

Seattle/Issaquah Summer Institute: Teaching for Biliteracy: Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@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



The purpose of this afternoon's session

Participants will experience an entire biliteracy unit (which typically lasts 3-6 weeks) within 2 hours, highlighting those elements that are unique 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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards | <ul style="list-style-type: none"> • 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

Summative Assessment

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Formative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

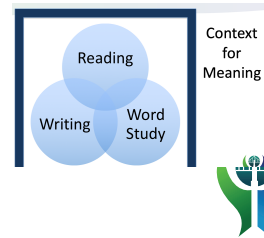
Bridge: Contrastive Analysis

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.



The BUF....

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



Content and Language Allocation Plan

50/50	Spanish	English
PK-5	Science Social Studies Literacy	Math Literacy



Content and Language Allocation Plan

50/50	Spanish	English
PK-5	Science Social Studies Literacy	Math Literacy



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2nd Grade Student Schedule

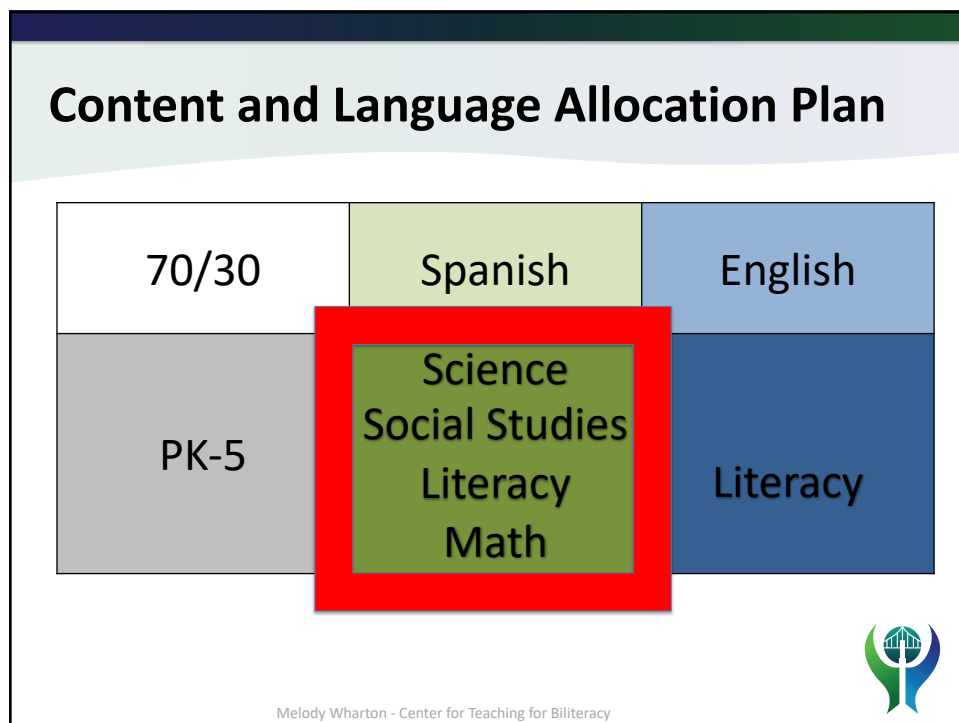
Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Science and Language Arts - Inquiry - Science experiments - Mini lessons - Guided reading - Writing - Word Work	Spanish
10:00 – 10:15	SSR & Intervention	Student choice
10:15 – 11:30	Social Studies and Language Arts - Inquiry - Experiences - Mini lessons - Guided reading - Writing - Word Work	Spanish
11:30 – 12:15	Lunch/Recess	Student choice
12:15 – 1:15	Math - Mini lessons - Small group instruction - Independent practice - Cooperative group work	English
1:15-2:00	English Language Arts - Mini lessons - Guided reading - Writing - Word Work	English
2:00 – 3:00	Specials	English



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Time	Subject	Language
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2:00 – 3:00	Specials Melody Wharton - Center for Teaching for Biliteracy	English

2nd Grade Student Schedule



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Sample Biliteracy Schedule – 2nd Grade (70% Spanish and 30% English)		
Time	Subject	Language
7:50 – 8:00	Journals or another type of <u>oracy</u> 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: • <u>Oracy</u> development • Math concepts and skills Reading and Writing as applied to Math	Spanish
9:45 – 11:45 (120 minutes)	Alternating Social Studies and Language Arts and Science and Language Arts: Over the course of an integrated unit, the students will engage in: • <u>Oracy</u> Development • Social Studies experiences OR Science experiments • Whole Group Mini-Lesson • Reading with a focus on comprehension • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
11:45-12:45	Lunch and Recess	Student choice
12:45-1:45 (45 minutes)	English Language Arts/English Language Development: Over the course of a unit, the students will engage in: • <u>Oracy</u> 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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1:45-2:45	Specials	An equal amount of specials time is offered in Spanish as in English



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2nd Grade Student Schedule



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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



The Biliteracy Unit Framework (BUF)

Unit Theme:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards | <ul style="list-style-type: none"> 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

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Summative Assessment

Bridge – Transfer
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Bridge – Transfer -
Extension (includes:
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Bridge: Contrastive Analysis
While the teacher plans a specific
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advance of the Bridge, the teacher also
accepts and highlights other areas of
metalinguistics noticed by the students.

Formative Assessment



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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: 2nd Grade

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

1. Matter can be classified by its observable properties.
For example, matter can be rough or smooth, opaque or transparent.
2. Adding or removing energy changes the states of matter.
For example, removing energy from a gas such as air, causes it to change into a liquid like water, while adding energy to a solid such as ice, causes it to melt into a liquid like water.

Literacy Big Idea: **I want my students to understand that 1)** when reading informational texts it is important to 2) describe how reasons support specific points the author makes in a text 3) in order to write a persuasive letter about 4) how change in weather causes matter to change properties and the impact this has on the animals of a given area.

Building Oracy and Background Knowledge

- Strategies – phrases and sentence prompts used:
- Adapted Reader's Theater (ART) with the following words:
 - *Los estados de la materia*
 - *Un gas*
 - *Un sólido*
 - *Un líquido*
 - *Se comienza*
 - *Enfriar*
 - *Calentar*
 - *Se convierte*
 - *Se llama*
 - *Evaporación*
 - *Condensación*
 - *Fusión*
 - *Congelación*
- Closed Sort
- Language Experience Approach (LEA) – based on the Total Physical Response (TPR) and Adapted Reader's Theater (ART) learning.

