

Adapting Monolingual Structures for Biliteracy

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Teaching for Biliteracy Summer Institute
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About Us



Verona Area School District

- 5400 students
- 10 schools
- 13% EL (680)
- 20% of PreK students are EL
- Personalized Learning & Equity

Two-Way Immersion

- 50/50, two-teacher model
- Currently K-2 and growing
- 216 students in program
- Housed in two schools

Instructional Models

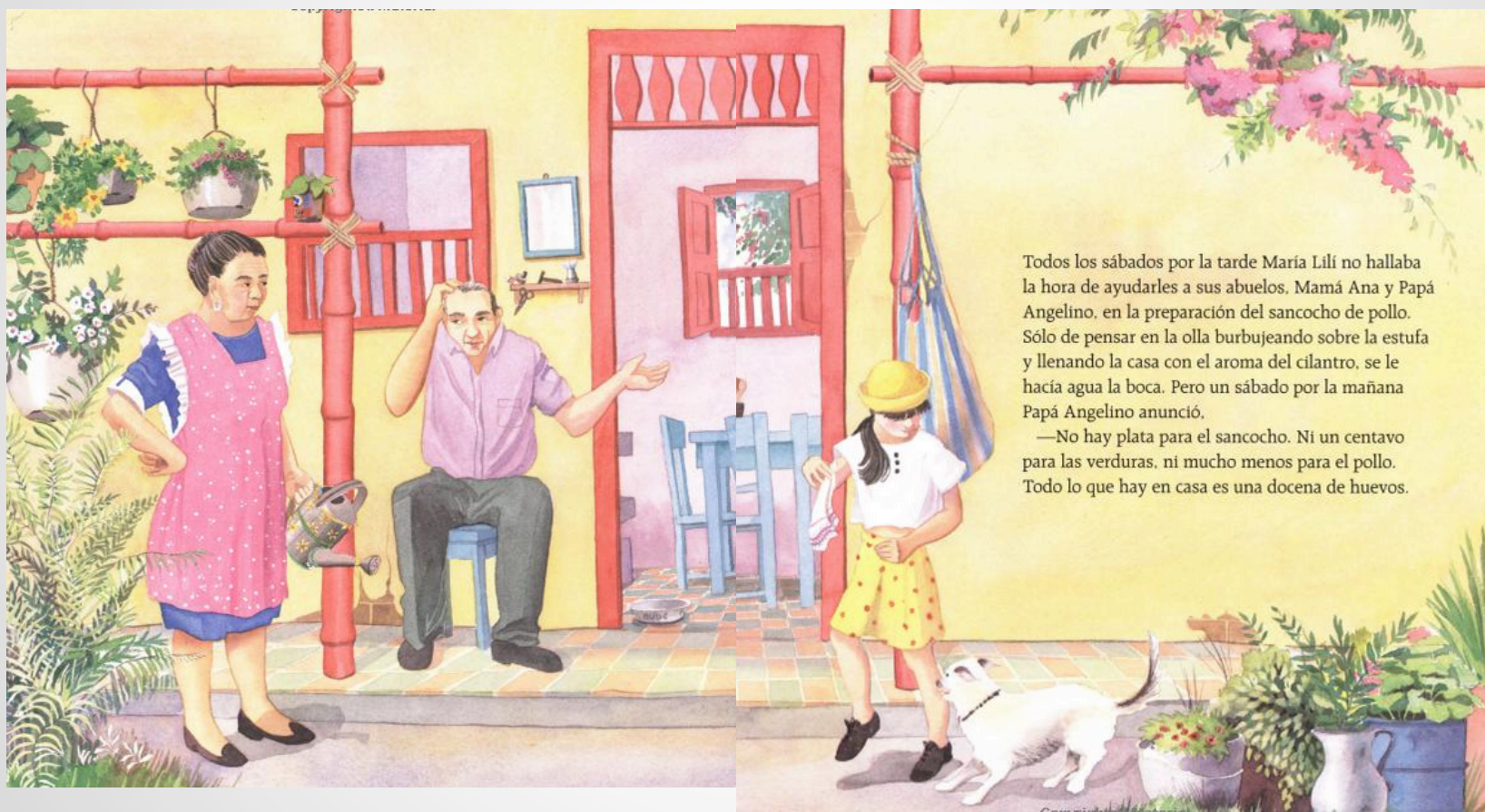
- Personalized Learning
- UDL
- SIOP
- Daily 5
- Readers/Writers Workshop

Adapting Structures: Guiding Questions

School structures are monolingual in nature.

- How do we filter curriculum, assessment, and instruction through a multilingual lens?
- How do we say “yes” to district initiatives and maintain fidelity to the TWI program?
- What happens if we don’t use a multilingual approach to teaching and learning?
- How do we extend the conversation to all aspects of our system to ensure a multilingual lens?





