

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 6-12

Sample Instruction: Part 2

Center for Teaching for Biliteracy
June 23-25, 2026

Melody Wharton, M.Ed.
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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) - Sample Instruction Part 3: 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-2nd grade; 3rd-5th grade; secondary: 6th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	Institute Overview Page 4 Resource Packet 

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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

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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

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✓ Welcome

Sample Instruction: Part 2

- Planning for Biliteracy
 - Teaching for Biliteracy Recommendations
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- Day 2 Closure and Exit Ticket

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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.		Formative Assessment
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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España

Portugal

Francia

Inglaterra



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Materials for today's session



Center for Teaching for Bilingual Literacy
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Teaching for Bilingual Literacy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilingualliteracy@b@gmail.com
Dana Baumhardt	teachingforbilingualliteracy@b@gmail.com
Crystal Ramos	teachingforbilingualliteracy@b@gmail.com
Melody Wharton	teachingforbilingualliteracy@b@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

WIDA CAN DO Descriptors: Grade Level Cluster 6-8

For the grade level of English language proficiency and skills and standards in language support through Level 6, English language learners can produce or produce the following skills and standards in language support through Level 6, English

Level 1	Level 2	Level 3	Level 4	Level 5
Listening - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.	Listening - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.	Listening - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.	Listening - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.	Listening - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.

Can Dos and Formative Assessments

High Leverage Bilingual Strategies

Strategy Name and Description:
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of examples or non-examples. This is in contrast to the more teacher-centered (and direct) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.

Teaching for Bilingual Literacy: page 80-82

Strategy Name and Description:
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story, etc.), then, using sentence strips 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 resource that may be used as a writing model and, using a variety of strategies, a/for meaningful application of grade-level language standards and foundational skills.

Teaching for Bilingual Literacy: page 94 & 104-105

High Leverage Bilingual Strategies

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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:	

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

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

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Strategic Pairing and Grouping



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

What are some factors you consider when grouping or pairing students?

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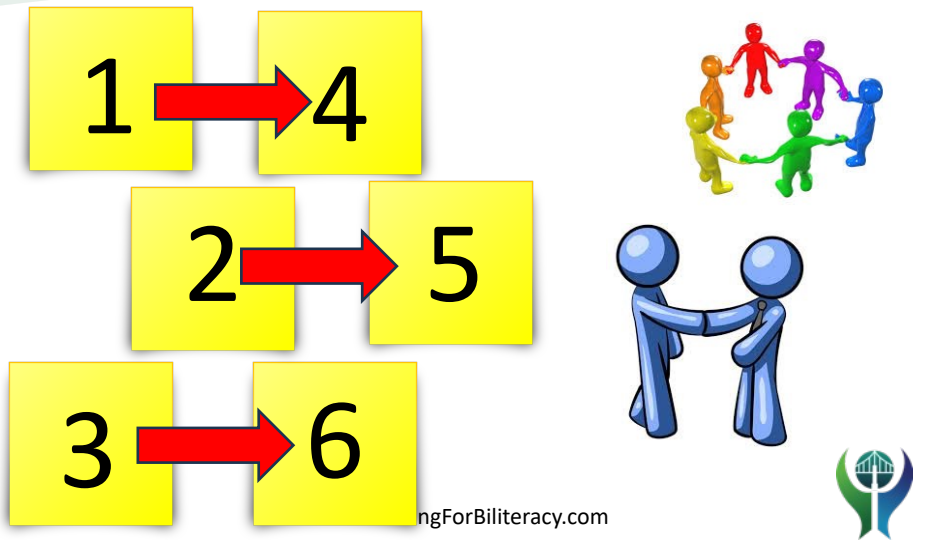
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WIDA Level Descriptors for our Self-Assessment

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

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Strategic Pairing In the Classroom



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Strategic Pairing in this Session



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

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

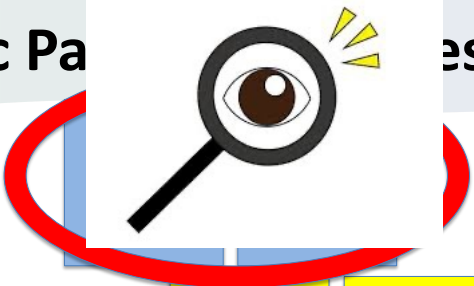
My role in teaching for biliteracy is ____.

What about you?

