

# **Teaching for Biliteracy**

## **August Summer Institute**

### **2017**



# Wednesday, August 2, 2017

## Morning Session

- Sharing – Biliteracy Unit
- Language and Content Allocation Plan
- Biliteracy Students
- Biliteracy Mindset
- Biliteracy Instruction:
  - BUF Triangle: Standards and Big Ideas



# Afternoon Breakouts

## Using a Multilingual Perspective with our Students:

- Selecting materials to meet language, literacy and content standards in biliteracy- Susan Pryor
- *Cómo funciona el español* – Olga Karwoski
- Oracy Building Strategies – Melody Wharton



# Biliteracy Experience Share



# ***What is biliteracy and what does biliteracy look like?***

## **Biliteracy Unit Framework**



|                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |  |                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
| Theme                                                                                                                                                     | <div>BILITERACY UNIT FRAMEWORK (BUF)</div>                                                                                                                                                                                                                                       |  | Content Area and Content Big Idea(s)<br>Language Arts Big Ideas      |
| Standards:                                                                                                                                                | <ul style="list-style-type: none"><li>Content Area Standards</li><li>English Language Arts Standards</li><li>Spanish Language Arts Standards</li><li>English Language Development (Proficiency) Standards</li><li>Spanish Language Development (Proficiency) Standards</li></ul> |  | Content Area Targets<br>Language Targets<br><br>Summative Assessment |
| Building Oracy and Background Knowledge <ul style="list-style-type: none"><li>Interactive, hands-on activity</li><li>Vocabulary Development</li></ul>     |                                                                                                                                                                                                                                                                                  |  | Formative Assessment                                                 |
| Reading Comprehension <ul style="list-style-type: none"><li>Guided Reading</li><li>Read aloud</li><li>Readers' Workshop</li><li>Partner reading</li></ul> |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| Writing <ul style="list-style-type: none"><li>Guided Writing</li><li>Writers' Workshop</li></ul>                                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| Word Study and Fluency <ul style="list-style-type: none"><li>Decoding</li><li>Phonics</li><li>Spelling</li></ul>                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| Summative Assessment                                                                                                                                      |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| Bridge <ul style="list-style-type: none"><li>Metalinguistic Skills</li></ul>                                                                              |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| 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

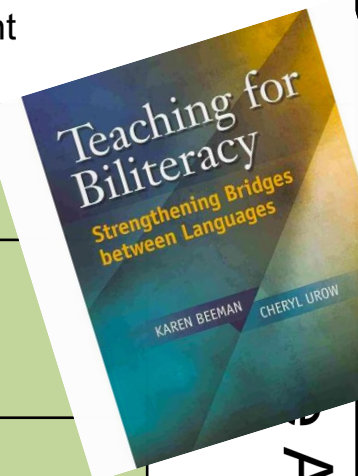
- Decoding
- Phonics
- Spelling

### Summative Assessment

### Bridge

- Metalinguistic Skills

### Extension Lesson or Activity



PAGES 16 AND 17

Assessment

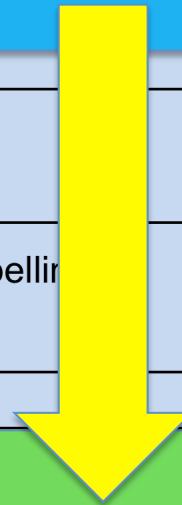
| Theme                                                                                                                                                                                                                                                                                                    |                                                    | Content Area and Content <b>Big Idea(s)</b><br>Language Arts <b>Big Ideas</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Standards:</b> <ul style="list-style-type: none"> <li>Content Area Standards</li> <li>English Language Arts Standards</li> <li>Spanish Language Arts Standards</li> <li>English Language Development (Proficiency) Standards</li> <li>Spanish Language Development (Proficiency) Standards</li> </ul> |                                                    | Content Area Targets<br>Language Targets<br><br>Summative Assessment          |
| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"> <li>Interactive, hands-on activities</li> <li>Vocabulary Development</li> </ul>                                                                                                                                        | <div>Spanish</div> <div>Formative Assessment</div> |                                                                               |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Read aloud</li> </ul>                                                                                                                                                                                        |                                                    |                                                                               |
| <b>Writing</b> <ul style="list-style-type: none"> <li>Guided Writing</li> <li>Writers' Workshop</li> </ul>                                                                                                                                                                                               |                                                    |                                                                               |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"> <li>Decoding</li> <li>Phonics</li> </ul>                                                                                                                                                                                                |                                                    |                                                                               |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                              |                                                    |                                                                               |
| <b>Bridge</b> <ul style="list-style-type: none"> <li>Metalinguistic Skills</li> </ul>                                                                                                                                                                                                                    | <div>English</div>                                 |                                                                               |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                                      |                                                    |                                                                               |

| Theme                                                                                                                                                                                                                                                                                                        |  | Content Area and Content Big Idea(s)<br>Language Arts Big Ideas      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
| <b>Standards:</b> <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• English Language Arts Standards</li><li>• Spanish Language Arts Standards</li><li>• English Language Development (Proficiency) Standards</li><li>• Spanish Language Development (Proficiency) Standards</li></ul> |  | Content Area Targets<br>Language Targets<br><br>Summative Assessment |
| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"><li>• Interactive, hands-on activity</li><li>• Vocabulary Development</li></ul>                                                                                                                                             |  | <b>Formative Assessment</b>                                          |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Read aloud</li></ul>                                                                                                                                                                                           |  |                                                                      |
| <b>Writing</b> <ul style="list-style-type: none"><li>• Guided Writing</li><li>• Writers' Workshop</li></ul>                                                                                                                                                                                                  |  |                                                                      |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"><li>• Decoding</li><li>• Phonics</li></ul>                                                                                                                                                                                                   |  |                                                                      |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Bridge</b> <ul style="list-style-type: none"><li>• Metalinguistic Skills</li></ul>                                                                                                                                                                                                                        |  |                                                                      |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                                          |  |                                                                      |

English

Spanish

English



Spanish

**Bring yesterday's handouts with you, please!**

**Olga's Spanish to  
English Unit:  
States of Matter  
1**

**Melody's  
English to Spanish  
Unit: The Lost Colony  
2**

**Susan's PK/K Unit: People  
Grow and Change  
3**





# Form Groups of 3

- Indicate the number with your hand
- Create triads of 1, 2 and 3

**NEW GROUP:**

**1, 2 and 3**

# Discussion

1. How were literacy, language and content integrated in your biliteracy unit?
2. What was the teacher's literacy pedagogy?  
How do you know?
3. What was similar about your experiences?  
(Share strategies, grouping, visual/sensory and graphic supports, Bridge, standards, etc.)
4. What was different?



# Language and Content Allocation Plans

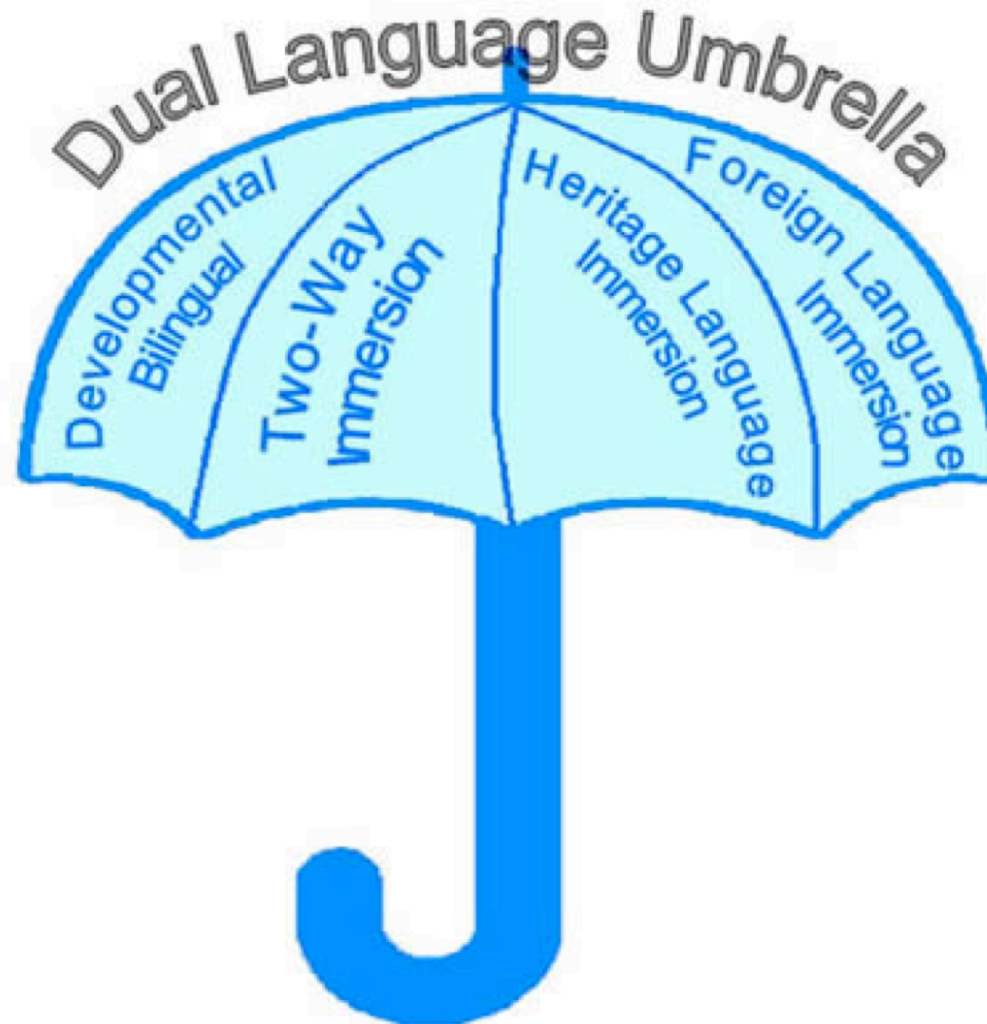


# Language Allocation

| 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% |
|                        |     |         |     |     |         | 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 |     |     |         |         |     |     |     |     |

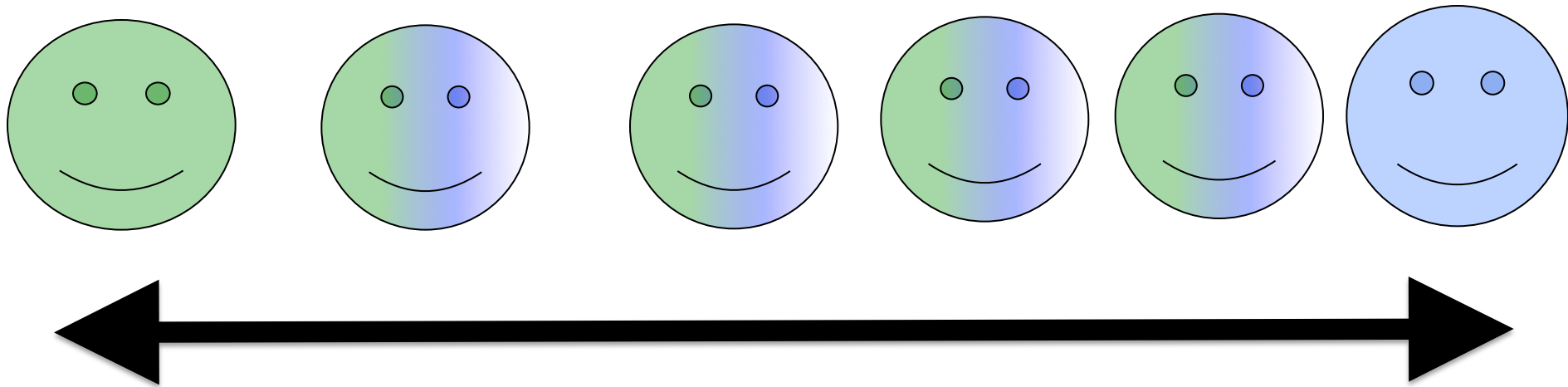
| Dual Language | K   | 1   | 2       | 3   | 4   | 5       | 6   | 7   | 8   |
|---------------|-----|-----|---------|-----|-----|---------|-----|-----|-----|
| 80/20         | 20% | 20% | 30%     | 40% | 40% | English |     |     |     |
|               | 80% | 80% |         |     |     | 50%     | 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



