

Teaching for Biliteracy



Delavan-Darien School District

August 20, 2025

Melody Wharton, M.Ed.

www.TeachingForBiliteracy.com

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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)

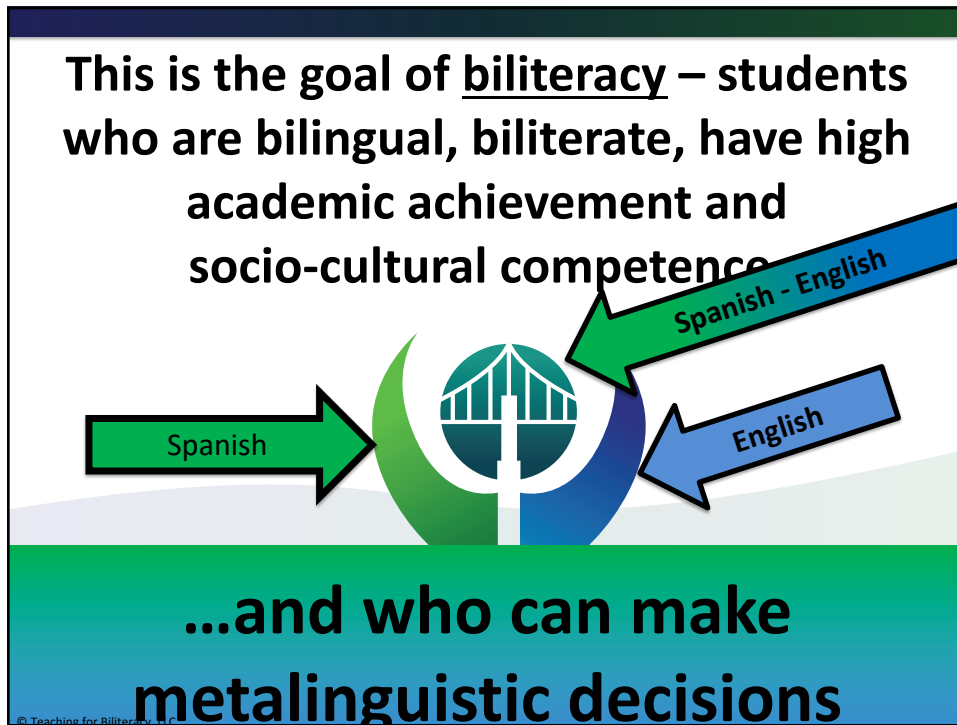
Defining Teaching for Biliteracy

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

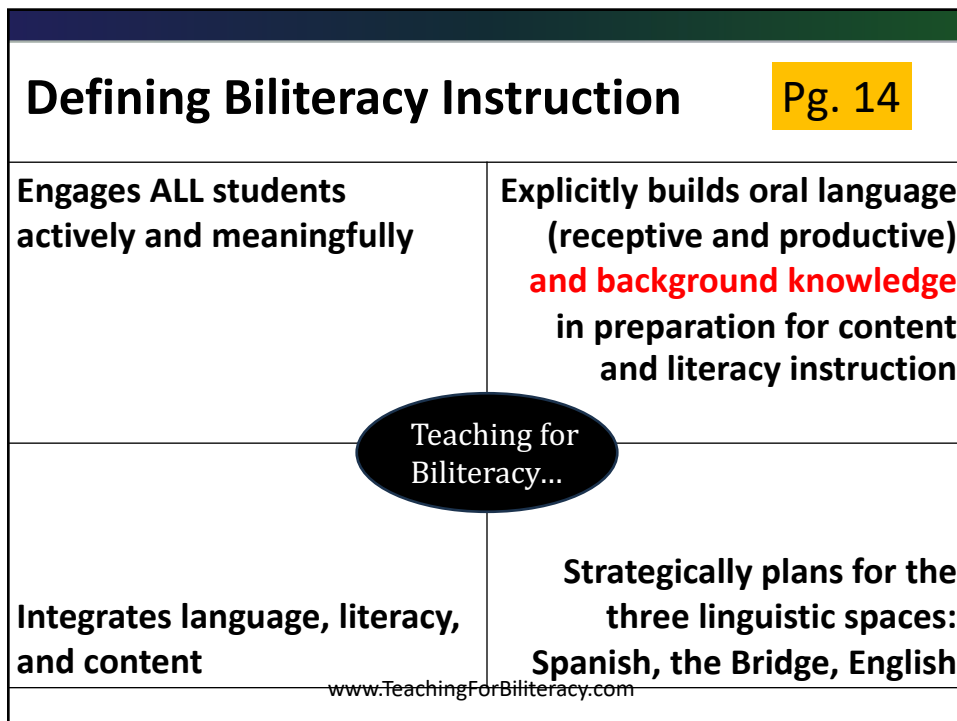
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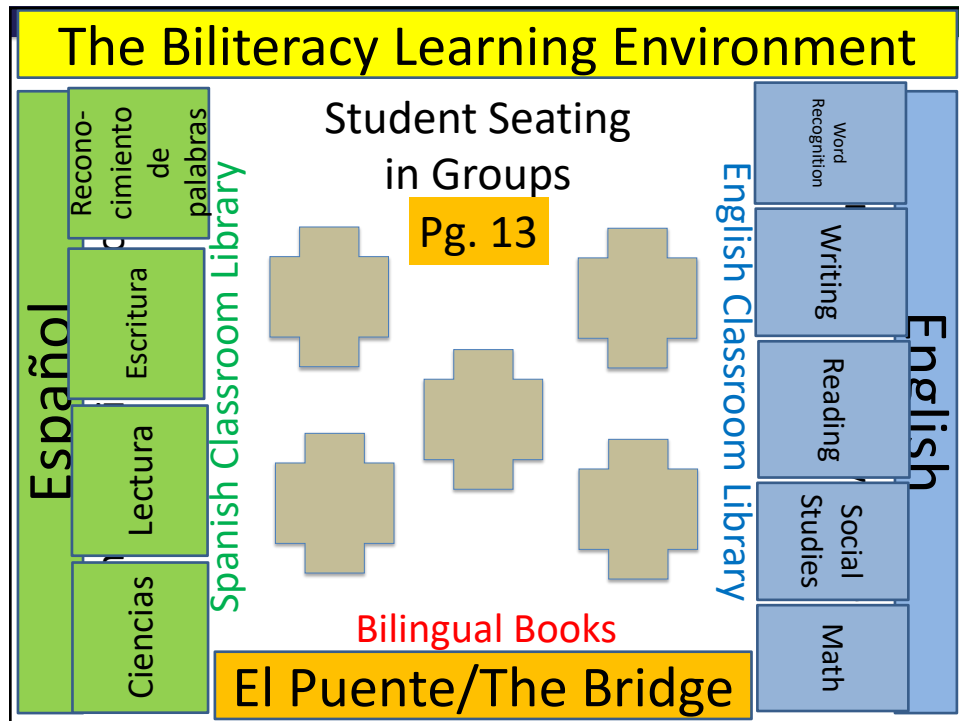
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8 (50/50)	Language Arts Social Studies Elective		Language Arts Science Math
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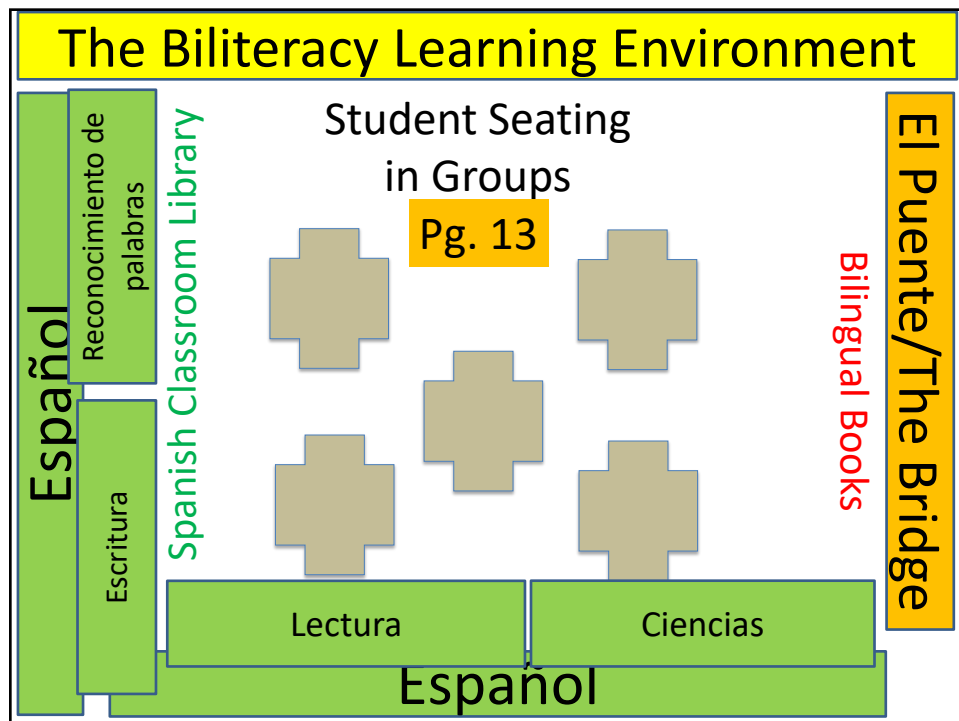
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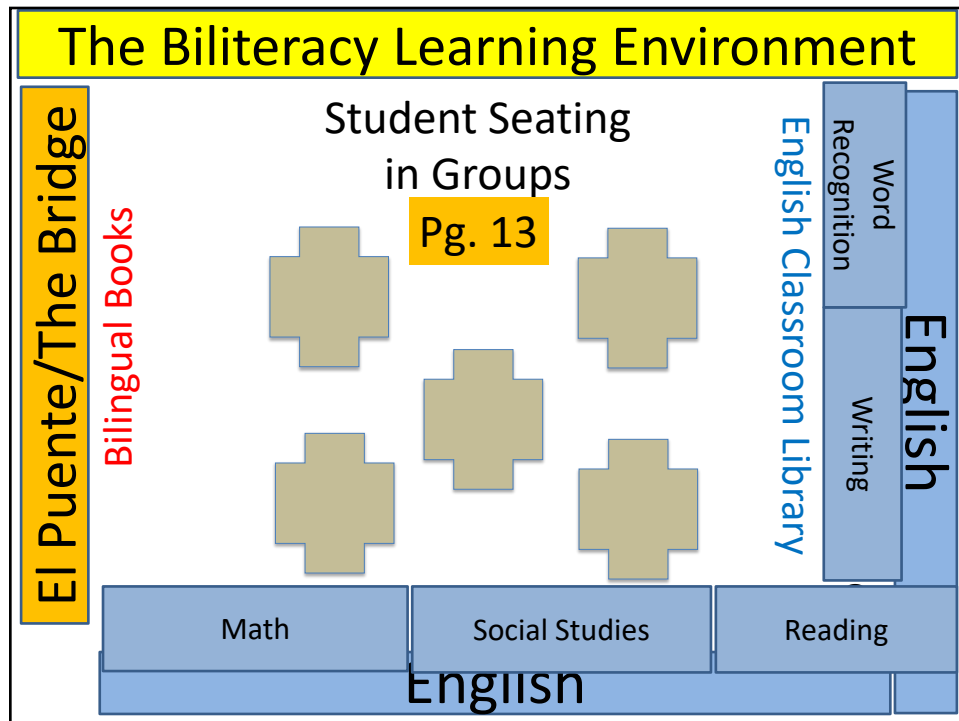
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Sample Program Language and Content Allocation Plan			
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3-5 (50/50)	Science Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Math Social Studies Language Arts
6-8 (50/50)	Language Arts Social Studies Elective	Language Arts, Social Studies, Elective	Language Arts Science Math

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)				
Unit 1- SLA & SC Internal and External Structures	Unit 2- SLA & SC Energy & Transfer of Information	Unit 3- SLA & SC Our Quest for Energy	Unit 4- SLA & SC Earth's Natural Processes	Unit 5- SLA & SC Technology & Transfer of Information
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe how weather can differ from season to season and how humans might use this information. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How can we use information gathered in studying patterns of phenomena to understand the impact of Earth's natural processes? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe how weather can differ from season to season and how humans might use this information. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe how weather can differ from season to season and how humans might use this information. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe how weather can differ from season to season and how humans might use this information. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
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Unit 1-ELA & SS - Civics and Salmon	Unit 2-ELA & SS	Unit 3-ELA & SS	Unit 4-ELA & SS	Unit 5-ELA & SS
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3, C2.4.4, C2.4.5, C2.4.6, C2.4.7, C2.4.8, C2.4.9 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Skills: SS.952 SS.953 SS.954	Essential Questions: How do different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events? WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3, H1.4.4 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H3: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may use different tools and have different perspectives, when looking at the world around us. H3.4.1, H3.4.2, H3.4.3, H3.4.4 Social Studies Skills: SS.952 SS.953 SS.954	Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native population? WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3, H1.4.4 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H3: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may use different tools and have different perspectives, when looking at the world around us. H3.4.1, H3.4.2, H3.4.3, H3.4.4 Social Studies Skills: SS.952 SS.953 SS.954	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3, H2.4.4 Social Studies Skills: SS.951 SS.952 SS.953 SS.954	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3, H2.4.4 Social Studies Skills: SS.951 SS.952 SS.953 SS.954
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What are some characteristics that you notice about the biliteracy map?

