Teaching for Biliteracy with Project GLAD®

Diana Pinkston-Stewart
DLeNM Professional Development Coordinator
Project GLAD® Trainer

Project GLAD® Summer Institute 2017

What is biliteracy?

comprehension   **oracy**

writing   **oral language**

fluency   **reading**

Using the word bank above, write your own definition of biliteracy.
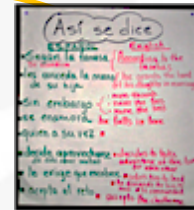

Report out.

Teaching for Biliteracy

What?

- Literature/Texts/Discussions/Writing in both languages
- Strategies that create metalinguisitic awareness
- Strategies that facilitate cross-linguisitic transfer

How?

Planning for Purposeful, Strategic and Systematic Development of
- Oral Language
- *Oracy*
- Literacy
In two languages.

Why?

- Asset approach to multilingualism
- Develops cognitive complexity
- Economic and social advantage

The Golden Circle, Sinek, 2014

Dual Language Education of New Mexico

www.DLeNM.org

Project GLAD® Summer Institute 2017

Metalinguistic Awareness for *bilinguals*

- is *thinking* and *talking* about *language*, and, in the case of biliteracy, understanding the *relationships* between and within languages.

- involves *identifying*, *analyzing*, and *comparing/contrasting* the sounds, symbols, grammar, vocabulary, and language structures between and across languages.

Metalinguistic Awareness
of similarities and differences in…

- **Phonology** - sounds systems: vowels, consonants, irregular patterns (a-i-e-o-u, y, l, ll, th, h, z, ….)

- **Morphology** or word formation – roots, prefixes and suffixes (incomprehensible-incomprensible, rapidly-rapidamente)

- **Cognates/False Cognates** (comprender - comprehend , embarazada – pregnant!)

- **Syntax and grammar** including rules for punctuation, grammar, word order, etc. that is unique to each language (Juan's black dog. – El perro negro de Juan.)

- **Pragmatics** (language use) that include cultural norms that are reflected in language use, ex. Dichos/expressions/idioms
The apple doesn't fall far from the tree. – Tal palo, tal astilla. You - Usted o Tú-

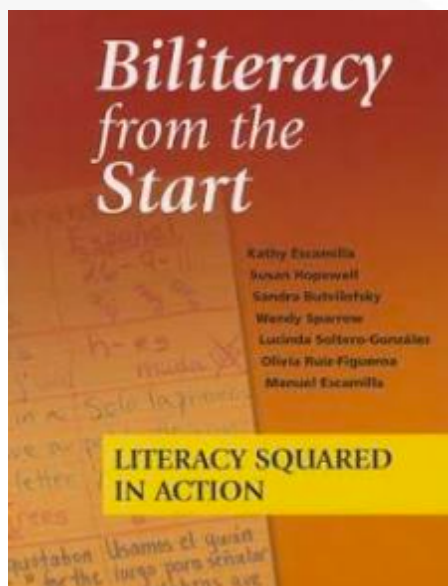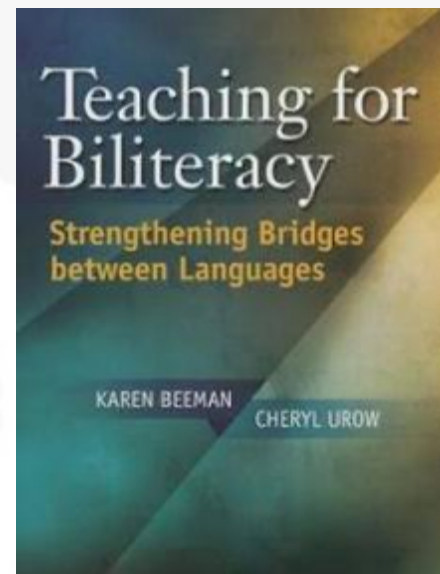Dual Language Education of New Mexico

www.DLeNM.org

Teaching for Cross-Linguistic Transfer

Cheryl Urow and Karen Beeman: *The Bridge*

- *Teaching for Biliteracy: Strengthening Bridges Between Languages*

Kathy Escamilla: *Cross-language connections*

- *Biliteracy from the Start: Literacy Squared in Action*

Teaching for Biliteracy

1. Begins with a highly comprehensible, concrete and interactive activity focused on preparing students to comprehend text
   - ✓ Language Experience Approach
2. Integrates content and literacy instruction
3. Includes strategies to support comprehension throughout the unit
4. Bridges to the other language

