

Balanced Literacy and Biliteracy



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**Teaching for Biliteracy:
Strengthening Bridges Between Languages**
3-Day Summer Institute
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Handouts

A Publication of Dual Language Education of New Mexico



Soleado

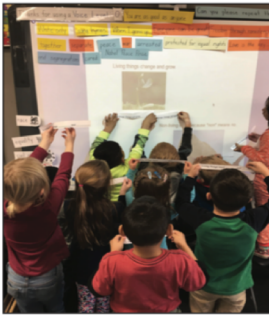
Promising Practices from the Field

Spring 2019

Balanced Literacy and Biliteracy: How do Writer's Workshop and other Balanced Literacy Routines Fit Into Biliteracy Instruction?

by Cheryl Urow, Karen Beeman, Melody Wharton, Olga Karwoski, Patricia Núñez, and Dana Hardt, with special thanks to Susan Pryor—
Center for Teaching for Biliteracy

It is well established in monolingual, general education, that balanced literacy, writer's workshop, guided reading, and other literacy routines are effective ways of organizing and planning for literacy instruction. However, it has also been established that balanced literacy routines are more effective within language education programs when implemented with additional strategies explicitly designed to build oral language in anticipation of the literacy activities (August, Carlo, Dressler, & Snow, 2005; August & Shanahan, 2006; O'Day, 2009). In this article we will explore how balanced literacy



Students in Dana Hardt's Kindergarten classroom in Washoe County School District, Reno, NV move from oracy (Total Physical Response) to Modeled/Shared Reading.

learning reflects a mindset in which the typical behaviors of bilinguals (such as using their two languages together as in "El perro está barqueando") are embraced and accepted.

A monolingual perspective of language learning identifies and labels students by a dominant language or L1 (either Spanish or English dominant or dominant in some other language). This practice limits the view of a student's linguistic development (García, 2009; Palmer, Cervantes-Soon, & Heiman, 2017; Palmer & Martínez, 2013). A multilingual perspective, however, views all students engaged in biliteracy as developing bilinguals. This multilingual perspective of learners is especially relevant given the recent demographic shift in population which has resulted in a significant increase in the number of English learners (ELs) who are U.S. born. In fact, U.S. born ELs make up 82% of ELs in the elementary schools and have been exposed to Spanish (or some other non-English language) and English from birth (Zong & Batalova, 2015). For these students, therefore, their first and dominant language is bilingual.

fits within a biliteracy instructional framework, and we will analyze how routines such as guided reading and writer's workshop can be adjusted to fit into a multilingual perspective of learning (i.e., the biliteracy mindset).

A multilingual perspective

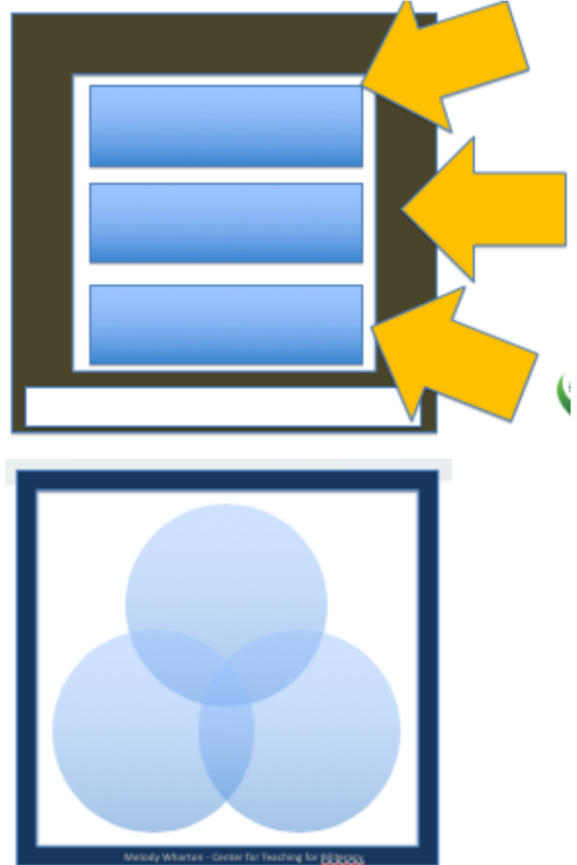
Successful language education programs reflect a multilingual perspective of learning (Escamilla et al., 2014; García, Johnson, & Seltzer, 2017; Howard et al., 2018). A multilingual perspective of

—continued on page 8—

Inside this issue...

- Capacitación docente en el programa de Modelo Bilingüe Acelerado a nivel universitario
- Leading for Transformation: Words of Advice to School Leaders
- Facilitating Planning for Cross-Linguistic Transfer

Center for Teaching for Biliteracy
www.TeachingForBiliteracy.org

Melody Wharton - Center for Teaching for Biliteracy



How does balanced literacy fit within biliteracy?



