



Spring 2019

Soleado

Promising Practices from the Field

Balanced Literacy and Biliteracy: How do Writer's Workshop and other Balanced Literacy Routines Fit Into Biliteracy Instruction?

by Cheryl Urow, Karen Beeman, Melody Wharton, Olga Karwoski, Patricia Núñez, and Dana Hardt, with special thanks to Susan Pryor—
Center for Teaching for Biliteracy

It is well established in monolingual, general education, that balanced literacy, writer's workshop, guided reading, and other literacy routines are effective ways of organizing and planning for literacy instruction. However, it has also been established that balanced literacy routines are more effective within language education programs when implemented with additional strategies explicitly designed to build oral language in anticipation of the literacy activities (August, Carlo, Dressler, & Snow, 2005; August & Shanahan, 2006; O'Day, 2009). In this article we will explore how balanced literacy

learning reflects a mindset in which the typical behaviors of bilinguals (such as using their two languages together as in "El perro está barqueando") are embraced and accepted.



Students in Dana Hardt's Kindergarten classroom in Washoe County School District, Reno, NV move from oracy (Total Physical Response) to Modeled/Shared Reading.

A monolingual perspective of language learning identifies and labels students by a dominant language or L1 (either Spanish or English dominant or dominant in some other language). This practice limits the view of a student's linguistic development (García, 2009; Palmer, Cervantes-Soon, & Heiman, 2017; Palmer & Martínez, 2013). A multilingual perspective, however, views all students

fits within a biliteracy instructional framework, and we will analyze how routines such as guided reading and writer's workshop can be adjusted to fit into a multilingual perspective of learning (i.e., the biliteracy mindset).

A multilingual perspective

Successful language education programs reflect a multilingual perspective of learning (Escamilla et al., 2014; García, Johnson, & Seltzer, 2017; Howard et al., 2018). A multilingual perspective of

engaged in biliteracy as developing bilinguals. This multilingual perspective of learners is especially relevant given the recent demographic shift in population which has resulted in a significant increase in the number of English learners (ELs) who are U.S. born. In fact, U.S. born ELs make up 82% of ELs in the elementary schools and have been exposed to Spanish (or some other non-English language) and English from birth (Zong & Batalova, 2015). For these students, therefore, their first and dominant language is bilingual.

—continued on page 8—

Inside this issue...

- ▣ Capacitación docente en el programa de Modelo Bilingüe Acelerado a nivel universitario
- ▣ Leading for Transformation: Words of Advice to School Leaders
- ▣ Facilitating Planning for Cross-Linguistic Transfer



Capacitación docente en el programa de Modelo Bilingüe Acelerado a nivel universitario

por Luis Javier Pentón Herrera, Ph.D.—Prince George's County Public Schools
y Erica Rivera-Vega, M.Ed.—Sistema Universitario Ana G. Méndez

Introducción

El Sistema Universitario Ana G. Méndez (SUAGM) es actualmente la única institución de educación superior regionalmente acreditada en Estados Unidos que ofrece programas completamente bilingües (inglés-español). SUAGM—originalmente una institución de Puerto Rico—abrió su primera sede en la Florida, Estados Unidos continental en septiembre de 2003 en donde implementó el *Discipline-Based Dual Language Immersion Model*®, traducido al español por SUAGM como Modelo Bilingüe Acelerado o Modelo de Lenguaje Acelerado. El objetivo principal del Modelo Bilingüe Acelerado es el preparar profesionales universitarios bilingües, bilingües, y biculturales que comprendan y respeten la diversidad y que puedan, efectivamente, competir en el mundo laboral global (Toledo-López & Pentón Herrera, 2015a). Desde el 2003, la institución ha abierto recintos universitarios en los estados de la Florida (Orlando, Tampa, y South Florida), Maryland/D.C. (Capital Area Campus), y Texas.

El *Discipline-Based Dual Language Immersion Model*® es un modelo 50/50 en donde cada curso universitario se enseña una semana en inglés y una semana en español, con excepción de los cursos de idiomas los cuales se enseñan solamente en ese idioma. En otras palabras, las clases de español se enseñan solamente en español y las clases de inglés se enseñan sólo en inglés. A diferencia de otros modelos bilingües, este modelo posee siete elementos básicos y únicos que, en conjunto, garantizan un apoyo educativo y lingüístico efectivo para los estudiantes. Los siete elementos distintivos de este modelo, representados en la Ilustración 1, son: (1) uso de ambos idiomas (50/50) en el contenido del curso, (2) desarrollo del lenguaje en todo el currículo, (3) distribución sistemática, (4) pruebas de ubicación, (5) secuencia del curso de idiomas, (6) E-lab o laboratorio electrónico, y (7) facultad y personal bilingüe en un ambiente multicultural. Para aprender más información acerca de este modelo y de sus siete elementos, por favor ver Toledo-López y Pentón Herrera (2015a; 2015b). La facultad

y el personal bilingüe es uno de los siete pilares del *Discipline-Based Dual Language Immersion Model*® ya que sin ellos, no se podría perpetuar este modelo de inmersión a nivel universitario. Toda la facultad empleada en SUAGM tiene que ser completamente bilingüe (inglés-español) y necesita asistir a talleres requeridos antes de poder enseñar dentro de la institución sin importar la asignatura (educación, ingeniería, enfermería, etc.). Un aspecto fundamental dentro del Modelo Bilingüe Acelerado de SUAGM es que toda la facultad necesita tener conocimientos teóricos y prácticos de cómo enseñar a los estudiantes utilizando el modelo de la adquisición y el aprendizaje de un segundo idioma (Soltero & Ortiz, 2016). En este artículo, nos enfocaremos únicamente en el séptimo pilar del Modelo Bilingüe Acelerado; la facultad bilingüe. Específicamente, compartiremos información sobre la capacitación del profesorado bilingüe antes, durante, y después de ejercer sus prácticas como facilitadores bilingües, bilingües, y biculturales en SUAGM.

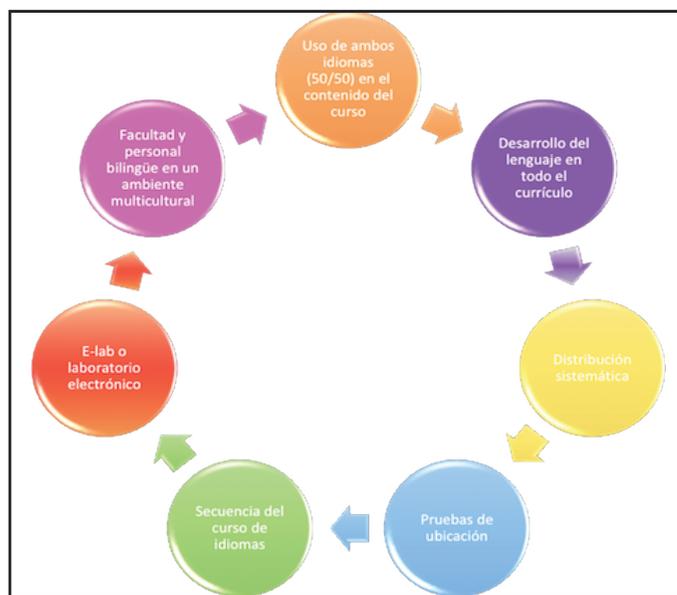


Ilustración 1—Los siete elementos distintivos del *Discipline-Based Dual Language Immersion Model*®. Adaptado de Toledo-López y Pentón Herrera (2015a).

