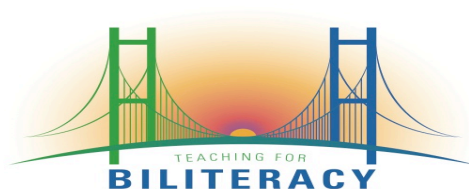


Dialogue Journals: Creating a Third Space for Writing



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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 – 9:00	Journals or another type of oracy or literacy activity	Student choice
9:00 – 10:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:00 – 11:00	Math skills	
	• Reading and Writing	
11:00-11:30	Lunch and Recess	Student choice
11:30-12:00	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	Spanish
2:00 – 3:00	English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

This schedule meets the biliteracy non-negotiables:

- Literacy in BOTH languages every day – Spanish and English every day



Sample Bilingual Schedule

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

Kinder (80% Spanish and 20% English)

Time	Spanish	English
8:00-8:30	Journal or another type of oracy or literacy activity	Student choice
8:30- 9:00	Social Studies and Language Arts - Oracy Development - Writing	Spanish
9:00 – 10:00	Math - Oracy development - Math skills - Reading and Writing	Spanish
10:00-11:00	Recess	Student choice
11:00-11:30	SSR (Independent study)	Student choice
11:30-12:30	English at FPG	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	Language Arts - Oracy development - Guided practice - Writing - Word study	English

This schedule meets the biliteracy non-negotiables:

- Literacy in BOTH languages every day – Spanish and English every day
- Content in one language all year long



Sample Bilingual Schedule

80% of Day in Spanish and 20% of Day in English - 2013-2014 Immersion Program at FPG

Time		
7:00 - 8:00	Journals or another type of oracy or literacy activity	Student choice
	Social Studies and Language Arts Oracy Development	Spanish
	- Independent practice - Word Work/Dictado	
9:00 - 10:00	Math	Spanish
	Oracy development	
	Lunch and Recess	Student choice
10:00-11:30	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 experiments - Guided practice - Writing - Word study	
1:45-2:30	English Language Arts/English Language Development - Oracy development - Guided practice - Writing - Word study	English Literacy

What happens where it says: Student Choice?



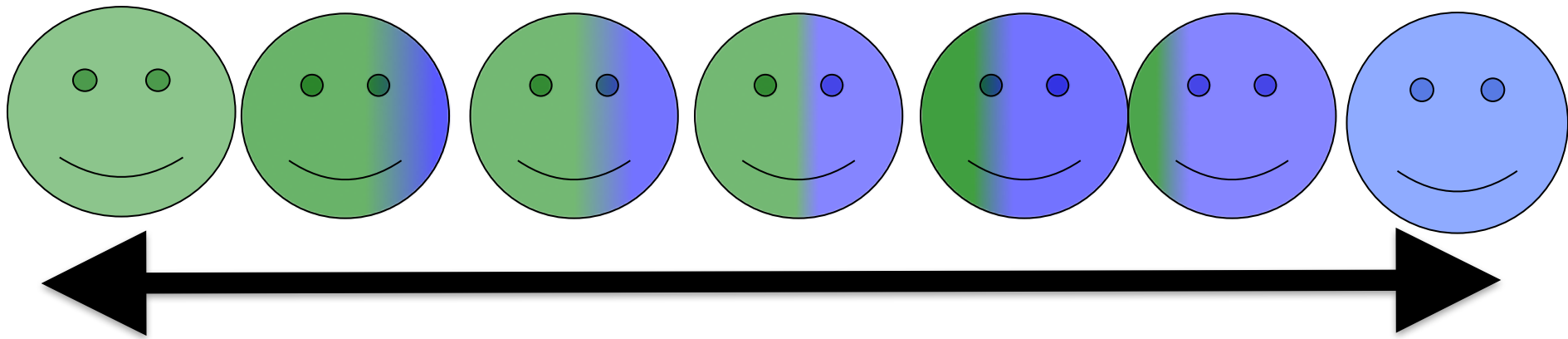
Sample Biliteracy Schedule

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

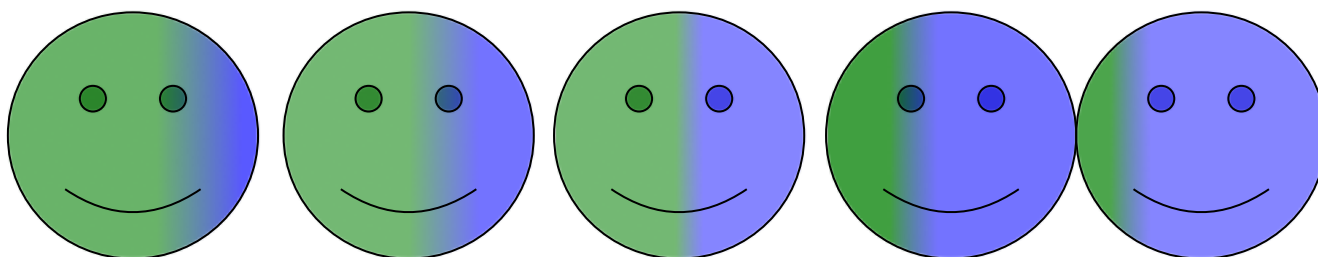
Kinder (80% Spanish and 20% English)