Todos los sábados por la tarde María Lili no hallaba la hora de ayudarles a sus abuelos, Mamá Ana y Papá Angelino, en la preparación del sancocho de pollo. Sólo de pensar en la olla burbujeando sobre la estufa y llenando la casa con el aroma del cilantro, se le hacía agua la boca. Pero un sábado por la mañana Papá Angelino anunció,

—No hay plata para el sancocho. Ni un centavo para las verduras, ni mucho menos para el pollo. Todo lo que hay en casa es una docena de huevos.



—Pues haremos sancocho con doce huevos —replicó Mamá Ana—.

—¡Sancocho de huevos! Pero si todo el mundo sabe que el sancocho no se prepara con huevos —dijo María Lili—.

Sonriendo, Mamá Ana se quitó el delantal y le pidió a María Lili que trajera dos canastos y que pusiera los huevos en uno de ellos.

—Camine, mijita, nos vamos al mercado.

Instruction: ¿Qué pasó?

Writers Workshop – Personal Narrative

- Why doesn't this approach work in a multilingual setting?
- What would you have needed to be able to participate?
- Would learners be able to use any of this language independently in Daily 5 stations?
- How do you adapt the instruction?
- What PD do teachers need to be able to adapt this model?

Instruction: What's Different?

Readers/Writers Workshop		Teaching for Biliteracy
Whole group mini-lesson: Explicit instruction of skills and standards Independent reading: “Just right” books, F&P levels Independent writing: Kids work through writing process and conference with peers and teacher Word work: Discrete, decontextualized skills Whole group share time: Read-aloud; Author’s Chair	Gradual Release of Responsibility	Concrete/interactive whole-group activity: Build background knowledge Comprehensible input of standards Explicit, scaffolded language instruction to build oracy Writing and Reading: Developed from comprehensible content, integrated literacy and content, comprehension is ALWAYS the primary focus; “narrow reading”, LEA Word work: Contextualized skills, sheltering strategies throughout lessons Whole group bridge: Strategic planning for contrastive analysis and metalinguistic awareness

Building Background

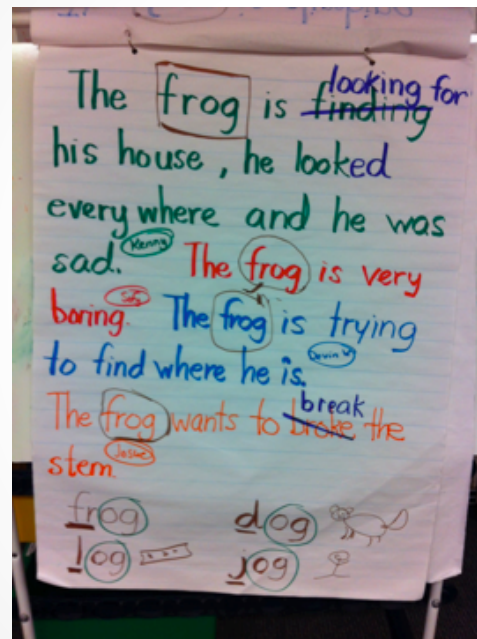
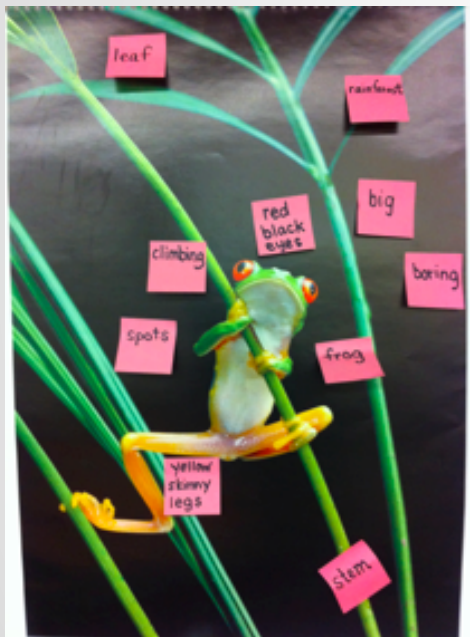
Spill



