

# Dual Language Planning: Exploring Bilingual Opportunities for All

**Lombard, Illinois**

**DAY 1**

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# Agenda:

- *Presentaciones / Introductions*
- *Propósito del comité / Purpose of the Committee*
- *La enseñanza de los programas duales / Instruction in dual language programs*
- *Programas de lenguaje en los EE.UU.: / Language Programs in the U.S.*
- *Las decisiones a tomar / Decision-Making for DL*
- *Clausura y pasos a seguir / Next Steps and Closure*



# Meeting Norms



- Please silence your phones
- Please put your laptops and tablets away until we get to the small group work
- Please do not engage in sidebar conversations. I am happy to give you time to process and discuss as needed.
- Brain breaks: every 1.5 to 2 hours or as needed.



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Handouts



# Presentaciones



# El propósito de nuestro trabajo

- El **aprender juntos** sobre las investigaciones y prácticas óptimas para los aprendices de lenguaje.
- Participar en un **proceso** de análisis de los programas de lenguaje que podría implementar el distrito 44.
- El desarrollar una **propuesta** para la junta de educación resumiendo el trabajo del comité.



# El comité de planeación



## **Año escolar 2016-2017:**

- Aprender sobre los programas duales
- Crear una propuesta para la mesa directiva sobre las opciones de lenguaje dual en el distrito 44

## **Año escolar 2017-2018:**

- Capacitar a los maestros duales (crear material y unidades bilingües, horarios, etc.)
- Reclutar a las familias/estudiantes
- Capacitar a los maestros de educación general

## **Año escolar 2017-2018: Iniciar el programa dual**

# Purpose of Our Work Together



# Purpose of Our Work Together

- To develop **common understandings** about best practices and research about language learners
- To engage in a **process of reviewing potential** district language education programs for the district.
- To develop a **proposal for the school board** summarizes the work of the committee.



# DL Planning Committee



## **2016-2017 School Year:**

- Learn about Dual Language Programs
- Develop a proposal for the school board on DL options for SD 44.

## **2017-2018 School Year:**

- Train the dual language teachers (create biliteracy curriculum, schedules, materials, etc.)
- Recruit families and students
- Inform general education teachers

**School Year 2018-2019: First year of implementation**

# Instruction in Dual Language

*La enseñanza en los  
programas duales*



# Model Lesson: Elements to focus on

- Teacher language use
- Student language use
- Comprehensibility (moving from the concrete to the abstract)
- Differentiation
- Anchor the lesson in an essential understanding
- Bridge to English once the concept has been learned

Figure EM-CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

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cy, with support, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

# Sample Student Profile for: Isabel



## CAN DO Descriptors: Grade Level Cluster 1-2

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 - Reading
LISTENING	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as read orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "biggest")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

# Sample Student Profile for: Isabel (continued)



## CAN DO Descriptors: Grade Level Cluster 1-2

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	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____")</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

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Baseline

First Trimester

Second Trimester

Third Trimester

# Lesson Planning Guide



## CAN DO Descriptors: Grade Level Cluster 3-5

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
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	

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# Lesson Planning Guide (continued)



## CAN DO Descriptors: Grade Level Cluster 3-5

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	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">3</p>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">3</p>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">3</p>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">4</p>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">2</p>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul> <p style="text-align: center; color: red; font-size: 2em;">3</p>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	

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## Spanish Language Development

### Descripción de Habilidades: Grados Escolares 1-2

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	<ul style="list-style-type: none"> <li>Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz")</li> <li>Señalar dibujos de objetos reales según indicaciones verbales</li> <li>Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales</li> <li>Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")</li> </ul>	<ul style="list-style-type: none"> <li>Emparejar cuentos leídos con sus ilustraciones</li> <li>Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.")</li> <li>Ordenar una serie de declaraciones verbales usando objetos reales o dibujos</li> <li>Localizar objetos descritos verbalmente</li> </ul>	<ul style="list-style-type: none"> <li>Seguir instrucciones modeladas de múltiples pasos</li> <li>Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final)</li> <li>Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente</li> <li>Clasificar objetos de acuerdo a declaraciones descriptivas verbales</li> </ul>	<ul style="list-style-type: none"> <li>Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral</li> <li>Encontrar detalles en narrativa ilustrada o en texto leído en voz alta</li> <li>Identificar actividades ilustradas por medio de descripciones verbales</li> <li>Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas</li> </ul>	<ul style="list-style-type: none"> <li>Usar pistas del contexto para entender el significado de un texto leído</li> <li>Aplicar ideas de discusiones verbales a situaciones nuevas</li> <li>Interpretar información de lectura narrativa leída o de texto expositivo</li> <li>Identificar ideas/conceptos expresados en lenguaje específico del grado escolar</li> </ul>	



### 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	<ul style="list-style-type: none"> <li>Repetir palabras simples, frases y partes del lenguaje memorizadas</li> <li>Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario)</li> <li>Identificar y nombrar objetos de la vida diaria</li> <li>Participar en cantos y gritos de un grupo</li> </ul>	<ul style="list-style-type: none"> <li>Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código)</li> <li>Repetir hechos o declaraciones</li> <li>Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad)</li> <li>Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")</li> </ul>	<ul style="list-style-type: none"> <li>Hacer preguntas de naturaleza social</li> <li>Expresar sentimientos (ejemplo: "Estoy feliz porque...")</li> <li>Recontar cuentos simples usando dibujos</li> <li>Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota)</li> <li>Hacer predicciones o hipótesis</li> <li>Distinguir características del contenido académico (ejemplo: oruga, mariposa)</li> </ul>	<ul style="list-style-type: none"> <li>Hacer preguntas con propósitos académicos y sociales</li> <li>Participar en pláticas de la clase relacionadas con temas sociales y académicos</li> <li>Recontar cuentos con detalles</li> <li>Ordenar cuentos con transiciones</li> </ul>	<ul style="list-style-type: none"> <li>Usar vocabulario académico en pláticas de la clase</li> <li>Expresar ideas y apoyarlas con ejemplos</li> <li>Dar presentaciones orales basadas en temas de contenido académico</li> <li>Iniciar conversaciones con compañeros/as y maestros/as</li> </ul>	





## 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
LEER	<ul style="list-style-type: none"> <li>Identificar símbolos, íconos y escritos del medioambiente</li> <li>Conectar lo escrito con lo visual</li> <li>Emparejar objetos familiares de la vida real con sus etiquetas</li> <li>Seguir instrucciones usando diagramas o dibujos</li> </ul>	<ul style="list-style-type: none"> <li>Buscar dibujos asociados con patrones de palabras</li> <li>Identificar e interpretar diagramas etiquetados que ya han sido enseñados</li> <li>Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas</li> <li>Clasificar palabras en grupos de palabras</li> </ul>	<ul style="list-style-type: none"> <li>Hacer conexión entre sí mismo y el texto con incitaciones</li> <li>Escoger títulos que se emparejan con una serie de dibujos</li> <li>Clasificar palabras ilustradas en categorías</li> <li>Emparejar frases y oraciones con dibujos</li> </ul>	<ul style="list-style-type: none"> <li>Poner palabras en orden para formar oraciones</li> <li>Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes)</li> <li>Seguir instrucciones a nivel de oraciones</li> <li>Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)</li> </ul>	<ul style="list-style-type: none"> <li>Empezar a usar características de escritura no ficción para estimular comprensión</li> <li>Usar estrategias de aprendizaje</li> <li>Identificar ideas principales</li> <li>Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")</li> </ul>	



## 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 - Alcanzado
ESCRIBIR	<ul style="list-style-type: none"> <li>Copiar lenguaje escrito</li> <li>Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés</li> <li>Comunicarse a través de dibujos</li> <li>Etiquetar dibujos u objetos conocidos</li> </ul>	<ul style="list-style-type: none"> <li>Proveer información usando organizadores gráficos</li> <li>Crear listas de palabras/ frases usando bancos de palabras</li> <li>Completar oraciones en las que se ha provisto el inicio siguiendo un modelo</li> <li>Describir personas, lugares, y objetos según ejemplos y modelos ilustrados</li> </ul>	<ul style="list-style-type: none"> <li>Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos)</li> <li>Crear oraciones simples con bancos de palabras/ frases</li> <li>Participar en escritura interactiva</li> <li>Dar información con contenido académico usando gráficos o apoyos visuales</li> </ul>	<ul style="list-style-type: none"> <li>Crear oraciones originales</li> <li>Crear mensajes con un propósito social (ejemplo: una carta para un enfermo)</li> <li>Escribir en un diario acerca de sus experiencias personales</li> <li>Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)</li> </ul>	<ul style="list-style-type: none"> <li>Crear una serie de oraciones para responder preguntas</li> <li>Producir oraciones con contenido académico</li> <li>Crear cuentos</li> <li>Explicar procesos o pasos usando oraciones relacionadas entre si</li> </ul>	



# Supports for Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"><li>■ Real-life objects (realia)</li><li>■ Manipulatives</li><li>■ Pictures &amp; photographs</li><li>■ Illustrations, diagrams &amp; drawings</li><li>■ Magazines, newspapers</li><li>■ Physical activities</li><li>■ Videos, film</li><li>■ Broadcasts</li><li>■ Models &amp; figures</li></ul>	<ul style="list-style-type: none"><li>■ Charts</li><li>■ Graphic organizers</li><li>■ Tables</li><li>■ Graphs</li><li>■ Timelines</li><li>■ Number lines</li></ul>	<ul style="list-style-type: none"><li>■ In pairs or partners</li><li>■ In triads or small groups</li><li>■ In a whole group using cooperative group structures</li><li>■ With the Internet (websites) or software programs</li><li>■ In the native language (L1)</li><li>■ With mentors</li></ul>

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul>

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**

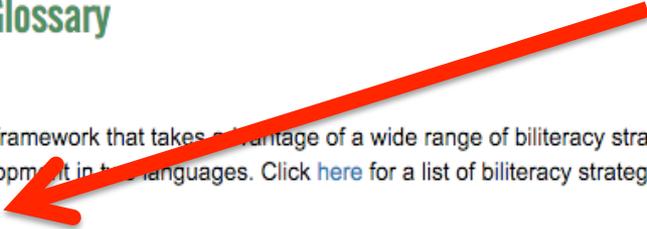
Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print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

## Resources

### Instructional Strategies Glossary

**Teaching for Biliteracy** is a flexible framework that takes advantage of a wide range of biliteracy strategies in order to support language, content, and literacy development in two languages. Click [here](#) for a list of biliteracy strategies ([Biliteracy Strategies Description-Beeman and Urow](#)).



