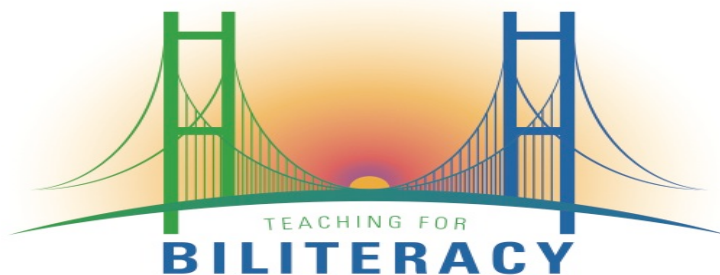


# Teaching for Biliteracy

## Summer Institute 2018



*June 25 – June 29, 2018*



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**Handouts and Power Point presentations from the Teaching for Biliteracy Summer Institute are available at:**

**<http://bit.ly/T4BSI2018>**



**Additional biliteracy information available at:**

**[www.TeachingforBiliteracy.com](http://www.TeachingforBiliteracy.com)**



**On the final day of the workshop, please complete this short, on-line evaluation with your team:**

**<http://bit.ly/T4B2018eval>**



# What is biliteracy and what does biliteracy look like?

| <p><b><i>Teaching for Biliteracy: Strengthening Bridges between Languages</i></b></p>                                                                                                                                                                                                                                                                                                                                         | <p><a href="http://www.TeachingForBiliteracy.com">www.TeachingForBiliteracy.com</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Chapter 1</b><br/> <i>What do We Mean by Teaching for Biliteracy? p. 2</i></p> <p><i>Creating Bilingual Units of Instruction: A Biliteracy Unit Framework p. 14-15</i></p> <p><i>Planning for Biliteracy at the Classroom Level from the Learner’s Perspective p. 15-18</i></p> <p><b>Chapter 5</b><br/> <i>Simultaneous Bilingual Development – p. 67-8</i><br/> <i>Sequential Bilingual Development – p. 68-9</i></p> | <p><b>Resources -&gt;</b></p> <ul style="list-style-type: none"> <li>• Research Articles</li> </ul> <p><b>Programmatic Supports -&gt;</b></p> <ul style="list-style-type: none"> <li>• <b>Infrastructure Supports</b> <ul style="list-style-type: none"> <li>○ Sample Weekly Schedule for Biliteracy</li> <li>○ Sample Daily Schedule for Biliteracy</li> <li>○ Sample Content Allocation Plans</li> <li>○ Blog interview with Karen Beeman on creating a strong Dual Immersion Program</li> </ul> </li> </ul> |

## Language Acquisition Programs

| Language Acquisition Program                                                    | Students | Goal                                                                                                  |
|---------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| <b>Dual Language:</b><br>Two Way Immersion                                      |          | High levels of bilingualism and biliteracy and academic achievement in both languages.                |
| <b>Dual Language:</b> One Way Immersion, Developmental or Maintenance Bilingual |          |                                                                                                       |
| <b>Dual Language:</b> One Way Immersion, Foreign Language Immersion             |          |                                                                                                       |
| <b>Transition Bilingual Education (TBE)</b>                                     |          | High levels of language and literacy development in English and high academic achievement in English. |

| Key                                                                               |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Green faces</b> – new arrivals from Spanish-speaking places <ul style="list-style-type: none"> <li>Students who enter the program as monolingual Spanish speakers</li> <li>These students enter the program as ELLs</li> <li>These students will become sequential bilinguals.</li> </ul>               |
|  | <b>Orange faces</b> – new arrivals from other places <ul style="list-style-type: none"> <li>Students who enter the program as monolingual speakers of languages other than Spanish</li> <li>These students enter the program as ELLs</li> <li>These students will become sequential bilinguals.</li> </ul> |
|  | <b>Blue-green faces</b> – students who enter the program with linguistic resources in both languages <ul style="list-style-type: none"> <li>These students may or may not qualify as ELLs</li> <li>These students are simultaneous bilinguals</li> </ul>                                                   |
|  | <b>Blue faces</b> – Students who are monolingual English speakers <ul style="list-style-type: none"> <li>In dual language programs, these students will become sequential bilinguals</li> </ul>                                                                                                            |

## Language Allocation

| DUAL              | K       | 1   | 2   | 3       | 4   | 5       | 6   | 7   | 8   |
|-------------------|---------|-----|-----|---------|-----|---------|-----|-----|-----|
| LANGUAGE PROGRAMS | 10%     | 10% | 20% | 20%     | 30% | English |     |     |     |
|                   | 90%     | 90% | 80% | 80%     |     | 40%     | 50% | 50% | 50% |
|                   |         |     |     | 70%     | 60% | 50%     | 50% | 50% |     |
|                   | Spanish |     |     |         |     |         |     |     |     |
|                   | 90/10   |     |     |         |     |         |     |     |     |
|                   | K       | 1   | 2   | 3       | 4   | 5       | 6   | 7   | 8   |
| 50/50             |         |     |     | English |     |         |     |     |     |
|                   | 50%     | 50% | 50% | 50%     | 50% | 50%     | 50% | 50% | 50% |
|                   | 50%     | 50% | 50% | 50%     | 50% | 50%     | 50% | 50% | 50% |
|                   | Spanish |     |     |         |     |         |     |     |     |
|                   |         |     |     |         |     |         |     |     |     |
|                   |         |     |     |         |     |         |     |     |     |

