

Key Components of Balanced Literacy in a Bilingual Classroom

Woodburn School District
Diverse in Culture - Unified in Mission

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Presentation Overview

- ◆ District Overview
- ◆ Reading Workshop Overview
- ◆ Architecture of a Mini Lesson
- ◆ Small group work (strategy/guided)
- ◆ Individual students (assessment/conferring)



Diverse in Culture

Woodburn School District
is a multilingual school district,
which motivates and empowers
all students to succeed.



Diverse in Culture

- ◆ 5680 Students Grades K-12
- ◆ 75% Hispanic
- ◆ 10% Russian
- ◆ 52% ESL
- ◆ 12% Special Ed



Diverse in Culture

- ◆ 78% Minority
- ◆ 9% Talented & Gifted
- ◆ 84% Eligible for Free/Reduced Lunch
- ◆ All Students Receive Free Breakfast/Lunch
- ◆ About 50% of Staff Members are Multi-lingual



Unified In Mission

Our promise is to engage, inspire, and prepare all students to learn and lead in a global society.



Unified In Mission

We value: Accountability, Civic Responsibility, Diversity, Equality, Family, Integrity, Learning, Multilingualism, Parent-Community Partnerships, Safety, & The Individual



Dual Language Immersion Programs

- ◆ 4 Elementary Schools
 - ◆ 75/25 Two-way Model
 - ◆ 50/50 Two-way Model
- ◆ Spanish/English
- ◆ Russian/English
- ◆ English Plus

Reading Workshop

90 Minute Reading Block

60 Minute Reading Workshop

Time	Focus	Roles	
		Teacher	Student
10 min	Mini Lesson <ul style="list-style-type: none"> • Connection • Teaching Point • Oral Language • Active Engagement • Link 	Teaching Whole group at carpet	Listening/interacting
45 min	Independent/ Guided Practice	-Guided groups -Strategy groups -Conferring	Independent Reading Practice
5 min	Share	Facilitating reflection	Sharing

30 Minutes (Other Balanced Literacy Components)

Shared Reading	Read Aloud	Interactive Reading
Phonics	Word Study	Response to Reading



Architecture of a Mini Lesson

Original Design

Mini Lesson
Connection
Teaching Point
Active Engagement
Link

Our Design

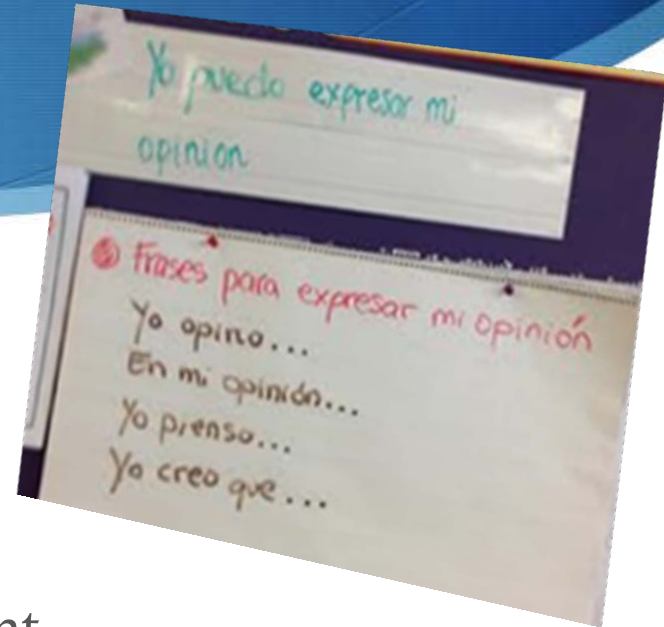
Mini Lesson
Connection
Teaching Point
Oral Language
Active Engagement
Link



Connection

1-2 min

- ◆ Situate lesson (look backward)
- ◆ Name teaching point (look forward)
 - ◆ Seek out and teach transferable skills
 - ◆ Explicit language is incredibly important
 - ◆ Use exact and catchy phrasing
- ◆ Introduce the teaching point as what the students will be **LEARNING** that day. (As opposed to what they will be **DOING** that day.)



