

Teaching for Biliteracy Summer Institute

Wednesday, August 7, 2019

Welcome to Day 2!



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@T4Biliteracy

Teaching for Biliteracy



Agenda – Wednesday, August 7, 2019

What are effective strategies and structures for biliteracy?

- AM agenda – whole group
 - Debrief of Sample Instruction
 - Oracy Development Strategies
 - Biliteracy and Balanced Literacy
- PM agenda – three breakout sessions
 - Oracy Strategies in Anticipation of Literacy and Content – PreK-2
 - Oracy Strategies in Anticipation of Literacy and Content – 3rd-8th grades
 - Biliteracy Program Development: Guidelines for Teaching for Biliteracy



Institute Norms – Over the next 3 days...

- Participate actively and interactively
- Assume good intentions, ask clarifying questions, and stay solutions-oriented
- Please silence your phones and put them out of your line of sight.
- Use technology strategically.
- Please no videotaping of any part of the day.
- Pictures are ok.
- Please keep sidebar conversations to a minimum.



Debrief of Sample Instruction

How did you feel as a learner?

What did you learn about biliteracy instruction?



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Debrief Sample Instruction

- Bring you're a.m. handouts from yesterday – on white paper and the BUF (pink or yellow handout) and a writing instrument.
- When I ring the bell, you will create groups:
 - one person from the 3rd-8th grade session
 - with two or three participants from PreK-2
- We will facilitate the group formation
- When you have your group, introduce yourselves and wait for the next step.



The 3rd-8th grade representative will start

- In the first part of the unit we...
- Then we...
- Finally we...
- This elements of this BUF that would be most effective for my students would be...
- When I will ring the bell, that indicates that PreK-2 representatives should begin sharing.



Sample Biliteracy – BUF handout

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.

Sample biliteracy instruction

- Something BOTH sample instructions had in common was...
- One way in which the sample instructions differed was...



Sample Biliteracy – BUF handout

Unit Theme:

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

Content Area Instruction

- Inquiry

Writing

- Strategies and elements of balanced literacy

- Experiences

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

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Illustration

Side by Side or
Así se dice

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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.

Building oracy and background knowledge

- All students actively participating, in the language of instruction.
- Explicitly building receptive oral language (comprehension) and productive oral language (talking) before moving on to reading, writing, and content instruction.
- Structured student-student oral interaction.



Teaching for Biliteracy means
always teaching
language (oracy)
literacy
and
content

**Which of these three is the most
important for developing bilinguals?**



Sample Biliteracy – BUF handout

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- Strategies and elements of balanced literacy

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- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

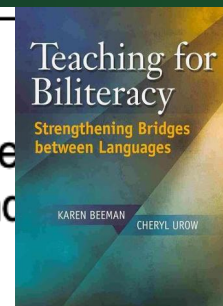
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Formative Assessment



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- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Writing – Chapter 8

Word Study and Fluency – Chapter 9

The Bridge - Chapter 10

Formative Assessment

Levantamos
la mano



We
raise our
hand

las vocales a e i o u the vowels

Caminamos
en fila



We wait
in a straight
line

la biblioteca



the
library

leemos
cáladitos



We read
quietly

Formamos las
oraciones

to form
sentences



el pasillo



the
hallway

comemos
sentados



We
stay
seated

el comedor



the
lunchroom

el salón



the
classroom



levantamos
salón
filín
biblioteca

lunchroom
walk
library
talk

pasillo
calladitos

hallway
fall
wall
fall
hello



puntos de
entrambamiento

jalar

la fricción

empujar

Contra la gravedad

Con la gravedad
mucho fuerza

poca fuerza

Points of Contact

to pull
the friction

to push

against gravity

with gravity
a lot of force

a little force



-ción

fricción

Contracción

-tion

friction

contraction

-dad

gravedad

ciudad

actividad

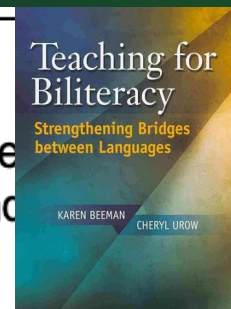
-ty

gravity

city

activity





Unit Theme:

- Content Area Standards
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Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

Content Area Instruction

For

One thing I learned about the Bridge was...

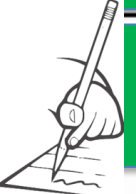
Summative Assessment

Bridge
Illustr
Side
Así s

The Bridge - Chapter 10

Assessment
Also
f
nts.

AGOSTO 2019

Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				1	2	3
4	5	6	7	8	9	10
11	1					17
18	1					24
25	2					31

calendar-page.com



SEPTIEMBRE 2019

DOM	LUN	MAR	MIÉ	JUE	VI	SÁB
1	2 X					7
8						14
15						21
22	Evaluación final de la unidad				26	27
29					28	
						

Calendarforoffice.com



Sample Biliteracy – BUF handout

Unit Theme:

- Content Area Standards
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- English Language Arts Standards
- English Language Development Standards

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- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Formative Assessment

Word

Word study to be studied

Formative Assessment

Bridge – Transfer
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Bridge – Transfer -
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 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

Debrief of Sample Instruction

One element of biliteracy that I can
implement in my classroom is...

I'd like to learn more about...



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Debrief of Sample Instruction

The benefits of this instruction

Please take a 10 minute break.

The challenges are...



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Team Reflection and Planning – p. 14

- Based on what you have experienced so far, what are some short and long term tasks/goals?

Team Reflecting and Planning	
Short Term and Individual	Long Term and Collaborative



Biliteracy and Balanced Literacy

The sample instruction was
Spanish Language Arts (literacy)
instruction



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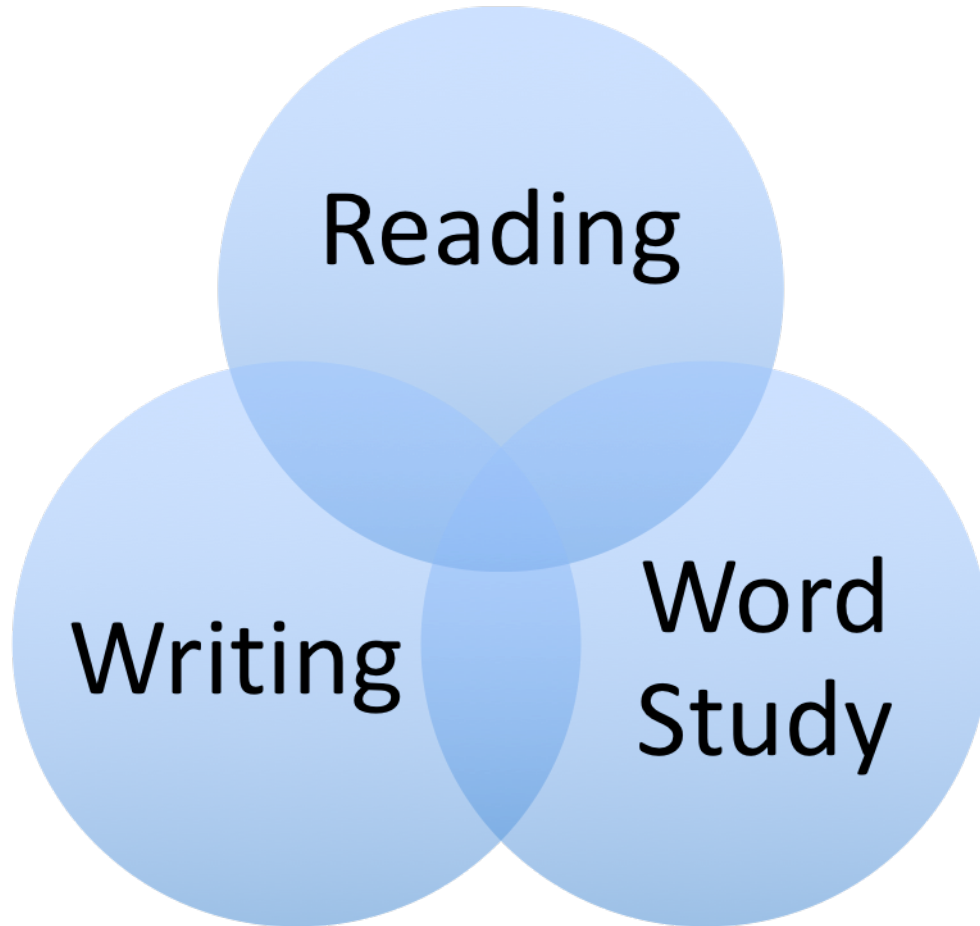
Biliteracy and balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)



Biliteracy and balanced literacy



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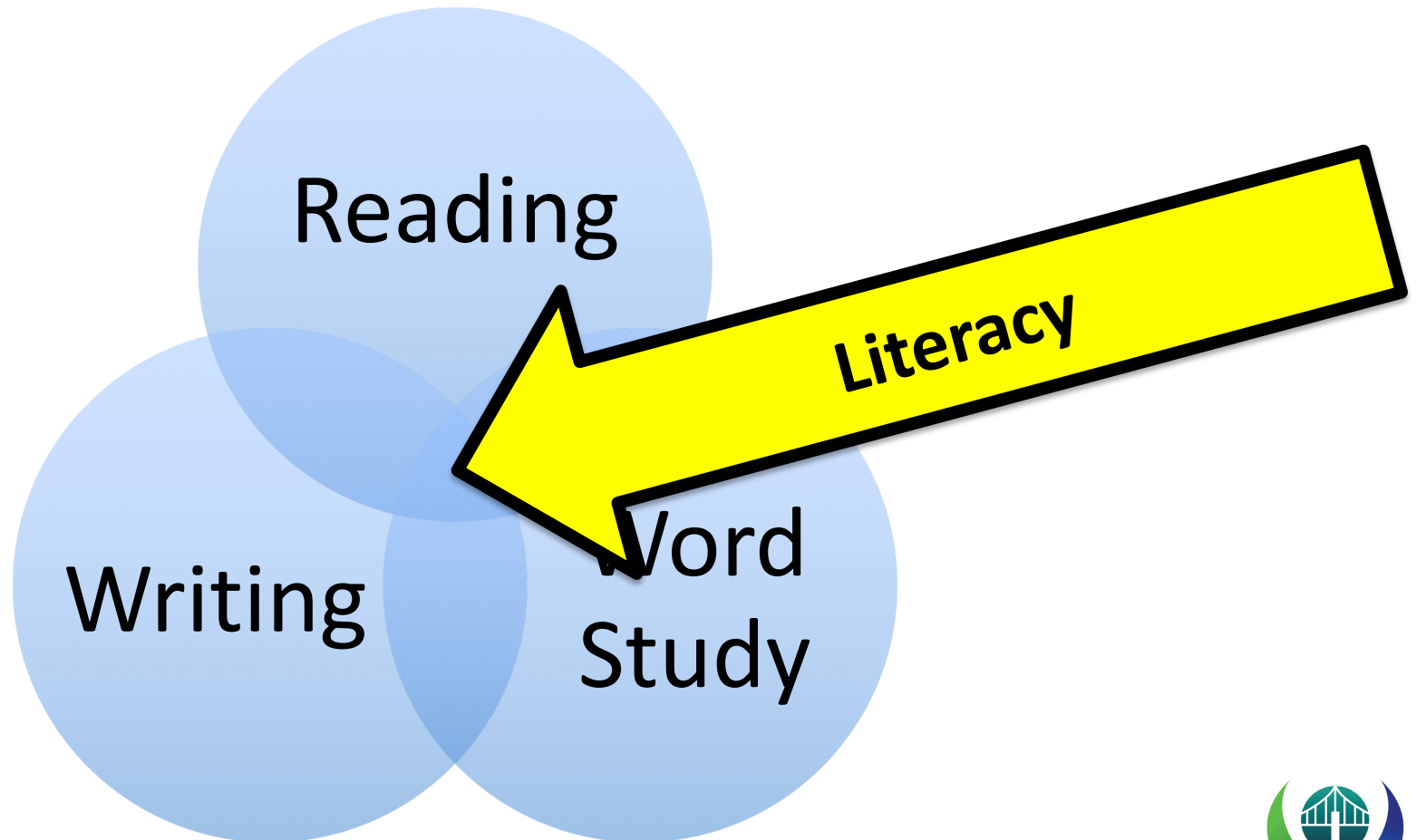
Biliteracy and balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day



