



How I Fit In

By: Dana Hardt, M.Ed

How I Fit In: Implementing a Multilingual Perspective as a Monolingual English Teacher



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Teaching for Biliteracy





Center for Teaching for Biliteracy

This presentation reflects the collaborative work of the team:



Andrea De Armas Olga Karwoski Karen Beeman Patricia Nuñez Porras Dana Hardt
Cristina Díaz Crystal Ramos Cheryl Urow Melody Wharton

Objectives

- Understand that teaching for biliteracy (rather than monoliteracy) requires several shifts, starting with the mindset, in order to be effective.
- Introduce specific strategies for Oracy Development that can be used regardless of the language of instruction on the path to biliteracy.



My Story: Then

Initial Licensure: University of Minnesota – Twin Cities

Certified K-8 with science specialization, focus on Urban Education



My Story: Then

Taught Kindergarten, 3rd, 4th in Minnesota,
California, and Nevada

ESL Endorsement in 2009

Took a few Spanish classes along the way....



My Story: Then

- Echo Loder Elementary, Reno, NV
- 85% Hispanic, 80% ELs
- 100% Free/Reduced Lunch

- My job:

Teach them English!



The Shift

Learned about the Two-Way Immersion Program

- Great for ELs
- Great for Non-ELs to learn a second language
- Befriended a teacher in the program during professional development
- Applied for English position as a new professional challenge



...and the enlightening began!



The Shift

During training with Cheryl Urow and the Center for Teaching for Biliteracy, I asked:

“I have a background in ESL and have spent the past 5 years getting Spanish-speaking kindergartners to read, write, listen, and speak in English. Is there any difference in teaching for biliteracy than what I’ve been doing?”

YES!





My Story: Now

- Jessie Beck Elementary,
Reno, NV
- Kinder & 1st Grade
- Dual Language Instruction
- 50/50 split
- And most importantly...

I teach for biliteracy!

My Story: Now

**Teaching for biliteracy is NOT
the same as teaching for
monoliteracy!**



Biliteracy Strategies

Strategy	Pg in T4B	Key Take-Aways
Say Something	p.95	
Concept Attainment	p. 53-56	
TPR	p. 81	
LEA	p. 57-59	



My Story: Now

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Read first two blogs:

Jan 9: *How I Fit In*

Feb 17: *The Shift*



Say Something Strategy

I learned _____.

I want to remember _____.

I know _____.

This made me think _____.

Read first two blogs:

