

Teaching for Biliteracy Summer Institute

August 6-8, 2019
Melrose Park, IL



www.TeachingforBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



**Many THANKS to our host:
District 89 for providing this space and
opportunity for our
Teaching for Biliteracy August Institute**

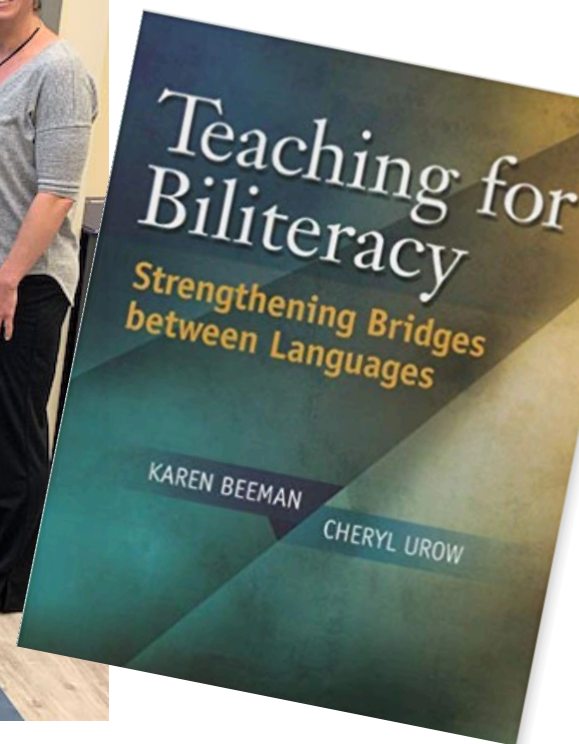


Welcome to the Teaching for Biliteracy August Institute

- Addison School District 4, IL
- Batavia Public Schools, IL
- Berwyn South School District 100, IL
- CCSD 15, IL
- CCSD 21, IL
- Chicago Public Schools, IL
- College Place Public Schools, WA
- DeKalb CUSD 428, IL
- Eugene School District, OR
- Glenview School District 34, IL
- Huntley CSD 158, IL
- La Grange Elementary School District 102, IL
- North Chicago, District 187, IL
- Palmdale School District, CA
- Richland County School District One, SC
- Urbana School District 116, IL
- West Des Moines Community Schools, IA

Center for Teaching for Biliteracy

This presentation reflects the collaborative work of the team:



Andrea De Armas **Olga Karwoski** Karen Beeman **Patricia Nuñez Porras** Dana Hardt

Cristina Díaz Crystal Ramos **Cheryl Urow** Melody Wharton

www.TeachingForBiliteracy.com

Olga Karwoski	TeachingForBiliteracyOK@gmail.com
Patricia Núñez	TeachingForBiliteracyPN@gmail.com
Cheryl Urow	TeachingForBiliteracy@gmail.com

<http://bit.ly/BiliteracyChicago2019>

for handouts,
Powerpoints
and other resources

We will reference the book throughout the conference. If you would like to purchase the book at conference rates, please visit

https://www.caslonpublishing.com/conference/bee-man_urow/

Institute Norms – Over the next 3 days...

- Participate actively and interactively
- Assume good intentions, ask clarifying questions, and stay solutions-oriented
- Please silence your phones and put them out of your line of sight.
- Use technology strategically.
- Please no videotaping of any part of the day.
- Pictures are ok.
- Please keep sidebar conversations to a minimum.



Introductions



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

Introductions

Please take a moment to review the institute agenda and the handouts.

Then, after I ring the bell, introduce yourselves at your tables using the following prompts:

1. My name is _____.
2. I grew up speaking _____.
4. My teaching experience is _____.
5. Over the next 3 days, I am most looking forward to _____.



Introductions

- We will provide many networking opportunities to continue to build these relationships.
- We will also provide team planning time:
 - Short term plans – to share with other stakeholders and begin implementation in summer school/during the 2019-20 school year
 - Long term plans – to involve additional stakeholders and plan for a strategic roll-out



Team Reflection and Planning



Agenda – Tuesday, August 6, 2019

What is biliteracy? Who is involved in biliteracy?

What does biliteracy instruction look like?

- AM agenda – whole group
 - Welcome and introductions
 - Defining Biliteracy
 - Students in biliteracy
 - Language Acquisition Programs
 - Biliteracy Unit Framework
- PM agenda – two breakouts
 - Sample biliteracy instruction



Defining Biliteracy - Biliteracy Program Vision



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

Teaching for Biliteracy...p. 2

A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing. Effective biliteracy instruction enables biliteracy through reading, writing, listening, and speaking in both languages. A wide range of languages is included.

Take a moment to read this and be prepared to paraphrase it to your partner:

In other words, teaching for biliteracy is...(Be prepared to share)

Teaching for Biliteracy...p. 2

In other words...

- Teaching listening, speaking, reading, and writing in BOTH languages to bilingual learners
- Integrating the teaching of the four domains of **language** – with **literacy** and **content**
- The goal of teaching for biliteracy is to develop bilingualism and biliteracy along with grade-level academic achievement in both languages



Teaching for Biliteracy means
always teaching
language
literacy
and
content



Team Reflection and Planning

- How have you defined biliteracy?
- What is the goal for your students?
- What is your vision?
- Which stakeholders need input?

Vision



Defining Biliteracy Language Acquisition Programs



Vision

www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

Program 1

The goal of the program is to graduate students with high levels of bilingualism and biliteracy

Program 2

The goal of the program is to exit students with high levels of English language proficiency and English literacy

Program 1

The goal of the
program is to

Program 2

The goal of the
program is to exit
with

**What is the key difference
difference between the goals of
the two programs?**

English literacy

Program 1

The goal of the
program is to

Program 2

The goal of the
program is to exit
with

**Now let's look at the instructional
structure of the programs –
language allocation**

English literacy

Program 1

The **goal** of the program is to graduate students with high levels of bilingualism and biliteracy

The program provides **instruction in both English and Spanish** beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least **fifth** grade in the future)

Program 2

The **goal** of the program is to exit students with high levels of English language proficiency and English literacy

The program provides **instruction** in Spanish (or Arabic) for a **limited** amount of time, moving toward instruction in English only

Program 1

The **goal** of the program is to graduate students with high

lev
bil

Th
ins
an

K (or K) and continuing through at least fifth grade (or will roll up to at least **fifth** grade in the future)

Program 2

The **goal** of the program is to exit students with high levels

What does it mean if the program goal is like that of program 1, but the language allocation is that of program 2?

or time, moving toward instruction in English only

Program 1

The **goal** of the program is to graduate students with high

lev
bil

Th
ins

an

K (

th

will roll up to at least **fifth**
grade in the future)

Program 2

The **goal** of the program is to exit students with high levels

Now let's look at the students in the two programs.

I predict that in program 1...

I predict that in program 2...

Program 1	Program 2
The goal of the program is to graduate students with high levels of bilingualism and biliteracy	The goal of the program is to exit students with high levels of English language proficiency and English literacy
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in English, Spanish, and other languages	The program is only open to students with a very specific linguistic profile.

Which most closely reflects your program?

How does your program match the descriptors?

How does it differ?

What are some names for the programs?

linguistic profile.

Dual Language, One-Way, Two-Way, TWI, DLI, Immersion	Transitional Bilingual, TBE, Early Exit Bilingual
The goal of the program is to graduate students with high levels of bilingualism and biliteracy	The goal of the program is to exit students with high levels of English language proficiency and English literacy
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only
At Pre-K and K, the program is open to all students, and includes students of a wide range of academic and linguistic abilities in	The program is only open to students with a very specific linguistic profile.

Teaching for Biliteracy is...

- Teaching listening, speaking, reading, and writing in BOTH languages to bilingual learners
- Integrating the teaching of the four domains of **language** – with **literacy** and **content**
- Developing bilingualism and biliteracy along with grade-level academic achievement in both languages



Teaching for Biliteracy is...

