

Teaching for Biliteracy Summer Institute

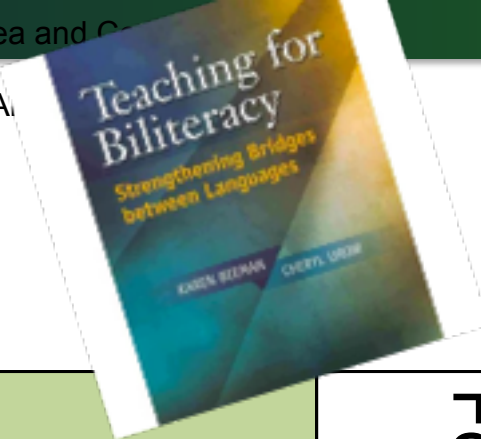
Tuesday, June 26, 2018



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com
www.TeachingForBiliteracy.com



Standards: CHAPTERS 1-5; Especially Chapter 4

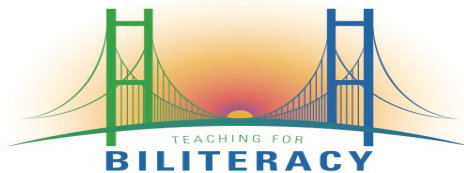
- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

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



Students





Chapter 2

Use Talmudic Style Reading to
read the Key Points on page
23.

Talmudic Style Reading

(Melody Wharton)

- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



Students: A Multilingual Perspective

KEY POINTS

- Individual characteristics, such as linguistic, cultural, and academic background, vary widely among the students who learn to read and write in Spanish and English in the United States. These characteristics have an impact on students' learning.
- Information about these characteristics should be available to teachers.
- Instruction is most effective when it is differentiated to reflect the linguistic, cultural, and academic backgrounds of the students.

Beginning with the Learner

Pick up any book on pedagogy, and invariably you will find that teachers are advised to begin instruction with their students' experiential base. Teachers are also advised to adapt their instruction to the students' different learning styles (Tomlinson, 2001), their different language proficiency levels (Echevarria, Vogt, and Short, 2003; Fairbairn and Jones-Vo. 2010; Irujo, 2004, 2006), and their different levels of academic achievement (Tomlinson, 1999, 2001). Implicit in these recommenda-

Strategy: Stand and Share

(Develops Oracy, great for previewing or reviewing content, reflection and critical thinking)

- When the bell rings stand with your hands up.
- Find someone new and friendly with whom to pair up
- Introduce yourselves and wait for directions.



