

Designing for Biliteracy

Skyline ALE Spanish Language Arts and
Biliteracy Foundational Skills



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MULTILINGUAL-
MULTICULTURAL
EDUCATION



CURRICULUM,
INSTRUCTION, AND
DIGITAL LEARNING

DEPARTMENT
OF **LITERACY**

Session Objectives

- **Examine** how the Biliteracy Foundational Skills curriculum intentionally aligns Spanish ALE and English ELA word study.
- **Identify** practical ways to leverage cross-linguistic connections to strengthen biliteracy.
- **Leave** with instructional strategies to ensure access to grade-level learning across languages.



A bilingual instructional plan to build foundational skills and promote biliteracy without duplicating instruction.



Biliteracy Trajectory- Purpose

- **Purpose of Alignment:**

Define and emphasize the key FS concepts essential for literacy development in both English and Spanish.

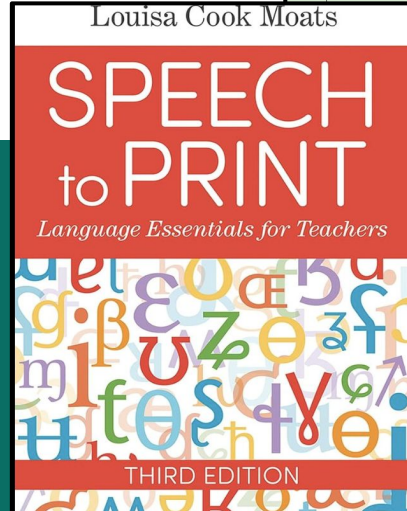
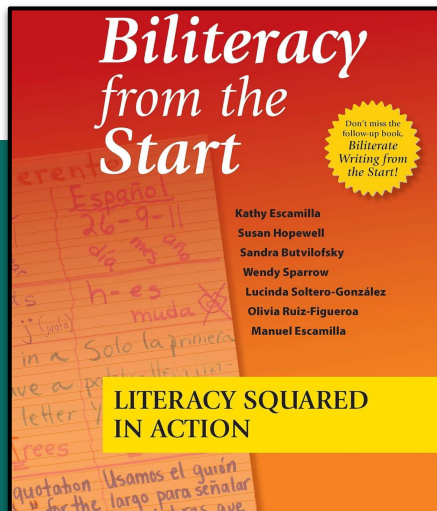
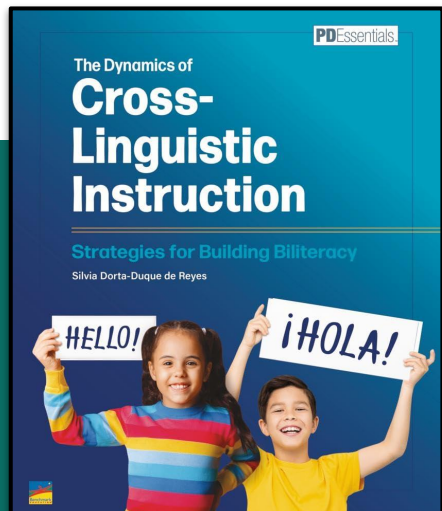
- **Instructional Coherence:**

To ensure consistent and effective instruction by aligning instructional components and routines so that teachers can leverage established FS practices across both models.

- **Expected Impact:**

To streamline instruction, reinforce essential literacy skills, and promote cohesive, effective, and biliteracy-aligned teaching practices that honor the progression and integrity of both language languages.

