

Teaching for Biliteracy Summer Institute

Indianapolis, IN

July 24-26, 2018



www.TeachingForBiliteracy.com

**Make sure to sign up for our website
for access to biliteracy resources!**

Welcome to our first Teaching for Biliteracy Summer Institute in Indiana!

- Participants from 7 states.
- Representing many types of bilingual, dual language, and immersion programs.
- Teachers, administrators, and other stakeholders.
- Thank you MSD Lawrence Township!



Welcome to our first Teaching for Biliteracy Summer Institute in Indiana!

- Indiana
- Connecticut
- Hawai'i
- Illinois
- Missouri
- New York
- Texas

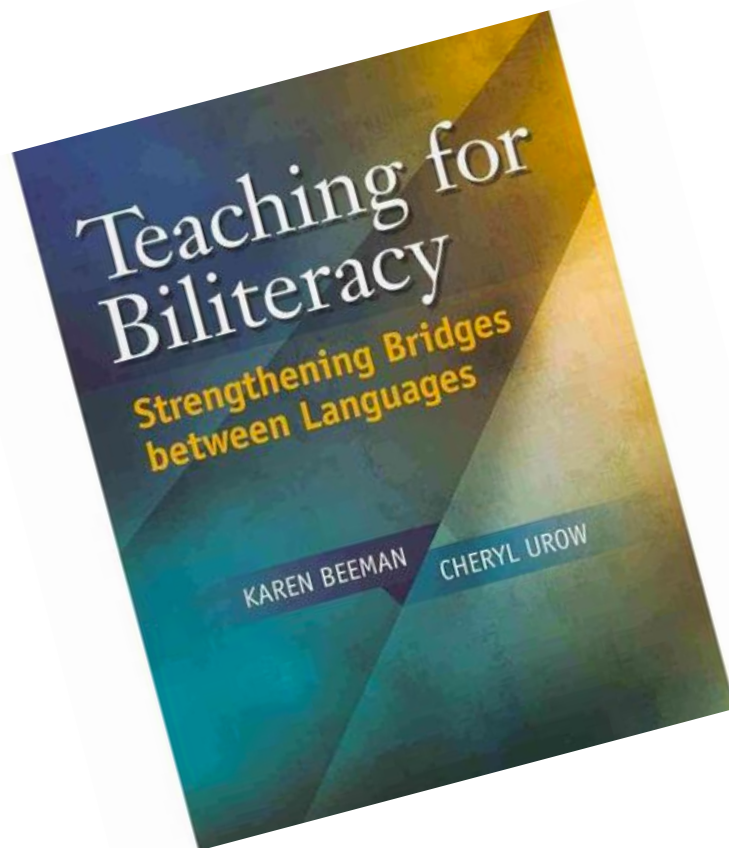


Welcome to our first Teaching for Biliteracy Summer Institute in Indiana!

- Welcome educators!!
 - Classroom teachers – English medium teachers, Spanish medium teachers, Hawai'ian medium teachers, dual language, transitional bilingual, ESL, and general education
 - Literacy coaches, school psychologists, special education teachers, speech pathologists
 - School based administrators and central office administrators
 - Other stakeholders?



Institute Resources: text, handouts and website: www.TeachingForBiliteracy.com



In addition to our general website, we have created a special, hidden page specifically for this institute



Center for Teaching for Biliteracy, LLC
info@TeachingForBiliteracy.com
www.TeachingForBiliteracy.com

Introduction to Teaching for Biliteracy Summer Institute
Indianapolis, IN
July 24, 25, & 26, 2018

Presenters:
Cheryl Urow, M.Ed.
TeachingForBiliteracy@gmail.com

Hardt, M.Ed.
DH@gmail.com

Power Point presentations from the Institute are available on this dedicated page:
<http://bit.ly/July2018Biliteracy>



to create a username and password to access this web page. If you have already created an account for our general website, you will need to use the same username and password)

On the final day, there will be a short, on-line

<http://bit.ly/July2018Biliteracy>



Make a note to log in here later!



During the Institute, we will be taking photos and posting on social media.

Please let us know if you'd rather NOT be in photos or on social media.

www.TeachingForBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



Daily logistics

- 8:30 start time each morning. Feel free to bring coffee, tea, water or other sustenance.
- Short break in the morning.
- Lunch on your own – slightly different times each day.
- End at 3:30 each day



Institute Overview

Agenda

- Each morning session focused on guiding question(s) related to biliteracy.
- Informational sessions will focus on a balance of **biliteracy instruction** and **biliteracy program structures** that support biliteracy instruction.
- Consult with the Teaching for Biliteracy team members for specific questions/concerns.



The Center for Teaching for Biliteracy Team – July 24 -26, 2018 - Indianapolis



Olga Karwoski



Cheryl Urow



Dana Hardt

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or to follow along with the power point.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



Institute Overview

Agenda

- Take a minute and review the handouts, especially the agenda on p. 2.
- What are you most interested in?
- What are you curious about?
- What sparks your interest?



AM – Tuesday, July 24, 2018

8:30 a.m. – 12:00 p.m.

- Introductions and Institute Overview

What is biliteracy instruction?

Who is involved in biliteracy instruction?

- Language Acquisition Programs
- Biliteracy Student Profiles
- Defining Biliteracy Instruction
- Introduce the Biliteracy Unit Framework (BUF)



PM – Tuesday, July 24, 2018

1:00 p.m. – 3:30 p.m.

Two sample BUFs (Biliteracy Unit Framework) in action

What does biliteracy instruction look like?

- Implementing the Biliteracy Unit Frameworks (BUF)
- Strategies for Teaching for Biliteracy
 - Option A - Olga Karwoski: Science and Literacy
 - Option B - Dana Hardt: Social Studies and Literacy: **Room 208 – Second Floor**



What is biliteracy instruction?

- Teaching for biliteracy is
- different than teaching for monoliteracy.
 - different than teaching for two monoliteracies
- Teaching for biliteracy means
- always teaching **language, literacy, and content** planning for **Spanish, the Bridge, and English.**



Language Acquisition Programs



Open Word Sort and Sentence Prompts p. 83

- Working with a partner next to you, sort the language acquisition program descriptors.
- Be prepared to share how you categorized the descriptors: titles of the categories.
- The answers are NOT in the handouts!



Sentence Prompts for the Sort

- May I distribute the cards?
- Would you like to read this one aloud?
- Which language program does this descriptor reflect?
- I agree.
- I respectfully disagree. I believe it reflects _____ program.
- **Of course you may!**
- **Yes, of course I would love to read this aloud!**
- **I think that this descriptor reflect the _____ program because...**



Once you have finished sorting, begin reflecting

- Our categories were...
- The descriptors that were easy to categorize were...
- The more difficult descriptors to categorize were...
- Our current program most closely matches...
- We learned that...
- We wonder...



If you are wondering,...

- **ACTFL: American Council on the Teaching of Foreign Languages**



Once you have finished sorting, begin reflecting

- Our categories were...
- The descriptors that were easy to categorize were...
- The more difficult descriptors to categorize were...
- Our current program most closely matches...
- We learned that...
- We wonder...



What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



Language Acquisition Programs

Dual Language:

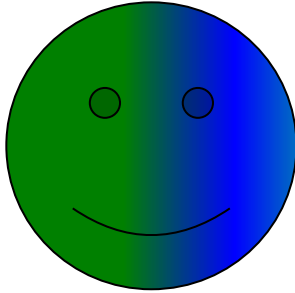
Two-Way Immersion

One-Way Immersion

Foreign Language Immersion

Transitional Bilingual



	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.

Language Acquisition Programs - p. 3-4 of handout



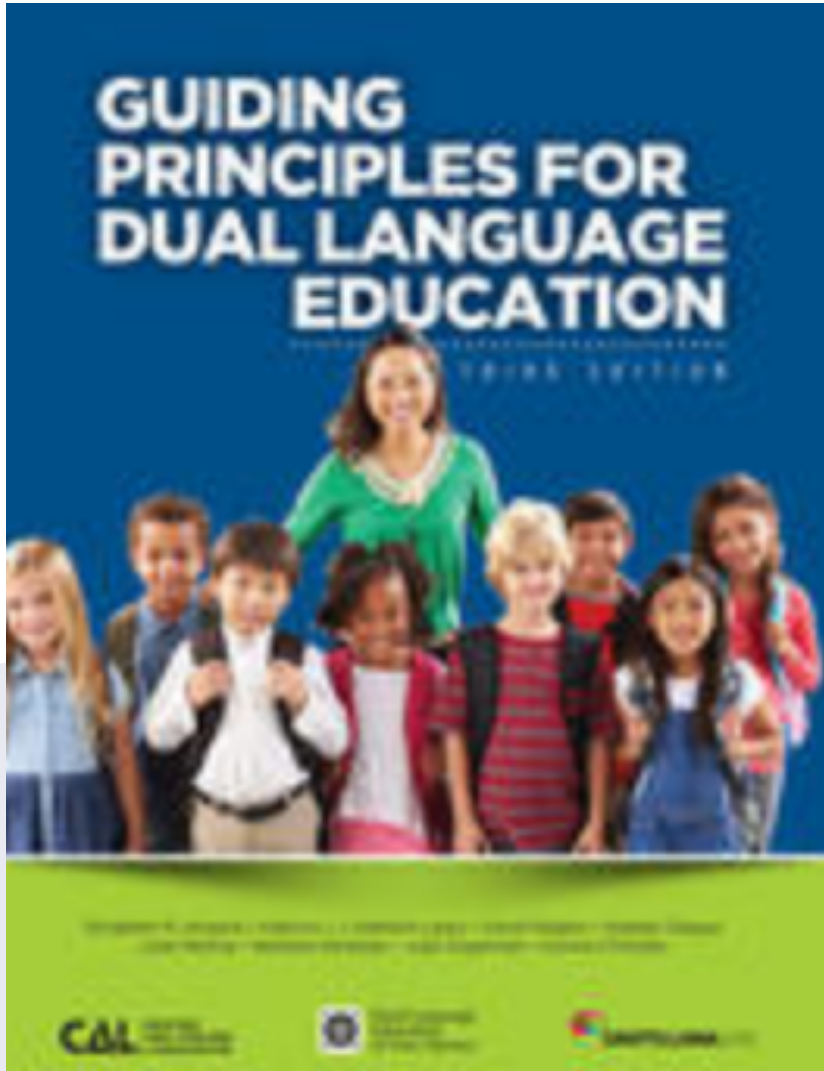
Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



<http://www.cal.org/resource-center/publications/guiding-principles-3>



Researched based
tool for **dual
language program**
planning, self-
reflection, and
continual
improvement

Dual Language Program Goal:

- provide **literacy** and **content** instruction to all students through two **languages** and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



What is biliteracy instruction?

