Planning Instruction for Emergent Bilinguals

Nov. 18, 2020 | Santiago Sanchez
Warm-up Activity

• Read the writing samples below.

Academic Language

“La región italiana de Lombardía, la más afectada durante la pandemia, se encuentra entre las regiones clasificadas como de **alto riesgo** de transmisión de Covid-19.”

(CNN en Español)

Social Language

“Los chicos se han ido de ronda con sus cuates para visitar un montón de antros en la ciudad.” (conversación)
Learning Objectives

• By the end of this session, participants will:
  ▪ Engage with the principles of teaching for biliteracy using the Universal Design for Learning (UDL) framework to create units of learning;
  ▪ Analyze their current planning process and instructional practices to have students learn content and language in a dual language classroom; and
  ▪ Plan for implementation of biliterate units of learning aligned with the UDL instructional framework.
Biliteracy: Qualities of Instruction

**Oracy**
- Fosters the development of expressive language through structured and planned dialogue, language structures, and vocabulary.

**Reading**
- Is needed to develop decoding, fluency, and comprehension skills in both languages of instruction.

**Writing**
- Includes the interactive and explicit instruction to write a variety of texts.

**Metalanguage**
- Is needed for children to develop an understanding to talk about language and to compare and contrast both languages of instruction.

Equal amounts of instructional time for each biliteracy domain.
**Oracy:** “The development of speaking and listening skills.”

<table>
<thead>
<tr>
<th>Dialogue: Ensure meaningful student participation in literacy related discussion.</th>
</tr>
</thead>
</table>
| - Agree/disagree  
  - Do you agree with how _____ solved the problem?  
- “What if” questions  
  - What would you do if _____?  
- Open-ended questions  
  - What were you thinking when you read about _____? |

<table>
<thead>
<tr>
<th>Language Structures: Expand grammatical complexity of students’ speech.</th>
</tr>
</thead>
</table>
| - Simple/Complex Sentences  
  - I like to ride my bike.  
  - I like to ride my bike. Every afternoon I go to the park to play with friends.  
- Conjunctions  
  - It was a sunny day, but the wind was cold.  
- Prepositions  
  - There is some milk in the fridge.  
- Subject-verb agreement  
  - My sister is going to the museum.  
  - My friends are playing football. |

<table>
<thead>
<tr>
<th>Vocabulary: Refine and expand students’ word and concept range.</th>
</tr>
</thead>
</table>
| - Importance and utility  
  - Find the number of sides of a regular polygon.  
- Instructional potential  
  - Left: Right vs. left; past tense of leave; reminders in math.  
- Conceptual understanding  
  - Easy/hard; simple/difficult; a breeze/challenging  
  - Chair, stool bench. |
• Explicit teaching of a variety of reading skills and strategies

**Foundational reading skills**
- Concepts of print
- Decoding
- Fluency

**Comprehension strategies**
- For example:
  - Activate prior knowledge
  - Make predictions
  - Make personal and intertextual connections
  - Cognate study

**Reading comprehension skills**
- For example:
  - Main idea or major events
  - Key supporting details
  - Distinguish elements and structures of literary and informational texts

**Reading of a range of text types appropriate to each grade levels**
- For example:
  - Narrative
  - Historical
  - Explanatory
  - Fiction
  - Science Fiction
  - Poetry
Writing is closely associated with the reading and oracy objectives. All reading include a variety of genres, effective biliterate writing development practices recommend writing directly connected to reading.

• **Writing Conventions**
  - Grammar
  - Spelling
  - Punctuation

• **Writing skills**
  - For example:
    - Research
    - Outlining
    - Editing
    - Reading comprehension
    - Time management

• **Writing strategies**
  - For example:
    - Read to build knowledge
    - Use an outline to organize a writing piece
    - Post questions for a written response
    - Target the audience
    - Set a tone and intention
    - Use technology to produce, publish, and interact with others about writing.

• **Writing a variety of texts appropriate to each grade levels**
  - For example:
    - Opinion pieces
    - Argumentative pieces
    - Information report
    - Narrative
    - Recount events
• **Metalanguage:** “Thinking and talking about language, understanding the relationships between and within languages.”

  - The development of metalanguage across languages are cross-language connections. Students benefit from having two languages that interact and complement one another.

