



# Cohort Series: Biliteracy from the Start

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# Cohort Series Overview

Guiding text: **Biliteracy from the Start: Literacy Squared in Action**. Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero-Gonzalez, Olivia Ruiz-Figueroa, and Manuel Escamilla. (2014)

Session I Monday, Feb. 3, 2020	Session II Thursday, Feb. 27, 2020	Session III Thursday, March 12, 2020
<b>Instruction</b>  ➤ Teaching within a Holistic Biliteracy Framework:  * Oracy * Reading * Writing * Metalanguage	<b>Assessment</b>  ➤ Monitoring Trajectories for Biliteracy in Reading and Writing:  * Reading Assessment * Writing Assessment	<b>Lesson Planning</b>  ➤ Creating Holistic Biliteracy Lessons and Units:  * Creating Comprehensive Biliteracy Lessons

# Objectives

Using a cohort model, educators will attend three half-day sessions. By the end of the three sessions, participants will be able to:

- Understand and explain the biliteracy instructional framework to systematically design instruction for emergent bilinguals, and
- Use, create, and analyze quantitative and qualitative assessments to guide instructional practices in a dual language/bilingual context.



## Session I

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Instruction:

Teaching within a Holistic Biliteracy Framework

# Session I Objectives

At the end of this session, participants will:

- Identify and explain the features of holistic biliteracy development, and
- Define the planning process of lesson plans and units of learning that will guide the biliteracy trajectories in a dual language/bilingual program.

# Warm-up Activity

Handout – Page 2.

- **Whole group task**
  - Share with the attendees the program(s) implemented at your school to provide educational services to English learners.
- **Team task**
  - Write the goal of dual language/bilingual instruction.
- **Independent task**
  - Explain in your own words the three premises of biliteracy instruction.

# Biliteracy Framework for Emerging Bilinguals

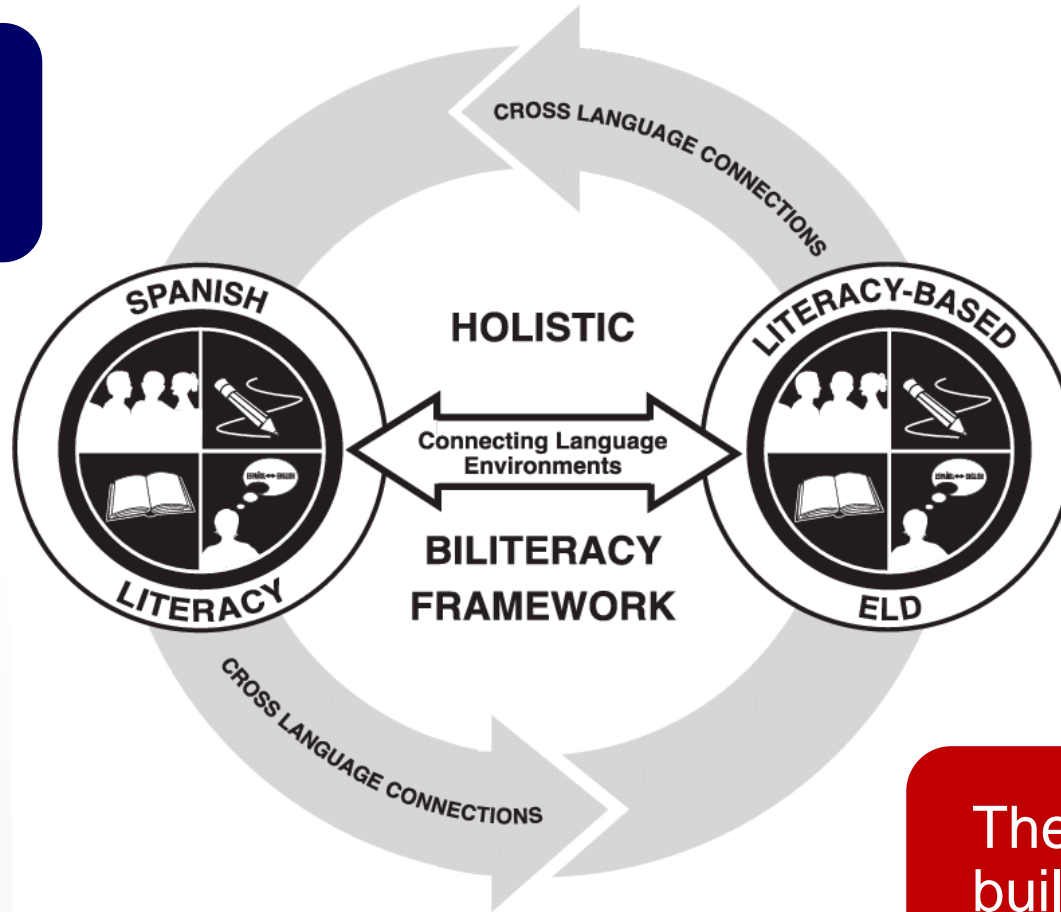
“**English learner (EL)**, the term most often used to describe students who are acquiring English as a second language (ESL), has largely supplanted the more deficit-oriented term **limited English proficiency (LEP)**. A newer term, **emergent bilingual**, emphasizes the development of bilingual competencies in children whose native language is other than English.”

