

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

Institute Overview



General Sessions

Breakout Sessions

	August 6, 2019	August 7, 2019	August 8, 2019
8:30 a.m.-11:45 a.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Biliteracy Guidelines • Language and Content Allocation • The Biliteracy Unit Framework (BUF)	What characterizes biliteracy instruction and the biliteracy environment? • Reflection on sample instruction • The three linguistic spaces What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – • BUF Triangle • Standards Based Biliteracy Curriculum Maps What are the elements of the Bridge and Contrastive Analysis? Institute Closure as a group
12:45-3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Crystal Ramos • Primary grades Karen Beeman • Intermediate and Secondary: Melody Wharton	What instructional practices support biliteracy development? Strategies that Build <u>Oracy</u> and Ensure Successful Literacy Experiences • Crystal Ramos • Melody Wharton *Administrators, coaches and specialists, as you participate in the session think of how you can create systems and structures that support these instructional practices.	Afternoon Breakout sessions: • Balanced Literacy and Biliteracy: Melody Wharton • Biliteracy Assessments and Implications for MTSS: Crystal Ramos • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

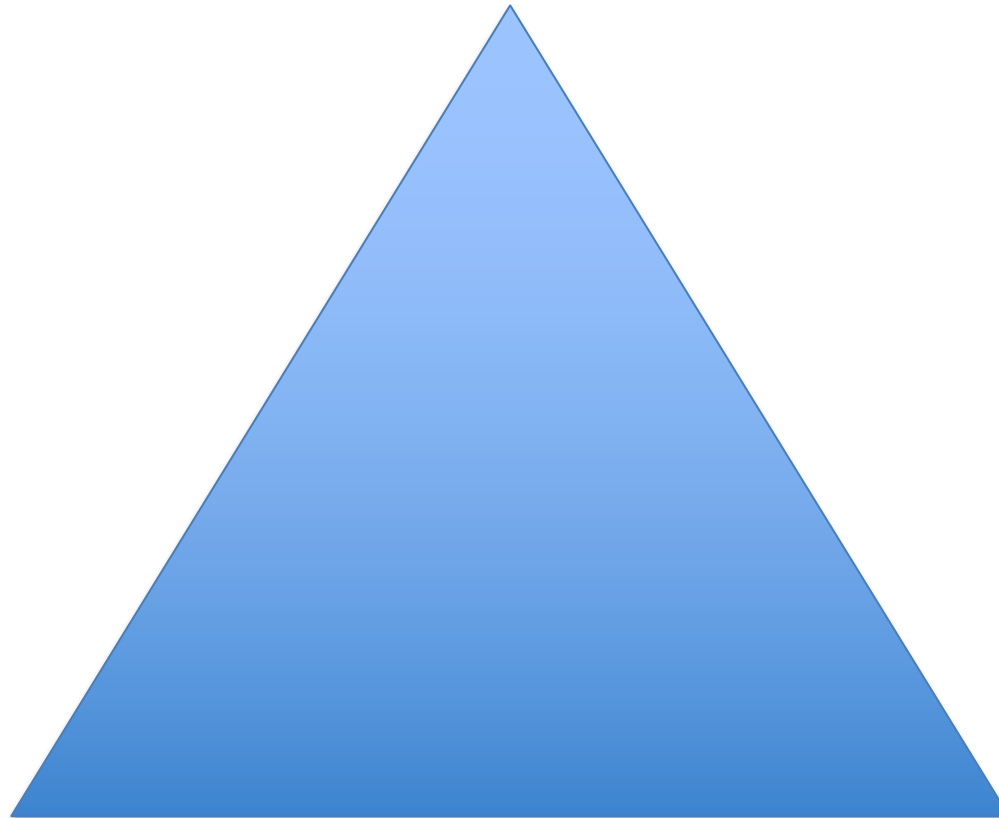
What systems and structures support biliteracy (curriculum, standards, assessment)?



