

Teaching for Biliteracy Summer Institute

Indianapolis, IN

Wednesday July 25, 2018



www.TeachingForBiliteracy.com

**Make sure to sign up for our website
for access to biliteracy resources!**

AM – Wednesday, July 25, 2018

8:30 a.m. – 12:30 p.m.

What does biliteracy instruction look like?

- Debriefing and sharing
- The importance of oracy

What systems and structures support biliteracy ?

- Schedules, content and language allocation, biliteracy maps
- Biliteracy non-negotiables



PM – Wednesday, July 25, 2018

1:30 p.m. – 3:30 p.m.

Green Dots:

What does it look like to teach for language, literacy, and content?

Dana Hardt: Science and Literacy

Orange Dots:

What classroom systems support biliteracy?

Olga Karwoski: The Three Linguistic Spaces



Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or to follow along with the power point.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



What does biliteracy instruction look like?

Debriefing and sharing



Networking

When I ring the bell, please stand up with your handouts and find someone you don't know, at a different table.

- Introduce yourselves.
- Tell your new partner:

My biggest takeaway from the sample biliteracy instruction was...



My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.



Biliteracy Instruction

Theme/Unit Name:

- Content Area Standards

- Writing Standards

- Reading Standards

Proficiency/Development Standards

- Content Targets

- Summative Assessment

Building Oralcy and Background Knowledge

Reading Comprehension

Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

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.

Summative Assessment



Theme/Unit Name:

- Content Area Standard

- Writing Standards: Literacy Big Idea(s)
- Content Targets - Summative Assessment

Building Oracy and Background Knowledge

Reading Comprehension

Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations

Writing

- Strategies and balanced literacy routines

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highlights other areas of metalinguistics
noticed by the students.

Summative Assessment



My biggest takeaway from the sample biliteracy instruction was...

Oracy building strategies:

- **Total Physical Response (TPR)**
- **Sentence Prompts**
- **Word/Picture Sort**
- **Fishbowl**
- **Concept Attainment**
- **Adapted Readers' Theater (ART)**
- **Partner work**



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

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

Content Area Instruction

- While engaging in oracy building, students were**
- **talking to each other**
 - **moving through gradual release of responsibility (I do, we do, you do)**
 - **using a lot of language**
 - **staying in the language of instruction**
 - **learning new vocabulary within a comprehensible context and in complete sentences**

Theme/Unit Name:

- | | | |
|--------------------------|----------------------------|---|
| - Content Area Standards | - Content Area Big Idea(s) | -Language Proficiency/Development Standards |
| - Writing Standards: | - Literacy Big Idea(s) | - Language Targets |
| - Reading Standards: | - Content Targets | - Summative Assessment |

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

- Strategies and balanced literacy routines

Content Area Instruction

- Inquiry

Writing

- Strategies

Word Study and

- Areas of

Summative Assessment

Bridge - Transfer

How long would the oracy building last in a classroom?

What are the benefits of taking the time to build oracy?

What are the challenges?

Focus
specific
point in advance of
to accepts and
metalinguistics

noticed by the students.

Networking

When I ring the bell, please stand up with your handouts and find a new person

- Introduce yourselves.
- Tell your new partner:

One new thing I learned about the Bridge was...



Biliteracy Instruction

Theme/Unit Name:

- Content Area Standards

- Writing Standards

- Reading Standards

Proficiency/Development Standards

- Content Targets

- Summative Assessment

Building Oralcy and Background Knowledge

Reading Comprehension

Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge - Transfer

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

Bridge: Metalinguistic Focus

While the teacher plans a specific
metalinguistic teaching point in advance of
...ots and
...uistics

The Bridge - Chapter 10

Summative Assessment



Theme/Unit Name:		Development Standards		
- Content Area Standard		Literacy Big Idea(s)		
- Writing Standards:		- Content Targets	- Summative Assessment	
Building Oracy and Background Knowledge		Summative Assessment		
Reading Comprehension	Content Area Instruction			
Strategies and balanced literacy routines				• Inquiry • Investigations
Writing				
Strategies and balanced literacy routines				
Word Study and Fluency				
Areas of word study to be studied				
Summative Assessment				
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking)	Bridge: Metalinguistic Focus While the teacher plans a specific		
		ance of s and stics		

