



Teaching for Biliteracy: Strengthening Bridges between Languages

3 Day Summer Institute
Issaquah Middle School
Issaquah, Washington

August 6-8, 2019



@T4Biliteracy

Teaching for Biliteracy

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

<http://bit.ly/SeattleSummerInstitute2019>

Additional biliteracy information available at:

www.TeachingforBiliteracy.com



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

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Institute Overview

	August 6, 2019	August 7, 2019	August 8, 2019
8:30 a.m. -11:45 a.m.	What is biliteracy and what systems support biliteracy development? • Introductions • Language Education Programs • Defining Biliteracy and articulating a literacy pedagogy • Biliteracy Guidelines • Language and Content Allocation • The Biliteracy Unit Framework (BUF)	What characterizes biliteracy instruction and the biliteracy learning environment? • Reflection on sample instruction • The three linguistic spaces What guides planning for biliteracy? Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers	What systems and structures support biliteracy (curriculum, standards and assessment)? Planning for standards-based instruction – • BUF Triangle • Standards Based Biliteracy Curriculum Maps What are the elements of the Bridge and Contrastive Analysis? Institute Closure as a group
12:45- 3:30 p.m.	What does biliteracy look like? Sample Biliteracy Instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Crystal Ramos • Primary grades Karen Beeman • Intermediate and Secondary: Melody Wharton	What instructional practices support biliteracy development? Strategies that Build Oracy and Ensure Successful Literacy Experiences • Crystal Ramos • Melody Wharton *Administrators, coaches and specialists, as you participate in the session think of how you can create systems and structures that support these instructional practices.	Afternoon Breakout sessions: • Balanced Literacy and Biliteracy: Melody Wharton • Biliteracy Assessments and Implications for MTSS: Crystal Ramos • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman

What is biliteracy and what does biliteracy look like?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy?</i> p. 2 <i>Creating Bilingual Units of Instruction: A Biliteracy Unit Framework</i> p. 14-15 <i>Planning for Biliteracy at the Classroom Level from the Learner's Perspective</i> p. 15-18 Chapter 5 <i>Simultaneous Bilingual Development</i> – p. 67-8 <i>Sequential Bilingual Development</i> – p. 68-9	Resources -> • Research Articles Programmatic Supports -> • Infrastructure Supports ○ Sample Weekly Schedule for Biliteracy ○ Sample Daily Schedule for Biliteracy ○ Sample Content Allocation Plans ○ Blog interview with Karen Beeman on creating a strong Dual Immersion Program

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
Dual Language: Two Way Immersion	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - Blue Students – students who enter the program as monolingual English speakers (non-ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs - Other ELLs (Urdu speakers, for example) - Other bilingual, non-ELLs (Tamil/English bilinguals, for example)	High levels of biculturalism, bilingualism, biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion Also known as Developmental Bilingual, Maintenance or Late-Exit Bilingual	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - Blue/green students – students who enter the program with linguistic resources in both languages – may or may not be ELLs	High levels of biculturalism, bilingualism, biliteracy and academic achievement in both languages.
Transitional Bilingual Education (TBE)	- Green Students – students who enter the program as monolingual Spanish speakers (ELLs) - In some instances, AND Blue/green students – students who enter the program with linguistic resources in both languages – identified ELLs	High levels of language and literacy development in English and high academic achievement in English.

Key	
	Green faces – new arrivals from Spanish-speaking places - Students who enter the program as monolingual Spanish speakers - These students enter the program as ELLs - These students will become sequential bilinguals.
	Orange faces – new arrivals from other countries - Students who enter the program as monolingual speakers of languages other than Spanish - These students enter the program as ELLs - These students will become sequential bilinguals.
	Blue-green faces – students who enter the program with linguistic resources in both languages - These students may or may not qualify as ELLs - These students are simultaneous bilinguals
	Blue faces – Students who are monolingual English speakers In dual language programs, these students will become sequential bilinguals

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 2nd 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:

Planning for Biliteracy: Creating Sustainable Systems

Biliteracy Guidelines (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, themes or stories simultaneously.
- Students are together for differentiated, not separate, instruction.
- In PreK-5th 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.

Dual Language Non-Negotiables		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the target language • K-12 commitment
Note: Based on the program design of the school, 6 th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6 th grade dual language programs at a middle school site will follow the non-negotiables for 6 th -8 th grade programs.		



Language Allocation

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

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	50%	50%	50%
	80%	80%	70%	60%	60%	50%	50%	50%	50%

Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	100%	100%	100%
	80%	80%	70%	50%	40%	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
One Teacher Model (One teacher teaches both languages)	Teachers get to know students across both their languages Time can be more flexible	It may be harder for the teacher to stay in the target language It may be harder for the students to stay in the target language
Two Teacher Model (One teacher teaches English and another teacher teaches Spanish/Japanese to the same students)	Spanish time is protected by place, time and person When collaboration works well, it is powerful!	It is harder for teachers to get to know students across both languages When collaboration is not effective, it is challenging for all.

Individual or Team Work:

Our Teacher Models include:

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

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

Sample Content and Language Allocation – Middle School

Grade	Spanish Medium Courses	English Medium Courses
6	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
7	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
8	Spanish Language Arts Social Studies	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives

At the **secondary level** (middle and high school), 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. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

Sample Language and Content Allocation: 50/50 Program

Option A: 50% English -50 % Spanish Model - Switch subject area to the other language every year

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science 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.

Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts Science and Social Studies	Language Arts Science Social Studies

Option C: 50/50 Model

Math remains in English, and Science in Spanish throughout the 6 years. Begin SS in Spanish (k-2) and switch to English in third grade (3-6).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Grades PK-2: Spanish to English (end of every unit) PK-2: - Language Arts - Science - Social Studies	Language Arts Math
First Grade	Language Arts Science Social Studies		Language Arts Math
Second Grade	Language Arts Science Social Studies	English to Spanish (end of every unit) PK-2: - Language Arts - Math	Language Arts Math
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science	Grades 3-5 Spanish to English (end of every unit) PK-2: - Language Arts - Science	Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches at the third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: - Language Arts/ Social Studies - Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math	English to Spanish (end of every unit) PK-2: Language Arts/ Science	Language Arts Science
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science	Grades 3-5 Spanish to English (end of every unit): - Language Arts - Science	Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Sample Language and Content Allocation Plans: 80/20

Option A 80/20: Majority of content is taught in Spanish, K-2. SS and math switch to English in 3rd grade.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts (Literacy-based ESL)
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts (Literacy-based ESL)
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math 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.

Option B: 80/20: The majority of the content is delivered in Spanish, K-2. Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts (Literacy-based ESL)
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts (Literacy-based ESL)
Third Grade 50/50	50% Language Arts Math	Spanish to English: Math English to Spanish: • Language Arts integrated with SS and Science	50% Language Arts Social Studies Science
Fourth Grade 50/50	50% Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Math	50% Language Arts Math
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Option C: 80/20 Model : The majority of the content is delivered in Spanish, K-2.
 Chunks subjects in the same language in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts (Literacy-based ESL)
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts (Literacy-based ESL)
Third Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fourth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Option D: 80/20 Model (Very similar to Option A)

Math is taught in English 3-5, and Science in Spanish 3-5. Social Studies begins in Spanish (K-2) and switches to English in third grade through fifth. Unlike Option A, Social Studies switches to English in 3rd grade whereas Option A does so in fourth grade.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts (Literacy-based ESL)
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts (Literacy-based ESL)
Third Grade 50/50	50% Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	50% Language Arts Math Social Studies
Fourth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies

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 Note: Spanish/Japanese % is the first number	Content taught in Spanish	Direction of the Bridge	Content Taught in English	Notes
K					
1					
2					
3					
4					
5					

Grade	Language Allocation Note: Spanish/Japanese % is the first number	Content taught in Spanish	Direction of the Bridge	Content Taught in 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: • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing- Writer’s Workshop • Reading • Independent practice • Word Work/Dictado	Spanish
9:00 – 10:00	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills • Reading and Writing	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: • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
1:45-2:30	English Language Arts/English Language Development- over the course of a unit, the students will engage in: • Oracy development • Guided practice • Writing • Word study	English

(Spanish time is lessened in subsequent grades and usually by 3rd 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 – 80% of Day in Spanish and 20% of Day in English –K

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer’s Workshop • Reading • Word Study • Independent Practice	SPANISH
10:30-11:00 a.m.	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student Choice
11:00 a.m. – 12:00 p.m.	Specials	
12:00 – 12:45 p.m.	Lunch	Student choice
12:45 – 2:00 p.m.	Math in Spanish • Oracy development • Math skills and practice • Reading and writing in math	SPANISH
2:00 – 3:00 p.m.	English Language Arts Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer’s Workshop • Reading • Word Study • Independent Practice	ENGLISH

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: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Reading • Independent practice • Word Work/Dictado	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: • Oracy development • Reading and Writing	English
1:00-1:50	Social Studies and Language Arts - over the course of an integrated unit, the students will engage in: • Oracy development • Guided practice • Social Studies experiences • Writing • Reading • Word study	English
1:50-2:30	Specials	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)**

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit				
Reading Comprehension • Strategies and elements of balanced literacy		Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	Formative Assessment	
Writing • Strategies and elements of balanced literacy				
Word Study and Fluency • Areas of word study to be studied				
Summative Assessment				
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis 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.		

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards			Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit •			
Reading Comprehension • Strategies and elements of balanced literacy		Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy			
Word Study and Fluency • Areas of word study to be studied			
Summative Assessment			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis 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

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 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

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/

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

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

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

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 Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs 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
• Teacher maintains Spanish or Vietnamese • Students maintain Spanish or Vietnamese (teacher scaffolds with language learning supports) • Materials, instruction and assessments are in Spanish or Vietnamese • Literacy instruction is in Spanish or Japanese • Content in Spanish/ Vietnamese all year	• 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. (Bridging is student initiated, spontaneous and unplanned).	• Teacher maintains English • Students maintain English (teacher scaffolds with language learning supports) • Materials, instruction and assessments are in English • Literacy instruction is in English • Content in English all year • For newcomers (Spanish speakers new to English in grades 2 and up), mediated and individual use of Spanish

Individual or Team Reflection and Planning

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

Implementing Biliteracy....Possible Next Steps

Short Term and Individual	Long Term and Collaborative
Get to know your students: simultaneous or sequential? Based on what they can do with language, plan instruction.	Articulate your literacy pedagogy and therefore, your biliteracy pedagogy.
Plan for and use oracy.	Build collaborative relationships: trust, flexibility and shared philosophy.
Use high leverage strategies: TPR, ART, LEA, Fishbowl, Sentence Prompt, word bank, student pairings, etc.	Fine-tune your biliteracy “systems”, or structures (vision, daily schedules, language and content allocation plan). Use the biliteracy guidelines to help you.
Set up 3 linguistic spaces in the classroom. Teach Spanish “a la Spanish” and English “a la English”.	Start biliteracy curriculum mapping and move into BUF writing.
Plan for the strategic use of language; reduce flip-flopping and stay in the language of instruction.	Use the standards and big ideas to plan a Bridge: transfer and metalinguistic development
Focus on your mindset (move to the biliteracy mindset) and on what you control.	Identify the standards and big ideas you are teaching and use them to plan oracy and literacy instruction. Start writing BUFs.