BUF Triangle



BUF Triangle: Backwards Planning



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 Oral and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

Illustration

Side by Side or

Así se dice

Bridge – Transfer -

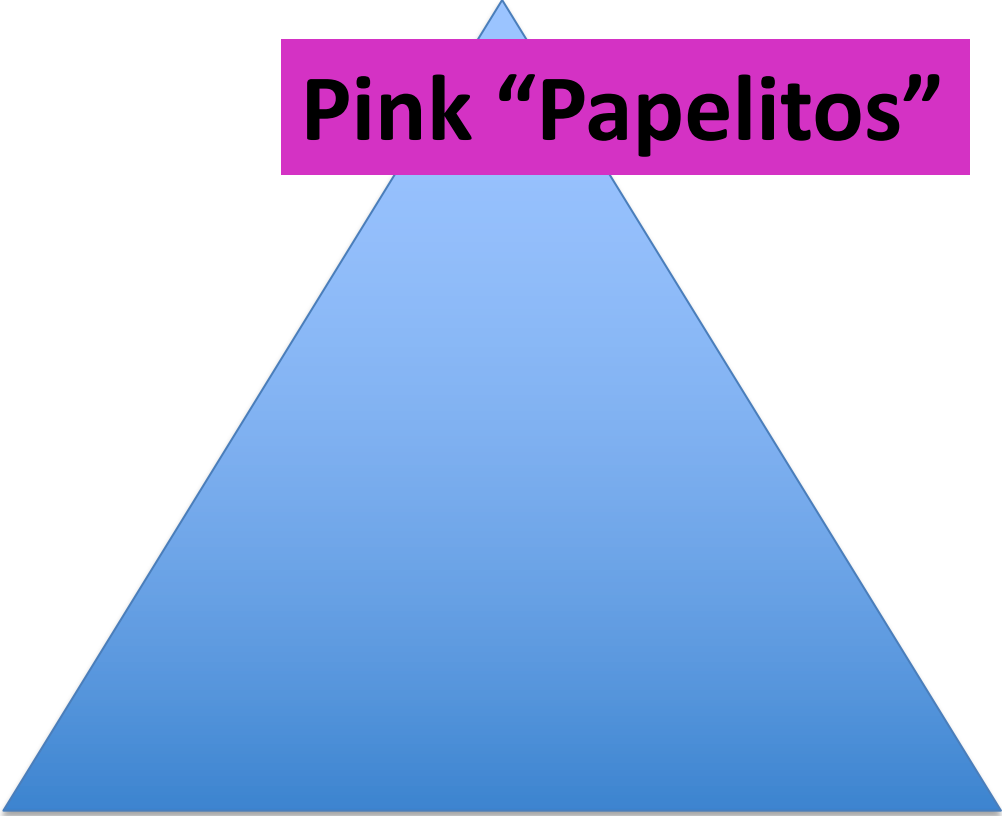
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

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

BUF Triangle



Pink “Papelitos”



