

Biliteracy Key Practices in Practice: The Skyline ALE Approach to Biliteracy

June 5, 2026

skyline ALE





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Biliteracy Team

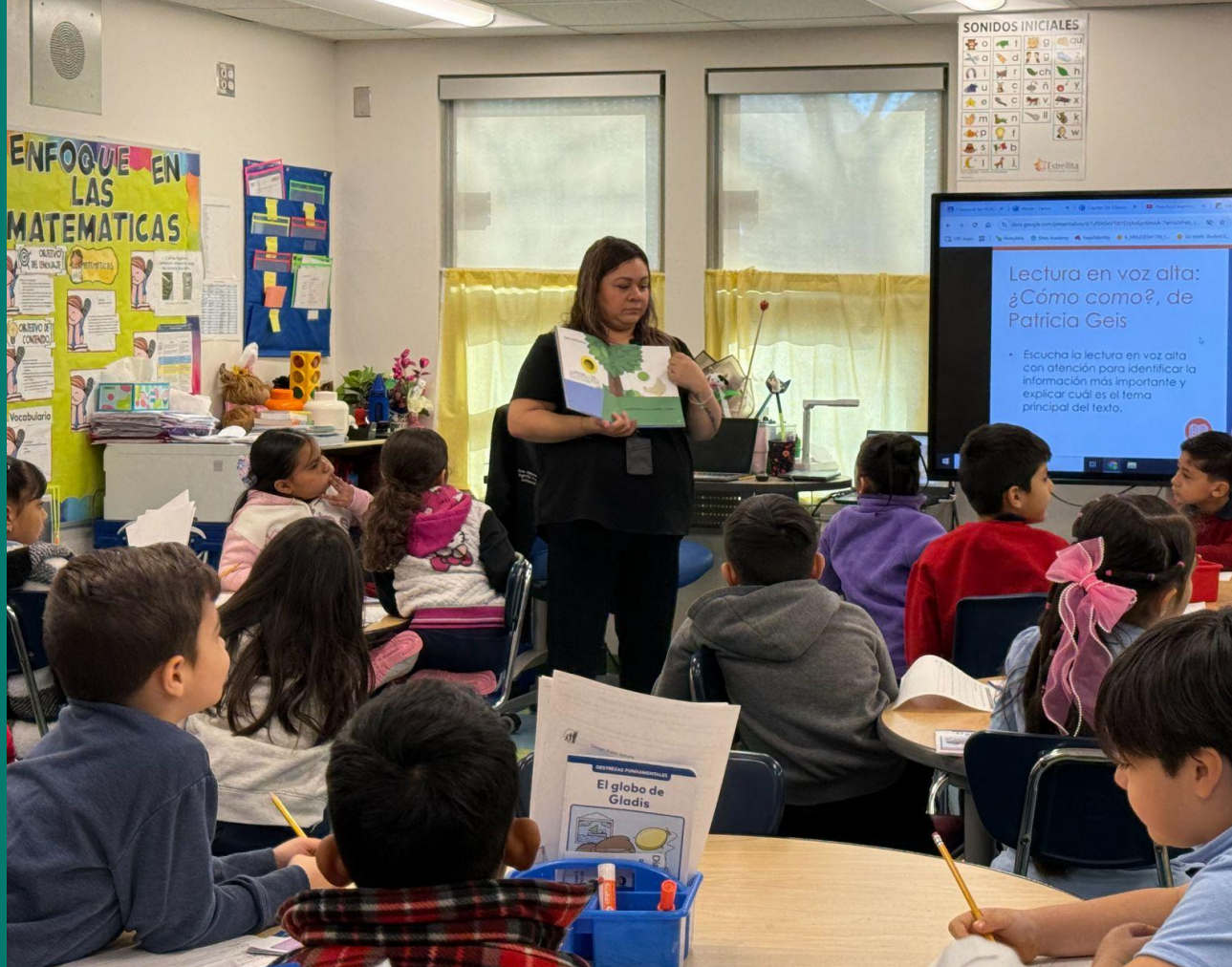


MULTILINGUAL-
MULTICULTURAL
EDUCATION



OMME

The Office of
Multilingual-
Multicultural
Education

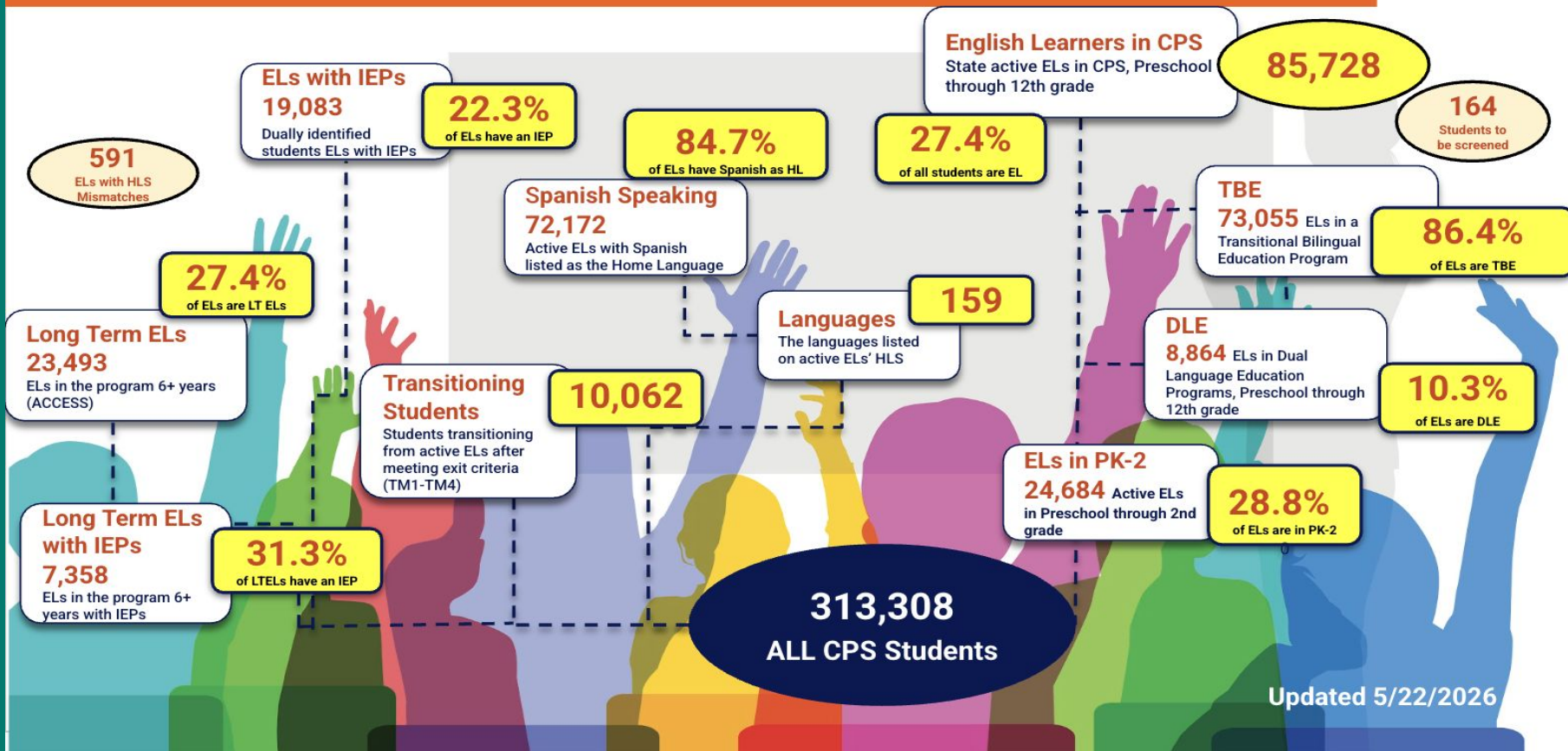


Our Team Vision

Advancing multilingual learner success
through rigorous, culturally and
linguistically sustaining instruction.

ML Experience Team

SY26 English Learners (ELs) in CPS



Biliteracy Key Practices

Agenda

- Welcome
- Connector
- Intro to Biliteracy Key Practices
- BKP in Action: Skyline ALE
- BKP Self Assessment
- Intro to the Biliteracy Look For Tool
- Close out

Session outcomes

Participants will...