(Escamilla, 2014)



# Biliteracy Framework for Emerging Bilinguals

## Paired Literacy Instruction



The framework emphasizes building trajectories toward biliteracy.



# Qualities of Instruction for Holistic Biliteracy Development



Oracy



Reading



Writing



Metalanguage

The development of bilingualism and biliteracy.

# Qualities of Instruction for Holistic Biliteracy Development

## Authentic Spanish Literacy Instruction

- Teaching children to read and write in Spanish and English involves some of the same methodologies and strategies. However, methods and strategies should also consider how the internal structure of each language is different.

## Literacy-based ELD Instruction

- The development of literacy in English is especially designed for emerging bilingual students. It is text based, and includes, but is not limited to, the development of listening and speaking.

## Equal attention to Oracy, Reading, Writing, and Metalanguage

- The biliteracy framework includes equal amounts of instructional time devoted to oracy, reading, writing, and metalanguage.

# Qualities of Instruction for Holistic Biliteracy Development

## Cross-Language Connections

- Teachers provide direct and explicit attention to developing children's metalinguistic awareness about how languages are similar and different.

## Time Allocations and Teaching Approaches by Grade Level

- Dual language programs have the advantage of being able to maintain a 50/50 time allocation in grades where bilingual instruction is provided.

## Emphasis on Explicit Instruction and Collaborative Approaches

- Modeled, shared, and collaborative approaches, which tend to involve more direct and explicit instruction, are the most and at the same time the most culturally responsive approaches to biliteracy development for emergent bilingual children.

# Oracy

Textbook: Pages 19-31

Handout: Page 3

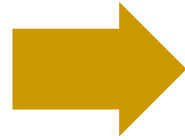


- For biliteracy, the development of oracy is necessary in both languages.
- It is recommended that 25 percent of literacy instruction in both languages include oracy.

# Oracy Components for Literacy Instruction

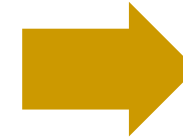
## Dialogue

- Ensure meaningful student participation in literacy related discussions.



## Language Structures

- Expand grammatical complexity of students' speech.



## Vocabulary

- Refine and expand students' word and concept range.

# Goals for Developing Dialogue

- Advocate
- Argue
- Articulate
- Clarify
- Debate
- Defend
- Discuss
- Explain
- Interpret
- Justify
- Negotiate
- Persuade
- Propose
- Respond

