

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 6-12

Sample Instruction: Part 2

Center for Teaching for Biliteracy

June 23-25, 2026

Crystal Ramos, M.Ed.

www.TeachingForBiliteracy.com

Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
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 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, and the Summative Assessment	

Institute Overview

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Resource Packet



Takeaways:

- Building background knowledge levels the playing field and gives ALL students access to content.
- Building language comprehension supports reading comprehension, and keeps students engaged.
- Important to look at schedules from the student's perspective (try to chunk the languages and minimize switching)
- Student engagement is critical for learning



Takeaways:

- Building oracy in the middle school grades is just as important as in the early grades
- TPR can be an effective strategy in the middle school grades
- Intentional planning is important – this means we need time to plan this way
- The use of the three supports in conjunction with high leverage strategies can build rigorous academic vocabulary (that students will USE!)



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Agenda:

- Welcome
- Sample Instruction: Part 2
- Planning for Biliteracy
 - Teaching for Biliteracy Recommendations
 - Structures that work as a System
- Day 2 Closure and Exit Ticket



Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Grandview, WA

June 23-25, 2026



Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
Dana Baum Hardt	teachingforbilingualityDH@gmail.com
Crystal Ramos	teachingforbilingualityCR@gmail.com
Melody Wharton	teachingforbilingualityMW@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 bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual 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 bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the

Resource Packet



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort contents-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Carry out simple directions - Match familiar visual - Use directions - Identify information on charts or tables based on oral statements - Associate different parts	- Begin to follow directions - Recognize and use basic social language - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests
Speaking	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to follow directions - Recognize and use basic social language - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to follow directions - Recognize and use basic social language - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests

The CAN DO Descriptors work in conjunction with the WiDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

High Leverage Bilingual Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts	Interactive Supports • In pairs or groups
	Notes:		
Strategy Name and Description			
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures		• In the native language (L1) • With mentors
	Notes:		

High Level Biliteracy Strategy

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Norms –

As we look at teaching for biliteracy...

- 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.
- Please no videorecording of any part of the day.



Agenda:



Welcome

Sample Instruction: Part 2

- Planning for Biliteracy
 - Teaching for Biliteracy
 - Recommendations
 - Structures that work as a System
- Day 2 Closure and Exit Ticket



**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

Summative Assessment**Bridge – Transfer**

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Agenda:



Welcome

- **Planning for Biliteracy**
- Sample Instruction: Literacy and Inquiry
- Debrief Sample Instruction
- The Biliteracy Unit Framework (BUF)
- Biliteracy Strategies
- Teaching for Biliteracy Recommendations
- Closure and Exit Ticket



Materials for today's session



Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Teaching for Biliteracy Summer Institute

Holiday Inn, Oxnard, CA

July 22-24, 2025

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum Hardt	teachingforbiliteracyDH@gmail.com

Resource Packet

- 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.

- Describe how language development supports (sensory, graphic, and interactive) engage all

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes

- ES3-1 Obtain and combine information to describe that energy fuels are derived from natural resources and their uses affect the environment.
- A. Identify examples of natural resources.
 - B. Identify examples of energy and fuels that come from natural resources.
 - C. Identify examples of renewable energy sources.
 - D. Identify examples of non-renewable energy sources.

Sensory Supports

Pictures/images
Total Physical Response

Graphic Supports

T-chart (concept attainment)
Sentence Prompts

Interactive Supports

Whole group
Strategic partners

Identifies examples of Demonstrates Identifies examples of Demonstrates Identifies examples of Demonstrates

Formative Assessment

High Leverage Biliteracy Strategies

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Notes:			
© WIDA Language Development Standards			
Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
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High Leverage Biliteracy Strategies

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		
Link to Unpacked Standards into Outcomes Document for this Unit		
4-ESS3-1 describe natural hazards and their effects on the environment. Examples: include volcanic activity, earthquakes, tsunamis, hurricanes, droughts, wildfires, and extreme weather events. 4-ESS3-1 describe natural hazards and their effects on the environment.	to, in addition,	subject area.
3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes		RI.4.7 Interpret information presented visually
4 th Grade: 0108 5/5/2024		
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Condensed BUF





Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Formative Assessment
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Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences		
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.			
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.	

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Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Diagrams - Flowcharts - Graphic organizers	- Interactive whiteboards - Computer simulations - Interactive software - Interactive games - Interactive stories - In the native language (L1) - With mentors

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High Leverage Bilingual Strategies



Materials for today's session

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Outcomes (to be decided based on the needs of students and the planned activities)
RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		• Retell the most important ideas and events from a text in an objective summary (RL.8.2) • Identify the narrator's and/or characters' points of view in a literary text (RL.8.6) • Make basic inferences based on context clues or patterns in the text (RL.8.1)
Language Development Supports:		
Sensory Supports	Graphic Supports	Interactive Supports

Student name:	Retells the most important ideas and events in a text exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	• El rey Jorge III se presenta como soberano supremo del imperio británico. • Afirma que su responsabilidad es proteger a sus súbditos y fortalecer el imperio. • Reclama que algunos colonos han olvidado su deber de obedecerlo. • Recuerda que las colonias fueron creadas gracias a cartas reales firmadas por sus antepasados. • Explica que la Corona ayudó a las colonias a sobrevivir, lo cual vació los cofres reales. • Para recuperar el dinero, decide imponer impuestos a los colonos. • Los colonos responden con protestas, conspiraciones y desobediencia, reclamando falta de representación. • El rey dice que mostró moderación al eliminar algunos impuestos. • Advierte que, si no respetan su autoridad, habrá consecuencias. • Declara que su poder viene directamente de Dios (la Providencia) y que tiene el derecho divino de gobernar. Notas:	



We take a systems approach to teaching for biliteracy



**We take a systems approach to
teaching for biliteracy
where **ALL stakeholders** play a
critical role**



**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.**



Teachers

Instruction

- Strategies
- Supports
- Grouping Styles
- Differentiation
- Integration and unit flow
- Classroom organization
- Increase in rigor
- Assessment and data use

Coaches & Specialist

Classroom Support

- Using the context of the unit to support students
- Co-teaching and modeling instruction
- Planning for instruction
- Professional development
- Assessment and data use

School & District Leaders

Structures

- Learning environment
- Biliteracy Schedules
- Pacing
- Unit flow & rigor
- Planning
- Collaboration
- Language development
- Goals for PD
- Collecting and using assessment data

Where do you fall in Spanish?

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Seguir instrucciones verbales de un paso - Emparejar lenguaje social con apoyos visuales - Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar) - Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")	- Seguir instrucciones orales de múltiples pasos - Clasificar apoyos visuales con contenido académico siguiendo descripciones orales - Ordenar apoyos visuales siguiendo direcciones orales - Identificar información presentada en cuadros o tablas según instrucciones orales	- Categorizar ejemplos con contenido académico siguiendo direcciones orales - Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales - Usar estrategias de aprendizaje descritas oralmente - Identificar ejemplos cotidianos, descritos oralmente, de conceptos con contenido académico - Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)	- Identificar ideas principales y detalles de un discurso oral - Completar tareas con contenido académico basadas en discurso oral - Aplicar estrategias de aprendizaje a situaciones nuevas - Actuar o dramatizar diferentes escenarios siguiendo lectura oral	- Usar información oral para cumplir con tareas del nivel de grado escolar - Evaluar lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencias de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	- Contestar preguntas de sí/no o de elección - Empezar a usar vocabulario de uso general y de alta frecuencia - Repetir palabras, frases cortas, o partes memorizadas - Contestar preguntas interrogativas en el contexto de compartir experiencias personales (ejemplo: quién, qué, cuándo, dónde)	- Transmitir contenido a través de palabras/frases de alta frecuencia - Decir los puntos principales de una conversación del salón - Describir situaciones usando ejemplos de oraciones modeladas - Describir rutinas y eventos de la vida diaria - Expresar necesidades y deseos cotidianos - Comunicarse en situaciones sociales - Hacer peticiones	- Empezar a expresar el tiempo con diferentes tiempos gramaticales - Recontar o parafrasear ideas de un discurso - Dar presentaciones orales breves con contenido académico - Decir sus opiniones - Conectar ideas de un discurso usando transiciones (ejemplo: pero, cuando) - Usar diferentes registros dentro y fuera del salón - Decir ideas principales con el apoyo de detalles - Pedir clarificaciones (ejemplo: controlarse a sí mismo)	- Parafrasear y resumir ideas presentadas oralmente - Defender un punto de vista - Explicar resultados - Explicar y comparar conceptos con contenido académico - Conectar ideas con sus detalles y con evidencia - Defender opiniones usando razones y evidencia que las apoye	- Defender un punto de vista y dar razones - Usar y explicar metáforas y símiles - Comunicar con fluidez en contextos sociales y académicos - Negociar significado de algo en conversaciones grupales - Hablar y dar ejemplos de ideas abstractas relacionadas con contenido académicos (ejemplo: democracia, justicia)	Nivel 6 - Alcanzando

WIDA Level Descriptors for our Self-Assessment

Levels of 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

Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6

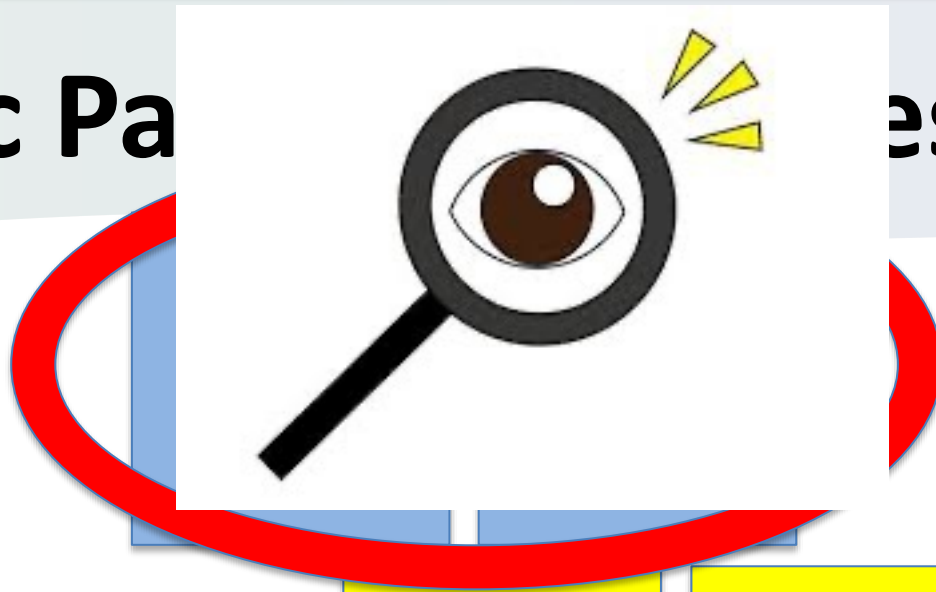


Strategic Pairing in this Session



Strategic Pa

ession



3

5

4

6



Observers

Characteristics of Biliteracy Instruction

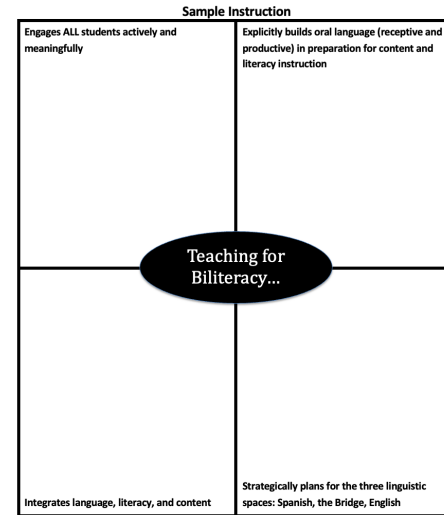
Engages all students actively and meaningfully using a variety of high-leverage strategies and language supports .	Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction throughout the unit .
Includes a meaningful frame for learning : integrating content or a universal theme with language development and literacy instruction.	Strategically plans for the three linguistic spaces : Spanish, the Bridge, and English



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

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

Focus on the pedagogy.



How are the abstract grade level concepts made more concrete and accessible?

Characteristics of Biliteracy Instruction

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Engages ALL students actively and meaningfully using a variety of **high-leverage strategies and language supports**.

Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

Teaching for Biliteracy...

Includes a **meaningful frame for learning:** integrating content or a universal theme with language development and literacy instruction.

Strategically plans for the **three linguistic spaces:** Spanish, the Bridge, English

2024 Biliteracy Unit Framework

Handouts
Page 13

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Sample Biliteracy Instruction: Part 2



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Language Use Norms

- 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.**

Marking the Language of Instruction

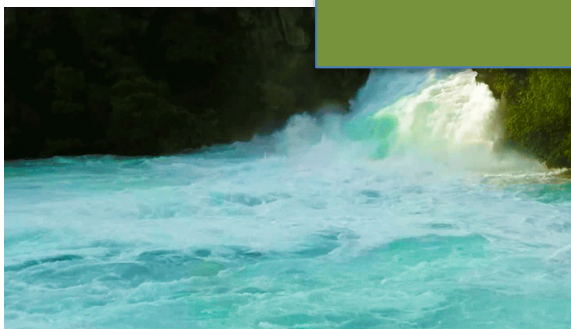
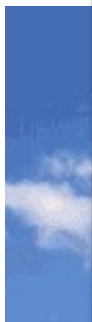
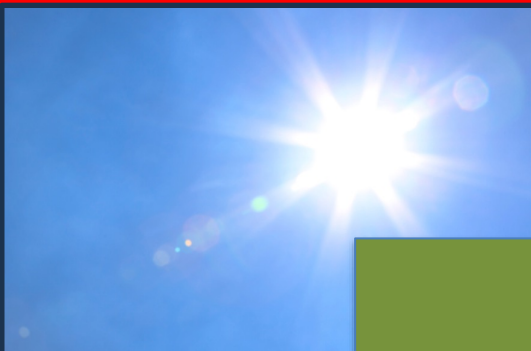




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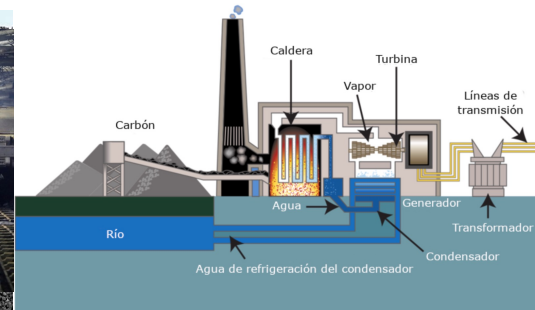
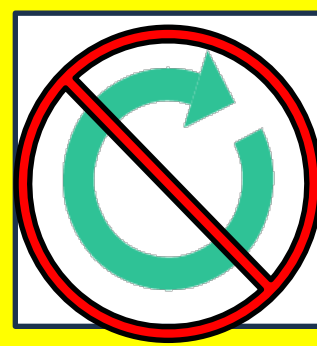
Fuentes de energía



Recursos naturales renovables



Recursos naturales no renovables

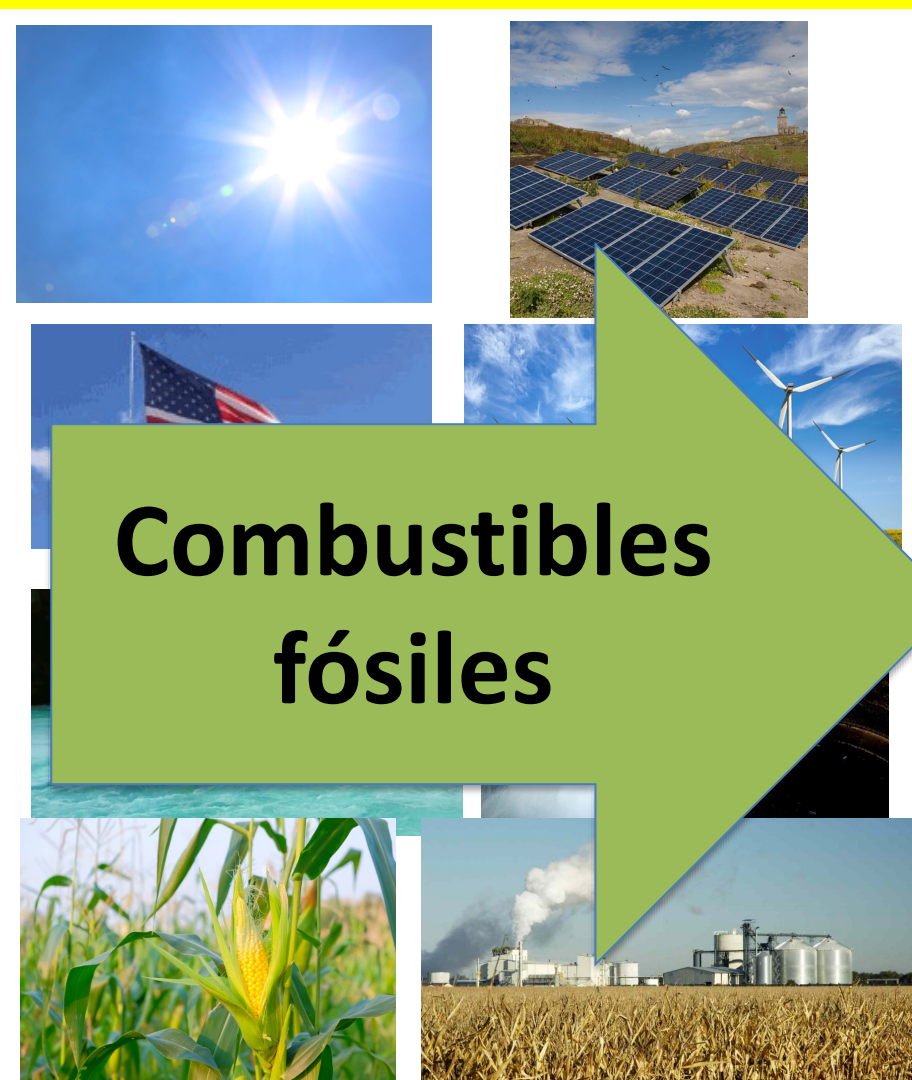


biocombustible

Recursos naturales renovables



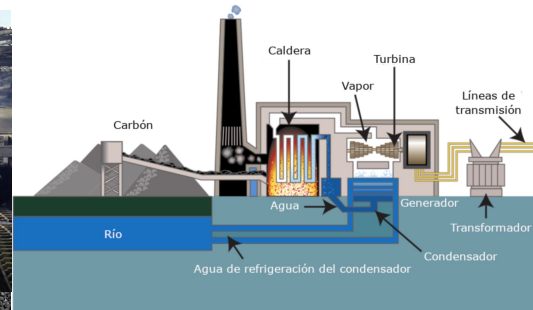
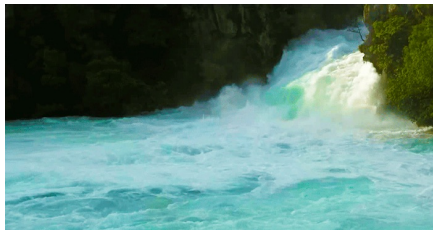
Recursos naturales no renovables



**Combustibles
fósiles**



Todas las fuentes de energía





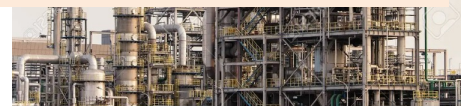
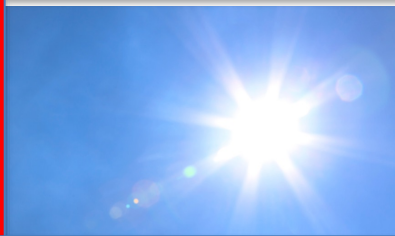
los recursos naturales

www.TeachingForBiliteracy.com



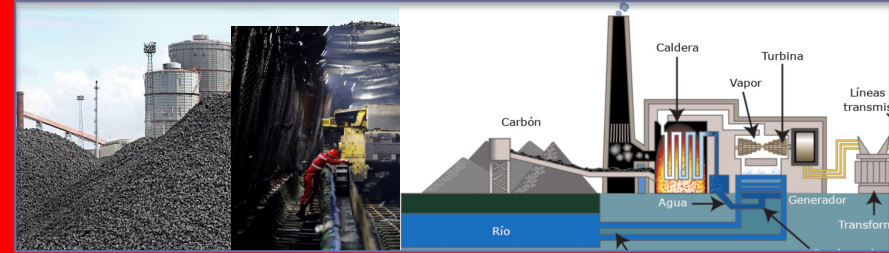
Renovables

Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles que vienen de la materia vegetal son renovables.



Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.

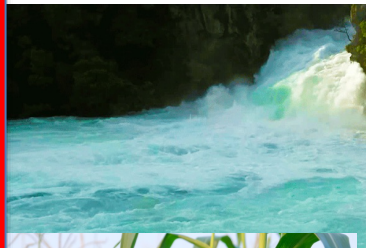
No son renovables



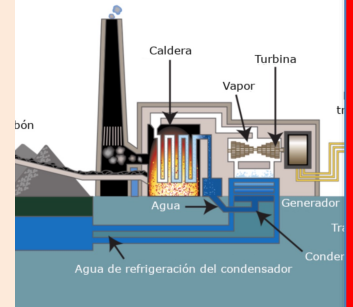
Energía renovable

Energía no renovable

A pesar de que hay dos tipos de energía, uno se usa mas que el otro. ¿Cual será y por que?



literacy.com





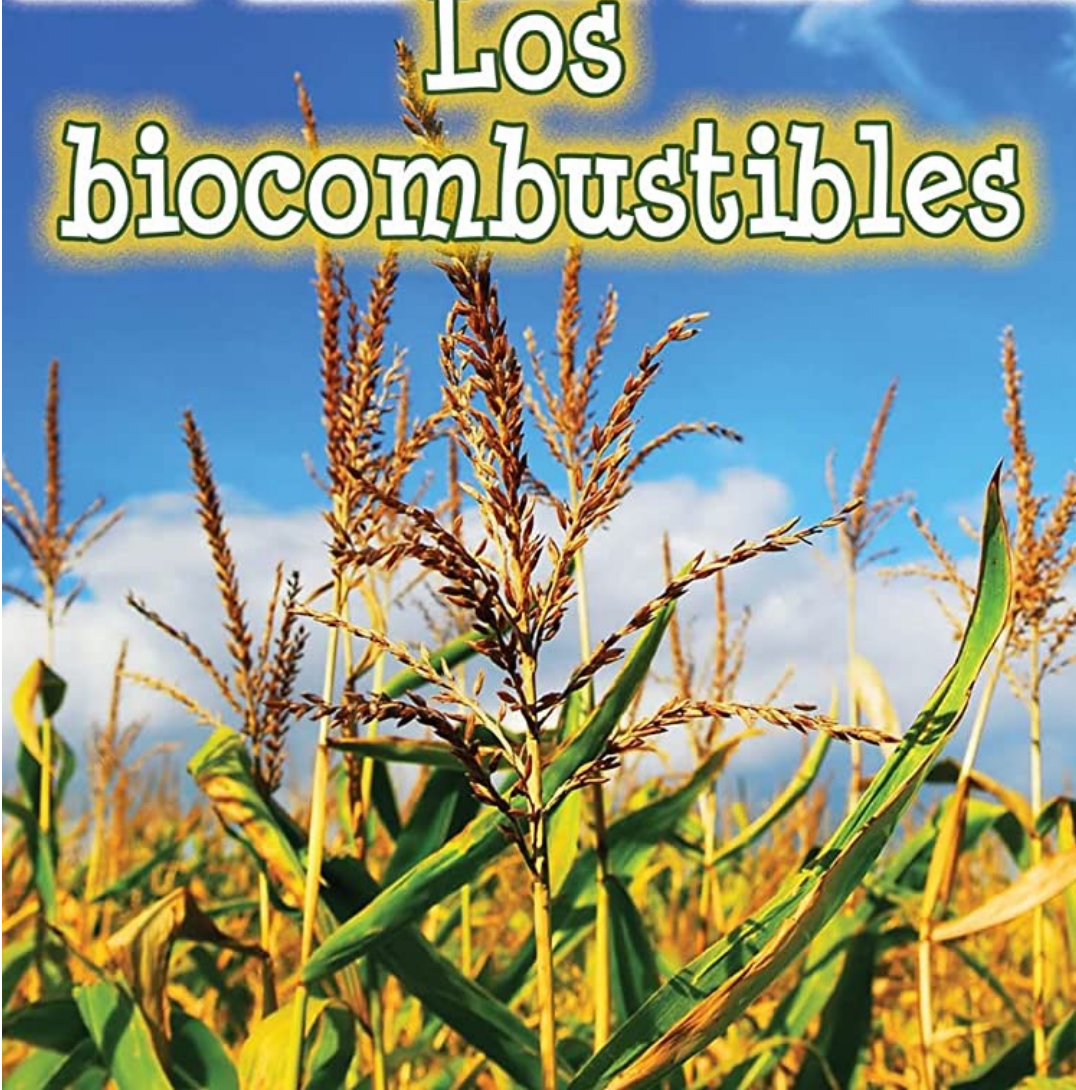
www.TeachingForBiliteracy.com







Los biocombustibles



En este párrafo, leí que _____.