Biliteracy and balanced literacy



Biliteracy and balanced literacy

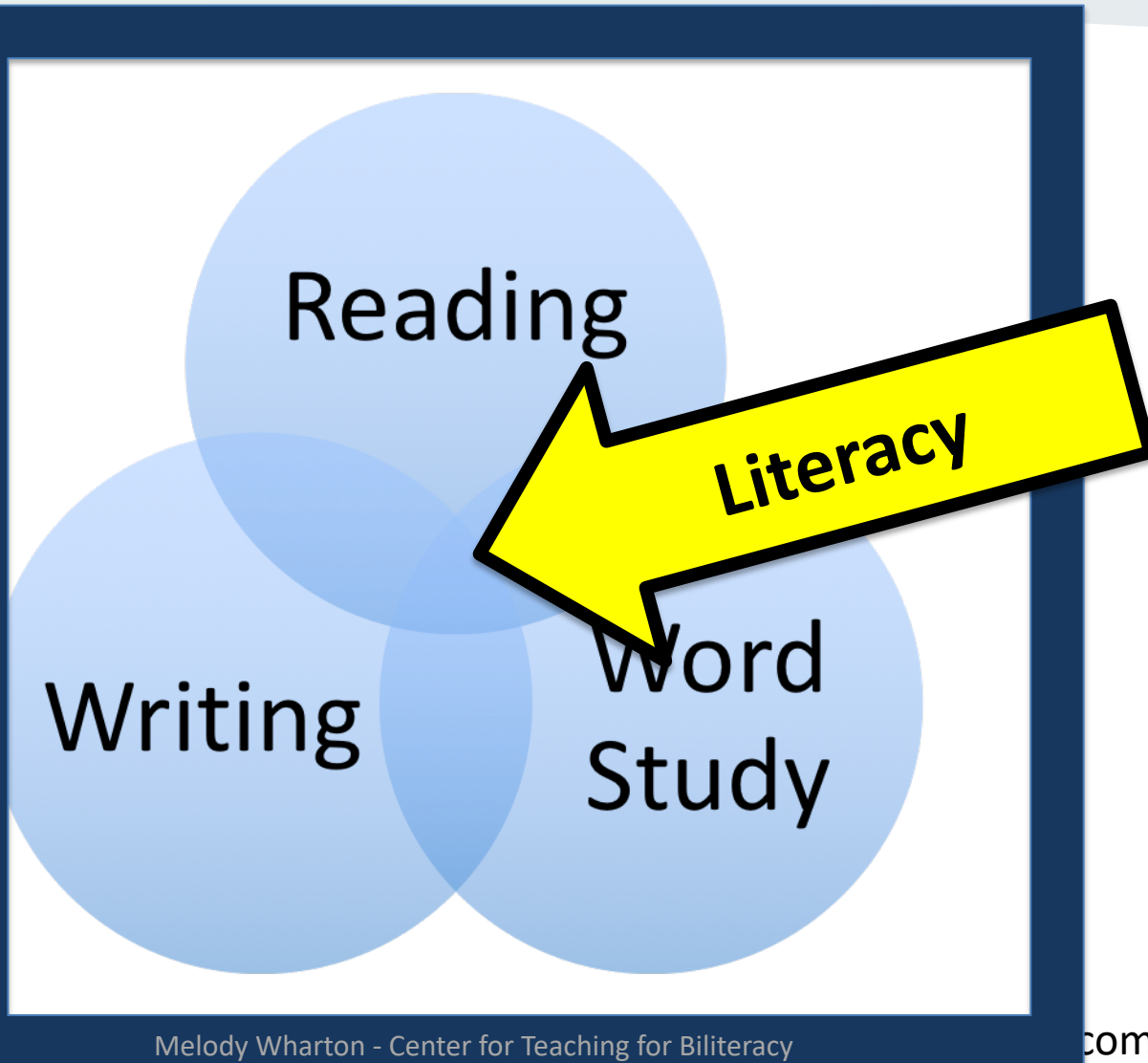
Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day
- what students read and write should come from the content areas (science and social studies)



Biliteracy and balanced literacy

Context
for
Meaning
-



From the
content
areas, or
universal
theme



Biliteracy and balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day.
- what students read and write should come from the content areas (science and social studies)
- oracy development (the academic oral language required for reading and writing) is infused in all parts of this framework.
- ***In other words, biliteracy and balanced literacy.***



What is mono-literacy?

Reading

Writing

**Word
Study**



What is mono-literacy?



Monoliteracy Schedule

8:00-8:15	Welcome - Attendance
8:15-8:30	WW Mini-Lesson
8:30 – 9:15	WW Independent Writing
9:15 – 9:30	WW Closure
9:30 – 9:45	WW Shared Writing
9:45-10:00	Read Aloud
10:00-10:30	Guided Reading
10:30-11:00	Phonics – Word study



Teaching for Biliteracy

11:00 – 11:45	Lunch & Recess
11:45 – 12:45	Specials
12:45-1:45	Math
1:45 – 2:30	Social Studies
2:30 – 2:45	Science
2:45– 3:15	WW Independent Writing
3:15 – 3:30	WW Closure
3:30 – 3:45	WW Shared Writing
3:45-4:15	Guided Reading

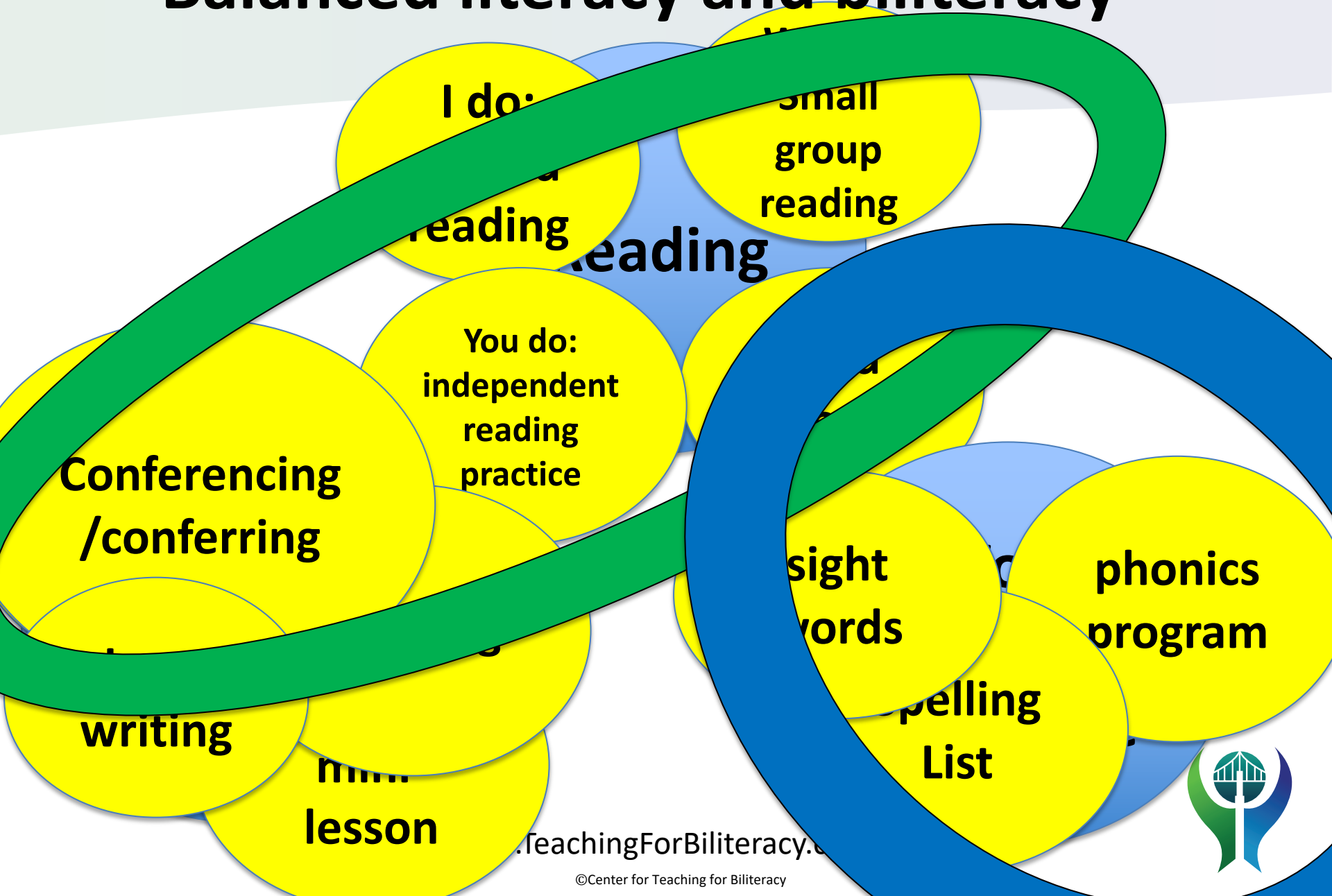
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Just as bilinguals are NOT two monolinguals in one person...