Teach verbs that elicit dialogue

Encourage students to make personal connections with what they read

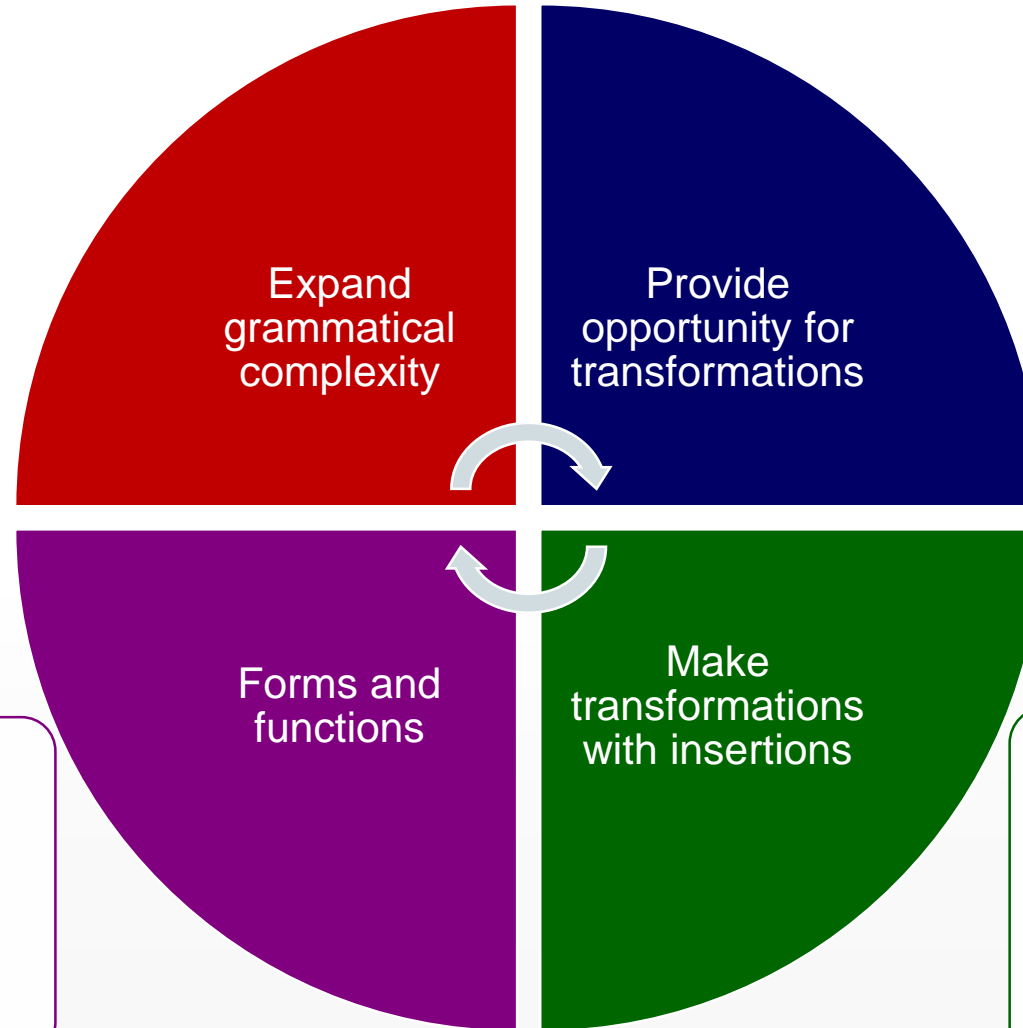
- Agree/Disagree with an event/person.
- Respond to “what if” questions.
- Provide details and examples to support and opinion.

- Respond to open-ended question.
- Practice language to clarify information.
- Request more information and details.

Encourage students to understand that not every question has a right/wrong answer

# Sample Goals for Language Structures

- Expand statements using connected discourse
- Simple sentence
- Prepositions
- Conjunctions
- Relative pronouns
- Adverbial clauses



- Statements to questions
- Positive to negative statements
- Questions to statements
- Request to commands
- Statements to exclamations

- Language to address various communicative tasks.

- Do insertion.
- Get insertion.



# Criteria for Selecting Vocabulary

## Expand grammatical complexity

- Words that will support academic learning.
- Words that are characteristic of mature language users.
- Words that appear across a variety of disciplines.

## Instructional potential

- 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.

## Conceptual understanding

- Words that provide precision and specificity in describing a general concept that is already understood.

# Reading Framework

Textbook: Pages 38-50

Handout: Page 4



Teaching of  
literacy in  
Spanish and  
English.