Formative Assessment



Reading Comprehension

Strategies and balanced literacy routines include:

- Mini Lessons
- Say Something for Reading Comprehension with sentence prompts
- Small group instruction (strategy groups)
- Independent Reading with the Write Something Strategy
- Conferring

Standards:

CCSS.ELA-LITERACY.RI.2.1 - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RI.2.8 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Strategies and balanced literacy routines

- Mini Lessons
- Strategic pairing in order to "Talk It Out with Your Writing Partner"
- Language Experience Approach (LEA)
- Independent Writing
- Conferring
- Small Group Instruction

Content Area Instruction:

Strategies and routines include:

- Conducting experiments and investigations where students can classify materials by their observable properties
- Conducting experiments and investigations that allow students to observe matter change between the different states, and that some changes caused by heating or cooling can be reversed while some cannot be reversed
- Go on field trips to make observations of the different plants and animals that can be found in a given habitat
- Obtain information by watching videos and reading texts to identify where water is found on Earth and that it can be either a solid or a liquid
- With the information gained through observations and investigations, develop a model to represent the shapes and kinds of land and bodies of water in a given area.

Standards:

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.



Standards: CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid. K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Word Study and Fluency - Areas of word study to be addressed: - Decoding and fluency - Accents - Syllable segmentation Standards: CCSS.ELA-LITERACY.RE.2.3.- <i>Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.</i> CCSS.ELA-LITERACY.RE.2.3.G- <i>Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico.</i> CCSS.ELA-LITERACY.RE.2.3.H- <i>Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.</i> - Cuentan el número de sílabas. - Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima). - Categorizan la palabra según su acento tónico (aguda, grave, esdrújula). - Evaporación (5 sílabas – e-va-por-a-ción, la sílaba tónica es -ción que también es la última sílaba, la sílaba ción contiene un diptongo formado por el grupo vocálico io; es una palabra aguda) - Condensación (4 sílabas – con-den-sa-ción, la sílaba tónica es -ción que también es la última sílaba, la sílaba ción contiene un diptongo formado por el grupo vocálico io; es una palabra aguda) - Líquido (3 sílabas – li-qui-do, la sílaba tónica es li que también es la antepenúltima sílaba, la palabra es esdrújula) - Sólido (3 sílabas – só-li-do, la sílaba tónica es só que también es la antepenúltima sílaba, la palabra es esdrújula)	



Comienza (3 sílabas – co-mien-za, la sílaba tónica es mien que también es la penúltima sílaba, la sílaba mien contiene un diptongo formado por el grupo vocálico ie; es una palabra grave)		
Summative Assessment: After students have conducted experiments, investigations and read informational texts about the states of matter to determine the properties of matter and what caused them to change states, students will write a persuasive letter to the principal that explains the potential hazards that winter weather poses on the school sidewalks. In the letter, students will also propose at least one way the school sidewalks can be kept safe for children during the winter months and will provide an explanation of how this proposal will minimize its effects on the other animals found in the area.		
Bridge Transfer (Side by Side with Pictures) - 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 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	Extension (includes: Listening, Speaking, Reading, and Writing) - Students will engage in a guessing game. To practice, the teacher will post pictures of students engaged in some of the experiments and investigations of the unit. - The teacher will read a description of that picture. Students will look for and identify the corresponding picture. - Student pairs will create their own descriptions (using terminology of the unit such as experiment, investigation, states of matter, gas, solid, liquid, begins to cool,	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. - Ask the students what they notice that is similar in the two languages. Mark those similarities with a marker. - Next ask the students what they notice to be different in the two languages. Again, mark those differences with a marker. - Create a metalinguistic chart based on those similarities or differences. Possible Contrastive Analysis/Metalinguistic Foci: Phonology - The same rules for "hard and "soft" 'c' apply in both Spanish and English - The letter 's' in English makes more than one sound (/s/=states; /sh/=fusion; /z/=begins) while the letter s in Spanish only makes one sound = /s/.



Anticipated Bridge Chart:

Español	English
<i>Los estados de la materia</i>	The States of matter
<i>Un gas</i>	A gas
<i>Un sólido</i>	A solid
<i>Un líquido</i>	A liquid
<i>Se comienza</i>	Begins to
<i>Enfriar</i>	Cool
<i>Calentar</i>	Heat
<i>Se convierte</i>	Turns into
<i>Se llama</i>	Is called
<i>Evaporación</i>	Evaporation
<i>Condensación</i>	Condensation
<i>Fusión</i>	Fusion or Melting
<i>Congelación</i>	Freezing

heat, turns into, is called, habitat, animals, diversity etc.) of other pictures taken throughout the unit (either of experiments, habitats, or other pictures).

4. Pairs will read their description to other students who will guess which picture pertains to their description.

5. These descriptions will be collected in a class book with the corresponding pictures to be read by the second graders to a Kindergarten or first grade class.

Morphology

- There are words in Spanish and English that are spelled very similarly, sound similarly, and mean the same thing. These words are called cognates. Often there are morphological patterns in cognates (-ción -tion).

Sólido = solid
Líquido = liquid
Evaporación = evaporation
Condensación = condensation

CCSS.ELA-LITERACY.L.2.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.2
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Syntax/Grammar

- The article in Spanish is written in front of the noun but not necessary in English
 - el sólido* → solid
 - los sólidos* → solids
- In English, the first word and every following word (except for articles and coordinating conjunctions fewer than 5 letters) is capitalized whereas in Spanish, only the first letter of a title is capitalized.
 - Los estados de la materia* → The States of Matter



The BUF....