Jan 9: *How I Fit In*

Feb 17: *The Shift*



**Two
Points
and one
Graph
keep me
grounded:**

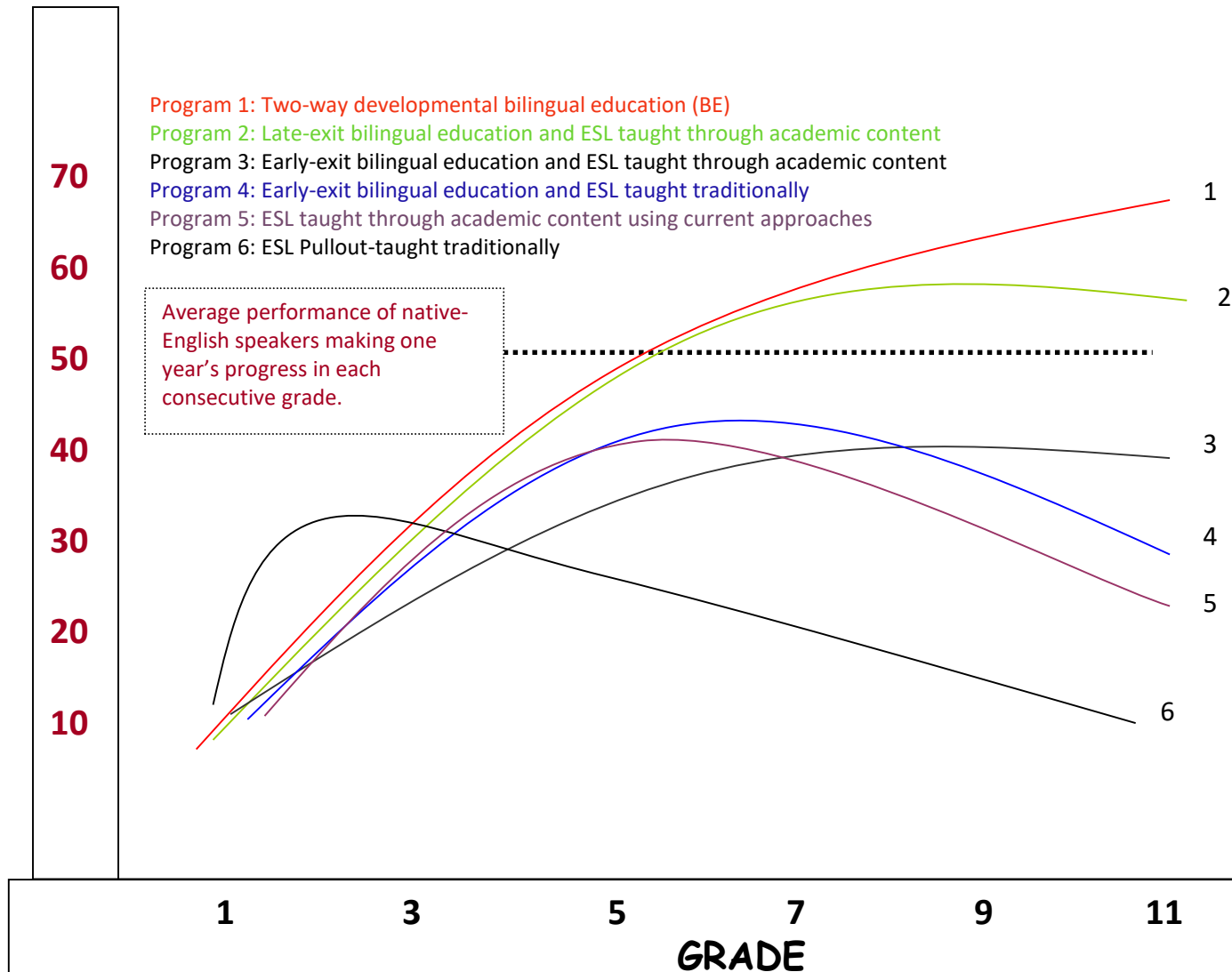
1. **ALL** of my students are developing bilinguals.

2. Teaching for biliteracy is **NOT** the same as teaching for monoliteracy.



Data aggregated from 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



Little things that make a BIG difference

1. Value bilingualism, elevate Spanish
2. Collaborate
3. Celebrate bilingualism
4. Use knowledge of one language to learn more about the other (contrastive analysis)
5. Support Spanish literacy at home with Spanish literacy resources



Little things that make a BIG difference

1. Value bilingualism, elevate Spanish

- Speak in Spanish to partner whenever possible (and to the best of my ability).
- Greet families in Spanish.
- Spanish first at class/family events.
- Advocacy of the goals of the program to all stakeholders.
- Be a willing Spanish learner.



Little things that make a BIG difference

2. Collaborate

- Curriculum Mapping
- Unit Planning
- Planning for Bridge
- Talk about kids daily
- Send emails together
- Attend meetings together
- Support one another in language development
- Be flexible
- Teach for **biliteracy**



Little things that make a BIG difference

Collaboration: We are a TEAM!

Logistics for teachers to think about in a two teach model:

- How will we respond to parents
- Classroom rules
- Classroom consequences
- Handling behavior issues that occur outside of class (such as in specials, on playground)
- Bathroom routine
- How do we line up?



Little things that make a BIG difference

Collaboration: We are a TEAM!

Logistics for teachers to think about in a two teach model:

- How are students seated in the classroom?
- How are student pairs identified? Are they the same pairs in both classrooms?
- How do students get materials? How are they organized in the classroom?
- What is our attention getter?



Little things that make a BIG difference

Collaboration: We are a TEAM!

Logistics for teachers to think about in a two teach model:

- How do students request new materials (such as pencils)?
- Will materials be individual or communal?
- How will information be sent home to parents?
- Pack up routine
- Morning routine
- Colors



Little things that make a BIG difference

Collaboration: We are a TEAM!

Logistics for teachers to think about in a two teach model:

- First day routines - similar but different
- Birthdays
- Transition between Spanish/English classrooms
- NEVER send an email regarding a student without checking in first!

