

The Biliteracy Curriculum:

Standards-Based Maps Designed to Reduce Redundancy and Optimize Transfer



Melody Wharton, M.Ed.

TeachingForBiliteracyMW@gmail.com

Center for Teaching for Biliteracy

www.TeachingforBiliteracy.com

The Biliteracy Curriculum:

Standards-Based Maps Designed to
Reduce Redundancy and Optimize Transfer

Session's Agenda:

- Planning for Biliteracy – Reducing Redundancy and Optimizing Transfer
- The Curriculum Audit – Assessing for Alignment, Redundancy and Transfer



Session's Essential Question:

How does a curriculum audit reflective of grade-level biliteracy maps prime a curriculum that reduces redundancy and optimizes transfer?



What is a BUF and where does it come from?



Content and Language Allocation Plan

	Chinese Spanish	English
PK-2	Math Social Studies Literacy	Science Literacy
3-5	Math Science Literacy	Social Studies Literacy

Time	Subject	Language
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/ Enrichment	Teacher Choice based on student need
1:40-2:25	RA/Specials	English
Dismissal		



English

Title	Antenals Plants	Plants Animals	Observable properties of Objects + Materials	Weather
Science	K.L.2 where are organisms found K.L.2A1 Different types of plants K.L.2A2 plant needs K.L.2A3 plants inside and outside	K.L.2 K.L.2A1 where are animals found K.L.2A2 Animals use their bodies K.L.2A3 How humans use their senses	K.P4 K.P.4A1 K.P.4A2 K.P.4A3	K.EB K.E.3A1 K.E.3A2 K.E.3A3 K.E.3A4
Reading	8.2 With guidance and support, use front cover, title page, illustrations/photographs, table of contents, and table of contents to locate and describe key facts or information, describe the relationship between these features and the text. 7.1 With guidance and support, compare topics or issues within a thematic or author study heard, read, or viewed. 10.1 Identify the author and illustrator and define the role of each.	Describe the relationship between illustrations and the text. 1.1 With guidance and support, read or listen closely to: 1.1.1 describe characters and their actions. 1.1.2 compare characters' experiences to those of the reader. 1.1.3 Recognize and sort types of literary texts. 1.1.4 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. 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 illustrator. 1.1 With guidance and support, identify how an author's choice of words, phrases, connections, and illustrations suggest feelings, appeal to the senses, and contribute to meaning. 2 Read or listen closely to compare familiar texts.
Writing	Info -label books	Narrative -bookend	Info -bookend on 2.3rd	Opinion -bookend on 2.3rd

Chinese/Spanish

title	Rules and laws	Family	The world Around me	National Symbols
SS	K.1.1 compare the daily life of children and their family in the past and in the present. K.4.2 transportation & communication K.4.3 goods & services past and present K.4.4 Wants & needs.	K.2.1 purpose of rules & laws K.2.2 authority figures K.2.3 authority in the school community K.2.4 good citizenship	K.1.1. (location, state, function, form) K.1.2. describing the community K.1.3. connections in the community K.1.4. national features of the community	K.1.1. (location, state, function, form) K.1.2. describing the community K.1.3. connections in the community K.1.4. national features of the community
Reading	8.1 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. Summarize key details and ideas to support analysis of central ideas. 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	1.1 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. Summarize key details and ideas to support analysis of central ideas. 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	1.1 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. Summarize key details and ideas to support analysis of central ideas. 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	1.1 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. Summarize key details and ideas to support analysis of central ideas. 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
Writing	Opinion Review	Lit Narrative Personal	Lit Narrative Fiction	Info Fact sheet

title
SCIENCE

English

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

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.

