

Teaching for Biliteracy

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**Handouts and Power Point presentations from the
Teaching for Biliteracy Summer Institute are
available at:**

<http://goo.gl/xMeY3s>



**Additional biliteracy information available at:
www.TeachingforBiliteracy.com**



What is biliteracy and what does biliteracy look like?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy? p. 2</i> <i>Creating Bilingual Units of Instruction: A Biliteracy Unit Framework p. 15-15</i> <i>Planning for Biliteracy at the Classroom Level from the Learner’s Perspective p. 15-18</i> Chapter 5 <i>Simultaneous Bilingual Development – p. 67-8</i> <i>Sequential Bilingual Development – p. 68-9</i>	Resources -> • Research Articles Programmatic Supports -> • Infrastructure Supports ○ Sample Weekly Schedule for Biliteracy ○ Sample Daily Schedule for Biliteracy ○ Sample Content Allocation Plans ○ Blog interview with Karen Beeman on creating a strong Dual Immersion
Biliteracy Strategies that support language, content, and literacy development	
Concept Attainment – pp. 52-56; 81-81	Concept Attainment & Sentence Prompts – Videos -> • Español – then scroll down to “Biliteracy in Action – Science and Spanish Language Arts Fourth Grade”
Sentence Prompts – p. 83; 92	
Say Something – pp. 51-52	

Language Acquisition Programs

Language Acquisition Program	Students	Goal	Notes
Dual Language: Two Way Immersion		High levels of bilingualism and biliteracy and academic achievement in both languages.	
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual			
Dual Language: One Way Immersion, Foreign Language Immersion			
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.	

Key	
	Green faces – students who enter the program as monolingual Spanish speakers (ELLs) - In a dual language program, these will become sequential bilinguals
	Blue faces – students who enter the program as monolingual English speakers (non-ELLs) - In a dual language program, these students will become sequential bilinguals
	Blue/green faces – students who enter the program with linguistic resources in both languages – may or may not be ELLs - These students enter the school system as simultaneous bilinguals - Simultaneous bilinguals are not necessarily balanced bilinguals – but do have linguistic resources in two languages
	Orange faces - Other ELLs (Vietnamese speakers, for example) and other bilingual, non-ELLs (Tamil/English bilinguals, for example) - In a Spanish/English dual language program, these students will become tri-lingual.

Language Allocation

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

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

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

Biliteracy is

Planning for Biliteracy at the Classroom Level from the Learner's Perspective

Chapter 1: Jigsaw Read pages 15 and 18,

Section	In other words	What this means for me and my practice
Introduction paragraph Bottom of page 15		
Person A: Page 18 paragraph 1		
Person B: Page 18 paragraph 2		
Person C: Page 18 paragraph 3		

Program Considerations for Teaching for Biliteracy

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 18-21 Planning for Biliteracy at the Classroom Level from the Learner's Perspective	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 (do not include specials or lunch/recess), 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 you used academic instructional minutes to determine Spanish minutes and English minutes (exclude specials, lunch and recess)?
- Do students receive literacy in Spanish and English daily (possible in all programs: 80/20 and 50/50 programs)?
- 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?
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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?

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
5				
6				
7				
8				

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

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

(Spanish time is lessened in subsequent grades and by 3rd grade the day is 50% of Spanish and 50% in English).

- 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
- Intervention time is not factored into the total Spanish or English time.

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.

Biliteracy Unit Framework

Chapter 1: Pages 14 and 15 – Creating Bilingual Units of Instruction: A Biliteracy Unit Framework

Stop 1: End of paragraph 1, page 14

Stop 2: End of paragraph 2 on page 15

Stop 3: End of section, page 15

Say Something Strategy (described on pages 51 and 52)

- Connection: This reminds me of _____.
- Question: I wonder _____.
- Summary: In other words _____.
- Prediction: I think that _____.

Sponge Activity (If you finish before other groups):

Every biliteracy unit has _____.

The language of the unit is determined by _____.

The Bridge happens after _____.

The focus of the Bridge is _____.

BUFs (Biliteracy Units) go from (language) _____ to _____ and from _____ to _____ and follow the program's _____ plan.