

Teaching for Biliteracy Summer Institute

Tuesday, June 28, 2016

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?



Cheryl Urow

Karen Beeman

TeachingForBiliteracy.@gmail.com TeachingForBiliteracyKB@gmail.com



THE CENTER

AM - Tuesday, June 28, 2016

What guides planning and decision-making for biliteracy?

- Two perspectives of language ability:
Latest Research in the Field
- Premises for Teaching for Biliteracy

Who is involved in biliteracy?

- Students and Teachers: A Multilingual perspective

Two Perspectives of Language Ability

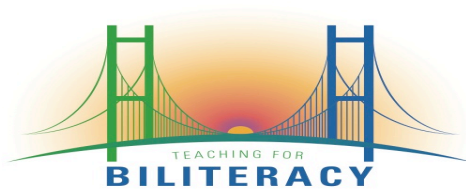


PM - Tuesday, June 28, 2016

How does the multilingual perspective influence program develop, curriculum, and instruction?

- Developing a Biliteracy Curriculum: The BUF Writing Process
- Moving Programs to a Multilingual Perspective
- Using a Multilingual Perspective to Design Small Group and Individualized Instruction

What guides planning and decision-making for biliteracy?



THE CENTER

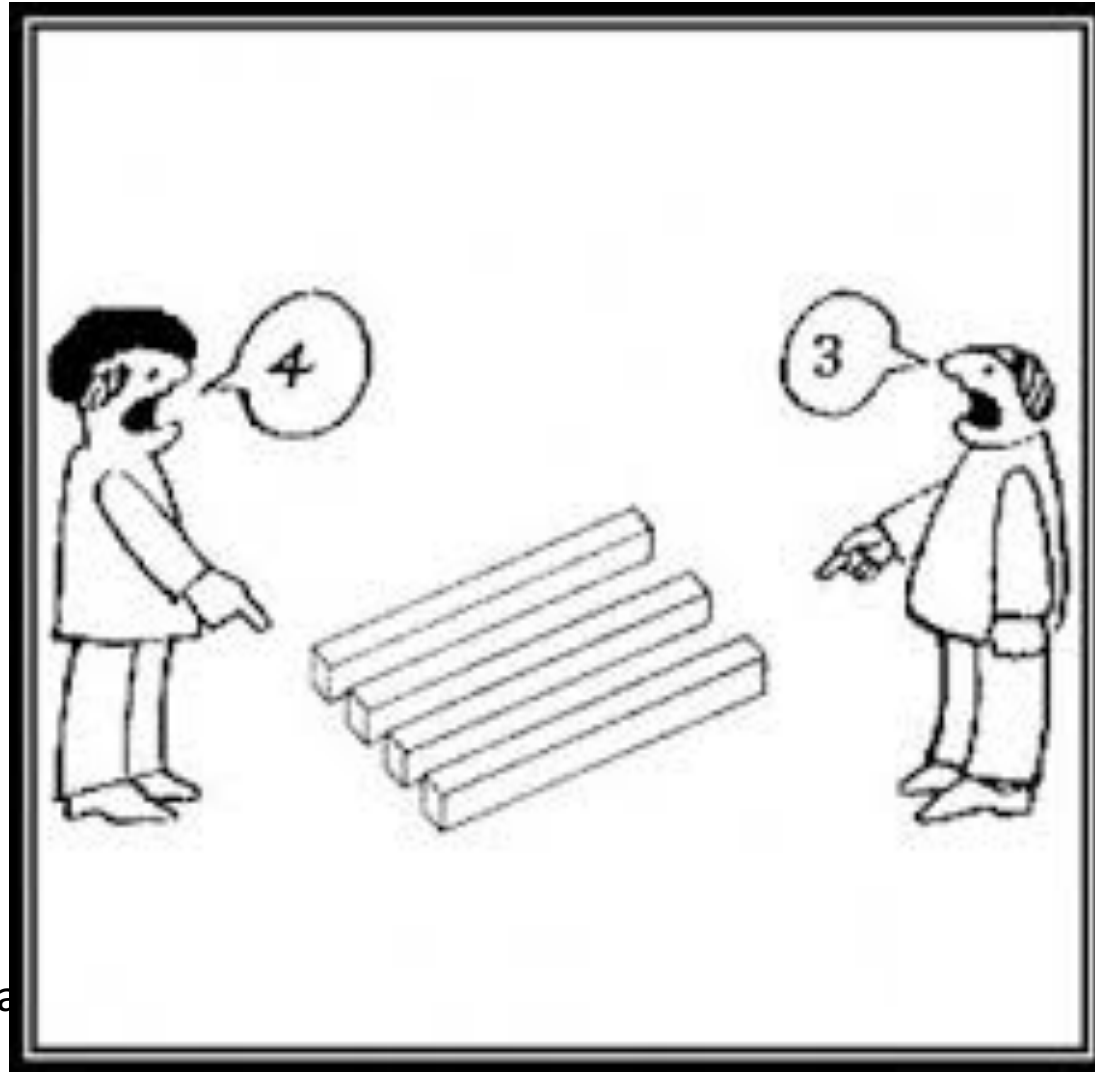
