

Teaching for Biliteracy

Summer Institute 2015

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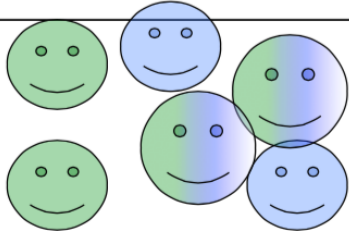
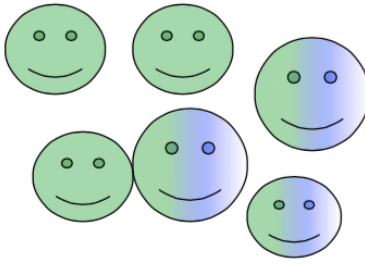
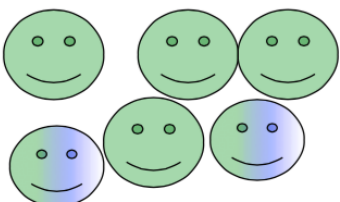
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Teaching for Biliteracy Summer Institute 2015 - Trivial Pursuit

Find someone who...

1. Is from outside of Illinois_____.
2. Teaches in the primary grades (PK-2)_____.
3. Works in a two-way immersion or dual language program_____.
4. Is from Illinois_____.
5. Is a sequential bilingual (knew one language first and then added on a second)_____.
6. Is an administrator at the building or district level_____.
7. Grew up somewhere outside the mainland United States _____.
8. Is a simultaneous bilingual who learned literacy two languages at the same time_____.
9. Has written bilingual units of study using the Biliteracy Unit Framework_____.
10. Teaches intermediate grades (3-5) or upper grades (6-8)_____.
11. Can describe what a "Bridge" is _____.
12. Has a cognate wall in their classroom. _____.
13. Would like to learn how to develop an assessment calendar that reflects biliteracy rather than monoliteracy_____.
14. Works to elevate the status of Spanish in the classroom and school _____.
15. Wants to learn more about how to increase student use of the target language during instruction_____.
16. Wants to learn more about integrating Writers' Workshop with biliteracy instruction _____.
17. Has attended a previous Teaching for Biliteracy Summer Institute _____.

Simultaneous AND sequential bilinguals

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

Adapted from Dual U: Dual Language Teacher Training Curriculum and Olivia Mulcahy by Beeman and Urow, 2015

What is literacy?

Comprehension
Oracy
Fluency

Writing
Foundational Skills
Language

Using the word bank above, write your definition of literacy below. You may add other words, but must use these six in your definition:

Now write your definition of biliteracy.

Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English – K

(Spanish time is lessened in subsequent grades and by 5th grade, or earlier, the day is 50% in Spanish and 50% in English).

Time	Subject	Language
8:30 – 8:50	Journals	Student choice
8:50 – 10:00	Spanish Language Arts • Oracy Development • Whole Group Mini-Lesson • Guided Reading • Writing • Independent practice • Word Work/Dictado	Spanish
10:00 – 10:15	SSR	Student choice
10:15 – 11:30	STEM and Social Studies* • Science experiments • Research • Investigations	Spanish
11:30 – 12:15	Lunch/Recess	Student choice
12:15 – 1:15	Math • Oracy Development • Application • Reading/Writing/Word Work	Spanish
1:15-2:00	English Language Arts/ELD • Oracy development • Guided practice • Writing • Word Work	English
2:00 – 3:00	Specials	English

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

Time	Subject	Language
8:30 – 9:00	Journals	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development • Reading and Writing	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice • Writing • Word study	English
2:15 – 3:00	Specials	English

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