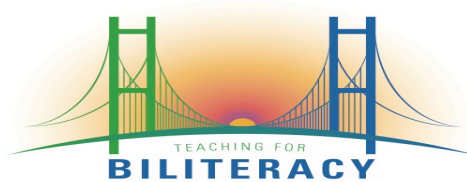


Teaching for Biliteracy Summer Institute 2015



Cheryl Urow

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Karen@TeachingForBiliteracy.com



THE CENTER

Welcome to our 3rd annual Teaching for Biliteracy Summer Institute

- Welcome 115 educators
 - Classroom teachers – English medium teachers, Spanish medium teachers, dual language, transitional bilingual, ESL, and general education
 - Literacy coaches, school psychologists, and special education teachers
 - School based administrators and central office administrators
 - Teacher Assistants

Welcome to our 3rd annual Teaching for Biliteracy Summer Institute

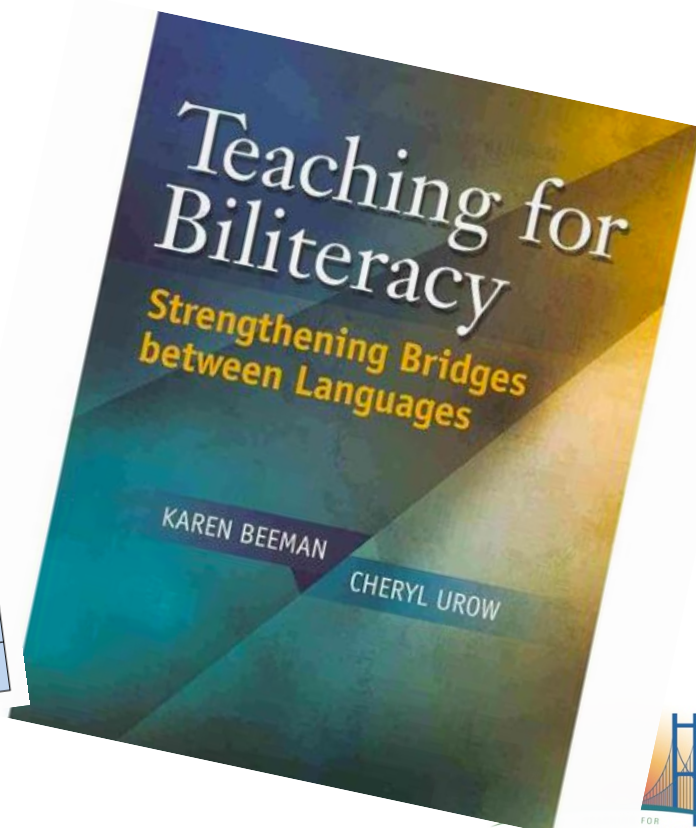
- Four states: IL, TX, WA, WI
- 20 school districts and over 45 separate schools – Early Childhood, elementary, and middle schools
- Two universities

Institute Resources:

text, handouts and website:

www.TeachingForBiliteracy.com

Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - - Defining Biliteracy - - Biliteracy Unit Framework (BUF) - - Sample Biliteracy Unit - Content and language allocation	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students - Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Standards and Big Ideas - Oracy and Background Knowledge -	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Reading and Writing - - Word Study and Fluency in Spanish: The <i>Dictado</i> and Other Authentic Strategies -	What characterizes the Bridge and Extension Activities? - Bridge - Extension - Biliteracy Assessment What does advocacy look like? - Advocacy (Leadership Considerations) Institute Evaluation
	Book and Website Connections 12:30-1:30 p.m.	Chapters 1 and 4 Lunch and Networking	Chapters 2, 3, 5 Lunch and Networking	Chapters 6, 7, 8 Lunch and Networking	Chapters 9, 10 Lunch and Networking



Institute Resources:

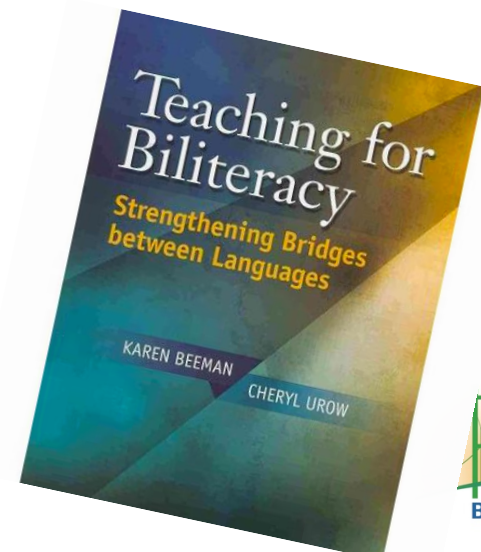
text, handouts and website:

www.TeachingForBiliteracy.com

T4BSI 2015 Handouts

http://goo.gl/k6svWO

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Beeman and Urow
Teaching for Biliteracy Summer Institute 2015



Institute Resources: Facilitators and Bloggers www.TeachingForBiliteracy.com

- Olga Karwoski, 2nd Grade Teacher, Villa Park, IL
- Sara Robles, 1st Grade Teacher in Elgin, IL
- Susan Pryor, Kinder Teacher, Chicago, IL
- Emily Zoeller, Literacy Coach, Madison, WI

Institute Overview

Week-at-a-Glance

- Each morning session focused on a guiding question
- Supporting information in handouts, in the text, and on the website
- Short break in the morning
- Lunch and networking 12:30 – 1:30 each day

Institute Overview: Week-at-a-Glance

- Afternoon breakout sessions – four concurrent options each afternoon
- Room for team processing available on Tuesday, Wednesday, and Thursday
- Repeated sessions:
 - Interventions within a Biliteracy Framework
 - Resources that Support Biliteracy

Monday, June 22, 2015

- Networking opportunity

What is biliteracy and what does biliteracy look like?

