

Teaching for Biliteracy Summer Institute

Tuesday, June 27, 2017

**What guides planning and decision-
making for biliteracy?**

Who is involved in biliteracy?

Cheryl Urow

Karen Beeman

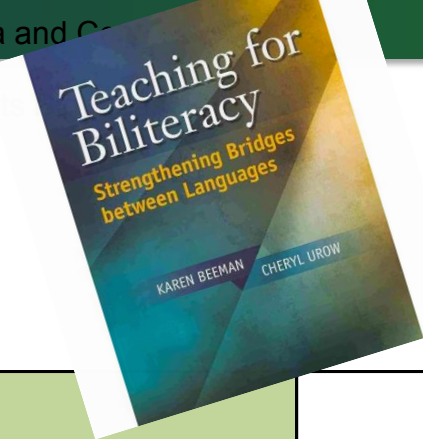
TeachingForBiliteracy.@gmail.com TeachingForBiliteracyKB@gmail.com



PM - Tuesday, June 27, 2017

Implementing the Multilingual Perspective

Salón A	Salón B	Salón C
Developing a Biliteracy Curriculum: The BUF Writing Process Practitioners from Gurnee, IL and Berwyn N., IL.	Developing Intercultural Competence: Patricia Núñez	A Strength-Based Paradigm for Supporting Teachers Alyssa St. Hiliare, Kennewick, WA Yesenia, Summit, IL. Grisela Pirtle, Arlington Hts, IL.



Standards: CHAPTERS 1-5; Especially Chapter 4

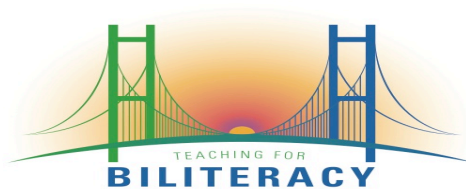
- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Building Oracy and Background Knowledge	CHAPTER 6	Formative Assessment	
• Interactive, hands-on activity • Vocabulary Development			
Reading Comprehension	CHAPTER 7		
• Guided Reading • Read aloud	• Readers' Workshop • Partner reading		
Writing	CHAPTER 8		
• Guided Writing • Writers' Workshop			
Word Study and Fluency	CHAPTER 9		
• Decoding • Phonics	• Spelling		
Summative Assessment			
Bridge	CHAPTER 10		
• Metalinguistic Skills			
Extension Lesson or Activity			
CHAPTER 10			

CHAPTER 10

Who is involved in biliteracy?

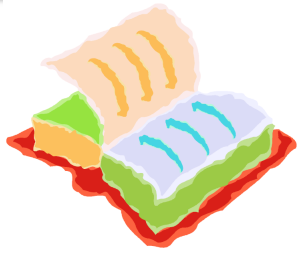
Students and Teachers: A Multilingual Perspective



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Students





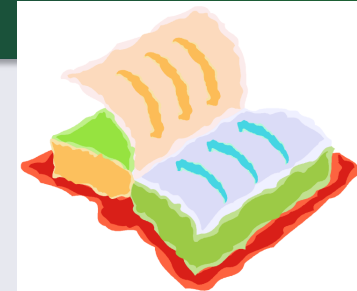
Chapter 2

Read the Key Points on page 23.