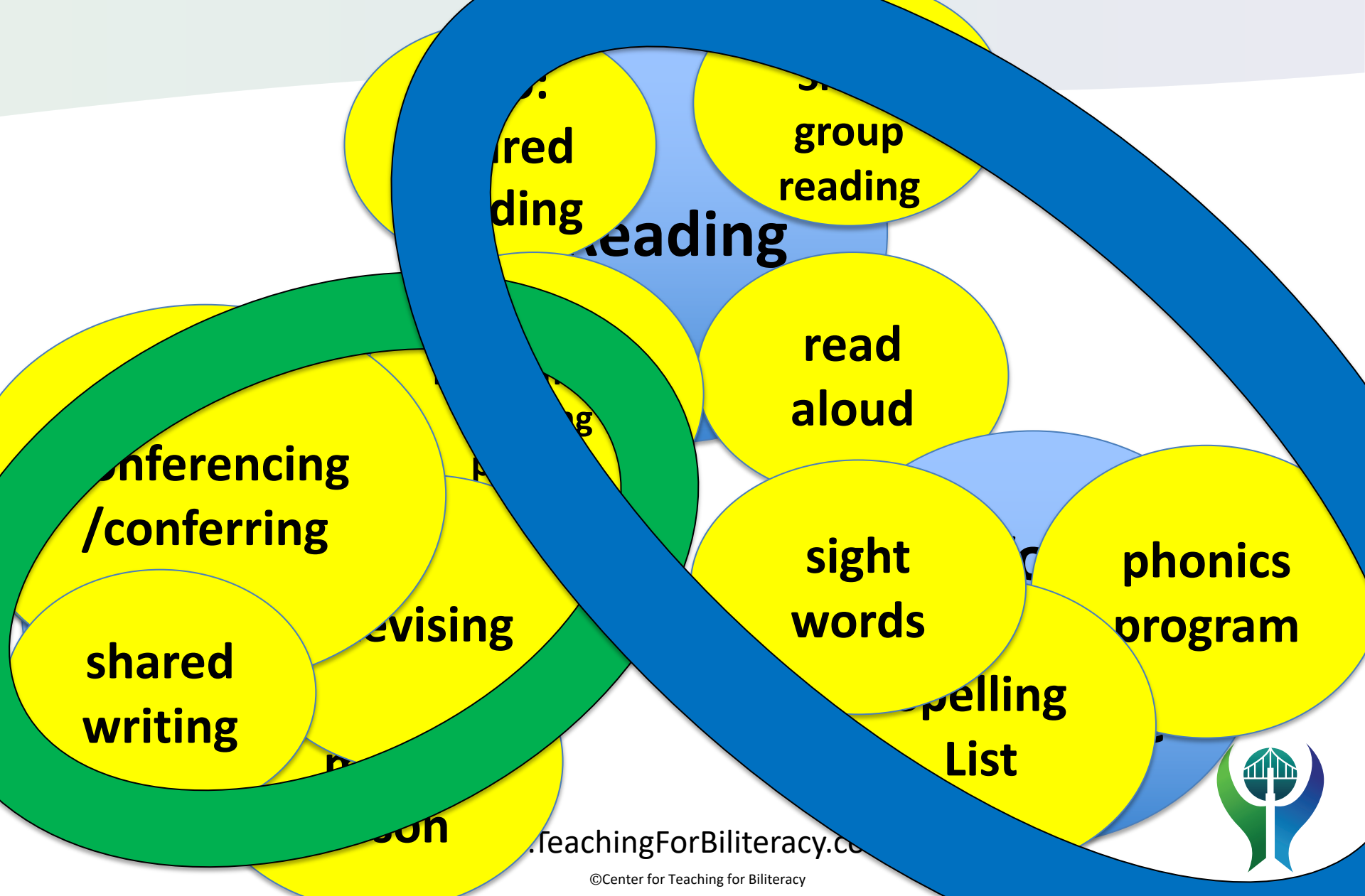
...Teaching for Biliteracy is NOT teaching two monoliteracies.



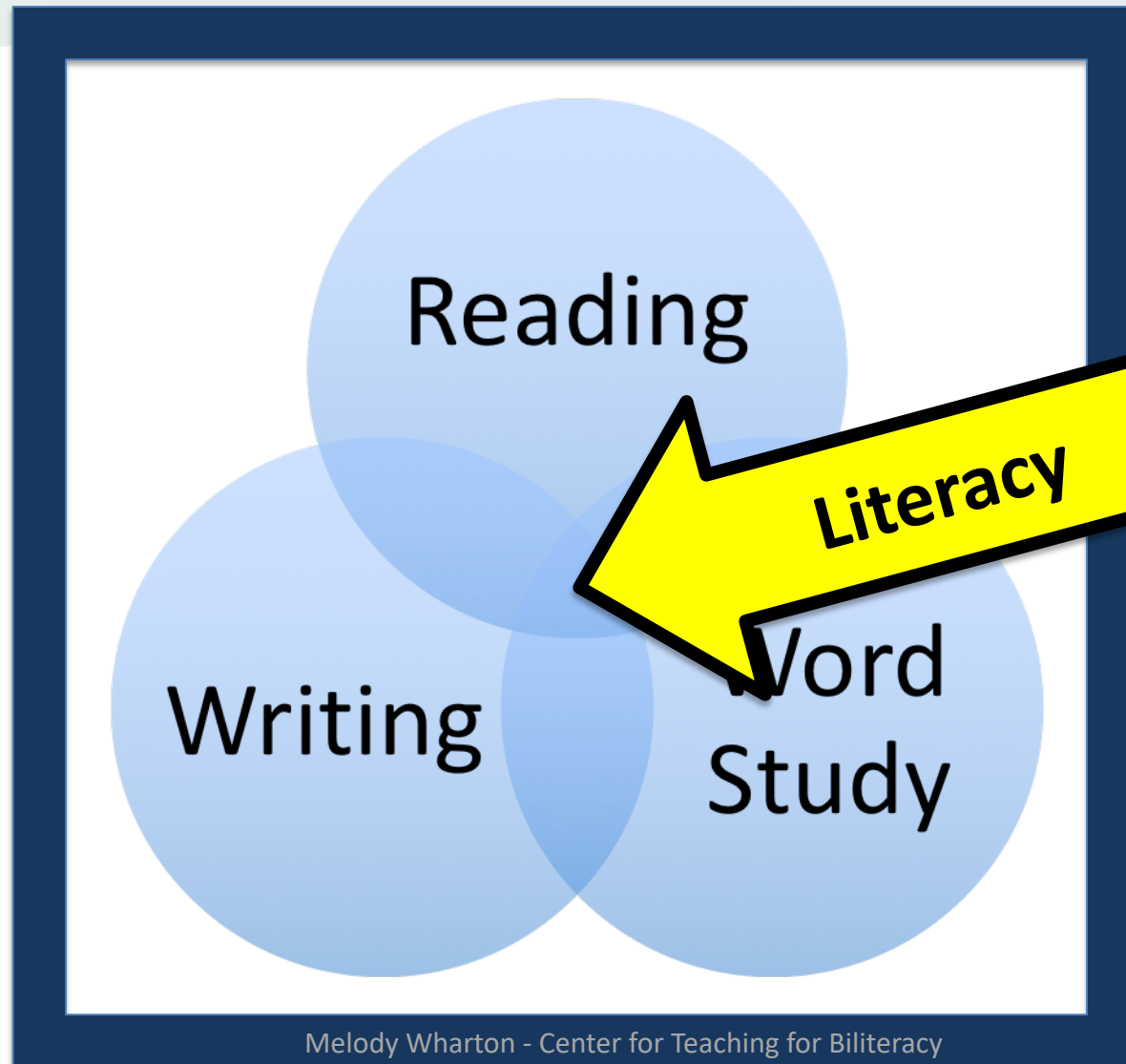
Balanced literacy and biliteracy



Balanced literacy and biliteracy



Biliteracy and balanced literacy



Context
for
Meaning

-

From the
content
areas



Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common vision of the educational goal that we want to achieve.

Two important recommendations must be taken into account when implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery that allows them to be competent.

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es describir lo que queremos que los estudiantes sepan y sean capaces de hacer. Otro propósito es crear una visión común de la meta de la alfabetización en español que queremos que todos los estudiantes alcancen.

Dos recomendaciones son esenciales a la hora de implementar estos estándares:

1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuentemente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no solo dificultarían la comprensión sino que también en muchos casos, no llegarían a ser asimiladas y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto significativo, claro y funcional, es importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que puedan ser competentes.

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.



Talmudic Style Reading

(Melody Wharton)

- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



A reads and B asks, “but what does this mean”?

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.



B reads and A asks, “but what does this mean”?

2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.



South Carolina State Language Arts Standards, Fundamentals of Reading

- integration
- meaning making
- comprehension

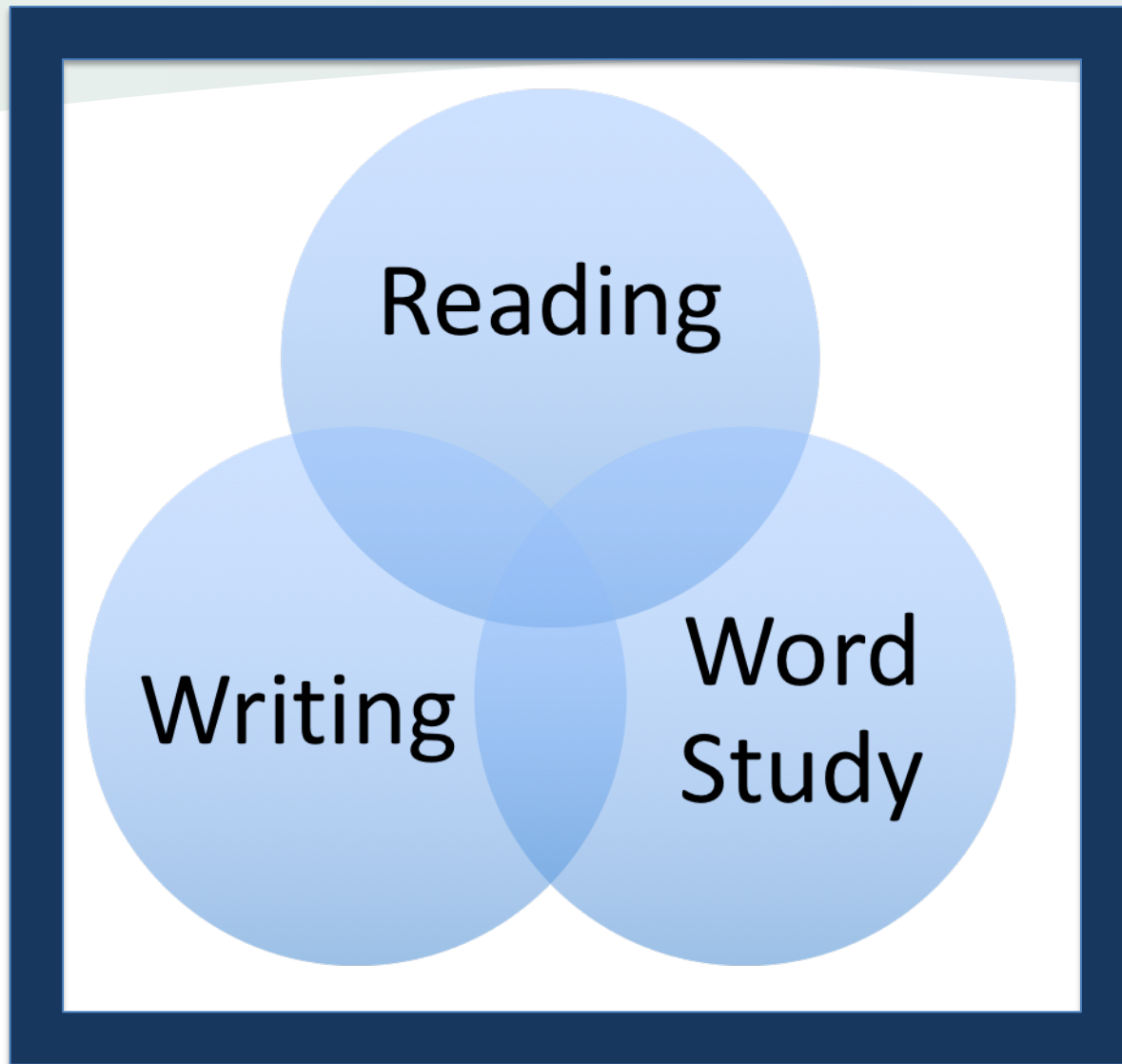
Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)



Biliteracy and balanced literacy



Biliteracy
instruction
is
standards
based.
Can you
find these
standards?