Two Perspectives of Language Ability



Decision-making and planning for biliteracy

- How do I...
- What about...
- In our district we have to...
- How can I use...

Perspective...

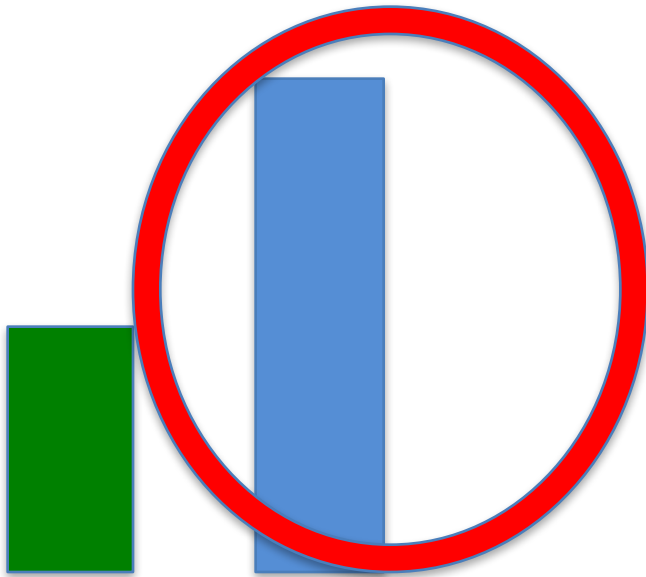


What guides decision-making for biliteracy?

Column A	Column B
What is the student's dominant language? L1? Native language?	How does the student use their languages? How does the student's family use language? How are languages used in the student's community?

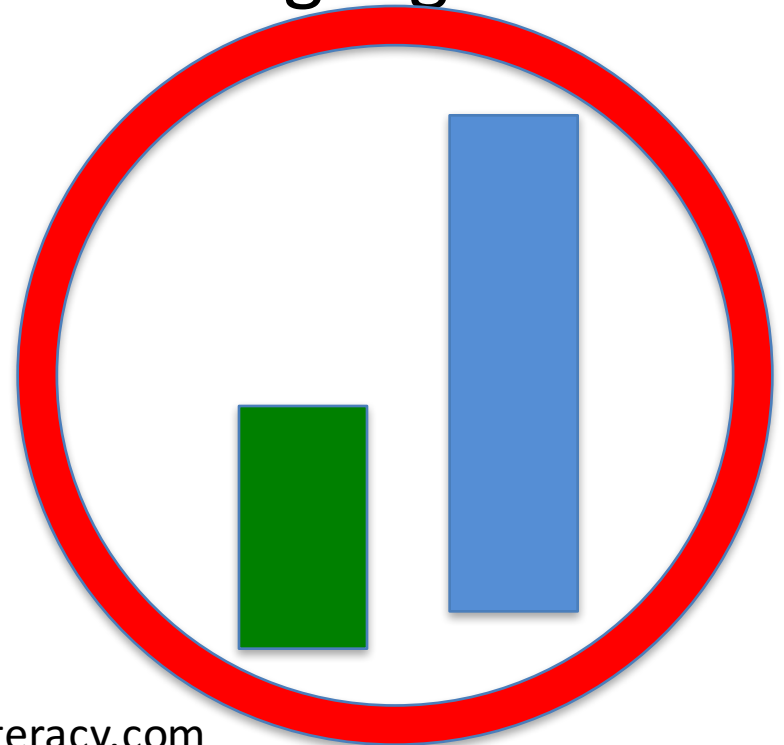
A

Students have an L1 (or dominant language).



B

Students are developing bilinguals who have linguistic resources across languages.



Column A

What is the student's dominant language? L1? Native language?

In what language should the student be tested?
receive guided reading?
receive interventions?

Column B

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's community?

How can we best support the student's bilingualism and biliteracy development?