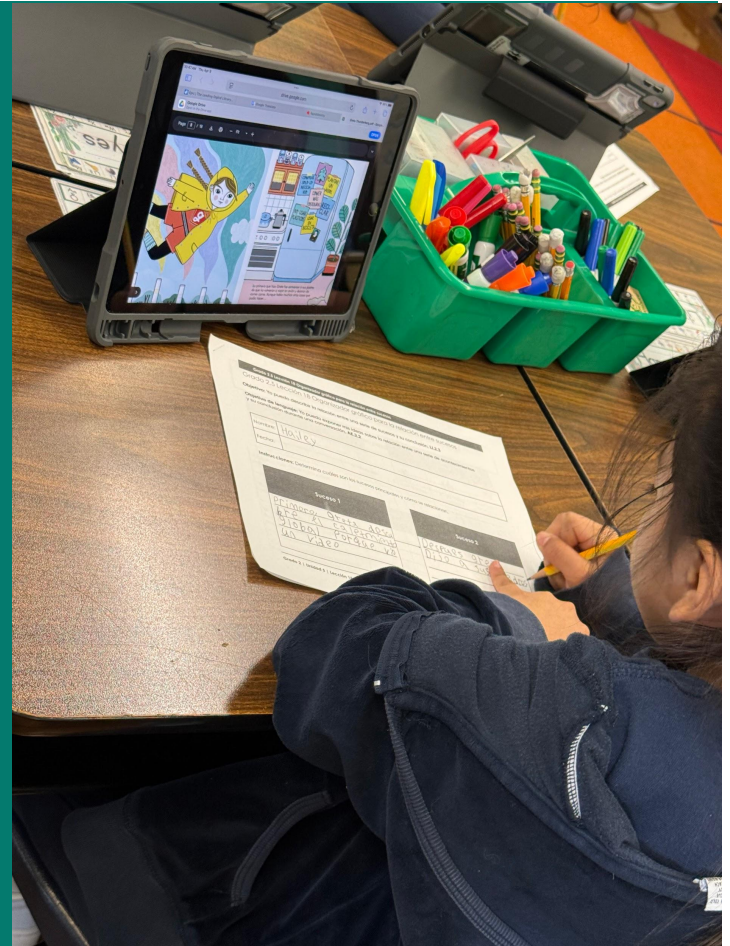
- identify and define the research-backed CPS Biliteracy Key Practices: oracy, cross-linguistic connections, cognates, metalinguistic awareness, culturally and linguistically sustaining resources, and authentic Spanish development.
- understand how the Biliteracy Key Practices function to support holistic language support through a sample Spanish Language Arts curriculum (Skyline ALE).
- bridge theory to practice through a self assessment of biliteracy best practices.

Students will...

- experience rigorous, culturally and linguistically sustaining learning that honors their full linguistic repertoire and enhances their biliteracy development.

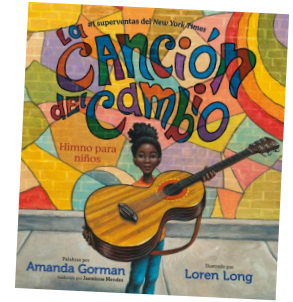
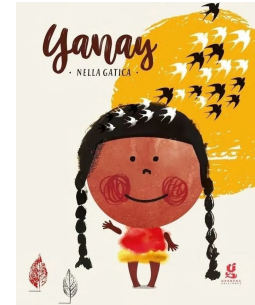
Connector

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Connecting Through Literature

1. Select a text
2. Spend 3 minutes reading, reflecting
3. Share with a partner:
 - a. What opportunities for students to make cross-linguistic connections?
 - b. Can you locate any examples of how the text might serve as a mirror or window to your students' cultural or linguistic identities?

