

Launching a Successful School Year

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www.TeachingforBiliteracy.com

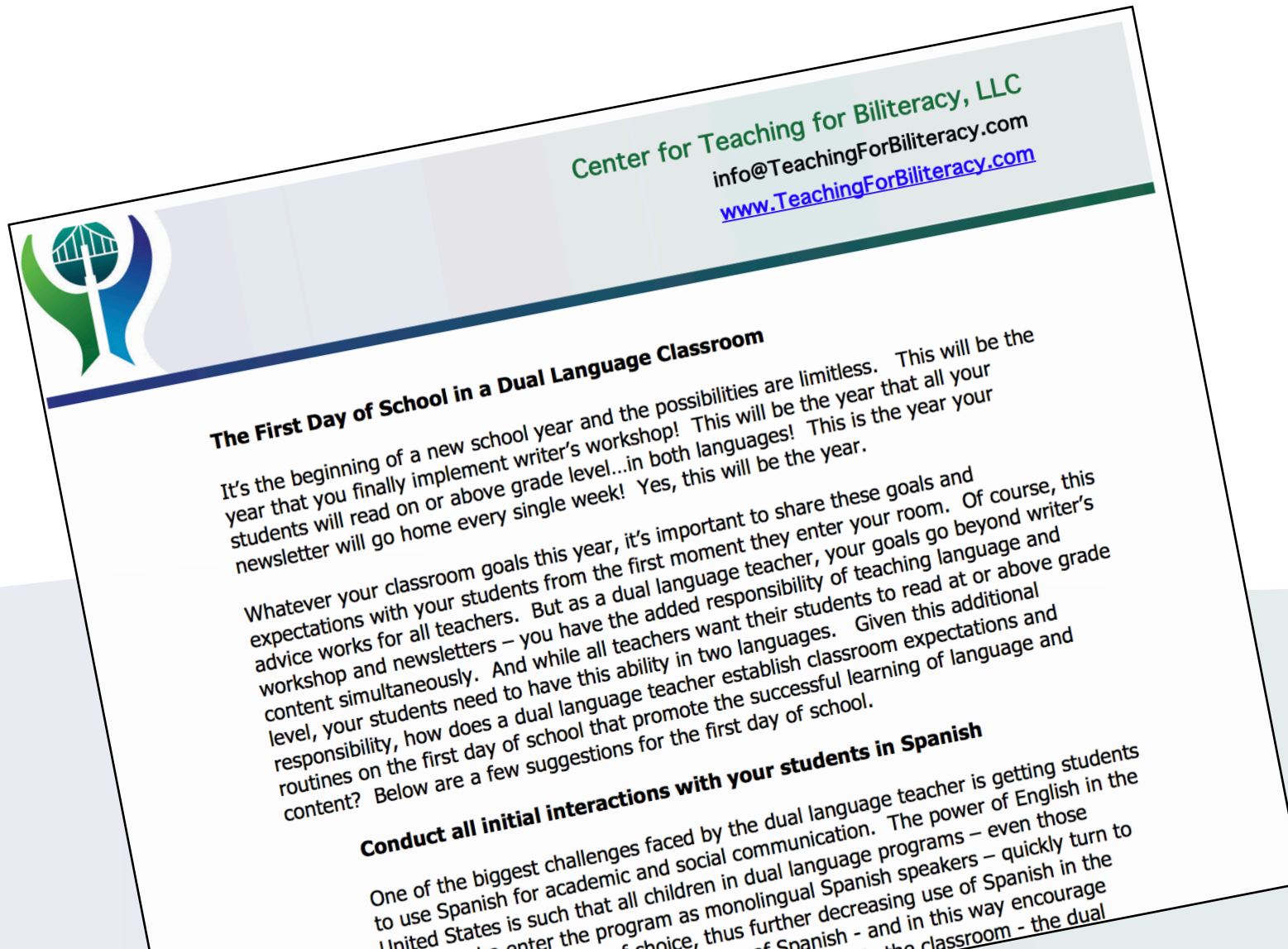


@T4Biliteracy

Teaching for Biliteracy



Beginning the Year Routines



**Read Something
Say Something**

Sentence prompts to talk about the article:

- This part of the article is about _____
- What does _____ mean?
- Why _____?
- This part of the text that describes _____
reminds me of _____

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Strategy: Read Something, Write Something

- Shows the natural connection between reading and writing
- Gives students support for language so they can do the heavy cognitive lifting with content
- Allows teacher to monitor student thinking and comprehension
- What else?

