

Video Transcript

The Key Language Uses in Bilingual Writing

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[Music] Welcome to WIDA webinars. This is a free, virtual learning opportunity that offers educators insights and resources on a variety of topics relevant to educators of multilingual learners. In this webinar you'll hear from WIDA's expert staff and researchers. If you want to be notified about upcoming WIDA webinars, sign up for our newsletters at wida.wisc.edu/news. All right. So let's get going. Otra vez, mi nombre es Maya Martinez-Hart, I've been a dual immersion teacher for a long time, bilingual teacher, ESL support for programs. I was a teacher in Mexico and I have been a Montessori teacher also for many years. So I'm not going to tell you how many because it gives up my age. So thank you for being here again. Let's take a look at this webinar. Vamos a hablar de los usos clave, or key language uses, en los marcos de los estándares. So we're going to be talking about both marco DALE, the Spanish standards framework, and we're also going to be talking about the ELD side of the house, the ELD standards framework. We're going to base it on the 2020 edition of the standards' framework. On the chat you have a participant guide that might help you take either notes, and so, some of the images and the things that I'm going to have in the PowerPoint, you have in the participant guide. Así que pueden hacerle download, it's in a Google Drive. Hopefully nobody has problems with that. Después de hablar de los usos clave en los dos marcos de los estándares, vamos a hablar de ejemplos y encuestas. Les voy a dar un ejemplo de un tipo de análisis que pueden hacer en inglés y en español. También Molly puso las guías en el chat por si quieren bajarlas. They are free, they're sizable. If you haven't seen them, they're about 300 pages so, it's a big PDF. So if you want to take a look at, you know, some of the content that I'm going to be introducing to you, it's in the marco DALE and the 2020 Standards Framework. We're going to be also talking about translanguaging, what's the role of translanguaging in writing. So there's a focus bulletin that will give you more information. And thank you, Molly, for sharing them. Y luego vamos a terminar para tips para instrucción. ¿Cuáles son consideraciones que ustedes pueden tener? No les voy a dar estrategias, pero les voy a dar cosas qué pensar, porque ya tienes práctica, ustedes ya son maestros, están con los niños todos los días, pero hay cosas que podemos considerar cuando hablamos de una -- de escritura bilingüe. OK, vamos a empezar. OK, Melina, thank you. I'm going to go back and forth between languages. The PowerPoint is in Spanish, but I think I have enough support there, if you would like to stay. Entonces, vamos a hablar de las descripciones de los usos clave. En el marco DALE, los usos clave son cuatro, igual que ELD Standards 2020 Edition for Key Language Uses. In the chat, what do you notice? What difference do you notice and what similarity do you notice between the two? Oh, no worries, Melina, no worries. I got you. No sorries. Cognates? There's some cognates -- There you go. There's some cognates. Ah, Katie [phonetic] noticed "Relatar" and narrate. Katie, sí, they will do the same function. They have the same purpose, but we're taking into account "relatar" as

particular to Spanish. And in Spanish we do narrate as well, right? But "relatar" takes us -- considers the cultural aspect of a narration. So I will never say, "oh, mi abuelita me narraba cuentos". Yo siempre voy a decir, "my grandma relataba cuentos". So there's an aspect of culture that is nuanced, and that's why you see "relatar" and "narrate", but they will follow the same function within instruction. Yes, similar connection, they are all intertwined. Thank you for noticing that. We are not with -- You know, because of layout, because we live in a two-dimension role still, we have to separate them to explain them, each one of them. But the message comes in this graphic. You will notice that they're intertwined, they relate to each other, but they also support each other. So this is something that is going to be important when you're thinking about analyzing student samples or giving a prompt for writing that will get one of the -- that will be specific to this, to these four key language uses. Thank you for your comments. All right. So let's situate it within the components of the frameworks. The frameworks have -- Yes, all of them have a purpose, exactly that. That's we're giving children a purpose for writing or reading or speaking, and we'll go over those in just a minute. So, if you notice, the components of the standards' frameworks are very similar. We did that on purpose because we didn't want you sending, you know, to the ledge and say, "OK, WIDA, I'm done with you". So we wanted to make sure that you have a similarity in layout and the format of the two frameworks. So we'll start with las declaraciones de los estándares, the WIDA ELD standards statements, which is a broad umbrella of, "I'm connecting content and I'm connecting language because we're going to be talking about the language of the content area that I'm teaching". So, under those you will have usos claves de lenguaje and key