



## **Biliteracy In Action**

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### **Agenda**

- Introductions
- Definition of Literacy and Biliteracy
- Sample Biliteracy Instruction
- Making Decisions for Biliteracy in Action: The Three Premises for Teaching for Biliteracy
  - Premise 1
  - Premise 2
  - Premise 3
- Workshop Closure and Evaluation

# What is literacy?

Write your definition of literacy. Address the literacy elements described in the word bank below.

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Comprehension  
Oracy  
Fluency  
Meaning

Writing  
Foundational Skills  
Balance  
Language

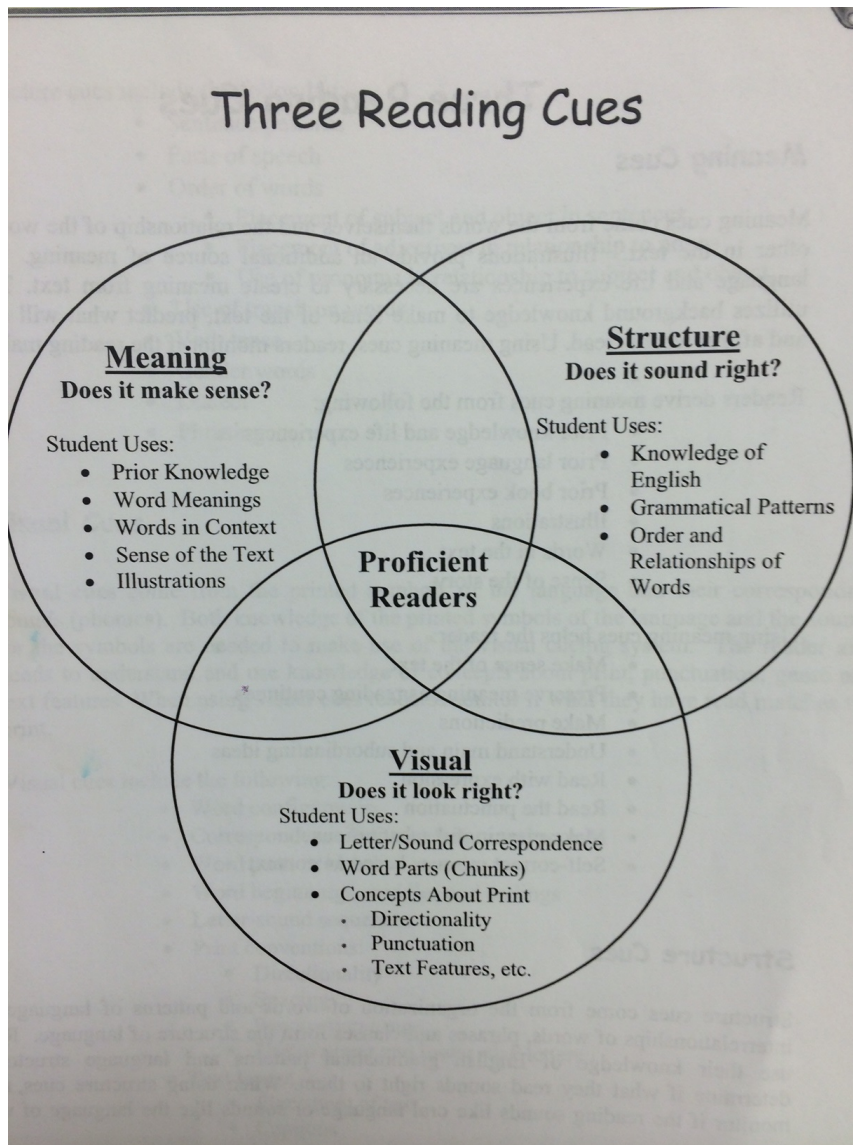
If this literacy, what is biliteracy?

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**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul>

A Sample Biliteracy Unit  
Second Grade

As you watch the students engaged in the biliteracy unit, look for evidence of the three cueing systems and look for language supports.

<b>Linguistic Space</b>	<b>Literacy Focus (Cueing Systems: (Meaning, Structure, Visual))</b>	<b>Language Supports (Sensory, Graphic and Interactive)</b>
Spanish		
The Bridge		
English		

## The three sociolinguistic premises for teaching for biliteracy

Teaching for biliteracy is different from teaching for monoliteracy because...	
Premise 1: Spanish in the US is a minority language.	In other words....  Therefore,....
Premise 2: Students use all of their linguistic resources to develop biliteracy.	In other words....  Therefore,....
Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.	In other words....  Therefore,....