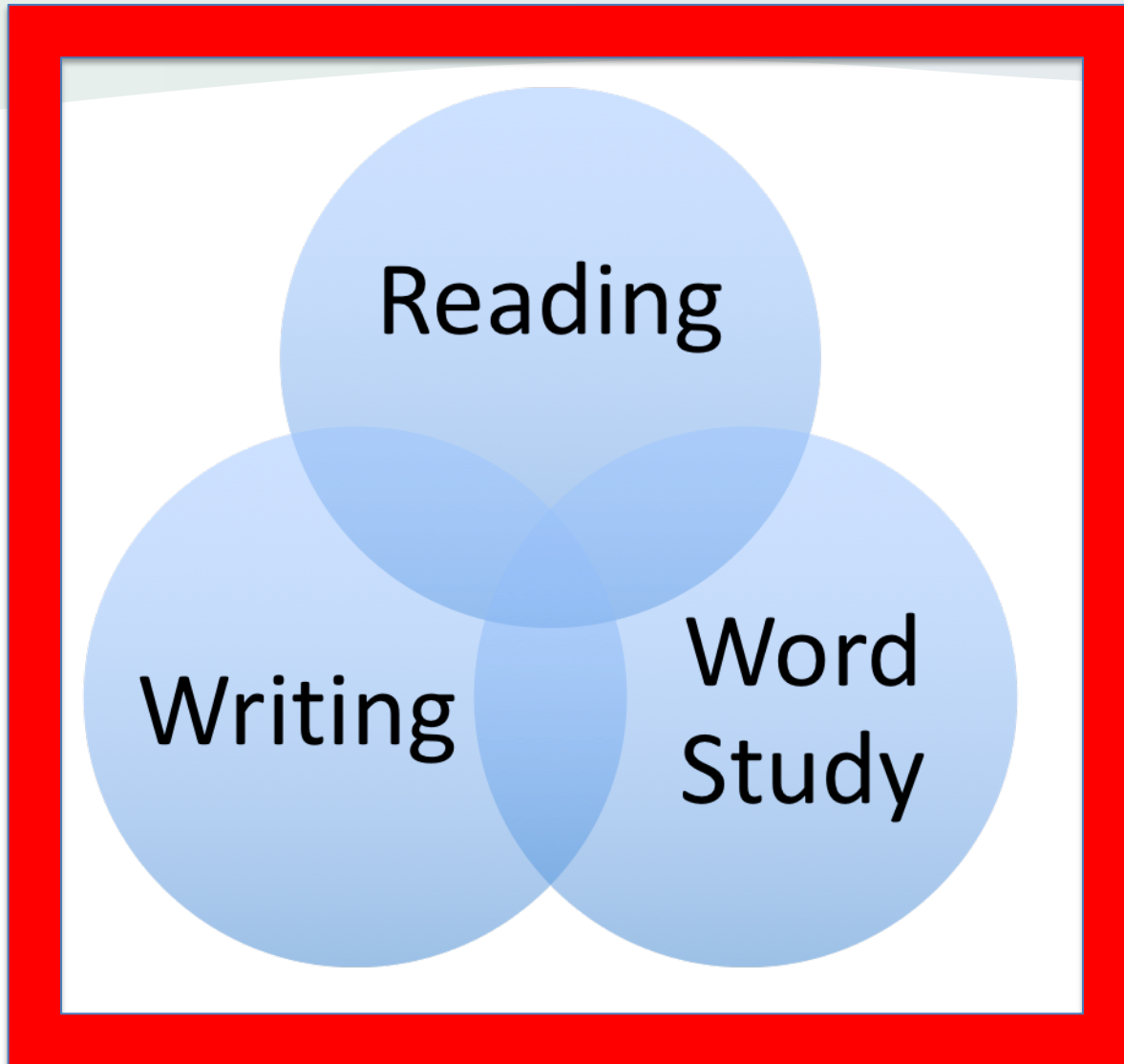


Biliteracy and balanced literacy

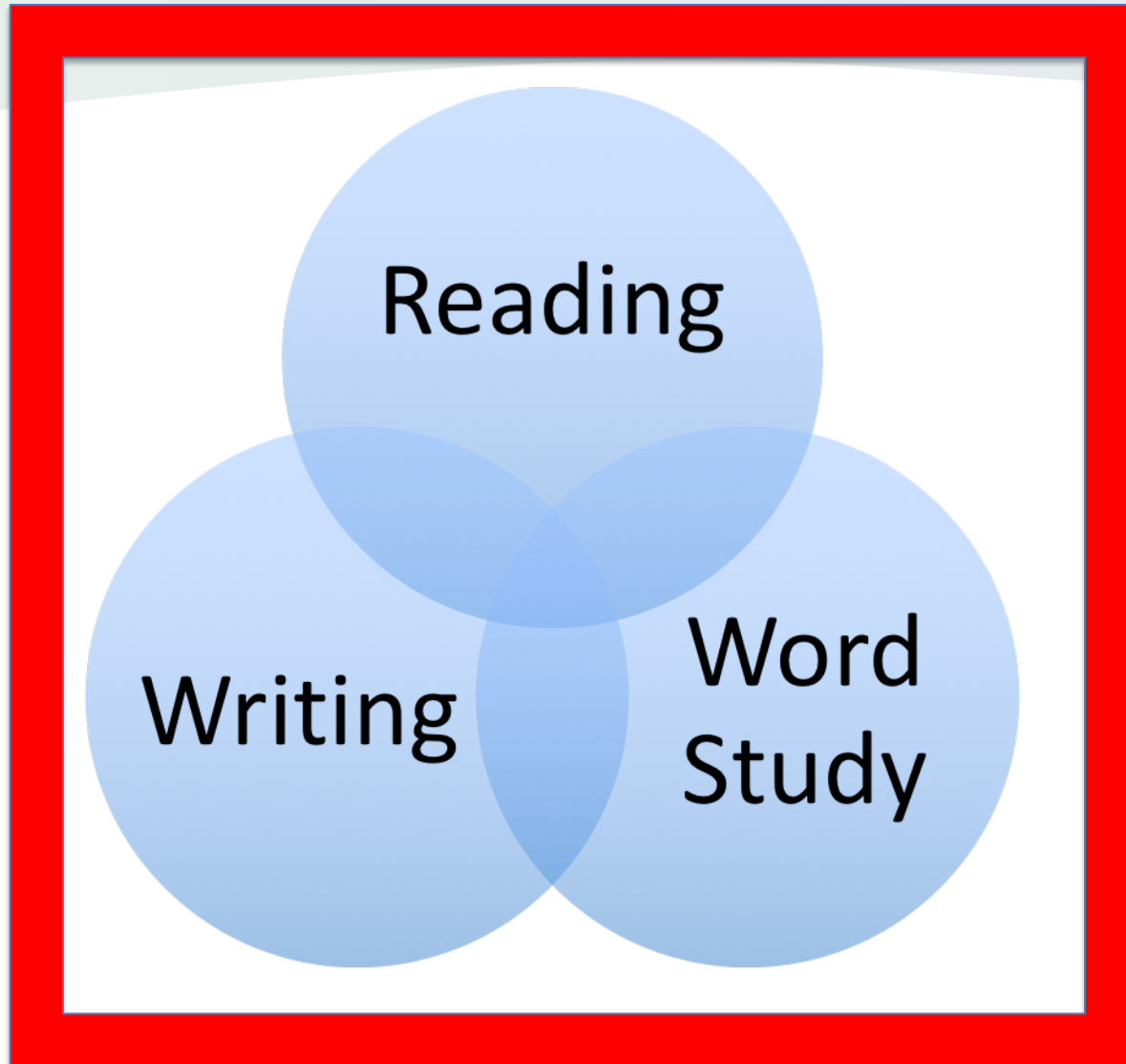
**Content
Standards**

Science –
4th grade

Social
Studies -
Kinder



Biliteracy and balanced literacy



**In secondary,
the context is
a universal
theme:**

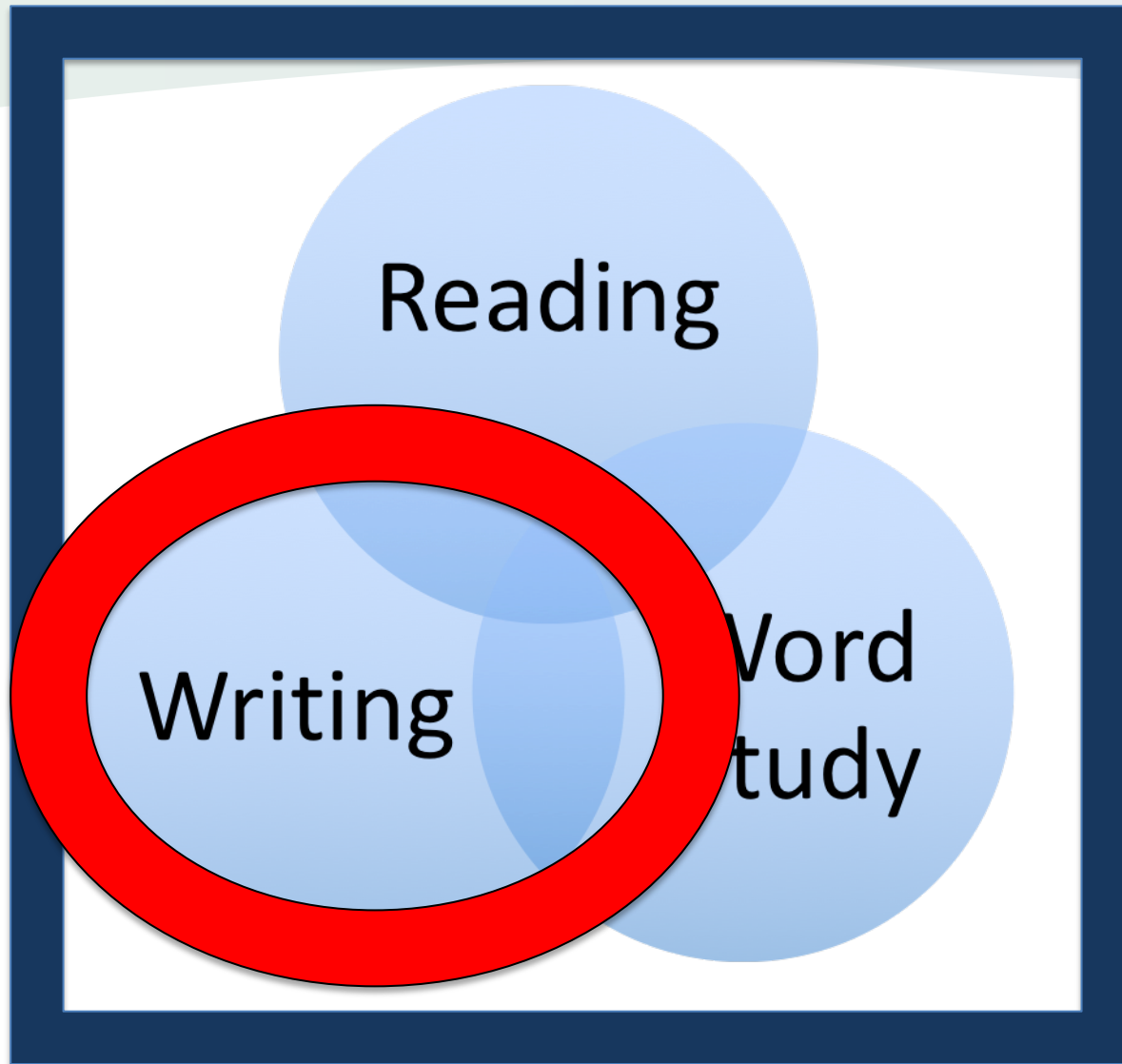
**Social
Change,
Connecting
Past &
present**



