



Teaching for Biliteracy in the Chicago Public Schools

October 23, 2018

Erikson Institute

Agenda:

- Introductions
- Purpose and Outcomes
- What does biliteracy look like?
- What systems support biliteracy?
- Coaching for Biliteracy
- Closure

Outcomes:

As a result of our time together, participants will be able to:

- a. Define biliteracy, the students involved in biliteracy, and the different pathways to biliteracy available in in CPS and/or CPS specific schools.
- b. Identify specific biliteracy elements that could become the focus for coaching cycles on biliteracy.

The workshop handouts and Power Point are available at:

www.teachingforbiliteracy.com -> Resources ->Handouts



@T4Biliteracy



Teaching for Biliteracy

Presenter: Karen Beeman

teachingforbiliteracykb@gmail.com

Session Evaluation:

<https://goo.gl/dbVX88>



What is Biliteracy?

Consider how the elements below are illustrated or addressed in the videos:

Element	Video 1: Fourth Grade - Spanish	Video 2: First Grade - Bridge	Video 3: First Grade English
Vision / Goals of the program			
Students involved in the program			
Instructional Strategies and Pedagogy			

Biliteracy Unit Framework (BUF) for teaching language, literacy, and content in Spanish and then Bridged to English (p. 16-17 in *Teaching for Biliteracy*)

Updated Biliteracy Unit Framework – June 2018 (Draft – Second Edition)

<p>Unit Theme:</p> <ul style="list-style-type: none"> Content Area Standards Spanish Language Arts Standards Spanish Language Development Standards English Language Arts Standards English Language Development Standards <p>Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment</p>			Formative Assessment
<p>Building Oracy and Background Knowledge</p> <ul style="list-style-type: none"> Academic Language and Experiences needed for the unit 			
<p>Reading Comprehension</p> <ul style="list-style-type: none"> Strategies and balanced literacy routines 	<p>Content Area Instruction</p> <ul style="list-style-type: none"> Inquiry Investigations Experiments Experiences 		
<p>Writing</p> <ul style="list-style-type: none"> Strategies and balanced literacy routines 			
<p>Word Study and Fluency</p> <ul style="list-style-type: none"> Areas of word study to be studied 			
<p>Summative Assessment</p>			
<p>Bridge – Transfer Illustration Side by Side or Así se dice</p>	<p>Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)</p>	<p>Bridge: Metalinguistic Focus 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.</p>	

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Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus 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.	

Guidelines for Setting up the Biliteracy Learning Environment

Guideline # 1 : Each language has its own dedicated space (relevant only to a 1 teacher model)

Guideline #2 : Every Biliteracy classroom includes the Bridge

Guideline # 3 : Teachers use different colors for each language

Guideline # 4 : Teachers visually indicate the language of instruction

The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

Spanish (or Chinese)	The Bridge	English
<ul style="list-style-type: none"> Teacher maintains Spanish or Chinese Students maintain Spanish or Chinese (teacher scaffolds with 	<ul style="list-style-type: none"> Planned moment at the end of a unit (and after summative assessment) when the teacher brings 	<ul style="list-style-type: none"> Teacher maintains English Students maintain English (teacher

<p>language learning supports)</p> <ul style="list-style-type: none"> • Materials, instruction and assessments are in Spanish or Chinese • Literacy instruction is in Spanish or Chinese • Content in Spanish/Chinese all year 	<p>the two languages together for:</p> <ul style="list-style-type: none"> ○ 1. transfer and ○ 2. metalinguistic analysis. <p>(Bridging is student initiated, spontaneous and unplanned).</p>	<p>scaffolds with language learning supports)</p> <ul style="list-style-type: none"> • Materials, instruction and assessments are in English • Literacy instruction is in English • Content in English all year • For newcomers (Spanish speakers new to English in grades 2 and up), mediated and individual use of Spanish
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Individual or Team Work:

VISION and GOALS:

Our program is:

The vision and goals of our program include:

The students in our program are:

Additional questions:

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

why?





LITERACY PEDAGOGY (PHILOSOPHY)

Our literacy pedagogy is:

Language Acquisition Programs

Language Acquisition Program	Students	Goal	Notes
Dual Language: Two Way Immersion		High levels of bilingualism and biliteracy and academic achievement in both languages.	
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.	

Key	
	<ul style="list-style-type: none"> • Green faces – students who enter the program as monolingual Spanish speakers (ELLs) • In a dual language program, these will become sequential bilinguals
	<ul style="list-style-type: none"> • Blue faces – students who enter the program as monolingual English speakers (non-ELLs) • In a dual language program, these students will become sequential bilinguals
	<ul style="list-style-type: none"> • Blue/green faces – students who enter the program with linguistic resources in both languages – may or may not be 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
	<ul style="list-style-type: none"> • 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.