- Teaching listening, speaking, reading, and writing in BOTH languages to **bilingual learners**
- Integrating the teaching of the four domains of **language** – with **literacy** and **content**
- Developing bilingualism and biliteracy along with grade-level academic achievement in both languages



Defining Biliteracy

Language Acquisition Programs

Students Involved in Biliteracy



Vision

www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

Fishbowl, Closed Word Sort, Sentence Prompts – pp 82-83

**Terms We
Know**

**Terms We
Think We
Know**

**Terms We
Don't Know
Yet**

- Your turn!
- I know that _____ refers to _____.
- I think that _____ refers to _____
- I don't know this term yet. Do you?
- I agree. OR I respectfully disagree.

Fishbowl, Closed Word Sort, Sentence Prompts – pp 82-83

Terms We

Terms We

Terms We

**All of these terms are connected
because...**

-
-
-
- I don't know this term yet. Do you?
- I agree. OR I respectfully disagree.

Fishbowl, Closed Word Sort, Sentence Prompts

Terms We

Terms We

Terms We

All of these terms are connected because...they are all terms that we need when talking about the **students** who are engaged in **biliteracy instruction**

I don't know this term. Do you.

**As we dig deeper into
defining biliteracy -
keep track of the key terms.**



**By the end of the morning all the
terms should be under
“We Know”**

Fishbowl, Closed Word Sort, Sentence Prompts

All of these terms are connected because...they are all terms that we need when talking about the students who are engaged in **biliteracy instruction**

There are some key terms we often use when talking about students involved in biliteracy instruction that are absent.
What are those missing terms?

Fishbowl, Closed Word Sort, Sentence Prompts

Terms We

Terms We

Terms We

What are those missing terms?

Spanish Dominant

English dominant

L1, L2

First Language

Native Language

Spanish dominant, native language,
first language, L1, and Spanish
speaker - limit our view of
students linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



In teaching for biliteracy, students are developing bilinguals or bilingual learners

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



Students as Developing Bilinguals

Bilingual Identity

ELL = Spanish dominant?

L1 Spanish = Spanish dominant?

- Maestra, el me puchó.
- El perro estaba barqueando toda la noche.
- Maestra, I am planching!



Students as Developing Bilinguals

Bilingual Identity

L1 English = English dominant?

- I want to go to the house of Lucía tomorrow!
- We are resting.



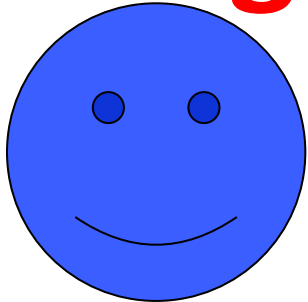


Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)

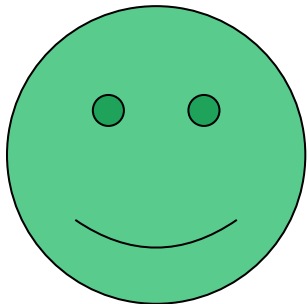
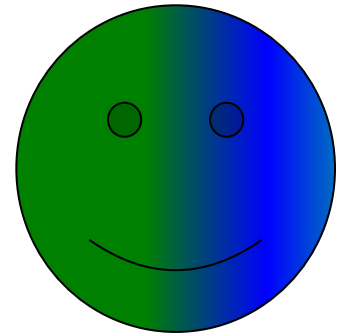


Different Paths to a Bilingual Identity

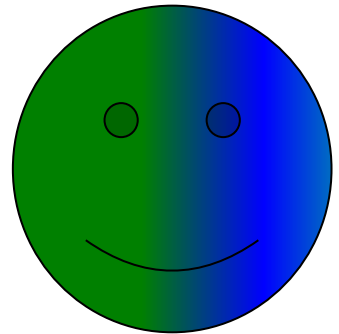
- Some students are **sequential bilinguals**.



Sequential bilingual

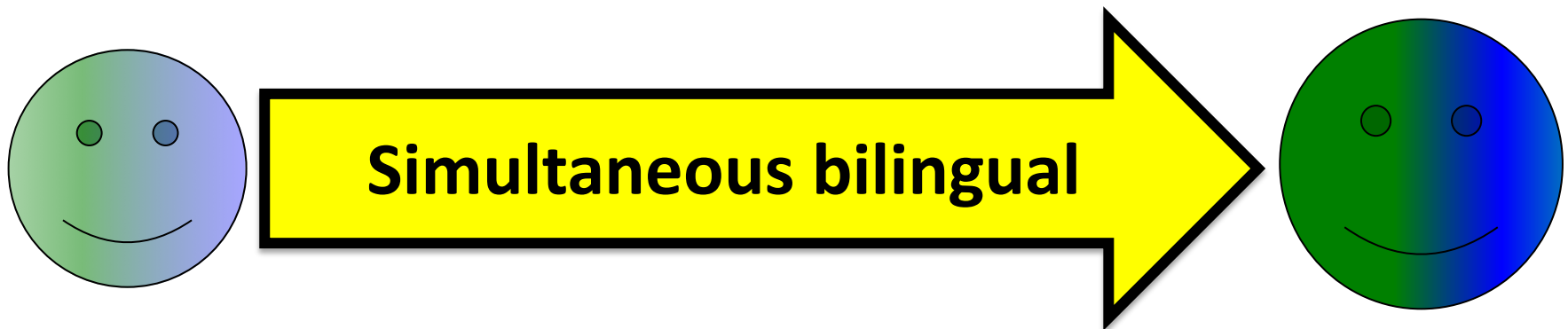


Sequential bilingual



Different Paths to a Bilingual Identity

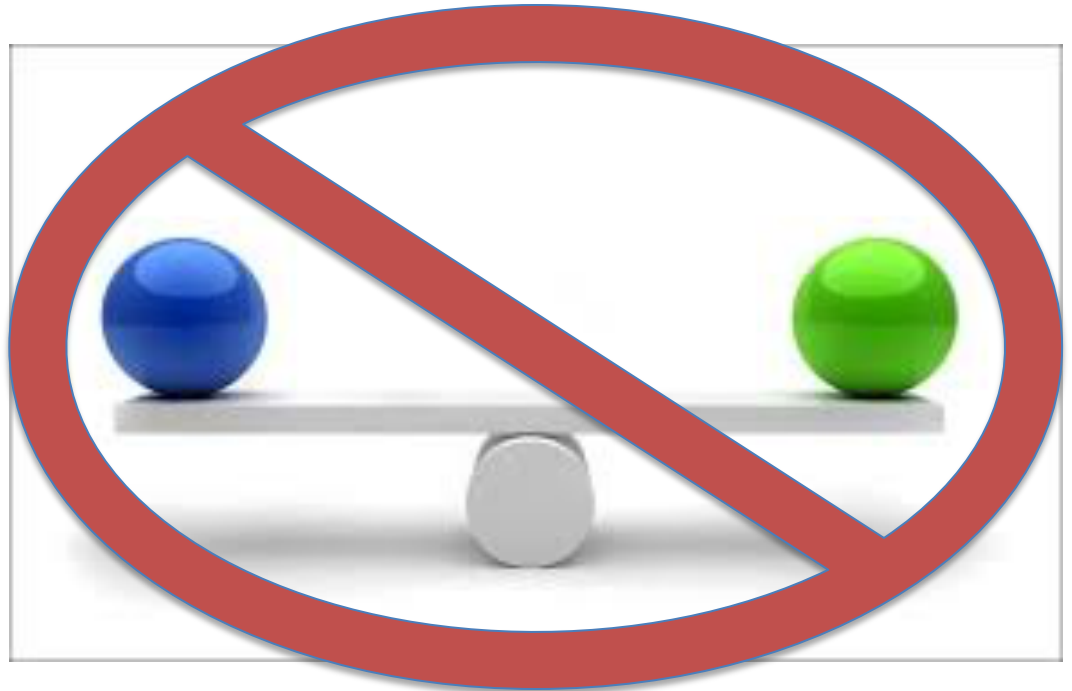
- Some students are **sequential bilinguals**.
- Other students – the majority of ELLs - are **simultaneous bilinguals**.



