

Teaching for Biliteracy Summer Institute

Tuesday, June 27, 2017

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?

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Karen Beeman

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www.Teach



Meeting Norms



- Please silence your phones
- Please keep sidebar conversations to a minimum.
- We will take brain breaks/phone breaks every 1.5 to 2 hours or as needed.



Daily logistics

- Thank you for your flexibility with the seating.
- Lunch should be a little easier today.
- Thank you for cleaning your areas after lunch, and returning your table toppers.
- Please only take one dessert.

PM - Monday, June 26, 2017

Four sample BUFs (Biliteracy Unit Framework) in action

What does a BUF look like and feel like?

- PreK/K – Patricia Núñez
- 1, 2 – Susan Prvor
- 3 -5 - (
- Second

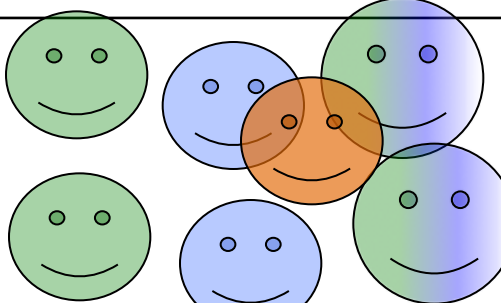
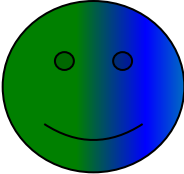
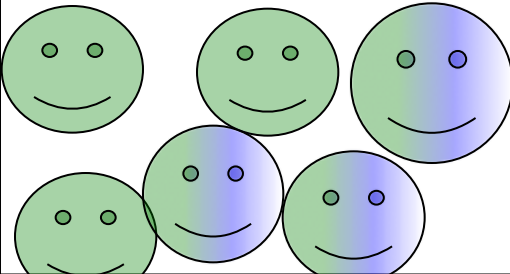
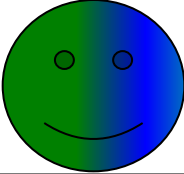
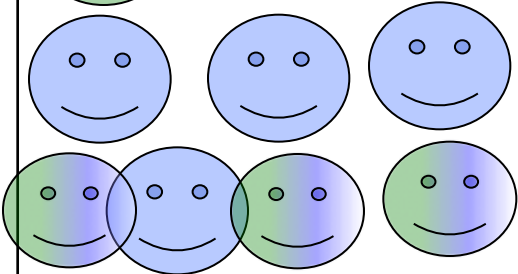
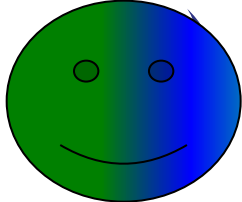
**What did all the BUF's
have in common?**



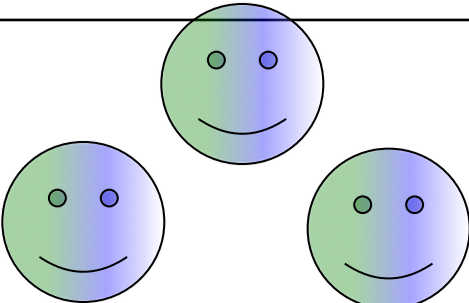
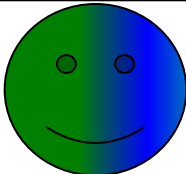
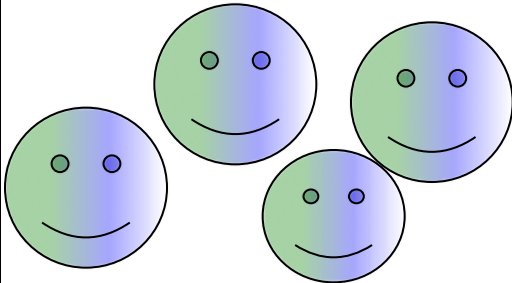
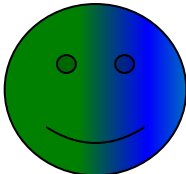
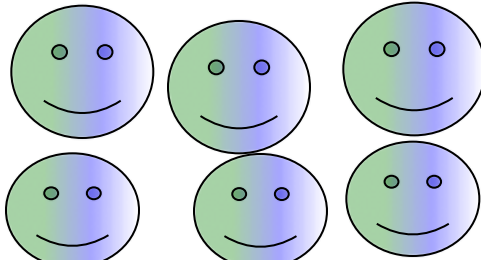
What did all the BUF's have in common?