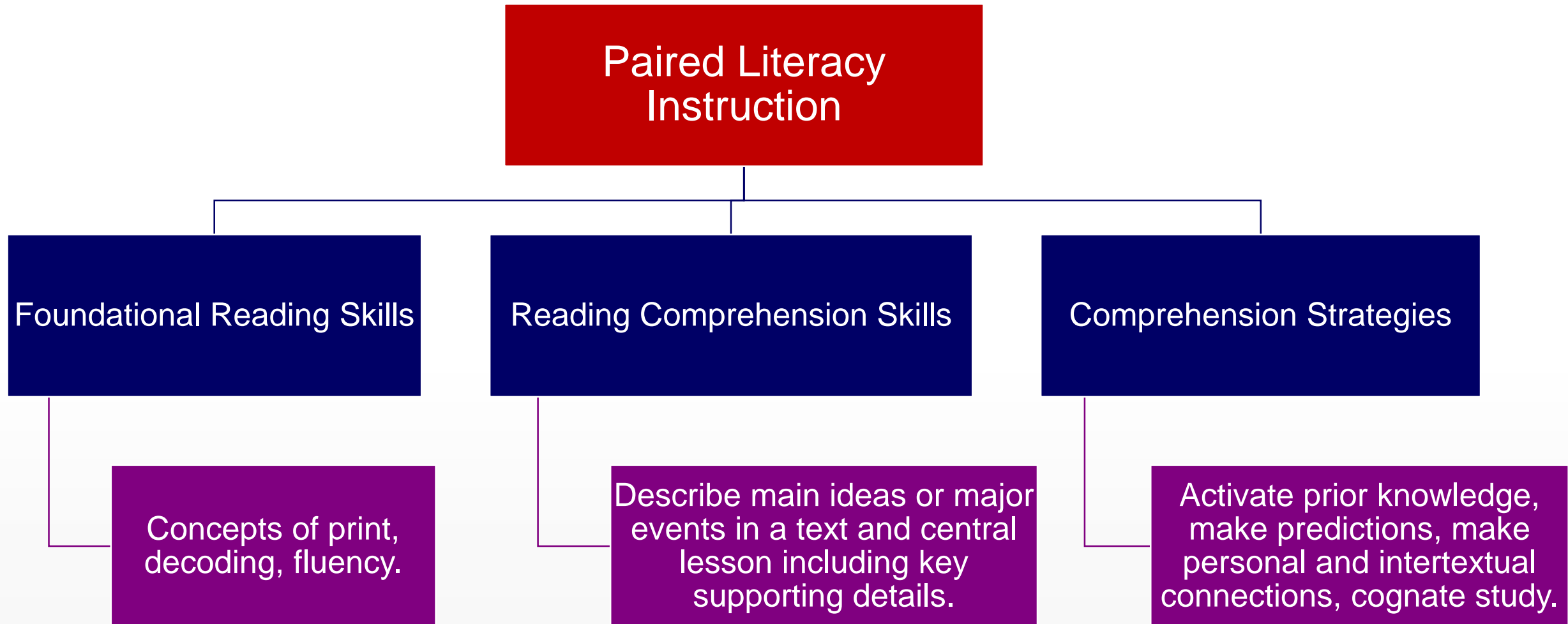
Different times  
during the day.



Simultaneously  
and  
interconnectedly.

Beginning in K  
and continuing  
through grade 5.

# Reading



# Authentic Spanish Literacy Instruction

## Teaching approaches:

- Reading and writing grounded in the internal structure of the language.

## Equal amounts of instructional time:

- Oracy
- Reading
- Writing
- Metalanguage.

## Approaches to literacy instruction:

- Analytic (whole to part).
- Synthetic (part to whole).

# Authentic Spanish Literacy Instruction

## Practice Principles Specific to Each Language


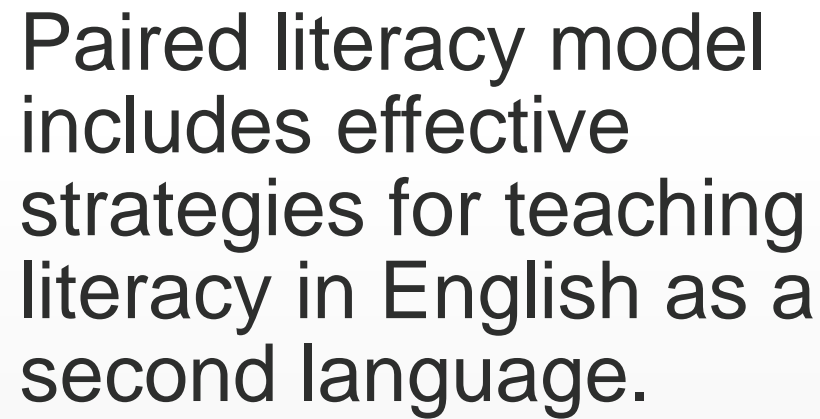
Spanish

Phonological awareness taught through writing (Vernon & Ferreiro, 1999).

English

Phonological awareness is best taught through oral language (Adams, 1990).

# Literacy-based English Language Development



Paired literacy model includes effective strategies for teaching literacy in English as a second language.



## Biliterate reading acquisition:

- Readers use their knowledge of their first language and experiences when they read in a second language.
- Skills and knowledge transfer across languages in bidirectional ways.
- Literacy skills in the first language facilitate the development of English reading and writing.

# Literacy-based English Language Development

Build on the literacy skill and conceptual knowledge they have developed in Spanish.

Participate in grade level English literacy instruction.

Literacy-based ELD instruction is text- and language-based.

The foundation of instruction is textual rather than oral.

Language development derives directly from the language needed in the literacy tasks.



# Writing

Textbook: Pages 51-66

Handout: Page 5



Bilingual students' writing develops in ways that are different than those of their monolingual speaking peers.

