

Teaching for Biliteracy



Delavan-Darien School District

August 20, 2025

Melody Wharton, M.Ed.

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The Center for Teaching for Biliteracy



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Co-Founder



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Agenda:

- Welcome & Introductions
- Students and the Goals of Biliteracy Programs
- Characteristics of Well-Implemented Programs
- Biliteracy and the Biliteracy Unit Framework (BUF)
- Defining Teaching for Biliteracy
- Sample Instruction
- Teaching for Biliteracy Recommendations
- The BUF in Action: Key Characteristics
- The Multilingual Perspective
- Session Closure



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Teaching for Biliteracy

**Strengthening Bridges
between Languages**

KAREN BEEMAN

CHERYL UROW



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Materials for today's session



Center for Teaching for Bilinguality
www.TeachingforBilinguality.com

Teaching for Bilinguality

Delavan-Darian, WI
 August 20, 2025

Presenter	Contact Information
Melody Wharton	teachingforbilingualityMW@gmail.com

Session Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Describe bilinguality, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic structures work as a system to support effective bilingual instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective bilingual instruction.

Resource Packet



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- Summarize how programmatic structures work as a system to support effective bilingual instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective bilingual instruction.

- Hello! My name is...
- I work at/in ____ and I ____ (role).
- In reading the outcomes, I notice that...
- I am interested to learn more about...
- What about you?



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Individual and School Planning for Next Steps		
Elements we have in place: Affirmations	Areas to work on: Next Steps	Other

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Center for Teaching for Biliteracy Resources and Links	
Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T48Newcomers 
A Handbook of Biliteracy Systems and Structures: Digital Tools	https://bit.ly/T48Handbook 
Session Evaluation Form	https://bit.ly/DDAug202025 

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Publication Date and Author	Additional Resources and Links
2018 Michael D. Guerrero and Joan R. Lachance	National Dual Language Education Teacher Preparation Standards https://bit.ly/DLETeacherStandards 
February 2022 Kathy Escamilla, Laurie Olsen, and Jody Slavic	Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students https://bit.ly/NCELWhitePaper2022 
March 7, 2022 Claude Goldenberg et al.	A response to "Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students" by The National Committee on Effective Literacy (NCEL) https://bit.ly/GoldenbergResponse2022 
May 24, 2023 Kari Kurto	Clarifying the Science of Reading https://bit.ly/ClarifyingSOR 
October 2023 Published by the Reading League	The Reading League Joint Statement https://bit.ly/TRLJointStatement 

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www.teachingforbilitery.com account sign up

Center for Teaching for Bilitery

ABOUT EVENTS BLOG BUFS EN ESPAÑOL **RESOURCES** SYSTEMS VIDEOS

Teaching for biliteracy in the US is different than teaching for monolingual literacy because:

1. Spanish in the US is a minority language within a majority culture.
2. Students use all of the languages in their linguistic repertoire to develop...

NEW Click Here for Book... activities

VIEW

WEBINARS
BOOK STUDY GUIDES
BILITERACY ARTICLES
COGNATES
ON-LINE AND TEACHER...
HANDOUTS

Services In-district workshops, on-site coaching, unit writing, and virtual learning. Offered in Spanish, in English or bilingually.

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Order Now Purchase a copy of Teaching for Bilitery: Strengthening Bridges between Languages, from Caslon Publishing

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Session Norms

- Participate actively and interactively
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.



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Agenda:



Welcome & Introductions

Students and the Goals of Biliteracy Programs

- Characteristics of Well-Implemented Programs
- Biliteracy and the Biliteracy Unit Framework (BUF)
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Open Sort



- Work with a partner (your “elbow buddy”)
- Sort the strips of paper into the following categories:

Terms we Know	Terms We Kind of Know	Terms We Do Not Know
---------------	-----------------------	----------------------



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Neuroscience Research: The Advantages of Being Bilingual

(Ellen Bialystok, Pat Wolfe, among many)

- Enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Enhanced visual spatial benefits
- Increased abilities to focus: executive functioning (knowing how to prioritize, select the right language for the right context)
- Deeper critical thinking and problem solving
- Strong creativity skills



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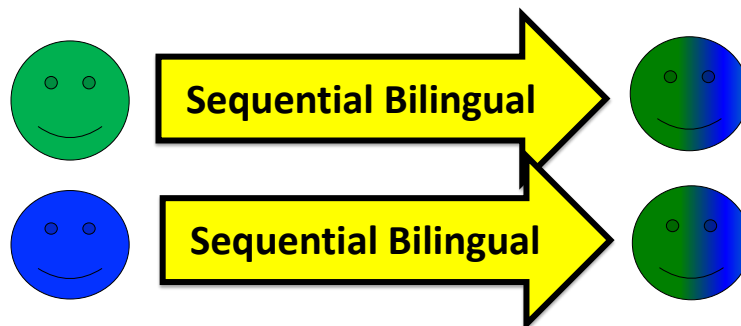
...A fully developed bilingual operates in 3 linguistic spaces



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Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals**.



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Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2



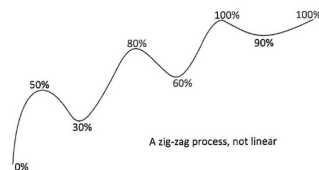
- First language (L1)
- Preproduction (Starting)
- Early Production (Emerging)
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)



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Figure 4.2

Pattern of Acquisition of Grammar Structures in Second Language



Percentage of times student produces correct form as proficiency in second language increases.

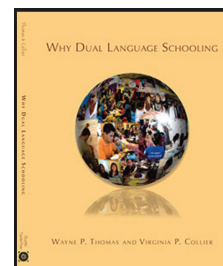
Second language acquisition is a natural, gradual, long-term developmental process.

For the early stages of second language acquisition, it is ...

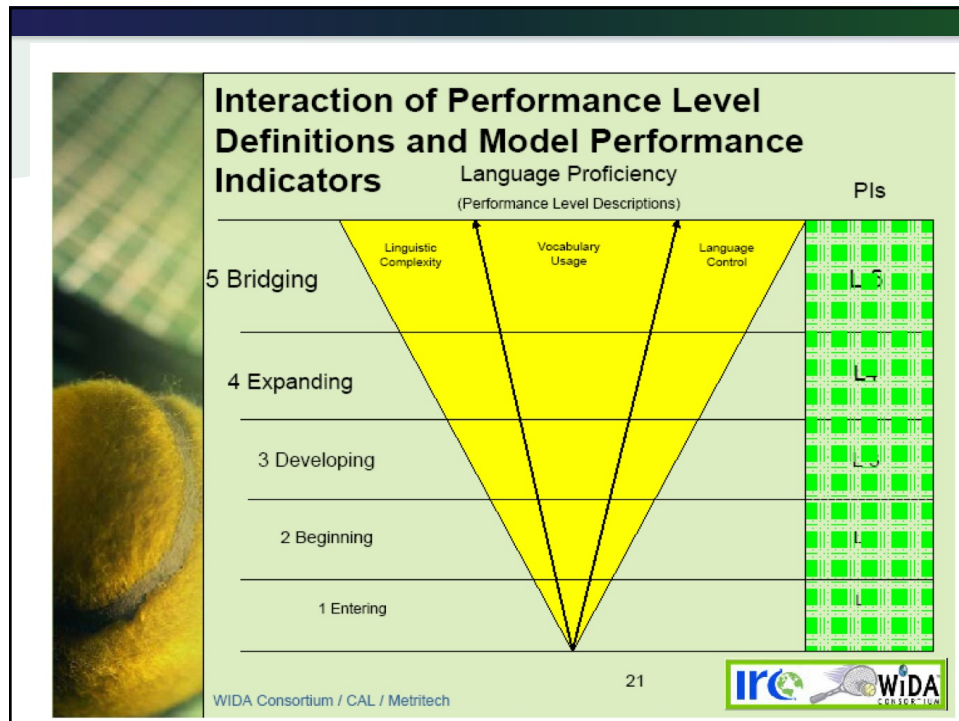
- Less important to focus on error correction
- More important to focus on communication and content
- Less important to focus on acquisition of discrete points of language
- More important to focus on:
 - thinking in the language
 - extensive development of vocabulary in context
 - integrated listening, speaking, reading, writing across the curriculum

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Language Learning is non-Linear



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Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2



- First language (L1)
- Preproduction
- Early Production
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

It takes 5 to 7 years to acquire academic language in a 2nd language.



