

# Teaching for Biliteracy

## August Summer Institute 2017

### Creating a Biliteracy Schedule



August 1-3, 2017  
Glen Ellyn, Il.

**Melody Wharton**

[TeachingForBiliteracyMW@gmail.co](mailto:TeachingForBiliteracyMW@gmail.com)

# Session Objectives:

- 1- Explain how the content and language allocation impacts curriculum and daily schedules.
- 2- Construct a daily schedule that is reflective of your content and language allocation plan, language acquisition, and the biliteracy practices we have learned this week.



# **Implications Inherent in the Content and Language Allocation Plan**



# Content and Language Allocation Plan

|      |                                       |                               |
|------|---------------------------------------|-------------------------------|
|      | Chinese<br>Spanish                    | English                       |
| PK-2 | Math<br>Social<br>Studies<br>Literacy | Science<br>Literacy           |
| 3-5  | Math<br>Science<br>Literacy           | Social<br>Studies<br>Literacy |

| <b>Time</b> | <b>Subject</b>                  | <b>Language</b>                 |
|-------------|---------------------------------|---------------------------------|
| 7:00-7:30   | Breakfast/Greeting              | Student Choice                  |
| 7:30-9:45   | Science Integrated Block        | English                         |
| 9:45-10:00  | Switch/Snack                    | Student Choice                  |
| 10:00-11:00 | Math                            | Spanish/Chinese                 |
| 11:00-12:15 | Social Studies Integrated Block | Spanish/Chinese                 |
| 12:20-12:50 | Lunch/Recess                    | Student Choice                  |
| 12:50-1:10  | Intervention/<br>Enrichment     | Teacher Choice based on student |



# Content and Language Allocation Plan

|      |                                       |                               |
|------|---------------------------------------|-------------------------------|
|      | Chinese<br>Spanish                    | English                       |
| PK-2 | Math<br>Social<br>Studies<br>Literacy | Science<br>Literacy           |
| 3-5  | Math<br>Science<br>Literacy           | Social<br>Studies<br>Literacy |

English

| Title   | Materials Plants                                                                                                                                                                                                                                                                                                                                                                                                                           | Plants Animals                                                                                                                                                                                                                                                                                                                                          | Observable properties of Objects + Materials                                                                                                                                                           | Weather                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science | K.L.2 where are organisms found<br>K.L.2A1 Different types of plants<br>K.L.2A2 plant needs<br>K.L.2A3 plants inside and outside                                                                                                                                                                                                                                                                                                           | K.L.2 where are animals found?<br>K.L.2A1 Animals use their bodies<br>K.L.2A2 how humans use their senses<br>K.L.2A3<br>K.L.2A4                                                                                                                                                                                                                         | K.P4<br>K.P.4A1<br>K.P.4A2<br>K.P.4A3                                                                                                                                                                  | K.EB<br>K.E.3A1<br>K.E.3A2<br>K.E.3A3<br>K.E.3A4                                                                                                                                                                                                                                                                                                                                                                              |
| Reading | 8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information, describe the relationship between these features and the text.<br>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.<br>10.1 Identify the author and illustrator and define the role of each. | Describe the relationship between illustrations and the text.<br>1 With guidance and support, read or listen closely to:<br>a. describe characters and their actions, compare characters' experiences to those of the reader.<br>12.1 Recognize and sort types of literary texts<br>11.2 Identify who is telling the story, the narrator or characters. | 11.1 With guidance and support, explore informational text structures within texts heard or read.<br>12 With guidance and support, identify new meanings for familiar words and apply them accurately. | 2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrations.<br>12 With guidance and support, identify how an author's choice of words, phrases, comparisons, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.<br>1 Read or listen closely to compare familiar texts. |
| Writing | Info<br>-label books                                                                                                                                                                                                                                                                                                                                                                                                                       | Narrative<br>-Booklet                                                                                                                                                                                                                                                                                                                                   | Info<br>-Booklet on 2nd                                                                                                                                                                                | Opinion<br>-Booklet on 1st                                                                                                                                                                                                                                                                                                                                                                                                    |

