

Teaching for Biliteracy

August Summer Institute

2016



Welcome!

- 11 Illinois Districts
- 4 Wisconsin
- 140 educators
- One-Way Dual Language and Two-Way Dual Language Programs;
Transitional Bilingual - DL

Agenda

August 9, 2016	August 10, 2016	August 11, 2016
• 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
• Setting up the Learning Environment • Experiencing a	Sample Oracy and Reading/ Writing Strategies: Language Experience Approach Cómo funciona el español Oracy for older students	Experience a Bridge at different grade levels

Institute Resources: text, handouts and website: **www.TeachingForBiliteracy.com**

[HOME](#)[ABOUT](#)[BUFS](#)[EN ESPAÑOL](#)[RESOURCES](#)[PROGRAMMATIC SUPPORTS](#)[VIDEOS](#)

Beeman and Urow will be facilitating a Pre-Conference workshop at CARLA 2016: Teaching for Biliteracy

[Register](#)

Services

In-district workshops, on-site coaching, unit writing, and virtual learning. Offered in Spanish, in English or



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Institute Resources: text, handouts and website:

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Center for Teaching for Biliteracy Team

www.TeachingForBiliteracy.com



Teaching for Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

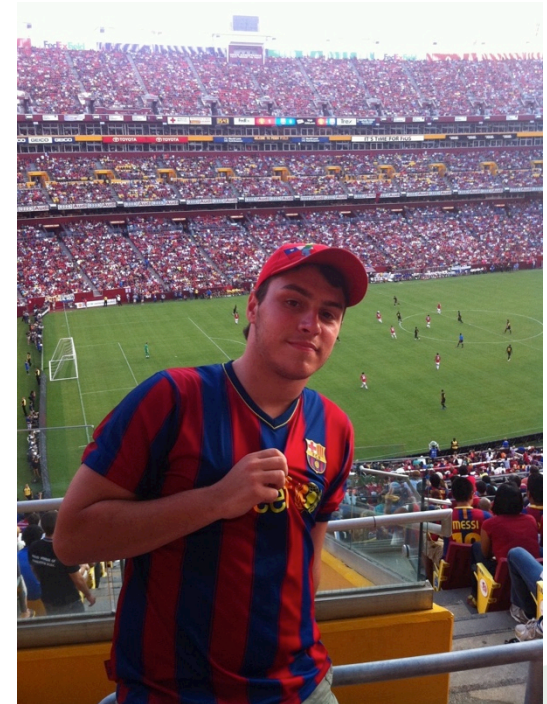


Karen Beeman



Simultaneous Bilingual- México

Paulo



Simultaneous Bilingual – U.S.

Cheryl Urow



Cheryl Urow, M.Ed.

Co Founder

Cheryl began her career as an educator first in rural Costa Rica and later in the United States as an inner city dual language teacher. Since then, she has had the opportunity to provide professional development across the country for schools, districts, and other organizations supporting the education of English Language Learners, and she continues to collaborate with the Illinois Resource Center. More recently, Cheryl has focused her professional work on areas related to biliteracy development, the strategic use of languages in bilingual, two-way immersion, one-way immersion and dual language classrooms, authentic strategies for Spanish literacy instruction, and the Bridge between languages. A sequential bilingual who learned Spanish while serving as a Peace Corps Volunteer in Costa Rica, Cheryl is co-author, along with Karen Beeman, of *Teaching for Biliteracy: Strengthening Bridges between Languages* (Caslon Publishing, 2013) and co-founder of the Center for Teaching for Biliteracy, an on-line forum for supporting and connecting educators who teach for biliteracy: www.TeachingForBiliteracy.com

Desde muy temprano en su carrera como educadora en Costa Rica, Cheryl siempre ha demostrado y compartido su pasión por el aprendizaje, por el bilingüismo y por el multiculturalismo. Sus experiencias como maestra de clase, asesora de personal docente, y madre de dos hijas bilingües le han infundido su dedicación en el campo de la educación y la formación bilingüe.





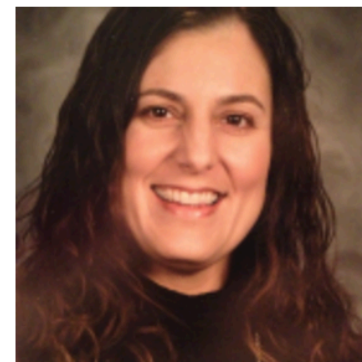
About the Author: Olga Karwoski

Olga Karwoski received a dual B.A. in Elementary Education and Spanish from Trinity Christian College. She received her M.A. in Curriculum and Instruction with an ELL/Bilingual Endorsement from National Louis University. She worked as a bilingual teacher in District 45's TBE program teaching first grade in 2000, sixteen years ago. She has taught English, mainstream, and bilingual in, second, third, and fourth grades. Olga has experience in co-authoring curriculum for District 45. She is passionate about collaboration with and supporting other teachers. Along with her colleagues, she has presented to parent



About the Author

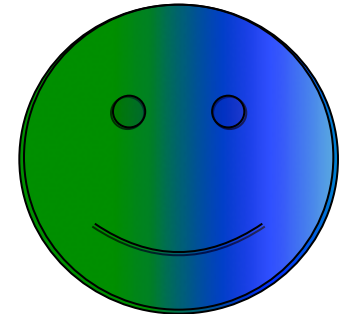
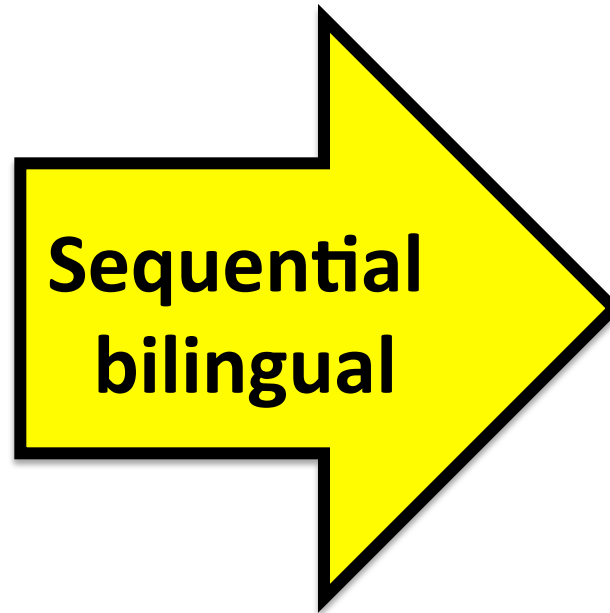
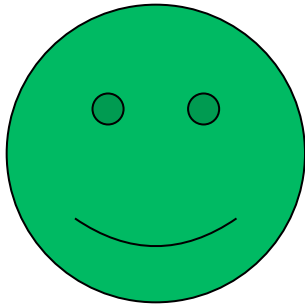
Melody Wharton has worked in Miami, she taught Language education, instructional coach in Education and is currently at Hill. She uses her instructional strategy knowledge with other teachers. *Melody*



About the Author

Susan Pryor has worked at the Institute and the... began her career... received an M... experience teaching... worked at the... dual language... and experience... Institute and the...

