Teaching for Biliteracy – Strengthening Bridges Between Languages

Professional Learning Community: True collaboration requires trust, flexibility, and a shared philosophy. These three conditions will develop over time as educators share and grow.

Ground rules:
- Listening is as important or at times more important than speaking.
- Big voices please make room for growing voices.
- Refrain from sidebar conversations and using the cell phone.
- Nothing is set in stone here. Everyone is sharing and learning and revising assumptions and notions. It's always a learning curve.
- Consider - How will you add value today? Make smart choices.

Core Understandings from Chapters 1-4
1. Three sociolinguistic premises shape biliteracy:
   a. Spanish in the United States is a minority language within a majority culture.
   b. Students use all of the languages in their linguistic repertoire to develop literacy.
   c. Spanish and English are governed by distinct linguistic rules and cultural norms.
2. Individual characteristics, such as linguistic, cultural, and academic background, vary widely among our students. These characteristics have an impact on students' learning.
3. The cultural and linguistic background of teachers affects their understanding of students and their interpretations of how to instruct in Spanish and English.
4. An effective unit framework for developing biliteracy addresses allocation of resources and time, is extremely strategic, begins with a concrete activity, and makes cross-linguistic connections.
5. It's an awesome privilege to be biliterate!!

Goal for today – Develop a deeper understanding of how bilingual learners learn language and how we can more strategically build their linguistic repertoire as they work towards biliteracy.

Form into teams of 4 and select a timekeeper and a note-taker. Those positions will rotate with each class.

Task #1
According to chapter 5, 'Our students live in bilingual contexts where they continually witness their languages interacting, and this interaction has a major impact on their oral language development.' English and Spanish intersect through:
1. Code-switching
2. Linguistic borrowing
3. Semantic extensions
4. Calques

Each team will be assigned a category. First, each team will discuss, define, and post the definition of their assigned category. Then the teams will rotate. Each successive team will post examples that fit the category. Teams will rotate until the defining team arrives back at their original category to add their own examples.

Task #2
Chapter 6 illustrated a variety of strategies that can be used in order to support the development of background knowledge and formal academic language, with a focus on metalinguistic awareness, given that such awareness promotes higher levels of language proficiency. Focusing on your 5 selected students, share which strategies you have implemented, and what was the outcome.

Task #3
One of your homework assignments was associated with 'Tapping into Student Language and Cultural Resources' on page 76. Share and explain your results with your team. Please listen actively, and be prepared to articulate what your teammates have shared.

Task #4
Given what you know now, as a result of reading chapters 1-6, how will you weave in the value of biliteracy into the culture and climate of your classroom beginning in September? Share with a partner.

Homework
1. **Before** reading chapters 7 and 8, read **only** the writing sample written by a 6th grade student on page 99. After reading the sample, write a brief reaction to that sample. What did you think of it? What was wrong? What was right? Bring your written reaction to the next class.
2. Read and take notes on chapters 7 and 8.
3. Now write a written response to Activities for Reflection and Action #1 on page 112.
4. As you read through the text, go meta! Continue to notice your students' use of language and creative linguistics. Explore how you can become more respectful of their respective linguistic, cultural, and academic backgrounds.