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Let's look at students in dual language programs...

Page 4

A key to our students: developing bilinguals

	• Green faces – students who enter the program as monolingual Spanish (or Urdu or Chinese) speakers • These students enter the program as ELLs • These students become sequential bilinguals
	• Blue faces – students who enter the program as monolingual English speakers (non-ELLs) • These students will become sequential bilinguals
	• Simultaneous bilinguals – students who have linguistic resources in both languages • These students do not qualify as ELLs • These students enter the program as simultaneous bilinguals • Simultaneous bilinguals are not necessarily balanced bilinguals – but do have linguistic resources in two languages
	• Orange faces – Other ELLs (Vietnamese speakers, for example) and other bilingual, non-ELLs (Tamil/English bilinguals, for example) that have a background in a third language (not one of the program languages) • In a Spanish/English dual language program, these students will become tri-lingual



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Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals**.
- Other students – **the majority of emergent bilinguals (English Learners)** - are **simultaneous bilinguals**.



Simultaneous bilingual



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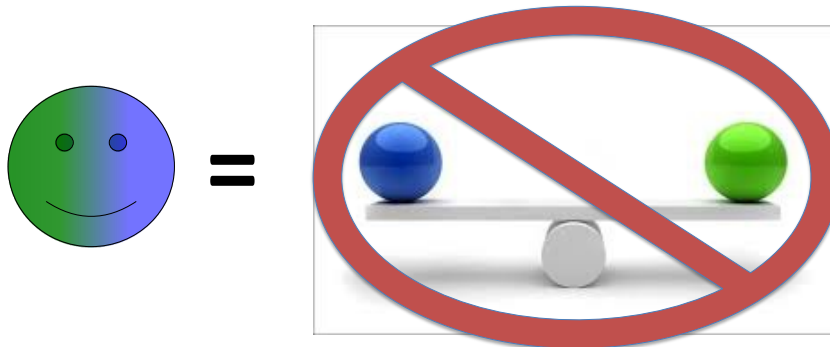
Simultaneous Bilinguals Learn Two Languages at the Same Time

- Learn language similarly to a monolingual student but do so in 2 languages.
- Know some things in Spanish (or in a different non-English language) and other things in English.
- The child's vocabulary knowledge is shared across two languages.
- The child's language use is deliberate and reflective of the context.



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Bilingual Trajectory –
Simultaneous bilingual doesn't necessarily mean balanced bilingual.



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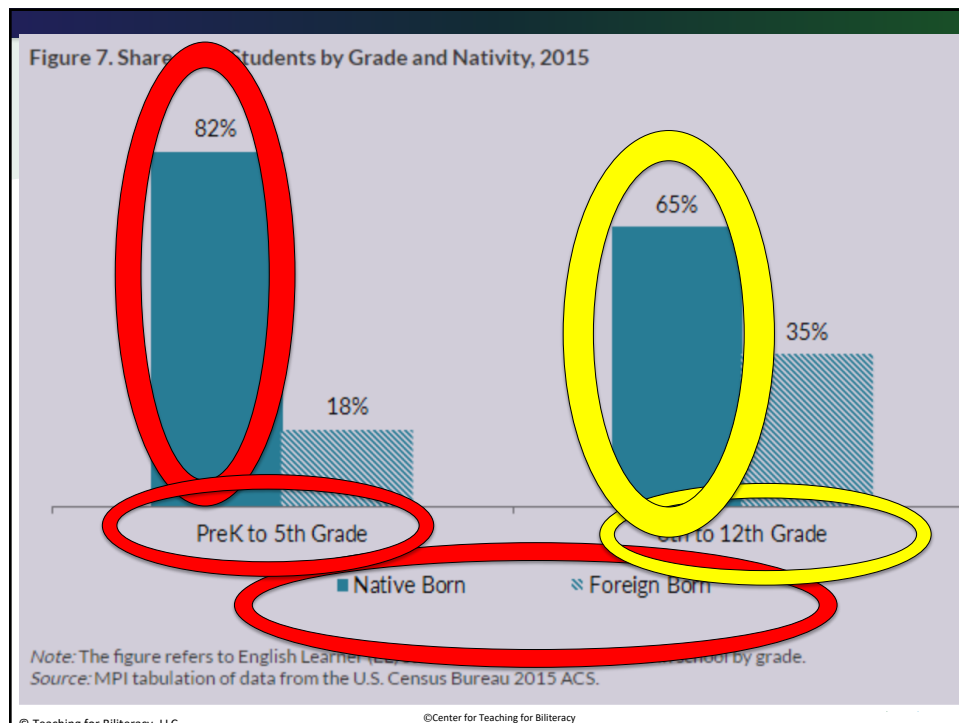
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Simultaneous Bilinguals English Language Learners in the US

- 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 was **82%**
- In **2023**, that percentage grew to **85%**.

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Dual Language Students

What is the L1 of
simultaneous
bilinguals?

Simultaneous bilingual

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Bilinguals use all their linguistic resources.

*¡El perro estaba **bar**queando!*
The dog was barking!

*Estoy **esto**queada. (Instead of “atascada”)*
I’m stuck. (using English verb)

*The lifeguard **vigil**ates the people in the pool.
(Spanish verb for “look out for” or “watch”)*
The lifeguard watches the people in the pool.

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**Translanguaging:
Using 2 languages together
Expected of all bilinguals
(sequential and simultaneous)**

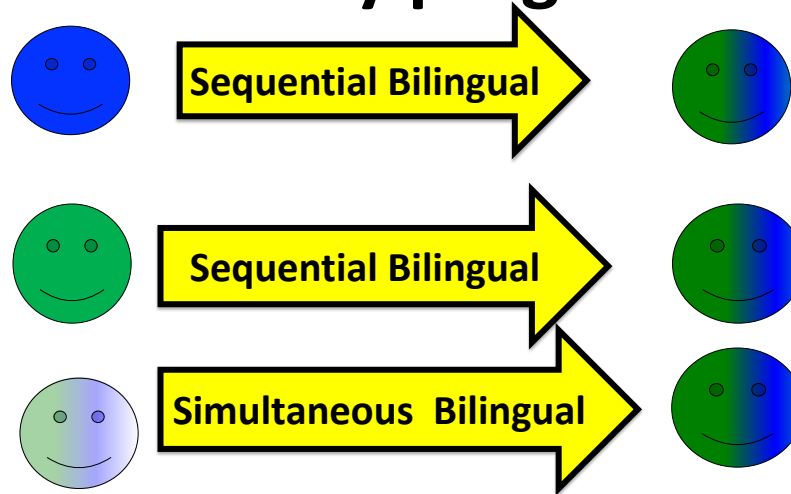
I will pack my suitcase to go to grandma's house.

We are learning about pairs and impairs.