Capacitación del profesorado de SUAGM

De acuerdo a Toledo-López y Pentón Herrera (2015c), hay ciertas técnicas que ayudan a los

—continúa en la página 3—



estudiantes a aprender mejor y a enfocarse en su trabajo. Sin embargo, desde el punto de vista del preceptor, aprender a desarrollar estas técnicas e implementarlas efectivamente en el salón de clase toma tiempo y conocimiento. Vale aclarar que esta sección del artículo ha sido guiada, en parte, por un documento que lista los talleres de capacitación profesional provista por el Sistema.

Este documento fue actualizado en el 2017 y contiene una lista de todos los talleres que SUAGM le ofrece al profesorado. En esta porción de nuestro ensayo nos enfocaremos en la capacitación de los docentes bilingües de SUAGM antes, durante, y después de ejercer sus prácticas de enseñanza dentro de la institución.

Antes de entrar al salón de clase

Antes de entrar al salón de clase, los profesores a tiempo completo y conferenciantes necesitan completar cuatro talleres conocidos como “Nivel 1” (o *Tier 1*, en inglés). El propósito del Nivel 1 es proveerle al profesorado con las herramientas básicas para que puedan balancear la sinergia del sistema bilingüe de SUAGM el cuál requiere que los docentes se enfoquen 70% de la clase en contenido y 30% en lenguaje, sin importar la materia o contenido que estén facilitando.

El primer taller que reciben los profesores es referente al modelo de enseñanza del Sistema y se titula *Discipline-Based Dual Language Immersion Model*. El segundo taller dentro de este programa aborda el tema de estilos de aprendizajes de los estudiantes bilingües a nivel universitario; el cual se llama *Facilitation Approach and Learning Styles for the Dual Language Higher Education Learner*. El tercer taller se enfoca en ayudar al profesorado a evaluar efectivamente al estudiante bilingüe teniendo en cuenta las necesidades y especificidades de esta población; su título es *Teaching and Learning for the Dual Language Learner*. El cuarto y último taller requerido para que el profesor pueda facilitar en SUAGM está centrado en la adquisición de un segundo idioma y el impacto que esto causa en el aprendizaje del estudiante bilingüe dentro del sistema; este taller se titula *Second Language Acquisition and Learning in Higher Education*.

Durante

Luego de haber completado el Nivel 1, los profesores pueden continuar expandiendo sus conocimientos con una serie de talleres— conocidos como Nivel 2 (o *Tier 2*, en inglés)— los cuales abundan en las teorías referentes a la adquisición de un lenguaje académico y la adquisición de un segundo idioma. El propósito del Nivel 2 es el equipar al profesor con las destrezas y conocimientos que necesita para ayudar al estudiante a acelerar la adquisición del lenguaje y contenido académico. Los talleres que constituyen el Nivel 2 son *Cognitive Academic Language Learning Approach (CALLA)*, *Sheltered Instruction Observation Protocol (SIOP)*, *Dual Language Instruction and Assessment*, *Metalinguistic and Teaching for Transfer*, y *Tell me more* (también conocido como *Rosetta Stone*). Al completar el profesor todos los talleres de los Niveles 1 y 2, puede ser invitado a convertirse en capacitador de nuevos profesores de SUAGM, conocido como Capacitador de profesores o *Master Trainer*.

Después

Al completar los Niveles 1 y 2, los docentes tienen la opción de tomar otros talleres para especializarse en dos áreas diferentes; conocido como Nivel 3 (o *Tier 3* en inglés). La primera especialización es *Expediting Comprehension for English Language Learners (ExC-ELL)* creado y facilitado por la Dra. Margarita Calderón, profesora emérita de la Universidad de Johns Hopkins. Los talleres de ExC-ELL se dividen en tres dimensiones del idioma los cuales son facilitados en este orden: vocabulario, lectura, y escritura. Después de que el profesor complete estos tres talleres puede ser invitado a tomar unos talleres adicionales bajo la tutela de la Dra. Calderón para convertirse en capacitador de ExC-ELL.

La segunda especialización está relacionada con la creación de módulos para las clases bilingües de SUAGM. Los profesores pueden completar una serie de cinco talleres que cubren temas enfocados a la creación de actividades constructivistas, la escritura de objetivos, y la evaluación de recursos académicos virtuales. Luego de haber completado los cinco talleres dentro de esta especialización, el sistema le otorga una certificación de preparación



Leading for Transformation: Words of Advice to School Leaders

by Carlotta Penny Bird, Ph.D.—Institute for American Indian Education and the American Indian Language Policy Research and Teacher Training Center

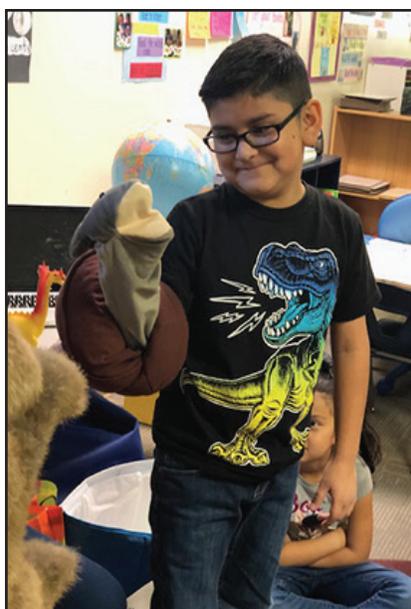
Promising practices...

In recent community forums one of the questions asked of Indigenous participants was “What is an educated Native American?” Without hesitancy the response most often was “this person has learned to balance their cultural traditions with Western education.” An educated Native American is a person who is willing to learn new things and incorporates their culture when learning. This is what administrators and principals of schools serving Native American students and tribal communities must understand in their day-to-day work with teachers, staff, parents, and students. Indeed, it must be their moral imperative as they model and strengthen this practice in their role as school leaders.

While this is an important principle to remember for any leader, it is even more essential in schools that have recently become tribally controlled. In such schools, the community’s language and culture become the foundation of the children’s education. The teaching of the language changes the very nature of the schools that are to become bilingual or dual language in their approach to educating the young people of the community. The transformation of the school is natural as the inherent values and teachings contained within the words and ways of the community are followed. From the moment the administrator sets foot on school grounds it must be with respect and acknowledgment of the “home” being entered, which is the community and goes well-beyond curriculum or program design to a transformative perspective toward teaching and learning. Entering the school with a preconceived agenda or model taken from the latest textbook and attempting to fit the students into that mold will surely fail. In fact, the expectations of the community are apparent if the time is taken to

listen and learn. It is good to think of embarking on a long-term journey with the students and staff that begins with making your presence a regular part of daily learning.

That you are open to learning about the many resources and the knowledge to be gained from the community can be demonstrated as you go about school business. While many leaders say they have an open-door policy, it is easier to model this if the door is truly open, and staff and students see what you are about. Ask what they think or advise as you consider the plans that have been established by the school leadership, school board, or community leaders. What were the reasons for putting the language and culture of the community in the school curriculum? Who articulated these reasons? In most places the parents had a purpose for wanting the local language and culture taught to their children.



Students are encouraged to practice using the native language with puppets.

One school that exemplifies the leadership described above is Kha'po' Community School in Santa Clara Pueblo. Here, the tribe contracted the school from the Bureau of Indian Education so that they could build upon the language and culture of their community. They hoped to create a school that was more tribally controlled in order to achieve the following:

... nurture our children through education that embodies Kha'po' Owingeh culture, language and values, and that is academically challenging and enjoyable. Working together as a community we enable them to be proficient Tewa and English speakers, support their physical and emotional well-being, encourage their critical thinking and imagination, and inspire their love of learning (Kha'po' Mission Statement, SY 2018-2019).