# **Group Processing Step 4**



**Sketch a 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 or stories simultaneously 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.
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## *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



# **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 or Polish 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

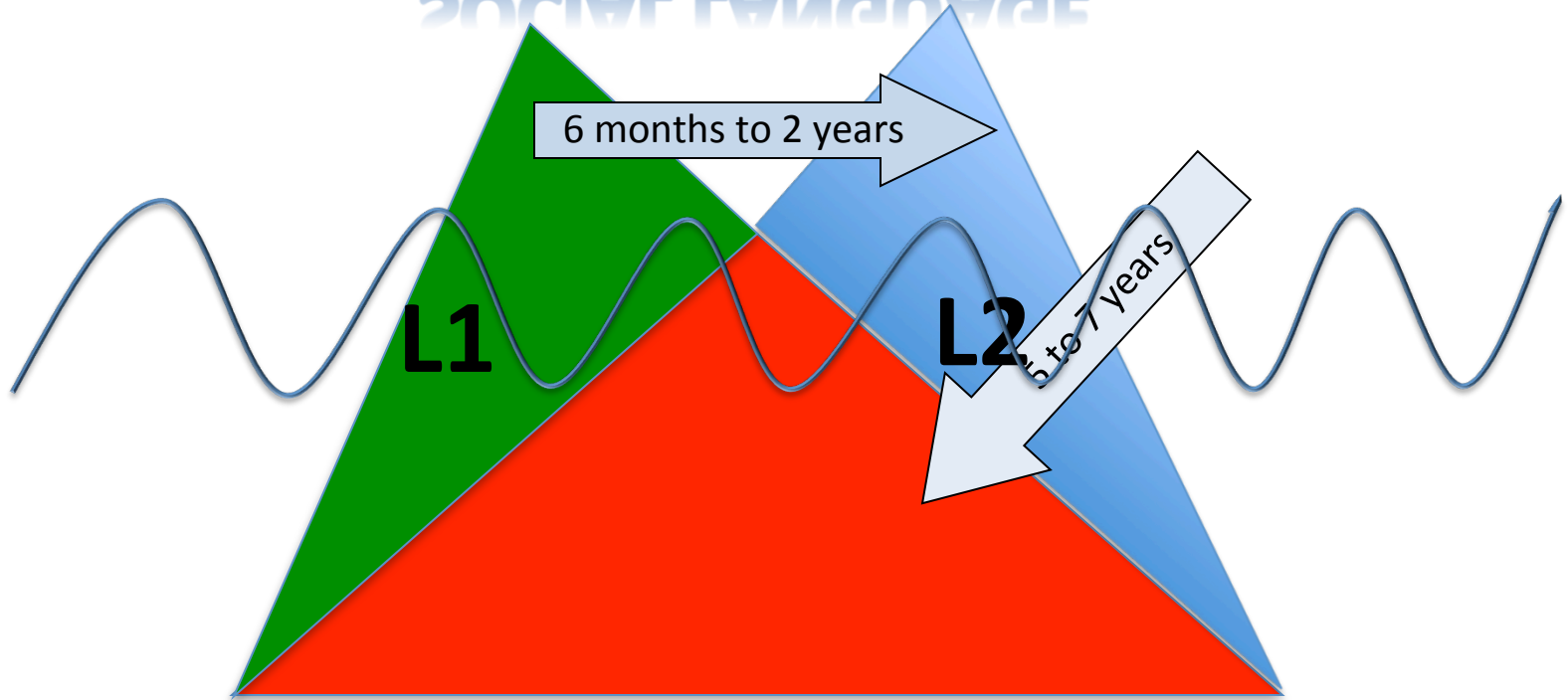
6 months to 2 years

L1

L2

5 to 7 years

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 or Polish will be taught daily at each grade level?

## Content and Language Allocation Worksheet

| Grade | Language Allocation<br>(ex. 80/20;<br>70/30, etc.)<br>Note:<br>Spanish % is the<br>first number | Content taught in<br>Spanish<br><br>Spanish Content and<br>Minutes | Direction of<br>the Bridge | Content Taught in English<br><br>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 3<sup>rd</sup> or 4<sup>th</sup> 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 3<sup>rd</sup> or 4<sup>th</sup> 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

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

Spanish

English

Spanish



| <i>Dual Language Non-Negotiables</i>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary<br>Non-Negotiables                                                                                                                                                                                                                                                                                  | Middle School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                                  | High School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• A minimum of 50% to a maximum of 90% of instruction in the target language</li> <li>• Strict separation of languages for instruction (no translation)</li> <li>• K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)</li> </ul> | <ul style="list-style-type: none"> <li>• Required to take language arts in the target language from 6<sup>th</sup>- 8<sup>th</sup> grade in addition to another core content course taught in the target language each year from 6<sup>th</sup>- 8<sup>th</sup> grade</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> | <ul style="list-style-type: none"> <li>• A minimum of eight credits in the target language over the course of 9<sup>th</sup>-12<sup>th</sup> grade with a minimum of four credits in core content areas (math, science, social studies, or language arts)</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> |

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

## Content and Language Allocation Worksheet

| Grade | Language Allocation<br>(ex. 80/20;<br>70/30, etc.)<br>Note:<br>Spanish % is the<br>first number | Content taught in<br>Spanish<br><br>Spanish Content and<br>Minutes | Direction of<br>the Bridge | Content Taught in English<br><br>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<br>Non-Negotiables                                                                                                                                                                                                                                                                                  | Middle School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                                  | High School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A minimum of 50% to a maximum of 90% of instruction in the target language</li> <li>• Strict separation of languages for instruction (no translation)</li> <li>• K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)</li> </ul> | <ul style="list-style-type: none"> <li>• Required to take language arts in the target language from 6<sup>th</sup>- 8<sup>th</sup> grade in addition to another core content course taught in the target language each year from 6<sup>th</sup>- 8<sup>th</sup> grade</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> | <ul style="list-style-type: none"> <li>• A minimum of eight credits in the target language over the course of 9<sup>th</sup>-12<sup>th</sup> grade with a minimum of four credits in core content areas (math, science, social studies, or language arts)</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> |

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



# Content Allocation



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



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- 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

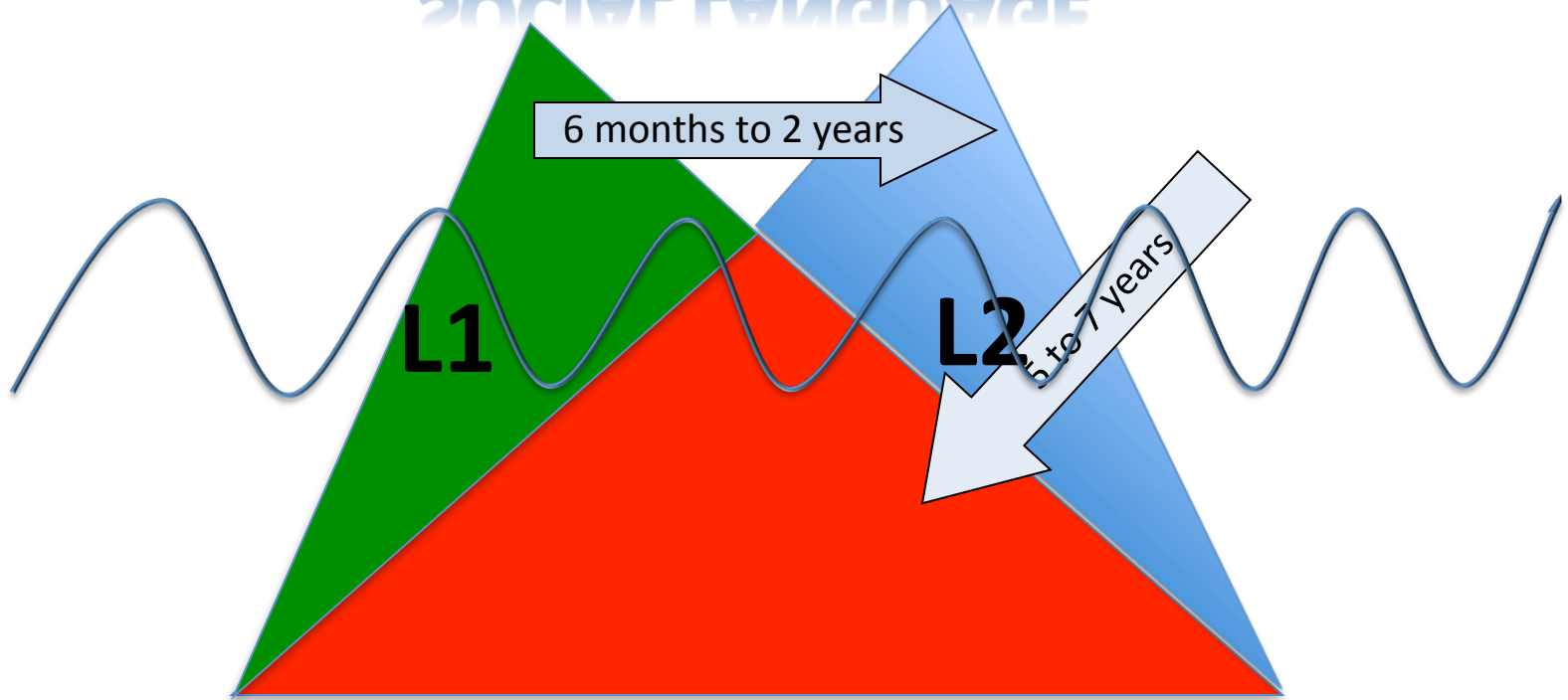
6 months to 2 years

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<br>Non-Negotiables                                                                                                                                                                                                                                                                                  | Middle School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                                  | High School<br>Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A minimum of 50% to a maximum of 90% of instruction in the target language</li> <li>• Strict separation of languages for instruction (no translation)</li> <li>• K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)</li> </ul> | <ul style="list-style-type: none"> <li>• Required to take language arts in the target language from 6<sup>th</sup>- 8<sup>th</sup> grade in addition to another core content course taught in the target language each year from 6<sup>th</sup>- 8<sup>th</sup> grade</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> | <ul style="list-style-type: none"> <li>• A minimum of eight credits in the target language over the course of 9<sup>th</sup>-12<sup>th</sup> grade with a minimum of four credits in core content areas (math, science, social studies, or language arts)</li> <li>• Strict separation of languages for instruction—100% of class taught in the target language</li> <li>• K-12 commitment</li> </ul> |

Note: Based on the program design of the school, 6<sup>th</sup> grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6<sup>th</sup> grade dual language programs at a middle school site will follow the non-negotiables for 6<sup>th</sup>-8<sup>th</sup> 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](#)



# Content Allocation Examples

[illegible]