- Focus on oracy before literacy – receptive and productive oral language before reading, writing, or content instruction.
- Language, literacy, and content.
- Maintaining Spanish during instruction
- The Bridge between languages at the end of a unit
- Three kinds of dual language, but the instruction looks the same

Dual Language Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Dual Language Programs

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Time	Subject	Language
7:50 – 8:00	Dictation	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/<u>Dictado</u>	Spanish
9:00 – 10:00	Math • Math • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
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

80/20



Time	Subject	Language
8:30 – 9:00	Dictado	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR <i>Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development • Reading and Writing	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
2:15 – 3:00	Specials	If possible, half are offered in Spanish and half in English

50/50



**Programmatic Level:
Language and Content Allocation Plan**

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graph TD; A[Programmatic Level:  
Language and Content Allocation Plan] --> B[Classroom Level:  
Biliteracy Schedules: Daily Spanish and English Literacy]; B --> C[Instructional and Curricular Level:  
Biliteracy Units];
```



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

AM - Tuesday, June 27, 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

PM - Tuesday, June 28, 2016

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

- Developing a Biliteracy Curriculum: The BUF Writing Process
- Developing Intercultural Competence
- A Strength-Based Paradigm for Supporting Teachers: A Session for Administrators

What guides planning and decision-making for biliteracy?



Two Perspectives of Language Ability