Then with your elbow buddy,
paraphrase each point

In other words, _____

Student Linguistic Profiles



Page 24

Carmen

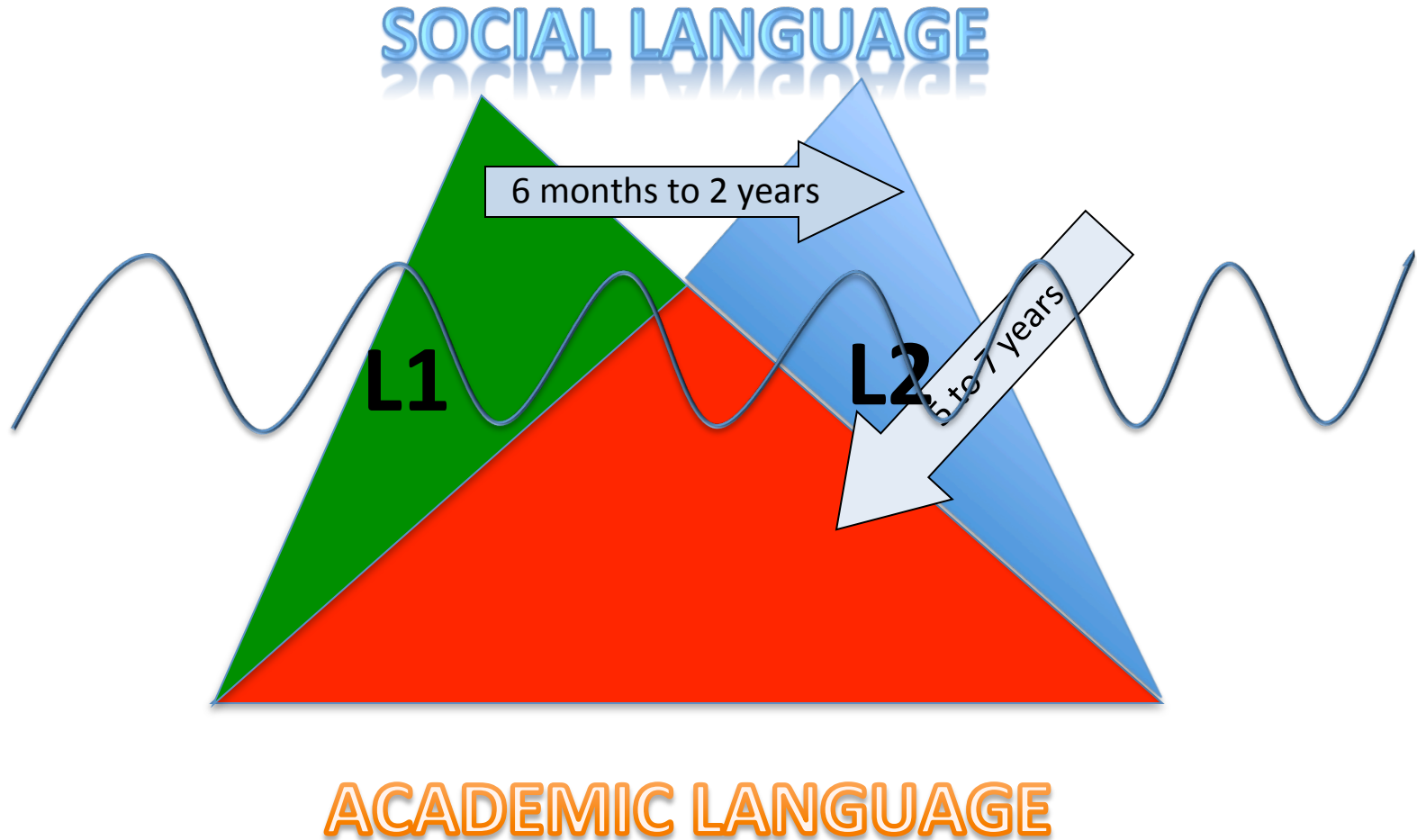
Paulo

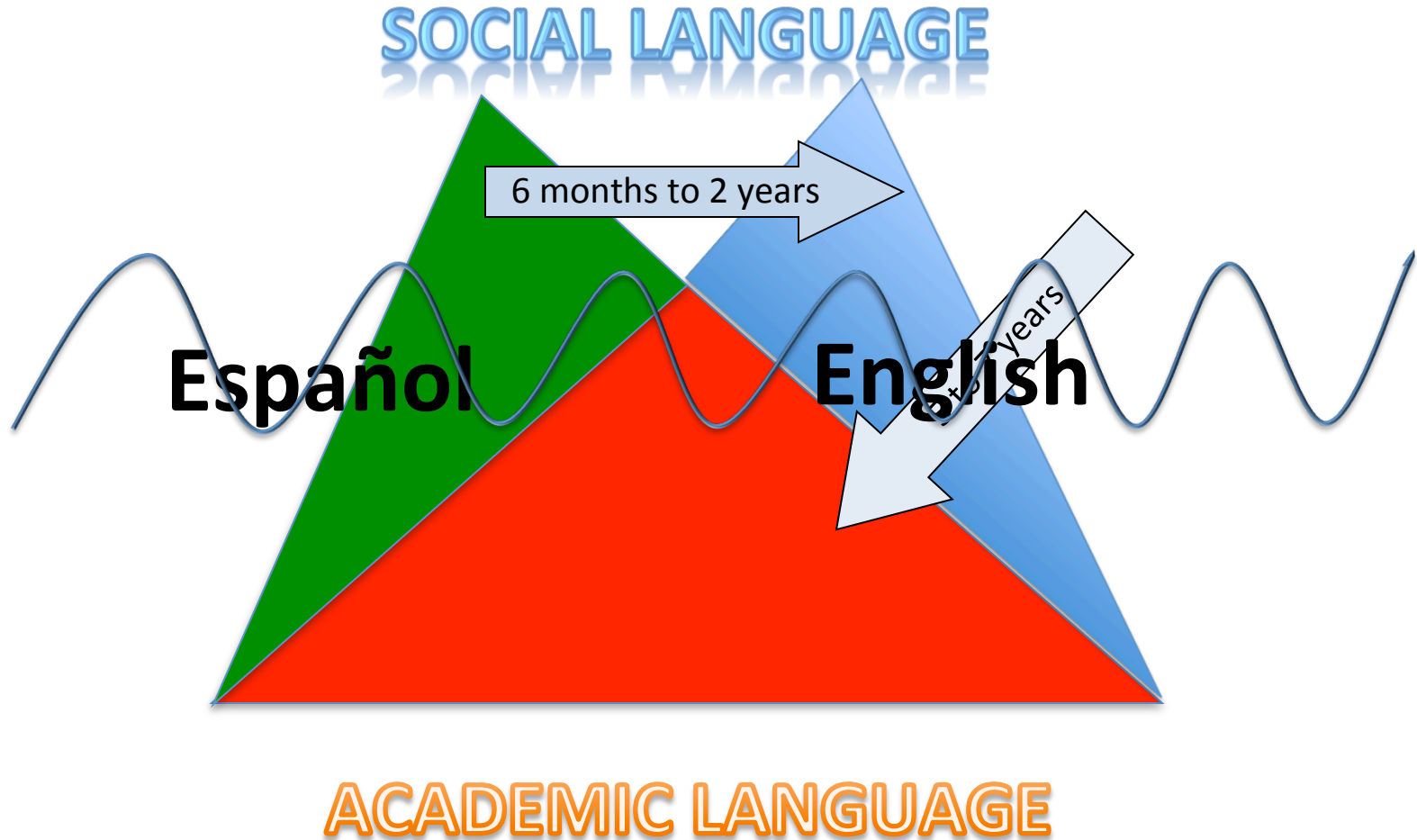
Antonio

Lucía

Hannah







Carmen



Spanish -
Kinder

-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)

Carmen



Spanish -
Kinder

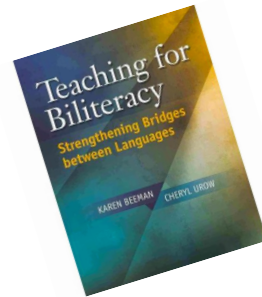
Carmen is a sequential bilingual.