**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 <b>80/20</b><br>All students | See Chart                                                                                                                                                | See Chart                                                                                                                                                                                                                                       |
| Kindergarten <b>80/20</b><br>All students     | Spanish Language Arts integrated with:<br>Science/Health (Health integrated in science)<br>Social Studies<br>Math<br><b>275 academic Spanish minutes</b> | English Language Arts <ul style="list-style-type: none"> <li>ESL-Extension activities (all four language domains: L,S,R,W)</li> <li><b>45 academic English minutes (separate from specials)</b></li> <li>Specials (Art, Music, P.E.)</li> </ul> |
| First Grade <b>70/30</b><br>All students      | Spanish Language Arts integrated with:<br>Science/Health (health integrated in science)<br>Social Studies<br>Math<br><b>260 academic Spanish minutes</b> | English Language Arts<br>Extension activities (all four language domains: L,S,R,W) <ul style="list-style-type: none"> <li><b>55 academic English minutes (separate from specials)</b></li> <li>Specials (Art, Music, P.E.)</li> </ul>           |
| Second Grade <b>60/40</b><br>All students     | Spanish Language Arts integrated with:<br>Science/Health (Health integrated in science)<br>Social Studies<br>Math<br><b>240 academic Spanish minutes</b> | English Language Arts <ul style="list-style-type: none"> <li>ESL-Extension activities (all four language domains: L,S,R,W)</li> <li><b>75 academic English minutes (separate from specials)</b></li> <li>Specials (Art, Music, P.E.)</li> </ul> |
| Third Grade <b>50/50</b><br>All students      | Spanish Language Arts integrated with:<br>Social Studies<br>Science/Health (health integrated in science)<br><b>135 academic Spanish minutes</b>         | English Language Arts <ul style="list-style-type: none"> <li>English for LA/ESL: <b>75 minutes</b></li> <li>Math: <b>60 minutes</b></li> <li>Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>                |
| Fourth Grade <b>50/50</b><br>All students     | Spanish Language Arts integrated with:<br>Social Studies<br>Science/Health (health integrated in science)<br><b>135 academic Spanish minutes</b>         | English Language Arts <ul style="list-style-type: none"> <li>English for LA/ESL: <b>75 minutes</b></li> <li>Math: <b>60 minutes</b></li> <li>Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>                |
| Fifth Grade <b>50/50</b><br>All students      | Spanish Language Arts integrated with:<br>Social Studies<br>Science/Health (health integrated in science)<br><b>135 academic Spanish minutes</b>         | English Language Arts/ESL <ul style="list-style-type: none"> <li>English for LA/ESL: <b>75 minutes</b></li> <li>Math: <b>60 minutes</b></li> <li>Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>            |





**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 5<sup>th</sup> 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<br>80/20 | 80%<br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English:<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul> | 20%<br>Language Arts (Literacy-based ESL)      |
| First Grade<br>70/30  | 70%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                   | 30%<br>Language Arts                           |
| Second Grade<br>60/40 | 60%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                   | 40%<br>Language Arts                           |
| Third Grade<br>50/50  | 50%<br>Language Arts<br>Science<br>Social Studies         | Sp. to Eng.: LA, Sc. and SS.<br>Eng. to Sp.: LA and Math                                                                                                                          | 50%<br>Language Arts<br>Math                   |
| Fourth Grade<br>50/50 | 50%<br>Language Arts<br>Science                           | Sp. to Eng.: LA, Sc.<br><br>Eng. to Sp.: LA, Math and SS.                                                                                                                         | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fifth Grade<br>50/50  | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                   | 50%<br>Language Arts<br>Math<br>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.

|                       | <b>Spanish</b>                                                   | <b>Bridge</b>                                                                                                                                                                                                                                          | <b>English</b>                                           |
|-----------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Kindergarten<br>80/20 | <b>80%</b><br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English:<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>                                                                      | <b>20%</b><br>Language Arts (Literacy-based ESL)         |
| First Grade<br>70/30  | <b>70%</b><br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                        | <b>30%</b><br>Language Arts                              |
| Second Grade<br>60/40 | <b>60%</b><br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                        | <b>40%</b><br>Language Arts                              |
| Third Grade<br>50/50  | <b>50%</b><br>Language Arts<br>Math                              | Spanish to English: Math<br>English to Spanish:<br><ul style="list-style-type: none"> <li>• Language Arts integrated with SS and Science</li> </ul>                                                                                                    | <b>50%</b><br>Language Arts<br>Social Studies<br>Science |
| Fourth Grade<br>50/50 | 50%<br>Language Arts<br>Science<br>Social Studies                | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>• Math</li> </ul> | 50%<br>Language Arts<br>Math                             |
| Fifth Grade<br>50/50  | 50%<br>Language Arts<br>Math                                     | Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>• Math</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | 50%<br>Language Arts<br>Science<br>Social Studies        |

| <b>Pros</b>                                                                                                   | <b>Cons</b>                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| -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<br>80/20 | <b>80%</b><br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English: <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>                                                                   | <b>20%</b><br>Language Arts (Literacy-based<br>ESL)      |
| First Grade<br>70/30  | <b>70%</b><br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                  | <b>30%</b><br>Language Arts                              |
| Second Grade<br>60/40 | <b>60%</b><br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                  | <b>40%</b><br>Language Arts                              |
| Third Grade<br>50/50  | <b>50%</b><br>Language Arts<br>Math                              | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | <b>50%</b><br>Language Arts<br>Science<br>Social Studies |
| Fourth Grade<br>50/50 | <b>50%</b><br>Language Arts<br>Math                              | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | <b>50%</b><br>Language Arts<br>Science<br>Social Studies |
| Fifth Grade<br>50/50  | <b>50%</b><br>Language Arts<br>Math                              | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | <b>50%</b><br>Language Arts<br>Science<br>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 <sup>rd</sup> through 5 <sup>th</sup> 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 3<sup>rd</sup> grade whereas Option A does so in fourth grade.

|                       | Spanish                                                   | Bridge                                                                                                                                                                                                                                                                                                      | English                                        |
|-----------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Kindergarten<br>80/20 | 80%<br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English:<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>                                                                                                                           | 20%<br>Language Arts (Literacy-based ESL)      |
| First Grade<br>70/30  | 70%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                                                             | 30%<br>Language Arts                           |
| Second Grade<br>60/40 | 60%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                                                             | 40%<br>Language Arts                           |
| Third Grade<br>50/50  | 50%<br>Language Arts<br>Science                           | <b>Grades 3-5</b><br>Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Math</li> </ul> | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fourth Grade<br>50/50 | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                                                                                                                                             | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fifth Grade<br>50/50  | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                                                                                                                                             | 50%<br>Language Arts<br>Math<br>Social Studies |

| Pros                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>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.</p> <p>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.</p> <p>Since Math is in English in grade 3-5, there will be more time for Spanish language arts.</p> | <p>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.</p> <p>Because some subjects are only taught in one language, explicit, consistent use of the Bridge is essential.</p> <p>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.</p> |



# Content allocation Examples

|              | K              | 1              | 2              | 3              | 4              | 5              | 6              | 7              | 8              |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>50/50</b> | English<br>50% | English<br>50% | English<br>50% | English<br>50% | English<br>50% | English<br>50% | English<br>50% | English<br>50% | English<br>50% |
|              | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% | Spanish<br>50% |

## District 200 Language & Content Allocation for *Dual Language*

Woodstock, IL.  
50/50

|                                | Spanish                                    | Bridge                                                    | English                                 |
|--------------------------------|--------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
| Kindergarten                   | Language Arts<br>Science<br>Social Studies | Explicit planning<br>for content and<br>language transfer | Language Arts<br>Math                   |
| First Grade                    | Language Arts<br>Science<br>Social Studies | ↓                                                         | Language Arts<br>Math                   |
| Second Grade                   | Language Arts<br>Science<br>Social Studies | ↓                                                         | Language Arts<br>Math                   |
| Third Grade                    | Language Arts<br>Science                   | ↓                                                         | Language Arts<br>Math<br>Social Studies |
| Fourth Grade                   | Language Arts<br>Science                   | ↓                                                         | Language Arts<br>Math<br>Social Studies |
| Fifth Grade                    | Language Arts<br>Science                   | ↓                                                         | Language Arts<br>Math<br>Social Studies |
| Sixth through<br>Eighth Grades | Science<br>Social Studies<br>Language Arts |                                                           | Reading<br>Math                         |
| Ninth Grade                    | Language Arts<br>Biology                   |                                                           |                                         |
| Tenth Grade                    | Language Arts<br>World History             |                                                           |                                         |
| Eleventh Grade                 | Language Arts<br>Global Issues             |                                                           |                                         |
| Twelfth Grade                  | Language Arts<br>International<br>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 5<sup>th</sup> 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<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> | Language Arts<br>Math                      |
| First Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | Language Arts<br>Science<br>Social Studies |
| Second Grade | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> | Language Arts<br>Math                      |
| Third Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | Language Arts<br>Science<br>Social Studies |
| Fourth Grade | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> | Language Arts<br>Math                      |
| Fifth Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science and Social Studies</li> </ul> | Language Arts<br>Science<br>Social Studies |

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

|              | <b>Spanish</b>                             | <b>Bridge</b>                                                                                                                                                                                                                                                       | <b>English</b>                             |
|--------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Kindergarten | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science and Social Studies</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> | Language Arts<br>Math                      |
| First Grade  | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science and Social Studies</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> | Language Arts<br>Math                      |
| Second Grade | Language Arts<br>Science<br>Social Studies | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science and Social Studies</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> | Language Arts<br>Math                      |
| Third Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science and Social Studies</li></ul> | Language Arts<br>Science<br>Social Studies |
| Fourth Grade | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science and Social Studies</li></ul> | Language Arts<br>Science<br>Social Studies |
| Fifth Grade  | Language Arts<br>Math                      | Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> English to Spanish (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li></ul> Science and Social Studies           | Language Arts<br>Science<br>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).**

|              | <b>Spanish</b>                             | <b>Bridge</b>                                                                                                                                                                                                                                                                   | <b>English</b>                          |
|--------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Kindergarten | Language Arts<br>Science<br>Social Studies | <b>Grades PK-2:</b><br>Spanish to English (end of every unit) PK-2: <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science</li><li>• Social Studies</li></ul>                                                                                                  | Language Arts<br>Math                   |
| First Grade  | Language Arts<br>Science<br>Social Studies |                                                                                                                                                                                                                                                                                 | Language Arts<br>Math                   |
| Second Grade | Language Arts<br>Science<br>Social Studies | English to Spanish (end of every unit) PK-2: <ul style="list-style-type: none"><li>• Language Arts</li><li>• Math</li></ul> <b>Grades 3-5</b><br>Spanish to English (end of every unit) PK-2: <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science</li></ul> | Language Arts<br>Math                   |
| Third Grade  | Language Arts<br>Science                   |                                                                                                                                                                                                                                                                                 | Language Arts<br>Math<br>Social Studies |
| Fourth Grade | Language Arts<br>Science                   |                                                                                                                                                                                                                                                                                 | Language Arts<br>Math<br>Social Studies |
| Fifth Grade  | Language Arts<br>Science                   |                                                                                                                                                                                                                                                                                 | Language Arts<br>Math<br>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.**

|              | <b>Spanish</b>                          | <b>Bridge</b>                                                                                                                                                                                                                                                            | <b>English</b>                          |
|--------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Kindergarten | Language Arts<br>Social Studies<br>Math | <b>Grades PK-2:</b><br>Spanish to English (end of every unit) PK-2: <ul style="list-style-type: none"><li>• Language Arts/<br/>Social Studies</li><li>• Math</li></ul>                                                                                                   | Language Arts<br>Science                |
| First Grade  | Language Arts<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                          | Language Arts<br>Science                |
| Second Grade | Language Arts<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                          | Language Arts<br>Science                |
| Third Grade  | Language Arts<br>Science                | English to Spanish (end of every unit) PK-2: <ul style="list-style-type: none"><li>• Language Arts/<br/>Science</li></ul> <b>Grades 3-5</b><br>Spanish to English (end of every unit): <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science</li></ul> | Language Arts<br>Math<br>Social Studies |
| Fourth Grade | Language Arts<br>Science                |                                                                                                                                                                                                                                                                          | Language Arts<br>Math<br>Social Studies |
| Fifth Grade  | Language Arts<br>Science                |                                                                                                                                                                                                                                                                          | Language Arts<br>Math<br>Social Studies |