The Bridge - Chapter 10

The Bridge - Chapter 10



Biliteracy Instruction

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

Rea

Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Experiments
Experiences

Writing – Chapter 8

Word Study a
• Areas

**Word Study (phonics, fluency,
grammar) – Chapter 9**

Summative Assessme

Bridge

Bridge – Transfer - Extension

Bridge: Metalinguistics

The Bridge - Chapter 10

Formative Assessment



What does biliteracy instruction look like?

The importance of oracy



Oracy in anticipation of literacy

- Even with older students, who have literacy skills
- In BOTH English and Spanish medium instruction



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Effective oracy building strategies for the beginning of biliteracy units of study



- Can and should be used together. Which did I use?
- Adapted Readers' Theater with pictures— p. 81
- Word Sort – p. 83
- What do oracy building strategies do?

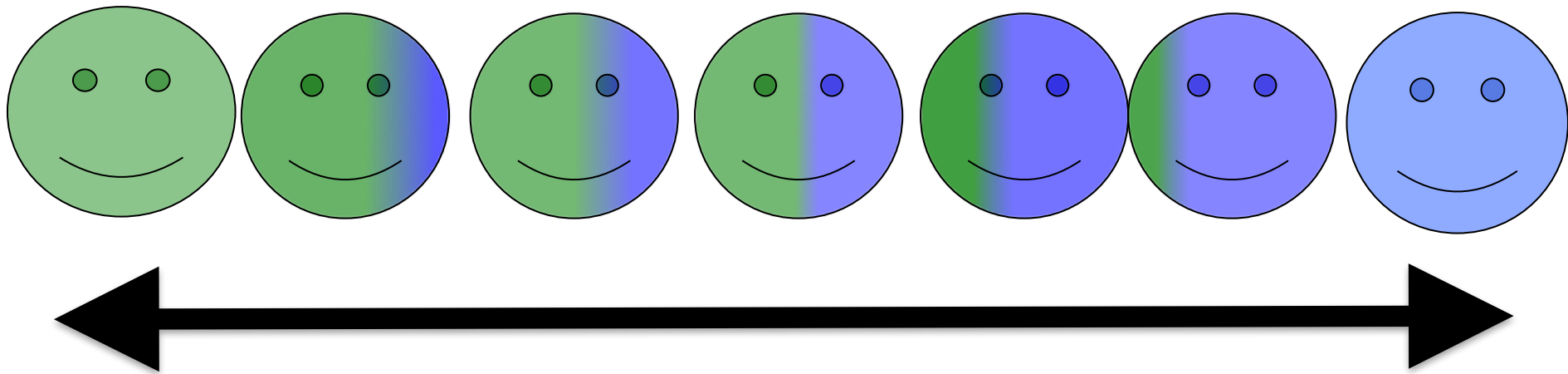


Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Promote student-student interaction
- Encourage active **and meaningful** participation of **all** students
- Structure the oral interaction between and among students
- Provide students with a structures in which to experience new concepts and practice new academic **language in the language of instruction**



**Oracy strategies develop oral
academic language for students
with a wide range of linguistic
proficiencies.**



Effective oracy building strategies for the beginning of biliteracy units of study...p84

- Prepare students for literacy **instruction**.
- **Ensure all** students are able to participate
- Respect the language the students bring into the classroom
- Model and teach formal **language**
- Reduce teacher talk and increase student talk and student movement.



What systems and structures support biliteracy ?

Schedules, content and language allocation, biliteracy maps

Biliteracy non-negotiables



Dual Language Non-Negotiables

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 non-English language - Strategic 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.		

The non-negotiable that resonates most with us is...because...

- A minimum of 50% to a maximum of 90% of instruction in the non-English language.
- Strategic separation of languages for instruction. No translating (by teachers OR students).
- Minimum K-5 commitment.



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

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.		



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

Which of the biliteracy non-negotiables resonates most with you?

