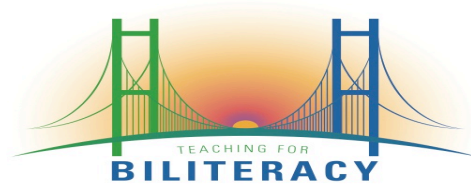


Teaching for Biliteracy Summer Institute

Monday, June 24, 2018



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

AM - Monday, June 24, 2019

- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

- ✓ Defining Language Acquisition Programs
 - Defining Biliteracy
 - Creating Systems that Support Biliteracy
 - Introduction: Biliteracy Unit Framework (BUF)

Establishing Institute Norms

- Participate actively and interactively.
- Use technology responsibly.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



Page 7 of your Handouts

Creating Systems that Support Biliteracy

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1, pp. 18-21 Planning for Biliteracy at the Classroom Level from the Learner's Perspective	Structures -> • Infrastructure Supports ○ Sample Content and Language Allocation Plans ○ Sample daily and weekly schedules • Description of Programs ○ Defining language allocation programs based on program goals



What is Biliteracy?



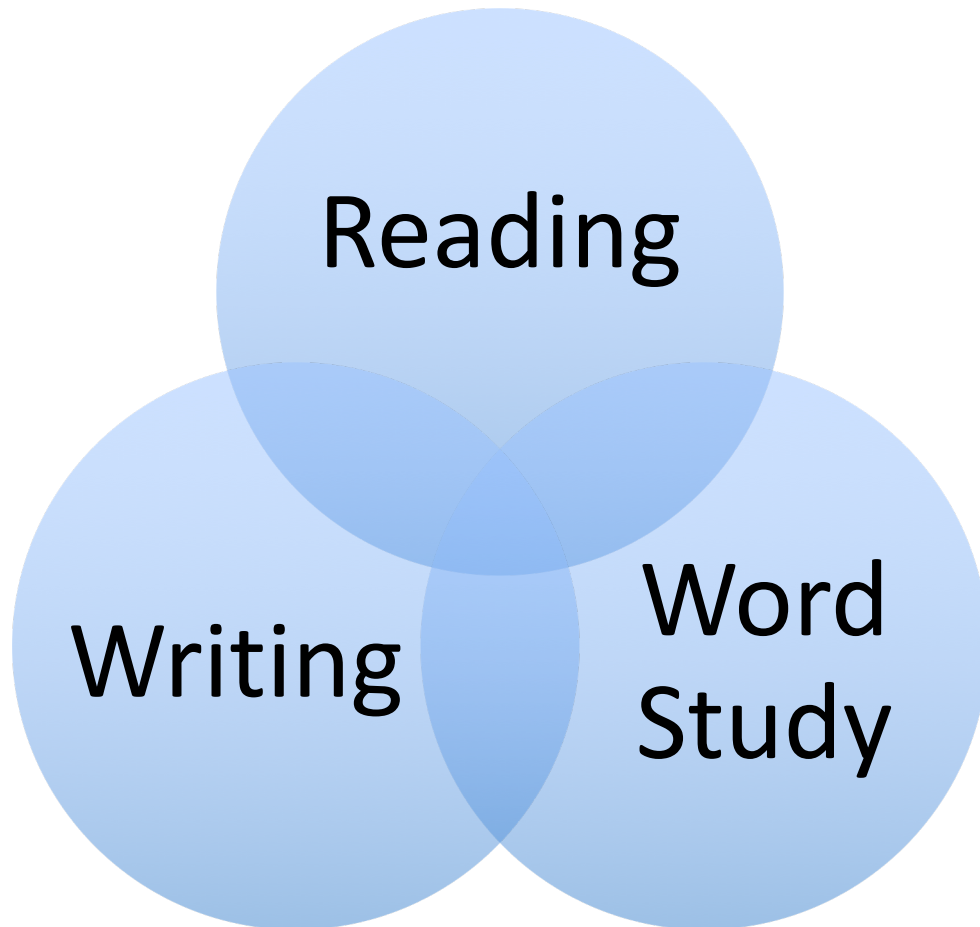
Brain Research

(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!



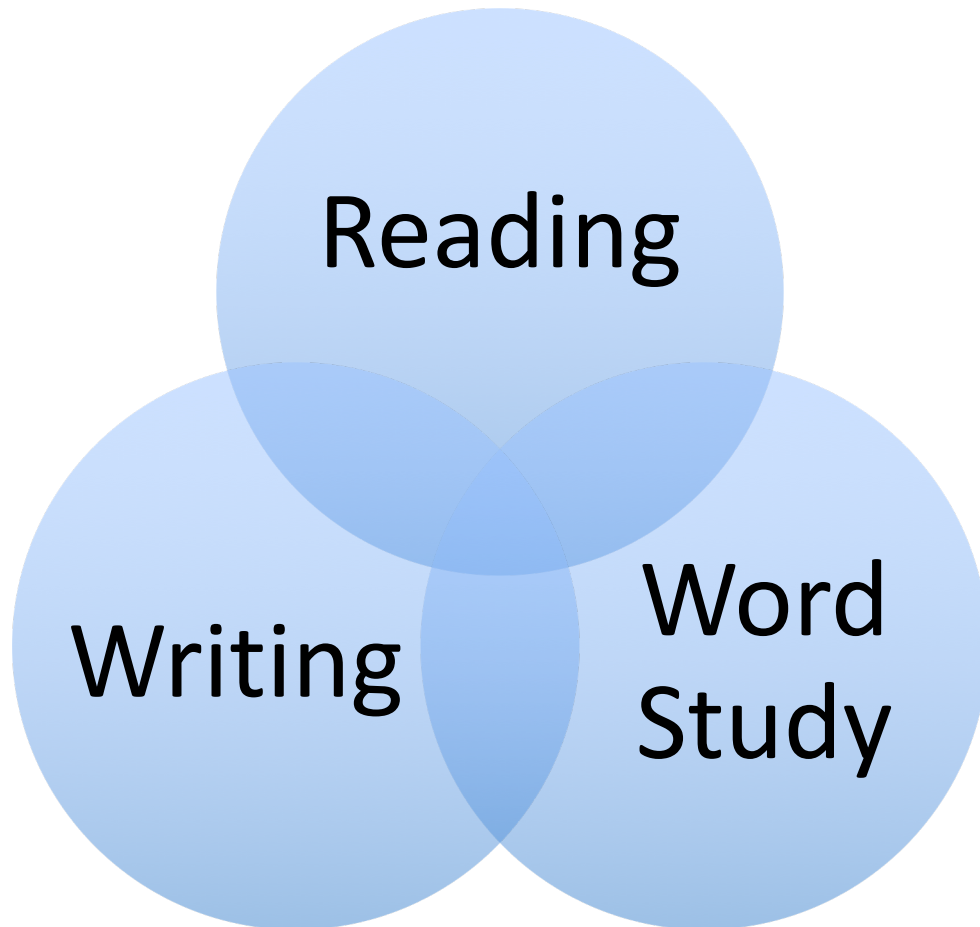
What is Literacy?



