Transforming Biliteracy Instruction in an Immersion Program Using the Workshop Model

Language Academy of Sacramento

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Objectives

• Introduce the Language Academy of Sacramento (LAS)
• Give an overview of the workshop model and how to make it successful in a two-way program.
• Share our school’s pathway to biliteracy reform.
About LAS

- Over 20 years of existence as a two-way Spanish immersion program
- Independent charter since 2004
- 90/10 model
- TK-8, over 565 students (22-25 class sizes)
- 3 classes per grade level (1 TK)
- 6 middle school classes
- Multigenerational school
- Long wait list
Instructional Strengths

- Grade level collaboration in planning, supporting new staff
- Experienced teachers, faculty with many years of experience
- Supportive administration
- Choice in instructional model and curriculum
- Collaborative decision-making process
- Culturally relevant curriculum
- Some data driven PDs
- Stable student population
A Glimpse of LAS’s Literacy Instruction (3 years ago)

- Teachers were creating writing units on their own based on prior training.
- Writing was graded using a school-wide standards based rubric.
- Reading instruction based on basal reading (Tesoros), and supplemented by teacher created lessons and units.
- Different reading assessments at different grade levels.
- MS created units for language arts, ERWC (Expository Reading and Writing Curriculum) for nonfiction.
After CCSS and CAASPP, our school felt that our current literacy instruction was missing the following:

- Common school-wide assessments for reading
- More systematic interventions in lower grades
- Common research-based instructional framework
- Common standards-based language arts curriculum
- PD that met our needs

Our concern for improving our literacy instruction led to us to implement the workshop model.
What is the Workshop Model

- A method of instruction or approach to teaching literacy in which the teacher models/demonstrates skills and strategies, and students get to practice these skills/strategies during extended periods of time, on a daily basis
- Students receive feedback as they work on their reading and writing
- Students work at their own level with teacher support
- Teacher meets individually or with small groups to coach students
- Encourages independence
- Gives readers writers a high degree of choice within a framework and genre
- Has a regular and consistent structure
- Builds stamina and volume in reading and writing – Students read and write everyday!

Education World - Minimize Lecture, Maximize Learning: The Workshop Model
Research Base for the Workshop Model

Reading and Writing Project: Research Base

Educational Leadership: What At-Risk Readers Need

Educational Leadership: Readicide
Components of a Workshop

1. Minilesson (different types: modeling - introducing from the first time, doing in front of them, inquiry - students make their own connections, demonstrating - let’s look at how another student did it)
2. Independent Work
3. Conferences, Small Groups (Guided Reading, Strategy Groups)
4. Share

NYC Schools - Workshop Model Components
Reading and Writing Units of Study

• Developed by TCRWP
• K-8 (Writing Units); K-5 (Reading Units)
• Reading Units: fiction and nonfiction units
• Writing Units: three genres - Opinion/Argument, Information, and Narrative Writing
• Each grade level set contains four units (three for MS), one genre repeats
• Series of lessons per unit divided into three to four bends
• Every bend has about 6-7 lessons
Reading and Writing Units of Study

- Units are standards based
- Units are meant to be used as a professional development resource
- Lessons are meant to be a “peek” into classrooms (not scripted curriculum)
- The goal is that teachers adapt and eventually build their own curriculum to fit the needs of their own students.
- Formative assessment (on demand writing samples) should guide planning of instruction
By using the workshop model and adopting the Units of Study we are able to build a learning community with school-wide curricular cohesion

- Learning together about best practices in reading and writing instruction and bilingual education
- Collaborative learning community with strong, supportive leadership (within our school and outside)
- Teachers learn together, implement research based instruction, analyze data and make changes based on results
- Build capacity, to plan and create new units
- Better allocation of funds: books, resources, and PD
Timeline

- 2014-15  Cynthia goes to TCRWP’s Writing Institute; fourth and first grades pilot Writers Workshop (WW) Units of Study (UoS) and reports to staff
- 2015-16 Summer school-wide training on WW UoS; school-wide WW UoS implementation; 4th grade pilots readers workshop (RW) Units of Study; school- wide reading assessment (DRA), no benchmark; MTSS process Year 1; three teachers receive week long TCRWP training; part-time literacy coach; interventions year 2
- 2016-17 School wide WW (3 units) and RW (1 unit), school-wide DRA reading assessment with trimester benchmarks and testing windows; online reporting; literacy coach to support teachers and research best practices; PD throughout the year to support UoS implementation; systematic interventions K-8, year 3; MTSS Year 2
Supporting the Workshop Model