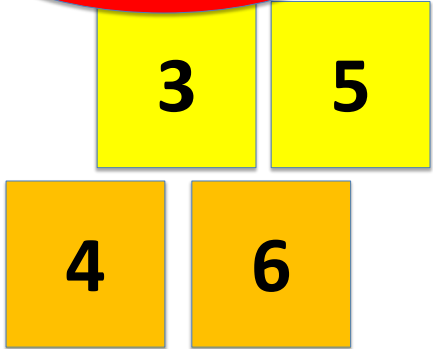


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Strategic Pa  **ession**





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Observers in the Classroom

8th Grade History-Social Science/Spanish Language Arts Unit 1
Observation Tool – Day 2 Oracy for Literacy

Instructional Activity	Observations and Notes
Part 1: Adapted Reader's Theater – Following the teacher as a model, the students retell a historical fiction text written from the point of view of King George III.	
Part 2: Fishbowl and Sort – Using images and sentence prompts, students work together to sequence the images and use them to retell the text.	
Part 3: Language Experience Approach (LEA) – Student pairs discuss and share King George III's point of view, using their sort as a source from which to cite examples.	
Part 4: Sort – Student pairs work together to pair sentences with the images of their first sort. (The sentences are an objective summary of the text cut apart into sections/strips.)	
Part 5: Language Experience Approach (LEA) – Student pairs discuss and share key features of the sentences (to identify the sentences as an objective summary describe key features of an objective summary).	
Part 6: Read Something, Say and Write Something – Student pairs read a text together to: - Cite additional examples from the text that supports a particular point of view - Identify key concepts to incorporate into an objective summary	

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Observers in the Classroom

Translation of Adapted Reader's Theater

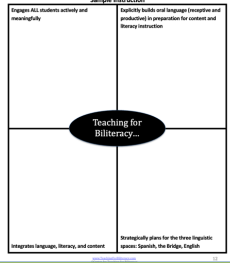
I am the sovereign, the supreme leader, of the great British Empire—King George III. Look at how beautiful I am. My subjects must obey my authority, because my job—the responsibility of the king—is to protect them and to grow the power of my empire. However, some of my subjects seem to have forgotten that. What they don't remember is that years ago, my ancestors signed royal charters to establish the colonies in America. The Crown helped them survive in the new colonies, but because of them, the royal coffers were emptied. To refill the coffers, I decided to decree that the colonists had to pay taxes to contribute to the cost of their own defense. Instead of showing loyalty and gratitude, they responded with insolence, conspiracies, and riots. They said it was unfair not to have representation in Parliament. I have shown restraint. I have removed some taxes. But if from now on they do not respect my rule, there will be no order. I was chosen by Providence and have been granted—by the hand of God himself—the right to exercise dominion over my subjects. And so, what happens now?

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You do not need to be fluent in Spanish to observe instruction.	Focus on the pedagogy.
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.	 How are the abstract grade level concepts made more concrete and accessible?

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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, English

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Teaching for Biliteracy...

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Observers in the Classroom

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Notas:							

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Observers in the Classroom

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Notas:							

Part 1, 2, 4

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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

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Biliteracy Unit Framework

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		Handouts Page 15	
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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.**

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Marking the Language of Instruction



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Characteristics of Biliteracy Instruction

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Engages ALL students actively and

Intentionally builds oracy (listening and speaking) and

background knowledge in

preparation for literacy

reading and writing and

tion unit

How did you feel as a student?

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

Inc... learning frame for learning:

integrating content of

universal theme with

language development

literacy instruction.

three linguistic spaces:

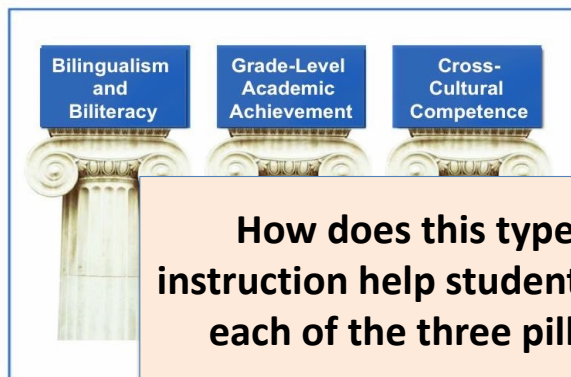
Spanish, the Bridge, English

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What are the goals of Dual Language?



Three Pillars of Dual Language Education



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

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Observers in the Classroom

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Language Development Supports:

Sensory Supports	Graphic Supports	Interactive Supports
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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

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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

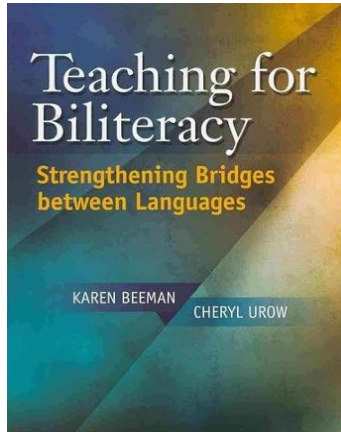
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Fish Bowl



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

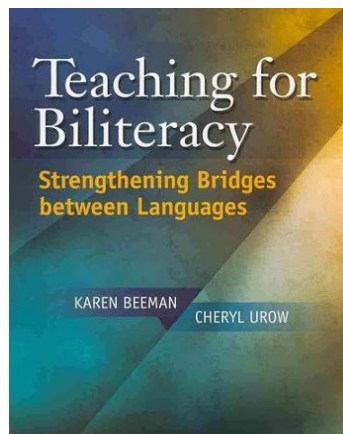
p. 82
& 136

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The LEA – Language Experience Approach **with TPR**



Students participate in a shared experience. Then, students co-construct a text.

p. 94 &
pp. 104 -
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Materials for today's session



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	teachingforbiliteracyKB@gmail.com
Dana Baum Hardt	teachingforbiliteracyDH@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the

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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

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**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.**

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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

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy Pre-K classrooms are developmentally appropriate Pre-K 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/PA/Kindergarten). Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy (oralcy 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.