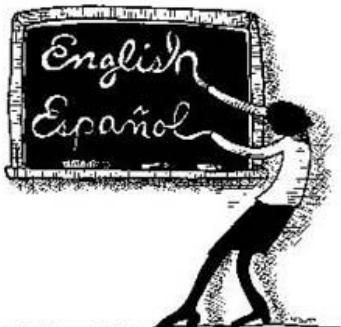


Little things that make a BIG difference

3. Celebrate bilingualism

Premise 1: Spanish in the United States is a minority language within a majority culture (p. 5).

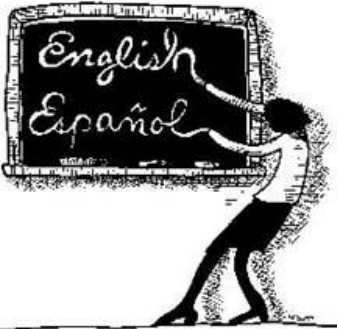
*We need to **support** and **affirm** that our students are on the path to biliteracy... and that is something to **celebrate**!*



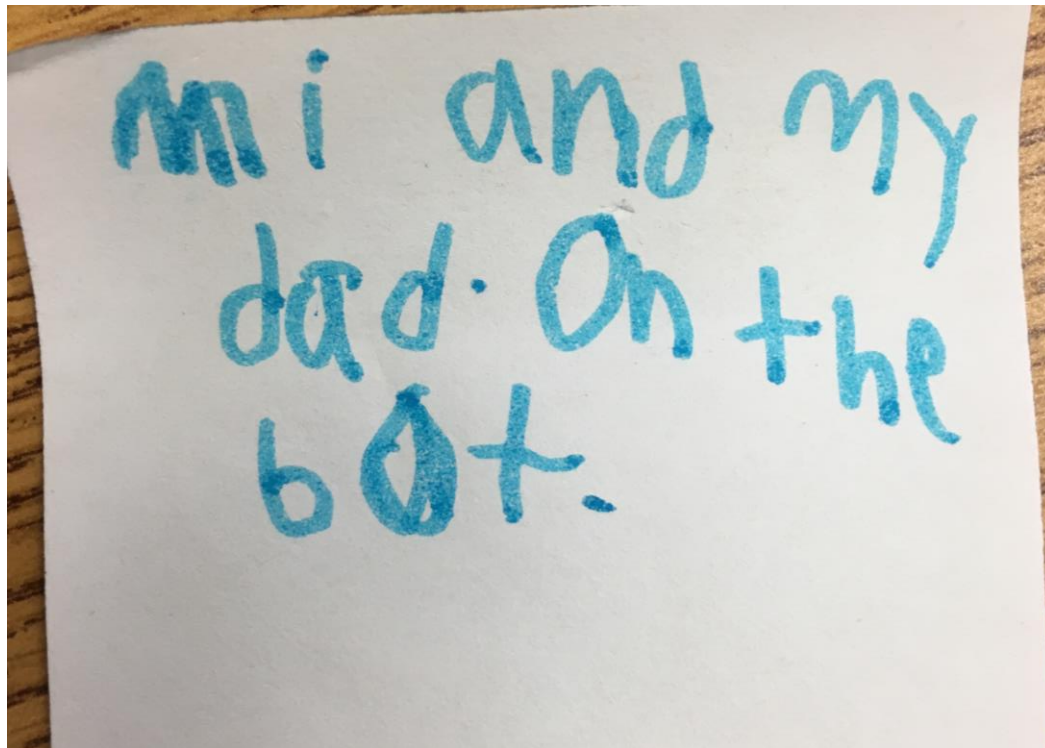
Little things that make a BIG difference

