Biliteracy Summer Institute

Sample Instruction for PreK-1st Grades

Sample Instruction Part 2: Literacy and Content, Summative Assessment

Center for Teaching for Biliteracy

June 23-25, 2026

Dana Baum, M.Ed.
www.TeachingForBiliteracy.com

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Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	**7:30 – 8:30 AM** Arrival, sign-in, and hot breakfast buffet	**7:30 – 8:30 AM** Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM **Whole Group** • Institute Welcome and Introductions • Students and Goals of Biliteracy Programs • The **B**iliteracy **U**nit **F**ramework (**BUF**)	**8:30 - 11:45 AM** **Whole Group** • Debrief Sample Instruction • The Multilingual Perspective • Strategic Use of Teacher Language: Language Policy • Research on Dual Language Programs • Planning for Sustainability: Vision and Pedagogy documents	**8:30 - 10:15 AM** **Whole Group** • Biliteracy Assessment • Planning for Sustainability: Effective Systems and Structures **10:30 AM – 12:00 PM** **Breakout Groups (Same as Days 1 & 2)** • Sample Instruction Part 3: The Bridge • Institute Closure
Lunch 11:45 AM to 12:30 PM	**Lunch 11:45 AM to 12:30 PM**	**12:00 pm** **Boxed Lunch and Dismissal**
12:30 - 3:30 PM **Breakout Groups (**by grade band PK-2nd grade; 3rd-5th grade; secondary: 6th – 12th grade**)** • Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	**12:30 - 3:30 PM** **Breakout Groups (same as Day 1)** • Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	

Institute Overview
Page 4
Resource Packet

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This afternoon's agenda:

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

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Takeaways:

- WR x LC = RC
- Dual language teachers are LANGUAGE teachers, and you don't have to be bilingual to support the goals of DLE.
- Learning is social; students learn best when they co-construct knowledge

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Takeaways:

- Building oracy and background knowledge as a common experience supports rigorous learning, really matters, and takes time!
- Strategies like TPR and strategic partners increase student talk, collaboration, and engagement
- When instruction is scaffolded, ALL students can participate and feel a sense of belonging in the classroom

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The purpose of this breakout:

Over the next two days, participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks), **highlighting characteristics of effective biliteracy instruction.**

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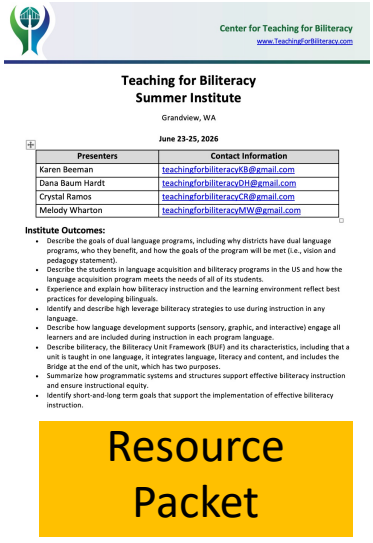
Materials for today's session



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Teaching for Biliteracy
Summer Institute

Grandview, WA

June 23-25, 2026

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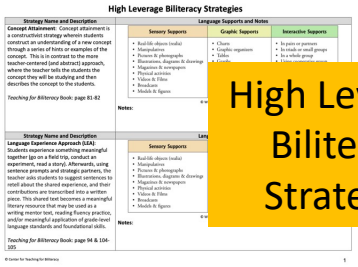
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

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

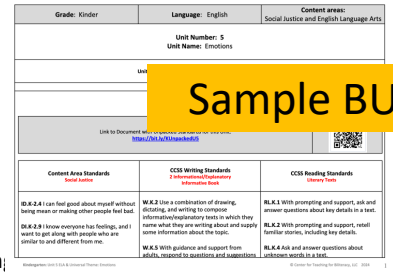
Resource Packet



High Leverage Biliteracy Strategies

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

High Leverage Biliteracy Strategies



Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Link to Document with Objectives and Lesson Ideas for this Unit: https://bit.ly/91UnpackedUS		

Content Area Standards Social Justice	CCSS Writing Standards 2 Informational/Explanatory Informative Book	CCSS Reading Standards Literary Texts
ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. **DI.K-2.9** I know everyone has feelings, and I want to get along with people who are similar to and different from me.	**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.5** With guidance and support from adults, respond to questions and suggestions.	**RL.K.1** With prompting and support, ask and answer questions about key details in a text. **RL.K.2** With prompting and support, retell familiar stories, including key details. **RL.K.4** Ask and answer questions about unknown words in a text.

