

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 6-12

Sample Instruction: Part 3: The Bridge

Center for Teaching for Biliteracy
June 23-25, 2026

Melody Wharton, M.Ed.
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1

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 to 12:30 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	12:30 - 3:30 PM Institute Overview Page 4 Resource Packet

2

Agenda:

- Welcome
- The BUF
- Sample Instruction:
 - Part 3 - the Bridge
- The Six Steps of the Bridge
- Planning for the Bridge
- Institute Closure and Evaluation

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3

Agenda:

- ✓ Welcome

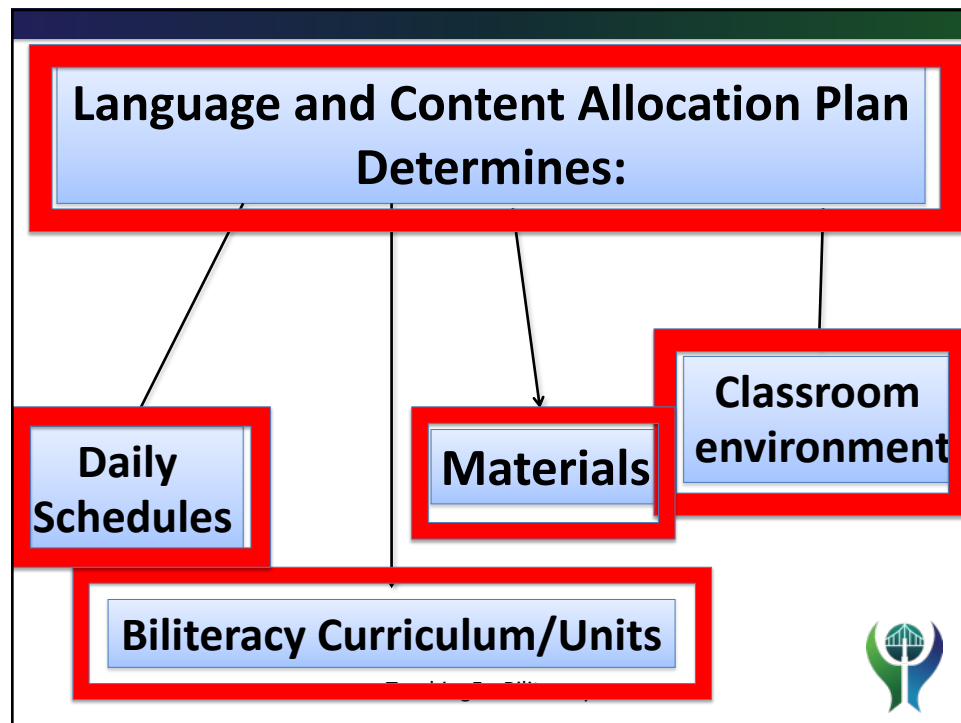
The BUF

- Sample Instruction:
 - Part 3 - the Bridge
- The Six Steps of the Bridge
- Planning for the Bridge
- Institute Closure and Evaluation

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4

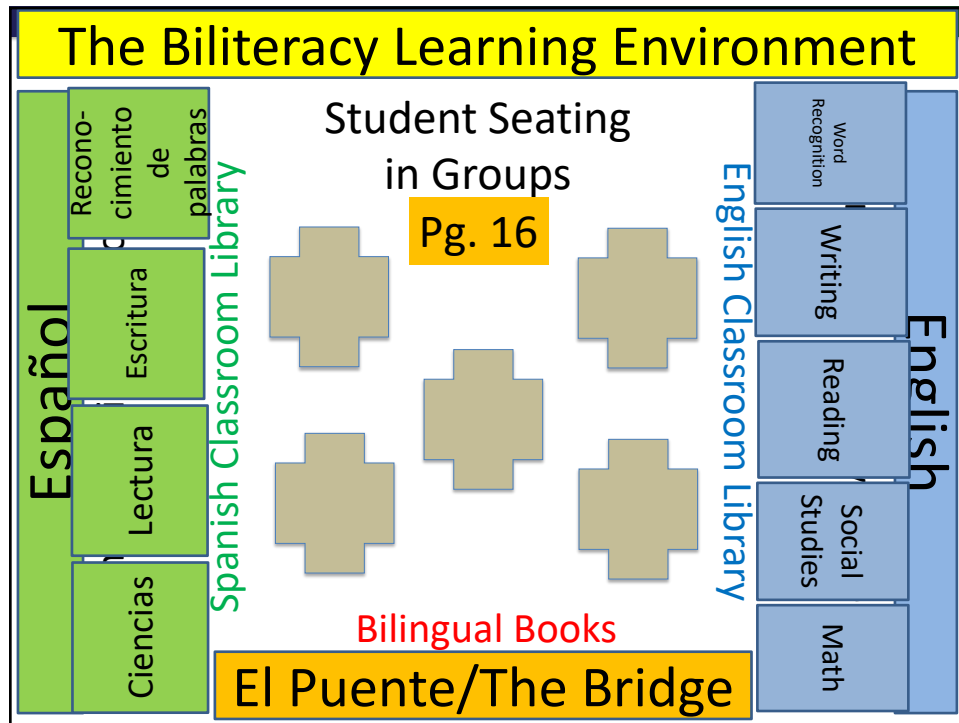


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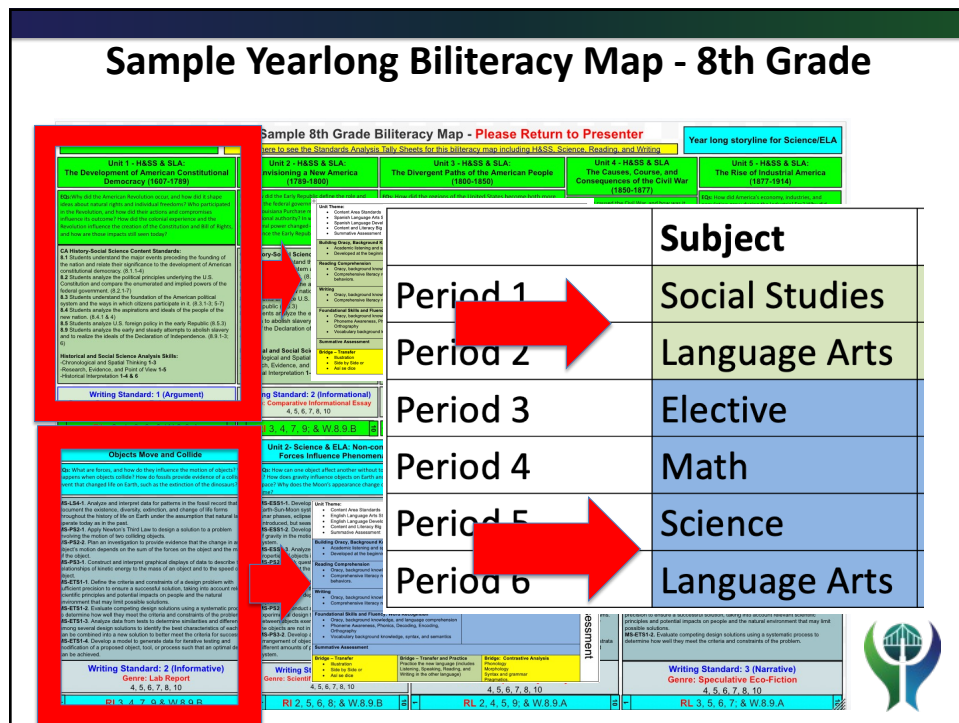
Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: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

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6



7



8

Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter				Year long storyline for Science/ELA
Unit 1: HASS & ELA The Development of American Constitutional Democracy (1607-1789)	Unit 2: HASS & ELA Pioneering a New America (1789-1800)	Unit 3: HASS & ELA The Divergent Paths of the American People (1800-1850)	Unit 4: HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877)	Unit 5: HASS & ELA The Rise of Industrial America (1877-1914)
				Subject
				Period 1
				Period 2
				Period 3
				Period 4
				Period 5
				Period 6
				Language Arts
				Language Arts
				Math
				Science
				Language Arts

9

Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter				Year long storyline for Science/ELA
Unit 1: HASS & ELA The Development of American Constitutional Democracy (1607-1789)	Unit 2: HASS & ELA Pioneering a New America (1789-1800)	Unit 3: HASS & ELA The Divergent Paths of the American People (1800-1850)	Unit 4: HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877)	Unit 5: HASS & ELA The Rise of Industrial America (1877-1914)
				Subject
				Period 1
				Period 2
				Period 3
				Period 4
				Period 5
				Period 6
				Language Arts
				Language Arts
				Math
				Science
				Language Arts

10

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

Materials for today's session



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Teaching for Biliteracy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
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Institute Outcomes:

- Describe the goals of dual language programs, including who 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 U.S. 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

