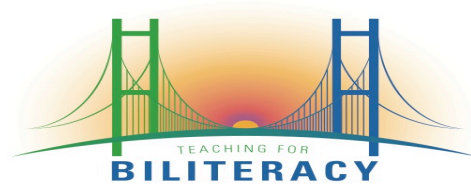


Teaching for Biliteracy Summer Institute

Tuesday, June 25, 2019

Welcome back!



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

AM Agenda - Tuesday, June 26, 2018

What does a BUF (Biliteracy Unit Framework of instruction) look and feel like?

- Review and share experiences from the sample instruction with Melody & Crystal, Olga & Dana, and Patricia.

What guides planning and decision-making for biliteracy?

- Two perspectives of language ability
- Premises for Teaching for Biliteracy

Who is involved in biliteracy?

- Students and Teachers: A Multilingual Perspective

Tuesday Afternoon Breakout Sessions

Salón A	Salón B	Salón C
Program Design: Vision, Language and Content Allocation and Pedagogy Cheryl Urow	Developing Multicultural Competence Patricia Núñez	How I Fit In: Implementing a Multilingual Perspective as a Monolingual English Teacher Dana Hardt

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



What does a BUF (Biliteracy Unit Framework of instruction) look and feel like?

Review and share experiences
from the sample instruction
from yesterday afternoon

Biliteracy Instruction in Dual Language and Transitional Bilingual Programs focuses on developing:

**Language
Literacy
Content**



Second Edition Updated BUF – p. 22 of MONDAY’s handouts

- Spanish Language Arts Standards - Spanish Language Development Standards - English Language Arts Standards - English Language Development Standards	- Language Arts Big Ideas/Understandings - Content Targets - Language Targets - Summative Assessment	
Building Oracy and Background Knowledge Academic Language and experiences needed for the unit		
Reading Comprehension Strategies and elements of balanced literacy	Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Writing Strategies and elements of balanced literacy		
Word Study and Fluency Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Second Edition Updated BUF – p. 22 of MONDAY’s handouts

- Spanish Language Arts Standards - Spanish Language Development Standards - English Language Arts Standards - English Language Development Standards	- Language Arts Big Ideas/Understandings - Content Targets - Language Targets - Summative Assessment	Formative Assessment
Building Oracy and Background Knowledge - Academic Language and experiences needed for the unit		
Reading Comprehension Strategies and elements of balanced literacy	Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Writing Strategies and elements of balanced literacy		
Word Study and Fluency Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	

Biliteracy Daily Schedule

p. 19 - 21 of MONDAY's handouts

Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English –K

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	SPANISH
10:30-11:00 a.m.	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	ENGLISH



		Language
7:20 a.m.	Dialogue Journals – See p.106-7, <i>Teacher's Guide to Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	SPANISH
10:30 – 11:00 a.m.	SSR – See pp.95-97, <i>Teacher's Guide to Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.		
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	ENGLISH

its



Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English K-5

Time	Subject	Language
8:00 – 8:45	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
9:20 – 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 – 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Language Arts	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

NOTE: The literacy routines included in this schedule are examples. Districts should



Networking

When I ring the bell, please stand up with your BUF handout and find someone you don't know, at a different table.

- Introduce yourselves.
- Tell your new partner:

My biggest takeaway from the sample biliteracy instruction was...



My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.



Unit Theme:

- Content Area Standards
 - Spanish Language Arts Standards
 - English Language Arts Standards
 - English Language Development Standards
- Content Area Big Ideas/Understandings

Language Arts Big Ideas/Understandings

Language Arts Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Elements of balanced literacy

Content Area Instruction

- Inquiry
- Experiments
- Experiences

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer
Illustration
Side by Side or
Así se dice

Bridge – Transfer -
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis
While the teacher plans a specific
metalinguistic teaching point in
advance of the Bridge, the teacher also
accepts and highlights other areas of
metalinguistics noticed by the students.

My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.
 - Quickly read through the oracy part of your BUF handout
 - As I read through the strategies, raise your hand if the strategy is mentioned in the unit you observed:



My biggest takeaway from the sample biliteracy instruction was...

