



District of Columbia
Office of the State Superintendent of Education

Cohort Series:

Biliteracy from the Start

Session I: Monday, Feb. 3, 2020

Session II: Thursday, Feb. 27, 2020

Session III: Thursday, March 12, 2020

Santiago Sanchez | Multilingual Specialist

Santiago.Sanchez@dc.gov Desk: (202) 741-5311 Cell: (202) 285-8048

Warm-up Activity

1. **Whole-group task.** Share with the attendees the program(s) implemented at your school to provide educational services to English learners.

School:
Grades:
Program:

2. **Team task.** Write the goal of dual language/ bilingual instruction.

Dual Language/ Bilingual Goal:	Dual Language
---------------------------------------	----------------------

3. **Individual task.** Explain the three premises of biliterate instruction.

Teaching in a dual language program is different than teaching in other ESL programs because...	
	Explain it in your words.
... Spanish is a minority language in a majority culture.	
...students use both their languages for literacy development.	
...both Spanish and English are governed by distinct linguistic and cultural rules.	

Oracy

Textbook: Pages 19-31

Slides 12-15

Oracy	Look For
<p>Teacher plans oracy building activities to support students in maintaining the language of instruction. Defined as:</p>	
<p>Teacher maintains language of instruction. Defined as:</p>	
<p>All resources are in the language of instruction following the Content and Language Allocation Plan. Defined as:</p>	

Reading

Textbook: Pages 38-50

Slides 16-21

Reading	Look For
<p>Teacher plans reading building activities to support students in maintaining the language of instruction. Defined as:</p>	
<p>Teacher maintains language of instruction. Defined as:</p>	
<p>All resources are in the language of instruction following the Content and Language Allocation Plan. Defined as:</p>	



Writing

Textbook: Pages 51-66

Slides 22-26

Writing	Look For
Teacher plans writing building activities to support students in maintaining the language of instruction. Defined as:	
Teacher maintains language of instruction. Defined as:	
All resources are in the language of instruction following the Content and Language Allocation Plan. Defined as:	

Metalanguage

Textbook: Pages 67-79

Slides 27-28

Metalanguage	Look For
<p>Teacher plans metalanguage building activities to support students in maintaining the language of instruction. Defined as:</p>	
<p>Teacher maintains language of instruction. Defined as:</p>	
<p>All resources are in the language of instruction following the Content and Language Allocation Plan. Defined as:</p>	



Three Moments for Dual Language Instruction

Spanish	Metalanguage	English Language Development
<ul style="list-style-type: none"> • Teacher maintains Spanish • Students maintain Spanish • Materials, instruction, and classroom assessment in Spanish • Literacy instruction in Spanish • Content in Spanish all year 	<p>A planned moment after classroom assessment when the teacher brings the two languages together for metalinguistic analysis and transfer</p>	<ul style="list-style-type: none"> • Teacher maintains English • Students maintain English • Materials, instruction, and classroom assessment in English • Literacy instruction in English • Content in English all year

Metalanguage	
Cross-Language Connections...	Independent Task:
Occurs once students have engaged in oracy, reading, and writing about the concept in one language and have been assessed on the concept in that same language.	<p>Does your daily/week schedule reflect the three moments of instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Occurs once the students have learned the concept well in one language.	If Yes, explain how:
Is about transfer.	
Is about language – developing metalinguistic awareness.	If no, why not?
Is planned by the teacher.	

Session I.- Closing activity

Reflection and Action

Slide 30

Biliteracy from the Start	Things to consider for immediate implementation	Things to address before the school year ends	Long term goals for robust implementation
Oracy			
Reading			
Writing			
Metalanguage			

Session I.- Homework (Use the information provided in pages 10-12 for guidance and reference)

At your school, take a lesson plan and/or unit of learning and fill out the information below.

Objective(s)

Mark if the components below have been considered in the lesson plan and/or unit of learning.

Oracy components for Literacy instruction	Yes	No	Evidence (Where/how are the components evident)
Dialogue			
Language structures			
Vocabulary			
Goal for Language Structure	Yes	No	Evidence (Where/how are the components evident)
Expand grammatical complexity			
Opportunity for transformations			
Transformation with insertions			
Forms and functions			
Criteria for Selecting vocabulary	Yes	No	Evidence (Where/how are the components evident)
Importance and utility			
Instructional potential			
Conceptual understanding			

Homework.

Information for guidance and support.

