

Wednesday, August 10, 2016

What guides planning and decision-making for biliteracy?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy? p. 3</i> <i>Sociolinguistic Premises about Teaching for Biliteracy – p. 5-14</i>	About -> • Sample PD – Click on Webinar: Teaching for Biliteracy • Blogs -> ○ Coach's Corner: - Using a multilingual perspective to design... - What is the right response to code-switching? - Rtl and Biliteracy - Literacy Processing and Language Development ○ Shifting toward a Multilingual View of Biliteracy - Shifting toward a Multilingual View of Biliteracy ○ Beginning with Biliteracy - Getting off to a Great Start... Resources -> • Book Study Guides – Chapter 1
Chapter 5 <i>Recognizing and Building on Students' Oral Language and Background Knowledge p. 69-74</i>	Resources -> • Book Study Guides – Chapter 5

Monolingual Perspective/Mindset	Multilingual Perspective/Mindset

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.	Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.	Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.	

Who is involved in biliteracy?

Teaching for Biliteracy: Strengthening Bridges between Languages	www.TeachingForBiliteracy.com
Chapter 2 <i>Biliteracy Learner Profiles</i> pages 24-29 <i>Box 2.2. page 33: Sample Completed Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students</i>	BLOGS Susan Pryor: Unexpected Noticings (A sequential bilingual talks about the Bridge) http://www.teachingforbiliteracy.com/unexpected-notice-what-kindergarteners-learn-about-language-from-the-bridge/ D García: Bilingual Parenting – Labeling Bilingual Children http://www.teachingforbiliteracy.com/raising-the-bilingual-child-what-is-your-kid-labeling/ Emily Zoeller: Coach’s Corner; Wai du mai students rait laik des? http://www.teachingforbiliteracy.com/wai-du-mai-students-rait-laik-des/ Resources-> http://www.teachingforbiliteracy.com/research-articles/ Escamilla: Bilingual Means Two; The Misunderestimation of Manuel; Bilingual First Language Acquisition Resources -> Book Study Guides – Chapter 2
Chapter 3 <i>Teachers: Capitalizing on Life Experiences and Diversity</i> <i>Teacher Profiles pages 36-42</i> <i>Box 3.1, page 45 Sample Teacher Self-Reflection Survey</i>	Blogs-> http://www.teachingforbiliteracy.com/blog/ Introduction by each blogger (Post 1) En español-> Supporting teachers’ academic Spanish: http://www.teachingforbiliteracy.com/en-espanol/ Resources-> (Materials, Tips, etc.) http://www.teachingforbiliteracy.com/resources/ Resources -> Book Study Guides – Chapter 3 Reader’s Theater

What practices support biliteracy (instruction and assessment)? Standards, Big Ideas and Assessment

Teaching for Biliteracy: Strengthening Bridges between Languages	www.TeachingForBiliteracy.com
Chapter 4 <i>Planning the Strategic Use of Two Languages</i> p. 48-50 P. 41-52	BUFs-> http://www.teachingforbiliteracy.com/bufs/ • Samples ○ BUFs that accompany the book ▪ 1st grade: La familia ▪ 3rd grade: Personification ▪ 4th grade: Regions of the U.S. ▪ SNS High School: Folk Tales ○ Exemplary BUFs that include one week of lesson plans: ▪ K-1: Self/Story of my Life (Literacy and Social Studies) ▪ 4th Grade: Immigrants Past and Present • From the Field: • Big Ideas • Tips on Writing BUFs: Biliteracy Curriculum in 10 steps

Suggestions for Integrating Literacy Standards into Biliteracy Units

Prepared by Karen Beeman

Sources: Pathways to the Common Core, Calkins et al and BUF Writing Checklist created by Melody Wharton

1. There are three writing buckets to choose from in the standards. One bucket is chosen for every unit. It may be helpful to start unit planning by first identifying the writing focus and then connecting the type of reading that supports the writing focus.
2. Select the genre that matches the context/content of the unit: literary texts or informative texts. Approach the Reading Standards as a Ladder: Standards 1 and 10 are always present in every unit (reading for understanding and using rigorous, grade-level text). Standards 2-9 are the skills taught to students as they work on standards 1 to 10.
3. In general during the year, grade-level unit plans should ensure:
 - a. Fifty percent of reading should focus on literary texts
 - b. Fifty percent of reading should focus on informational texts

- c. Each writing bucket should have equal focus (a third on opinion, a third on narrative, and a third on informational)
- d. These areas of focus should be mapped out in the Grade-Level-Biliteracy Map.