- **Literacy Coach:**
  - Teach modeled lessons; coach teachers in implementing units
  - Lead PD meetings: data analysis, workshop components, grammar, best practices, curriculum implementation
  - DRA training
  - research and acquire supplemental material
  - Provide support with data collection and analysis
  - Make contact with other schools using UoS and workshop model
  - Assists Special Education and Interventions Coordination with MTSS process
Supporting the Workshop Model

- Classroom and Library Books
  - Budget $500 per class this year;
  - $15K for school library;
  - Support in leveling classroom books;
  - Spanish book fair (LA Libreria) during Literacy Night
  - Share ideas on organizing books
  - Purchase books for grade level book clubs (UoS) in English and Spanish
  - New guided reading material in English and Spanish centrally located
Supporting the Workshop Model

- Professional Development:
  - Friday PDs in reading, writing, workshop components
  - Attendance of conferences, workshops, trainings
  - Grade level study groups: guided reading, minilessons, book clubs, assessments, interventions
  - Middle School research book club:
Supporting the Workshop Model

- MTSS (Multi-Tiered System of Supports)
  - Year Two
  - Grade level release time to discuss students with most needs
  - Data based discussions
  - Academic, emotional, social
  - “Yellow Folder” students
  - Periodic meeting with support team: school psychologist, SPED coordinator, literacy coach, SPED teacher
  - Process leads to SST, testing, brainstorming of strategies and support
Supporting the Workshop Model

- School-Wide Data Collection
  - Goal to assess ALL students K-8 in reading and writing
  - Standards based rubrics for writing
  - Anchor papers for different genres
  - DRA benchmarks (Spanish and English)
  - Central location for DRA materials
  - Purchase of extra DRA kits
  - Training for teachers and paraprofessionals: aides and interventionists
  - Purchase license of Online Management System to enter data
  - Support with assessing students, scoring and entering data
Supporting the Workshop Model

- Reading Interventions
  - Year 3
  - To provide support during reading 1-4 (3 interventionists), 5-8 (1 interventionist)
  - Interventionists work with students who are close to benchmark
  - Teacher is free to work with kids far below benchmark
  - Weekly meetings with interventionists: training, data analysis, check ins, goal setting
  - Kinder interventions before and after school: phonemic awareness, concepts about print, sight words
Supporting the Workshop Model

- Parent Education
  - Workshops on new instructional model
  - Literacy night activities
  - Spanish Books Fair
  - Parent Association meetings
Challenges/Solutions

• Lessons are in English

• Using Google docs, teachers have divided lessons, translated them and articulated before teaching. Use Google docs. They are ready for next year.

• Planning time for collaboration.
### Example of a Minilesson in Spanish

<table>
<thead>
<tr>
<th>Session # and Title</th>
<th>11 - Revision: Rereading with a Lens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building background</td>
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</tbody>
</table>

#### Connection

Celebrate that some of your students have finished drafts of their stories, and remind them that reaching the end allows writers to reread and revise with new perspectives.

¡Hurra! Muchos de ustedes están acercándose a las últimas páginas de su historia. Lo bueno es que ya cuando lleguen al fin de su historia, tienen la oportunidad de repasar su historia y hacerla que una lógica - con sentido.

#### Name the Teaching Point

Name the teaching point.

Hoy les quiero recordar que tenemos que revisar nuestra escritura aunque pensamos que hemos hecho un buen trabajo escribiendo nuestro borrador. Específicamente, les quiero enseñar que la palabra *revisar* significa exactamente lo que dice - revisar (ver otra vez).

Les quiero enseñar que cuando revisen su escritura, ayuda leerla con lentes. Obviamente no necesitan lentes para ser un buen escritor pero sí necesitan lentes especiales, lentes que les permitan leer su escritura con una pregunta o preocupación en mente. A veces llamamos esto "leyendo con lentes". Por ejemplo, quizás tú lees para ver si el personaje de tu historia se ha desarrollado a tu gusto. Quizás lees para ver has enseñado el tiempo de la historia o si has utilizado diferentes oraciones y puntuaciones.
## Example of Minilesson in Spanish

