

Teaching for Biliteracy Summer Institute

Tuesday, June 25, 2019

Program Design:

*Vision, Pedagogy, and Content and
Language Allocation*

Cheryl Urow

Breakout Session

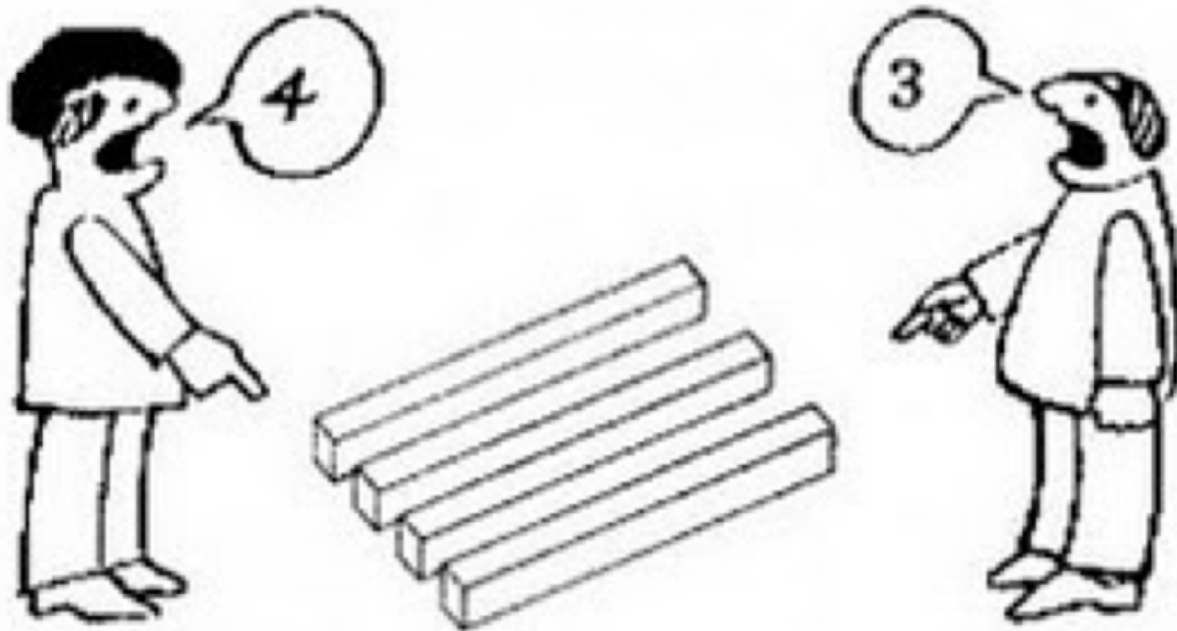


www.TeachingForBiliteracy.com

Vision, Pedagogy, Content and Language Allocation



Making Decisions Using a Multilingual Mindset: Planning for Biliteracy



Monolingual Perspective

What is the student's L1 or dominant language?

In which language should the student receive: guided reading, Writer's Workshop, interventions, high stakes tests,...?

How can we make sure the students in biliteracy keep up with their monolingual peers?

Multilingual Perspective

How does the student use their full linguistic repertoire?
How is language used in their communities?

What BILITERACY strategies are we using to support student development in and across BOTH languages?

How can we make sure biliteracy students are on a trajectory to biliteracy? How are we measuring biliteracy development?

Decision-making and planning for biliteracy

- How do I...
- What about...
- In our district we have to...
- How can I use...



Biliteracy Guidelines

(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 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.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



Vision



Vision - goal

Vision

The Dual Language program at Sunset Valley is designed to ensure that all students become bilingual, biliterate, and multicultural with the ability to meaningfully engage with their learning in an increasingly global society.

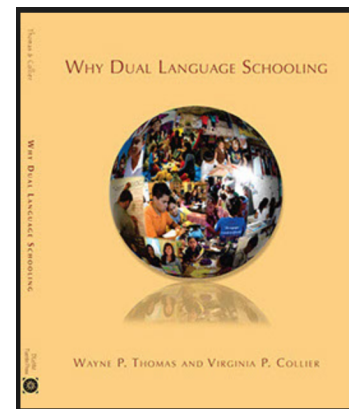
Vision - goal

Vision

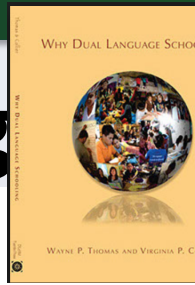
The Dual Language program at Sunset Valley is designed to ensure that **all students** become bilingual, biliterate, and multicultural with the ability to meaningfully engage with their learning in an increasingly global society.

Why choose dual language schooling?

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.



Why choose dual language schooling



All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners
- native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- students of low-income background
- students identified as qualifying for Title I
- and students with special education needs of all categories of exceptionality.

What do you see in this image?



