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 Framework for Units of Learning

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

- **Oracy:** "The development of speaking and listening skills."

  - **Dialogue:** Ensure meaningful student participation in literacy related discussion.
    - For example:
      - **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_____?

  - **Vocabulary:** Refine and expand students' word and concept range.
    - For example:
      - **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.

  - **Language Structures:** Expand grammatical complexity of students' speech.
    - For example:
      - **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.

Reading

- 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

- 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

Meta-language

- **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.

Morphological awareness is the ability to understand how words can be broken down into smaller units of meaning.
 	
- **Inflection:** Yields different grammatical forms of a word without altering its meaning or part of the speech.
  - book – book**s** play – play**ed**
  - libro – libro**s**   juego – jug**ué**
 	
- **Compounding**: Refers to the information of new words by combining two or more words.
  - air**plane**   sun**flower** grass**hopper**
  - aero**plano**   gira**sol**   salta**montes**
 	
- **Derivation:** Forms a new words by combining a root word with a prefix of suffix.
  - farm – farm**er**   bake – bak**er**   cook – cook**er**
  - granja – granj**ero**   pan – panad**ero**   cocina - cocin**ero**
	Syntactic awareness is the conscious ability to monitor the relationships among the words in a sentence in order to understand while reading, talking, or writing.
	
	- For example:
	  - The green turtle swim in the ocean.
	  - La tortuga verde nada en el océano.
	
	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.
	
	- For example:
	  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.

Join at
slido.com
#82562

Biliteracy Instruction

Should Be		Should Not Be
	Embrace students' language, culture, and knowledge to create learning experiences.	
	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.	

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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/

UDL Principles Defined

Provide multiple means of
Engagement ➡

Affective Networks
The "WHY" of learning

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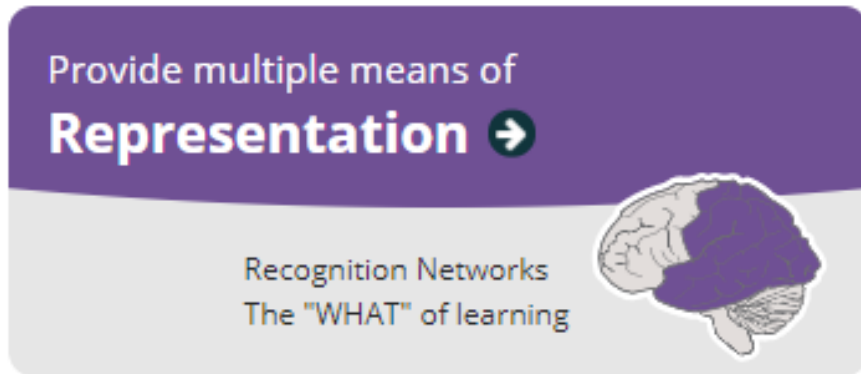
- Content and skills are represented in multiple ways and emergent bilinguals have a choice about which methods and materials to use to reach the goal.

- 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

Provide multiple means of
Action & Expression →

Strategic Networks
The "HOW" of learning
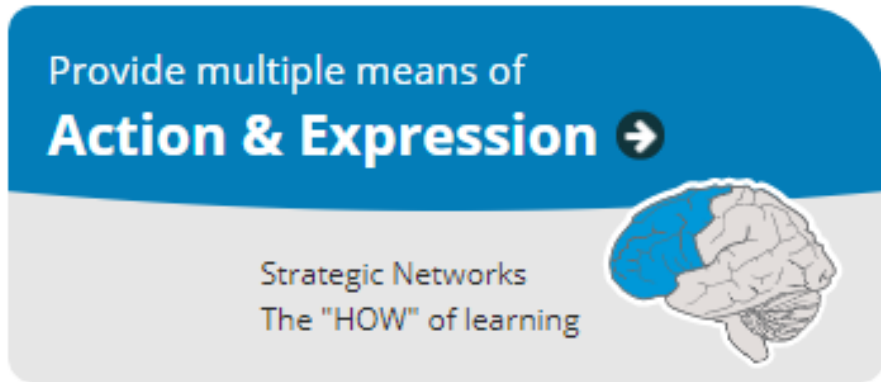
- Students are provided with choices and or/scaffolding when expressing their knowledge in informative and summative assessments.

