

The Biliteracy Mapping Process



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Teaching for Biliteracy

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The purpose of this afternoon's session

- Recall how a biliteracy map supports the goal of a biliteracy program
- Sequence the components of the process
- Distinguish between tight and loose elements
- Clarify lessons learned from the field



The purpose of this afternoon's session

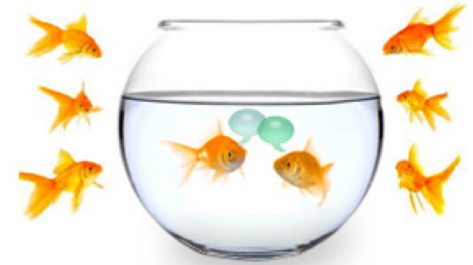
- Recall how a biliteracy model supports the goal of a biliteracy program
- Set the stage for the afternoon session
- Discuss the components of and the steps to create a biliteracy curriculum
- Clarify what is learned from the field

In other words, this afternoon we will talk about the components of and the steps to create a biliteracy curriculum.



The Biliteracy Mapping Process

1. Clear space on the table.
2. Take out the cards.
3. One card at a time, discuss:



Partner A

This card says ____.
I think this means ____.

This card may be ____ in the
process because ____.

Partner B

Let me paraphrase: ____.

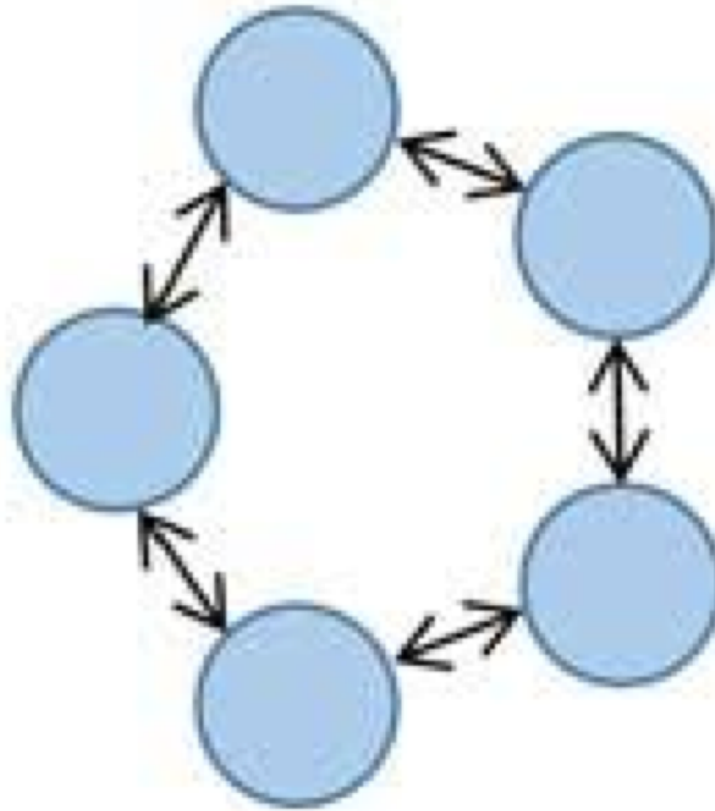
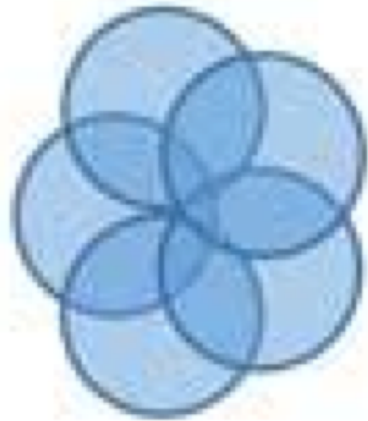
I agree/disagree because
_____.



Overview: Biliteracy Curriculum Mapping Process

Steps	Components	Notes
Group Dynamics: Before beginning the process, define roles and responsibilities and assign roles. Roles will change at every step of the process. All team members are expected to play an active role throughout the whole process.		
I. A Program Design and First Draft of Biliteracy Curriculum Map	Vision	
	Literacy Pedagogy	
	Language and Content Allocation Plan	
	Review the standards	
	Draw the Language and Content Allocation on the Butcher Paper. Bundle the content area standards.	
	Begin to write year-long and unit storylines, starting with the content focus. Add them to your maps.	
	Select the writing standards and the writing	