Oracy building strategies:

- **Total Physical Response (TPR)**
- **Sentence Prompts**
- **Word Sort**
- **Fishbowl**
- **Adapted Readers' Theater (ART)**
- **Partner work**
- **Concept Attainment**



Unit Theme:

- While engaging in oracy building, students were**
- talking to each other – NOT just to the teacher**
 - moving through gradual release of responsibility (I do, we do, you do)**
 - using a lot of language**
 - staying in the language of instruction**
 - learning new vocabulary within a comprehensible context and in complete sentences**
 - engaging in multiple oracy building strategies over several days**

Biliteracy Instruction Reflects the Biliteracy Guidelines

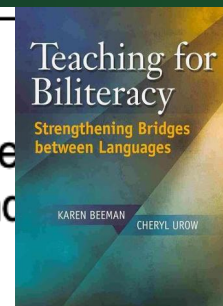
- All students receive **literacy instruction in both languages every day**, beginning at entry into the program. Each language arts class focuses on **different** standards – NOT the same theme, standards or stories ever.
- Students are **together for differentiated**, but not separate, **instruction**.
- Content (Science, SS and Math) is taught in **one language only at each grade level**. This is called content allocation.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



Biliteracy Instruction in Dual Language and Transitional Bilingual Programs focuses on developing:

**Language
Literacy
Content**





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

Levantamos
la mano



We
raise our
hand

las vocales a e i o u the vowels

Caminamos
en fila



We walk
in a straight
line

la biblioteca



the
library

leemos
cáladitos



We read
quietly

Para formar las
oraciones

to form
sentences



levantamos
salón
filín
biblioteca

lunchroom
walk
library
talk

pasillo
calladitos

hallway
fall
wall
fall
hello



puntos de
entrambamiento

jalar

la fricción

empujar

Contra la gravedad

Con la gravedad
mucho fuerza

poca fuerza

Points of Contact

to pull
the friction

to push

against gravity

with gravity
a lot of force

a little force



-ción

fricción

Contracción

-tion

friction

contraction

-dad

gravedad

ciudad

actividad

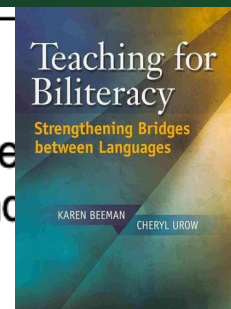
-ty

gravity

city

activity





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 Comprehension

Content Area Instruction

For

One thing I learned about the Bridge was...

Summative Assessment

Bridge
Illustr
Side
Así s

The Bridge - Chapter 10

Assessment
Also
f
nts.

Networking and reflecting:

One thing I learned about the Bridge was...

- It comes at the end of a robust, integrated unit of instruction
- It is not used to **ensure** understanding of content, but rather comes **after** understanding of content
- Is about language
- It has two separate elements – transfer and contrastive analysis
- It happens over several days
- The students are active participants
- The Bridge goes both ways

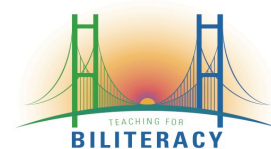


What guides planning and decision-making for biliteracy?

- Two perspectives of language ability
- Premises for Teaching for Biliteracy

Decision-making and planning for biliteracy

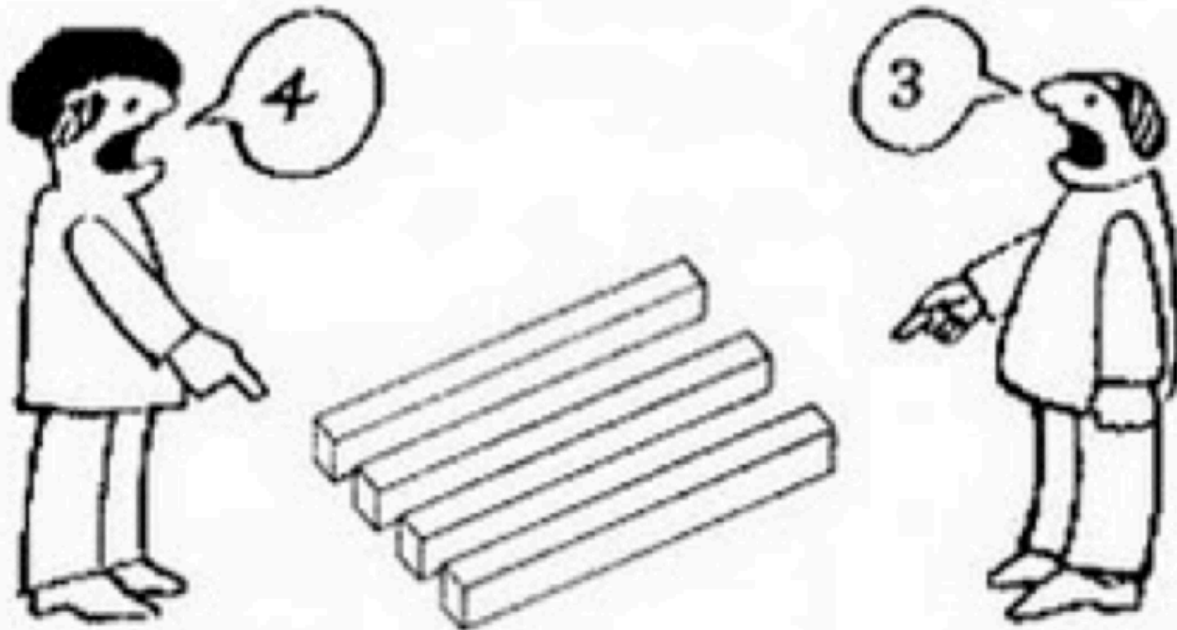
- How do I...
- What about...
- In our district we have to...
- How can I use...