Research/Design/Scope and Sequence



skyline Chicago Public Schools		Estudio del lenguaje Kindergarten				
	CONCEPTOS DE TEXTOS IMPRESOS	CONCIENCIA FONOLÓGICA	FONÉTICA Y RECONOCIMIENTO DE PALABRAS	ORTOGRAFÍA Dictado	GRAMÁTICA	FLUIDEZ
Unidad 6	Reconocer diferentes partes de un libro. Identificar la cubierta, la contraportada y el título.	Identificar, segmentar, contar y combinar sílabas con m, n, l, i, e, t, u.	Nombre letra mayúscula y minúscula lén. Pa, Li, Li, Pa, Da, We. Escribir palabras de 2-3 sílabas con letras conocidas.	Escribir palabras de 2-3 sílabas con letras conocidas. Escribir una oración con una mayúscula inicial y un punto final.	Artículos determinativos	Leer con precisión y fluidez. Leer textos a nivel con comprensión.
Unidad 7	Reconocer la información en un libro. Identificar la cubierta, la contraportada y el título. Nombrar el autor y el ilustrador del texto. Reconocer el cuento escrito en palabras de un cuento. Leer palabras en un cuento.	Identificar, segmentar, contar y combinar sílabas con c, o, n, i, j, u, p, r, y.	Nombre letra mayúscula y minúscula Co, So, So, R, i, j, u, p, r, y. Escribir palabras de 2-3 sílabas con letras conocidas. Leer palabras de 2-3 sílabas con letras conocidas.	Escribir palabras de 2-3 sílabas con letras conocidas. Escribir una oración con una mayúscula inicial y un punto final.	Singular y plural de sustantivos.	Leer con precisión y fluidez. Leer textos a nivel con comprensión.
Unidad 8	Leer palabras en un cuento. Reconocer el cuento escrito en palabras de un cuento.	Identificar, segmentar, contar y combinar sílabas con k, n, j, u, p, r, y.	Nombre letra mayúscula y minúscula Kk, Ty, Ww, Itt, Ch, ch, Uu, Vv, Ww. Escribir palabras de 2-3 sílabas con letras conocidas.	Escribir palabras de 2-3 sílabas con letras conocidas. Escribir una oración con una mayúscula inicial y un punto final.	Artículos indeterminativos	Leer con precisión y fluidez. Leer textos a nivel con comprensión.

Language Skills Scope & Sequence		Grade 1	Grade 2
Phonics: Blending and Word Recognition Concepts: Blending and Segmenting Sounds Phonics: Left/Right Letter-Word Correspondences: m, a, f	Unit 1 Grade K Review: Closed Syllables (CVC) One Syllable Short Vowel Words Consonant Blends Consonant Digraphs (ph, ch, th, ng) Final Double Letter Spellings (ff, ll, ss, zz) Spelling Alternatives: qu, ck Tricky Spelling: x High Frequency Words: an, had, him, then, them, ask, just, let -Trick Words: a, l, no, so, of, is, to, all, are, were, from, one, do, the, said, says, was, when, where, what, here, there, once, two, who, why, which	Unit 1 Grade 1 Review: Closed Syllables (CVC) and Two Syllable Words (VCVC Syllable Patterns) One Syllable Short Vowel Words Consonant Blends Consonant Digraphs (ph, ch, th, ng, wh) Final Double Letter Spellings (ff, ll, ss, zz) Two-Syllable Words and Inflected Endings (-ing, -ed) Spelling Alternatives: qu, ck, wr, gn, ge, ve, se, ce, ich Tricky Spelling: x, o, c, n High Frequency Words: its, sit, us, best, fast, sing, wish, wash, off, left, which, change -Trick Words: the, he, she, we, be, me, was, of, a, do, to, from, what, where, why, once, could, would, should, there, said, apply, down, how, who	
	Unit 2 Grade K Review and Application: Long Vowel Digraphs (VCe and VV Syllables) Phonemic Awareness: Manipulating Sounds /ee/ - ee, ea, e_e /oo/ - oo, oo_oo /ai/ - ai, a_e /oi/ - oi, o_e /ue/ and /go/ - u_e High Frequency Words: take, stop -Trick Words: he, she, be, me, we, they, their, my, by, have, you, your, live, give, some	Unit 2 Grade 1 Review and Application: Long Vowel Digraphs (VCe and VV Syllables) Phonemic Awareness: Manipulating Sounds /ee/ - ee, ea, e_e /oo/ - oo, oo_oo /ai/ - ai, a_e /oi/ - oi, o_e /ue/ and /go/ - u_e High Frequency Words: green, sleep, these -Trick Words: you, your, been, read, my, by, have, all, who	
	Unit 3 Long Vowel Digraphs and Other Vowel Patterns (VC and VV Syllables) Phonemic Awareness: Manipulating Sounds /ee/ - ee, ea, e_e /oo/ - oo, oo_oo /oi/ - oi, oi_oi /ue/ - ue High Frequency Words: eat, brown, out, our, round, seem, look, good, how, now, down -Trick Words: please, four, from, could, should, would, put	Unit 3 Grade 1 Review and Application: Long and One-Syllable Words (VC and VV Syllables) Two-Syllable Words with VCe and VV Syllables with Suffixes (-ed, -ing) /ai/ - ai, a_e /oi/ - oi, oi_oi /ue/ - ue /ee/ - ee /oo/ - oo, oo_oo /oi/ - oi, oi_oi /ue/ - ue High Frequency Words: down, how, found, or -Trick Words: around, work, no, go, so, are, were, some, they, their, before	
Phonics: Blending and Word Recognition Concepts: Blending Alphabet and Letter-Word Correspondences: p, e, b, l, y, a, f CVC Words and Phrases			
Phonics: Blending and Word Recognition Concepts: Blending Alphabet and Letter-Word Correspondences: m, a, f			