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

| Transitional Bilingual | K   | 1   | 2              | 3   | 4   | 5   | 6                      | 7 | 8 |
|------------------------|-----|-----|----------------|-----|-----|-----|------------------------|---|---|
| 80/20                  | 20% | 20% | 30%            | 50% | 60% | 80% | <b>English</b><br>100% |   |   |
|                        | 80% | 80% | 70%            | 50% | 40% | 20% |                        |   |   |
|                        |     |     | <b>Spanish</b> |     |     |     |                        |   |   |

## Creating Systems that Support Biliteracy

|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Teaching for Biliteracy:<br/>Strengthening Bridges between<br/>Languages</i></b>                          | <b>www.TeachingForBiliteracy.com</b>                                                                                                                                                                                                                                                                                                                                                                                 |
| Chapter 1, pp. 18-21<br><br>Planning for Biliteracy at the<br>Classroom Level from the<br>Learner's Perspective | <b>Programmatic Supports -&gt;</b> <ul style="list-style-type: none"><li>• <b>Infrastructure Supports</b><ul style="list-style-type: none"><li>○ Sample Content and Language Allocation Plans</li><li>○ Sample daily and weekly schedules</li></ul></li><li>• <b>Description of Programs</b><ul style="list-style-type: none"><li>○ Defining language allocation programs based on program goals</li></ul></li></ul> |

Teaching for biliteracy, including the implementation of the Bridge, is most effective when programs have a clearly defined **content and language allocation plan**. **The content and language allocation plan should reflect the following Biliteracy Non-Negotiables:**

### **Biliteracy Non-Negotiables**

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

Establishing the amount of time spent in each language, and the language in which each content area will be taught, is essential when planning for biliteracy and the Bridge.

Working on your own or with your team, map out your current **content and language allocation plan**. Using instructional minutes allocated for the day or week (do not include specials or lunch/recess), determine how much instructional time students spend in Spanish and how much of their instructional time is in English. You may use the worksheet on pages 12 -14.

## Sample Language and Content Allocation: 50/50 Program

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

At the secondary level, biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language. At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language.

### Sample Language and Content Allocation Plan: 80/20

|                       | <b>Spanish</b>                                            | <b>Bridge</b>                                                                                                                                                                                                                                                                                               | <b>English</b>                                 |
|-----------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Kindergarten<br>80/20 | 80%<br>Language Arts<br>Science<br>Social Studies<br>Math | K-2 (end of every unit).<br>Spanish to English:<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> </ul>                                                                                                                           | 20%<br>Language Arts (Literacy-based ESL)      |
| First Grade<br>70/30  | 70%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                                                             | 30%<br>Language Arts                           |
| Second Grade<br>60/40 | 60%<br>Language Arts<br>Science<br>Social Studies<br>Math |                                                                                                                                                                                                                                                                                                             | 40%<br>Language Arts                           |
| Third Grade<br>50/50  | 50%<br>Language Arts<br>Science                           | <b>Grades 3-5</b><br>Spanish to English (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> </ul> English to Spanish (end of every unit):<br><ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Math</li> </ul> | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fourth Grade<br>50/50 | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                                                                                                                                             | 50%<br>Language Arts<br>Math<br>Social Studies |
| Fifth Grade<br>50/50  | 50%<br>Language Arts<br>Science                           |                                                                                                                                                                                                                                                                                                             | 50%<br>Language Arts<br>Math<br>Social Studies |

**At the secondary level, biliteracy is typically organized by number of courses. In middle school, along with English Language Arts and content courses in English, students also take 2 courses in the non-English language: one Language Arts class in the non-English language and one content area in the non-English language. At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language.**

**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"

As you complete the Content and Language Allocation Worksheet, reflect on the following:

- Have you used academic instructional minutes to determine Spanish minutes and English minutes (exclude specials, lunch and recess)?
- Do students receive literacy in Spanish and English daily (possible in all programs: 80/20 and 50/50 programs)?
- Compute actual instructional minutes by language: Do they match the percentages in the language allocation plan, as noted in the second column in the Content and Language Allocation worksheet?
- Note: Grade levels that have a 50/50 language allocation plan should begin by determining the language of math. That language will have a shorter language arts (literacy) block than the non-math language, which will have a larger block. This is important when creating standards-based grade level biliteracy maps.
- Is the language allocation (instructional minutes in each language) the same for ALL students at each grade level? Or are some students getting more or less instructional time in one language than other students?