### General Teaching Resources

#### Graphic Organizers / Ayudas Gráficas

This website provides a variety of graphic organizers in Spanish. Graphic organizers are powerful tools that help students visually organize and classify information. The documents on this site can be downloaded as PDF files, and you can print and copy them freely for classroom use.

#### OTHER LINKS

[Book Study Guides](#)

[Research Articles](#)

[Cognates](#)

[Teacher Made Resources](#)

[Handouts](#)

# 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***

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	<b>Journals</b>	Student choice
<b>8:50 – 10:00</b>	<b>Spanish Integrated block</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:00 – 10:15</b>	<b>SSR</b>	Student choice
<b>10:15 – 11:30</b>	<b>Additional Time to work in Spanish</b>	Spanish
<b>11:30 – 12:15</b>	<b>Lunch/Recess</b>	Student choice
<b>12:15 – 1:15</b>	<b>Math</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Application</li> <li>• Reading/Writing/Word Work</li> </ul>	Spanish
<b>1:15-2:00</b>	<b>Guided Reading OR Extension Activities in English</b>	English
<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>



<b>Tema:</b>		<b>Evaluación Formativa</b> <b>Formative Assessment</b>
<b>Estándares:</b> <ul style="list-style-type: none"> <li>• Estándares de contenido (ciencias, etc.)</li> <li>• Artes de Lenguaje: Inglés (ELA)</li> <li>• Artes de Lenguaje :Español (SLA)</li> <li>• Desarrollo de Inglés (WIDA)</li> <li>• Desarrollo de Español (SALSA)</li> </ul>		
Ideas Principales de Artes de Lenguaje Ideas Principales de Contenido Metas de contenido Metas de lenguaje Evaluación		
<b>Desarrollo de la oralidad y el conocimiento previo</b> <ul style="list-style-type: none"> <li>• Actividad interactiva y concreta</li> <li>• Desarrollo de vocabulario</li> </ul>		
<b>Comprensión lectora y contenido</b> <ul style="list-style-type: none"> <li>• Taller de lectura</li> <li>• Lectura guiada</li> <li>• Lectura compartida</li> <li>• Lectura en pareja</li> <li>• Lectura independiente</li> </ul>	<b>Instrucción de contenido:</b> <ul style="list-style-type: none"> <li>• Experimentos, experiencias, actividades/mini-lecciones y proyectos e investigaciones.</li> </ul>	
<b>Escritura</b> <ul style="list-style-type: none"> <li>• Taller de escritura</li> <li>• Escritura guiada</li> <li>• Escritura compartida</li> </ul>		
<b>Estudio de palabras y fluidez</b> Decodificación, Ortografía, Gramática, Fonética		
<b>Evaluación de la unidad</b>		
<b>Bridge</b> Metalinguistic Skills	<b>El Puente</b> Habilidades y destrezas metalingüísticas	
<b>Extension activities or a new unit</b>		

<b>Theme:</b>		
<b>Standards:</b>		Content Area and Content Big Idea(s)
<ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul>		Language Arts Big Ideas
		Content Area Targets
		Language Targets
		Summative Assessment
<b>Building Oracy and Background Knowledge</b>		<b>Formative Assessment</b> <b>Evaluación Formativa</b>
<ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>		
<b>Reading Comprehension</b>	<b>Content Area Instruction</b>	
<ul style="list-style-type: none"> <li>• Reader's Workshop</li> <li>• Guided Reading</li> <li>• Read aloud</li> <li>• Partner Reading</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Content-based experiments, experiences, mini-lessons, activities, and inquiry.</li> </ul>	
<b>Writing</b>		
<ul style="list-style-type: none"> <li>• Writers' Workshop</li> <li>• Guided Writing</li> <li>• Shared Writing</li> </ul>		
<b>Word Study and Fluency</b>		
Decoding, Phonics, Spelling, Grammar		
<b>Summative Assessment</b>		
<b>Bridge</b>	<b>El Puente</b>	
Metalinguistic Skills	Habilidades y destrezas metalingüísticas	
<b>Actividades de extensión o una unidad nueva</b>		

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	<b>Journals</b>	Student choice
<b>8:50 – 10:00</b>	<b>Spanish Integrated block</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
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<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>



# Español





- **En la superficie de la tierra se encuentran tres tipos de rocas:**
- **Roca sedimentaria**
- **Roca metamórfica**
- **Roca ígnea**



# roca ígnea



roca  
sedimentaria

roca  
metamórfica

# El ciclo de las rocas

En la superficie de la tierra, existen tres tipos de rocas: la roca sedimentaria, la roca metamórfica, y la roca ígnea. Las tres rocas son interdependientes porque cada una se convierte en la otra por medio de la temperatura (el calor), la presión, la erosión y otros factores. Por ende, la relación interdependiente de ellas se conoce como el ciclo de las rocas ya que ciclo significa seguimiento y continuidad.

# End of Unit

- Summative Assessment occurs
- Students generate a representation of their learning:
  - illustration or diagram
  - list of key words
  - paragraph or piece of

# The Bridge



# Las palabras importantes

- Con tu pareja, las 3 palabras más importantes para entender el ciclo de las rocas.

# Las palabras más importantes

Español	English

[ ]



[ ]

[ ]

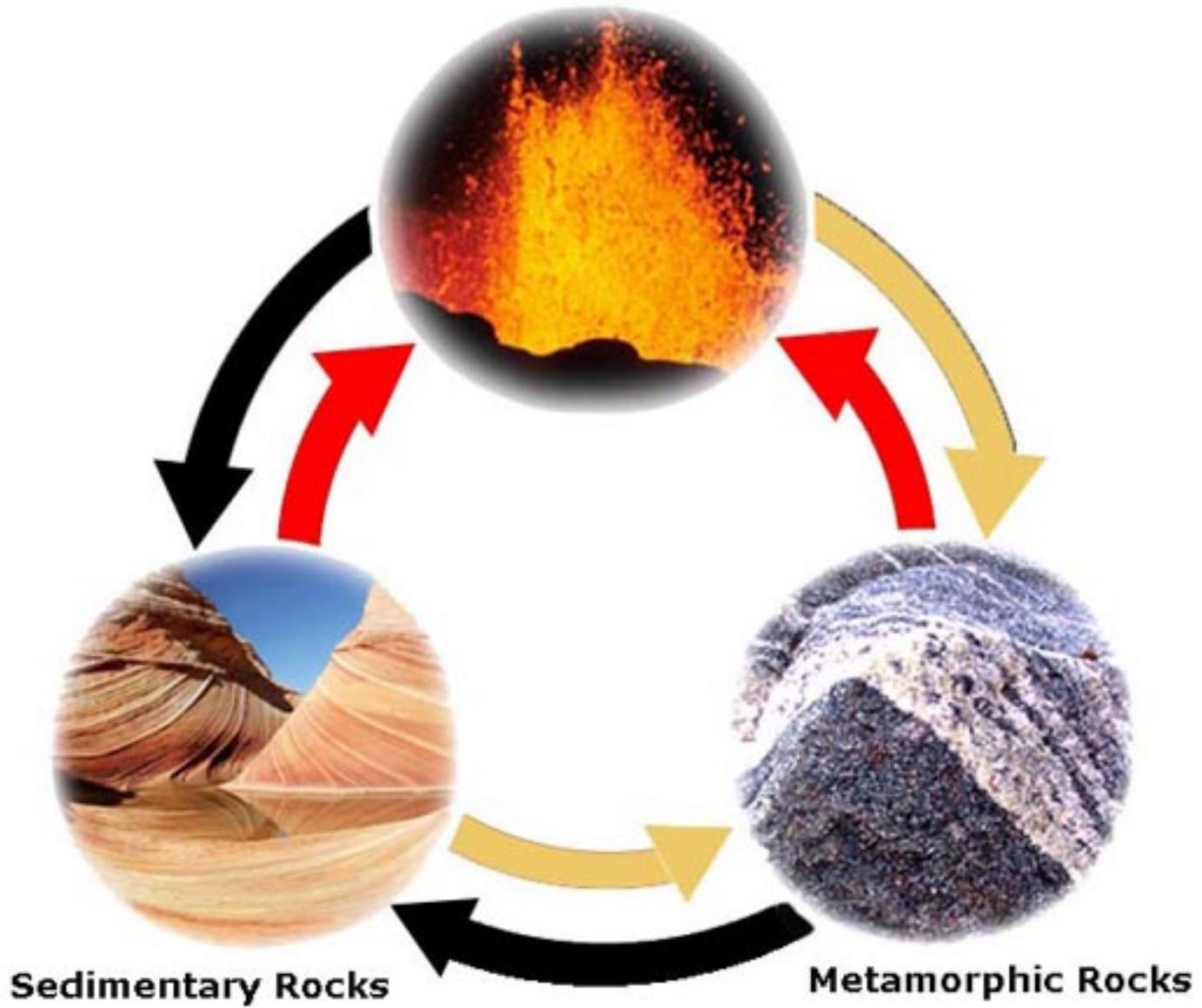
# The Bridge: Adding the English Equivalent