**This is the goal of biliteracy –
students who are bilingual
and biliterate.**





Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



**This is the goal of biliteracy –
students who are bilingual
and biliterate.**



**...and who can make linguistic
decisions**

Some of our students enter school like this...some ELs



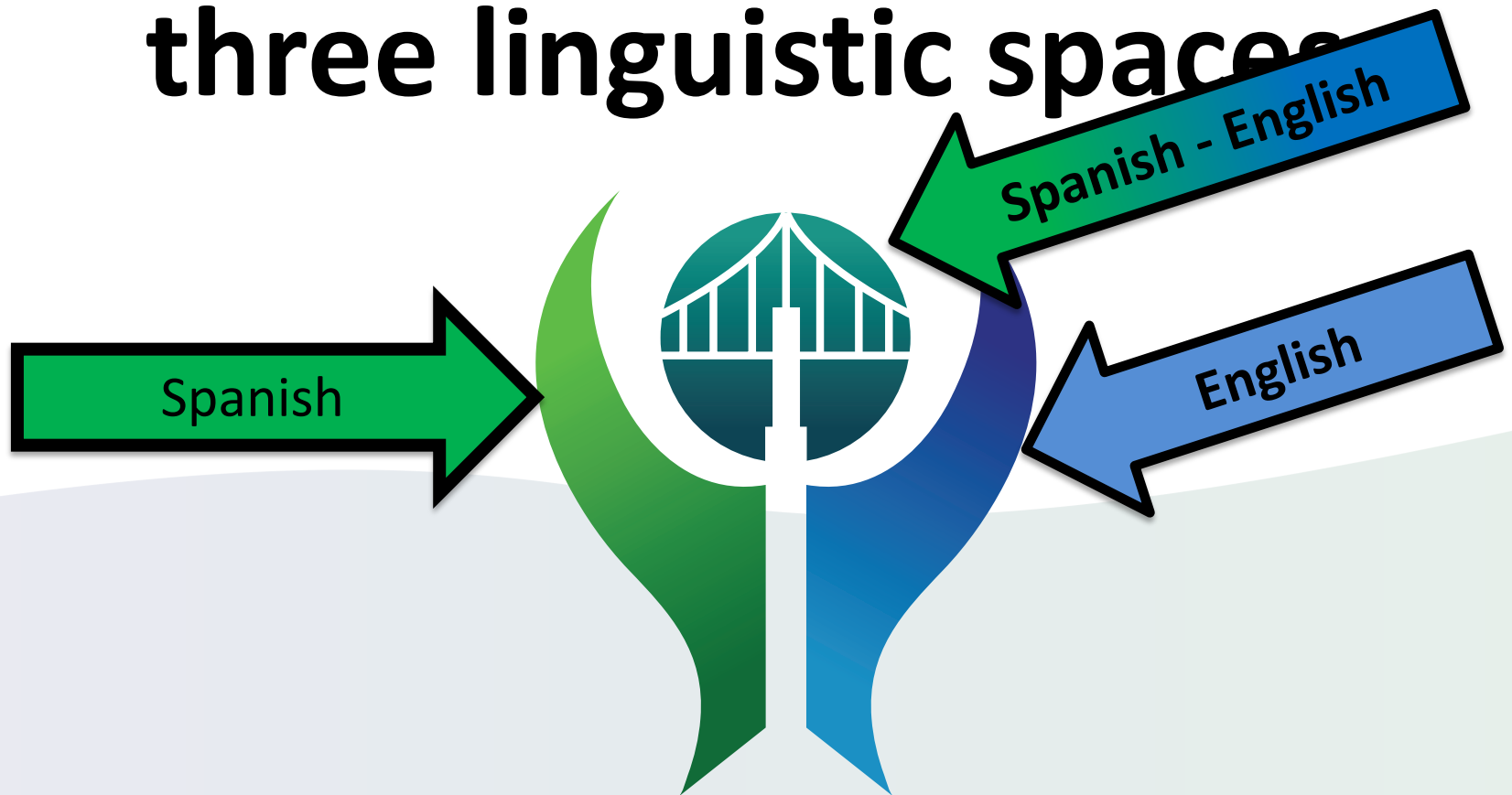
**Some of our students enter
school like this – “opt-in”
students**



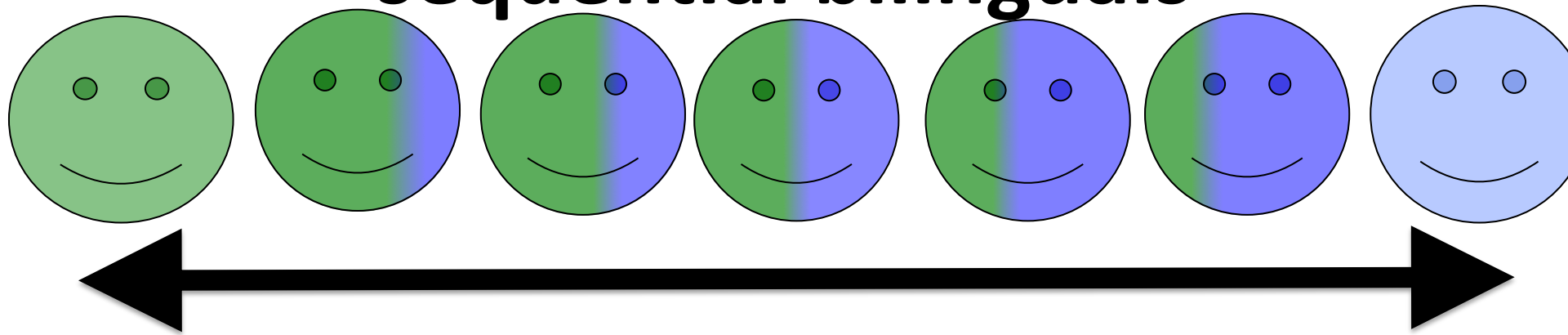
**Some of our students enter school
like this – most ELs and some non-EL
heritage speakers**



This is the goal of biliteracy – students who can perform in three linguistic spaces



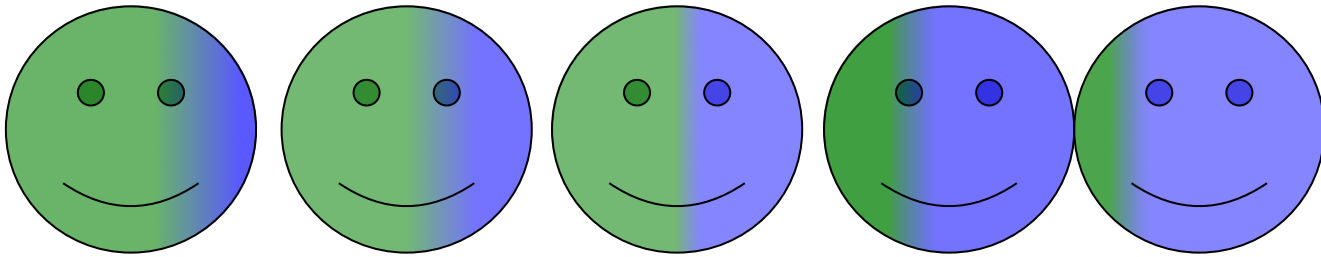
While some students enter our schools as monolinguals and become sequential bilinguals