Student Linguistic Profiles



Page 24

Carmen

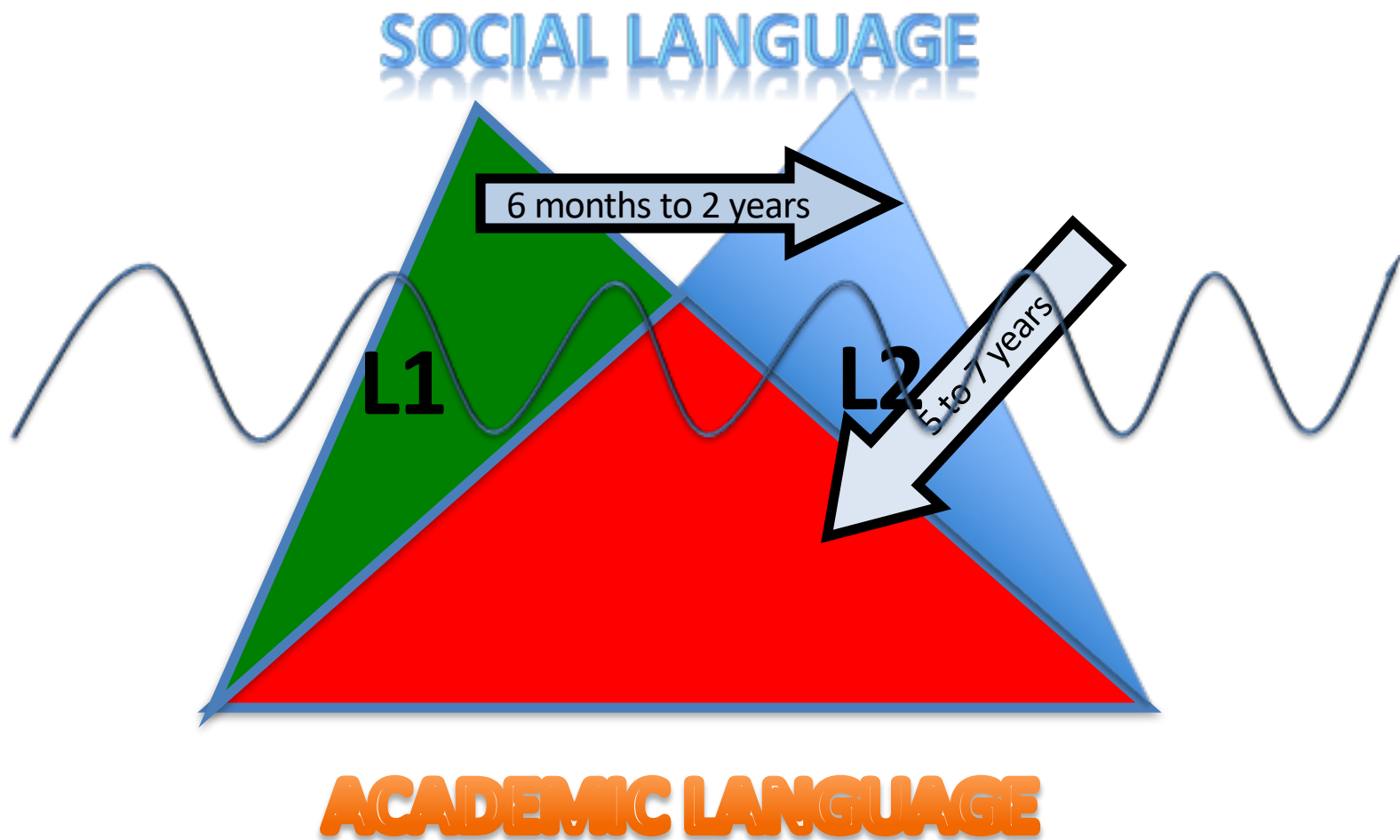
Paulo

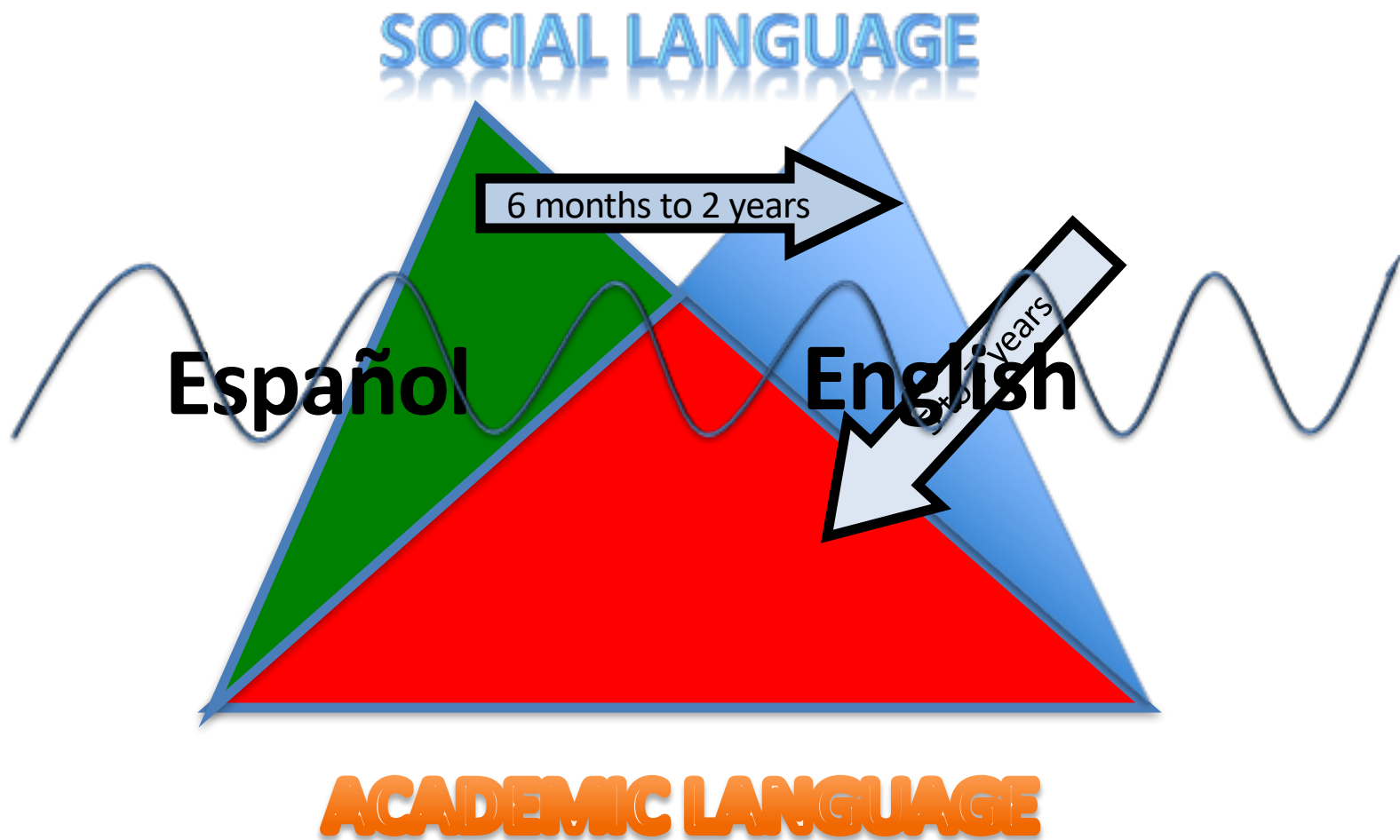
Antonio

Lucía

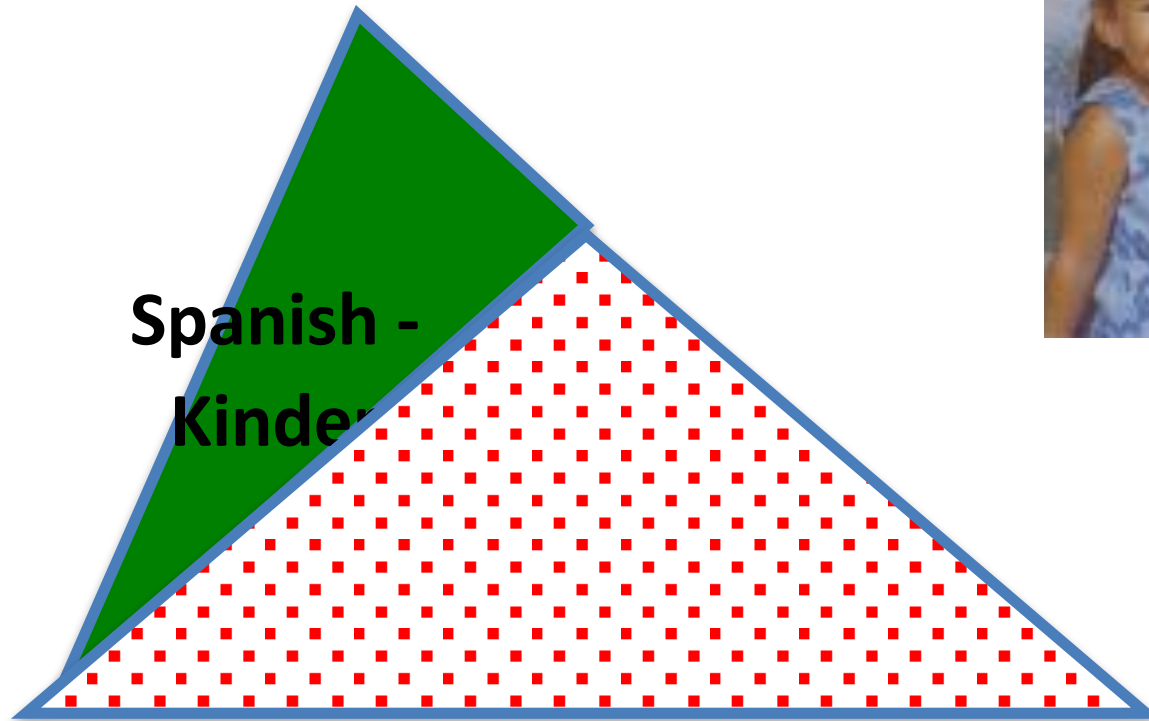
Hannah







Carmen



-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 the child experiments with the new language and learns its rules and structure.



