

Erie Elementary Charter School

Dual Language Program

- Dual Language Strand
 - Began 2009-2010 with conversion of one kindergarten classroom → dual language
 - Rolling up to 6th grade DL this year
- 80/20 Model K-1 → 50/50 in 5th grade
- Population mostly 2nd / 3rd generation Latino students experiencing language loss



ERIE CHARTER SCHOOL DUAL LANGUAGE PROGRAM CONTENT AND LANGUAGE ALLOCATION PLAN

Grade	Spanish	English
Kindergarten 80/20	Language Arts Science Social Studies Math	<i>~70 minutes/day</i> Language Arts
First Grade 80/20	Language Arts Science Social Studies Math	<i>~70 minutes/day</i> Language Arts
Second Grade 70/30	Language Arts Science Social Studies Math	<i>~105 minutes/day</i> Language Arts
Third Grade 60/40	Language Arts Science Math	<i>~140 minutes/day</i> Language Arts Social Studies
Fourth Grade 60/40	Language Arts Science	<i>~140 minutes/day</i> Language Arts Social Studies Math
Fifth Grade 50/50	Language Arts Social Studies	<i>~170 minutes/day</i> Language Arts Science Math

345 INSTRUCTIONAL* MINUTES / DAY

* 50-60 minutes lunch/recess and 45 minutes special not included in calculation of daily instructional minutes

Erie Elementary Charter School Commitment to Bilingualism & Biliteracy

- Erie Mission:

“...to educate students who are...proficient in Spanish, knowledgeable about their own culture...”

- Dual Language Program Goal:

“...to develop biliterate students—children who can read, write and speak in both Spanish and English by the time they reach 8th grade.”

Finding Teaching for Biliteracy

- Grass-roots effort
- Organic process
- One teacher looking for a better way...
- ...and working with any colleague that would listen!



Beginning with Teaching for Biliteracy

My Single Steps

- Native language literacy →
Spanish literacy for all →
Biliteracy
- More concrete activities
connected to read-alouds
- No more translating of
materials!
- Compare/contrast letter
sounds
- Different word walls



Beginning with Teaching for Biliteracy

Supports in Taking Those Steps

- Flexible administrator
- Expectation that I teach the standards and use curricula as a resource
- Field Trips/concrete activities valued as important learning opportunities
- Flexibility with schedule



Spreading the Word About Teaching for Biliteracy

- Other teachers → training (individual and team)
- *Teaching for Biliteracy* book → each new teachers as program grows
- Some peer observation