Alignment to Key Practices

Key Biliteracy Practices



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

Crosslinguistic 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.

Key Practices



Abundant reading of diverse, engaging texts



Systematic and explicit foundational skills instruction



Extensive discussion



Frequent process-based writing



Rigorous and authentic learning experiences



Communicating and creating content in a modern digital environment



The Biliteracy Block- English Language Development (ELD)



Chicago Public Schools

MULTILINGUAL-MULTICULTURAL EDUCATION

LITERACY

PK-8 Biliteracy Block Components

These are the components of a Biliteracy Language Arts Block. The times shown below are a suggestion based on the requirement of 120 minutes of Language Art Block per day (K-5) and content areas (except for Specials), therefore, more time could be allotted to the different components. However, these are minimum estimated to meet the requirements for each grade level.

Language of instruction	Minutes	Overall daily minutes of Spanish Instruction: 240 English Instruction: 60	Minutes	Overall daily minutes of Spanish Instruction: 240(K), 225(1), 210(2) English Instruction: 60(K), 75(1), 90(2)	Minutes	Overall daily minutes of Spanish Instruction: 120 (3), 150 (4&5) English Instruction: 120 (3), 150 (4&5)
	Overall Daily Totals (Full Day Program)	PreK	120 Minute Block	K-2	120 Minute Block	3-5
Spanish Language Block						
The goal is to develop oracy and metalinguistic knowledge within the context provided in the language arts block.						
Spanish	45	Beginning of Day Routines	30	Word Study: Systematic Instruction in Phonics, Phonological Awareness & Word Study Lessons	30	Interactive Read Aloud and Minilesson: Oracy and CCSS Reading Minilesson
				Interactive Read Aloud and Minilesson: Oracy and CCSS Reading Minilesson with Shared Reading Integration		Word Study, Vocabulary and Language Instruction
Spanish/ English*	15	Classroom Meeting	30-45	Interactive Read Aloud and Minilesson (Not repeated. Same read aloud from language block.)	30-45	Interactive Read Aloud and Minilesson (Not repeated. Same read aloud from language block.)
	15-20	Read Aloud		Independent Reading		Independent Reading
				Independent Literacy Work Time		Independent Literacy Work Time
	30	Independent Reading/Writing*		Teacher		Teacher
				Students		Students
	10-20	Independent Literacy Work Time		Independent Reading Conferences		Independent Reading Conferences
				Small Group Instruction		Independent Literacy Tasks
				Small Group Instruction		Small Group Instruction
				Whole Group Share		Whole Group Share
	Writing Block					
Whole Group Minilesson						
Independent Work Time						
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Independent Work Time						

Structure of Program

- Biliteracy Foundational Skills aims to **maintain the integrity of English and Spanish Word Study instruction** (according to their Scopes and Sequences)
 - [English Scope and Sequence](#)
 - [Spanish Scope and Sequence](#)
- When appropriate, **routines are intentionally embedded for consistency**
- ELA content has been modified to leverage Spanish content learned
 - Focus on English specific skills
- **Types of lessons:**
 - **Cross-linguistic Connections (CLCs)**
 - These lessons explore how English and Spanish interact by connecting, comparing, and contrasting features of both languages to support biliteracy development.
 - **ELA Word Study**
 - These lessons teach concepts that are specific to English or have not been introduced in Spanish

Pacing Guide

Links to Biliteracy Foundational Skills

Instruction: Kindergarten

Below are links to Biliteracy Foundational Skills instruction organized by unit and lesson in Safari Montage.