Language Policy

**Create a safe place for students to
Grow and use
both of
their
languages**



Morning Routines



A morning routine I would like to implement this year is _____.

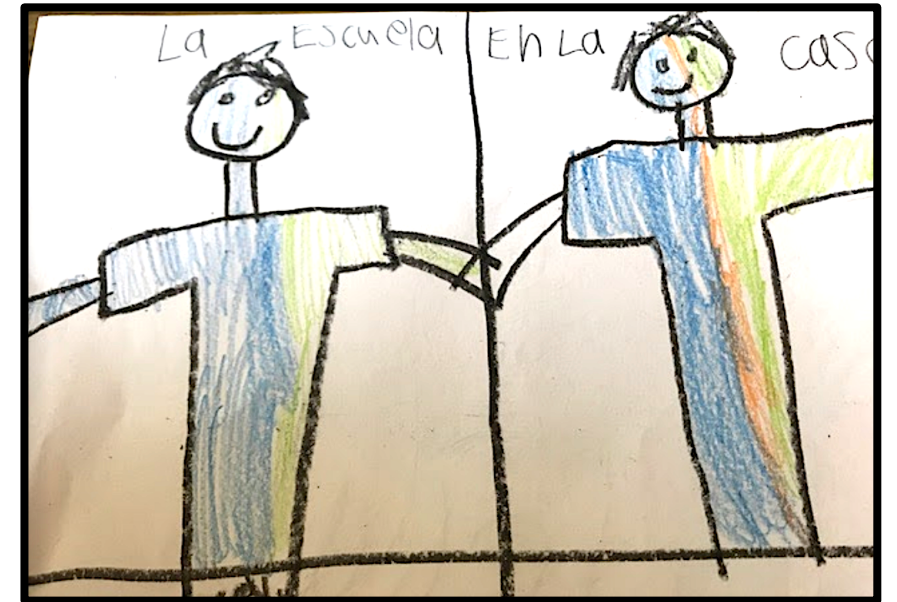


Recognize all languages in the classroom

English	Wednesday, September 20
Spanish	miércoles 20 de septiembre
Chinese	星期三
Swahili	Jumatano
Arabic	الأربعاء



Establish a Bilingual Identity



Language Policy

Status of Languages

ENGLISH

ESPAÑOL



Language Policy

Give students tools for using each language

- Display and practice phrases need for daily routines
- Support and expect students to use the language



Content & Language Allocation

Sample Language and Content Allocation: 50/50 Program

	Spanish 50%	Bridge	English 50%
Kindergarten 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
First Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math
Second Grade 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
Third Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math
Fourth Grade 50/50	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts • Science • Math English to Spanish (end of every unit): • Language Arts • Social Studies	Language Arts Social Studies
Fifth Grade 50/50	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts • Social Studies English to Spanish (end of every unit): • Language Arts • Science • Math	Language Arts Science Math

At the secondary level, biliteracy is typically organized by number of courses (2 at the middle school – one Language Arts in Spanish and one content area) or credit hours (a minimum of 8 in Spanish at the high school).

Determine the student bilingual trajectory in their elementary schooling experience

Decisions made at the school or district level

- Impacts staffing
- Resources
- Funding



Instruction and the Learning Environment Reflect Biliteracy

Teaching for biliteracy Includes
three Linguistic Spaces:

- Spanish
- The Bridge
- English



Marking the language Instruction



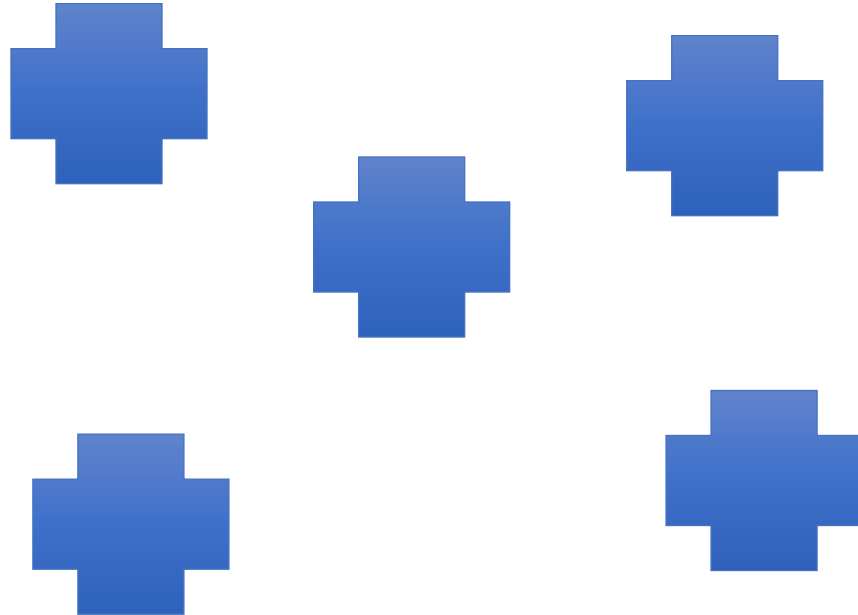
Language Policy

- Establish clear routines for the three linguistic spaces: Spanish, the Bridge, and English
- Give developing bilinguals tools for using each language.
- Establish clear routines for collaboration and organize instruction to build independence.



The Classroom

Español



English

El Puente The Bridge



Anchor Charts Supporting Developing Bilinguals

lenguaje social	lenguaje académico
el lonche	el almuerzo
puchar	empujar
los socatines	los calcetines

<u>Regionalismos</u>
• fondo (México); enagua (Puerto Rico) • comba (España); cuerda (México); cuica (Puerto Rico) • balde (Puerto Rico); cubo, cubeta (México) • papas (Puerto Rico, México); patatas (España)