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Program Design Recommendations: Planning for Biliteracy

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p. 18 in Resource Packet




The recommendation I read ____.

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

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Agenda:

- ✓ Welcome
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Language and Content Allocation Plan Determines:

Daily Schedules

Materials

Classroom environment

Biliteracy Curriculum/Units

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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	Science Language Arts
2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts	Math Science Language Arts Electives

Additional sample plans on pages 22-26

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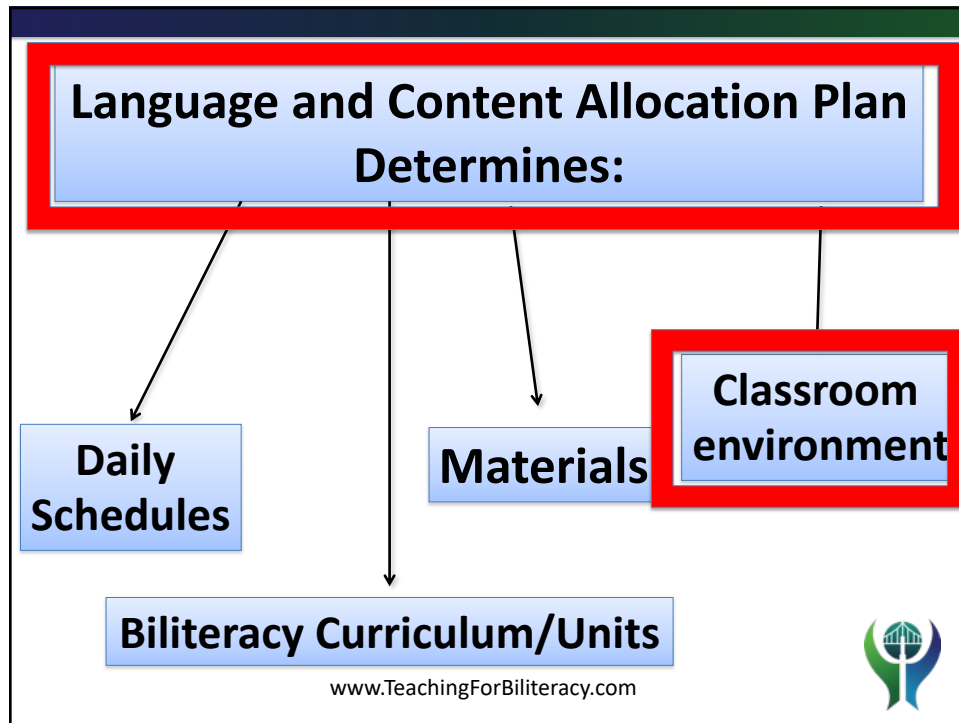
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)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

