

Teaching for Biliteracy

August Summer Institute

2017



Welcome!

Illinois

Indiana

Massachusetts

Missouri

Wisconsin

Texas

Agenda

August 1, 2016	August 2, 2016	August 3, 2016
• Introductions • Defining Biliteracy • Language • Language and Content Allocation • The Biliteracy Unit Framework (BUF)	• Biliteracy Mindset • Biliteracy Students • Biliteracy Instruction: • Standards • Big Ideas • Oracy and Background Knowledge • Reading and Writing	Word Study The Bridge and Extension: Bridge vs. Bridging
• Setting up the Learning Environment • Experiencing a Biliteracy Unit	Using a Multilingual Perspective with our Students: • Selecting materials biliteracy • Cómo funciona el español	Preparation: Schedules Learning Environment Students

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

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Teaching for Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW



Introductions



The logo features a stylized graphic of a building or bridge structure within a circular frame, colored in green and blue.

Center for Teaching for Biliteracy

This presentation reflects the collaborative work of the team:



Olga Karwoski



Patricia Nuñez



Susan Pryor



Melody Wharton



Cheryl Urow



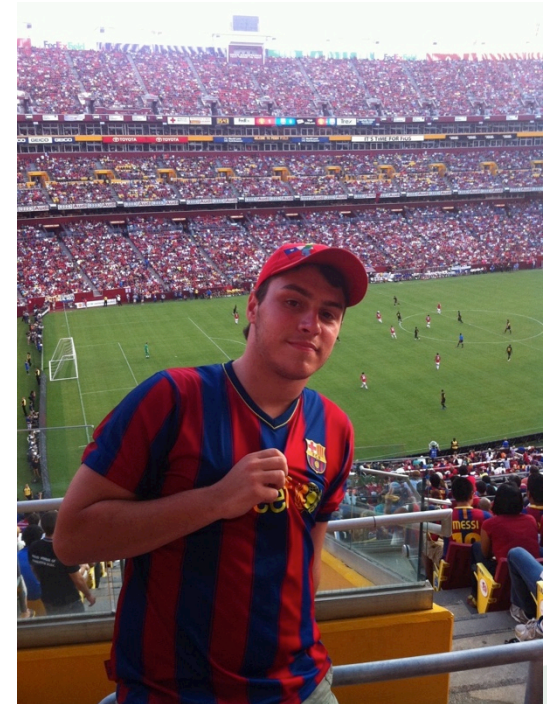
Karen Beeman

Karen Beeman



Simultaneous Bilingual- México

Paulo

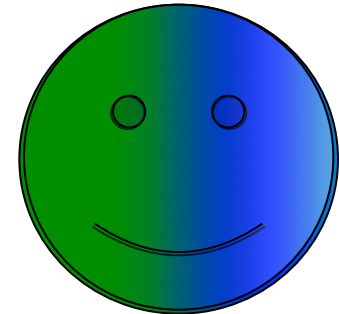
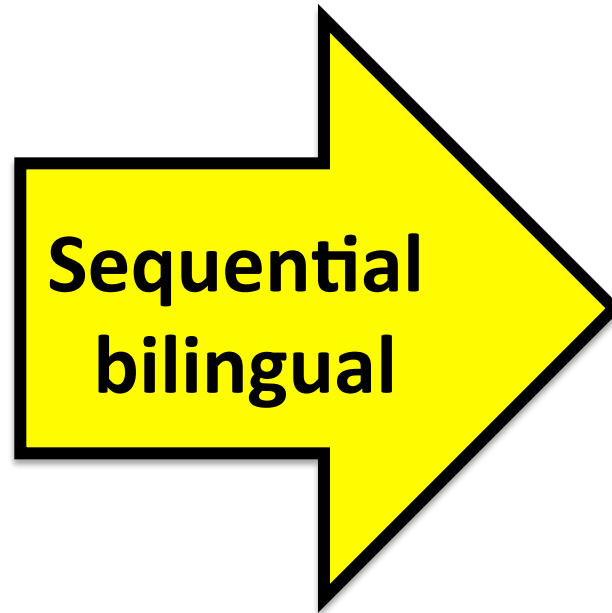
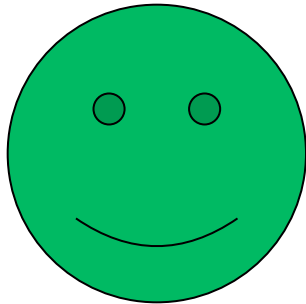


Simultaneous Bilingual – U.S.

Byron – Sequential Bilingual



My Biliteracy Journey



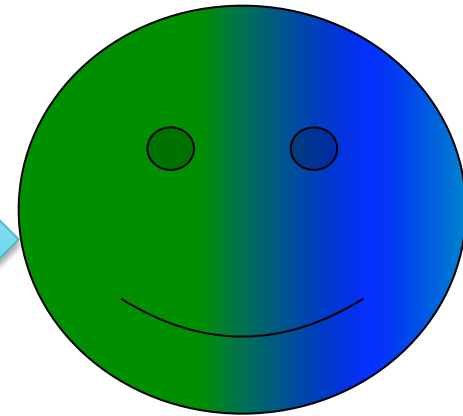
My Biliteracy Journey



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

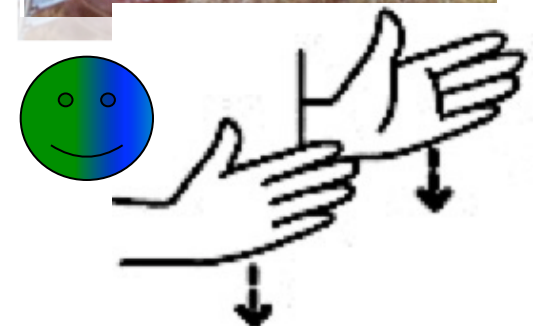


After high school, and now a [redacted], I pursued a bachelor's degree in [redacted] there are many approaches to teaching [redacted] children, my studies focused on capitalizing on deaf children's visual

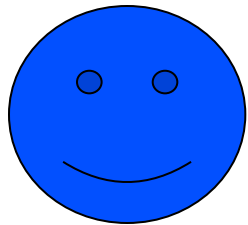
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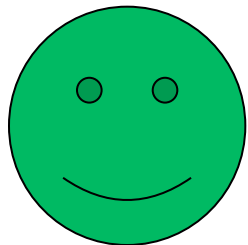
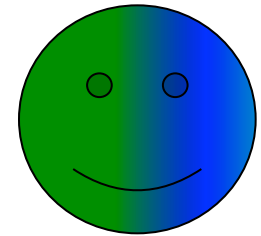
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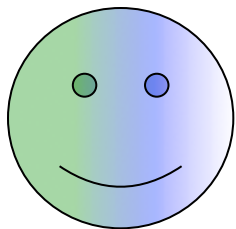
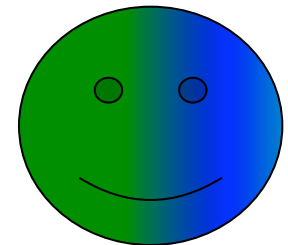
Share your Bilingual Trajectory