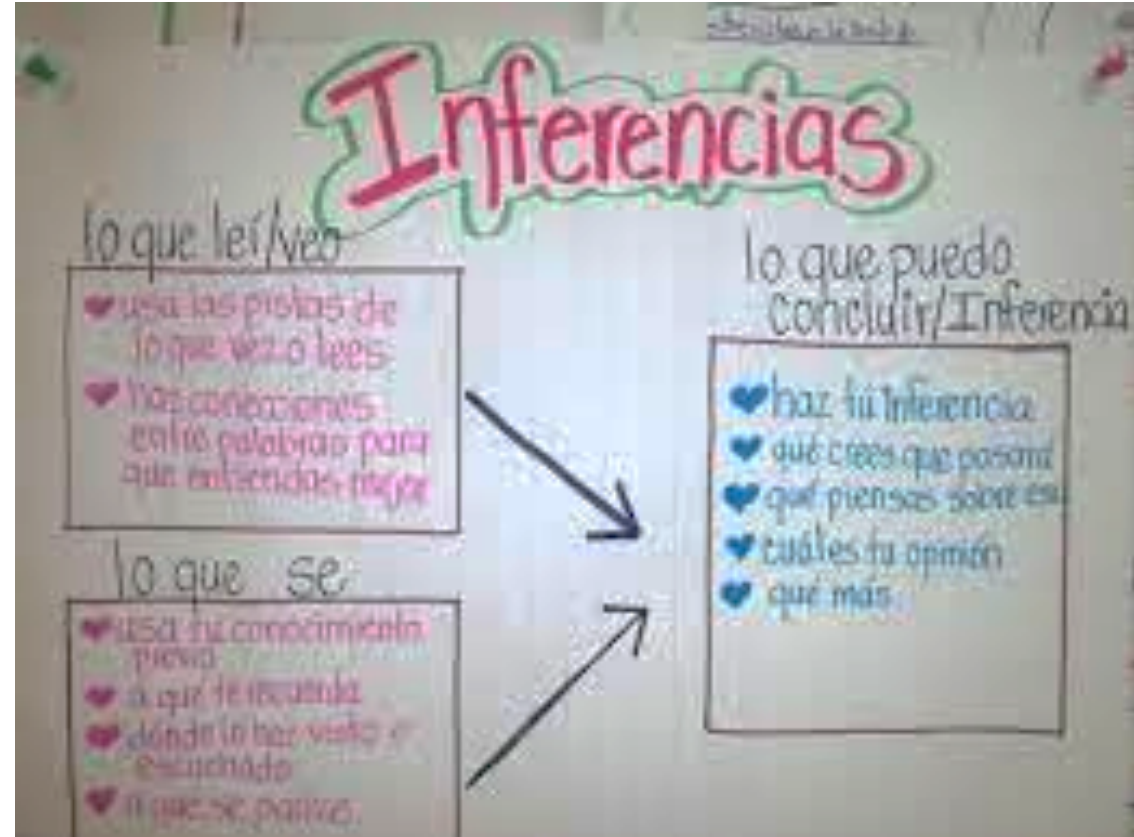
Instructional Anchor Charts

Supporting Literacy in Spanish

Características del Personaje 

Los buenos lectores usan evidencia del cuento para nombrar las características importantes de los personajes.

El personaje	es	porque...
Capitán Papi	es valiente	porque se enfrentó a los malos
La abuelita	es cariñosa	porque le daba abrazos
El lobo	es malo	porque quería comer a los niños
El perrito	es amable	porque siempre estaba feliz



Instructional Anchor Charts

Supporting **Authentic Language Structure**



The Bridge



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

English

- The Bridge
- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for contrastive analysis and transfer

In the bridge space you will find....



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

English

The Bridge

- **Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for metalinguistic analysis and transfer**
- **Both languages are used strategically during the Bridge**
- **The focus of the Bridge is contrastive analysis –**
- **NOT re-teaching content or ensuring or checking for understanding of subject area learning or of literacy development.**



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

English

- Te
- St
- M
- cl
- Sp
- Li
- C
- ex
- y

**The Bridge has a physical
space, but not a daily
scheduled time**





Biliteracy includes three linguistic spaces:

The Bridge

Two Teacher Model	One Teacher Model
The language she/he teaches (Spanish or English)	Spanish
The Bridge	The Bridge
	English

Supporting Instruction

 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

 Content	 Literacy	 Language
• Science • Social Studies • Math • Language Arts • Information is organized into the three linguistic spaces	• Reading: Explanations and/or diagrams of: • How texts are organized • Features of texts; parts of a text • How to read something (or how something is written) • Types of texts: Informative text and/or Literary texts • Writing: Explanations and/or diagrams of: • How to write different types of texts (Opinion, Narrative, Informative) • Features of texts they should include; parts of texts they should include • Examples students can reference while writing	• Word banks – include developmentally appropriate words, pictures, and definitions; a relationship between the words is evident in their display • Sentence starters • Discourse pattern identification • Teacher uses language and provides students opportunities to use language.