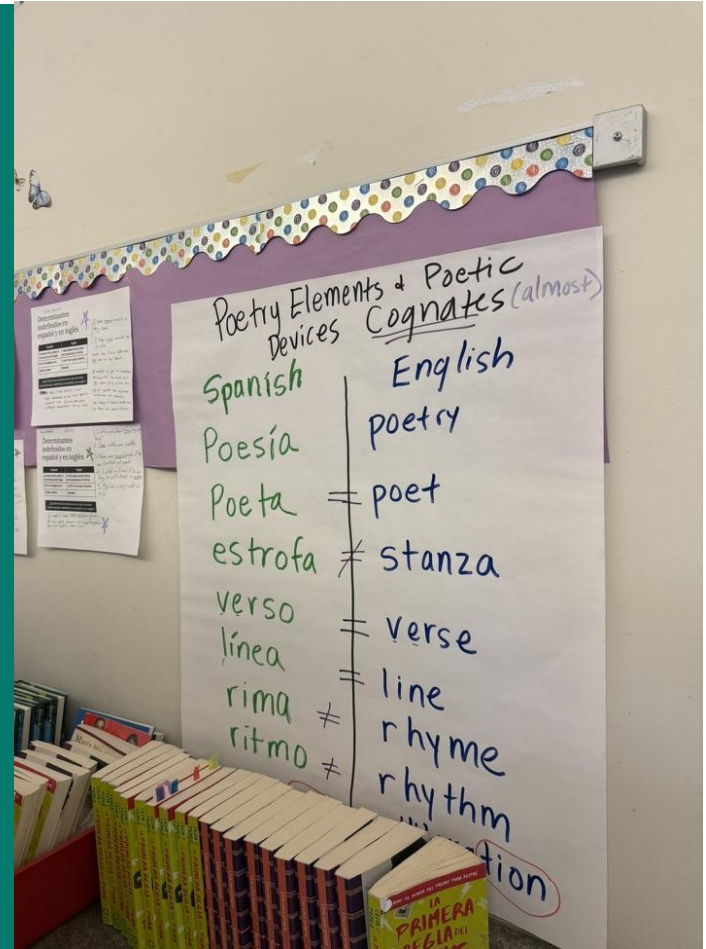


3:00

Intro to Biliteracy

Key Practices

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Biliteracy Key Practices



Oracy: Intentionally designed opportunities to listen and speak using academic language throughout the literacy block every day.

Cross-linguistic Connections: The connections between the two languages and the study of these connections.

Cognates: Cognates are pairs of words (one in Spanish and one in English) that have a similar spelling, meaning, and pronunciation in both languages.

Metalinguistic Awareness: The capacity to think and discuss language. In ALE, this begins with what is similar between languages and then focuses on the differences.

Culturally and Linguistically Sustaining Resources: Texts originally written in Spanish, or authentically translated, and resources that recognize, celebrate, and sustain the rich cultures of the Spanish speaking world.

Authentic Spanish Language Development: A scope and sequence intentionally designed for the development of the Spanish language.

Components of Biliteracy

- Reading 
- Writing 
- Listening 
- Speaking 

in English and Spanish!

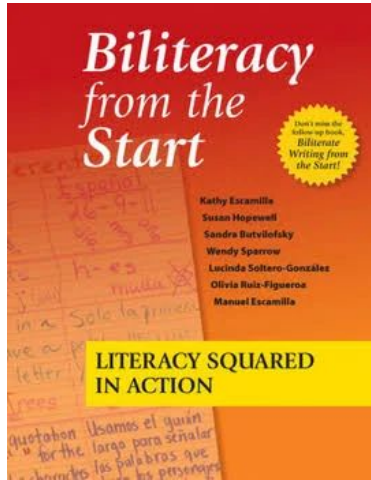
Oracy

- Using language to demonstrate thinking and learning
- Not merely "speaking a second language"
- Biliteracy context
 - A dynamic, interconnected linguistic system where oral language skills in one language actively support, enrich, and transfer to literacy development in another.

Oracy

- Requires **attention and explicit instruction** that relates to language students will need to understand and express learning about diverse literary contexts.
- Provides an opportunity for students to **learn about, apply, and practice language**.
- Should be incorporated **daily, during the biliteracy block**.

What are Cross-Linguistic Connections?



Cross-linguistic connections (conexiones translingüísticas)

"...Explicit and planned opportunities to establish relationships between two languages."

Biliteracy From the Start

Cross- Linguistic Connections

Help students to **transfer learning** between English and Spanish.

Strengthen other biliteracy practices: **cognates** and **metalinguistic conscience**.

Promote deep **comprehension**, bilingual **identity** and **rigorous learning**.

Connect the two languages, creating a solid base for **bilingual success**.

Cross- Linguistic Connections

Skyline ALE Grade 3, 4.3

Objetivo de aprendizaje

- Puedo comparar y contrastar las clases de sustantivos en español y en inglés.

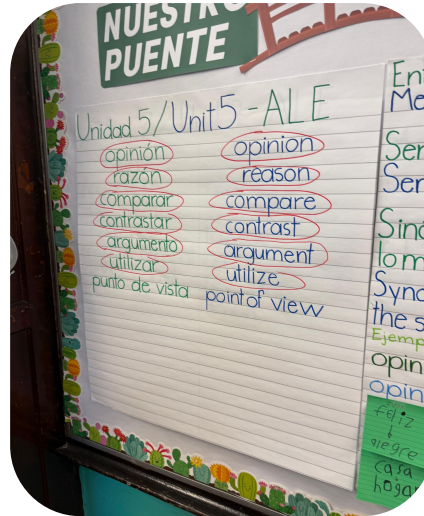


Diminutivos y aumentativos en español y en inglés

Español	Inglés
Un tomatote	
Una manzanota	

Cognates

Cognates are words across two languages that share a common linguistic origin, look and sound similar, and carry the same or very similar meanings.