Urow and Beeman, 2013

Dual Language Education of New Mexico

www.DLeNM.org

Teaching for biliteracy: GLAD® – a natural fit

Thematic Instruction

- Integrating content, language arts and ELD and SLD standards is the most effective way to teach for biliteracy

- Allows students to learn and practice literacy skills within a highly comprehensible context

- Allows for more effective *cross-linguistic transfer*

  - Concepts and similar language transfer easily

  - Language differences are taught explicitly but are held together within the framework of the unit

Beeman and Urow, 2013

Dual Language Education of New Mexico

www.DLeNM.org

Scaffolding for Content and Language with GLAD®

Gradual Release of Responsibility

GLAD units are made of **strands of strategies** intentionally sequenced and scaffolded to maximize content comprehension and language acquisition.

- **Concrete → Abstract**

  visual, auditory and kinesthetic supports for entering more quickly into academic reading and writing

- **Oral Language → Oracy → Literacy**

  Teacher modeling and shaping of language, student repetition and practice, student reading and writing

- **Whole group → Partner or Team → Individual**

  Individual has multiple opportunities to wrestle with content and language before producing individual work. (assessment)

What about the Bridge ?

Read the page from **Teaching for Biliteracy** titled:

- *The Bridge: Teaching to biliteracy looks different than teaching to monoliteracy*
- With an elbow partner discuss

  ✓ *What is the Bridge?*

  ✓ *When is it done?*

  ✓ *How is it done?*

Opportunities to use the *Bridge* with Project GLAD®

Strategies that "Hang Together"
intentionally sequenced for GRR

1. **Expository (Informational) Strand**

   Graphic Organizer → Pictorial Input Chart → Expert Groups → Process Grid Game → Cooperative Strip Paragraph → BRIDGE →EXTENSION ACTIVITY

2. **Narrative Strand**

   Narrative Input → ELD Group Frame → Story Map → Written Story Summary → BRIDGE →EXTENSION ACTIVITY

3. **Sentence Building Strand**

   Here, There Chant → Sentence Patterning Chart → Language Study → Descriptive Writing → BRIDGE →EXTENSION ACTIVITY

Note: DL teachers may choose to alternate languages of strategy strands from unit to unit (50/50 program) or develop the Expository Strand in the language which is allotted more time (80/20 program)