—continued on page 5—

Soleado—Spring 2019





—continued from page 4—

From this mission statement, it is expected—and advantageous—if the school leader speaks or learns to speak the language, and is knowledgeable or becomes knowledgeable about the tribe's culture. Tribal values emanate from these aspects of learning. Learning common forms of greeting others in the community and using them on a daily basis lets the students, staff, and community know that their language is valued. This creates an environment that radiates welcome and recognition of those present, as well as those who came before, which is important in many native communities. This everyday practice validates community values and also helps reinforce relationships that have become blurred over time from external influences.

The mission statement above also underscores the expectation that the learning process fosters high achievement in the study and development of curricula that is relevant to the children in current and future contexts. While schools are provided many pages of standards from state and federal agencies, it is important to put those into the context of the community and develop meaningful educational experiences for the children through the resources of the community. Language is about communication with others and building relationships, which can lead the school to explore avenues for interaction among school staff and teachers, parents, elders, and people who have a variety of talents and skills. These talents and skills can be utilized to mentor the children, staff, teachers, and administrators at the school.

At a community forum Kha'Po' Community School conducted, parents, elders, and tribal leaders shared the knowledge they expected their children to learn by being taught their native language. The expectations ranged from basic daily conversation in the native language to meanings in traditional songs, directions and colors, traditional attire, clan names, family roles, and community responsibilities. When taught within the community, these are high expectations that students are expected to demonstrate, not only in the school setting, but when participating in community events and activities. It is during these events and activities that important and significant

cultural understanding is developed. This understanding, in turn, offers students a way to contribute to positive outcomes for the community through their participation and behavior in appropriate cultural ways. To many community members, this contribution is more important than outside rules and regulations on which administrators often focus, and presents the school an opportunity to support the community.

Learning is a long-term journey or process that happens over time. What a kindergartner learns about the place he or she lives contributes to a life-long understanding that is the beginning of their conception of who they are. This sense of self is added to not only from their school experiences but from their interactions with family, community, and the world. It includes the positive experiences that come from children hearing and speaking their language in all contexts. While schools think in units of lessons, it may take a day, a week or longer to reach the level of understanding that is expected for bringing past teachings into the contemporary environment and then building for the future. It is important for the school to consider what it would take to reach that level of thinking in the native language. What do administrators and staff know about language learning? What has to be done today? What has to be put into place to support the students?

Kha'Po' Community School's mission statement also calls for “working together.” This implies that there is communication on a daily basis to keep everyone informed—there must be a willingness to share and engage in talk. Public interaction and collaboration with staff and teachers allow the community to see the joint activity. What is being learned, and what are the implications for the students' work? Is what the school has planned contributing to the high achievement expected from the students? At another school, working on projects that integrated reading, math, science, and social studies called for a change in the way teachers worked together and measured the progress of students—not individually, but as a team working together to learn about a community issue, i.e., trash disposal. This called for teachers

—continued on page 13—

Facilitating the Planning of Cross-Linguistic Transfer

by Diana Pinkston-Stewart—Dual Language Education of New Mexico and
Anna Harvin—Alexandria City Public Schools

In the past few years there has been a compelling shift of perspectives in dual language pedagogy. We have moved from a place of “strict separation of languages” to an understanding that there are times when we can intentionally plan for teaching and learning that brings the two languages together in powerful and effective ways. This shift in pedagogy has been labeled in various manners: biliteracy instruction, facilitating cross-linguistic transfer, and teaching for cross-language connections are among the many labels.

As educators tackle new ways of teaching that bring both languages side by side, we are challenged to be even more thoughtful about how we plan our instructional units and lessons in both languages.

- How can we plan our units and lessons to maximize the transfer of concepts and language skills?
- What are the metalinguistic elements that are similar or different between and across the languages used in the lessons?
- How can we create a third space and time for the teaching and learning that brings the two languages together?

This can be challenging for any teacher, and it can be particularly demanding for teachers who share students, which is the case for many dual language teachers in 50/50 programs. This is the challenge that dual language teachers in Alexandria City Public Schools (ACPS) were confronted with as they took on the task of instructing for biliteracy in their classrooms.

ACPS is a medium-sized school district in northern Virginia with an increasingly culturally and linguistically diverse student population, of which the largest percentage of students identify as Hispanic. ACPS has been growing their dual language programs in the district for the last 20 years and currently has Spanish/English dual language programs in two of their elementary schools. Five years ago the district began an

instructional journey with OCDE Project GLAD® when three teachers attended a training in New Mexico to learn about protocols and strategies to accelerate academic language and content learning with second language learners. Those three teachers brought their excitement and skills back to their colleagues and district, and now over 250 ACPS teachers of language learners have been certified in OCDE Project GLAD®. Currently, ACPS has two OCDE Project GLAD® trainers of their own and is in the process of supporting more teachers in becoming trainers.

In addition to bringing OCDE Project GLAD® training into the district, ACPS has also worked with the Center for Teaching for Biliteracy (<http://www.teachingforbiliteracy.com/>). These two training protocols share common pedagogical philosophies of second language instruction including an emphasis on *thematic, language-focused instruction* that

- begins with highly comprehensible, concrete, interactive activities focused on developing academic oral language, or oracy, that prepare students to comprehend text;
- integrates content and literacy instruction; and
- includes strategies to support comprehension throughout the unit.

The Teaching for Biliteracy training (www.teachingforbiliteracy.com) aligned seamlessly with the OCDE Project GLAD® training and added the important lens of facilitating conceptual and cross-linguistic transfer for dual language teachers. This cross-linguistic transfer occurs during “the Bridge”—an instructional moment when teachers focus on connecting content and language learned in one language to the other (Beeman & Urow, 2013, p.4). Together, these two protocols for professional learning provided ACPS dual language teachers with the tools needed to accelerate their students’ academic language and content learning in both English and Spanish and to provide their students with learning opportunities that validate and take

—continued on page 7—



—continued from page 6—

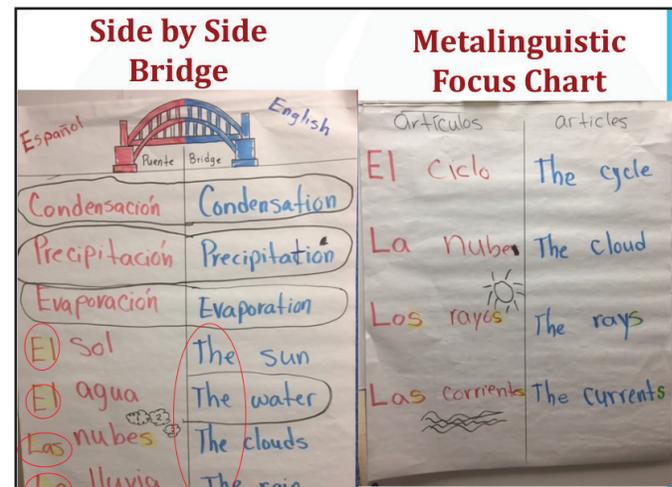
advantage of the linguistic diversity in the district. With these complementary protocols in place, the challenge was now how to support teachers in their planning for and implementation of these ideas. As was already mentioned, most ACPS dual language teachers work in 50/50 programs with two teachers working in partnership—one English teacher and one Spanish teacher. Planning for biliteracy instruction between two teachers requires a system that includes both time for planning and a guide for the details of the planning. Anna Harvin, the Project GLAD® Program Specialist for ACPS, worked with DL instructional coaches in the district to create a “Bridge Planner” to help guide the planning conversation between DL teachers (see Figure 1).