Por lo tanto, pienso que _____.

Estoy de
acuerdo.

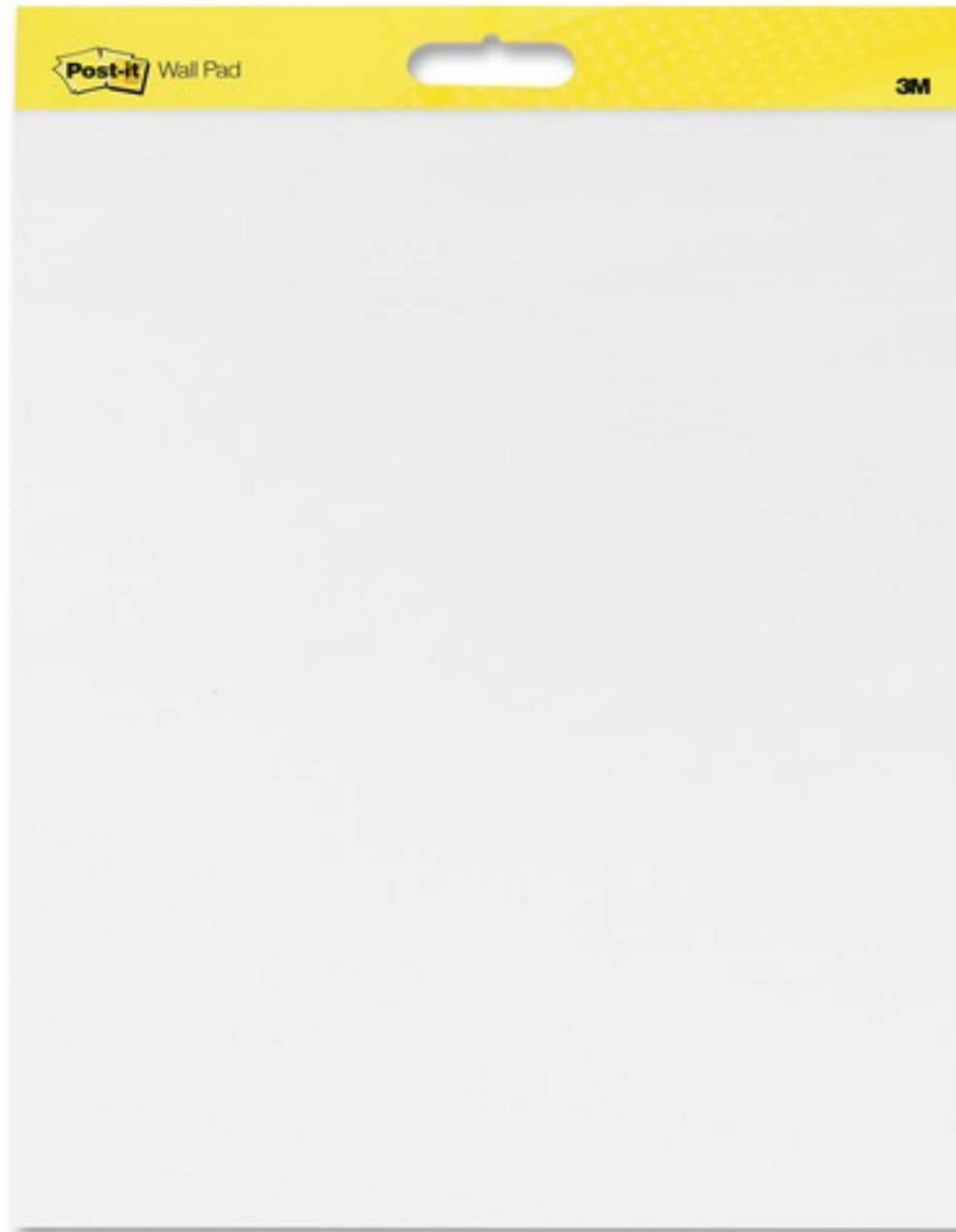
También leí que
_____.

Por lo tanto,
pienso que _____. ngFo

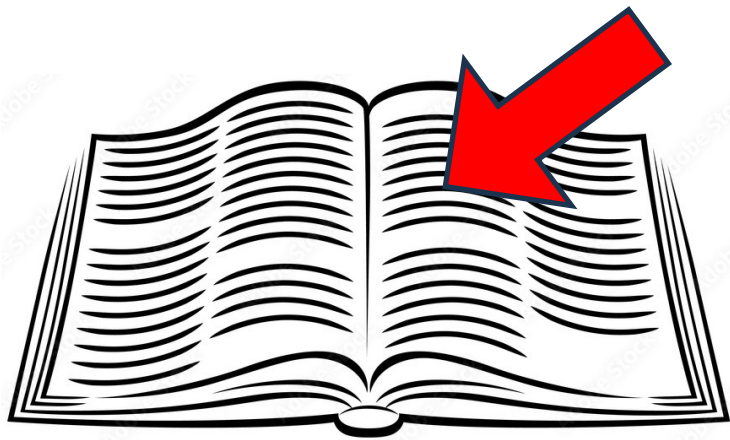
No estoy de
acuerdo.

En este párrafo,
leí que _____.

Por lo tanto,
pienso que _____.



Lo que dice el
texto
explícitamente



Inferencias
usando
detalles y
ejemplos
del texto



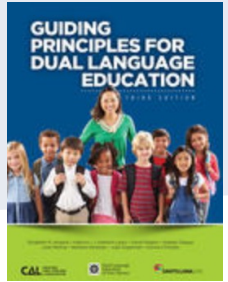
Characteristics of Biliteracy Instruction

Pg. 17

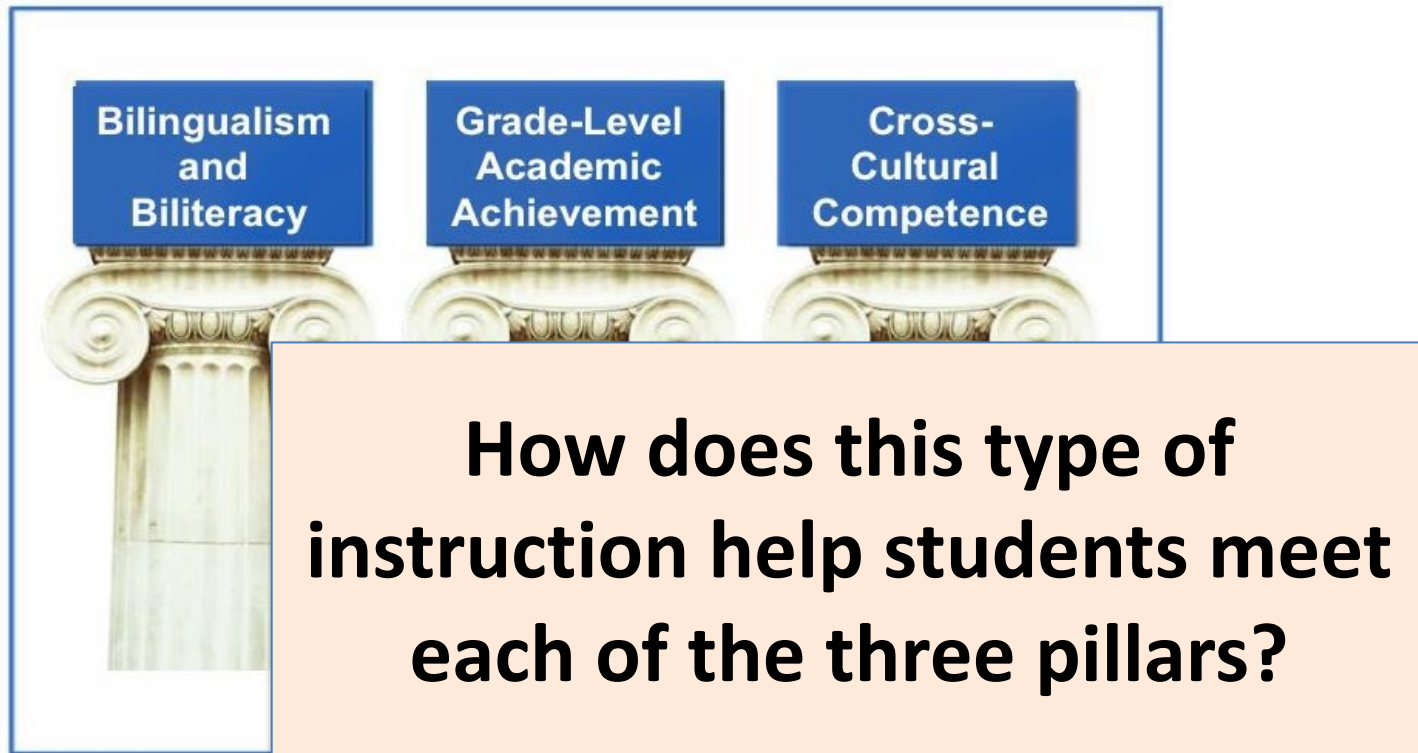
How did you feel as a student?

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

What are the goals of Dual Language?



Three Pillars of Dual Language Education



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Observers in the Classroom

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Outcomes (to be decided based on the needs of students and the planned activities)
RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		• Retell the most important ideas and events from a text in an objective summary (RL.8.2) • Identify the narrator's and/or characters' points of view in a literary text (RL.8.6) • Make basic inferences based on context clues or patterns in the text (RL.8.1)
Language Development Supports:		
Sensory Supports	Graphic Supports	Interactive Supports

Student name:	Retells the most important ideas and events in a text exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
----------------------	---	--

- El rey Jorge III se presenta como soberano supremo del imperio británico.
- Afirma que su responsabilidad es proteger a sus súbditos y fortalecer el imperio.
- Reclama que algunos colonos han olvidado su deber de obedecerlo.
- Recuerda que las colonias fueron creadas gracias a cartas reales firmadas por sus abuelos.
- Explica que la Corona ayudó a las colonias a sobrevivir, lo cual vació los cofres reales.
- Para recuperar el dinero, decide imponer impuestos a los colonos.
- Los colonos responden con protestas, conspiraciones y desobediencia, reclamando falta de representación.
- El rey dice que mostró moderación al eliminar algunos impuestos.
- Advierte que, si no respetan su autoridad, habrá consecuencias.
- Declara que su poder viene directamente de Dios (la Providencia) y que tiene el derecho divino de gobernar.

