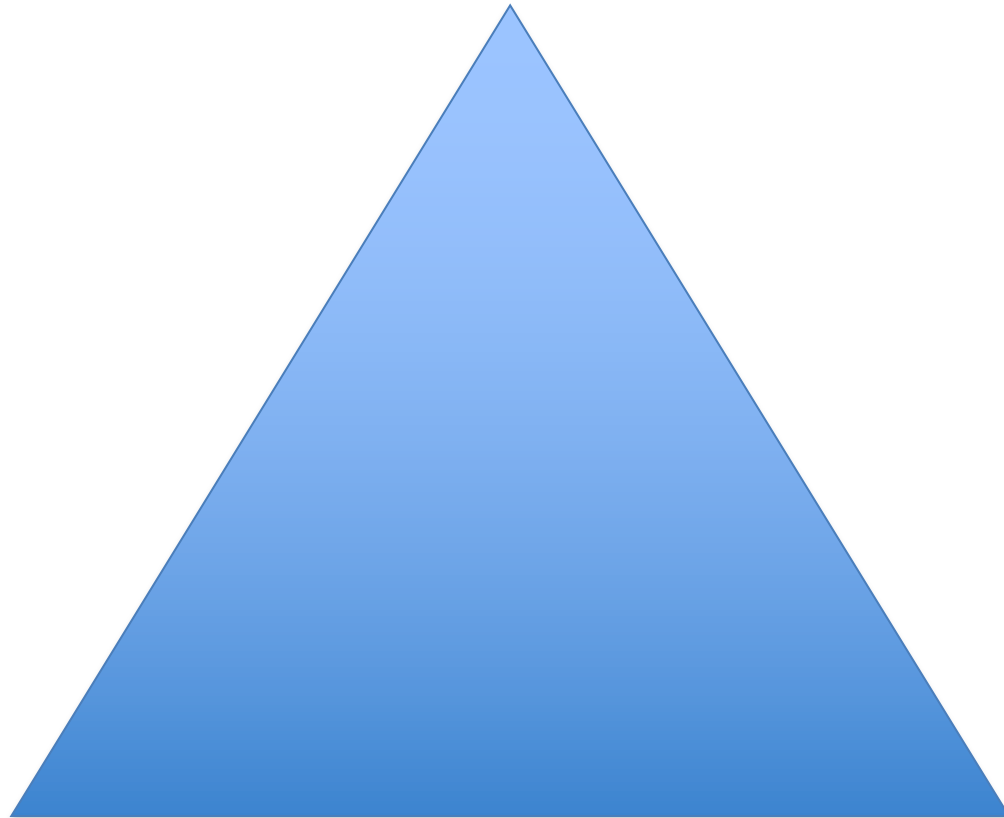
Asi se dice

Reading, and writing in the
other language)

accepts and highlights other areas of
metalinguistics noticed by the students.

ent

BUF Triangle: Backwards Planning



BUF Triangle: Backwards Planning

**Standards
TEKS**

**Summative
Assessments**

**Big Ideas:
Essential Questions
Enduring
Understandings**

**Outcomes
(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

Learning Strategy and Language Development • Academic Language and experiences needed for the unit		
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.

Formative Assessment

Let's Look at the 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 de la escuela*

Content Area: Social Studies and Spanish Language Arts

Unit 1 Storyline: How do rules keep us safe and allow us to learn?

Storyline: In this early kindergarten unit, students will learn the language and purpose of rules in certain school-specific places (in Spanish). For example, they will learn that in the library, we use quiet voices, and in the cafeteria, we eat while seated (D2. Civ.12.K-2). As they learn the rules of school, they will also learn why the rules are important to the functioning of the school and of society in general (D2. Civ.3.K-2). They will physically practice these rules in the appropriate settings, read stories about children in various settings learning the rules (CCSS.ELA.LITERACY.RI. K.1, CCSS.ELA.LITERACY.RI. K.10) and apply rules in various settings to writing through shared writing and sentence frames (CCSS.ELA.LITERACY. W.K.2). Through this inquiry and while experiencing the rules in different settings of the school, students will engage in shared and independent writing. During their shared and independent writing, students will begin to apply letter sounds to writing to complete their own ideas within sentence frames (CCSS.ELA.LITERACY. RF.K.3). Finally, to demonstrate their knowledge of the rules across the school, students will create a poster using a combination of writing, drawing, and/or dictation to demonstrate the appropriate behavior as well as their individual level of application of sounds to writing (CCSS.ELA.LITERACY.RF.K.1, CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.RF.K.3, D2.Civ.12.K-2, D2.Civ.14.K-2, D2.Civ.3.K-2). through shared writing and sentence frames (CCSS.ELA.LITERACY. W.K.2). Through this inquiry and while experiencing the rules in different settings of the school, students will engage in shared and independent writing. During their shared and independent writing, students will begin to apply letter sounds to writing to complete their own ideas within sentence frames (CCSS.ELA.LITERACY. RF.K.3). Finally, to demonstrate their knowledge of the rules across the school, students will create a poster using a combination of writing, drawing, and/or dictation to demonstrate the appropriate behavior as well as their individual level of application of sounds to writing (CCSS.ELA.LITERACY.RF.K.1, CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.RF.K.3, D2.Civ.12.K-2, D2.Civ.14.K-2, D2.Civ.3.K-2).

