

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

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

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.



Sample Instruction Debrief



Networking

- When I ring the bell, please stand up with your condensed BUF from yesterday afternoon and find someone with a different colored dot.
- Introduce yourselves.
- Tell your new partner:

My biggest takeaway from the sample biliteracy instruction was...



My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets

Spanish Language Development Standards

Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Content Area Instruction

- Inquiry

Writing

- Strategies and elements of balanced literacy

- Experiments
- Experiences

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (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.

Summative Assessment



My biggest takeaway from the sample biliteracy instruction was...

Oracy building strategies:

- **Total Physical Response (TPR)**
- **Sentence Prompts**
- **Word Sort**
- **Fishbowl**
- **Adapted Readers' Theater (ART)**
- **Partner work**



Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Oracy and Background Knowledge

Reading Comprehension

Content Area Instruction

- While engaging in oracy building, students were**
- **talking to each other**
 - **moving through gradual release of responsibility (I do, we do, you do)**
 - **using a lot of language**
 - **staying in the language of instruction**
 - **learning new vocabulary within a comprehensible context and in complete sentences**

- **Would the instruction you experienced yesterday have been appropriate for green students, blue students and teal or stripey (bilingual) students upon entry into the program? If so, how?**



Deciding What is Taught in Each Language

- **Why is important for the language and content allocation plan to be determined at the programmatic level and not at the teacher level?**



Example from Your Handouts.

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

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

- Both Spanish and English are taught daily.
- In two-way (Dual Language) programs, students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include English SL and Spanish SL approaches.
- Language Arts includes reading, writing, fluency, and word study and reflects the CCSS.
- In all these models the majority of content is delivered in Spanish K-2 and then becomes 50% Spanish and 50% English grades 3-5. Once the program is 50/50, the language of math addresses less language arts standards than the non-Math language.
- 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: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4. Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based 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 Social Studies	Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	50% Language Arts Math
Fourth Grade 50/50	50% Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies



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

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables

- 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.
- Student content is differentiated, but not differentiated by language, instruction.

Content is taught in one language only at a grade level. This is called content allocation.

**Biliteracy Instruction focuses
on developing:**

**Language
Literacy
Content**



Teacher Language Use

- **What did you notice about the teacher's language use? Did she use English to explain or clarify? Why not? What did she instead of translating or code-switching?**



Biliteracy Guidelines

(Beeman and Urow, 2013)

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards, themes or stories simultaneously.
- **Students are together for differentiated, but not separate, instruction.**
- Content (science, social science and math) is taught in one language only at each grade level. This is called content allocation.
- Content and literacy Instruction are integrated.

Take a moment to reflect...

What characterizes biliteracy instruction and the biliteracy environment?

**Biliteracy instruction is characterized by:
(based on the reflection of the 3 different sample biliteracy instruction)**

You can draw, sketch or write:

The Biliteracy Learning Environment



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



**Classroom Level:
Biliteracy Schedules: Daily Spanish**

**Planning for Biliteracy is crucial for
successful implementation and long
term sustainability.**

Biliteracy Units

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



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

**Planning for Biliteracy ensures
optimal instruction.**

**Biliteracy Curriculum Maps
Biliteracy Units**

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



**Classroom Level:
Biliteracy Schedules: Daily Spanish**

**We will begin planning for the
biliteracy learning environment –
from the students' point of view..**

Biliteracy Units



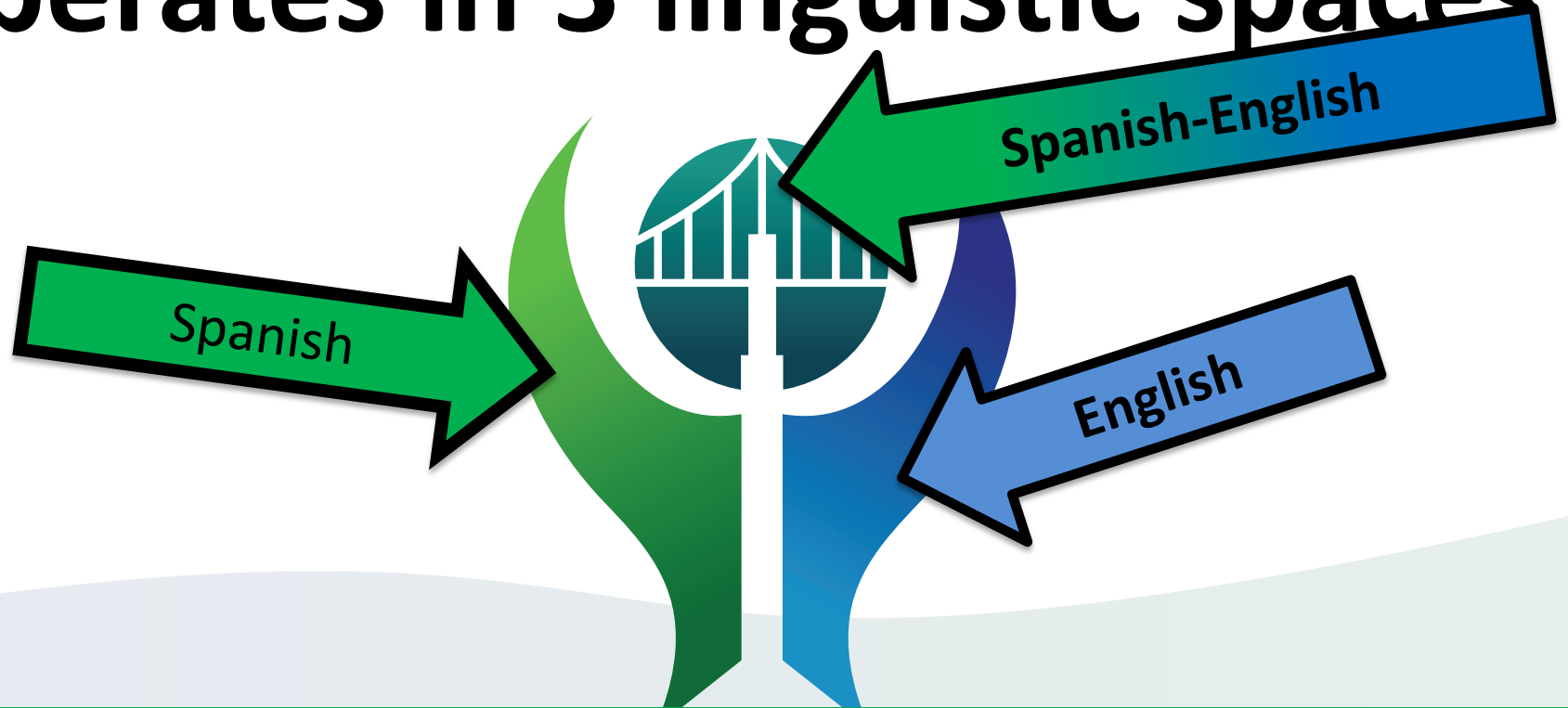
Brain Research: The Advantages of The Bilingual Brain

(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 a bilingual, and can make metalinguistic decisions.

Therefore....

- The biliteracy learning environment includes these three linguistic spaces:
 - Spanish (or Polish, Vietnamese)
 - The Bridge
 - English



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish/Polish
- Students maintain Spanish/Polish
- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains

• We help students maintain Spanish while they are learning the language by _____.

- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)



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	



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.

Spanish needs a protected space in which to develop



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains

- The Spanish anchor chart examples helped me understand that_____.

- classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)



Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish/Polish
- Students maintain Spanish/Polish
- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)

English

- Teacher maintains English
- Students maintain English
- Materials, instruction, and classroom assessment in English
- Literacy instruction in English
- Content in English all year (for example, Social Studies is in English all year 4th and 5th grades)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish/Polish
- Student maintains Spanish/Polish
- Materials, instruction, and classroom assessments in Spanish/Polish
- Literacy instruction in Spanish/Polish
- Content in Spanish/Polish all year (for example, Math is in Spanish/Polish all year in K-3)

English

- Teacher maintains English
- Students maintain English

The English anchor charts

English

- Literacy instruction in English
- Content in English all year (for example, Social Studies is in English all year 4th and 5th grades)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students
- Materials
- classroom
- Spanish
- Literacy in
- Content in
- example,
- year in K-3

English

- Teacher maintains English
- English
- and
- in
- English
- year (for
- es is in
- 5th

**Spanish and English each have
a daily, scheduled time and a
physical space in the
classroom**

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher m
- Students
- Materials
- classroom
- Spanish
- Literacy in
- Content in
- example,
- year in K-3

Spanish and English each have

a daily, scheduled time and a physical space in the classroom

Content (math, social science and science) is allocated to one language, by grade

English

English
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Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher must be bilingual
- Students must be bilingual
- Materials must be in Spanish
- Literacy instruction must be in Spanish
- Content is in Spanish, for example, Spanish language arts in 5th grade

Spanish and English each have a daily, scheduled time and a physical space

Content is allocated to one language, by grade

Literacy in both languages, every day, for all students

Spanish and English each have a daily, scheduled time and a physical space

English language arts in 5th grade

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish and English each have a daily, scheduled time and a physical space