language uses. So what is my purpose for -- So language art -- No, I'm going to skip over language arts. Science. What's my purpose for talking? What's my purpose for writing? What's my purpose for reading something? So los usos clave helps us narrow down that language that attends to a purpose in the different content areas. So you can go -- you will see key language uses across all content areas. Some are more prominent than others, in different content areas and different grade levels. For example, yes, 5-year-olds can argue, but not the kind of argument that we will expect within a classroom setting, talking about, you know, a problem in our classroom. And so, instead of just getting my way, it takes the shape off. "I'm going to argue to all clean up at the end of the day because teacher is tired". And then you have the expectativas del lenguaje. We're not going to cover those today because we could be here for a long time. But I want you to know that if the key language use feels so broad that you're thinking, "oh my gosh, I think I need a little more", this is why we put the lengths to the standards in there, because you will be able to see in both marco DALE and ELD that las expectativas de lenguaje narrow those expectations even more. They really help you know, "if I'm going to explain something", that's my purpose for using language, "what am I going to explain about? How am I going to explain?". So they will give you the language that you will need to be more precise, particularly if you're thinking, "you know, I want my kids to explain, but I want them -- Because of this content standard, I want them to explain cause and consequence". So that idea that we can be very focused in our attempt to both instruct and assess students. And then you have the proficiency level descriptors, los descriptores de nivel de desempeño. The difference is that English has six levels, across six levels, because it corresponds to or works with access. And los descriptores de nivel de desempeño only has two language clusters. So I'm going to continue to say that we're going to -- Sorry, this graphic is off, sorry. I apologize for that, is -- Anyway, we're going to identify los usos



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claves. So in your participant guide, en el papelito que les puso Molly. So you have the link at the beginning of the chat, if you just join us -- Molly, do you mind sharing the Google document again? So if you just join us, you will be able to download it, because there's a couple of texts in there. There's texts that is, one is a student sample and one is a mentor text. So we're going to do an analysis with those so, you need to be able to read it. Yes, it's in the top of the chat, but people who just joined will not be able to see it. They only see the chat from the moment they join. So thank you, Paola, for letting us know. So I'm going to give you a moment to grab your participant guide. And we're going to identify los usos claves del lenguaje. We're going to identify key language uses in this text. We're also going to pay attention to los modos de comunicación. So those communication modes that we see and practice all the time in the classroom. In the 2020 edition of the ELD standards we took a different approach to the language that we had in the previous editions of the framework. So we took modes of communication and we talked about interpretive and viewing. We know that our students are, they're always seeing something, either if it's a text in a book or, you know, the variety of things that they view to gain information, and then express it. But also thinking about -- it's not only expressing orally or expressing in writing, there's a way of representing, we're talking about multi-modalities nowadays, with all the taking advantage of technology. For the marco DALE, we have also interpretativo and we have expresivo, as you notice, they're cognates, we try to stay as close, and percibir and representar. So we went beyond viewing because we're acknowledging that not everybody can see the same way that I can see. So some children might use perception in different ways to gain information. But we also added this idea of interactive. We know in a bilingual classroom -- well, I'm going to argue in all classrooms, but particularly in a bilingual classroom, because children are going between languages and among languages and through languages, we have to use it. We have to use the languages that we're learning, so we want to make sure that we highlight that. The ELD Standards Framework does address that, but it's not necessarily present in the graphic yet. All right. So let's start with interpretativo e interactivo. So we're going to talk about cómo percibimos el conocimiento, lo que nos están enseñando, y cómo interactuamos con eso. So we're going to talk a little bit about, you know, how do I perceive all the language and all the inputs that I'm having to learn, to gain information, but also how am I using it, not only for my understanding, but to gain more information if it need be. OK. So this is your example. OK? I'm going to read it too, because in your screens might be very small. This is a mentor text that I chose to do this analysis. "¿Has vivido en una costa o en una isla? ¿Has visto