Formative Assessment

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

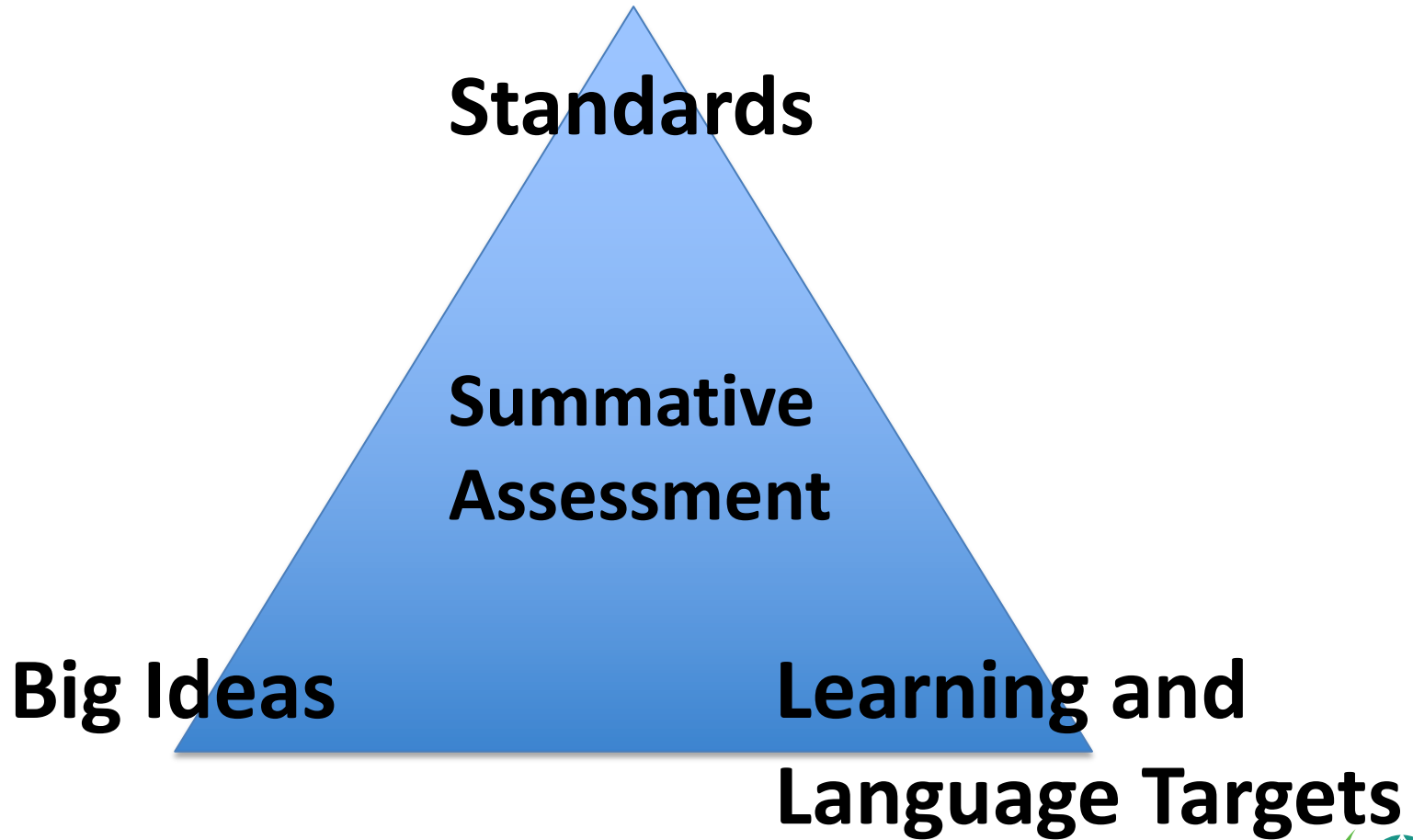
Bridge – Transfer -
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

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.

Formative Assessment

BUF Triangle



Session's Agenda:

- **Planning for Biliteracy – Reducing Redundancy and Optimizing Transfer**
- The Curriculum Audit – Assessing for Alignment, Redundancy and Transfer



Planning For Biliteracy



Planning for Biliteracy:

- Program meets the Dual Language non-negotiables
- Program meets the Biliteracy non-negotiables



Planning for Biliteracy: Creating Sustainable Systems

Biliteracy Non-Negotiables (Beeman & Urow, 2013)

- All students receive literacy instruction (language arts) 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.
- Students are together for differentiated, but not separate, instruction.
- In PreK-5th grades, content and literacy are integrated.
- Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.

