Seattle/Issaquah Summer Institute:

Teaching for Biliteracy: Strengthening Bridges Between Languages

Issaquah, Washington

Crystal Ramos

@T4Biliteracy

Teaching for Biliteracy

www.TeachingForBiliteracy.com

Sample Biliteracy Instruction

- Review of the BUF
- Getting to know the students: determining language proficiency levels and pairings
- Sample instruction focused on:
  - Standards
  - Language instruction strategies
  - Content and literacy strategies
  - Oracy building
  - The Bridge and Extension
- Reflection and The Learning Environment

The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 2-4 weeks) within 2 hours, highlighting those elements that are most different in teaching for biliteracy: the oracy building and the Bridge between languages.

In other words, this afternoon we will…

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

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer
Illustration
Side by Side or
Así se dice

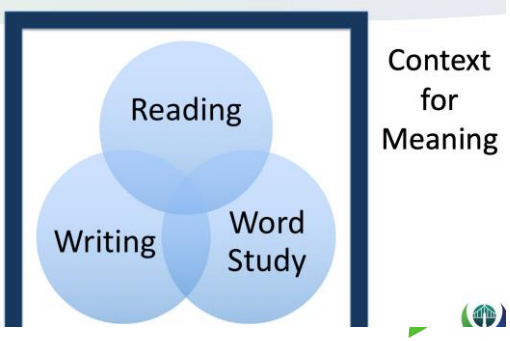
Bridge – Transfer -
Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

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

The BUF….

- Reflects the program’s vision, pedagogy and language and content allocation plan.



1st grade Grade Student Schedule

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	**Science and Language Arts** • Inquiry • Science experiments • Mini lessons • Guided reading • Writing	Spanish
10:00 – 11:15	**Math** • Mini lessons • Small group instruction • Independent practice • Cooperative group work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSR and Intervention	Student Choice
12:15 – 2:00	**Social Studies and Language Arts** • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English

Content and Language Allocation Plan

80/20	Spanish	English
PK-5	Science Social Studies Literacy Math	Literacy

Sample Biliteracy Schedule – 1st Grade (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00-8:30	SSR (Intervention Time)	Student & Teacher choice
8:30– 9:45 (75 minutes)	**Math**: Over the course of a math unit, the students will engage in: • Oracy development • Math concepts and skills Reading and Writing as applied to Math	Spanish
9:45 – 12:00 (135 minutes)	**Alternating Social Studies and Language Arts and Science and Language Arts**: Over the course of an integrated unit, the students will engage in: • Oracy Development • Social Studies experiences OR Science experiments • Whole Group Mini-Lesson • Reading with a focus on comprehension • Writing • Independent practice • Word Work/Dictado	Spanish
12:00-1:00	Lunch and Recess	Student choice
1:00-1:45 (45 minutes)	**English Language Arts/English Language Development**: Over the course of a unit, the students will engage in: • Oracy development • Guided practice • Reading with a focus on comprehension • Writing • Word study	English
1:45-2:45	Specials	An equal amount of specials time is offered in Spanish as in English

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The BUF Integrates Content (or Universal Theme) with Language Arts

- Let’s look at your condensed BUF
- Find the NGSS standards this unit addresses
- Find the CCSS Language Arts standards this unit addresses

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: 1st Grade

Content Big Idea: I want my students to understand that:

1- All living things go through a life cycle

a. The butterfly starts off as an egg, turns into a chrysalis, hatches and becomes a butterfly.

b. The plant starts off as a seed, it grows roots, a stem, leaves and flowers and the seed falls and the cycle continues.

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

1. Identify the main ideas and key details in a text
2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

in order to be able to write a fact sheet (informational text) about the cycle of living things

Building Oracy and Background Knowledge

- Adapted Readers Theatre (ART) including the following words:
  - *la mariposa*
  - *la oruga*
  - *el huevo*
  - *la crisálida*
  - *pone*
  - *crece*
  - *come*
  - *se convierte*
  - *nace*
- Picture sort using the same images from the ART
  - *Creo que esta tarjeta representa…*
  - *Estoy de acuerdo porque…*
  - *No estoy de acuerdo porque…*
  - *Mil gracias. Ahora es tu turno.*
  - *Al principio…*
  - *Primero…*

Formative Assessment

- *Después de eso...*
- *Luego*
- *Casi al final...*
- *Al final*

Reading Comprehension

Instruction focusing on the following standards:

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Balanced Literacy Routines and Strategies Include:

- Mini Lessons
- Independent Reading & the Write Something Strategy
- Small group instruction (strategy groups)
- Conferring
- Talmudic Style Reading
- Interactive Read Aloud

Writing

Instruction focusing on the following standards:

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Balanced Literacy Routines and Strategies Include:

- Mini Lessons (including teacher modeling)
- Shared Writing
- Independent Writing
- Small group instruction
- Conferring

Content Area Instruction

Instruction: Students will engage in inquiry through experiments. Students will engage in viewing the butterfly life cycle in its entirety. The students will have caterpillars to observe through the stages and then using mallow leaves, can see the cycle happen with the laying of eggs from the butterfly. Students will use a scientific notebook to record their observations, record data and findings.

Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students), inquiry.

Possible Teaching Points: The teacher or PLC should identify and sequence the teaching points that will be taught based on student and group needs. There is a possibility that this will change yearly as student needs differ from year to year and class to class. However, teaching points should be dedicated to all Science standards across all practices. Examples include:

When studying life cycle patterns of the butterfly and plant, it is important to:

(Standards come from the Science Practices from the NGSS)

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking

Word Study and Fluency • CCSS.ELA FOUNDATIONAL SKILLS RF.3 • Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras. • CCSS.ELA FOUNDATIONAL SKILLS RF.3g Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n). • CCSS.ELA LANGUAGE.RL1e Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).	6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Summative Assessment

After students have learned about the varieties of life cycles of animals and plants and how they are similar and different. (LS.1, PRACTICES 1-8, and after they have read a variety of informational texts about the life cycles of living things, focusing on identifying main idea and key details in the text CCSS.ELA-LITERACY.RI.1.1 and 1.2 and focused on text features CCSS.ELA-LITERACY.RI.1.5, students will write a fact sheet about how the life cycle of the butterfly and plant have unique patterns.(CCSS.ELA-LITERACY.W.1.2)

The informative fact sheet will include a:

- A description of the butterfly and plant life cycle and how they are unique, similar and different. (CCSS.ELA.LITERACY.W.1.2, LS.1, PRACTICES 1-8)
- A topic that demonstrates the content (CCSS.ELA-LITERACY.W.1.2).
- Facts and or Details about the topic (CCSS.ELA-LITERACY.W.1.2).
- Provide a sense of closure (CCSS.ELA-LITERACY.W.1.2)

Bridge – Transfer	**Bridge – Transfer - Extension** (includes: Listening, Speaking, Reading, and Writing in the other language).	**Bridge – Contrastive Analysis**
Transfer (side by side) • **Review the Adapted Reader's Theater (ART) with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this ART may have been changed and/or elongated).** • **Ask students to discuss with a partner the important words**	1. The teacher will use an Adapted Readers Theater on the Hungry Caterpillar 2. The teacher will incorporate some of the words that were presented in the transfer	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. **Possible Contrastive Analysis**

they learned throughout the unit (in Spanish).

- Elicit and list the important words that students generate in green on the left side of a t-chart.
- Using the same movements and pictures, show students how to say the words in English.
- Have students practice the words with the movements in English.
- List the English words that students generate (based on what the teacher modeled) in blue next to the corresponding Spanish word

Anticipated Bridge Chart:

Español	English
la mariposa	The butterfly
La oruga	The caterpillar
Los huevos	The eggs
La planta	The Plant
El ciclo	The cycle
La crisálida	The chrysalis
pone	lays
sale de/del	hatches
crece	grows
come	eats
se convierte	becomes
nace	is born

bridge to retell the story with illustrations and TPR

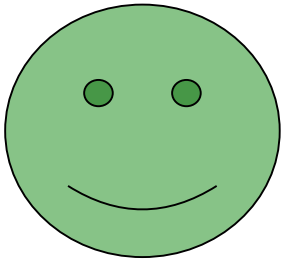
3. Working in pairs, students will practice recounting the story with the illustrations and the TPR.
4. Pairs will then write cooperative sentences to recount the story and attach the illustration that goes with each sentence.
5. In small groups, students will work together to add temporal words. The small groups will read these to the whole group as they show their illustration.