## Content and Language Allocation Worksheet

| Grade | Language Allocation<br>(ex. 80/20; 70/30, etc.)<br>Note: Spanish % is the first number | Content taught in Spanish<br>Spanish Content and Minutes | Content Taught in English<br>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 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 the 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Social Studies experiences</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul> | Spanish                                                |
| 9:00 – 10:00 | Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>                                                                                                                                | 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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Science experiments</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                                              | Spanish                                                |
| 1:45-2:30    | English Language Arts/English Language Development <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                                                    | 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Social Studies experiences</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul> | Spanish                                                |
| 9:00 – 10:00 | Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>                                                                                                                                | 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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Science experiments</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                                              | Spanish                                                |
| 12:45-2:30   | English Language Arts/English Language Development <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                                                    | 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Science experiments</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul> | Spanish                                                |
| 9:00 – 10:00   | Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>                                                                                                                  | 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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• SS experiences</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                              | 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Science experiments</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul> | Spanish                                                |
| 9:00 – 10:00   | Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>                                                                                                                  | 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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• SS experiences</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                              | English                                                |



# **Language and Content Allocation Plan Determines:**

**Daily  
Schedules**

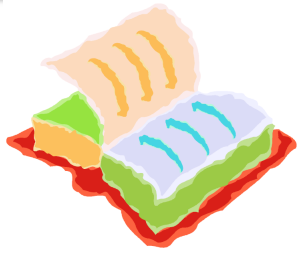
**Materials**

**Biliteracy Curriculum/Units**



# Biliteracy Students





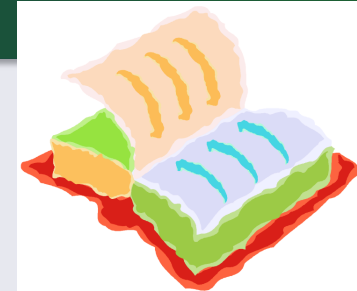
# Chapter 2

Read the Key Points on page 23.

Then with your elbow buddy,  
paraphrase each point

In other words, \_\_\_\_\_

# Student Linguistic Profiles



Page 24

Carmen

Paulo

Antonio

Lucía

Hannah



SOCIAL LANGUAGE

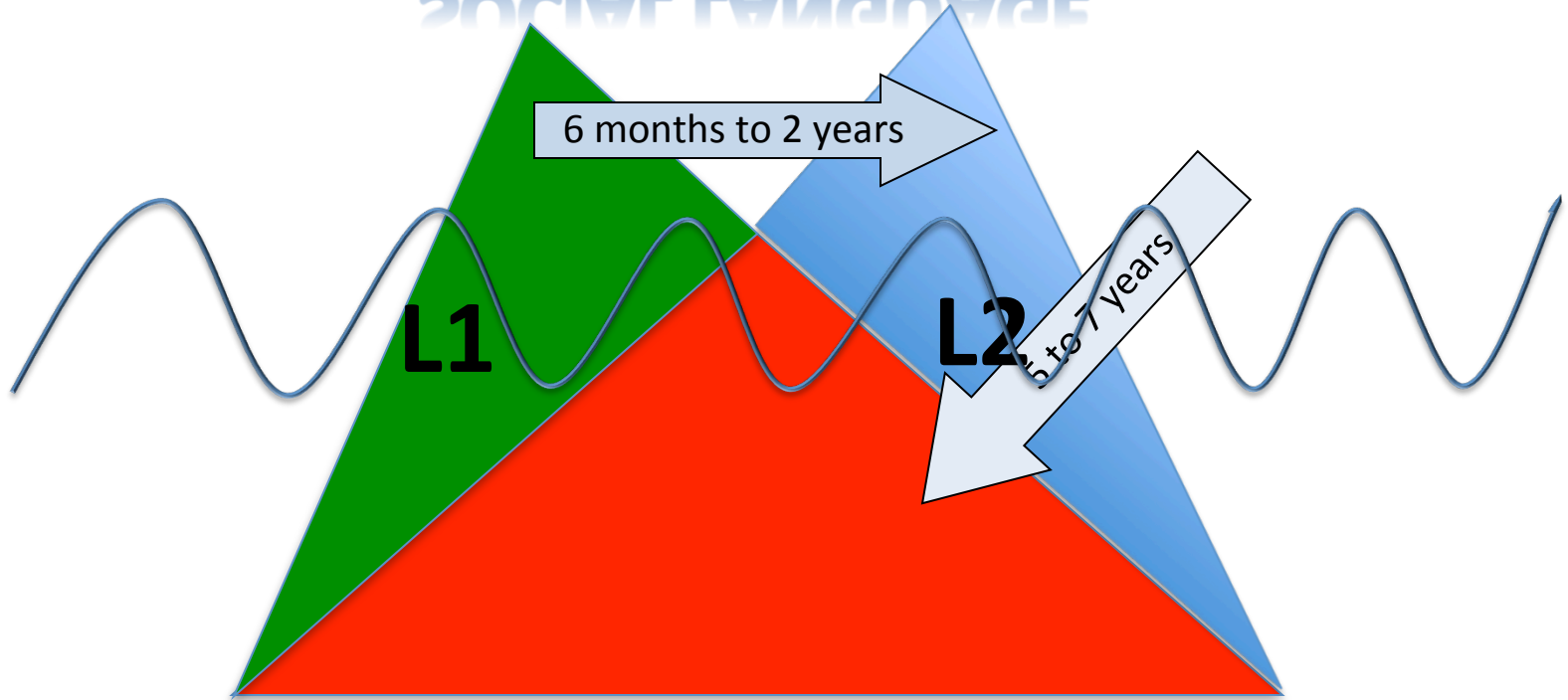
6 months to 2 years

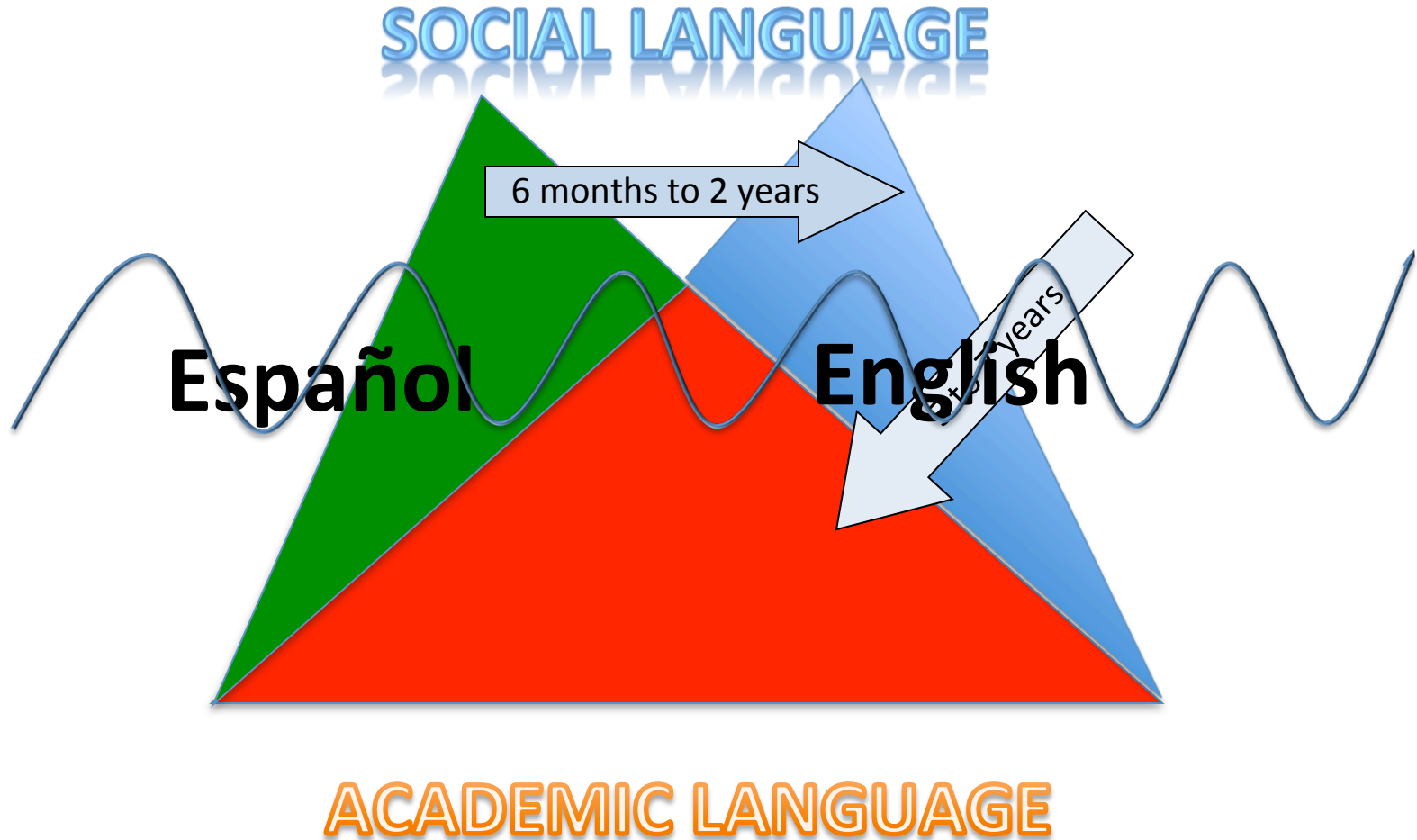
L1

L2

5 to 7 years

ACADEMIC LANGUAGE





# Carmen



Spanish -  
Kinder

-Fui al centro de Chicago. Es bonito.  
*(I went to downtown Chicago. It's nice)*



# Paulo - Second



Spanish

English

Fui a una **party** con mi broder. Se  
me mojaron mis **soquetines**. Then  
comimos **lonche**.