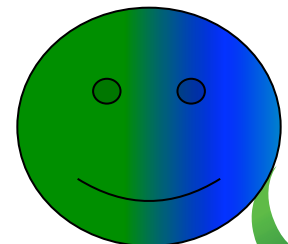
Sequential Bilingual



Sequential Bilingual



Simultaneous Bilingual



Introductions: Biliteracy Trajectories



Group Processing Step 1



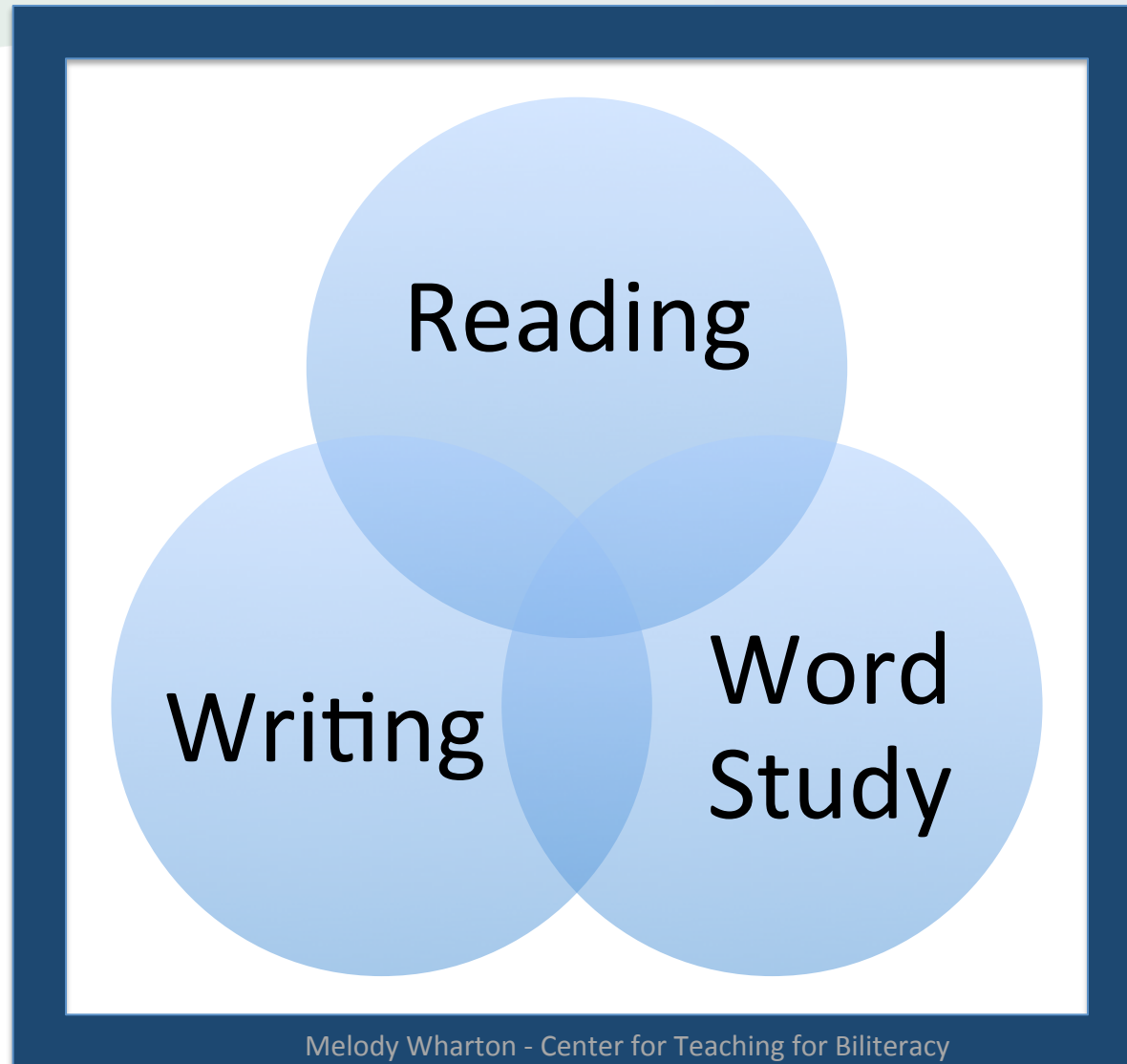
- Introduce yourselves and describe your bilingual trajectory (simultaneous vs. sequential bilingual). If you are monolingual English and were to become bilingual, you would be a sequential bilingual.



Defining Biliteracy



What is Literacy?



Context
for
Meaning



Sort

<u>urodjenik</u>	<u>nenormalan</u>	<u>nepogodan</u>
<u>učenik</u>	<u>nepostovanje</u>	<u>nevredan</u>
<u>zatvorenik</u>	<u>optuženik</u>	

Language development directly affects 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

ELPA 21

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

ELPA 21

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	
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")	Level 6 - Reaching
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	



Spanish Language Development

Descripción de Habilidades: Grados Escolares 1-2

Desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes 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

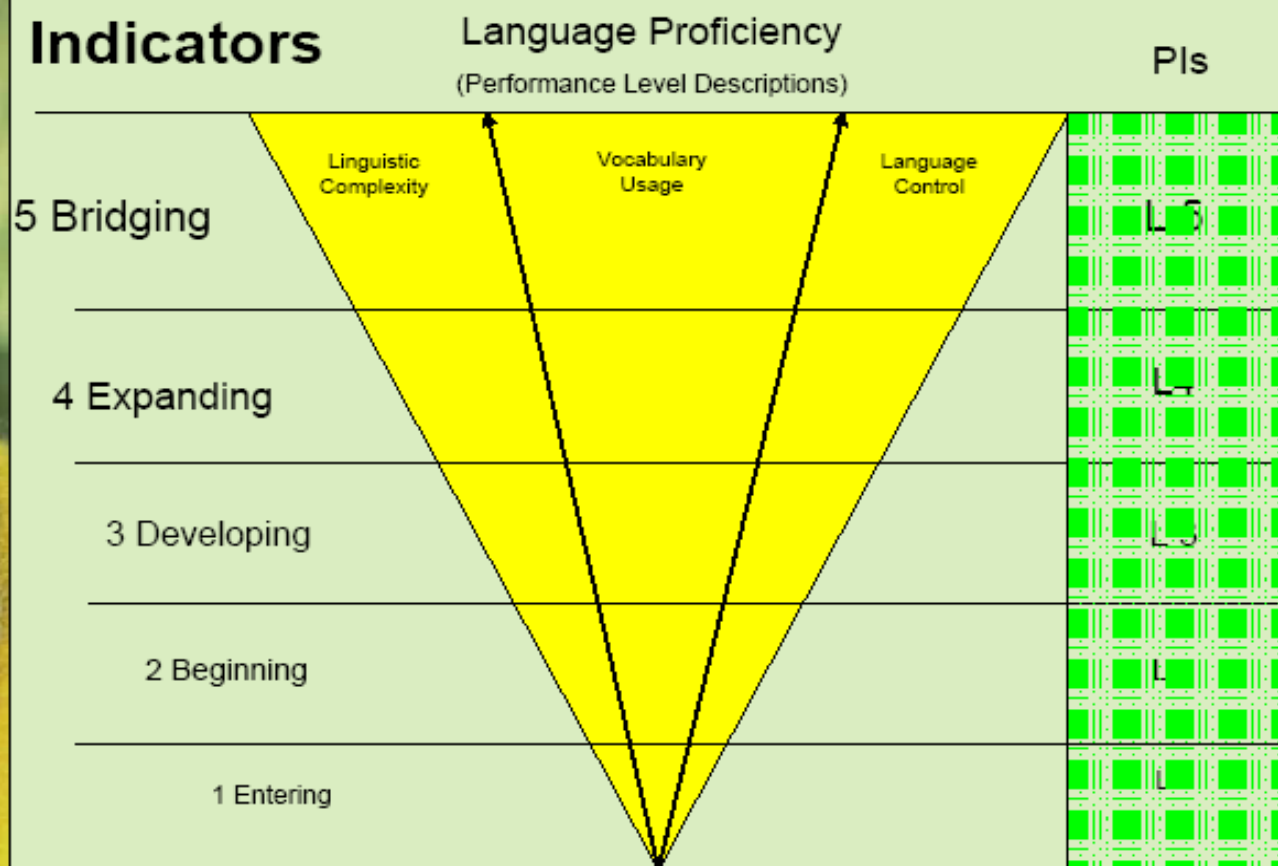
Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in 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



Talmudic Style Reading



What is biliteracy and how does it differ from monoliteracy?