My Biliteracy Journey



My Biliteracy Journey



My Biliteracy Journey



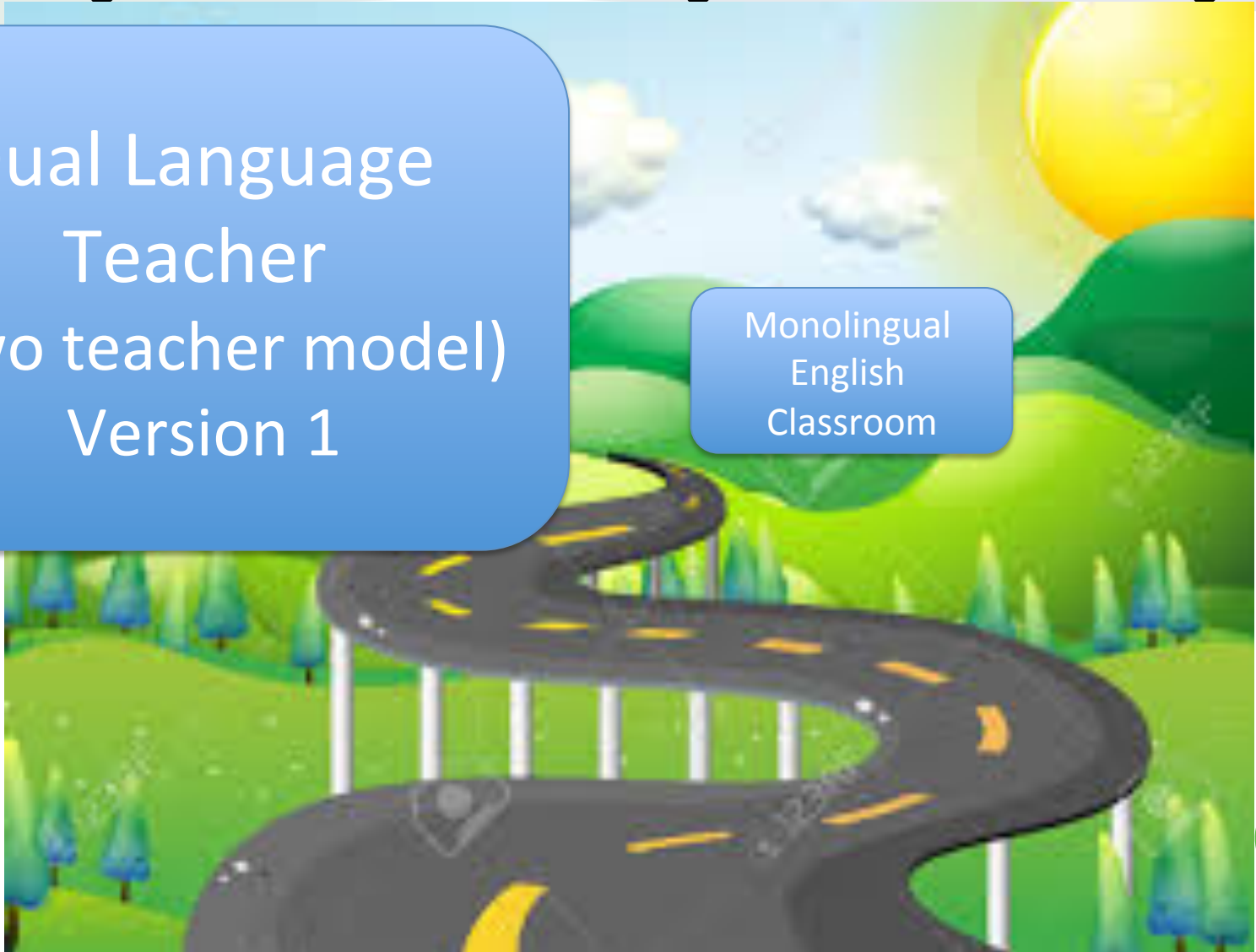
Monolingual
English
Classroom



My Biliteracy Journey

Dual Language
Teacher
(Two teacher model)
Version 1

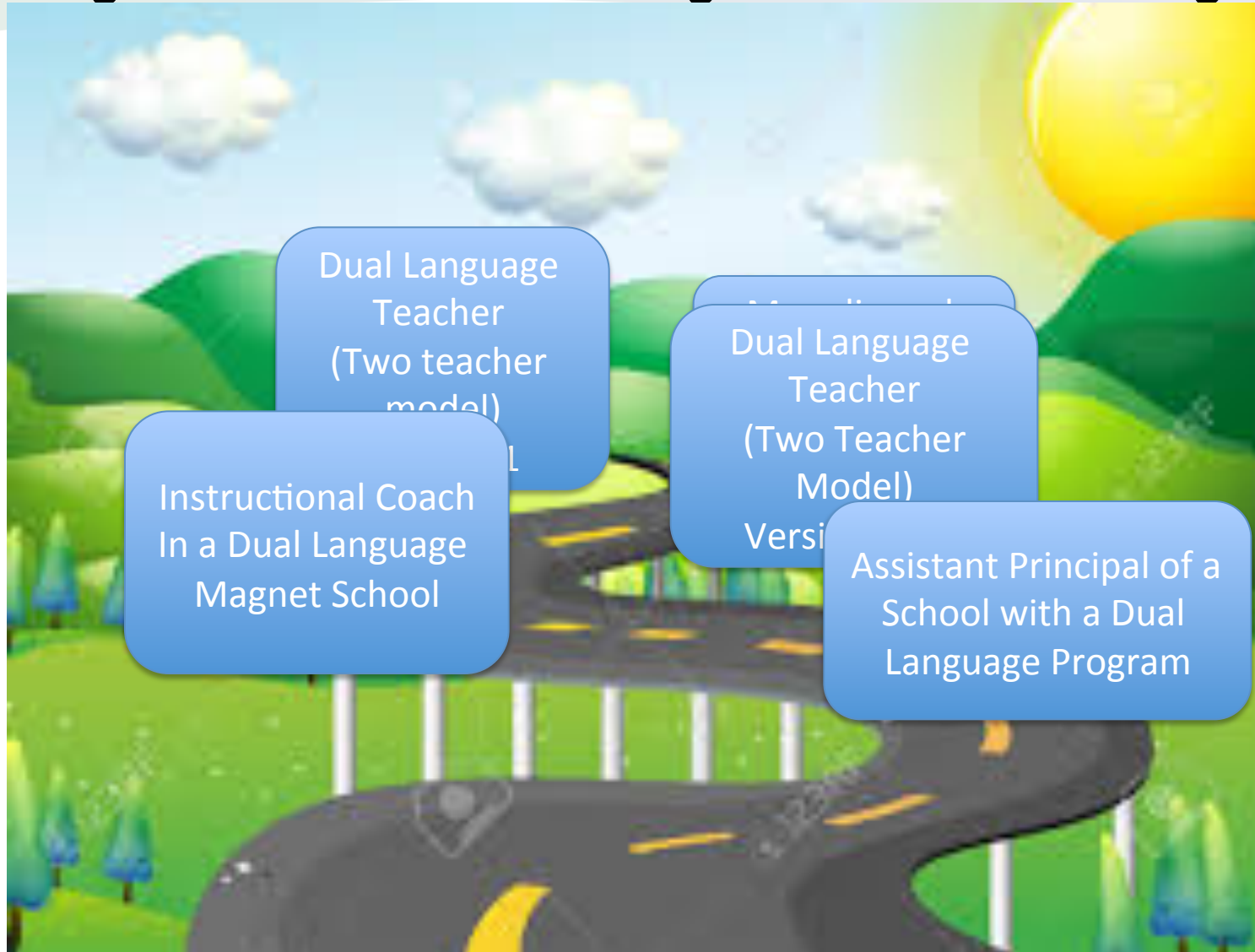
Monolingual
English
Classroom



My Biliteracy Journey



My Biliteracy Journey



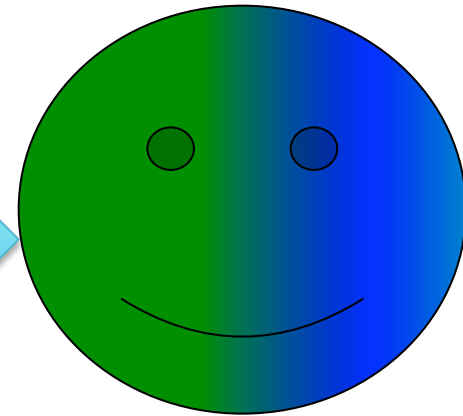
My Biliteracy Journey



Our Biliteracy Journeys

- What is similar between our journeys thus far?
- What is different between our journeys?

My Biliteracy Journey



- Simultaneous Bilingual - Chile
- Taught for 16 years in Villa Park, District 45



Personal Journey Toward Biliteracy

18
NOV

The Long Way Home...to Teaching for Biliteracy

By Susan Pryor

2 Comments

Beginning with Biliteracy: A Kindergarten Story

The Road to Trilingualism

My first and most important layer of expertise was gifted to me by my parents. I am a first generation Cuban-American woman. My parents came to this county in the early 60s to flee the growing oppression of the communist movement in Cuba...they chose to leave, although in their eyes, they were forced to abandon their country. I grew up as a simultaneous bilingual in Miami, Florida, with grandparents that knew no English, a mother who spoke to me in English to practice the English she was learning from watching American soap operas, and a father who spoke to me in Spanish though he had learned enough English to get by outside of our home. I took this gift for granted for a long time....there was nothing special about knowing Spanish in Miami (most people spoke Spanish), and as a teenager, I chose a revolt against Spanish as the marker of my search for independence. I had been forced to take Spanish class in Catholic School until 8th grade, and I certainly was not going to continue doing so when I had a choice of what foreign language I wanted to learn in high school. So I took American Sign Language. Little did I know that taking American Sign Language (ASL) then was the seed that sprouted my next level of expertise.

After high school, and now a trilingual, I pursued a bachelor's degree in deaf education. Although there are many approaches to teaching deaf children, my studies focused on capitalizing on deaf children's visual



My Personal Journey Toward Biliteracy

18
NOV



Simultaneous Bilingual

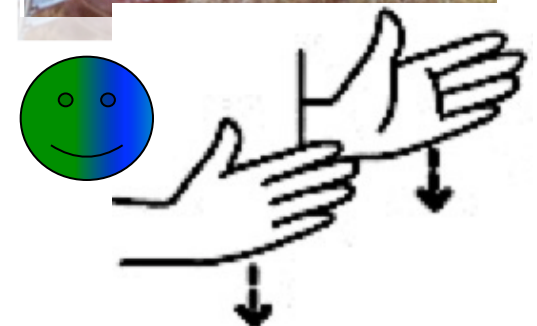


After high school, and now a [redacted], I pursued a bachelor's degree in [redacted] there are many approaches to teaching [redacted] children, my studies focused on capitalizing on deaf children's visual

2



1



My Professional Journey Toward Teaching for Biliteracy



Our Easter Egg Hunt



The Easter Bunny



Professional Journey Toward Teaching for Biliteracy

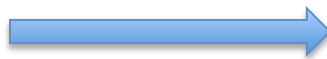


__rhq _____neg
I HUNGRY, WHY? EAT LUNCH NOT



"I'm hungry because I didn't eat lunch."

