



**Biliteracy and Content
Area Integrated Preparation**
Sonoma State University

*In partnership with California State University, East Bay and
San Diego State University*

Bridging Mentors, Teachers, University Educators, and Families for Emergent Bilingual Learning

**If possible, include
your university
(Sonoma State or
East Bay) and
subject area
(English, math,
science) with your
name**

Spring 2023 Virtual Workshop Series
February 22, 2023 4:30-6p:

**Supporting Emergent Bilinguals in Producing
Discipline- Specific Texts**

WITH NANCY CASE RICO AND ED LYON (Sonoma State)

*This Workshop Will be Recorded and Posted on the BCAIP Website
<https://education.sonoma.edu/grants/bcaip>*

BCAIP PROJECT GOALS...

- Strengthen how preservice teachers are prepared to support emergent bilinguals' biliteracy in the content areas
 - Strengthen the mentorship of preservice teachers in support of emergent bilinguals' biliteracy in the content areas
 - Promote family literacy engagement
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...AND PILLARS

<ol style="list-style-type: none">1. Frame Instruction around Students and Central Disciplinary Ideas2. Elicit and Leverage Student Ideas and Lived Experiences3. Facilitate Collaborative Inquiry through Disciplinary Language and Practices4. Facilitate Student Interaction with Text5. Press for Evidence and Reasoning to Support Disciplinary Ideas	<p>See it in Action Break it Down</p> <p><i>Learning to Enact Core Teaching Practices</i></p> <p>Reflect & Restart Try it On</p>	<p>TEACHERS</p> <p>UNIVERSITY EDUCATORS</p> <p>FAMILIES</p>
<p>INTEGRATION OF BILITERACY WITH CONTENT AREA LEARNING</p>	<p>PRACTICE-BASED TEACHER EDUCATION</p>	<p>BRIDGING COMMUNITIES OF PRACTICE</p>

BCAIP Virtual Workshop Series: Overarching Goals

- Experience and deconstruct targeted teaching practices that integrate biliteracy and content area learning *through translanguaging*
 - Identify ways that you can *most easily* incorporate the targeted teaching practices into your own teaching
 - Identify ways to mentor teacher candidates around the targeted teaching practices
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BCAIP Virtual Workshop Series: Workshop Structure

- Introduce the targeted teaching practice (what do you think it means and why it is important?)
 - Watch video clips to identify evidence of and deconstruct the practice
 - Simulate debriefing teacher candidates around the targeted teaching practices
 - Model the targeted teacher practice as we make connections to our own teaching
 - Evaluation, “parking lot,” and future dates
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This Work's Targeted Teaching Practice: *Supporting Emergent Bilinguals in Producing Discipline-Specific Texts*

Anticipatory questions (respond in chat):

1. What are examples of “texts” read, discussed, or produced in your classroom?
 2. How do/can you **support** all students in **producing** texts?
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TEXT

Written/symbolic material that CONVEYS a MESSAGE or INFORMATION

When the text serves a particular **purpose/function** for **disciplinary practices** (e.g., analyzing data, mathematical proof, writing a persuasive essay then it is **DISCIPLINE-SPECIFIC**)

Students can produce discipline-specific text using a **range of forms/modalities** and **linguistic features** (i.e., they may not look or sound the same way as a professional in the discipline)



The Hill We Climb

By Amanda Gorman, 2017 National Youth Poet Laureate, California.

Amanda Gorman, the 2017 National Youth Poet Laureate from California, was invited to recite her poem "The Hill We Climb" during the January 20th inauguration ceremony of Joe Biden, the 46th President of the United States, in Washington, DC. Amanda has earned high praise for her poem, as a multilingual poet for a daily poem, an art project to promote the poem, and the choice to read at a national audience of millions of people. Amanda's dream is to become the President of the U.S. in January 2037.

"When day comes, we ask ourselves
when can we shed light in this never-ending shade?
The lion we carry, a sea we must wade.
We've learned the belly of the beast.
We've learned that grief isn't always peace,
And the me-me and notions of what "just" is, isn't always justice.
And yet, the dawn is soon before we know it. Somehow we do it.
Somehow we've weathered and witnessed
A nation that isn't broken, but simply unfinished.
We the successors of a country and a time
where a young Black girl dreamed from dawn and raised by a single mother
can dream of becoming president,
only to find herself writing for one.
And yes, we are far from perfect, far from pristine,
but that doesn't mean we are striving
to form a union that is perfect.
We are striving to forge our union with purpose,
to compose a country committed to all cultures, characters, and conditions of man.
And so we lift our gaze not to what stands between us, but what stands before us.
We close the divide because we know to put our future first,
we must first put our differences aside.
We far from our arms as we can reach out our arms to one another.
We seek truth to name and harmony for all.
Let the globe be rushing to us, this is true.
That even as we grieve, we grow.
That even as we hurt, we heal.
That even as we trick, we try.
That we'll forever be tied together, victoriously,
Not because we will never again know defeat,
but because we will never again use division.
Scripture tells us to envision
that everyone shall all under their own vine and fig tree,
and so one shall make bread from wheat,
and so one shall make wine from grapes.
If we're to live up to our own times,
then victory won't lie in the hands
but in all the bridges we've made.
That is the promise we make.
That is the promise we make,
the hill we climb, if only we dare.



What language *supports* are we providing to emergent bilinguals?