- Defining Language Acquisition Programs
- Defining Biliteracy
- Biliteracy Unit Framework (BUF)
- Sample Biliteracy Unit
- Content and Language Allocation

Networking Opportunity

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_____✓

17 opportunities to network!

Read through the statements.

What kind of language should I scaffold for you?

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 _____

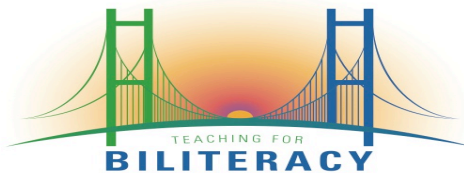
17 opportunities to network!

Maximum 3 per person.

- Hi, my name is ____ and I work in ____.
- Can you tell me about _____?
- Yes, _____. For example, _____.
- No, but _____.
- How interesting! I wonder if _____.
- What other areas of expertise might you have?

What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



THE CENTER

Which reflects your program?
What are the names of the programs?

Blue Program	Green Program

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program.	The goal is to exit the program with high levels of English language proficiency and English literacy.

Blue Program

The goal is high levels of bilingualism and biliteracy.

Green Program

The goal is to exit the program with high levels of English language

Which more closely matches your current program's goals?

How about the goals of your future program?

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only

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The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
No screening for entry – although there is information gathering	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
Because of political or geographical realities, some blue programs may have linguistically homogeneous classrooms.	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish.	

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish.	The program is only open to students with a very specific linguistic profile.

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K(or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	Some sort of linguistic screening usually necessary.

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K(or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	Green programs are, by definition, linguistically homogeneous.

Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
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Blue Program	Green Program
The goal is high levels of bilingualism and biliteracy up pro	The goal is to exit the program with high levels of
The in l beg cor gra gra	n
At open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	students with a very specific linguistic profile

Which reflects your current program?

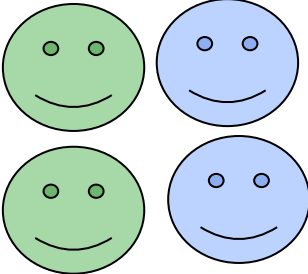
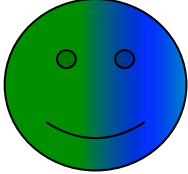
Which reflects your future program?

What are some names for the programs?

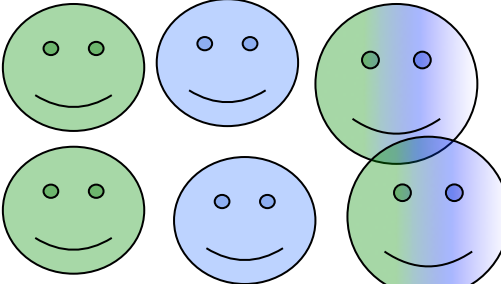
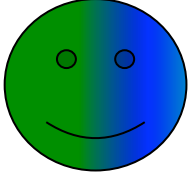
Dual Language	Transitional Bil.
The goal is high levels of bilingualism and biliteracy upon graduation from the program	The goal is to exit the program with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	The program is only open to students with a very specific linguistic profile

Dual Language	Transitional Bil.
The goal is high levels of biliteracy for all students.	The goal is to exit the bilingual program as soon as possible.
Teaching for biliteracy works with BOTH Dual Language (Two-Way Immersion, One-Way Immersion, Developmental Bilingual) and Transitional Bilingual Programs of instruction	
At the elementary level, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in both English and Spanish	The program is designed for students with a very specific linguistic profile

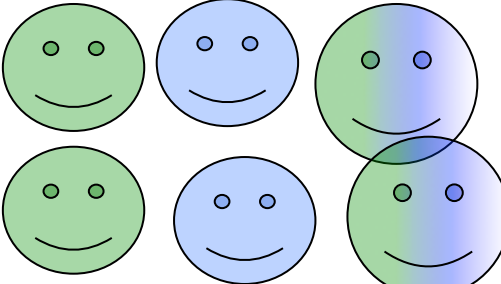
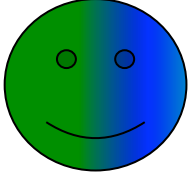
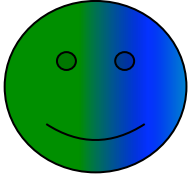
Simultaneous AND sequential bilinguals

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		

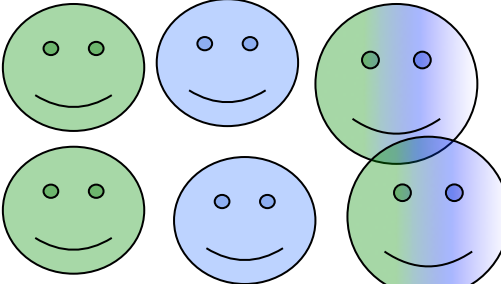
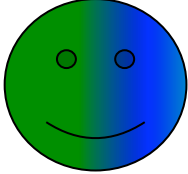
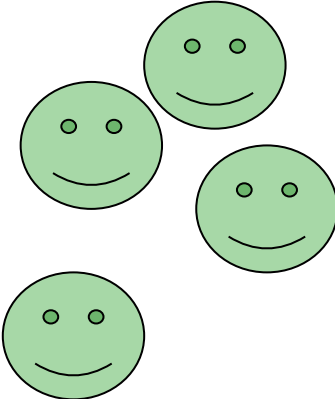
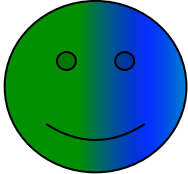
Simultaneous AND sequential bilinguals