Talmudic Style Reading

(Melody Wharton)

- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



Balanced Literacy

Balanced literacy is defined by the balance of three cueing systems, also known as reading, writing and word study. The intersection of the three cueing systems is crucial, as is the premise that these 3 areas are taught in an integrated fashion within a meaningful context.



What do we mean by teaching for biliteracy? (p.2)



“...A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing.”

What do we mean by teaching for biliteracy? (p.2)



“...A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing. **Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages.**”

Planning for Biliteracy on a Daily Basis

Teaching for biliteracy
engages ALL students in
Spanish literacy AND **English**
literacy **every day, beginning**
in Kindergarten.



Defining Biliteracy:

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Considerations

- It is important to develop a literacy pedagogy, or philosophy that guides literacy and biliteracy decisions in your district.
- What is your district or school's literacy pedagogy? How does the pedagogy (or philosophy) guide decision-making?



Our Biliteracy Philosophy



In order to help our students meaningfully participate and show growth **in L, S, R, W in both languages**, we will systematically move through **experiential learning** that builds ***oracy*** and ***background knowledge*** to begin developing literacy proficiency and comprehension.

This will be done by scaffolding rigorous activities and using a gradual release of responsibility model (whole group, small group, independent practice) that meets student needs and is developmentally appropriate and that takes 5 to 7 years to develop.

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*

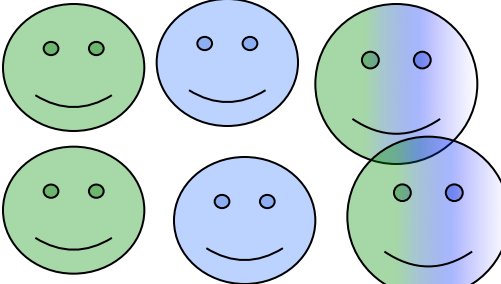
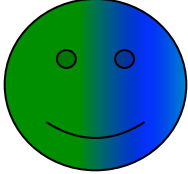
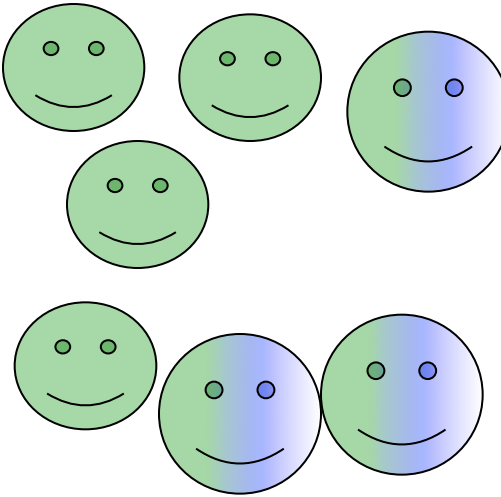


- **Blue Students:** Language Majority Students (English is spoken at home) – *Sequential Bilinguals*

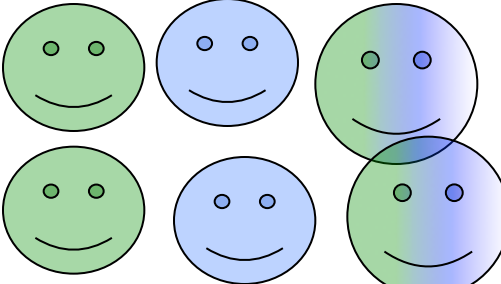
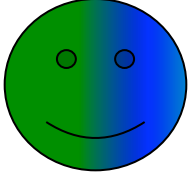
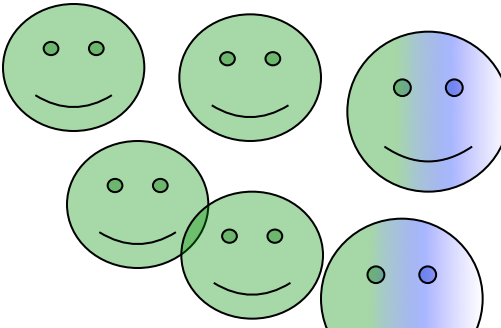
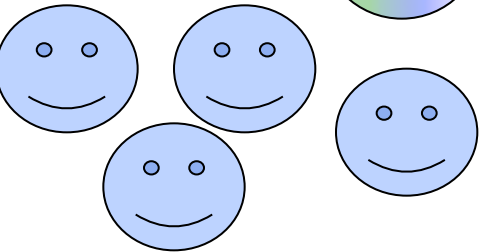


- **Blue/Green Students:** Usually Language Minority Students (A mixture of English and a non-English language is spoken at home; or, children speak non-English language to parents and English to siblings or a combination thereof) *Simultaneous Bilinguals*

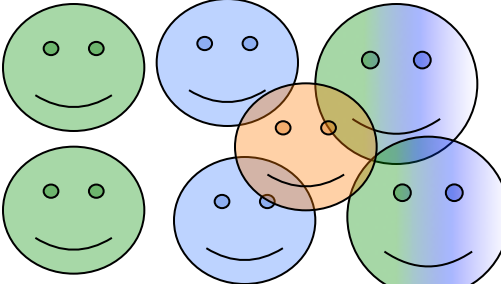
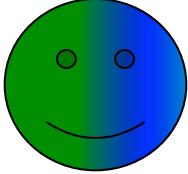
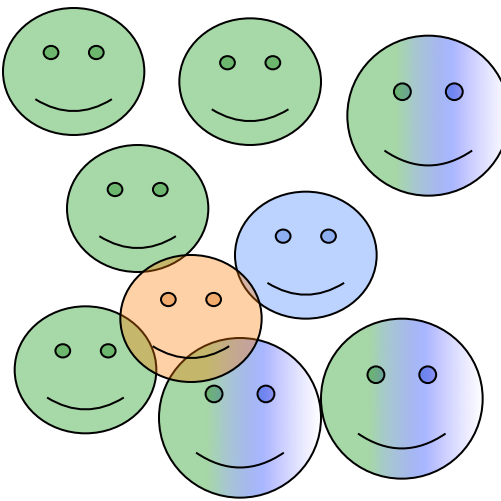
Language Programs in the U.S.

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

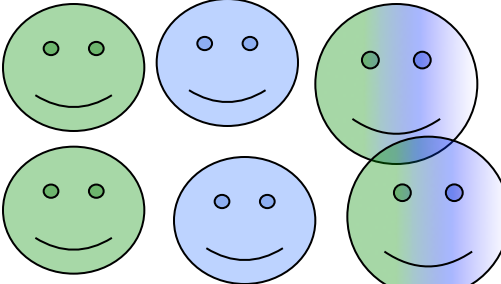
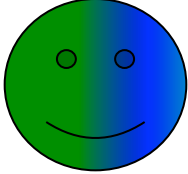
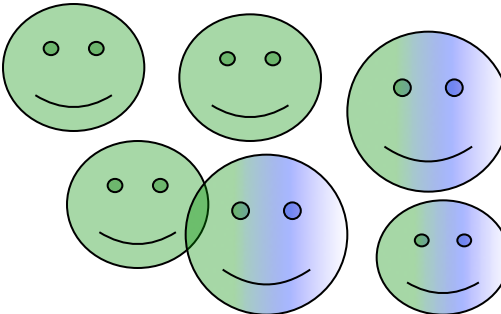
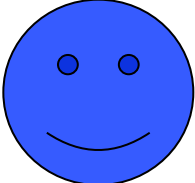
Language Programs in the U.S.