Teaching Point

5-7 min

- ◆ This includes WHAT you will teach
 - ◆ Focused teaching point
 - ◆ *Key vocabulary and syntax*
- ◆ HOW you will teach it
 - ◆ *Demonstrate key vocabulary / language frames*
- ◆ WHAT materials you will use
 - ◆ *Language frames*

Teaching Point with Language Frames

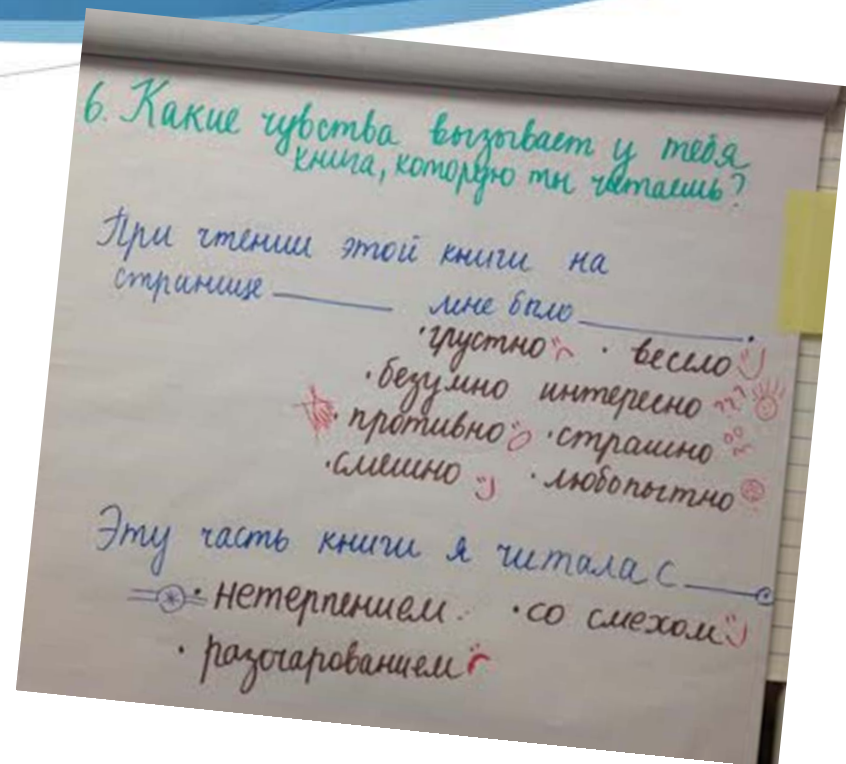
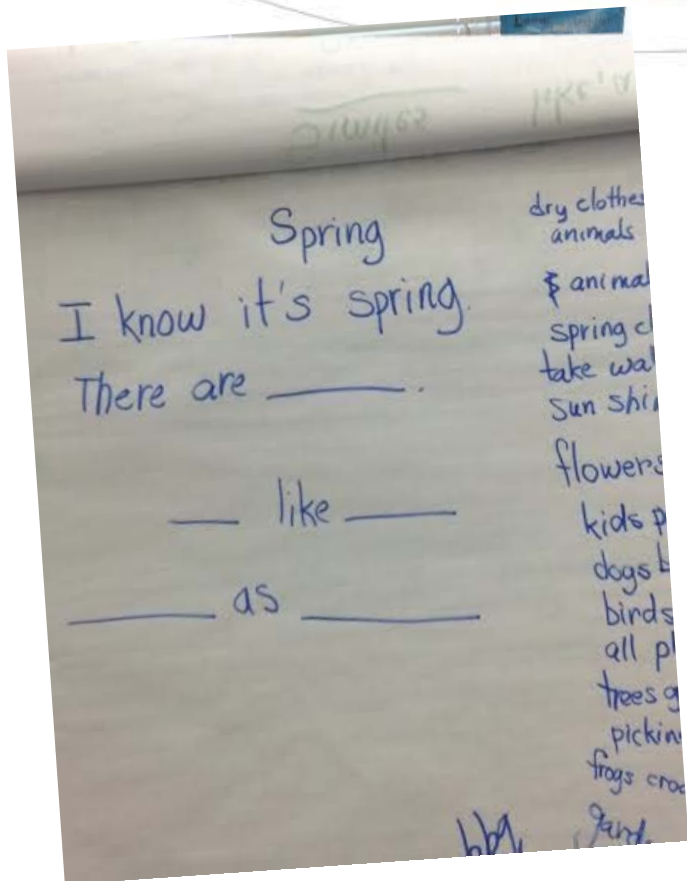
Video

