

Teaching for Biliteracy

August Summer Institute 2016

August 9-11, 2016
West Chicago, Il.



Presenters:

Karen Beeman:

teachingforbiliteracykb@gmail.com

Olga Karwoski:

teachingforbiliteracyok@gmail.com

Susan Pryor:

teachingforbiliteracysp@gmail.com

Melody Wharton:

teachingforbiliteracymw@gmmail.com

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

<http://www.teachingforbiliteracy.com/teaching-for-biliteracy-august-institute-aug-9-11-2016/>

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



Agenda

	August 9, 2016	August 10, 2016	August 11, 2016
9:00 a.m. - 12:00 p.m.	• Introductions • Defining Biliteracy • Language • Language and Content Allocation • introduction to the Biliteracy Unit Framework (BUF)	• Biliteracy Mindset • Biliteracy Students • Biliteracy Instruction: • Big Ideas • Oracy and Background Knowledge • Reading and Writing • Word Study	The Bridge and Extension: • What • When • How • Metalinguistic Analysis Bridge vs. Bridging
1:00- 3:00 p.m.	• Setting up the Learning Environment • Experiencing a Biliteracy Unit	Sample Oracy and Reading/Writing Strategies: • Language Experience Approach • Cómo funciona el español • Oracy for older students	Experience a Bridge and Extensions at different grade levels Institute Closure

Biliteracy Trajectories

All students that develop biliteracy will develop both languages. However, how they enter the biliteracy journey matters.

- **Sequential Bilinguals:** Have one language first, and then add a second.
- **Simultaneous Bilinguals:** Develop two languages at the same time.

What is biliteracy and what does biliteracy look like?

BOOK: <i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	WEBSITE: www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy?</i> p. 2 <i>Creating Bilingual Units of Instruction: A Biliteracy Unit Framework</i> p. 15-15 <i>Planning for Biliteracy at the Classroom Level from the Learner's Perspective</i> p. 15-18 Chapter 5 <i>Simultaneous Bilingual Development</i> – p. 67-8 <i>Sequential Bilingual Development</i> – p. 68-9	Resources -> • Research Articles Programmatic Supports -> • Infrastructure Supports ○ Sample Weekly Schedule for Biliteracy ○ Sample Daily Schedule for Biliteracy ○ Sample Content Allocation Plans ○ Blog interview with Karen Beeman on creating a strong Dual Immersion

Language Acquisition Programs

Language Acquisition Program	Students	Goals
Dual Language: Two Way Immersion	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - Blue Students – students who enter the program as monolingual English speakers (non-ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs - Other ELLs (Urdu speakers, for example) - Other bilingual, non-ELLs (Tamil/English bilinguals, for example)	High levels of biculturalism, bilingualism, biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion Also known as Developmental Bilingual, Maintenance or Late-Exit Bilingual	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs	High levels of language and literacy development in English and high academic achievement in English.
Transitional Bilingual Education (TBE)	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - In some instances, AND Blue/green students – students who enter the program with linguistic resources in both languages – identified ELLs	High levels of language and literacy development in English and high academic achievement in English.

Green Students: Language Minority Students (A non-English language is spoken at home) – *One language first, and then add a second - Sequential Bilinguals*

Blue Students: Language Majority Students (English is spoken at home) – *One language first, and then add a second- Sequential Bilinguals*

Blue/Green Students: Usually Language Minority Students (A mixture of English and a non-English language is spoken at home; or, children speak non-English language to parents and English to siblings or a combination thereof) *Two languages learned at the same time (not necessarily equally balanced) - Simultaneous Bilinguals*

Language Allocation

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

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

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

Program Considerations for Teaching for Biliteracy

BOOK <i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	WEBSITE: www.TeachingForBiliteracy.com
Chapter 1, pp. 18-21 Planning for Biliteracy at the Classroom Level from the Learner's Perspective	Programmatic Supports -> • Infrastructure Supports ○ Sample Content and Language Allocation Plans ○ Sample daily and weekly schedules • Description of Programs ○ Defining language allocation programs based on program goals

Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**.

Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for biliteracy and the Bridge.

Working on your own or with your team, map out your current **content and language allocation plan**. Using instructional minutes allocated for the day or week (do not include specials or lunch/recess), determine how much instructional time students spend in Spanish and how much of their instructional time is in English. You may use the worksheet below or another framework.

As you complete the Content and Language Allocation Worksheet (pp. 2-3), reflect on the following:

- Have you used academic instructional minutes to determine Spanish minutes and English minutes (exclude specials, lunch and recess)?
- Do students receive literacy in Spanish and English daily (possible in all programs: 80/20 and 50/50 programs)?
- Compute actual instructional minutes by language. Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?

-

Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?

Content and Language Allocation Worksheet

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

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

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

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

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

- The literacy routines included in this schedule are examples. Districts should include their own district-specific literacy routines in the biliteracy schedule.
- *Integrated Language Arts units can alternate between SS and Science
- Intervention time is not factored into the total Spanish or English time.

Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English K-5

Time	Subject	Language
8:30 – 9:00	Journals	Student choice
9:00– 10:45	Science and Language Arts • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
10:45 to 11:15	SSR	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math • Oracy development • Reading and Writing	English
1:00-2:15	Social Studies and Language Arts • Oracy development • Guided practice/small group instruction • Writing • Word study	English
2:15 – 3:00	Specials	English

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

•