6th GRADE SLA 2017-2018 YEAR-AT-A- GLANCE

Quarter 1-first 9 weeks 6 weeks Spanish 3 weeks English	Quarter 2- second 9 weeks 6 weeks Spanish 3 weeks English	Quarter 3- third 9 weeks 6 weeks Spanish 3 weeks English	Quarter 4- fourth 9 weeks 6 weeks Spanish 3 weeks English
Overarching question: How does one preserve culture?			
READING	READING	READING	READING
Title: Individuals as Part of our Whole Community A way to make an impact in your community is <u>activism</u> Making social changes → have a voice Essential Question: How do individuals impact their communities? What is the benefit of contributing to the greater good? Essential Understanding: - A community is... -The point of view used to tell the story has a great impact (THEME) Genre: Realistic Fiction, Biographies, and Poetry	Title: Connecting the Past, Present, and Future Essential Question: What does the past have to do with me? How can I use it to shape the future? (current immigration, colonization etc.) <u>¿Qué tiene que ver el pasado conmigo? ¿Cómo puedo usarlo para dar forma al futuro?</u> Essential Understanding: -Fictional texts follow a specific plot structure. - There are various types of characters (static, dynamic, flat, round). - Dynamic characters change throughout a text and move towards a resolution. (CHARACTERIZATION AND POV) Genre: Historical Fiction, NewsELA articles on immigration or primary documents from explorers, Poetry	Title: The Individual in Nature Essential Question: What is our relationship with nature? • How is nature at war with each of us and how does it prove our vulnerability? • What is our responsibility in preserving our planet for future generations? • Where do you fit into nature? You are vulnerable to it. You have a responsibility to it. You are an essential part of it. Essential Understandings: - We as humans can often be held at nature's mercy, and because of this, it's everyone's job to care for the environment to maintain <u>their</u> safety and security of future generations. -Authors use descriptive language to add to the tone of the text. -Figurative language adds meaning Mood and tone: Mood-- estado de animo	Title: TBD Essential Question: • How does life in the fantasy world help us learn about the real world? • What kinds of conflicts typically occur in fantasy narratives? • What is believable about the story? ◦ What elements of culture can be found in the story???? Title: Preserving Culture Essential Question: • Does culture impact the delineations between good and evil? ◦ How is culture defined? • How do different groups advocate to preserve their culture?

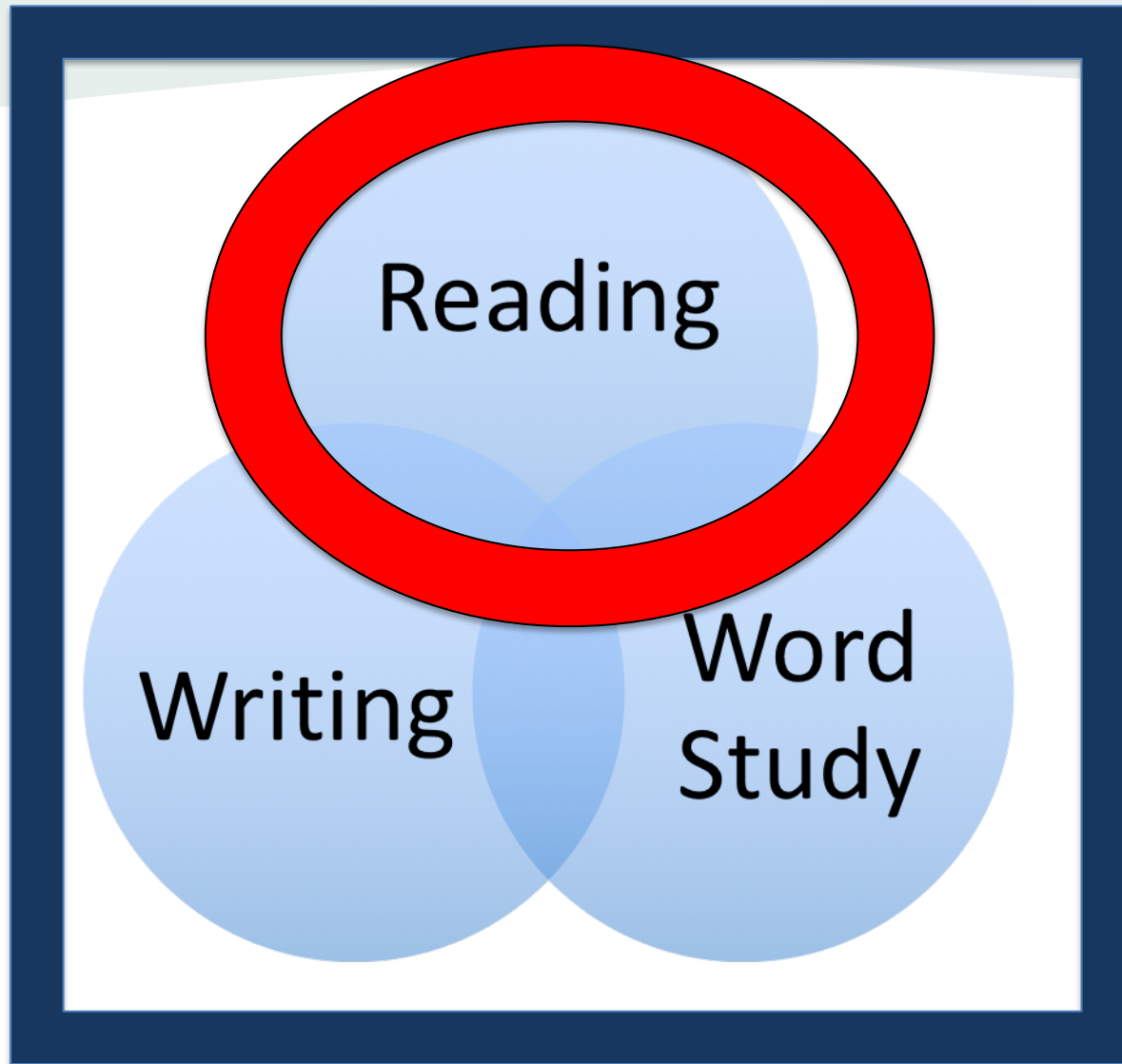
Biliteracy and balanced literacy



**Writing
Standards**



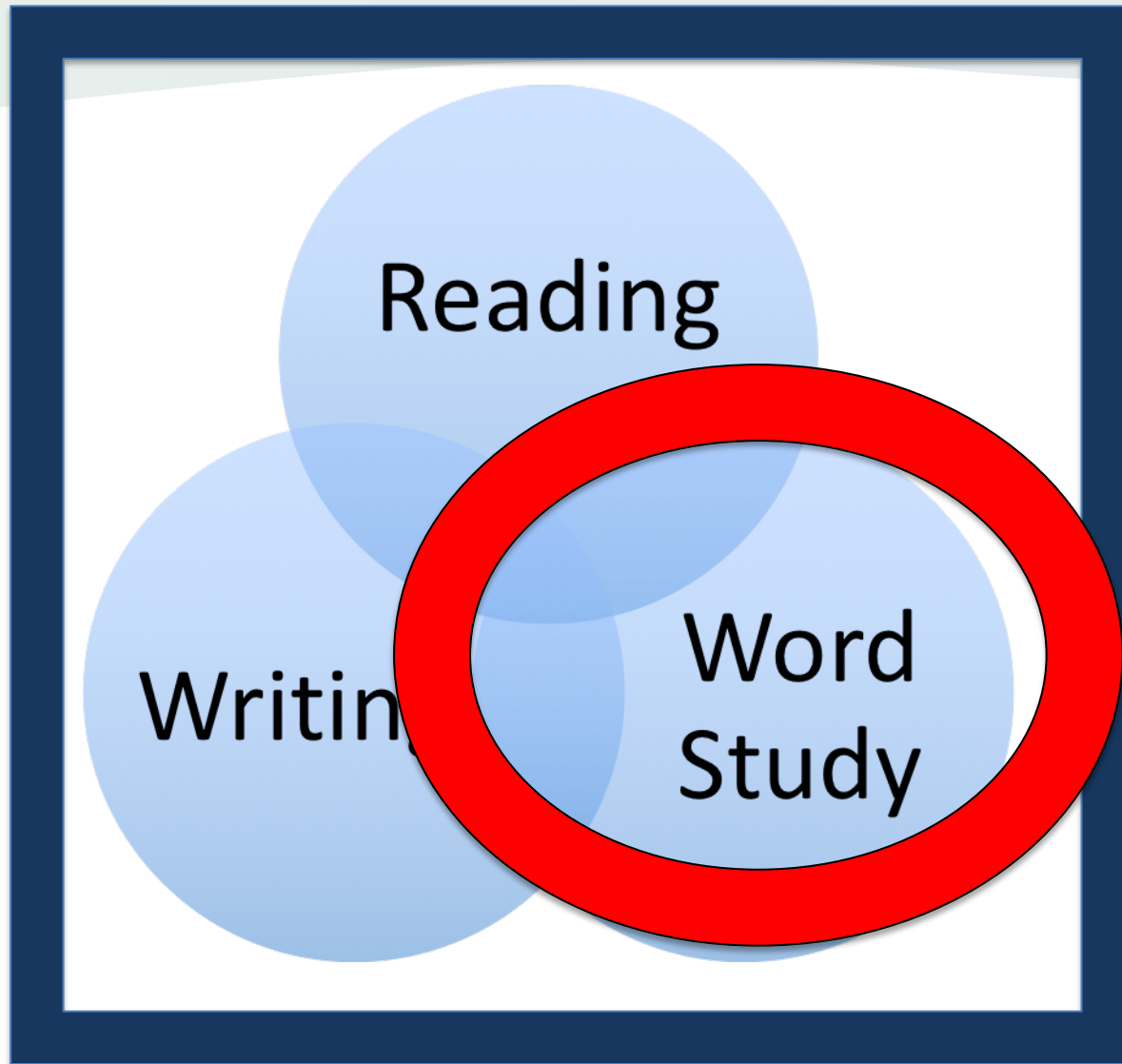
Biliteracy and balanced literacy



**Reading
Standards**



Biliteracy and balanced literacy



**Word Study –
Foundational
skill
Phonics
Grammar**



Sample 800
 Daily, year-long
 schedule for
 biliteracy –
 p. 5 of
 handouts

Time		Language
	<i>Biliteracy</i>	
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study	SPANISH
10:30-11:00 a.m.		Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study	ENGLISH

Sample
50/50 Daily,
year-long
schedule for
biliteracy –
p. 6 of
handouts

Time	Subject	Language
8:00 – 8:20	See p.106-7, Teaching for Biliteracy	Spanish
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: - Science experiments - Oracy Development - Whole Group Mini-Lesson - Writing - Independent practice - Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pp. 108-109	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: Oracy development	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: - Oracy development - Guided practice - Social Studies experiences - Writing - Word study	English
1:50-2:30	Specials	If possible, half are Spanish and half are English

Biliteracy and Balanced Literacy

- Where are the balanced literacy routines? Where is guided reading? Where is writer's workshop? Where is phonics instruction (word study)?
- How are the two biliteracy schedules similar to each other?
- How are the biliteracy schedules similar or different from your schedules?



Sample
50/50 Daily,
year-long
schedule for
biliteracy –
p. 5 of
handouts

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
What does this mean for departmentalization?		
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are Spanish and half in

Sample 80/20
Daily, year-long
schedule for
biliteracy –
p. 5 of
handouts

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop	SPANISH

**What does this mean for
departmentalization?**

12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	ENGLISH

Sample 80/20
Daily, year-long
schedule for
biliteracy –
p. 5 of handouts

**NOTE: English
literacy in 80/20
IS NOT
integrated with
content**

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts <i>(alternating units)</i>	SPANISH
	Life Cycle – Non-fiction text elements, research and report writing • Reading • Word Study • Independent Practice	
10:30-11:00 a.m.	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will	
	All about me – fictional narrative	

Standards-Based Biliteracy Curriculum

Maps plan instruction for the year – starting with standards

80/20 Example

The image displays a curriculum map for a Standards-Based Biliteracy Curriculum, illustrating the 80/20 Example. The map is organized into columns representing different topics or units, each with a grid of standards and corresponding writing modes.