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?



Talmudic Style Reading



What is balanced literacy?



Talmudic Style Reading

(Melody Wharton)

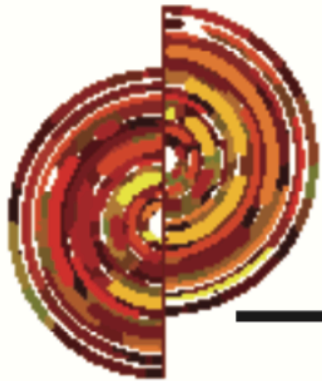
- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



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.





COMMON CORE **STATE STANDARDS**

English/Spanish Language Version



Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common vision of the educational goal that we want to achieve.

Two important recommendations must be taken into account when implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es crear una visión común de la meta educativa que queremos que los estudiantes sepan y sean capaces de alcanzar. Esta meta es que todos los estudiantes formen parte de una comunidad que comparta la meta de la alfabetización en español.

Dos recomendaciones son esenciales a la hora de implementar estos estándares:

1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuentemente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no solo dificultarían la comprensión sino que también en muchos casos, no llegarían a ser asimiladas y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto significativo, claro y funcional, es importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que puedan ser competentes.

A reads and B asks, “but what does this mean”?

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.



B reads and A asks, “but what does this mean”?

2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.



Language development



Language Learners and Literacy

Turn and Talk...

- How did your Croatian language development affect your learning during the Croatian sort?
- How does language development impact literacy development? (whether in Polish, Spanish or English).



Language Development and Literacy Development...

- **Meaning is key**.... Without meaningful context and meaningful reading and writing, students become good word callers but not necessarily good “comprehenders”.
- **Student language development levels will determine literacy learning**. Therefore, we must know where students are in their language development in order to teach them how to read and write (Polish, Spanish, English).



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	
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")	Level 6 - Reaching
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	
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")	Nivel 6 - Alcanzando

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.

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

Sensory Supports

Some sensory supports are applicable across all ELP standards, as are specific to the language of a content area. Figure 3H expands the support by giving specific examples for ELP standards 2 through 5. In activities, tasks and projects helps promote the development of student proficiency.

Figure 3H: Specific Examples of Sensory Supports

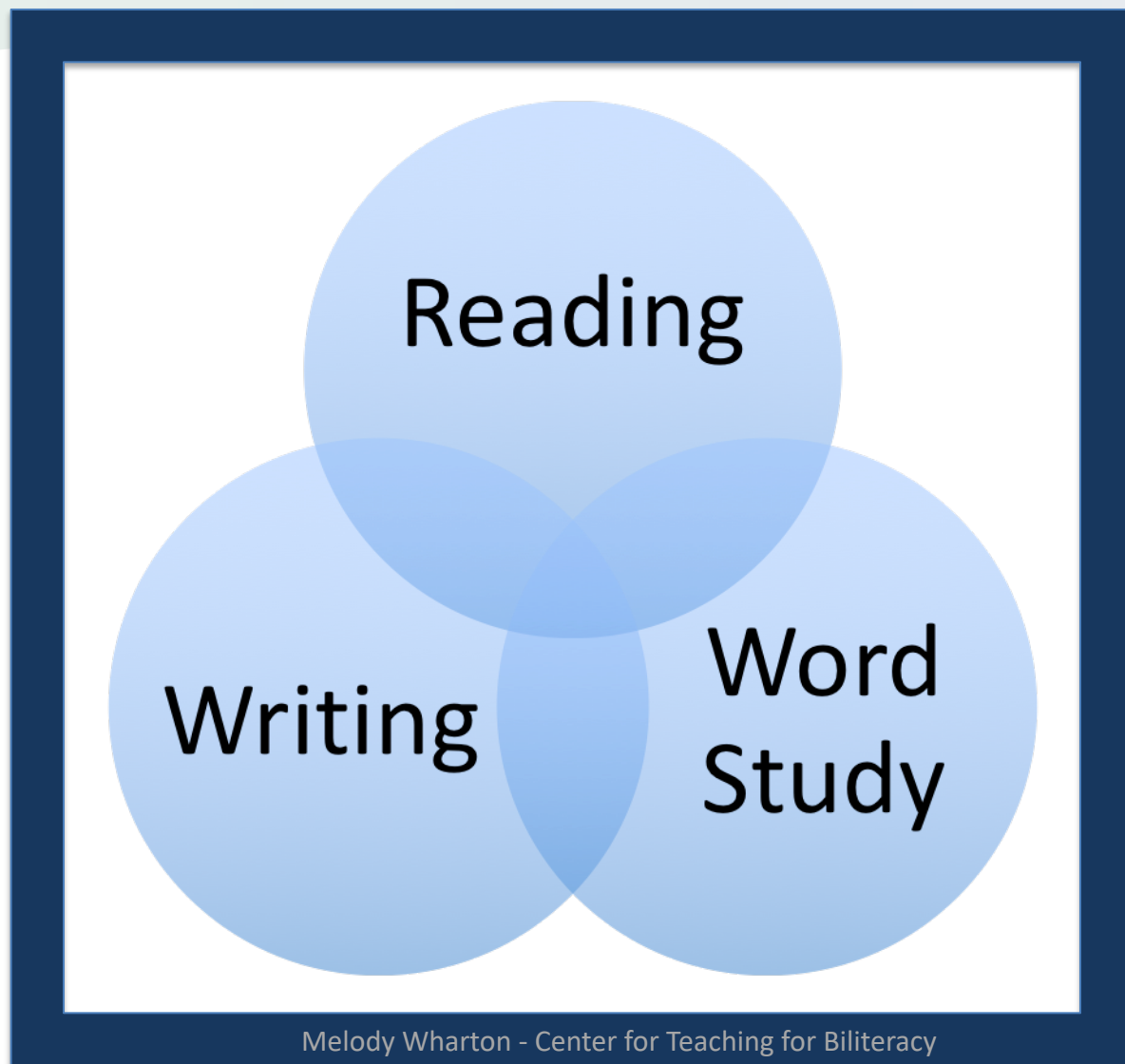
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Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