**Described in Chapter 5
Page 68**

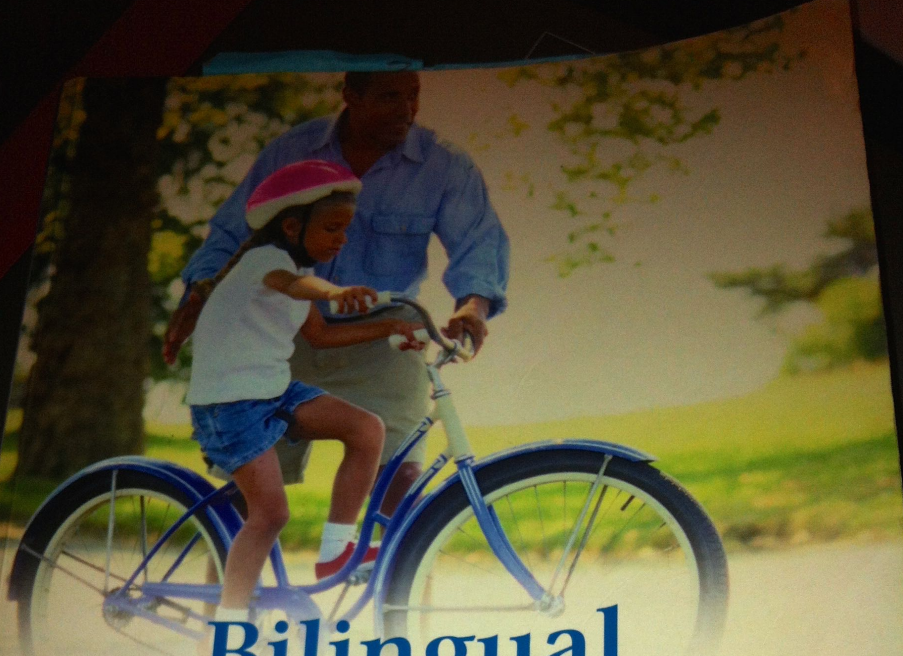
Paulo - Second



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



**Spanish in the United States is characterized by
its relationship with English.**

¿Vamos a comprar las groserías?

Are we going to buy the groceries?



No hay sopa en el baño.

There's no soup (soap) in the bathroom.



How many years do you have? (How old are you?)

¿Cuántos años tienes?

Spanish in the United States is characterized by its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!



Me puchó. (Instead of “Me empujó”)

He/She pushed me (using English verb)



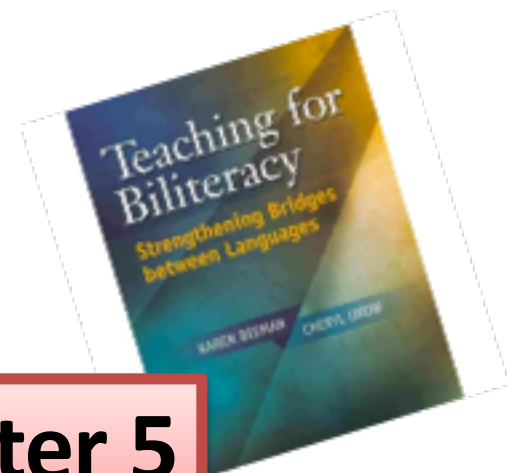
*Teacher, I am **planching**. (Spanish verb for “to iron”)*

Teacher, I am ironing.



Four phenomena of contact languages:

Dr. Kim Potowski, UIC



Chapter 5

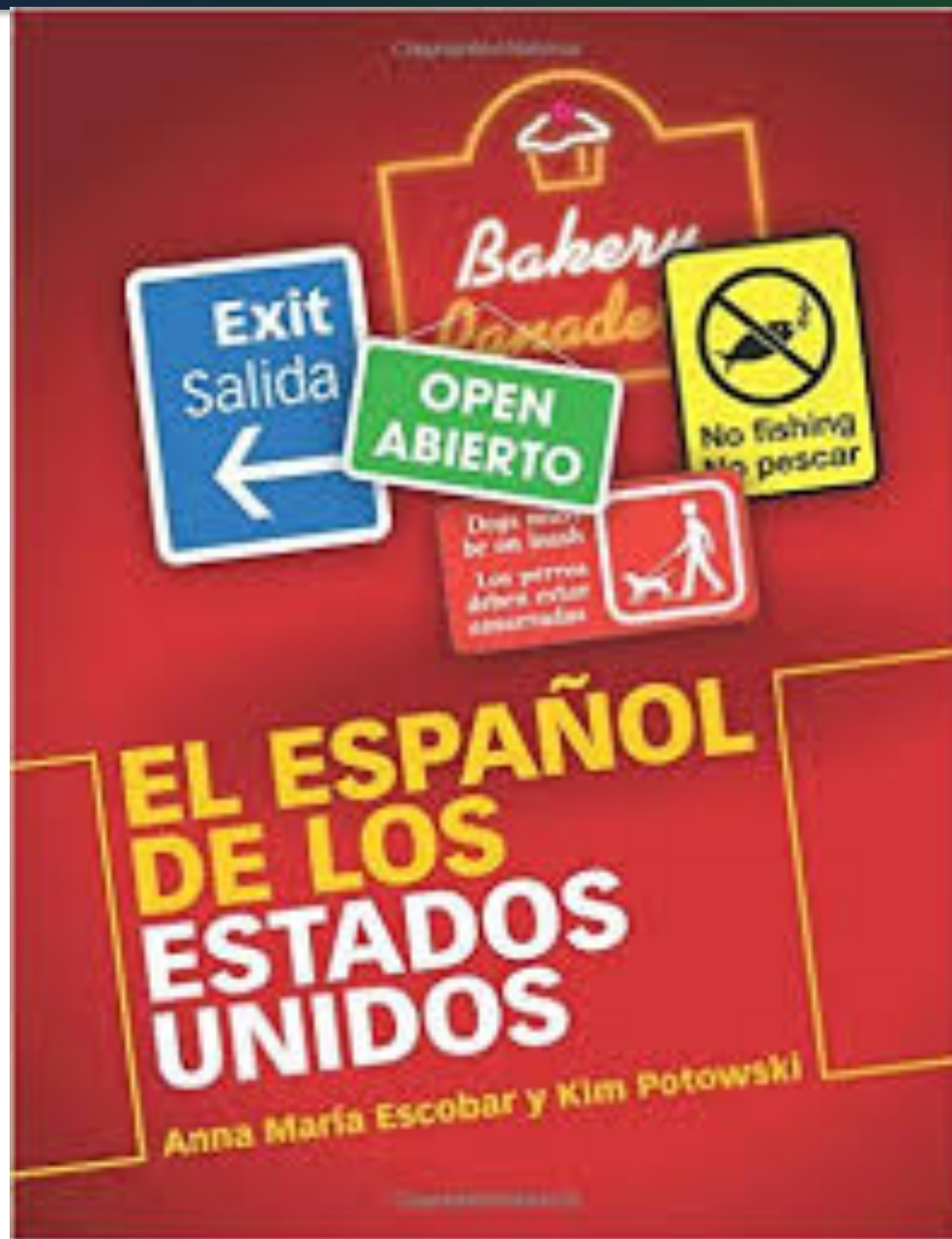
U.S. Spanish

#1
Code switching
Tengo el *eight*.

#2
Borrowings
Rufa

#3
Extensions
Carpeta

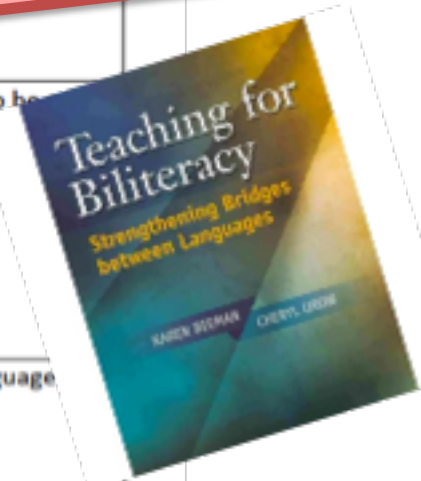
#4
Calques
Mi tío's casa.



Developing Bilinguals' Use of Language

Expression	Example	Explanation
Code-switching	"Tengo el eight."	One explanation is that
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 cognate when in fact, it is not.
Calques	Voy a mi tío Marco's casa.	Students use the syntax of one language with the words of the other.

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

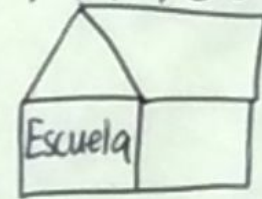


informal



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

Arcaísmos españoles

<u>Español arcaico</u>	<u>Español actual</u>
------------------------	-----------------------

Ansina	Así
--------	-----

Pos	Pues
-----	------

Naiden	Nadie
--------	-------

Muncho	Mucho
--------	-------

Haiga	Haya
-------	------

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

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)