Oracy Components for Literacy Instruction			
Oracy Component	Purpose	Should Be	Should Not Be
Dialogue	Ensure meaningful student participation in literacy-related discussions	<ul style="list-style-type: none"> • Open-ended • A give and take conversation • Student talking to students and teacher • Problem-solving and reasoning 	<ul style="list-style-type: none"> • Haphazard conversation • Unplanned questions and prompts • Based on “right or wrong” answers
Language structures	Expand grammatical complexity of students’ speech	<ul style="list-style-type: none"> • Rehearsed in context • Comprehensible • A means to expand student’s linguistic repertoire 	<ul style="list-style-type: none"> • Rote memorization of chunks of language • Repetition of language students do not understand
Vocabulary	Refine and expand students’ word and concept range	<ul style="list-style-type: none"> • Collaborative • Contextualized • Meaningful and comprehensible 	<ul style="list-style-type: none"> • Isolated lists of words • Decontextualized vocabulary work • Copying definitions from a dictionary • Writing unrelated sentences, each sentence using a different vocabulary word

Sample Goals for Language Structures	
Goal	Example
Expand grammatical complexity	<ul style="list-style-type: none"> • Expand statements using connected discourse • Simple sentence • Prepositions • Conjunctions • Relative pronouns • Adverbial clauses
Provide opportunity for transformations	<ul style="list-style-type: none"> • Statements to questions • Positive to negative statements • Questions to statements • Request to commands • Statements to exclamations
Make transformations with insertions	<ul style="list-style-type: none"> • Do insertion (John has a dog. Does he also have a cat?) • Get insertion (I pay for my lunch every day. I get paid for taking out the trash.)
Forms and functions	<ul style="list-style-type: none"> • Language to address various communicative tasks (e.g., agree/disagree, make a request, compare/contrast)

Criteria for Selecting Vocabulary		
Goal	Descriptors	Examples
Importance and utility	<ul style="list-style-type: none"> Words that will support academic learning Words that are characteristic of mature language users Words that appear across a variety of disciplines 	<p>Find</p> <ul style="list-style-type: none"> Find the square root of_____. One of the findings from this study... We find that it is hard to ... <p>Stage</p> <ul style="list-style-type: none"> The play will be held on the stage. The stages of the water cycle are... They staged a walkout.
Instructional potential	<ul style="list-style-type: none"> Words that can be worked in a variety of ways so that students can build rich representations of them and their connections to other words and concepts 	<p>Left</p> <ul style="list-style-type: none"> Right vs. left Past tense of leave Reminder in math <p>Round</p> <ul style="list-style-type: none"> It is a shape. A way to estimate A composition for multiple voices to sing To gather
Conceptual understanding	<ul style="list-style-type: none"> Words that provide precision and specificity in describing a general concept that is already understood 	<ul style="list-style-type: none"> Easy/hard: simple/difficult; a breeze/challenging Chair, stool, bench Socks, stocking, tights, booties

Session II.- Assessment: Monitoring Trajectories for Biliteracy in Reading and Writing

Warm-up Activity

Slide 34

Independent task

1. Reflecting on the information provided on **Session I**, and considering the information collected in the homework, assess the program currently implemented at your school.

Select one option for each statement.	Always	Sometimes	Never
a) The dual language/bilingual program is appropriate and effective.			
b) The concepts from theories underlying biliterate instruction are the center of the school's professional learning communities.			
c) PD opportunities focused on dual language instruction are explicitly planned and included in the school's improvement plan.			
d) There are resources, guidance, and support to design and implement dual language instruction.			

Team Task

2. Work in teams and describe an instructional priority or challenge for dual language/bilingual programs in your school.

What is the instructional priority and/or biggest challenge(s) to deliver highly effective instruction in a dual language/bilingual setting?

Whole group task

3. Explain the indicators/data used to identify instructional priorities and/or challenge(s).

What indicators have been considered to define the instructional priority and/or to identify the challenge(s)?

Reading Assessment

Textbook: Pages 83-85

Slides 36-37

<p>Goal What is the purpose of implementing a parallel assessment in a dual language/bilingual program?</p>	<p>Students What is expected for students to demonstrate in the assessments?</p>

Reading Assessment...	In other words...
<p>is planned in a holistic manner that capitalized on students' abilities, regardless of the language in which they demonstrated them.</p>	
<p>reflects achievement of biliteracy developed in both languages.</p>	
<p>teachers understand what students know and can do in each language, and they teach to students' biliterate potential, they contribute effectively to a more robust overall biliteracy development.</p>	
<p>requires assessing students with parallel instruments in Spanish and English.</p>	

Parallel Instruments in Spanish and English

Textbook: Pages 85-89

Slides 38-41

Test: Developmental Reading Assessment 2nd Ed. (DRA2)

Language: English

Test: Evaluación del Desarrollo de la Lectura 2. (EDL2)

Language: Spanish

Table 6.1

EDL2/DRA2 Levels by Grade Level

Grade	EDL2/DRA2 Levels
K	A, 1,2,3
1	4,6,8,10,12,14,16
2	18,20,24,28
3	30, 34, 38
4	40
5	50

Notes:

Table 6.3

Biliterate Reading Zones

EDL2 Level (Spanish)	DRA2 Level (English)
A-3	A-3 (exposure)
4-6	A-3
8-10	4-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

Notes:

Using Assessment Outcomes

Textbook: Pages 84-88

Slide 42

Team Task.

