

Teaching for Biliteracy Summer Institute

June 23-25, 2026 – Day 1

Grandview, WA



Center for Teaching for Biliteracy

www.teachingforbiliteracy.com

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The Center for Teaching for Biliteracy



Karen Beeman, M.Ed
Co-Founder



Melody
Wharton, M.Ed



Crystal Ramos,
M.Ed



Susan Pryor,
M.Ed



Dana Baum, M.Ed



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Introductions

Educators from across the US!



- Arkansas**
 - Little Rock School District
- Oregon**
 - Tillamook School District
- Pennsylvania**
 - Vida Charter School

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Introductions



Educators from across the US!

Washington

- College Place Public Schools
- Grandview School District
- Kennewick School District
- Kiona Benton School District
- OSPI (Office of Superintendent of Public Instruction)
- Sunnyside School District

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Introductions

- PreK & Kindergarten teachers
- 1st, 2nd grade teachers
- 3rd, 4th & 5th grade teachers
- Middle school teachers
- High school teachers
- Coaches, TOSAs & Specialists
- Fine Arts and PE Teachers
- Principals and APs
- District Administrators
- Other



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Beverages and water available throughout the day

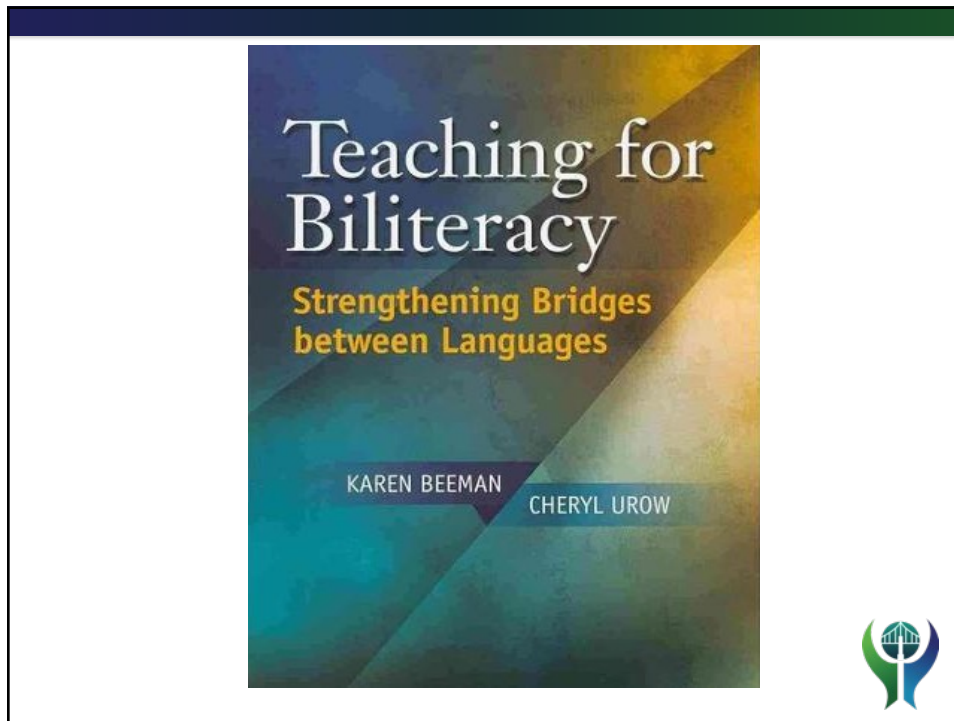


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Restrooms



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Teaching for Biliteracy Summer Institute

Grandview, WA
June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum Hardt	teachingforbiliteracyDH@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute 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.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- 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.
- Explain how teacher language use impacts student language use, and the importance therefore of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.



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Suggested Topics for Individual or Team Institute Reflection	
Agenda Item	Reflection
Students and Goals of Biliteracy Programs	
The Multilingual Perspective of Language	
The Biliteracy Unit Framework (BUF)	
Strategic Use of Teacher Language Use: Establishing a Language Policy	

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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/T4BNNewcomers 
A Handbook of Biliteracy Systems and Structures: Digital Tools	https://bit.ly/BABSI2024DigitalTools 
Final Session Evaluation Form	https://fb.gy/skr8b3  https://fb.gy/skr8b3

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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/DLTeacherStandards 
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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Teaching for Biliteracy Summer Institute Overview			Page 4
Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026	
7:30 - 8:30 AM Arrival, registration, materials	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure	
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal	
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th - 12 th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy (reading and writing), and the Summative Assessment		

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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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Morning Agenda

- ✓ Institute Welcome and Introductions
- **Students and Goals of Biliteracy/Dual Language Programs**
- Biliteracy and the BUF (**B**iliteracy **U**nit Framework)



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Goal of Dual Language Programs

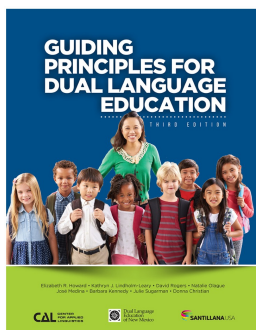


“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....

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A comprehensive guide to Dual Language Education



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

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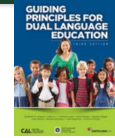
STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The 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, and 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.

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These are the characteristics
of well-implemented dual language
programs.

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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

Page 6

In other words, this goal means....

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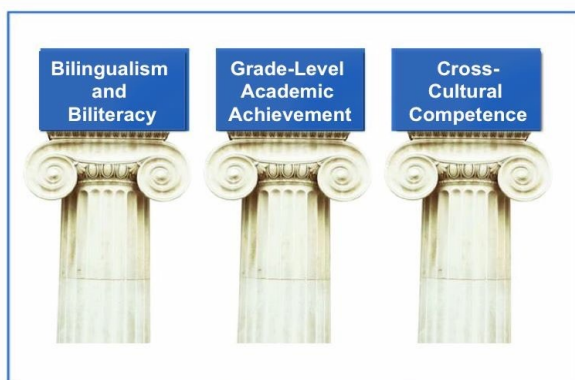
In other words...

Bilingual students need need to learn concepts well, in one language, and then transfer those concepts to the other language. Students do NOT need to learn everything twice.

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The goals of Dual Language

Three Pillars of Dual Language Education



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Handouts
page 6



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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 **lingualism and biliteracy,**

In other words, this goals means....



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In other words, this goal means..

- Students need to develop academic listening and speaking, (oracy) in **Spanish**
- Students need to develop academic listening and speaking, (oracy) in **English**
- Students need to develop reading and writing (literacy) in **Spanish**
- Students need to develop reading and writing (literacy) in **English**

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In other words, this goal means..

- Students need time and practice in **Spanish** daily.
- Students need time and practice in **English** daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish**.
- Teachers need to know students' proficiency level in L, S, R, and W in **English**.
- Students need time and space to use their two languages together (i.e, **translanguage**)

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Goal		What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade-level Academic Achievement			
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)			



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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....

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In other words, this goal means..

- Students need to meet grade level standards in **Spanish**
- Students need to meet grade level standards in **English**
- Students should be exposed to rigorous instruction in **Spanish**
- Students should be exposed to rigorous instruction in **English**

» Fifth level



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In other words, this goal means..

- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **Spanish**
- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **English**
- Students need time in each language to learn language, literacy and content.