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Decision-making and planning for biliteracy

- The **program vision** and the **biliteracy philosophy** support decision making.

Our Biliteracy Philosophy



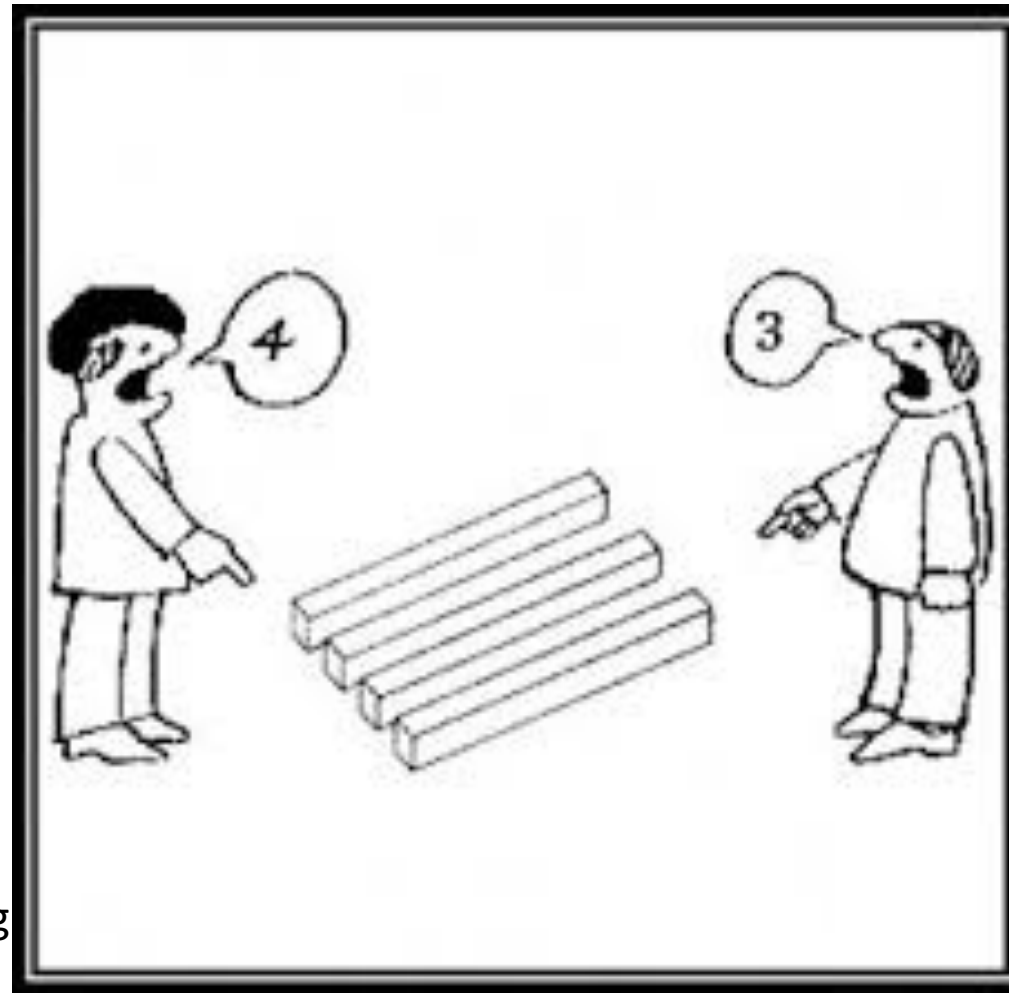
In order to help our students meaningfully participate and show growth **in L, S, R, W in both languages**, we will systematically move through **experiential learning** that builds ***oracy*** and ***background knowledge*** to begin developing literacy proficiency and comprehension.

This will be done by scaffolding rigorous activities and using a gradual release of responsibility model (whole group, small group, independent practice) that meets student needs and is developmentally appropriate and that takes 5 to 7 years to develop.

Decision-making and planning for biliteracy

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

The questions we ask reflect our perspective

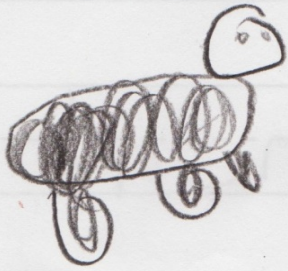


What questions guide decision-making for biliteracy?

Column A	Column B



Guadalupe



y lo sé como

una comunidad rural. En

la comunidad rural tiene

animales. El comunidad rural

tiene granjas. En el comunidad

rural y varias apilas.

En la comunidad

rural y muchos

antores. En el comuni

dad rural y farmero

que plantu y comida

y le saca leche a

las bocas.

How do we
support
Guadalupe's
continued
biliteracy
education?

What questions guide decision-making for biliteracy?

Column A	Column B
What is the student's dominant language? L1? Native language?	



Fecha: 10-18-13



yo sé como

Una comunidad rural. En

la comunidad rural tiene

es. En la comunidad rural

tiene gr en el comunidader

They they grow
fruits vegetables
leaves and meat and
tomatoes. In a
rural community

they have

from a

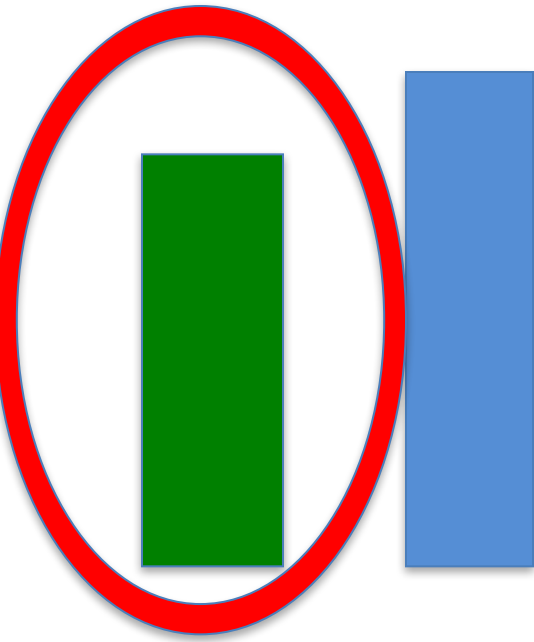
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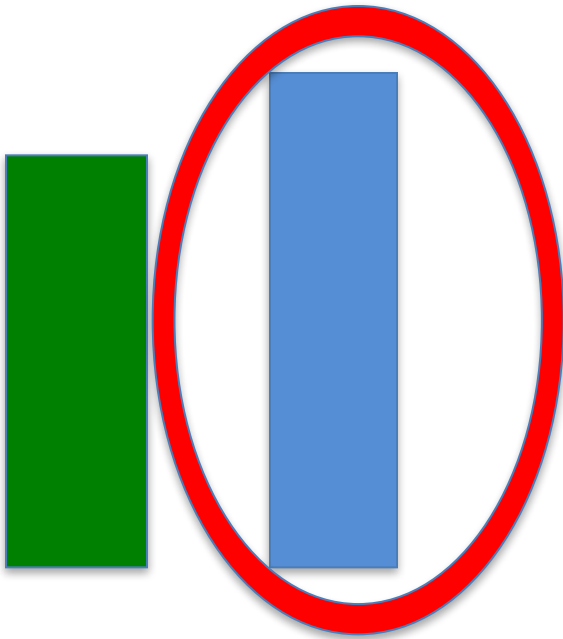
A

Students have an L1 (or dominant language).



A