- Morphology – cognates (similar units of meaning between Spanish and English)
  - ciclo→ cycle
  - crisálida→chrysalis
  - planta – **plant**
- Syntax and grammar – articles are necessary in Spanish and they identify gender and number, whereas in English they do not (the = el, la, los, las)
  - The = el, la, los, las
  - ***la mariposa→ The** butterfly*
  - ***Los** huevos→ **The** eggs*
  - ***El** ciclo→ The cycle*
  - ***Las** plantas→**The** plants*
- Syntax and grammar – there are rules regarding the relationship between adjectives and nouns, and they are different in Spanish and English.
  - Adjective noun = noun adjective
  - *La oruga hambrienta- The hungry caterpillar*
  - *Los huevos verdes opacas – The green, opaque eggs.*
  - *La planta pequeña – The green plant*
  - *La mariposa hermosa- The beautiful butterfly.*

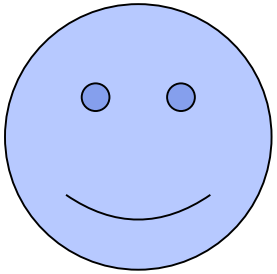
The BUF….

- Meets the needs of all developing bilinguals in the classroom

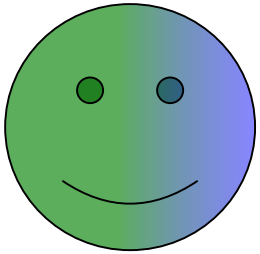
Student Profiles – Developing Bilinguals



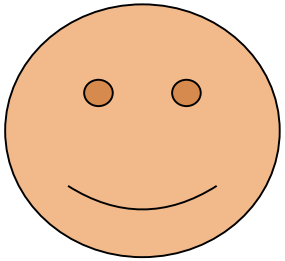
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual

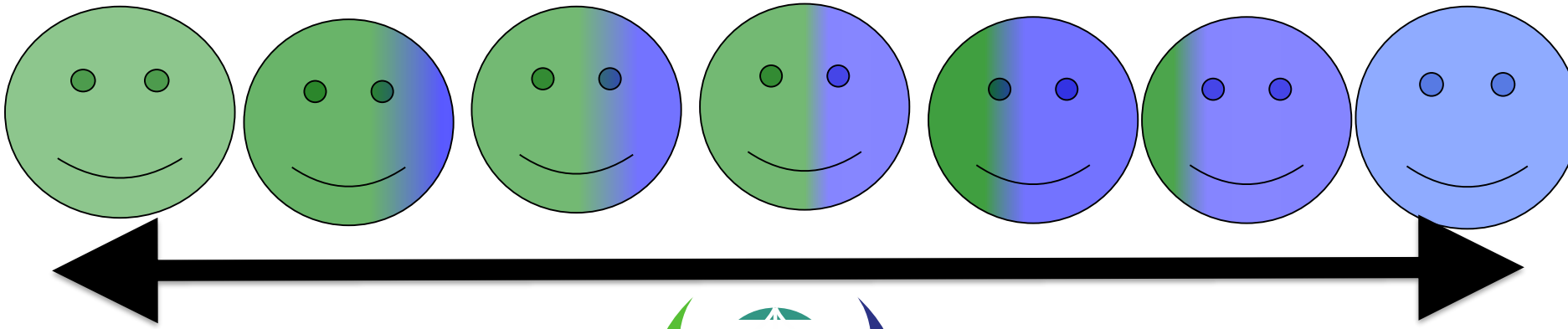


Language Minority Sequential Bilingual

As students engage in biliteracy they

ALL become

developing bilinguals (bilingual learners)



Strategic Pairing and Grouping

How will you pair your students for activities in your classroom this year?

Sample Biliteracy Instruction

- Review of the BUF
- **Getting to know the students: determining language proficiency levels and pairings**
- Sample instruction focused on:
  - Standards
  - Language instruction strategies
  - Content and literacy strategies
  - Oracy building
  - The Bridge and Extension
- Reflection and The Learning Environment

WIDA Can-Do Descriptors (English Learners)

Resource Guide

RG-58

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Sample Biliteracy Instruction

- Review of the BUF
- Getting to know the students: determining language proficiency levels and pairings
- **Sample instruction focused on:**
  - **Standards**
  - **Language instruction strategies**
  - **Content and literacy strategies**
  - **Oracy building**
  - **The Bridge and Extension**
- Reflection and the Learning Environment