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Goals of Dual Language Education		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		



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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** –



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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.**

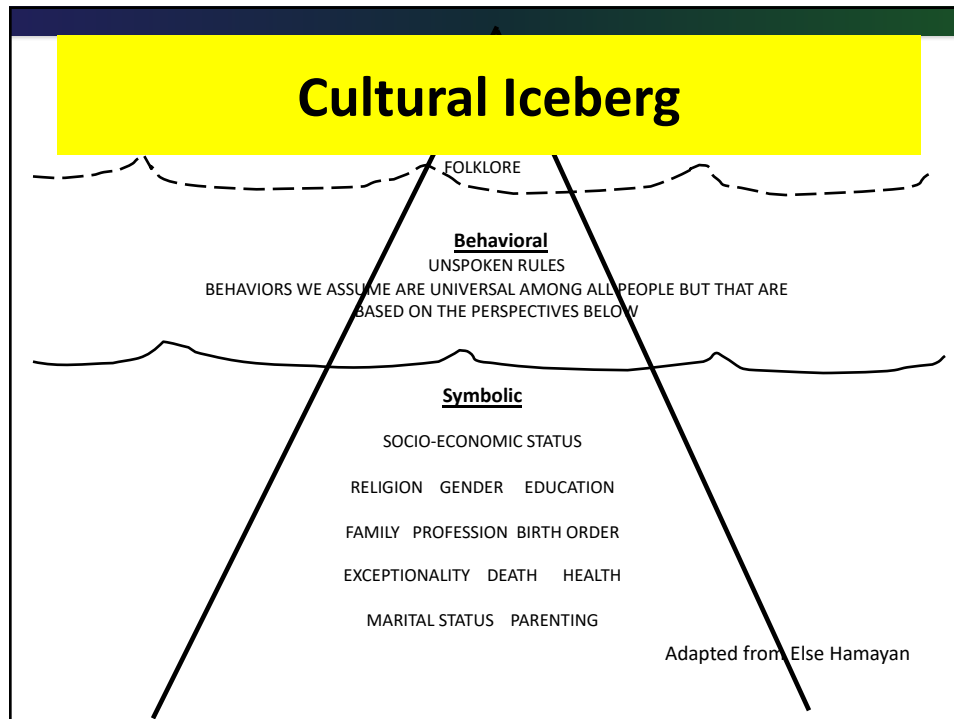
In other words, this goal means....

33

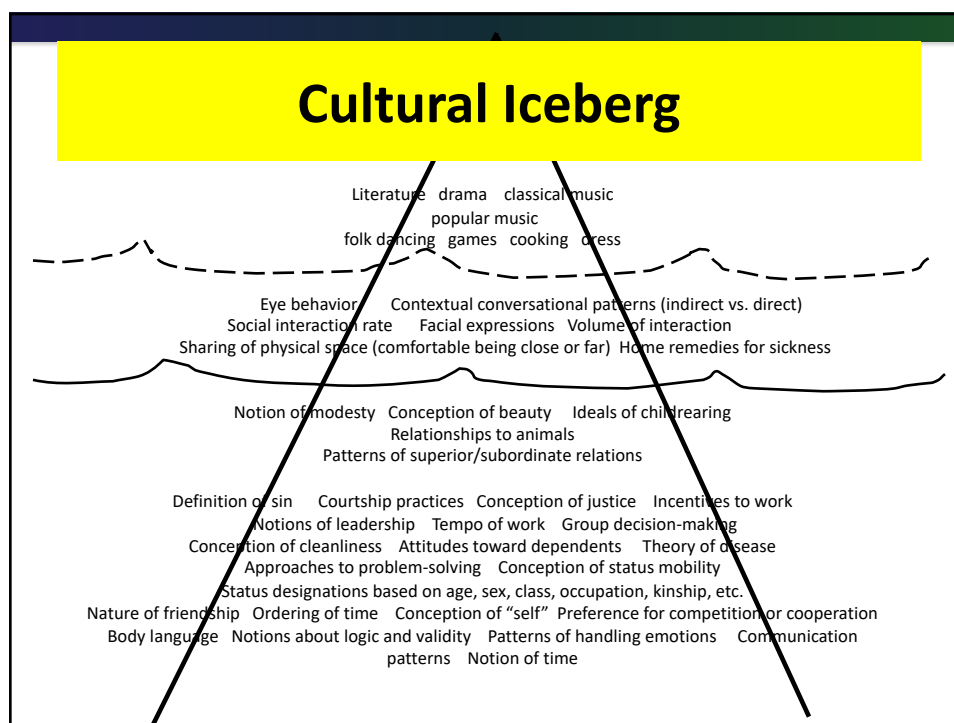
In other words, this goal means..

- Ensuring that students feel visible, accepted and valued.
- Students learning about each other, their similarities and differences.
- Students need 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.
- Teachers need to integrate socio-cultural competence into their linguistic spaces.

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	Goal	What it means	What it looks like in action
	Pillar 1: Bilingualism and Biliteracy		
	Pillar 2: Grade-level Academic Achievement		
	Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		



(Ill. 2018: p. 3)

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3 Pillars Sort

- Working with a partner, you will define what each pillar means
- Then, you will work together to find descriptions of what students need to meet each pillar.
- Finally, you will talk about how your students are meeting the 3 pillars at your school.



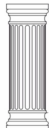
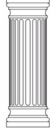
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3 Pillars Sort

Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
Language: L, S, R, W	Rigor: Standards	Identity, culture & working well with others

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3 Pillars Sort

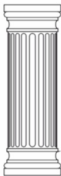
Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
---	--	---

Looking only at the 3 shaded “papelitos”, **select a description** for each goal and place it beneath the pillar to which it corresponds.

Therefore, students need... Therefore, students need... Therefore, students need...

Find the **5 statements that describe what students need in order to reach the pillar**, and list them in a column below the papelito that says “Therefore, students need...”

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Unpacking the Three Pillars of Dual Language Education – Answers & Reflection			
Pillar	This goal is about...	Therefore, students need...	To meet this goal at our school, we can (or should) ...
Pillar 1: Bilingualism and Biliteracy 	This goal is about language: listening and speaking (oracy); reading and writing (literacy) in 2 languages.	Teachers who see themselves as language teachers. Exposure to listening and speaking, reading and writing in both languages daily, with lots of repetition and practice. Language supports (sensory, graphic and interactive) and scaffolding (e.g., sentence prompts, etc.) that allow students to safely and successfully practice and use language. Oracy and background knowledge development prior to literacy and content instruction. Explicit instruction on the similarities and differences between their languages.	

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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 (know how to prioritize, select the right language for the right context)
- Deeper critical thinking and problem solving
- Strong creativity skills



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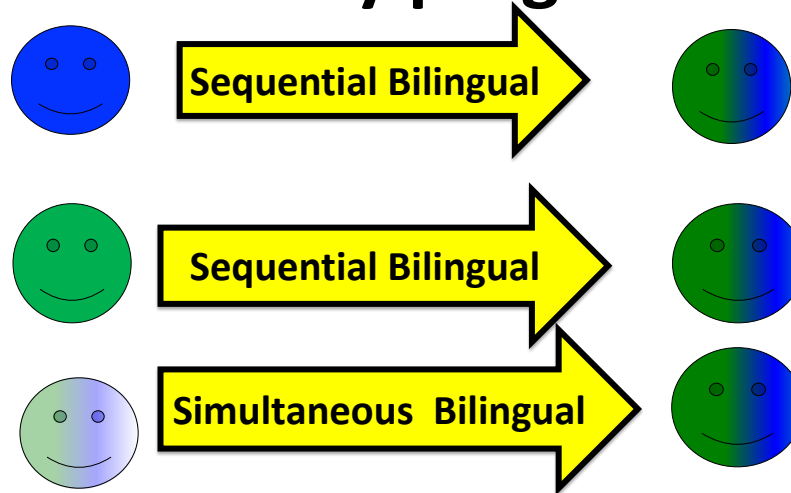
...A fully developed bilingual operates in 3 linguistic spaces



...identifies as bilingual, who can make metalinguistic decisions.