3. Celebrate bilingualism

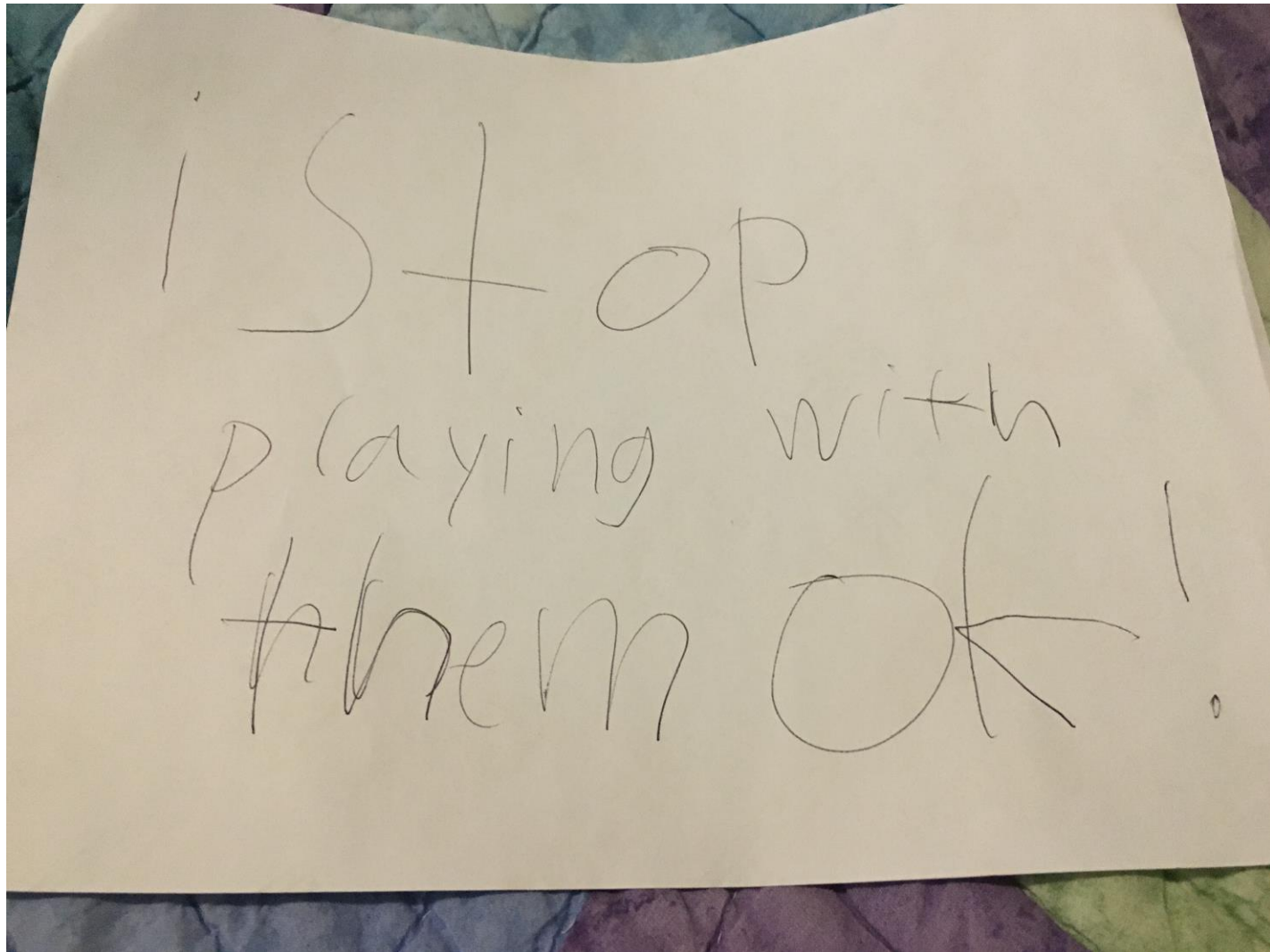
- “In English reading we...”
- “Oh look! You were thinking Spanish. In English...”
- Refer to students as bilinguals to all stakeholders.



“Oh look! You were thinking Spanish.
Check the word wall for how we spell
‘me’ in English.”

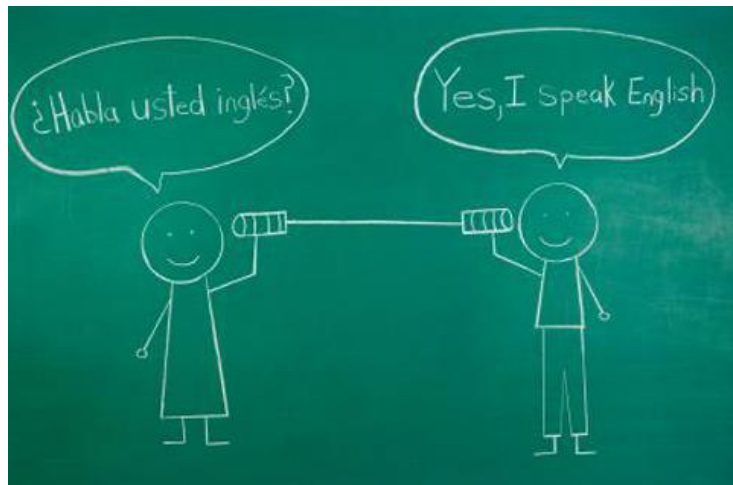


Mad Jax – Spanish just expresses things more clearly!