BUF Triangle Activity

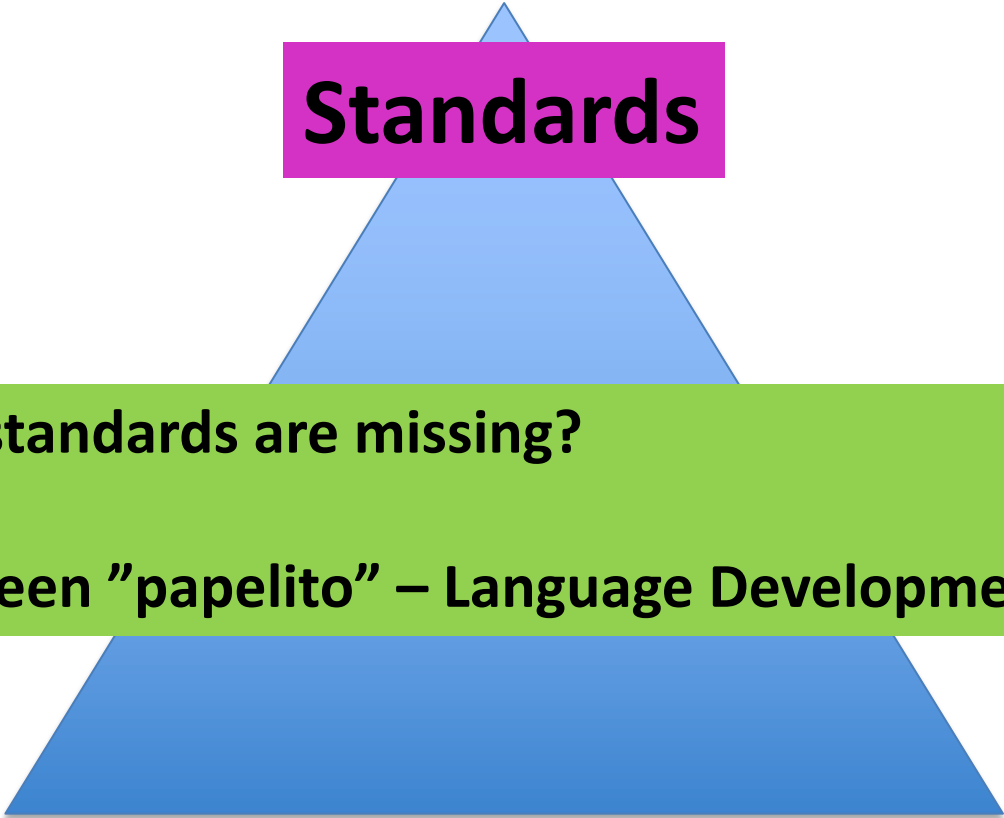
Sort 1:

- What did you sort?
- How were they selected?
- Why do we start with this element first when planning?
- Talk about the type of instruction needed for students to meet these standards

BUF Triangle Activity: Sort 1

- What did you sort? - **Standards**
- How were they selected? – **Carefully, during the mapping process.**
- Why do we start with standards first? **Because there are no materials that plan for biliteracy using the multilingual perspective.**

BUF Triangle



Standards

What standards are missing?

The Green "papelito" – Language Development Standards



BUF Triangle



**Standards: Language Arts
and Social Science or Science**

**Language Development
Standards**

Yellow "Papelitos"



BUF Triangle Activity: Sort 2

- What have you sorted?
- How are they different from standards?
- Where do they come from?
- How do they help to plan instruction?
- Write the academic language (words and language function) students will need to show they have met these essential understandings.
- What kind of instruction is needed to teach to essential understandings?