Students have an L1 (or dominant language).



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?



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 languages?

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?

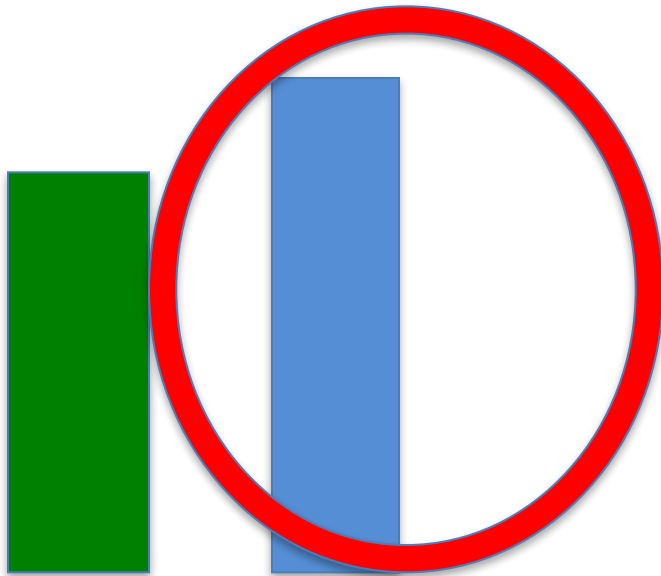


What guides decision-making for biliteracy?

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? Languages used
What's the difference?	

A

Students have an L1 (or dominant language).



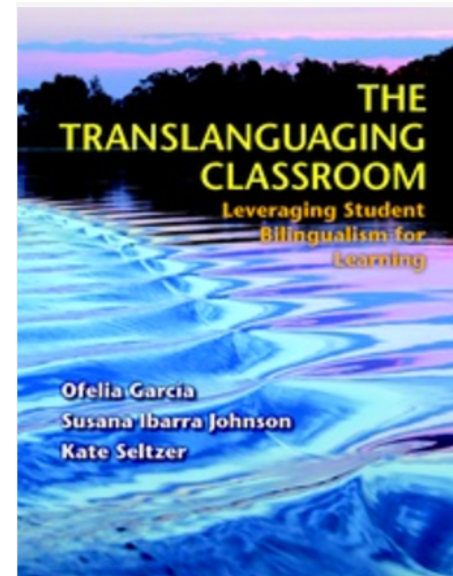
B

Students are developing bilinguals who have linguistic resources across languages.



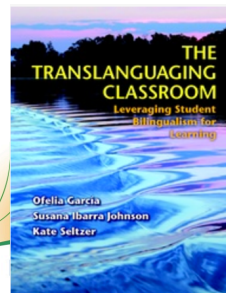
Translanguaging

- “...is an approach to bilingualism that is centered not on languages as has often been the case, but on the practices of bilinguals that are readily observable.”



Translanguaging

- “...is an approach to bilingualism that is centered not on languages as has often been the case, but on the practices of bilinguals that are readily observable.”
- Rather than – ***Which language is dominant and how do we build on it?***
- Instead - ***How does the student use languages and how do we build on them?***



What guides decision-making for biliteracy?

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

What guides decision-making for biliteracy?

How does asking these questions influence how you make decisions about Guadalupe?



	Column B
1?	How does the student and how does the student's family use language and? How is language used in the student's community?

Column A

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

In what language should the student receive guided reading?

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?



Column A

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

In what language should the student 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?



Column A

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