Bilingual Identity – **Simultaneous bilingual doesn't** **necessarily mean balanced bilingual.**



=



Bilingual Identity

“...hay que reconocer primero que el bilingüismo balanceado es un concepto casi imposible ya que muy, muy rara vez se alcanza.”

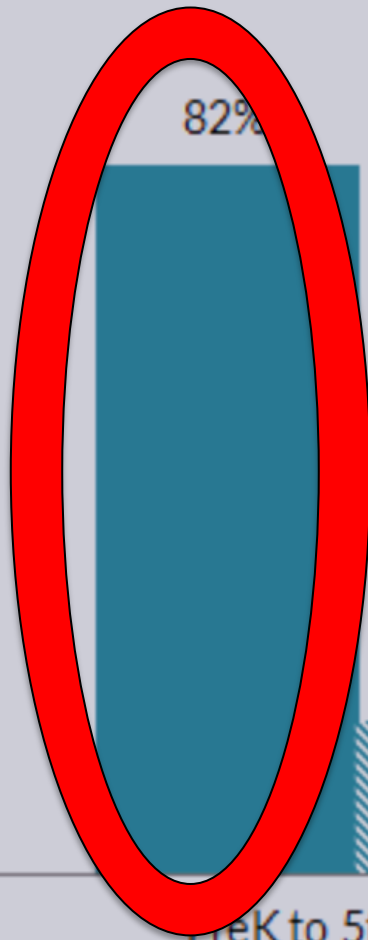


Simultaneous Bilinguals –

English Language Learners in the US

- In 2009 - 75% of students who qualified as ELLs in PreK through 5th grade in the US were born here (Education Week, 2009).
- In 2015, that percentage grew to 82%.

Figure 7. Share of EL Students by Grade



**What is the L1 of
these simultaneous
bilinguals?**



Note: The figure refers to English Learners.
Source: MPI tabulation of data from the U.S. Census Bureau.

Identifying students by L1 causes anxiety...in both students and teachers

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

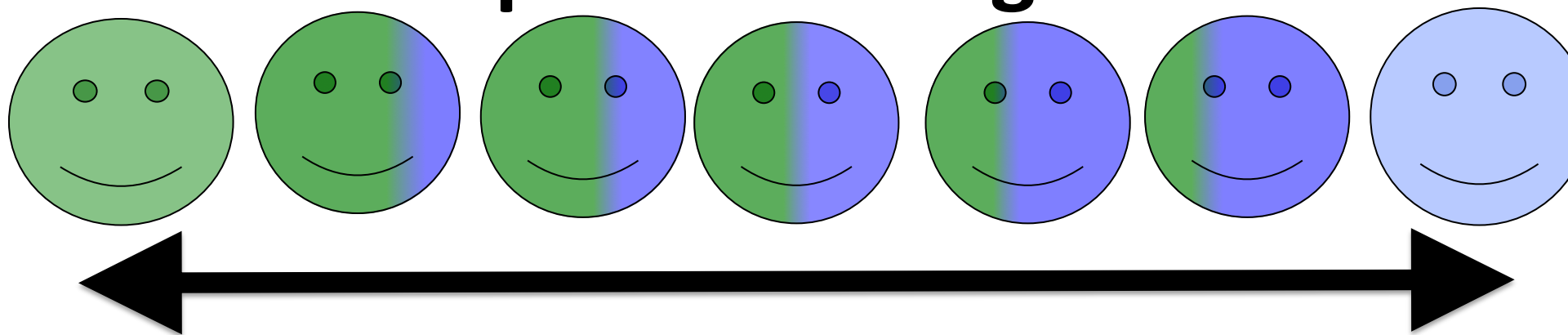
- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



Bilingual Identity

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

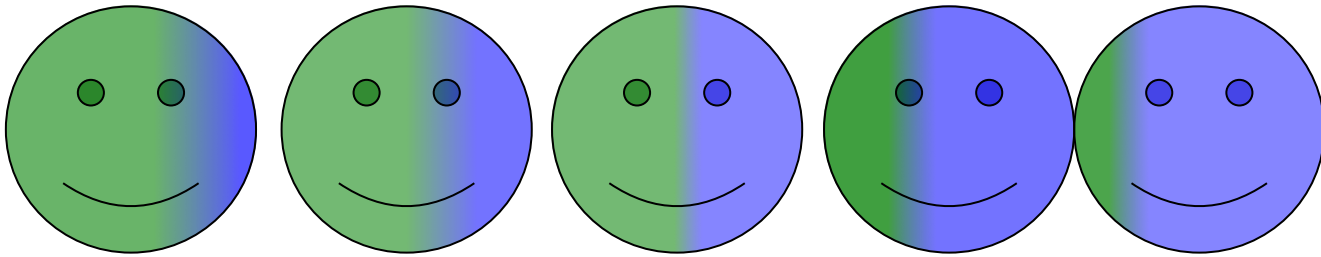
While some students enter our schools as monolinguals and become sequential bilinguals



**Other students
– the majority of ELLs –
enter as developing bilinguals and are
simultaneous bilinguals**

How do developing bilinguals use their **linguistic repertoire**?

Developing bilinguals make **linguistic approximations**



www.TeachingforBiliteracy.com

© Center for Teaching for Biliteracy, LLC



Developing bilinguals make linguistic approximations

- Maestra, el me puchó.
- El perro estaba barqueando toda la noche.
- Maestra, I am planching!
- I want to go to the house of Lucía tomorrow!
- We are resting.



Students as Developing Bilinguals

“El concepto del **semilingüismo** ha sido fuertemente criticado y rechazado (Skutnabb-Kangas 1981; MacSwan 2000) en parte porque muchas de las pruebas lingüísticas utilizadas para sustentarlo no identifican la naturaleza bilingüe del niño. **Es decir, se mide al niño bilingüe con sus coetáneos monolingües.**”

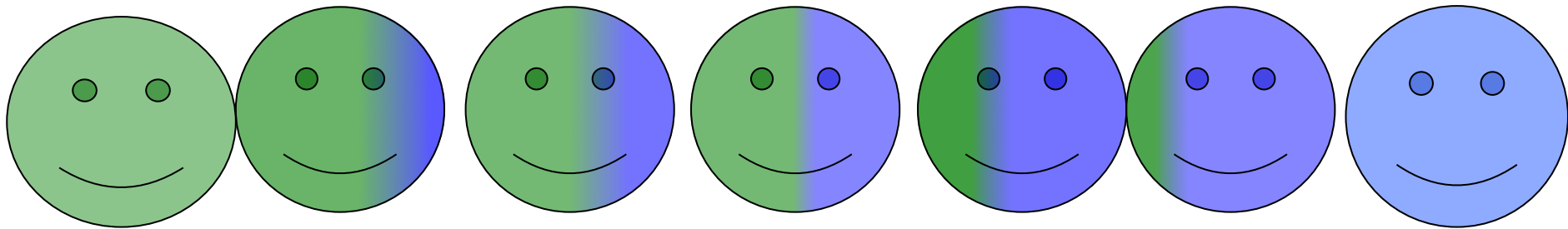
Escobar y Potowski, 2015

Developing bilinguals make linguistic approximations

to push	puchar	empujar
ironing	planching	planchando



**As students engage in biliteracy
they ALL become
developing bilinguals
(bilingual learners)**



www.TeachingforBiliteracy.com

© Center for Teaching for Biliteracy, LLC



Research Connection



Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



Team Reflection and Planning

- What is the goal for your students?
- What is your vision?
- Who are your students?
- How do you describe your students?