Code-switching and literacy are patterns of writing unique to bilingual individuals.

Writing abilities in each language develop at different rates.

Writing behaviors of emerging bilingual students should be seen as normal because they are inherent to the process of learning to write in two languages.

# Writing and Literacy Instruction for Emerging Bilinguals

## The integration of:

- Oral language,
- Reading,
- Writing, and
- Metalanguage

## Writing documents:

- Directly connected with the reading selections and
- Use of vocabulary and language structures acquired during oracy and reading.

## Written assignments culminated with an oral presentation:

- Summarize,
- Argue, and
- Respond to question about the book.

# Maximizing Whole Group Instruction

## Greater emphasis:

- Shared Writing and
- Collaborative Writing.

## Writing process approaches are insufficient when:

- Implemented alone,
- to help emerging bilingual children develop robust biliterate writing repertoires.

## Independent Writing:

- When students spend a lot of time without the aid of a more competent writer, they may not be working in the upper range of their potential.

Explicit teaching and interactive strategies instead of a process approach.

# Teaching Approaches to Develop Biliterate Writing

## Modeled Writing

- The teacher demonstrates for students the process of writing a text as well as the multiple uses of writing as a communicative and learning tool.
- The main purpose is for all children in the classroom to experience the process of creating a written text as demonstrated by an expert writer.
- Activate background knowledge.
- Negotiate the text.
- Compose the text.
- Revise and edit.

## Shared Writing

- The teacher and students take turns writing to construct a text together. Students actively participate in the negotiation and co-construction of the text.
- Everybody must be writing.
- The main purpose of shared writing is to provide students with the opportunity to apply and try out, with teacher support, skill and knowledge about writing and the writing process that the teacher previously taught and modeled for them.

# Teaching Approaches to Develop Biliterate Writing

## Collaborative Writing

- In collaborative writing, children write with their peers and the teacher monitors their work.
- After working in small groups or with a partner, students report their work to the whole group.
- In the upper grades, collaborative writing can be used as an extension of literature, genre/author studies.

## Independent Writing

- Independent writing is an approach to writing instruction in which children write by themselves and are offered individual feedback through writing conferences.
- The use of modeled writing, shared writing, and collaborative writing in a large group setting are preferable because teacher-child interactions are maximized.

## The Dictado

- The method is used to refine language arts skills, teach content, spelling, conventions, and grammar in an integrated way.
- It can be used to develop students' self-correction and metalinguage skills.

# Metalanguage

Textbook: Pages 67-79

Handout: Page 6



Two languages  
that interact and  
complement one  
another.

Thinking and  
talking about  
language.

Understanding  
the relationship  
between and  
within languages.

The ability to  
identify, analyze,  
and manipulate  
language forms.

Consciously  
detect,  
understand, and  
talk about how  
languages are  
similar and  
dissimilar.

# Cross-Language Connections

## Teaching Strategies

- Bilingual books
- Cognate instruction
- Strategic Use of Language
- Así se dice (That's how you say it)
- Code-Switching



# Three Moments for Dual Language Instruction

Handout: Page 7



# Closing activity: Reflection and Action

Handout: Page 8



# Homework

- Handout: Page 9
- Bring the information back for Session II on Feb. 27, 2020.



## Session II

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Assessment:

Monitoring Trajectories for Biliteracy in  
Reading and Writing

## Session II Objectives

### Participants will:

- Analyze a holistic bilingual assessment view to gather as much information as possible about what emergent bilinguals can do in two languages,
- Observe, evaluate, and monitor students' biliteracy trajectories to interpret outcomes where emergent bilinguals demonstrate the totality of their literacy capabilities, and
- Recognize the need of assessing emerging bilinguals biliteracy development simultaneously to inform literacy instruction in two languages.

# Warm up

Handout: Page 13

- **Independent Task**
  - Self-assessment and reflection
- **Team Task**
  - Work in teams and describe an instructional priority or challenge for dual language/bilingual programs in your school.
- **Whole group Task**
  - Indicators/data used to identify instructional priorities or challenges.

# Reading Assessment

Textbook: Pages 83-85

Handout: Page 14

## Holistic Bilingualism

Biliteracy development of Spanish-English.

Bilingual Trajectory of emerging bilingual children in the elementary grades.

## Observe and Monitor

Student's language processing and learning in Spanish and English.

## Knowledge

What the student knows in each language.

Impact across languages and cultures.



# Biliterate Reading Trajectory

Realistic, logical, and empirically based goals for achievement of biliteracy development in both languages.