<table>
<thead>
<tr>
<th>Morphological awareness</th>
<th>Syntactic awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inflection:</strong> Yields different grammatical forms of a word without altering its meaning or part of the speech.</td>
<td>is the conscious ability to monitor the relationships among the words in a sentence in order to understand while reading, talking, or writing.</td>
</tr>
<tr>
<td>- book – books</td>
<td>- For example:</td>
</tr>
<tr>
<td>- libro – libros</td>
<td>- The <strong>green</strong> turtle swim in the ocean.</td>
</tr>
<tr>
<td>- play – played</td>
<td>- La <strong>tortuga verde</strong> nada en el océano.</td>
</tr>
</tbody>
</table>

**Compounding:** Refers to the information of new words by combining two or more words.

- **plane**
- **sunflower**
- **grasshopper**
- **aeroplane**
- **girasol**
- **salta montes**

**Derivation:** Forms a new words by combining a root word with a prefix or suffix.

- **farmer**
- **bake**
- **cook**
- **granja**
- **pan**
- **cocina - cocinero**
- **community**
- **President**
- **Observation**
- **Leader**

**Cognate study** is a metalinguistic skill that is the conscious ability to understand words in different languages that share an etymological root resulting in similar spelling, meaning, and pronunciation.

- **Community**
- **Comunidad**
- **President**
- **Presidente**
- **Observation**
- **Observación**
- **Leader**
- **Líder**
Biliteracy Instruction

- Join at slido.com (No subscription required)
- #82562

1. Log in via website or scan the QR
2. You will see “Join the quiz!”
3. Write your name and click “Join”
4. Read each statement.
5. Select “Should Be” if the statement aligns with Biliteracy instruction, or
6. Select “Should Not Be” if the statement is not aligned with Biliteracy instruction.
Biliteracy Instruction

**Should Be**

- Embrace students’ language, culture, and knowledge to create learning experiences.

**Should Not Be**

- Develop language skills to reach proficiency in English and take no notice of students’ home language.
- Provide direct translation of every statement or instruction to facilitate students’ access to their second language.
- A class to learn a language other than English once/twice a week or after school.
- Teaching language arts plus another content subject in a language other than English.
- The ability to read, write, speak, and negotiate life in more than one language.
Biliteracy Instruction

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Universal Design for Learning (UDL): Core Principles

**Engagement**
- Controls emotional involvement, motivation, ability to focus (the **WHY** of learning)

**Representation**
- Responsible for receiving information and forming concepts (the **WHAT** of learning)

**Action & Expression**
- Planning, executing and monitoring our actions (the **HOW** of learning)

The brain has three main networks which are active during learning

From: Universal Design for Learning, supporting Diversity In British Columbia schools, [http://udlresource.ca/](http://udlresource.ca/)
UDL Principles Defined

- Emergent bilinguals are engaged in authentic, meaningful, and relevant learning opportunities.

- Sources that can influence learners’ engagement:
  - Culture
  - Personal relevance
  - Background knowledge
  - Learning styles
UDL Principles Defined

Provide multiple means of Representation

Recognition Networks
The "WHAT" of learning

• Content and skills are represented in multiple ways and emergent bilinguals have a choice about which methods and materials to use to reach the goal.

• Some examples that require different ways of approaching content are:
  ▪ Sensory disabilities (e.g., blindness or deafness);
  ▪ Learning disabilities (e.g., dyslexia); or
  ▪ Language or cultural differences.
UDL Principles Defined

Students are provided with choices and or/scaffolding when expressing their knowledge in informative and summative assessments.

Some examples that require different ways of approaching learning tasks are:

- Student who struggle with organizational abilities (executive function disorders);
- Students who have language barriers; or
- Students who express themselves well in written text but not speech.

Action and expression require a great deal of strategy, practice, and organization.
## UDL Guidelines