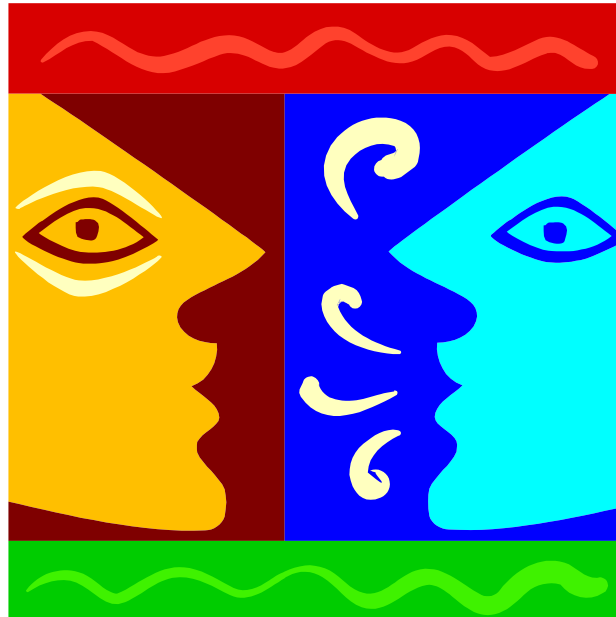
el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE.UU.)



Let's take a tour of our communities



CLEAR CHANNEL

23 sabores blended into
one extraordinary taste.



Dr
Pepper
EST. 1885

23
Inconfundible

0127



TACOS DON CUCO

WE ARE NOW IN FACEBOOK

AHORA ESTAMOS EN FEISBUK

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

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

Antonio

Spanish
Fifth Grade

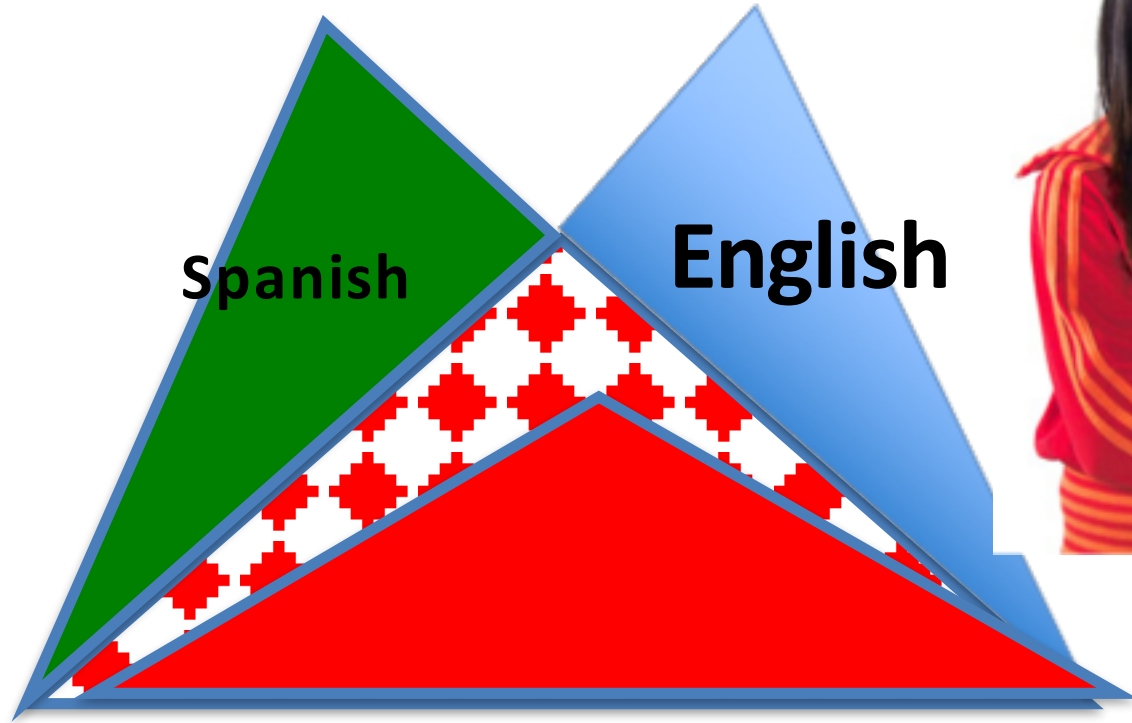


Antonio is a sequential bilingual.