The Bridge

Content is allocated to one language, by grade

Literacy in both languages, every day, for all students

Spanish

- Teacher m
- Students
- Materials

- Literacy in
- Content in example, year in K-

lish
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year (for
s is in
5th

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish (for example, Math all year in K-3)

The Bridge

- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for transfer and contrastive analysis

Teacher maintains English
Students maintain English
Instruction, and assessment in English

Instruction in English
English all year (for example, Social Studies is in English all year 4th and 5th)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish (for example, Math is taught in Spanish all year in K-3)

The Bridge

- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for transfer and contrastive analysis
- Both languages are used strategically during the Bridge

Teacher maintains English
Students maintain English
Instruction, and assessment in English

Instruction in English
English all year (for example, Social Studies is in English all year in 4th and 5th)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish
- Students maintain Spanish
- Materials, instruction, and assessment in Spanish
- Literacy instruction in Spanish
- Content in Spanish (for example, Math all year in K-3)

The Bridge

- Planned moment after the classroom-based unit assessment when the teacher brings the two languages together for transfer and contrastive analysis
- Both languages are used strategically during the Bridge
- The focus of the Bridge is contrastive analysis – NOT re-teaching content or ensuring or checking for understanding of subject area learning or of literacy development.

Teacher maintains English
Students maintain English
Instruction, and assessment in English

Instruction in English
English all year (for example, Social Studies is in English all year 4th and 5th)

Teaching for Biliteracy happens in three linguistic spaces

Create Three Linguistic Spaces

Spanish

- Teacher maintains Spanish literacy
- Students maintain Spanish literacy
- Materials, instruction, and assessment in Spanish
- Literacy in Spanish all year (for Spanish Studies is in 4th and 5th year in

The Bridge

- Planned moment after the classroom based unit assessment when the teacher brings the two languages together for metalinguistic analysis

The Bridge has a physical space, but not a daily scheduled time

of checking for understanding of subject area learning or of literacy development.

maintains English literacy
maintain English instruction, and assessment in

instruction in English
all year (for Spanish Studies is in 4th and 5th

**Biliteracy includes three linguistic spaces
in scheduling, instruction and in the
classroom –**

Guidelines

- Spanish/Vietnamese
- The Bridge
- English

Page 4 of your
handouts



Guideline # 1 for the three linguistic spaces in the classroom: **Each language has its own dedicated space.**

- **Spanish/Vietnamese** has its own dedicated space that is not mixed with English
- Students know where to look for **Spanish/Vietnamese** supports
- They use **Spanish/Vietnamese phonology** and rules when accessing those supports.
- This is especially important for initial literacy.

We can meet this guideline by_____.



Guideline # 1 for the three linguistic spaces in the classroom: **Each language has its own dedicated space.**

- **English** has its own dedicated space that is not mixed with Spanish.
- Students know where to look for English supports.
- They use **English phonology** and rules when accessing those supports.
- This is especially important for initial literacy.



Guideline #2 for the three linguistic spaces in the classroom : **Every Biliteracy classroom includes the Bridge**

Two Teacher Model/Middle School	One Teacher Model
The language she/he teaches (Spanish/Polish or English)	Spanish/ Vietnamese
The Bridge	The Bridge
	English

I work/will work in a _____ model, therefore _____



Guideline # 3 for the three linguistic spaces in the classroom : **Teachers use different colors for each language**

- Spanish has its own color
- English has its own color
- These colors are consistently used throughout the school, during instruction, and during the Bridge.



Come Hay

**Come
Hay**

**Come
Hay**



Using a consistent color for language helps students develop biliteracy.