In addition to reflecting a balanced literacy pedagogy, teaching for biliteracy always includes scaffolding for language learning.

You will experience language scaffolding this afternoon.

What is Literacy?



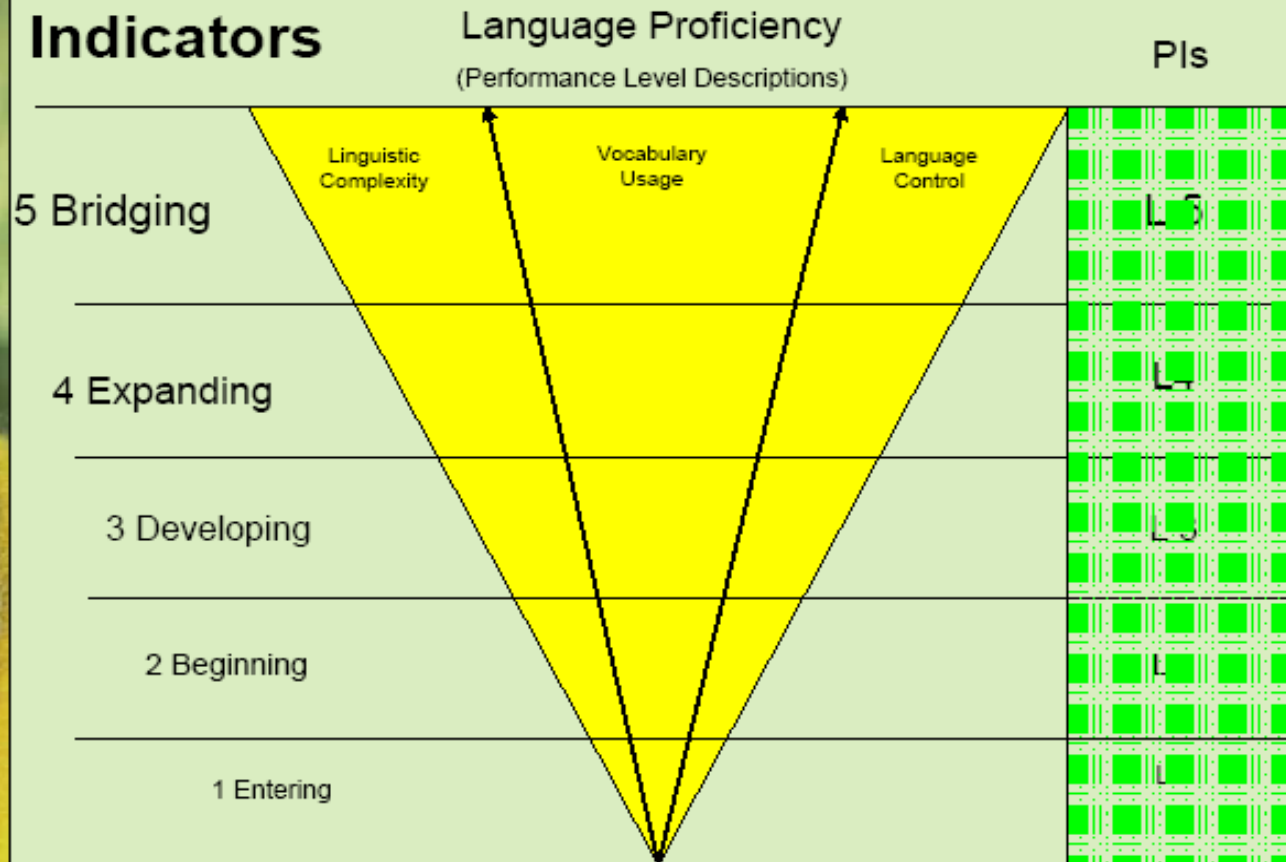
Context
for
Meaning



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- MODEL PK- K
- ACCESS - Assessment
- PODER (Assessment – español)
- SALSA (Spanish LD standards)

Interaction of Performance Level Definitions and Model Performance Indicators



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.”

A reads and B asks, “but what does it mean?”



“...A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing.”

**B reads the bolded texts, and A asks,
“but what does it mean?”**



“...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/Polish**
literacy AND **English** literacy
every day, beginning in
Kindergarten.



Defining Biliteracy:

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Considerations

- In planning for biliteracy, it is important to articulate a literacy pedagogy, or philosophy that guides literacy and biliteracy decisions in your district.
- We use the balanced literacy pedagogy as our anchor for biliteracy
- 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.

Nixon Elementary School, Chicago

- **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.



AM - Monday, June 24, 2019

- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

- ✓ Defining Language Acquisition Programs
- ✓ Defining Biliteracy
 - Creating Systems that Support Biliteracy
 - Introduction: Biliteracy Unit Framework (BUF)

What is biliteracy and what does biliteracy look like?

**Creating Systems and Structures
that
Support and Sustain Biliteracy**



Biliteracy Guidelines

(Beeman and Urow, 2013)

Page 7

- 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 only at each grade level**. This is called content allocation.
- In Prek through 5th grade, **content and literacy instruction are integrated**.