Table of Contents:

- [Unit 5](#)
- [Unit 6](#)
- [Unit 7](#)
- [Unit 8](#)

Unit 7			
	Biliteracy Facilitation Guide	Deck	Target Skills
K.7 Lesson 1	Biliteracy.GK.U7.L1: BFG	Biliteracy.GK.U7.L1	Letter Team - qu
K.7 Lesson 2	Biliteracy.GK.U7.L2: BFG	Biliteracy.GK.U7.L2 Fluency Text	Consonant Digraph - ng
K.7 Lesson 3	Biliteracy.GK.U7.L3: BFG	Biliteracy.GK.U7.L3 Fluency Text	Letter Teams - qu, Consonant Digraph - ng
K.7 Lesson 4	Biliteracy.GK.U7.L4: BFG	Biliteracy.GK.U7.L4 Fluency Text	Review Consonant Digraphs and Letter Team
K.7 Lesson 5	Biliteracy.GK.U7.L5: BFG	Biliteracy.GK.U7.L5 Fluency Text	Consonant Digraph - ck
K.7 Lesson 6	Biliteracy.GK.U7.L6: BFG	Biliteracy.GK.U7.L6 Fluency Text	Consonant Digraph - ck



Grade K • Biliteracy Foundational Skills • Unit 7

Grade K.7 Biliteracy Word List

- Select words listed as "Review" for the Sounds and Blending Drill.
- Include additional practice of **High Frequency Words**.
- Considerations: Select words that target students' strengths and trouble areas in target skills, as indicated during Blending Drills, Phoneme-Grapheme Mapping, Word Chains, Dictations, and assessments.

Lesson	Target Skills	Words and Phrases
1	Letter Team - qu	Review Words: Any words from Unit 6 Review Words or previous units' words; Consonant Digraphs - ch, sh, th /th/ and /th/ Letter Team - qu: quit, quiz, quip, quilt
2	Consonant Digraph - ng	Review Words: Any words from Unit 6 Review Words or previous units' words; Consonant Digraph - ch, sh, th /th/ and /th/ , Letter Team - qu: quit, quiz, quip, quilt Consonant Digraph - ng • ang: bang, fang, hang, sang, rang, clang • ing: king, ping, sing, ring, wing, thing, bring, sling, sting, swing, spring, string, cling, fling • ong: long, gong, song, strong • ung: sung, rung, hung, lung, swung, clung, strung, flung, stung
3	Letter Team - qu, Consonant Digraph - ng	Review Words: Any words from Unit 6 Review Words or previous units' words; Consonant Digraphs - ch, sh, th /th/ and /th/ Letter Team - qu: quit, quiz, quip, quilt Consonant Digraph - ng • ang: bang, fang, hang, sang, rang, clang • ing: king, ping, sing, ring, wing, thing, bring, sling, sting, swing, spring, string, cling, fling • ong: long, gong, song, strong • ung: sung, rung, hung, lung, swung, clung, strung, flung, stung
4	Review Consonant Digraphs: ch, sh, th, ng Letter Team - qu	Review Words: Any words from Unit 6 Review Words or previous units' words • Consonant Digraph - ch: chat, chin, chip, chop, much, rich, chant, chimp, champ, chest, lunch, bunch, munch, punch, crunch, branch, ranch • Consonant Digraph - sh: shin, shed, ship, wish, dish, fish, swish, shot, shop, shut, bash, dash, mash, rash, sash, trash, crash, smash, clash, flash, gush, hush, ruzh, blush, brush, crush, flush, slush, shred, shelf, shrug • Consonant Digraph - th /th/: bath, path, math, thin, moth, broth, thud, thump, with* • Consonant Digraph - th /th/: that, than, then, them, this* • Letter Team - qu: quit, quiz, quip, quilt



Grade K • Biliteracy Foundational Skills • Unit 7

Materials

Physical materials

- English letter sound cards
- Spanish letter sound cards (CLC Lessons)
- Decodables
- Manipulative Counters

Safari Montage

- **BFS BFGs:**
 - **B**iliteracy **F**oundational **S**kills **B**iliteracy
Facilitation Guides
- **BFS** Slides

Instruction: CLC lessons

These lessons explore how English and Spanish interact by connecting, comparing, and contrasting features of both languages to support biliteracy development.