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



## Content and Language Allocation Worksheet

| Grade | Language Allocation<br>(ex. 80/20;<br>70/30, etc.)<br>Note:<br>Spanish % is the<br>first number | Content taught in<br>Spanish<br><br>Spanish Content and<br>Minutes | Direction of<br>the Bridge | Content Taught in English<br><br>English Content and Minutes | Notes |
|-------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------|--------------------------------------------------------------|-------|
| K     |                                                                                                 |                                                                    |                            |                                                              |       |
| 1     |                                                                                                 |                                                                    |                            |                                                              |       |
| 2     |                                                                                                 |                                                                    |                            |                                                              |       |
| 3     |                                                                                                 |                                                                    |                            |                                                              |       |
| 4     |                                                                                                 |                                                                    |                            |                                                              |       |

| Grade | Language Allocation<br>(ex. 80/20;<br>70/30, etc.)<br>Note:<br>Spanish % is the<br>first number | Content taught in Spanish<br><br>Spanish Content and Minutes | Direction of the Bridge | Content Taught in English<br><br>English Content and Minutes | Notes |
|-------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------|--------------------------------------------------------------|-------|
| 5     |                                                                                                 |                                                              |                         |                                                              |       |
| 6     |                                                                                                 |                                                              |                         |                                                              |       |
| 7     |                                                                                                 |                                                              |                         |                                                              |       |
| 8     |                                                                                                 |                                                              |                         |                                                              |       |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 9  |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |

## 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"> <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 - over the course of a math unit, the students will engage in: <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 – 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"> <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- over the course of a unit, the students will engage in: <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Writing</li> <li>• Word study</li> </ul>                                                                                 | English                                                      |

(Spanish time is lessened in subsequent grades and usually by 3<sup>rd</sup> 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"> <li>• Science experiments</li> <li>• Oracy Development</li> <li>• Whole Group Mini-Lesson</li> <li>• Writing</li> <li>• Independent practice</li> <li>• Word Work/Dictado</li> </ul> | 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"> <li>• Oracy development</li> <li>• Reading and Writing</li> </ul>                                                                                                                                                | 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"> <li>• Oracy development</li> <li>• Guided practice</li> <li>• Social Studies experiences</li> <li>• Writing</li> <li>• Word study</li> </ul>                                  | English                                                      |
| 1:50-2:30      | <b>Specials</b>                                                                                                                                                                                                                                                                                                         | If possible, half are offered in Spanish and half in English |

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

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

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

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

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

|                                                                                                     |                                                                                                              |                                                                                                                                                                                                                            |                                                                           |                                                                                             |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Theme/Unit Name:</b><br>- Content Area Standards<br>- Writing Standards:<br>- Reading Standards: |                                                                                                              |                                                                                                                                                                                                                            | - Content Area Big Idea(s)<br>- Literacy Big Idea(s)<br>- Content Targets | -Language Proficiency/Development Standards<br>- Language Targets<br>- Summative Assessment |
| Building Oracy and Background Knowledge                                                             |                                                                                                              |                                                                                                                                                                                                                            |                                                                           | Formative Assessment                                                                        |
| Reading Comprehension                                                                               |                                                                                                              | Content                                                                                                                                                                                                                    |                                                                           |                                                                                             |
| Writing                                                                                             |                                                                                                              |                                                                                                                                                                                                                            |                                                                           |                                                                                             |
| Word Study and Fluency                                                                              |                                                                                                              |                                                                                                                                                                                                                            |                                                                           |                                                                                             |
| Summative Assessment                                                                                |                                                                                                              |                                                                                                                                                                                                                            |                                                                           |                                                                                             |
| Bridge - Transfer                                                                                   | Bridge – Transfer - Extension<br>(includes: Listening, Speaking, Reading, and Writing in the other language) | Bridge: Metalinguistic Focus<br>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. |                                                                           |                                                                                             |

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

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

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

|                                         |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------|
| Theme/Unit Name:                        |                                                                                                              |                                                                                                                                                                                                                            | - Content Area Big Idea(s) | -Language Proficiency/Development Standards |
| - Content Area Standards                |                                                                                                              |                                                                                                                                                                                                                            | - Literacy Big Idea(s)     | - Language Targets                          |
| - Writing Standards:                    |                                                                                                              |                                                                                                                                                                                                                            | - Content Targets          | - Summative Assessment                      |
| - Reading Standards:                    |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
| Building Oracy and Background Knowledge |                                                                                                              |                                                                                                                                                                                                                            | Content                    |                                             |
| Reading Comprehension                   |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
| Writing                                 |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
| Word Study and Fluency                  |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
| Summative Assessment                    |                                                                                                              |                                                                                                                                                                                                                            |                            |                                             |
| Bridge - Transfer                       | Bridge – Transfer - Extension<br>(Includes: Listening, Speaking, Reading, and Writing in the other language) | Bridge: Metalinguistic Focus<br>While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. |                            |                                             |

Formative Assessment