



Teaching for Biliteracy August Summer Institute 2016

West Chicago, IL.

August 9, 2016

Group Processing: Program Models and Goals

Step	Topic	Actions	Notes
1.	Bilingual Trajectories	Introduce yourselves and describe your bilingual trajectory (simultaneous vs. sequential bilingual). If you are monolingual English and were to become bilingual, you would be a sequential bilingual.	
2.	Biliteracy Definition	Discuss your district's literacy philosophy and your district's biliteracy philosophy.	
3.	Language Program	Using the graph on page 4, as a group, illustrate your language education program on chart paper. Be sure to include the following: - Students in the program (indicate whether or not sequential or simultaneous using green and blue and teal) - Goals of the program - Length of time students will be in the program.	
4.	Language and Content Allocation Plan	Using pages 8-10 of your handout, describe and illustrate the language percentages of your program as well as the language for every content area at every grade level. Be sure to include academic minutes for English and Spanish literacy (not including specials).	
5.	Biliteracy Unit Framework	Discuss how the BUF reflects the following: - Brain research - Second language acquisition - Literacy instruction	