# Sedimentary Rock



# Igneous Rocks



# **The Bridge: Metalinguistic Development (Comparing and Contrasting Spanish and English)**



el calor

the heat

el agua

the water

la presión

the pressure

el viento

the wind

la roca

the sedimentary  
rock

Sedimentaria

la erosión

the erosion

la roca  
metamórfica

the metamorphic  
rock

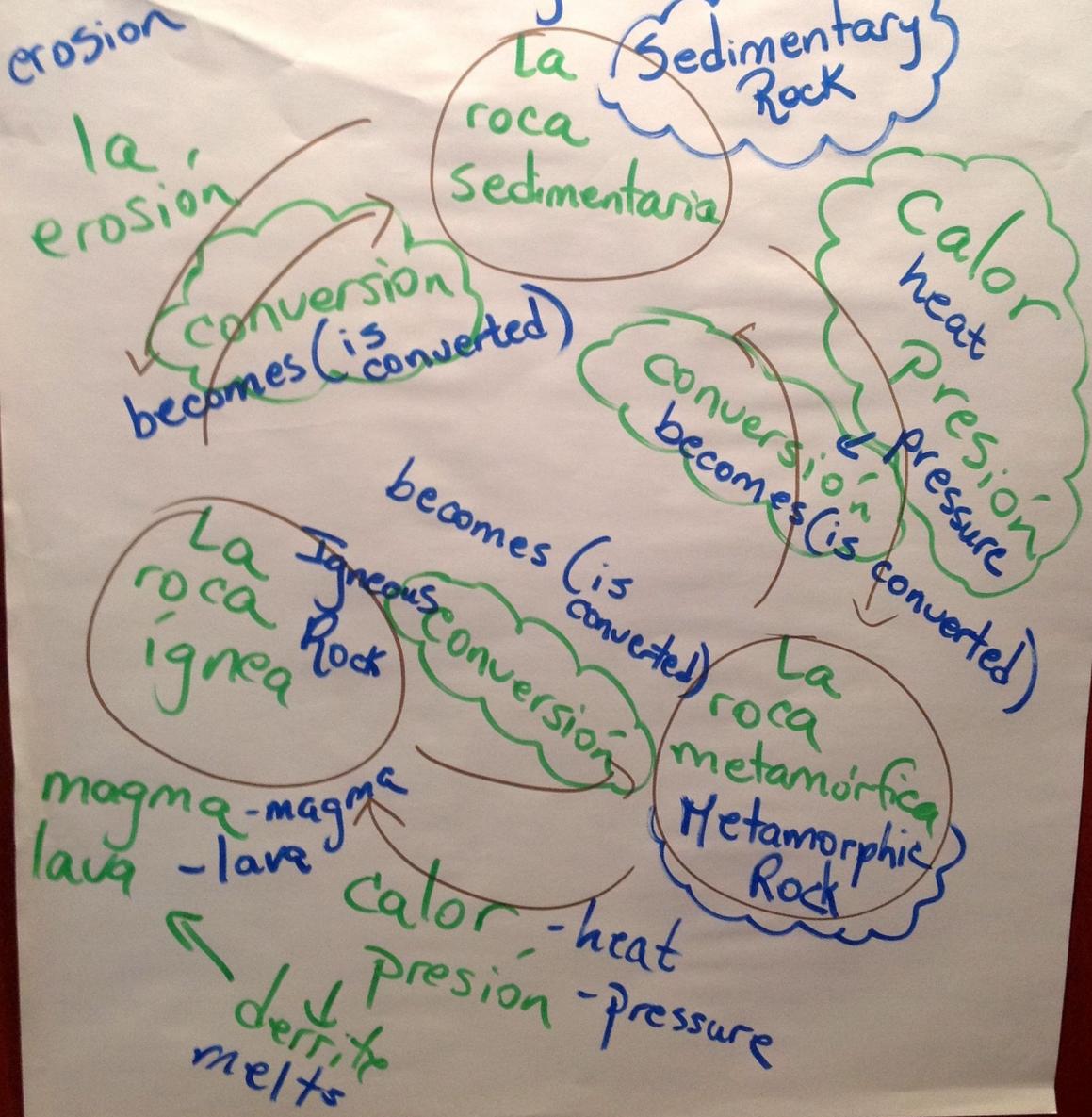
la roca

ígneas

the igneous  
rock

# El ciclo de la roca

## The Rock Cycle



-ia  
sedimentaria  
complementaria  
secretaria

-ty  
sedimentary  
complementary  
secretary

f  
filosofía  
teléfono  
fotosíntesis  
Filadelfia

ph  
philosophy  
telephone  
photosynthesis  
Philadelphia

S - Adj

Adj. → N

carro rojo

red car

la roca sedimentaria

the sedimentary rock.

Ción

tion

transformación

transformation

educación

education

comunicación

communication

# English



# Extension into English

Write a personal narrative about the rock cycle from the perspective of the sedimentary rock.

# Three Parts to a Unit

## Spanish with a Bridge to English



- The goal of Spanish is to teach the concepts and to develop academic language. The heavy lifting of learning takes place in Spanish.
- The goal of the Bridge is to explicitly transfer academic language from one language to the other and to develop metalinguistic awareness through the contrastive analysis..
- The goal of English is to give students the chance to use their learning in English and to extend the literacy big idea. (Not to re-teach).

# Effective Biliteracy Strategies...

- Allow for the active and meaningful participation of **ALL students**, regardless of language proficiency or academic achievement.
- Build on and enlarge both **receptive** and **productive** content area vocabulary and language structures.
- Build on and expand **background knowledge**.
- **Increase student interaction** and **decrease teacher talk**.



# Language Education Programs in the U.S.





# 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***



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# **A Multilingual Perspective of Language Learners: Best Practices and Research**

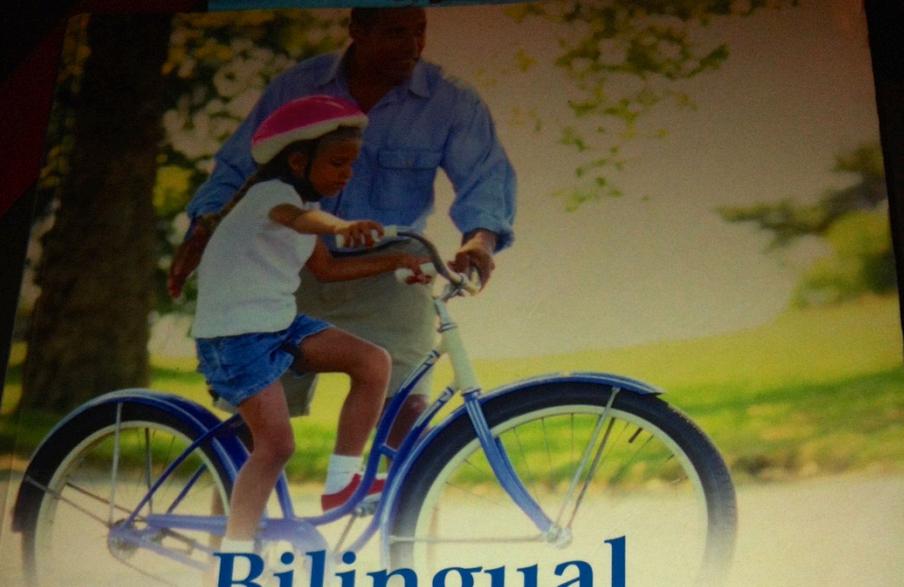


**Concept A**

**All students  
have a  
dominant  
language (L1  
and L2)**

**Concept B**

**Many students  
are emerging  
bilinguals whose  
first language is  
bilingual.**



# Bilingual First Language Acquisition

Annick De Houwer

**mm**  
textbooks

## Concept A

All students have a dominant language (L1 and L2)

**When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.**

## Concept B

Many students are developing bilinguals whose first language is bilingual.

**Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.**

Spanish in the United States is characterized by its relationship with English.

*¡Se me mojaron mis soquetines!*

My socks got wet!



*Me puchó. (Instead of “Me empujó”)*

He/She pushed me (using English verb)



*Teacher, I am **planching**. (Spanish verb for “to iron”)*

Teacher, I am ironing.



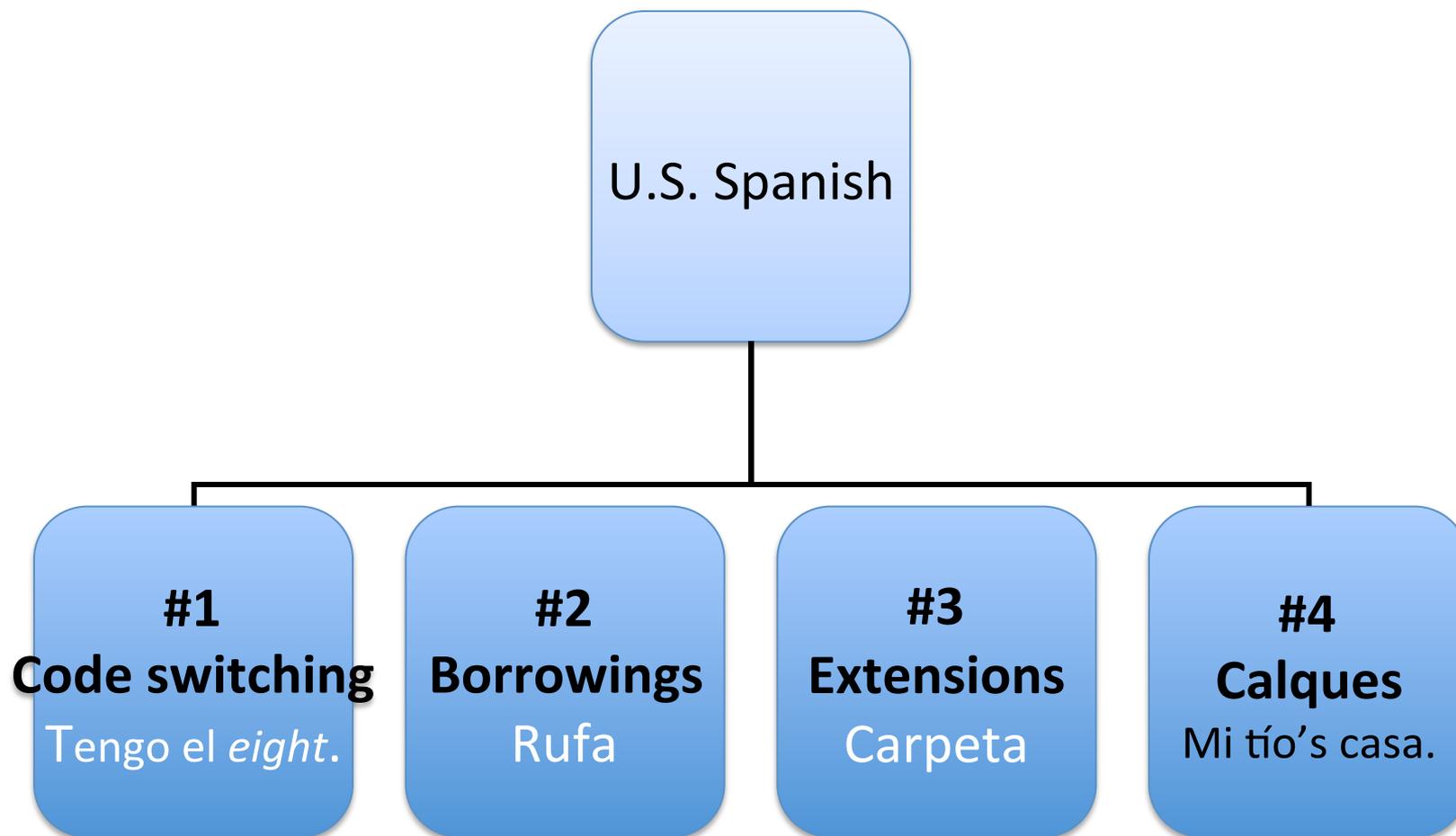
# Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