Topics and Standards:

- Where we live:** How do observations describe patterns? How do I know where I am?
- Light & Sound:** How can I use light & sound to send messages?
- Needs & Wants:** How do we all get what we need?
- Organisms & Sun:** How can we solve problems using nature?
- People Past & Present:** How are our lives different from those who lived in the past?

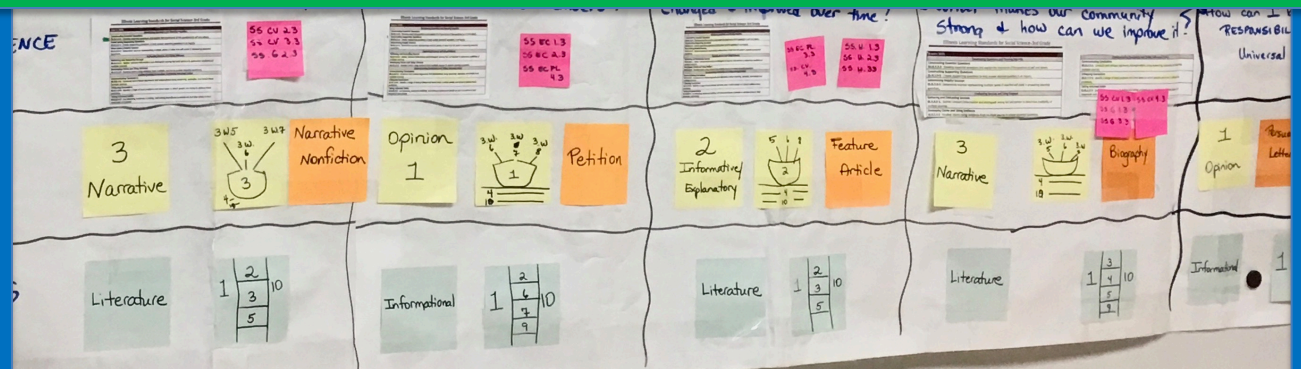
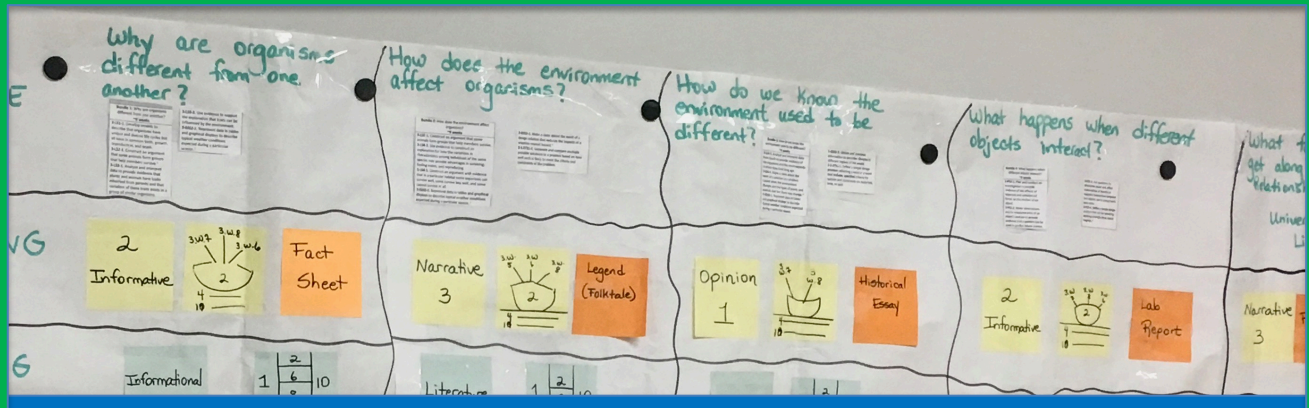
Writing Modes and Standards:

- Personal Essay:** 1W, 5, 8
- Narrative:** 1W, 5, 8
- Narrative Non-Fiction:** 1W, 5, 8
- Informative:** 1W, 5, 8
- How-to-Book:** 1W, 5, 8
- Opinion:** 1W, 5, 8
- Petition:** 1W, 5, 8
- Personal Narrative:** 1W, 5, 8
- Fact Sheet:** 1W, 5, 8
- Historical Fiction:** 1W, 5, 8
- Opinion:** 1W, 5, 8

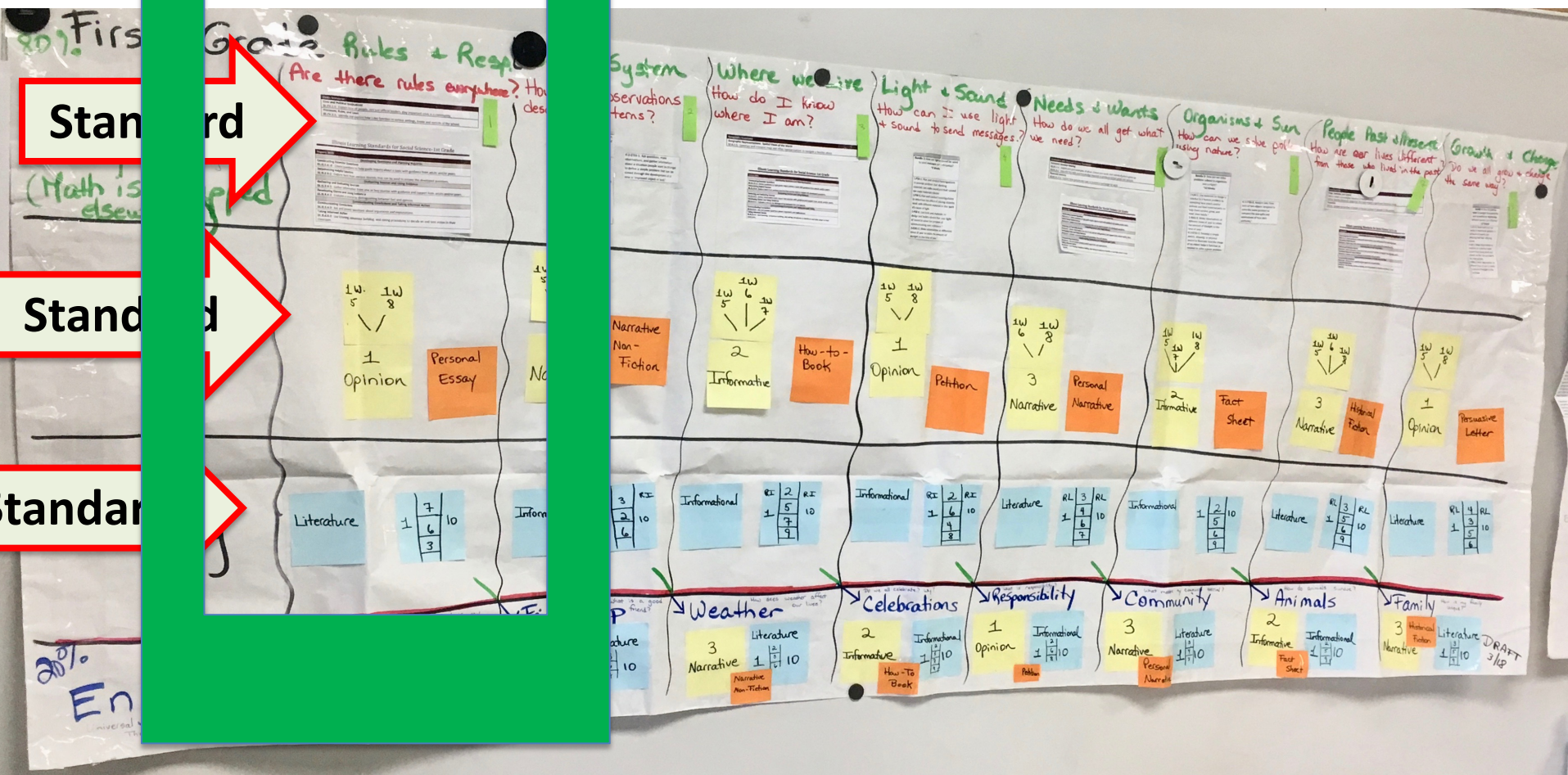
Additional Content:

- Content 5C/5S (Math is everywhere):** Writing, Reading
- Friendship:** 1W, 5, 8
- Weather:** 1W, 5, 8
- Seasons:** 1W, 5, 8

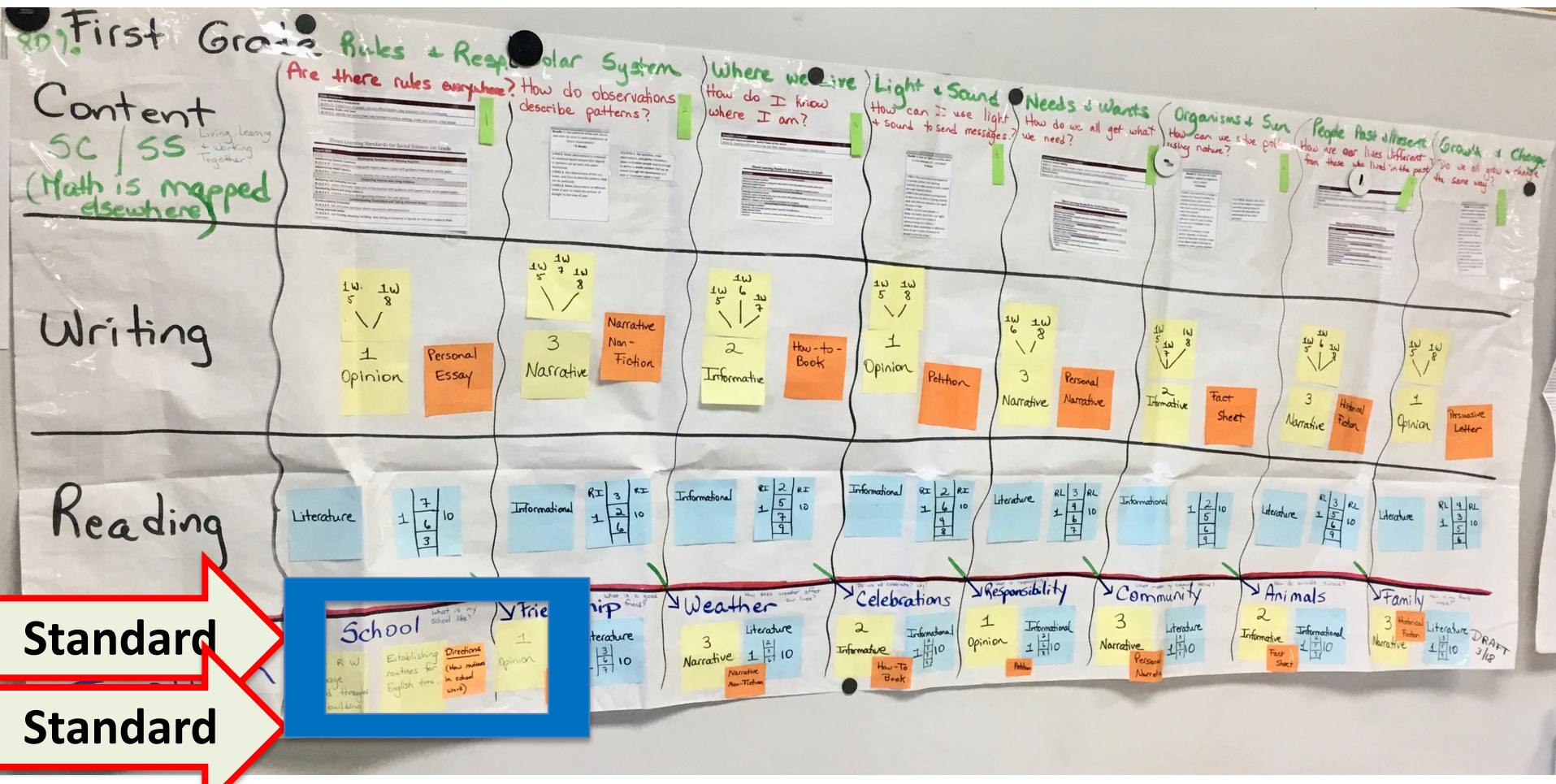
Standards-Based Biliteracy Maps plan instruction for the year



80/20 Example



Standards-Based Interdisciplinary Curriculum Maps plan instruction for the year – starting with standards



Standards-Based Interdisciplinary Curriculum Maps

plan instruction for the standards

80% First
Conte
SC / S
(Math is
elsewh
Writi
Read

Grade 5 Rules + Resp
Are there rules everywhere?