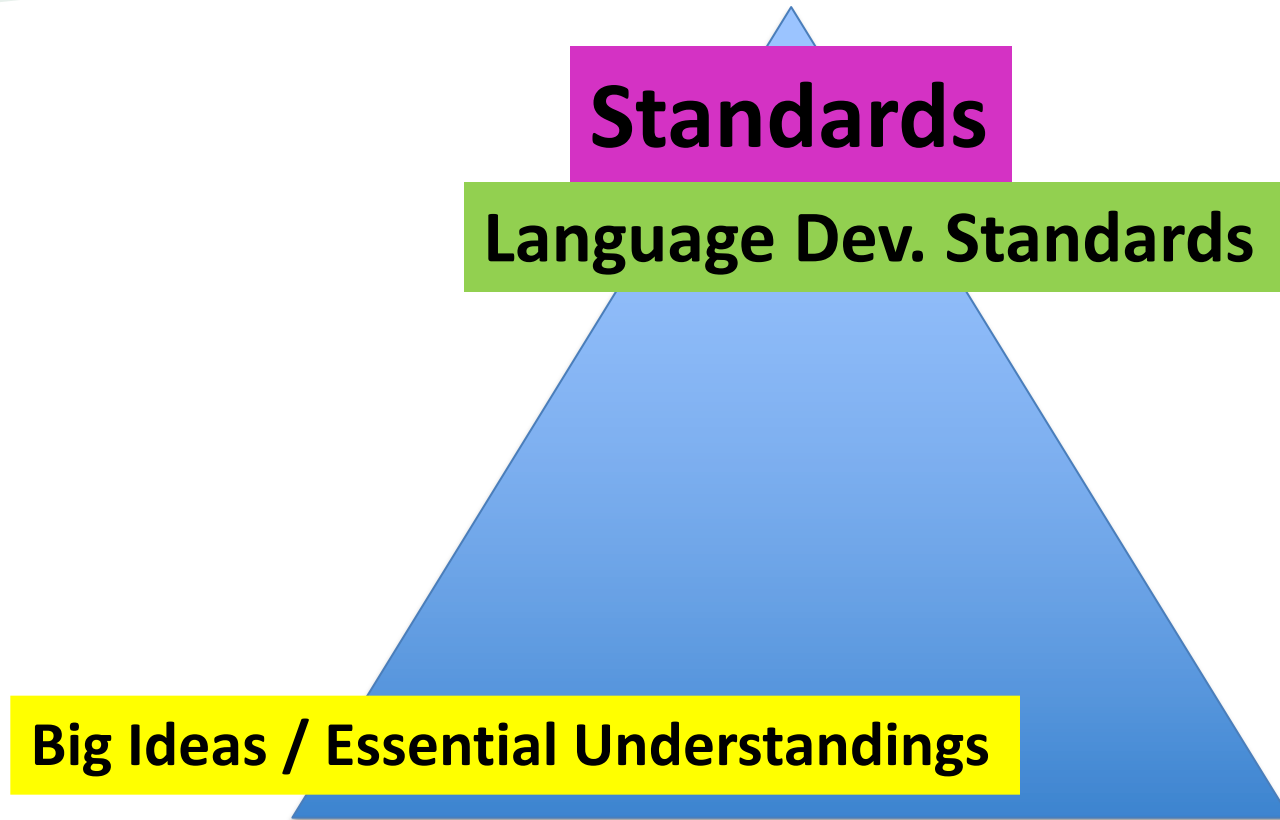


BUF Triangle Activity: Sort 2

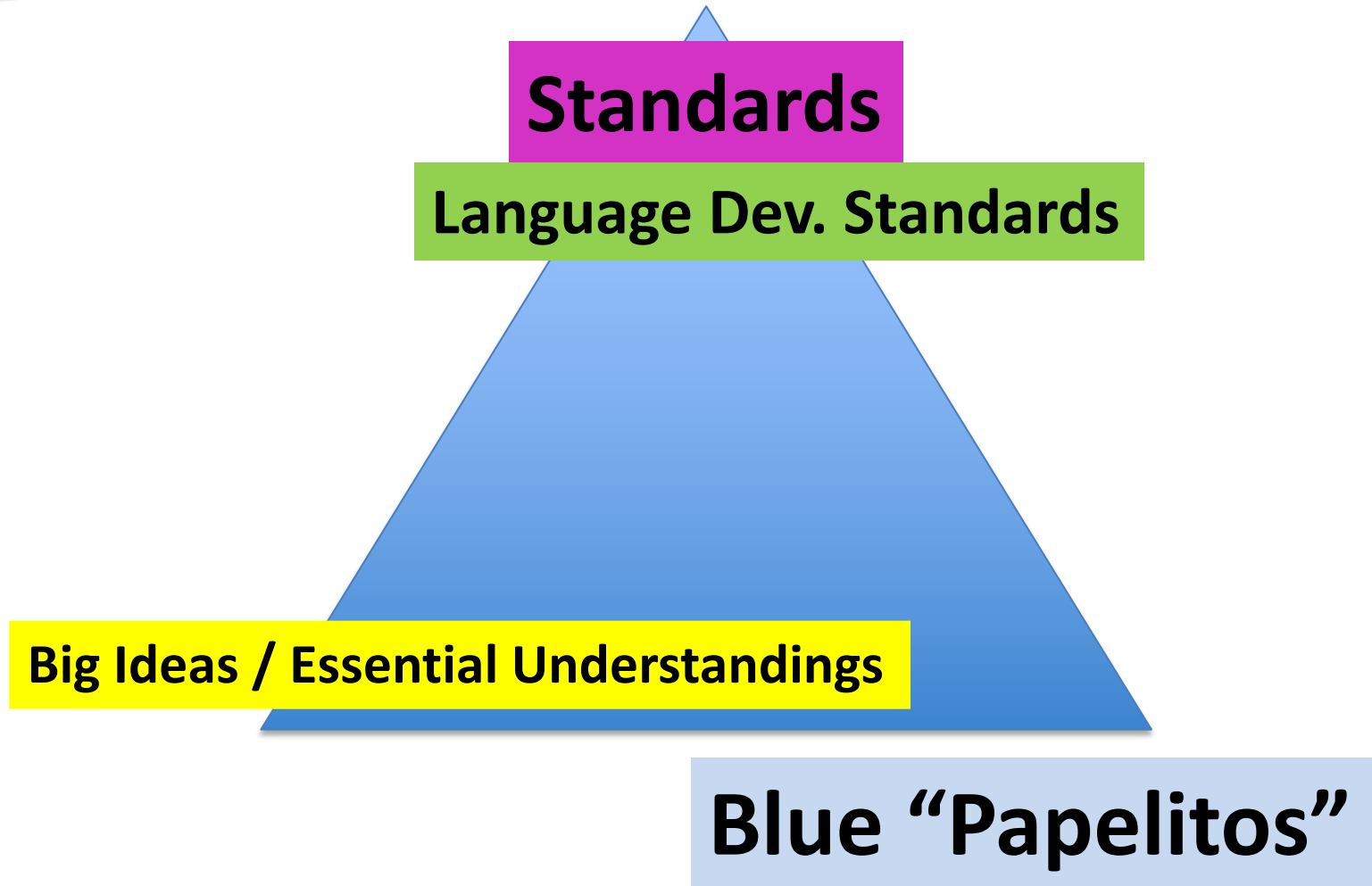
- What have you sorted? **Essential Understandings**
- How are they different from standards? **They more succinctly articulate what students will learn.**
- Where do the essential understandings come from? **Standards, Big ideas; resources, teacher**
- How do they help to plan instruction?
 - **They guide the ORACY and BACKGROUND KNOWLEDGE PLANNING.**
 - **They make the “frame” (context) more meaningful and accessible**



