

Sea-Tac Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Sea-Tac, Washington

July 24-26, 2018

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

Welcome!

Many thanks to the **Highline Public Schools** for hosting this institute.

The many ways of saying
XIÈXIÈ "Thank You" SPASIBO
GRACIAS Grazie Mahalo
Merci Danke WA-DØ
Arigato Dhanyawad Asante
Obrigado

Welcome!

Arlington Public Schools (WA)

Beaverton Schools (OR)

Burton School District (CA)

Highline School District (WA)

Hood River Schools (OR)

Issaquah School District (WA)

Kennewick School District (WA)

Lake Chelan (WA)

Mt. Vernon (WA)

Northshore School District (WA)

Portland Public Schools (OR)

Prosser School District (WA)

Seattle Public Schools (WA)

Selah School District (WA)

Shoreline School District (WA)

University of Washington

Wenatchee School District
(WA)

Woodland School District (WA)

Presenters**Contact Information**

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Introductions

- My name is _____.
- I was born in _____.
- My professional experience has included _____.
- I am eager to learn _____.
- What excites me most about dual biliteracy is _____.



Resources

Page 2 of the
Handouts

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

<https://goo.gl/m9V7U9>



Additional biliteracy information available at:

www.TeachingforBiliteracy.com



**On the final day of the workshop, please complete this
short, on-line evaluation with your team:**

<https://goo.gl/htXY1o>



Overview of the Week

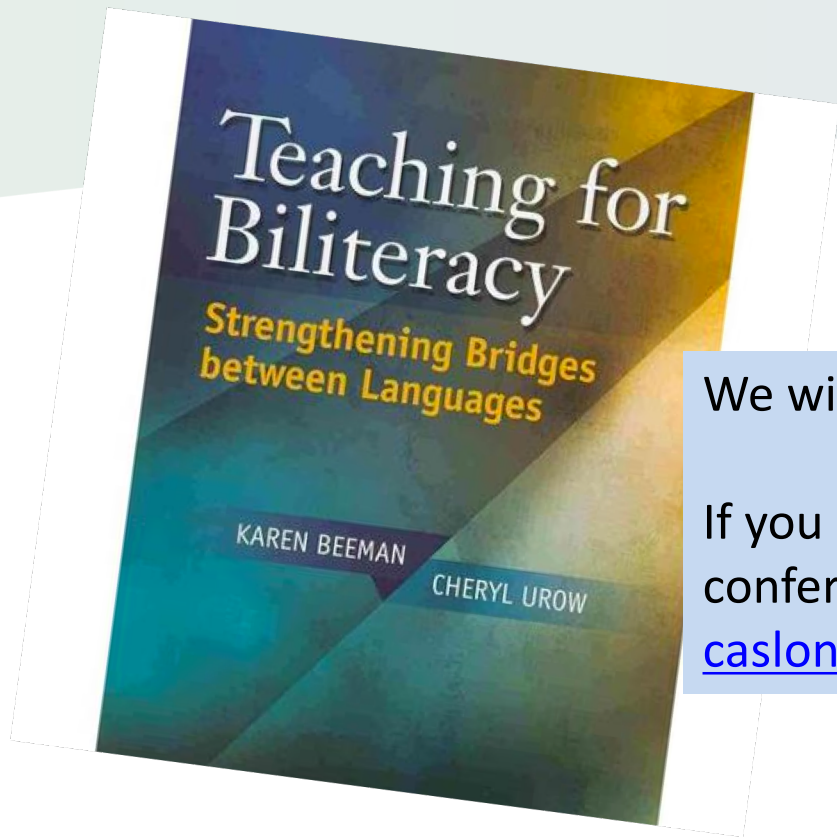
Institute Overview

General Sessions

	July 24, 2018	July 25, 2018	July 26, 2018
8:30 a.m. -12:00 p.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Language and Content Allocation • Biliteracy Non-Negotiables • The Biliteracy Unit Framework (BUF)	What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers How do we plan for additional supports for biliteracy students?: Dr. Kathy Henn-Renke • Tier 1 instruction • Considerations for Tier 2 and 3 instruction • Q & A	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – Focus on biliteracy maps and the BUF Triangle What are the elements of the Bridge and Metalinguistic Focus? Institute Closure as a group
12:45-3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Patricia Núñez • Primary grades Melody Wharton • Primary and Intermediate grades: Karen Beeman	What instructional practices support biliteracy development? Focus on the importance of building oracy Two Breakouts: • Patricia Núñez • Melody Wharton	Afternoon Breakout sessions: • Biliteracy Curriculum Mapping: Melody Wharton and Kennewick practitioners • Developing Inter-Cultural Competence Environment: Patricia Núñez • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

Breakout Sessions

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Teaching for Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

We will reference the book throughout the institute.

If you are interested in purchasing the book at the conference rate, go to: (also on the Dedicated page)
caslonpublishing.com/conference/beeman_urow/



Meeting Norms



- Please silence your phones
- Please put your laptops and tablets away so that you can engage with your groups (assign a notetaker if desired).
- Please keep sidebar conversations to a minimum.
- We will take brain breaks/phone breaks every 1.5 to 2 hours or as needed.
- Assume good intentions and ask clarifying questions.



Introductions:



Introductions: Please introduce yourselves at your table using these prompts

- My name is _____.
- I was born in _____.
- My professional experience has included _____.
- I am eager to learn _____.
- What excites me most about biliteracy is _____.



Language Education Programs in the U.S.