Hofmann

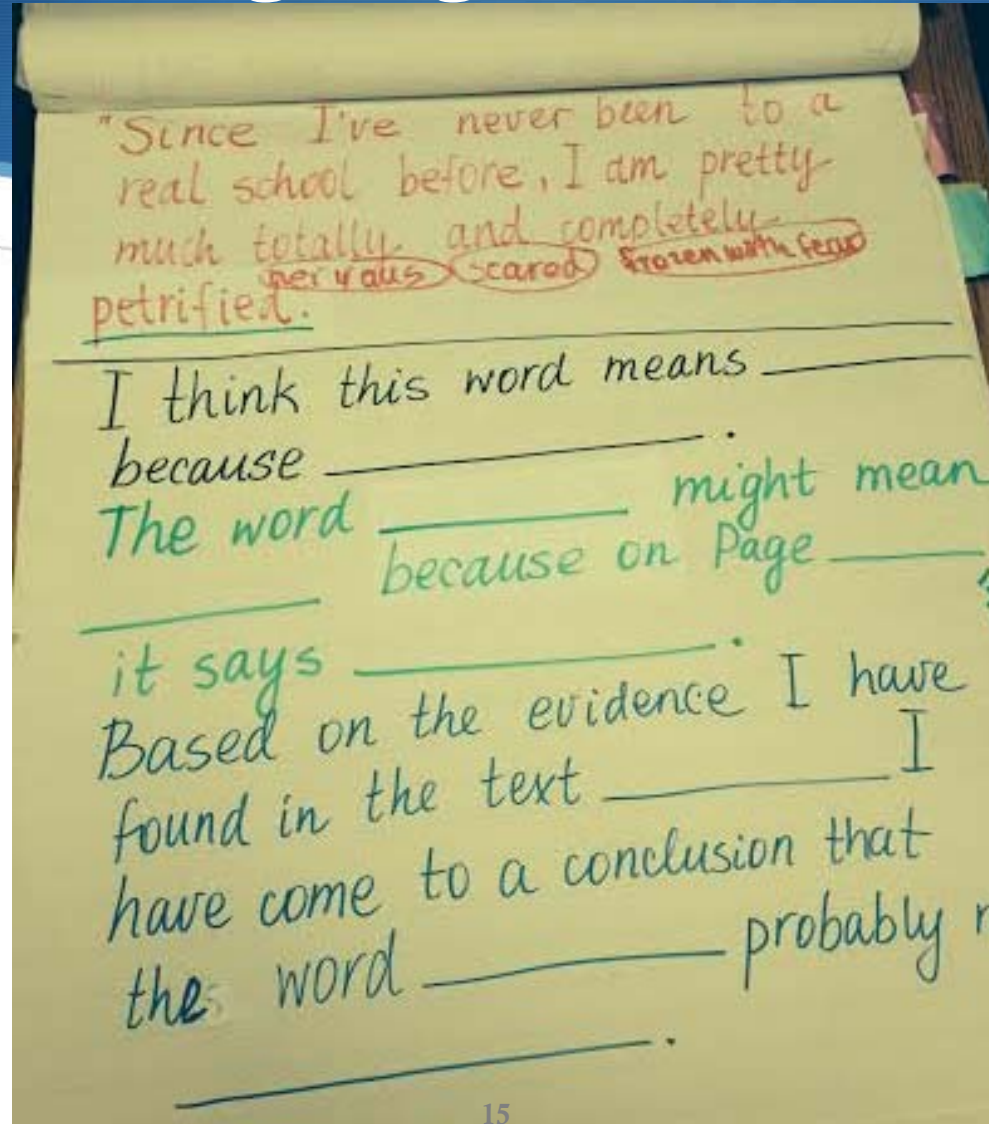
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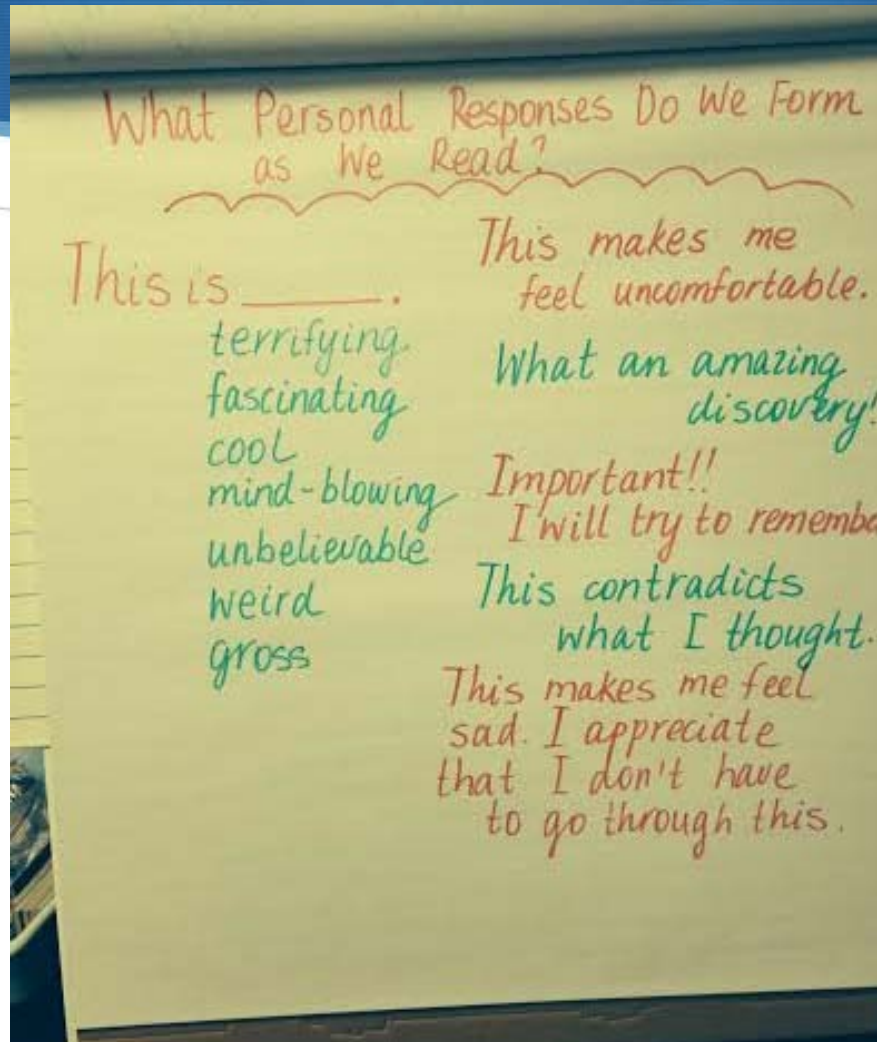
Language Frames