- Meets the needs of all developing bilinguals in the classroom



Student Profiles – Developing Bilinguals



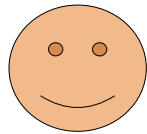
Language Minority Sequential Bilingual



Language Majority Sequential Bilingual



Simultaneous Bilingual

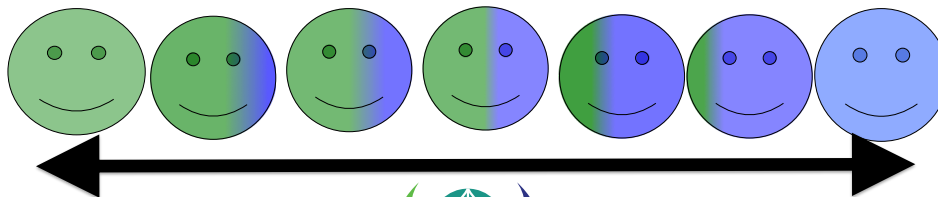


Language Minority Sequential or Simultaneous Bilingual



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



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Participating in Biliteracy Instruction



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

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Strategic Pairing and Grouping



Teaching for Biliteracy includes strategic pairing using a number of different variables.



WIDA Can-Do Descriptors (English Learners)

Resource Guide

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
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.

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SALSA "Can-Do" Descriptors (Spanish Learners)

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

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

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

Translated by (Traducido por) Elizabeth J. Hartung, Monera Grove, WI; revised by (revisado por) Andrea Camilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research. El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar esta información.

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Where do you fall in Spanish?

Resource Guide

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
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	Level 6 Reaching
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.

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Los estados de la materia

Hay tres estados de la materia: la materia sólida, la materia líquida, y la materia gaseosa. Un gas se convierte en un líquido cuando la temperatura se enfría. Este proceso se llama condensación. La congelación, o la solidificación, es cuando la temperatura de un líquido se enfría y el líquido se convierte en un sólido. Cuando la temperatura de un sólido se calienta, el sólido se convierte en un líquido. Esto se llama fusión. En cambio, cuando la temperatura de un líquido se calienta, y el líquido se convierte en un gas, se llama evaporación.



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The Biliteracy Unit Framework (BUF)

Unit Theme: - 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 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.	



Marking the Language of Instruction



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Sample Instruction



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Teatro de Lectores Adaptado



líquido

Los estados de la materia



gas



sólido



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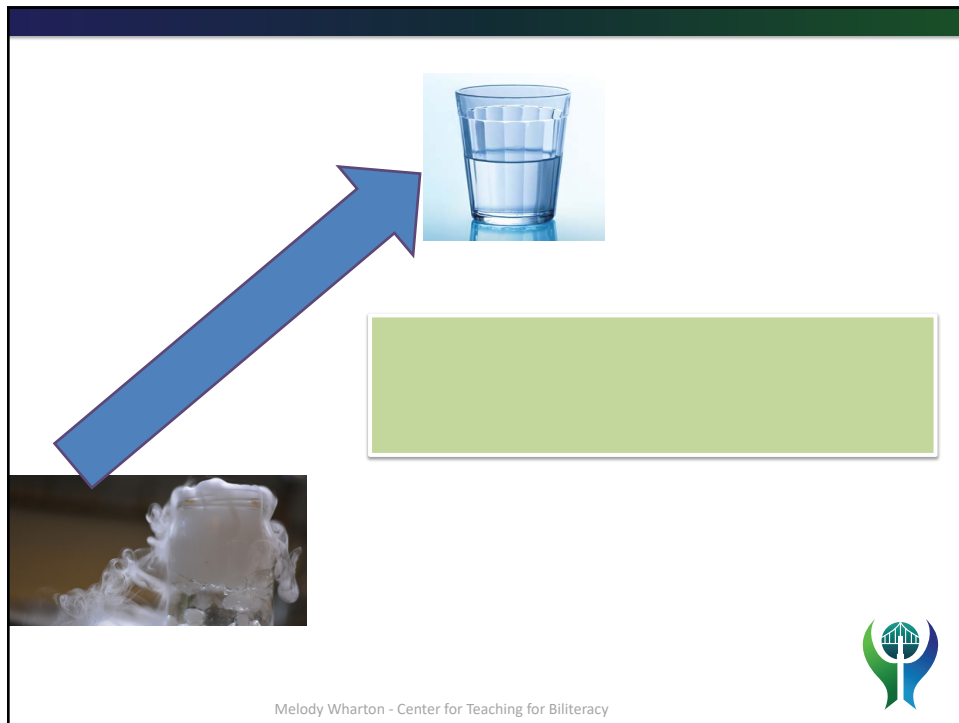
La temperatura

