

Teaching for Biliteracy Summer Institute 2019
Week-at-a-Glance

Time	Monday June 24, 2019	Tuesday June 25, 2019	Wednesday June 26, 2019	Thursday June 27, 2019	Friday June 28, 2019
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - Defining Biliteracy - Creating Systems that Support Biliteracy: Biliteracy Guidelines - Introduction: Biliteracy Unit Framework (BUF)	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students and Teachers: A Multilingual perspective	What systems and structures support biliteracy (curriculum, standards, and assessment)? - Biliteracy Curriculum Maps - BUF Triangle: Standards, Big Ideas, and Summative Assessment - Integrating Language, Literacy, Content, and Inquiry	What instructional practices support biliteracy (strategies for oracy, reading, writing, and word study in both languages) - Oracy in anticipation of reading and writing Breakouts: - Biliteracy Strategies in K-2 - Biliteracy Strategies in 3-5 - Biliteracy Strategies in Secondary	What are the elements of the Bridge and Metalinguistic Focus? - Planning for the Bridge at the curriculum level - The two purposes of the Bridge - Determining the metalinguistic focus of the Bridge Institute Evaluation
Book Connection	Chapters 1, 4 & 5	Chapters 2, 3, 5	Chapters 1, 4, 5	Chapters 6, 7, 8, & 9	Chapter 10
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking

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Concurrent Afternoon Sessions 1:30 -3:00 p.m.	<i>What does a BUF (biliteracy unit framework of instruction) look like and feel like?</i>	<i>How does the multilingual perspective influence how we view and support students, how we view and support teachers, and systems for biliteracy (curriculum maps, assessments, etc.)?</i>	<i>What instructional practices support biliteracy development?</i>	<i>What instructional and programmatic practices support biliteracy development?</i>	The Teaching for Biliteracy Summer Institute ends after lunch on Friday, June 30 Thank you for your participation!
	K- 2 Sample Biliteracy Instruction	Program Design: Vision, Language and Content Allocation and Pedagogy	Implementing a Multilingual Perspective in Selecting Children's Literature	Word Study in Spanish (<i>en español</i>)	
	3-5 Sample Biliteracy Instruction	Developing Multicultural Competence	K- 2 Sample Biliteracy Instruction - moving to literacy	What the Bridge Looks Like in a Two-Teacher Model	
	Secondary Sample Biliteracy Instruction – Middle School and High School	How I Fit In: Implementing a Multilingual Perspective as a Monolingual English Teacher	The Biliteracy Mapping Process	Biliteracy Assessment Practices	