<table>
<thead>
<tr>
<th>Session # and Title</th>
<th>10 - Writing Powerful Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building background</td>
<td>Not all students will be reading their ending, but most should be close to completing their story.</td>
</tr>
<tr>
<td>Connection</td>
<td>Acknowledge that some children will soon draft an ending to their stories and share author quotes that highlight the importance of an effective ending.</td>
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<tr>
<td>Name the Teaching Point</td>
<td><strong>Today</strong>, I want to teach you that we need to think about how we end our stories. Writing and revising a story can be challenging, but it is important to think about how to end the story.</td>
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<tr>
<td>Teach</td>
<td><strong>Share something you know about how good endings go.</strong></td>
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<td></td>
<td><strong>Cuándo enseñé a los niños pequeños (m), recuerdo trabajarse con un niño cuya historia era sobre un perro descansando para luego terminar con un “tejido para siempre” (trajé un perro y un niño). La niña se había cansado de su historia y agregó esa frase para terminar su cuento. Así que resaltamos esa frase y la añadimos en la historia.</strong></td>
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<td></td>
<td><strong>Reflexión con ellos un poco después y les dije: “Tejiendo para siempre, ¿quién tiene un tejido para siempre?”</strong></td>
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<tr>
<td></td>
<td><strong>Nosotros, pero el resultado es que algunos de nuestros niños como LEÓN DE COCHINOS ALGO DE HISTORIAS. Que después de algunas historias se sienten más cómodos para terminar.</strong></td>
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<td><strong>Use a story sample (maybe we can use the ending of Stone Fox or Fireflies)</strong></td>
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<td></td>
<td><strong>Cuando les diga que estoy trabajando en un nuevo cuento, les digo que vamos a terminar con un “tejido para siempre” y les muestro una historia.</strong></td>
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<tr>
<td></td>
<td><strong>You can use a student example or use this:</strong></td>
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</tbody>
</table>
|                     | *Te voy a enseñar lo que quería decir. El año pasado uno de mis estudiantes escribió una historia sobre tres chicas que volvieron a*
Challenges/Solutions

- Materials: charts, checklists, progressions, student samples, on demands are all in English
- On demand prompts have been translated and available on Google docs.
- Performance reading assessments translated on google docs
- Working on bank of translated terms
- Checklists, progressions are available in Spanish (Heinemann.com)
- Post-its for charts available in Spanish
Challenges/Solutions

- Rubrics and student checklists include conventions based on English spelling, grammar, punctuation.

- Need to modify rubrics and checklists to reflect Spanish grammar, punctuation and spelling progressions.

- More works needs to be done around Spanish conventions. Teachers are sharing how they do their spelling instruction: word walls, guided spelling, Cancionero.

- PD work on including Spanish and English grammar to units
Challenge/Solution

• Hard to maintain language model, especially after third grade.

• Teachers created year-long writing units implementation plan for this year.
• Articulate vertically to ensure language balance across grades and genres.
• Reading unit in one language, writing unit in another
• Read alouds in both languages
• Balance through other subjects, use of units in Social Studies, ELD, Science
<table>
<thead>
<tr>
<th></th>
<th>TK</th>
<th>K</th>
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<th>2</th>
<th>3</th>
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<td><strong>Unit 1</strong></td>
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<td>Genre/Title</td>
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<td>Dates/# Weeks</td>
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<td><strong>Unit 2</strong></td>
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<td>Genre/Title</td>
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<td>Language</td>
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<td>Genre/Title</td>
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<td>1</td>
<td>TK</td>
<td>Living the Life of Writer</td>
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<td>Launching Writer’s Workshop - Narrative</td>
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<td>August 22 - September 29</td>
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<td>August 22 - October 6</td>
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<td>October 10 - February 16</td>
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<td>3</td>
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<td>Writing for Readers - Narrative</td>
<td>Opinion - Writing Reviews (Book 3)</td>
<td>Writing Reviews Grade 1, Bend 2 (Opinion)</td>
<td>The Art of Information Writing</td>
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<td></td>
<td>Date Range</td>
<td>January 23 - March 9</td>
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<td>January 9 - March 10</td>
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<td>4</td>
<td>Genre/Title</td>
<td>How-To Books - Informative</td>
<td>How-To Books - Informative</td>
<td>Informative - Nonfiction Chapter Book (Book 2)</td>
<td>Informational Books</td>
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<td>Date Range</td>
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<td>April 17 - June 4</td>
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<td>Unit</td>
<td>Genre/Title</td>
<td>Dates/# Weeks</td>
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<tr>
<td>1</td>
<td>Narrative Craft (Narrative)</td>
<td>Lessons 1-15 (2 Bends) Aug. 29 - Oct. 14 7 weeks</td>
<td>Spanish</td>
<td>Personal Narrative</td>
<td>Sem 1 Aug.16-Jan 27</td>
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<tr>
<td>1</td>
<td>Realistic Fiction (Narrative)</td>
<td>Lessons 1-21 / 4-5 weeks (Aug. 22 - Sept. 23, 2016)</td>
<td>Spanish</td>
<td>Research Based Informational Writing</td>
<td>Sem 1 Aug.16-Jan 27</td>
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<td>3</td>
<td>3rd grade Informational Unit in Spanish</td>
<td>Lessons 1-22 / 5-6 weeks Oct. 31 - Dec. 16, 2016</td>
<td>Spanish</td>
<td>Research Based Informational Writing</td>
<td>Sem 2 Jan. 30-Jun 9</td>
</tr>
</tbody>
</table>
Challenge/Solution