Multilingual Mindset Planning for Biliteracy



Making Decisions Using a Multilingual Mindset: Planning for Biliteracy



Monolingual Perspective	Multilingual Perspective

Monolingual Perspective

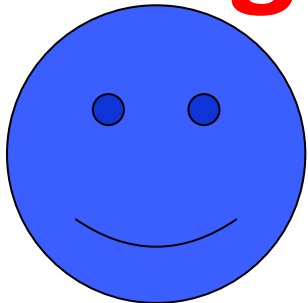
All students have an L1 or dominant language. They are either English dominant, Spanish dominant, Polish dominant, or dominant in another language.

What is the student's L1 or dominant language?

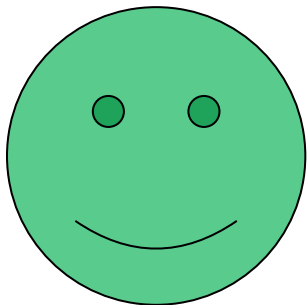
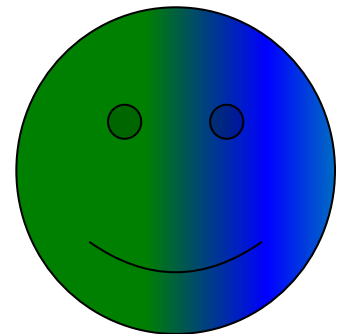
Multilingual Perspective

Different Paths to a Bilingual Identity

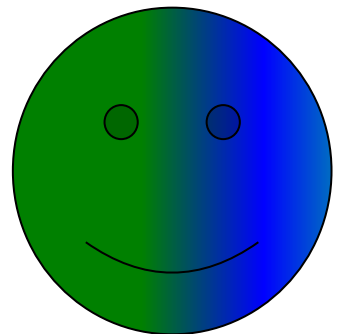
- Some students are **sequential bilinguals**.