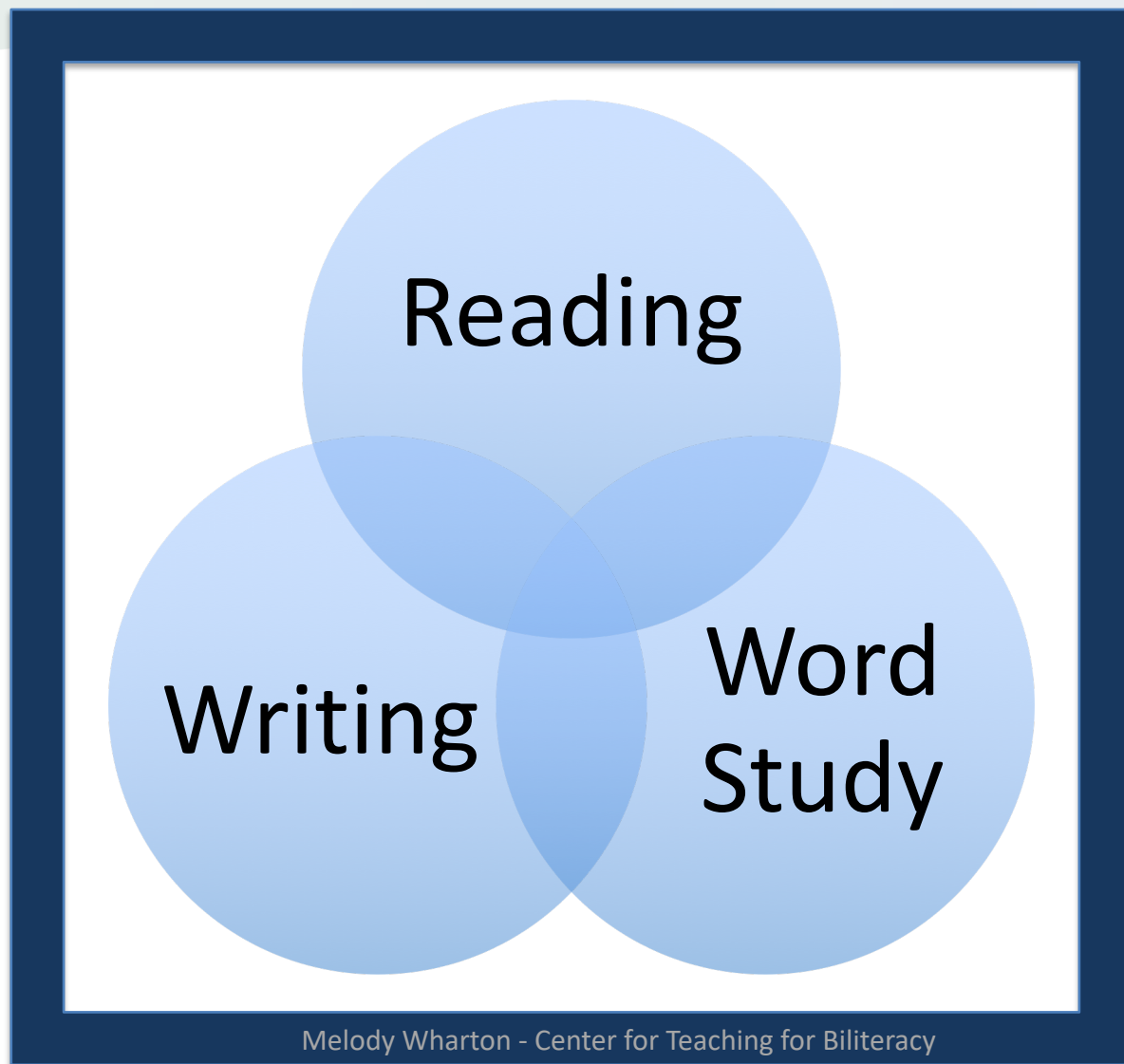


Tight vs Loose Components in the Process



Tight	Loose
Aligns with the program’s vision, content and language allocation plan, and pedagogy	

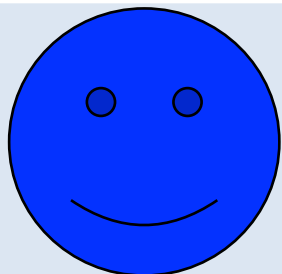
Philosophy



Context
for
Meaning



Teaching for Monoliteracy



**Educational
Goal**



**Support
Systems &
Curricular
Design**

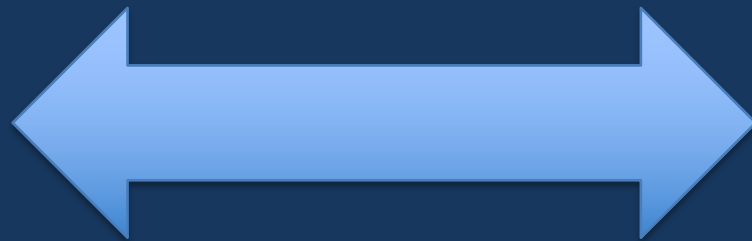


Program Vision

For Whom?



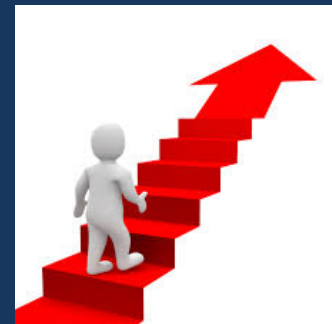
For How Long?



What are the program goals?