Language Frames



Language Frames



On Page _____ of the book _____

I read that/about _____.
It was a truly amazing discovery.

Did you know that _____?
Take a look at this illustration.
It was new information I learned
as I was reading this book.

Isn't this _____ that... ?
fascinating
weird
amazing

I have read about it on Page _____ of this book.
Take a look at the illustration.

Черты характера

- мягкий (gentle)
- добрый (kind)
- усердный (hard-working)
- честный (honest)
- интеллектуальный (intelligent)
- ревнивый (jealous)
- верный (loyal)
- озорной (mischievous)
- наблюдательный (observant)
- грустный (sad)
- упорный (persistent)
- шутливый (playful)
- стеснительный (shy)
- хитрый (sly)
- трусливый (cowardly)
- упрямый (stubborn)
- ласковый (sweet)
- заботливый (thoughtful)
- тщеславный (vain)



Oral Language Practice

1-2 min

- ◆ *Utilize a routine for student interaction to allow students to practice key language necessary to sound proficient.*
 - ◆ *Turn and talk*
 - ◆ *Think-pair-share*
 - ◆ *Choral practice*
 - ◆ *Echo response*



Active Engagement

2-4 min

- ◆ Students practice:
 - ◆ turn and talk
 - ◆ stop and jot
 - ◆ write in the air
- ◆ Teacher monitors:
 - ◆ use of target language practice
 - ◆ concept attainment

Active Engagement

Video

Veach

5:13-5:45



Link

1-2 min

- ◆ Restate teaching point
- ◆ Reinforce the language
 - ◆ *Remind students of key vocabulary*
 - ◆ *Remind students of key syntax (language frames)*
- ◆ Generalize the lesson
 - ◆ “We’ll use this today and every day...”
 - ◆ *“We’ll use this language to...”*