Program Considerations

Using the Bridge is most challenging in programs that do not have a clearly defined content and language allocation plan, especially in dual-language programs. The Bridge works best when it is a carefully planned activity that occurs after learning new concepts in one language. The unit framework in this book therefore places the Bridge at the end of instruction in one language, where it is followed by extension activities in the other language that guide students to use and apply the concepts learned in all their languages. This placement ensures that Spanish and English are equally valued. Rather than abandoning Spanish in preparation for standardized testing in English, students and teachers know that the Bridge will enable students to demonstrate in English what they have learned in Spanish and what they have learned in Spanish in English.

Establishing the amount of time spent in each language and the language in which each content area will be taught is essential when planning for the Bridge. In the discussion that follows, these elements are described in three types of language program: dual-language (or two-way-immersion), bilingual (developmental and transitional), and heritage language. All teachers involved in teaching for biliteracy should understand the program structures and should know what role they play in it.

ALLOCATING LANGUAGE AND CONTENT IN DUAL-LANGUAGE PROGRAMS

Dual-language programs are designed for students who speak English at home, for

switches to the other language. This understanding often results in teachers' not using sheltered instruction and differentiation strategies that would make content comprehensible for students at different stages of English- and Spanish-language development. In the absence of a well-defined content allocation plan, teachers can, unwittingly, end up favoring instruction in English because of comfort level and anxiety over high-stakes testing.

Assigning a content area to one language is cleaner and simpler than sharing content across both languages. It is also more cost-effective: when content is shared across two languages, materials must be purchased in both languages. And, as discussed earlier, students need to learn content only once, regardless of the language in which it is taught; they do not have to learn content in both languages to demonstrate their learning. The Bridge, a fundamental element in teaching for biliteracy, explicitly teaches students that what they learned in one language can be applied in the other.

In a 50/50 dual-language program, language arts is taught in both Spanish and English. Many programs integrate parts of their language arts curriculum with content, often social studies. Math and science are taught in either language. Some programs teach science only in English K–5 (with a Bridge to Spanish), and math only in Spanish K–5 (with a Bridge to English). Other programs switch the language for these content areas by year or by several years (e.g., math is taught in Spanish K–2 with a Bridge to English and then taught in English 3–5 with a Bridge to Spanish). The simpler the content allocation plan, the easier it is to implement. In 80/20 or 90/10 programs, language arts is taught in both languages in the early primary grades, and content areas are taught in Spanish with a Bridge to English. By 3rd grade, some of the content is delivered in English (e.g., math in English and science in Spanish) with a Bridge to the other language.

Self-contained dual-language teachers can plan Bridges easily in their own classrooms. When language is divided by teacher, however, and the English teacher does not speak Spanish, who will conduct the Bridge becomes an issue. There are three options. One is to have students lead the Bridge with teacher support. This option is the most effective because students are in charge of their own learning, and it is widely used by English teachers who are not Spanish speakers but who have a good working relationship with the Spanish teacher. Another option is to have the two teachers conduct the Bridge together. The third is for teachers to collaborate in planning the Bridge so that the English teacher has enough Spanish to do the Bridge on her own.

ALLOCATING LANGUAGE AND CONTENT IN DEVELOPMENTAL AND TRANSITIONAL BILINGUAL PROGRAMS

The biggest difference between dual-language programs and developmental and transitional bilingual programs is the student population. Transitional and developmental bilingual programs serve students whose linguistic profile could be described as two-language learners or ELLs. Thus, the caution about “flip-flopping” between languages while teaching content is different; there are no English-dominant students in the classroom who will “wait” for English. But because Spanish is a minority language within a majority culture (premise 1), students and teachers often value English over Spanish and sacrifice time allocated for Spanish in the rush





**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**

Systems (Structures) that Promote and Sustain Biliteracy:

Language and Content Allocation Plan

- **Language plan:** determines percentage of time in each language
- **Content plan:** determines language for each content area (Science, SS and Math)



Biliteracy Guidelines:

Organize the Day and the Curriculum

- 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 only at each grade level. This is called content allocation.
- Content and literacy Instruction are integrated.

Language Allocation



Biliteracy Guidelines

To become bilingual and biliterate, students need to engage in Spanish/Polish and in English **daily**.

Daily exposure to both languages is necessary because_____.

A minimum of 50% of daily instruction needs to be in the non-English language.

A minimum of 50% of Spanish daily is necessary because_____.



Biliteracy Guidelines

Daily exposure to both languages is necessary because:

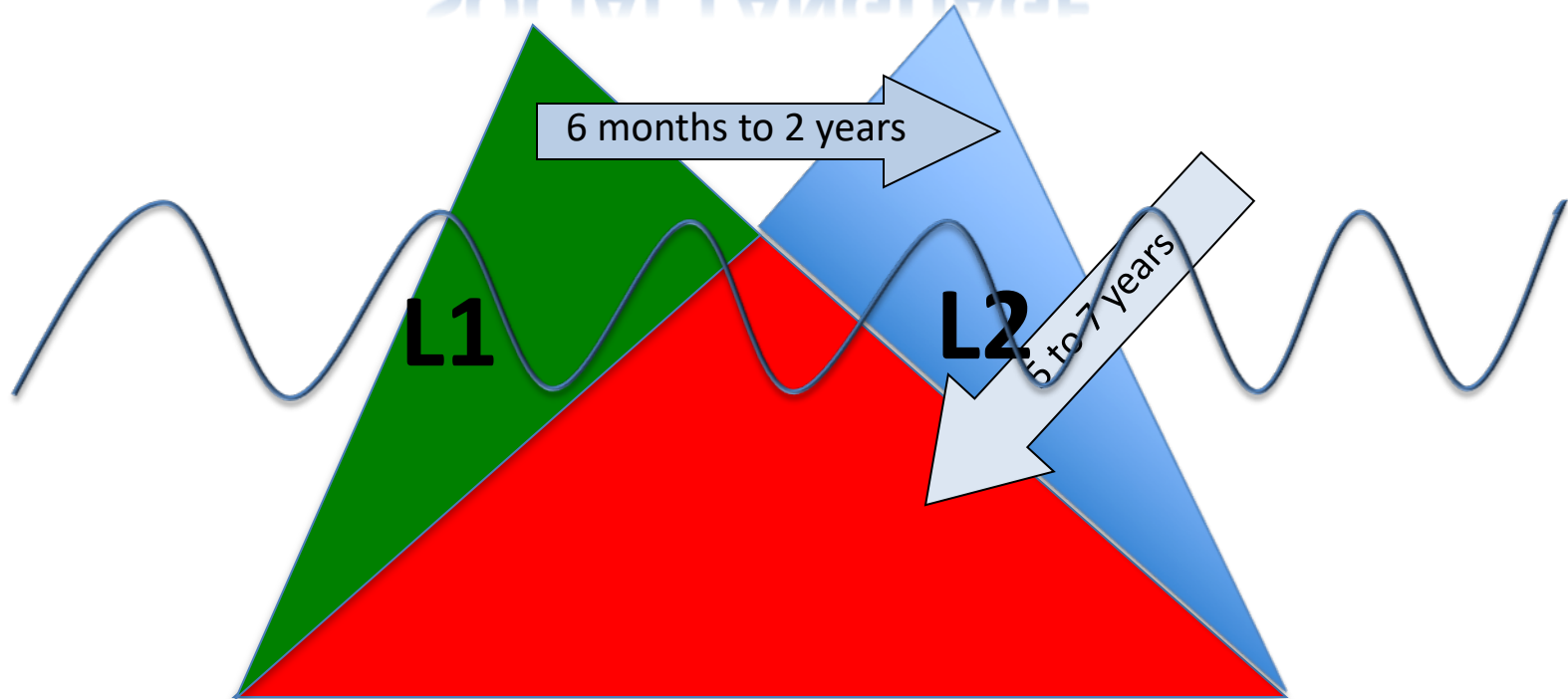
- In order to develop language, students must use it and practice it. The more time goes by without practicing it, the harder it is to develop.
- Language is the vehicle for learning content and critical thinking; therefore, it must be as fully developed as possible in both languages.