- Teaching for biliteracy is
- different than teaching for monoliteracy.
 - different than teaching for two monoliteracies
- Teaching for biliteracy means
- always teaching **language, literacy, and content** planning for **Spanish, the Bridge, and English.**



Biliteracy Instruction focus on developing: Language Literacy Content



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, **grade-level academic achievement in both languages**, and multicultural competence for all students.



Dual Language Program Goal:

- Why **multicultural** rather than **bicultural**?

Why **competence** rather than **appreciation**?

languages, and **multicultural competence** for all students.

Guiding Principles for Dual Language Education,
3rd Edition



How does your school or district's dual language program vision reflect this

What purpose does having a common vision serve?

Bili
achievement in both languages,
multicultural competence for all
students.



How does your school or district's dual language program vision reflection this definition?

The vision of the XYZ District Dual Language Program is...

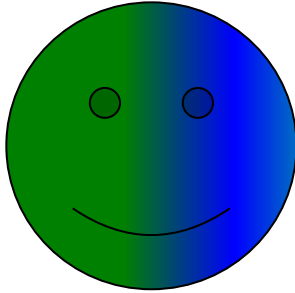
Biliteracy, bilingualism, high academic achievement in both languages, multicultural competence for all students.



Who is involved in biliteracy instruction?

Biliteracy student profiles



	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
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Language Acquisition Programs - p. 3-4 of handout

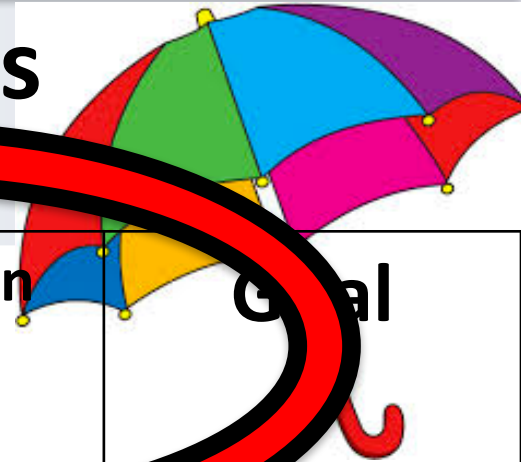
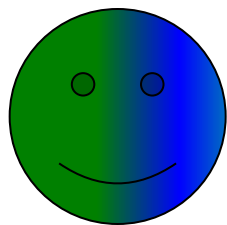
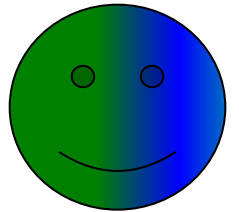
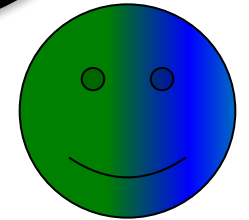


Language Acquisition Programs

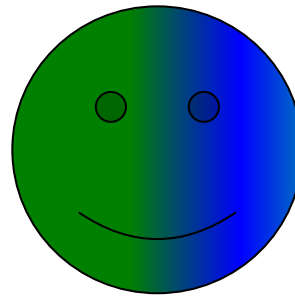
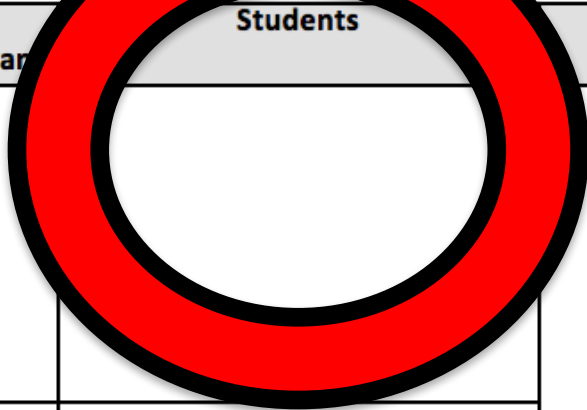
p. 3-4 of handout

Type of dual language
program

Students upon
entrance at
Kinder



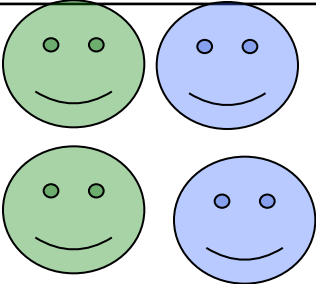
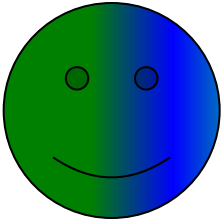
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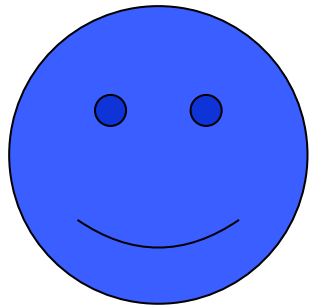
Language Acquisition Programs - p. 3-4 of handout



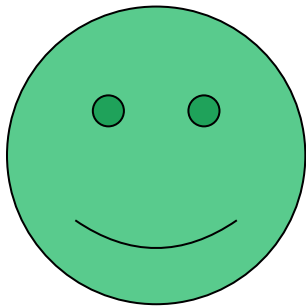
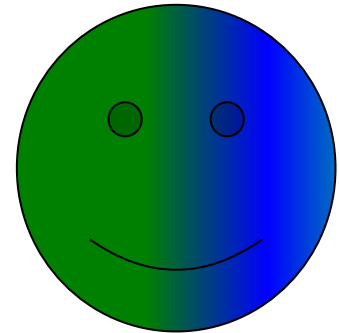
Language Acquisition Programs - Using the key on p. 4, draw the students in this program.

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

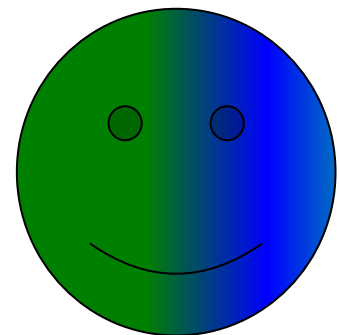
**In a dual language program, these
students become sequential
bilinguals.**



Sequential bilingual



Sequential bilingual



What is the student's L1?
Is this student limited in both languages?
**Does this student benefit from dual language
and biliteracy?**