Notas:

Part 1, 2, 4



Observers in the Classroom

Student name:	Identifies the main character's point of view in a literary text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	Punto de vista • Real y autoritario: el rey se presenta como la máxima autoridad legítima, respaldada por la tradición y el derecho divino. • Defensivo y resentido: el rey adopta un tono de traición, queja y desilusión hacia los colonos. • Justificador / racionalizador: el rey construye una narrativa para justificar sus decisiones. • Condescendiente o despectivo hacia las colonias: el rey desprecia a los colonos rebeldes. Notas:	

Part 3

Student name:	Distinguishes between inferences made from a text and an objective summary by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	Resumen objetivo incluye: • El rey Jorge III es el soberano legítimo de Gran Bretaña y sus colonias. • Las colonias prosperaron gracias al apoyo y protección de la Corona. • Para cubrir los gastos de defensa, el rey pidió que los colonos contribuyeran con impuestos. • Los colonos respondieron con protestas y desobediencia, desafiando la autoridad del rey. • El rey intentó hacer concesiones, pero la resistencia continuó creciendo. • Está dispuesto a usar la fuerza militar para mantener el orden y la unidad del imperio. Inferencias posibles: • El rey se ve a sí mismo como un líder justo y legítimo, con autoridad otorgada por Dios y la tradición. • El rey siente que los colonos son ingratos y desleales, porque no reconocen los sacrificios y protecciones que la Corona les ha brindado. • El rey cree que los impuestos impuestos a los colonos son justos y necesarios para mantener la defensa del imperio. • El rey interpreta las protestas y actos de desobediencia como rebelión y traición, no como legítimas quejas o demandas políticas. • El rey quiere evitar la guerra, pero está dispuesto a usar la fuerza si es necesario para preservar el orden. • El rey minimiza o desconoce las razones económicas y sociales que motivan a los colonos a resistir. • El rey percibe que la unidad del imperio depende de la obediencia absoluta a su autoridad. Notas:	

Part 5, 6



The Biliteracy Learning Environment

Student Seating in Groups

Pg. 16

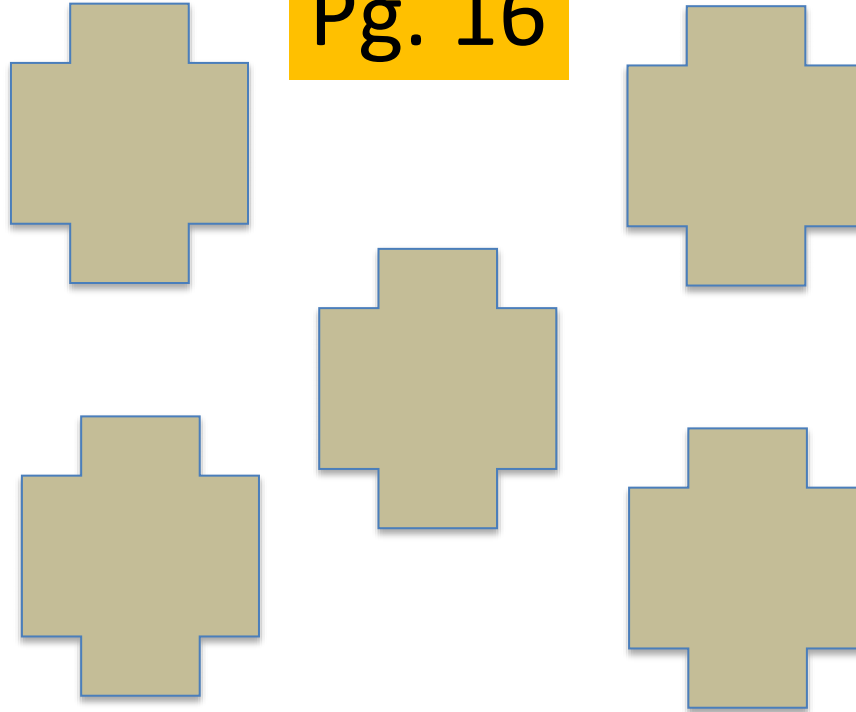
Español

Reconocimiento
de
palabras

Escritura

Lectura

Ciencias



**CAN DO Descriptors: Grade Level Cluster 6-8**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language needed to**

	Level 1 Entering	Level 2 Beginning
LISTENING	- Follow one-step oral commands/instructions - Match single language to visual/graphic displays - Identify objects, people, or places in pictures - Answer questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Generate visuals per oral descriptions - Identify information on charts or tables based on oral statements
SPENDING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer WH- questions (e.g., "who," "what," "where," "when") within context of oral or personal experiences	- Convey content through high frequency words - Sign/point to ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express language needs and wants - Communicate in social situations - Make requests

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments



Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilleracyKB@gmail.com
Dana Baum Hardt	teachingforbilleracyDH@gmail.com
Crystal Ramos	teachingforbilleracyCR@gmail.com
Melody Wharton	teachingforbilleracyMW@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 tasks and content of the language.

Resource Packet

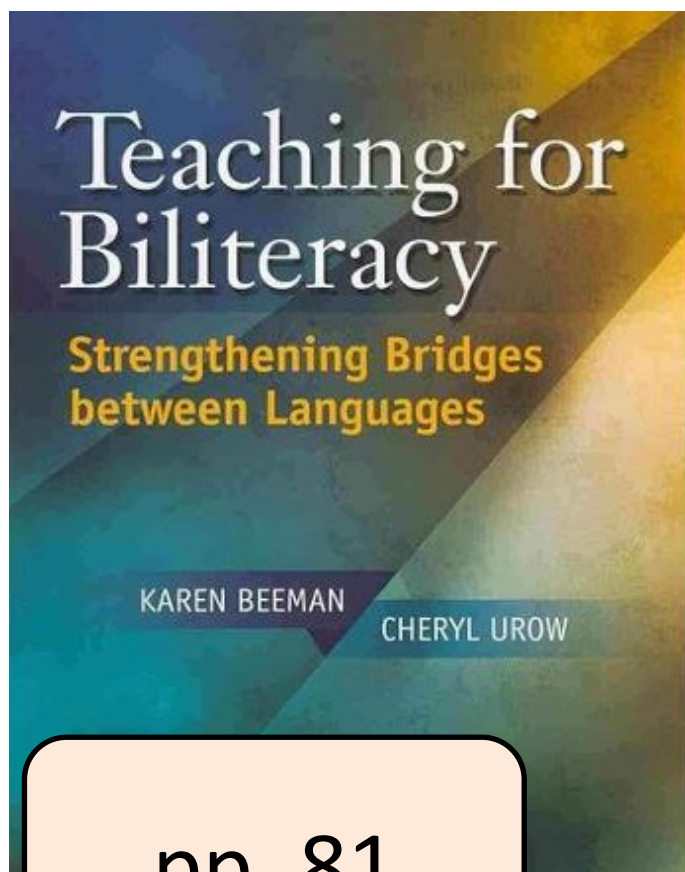
Strategy Name and Description	Language Supports and Notes							
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	<table> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td><td> - Charts </td><td> - In pairs or groups </td></tr> </table> Notes:	Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	In pairs or groups	High Level Biliteracy Strategies
Sensory Supports	Graphic Supports	Interactive Supports						
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	In pairs or groups						

Strategy Name and Description						
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.	<table> <tr> <th>Sensory Supports</th></tr> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td></tr> </table> Notes:	Sensory Supports	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	<table> <tr> <td></td><td> - In the native language (L1) - With mentors </td></tr> </table> © WIDA Language Development Standards		- In the native language (L1) - With mentors
Sensory Supports						
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures						
	- In the native language (L1) - With mentors					

High Leverage Biliteracy Strategies



Adapted Readers Theater (ART) with TPR

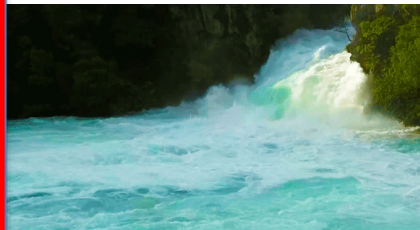


pp. 81

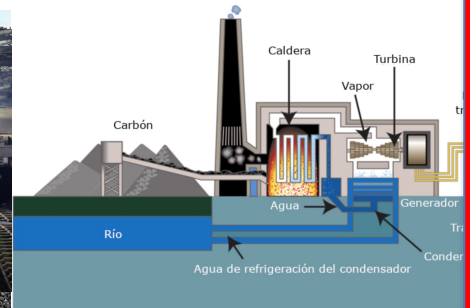
The teacher summarizes or paraphrase is a text as she and the students act it out. Through the teacher's narration, and the interaction and movement of students, the concepts and vocabulary are previewed.



Energía renovable

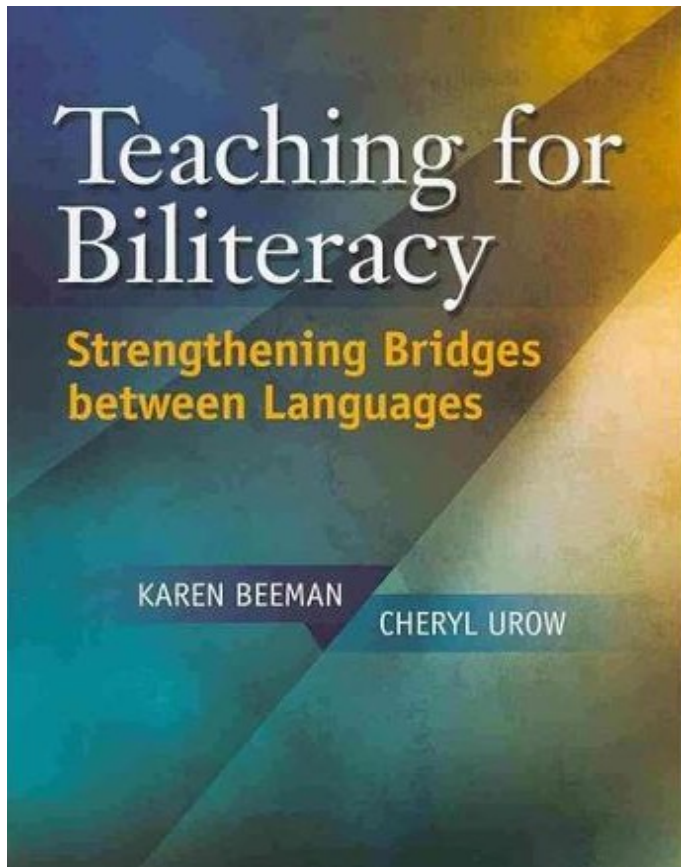


Energía no renovable



- Todas las fuentes de energía provienen de recursos naturales.
- Algunos tipos de energía, como la energía solar, la eólica, la hidroeléctrica, y los biocombustibles que vienen de materia vegetal son renovables.
- Otros tipos de energía, como el carbón, el petróleo, y el gas natural son combustibles fósiles que se queman, y por lo tanto, no son renovables.
- A pesar que hay dos tipos de energía, uno se usa mas que el otro. ¿Cual será y por qué?

Fish Bowl



Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136



Renovable contra no renovable

La biomasa es material vegetal utilizado para hacer biocombustibles y producir bioenergía. Por lo tanto, los biocombustibles son renovables. Las energías renovables como los biocombustibles, la energía solar y la eólica, son importantes para nuestro futuro porque no se gastan. Las fuerzas naturales están en constante renovación o reposición.

Combustible para el pensamiento 

Alrededor del 86 % de la energía del mundo proviene de los combustibles fósiles.



Pagina 10



En este párrafo, leí que _____.

Por lo tanto, pienso que _____.

Estoy de
acuerdo.

También leí que
_____.

Por lo tanto,
pienso que _____. ngFo

No estoy de
acuerdo.

En este párrafo,
leí que _____.

Por lo tanto,
pienso que _____.

Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2

Planning for Biliteracy

- Teaching for Biliteracy
Recommendations
- Structures that work as a System
- Day 2 Closure and Exit Ticket



We take a **systems approach to
teaching for biliteracy**



**We take a systems approach to
teaching for biliteracy
where **ALL stakeholders** play a
critical role**



**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
and all structures work together**



**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
and all structures work together
to support instruction that**



**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
and all structures work together
to support instruction that ensures
ALL students meet the goals of the
program.**



Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2
 - **Planning for Biliteracy**
 - Teaching for Biliteracy Recommendations**
 - Structures that work as a System
- Day 2 Closure and Exit Ticket



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. These experiences are part of a knowledge-rich curriculum where students make meaningful connections across developmental domains and subject areas.
- 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.