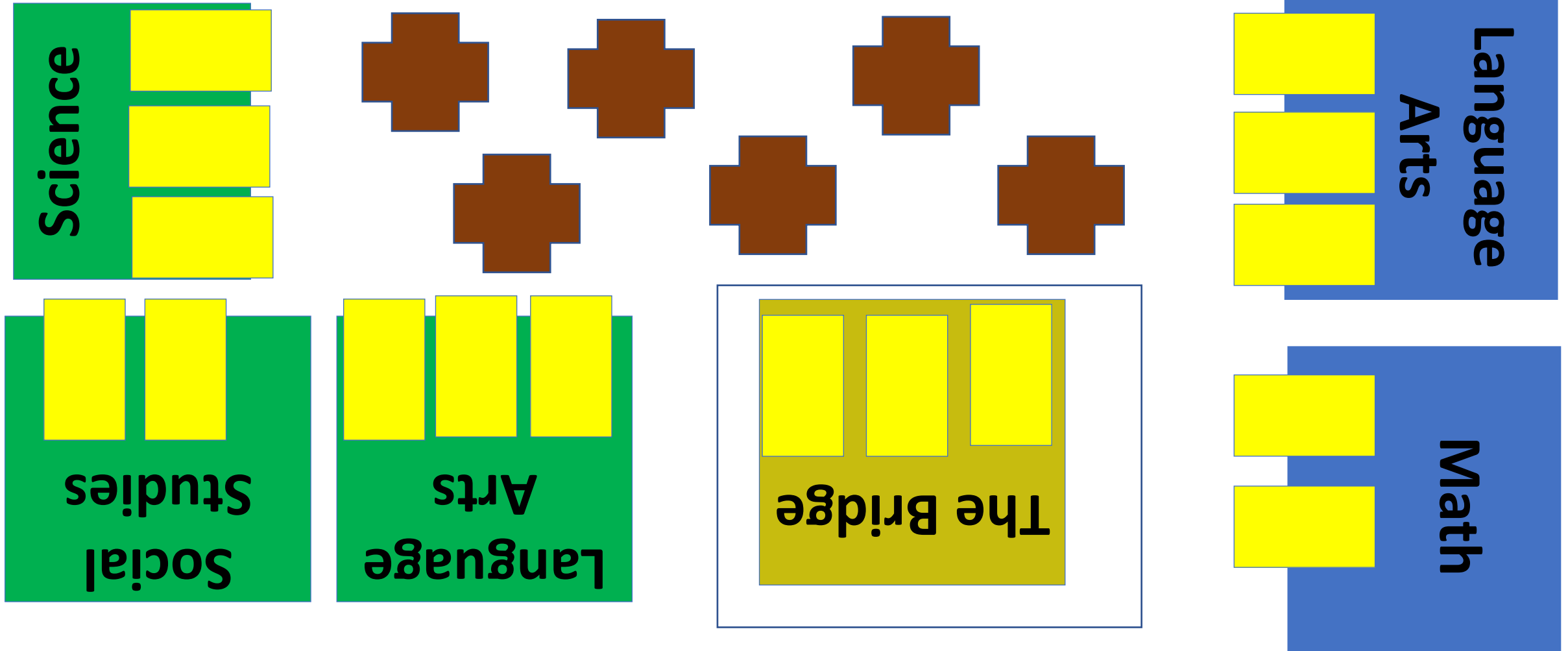
Unified by a Theme or Topic – In Context
Created with/by students and used by Students

Wharton, Center for Teaching for Biliteracy, 2017



A Place for Everything and Everything in its Place

Focal Point in Language of Instruction



Biliteracy Instruction

**...integrates content, literacy and
language instruction**

is reflected in our spaces and schedules



What I need to know

Much of my decision making about teaching comes back to a fundamental commitment. I will believe in students' competence and intelligence. I will keep faith, as Don Murray suggested, that they have stories to tell, things to explain, and the language with which to do those things. I will reject any notion that places in my mind a belief in students' deficits—whether those deficits be genetic, cultural, or behavioral. I will treat them as people who can get important things done for important reasons.