Time	Activity	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00 – 8:30	Social Studies and Language Arts Oracy Development	Spanish
8:30 – 9:00	• Writing • Independent practice • Word Work/Dictado	
9:00 – 10:00	Math • Oracy development • Math	Spanish
10:00 – 10:30	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 – 12:00	Specials	Half are offered in Spanish

**Our students are developing
bilinguals, and they live in a
bilingual world.**



**Living in a bilingual world means
learning to function in three
spaces: Spanish or Polish,
English, and bilingually**



**There is a time and place for
Spanish or Polish, a time and place
for English, and time for both.**



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	Literacy activity	
8:00 – 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Guided practice	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Student Recess	Student choice
11:00-11:30	SSR (intervention students are pulled; not any other time)	Student choice
11:30-12:30	Spanish Language Development	English at 100%
12:30 – 1:00	Science and Language Arts • Oracy development • Science experiments • Guided practice	Spanish
1:00 – 2:30	English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

The biliteracy schedule helps students learn how to function in the three linguistic spaces.



Sample Bilingual Schedule

80% of Day in Spanish and 20% of Day in English - 2019-2020 Immersion Program at FPG

Time	Activity	Language
7:00 - 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00 - 9:00	Social Studies and Language Arts Oracy Development	Spanish
9:00 - 10:00	- Independent practice - Word Work/Dictado	Spanish
10:00 - 11:00	Math	Spanish
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 experiments - Guided practice - Writing - Word study	
1:45 - 2:30	English Language Arts/English Language Development - Oracy development - Guided practice - Writing - Word study	English Literacy

These are daily times where students are free to choose the language in which to

- talk – lunch
- read – Sustained Silent Reading
- write – Dialogue journals



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	Activity	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00 – 8:30	Social Studies and Language Arts Oracy Development	Spanish
8:30 – 9:00	• Writing • Independent practice • Word Work/Dictado	
9:00 – 10:00	Math • Oracy development • Math	Spanish
10:00 – 10:30	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 – 12:00	Specials	Half are offered in Spanish

Dialogue Journals...p. 106-7

- Allow students choice in genre AND language.
- Provide opportunities for formative assessment across languages (the third space).
- Provide opportunities for one-on-one instruction.
- Give students voice.
- Build stamina for writing.
- Teach “writing to interact – to learn – to think” in addition to writing as a product.



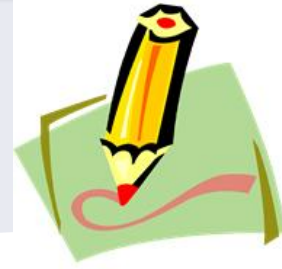
Dialogue Journals...p. 106-7



- Teacher responds to 5 students a day.
- A great way to get to know your students.
- A great form of formative assessment and data collection for writing mini-lessons or areas of focus for writing together – keep anecdotal records!
- No red pen or correcting journals.



Dialogue Journals...p. 106-7



- Let's try it together.
- In the beginning of the year, the teacher models.
- Then the students write for a small amount of time- to feel success – no topic suggestions. Begin with 5 minutes a day and work up to 15-25 minutes.
- Then the teacher responds
 - **Comment:** You are so lucky to have a dog.
 - **Question:** What is your dog's name?
 - **Connection:** I have a dog, too.



9/18

Fernando

- Writes in Spanish w/ a few Eng words
- doesn't distinguish between Eng + Sp
- Run on sentences
- one capital in the beginning
- Responds to my questions with detailed answers

Liz

- Writes in English; puts " " around words in Spanish
- Writes a lot
- capitals for beg. of sentences + names; some periods
- Issues w/ b/v

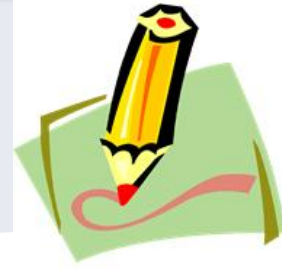
Nancy

- some days she writes in Eng, other in Sp
- doesn't identify code-switching
- writes about the same thing - her baby brother
- spells hermano without the h

Enrique

- Doesn't write a lot
- Will respond to my questions w/ one word answers
- smushing words together

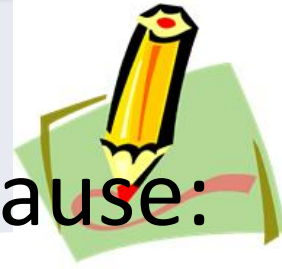
Dialogue Journals...p. 106-7



- One benefit of dialogue journals is...
- One challenge of dialogue journals is...
- Dialogue journals support biliteracy because...



Dialogue Journals...p. 106-7



• Dialogue journals support biliteracy because:

- they provide a space for students to have voice in writing – and this can be used as a part of Writers' Workshop
- it provides a daily translanguaging space where students can use all of their linguistic resources
- it provides valid bilingual assessment of students' bilingual and biliteracy development that can be used in planning writing instruction and in evaluating students for intervention



Biliteracy Non-Negotiables (Beeman and Urow, 2013)

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.
- Students are together for differentiated, but not separate, instruction.
- Content is taught in one language only at each grade level. This is called content allocation.
- In Prek through 5th grade, content and literacy instruction are integrated.