1. Each team will respond to the question assigned and write down the answer on chart paper to share with the entire group.

<p>Team 1 How might you use reading assessments in two languages as tools to look at the biliterate reading development of students at your school?</p>	<p>Team 2 What factors might you consider to choosing assessments?</p>
<p>Reading</p>	
<p>Team 3 What reading assessment data in Spanish and English are available in your school?</p>	<p>Team 4 How can you use this evidence to strengthen your biliteracy instruction?</p>

Writing Assessment**Textbook: Pages 94-112****Slide 43-46****Team task.**

1. Read pages 94-98. Share with your team your impression about writing assessment in two languages to respond to the questions below.

a) What are the advantages of using a single writing assessment rubric for English and Spanish written products?

b) Explain how you might use the writing rubric to assess emergent bilinguals at your school.

c) How could your school use the writing rubric as a formative assessment? Why is it important to evaluate and analyze writing prompts in English and Spanish in the process of designing lesson plans and units of learning?

Literacy Squared Writing Rubric**Textbook: Pages 116-126****Slides 44-46****Team task.**

1. Practice activity: Read the writing samples presented in the book and use the biliteracy writing rubric to score students' written products.

Team 1: Score the written product on pages 116-117.

Team 2: Score the written products on pages 120-122.

Team 3: Score the written products on pages 125-126

Literacy Squared Writing Rubric

Grade:		
Spanish Score	Content	English Score
10	Focused composition, conveys emotion or uses figurative language, is engaging to the readers; clearly addresses the prompt, book language.	10
9	Organization of composition includes effective transitions and vivid examples.	9
8	Writing includes complex sentence structures and has a discernible, consistent structure.	8
7	Sense of completeness – Clear introduction and clear conclusion.	7
6	Includes descriptive language (use of adjectives, adverbs at the word level) or varied sentence structures.	6
5	Main idea discernable with supporting details, or main idea can be inferred or stated explicitly, or repetitive vocabulary: may include unrelated ideas.	5
4	Two ideas – I like my bike and/because it is blue.	4
3	One idea expressed through a subject and predicate, subject may be implied (I like my bike, amo, or run).	3
2	Label(s), list of words; may communicate an idea without subject and predicate.	2
1	Prewrite: Picture only, not readable, or written in a language other than the prompt.	1
0	The student did not prepare a sample.	0
Structural Elements		
5	Multiparagraph composition with accurate punctuation and capitalization.	5
4	Controls most structural elements and includes paragraphing.	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parenthesis, hyphens, and indentation).	3
2	Uses one or more of the structural elements correctly.	2
1	Uses one or more of the structural elements incorrectly.	1
0	Structural elements not evident.	0
Spelling		
6	Accurate spelling.	6
5	Most words are spelled conventionally.	5
4	Majority of high-frequency words are correct, and the child is approximating standardization in errors.	4
3	Most words are not spelled conventionally but demonstrate an emerging knowledge of common spelling patterns.	3
2	Represents most sounds in words and most high-frequency words are spelled incorrectly.	2
1	Represents some sounds in words.	1
0	Message is not discernable.	0
Total		

Literacy Squared Writing Rubric

Qualitative Analysis of Student Writing

Bilingual Strategies			
	Spanish → English	English → Spanish	Spanish ↔ English
DISCOURSE <ul style="list-style-type: none"> • Rhetorical structures (first, next, last) • Punctuation (signals awareness of code-switches – me gust “basketball,” or ¡Run fast!) 			
SENTENCE/PHRASE <ul style="list-style-type: none"> • Syntax (subject omission, word order- the bike of my sister) • Literal translations (agarré todas bien/I got them all right) • Code-switching (no puedo hablar in just one language) 			
WORD LEVEL <ul style="list-style-type: none"> • Code-switching • Loan words (soccer, mall) • Nativized words (spláchate/splashed) 			
PHONICS Spanish → English (japi/happy) English → Spanish (awua/agua) Spanish ↔ English (behave/behave, lecktura/lectura)			
Developmental Language-Specific Approximations			
SPANISH		ENGLISH	
Structural elements, syntax, spelling, hypo/hyper-segmentation		Structural elements, syntax, spelling, hypo/hyper-segmentation	