Session's Outcomes:

- Define balanced literacy and describe the similarities between it and the expectations of the Common Core State Standards for Language Arts (CCSS).
- Identify and describe the components of balanced literacy.
- Generalize how the components of balanced literacy fit within biliteracy and the Biliteracy Unit Framework (BUF).



What is 'Balanced Literacy'?

1. Match the terms to the description



2. Identify the routines you currently see in practice at your school





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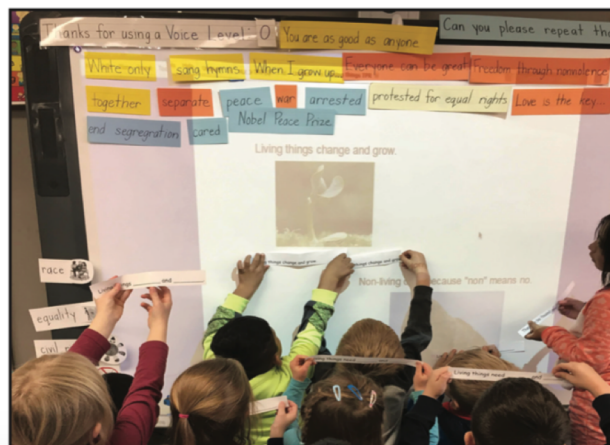
Promising Practices from the Field

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learning reflects a mindset in which the typical behaviors of bilinguals (such as using their two languages together as in “El perro está barqueando”) are embraced and accepted.



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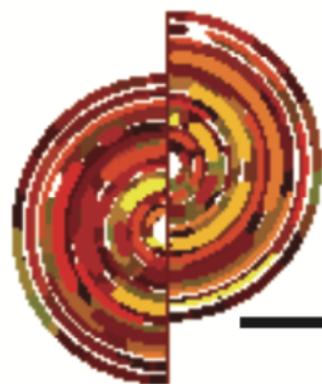
“This three block structured framework (Language and Word Study, Reading Workshop, and Writing Workshop) will help you conceptualize the language arts curriculum, think about students’ literacy learning, plan and organize instruction, and provide a high level of productivity and engagement. The framework is flexible. There are many possibilities for variation – **in the content studied, the texts, the configuration of students (individuals, small groups, the whole class) and the daily time frames**” (p. 13).

Foutas, I.C., & Pinnell, G.S. (2001). Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann

Wharton, teachingforbiliteryMW@gmail.com, 2016



What does the Common Core say?



COMMON CORE STATE STANDARDS

English/Spanish Language Version



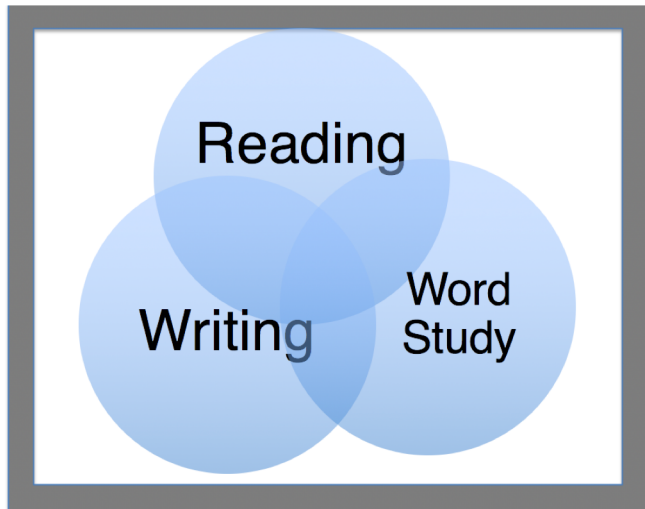
Meaningful Context

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

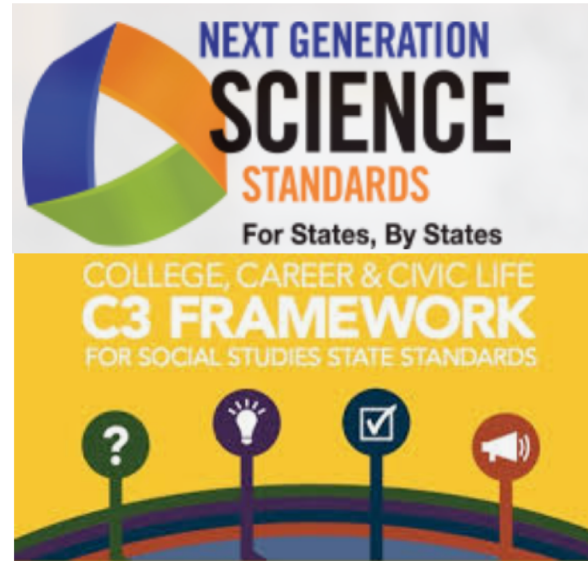


Meaningful Context

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.