Resource Packet

Sample BUF

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11

Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter			
Unit 1: History & ELA The Development of American Constitutional Democracy (1807-1789)	Unit 2: History & ELA The Divergent Paths of the American People (1800-1890)	Unit 3: History & ELA The Causes, Course, and Consequences of the Civil War (1850-1977)	Unit 4: History & ELA The Rise of Industrial America (1877-1914)
CA History-Social Science Content Standards: 8.1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (8.2.1-8.2.2) 8.3. Students understand the foundation of the American political system and the ways in which citizens participate in it. (8.3.1-8.3.2) 8.4. Students analyze the aspirations and goals of the people of the new nation. (8.4.1-8.4.2) 8.5. Students understand the early Republic in the early 1800s. (8.5.1-8.5.2) 8.6. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 3.5 Research, Evidence, and Point of View 1.6 Historical Interpretation 1.4 & 1.5 Writing Standard: 1 (Argument) Genre: Explanatory Article 4.5, 6, 7, 8, 10	CA History-Social Science Content Standards: 8.1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (8.2.1-8.2.2) 8.3. Students understand the foundation of the American political system and the ways in which citizens participate in it. (8.3.1-8.3.2) 8.4. Students analyze the aspirations and goals of the people of the new nation. (8.4.1-8.4.2) 8.5. Students understand the early Republic in the early 1800s. (8.5.1-8.5.2) 8.6. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 3.5 Research, Evidence, and Point of View 1.6 Historical Interpretation 1.4 & 1.5 Writing Standard: 2 (Informational) Genre: Explanatory Article 4.5, 6, 7, 8, 10	CA History-Social Science Content Standards: 8.1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (8.2.1-8.2.2) 8.3. Students understand the foundation of the American political system and the ways in which citizens participate in it. (8.3.1-8.3.2) 8.4. Students analyze the aspirations and goals of the people of the new nation. (8.4.1-8.4.2) 8.5. Students understand the early Republic in the early 1800s. (8.5.1-8.5.2) 8.6. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 3.5 Research, Evidence, and Point of View 1.6 Historical Interpretation 1.4 & 1.5 Writing Standard: 3 (Narrative) Genre: Explanatory Article 4.5, 6, 7, 8, 10	CA History-Social Science Content Standards: 8.1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (8.2.1-8.2.2) 8.3. Students understand the foundation of the American political system and the ways in which citizens participate in it. (8.3.1-8.3.2) 8.4. Students analyze the aspirations and goals of the people of the new nation. (8.4.1-8.4.2) 8.5. Students understand the early Republic in the early 1800s. (8.5.1-8.5.2) 8.6. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 3.5 Research, Evidence, and Point of View 1.6 Historical Interpretation 1.4 & 1.5 Writing Standard: 4 (Argument) Genre: Explanatory Article 4.5, 6, 7, 8, 10
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12

Biliteracy Unit Framework

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content area: 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 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
- Asl 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

NGSS Standards

3-5-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. **[Clarification Statement:]** Examples of renewable energy resources include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and finite materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

3-5-1TS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-1TS1-2 Generate and compare multiple possible solutions to a problem based on how

CCSS Writing Standards
Opinion/Exposition

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Use opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS Reading Standards
Informational/Text

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flowcharts, animations, or illustrative elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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13

Biliteracy Unit Framework

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		

Essential Questions: Why did the American Revolution occur, and how did it shape the nation? How did the American Revolution influence the creation of the Constitution and Bill of Rights, and how

Unit Standards

[Link to Unpacked Standards into Outcome](#)

History-Social Science Content Standards:

8.1 - Students understand the major events preceding the founding of the national constitutional democracy.

- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
- Analyze how the American Revolution affected other nations, especially France.
- Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government to those of the British monarchy. Analyze the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. Evaluate the success of each in implementing the ideals of the Declaration of

What are some key features you notice?

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14

Biliteracy Unit Framework

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
- Developed at the beginning of the unit and whenever new language is introduced

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.
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Is planned from the grade-level standards

Formative Assessment

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15

How did I know **what** language to build to support inquiry AND literacy?

Unit Big Ideas

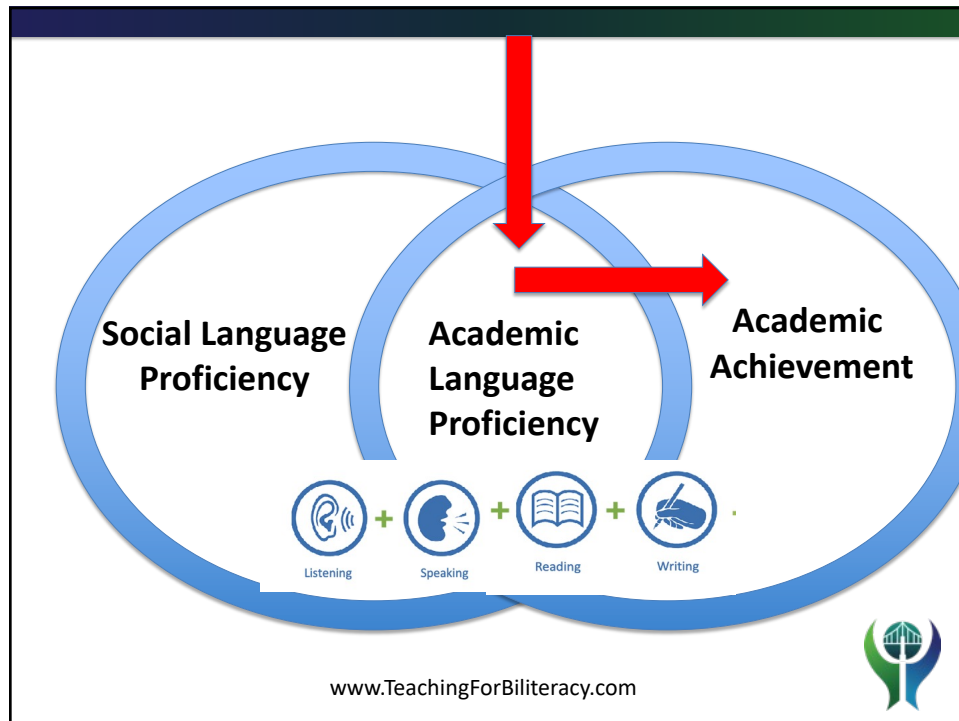
History-Social Science Big Ideas:

1. I want my students to understand that the American Revolution was driven by growing tensions between British rule and emerging ideas about natural rights and self-government. (8.1.1, 8.1.2, 8.1.3; Chronological and Spatial Thinking 1; Historical Interpretation 1 & 4). For example,
 - a. Enlightenment thinkers like John Locke argued that people have natural rights to life, liberty, and property, which inspired colonial leaders to question monarchical power.
 - b. The Great Awakening encouraged individuals to challenge religious and political authority, promoting ideas of moral equality and personal responsibility that contributed to revolutionary thinking.
2. I want my students to understand that early American leaders argued that government exists to protect natural rights—and this belief shaped both the Declaration of Independence and the U.S. Constitution. (8.1.4, 8.2.2, 8.2.4, 8.2.6, 8.4.4; Historical Interpretation 1; Research, Evidence, and POV 4; Historical Interpretation 2). For example,
 - a. The Declaration of Independence asserts that governments derive their power from the consent of the governed and must protect unalienable rights.
 - b. The Constitution includes structures like checks and balances and individual protections such as freedom of speech and religion to secure those rights and prevent tyranny.
3. I want my students to understand that early Americans drew on past experiences and legal traditions to design a new system of government that balanced liberty and order (8.2.1, 8.2.5, 8.2.7, 8.3.1; Historical Interpretation 3; Chronological and Spatial Thinking 2). For example,
 - a. The Magna Carta and the English Bill of Rights established the principle that rulers are subject to the law, a key idea adopted in American constitutional design.
 - b. Colonial documents such as the Mayflower Compact and early state constitutions provided models of representative government and individual protections that influenced national governance.
4. I want my students to understand that the founding of the United States involved complex compromises and intense debates about

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16



17

1. I want my students to understand that the environmental and cultural characteristics of a region influence its economy, politics, and relationships with others.

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18

Grades 6–8 EXPRESSIVE**WIDA Expressive Language Chart for Grades 6–8**

As multilingual learners work toward the end of a proficiency level, they *can consistently*...