Content Big Idea: I want my students to understand that community members have responsibilities such as following rules in order to keep all community members safe. For example: In my school community, we walk in a quiet line in the hallway so we can hear all important directions. In the classroom, we raise our hands to speak, to signal we have something to say.

Content / Universal Theme:

If this is a universal theme, there may not be actual standards to list.

College Career and Civic (C3) Life Framework for Social Science:

D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

Writing:

CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading:

CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.

Listening and Speaking:**CCSS.ELA-LITERACY.SL.K.1**

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Language:**CCSS.ELA-LITERACY.L.K.1**

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.

CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.



Standards:**Content / Universal Theme:**

If this is a universal theme, there may not be actual standards to list.

College Career and Civic (C3) Life Framework for Social Science:

D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

Foundational Skills:

CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.

CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.

Writing:

CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading:

CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

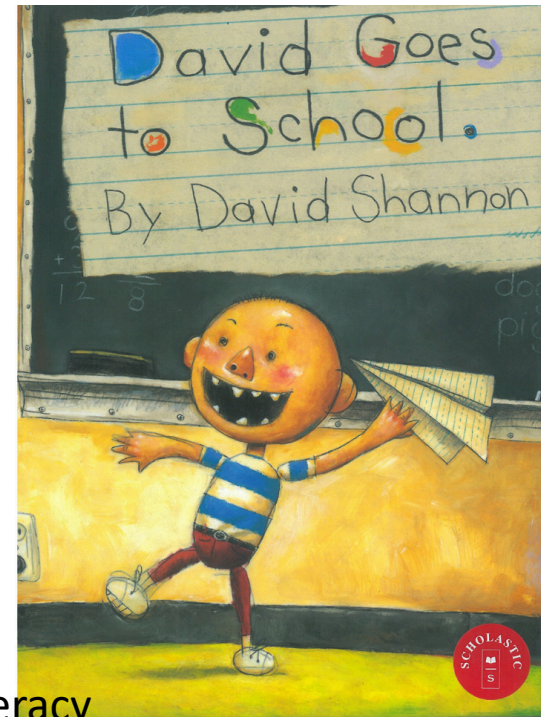


Bridge Extension/Practice

David Goes to School

Read book, review character,
setting, problems.

Let's teach David!



The Bridge – El Puente

Bridge has distinct features:

1. Bridge Transfer Chart (content standards/vocabulary)

2. Bridge Contrastive Analysis

(language, foundational skills standards; phonology, morphology, syntax, pragmatics)

3. Bridge Transfer Practice/Extension

(reading, writing, listening, speaking standards)



What activities were involved in the Bridge process that we demonstrated?

1. Transfer of vocabulary from language of content instruction to other language:

Bridge Transfer Chart

2. **Contrastive Analysis** of two languages using Bridge Transfer Chart and familiar words.

3. **Bridge Extension/Practice** to reinforce vocabulary of Bridge within literacy (reading, writing, listening, and speaking).



Contrastive Analysis

- Comparing/Contrasting the two languages
- Developing awareness of language systems and patterns
- Building linguistic repertoire
- Analyze phonology, morphology, syntax, and pragmatics

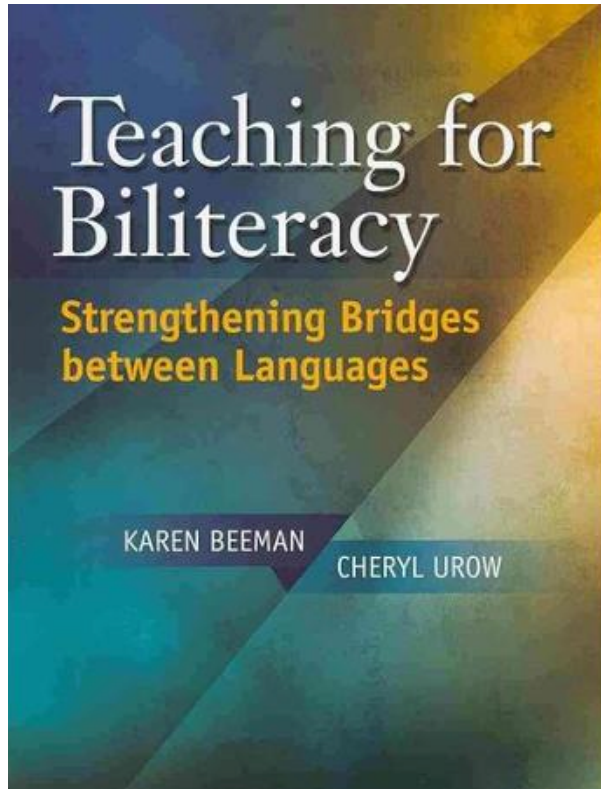


Bridge Extension

- Takes about a week – may spill longer (especially with writing)
- Does not have to happen at the same time in both languages
- Literacy continues to be taught in **both languages every day!** Literacy being taught within Bridge extension activity instead of through content.
- Content instruction is not repeated
- Contrastive Analysis Charts are added to throughout the week and beyond (*blog: Keep the Charts ALIVE!*)



Thank you!



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