

Sample Literacy Pedagogies

Huntley, Illinois:

District's goals for Dual Language:

- Bilingualism
- Biliteracy
- Multiculturalism
- Performance at or above grade levels in all academic areas in both languages

Who is the program for?

In alignment of In order to meet the vision of the Dual Language Program in D158 and we first ensure that all of the ELL (sequential and simultaneous) students have a seat in the program because this program close the achievement gap.

Class placement in our dual language program will be prioritized in this order:

- EL students. The program is driven by the needs of EL students.
- Non-Spanish speaking students will participate in a lottery

Families must fill out a contract and commit to the program for 6 years.

How long does the biliteracy program last (K-5, K-8, K-12)?

Pre-K to 5th grade, adding a grade every year. At this point, school year 2019, full implementation is pre-K, kindergarten and two 1st grade classrooms at Chesak.

Grade Level	Spanish Percentage and Content	The Bridge (Direction)	English Percentage and Content
K	80	S-E	20
1	70	S-E	30
2	60	S-E	40
3	50	Math E-S All others S-E	50
4	50	Math E-S All others S-E	50
5	50	Math E-S All others S-E	50

Literacy Pedagogy:

We in Huntley Community District #158 believe in literacy for All Students Always. As a part of our commitment to literacy for all, we value biliteracy, bilingualism and multiculturalism. The goal of literacy instruction in Huntley 158 is for students to learn effective reading and writing strategies and to have daily time to apply strategies through student-centered practice.

We believe that students learn how to read and write through an inquiry-based balanced literacy workshop model. This model provides student-centered instruction that is rigorous, but carefully scaffolded and differentiated to meet student needs and fosters a gradual release of responsibility--- an “I do, we do, you do” approach---and provides direct instruction of discrete skills and strategies within a meaningful context. We believe that an inquiry-based balanced literacy workshop model includes independent reading/writing, small group instruction, interactive reading/writing, mini-lessons, and group share that is based on a foundation of strong oracy and background knowledge. All students have access to an abundance of rich, diverse and culturally-relevant texts at both independent and instructional levels. Local curriculum is standards-based and focuses on content literacy that is organized into interdisciplinary units.

These units promote critical thinking, inquiry and social action. Biliteracy in English and Spanish is developed through an inquiry-based balanced literacy workshop model that occurs daily in both languages.

Balanced Literacy

A framework for literacy instruction which has three major components: Reading Workshop, Writing Workshop, and Word Study. Balanced literacy advocates that reading and writing achievement are developed through instruction and supports in multiple environments using various approaches that differ by level of teacher support and student control.

Nixon School, Chicago, IL:

Vision:

All children will be empowered to meet the demands of the future today, by engaging in highly cognitive inquiry-driven learning activities that will lead to a lifetime of academic achievement. At Nixon we honor the culture of all students. Nixon's one-way dual language program will empower students to become bilingual, biliterate, and bicultural by the integration of language and content instruction. William P. Nixon promotes fluency in both Spanish and English languages and believes in the importance of fostering students' cognitive and linguistic abilities to help build biliteracy identities.

Long Term Plan

GRADE	Full Implementation		
	Spanish	Bridge	English
Headstart* 80/20	SLA (110) Science (40) Math (90)	End of Every Unit	ELA/SS (45) SEL (15)
Kindergarten 80/20	SLA (110) Science (40) Math (90)		ELA/SS (45) SEL (15)
1st 75/25	SLA (105) Math (90) Science (40)		ELA/SS (60) SEL (15)
2nd 70/30	SLA & SS (90) Science (40) Math (90)		ELA/SS (75) SEL (15)
3rd 60/40	Science/SLA (50) SEL (20) Math (90)		ELA/SS (140)
4th 50/50	Science (50) SEL (30) SLA & SS (70)		ELA (70) Math (90)
5th 50/50	Science (50) SEL (30) SLA & SS (70)		ELA (70) Math (90)
6th 50/50	Science (50) SEL (30) SLA & SS (70)		ELA (70) Math (90)

80/20 Kindergarten: Bilingual		
Time	Subject	Language
7:45-8:00	Breakfast/SEL 15 min	English
8:00-10:00	SLA 120 min	Spanish
10:00-10:40	Science 40 min	Spanish
10:40-11:05	Social Science/ELA 25 min.	English
11:05-11:56	Lunch /Recess 51 min	Student Choice
11:56-12:15	Social Science/ELA 20 min	English
12:15-12:45	Math 30 min	Spanish
12:45-1:45	Resource Class 60 min	Student Choice
1:45-2:45	Math 60 min	Spanish

Literacy Pedagogy: Nixon School's literacy pedagogy is characterized by student-centeredness and the use of integrated standards-based units that encompass balanced literacy (reading, writing, word study and the intersection of the three framed within a meaningful context that comes from essential questions).