- Content is taught in one language only at each grade level. This is called content allocation.
- In PreK-5, content and literacy Instruction are integrated



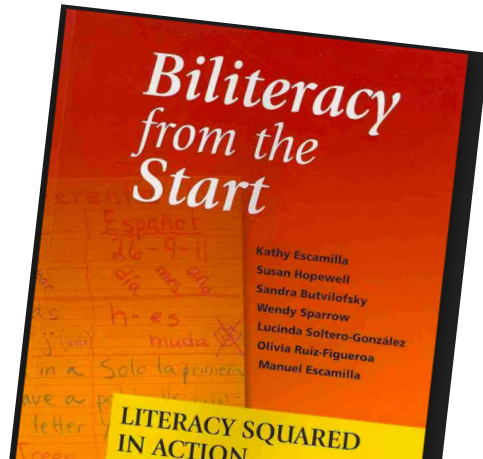
Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

- 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 ever.
- **Why?**

Simultaneous, Daily Biliteracy Development

“Focusing on biliteracy development shifts the debate from language of instruction to the **quality** of of instruction.”

Escamilla, 2014



**Simultaneous, Daily Biliteracy
Development**
“Focusing on biliteracy
development shifts the debate
from language of instruction to
the **quality** of of instruction.”

Escamilla, 2014

In other words...

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Simultaneous, Daily Biliteracy Development

“Focusing on biliteracy development shifts the debate from language of instruction to the **quality** of of instruction.”

In other words, we no longer ask – in which language do students learn initial literacy (learn to read and write), but rather, what strategies do we use to teach literacy in BOTH languages from the start?



What is biliteracy instruction?

Teaching for biliteracy is

- different than teaching for monoliteracy.
- different than teaching for two monoliteracies

Teaching for biliteracy means

- always teaching **language, literacy, and content** planning for **Spanish, the Bridge, and English.**



Simultaneous, Daily Biliteracy Development

- "Being bilingual has certain cognitive benefits and boosts the performance of the brain, especially one of the most important areas known as the executive control system," said Bialystok on Friday at the annual meeting of the [American Association for the Advancement of Science](#) in Washington, DC.
- **"The effect was greatest for people who had to use the language every day..."**



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

Creating Systems that Support Biliteracy

Teaching for biliteracy, including the implementation of the Bridge, is most effective when...ly defined **content and language**

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Biliteracy Non-Negotiables

Biliteracy Non-Negotiables (B)

Biliteracy Non-negotiable	Implications
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	
2. 3. for differ separate, instruction.	

What are the implications for:

- schedules
- professional development
- curriculum mapping
- local assessments
- other?

Student's Perspective

Time	Subject	Language
9:00-10:00	Social Studies and Language Arts • Inquiry/Project Based • Oracy Development • Whole Group Instruction • Writing • Independent Practice • Word Work/Dictado	Spanish
10:00-11:00	Math • Oracy Development • Math Skills	Spanish
11:00-11:25	Math • Small Group Instruction	Spanish
11:25-12:00	Science and Language Arts • Oracy Development • Word Study	English
12:00-1:00	Lunch/Recess	Student Choice
12:45-1:00	Journal Writing	Student Choice
1:00-1:30	Specials	English
1:30-3:00	Science and Language Arts • Inquiry and Science Experiments • Independent Practice • Writing • Guided Practice	English



Sample Schedule 80/20

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)	Teacher choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
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



	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/<u>Dictado</u>	Spanish
		over the course of a math unit, the students engage in: Oracy development Math skills	Spanish
		and Recess	Student choice
		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

Sample 80/20 schedule
– p. 16 of the handouts

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	
8:20– 10:45	Alternating units: Science and Language Arts 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/<u>Dictado</u>	
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice

**Sample 50/50 schedule
– p. 17 of the handouts**

Take some time to review the two schedules.

What do they have in common?

How do they differ?

How different or similar are they to your schedules?