In what language should the student receive guided reading? receive interventions? take the high stakes test?

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?

What are some other questions that would fit here?

column B

student use their

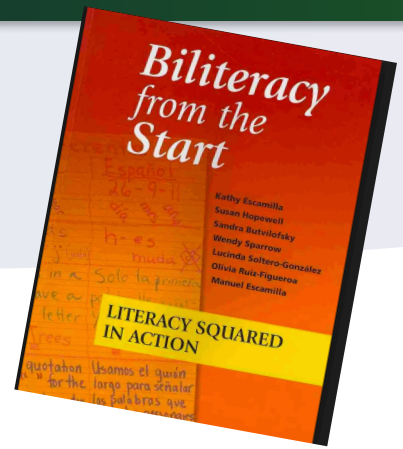
student's family use

ages used in the

student's community?

In what language should the student receive guided reading? receive interventions? take the high stakes test?

Biliteracy



Focusing on **biliteracy** development shifts the debate from language of instruction to the quality of of instruction.

Escamilla, 2014

In other words...

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Biliteracy

In other words,
...rather than asking, “What language do we use for initial literacy instruction?”, we ask...

- “What **strategies** are we using to consistently build and develop language, literacy, and content and to compare and contrast languages?”
- “What **structures** are in place to support this kind of instruction?”



Column A

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

In what language should the student 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 are we implementing instructional practices and programmatic structures that reflect developing bilinguals?

Column A

What is the student's
language? L1

What's the difference?

Column B

their

family use

the

student's community:

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

How are we
implementing
instructional practices
and programmatic
structures that reflect
developing bilinguals?

Column A

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

In what language should the student receive guided reading? receive interventions? **take the high stakes test?**

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 are we implementing instructional practices that reflect developing bilinguals?

Column A

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