Little things that make a BIG difference

4. Use knowledge of one language to learn more about the other (contrastive analysis)



- Engage in Bridge transfers with your students.
- Use language standards to analyze similarities and differences between English and Spanish (morphology, phonology, syntax, and meaning)

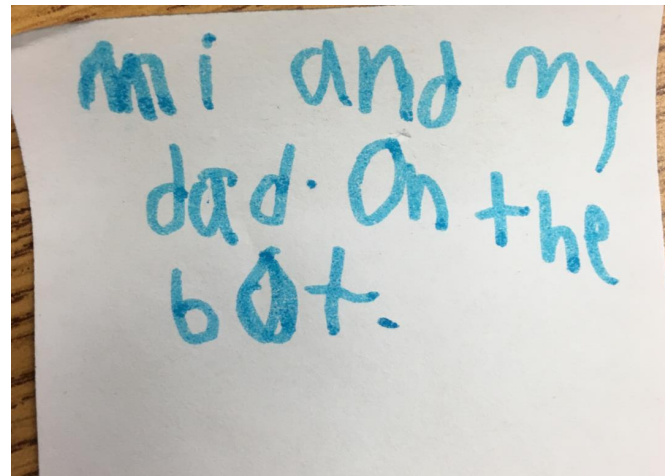
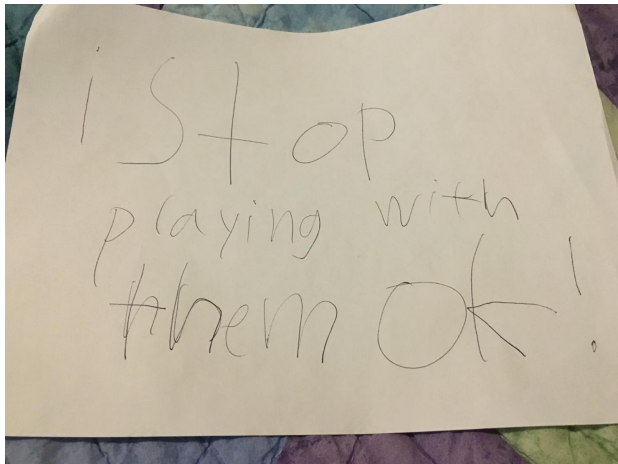


Little things that make a BIG difference

4. Use knowledge of one language to learn more about the other (contrastive analysis)

Premise 2: Students use **all of the languages** in their linguistic repertoire to develop literacy.

(p. 5)





Yo tengo un mejor
amigo. El nombre
de mi amigo es
Oliver! Oliver y
yo tengo muchos
stepovers y tengo
muchos playdayse



Cognates! If we can spell them in Spanish, we'll likely get pretty close to spelling them correctly in English!

Cognados/	Cognates
tórax	thorax
abdomen	abdomen
antenas	antennae
exoesqueleto	exoskeleton
compuestos	compound
insectos	insects
color	color
ciclo	cycle
temperatura	temperature
horas	hours
La Nevada	Nevada
Pizza	Pizza
Volumen	Volume
objetos	objects
elefante	elephant
flor	flower
mama	mammy
chocolate	Chocolate
Puntuación	Punctuation
animales	animals
vegetales	vegetables



Little things that make a BIG difference

5. Support Spanish literacy at home with Spanish literacy resources

- Encourage reading in BOTH languages at home, but let them know Spanish only is also acceptable.
- Send home books in both languages.
- Check local library for free online resources in both languages.
- Scholastic Book Clubs: Club Leo
- Host Dual Language Family Literacy Night – teach phonics games, etc., in Spanish. (OK, I know that one is not a

little thing, but it is effective!)



Did I mention??

**Teaching for biliteracy is NOT
the same as teaching for
monoliteracy!**



Oracy Before Literacy

Biliteracy strategies need to be applied to BOTH languages of instruction for effective biliteracy development.

We are **NOT** teaching 2 monolingual classrooms!