Narrative Writing	Opinion/Argument/Persuasive Writing	Informational/Functional/Procedural Writing
Personal Narrative Fiction Historical Fiction Fantasy Narrative Memoir Biography Narrative Nonfiction	Persuasive Letter Review Personal Essay Literary Essay Historical essay Petition Editorial Op-Ed Column	Fact Sheet News Article Feature Article Blog Website Report Analytic Memo Research Report Nonfiction book How-to-book Directions Recipe Lab Report

4. Once standards have been identified, write big ideas that will guide planning academic language, concept based learning, and differentiation for each element of the unit.

Content big ideas:

- There should be 1-2 big ideas that are reflective of the content standards identified
 - Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
 - Big ideas begin with the sentence starter, “I want my students to understand that...” or “Students will understand that...”
- Big ideas are broad enough to have multiple examples, **and** at least two examples are listed.

Literacy big ideas:

- There are 1-2 big ideas that are reflective of the literacy standards identified (and include reading **and** writing)
- Big ideas are written as general understandings that are anchored in standards (there is a clear link between the standards identified and the big ideas(s)).
- Begin with one of two sentence starters:
 - “I want my students to understand that...” OR “Students will understand that...” and list at least two examples (one in reading and one in writing) OR
 - I want my students to understand that when reading (select either informational or literary texts) it is important to (identifies skills in reading standards 2-9) in order to write (identifies writing standard 1, 2, or 3) about ____.

Examples:

Content Big Idea	Literacy Big Idea
I want my students to understand that people use the resources in their environment to meet their basic needs; for example people use the flora and fauna for food and shelter.	I want my students to understand that when reading <u>literary texts</u> it is important to describe how characters in a story respond to major events and challenges in order to write a narrative text.
I want my students to understand that all wars have various causes and multiple consequences. For example, the Civil War was caused by economic and political reasons, as was the Revolutionary War.	I want my students to understand that when reading literary texts, it is important to explain how a series of chapters and scenes fit together to provide the overall structure of the story in order to write historical fiction (narratives).
I want my students to understand that all living things have a life cycle; for example the butterfly and the human being have a life cycle.	I want my students to understand that when reading informational texts, it is important to know and use text features to locate key facts or information, and these features should be included when writing informational texts.

What practices support biliteracy (instruction and assessment)?

Oracy and Background Knowledge, Reading and Writing

Teaching for Biliteracy: Strengthening Bridges between Languages	www.TeachingForBiliteracy.com
Chapter 6 <i>Strategies That Support the Development of Background Knowledge and Formal Language</i>, pp. 80-84	Videos-> • Español - then scroll down to “Biliteracy in Action” – Science and Spanish Language Arts Fourth Grade” – this video has examples of the following strategies: ○ Concept attainment ○ Partner talk ○ TPR (Total Physical Response) ○ Fishbowl • Español – “Biliteracy Unit in 2nd Grade” – this video features ○ TPR ○ Fishbowl ○ Language supports • Español – “Mezclas y soluciones” – This video features ○ TPR About -> • Blogs -> ○ Beginning with Biliteracy - Un buen comienzo (partes 1, 2 y 3) ○ Shifting Toward a Multilingual View of Biliteracy - Building Background Knowledge and Oracy (parts 1 & 2)
Chapter 7 <i>Classroom Routines That Enhance Comprehension: Sustained Silent Reading and Readers’ Interviews</i>, pp. 95-97	
Chapter 8 <i>Writing Strategies That Respect and Reflect All the Language Resources of Two-Language Learners</i>, pp.104-108	Videos-> • Español – “Biliteracy Unit in 2nd Grade” – this video features ○ LEA (Language Experience Approach) Resources -> • Book Study Guides – Chapter 8

Effective Strategies for Teaching for Biliteracy		
Strategies for oracy development: (In Chapter 6)		
Oracy Strategy	Page, <i>Teaching for Biliteracy</i>	Notes
TPR (Total Physical Support) ART Adapted Readers' Theater	p. 81	
Fishbowl	p. 82	
Word/Picture Sort	p. 83	
Sentence prompts	p. 83; 92	
Concept Attainment	p. 52-56; 81-82	

Strategies for reading and writing development: (In Chapters 7 & 8)		
Reading/Writing Strategy	Page, <i>Teaching for Biliteracy</i>	Notes
LEA (language experience approach)	p. 57-60; 94; 104-106	
Focused reading	p. 94-5	
Say something	p. 95	
Sustained Silent Reading and Readers' Interviews	pp. 95-97	
Dialogue Journals	pp.106-107	