Frío



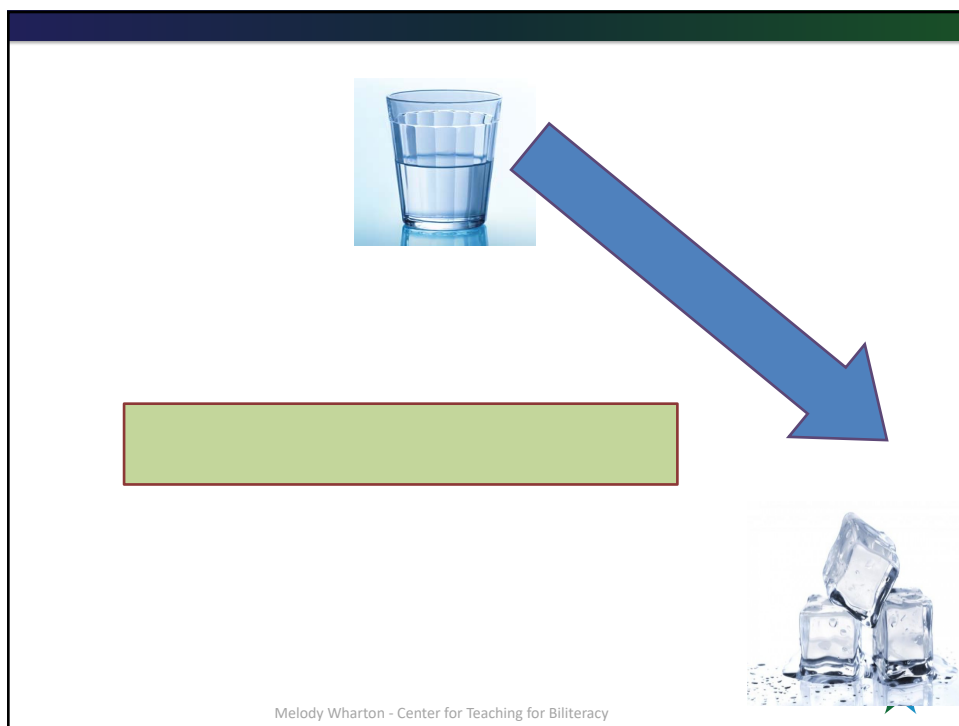
Caliente





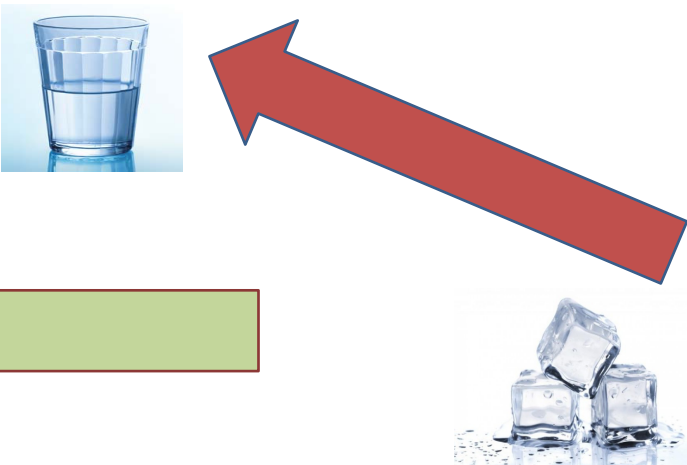
A diagram illustrating a process flow. At the top center is a glass of water. A large blue arrow points from the bottom left towards the glass. Below the arrow is a green rectangular box. In the bottom left corner, there is a small image of a white, crystalline substance. In the bottom right corner, there is a logo featuring a stylized green and blue figure.

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A diagram illustrating a process flow. At the top center is a glass of water. A large blue arrow points from the glass towards the bottom right. Below the arrow is a green rectangular box. In the bottom right corner, there is a small image of ice cubes. In the bottom left corner, there is a logo featuring a stylized green and blue figure.

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A diagram illustrating a process. At the top left is a glass of water. At the bottom right are three ice cubes. A large red arrow points from the ice cubes towards the glass of water. Below the glass of water is a green rectangular box. The entire diagram is enclosed in a black border.

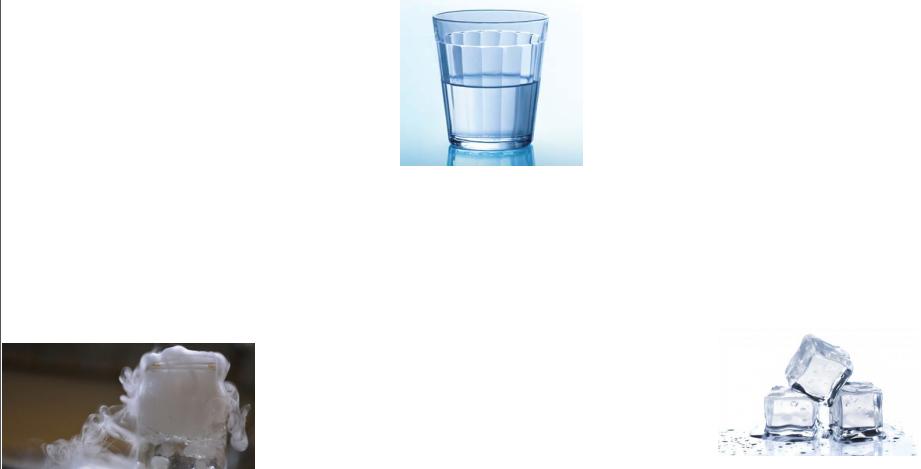
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A diagram illustrating a process. At the top right is a glass of water. At the bottom left is a splash of water. A large red arrow points from the glass of water towards the splash. Below the glass of water is a green rectangular box. The entire diagram is enclosed in a black border.

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A glass of water, ice cubes, and a close-up of a frozen object.



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Se enfría

Se convierte en un líquido

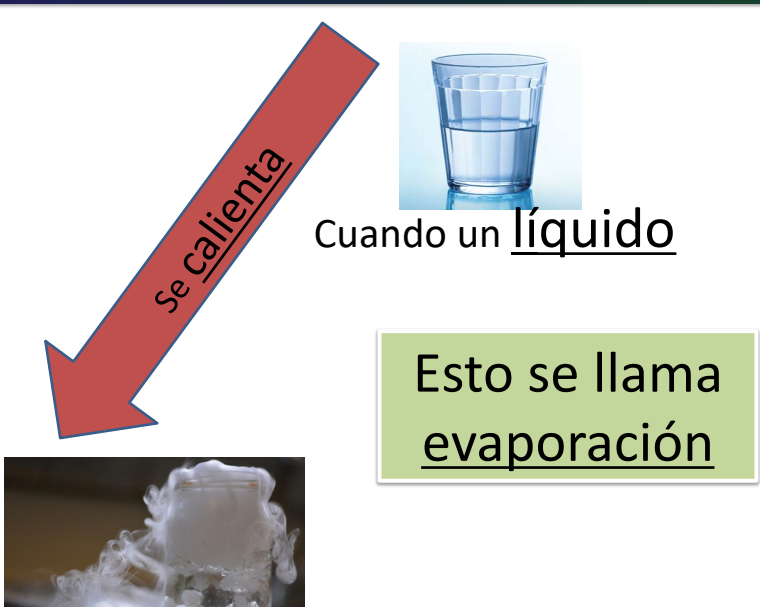
Esto se llama condensación

Cuando un gas



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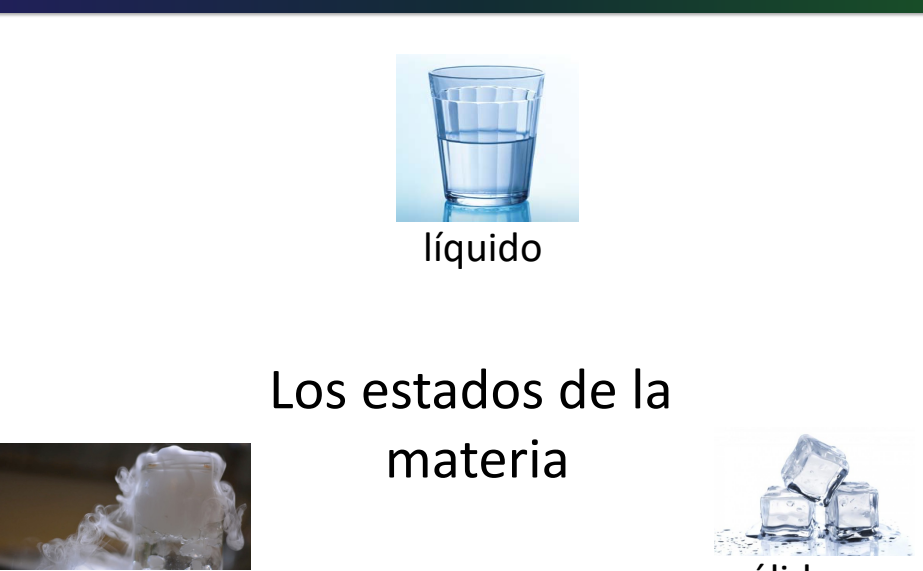
Se calienta