Estamos aprendiendo sobre pares e impares.
(odds and evens)

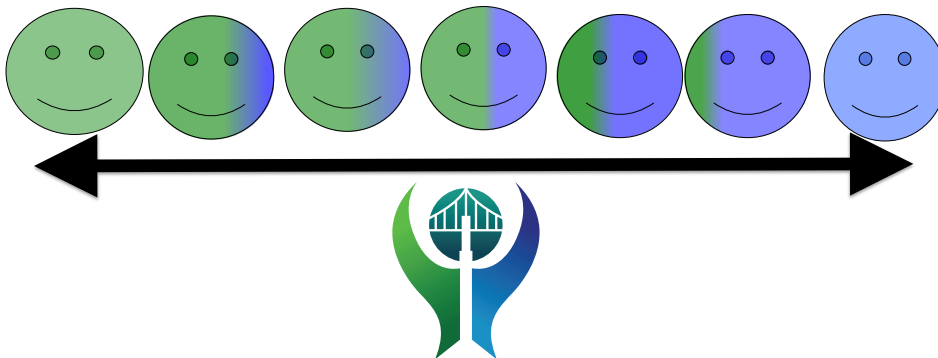
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Students who enter the biliteracy program



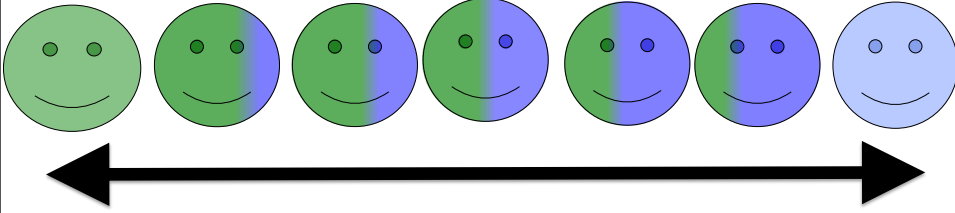
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These are the students that enter biliteracy/dual language programs in Kinder or first grade



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ALL students involved in biliteracy programs become
developing bilinguals



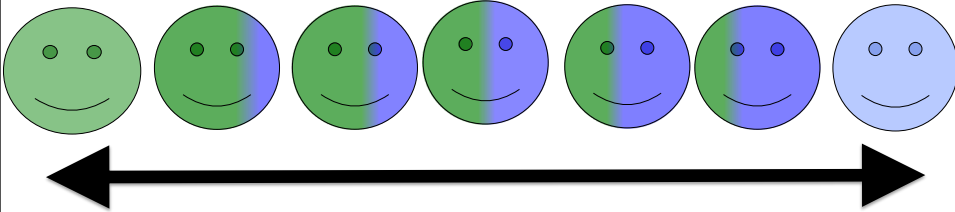
The diagram consists of seven circular smiley faces arranged in a horizontal row. The first face on the left is entirely green. The next five faces are split vertically, with the left half green and the right half blue. The final face on the right is entirely blue. Below the row of faces is a thick black double-headed arrow pointing both left and right.



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As they learn in 2 languages, all
developing bilinguals use their 2
languages together (translanguage)



The diagram consists of seven circular smiley faces arranged in a horizontal row. The first face on the left is entirely green. The next five faces are split vertically, with the left half green and the right half blue. The final face on the right is entirely blue. Below the row of faces is a thick black double-headed arrow pointing both left and right.



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Bilingual Identity

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

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



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Bilingual Identity

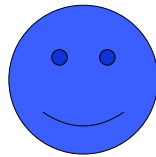
- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

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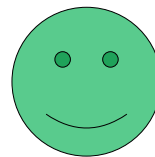
If this is the goal...



We do not want to make decisions as if
students are



or



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Open Sort

- Re-Sort your words

Terms we Know	Terms We Kind of Know	Terms We Do Not Know
--------------------------	----------------------------------	-------------------------------------



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Turn and Talk



- In our school/district, our students_____.
- It is important to know if students are simultaneous or sequential bilinguals because_____.
- To meet the needs of sequential and simultaneous bilinguals, we need to ____.



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Language Programs in the United States

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One and Two – Teacher Models Page 5		
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 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.

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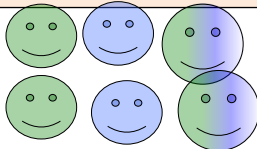
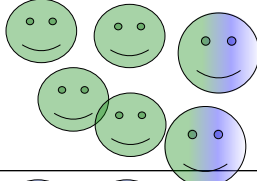
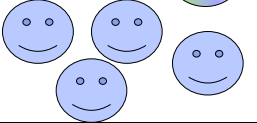
Language Allocation						
	K	1	2	3	4	5
90/10	90%	80%	70%	60%	50%	50%
	10%	20%	30%	40%	50%	50%
80/20	80%	70%	60%	50%	50%	50%
	20%	30%	40%	50%	50%	50%
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%

K-5
Page 7

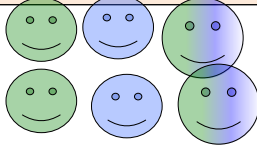
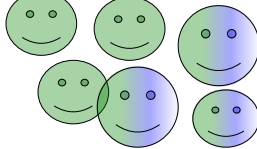
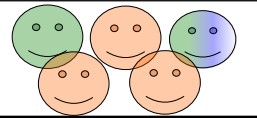
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Soleado—Fall 2008	Dual Language Non-Negotiables		
	Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
	- A minimum of 50% to a maximum of 90% of instruction in the target language - Strict separation of languages for 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, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.		

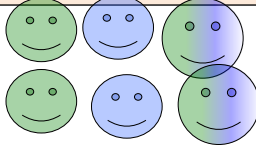
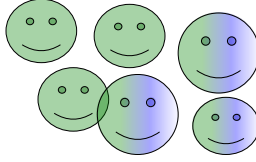
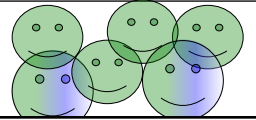
Students in Language Acquisition and Biliteracy Programs	
	Green students – Students who enter the program with linguistic resources all in the non-English Dual Language program language. - These students enter the program as ELs - These students are typically sequential bilinguals
	Orange students – Students who enter the program with linguistic resources in a language other than the Dual Language program languages. - These students are typically sequential bilinguals. - These students qualify for EL services
	Blue-green students – Students who enter the program with linguistic resources in both program languages. - These students may or may not qualify as ELs - These students are typically simultaneous bilinguals
	Blue students – Students who enter the program with linguistic resources all in English. In dual language programs, these students are sequential bilinguals

Language Programs in the U.S.		
Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two-way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion (Foreign Language Immersion)		

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Language Programs in the U.S.		
Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two-way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
English as a Second Language (ESL)		

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Language Programs in the U.S.		
Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two-way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional Bilingual Early Exit		

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Emergent Bilinguals/ English Learners



- Students are identified as learners of **English** based on the state's English language proficiency test.
- All states must provide English Learners services that help them learn **English** and content at the same time.
- Each state has different requirements.
- Students become **Former ELs** when they meet the state's exit criteria in L, S, R, W in **English**.