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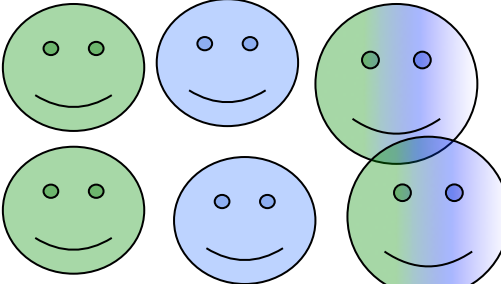
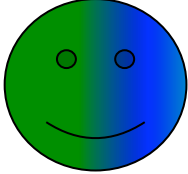
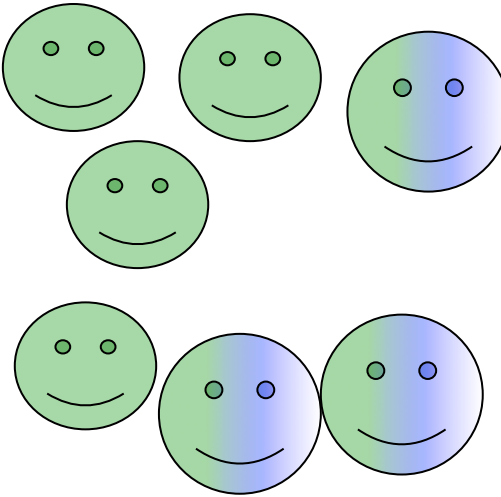
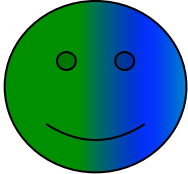
Simultaneous AND sequential bilinguals

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

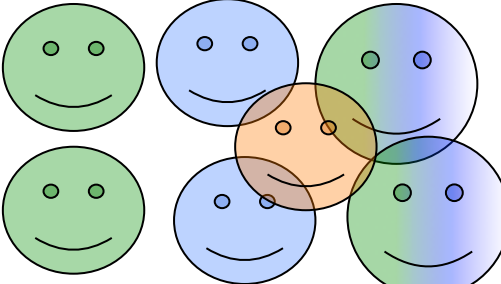
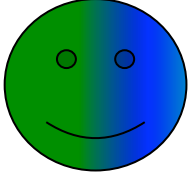
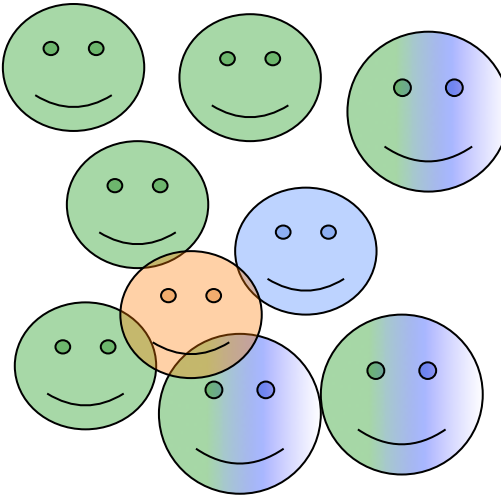
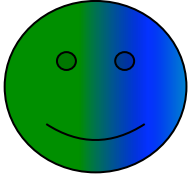
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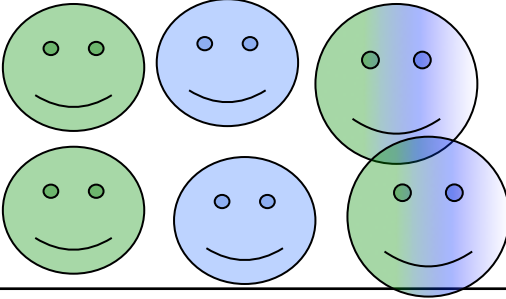
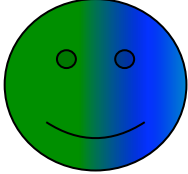
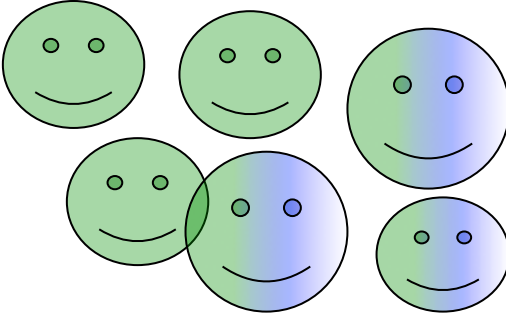
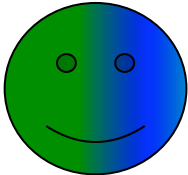
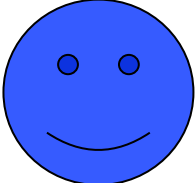
Simultaneous AND sequential bilinguals