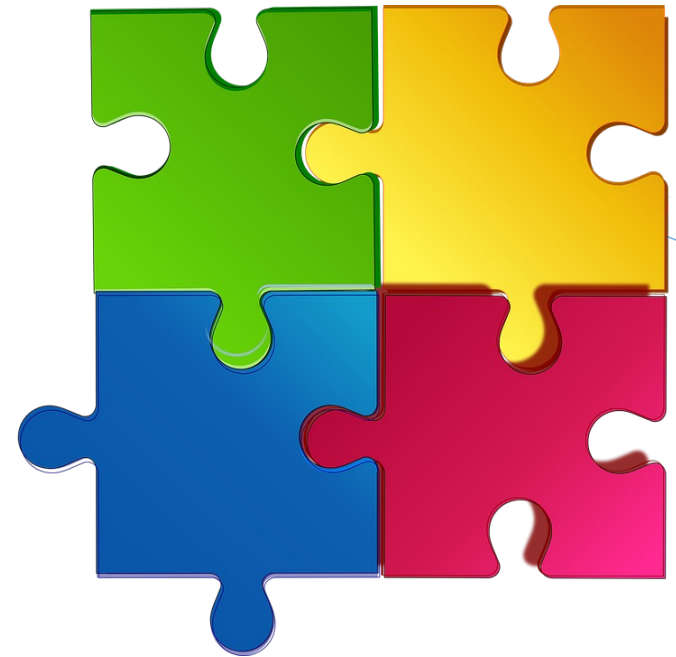
Biliteracy Recommendations for K-5:

- 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 (oracy and background knowledge, content knowledge, vocabulary, foundational skills, comprehension and writing) 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 (science, social studies and math) 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.
- 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 18-19



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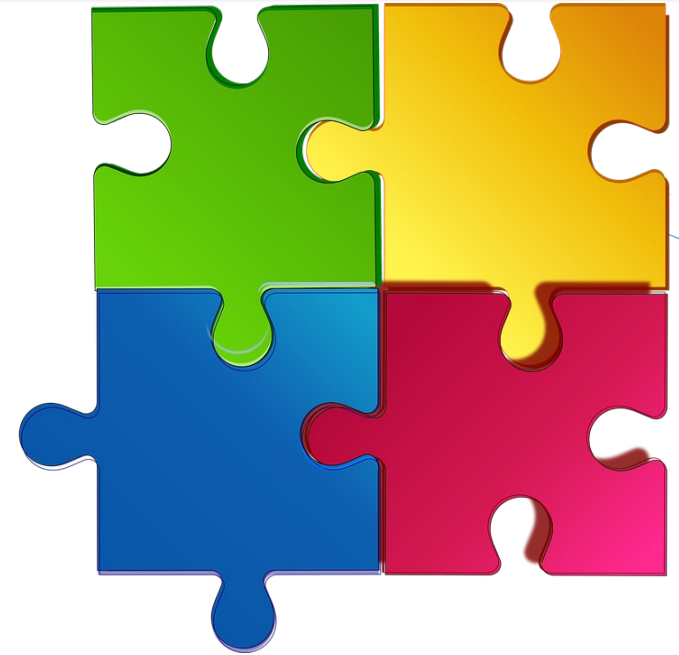
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p. 18 in
Resource
Packet



The recommendation I read ____.

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



Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2

- **Planning for Biliteracy**

- ✓ Teaching for Biliteracy
Recommendations

Structures that work as a System

- Day 2 Closure and Exit Ticket



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



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
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3-5 (50/50)	Science Language Arts	Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



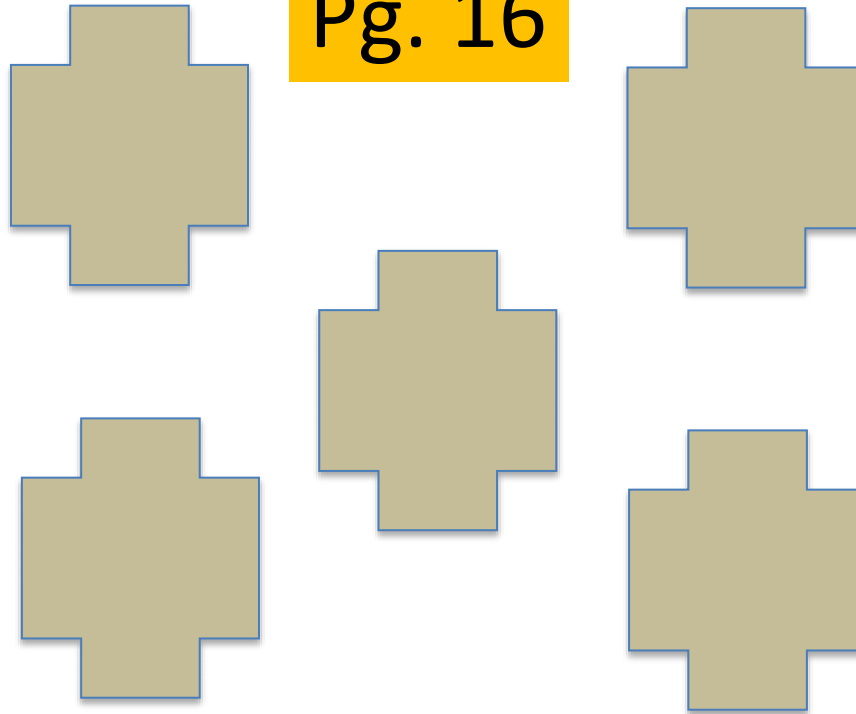
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The Biliteracy Learning Environment

Student Seating
in Groups

Pg. 16



Español

English

El Puente/The Bridge

The Biliteracy Learning Environment

Student Seating
in Groups

Pg. 16

Español

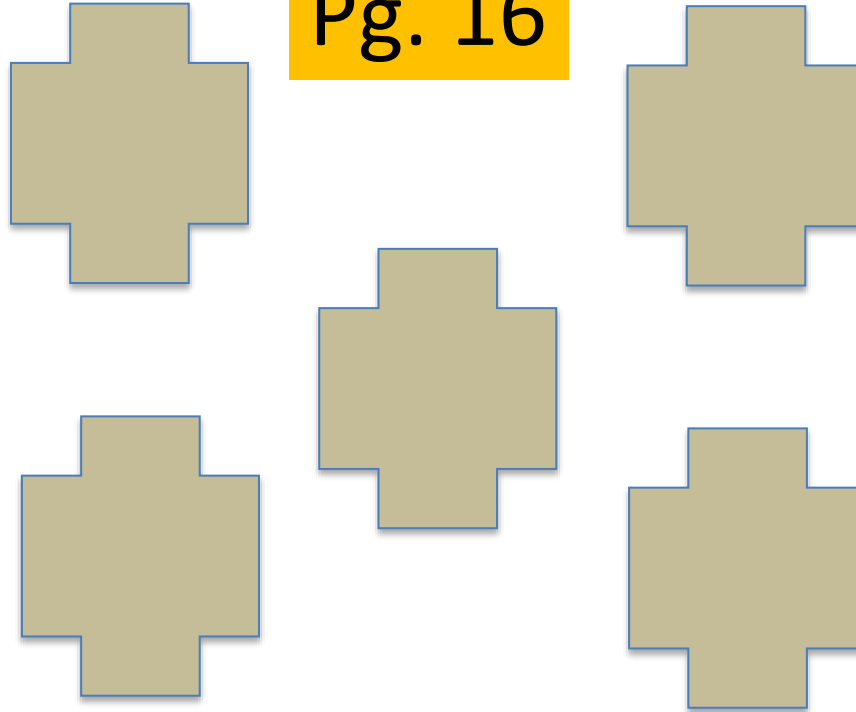
Reconocimiento
de palabras

Escritura

Lectura

ciencias

Spanish Classroom Library



Bilingual Books

El Puente/The Bridge

English Classroom Library

Word
Recognition

Writing

Reading

SS

Math

English

The Biliteracy Learning Environment

Español

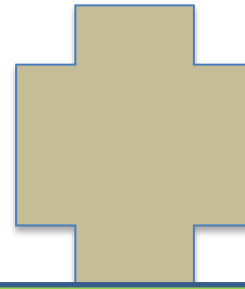
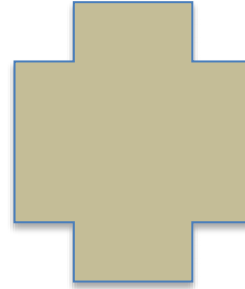
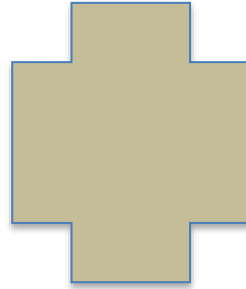
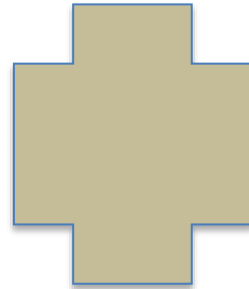
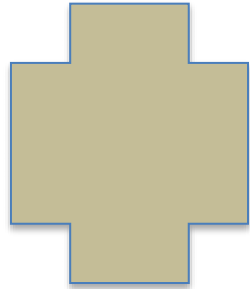
Reconocimiento de
palabras

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Spanish Classroom Library

Student Seating
in Groups

Pg. 16



Lectura

ciencias

Español

Bilingual Books

El Puente/The Bridge

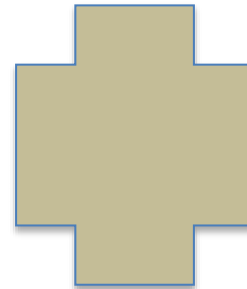
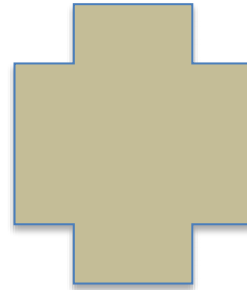
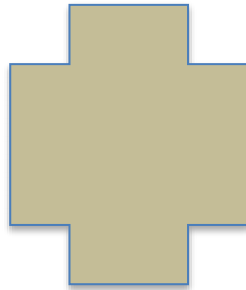
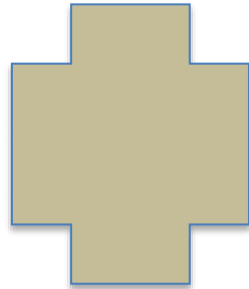
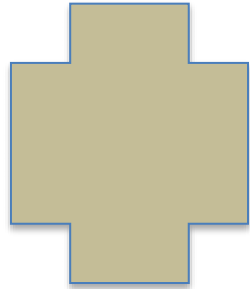
The Biliteracy Learning Environment