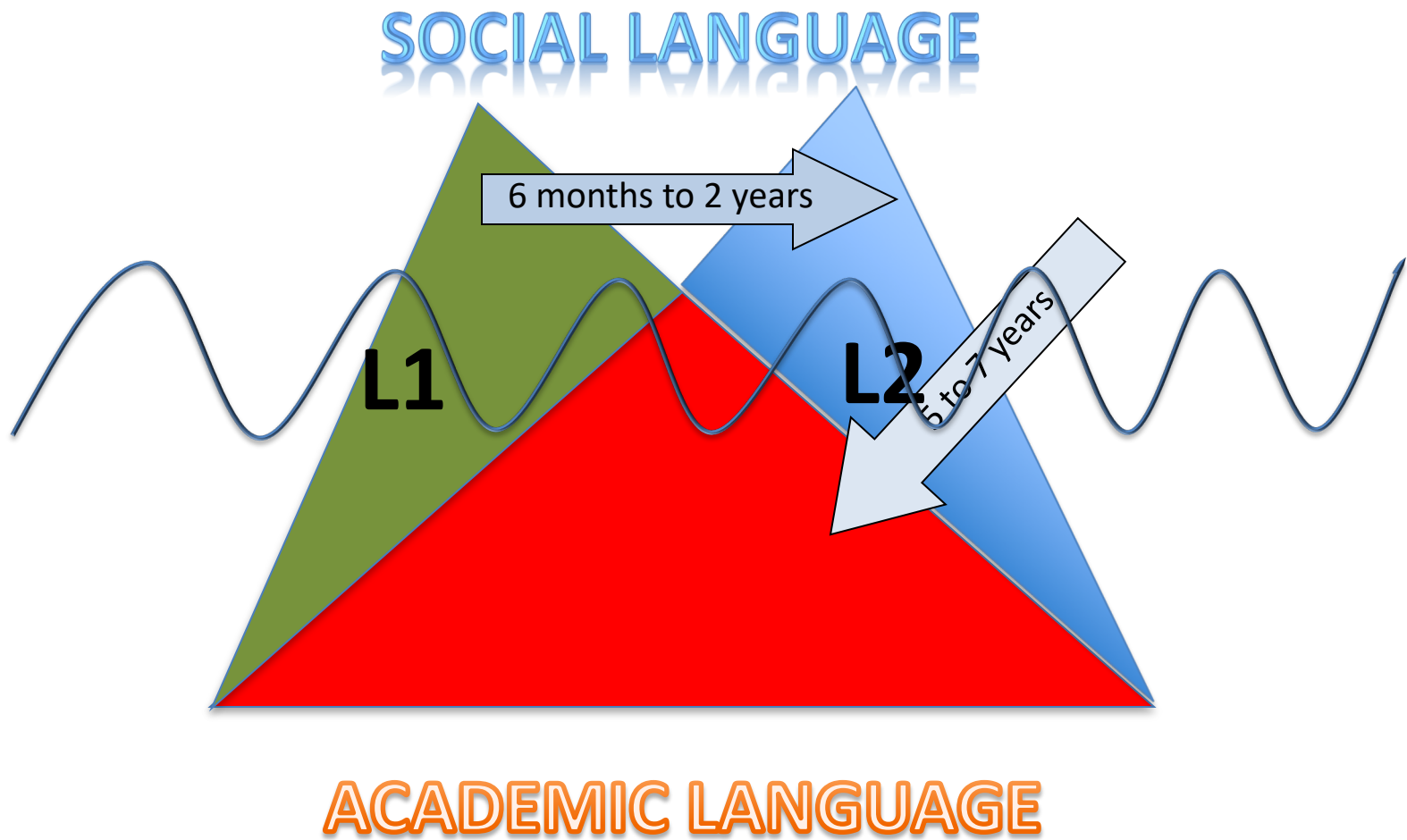


Other students
– the majority of ELLs –
enter as developing bilinguals and are simultaneous bilinguals

How do developing bilinguals use
their **linguistic repertoire**?