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

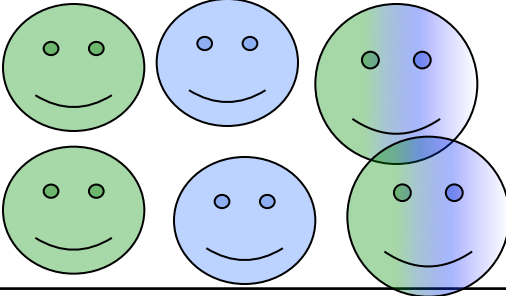
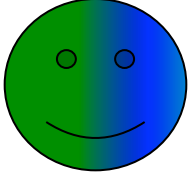
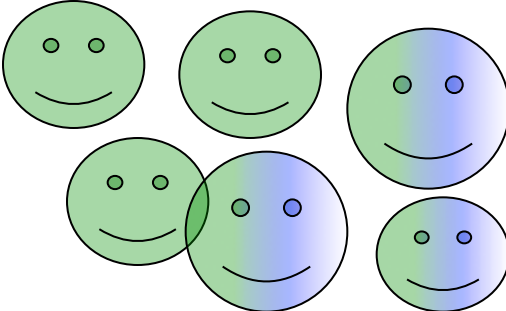
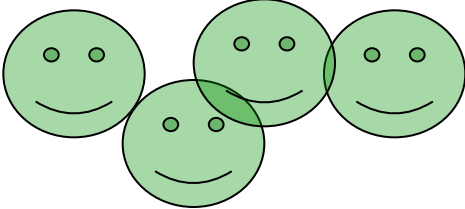
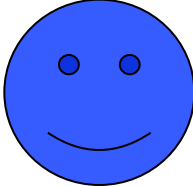
Language Programs in the U.S.

Students upon entry	Students upon entry	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

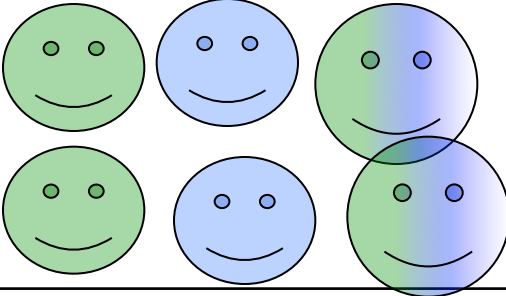
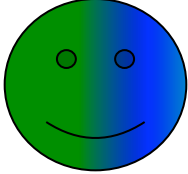
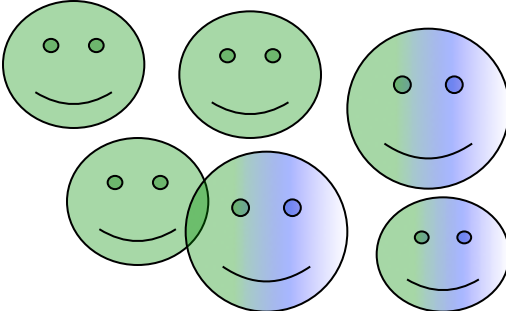
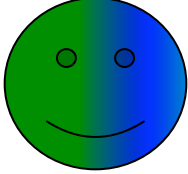
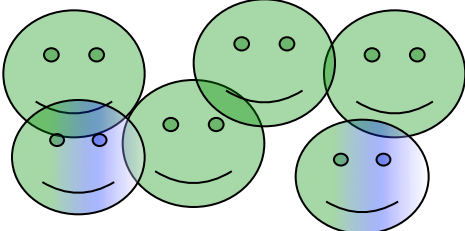
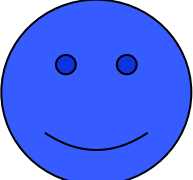
Language Programs in the U.S.

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

Language Programs in the U.S.

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

Language Programs in the U.S.

Language Acquisition program	Students upon entry	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

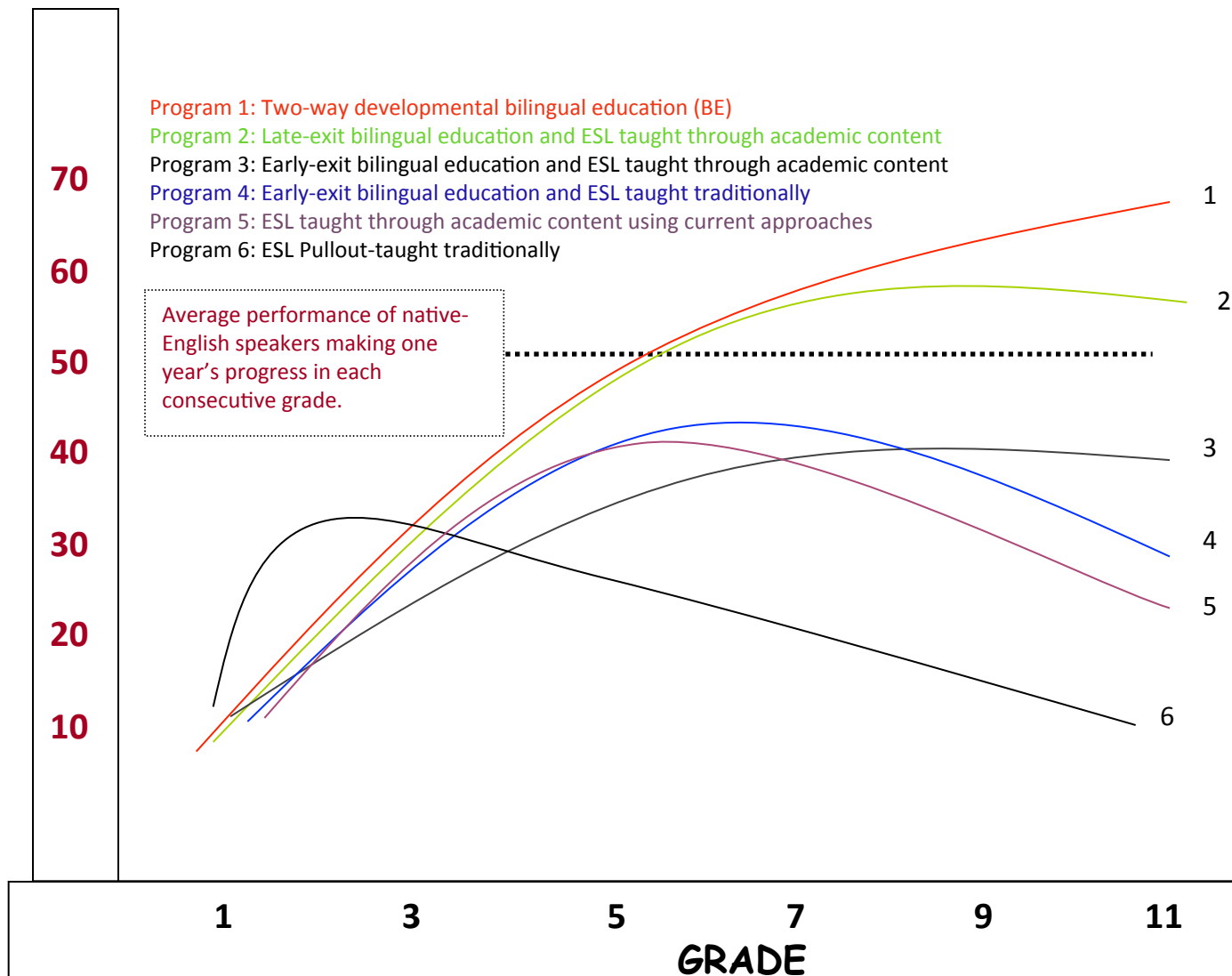
Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	English		
	80%	80%	70%	50%	40%	20%			
			Spanish					100%	

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

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Group Processing

(Page 6 of Handouts)



Program Vision
Literacy Philosophy

Program Vision

Literacy Philosophy (or Pedagogy)



Group Processing

VISION:

- For whom is your program? (What students)?
- How long are students expected to be in your program?
- What are the goals of your program?

LITERACY PHILOSOPHY:

What common understandings do you have about how students learn to read and write?

Sketch the answers on chart paper.