udlguidelines.cast.org

<table>
<thead>
<tr>
<th>Access</th>
<th>Recruiting Interest</th>
<th>Perception</th>
<th>Physical Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Optimize individual choice and autonomy</td>
<td>• Customize the display of information</td>
<td>• Vary the methods for response</td>
</tr>
<tr>
<td></td>
<td>• Optimize relevance, value, and authenticity</td>
<td>• Alternative for auditory information</td>
<td>• Access to tools and technology</td>
</tr>
<tr>
<td></td>
<td>• Minimize threats and distractions</td>
<td>• Alternatives for visual information</td>
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<td></td>
<td>Sustaining Effort &amp; Persistence</td>
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<tr>
<td></td>
<td>• Goals and Objectives</td>
<td>• Clarify vocabulary and symbols</td>
<td></td>
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<td></td>
<td>• Range of demands and range of possible resources.</td>
<td>• Clarify syntax and structure</td>
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<td></td>
<td>• Collaboration and Community</td>
<td>• Support decoding of text</td>
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<td></td>
<td>• Mastery-oriented feedback</td>
<td>• Understanding across languages</td>
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<td></td>
<td>Language &amp; Symbols</td>
<td>• Illustrate through multiple media</td>
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<tr>
<td>Internalize</td>
<td>Self Regulation</td>
<td></td>
<td></td>
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<td></td>
<td>• Promote expectations and beliefs</td>
<td>• Background knowledge</td>
<td>• Guide appropriate goal-setting</td>
</tr>
<tr>
<td></td>
<td>• Facilitate personal coping skills and strategies</td>
<td>• Patterns, critical features, big ideas, and relationships.</td>
<td>• Planning and strategy development</td>
</tr>
<tr>
<td></td>
<td>• Develop self-assessment and reflection</td>
<td>• Guide information and visualization</td>
<td>• Managing information</td>
</tr>
<tr>
<td>Goal</td>
<td>Learners who are…</td>
<td>• Transfer and generalization</td>
<td>• Monitoring progress</td>
</tr>
</tbody>
</table>

**Purposeful & Motivated**

**Resourceful & Knowledgeable**

**Strategic & Goal-Directed**
Perspectives from the Field

- As we watch “First Grade Dual Language Reading Lesson” record evidence of the UDL core principles using the template shared in the Google Drive.

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Interés</th>
<th>Representation</th>
<th>Representación</th>
<th>Action and Expression</th>
<th>Acción y Expresión</th>
</tr>
</thead>
<tbody>
<tr>
<td>The WHY of earning</td>
<td>Del por qué se esta aprendiendo</td>
<td>The WHAT of learning</td>
<td>De qué se esta aprendiendo</td>
<td>The HOW of learning</td>
<td>de cómo se esta aprendiendo</td>
</tr>
</tbody>
</table>

Notes:

- Be prepared to share and discuss your findings with the group.
Planning for Biliteracy
Continuous Learning

Continuous learning is the process of learning new skills and knowledge on an on-going basis. This can come in many forms, from academic reading and writing to casual peer interaction and developing presentations or projects.

Practices that improve learning

- Space out learning is putting time in between learning sessions. Real learning doesn’t usually occur in one-time events. Real learning must take place over time and that placing spans of time between the learning moment encourages better the recall.

Examples of spaced-out learning

- Packing the learning content in short chunks to be delivered at regular intervals throughout a unit of learning.
- Same core learning principles demonstrated in different scenarios and languages.
- Creating formative assessments that include new and consolidated content.
- Creating learning environments with manipulatives, centers, flashcards, anchor charts, etc., that contain new and old content and language.
- Instituting review and feedback sessions

Goal: Lifelong learner
Teamwork

• Each team will have access to At-A-Glance Planning document.

• In teams respond to the following questions:

1. How is English and Spanish instruction organized across sessions?

2. What things are you already doing in your planning and instruction?

3. What is something that you could do that would not be a heavy lift for you to implement in your classroom instruction?
Reading Materials

Español

A la caza de tormentas

English

DISASTER ALERT!

Volcanoes

When the Earth Shakes

WEATHER FORECASTING

How to Measure the Weather

WEATHER FORECASTING

How to Measure the Weather

WEATHER FORECASTING

How to Measure the Weather

WEATHER FORECASTING

How to Measure the Weather
<table>
<thead>
<tr>
<th><strong>Oracy</strong></th>
<th><strong>Español</strong></th>
<th><strong>English</strong></th>
<th><strong>Español</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus question</strong></td>
<td>¿Qué es un desastre natural?</td>
<td>How can you find information about tornadoes?</td>
<td>¿Cómo las personas reaccionan ante un desastre natural?</td>
<td>How do floods affect people’s lives?</td>
</tr>
</tbody>
</table>

| **Scaffolded Instruction:** | Show different pictures about natural events. | Use short videos, magazines, newspapers that contain information about tornados. |  |

| **Vocabulario:** | Escombros; vórtice; zanja; botiquín. | Rotating; violent; alerts; pressure; explore. | Disipación; devastador; triestatal; pronosticar |