Developing bilinguals make
linguistic approximations





Students who benefit from DL

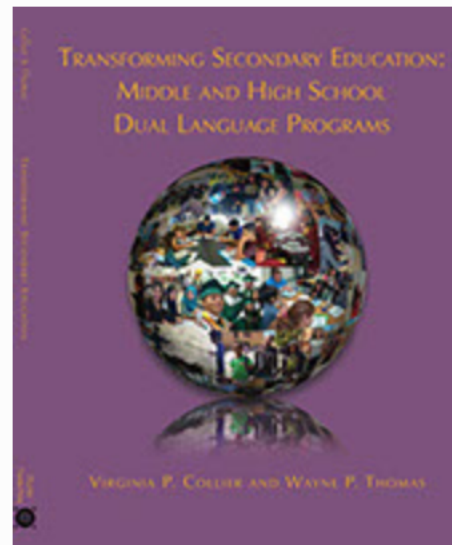
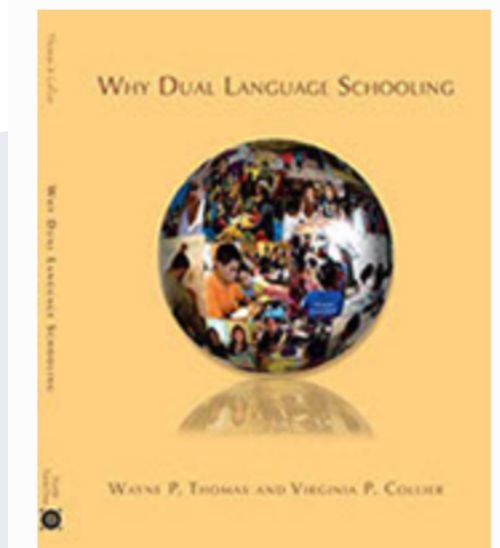
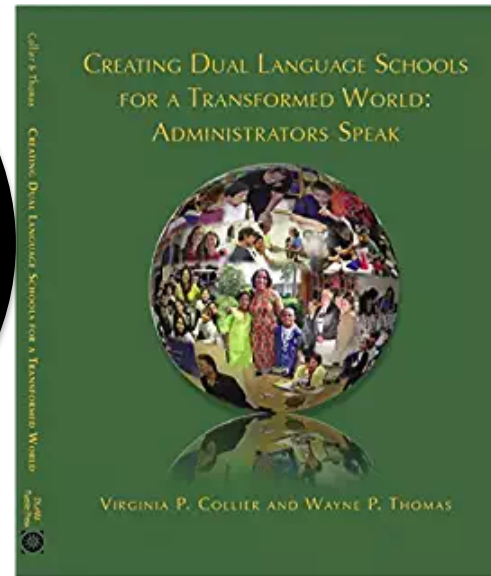
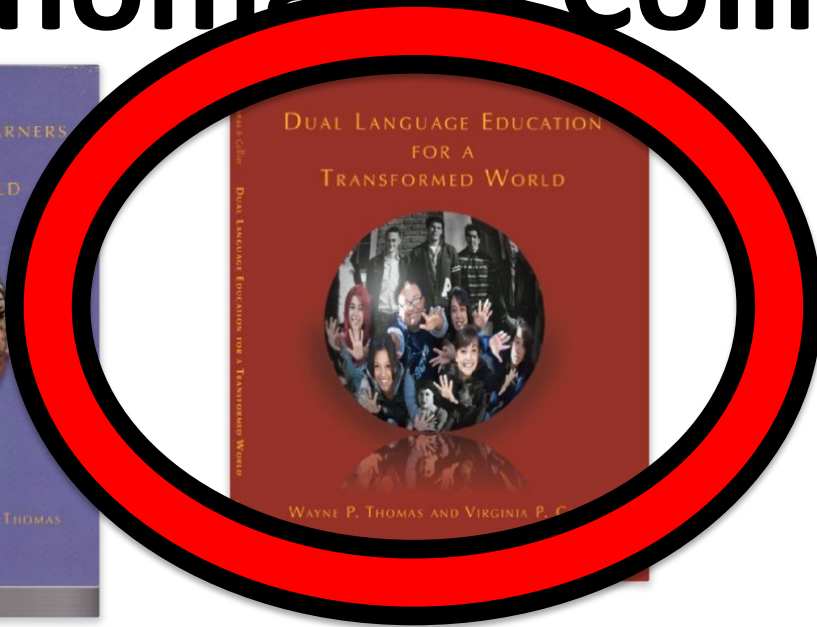
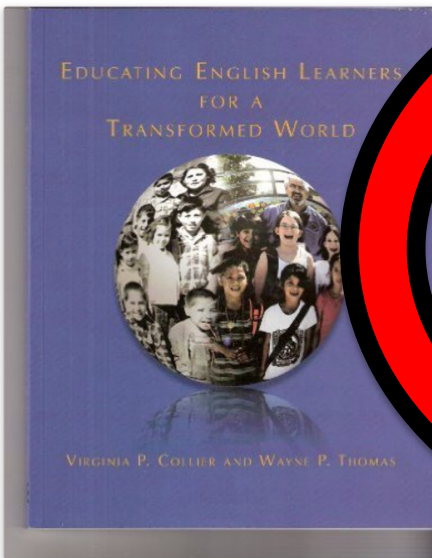
- All students at the Kinder level
 - Monolingual Spanish speakers
 - Monolingual English speakers
 - Simultaneous bilinguals (who may or may not qualify as ELLs)
 - ELLs of a third language
- ELLs K-12
- Developing bilinguals who may not qualify as ELLs K-12

Students who benefit from DL

- All students at the Kinder level
 - Monolingual Spanish speakers
 - Monolingual English speakers
 - Bilingual students who may not qualify as ELLs
- ELLs
- Developing bilinguals who may not qualify as ELLs K-12

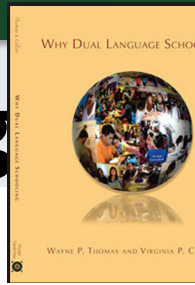
What if some of these students have a learning disability? Or a speech pathology?

Thomas & Collier Series



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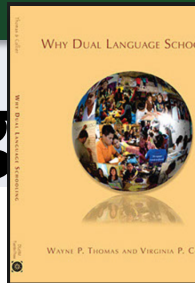
Why choose dual language schooling



All dual language groups outscore their comparison-group peers not in dual language – including:

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- native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- students of low-income background
- students identified as qualifying for Title I
- and students with special education needs of all categories of exceptionality.

Why choose dual language schooling



All dual language groups outscore their comparison-group peers not in dual language – including low-

• English background
• native identified
speakers for
• Latin
• Caucasian Americans

Which of these students did we see in the video of sample instruction?

• and students with special education needs of all categories of exceptionality.
• Asian Americans
• African Americans

Vision - goal

Vision

The Dual Language program at Sunset Valley is designed to ensure that **all students** become bilingual, biliterate, and multicultural with the ability to meaningfully engage with their learning in an increasingly global society.

Pedagogy



Biliteracy Guidelines

- 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 theme, standards or themes ever.
- Students are **together for differentiated**, but not separate, **instruction**.
- Content (Science, SS and Math) is taught in **one language only** at the initial level. This is called content rotation.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