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

- 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 ever.
- Students are together for differentiated, but not separate, instruction.
- **Why?**



Dual Language Non-Negotiables

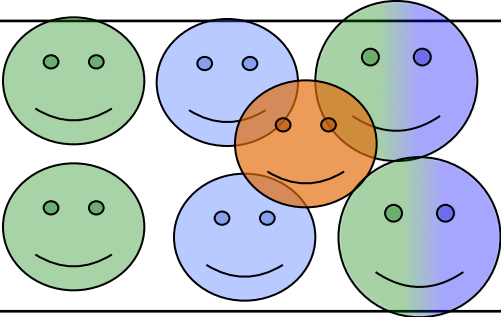
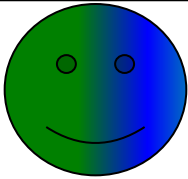
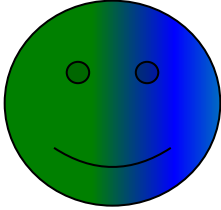
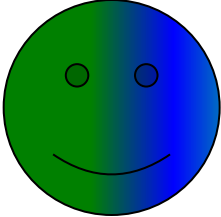
- A minimum of 50% to a maximum of 90% of instruction in the non-English language.

Separating students by their perceived L1 results in students engaging in two different programs.

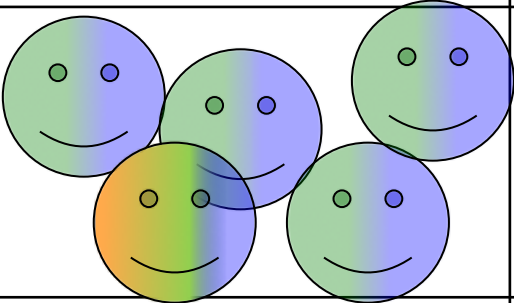
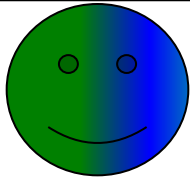
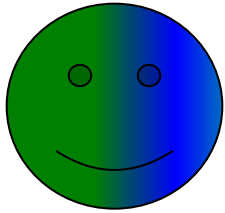
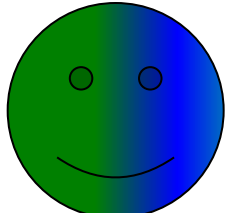
Minimum K-5 commitment.



Students as developing bilinguals

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

Students as developing bilinguals

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

Students as **developing bilinguals**

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



Students as **developing bilinguals**

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

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.		
2. Students are together for differentiated, but not separate, instruction.		
grade-level content allocation.		
4. In PreK-5, content and		

What are the implications of keeping students together?



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

- 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 ever.
- Students are together for differentiated, but not separate, instruction.
- Content is taught in one language only at each grade level. This is called content allocation.



Why keep content in one language all year long?

1. Bilinguals only learn things once. (Science, Social Science, Math, Concepts, Thinking Skills).

Why keep content in one language all year long?

1. **Bilinguals only learn things once.**
2. **We want to reduce redundancy:** avoid flip-flopping, surface level learning, waiting for the other language...
3. **We want to optimize transfer:** the Bridge ensures transfer of academic language and content. It is done at the END of each unit.



Content Allocation for Biliteracy

- Language Arts is taught in both languages daily
- Math is taught in one language at each at each grade level
- Science is taught in one language at each grade level
- Social Studies is taught in one language at each grade level
- It is best if language arts is integrated with Science and Social Studies K-5



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

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- Content is taught in one language only at each grade level. This is called content allocation.
- In PreK-5, content and literacy Instruction are integrated



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

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

What are the implications of keeping content in one language and integrating literacy with content?

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

**Review the
sample language
and content
allocation plans –
pp. 10-11**



What do the two plans have in common?

How do they differ?

How similar or different are they from your current content and language allocation plan?

Kinderga 80/20			
First Grad 70/30			
Second G 60/40			
Third Gra 50/50			
Fourth Grade 50/50	50% Language Arts Science	• Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

Sketch your Language and Content Allocation Plan with your team

- Follow the directions on page 12
- Complete the worksheet beginning on page 13.
- Be prepared to share.
- Optional session with Olga.



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				



What systems and structures support biliteracy ?

Schedules, content and language allocation, **biliteracy maps**

Biliteracy non-negotiables



What is biliteracy instruction?

