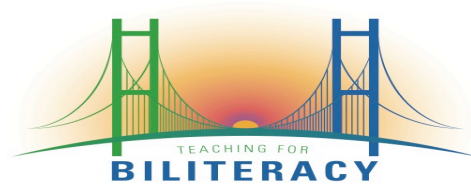


Teaching for Biliteracy Summer Institute

Thursday, June 27, 2019



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Mapping and BUF resources

- District or school to do list?
- Stakeholders?
- Resources on our website to support the work in the district...
- But before mapping...
 - Vision – who is the program for?
 - Pedagogy – what is literacy and biliteracy?



Before Mapping ...

- Daily literacy instruction in both languages
- Framework that supports integration of content and literacy
- One content, one language at each grade level
- Daily instruction in both languages
- At least 50% daily instruction in Spanish or Polish (K-5) – see day 1 handouts.



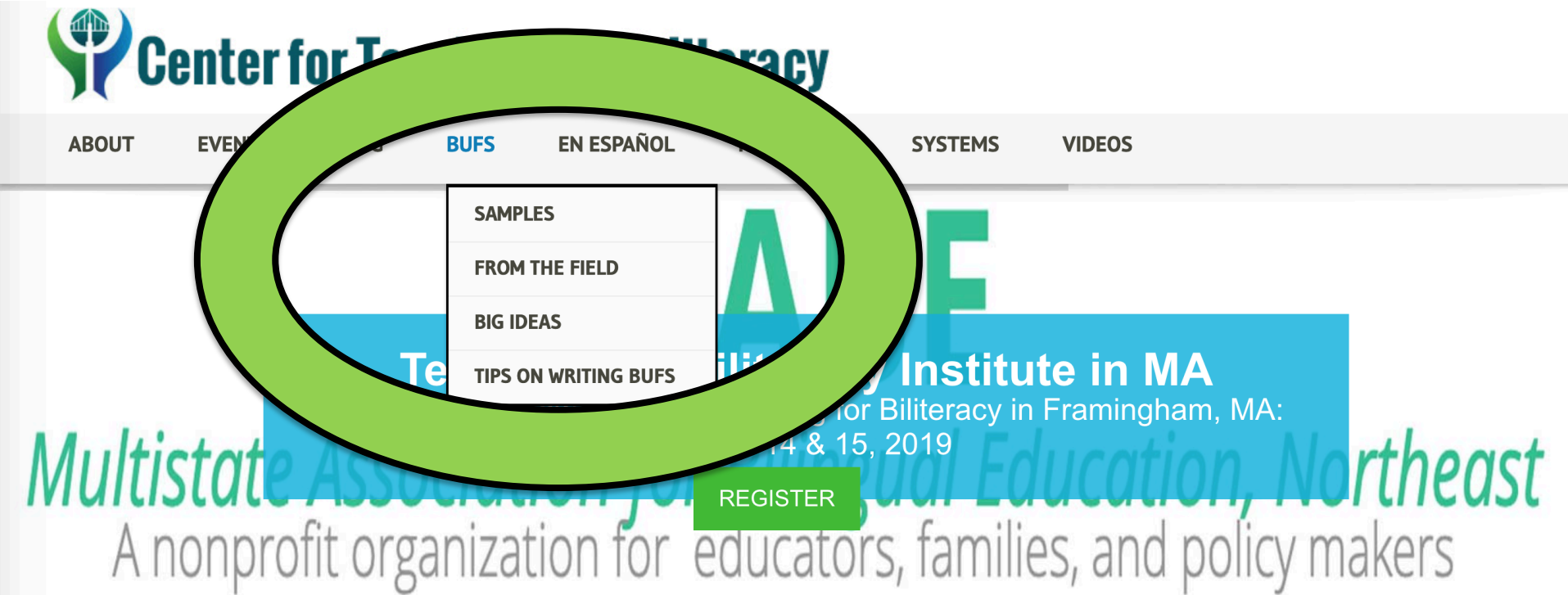
Before mapping resources...