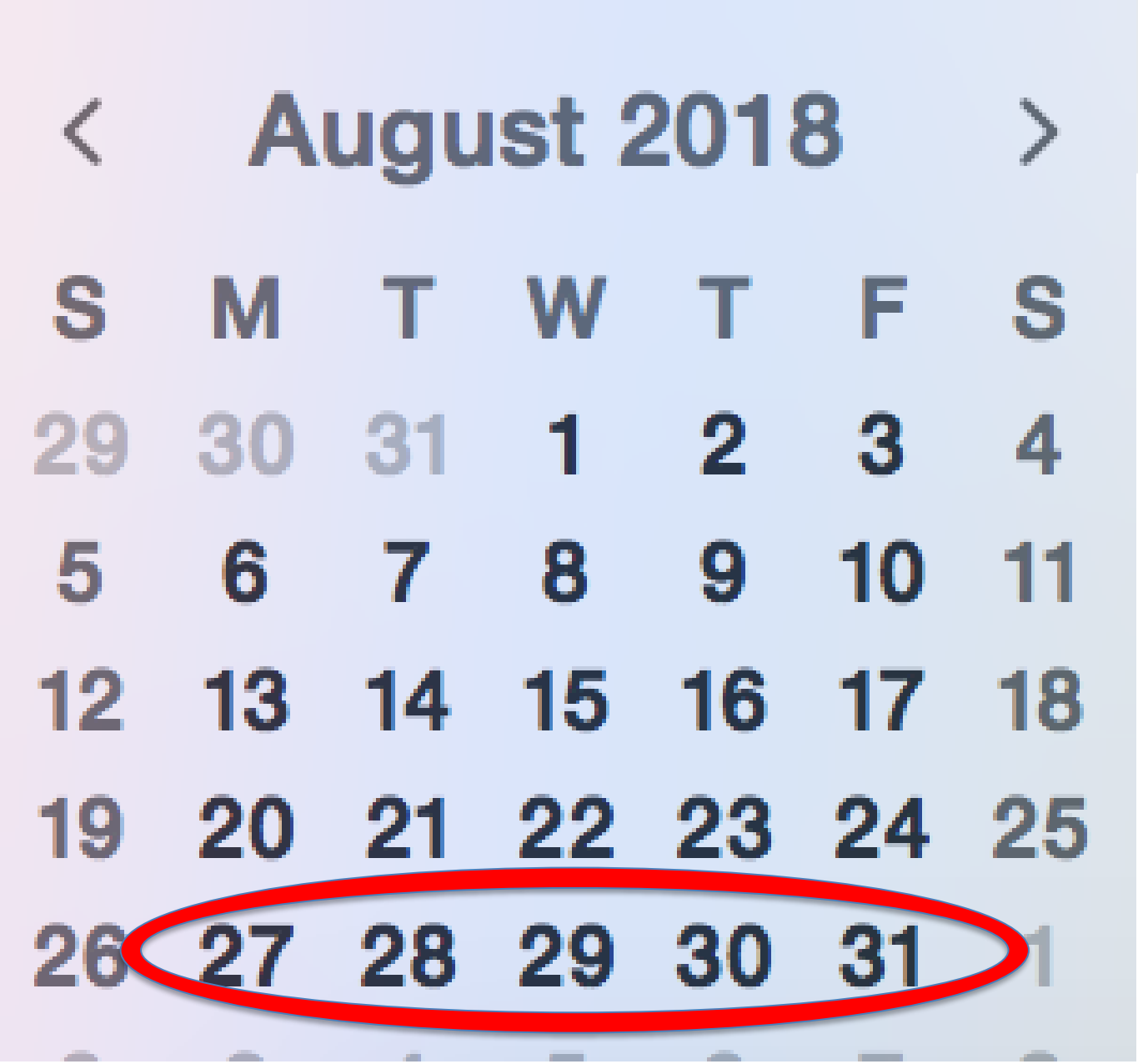
El Ciclo de Vida de la Mariposa

Las mariposas ponen sus huevos en plantas. Sus huevos varían mucho de tamaño y forma, pero las orugas salen de ellos en pocos días, y empiezan a comer inmediatamente.

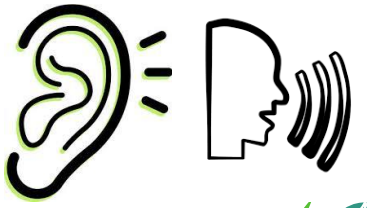
La oruga cambia de piel varias veces mientras está creciendo. Después, la oruga se convierte en crisálida, y dentro de la crisálida, se forma la mariposa.

Cuando sale la mariposa, sus alas son suaves, pero un liquido empieza a correr por sus venas y, poco a poco, sus alas van creciendo y se van endureciendo.

Marking the Language of Instruction



Empieza la unidad de ciencias y + Artes de Lenguage con oralidad..!



El ciclo de vida de la mariposa

El ciclo de vida de la mariposa

La pecera

Primero_____.

Segundo_____.