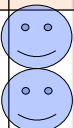
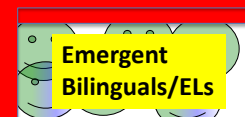


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Terminology is changing from a deficit to a growth perspective

- 1970's and 80's: **LEP** (limited English proficient)
- 1990's: **PEP** (Potentially English Proficient)
- 2000-2010: **English Language Learner (ELL)** or **English Learner (EL)**
- 2015 to present: **Emergent Bilingual** 

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Language programs in the United States		
Language Acquisition program	Students upon entry to the program	Goal
Dual Language: Two-way immersion	 	
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional Bilingual Early Exit		

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Developing Bilinguals



- Students are identified as learners of **Spanish** by you (teachers, school and district).
- It is important to meet the needs of **Spanish** Learners who learn **Spanish** and content at the same time.
- Most states do not have any requirement regarding **Spanish** language services.
- Students become **Former SLs** when they become proficiency in **Spanish** (L, S, R, W)



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Closed Sort



- Select the words and phrases that describe your program:

Name of your language program	Students in your language program	Teacher model (One- or Two-Teacher)	If K-5, your program's language allocation



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Key Take-Aways

It is important for all stakeholders to know the history of the school/ district's language program's history:

- Why it was created
- For whom (what students) it was created
- The goals of the program
- How the goals of the program will be met (i.e., structures, instruction and assessment)



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Agenda:

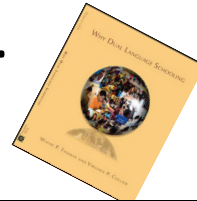
- ✓ Welcome & Introductions
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The potential of dual language education

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.



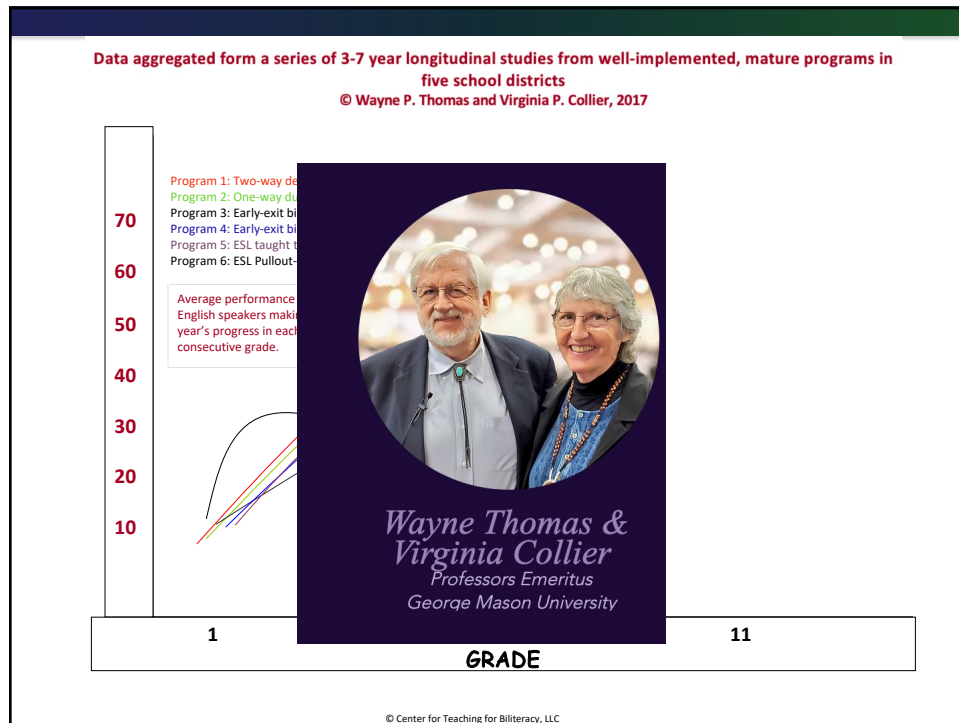
57

Who does well in dual language programs?

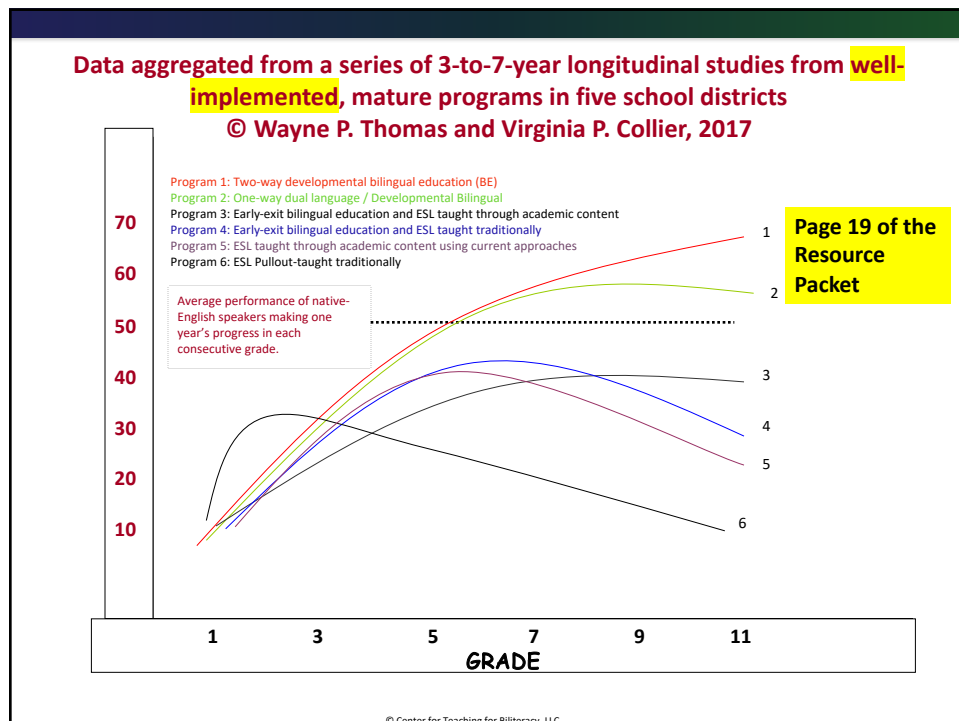
All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners/ Emergent bilinguals
- Native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- Students of low-income background
- Students identified as qualifying for Title I
- And students with special education needs of all categories of exceptionality.

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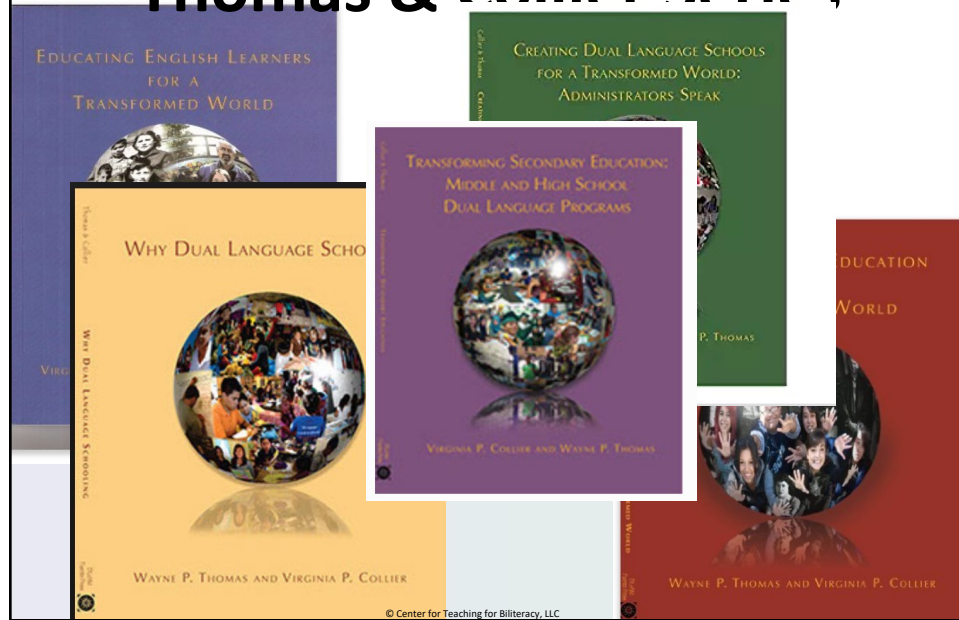