Column A

Column B

What is the student's
language? L1?

their

family use

the

student's community.

In what language should
the student be tested?
receive guided reading?
receive interventions?

How can we best
support the student's
bilingualism and
biliteracy development?

What's the difference?



Research Connection



Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



Research Connection



Bilinguals are NOT two monolinguals in one person.
(Grosjean, 1989)

Bilinguals have linguistic resources shared across languages (Cenoz, J, 2009, Escamilla, 2011).

Research Connection



- Two-thirds of ELLs currently in the US were born here (Education Week, 2009).

Research Connection



- Two-thirds of ELLs currently in the US we serve here (Education Week, 2009).
- The majority of the ELLs we serve are simultaneous bilinguals:
 - developing bilinguals
 - emerging bilinguals
 - two-language learners

Developing bilinguals use all of their linguistic resources as they are developing biliteracy and bilingualism, and will use language in a way that challenges the traditional labels of “Spanish dominant” or “English dominant”.



Developing bilinguals use their languages in ways that challenge the notion of L1, dominant language, standard language

- Language is identity

Our language is the reflection of ourselves.

- Cesar Chavez

US Spanish...



- ...reflects the multicultural reality of speaking Spanish in the US
 - “Spanish speakers in the US turn to English in order to understand each other’s Spanish”
 - Zentella, in Escobar & Potowski, 2015
- ...is defined by its relationship with English



US Spanish...

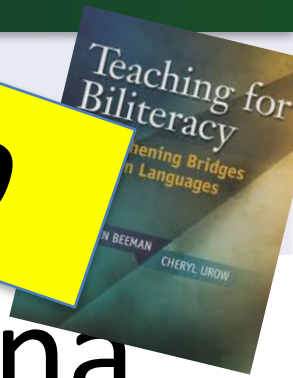
- ...todos hablamos un dialecto de nuestra lengua; no es el caso que algunos hablen la “lengua” mientras que otros hablen un “dialecto” de esa lengua.

— Zentella, in Escobar & Potowski, 2015
www.TeachingForBiliteracy.com



US Spanish...

p. 69



- reflects the four phenomena of linguistic contact

1. Code-switching

2. Linguistic borrowing

3. Semantic extension

4. Calque



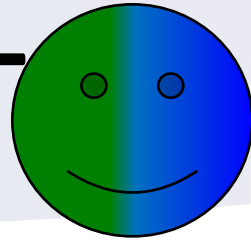
Language of contact

- *Maestra, I can't find my chanclas.*

1. Code-switching



What linguistics know about code-switching



- It's not random!
- Bilinguals code switch for a variety of reasons
 - unknown word
 - better word
 - respect the language dominance of the interlocutors
 - direct quote
 - emphasis
 - to create solidarity – to affirm identity



Developing bilinguals use their languages in ways that challenge the notion of L1, dominant language, standard language

- Language is identity

Our language is the reflection of ourselves.

- Cesar Chavez

Language of contact

- *Maestra, I can't find my chomela*

1. Code-switching



- Look at me – I am
- Se me mojaron los secantes.

2. Linguistic borrowing



Linguistic borrowing – and sometimes we don't give it back...

- Béisbol
- Puchar
- Tuitear
- El lonche
- Parquear
- El esmoquin
- El busboi

Language of con

- *Maestra*, I can't find m

1. Code-switching



- Look at me – I am *planching*
- Se me mojaron los socatines.
- Quiero sentarme en la carpe

3. Semantic extension



Language of contact

- *Maestra*, I can't find my *chanclas*.

1. Code-switching

2. Linguistic borrowing

- Look at me – I am *planching*

- Se me mojaron los calcetines

3. Semantic extension

4. Calque

- Me llamó para atrás y dejó un mensaje en la máquina de contestar.