Our language allocation plan is (student point of view):

Program Name:	K	1	2	3	4	5	6	7	8
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English Percentage									
Spanish, Percentage									

Sample Language and Content Allocation: 50/50 Program

	Spanish 50%	Bridge	English 50%
Kindergarten 50/50	Language Arts Science Social Studies	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts • Science and Social Studies English to Spanish (end of every unit): <ul style="list-style-type: none"> • (Language Arts) • Math 	Language Arts Math
First Grade 50/50	Language Arts Science Social Studies	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts • Science and Social Studies English to Spanish (end of every unit): <ul style="list-style-type: none"> • (Language Arts) • Math 	Language Arts Math
Second Grade 50/50	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts • Science and Social Studies English to Spanish (end of every unit): <ul style="list-style-type: none"> • (Language Arts) • Math 	Language Arts Math
Third Grade 50/50	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts/Science English to Spanish (end of every unit): <ul style="list-style-type: none"> • Language Arts/Social Science • Math 	Language Arts Social Studies Math
Fourth Grade 50/50	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts/Science English to Spanish (end of every unit): <ul style="list-style-type: none"> • Language Arts/Social Science 	Language Arts Social Studies Math

		<ul style="list-style-type: none"> • Math 	
Fifth Grade 50/50	Language Arts Science	Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts/Science English to Spanish (end of every unit): <ul style="list-style-type: none"> • Language Arts/Social Science • Math 	Language Arts Social Studies Math

At the secondary level, biliteracy is typically organized by number of courses (2 at the middle school – one Language Arts in Spanish and one content area) or credit hours (a minimum of 8 in Spanish at the high school).

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: <ul style="list-style-type: none"> • Language Arts • Science • Social Studies • Math 	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): <ul style="list-style-type: none"> • Language Arts • Science English to Spanish (end of every unit): <ul style="list-style-type: none"> • Language Arts • Social Studies • Math 	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

At the secondary level, biliteracy is typically organized by number of courses (2 at the middle school – one Language Arts in Spanish and one content area) or credit hours (a minimum of 8 in Spanish at the high school).

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

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

Programmatic Supports - >

Infrastructure Supports ->

Scroll down to “Sample Content and Language Allocation Plans for Dual Language and Biliteracy”

Planning for Biliteracy: Creating Sustainable Systems

Biliteracy Guidelines (Beeman & Urow, 2013)

- All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program.
 - Each language arts class focuses on different standards – NOT the same standards simultaneously or stories.
- Students are together for differentiated, but not separate, instruction.
- In PreK-5th grades, content and literacy are integrated.
- Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.



<i>Dual Language Non-Negotiables</i>		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
<ul style="list-style-type: none"> • A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs) 	<ul style="list-style-type: none"> • Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment 	<ul style="list-style-type: none"> • A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment
<p>Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.</p>		

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

Time	Subject	Language
7:50 – 8:00	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:00– 9:00	Social Studies and Language Arts – over the course of an integrated unit, the students will engage in: <ul style="list-style-type: none"> • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/Dictado 	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: <ul style="list-style-type: none"> • Oracy development • Math skills • Reading and Writing 	Spanish
10:00-11:00	Lunch and Recess	Student choice

11:00-11:30	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
11:30-12:30	Specials	If possible, half are offered in Spanish and half in English
12:30-1:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: <ul style="list-style-type: none"> • Oracy development • Science experiments • Guided practice • Writing • Word study 	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: <ul style="list-style-type: none"> • Oracy development • Guided practice • Writing • Word study 	English

(Spanish time is lessened in subsequent grades and usually by 3rd grade the day is 50% of Spanish and 50% in 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 K-5

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

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 emerging 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 use U.S. Spanish, and classroom instruction strategically moves students from informal to formal language.
	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 bilingual program that develops literacy in both languages, building on students’ oracy skills. Students are integrated all day, and exposed to

Programmatic Structure Curriculum, Instruction and Assessment		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.
	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 program.	Bilingual/dual language schedules intentionally look different than those in the general education 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

How to Start with Biliteracy....Possible Areas of Focus

Short Term and Individual	Long Term and Collaborative
Get to know your students: simultaneous or sequential? Based on what they can do with language, plan instruction.	Articulate your literacy pedagogy and therefore, your biliteracy pedagogy.
Plan for and use oracy.	Build collaborative relationships: trust, flexibility and shared philosophy.
Use high leverage strategies: TPR, ART, LEA, Fishbowl, Sentence Prompt, word bank, student pairings, etc.	Fine-tune your biliteracy “systems”, or structures (vision, daily schedules, language and content allocation plan). Use the non-negotiables to help you.

<p>Set up 3 linguistic spaces in the classroom. Teach Spanish “a la Spanish” and English “a la English”.</p>	<p>Identify the standards and big ideas you are teaching and use them to plan oracy and literacy instruction.</p>
<p>Plan for the strategic use of language; reduce flip-flopping and stay in the language.</p>	<p>Use the standards and big ideas and plan a Bridge: transfer and metalinguistic development</p>
<p>Focus on your mindset (move to the biliteracy mindset) and on what you control.</p>	<p>Start biliteracy mapping</p>