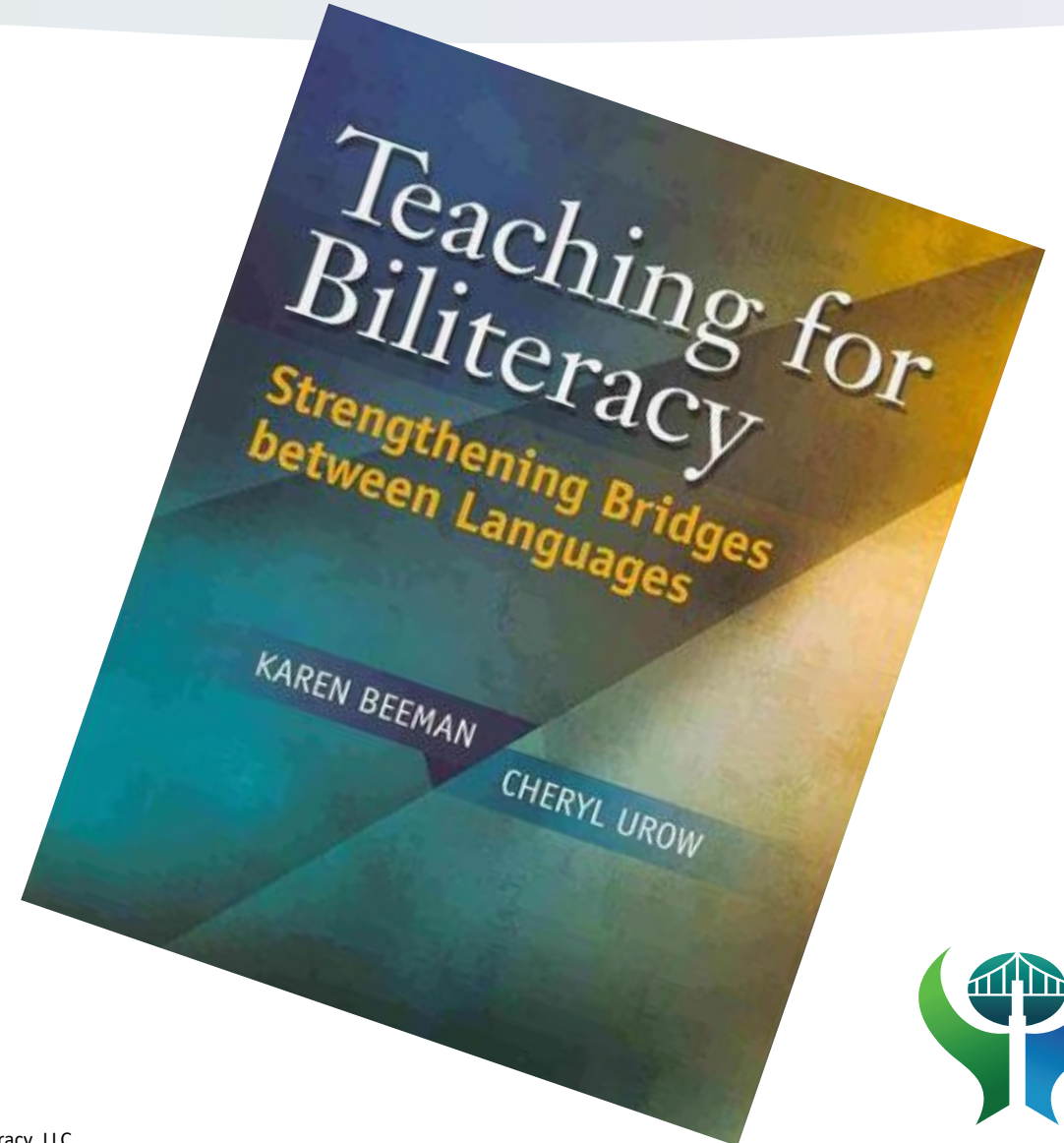
Randy Bomer, 2011

In other words....



