

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

Welcome!

ようこそ hoan nghênh

soo dhaweyn. Bienvenidos

Many thanks to the **Issaquah Public Schools** for hosting this institute and to **Nancy Young** in particular for all her help and support.

The many ways of saying
XIÈXIE "Thank You" SPASIBO
GRACIAS Grazie Mahalo
Merci Danke
Arigato Obrigado WĀ-DŌ
Chanyawaad Aante

Welcome!

Bellevue School District

Burlington-Edison
School District

Highline School District
(WA)

Issaquah School District
(WA)

Kiona-Benton School
District

Kennewick School
District (WA)

Mabton School District

Manson School District

Prosser School District
(WA)

Puyallup School District

Shoreline School District
(WA)

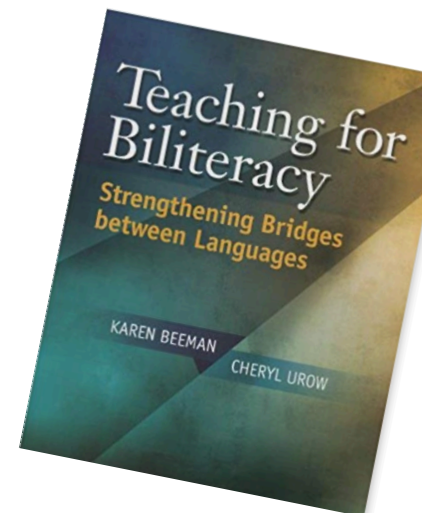
Wenatchee School District
(WA)





Center for Teaching for Biliteracy

This presentation reflects the collaborative work of the team:



Andrea De Armas Olga Karwoski **Karen Beeman** Patricia Nuñez Porras Dana Hardt
Cristina Díaz **Crystal Ramos** Cheryl Urow **Melody Wharton**

Clock Hours

- Issaquah School District has graciously offered to provide clock hours free of charge to all participants.
- Therefore, be sure to sign-in every morning to receive your clock hours.



Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:15 AM	Exercise	Exercise	Exercise	Exercise	Exercise		
9:30 AM							
9:45 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
10:00 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
10:15 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
10:30 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
10:45 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
11:00 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
11:15 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
11:30 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
11:45 AM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
12:00 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
12:15 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
12:30 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
12:45 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
1:00 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
1:15 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
1:30 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
1:45 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
2:00 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
2:15 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
2:30 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
2:45 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
3:00 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
3:15 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
3:30 PM	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise

- Every day will begin at 8:30 a.m. with a whole group session.
- Lunch will occur every day at around 11:45 a.m. for 1 hour.
- Every day will end at 3:30 p.m.



Food and Beverages

- In order to keep costs down, we will not be serving breakfast or lunch.
- However, feel free to bring snacks and drinks to share. We have access to the faculty lounge (refrigerator and microwave).
- You can go out for lunch or stay in (or have lunch delivered). If you go mindful of the time.



Introductions

- My name is _____.
- I was born in (grew up in)_____.
- My professional experience has included_____.
- I am eager to learn _____.
- What excites me most about biliteracy is_____.



Institute Overview

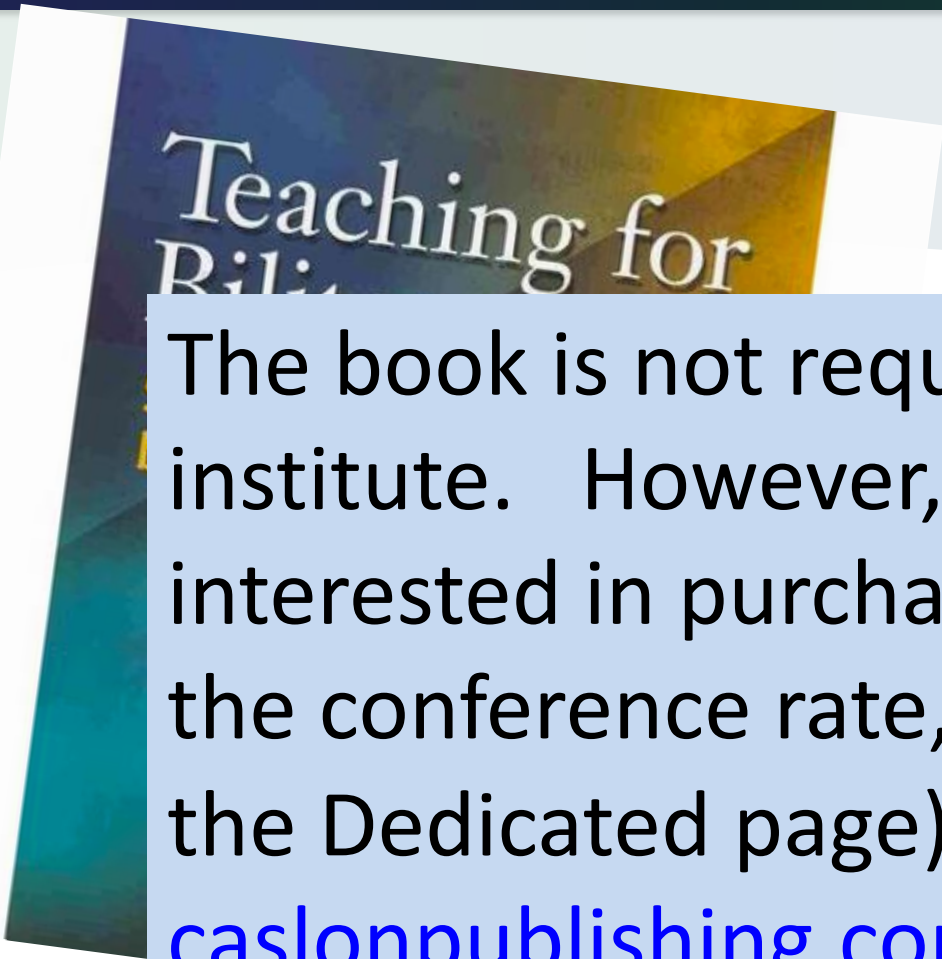


General Sessions

Breakout Sessions

	August 6, 2019	August 7, 2019	August 8, 2019
8:30 a.m.-11:45 a.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Biliteracy Guidelines • Language and Content Allocation • The Biliteracy Unit Framework (BUF)	What characterizes biliteracy instruction and the biliteracy environment? • Reflection on sample instruction • The three linguistic spaces What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – • BUF Triangle • Standards Based Biliteracy Curriculum Maps What are the elements of the Bridge and Contrastive Analysis? Institute Closure as a group
12:45-3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Crystal Ramos • Primary grades Karen Beeman • Intermediate and Secondary: Melody Wharton	What instructional practices support biliteracy development? Strategies that Build <u>Oracy</u> and Ensure Successful Literacy Experiences • Crystal Ramos • Melody Wharton *Administrators, coaches and specialists, as you participate in the session think of how you can create systems and structures that support these instructional practices.	Afternoon Breakout sessions: • Balanced Literacy and Biliteracy: Melody Wharton • Biliteracy Assessments and Implications for MTSS: Crystal Ramos • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

Page 3 of the Handouts

The image shows the top portion of a book cover. The title 'Teaching for' is visible in a large, white, serif font against a dark blue background. Below it, the word 'Biliteracy' is partially visible in a smaller, white, serif font. The background of the cover features a yellow and orange abstract design.

Teaching for
Biliteracy

The book is not required for this institute. However, If you are interested in purchasing the book at the conference rate, go to: (also on the Dedicated page)

caslonpublishing.com/conference/bee-man_urow/



Institute Norms



- Please silence your phones
- Please put your laptops and tablets away so that you can engage with your groups (assign a notetaker if desired).
- Please keep sidebar conversations to a minimum.
- Still photos are okay, please no video recording.
- Assume good intentions and ask clarifying questions.



Introductions:



Introductions: Please introduce yourselves at your table using these prompts

- My name is _____.
- I was born in (grew up in)_____.
- My professional experience has included_____.
- I am eager to learn _____.
- What excites me most about biliteracy is_____.



Language Education Programs in the U.S.



Defining Language Education Programs

Strategy: Word Sort

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

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



Defining Language Education Program

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

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

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

Language Education Programs in the U.S.

- Students
- Goals of the programs
- Growth mindset (additive programs)
- Deficit mindset (subtractive programs)
- Updates to established programs
- What program do you currently work in?