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

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

Lucía – 7th grade



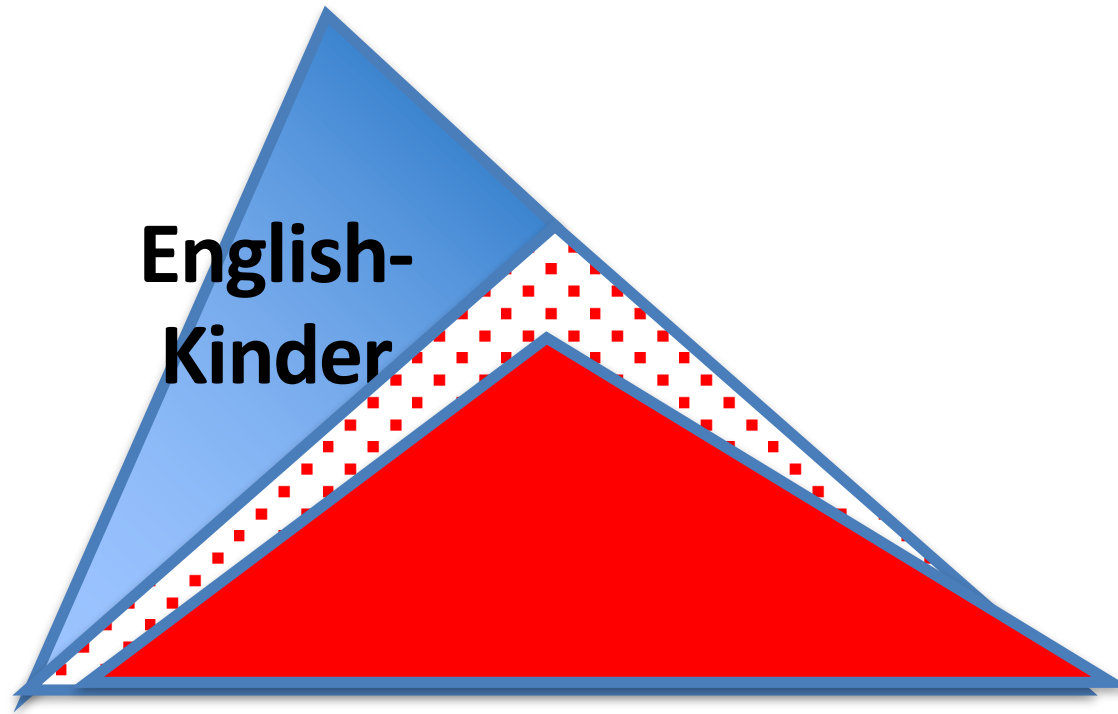
Fui a Susan's house. Pensé que te iba a ver. Did you have fun?

Lucía – 7th grade



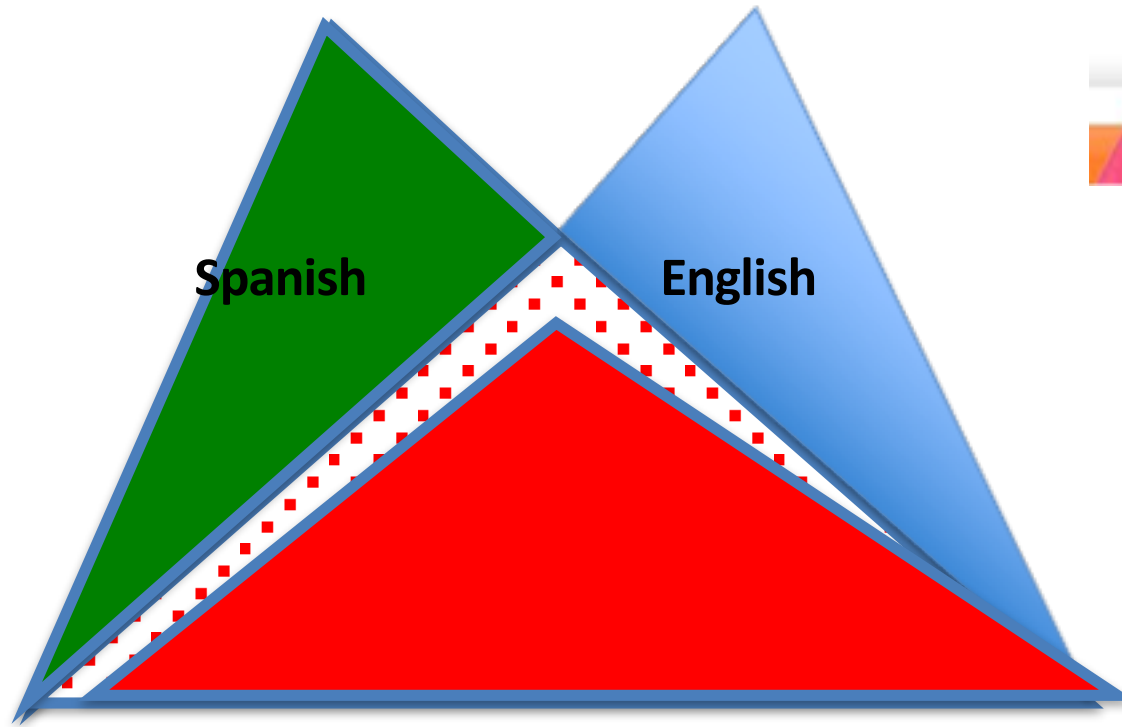
Lucía is in a Heritage Spanish class (i.e. SNS) in middle school. She did not receive formal Spanish literacy instruction in elementary school. She is a simultaneous bilingual.