Plan instruction across languages.

Identify students' reading scores in Spanish and English.

Tools to better understand and use what children know about reading.

# Parallel Instruments in Spanish and English

Textbook: Pages 85-89

Handout: Page 15

## Measuring Comparable Reading Behaviors

- Reading engagement,
- Oral reading fluency
- Accuracy, and
- Comprehension.

## Reading Behaviors

- The act of reading,
- Responding to text,
- Preview and predict,
- Retell,
- Make connections,
- Respond to reflection questions, and
- Use of text features.

# Choosing Texts for Assessment

Ensure that a child does not read the same text in Spanish and English.

Identify which text to use in each language at every level.

Make certain that an equal number of texts are available at each level in each language, and the genre is balanced.

## Planning Paired Literacy Instruction

Ranges of levels for Spanish reading reflecting the knowledge of how reading behaviors and challenges vary from level to level.

The teacher would be focusing instruction in English literacy to the related zone, or teaching to the potential.

# Biliterate Benchmarks

Spanish and English reading achievement should closely parallel on another.

Plan end-of-year projections in a paired literacy environment.

Spanish and English reading assessments are done a minimum of once a year for summative purposes.

Determine what skills and strategies have been taught and learned in Spanish and what has been transferred or learned in English.

# Using Assessment Outcomes

Textbook: Pages 84-88

Handout: Page 16

- How might you use reading assessments in two languages as tools to look at the biliterate reading development of students at your school?
- What factors might you consider to choosing assessments?
- What reading assessment data in Spanish and English is available in your school?
- How can you use this empirical evidence to strengthen your biliteracy instruction?

# Writing Assessment

Textbook: Pages 94-112

Handout: Page 17

## Shifting the Lens: Parallel Monolingual to Holistic Bilingual

### Parallel Monolingual Framework

- Confused or semi-lingual
- Spanish syntax
- Unusual English phrasing
- Code switching
- Application of Spanish phonetic principles

### Holistic Bilingual

- Communicate a meaningful message
- Use of a variety of linguistic, cultural, and written strategies to encode the message

We need to examine the Spanish and English writing side by side, to determine what the student can do in both languages.

# Biliterate Writing Trajectory

Textbook: Pages 116-126

Handout: Page 18-20

- Emergent bilingual students receiving paired literacy instruction will positively develop Spanish and English writing competencies in a coordinated manner.
- The biliterate writing trajectory is base on notions of holistic bilingualism where the totally of an emergent bilingual student's writing accomplishments is only understood when writing in both languages is assessed.
- Emergent bilingual students can develop writing skills in both Spanish and English.
- Using the bilingual lens, the teacher identifies the resources the student is utilizing.



# Literacy Squared Writing Rubric

- Because bilingual programs had traditionally withheld any English reading or writing instruction until grade 3, many students' Spanish and English writing was very different. In general, students' English writing was more limited because they produced less text, included fewer complex ideas, and relied more heavily on Spanish phonetics to encode words.
- The literacy squared writing rubric is designed to assess the Spanish and English writing of emergent bilingual children in the elementary grades.
- Writing development is monitored and analyzed through the collection of Spanish and English writing samples at least once a year.

# Literacy Squared Writing Rubric

- The literacy square writing rubric is an instrument that would allow teachers to evaluate and record a child's Spanish and English writing scores using a single rubric.
- It helps to understand children's patterns of writing development over time.

# Homework

- At your school, collect two-three different lesson plans and/or units of learning.
- Evaluate each lesson plan and/or unit of learning using the guiding question in the handout, page 21.
- Bring back your responses ready to share with peers on Session III.



## Session III

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Lesson Planning:

Creating Holistic Biliteracy Lessons  
and Units

## Session III Objectives

### Participants will:

- Reflect on current planning tools and instructional resources to recognize the components and strategies of a cohesive biliteracy unit of learning,
- With guidance and support, plan biliteracy units of learning that focuses on connecting language environments to meet students' language needs, and
- Evaluate lesson plans and/or units of learning for the alignment of instructional tasks and Common Core State Standards in two languages.

# Warm-up Activity

Handout: Page 22

- **Individual task**
  - Select an instructional material to start designing biliteracy units of learning.
- **Team task**
  - Collaborate with your team and identify the instructional materials that will facilitate the design of biliteracy units of learning.
  - Use the tool provided on handout page 22.
- **Whole group task**
  - Share with the entire group your experience in collaborative design of units of learning and lesson plans.