Dual Language Education of New Mexico

www.DLeNM.org

Cooperative Strip Paragraph

Observation Charts

Chants

Language Experience Approach

Building the language and content

- Graphic Organizer
- Pictorial Input Chart
- Expert Groups
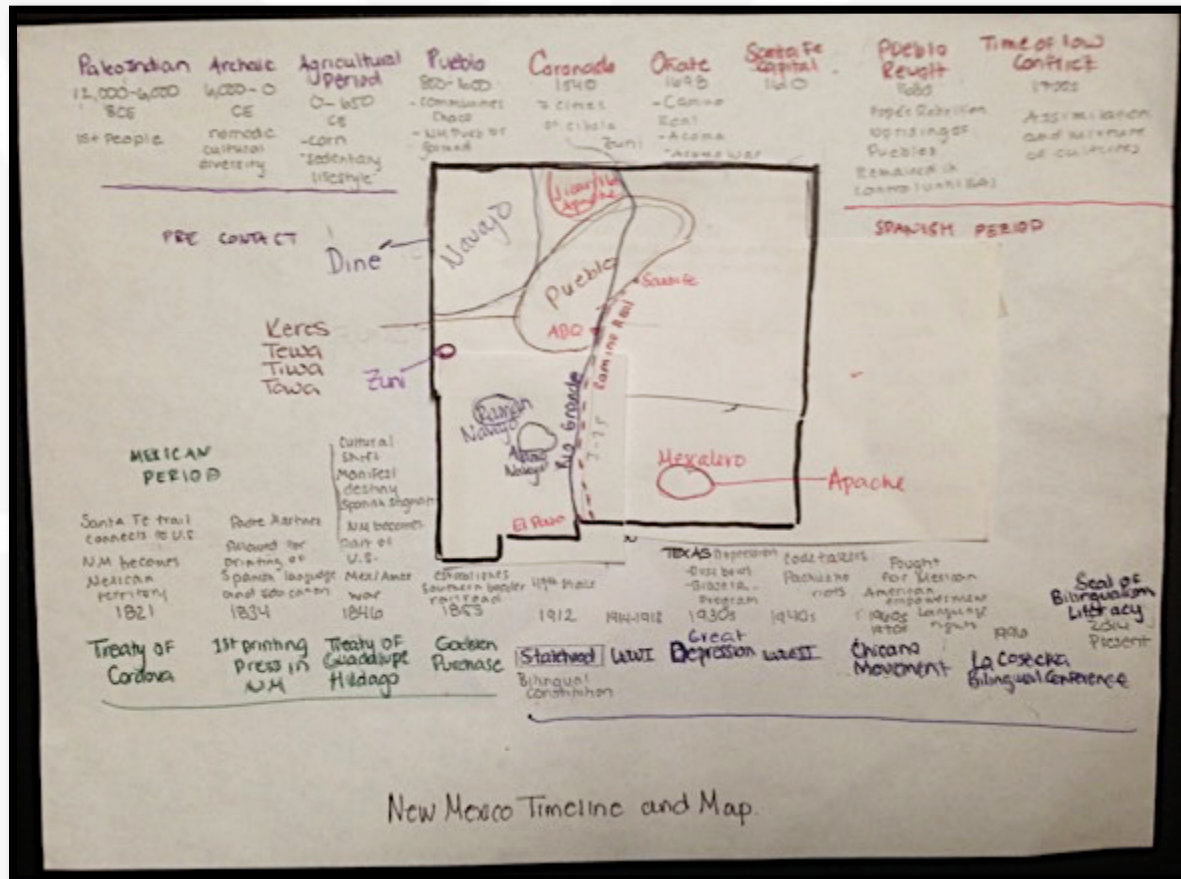- Process Grid *Game*
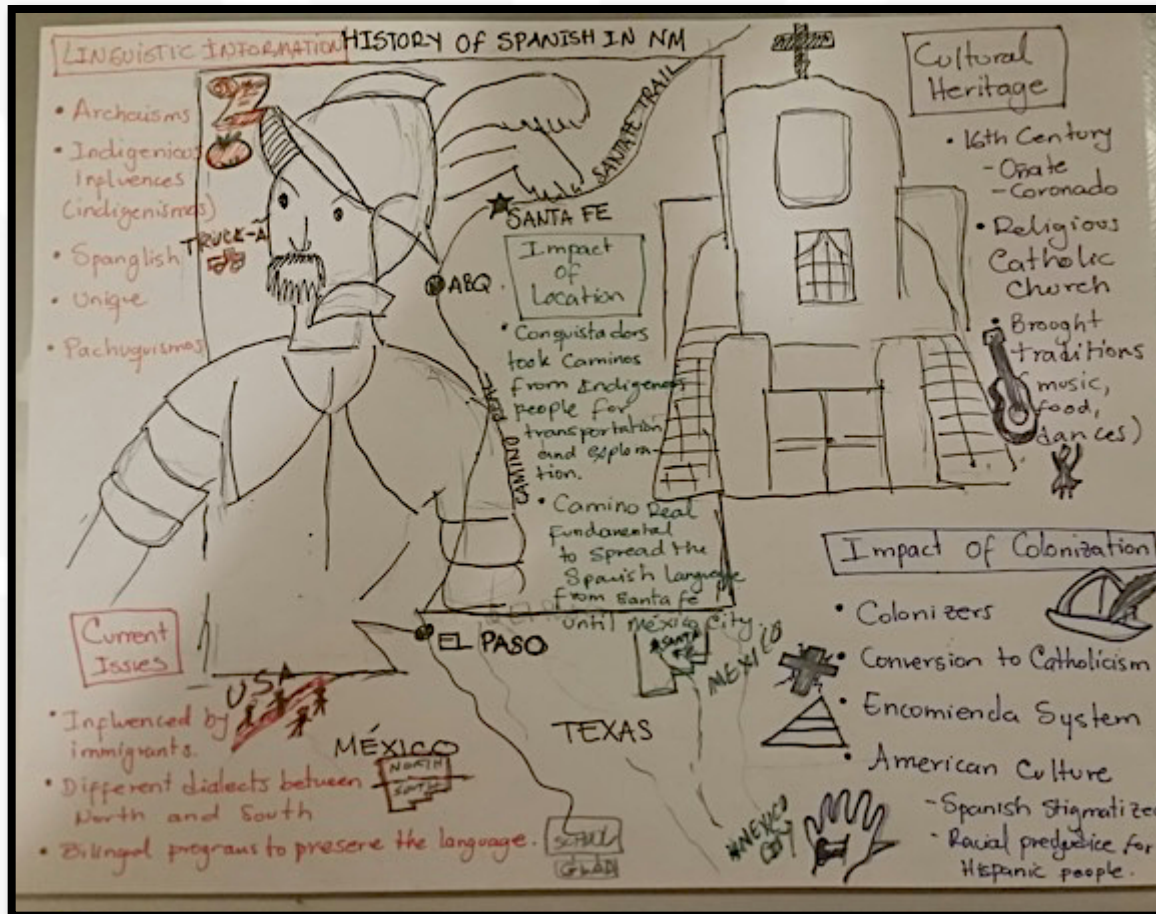
Inquiry Chart