# Four phenomena of contact languages:

Dr. Kim Potowski, UIC



# Casa

puchar  
tochar  
onde  
~~al~~omache  
Picar  
Cache  
& Muncho

# Escuela

empujar  
tocar  
donde  
almuerzo  
~~escoger~~  
a garé  
mucho



# Lenguaje de la

## playa

(social)

el

lonche

la carpeta

chequear

la troca

# Lenguaje de la

## boda

(académico)

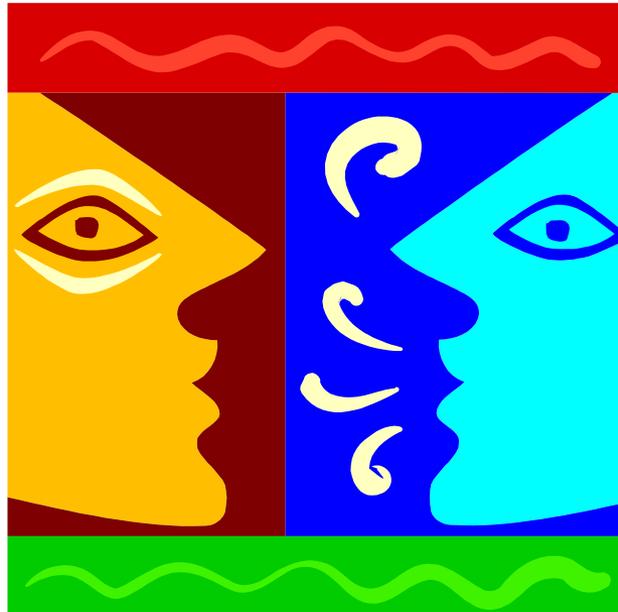
el almuerzo

la alfombra

comprobar

el camión

# Let's take a tour of our communities





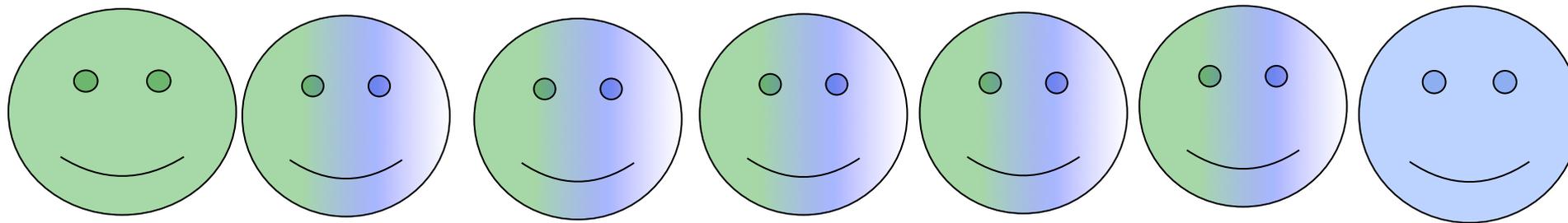


TACOS DON CUCU

WE ARE NOW IN FACEBOOK

AHORA ESTAMOS EN FEISBUK

The goal of a robust **biliteracy** program is to create, grow, and nurture developing bilinguals



## Concept A

All students have a dominant language (L1 and L2)

When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.

**Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)**

## Concept B

Many students are developing bilinguals whose first language is bilingual.

Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

**Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).**

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**Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.**

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## Monolingual Perspective

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## Multilingual Perspective

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Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

## Fixed Mindset

All students have a dominant language (L1 and L2)

When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.

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Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.

## Growth Mindset

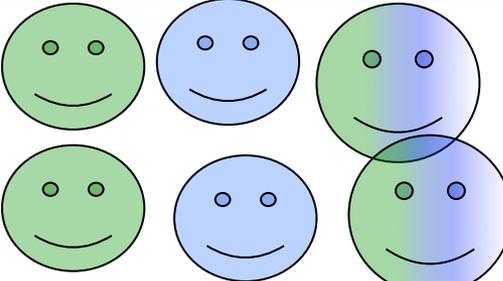
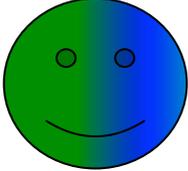
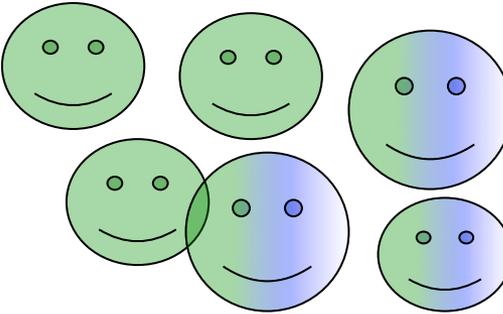
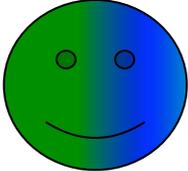
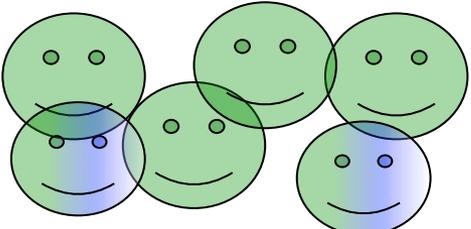
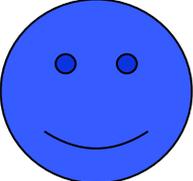
Many students are developing bilinguals whose first language is bilingual.

Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).

Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

# Simultaneous AND sequential bilinguals

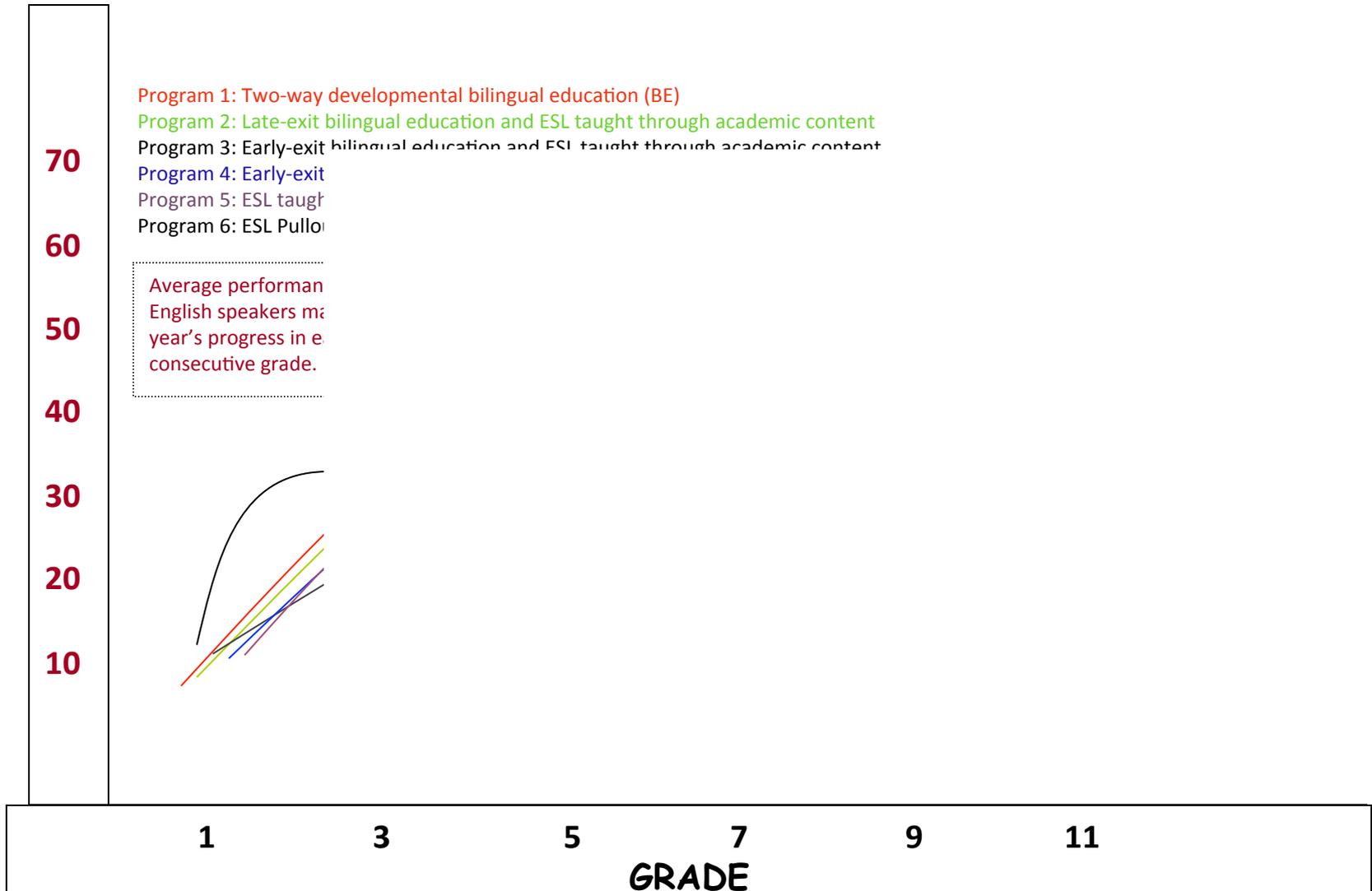
Language Acquisition Program	Students	Goal
Dual Language: Two-way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional Bilingual/English as a Second Language		

Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion	<ul style="list-style-type: none"> <li>• Green Students – students who enter the program as monolingual Spanish speakers (ELLs)</li> <li>• Blue Students – students who enter the program as monolingual English speakers (non-ELLs)</li> <li>• Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs</li> <li>• Other ELLs (Urdu speakers, for example)</li> <li>• Other bilingual, non-ELLs (Tamil/English bilinguals, for example)</li> </ul>	High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion	<ul style="list-style-type: none"> <li>• Green Students – students who enter the program as monolingual Spanish speakers (ELLs)</li> <li>• Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs</li> </ul>	High levels of bilingualism and biliteracy and academic achievement in both languages.
Transition Bilingual Education (TBE)	<ul style="list-style-type: none"> <li>• Green Students – students who enter the program as monolingual Spanish speakers (ELLs)</li> <li>• In some instances, AND Blue/green students – students who enter the program with linguistic resources in both languages – identified ELLs</li> </ul>	High levels of language and literacy development in English and high academic achievement in English.