Homework

Slide 47

Assessing Biliterate Writing	
<p>1. Planning in the language of instruction.</p> <p>What will students learn at the end of this unit?</p>	<p>2. Identify the concept and structural elements required to create a written product.</p> <p>What are the key concepts that students will learn?</p> <p>What language do students need to be successful with these concepts?</p>
<p>3. Match the keywords/phrases/sentences in both languages.</p> <p>What words/phrases/sentences and concepts are expected to transfer?</p> <p>What language functions will be used during this unit?</p>	<p>4. Plan for metalinguistic analysis.</p> <p>How can these concepts be visually represented?</p> <p>What real-world connections can be made to the concepts?</p>
<p>5. Teaching for transfer – Practice the terms in each language.</p> <p>What are the sentence stems or structures required?</p> <p>What vocabulary is important for students to understand and use independently?</p>	<p>6. Assessment and analysis.</p> <p>How will students demonstrate their understanding of concepts and their progress toward standards?</p> <p>How will I use this information to guide my instruction?</p>

Session III.- Lesson Planning: Creating Holistic Biliteracy Lessons and units.

Warm-up Activity

Team Task

1. Select a book from the table. There is a mix of English and Spanish titles. Find a partner(s) with books that you consider appropriate to integrate into a unit of learning. Use the following tool to practice a quick alignment guide for designing units of learning to develop biliteracy skills.

Title	Language	Genre	Theme/Topic	Skills	Vocabulary

2. Respond to the following questions.

a) What standards can be addressed using these instructional materials?

Reading standards:

Writing standards:

b) What elements would facilitate the connection of learning environments in English and Spanish?

c) What would be the written product after delivering instruction using these instructional materials?

Literacy Squared Lesson Plan Template

Textbook: Page 141-145

Slide 52-53

Teacher/s:

School:

Grade:

Standards:				
Literacy Objectives:				
Connections between Literacy Environments:		Cross-language Strategies (if applicable)		Materials:
Dictado en español:				
Enfoque de instrucción:				
Lectoescritura			Literacy-based ELD	
Objetivo(s) de oralidad:			Oracy Objective(s):	
Diálogo:			Dialogue:	
Estructuras lingüísticas:			Language Structures:	
Vocabulario:			Vocabulary:	
Evaluación: Expresión oral (hablar y escuchar) Escritura Lectura			Assessment: Speaking Listening Writing Reading	
Lectoescritura (M = modelado, C = compartido, E = equipos-parejas, I = independiente)			Literacy-based ELD (M = modeled, S = shared, C = collaborative, I = Independent)	
	Lectura	Escritura	Reading	Writing
Session 1	Enfoque pedagógico: M C E I Texto: Actividades:	Enfoque pedagógico: M C E I Actividades:	Approach: M C S I Text: Activities:	Approach: M C S I Activities:
Session 2	Enfoque pedagógico: M C E I Texto: Actividades:	Enfoque pedagógico: M C E I Actividades:	Approach: M C S I Text: Activities:	Approach: M C S I Activities:
Session 3	Enfoque pedagógico: M C E I Texto: Actividades:	Enfoque pedagógico: M C E I Actividades:	Approach: M C S I Text: Activities:	Approach: M C S I Activities:



Question for Reflection and Action

Slide 56

How is the biliteracy unit different from the ways in which you are planning and teaching Spanish and/or English now?

How could you use this sample lesson plan to help create your own biliteracy unit in which Spanish and English literacy are connected without being duplicative?

What would you consider when choosing texts for your unit?

Final Homework

Creating Comprehensive Biliteracy Lessons – Possible Next Steps

Short term and individual	Long term and Collaborative
Get to know your students. Based on what they can do with language, plan instruction.	Articulate your literacy pedagogy and therefore, your biliteracy pedagogy.
Plan for and use oracy, reading, writing, and metalanguage.	Build collaborative relationships: trust, flexibility and a shared philosophy.
Use high-leverage strategies.	Fine-tune your biliteracy “systems” or structures. Use the biliteracy guidelines to help you.
Set up linguistic spaces in the classroom. Identify three moments for instruction. (Spanish, Metalanguage, and English Language Development)	Start standards-based biliteracy curriculum mapping and move into biliteracy units of learning.
Plan for strategic use of language; reduce flip-flopping and stay in the language of instruction.	Use the standards and big ideas to plan for metalanguage: transfer and contrastive analysis.
Focus on your mindset (move to the biliteracy mindset) and on what you control.	Collect formative and summative assessments in Spanish and English and do a side-by-side analysis of how students are growing in both languages.