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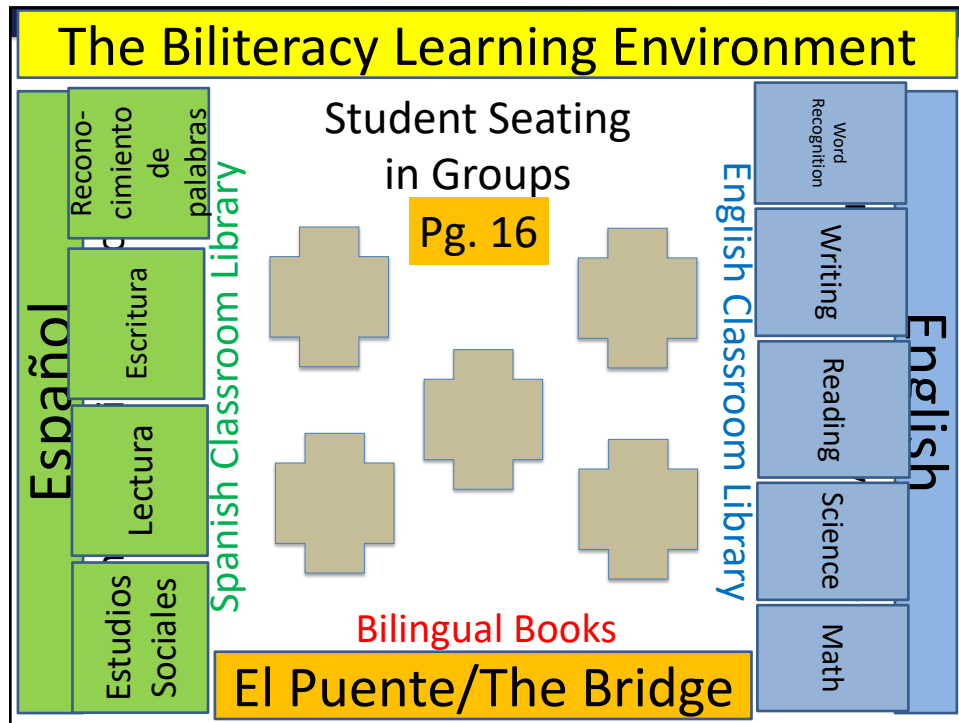
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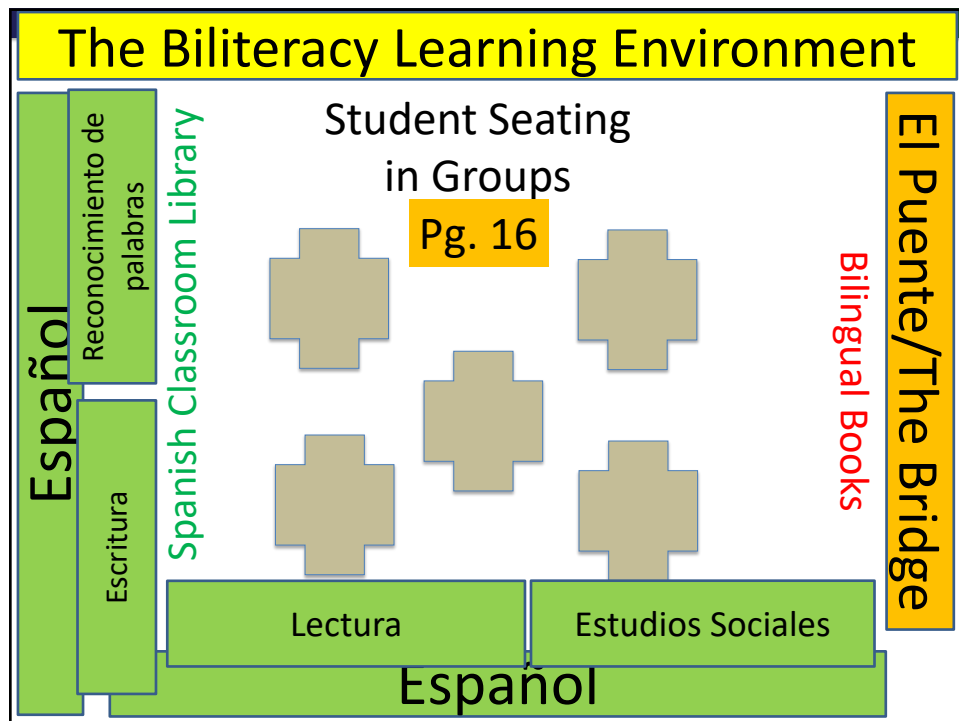
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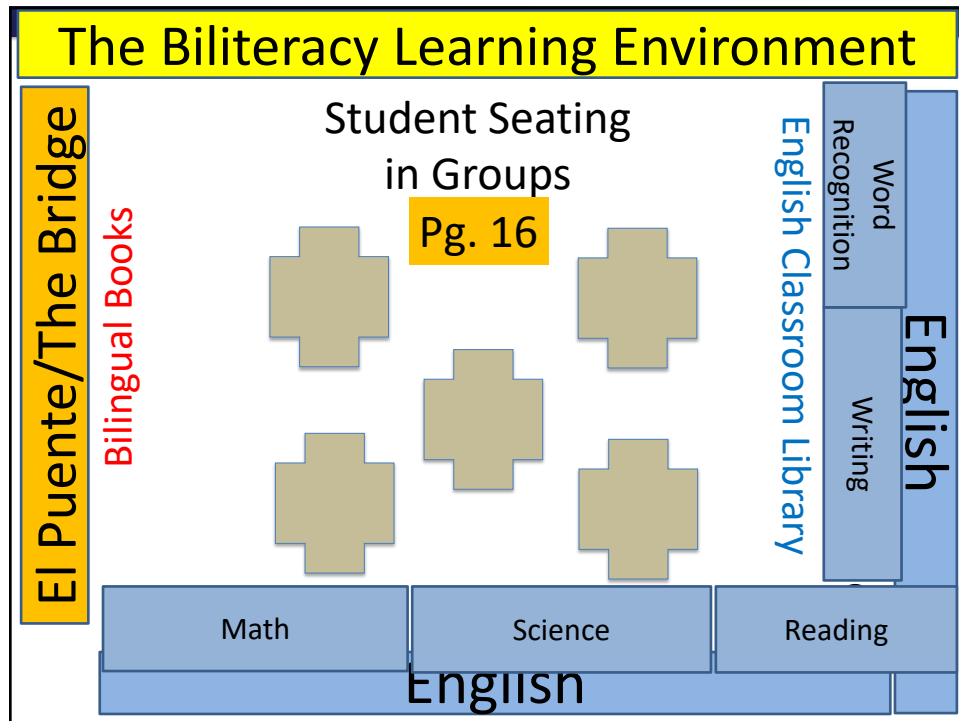
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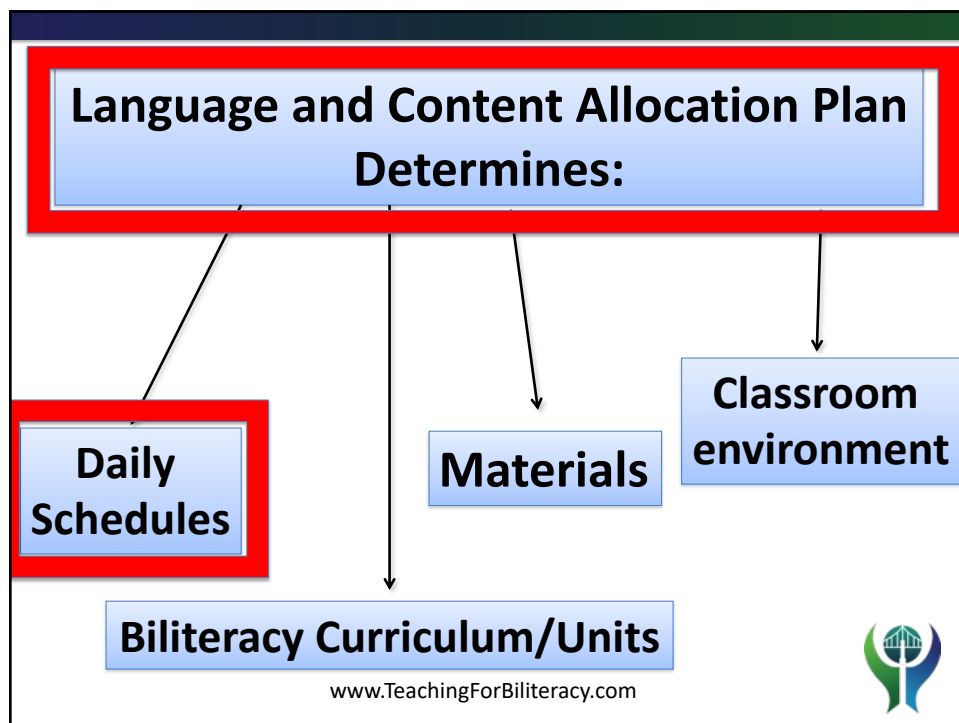
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Sample Program Language and Content Allocation Plan			
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K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
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6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts	Math Science Language Arts Electives
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8 th Grade Student Schedule		
	Subject	Language
Period 1	Social Studies	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English
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8th Grade Student Schedule Pg. 31