Sequential bilingual

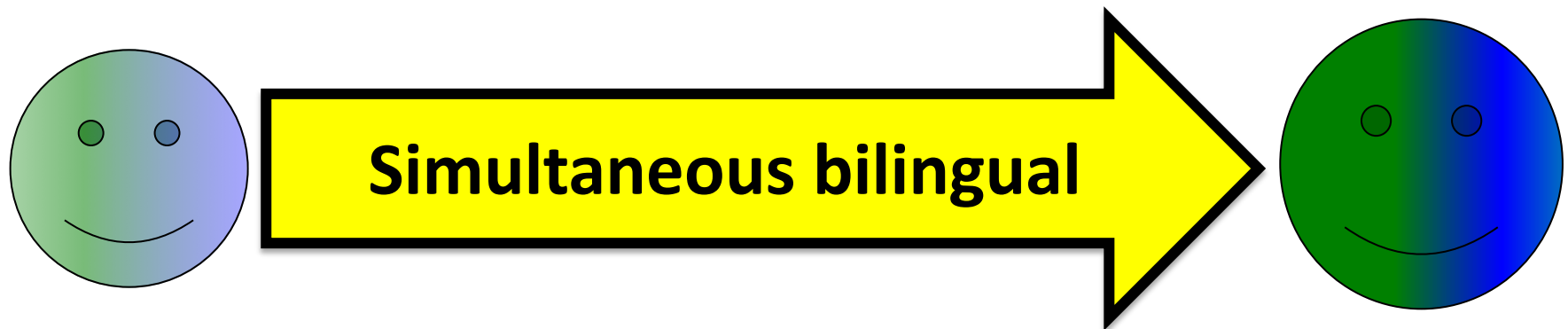


Sequential bilingual



Different Paths to a Bilingual Identity

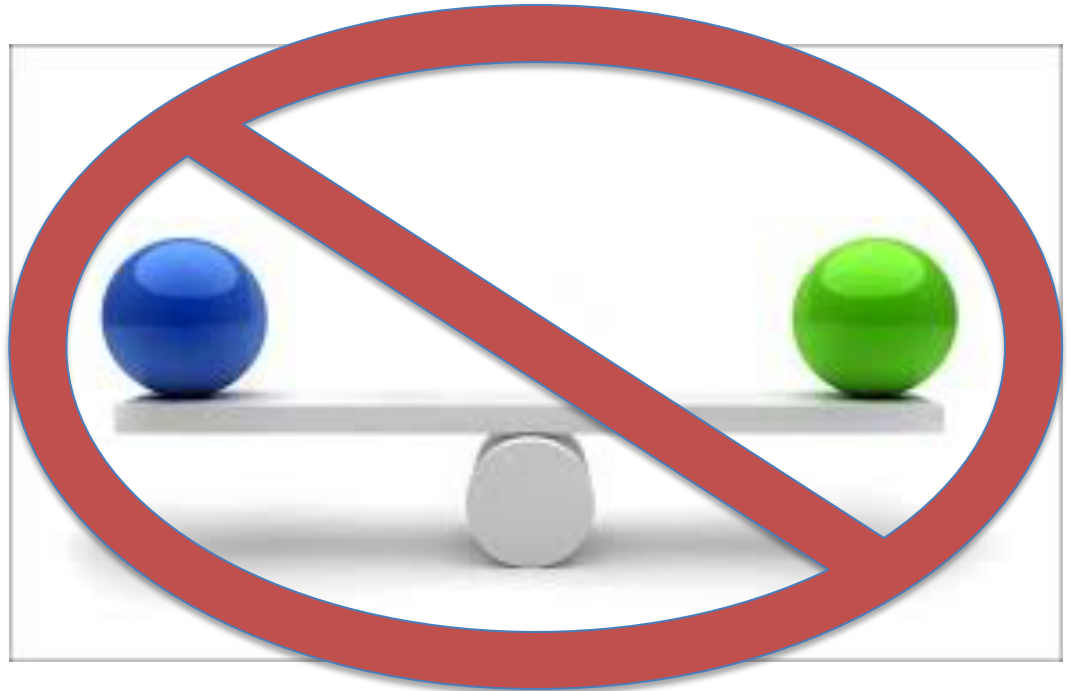
- Some students are **sequential bilinguals**.
- Other students – the majority of ELLs - are **simultaneous bilinguals**.



Bilingual Identity – **Simultaneous bilingual doesn't** **necessarily mean balanced bilingual.**



=



Bilingual Identity

“...hay que reconocer primero que el bilingüismo balanceado es un concepto casi imposible ya que muy, muy rara vez se alcanza.”