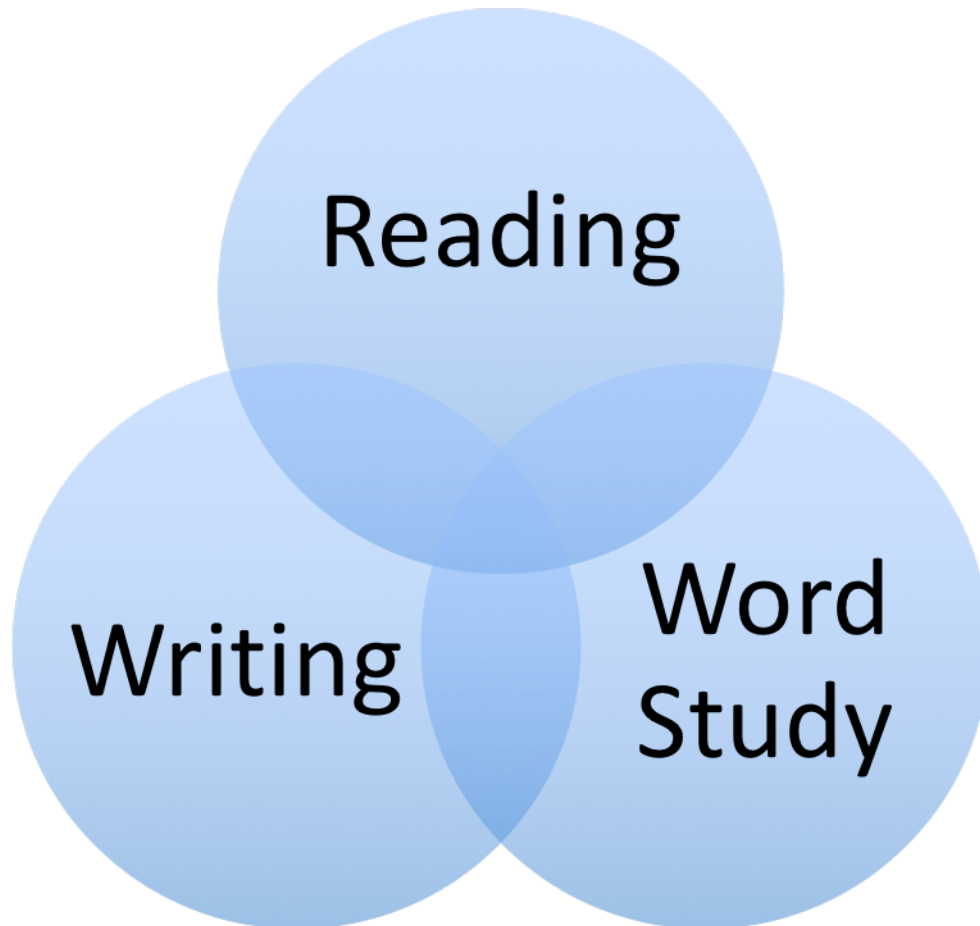
What is mono-literacy?

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)



What is mono-literacy?



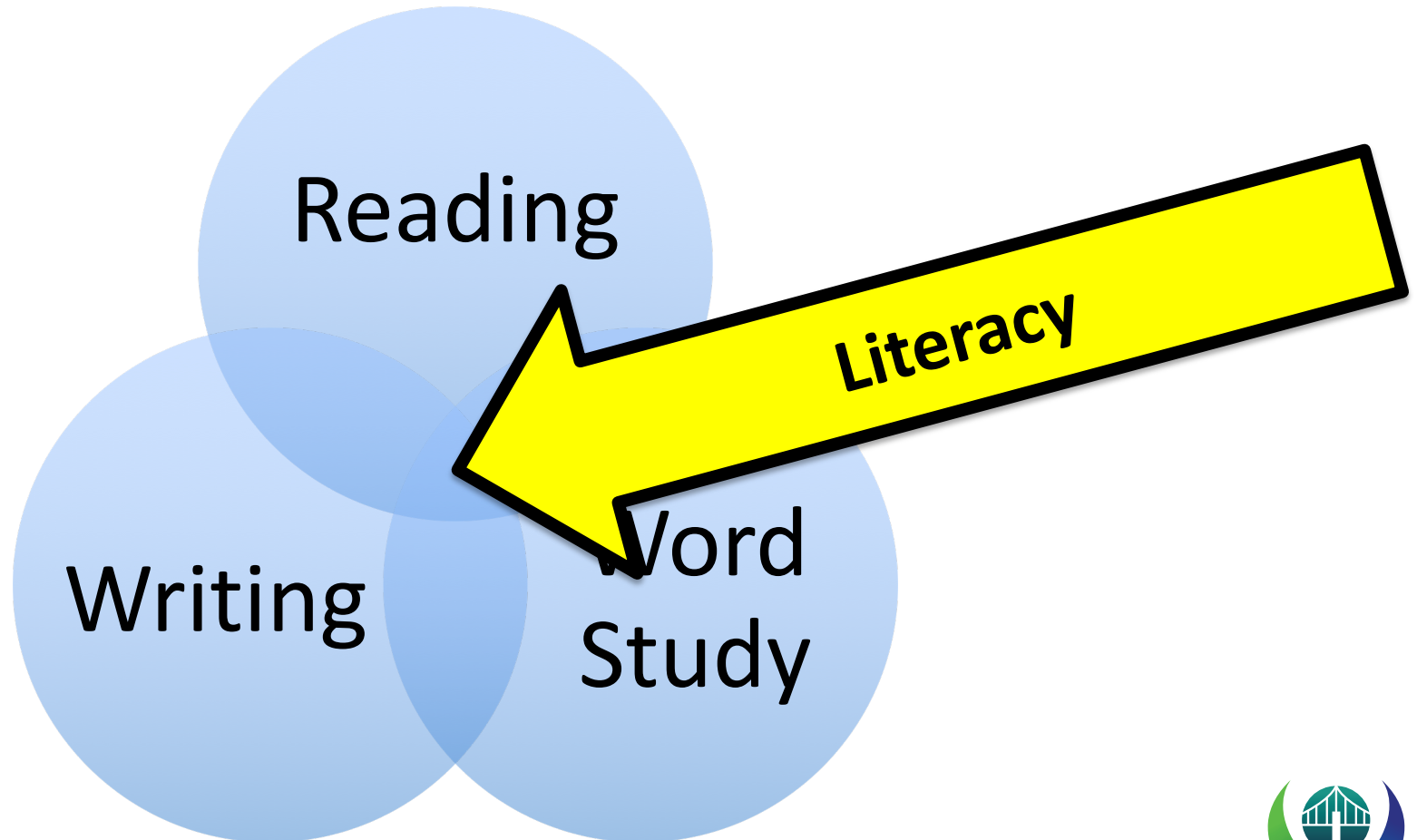
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- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day



What is mono-literacy?