Figure 1											
Bridge : 30 minutes of Planning “The Bridge” It is recommended that this conversation occurs while planning the end of a unit											
5 minutes	Unit Review L1 teacher reviews objectives (SOLs) from the unit that will end soon.										
5 minutes	Vocabulary <ul style="list-style-type: none"> L1 teacher discusses unit’s vocabulary, so L2 teacher can prepare for the side-by-side chart. L1 teacher shows L2 teacher the TPR and chart to be used during the Bridge lesson. 										
10 minutes	Metalinguistic Focus L1 and L2 teachers discuss the metalinguistic focus. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"> phonology <small>Sound System</small> <small>sound/symbol correspondence</small> </td> <td style="background-color: #9E9E9E; color: white; padding: 5px;"> morphology <small>Word Formation</small> <small>shared prefixes/suffixes</small> </td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"> <small>Sound</small> /k/ <small>Symbol</small> c or k or ck </td> <td style="background-color: #9E9E9E; color: white; padding: 5px;"> <small>Suffix</small> -ism socialism <small>Suffix</small> -ismo socialismo </td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"> <small>Prefix</small> in- informal </td> <td style="background-color: #9E9E9E; color: white; padding: 5px;"> <small>Prefix</small> in- informal </td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"> syntax/grammar <small>Sentence Structure</small> <small>word order</small> </td> <td style="background-color: #FF9800; color: white; padding: 5px;"> pragmatics <small>Language Use</small> <small>cultural norms</small> </td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"> the red car el carro rojo </td> <td style="background-color: #FF9800; color: white; padding: 5px;"> you tú usted </td> </tr> </table> <p style="font-size: small; text-align: center;">(www.teaching for biliteracy.com)</p> </div>	phonology <small>Sound System</small> <small>sound/symbol correspondence</small>	morphology <small>Word Formation</small> <small>shared prefixes/suffixes</small>	<small>Sound</small> /k/ <small>Symbol</small> c or k or ck	<small>Suffix</small> -ism socialism <small>Suffix</small> -ismo socialismo	<small>Prefix</small> in- informal	<small>Prefix</small> in- informal	syntax/grammar <small>Sentence Structure</small> <small>word order</small>	pragmatics <small>Language Use</small> <small>cultural norms</small>	the red car el carro rojo	you tú usted
phonology <small>Sound System</small> <small>sound/symbol correspondence</small>	morphology <small>Word Formation</small> <small>shared prefixes/suffixes</small>										
<small>Sound</small> /k/ <small>Symbol</small> c or k or ck	<small>Suffix</small> -ism socialism <small>Suffix</small> -ismo socialismo										
<small>Prefix</small> in- informal	<small>Prefix</small> in- informal										
syntax/grammar <small>Sentence Structure</small> <small>word order</small>	pragmatics <small>Language Use</small> <small>cultural norms</small>										
the red car el carro rojo	you tú usted										
10 minutes	Extension Activities <ul style="list-style-type: none"> L1 and L2 teachers plan 2-3 extension activities to reinforce transfer. L1 And L2 teachers decide if they are teaching them or if L2 will take the lead. 										
*	Notes <ul style="list-style-type: none"> L1 and L2 teachers talk about future use or connections to the topic. L1 and L2 teachers agree on who/how/when materials are prepared. 										

This planner was designed to facilitate a 30-minute conversation between the two partner teachers as they approach the end of a thematic unit. Steps 1 and 2 of the conversation involve the teacher who carried

out the instruction with the students (referenced as the L1 teacher) reviewing the standards of learning (SOLs) and vocabulary for the unit of study with the partner teacher (L2 teacher). This provides the L2 teacher with the language and the TPR (*total physical response* or gestures) to use while interactively creating a “side-by-side” or “Bridge” chart (Beeman & Urow, 2013, p. 136) with the students to transfer key vocabulary from one language to the other (see Figure 2).

Figure 2



<http://www.teaching for biliteracy.com>

Step 3 of the planner involves the two teachers discussing the metalinguistic focus areas for the language that is being transferred. There are four metalinguistic areas for consideration (Beeman & Urow, 2013, p. 140-142):

1. Phonology—letter level
 - ◉ Sound and spelling patterns that are different in the two languages need to be explicitly taught. For example, the /th/ in English is not used in Spanish. Students may spell **that** or **brother** as **dat** or **broder**.
 - ◉ Sound and spelling patterns that are similar must also be taught. For example, the silent **h** in Spanish occurs at the beginning of words as in **horno**. English has many silent letters in different places in words. For example, **Christmas**, name, **muscle**.
2. Morphology—word level
 - ◉ Word formation rules exist in English but not in Spanish, and vice versa. For example, in Spanish suffixes can be pronouns: **Dame**. This does not happen in English.

—continued on page 15—





—continued from page 1—

Consequently, effective instruction for these developing bilinguals integrates language acquisition strategies with literacy and content in both Spanish and English, and moves from informal (or social) language to formal (or academic) language. Teaching for biliteracy requires the strategic use of Spanish, English, and the Bridge. This is also referred to as the three linguistic spaces of biliteracy instruction. At the instructional level, these linguistic spaces are organized by the Biliteracy Unit Framework (Beeman & Urow, 2013). Biliteracy units of instruction begin by building oracy and background knowledge around the essential understandings of the unit in one language (either Spanish or English), and then move to rigorous reading and writing in the same language. In order to reach deep levels of biliteracy, students need to be exposed to Spanish literacy and English literacy daily. Because of this daily use of both Spanish and English literacy blocks, the daily schedules, curriculum maps, unit design, assessment, and other instructional practices and structures look different in a biliteracy setting from those in a monolingual program. The sample instruction described below focuses on the integrated Spanish balanced literacy and social studies block.

Balanced Literacy

Balanced literacy is a term used to describe literacy instruction that focuses on the three cueing systems used by proficient readers and writers: the semantic system (meaning), the syntactic (structure), and the graphophonic (visual) (Cloud et al., 2009). Fountas and Pinnell (2001) describe balanced literacy as a framework made up of three blocks: reading, writing, and word study/language. The authors emphasize that teachers and students should consistently make connections across the three blocks during the day. They also state that what students read and write should come from the content areas (science, social studies, health, math, and others) and that students benefit from connecting their reading and writing as much as possible. Oracy development (the academic oral language required for reading and writing) is infused in all parts of this framework.

The description below by Fountas and Pinnell (2001) highlights the flexibility of this three-block

framework and how it should be used for planning and the delivery of instruction.

This three-block structured framework will help you conceptualize the language arts curriculum, think about students' literacy learning, plan and organize instruction, and provide a high level of productivity and engagement. The framework is flexible. There are many possibilities for variation—in the content studied, the texts, the configurations of students (individuals, small groups, the whole class), and the daily time frames (p.13).

Many districts in the United States have adopted the components of balanced literacy as a way to plan, organize, and deliver optimal reading and writing instruction. Also known as routines, these components are flexible and carefully chosen based on unit design and performance tasks, and thus they vary throughout the unit. A description of these components, or routines, such as guided reading, shared reading, independent reading, modeled writing, and modeled/shared writing, can be found at the end of this article. This list of components represents the types of routines that contribute to successful balanced literacy instruction; they are not meant to all be used at all times, every day, with all students. Instead, their selection is to be made carefully based on the planned performance goals and where in the unit students require different types of instructional support.