Language and Content Allocation Plans

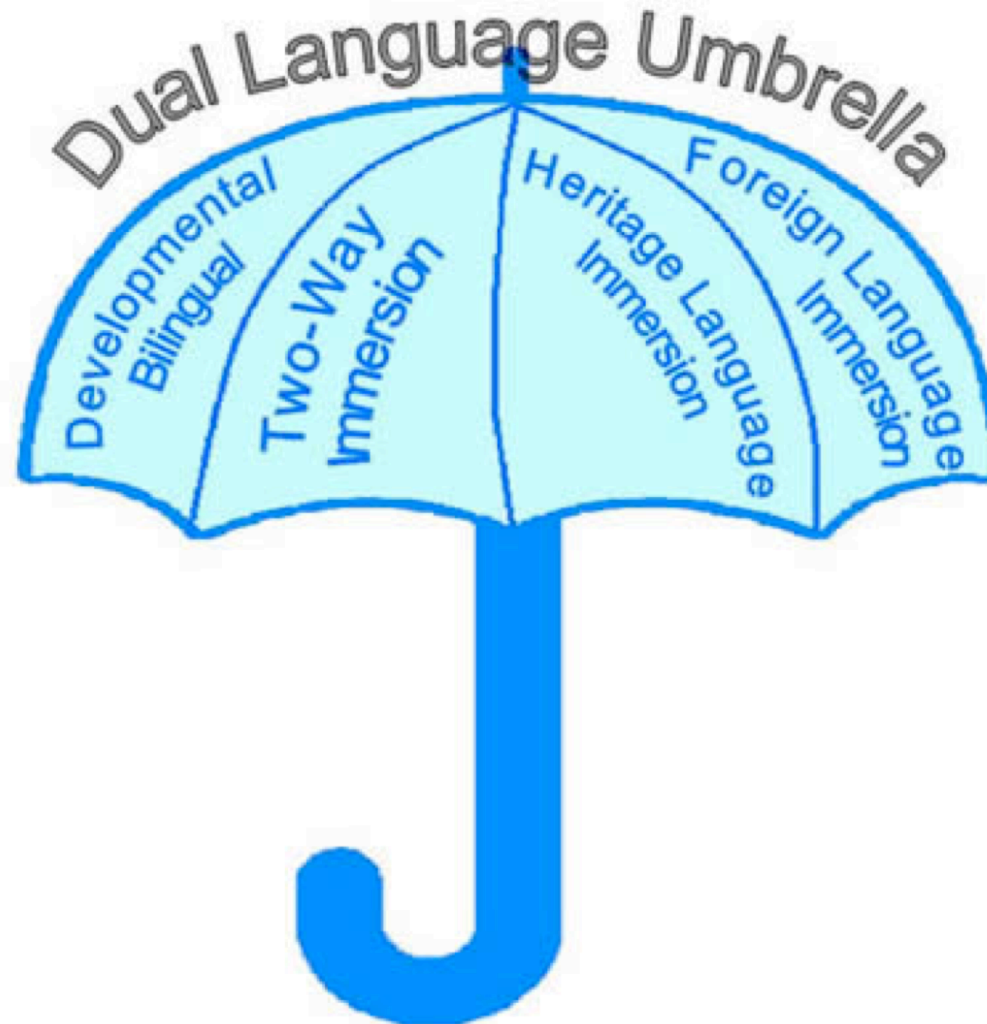


Language Allocation

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%		
		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								

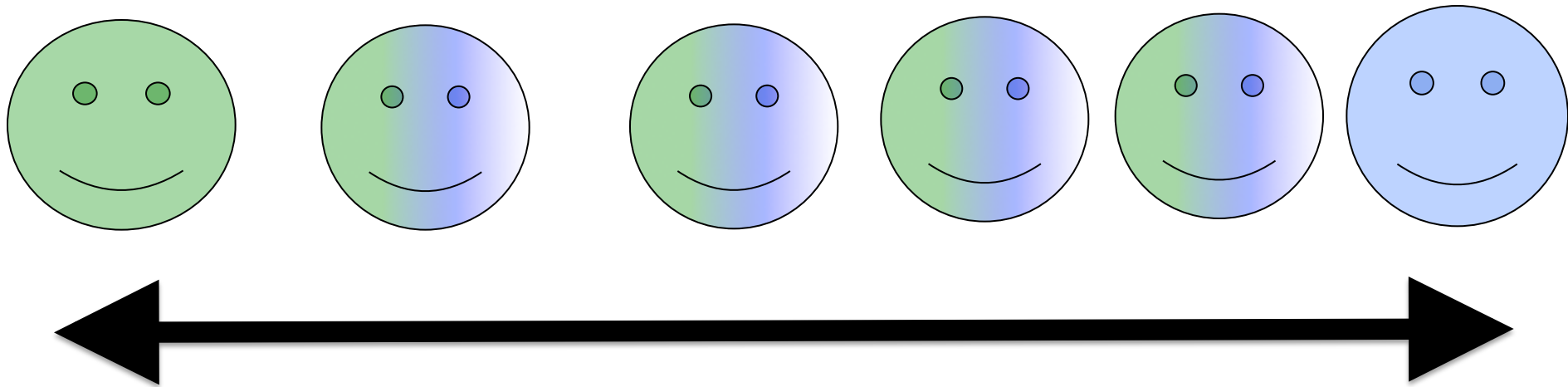
Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	English			
	80%	80%				50%	50%	50%	50%
			70%	60%	60%	50%	50%	50%	50%
			Spanish						

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



Group Processing Step 4



**Describing your Language
and Content Allocation Plan**

Biliteracy Non-Negotiables

(Beeman and Urow, 2013)

- 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.
- Content and literacy Instruction are integrated.

Systems Must Reflect the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories 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.
- Content and literacy Instruction are integrated.

Program Considerations

Using the Bridge is most challenging in programs that do not have a clearly defined content and language allocation plan, especially in dual-language programs. The Bridge works best when it is a carefully planned activity that occurs after learning new concepts in one language. The unit framework in this book therefore places the Bridge at the end of instruction in one language, where it is followed by extension activities in the other language that guide students to use and apply the concepts learned in all their languages. This placement ensures that Spanish and English are equally valued. Rather than abandoning Spanish in preparation for standardized testing in English, students and teachers know that the Bridge will enable students to demonstrate in English what they have learned in Spanish and what they have learned in Spanish in English.

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 the Bridge. In the discussion that follows, these elements are described in three types of language program: dual-language (or two-way-immersion), bilingual (developmental and transitional), and heritage language. All teachers involved in teaching for biliteracy should understand the program structures and should know what role they play in it.

ALLOCATING LANGUAGE AND CONTENT IN DUAL-LANGUAGE PROGRAMS

Dual-language programs are designed for students who speak English at home, for

switches to the other language. This understanding often results in teachers' not using sheltered instruction and differentiation strategies that would make content comprehensible for students at different stages of English- and Spanish-language development. In the absence of a well-defined content allocation plan, teachers can, unwittingly, end up favoring instruction in English because of comfort level and anxiety over high-stakes testing.

Assigning a content area to one language is cleaner and simpler than sharing content across both languages. It is also more cost-effective: when content is shared across two languages, materials must be purchased in both languages. And, as discussed earlier, students need to learn content only once, regardless of the language in which it is taught; they do not have to learn content in both languages to demonstrate their learning. The Bridge, a fundamental element in teaching for biliteracy, explicitly teaches students that what they learned in one language can be applied in the other.

In a 50/50 dual-language program, language arts is taught in both Spanish and English. Many programs integrate parts of their language arts curriculum with content, often social studies. Math and science are taught in either language. Some programs teach science only in English K–5 (with a Bridge to Spanish), and math only in Spanish K–5 (with a Bridge to English). Other programs switch the language for these content areas by year or by several years (e.g., math is taught in Spanish K–2 with a Bridge to English and then taught in English 3–5 with a Bridge to Spanish). The simpler the content allocation plan, the easier it is to implement. In 80/20 or 90/10 programs, language arts is taught in both languages in the early primary grades, and content areas are taught in Spanish with a Bridge to English. By 3rd grade, some of the content is delivered in English (e.g., math in English and science in Spanish) with a Bridge to the other language.