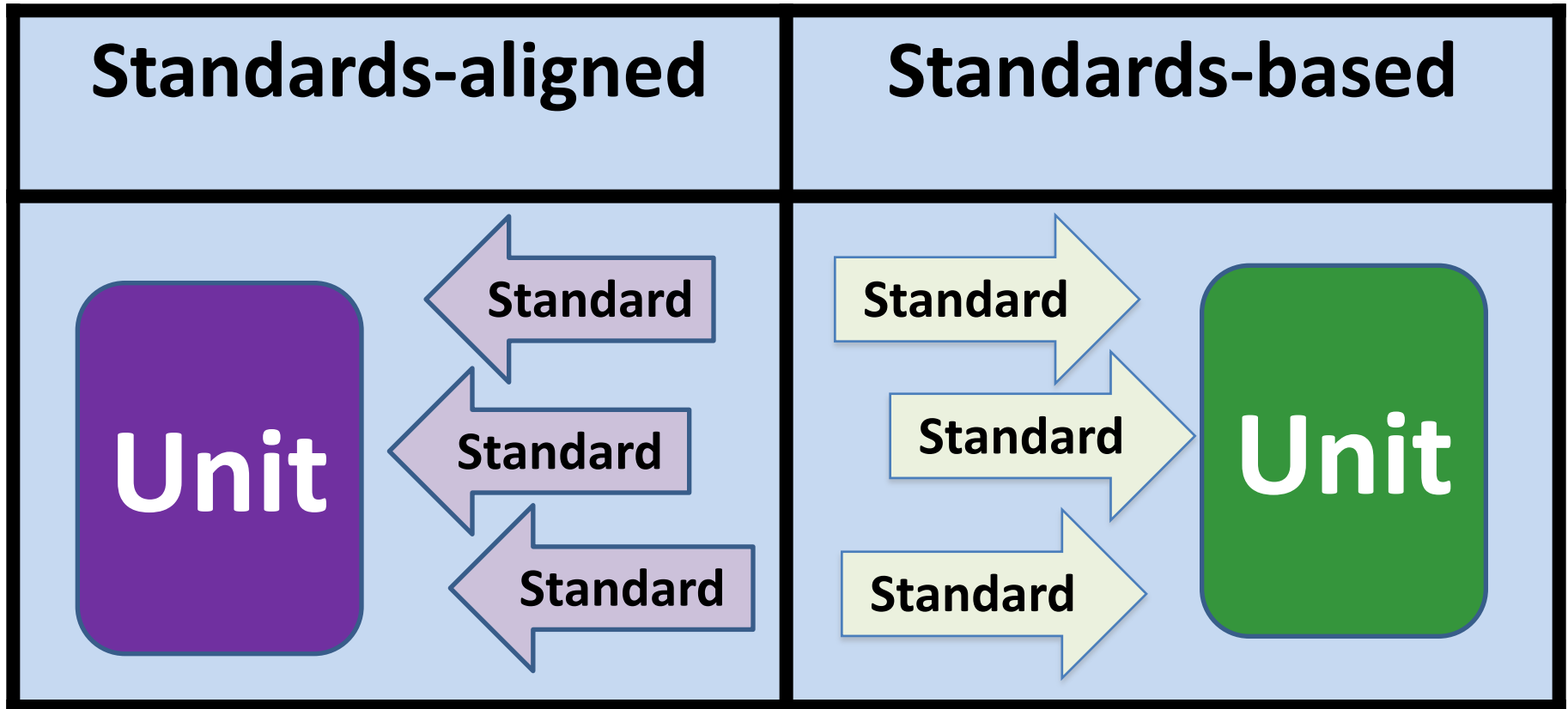
Student outcomes?

Expectations for target language?



Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	
Grounded in standards	

Standards-based v.s. Standards-aligned?