Language of contact

4. Calque – is like linguistic borrowing but is always a phrase

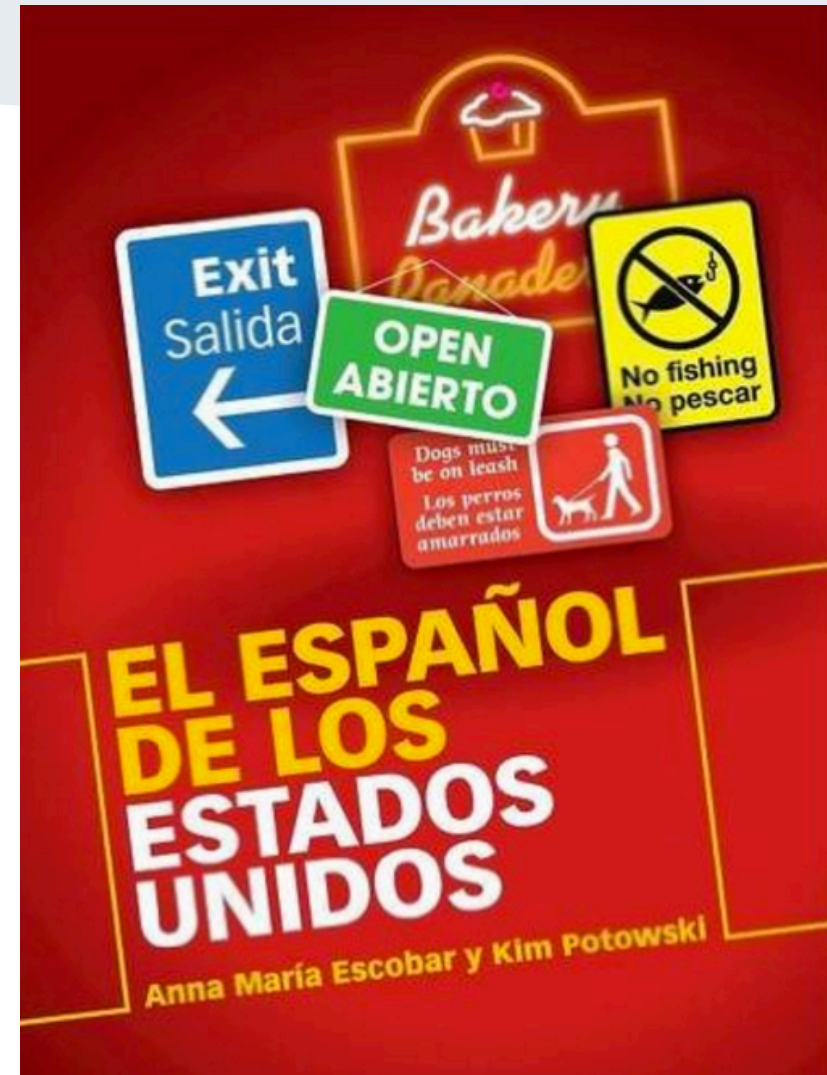
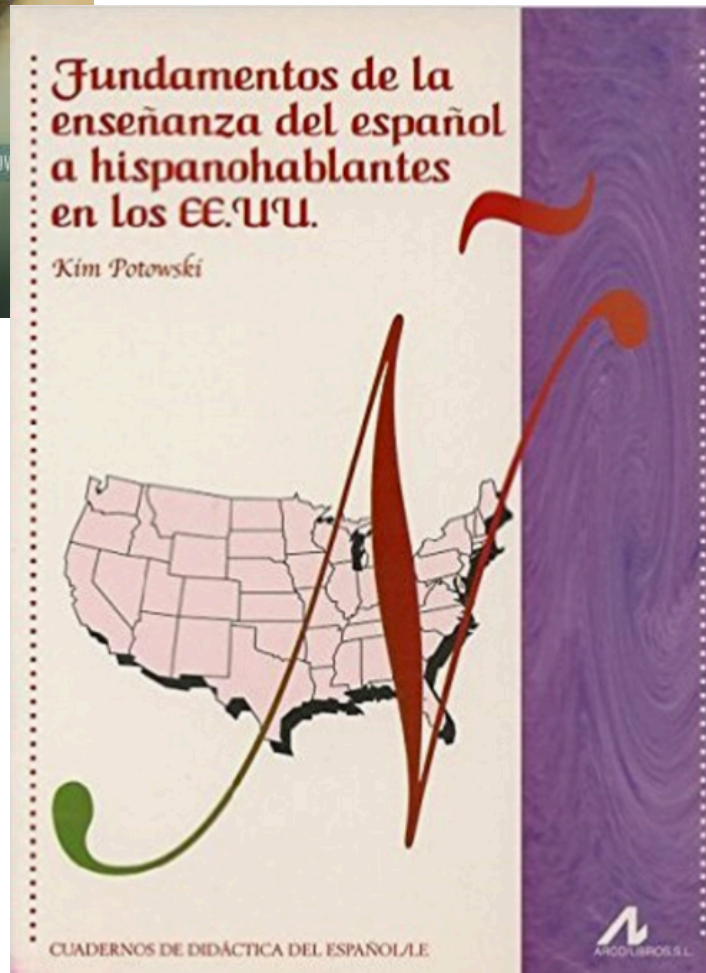
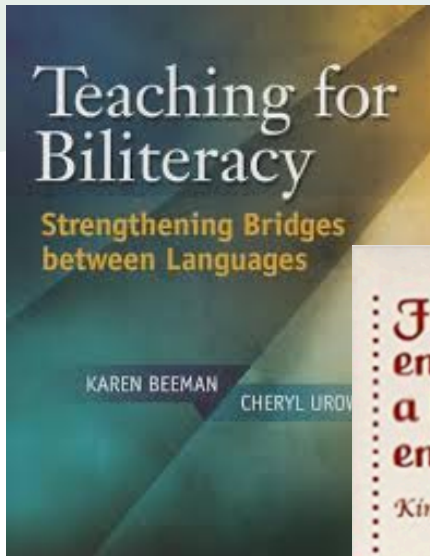
- Me llamó para atrás y dejó un mensaje en la máquina de contestar.