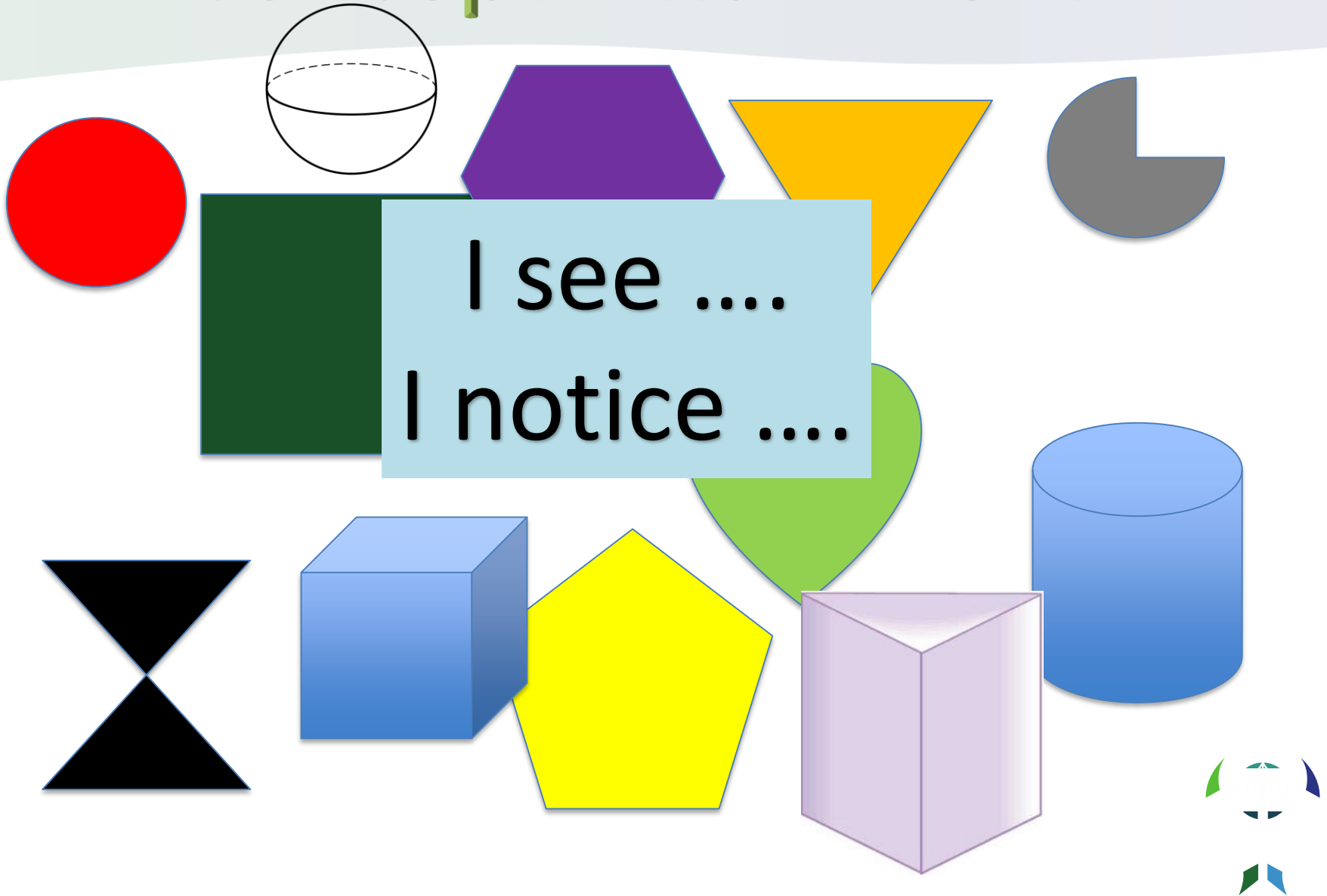


Biliteracy Strategies

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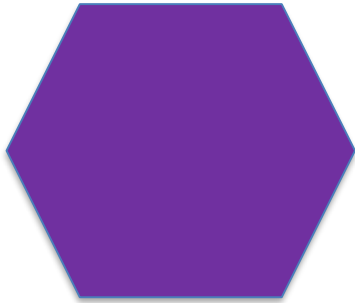
Concept Attainment