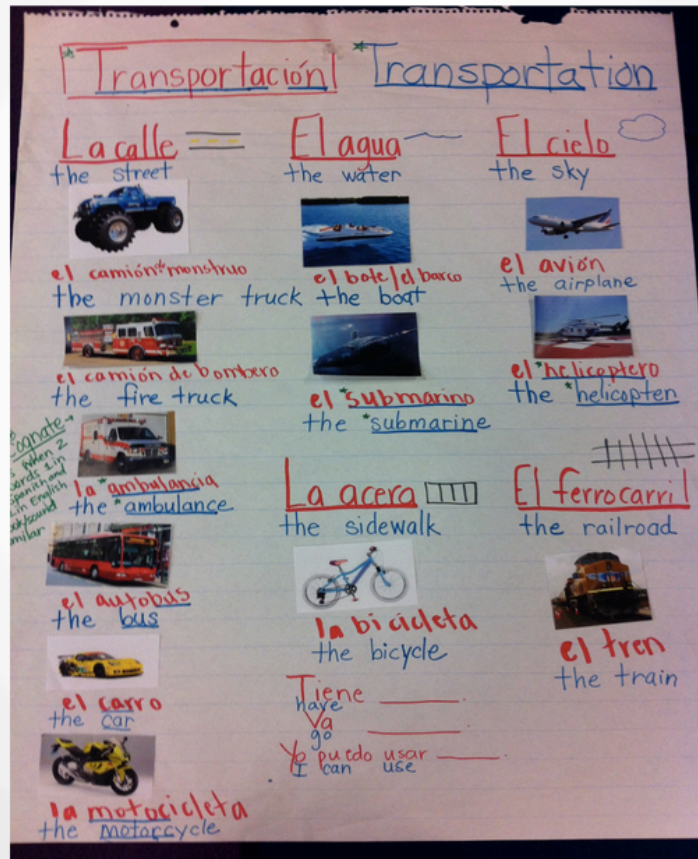
Wipe it Up



Literacy Embedded in Content



Whole Group Bridge



Planning



Planning for Biliteracy

- Teacher-created BUFs
 - Selection of language for heavy-lifting of literacy standards
 - Explicit planning of essential elements of sheltered instruction
 - Annual revision of BUFs
- Evolution of separate weekly planning document
- BUFs and process are district-specific

Planning for Background, Oracy, and Literacy within Content

GEOGRAPHY 1ST GRADE TWI

SPRING 2015

WEEK TWO	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective SWBAT:	Identify the 3 key parts of a map	Orient map (directionality and parameters)	Place playground features on map and in map key	Place playground features on map and in map key	Navigate their maps using N, S, E, O
Language Objective SWBAT:	Write about their location on the classroom map using positional words.	Define map parameters using N, S, E, O	Use <i>key</i> and <i>symbols</i> to summarize their map.	Use <i>key</i> and <i>symbols</i> to summarize their map.	Follow oral directions (N S E O)
Whole Group Mini-Lesson *	Intro and teach map song	Review how to find directionality and rules for mapping outdoors	Review how to draw map and map key	Review how to draw map and map key.	Model how to navigate classroom map.
Opportunity for Oral Language Development *	Yo estoy ____ de ____.	On my map, E is ____, W is ____, S is ____ and N is ____.	Mi mapa tiene ____.	Mi mapa tiene ____.	Mueve ____ espacios al ____ y ____ espacios al _____. ¿Donde estas? Estoy ____ de ____.

Planning for Background, Oracy, and Literacy within Content cont.

Independent Practice Activities	See center work	Students will work on creating their own map of the playground	Students will work on creating their own map of the playground.	Students will work on creating their own map of the playground.	Practice giving directions to a partner using move ____ spaces ____ and ____ spaces _____. Where are you? I am ____ of _____.
Writing/Word Work	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words	Writing: Me on the classroom map using positional words
Dictado					
Assessment	FL: Use of positional words			SC: Playground Map	SL: Check-in on following directions using N, S, E, O

Centers:

1. Read to self : map books
2. Oracy: positional words with beanie babies
3. Word Work: Open/closed syllable work
4. Content: Play compass game

Assessment

- What language/ literacy structures do we need to assess in which language?
- How do language proficiency levels impact our expectations and decisions for all learners?

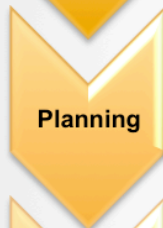


- How do we know our program is working in the short-term and long-term?
- How do we report student progress to parents?
- What are our program expectations for student progress in content and languages?

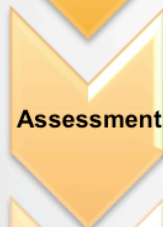
Next Steps for VASD



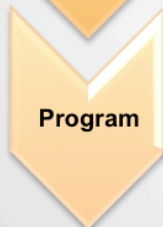
- Provide PD and walkthroughs for teachers to deepen their understanding of “the why”



- Include formative assessments in BUFs



- Build a more robust framework
- Extend the conversation beyond TWI



- Expand horizontally & vertically
- Network and learn from/with others

Questions?

Thank you!

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Suggested Resources

- Beeman, K. & Urow, C. (2012). *Teaching for biliteracy*. Philadelphia, PA: Caslon Publishing.
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