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

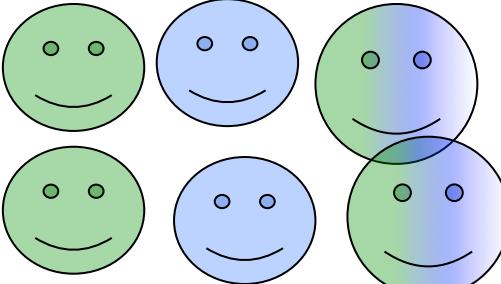
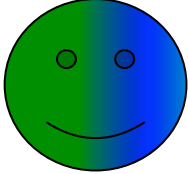
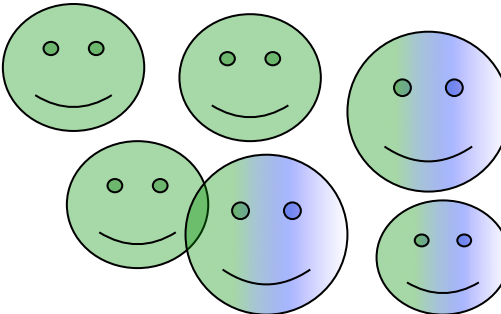
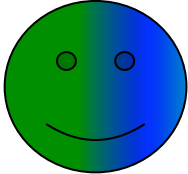
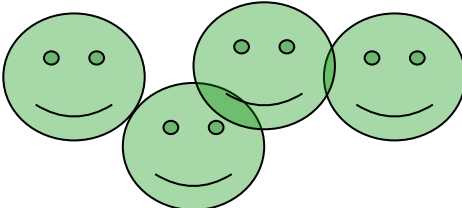
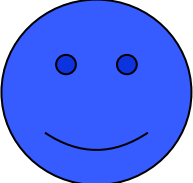
Simultaneous AND sequential bilinguals

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

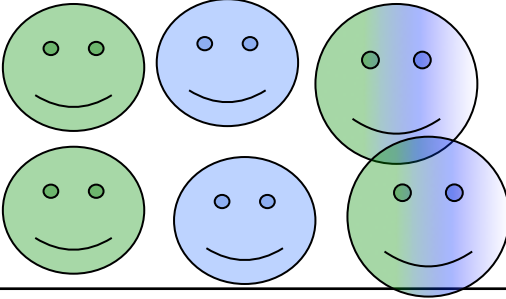
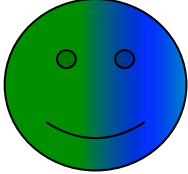
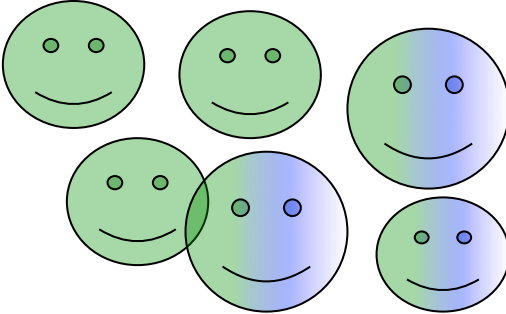
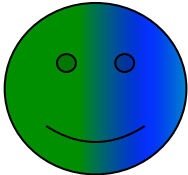
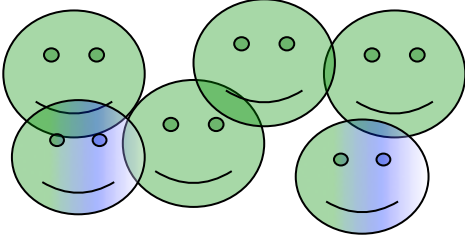
Simultaneous AND sequential bilinguals

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

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		

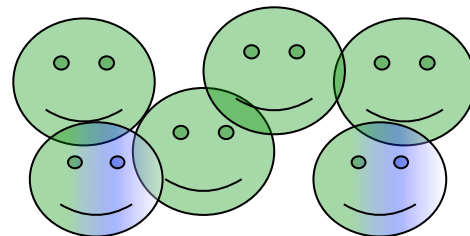
Simultaneous AND sequential bilinguals

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

Simultaneous AND sequential bilinguals

Teaching for biliteracy works with BOTH Dual Language (Two-Way Immersion, One-Way Immersion, Developmental Bilingual) and Transitional Bilingual Programs of instruction

Transitional bilingual



Simultaneous AND sequential bilinguals

Who is currently in your language education program?

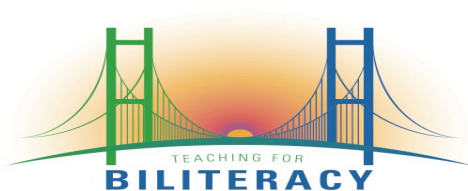
Who will be in the program in the future?

Who benefits from teaching for biliteracy?



What is biliteracy and what does biliteracy look like?

Defining Biliteracy



THE CENTER

What is literacy?



Comprehension

Oracy

Fluency

Writing

Foundational Skills

Language

Using the word bank above, write your definition of literacy.

Now write your definition of biliteracy.

Setting up the Learning Environment

- Biliteracy Includes three Linguistic Spaces:
 - Spanish
 - The Bridge
 - English

Guideline # 1: Each language has its own dedicated space.

- **Spanish** has its own dedicated space that is not mixed with English.
- Students know where to look for Spanish supports.
- They use **Spanish phonology** and rules when accessing those supports.
- This is especially important for initial literacy.



Guideline # 1: Each language has its own dedicated space.

- English has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use English phonology and rules when accessing those supports.
- This is especially important for initial literacy.

Guideline #2: Every Biliteracy classroom includes the Bridge

Two Teacher Model	One Teacher Model
The language she/he teaches (Spanish or English)	Spanish
The Bridge	The Bridge
	English

Guideline # 3: Teachers use different colors for each language

- Spanish has its own color
- English has its own color
- These colors are consistently used during the Bridge.



The strategic use of language is reflected in the matching of color and language

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

U - Urow

Guideline # 4: Teachers visually indicate the language of instruction

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This can be done program-wide.

Examples:

- “Magic scarf”
- Sign
- Change channels

Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and in **English** literacy **daily**.