Balanced Literacy and Biliteracy

According to Beeman and Urow (2013):

A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading [comprehension] with oral language and writing. Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages (p. 2).

The challenge in implementing balanced literacy within a biliteracy construct is two-fold: 1) the constraint of time (planning for two literacy periods instead of one), and 2) the need to protect the pedagogical spirit of a balanced literacy philosophy which is inherently student-driven, flexible, and fluid.

—continued on page 9—



—continued from page 8—

Therefore, to implement a balanced literacy approach to biliteracy, it is critical to consider the following principles in planning for biliteracy:

1. Students should experience daily literacy time in both languages.
2. Unit designs should integrate language, literacy, and content, and they should reflect the program's language and content allocation plan. Literacy components are identified as part of the unit design and they change from the beginning of the unit, the middle of the unit, and the end of the unit, and reflect a gradual release of responsibility approach as the unit progresses.
3. Selection of components/routines should be guided by student performance data, the standards upon which the unit is based, and the summative assessment/performance outcomes of the unit. These literacy components can be used in both language arts classes.

Unit Design Example

The unit example that follows is organized around standards, big ideas (or essential understandings), and content and language objectives. These three areas of focus are captured in the unit's performance task, or summative assessment. In the Biliteracy Unit Framework (Beeman & Urow, 2013), the performance task is used by teachers to backwards plan the specific mini-lessons that will lead to all students successfully completing the summative assessment, or performance task.

Below is an example of a performance task based on Susan Pryor's First Grade Biliteracy Unit Framework (BUF) titled *Self/Story of My Life*. The entire unit can be found at <http://www.teachingforbiliteracy.com/samples/>.

Performance Task/Unit Summative Assessment: At the end of the unit, all students will be able to show their learning by successfully completing the task described below:

Task: Students will write a personal narrative about how a student has grown from a baby to a big girl/boy, including details that describe key features of each stage (what they could do or objects they used and what they did during each stage).

Measurement tool: Teacher-created rubric

Student Configuration: Independent work

Plan for Literacy Components or Routines Throughout the 1st Grade Unit

Beginning-of-the-Unit Components/Routines: Build Oracy and Background Knowledge	Middle-of-the-Unit Routines	End-of-the-Unit Routines
<p>Whole-Group Experiences: Total Physical Response (TPR), Concept Attainment, Dramatic Play</p> <p>Shared Language/Literacy</p> <p>Shared Reading (Adapted Reader's Theater)</p> <p>Story dictation: a strategy that provides a link between the oracy-heavy beginning and the more literacy-heavy middle of the unit. Students talk and teachers write what they say, a kind of modeled writing, heavily reliant on oral language. Although this routine is usually open, i.e., "What's your story today?", it could be used as part of a unit if the question is tailored to the content of the unit, i.e., "Tell me a story about when you were little." using a photo as a reference.</p>	<p>Whole-Group Experiences:</p> <p>Read Aloud with turn to your partner – provides many opportunities to practice the oracy developed during beginning-of-the-unit experiences.</p> <p>Language Experience Approach - modeled writing that elicits oral language responses and models how to encode it.</p> <p>Shared Writing - sharing the pen with students: scaffolded encoding by students.</p> <p>Language/Word Study begins at this point, and uses word and phrases from the unit (the oral language developed at the beginning of the unit). The dictado starts here (Beeman, K. & Urow, C. 2013).</p> <p>Small-Group Experiences Small-Group Reading Instruction/Guided Reading - targeted and differentiated</p>	<p>Independent Reading/Readers' Workshop (personal narratives)</p> <p>Independent Writing/Writers' Workshop (personal narratives)</p> <p>Opportunities to share projects: a formal presentation or share with older grade buddy 1:1 using the oral language students have practiced; working on speaking and listening standards related to the presentation. The oracy comes full circle when approached this way.</p>

Note: Balanced literacy routines are defined at the end of this article on page 11. Additional information on biliteracy strategies can be found here: <http://bit.ly/biliteracystrategies>

—continued on page 10—



—continued from page 9—

Guided Reading and Writer's Workshop

As illustrated in the example above, guided reading can be an essential component in a biliteracy program, but its place and time are carefully planned at the unit level so that students have the oracy needed to be successful and the teaching goals in the guided reading or small group instruction meet their needs. Students do not engage in guided reading at the beginning of the unit because that routine does not match their needs.

Writer's and reader's workshop are part of this unit, but they also occur toward the end of the unit when students are able to work independently as readers and writers and will benefit from the structures that the workshop model brings: mini-lessons, modeling, independent practice, and others. However, to start the unit with these routines would not be appropriate as students will not yet have the oracy they need for literacy—either reading or writing (August, Carlo, Dressler, & Snow, 2005). O'Day (2009) notes that the benefits of balanced literacy routines for language learners are diminished when they do not have sufficient oracy to access the full meaning of the text or the discussions around the text. In addition, during writing instruction, without first building oracy, students might either choose to write in the other language or not at all.

Conclusion

This article has attempted to answer the following questions: Can monolingual constructs such as writer's workshop and guided reading fit within a biliteracy framework? When looked at from a balanced literacy perspective in which the routines are carefully selected based on the students' needs, the unit's goals and the place within the unit, the answer is yes. But, if looked at as daily routines that are followed “a la monolingual”, the answer is no.

Then how do we use these routines in biliteracy? We do so by using a multilingual perspective of learning. We create units that include a balance between reading, writing, and word study and are anchored in the meaningful context that comes from science or social studies standards or a universal theme (like “relationships” or “justice”). These units are carefully organized so that students first develop oracy and background knowledge around the unit's essential understandings (or big ideas).

As the unit continues and students develop the academic oral language and knowledge needed for success with guided reading and writer's workshop, these types of routines are added to the middle and end of the unit. Balanced literacy routines can fit into biliteracy when carefully selected and intentionally planned for the developing bilingual.

References

- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*, 50–57.
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia, PA: Caslon.
- Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners*. Portsmouth, NH: Heinemann.
- Escamilla, K., Hopewell, S., Butvilovsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start*. Philadelphia, PA: Caslon.
- Fountas, I., & Pinnell, G. (2001). *Guiding readers and writers, Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell.
- García, O., Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom*. Philadelphia, PA: Caslon.
- Howard, E., Lindholm-Leary, K., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., Christian, D. (2018). *Guiding principles for dual language education, 3rd ed.* Washington, DC: Center for Applied Linguistics.
- McTighe, J. (2015, April). What is a performance task? (Part 1) [Blog Post]. Retrieved December 3, 2018 from <https://blog.performancetask.com>
- O'Day, J. (2009). Good instruction is good for everyone—Or Is It? English language learners in a balanced literacy approach. *Journal of Education for Students Placed at Risk, (14)*1, 97-119. Retrieved from https://www.air.org/sites/default/files/downloads/report/o-day_article_0.pdf
- Palmer, D., Cervantes-Soon, C., & Heiman, D. (2017). La condición académica del estudiante bilingüe: Asegurando el éxito de los estudiantes bilingües emergentes a través del programa de doble inmersión. In M. D. Guerrero, M. C. Guerrero, L. Soltero-González, and K. Escamilla (Eds.), *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión* (pp. 75-92). Albuquerque, NM: Fuente Press.
- Palmer, D., & Martinez, R. (2013). Teacher agency in bilingual spaces: A fresh look at preparing teachers to educate Latina/o bilingual children. *Review of Research in Education, 37*, 269-297.
- Zong, J., & Batalova, J. (2015). The limited English proficient population in the United States. Retrieved from: <https://www.migrationpolicy.org/article/limited-english-proficient-population-united-states>