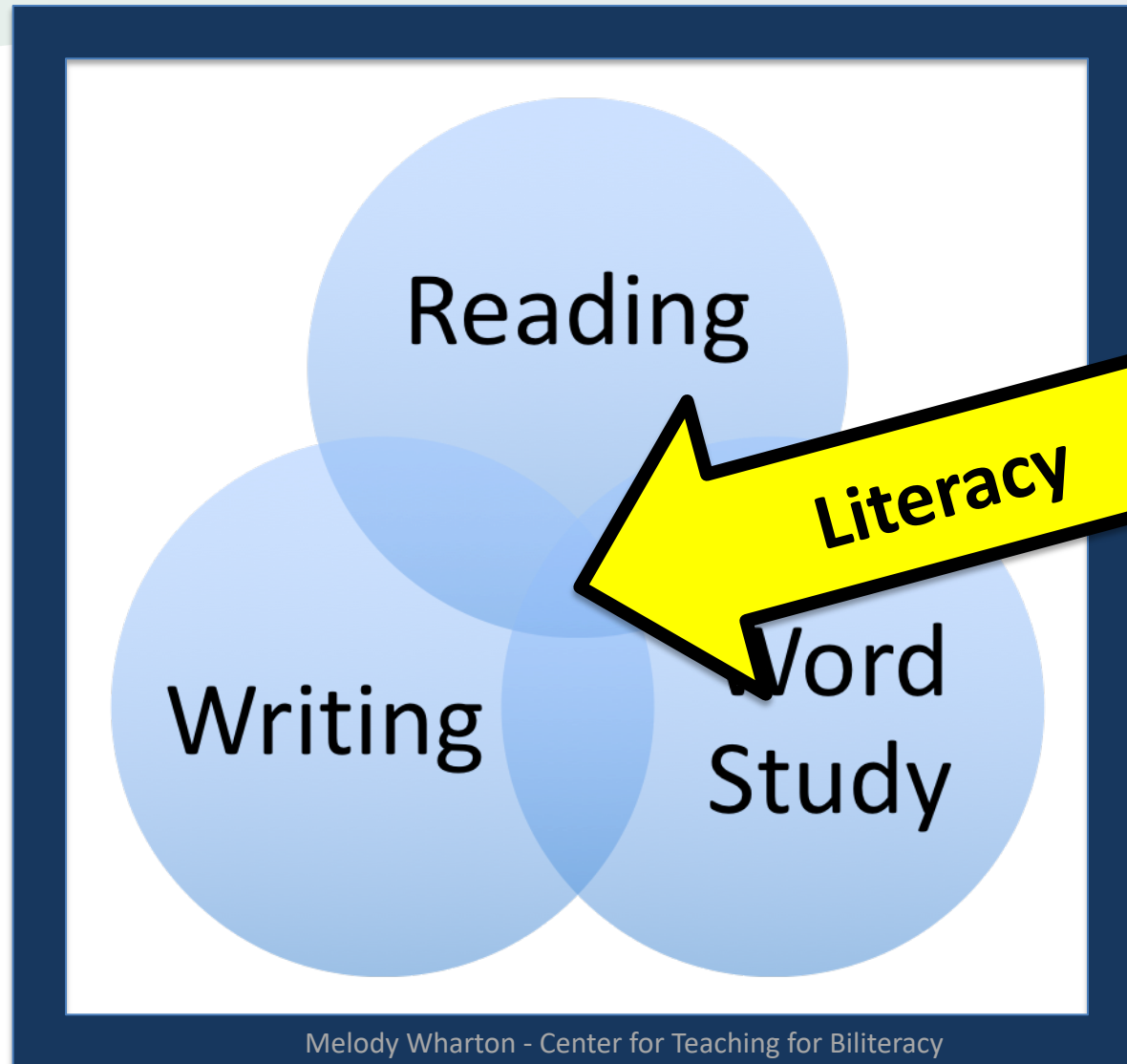
Teaching for Biliteracy is balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day.
- what students read and write should come from the content areas (science and social studies)



What is mono-literacy?



Context
for
Meaning

-

From the
content
areas



Teaching for Biliteracy is balanced literacy

Fountas and Pinnell (2001) - balanced literacy

- three blocks: reading, writing and word study (foundational skills)
- teachers and students should consistently make connections across the three blocks during the day.
- what students read and write should come from the content areas (science and social studies)
- oracy development (the academic oral language required for reading and writing) is infused in all parts of this framework.
- ***In other words, biliteracy and balanced literacy.***



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.



What is mono-literacy?

Reading

Writing

**Word
Study**



What is mono-literacy?



Monoliteracy Schedule

8:00-8:15	Welcome - Attendance
8:15-8:30	WW Mini-Lesson
8:30 – 9:15	WW Independent Writing
9:15 – 9:30	WW Closure
9:30 – 9:45	WW Shared Writing
9:45-10:00	Read Aloud
10:00-10:30	Guided Reading
10:30-11:00	Phonics – Word study



Teaching for Biliteracy

11:00 – 11:45	Lunch & Recess
11:45 – 12:45	Specials
12:45-1:45	Math
1:45 – 2:30	Social Studies
2:30 – 2:45	Science
2:45– 3:15	WW Independent Writing
3:15 – 3:30	WW Closure
3:30 – 3:45	WW Shared Writing
3:45-4:15	Guided Reading

Just as bilinguals are NOT two monolinguals in one person...

...Teaching for Biliteracy is NOT teaching two monoliteracies.



Balanced literacy in biliteracy?