_____cond _____aff
TODAY RAIN, GAME CANCEL



"If it rains today, the game will be cancelled."

Finding Teaching for Biliteracy as a Teacher in an 80/20 Dual Language Kindergarten

- Organic process
- One teacher looking for a better way...
- ...and working with any colleague that would listen!



Beginning with Teaching for Biliteracy

My Single Steps

- Native language literacy → Spanish literacy for all → Biliteracy
- More concrete activities connected to read-alouds
- No more translating of materials!
- Compare/contrast letter sounds
- Different word walls

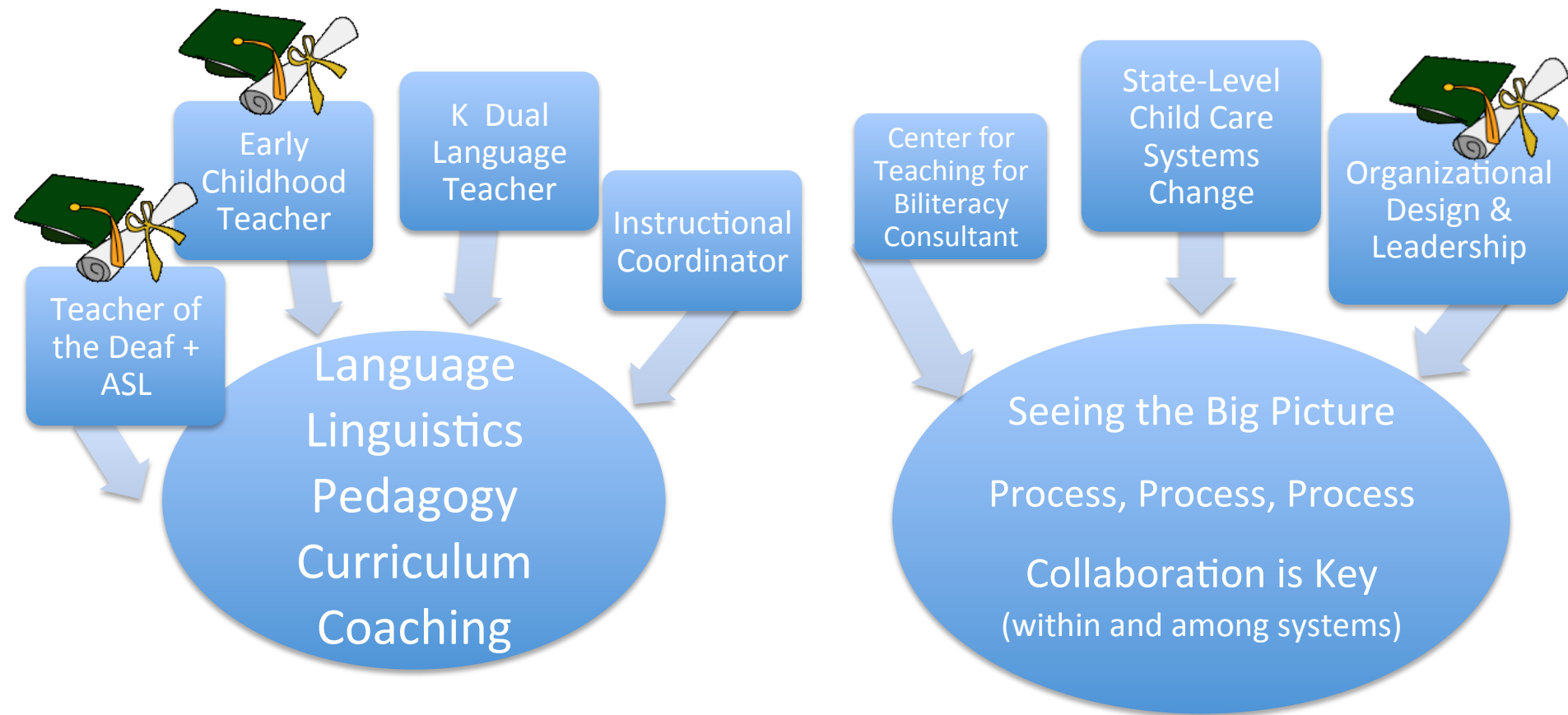


Reflecting on Challenges

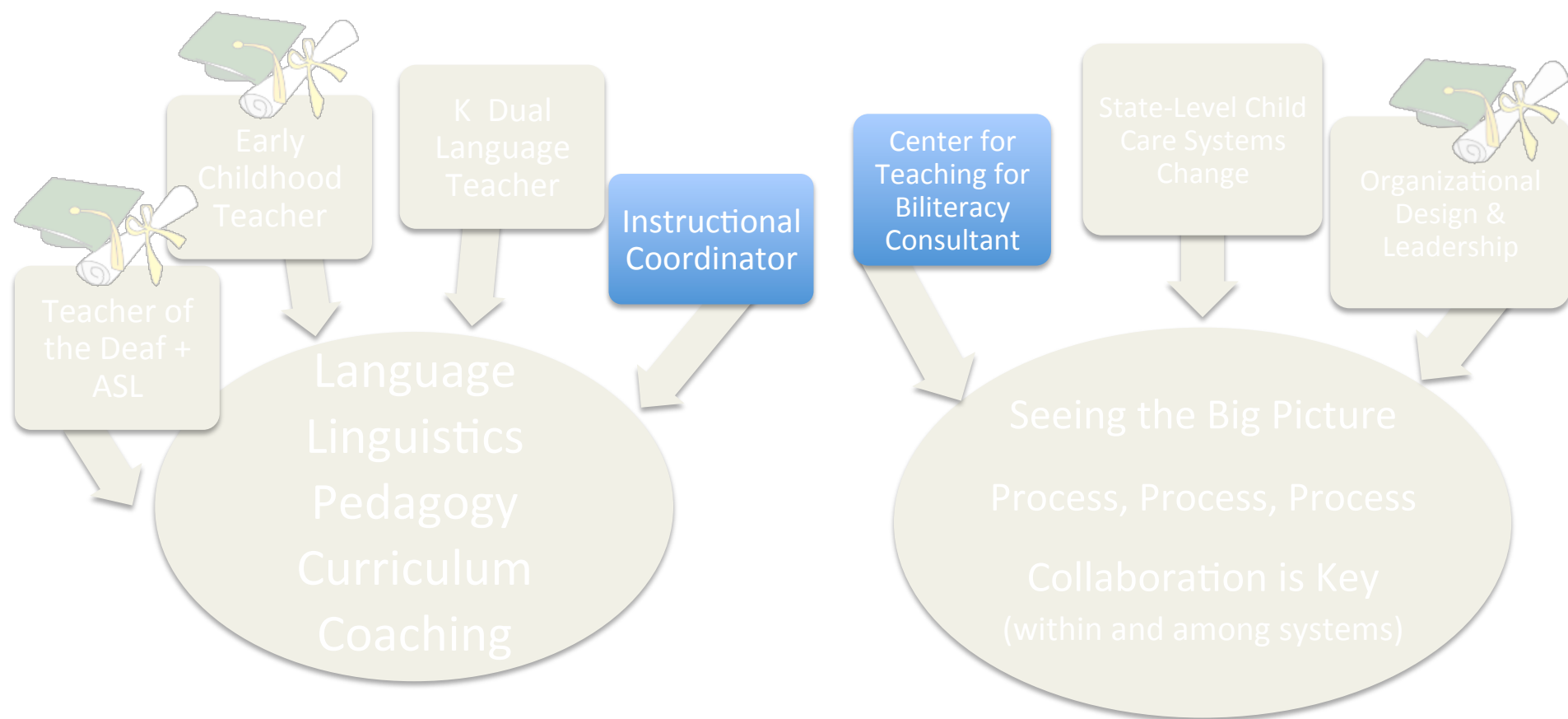
and what helped me get through them!

- Time
 - Remembering it's a *unit* plan: an investment of more time upfront, but less frequently
- Resources
 - Focusing on *strategic* use of existing resources
 - Remembering the power of the resources you create *with* students!
- Only K dual language teacher
 - Recruiting non-dual language grade-level partner to BUF with me!

