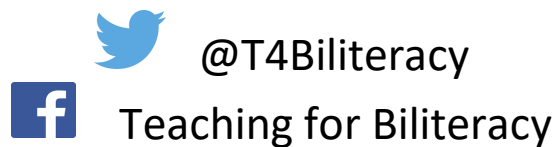




# Teaching for Biliteracy: Strengthening Bridges between Languages

**3 Day Summer Institute**  
***Madrona Elementary School, Highline Public Schools***  
***Sea-Tac, Washington***

**July 24-26, 2018**



| Presenters       | Contact Information                                                                      |
|------------------|------------------------------------------------------------------------------------------|
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**Handouts and Power Point presentations from the  
Sea-Tac Teaching for Biliteracy Summer Institute  
are available at:**

**<https://goo.gl/m9V7U9>**



**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:**

**<https://goo.gl/htXY1o>**



## Institute Overview

|                             | July 24, 2018                                                                                                                                                                                                                                                                                                                                                                           | July 25, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                              | July 26, 2018                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 a.m.<br>-12:00<br>p.m. | <b>What is biliteracy and what systems support biliteracy development?</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Language Education Programs</li> <li>• Defining Biliteracy and articulating a literacy pedagogy</li> <li>• Language and Content Allocation</li> <li>• Biliteracy Non-Negotiables</li> <li>• The Biliteracy Unit Framework (BUF)</li> </ul> | <b>What guides planning for biliteracy?</b><br><b>Who is involved in Biliteracy?</b> <ul style="list-style-type: none"> <li>• Biliteracy Mindset</li> <li>• Biliteracy Students and Teachers</li> </ul><br><b>How do we plan for additional supports for biliteracy students?: Dr. Kathy Henn-Renke</b> <ul style="list-style-type: none"> <li>• Tier 1 instruction</li> <li>• Considerations for Tier 2 and 3 instruction</li> <li>• Q &amp; A</li> </ul> | <b>What systems and structures support biliteracy (curriculum, standards and assessment)?</b><br>Planning for standards-based instruction – Focus on biliteracy maps and the BUF Triangle<br><br><b>What are the elements of the Bridge and Metalinguistic Focus?</b><br><br>Institute Closure as a group                               |
| 12:45-<br>3:30 p.m.         | <b>What does biliteracy look like?</b><br>Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: <ul style="list-style-type: none"> <li>• Initial Literacy: Patricia Núñez</li> <li>• Primary grades Melody Wharton</li> <li>• Primary and Intermediate grades: Karen Beeman</li> </ul>                                         | <b>What instructional practices support biliteracy development?</b> Focus on the importance of building oracy<br><br>Two Breakouts: <ul style="list-style-type: none"> <li>• Patricia Núñez</li> <li>• Melody Wharton</li> </ul>                                                                                                                                                                                                                           | <b>Afternoon Breakout sessions:</b> <ul style="list-style-type: none"> <li>• Biliteracy Curriculum Mapping: Melody Wharton and Kennewick practitioners</li> <li>• Developing Inter-Cultural Competence Environment: Patricia Núñez</li> <li>• <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman</li> </ul> |

## 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?</i> p. 2</p> <p><i>Creating Bilingual Units of Instruction: A Biliteracy Unit Framework</i> p. 14-15</p> <p><i>Planning for Biliteracy at the Classroom Level from the Learner's Perspective</i> p. 15-18</p> <p><b>Chapter 5</b><br/> <i>Simultaneous Bilingual Development</i> – p. 67-8<br/> <i>Sequential Bilingual Development</i> – p. 68-9</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> |

### What is biliteracy and what does it look like?

- Program Vision and Goals
- Literacy Pedagogy or Philosophy
- Systems
  - i. Language Allocation (percentage of time in Spanish, percentage of time in English)
  - ii. Content allocation (language for each content)
  - iii. Biliteracy curriculum maps
  - iv. Biliteracy units



## Language Acquisition Programs

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

| 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 countries <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>                                                                                                               |

# Individual or Team Work:

## VISION and GOALS:

Our program is:

The vision and goals of our program include:

The students in our program are:

Additional questions to consider:

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

## LITERACY PEDAGOGY (PHILOSOPHY)

Literacy is:

Our literacy pedagogy is:

# Language Allocation

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

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

## One and Two – Teacher Models

(Both types of models can be used with 80/20 and 50/50 programs)

| Type of Model                                                                                                               | Pros                                                                                                      | Cons                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>One Teacher Model</b><br>(One teacher teaches both languages)                                                            | Teachers get to know students across both their languages<br><br>Time can be more flexible                | It may be harder for the teacher to stay in the target language<br><br>It may be harder for the students to stay in the target language        |
| <b>Two Teacher Model</b><br>(One teacher teaches English and another teacher teaches Spanish/Japanese to the same students) | Spanish time is protected by place, time and person<br><br>When collaboration works well, it is powerful! | It is harder for teachers to get to know students across both languages<br><br>When collaboration is not effective, it is challenging for all. |

### Individual or Team Work:

Our Teacher Models include:

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

| Program Name:                                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------------------------------|---|---|---|---|---|---|---|---|---|
| English Percentage                            |   |   |   |   |   |   |   |   |   |
| Spanish, Japanese, Polish, Chinese Percentage |   |   |   |   |   |   |   |   |   |

## **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                   | 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/Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts/Social Science</li> <li>• Math</li> </ul>                  | Language Arts<br>Social Studies<br>Math |
| <b>Fourth 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/Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts/Social Science</li> <li>• Math</li> </ul>                  | Language Arts<br>Social Studies<br>Math |
| <b>Fifth 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/Science</li> </ul> English to Spanish (end of every unit): <ul style="list-style-type: none"> <li>• Language Arts/Social Science</li> <li>• Math</li> </ul>                  | Language Arts<br>Social Studies<br>Math |

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

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

|                       | <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><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 (2 at the middle school – one Language Arts in Spanish and one content area) or credit hours (a minimum of 8 in Spanish at the high school).**

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

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

Programmatic Supports - >

Infrastructure Supports ->

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

# Planning for Biliteracy: Creating Sustainable Systems

## **Biliteracy Non-Negotiables (Beeman & Urow, 2013)**

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

| <i>Dual Language Non-Negotiables</i>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary Non-Negotiables                                                                                                                                                                                                                                                                                                      | Middle School Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                                      | High School Non-Negotiables                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <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. |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |



## Individual or Team Work:

Sketch your Content and Language Allocation Worksheet from the students' point of view (not the teacher's day).

| Grade | Language Allocation<br>Note:<br>Spanish/Japanese<br>% is the first<br>number | Content taught in<br>Spanish | Direction of<br>the Bridge | Content Taught in<br>English | Notes |
|-------|------------------------------------------------------------------------------|------------------------------|----------------------------|------------------------------|-------|
| K     |                                                                              |                              |                            |                              |       |
| 1     |                                                                              |                              |                            |                              |       |
| 2     |                                                                              |                              |                            |                              |       |
| 3     |                                                                              |                              |                            |                              |       |
| 4     |                                                                              |                              |                            |                              |       |
| 5     |                                                                              |                              |                            |                              |       |



| Grade | Language Allocation<br>Note:<br>Spanish/Japanese<br>% is the first<br>number | Content taught in<br>Spanish | Direction of<br>the Bridge | Content Taught in<br>English | Notes |
|-------|------------------------------------------------------------------------------|------------------------------|----------------------------|------------------------------|-------|
| 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*)

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

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

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| <div>Reading Comprehension</div> <div><ul style="list-style-type: none"><li>Strategies and balanced literacy routines</li></ul></div>                                                                                                                                                                                                                                                                                                                                                                                          | <div>Content Area Instruction</div> <div><ul style="list-style-type: none"><li>Inquiry</li><li>Investigations</li><li>Experiments</li><li>Experiences</li></ul></div> |                                                                                                                                                                                                                                                                                                      |                      |
| <div>Writing</div> <div><ul style="list-style-type: none"><li>Strategies and balanced literacy routines</li></ul></div>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                      |                      |
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| <div>Summative Assessment</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                      |                      |
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|                                                                                                                                                                                                                                                                                                              |                            |                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------|
| 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><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>                                                                                                                                                                                                                                                                          |                            |                                                                               |