Metalinguistic Awareness

Metalinguistic awareness is the conscious capacity to think about, talk about, and manipulate the structural features of language.



In a **biliteracy** setting, we refer to the ability to think about and understand languages as interrelated systems; they are compared and contrasted to build language skills.

Culturally and Linguistically Sustaining Resources in Skyline ALE

Authentic
International
Spanish Literature

=

- 1) Spanish literature written by authors from Spanish speaking countries
- 2) books written for the purpose of enjoyment
- 3) books illustrated for the purpose of enrichment

Culturally and Linguistically Sustaining Resources

- Books as mirrors and windows
- Multicultural does not equal culturally relevant
- Contemporary and historical
- Center authentic voices
- Culturally specific
- Culturally positive
- Balanced



Diversity and Representation



Content & Language Quality and Complexity



Relevance and Timeliness



Format and Medium



Balanced Selection

Authentic Spanish Language Development

Biliteracy should ensure an authentic adherence to the way a language is learned.

What does this look like?

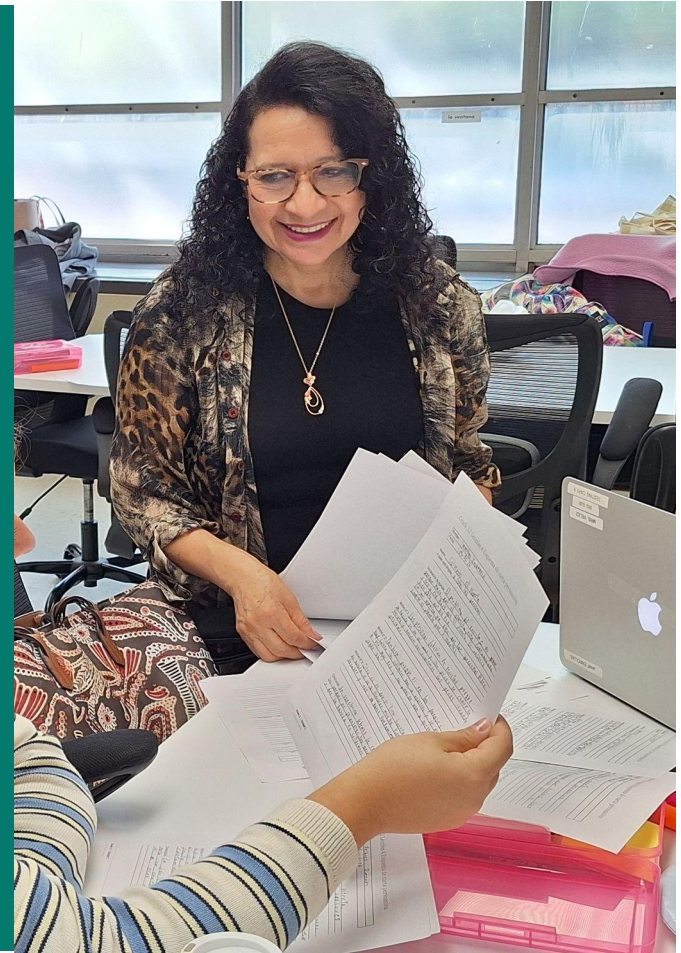
Authentic Spanish Language Development

Biliteracy Development: Phonics

SPANISH	CONCEPT	ENGLISH
Critical	Syllables	Usually comes later
Vowels, first then consonants w/vowels (syllables)	Vowels & Consonants	Initial consonants first then vowels
Usually comes later	Alphabet & Initial Sounds	Critical
Letras Tramposas	Sight Words & Spelling	Spelling in English is opaque
Word families based on meaning	Rhyming and Word Families	Word families based on rhyme
Critical for spelling and meaning	Accent & Accent Marks	Accent marks don't exist in English

Check For Understanding

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BKP Quick Check

- 1) Choose one Biliteracy Key Practice
- 2) Write a six-word headline to describe this practice
- 3) Group share out