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



ACADEMIC LANGUAGE

Language Allocation Question:

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

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
K					
1					
2					
3					
4					

When reading a language and content Allocation plan, the first number is always the non-English number.



**The majority of language
programs become 50/50
by 3rd or 4th grade and:**

50% of the day is taught in Spanish
or Polish

50% of the day is taught in English.

Language Allocation Question:

- How much Spanish (or Polish or non-English language) will be taught daily at each grade level?

Language Allocation Question #1

- How much Spanish/Polish will be taught daily at each grade level?
- How much English will be taught daily at each grade level?

Language Allocation: One Way and Two Way DL

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

One Way and Two Way DL

[illegible]

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/Polish 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.

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
K					
1					
2					
3					
4					

Complete the Language Part of this graph on page 16, 17 or 18 for every grade level of your program.



Content Allocation



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 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 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					



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).



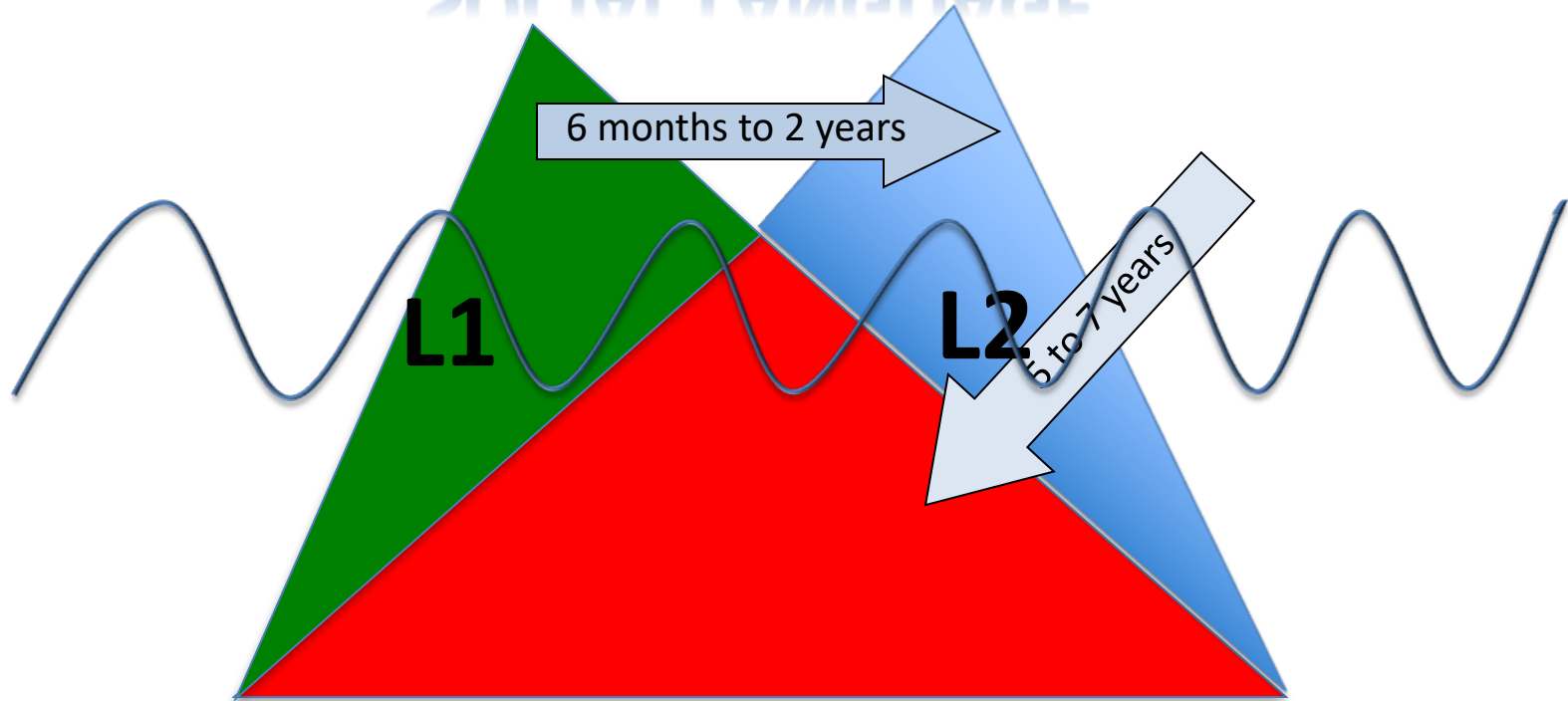
Systems Must Reflect the Biliteracy Guidelines

- 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 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.