llover tan fuerte que se doblarían los árboles en los vientos intensos? Según el lugar donde hayas vivido, estas tormentas se denominarían 'huracanes', 'tifones' o 'ciclones'. En el Caribe y en los Estados Unidos se les conoce como 'huracanes'". So to quickly translate, it starts with a question. "Have you lived in the coast or on an island? Have you seen rain so strong that folds the trees with all the heavy wind? So depending on where you live, these storms can be called 'hurricanes', 'typhoons' or 'cyclones'. In the Caribbean and the United States, they are known as 'hurricanes'". All right so, keep that in mind. Y Molly va a poner una encuesta, Molly is going to add a poll. So what uso clave, what key language use is most prominent? OK? Think about the most prominent. Remember, narrow down your focus. Which one is most prominent in the text? ¿Relatar, informar, explicar o argumentar? I'm going to put the text back, oops. All right, more people are answering, so I'm going to continue to wait. All right. I don't know you, but silence is [inaudible] -- Michelle. And



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explains about the difference in terminology. Oh, OK. So you're -- OK. So thank you for kind of giving us your thoughts. If you have more thoughts, put them in the chat. How are you perceiving this? Speaking of multiple communication. All right Molly, I think we're going to go -- Thank you. All right. So a lot of you thought this is an informative text. Some of you are still thinking, "I think it might be "relatar"". Any brave soul wants to say why is it one and not the other? So for example, for those of you who are saying "relatar", why is it -- ¿Por qué nos está relatando? And if you're saying "explicar", ¿por qué? Y si dicen "informar", ¿por qué? So think about the whys, because this is what is going to help your students focus on the language. If it's not -- Si no es un relato, es una información o es una explicación. ¿Por qué? ¿Qué lo hace un relato o una información o una explicación? So what makes this one of the -- Remember, prominent. Because it's asking us prior knowledge or experience with these works, this is what I think. OK, a relato, OK. Informar, Lacey [fonético]. Kimberly talked about -- OK. It's asking us to think about prior knowledge, yes, OK, informar, "relatar", because students will share their experiences on what they saw. Ah, good point, Mercedes. We're going to go back to that, don't lose that thought. Evelyn, "relatar". Students can relate to the experience. Maybe. It is a little triggering, you know, for what's been happening in the past few years, but students can relate to the experience. Ah, as soon as I -- OK. "relatar", be able to identify. They are able to identify with or not identify with the information. Oh, I am seeing something that I'm getting really excited about. Let me tell you the pattern I'm seeing. Those of you who are saying "relatar" -- I'm going to go back to this. "Relatar" in Spanish is a way of narration. So it's not necessarily a true cognate when you say "relate". It has a shade of that. Yes, we relate with the information, I gave you the story about my grandma. My grandma didn't narrate, she related. A lot of what she did, and let me explain further, a lot of what she did is told us stories to teach a lesson. She's great at that. She will she will say, "well, you know, this happened to this kid when he did the same, you know, stole the candy and then this was this major tragedy because the kid stole the candy". So there's a relationship -- the story has a relationship with something she's trying to say. And let's not go down the rabbit hole of language arts, OK? It's more about the purpose of language. So "relatar" has narration in it, but it's not necessarily the way that we narrate in English, OK? So it's nuances between languages. and I keep seeing your comments. Thank you for -- Thank you, oh, thank you, Christy. "Relatar", definición. Oh, no, I lost you. Transmitir experiencias reales o imaginarias a través de los relatos e historias. That, exactly. Thank you for -- You are looking at the -- And then we have "referir", "contar", "narrar", "explicar". OK, for the purposes of the work ahead, for the purposes of thinking of key language uses, yes, la Real Academia de la Lengua Española puts it right there with narrar, explicar. But we're going to have it very nuanced in the way that we're going to focus the language that we're teaching our students. I'm going to go further, a little bit -- Ah. Here. All right. So as we're thinking about the purpose, as we're thinking about the prominence of the words that we're using, OK? I will classify this -- Sorry, I will classify this as informed, because this is about thinking about processes. So how does a hurricane may form or what it might be called in other parts of the world? Visualizar fenómenos. So if I have experience, and some of you said it, if I have experience with hurricanes, I'm going to really think about, connect with this, but it's not necessarily relating in the sense of, you know, "I have experience with that, I might know about cyclones, but I've never been through one". So this idea is this piece, "según el lugar donde hayas vivido, estas tormentas se denominarían huracanes, tifones o ciclones". It's giving us