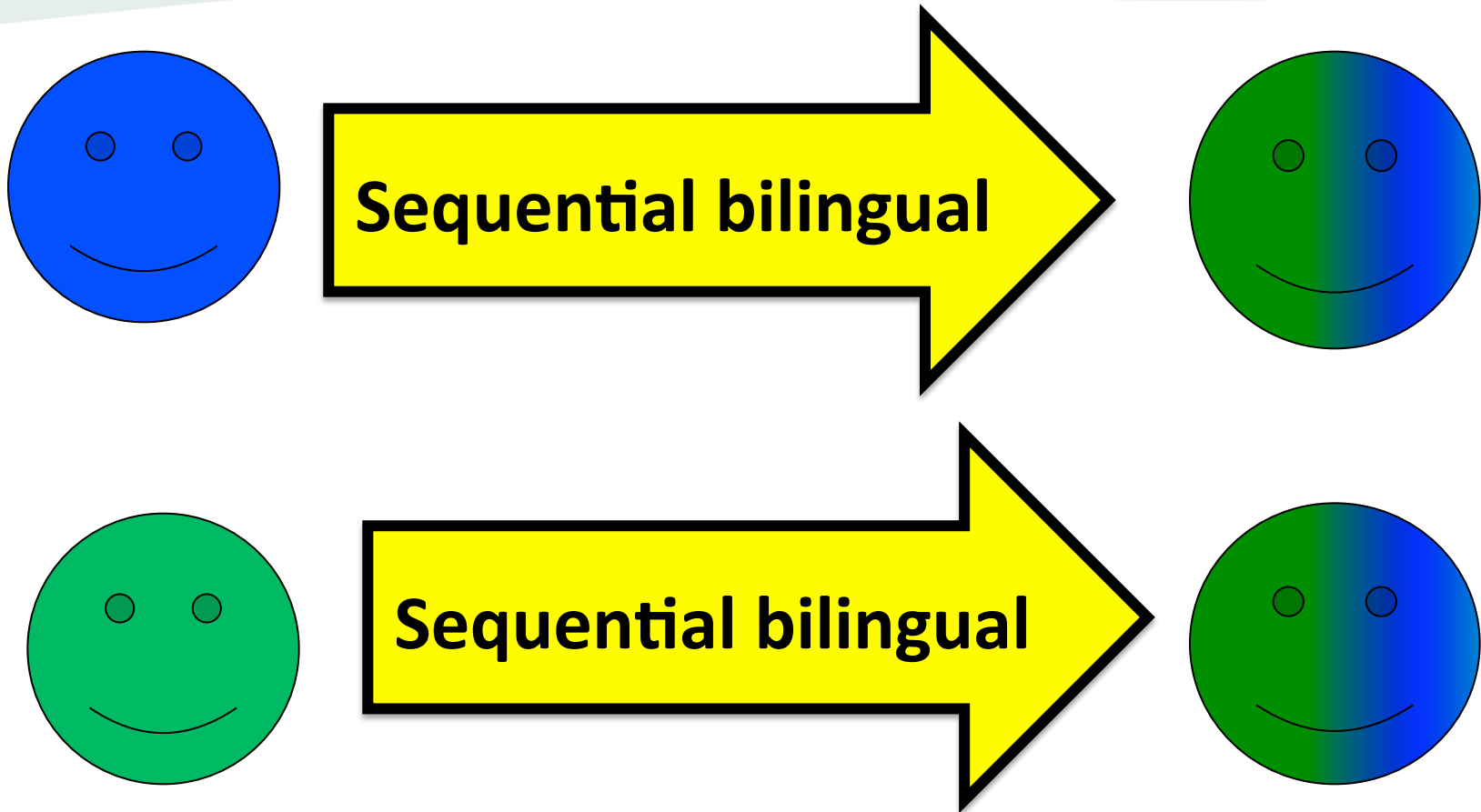
Professional Journey Toward Teaching for Biliteracy



Current Work with Teaching for Biliteracy



Introductions



Introductions: Biliteracy Trajectories



Group Processing Step 1



- 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.



Defining Biliteracy



What is literacy?

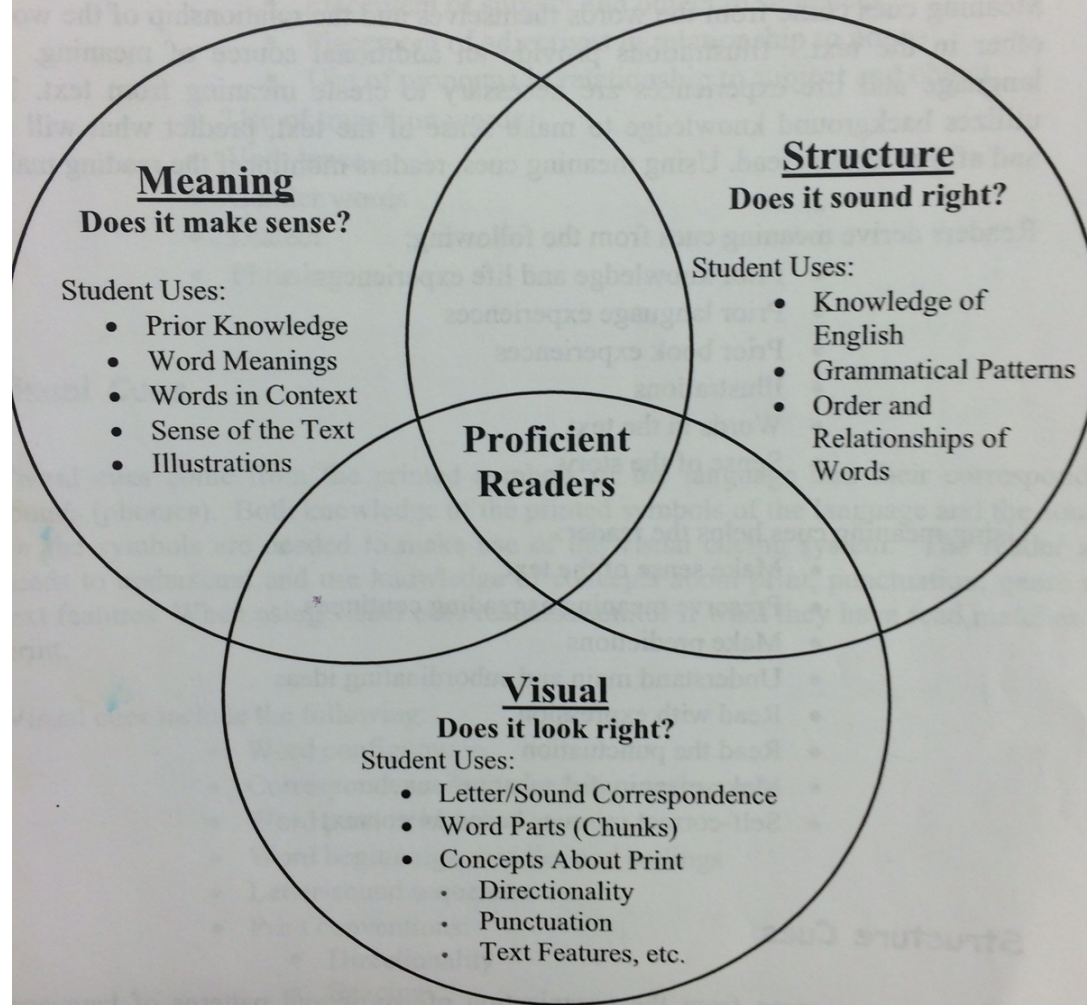
**How do children learn
to read and write?**

What is literacy?

- Communication
- Listening, Speaking, Reading and Writing for Communication
- Power: Self - Advocacy
- Functional citizenship
- Understanding the world
- Centered in meaning
- Made up of parts: foundational skills, comprehension, writing, oracy, fluency, language,



Three Reading Cues



Source: Emily Zoeller's blog:

<http://www.teachingforbilitracy.com/literacy-processing-and-language-development/>

Language Development: How does it affect literacy development?



Language Learners and Literacy

- Language development directly impacts literacy development
- When planning for literacy, we must include what we know about students' language development so that we can support and scaffold literacy development.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	Level 6 - Reaching
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")	
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____.") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences	



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar	



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
HABLAR	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as	



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	- Identificar símbolos, íconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	Nivel 6 - Alcanzando



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/ frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/ frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	Nivel 6 - Alcanzando



Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

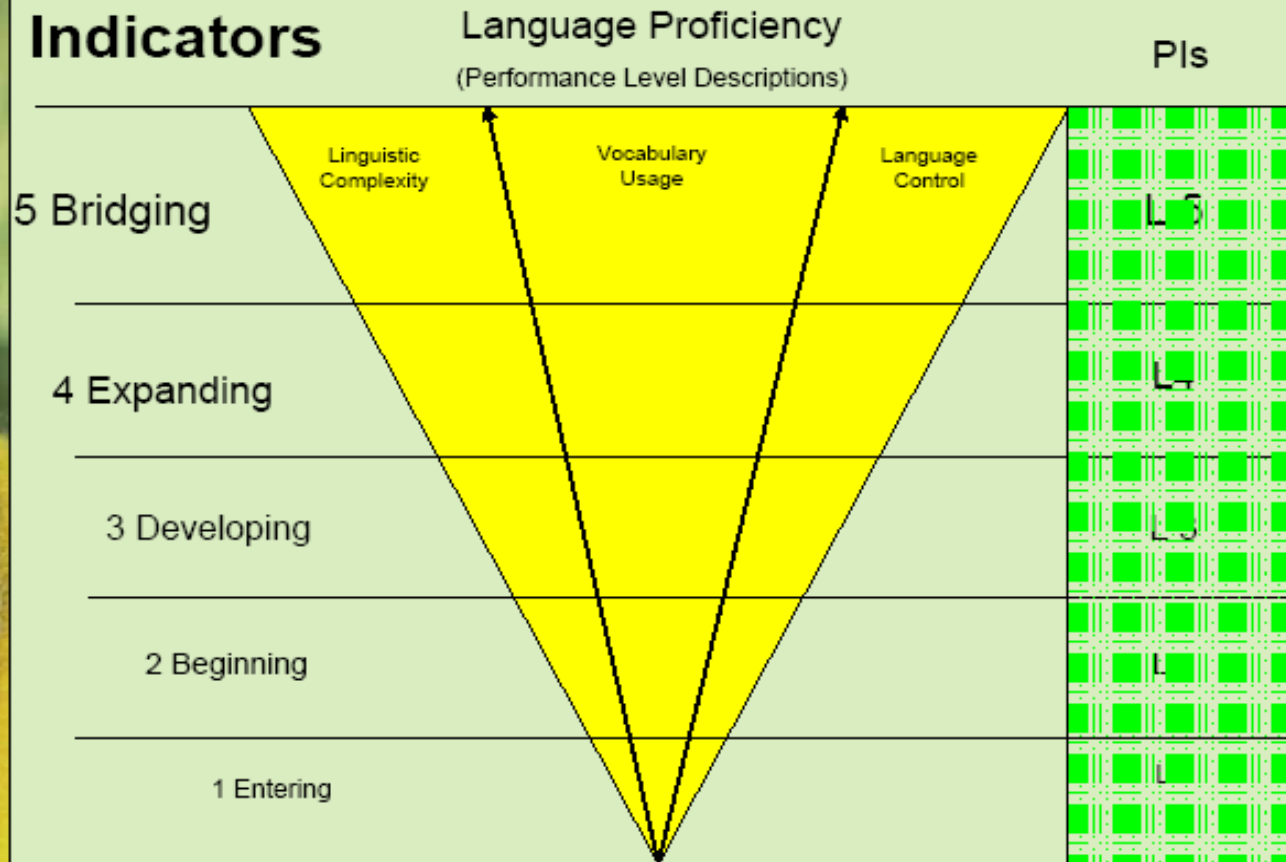
Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