- Language and contents options and schedules – click on **SYSTEMS**



Mapping and BUF resources

- Samples BUFs – Click on BUFs



The image is a screenshot of the Center for Technology and Literacy website. A large green oval with a black border highlights the 'BUFs' menu item in the navigation bar. The menu is open, showing four options: 'SAMPLES', 'FROM THE FIELD', 'BIG IDEAS', and 'TIPS ON WRITING BUFs'. The website header includes the logo and the text 'Center for Technology and Literacy'. The navigation bar contains links for 'ABOUT', 'EVENTS', 'BUFs', 'EN ESPAÑOL', 'SYSTEMS', and 'VIDEOS'. Below the navigation bar, there is a blue banner with the text 'Teaching Technology Institute in MA' and 'Center for Biliteracy in Framingham, MA: April 14 & 15, 2019'. A green 'REGISTER' button is visible. At the bottom, there is a green banner with the text 'Multistate Association for Professional Education, Northeast' and 'A nonprofit organization for educators, families, and policy makers'.

Center for Technology and Literacy

ABOUT EVENTS **BUFs** EN ESPAÑOL SYSTEMS VIDEOS

SAMPLES

FROM THE FIELD

BIG IDEAS

TIPS ON WRITING BUFs

Teaching Technology Institute in MA

Center for Biliteracy in Framingham, MA:
April 14 & 15, 2019

REGISTER

Multistate Association for Professional Education, Northeast

A nonprofit organization for educators, families, and policy makers



Teaching for Biliteracy Strategies

Oracy in Anticipation of Reading and Writing



AM Agenda – Thursday, June 28, 2018

***What Instructional practices support biliteracy
(strategies for oracy, reading, writing, and word
study in both languages)?***

- Oracy in anticipation of reading, writing, and word study

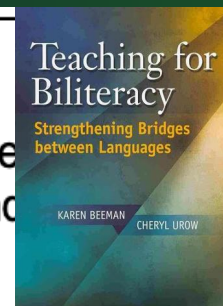
AM Breakouts - 10:15 a.m. – 12:30 p.m.

Salon A	Salon B	Salon C
Biliteracy Strategies 3 -5 – Patricia Núñez	Biliteracy Strategies - K-2 Olga Karwoski and Dana Hardt	Biliteracy Strategies Secondary Melody Wharton

PM – Thursday, June 28, 2018

What instructional and programmatic practices support biliteracy development?

Salon A	Salon B	Salon C
Biliteracy Assessment Practices – MTSS through a Biliteracy Lens	What the Bridge Looks Like: Focus on a Two-Teacher Model	Word Study in Spanish (La lectoescritura en español)
Crystal Ramos	Olga Karwoski and Dana Hardt	Karen Beeman



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

Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Writing – Chapter 8

Word Study and Fluency – Chapter 9

The Bridge - Chapter 10

Formative Assessment

Biliteracy Instruction – Language, Literacy, and Content – p. 3 of handout

- Work with a partner.
- Decide which key points you will focus on.
- Each of you will present one key point from your handout.
- You will write a summary of the key points on the handout.

Teaching for Biliteracy: Strengthening Bridges between Languages

Chapter and Key Point

Chapter 6, p. 78 –
Key Point 1

Chapter 7, p. 88 –
Key Points 1 & 2

Chapter 8, p. 99 –Key
Point 2

Chapter 9, p. 114, -
Key Points 1 & 2

All of these key points...

**Oracy and Background
Knowledge – Chapter 6**

Reading – Chapter 7

Writing – Chapter 8

**Word Study and Fluency –
Chapter 9**

What is teaching for biliteracy?