## Biliteracy in Action Agree/Disagree Chart

Statement	Agree	Disagree
1. Teaching for biliteracy includes three linguistic spaces: Spanish, the Bridge, and English.		
2. During Spanish instructional time, some guided reading groups may be conducted in English, depending on student needs.		
3. Initial literacy instruction (foundational skills) should be provided to students in dual language programs in one language only to avoid confusion.		
4. When students use words like <i>lonche</i> and <i>puchar</i> , we accept and build on the language they bring from home to help them move from informal to formal language.		
5. Biliteracy instruction looks the same as monoliteracy instruction, except in two languages.		
6. Because English and Spanish are both alphabetic languages, the same literacy strategies are effective for initial literacy development and intervention.		
7. The Bridge is a planned moment during instruction when the teacher brings the two languages together to translate, clear up student misunderstanding, and re-teach in the other language		

Scenarios for premise one:

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

**Therefore, we have to raise the status of Spanish within the majority environment.**

<p><b><u>Instruction</u></b> The teacher begins instruction in Spanish but switches to English when students don't understand or when students ask questions in English.</p>	<p>When the teacher switches to English for students who don't understand, or in classrooms where it is common for students to respond in English during Spanish instructional time, the teacher is inadvertently creating an instructional space where Spanish is not able flourish. If English continues to enter into Spanish time, it will be challenging for students to reach deep levels of Spanish language and literacy development. In addition, the ability of students to study more difficult, abstract concepts in Spanish in the future will be undermined. Rather than switching to English, increased time should be dedicated to oracy building in Spanish, and continued and consistent use of sheltering strategies throughout instruction.</p>
<p><b><u>Assessment</u></b> Instruction is provided in Spanish while the end of the unit assessment is provided in each student's preferred language, in both languages, or in English only.</p>	<p>When assessments are provided in the language of choice, this often leads to code-switching or translating during instruction (see scenario above.) and students and teachers both focus on content while lessening emphasis on the language associated with that content.</p> <p>Assessments that are provided in English only (after Spanish instruction) devalue the Spanish instruction.</p> <p>And when assessments are given in BOTH Spanish and English to all the students, this reinforces the belief that all content must be both taught and assessed twice (once in each language) for students to become bilingual and biliterate.</p> <p>Bilingualism and biliteracy instruction is supported when assessments are given in the language of</p>

	instruction, and a Bridge following the assessment explicitly teaches students to put new labels on already understood concepts.
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Now your turn. Based on an understanding of premise one, how would you react to this teacher?

**Systems/Infrastructure**

A 5<sup>th</sup> grade dual language teacher says, “The district has provided some really great resources in English for this science unit. I realize that science is taught in Spanish in 5<sup>th</sup> grade, but I just don’t have the time to create or find these great resources and videos in Spanish.” The teacher asks, “Can I just teach this unit in English? Or can I just use the English resources but teach in Spanish?”

## Comparison of Monolingual versus Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
<b>Perspective of Student Language Ability</b>	Students have a dominant language (or L1, first language).	Students are emerging bilinguals who have linguistic resources across languages.
	Students are viewed as “low” when they use Spanish and English together. (“ <i>Está frizado.</i> ”)	Developing bilinguals are expected to use what they know in both languages (“ <i>El perro está barqueando.</i> ”)
	Students are expected to produce “monolingual-like Spanish”, especially if they come from a Spanish speaking family.	Students are expected to use U.S. Spanish, and classroom instruction strategically moves students from informal to formal language.
<b>Programmatic Structure  Curriculum, Instruction and Assessment</b>	Students are taught either Spanish literacy or an English literacy based on their strongest language.	Students develops literacy in both languages daily starting in kinder, in both 80/20 (90/10) and 50/50 DL programs.
	When students reach a particular level of literacy in one language, they are ready to transition to literacy in the other language.	The Bridge facilitates literacy development in both languages; students learn that what then know and can do in one language, they can do in the other.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice.
	It is expected that bilingual/dual language schedules and interventions look like those in the general education program.	Bilingual/dual language schedules and interventions intentionally look different than those in the general education program.

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing.

# Biliteracy Unit Framework (BUF)

Theme	Content Area and Content <b>Big Idea(s)</b> Language Arts <b>Big Ideas</b>		
<b>Standards:</b> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul>	Content Area Targets Language Targets  Summative Assessment		
<b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>		<b>Formative Assessment</b>	
<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Readers' Workshop</li> <li>• Partner reading</li> </ul>		
<b>Writing</b> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>			
<b>Word Study and Fluency</b> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> </ul>		
<b>Summative Assessment</b>			
<b>Bridge</b> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>			
<b>Extension Lesson or Activity</b>			<small>Caslon Publishing</small>

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Scenarios for premise two:

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

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

**Instruction**

During a language arts activity focused on the correct use of *un* and *una*, a student chooses “*un*” to go with the image of “*oveja*”. When asked why, he explains, “*Es un* sheep.” Even after the teacher suggests, “***Una*** *oveja*,” this same student reiterates with incredulity, “*No, es un* sheep.” The teacher goes to her instructional coach for support in working with this student.