-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)

Predictable Second Language Acquisition Stages for Sequential Bilinguals

Description of Second Language Acquisition Stages for Young Sequential Bilinguals

Stage	Description
Home Language Use	The child uses his/her home language even when others do not understand. Length of time in this stage varies by child.
Nonverbal Period	Once the realization sets in that the home language does not work, the child may rarely speak or use nonverbal means to communicate. Receptive language is being developed and the child demonstrates understanding through actions and other non-language necessary means. The length of time in this stage also varies. Language assessments may result in misleading information that underestimates the child's true language capacity.
Telegraphic and Formulaic Speech	Formulas are used as the child starts using the new language, as in "me bathroom" indicating she wants to go to the bathroom. During this stage young children use phrases they have heard from others, sometimes not completely understanding the whole meaning of the words they use.
Productive Language	The child uses her/his own phrases that contain very simple grammatical structures. Predictable errors should be expected as children experiment with the new language and learn its rules and structure.



Described in Chapter 5

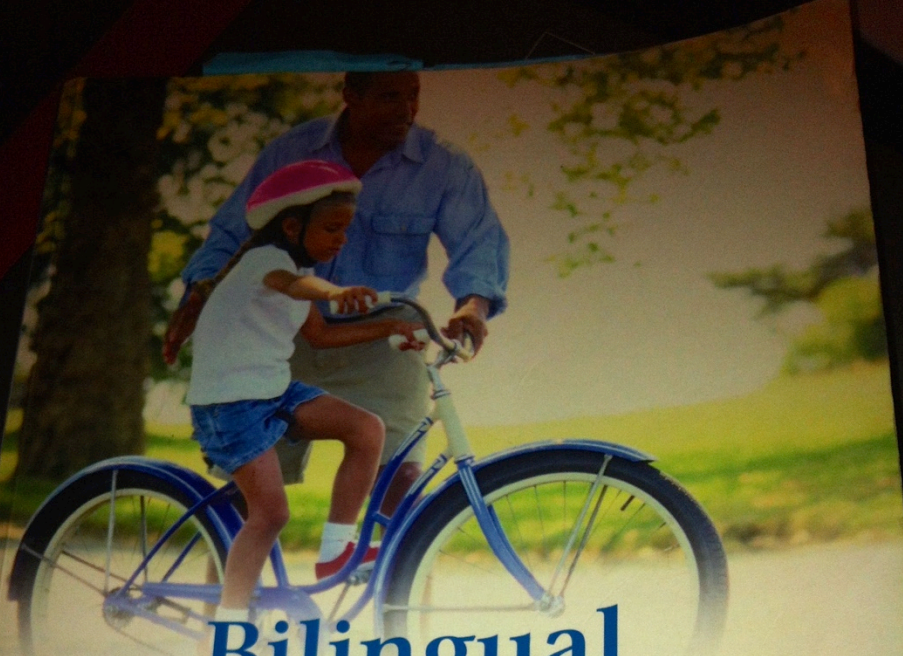
Paulo - Second



Spanish

English

Fui a una **party** con mi broder. Se
me mojaron mis **soquetines**. Then
comimos **lonche**.



Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks

My Grandma Likes to
Cocer Sueteres. for my
Chivava.