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information that may or may not relate to the students in, and this is where all that intertwining comes. I read an informational text to my students, but they might use a different -- Sorry [soft laugh], they might use a different key language use to react to the story. So they might give you un relato, or they might narrate an experience. Or you have the kids that are always into science, they might start explaining why a hurricane happened. So this is the dynamic aspect of key language uses. We can have one purpose for planning, and we will see reactions from the students, and we will see different key language uses or usos clave being used as they respond to the reading. So this is where -- I'm sorry, I don't want to get into this, but I want to go back to, this is where you really think about, "what's my delivery? What do I want them to understand and be able to do at the end of this activity?" For example, I read this informational text and I want them to respond to it. How do you want them to respond? Through writing? Through finding examples? Through drawing? So all that is going to have a different key language use. It will not necessarily produce the key language use that you just shared. And this is where writing and reading get so -- it's so -- it's so important to really think about, OK? All right, you're probably thinking, "what? I don't have one what? I cannot put it in a little box, tie it with a bow and be done with the day?" You know that the reality is not that. You know that the reality is, everything happens at the same time, right? But you and your planning have a focus. So all your -- for, let's say, a unit. I'm going to speak of units because I think that's unifying for most teachers, if I want my students to inform about hurricanes at the end of the unit, my activities are going to be geared towards giving them all the language that they need to process to understand information, but also to be able to produce an informative activity, reading, writing, etcetera, etcetera. OK. And I'm seeing, a lot of your examples, a lot of your -- your thinking, I feel that you're following me with this, so thank you. Because it's -- Exactly, it gets into the nuances of language. I think what's, my big message here is you, as a planner, want to make sure that you give them all the aspects that the language is going to -- that the success at the end of a unit, that the students will need through the activities and your lessons. So let's do one more. And I'm going to read it for you just in case you have old eyes like mine. "Strong storms where winds reach each 74 miles per hour, 119 kilometers per hour, are officially called hurricanes. These storms start over in warm ocean waters. As the warm air rises and cools down and forms clouds, that can come together to form storm clouds. Winds from different directions come and spin around the low-pressure area, which is motion caused by the Earth's rotation. As the clouds grow and spin faster, they can form a cyclone. In the United States, this is called a hurricane". Now, let's do this first. Which key language used do you see reflected in the text? All right. So explain [inaudible] somebody here said -- First of all, so, do you have to use an informed standard for the example? And then I will say general purpose is to inform, but is very specific when it comes to -- I keep losing the -- But it's very specific when it comes to explaining how the storm is formed. So somewhere in there I saw information first, explanation in the second part. So for instructional purposes, I agree with you, there's a piece of information here, and if I would have given you -- In the other example, if I would've given you the entire text, same thing, OK? Started with "relatar" because of the questions, and then went into "informar", which is my focus, and then it had another paragraph in the bottom, and it was an explanation. So what you saw in this example. So let's take a look at instructional purposes. How? -- I know you're feeling like, "whoa, so, is it one? Is it the other? Give me the exact answer", your students are going to think the same thing, right? So if we go into, "well, this piece is



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information, but this piece is narration", we're not going to get to the nuances of how do I make an explanation, how do I write an explanation, what words and sentences do I need? And then, how does it sound? So we have to make a decision. You have to make a decision. One of the nice things about key language uses, like you saw in these graphics, is that one builds on another. It would be really hard to inform if I don't know how to build a narrative. Even though it's not the same thing or has the same purpose, it is built in a way, the same way. The other one is, an explanation many times needs information, right? Like we saw in the example. So if I'm thinking of, "my focus is explanation, I want to make sure that my kiddos can inform or narrate so they can give me that depth that I want in the explanation". It's not just some, "why something happened", "oh, because" -- you know, "why are you crying?", "because he hit me". In going deep in learning, we