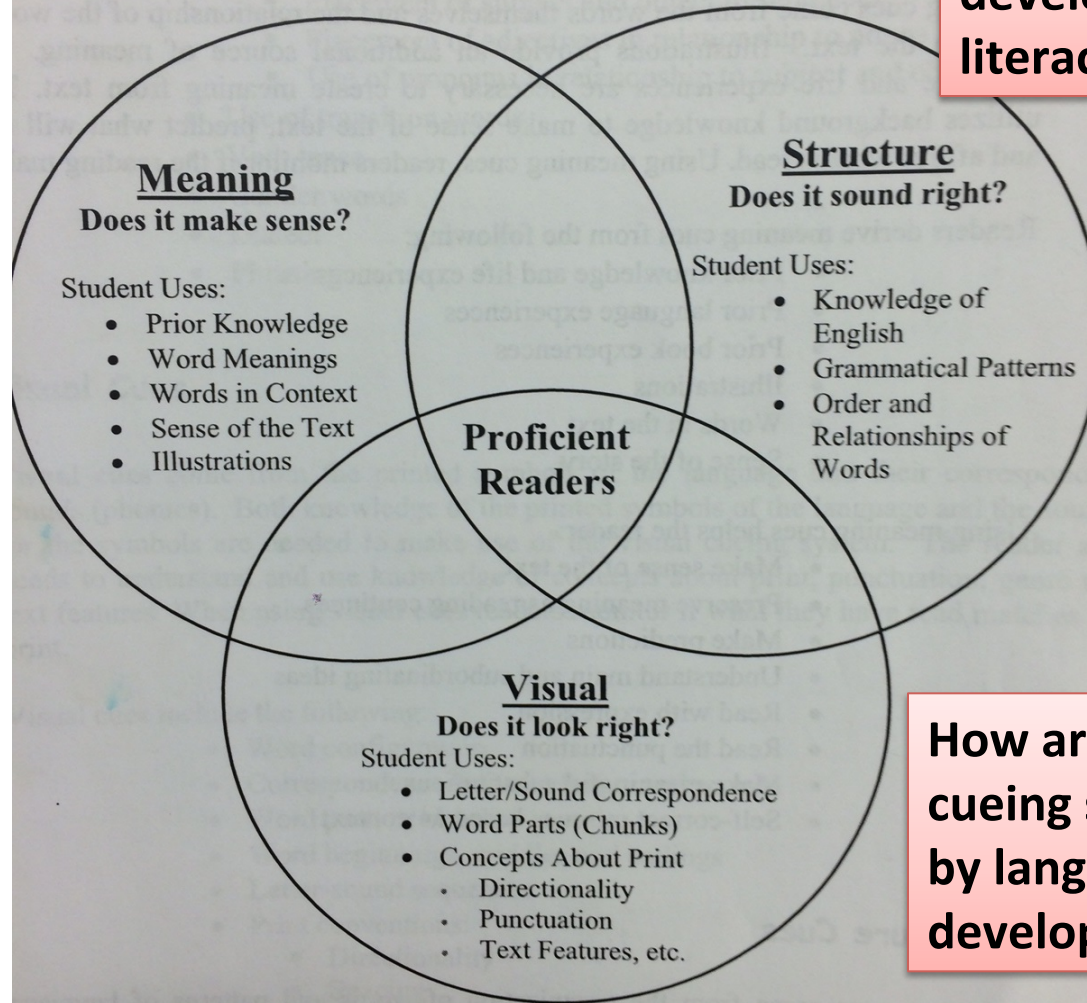
Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Interaction of Performance Level Definitions and Model Performance Indicators



Three Reading Cues



How does language development impact literacy development?

How are these 3 cueing systems affected by language development?

Group Processing Step 2



Defining Biliteracy

Your Literacy Definition

- Discuss your literacy definition.
- Then use it to define biliteracy.
- Create an anchor chart for your district that includes your biliteracy definition.

Language Education Programs in the U.S.



Defining Language Education Programs

- With your team, categorize the sort into the following categories:

Words we know	Words we have heard before	Words we do not know



Defining Language Education Programs



- With your team, categorize the sort into the following categories:

Words we know	Words we have heard before	Words we do not know

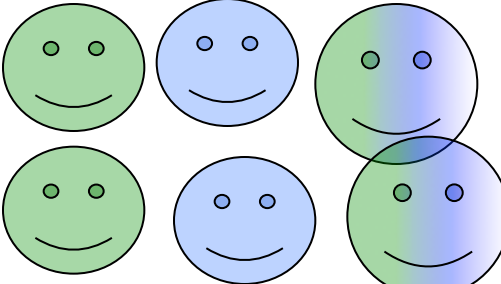
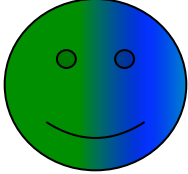
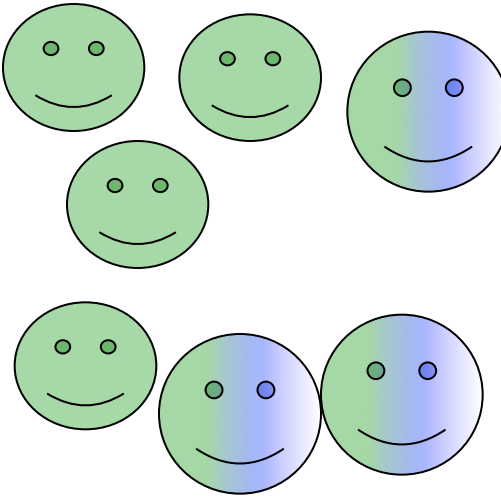
- Or, make connection among your words by generating your own categories.

Students Engaged in Biliteracy

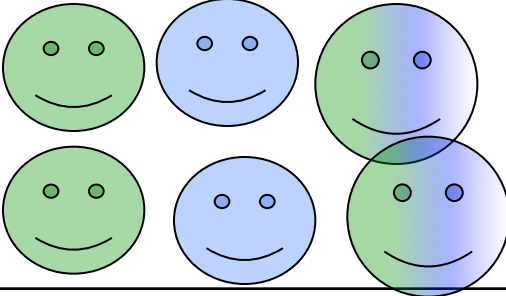
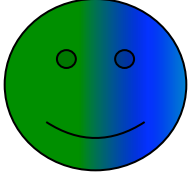
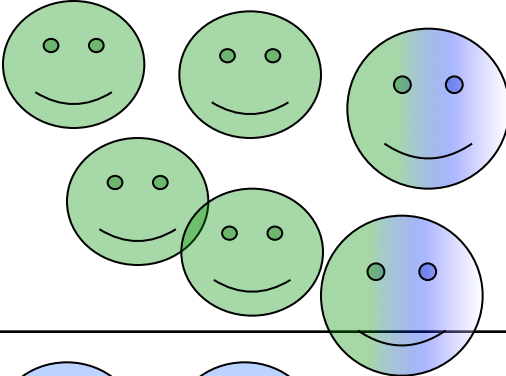
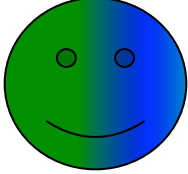
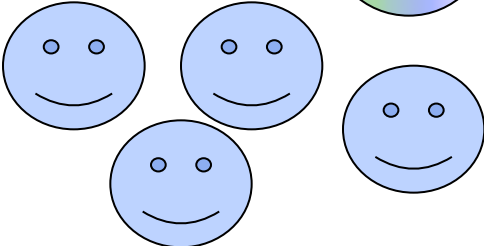