Tercero_____.

Cuarto_____.

Luego_____.

Finalmente_____.

Es (un)_____.

la mariposa

la oruga

El huevo

pone
sale
come
crece
se convierte
nace

La crisálida.

A practicar

Las acciones

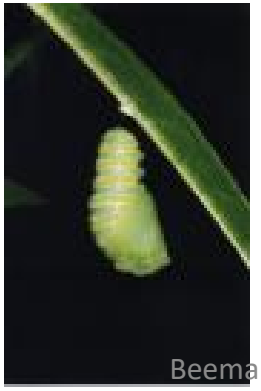
pone

sale

crece

come

Se convierte



nace

Tu gráfica

1. **Pega** las fotos en orden.
2. Escribe en verde **arriba** de la foto.
3. Usa estas palabras en tus oraciones.

La _____

Mariposa Oruga

Huevos Planta

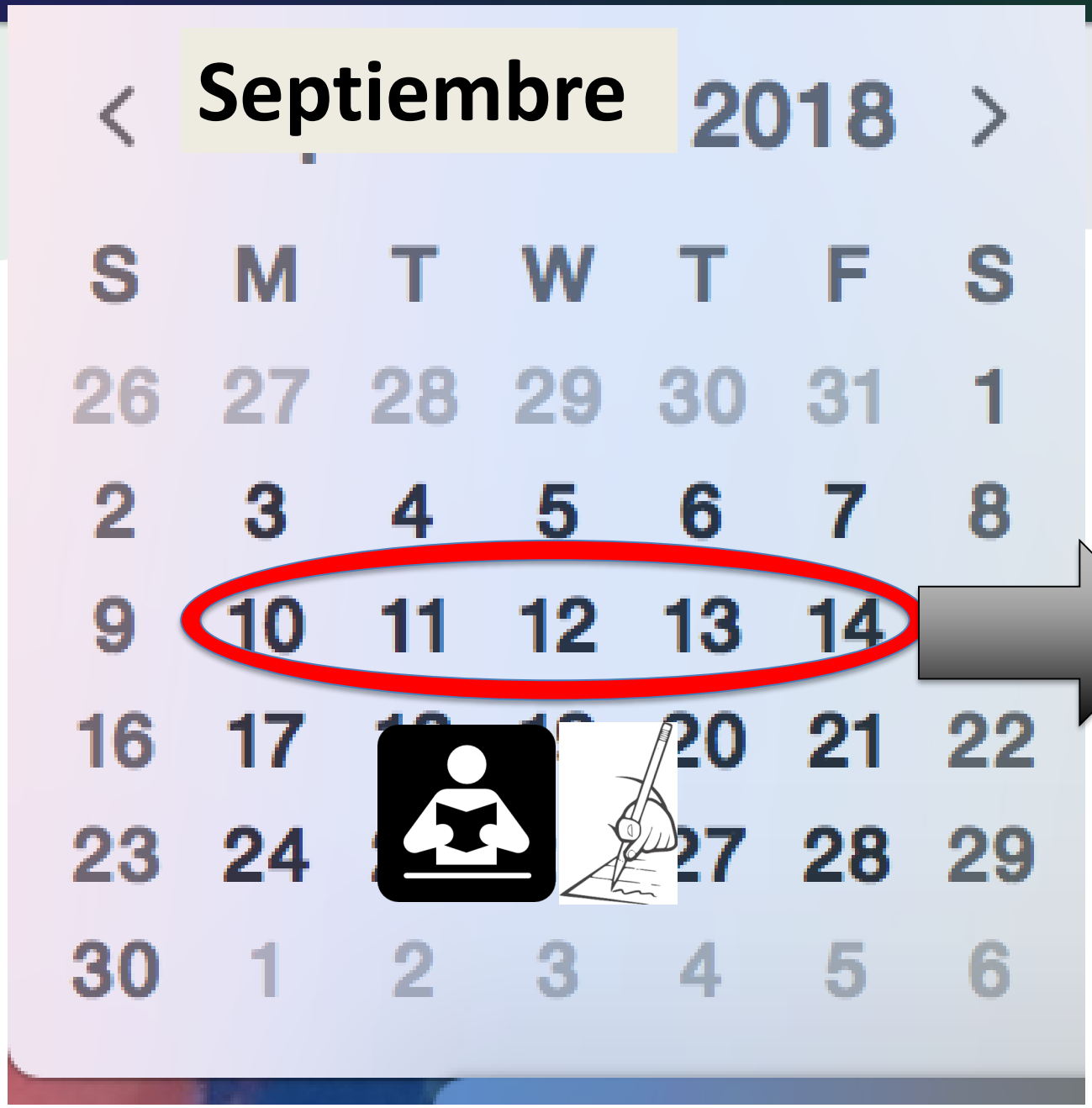
Pone Sale

Come Crece

Se convierte Nace

El Ciclo de Vida de la Mariposa

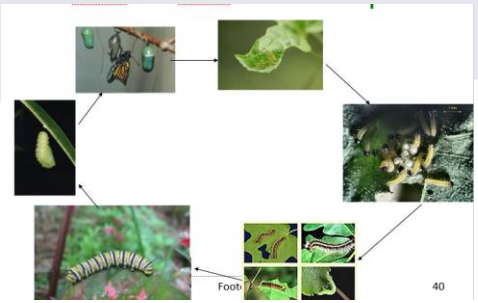
- La mariposa pone sus huevos en la planta.
- Las orugas salen de los huevos.
- Las orugas pequeñas comen las hojas.
- Las orugas crecen.
- La oruga se convierte en crisálida.
- La mariposa nace de la crisálida.



Se trabaja la comprensión lectora, la escritura, y las destrezas fundamentales.

De la oralidad a lectoescritura

El ciclo de vida de la mariposa



El ciclo de vida de una mariposa. Primero, la mariposa pone sus huevos en la hoja verde. Segundo, la oruga sale del huevo. Tercero, la oruga come la hoja. Cuarto, la oruga crece y crece. Luego, la oruga se convierte en una crisálida. Finalmente, la mariposa nace de la crisálida. Es el ciclo de vida de una mariposa.

Grade level academic standards

1st Grade RF Standards

g. Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).

El Ciclo de Vida de la Mariposa

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El Puente - The Bridge

Spanish	

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11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSR and Intervention	Student
12:15 – 2:00	**Social Studies and Language Arts** • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English

The life cycle of the butterfly

The Bridge – El Puente

Spanish	English

Contrastive Analysis

el	la	los	las	the
el ciclo	la mariposa	los huevos	Las hojas	the cycle
el huevo	la crisálida	los ciclos	Las orugas	the butterfly
				the caterpillars
				the chrysalis

Add English to your graph

1. In blue, write below the photo.

2. Use our words in your sentence.

The _____.

Butterfly Caterpillar

Eggs Plant

Lays **Hatches**

Eats **Grows**

Becomes **Is born**

Participating in Biliteracy Instruction

- How did you feel as a learner?
- How did the progression of activities in the unit develop language and content?
- How did students participate?
- How were students held accountable for their learning?

Biliteracy Unit Framework

Melody Wharton - Center for Teaching for Biliteracy

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 u

Reading Comprehensio

- Strategies and bala routines

Writing

- Strategies and b routines