have to get that learning through the nuance of language. So if I'm only staying at informed, if I'm only narrating, and I never get to the say why or how or even give my opinion and back it up with the information that I just gave you and the explanations that I just gave you, I'm not doing my job. So as we're thinking of the example -- This one, yes, you're right, you will have to choose which is your purpose for these particular texts. How are you teaching it? Who are you teaching it to? When are you teaching it? Did they experience? Was that -- Do you live in Florida and there was a hurricane and now we have to talk about it? Or we saw it in the news and we're curious about? And how old are your kids? This is a fourth-grade level, fourth-grade sample. So as we're thinking about the language, highlighting that language exactly, we need to make sure that we have a purpose for doing that in the back of our minds. And then, yes, we will get, we'll stop in conversations, we'll have conversations around, you know, an explanation might do this, but this might not be the focus of the lesson or the activity or even the unit, particularly as children get older. The other nuance of this is that in Spanish -- As Spanish speakers, we tend to, what is perceived as going off topic. In Spanish, there's a need to give context. We are a high-context culture because words might not be as precise as they are in English. So as we're thinking about, "where are my kiddos coming from? What are their experiences?" These questions, "¿has vivido en una costa?", have you lived at the coast or an island? "¿Has visto llover tan fuerte que se doblarían los árboles?", these can bring conversation to just answer those questions. And then this kiddo probably knows that "hurricane" is the word we use in the States. But there's a nuance of we cannot have same structures in English and Spanish when we write because the language works different. I think the work of a bilingual teacher in particular is to really think about purpose and think about what is my ultimate goal for this particular activity or lesson or unit. So in thinking about focus, the text that we just saw, "identify causes and consequences, explain cycle of phenomena or factors that contribute to the event", and this is, again, your call. Why am I explaining? What do I want my students to do? Yes, I already gave them the text, right? We already talked about hurricanes, we saw hurricanes in videos, somebody related their own experience or narrated their own experience. But when it comes to students' writing, what exactly do I want them to do? Which one will fit better? So there's going to be a poll coming up. Which one of these will fit better for your purpose and for the text that you just read? So as you're thinking about the -- Let me backtrack a little bit. Ways of using language. Reflect the culture and reflect the way that we interact with each other. So there's that cultural aspect of language. So you ask, how do you help a Spanish speaker learn how to write in English? And you have to be very conscious about the cultural aspects of the language. English is linear, English is precise, English is -- it doesn't



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depend on context as much as it depends on the words that you're saying, OK? And all that needs to be explained. We're going to -- with the risk of saying, "all Mexicans do this", I'm going to generalize and I'm going to tell you what happened in my family. If we had a two-story house, my mom was downstairs, and if you heard me say this story, apologize, and she would yell, "hey, Maya [phonetic], bring me the this that is next to the that", and we had to know what is the this and the that. Sometimes I would go downstairs, see what she's doing, and it's not that she didn't want to give me the word, but busy woman, three kids, household, working full-time, sometimes the words were not right there, right? So as we're thinking about the context and the imprecision of language, if you want to see it that way, is -- [Laughter], oh, we can go places with that comment, Michelle. The idea being is that you need to be explicit in how the language works and the purposes for communicating something. So as we're thinking about specific or not specific, or, you know, "oh, I want to buy some shoes", and then I tell you a story about my sister buying shoes, and the I tell you a story about when I had to walk so far just to say, "I'll be back, I'm going to buy some shoes", OK? So this drives my husband crazy, he's an English speaker and he's a nurse, and he wants things just so. So it's been a very fun and interesting way of using language between us and how we've influenced each other in the ways of using language. So as you're thinking about your kiddos, where they come from, how they use language, you know, a quick conversation to be, you know -- So where do you come from? Or, you know, how do you use language? So if you come from Venezuela, well, Venezuela is huge, what part of Venezuela? The coast or the city? All those things will give you some information as to how deep you want to go into the structure of languages. So let's think again about modes of communication because time is running and I'm very engaged with the chat. I