Defining Language Education Programs

Strategy: Word Sort



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

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

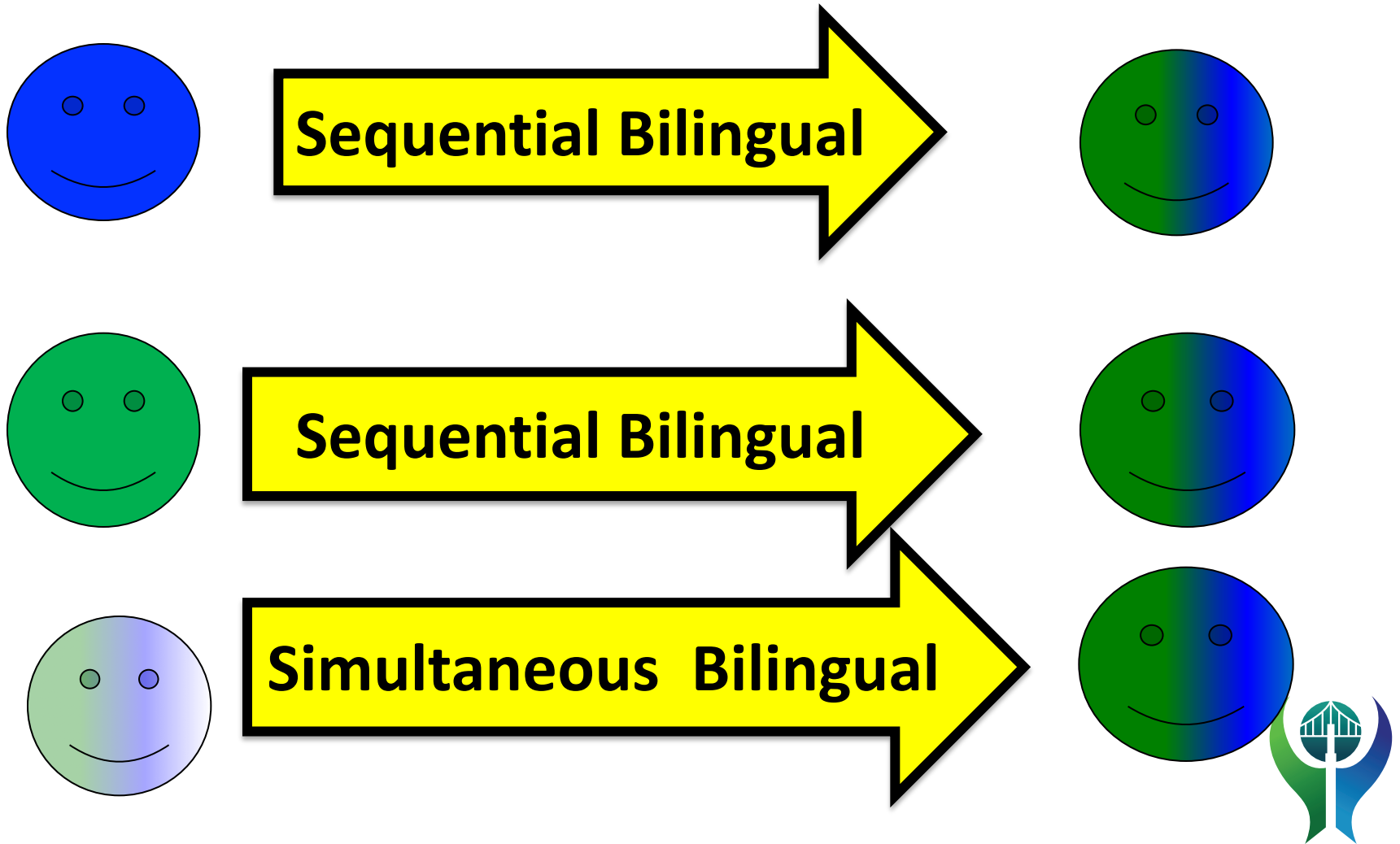
- Or, make connection among your words by generating your own categories.

Students Engaged in Biliteracy

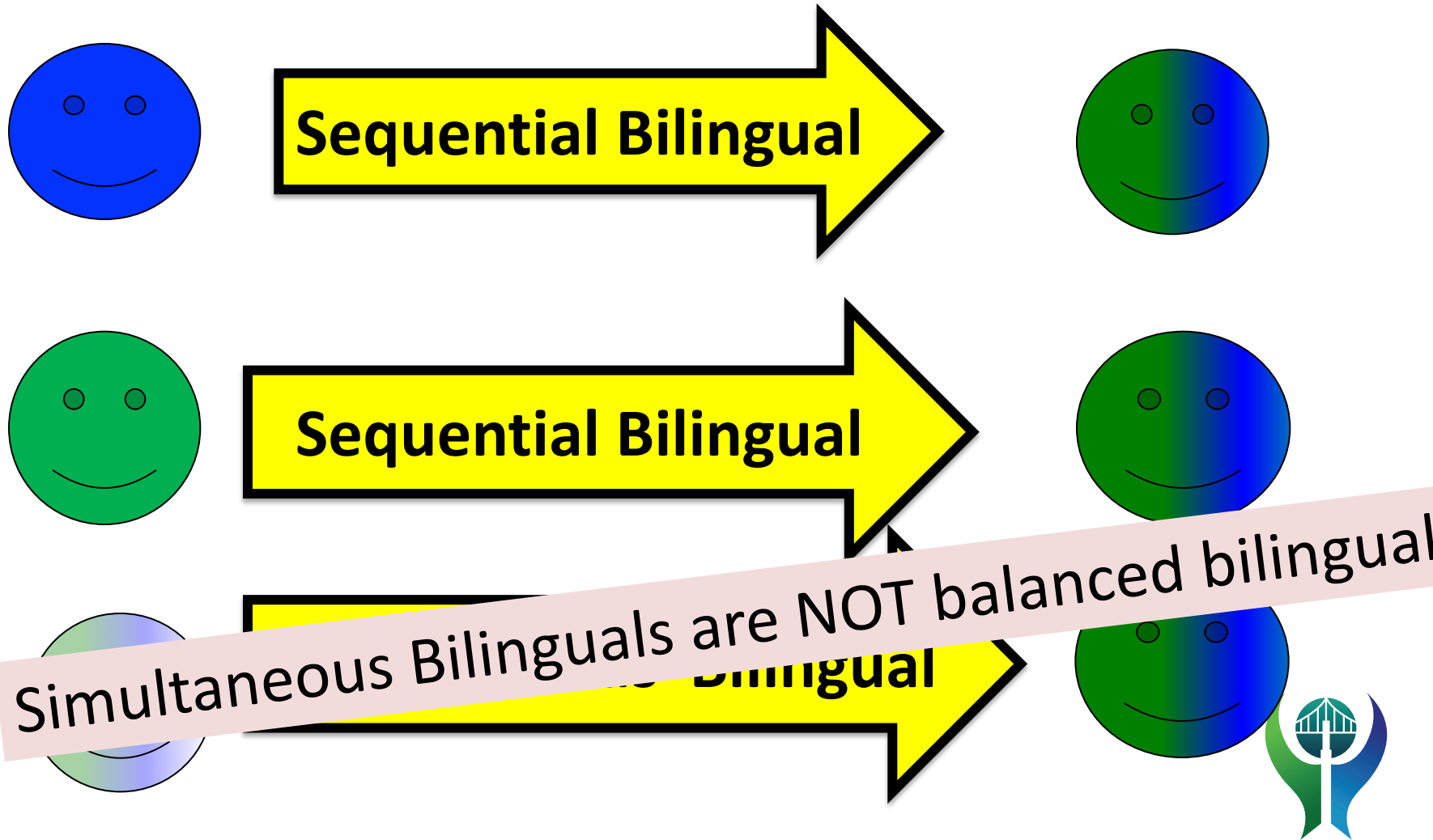


- **Green Students:** Language Minority Students (A non-English language is spoken at home) – *Sequential Bilinguals*
- **Blue Students:** Language Majority Students (English is spoken at home) – *Sequential Bilinguals*
- **Blue/Green Students:** Usually Language Minority Students (A mixture of English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