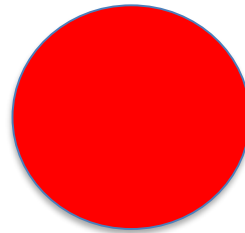
Total Physical Response

Geometry TPR

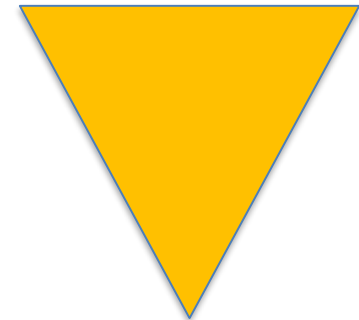
Polygons



Shapes



Polygons



Language Experience Approach

Read pages 57-59 on **Language Experience Approach**.

How could I take this Geometry Unit and involve an LEA?



Language Experience Approach

Geometry LEA

By 1st grade TWI 2016-2017

Geometry means shapes. Not all shapes are the same. Some shapes are 2D, which means they are flat. Some shapes are 3D, which means they are fat. Shapes have attributes, which help us describe the shapes. Defining attributes help us figure out what kind of shape they are, like the number of sides. Nondefining attributes can be true for any shape, like the color.

All polygons are shapes, but not all shapes are polygons. Polygons are 2D shapes with straight sides, closed corners, and at least 3 vertices. A triangle and a rectangle are polygons. A circle and the letter A are not polygons.

3D shapes have a base, either curved or flat surfaces, edges where surfaces come together, and faces that can represent 2D shapes. A cube and a pyramid are 3D shapes. You can hold them because they are fat.

There is so much to know about geometry! Read our books on how to make 2D and 3D shapes!



Language Experience Approach

In the math-based LEA, we took student-generated ideas related to the topic (brainstorm) then

- Organized (prewrite, draft)
- Combined ideas (revised)
- Added topic and closing sentences
- Added evidence
- Talked about punctuation (edited)
- Talked about paragraphing
- ...and so much more!



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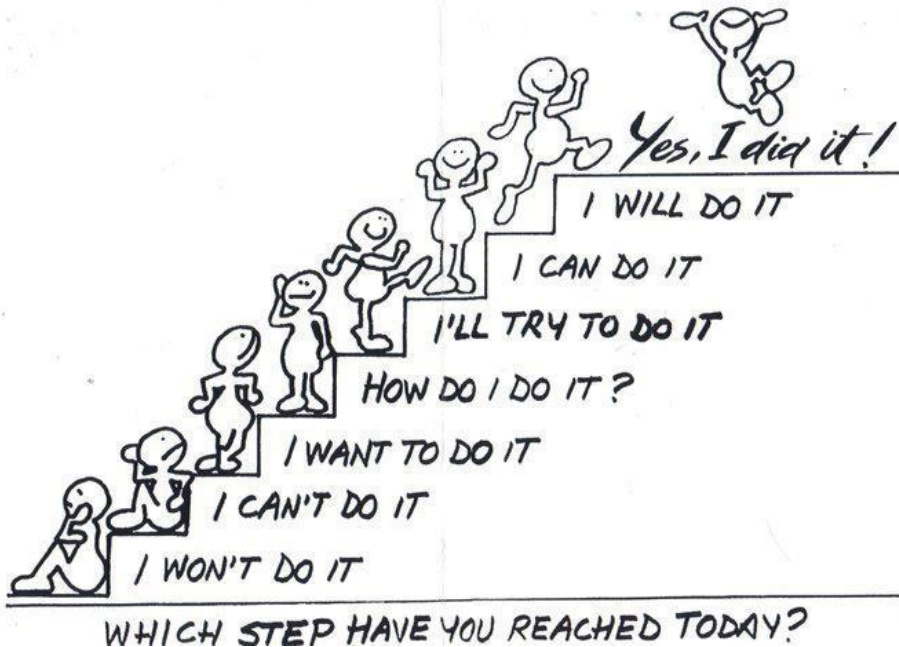
REFLECT



- What current practices do you use that support teaching for biliteracy?
- Are there any current practices, thoughts/ideas on instruction, or approaches that you foresee needing to shift (or let go completely) now that you are teaching for biliteracy?
- How do you feel?
- What is one new strategy that you can commit to using in your classroom that supports teaching for biliteracy?



THANK YOU!



Keep in mind that the shift is a **process**. You are never alone!

Please feel free to reach out with questions – or share your progress!

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