Page 11 – Handouts from Tuesday

Soleado—Fall 2008

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, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.		

DLNM



Dual Language Non-Negotiables

2018

<i>Dual Language Non-Negotiables</i>		
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	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	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)
K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	100% of class taught in the target language - K-12 commitment	100% of class taught in the target language - K-12 commitment
Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.		

Strategic

Strategic

Strategic

Biliteracy Non-Negotiables

- All students receive 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.
- In PreK-5th grades, content and literacy are integrated.
- Students are together for differentiated, but not separate, instruction.
- Content (math, science and social science) is taught in one language only at each grade level. This is called content allocation.
- All teachers that teach the students in the program are considered biliteracy/dual language teachers (ex: the English teacher in a two-teacher model, the specials teachers, etc.)



THIRD GRADE

Español
50% / Day

SCIENCE

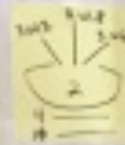
Why are organisms
different from one
another?

How affect

WRITING

2

Informative



Fact
Sheet

READING

Informational

1	2	10
	6	
	8	
	9	

SOCIAL SCIENCE

How do communities
determine rules & resp.?

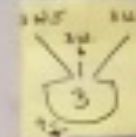
How take

English
50% / Day

WRITING

3

Narrative



Narrative
Nonfiction

READING

Literature

1	2	10
	3	
	5	



Planning For Biliteracy – Reduce Redundancy and Optimize Transfer



Reduce Redundancy

Monoliteracy	Biliteracy	
Math Reading Writing Science Social Studies	<u>English</u> Math Reading Writing Science Social Studies	<u>Spanish</u> Math Reading Writing Science Social Studies



Reduce Redundancy – Be Strategic

Separate Content by Language for at Least a Year

Monoliteracy	Biliteracy	
Math Reading Writing Science Social Studies	<u>English</u> Social Studies Reading Writing	<u>Spanish</u> Math Science Reading Writing