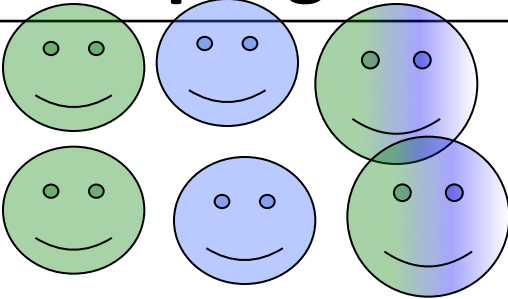
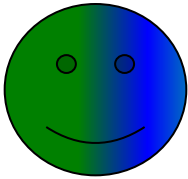
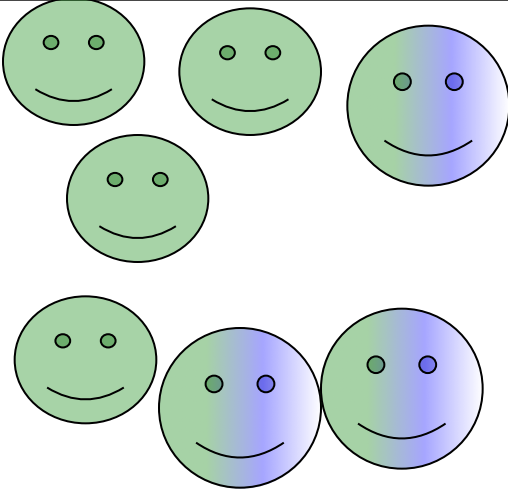
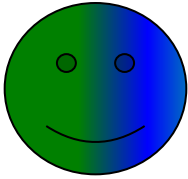
Students and Teachers



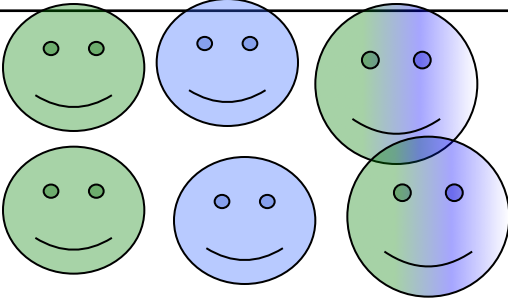
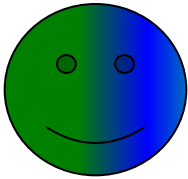
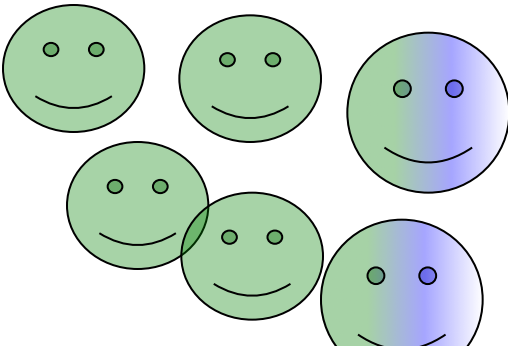
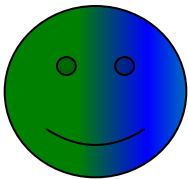
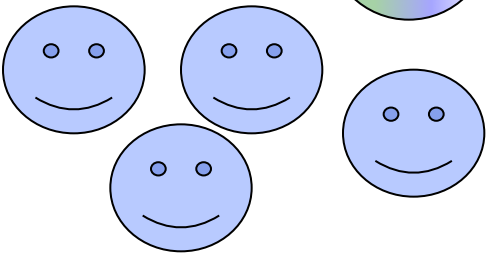
Students and Teachers



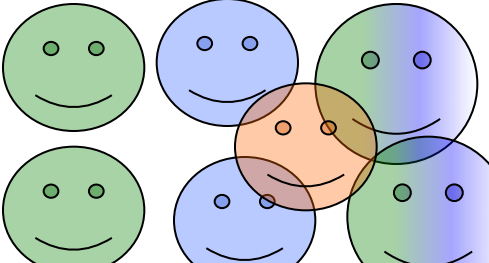
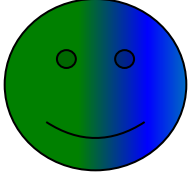
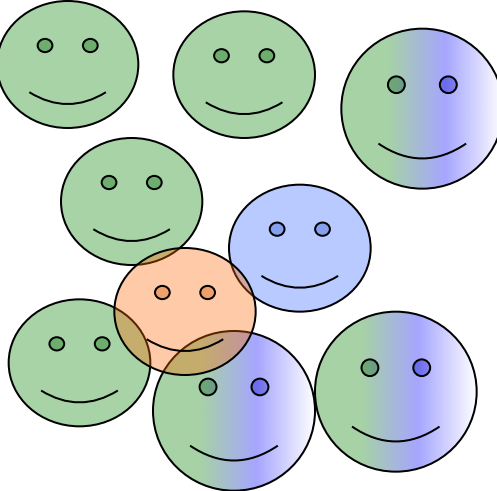
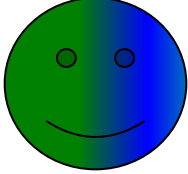
Language Programs in the U.S.

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

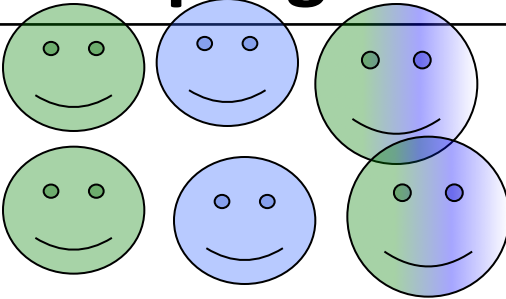
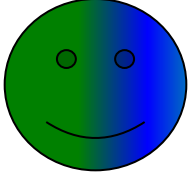
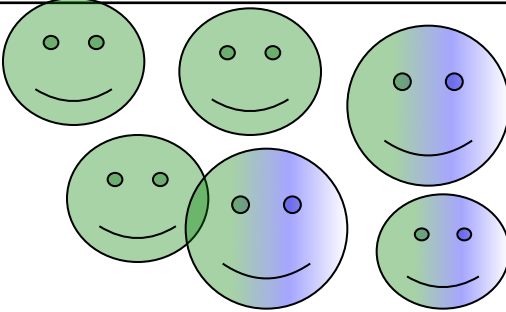
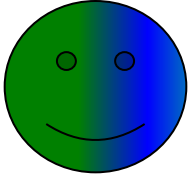
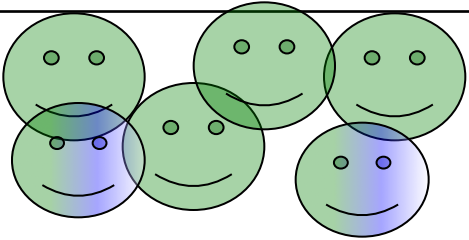
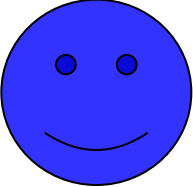
Language Programs in the U.S.

Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion (Foreign Language Immersion)		

Language Programs in the U.S.

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

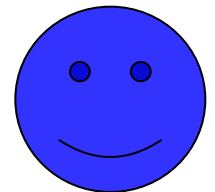
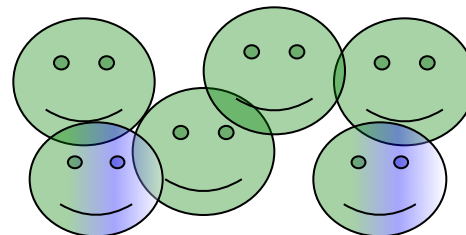
Language Programs in the U.S.

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

Simultaneous AND sequential bilinguals

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

Transitional Bilingual/English as a Second Language



Simultaneous AND sequential bilinguals

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

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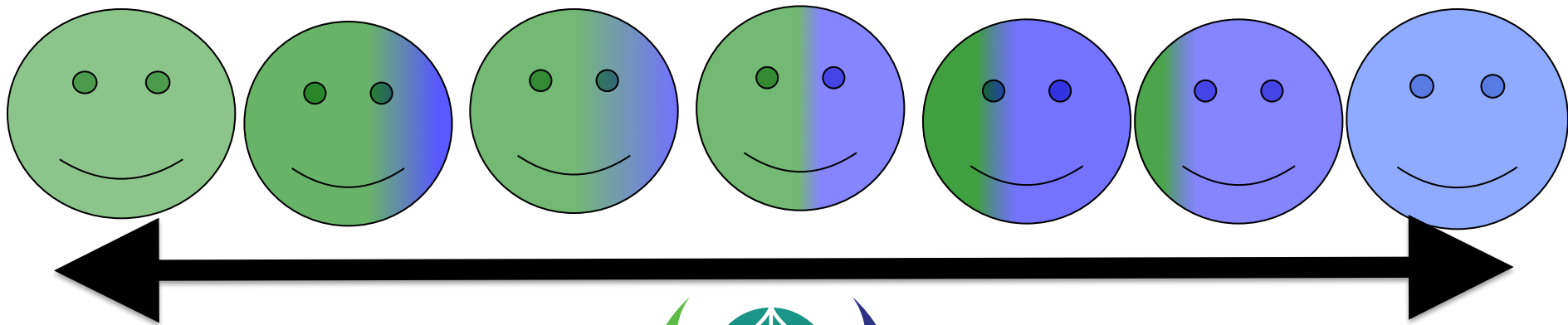
as a Second Language



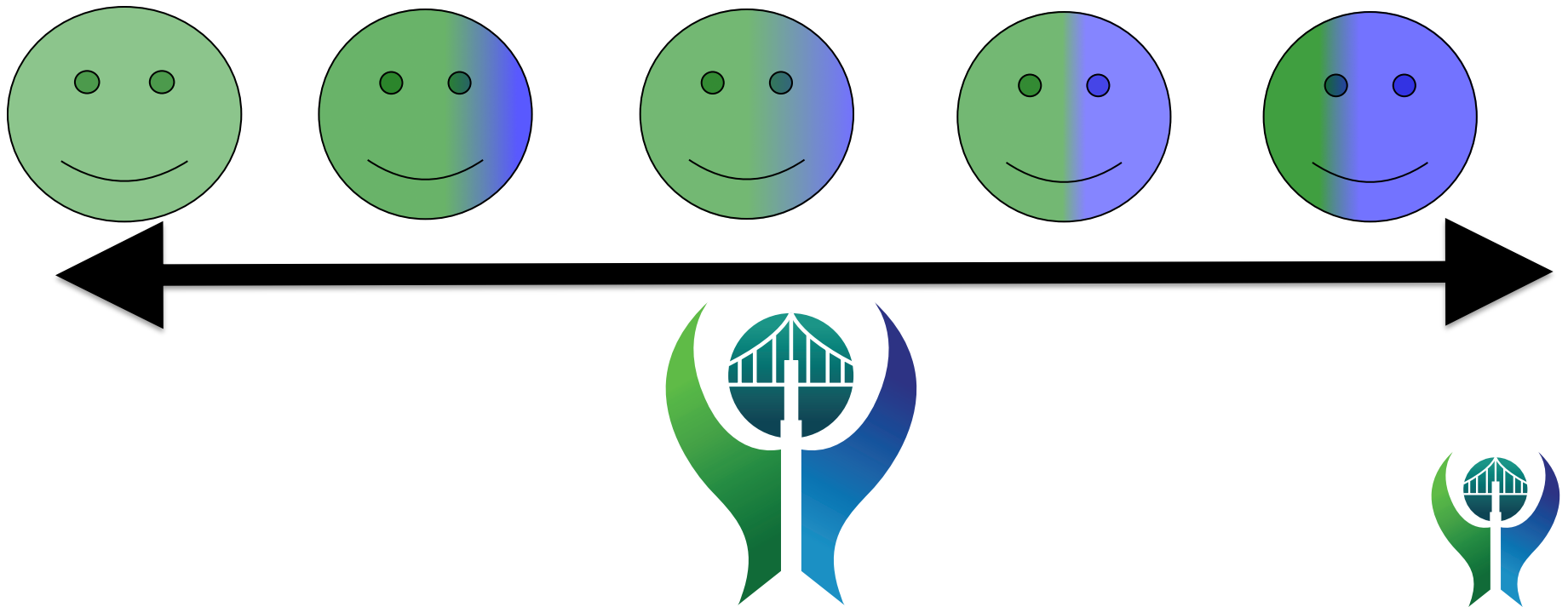
Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • Blue Students – students who enter the program as monolingual English speakers (non-ELLs) • Blue/green students – students who enter the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