Self-contained dual-language teachers can plan Bridges easily in their own classrooms. When language is divided by teacher, however, and the English teacher does not speak Spanish, who will conduct the Bridge becomes an issue. There are three options. One is to have students lead the Bridge with teacher support. This option is the most effective because students are in charge of their own learning, and it is widely used by English teachers who are not Spanish speakers but who have a good working relationship with the Spanish teacher. Another option is to have the two teachers conduct the Bridge together. The third is for teachers to collaborate in planning the Bridge so that the English teacher has enough Spanish to do the Bridge on her own.

ALLOCATING LANGUAGE AND CONTENT IN DEVELOPMENTAL AND TRANSITIONAL BILINGUAL PROGRAMS

The biggest difference between dual-language programs and developmental and transitional bilingual programs is the student population. Transitional and developmental bilingual programs serve students whose linguistic profile could be described as two-language learners or ELLs. Thus, the caution about “flip-flopping” between languages while teaching content is different; there are no English-dominant students in the classroom who will “wait” for English. But because Spanish is a minority language within a majority culture (premise 1), students and teachers often value English over Spanish and sacrifice time allocated for Spanish in the rush



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?

Systems (Structures) that Promote Biliteracy: Language and Content Allocation Plan

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



Systems Must Reflect the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories 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.
- Content and literacy Instruction are integrated.

Language Allocation



Biliteracy Non-Negotiables

To become bilingual and biliterate, students need to engage in Spanish and in English **daily**.

Daily exposure to both languages is necessary because_____.

A minimum of 50% of daily instruction needs to be in the non-English language.

A minimum of 50% of Spanish daily is necessary because_____.



Biliteracy Non-Negotiables

Daily exposure to both languages is necessary because:

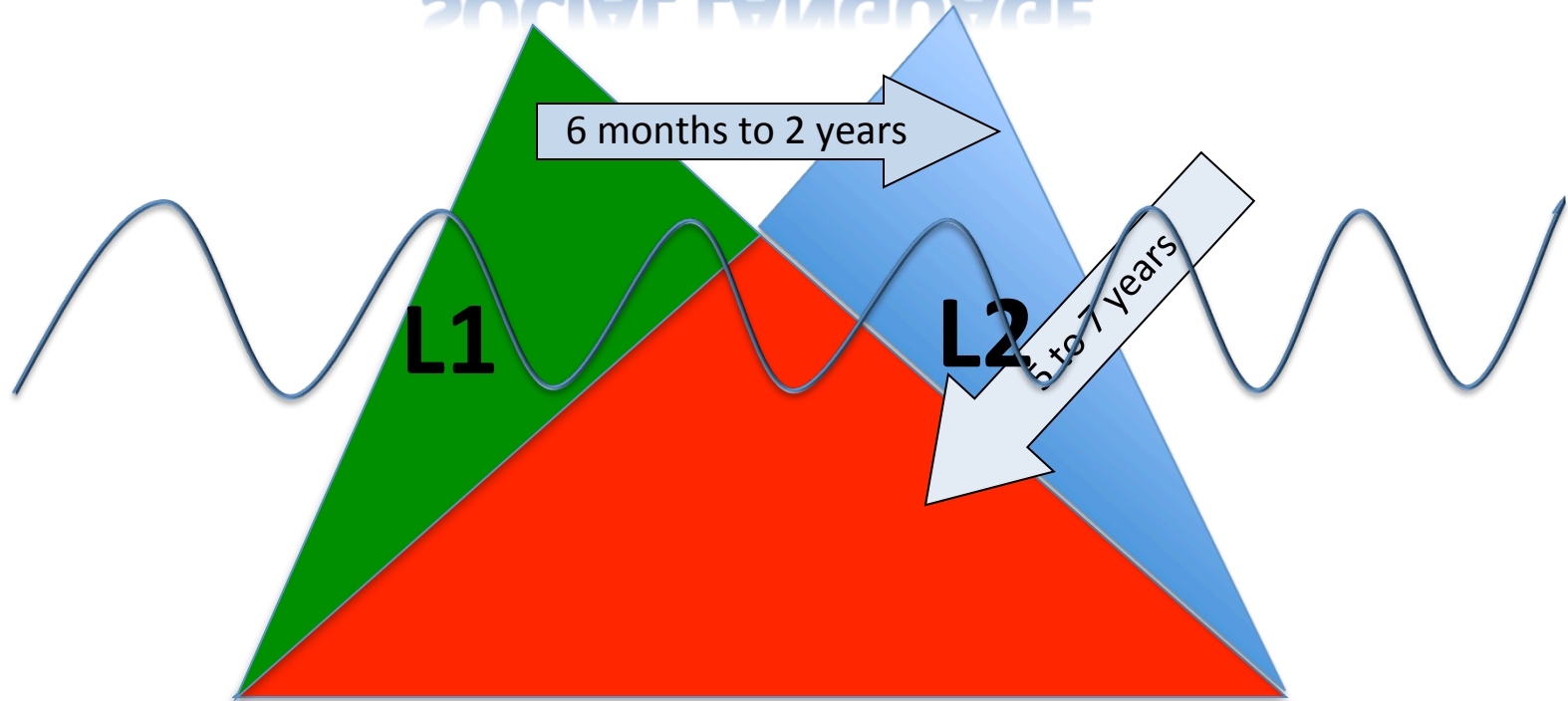
- In order to develop language, students must use it and practice it. The more time goes by without practicing it, the harder it is to develop.
- Language is the vehicle for learning content and critical thinking; therefore, it must be as fully developed as possible in both languages.



Additionally...

To become bilingual and biliterate, students need at least 5 to 7 years to develop academic language in both language. (Cummins, 1981, 1996,)

SOCIAL LANGUAGE



ACADEMIC LANGUAGE

Additionally...

To become bilingual and biliterate, students need at least 5 to 7 years to develop academic language in both language.

This is important because_____.

Therefore, it is best for biliteracy to develop in programs that at a minimum, are K-5.

Language Allocation Question #1

- How much Spanish will be taught daily at each grade level?

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	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
K					
1					
2					
3					
4					

When reading a language and content Allocation plan, the first number is always the non-English number.



By 3rd or 4th grade, MOST Biliteracy programs are 50/50

50% of the day is taught in Spanish

50% of the day is taught in English.

Language Allocation Question #1

- How much Spanish will be taught daily at each grade level?
- At 3rd or 4th and up = 50%
- **What about K-2?**

Language Allocation Question #1

- How much Spanish will be taught daily at each grade level?
- How much English will be taught daily at each grade level?

Language Allocation

[illegible]

<i>Dual Language Non-Negotiables</i>		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment

At the secondary level, to be considered DL, 2 courses must be offered in Spanish: a Language Arts course and content area course.



One and Two Teacher Model Programs

Type of Model	Pros	Cons
One Teacher Model (One teacher teaches both languages)	Teachers get to know students across both their languages Time can be more flexible	It may be harder for the teacher to stay in the target language It may be harder for the students to stay in the target language
Two Teacher Model (One teacher teaches English and another teacher teaches Spanish to the same students)	Spanish time is protected by place, time and person When collaboration works well, it is powerful!	It is harder for teachers to get to know students across both languages When collaboration is not effective, it is challenging for all.

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	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
K					
1					
2					
3					
4					

Complete the Language Part of this graph for every grade level of your program.





Dual Language Non-Negotiables

Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment

Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.



Content Allocation



Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is first number	Content taught in Spanish	Direction of the Bridge	Content Taught in English	Notes
		Spanish Content and Minutes		English Content and Minutes	
5					
6					
7					
8					
9					



Systems Must Reflect the Biliteracy Non-Negotiables

- **All students receive literacy instruction in both languages every day, beginning at entry into the program.** Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.
- Students are together for differentiated, but not separate, instruction.
- **Content is taught in one language only at each**

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is first number	Content taught in Spanish	Direction of the Bridge	Content Taught in English	Notes
		Spanish Content and Minutes		English Content and Minutes	
5		Language Arts (literacy)		Language Arts (literacy)	
6					
7					
8					
9					



Systems Must Reflect the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories 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.**
- Content and literacy Instruction are integrated.