Word Study and Fluency

- Areas of word study to be studied

Content Area nstruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

ridge: Metalinguistic Focus
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

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

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- Experiences

Summative Assessment

Bridge – Transfer	**Bridge – Transfer -** Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	**Bridge: Metalinguistic Focus** 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

Day 1

Adapted Readers Theater

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	**Bridge – Transfer -** Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	**Bridge: Metalinguistic Focus** 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.

ormative Assessment

Day 1 - 3 Add TPR to the Academic Terms and Practice

Reading Comprehension
- Strategies and balanced literacy routines

Writing
- Strategies and balanced literacy routines

Word Study and Fluency
- Areas of word study to be studied

Content Area Instruction
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
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.

rmative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension
- Strategies and balanced literacy routines

Writing
- Strategies and balanced literacy routines

Word Study and Fluency
- Areas of word study to be studied

Content Area Instruction
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
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

Content Area Instruction

What other inquiry activities could I have engaged in with students to build their content knowledge around the theme of "life cycles"?

Practice TPR with Academic Terms

Reading Comprehension
- Strategies and balanced literacy routines

Writing
- Strategies and b routines

Word Study and Flue
- Areas of word study to be studied

Day 3 - 12

Inquiry and Research on the comparison of different life cycles of organisms

Summative Assessment

Bridge – Transfer	**Bridge – Transfer -** Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	**Bridge: Metalinguistic Focus** 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.

ormative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension
- Strategies and balanced literacy routines

Writing
- Strategies and balanced literacy routines

Word Study and Fluency
- Areas of word study to be studied

Content Area Instruction (and oracy development)

Summative Assessment

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
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.

ormative Assessment

Practice TPR with Academic Terms

Identify the main topic and retell key details of text.