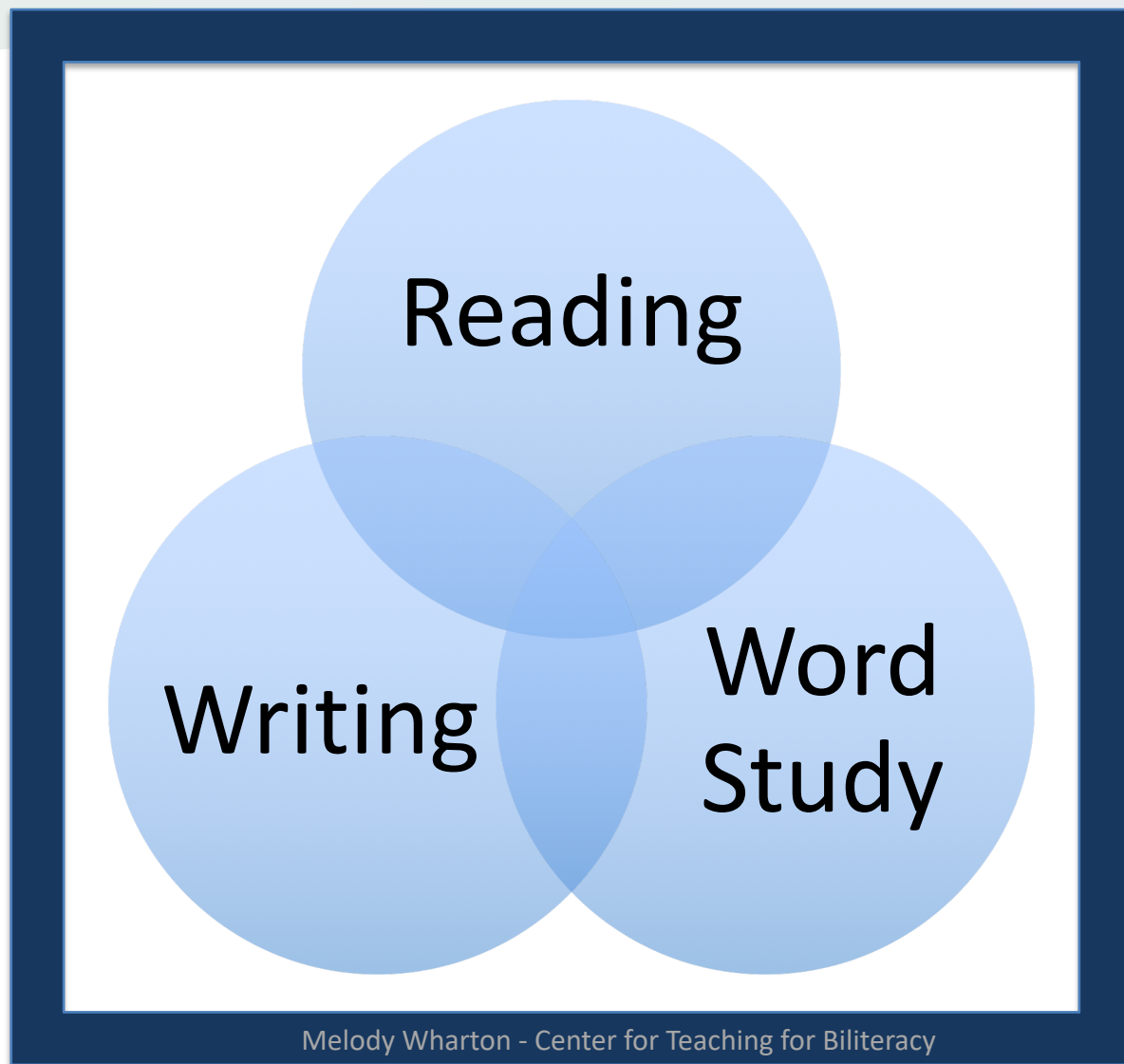


Design Matters



Tight	Loose
Aligns with the program’s vision, content and language allocation plan, and pedagogy	
Grounded in standards	
Literacy is contextualized	

Philosophy



Context
for
Meaning



Tight	Loose
Aligns with the program’s vision, content and language allocation plan, and pedagogy	
Grounded in standards	
Literacy is contextualized	
Designed for biliteracy (not translations)	

Standards-Based Biliteracy Maps plan instruction for the year

THIRD GRADE						
Español 50% / Day	SCIENCE	Why are organisms different from one another? How does the environment affect organisms? How do we know the environment used to be different? What happens when different objects interact? What factors help people get along? (Author's Study - Relationships) Universal Theme in Literature	2 Informative 3 Narrative 1 Opinion 2 Informative 3 Narrative 3 Fiction	Fact Sheet Legend (Folklore) Historical Essay Lab Report		
	READING	Informational Literature Informational Literature Informational Literature	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10			
	SOCIAL SCIENCE	How do communities determine rules & resp? How does the community take care of its members? How have communities changed & improved over time? What makes our community strong & how can we improve it? How can I be my best? Responsibility Universal Theme	3 Narrative 1 Opinion 2 Informative/Explanatory 3 Narrative 1 Opinion	Narrative Nonfiction Petition Feature Article Biography Persuasive Letter		
	READING	Literature Informational Literature Literature Informational	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10			
English 50% Day						

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

Bridge: Contrastive Analysis
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 •			Formative Assessment
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences		
Writing • Strategies and balanced literacy routines			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer – Extension/Practice (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis 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.	

80/20 Sample Schedule

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00-8:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student & Teacher choice
8:30– 9:45 (75 minutes)	Math - over the course of a math unit, the students will engage in: • Oracy development • Math concepts and skills Reading and Writing	Spanish
9:45 – 12:00 (135 minutes)	Alternating Social Studies and Language Arts and Science and Language Arts – over the course of an integrated unit, the students will engage in: • Oracy Development • Social Studies experiences OR Science experiments • Whole Group Mini-Lesson • Reading with a focus on comprehension • Writing • Independent practice • Word Work/Dictado	Spanish
12:00-1:00	Lunch and Recess	Student choice
1:00-1:45 (45 minutes)	English Language Arts/English Language Development- over the course of a unit, the students will engage in: • Oracy development • Guided practice • Reading with a focus on comprehension • Writing • Word study	English
1:45-2:45	Specials	An equal amount of specials time is offered in Spanish as in English