Chinese/Spanish

| title   | Rules and laws                                                                                                                                                                                                                                                                                                                                                                  | Family                                                                                                                                                                                                                                                                                                                                                                        | The world Around me                                                                                                                                                                                    | National Symbols                                                                                                                                                                                       |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SS      | K.3.1 Compare the daily lives of children and their family in the past and in the present.<br>K.4.2 transportation & communication<br>K.4.3 goods & services past and present<br>K.4.4 Wants & needs.                                                                                                                                                                           | K.2.1 purpose of rules & laws<br>K.2.2 authority figures<br>K.2.3 authority in the school community<br>K.2.4 good citizenship                                                                                                                                                                                                                                                 | K.1.1. location & shape, human and natural features of the community<br>K.1.2. describing the community<br>K.1.3. connections in the community<br>K.1.4. natural features of the community             | K.3.1. location & shape, human and natural features of the community<br>K.3.2. describing the community<br>K.3.3. connections in the community<br>K.3.4. natural features of the community             |
| Reading | 8.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrations.<br>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.<br>10.1 Identify the author and illustrator and define the role of each. | 1 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrations.<br>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.<br>10.1 Identify the author and illustrator and define the role of each. | 11.1 With guidance and support, explore informational text structures within texts heard or read.<br>12 With guidance and support, identify new meanings for familiar words and apply them accurately. | 11.1 With guidance and support, explore informational text structures within texts heard or read.<br>12 With guidance and support, identify new meanings for familiar words and apply them accurately. |
| Writing | Info<br>-label books                                                                                                                                                                                                                                                                                                                                                            | Lit<br>-Booklet                                                                                                                                                                                                                                                                                                                                                               | Lit<br>-Booklet                                                                                                                                                                                        | Info<br>-Booklet                                                                                                                                                                                       |

title

SCIEN

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

Reading Comprehension

- Reader’s Workshop
- Guided Reading
- Read aloud
- Partner Reading
- Independent reading

Writing

- Writers’ Workshop
- Guided Writing
- Shared Writing

Content Area Instruction

- Content-based experiments, experiences, mini-lessons, activities, and inquiry.

Word Study and Fluency

Decoding, Phonics, Spelling, Grammar

Summative Assessment

Bridge

Metalinguistic Skills

El Puente

Habilidades y destrezas metalingüísticas

Actividades de extensión o una unidad nueva

Formative Assessment  
Evaluación Formativa



|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tema:</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                          |
| <b>Estándares:</b> <ul style="list-style-type: none"><li>• Estándares de contenido (ciencias, etc.)</li><li>• Artes de Lenguaje: Inglés (ELA)</li><li>• Artes de Lenguaje :Español (SLA)</li><li>• Desarrollo de Inglés (WIDA)</li><li>• Desarrollo de Español (SALSA)</li></ul> | Ideas Principales de Artes de Lenguaje<br>Ideas Principales de Contenido<br>Metas de contenido<br>Metas de lenguaje<br>Evaluación                                        |
| <b>Desarrollo de la oralidad y el conocimiento previo</b> <ul style="list-style-type: none"><li>• Actividad interactiva y concreta</li><li>• Desarrollo de vocabulario</li></ul>                                                                                                 |                                                                                                                                                                          |
| <b>Comprensión lectora y contenido</b> <ul style="list-style-type: none"><li>• Taller de lectura</li><li>• Lectura guiada</li><li>• Lectura compartida</li><li>• Lectura en pareja</li><li>• Lectura independiente</li></ul>                                                     | <b>Instrucción de contenido:</b> <ul style="list-style-type: none"><li>• Experimentos, experiencias, actividades/mini-lecciones y proyectos e investigaciones.</li></ul> |
| <b>Escritura</b> <ul style="list-style-type: none"><li>• Taller de escritura</li><li>• Escritura guiada</li><li>• Escritura compartida</li></ul>                                                                                                                                 |                                                                                                                                                                          |
| <b>Estudio de palabras y fluidez</b><br>Decodificación, Ortografía, Gramática, Fonética                                                                                                                                                                                          |                                                                                                                                                                          |
| <b>Evaluación de la unidad</b>                                                                                                                                                                                                                                                   |                                                                                                                                                                          |
| <b>Bridge</b><br>Metalinguistic Skills                                                                                                                                                                                                                                           | <b>El Puente</b><br>Habilidades y destrezas metalingüísticas                                                                                                             |
| <b>Extension activities or a new unit</b>                                                                                                                                                                                                                                        |                                                                                                                                                                          |

Evaluación Formativa  
Formative Assessment

# Assumptions

- Students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include ESL and SSL approaches.
- The options can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).
- The options are not a departmentalized model.