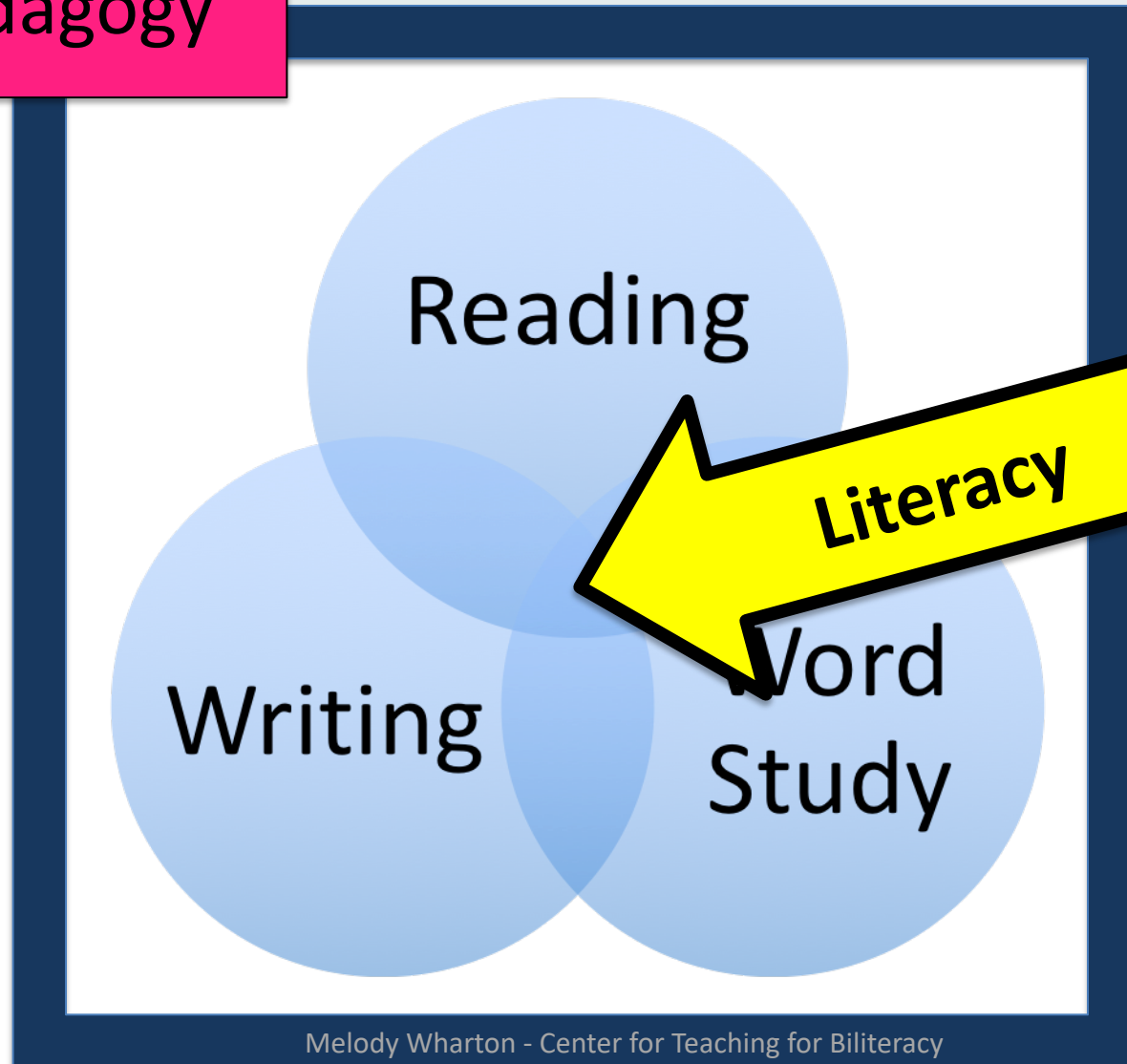


Balanced literacy in biliteracy?



What is mono-literacy?

Pedagogy



Context
for
Meaning
-

From the
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areas

Melody Wharton - Center for Teaching for Biliteracy

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Biliteracy Guidelines

(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 theme, standards or stories ever.
- Students are **together for differentiated**, but not separate, **instruction**.
- Content (Science, SS and Math) is taught in **one language** per each grade level. **Integrated content** location.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



Biliteracy Instruction Reflects the Biliteracy Guidelines (Beeman & Urow, 2013)

In PreK through 5th grade, content and literacy instruction are integrated.

Why?

In PreK through 5th grade, content and literacy instruction are integrated because...

Biliteracy Instruction Reflects the Biliteracy Guidelines (Beeman & Urow, 2013)

In PreK through 5th grade, content and literacy instruction are integrated.

Why?

In PreK through 5th grade, content and literacy instruction are integrated because...

Scheduling daily literacy in both languages would otherwise be challenging

the content provides the context for literacy instruction

teaching for biliteracy looks different than teaching for monoliteracy

Sample 800
 Daily, year-long
 schedule for
 biliteracy –
 p. 19 of
 Monday's
 handouts

Time		Language
	<i>Biliteracy</i>	
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study	SPANISH
10:30-11:00 a.m.		Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study	ENGLISH

Another
sample 80/20
Daily, year-long
schedule for
biliteracy –
p. 20 Monday's
of handouts

Time	Subject	Language
7:50 – 8:00	Dis...	Choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: - Oracy Development - Social Studies experiences - Whole Group Mini-Lesson - Writing - Independent practice - Word Work/Dictado	Spanish
9:00 – 10:00	the course of a math unit, the students - Oracy development - Math skills - Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SS	Choice
11:30-12:00	Specials	If possible, half are on Spanish and half in English
12:00-12:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: - Oracy development - Science experiments - Oracy development	Spanish
1:45	English Language Development- over the course of a unit, the students will engage in: - Oracy development - Guided practice - Writing - Word study	English

Sample
50/50 Daily,
year-long
schedule for
biliteracy –
p. 21 of
Monday's
handouts

Time	Subject	Language
8:00 – 8:20	See p.106-7, Teaching for Biliteracy	
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pps	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are Spanish and half i

Sample
50/50 Daily,
year-long
schedule for
biliteracy –
p. 21 of
Monday's
handouts

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
What does this mean for departmentalization?		
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are Spanish and half in

Sample 80/20
Daily, year-long
schedule for
biliteracy –
p. 19 of
Monday's
handouts

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop	SPANISH

**What does this mean for
departmentalization?**

12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	ENGLISH

Sample 80/20
Daily, year-long
schedule for
biliteracy –
p. 19 of Monday's
handouts

**NOTE: English
literacy in 80/20
IS NOT integrated
with content**

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units)	SPANISH
	• Reading • Word Study • Independent Practice	
10:30-11:00 a.m.	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will	

Life Cycle – Non-fiction text
elements, research and
report writing

All about me – fictional
narrative

Does this reflect Biliteracy?