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Students who enter the biliteracy program



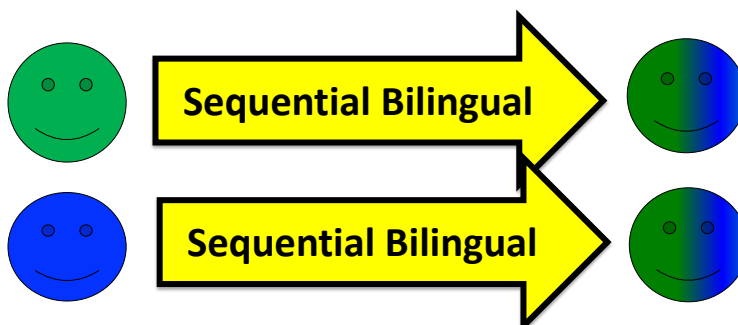
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Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals**.



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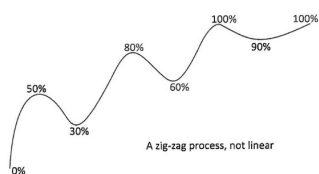
Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2



- 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.

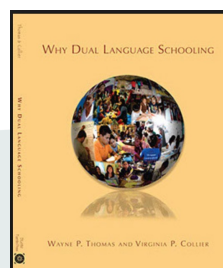
Second language acquisition is a natural, gradual, long-term developmental process.

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

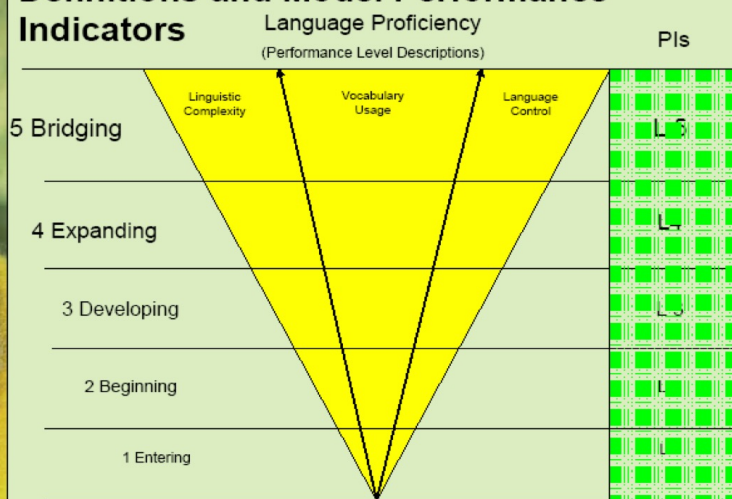
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Language Learning is non-Linear



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Interaction of Performance Level Definitions and Model Performance Indicators



WIDA Consortium / CAL / Metritech

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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 dual language students...

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
	• Blue/green faces – students who enter the program with linguistic resources in both languages • These students may or may not qualify as ELLs • These students enter the school system 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

Page 8

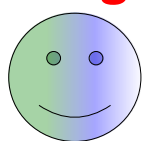
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Different Paths to a Bilingual Identity

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



Simultaneous bilingual



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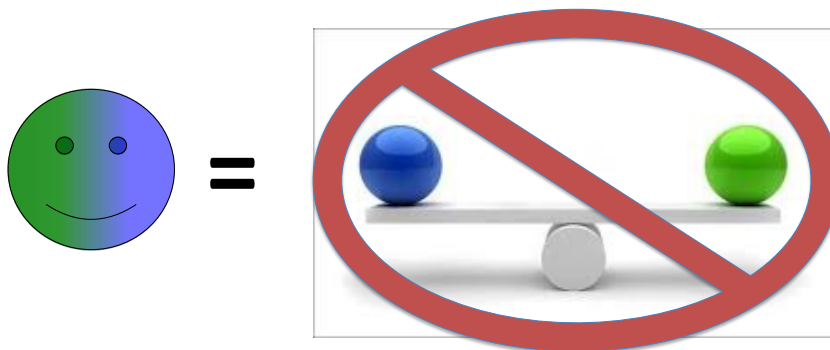
Simultaneous Bilinguals Learn Two Languages at the Same Time

- 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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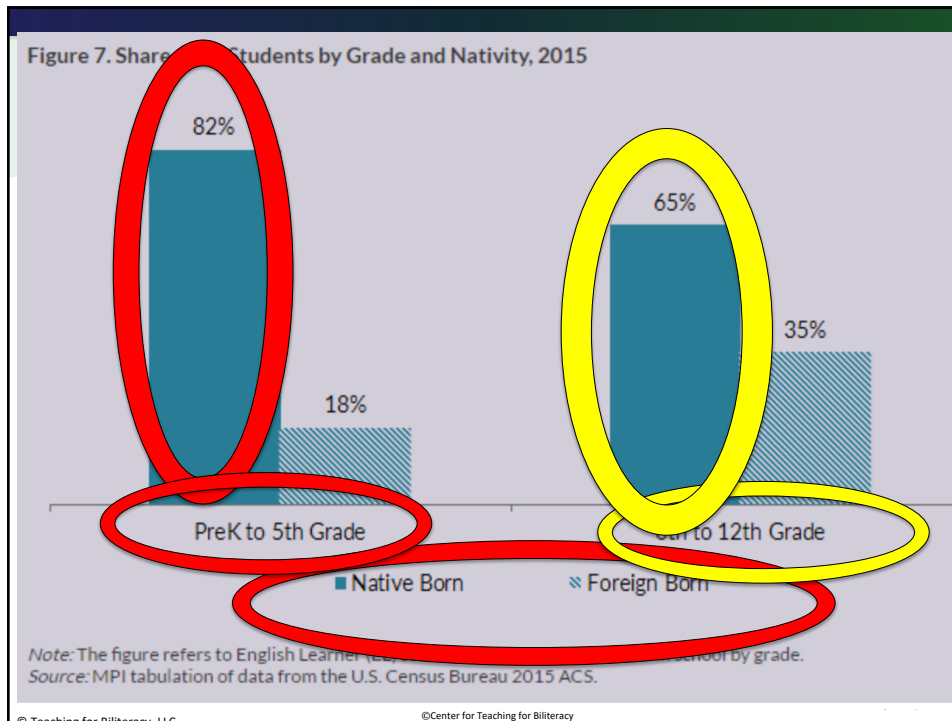
55

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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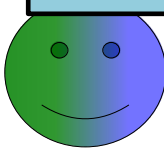
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Dual Language Students

What is the L1 of simultaneous bilinguals?



Simultaneous bilingual

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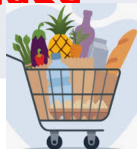
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Bilingual Use of Language

- Mamá, ¿cuándo vamos a comprar las groserías?
- Mi hermano me puchó.
- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.





$$48 \div 6 = 8$$

$$8 \times 6 = 48$$

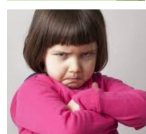
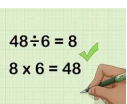




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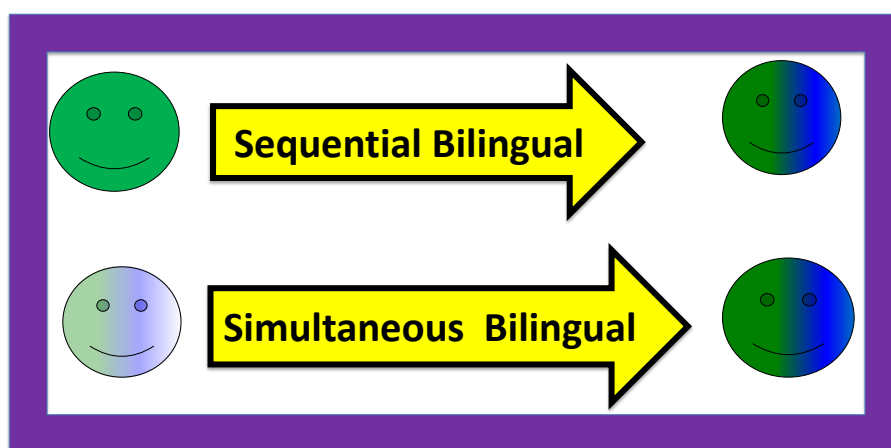
Translanguaging: Using 2 languages together Expected of all bilinguals (sequential and simultaneous)

- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.