# Content and Language Allocation Plan

Sequential Units

|                                       |                              |
|---------------------------------------|------------------------------|
| <b>50%</b><br><b>Spanish</b>          | <b>50%</b><br><b>English</b> |
| Science<br>Social Science<br>Literacy | Math<br>Literacy             |



# Sample Schedule for Sequential Units

| Minutes     | Time        | Content                     |
|-------------|-------------|-----------------------------|
| 90 minutes  | 8:25-9:55   | Math                        |
| 65 minutes  | 9:55-11:00  | Extension                   |
| 45 minutes  | 11:00-11:45 | Specials                    |
| 30 minutes  | 11:45-12:15 | Lunch                       |
| 155 minutes | 12:15-2:45  | Integrated Unit Instruction |

# Content and Language Allocation Plan

Simultaneous Units

|                              |                                    |
|------------------------------|------------------------------------|
| <b>50%</b><br><b>Spanish</b> | <b>50%</b><br><b>English</b>       |
| Science<br>Literacy          | Math<br>Social Studies<br>Literacy |



# Sample Schedule for Simultaneous Units

|             |                                   |
|-------------|-----------------------------------|
| 7:40-7:50   | Arrival                           |
| 7:50-9:50   | Science and Literacy Block        |
| 9:50-10:20  | Bilingual Intervention Time       |
| 10:20-11:20 | Specials (such as PE, Music, Art) |
| 11:20-12:20 | Lunch/Recess                      |
| 12:20-1:20  | Math                              |
| 1:20-2:20   | Social Studies and Literacy Block |
| 2:20-2:25   | Closing, Pack up, Dismissal       |



# Simultaneous vs. Sequential Units



Melody Wharton - Center for Teaching for Bilingual Education

# Sequential Units

**Unit 1**  
**Science +  
Reading  
+ Writing**

**Unit 2**  
**Social  
Studies +  
Reading +  
Writing**

**Unit 3**  
**Science  
+  
Reading  
+ Writing**

**Extension  
Unit 1**

**Extension  
Unit 2**



# Sequential Units

|                                       |                              |
|---------------------------------------|------------------------------|
| <b>50%</b><br><b>Spanish</b>          | <b>50%</b><br><b>English</b> |
| Science<br>Social Science<br>Literacy | Math<br>Literacy             |



# Simultaneous

**Unit 1**  
**Science +**  
**Reading +**  
**Writing**

**Unit 2**  
**Science +**  
**Reading +**  
**Writing**

**Unit 3**  
**Science +**  
**Reading +**  
**Writing**

**Unit 1**  
**SS +**  
**Reading +**  
**Writing**

**Unit 2**  
**SS +**  
**Reading +**  
**Writing**

**Unit 3**  
**SS +**  
**Reading +**  
**Writing**



# Simultaneous

|                              |                                    |
|------------------------------|------------------------------------|
| <b>50%</b><br><b>Spanish</b> | <b>50%</b><br><b>English</b>       |
| Science<br>Literacy          | Math<br>Social Studies<br>Literacy |