Vision



Defining Biliteracy

Students Involved in Biliteracy

Language Acquisition Programs



www.TeachingForBiliteracy.com

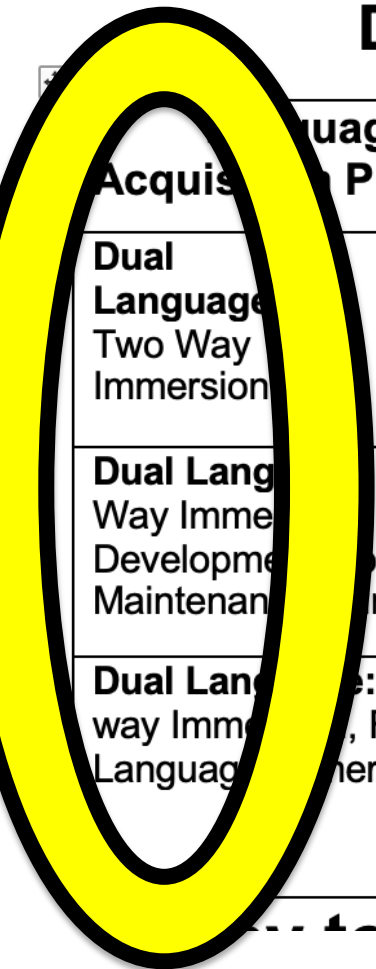
© Center for Teaching for Biliteracy, LLC

Language Acquisition Programs

p. 3 of handout – let's draw...



Defining Language Acquisition



Language Acquisition Program	Students on the first day of kindergarten	
Dual Language Two Way Immersion		 High levels of bilingualism and biliteracy, high academic achievement in both languages, and socio-cultural competence.
Dual Language One Way Immersion for Development or Maintenance of Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

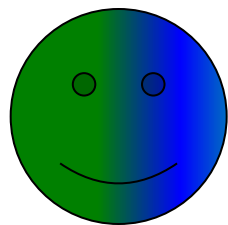
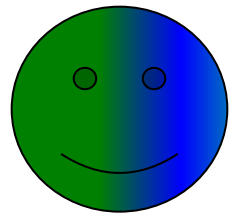
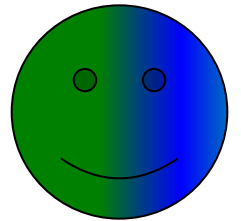
...to our students... all are developing bilingual...

Language Acquisition Programs

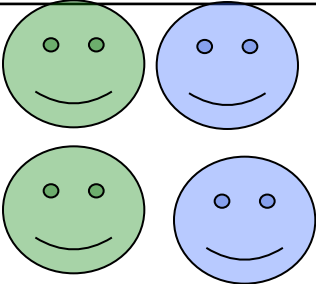
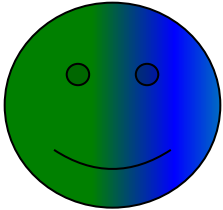
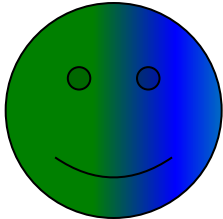
p. 3 of handout



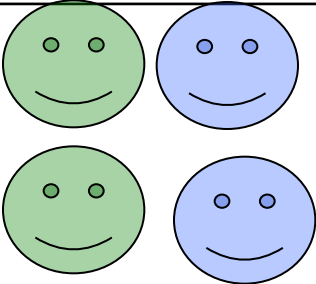
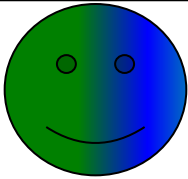
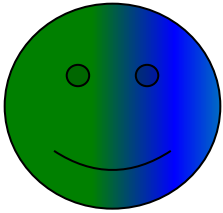
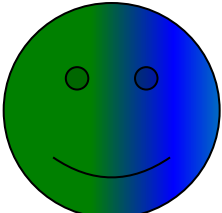
Language Acquisition program	Students upon entrance at Kinder	Goal



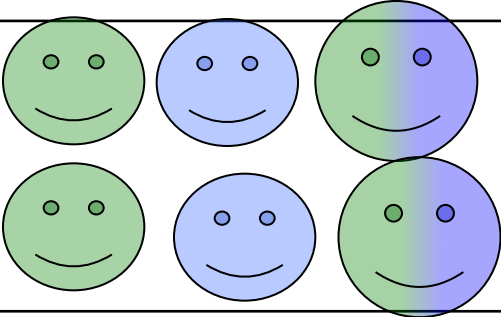
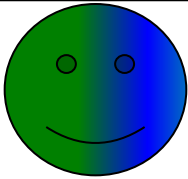
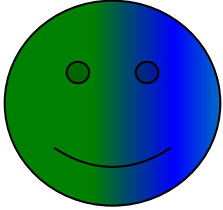
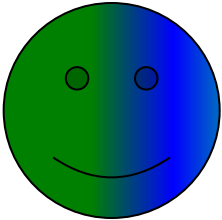
Language Acquisition Programs – Let’s draw...

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

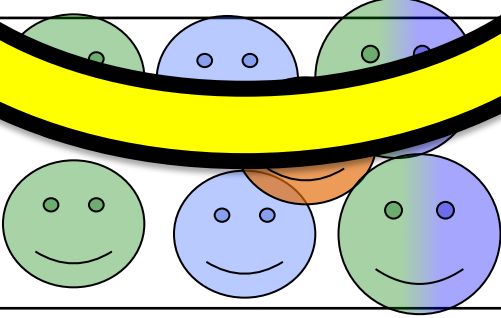
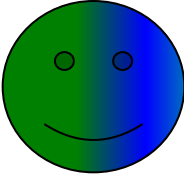
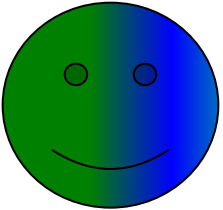
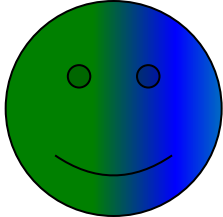
Language Acquisition Programs – Who is missing?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

Language Acquisition Program What is missing?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

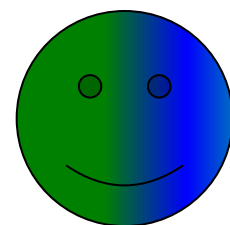
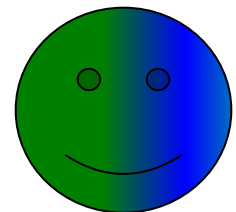
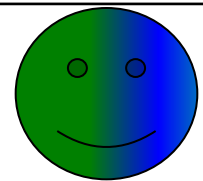
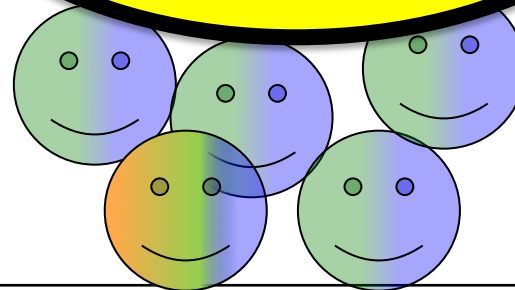
In robustly implemented dual language programs,...

Language Acquisition program

Students after a few months

Goal

Dual Language: Two way immersion



Research Connection



Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



Identifying students by L1 causes anxiety...in both students and teachers

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



Research Connection



- Bilingual children know fewer words in each language compared to monolinguals.
- Bilingual adults have slower reaction time to naming pictures than monolinguals.
- Bilinguals of all ages demonstrate better executive control than monolinguals matched in age and other factors.
- On-set of dementia in bilinguals is an average of 5 years later than in monolinguals

www.TeachingForBiliteracy.com



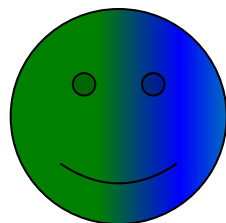
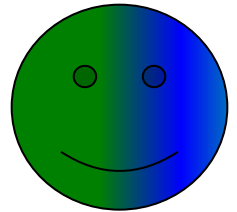
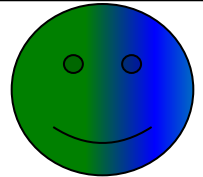
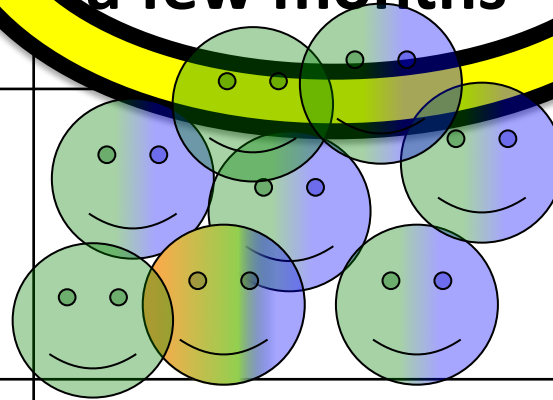
Some students may enter dual language programs at later grades...