Cuando un líquido

Esto se llama evaporación

Se convierte un gas

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líquido

Los estados de la materia

gas

sólido

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Palabras claves



Un gas

Se enfría



Un líquido

Se calienta



Un sólido

• Se convierte

• Condensación

• Congelación

• Fusión

• Evaporación



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Creando la gráfica



1. Abre la bolsa

2. Saca las fotos



3. Esta foto va aquí porque _____.

4. Estoy de acuerdo o no estoy de acuerdo.

5. Te toca

6. Gracias

7. Tórnense hasta terminar de colocar todas las fotos.



Agregar las palabras

- Busca las palabras correspondientes a las fotos.
- Trabaja con tu pareja.
- Luego, forma oraciones con las palabras.

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Biliteracy



Tema de la unidad: • Estándares de contenido • Estándares de Artes de Lenguaje en español • Estándares de desarrollo de lenguaje en español • Estándares de Artes de Lenguaje en inglés • Estándares de desarrollo de lenguaje en inglés			Ideas principales de contenido Ideas principales de artes de lenguaje Objetivos de contenido Objetivos de lenguaje Evaluación sumativa
Desarrollo de la oralidad y el conocimiento • Lenguaje académico y experiencias	Instrucción de contenido • Investigaciones • Experimentos • Experiencias		Evaluación formativa
Comprensión lectora • Estrategias y elementos de la			
Escritura • Estrategias y elementos de la			
Estudio de palabras y fluidez • Áreas de estudio de palabra			
Evaluación sumativa			
Puente – Transferencia Ilustración "Side by Side" o Así se dice	Puente – Transferencia - Extensión (incluye: Escuchar, hablar, leer y escribir en el otro lenguaje	Puente: Análisis contrastivo Mientras que la maestra(o) planifica un punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes.	

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Instrucción del contenido con investigaciones y experiencias.



- Llevar a cabo varios experimentos sobre los estados de la materia
- Observar videos de los estados de la materia
- Escribir acerca de lo que aprendimos y observamos
- Agregar a nuestro ART



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De la oralidad

a lectoescritura



- Experimentos
- Videos
- TPR
- Visuales
- Clasificaciones
- Frases claves
- LEA



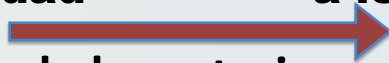
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LEA: Los estados de la materia



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De la oralidad a lectoescritura



Los estados de la materia

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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

Horario de 2 grado



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Tema de la unidad:

- Estándares de contenido
- Estándares de Artes de Lenguaje en español
- Estándares de desarrollo de lenguaje en español
- Estándares de Artes de Lenguaje en inglés
- Estándares de desarrollo de lenguaje en inglés

Ideas principales de contenido

Ideas principales de artes de lenguaje

Objetivos de contenido

Objetivos de lenguaje

Evaluación sumativa

Desarrollo de la oralidad y el conocimiento previo

- Lenguaje académico y experiencias necesarias para la unidad

Comprensión lectora

- Estrategias y elementos de la lecto-escritura balanceada

Escritura

- Estrategias y elementos de la lecto-escritura balanceada

Estudio de palabras y fluidez

- Áreas de estudio de palabra

Evaluación sumativa

Puente – Transferencia

Ilustración
“Side by Side” o
Así se dice

Puente – Transferencia -

Extensión (incluye:
Escuchar, hablar, leer y
escribir en el otro lenguaje

Puente: Análisis contrastivo

Mientras que la maestra(o) planifica un punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes.

Evaluación formativa

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La comprensión lectora



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Durante el enfoque de la lectura:

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

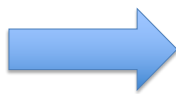
Standards:

CCSS.ELA-LITERACY.RI.2.1 - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RI.2.8 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



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La comprensión lectora

Mini lecciones

Trabajo independiente

Trabajo en grupos pequeños

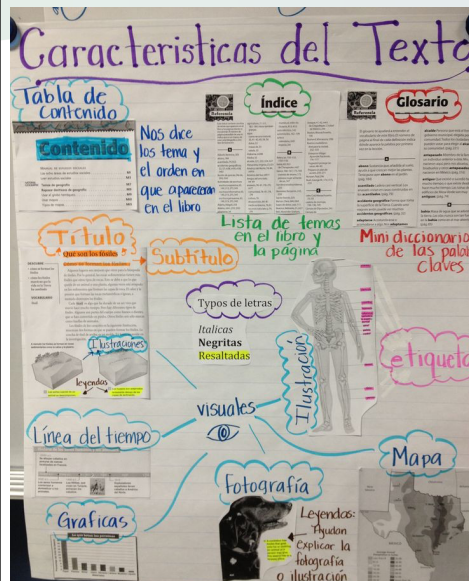
Leer libros en voz alta

Compartir y clausurar



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La comprensión lectora



La comprensión lectora



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Horario de 2 grado



Tema de la unidad:

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- Estándares de Artes de Lenguaje en inglés
- Estándares de desarrollo de lenguaje en inglés

Ideas principales de contenido

Ideas principales de artes de lenguaje

Objetivos de contenido

Objetivos de lenguaje

Evaluación sumativa

Desarrollo de la oralidad y el conocimiento previo

- Lenguaje académico y experiencias necesarias para la unidad

Comprensión lectora

Escritura balanceada

Escritura

- Estrategias y elementos de la escritura balanceada

- Áreas de estudio de palabra

Instrucción de contenido

- Investigaciones
- Experimentos
- Experiencias

Evaluación sumativa

Puente – Transferencia

Ilustración
"Side by Side" o
Así se dice

Puente – Transferencia -

Extensión (incluye:
Escuchar, hablar, leer y
escribir en el otro lenguaje

Puente: Análisis contrastivo

Mientras que la maestra(o) planifica un punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes.