love it, I love the examples. So I want to make sure that we cover everything. And there's time for questions. All right. So we're going to go into another example, and we're going to think about the modes of communication. This time, vamos a exponer algo so we can give a presentation, or we can write an essay, or we can work in a group to come up with a product for my final, you know, for the final assessment of the unit. So here's another example. This is actually a student sample. So I'm going to read it to you. "Los leopardos son muy ágiles. Ellos pueden correr hasta 60 kilómetros por hora y pueden saltar hasta seis metros horizontalmente. Corren igual de rápido o más que un carro en una autopista. Pueden trepar un árbol en muy poco tiempo". I'm just going to do a quick translation. Leopards are very agile; they can run up to 60 kilometers per hour and they can jump up to 6 meters horizontally. They run the same or faster than a car in a highway and they can climb a tree in very little time. All right. So -- We're not going to do a poll for this one, I'm just going to kind of give you the lens. So this text is informing us about the leopards. So that's my key language use, I worked this with my kids, I gave them examples, they chose their favorite animal and I asked them to do some research and then to tell me about the animal they picked. Some characteristics. From the perspective, the goal that I wanted is that they could visualize phenomena. If they can visualize phenomena, and not only by watching videos. Can they express their visualization of phenomena? Not only through a picture, but maybe the writing that you just saw. So this child is describing how amazing leopards are, right? And he's making comparisons, and he's giving us some factual information. So my question to you is, how do we support the student in the description of observation and phenomena? As we're thinking about our content standards, what is our content standard asking us, asking children to do, and asking us as teachers to teach? So as I'm thinking of my unit goal to cover,



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you know, because hopefully you're not working standard by standard, but you're integrating standards, you really need to think about what's my focus, not only for the unit, because that will guide all your activities and lessons, but also for the lesson itself. You know, do I go deeper? Do I need to backtrack? And this is the decision that you make as you review student samples. So as we're thinking about supporting students, our planning is key. We have to plan, we have to have a very clear focus in mind. Yes, remember, key language uses -- oops, sorry. Key language uses will always interact with each other, OK? You cannot escape that. But you can say and gear all your activities and all your lessons to a particular way of using language, highlighting one key language use. The idea being that you are going deeper rather than broad with your teaching. Planning, thinking about how am I going to assess my unit? What's my ultimate assessment? What are they going to do with language in the final assessment? So you're planning with the end in mind, and a lot of you I know are engaging with UDL and planning, backwards planning, it has a lot of names, but thinking of the end in mind. So as we're thinking about what do I want students to do at the end to know that they learn the content, I also have to think about, so, in between, as I develop my lessons, as I develop my activities, how am I going to make sure that I'm assessing for language and learning as language? Como y para el aprendizaje. Learning -- sorry, learning for language, learning for -- assessing for learning and assessing -- And using language to assess the learning of what we're doing. So as we're thinking about how are we supporting, well, rubrics and guides are usually a good way to give students even the choice of how they want to work within something. I did that a lot, particularly I did it with fourth graders because they love to do the minimum. And so, it was up to them. They wanted to do the minimum. All right, there you go, you decide. So guides and rubrics usually help create that engagement for quality work, but also so, their students are very conscious about -- And we are very transparent about how we're thinking of assessment. And then we know multi-model activities. We live in a world where we're constantly interacting with technology, and we don't always consume language or content or knowledge in one way. We look for different ways of doing that. So as you're thinking of that connection between languages, you know, what are those moments where they're planned or improvised where you can reflect with your students about the uses of language in English and Spanish? So that question that one of you brought up, you know, how do we teach a Spanish speaker how to write in English? Well, we have to plan the moments, but also there might be moments where if the child is giving you a tangent, you might want to redirect, "Oh, remember in English? We're going to do first, second", you know, and give them the structure to follow to do, you know, for an explanation or information. I cannot emphasize this enough, reading and writing and language