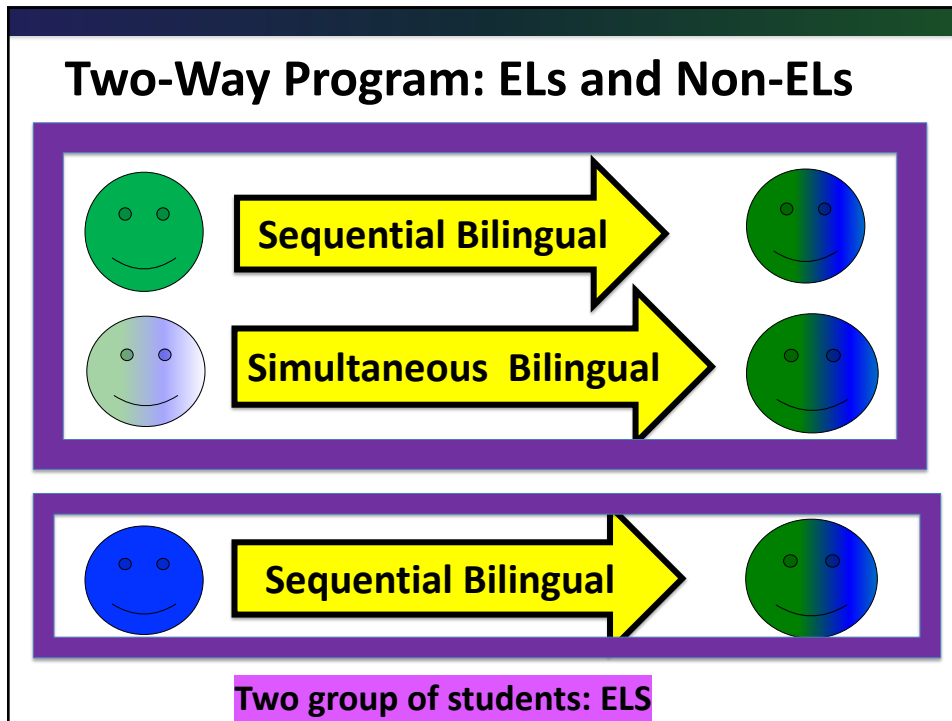
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One-Way Program: All students are ELs

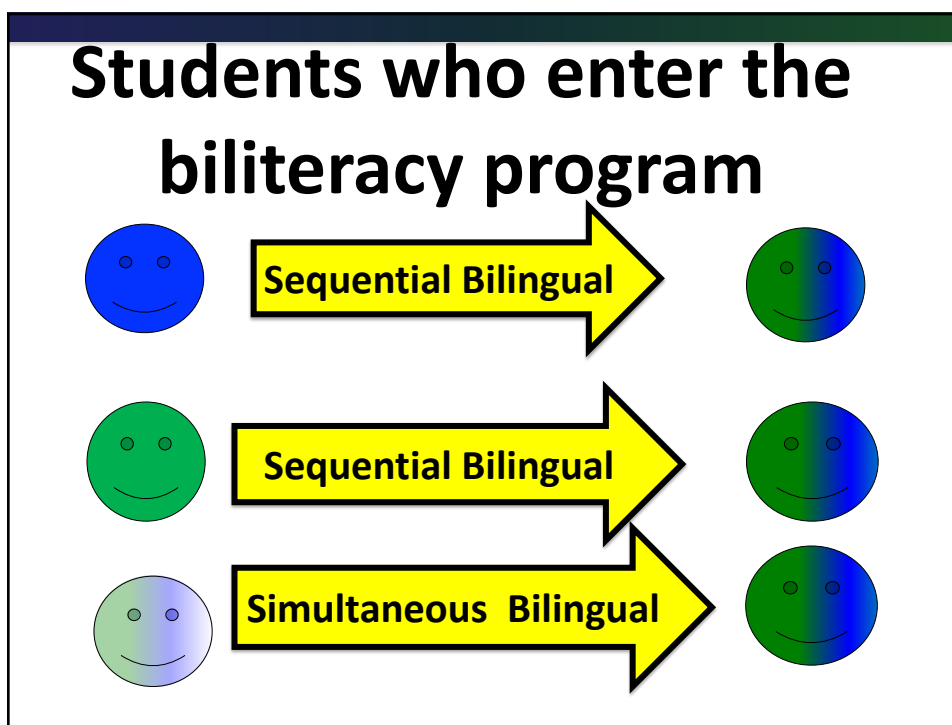


One group of students: ELS

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Language Proficiency

- **Language forms:** The “**how**” of language (i.e., the structural elements of language):
 - Grammar
 - Syntax
 - Morphology
 - Phonology
- **Examples:**
 - “walked”
 - “If I had money, I would travel.”
 - “Do you like pizza?”



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Language Proficiency

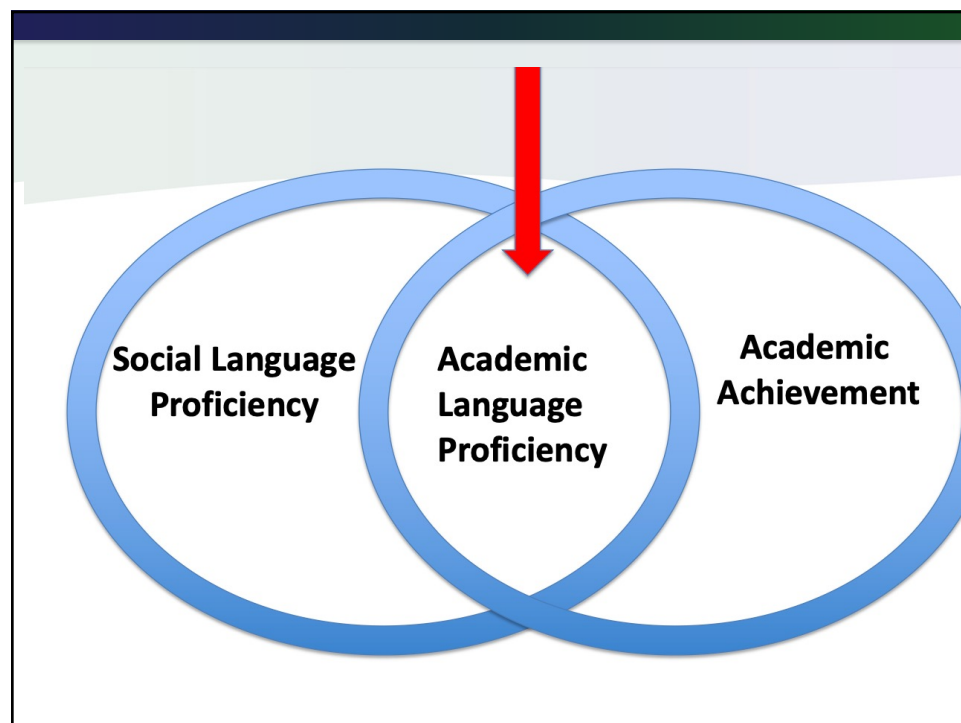
- **Language functions:** The purposes or intentions for which language is used – the “**why**” and “**what for**”:
- **Common language functions:**
 - Requesting: “*Can I borrow a pen?*”
 - Apologizing: “*I’m sorry I’m late.*”
 - Describing: “*She has curly hair.*”
 - Giving directions: “*Turn left at the corner.*”
 - Expressing opinion: “*I think it’s too expensive.*”
 - Functions emphasize what the **speaker wants to achieve** in interaction.