# **Calculating Minutes that Correspond to the Content and Language Allocation Plan**



Melody Wharton - Center for Teaching for Bilingual Education

# Calculating our Plan:

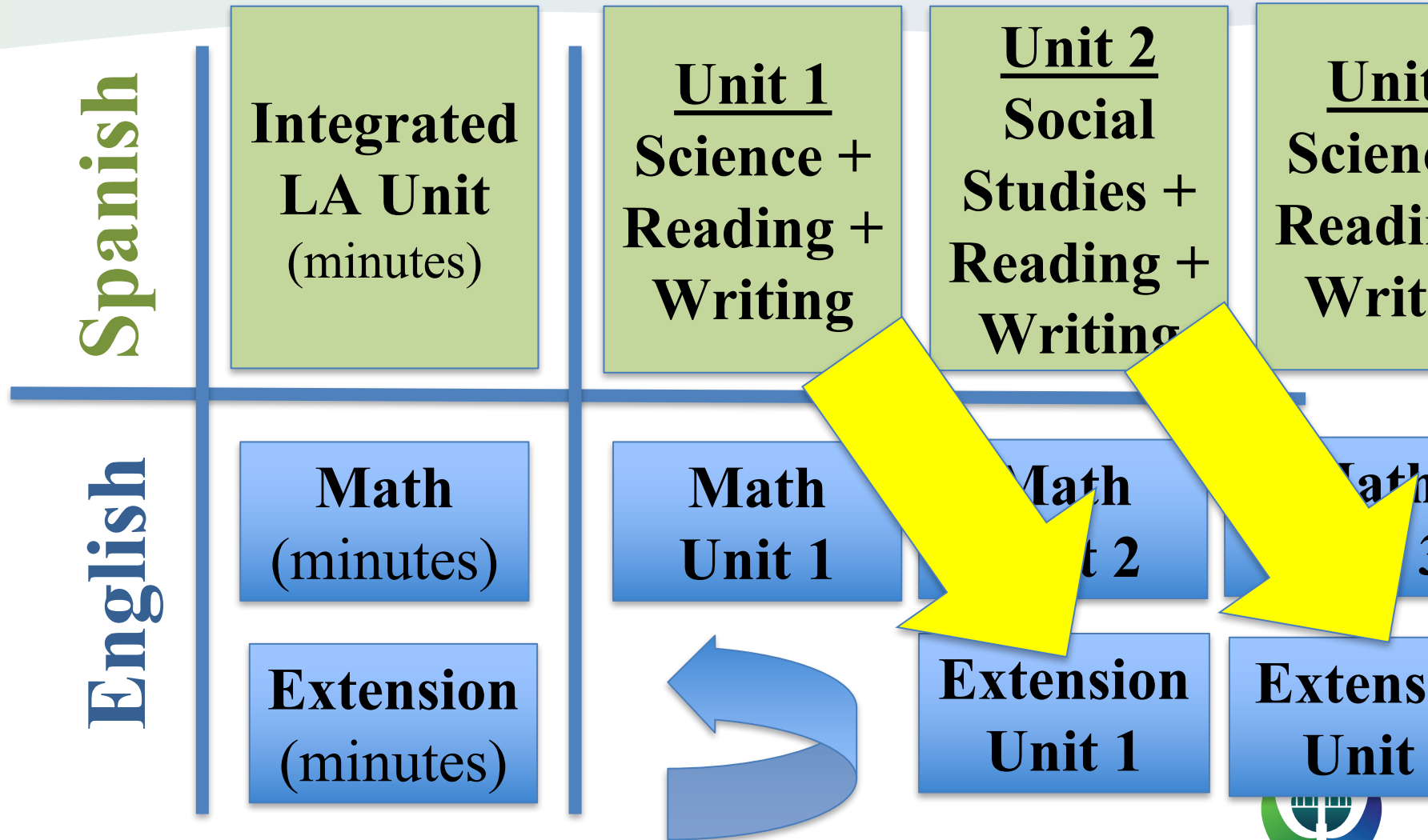
1. Calculate the number of average, daily instructional minutes.
2. Subtract the daily district allocated specials, lunch, and recess times. The number you are left with is the daily instructional classroom minutes.
3. Use the content and language allocation plan to identify number of instructional minutes in each language.
4. Subtract the district mandated math minutes for the corresponding grade level from the corresponding language as stated on the content and language allocation plan.
5. Look at the current district content and language allocation plan to determine what to teach in each language with the remaining minutes.



# Biliteracy Units Across the Year



# Biliteracy Across the Year (Sequential Units)



# Biliteracy Across the Year (Simultaneous Units)

| <div>Spanish</div> <div>English</div> |                                             |                                            |                                               |                                               |
|---------------------------------------|---------------------------------------------|--------------------------------------------|-----------------------------------------------|-----------------------------------------------|
|                                       |                                             | <u>Unit 1</u>                              | <u>Unit 2</u>                                 | <u>Unit 3</u>                                 |
|                                       | Science +<br>LA Unit<br>(minutes)           | Science +<br>Reading +<br>Writing          | Science +<br>Reading +<br>Writing             | Science +<br>Reading +<br>Writing             |
|                                       | Math<br>(minutes)                           | Math<br>Unit 1                             | Math<br>Unit 2                                | Math<br>Unit 3                                |
|                                       | Social<br>Studies +<br>LA Unit<br>(minutes) | <u>Unit 1</u><br>SS + Reading<br>+ Writing | <u>Unit 2</u><br>SS +<br>Reading +<br>Writing | <u>Unit 3</u><br>SS +<br>Reading +<br>Writing |