Evaluación formativa

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La redacción (escritura):



Selectivamente
usar puntos de
enseñanza que
se alinean con la
unidad y con lo
que mis
estudiantes
necesitan.



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Horario de 2 grado



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Comprensión lectora Estrategias y elementos de la lecto-escritura balanceada		Instrucción de contenido - Investigaciones - Experimentos - Experiencias	
Escritura Estrategias y elementos de la lecto-escritura balanceada			
Estudio de palabras y fluidez Áreas de estudio de palabra			
Evaluación formativa			
Puente – Transferencia Ilustración "Side by Side" o Así se dice	Puente – Transferencia - Extensión (incluye: Escuchar, hablar, leer y escribir en el otro lenguaje	Puente: Análisis contrastivo Mientras que la maestra(o) planifica un punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes.	

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Evaluación formativa

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Estudio de palabras

- f. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa); para indicar nivel, gama o intervalos (enero-marzo; de 1:00 p. m. - 3:00 p. m.) y el guión largo para introducir un diálogo.



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Estudio de palabras

5 sílabas

E-va-por-a-ción

Con-den-sa-ción

Con-ge-la-ción

3 sílabas

Ma-te-ria

Só-li-do

Lí-qui-do

Co-mien-za

2 sílabas

Lla-ma

Fu-sión



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Estudio de palabras

- g. Categorizan palabras de acuerdo con su acento tónico (agudas, graves y esdrújulas) y emplean el acento escrito (acento ortográfico) en palabras ya conocida



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Estudio de palabras – Clasificar por sílabas

5 sílabas

E-va-por-a-ción

Con-den-sa-ción

Con-ge-la-ción

3 sílabas

Ma-te-ria

Só-li-do

Lí-qui-do

Co-mien-za

2 sílabas

Lla-ma

Fu-sión



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Estudio de palabras – Clasificar por tipo de palabra según su acento

esdrújula

Só-li-do

Lí-qui-do

graves

Ma-te-ria

Lla-ma

Co-mien-za

agudas

E-va-por-a-ción

Fu-sión

Con-den-sa-ción

Con-ge-la-ción



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Estudio de palabras – Identificar los diptongos

esdrújula

graves

agudas

Só-li-do

Ma-te-ria

E-va-por-a-ción

Lí-qui-do

Lla-ma

Fu-sión

Co-n-ten-za

Con-den-sa-ción

Con-ge-la-ción

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Estudio de palabras

- e. Identifican palabras que contienen el mismo fonema pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).

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Estudio de palabras – Palabras que contienen el mismo fonema

C	S	Z
ex <u>c</u> esivo	expres <u>s</u> ivo	semejan <u>z</u> a
de <u>c</u> idir	pas <u>s</u> ivo	pan <u>z</u> a
de <u>c</u> ir		
los disfrac <u>e</u> s		
las voc <u>e</u> s		



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Estudio de palabras – Palabras que contienen el mismo fonema

C	S	Z
evaporac <u>i</u> ón	<u>s</u> i	comien <u>z</u> a
de <u>c</u> idir	<u>s</u> ólido	pan <u>z</u> a
de <u>c</u> ir		
los disfrac <u>e</u> s		
las voc <u>e</u> s		



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Estudio de palabras

- b. Usan sustantivos comunes que forman el plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: *luz-luces*; *lápiz-lápices*; *pez-peces*; *corazón-corazones*; *joven-jóvenes*).



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Estudio de palabras – Palabras que forman el plural en forma irregular

-z	-ces
la voz	Las voces
la nariz	Las narices
el pez	Los peces
el disfraz	Los disfraces



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Estudio de palabras – Los artículos

-z	-ces
la voz	Las voces
la nariz	Las narices
el pez	Los peces
el disfraz	Los disfraces



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Estudio de palabras – Los artículos

-z	-ces
la voz	Las voces
la nariz	Las narices
el pez	Los peces
el disfraz	Los disfraces



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Estudio de palabras – Distinguir entre masculino y femenino

la -z	el -z
la voz	el disfraz
la nariz	el arroz
	el maíz
	el pez



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Estudio de palabras – Lenguaje social y académico

Español social	Español académico
Rayar	Escribir
Textear	Mandar un texto
Emailiar	Mandar un correo electrónico
la pardi	la fiesta
Los soquetines	Las medias
Wachando	Mirando; viendo



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Estudio de palabras – Los regionalismos

Chile	México	Venezuela
conversar	platicar	hablar
bacán	chido	chévere



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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

Horario de 2 grado



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Tema de la unidad: - Estándares de contenido - Estándares de Artes de Lenguaje en español - Estándares de desarrollo de lenguaje en español - Estándares de Artes de Lenguaje en inglés - Estándares de desarrollo de lenguaje en inglés			Ideas principales de contenido Ideas principales de artes de lenguaje Objetivos de contenido Objetivos de lenguaje Evaluación sumativa
Desarrollo de la oralidad y el conocimiento previo Lenguaje académico y experiencias necesarias para la unidad			
Comprensión lectora Estrategias y elementos de la lecto-escritura balanceada		Instrucción de contenido - Investigaciones - Experimentos - Experiencias	
Escritura Estrategias y elementos de la lecto-escritura balanceada			
Estudio de palabras Áreas de estudio de palabra			
Evaluación sumativa			
Puente – Transferencia Ilustración "Side by Side" o Así se dice	Puente – Transferencia - Extension (incluye: Escuchar, hablar, leer y escribir en el otro lenguaje	Puente: Análisis contrastivo Mientras que la maestra(o) planifica un punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes.	Evaluación formativa

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La evaluación sumativa

Después de que los estudiantes hayan conducido experimentos, investigaciones y hayan leído textos informativos sobre los estados de la materia para determinar las propiedades de la materia y lo que provocó los cambios a los estados, los estudiantes escribirán una carta persuasiva dirigida a la directora o el director explicando los peligros potenciales que ocurren durante el invierno en las aceras de la escuela. En la carta, los estudiantes propondrán por lo menos una manera que puedan mantenerse seguras las aceras durante en invierno, e incluirán un explicación de como esta propuesta disminuirá los efectos en los demás animales del área.