~~azul~~

~~morado~~

~~pink~~

~~green~~

3 colors – no mastery

~~azul~~

~~morado~~

~~pink~~

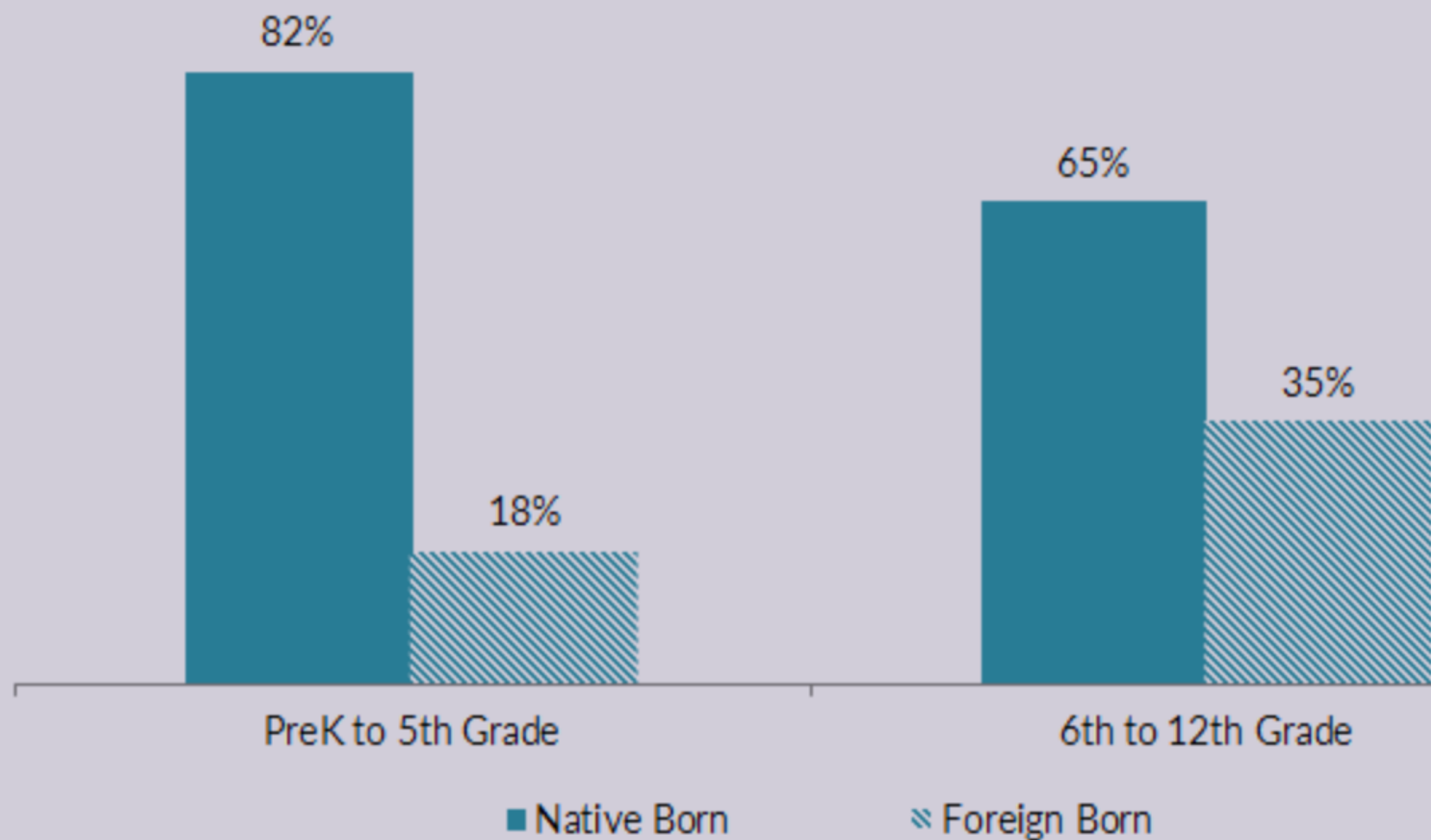
~~green~~

3 colors - no mastery

English Language Learners in the US

- Two-thirds (66%) of ELLs currently in the US were born here (Education Week, 2009).
- In 2015, that percentage grew to 85%.

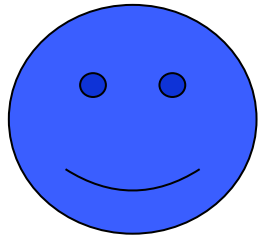
Figure 7. Share of EL Students by Grade and Nativity, 2015



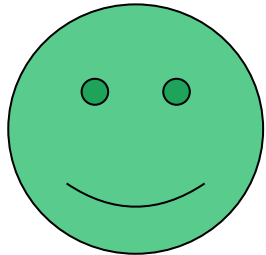
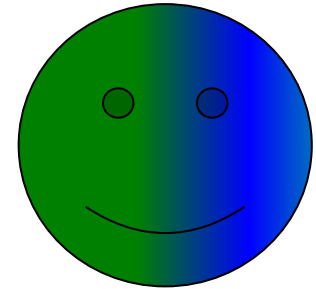
Note: The figure refers to English Learner (EL) students, ages 5 to 17, enrolled in school by grade.

Source: MPI tabulation of data from the U.S. Census Bureau 2015 ACS.

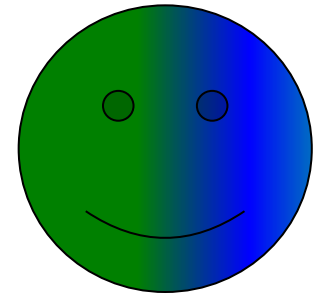
While some students become sequential bilinguals...



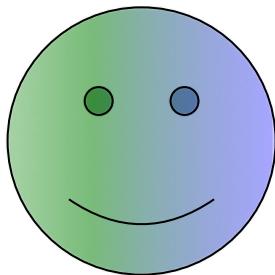
Sequential bilingual



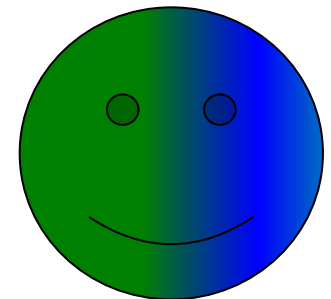
Sequential bilingual



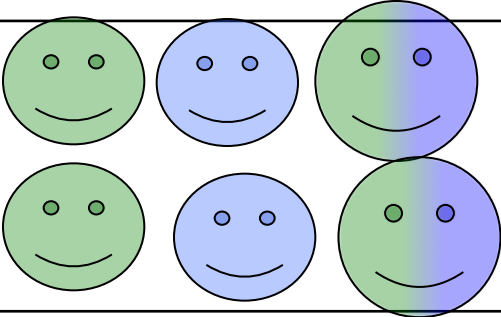
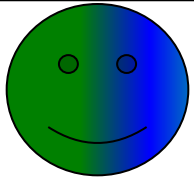
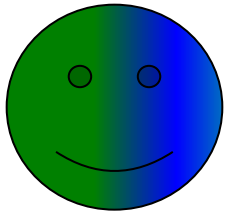
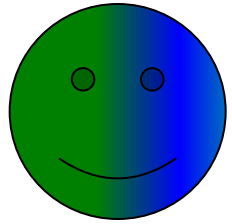
...other students enter the program with resources in both languages - and are simultaneous bilinguals

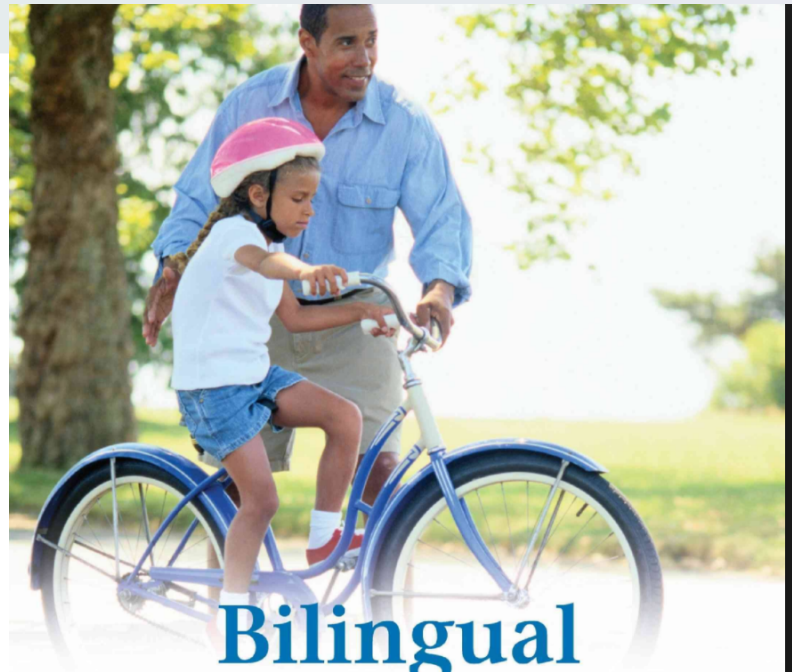


Simultaneous bilingual



Language Acquisition Programs - Using the key on p. 4, draw the students in this program.

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		



Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks



Students as **developing bilinguals**

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



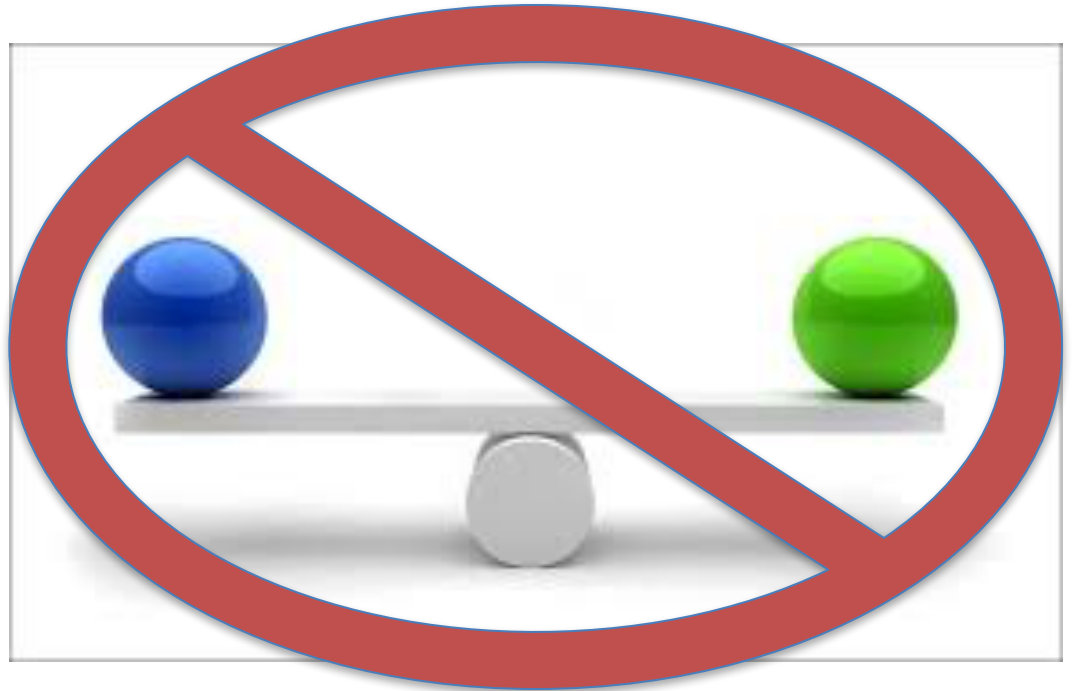
Students as **developing bilinguals**

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

Bilingual Identity – Simultaneous bilingual doesn't necessarily mean balanced bilingual.