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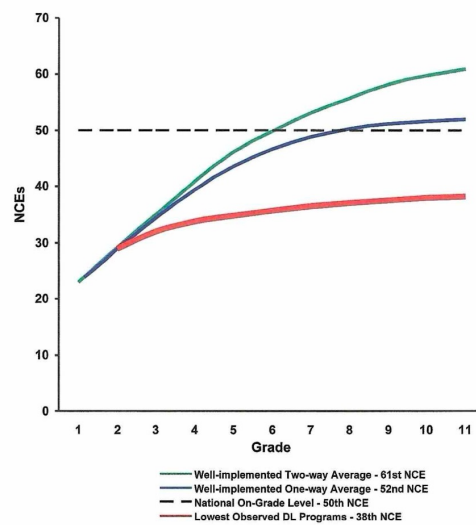
Thomas & Collier Series



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Figure 7.3

Long-Term Effects of Dual Language Education Program Implementation Differences on Student Achievement Outcomes From Thomas and Collier Data Sets — 1985-Present



Lowest Observed
DL Program – 38th
NCE

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Turn and Talk



- In other words, the Thomas and Collier studies show that _____.
- According to Thomas and Collier, emergent bilinguals in Dual Language programs _____.
- The data of students in our DL program is similar/different than the Thomas and Collier graph in that ____.

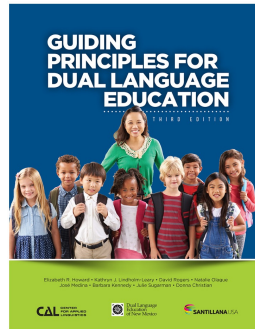


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Characteristics of Well-Implemented Dual Language Programs

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A comprehensive and practical guide to Dual Language Education



Based on the most recent research
in the field (3rd edition)



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STRAND 1 PROGRAM STRUCTURE	
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2 CURRICULUM	
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3 INSTRUCTION	
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4 ASSESSMENT & ACCOUNTABILITY	
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards; the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5 STAFF QUALITY & PROFESSIONAL DEVELOPMENT	
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6 FAMILY & COMMUNITY	
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7 SUPPORT & RESOURCES	
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Page 18

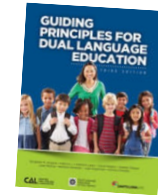
The 7 strands represent
the characteristics
of well-implemented
dual language
programs.



66

Characteristics of Effective Dual Language Programs (CAL Guiding Principles): Strand 1 Program Structure

- Vision and goals that define expectations for achievement
- Instructional focus and commitment to achievement and high expectations
- Equity
- Leadership
- Ongoing, continuous program planning



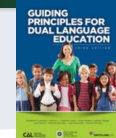
67

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....

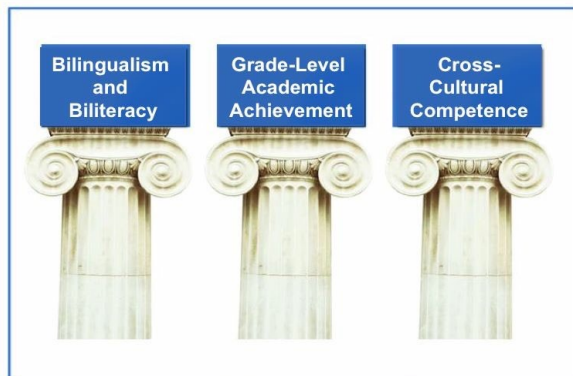
For students to meet this goal they need....



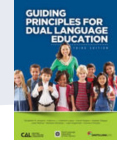
68

The goals of Dual Language

Three Pillars of Dual Language Education



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Handouts
page 6



69

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**,

In other words, this goal means....

For students to meet this goal they need....



70

In other words, this goal means..

- Students must develop academic listening and speaking, (oracy) in both languages
- Students must develop reading and writing in both languages.
- Students need to be exposed to each language (Spanish and English) daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish** and in **English**.



71

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**, **grade-level academic achievement in each language**



In other words, this goal means....

For students to meet this goal they need....



72

In other words, this goal means..

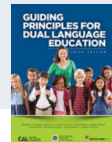
- Students must meet their grade level standards in each language
- Students be exposed to rigorous instruction in each language
- Teachers need to use language scaffolds and supports in order for students to meet standards
- Students need time to learn language, literacy and content.



73

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence** –



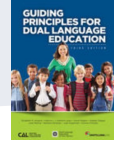
In other words, this goal means....

For students to meet this goal they need....



74

Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**

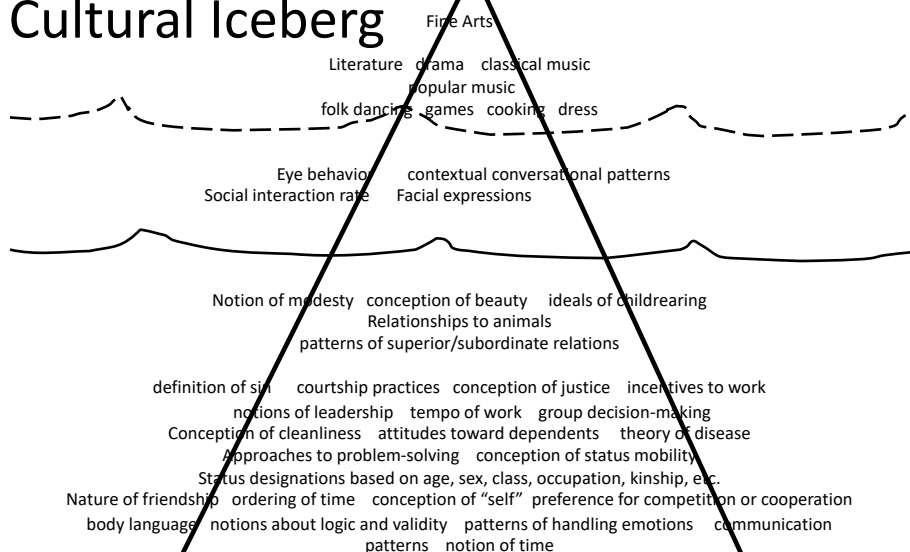
In other words, this goal means....

For students to meet this goal they need....



75

Cultural Iceberg



Adapted from Else Hamayan, Illinois Resource Center

76

In other words, this goal means..

- Ensuring that students feel visible, accepted and valued as people.
- Students learning about each other, their similarities and differences.
- Students need to time, materials and models to develop socio-cultural competence.
- Teachers need to develop socio-cultural competence first, in order to support their students' development of socio-cultural competence.

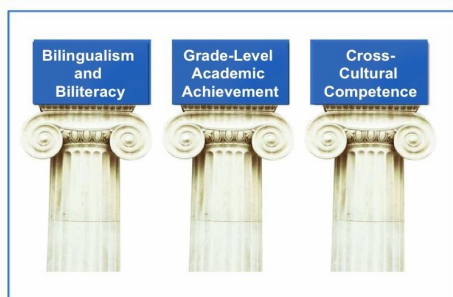


77

It is important for all stakeholders to understand the goals of Dual Language and how instruction will help students meet the goals.



Three Pillars of Dual Language Education



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Turn and Talk



- The goals of Dual Language are ____.
- The goals of our program are similar/different from the goals of dual language in that ____.
- It is important to share the goals of dual language with all stakeholders because ____.



