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Book Study Schedule for *Teaching for Biliteracy: Strengthening Bridges between Languages*, Beeman and Urow, 2013, Caslon Publishing

Book Study, 2015-16		
Date and time	Focus – Book study participants should read the focus chapters PRIOR to the workshop date	Reflection Activities Note: page numbers in bold refer to pages in the text <i>Teaching for Biliteracy</i> , by Beeman and Urow
Monday, November 16, 2015  4:00 - 6:00 p.m.	4:00 – 5:00 p.m. – Book study <b>Focus: Chapters 1-3</b>  5:00 - 6:00 p.m. – Q & A	<b>P. 47, #1</b> – Be prepared to share on December 9, 2015. (p. 4 of handouts)
Wednesday, December 9, 2015	4:00 – 5:00 p.m. Book study <b>Focus: Chapter 5</b>	<b>p. 75, table 5.1</b> (p. 5 of handouts)  Collect student oral or written language samples (no need to record – these can be overheard language samples)  Be prepared to share on January, 26, 2016
Tuesday, January 26, 2016	4:00 – 5:00 p.m. Book study <b>Focus: Chapters 4 &amp; 6</b>	<b>p. 87, # 2</b> – Be prepared to share on Feb 10, 2016 (p. 6 of handouts)

**Book Study, 2015-16 (cont.)**

<b>Date and time</b>	<b>Focus – Book study participants should read the focus chapters PRIOR to the workshop date</b>	<b>Reflection Activities</b>
Wednesday, February 10, 2016	4:00 – 5:00 p.m. Book study <b>Focus: Chapters 7 &amp; 8</b>	<b>p. 98, # 3 OR p. 113, # 4</b> – Be prepared to share on April 18, 2016 (p. 7 of handouts)
Monday, April 18, 2016	4:00 – 5:00 p.m. Book study <b>Focus: Chapter 9</b>	Watch the 5 part video series “Nombres largos y cortos” on the website <a href="http://www.TeachingForBiliteracy.com">www.TeachingForBiliteracy.com</a> The video series is in 5 parts, and can be found under Videos -> Español  Be prepared to share your reflections on May 16, 2016 (p. 8 of handouts)
Monday, May 16, 2016	4:00 – 5:00 p.m. Book study <b>Focus: Chapter 10</b>	Plan and implement a BUF!! (p. 9-12 of handouts)

Teaching for biliteracy is different from teaching for monoliteracy because...			
Premise 1: Spanish in the US is a minority language.	Premise 2: Students use all of their linguistic resources to develop biliteracy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.	Non-examples of teaching for biliteracy
Evidence:	Evidence:	Evidence:	
Therefore:	Therefore:	Therefore:	

## Reflection Activity after Session 1

p. 47, #1

Be prepared to share on December 9, 2015

Of the three teachers described in chapter 3, I am most similar to...	Our commonalities include...	But we are also different because...

## Reflection Activity after Session 2

p. 75, table 5.1

Be prepared to share on January 26, 2016

Collect student oral or written language samples (no need to use a recording device – these can be overheard language samples)

<b>Samples of Student Linguistic Creativity</b>				
	Code-switch (p. 69)	Lexical borrowing (p. 70)	Semantic Extension (p. 70)	Calque (p. 71)
Name of student, and sample sentence or phrase				
Context for the linguistic creativity				

### Reflection Activity after Session 3

p. 87, #2

Be prepared to share on February 10, 2016

Oracy building strategy that you tried and the context or unit in which you used it	What went well?	What surprised you about your own teaching?	What surprised you about student learning?	What improvements or changes would you make in the future?

### Reflection Activity after Session 4

**p. 98, # 3 OR p. 113, # 4**

Be prepared to share on April 18, 2016

Note which strategy you used (Say Something or LEA) and describe the context or unit in which you used it.	What went well?	What surprised you about your own teaching?	What surprised you about student learning?	What improvements or changes would you make in the future?

## Reflection Activity after Session 5

Watch the entire 5 part video series “Nombres largos y cortos” on the website [www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)

The video series is in 5 parts, and can be found under Videos -> Español

Be prepared to share on May 16, 2016

Nombres Largos y Cortos	
<b>If you teach K, 1, 2</b> – What elements of this kind of teaching can you implement in your classroom? How is this kind of instruction similar or different from how you currently teach foundational skills in Spanish reading?	
<b>If you teach 3, 4, or 5</b> – Why is instruction in these foundational elements critical to student success in the upper grades? How can you integrate the instruction of foundational skills in the upper grades?	



<p><b>Planning for Biliteracy (backwards design, beginning with STANDARDS)</b></p> <p><i>Content Areas:</i></p> <p><i>Content Standard(s):</i> <span style="float: right;"><i>Content Big Idea(s)</i></span></p> <p><i>Language Arts Standard(s)</i> <span style="float: right;"><i>Language Arts Big Idea(s)</i></span>     <b>Consult Chapter 4 in <i>Teaching for Biliteracy</i></b></p> <p><i>Content Targets:</i></p> <p><i>Language Targets:</i></p> <ul style="list-style-type: none"> <li>• <i>Spanish-</i></li> <li>• <i>The Bridge-</i></li> <li>• <i>English-</i></li> </ul> <p><i>Summative Assessment:</i></p>		
<p><b>Developing Oracy and Background Knowledge (One language until the Bridge)</b></p> <p>For example: TPR, Concept Attainment, Fishbowl, Experiment, Video, Field Trip.     <b>Consult Chapter 6 in <i>Teaching for Biliteracy</i></b></p>		
<p><b>Reading Comprehension</b></p> <p>For example: LEA, Guided Reading, Read aloud, partner reading     <b>Consult Chapter 7 in <i>Teaching for Biliteracy</i></b></p>		
<p><b>Writing</b></p> <p>For example: LEA, Writer’s workshop, process writing     <b>Consult Chapter 8 in <i>Teaching for Biliteracy</i></b></p>		
<p><b>Word Study and Fluency</b></p> <p>For example: Dictado     <b>Consult Chapter 9 in <i>Teaching for Biliteracy</i></b></p>		
<p><b>Summative Assessment</b>     <b>Consult Chapter 4 in <i>Teaching for Biliteracy</i></b></p>		
<p><b>The Bridge (Both languages side by side)</b></p> <ol style="list-style-type: none"> <li>1. Student generated visual (illustration, drawing, side-by-side list, así-se-dice)</li> <li>2. Metalinguistic focus (comparing and contrasting the two languages): phonology, morphology, syntax and grammar, pragmatics</li> </ol>		<p><b>Consult Chapter 10 in <i>Teaching for Biliteracy</i></b></p>
<p><b>Extension and Application Activities (the other language)</b></p> <p>Purposeful and authentic activities that include all four language domains: listening, speaking, reading and writing.</p>		

# Biliteracy Unit Framework (BUF) Template

**Planning for Biliteracy (backwards design, beginning with STANDARDS)**

*Content Area(s):*

*Content Standard(s):* *Content Big Idea(s)*

*Language Arts Standard(s)* *Language Arts Big Idea(s)*

*Content Target(s):*

*Language Targets:*

- *Spanish-*
- *The Bridge-*
- *English-*

*Summative Assessment:*

**Developing Oracy and Background Knowledge (One language until the Bridge)**

**Reading Comprehension**

**Writing**

**Word Study and Fluency**

**Summative Assessment**

**The Bridge (Both languages side by side)**

**Extension and Application Activities (the other language)**