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



-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:

All our Students are Developing Bilinguals

-Carmen, Antonio, and Hannah are sequential bilinguals.

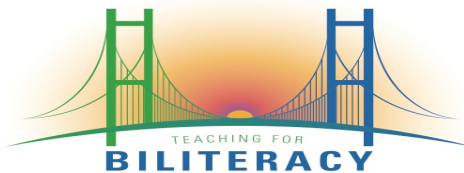
-Paulo and Lucía are simultaneous bilinguals.

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



Teachers

Teachers: Capitalizing on Life Experiences and Diversity



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.

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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.

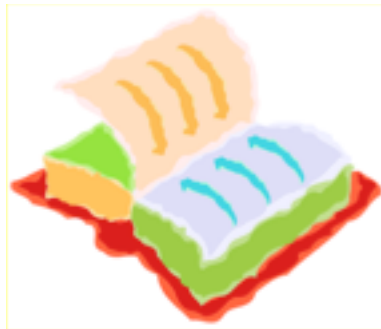


Teachers: Capitalizing on Life Experiences and Diversity

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

Literacy teaching and 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
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 have studied (been trained in) best practices for teaching literacy in both languages.				2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds.				2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs.				2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles.				2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills.				2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs.				2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs and in the context of my students' physical needs.				2	1
LINGUISTIC BACKGROUND					
1. I am comfortable speaking and writing Spanish in academic situations.				2	1
2. I have studied (been trained in) best practices for teaching literacy in Spanish.				2	1
3. I have studied (been trained in) best practices for teaching literacy in English.				2	1
4. I have studied (been trained in) best practices for teaching literacy in both languages.				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?

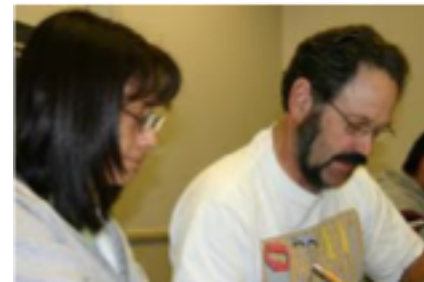
What would you like to work on?

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.

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” developing cultural competence
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

Four Corners

Susan

Elena

Kelly

Mónica

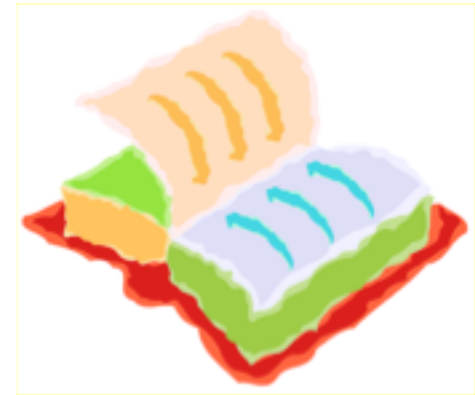
Teacher Awareness and Reflection

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



Effective Collaboration Requires...

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



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Talk to the educators with you in your corner:

- What are your strengths?
- What are your challenges?
- What students are you most like?
- How could working with the other teachers help you? What could you learn from them and what could they learn from you?

Effective Collaboration Requires...

Shared Philosophy, Trust, Flexibility

STAND AND SHARE:

- 1. Of the 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 elements?**
- 3. How can administrators foster and support positive collaboration among teachers?**

PM - Tuesday, June 26, 2018

Implementing the Multilingual Perspective

Salón A	Salón B	Salón C
Administrators Advocating for Biliteracy: Addressing Stakeholders Melody Wharton and Griselda Pirtle	Implementing a Multilingual Perspective in Selecting Children's Literature Heather Robertson-Devine	How I Fit In: Implementing a Multilingual Perspective as a Monolingual English Teacher Dana Hardt

Tuesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!