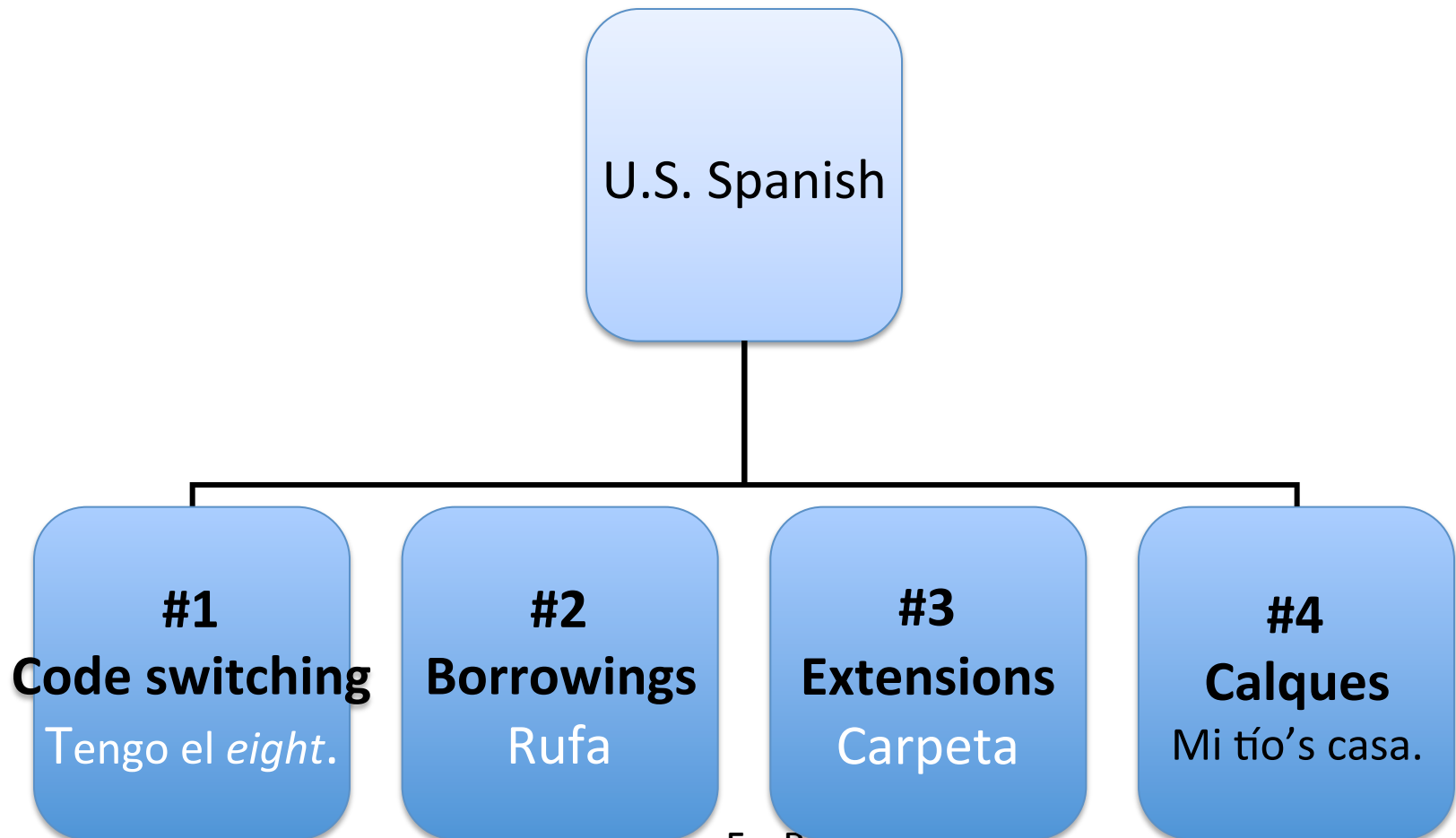
Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



Four phenomena of contact languages:

Dr. Kim Potowski, UIC



Developing Bilinguals' Use of Language

Expression	Example	Explanation
Code-switching	"Tengo el eight."	One explanation is that students
Extensions	vamos a comprar las groserías." (Let's go buy the groceries – a term that in Spanish usually means "bad words").	Students use a word they believe to be a cognate when in fact, it is not.
Calques	Voy a mi tío Marco's casa.	Students use the syntax of one language but with the words of the other.

Simultaneous bilingual development described in Chapter 5
Analyzing oral language – page 75

Casa

puchar
tochar
onde
~~al~~omache
Picar
caché
& mucho

Escuela

empujar
tocar
donde
almuerzo
~~es~~ajar
a garé
mucho

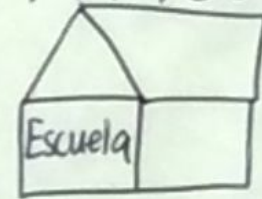


informal



rayar
munchito
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Extensiones Semánticas	
INFORMAL	FORMAL
Las groserías groceries	Los abarrotes
La carpeta carpet (rug)	La alfombra
La rufa roof	El techo
Los bills bills	Las facturas Las cuentas

INFORMAL	FORMAL
La troca truck	La camioneta El camión
Los socketines socks	Los calcetines
El lonche lunch	El almuerzo La comida
Me puchó to push	Empujar
Estoy bleediando bleeding	Estoy sangrando

Arcaísmos españoles

Español arcaico

Español actual

Ansina

Así

Pós

Pués

Naiden

Nadie

Muncho

Mucho

Haiga

Haya

Regionalismos

- fondo (México); enagua (Puerto Rico)
- comba (España); cuerda (México); cuica (Puerto Rico)
- balde (Puerto Rico); cubo, cubeta (México)
- papas (Puerto Rico, México); patatas (España)

Elgin, Illinois
U-46

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

la escuela media
(Chile)

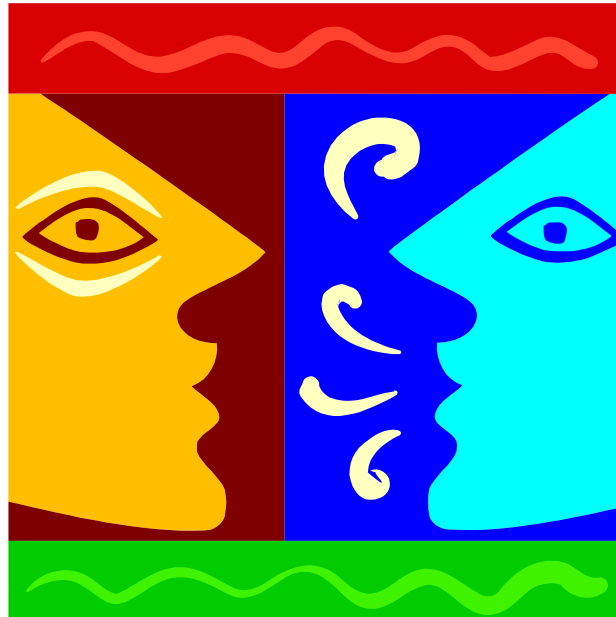
el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE.UU.)



Let's take a tour of our communities







GRATIS/PRICELESS



Paulo - Second



Spanish

English

Paulo is a simultaneous bilingual.

Fui a una **party** con mi broder. Se
me mojaron mis **soquetines**. Then
comimos **lonche**.