Standards

- Reading Foundational Skills in Spanish and English
- English Language Standards are also integrated whenever writing is involved

Routines

- What do we know?
- Connecting sound-letter names
- Connecting and comparing**
- Sorting Words
- What did we learn?

K-2 Lesson Structure

Foundational Skills

Phonological and Phonemic
Awareness

Phonics and Word Recognition

Fluency

1. Skills Review and Warm-Up
2. Learning a new skill and/or practice applying learned skills through reading, spelling, and/or writing
3. Fluency Building with skills through use of connected text



Biliteracy Grade K

Unit 5 Lesson # 1





Learning Targets



- I can recognize that some letters make the same sound in English and Spanish (m,d,t,n).



What Do We Know?



Mm





Connecting Sound and Letter Names



m





Sorting Words



m

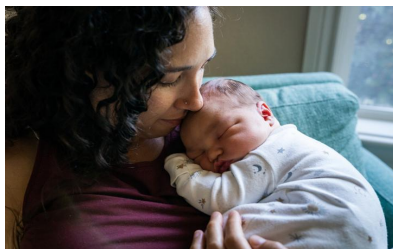


map

mom

mad

m



Mm



mapa

mamá

enojado



What Did We Learn?



Mm

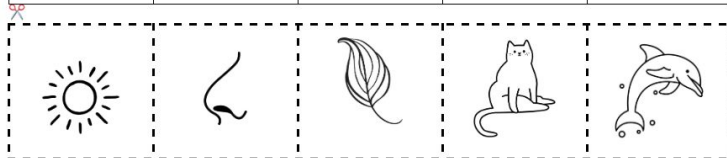


m

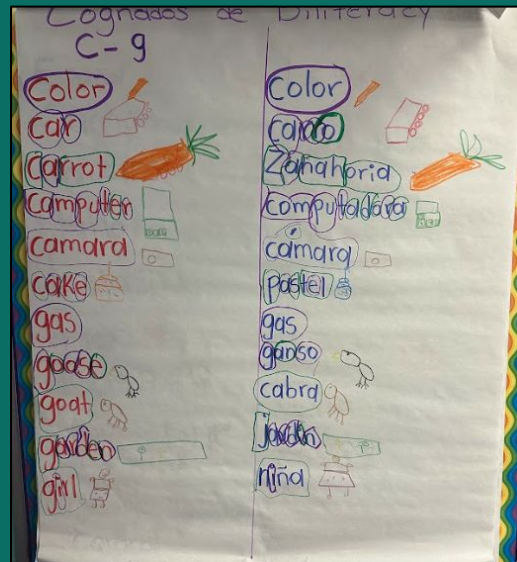
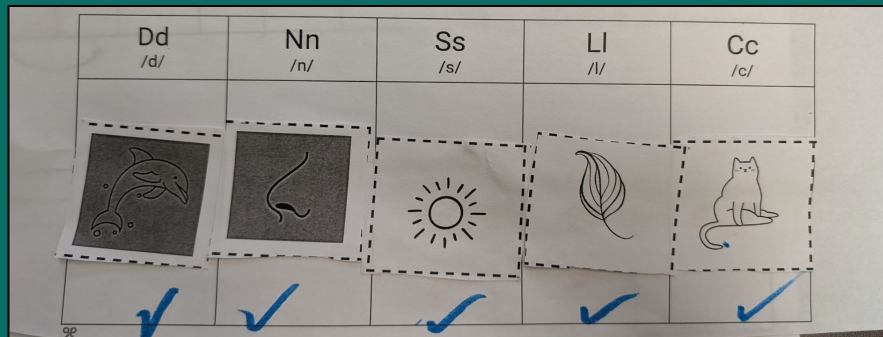


Word Sort

Dd /d/	Nn /n/	Ss /s/	Ll /l/	Cc /c/



Word Sorts for CLCs

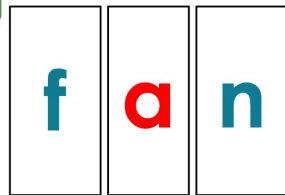


Lesson Considerations

- **Note:** Students might discuss how the letter h has no sound in Spanish or how the /h/ sound in English is similar to the /j/ sound in Spanish. Affirm and celebrate these connections.