Language of contact

4. Calque – is like linguistic borrowing but is always a phrase

- **Me devolvió la llamada y dejó un mensaje en el contestador automático.**

Language of contact



Column A

What is the student's dominant language? L1? Native language?

In what language should the student be tested?
receive guided reading?
receive interventions?

Column B

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's community?

How can we best support the student's bilingualism and biliteracy development?





La Oh a
verde. an

Biliteracy word wall

H h

Hernández

hijo

hermana

había

hace

hizo

hoja

H h

hello

happy

hungry

C
Jocelyn
cielo
Cereza
cerro

c

Carrera Coco
Cachorro Casa

Cristian
Calabaza

Carlos Marco

S
Salvador
Stephanie
Vanessa
Sergio Sapo
Salazar Saltar

Sol que
qui

Enrique queremos

Jacqueline

Quiero

Z
Salazar
zapatos
zorro zorrillo
Cereza calabaza
manzana

K

Karwaski

Kimberly

Column A

What is the student's dominant language? L1? Native language?

In what language should the student be tested? receive guided reading? receive interventions?

Is it language acquisition or is it a disability?

Column B

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's community?

How can we best support the student's bilingualism and biliteracy development?

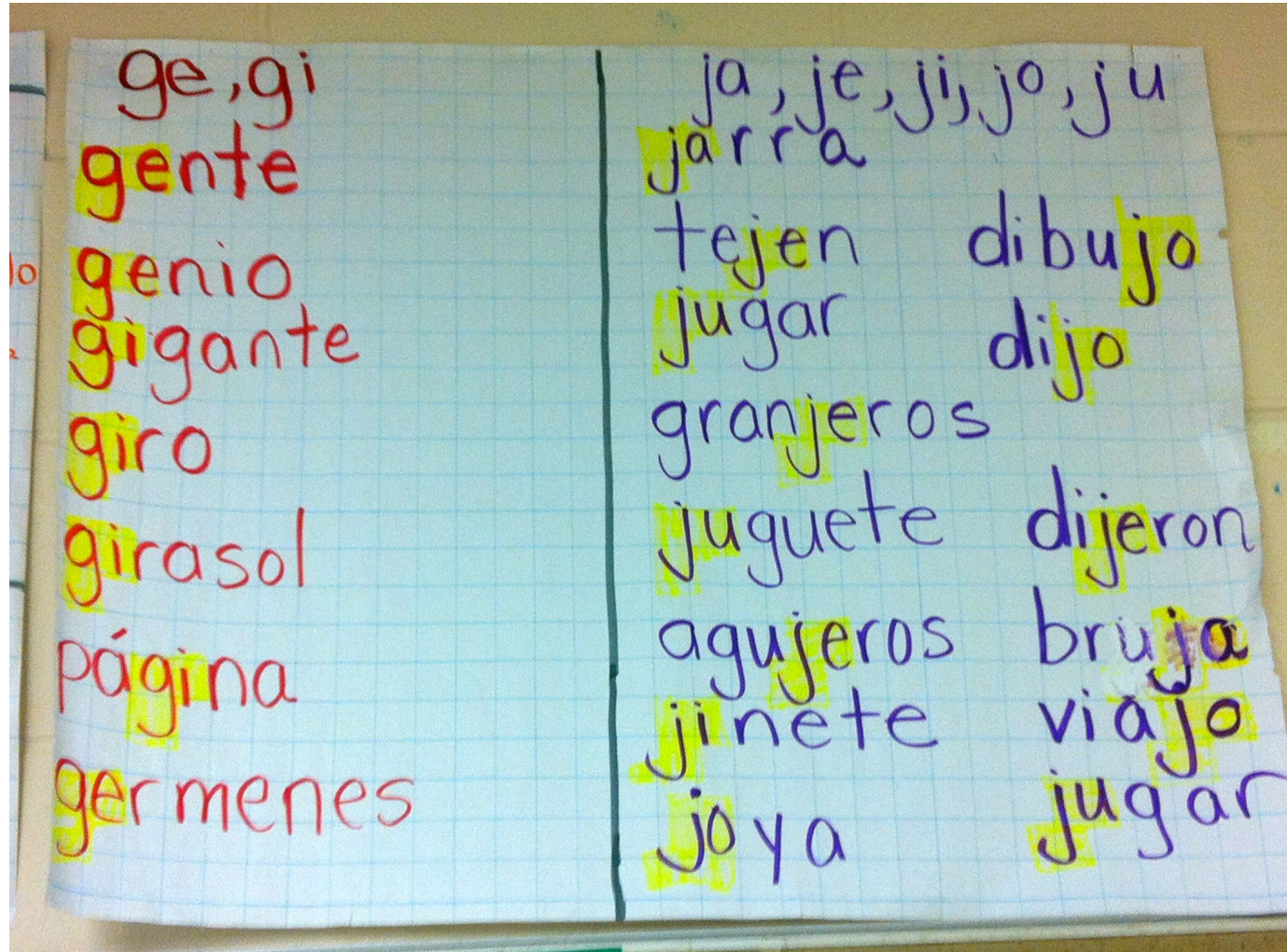
What instructional practices are being implemented in the classroom?