50/50 Sample Schedule

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:05 (65 minutes)	Math - over the course of a math unit, the students will engage in: • Oracy development • Math concepts and skills Reading and Writing	Spanish
9:05 – 10:10 (65 minutes)	Science and Language Arts – over the course of an integrated unit, the students will engage in: • Oracy Development • Science experiments • Whole Group Mini-Lesson • Reading with a focus on comprehension • Writing • Independent practice • Word Work/Dictado	Spanish
10:10 – 10:40	SSR (Intervention Time: This is when students are pulled; not any other time)	Student & Teacher choice
10:40 – 11:40	Specials	An equal amount of specials time is offered in Spanish as in English
11:40 – 12:40	Lunch and Recess	Student choice
12:40-2:45 (125 minutes)	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 • Reading with a focus on comprehension • Writing • Independent practice • Word Work	English



Tight	Loose
Aligns with the program’s vision, content and language allocation plan, and pedagogy	
Grounded in standards	
Literacy is contextualized	
Designed for biliteracy (not translations)	
For all students in the program	



Students remain together,
but instruction is differentiated.



Differentiated Instruction for Students



Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	The resources (whether individual books, basals, or series) used to support instruction & delivery
Grounded in standards	
Literacy is contextualized	
Designed for biliteracy (not translations)	
For all students in the program	

Resources and Structures



What is Balanced Literacy?



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Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	The resources (whether individual books, basals, or series) used to support instruction & delivery
Grounded in standards	The content (Science or SS) standards mapped first
Literacy is contextualized	
Designed for biliteracy (not translations)	
For all students in the program	

Content

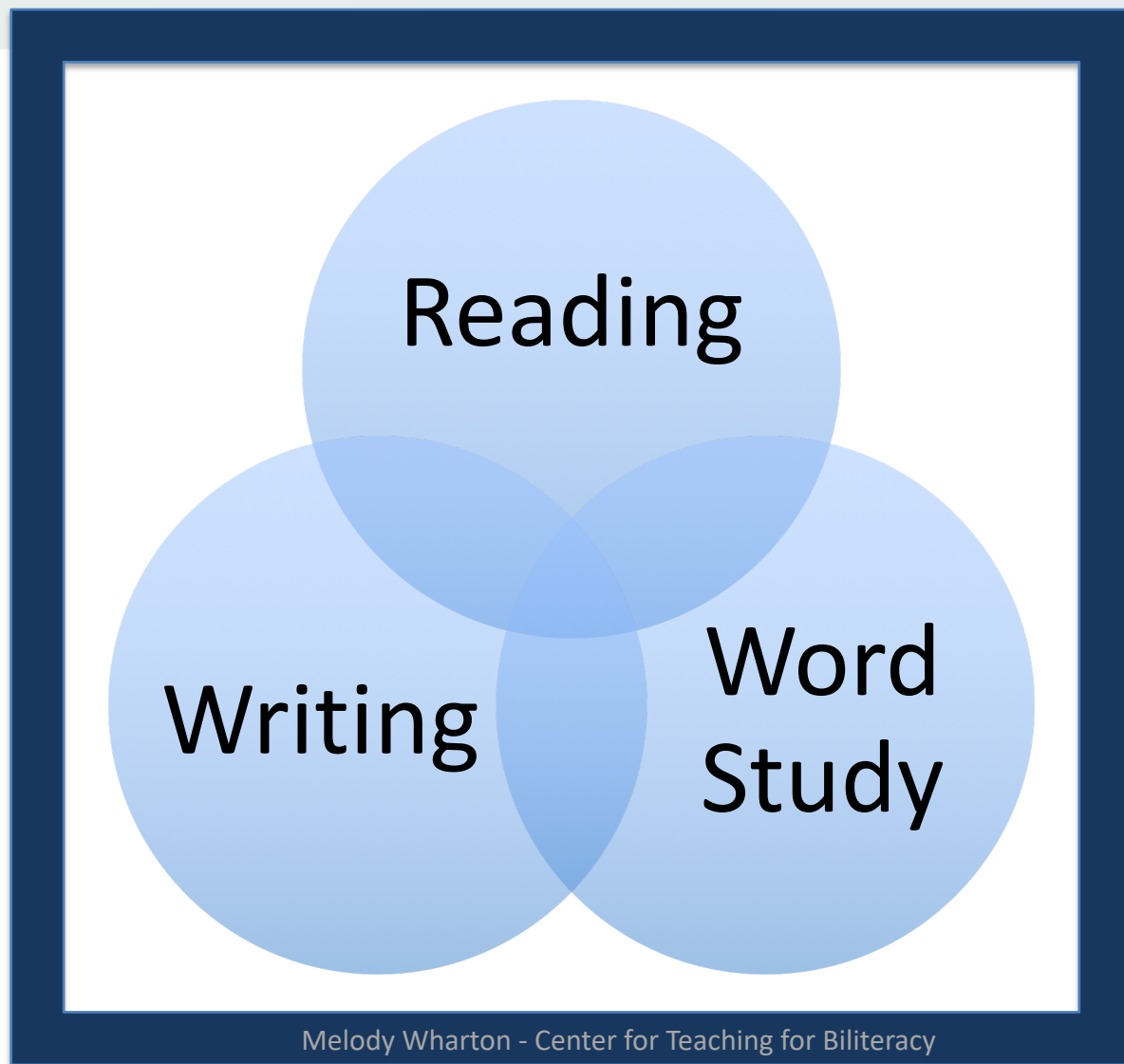
**Context
for
Meaning**

Science or Social Science Content



Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	The resources (whether individual books, basals, or series) used to support instruction & delivery
Grounded in standards	The content (Science or SS) standards mapped first
Literacy is contextualized	The universal themes selected
Designed for biliteracy (not translations)	
For all students in the program	