79

Agenda:

- ✓ Welcome & Introductions
- ✓ Students and the Goals of Biliteracy Programs
- ✓ Characteristics of Well-Implemented Programs

Biliteracy and the Biliteracy Unit Framework (BUF)

- Defining Teaching for Biliteracy
- Sample Instruction
- Teaching for Biliteracy Recommendations
- The BUF in Action: Key Characteristics
- The Multilingual Perspective
- Session Closure



80

Literacy and Biliteracy - Agree- Disagree Chart	
Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	
3. Without language comprehension, students cannot have reading comprehension.	
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	
7. Word recognition is an essential component of reading comprehension, but not the only component.	
8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	
11. Oracy and background knowledge are crucial elements in reading comprehension.	
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	

Page 8



81

Agree-Disagree Chart Individual Work (page 9)

- Read every statement
- Decide if you Agree or Disagree (no in-between)
- Think about how you define literacy
- Think about how your district defines literacy



82

Brain Research (How the Brain Learns Best)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!



83

Strategy: Dry Cocktail Party

84

What is literacy?

SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

85

What is literacy?

Handouts page 10

SIMPLE VIEW OF READING

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This equation holds true for ANY language.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

86

Word Recognition

Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



87

Language Comprehension

Unconstrained (Life-long)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge

88

El shuco

El patojo estaba a punto de comprar un shuco cuando se apareció su prima que es muy shute. En ese momento cambió de opinión y decidió no comprar el shuco.

-Mejor compro el güisquil y el perulero para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?



89

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90

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Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



91

What is literacy?

Handouts page 4

SIMPLE

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

This equation reflects the simple view of reading in **one language only** (monolingual instruction).



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



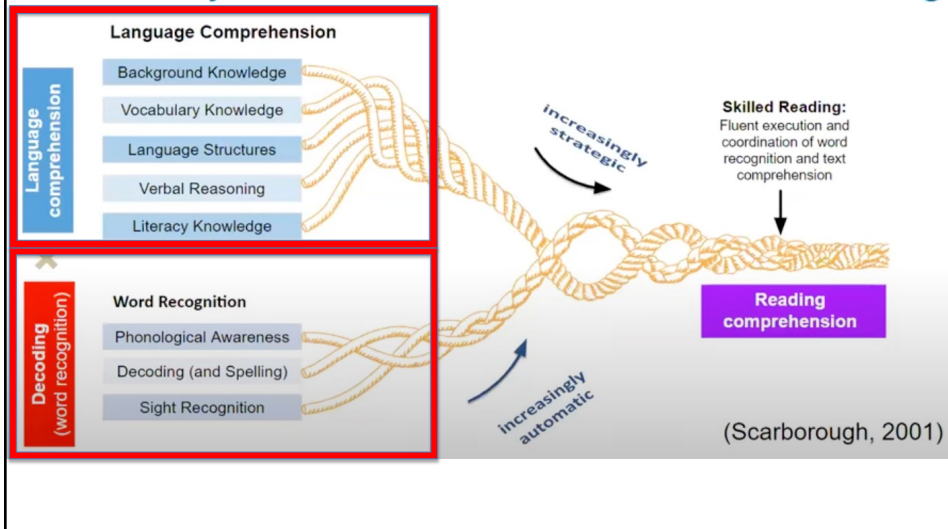
Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



92

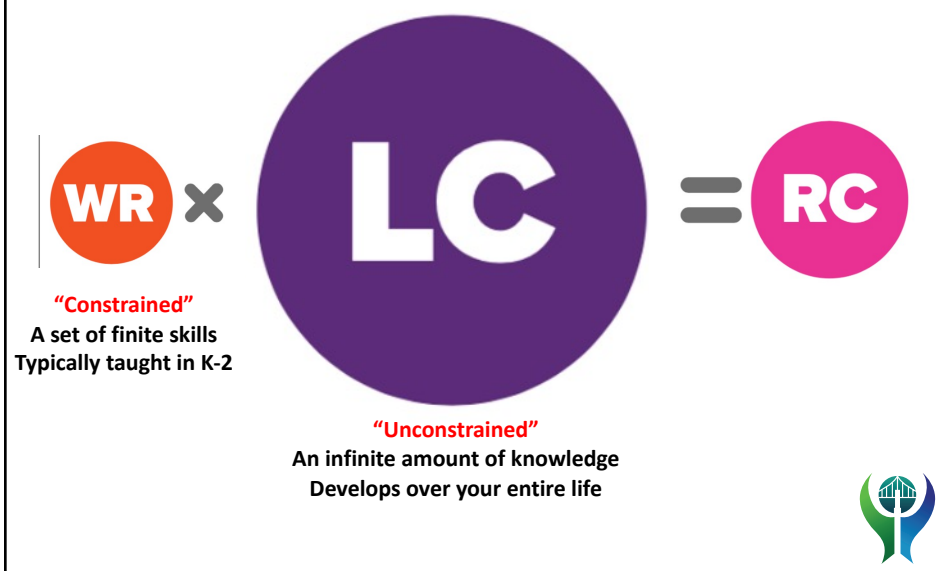
Scarborough's Reading Rope

The Many Strands Woven Into Skilled Reading

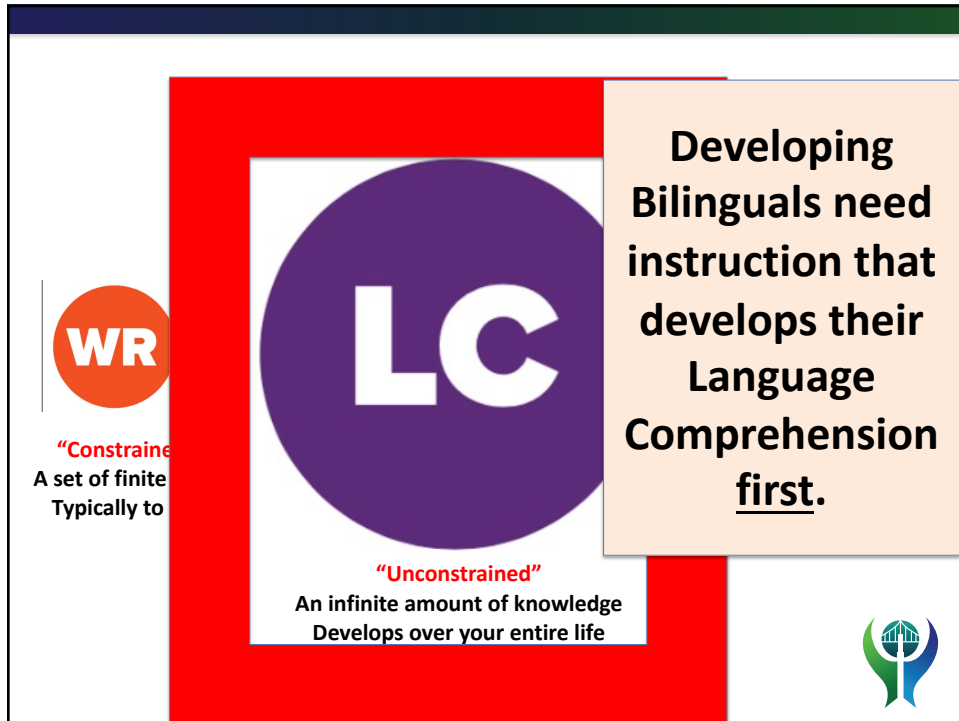


93

Simple View of Reading



94



WR

"Constrained"
A set of finite
Typically to

LC

"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

Developing Bilinguals need instruction that develops their Language Comprehension first.

