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Introduction to Teaching for Biliteracy Summer Institute

Indianapolis, IN
July 24, 25, & 26, 2018

Presenters:

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Handouts and Power Point presentations from the Teaching for Biliteracy Summer Institute are available on this dedicated webpage:

<http://bit.ly/July2018Biliteracy>



NOTE: You will need to create a username and password to access this webpage. (If you have already signed up for our general website, you will need to use the same username and password)

On the final day of the workshop, please complete this short, on-line evaluation with your team:

<http://bit.ly/EvalJuly2018>



AGENDA

	Tuesday, July 24	Wednesday, July 25	Thursday, July 26
AM Session begins at 8:30 a.m.	Whole group: 8:30 a.m. – 12:00 p.m. <i>What is biliteracy instruction?</i> <i>Who is involved in biliteracy instruction?</i> • Language Acquisition Programs • Biliteracy Student Profiles • Defining Biliteracy Instruction	Whole group: 8:30 a.m. – 12:30 p.m. <i>What does biliteracy instruction look like?</i> • Debriefing and sharing biliteracy unit experiences. • The importance of oracy <i>What systems and structures support biliteracy?</i> • Schedules, content and language allocation, biliteracy maps • Biliteracy Non-negotiables	Concurrent breakout sessions 8:30 a.m. 10:30: a.m. Option A: What does it look like to teach for language, literacy, and content? Dana Hardt: Science and Literacy Option B: What classroom systems support biliteracy? Olga Karwoski: The Three Linguistic Spaces Whole group: 10:45 a.m. – 12:30 p.m. What does the Bridge look like? • Elements of the Bridge in action • The Bridge in a one or two-teacher model
Lunch (on your own)	12:00 p.m. – 1:00 p.m. Lunch	12:30 – 1:30 p.m. Lunch	12:30 – 1:30 Lunch
PM Session	Concurrent breakout sessions: 1:00 p.m. – 3:30 p.m. <i>What does biliteracy instruction look like?</i> • Sample integrated biliteracy units of instruction • Implementing the Biliteracy Unit Frameworks (BUF) • Strategies for Teaching for Biliteracy Option A: Olga Karwoski: Science and Literacy Option B Dana Hardt: Social Studies and Literacy	Concurrent breakout sessions: 1:30 – 3:30 Option A: What does it look like to teach for language, literacy, and content? Dana Hardt: Science and Literacy Option B: What classroom systems support biliteracy? Olga Karwoski: The Three Linguistic Spaces	Whole group: 1:30 – 3:30 What is the purpose of the Bridge? How do you choose a metalinguistic focus for the Bridge? • Planning for the Bridge and metalinguistic analysis Institute evaluation

Language Acquisition Programs

Language Acquisition Program	Students	Goal
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 – new arrivals from Spanish-speaking places - Students who enter the program as monolingual Spanish speakers - These students enter the program as ELLs - These students will become sequential bilinguals.
	Orange faces – new arrivals from other places - Students who enter the program as monolingual speakers of languages other than Spanish - These students enter the program as ELLs - These students will become sequential bilinguals.
	Blue-green faces – students who enter the program with linguistic resources in both languages - These students may or may not qualify as ELLs - These students are simultaneous bilinguals
	Blue faces – Students who are monolingual English speakers In dual language programs, these students will become sequential bilinguals

Dual Language Non-Negotiables		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
- A minimum of 50% to a maximum of 90% of instruction in the target language - Strict separation of languages for instruction (no translation) - K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	- Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade - Strict separation of languages for instruction—100% of class taught in the target language - K-12 commitment	- A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) - Strict separation of languages for instruction—100% of class taught in the target language - K-12 commitment
Note: Based on the program design of the school, 6 th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6 th grade dual language programs at a middle school site will follow the non-negotiables for 6 th -8 th grade programs.		

Biliteracy Strategies

Strategy	Pg in T4B	Key Take-Aways
Say Something	p.95	
Concept Attainment	p. 53-56	
Total Physical Response (TPR)	p. 81	
Language Experience Approach (LEA)	p. 57-59	

Adapted Readers Theater (ART)	p. 81	
Dictado/ Dictation	p. 126- 128	

Language Allocation

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

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%			
			Spanish					100%	

Creating Systems that Support Biliteracy

Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**. **The content and language allocation plan should reflect the following Biliteracy Non-Negotiables:**

Biliteracy Non-Negotiables (Beeman & Urow, 2013)

Biliteracy Non-negotiable	Implications	Evidence in biliteracy map
1. All students received literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.		
2. Students are together for differentiated, but not separate, instruction.		
3. Content is taught in one language only at each grade level. This is called content allocation.		
4. In PreK-5, content and literacy Instruction are integrated		

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.