- **Green Students:** Language Minority Students (A non-English language is spoken at home) – *Sequential Bilinguals*
- **Blue Students:** Language Majority Students (English is spoken at home) – *Sequential Bilinguals*
- **Blue/Green Students:** Usually Language Minority Students (A mixture of English 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) *Simultaneous Bilinguals*

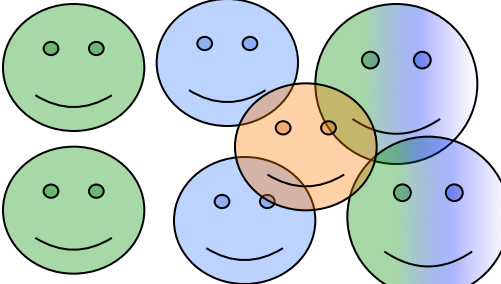
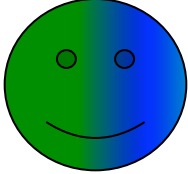
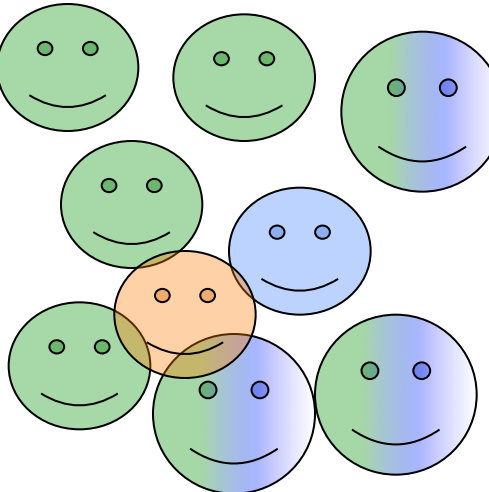
Language Programs in the U.S.

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

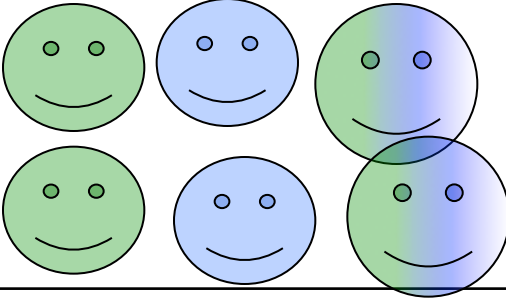
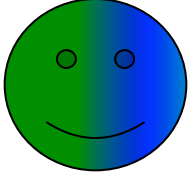
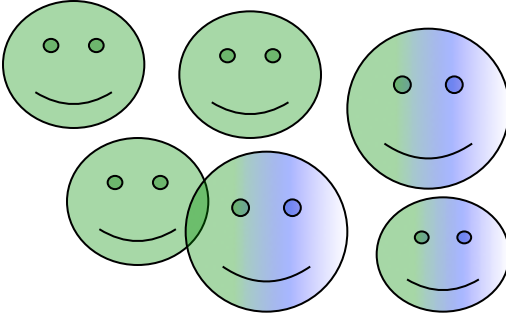
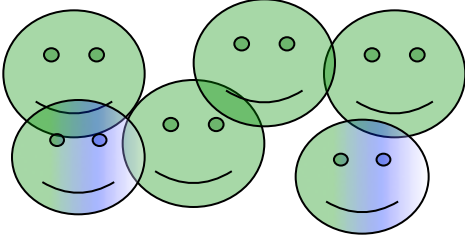
Language Programs in the U.S.

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion		

Language Programs in the U.S.

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

Language Programs in the U.S.

Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional Bilingual/English as a Second Language		

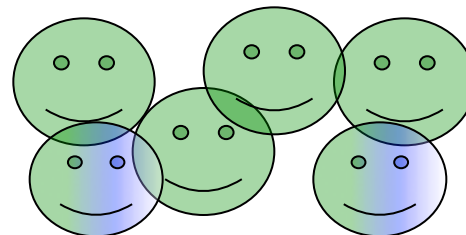
TBE Language Allocation

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%	

Simultaneous AND sequential bilinguals

Teaching for biliteracy works with BOTH Dual Language (Two-Way Immersion, One-Way Immersion, Developmental Bilingual) and Transitional Bilingual Programs of instruction

Transitional Bilingual/English as a Second Language



Simultaneous AND sequential bilinguals

**English Language Learners in the
General Education Program
learning in English benefit from
biliteracy strategies done in English.**

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as a Second Language

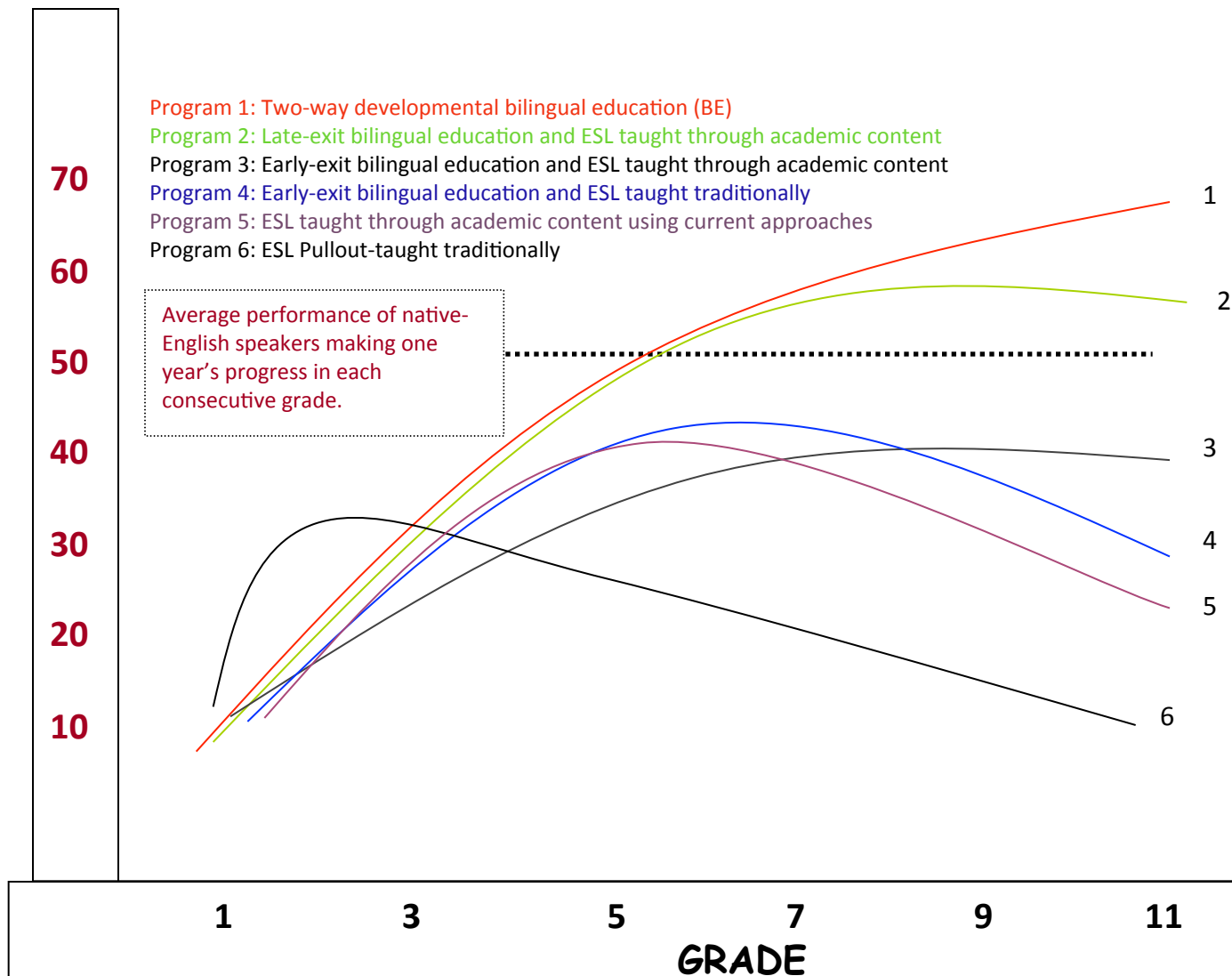


Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • Blue Students – students who enter the program as monolingual English speakers (non-ELLs) • Blue/green students – students who enter the 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 bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion	• 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 bilingualism and biliteracy and academic achievement in both languages.
Transition 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.



Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

© Wayne P. Thomas and Virginia P. Collier, 2010



Group Processing Step 3



Defining your Language Program

Group Processing

- For whom is your program? (What students)?
- How long are students expected to be in your program?
- What are the goals of your program?
- Sketch the answers on chart paper.