How does this support biliteracy?

<u>Pared de palabras</u>					
A	B	C	Ch	E	F
agua	baño	cine	chicle	elefante	favor
alto	balcón	casa	Charlie	Elena	fijate
ama					
G	H	I	J	K	L
gato	hermano	imán	jabón	Kilo	limón
	hubo				
	horizonte				
M	N	Ñ	O	P	Q
mamá	niño	ñandú	órale	pájaro	quiero
	nariz		ojo		
R	S	T	U	V	W
risa	sí	televisión	uniforme	voy	Walter
restaurante	se	tubo	único	vela	
			unánime		
Y	Z				
yegua	zapato				

biliteracy word walls



**Are we really evaluating
students bilingually, or are
we evaluating students
monolingually, twice?**



Skill – name 5 colors

Spanish Assessment

- rojo
- azul
- ~~white~~
- ~~black~~
- verde

only 3 colors – no
mastery

English Assessment

- ~~rojo~~
- ~~azul~~
- white
- black
- ~~verde~~

only 2 colors – no
mastery



Column A

What is the student's dominant language? L1? Native language?

In what language should the student be tested? receive guided reading? receive interventions?

Is it language acquisition or is it a disability?

Column B

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's community?

How can we best support the student's bilingualism and biliteracy development?

What instructional practices are being implemented in the classroom?
What can the student do across languages?

Column A

Column B

What is the student's first language? L1?

Where does this question belong: column A or column B?

In what language should the student be tested? receive guided reading? receive interventions?

Is it language acquisition or is it a disability?

What is the student's second language? L2? How can we best support the student's bilingualism and biliteracy development?

What instructional practices are being implemented in the classroom?
What can the student do across languages?

Column A

Column B

What is the student's first language? L1?

Where does this question belong: column A or column B?

In what language should the student be tested? receive guided reading? receive interventions?

What is the student's second language? L2?
What language do they use at home? What language does their family use?
What language does the student use in the classroom?
How can we best support the student's bilingualism and biliteracy development?

Is it L1 or L2?

When should students transition from L1 literacy to L2 literacy?

What can the student do across languages?

Column A

Column B

What is the student's first language? L1?

Where does this question belong: column A or column B?

In what language should the student be tested? receive guided reading? receive interventions?

How can we best support the student's bilingualism and biliteracy development?

Is it low in her own language?
or is

What if the student is low in her own language?

What can the student do across languages?

Column A

What is the student's dominant language? L1?
Native language?

In what language should the student be tested?
receive guided reading? receive interventions?

Is it language acquisition or is it a disability?

When should students transition from L1 literacy to
L2 literacy?

What if the student is low
in her own language?

Column B

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's
community?

How can we best support the student's bilingualism
and biliteracy development?

What instructional practices are being implemented
in the classroom?
What can the student do across languages?