Language Acquisition program

Students after a few months

Goal

Dual Language: Two way immersion



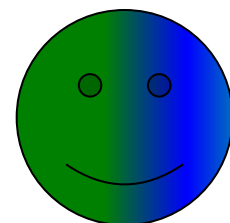
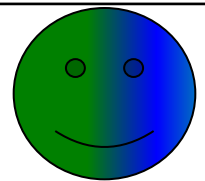
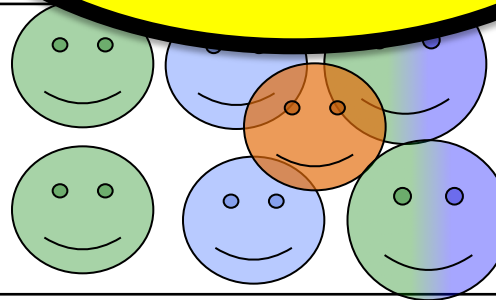
Language Acquisition Programs

Language Acquisition
program

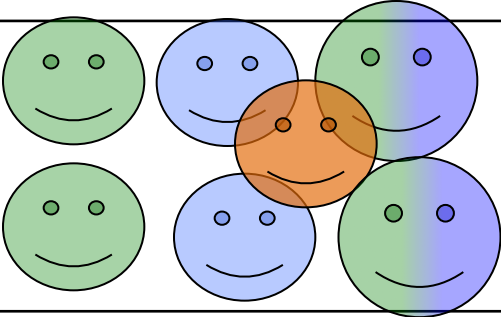
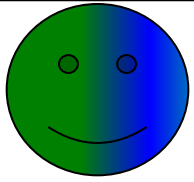
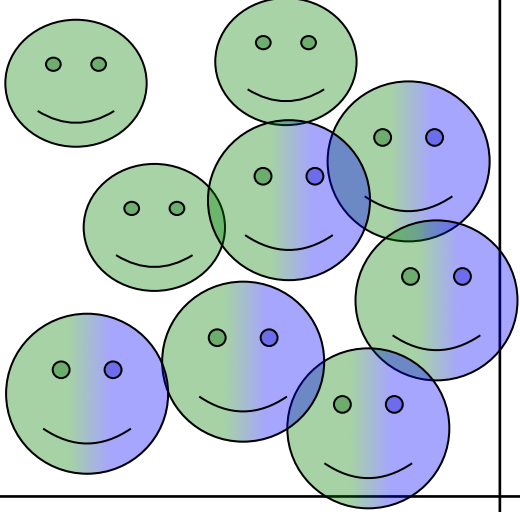
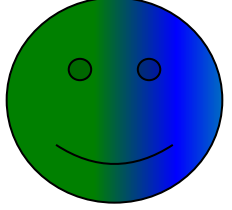
Students upon
entrance at
Kinder

Goal

Dual Language: Two way
immersion



Language Acquisition Programs – Who are the students in this program?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

In robustly implemented dual language programs,...

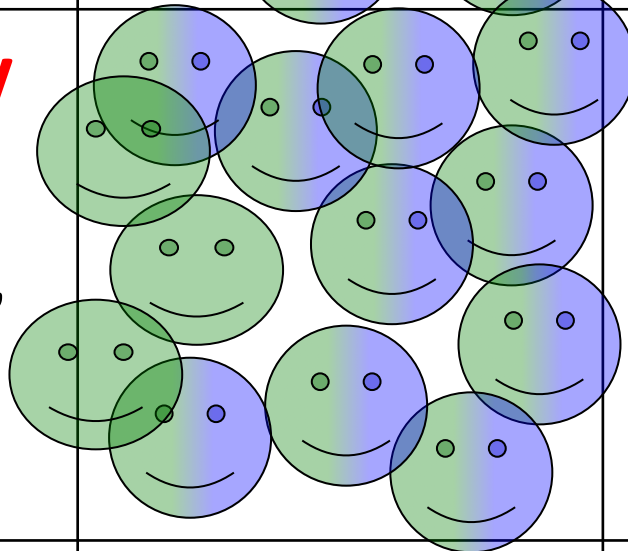
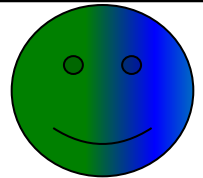
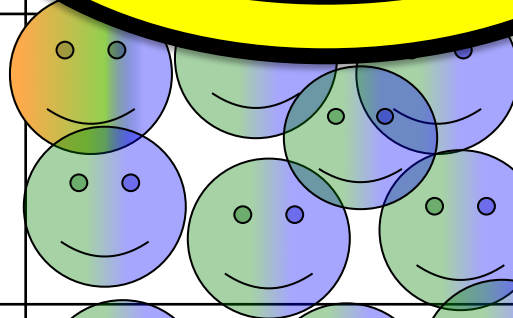
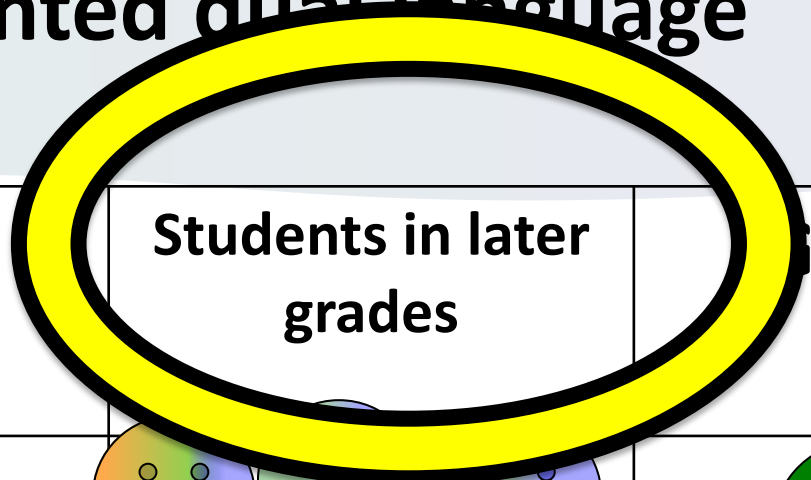
Language Acquisition program

Students in later grades

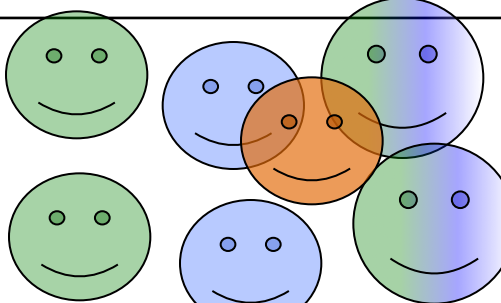
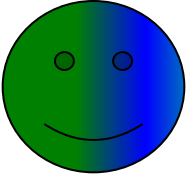
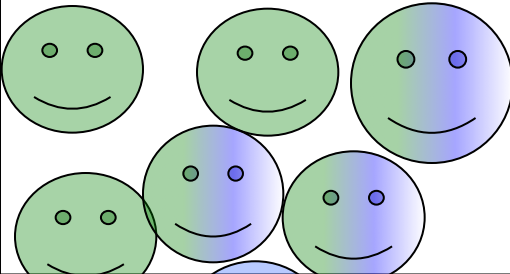
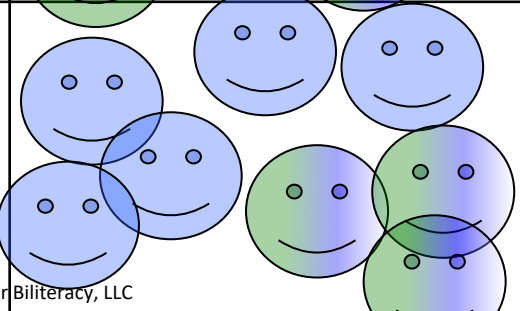
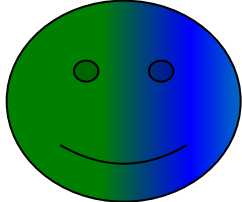
Goal