Context
for
meaning



Content

Reading

Writing

**Context
for
Meaning**

**Science, Social Science Content,
or Universal Theme**



Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common vision of the educational goal that we want to achieve.

Three important recommendations must be taken into account when implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es crear una visión común de la meta que queremos que los estudiantes sepan y sean capaces de alcanzar: una comunidad que comparta la meta de la alfabetización en español.

Dos recomendaciones son esenciales a la hora de implementar estos estándares:

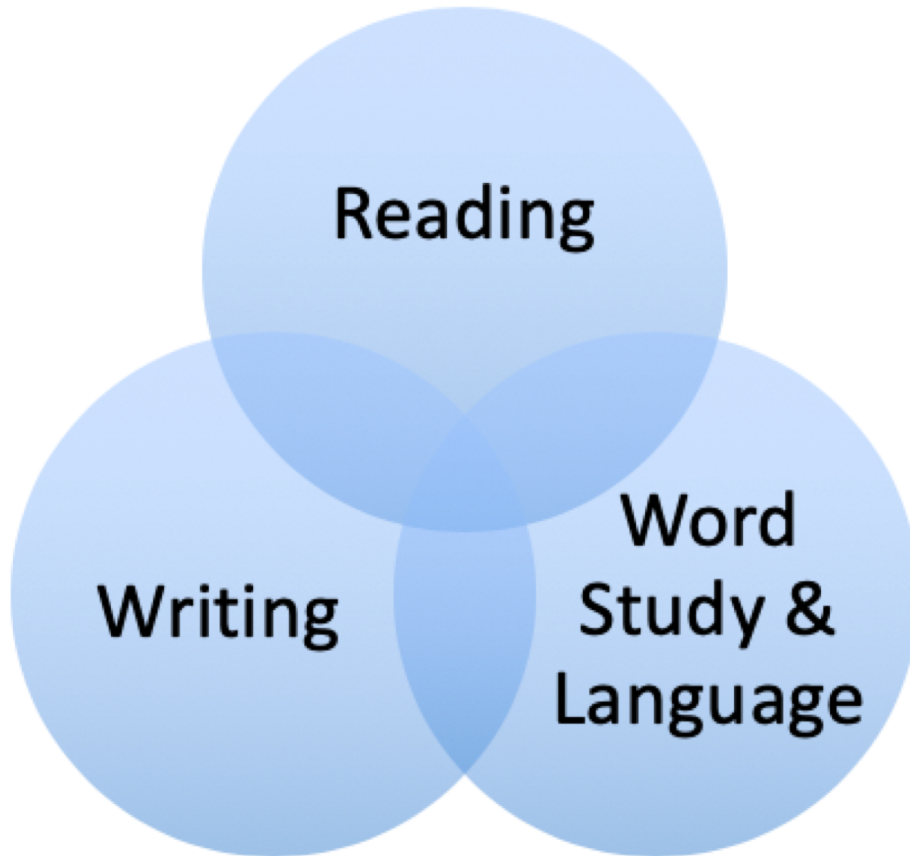
1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuentemente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no solo dificultarían la comprensión sino que también en muchos casos, no llegarían a ser asimiladas y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto significativo, claro y funcional, es importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que sean competentes.

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.