How are we supporting literacy instruction in BOTH
languages? When are the students provided the
opportunity to Bridge between languages?

What instructional
practices are being used?



Honoring students' home language

Español arcaico	Español actual
asina	así
muncho	mucho
pos	pues
haiga	haya

Casa

puchar

tochar

onde

~~Alomche~~

Picar

Cache

6 Muncho

Escuela

empujar

tocar

donde

almuerzo

~~esbicar~~
escoger

a garé

mucho

Lenguaje de la playa

(social)

el lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

The academic standard language...

- ...the insistence on using **only** an academic standard may promote more linguistic insecurity and linguistic failure...(Luykx, 2000; Perez, 2009) *(My emphasis added)*
- Ofelia Garcia, in *Education, Multilingualism and Translanguaging in the 21st Century*.



Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Formative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment

Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Formative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud

- Readers' Workshop

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics

- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

Formative Assessment

Column A

Column B

What is the student's
Native language?

What are the student's
languages?
How do they use language?

In what language
tested? receive
interventions?

What is the student's
development?

Is it language acquisition or is it a disability?

What instructional practices are being
implemented in the classroom?
What can the student do across languages?

When should students transition from L1
literacy to L2 literacy?

How are we supporting literacy instruction in
BOTH languages? When are the students
provided the opportunity to Bridge between
languages?

What if the student is low in her own
language?

What instructional practices are being used?

**What are the names of
the columns?**

Monolingual Perspective

What is the student's dominant language? L1?
Native language?

In what language should the student be
tested? receive guided reading? receive
interventions?

Is it language acquisition or is it a disability?

When should students transition from L1
literacy to L2 literacy?

What if the student is low in her own
language?

Multilingual Perspective

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's
community?

How can we best support the student's
bilingualism and biliteracy development?

What instructional practices are being
implemented in the classroom?
What can the student do across languages?

How are we supporting literacy instruction in
BOTH languages? When are the students
provided the opportunity to Bridge between
languages?

What instructional practices are being used?

Fixed Mindset

Growth Mindset

What is the student's dominant language? L1?
Native language?

How does the student use their languages?
How does the student's family use language?
How are languages used in the student's community?

In what language should the student be tested? receive guided reading? receive interventions?

How can we best support the student's bilingualism and biliteracy development?

Is it language acquisition or is it a disability?

What instructional practices are being implemented in the classroom?
What can the student do across languages?

When should students transition from L1 literacy to L2 literacy?

How are we supporting literacy instruction in BOTH languages? When are the students provided the opportunity to Bridge between languages?

What if the student is low in her own language?

What instructional practices are being used?

Decision-making and planning for biliteracy

- How do I...
- What about...
- In our district we have to...
- How can I use...

Decision-making and planning for biliteracy

- When making instructional, programmatic, curricular, and other decisions for biliteracy, it is important to begin from a **multilingual perspective**.
- Teaching for Biliteracy, p. 3, second paragraph – up to *The Bridge and Bridging*

A multilingual perspective is characterized by...

Premises for Teaching for Biliteracy



The three socio-linguistic premises about Teaching for Biliteracy – p. 5

- Recognize that teaching for biliteracy is different than teaching for monoliteracy
- Reflect a multilingual perspective
- Provide a way of communicating the multilingual perspective to others **(In other words...)**
- Provide another tool for decision-making and planning for biliteracy **(Therefore,...)**

Teaching for biliteracy is different than teaching for monoliteracy because

- Spanish in the U.S. is a minority language within a majority culture

In other words, ...

Therefore,...



In other words, in US society today,
there is a stratification of languages
and language users.

**Spanish is a minority language
within a majority culture**



Spanish is a minority language within a majority culture

- Even in communities where Spanish plays a vital role in everyday life, Spanish literacy instruction can be sporadic, inconsistent, and not reflective of best practices or research.