—continued on page 11—



—continued from page 10—

Balanced Literacy Routines (Fountas, I. & Pinnell, G. 2001)

Shared Language /Literacy	A group meeting where a brief, focused experience intended to expand students' language and/or literacy skills is presented by the teacher. Examples include: having students talk about a topic for 2-3 minutes in small groups then share key ideas that surfaced with the whole class; building vocabulary by reading a paragraph that features one or more new words and then talk about what they mean.
Interactive Edit	A brief activity (no more than 5-minutes long) focusing on conventions. One way of doing this might be to dictate one or two sentences that present challenges in spelling, grammar, punctuation, word choice, etc. Students write the sentences, edit with a partner or individually, and then discuss the reasons for using the conventions.
Handwriting	A 5-minute mini-lesson once a week on letter formation. After the mini-lesson, guided and independent practice needs to be provided.
Word Study	A whole group mini-lesson on a strategy or principle related to ongoing word study that is within small group instruction.
Modeled/ Shared Reading	The teacher reads a text to students and models specific thinking about a text along the way. The teacher and the students all have a copy of the same text (or the text is visually displayed for all students to see). Students follow along while the teacher reads and models active thinking skills while reading. Every so often, students are provided the opportunity to practice the kind of thinking that was modeled by the teacher.
Modeled/ Shared Writing	The teacher and the students work together to compose a common text. As the teacher writes the text on a chart for all students to see, the teacher models specific thinking associated with the written text s/he is modeling. Every so often, students are provided the opportunity to practice the kind of thinking that was modeled by the teacher. When appropriate, the student suggestions can be added to the chart by the teacher.
Interactive Read Aloud	The teacher reads a text aloud to the students and stops at significant points during the text to ask for comments or facilitate a discussion about what is happening in the text.
Choral Reading	A group of students (can be a small group or whole group) reread an already familiar text for the purpose of increased fluency.
Mini-lesson	A short lesson focused on a specific principle or procedure that most students need help learning. In a mini-lesson, the teacher focuses on something important about reading or writing and demonstrates an aspect of the reading or writing process. Mini-lessons should interactively engage students and can focus on management, strategy or skill, or craft. A mini-lesson is specific and succinct, lasting between 5-15 minutes.
Independent Reading	Students independently read a variety of texts and prepare periodic written responses. While students read independently, they practice applying what they learned during the mini-lesson provided by the teacher. During independent reading time, the teacher also confers with individuals to support and assess reading as well as to teach to individual needs. The reading is usually followed by a form of sharing and evaluation.
Guided Reading	The teacher pulls together small, <u>temporary</u> groups to explicitly teach effective reading strategies for processing a variety of literary and informational texts. Its central focus is to teach for the comprehension of texts. The group is homogeneous in that all students in the group have similar reading behaviors and needs. The teacher introduces the text and readers read it independently. The teacher selects teaching points based on readers' needs and sometimes assigns oral and/or written response tasks. Word work may follow.
Literature Study	The teacher and students set up assigned reading/writing tasks and agree on meeting times. The group is heterogeneous in nature as students may all exhibit different reading behaviors, but all students are reading or listening to the same text. When they meet, the group engages in in-depth discussions about a text. The teacher is generally with the group for discussion, though the students take turns facilitating. The teacher, in consultation with the group, devises written responses.
Group Share and Evaluation	A 5- to 10-minute opportunity to close the writing or reading time where students share how they applied the teaching point discussed in the mini-lesson.
Independent Writing	Students engage in the writing process applying the teaching point learned during the mini-lesson. During this time, the teacher confers with individuals to support and address writing needs.
Guided Writing	The teacher pulls together small, <u>temporary</u> groups of writers to provide explicit teaching based on the writers' needs at a particular point in time. Sometimes the teacher has noticed students' needs and forms the groups; at other times, the students request group help with some aspect of writing. The teacher explicitly and efficiently works with students to teach the writer's craft, strategies, and skills.
On-Going Word Study	During this time, the teacher provides an opportunity for individuals or small groups to pay close attention to the structure of words to help students become aware of letter patterns and word parts. While this study of words is done in isolation, students are familiar with the words and their meaning. The purpose is to teach students efficient strategies to solve words and discover the inner workings of words.

—continuación de la página 3—

de módulos. En el momento que SUAGM necesite un experto en contenido y lenguaje, contactan a esos profesores certificados para editar y evaluar los módulos existentes. De igual forma, estos expertos también tienen la oportunidad de crear módulos para cursos nuevos dentro de la institución. Para una explicación visual de esta sección, por favor ver la Ilustración 2.

Reflexiones finales

El adiestramiento del profesorado bilingüe en el Sistema Universitario Ana G. Méndez constituye uno de los pilares de su programa de inmersión dual. Por esta razón, la institución ha creado un plan que educa a los docentes en las técnicas, teorías, y evaluaciones adecuadas dentro de un ambiente académico completamente bilingüe. La visión de este programa de adiestramiento docente es el preparar profesores capaces de educar a estudiantes bilingües competentes en ambos idiomas. Para aquellos que son nuevos en el área de educación, el programa de capacitación docente resulta beneficioso ya que les da las herramientas

imprescindibles para poder ser profesor del SUAGM. Para aquellos que han enseñado anteriormente, este programa regenera sus conocimientos desde una perspectiva bilingüe, bicultural, y bilingüe. Es importante recordar que siempre hay talleres a los que los profesores pueden ir y repetir, pero la lista provista en nuestro artículo representa la fundación de conocimientos esenciales para que estos tengan éxito como facilitadores de lenguaje dual en el Sistema Universitario Ana G. Méndez.

Referencias

- Soltero, S. & Ortiz, T. (2016). Discipline-Based Dual Language Immersion Model® in higher education©. AGMUS Ventures, Inc.
- Toledo-López, A. A., & Pentón Herrera, L. J. (2015a). Dual language immersion in higher education: An introduction. *NABE Perspectives*, 37(2), pp. 24-28.
- Toledo-López, A. A. & Pentón Herrera, L. J. (2015b). Language immersion for adult learners: Bridging gaps from childhood to college. *Florida Foreign Language Journal*, 11(1), pp. 10-56.
- Toledo-López, A. A., & Pentón Herrera, L. J. (2015c). Facilitators' perspectives: Strategies that work in higher education dual language immersion settings. *NABE Perspectives*, 38(3), pp. 16-22.