=

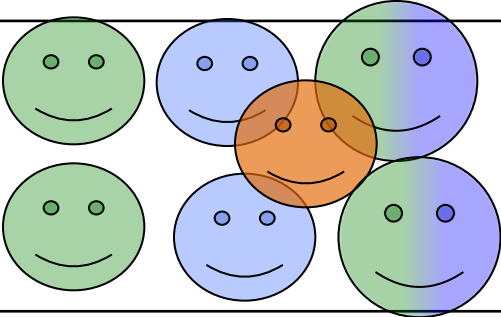
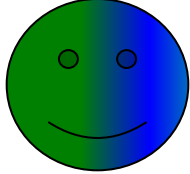
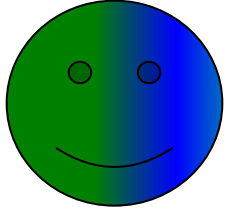
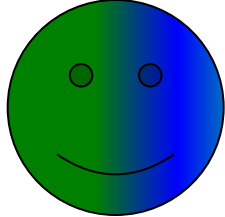


Bilingual Identity

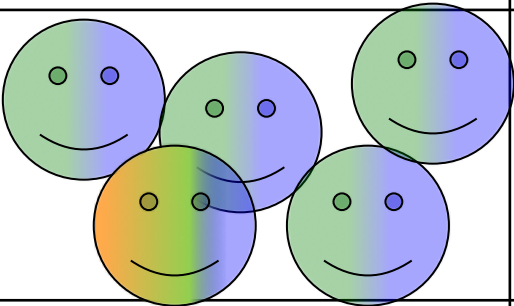
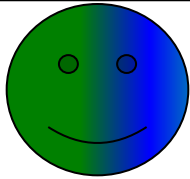
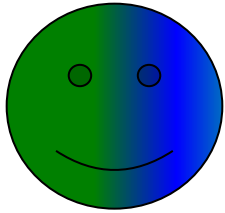
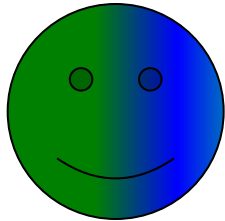
“...hay que reconocer primero que el bilingüismo balanceado es un concepto casi imposible ya que muy, muy rara vez se alcanza.”



Language Acquisition Programs - Using the key on p. 4, draw the students in this program.

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

In robustly implemented dual language programs,...

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

Research Connection



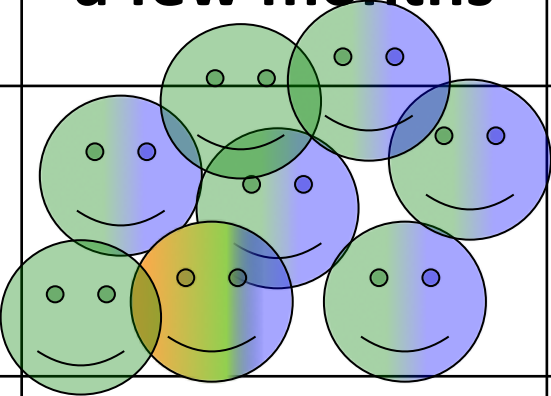
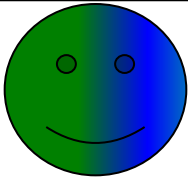
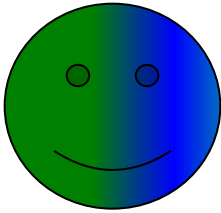
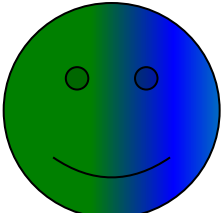
Being bilingual physically
changes your mind.

Neuroplasticity is real.

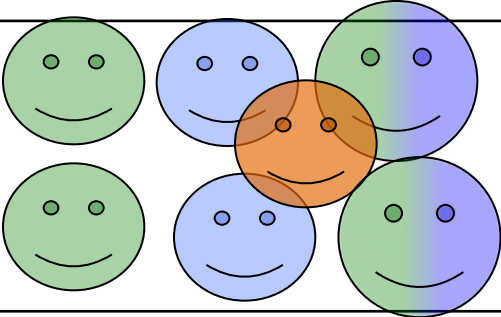
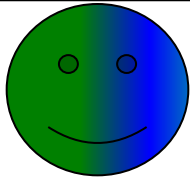
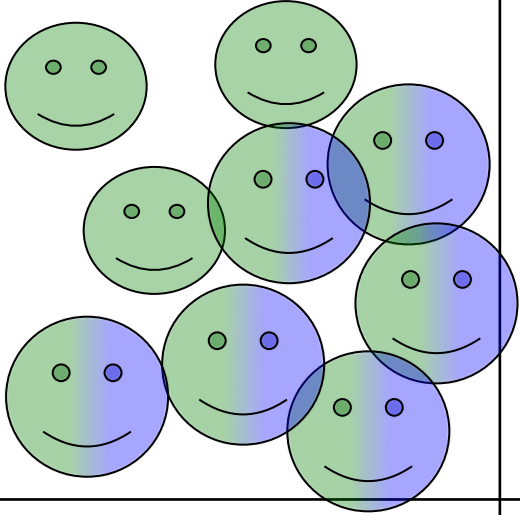
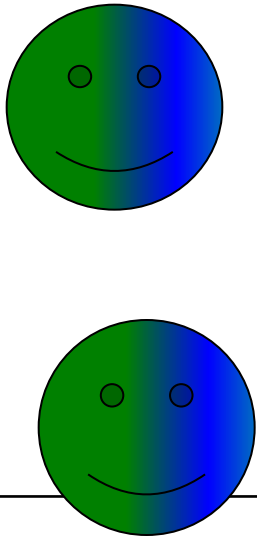
(Bialystok, CARLA, 2016)



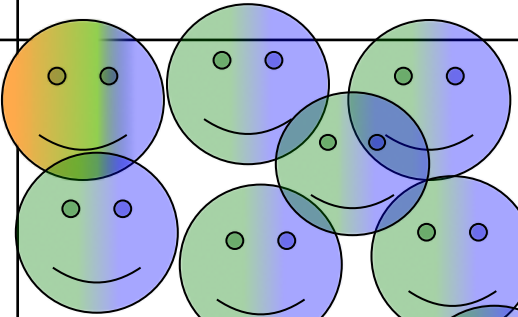
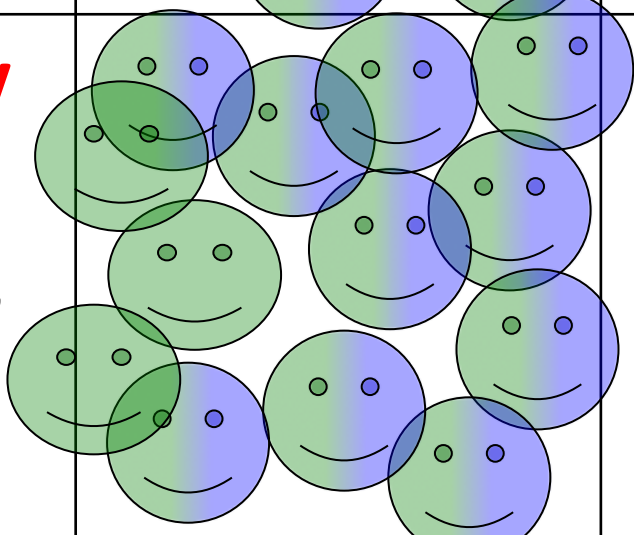
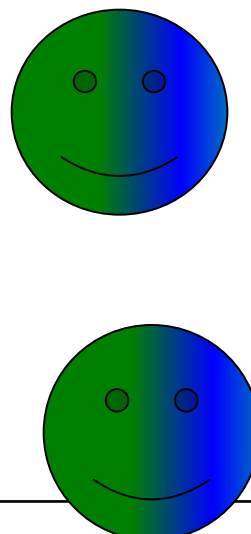
Some students may enter dual language programs at later grades...

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

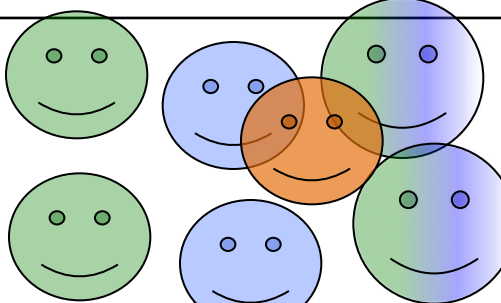
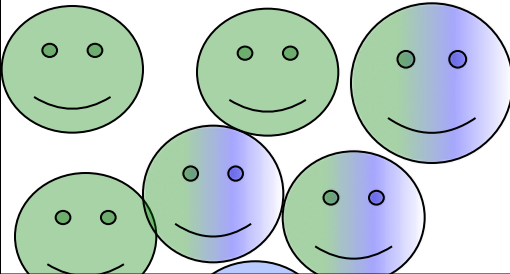
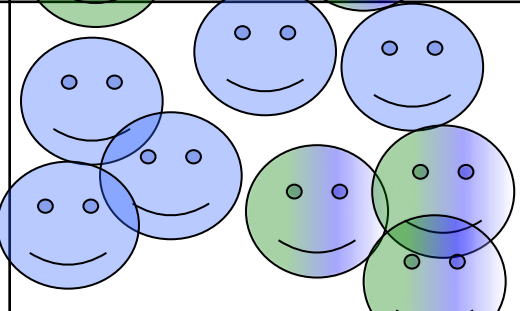
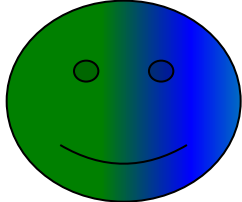
Language Acquisition Programs - Using the key on p. 4, draw the students in this program.