Biliteracy Instruction – Language, Literacy, and Content – p. 3 of handout

- Each partner, read and summarize the assigned key points

Strengthening Bridges between Languages	
Chapter and Key Point	Words, what this key point/these key points is...
Chapter 6, p. 78 – Key Point 1	Partner 1
Chapter 7, p. 88 – Key Points 1 & 2	
Chapter 8, p. 99 – Key Point 2	Partner 2
Chapter 9, p. 114, - Key Points 1 & 2	

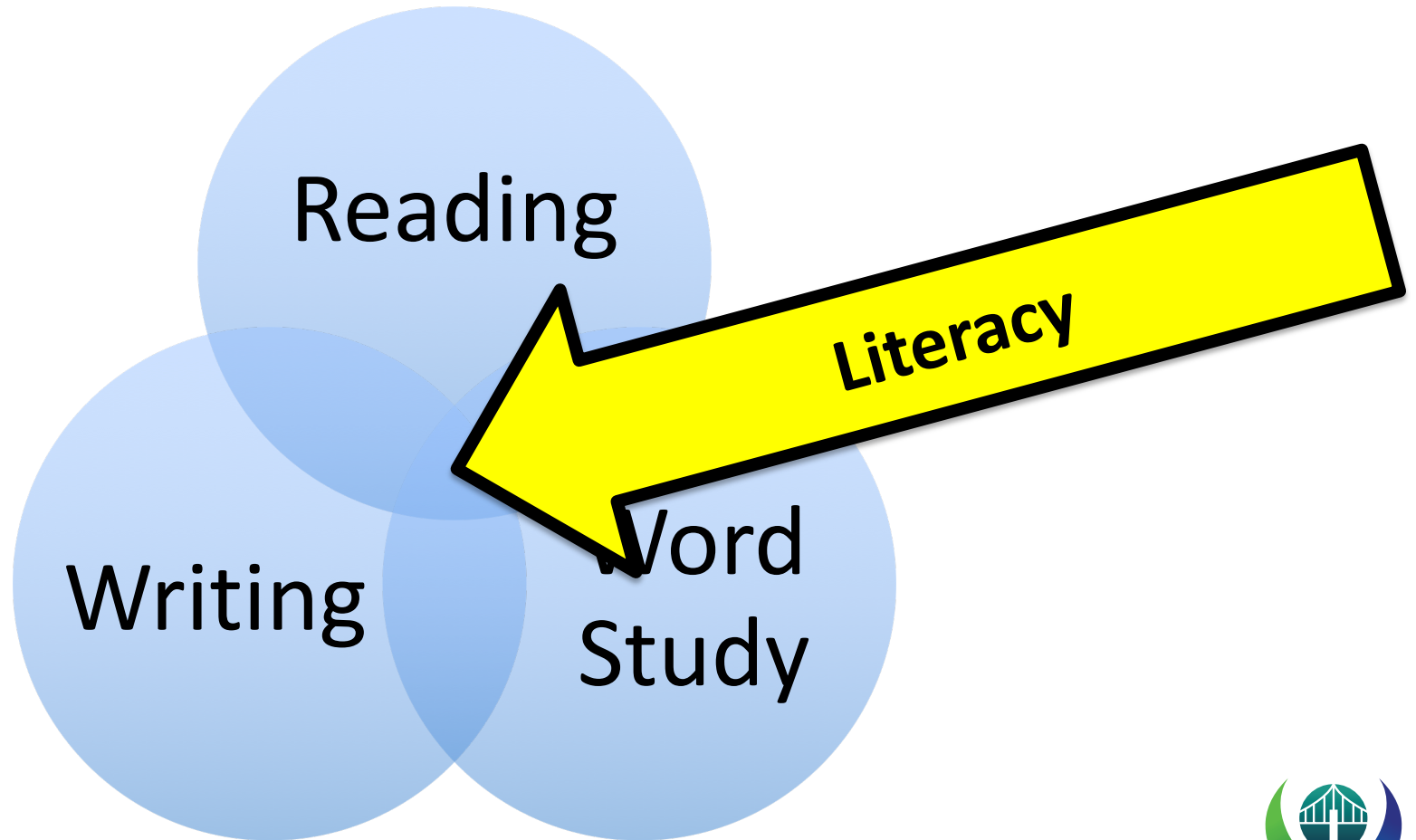
Be prepared to share the summary of your key points with your partner – what do all the key points have in common?