Dual Language: Two way immersion

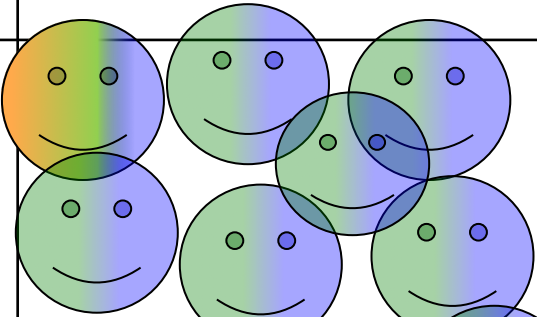
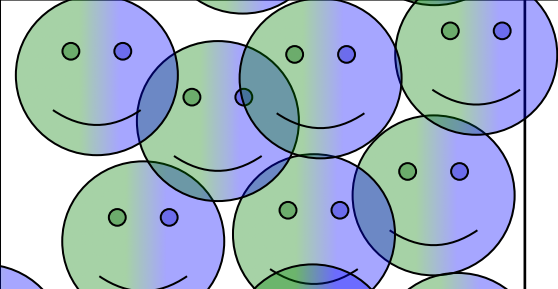
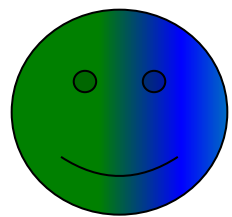
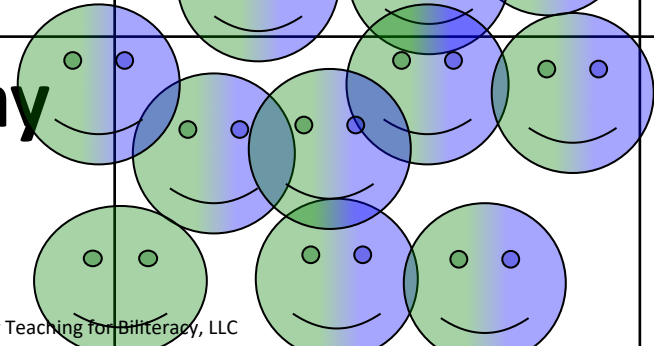
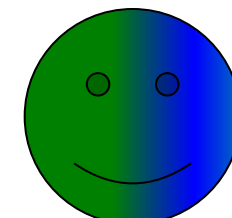
Dual Language: **One-way Immersion**,
Developmental Bilingual,
Maintenance Bilingual



Language Acquisition Programs - Who are the students in this program?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

In robustly implemented dual language programs,...

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

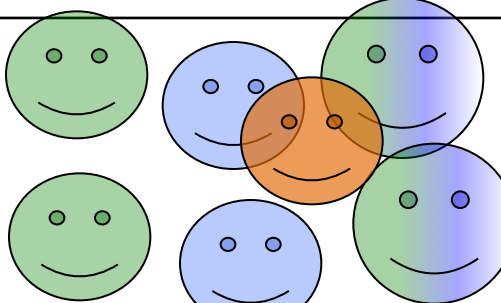
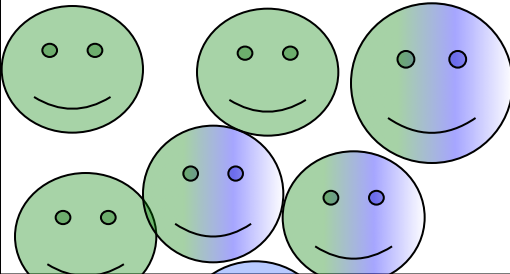
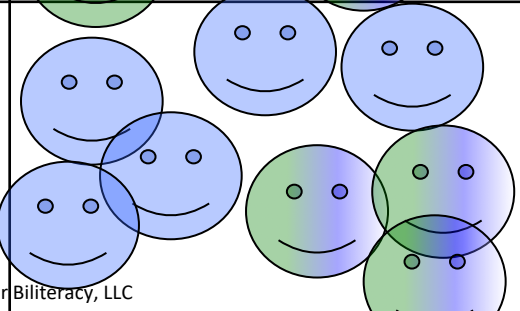
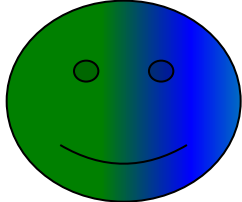
Team Reflection and Planning

- Which of these program most closely matches your current program?
- Which matches your future program?

Vision



Language Acquisition Programs - Which of these programs looks like your current program? Future?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Teaching for biliteracy can happen in 80/20 language allocation...

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

Teaching for biliteracy can happen in 50/50 language allocation...

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								



50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy

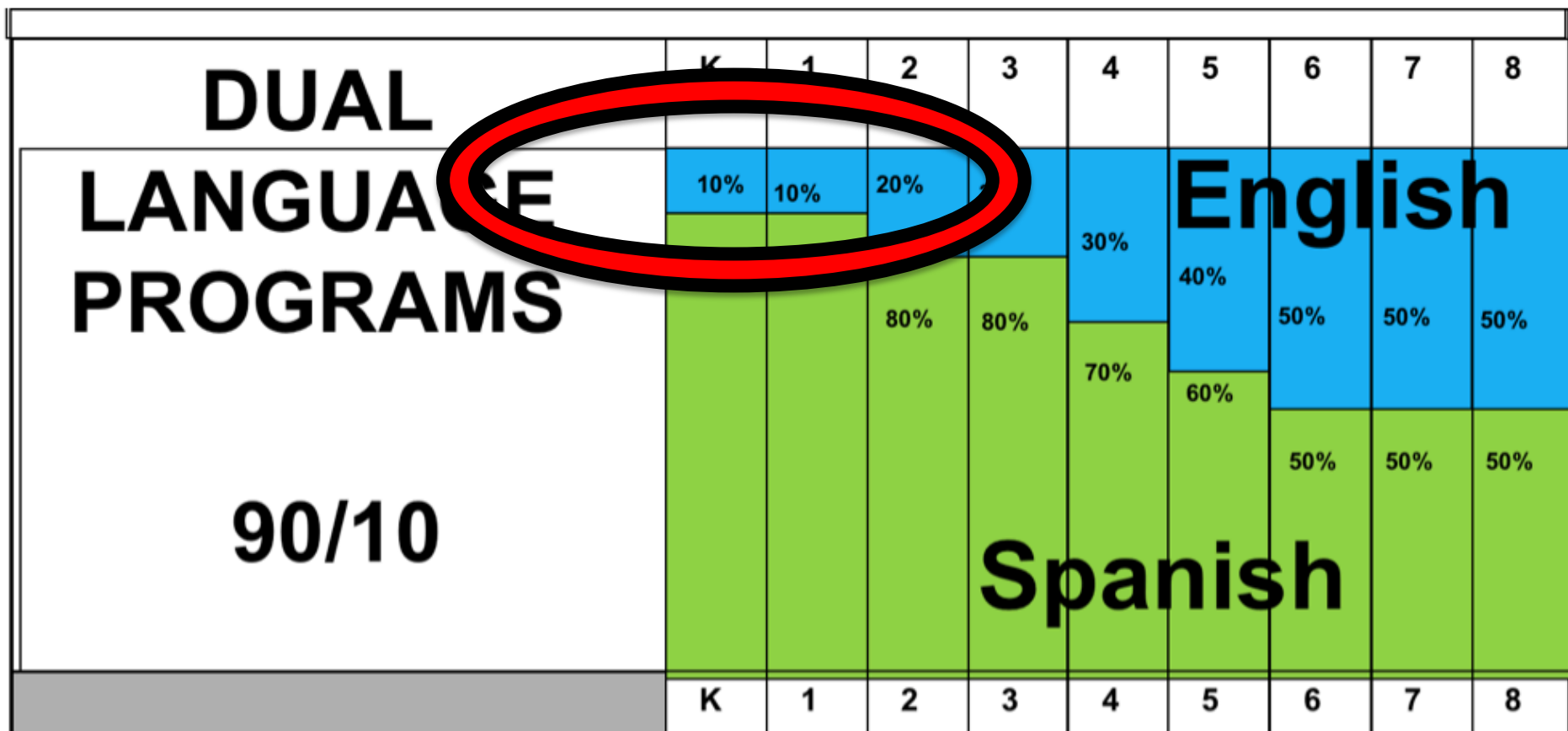
50/50 Language Allocation

- Lindholm-Leary: The Rich Promise of Two-Way Immersion, 2005:
 - 90/10 v. 50/50 – By 5th grade, all students at or above grade level in English
 - Students had higher levels of Spanish proficiency in a 90/10 program than a 50/50 program
- Collier and Thomas, 2009
 - 90/10 – closes the achievement gap in English sooner than in 50/50

50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model

Teaching for biliteracy is very challenging in 90/10 models...