**These are the students that enter
dual language in Kinder or first
grade**



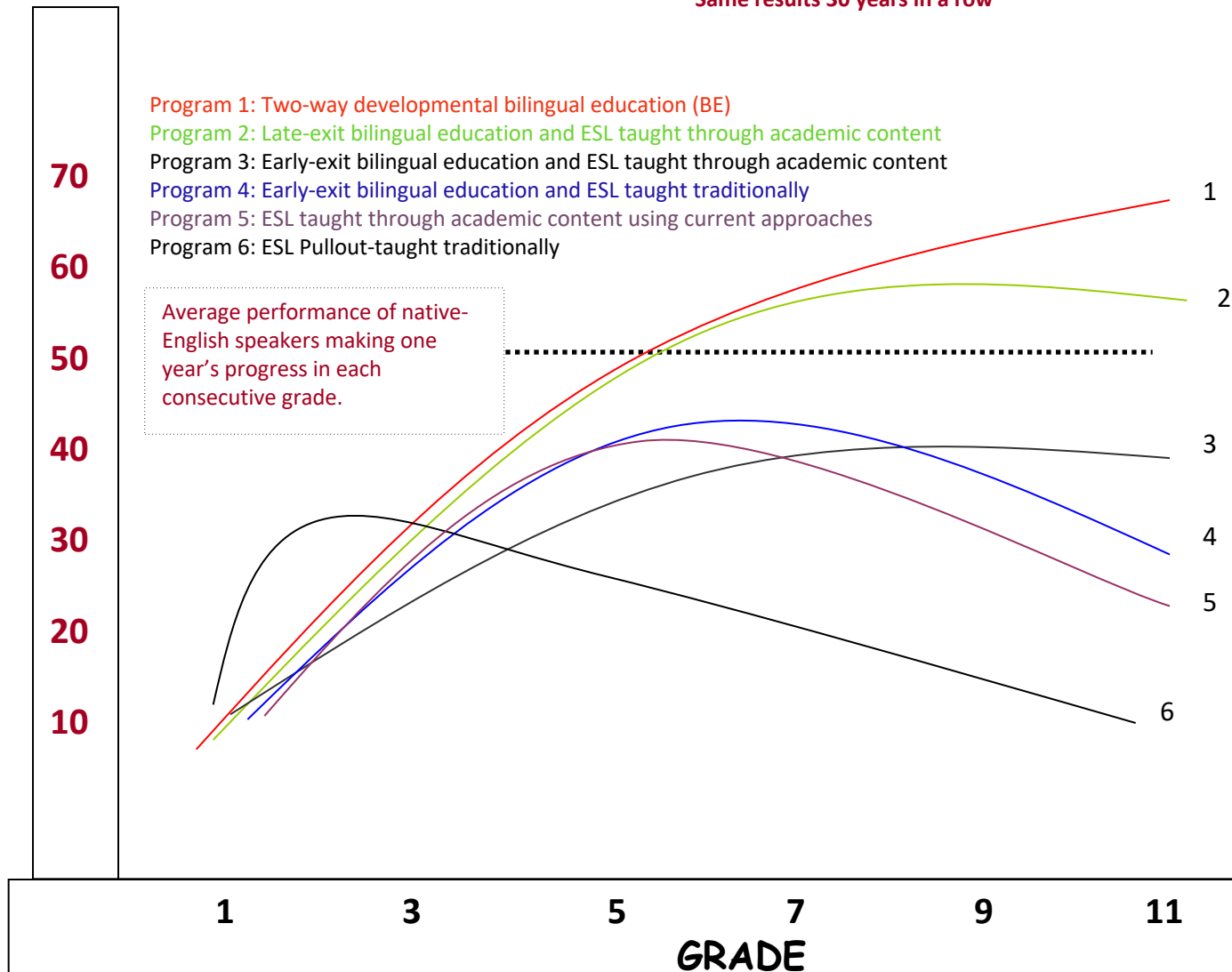
**These are the students that enter
one-way or bilingual (TBE/Late
exit) in Kinder or first grade**



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

© Wayne P. Thomas and Virginia P. Collier, 2014

Same results 30 years in a row



What is biliteracy and what does it look like?

- Program Vision and Goals
- Literacy Pedagogy or Philosophy
- Systems
 - Language Allocation (percentage of time in Spanish, percentage of time in English)
 - Content allocation (language for each content)
 - Biliteracy curriculum maps
 - Biliteracy units

Individual or Team Work:

VISION and GOALS:

Our program is:

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The vision and goals of our program include:

The students in our program are:

Additional questions to consider:

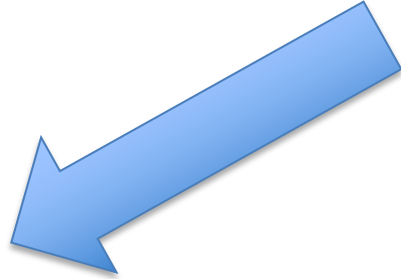
- How long do students need to be in the program in order to meet the program goals?
- Who can enter the program in 2nd grade and up?
- Is the district or school's vision for ELs the same for all ELs in the district/school? If not, why?

Defining Biliteracy



LITERACY PEDAGOGY (PHILOSOPHY)

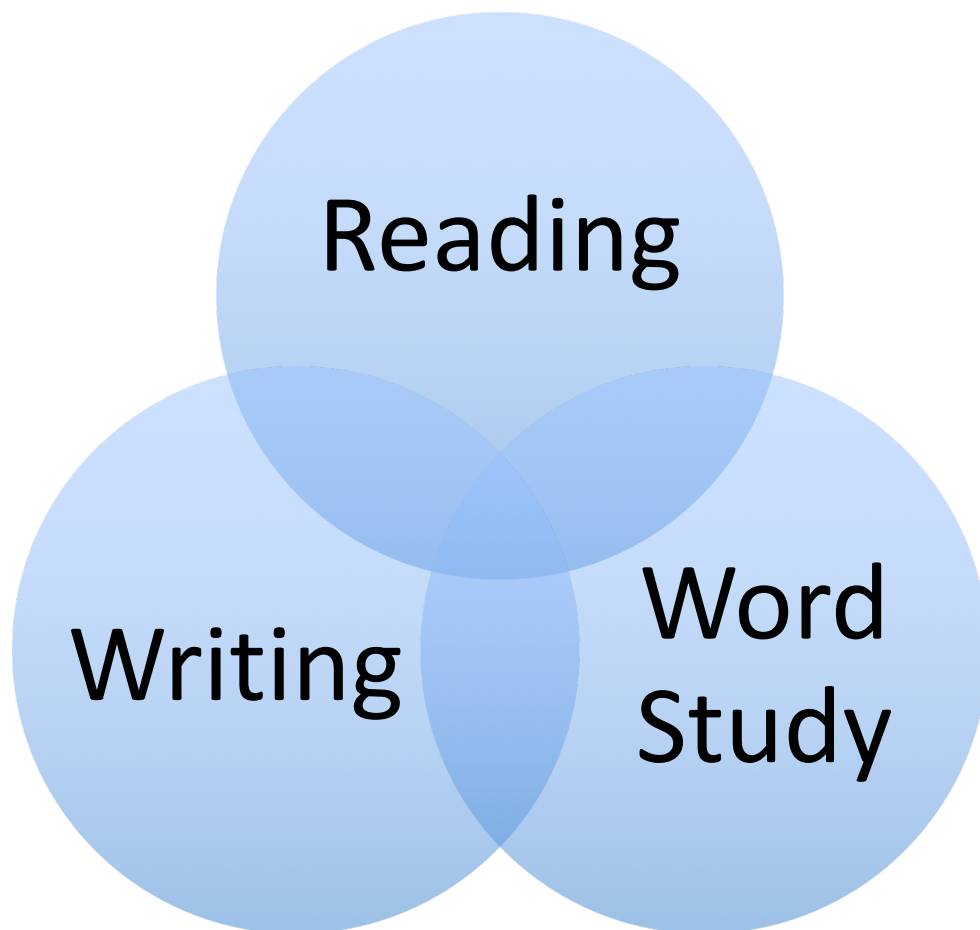
Literacy is:



Our literacy pedagogy is:



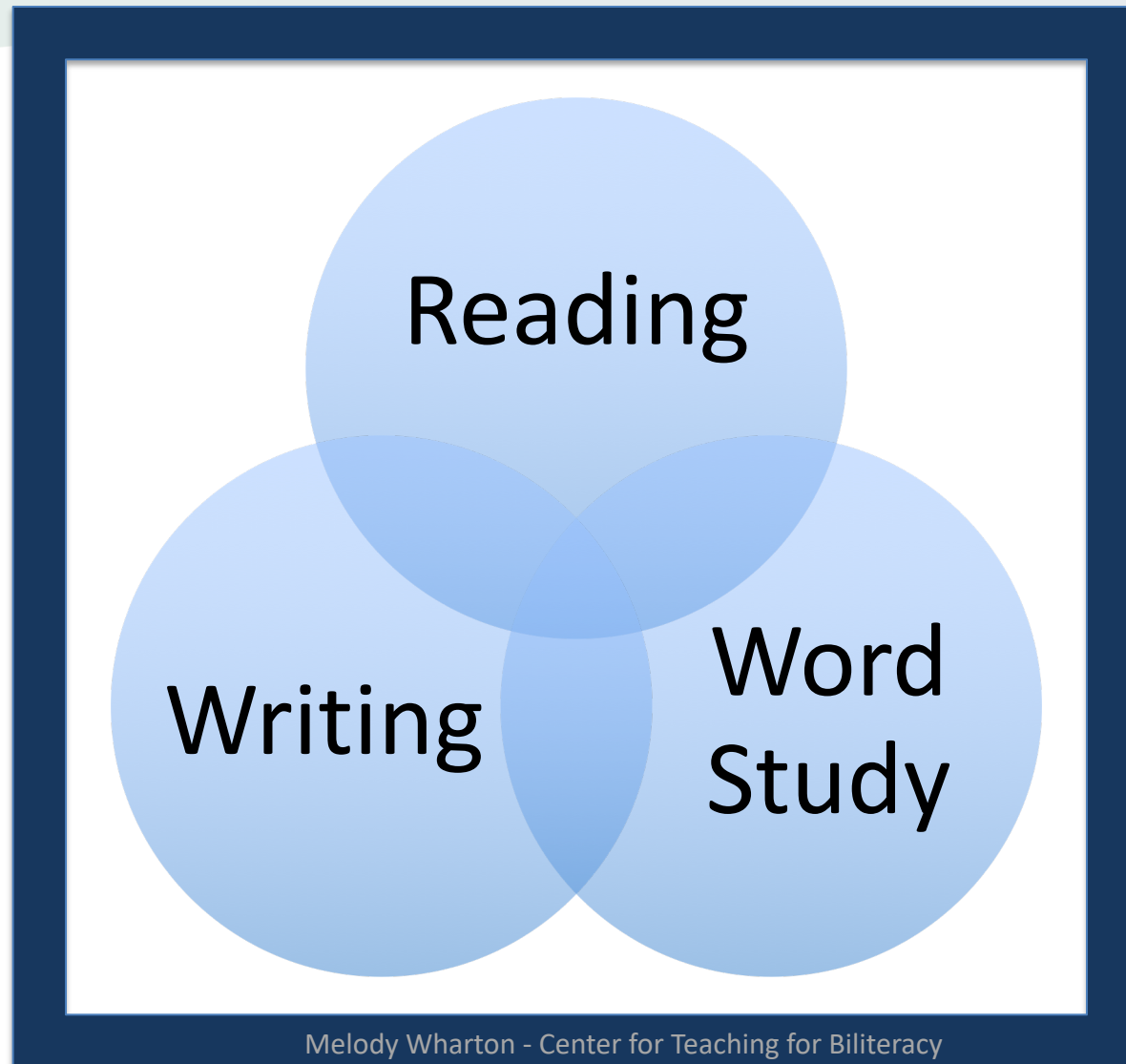
What is Literacy?



Sort

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

What is Literacy? What is Balanced Literacy?



Context
for
Meaning



Language development directly affects literacy development



Language Learners and Literacy

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



Can Do Descriptors: Grade Level Cluster 1-2

ELPA 21

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

www.wida.us

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



Can Do Descriptors: Grade Level Cluster 1-2

ELPA 21

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

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



Spanish Language Development

Descripción de Habilidades: Grados Escolares 1-2

www.wida.us

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

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



Descripción de Habilidades: Grados Escolares 1-2

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

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



Descripción de Habilidades: Grados Escolares 1-2

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

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

Descripción de Habilidades: Grados Escolares 1-2

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

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

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

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

Sensory Supports

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

Figure 3H: Specific Examples of Sensory Supports

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

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

Brain Research

(How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!



Brain Research: The Advantages of The Bilingual Brain

(Ellen Bialystok, Pat Wolfe, among many)

- Has enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Has enhanced visual spatial benefits
- Has increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Develops deeper critical thinking and problem solving than the monolingual brain
- Shows strong creativity skills



Talmudic Style Reading



What is biliteracy and how does it differ from monoliteracy?



Talmudic Style Reading

(Melody Wharton)

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



Balanced Literacy

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



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



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

Planning for Biliteracy on a Daily Basis

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



Defining Biliteracy:

Teaching for Biliteracy means
always teaching
language
literacy
and
content



What is biliteracy and what does it look like?

- Program Vision and Goals
- Literacy Pedagogy or Philosophy
- Systems
 - Language Allocation (percentage of time in Spanish, percentage of time in English)
 - Content allocation (language for each content)
 - Biliteracy curriculum maps
 - Biliteracy units

Considerations

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



Our Biliteracy Philosophy



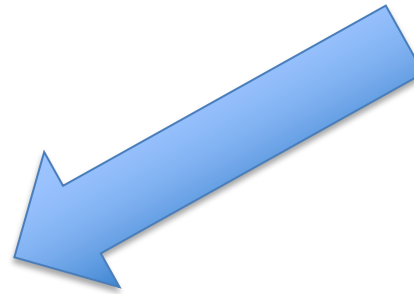
In order to help our students meaningfully participate and show growth **in L, S, R, W in both languages**, we will systematically move through **experiential learning** that builds ***oracy*** and ***background knowledge*** to begin developing literacy proficiency and comprehension.