Biliteracy Instruction – Language, Literacy, and Content – p. 3 of handout

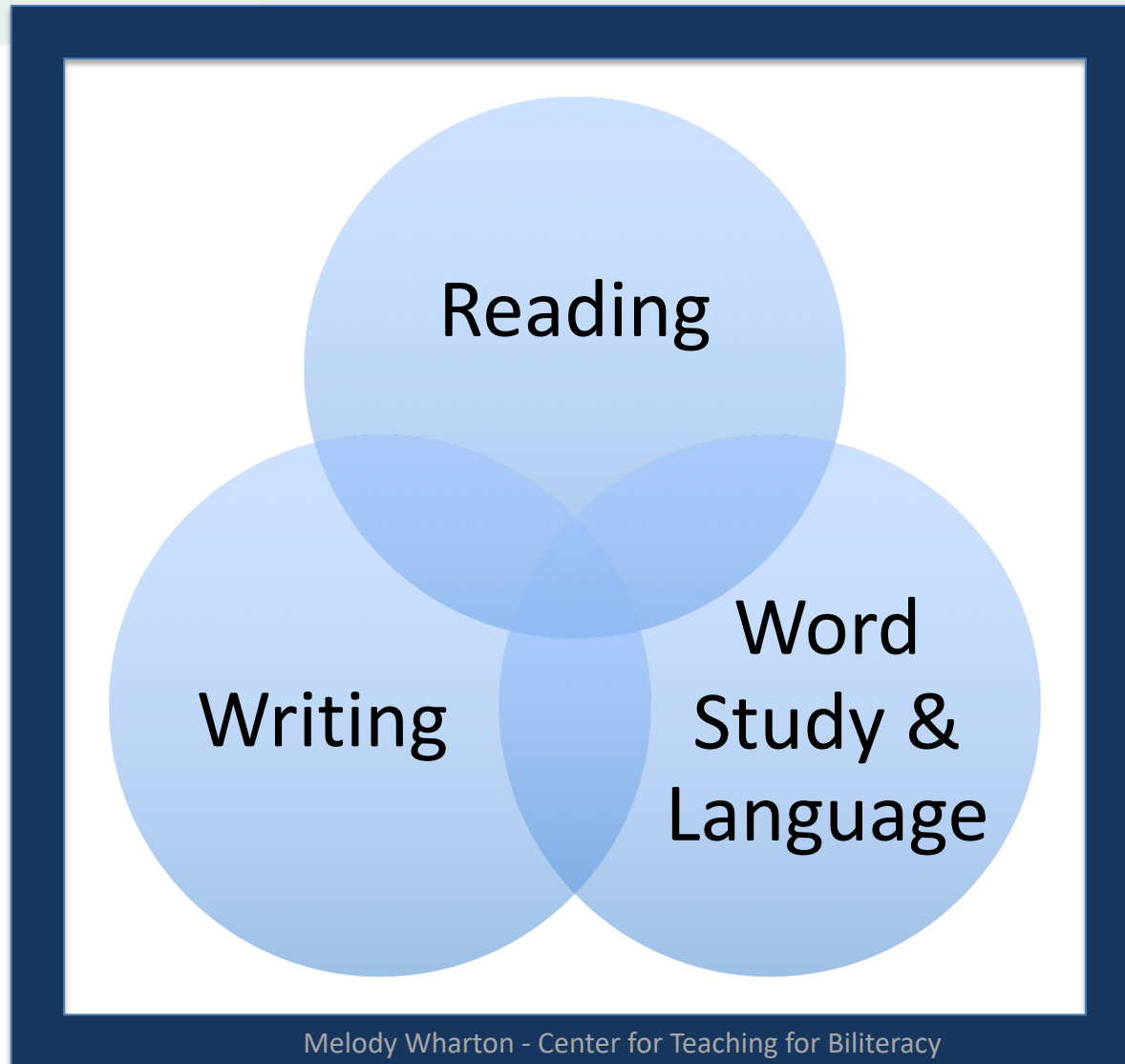
- What do the key points have in common?
- In biliteracy instruction reading, writing, and word study are **interconnected**.