95

El shuco

El **patojo** estaba a punto de comprar un **shuco** cuando se apareció su prima que es muy **shute**. En ese momento cambió de opinión y decidió no comprar el **shuco**.

-Mejor compro el **güisquil** y el **perulero** para el pepián – se dijo.

- ¿Cuántas sílabas tiene "shuco" y "shute"?
- ¿Por qué no se compró el shuco?
- Dibuja al patojo, el shuco, y la prima shute



96

Talk to Your Partner:



- The simple view of reading ($WR \times LC = RC$) means _____.
- Word recognition is _____.
- Language comprehension is _____.
- Therefore, reading comprehension ____.



97

Sally

Page 9

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

98

Sally
**What is the text
about?**

99

**Background
Knowledge:**
**Sally is trying to get
rid of her neighbors.**

100

What is literacy?

SIMPLE VIEW OF READING

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Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



101

Društveni radnik

- Vatrogasac
- Policajac
- Učitelj
- Gradonačelnik
- Liječnik
- Vozač školskog autobusa

102

What is literacy?

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103

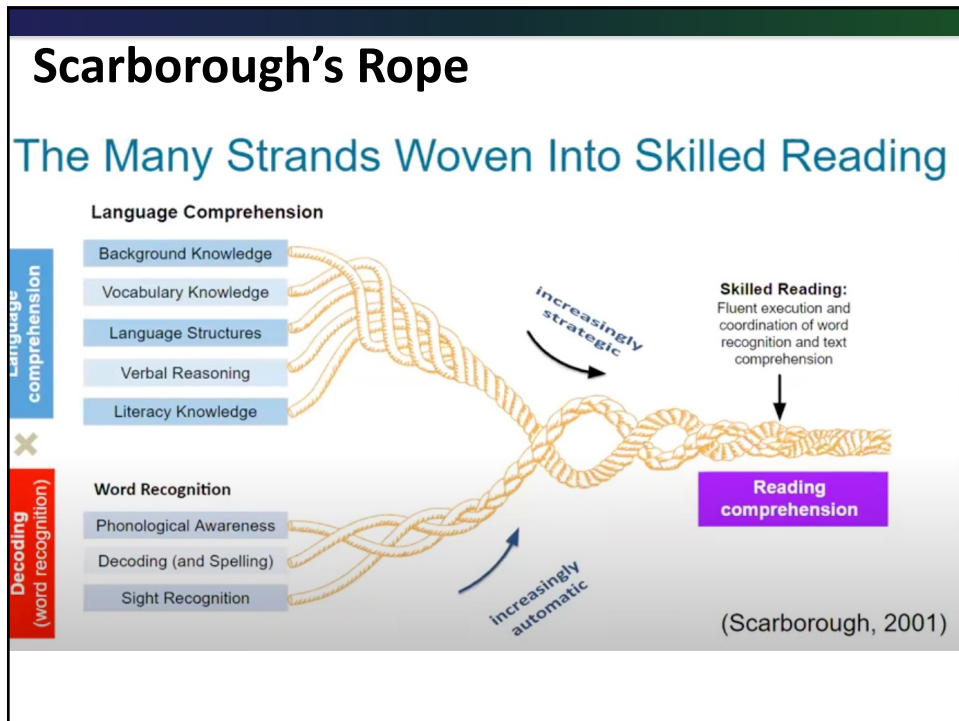
Talk to Your Partner:



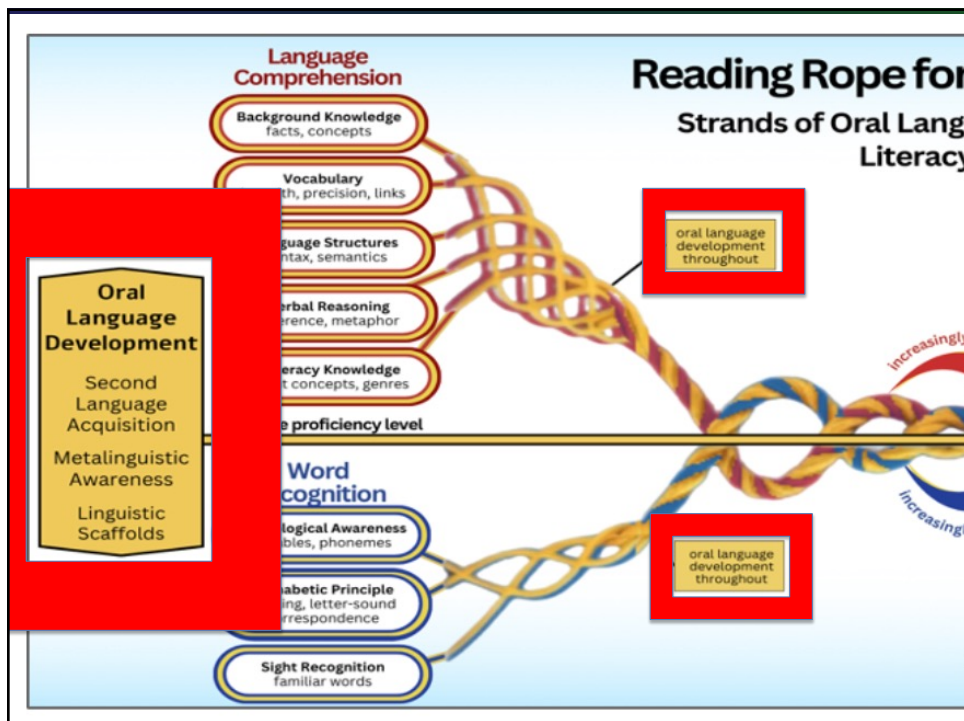
- The "shuco," Sally, and the Croatian words experiences helped me understand that _____.
- I would explain the simple view of reading by saying _____.