Antonio

Spanish
Fifth Grade



-Visité la zona metropolitana de Chicago, lo cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)

Antonio

Spanish
Fifth Grade

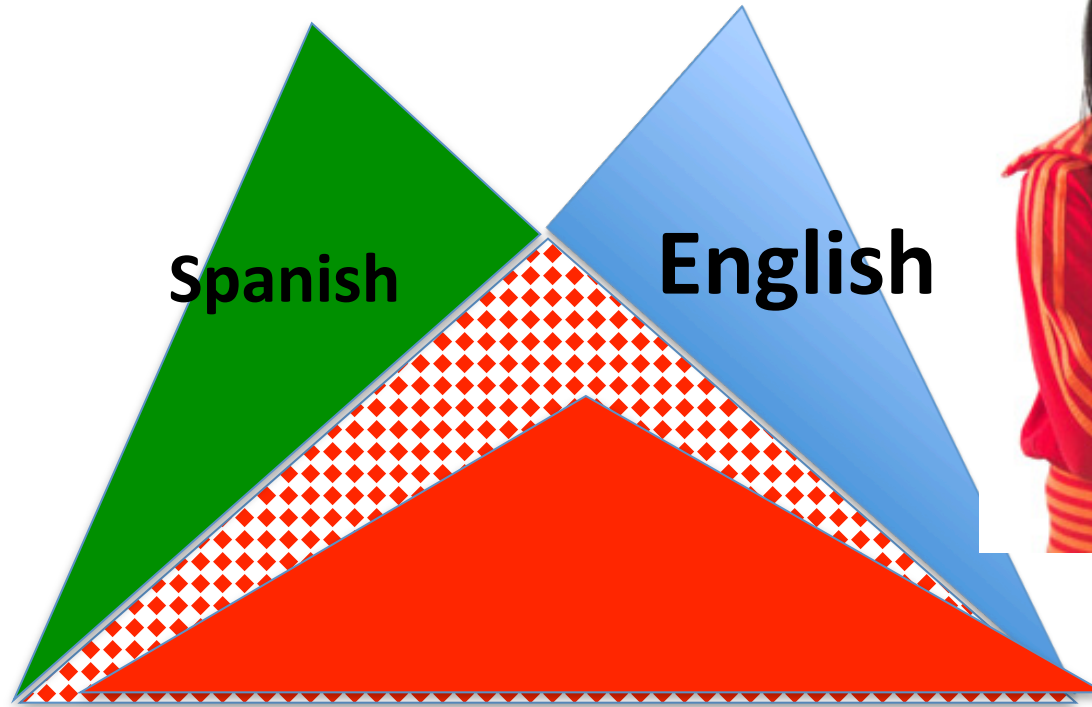
Antonio is a sequential bilingual.



-Visité la zona metropolitana de Chicago, la cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)

Lucía – 7th grade



Fui a Susan' s house. Pensé que te iba a ver. Did you have fun?

Lucía – 7th grade



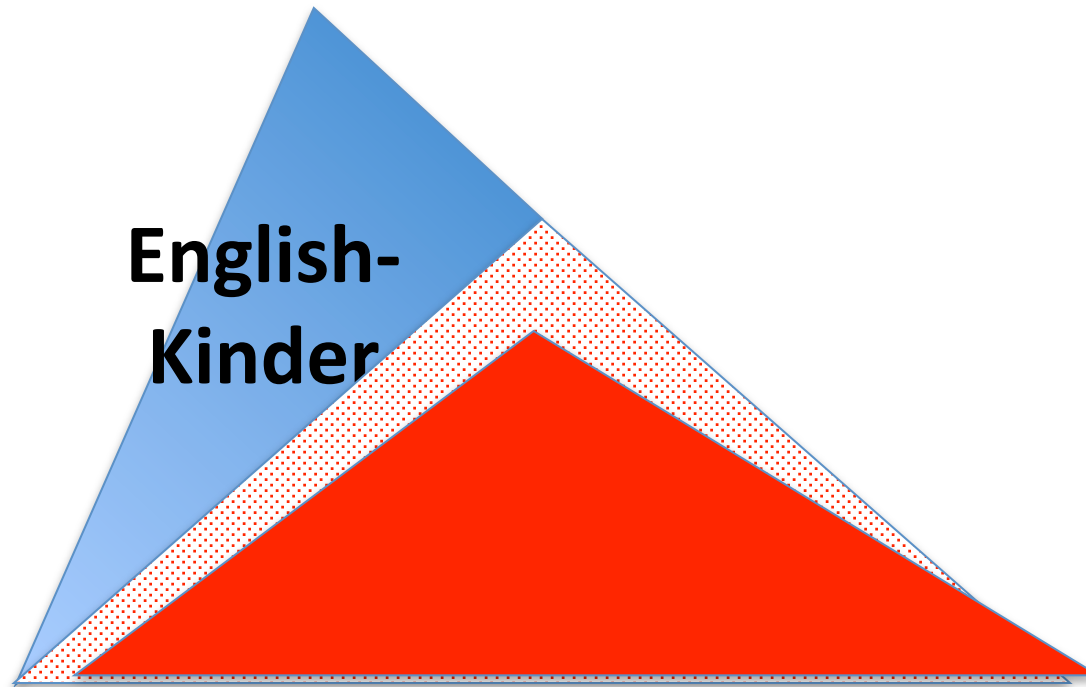
Lucía is in a Heritage Spanish class (i.e. SNS) in middle school. She did not receive formal Spanish literacy instruction in elementary school.