Balanced Literacy and biliteracy



Biliteracy IS balanced Literacy



Context
for
Meaning
—
Content



Biliteracy Instruction – Language, Literacy, and Content

- What do the key points have in common?
- In biliteracy instruction reading, writing, and word study are **interconnected**.
- The focus of biliteracy instruction is **meaning** – meaningful listening and speaking (oracy), meaningful reading (comprehension), meaningful writing (comprehension), meaningful word study (comprehension)



Teaching for Biliteracy Strategies

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Teaching for
Biliteracy
Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

Teaching for Biliteracy is balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- 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)

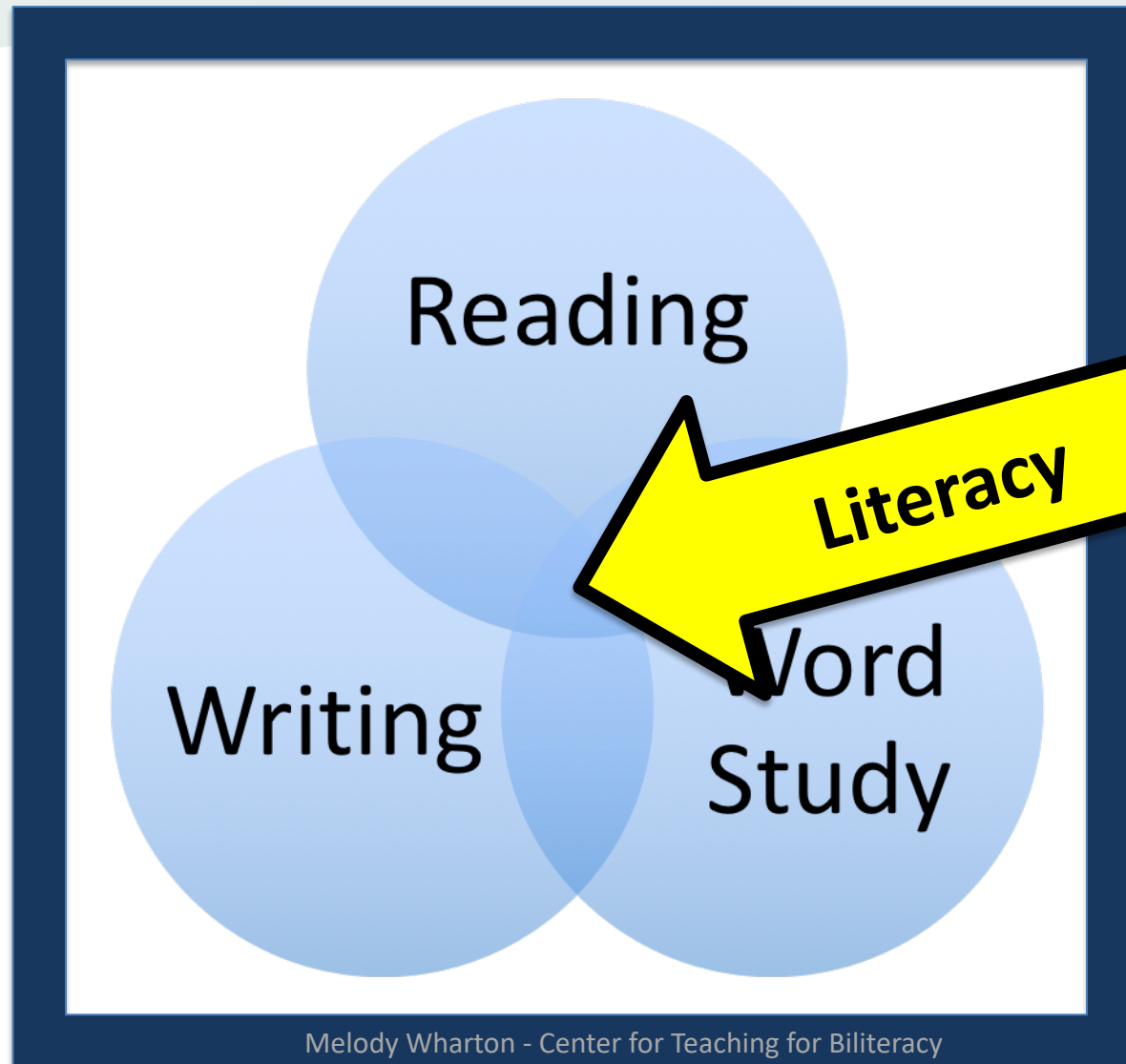


Balanced Literacy and biliteracy

Context
for
Meaning

-

From the
content
areas



Melody Wharton - Center for Teaching for Biliteracy



Teaching for Biliteracy is balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- 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.



Monoliteracy Schedule

8:00-8:15	Welcome - Attendance
8:15-8:30	WW Mini-Lesson
8:30 – 9:15	WW Independent Writing
9:15 – 9:30	WW Closure
9:30 – 9:45	WW Shared Writing
9:45-10:00	Read Aloud
10:00-10:30	Guided Reading
10:30-11:00	Phonics – Word study



Teaching for Biliteracy

11:00 – 11:45	Lunch & Recess
11:45 – 12:45	Specials
12:45-1:45	Math
1:45 – 2:30	Social Studies
2:30 – 2:45	Science
2:45– 3:15	WW Independent Writing
3:15 – 3:30	WW Closure
3:30 – 3:45	WW Shared Writing
3:45-4:15	Guided Reading

Just as bilinguals are NOT two monolinguals in one person...

...Teaching for Biliteracy is NOT teaching two monoliteracies.



Balanced literacy in biliteracy?



Balanced literacy in biliteracy?