Why keep content in one language all year long?

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

SOCIAL LANGUAGE



ACADEMIC LANGUAGE

Why keep content in one language all year long?

1. **Bilinguals only learn things once.**
2. **We want to reduce redundancy** (avoid flip-flopping, surface level learning, waiting for the other language...)
3. **We want to optimize transfer** (the Bridge ensures transfer of academic language and content. It is done at the END of each unit).



Compare Option C: 50/50 (top of page 10 with Option A 80/20, p.11)

Option C: 50/50 Model
Math remains in English, and Science in Spanish throughout the 6th grade.
switch to English in third grade (3-6).

	Spanish	Bridge
Kindergarten	Language Arts Science Social Studies	Grades PK Spanish to English (end of every unit) PK
First Grade	Language Arts Science Social Studies	• • •
Second Grade	Language Arts Science Social Studies	English to Spanish (end of every unit)
Third Grade	Language Arts Science	

Sample Language and Content Allocation Plans: 80/20
Option A 80/20: Majority of content is taught in Spanish, K-2. SS and math switch to English in 3rd grade.

	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 (Literacy-based ESL)
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts (Literacy-based ESL)
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies 50% Language Arts Math Social Studies 50% Language Arts Math Social Studies

What is the same?
What is different?

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



Option B: 80/20: The majority of the content is delivered in Spanish, K-2. Switches subject area in grades 3, 4 and 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 Math	Spanish to English: Math English to Spanish: • Language Arts integrated with SS and Science	50% Language Arts Social Studies Science
Fourth Grade 50/50	50% 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): • Math	50% Language Arts Math
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Pros	Cons
-Possibility of transfer between languages (content and word study, for example) is increased over the years.	It requires materials that are consistent throughout the years (regardless of language delivery) in both languages.
-As long as collaborative structures exist, this model promotes teacher collaboration.	This is perhaps the most costly option and the most difficult to implement.



Option C: 80/20 Model : The majority of the content is delivered in Spanish, K-2. Chunks subjects in the same language in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 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 Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fourth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Pros	Cons
Students build up a strong foundation, over a number of years, in each language in each content area.	It requires materials that can support the curriculum in both languages.
Planning and collaboration among teachers is simplified.	Language arts will most likely have to be integrated with science and social studies in English from 3 rd through 5 th grades, reflecting best practice for language learners but hard to implement consistently.
Consistency is built over time, allowing all participants to predict and anticipate language and content.	



Option D: 80/20 Model (Very similar to Option A)

Math is taught in English 3-5, and Science in Spanish 3-5. Social Studies begins in Spanish (K-2) and switches to English in third grade through fifth. Unlike Option A, Social Studies switches to English in 3rd grade whereas Option A does so in fourth grade.

	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	Grades 3-5 Spanish to English (end of every unit): - Language Arts - Science English to Spanish (end of every unit): - Language Arts - Social Studies - Math	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

Pros	Cons
Given the nature of high stakes testing, it is possible that the consistency of teaching math in English grades 3-5 will produce lessened anxiety on the part of all. Switching to Social Studies in the third grade will optimize materials in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies at those grades. Because Science is full of cognates between English and Spanish, as long as the Bridge is occurring at the end of each unit, students will be able to demonstrate in English what they learned in science in Spanish. Since Math is in English in grade 3-5, there will be more time for Spanish language arts.	It will be essential to protect the Spanish given the amount of subjects taught in English after third grade. English language arts will have to be integrated with social studies. Because some subjects are only taught in one language, explicit, consistent use of the Bridge is essential. Given that there is less time for language arts in English since Math is taught in English, language arts and Social Studies will have to be tightly integrated. While this is pedagogically good, it requires in depth planning.



Content allocation

	K	1	2	3	4	5	6	7	8
50/50	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%	English 50%
	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%	Spanish 50%

Content Allocation: Planning Content in Spanish and English Elementary School K-5

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

- Students are integrated all day (English dominant students and ELLS)
- Language arts includes reading and writing, listening and speaking.
- Literacy time is differentiated so as to include ESL and SSL approaches.

The options below can work with both a one-teacher model (one teacher teaches both languages) or a two teacher model (one teacher teaches Spanish and the other teacher teaches English).

The options below are not a departmentalized model.

Option A: 50% English -50 % Spanish Model - Switch subject area to the other language every year

	Spanish	Bridge	English
Kindergarten	Language Arts 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 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
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 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
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
8 of your
Handouts**

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

Option C: 50/50 Model

Keep Math in English, and Science in Spanish throughout the 6 years. Begin SS in Spanish (k-2) and switch to English in third grade (3-6).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts • Science • Social Studies	Language Arts Math
First Grade	Language Arts Science Social Studies		Language Arts Math
Second Grade	Language Arts Science Social Studies	English to Spanish (end of every unit) PK-2: • Language Arts • Math Grades 3-5 Spanish to English (end of every unit) PK-2: • Language Arts • Science	Language Arts Math
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches at the third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science	English to Spanish (end of every unit) PK-2: • Language Arts/ Science Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science	Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Sketch your Language and Content Allocation Plan

- Follow the directions on page 15
- Complete the worksheet on page 16.



Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				



Sketch your Language and Content Allocation Plan

- Follow the directions on page 15
- Complete the worksheet on page 16.
- If you do not have a plan, choose an option to use this week.





**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**

<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.



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.



This document outlines suggestions for the members and duties of a standing dual language committee.

[Timeline for Creating a New Dual Language Program](#)

This document outlines a two-year plan for researching, developing, and implementing a new dual language program.

Sample Content Allocation Plans for Dual Language:

- For 80/20 Programs: Sample Content Allocation Plans for Dual Language, Two-Way and One-Way Immersion and Developmental Bilingual Education 80-20: [Sample Content Allocation Plans DL DBE 80-20 Only](#)
- For 50/50 Programs: [Sample Content Allocation Plans for Dual Language, Two-Way and One-Way Immersion and Developmental Bilingual Education 50-50 Only](#)

When determining language allocation (90/10, 80/20, 50/50), dual language programs need to determine their content allocation plan, which includes deciding which subjects will be taught in which program language at each grade level. Consult the documents above for sample content allocation plans for 80/20 and 50/50 programs.