- Curriculum (anecdotes, stories, literature) is not culturally and personally relevant to me or my students.
- Replace with your own experiences.
- Write your own stories to share.
- Plan ahead in order to replace read alouds, mentor texts.
- Find books that are culturally relevant to our community.
Challenge/Solution

- Students not ready to do this work
- Share units across grade levels.
- Less is more, focus on two out of three bends. Create a focus for the unit: developing ideas, adding details, transitions. Does not need to be perfect.
- Continue with next unit.
- Units used at other grade levels, i.e.: 5th grade book club unit used in 6th grade
Challenge/Solution

- Lessons have too many components, overwhelming for students and teachers
- Focus on minilesson implementation, small group instruction or one on conference (depending on teacher or grade level comfort and expertise)
- Don’t introduce all resources to students at once: checklists, progressions, rubrics.
- Coaching on various components of units: minilesson, conferring, etc.
Challenge/Solution

- Units are not specific to California Social Studies/Science Standards (information units)
- Need time to plan ahead and find appropriate resources. American Revolution=California Missions.
Results

• Better continuity across grade levels: beneficial to students, teachers
• Common academic language for students and teachers
• More efficient planning, less reteaching, more time for other aspects of the workshop
• More student engagement, stamina, success
• Decision-making is more data-driven
• Students are moving up reading levels faster
• Data-driven interventions (more effective, faster)
What’s Next?

– School wide data analysis
– Support grade levels on goal setting using rubrics and checklists
– Unit sharing across grade levels (beginning of the year vertical articulation)
– Increase classroom libraries
– Increase guided reading and book clubs materials
– PD on components of Readers and writers workshop
– Walk throughs with literacy leadership team with a focus on aspects of reading and writing instruction
– Part time middle school support - teacher released in PM
Thank you!

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Cynthia Suárez, Literacy Coach
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What the Research Says About Literacy Instruction

1. Kids need to read many, many books at high levels of fluency and comprehension
2. Kids need to read books that are of high interest to them
3. Kids need to balance reading literature with reading to gain knowledge (nonfiction)
4. Teachers need to teach reading comprehension and writing strategies and skills that students can apply to their own independent reading (not complete tasks or activities)
5. Teachers need to incorporate foundational skills instruction (PA, spelling, grammar, phonics, vocabulary) within a balanced literacy curriculum
6. Students need to write daily, build stamina and volume in different genres
7. Students need to engage in the writing process
Elements of the Units of Study

• Mini Lesson
  8-12 minutes
• Independent Reading/Writing Time 25-40 min.
  Mid Workshop Teaching Point
  Partner Work
  Strategy Group Lesson
  One on One Conferences
• Teaching Share
  5-10 minutes
The Minilesson

- Lasts 8-12 minutes
- Has one clear teaching point that is stated multiple times
- Has 4 parts:
  - Connection (link, metaphor, review and state the teaching point)
  - Teach (model, demonstrate, explain and show, inquiry)
  - Active Engagement (Now you try it…, what did you notice?)
  - Link (restate the teaching point, how it applies to them as writers)
Independent Writing

- Depending on grade level, it lasts 20-45 minutes
- Students apply strategies learned so far
- Teacher conducts conferences or leads small groups
- Students have writing folders (k-2) or notebooks (3-8)
- It includes a mid-workshop teaching point
• At the end of the workshop, writers come together to culminate the day’s work. The teacher may highlight the work of a student, retell a conference, or prepare for the next workshop session. Students may reflect on their work with a partner or table group.