Sample Language and Content Allocation: 50/50 Program

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies

At the secondary level, biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language. At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language.

Sample Language and Content Allocation Plan: 80/20

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

At the secondary level, biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language. At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language.

For additional sample content and language allocation plans for BOTH 80/20 and 50/50 programs, go to:

<http://www.teachingforbiliteracy.com> ->

Programmatic Supports ->

Infrastructure Supports ->

Scroll down to “Sample Content and Language Allocation Plans for Dual Language and Biliteracy”

Working on your own or with your team, map out your current **content and language allocation plan from the point of view of the students**. 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 (or other non-English language) and how much of their instructional time is in English.

As you complete the Content and Language Allocation Worksheet, 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?
- Note: Grade levels that have a 50/50 language allocation plan should begin by determining the language of math. That language will have a shorter language arts (literacy) block than the non-math language, which will have a larger block. This is important when creating standards-based grade level biliteracy maps.
- 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	Direction of the Bridge	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	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
5					
6					
7					
8					

9					
10					
11					
12					

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

Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: - Oracy Development - Social Studies investigations - Whole Group Mini-Lesson - Writing - Independent practice - Word Work/Dictado	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: - Oracy development - Science experiments - Guided practice - Writing - Word study	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: - Oracy development - Guided practice - Writing - Word study	English

(Spanish time is lessened in subsequent grades and usually 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 – Note: This specific schedule reflects Kinder, second grade, and fourth grade in the content and language allocation plan found on p. 10.

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Alternating units: Science and Language Arts and Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments/Social Studies investigations • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills	English
1:00-1:50	Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Writing • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

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

There are more instructional minutes in Spanish (areas highlighted in green) than English (areas highlighted in blue) in this sample schedule, reflecting the fact that in most districts, specials are only offered in English. If your district offers specials in Spanish, the minutes for the subjects highlighted in blue can be increased.

Biliteracy Unit Framework (BUF) for teaching language, literacy, and content in Spanish and then Bridged to English (p. 16-17 in *Teaching for Biliteracy*)

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		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	Content Instruction		
Writing • Guided Writing • Writers' Workshop			
Word Study and Fluency • Decoding • Phonics			
			• Spelling
Summative Assessment			
Bridge • Metalinguistic Skills			
Extension Lesson or Activity			

Updated Biliteracy Unit Framework – June 2018 (Draft – Second Edition)

Theme/Unit Name: - Content Area Standards - Writing Standards: - Reading Standards:			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	-Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge				Formative Assessment
Reading Comprehension		Content		
Writing				
Word Study and Fluency				
Summative Assessment				
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.		

Biliteracy Unit Framework (BUF) for teaching language, literacy, and content in and Bridged to Spanish (p. 16-17 in *Teaching for Biliteracy*)

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		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	Content Instruction	
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics • Spelling		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Updated Biliteracy Unit Framework – June 2018 (Draft – Second Edition)

Theme/Unit Name:			- Content Area Big Idea(s)	-Language Proficiency/Development Standards
- Content Area Standards			- Literacy Big Idea(s)	- Language Targets
- Writing Standards:			- Content Targets	- Summative Assessment
- Reading Standards:				
Building Oracy and Background Knowledge			Content	Formative Assessment
Reading Comprehension				
Writing				
Word Study and Fluency				
Summative Assessment				
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.		

Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	
2. Elicit key words/phrases/sentences in the language of instruction from students	
3. Practice the terms in the new language	

Element of the Bridge	Observations
4. Begin the Bridge for transfer - Match the key words/phrases/sentences to the other language	
5. The Bridge for metalinguistic focus	
6. The Bridge for transfer – continued practice	

Strategies for The Bridge (In Chapter 10)	
Page, <i>Teaching for</i> <i>Biliteracy</i>	Notes
Side-by-Side (P. 135-136)	
Illustration or Graph (Bottom of P. 138 and top of p. 139)	
Así se dice (p. 139)	