[“Look Fors” in Biliteracy Programs](#)

Documents like “Look Fors” should be created by a diverse group of stakeholders from the district (administrators, teachers, literacy specialists, etc.) The process of developing Looks Fors is just as important as the final product. The use of “Look Fors” should reflect a growth mindset, and not be meant to highlight deficits. We have presented two different examples for two different programs. “Look Fors” must reflect the school or district’s local context, students, program vision, and goals.

This sample is a draft set of “Look Fors” for Verona, Wisconsin’s 50/50 two-way immersion program.

[DRAFT Verona TWI Look Fors](#)

This next sample was prepared for Orange County Public Schools in Orlando, Florida. It is a draft document to be used in transitional bilingual programs:

[DRAFT-Possible OCPS Bilingual Look Fors](#)

This sample Biliteracy Checklist and Look-fors was created for North Shore District 112, in Highland Park/Highwood, IL for use in both their 80/20 two-way immersion dual language program and in their 80/20 one-way immersion dual language program.

[Sample Biliteracy checklist with look-fors](#)



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

Biliteracy Curriculum/Units



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**



**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**

She focuses next on reading comprehension and writing, often integrating the two. She then addresses and teaches the discrete skills needed to read and write, such as word study and fluency.

The second part is the Bridge, the moment when students compare the concepts in two languages. Once the students have learned the concepts in one language and concepts, the relevant words and phrases in Spanish and English, side-by-side. Next, students engage in a contrastive analysis of the two languages.

In the third part, students engage in extension activities in both languages. In language using listening, speaking, reading, and writing. The concepts and language identified during the Bridge, they apply them to the other language. In our example, the students learn the words and concepts about the family they learned in Spanish.

During the instruction teachers must plan their instruction so that they are strategic in their use of the two languages. Students who know in all their languages, may switch back and forth between languages at any time. Their switching is a normal development. For teachers is different. Before the Bridge, teachers teach in English only for teaching a particular unit and ensure that students know words in the language they choose. In teaching the students, supports, such as word banks and sentence prompts, are provided. The academic language they need in the unit.

The Bridge is student-centered. During the Bridge, the teacher visually places the two languages side by side, first guiding students to communicate what they have learned, for example, in Spanish about the family, and making a list of terms. The teacher and the students then generate the equivalent of those terms in English. The amount of teacher involvement in this first step of the Bridge depends on the students' level of knowledge in the other language. For students who are beginning to learn English, the teacher will provide the English terms; for students with an intermediate or advanced level of proficiency in English, the teacher will encourage the students to provide the English terms for many of the Spanish concepts. The second step of the Bridge is the contrastive analysis, during which students compare how their two languages work. The similarities and differences they explore and identify are captured in the Bridge anchor charts they create during the Bridge. These bilingual charts highlight the words and linguistic features studied during the Bridge, and they remain in the classroom so students can continue to refer to them. The formal, planned Bridge occurs only after students have learned the concepts and language that have been taught in a particular unit and are ready to engage in contrastive analysis. Bridging, in contrast, is informal and unplanned. It occurs every day whenever students, reading and writing in Spanish or in English, compare and contrast their two languages on their own and with the Bridge anchor charts they made in previous units.

Pages 15-19 describe:

**Unit design (BUF)
Schedules
Guiding Questions**

PLANNING FOR BILITERACY AT THE CLASSROOM LEVEL FROM THE LEARNER'S PERSPECTIVE

All biliteracy programs should have a well-articulated language and content allocation plan that tells students and teachers what is expected. The allocation plan facilitates the tasks of designing schedules and making decisions about what literacy components are used and in which language, and it helps teachers determine when and how to Bridge. In instances where there is no allocation plan, teachers may find



Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English –K

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 • Reading • Word Study • Independent Practice	SPANISH
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 engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer’s Workshop • Reading • Word Study • Independent Practice	ENGLISH

What is this program’s language and content allocation plan?



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Specials	Half are offered in Spanish and half in English at FPG
12:30-1:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

Sample schedule
30/20 model



Sample Biliteracy Schedule

80% of Day in Spanish and 20% of Day in English –CHCCS Immersion Program at FPG

Kinder (80% Spanish and 20% English)

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Language Arts • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:00	Specials	Half are offered in Spanish and half in English at FPG
12:00-12:45	Science and Language Arts • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:45-2:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English Literacy

What is this district's language and content allocation plan?

Sample schedule
30/20 model



50% of Day in Spanish and 50% of Day in English
Grades 3-5 in the 80/20 program

What is this district's language and content allocation plan?

Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts • Oracy Development • Science experiments • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills • Reading and Writing	Spanish
10:00 to 10:30	Independent Reading Time and/or Intervention Time: This is when students are pulled; not any other time*	Spanish/English or Both
10:30 – 11:30	Specials*	Half are offered in Spanish and half in English at FPG
11:30-12:30	Lunch and Recess*	Student choice
12:30-2:30	Social Studies and Language Arts • Oracy development • SS experiences • Guided practice • Writing • Word study	English