Writing

Reading

**Word
Study**

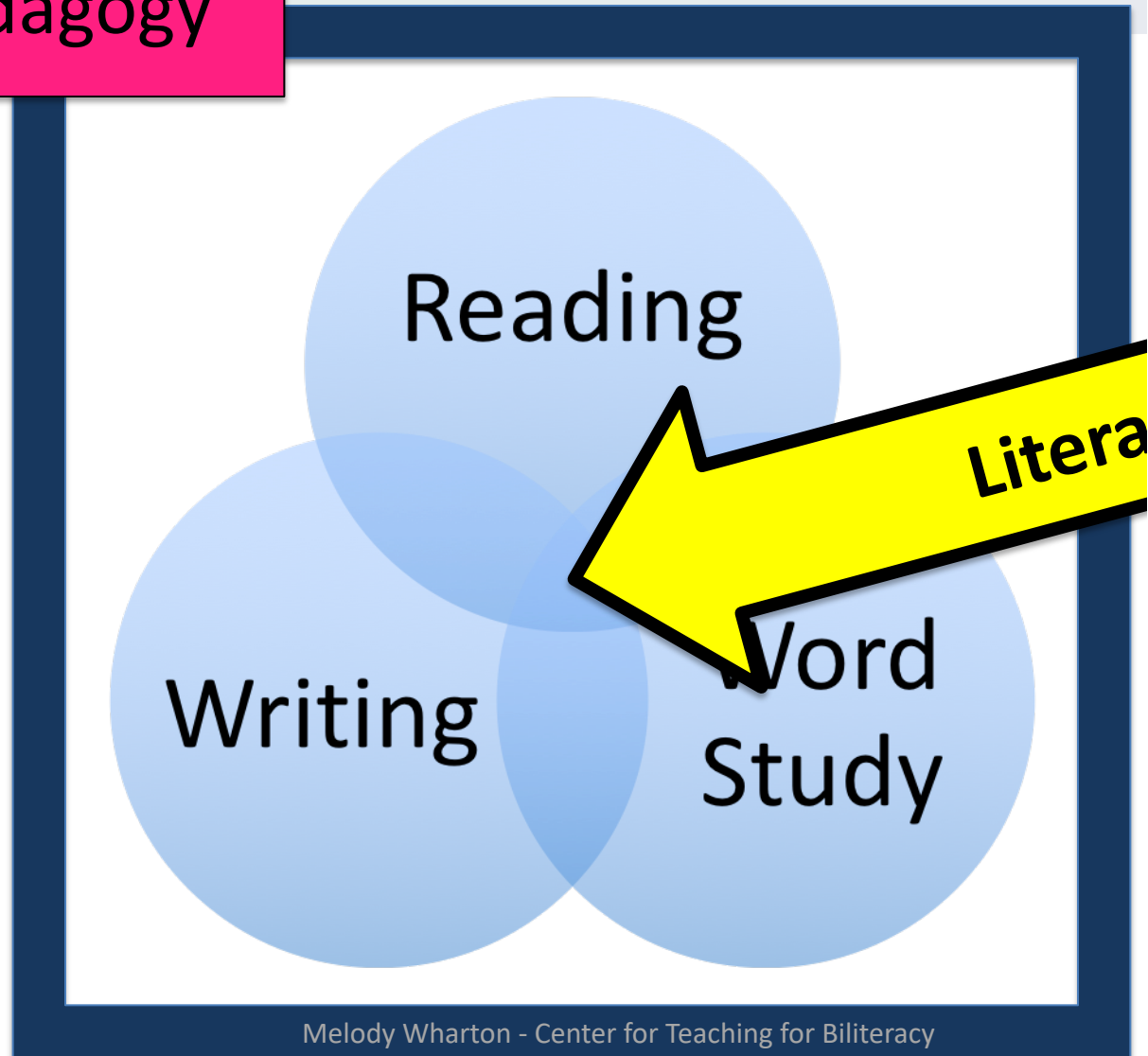


Sort

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

Balanced literacy

Pedagogy



Context
for
Meaning
-
From the
content
areas or
universal
theme

Melody Wharton - Center for Teaching for Biliteracy



Teaching for biliteracy is different than teaching for monoliteracy – because the goals are different



Therefore, planning for biliteracy instruction implementation is different from planning for monoliteracy.



Content Allocation



Biliteracy Guidelines

(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 theme, standards or stories ever.
- Students are taught **content** in **both** languages, but not **integrated** instruction.
- Content (Science, SS and Math) is taught in **one language only at each grade level**. This is called **content integration**.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



Compare the Language and Content Allocation Plans from Monday's handout – pp. 8 - 14

- What do you see?
- How do these samples reflect the biliteracy guidelines?
- What do the plans have in common?
- How do the plans differ?



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

		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 • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	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 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

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 most effective when language arts is integrated with Science and Social Studies



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).



Why keep content in one language all year long?

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

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

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

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

Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Language Arts 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)
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



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

	Spanish		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 • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies

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

Teaching for biliteracy can happen in 50/50 language allocation...

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								



50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy

50/50 Language Allocation

- Lindholm-Leary: The Rich Promise of Two-Way Immersion, 2005:
 - 90/10 v. 50/50 – By 5th grade, all students at or above grade level in English
 - Students had higher levels of Spanish proficiency in a 90/10 program than a 50/50 program
- Collier and Thomas, 2009
 - 90/10 – closes the achievement gap in English sooner than in 50/50

50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model

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

50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model
- How can you teach for biliteracy AND get the benefits of a 90/10 program?

Click to edit Master title style

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

English

Spanish

The 20% of English instruction focused on English literacy.

Moving Forward Short Term Long Term Communication Plan



Long and Short Term Plans for Vision, Pedagogy, and Content and Language Allocation



Short Term Goals	Long Term Goals

Biliteracy Program Vision Communication Plan Template

Who needs to know about this?	Why do they need to know about this?	How will they learn about this?
Possible Stakeholder Group Campus-based administrators (principal, AP)	Possible reason: To understand the underlying goals of dual language and biliteracy instruction, and how to support teachers in meeting the goals: schedules, PLCs, materials, campus-mandates, etc.	Possible method: Administrator-focused PD sessions.
Possible stakeholder group: Parents		
Possible stakeholder group: Central office personnel		

Vision, Pedagogy, Content and Language Allocation