development is a process, it takes years, it's not a product. We measure that process in little chunks as the kids grow. But how many of you are engaged with school? How many of you are engaging in a new hobby? Or just learn something in TikTok or -- you know, we're never done, but what you're doing is helping students know what, you know, how they're growing, but also giving them the opportunity and giving yourself the opportunity to say, "boy, I thought I nailed this lesson and I did not", once you, you know, see what children did. So I've been there many times. So I got emphasis en el uso del language en diferentes contextos. So inform doesn't always happen in science. It can happen in language arts, it can happen in social studies, it can have -- you can have, you know, inform in many different contexts. So the opportunity here is to use that in different contexts. If you are in high school and middle school, I hear you, and this is



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WIDA is housed within the Wisconsin Center for Education Research at the University of

where I will always be proponent of collaboration. Can the social science teacher support me with inform because I'm doing that in my classroom in language arts and he supported me with that by doing a particular activity and sharing with me what the kids did with that? Carolina, no, I don't have -- I've been out of the classroom for a long time, but also it's so particular to your context. What I will do is look at a template that you like and use that. Because your context is so particular to you and your students are so particular to you, that what I did when I was doing this, I will look at different models and pick the model that made more sense to me. And sometimes I would share it with my students and they're like, "I don't understand this" so, I will have to look for something else. So that's what I will recommend. Yes, the timing for collaboration, I -- Christy, I absolutely -- Yes, uh-huh. The rubric is a good foundation for that, absolutely. All right. So let's just touch quickly about translanguaging. I'm not going to go deep into this because we can spend -- if you're a WIDA consortium member, you have access to some of these materials. And that's why I share the focus bulletin. That's widely available, you don't have to be a member state to access those. Thank you, Gina, yes, Molly's on it, thank you. Oh, you can copy and paste them? OK, thank you, Gina. If you don't mind making a note of that, I don't know who's running the show behind curtains, but I will send it to you, Gina, I will send you those links. So translanguaging, to begin with, is an ideological stance, OK? My schooling and the messages around bilingualism in Mexico, in my country, I came here as an adult, were -- In Mexico, I am bilingual because I can separate the languages. My mom, being a Spanish teacher, reminds me of that all the time. So I don't translanguage in front of her. It's hard, but I don't translanguage in front of her, OK? When I came to the States, that ideological stance did not match my reality with -- my reality with my students, because a lot of them were born here, and a lot of them were sequential bilinguals, I was not. I learned English in high school, and then beyond. So translanguaging doesn't always come easy for me, but there's some questions in your guide that might help you think through this, because we have to start with ourselves. If we're going to do anything, or ask anything of anybody, start with yourself. What do you believe about translanguaging? What are the messages that you got, perhaps as a child, around translanguaging? I'm looking at the time, but if you want to share -- [Laughter] thank you for all the emails. Yes, I will send you those. If you have something to say about translanguaging or about the place of translanguaging in the classroom or in the instruction, and it's going to depend a lot on your context, feel free to share in the chat, because I think it's good to hear from others about what our stances are. If you don't believe in translanguaging, if you think that's -- You know, that's something that is not going to be reflected in your teaching, and that's OK. I didn't believe in it because of my background. Now, I practice it as much as I can. My dogs are bilingual [laughter]. They hear English and Spanish all the time, but there has to be a purpose. If you're going to bring translanguaging in the classroom, what's your purpose for it? Is it to give a space for students to make sense of something in whatever language they have? Is it to show how amazing it is to be able to go through languages for a particular topic. If you only use English or Spanish, will it stop your students from engaging deeply in the conversation? So think about those things as you're thinking about, you know, again, your planning. Oh. Oh no, I lost my -- Can you see my screen? Oh, there it goes. Sorry. All right, I'm going to read a couple of -- "Translanguaging is a new linguistic liberation. I was using it all my life without knowing it". "I have students that use their native language and my English to see the similarities and differences, to understand concepts better", OK. "I have students that I allow translanguaging