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)					
Unit 1: SLA & SC Internal and External Structures	Unit 2: SLA & SC Energy and Information Flow	Unit 3: SLA & SC Our Quest for Energy	Unit 4: SLA & SC Earth's Natural Processes	Unit 5: SLA & SC Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS2-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Writing Standards - W.4.3 - Narrative Fiction W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	Essential Question: What is energy and how is it used? Content Standards: NGSS 4-ESS2-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape. 4-ESS2-2 Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 4-ESS2-3 Analyze and interpret data from maps to describe patterns of Earth's features. 4-ESS3-1 Determine and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move. 4-ESS3-3 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Writing Standards - W.4.1 - Opinion W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Determine and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move. 4-ESS3-3 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Writing Standards - W.4.1 - Opinion W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	Essential Question: How can we use information gathered to study patterns of phenomena to reduce the impact of Earth's natural processes? Content Standards: NGSS 4-ESS3-1 Determine and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move. 4-ESS3-3 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Writing Standards - W.4.1 - Opinion W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS3-1 Determine and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move. 4-ESS3-3 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Writing Standards - W.4.1 - Opinion W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	
Unit 1 - ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1; C1.2; C1.3; C1.4; C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1; C2.2; C2.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1; C3.2; C3.3; C3.4; C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1; C4.2; C4.3; C4.4 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.2 - Informative / Fact Sheet W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	Unit 2 - ELA & SS Essential Questions: How do different communities view historical and non-fictional evidence (the what is now)? How does a community's point of view affect how they interpret and describe events? Content Standards: H1: Knows that the study of history is necessary for understanding global connections, and historical events. H1.1; H1.2 H2: Understands that historical events can be interpreted differently by individuals, families, and communities. H2.1; H2.2; H2.3 H3: Knows that the study of history is necessary for understanding global connections, and historical events. H3.1; H3.2; H3.3 H4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." H4.1; H4.2; H4.3; H4.4 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.1 - Opinion (Double Point of View Editorial) W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	Unit 3 - ELA & SS Essential Questions: What happens when one community of people has power over another community of people? What happens to Native Americans living in WA state as a result of increased non-native population? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1; C1.2; C1.3; C1.4; C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1; C2.2; C2.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1; C3.2; C3.3; C3.4; C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1; C4.2; C4.3; C4.4 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.2 - Informative / Fact Sheet W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	Unit 4 - ELA & SS Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1; C1.2; C1.3; C1.4; C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1; C2.2; C2.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1; C3.2; C3.3; C3.4; C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1; C4.2; C4.3; C4.4 Social Studies Skills: SS.1 SS.2 SS.3 SS.4 Writing Standards - W.4.2 - Informative / Fact Sheet W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	Unit 5 - ELA & SS Essential Questions: How do people use technology to transfer information? Content Standards: NGSS 4-ESS3-1 Determine and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move. 4-ESS3-3 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Writing Standards - W.4.1 - Opinion W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	

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Key Characteristics of Year-long Biliteracy Maps

- Spanish and English are mapped side by side for the entire year – Blue reflects what will be taught in English and green reflects what will be taught in Spanish
- Science is allocated to one language for the year, and therefore, all the science standards are mapped across the year in that language
- Social studies is allocated to one language for the year, and therefore, all the social studies standards are mapped across the year in that language
- All the units in both Spanish and English include literacy standards: reading and writing.
- The standards are bundled to form units that include content, reading, and writing standards
- The units are organized from concrete to abstract

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language Arts				English (Math in English)			
Unit 1: SLA & SC Internal and External Structures		Unit 2: SLA & SC Energy & Transfer of Information		Unit 3: SLA & SC Our Quest for Energy		Unit 4: SLA & SC Earth's Natural Processes	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS3-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the flow of energy to the flow of matter. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Generate and compare multiple possible solutions (drawn based on how well each is likely to meet the criteria and constraints of the problem). 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Generate and compare multiple possible solutions (drawn based on how well each is likely to meet the criteria and constraints of the problem). 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How can we use information about the changing patterns of phenomena to understand the Earth's natural processes? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Generate and compare multiple possible solutions (drawn based on how well each is likely to meet the criteria and constraints of the problem). 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.3 Narrative Fiction W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.2 Informational (Double Point of View Editorial) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.1 Opinion - (Design Solution Project) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.1 Opinion - (Editorial) W.4.4, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7	
Unit 1: ELA & SS - Civics and Salmon		Unit 2: ELA & SS - History and Geography		Unit 3: ELA & SS - Science and Technology		Unit 4: ELA & SS - Social Studies and History	
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rules?		Essential Questions: How do different communities view historical events during non-fiction exploration? How did they view? How does a community's point of view affect how they interpret and describe events?		Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native population?		Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	
WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shares concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4, C4.4.5		WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H4: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H4.4.1, H4.4.2, H4.4.3, H4.4.4 H5: Knows that the world is full of life, people, places, things, and events. It is important to understanding the world around us. Different cultures may have different ways of life, but all are part of the world we live in. When looking at the world around us, C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5		WA SS Content Standards: S1: Knows that the study of history is important to understanding the world around us. Different cultures may have different ways of life, but all are part of the world we live in. When looking at the world around us, C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 S2: Knows that the study of history is important to understanding the world around us. Different cultures may have different ways of life, but all are part of the world we live in. When looking at the world around us, C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 S3: Knows that the study of history is important to understanding the world around us. Different cultures may have different ways of life, but all are part of the world we live in. When looking at the world around us, C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5		WA SS Content Standards: E1: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E1.4.1, E1.4.2, E1.4.3 E2: Knows that the government has a role in the economy. E2.4.1, E2.4.2, E2.4.3 E3: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E3.4.1, E3.4.2, E3.4.3 E4: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.4, W.4.5, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.1 Opinion - (Double Point of View Editorial) W.4.4, W.4.5, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.3 Narrative - (Historical Fiction) W.4.4, W.4.5, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7		Writing Standards - W.4.2 Informative - (Research Paper) W.4.4, W.4.5, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.2, RL.4.4, RL.4.5, RL.4.7	

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Biliteracy Unit Framework (2nd Edition)

Handouts

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Formative Assessment

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish 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.

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

Content Area Instruction

- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment

Bridge: Transfer and Practice

- Illustration
- Side by Side or
- As a class

Bridge: Transfer and Practice

- Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Constructive Analysis

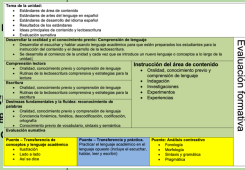
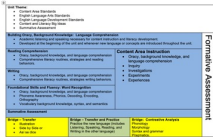
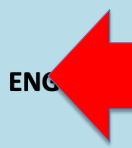
- Phonology
- Morphology
- Syntax and grammar

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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language
8:20– 10:45	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH 
10:45 to 11:15	Interventions (based on student need)	Language determined by student need
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math practice	ENGLISH 
1:00-2:45	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - SS experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH 
2:45-3:15	Specials	If possible, half are offered in Spanish and half in English

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Key Characteristics of Biliteracy Schedules	
- Matches the program L plan – how many minutes in each language - Match the program C plan – what content is in each language - From the students' perspective (important to see the students' day, not just the teachers) - Includes a large chunk of time in each language for and integrated unit of instruction (not siloed) - Bullets include the routines that students will experience across the unit, not every day - Allows time for the development of oracy and background knowledge	

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Turn and Talk



- The program content and language allocation plan, biliteracy maps and units, and schedules work together to support biliteracy because _____.
- Structures that we have in our district that support biliteracy are ____.