02:00

Biliteracy Key Practices



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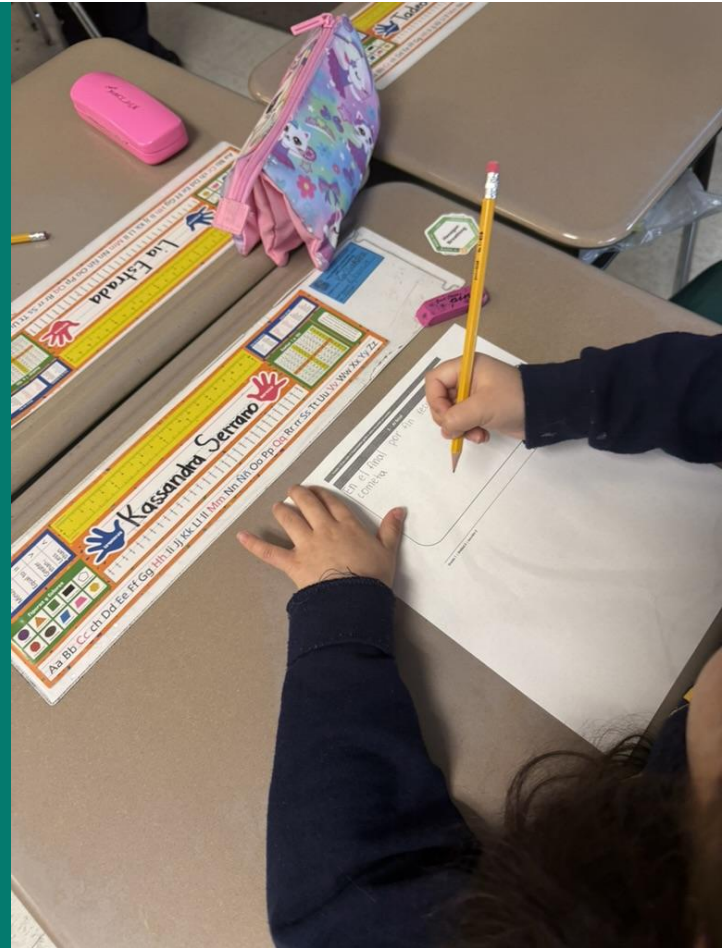
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Biliteracy in Action: Skyline ALE Immersion

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Rutina de vocabulario

Grado: 2, Unidad: 7, Leccion: 7



Video Library

Class: Video Library

UNIT

ALE

UNIT

ELA

UNIT

Math

UNIT

Pre-K - Science

UNIT

Science

UNIT

Social Science

UNIT

Leadership

UNIT

World Languages

UNIT

Co-Labs

Video Library

The goal of the Skyline Video Library is to share videos that demonstrate the effective use of Skyline curricular materials, these videos and understand:

- what key content-specific Skyline instructional practices look like in action ...