Language and Content Allocation Plans

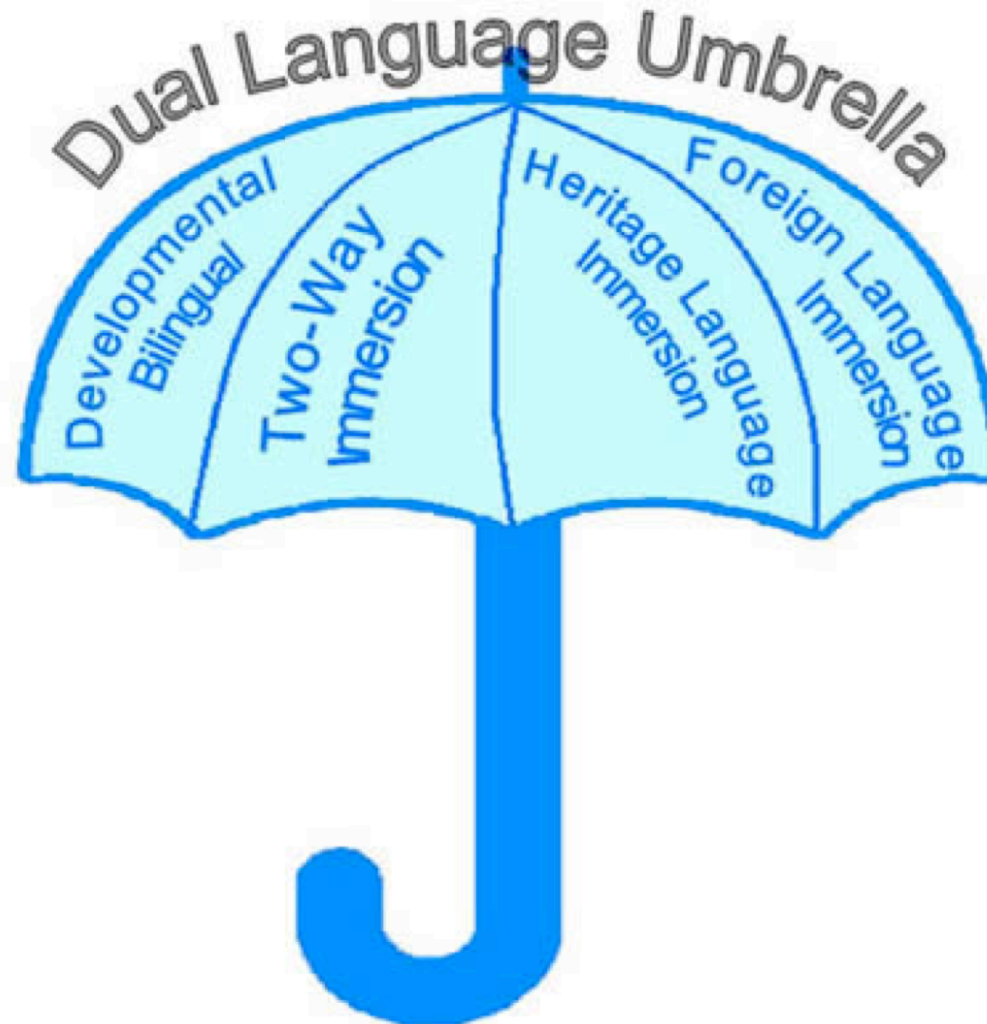


Language Allocation

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						
		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%	50%	50%
				Spanish						

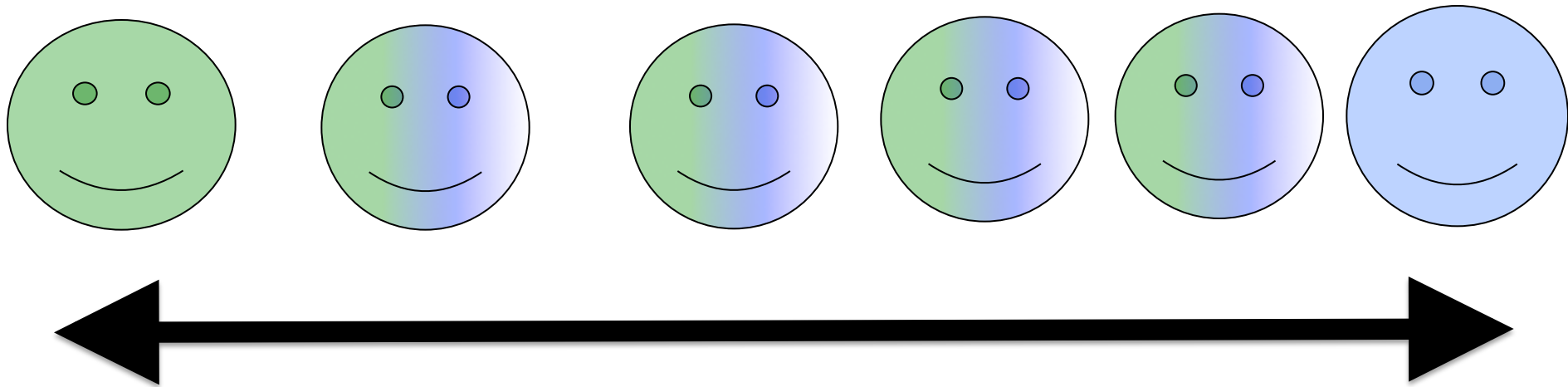
Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	English			
	80%	80%				50%	50%	50%	50%
			70%	60%	60%	50%	50%	50%	50%
			Spanish						

Dual Language includes a variety of program models...



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

**Teaching for Biliteracy is
effective for a wide range of
students.**



Content Allocation for Biliteracy

- Language Arts is taught in both languages daily
- Math is taught in one language
- Science taught in one language
- Social Studies is taught in one language
- It is best if language arts is integrated with science and social studies



Programmatic Structures Needed for Biliteracy

- Language plan: determines percentage of time in each language
- Content plan: determines language for each content



District 200 Language & Content Allocation for *Dual Language*

Woodstock, IL.
50/50

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Explicit planning for content and language transfer	Language Arts Math
First Grade	Language Arts Science Social Studies	↓	Language Arts Math
Second Grade	Language Arts Science Social Studies	↓	Language Arts Math
Third Grade	Language Arts Science	↓	Language Arts Math Social Studies
Fourth Grade	Language Arts Science	↓	Language Arts Math Social Studies
Fifth Grade	Language Arts Science	↓	Language Arts Math Social Studies
Sixth through Eighth Grades	Science Social Studies Language Arts		Reading Math
Ninth Grade	Language Arts Biology		
Tenth Grade	Language Arts World History		
Eleventh Grade	Language Arts Global Issues		
Twelfth Grade	Language Arts International Business		



West Chicago District 33 – Biliteracy Core Curriculum Chart

Updated May 25, 2016

Grade	Spanish	English
Pre-Kindergarten 80/20 All students	See Chart	See Chart
Kindergarten 80/20 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 275 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 45 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
First Grade 70/30 All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math 260 academic Spanish minutes	English Language Arts Extension activities (all four language domains: L,S,R,W) 55 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Second Grade 60/40 All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math 240 academic Spanish minutes	English Language Arts - ESL-Extension activities (all four language domains: L,S,R,W) 75 academic English minutes (separate from specials) - Specials (Art, Music, P.E.)
Third Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fourth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes
Fifth Grade 50/50 All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) 135 academic Spanish minutes	English Language Arts/ESL - English for LA/ESL: 75 minutes - Math: 60 minutes - Specials (Art, Music, P.E.) 135 academic English minutes

Biliteracy is planned for on a daily basis using the academic instructional minutes (not including specials or lunch/recess).



Group Processing Step 4



**Describing your Language
and Content Allocation Plan**

Program Considerations Handout

Program Considerations for Teaching for Biliteracy

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	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				

Copy this chart onto your chart paper.





**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

Assumptions

- Students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include ESL and SSL approaches.
- The options can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).
- The options are not a departmentalized model.



Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	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 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
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 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
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



Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches a third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math English to Spanish (end of every unit) PK-2: • 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	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies



Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Science Social Studies	English to Spanish: • Language Arts	
Fourth Grade	Language Arts Science	Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	Language Arts Math
Fifth Grade	Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	Language Arts Math Social Studies
			Language Arts Math Social Studies



Option B: 80/20 The majority of the content is delivered in Spanish, K-2.

80 % Spanish – 20% English K-2 - Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math K-2 (end of every unit): English to Spanish: • Language Arts	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Math	Sp. to Eng.: LA and Math <u>Eng. to Sp.: LA, Sc. and Science</u>	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



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Grade Level Biliteracy Maps and Biliteracy Units**

Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and **English** literacy **daily**.

Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

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 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

Sample schedule
30/20 model



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

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
11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
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

What is this district's language and content allocation plan?

Sample schedule
30/20 model



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

What is this district's language and content allocation plan?