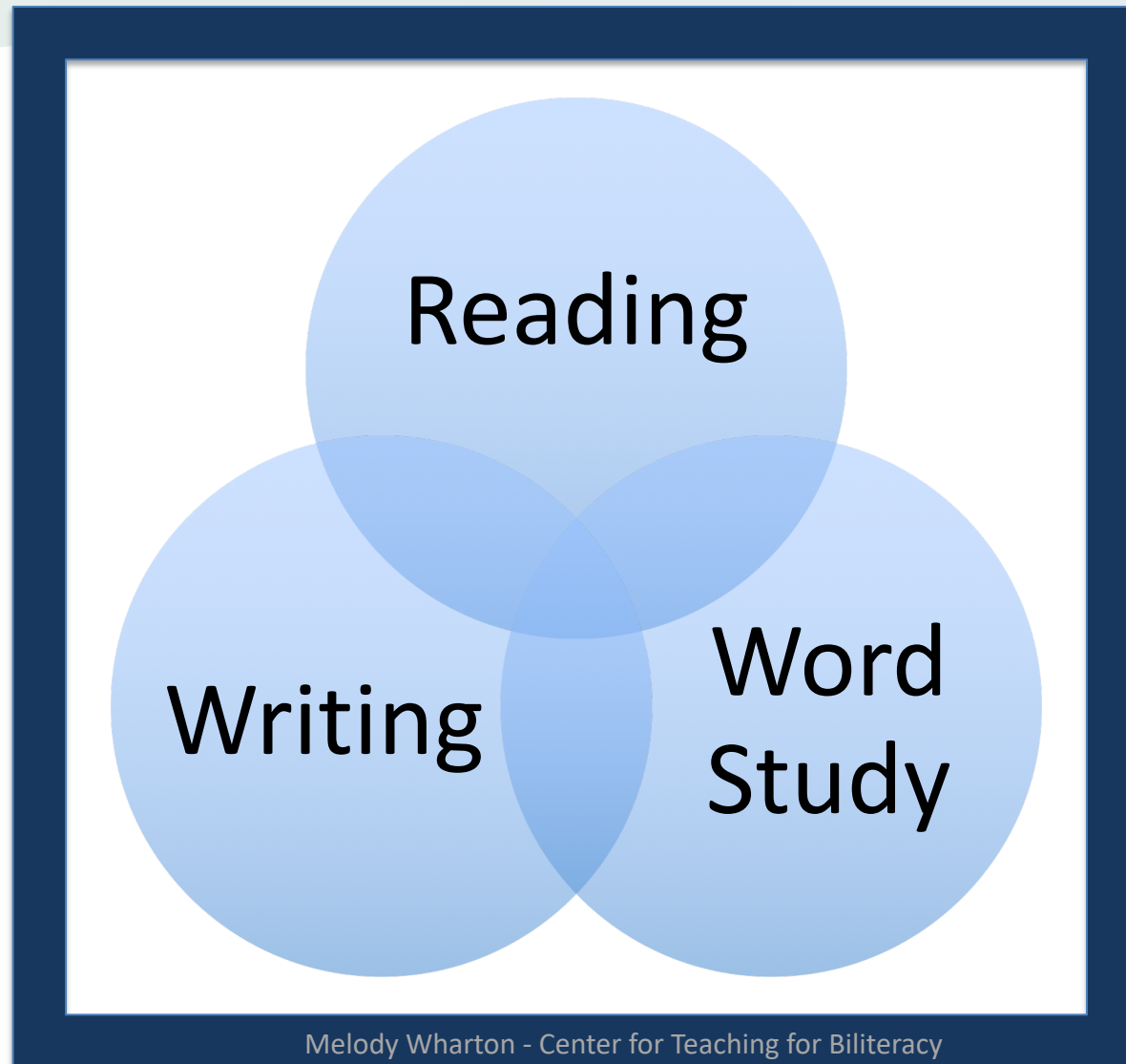


Reduce Redundancy – Be Strategic

Instruction is Integrated and Comprehensible

Monoliteracy	Biliteracy	
Math Reading Writing Science Social Studies	English Social Studies Reading Writing	<u>Spanish</u> Math Science Reading Writing

What is Literacy? What is Balanced Literacy?