Proficiency Level Grades 6–8 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Express coherent , cohesive ideas by adapting organizational patterns to enhance clarity, logical flow , and audience engagement	Convey meaning using a variety of sentence types , showing increasing control over logical relationships	Communicate using precise choices, adding shades of meaning and figurative language to shape meaning and effect
End of Level 5	Express ideas, strengthening cohesion in organizational patterns using given/new information, whole/part relationships , and paragraph openers	Convey meaning using compound and complex sentences, with deliberate clause variation	Communicate using modal verbs, hedging , and evaluative expressions to express opinions, possibility, and necessity
End of Level 4	Express ideas, improving cohesion of organizational patterns across and within texts by applying substitution, ellipsis , and parallelism	Convey meaning using compound and complex sentences , refining control over different sentence structures	Communicate using abstract nouns and adverbials to add clarity about when, how, and where
End of Level 3	Express ideas, building logical connections within organizational patterns using synonyms and parallel expressions	Convey meaning using simple and compound sentences , showing initial attempts at sentence variation	Communicate using collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 2	Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns , and conjunctions	Convey meaning using simple sentences, occasionally adding dependent clauses	Communicate using technical language to convey complex concepts in specialized contexts
End of Level 1	Express ideas using sequencing, repetition , and transitions for logical flow	Convey meaning primarily through simple sentences with emerging variation in sentence structure	Communicate using multiple-meaning words to demonstrate flexible word use across contexts

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?

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19

Grades 6–8 INTERPRETIVE**WIDA Interpretive Language Chart for Grades 6–8**

As multilingual learners work toward the end of a proficiency level, they *can consistently*...

Proficiency Level Grades 6–8 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Analyze cohesion of ideas, evaluating how organizational patterns link ideas related to events, descriptions, and relationships through noun groups	Comprehend meaning in a variety of sentence types , recognizing logical relationships	Understand precise choices using shades of meaning and figurative language to shape meaning and effect
End of Level 5	Analyze organizational patterns in ideas, determining how meaning is condensed through compact noun groups (nominalization)	Comprehend meaning in compound and complex sentences, recognizing a variety of ways to combine clauses	Understand choices using modal verbs, hedging , and evaluative expressions to express opinions, possibility, and necessity
End of Level 4	Analyze cohesion of ideas across and within texts , examining how noun groups with contextual details add meaning	Comprehend meaning in compound and complex sentences recognizing different sentence structures	Understand choices around use of abstract nouns and adverbials to add clarity about when, how, and where
End of Level 3	Analyze connections between ideas, examining how noun groups with clauses expand meaning	Comprehend meaning in simple and compound sentences , recognizing sentence variation	Understand collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 2	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 1	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?

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20

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

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21

Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below).

Strategies to use may include:

- **Concept Attainment** (p.81-82): Through analysis of a series of images shared by the teacher, students will attain the concepts of environmental and cultural characteristics and describe elements of each.
 - Images for: el clima, la relieve/la geografía física, la flora, la fauna, los recursos naturales, los riesgos naturales, los cuerpos de agua; la lengua/el idioma, la religión y las creencias, las tradiciones, los costumbres, las celebraciones, los valores, las normas, el vestimento, la alimentación, la organización social, la educación, la tecnología, las herramientas.
- **Sentence Prompts** (p. 83): with images used to scaffold students in producing complete sentences when observing examples of environmental and cultural characteristics.
 - En la columna a la izquierda observo...
 - En la columna a la derecha observo...
 - En las dos imágenes de la columna a la izquierda observo...
 - En las dos imágenes de la columna a la derecha observo...
 - En la imagen en la columna a la izquierda ahora noto que...
 - En la imagen en la columna a la derecha ahora noto que...
 - En la columna anaranjada veo...
 - En la columna morada veo...
 - Las imágenes en la columna izquierda/anaranjada se relacionan en que...
 - Las imágenes en la columna derecha/morada se relacionan en que...
 - En la imagen observo...
 - Por lo tanto, pienso que pertenece a la columna por que...

Page 19

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Formative Assessments

22

W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[Click here \(or scan the QR code\) to access the outcomes for these writing standards.](#)



Explicit writing instruction will include Comprehensive Literacy strategies and routines such as:

- Modeled and shared writing
- Mini lessons
- Interactive Writing
- Independent Writing
- Interactive proofreading, editing, and revising

students that are only available in English):

- [Revolución estadounidense: Una visión general de la Guerra de independencia de los Estados Unidos y su impacto en la historia del país](#)
- [Historia de los Estados Unidos: Una guía fascinante de la historia de América, que incluye eventos como la revolución americana, la Guerra franco-india, el motín del té de Boston, y Pearl Harbor](#)
- [Library of Congress](#)
- [National Humanities Center](#)
- [History.com](#)
- [civics.org](#)

Prior to reading a text for inquiry, oracy is also developed on language that is unfamiliar to the students ensure comprehension.

[Click here \(or scan the QR code\) to access the outcomes for the History-Social Science and Skills standards.](#)



Page 25 www.TeachingForBiliteracy.com

23

Elements of Comprehensive Literacy

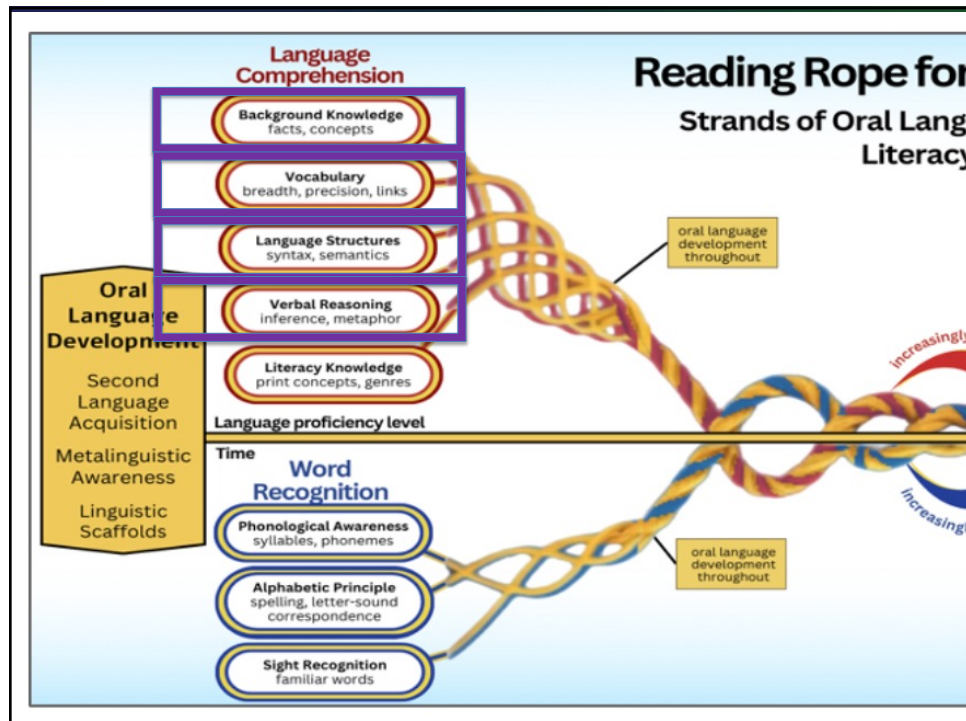
Oral language Foundational Skills ◦ Phoneme awareness ◦ Phonics ◦ Fluency ◦ Comprehension	Language ◦ Phonology ◦ Morphology ◦ Syntax ◦ Semantics
Language Comprehension ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics	Fluency Writing ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition

The BUF includes all the elements of Comprehensive Literacy

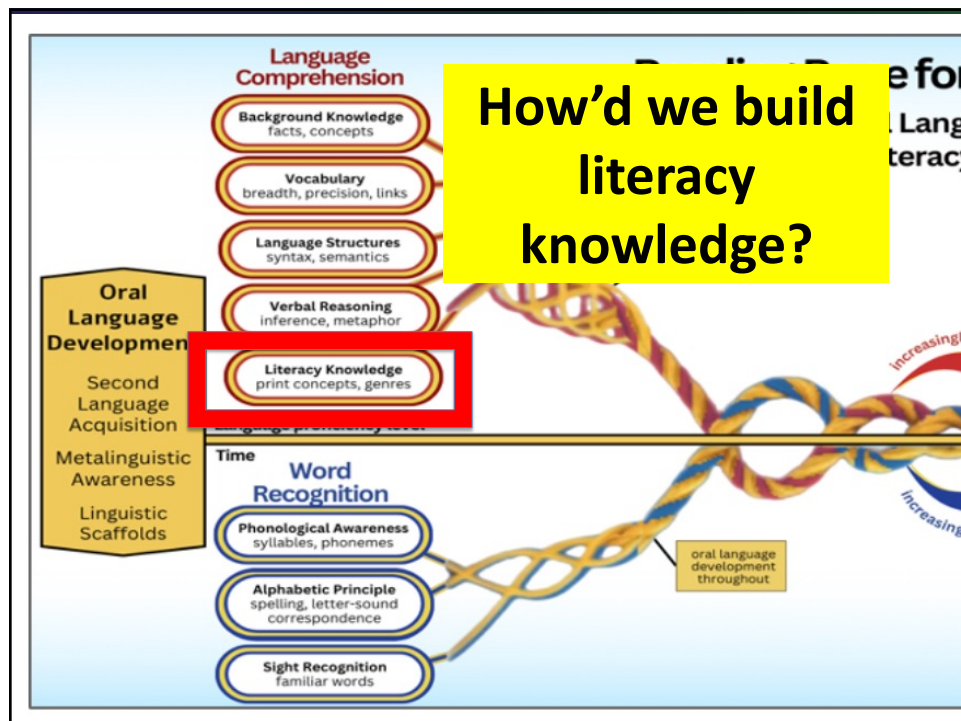
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24