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • 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 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • 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 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



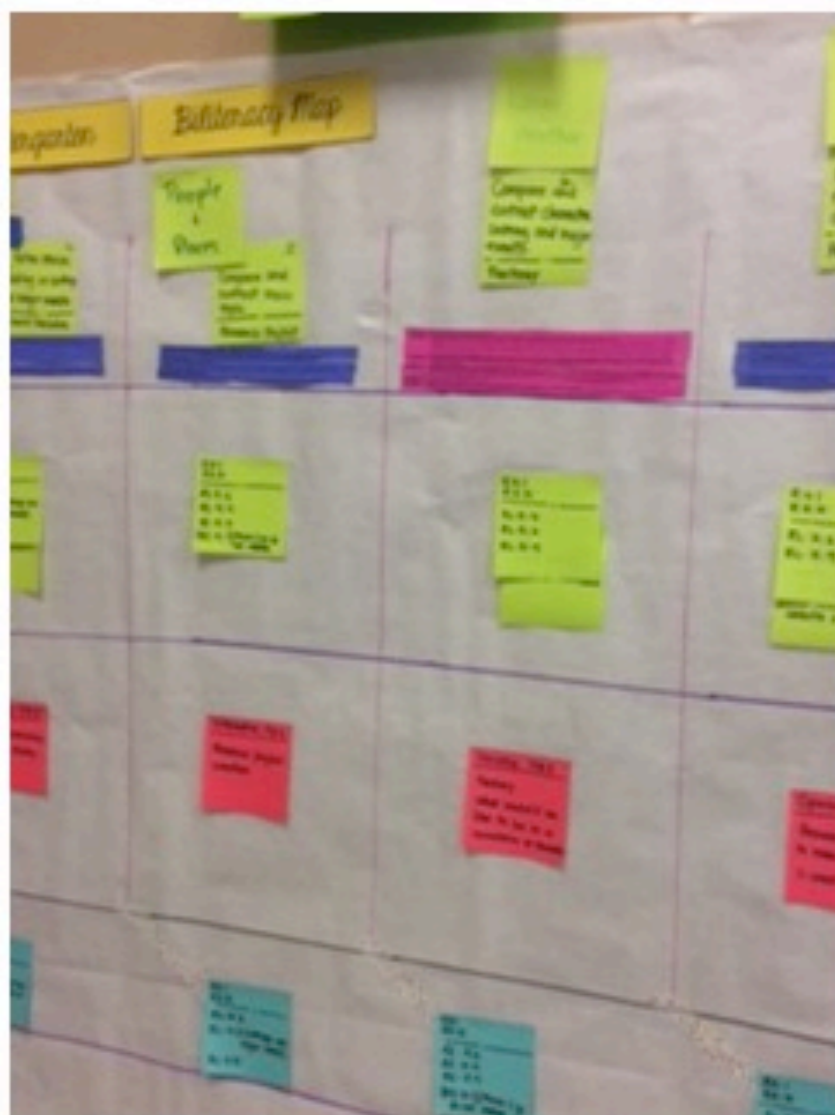
**Instructional and Curricular Level:
Grade Level Biliteracy Maps and Biliteracy Units**



Grade Level Biliteracy Maps

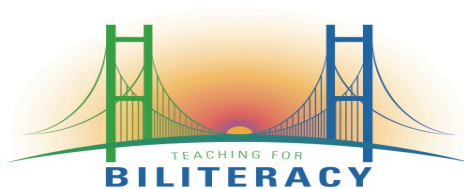


Category	Item	Value	Unit	Notes
Category 1	Item 1	100	kg	Yellow
Category 1	Item 2	200	kg	Yellow
Category 1	Item 3	300	kg	Yellow
Category 1	Item 4	400	kg	Yellow
Category 1	Item 5	500	kg	Yellow
Category 1	Item 6	600	kg	Yellow
Category 1	Item 7	700	kg	Yellow
Category 1	Item 8	800	kg	Yellow
Category 1	Item 9	900	kg	Yellow
Category 1	Item 10	1000	kg	Yellow
Category 2	Item 1	100	kg	Red
Category 2	Item 2	200	kg	Red
Category 2	Item 3	300	kg	Red
Category 2	Item 4	400	kg	Red
Category 2	Item 5	500	kg	Red
Category 2	Item 6	600	kg	Red
Category 2	Item 7	700	kg	Red
Category 2	Item 8	800	kg	Red
Category 2	Item 9	900	kg	Red
Category 2	Item 10	1000	kg	Red
Category 3	Item 1	100	kg	Blue
Category 3	Item 2	200	kg	Blue
Category 3	Item 3	300	kg	Blue
Category 3	Item 4	400	kg	Blue
Category 3	Item 5	500	kg	Blue
Category 3	Item 6	600	kg	Blue
Category 3	Item 7	700	kg	Blue
Category 3	Item 8	800	kg	Blue
Category 3	Item 9	900	kg	Blue
Category 3	Item 10	1000	kg	Blue
Category 4	Item 1	100	kg	Green
Category 4	Item 2	200	kg	Green
Category 4	Item 3	300	kg	Green
Category 4	Item 4	400	kg	Green
Category 4	Item 5	500	kg	Green
Category 4	Item 6	600	kg	Green
Category 4	Item 7	700	kg	Green
Category 4	Item 8	800	kg	Green
Category 4	Item 9	900	kg	Green
Category 4	Item 10	1000	kg	Green



What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



THE CENTER

Theme

BILITERACY UNIT FRAMEWORK (BUF)

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

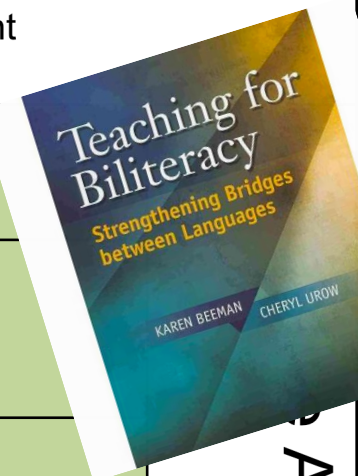
- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity



PAGES 16 AND 17

Assessment

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 activities • Vocabulary Development	Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills	English	
Extension Lesson or Activity		

Theme Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development	English  Spanish Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud		
Writing • Guided Writing • Writers' Workshop		
Word Study and Fluency • Decoding • Phonics		
Summative Assessment		
Bridge • Metalinguistic Skills		
Extension Lesson or Activity		

Theme:

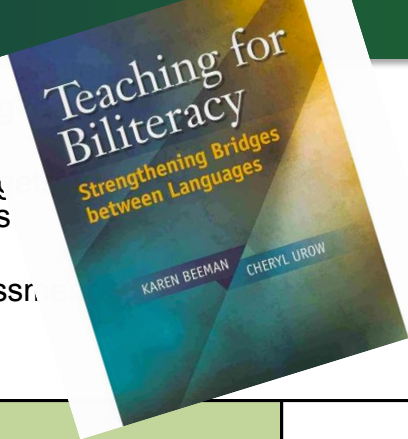
Standards: CHAPTERS 1-5; Especially Chapter 4

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and
Language Arts Standards

Content Area Target
Language Targets

Summative Assessment



Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

Formative Assessment

The Biliteracy Unit Framework

- Plans biliteracy at the instructional and curricular level
- Reflects the research on second language acquisition and best practices for literacy
- Can be adjusted to include different types of resources (Calkins, Estrellita, etc.) fitting those resources into biliteracy instead of trying to fit biliteracy into the use of those resources
- You experienced a BUF yesterday afternoon



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Units**

What systems do you currently have in place?

Of these three systems, which is the area of greatest need in your district?

The Biliteracy Learning Environment



**Planning the Strategic Use
of Two Languages**

The Biliteracy Learning Environment

- Biliteracy Includes three Linguistic Spaces (in planning and in the classroom):
 - Spanish
 - The Bridge
 - English



Analyze the learning environment

- Look for the **Español** side of the room
- Look for the Bridge (el Puente)
- Look for the **English** side of the room



Guideline # 1: Each language has its own dedicated space.

- Spanish has its own dedicated space that is not mixed with English.
- Students know where to look for Spanish supports.
- They use Spanish phonology and rules when accessing those supports.
- This is especially important for initial literacy.



Guideline # 1: Each language has its own dedicated space.

- **English** has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use **English phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

Guideline #2: Every Biliteracy classroom includes the Bridge

Two Teacher Model/ Middle School	One Teacher Model
The language she/he teaches (Spanish or English)	Spanish
The Bridge	The Bridge
	English



Guideline # 3: Teachers use different colors for each language

- Spanish has its own color
- English has its own color
- These colors are consistently used during the Bridge.



The strategic use of language is reflected in the matching of color and language

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

U - Urow

Guideline # 4: Teachers visually indicate the language of instruction

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This can be done program-wide.

Examples:

- “Magic scarf”
- Sign
- Change channels



There are Three Types of Anchor Charts for Spanish and for English

- Language Supports
 - Second Language Supports
 - Informal to Formal Language Supports
- Literacy Supports (skills such as spelling, phonics, punctuation)
- Content area supports (Content area lists)



Two Types of Bridge Anchor Charts

- Bridges: born out of a unit – all words, graph, or text are related
- Metalingustic Charts: Comparing and Contrasting how Spanish and English are similar and different



Stand Up and Find One of each of the following

Spanish	The Bridge	English
Language Chart	Bridge Chart	Language Chart
Literacy Chart	Metalinguistic Chart	Literacy Chart
Content Chart		Content Chart

Anchor Charts

- Should be developmentally appropriate
- Students should actively engage in creating them
- Change throughout the year as students develop knowledge and skills
- Should match the “internal structure” of the language

Day 1 Breakout Sessions

- Grades K-1 Biliteracy Unit Example— Susan Pryor
- Grades 2-3 Biliteracy Unit Example – Olga Karwoski
- Grades 4-5 Biliteracy Unit Example with adaptations to Secondary – Melody Wharton