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

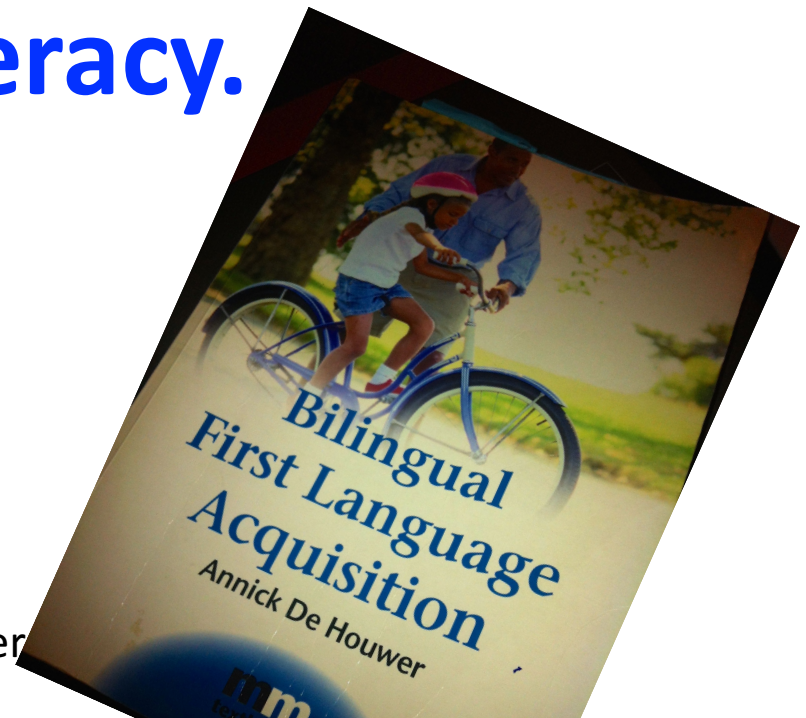
- Students use all the languages in their linguistic repertoire to develop biliteracy.

In other words, ...

Therefore,...

In other words, we look at our students holistically.

Students use all the languages in their linguistic repertoire to develop biliteracy.



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

lenguaje social	lenguaje académico
el lonche	el almuerzo
puchar	empujar
los socatines	los calcetines

Tema: Estándares: • Estándares de contenido (ciencias, etc.) • Artes de Lenguaje: Inglés (ELA) • Artes de Lenguaje :Español (SLA) • Desarrollo de Inglés (WIDA) • Desarrollo de Español (SALSA)	Ideas Principales de Artes de Lenguaje Ideas Principales de Contenido Metas de contenido Metas de lenguaje Evaluación
Desarrollo de la oralidad y el conocimiento previo • Actividad interactiva y concreta • Desarrollo de vocabulario	Evaluación Formativa
Comprensión lectora • Lectura guiada • Lectura compartida	
Escritura • Escritura guiada • Taller de escritura	
Estudio de palabras y fluidez • Decodificación • Fonética	
Evaluación de la unidad	
El Puente • Habilidades y destrezas metalingüísticas	
Actividades de extensión y aplicación	



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

Sample
schedule:
80/20 model



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

- Spanish and English are each governed by different linguistic rules and cultural norms.

In other words,

Therefore,

In other words, students benefit from the opportunity to engage in contrastive analysis between their languages.

Spanish and English are each governed by different linguistic rules and cultural norms.



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

- Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.

Syllable segmentation

Comunida Me

mama Mapa marley masamamá got

Ma matemáticas mascara

madrid Maiz MaY. MaJas Maesha

Mesa memo

Me

misael camila Camino

Mi MIS MIMI

mono

Mo memo

Mucho musica

El ambiente es el
lugar donde la
historia ocurre.
La selva tropical
húmeda y llena de
árboles.

The Dictado is a useful strategy for authentic instruction of the fundamental literacy skills of Spanish. (p. 126)

K a r e n

Di a



murcos

Queros

a p r e n d e r a

h a c e r

las

calaveras

Monolingual oral discourse patterns

English



Romance



Bridge
Erin, 3rd grade
Austin, Texas

Español	English
placas tetónicas ^{las} fallas	• <u>tetonic plates</u>
corteza	• <u>fault</u>
la superficie	• <u>crust</u>
el manto	• <u>surface</u>
as erupciones ^{tierra} terremotos	• <u>Mantle</u>
os volcanes	• <u>earth</u> ^{erupciones} earthquakes
el tsunami	• <u>volcanoes</u>
a presión	• <u>tsunami</u>
lava / la magma	• <u>pressure</u>
s rocas	• <u>lava</u> / <u>magma</u>
	• <u>rocks</u>

Metalinguistic focus

los el la las

the

los los niños
los lapices
los pantalones

the water

the door

the butterfly

el

la

las

Decision-making for biliteracy – word sort

Premise 1	Premise 2	Premise 3	Non-Examples
Therefore,...			
Examples of premise 1.			

Decision-making for biliteracy – word sort

Premise 1	Premise 2	Premise 3	Non-Examples
Therefore	The complete answers to this word sort can be found on our website -> Resources -> Book Study Activity – > Chapter 1		
Example			
Premise			

Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

- Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.