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

Biliteracy Curriculum/Units



**Programmatic Level:
Language and Content Allocation Plan**



**Classroom Level:
Biliteracy Schedules: Daily Spanish and English
Literacy**

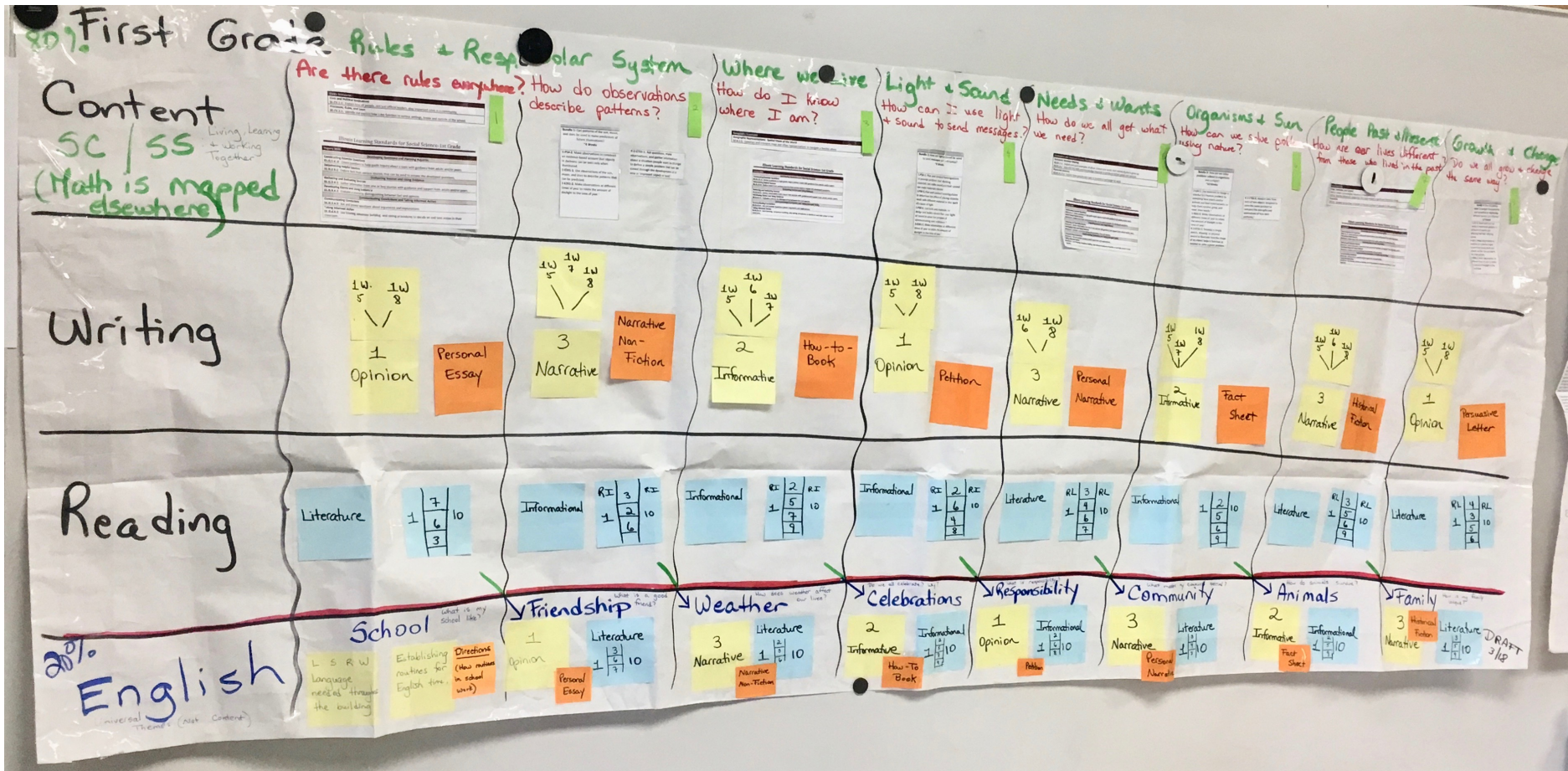


**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**



Standards-Based Biliteracy Maps

plan instruction for the year



Standards-Based Biliteracy Maps plan instruction for the year

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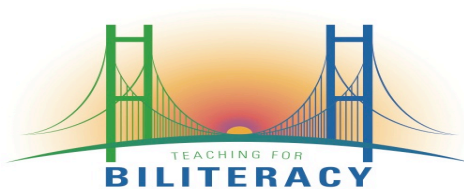
- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

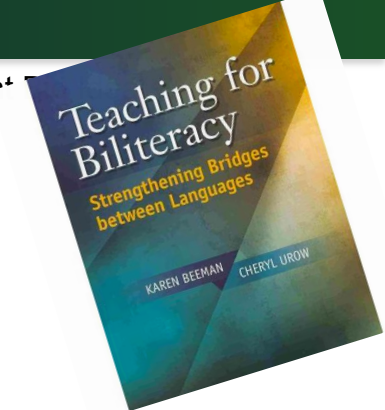
- ✓ Defining Language Acquisition Programs
- ✓ Defining Biliteracy
- ✓ Creating Systems that Support Biliteracy
- Introduction: Biliteracy Unit Framework (BUF)

What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



THE CENTER



Theme:

Content Area and Content
Language Arts Big Ideas

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 Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge CHAPTER 6 • Interactive, hands-on activity • Vocabulary Development	Formative Assessment
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	

Second Edition Updated BUF

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

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: 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

Second Edition Updated BUF

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Spanish

Formative Assessment

Summative Assessment

Bridge – Transfer

Illustration
 Side by Side or
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Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
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Bridge: Contrastive Analysis

While the teacher plans
 metalinguistic teaching
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 accepts and highlights other areas of
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English

Second Edition Updated BUF

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 elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

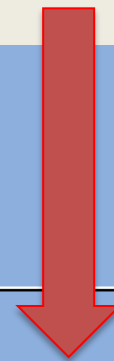
Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

English



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: Contrastive Analysis

While the teach
 metalinguistic to
 advance of the
 also accepts and highlights other
 areas of metalinguistics noticed by the
 students.

Spanish

Formative Assessment

The Biliteracy Unit Framework (BUF)

- Plans for 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.)
- You will experience a BUF this afternoon



Biliteracy instruction in Dual Language

- prc

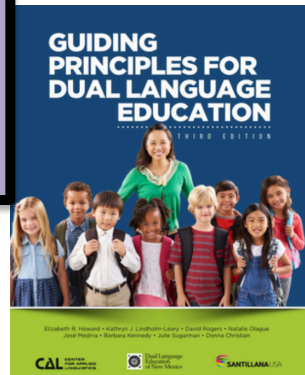
The sample instruction you will experience is effective in ALL these programs.

80/20

**One
teacher**

**Two
teacher**

Guiding Principles for Dual Language Education,
3rd Edition



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Three sample BUFs in action

What does a Biliteracy Unit Framework (BUF) look like and feel like?

Salón A	Salón B	Salón C
3rd-5th grade biliteracy instruction	PreK-2nd grade biliteracy instruction	Secondary biliteracy instruction

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- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

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