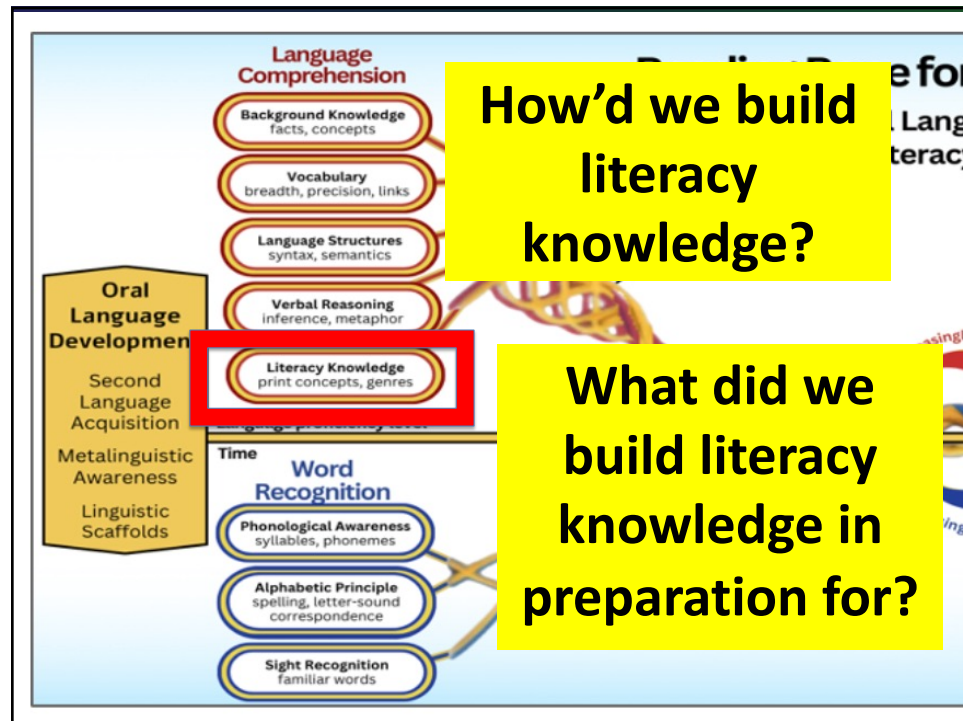


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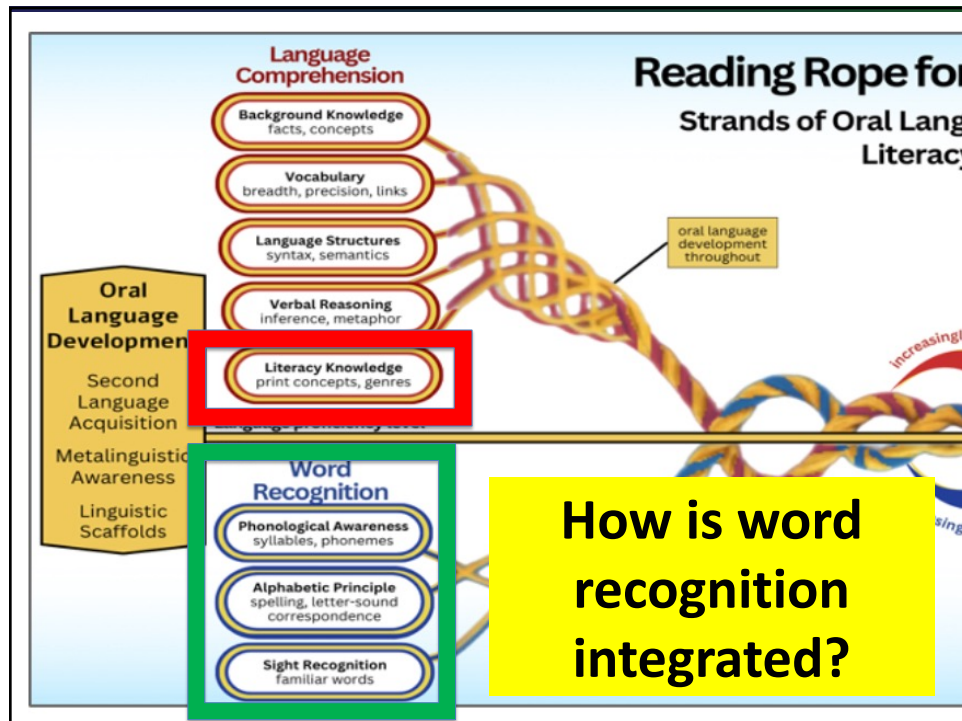


26

27



28



29

Word Recognition: Foundational Skills, Language, and Fluency – The teacher delivers instruction aligned to the foundational skills and language standards according to the systematic sequence adopted by the district's word recognition program as well data gathered from the unit's reading and writing activities to inform pacing and instructional grouping. Word recognition is taught within the meaningful context of the unit topic, utilizing familiar vocabulary and terms to exemplify and explicitly practice the skills in the foundational skills and language standards. Instruction can be delivered in whole group, small group, or individually, depending on the needs of students.

For example, Language standards that can be addressed include:

- L.8.1** Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.
 - L.8.1b** - Conjugan y usan verbos en voz activa y pasiva.

Voz activa - El sujeto realiza la acción

 - Los colonos **desafiaron** al gobierno británico.
 - George Washington **lideró** el ejército continental.
 - Thomas Jefferson **escribió** la Declaración de Independencia.
 - Las tropas británicas **atacaron** a los rebeldes en Lexington.
 - El Congreso **aprobó** la independencia en 1776.

Voz pasiva - El sujeto recibe la acción; se usa el verbo *ser* + participio pasado

 - El gobierno británico **fue desafiado** por los colonos.
 - El ejército continental **fue liderado** por George Washington.
 - La Declaración de Independencia **fue escrita** por Thomas Jefferson.
 - Los rebeldes **fueron atacados** en Lexington por las tropas británicas.
 - La independencia **fue aprobada** por el Congreso en 1776.
 - L.8.1c** - Conjugan y usan verbos en **modo indicativo, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos**
 Presente (hechos actuales o descripciones)

Speaking and Listening Standards

SL.8.2 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Students come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to analyze a topic or issue, evaluate others' ideas and arguments, and express their own ideas and arguments clearly.

Students use questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Students acknowledge new information presented by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.3 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate how motives (e.g., social, commercial, political) behind its presentation.

Page 26

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30

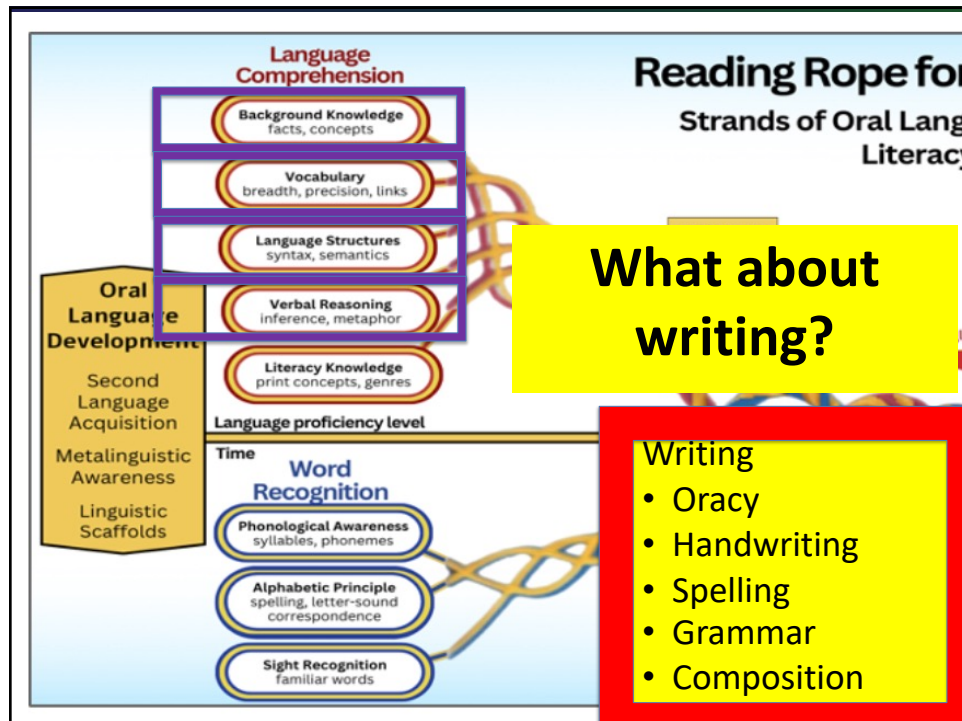
GRADE EIGHT LANGUAGE STANDARDS	OCTAVO GRADO ESTÁNDARES DE LENGUAJE		
a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or 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.	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.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.	Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Conocimiento de lenguaje 3. Usan el conocimiento del lenguaje y sus convenciones al escribir, hablar, leer o escuchar.
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	a. Explican la función de las formas no personales del verbo (gerundios, participios, infinitivos) en general, y su función en oraciones específicas.	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).	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).
b. Form and use verbs in the active and passive voice.	b. Conjugan y usan verbos en voz activa y pasiva.	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.	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.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	c. Conjugan y usan verbos en modo indicativo, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos.	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.	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.
d. Recognize and correct inappropriate shifts in parallelism.	d. Reconocen y corrigen cambios inadecuados de paralelismo.	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	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).
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.		

