

# What is literacy?

Comprehension	Writing
Oracy	Foundational Skills
Fluency	Language
Balance	Meaning

Write your definition of below on the lines below. Then, cross reference your definition with the word bank above.

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Now write your definition of biliteracy.

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English –K  
 (Spanish time is lessened in subsequent grades and by 3<sup>rd</sup> grade the day is 50% of Spanish and 50% in English).

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	Journals	Student choice
<b>8:50 – 10:00</b>	Spanish Language Arts <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Guided Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:00 – 10:15</b>	SSR	Student choice
<b>10:15 – 11:30</b>	STEM and Social Studies* <ul style="list-style-type: none"> <li>• Science experiments</li> <li>• Research</li> <li>• Investigations</li> </ul>	Spanish
<b>11:30 – 12:15</b>	Lunch/Recess	Student choice
<b>12:15 – 1:15</b>	Math <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Application</li> <li>• Reading/Writing/Word Work</li> </ul>	Spanish
<b>1:15-2:00</b>	English Language Arts/ELD <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word Work</li> </ul>	English (Characterized by extension activities)
<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>

**NOTES:**

- The literacy routines included in this schedule are examples. Districts should include their own district-specific literacy routines in the biliteracy schedule.
- \*Integrated Language Arts units can alternate between SS and Science
- Instead of a stand-alone SLA time, there can be two integrated units in Spanish: One focused on social studies from 8:50 to 10:00 a.m. and the other focused on Science from 10:15 to 11:30 a.m.

Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English  
K-5

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 9:00</b>	Journals	Student choice
<b>9:00– 10:45</b>	Science and Language Arts <ul style="list-style-type: none"> <li>• Science experiments</li> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:45 to 11:15</b>	SSR	Student choice
<b>11:15 – 12:00</b>	Lunch/Recess	Student choice
<b>12:00 – 1:00</b>	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Reading and Writing</li> </ul>	English
<b>1:00-2:15</b>	Social Studies and Language Arts <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	English
<b>2:15 – 3:00</b>	<b>Specials</b>	<b>English</b>

NOTE: The literacy routines included in this schedule are examples. Districts should include their district specific literacy routines in the biliteracy schedule.

## Biliteracy Unit Framework: Template (pp. 16-17)

<p>Theme</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul>	<p>Content Area and Content Big Idea(s) Language Arts Big Ideas</p> <p>Content Area Targets Language Targets</p> <p>Summative Assessment</p>	<b>Formative Assessment</b>
<p><b>Building Oracy and Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>		
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> <li>• Readers' Workshop</li> <li>• Partner reading</li> </ul>		
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>		
<p><b>Word Study and Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> <li>• Spelling</li> </ul>		
<p><b>Summative Assessment</b></p>		
<p><b>Bridge</b></p> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>		
<p><b>Extension Lesson or Activity</b></p>		

## Sample Biliteracy Unit

BUF Element (Biliteracy Unit Framework)	Strategies	Supports (Interactive, Sensory and Graphic)
<b>Spanish</b>		
<b>The Bridge</b>		
<b>English</b>		

## **In preparation for October, 2015:**

Please read Chapters 1-4 of the Teaching for Biliteracy Book.

1. **In Chapter 1:** After reading about the three premises for teaching for biliteracy (starting on page 5), think about what premise resonates most with you and why. Then, prepare your answers for Activity and Reflection questions 1, 2 and 3 and come prepared to share.
2. **In Chapter 2:** Select 3 students (different from each other), and use the Data Collection Survey on page 33 (a blank form is found on <http://www.teachingforbiliteracy.com/infrastructure-supports/>) to learn about each child. Please come prepared to share that information.
3. **In Chapter 3:** Complete the Self-Reflection in chapter 3, page 45. Decide what teacher you identify with (Mónica, Elena or Susan).
4. **In Chapter 4:** Come prepared to share your answers to questions 1 and 2 of the Activities for Reflection and Action.

### **Optional:**

Team processing: Use the Guiding Questions packet to process as a team prior to the October training.