Content Allocation for Biliteracy

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



Why keep content in one language all year long?

1. Bilinguals only learn things once.

SOCIAL LANGUAGE

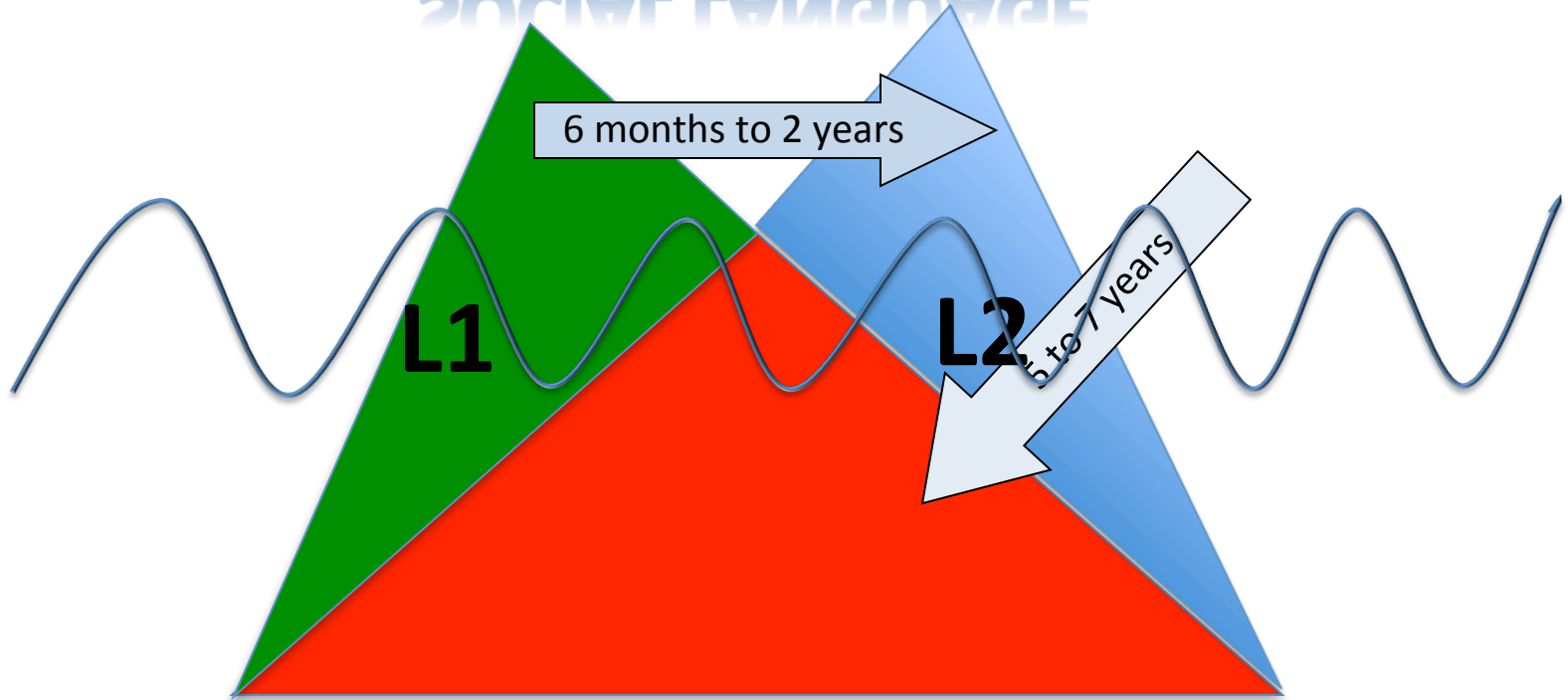
6 months to 2 years

L1

L2

5 to 7 years

ACADEMIC LANGUAGE



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...)

Why keep content in one language all year long?

3. So that we can optimize

transfer (the Bridge ensures transfer of academic language and content. It is done at the END of each unit).



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).





Dual Language Non-Negotiables

Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment

Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.





This document outlines suggestions for the members and duties of a standing dual language committee.

[Timeline for Creating a New Dual Language Program](#)

This document outlines a two-year plan for researching, developing, and implementing a new dual language program.

Sample Content Allocation Plans for Dual Language:

- For 80/20 Programs: Sample Content Allocation Plans for Dual Language, Two-Way and One-Way Immersion and Developmental Bilingual Education 80-20: [Sample Content Allocation Plans DL DBE 80-20 Only](#)
- For 50/50 Programs: [Sample Content Allocation Plans for Dual Language, Two-Way and One-Way Immersion and Developmental Bilingual Education 50-50 Only](#)

When determining language allocation (90/10, 80/20, 50/50), dual language programs need to determine their content allocation plan, which includes deciding which subjects will be taught in which program language at each grade level. Consult the documents above for sample content allocation plans for 80/20 and 50/50 programs.

“Look Fors” in Biliteracy Programs

Documents like “Look Fors” should be created by a diverse group of stakeholders from the district (administrators, teachers, literacy specialists, etc.) The process of developing Look Fors is just as important as the final product. The use of “Look Fors” should reflect a growth mindset, and not be meant to highlight deficits. We have presented two different examples for two different programs. “Look Fors” must reflect the school or district’s local context, students, program vision, and goals.

This sample is a draft set of “Look Fors” for Verona, Wisconsin’s 50/50 two-way immersion program.

[DRAFT Verona TWI Look Fors](#)

This next sample was prepared for Orange County Public Schools in Orlando, Florida. It is a draft document to be used in transitional bilingual programs:

[DRAFT-Possible OCPS Bilingual Look Fors](#)

This sample Biliteracy Checklist and Look-fors was created for North Shore District 112, in Highland Park/Highwood, IL for use in both their 80/20 two-way immersion dual language program and in their 80/20 one-way immersion dual language program.

[Sample Biliteracy checklist with look-fors](#)



West Chicago District 33 – Biliteracy Core Curriculum Chart
Updated May 25, 2016

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

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



Content Allocation: Planning Content in Spanish and English K-5 *Dual Language or Developmental Bilingual Programs*

The following options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by 5th grade. In all of these samples it is assumed that:

- Both Spanish and English are taught daily.
- In two-way (Dual Language) programs, students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include English SL and Spanish SL approaches.
- Language Arts includes reading, writing, fluency, and word study and reflects the CCSS.
- In all these models the majority of content is delivered in Spanish K-2 and then becomes 50% Spanish and 50% English grades 3-5. Once the program is 50/50, the language of math addresses less language arts standards than the non-Math language.
- The options below 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 below are not a departmentalized model.

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-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Science Social Studies	Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	50% Language Arts Math
Fourth Grade 50/50	50% Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies



Option B: 80/20: The majority of the content is delivered in Spanish, K-2. Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Math	Spanish to English: Math English to Spanish: • Language Arts integrated with SS and Science	50% Language Arts Social Studies Science
Fourth Grade 50/50	50% 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): • Math	50% Language Arts Math
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Pros	Cons
-Possibility of transfer between languages (content and word study, for example) is increased over the years.	It requires materials that are consistent throughout the years (regardless of language delivery) in both languages.
-As long as collaborative structures exist, this model promotes teacher collaboration.	This is perhaps the most costly option and the most difficult to implement.



Option C: 80/20 Model : The majority of the content is delivered in Spanish, K-2. Chunks subjects in the same language in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fourth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Pros	Cons
Students build up a strong foundation, over a number of years, in each language in each content area.	It requires materials that can support the curriculum in both languages.
Planning and collaboration among teachers is simplified.	Language arts will most likely have to be integrated with science and social studies in English from 3 rd through 5 th grades, reflecting best practice for language learners but hard to implement consistently.
Consistency is built over time, allowing all participants to predict and anticipate language and content.	