**Biliteracy Unit Framework (BUF) for teaching language, literacy, and content in  
First Edition**

|                                                                                                                                                                                                                                                                                                              |  |                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
| 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>Content Instruction</b>                                           |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Read aloud</li></ul>                                                                                                                                                                                           |  |                                                                      |
| <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>                                                                                                                                                                                                   |  |                                                                      |
|                                                                                                                                                                                                                                                                                                              |  | • Spelling                                                           |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Bridge</b> <ul style="list-style-type: none"><li>• Metalinguistic Skills</li></ul>                                                                                                                                                                                                                        |  |                                                                      |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                                          |  |                                                                      |

Formative Assessment

For sample BUFs, please go to: <http://www.teachingforbiliteracy.com> -> BUFs -> Samples

## Sample Biliteracy Instruction:

1. Review of the BUF
2. Getting to know the students: determining language proficiency levels and pairings
3. Sample instruction focused on:
  - a. Standards
  - b. Language instruction strategies
  - c. Content and literacy strategies
  - d. Oracy building
  - e. The Bridge and Extension

### Reflection:

- How did you feel as a learner?
- How did the progression of the activities of the unit develop language and content?
- How did students participate?
- How were students held accountable for their learning?

## WIDA (similar to ELPA Language Proficiency Levels)

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

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

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

For more information and for grade level clustered rubrics, go to  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

For Spanish language rubrics, look for *Los descriptors Podemos*



**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

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

### Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

**Figure 3H: Specific Examples of Sensory Supports**

| Supports related to the language of Language Arts                                                                                                                                                                         | Supports related to the language of Mathematics                                                                                                                                                                              | Supports related to the language of Science                                                                                                                                                     | Supports related to the language of Social Studies                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Illustrated word/phrase walls<br>Felt or magnetic figures of story elements<br>Sequence blocks<br>Environmental print<br>Posters or displays<br>Bulletin boards<br>Photographs<br>Cartoons<br>Audio books<br>Songs/Chants | Blocks/Cubes<br>Clocks, sundials and other timekeepers<br>Number lines<br>Models of geometric figures<br>Calculators<br>Protractors<br>Rulers, yard/meter sticks<br>Geoboards<br>Counters<br>Compasses<br>Calendars<br>Coins | Scientific instruments<br>Measurement tools<br>Physical models<br>Natural materials<br>Actual substances, organisms or objects of investigation<br>Posters/Illustrations of processes or cycles | Maps<br>Globes<br>Atlases<br>Compasses<br>Timelines<br>Multicultural artifacts<br>Arial & satellite photographs<br>Video clips |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.



## Guidelines for Setting up the Biliteracy Learning Environment

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

Guideline #2 : Every Biliteracy classroom includes the Bridge

Guideline # 3 : Teachers use different colors for each language

Guideline # 4 : Teachers visually indicate the language of instruction

### The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

| Spanish (or Japanese)                                                                                                                                                                                                                                                                                                                                                                     | The Bridge                                                                                                                                                                                                                                                                             | English                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Teacher maintains Spanish or Japanese</li><li>• Students maintain Spanish or Japanese (teacher scaffolds with language learning supports)</li><li>• Materials, instruction and assessments are in Spanish or Japanese</li><li>• Literacy instruction is in Spanish or Japanese</li><li>• Content in Spanish/Japanese all year</li><li>•</li></ul> | <ul style="list-style-type: none"><li>• Planned moment at the end of a unit (and after summative assessment) when the teacher brings the two languages together for transfer and metalinguistic analysis.</li></ul> <p>(Bridging is student initiated, spontaneous and unplanned).</p> | <ul style="list-style-type: none"><li>• Teacher maintains English</li><li>• Students maintain English (teacher scaffolds with language learning supports)</li><li>• Materials, instruction and assessments are in English</li><li>• Literacy instruction is in English</li><li>• Content in English all year</li><li>• For newcomers (Spanish speakers new to English in grades 2 and up), mediated and individual use of Spanish</li></ul> |

## Individual or Team Reflection and Planning

| Elements we have in place: Affirmations | Areas to work on: Next Steps | Other |
|-----------------------------------------|------------------------------|-------|
|                                         |                              |       |
|                                         |                              |       |
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