In what language should the student receive guided reading? receive interventions? **take the high stakes test?**

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 are we implementing instructional practices that reflect developing bilinguals?
How are we preparing developing bilinguals for monolingual tests?

Content Allocation

- “What **strategies** are we using to consistently build and develop language, literacy, and content and to compare and contrast languages?”
- “What **structures** are in place to support this kind of instruction?”



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?

In what language should the student receive guided reading? receive interventions? take the high stakes test?

How are we implementing instructional practices that reflect developing bilinguals? How are we preparing developing bilinguals for monolingual tests?

How can we make sure the students in biliteracy keep up with their peers?



Column A

Column B

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

How does the student use their languages?
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In what language should the student receive guided reading? receive interventions? take the high stakes test?

How are we implementing instructional practices that reflect developing bilinguals? How are we preparing developing bilinguals for monolingual tests?

How can we make sure the students in biliteracy keep up with their peers?
Is biliteracy confusing the students?

Column A

Column B

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

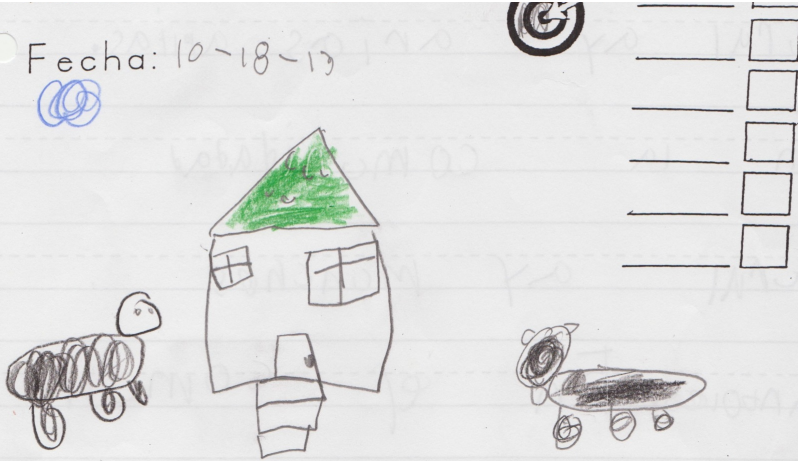
In what language should the student receive guided reading? receive interventions? take the high stakes test?

How are we implementing instructional practices that reflect developing bilinguals? How are we preparing developing bilinguals for monolingual tests?