Philosophy



Context
for
Meaning



Universal Themes



Standards-Based Biliteracy Maps plan instruction for the year

80% First Grade

Content
SC / SS
(Math is mapped elsewhere)

Living, Learning & Working Together

Writing

Reading

20% English

Universal Themes (Ask Content)

Theme/Unit Name: - Content Area Standards - Writing Standards - Reading Standards			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	- Language Proficiency/Development Standards - Language Targets - Summative Assessment			
Building Oracy and Background Knowledge							
Reading Comprehension		Content					
Writing							
Word Study and Fluency							
Summative Assessment							
Bridge - Transfer	Bridge - Transfer - Extension (Includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students.					

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Building Oracy and Background Knowledge							
Reading Comprehension		Content					
Writing							
Word Study and Fluency							
Summative Assessment							
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Building Oracy and Background Knowledge							
Reading Comprehension		Content					
Writing							
Word Study and Fluency							
Summative Assessment							

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Building Oracy and Background Knowledge							
Reading Comprehension		Content					
Writing							
Word Study and Fluency							
Summative Assessment							

Organisms & Sun
et what? How can we solve problems using nature?

People Past Different
How are our lives different from those who lived in the past? Do we all grow & change the same way?

Informational: 1 2 10 5 6 5

Fact Sheet

Narrative: 3

Historical Fiction: 1

Opinion: 1

Persuasive Letter

Informational: 1 2 10 5 6 5

Literature: 1 3 10 5 6 5

Literature: 1 3 10 5 6 5

Community: 3

Animals: 2

Family: 3

DRAFT 3/18

Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	The resources (whether individual books, basals, or series) used to support instruction & delivery
Grounded in standards	The content (Science or SS) standards mapped first
Literacy is contextualized	The universal themes selected
Designed for biliteracy (not translations)	The stakeholders involved in the mapping process
For all students in the program	

Stakeholders Involved in the Mapping Process



Stakeholders Involved in the Mapping Process

The Stakeholders Involved MUST be Consistent



Tight	Loose
Aligns with the program's vision, content and language allocation plan, and pedagogy	The resources (whether individual books, basals, or series) used to support instruction & delivery
Grounded in standards	The content (Science or SS) standards mapped first
Literacy is contextualized	The universal themes selected
Designed for biliteracy (not translations)	The stakeholders involved in the mapping process
For all students in the program	The grouping styles and formats for mapping