- Teaching for biliteracy is
- different than teaching for monoliteracy.
 - different than teaching for two monoliteracies
- Teaching for biliteracy means
- always teaching **language, literacy, and content** planning for **Spanish, the Bridge, and English.**

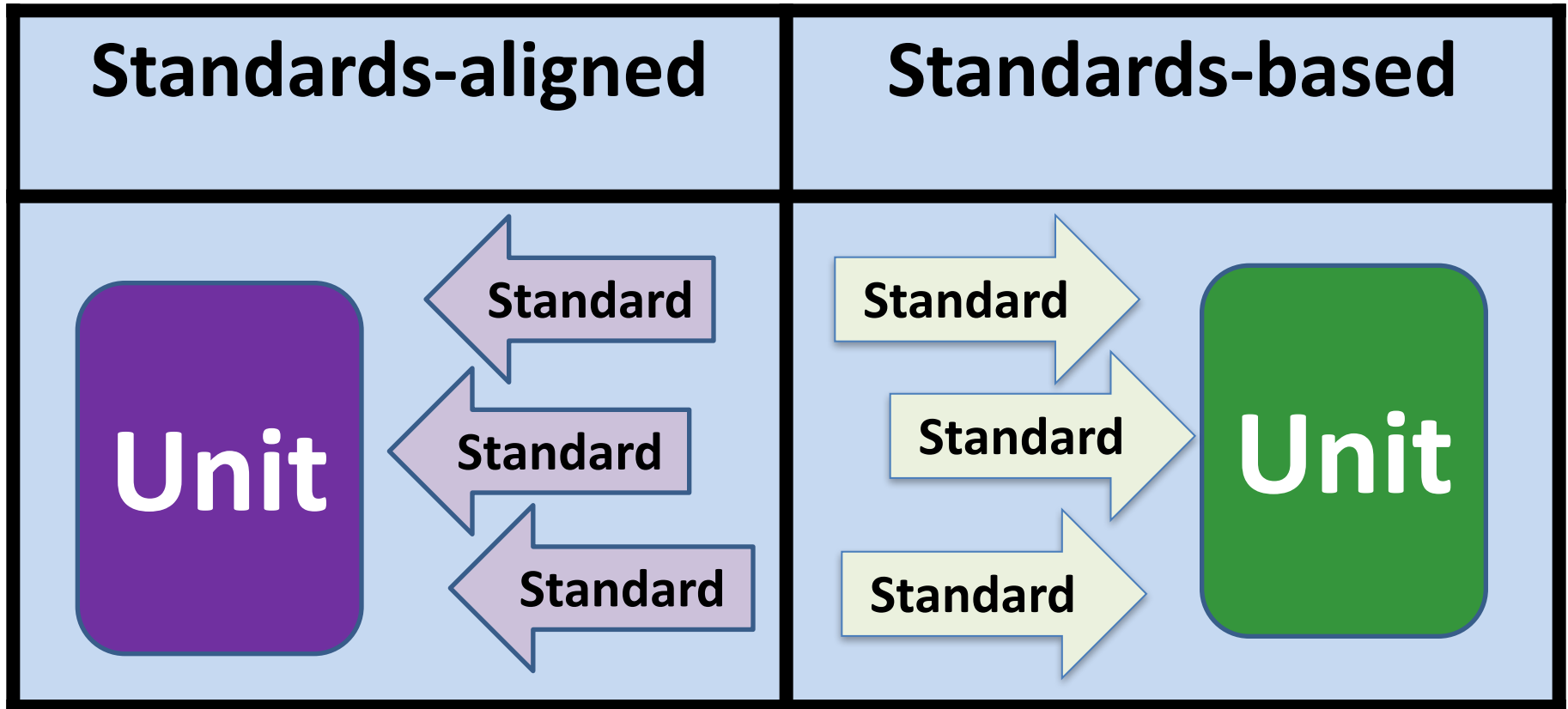


Teaching for biliteracy requires...

- Biliteracy schedules
- Biliteracy strategies
- Biliteracy unit framework
- Biliteracy curriculum maps
 - Biliteracy curriculum maps are standards based



Standards-aligned vs. Standards-based?