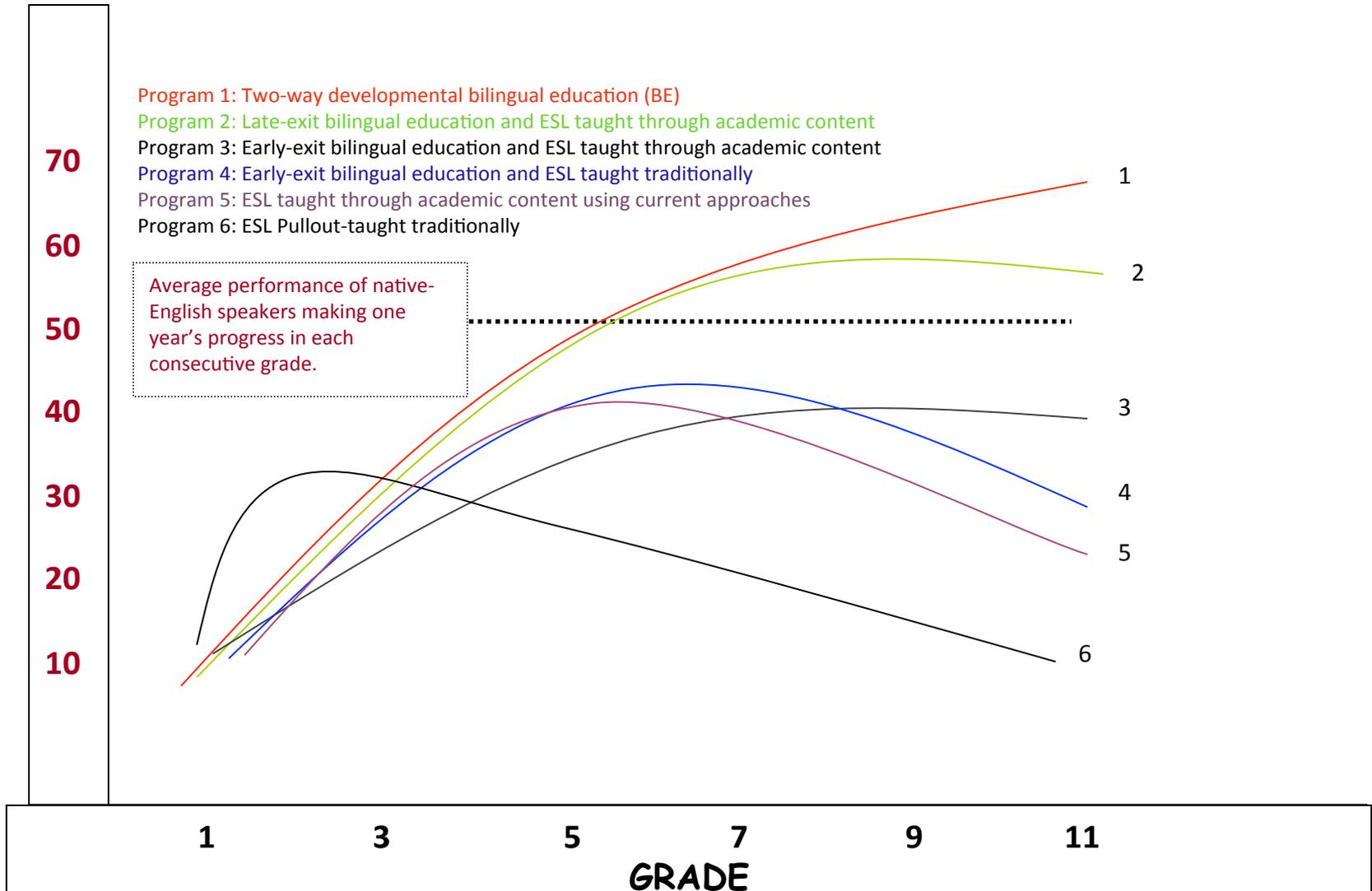
Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

© Wayne P. Thomas and Virginia P. Collier, 2012



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

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# The Bilingual Brain

(Ellen Bialystok, Pat Wolf, 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



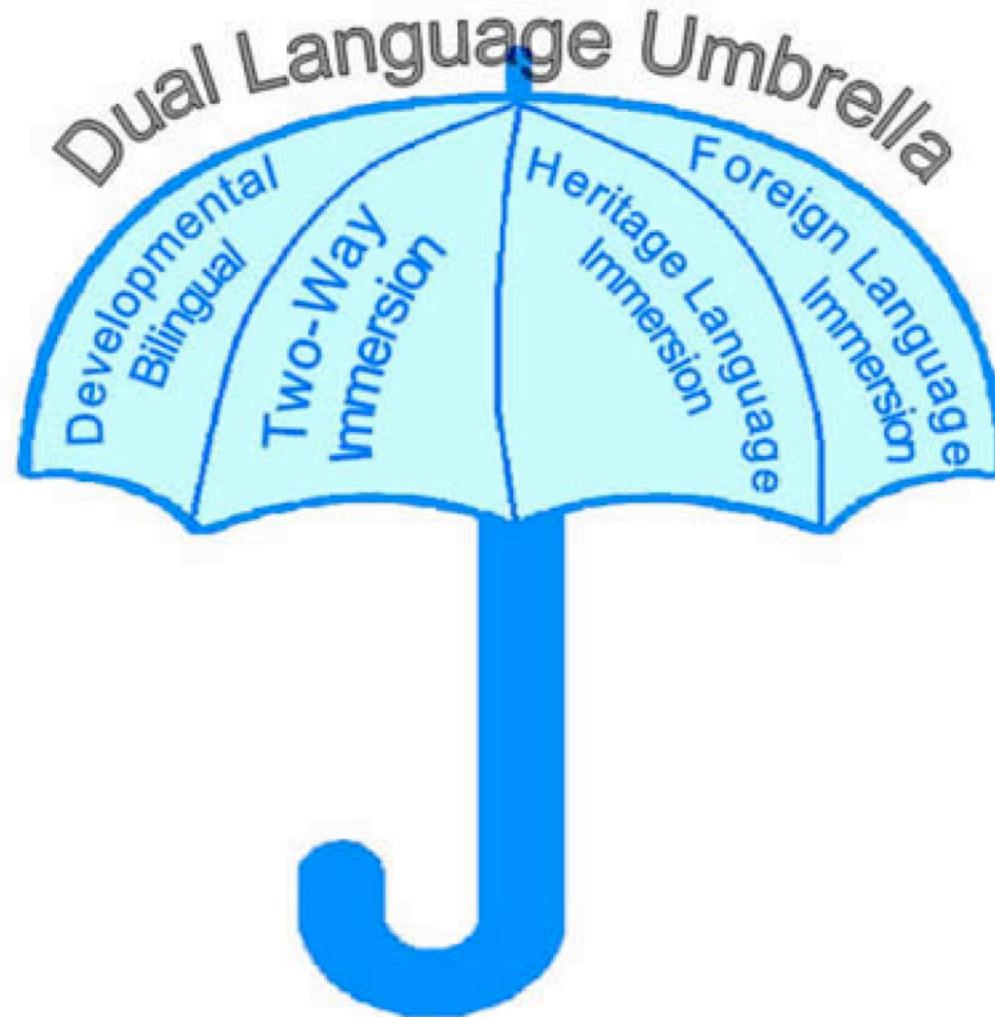


Dual Language	K	1	2	3	4	5	6	7	8	
<b>80/20</b>	20%	20%	30%	40%	40%	<b>English</b>				
	80%	80%	70%	60%	60%	50%	50%	50%	50%	
			<b>Spanish</b>							

# One and Two Teacher Model Programs

<b>Type of Model</b>	<b>Pros</b>	<b>Cons</b>
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.

# Dual Language includes a variety of program models...

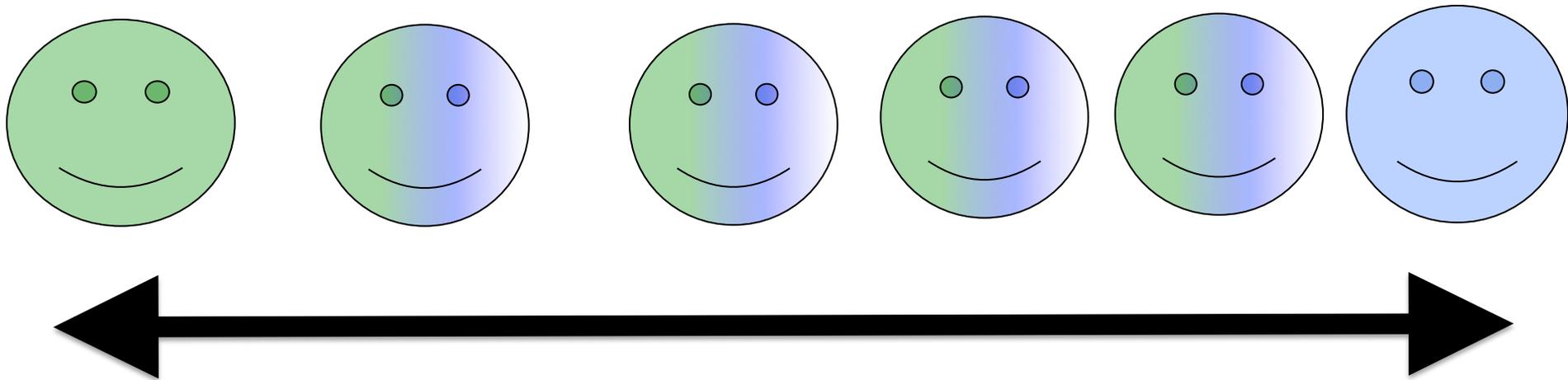


# Dual Language Program Non-negotiables

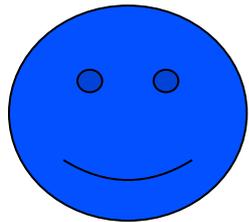
- K-5<sup>th</sup> grade, with K-12 encouraged
- A minimum of 50% to a maximum of 90% of daily instruction in the non-English language (Spanish, Japanese, Mandarin Chinese, etc.) for all students
- Strategic separation of languages on the part of the instructor – no translation
- Instructional and programmatic decisions made based on research on English Language Learners.