# Creating Comprehensive Biliteracy Lessons

The disconnection between Spanish and English occurs as a result of old monolingual paradigms.

When students are explicitly taught about similarities and differences between languages, students develop metalinguistic awareness and biliteracy.

Holistic and connected approach to paired literacy instruction.

Planning instruction should capitalize on students' rich linguistic resources by connecting language environments. Units should also include personally and/or culturally relevant materials.

# Literacy Squared Lesson Plan Template

Textbook: Pages 141-145

Handout: Page 23

## Standards and Literacy Objectives

- The lesson plan template begins by having teachers list their standards and literacy objectives for the lesson.
- The template is not a curriculum; it is a framework for implementing standards-based instruction within a model for biliteracy instruction.

## Connecting Literacy Environments and Using Cross-Language Strategies

- Teachers list any connections they will make between Spanish and literacy-based English Language Development.
- Cross-language connections are also highlighted.
- As teachers make connections between the literacy environments they also need to plan and use explicit cross-language strategies.

## The Dictado

- The dictado should be connected to the biliteracy unit.
- Include a space to write Spanish and English dictados.



# Literacy Squared Lesson Plan Template

Textbook: Pages 141-145

Handout: Page 23

## Oracy Objectives

- While the literacy objectives drive the reading and writing aspects of the lessons, the oracy objectives focus on the oral language needed to accomplish the literacy tasks.

## Assessment

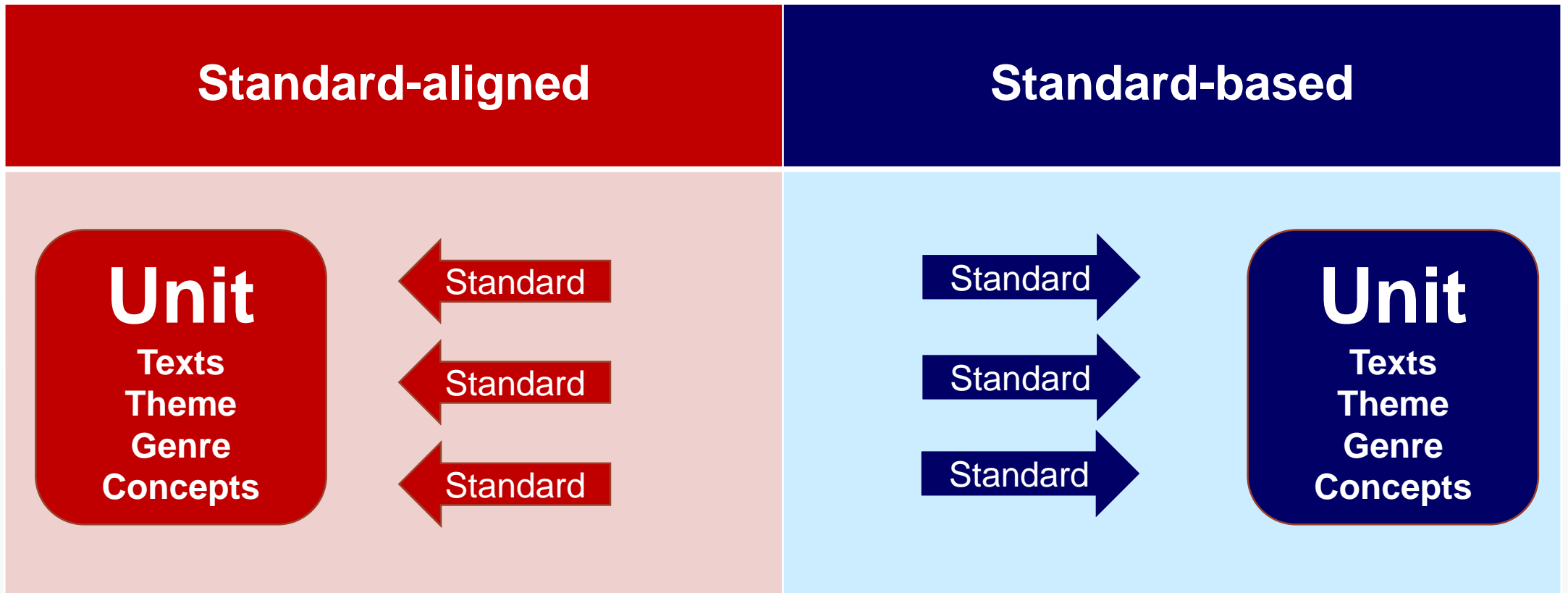
- Intended for teachers to decide how to assess their students' learning throughout and at the end of the unit.
- I should explain any expected product.
- Formative and Summative assessment.