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This afternoon we will experience SLA
and
and

**What can I gain from
participating in sample
instruction designed for
4th grade Science and
SLA if I don't teach that
grade/subject?**

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**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
in supporting instruction that
ensures ALL students meet the
goals of the program.**

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Teachers	Coaches & Specialist	School & District Leaders
• Str... • Sup... • Gro... • Dif... • Int... • uni... • Cla... • org... • Inc... • Assessment and data use	You don't have to be bilingual to support effective biliteracy instruction. But you do need a biliteracy mindset and to know what developing bilinguals need so you can support it within your role. • Assessment and data use	• Collecting and using assessment data

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Strategic Pairing and Grouping



Teaching for Biliteracy includes strategic pairing using a number of different variables.

What are some factors that are considered when grouping or pairing students?

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WIDA Can-Do Descriptors (English Language Learning)

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Resource Guide

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

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing

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

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Melody Wharton - Center for Teaching for Biliteracy

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SALSA “Can-Do” Descriptors (Spanish Language Learning)

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Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, con apoyo, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	- Señalar dibujos, palabras o frases indicados - Seguir instrucciones orales de un paso - Emparejar declaraciones orales con objetos, figuras o ilustraciones	- Clasificar dibujos u objetos siguiendo las instrucciones verbales - Seguir instrucciones verbales de dos pasos - Emparejar declaraciones verbales con objetos, figuras o ilustraciones	- Localizar, seleccionar y ordenar información que proviene de descripciones orales - Seguir instrucciones verbales de paso múltiples - Clasificar o secuenciar información oral usando dibujos u objetos	- Comparar y contrastar funciones y relaciones de acuerdo a información oral - Analizar y aplicar información oral - Identificar causa y efecto en discurso oral	- Sacar una conclusión de información oral - Construir modelos basados en discurso oral - Hacer conexiones en información oral
HABLAR	- Nombrar objetos, personas y dibujos - Contestar preguntas (quién, qué, cuándo, dónde, cuál)	- Preguntar - Describir dibujos, eventos, objetos y personas - Reformular y decir hechos	- Formular hipótesis y hacer predicciones - Describir procesos - Recontar cuentos o eventos	- Discutir cuentos, cuestiones, y conceptos - Hacer presentaciones orales - Ofrecer soluciones creativas a cuestiones o problemas	- Participar en debates - Explicar fenómenos, dar ejemplos y justificar respuestas - Expresar y defender puntos de vista
LEER	- Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente - Identificar conceptos de la organización de letras y elementos de textos	- Localizar y clasificar información - Identificar hechos y mensajes directos - Seleccionar patrones de lenguaje asociados con hechos	- Secuenciar dibujos, eventos y procesos - Identificar ideas principales - Usar pistas del contexto para determinar el significado de palabras	- Interpretar información o datos - Encontrar detalles que apoyan las ideas principales - Identificar figuras retóricas y relaciones entre palabras	- Realizar investigaciones para reunir información de fuentes múltiples - Sacar una conclusión de texto explícito e implícito
ESCRIBIR	- Etiquetar objetos, dibujos, diagramas - Dibujar respuestas a instrucciones - Producir íconos, símbolos, palabras y frases para comunicar un mensaje	- Hacer listas - Producir dibujos, frases, oraciones cortas y apuntes - Dar información pedida por instrucciones orales o escritas	- Producir textos básicos de estilo narrativo o informativo - Comparar y contrastar información - Describir eventos, personas, procesos	- Resumir información de representaciones gráficas o apuntes - Corregir y revisar escritura - Crear ideas originales o respuestas detalladas	- Aplicar información a contextos nuevos - Reaccionar a múltiples géneros y discursos - Redactar varias formas/géneros de composiciones

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI, revised by (revisado por) Andrea Camilleri, Marlene Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research. El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar ésta información.

Melody Wharton - Center for Teaching for Biliteracy

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WIDA Level Descriptors

Levels of English/Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce most of what is said and written	Some challenges to understanding and production
5 – Very high functioning	Receptive and productive with isolated instances of challenge
6 – Native like	Receptive and Productive use

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Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6



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1. Find a place to sit where you can both see the screen.

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

My role in teaching for biliteracy is ____.

What about you?



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Observers

Sample Instruction

Engages ALL students actively and meaningfully	Explicitly builds oral language (receptive and productive) in preparation for content and literacy instruction
--	--

Use the document to :

- Observe a designated group of students
- Walk the walls to observe how they reflect the standards and instruction
- Listen to “students” as they develop oracy and background knowledge

Pg. 14

You will share your observations when we debrief.

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You do not need to be fluent in Spanish to observe instruction.

While students have been in the program since K and may no longer identified as ‘learners’ of the language, they are still learning academic language and abstract concepts.

Focus on the pedagogy.

Sample Instruction

Engages ALL students actively and meaningfully	Explicitly builds oral language (receptive and productive) in preparation for content and literacy instruction
--	--

Teaching for Biliteracy...

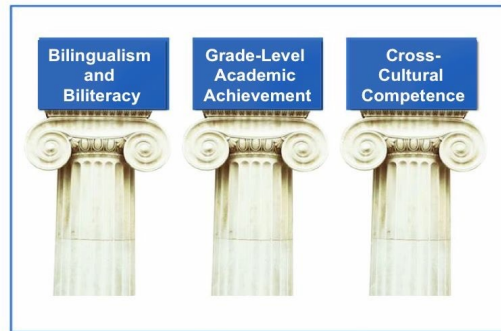
Integrates language, literacy, and content	Strategically plans for the three languages: Spanish, the Bridge, English
--	---

How do the supports help all students make abstract grade level concepts more concrete?

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If the goals of Dual Language are...

Three Pillars of Dual Language Education



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...then we have to support our students on this pathway from the start.

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Biliteracy Unit Framework (2nd Edition)

Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish 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	Content Area Instruction
Oral Communication • Oral • Comprehension • Behavior Writing • Oral • Comprehension Foundation • Oral • Phonics • Orthography • Vocabulary Summative	Bridge – T • Illustration • Side by Side or • Así se dice Listening, Speaking, Reading, and Writing in the other language) Morphology Syntax and grammar Pragmatics

Resource Packet

Page 12

Formative Assessment

Instruction does not assume students have background knowledge or academic language. Instruction intentionally builds it.

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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

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Language Use Norms – for adults

- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter: *¿Cómo se dice... en español?*
- Do not translate for your partner.
- Engage actively in the sample instruction.
- Be respectful students so that you can experience the strategies.

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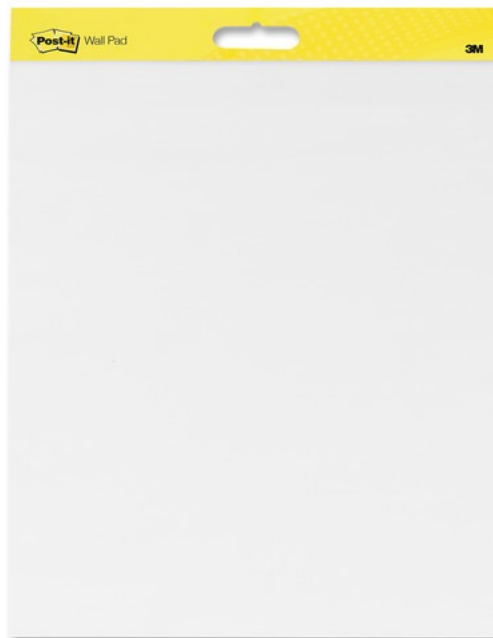
34

Marking the Language of Instruction



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Defining Biliteracy Instruction

How did you feel as a student?