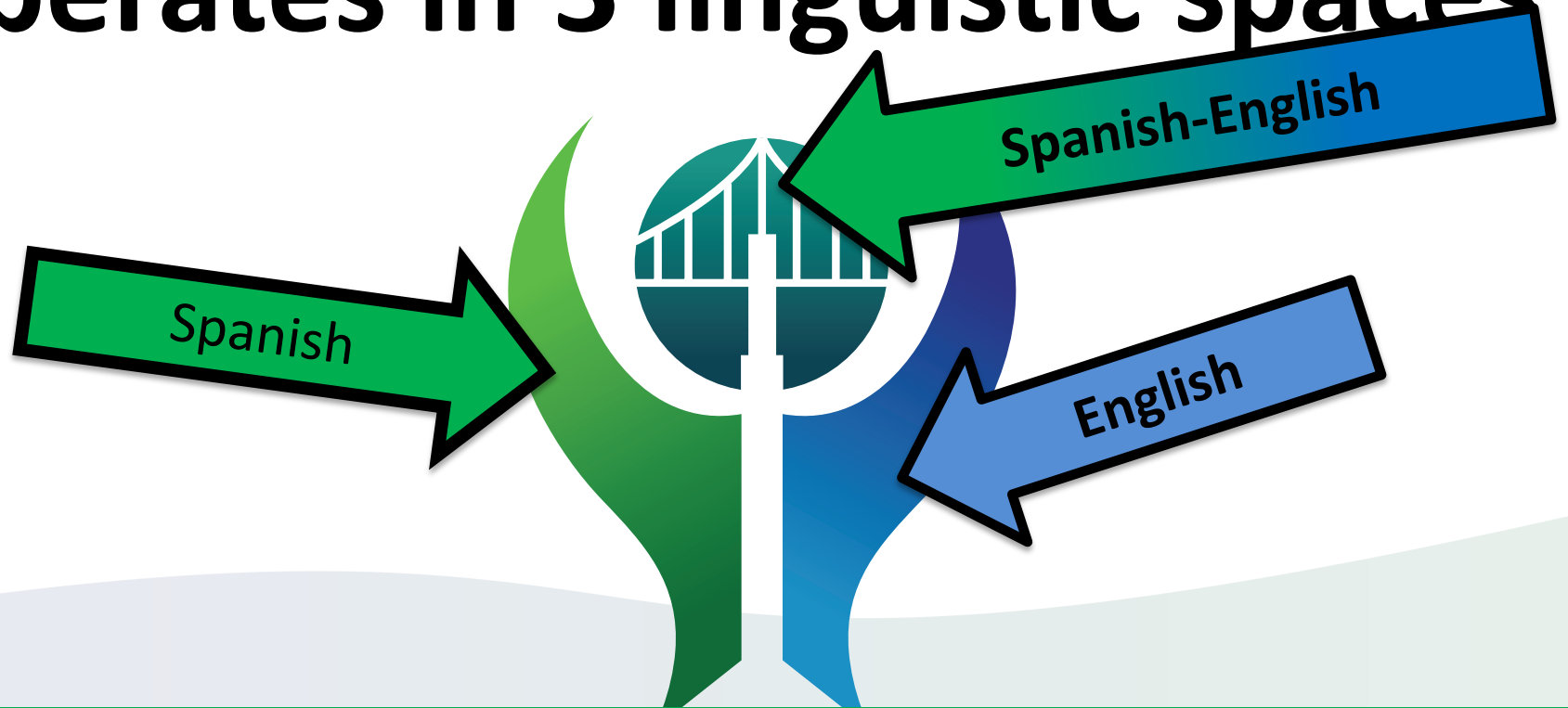
Brain Research: The Advantages of The Bilingual Brain

(Ellen Bialystok, Pat Wolfe, among many)

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

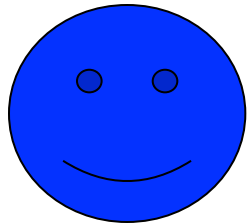


...A fully developed bilingual operates in 3 linguistic spaces

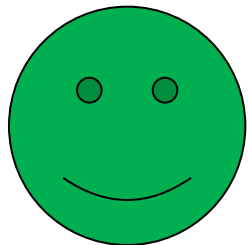
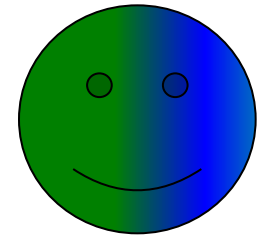


...identifies as bilingual, who can make metalinguistic decisions.

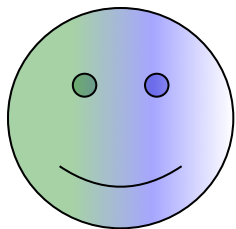
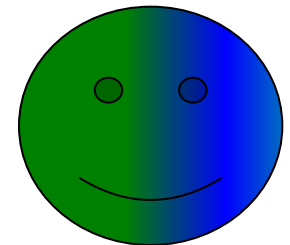
Students who enter the biliteracy program



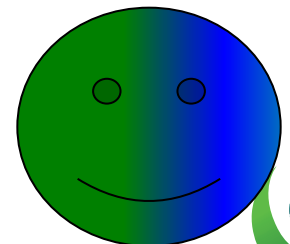
Sequential Bilingual



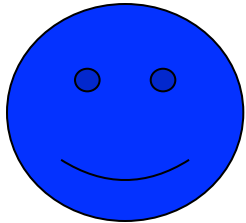
Sequential Bilingual



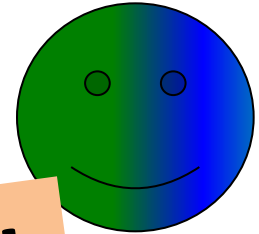
Simultaneous Bilingual



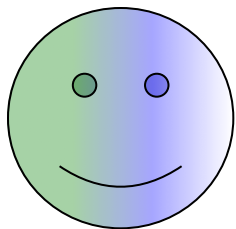
Students who enter the biliteracy program



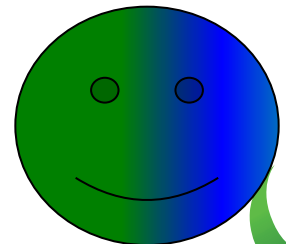
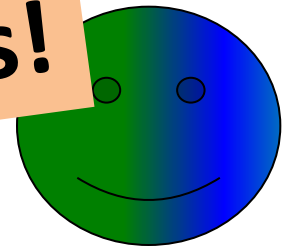
Sequential Bilingual



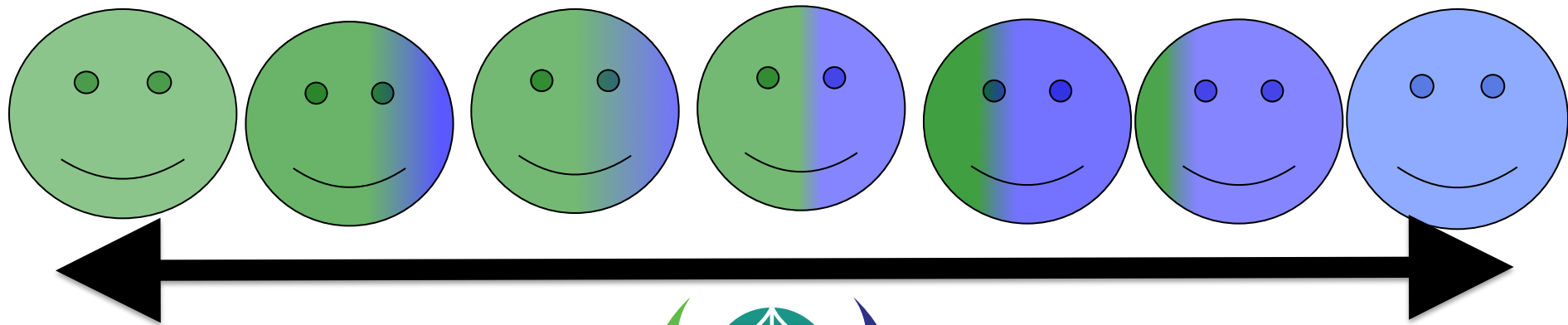
**Simultaneous bilinguals are not
necessarily balanced bilinguals!**