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Look at the Summative Assessment on the Condensed BUF Document

After students have conducted experiments, investigations and read informational texts about the states of matter to determine the properties of matter and what caused them to change states, students will write a persuasive letter to the principal that explains the potential hazards that winter weather poses on the school sidewalks. In the letter, students will also propose at least one way the school sidewalks can be kept safe for children during the winter months and will provide an explanation of how this proposal will minimize its effects on the other animals found in the area.

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Tema de la unidad: • Estándares de contenido • Estándares de Artes de Lenguaje en español • Estándares de desarrollo de lenguaje en español • Estándares de Artes de Lenguaje en inglés • Estándares de desarrollo de lenguaje en inglés			Ideas principales de contenido Ideas principales de artes de lenguaje Objetivos de contenido Objetivos de lenguaje Evaluación sumativa
Desarrollo de la oralidad y el conocimiento previo • Lenguaje académico y experiencias necesarias para la unidad			
Comprensión lectora • Estrategias y elementos de la lecto-escritura balanceada		Instrucción de contenido • Investigaciones • Experimentos • Experiencias	
Escritura • Estrategias y elementos de la lecto-escritura balanceada			
Estudio de palabras y fluidez • Áreas de estudio de palabra			
Evaluación sumativa			
Puente – Transferencia Ilustración "Side by Side" o Así se dice		Puente – Transferencia - Extensión (incluye: Escuchar, hablar, leer y escribir en el otro lenguaje	
		Puente: Análisis contextual Mientras que la maestra(o) planifica punto pedagógico metalingüístico como preparación para el puente, la maestra(o) también acepta y resalta otras áreas metalingüísticas observadas por los estudiantes	

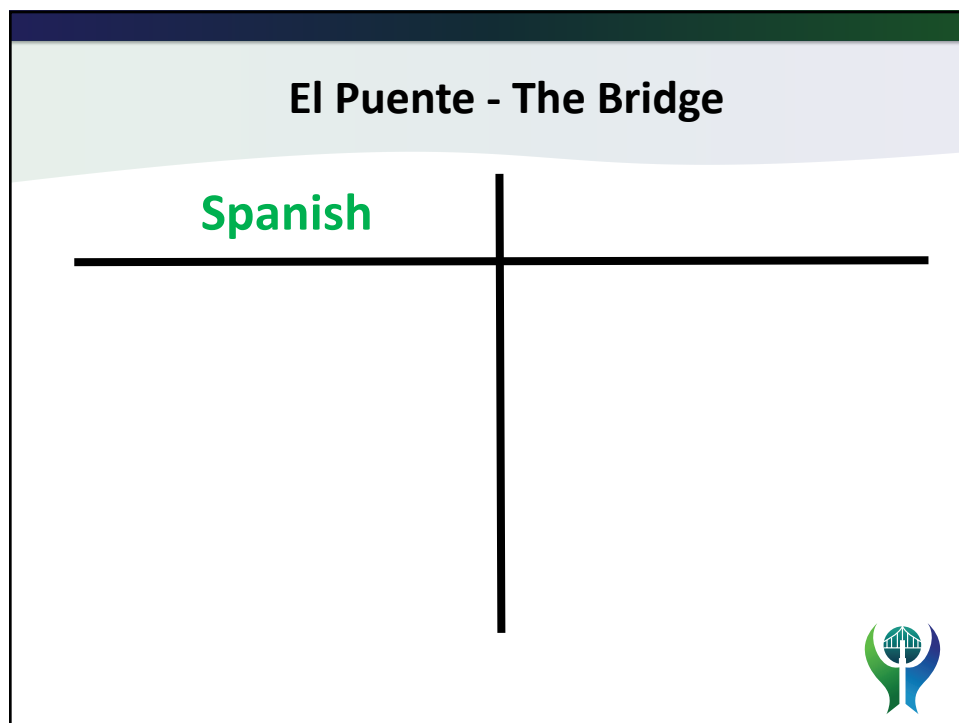
Evaluación formativa

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

Horario de 2 grado



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Teatro de Lectores Adaptado



Se convierte en un líquido

Esto se llama
condensación



Cuando un gas



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Teatro de Lectores Adaptado



Cuando un líquido



Se convierte en un sólido

Esto se llama
congelación
solidificación

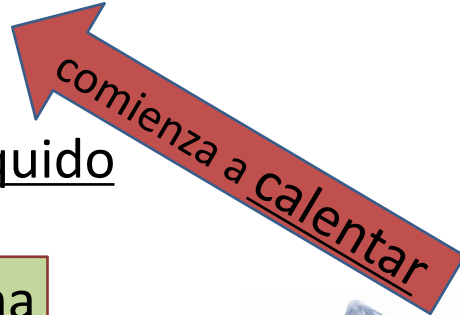
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Teatro de Lectores Adaptado