How can we make sure the students in biliteracy keep up with their peers? Is biliteracy confusing the students? Is it language acquisition or a disability?

What are Guadalupe's strengths?

Fecha: 10-18-13



y yo sé como
una comunidad rural. En
la comunidad rural tiene
animales. En la comunidad rural
tiene granjas. En la comunidad

rural ay arias apitas.
En la comunidad
rural ay muchos
animales. En la comuni-
dad rural ay Farmero
que planta y comida
y le saca leche a
las bocas.

Column A

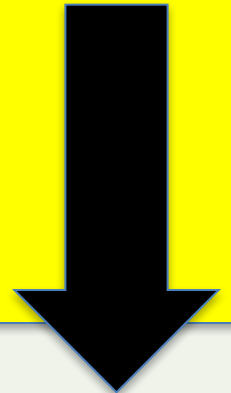
Column B

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

In what language should the student
receive guided reading? receive
interventions? take the high stakes test?

How can we make sure
the students in biliteracy
keep up with their peers?
Is biliteracy confusing the
students? Is it language
acquisition or a disability?

**What questions go
here?**



Column A

Column B

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

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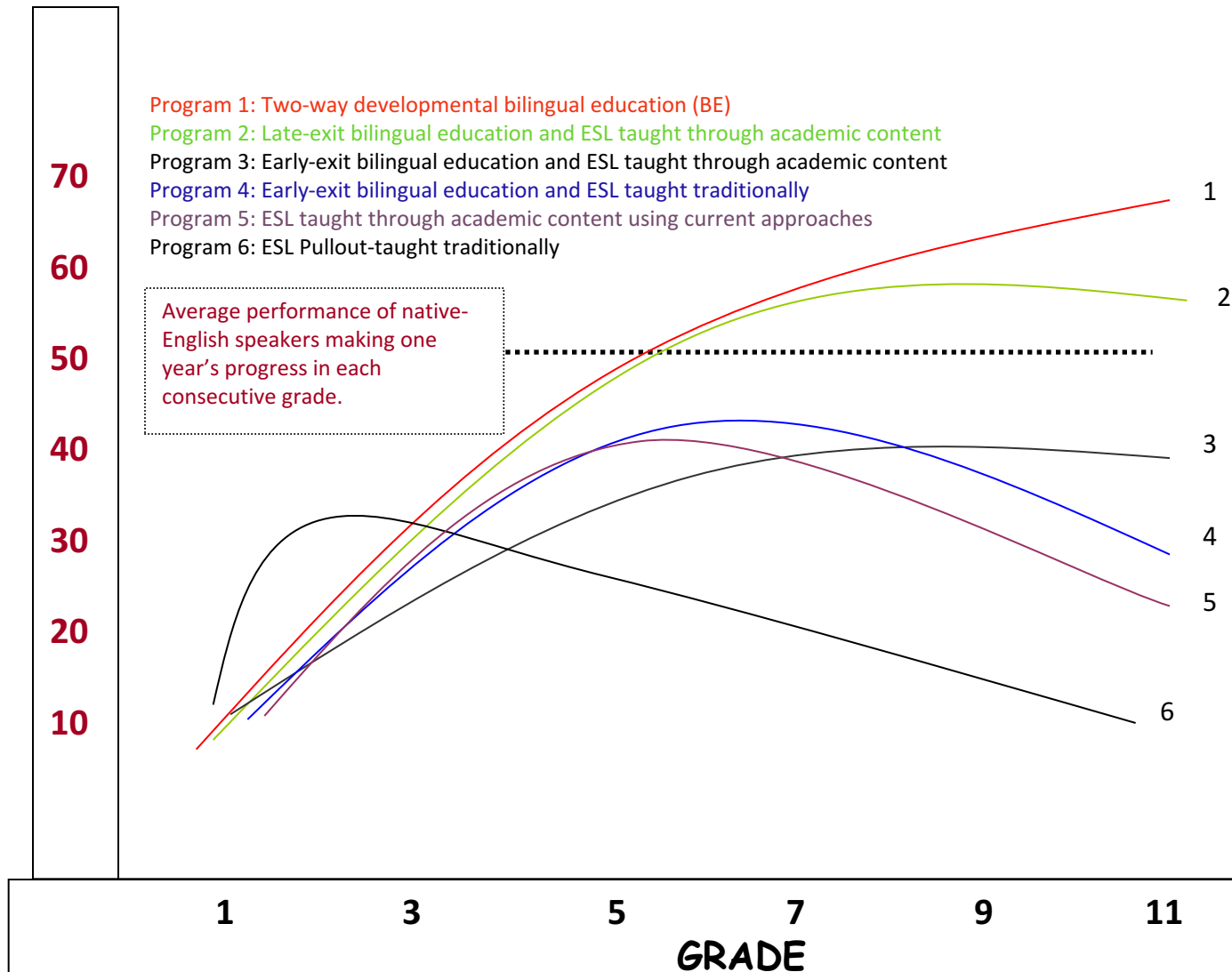
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How can we make sure the students in biliteracy keep up with their peers? Is biliteracy confusing the students? Is it language acquisition or a disability?

How can we make sure our students are on the trajectory toward biliteracy?

Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

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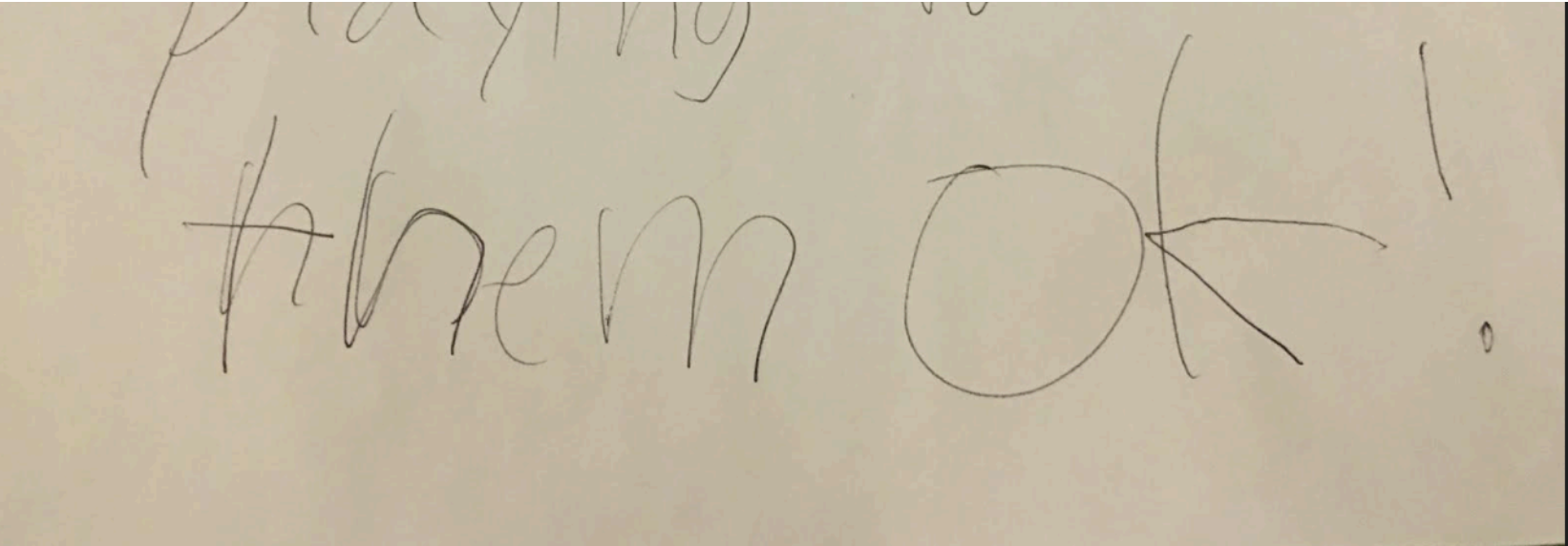




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verde. am



Japi mother's dai



paying
them OK!

Research Connection



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



Research Connection



Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



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?

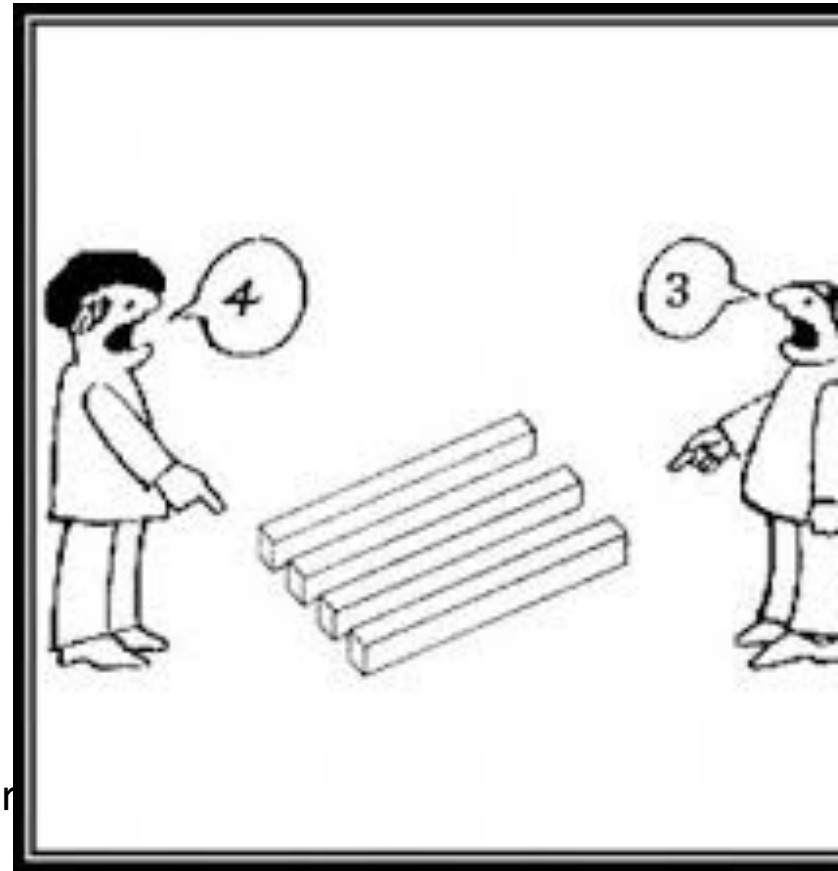
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How can we make sure our students are on the trajectory toward biliteracy?