- 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

	Engagement The WHY of earning	Representation The WHAT of learning	Action and Expression The HOW of learning
Access	**Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	**Perception** • Customize the display of information • Alternative for auditory information • Alternatives for visual information	**Physical Action** • Vary the methods for response • Access to tools and technology
Build	**Sustaining Effort & Persistence** • Goals and Objectives • Range of demands and range of possible resources. • Collaboration and Community • Mastery-oriented feedback	**Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text • Understanding across languages • Illustrate through multiple media	**Expression & Communication** • Multiple media for communication • Tools for construction and composition • Support for practice and performance
Internalize	**Self Regulation** • Promote expectations and beliefs • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	**Comprehension** • Background knowledge • Patterns, critical features, big ideas, and relationships. • Guide information and visualization • Transfer and generalization	**Executive Function** • Guide appropriate goal-setting • Planning and strategy development • Managing information • Monitoring progress
Goal	Learners who are…		
	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.

Engagement The WHY of earning	Interés Del **por qué** se esta aprendiendo	Representation The WHAT of learning	Representación De **qué** se esta aprendiendo	Action and Expression The HOW of learning	Acción y Expresión de **cómo** se esta aprendiendo
Notes:		Notes:		Notes:	

- Be prepared to share and discuss your findings with the group.

Planning for Biliteracy

Continuous Learning Across Languages

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
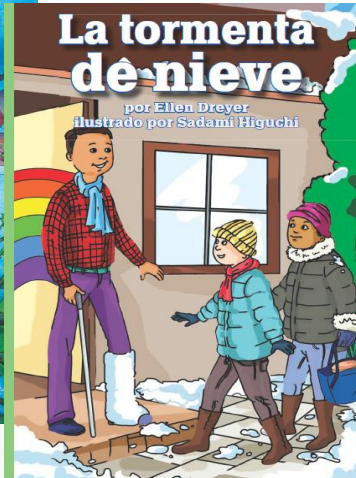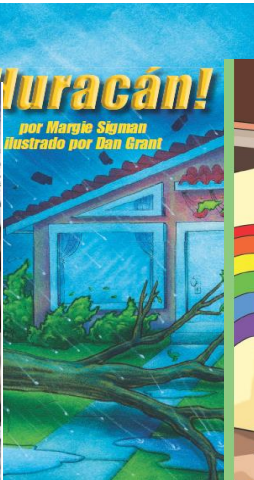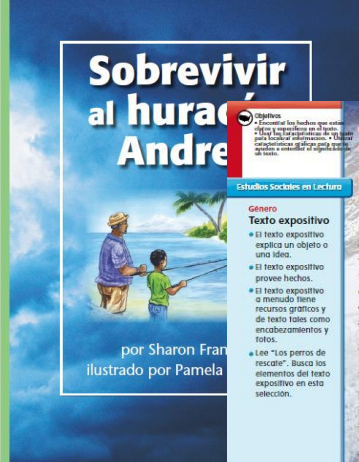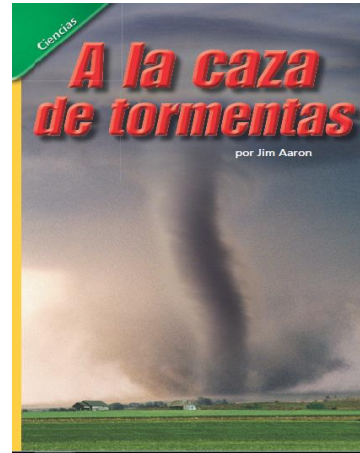
English
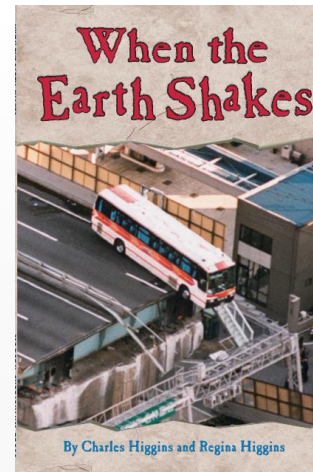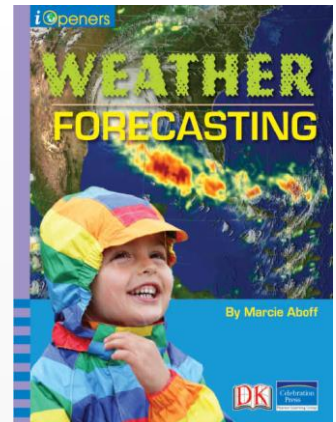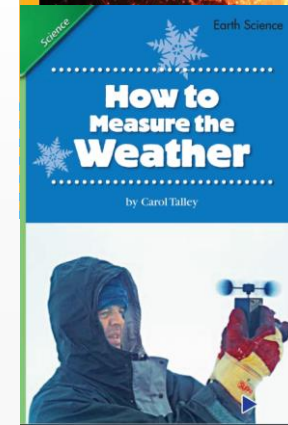
Grade 2. Unit Theme: Facing Challenges and Change – Sample At-A-Glance Planning