A - Ana

E – Eleazar

I – Isabel

O - Oscar

U -Ulises

A – Amy

E – Elaine

I – Ivan

O - Olivia

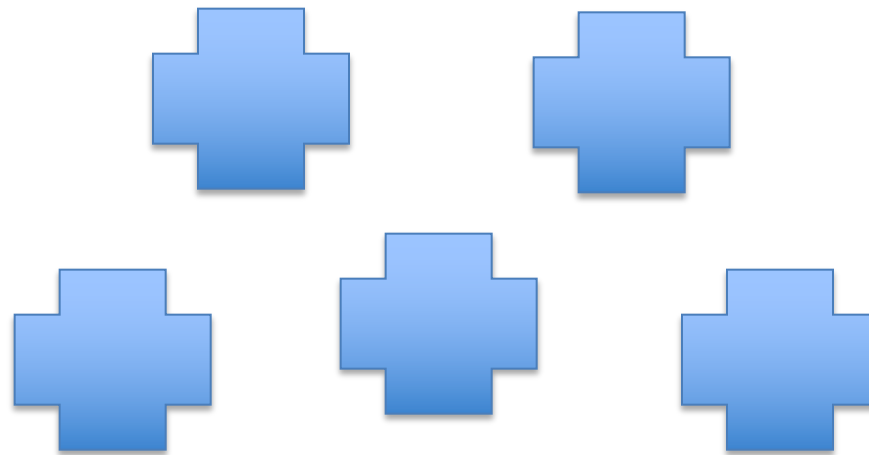
U - Urow

El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

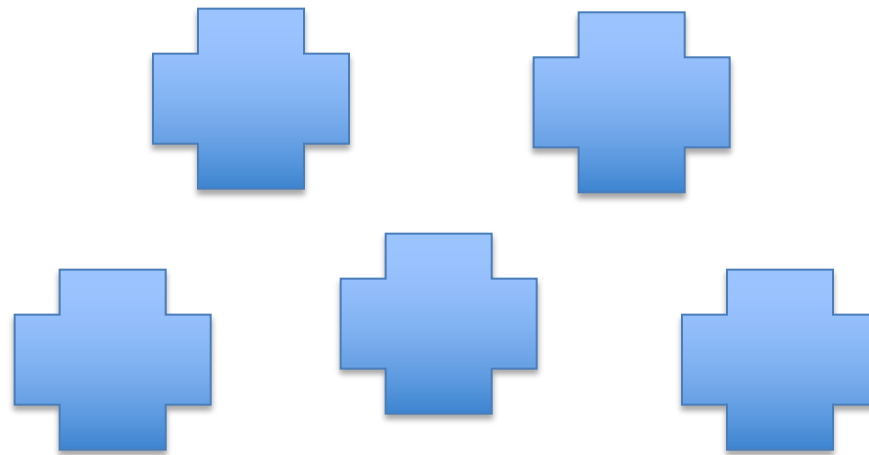
English Classroom Library

English

Learning Environment for a 1 Teacher Model

El Puente The Bridge

Bilingual Books



Student Seating in Groups

Learning Environment for a 2 Teacher
Model – English side

English

English Classroom Library

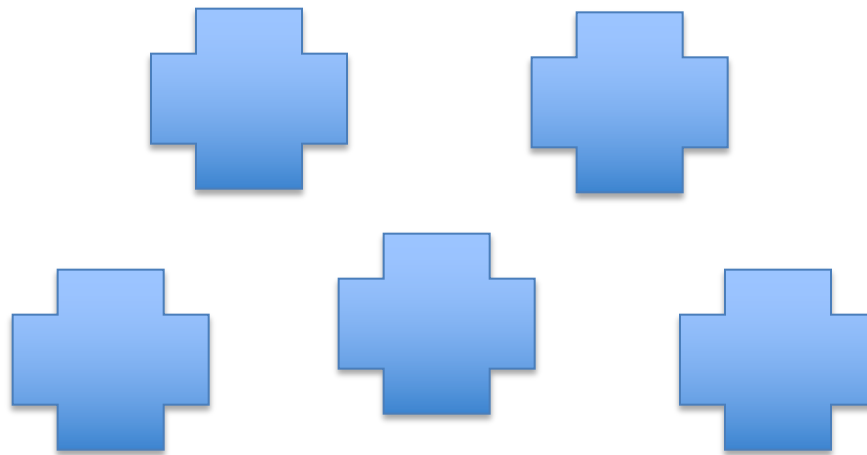
English

El Puente The Bridge

Español or Polish

Spanish Classroom Library

Bilingual Books



Student Seating in Groups

Español or Polish

Learning Environment for a 2 Teacher Model- Spanish/**Polish**

Guideline # 4 for the three linguistic spaces in the classroom : **Teachers visually indicate the language of instruction**

Teachers in a one-teacher model consistently use a sign or object to indicate the language of instruction. This should be done program-wide, although the signs may be different.

Examples:

- Magic scarf or hat
- Different colored beads or necklaces



Guidelines for the three linguistic spaces in the classroom:

- **Guideline # 1 : Each language has its own dedicated space.**
- **Guideline #2 : Every Biliteracy classroom includes the Bridge**
- **Guideline # 3 : Teachers use different colors for each language**
- **Guideline # 4 : Teachers visually indicate the language of instruction**



Biliteracy Schedules



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



Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: - Oracy Development - Social Studies experiences - Whole Group Mini-Lesson - Writing - Independent practice - Word Work/Dictado	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills - Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: - Oracy development - Science experiments - Guided practice - Writing - Word study	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: - Oracy development - Guided practice - Writing - Word study	English

Sample schedule
80/20 model

(Spanish time is lessened in subsequent grades and usually by 3rd grade the day is 50% of Spanish and 50% in English).



Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English K-5

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Word study	English
1:50-2:30	Specials	If possible, half are offered in Spanish and half in English