Assessment

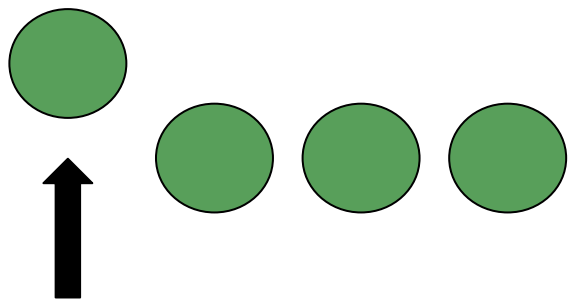
- Observe students sort words in English with 'm', 't', 'f', 'p' and /g/ spelled with 'g'. Provide support as needed.



Display Sounds and Blending Drill slate

Warm-up

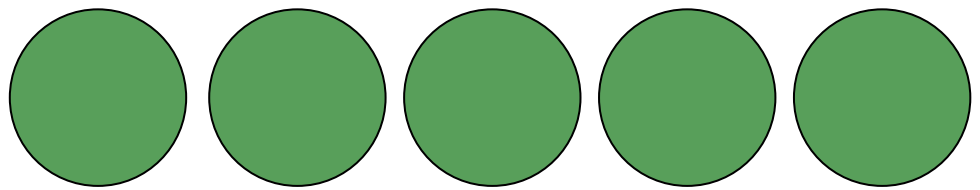
- Review previously introduced letter-sounds using **Letter-Sound Cards** by having students say the letter name, keyword, and sound (e.g., a-apple-/a/).
 - /e/ - push the corners of your lips back with your pointer finger and thumb
 - /i/ - motion to scratch your nose like it is itchy
 - /o/ - circle your mouth with your pointer finger
 - /a/ - make a sweeping motion forward with your hand starting in front of your mouth, making a visual slide as you say the sound.
 - *Support: As a follow-up, students who have difficulty with particular letter-sounds would benefit from aligned mini lesson practice and support during teacher-led small groups.*

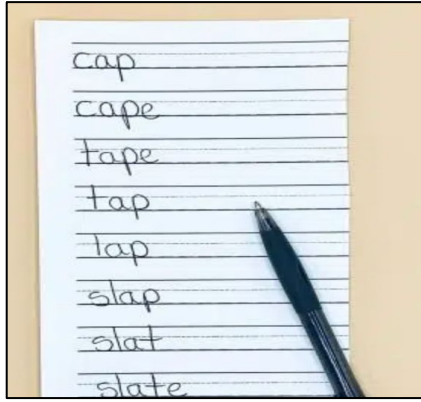


Phoneme- Grapheme Mapping

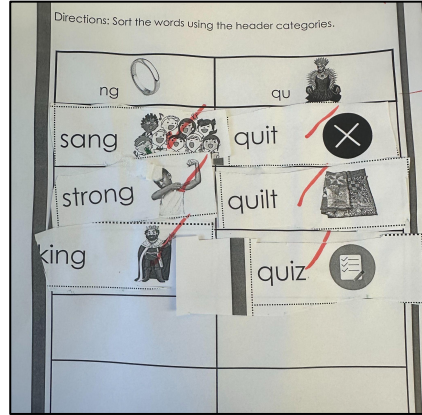


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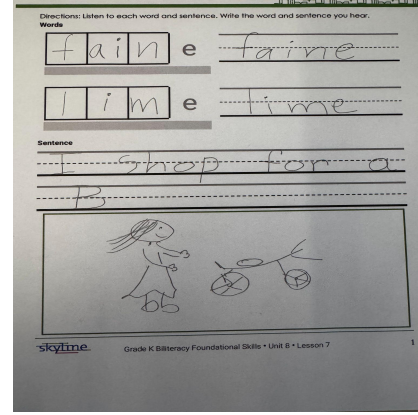