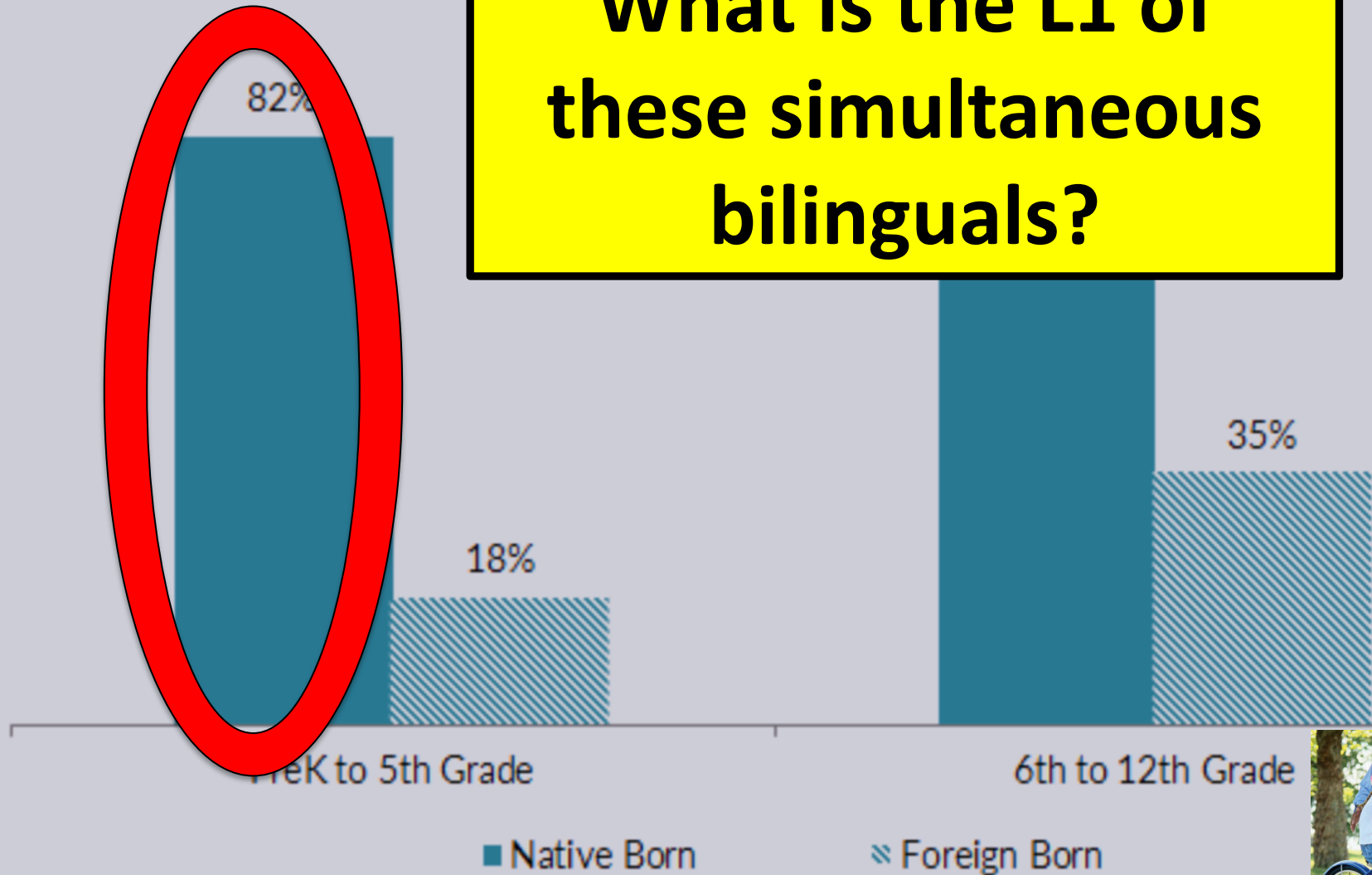
Simultaneous Bilinguals –

English Language Learners in the US

- In 2009 - 75% of students who qualified as ELLs in PreK through 5th grade in the US were born here (Education Week, 2009).
- In 2015, that percentage grew to 82%.

What is the L1 of these simultaneous bilinguals?

Figure 7. Share of EL Students by Grade and Birth Status



Note: The figure refers to English Learner (EL) students, ages 5 to 17, enrolled in school by grade.
Source: MPI tabulation of data from the U.S. Census Bureau 2015 ACS.

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Bilingual Identity

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

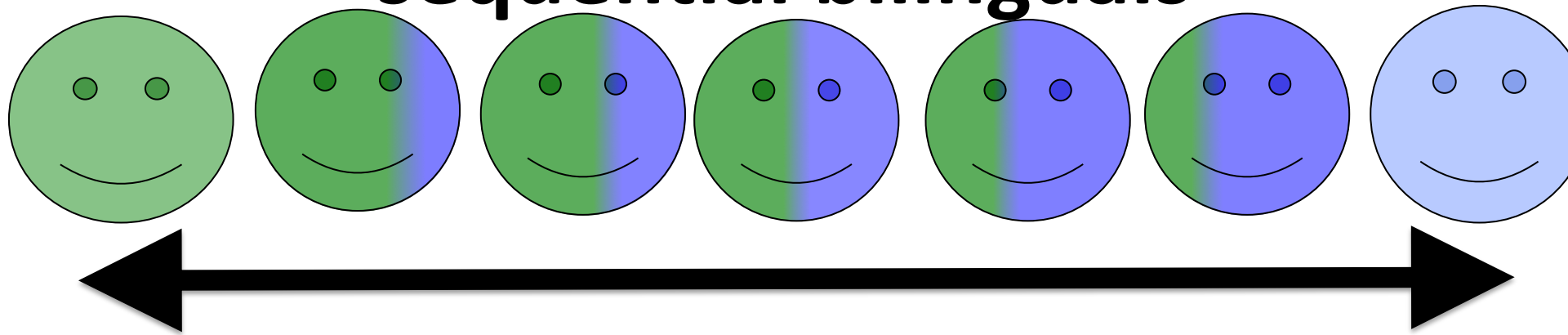
- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



Bilingual Identity

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

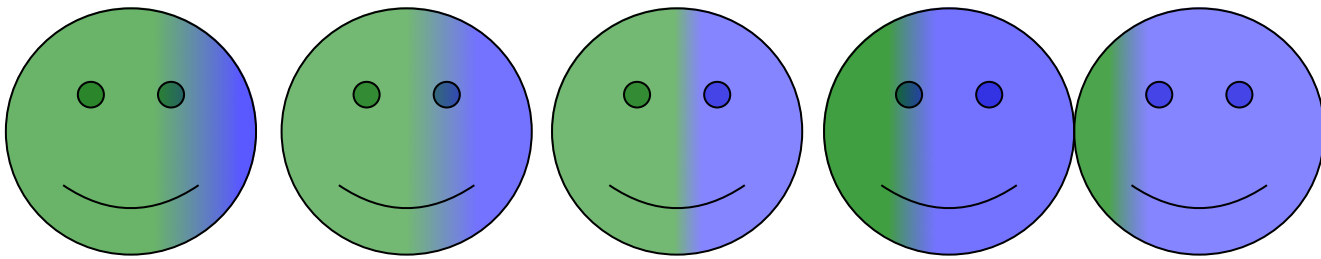
While some students enter our schools as monolinguals and become sequential bilinguals



**Other students
– the majority of ELLs –
enter as developing bilinguals and are
simultaneous bilinguals**

How do developing bilinguals use
their **linguistic repertoire**?