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Grade Eight / Octavo Grado | 18

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31



32

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
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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33

The BUF supports biliteracy in that....



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

Teachers:
Instruction

Coach, TOSA, or
Support or
Specialist:
Classroom
Support

School and
District Leaders:
Systems and
Structures

34

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, includes the Bridge at the end of the unit, which has two purposes.
 - Summarize how communicative systems and structures support effective biliteracy instruction.

**Resource
Packet**

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		
Essential Questions: Why did the American Revolution occur, and how did it shape ideas about natural rights and individual freedoms? Who participated in the Revolution, and how did their actions and compromises influence its outcome? How did the colonial experience and the Revolution influence the creation of the Constitution and Bill of Rights, and how are those impacts still seen today?		

Unit Standards

[Link to Unpacked Standards into Outcomes Document for this Unit Here](#)

History-Social Science Content Standards:

- 8.1 - Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**
- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
 - Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable rights").
 - Analyze how the American Revolution affected other nations, especially France.
 - Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- 8.2 - Students analyze the powers of the federal government.**
- Discuss the significance of the Declaration of Independence.
 - Analyze the Art of the Declaration of Independence.

Sample BUF

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35

Agenda:

- ✓ Welcome
- ✓ The BUF

**Sample Instruction:
Part 3 - the Bridge**

- The Six Steps of the Bridge
- Planning for the Bridge
- Institute Closure and Evaluation

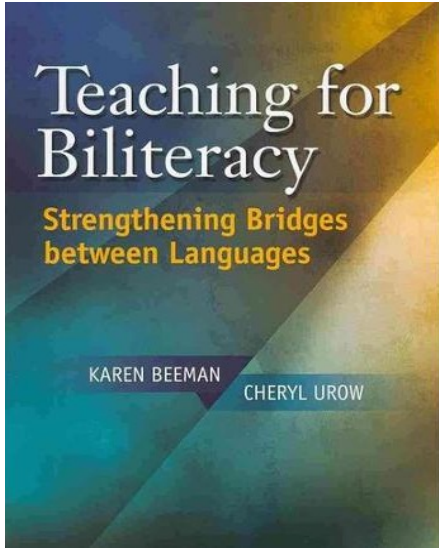
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36

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative 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 ro behaviors.	Content Area Instruction Oracy, background knowledge, and				
This is what we will experience today!					
Writing - Oracy, background knowl - Comprehensive literacy ro					
Foundational Skills and Fluency - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics					
Summative Assessment <table border="1"> <tr> <td> Bridge – Transfer - Illustration - Side by Side or - Ases dice </td> <td> Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) </td> <td> Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar </td> </tr> </table>			Bridge – Transfer - Illustration - Side by Side or - Ases 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
Bridge – Transfer - Illustration - Side by Side or - Ases 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			
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37



Chapter 10

Pg. 133

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38

**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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39

Teachers	Coaches, TOSAs, & 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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40

Materials for today's session

Planning for the Bridge

1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		

Unit Standards
[Link to Unpacked Standards into Outcomes Document for this Unit Here](#)

History-Social Science Content Standards:
8.1 - Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
 3. Analyze how the American Revolution affected other nations, especially France.
 4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 - Students analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
 1. Discuss the significance of the Declaration of Independence.
 2. Analyze the Arts and Letters of the Declaration of Independence.

p. 40

Sample BUF

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41

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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42

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: "Una 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 - Traducir lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencia de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	Nivel 6 - Alcanzando
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 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 - Reconstruir 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 académico (ejemplo: democracia, justicia)	Nivel 6 - Alcanzando

43

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

44

Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6



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45

Planning for the Bridge

1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

Resource packet
p. 40

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46

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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47

Marking the Language of Instruction



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48



49

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernados/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

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50

Resource packet p. 40

Planning for the Bridge

1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
3. The new language	5. The Bridge for Contrastive Analysis

As a student, the steps I experienced were...

As an observer, I noticed...

51

What are the goals of Dual Language?

Three Pillars of Dual Language Education



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

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52

Agenda:

- ✓ Welcome
- ✓ The BUF
- ✓ Sample Instruction:

Part 3 - the Bridge

The Six Steps of the Bridge

- Planning for the Bridge
- Institute Closure and Evaluation

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53

Materials for today's session

Planning for the Bridge

Step	Description
1. Elicit key words/phrases/sentences in the language of instruction from students	
2. The Bridge for Transfer: Match the words/phrases/sentences to the other language	
3. The Bridge for Contrastive Analysis	
4. The Bridge for Transfer: Practice the terms in the language (i.e., build oracy in the opposite	
5. The Bridge for Transfer: Practice	

Sample BUF

Unit Name: The Development of American Constitutional Democracy (1607-1789)

Unit Standards

Link to Unpacked Standards into Outcomes Document for this Unit Here

Content Standards: CA H-SS

Science Content Standards:

understand the major events preceding the founding of the nation and relate their significance to the development of America's democracy.

Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary thought.

Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

Analyze how the American Revolution affected other nations, especially France.

Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Students analyze the process of the nation's founding.

1. Discuss the significance of the Declaration of Independence.

2. Analyze the Arts and Letters of the Declaration of Independence.

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54

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		For		
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.				
What did we do during the Bridge?				
Summative Assessment - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		essmen		
<table border="1"> <tr> <td> - Illustration - Side by Side or - Asi se dice </td> <td>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)</td> <td> Phonology Morphology Syntax and grammar Pragmatics. </td> </tr> </table>			- Illustration - Side by Side or - Asi se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)
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55

These steps are a framework to use for planning.

See Resource packet p. 40

Planning for the Bridge	
1. Review in the language of instruction 1	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language 4
2. Elicit key words/phrases/sentences in the language of instruction from students 2	5. The Bridge for Contrastive Analysis 5
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language). 3	6. The Bridge for Transfer: Practice 6



56

Planning for the Bridge

1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for

**Resource packet
p.40**

8th Grade History-Social Science & SLA Unit 1
Planning for the Bridge from Spanish to English

1. Review in the language of instruction

La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.

Facilitated by the Spanish teacher during Spanish time

2. Elicit key words/phrases/sentences in the language of instruction from students

Spanish	English
Las características	
La economía	
La política	
La competencia	
Las interacciones	
La geografía	
El medio ambiente	
Los recursos	
El desarrollo	
El crecimiento	
El progreso	
La tecnología	

Facilitated by the Spanish teacher during Spanish time

3. The Bridge for Transfer - Practice the terms in the new language

The economy and politics of a place affect how people share or compete for resources, and how they interact with other groups.

Facilitated by the English teacher during English time

4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language

Spanish	English
La economía	Economy
La política	Politics
La competencia	Competition
Las interacciones	Interactions
La geografía	Geography
El medio ambiente	Environment
Los recursos	Resources
El desarrollo	Development
El crecimiento	Growth
El progreso	Progress
La tecnología	Technology

Facilitated by the English teacher during English time

5. The Bridge for Contrastive Analysis
Contrastive Analysis - Pragmatics

Spanish	English
La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.	The economy and politics of a place affect how people share or compete for resources, and how they interact with other groups.

Facilitated by the English teacher during English time

6. The Bridge for Transfer: Practice

Typically, because secondary dual language students have been exposed to the academic language of science, social studies, math, and language arts in both languages for years, and because secondary ES students disperse to a number of different English classes where they are not together, this step is omitted. However, it would be important to include this step – possibly through collaborative planning with the ES teacher – for any newcomers to English (recent arrivals to the mainland US) as it would facilitate and enrich their English language development and acquisition.