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so, kids can use their English or to mix it with their native language". All right. [Laughter] my husband is bilingual because of me. That's great. "I think translanguaging really [phonetic] bridges the synopsis of the brain and it makes connections between two languages. Yes, and there's things that you learn in English that you don't necessarily have the words in Spanish. All my education was in English, my teacher education was in English, so when I come to Mexico and my mom wants to talk about words that I don't know, I know the concept, but I don't know the words. So it's something to really think about as we're also engaging in translanguaging. Thank you for your thoughts. So some practices for instruction that I want to share with you is analysis of texts. The same way that we did this together is a way that you can do that with colleagues, for example, with your students as they get -- As they -- as they start writing. I don't want to exclude kindergarten because I did do analysis, writing analysis with kindergartners before they were able to produce long sentences, because we supported it a lot with pictures. So I was able to transcribe what they will tell me about their picture, and then we will think about the letters and the sentences and the words that they use, etcetera, etcetera. Remember that the three modes of communication need to happen in both languages. There's no other way to learn a language but to use it, and to use it in context. Think about examples of the key language uses. You know, do you make the habit of any time that you're going to bring a piece of text to your students, whether video, whether printed text, or any other way that you identify the focus and decide, "is this text giving me the depth that I want?" For example, if the text is just informing and it gives, like the example we saw, it just gives a little bit of an explanation and you want to go deep into explanation, that's probably not the best text to use. And then analysis of text with your students. Analyze their writing, give them that moment. I know that we all have very different curriculums for writing, but what are the moments that you can take to use and analyze texts with your students, whether they're mentor texts or their own writing. And then thinking about, you know, what do you want to know about your students? Maybe you want to say, "OK, I think they can explain, but I'm not sure". Give them a task, do a pre and post assessment that -- with the same task that you're going to use to assess them at the end of a unit, for example. What will be the differences? What do you notice? What do they notice?, which is even more exciting? All right. So, I'm going to -- I think we have time, Molly. We do have time, right? For questions. >> We have just a few minutes left, we've got until 4:15p.m. >> OK. So how about five minutes for questions? Translanguaging can lower their affective filter. Look at the chat, yes. Absolutely. A way to get a certificate. I'm not sure, Daryl, if you get a certificate for this webinar. Translanguaging -- And I will talk about that at the end, if one of my colleagues can answer that question about certificates at the end for attendance. "Translanguaging is about allowing individuals to use their full linguistic repertoire", and their full selves, because when I speak Spanish, I'm a different person than when I speak English. I'm not crazy and I don't have double personalities or anything like that, but the way that I even move changes. Planning tools, what kind of tools do you use to co-plan language standards easily? Michelle, there's no easy answer for that. There's a lot of tools in the WIDA website that will help you think through how to integrate language and the content standards. So if you want more information, please let us know. I'm going to put my email in the chat. Oops. So you have that. That's great, Michelle, that's great. OK, there is no certificates from the WIDA webinar, I'm sorry. Question from Angelina. So if they didn't download the package, is that going to be available with the recording of the webinar? That's a good question. >> Yes, we'll add it to the



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same page as the recording once that's on the website. >> OK, perfect, all right. OK, well, thank you so much for your engagement. There's -- like we said at the beginning, there's more WIDA webinars coming up. They're free and virtual for you. There's an academy coming up in Denver, Colorado, on May 6th, and this has a deeper dive into the marco DALE. So the standard framework that we talked about today, so [phonetic] if you want to go to Denver and see my fabulous colleague present, you will get a deep dive into this. And then stay connected. Please let us know what you think about the webinar, what, you know, any tools that you're using that you find helpful, any of that information we really value. And then please help us inform upcoming webinars. Please scan the QR code above and take a quick survey about this webinar so you can help us shape all this information. We want to keep doing this. Thank you all so much for all you do. I hope you all survive access season, and I can't thank you enough for being here. [Music]