Se convierte en un líquido

Esto se llama
fusión



Cuando un sólido

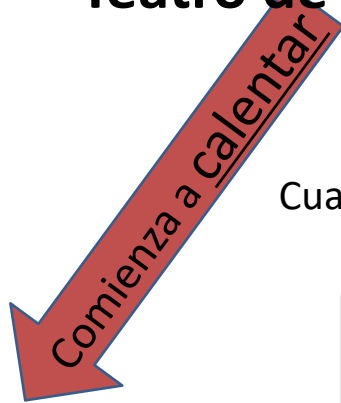


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Teatro de Lectores Adaptado



Cuando un líquido



Esto se llama
evaporación



Se convierte un gas



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The Bridge – El Puente

Español



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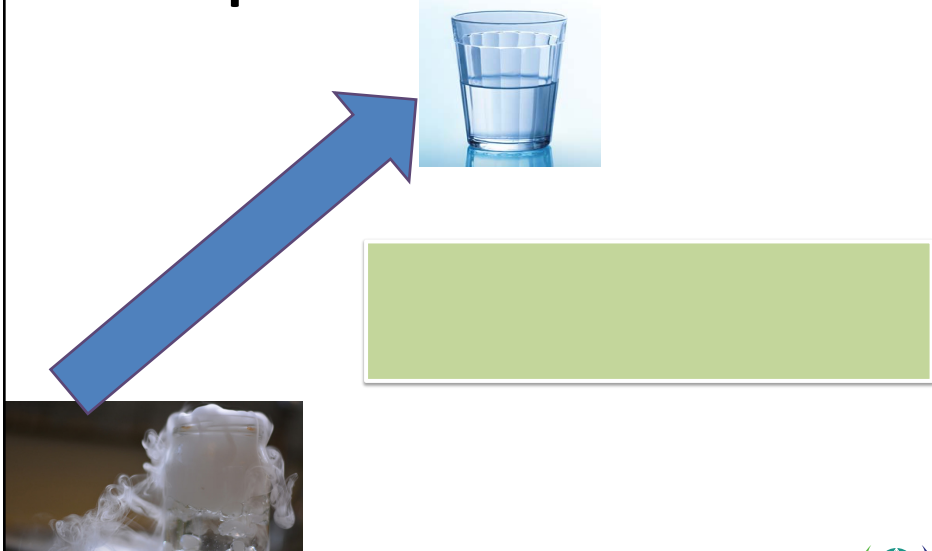
Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Science and Language Arts • Inquiry • Science experiments • Mini lessons • Guided reading • Writing • Word Work	Spanish
10:00 – 11:15	Math • Mini lessons • Small group instruction • Independent practice • Cooperative group work	Spanish
11:15– 12:00	Lunch/Recess	Student choice
12:00 – 12:15	SSP 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

Second Grade Biliteracy Schedule



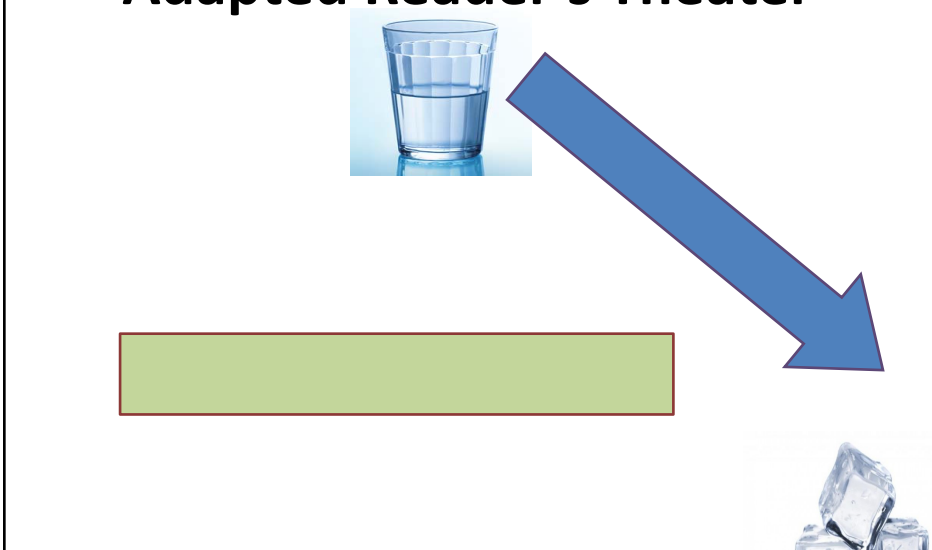
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Adapted Reader's Theater



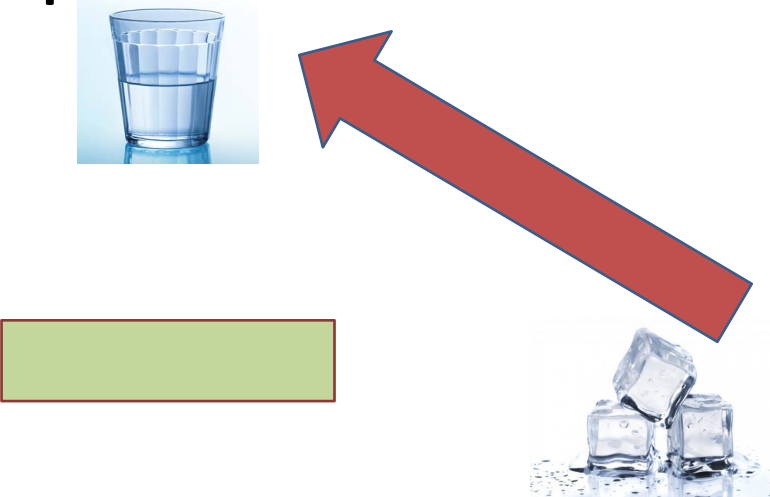
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Adapted Reader's Theater



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Adapted Reader's Theater



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Adapted Reader's Theater



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Adapted Reader's Theater



It turns into a liquid.

This is called
condensation



When a gas

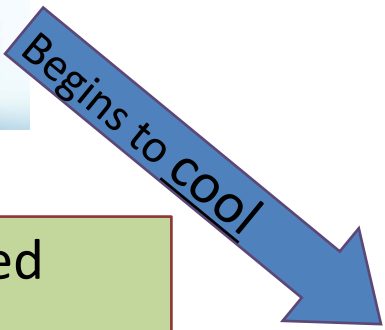


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Adapted Reader's Theater



When a liquid



This is called
freezing.

It turns into a solid.



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Adapted Reader's Theater



It turns into a liquid.

This is called
melting
or fusion.



When a solid.

Begins to heat



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Adapted Reader's Theater



When a liquid

This is called
evaporation.



It turns into a gas.

Begins to heat



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The Bridge – El Puente

Español

English



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Contrastive Analysis: Morphology

-ción	-tion
Condensación	Condensation
Evaporación	Evaporation

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit			Formative Assessment
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	Spanish	
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.	

The Bridge: Two Purposes

- Transfer: Academic concepts and language. –
 bridge 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.
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Bridge Transfer Extension

- Students will engage in a guessing game. The teacher will read descriptions of pictures where students are engaged in an experiment. The students will look for and identify the corresponding picture.
- Student pairs will create their own descriptions of other pictures taken throughout the unit (either of experiments, habitats, or other pictures). Pairs will read their description to other students who will guess which picture pertains to their description.

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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.

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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

-ción	-tion
Condensación	Condensation
Evaporación	Evaporation

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, content and literacy?
- How did students participate?
- How were students held accountable for their learning?



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