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

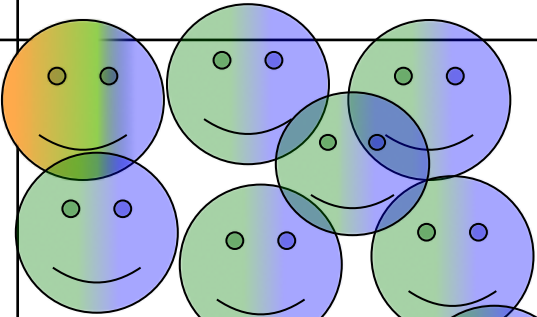
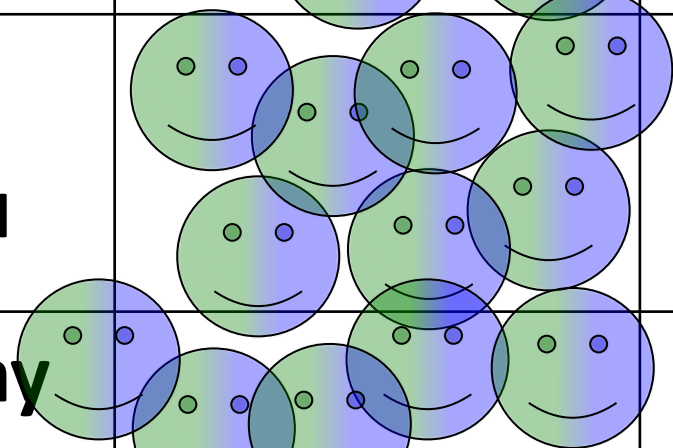
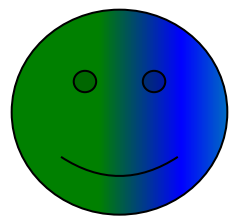
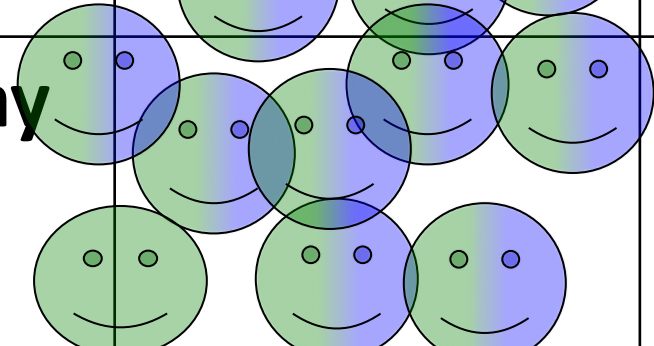
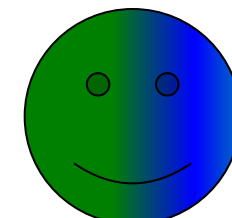
In robustly implemented dual language programs,...

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

Language Acquisition Programs - Using the key on p. 4, draw the students in this program.

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		

In robustly implemented 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		

**Language allocation may be 80/20
or...**

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	English			
	80%	80%	70%	60%	60%	50%	50%	50%	50%
			Spanish						

Language allocation may be 50/50

Dual language

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								

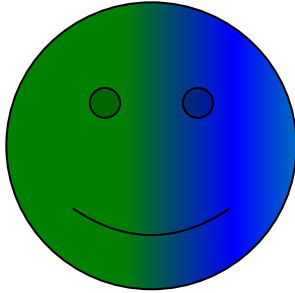
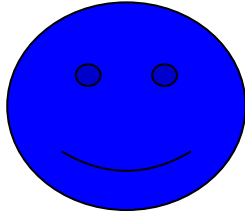


50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy

50/50 Language Allocation

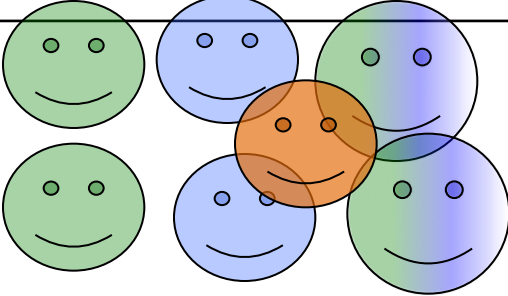
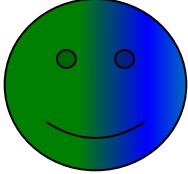
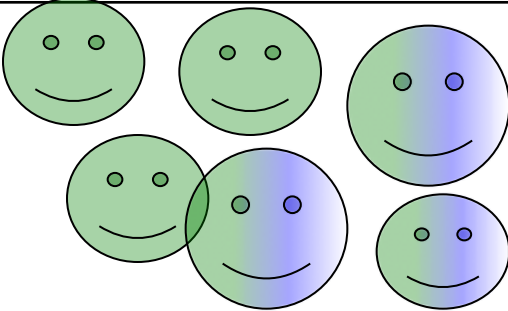
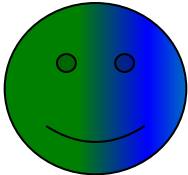
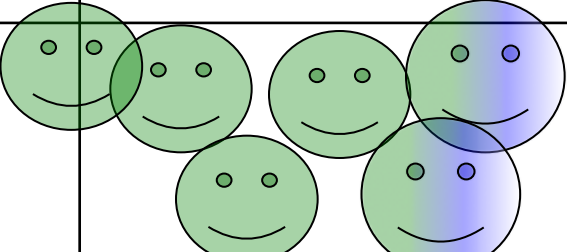
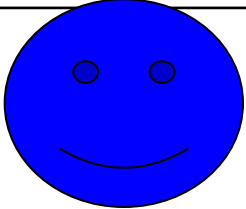
- Lindholm-Leary: The Rich Promise of Two-Way Immersion, 2005:
 - 90/10 v. 50/50 – By 5th grade, all students at or above grade level in English
 - Students had higher levels of Spanish proficiency in a 90/10 program than a 50/50 program
- Collier and Thomas, 2009
 - 90/10 - close the achievement gap in English sooner than in 50/50

Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.
		

Language Acquisition Programs - p. 3-4 of handout



Language Acquisition Programs

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

Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	English		
	80%	80%	70%	50%	40%	20%			
			Spanish						



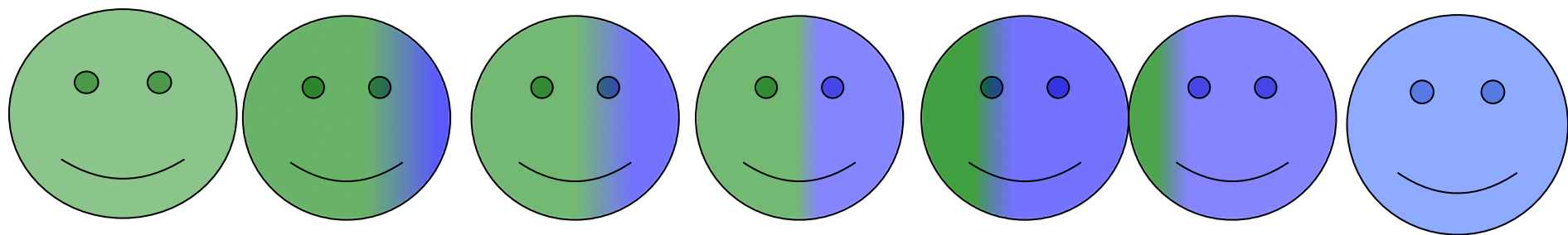
Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages.
Dual Language: Way In Language		
Transitional Bilingual Education (TBE)		language and literacy in English and high achievement in English.

Dual language and transitional bilingual programs can implement teaching for biliteracy.

Language Acquisition Programs - p. 4-5 of handout



**As students engage in biliteracy
they ALL become
developing bilinguals
(bilingual learners)**



Students as “developing bilinguals”

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages.
Dual Language: Way In Language		
Transition Education (TBE)		language and literacy in English and high achievement in English.