Fui
ver

a

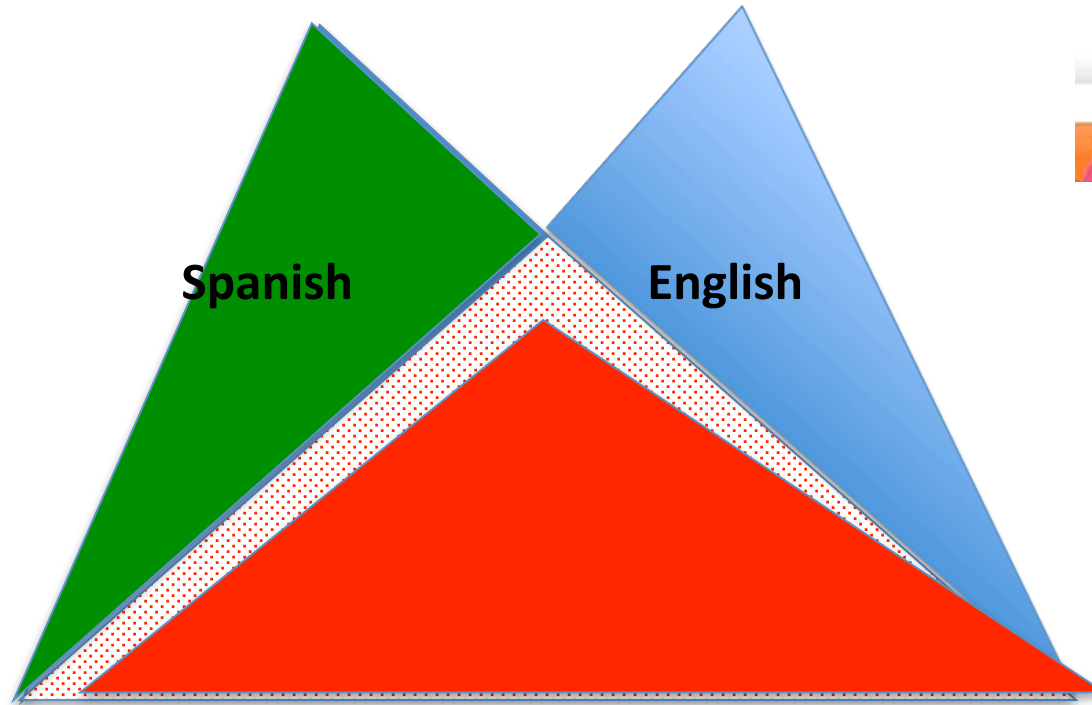
She is a simultaneous bilingual.

Hannah- in Kinder



I went to the escuela. I took my purple mochila.
(school). (backpack)

Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

Hannah-Third Grade



Spanish

English

Hannah is a sequential bilingual.

-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

In order to develop biliteracy, we must get to know our students

- Look at the Box 2.2 on page 33.
- Of all these elements, which is the most important? Why?
- Can this survey be used with all students developing biliteracy?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:



Cultural Background:

- How did cultural background impact the 5 students we just met?
- **We all have culture, and our culture shapes how we learn. We therefore must get to know the cultural background of our students.**
- How does cultural background affect learning?

Students: A Multilingual Perspective

Student	Carmen <i>First Grade</i>	Paulo <i>Second Grade</i>	Antonio <i>Fifth Grade</i>	Lucía <i>Seventh Grade</i>	Hannah <i>Third Grade</i>
Student's Cultural Background	Born in Mexico; new immigrant to the U.S. at 6 years of age; attended public school in rural Mexico.	Born in the U.S.; speaks Spanish in the home, English outside the home	Born in Mexico; new immigrant to U.S. at 10 years of age; attended private school in Mexico City	Born in the U.S.; prefers to use English	Born in the U.S.; Speaks only English in the home



Cultural Elements

- Gender
- Age/Generation / Neighbor
- Family
- Birth order
- Socio-economics
- Religion / Race / Ethnicity
- Education
- Urban/Rural/Suburban
- Language
- Marital Status
- Sexual Identity
- Exceptionality
- Death / Health



	Mexico.		City		
Spanish Linguistic Resources:	Formal:	Formal:	Formal:	Formal:	Formal:
	Informal: <i>ansina</i> for <i>así</i> and <i>naiden</i> for <i>nadie</i>	Informal: <i>troca, frizar, puchar,</i> <i>carpeta, barquear,</i> <i>etc.</i>	Informal: (<i>sí, ¿no?</i>), <i>escuincle</i> and <i>fuchi</i> (words of Aztec origin meaning child and dirty, respectively).	Informal: <i>lonche;</i> <i>cipote, ansina</i>	Informal: <i>Mi tío</i> <i>Mario's casa es cool.</i>

Spanish Linguistic Resources:

- Share examples of informal (social, community) Spanish.
- How do we handle informal Spanish in the classroom?

	rural Mexico.		City		
Spanish Linguistic Resources:	Formal: Knows colors, letters, numbers, songs in Spanish. Informal:	Formal: Uses formal Spanish for key content area words like <i>fracción</i> , <i>mayúscula</i> , <i>crisálida</i> .	Formal: Grade- level vocabulary in content areas and Spanish literacy. Informal: Language	Formal: Little formal Spanish due to lack of instruction through the medium of Spanish.	Formal: Uses formal Spanish for key content area words like <i>párrafo</i> , <i>personajes</i> , numbers.

What factors influence the development of academic Spanish?

How can we maximize the development of formal Spanish in our students?