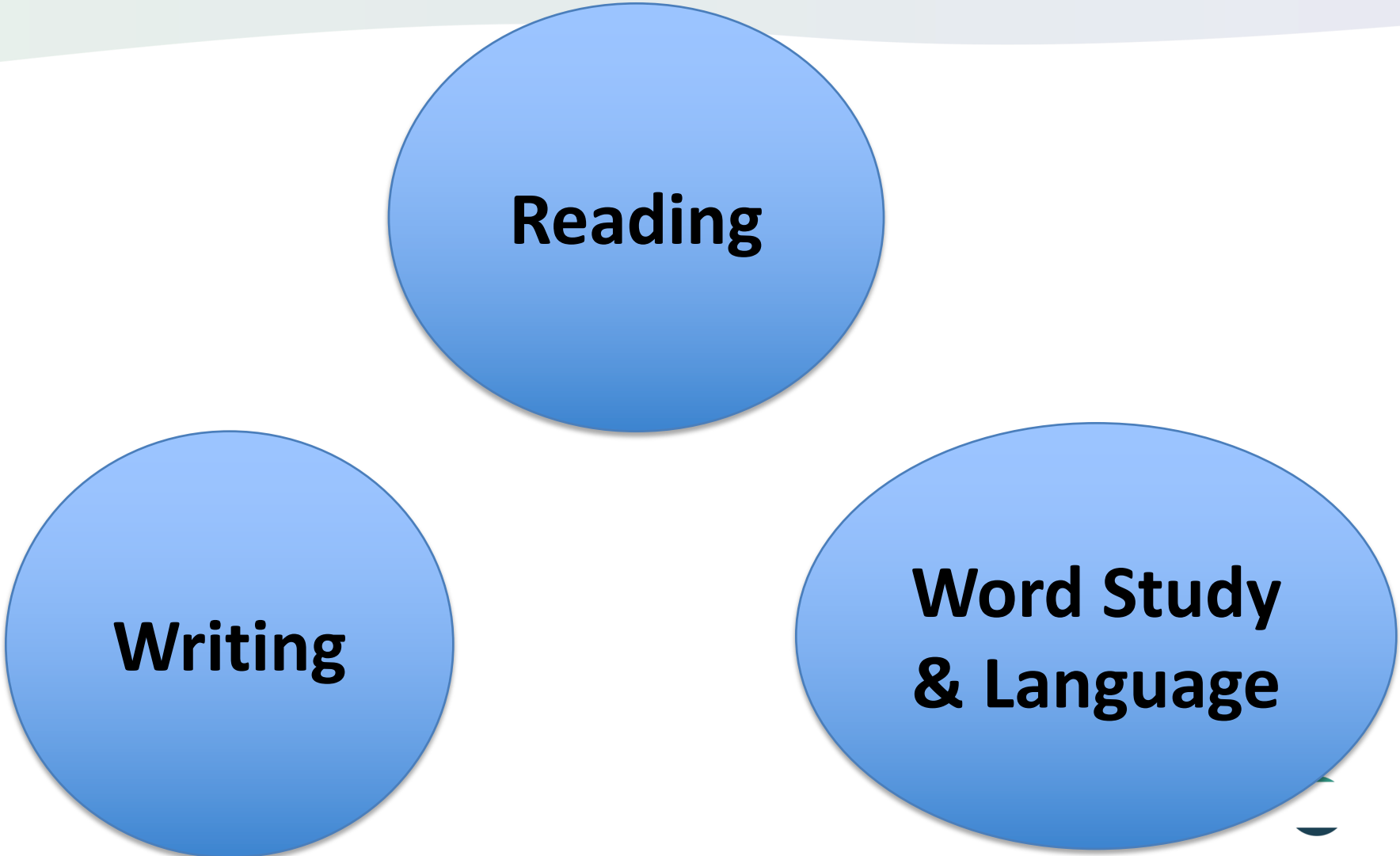
In other words...



What is 'Balanced Literacy'?



Balanced literacy



The diagram consists of three blue circles arranged in a triangle. The top circle is labeled 'Reading', the bottom-left circle is labeled 'Writing', and the bottom-right circle is labeled 'Word Study & Language'. The circles are light blue with a darker blue gradient and a thin dark blue outline.