Additional scenarios for premise two.

**Assessment**

After assessing a student with both an English diagnostic assessment and a Spanish diagnostic assessment, it is determined that the student is low in both languages and therefore not a good candidate for biliteracy instruction.

Many developing and/or simultaneous bilinguals can look “low” when compared to monolingual peers. Because developing bilinguals have resources shared across languages, it is imperative to provide diagnostic assessments to students across languages. In other words, rather than assess the student twice monolingually, it is more informative to assess a student bilingually, which might require a change in diagnostic assessment protocol. For example, if a student is being assessed on letter sounds, and offers the letter sound in English (This letter says “em”) but gives an example of a word that begins with that letter in Spanish (*mesa*), rather than count that response as incorrect, that response should be counted on as correct, while the language use is also noted.

**Systems/Infrastructure**

Common Core English language arts units of instruction are created by the district. Dual language teachers are instructed to implement the same units, on the same pacing, but some in Spanish and some in English.

Biliteracy instruction is NOT simply monolingual instruction twice. Biliteracy instruction includes planning for oracy instruction in anticipation of literacy instruction, the consistent use of sheltering strategies throughout instruction, and the Bridge and extension. Each of these elements will interfere with following a monolingual pacing chart. In addition, because biliteracy instruction includes two literacy classes each day for all students, year-long pacing charts need to indicate how standards will be met across languages in order to leverage language and reduce redundancy.

Scenarios for premise three:

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

**Therefore, we have to use strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.**

<p><b><u>Instruction</u></b> Literacy instruction in Kindergarten in Spanish begins by learning the names of the letters of the alphabet first, and then moves on to initial sounds.</p>	<p>Learning letter names in Spanish is less important than matching vowels to consonants to form syllables. For some students, learning letter names in Spanish can actually interfere with initial literacy development, because the letter names do not directly match the sounds that can be created by the letter. For example, teaching “<i>pe</i>” for the letter <i>p</i> may prevent some students from understanding that the letter <i>p</i> is also used in the <i>pa</i>, <i>po</i>, <i>pi</i>, and <i>pu</i> syllables. Syllable awareness and the ability to break words into syllables are the foundation of Spanish early literacy development.</p>
<p><b><u>Assessment</u></b> The district creates standard writing prompts to be given to all the students in the district. The writing prompts and the rubrics used to evaluate the responses to the prompts are translated into Spanish for use with the dual language program.</p>	

<p><b>Systems/Infrastructure</b></p> <p>The dual language program in District X includes both the one-teacher model (where one teacher instructs in both Spanish and English) and the two-teacher model (where one teacher instructs in Spanish and the other in English). Whether in the one teacher model or the two-teacher model, District X holds teachers accountable for the strict separation of languages. In other words, a Spanish medium teacher may not use English, and the English medium teacher may not use Spanish. In one-teacher models, the teacher must absolutely separate Spanish and English instruction.</p>	<p>Dual language instruction includes explicit and planned content and language instruction. Students are supported in developing both content area skills and the language of the content areas, and it is critical to establish clear expectations about language use and avoid translating. While students are instructed in and then held accountable for language within content areas, students also benefit from the opportunity “...to strengthen their metacognitive muscle” (Thomas &amp; Collier, 2012) through a planned Bridge between languages. The Bridge happens after the end-of-the unit assessment, and its purpose is two-fold: to help students transfer academic language learned in one language to the other language and to engage students in contrastive analysis (metalinguistics) by focusing on how Spanish and English are similar and different.</p> <p>In the one-teacher model, there are three distinct linguistic spaces: Spanish, the Bridge, and English. In the two-teacher model, there are two distinct linguistic spaces: the language of instruction (either Spanish or English) and the Bridge (where the two languages come together). The Bridge is NOT translation.</p>
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<b>Spanish</b>		<b>English</b>
<p>Syllable awareness emerges before phoneme awareness and is a stronger predictor of reading success. Understanding how to break words into syllable helps students learn to decode.</p>	<p><b>Syllables</b></p>	<p>Because it is not a syllabic language, learning to break words into syllables plays a smaller role in learning to decode.</p>
<p>Vowels, because they are regular, are learned before consonants. The 5 vowels make 5 sounds. Beginning in Kindergarten, students can learn to differentiate between strong (a-e-o) and weak (i-u) vowels.</p>	<p><b>Vowels and Consonants</b></p>	<p>The building blocks of literacy are the names and sounds of each letter, which are taught very systematically.</p> <p>Consonants, because they are more regular, are learned before vowels. The 5 vowels make up to 15 sounds.</p>
<p>Learning letter names can interfere with initial literacy, because letter names do not directly match letter sounds. Names of letters are learned formally after letter sounds and syllables.</p>	<p><b>Alphabet and Initial Sound</b></p>	<p>Knowing initial letter names and sounds are predictors of reading success. This is such an important skill that students are taught and tested over time to see if they have mastered letter names.</p>