| **Diálogo:** | Los tornados son peligroso para las personas porque_______. | It is important to learn about tornadoes because_______. | Los desafíos que enfrentan las personas luego de un tornado son_______. |

| **Dialogue:** | It is important to learn about tornadoes because_______. |  |

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Texto principal:</strong> A la caza de tornados</th>
<th><strong>Main selection:</strong> Disaster Alert</th>
<th><strong>Texto principal:</strong> A la caza de tornados</th>
<th><strong>Main selection:</strong> Disaster Alert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Género:</strong> Texto informativo</td>
<td><strong>Genre:</strong> Informational Text</td>
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<td><strong>Genre:</strong> Informational Text</td>
<td></td>
</tr>
<tr>
<td><strong>Estructura:</strong> Dividido en capítulos; ilustraciones; fotos; tablas y etiquetas para apoyar la lectura.</td>
<td><strong>Structure:</strong> Divided in chapters; illustrations, photos; tables; and captions to support comprehension.</td>
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<td><strong>Structure:</strong> Divided in chapters; illustrations, photos; tables; and captions to support comprehension.</td>
<td></td>
</tr>
<tr>
<td><strong>Habilidad lectora:</strong> Identificar el tema principal de un texto</td>
<td><strong>Reading skill:</strong> Define words and phrases to understand main topic</td>
<td><strong>Habilidad lectora:</strong> Usar fotos y cuadros de texto para identificar detalles clave.</td>
<td><strong>Reading skill:</strong> Ask questions to understand key details.</td>
<td></td>
</tr>
<tr>
<td><strong>Destrezas Fundamentales:</strong> Díptongos: Decodificar y leer palabras que tienen dos vocales juntas.</td>
<td><strong>Foundational Skills</strong></td>
<td><strong>Destrezas Fundamentales:</strong> Palabras homófonas: botar/votar; cazar/casar; hola/ola.</td>
<td><strong>Foundational Skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel Patterns oo, u</strong></td>
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<tr>
<td>Español</td>
<td>English</td>
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</tr>
<tr>
<td>Pregunta de enfoque</td>
<td>Focus question</td>
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**Scaffolded Instruction:**
- Have students draw their picture of a tornado. Then have students write a caption for their picture.
- Have students work in small groups to select a topic and work together to write facts that describe the topic.

<table>
<thead>
<tr>
<th>Convenciones:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PALABRAS CON H Y CH</td>
</tr>
<tr>
<td>- ORACIONES COMPOSTAS</td>
</tr>
<tr>
<td>- IDENTIFICAR SUSTANTIVOS COLECTIVOS: BOSQUE-CONJUNTO DE ÁRBOLES; GENTE-GRUPO DE PERSONAS</td>
</tr>
<tr>
<td><strong>Escrutura:</strong></td>
</tr>
<tr>
<td>- USAR TEXTOS E IMÁGENES PARA ESCRIBIR SOBRE UN TEMA</td>
</tr>
<tr>
<td>- ESCRIBIR UN TEXTO INFORMATIVO QUE PRESENTE UN TEMA E INCLUYA DATOS QUE LO EXPLIQUEN</td>
</tr>
</tbody>
</table>

**Dictado:**
¡Hola! Estoy ahora en Uruguay porque mi hermana se va a cazar. Me alegra saber que esta noche hará buen tiempo para la boda.

**Meta-language**
- Comparar y contrastar las palabras de vocabulario en español e inglés. Usar las palabras en una oración verbal o escrita.
- Palabras compuestas
  - Paramédicos
  - Cubrebocas
  - Triestatal
  - Guardabosques
- Palabras con “h” y “ch”
- Uso de las mayúsculas en nombres propios.
- Uso de las mayúsculas en enunciados.
- That’s how you say it
  - The EF scale allows people to measure tornadoes from the weakest to the strongest.
  - La escala EF permite a la gente medir los tornados del más débil al más fuerte.

**Performance-based Assessment:** Students will use information they have learned from readings to write an informative magazine article explaining a natural event.
Reflect on your instruction

• Based on our learning today

  ▪ 1. Which components of the biliteracy instruction exist in your thematic units of learning?

  ▪ 2. Are English and Spanish lessons providing opportunities to enrich students’ learning experience?

  ▪ 3. How can you avoid repetitive instruction in a dual language setting?
Q & A
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DIVISION OF TEACHING & LEARNING

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