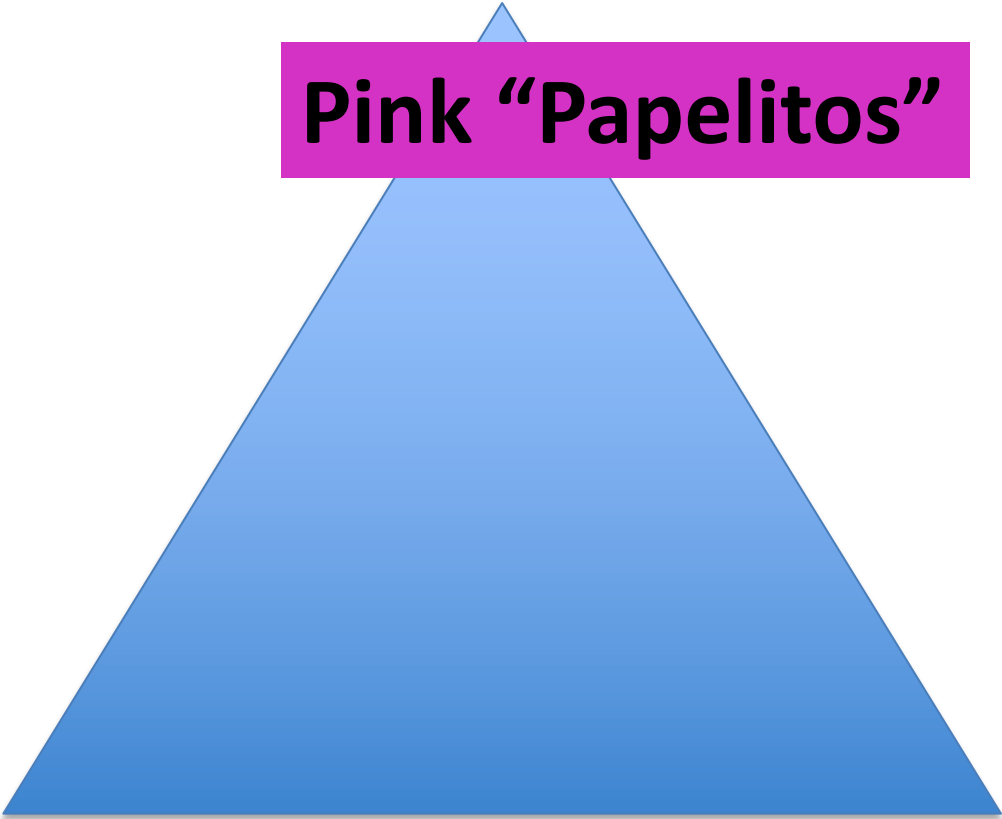
BUF Triangle



BUF Triangle



BUF Triangle



Pink “Papelitos”



BUF Triangle Activity: Sort 3

- What have you sorted?
- How are they targets developed?
- How are they targets used?
- What is the relationship between these, the essential understandings, and the big ideas? Illustrate the relationship visually.

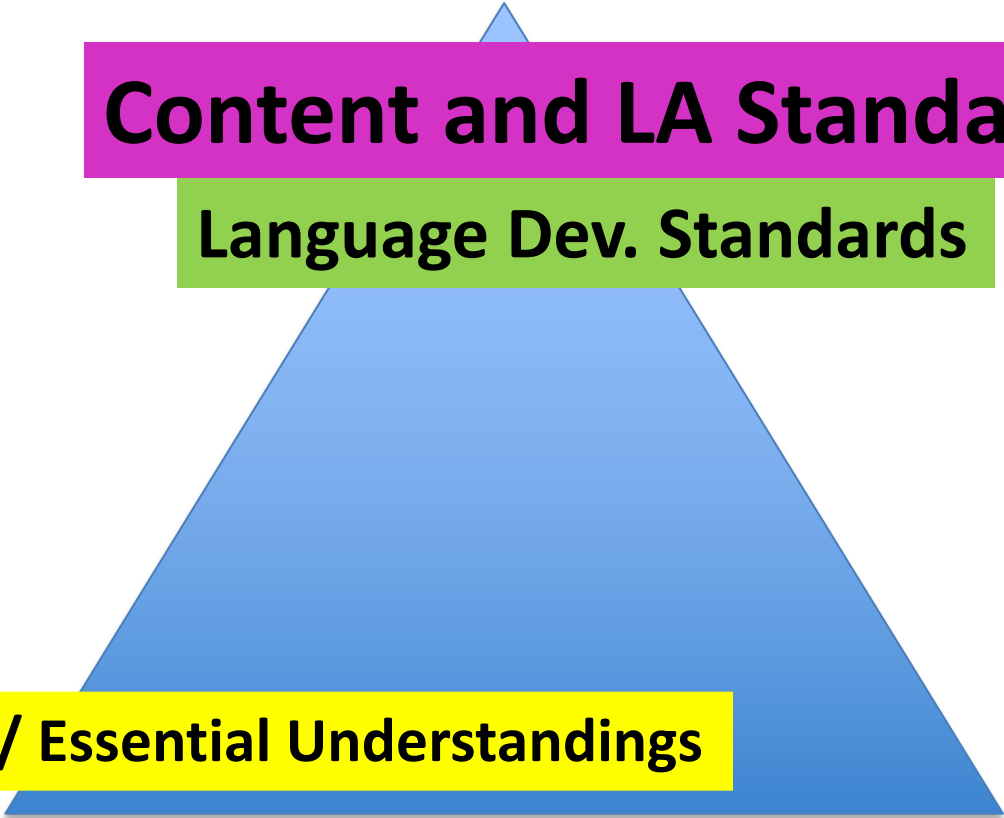


BUF Triangle Activity: Sort 3

- What have you sorted? **Language and Content Outcomes (AKA objectives)**
- How are these outcomes developed? **By teachers thinking of what skills/concepts students will need to learn the essential understanding/big idea.**
- How are these outcomes used?
 - **To plan instruction, mini-lessons, etc.**
 - **To develop formative assessment throughout the unit**