Developing bilinguals make
linguistic approximations



Developing bilinguals make linguistic approximations

- Maestra, el me puchó.
- El perro estaba barqueando toda la noche.
- Maestra, I am planching!



Students as Developing Bilinguals

“El concepto del **semilingüismo** ha sido fuertemente criticado y rechazado (Skutnabb-Kangas 1981; MacSwan 2000) en parte porque muchas de las pruebas lingüísticas utilizadas para sustentarlo no identifican la naturaleza bilingüe del niño. **Es decir, se mide al niño bilingüe con sus coetáneos monolingües.**”

Escobar y Potowski, 2015

Monolingual Perspective

Multilingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

What goes here?
What is the multilingual response to this monolingual statement?

What is the student's L1 or dominant language?

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

Multilingual Perspective

All students have an L1.

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, Polish dominant, or dominant in another language.

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism.

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

What is the student's L1 or dominant language?

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. **All students become developing bilinguals as they engage in biliteracy.**

What is the multilingual perspective question?

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

What is the student's L1 or dominant language?

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. **All students become developing bilinguals as they engage in biliteracy.**

How does the student use their full linguistic repertoire?

How is language used in their communities?

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

When students make linguistic approximations (puchar; planching) it is a sign of confusion or that they have gaps in their language development.

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in biliteracy.

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Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in biliteracy.

Students are expected to use language like **developing bilinguals. Instruction anticipates and prepares for linguistic approximations.**

Developing bilinguals make linguistic approximations

to push	puchar	empujar
ironing	planching	planchando
farmer	farmero	granjero finquero



Casa

puchar
tochar
onde
~~al~~omache
Picar
caché
6 Muncho

Escuela

empujar
tocar
donde
almuerzo
~~escoger~~
a garé
mucho

Crystal Ramos, Kennewick, WA

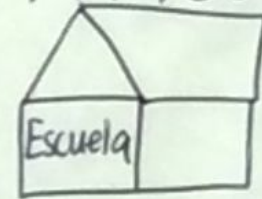


informal



rayar
muñcho
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Crystal Ramos, Kennewick, WA

Monolingual Perspective

What is the student's L1 or dominant language?

When students make linguistic approximations (puchar; planching) it is a

In which language should the student receive: guided reading, Writer's Workshop, intervention high stakes tests,...?

Multilingual Perspective

How does the student use their full linguistic repertoire?
How is language used in their communities?

Students are expected to use language like **developing bilinguals**

What is the question that is asked from the multilingual perspective?

Monolingual Perspective

What is the student's L1 or dominant language?

When students make linguistic approximations (puchar; planching) it is a

In which language should the student receive: guided reading, Writer's Workshop, intervention, high stakes tests,...

How does the student use their full linguistic repertoire?
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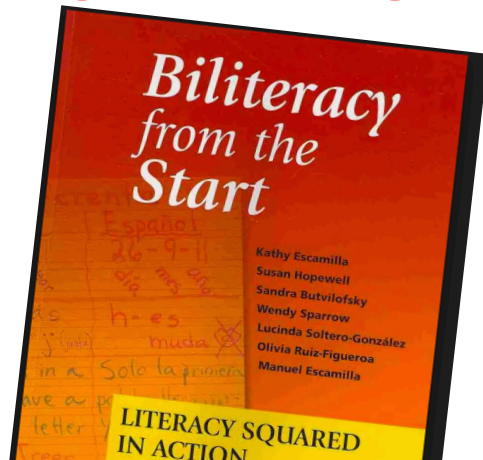
Students are expected to use language like **developing bilinguals**

What **BILITERACY** strategies are we using to support student development in and across BOTH languages?

Multilingual Perspective

“Focusing on **biliteracy** development shifts the debate from language of instruction to the **quality** of of instruction.”

Escamilla, 2014



Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

When students make linguistic approximations (puchar; planching;) it is a sign of confusion or that they have gaps in their language development.

Biliteracy programs follow the same daily schedules, use the same units of instruction, and follow the same curriculum scope and sequence as monoliteracy.

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in biliteracy.

Students are expected to use language like developing bilinguals. Instruction anticipates

**What goes here?
What is the
multilingual response
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statement?**

Monolingual Perspective

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Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in biliteracy.

Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.