Context
for
Meaning



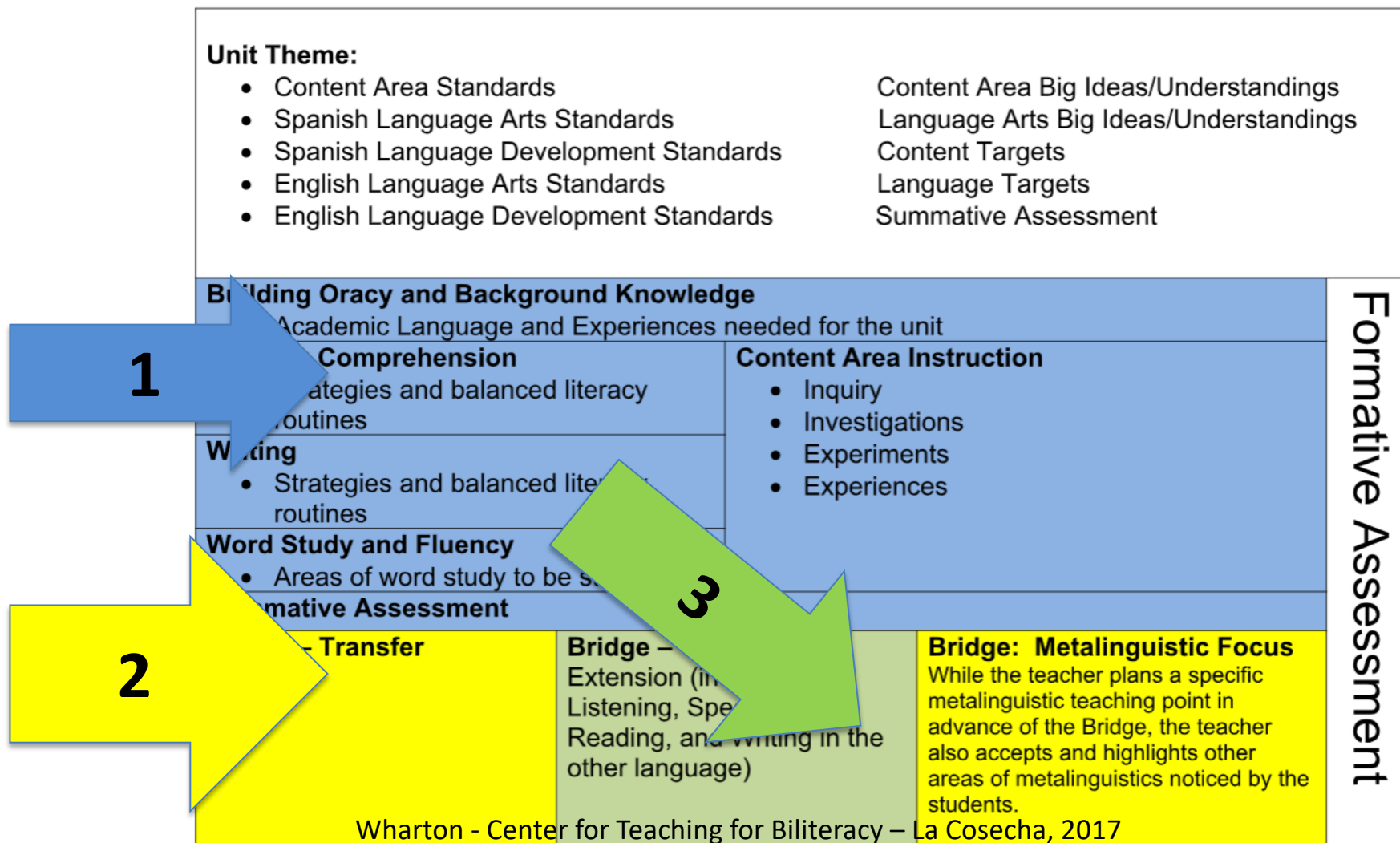
Optimize Transfer –

All units plan for the three linguistic spaces:

- Deep instruction in one language
- The Bridge
- Extension, practice and application of standards and concepts already learned in one language into the other language



Optimize Transfer – Plan for Three Linguistic Spaces



Optimize Transfer – Plan for Three Linguistic Spaces

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards		Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge Academic Language and Experiences needed for the unit		
Spanish Comprehension Strategies and balanced literacy		Content Area Instruction • Inquiry • Investigations • Experiments • Experiences
English Comprehension Strategies and balanced literacy routines		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
Spanish – Transfer	English – Transfer	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.

Wharton - Center for Teaching for Bilinguality – La Cosecha, 2017

Reduce Redundancy and Optimize Transfer

Plan Standards and Three Linguistic Spaces
at the Year Long Level with a Biliteracy
Map.

This ensures:

- All standards are placed
- All units are strategically integrated



Assumptions:

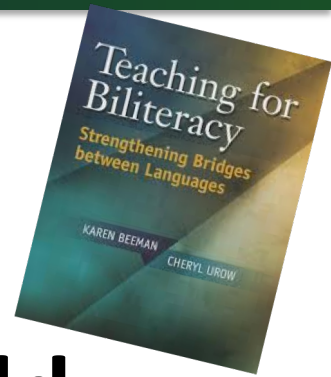
- There is a clear understanding of what the Bridge is (purpose) and when it happens in a unit.
- There is a clear understanding of what the extension is (purpose) and when it happens.
- All stakeholders can articulate how the standards are organized, their intention, and shifts (or new expectations).



The Purpose of the Bridge



The Bridge – p. 134



The purpose of the Bridge is two-fold.

First, it is to help students transfer academic language learned in one language to the other language.

Secondly, it is to engage students in contrastive analysis of their languages by focusing on how Spanish and English are similar and different.

Assumptions:

- There is a clear understanding of what the Bridge is (purpose) and when it happens in a unit.
- There is a clear understanding of what the extension is (purpose) and when it happens.



The Purpose of the Extension



The Extension

- Give students the opportunity to practice standards and all four language domains (listening, speaking, reading, and writing) in the other program language.
- The extension should capitalize on what students learned in one language, but provide opportunities for practice in the other language using the standards for planning.



The Extension

How an extension looks or is written also depends on the content and language allocation plan.