	Subject	Language
Period 1	Social Studies	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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8th Grade Student Schedule Pg. 31

	Subject	Language
Period 1	H-SS AND Language Arts	Spanish
Period 2		Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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Sample Bilingual Schedule – 50% of Day in Spanish and 50% of Day in English		
Time	Subject	Language
8:30 – 10:30	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - Social Studies experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study)	SPANISH
11:00 – 12:00	Lunch/Recess	teacher(s) and based on student need
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Reading and Writing	ENGLISH
1:00-2:30	Science and Language Arts – Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

Similar
Sample on
Pg. 29-30



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GRADE EIGHT LANGUAGE STANDARDS	OCTAVO GRADO ESTÁNDARES DE LENGUAJE
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 6, 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 30 for a complete listing and Appendix A for an example of how these skills develop in sophistication.	proveen un enfoque para la enseñanza correspondiente a cada año escolar 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 mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir de sexto grado, las destrezas y los conocimientos que probablemente requieran atención constante en los grados superiores, conforme se aplican a la expresión oral y escrita de manera cada vez más sofisticada, están marcados con un asterisco (*). Ver la página 30 donde aparece un listado completo y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación en el desarrollo de estas destrezas.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts.	1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo. a. Explican la función de las formas no personales del verbo (gerundios, participios, infinitivos) en general, y su función en oraciones específicas. b. Conjugan y usan verbos en voz activa y pasiva. c. Conjugan y usan verbos en modo indicativo, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos. d. Reconocen y corrigen cambios inadecuados de
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demuestran dominio de las normas y convenciones del español para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	a. Utilizan la puntuación correcta (por ejemplo: coma, puntos suspensivos, raya) para indicar una pausa corta o prolongada. b. Utilizan los puntos suspensivos para indicar una omisión. c. Escriben con ortografía correcta.
Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Conocimiento de lenguaje 3. Usan el conocimiento del lenguaje y sus convenciones al escribir, hablar, leer o escuchar. a. Usan verbos en voz activa y pasiva y en sus modos indicativo, subjuntivo e imperativo, para lograr efectos específicos (por ejemplo: hacer hincapié en el sujeto o la acción; expresar incertidumbre o describir un estado contrario a los hechos).
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Adquisición y uso de vocabulario 4. Definen o aclaran el significado de palabras y frases cuyos significados desconocen o que tienen significados múltiples, basándose en lecturas y contenido académico correspondientes al octavo grado, seleccionando con flexibilidad entre una serie de estrategias. a. Usan el contexto (por ejemplo: el significado global de una oración o párrafo; la colocación o función de una palabra dentro de una oración) como clave para descubrir el significado de una palabra o frase. b. Usan afijos y raíces comunes que provienen del griego y del latín, adecuados al nivel de octavo grado, como claves para descubrir el significado de palabras (por ejemplo: preceder, retroceder, proceder, desdecir).