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

LITERACY PEDAGOGY (PHILOSOPHY)

Literacy is:

Our literacy pedagogy is:



What is biliteracy and what does it look like?

- Program Vision and Goals
- Literacy Pedagogy or Philosophy
- **Systems**
 - Language Allocation (percentage of time in Spanish, percentage of time in English)
 - Content allocation (language for each content)
 - Biliteracy curriculum maps
 - Biliteracy units

Language Allocation



Biliteracy Non-Negotiables

To become bilingual and biliterate, students need to engage in Spanish or Japanese 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 (Spanish or Japanese).

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

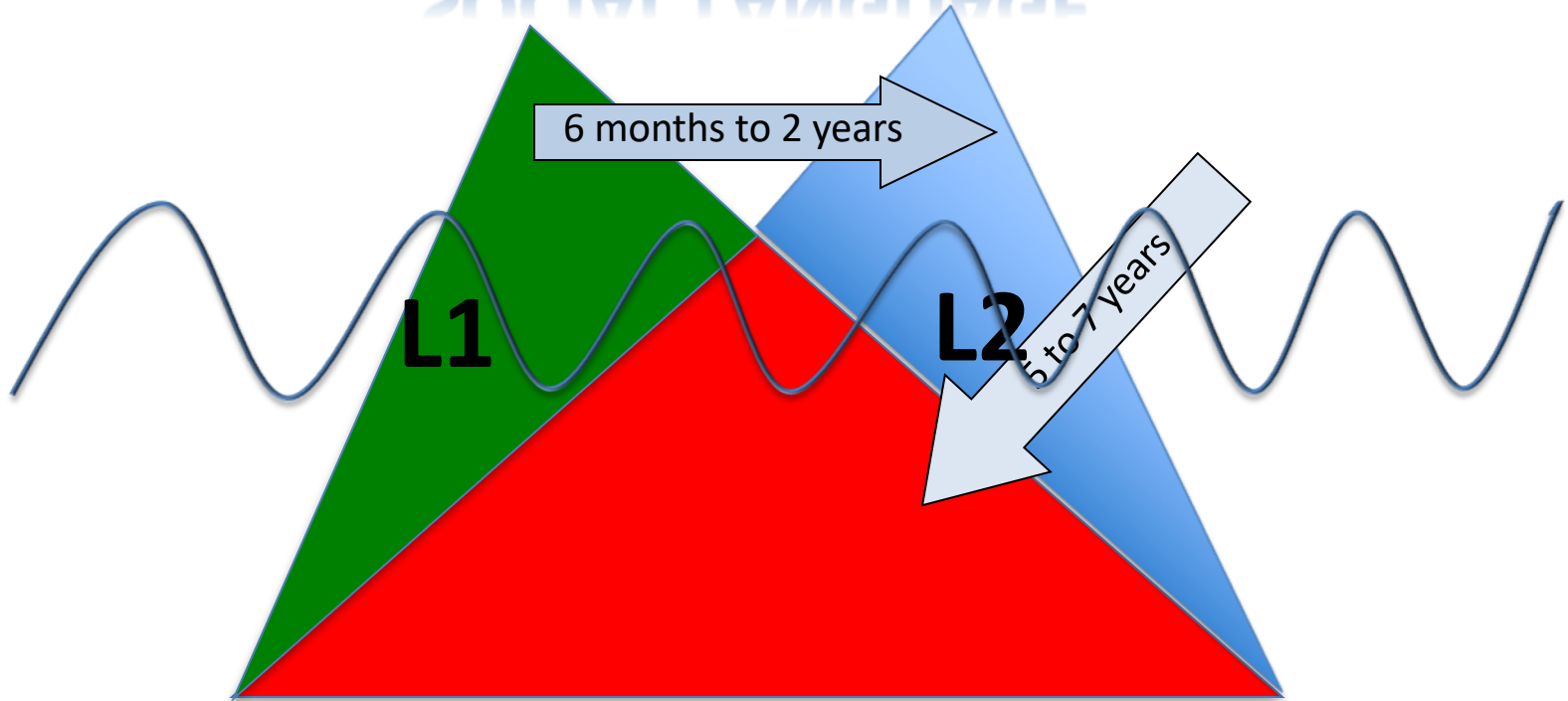
6 months to 2 years

L1

L2

6 to 7 years

ACADEMIC LANGUAGE



Language development takes time...

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, include K-5.

Language Allocation Question:

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

Page 7 of Handouts

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

80/20 Content Allocation Examples

Page 7 of Handouts

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

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



One and Two Teacher Model Programs

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

1001

**Using the green and blue pens,
Illustrate your language plan.**

[illegible]

Content Allocation



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

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

Example on Page 10 of your Handouts.

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 grade. In all of these samples it is assumed that:

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

Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-5.

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



Compare the 2 Language and Content Allocation Plans

- What do you see?
- How do these samples plan for biliteracy?
- What is the same about both plans?
- What is different?



Biliteracy Non-Negotiables

(Beeman and Urow, 2013)

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories.
- Students are together for differentiated, but not separate, instruction.
- Content (science, social science and math) is taught in one language only at each grade level. This is called content allocation.
- Content and literacy Instruction are integrated.

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

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



Content Allocation:

In order to develop biliteracy, language arts/literacy must be taught in both languages every day beginning in Kinder.



Systems Must Reflect the Biliteracy Non-Negotiables

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

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is first number	Content taught in Spanish Spanish Content and Minutes	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
5		Language Arts/SLD (literacy)		Language Arts/ELD (literacy)	
6					
7		Language Arts/Literacy concepts and skills Must be practiced throughout the year (example, narrative writing; understanding Point of view in reading) and this must occur in both languages in order for students to become biliterate.			
8					
9					



Systems Must Reflect the Biliteracy Non-Negotiables

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

Content Allocation:

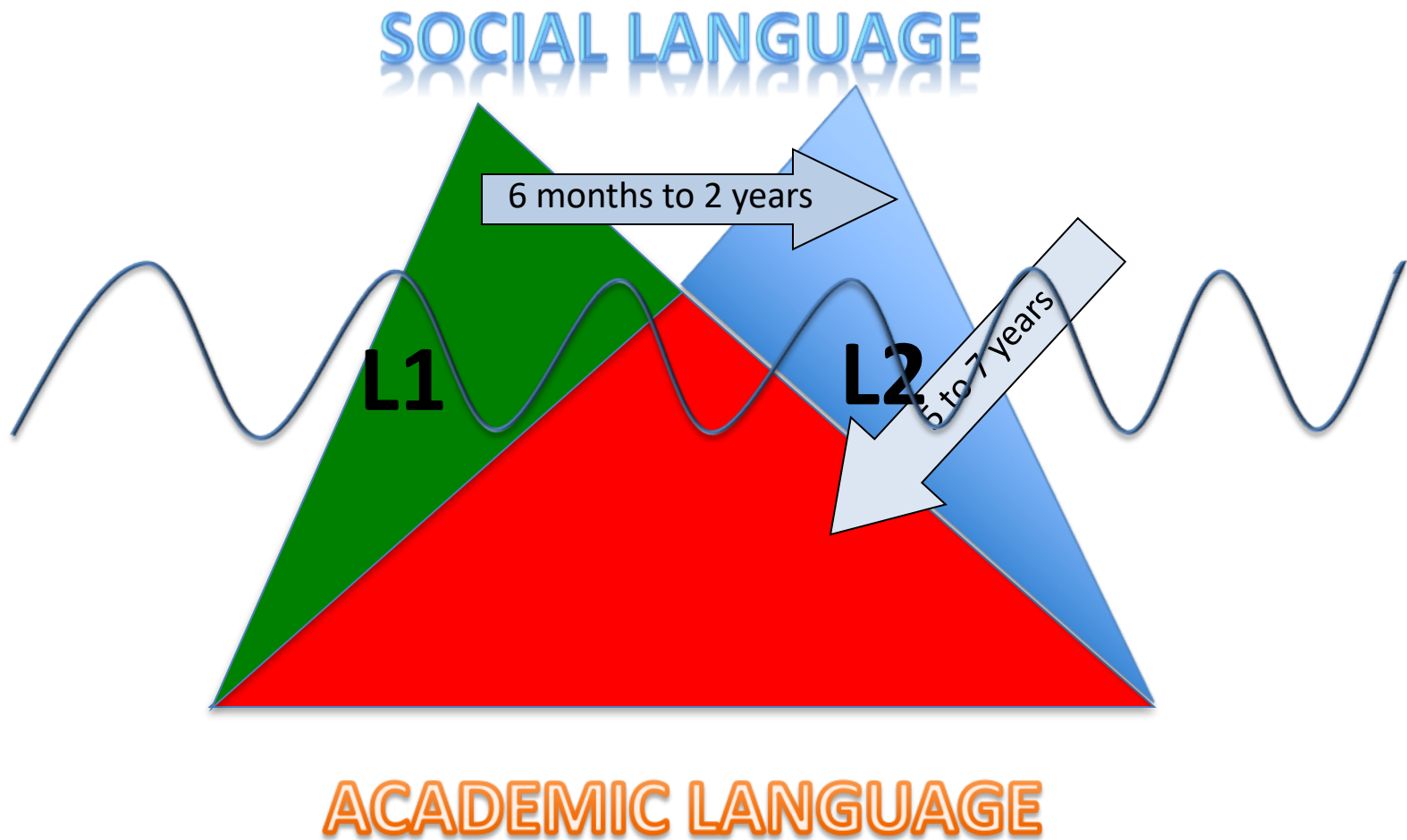
- What content (Science, Social Science and math) will be taught in what language at each grade level?

(In order to develop biliteracy, language arts/literacy must be taught in both languages every day beginning in Kinder).



Why keep content in one language all year long?

1. Bilinguals only learn things once. (Science, Social Science, Math, Concepts, Thinking Skills).



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).



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



Assumptions

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



Individual or Team Work:

Sketch your Content and Language Allocation Worksheet from the students' point of view (not the teacher's day).

Grade	Language Allocation Note: Spanish/Japanese % is the first number	Content taught in Spanish	Direction of the Bridge	Content Taught in English	Notes
K					
1					
2					
3					
4					
5					

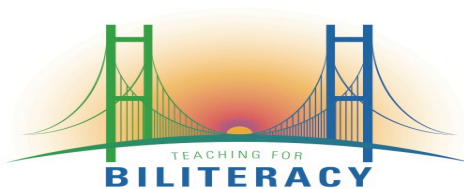


The Biliteracy Unit Framework (pages 16 and 17)



What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



THE CENTER

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit
-

Reading Comprehension

- Strategies and balanced literacy routines
-

Writing

- Strategies and balanced literacy routines
-

Word Study and Fluency

- Areas of word study to be studied
-

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes: Listening,
Speaking, Reading, and Writing
in the other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and Experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer - Extension
(includes: Listening, Speaking,
Reading, and Writing in the other
language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

Theme:

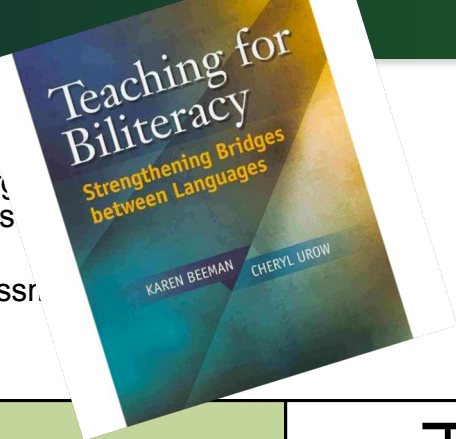
Standards: CHAPTERS 1-5; Especially Chapter 4

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

Content Area a
Language Arts L

Content Area Tar
Language Targets

Summative Assessm



Building Oracy and Background Knowledge CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension CHAPTER 7

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

Writing CHAPTER 8

- Guided Writing
- Writers' Workshop

Word Study and Fluency CHAPTER 9

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge CHAPTER 10

- Metalinguistic Skills

Extension Lesson or Activity CHAPTER 10

Formative Assessment

The Biliteracy Unit Framework

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



Overview of the Week

Institute Overview

General Sessions

Breakout Sessions

	July 24, 2018	July 25, 2018	July 26, 2018
8:30 a.m.-12:00 p.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Language and Content Allocation • Biliteracy Non-Negotiables • The Biliteracy Unit Framework (B.U.F.)	What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers How do we plan for additional supports for biliteracy students?: Dr. Kathy Henn-Renke • Tier 1 instruction • Considerations for Tier 2 and 3 instruction • Q & A	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – Focus on biliteracy maps and the BUF Triangle What are the elements of the Bridge and Metalinguistic Focus? Institute Closure as a group
12:45-3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Patricia Núñez • Primary grades Melody Wharton • Primary and Intermediate grades: Karen Beeman	What instructional practices support biliteracy development? Focus on the importance of building oracy Two Breakouts: • Patricia Núñez • Melody Wharton	Afternoon Breakout sessions: • Biliteracy Curriculum Mapping: Melody Wharton and Kennewick practitioners • Developing Inter-Cultural Competence Environment: Patricia Núñez • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

Page 3 of the Handouts