ALE

Standards

Objectives

Unit Plan

ELA

Standards

Objectives

Unit Plan

Pre-K - Science

Standards

Objectives

Unit Plan

Science

Standards

Objectives

Unit Plan

Leadership

Standards

Objectives

Unit Plan

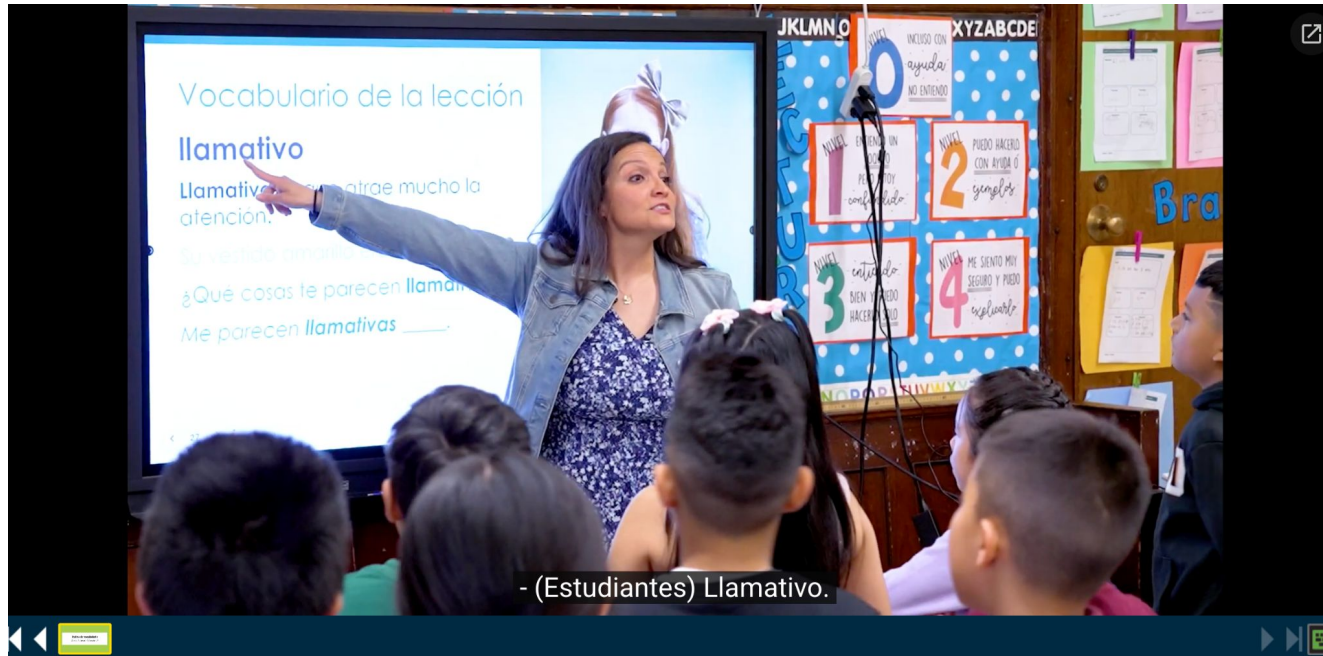
World Languages

Standards

Objectives

Unit Plan

Biliteracy in Action: Skyline ALE Immersion



Reflecting on the immersion experience

What did you notice?

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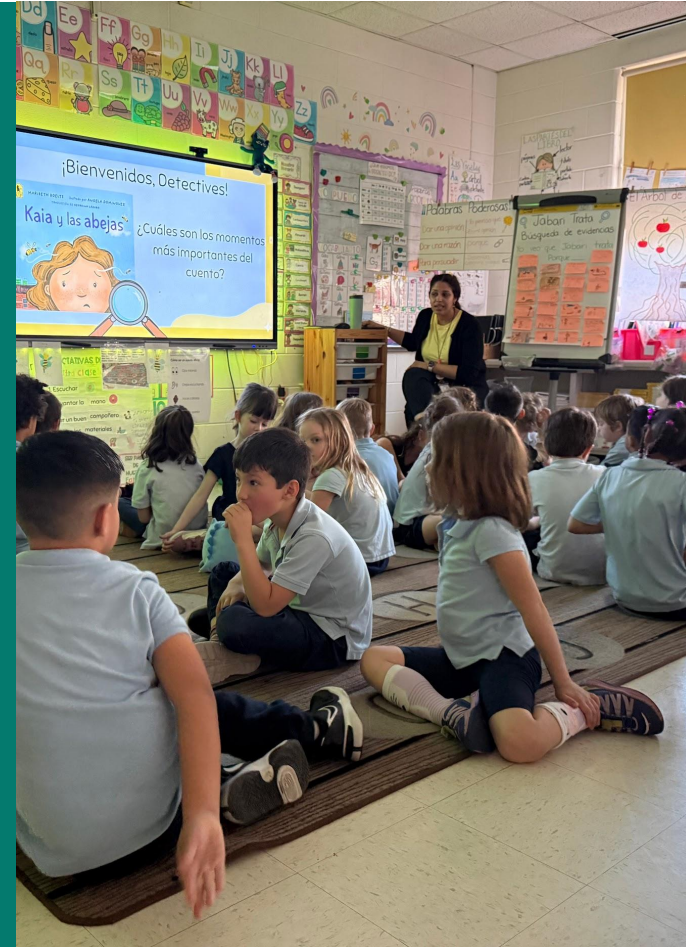
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Self-Assessment