Grouping Styles & Formats for Mapping



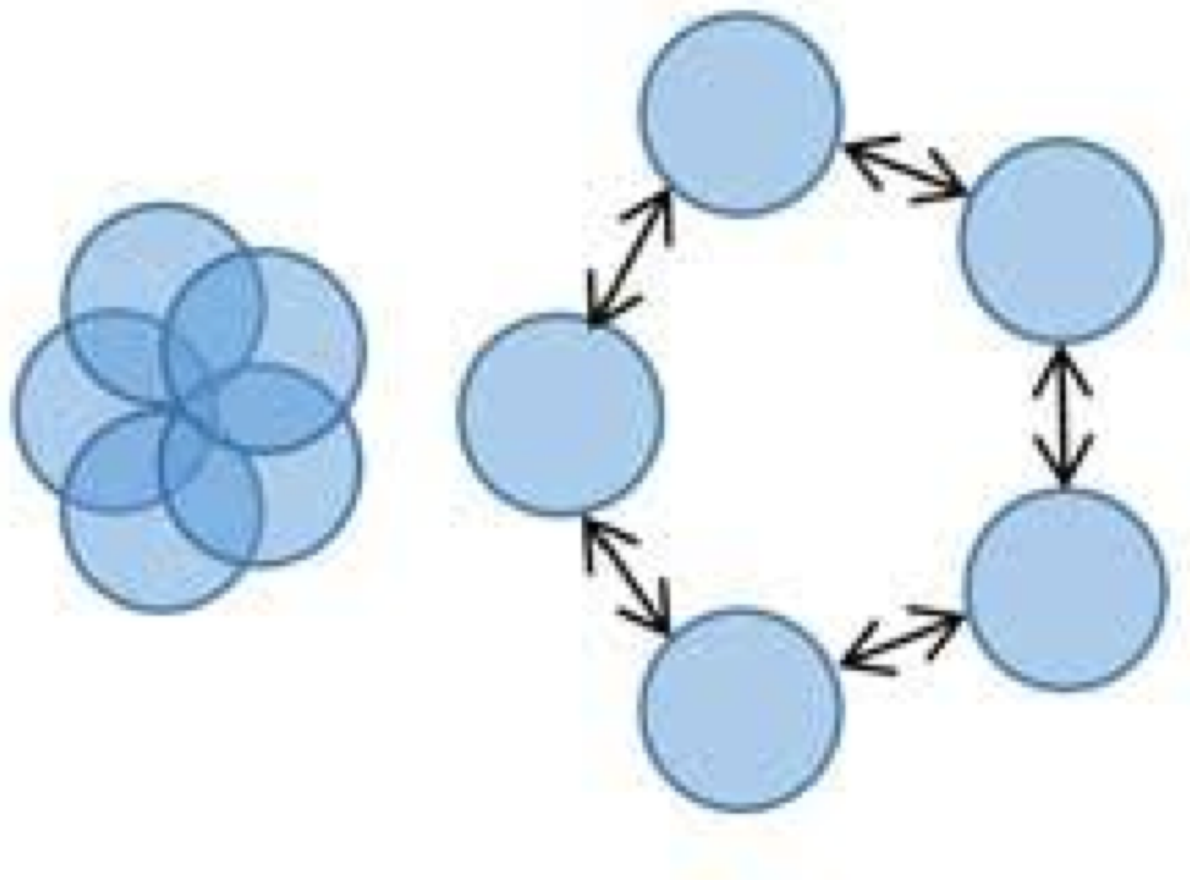
Grouping Styles & Formats for Mapping

**Clear Leader with a Clear Plan
Communicated to All
Stakeholders Regarding
Timelines, Roles, and
Responsibilities**



How We “Tightened” Our Mapping Process as a School District



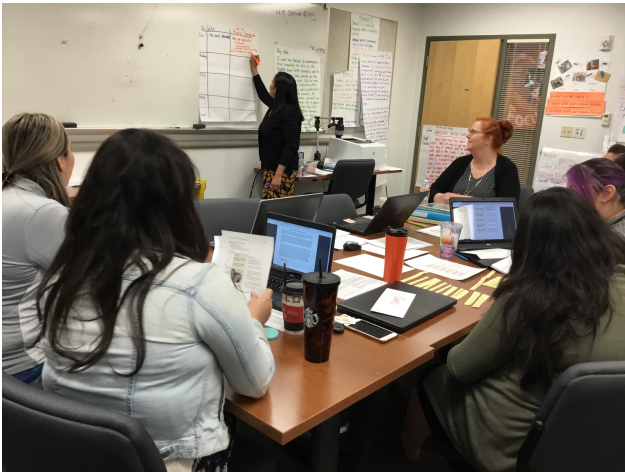


Tight vs Loose Components in the Process



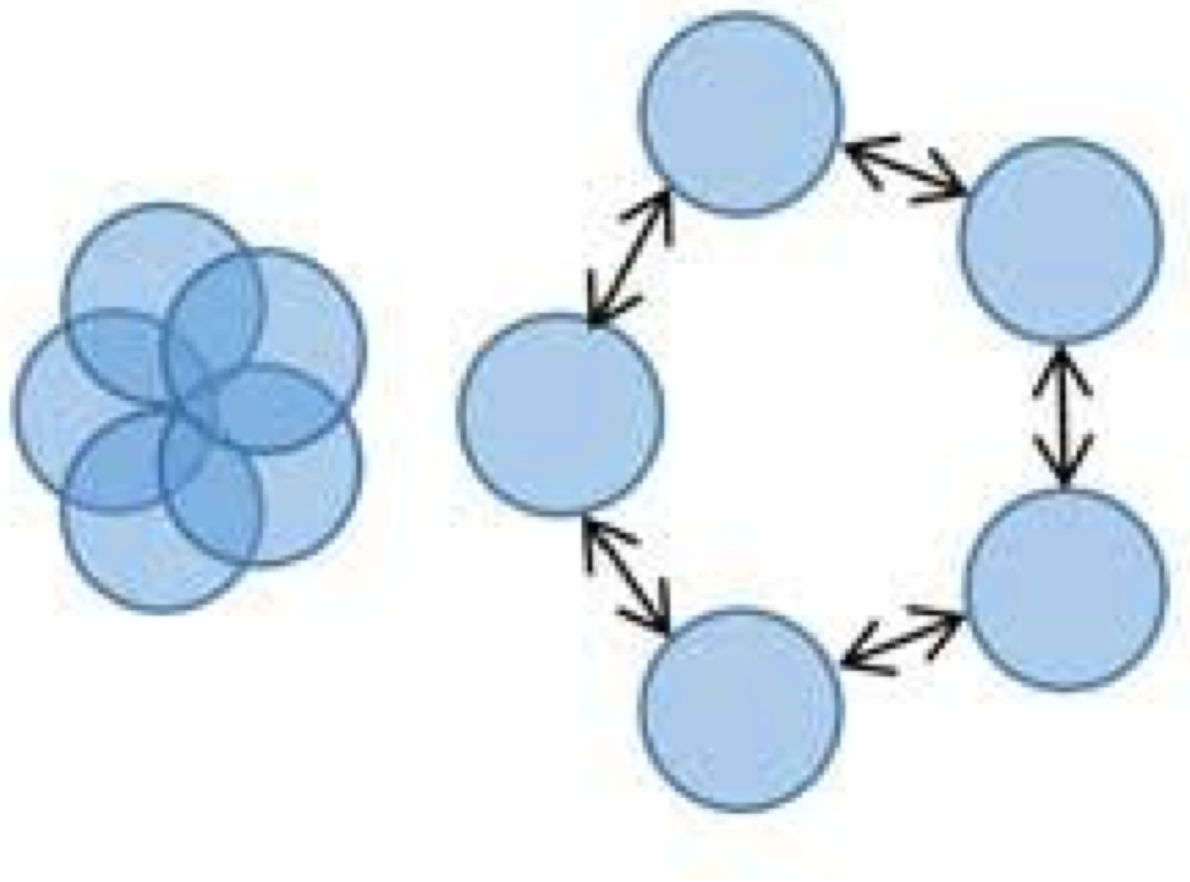
How long have we been Curriculum Standards Mapping?