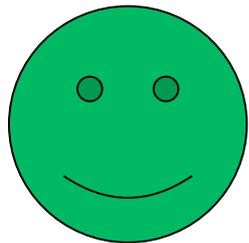
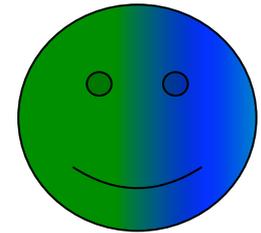
# Teaching for Biliteracy is effective for a wide range of students.



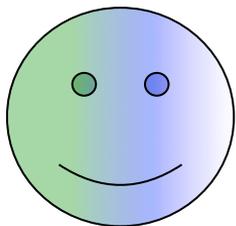
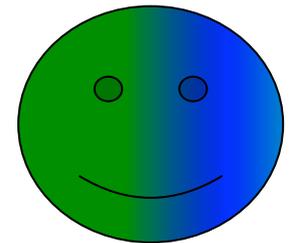
# Who will your DL program serve?



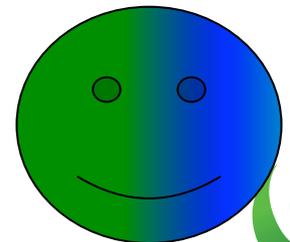
**Sequential bilingual**



**Sequential bilingual**



**Simultaneous bilingual**



## Dual Language/TWI Programming: Decision Making Framework

Name of school/district: Lombard SD 44

### Part 1: Students / *Estudiantes*

<b>Program Languages</b> <i>Lenguajes del programa</i>	1. What are the two program languages? <i>¿Cuáles serán los lenguajes del programa?</i>	
<b>Students</b>  <b><i>Estudiantes</i></b>	Who will this program be for? <i>¿Quiénes van a ser los estudiantes del programa?</i>  How will students enter into the program? <i>¿Cómo serán aceptados al programa los estudiantes?</i>  What about siblings? <i>¿Y sus hermanos?</i>  Simultaneous bilinguals? <i>¿Aceptarán a los bilingües simultáneos?</i>  Sequential bilinguals? <i>¿Aceptarán a los bilingües secuenciales?</i>  Where is the non-English language from? <i>¿Quiénes hablan el español?</i>  Third language speakers? <i>¿Habrá estudiantes que hablan un tercer lenguaje?</i>	

<p>English language learners</p> <p><i>Aprendices de inglés</i></p>	<p>How will ELLs be served throughout the district? <i>¿En qué tipo de programa participarán los ELLs del resto del distrito?</i></p> <p>Can DL be offered at every school or only at several schools? If only at several, (<i>¿Se ofrecerá el programa dual en 1 escuela o más?</i>)</p> <ul style="list-style-type: none"> <li>• How will ELLs be served at the school(s) with DL? <i>¿Qué tipo de programa se les ofrecerá a los demás ELLs en la escuela?</i></li> <li>• How will ELLs be served at schools without DL? <i>¿Qué tipo de programa se les ofrecerá a los demás ELLs en el distrito?</i></li> <li>• How will new-to-district ELLs served? <i>¿Qué tipo de programa se les ofrecerá los ELLs recién llegados?</i></li> </ul>	
<p>School model</p> <p><i>Modelo de lenguaje</i></p>	<p>Is this a neighborhood program or a magnet/focus program? How will students get to school? Is this a full school program or a strand within a school? Is this a full-district program?</p> <p><i>¿Va ser un programa especializado tipo magnet? ¿Cómo se transportarán los estudiantes? ¿Va ser un programa dentro de una escuela? ¿Se ofrecerá para todo el distrito?</i></p>	

**Part 2: Language Development / Desarrollo de lenguaje**

<p>Dual language model</p> <p><i>Modelo dual</i></p> <p><i>El primer número se refiere al porcentaje de minutos de instrucción en español para todos los estudiantes, comenzando en kínder. El Segundo número se refiere al porcentaje de minutos de instrucción en inglés para todos los estudiantes. Todo programa dual se convierte en 50/50 a más tardar en 5 grado.</i></p>	<p>90/10, 80/20, 70/30 or 50/50?</p> <p>(The first number refers to the % of instructional minutes spent in the non-English language, for all students, in kindergarten. The second number refers to instructional minutes spent in English, for all students, in kindergarten. All DL programs roll up to 50/50 by 5<sup>th</sup> grade.)</p> <p>How many minutes a day will each student spend in English? In the non-English language? Are the answers to these questions the same for all students? What about specials? Lunch? Recess?</p> <p><i>¿Cuánto tiempo aprenderán en inglés en cada grado? ¿En español? Las respuestas deben ser las mismas para todos los estudiantes, ¿es así? ¿Cómo se planearan el recreo, el almuerzo y las clases especiales?</i></p>	
<p>Staffing</p> <p><i>Docentes (maestros)</i></p>	<p>Self contained (1 teacher model: one teacher teaches both in English and the non-English language)? <i>1 maestro/a que enseña ambas lenguajes</i></p> <p>Collaborative (2 teacher model: two teachers share a group of students)? <i>2 maestros quienes colaboran juntos: 1 inglés y 1 de español</i></p> <p>What is the role of other specialists (literacy, special education, ESL)? <i>¿Cuál será el papel de los especialistas de educación especial, etc.?)</i></p>	

# Effective Biliteracy Strategies...

- Allow for the active and meaningful participation of **ALL students**, regardless of language proficiency or academic achievement.
- Build on and enlarge both **receptive** and **productive** content area vocabulary and language structures.
- Build on and expand **background knowledge**.
- **Increase student interaction** and **decrease teacher talk**.



<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	<b>Journals</b>	Student choice
<b>8:50 – 10:00</b>	<b>Spanish Integrated block</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:00 – 10:15</b>	<b>SSR</b>	Student choice
<b>10:15 – 11:30</b>	<b>Additional Time to work in Spanish</b>	Spanish
<b>11:30 – 12:15</b>	<b>Lunch/Recess</b>	Student choice
<b>12:15 – 1:15</b>	<b>Math</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Application</li> <li>• Reading/Writing/Word Work</li> </ul>	Spanish
<b>1:15-2:00</b>	<b>Guided Reading OR Extension Activities in English</b>	English
<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>

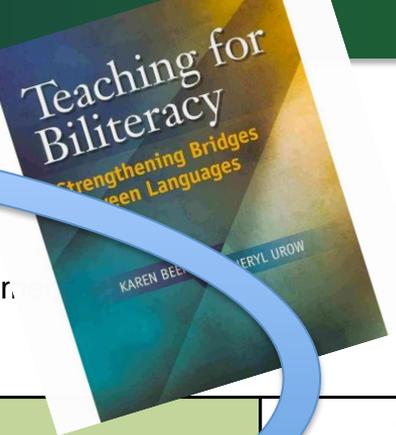


Theme:

Content Area and Language Arts &

Content Area and Language Targets

Summative Assessment



- Standards:** CHAPTER 5
- Content Area Standards
  - English Language Arts Standards
  - Spanish Language Arts Standards
  - English Language Development (Proficiency) Standards
  - Spanish Language Development (Proficiency) Standards

**Building Oracy and Background Knowledge** CHAPTER 6

- Interactive, hands-on activity
- Vocabulary Development

**Reading Comprehension** CHAPTER 7

- Guided Reading
- Read aloud
- Readers' Workshop
- Silent Reading

**Writing** CHAPTER 8

- Guided Writing
- Writers' Workshop

**Word Study and Fluency** CHAPTER 9

- Decoding
- Phonics
- Spelling

**Summative Assessment**

**Bridge** CHAPTER 10

- Metalinguistic Skills

**Extension Lesson or Activity** CHAPTER 10

Formative Assessment

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	<b>Journals</b>	Student choice
<b>8:50 – 10:00</b>	<b>Spanish Integrated block</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:00 – 10:15</b>	<b>SSR</b>	Student choice
<b>10:15 – 11:30</b>	<b>Additional Time to work in Spanish</b>	Spanish
<b>11:30 – 12:15</b>	<b>Lunch/Recess</b>	Student choice
<b>12:15 – 1:15</b>	<b>Math</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Application</li> <li>• Reading/Writing/Word Work</li> </ul>	Spanish
<b>1:15-2:00</b>	<b>Guided Reading OR Extension Activities in English</b>	English
<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>



<p>Professional Development</p> <p><i>Capacitación profesional</i></p>	<p>What is the certification of current staff? <i>¿Cuál es la certificación de los maestros?</i></p> <p>What additional certification would be desirable? <i>¿Qué tipo de certificación adicional se requiere se o desea?</i></p> <p>What professional development is needed for dual language staff? <i>¿Qué tipo de capacitación profesional necesitarán los maestros duales?</i></p> <p>What about non-dual language staff, including monolingual teachers, specialists, and office and other support staff? <i>¿Qué tipo de capacitación necesitan los maestros de educación general, los especialistas, asistentes, personal de la oficina, etc.?</i></p> <p>Do the decision makers in the district have a deep understanding of the key elements critical to the implementation of an effective dual language program? <i>¿Entienden los administradores los elementos claves de un programa dual exitoso?</i></p>	
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**Systems that support  
biliteracy development:  
clearly defined content  
allocation plans**



# Content Allocation for Biliteracy

- Language Arts is taught in both languages daily
- Math is taught in one language
- Science taught in one language
- Social Studies is taught in one language
- It is best if language arts is integrated with science and social studies



# Programmatic Structures Needed for Biliteracy

- Language plan: determines percentage of time in each language
- Content plan: determines language for each content



## District 200 Language & Content Allocation for *Dual Language*

Woodstock, IL.  
50/50

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Explicit planning for content and language transfer	Language Arts Math
First Grade	Language Arts Science Social Studies	↓	Language Arts Math
Second Grade	Language Arts Science Social Studies	↓	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
Sixth through Eighth Grades	Science Social Studies Language Arts		Reading Math
Ninth Grade	Language Arts Biology		
Tenth Grade	Language Arts World History		
Eleventh Grade	Language Arts Global Issues		
Twelfth Grade	Language Arts International Business		



**West Chicago District 33 – Biliteracy Core Curriculum Chart**  
**Updated May 25, 2016**

Biliteracy is planned for on a daily basis using the academic instructional minutes (not including specials or lunch/recess).