Reading

Writing

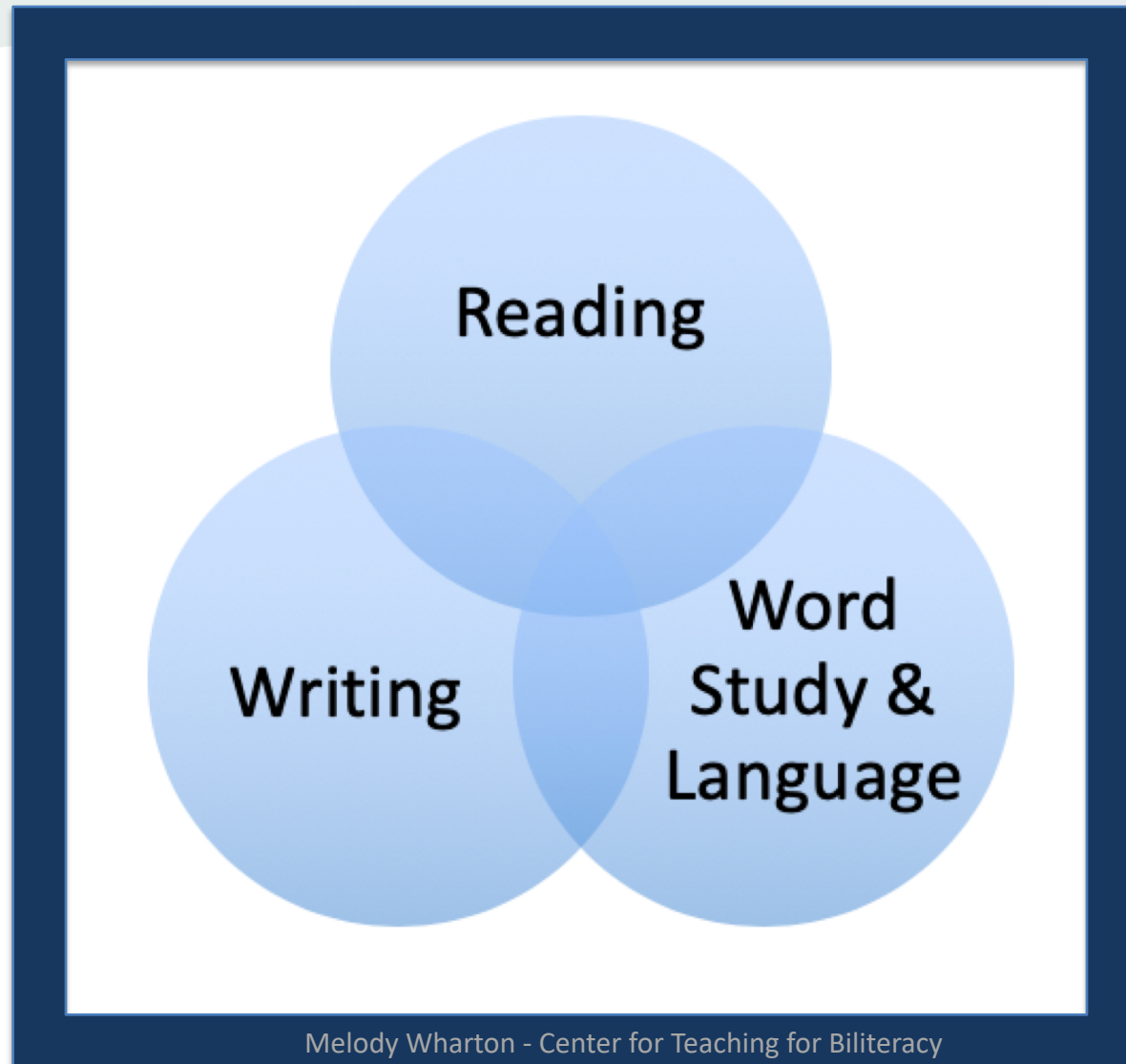
**Word Study
& Language**

-
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

In other words...



What is 'Balanced Literacy'?



Context
for
Meaning



**Listening and
Speaking**

Content

Foundational skills

**Context
for
Meaning**

Reading

Language

Writing

**Science, Social Science Content,
or Universal Theme**



In other words...

Balanced literacy can be defined as the balance of three cueing systems: also known as reading, writing and word study. The intersection of the three cueing systems is crucial, as is the premise that these three areas are taught in an integrated fashion within a meaningful context.



What Does “Flexible” mean?

The components of balanced literacy are flexible. They are intentionally selected, planned, and implemented depending on the timing of the unit and the needs of the students.



In other words...

Melody Wharton - Center for Teaching for Biliteracy



How does Balanced Literacy fit into Biliteracy?

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
Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
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/Practice (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



How does Balanced Literacy fit into Biliteracy?

Sort the routines into three categories

Components/
routines that can
be used during the
beginning of the
unit:

Components/
routines that can
be used during the
middle of the unit:

Components/
routines that can
be used during the
end of the unit:



Components/ routines that can be used during the beginning of the unit: Co-construct background knowledge and oracy	Components/ routines that can be used during the middle of the unit:	Components/ routines that can be used during the end of the unit:
Whole Group Experiences: TPR and concept attainment Language/Shared reading Shared writing	Small Group Experiences: Read aloud with turn and talks Language experience (shared writing) Word study @ Center for Teaching for Biliteracy 2019	Independent Time: Independent reading Independent writing Speaking opportunities to share projects 

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

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



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

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 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 • Reading • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	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 • Reading • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English



Emphasis on **Oracy**, but Developing all 4 Language Domains: Listening, Speaking, Reading, Writing

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
Building Oracy and Background Knowledge • Academic Language and Experiences needed for the unit		
Reading Comprehension • Strategies and balanced literacy routines	• Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and balanced literacy routines		
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: Metalinguistic Focus 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.