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

Sample schedule
80/20 model



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/Dictation	Spanish
10:00 – 10:15	SSR	
10:15 – 11:30	STEM and Social Studies • Science experiments • Research • Investigations	
11:30 – 12:15	Lunch/Recess	
12:15 – 1:15	Math • Oracy Development • Application • Reading/Writing/Word Work	
1:15-2:00	English Language Arts/ELD • Oracy development • Guided practice • Writing • Word Work	English
2:00 – 3:00	Specials	English

For additional
Samples, go to
[www.teachingforbiliteracy.com/
infrastructure-supports](http://www.teachingforbiliteracy.com/infrastructure-supports)



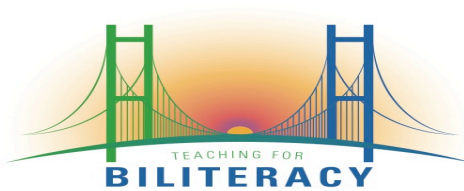
Time	Subject	Language
8:30 – 9:00	Journals	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
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

Sample schedule
For a 50/50 program



What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



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Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards:	- Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development			Formative Assessment
Reading Comprehension - Guided Reading - Read aloud - Readers' Workshop - Partner reading			
Writing - Guided Writing - Writers' Workshop			
Word Study and Fluency - Decoding - Phonics - Spelling			
Summative Assessment			
Bridge Metalinguistic Skills			
Extension Lesson or Activity			

Theme

BILITERACY UNIT FRAMEWORK (BUF)

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

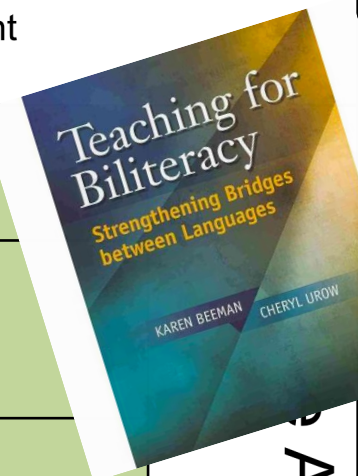
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

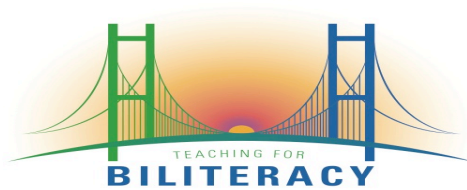
Assessment

Theme	Content Area and Content Big Idea(s) Language Arts Big Ideas
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	
Building Oracy and Background Knowledge • Interactive, hands-on activities • Vocabulary Development	
Reading Comprehension • Guided Reading • Read aloud	Spanish
Writing • Guided Writing • Writers' Workshop	Formative Assessment
Word Study and Fluency • Decoding • Phonics	English
Summative Assessment	
Bridge • Metalinguistic Skills	
Extension Lesson or Activity	English

Theme Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	English  Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

What is biliteracy and what does biliteracy look like?

Sample Biliteracy Unit



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Theme:

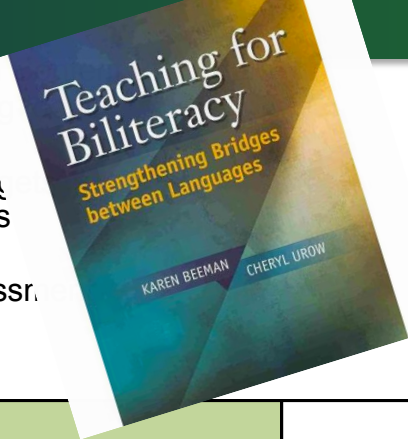
Standards: **CHAPTER 4**

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and
Language Arts Standards

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge **CHAPTER 6**

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension **CHAPTER 7**

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing **CHAPTER 8**

- Guided Writing
- Writers' Workshop

Word Study and Fluency **CHAPTER 9**

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge **CHAPTER 10**

- Metalinguistic Skills

Extension Lesson or Activity **CHAPTER 10**

Formative Assessment

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	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



Element (Literacy Unit Framework)	Strategies	Supports (Interactive, Se. and Graphic)
Spanish		
The Bridge		
English		



Two Weeks Later...



- Once students have engaged in reading and writing about the life cycle of living things and informational text features
- The Spanish part of the unit concludes with the beginning of the Bridge...
- During these two weeks, a different theme has been studied during English time.

The Bridge



- Generating the Spanish part of the Bridge happens during Spanish time.
- Adding English to the Bridge happens during English time.
- The Contrastive Analysis happens during English time (in this example).



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	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



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 • Arithmetic • 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