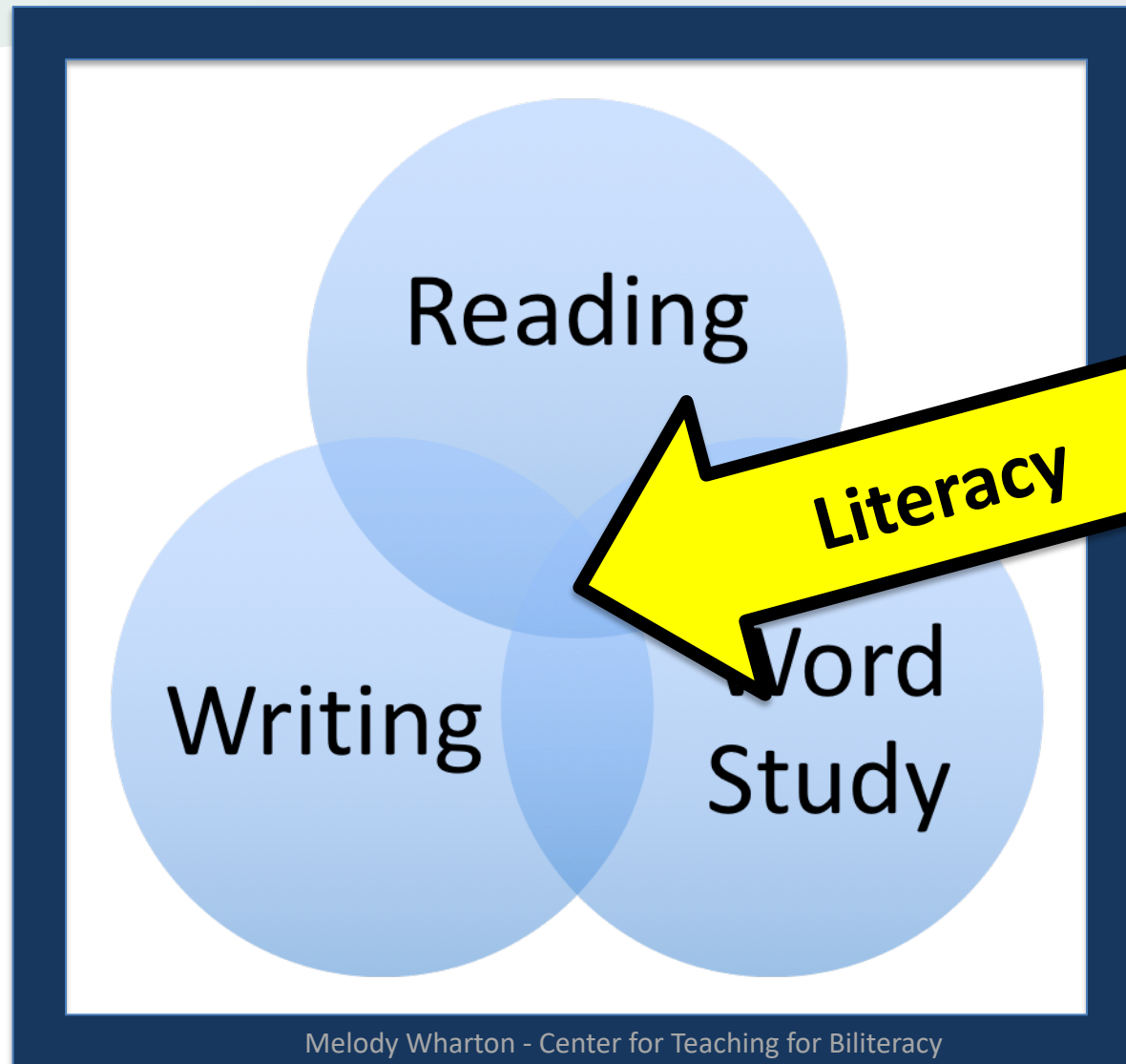


Balanced Literacy and biliteracy

Context
for
Meaning

-

From the
content
areas



Melody Wharton - Center for Teaching for Biliteracy



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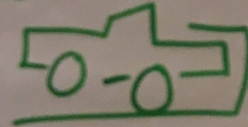
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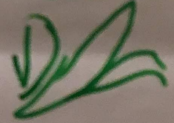
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Regionalismos

el niño - el güila - el patojo 

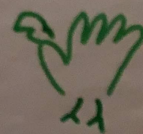
parquear - estacionar - aparcar



el cambur - el plátano - el banano
la banana 

el pavo - el chompipe

el guajolote



Biliteracy Instruction – Language, Literacy, and Content – even with older students



With hocked gems financing him, our hero defied all scornful laughter that tried to prevent his scheme. “Your eyes deceive you,” he said. “An egg, not a table, correctly typifies this unexplored planet.”

Now three sturdy sisters sought proof, forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, welcome winged creatures appeared, signifying momentous success.

Effective oracy building strategies for the beginning of biliteracy units of study

- Strategies can and should be used together. Which did I use?
- Adapted Readers' Theater with pictures— p. 81
- Word Sort — p. 83
- What do oracy building strategies do?



Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Promote student-student interaction
- Encourage active **and meaningful** participation of **all** students
- Structure the oral interaction between and among students
- Provide students with a structures in which to experience new concepts and practice new academic **language in the language of instruction**



Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Prepare students for literacy **instruction**.
- **Ensure** all students (Carmen, Paulo, Lucía, Hannah, and others) **are able to** participate
- Respect the language the students bring into the classroom
- Model and teach formal **language**
- Reduce teacher talk and increase student talk and student movement.



Oracy and background knowledge

- Advocacy
- What are the benefits of planning and implementing oracy building strategies in anticipation of content and literacy instruction?
- What are the challenges?



Oracy and background knowledge

- Advocacy – Let's practice...
- For younger students (K-2)
 - The students need to learn to decode first. We will work on comprehension later.
- For older students (3-12)
 - The students need to learn to grapple with text.



AM Agenda – Thursday, June 28, 2018

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Let's take a break.
We will reconvene in the
breakout rooms.

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