As an observer, what did you notice about Biliteracy Instruction?

Integrates language, literacy content

... builds oral language (ive and productive) ... aration for content

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What are the goals of Dual Language?

Three Pillars of Dual Language Education

Bilingualism and Biliteracy

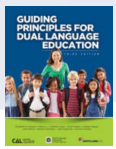
Grade-Level Academic Achievement

Cross-Cultural Competence

How does this type of instruction help students meet each of the three pillars?

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Teachers	Coaches & Specialist	School & District Leaders
<u>Instruction</u> • Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	<u>Classroom Support</u> • Using the context of the unit to support students • Co-teaching and modeling instruction • Planning for instruction • Professional development • Assessment and data use	<u>Structures</u> • Learning environment • Biliteracy Schedules • Pacing • Unit flow & rigor • Planning • Collaboration • Language development • Goals for PD • Collecting and using assessment data

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Agenda:

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Teaching for Biliteracy Recommendations

- The BUF in Action: Key Characteristics
- The Multilingual Perspective
- Session Closure

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences in each language every day that they are in class.
- Teachers and other adults engage students in each program language at different times of the day. This is called language and content allocation.
- Students are together for differentiated, but not separate, instruction.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Page 15

Biliteracy Recommendations for K-5:

- All students receive literacy (language arts) instruction in each program language every day, beginning when they enter the program (TK/PK/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Students are together for differentiated, but not separate, instruction, ensuring all students are present during Tier 1 instruction.
- In Pre-K – 5th grades, whenever possible, content and literacy are integrated.
- If possible, each content area (math, science, social studies) is taught in one language only at each grade level. This is called content allocation.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

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Program Design Recommendations: Planning for Biliteracy

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p. 15 in Resource Packet



The recommendation I reflected on is ____.

The way I saw it reflected in sample instruction was ____.

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences

Page 15

How is your practice similar to or different from the Teaching for Biliteracy (T4B) recommendations?

How could instruction benefit by using the T4B recommendations?

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
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Agenda:

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The BUF in Action: Key Characteristics

- The Multilingual Perspective
- Session Closure

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Materials for today's session



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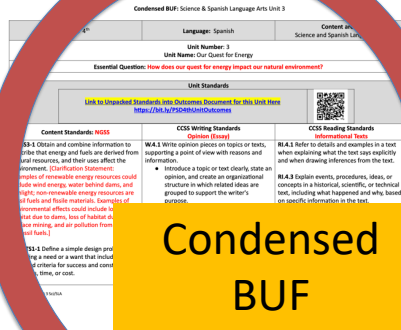
Teaching for Biliteracy

Delavan-Darian, WI
August 20, 2025

Presenter	Contact Information
Melody Wharton	teachingforbiliteracyMW@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 biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Describe biliteracy, the Biliteracy 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 biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.



Condensed
BUF

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Biliteracy Unit Framework (2nd Edition)

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish 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.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.		
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phonemic Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment - Bridge - Transfer - Illustration - Side by Side or - As if so 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 Translating

Condensed BUF: Science & Spanish Language Arts Unit 3		
Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		
Unit Standards		
CCSS Standards CCSS Writing Standards Option (Easy) WA.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	CCSS Reading Standards Informational Texts RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flowcharts, timelines, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
3-5 ETS.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5 ETS.2 Generate and compare multiple possible solutions to a problem based on how	WA.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	

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Session Materials

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our		
Essential Question: How does our quest		
NGSS Standards	Unit 3 CCSS Writing Opinion	Unit 3 CCSS Reading Informational
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]	W.4.1 Write opinion pieces supporting a point of information. • Introduce a topic and an opinion, and organize related ideas and supporting facts and details. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Provide a concluding statement or section related to the opinion presented.	concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
3-5 ETS1-2 Generate and compare multiple possible solutions to a problem based on how	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	

Yellow

What are some key features you notice?



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Elements of Comprehensive Literacy

Oral language

Foundational Skills

- Phoneme awareness
- Phonics
- Fluency
- Vocabulary
- Background Knowledge
- Syntax
- Semantics

Language

- Phonology
- Morphology

The BUF includes all the elements of Comprehensive Literacy

Language Comprehension

- Vocabulary
- Background Knowledge
- Syntax
- Semantics

Fluency

Writing

- Handwriting
- Spelling
- Grammar
- Composition

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The BUF supports biliteracy in that....



Instruction planned using the BUF helps students meet the three goals of Dual Language because....

Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

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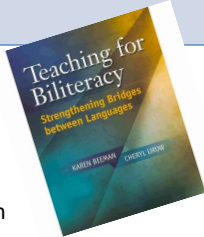


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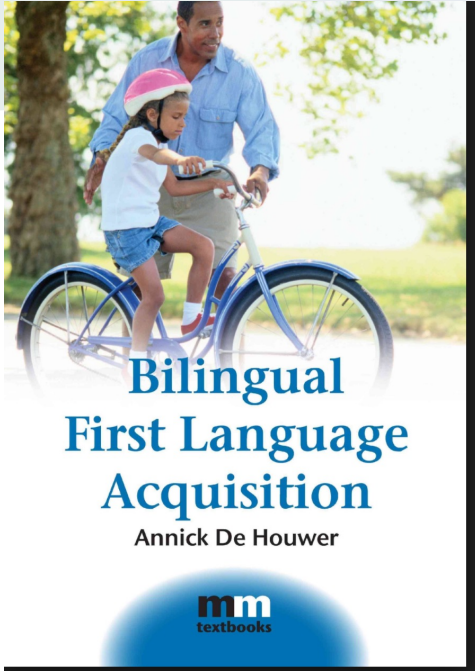
Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.

Chapter 1

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**Bilingual
First Language
Acquisition**

Annick De Houwer

mm
textbooks

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

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Biliteracy instruction anticipates and prepares for linguistic approximations.

H h	G g	J j	H h
Hernández hijo hermana había hace hizo hospital	Gema recoger	jirafa jugar	Hospital happy hi hungry
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Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero
to push	puchar	empujar
ironing	planching	planchando

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Research Connection 

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



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Research Connection 

Being bilingual physically changes your mind.
Neuroplasticity is real.
(Bialystok, CARLA, 2016)

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Research Connection



Multilingual students have linguistic resources in multiple languages; their knowledge base is shared across languages (Cenoz, J, 2009, Butvilofsky & Escamilla, 2023).

Multilingual students who learn about how their two languages are similar and different achieve higher levels of academic achievement (Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011, Lems, 2023).