El Puente/The Bridge

Bilingual Books

Student Seating
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Math

Social Studies

Reading

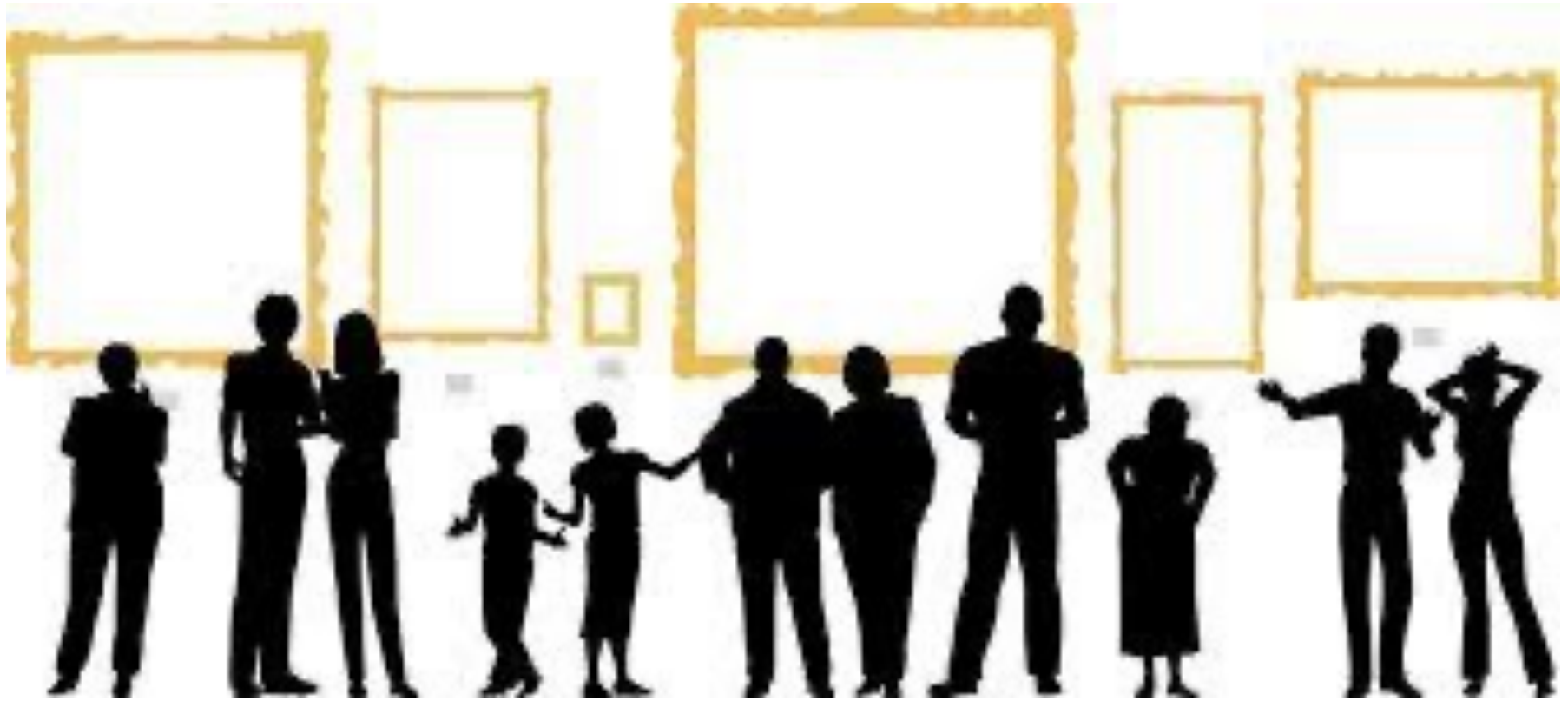
English

English Classroom Library

Word
Recognition

Writing

English



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

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environment**

Biliteracy Curriculum/Units



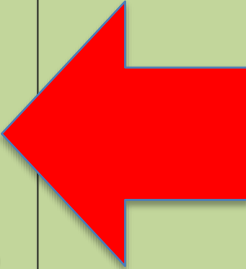
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Time	Subject	Language
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8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition)

SPANISH



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literary 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

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice

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

Bridge: Contrastive Analysis

- Phonology
- Morphology
- Syntax and grammar
- Pragmatics

10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice	ENGLISH

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2:30-3:00	Specials	If possible offered in Spanish and half in English
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Similar Sample on Pg. 29-30



Time	Subject	Language
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Pgs.
29-31

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- Which of the bullets did we experience?
- What other key characteristics do you see?



GRADE FOUR READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and with accuracy.

CUARTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. **Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.**

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

- a. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afijos), para leer con precisión palabras desconocidas en el contexto.

- b. Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas.

pronunciación y ortografía cuando se añade un acento a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).

GRADE FOUR LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 21 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking, I am walking, I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).

CUARTO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 21 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.
 - a. Usan los pronombres interrogativos, relativos (*qué, que; quién, quien; cuál, cual; cuánto, cuanto*) y los adverbios relativos (*dónde, cuando, como, cuanto*).
 - b. Forman y usan los tiempos compuestos de los verbos (ejemplo: *Yo estaba caminando; Yo estoy caminando; Yo estaré caminando*) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: *Estoy hablando español vs Hablo español*).
 - c. Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: *Puedo correr. Debo dormir*) o con la forma condicional del verbo (ejemplo: *podría correr, desearía dormir*).
 - d. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: *una pequeña bolsa roja en lugar de una roja bolsa pequeña*).



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Pgs.
29-31

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- Which of the bullets did we experience?
- What other key characteristics do you see?
- What do you suppose is happening in the other language?

The Biliteracy Learning Environment

Student Seating
in Groups

Pg. 16

Español

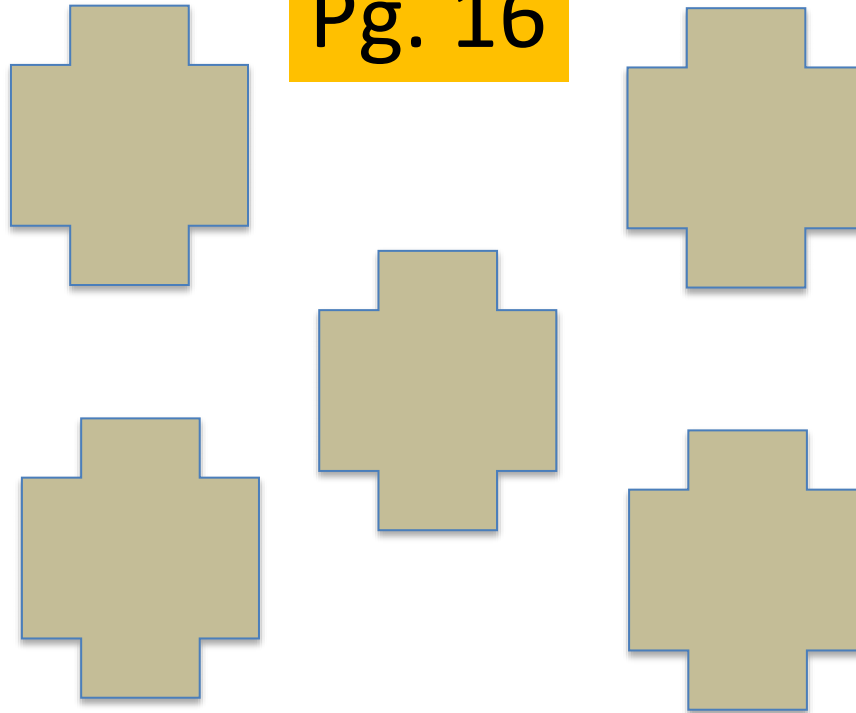
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Word
Recognition

Writing

Reading

SS

Math

English

Blue

Center for Teaching for Biliteracy Resources and Links

Pg. 2 of
Resource
Packet

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/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	bit.ly/3QtcW4Q 





Suggestions for Working with Newcomers

A **newcomer** is a student born outside the U.S. who has recently arrived, less than 2 to 6 months, has been enrolled in a school in the United States and receives newcomer services for a specific amount of time based on student need.

1. Identification and Data Gathering:

a. **Access to formal schooling:**

- i. Include in your school or district's home language survey a graph that lists all grades and ask the student to mark with an X the grades they attended all year long. [See this example from Dr. Margo Gottlieb](#) (2006). This data will help you identify any interrupted schooling.

b. **Familial and socio-cultural information:**

- i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. [Consult this article](#) for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
- ii. Build a relationship with the student where you can learn about their background.
 - Try to identify the student's funds of knowledge - "the skills and knowledge that



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- Identification and Data Gathering
- Programmatic Options: Creating Newcomer Services
- Instructional Practices
- Grading
- Addressing socio-affective needs

c. What do you miss about your home country?

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



Overview: Biliteracy Curriculum Mapping Process

Steps	Components											
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement and Look Fors that match the program pedagogy.											
	Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.											
	Review the instructional shifts of the standards:											
	• NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet) <i>*If using a published program or resource:</i> • Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the resource. • Determine if the resource includes all the standards the grade level is responsible for (language arts, science, social studies, etc.) ○ Create a plan for how any missing standard will be addressed. ▪ For example, if the resource includes only language arts standards, how, when, and with what will the science and social studies standards be addressed? Draw the grade level Language and Content Allocation on Butcher Paper. Begin creating your yearlong bilingual standards map. <table border="1"> <thead> <tr> <th>Standards-Based</th><th>Standards-Aligned (Published Program)</th></tr> </thead> <tbody> <tr> <td>Start mapping by bundling the content area standards.</td><td>Create a yearlong grade level standards map using the published program (for each language).</td></tr> <tr> <td>Begin to write year-long and unit storylines, starting with the content focus.</td><td>Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.</td></tr> <tr> <td>Select the writing standards and the writing genre, making sure they are a good fit with the content.</td><td> • Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English). </td></tr> <tr> <td>Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).</td><td></td></tr> <tr> <td>Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.</td><td> • List the standards for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how </td></tr> </tbody> </table>	Standards-Based	Standards-Aligned (Published Program)	Start mapping by bundling the content area standards.	Create a yearlong grade level standards map using the published program (for each language).	Begin to write year-long and unit storylines, starting with the content focus.	Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.	Select the writing standards and the writing genre, making sure they are a good fit with the content.	• Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English).	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).		Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.
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	the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed. Write the first draft of your year-long storylines for each language.											

Pg. 35-26

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	Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.													
	Review the instructional shifts of the standards: • NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet) <i>*If using a published program or resource:</i> • Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the standards.													
	Standards-based Standards-aligned <table border="1"> <thead> <tr> <th>Standards-Based</th><th>Standards-Aligned (Published Program)</th></tr> </thead> <tbody> <tr> <td>Start mapping by bundling the content area</td><td>Create a yearlong grade level standards map</td></tr> <tr> <td>Begin to write year-long and unit storylines, starting with the content focus.</td><td>language).</td></tr> <tr> <td>Select the writing standards and the writing genre, making sure they are a good fit with the content.</td><td>Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed. • Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English). </td></tr> <tr> <td>Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).</td><td> • List the standards for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how </td></tr> <tr> <td>Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.</td><td>the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed.</td></tr> <tr> <td></td><td>Write the first draft of your year-long storylines for each language.</td></tr> </tbody> </table>	Standards-Based	Standards-Aligned (Published Program)	Start mapping by bundling the content area	Create a yearlong grade level standards map	Begin to write year-long and unit storylines, starting with the content focus.	language).	Select the writing standards and the writing genre, making sure they are a good fit with the content.	Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed. • Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English).	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).	• List the standards for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how	Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.	the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed.	
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	Write the first draft of your year-long storylines for each language.													

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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	Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

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/Informational How To		Unit 3- SLA Our Quest for		SC: 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?		Essential Question: What is energy and how is it transferred?		Essential Question: How do energy impact our natural		How do we use information phenomena to reduce processes?	Essential Question: How do people use technology to transmit information?
Content Standards: NGSS: 4-PS4-2 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 have internal and external structures that 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.		Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 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 changes in that includes specified criteria for success and constraints on materials, time, or cost 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-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.		Content Standards: NGSS 4-ESS3-1 Obtain and combine information about energy and fuels are derived from their uses affect the environment 3-5-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		rock formations and fossils changes in a landscape remnants to provide evidence erosion by water, ice, wind, or maps to describe patterns of solutions to reduce the ans."	Content Standards: NGSS 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a
Writing Standards - W.4.3 -narrative fiction W.4.4; W.4.5; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.2 Informational - (How To digital Book) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 -Opinion (Design Solution Project) W.4.4; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 -Opinion - Ed W.4.4; W.4.5; W.4.7; W.4.8; W.4.10	
Reading Standards - Literary Texts RL.4.3; RL.4.6; RL.4.9		Reading Standards - Informational Texts RI.4.2; RI.4.5; RI.4.8		Reading Standards - Informational Texts RI.4.3; RI.4.4; RI.4.7		Reading Standards - Literary Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7	
Unit 1-ELA & SS - Civics and Salmon		Unit 2 ELA & SS:		Unit 3- 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 rules?		Essential Questions: How did 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?		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 migration?		Essential community 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. C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows respect for the rights of others in 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: SSS1 SSS2 SSS3 SSS4		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 H3: Understands that historical events can be interpreted differently by different individuals, families, and communities. H3.4.1; H3.4.2; H3.4.3; H3.4.4 H4: Can use the historical inquiry process that is based in materials. important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us. G1.4.1; G1.4.2 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		WA SS Content Standards: G1: Knows that different communities create rules to promote the common good and individual liberties. G1.4.1; G1.4.2; G1.4.3; G1.4.4; G1.4.5 G2: Knows that one has rights and responsibilities as a citizen in one's own community. G2.4.1; G2.4.2; G2.4.3; G2.4.4; G2.4.5 G3: Knows that there are different communities nearby and that there may be different rules for different communities. G3.4.2; G3.4.3; G3.4.4; G3.4.5 G4: Understands that when one shows respect for the rights of others in one's classroom, school, and community, one is being "civic minded." G4.4.1; G4.4.2; G4.4.3; G4.4.4 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.2; E2.4.3; E2.4.4; E2.4.5 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 Social Studies Skills: SSS1 SSS2 SSS3 SSS4	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.7 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.1 -Opinion - (Double Point of View Editorial) W.4.6 W.4.7 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.2 - Informative - (Research Paper) W.4.6 W.4.7 W.4.8 W.4.4 W.4.10			
Reading Standards - Informational Texts - RI.4.2; RI.4.4; RI.4.5 RI.4.7		Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Reading Standards - Literary Texts RL.4.3; RL.4.4; RL.4.6; RL.4.9		Reading Standards - Literary Texts RL.4.2; RL.4.5; RL.4.7	