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Spanish		English
<p>Spelling is transparent and regular, and words are highly decodable. High frequency word lists are organized by those specific elements of spelling that are challenging for emergent writers.</p>	<p><b>Sight Words and Spelling</b></p>	<p>Spelling is challenging and the spelling of many high frequency words needs to be memorized. High frequency word lists are organized by initial letter (alphabetical order) or by spelling pattern.</p>
<p>Phonological awareness occurs through writing, not through oral language development. If you can say it, you can write it, because of the tight relationship between sound and symbol. The importance of rhyming occurs at the end of the word when studying word families not at the beginning of the word. Word families include words that share a common root.</p>	<p><b>Rhyming and Word Families</b></p>	<p>Understanding and developing onset and rime is fundamental in order to be able to decode and to understand the relationship between sound and symbol as it appears at the beginning of the words, and this skill is learned and taught orally. Word families include words with the same endings.</p>
<p>The concept of the accent is very important as it determines word meaning, not only as it relates to writing and spelling (the orthographic accent as in <i>papá</i>) but also the diacritic accent (<i>mí</i> vs. <i>mi</i>). Understanding how vowels and syllables are formed is fundamental to being able to use accents correctly.</p>	<p><b>Accent and Accent Marks</b></p>	<p>The accent is pronounced by placing oral emphasis on a sound but is not captured in writing.</p>

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The Bridge for Biliteracy	
The Bridge ...	The Bridge is not...
occurs once students have engaged in oracy, reading and writing about the concept in one language and have been assessed on the concept in that same language	an opportunity to re-teach the content in the other language, or to clear up student misunderstanding
occurs once the students have learned the concept well in one language	flip flopping
is an opportunity to put new labels on a known concept: transfer	concurrent translation by the teacher
is an opportunity to focus on metalinguistic skills	a list of words provided by the teacher
is an opportunity to compare and contrast elements of language	the entirety of English literacy instruction
is planned by the teacher	a packaged program

Areas of Focus for Contrastive Analysis during the Bridge	
Element and area of focus	Examples
Phonology (sound system) <ul style="list-style-type: none"> <li>• Sounds that are different in the two languages.</li> <li>• Sounds that are similar in the two languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound-symbol correspondence (e.g., the [k] sound: “qu” or “c” in Spanish; “c” or “k” in English)</li> <li>• Silent letters (e.g., “h” and “u” in Spanish; many in English)</li> <li>• The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/</li> </ul>
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) <ul style="list-style-type: none"> <li>• Rules for punctuation, grammar, word order, etc. unique to each language</li> <li>• Areas that are similar and areas that are different</li> </ul>	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!)  Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution)  In Spanish accents change the meaning of words (e.g., <i>el Papa vive en Roma</i> ; <i>la papa es deliciosa</i> ; <i>mi papá es muy trabajador</i> )  Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i> )  Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i> )  Adjective follows the noun in Spanish and precedes it in English (e.g., <i>centímetros cuadrados</i> – square centimeters)  English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i> )
Pragmatics (language use) <ul style="list-style-type: none"> <li>• Cultural norms or contexts that are reflected in language use.</li> <li>• Use of overlapping cultural norms in a bilingual context.</li> </ul>	Questions about age avoid the word “old” in Spanish because it has negative connotations ( <i>¿Cuántos años tienes?</i> )  Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i> .  Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i> . My fathers win lots of money).

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## Sample Expository Writing Rubric

Spanish: Evidence and Notes	Writing Element	English: Evidence and Notes
	<p>Includes elements of expository genre</p> <ul style="list-style-type: none"> <li>• Introduction to the topic and conclusion</li> <li>• Accurate factual details about topic (not opinion)</li> <li>• Follows logical organization</li> </ul>	
	<p>Writing Mechanics</p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Correction punctuation</li> <li>• Accurate spelling</li> <li>• Paragraphs</li> </ul>	
	<p>Bilingual Strategies</p> <ul style="list-style-type: none"> <li>• Phonology</li> <li>• Morphology</li> <li>• Syntax and Grammar</li> <li>• Pragmatics (language use)</li> </ul>	

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