- Started Mapping in 2016
- Attended BUF summit



	Why is it important to follow rules or laws?	What is fairness? How can school rules be fair or unfair?	How have I changed over time?
Español 50/day			
Social Science			
Writing	1. Narrative	1. Opinion	2. Informative
Reading	Literature	Informative	Informative
The Bridge			
English 50/day			
Science			
Writing	1. Opinion	2. Informative	3. Narrative
Reading	Literature	Informative	Literature





Tight vs Loose Components in the Process



Loose	Tight
Started the program with a universal vision for whole school district, therefore the dual language program had to follow literacy as through the lens of a monolingual approach	Aligns with the program’s vision, content and language allocation plan, and pedagogy through a new and updated “Biliteracy Plan” for all Dual Language Schools
Basal driven school district that uses Journeys for Gen ed and Senderos for Dual Language	Grounded in standards
Relied on teaching spanish “a la English” through isolated skills.	Literacy is contextualized
“It’s ok, we bought you the translated version of the basal, so everyone can look the same”	Designed for biliteracy (not translations)
One Way Dual Language should only focus on English proficiency, not biliteracy	For all students in the program

Loose

Tight

- Started the program with a universal vision for whole school district, therefore the dual language program had to follow literacy as through the lens of monolingual approach

- Aligns with the program's vision, content and language allocation plan, and need through a new "Plan" for

Due to what was "Loose" in our Dual Language program, the process has taken a lot longer. Now that our administrators, coaches and teachers share the SAME vision for our program, we have been able to "tighten" the process and move forward at a much more comfortable rate.

- Basic uses Send

- Relied English

- "It's ok, translate everyone the same"

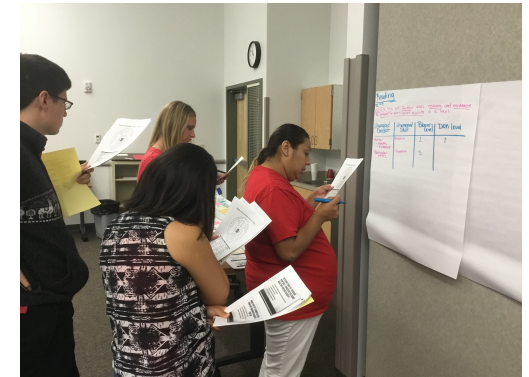
- One Way Dual Language should only focus on English proficiency, not biliteracy

designed for biliteracy (not translations)

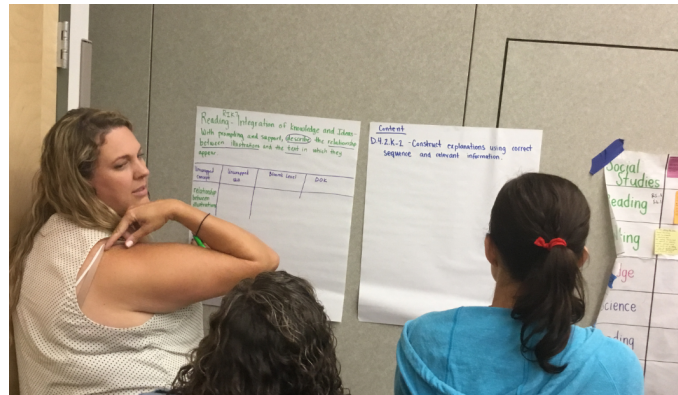
- For all students in the program

Why is Standards Curriculum Mapping Worth doing vs giving it to teachers?

- Unwrap the standards to understand meaning
- Invested in the process
- Creativity sparks instruction
- Hands on experience



Year Long Storyline In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.		Social Studies Standards with the standard number: Civics 1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community. Civics 1.2.1 Remembers the people who make and carry out rules in the classroom and school. Civics 1.2.2 Understands the purpose of rules in the classroom and school. Civics 1.1.2 Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.	
Social Studies	Writing	3 Narrative 3 W.K.3 Personal Narrative	
	Read	Literature 1 3 10 9	



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Closure and Reminders for tomorrow



A-Z Listing

Topic: Biliteracy Map Process

- Using what you learned today, fill in the A-Z letters with a word that starts with the beginning letter.



Reflection

- Something I learned about the process is....
- I/We noticed that.....
- I am still wondering about ...