Simultaneous Bilingual

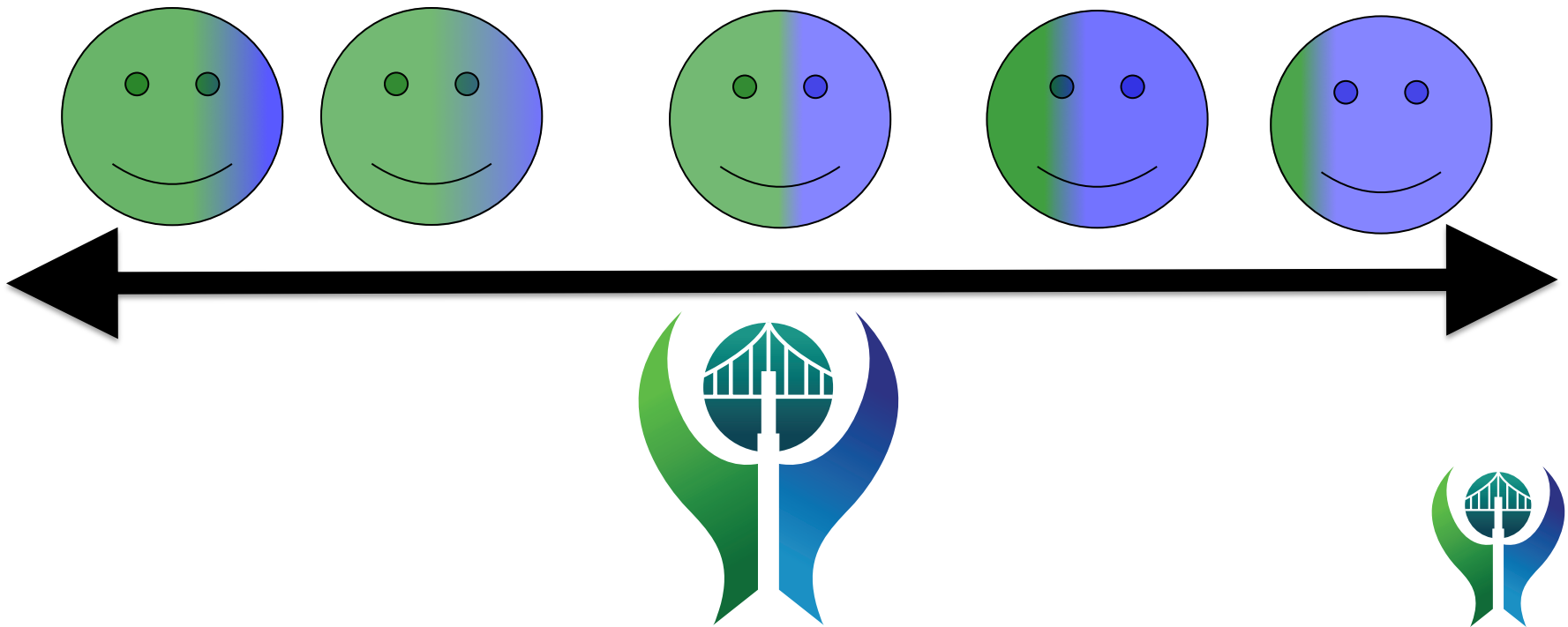


**These are the students that enter
biliteracy/dual language programs
in Kinder or first grade**



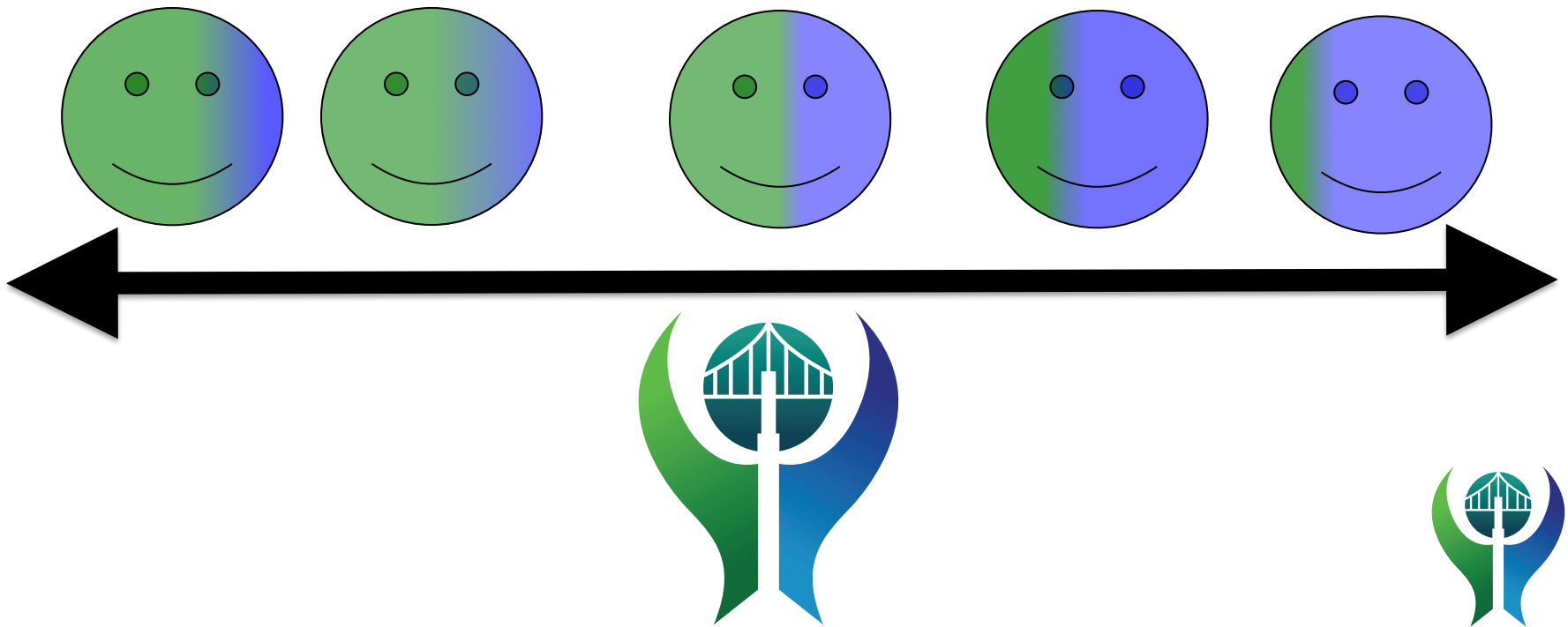
**This is what dual language/biliteracy
students look like after a few weeks
in dual language.**

They are all developing bilinguals.



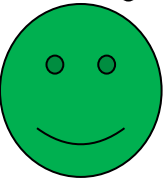
This is what dual language is all about.
Turn and Talk:
Who are your students?
...language.

They are all developing bilinguals.

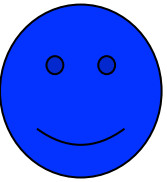




Students Engaged in Biliteracy



- **Green Students:** Language Minority Students (A non-English language is spoken at home) – ***Sequential Bilinguals***

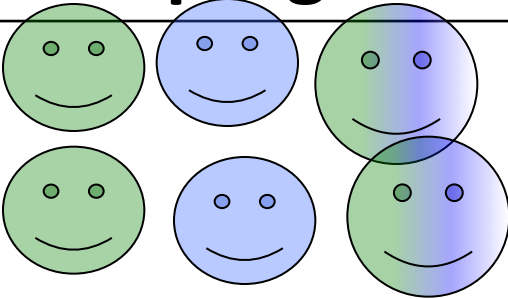
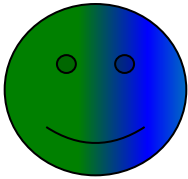
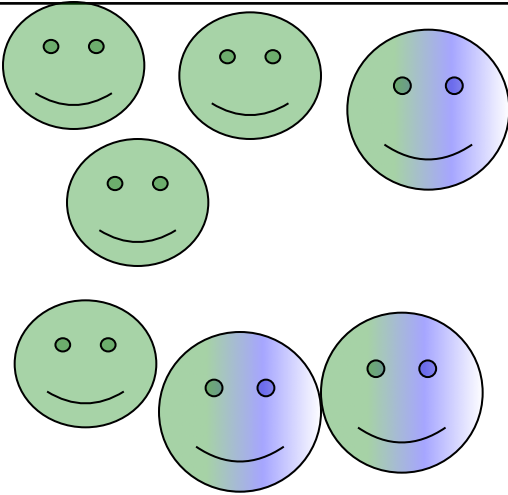
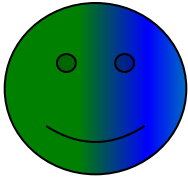


- **Blue Students:** Language Majority Students (English is spoken at home) – ***Sequential Bilinguals***

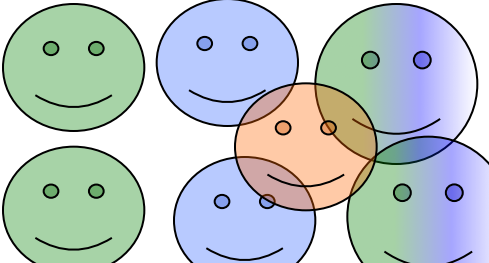
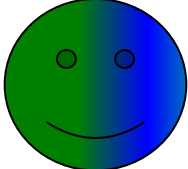
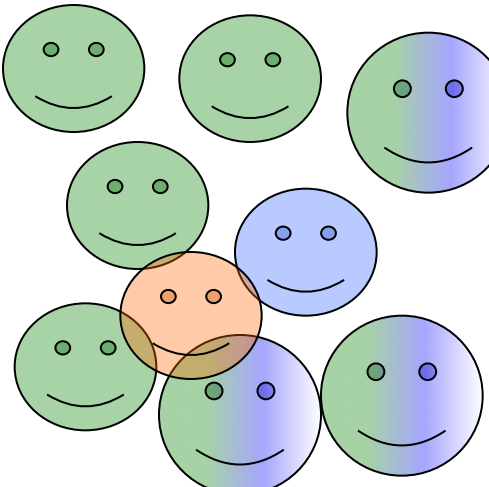
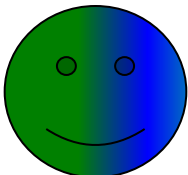


- **Blue/Green Students:** Usually Language Minority Students (A mixture of English and a non-English language is spoken at home; or, children speak non-English language to parents and English to siblings or a combination thereof) ***Simultaneous Bilinguals***

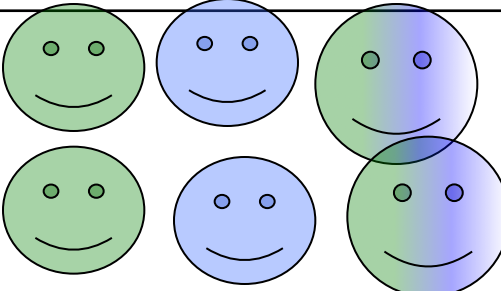
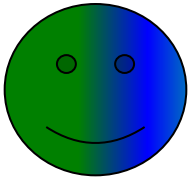
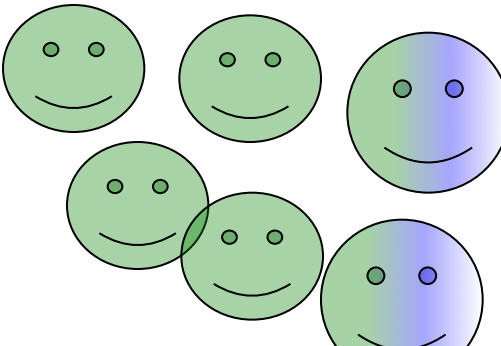
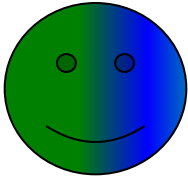
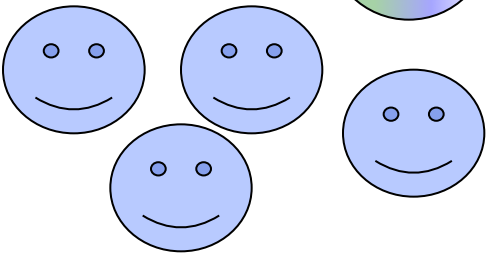
Language Programs in the U.S.

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

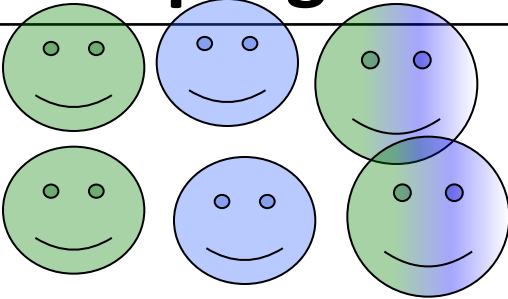
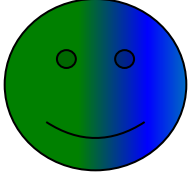
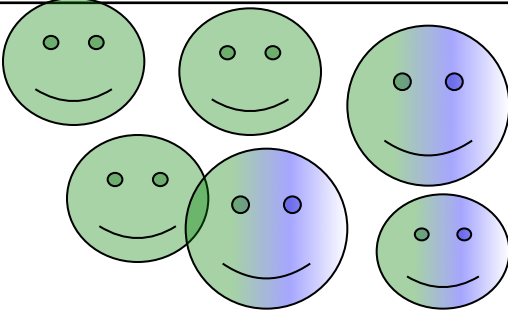
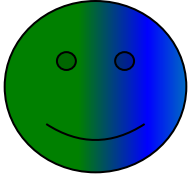
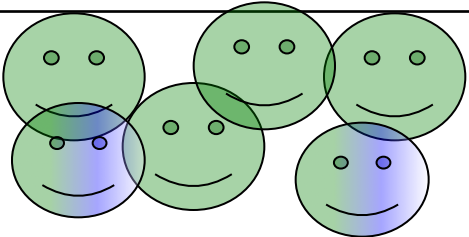
Language Programs in the U.S.

Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two way immersion	 A group of seven circular smiley faces representing students. There are three green faces, three blue faces, and one orange face in the center. The orange face is partially overlapping the blue and green faces around it.	 A single circular smiley face that is half green and half blue, representing a bilingual student.
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual	 A group of seven circular smiley faces representing students. There are five green faces, one blue face, and one orange face in the center. The orange face is partially overlapping the green and blue faces around it.	 A single circular smiley face that is half green and half blue, representing a bilingual student.

Language Programs in the U.S.

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

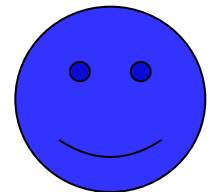
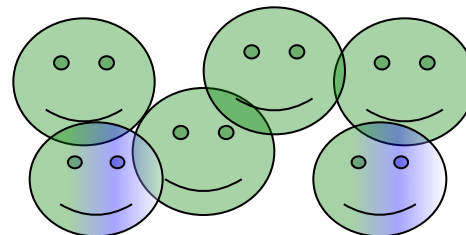
Language Programs in the U.S.

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

Simultaneous AND sequential bilinguals

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

Transitional Bilingual/English as a Second Language



Simultaneous AND sequential bilinguals

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

Du
im

Du
Im
Bi
Bi

Tr

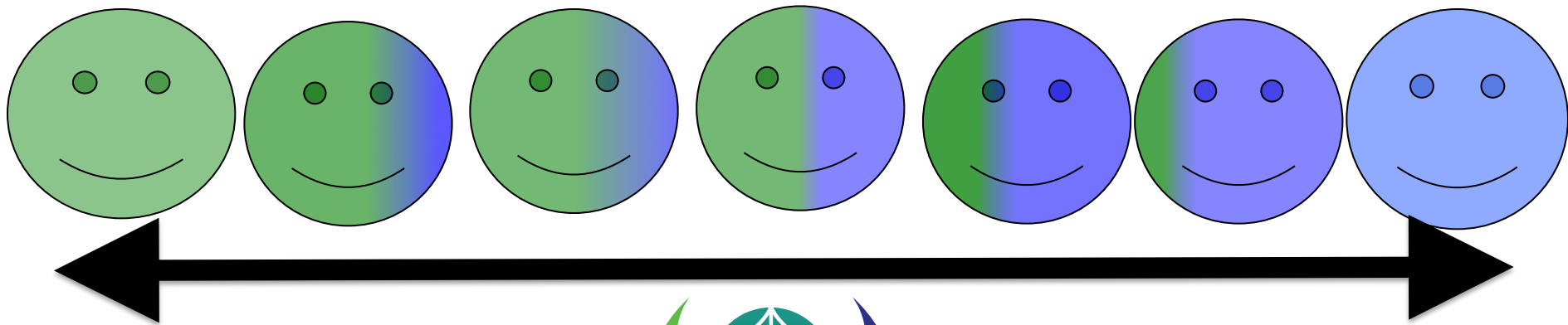
as a Second Language



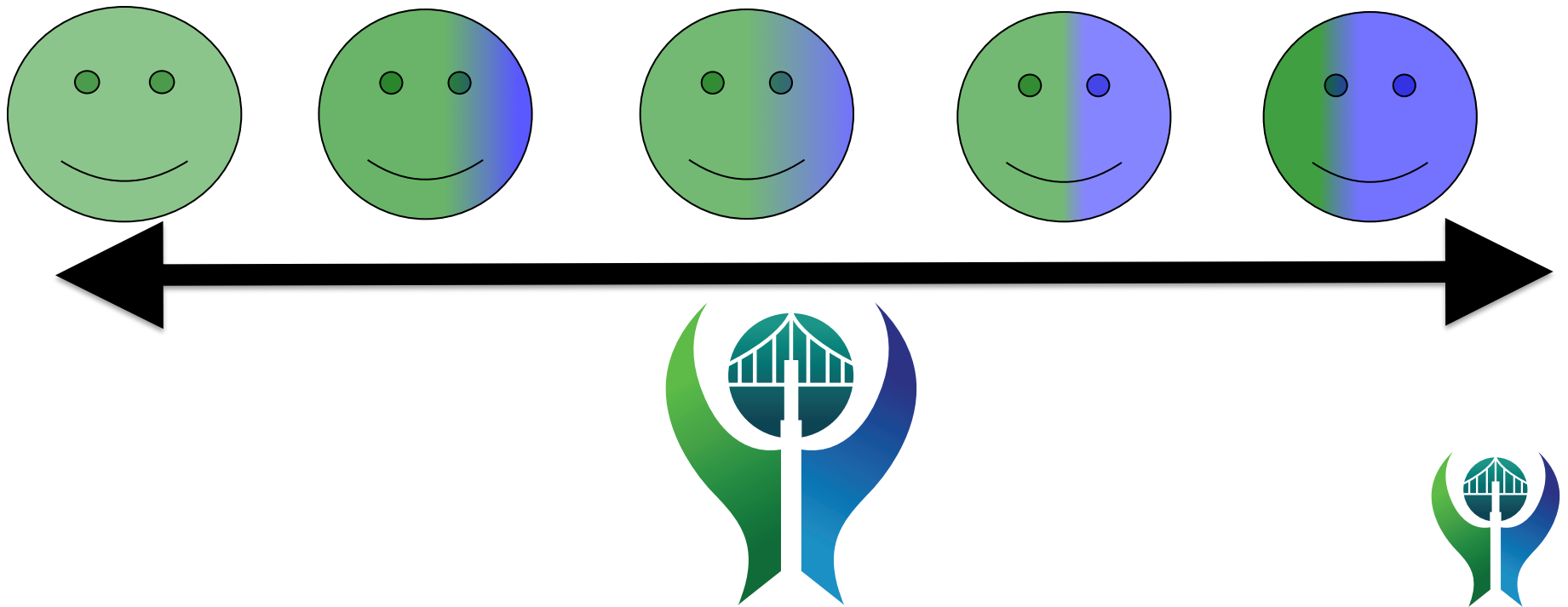
Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion	• Green Students – students who enter the program as monolingual Spanish speakers (ELLs) • Blue Students – students who enter the program as monolingual English speakers (non-ELLs) • Blue/green students – students who enter the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



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



**These are the students that enter
One-Way DL or Bilingual (TBE/Late
exit) and are accepted at any
grade of the program.**



Why are blue students welcomed in Kinder and 1st but not after those grades?

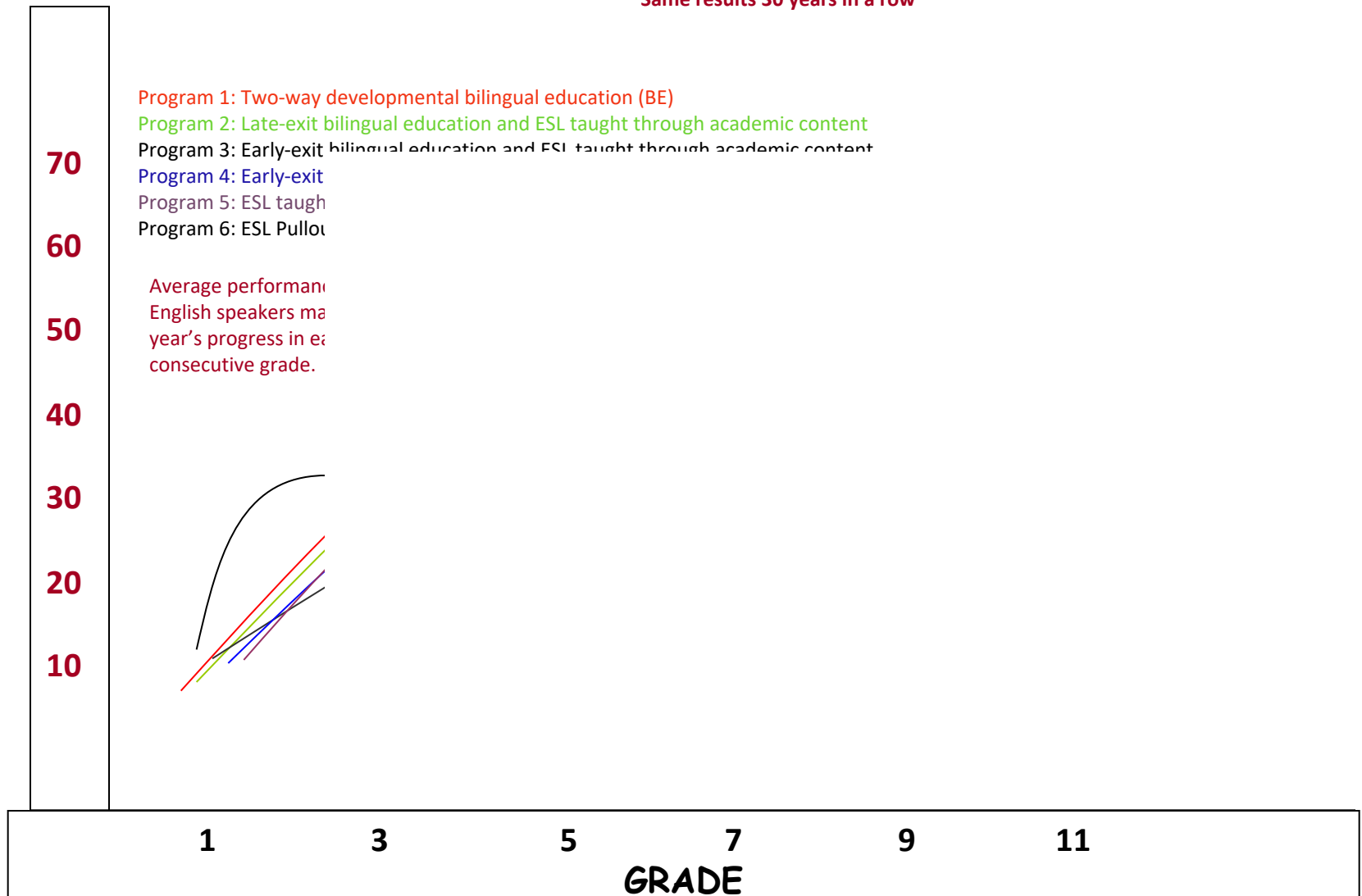
- They don't have enough Spanish to keep with academic content in Spanish.
- They have a choice that green and teal students do not have – school comes in blue (English).