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Grade Eight / Octavo Grado | 18

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

Time	Subject	Language
8:00 – 8:30	SLL and Classroom Community Building	SPANISH
8:30 – 10:30	Social Studies and Language Arts Over the course of each unit, the students will engage in... • Copy • Social Studies experiences/inquiry • Whole group mini-lessons • Writing (Independent, small group and whole group) • Reading (Independent, small group and whole group) • Foundational Skills and Language Comprehension (Shared Reads) • Independent Practice	SPANISH
10:30 – 11:00	Interventions	Language identified by the teacher(s) and based on student need
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math – over the course of a math unit, the students will engage in... • Copy development • Reading and Writing	ENGLISH
1:00-2:30	Science and Language Arts – Over the course of each unit, the students will engage in... • Copy • Science experiences/inquiry • Whole group mini-lessons • Writing (Independent, small group and whole group) • Reading (Independent, small group and whole group) • Foundational Skills and Language Comprehension (Shared Reads) • Independent Practice	ENGLISH
2:30-3:00	Specials	If possible, half an effort in Spanish and half in English

8th Grade Student Schedule

	Subject	Language
Period 1	Social Studies	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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

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Center for Teaching for Biliteracy Resources and Links

Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	bit.ly/3QtcW4Q 

Pg. 2 of Resource Packet



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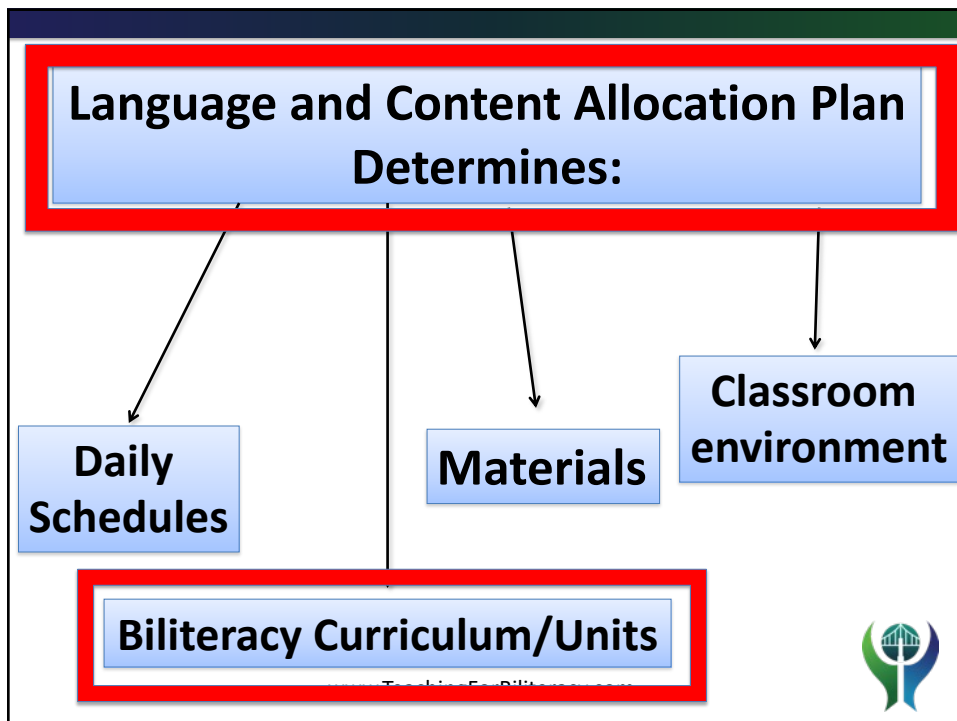
Center for Teaching for Biliiteracy
4957 Oakton Street #228
Skokie, IL 60077
www.TeachingForBiliiteracy.com

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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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 standards.														
Dr.	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.		Write the first draft of your year-long storylines for each language.
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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	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts	Math Science Language Arts Electives
www.TeachingForBiliteracy.com			

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Sample Yearlong Biliiteracy Map - 8th Grade