Because the goal of teaching for biliteracy is different than the goal of teaching for monoliteracy, schedules, units of instruction, and curriculum scope and sequence look different.

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in another language.

When students make linguistic approximations (puchar; planching;) it is a sign of confusion or that they have gaps in their language development.

Biliteracy programs follow the same daily schedules, use the same units of instruction, and follow the same curriculum scope and sequence as monoliteracy.

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in biliteracy.

Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.

Biliteracy programs develop biliteracy schedules, biliteracy units of instruction and standards-based biliteracy curriculum maps.

Monolingual Perspective

What is the student's L1 or dominant language?

In which language should the student receive: guided reading, Writer's Workshop, intervention, high stakes tests,...?

How can we make sure that students in biliteracy keep up with their monolingual peers?

Multilingual Perspective

How does the student use their full linguistic repertoire? How is language used in their communities?

What BILITERACY strategies are we using to support student development in and across BOTH languages?

What is the question that is asked from the multilingual perspective?

Aa Bb Cc Dd Ee Ff Gg
Rr Ss Tt

Mm Nn Oo Pp Qq
Yy Zz

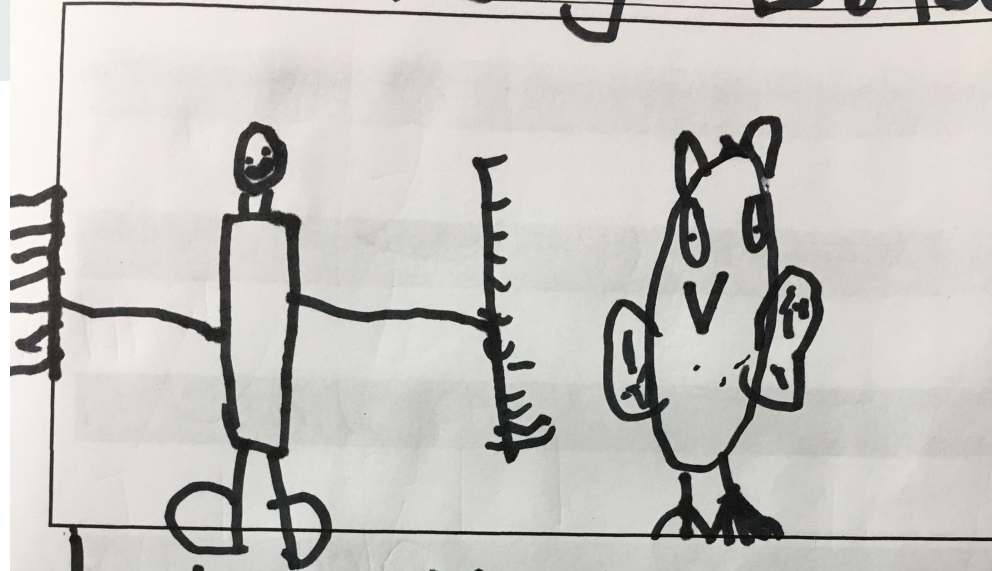


I play soccer and I play
the fly girls. And I almost broke
my leg. Scramam tript mi
dey put dr leg dey tript
mi. And I lost the ball and.

- ☐ Sentences start with a capital letter.
- ☐ Sentences end with punctuation: . ! ?
- ☐ Words are spelled correctly.



Totoy Lola



Lola y Yo Nos

thivertimos

mucho en casa



Monolingual Perspective

What is the student's L1 or dominant language?

In which language should the student receive: guided reading, Writer's Workshop, intervention, high stakes tests,...

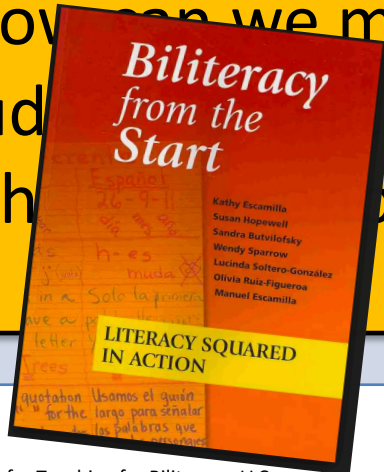
Multilingual Perspective

How does the student use their full linguistic repertoire?
How is language used in their communities?

What BILITERACY strategies are we using to support student development in and across BOTH languages?

How can we make sure the student is on a trajectory to biliteracy development?

How can we make sure biliteracy students are on a trajectory to biliteracy? How are we measuring biliteracy development?



Monolingual Perspective

What is the student's L1 or dominant language?

In which language should the student receive: guided reading, Writer's Workshop, interventions, high stakes tests,...?

How can we make sure the students in biliteracy keep up with their monolingual peers?

Multilingual Perspective

How does the student use their full linguistic repertoire?
How is language used in their communities?