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

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

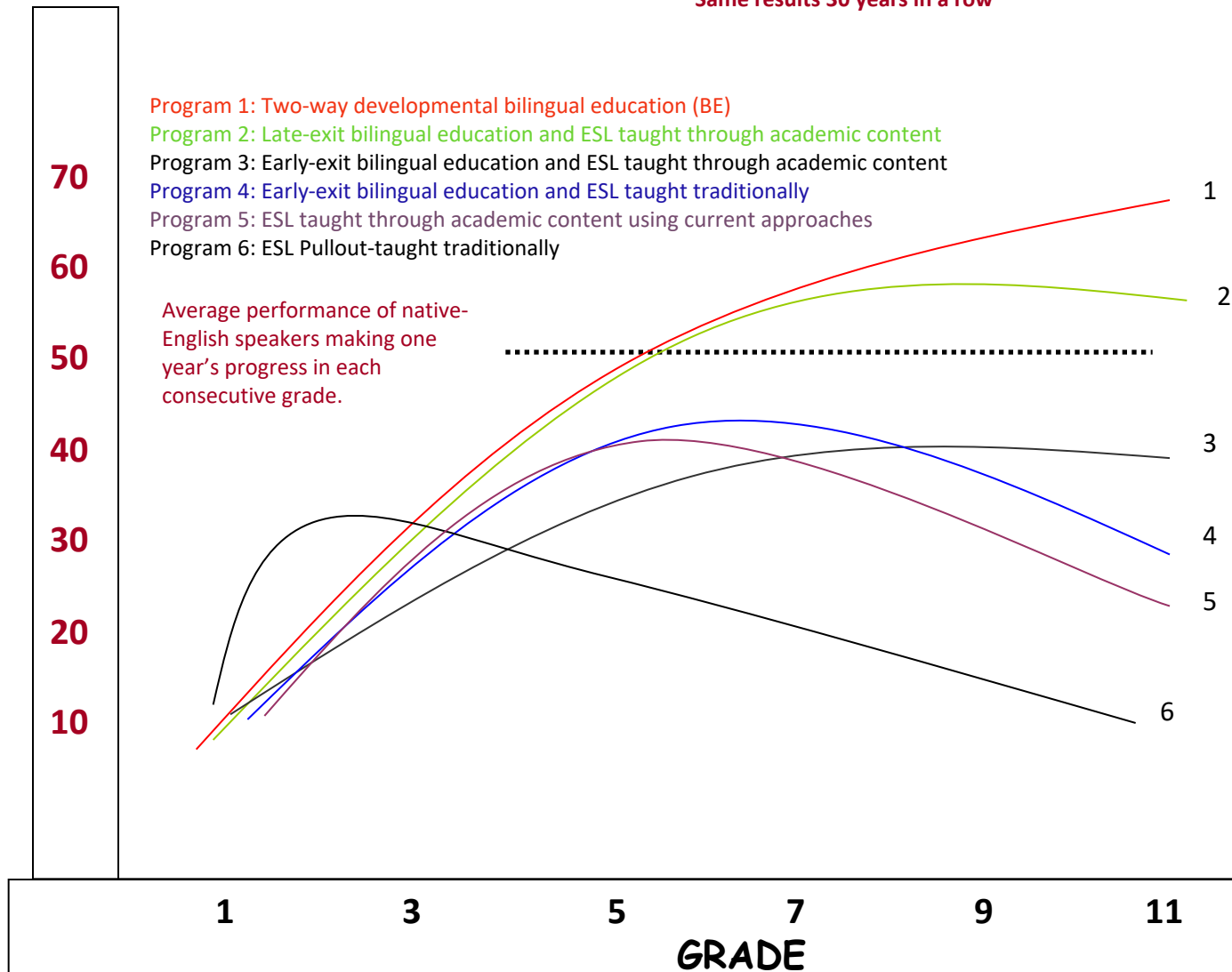
Same results 30 years in a row



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

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

Same results 30 years in a row



What is biliteracy and what does it look like?

Page 4 of Handouts

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

Individual or Team Work:

VISION and GOALS:

Our program is:

Page 6 of Handouts

The vision and goals of our program include:

The students in our program are:

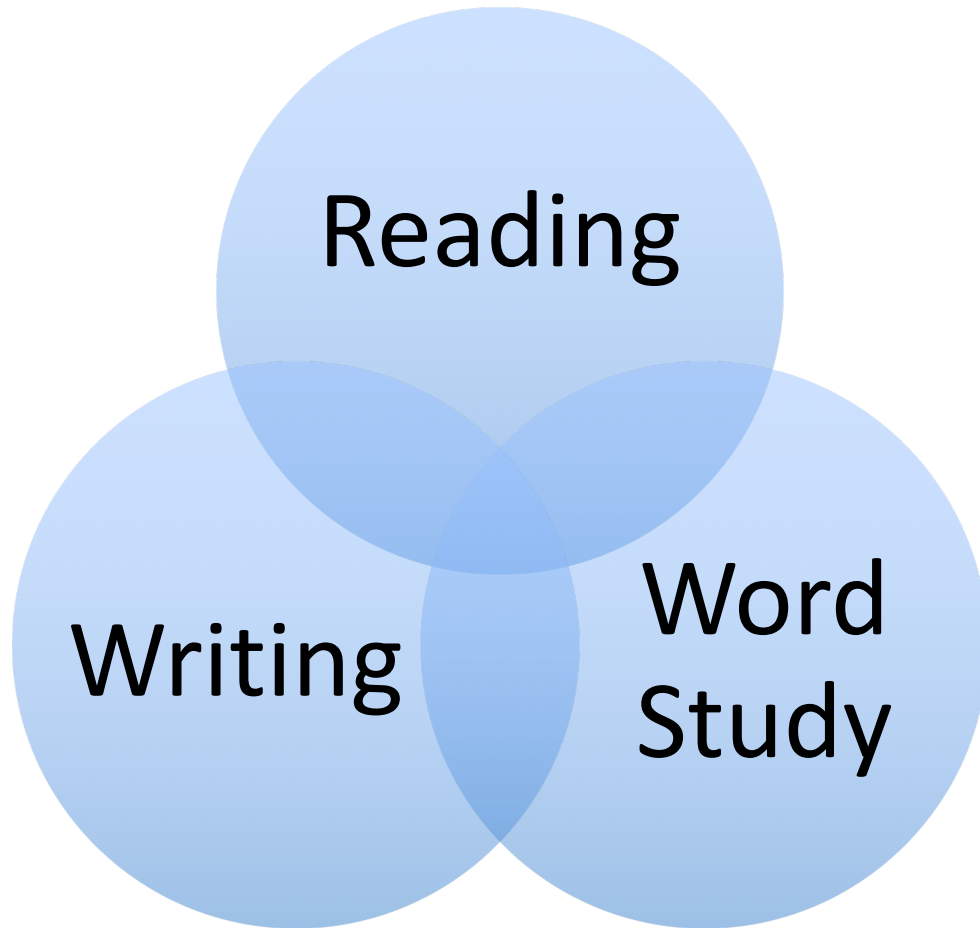
Additional questions to consider:

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

What is Biliteracy?



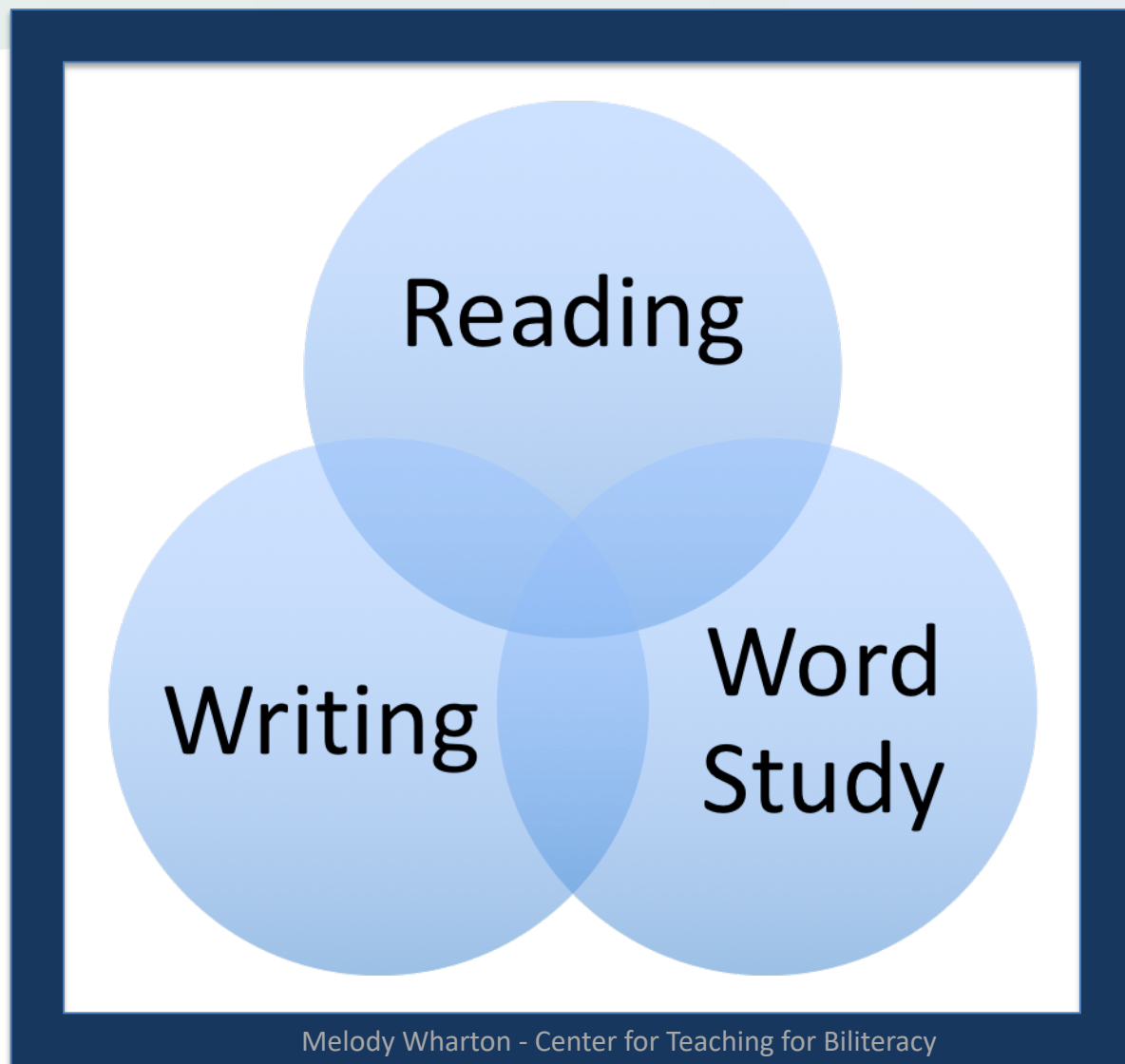
What is Literacy?