Grade	Spanish	English
Pre-Kindergarten <b>80/20</b> All students	See Chart	See Chart
Kindergarten <b>80/20</b> All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math <b>275 academic Spanish minutes</b>	English Language Arts <ul style="list-style-type: none"> <li>• ESL-Extension activities (all four language domains: L,S,R,W)</li> <li>• <b>45 academic English minutes (separate from specials)</b></li> <li>• Specials (Art, Music, P.E.)</li> </ul>
First Grade <b>70/30</b> All students	Spanish Language Arts integrated with: Science/Health (health integrated in science) Social Studies Math <b>260 academic Spanish minutes</b>	English Language Arts Extension activities (all four language domains: L,S,R,W) <ul style="list-style-type: none"> <li>• <b>55 academic English minutes (separate from specials)</b></li> <li>• Specials (Art, Music, P.E.)</li> </ul>
Second Grade <b>60/40</b> All students	Spanish Language Arts integrated with: Science/Health (Health integrated in science) Social Studies Math <b>240 academic Spanish minutes</b>	English Language Arts <ul style="list-style-type: none"> <li>• ESL-Extension activities (all four language domains: L,S,R,W)</li> <li>• <b>75 academic English minutes (separate from specials)</b></li> <li>• Specials (Art, Music, P.E.)</li> </ul>
Third Grade <b>50/50</b> All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) <b>135 academic Spanish minutes</b>	English Language Arts <ul style="list-style-type: none"> <li>• English for LA/ESL: <b>75 minutes</b></li> <li>• Math: <b>60 minutes</b></li> <li>• Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>
Fourth Grade <b>50/50</b> All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) <b>135 academic Spanish minutes</b>	English Language Arts <ul style="list-style-type: none"> <li>• English for LA/ESL: <b>75 minutes</b></li> <li>• Math: <b>60 minutes</b></li> <li>Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>
Fifth Grade <b>50/50</b> All students	Spanish Language Arts integrated with: Social Studies Science/Health (health integrated in science) <b>135 academic Spanish minutes</b>	English Language Arts/ESL <ul style="list-style-type: none"> <li>• English for LA/ESL: <b>75 minutes</b></li> <li>• Math: <b>60 minutes</b></li> <li>Specials (Art, Music, P.E.)</li> <li><b>135 academic English minutes</b></li> </ul>



# Planning for Biliteracy on a Daily Basis

In order to develop biliteracy, students need to engage in **Spanish** literacy and **English** literacy **daily**.

## Sample Bilingual 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Social Studies experiences</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
9:00 – 10:00	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>	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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Science experiments</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	Spanish
1:45-2:30	English Language Arts/English Language Development <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	English Literacy

Sample schedule  
30/20 model



## Sample Bilingual 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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Social Studies experiences</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
9:00 – 10:00	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>	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
12:30-1:45	Science and Language Arts <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Science experiments</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	Spanish
1:45-2:30	English Language Arts/English Language Development <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	English Literacy

Sample schedule  
30/20 model

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



**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 <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Science experiments</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
9:00 – 10:00	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>	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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• SS experiences</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	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 <ul style="list-style-type: none"><li>• Oracy Development</li><li>• Science experiments</li><li>• Whole Group Mini-Lesson</li><li>• Writing</li><li>• Independent practice</li><li>• Word Work/Dictado</li></ul>	Spanish
9:00 – 10:00	Math <ul style="list-style-type: none"><li>• Oracy development</li><li>• Math skills</li><li>• Reading and Writing</li></ul>	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 <ul style="list-style-type: none"><li>• Oracy development</li><li>• SS experiences</li><li>• Guided practice</li><li>• Writing</li><li>• Word study</li></ul>	English



### Part 3: Content and Literacy Instruction and Assessment

<p>Content allocation</p> <p><i>Plan de contenido</i></p>	<p>Which subjects will be taught in which languages at which grades? <i>¿Qué materias se enseñarán en qué grado? Ver ejemplos.</i></p> <p>What is currently happening in your program? How can you build on what you currently have? <i>¿Qué hacen actualmente que pueda servir como base para el programa? Favor de ver las muestras.</i></p>	
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**Kinder (80% Spanish and 20% English)**

<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>7:50 – 8:00</b>	Journals or another type of oracy or literacy activity	Student choice
<b>8:00– 9:00</b>	Social Studies and Language Arts <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Social Studies experiences</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>9:00 – 10:00</b>	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>	Spanish
<b>10:00-11:00</b>	Lunch and Recess	Student choice
<b>11:00-11:30</b>	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
<b>11:30-12:30</b>	Specials	Half are offered in Spanish and half in English at FPG
<b>12:30-1:45</b>	Science and Language Arts <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Science experiments</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	Spanish
<b>1:45-2:30</b>	English Language Arts/English Language Development <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	English Literacy



<b>Time</b>	<b>Subject</b>	<b>Language</b>
<b>8:30 – 8:50</b>	<b>Journals</b>	Student choice
<b>8:50 – 10:00</b>	<b>Spanish Integrated block</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Reading</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
<b>10:00 – 10:15</b>	<b>SSR</b>	Student choice
<b>10:15 – 11:30</b>	<b>Guided Reading OR Additional Time to work in Spanish</b>	Spanish
<b>11:30 – 12:15</b>	<b>Lunch/Recess</b>	Student choice
<b>12:15 – 1:15</b>	<b>Math</b> <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Application</li> <li>• Reading/Writing/Word Work</li> </ul>	Spanish
<b>1:15-2:00</b>	<b>Guided Reading OR Extension Activities in English</b>	English
<b>2:00 – 3:00</b>	<b>Specials</b>	<b>English</b>



Time	Subject	Language
7:50 – 8:00	Journals	Student choice
8:00– 9:00	Science and Language Arts <ul style="list-style-type: none"> <li>• Oracy Development</li> <li>• Science experiments</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul>	Spanish
9:00 – 10:00	Math <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Math skills</li> <li>• Reading and Writing</li> </ul>	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 <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• SS experiences</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>	English



# Systems that support biliteracy development: biliteracy units



Theme

# BILITERACY UNIT FRAMEWORK (BUF)

Content Area and Content Big Idea(s)  
Language Arts Big Ideas

## Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area Targets  
Language Targets

Summative Assessment

## Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

## Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

## Writing

- Guided Writing
- Writers' Workshop

## Word Study and Fluency

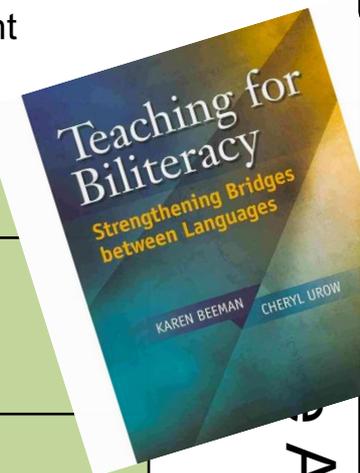
- Decoding
- Phonics
- Spelling

## Summative Assessment

## Bridge

- Metalinguistic Skills

## Extension Lesson or Activity



PAGES 16 AND 17

Assessment

Theme

**Standards:**

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content **Big Idea(s)**  
Language Arts **Big Ideas**

Content Area Targets  
Language Targets

Summative Assessment

**Building Oracy and Background Knowledge**

- Interactive, hands-on activities
- Vocabulary Development

**Reading Comprehension**

- Guided Reading
- Read aloud

**Writing**

- Guided Writing
- Writers' Workshop

**Word Study and Fluency**

- Decoding
- Phonics

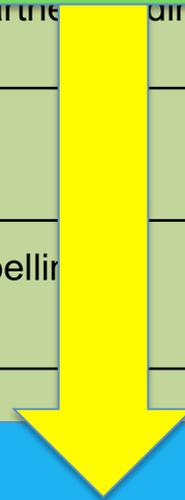
**Summative Assessment**

**Bridge**

- Metalinguistic Skills

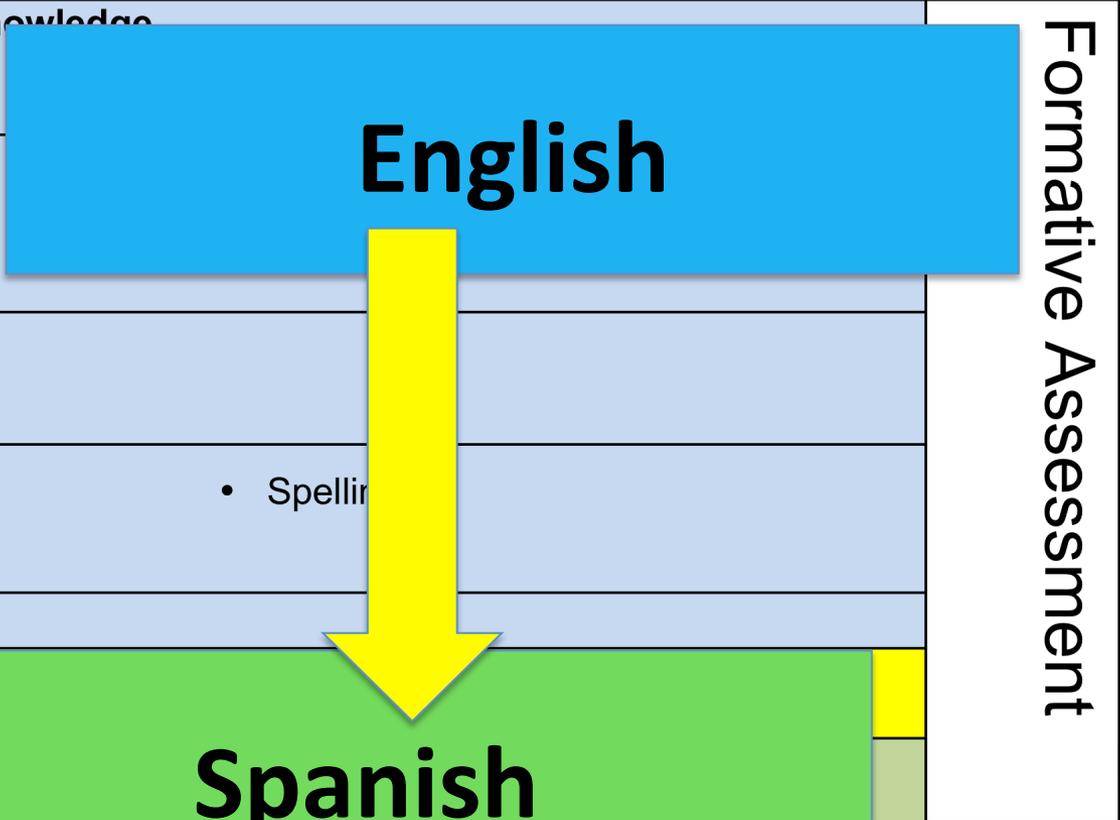
**Extension Lesson or Activity**

**Spanish**



**English**

Formative Assessment

<p>Theme</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul>	<p>Content Area and Content Big Idea(s) Language Arts Big Ideas</p> <p>Content Area Targets Language Targets</p> <p>Summative Assessment</p>
<p><b>Building Oracy and Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>	<div style="text-align: center;">  <p><b>English</b></p> <p><b>Spanish</b></p> </div>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>	
<p><b>Word Study and Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>	
<p><b>Summative Assessment</b></p>	
<p><b>Bridge</b></p> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>	
<p><b>Extension Lesson or Activity</b></p>	<p>Formative Assessment</p>