Biliteracy at Nixon school will be characterized by the use of the same literacy pedagogy but delivered in two languages. Therefore, while the pedagogy is the same, some of its elements (such as oracy building) may be emphasized differently and the focus on metalinguistic development is unique and may require a different pacing and planning.

Inter-American Magnet School, Chicago, IL.

Vision:

Inter-American Magnet School (IAMS) strives to promote academic excellence through bilingual and multicultural education. Spanish dominant, English dominant and bilingual speakers develop fluency and literacy skills in both languages.

Through its dual language program, students affirm the values of their own cultures while acquiring an understanding, appreciation, and acceptance of other cultures and demonstrating social consciousness in a pluralistic world.

At IAMS, a caring, cooperative and accepting school climate is fostered to promote the social, affective and cognitive development of the whole child, and in which parents are active partners in the formal schooling of their children.

Grade Level	Spanish Percentage and Content	The Bridge (Direction)	English Percentage and Content
K	80% (LA, Math, Science, SS)	S → E	20% (LA)
1	80% (LA, Math, Science, SS)	S → E	20% (LA)
2	80% (LA, Math, Science, SS)	S → E	20% (LA)
3	70%(LA, Math, Science, SS)	S → E S ← E	30% (LA)
4	60 Math and Soc. Science w/ integration of SLA	S → E S ← E	40 Sci w/ integration of ELA
5	50% (LA, SS, Math)	S → E S ← E	50% (LA, Science)

Describe your pedagogy:

Our students learn in two languages, simultaneously (Spanish/English) within the structure of an 80/20 dual language model where language development is supported through standards based thematic units that are intentionally integrated across language arts and content areas. With this interdisciplinary approach, students are more capable of engaging in relevant,

meaningful activities that can be connected to real life and which allow students to build a sense of identity, agency and authority within the learning environment.

We believe that students develop oracy skills and learn how to read and write in both languages through inquiry-based balanced literacy where language development is supported through purposeful and systematic instruction (The Bridge) that enables students to use metalinguistic skills in order to transfer knowledge from one language to the other. The cultural and linguistic diversity of our school community, especially that of our students, is key to ensuring that our students achieve biliteracy and multicultural competencies that will impact their learning beyond the classroom.

What does it look like?

We aim to create a safe and equitable learning environment where students are more willing to move beyond their Zone of Proximal Development (Vygotsky) and where mistakes are seen as opportunities to learn something new. We strive to clearly and explicitly communicate expectations for learning and working, (CHAMPS) and also provide the necessary scaffolds for supporting diverse learners.

In our student-centered classrooms, students have frequent opportunities to engage in whole group, small group, and partnered discussions and/or collaborative activities that support and help extend the learning. To ensure equity and access, grade level and classroom groupings are balanced across language, gender and academic ability. Teachers use both (flexible) heterogeneous and homogeneous groupings to provide small group instruction or partner work.

Content themes (science, social science, study of the Americas curriculum) provide the frame for student literacy development in reading, writing and word study. In our workshop model, the teacher's role is to facilitate and guide students in their inquiry learning process.

The learning environment reflects authentic active student learning and engagement which includes resources posted that are created by students and teachers in collaboration.

What evidence do you expect to see of your pedagogy in action?

- Students collaborating as they develop new knowledge.
- Classroom library with books representing students interests and needs.
- Co-produced resources posted on the walls
- Students using the language of instruction.
- Discussing topics that are culturally relevant.

STUDY OF THE AMERICAS CURRICULUM

We are community. (K-1)

We are indigenous people. (2-5)

We are scholarly activists. (6-8)