Summative Assessment



JANUARY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Printable Calendars From 123Calendars.Com



BUF : Construct background knowledge through oracy
Balanced Literacy: TPR, shared language



Emphasis on **Content**, but Developing all 4 Language Domains: Listening, Speaking, Reading, Writing

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Building Oracy and Background Knowledge • Academic Language and Experiences			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines			
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BUF:
Inquiry and experiments

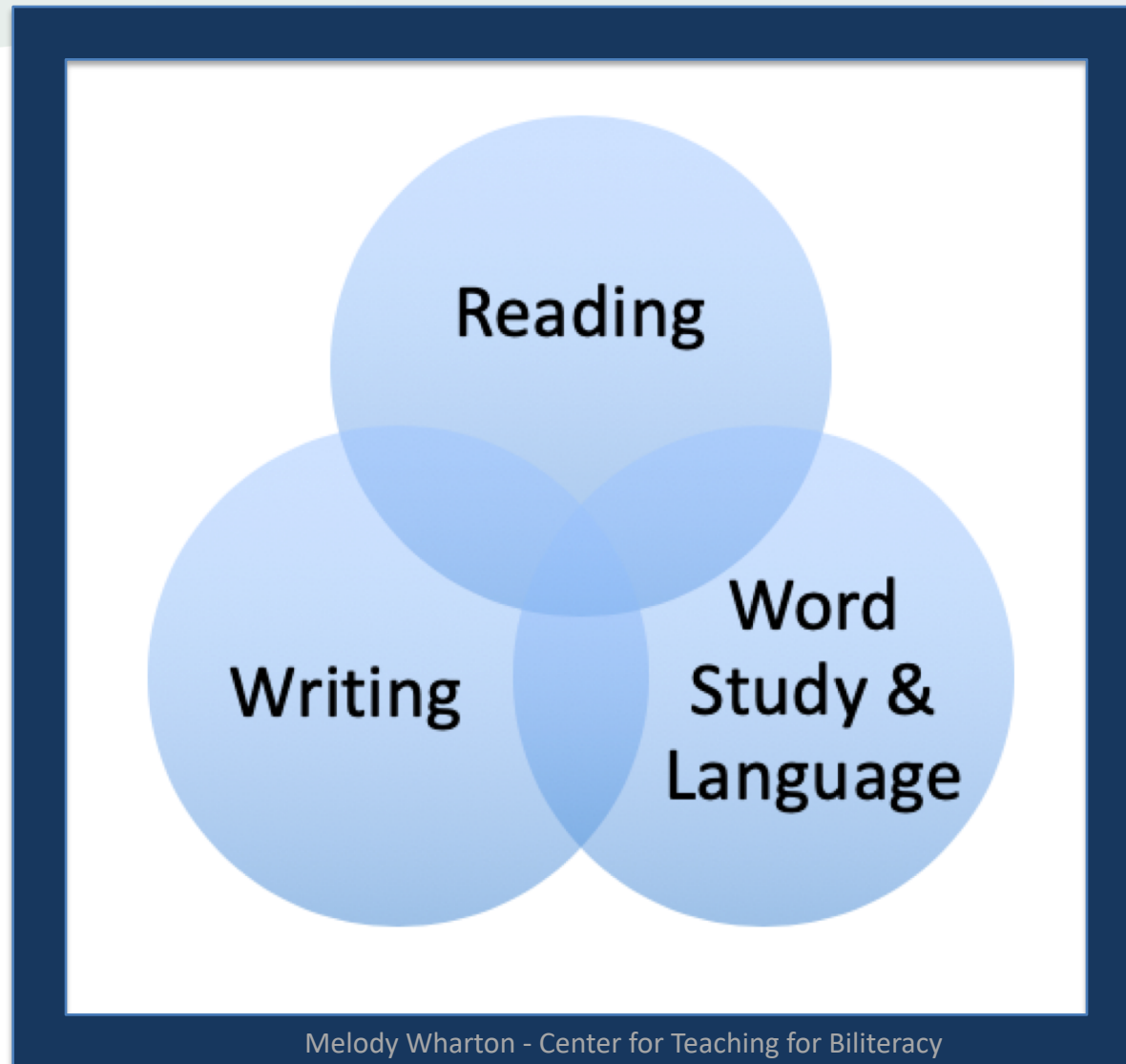
Balanced Literacy:

Shared Language

Modeled Writing



What is 'Balanced Literacy'?



Context
for
Meaning



Emphasis on **Reading Comprehension**, but Developing all 4 Language Domains: Listening, Speaking, Reading, Writing

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Printable Calendars From 123Calendars.Com

BUF:
Reading comprehension

Balanced Literacy:

Shared Language

Modeled Language

Interactive read aloud

Choral reading



Emphasis on **Process Writing**, but Developing all 4 Language Domains: Listening, Speaking, Reading, Writing

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Writing • Strategies and balanced literacy routines			
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BUF: Writing

Balanced Literacy:

Independent reading

Literature study

Mini lessons

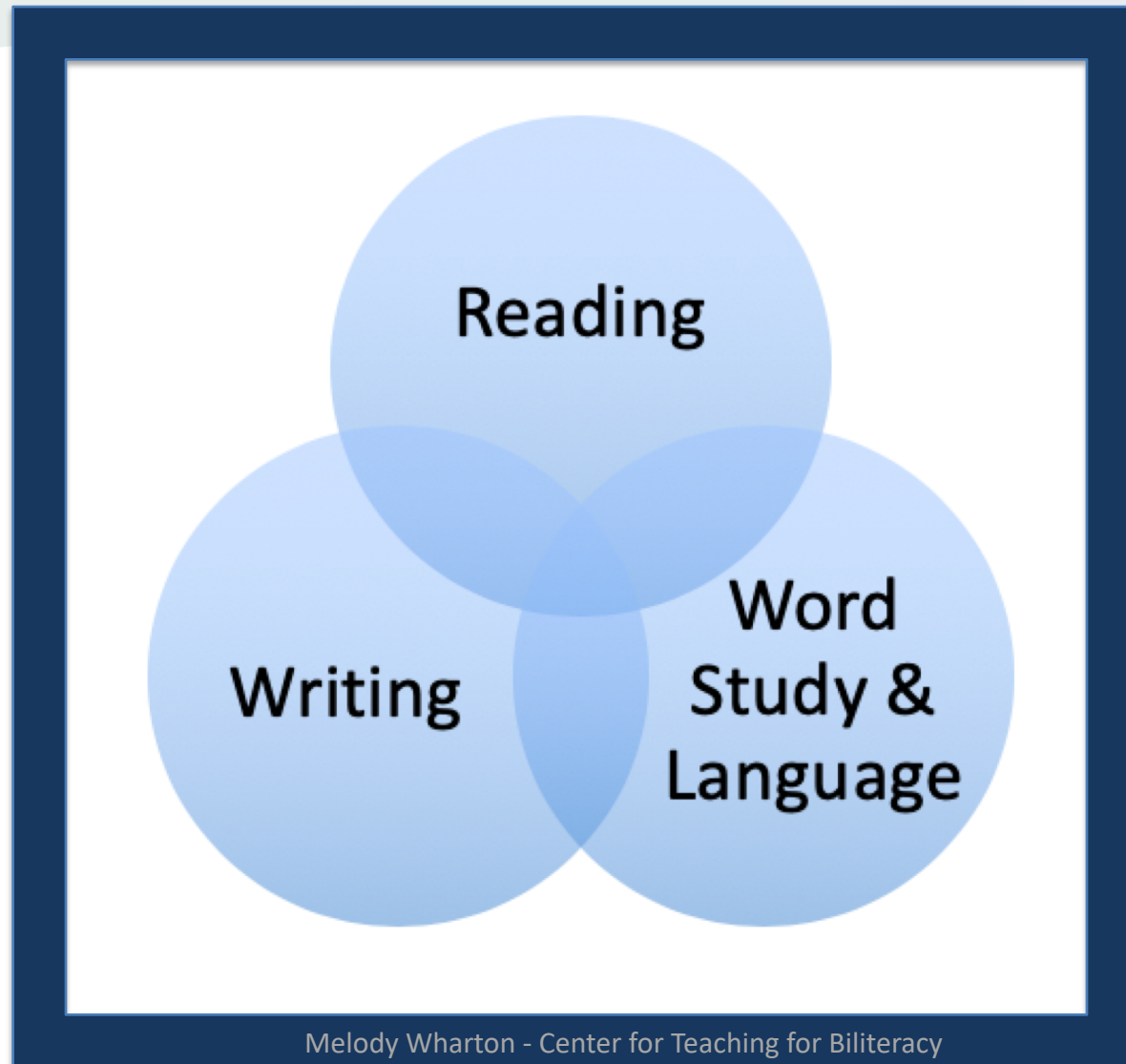
Modeled writing

Independent writing

Conferring



What is 'Balanced Literacy'?



Context
for
Meaning



Emphasis on **Word Study**, but Developing all 4 Language Domains: Listening, Speaking, Reading, Writing

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BUF: Word Study

Balanced Literacy:

Independent reading

Literature study

Independent writing

Dictado



Estudio de palabras

b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

b. Forman y usan los tiempos compuestos de los verbos (ejemplo: *Yo estaba caminando; Yo estoy caminando; Yo estaré caminando*) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: *Estoy hablando español vs Hablo español*).



Estudio de palabras

El pasado

John White **trajo**
a los inmigrantes
al Nuevo Mundo.

(Yo) **Traje** a los
inmigrantes al
Nuevo Mundo.

El presente

John White **trae**
a los inmigrantes
al Nuevo Mundo.

(Yo) **Traigo** a los
inmigrantes al
Nuevo Mundo.