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When teaching and assessing language development, it is important to teach both the **form** (**how**) and the **function** (**why and what for**) of language

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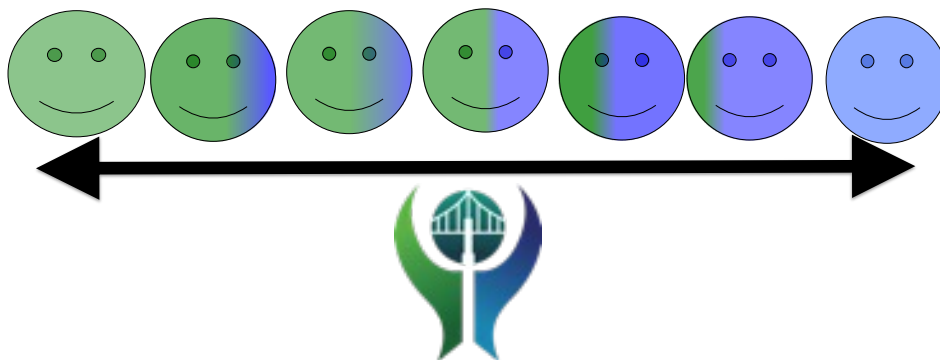


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**Biliteracy educators
are first and foremost
language educators!**

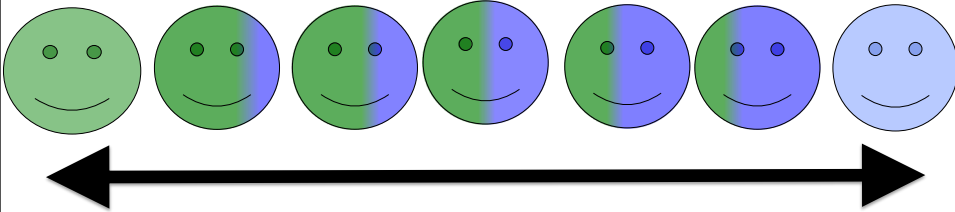
69

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



70

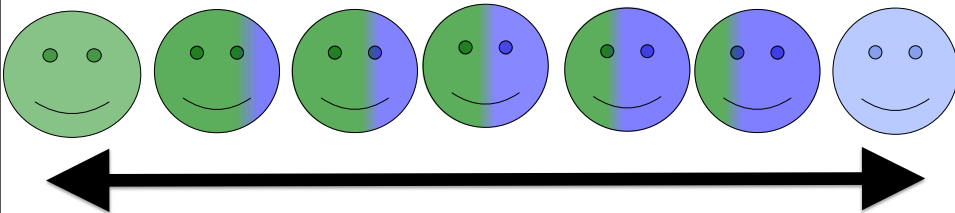
**ALL students involved in biliteracy
become **developing bilinguals****



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



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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



73

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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Suggested Topics for Individual or Team Institute Reflection

Agenda Item	Reflection
Students and Goals of Biliteracy Programs	
The Multilingual Perspective of Language	
The Biliteracy Unit Framework (BUF)	
Strategic Use of Teacher Language Use: Establishing a Language Policy	

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Morning Agenda

- ✓ Institute Welcome and Introductions
- ✓ Students and Goals of Biliteracy/Dual Language Programs
- **Biliteracy and the BUF (Biliteracy Unit Framework)**



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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.	

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Agree-Disagree Chart Individual Work (page 11)

- 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

80

Brain Research (How the Brain best Learns)

- 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!



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Stand and Pair



82

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.



83

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?

84

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86

Word Recognition Constrained K-2

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



87

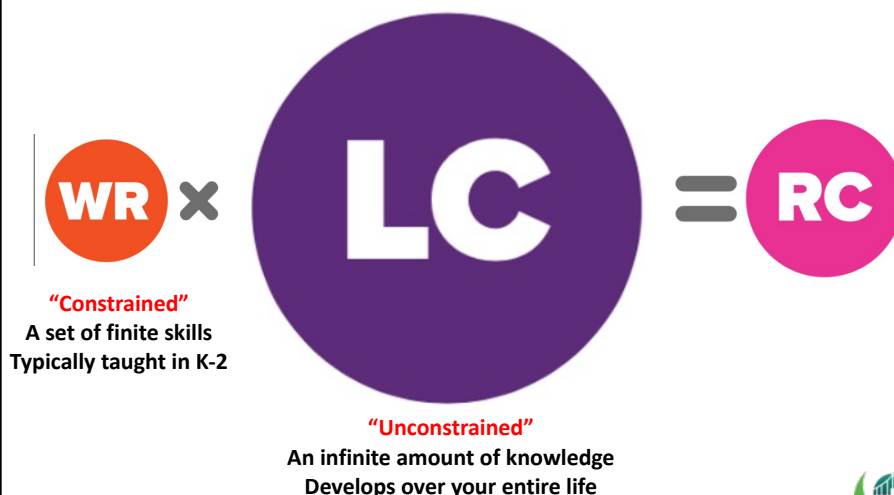
Language Comprehension

Unconstrained (Life-long)

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

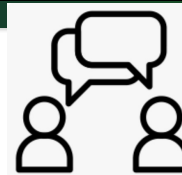
88

Simple View of Reading



89

Talk to Your Partner:



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

90

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

91

El patojo



92

Un shuco



93



94

Una prima muy shute



95

El güisquil y el perulero



96

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

97

All the words are correct

- Shuco: **Hot dog** or dirty (from Mayan)
- Shute: **Nosy**, or “metiche” in México
- Patojo: Muchacho or **adolescent**



98

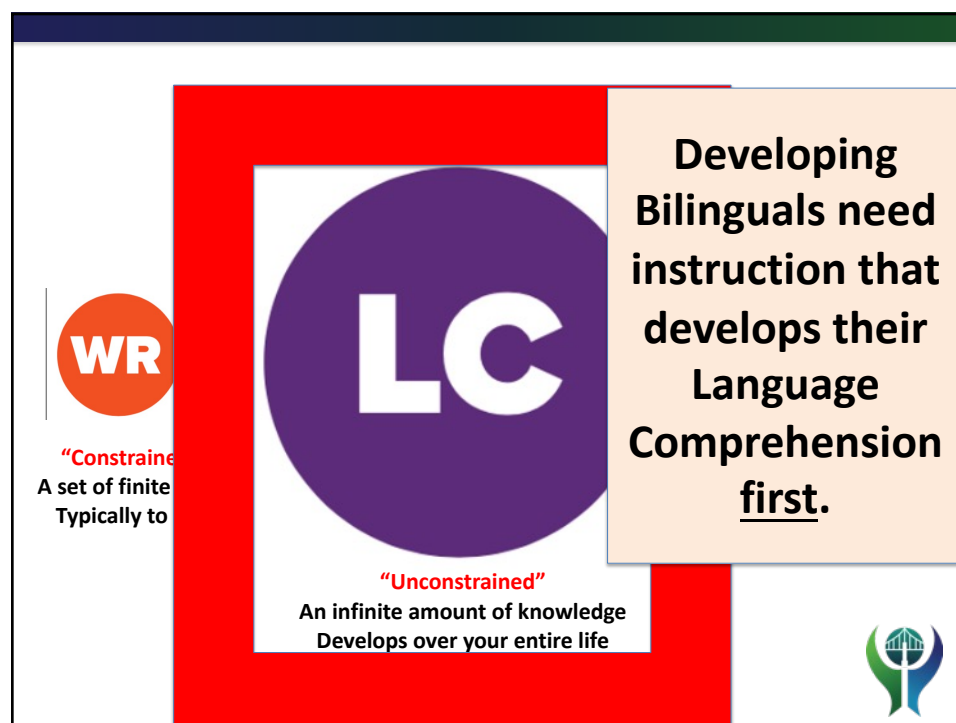


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Simple View of Reading



100



101

Sally

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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.