Sample Biliteracy Unit

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



Sample Biliteracy Unit

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

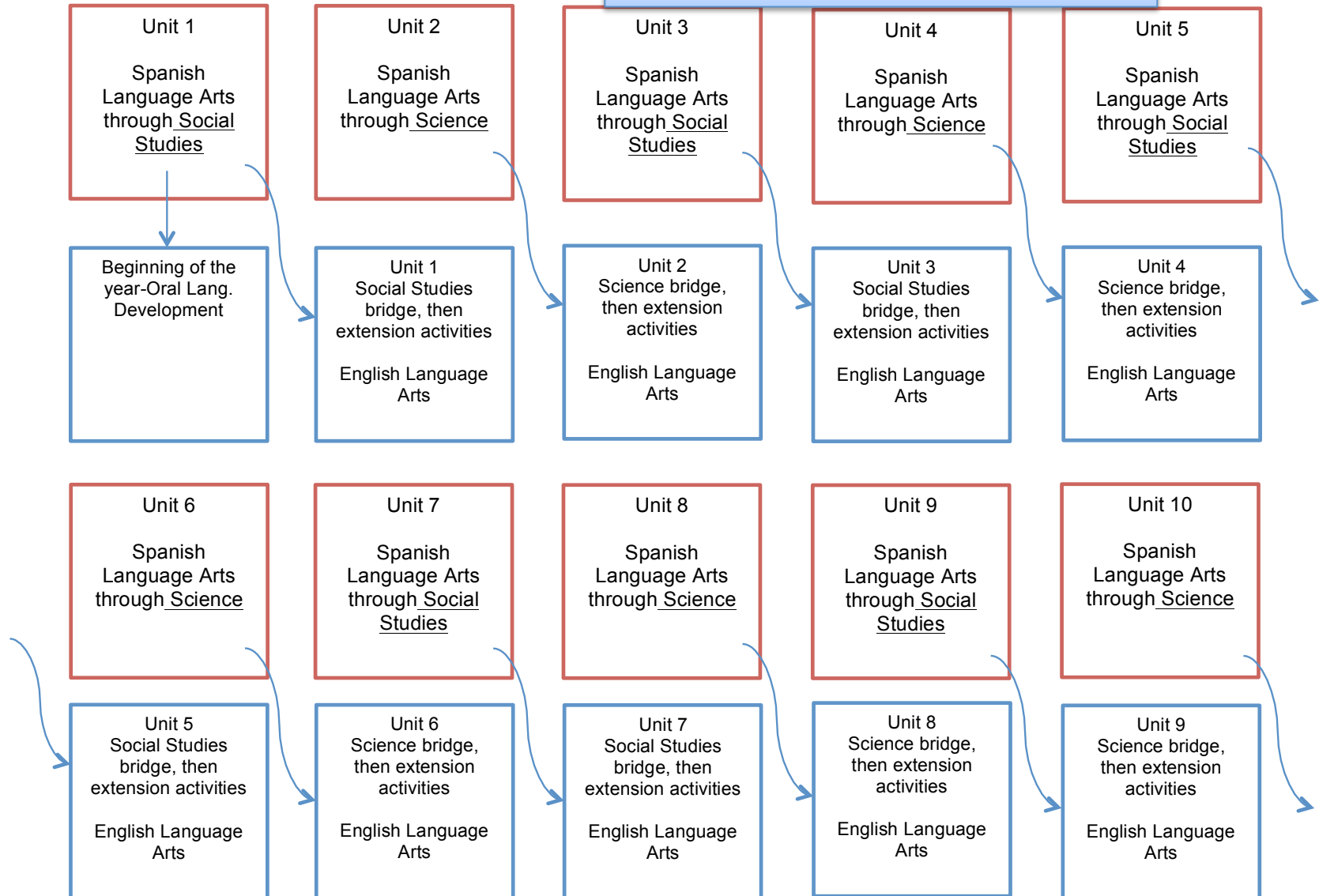


English Extension Activities

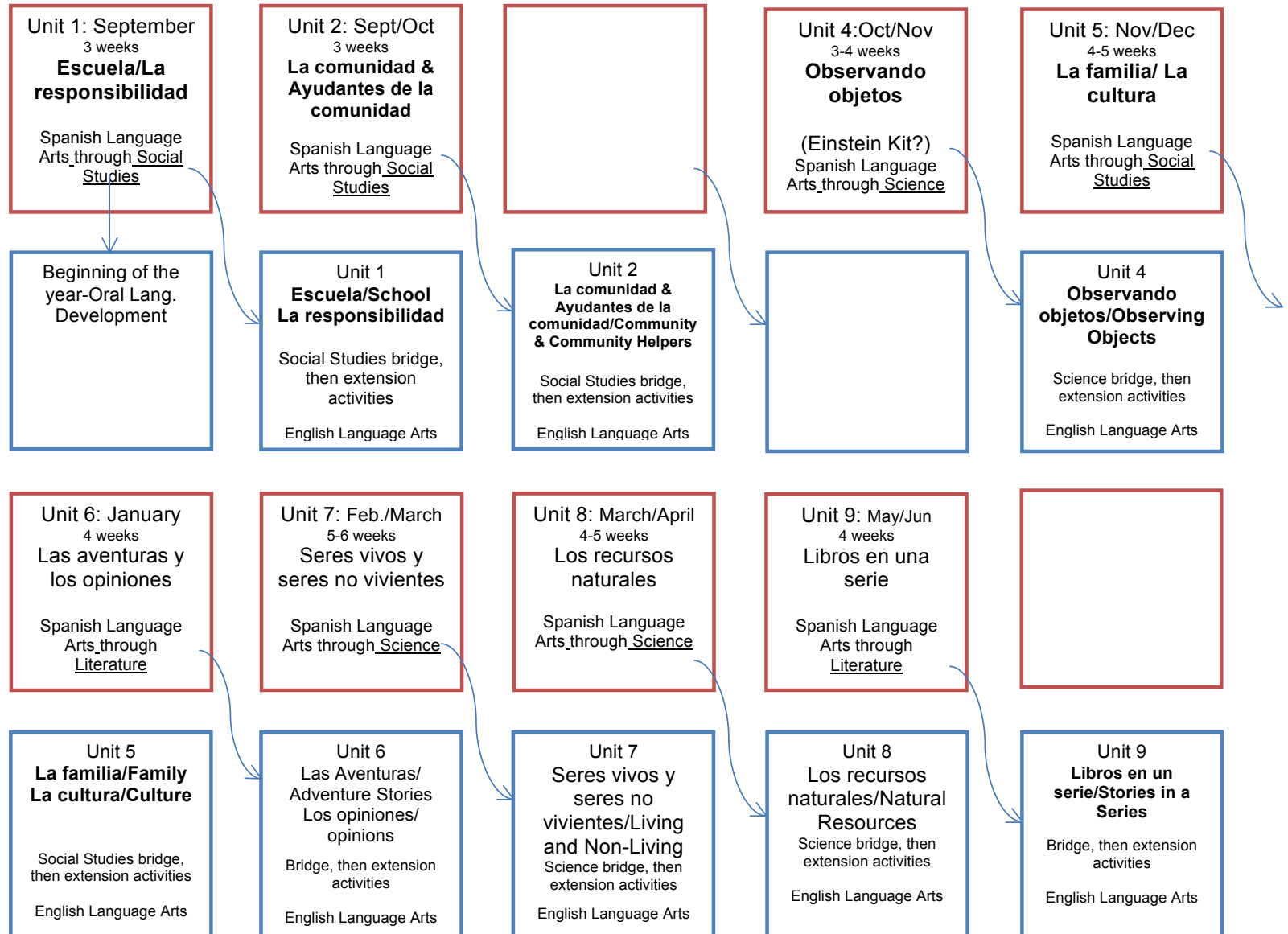
- Occur during English time of the day.
- The amount and scope of English literacy activities depend on your grade level and your program model (80/20 versus 50/50).