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?



Context
for
Meaning



Brain Research: The Advantages of The Bilingual Brain

(Ellen Bialystok, Pat Wolfe, among many)

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



Strategy: Stand and Share

(Develops Oracy, great for previewing or reviewing content, reflection and critical thinking)

- When the bell rings stand with your hands up.
- Find someone new and friendly with whom to pair up
- Introduce yourselves and wait for directions.



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!



Stand and Pair



- When the bell rings, everyone will stand with one hand up.
- Look for someone you don't know with whom to partner.
- Once you are partnered, share the following:
 - I am _____.
 - The type of language program I work in is _____. And the goal/vision is _____.
 - Our students are _____.



Talmudic Style Reading



What is balanced literacy and how is it related to biliteracy?



Talmudic Style Reading

(Melody Wharton)

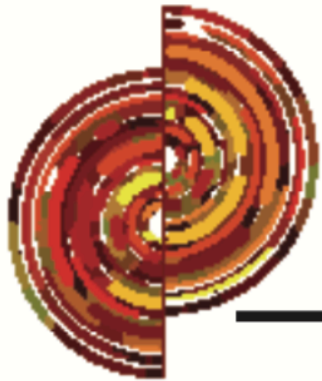
- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



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.

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.

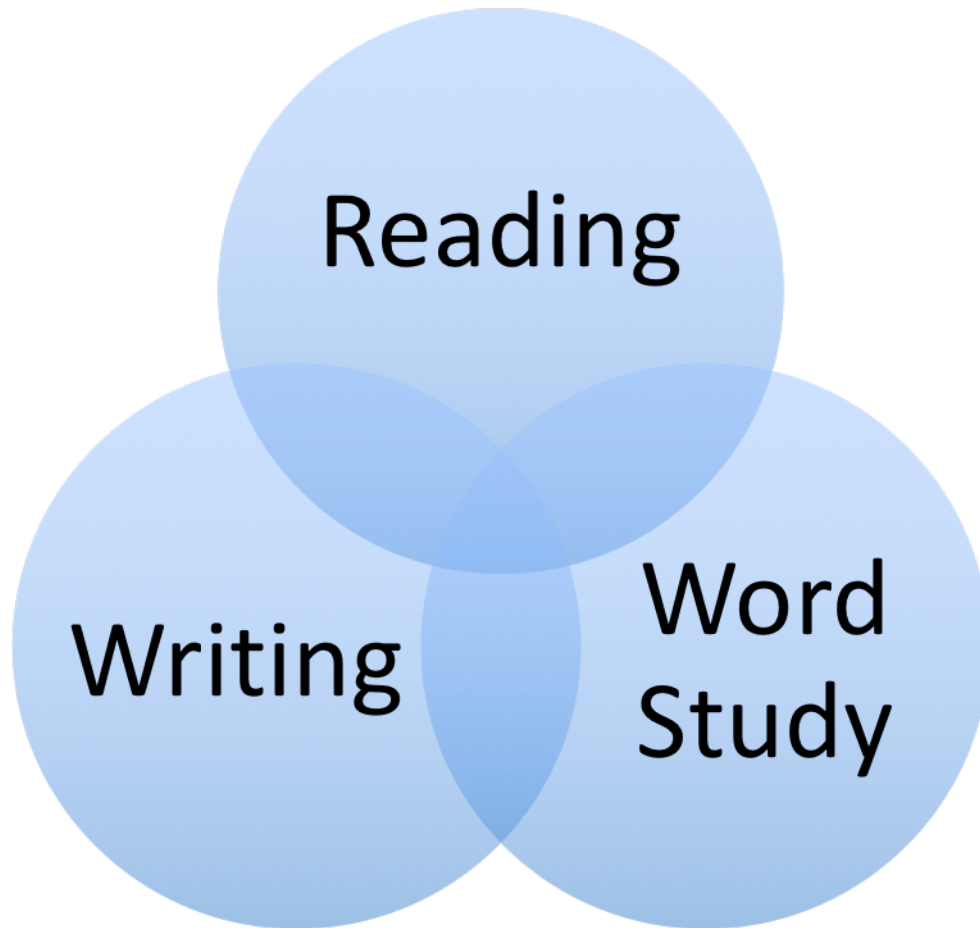


A reads and B asks, “but what does this mean”?

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.



What is Literacy?

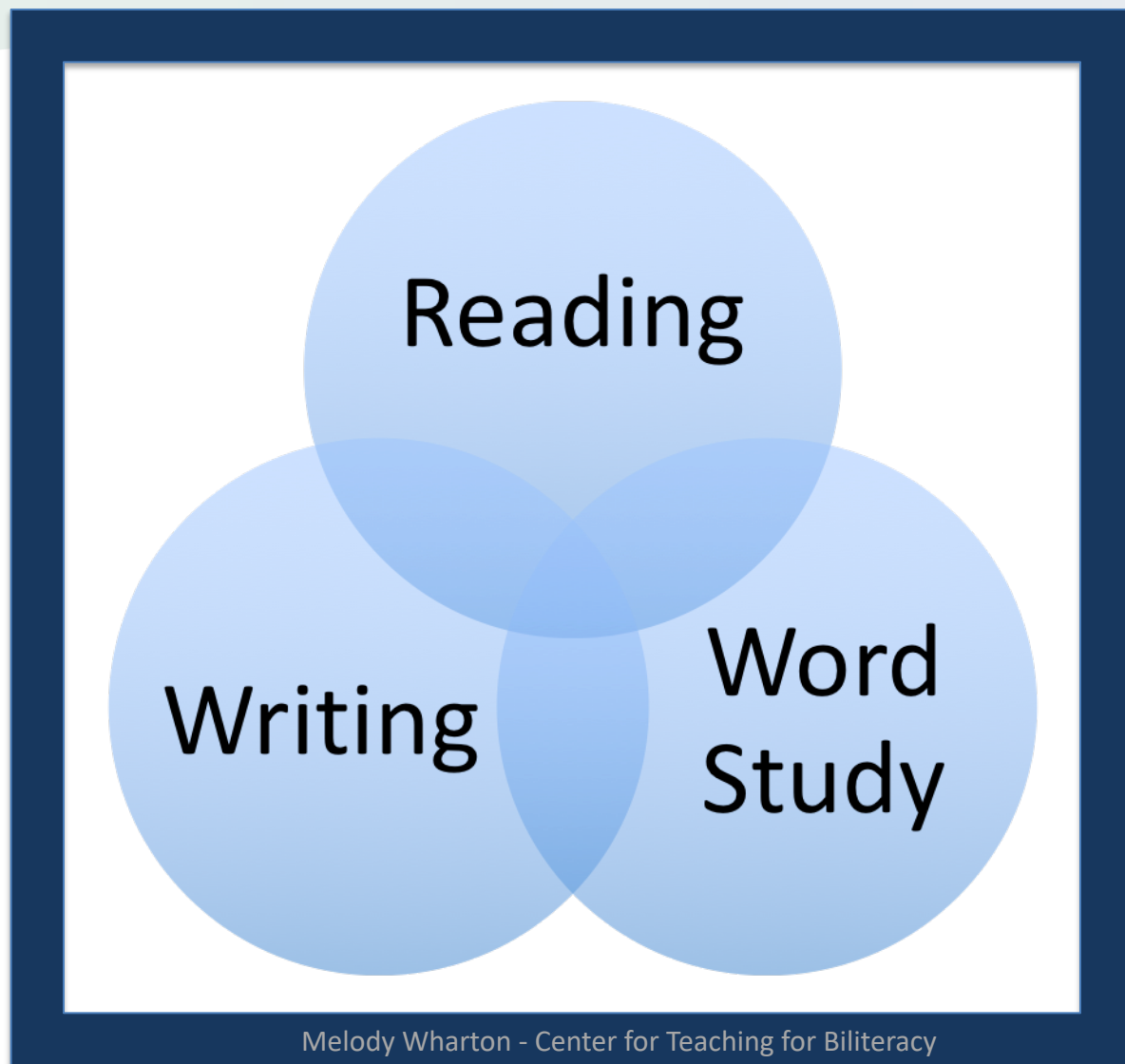


B reads and A asks, “but what does this mean”?

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.



What is Literacy?