Option D: 80/20 Model (Very similar to Option A)

Math is taught in English 3-5, and Science in Spanish 3-5. Social Studies begins in Spanish (K-2) and switches to English in third grade through fifth. Unlike Option A, Social Studies switches to English in 3rd grade whereas Option A does so in fourth grade.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: - Language Arts - Science - Social Studies - Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% 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	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

Pros	Cons
Given the nature of high stakes testing, it is possible that the consistency of teaching math in English grades 3-5 will produce lessened anxiety on the part of all. Switching to Social Studies in the third grade will optimize materials in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies at those grades. Because Science is full of cognates between English and Spanish, as long as the Bridge is occurring at the end of each unit, students will be able to demonstrate in English what they learned in science in Spanish. Since Math is in English in grade 3-5, there will be more time for Spanish language arts.	It will be essential to protect the Spanish given the amount of subjects taught in English after third grade. English language arts will have to be integrated with social studies. Because some subjects are only taught in one language, explicit, consistent use of the Bridge is essential. Given that there is less time for language arts in English since Math is taught in English, language arts and Social Studies will have to be tightly integrated. While this is pedagogically good, it requires in depth planning.



Content allocation

	K	1	2	3	4	5	6	7	8
50/50	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%
	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%

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		



Content Allocation: Planning Content in Spanish and English Elementary School K-5

The following options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by 5th grade. In all of these samples it is assumed that:

- Students are integrated all day (English dominant students and ELLS)
- Language arts includes reading and writing, listening and speaking.
- Literacy time is differentiated so as to include ESL and SSL approaches.
- The options below 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 below are not a departmentalized model.

Option A: 50% English -50 % Spanish Model - Switch subject area to the other language every year

	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

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 C: 50/50 Model

Keep Math in English, and Science in Spanish throughout the 6 years. Begin SS in Spanish (k-2) and switch to English in third grade (3-6).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts • Science • Social Studies	Language Arts Math
First Grade	Language Arts Science Social Studies		Language Arts Math
Second Grade	Language Arts Science Social Studies	English to Spanish (end of every unit) PK-2: • Language Arts • Math Grades 3-5 Spanish to English (end of every unit) PK-2: • Language Arts • Science	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	English to Spanish (end of every unit) PK-2: • Language Arts • Social Studies • Math	Language Arts Math 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 at the 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	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	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	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

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				



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

Biliteracy Curriculum/Units



She focuses next on reading comprehension and writing, often integrating the two. She then addresses and teaches the discrete skills needed to read and write, such as word study and fluency.

The second part is the Bridge, the moment when students compare the concepts in two languages. Once the students have learned the concepts in one language and concepts, the relevant words and phrases in Spanish and English, side-by-side. Next, students engage in a contrastive analysis of the two languages.

In the third part, students engage in extension activities. In this part, students use language using listening, speaking, reading, and writing. The concepts and language identified during the Bridge, they apply to the other language. In our example, the students use the Spanish words and concepts about the family they learned in the first part.

During the instruction teachers must plan their instruction so that they are sure that they are strategic in their use of the two languages. Teachers who know in all their languages, may switch back and forth between languages at any time. Their switching is a normal development. For teachers who are not bilingual, the switching for teachers is different. Before the Bridge, teachers teach in English only for teaching a particular unit and ensure that students know words in the language they choose. In teaching the unit, teachers provide supports, such as word banks and sentence prompts, to ensure that students have the academic language they need in the unit.

The Bridge is student-centered. During the Bridge, the teacher visually places the two languages side by side, first guiding students to communicate what they have learned, for example, in Spanish about the family, and making a list of terms. The teacher and the students then generate the equivalent of those terms in English. The amount of teacher involvement in this first step of the Bridge depends on the students' level of knowledge in the other language. For students who are beginning to learn English, the teacher will provide the English terms; for students with an intermediate or advanced level of proficiency in English, the teacher will encourage the students to provide the English terms for many of the Spanish concepts. The second step of the Bridge is the contrastive analysis, during which students compare how their two languages work. The similarities and differences they explore and identify are captured in the Bridge anchor charts they create during the Bridge. These bilingual charts highlight the words and linguistic features studied during the Bridge, and they remain in the classroom so students can continue to refer to them. The formal, planned Bridge occurs only after students have learned the concepts and language that have been taught in a particular unit and are ready to engage in contrastive analysis. Bridging, in contrast, is informal and unplanned. It occurs every day whenever students, reading and writing in Spanish or in English, compare and contrast their two languages on their own and with the Bridge anchor charts they made in previous units.

Pages 15-19 describe:
Unit design (BUF)
Schedules
Guiding Questions

PLANNING FOR BILITERACY AT THE CLASSROOM LEVEL FROM THE LEARNER'S PERSPECTIVE

All biliteracy programs should have a well-articulated language and content allocation plan that tells students and teachers what is expected. The allocation plan facilitates the tasks of designing schedules and making decisions about what literacy components are used and in which language, and it helps teachers determine when and how to Bridge. In instances where there is no allocation plan, teachers may find



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
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:00	Specials	Half are offered in Spanish and half in English at FPG
12:00-12:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:45-2:30	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



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

Biliteracy Curriculum/Units



Assumptions

- Students are together/ integrated all day (blue-English dominant students and green - 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.



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
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:00	Specials	Half are offered in Spanish and half in English at FPG
12:00-12:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:45-2:30	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



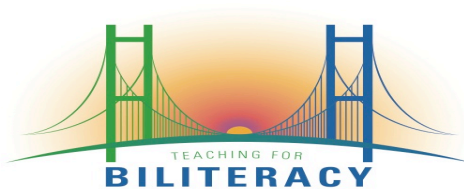
50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

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



What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



THE CENTER

Theme	BILITERACY UNIT FRAMEWORK (BUF)		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 activity - Vocabulary Development			Formative Assessment
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			

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

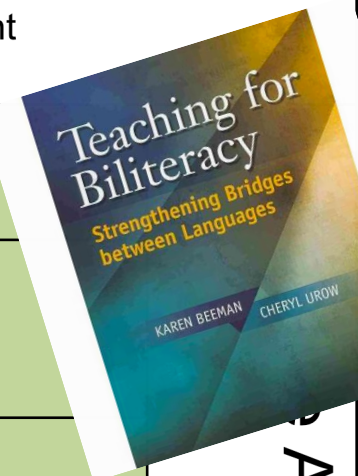
- Decoding
- Phonics
- Spelling

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	<div data-bbox="732 546 1748 801"> <div data-bbox="1083 639 1396 733">English</div> <div data-bbox="1045 751 1228 1249">  </div> <div data-bbox="589 1172 1601 1422"> <div data-bbox="919 1265 1263 1359">Spanish</div> </div> </div> <div data-bbox="1765 539 1835 1242" data-cs="2" data-kind="parent">Formative Assessment</div> <div data-kind="ghost"></div>	
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:

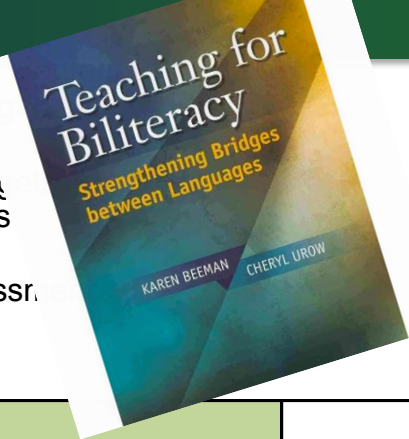
Standards: CHAPTERS 1-5; Especially Chapter 4

- 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 L

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



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)



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Two Types of Bridge Anchor Charts

- Bridges: born out of a unit – all words, graph, or text are related
- Metalinguistic 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

- English to Spanish example –
Melody Wharton
- Spanish to English example – **Olga
Karwoski**
- Early Childhood example Pk/K –
Susan Pryor