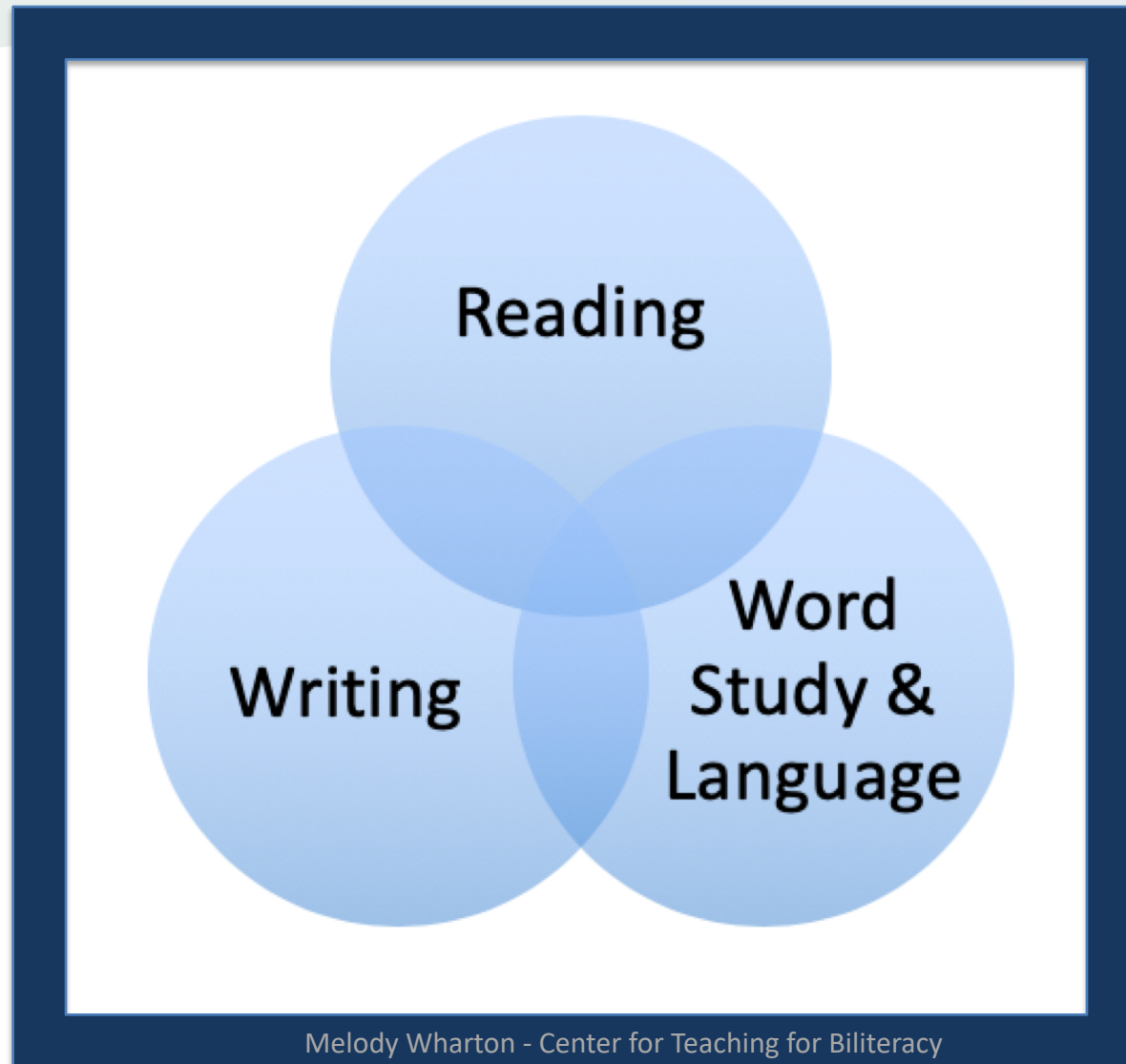
El futuro

John White **va a**
traer a los
inmigrantes al
Nuevo Mundo.

(Yo) **Traeré a los**
inmigrantes al
Nuevo Mundo.



What is 'Balanced Literacy'?



Context
for
Meaning



**Listening and
Speaking**

Content

Foundational skills

**Context
for
Meaning**

Reading

Language

Writing

**Science, Social Science Content,
or Universal Theme**



How does Balanced Literacy fit into Biliteracy?

The components
of balanced
literacy...

In a schedule...

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

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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 • Reading • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English



Closure: Tweet Wrap Up

- With your table come up with a Tweet that summarizes your takeaways from today.
- You can only use 140 characters
- Hashtags are extra credit
- Share aloud and on our page
- @T4Biliteracy Twitter Page
- Keep tweets on the table for collecting



Ticket out

- Something I learned about oracy is...
- Scaffolds benefit students because...
- My biggest takeaway from this session is.....





@T4Biliteracy

#SeattleBSI2019

#developingbilingual

#growthmindset

#studentcentered

#standardsbased