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Sally

What is the text about?

103

Background Knowledge:

Sally is trying to get rid of her neighbors.

104

What is literacy?

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Sort

<u>urodjenik</u>	<u>nenormalan</u>	<u>nepogodan</u>
<u>učenik</u>	<u>nepostovanje</u>	<u>nevredan</u>
<u>zatvorenik</u>	<u>optuženik</u>	

106

What is literacy?

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Talk to Your Partner:

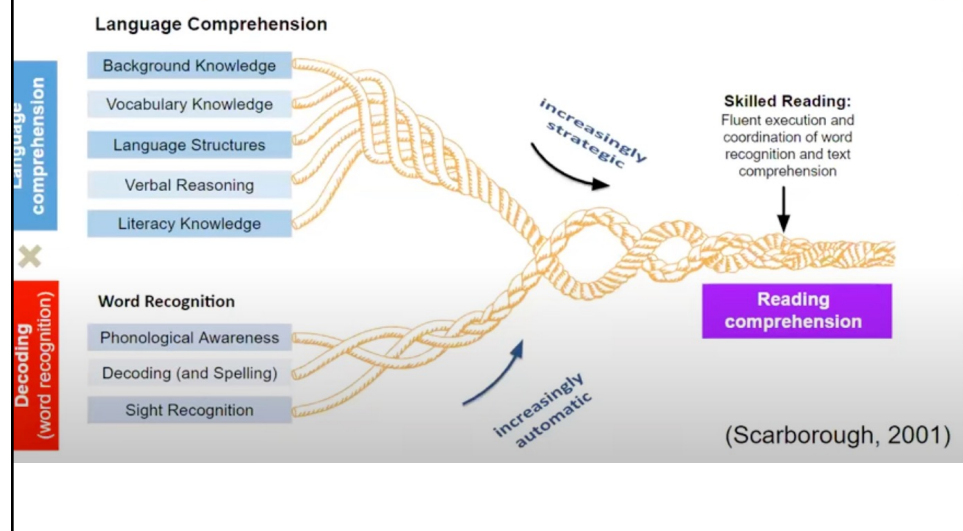


- The “shuco” and Sally experiences helped me understand that _____.
- I would explain the simple view of reading by saying _____.

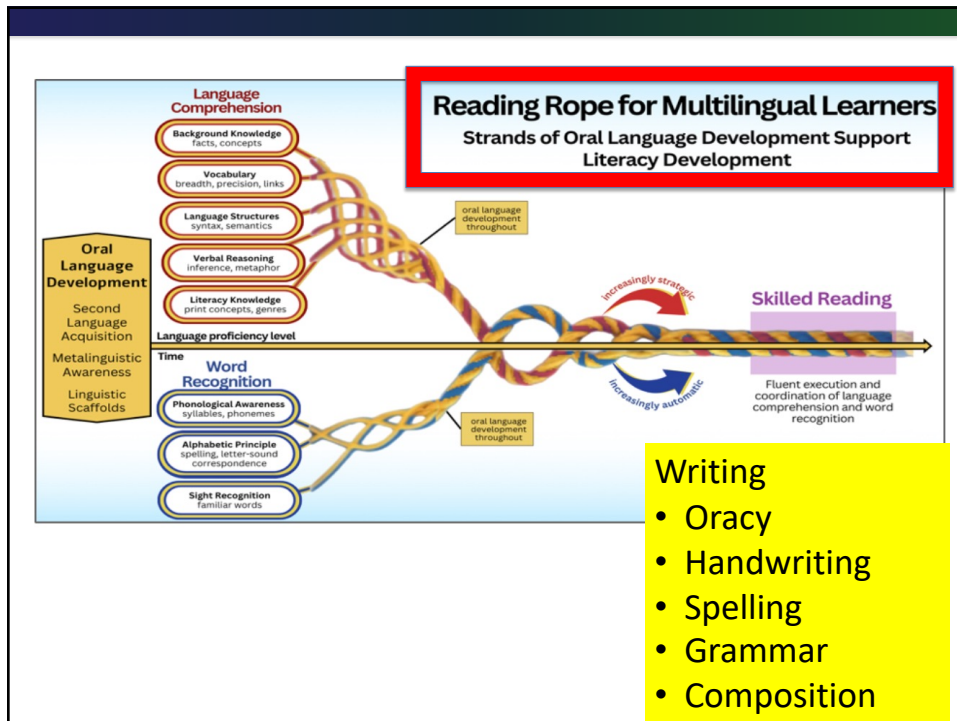
108

Scarborough's Rope

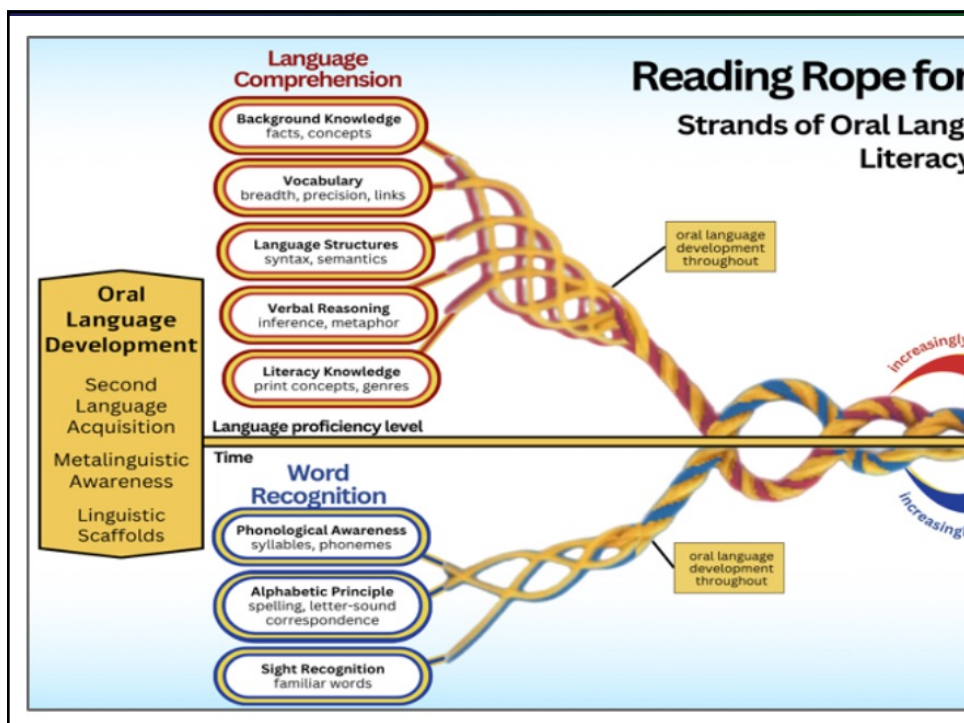
The Many Strands Woven Into Skilled Reading