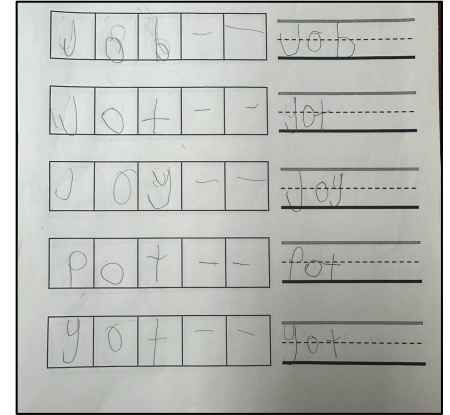
Word Chains



Word Sorts

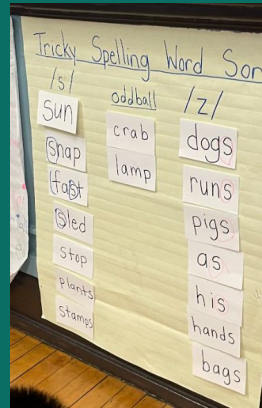


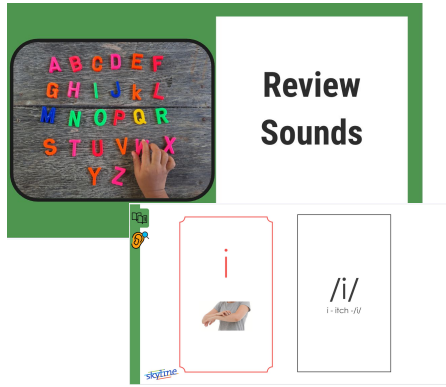
Dictation



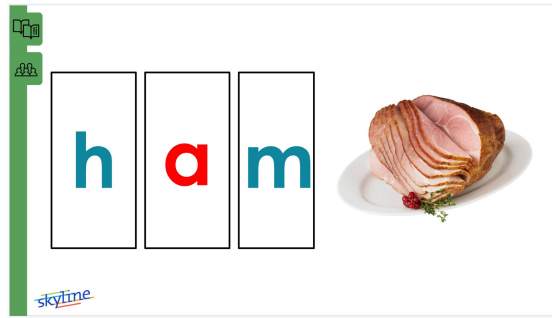
Phoneme Grapheme Mapping

Common Routines

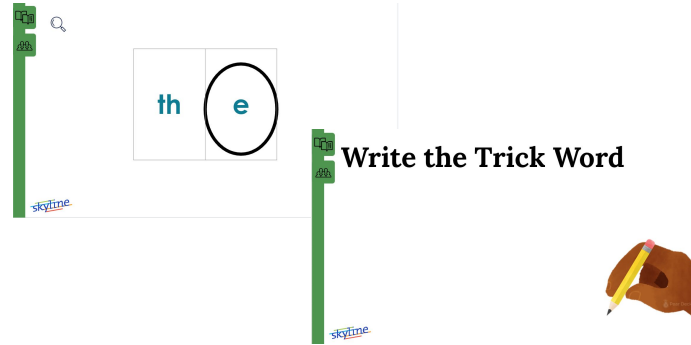




Review letter sounds



Blending Drill



High Frequency Words / Trick Words

Warm Up Routines

Fluency Text

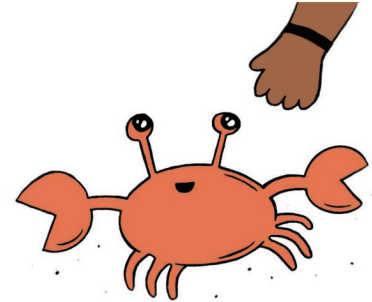
- 3 day rotation: echo read, choral read, buddy/ independent read
- 2 day rotation: rcho read, buddy/independent read
- Unit Fluency Checklist



Liz Has
Confidence!



The Spring Quest



Ben is on a Trip

Questions?



Thank you!

More Information

For more information about Biliteracy Foundational Skills for SY27, please reach out.

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