Big Book

Learning Log

History of Languages in NM
Graphic Organizer

New Mexico Timeline and Map.

Dual Language Education of New Mexico

www.DLeNM.org

History of Languages in NM
Pictorial Input Chart

Project GLAD® Summer Institute 2017

History of Languages in NM

Expert Groups

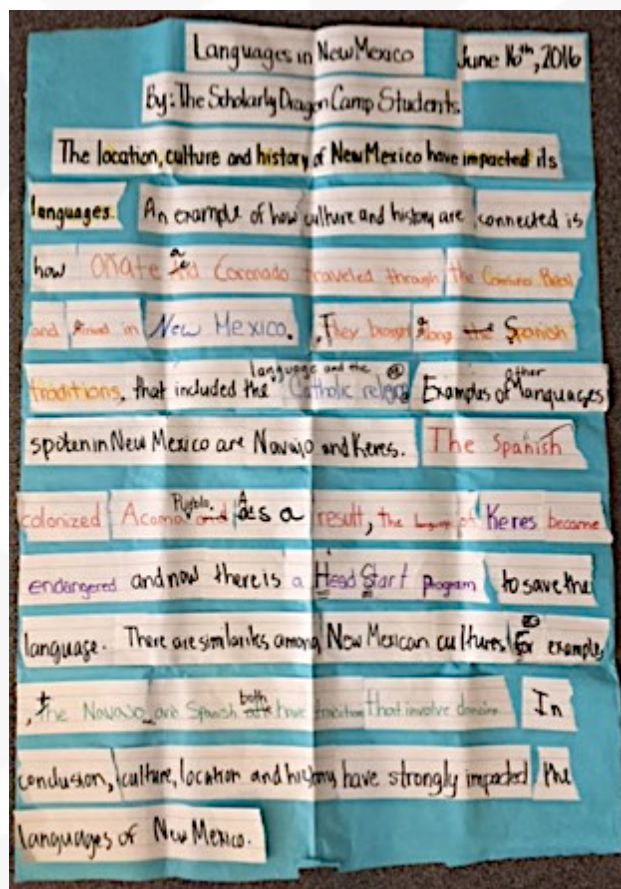Dual Language Education of New Mexico

www.DLeNM.org

History of Languages in NM
Process Grid

Language	Impact of location	Cultural heritage	Impact of Colonization	Linguistic Information	Current Issues
Spanish					
Navajo					
Zuni					
Tewa, Tiwa, Towa					
Keresan					

History of Languages in NM
Cooperative Strip Paragraph

A Bridge to Spanish

English	Spanish

El párrafo cooperativo

Así se dice - una actividad de extensión

Biliteracy from the Start: Literacy Squared in Action - Kathy Escamilla

Thoughts, Comments, Questions?

Dual Language Education of New Mexico

www.DLeNM.org

¡Muchas gracias!

Diana Pinkston-Stewart
diana@dlenm.org

Many thanks!