Targeted Zones for Biliteracy

L1	L2
A-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+



Strategy Groups

- ◆ Skill is the destination; strategy is a systematic plan to get there.
- ◆ Strategies that lead to:
 - ◆ Transferrable skills
 - ◆ Non transferrable skills
 - ◆ Previewing for upcoming lessons

Strategy Group

Video

Brandt



Reciprocal Reading

Video

Students



Guided Groups

- ◆ Supporting students within a text level
 - ◆ Sentence complexity
 - ◆ Vocabulary
 - ◆ Text structure



- ◆ Teach into language misconceptions

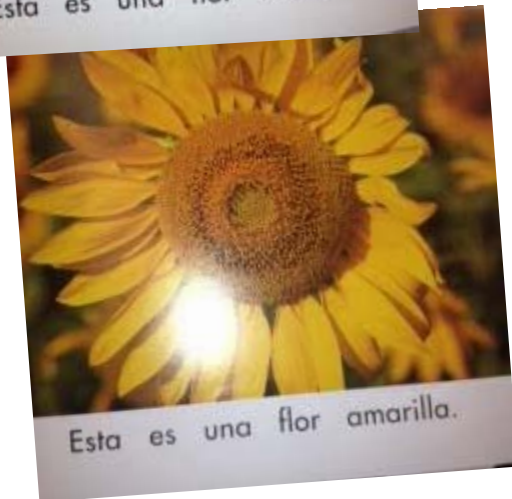


Individual Students

Conferring and Assessing Focus on language



Running Record Examples



2	Yo E				
	Esta	✓ ✓	flora flor	morado	morada
3		✓ ✓	un una	flora flor	rojo roja
4		✓ ✓	un una	flora flor	pink rosa
5		✓ ✓	un una	flora flor	blanco blanca
6		✓ ✓	un una	flora flor	azules azul
7		✓ ✓	un una	flora flor	yellow amarilla

Running Record Examples

Vamos a la piscina.

Vamos al zoológico.

2	✓✓✓	<u>polo</u> <u>tenda</u> biblioteca
4	✓	<u>a la</u> ✓ al —
6	✓✓✓	<u>pool</u> piscina
8	✓✓	<u>pir</u> <u>futbol</u> juego
10	✓✓✓	<u>sand</u> playa
12	✓✓	<u>los</u> gallinos <u>ta</u> granja
14	✓✓	<u>zafas</u> zoológico
16	✓	<u>a</u> <u>pez</u> al <u>acuario</u>

Running Record Examples

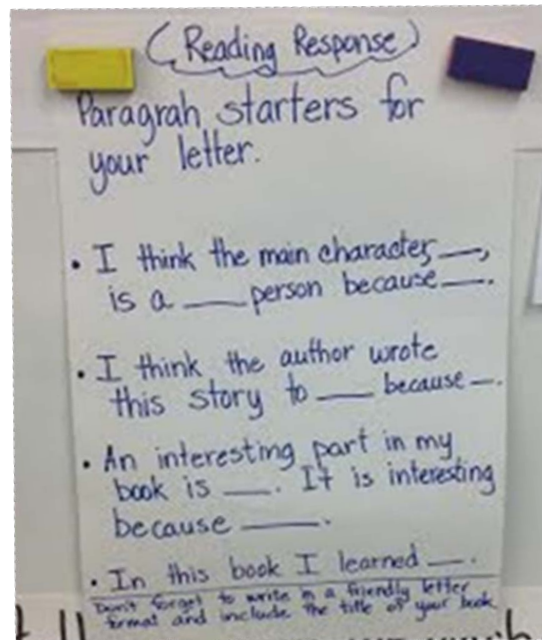
Page	Text
6	<p>"Will you ^e read me a story?" Nick asked his mom.</p> <p>Mom read the story to Nick. Nick liked the story about the magic fish.</p> <p>When the story was over, Nick's mom turned off the light.</p>
7	<p>"Good night, Nick," his mom said.</p>
8	<p>"Will you turn on the nightlight?" asked Nick. "Okay, Nick," his mom said.</p> <p>She turned it on.</p>



Share

- ◆ Verbal reflection with students. A time to select students' anecdotes or work related to teaching point or new learning/strategy applied.
- ◆ Expectation of students using language frames for reading, writing, talking and understanding this day's content.

Other Components of Balanced Literacy



Questions???

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