# Antonio

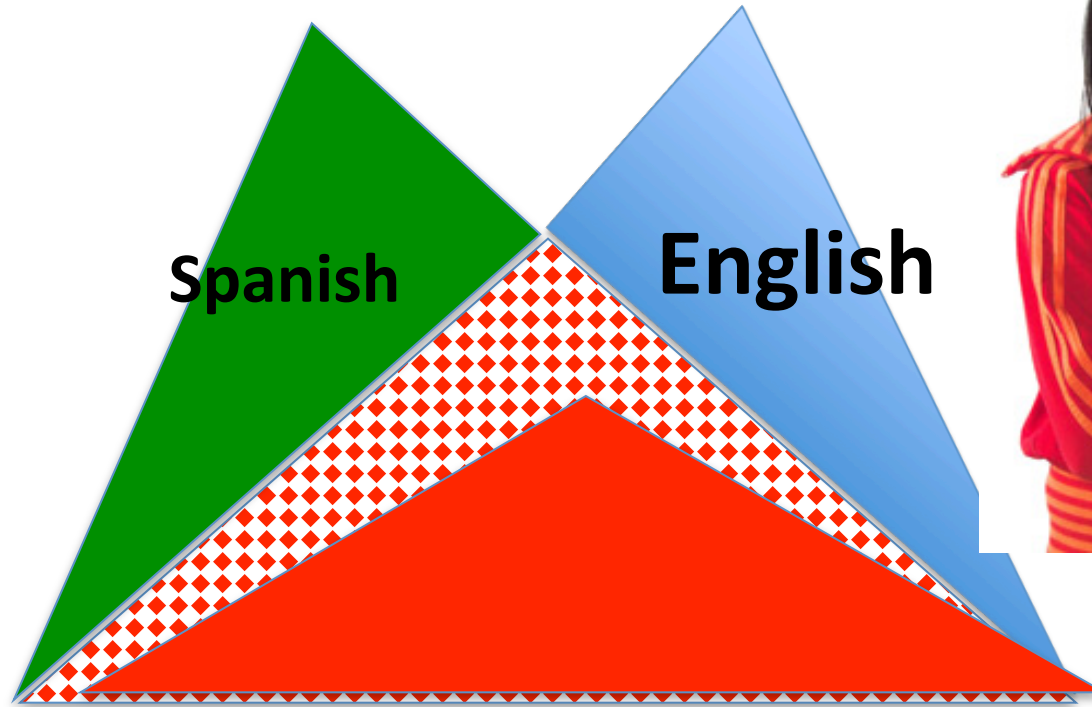
Spanish  
Fifth Grade



-Visité la zona metropolitana de Chicago, lo cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

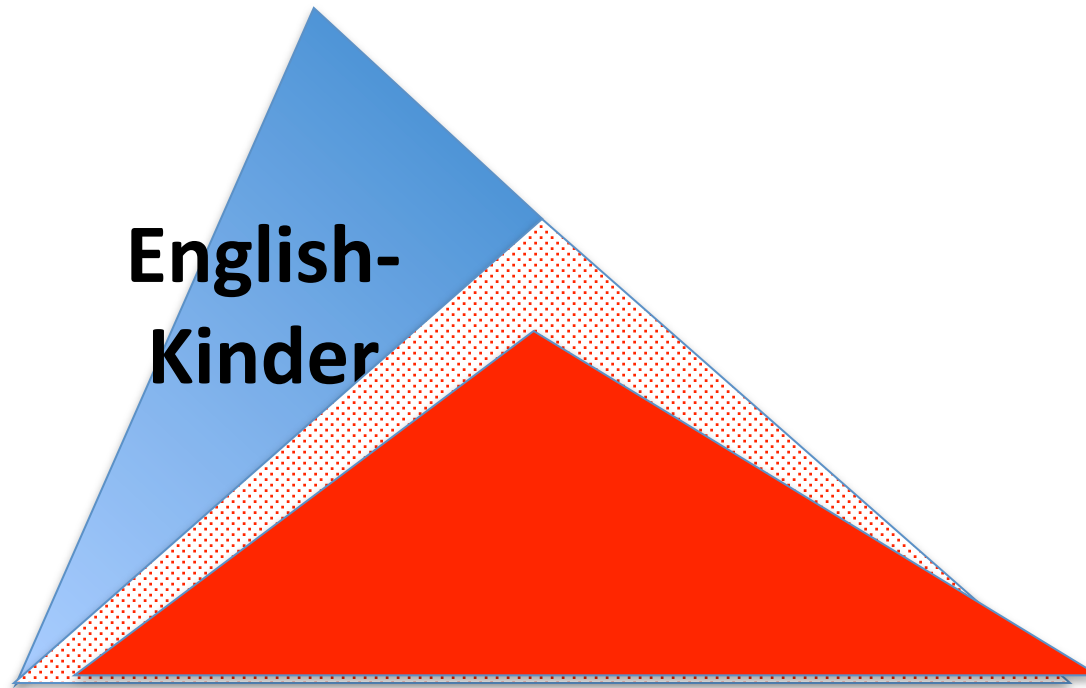
*(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)*

# Lucía – 7<sup>th</sup> grade



**Fui a Susan' s house. Pensé que te iba a ver. Did you have fun?**

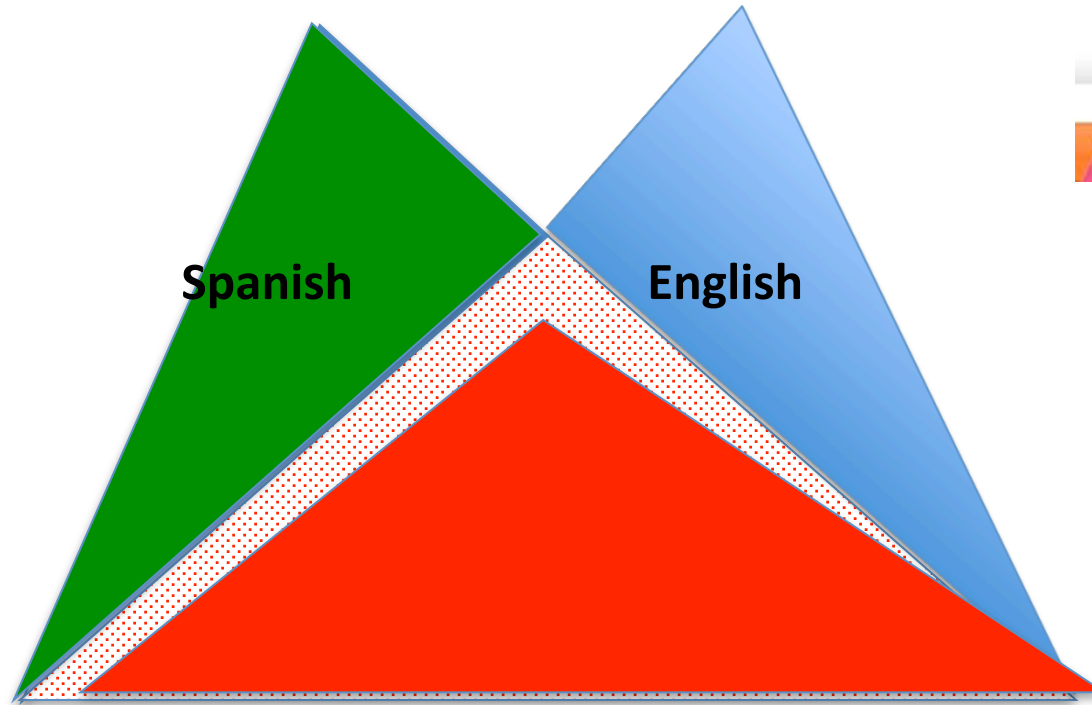
# Hannah- in Kinder



English-  
Kinder

*I went to the escuela. I took my purple mochila.*  
(school). (backpack)

# Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.  
*(I went to my uncle Jose's house. My friend María I went, too.)*

# In order to develop biliteracy, we must get to know our students

- Look at the Box 2.2 on page 33.
- Of all these elements, which is the most important? Why?
- Can this survey be used with all students developing biliteracy?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:



# Bilingual Development

Carmen, Antonio, and Hannah are sequential bilinguals.

Paulo and Lucía are simultaneous bilinguals.

- What is the difference between sequential and simultaneous bilinguals and why does it matter?
- How can you be sure to use a multilingual perspective with ALL your students?



# In order to develop biliteracy, we must get to know our students

- How can you collect this data?
- How would you use this data?
- What did you learn about bilingual students?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:





# **Biliteracy Mindset: The Three Premises for Teaching for Biliteracy**



# Three premises for biliteracy instruction

- **A premise is....**
- **It is important to have premises for biliteracy instruction because...**



# Three premises for biliteracy instruction

- A premise is.... **the assertion that forms the basis for work.**
- It is important to have premises for biliteracy instruction because...

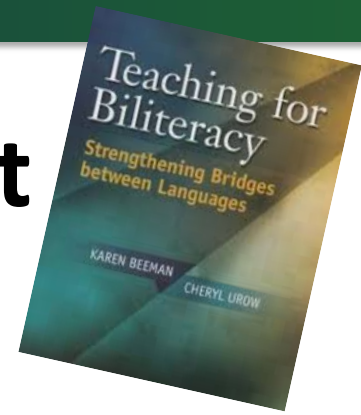


# Three premises for biliteracy instruction

- A premise is.... **the assertion that forms the basis for work.**
- It is important to have premises for biliteracy instruction because...**the premises support decision-making in the field.**



# Teaching for biliteracy is different than teaching for monoliteracy because...



Page 5

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop literacy
- Spanish and English are governed by different linguistic rules and cultural norms

**PREMISE 1: Teaching for biliteracy is different than teaching for monoliteracy because**

- Spanish in the U.S. is a minority language within a majority culture

**In other words, ...**

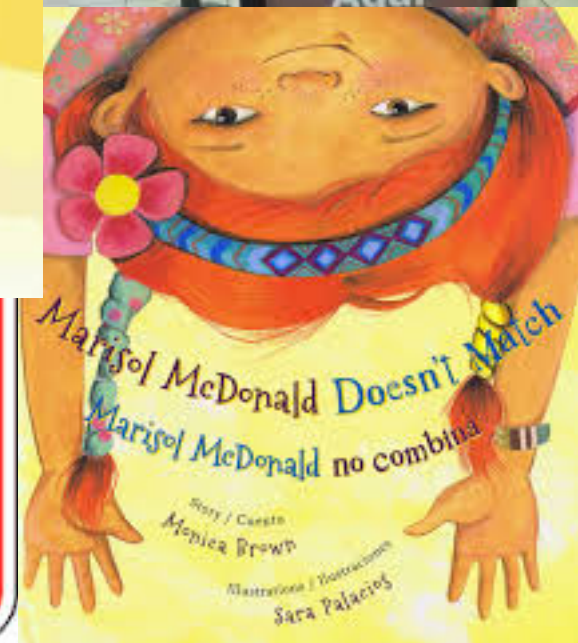
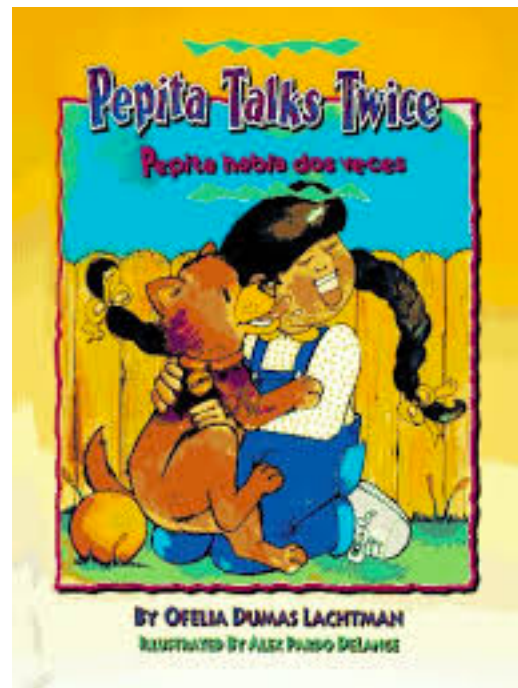
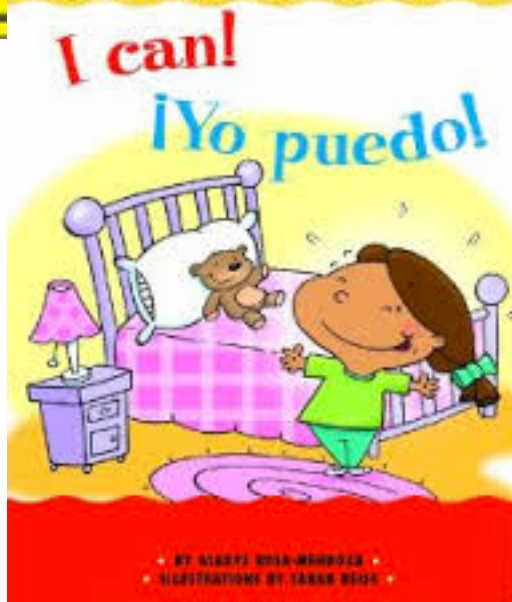
**Therefore,...**



# Spanish is a minority language within a majority culture



# Spanish is a minority language within a majority culture





**Biliteracy Premise 1 highlights the stratification of languages and language users in society and within public education.**

**Spanish is a minority language within a majority culture**





Teaching for biliteracy is different than teaching for monoliteracy because

- Spanish/Polish in the U.S. is a minority language within a majority culture

**Therefore, we raise the status of Polish/Spanish within the majority environment.**

# **What systems and practices are implemented and maintained in order to elevate the status of Polish/Spanish?**



- In what language are bilingual staff meetings conducted?
- How is the academic Spanish/Polish of teachers supported?
- Are there common expectations and understandings about the use of Spanish/Polish instructionally that elevate the status of Spanish?
- How are non-Spanish/Polish speaking educators supported in their role in elevating the status of Spanish/Polish?