50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model
- How can you teach for biliteracy AND get the benefits of a 90/10 program?

Teaching for biliteracy can happen in 80/20 language allocation...

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

The 20% of English instruction focused on English literacy.

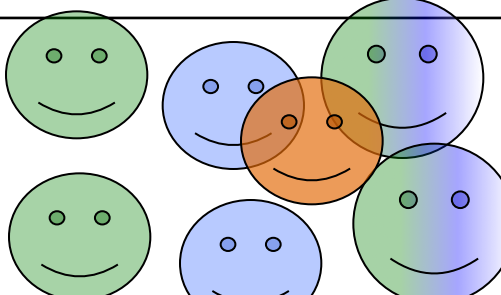
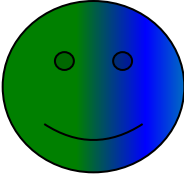
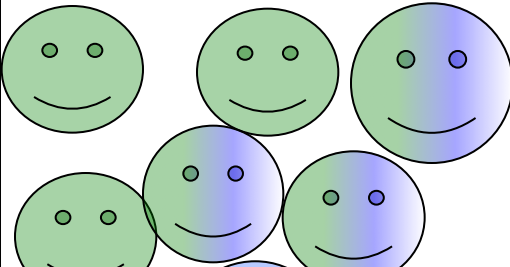
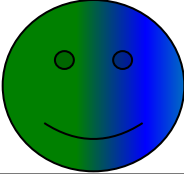
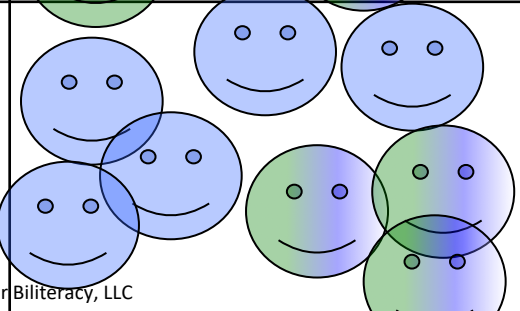
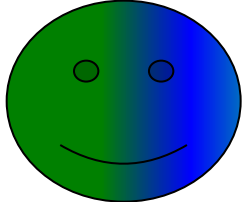
Team Reflection and Planning

- What is your current language allocation?
- What is your future language allocation
- Does your program employ a one-teacher model? Two-teacher model? A little of both?

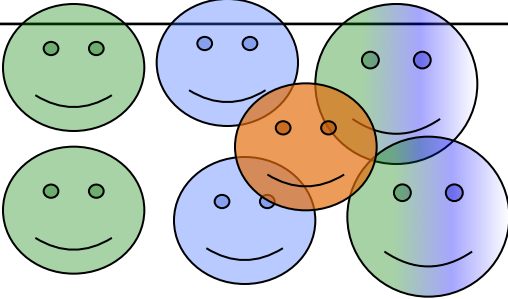
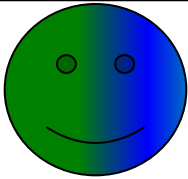
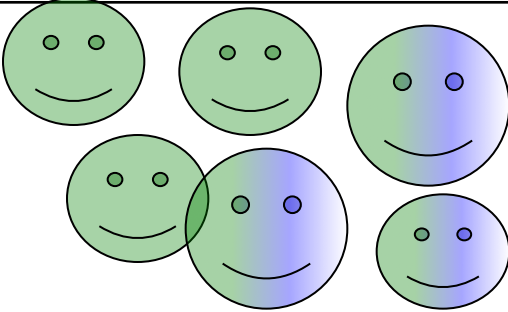
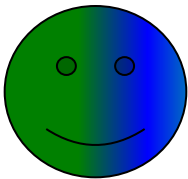
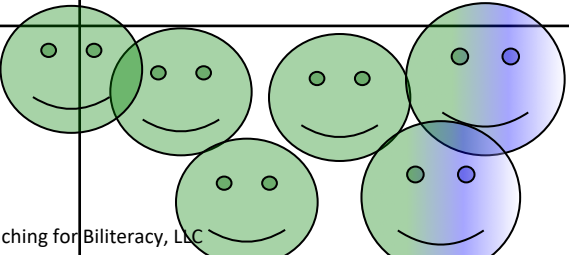
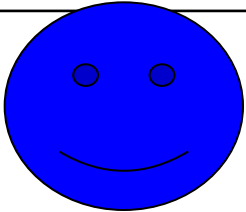
Vision



Language Acquisition Programs - The sample biliteracy instruction you will experience is appropriate for ALL these programs and language allocations.

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Language Acquisition Programs

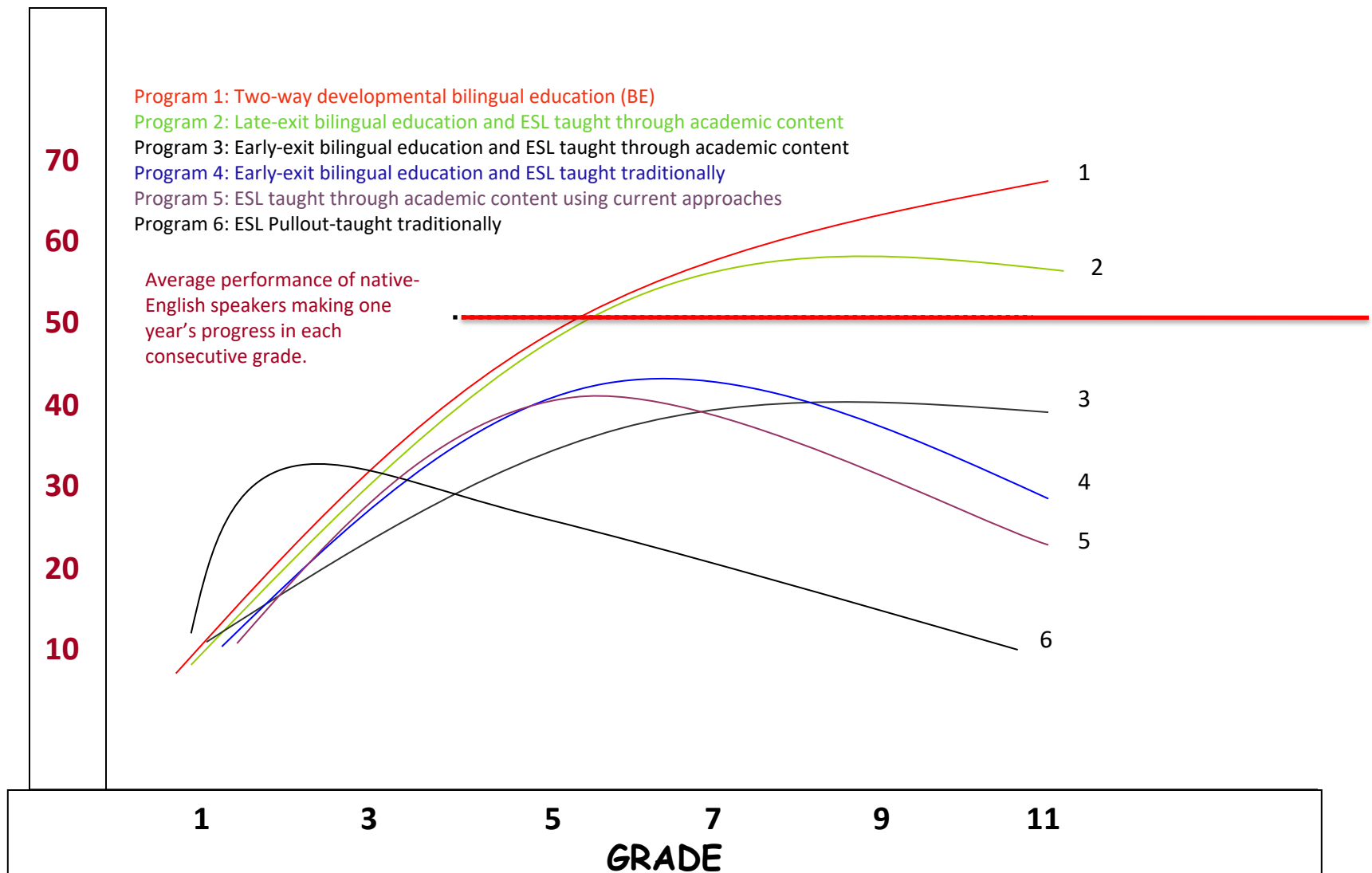
Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

