



# Biliteracy Through Cartoneras



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# Inclusion

At your table, introduce yourselves, and share:

- ❖ Where you are from
- ❖ What you teach
- ❖ What you hope to learn today



# Integration

As a group, define “integrated curriculum” as it applies to your work.

Choose a volunteer to share a summary of your conversation.



# Objective

I understand the process of designing standards-based, thematic units of study aimed at developing biliteracy and language.

- ★ I can apply this biliteracy framework and authentic performance-based assessment to an existing, or potential, curricular unit.
- ★ I can connect the cartonera publishing process, subsequent extension activities as authentic, performance-based assessments.



# Agenda

- ★ Set the stage: background on our work and possible connections to yours
- ★ Walk through the planning and teaching of a model unit on biliteracy
- ★ Reflect
- ★ Feedback





# Biliteracy Through Cartoneras



# Cartoneras

## The Cartonera Project

**What:** In this unit, students will be writing narratives to tell the story of a cultural event that matters to them.

**How:** Students will use cartoneras as a way to publish their stories.

**For whom:** Students will display the cartoneras in their school/community library or bookstore.

**Extension:** Published cartoneras can be sold in the community to raise funds for classroom activities or another specific philanthropic purpose.



# Biliteracy Connections

## Spanish Language Arts

- ❖ based on a fictional narrative text
- ❖ theme: La Semana Santa
- ❖ **Guiding Question:** How do I learn about myself and others through various kinds of text?

## English Language Arts

- ❖ based on authentic, informative text
- ❖ theme: La Semana Santa
- ❖ **Guiding Question:** How do I learn about myself and others through various kinds of text?



# Performance-Based Assessments

## Spanish Performance-Based Assessment:

Students will plan, write, and publish a narrative to tell their own story of a cultural event that matters to them.

## English Performance-Based Assessment:

Students will plan, write, and present a news story informing the public about their cultural event.

Performance-based assessments should include **REAL WORLD:**

**G**oals

**R**oles

**A**udience

**S**ituations

**P**roducts or **P**erformances

**S**tandards

[From: <http://opi.mt.gov/pdf/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>]



# Great Teaching Matters: Plan



# Seven Norms of Collaboration

- Pausing
- Paraphrasing
- **Posing questions**
- Providing data
- **Putting ideas on the table**
- **Paying attention to self and others**
- Presuming positive intentions

*The Adaptive School: Developing and Facilitating Collaborative Groups by Garmston and Wellman, p. 45.*



# Read and Reflect

**Read** the sample English and Spanish Language Arts lesson plans for biliteracy.

**Discuss (with optional protocol):**

- ★ How do oracy, reading, writing and cross-language connections work together to form a foundation for this unit?
- ★ Which example of these four types of connections is most interesting to you?
- ★ How can you use a similar framework with a unit you currently teach?

**Example:** I noticed that narrative text (story) and informative text (newspaper article) were both used to engage students in learning about the Semana Santa event. A theme about which I teach is ecosystems. I wonder how I might incorporate a story about the rainforest with informational text about the rainforest to teach students about this type of ecosystem?



# Each subject area addresses specific literacy and language proficiency standards

## Content Standards

- ❖ Common Core State Standards
- ❖ Common Core en español

## Language Standards

- ❖ WIDA (SALSA) Standards
- ❖ WIDA English Language Development (ELD) Standards



# Time to Process:

## How Might This Framework Apply in Your Context?

Take some time to begin completing your graphic organizer to generate some ideas for developing your own biliteracy, language-focused unit reflecting on the following questions:

1. What content standards and language standards do I use?
2. What theme could I address that would be of interest to my students?
3. What are some guiding questions I could use to address that theme?
4. What Spanish language and English language resources can I use?
5. What fiction and nonfiction resources can I use to help students understand the theme?
6. With whom might I collaborate to design this unit?



# Planning for Collaboration

## Discuss:

- ★ What challenges might you encounter with this framework?
- ★ What changes might you make for your grade level or subject area?
- ★ How could you use this framework, or any other elements of this presentation, to collaborate with other teachers in your school?
- ★ What role might technology play in facilitating your collaboration efforts?



# Great Teaching Matters: Reflect and Adjust

Woven throughout this process, is a focus on Culturally and Linguistically Responsive practices.

As you review this unit, what feedback can you provide us to reflect and adjust this particular unit to make sure we accommodate all six practices?

## GREAT TEACHING MATTERS MADISON METROPOLITAN SCHOOL DISTRICT STRATEGIC FRAMEWORK

### CULTURALLY & LINGUISTICALLY RESPONSIVE PRACTICES

#### 1. Set high and clear expectations for all students

- Demonstrate through actions and words the belief that each and every student can achieve high standards
- Commit to understanding and addressing assumptions and deficit thinking
- Provide needed scaffolds and accelerated support to ensure equitable access to grade level content and materials

#### 2. Acknowledge all students

- Use proximity and eye contact while also demonstrating awareness of students' cultural expectations
- Use affirming or clarifying language
- Be consistent and positive in delivery and approach

#### 3. Develop Self-Efficacy

- Nurture students' sense of agency around their learning
- Provide students with the criteria and standards for successful task completion
- Explain and model positive self-talk

#### 4. Connect to students' lives

- Make links between content and student experiences, perspectives and personal goals
- Connect purpose for learning to students' current and possible selves
- Create equitable opportunities for all students to access culturally and linguistically responsive materials
- Build meaningful relationships

#### 5. Apply academic press

- Create engagement and community among learners
- Monitor students' understanding and offer timely, meaningful feedback
- Ask students for feedback on effectiveness of instruction
- Understand deeply and love the subject matter

#### 6. Address racial and cultural identity

- Create a safe space for sensitive and productive cultural conversations
- Deepen understanding and create community
- Understand cultural and linguistic behavior patterns
- Value and welcome home culture and language as assets



# Thank you!

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