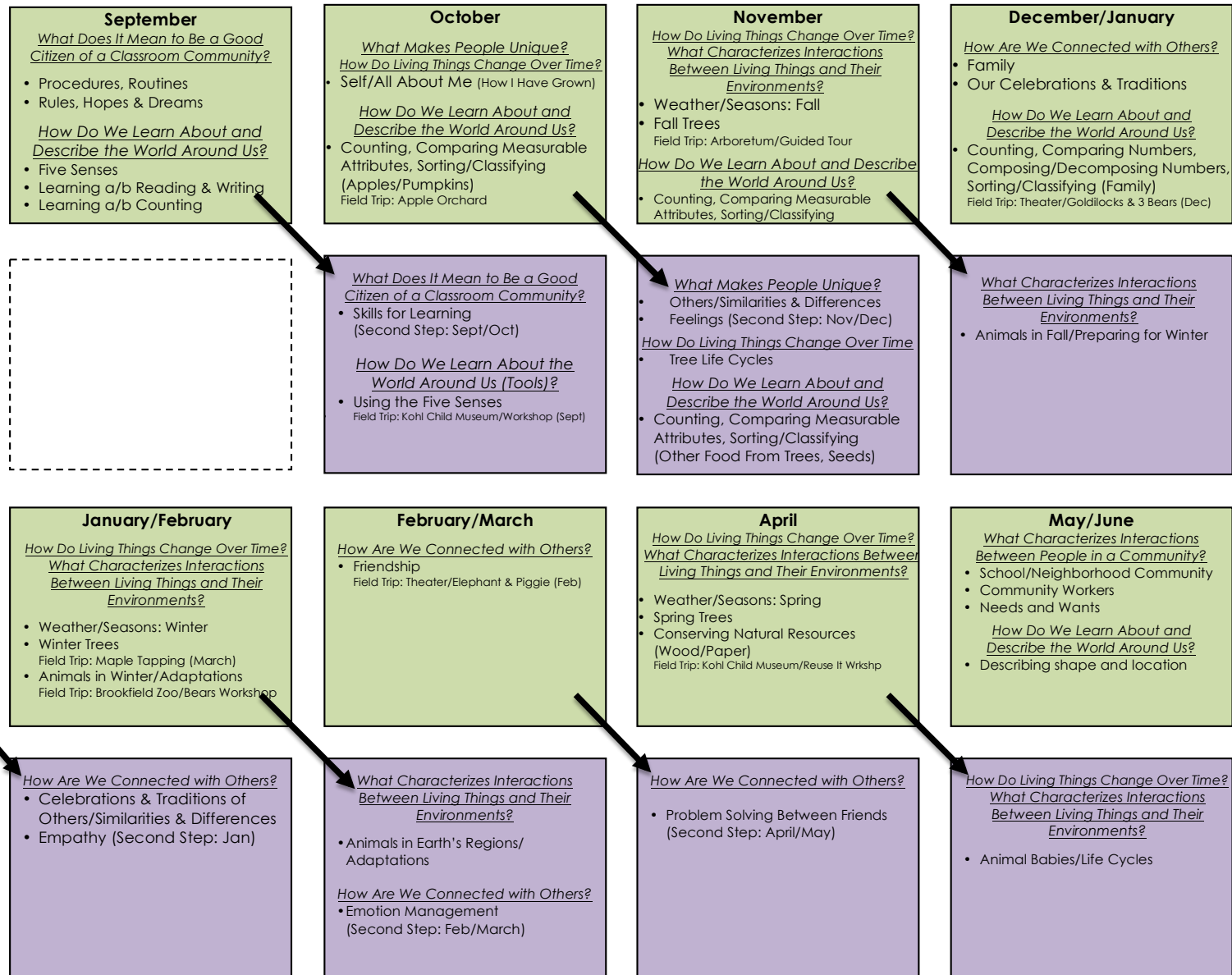
Celebrating Accomplishments

I Did It...and It Worked!

- Synthesis and synergy of my own teacher funds of knowledge
- Seeing and hearing evidence of comprehension and metalinguistic awareness from my students
- Daily schedule that fits all essential elements of teaching for biliteracy

Celebrating Accomplishments

Kindergarten Year-Long Plan



Celebrating Accomplishments

Kindergarten Daily Schedule

8:00-9:10	Arrival / Morning Meeting Modeled or Shared Writing and Shared Reading of Morning Message English Literacy through extension activities (one of the following activities) • Concrete Activities/Projects (sometimes together with older grade buddy classroom) • Oracy Activities/Games • Read Aloud • Group Writing-Modeled or Shared • Shared Reading • Independent Writing • Word Study
9:10-9:30	Recess
9:30-10:30	Math Block
10:30-11:30	Literacy Block Mini Lesson (10 min) Round 1 (20 min) Mini Lesson (10 min) Round 2 (20 min) OR Mini Lesson (15 min) Round 1 (15 min) Mini Lesson (10 min) Round 2 (20 min) OR Mini Lesson (20 min) Round (20 min) Mini Lesson (20 min)
	<u>Mini Lesson Activity Options:</u> • Adapted Reader's Theater • Story Dramatization • Read Aloud • Shared Reading • Dictado • Bridge <u>During Rounds:</u> Teachers • Work with Small Groups ◦ Guided Reading ◦ Dictado • Conference w/ Individual Students Students • Independent Reading • Word Work
11:30-12:00	Lunch
12:00-12:45	Science/Social Studies (one or two of the following activities) • Concrete Activities to Build Oracy and Background Knowledge (Whole Group) • Oracy Activities/Games • Group Writing-Modeled or Shared • Bridge
12:45-1:35	Centers <i>Concrete activities that are better suited logistically to a small group context can be implemented as a center and students can be rotated through it.</i>
1:35-2:20	PE or Music
2:20-3:15	Writer's Workshop (one or two of the following activities) • Group Writing-Modeled or Shared (Mini Lesson) • Independent Writing
3:15-3:30	Closing / Dismissal