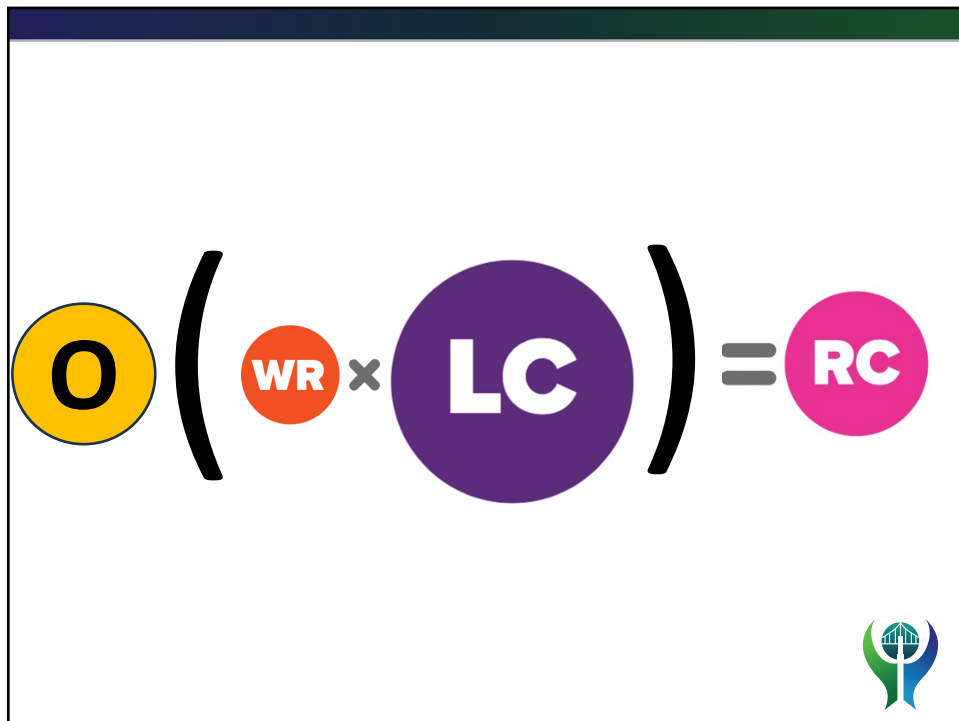
104



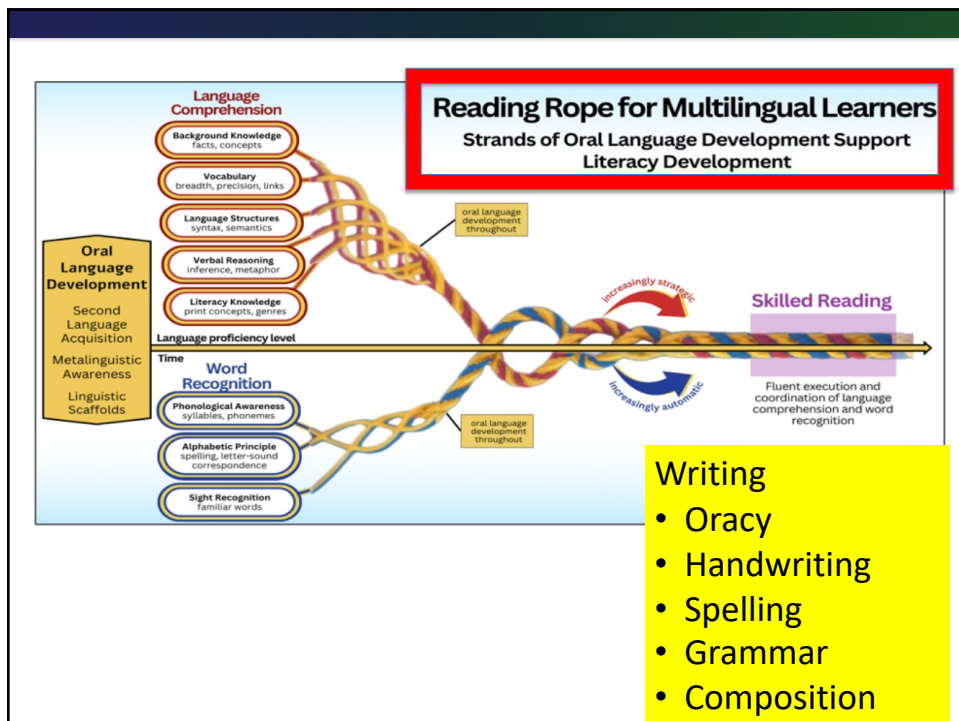
105



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107



108

Evidence-Aligned Practices Include...

- Research from the National Panel on Language Minority Children, (August and Shanahan 2006)
- Research on second language acquisition and literacy development (Cummins, 1996, DeJong, 2011 and more)
- Research on biliteracy development (August & Snow, 2005, Escamilla, 2014)



109

Elements of Comprehensive Literacy

- | | |
|--|--|
| <ul style="list-style-type: none"> • Oral language • Foundational Skills <ul style="list-style-type: none"> ◦ Phoneme awareness ◦ Phonics ◦ Decoding ◦ Encoding • Language Comprehension <ul style="list-style-type: none"> ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics | <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ◦ Phonology ◦ Morphology ◦ Grammar ◦ Spelling conventions • Reading comprehension • Writing <ul style="list-style-type: none"> ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition |
|--|--|

110

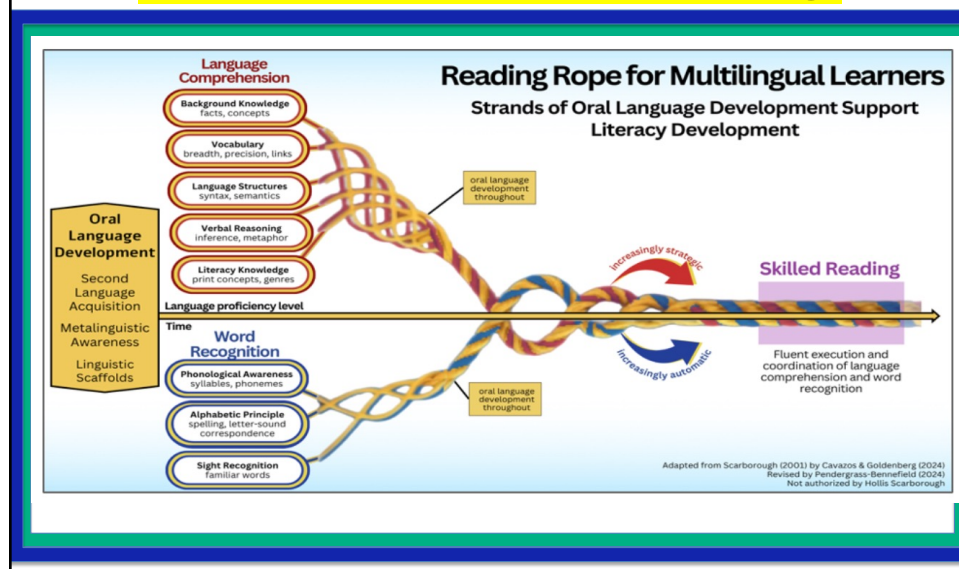
What is **biliteracy**? Comprehensive literacy in each language

- | | |
|--|--|
| <ul style="list-style-type: none"> • Oral language • Foundational Skills <ul style="list-style-type: none"> ◦ Phoneme awareness ◦ Phonics ◦ Decoding ◦ Encoding • Language Comprehension <ul style="list-style-type: none"> ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics | <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ◦ Phonology ◦ Morphology ◦ Grammar ◦ Spelling conventions • Reading comprehension • Writing <ul style="list-style-type: none"> ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition |
|--|--|

111

What is **biliteracy**?

$$LC \times WR = RC \text{ in each (+ Writing)}$$



112

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Biliteracy Unit Framework (BUF)	
Building Oracy, Background Knowledge, and Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.				
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.			Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.				
Foundational Skills Fluency (Word Study) • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics				
Summative Assessment				
Bridge – Transfer • Illustration • Side by Side or • Así se dice		Bridge – Transfer and Practice: Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)		Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

Formative Assessment

Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Baltimore, MD: Brookes Publishing
Updated October 2023

113

How does the Biliteracy Unit Framework reflect the simple view of reading and the reading rope, and how does it reflect language development?		
Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

114

Literacy and Biliteracy - Agree- Disagree Chart	
Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	Disagree
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	Agree
3. Without language comprehension, students cannot have reading comprehension.	Agree
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	Disagree
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	Agree
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	Disagree
7. Word recognition is an essential component of reading comprehension, but not the only component.	Agree
8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	Disagree
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	Agree
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	Disagree
11. Oracy and background knowledge are crucial elements in reading comprehension.	Agree
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	Agree

Page 8



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Turn and Talk



- With regard to defining literacy and biliteracy, and using a framework like the BUF, our school/district's areas of strength are _____.
- Areas our school/district could tweak and update include _____.



116

Agenda:

- ✓ Welcome & Introductions
- ✓ Students and the Goals of Biliteracy Programs
- ✓ Characteristics of Well-Implemented Programs
- ✓ Biliteracy and the Biliteracy Unit Framework (BUF)

Defining Teaching for Biliteracy

- Sample Instruction
- Teaching for Biliteracy Recommendations
- The BUF in Action: Key Characteristics
- The Multilingual Perspective
- Session Closure