# **Systems that support biliteracy development: standards-based biliteracy mapping**



R: Inf. Text  
 W: Inf. Text

R: Inf. Text  
 W: Inf. (Research)

R: Inf. Text  
 W:

R: Inf. Text  
 W:

R: Informational  
 W: Opinion?

R: Literature  
 W: Narrative

R: Informational  
 W: Informative

R:  
 W:

R: Literary Texts  
 W: Personal Narrative

R: Inf. Text  
 W: Opinion

R: Literary Texts  
 W:

R: Inf. Text  
 W: Opinion

R: Literature  
 W:

R: Literature  
 W:

R:  
 W:

R:  
 W: Narrative  
 - dialogues  
 - actions  
 - and feelings

Narrative

Informative

Opinion



# Sample Biliteracy Map (80/20)

Unit 1  
Science  
Spanish  
Language Arts

Unit 2  
Social Studies  
Spanish  
Language Arts

Unit 3  
Science  
Spanish  
Language Arts

Unit 4

Beginning of  
the year: School  
Language

Extension  
English Language Arts  
applying content  
of science

Extension  
English Language Arts  
applying content  
of social studies

Unit 8

*Bridge*

*Bridge*



# Sample Biliteracy Map (80/20)

## Unit 1

**1-ESS1-1.** Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**RI.1.2** Identify the main topic and retell key details of a text.

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science  
Spanish LA

## Unit 2

**SS.H.1.1:** Create a chronological sequence of multiple events.

**RL.1.3** Describe the characters, settings, and major events in a story, using key details.

**W.1.3** Write narratives in which they recount two or more appropriately sequenced events...

Social Studies  
Spanish LA

## Unit 3

**1-LS1-1.** Use materials to design solution to a human problem by mimicking how plants/animals use their external parts to help them survive, grow, meet needs.

**RI.1.2** Identify the main topic and retell key details of a text.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Science  
Spanish LA

Bridge

Bridge

**RI.1.2** Identify the main topic and retell key details of a text.

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. English LA

**RL.1.3** Describe the characters, settings, and major events in a story, using key details.

**W.1.3** Write narratives in which they recount two or more appropriately sequenced events...

English LA

# Sample Biliteracy Map (80/20)

## Unit 1

Read informational books about day and night.

Write notes based on observations and information from texts read aloud and use them to inform a class fact sheet that contrasts the day and night sky.

Science  
Spanish LA

## Unit 2

Read realistic fiction/ memoirs about people at different stages of their lives.

Write personal narrative: how student has grown including details that describe key features of each stage

Social Studies  
Spanish LA

## Unit 3

Read informational books about regions/climates and animal adaptations.

Write informational text: explains an animal adaptation and provides examples of how this can be applied to a human problem

Science  
Spanish LA

Read informational books about the phases of the moon.

Write a nonfiction book about how the moon changes over the course of a month.

English LA

Read biographies about hero's lives.

Write biography including events from each stage of hero's life.

English LA

Bridge

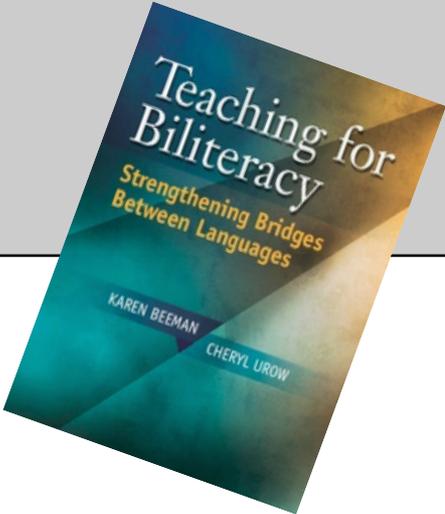
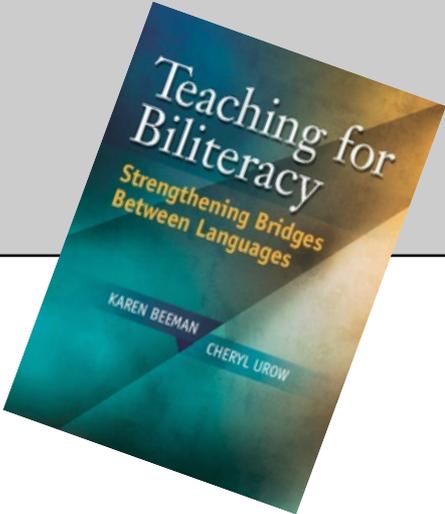
Bridge



# **Systems that support biliteracy development: biliteracy assessments**

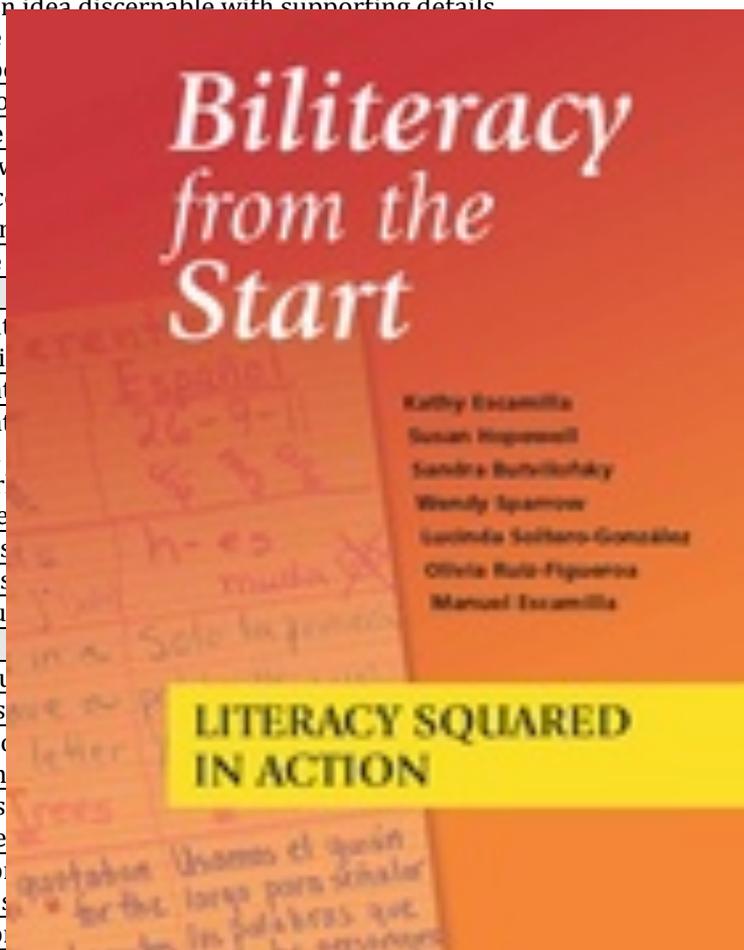


# Sample Biliteracy Writing Rubric

Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	<ul style="list-style-type: none"> <li>• Introduction and conclusion</li> <li>• Writes to the topic</li> <li>• Logical organization</li> </ul>	
	<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Correct punctuation</li> <li>• Accurate spelling</li> <li>• Paragraphs</li> </ul>	
	<p><b>Bilingual strategies</b></p> <ul style="list-style-type: none"> <li>• Phonology</li> <li>• Morphology</li> <li>• Syntax and grammar</li> <li>• Pragmatics (language use)</li> </ul>	<p>Page 112 in the Writing Chapter</p>

<b>Spanish Score</b>	<b>CONTENT</b>	<b>English Score</b>
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures Discernible, consistent structure	7
6	Sense of completeness – Clear introduction and clear conclusion	6
5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
4	Main idea discernable with supporting details The main idea can be inferred or stated explicitly Repetitive vocabulary; may include unrelated ideas	4
3	Two ideas – I like my bike and / because it is blue	3
2	One idea – I like my bike (list of independent words or labels)	2
1	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	1
0	The student did not prepare a sample.	0
<b>STRUCTURAL ELEMENTS</b>		
5	Multi-paragraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements correctly	2
1	Uses one or more of the structural elements incorrectly	1
0	Structural elements not evident	0
<b>SPELLING</b>		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of HKW are correct and child is approximating standardization of errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
1	Represents sounds in words	1

Spanish Score	CONTENT	English Score
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures Discernible, consistent structure	7
6	Sense of completeness – Clear introduction and clear conclusion	6
5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
4	Main idea discernable with supporting details	4
3	Two	3
2	One	2
1	Previ disc prom	1
0	The	0
5	Mult capi	5
4	Cont	4
3	Cont and mar inde	3
2	Uses	2
1	Uses	1
0	Stru	0
6	Accu	6
5	Mos	5
4	Maje stan	4
3	Mos eme	3
2	Rep are s	2
1	Rep	1



# Thank you!

*The many ways of saying*

**XIÈXIE** *"Thank You"* **SPASIBO**

**GRACIAS**

**Grazie**

**Mahalo**

**Merci**

**Danke**

**WA-DØ**

**Arigato**

**Dhanyawaad**

**Asante**