## Detailing Biliteracy Instruction

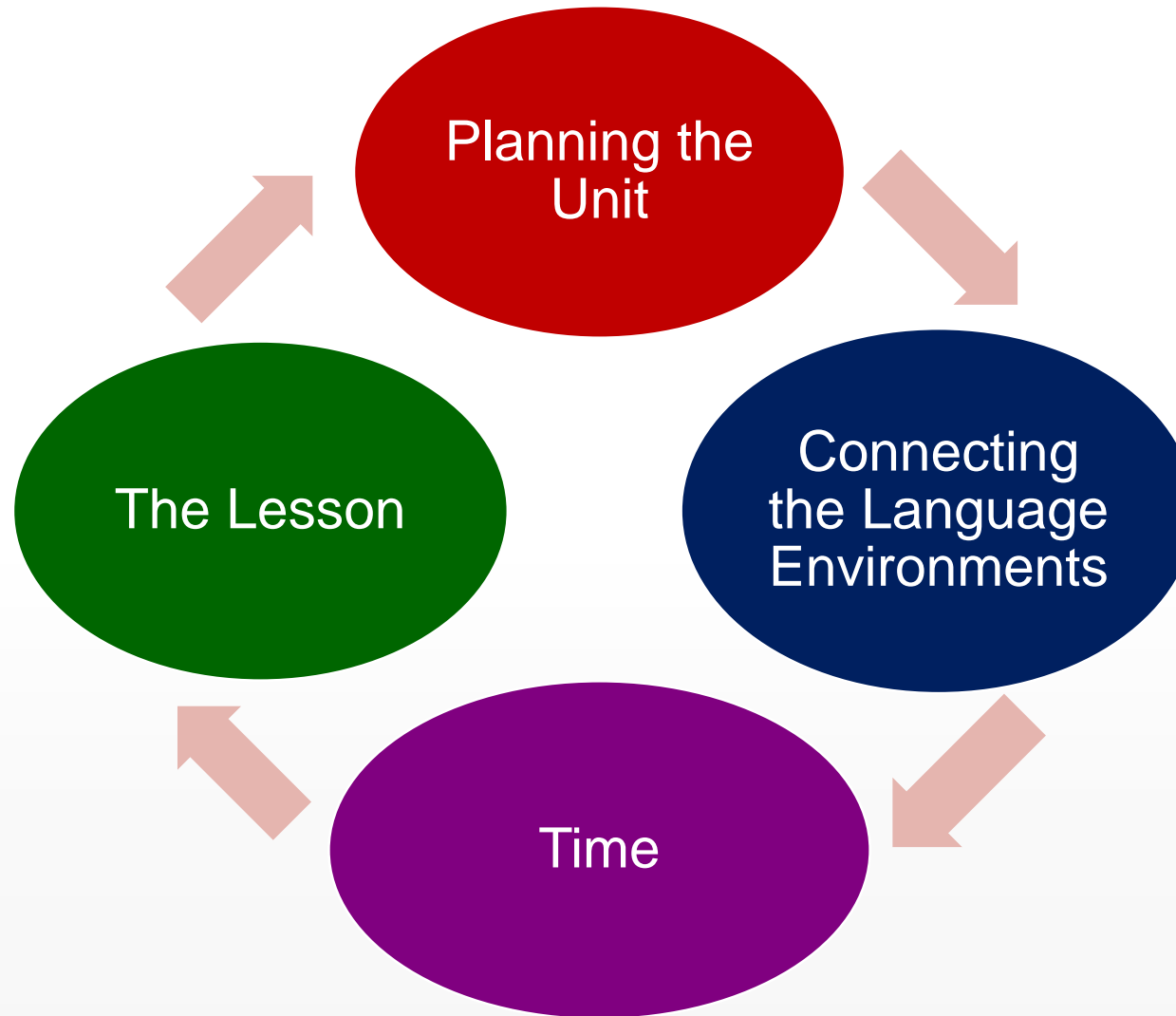
- A space to complete plans for reading and writing for both Spanish and English.
- Side-by-side. Teachers can continue to plan for both language environments in a connected way.

# Creating Biliteracy Units

- Biliteracy units of learning are always standards-based instruction.
- Planning biliteracy units of learning can be:



# Biliteracy Units



# Questions for Reflection and Action

Handout: Page 24

- How is the Biliteracy unit different from the ways in which you are planning and teaching Spanish and/or English literacy 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?

# Q & A

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