What I need to know

My students
Chapter 2. p. 33



Sympathetic Nerve



**Dopamine &
Serotonin**

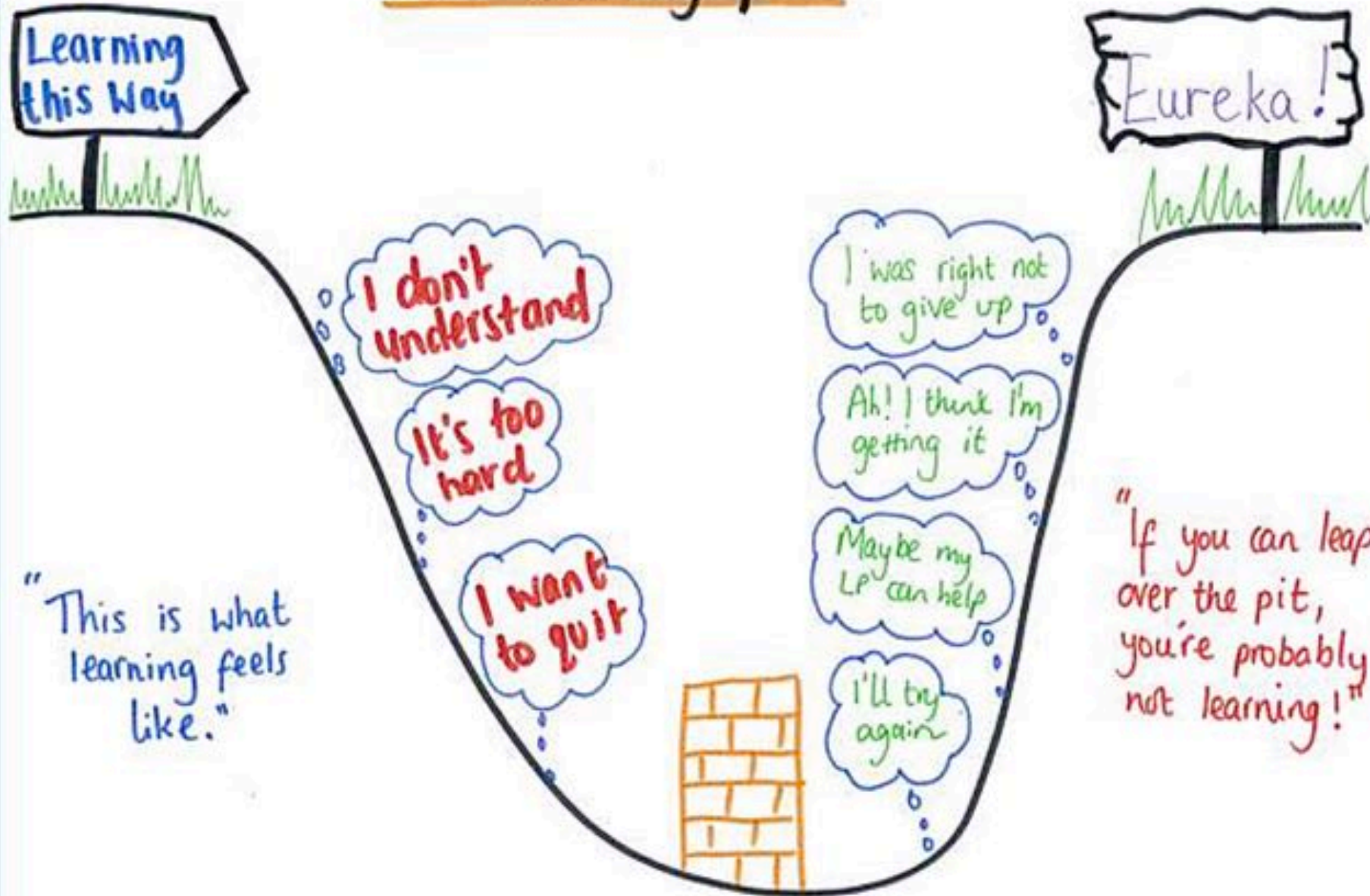


What are the implications of diversity of

Language



The learning pit



What I need to know

WIDA Podemos Spanish Descriptors

- One per student
- BoY, MoY, and EoY

WIDA CAN DO English Descriptors

- One per student
- BoY, MoY, and EoY



Knowing where our students are in their language trajectory informs our:

- Determine student's literacy vs language ability
- Oracy planning
- Select reading selections
- Partnering students
- Small group instruction
- Informing parents



Supporting “all students to achieve at grade level” happens best through **critical, culturally sustaining pedagogies** in which **we teach state and national standards** in relation to **real, local contexts**. Students from historically minoritized communities “achieve” when we **interrogate power relationships and center their community knowledges**.

Palmer, Cervantez-Soon, 2018



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are available at:

<http://bit.ly/BiliteracyChicago2019>

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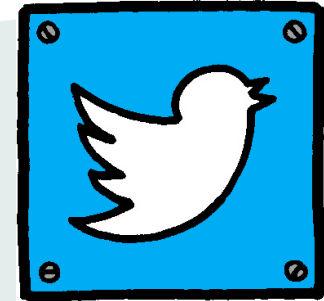


MUCHAS GRACIAS

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