# Schedules that Reflect Biliteracy



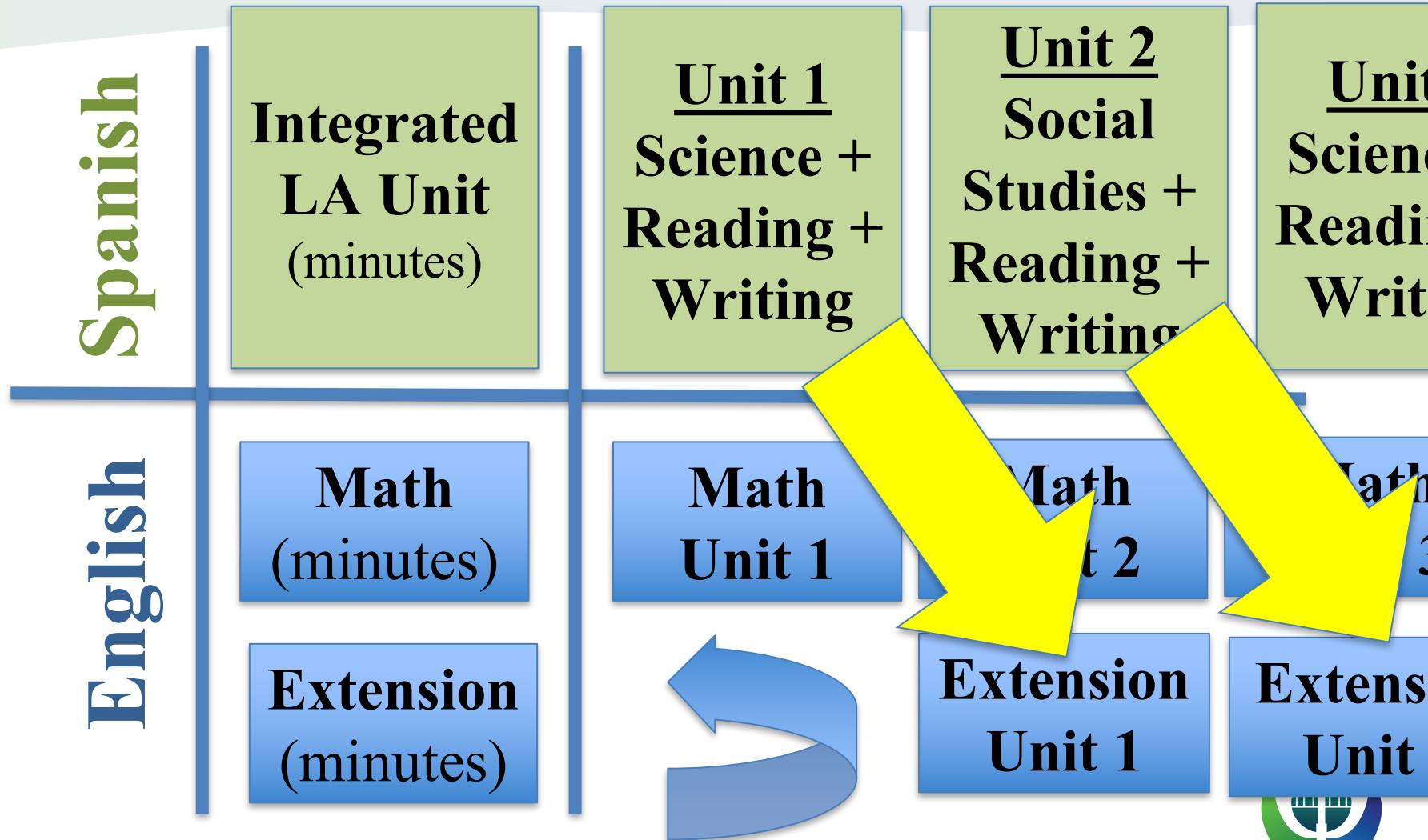
# Content and Language Allocation Plan

Sequential Units

|                                       |                              |
|---------------------------------------|------------------------------|
| <b>50%</b><br><b>Spanish</b>          | <b>50%</b><br><b>English</b> |
| Science<br>Social Science<br>Literacy | Math<br>Literacy             |



