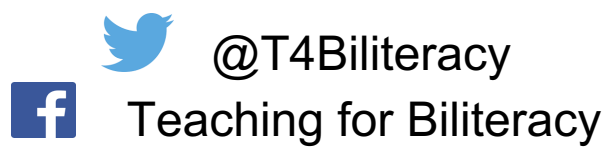




Teaching for Biliteracy Summer Institute August 6-8, 2019

**Three-Day Institute
Melrose Park, IL**



The institute handouts and Power Points are available at:
<http://bit.ly/BiliteracyChicago2019>

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Please complete this short, on-line survey at the close of the institute:

<http://bit.ly/BiliteracyAug2019>



Institute Overview – Teaching for Biliteracy is different than teaching for monoliteracy.

Time	Tuesday, August 6, 2019	Wednesday, August 7, 2019	Thursday, August 8, 2019
	What is biliteracy? Who is involved in biliteracy? What does biliteracy instruction look like?	What are effective strategies and structures for biliteracy?	What is the Bridge? What does it look like to plan for biliteracy?
8:30 – 12 noon	- Welcome and Introductions - Defining Biliteracy - Students Involved in Biliteracy - Language Acquisition Programs - Biliteracy Unit Framework	- Debrief of Sample Instruction - Oracy Development Strategies - Biliteracy and Balanced Literacy	- Sample Bridge - The Two Purposes of the Bridge - Planning and Implementation of the Bridge
12:00 – 1:00 p.m.	Lunch	Lunch	Lunch
	<i>Two Breakout Sessions: Sample Biliteracy Instruction</i>	<i>Three Breakout Sessions: Biliteracy Strategies and Structures</i>	<i>Two Breakout Sessions: Starting the Year with Biliteracy</i>
1:00 - 3:30 p.m.	PreK – 2	Oracy Strategies in Anticipation of Literacy and Content PreK- 2	Launching the School Year
	3-8 th grades	Oracy Strategies in Anticipation of Literacy and Content 3rd grade and up	Leading with Advocating: Leadership Considerations for Supporting Biliteracy
		Biliteracy Program Development: Guidelines for Teaching for Biliteracy	

Defining Language Acquisition Programs

Language Acquisition Program	Students on the first day of kindergarten	Program Goal
Dual Language: Two Way Immersion, Dual Language Immersion		 High levels of bilingualism and biliteracy, high academic achievement in both languages, and socio-cultural competence.
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English. 

A key to our students – all are developing bilinguals

	• Green faces – students who enter the program as monolingual Spanish speakers • These students enter the program as ELLs • In a dual language program, these will become sequential bilinguals
	• Blue faces – students who enter the program as monolingual English speakers (non-ELLs) • In a dual language program, these students will become sequential bilinguals
	• Blue/green faces – students who enter the program with linguistic resources in both languages • These students may or may not qualify as ELLs • These students enter the school system as simultaneous bilinguals • Simultaneous bilinguals are not necessarily balanced bilinguals – but do have linguistic resources in two languages
	• Orange faces - Other ELLs (Vietnamese speakers, for example) and other bilingual, non-ELLs (Tamil/English bilinguals, for example) • In a Spanish/English dual language program, these students will become tri-lingual.

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 themes, or stories ever.
- Students are together for differentiated, but not separate, instruction.
- Content (math, science and social studies) is taught in one language only at each grade level. This is called content allocation.
- In PreK-5, content and literacy Instruction are integrated (Beeman & Urow, 2013)

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

- The literacy routines included in this schedule are examples. Districts should include their own district-specific literacy routines in the biliteracy schedule.
- Integrated Language Arts units can alternate between SS and Science
- Intervention time is not factored into the total Spanish or English time.

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

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/Dictado	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

NOTE: The literacy routines included in this schedule are examples. Districts should include their district specific literacy routines in the biliteracy schedule.

There are more instructional minutes in Spanish (areas highlighted in green) than English (areas highlighted in blue) in this sample schedule, reflecting the fact that in most districts, specials are only offered in English. If your district offers specials in Spanish, the minutes for the subjects highlighted in blue can be increased.

Biliteracy Unit Framework (BUF) updated, second edition
Interdisciplinary Unit – Language, Literacy, and Content taught in Spanish and Bridged to English

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		Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy			
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.	

Formative Assessment

Biliteracy Unit Framework (BUF) updated, second edition
Interdisciplinary Unit – Language, Literacy, and Content taught in English and Bridged to Spanish

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		Content Area Instruction - Inquiry - Investigations - Experiments - Experiences	
Writing Strategies and elements of balanced literacy			
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.	

Formative Assessment

Language Allocation

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

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

Sample Language and Content Allocation Plan: 80/20

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

Sample Language and Content Allocation: 50/50 Program

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

At the **secondary level** (middle and high school), biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language. At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

Sample Content and Language Allocation – Middle School

Grade	Spanish Medium Courses	English Medium Courses
6	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
7	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
8	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives

For additional sample content and language allocation plans for BOTH 80/20 and 50/50 programs, go to:

<http://www.teachingforbiliteracy.com> ->

Systems - >Infrastructure Supports -> Scroll down to "Sample Content and Language Allocation Plans for Dual Language and Biliteracy"

Sketch your Content and Language Allocation Worksheet from the students' point of view (not the teacher's day).

Grade	Language Allocation Note: Spanish/Japanese % is the first number	Content taught in Spanish	Direction of the Bridge	Content Taught in English	Notes
K					
1					
2					
3					
4					
5					

Comparison of Monolingual versus Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	Students have a dominant language (or L1, first language).	Students are developing bilinguals who have linguistic resource across languages. Their first language is bilingual.
	Students are viewed as “low” when they use Spanish and English together. (<i>“Está frizado.”</i>)	Developing bilinguals use what they know in both languages (<i>“El perro está barqueando.”</i>) and classroom instruction moves from informal (social) to formal (academic) language.
	Students are expected to produce “monolingual-like Spanish”, especially if they come from a Spanish speaking family.	Students are expected to make linguistic approximations, and classroom instruction strategically moves students from informal to formal language.
Programmatic Structure Curriculum, Instruction and Assessment	Students are placed in either a Spanish literacy/language or an English literacy/language class based on their strongest language.	Students are placed in a biliteracy program that develops literacy in both languages, developing and then building on students’ oracy skills. Students are integrated all day, and exposed to literacy in Spanish and literacy in English from Pk-5 (at a minimum).
	“Monolingual” like instruction is the norm in either English or Spanish.	Language acquisition practices are integrated with content and literacy instruction as the norm, in both English and Spanish.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness, even in English-only programs of instruction.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice (reduce redundancy and optimize transfer).
	It is expected that bilingual/dual language schedules look like those in the general education (monolingual) program.	Bilingual/dual language schedules intentionally look different than those in the general education (monolingual) program.
	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia

Team Reflecting and Planning

Short Term and Individual	Long Term and Collaborative