The emphasis of the extension is to practice what they already learned in one language, in the other program language, paying special attention to the differences at the word, sentence, and discourse level.



Extension Non-Negotiables

- In the other language and during the other language time
- All 4 language domains
- Allows students to explore something new with something old
- Using learned literacy skills in a different context **OR**
- Using learned content with new literacy skills



The Extension is NOT:

- Not re-teaching same content with a different example
- Not providing the same mini lessons in the other language
- Not expecting students to produce the same work in the other language
- Not re-reading same book
- Not a worksheet



Standards

Design Matters



Placing Standards When Mapping

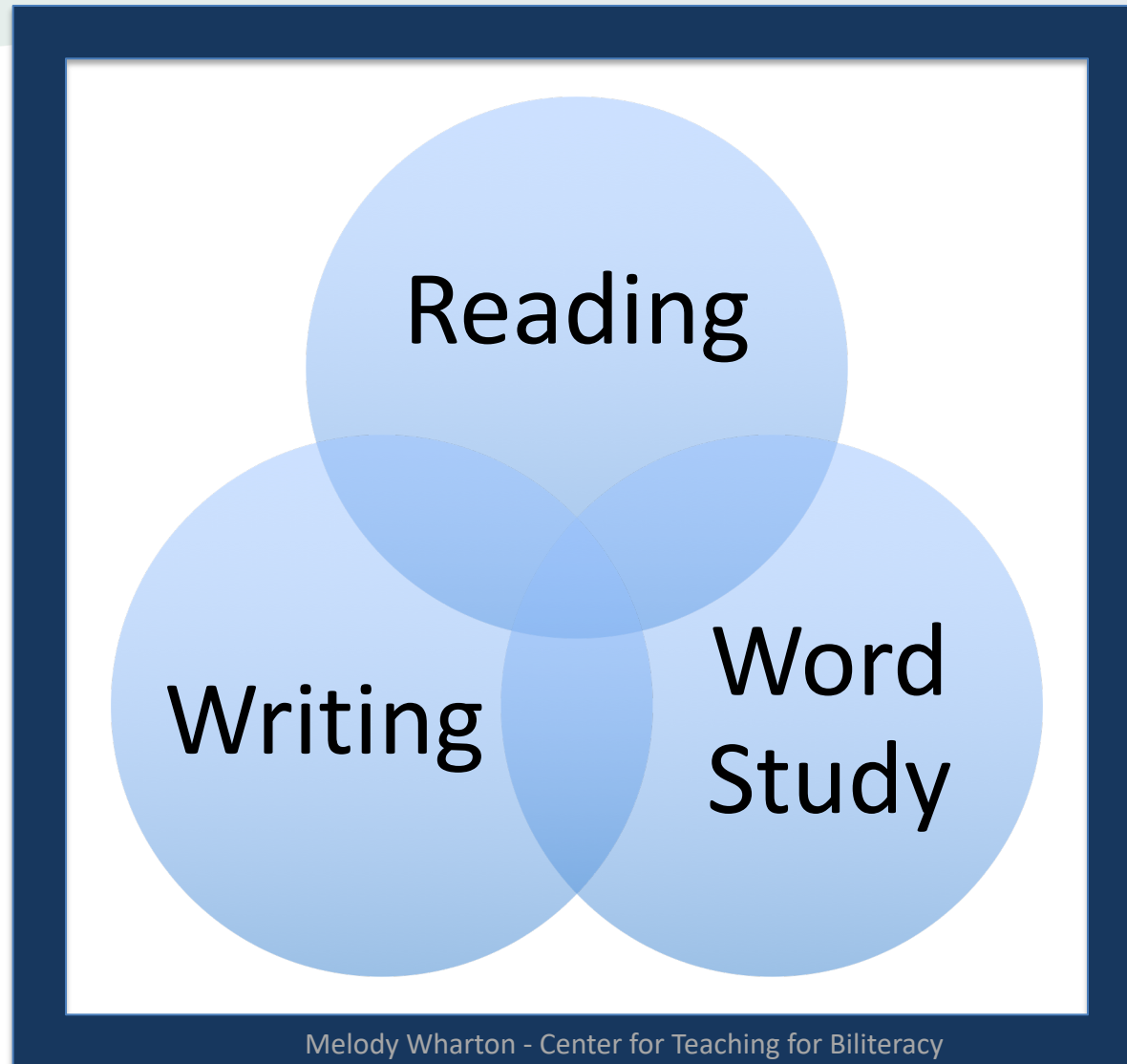
Content

Reading

Writing



What is Literacy? What is Balanced Literacy?