BUF Triangle



Content and LA Standards

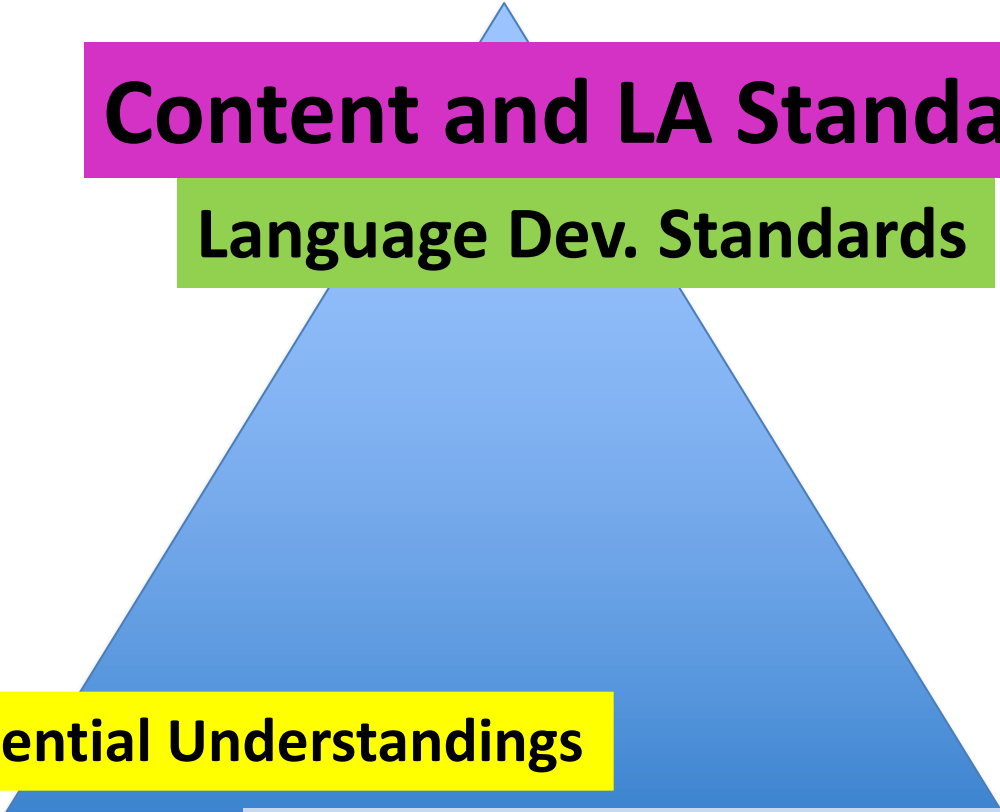
Language Dev. Standards

Big Ideas / Essential Understandings

Outcomes



BUF Triangle



Content and LA Standards

Language Dev. Standards

Big Ideas / Essential Understandings

Targets: Language and Content



BUF Triangle Sort: Final Component

- Read the statement and then paraphrase, using: **In other words,**
_____.
- What is the role of this statement in the unit?
- How do get students to accomplish this task?