57

The Bridge - Step 1: Review in the Language of Instruction

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58

[illegible]

Step 1



59

The Bridge - Step 1:

- Teacher reviews in the language of instruction
- Students actively engaged

Planning for the Bridge	
1. Review in the language of instruction Facilitated by the Spanish   La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.    	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

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60

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

The Bridge												
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6	Bridge: Contrastive Analysis <i>Así-se-dice</i> Step 5										
Set up the chart paper: Make a T-Chart with the right-side English in blue: Step 1: Review the TPR with the key vocabulary from the unit (as students gathered information throughout the unit. TPR may have been used in the previous unit). Step 2: Elicit key vocabulary from the students based on what they learned in the unit and write those words in the <i>Español</i> side of the chart. Step 2 (continued): Engage students in using the list in an LEA to write a brief paragraph that includes some of the key terminology and highlights a key idea students learned from the unit. Step 3: Practice key vocabulary in English using the same TPR and images. Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the	Most secondary programs do not include transfer. However, if transfer practice time were feasible and it did not take away from Spanish time, students would engage in activities to practice using the key vocabulary transferred in all four language domains: listening, speaking, reading, and writing. Students identified as Language Learners can engage in these activities in their ESL supported classes.	Metalinguistic Skills: While the following are <i>possible</i> teaching points planned by the teachers, the teachers also accept and highlight the areas of contrastive analysis noticed by the students. While several are planned usually only one is selected. Vowel Sound – In Spanish, each vowel has one stable sound. In English, vowels are unpredictable: they can make different sounds and have many spelling patterns for the same sound (and sometimes include consonants). <i>This is an example of how Spanish and English differ.</i> <table border="1"> <thead> <tr> <th style="text-align: center;">Español (each vowel only makes one sound; the sound each vowel makes is always the same)</th> <th style="text-align: center;">English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))</th> </tr> </thead> <tbody> <tr> <td>La soberanía</td> <td>Sovereignty (sox-er-eign-ty; <i>ei</i> makes the sound /i/)</td> </tr> <tr> <td>La autoridad</td> <td>Authority (au-thog-i-ty; <i>au</i> together makes one vowel sound; <i>y</i> makes a vowel sound)</td> </tr> <tr> <td>La igualdad</td> <td>Equality (e-qua-li-ty; <i>ua</i> together make one vowel sound; <i>y</i> also makes a vowel sound)</td> </tr> <tr> <td>A través de</td> <td>Through (ough together makes the sound /oo/ - one vowel sound)</td> </tr> </tbody> </table> Morphology – The suffix “-dad”/“-ty” is used to create nouns that describe a quality, state, or condition. In both languages, this suffix is typically added to adjectives to form nouns that refer to the characteristic or attribute	Español (each vowel only makes one sound; the sound each vowel makes is always the same)	English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))	La soberanía	Sovereignty (sox-er-eign-ty; <i>ei</i> makes the sound /i/)	La autoridad	Authority (au-thog-i-ty; <i>au</i> together makes one vowel sound; <i>y</i> makes a vowel sound)	La igualdad	Equality (e-qua-li-ty; <i>ua</i> together make one vowel sound; <i>y</i> also makes a vowel sound)	A través de	Through (ough together makes the sound /oo/ - one vowel sound)
Español (each vowel only makes one sound; the sound each vowel makes is always the same)	English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))											
La soberanía	Sovereignty (sox-er-eign-ty; <i>ei</i> makes the sound /i/)											
La autoridad	Authority (au-thog-i-ty; <i>au</i> together makes one vowel sound; <i>y</i> makes a vowel sound)											
La igualdad	Equality (e-qua-li-ty; <i>ua</i> together make one vowel sound; <i>y</i> also makes a vowel sound)											
A través de	Through (ough together makes the sound /oo/ - one vowel sound)											

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61

8th Grade Student Schedule

	Subject	Language
Period 1	<i>Steps 1</i> Social Studies	Spanish
Period 2	<i>Steps 1</i> Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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62

8 th Grade Student Schedule		
	Subject	Language
Block Period	Start new unit	Spanish
	Steps 1	
	Integrated	
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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63

The Bridge - Step 2:
Elicit key
words/phrases/sentences
in the language of
instruction from students

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64

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernados/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

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65

The Bridge - Step 2:

- Students actively engaged
- The language generated by students is what is transferred
- The teacher does NOT tell students what words to Bridge with

Planning for the Bridge

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction
- The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
- The Bridge for Transfer: Match the key words/phrases/sentences to the other language
- The Bridge for Contrastive Analysis
- The Bridge for Transfer: Practice

Facilitated by the Spanish Teacher

La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernados/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

66

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

The Bridge

Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6	Bridge: Contrastive Analysis <i>Así-se-dice</i> Step 5												
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Español	English													
(vowel only one sound; the same)	(vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))													
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67

8th Grade Student Schedule

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

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68

8 th Grade Student Schedule		
	Subject	Language
Block Period	Start new unit	Spanish
	Steps 1-2	
	Integrated	
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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69

**The Bridge - Step 3:
The Bridge for Transfer –
Practice the Terms in the
New Language**

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70

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernados/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

Step 3

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71

The Bridge - Step 3:

- Looks like step 1 but in other language
- Important to take time to PRACTICE oracy
- Can happen over multiple days

Planning for the Bridge

1. Review in the language of instruction
2. Elicit key words/phrases/sentences in the
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
5. The Bridge for Contrastive Analysis
6. The Bridge for Transfer: Practice

Facilitated by the Spanish Teacher

La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernados/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

Facilitated by the English Teacher

The economy and politics of a place affect how people share or compete for resources, and how they interact with other groups.

72

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

The Bridge												
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6	Bridge: Contrastive Analysis <i>Así-se-dice</i> Step 5										
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73

8th Grade Student Schedule

	Subject	Language
Period 1	Steps 1-2 Step 3	Spanish
Period 2	Steps 1-2 Step 3	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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74

8th Grade Student Schedule

	Subject	Language
Block Period	Start new unit	Spanish
	Steps 1-2	
	Step 3	
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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75

The Bridge in a **Two Teacher** Model:
 One English Teacher
 One Non-English Teacher
 (Spanish, Vietnamese
 or Mandarin)

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76

One and Two – Teacher Models

- Both types of models (1 and 2 Teacher) can be used with 80/20 and 50/50 programs
- Schools and districts may choose to use both 1 and 2 teacher model

Type of Model	Pros	Cons
One Teacher Model (One teacher teaches both languages)	Teachers get to know students across both their languages Time can be more flexible	It may be harder for the teacher to stay in the target language It may be harder for the students to stay in the target language
Two Teacher Model (One teacher teaches English and another teacher teaches Spanish to the same students)	Spanish time is protected by place, time, and person When collaboration works well, it is powerful!	It is harder for teachers to get to know students across both languages When collaboration is not effective, it is challenging for all.

Pg. 9

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77

The Bridge in a two-teacher model –
From the Spanish Medium Teacher's perspective

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:45	Steps 1-2 Start a new Science/SLA unit
10:45 to 11:15	Interventions
11:15 – 12:00	Lunch/Recess
12:00 -2:25	Steps 1-2 Start a new Science/SLA unit
2:25-3:10	Specials

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78

The Bridge in a two-teacher model –
From the English Medium Teacher's perspective

The Next Day

Time	Subject
8:20 – 9:20	Math - over the course of a math unit, the students will engage in: - Oracy development - Reading and Writing
9:20 – 10:45	Steps 3-6 Continue SS/ELA unit
10:45 to 11:15	Math
11:15 – 12:00	Lunch/Recess
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Reading and Writing
1:00-2:25	Steps 3-6 Continue SS/ELA unit
2:25-3:10	Specials

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79

The Bridge - Step 4: The Bridge for Transfer – Match the key words/phrases/sentences to the other language

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80

Step 4

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernados/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

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81

The Bridge - Step 4:

- English terms added to SAME chart
- Color coding is important
- Students actively engaged
- Teacher (or students) write the English equivalent

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.

2. Elicit key words/phrases/sentences in the language of instruction

Facilitated by the Spanish Teacher

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernados/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

Facilitated by the English Teacher

The economy and politics of a place affect how people share or compete for resources, and how they interact with other groups.