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



Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

© Wayne P. Thomas and Virginia P. Collier, 2010



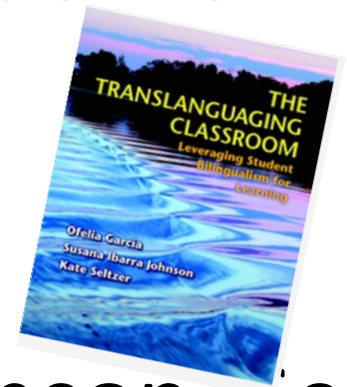
www.TeachingForBiliteracy.com

Biliteracy Instruction Creates Developing Bilinguals

- Developing bilinguals use their **full linguistic repertoire** in ways that challenge the notion of L1, primary language, or dominant language.

Translanguaging

- ...is the natural behavior of multilingual humans.
- Our challenge as educators: how do we leverage the natural translanguaging practices of our students in order to achieve the goal of biliteracy?



García, Ibarra-Johnson, Seltzer

What do you see in this image?



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

**This is the goal of biliteracy –
students who are bilingual
and biliterate.**



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC



Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)

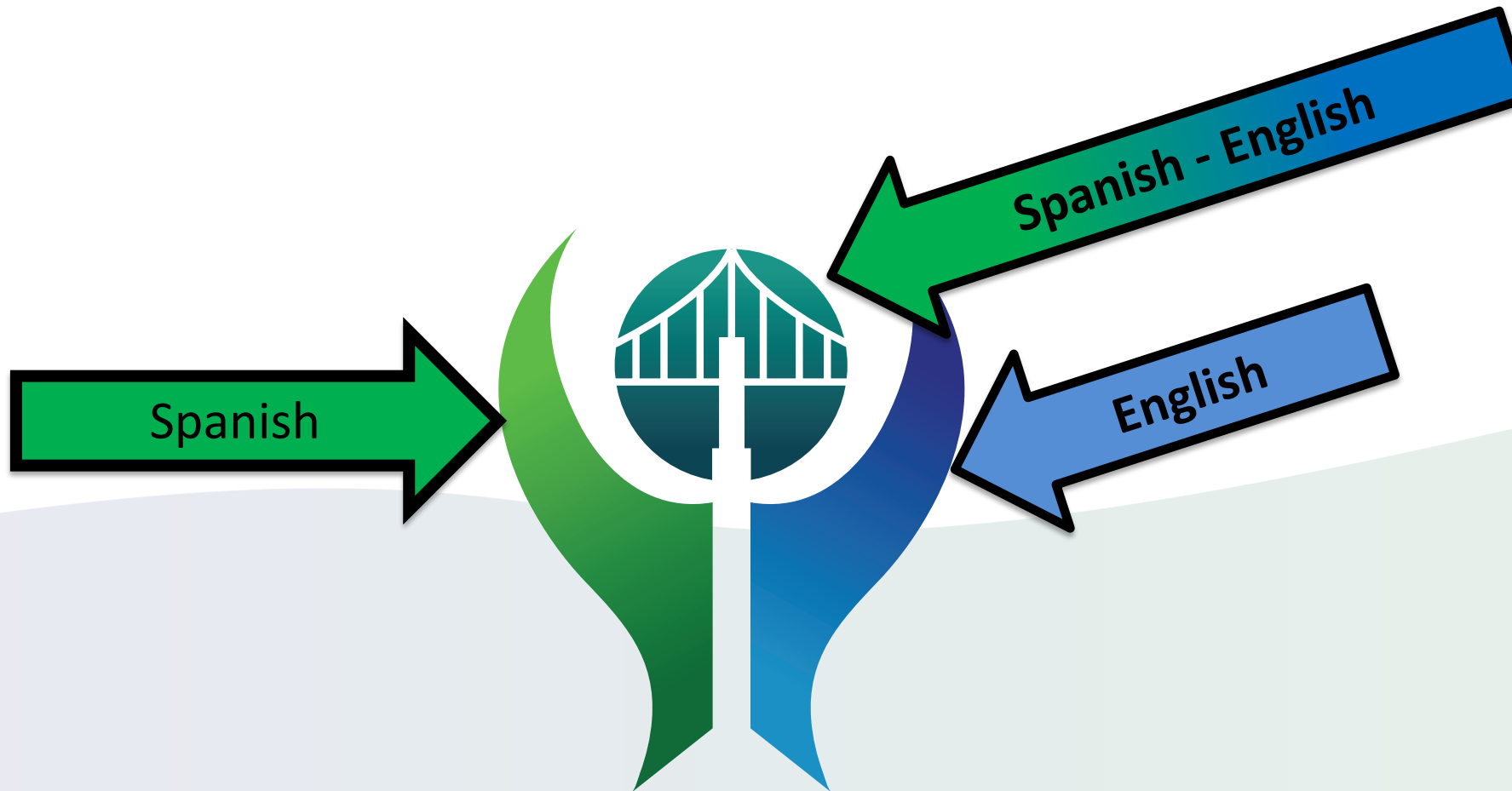


**This is the goal of biliteracy –
students who are bilingual
and biliterate.**



**...and who can make linguistic
decisions**

Biliteracy instructions supports the **three linguistic spaces**



www.TeachingForBiliteracy.com

Reflection

**Terms We
Know**

**Terms We
Think We
Know**

**Terms We
Don't Know
Yet**

- Review the words in the sort.
- Our biggest take away from this morning is...

Team Planning

- As a team, what was your biggest take-away from this morning?
- What is one short term item on your list?
- What is one long term item on your list?
- **Be prepared to share.**



Sample Biliteracy Instruction



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

Sample Biliteracy

- Teaching listening and

One

During English
medium instruction
with a Bridge to
Spanish

Language

During Spanish
medium instruction
with a Bridge to
English

50/50

During Polish
medium instruction
with a Bridge to
English

Immersion

80/20

Transitional
Bilingual

Two
teacher



Sample Biliteracy Instruction – Two Breakouts – 1:00 - 3:30 p.m.

- Before we break for lunch, please take a few moments to organize your area. We will be moving to new seats after lunch.
- PreK-2 – Here in the Boardroom
- 3rd grade and up – in the Conference Room

Goal – To experience a **unit** of standards-based biliteracy instruction that reflects the definition of biliteracy – organized by the biliteracy planning tool: BUF – **Biliteracy Unit Framework**

Second Edition Updated BUF – p. 7 of handouts

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

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

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

Second Edition Updated BUF – p. 7 of handouts

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

Sample Biliteracy Instruction – Two Breakouts – 1:00 - 3:30 p.m.

- Before we break for lunch, please take a few moments to organize your area. We will be moving to new seats after lunch.

- Plan strategically with your team members for this afternoon.
-

See you at 1 p.m.!

Have a great lunch.

of biliteracy – organized by the biliteracy
planning tool: BUF – **Biliteracy Unit Framework**