Context
for
Meaning



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

Spanish Language Development

Descripción de Habilidades: Grados Escolares 1-2

www.wida.us

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

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



Descripción de Habilidades: Grados Escolares 1-2

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

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



Descripción de Habilidades: Grados Escolares 1-2

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

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
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

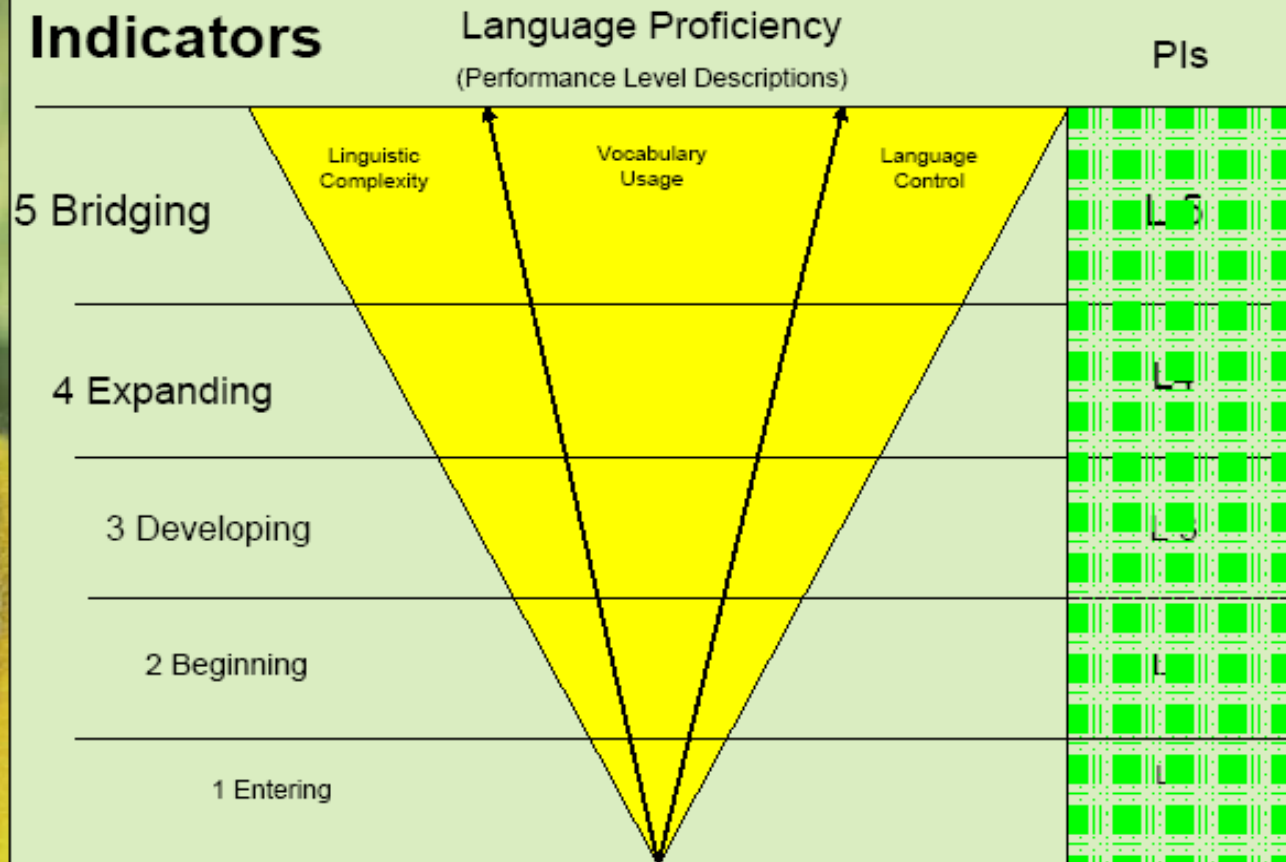
Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print 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	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.

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

You will experience language scaffolding this afternoon.

Interaction of Performance Level Definitions and Model Performance Indicators



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

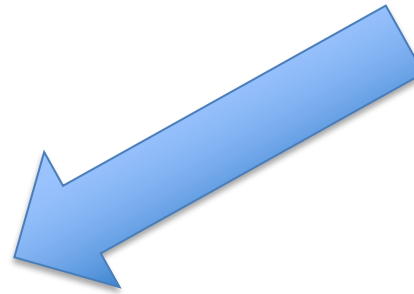
- **Literacy Pedagogy:** Nixon School's literacy pedagogy is characterized by student-centeredness and the use of integrated standards-based units that encompass balanced literacy (reading, writing, word study and the intersection of the three framed within a meaningful context that comes from essential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



LITERACY PEDAGOGY (PHILOSOPHY)

Literacy is:

Our literacy pedagogy is:



What is biliteracy and what does it look like?

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

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.

100

[illegible]

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

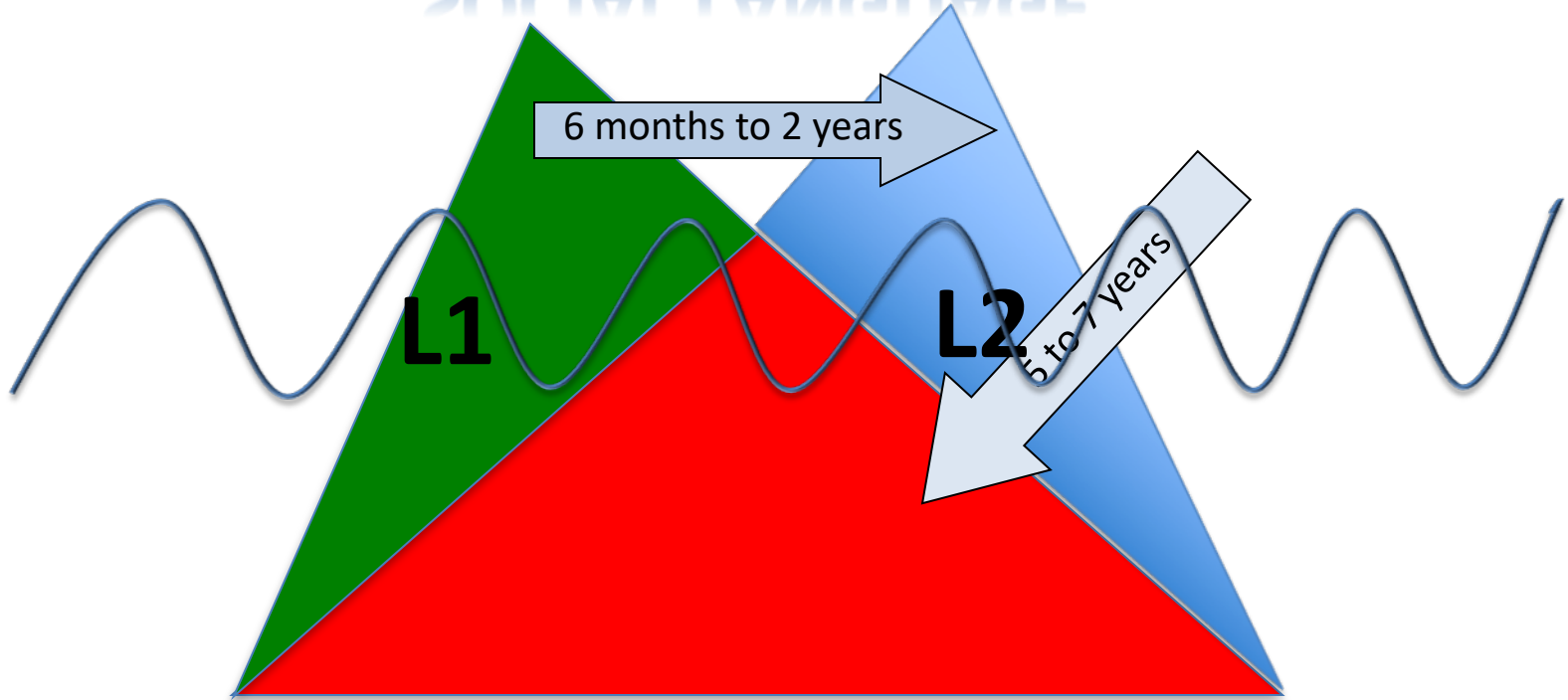
6 months to 2 years

L1

L2

6 to 7 years

ACADEMIC LANGUAGE



Language Allocation Question:

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

Two Way Dual Language

[illegible]

One and Two Way Dual Language

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

English

Spanish

One and Two Teacher Model Programs:

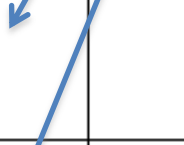
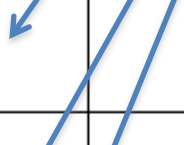
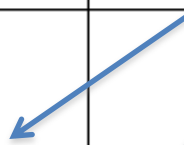
Both 1 and 2 way DL

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 difficult for both

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 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