Metalinguistic Resources



Research establishes that bilingual students who know how their 2 languages are similar and different do better in school. **Why?**

- **Because metalinguistic awareness results in deeper understanding of how language works and how to use language.**



Metalinguistic Resources



Recent research suggests that not all bilingual students engage in cross-linguistic transfer on their own. **How do we best foster metalinguistic development in all developing bilinguals?**

- **By valuing the language they bring to school.**
- **By planning and implementing Bridges.**
- **By fomenting “bridging”.**



Student	Carmen <i>First Grade</i>	Paulo <i>Second Grade</i>	Antonio <i>Fifth Grade</i>	Lucía <i>Seventh Grade</i>	Hannah <i>Third Grade</i>
Linguistic Resources: Informal and Formal English	Formal: Names of school-related items. Informal:	Formal: Uses key vocabulary and concepts in English learned through the Bridge: fraction, upper case letter, and chrysalis. Informal:	Formal: Cognates help him with key content area vocabulary in English. Informal:	Formal: Uses key vocabulary and concepts in English – all formal education has been in English. Informal:	Formal: Uses key vocabulary and concepts in English learned through the Bridge: paragraph, character, numbers Informal:

What factors influence the development of academic English?

How can we maximize the development of formal English in our students?

- How does this information help to understand each child?
- How does teaching and learning change when you have this information?
- How can you best collect this information?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students
Date of intake:
Name of student:
Cultural background:
Linguistic resources: Spanish
Formal Spanish:
Informal Spanish:
Metalinguistic abilities:
Linguistic resources: English
Formal English:
Informal English:
Academic background:
Parents' linguistic, cultural, and academic background:

Developing Bilingual

Carmen, Antonio, and Hannah are sequential bilinguals.

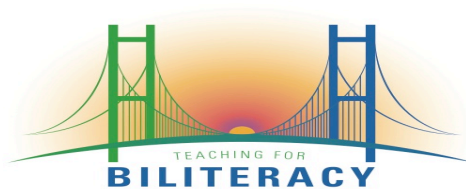
Paulo and Lucía are simultaneous bilinguals.

- **Our instruction must meet the needs of sequential and simultaneous bilinguals.**
- **In order to teach for biliteracy, we must use a multilingual perspective with ALL of our students**



Teachers

Teachers: Capitalizing on Life Experiences and Diversity

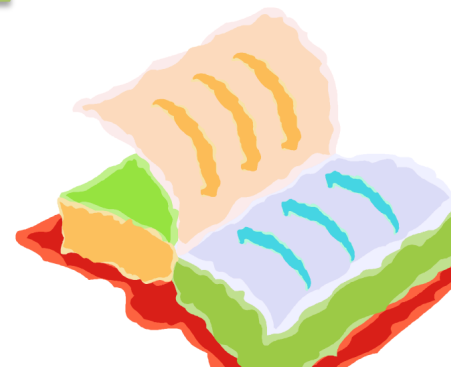


THE CENTER

Teachers: Capitalizing on Life Experiences and Diversity

The cultural and linguistic background of teachers affects their **understanding** of students and their **interpretation** of how to instruct in Spanish and/or in English.

Page 36



Teachers: Capitalizing on Life Experiences and Diversity

All teachers of Spanish literacy require specific professional development on how to teach literacy in Spanish in the U.S. However, few teacher preparation programs in the U.S. include this requirement; so many teachers require additional professional development opportunities.



Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual English or bilingual, benefit from learning about how Spanish and English are taught differently.

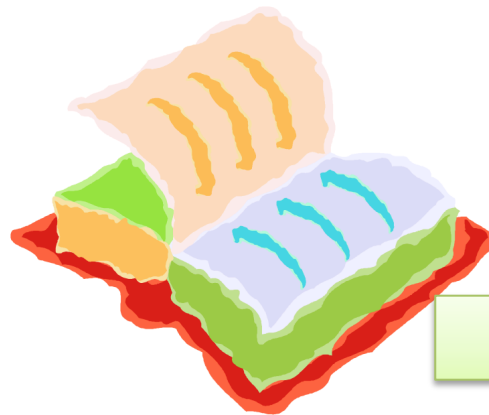
Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual or bilingual, can benefit from this information. How would this knowledge help administrators and district leaders (literacy or curriculum directors/specialists) support teachers of biliteracy?

How does this information help a monolingual English teacher better know how to support bilingual students?

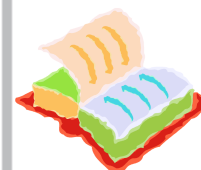
Teachers: Capitalizing on Life Experiences and Diversity

Literacy learning is enhanced when teachers are **reflective** and **aware** of their own strengths and challenges.



Page 36

	Strongly agree		Strongly disagree	
	4	3	2	1
PROFESSIONAL DEVELOPMENT BACKGROUND				
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.	4	3	2	1
2. I know and understand the factors that affect literacy development.	4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.	4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.	4	3	2	1
5. I feel comfortable teaching literacy in Spanish.	4	3	2	1
6. I have the materials I need to teach literacy in Spanish.	4	3	2	1
7. I understand how differences in student cultural, linguistic, and socio-economic backgrounds affect literacy development.	4	3	2	1
8. I understand how to differentiate literacy instruction to meet individual student needs.	4	3	2	1
9. I understand how oral language development influences literacy development.	4	3	2	1
10. I understand how children develop biliteracy and how the two languages intersect.	4	3	2	1
11. I know how to use formative and summative assessments to inform my teaching and for communication to other stakeholders.	4	3	2	1
LINGUISTIC AND CULTURAL BACKGROUND				
1. I am orally fluent and literate in Spanish.	4	3	2	1
2. I have a college-level command of oral and written academic Spanish.	4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.	4	3	2	1
AWARENESS OF STUDENT BACKGROUND				
1. I know the country of origin of each of my students or of his or her parents.	4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.	4	3	2	1
3. I have assessed the academic achievement of all of my students in both	4	3	2	1