What systems and practices are implemented and maintained in order



to maintain the status of Spanish?

- In bilingual staff meetings

create spaces for Polish/  
Spanish to grow, flourish, and

deepen, without the  
encroachment of English?

instructionally and sh?

- How are non-Spanish speaking educators supported in their role in elevating the status of Spanish?

**Biliteracy includes three linguistic spaces  
in instruction, in the classroom, and in  
scheduling**

–Spanish/Polish

–The Bridge

–English



Theme

Standards

- 
- 
- 
- 
- 

Big Idea(s)

# The three linguistic spaces in **instruction**

## 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

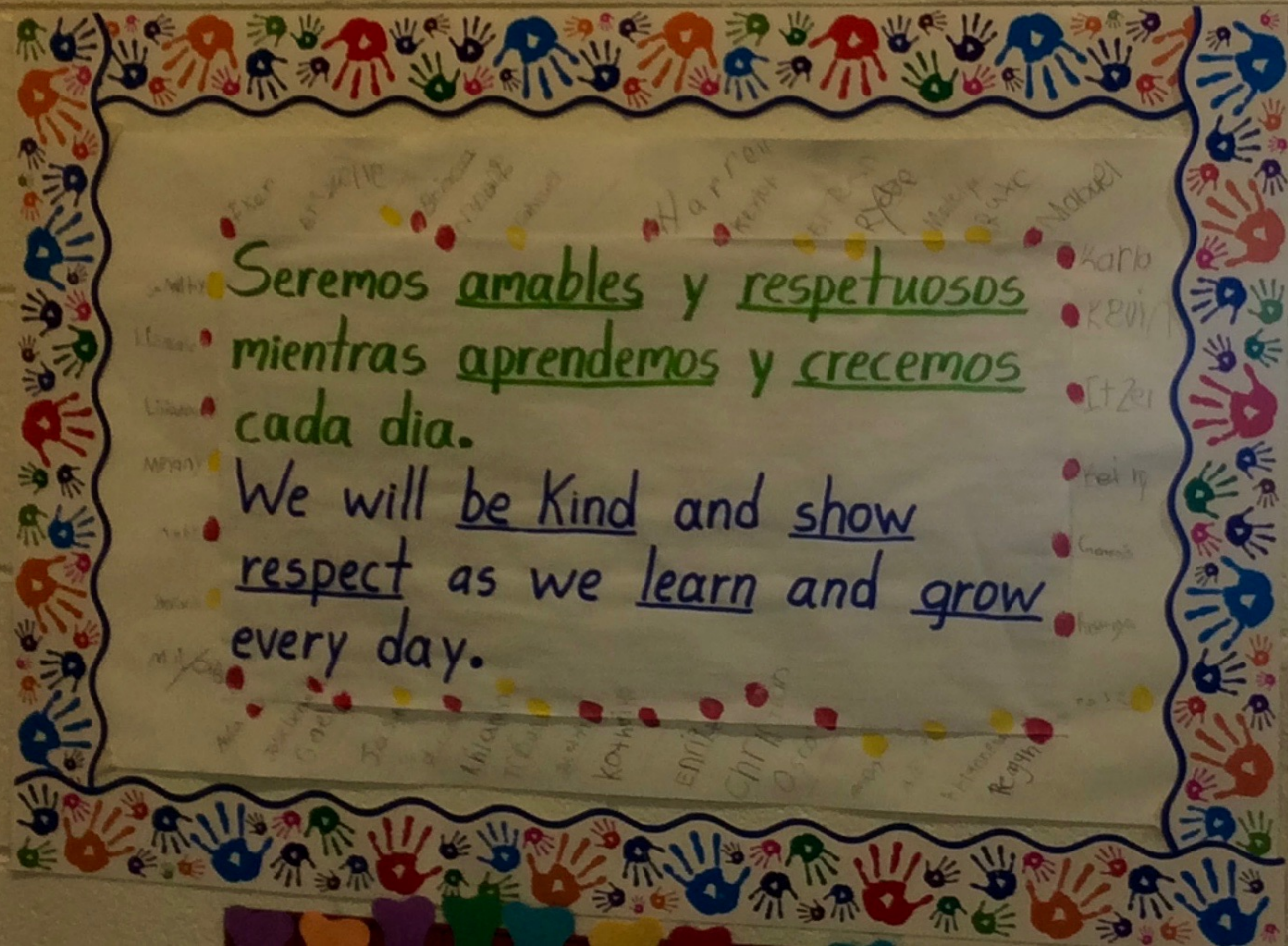
Formative Assessment

| Theme                                                                                                                                                                                                                                                                                                              |                                                           | Content Area and Content <b>Big Idea(s)</b><br>Language Arts <b>Big Ideas</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Standards:</b> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul> |                                                           | Content Area Targets<br>Language Targets<br><br>Summative Assessment          |
| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"> <li>• Interactive, hands-on activities</li> <li>• Vocabulary Development</li> </ul>                                                                                                                                              | <div>Spanish/Polish</div> <div>Formative Assessment</div> |                                                                               |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>                                                                                                                                                                                              |                                                           |                                                                               |
| <b>Writing</b> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>                                                                                                                                                                                                     |                                                           |                                                                               |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>                                                                                                                                                                                                      |                                                           |                                                                               |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                        |                                                           |                                                                               |
| <b>Bridge</b> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>                                                                                                                                                                                                                            | <div>English</div>                                        |                                                                               |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                                                |                                                           |                                                                               |

|                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Theme</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul> | <p>Content Area and Content Big Idea(s)<br/>Language Arts Big Ideas</p> <p>Content Area Targets<br/>Language Targets</p> <p>Summative Assessment</p> |
| <p><b>Building Oracy and Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>                                                                                                                                                             | <p><b>Formative Assessment</b></p>                                                                                                                   |
| <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>                                                                                                                                                                                                           |                                                                                                                                                      |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>                                                                                                                                                                                                                  |                                                                                                                                                      |
| <p><b>Word Study and Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>                                                                                                                                                                                                                   |                                                                                                                                                      |
| <p><b>Summative Assessment</b></p>                                                                                                                                                                                                                                                                                                     |                                                                                                                                                      |
| <p><b>Bridge</b></p> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>                                                                                                                                                                                                                                         |                                                                                                                                                      |
| <p><b>Extension Lesson or Activity</b></p>                                                                                                                                                                                                                                                                                             |                                                                                                                                                      |



# Somos Líderes





In this  
**class**  
**WE ARE**  
Proudly  
**bilingual!**



MAESTRA  
VENEGAS

¡En éste  
**salón**  
**SOMOS**  
ORGULLOSAMENTE  
**bilingüe!**





Para comparar

Lo que tienen en común es/son ...

Son diferentes porque ...

Mi idea es parecida a la de ...

Yo estoy de acuerdo con ... porque ...

¿Como...?

Para

En mi

Mi

La idea de

Tengo

No e

**Our Mission Statement:**

... collaboratively create a community of  
... by guiding students to become  
... d to reach their highest potential.  
... y instruction based on standards,  
... ng will inspire students to become  
... ate citizens who will help create a  
... ed world."

# Professional development workshops occur exclusively in Spanish

La enseñanza de la lectoescritura inicial en español

Verona, Wisconsin  
23 de marzo, 2016  
8:00 a.m.-3:00 p.m.

Tabla:

1. Política de lenguaje
2. Lección ejemplo (K)
3. Cómo se aprende a leer y escribir en español
  - a. Destrezas fundamentales y lenguaje
  - b. El dictado (3)
  - c. Implicaciones
4. Clausura



Leadership is critical to the effective implementation of biliteracy -



Bili

• A

•

•

**Systems and structures in place  
in our school or district that  
elevate the status of Spanish  
are...**

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ood

r

ent,

her

instructional

meetings, assemblies, announcements

school-wide interactions.

**PREMISE 2: Teaching for biliteracy is different than teaching for monoliteracy because**



- Students use all the languages in their linguistic repertoire to develop biliteracy.

**In other words, ...**

**Therefore,...**

**PREMISE 2: Teaching for biliteracy is different than teaching for monoliteracy because**



- Students use all the languages in their linguistic repertoire to develop biliteracy.

**In other words, ...**

**Therefore,...**



## **PREMISE 2: Teaching for biliteracy is different than teaching for monoliteracy because**



- Students use all the languages in their linguistic repertoire to develop biliteracy

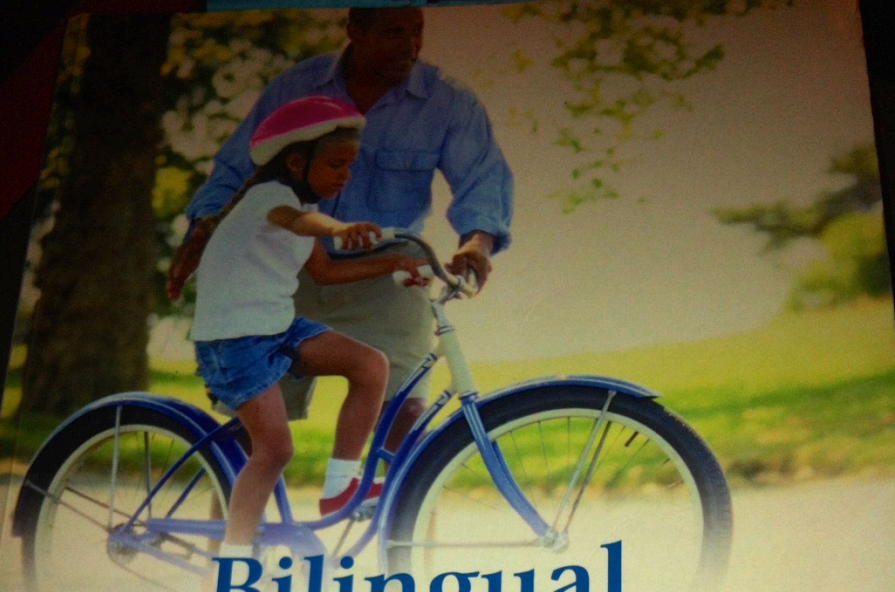
**Therefore, we support developing bilinguals by teaching literacy in both Spanish and English, we include the Bridge, and we reflect a multilingual paradigm of instruction.**

**Concept A**

**All students  
have a  
dominant  
language (L1  
and L2)**

**Concept B**

**Many students  
are emerging  
bilinguals whose  
first language is  
bilingual.**



# Bilingual First Language Acquisition

Annick De Houwer

**mm**  
textbooks

| Concept A                                                                                                                      | Concept B                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p>All students have a dominant language (L1 and L2)</p>                                                                       | <p>Many students are developing bilinguals whose first language is bilingual.</p>                                     |
| <p><b>When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.</b></p> | <p><b>Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.</b></p> |

Spanish in the United States is characterized by its relationship with English.