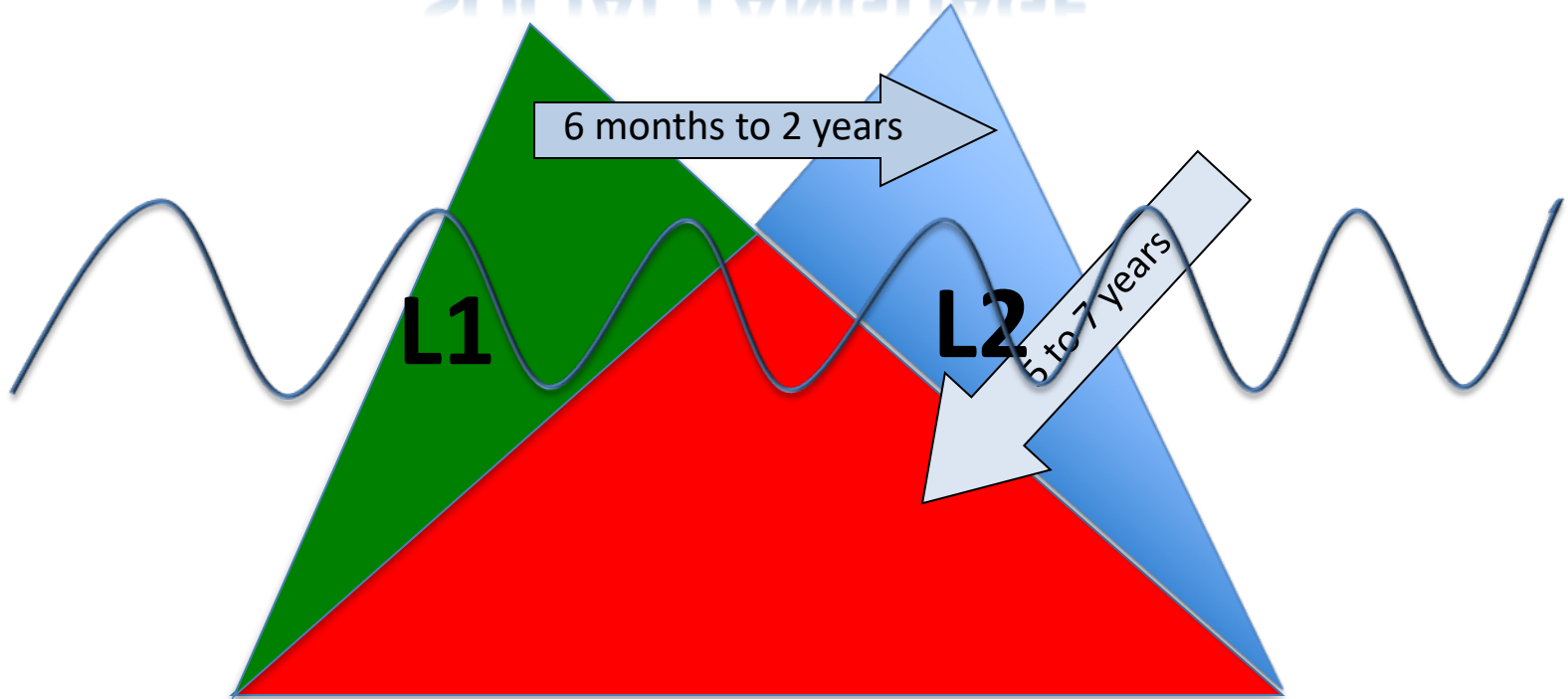
6 months to 2 years

L1

L2

6 to 7 years

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?

All language and content allocation plans....

- Plan for Spanish/Polish, the Bridge and English.
- They all have language arts in both languages.
- Content (science, social science and math) are only in one language all year long.



The differences between the two examples are:

- Different percentage of time (50/50 vs. 80/20)
- Content is spread out “evenly” for 50/50 whereas content for 80/20 starts off with more content in the non-English language and then becomes 50/50 by 3rd or 4th grade.

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



Woodstock High School Course

Offerings for Dual Language

Program: **All taught in Spanish**

Biology (Honors
Option)

World History (Honors
Option)

Global Issues

International Business



Vistas del Mundo Hispano II
(Honors Option)

AP Spanish Language

AP Spanish Literature

Perspectivas Literarias

Intro to Latin American Studies
(2020 school year)

Advanced Conversation and
Phonetics (Dual Credit)

Latin American Studies (2020)
(Dual Credit)

Woodstock, Illinois

Middle School Program

Students take 3 of their 5 core classes in Spanish:

Literacy

- 1 period Spanish LA
- 1 period English LA

Science

Social Studies



Elementary School

One and Two Way Dual Language

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

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**

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



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

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**

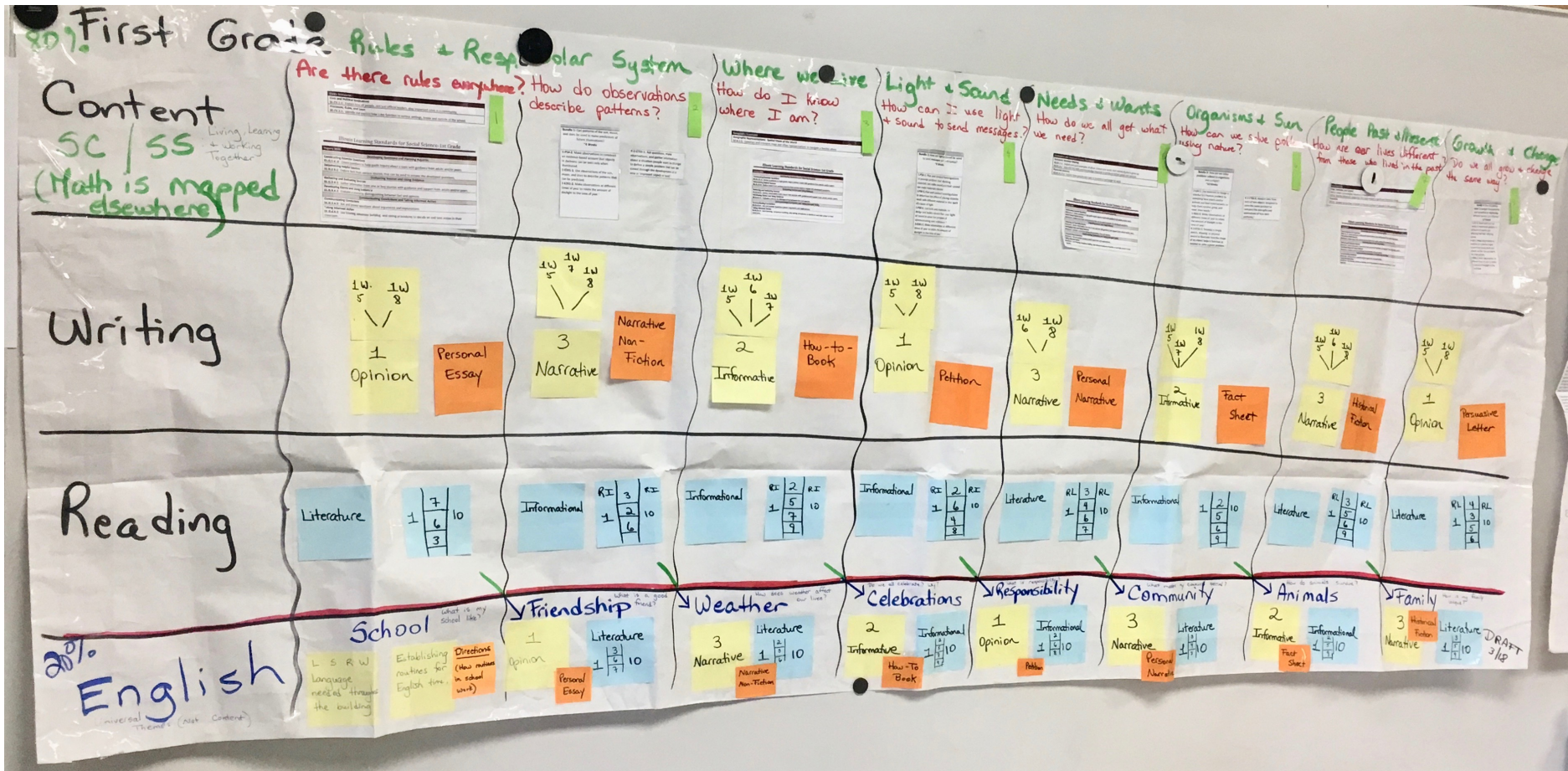


**Instructional and Curricular Level:
Biliteracy Curriculum Maps
Biliteracy Units**



Standards-Based Biliteracy Maps

plan instruction for the year



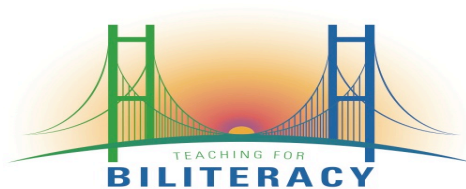
Standards-Based Biliteracy Maps

plan instruction for the year

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	Fact Sheet Legend (Folklore) Historical Essay Lab Report Fiction	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	WRITING					
	READING					
	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	Narrative Nonfiction Petition Feature Article Biography Opinion Letter	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
English 50% Day	WRITING					
	READING					

What is biliteracy and what does biliteracy look like?

Biliteracy Unit Framework



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
 Así se dice

Bridge – Transfer -

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

Bridge: Contrastive Analysis

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

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

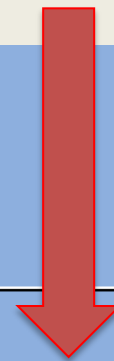
Word Study and Fluency

- 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



Institute Overview



	August 6, 2019	August 7, 2019	August 8, 2019
8:30 a.m.-11:45 a.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Biliteracy Guidelines • Language and Content Allocation • The Biliteracy Framework (BUF)	What characterizes biliteracy instruction and the biliteracy environment? • Reflection on sample instruction • The three linguistic spaces What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – • BUF Triangle • Standards Based Biliteracy Curriculum Maps What are the elements of the Bridge and Contrastive Analysis? Institute Closure as a group
12:45-3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Crystal Ramos • Primary grades: Karen Beeman • Intermediate and Secondary: Melody Wharton	What instructional practices support biliteracy development? Strategies that Build Oracy and Ensure Successful Literacy Experiences • Crystal Ramos • Melody Wharton *Administrators, coaches and specialists, as you participate in this session think of how you can create systems and structures that support these instructional practices.	Afternoon Breakout sessions: • Balanced Literacy and Biliteracy: Melody Wharton • Biliteracy Assessments and Implications for MTSS: Crystal Ramos • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

General Sessions

Breakout Sessions

Page 3 of the Handouts



Short Term and Individual	Long Term and Collaborative
Get to know your students: simultaneous or sequential? Based on what they can do with language, plan instruction.	Articulate your literacy pedagogy and therefore, your biliteracy pedagogy.
Plan for and use <u>oracy</u> .	Build collaborative relationships: trust, flexibility and shared philosophy.
Use high leverage strategies: TPR, ART, LEA, Fishbowl, Sentence Prompt, word bank, student pairings, etc.	Fine-tune your biliteracy “systems”, or structures (vision, daily schedules, language and content allocation plan). Use the biliteracy guidelines to help you.
Set up 3 linguistic spaces in the classroom. Teach Spanish “a la Spanish” and English “a la English”.	Start biliteracy curriculum mapping and move into BUF writing. 
Plan for the strategic use of language; reduce flip-flopping and stay in the language of instruction.	Use the standards and big ideas to plan a Bridge: transfer and metalinguistic development
Focus on your mindset (move to the biliteracy mindset) and on what you control.	Identify the standards and big ideas you are teaching and use them to plan <u>oracy</u> and literacy instruction. Start writing BUFs.