Social Studies Language Arts

Standards- based Sample

Math Science Language Arts Electives



Key Characteristics of Biliteracy Maps

Map the entire year for each language –
with English and Spanish side-by-side

By mapping both program languages side
by side, redundancy is reduced



Sample Yearlong Biliteracy Map -4th Grade 50/50

Unit 1- SLA & SC Internal and External Structures		Unit 2 SLA & SC; Energy & Transfer/Informational How		Unit 3- SLA & SC; Our Quest for Energy		Unit 4- SLA & SC; Earth's Natural Processes		Unit 5- SLA & SC:	
Essential Question: What are the functions of the internal and external structures of plants and animals		Essential Question: What is energy and how is it transferred?		Essential Question: How does our quest for energy impact our natural environment?		Essential Question: How can we understand the impact of Earth's natural processes on our lives?		Essential Question: How can we understand the impact of Earth's natural processes on our lives?	
Content Standards: NGSS: 4-PS4-2 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.		Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the energy of an object to the energy of that object. 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. 3-5 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. 3-5 ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5 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.		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. 3-5 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. 3-5 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.		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. 3-5 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. 3-5 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.		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. 3-5 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. 3-5 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.4.8; W.4.9; W.4.10		Writing Standards - W.4.2 Informational (How To digital Book) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.4; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 -Opinion - Editorial W.4.4; W.4.5; W.4.7; W.4.8; W.4.10		Writing Standards - W.4.3 Narrative- (Fiction or Nonfiction Personal Essay) W.4.4; W.4.6; W.4.7; W.4.8; W.4.10	
Reading Standards - Literary Texts RL.4.3; RL.4.6; RL.4.9		Reading Standards - Informational Texts RI.4.2; RI.4.5; RI.4.8		Reading Standards - Literary Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7		Reading Standards - Literary Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7		Reading Standards - Informational Texts RI.4.3; RI.4.5; RI.4.8; RI.4.9	
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 rules?		Essential Questions: How did 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?		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 migration?		Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?		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 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: SSS1 SSS2 SSS3 SSS4		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 H3: Understands that historical events can be interpreted differently by different individuals, families, and communities. H3.4.1; H3.4.2; H3.4.3; H3.4.4 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 G1: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us. G1.4.1; G1.4.2 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		WA SS Content Standards: G1: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different names and different perspectives, when looking at the world around us. G1.4.1; G1.4.2 G2: Knows that the human-environment interactions are essential to all societies and they occur at local-to-regional scale. Human activity can change the environment and, in turn, the physical environment limits or promotes human activity. G2.4.1; G2.4.2 G3: Knows that people, products, and ideas can move, connect communities to each other. G3.4.1 G4: Understands that how to use resources to benefit oneself and others is a fundamental part of all societies. G4.4.1; G4.4.2 G5: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		WA SS Content Standards: E1: Knows that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E2: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E3: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E4: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E5: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		WA SS Content Standards: E1: Knows that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E2: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E3: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E4: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 E5: Understands that the study of chronology is necessary for understanding connections, and historical events. Immigration and settlement (1854-1889) H1.4.2 Social Studies Skills: SSS1 SSS2 SSS3 SSS4	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.7 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.1 - Opinion - (Double Point of View Editorial) W.4.6 W.4.7 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative- (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative- (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative- (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10	
Reading Standards - Informational Texts - RI.4.2; RI.4.4; RI.4.5 RI.4.7		Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Reading Standards - Literary Texts RL.4.3; RL.4.4; RL.4.6; RL.4.9		Reading Standards - Literary Texts RL.4.3; RL.4.4; RL.4.6; RL.4.9		Reading Standards - Literary Texts RL.4.2; RL.4.5; RL.4.7	

Standards-based Sample

Biliteracy Unit Framework

Resource Packet
Page 15

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

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Materials for today's session



Center for Teaching for Bilingual Education
www.TeachingForBilingualEducation.com

Teaching for Bilingual Education Summer Institute

Holiday Inn, Oxnard, CA

July 22-24, 2025

Presenters	Contact Information
Karen Beeman	teachingforbilingualKB@gmail.com
Dana Baum Hardt	teachingforbilingualDH@gmail.com

Resource Packet

- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all

High Leverage Bilingual Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Bilingual Education Book: page 81-82</i>	- Real-life objects (reals) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Notes:	© WIDA Language Development Standards		
Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Bilingual Education Book: page 94 & 104-105</i>	- Real-life objects (reals) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures		
Notes:			

High Leverage Bilingual Strategies

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes					
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.				
	Sensory Supports Pictures/images Total Physical Response	Graphic Supports T-chart (concept attainment) Sentence Prompts	Interactive Supports Whole group Strategic partners		
Identifies examples of	Demonstrates	Identifies examples of	Demonstrates	Identifies examples of	Demonstrates
Student name:					
Formative Assessment					
				fracturación extrae un pozo poner en marcha	fracturación extrae un pozo poner en marcha

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 Link to Unpacked Standards into Outcomes Document for this Unit		
4-ESS3-1 describe natural resources and their uses affect the environment. Examples include: sunlight, fossil fuels, wind, water, and geothermal energy.		
3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	to, in addition,	subject area.
RI.4.7 Interpret information presented visually		

Condensed BUF



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	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



The Biliteracy Learning Environment

Student Seating
in Groups

Pg. 14

Español

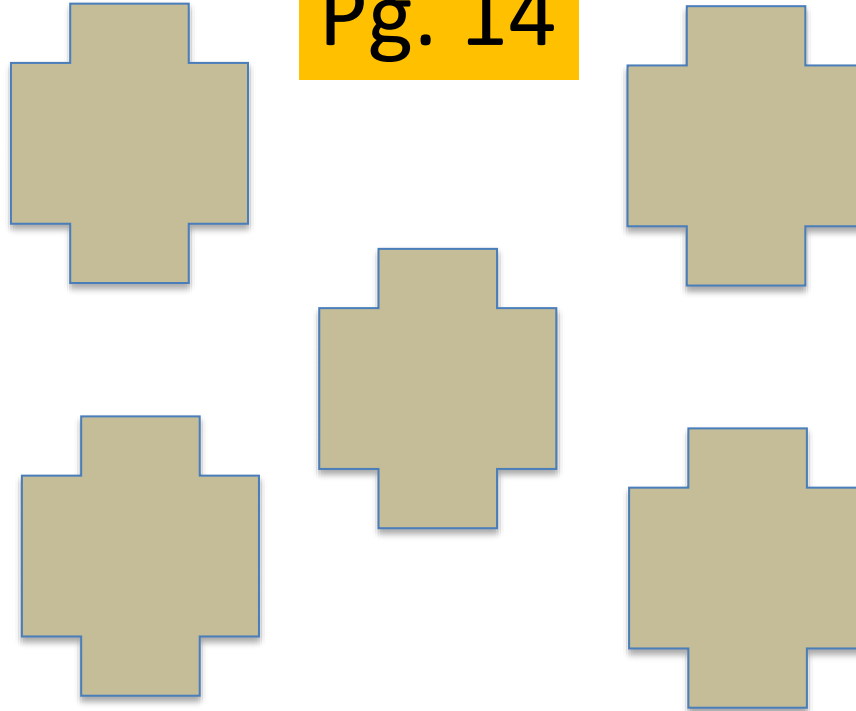
Reconocimiento
de palabras

Escritura

Lectura

Ciencias

Spanish Classroom Library



Bilingual Books

El Puente/The Bridge

English Classroom Library

Word
Recognition

Writing

Reading

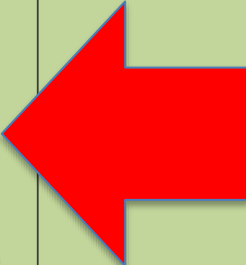
Social
Studies

Math

English

Time	Subject	Language
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8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20– 10:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition)	



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- Content and Literary Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and reading behaviors

Content Area Instruction

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

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies and writing behaviors

Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics

Formative Assessment

10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice	ENGLISH

1:15-2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



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	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



The Biliteracy Learning Environment

Student Seating
in Groups

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Español

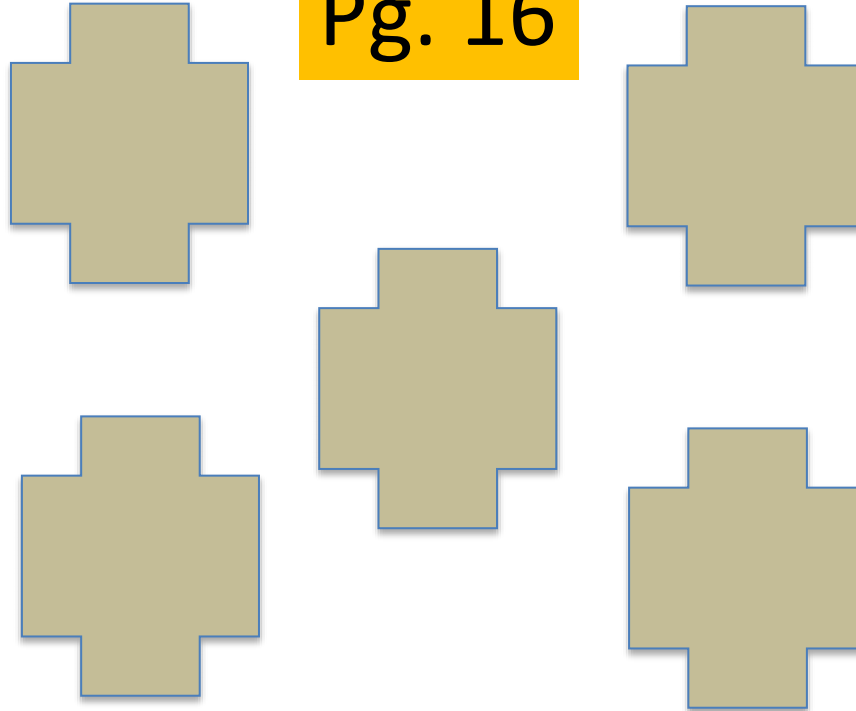
Reconocimiento
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Word
Recognition