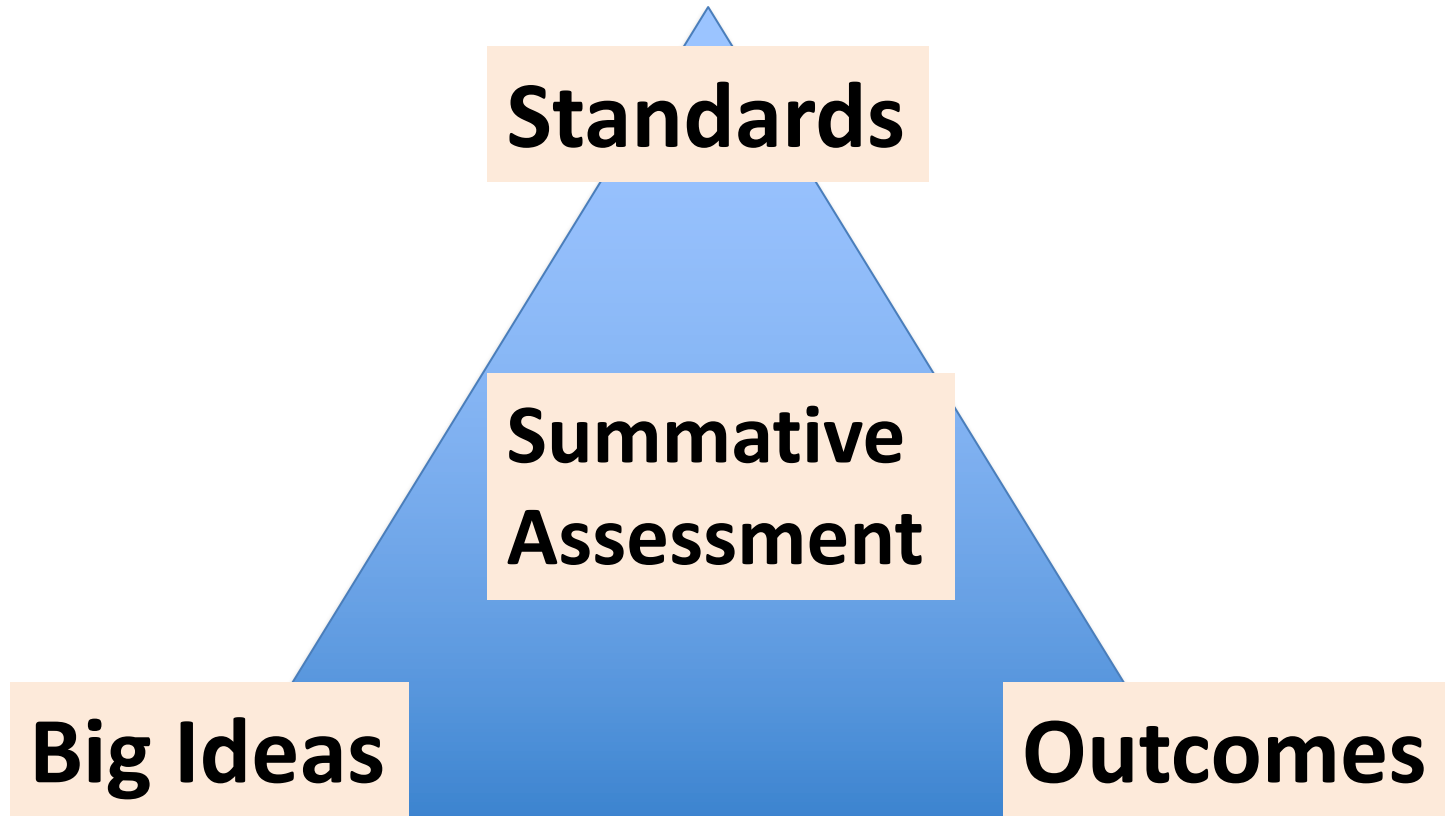


BUF Triangle Sort: Final Component

- In other words, this is the unit summative assessment.
 - All the standards are applied.
 - The entire unit has been dedicated to preparing students to accomplish this task.



BUF Triangle



BUF Triangle Sort Take-Aways

- You need a biliteracy map before you start planning units.
- Standards anchor all biliteracy curriculum and instruction.
- Rigor is embedded throughout the map and each unit. The triangle ensures rigor.
- Planning for biliteracy takes time.
- Planning for biliteracy transforms instruction: teachers truly know what they are teaching and how to prepare students for what they are teaching.