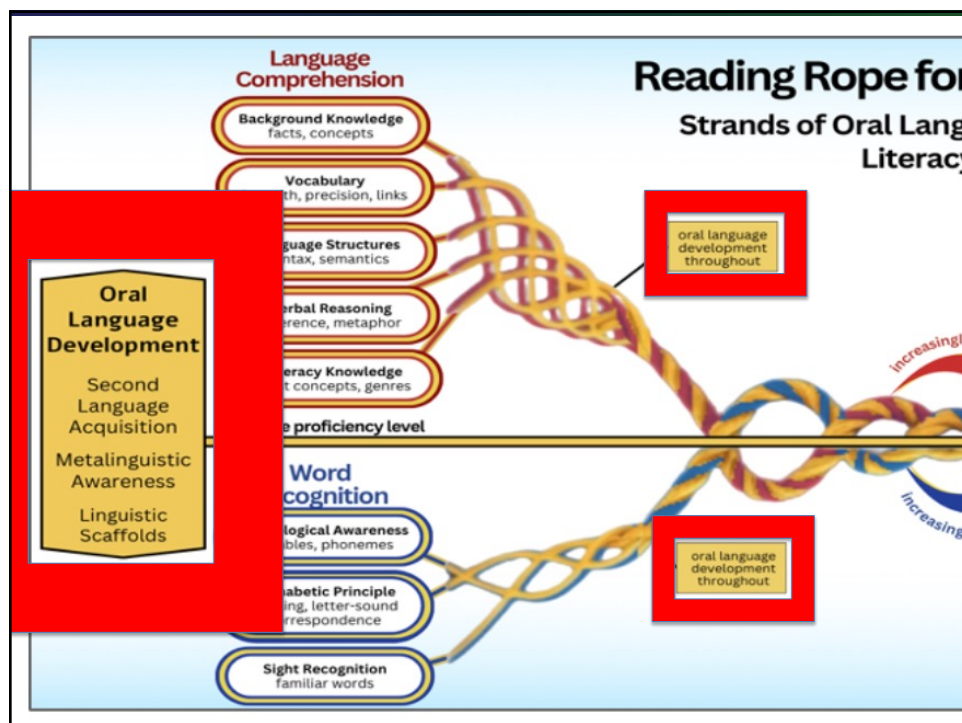
109



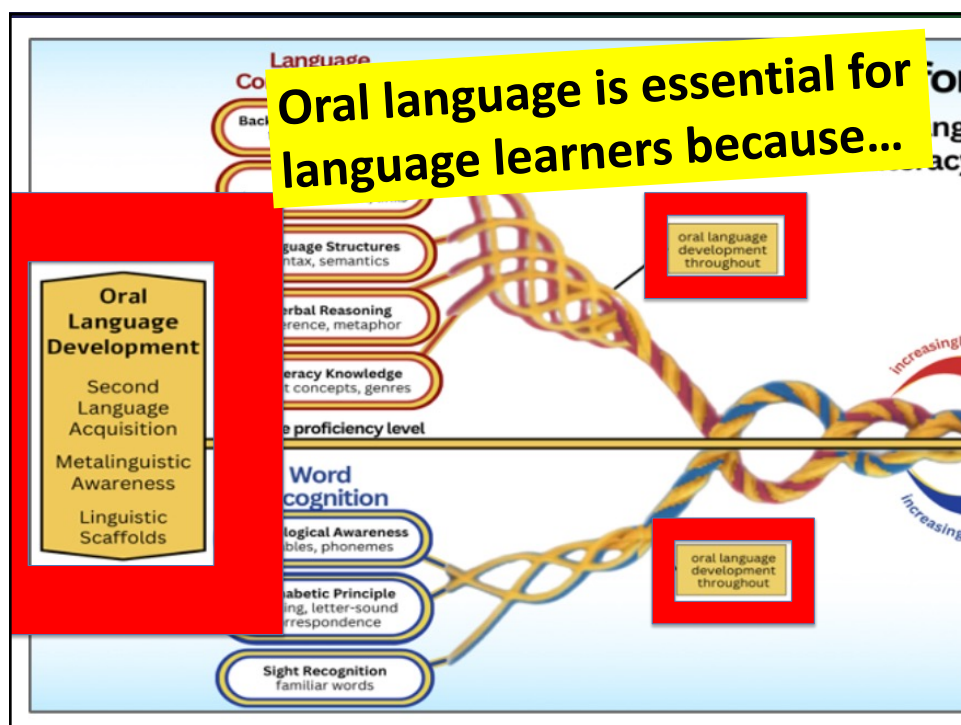
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111



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SIMPLE VIEW OF READING

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Word Recognition Constrained K-2

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

Language Comprehension Unconstrained (Life-long)

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

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Elements of Comprehensive Literacy

- **Oral language**
- **Foundational Skills**
 - Phoneme awareness
 - Phonics
 - Decoding
 - Encoding
- **Language Comprehension**
 - Vocabulary
 - Background Knowledge
 - Syntax
 - Semantics

- **Language**
 - Phonology
 - Morphology
 - Grammar
 - Spelling conventions
- **Reading comprehension**
- **Writing**
 - Handwriting
 - Spelling
 - Grammar
 - Composition

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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)



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Elements of Comprehensive Literacy

- | | |
|---------------------------------|--------------------------------|
| • Oral language | • Language |
| • Foundational Skills | ◦ Phonology |
| ◦ Phoneme awareness | ◦ Morphology |
| ◦ Phonics | ◦ Grammar |
| ◦ Decoding | ◦ Spelling conventions |
| ◦ Encoding | • Reading comprehension |
| • Language Comprehension | • Writing |
| ◦ Vocabulary | ◦ Handwriting |
| ◦ Background Knowledge | ◦ Spelling |
| ◦ Syntax | ◦ Grammar |
| ◦ Semantics | ◦ Composition |

117

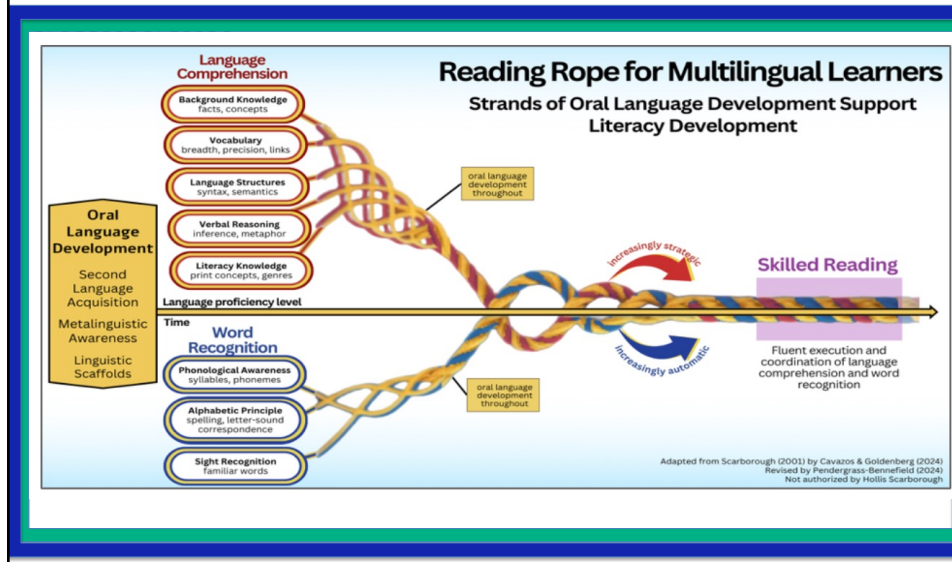
What is **biliteracy**? Comprehensive literacy in each language

- . Oral language
- . Foundational Skills
 - Phoneme awareness
 - Phonics
 - Decoding
 - Encoding
- . Language Comprehension
 - Vocabulary
 - Background Knowledge
 - Syntax
 - Semantics
- . Language
 - Phonology
 - Morphology
 - Grammar
 - Spelling conventions
- . Reading comprehension
- . Writing
 - Handwriting
 - Spelling
 - Grammar
 - Composition