Day 12-23

esearch on the interdependence between the people and places in a community

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer	**Bridge – Transfer -** Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	**Bridge: Metalinguistic Focus** 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.

ssessment

Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction (and oracy development)

Summative Assessment

Bridge – Transfer

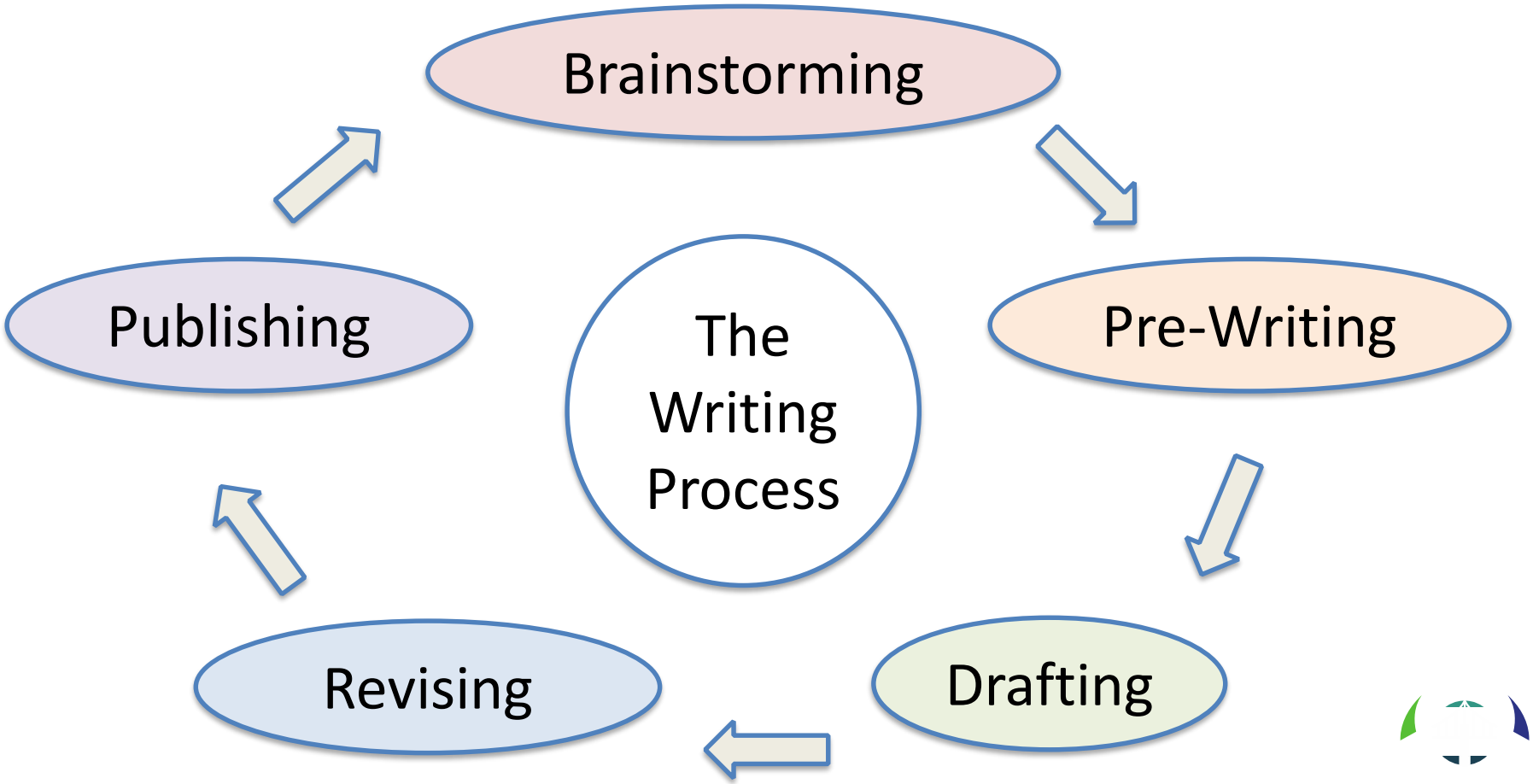
Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
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.

rmative Assessment

Writing Instruction

And Oracy Development



Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Write an informative about how the life cycle of the butterfly is unique.

ontent Area Instruction
opment)

Day 24-35

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus 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.

rmative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Process Writing (and oracy development)

Content Area Instruction (and oracy development)