- Interpretive (making sense of texts)
 - Collaborative (making meaning with others)
 - Productive (communicating meaning with texts)
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How We View the Practice of “Facilitating Student Interaction with Texts”

The teacher provides **opportunities** for students to **produce discipline-specific texts** using their **full linguistic repertoire**.

Teacher uses **strategic translinguaging moves** that can **leverage and possibly expand how emergent through experienced bilinguals produce discipline-specific texts**. A key here is to help students access, develop, and use the discipline-specific vocabulary, symbols, syntax, and discourse (i.e., language features/demands) as they relate to producing discipline-specific texts.

How can this practice embody our “translinguaging stance” ?

“Look Fors” (when watching the video)

OPPORTUNITY

1. Students are producing a TEXT
2. The text is produced for a SPECIFIC DISCIPLINARY PURPOSE that is beyond factual information/computations
3. Students SHARE texts with others using their full linguistic repertoire (i.e., any language, multiple modes/modalities, or models/representations).

SUPPORT

4. Norms/expectations for producing a text
5. Modeling or resources (including technology) to produce a text
6. Teacher monitoring and feedback to encourage and help students leverage support to producing a text

STRATEGIC TRANSLANGUAGING MOVE

7. Students produced texts that are RELEVANT to their family/community and/or can be shared with family/community in ANY AVAILABLE LANGUAGE

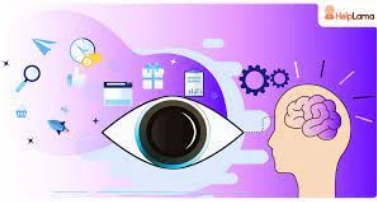
List example/evidence in chat. Be ready to share. (Your name, what you noticed, and what “look for” it was evidence of)

LOOK FOR	OBSERVED?	EXAMPLES/EVIDENCE
Students are producing a TEXT	X	
The text is produced for a SPECIFIC DISCIPLINARY PURPOSE	X	
Students SHARE texts with others using their full linguistic repertoire	X	
Norms/expectations for producing a text	X	
Modeling or resources (including technology) to produce a text	X	
Teacher monitoring and feedback to encourage and help students leverage support to producing a text	X	
Students produced texts that are RELEVANT to their family/community and/or can be shared with family/community in ANY AVAILABLE LANGUAGE	X	

NEXT STEPS/GOALS:

TRY IT ON!

- **TASK:** What is an activity/set of activities you could do with your students that **SUPPORTS** emergent bilinguals in ...
 - producing a discipline-specific text,
 - in English and language used at home, and
 - is relevant to and shared with families/communities
 - **PRODUCT:** With support from a group, you will create a 1 page INFOGRAPHIC that visually communicates this activity. This infographic is meant to be shared with families of your students and, with your permission, we will also share them on our BCAIP Website.
- This is where translanguaging occurs!*
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Infographic: a “visual communication” tool

INFO = información GRAPHIC = gráfica/o (visual)

Expectations for your Infographic

1 HAVE A GOAL ✓

2 KNOW YOUR AUDIENCE ✓

3 ORGANIZE to SERVE THE GOAL ✓

4 USE SIMPLE, YET EFFECTIVE LANGUAGE ✓

5 MAKE IT VISUALLY APPEALING ✓

TIMELINE

1. (15 minutes) Individual time to brainstorm the activity (if helpful you can start drafting your infographic)
2. (10 minutes) Quick share out in break out groups (introduce yourself, idea for the activity, and 1 specific support). Make sure to get at least 2 “glows” and 2 “grows” from your group. **DON'T SHARE IDEAS FOR CREATING THE INFOGRAPHIC YET.** Ed and Nancy will also jump around to each group during this time.
3. (15 minutes). Individual time to draft your infographic. Optional collaboration in your break out group.
4. (10 minutes) Return to main room for final discussion and next steps

[Slide Deck](#)

WHOLE GROUP SHARING

1. Quick share of your activity and support
 2. what were some important “glows” and “grows” for your teaching and mentoring (keep them focused on our targeted teaching practice and looks for)
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Activity (Facilitators)	Date (time)	Location	For...
Collaborative Learning Event: Analyzing and Interpreting Your Students' Linguistic Practices	Saturday, March 4 (9-1)	Sonoma State (room TBD)	Sonoma State BCAIP teachers and candidates
Collaborative Learning Event: Translanguaging and collaborative inquiry	Tuesday, March 7 (8:30a-1p) [may be postponed]	Santa Rosa Middle School	Sonoma State <i>math and science</i> BCAIP teachers and candidates; BILA candidates
BCAIP Workshop: Supporting Emergent Bilinguals in Collaborative Inquiry	Wednesday, March 15 (4:30p-6p)	Zoom: link TBD	Sonoma State and East Bay BCAIP teachers
BCAIP Spring Convening	SSU: Saturday, April 15 (9a-1p) EB: Saturday, April 22 (10-2)	SSU: Sonoma State (room TBD) EB: Cal State East Bay (room TBD)	Required for all Sonoma State BCAIP mentors
BCAIP Workshop: Learning with Families	Wednesday, April 26 (4:30p-6p)	Zoom: Link TBD	Sonoma State and East Bay BCAIP teachers

Next Steps

- Complete the evaluation on the google form here, which includes “parking lot” questions/wonderings
<https://forms.gle/2LjXgLqNVWchT3mg8>
 - Feel free to contact Nancy or Ed for feedback on your infographic
 - Finalize your infographic and be sure to send out to your families!
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