# Biliteracy Across the Year (Sequential Units)



# Sample Schedule for Sequential Units

| Minutes     | Time        | Content                     |
|-------------|-------------|-----------------------------|
| 90 minutes  | 8:25-9:55   | Math                        |
| 65 minutes  | 9:55-11:00  | Extension                   |
| 45 minutes  | 11:00-11:45 | Specials                    |
| 30 minutes  | 11:45-12:15 | Lunch                       |
| 155 minutes | 12:15-2:45  | Integrated Unit Instruction |

# Content and Language Allocation Plan

Simultaneous Units

|                              |                                    |
|------------------------------|------------------------------------|
| <b>50%</b><br><b>Spanish</b> | <b>50%</b><br><b>English</b>       |
| Science<br>Literacy          | Math<br>Social Studies<br>Literacy |



# Biliteracy Across the Year (Simultaneous Units)

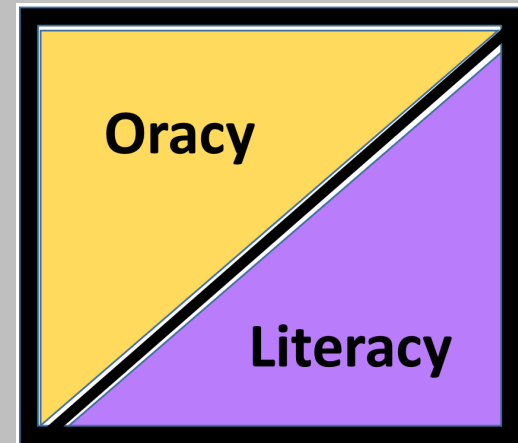
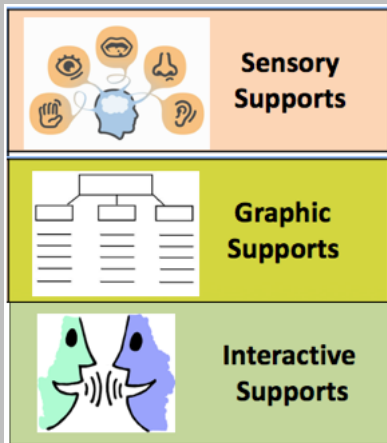
| <div>Spanish</div> <div>English</div> |                                             |                                            |                                               |                                               |
|---------------------------------------|---------------------------------------------|--------------------------------------------|-----------------------------------------------|-----------------------------------------------|
|                                       |                                             | <u>Unit 1</u>                              | <u>Unit 2</u>                                 | <u>Unit 3</u>                                 |
|                                       | Science +<br>LA Unit<br>(minutes)           | Science +<br>Reading +<br>Writing          | Science +<br>Reading +<br>Writing             | Science +<br>Reading +<br>Writing             |
|                                       | Math<br>(minutes)                           | Math<br>Unit 1                             | Math<br>Unit 2                                | Math<br>Unit 3                                |
|                                       | Social<br>Studies +<br>LA Unit<br>(minutes) | <u>Unit 1</u><br>SS + Reading<br>+ Writing | <u>Unit 2</u><br>SS +<br>Reading +<br>Writing | <u>Unit 3</u><br>SS +<br>Reading +<br>Writing |



# Sample Schedule for Simultaneous Units

|                  |                                          |
|------------------|------------------------------------------|
| 7:40-7:50        | Arrival                                  |
| 7:50-9:50        | Science and Literacy Block               |
| 9:50-10:20       | Bilingual Intervention Time              |
| 10:20-11:20      | Specials (such as PE, Music, Art)        |
| 11:20-12:20      | Lunch/Recess                             |
| 12:20-1:20       | Math                                     |
| <b>1:20-2:20</b> | <b>Social Studies and Literacy Block</b> |
| 2:20-2:25        | Closing, Pack up, Dismissal              |





### Routines and Scaffolding