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Research Connection: Translanguaging



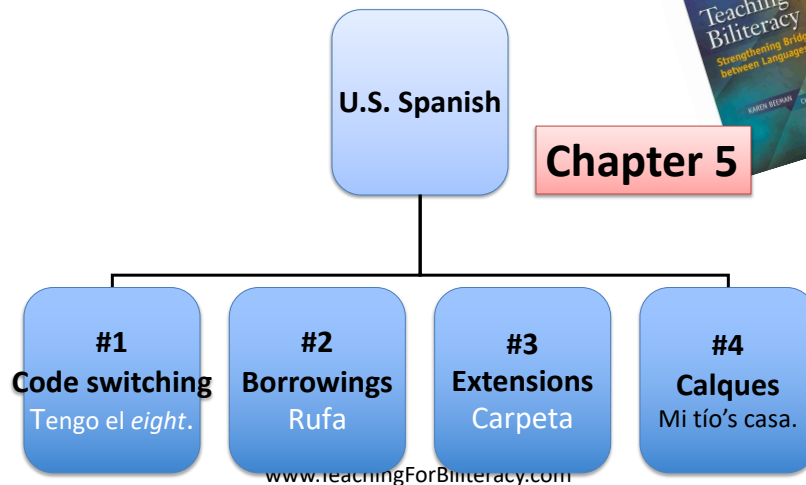
- Translanguaging refers to the interaction of two languages (or more) by bilingual students (Garcia, 2017).
- By engaging in contrastive analysis students develop metalinguistic awareness (Beeman and Urow, 2013).
- “Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.” (Seltzer, Woodley, 2014)

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Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



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También se dice

puchar	empujar
tochar	tocar
onde	donde
almonche	almuerzo
Picar	es picar
cache	a garé
6 Muncho	mucho

Crystal Ramos, Kennewick, WA



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Arcaísmos españoles

Español arcaico	Español actual
Ansina	Así
Pos	Pues
Naiden	Nadie
Muncho	Mucho
Haiga	Haya

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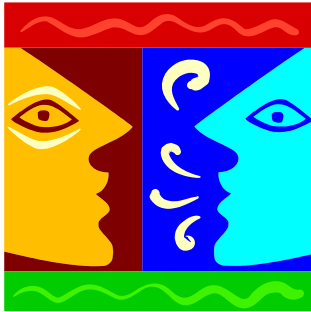
Los regionalismos

el muchacho (México)	el güila (Costa Rica)	el patojo (Guatemala)	el cabro (Chile)
la quagua (Puerto Rico)	la micro (Chile)	el micro (Perú)	el camión (México)
la escuela media (Chile)	el colegio (Costa Rica)	la preparatoria (México)	la high school (EE.UU.)

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Let's take a tour of our communities



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Cheryl

66

Beeman and Urow, 2012



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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Literacy is taught in one language (L1) and transition to literacy in the other language once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).

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Research Connection



In 3rd grade, ELs engaged in **simultaneous literacy** scored considerably higher than students in the **sequential literacy** comparison group on all measures. (Sonia Soltero et al 2016)

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Content Allocation: Planning Content in Spanish and English K- 5

Biliteracy Guidelines (Beeman & Urow, 2013)

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

Option A: 80/20 Model

Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies	(end of every unit): Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts
First Grade 70/30	70% Language Arts Science Math	1 and 2 (end of every unit): Spanish to English: • Language Arts/ Science • Math English to Spanish: • Language Arts/Social Studies	30% Language Arts integrated with Social Studies
Second Grade 60/40	60% Language Arts Science Math		40% Language Arts integrated with Social Studies
Third Grade 50/50	50% Language Arts Science		50% Language Arts Social Studies Math
Fourth Grade 50/50	50% Language Arts Science	3 rd -5 th Grade: (end of every unit) Spanish to English: • Language Arts/Science English to Spanish: • Language Arts/Social Studies • Math	50% Language Arts Math Social Studies
Fifth Grade 50/50	50% Language Arts Science		50% Language Arts Math Social Studies



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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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Concept A Schedule		
Sample Biliteracy Schedule 80% of Day in Spanish and 20% of Day in English		
Time	Subject	Language
8:20 – 10:10	Spanish Language Arts /English Language Arts (alternating language by unit- one unit in Spanish and the next unit in English)	Alternating language by unit
10:10 - 11:00	Intervention Block	Student Choice
11:00 – 12:00	Specials	Mostly English
12:00 – 12:45	Lunch	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice - Reading and writing as applied to math	SPANISH or Mandarin
2:00 – 3:00	Science & Social Studies (alternating days),. Half the unit is taught in Spanish and the other half in English, or vice versa.	Half in Spanish and Half in English



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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English			Concept B Schedule
Time	Subject	Language	
8:00 – 8:20	SEL and Classroom Community Building	Spanish	Daily Spanish Language Arts
8:20 – 10:45	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH Or Mandarin	
10:45 to 11:15		based on student need	Daily English Language Arts
11:15 – 12:00	Lunch/Recess	Student choice	
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math practice	ENGLISH	Daily English Language Arts
1:00-2:25	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - SS experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH	
2:25-3:10		in English	

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Sample Middle School Schedule		
8 th Grade Student Schedule		
	Subject	Language
Period 1	Social Science	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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Sample Course Offerings – Woodstock High School, Illinois

At the high school level, biliteracy is often organized around credit hours – a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

Woodstock High School Course Offerings for Dual Language Program: **All taught in Spanish**

Biology (Honors Option)	Vistas del Mundo Hispano II (Honors Option)
World History (Honors Option)	AP Spanish Language
Global Issues	AP Spanish Literature
International Business	<u>Perspectivas Literarias</u>
	Intro to Latin American Studies (2020 school year)
	Advanced Conversation and Phonetics (Dual Credit)
	Latin American Studies (2020) (Dual Credit)



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Language and Content Allocation Plan Determines:

Daily Schedules

Materials

Biliteracy Curriculum/Units

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Using Literature for Student Language Arts and Social Studies Unit 1 SLA & Science: Design Better Products Essential Question: How do we design our products to solve simple problems? Unit Standards: 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best for an intended purpose. 2-PS1-3. Make observations to test an idea that an object has certain properties that allow it to function as it was designed to do. 2.2 Informative Writing: Label the Product W.2.5 W.2.7 W.2.8 Informational Texts RI.2.2 RI.2.5 RI.2.9	Grade Level 2nd Language and Cc Unit 2 SLA & Science: Solutions to help plants meet their needs Essential Question: What kinds of solutions can help plants meet their needs? Unit Standards: 2-PS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-PS4-3. Ask questions, make observations, and compare how plants and animals have adapted to their environments. 2-PS4-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-PS4-5. Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-PS4-6. Develop a simple model that shows the function of a seed as it develops into a seedling. W.2.1 Opinion Writing: Pet the Dog W.2.5 Fillers: W.2.8 RL.2.2 RL.2.4 RL.2.5 RL.2.9	Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas Building Organ and Background Knowledge - 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 - Comprehensive literacy routines, strategies and reading behaviors. Writing - Comprehensive literacy routines, strategies and writing behaviors. Foundational Skills and Language Comprehension (Word Study) - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Ask see do Bridge – Transfer Practice Extension (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis The two languages are analyzed in terms of phonology, morphology, syntax and grammar, and pragmatics. Formative Assessment W.2.3 RI.2.3	Content and Literacy Outcomes Language Outcomes Formative Assessments Summative Assessment Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas Building Organ and Background Knowledge - 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 - Comprehensive literacy routines, strategies and reading behaviors. Writing - Comprehensive literacy routines, strategies and writing behaviors. Foundational Skills and Language Comprehension (Word Study) - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax and semantics Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Ask see do Bridge – Transfer Practice Extension (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis The two languages are analyzed in terms of phonology, morphology, syntax and grammar, and pragmatics. Formative Assessment W.2.3 RI.2.3
Unit 1 ELA & Social Science: Civics of a Community: Mr. Vernon and Strongmonism Essential Question: How can we build a strong community that focuses? Unit Standards: 2-SS.1.1. Use critical reasoning skills to analyze and evaluate claims. 2-SS.1.2. Use primary-based research. 2-SS.1.3. Defenders public issues. 2-SS.1.4. Understand the roles and principles of the United States. 2-SS.1.5. Understand the Declaration of Independence. 2-SS.1.6. Understand the historical foundations of the United States. 2-SS.1.7. Understand the purposes, organization, and function of government, local, state, and federal. 2-SS.1.8. Understand the purposes and organization of the United States. 2-SS.1.9. Understand the purposes and organization of the United States. 2-SS.1.10. Understand the purposes and organization of the United States. W.2.3 Narrative Writing: Personal Essay W.2.5 W.2.8 LITERARY TEXTS RL.2.3 RL.2.5 RL.2.9	Unit 2 ELA & Social Science: History of a Community Essential Question: How do we build a strong community that focuses? Unit Standards: 2-SS.1.1. Use critical reasoning skills to analyze and evaluate claims. 2-SS.1.2. Use primary-based research. 2-SS.1.3. Defenders public issues. 2-SS.1.4. Understand the roles and principles of the United States. 2-SS.1.5. Understand the Declaration of Independence. 2-SS.1.6. Understand the historical foundations of the United States. 2-SS.1.7. Understand the purposes, organization, and function of government, local, state, and federal. 2-SS.1.8. Understand the purposes and organization of the United States. 2-SS.1.9. Understand the purposes and organization of the United States. 2-SS.1.10. Understand the purposes and organization of the United States. W.2.3 Narrative Writing: Personal Essay W.2.5 W.2.8 LITERARY TEXTS RL.2.3 RL.2.5 RL.2.9	Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas Building Organ and Background Knowledge - 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 - Comprehensive literacy routines, strategies and reading behaviors. Writing - Comprehensive literacy routines, strategies and writing behaviors. Foundational Skills and Language Comprehension (Word Study) - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax and semantics Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Ask see do Bridge – Transfer Practice Extension (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis The two languages are analyzed in terms of phonology, morphology, syntax and grammar, and pragmatics. Formative Assessment W.2.3 RI.2.3	Content and Literacy Outcomes Language Outcomes Formative Assessments Summative Assessment Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas Building Organ and Background Knowledge - 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 - Comprehensive literacy routines, strategies and reading behaviors. Writing - Comprehensive literacy routines, strategies and writing behaviors. Foundational Skills and Language Comprehension (Word Study) - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax and semantics Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Ask see do Bridge – Transfer Practice Extension (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis The two languages are analyzed in terms of phonology, morphology, syntax and grammar, and pragmatics. Formative Assessment W.2.3 RI.2.3

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Fixed Mindset	Growth Mindset
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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**You do NOT have to be
bilingual to employ
biliteracy mindset....
But you must have the
mindset!**

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Comparison of the Monolingual and Multilingual Perspectives		
Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	Students have a dominant language (or L1, first language).	All students have an L1. For many students, their L1 is bilingual. All students become developing bilinguals as they engage in biliteracy.
	When students make linguistic approximations (<i>auchas; planchina</i>) it is a sign of confusion or that they have gaps in their language development.	Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.
	Students are expected to produce "monolingual-like Spanish", especially if they come from a Spanish speaking family.	Students are expected to make linguistic approximations, and classroom instruction strategically moves students from informal to formal language.
Programmatic Structure Curriculum, Instruction and Assessment	Students receive literacy instruction in their L1. L2 literacy instruction occurs later.	Students receive robust literacy instruction in BOTH languages, from the moment they enter the program.
	Students are placed in either a Spanish literacy/language or an English literacy/language class based on their strongest language.	Students are placed in a biliteracy program that develops literacy in both languages, developing and then building on students' oracy skills. Students are integrated all day and exposed to literacy in Spanish and literacy in English from PK-5 (at a minimum).
	Literacy instruction in each language looks like monolingual instruction. For example, during English literacy instruction, the biliteracy students are taught the same way and follow the same units of instruction as the monolingual classrooms.	Literacy instruction in each language is standards (TEKS and CCSS) based and reflects best practices in biliteracy instruction for developing bilinguals. For example, language acquisition practices are integrated with content and literacy instruction as the norm, in both English and Spanish.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned, and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness, even in English-only programs of instruction.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice (reduce redundancy and optimize transfer).
	It is expected that bilingual/dual language schedules look like those in the general education (monolingual) program.	Bilingual/dual language schedules intentionally look different than those in the general education (monolingual) program.
	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.

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Turn and Talk

- Does your **program** reflect a monolingual or multilingual perspective of language? What tweaks can be made?
- Does your **district** reflect a monolingual or a multilingual perspective of language? What tweaks can be made?
- Do **you** reflect a monolingual or multilingual perspective of language? What tweaks can you make?

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Center for Teaching for Biliteracy Vision

C4T4B Vision Statement:

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The C4T4B works through a **systems and team approach** with key stakeholders in the district in order to maximize the services offered.

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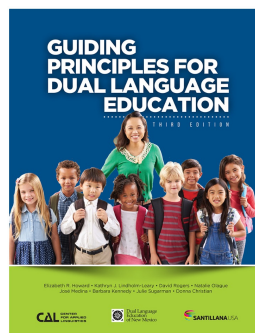
to maximize the

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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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Systems Approach to Sustaining Effective Biliteracy Instruction

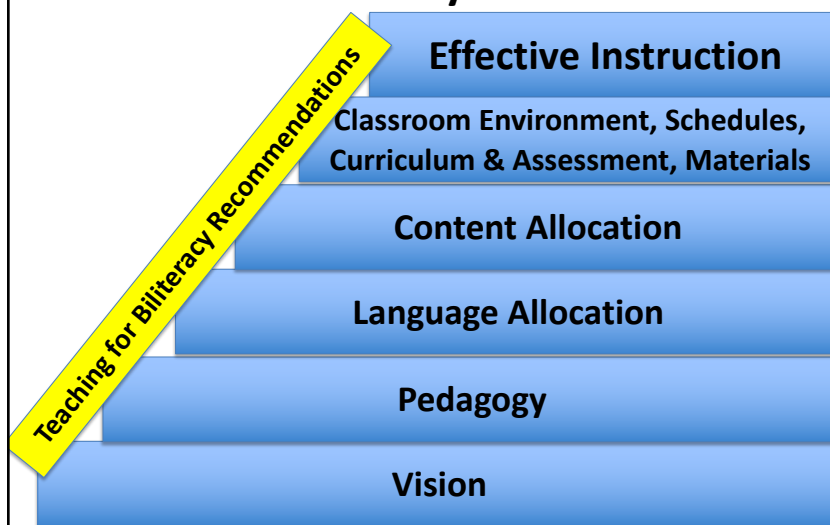
Effective Instruction

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Systems Approach to Sustaining Effective Biliteracy Instruction