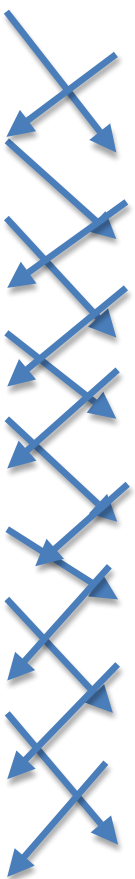
Bilingual Unit Plan – 80/20 Model



K-2 Simultaneous Literacy
Kindergarten, 2012-2013



Verona TWI Program: 1st Grade Literacy and Math Year-Long Plan
January, 2014

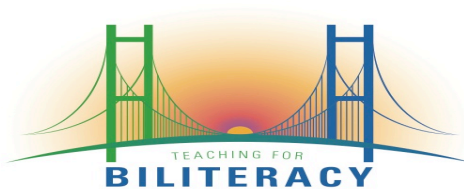
Time Frame	Spanish	Bridge	English
Early Sept	Literacy and SS: <i>Me and My Community #1: School and Me</i> - rules, classroom, community		Literacy: School-supplies, rules Math
Late Sept/Oct	Literacy and SS: <i>People in Families</i> Math: (Extension activities)		Literacy: People at School Extension: <i>Me and My Community #1: School and Me</i> Math
November	Literacy and Science: <i>Structure, Function, Behavior of Organisms</i> Math: (Extension activities)		Literacy: Seasonal Changes for Plants & Animals Extension: <i>Families</i> Math
Dec	Literacy and Science: <i>Structure, Function, Behavior of Organisms</i> Math: (Extension activities)		Literacy: Hibernation Extension: <i>Structure, Function, Behavior of Organisms</i> Math
Jan	Literacy and SS: <i>Long Ago & Today</i> Math: (Extension activities)		Literacy: Historical Figures Extension: <i>Long Ago & Today*</i> Math
Feb	Literacy and Science: <i>Heredity of Organisms</i> Math: (extension activities)		Literacy: Animal Environments Extension: <i>Heredity of Organisms*</i> Math
March	Literacy and SS: <i>Maps & Globes</i> Math: (extension activities)		Literacy: Fairy Tales (from around the world) Extension: <i>Maps & Globes*</i> Math
April	Literacy and Science: <i>Earth and Space</i> Math: (extension activities)		Literacy: Earth Day/Conservation Extension: <i>Earth and Space*</i> Math
May/June	Literacy and Science: <i>Sound & Light</i> Math: (extension activities)		Literacy: Weather Extension: <i>Sound & Light*</i> Math

*Extension at the end of the month

Grade 3	Unit1 9/2-10/3; Bridge 10/6- 10/10	Unit 2 10/13-11/7; Bridge 11/9- 11/14	Unit 3 11/17-12/19; Bridge 12/19- 12/23	Unit 4 1/5-2/6; Bridge 2/9- 2/13	Unit 5 2/16-3/13; Bridge 3/16- 3/20	Unit 6 3/30-4/24; Bridge 4/27- 5/1	Unit 7 5/4-6/10; Bridge 6/8- 6/10
Spanish	<i>True Stories/ Personal Narratives</i>	<i>Realistic Fiction/Author Study</i>	<i>Informational</i> Earth's Resources Rocks and Minerals Einstein Kit	<i>Informational</i> Space/Earth's Systems	<i>Narrative (Folktales and Myths)</i> Cultural Identity and Geography	<i>Informational/ Lab Report</i> Forces/Simple Machines	<i>Opinion</i> Life Cycles/ Plants Plant Growth Einstein Kit
English	<i>Informational- biographies</i> Diversity, Personal Timeline, Hispanic Heritage Month (9/15-10/15)	<i>True Stories/Persona l Narrative</i> Holidays/Calen dar	<i>Realistic Fiction /Author Study</i>	<i>Informational</i> Geography Social Studies	<i>Informational</i> Branches of Government and Rights and Responsibilitie s/Civic Responsibilitie s	<i>Persuasive</i> Producers and Consumers/ Informed Decisions and Resources	<i>Informational/ Research</i> People and Places in History

What is biliteracy and what does biliteracy look like?