*¡Se me mojaron mis soquetines!*

My socks got wet!



*Me puchó. (Instead of “Me empujó”)*

He/She pushed me (using English verb)



*Teacher, I am **planching**. (Spanish verb for “to iron”)*

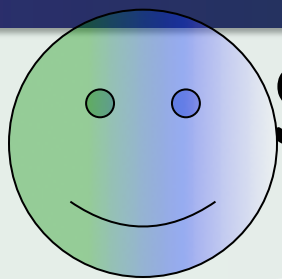
Teacher, I am ironing.



# Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



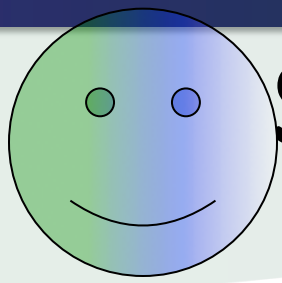


# Simultaneous Bilinguals



- Use all of their linguistic resources as they develop language, literacy, and academics
- Their path to bilingualism and biliteracy is different from the path of the sequential bilingual.
  - **Japi mothers dai!**
  - **La flor tene ohas.**





# Simultaneous Bilinguals



- Use all of their linguistic resources as they develop language, literacy, and academics

- Their language development is not necessarily balanced. **Simultaneous bilinguals are not necessarily balanced bilinguals.**

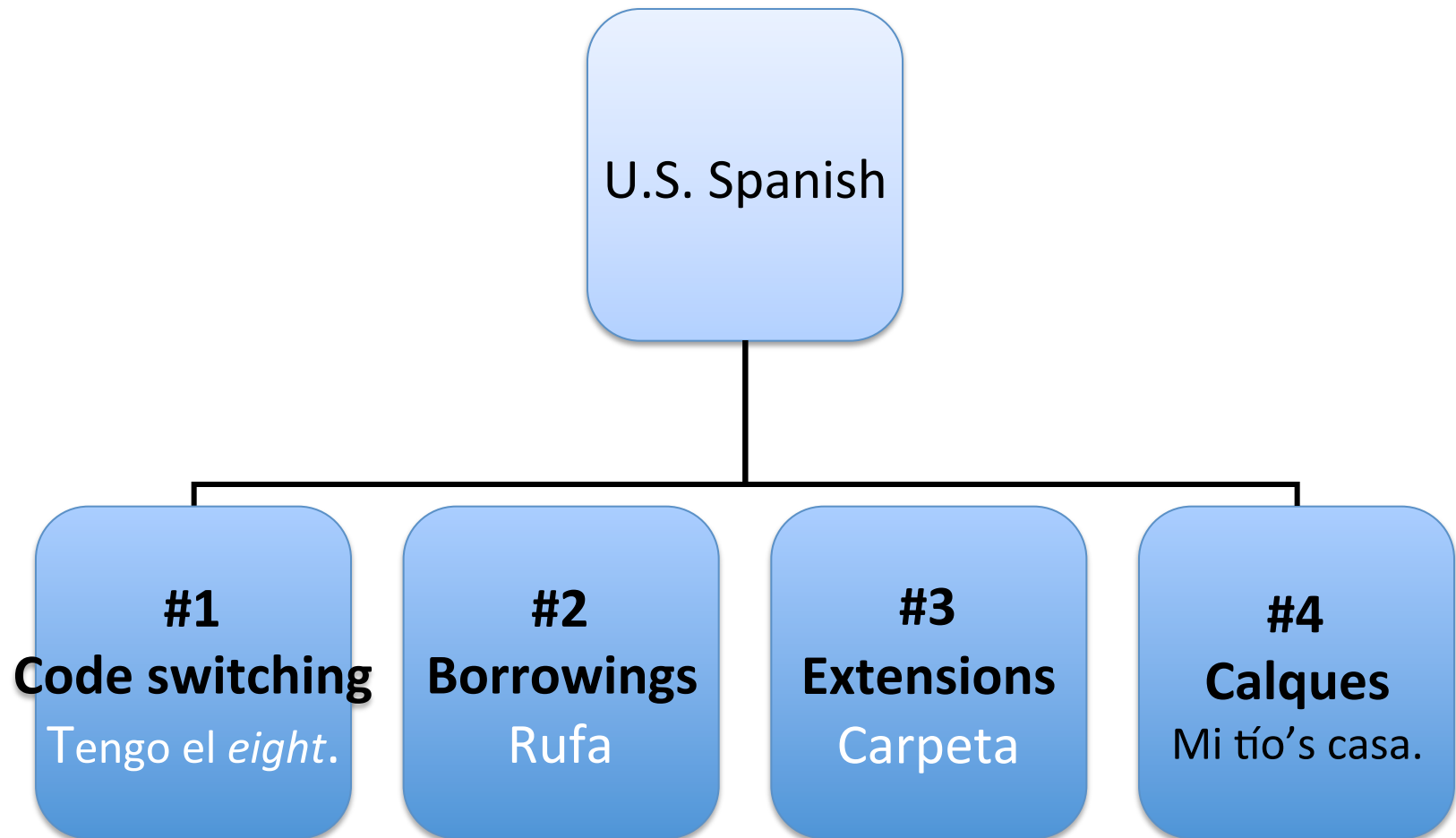
- Japi mothers dai!
- La flor tene ohas.





# Four phenomena of contact languages:

Dr. Kim Potowski, UIC



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# EL ESPAÑOL DE LOS ESTADOS UNIDOS

Anna María Escobar y Kim Potowski

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# Casa

puchar  
tochar  
onde  
~~al~~omache  
Picar  
caché  
& mucho

# Escuela

empujar  
tocar  
donde  
almuerzo  
~~es~~car  
a garé  
mucho



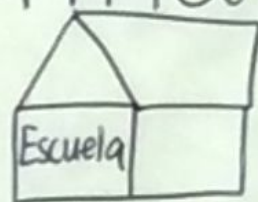


informal



rayar  
munchito  
necesitas  
tochar

formal



escribir  
mucho  
necesitas  
tocar



# Lenguaje de la playa

(social)

el lonche

la carpeta

chequear

la troca

# Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión



## Arcaísmos españoles

Español arcaico

Español actual

Ansina

Así

Pós

Pués

Naiden

Nadie

Muncho

Mucho

Haiga

Haya

## Regionalismos

- fondo (México); enagua (Puerto Rico)
- comba (España); cuerda (México); cuica (Puerto Rico)
- balde (Puerto Rico); cubo, cubeta (México)
- papas (Puerto Rico, México); patatas (España)

Elgin, Illinois  
U-46



# Los regionalismos

## Los regionalismos

el muchacho  
(México)

el güila  
(Costa Rica)

el patojo  
(Guatemala)

el cabro  
(Chile)

la quagua  
(Puerto Rico)

la micro  
(Chile)

el micro  
(Perú)

el camión  
(México)

la escuela media  
(Chile)

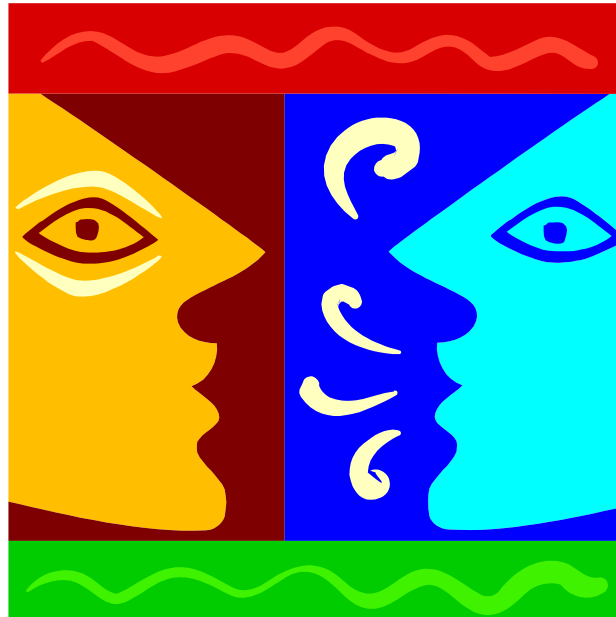
el colegio  
(Costa Rica)

la preparatoria  
(México)

la high school  
(EE.UU.)



# Let's take a tour of our communities







**TARJETAS - FLYERS**  
**ROTULOS**

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*Monica's*  
**MEXICAN RESTAURANT**

*Monica's*  
RESTAURANTE MEXICANO  
y P  
COMIDAS PARA EVENTOS  
WE-IN CARRY OUTS  
[www.monicasrestaurant.com](http://www.monicasrestaurant.com)

Coffee





TACOS DON CUYO

WE ARE NOW IN FACEBOOK

AHORA ESTAMOS EN FEISBUK

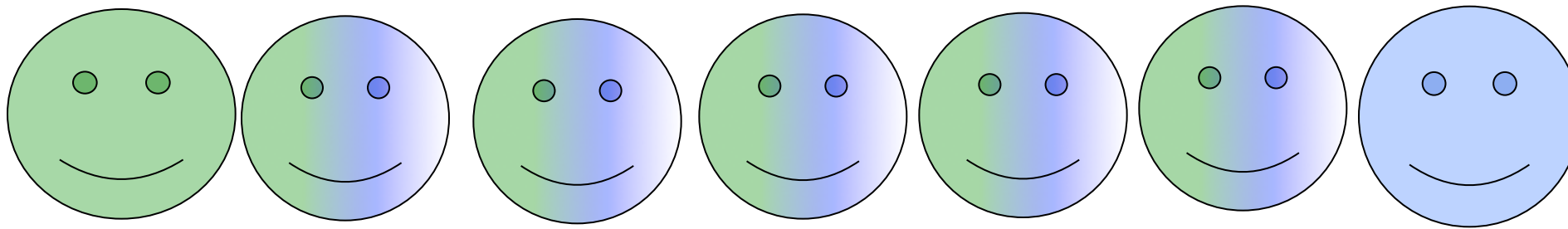


GRATIS/PRICELESS





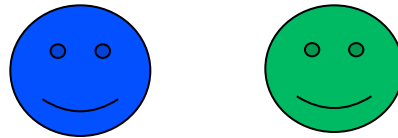
The goal of a robust **biliteracy** program is to create, grow, and nurture developing bilinguals



| Concept A                                                                                                                        | Concept B                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students have a dominant language (L1 and L2)                                                                                | Many students are developing bilinguals whose first language is bilingual.                                                                                                       |
| When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.                 | Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.                                                                          |
| <b>Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)</b> | <b>Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).</b> |

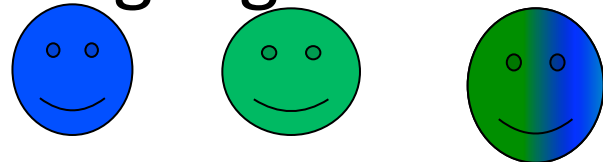
# Initial Literacy Instruction

- Sequential Literacy Instruction: Students only learn to read and write in their home language



- Simultaneous literacy instruction: Students learn to read and write in their home language and the second language

– This meets the needs of:



| Concept A                                                                                                                                                  | Concept B                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students have a dominant language (L1 and L2)                                                                                                          | Many students are developing bilinguals whose first language is bilingual.                                                                                                                       |
| When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.                                           | Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.                                                                                          |
| Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)                                  | Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).                        |
| <b>Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.</b> | <b>Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy</b> |

| Concept A                                                                                                                                           | Concept B                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students have a dominant language (L1 and L2)                                                                                                   | Many students are developing bilinguals whose first language is bilingual.                                                                                                                 |
| When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.                                    | Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.                                                                                    |
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| Monolingual Perspective                                                                                                                             | Multilingual Perspective                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students have a dominant language (L1 and L2)                                                                                                   | Many students are developing bilinguals whose first language is bilingual.                                                                                                                 |
| When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.                                    | Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.                                                                                    |
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| Fixed Mindset                                                                                                                                       | Growth Mindset                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students have a dominant language (L1 and L2)                                                                                                   | Many students are developing bilinguals whose first language is bilingual.                                                                                                                 |
| When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.                                    | Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.                                                                                    |
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| Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc. | Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy. |

# Voy a una *party* con mi *broder*.



## Monolingual Perspective

Can't speak Spanish well.