	Español Pregunta de enfoque ¿Qué es un desastre natural?	English Focus question How can you find information about tornadoes?	Español Pregunta de enfoque ¿Cómo las personas reaccionan ante un desastre natural?	English Focus question How do floods affect people's lives?
Oracy	**Scaffolded Instruction:** - Show different pictures about natural events. - Use short videos, magazines, newspapers that contain information about tornados.			
	Vocabulario: Escombros; vórtice; zanja; botiquín. **Diálogo:** Los tornados son peligroso para las personas porque _____.	**Vocabulary:** Rotating; violent; alerts; pressure; explore. **Dialogue:** It is important to learn about tornadoes because_____.	**Vocabulario:** Disipación; devastador; triestatal; pronosticar **Diálogo:** Los desafíos que enfrentan las personas luego de un tornado son _____.	**Vocabulary:** Shelter; extreme; damage; collapse; absorb. **Dialogue:** When there is an emergency, it is important to_____.
Reading	**Scaffolded Instruction:** - Connect text and visual. - Use text boxes to learn additional information.			
	Texto principal: A la caza de tornados **Género:** Texto informativo **Estructura:** Dividido en capítulos; ilustraciones; fotos; tablas y etiquetas para apoyar la lectura. **Habilidad lectora:** Identificar el tema principal de un texto **Destrezas Fundamentales:** Diptongos: Decodificar y leer palabras que tienen dos vocales juntas.	**Main selection:** Disaster Alert **Genre:** Informational Text **Structure:** Divided in chapters; illustrations, photos; tables; and captions to support comprehension. **Reading skill:** Define words and phrases to understand main topic **Foundational Skills** Final syllable –ie	**Texto principal:** A la caza de tornados **Género:** Texto informativo **Estructura:** Dividido en capítulos; ilustraciones; fotos; tablas y etiquetas para apoyar la lectura. **Habilidad lectora:** Usar fotos y cuadros de texto para identificar detalles clave. **Destrezas Fundamentales:** Palabras homófonas: botar/votar; cazar/casar; hola/ola.	**Main selection:** Disaster Alert **Genre:** Informational Text **Structure:** Divided in chapters; illustrations, photos; tables; and captions to support comprehension. **Reading skill:** Ask questions to understand key details. **Foundational Skills** Vowel Patterns oo, u

	Español Pregunta de enfoque ¿Qué es un desastre natural?	**English** Focus question How can you find information about tornadoes?	**Español** Pregunta de enfoque ¿Cómo las personas reaccionan ante un desastre natural?	**English** Focus question How do floods affect people's lives?
	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.			
Writing	**Convenciones:** - Palabras con h y ch. - Oraciones compuestas. - Identificar sustantivos colectivos: bosque-conjunto de árboles; gente-grupo de personas. **Escritura:** -Usar textos e imágenes para escribir sobre un tema. -Escribir un texto informativo que presente un tema e incluya datos que lo expliquen. **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.	**Conventions:** - Use of adjectives - Identify and use adverbs. - Contractions **Writing:** -Research and connect scientific details to write and informative paragraph. - Use facts and details to develop a topic. - Use descriptive language to write a descriptive paragraph. **Dictado:** Blizzards are very strong and long-lasting snowstorms. Their wind blow at 35 miles per hour or more.	**Convenciones:** - Palabras con ll, y. - Escribir oraciones en presente y pasado. **Escritura:** -Uso de datos y hechos para escribir detalles clave sobre un tema. -Escribir un texto informativo que presente un tema e incluya datos que lo expliquen. **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.	**Conventions:** - Use of adjectives - Identify and use adverbs. - Contractions **Writing:** -Explain that a detail can be a fact or a definition. - Include definitions in an informative paragraph to help readers understand important terms. - Write an informative paragraph using facts and definitions found while researching. **Dictado:** Blizzards are very strong and long-lasting snowstorms. Their wind blow at 35 miles per hour or more.
Meta-language	- Comparar y contrastar las palabras de vocabulario en español e ingles. Usar las palabras es una oración verbal o escrita. - Palabras compuestas Paramédicos Cubrebocas Triestatal Guardabosques	- Side by Side Tornado - Tornado Emergency - Emergencia Alert – Alerta Disaster - Desastre Humidity - Humedad	- 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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