First Grade Rules + Respectful System

Content
 SC / SS
 (Math is mapped elsewhere)
 Living, Learning + Working Together

Writing

Reading

English
 L S R W
 Language needed through the building
 Establishing routines for English time
 Direction (How routines in school work)

Topics and Genres:

- Are there rules everywhere?** (How do observations describe patterns?)
 Genres: 1 Opinion, 3 Narrative, 1 Personal Essay
- Where we live** (How do I know where I am?)
 Genres: 2 Informative, 1 How-to-Book
- Light + Sound** (How can I use light + sound to send messages?)
 Genres: 1 Opinion, 1 Petition
- Needs + Wants** (How do we all get what we need?)
 Genres: 3 Narrative, 1 Personal Narrative
- Organisms + Sun** (How can we solve problems using nature?)
 Genres: 2 Informative, 1 Fact Sheet
- People Past + Present** (How are our lives different from those who lived in the past? Do we all grow + change the same way?)
 Genres: 3 Narrative, 1 Historical Fiction, 1 Opinion, 1 Persuasive Letter

Reading Genres:

- Literature: 1, 2, 3
- Informational: 1, 2, 3
- Non-Fiction: 1, 2, 3

Themes:

- School
- Friendship
- Weather
- Celebrations
- Responsibility
- Community
- Animals
- Family

BUFs plan instruction by unit

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			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	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.	

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BUFs plan instruction by unit

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

Illustration

Side by Side or

Así se dice

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

Standards-Based Biliteracy Maps

plan instruction for the year

Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

Building Oracy and Background Knowledge

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

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Bridge: Metalinguistic Focus

Formative Assessment

What happens when different objects interact?

What factors help people get along? (Author's Study - Relationships)

Universal Theme in Literature

2 Informative

Lab Report

3 Narrative Fiction

Informative

Literature

Theme/Unit Name:

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Bridge: Metalinguistic Focus

Formative Assessment

What makes our community strong & how can we improve it?

How can I be my best? Responsibility

Universal Theme

3 Narrative

Biography

1 Opinion

Argumentative Letter

Literature

Informative

Stand and Visit a Biliteracy Map

- take your handouts with you

- What is the grade level?
- Find the daily schedule.
- What is the language allocation (daily % of time in Spanish and English)?
- What is the content allocation (what content is taught in what language)?



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

- 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 ever.
- Students are together for differentiated, but not separate, instruction.
- Content is taught in one language only at each grade level. This is called content allocation.
- In PreK-5, content and literacy Instruction are integrated



Biliteracy MAPS Reflect the Biliteracy Non-Negotiables – p.9

Creating Systems that Support Biliteracy

Teaching for biliteracy, including the implementation of the Bridge, is most effective when...

allocates... and language allocation...

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...ously or stories		
2. Students... for differentiated, but not separate, instruction.		



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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.		
2. Students are on different standards – NOT the same standards simultaneously or stories ever.		
3. Students are together for differentiated, but not separate, instruction.		
4. Content is taught in one language only at each level. This is called content-based instruction.		
5. In PreK-5, content and literacy instruction are		



Biliteracy Instruction Reflects the Biliteracy Non-Negotiables – p.9

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- Content is taught in one language only at each grade level. This is called content allocation.



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2. Students are together and 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 instruction are



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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		



Biliteracy Map Observation Take-Aways

- You need a biliteracy map before you start planning units (BUFs).
- Standards anchor all biliteracy curriculum and instruction.
- Planning for biliteracy takes time.
- Planning for biliteracy transforms instruction: teachers truly know what they are teaching and how to prepare students for what they are learning.



Morning Session Reflection

- Our biggest take-away from this morning is...
- One item on our “back in the district” to-do list is...



PM – Wednesday, July 25, 2018

1:30 p.m. – 3:30 p.m.

Green Dots:

What does it look like to teach for language, literacy, and content?

Dana Hardt: Science and Literacy

Orange Dots:

What classroom systems support biliteracy?

Olga Karwoski: The Three Linguistic Spaces