Context
for
Meaning



Sample Biliteracy Map (80/20)

Unit 1

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science
Spanish LA

Unit 2

SS.H.1.1: Create a chronological sequence of multiple events.

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

Social Studies
Spanish LA

Unit 3

1-LS1-1. Use materials to design solution to a human problem by mimicking how plants/animals use their external parts to help them survive, grow, meet needs.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Science
Spanish LA

Bridge

Bridge

RI.1.2 Identify the main topic and retell key details of a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English LA

RL.1.3 Describe the characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events...

English LA

Sample Biliteracy Map 50/50

Social Studies Literacy

Rights/responsibilities of a citizen

4.C&G.1; 4.C&G.2

Reading:

RL 4.2 (summarize); RL 4.7

Writing:

W.4.3 - Narrative

Factors that affect the growth of a state

4.G.1

Reading:

RI 4.6; RI 4.2 (main idea)

Writing:

W.4.2 Info/Explain

Science Literacy

Healthful Living

4.L.2; 4.PCH.1-3; 4.NPA.1-3

Reading:

RI 4.8; RI 4.5

Writing:

W.4.1 - Opinion

Electricity and Magnetism

4.P.1; 4.P.3

Reading:

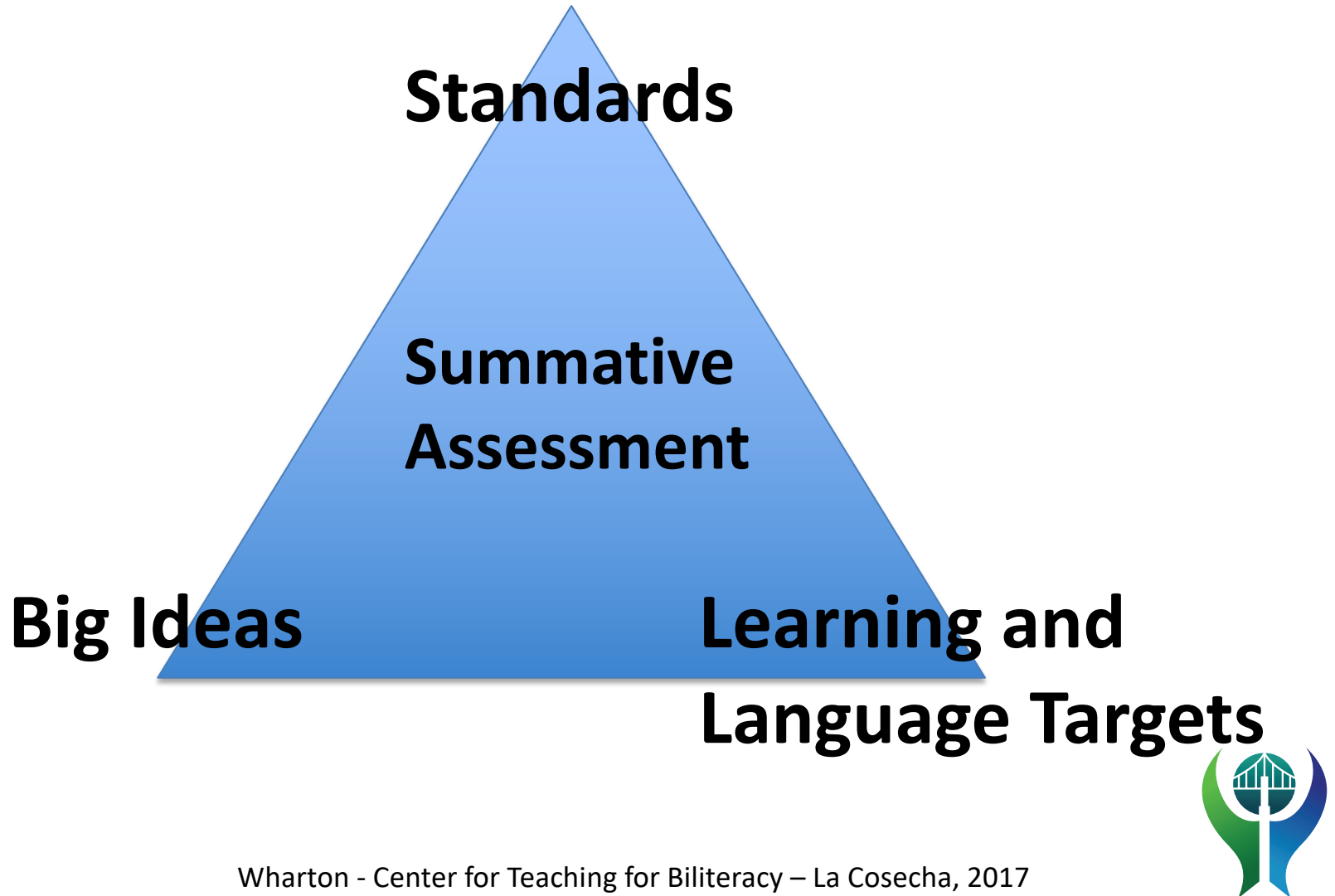
RL 4.4; RL 4.5

Writing:

W.4.1 – Narrative



From the Biliteracy Map to the BUF Triangle



From the BUF Triangle to the Unit Plan

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

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.

Formative Assessment



Session's Agenda:

- Planning for Biliteracy – Reducing Redundancy and Optimizing Transfer
- **The Curriculum Audit – Assessing for Alignment, Redundancy and Transfer**



Vertically Aligned

Enduring

Rigorous

Standards Based



Auditing the Biliteracy Curriculum

Audit - an official inspection of an individual's or organization's accounts, typically by an independent body.



Auditing the Biliteracy Curriculum

Critically audit maps for:

- Alignment
- Prioritization
- Rigor

“A biliteracy curriculum should be designed to reduce redundancy and optimize transfer.”

– Karen Beeman, 2016



Standards Check

Informational Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Literary Texts Reading Standards		
Spanish		English
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Wharton, teachingforbiliteracyMW@gmail.com, 2017



Auditing the Biliteracy Curriculum

The purpose of the audit is to engage stakeholders in these critical conversations to ensure the curriculum is standards-based, rigorous, and vertically aligned.



A Biliteracy Journey From the Field:

Blanca Harvey and Crystal Ramos

Kennewick School District

- Process
- Successes
- Challenges
- Next Steps



A Biliteracy Journey From the Field:

Process

- BUF Writing Summer Summit 2017
- KSD Biliteracy Leadership Summit
Compression Planning
- PD Schedule
- Standards Mapping



A Biliteracy Journey From the Field:

Successes

- Electronic versions of Maps
- Working with standards and conducting audits
- Biliteracy Plan
- Cohesiveness
- New teacher Biliteracy 101
- PD Schedule
- Improved agenda
- Addition of Biliteracy interventionists



A Biliteracy Journey From the Field:

Challenges

- Thinking we could go faster
- Recursive Process
- Adopted Curriculum
- Sticking to Steps
- Teacher Buy-in
- Unpacking and Interpreting Standards
- Support and Time
- Certified Coaches



A Biliteracy Journey From the Field:

Next Steps

- KSD BUF Camp
- Update and Upload KSD Biliteracy Maps
- Additional Systems of Support
- Planning
- BUF Summit 2019
- Biliteracy Model Classrooms
- Aligning Resources
- Biliteracy Demo



A Biliteracy Journey From the Field:

Contact Information

Crystal.ramos@ksd.org

(509) 222-6921

Blanca.harvey@ksd.org

(509) 222-6899



Session Closure:

How does a curriculum audit reflective of grade-level biliteracy maps prime a curriculum that reduces redundancy and optimizes transfer?



Thank you!

<https://goo.gl/htXY1o>