Learning
Thinking
Har
ped

14. 1W
5 8
V
1
Opinion

Personal
Essay

Literature

1	7	10
	6	
	3	

Content

Writing

Reading

Science or Social Science Content

**Context for
Meaning ...**

**comes from
the content
or universal
theme**



Standards-Based Interdisciplinary Curriculum Maps plan instruction for the

Starting with standards

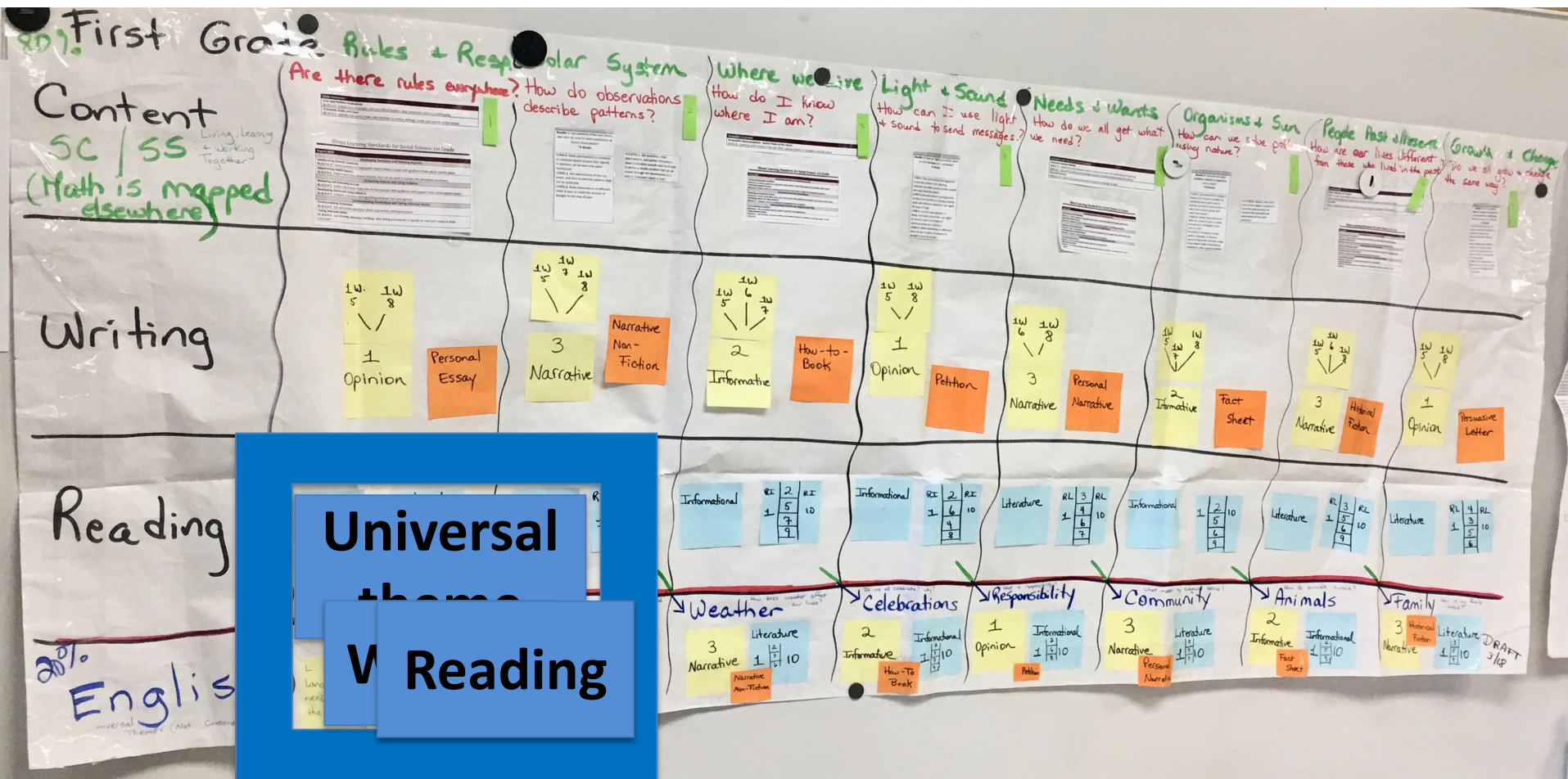
Content

Writing

Reading

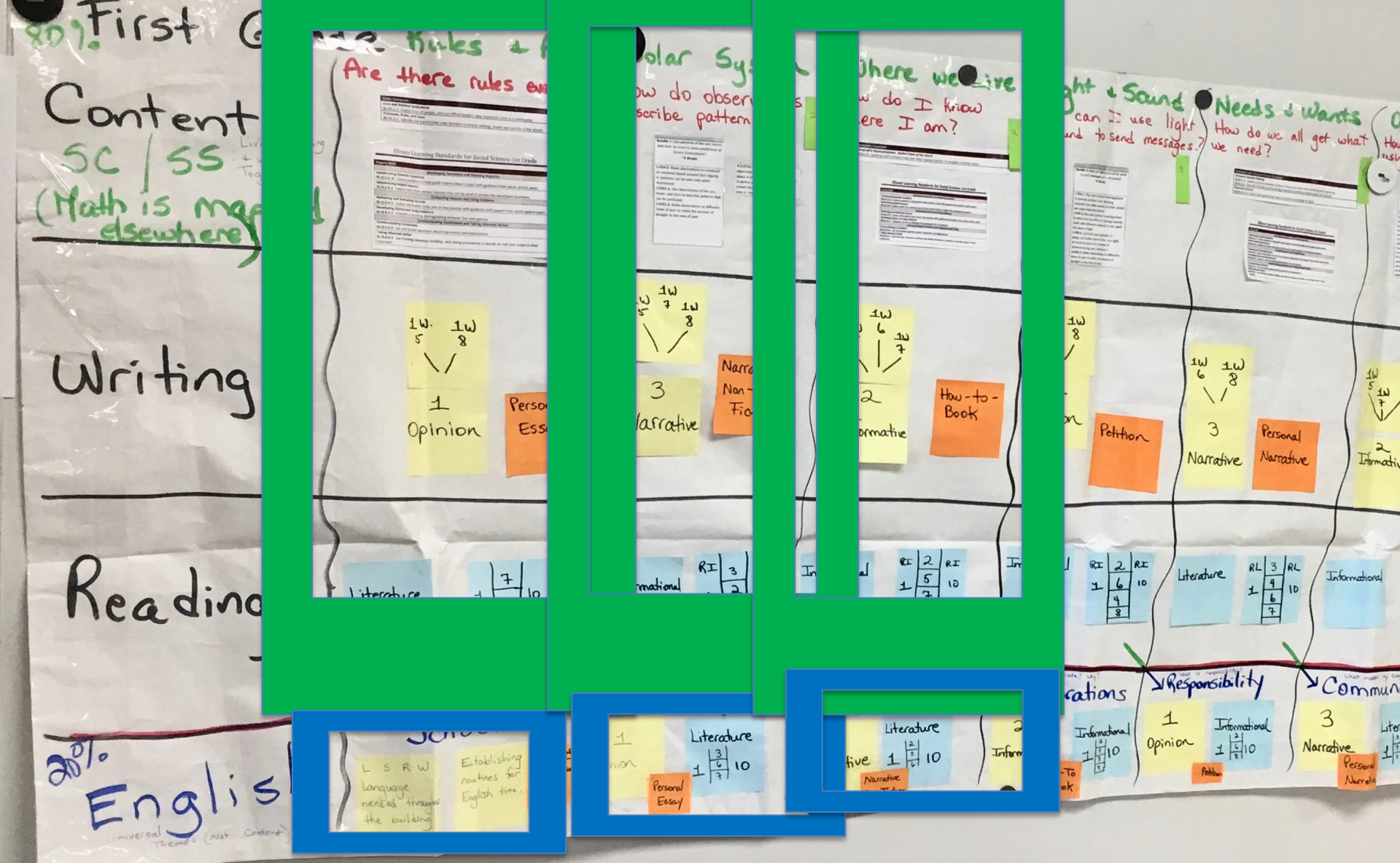


Standards-Based Interdisciplinary Curriculum Maps plan instruction for the year – starting with standards