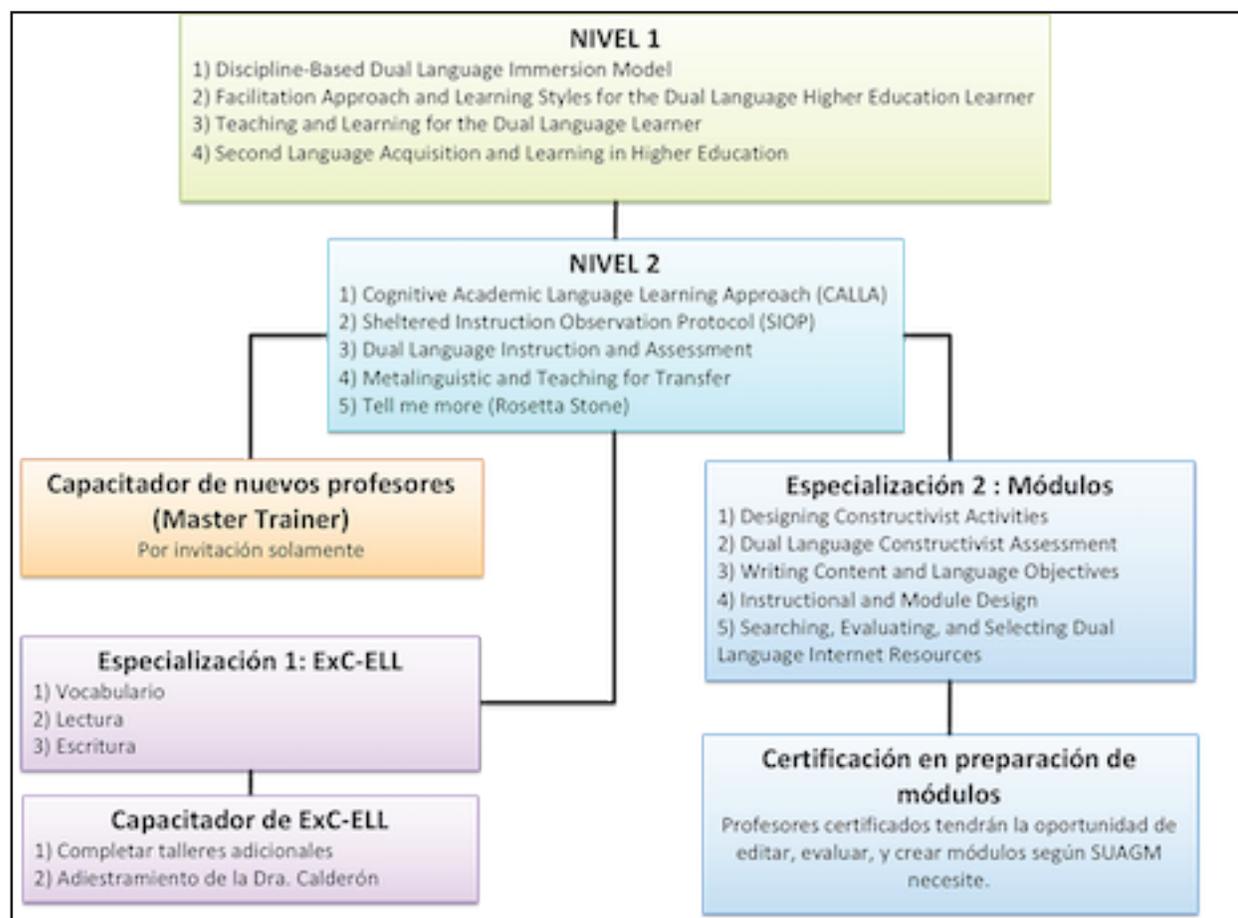


Ilustración 2. Los tres niveles de capacitación profesional dentro del Discipline-Based Dual Language Immersion Model®.





—continued from page 5—

to also look at their work as a team. It called for the principal to look at teacher professional development in a more integrated and generative way so that time was given to joint planning, coordination of lesson plans, collective assessment, and reflection time. Finding the time and resources to change the way teachers work together allowed the principal to model creative problem solving. Thinking about these processes called for working together authentically as opposed to simply handing teachers a generic curriculum.



Students in Kha'po' Community School's after-school program are setting up for an interview. They are members of the school's film crew.

board, parents, and tribal leadership. What must be understood by all? Does everyone understand the knowledge and skills needed to achieve the school's goals? What resources are already available and what is still needed? What needs to be done to ensure support from the community? By tying the school's mission to the well-being of the community, and ensuring that the students have the knowledge and skills to become active, positive members of the community, advocacy for their education becomes everybody's work.

Finally, what better way to ensure the well-being of students than to value and use their ideas! Children already have ideas before they come to school. Their minds work in constructing meaning from their world, and we can only help by guiding some of these learnings while they are in school. If we accept the value of working together, then the students must have time to develop relationships with other students, their teacher, the school environment, the community, and the wider world as it relates to their community. If they belong, they are active in demonstrating their rights as citizens and members of their family, school, and community. Are we creating spaces in school where they can learn to share and exchange information; try out their ideas and experiences; learn to cooperate, observe, and listen to each other; and interpret and discuss information before making decisions? What do we do to make this happen for them? What resources are needed? How do we use space differently? What do teachers and staff have to do differently?

Leadership in tribally controlled schools means considering all of the stakeholders and interaction with the staff and students, policymakers, school

AWARD-WINNING DUAL LANGUAGE RESOURCES FOR DYNAMIC K-5 SMALL GROUP INSTRUCTION



Flying Start
to Literacy®



Despegando
hacia la lectura™

*Flying Start to Literacy and
Despegando hacia la lectura*



Flying Start to Literacy and Despegando hacia la lectura are high-quality, highly flexible classroom resources that nurture readers in dual-language programs across nine developmental reading stages, by pairing narrative and informational texts—both connected by the same big idea.

okapi
educational publishing

42381 Rio Nedo, Temecula, CA 92590
866.652.7436 (phone) | 800.481.5499 (fax)
info@myokapi.com | myokapi.com



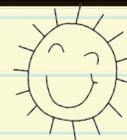
DLLeNM Summer Professional Development Opportunities



6th Annual OCDE Project GLAD® Summer Institute Transforming Education From the Inside Out!

June 4 - 5, 2019 • La Fonda on the Plaza - Santa Fe, NM

Join us as we strengthen the understanding and implementation of best practices for language learners. The institute will provide networking opportunities for teachers of language learners and their instructional leaders! **OPEN TO ALL!**



Tier I certification Summer 2019 Training

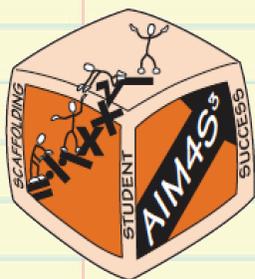
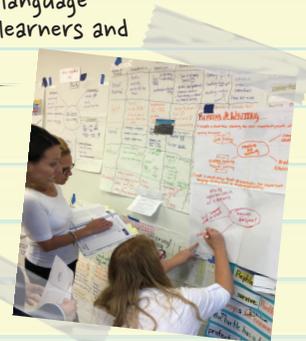
choose your dates!

Two-Day Research & Theory Workshop:
May 30-31 OR June 20-21

Four-Day classroom Demonstration:
June 11-14, June 24-27, OR July 9-12

Project GLAD® Tier I certification Training is a rigorous 6-day training done in two parts: 2-Day Research and Theory workshop and 4-Day classroom Demonstration with guided teacher planning and practice time. Appropriate for teachers and instructional leaders K - 8th grade.

For more information, visit us at www.glad.dlenm.org.



Turn Math Problems Inside Out!

May 29 - 30, 2019 • Albuquerque, NM

OPEN TO ALL! Join us as we collaborate with fellow educators on how to best meet the needs of English learners (ELs) and students who struggle with mathematics. You'll leave rejuvenated and ready to share new strategies with your students!

For more information visit us online at www.aim4scubed.dlenm.org.