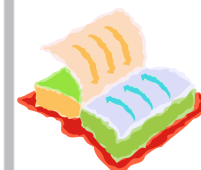
		Strongly agree		Strongly disagree	
PROFESSIONAL DEVELOPMENT BACKGROUND		4	3	2	1
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2. I know and understand the factors that affect literacy development.		4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.		4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.		4	3	2	1
5. I have studied (been trained in) best practices for teaching literacy in both languages.		4	3	2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
LINGUISTIC PROFICIENCY					
1. I am currently responsible for teaching Spanish to students.		4	3	2	1
2. I have a college-level command of oral and written academic Spanish.		4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.		4	3	2	1
AWARENESS OF STUDENT BACKGROUND					
1. I know the country of origin of each of my students or of his or her parents.		4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.		4	3	2	1
3. I have assessed the academic achievement of all of my students in both English and Spanish.		4	3	2	1

What are your areas of strength?

What can you offer your colleagues?

What would you like to work on?

How can you and your colleagues share each other's strengths?



Teacher Profiles

- Elena: Normalista from Guatemala
- Mónica: U.S. Born Latina
- Susan: Adult Learner of Spanish
- Kelly: English teacher teaching in a 2 teacher program (not bilingual)



Reader's Theater

- In groups of 4, assign each person to a teacher (or double up)



- Read the Reader's Theater.
- Discuss the questions at the end of the script.

Four Corners

Susan	Elena
Kelly	Mónica

Teacher Profiles

Element	Elena	Mónica	Susan	Kelly
Teaching Background	“Normalista” Strong Sp. Literacy	Trained in U.S. Strong socio-cultural knowledge	U.S. trained Strong in U.S. teaching techniques	Strong U.S. pedagogy and practices.
Linguistic and Cultural Background	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual Spanish	Simultaneous Bilingual Bicultural U.S. Spanish	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual English	Sequential Bilingual “Mono-cultural” becoming culturally aware
Awareness of Student Background	Comfortable with newcomers Challenged by different SES and U.S. born Latinos	Comfortable with developing bilinguals and U.S. Spanish Challenged by language of newcomer .	Comfortable with sequential bilinguals Challenged by archaic Spanish, regional Spanish and U.S. Spanish	Comfortable with sequential bilinguals. Challenged by developing bilinguals whose academic English can sometimes look stronger than it is.

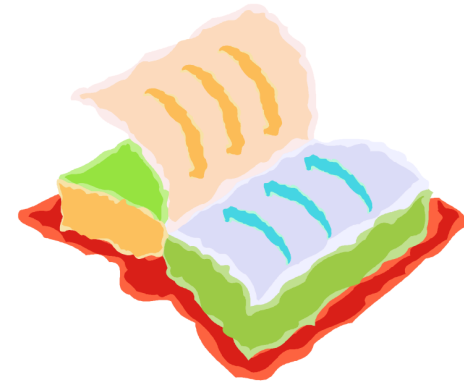
Teacher Awareness and Reflection

- Teachers often assume students are developing bilingualism and biliteracy the same way they did (sequential vs. simultaneous)
- Teachers' assumptions about language ("correct Spanish") and context directly affect student learning.



Effective Collaboration Requires...

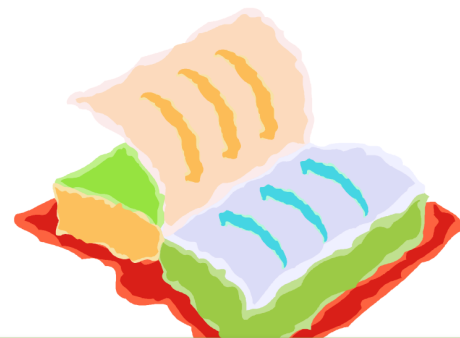
- **Trust**
- **Flexibility**
- **Shared Philosophy**



Page 43

Effective Collaboration Requires...

- Trust
- Flexibility
- Shared Philosophy



**Read the section on
Teacher Collaboration
and Reflection, starting
on page 42 to the top
of page 44.**

Effective Collaboration Requires...

STAND AND SHARE:

When the bell rings, stand and find someone you would like to talk to. Say hello and then wait for the first question:

- 1. Of these three ingredients required for good collaboration, which is the most important and why?**
- 2. What is the best way for teachers to develop these three ingredients?**
- 3. How can administrators foster and support positive collaboration among teachers?**
- 4. The one teacher missing in this scenario is the monolingual English teacher. How can s/he fit into this context? What supports are needed for her/him to be successful?**

Parallel Lines



- What has **resonated** the **most** with you so far? Why?
- Why is a **multilingual perspective** so important in developing biliteracy?
- How do you feel about **U.S. Spanish**? How should it be addressed in the classroom?
- Are you (or your teachers) more similar or more different to your students?
- Of the three ingredients needed for successful collaboration, which is the most important (trust, flexibility, shared philosophy)?

PM - Tuesday, June 27, 2017

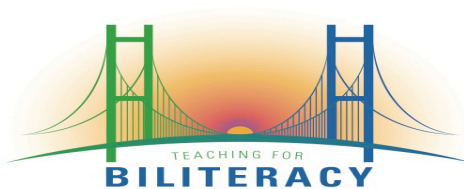
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Tuesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



THE CENTER