Year long storyline for H&SS/SLA		Sample 8th Grade Biliiteracy Map - Please Return to Presenter				Year long storyline for Science/ELA	
Unit 1 - H&SS & SLA The Development of American Constitutional Democracy (1887-1789) 8.1 Students analyze the early events involving the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-4) 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the American and European models of the federal government. (8.2.1-7) 8.3 Students analyze the foundations of the American political system. (8.3.1-4) 8.4 Students analyze the American political system and the role of the people in the development of the nation. (8.4.1-4) 8.5 Students analyze U.S. foreign policy and the role of the people in the development of the nation. (8.5.1-4) 8.6 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-5, 8.1-5, 8.1-6)		Unit 1 - H&SS & SLA Envisioning a New America 1789-1850 8.1 Students analyze the early events involving the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-4) 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the American and European models of the federal government. (8.2.1-7) 8.3 Students analyze the foundations of the American political system. (8.3.1-4) 8.4 Students analyze the American political system and the role of the people in the development of the nation. (8.4.1-4) 8.5 Students analyze U.S. foreign policy and the role of the people in the development of the nation. (8.5.1-4) 8.6 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-5, 8.1-5, 8.1-6)				Unit 1 - H&SS & SLA The Rise of Industrial America 1857-1914 8.1 Students analyze the early events involving the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-4) 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the American and European models of the federal government. (8.2.1-7) 8.3 Students analyze the foundations of the American political system. (8.3.1-4) 8.4 Students analyze the American political system and the role of the people in the development of the nation. (8.4.1-4) 8.5 Students analyze U.S. foreign policy and the role of the people in the development of the nation. (8.5.1-4) 8.6 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-5, 8.1-5, 8.1-6)	
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Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-6 Research, Evidence, and Point of View 1-6 Historical Interpretation 1-6		Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-6 Research, Evidence, and Point of View 1-6 Historical Interpretation 1-6				Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-6 Research, Evidence, and Point of View 1-6 Historical Interpretation 1-6	
Writing Standard 1 (Argument) Genre: Contemporary Reflective Essay 4, 5, 6, 7, 8, 10		Writing Standard 1 (Argument) Genre: Contemporary Reflective Essay 4, 5, 6, 7, 8, 10				Writing Standard 1 (Argument) Genre: Contemporary Reflective Essay 4, 5, 6, 7, 8, 10	
Unit 1: Science & ELA: Objects Move and Collide 8.1. What are forces, and how do they influence the motion of objects? What happens when objects collide? What evidence do you have of a collision event? What do you think is the cause of the collision? What are the effects of the collision?		Unit 2: Science & ELA: Non-contact Forces Influence Phenomena 8.1. What are forces, and how do they influence the motion of objects? What happens when objects collide? What evidence do you have of a collision event? What do you think is the cause of the collision? What are the effects of the collision?				Unit 3: Science & ELA: Organisms Adapt and Change Over Time 8.1. What are forces, and how do they influence the motion of objects? What happens when objects collide? What evidence do you have of a collision event? What do you think is the cause of the collision? What are the effects of the collision?	
MS-LS1-1 Analyze and interpret data on the pattern of the fossil record to determine the existence, extinction, and relationships of the forms of life throughout the history of life. Earth life on the assumption that natural selection is the primary factor in the process of evolution.		MS-LS1-1 Analyze and interpret data on the pattern of the fossil record to determine the existence, extinction, and relationships of the forms of life throughout the history of life. Earth life on the assumption that natural selection is the primary factor in the process of evolution.				MS-LS1-1 Analyze and interpret data on the pattern of the fossil record to determine the existence, extinction, and relationships of the forms of life throughout the history of life. Earth life on the assumption that natural selection is the primary factor in the process of evolution.	
MS-LS1-2 Apply Heron's Three Laws to design a solution to a problem that requires the use of science and engineering.		MS-LS1-2 Apply Heron's Three Laws to design a solution to a problem that requires the use of science and engineering.				MS-LS1-2 Apply Heron's Three Laws to design a solution to a problem that requires the use of science and engineering.	
MS-LS1-3 Analyze and interpret data to determine scale, structure, and function in various biological systems.		MS-LS1-3 Analyze and interpret data to determine scale, structure, and function in various biological systems.				MS-LS1-3 Analyze and interpret data to determine scale, structure, and function in various biological systems.	
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MS-LS1-6 Analyze and interpret data to determine scale, structure, and function in various biological systems.		MS-LS1-6 Analyze and interpret data to determine scale, structure, and function in various biological systems.				MS-LS1-6 Analyze and interpret data to determine scale, structure, and function in various biological systems.	

Sample Yearlong Biliteracy Map – 6th Grade

Unit	Guiding Question	Math	Science	Language Arts	Electives
Heroes	What makes a hero?	9, 10, 11, 12			
Survival	How do people formulate and use "rules" to thrive?	9, 10, 11, 12			
Perspectives	How do perspectives affect our world?	9, 10, 11, 12			
Take A Stand	How do you balance human and environmental need?	9, 10, 11, 12			
Coming of Age	What does it mean to grow up?	9, 10, 11, 12			
Social Change	Does society impact my identity?	9, 10, 11, 12			
Conflict	How do conflicts affect our world?	9, 10, 11, 12			
Pur	What is my purpose?	9, 10, 11, 12			

Standards-aligned Sample

Social Studies
Language Arts

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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