**Which of these programs most closely matches the current program at your school?
Future program?**

**Language Acquisition Programs -
p. 3 of
handout**

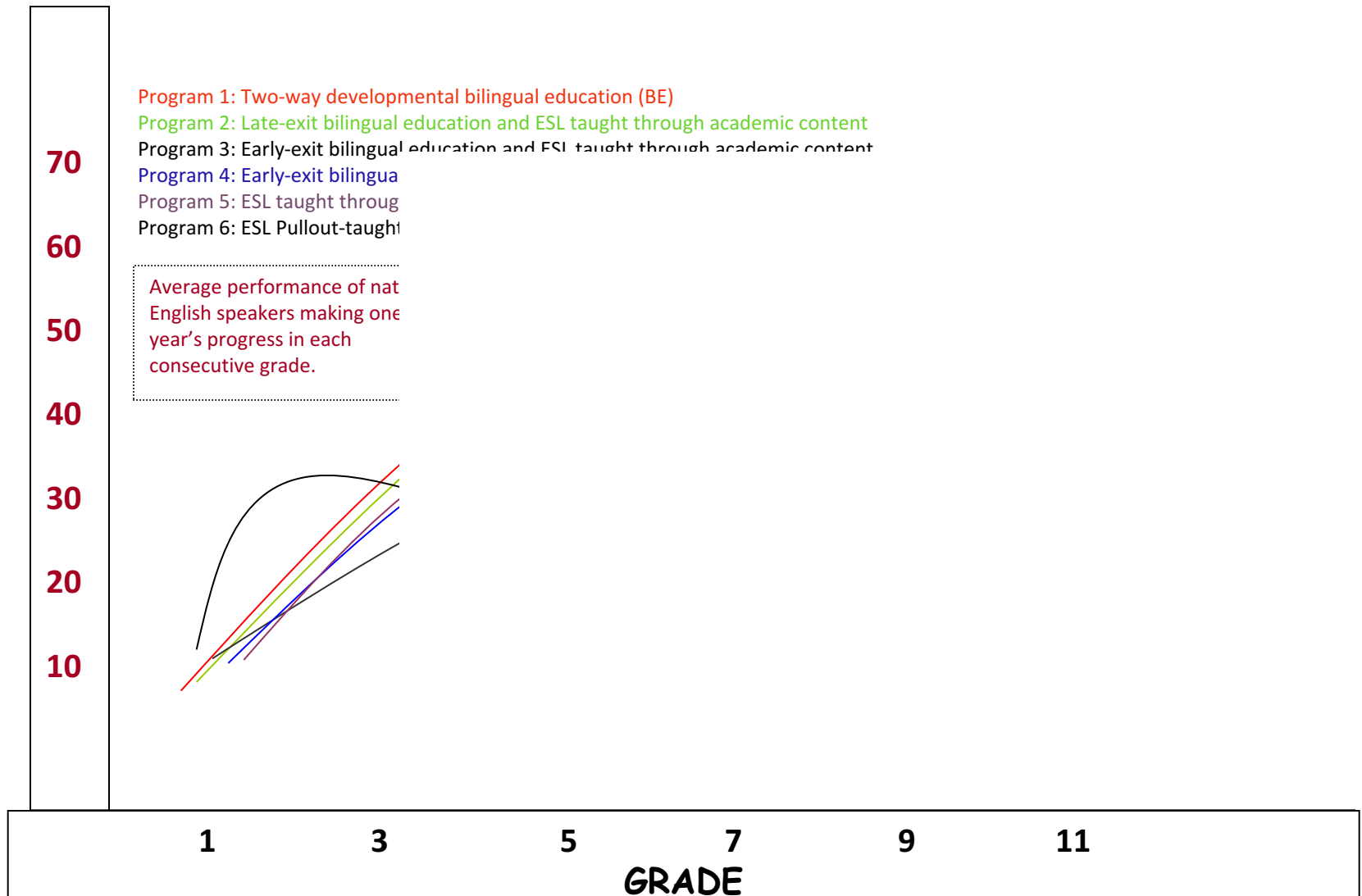


Research from the Field of Dual Language and Biliteracy



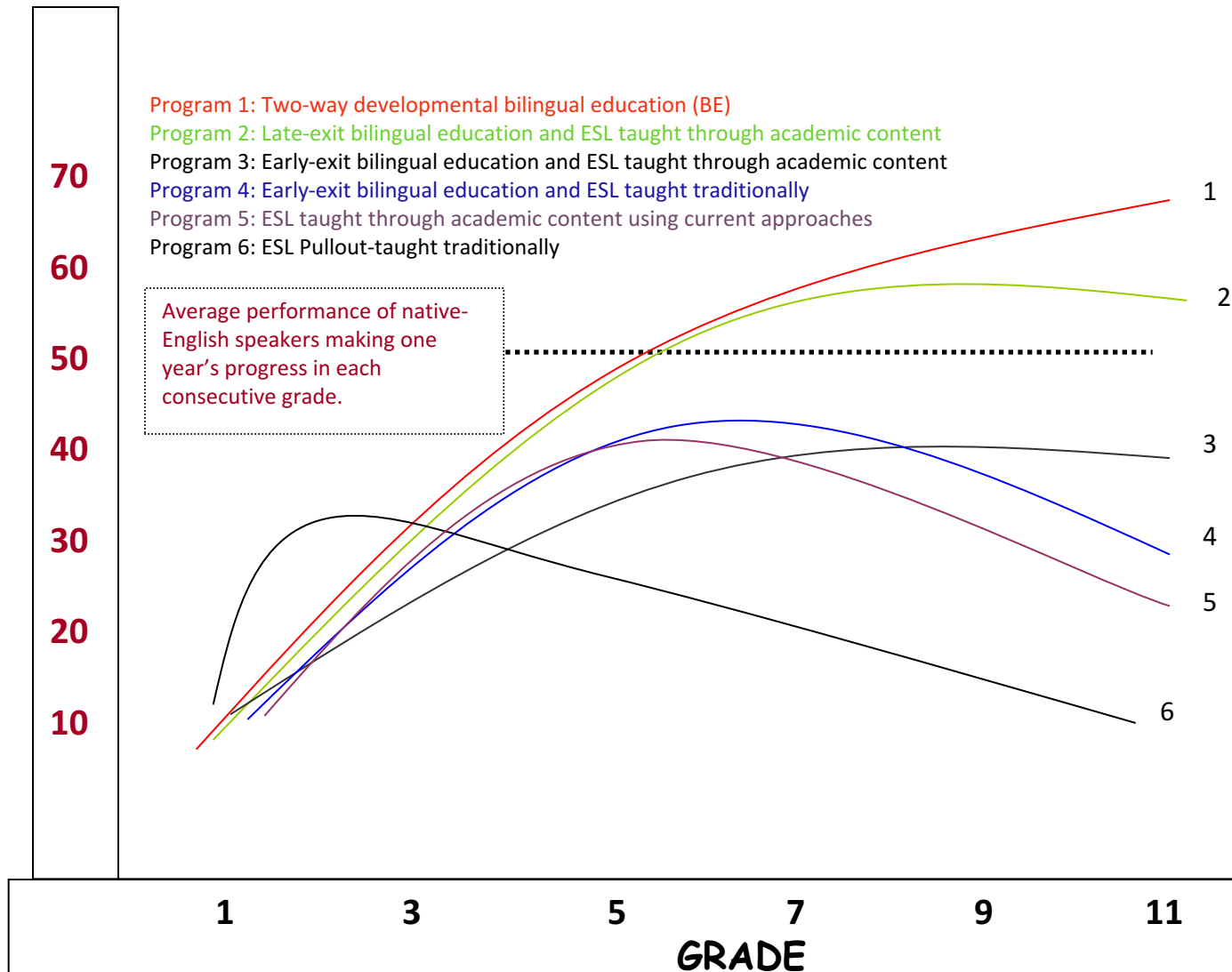
Data aggregated form a series of 3-7 year longitudinal studies from well-implemented, mature programs in
five school districts

© Wayne P. Thomas and Virginia P. Collier, 2010



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

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Thomas & Collier Series

EDUCATING ENGLISH LEARNERS
FOR A
TRANSFORMED WORLD



Why DUAL LANGUAGE SCHOOLING



WAYNE P. THOMAS AND VIRGINIA P. COLLIER

CREATING DUAL LANGUAGE SCHOOLS
FOR A TRANSFORMED WORLD:
ADMINISTRATORS SPEAK



VIRGINIA P. COLLIER AND WAYNE P. THOMAS

EDUCATION
FOR A
TRANSFORMED
WORLD

WAYNE P. THOMAS AND VIRGINIA P. COLLIER

Why choose dual language schooling?

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.



Why choose dual language schooling?

All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners
- native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- students of low-income background
- students identified as qualifying for Title I
- and students with special education needs of all categories of exceptionality.

Dual Language Non-Negotiables



What are the differences between these non-negotiables and those in our handout?

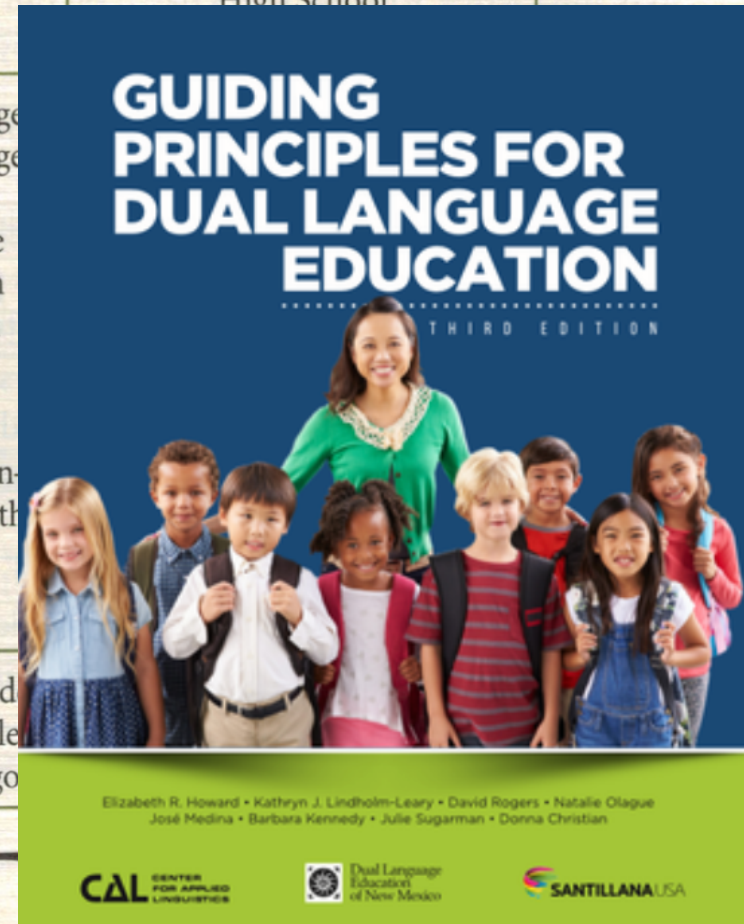
- A minimum of 50% to a maximum of 90% of instruction in the non-English language.
- Strategic separation of languages for instruction. No translating (by teachers OR students).
- Minimum K-5 commitment.