What BILITERACY strategies are we using to support student development in and across BOTH languages?

How can we make sure biliteracy students are on a trajectory to biliteracy? How are we measuring biliteracy development?

Monolingual Perspective

All students have an L1 or dominant language. They are either English dominant, Spanish dominant, French dominant, or dominant in _____.

Multilingual Perspective

All students have an L1. For many students, their L1 is bilingualism. All students become developing bilinguals as they engage in

When students
approximate
sign of con
their lang

language like
tion anticipates
proximations.

Biliteracy
the same
use the
instruc
same c
sequence as monoliteracy.

Curriculum Framework for Biliteracy

Do you have to be bilingual to employ a biliteracy mindset?

Monolingual Perspective

All students have an L1 or

dominant language. The

either

dominant

dominant

When

approach

planned

confusion

in the

Biliteracy

same daily schedules, use the

same units of instruction, and

follow the same curriculum scope

and sequence as monoliteracy.

Multilingual Perspective

All students have an L1. For many

students, this is L1 bilingualism.

developing

age in

to use

ing bilinguals.

and

teracy

schedules, biliteracy units of

instruction and TEKS-based

biliteracy curriculum maps.

**You do NOT have to be bilingual
to employ biliteracy mindset....
But you must have the mindset
in order to plan for and
successfully implement
biliteracy**

Monolingual Perspective

Multilingual Perspective

The one thing I would like to share about the multilingual mindset when I am back in my district is...

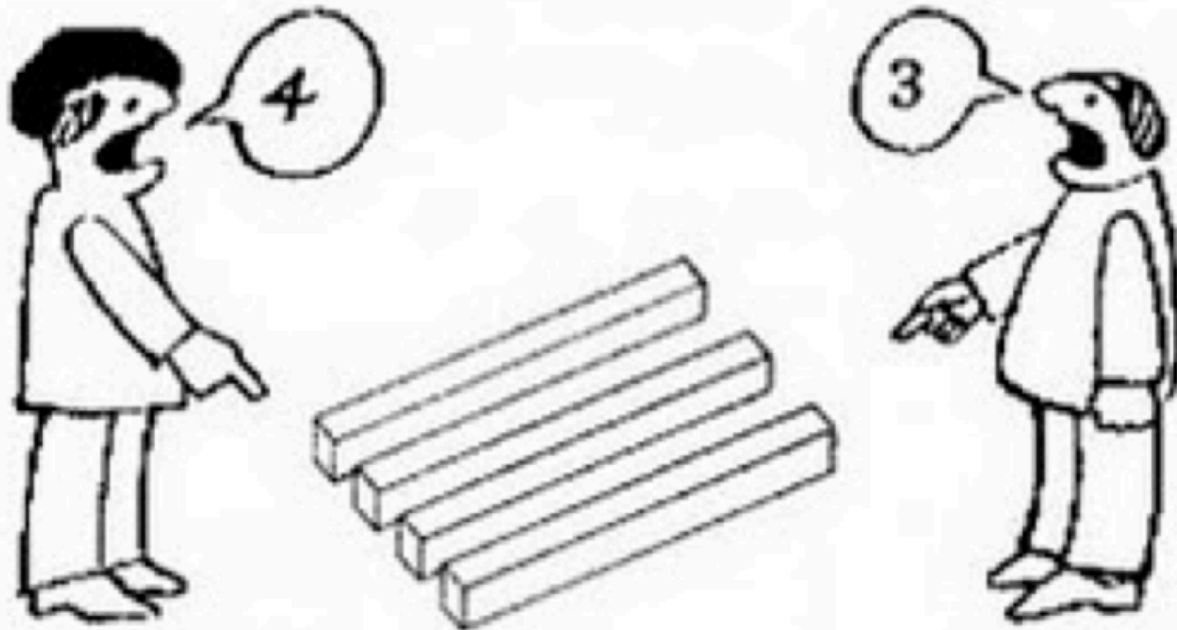
When students make linguistic approximations (puchar; planching;) it is a sign of confusion or that they have gaps in their language development.

Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.

Biliteracy programs follow the same daily schedules, use the same units of instruction, and follow the same curriculum scope and sequence as monoliteracy.

Because the goal of teaching for biliteracy is different than the goal of teaching for monoliteracy, schedules, units of instruction, and curriculum scope and sequence look different. Programs develop biliteracy schedules, biliteracy units of instruction and standards-based biliteracy curriculum maps.

Making Decisions Using a Multilingual Mindset: Planning for Biliteracy



The Three Sociolinguistic Premises for Teaching for Biliteracy - p. 5 of book

1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.
2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.
3. Spanish and English are governed by distinct linguistic rules and cultural norms.