Writing

Reading

Social
Studies

Math

English

Unit 1- SLA & SC Internal and External Structures Essential Question: What are the functions of the internal and external structures of plants and animals Content Standards: NGSS: 4-PS4-2 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.		Unit 2 SLA & SC: Energy & Transfer/Informational How Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the of an object to the energy of that object. 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. 3-5-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 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-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.		Unit 3- SLA & SC: Our Quest for Energy 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. 3-5-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 3-5-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		Unit 4- SLA & SC: Earth's Natural Processes Essential Question: How can we understand the patterns of 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. 3-5-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 3-5-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		Unit 5- SLA & SC: 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 and writing behaviors. Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics Summative Assessment Bridge – Transfer - Illustration - Side by side or - Asi se dice Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics	
Writing Standards - W.4.3 -narrative fiction W.4.4; W.4.5; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.2 Information (How To digital Book) W.4.4; W.4.5; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.4; W.4.6; W.4.8; W.4.9; W.4.10		Writing Standards - W.4.1 -Opinion - Editorial W.4.4; W.4.5; W.4.7; W.4.8; W.4.10		Writing Standards - W.4.3 Narrative- (Fiction or Nonfiction Personal Essay) W.4.4; W.4.6; W.4.7; W.4.8; W.4.10	
Reading Standards - Literary Texts RL.4.3; RL.4.6; RL.4.9		Reading Standards - Informational Texts RI.4.3; RI.4.6; RI.4.9		Reading Standards - Literary Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7		Reading Standards - Literary Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7		Reading Standards - Informational Texts RI.4.3; RI.4.5; RI.4.8; RI.4.9	
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 rules? 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 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: SSS1 SSS2 SSS3 SSS4		Unit 2-ELA & SS - Civics and Salmon Essential Questions: How did different communities view history during non-Native exploration into what is now WA? How does history's point of view affect how they interpret and describe events? WA SS Content Standards: G1: Knows that the study of chronology is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H1.4.1; H1.4.2; H1.4.3; H1.4.4; H1.4.5 G2: 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; H2.4.5 G3: Knows that the study of chronology is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H3.4.1; H3.4.2; H3.4.3; H3.4.4; H3.4.5 G4: Understands that historical events can be interpreted differently by different individuals, families, and communities. H4.4.1; H4.4.2; H4.4.3; H4.4.4; H4.4.5 G5: Knows that the study of chronology is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H5.4.1; H5.4.2; H5.4.3; H5.4.4; H5.4.5 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		Unit 3- ELA & SS Essential Questions: What happens when one community has power over another community of people? What happens when Native Americans living in WA state as a result of immigration? WA SS Content Standards: G1: Knows that the use of tools (e.g., maps, globes, charts, graphs) is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H1.4.1; H1.4.2; H1.4.3; H1.4.4; H1.4.5 G2: 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; H2.4.5 G3: Knows that the study of chronology is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H3.4.1; H3.4.2; H3.4.3; H3.4.4; H3.4.5 G4: Understands that historical events can be interpreted differently by different individuals, families, and communities. H4.4.1; H4.4.2; H4.4.3; H4.4.4; H4.4.5 G5: Knows that the study of chronology is necessary for understanding the world around us. Different cultures, charts, graphs, and maps are used to understand the world around us. H5.4.1; H5.4.2; H5.4.3; H5.4.4; H5.4.5 Social Studies Skills: SSS1 SSS2 SSS3 SSS4		Unit 4- ELA & SS Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit. Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors. Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and writing behaviors. Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics Summative Assessment Bridge – Transfer - Illustration - Side by side or - Asi se dice Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics			
Writing Standards - W.4.2 Informational - Fact Sheet W.4.7 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.1 - Opinion - (Double Point of View Editorial) W.4.6 W.4.7 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10		Writing Standards - W.4.3 Narrative (Historical Fiction) W.4.5 W.4.8 W.4.9 W.4.4 W.4.10	
Reading Standards - Informational Texts - RI.4.2; RI.4.4; RI.4.5 RI.4.7		Reading Standards - Informational Texts - RI.4.3; RI.4.6; RI.4.9		Reading Standards - Literary Texts RL.4.3; RL.4.4; RL.4.6; RL.4.9		Reading Standards - Literary Texts RL.4.3; RL.4.4; RL.4.6; RL.4.9		Reading Standards - Literary Texts RL.4.2; RL.4.5; RL.4.7	

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



Sample Yearlong Biliteracy Map - 8th Grade

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

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/Informational How To

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:

PS4-2 Develop a model to describe the relationship between the structure and function of an object and entering the system.

LS1-1 Construct an argument about how the internal and external structures of biological systems support survival, growth, behavior, and reproduction.

LS1-2 Use a model to describe the structure and function of a system and the interactions between its parts. Process the information in the system in different ways.

Writing Standards

W.4.4; W.4.5; W.4.6

Essential Questions: What are the rights of their citizens? What are the rights of the citizens in conflict with the rights of the state?

SS Content Standards:

Knows that different cultures have different common good and individual rights.

Recognizes that one citizen in one's own community has different rights than another citizen.

Knows that there are different rules for different groups of people.

Understands that when one's classroom, school, or community is in conflict with the rights of the state, it is important to find a way to resolve the conflict.

SS.2 SSS.3 SSS.4

Writing Standards

W.4.7 W.4.8

Reading Standards - Informational Text
RI.4.2; RI.4.4; RI.4.5 RI.4.7

Foundational Skills and Fluency: **Word Recognition**

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

Summative Assessment

Bridge - Transfer

- Illustration
- Side by Side or
- Asi se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics

Reading Standards - Literary Texts
RL.4.6; RL.4.9

Reading Standards - Literary Texts
RL.4.2; RL.4.5; RL.4.7



Systems Approach to Sustaining Effective Biliteracy Instruction

Teaching for Biliteracy Recommendations

Effective Instruction

Classroom Environment, Schedules,
Curriculum & Assessment, Materials

Content Allocation

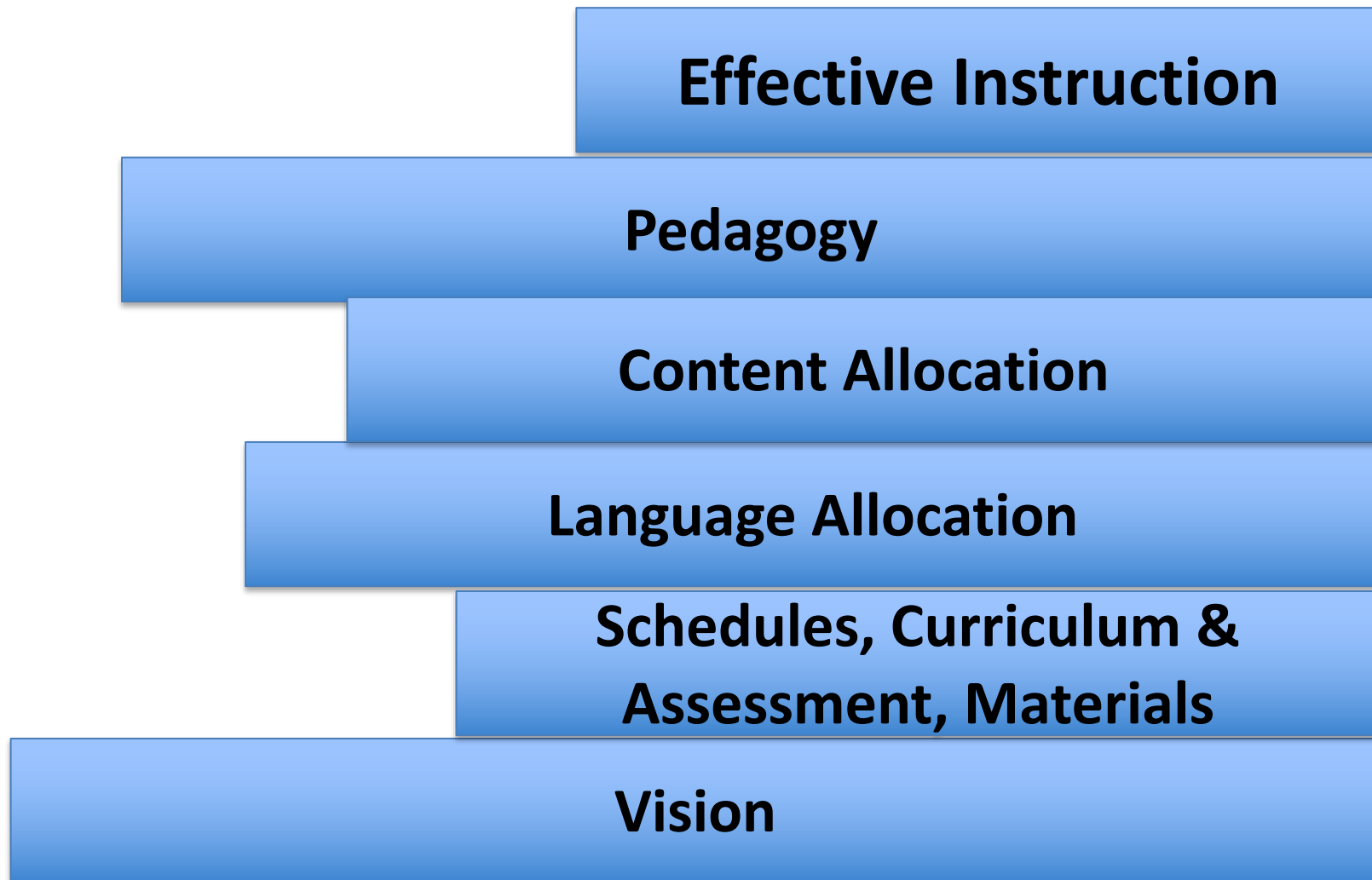
Language Allocation

Pedagogy

Vision



Structures that Support Biliteracy Instruction



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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/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	



A Systems Approach to Teaching for Biliteracy

The following structures, when created and implemented in order, ensure the sustainability of effective biliteracy instruction across the program. Each link below is a tool to help programs create and evaluate these structures, thus supporting and ensuring cohesion across program elements.

1. [Program Vision and Pedagogy](#)
2. [Language and Content Allocation Plan](#)
3. [Biliteracy Schedules](#)
4. [Biliteracy Curriculum: Maps and Units](#)
5. [Planning for Biliteracy Instruction and Assessment](#)

Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2
- ✓ Planning for Biliteracy
 - ✓ Teaching for Biliteracy Recommendations
 - ✓ Structures that work as a System

• **Day 2 Closure and Exit Ticket**



Individual or Team Planning for Next Steps

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



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Institute Resource Packet

/com

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/T4BNewcomers>



**A Systems Approach
to Teaching for
Biliteracy:
Digital Tools**

Splash Page <https://bit.ly/T4BHandbook>



**Final Session
Evaluation Form**

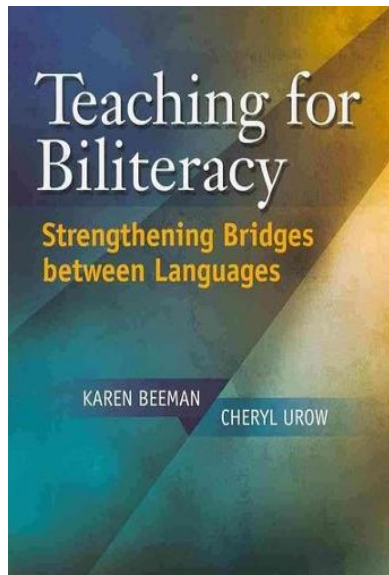
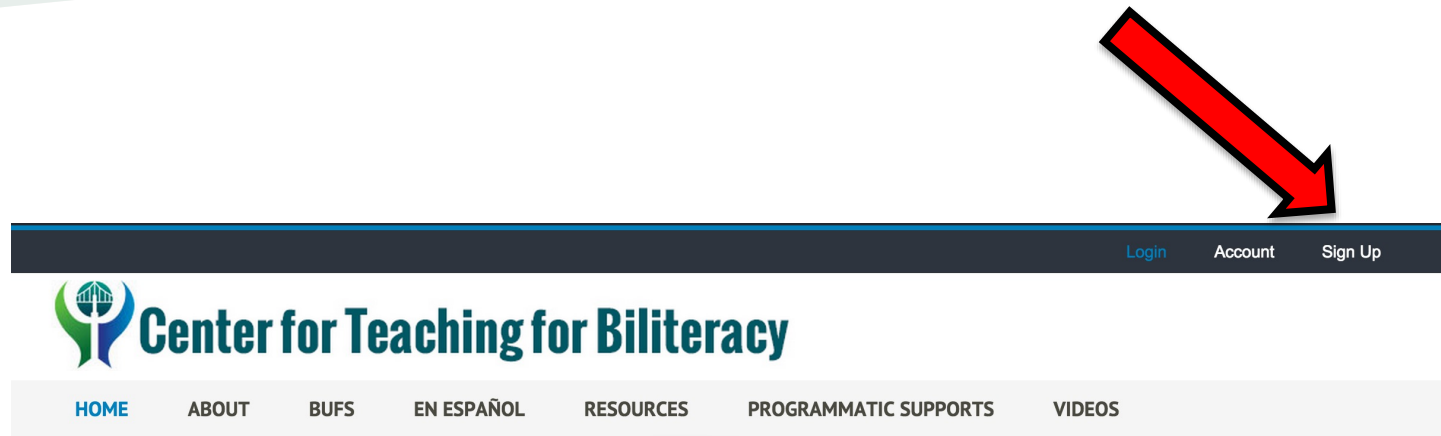
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Resource
Packet



www.TeachingForBiliteracy.com



www.TeachingForBiliteracy.com



Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
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 Part 1: Content, Literacy, and the Summative Assessment - 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: The Bridge</u> - 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: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy, and the Summative Assessment</u>	

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**Breakfast begins at 7:30 AM
tomorrow morning in the big room.**



We will begin promptly at 8:30 AM.



Exit Ticket

Effective
biliteracy
instruction...