Word Study and Fluency

- Areas of word study to be studied

Bridge – Transfer

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Bridge: Metalinguistic Focus
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.

rmative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Process Writing (and oracy development)

El/La/Los/Las- Articles
Tricky letters (c,z,s) Verbs

Content Area Instruction (and oracy development)

Day 36 - 38

Summative Assessment

Bridge – Transfer	**Bridge – Transfer -** Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	**Bridge: Metalinguistic Focus** 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.

rmative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Process Writing (and oracy development)

El/La/Los/Las- Articles

tricky letters (c,s,z) verbs

Content Area Instruction (and oracy development)

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus 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.

rmative Assessment

Initial Oracy & Background Knowledge Building

Reading Comprehension
(and oracy development)

Process Writing
(and oracy development)

El/La/Los/Las- Articles
tricky letters (c,z,s) verbs

Content Area Instruction
(and oracy development)

• Areas of word study to be studied

Complete Summative Assessment

Day 39 - 40

Bridge – Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus 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.

rmative Assessment

Defining Biliteracy:

Teaching for Biliteracy means **<u>always</u>** teaching

language

literacy

and

content

The Bridge

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instructio

- Inquiry
- Investigations
- Experiments
- Experiences

Spanish

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 teache fic metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

English

Formative Assessment

The Bridge: Two Purposes

- Transfer: Academic concepts and language. – ridge itself (side-by-side) and transfer extension

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.

Bridge Transfer Extension

- Students will engage in an adapted readers theater using The Hungry Caterpillar. The teacher will incorporate some of the words that were presented in the transfer bridge to retell the story with illustrations and TPR

- Student pairs will create their cooperative sentences to recount the story and attach an illustration that goes with each sentence. In small groups, students will work together to add temporal words and read to the whole group.

Bridge Transfer Extension

Students will engage in:

- Listening, Speaking , Reading, and Writing

- Have multiple opportunities to practice the language of the content that they learned in the new language.

The Bridge: Two Purposes

- **Transfer**: Academic concepts and language.– Bridge itself (side-by-side) and transfer extension
- **Contrastive Analysis:** comparing and contrasting Spanish and English (phonology, morphology, syntax and grammar, pragmatics)

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.

Contrastive Analysis: morphology

Cognados	Cognates
Ciclo	cycle
Crisalida	Chrysalis

Initial Oracy & Background Knowledge Building

Reading Comprehension (and oracy development)

Process Writing (and oracy development)

Articles, tricky letters (c,s,z), verbs

Content Area Instruction (and oracy development)

• Areas of word study to be studied

Complete Summative Assessment

Day 41 - 43

Bridge – Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridg While metalingu of the Bridge, teacher also accepts and highlights other areas of metalinguistics noticed by the students.

rmative Assessment

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Science and Language Arts • Science experiments • Guided reading • Writing • Word Work	Spanish
10:00 – 10:15	SSR	Student choice
10:15 – 11:30	Social Studies and Language Arts • Guided reading • Writing • Word Work	Spanish
11:30 – 12:15	Lunch/Recess	Student choice
12:15 – 1:15	Math • Writing • Word Work	Spanish
1:15-2:00	English Language Arts • Guided reading • Writing • Word Work	English
2:00 – 3:00	Specials	English

When does the Bridge happen in an 80/20 – one-teacher model?

Time	Subject	Language
8:30 – 8:50	Journals	**Student choice**
8:50 – 10:00	**Science and Language Arts** • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	**Spanish**
10:00 – 11:15	**Math** • Mini lessons • Small group instruction • Independent practice • Cooperative group work	**Spanish**
11:15– 12:00	Lunch/Recess	**Student choice**
12:00 – 12:15	SSR and Intervention	**Student Choice**
12:15 – 2:00	**Social Studies and Language Arts** • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	**English**
2:00 – 3:00	**Specials**	**English**

When does the Bridge happen in a self-contained 50/50 program?

How does the Bridge work in a 50/50 two-teacher model?

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	**Social Studies and Language Arts** • Inquiry • Experiences • Mini lessons • Guided reading • Writing • Word Work	Spanish
10:00 – 11:15	**Math** • Mini lessons • Small group instruction • Independent practice • Cooperative group work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSR	Student Choice
12:15 – 2:00	**Science and Language Arts** • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	English
2:00 – 3:00	**Specials**	**English**

Participating in Biliteracy Instruction

- How did you feel as a learner?
- How did the progression of activities in the unit develop language and content?
- How did students participate?
- How were students held accountable for their learning?

Closure: Sum it up

_____+_____=_____