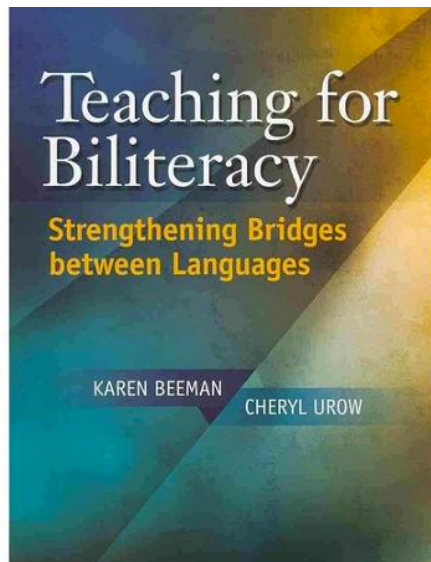
Content and Language Allocation



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Program Considerations: Content and Language Allocation

Program Considerations for Teaching for Biliteracy



<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 19-21	Programmatic Supports -> • Infrastructure Supports ○ Sample Content and Language Allocation Plans ○ Sample daily and weekly schedules • Description of Programs ○ Defining language allocation programs based on program goals

Teaching for biliteracy, including the implementation of the **Bridge**, is most effective when programs have a clearly defined **content and language allocation plan**.

Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for biliteracy and the Bridge.

Working on your own or with your team, map out your current **content and language allocation plan**. Using instructional minutes allocated for the day or week, determine how much instructional time students spend in Spanish and how much of their instructional time is in English. You may use the worksheet below or another framework.

As you complete the Content and Language Allocation Worksheet (pp. 2-3), reflect on the following:

- Have all instructional minutes been included in the %? What about Art, Physical Education, Gifted and Talented, Interventions, and other special subject instructional time?
- Compute actual instructional minutes by language. Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?
- Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?



Program Considerations: Content and Language Allocation

Program Considerations for Teaching for Biliteracy



<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 19-21	Programmatic Supports -> • Infrastructure Supports ◦ Sample Content and Language Allocation Plans

Program Considerations:

Skim the first two paragraphs on p. 19

Share with your partner, “In other words,...”

subject instructional time?

- Compute actual instructional minutes by language. Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?
- Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?



Program Considerations:

Content and Language Allocation

- Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**.
- Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for **biliteracy and the Bridge**.

DUAL	K	1	2	3	4	5	6	7	8
LANGUAGE PROGRAMS	10%	10%	20%	20%	30%	ENGLISH			
	90%	90%	80%	80%	70%	40%	50%	50%	50%
						60%	50%	50%	50%
90/10									
	K	1	2	3	4	5	6	7	8
50/50			ENGLISH						
	50%	50%	50%	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%	50%	50%	50%

Spanish

Spanish

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	ENGLISH		
	80%	80%					50%	50%	50%
			70%	60%	60%	50%	50%	50%	50%
				ESPAÑOL					

Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	ENGLISH		
	80%	80%	70%	50%	40%	20%	100%		

ESPAÑOL

Escuela X

80/20

What content, in addition to literacy, is taught in English at which grade level?

80%

80%

70%

60%

60%

50%

50%

50%

50%

ESPAÑOL

Escuela X

What content, in addition to literacy, is taught in English at which grade level?

80/20

What content, in addition to literacy, is taught in Spanish at which grade level?

Handout

Content and Language Allocation Worksheet

Grade	Language allocation: (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number)	Content taught in Spanish	Bridge	Content taught in English	Notes
K					
1					
2					
3					

Grade	Language Allocation	Content taught in Spanish	Bridge	Content taught in English	Notes
K	80/20				

Grade	Language Allocation	Content taught in Spanish	Bridge	Content taught in English	Notes
K	80/20	Reading Writing Math Social studies Centers			

Grade	Language Allocation	Content taught in Spanish	Bridge	Content taught in English	Notes
K	80/20	Reading Writing Math Social studies Centers	Math, Social Studies and Centers are Bridged from Spanish to English at the end of units, or when students are proficient		

Grade	Language Allocation	Content taught in Spanish	Bridge	Content taught in English	Notes
K	80/20	Reading Writing Math Social studies Centers	Math, Social Studies and Centers are Bridged from Spanish to English at the end of units, or when students are proficient	Reading Writing	

Grade	Language Allocation	Content taught in Spanish	Bridge	Content taught in English	Notes
K	80/20	Reading Writing Math Social studies Centers	Math, Social Studies and Centers are Bridged from Spanish to English at the end of units, or when students are proficient	Reading Writing	In this ½ day Kinder, English instruction occurs 2-3 times/week for 35 minutes

Grade	Language Allocation	Content taught in	Bridge	Content taught in English	Notes
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Program Considerations:

Additional Content and Language Allocation Reflection:

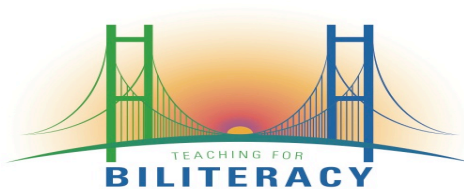
Handout, p. 1 – bullets for reflection

Text: p. 22, Activities for Reflection and Action #4

Monday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



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Monday afternoon breakout sessions

- Salon A – Introduction to DL Programming
- Salon B – Teaching for Biliteracy in Transitional Bilingual Programs
- Salon C – A Framework for Selection and Using Bilingual Children's Literature
- Salon D – Interventions within a Biliteracy*Framework