4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language

Facilitated by the English Teacher

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernados/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

82

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

The Bridge												
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6	Bridge: Contrastive Analysis <i>Así-se-dice</i> Step 5										
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. Step 1: Review the TPR with the key vocabulary from the unit (as students gathered information throughout the unit, TPR may have been added) Step 2: Elicit key vocabulary from the students based on what they learned in the unit and write those words in the <i>Español</i> side of the chart. Step 2 (continued): Engage students in using the list in an LEA to write a brief paragraph that includes some of the key terminology and highlights a key idea students learned from the unit. Step 3: Practice key vocabulary in English using the same TPR and Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher	Most secondary programs do not include transfer practice in English in order to protect Spanish time given that only a few courses are taught in Spanish. However, if transfer practice time were feasible and it did not take away from Spanish time, students would engage in activities to practice using the key vocabulary transferred in all four language domains: listening, speaking,	Metalinguistic Skills: While the following are <i>possible</i> teaching points planned by the teachers, the teachers also accept and highlight the areas of contrastive analysis noticed by the students. While several are planned below, usually only one is selected. Phonology – In Spanish, each vowel has one stable sound. In English, vowels are unpredictable: they can make different sounds and have many spelling patterns for the same sound (and sometimes include consonants). This is an example of how Spanish and English differ. <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Español (each vowel only makes one sound; the sound each vowel makes is always the same)</th> <th style="text-align: center;">English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))</th> </tr> </thead> <tbody> <tr> <td>La soberanía</td> <td>Sovereignty (sox-er-eign-ty; eig makes the sound 'i')</td> </tr> <tr> <td>La autoridad</td> <td>Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)</td> </tr> <tr> <td>La igualdad</td> <td>Equality (e-qua-li-ty; u together make one vowel sound; y also makes a vowel sound)</td> </tr> <tr> <td></td> <td>Through (ough together makes the sound /oo/ - one vowel sound)</td> </tr> </tbody> </table> Morphology – The suffix “-dad”/“-ity” is used to create nouns that describe a quality, state, or condition. In both languages, this suffix is typically added to adjectives to form nouns that refer to the characteristic or attribute	Español (each vowel only makes one sound; the sound each vowel makes is always the same)	English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))	La soberanía	Sovereignty (sox-er-eign-ty; eig makes the sound 'i')	La autoridad	Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)	La igualdad	Equality (e-qua-li-ty; u together make one vowel sound; y also makes a vowel sound)		Through (ough together makes the sound /oo/ - one vowel sound)
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Step 4

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83

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

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Step 4

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How did our chart compare to the anticipated chart?



84

8th Grade Student Schedule

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

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85

8th Grade Student Schedule

	Subject	Language
Block Period	Start new unit	Spanish
	Steps 1-2	
	Steps 3-4	
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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86

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-4 Continue SS Unit
2:30-3:00	Specials

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

The Bridge - Step 5: The Bridge for Contrastive Analysis

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89

Step 4

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernados/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

Contrastive Analysis - Pragmatics

Español	English
Cuando escribo un argumento acerca de la relevancia contemporánea yo, como autor, presento una afirmación sobre la conexión entre un tema o una idea del texto con un problema actual. También uso evidencia, razonamiento y fuentes confiables para apoyar mi afirmación, y procuro usar palabras claras, un tono adecuado y congruente. Este tipo de escritura me hace reflexionar sobre por qué las historias e ideas del pasado todavía son importantes hoy día.	A contemporary relevance argument is a type of writing where I make a claim about how a theme or idea from a text or from history connects to an issue today. I use evidence, reasoning, and credible sources to support my claim, and organize my writing with clear word choice, tone, and cohesion. This genre helps me think about why stories and ideas from the past still matter now.

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Step 5

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90

The Bridge - Step 5:

- Where the second chart is created
- Students actively engaged
- Example of contrastive analysis focus comes from the transfer chart

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

La economía y la política de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos.

2. Elicit key words/phrases/sentences in the

Facilitated by the Spanish Teacher

Español	English
Las características ambientales	
Las características culturales	
La política	
La economía	
Las interacciones regionales	
El consentimiento de los gobernadores/ ciudadanos	
Los derechos naturales	
El autogobierno/ gobierno propio	
La soberanía	

3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).

Facilitated by the English Teacher

The economy and politics of a place affect how people share or compete for resources, and how they interact with other groups.

4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language

Facilitated by the English Teacher During English Time

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernadores/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher During English Time

6. The Bridge for Transfer: Practice

91

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6
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Bridge: Contrastive Analysis
Así-se-dice

Step 5

Linguistic Skills: While the following are *possible* teaching points planned by the teachers, the teachers also accept and highlight the areas of contrastive analysis noticed by the students. While several are planned now, usually only one is selected.

Phonology – In Spanish, each vowel has one stable sound. In English, vowels are unpredictable: they can make different sounds and have many spelling patterns for the same sound (and sometimes include consonants). **This is an example of how Spanish and English differ.**

Español	English
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soberanía	Sovereignty (soy-er-eign-ty; eig makes the sound 'i')
autoridad	Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)
igualdad	Equality (e-qua-li-ty; ya together make one vowel sound; y also makes a vowel sound)
a través de	Through (ough together makes the sound /oo/ - one vowel sound)

Morphology – The suffix “-dad”/“-ity” is used to create nouns that describe quality, state, or condition. In both languages, this suffix is typically added to adjectives to form nouns that refer to the characteristic or attribute.



92

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93

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94

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1:15-2:30	Steps 3-5 Continue SS Unit
2:30-3:00	Specials



95

The Bridge - Step 6: Continued Practice in the Other Program Language

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96

Pages 28-29 of the 8th Grade Science/SLE Unit 1 BUF

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97

Secondary Grades 6-12

Planning for the Bridge	
1. The Bridge for Transfer: Match the key words/phrases/sentences in the new language (i.e., build oracy in the opposite language).	4. The Bridge for Transfer: Match the key words/phrases/sentences in the new language (i.e., build oracy in the opposite language).
Dual language Spanish medium teacher	Dual language Spanish medium teacher or partner English teacher
2. Elicit key words/phrases/sentences in the new language (i.e., build oracy in the opposite language).	5. The Bridge for Contrastive Analysis
Dual language Spanish medium teacher	Dual language Spanish medium teacher or partner English teacher
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
Dual language Spanish medium teacher or partner English teacher	Typically omitted except for newcomers and students with level 1-2 proficiency

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98

Spanish to English Bridge

Planning for the Bridge	
Spanish Teacher or During Spanish Time	English Teacher or During English Time
2. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite	5. The Bridge for Contrastive Analysis
Spanish Teacher or During Spanish Time	English Teacher or During English Time
English Teacher or During English Time	English Teacher or During English Time

p. 40



99

English Unit

Implementing the Bridge – step-by-step	
1. Review in the language of instruction	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
English Teacher or During English Time	Spanish Teacher or During Spanish Time
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Metalinguistic Analysis
English Teacher or During English Time	Spanish Teacher or During Spanish Time
3. The Bridge for Transfer - Practice the terms	6. Continued Extension - Continued practice in the other
Spanish Teacher or During Spanish Time	Spanish Teacher or During Spanish Time

p. 40



100

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.		For
What did we do during the Bridge?		
Teachers: Instruction	Coach, TOSA, or Specialist: Classroom Support	School and District Leaders: Systems and Structures

101

Agenda:

- ✓ Welcome
- ✓ The BUF
- ✓ Sample Instruction:
 - ✓ Part 3 - the Bridge
 - The Six Steps of the Bridge
 - Planning for the Bridge**
 - Institute Closure and Evaluation

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102

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 Baumhardt	teachingforbiliteracyDB@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.
- Examine and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how sociocultural systems and structures support effective biliteracy instruction.

Resource

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		
Initial Questions: Why did the American Revolution occur, and how did it shape ideas about natural rights and individual freedoms? Who spotted in the Revolution, and how did their actions and compromises influence its outcome? How did the colonial experience and the Revolution influence the creation of the Constitution and Bill of Rights, and how are those impacts still seen today?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit Here		
Content Standards: CA H-SS History/Social Science Content Standards: 1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American institutional democracy. - Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. - Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights"). - Analyze how the American Revolution affected other nations, especially France. - Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. 2. Students analyze the development of the federal government. - Discuss the significance of the Declaration of Independence. - Analyze the role of the Declaration of Independence.		

Sample BUF

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103

Unit Theme:

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

Building Oracy, Background Knowledge, and Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency (Word Study)

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

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

- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension

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Foundational Skills and Fluency: Word Recognition

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

Formative Assessment

- Content and Literacy Big Ideas
- 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

WWW.

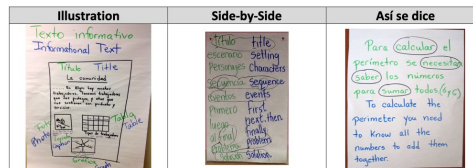
104

What is the Bridge?

the bridge is...	bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections, in each language, during the unit of instruction
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
about contrastive analysis: comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

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Packet

p. 37



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105

“Bridging”

- Cross linguistic connections that can occur at any time, including during “The Bridge”
- Can be driven by students
- Can be driven by the teacher (planned intentionally)
 - Helps to engage students in regular contrastive analysis
 - Holds students accountable for contrastive analysis already learned

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106

What is the Bridge?