Two perspectives of language ability...



What are these two perspectives called?

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 receive guided reading? receive interventions? take the high stakes test?

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How can we make sure our students are on the trajectory toward biliteracy?

Monolingual Perspective

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

In what language should the student receive guided reading? receive interventions? take the high stakes test?

How can we make sure the students in biliteracy keep up with their peers? Is biliteracy confusing the students? Is it language acquisition or a disability?

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 are we implementing instructional practices that reflect developing bilinguals? How are we preparing developing bilinguals for monolingual tests?

How can we make sure our students are on the trajectory toward biliteracy?

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 receive guided reading? receive interventions? take the high stakes test?	How are we implementing instructional practices that reflect developing bilinguals? How are we preparing developing bilinguals for monolingual tests?
How can we make sure the students in biliteracy keep up with their peers? Is biliteracy confusing the students? Is it language acquisition or a disability?	How can we make sure our students are on the trajectory toward biliteracy?



Monolingual Perspective

Multilingual Perspective

Do you have to be bilingual to look at students from a multilingual perspective?

Does being bilingual ensure that you look at students from a multilingual perspective?

the students? Is it language acquisition or a disability?

**Monolingual
Perspective**

**Multilingual
Perspective**

Our biggest take-away is...

the students? Is it language
acquisition or a disability?

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...