La Cosecha 2019

24th Annual Dual Language Conference

November 13 - 16, 2019 • Albuquerque, NM

Registration Now Open!

www.lacosechaconference.org

www.lacosechaconference.org



Join us as we bring together educators, parents, researchers, and dual language supporters from across the U.S. and around the world for La Cosecha 2019!

Dual Language Education of New Mexico • 1309 4th Street SW, Suite E • Albuquerque, NM 87102 • www.dlenm.org





—continued from page 7—

- Some word formations are similar. For example, cognates like system/**sistema** and prefixes and suffixes such as capital**ism**/capital**ismo** and predict/**predecir**.
- 3. Syntax and Grammar—sentence level
 - There are many similarities between the languages. For example, the parts of speech in Spanish and English both include nouns, verbs, adjectives, adverbs, and prepositional phrases.
 - Some aspects of syntax and grammar are different. For example, articles and adjectives in Spanish have gender and number agreement, but they do not in English, **El** perro bravo, **Los** perros bravos, **The** fierce dog/dogs.
- 4. Language Use and Pragmatics—discourse and sociocultural level
 - There are cultural norms and contexts for language use in each language. For example,
 - Dichos/expressions/idioms
 - English: The apple doesn't fall far from the tree.
 - Spanish: **Tal palo, tal astilla.**
 - Cultural norms
 - English: You. Spanish: **Usted, Tú, o Vos.**
 - English: I'm hungry. Spanish: **Tengo hambre.**
 - Punctuation and capitalization
 - Accents and punctuation in Spanish can change word meaning. For example, **el papá, la papa, El Papa**, (the father, the potato and the Pope!).

Identifying the areas of metalinguistic focus allows the teachers to intentionally plan for the features of language that will be highlighted during the Bridge discussion with students. These features become the focus of the extension activity in which students use the new language that has been generated in academic conversations and written products. The planning of the extension activity takes place during step 5 of the conversation planner and can be continued to identify future connections to the learning and to discuss the creation of materials.

The 30-minute conversation planner sets the stage for a well-coordinated and intentional transfer of language while building the students metalinguistic awareness and skills. The importance of this planning conversation cannot be underestimated. However, in addition to this planning it is paramount that there

is also a system in place which creates the time and space to carry out this transfer. Here are the logistical details that ACPS DL teachers have wrestled with as they envisioned this system:

When: Time is put into the schedule to ensure that teaching for cross-linguistic transfer moves from being a good idea to becoming a regular part of instruction. Below is a range of time frames that ACPS dual language teachers have utilized:

- every Thursday for 30 minutes,
- every other week on an agreed-upon day, and
- at the end of each quarter.

If a teacher decides that the students are not ready for a transfer lesson, he or she can touch base with the partner teacher and reschedule.

Where: Most ACPS partner teachers have chosen to present "the Bridge" together, so they must decide to either bring the two classes together in one of their classrooms or find a third space.

How: Partner teachers need to plan out the transfer lesson by answering these questions:

- Who will take the lead?
- Which GLAD charts will be used?
- What is each teacher's role?
- What color marker will be used to record each language? (It is recommended that this is decided at the school level.)
- Where will each teacher stand? (It is also recommended that both the L1 and L2 teachers stand next to the work done in their respective languages to support the students' understanding of the similarities and differences between the two languages.)

The implementation of OCDE Project GLAD® protocols and strategies, integrated with an intentional plan to support the development of biliteracy knowledge and skills, has greatly enriched the academic content and language learning for dual language teachers and learners in ACPS. The focused efforts of Anna Harvin and the dedicated DL teachers she supports have put a system in place that provides intentionality and clarity to their practice.

References

- Beeman, K., & Urow, C. (2013.) *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia, PA: Caslon.



Dual Language Education of New Mexico

1309 Fourth St. SW, Suite E
Albuquerque, NM 87102
www.dlenm.org
505.243.0648

Executive Director:
David Rogers

Director of Development:
Leslie Sánchez

Director of Finance:
Melanie Gatewood

Director of Programming:
Lisa Meyer

Directors of Operations:
Michael Rodríguez
Victoria Tafoya

Director of Research & Evaluation:
Tenley Ruth

Board of Directors
Executive Committee:

Chairpersons:
Loretta Booker
Sylvia Martínez

Secretary:
Cristina Benítez de Luna

Treasurer:
Flor Yanira Gurrola Valenzuela

Editor: Ruth Kriteaman
soleado@dlenm.org

© DLeNM 2019
All rights reserved.

Soleado is a quarterly publication of Dual Language Education of New Mexico, distributed to DLeNM's professional subscribers. It is protected by U.S. copyright laws. Please direct inquiries or permission requests to soleado@dlenm.org.



NONPROFIT
ORGANIZATION
U.S. POSTAGE PAID
ALBUQUERQUE, NM
PERMIT NO. 495

▣ NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION—48TH ANNUAL CONFERENCE—**EXPERIENCE THE MAGIC—BILITERACY AS A GLOBAL IMPERATIVE: ENRICHED EDUCATION FOR EMPOWERMENT, EQUITY AND EXCELLENCE:** March 6–9, 2019, in Lake Buena Vista, FL. For more information, please visit www.nabe.org.

▣ CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION—CABE 2019—**IMAGINE, INSPIRE, IGNITE - MULTILINGUALISM FOR ALL:** March 20–23, 2019, in Long Beach, CA. For more information or to register, please visit www.gocabe.org.

▣ SOUTHERN NEW ENGLAND CONFERENCE FOR DUAL LANGUAGE PROGRAMS—8TH ANNUAL CONFERENCE—**MAKING CONNECTIONS: CELEBRATING DUAL LANGUAGE EDUCATION:** March 23, 2019, in Pawtucket, RI. For more information or to register, please visit www.massmabe.org.

▣ WASHINGTON ASSOCIATION FOR BILINGUAL EDUCATION—WABE 2019 ANNUAL CONFERENCE: **STEAMING AHEAD!** April 25–27, 2019, in Bellevue, WA. For information or to register, please visit www.wabewa.org.

▣ GUIDED LANGUAGE ACQUISITION DESIGN—OCDE PROJECT GLAD®

TIER 1 CERTIFICATION:

2-Day Research and Theory Workshop, March 20-21, May 30-31 OR June 20-21, 2019; and 4-Day Classroom Demonstration, April 2-5, June 11-14, June 24-27 OR July 9-12, 2019.

ANNUAL SUMMER INSTITUTE:

June 4-5, 2019, in Santa Fe, NM.

For more information, please contact Diana Pinkston-Stewart at diana@dlenm.org or visit www.dlenm.org.

▣ ACHIEVEMENT INSPIRED MATHEMATICS FOR SCAFFOLDING STUDENT SUCCESS (AIM4S^{3™})

ANNUAL SUMMER INSTITUTE:

May 29-30, 2019, in Albuquerque, NM. This year's institute is open to all teachers interested in deepening their mathematical understanding.

For more information, please contact Lisa Meyer, at lisa@dlenm.org or visit www.dlenm.org.

▣ THE BUENO CENTER FOR MULTICULTURAL EDUCATION—2019

SUMMER INSTITUTE: August 1-2, 2019, in Boulder, CO. For more information or to register, please visit <https://buenocenter/institute2019/>.

▣ DUAL LANGUAGE EDUCATION OF NEW MEXICO—23RD ANNUAL LA COSECHA CONFERENCE: November 13-16, 2019, in Albuquerque, NM. The La Cosecha 2019 website is live for registration and up-to-date information. Visit www.lacosechaconference.com.