Bridge and "bridging"	
The Bridge is...	Bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections, in each language, during the unit of instruction.
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
about contrastive analysis: comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

Institute
Resource
Packet

p. 37

Illustration	Side-by-Side	Así se dice

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107

Three Types of Bridge Transfer Charts

Illustration	Side-by-Side	Así-se-Dice																				
	<table border="1"> <thead> <tr> <th>Español</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Las características ambientales</td> <td>Environmental characteristics</td> </tr> <tr> <td>Las características culturales</td> <td>Cultural characteristics</td> </tr> <tr> <td>La política</td> <td>Politics</td> </tr> <tr> <td>La economía</td> <td>Economics</td> </tr> <tr> <td>Las interacciones regionales</td> <td>Regional dynamics</td> </tr> <tr> <td>El consentimiento de los gobernados/ciudadanos</td> <td>Consent of the governed</td> </tr> <tr> <td>Los derechos naturales</td> <td>Natural rights</td> </tr> <tr> <td>El autogobierno/gobierno propio</td> <td>Self-government</td> </tr> <tr> <td>La soberanía</td> <td>Sovereignty</td> </tr> </tbody> </table>	Español	English	Las características ambientales	Environmental characteristics	Las características culturales	Cultural characteristics	La política	Politics	La economía	Economics	Las interacciones regionales	Regional dynamics	El consentimiento de los gobernados/ciudadanos	Consent of the governed	Los derechos naturales	Natural rights	El autogobierno/gobierno propio	Self-government	La soberanía	Sovereignty	
Español	English																					
Las características ambientales	Environmental characteristics																					
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La política	Politics																					
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El autogobierno/gobierno propio	Self-government																					
La soberanía	Sovereignty																					

Handouts – P. 37

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108

Four Areas of Contrastive Analysis: Part Two of the Bridge	
Element and area of focus	Examples
Phonology (sound system) - Sounds that are different in the two languages. - Sounds that are similar in the two languages.	- Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [θ] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., ¡Me encanta! – I love it!) Articles have gender in Spanish but not in English (e.g., el título – the title; la revolución – the revolution) In Spanish accents change the meaning of words (e.g., el Papa vive en Roma; la papa es deliciosa; mi papá es muy trabajador) Spanish has many reflexive verbs; English has few (e.g., Se me cayó) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. ¡Voy!) English contains possessive nouns; Spanish does not (e.g., my grandmother's house – la casa de mi abuela)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the word "old" in Spanish because it has negative connotations (¿Cuántos años tienes?) Figurative language from English is translated directly into Spanish: Estoy encerrado afuera (I am locked out) rather than Me quedé afuera. Spanish constructs are used during English (e.g. Mis padres ganan mucho dinero. My fathers win lots of money).

Beaman, K. and Urow, C. (2019). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia.

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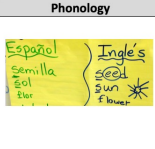
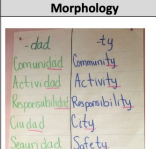
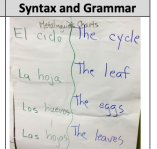
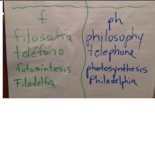
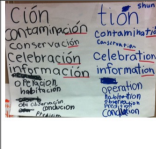
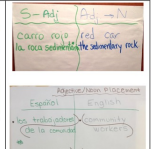
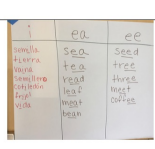
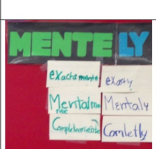
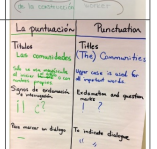
4 Areas of Contrastive Analysis



109

Types of Contrastive Analysis Charts

Three Types of Contrastive Analysis Charts: Part Two of the Bridge and part of "bridging"

Phonology	Morphology	Syntax and Grammar
		
		
		

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Institute Resource Packet p. 38

110

GRADE EIGHT LANGUAGE STANDARDS	OCTAVO GRADO ESTÁNDARES DE LENGUAJE
The following standards for grades 6–12 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. Beginning in grade 6, skills that are particularly important in higher grades 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.	Los estándares siguientes para los grados 6–12 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.
Conventions of Standard English	Normas y convenciones del español
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 in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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 voz y modo en el uso de los verbos.* 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.

111

Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

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112

What area of Contrastive Analysis would help David?

- Syntax and Grammar -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house

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113

Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi tío Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

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114

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - Possessive: **Casa de mi tío Kurtis** / **Uncle Kurtis' house**
 - Articles: **la televisión** / **the television**

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115

Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy dibertidos y me gusta el tiempo con ellos.

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116

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - Possessive: **Casa de mi tío Kurtis** / **Uncle Kurtis' house**
 - Articles: **la televisión** / **the television**
 - Cognates: **Cognados falsos** -False cognates
 - **Relativos** – **Relatives**
 - **Embarazada** – **Embarrassed**
 - **Grocerías** - **Groceries**

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117

Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy **dibertidos** y me gusta el tiempo con ellos.

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118

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - Possessive: **Casa de mi tío Kurtis** / **Uncle Kurtis' house**
 - Articles: **la televisión** / **the television**
 - Cognates: **Cognados falsos** -False cognates
 - **Relativos** – Relatives
 - **Embarazada** – Embarrassed
 - **Grocerías** – Groceries
- Spelling/**Phonology**: **Dibertido to divertido** – **b/v rules in Spanish/ b/v rules in English**

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119

What can Carmen do in English?

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120

Use student writing. What area of contrastive analysis would be helpful to this student



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121

Phonology/Grammar: Articles

En español	In English
El parque	The park
La mamá	The mom
Los niños	The kids
Las	The

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122

Four Areas of Contrastive Analysis: Part Two of the Bridge	
Element and area of focus	Examples
Phonology (sound system)	- Sound-symbol correspondence (e.g., the [k] sound: "ga" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [tʃ] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation); prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure)	Spanish uses the initial inverted exclamation point; English does not (e.g., ¡Me encanta! – I love it!)
Pragmatics	- cultural norms in a bilingual context. - fathers win lots of money.

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Handouts – p. 39

Take advantage and leverage the contrastive analysis charts once they are up!! Have students add to them throughout instruction.

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123

Unit Theme:

- Cont
- Span
- Span
- Cont
- Sum

To plan for the Bridge...

Building Oracy, Background Knowledge: Language Comprehension

- Academic listening and speaking necessary for content instruction and literacy development.

Teachers: Instruction

Coach, TOSA, or Support or Specialist: Classroom Support

School and District Leaders: Systems and Structures

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

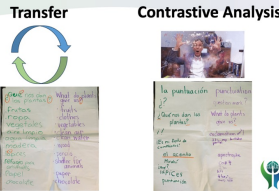
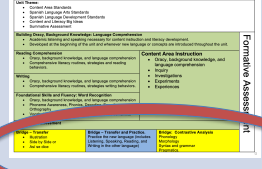
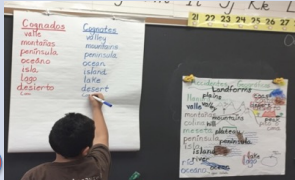
Bridge – Transfer and Practice.
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar

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124

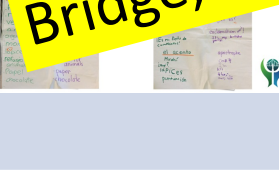
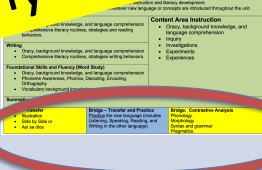
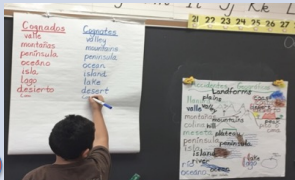
Characteristics of the Bridge for Biliteracy

Two Purposes	Happens at the END of the Unit	Includes High Student Interaction
 Two Charts		

125

Characteristics of the Bridge for Biliteracy

Therefore, to ensure successful planning and facilitation of the Bridge, in my role I can _____.

Two Purposes	Happens at the END of the Unit	Includes High Student Interaction
		

126

Agenda:

- ✓ Welcome
- ✓ The BUF
- ✓ Sample Instruction:
 - Part 3 - the Bridge
- ✓ The Six Steps of the Bridge
- ✓ Planning for the Bridge

Institute Closure and Evaluation

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127

Individual or Team Planning for Next Steps

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

Page 45
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128

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
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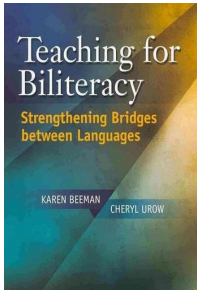
129

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130

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TH	
A Sy	
to Teaching for Biliteracy: Digital Tools	
Final Session Evaluation Form	bit.ly/3QtcW4Q 