Is low in both languages.

Should be placed in a monolingual classroom.

Will be confused learning to read and write in two languages at the same time.

## Multilingual Perspective

Has linguistic resources in both languages.

Reflects her multilingual community.

Should be placed in a dual language/bilingual classroom.

Uses U.S. Spanish

Would benefit from the Bridge: analyzing Spanish and English side by side.

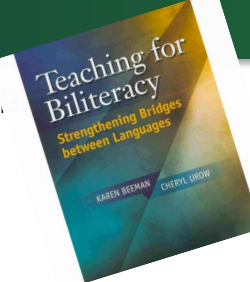
# Who can employ a multilingual perspective?

- Do educators have to be bilingual to implement a multilingual perspective?
- Can bilingual educators find themselves on the monolingual side?
- What can monolingual English educators do to support a multilingual perspective?

# **How do we implement a multilingual perspective?**



**We plan for three linguistic spaces.**



Theme:

Content Area and Content Language Arts Big Ideas

Content Area Targets  
Language Targets

Summative Assessment

**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

|                                                                                                                      |                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Building Oracy and Background Knowledge</b>                                                                       | <b>CHAPTER 6</b>                                                                                 |
| <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul> |                                                                                                  |
| <b>Reading Comprehension</b>                                                                                         | <b>CHAPTER 7</b>                                                                                 |
| <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>                             | <ul style="list-style-type: none"> <li>• Readers' Workshop</li> <li>• Partner reading</li> </ul> |
| <b>Writing</b>                                                                                                       | <b>CHAPTER 8</b>                                                                                 |
| <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>                      |                                                                                                  |
| <b>Word Study and Fluency</b>                                                                                        | <b>CHAPTER 9</b>                                                                                 |
| <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Spelling</li> </ul>                                     |
| <b>Summative Assessment</b>                                                                                          |                                                                                                  |
| <b>Bridge</b>                                                                                                        | <b>CHAPTER 10</b>                                                                                |
| <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>                                            |                                                                                                  |
| <b>Extension Lesson or Activity</b>                                                                                  | <b>CHAPTER 10</b>                                                                                |

Formative Assessment

# **Students use all the languages in their linguistic repertoire to develop literacy**

## **Create Three Linguistic Spaces**

### **Spanish**

- **Teacher maintains Spanish**
- **Students maintain Spanish**
- **Materials, instruction, and assessment in Spanish**
- **Literacy instruction in Spanish**
- **Content in Spanish all year**



# **Students use all the languages in their linguistic repertoire to develop literacy**

## **Create Three Linguistic Spaces**

### **Spanish**

- **Teacher maintains Spanish**
- **Students maintain Spanish**
- **Materials, instruction, and assessment in Spanish**
- **Literacy instruction in Spanish**
- **Content in Spanish all year**

### **English**

- **Teacher maintains English**
- **Students maintain English**
- **Materials, instruction, and assessment in English**
- **Literacy instruction in English**
- **Content in English all**



# Students use all the languages in their linguistic repertoire to develop literacy

## Create Three Linguistic Spaces

### Spanish

- Teacher Spanish
- Students Spanish
- Materials assessment
- Literacy Spanish
- Content in Spanish all year

### English

- Content in English all

Spanish and English each have a daily, scheduled time and a physical space

# Students use all the languages in their linguistic repertoire to develop literacy

## Create Three Linguistic Spaces

### Spanish

- Teacher Spanish
- Students Spanish
- Materials assessment
- Literacy Spanish
- Content in Spanish all year

### English

- Content in English all

Spanish and English each have a daily, scheduled time and a physical space  
Content is allocated to one language, by grade

# Students use all the languages in their linguistic repertoire to develop literacy

## Create Three Linguistic Spaces

### Spanish

- Teacher Spanish
- Students Spanish
- Material assessment
- Literacy Spanish
- Content in Spanish all year

### English

- Content in English all

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

Literacy in both languages

# Students use all the languages in their linguistic repertoire to develop literacy

## Create Three Linguistic Spaces

### Spanish

- Teacher m
- Spanish
- Students m
- Spanish
- Materials,
- assessment
- Literacy in
- Spanish
- Content in
- year

### The Bridge

- Planned moment after assessment when the teachers brings the two languages together for metalinguistic analysis and transfer

aintains

aintain

nstruction,  
ment in

truction in

English all

# Students use all the languages in their linguistic repertoire to develop literacy

## Create Three Linguistic Spaces

### Spanish

- Teacher m
- Spanish
- Students m
- Spanish
- Mater
- assess
- Literac
- Spanish
- Content in
- year

### The Bridge

- Planned moment after assessment

The Bridge has a physical space, but not a daily scheduled time

analysis and transfer

aintains

aintain

struction,

ent in

uction in

English all

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 activities
- Vocabulary Development

### 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

**Spanish**



**English**

Formative Assessment

|                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Theme</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul> | <p>Content Area and Content Big Idea(s)<br/>Language Arts Big Ideas</p> <p>Content Area Targets<br/>Language Targets</p> <p>Summative Assessment</p>                                                                                                                                                                                                                                     |  |
| <p><b>Building Oracy and Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>                                                                                                                                                             | <div data-bbox="732 548 1748 801"> <div data-bbox="1083 639 1396 733">English</div> <div data-bbox="1047 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="1767 541 1835 1243">Formative Assessment</div> |  |
| <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Word Study and Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Summative Assessment</b></p>                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Bridge</b></p> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Extension Lesson or Activity</b></p>                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |  |



# Group Processing



With your team, document where your school/district is or could be in implementing a biliteracy mindset

| Monolingual Perspective/Mindset | Multilingual Perspective/Mindset |
|---------------------------------|----------------------------------|
|                                 |                                  |

## **PREMISE 3: Teaching for biliteracy is different than teaching for monoliteracy because**



- Spanish and English are each governed by different linguistic rules and cultural norms.

**In other words,**

**Therefore,**

## **PREMISE 3: Teaching for biliteracy is different than teaching for monoliteracy because**



- Spanish and English are each governed by different linguistic rules and cultural norms

**Therefore, we teach “Spanish and la Spanish” and “English a la English” and are careful about the use of materials and texts.**

Spanish and English are different  
therefore, they need to be taught  
differently.

Let's explore what this means for literacy  
development at the word level (pages  
118-119).

**Spanish and English are governed by distinct linguistic rules and cultural norms.**

- **Spanish** and **English** are distinct at the discourse level
- **Spanish** and **English** are distinct at the word level

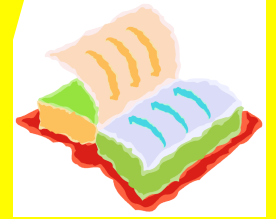
**Spanish** and **English** are distinct at the discourse level

**English**



**Romance**





# Which discourse pattern?

La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO<sub>2</sub> and water.



# Which discourse pattern? #1

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

## Which discourse pattern? #2

- Era bella, elástica, con una piel tierna del color de pan y los ojos de almendras verdes, y tenía el cabello liso y negro y largo hasta la espalda, y una aura de antigüedad que lo mismo podía ser de Indonesia que de los Angeles. Estaba vestida con un gusto sutil: chaqueta de lince, blusa de seda natural con flores muy tenues, pantalones de lino crudo, y unos zapatos lineales del color de la buganvillas.

# Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

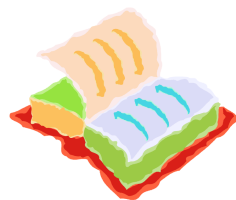
**Spanish and English are governed by distinct linguistic rules and cultural norms.**

- **Spanish** and **English** are distinct at the discourse level
- **Spanish** and **English** are distinct at the word level

# Three sociolinguistic premises about Teaching for Biliteracy

*Teaching for biliteracy is different than teaching for monoliteracy because:*

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop literacy
- Spanish and English are governed by different linguistic rules and cultural norms



# Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

**Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.**

- Students use all the languages in their linguistic repertoire to develop biliteracy

**Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.**

- Spanish and English are each governed by different linguistic rules and cultural norms

**Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.**

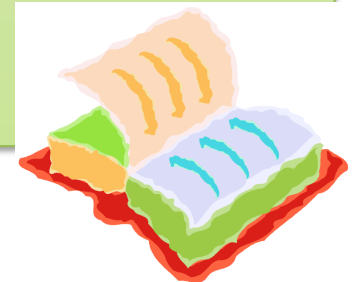
### 3. Spanish and English are governed by distinct linguistic rules and cultural

If you speak Spanish...

Take advantage of literacy strategies that reflect the structure of the language.

If you don't speak Spanish...

Review “How Spanish Works” especially p. 156.





# Premises Sort



| <b><u>Premise 1:</u></b><br><b>Spanish is a minority language within a majority culture</b> | <b><u>Premise 2:</u></b><br><b>Students use all the languages in their linguistic repertoire to develop literacy</b> | <b><u>Premise 3:</u></b><br><b>Spanish and English are governed by different linguistic rules and cultural norms</b> | <b><u>Non-Examples:</u></b><br><b>Descriptors that do not match any of the premises</b> |
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# Premises Sort



| <u>Premise 1:</u>                                                   | <u>Premise 2:</u>        | <u>Premise 3:</u>                        | <u>Notes:</u>                           |
|---------------------------------------------------------------------|--------------------------|------------------------------------------|-----------------------------------------|
| Spanish is a<br>major language<br>within the<br>majority<br>culture | Students use<br>literacy | Spanish is<br>taught by<br>rules<br>norm | Examples:<br>Monolingual<br>Perspective |
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# Group Processing



With your team, document what you are doing to address the three premises.

| <b>Premise 1:<br/>Spanish is a minority<br/>language within a<br/>majority culture</b>                                       | <b>Premise 2:<br/>Students use all the<br/>languages in their<br/>linguistic repertoire<br/>to develop literacy.</b>                                                                                                                                  | <b>Premise 3:<br/>Spanish and English are<br/>governed by distinct<br/>linguistic rules and<br/>cultural norms.</b>                                                                                                               | <b>Non- Examples<br/>(Descriptors that do<br/>not fit any of the<br/>three premises, and<br/>therefore do not<br/>promote biliteracy).</b> |
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| Therefore, we have to<br>make decisions that<br>support raising the status<br>of Spanish within the<br>majority environment. | Therefore, we make<br>decisions that<br>support developing<br>bilinguals by<br>teaching literacy in<br>both Spanish and<br>English, moving<br>from informal to<br>formal language,<br>and reflecting a<br>multilingual<br>paradigm of<br>instruction. | Therefore, we make<br>decisions that support the<br>implementation of<br>strategies appropriate for<br>each language, and<br>ensure that students have<br>the explicit opportunity to<br>compare and contrast their<br>languages. |                                                                                                                                            |

Current practices that do  
not meet the premises go  
Under non-examples.



# Afternoon Breakouts

## Using a Multilingual Perspective with our Students:

- Selecting materials to meet language, literacy and content standards in biliteracy- Susan Pryor
- *Cómo funciona el español* – Olga Karwoski
- Oracy Building Strategies – Melody Wharton