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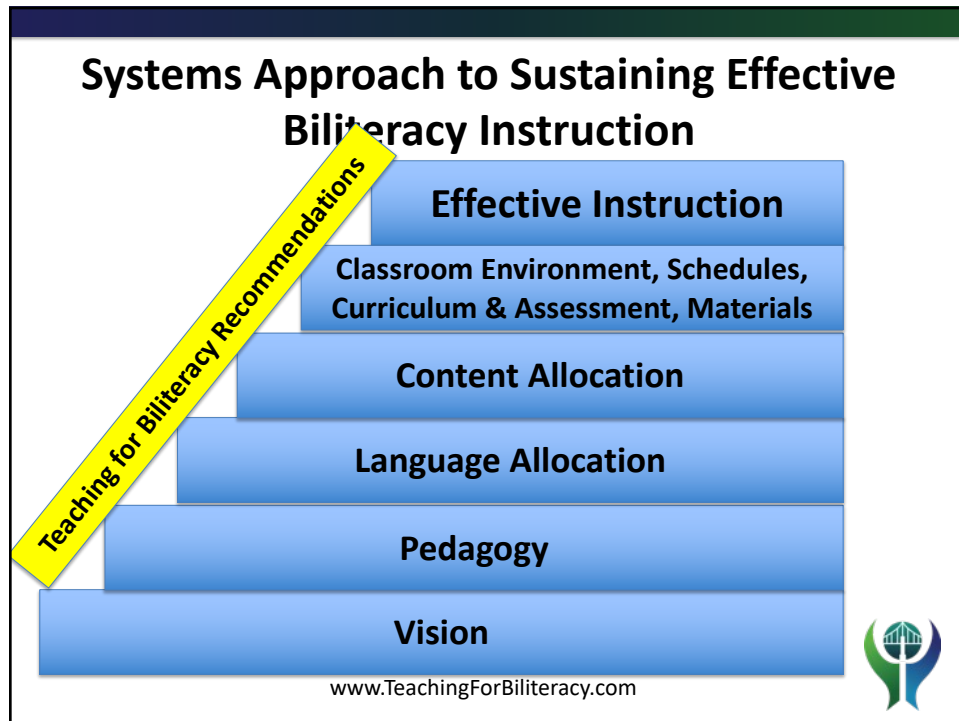
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Sample Yearlong Biliteracy Map - 8th Grade				
Sample 8th Grade Biliteracy Map - Please Return to Presenter				
Year long storyline for Science/ELA				
Unit 1 - HASS & SLA The American Revolutionary War (1775-1783) How did the American Revolutionary War (1775-1783) change the course of American history? How did the war impact the lives of Americans? How did the war impact the lives of Americans? Unit 2 - HASS & SLA Religion in America (1789-1800) How did the American Revolutionary War (1775-1783) change the course of American history? How did the war impact the lives of Americans? How did the war impact the lives of Americans? Unit 3 - HASS & SLA The Divergent Paths of the American People (1800-1850) How did the American Revolutionary War (1775-1783) change the course of American history? How did the war impact the lives of Americans? How did the war impact the lives of Americans? Unit 4 - HASS & SLA Unit 4 - HASS & SLA How did the American Revolutionary War (1775-1783) change the course of American history? How did the war impact the lives of Americans? How did the war impact the lives of Americans? Unit 5 - HASS & SLA Unit 5 - HASS & SLA How did the American Revolutionary War (1775-1783) change the course of American history? How did the war impact the lives of Americans? How did the war impact the lives of Americans?				
Unit 1 - Science & ELA Objects Move and Collide How do we know that objects move? How do we know that objects move? How do we know that objects move? Unit 2 - Science & ELA Forces Influence Phenomena How do we know that objects move? How do we know that objects move? How do we know that objects move? Unit 3 - Science & ELA Organisms Adapt and Change Over Time How do we know that objects move? How do we know that objects move? How do we know that objects move? Unit 4 - Science Sustaining Local and Global Ecosystems How do we know that objects move? How do we know that objects move? How do we know that objects move?				
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Sample Yearlong Biliteracy Map - 8th Grade

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Center for Teaching for Biliteracy Resources and Links	
Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	bit.ly/3QtcW4Q 

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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](#)

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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**

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Individual or Team Planning for Next Steps

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




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Institute Resource Packet

.com

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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://www.teachingforbiliteracy.com/biliteracy-strategies-glossary 
Three Linguistic Spaces	https://www.teachingforbiliteracy.com/three-linguistic-spaces 
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 

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Center for Teaching for Biliteracy

HOME ABOUT BUFS EN ESPAÑOL RESOURCES PROGRAMMATIC SUPPORTS VIDEOS

Teaching for Biliteracy
Strengthening Bridges between Languages
KAREN BEEMAN CHERYL UROW

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Handouts

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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) - Sample Instruction Part 3: The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	Lunch 12:00 pm
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2nd grade; 3rd-5th grade; secondary: 6th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	3:30 - 5:00 PM Breakout Groups (same as Day 1)

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



We will begin promptly at 8:30 AM.

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Exit Ticket

Effective
biliteracy
instruction...

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