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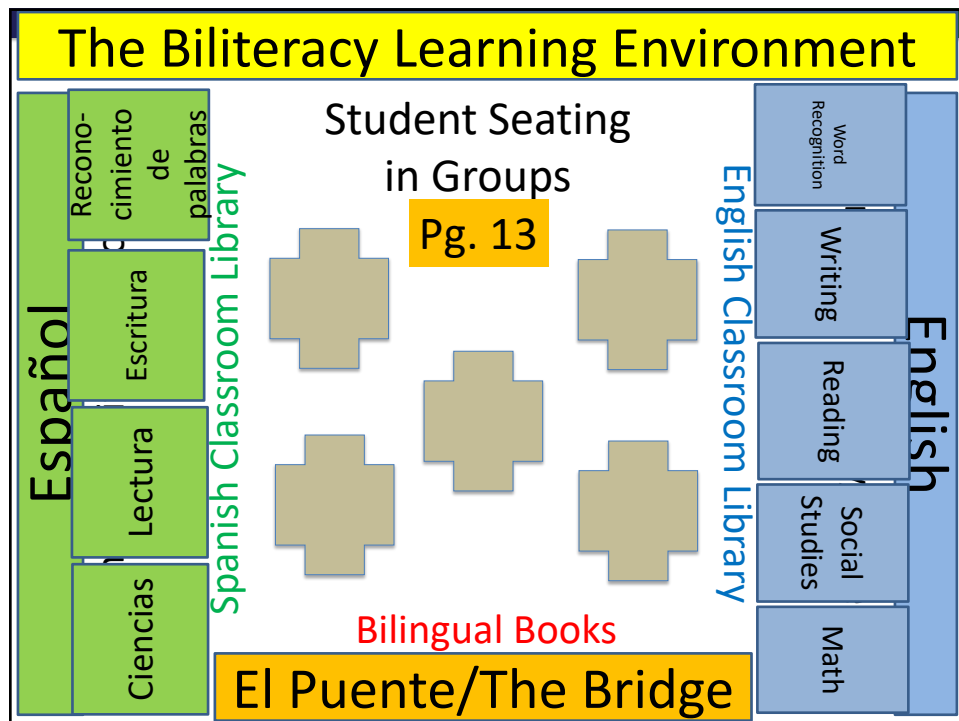


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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language	Math Social Studies Language Arts
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts	Math Science Language Arts Electives

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Sample Yearlong Biliteracy Map

[illegible]

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Sample Yearlong Biliteracy Map

[illegible]

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Sample Yearlong Biliteracy Map

Sample 8th Grade Biliteracy Map - Please Return to Presenter

Year long storyline for Science/ELA

Unit 1 - HASS & SLA: The Development of American Constitutional Democracy

Unit 2 - HASS & SLA: Inventing a New America

Unit 3 - HASS & SLA: The Divergent Paths of the West

Time

Subject

Teaching for Biliteracy is most effective when all the structures work together.

Students will engage

Foundational Skills and Language Comprehension (word Study)

Independent Practice

Writing Standard 2 (Informative)

Genre: Lab Report

4, 5, 6, 7, 8, 10

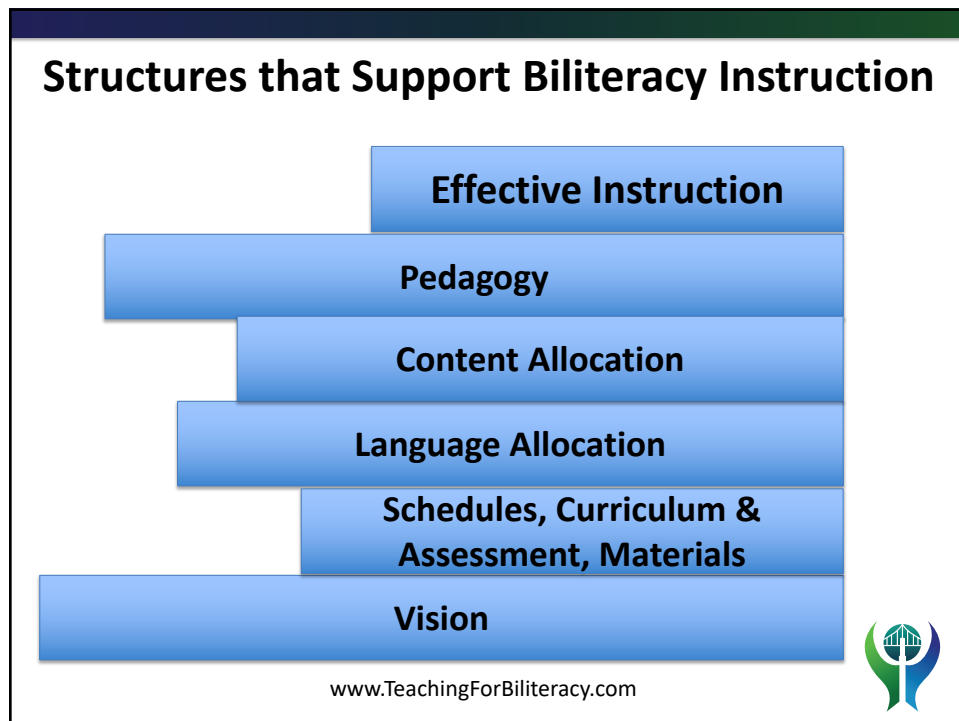
RI 2, 5, 6, 8, & W.8, 9, B

RI 2, 4, 5, 9, & W.8, 9, A

RI 3, 5, 6, 7, & W.8, 9, A

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Structures that Support Biliteracy Instruction



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Turn and Talk



- The program content and language allocation plan, biliteracy maps and units, and schedules work together to support biliteracy because _____.
- Structures that we have in our district that support biliteracy are ____.

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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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Individual or Team Planning for Next Steps

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

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Resource Packet

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Center for Teaching for Bilingual Resources and Links	
Handouts and Presentation Slides on Teaching for Bilingual Website	https://www.teachingforbilingual.com/handouts 
Center for Teaching for Bilingual Reference List	https://bit.ly/4aepEbX 
Bilingual Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies  https://bit.ly/BSI2024InstructionalStrategies
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Handbook of Bilingual Systems and Structures: Digital Tools	https://bit.ly/T4BHandbook 
Session Evaluation Form	https://bit.ly/DDAug202025 

Resource
Packet
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