Dual Language Non-Negotiables

Dual Language Non-Negotiables

Elementary Non-Negotiables	Middle School Non-Negotiables	High School
- A minimum of 50% to a maximum of 90% of instruction in the non-English language - Strategic separation of languages for instruction (no translation) - K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	- Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade - Strict separation of languages for instruction- 100% of class taught in the target language - K-12 commitment	
Note: Based on the program design of the school, 6th grade elementary site will follow the elementary non-negotiable programs at a middle school site will follow the non-negotiable		



What is biliteracy instruction?

Defining Biliteracy Instruction



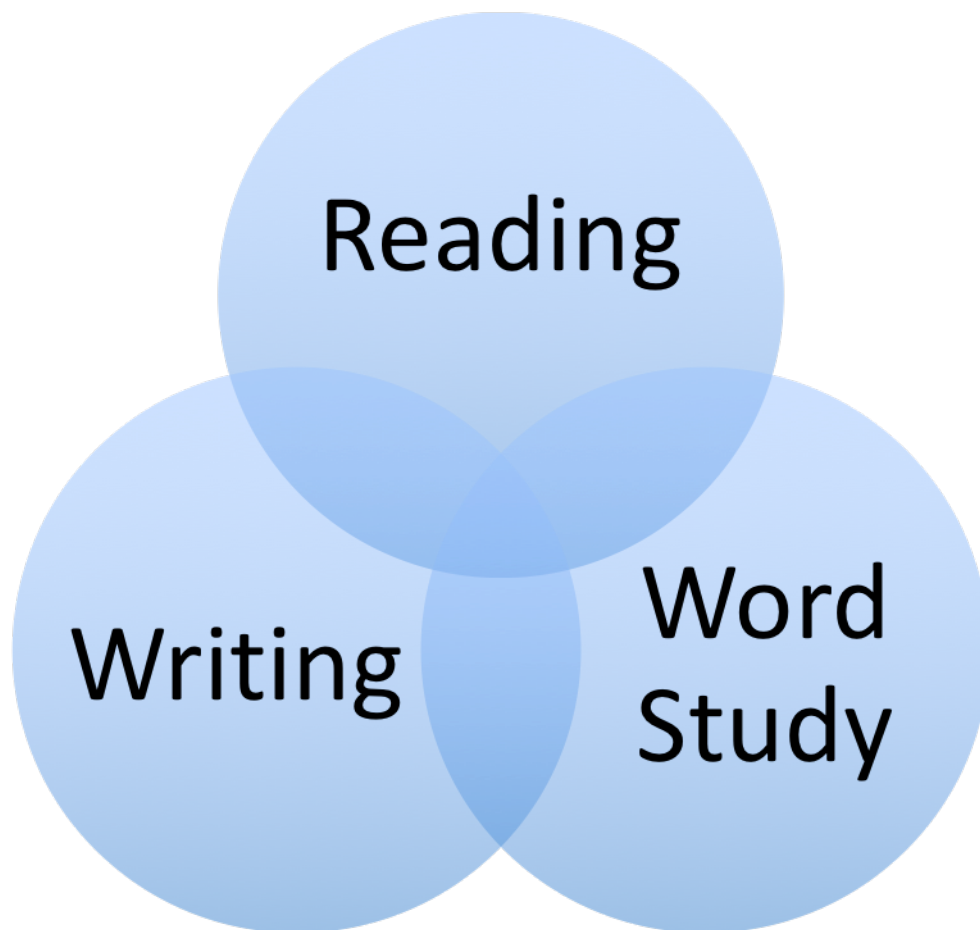
What is mono-literacy?

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study/language



What is mono-literacy?



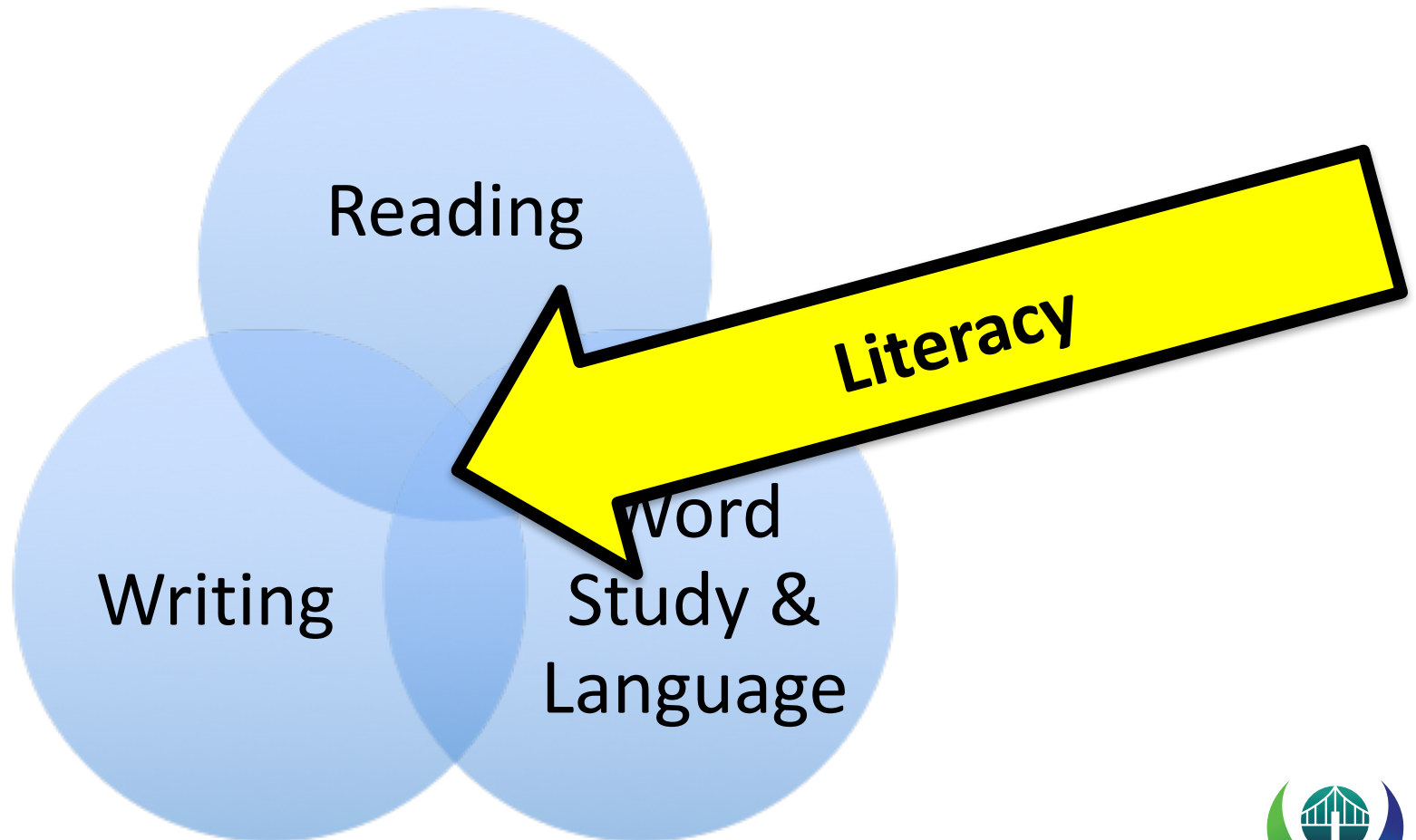
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- teachers and students should consistently make connections across the three blocks during the day



What is mono-literacy?



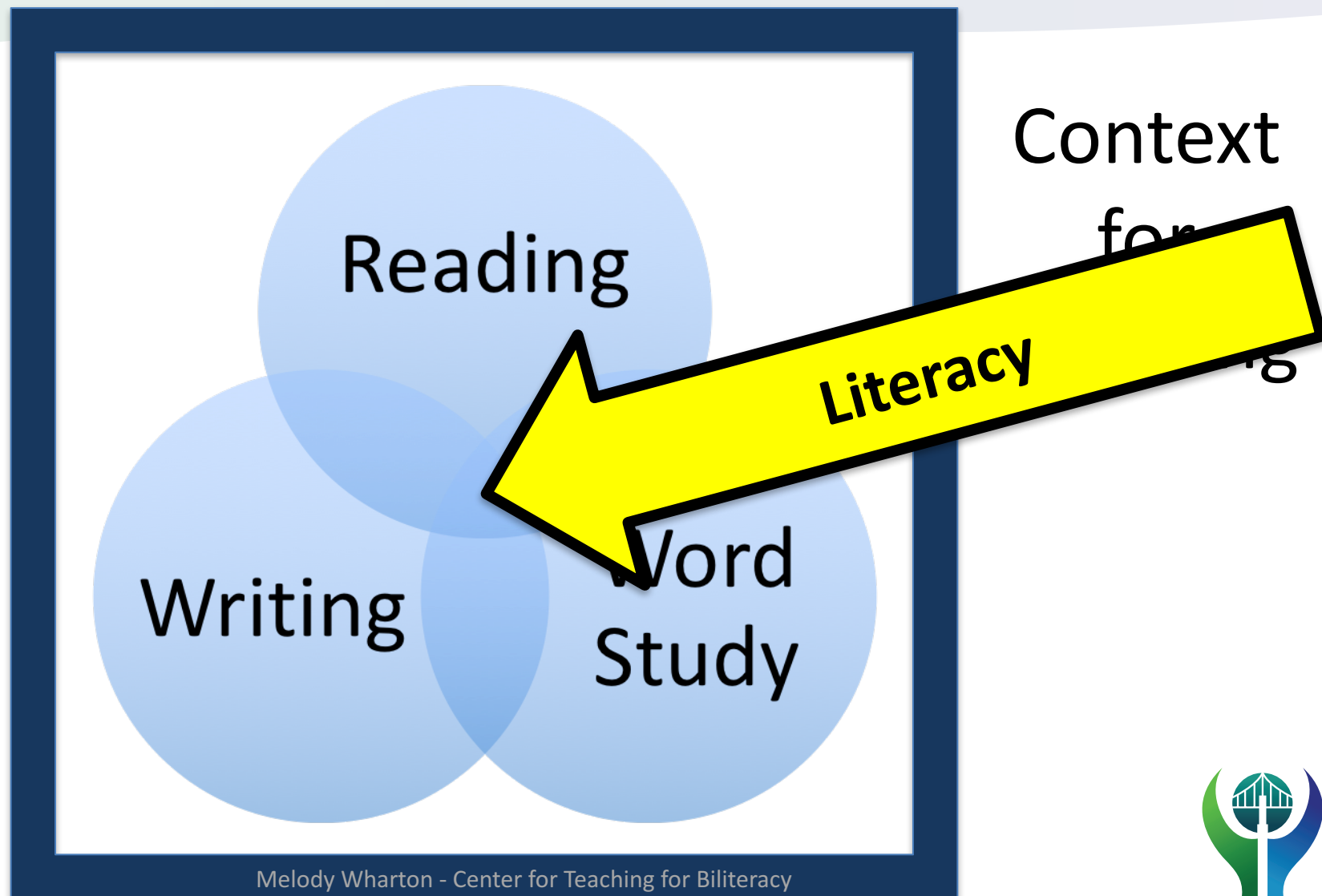
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- what students read and write should come from the content areas (science and social studies)