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Self Assessment

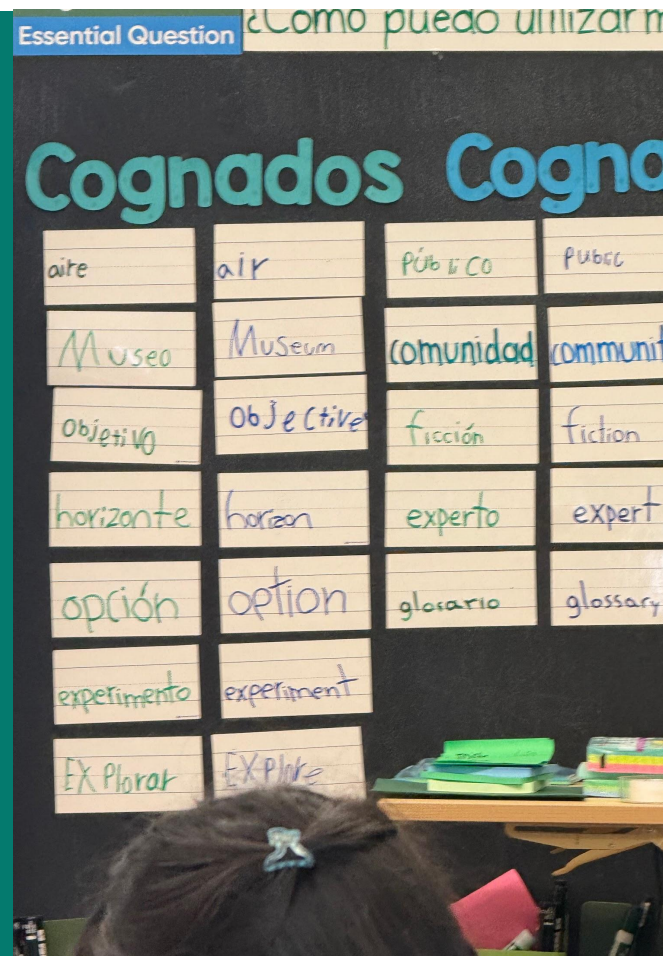
05:00

Biliteracy Key Practices in Practice

- How do BKP show up in your context?
- What is **one next step** you can take to promote BKP in your practice?

Intro to the Biliteracy Look-For Tool

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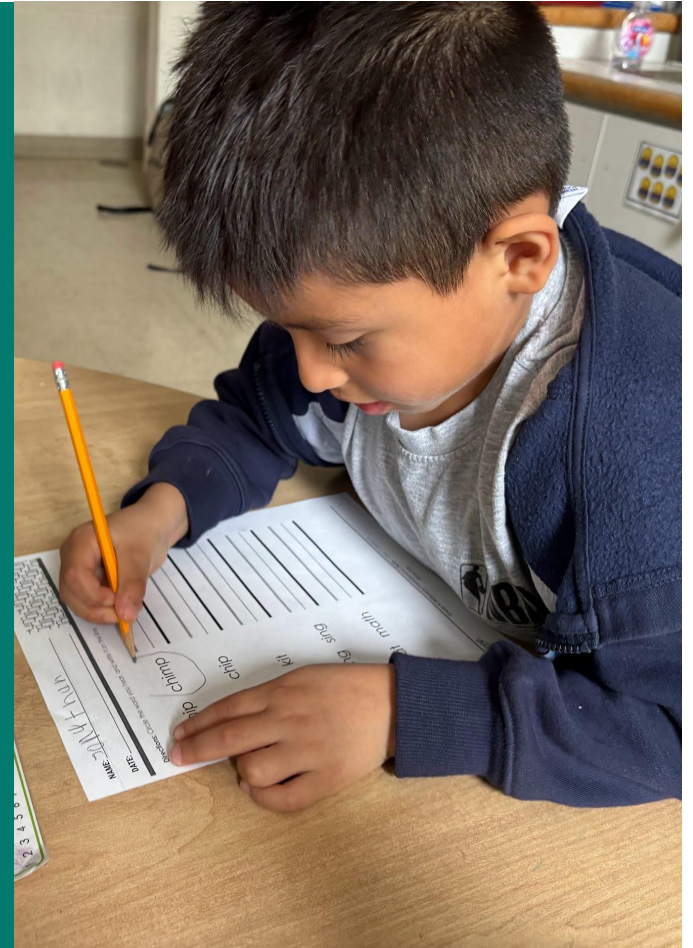
Biliteracy Look-For Tool

Tool Coming Fall 2026

Biliteracy Look-For-Tool		 Chicago Public Schools MULTILINGUAL-MULTICULTURAL EDUCATION
COMING SOON		Date: _____
Students	Teachers	
☐ Use their full linguistic repertoire.	☐ Model using their full linguistic repertoire.	
☐ Use language to demonstrate thinking and learning.	☐ Implement a language objective during literacy instruction.	
☐ Practice oracy.	☐ Implement scaffolds and/or supports for language development.	
☐ Engage in dialogue with peers. 	☐ Align language, reading, and/or writing experiences so they build on and support one another.	
☐ Collaborate with peers by building on and/or challenging each others' thinking.	☐ Implement oracy instruction, balancing the focus between vocabulary, language structures, and/or dialogue. 	
☐ Develop awareness of and/or the ability to utilize cognates through oral language practice. 	☐ Create frequent opportunities for students to talk.	
☐ Use content-related language and/or language	☐ Set clear expectations for student contributions to language experiences	

Closeout

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Participants will...

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Skyline Essentials Badges

Available Now
[Here](#)

Required for **Year 1** Adopting Teachers



Suggested for **Year 2+** Teachers



Skyline Essentials Badges are self-paced courses on how to navigate the technical ecosystem for teaching and learning.

Ponerse en contacto



Chicago Public Schools

MULTILINGUAL-MULTICULTURAL EDUCATION

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