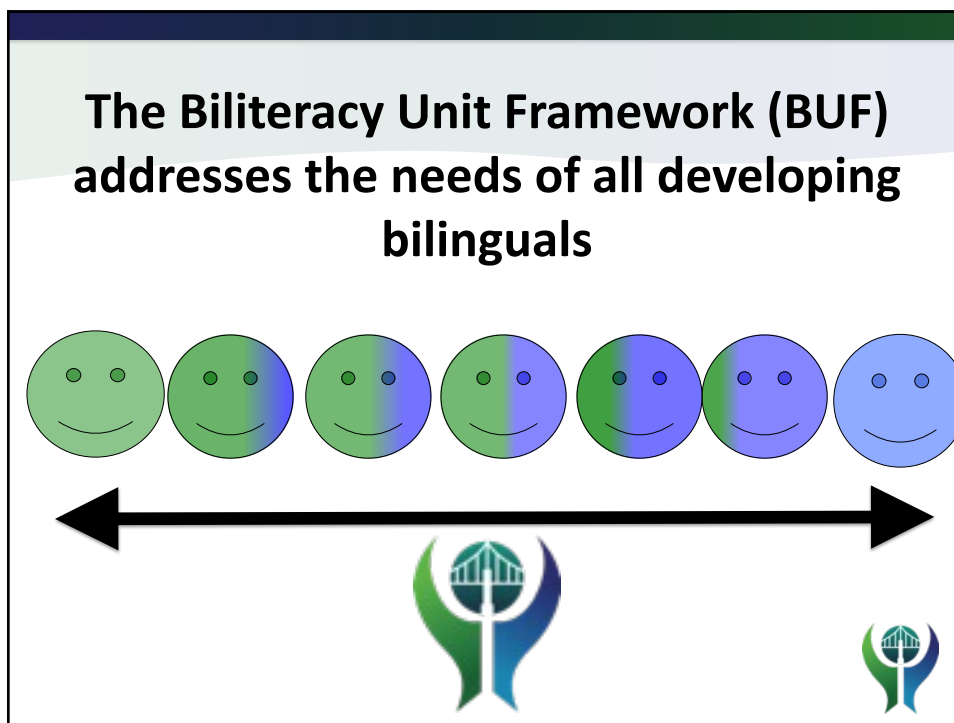
118

What is **biliteracy**?

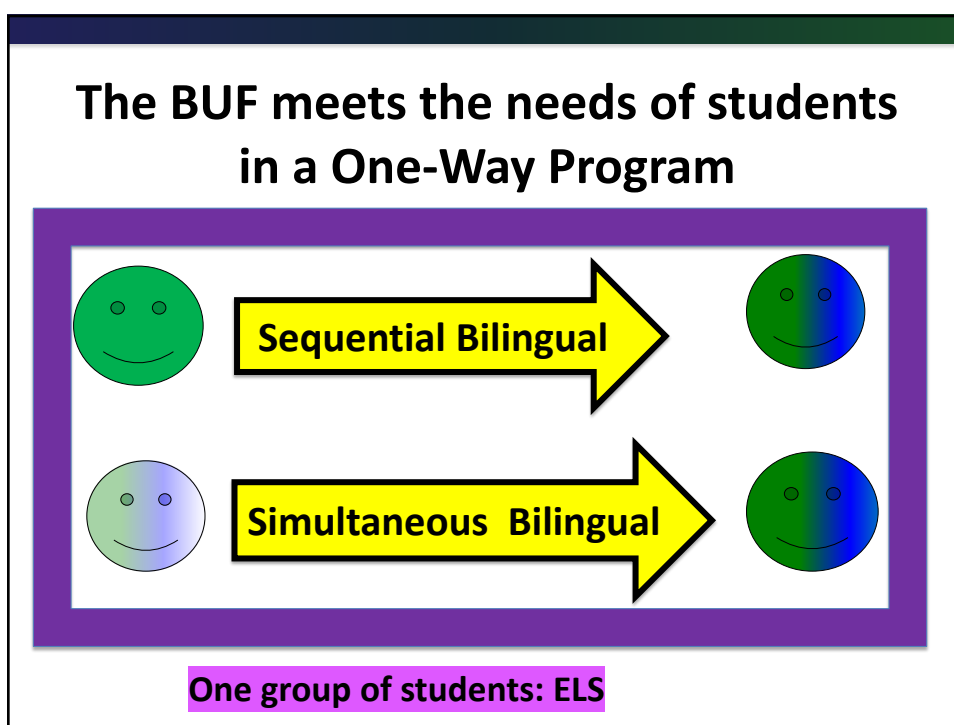
LC x WR = RC in each (+ Writing)



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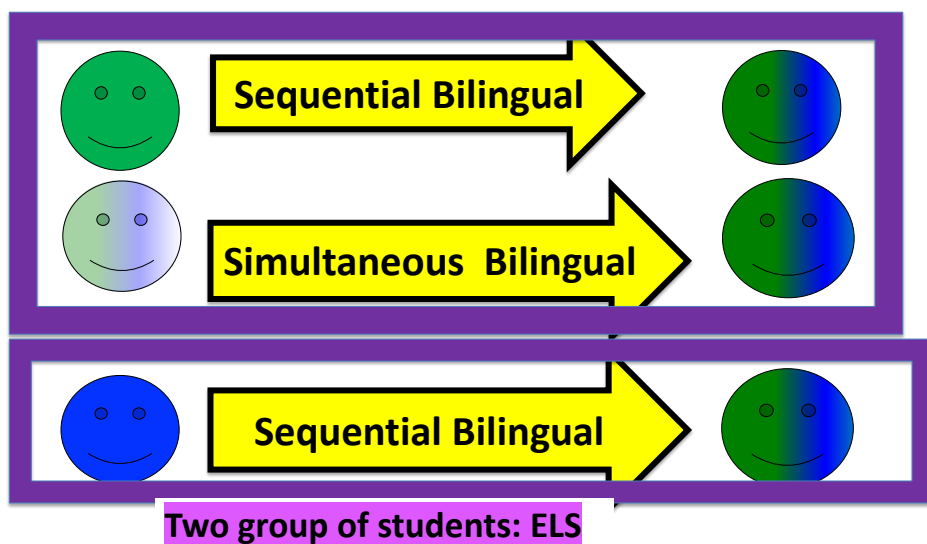


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The BUF meets the needs of students in a Two-Way Program



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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%

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The Biliteracy Unit Framework (BUF) works well with these 3 language allocation plans.

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Turn and Talk



- In 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 _____.

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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

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Morning Agenda

- ✓ Institute Welcome and Introductions
- ✓ Students and Goals of Biliteracy/Dual Language Programs
- ✓ Biliteracy and the BUF (Biliteracy Unit Framework)



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Suggested Topics for Individual or Team Institute Reflection

Agenda Item	Reflection
Students and Goals of Biliteracy Programs	
The Multilingual Perspective of Language	
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Strategic Use of Teacher Language Use: Establishing a Language Policy	

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Teaching for Biliteracy Summer Institute Overview		
Tuesday, July 22 2025	Wednesday, July 23, 2025	Thursday, July 24 2025
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th - 12 th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure
	11:45 AM to 12:30 PM Boxed Lunch and Dismissal	12:00 pm Boxed Lunch and Dismissal

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Afternoon Breakout Groups

- **Blue Group:** Pre-1 Teachers, Administrators and Specialists
- **Green Group:** 2-5 Teachers, Administrators and Specialists:
- **Yellow Group:** 6-12 Teachers, Administrators and Specialists

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