What is mono-literacy?



Melody Wharton - Center for Teaching for Biliteracy

©Center for Teaching for Biliteracy



What is mono-literacy?

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study/language
- teachers and students should consistently make connections across the three blocks during the day.
- what students read and write should come from the content areas (science and social studies)
- oracy development (the academic oral language required for reading and writing) is infused in all parts of this framework.



What is mono-literacy?

Reading

Writing

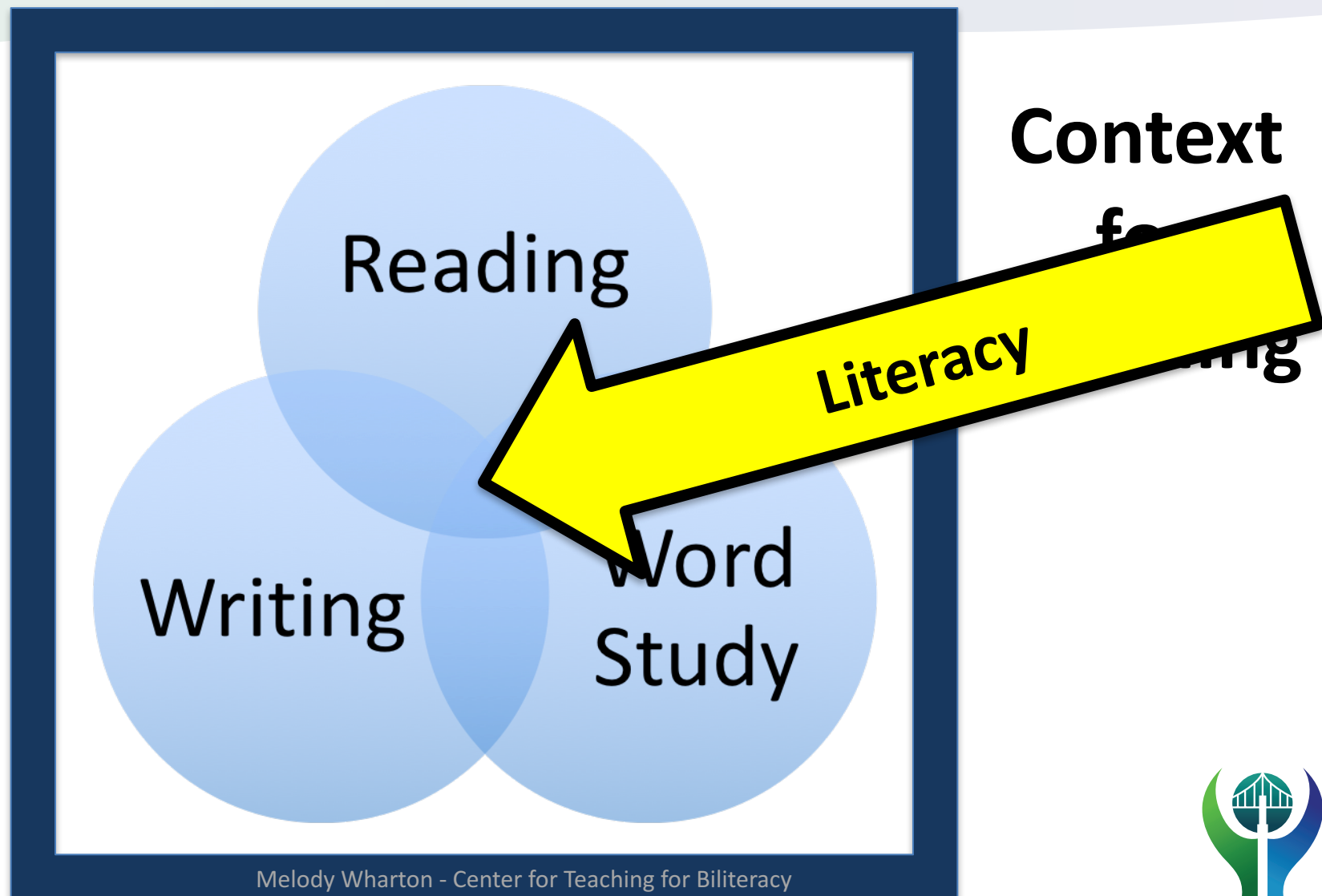
**Word
Study &
Language**



What is mono-literacy?



What is mono-literacy?



What do we mean by teaching for biliteracy? (p.2)

“...A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing.”



Partner 1 - In other words...

Partner 2 - Like monoliteracy, biliteracy...

BUF – p. 18 & 19 of handouts

Biliteracy Unit Framework (BUF) for teaching language, literacy, and content in Spanish and then Bridged to English (p. 16-17 in *Teaching for Biliteracy*)

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		Formative Assessment
Reading Comprehension • Guided Reading • Read aloud	Content Instruction	
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics • Spelling		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Second Edition Updated BUF

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - English Language Arts Standards - English Language Development Standards			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge Academic Language and Experiences needed for the unit			
Reading Comprehension Strategies and balanced literacy routines		Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Writing Strategies and balanced literacy routines			
Word Study and Fluency Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

Formative Assessment

BUF – p. 18 & 19 of handouts

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Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Second Edition Updated BUF

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit
-

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

What do we mean by teaching for biliteracy? (p.2)

“...A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing. **Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages.**”

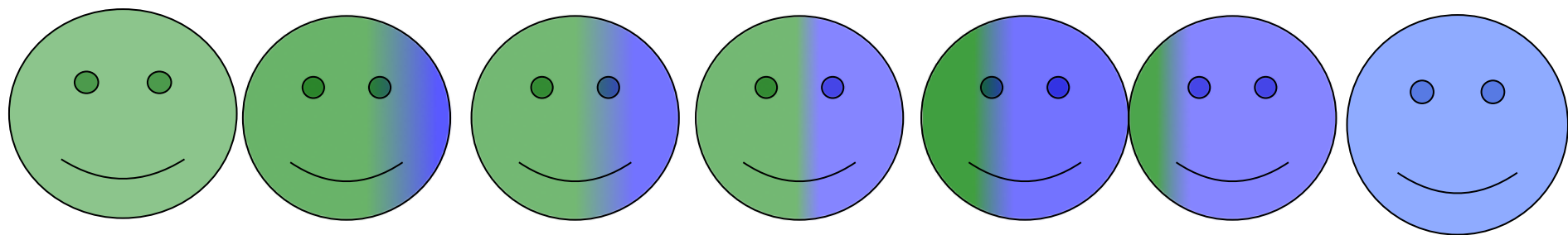
Partner 2 - In other words...

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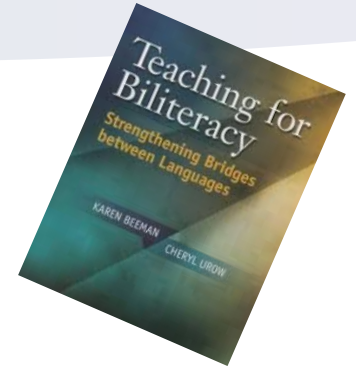
Defining Biliteracy:
Teaching for Biliteracy means
always teaching
language
literacy
and
content



**As students engage in biliteracy
they ALL become
developing bilinguals
(bilingual learners)**



First, if students are to develop literacy in two languages, they should read and write in both languages every day (p. 18)



Teaching for biliteracy engages ALL students in **Spanish** literacy AND **English** literacy every day, beginning in Kindergarten.



Considerations

- It is important to develop a literacy pedagogy, or philosophy that guides literacy and biliteracy decisions in your district.
- What is your district or school's literacy pedagogy? How does having a pedagogy (or philosophy) guide 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.

Morning Session Reflection

- Our biggest take-away from this morning is...
- One item on our “back in the district” to-do list is...



PM – Tuesday, July 24, 2018

1:00 p.m. – 3:30 p.m.

Two sample BUFs (Biliteracy Unit Framework) in action

What does biliteracy instruction look like?

- Implementing the Biliteracy Unit Frameworks (BUF)
- Strategies for Teaching for Biliteracy
 - Option A - Olga Karwoski: Science and Literacy
 - Option B - Dana Hardt: Social Studies and Literacy