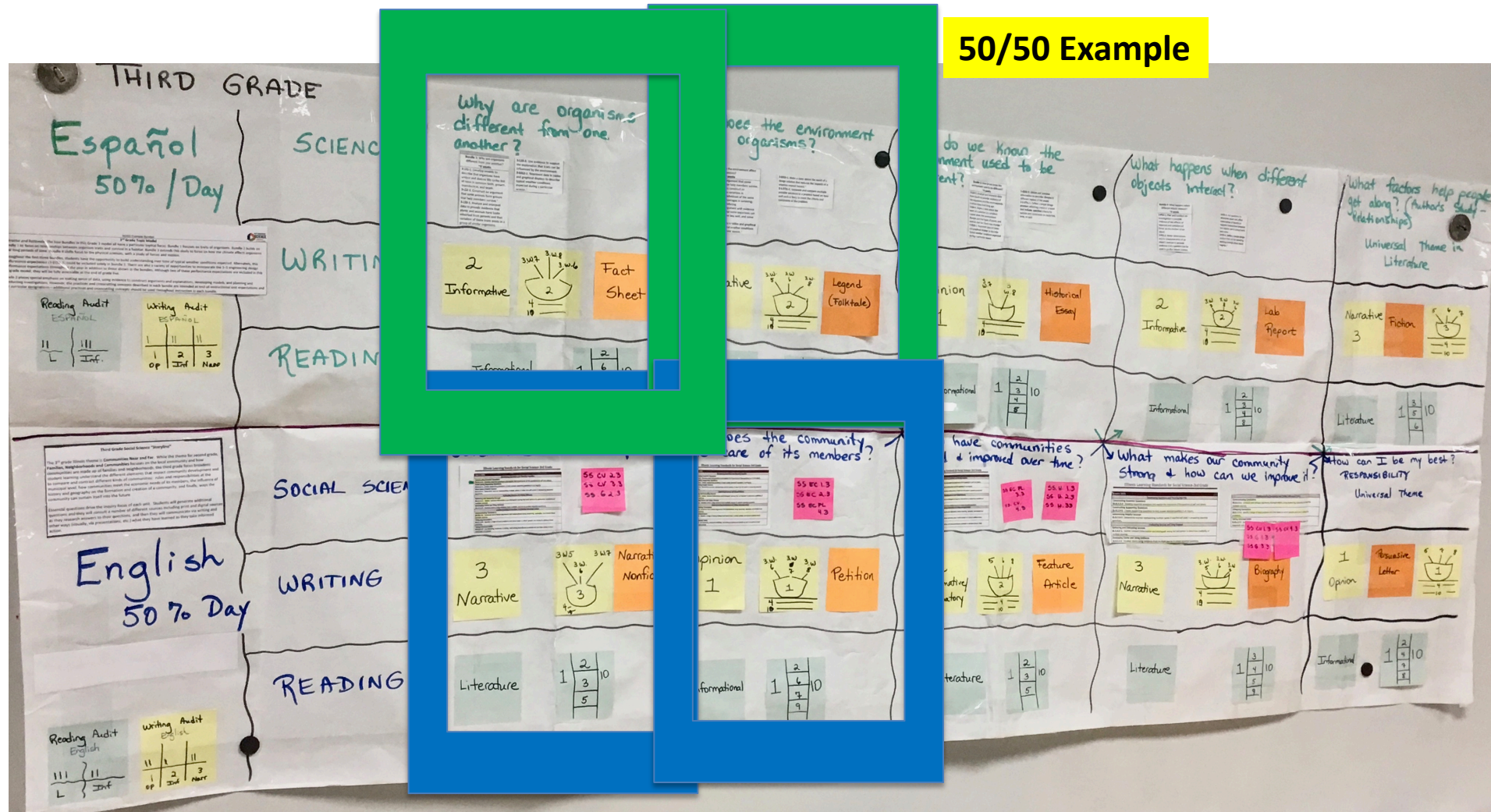
Standards-Based Interdisciplinary Curriculum Maps

plan instruction with standards



Standards-Based Biliteracy Maps plan instruction for the year

50/50 Example



Standards-Based Biliteracy Maps plan instruction for the year

Content

Writing

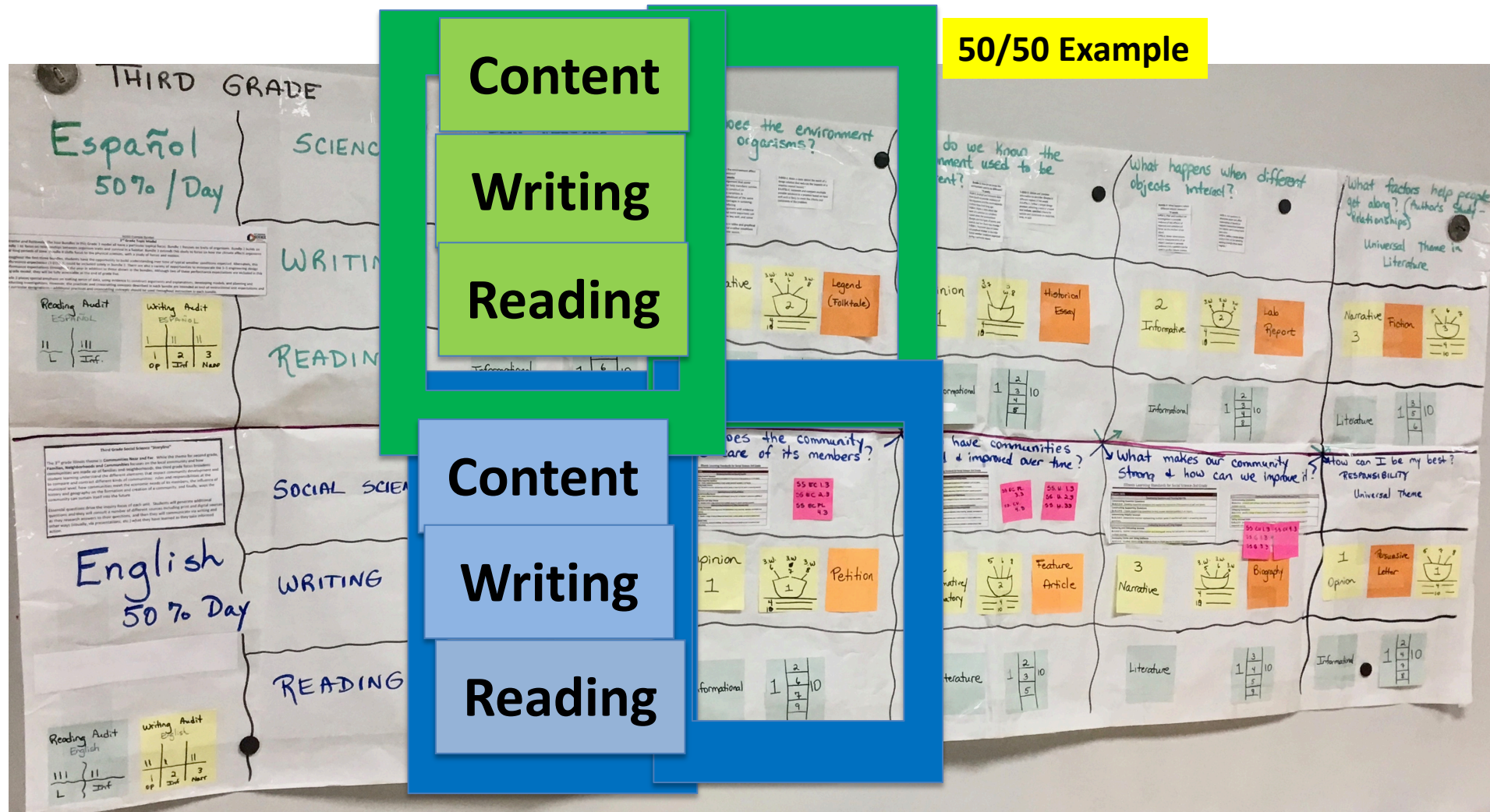
Reading

50/50 Example

Content

Writing

Reading



Team Reflection and Planning

Balanced Literacy and Biliteracy

Curriculum Mapping for Biliteracy

Team Reflecting and Planning	
Short Term and Individual	Long Term and Collaborative



Agenda – Wednesday, August 7, 2019

What are effective strategies and structures for biliteracy?

- AM agenda – whole group
 - Debrief of Sample Instruction
 - Oracy Development Strategies
 - Biliteracy and Balanced Literacy
- PM agenda – three breakout sessions
 - Oracy Strategies in Anticipation of Literacy and Content – PreK-2
 - Oracy Strategies in Anticipation of Literacy and Content – 3rd-8th grades
 - **Biliteracy Program Development: Guidelines for Teaching for Biliteracy**



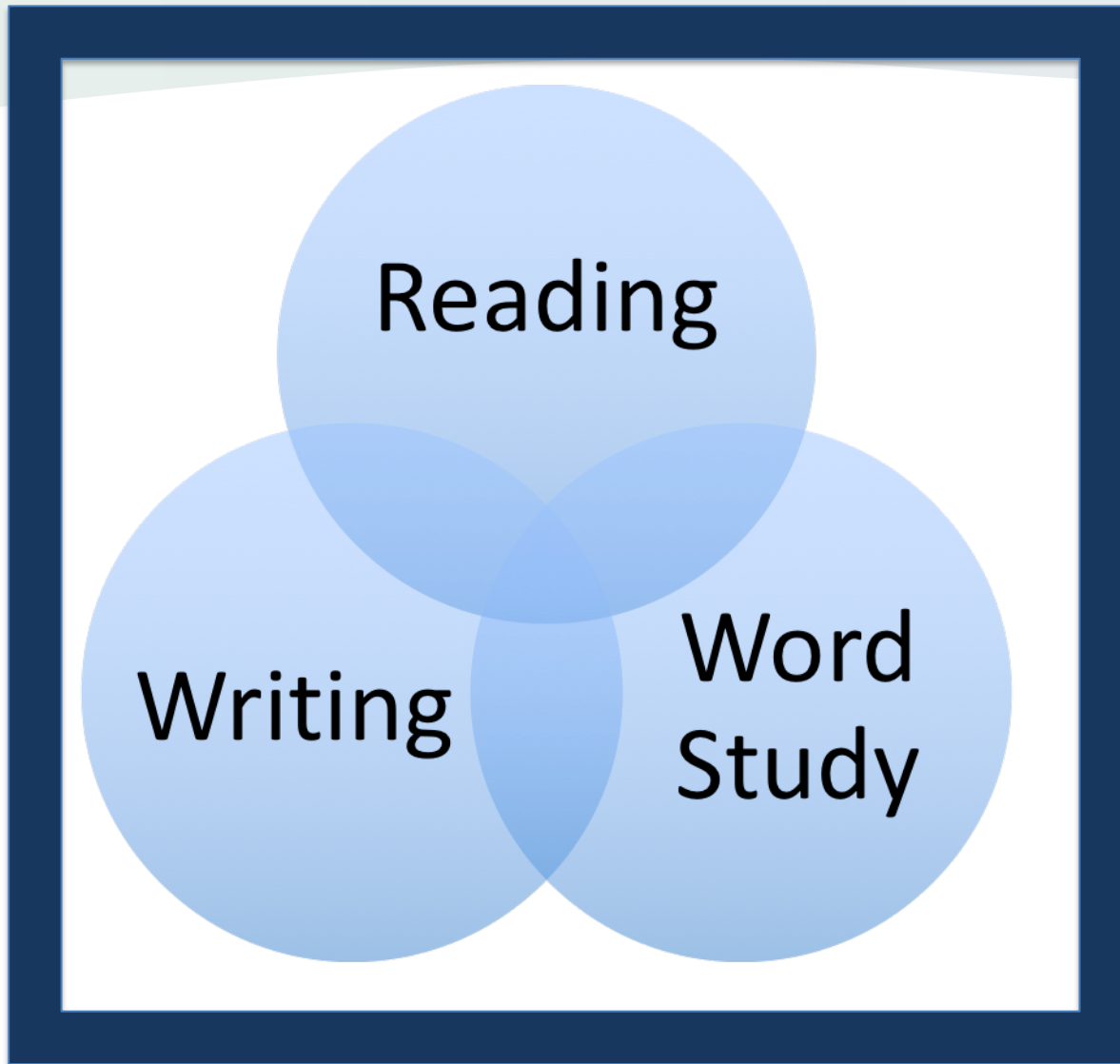
Oracy Development Strategies



www.TeachingForBiliteracy.com

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Biliteracy and balanced literacy



oracy
development
(the academic
oral language
required for
reading and
writing) is
infused in all
parts of this
framework.



Teaching for Biliteracy means
always teaching
language (oracy)
literacy
and
content

**All are important -
oracy is developed first**



Agenda – Wednesday, August 7, 2019

What are effective strategies and structures for biliteracy?

- AM agenda – whole group
 - Debrief of Sample Instruction
 - Oracy Development Strategies
 - Biliteracy and Balanced Literacy
- **PM agenda – three breakout sessions**
 - Oracy Strategies in Anticipation of Literacy and Content – PreK-2 – **Board Room (here)**
 - Oracy Strategies in Anticipation of Literacy and Content – 3rd-8th grades – **Conference room**
 - Biliteracy Program Development: Guidelines for Teaching for Biliteracy - **Conference room**