Celebrating Accomplishments

Kindergarten Weekly Schedule

Sample Kindergarten Weekly Schedule

Unit Week __ of __	Monday	Tuesday	Wednesday	Thursday	Friday
Big Ideas Quiero que mis alumnos aprendan que...					
8:00-8:30	Arrival Morning Meeting	Arrival Morning Meeting	Arrival Morning Meeting	Arrival Morning Meeting	Arrival School Assembly
	8:30-9:10 Ext Activities	8:30-9:00 Recess	8:30-9:00 Recess	8:30-9:00 Recess	8:30-9:10 Ext Activities
	9:10-9:30 Recess				9:10-9:30 Recess
	9:30-10:30 Math	9:00-10:00 Math	9:00-10:00 Math	9:00-10:00 Math	9:30-10:30 Math
	10:30-11:30 Literacy Block	10:00-11:00 Literacy Block	10:00-11:00 Literacy Block	10:00-11:00 Literacy Block	10:30-11:30 Literacy Block
		11:00-11:30 Writer's Wkshp	11:00-11:30 Writer's Wkshp	11:00-11:30 Writer's Wkshp	
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS
12:45-1:45	Centers	Centers	Centers	Centers	Centers
1:45-2:20	Music	PE	Music	PE	PM Recess
2:20-3:15	Writer's Wkshp	Ext Activities	Ext Activities	Ext Activities	Writer's Wkshp
3:15-3:30	Closing Dismissal	Closing Dismissal	Closing Dismissal	Closing Dismissal	Closing Dismissal

Celebrating Accomplishments

Important Shifts in Thinking

Then...

English minutes

Keep languages separate:
ALWAYS!

English dominant

Native
language
literacy

Spanish minutes

Translated
Materials

Spanish dominant

Monolingual
Pedagogy

...and Now

**More expert
Spanish speaker**

**Languages side by side
for metalinguistic
comparison/contrast**

**Transferable and
non-transferable
literacy skills**

**Authentic
materials**

**Authentic
pedagogy**

**Integration of
literacy with
content**

**More expert
English speaker**

Celebrating Accomplishments

Our Program

- Emerging “shared consciousness” around the idea of teaching for biliteracy
- Most staff have had some training related to teaching for biliteracy
- Evidence of infusion of a biliteracy mindset or strategy in some classrooms, especially K-2
- Knowledgeable, supportive and receptive administrator that is steering the program forward

Reflecting on Challenges

I Will Keep Calm and Carry On!

- Time
 - Remember it's a *unit* plan: an investment of more time, but less frequently
- Resources
 - Focus on *strategic* use of existing resources
 - Remember the power of the resources you create *with* students!
- Only K dual language teacher
 - Recruit non-dual language teachers to BUF with you!

Reflecting on Challenges

Our Program

- Program Coordination
 - Instructional Coordinator position new next year
 - Need regular dual language team meetings
- Updated Articulation of Program Model
 - Program has evolved since inception
 - Challenge to maintain shared understanding and consistency in implementation

Reflecting on Challenges

Our Program

- Diversity of Teacher Strengths and Needs
 - Differences in knowledge, skill, and experience with:
 - Dual language, Spanish, and teaching for biliteracy
 - Integrating curriculum and using big ideas
 - Sheltered instruction strategies/building oracy
 - Using resources strategically
- History with Curriculum Programs especially LA and Math
 - Making Meaning
 - Being a Writer → Writer's Workshop
 - Fountas & Pinnell Phonics + De Canciones a Cuentos
 - Heggerty (English + Spanish)

Planning Next Steps

- Update Content and Language Allocation Plan
- Support teachers as they experiment with and develop strengths with teaching for biliteracy
 - Individual coaching
 - School-wide professional development
- Develop a school-wide literacy framework
 - Define literacy components and menu of strategies for each component
 - Explicit attention to and consideration of oracy and biliteracy development

Planning Next Steps

- Articulate and Prioritize Program Needs
 - Define focus for professional development
 - Develop short- and long-term goals
- Define English Literacy Scope and Sequence
 - Identify transferable vs. non-transferable English skills in Common Core Foundational Skills & Language sections
 - Develop scope and sequence for English literacy skills and align with language allocation (% time) of English for each grade.