Kindergarten Unit 5 ELA & Universal Theme: Emotions © Center for Teaching for Biliteracy, LLC 2024 1

Sample BUF

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Norms –
As we look at teaching for biliteracy…

- Participate actively and interactively
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.
- Please no videorecording of any part of the day.

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- **Sample Instruction Part 2**
- Planning for Biliteracy
  - Teaching for Biliteracy Recommendations
  - Structures that Work as a System
- Day 2 Closure & Exit Ticket

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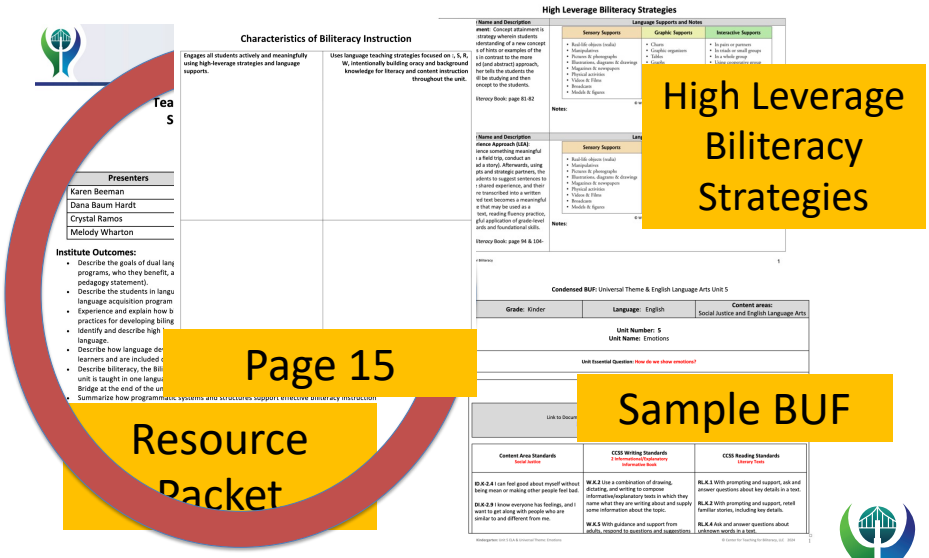
Materials for today's session



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

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

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Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6

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

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

My role in teaching for biliteracy is ____.

What about you?

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Formative Assessment

Formative Assessment 2: Social Justice & Writing: Emotions Anecdotal Record Chart - FOR TEACHER USE

Name:	
DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	Students will be able to … A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Students will be able to … E. Listen actively as new information is presented F. Follow agreed upon rules for group discussion G. Retell information from shared research H. Contribute to shared writing by verbally communicating ideas I. Contribute to shared writing by writing ideas
Foundational Skills/ Language/ Listening and Speaking Standards	J. RF.K.1a: Follow words from left to right, top to bottom, and page by page. K. RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. L. RF.K.1c: Recognize that words are separated by spaces in print. M. RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. N. RF.K.3c: Read common high-frequency words by sight. O. **SL.K.1a**: Follow agreed-upon rules for discussions P. **SL.K.4**: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Q. L.K.1a: Print many upper- and lower-case letters. R. L.K.1f: Produce and expand complete sentences in shared language activities. S. L.K.2a: Capitalize the first word in a sentence and the pronoun I. T. L.K.2b: Recognize and name end punctuation. U. L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). V. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Language supports	**Sensory**: pictures, physical activities **Graphic**: sentence frames, chart **Interactive**: In strategic partnerships
Date:	
Date:	

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Characteristics of Biliteracy Instruction

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

Uses language teaching strategies focused on L, S, R, W, **intentionally building oracy and background knowledge** for literacy and content instruction throughout the unit

Teaching for Biliteracy…

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

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

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Biliteracy Unit Framework

Resource Packet
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Unit Theme:
- Content Area Standards
- English Language Arts Standards
- English Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension
- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

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

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

Foundational Skills and Fluency: Word Recognition
- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

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

Formative Assessment

Summative Assessment

Bridge – Transfer	Bridge – Transfer and Practice	Bridge: Contrastive Analysis
Illustration Side by Side or Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.

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Language Use Norms – for adults

- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter*: How do you say… in English?*
- 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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Sample Biliteracy Instruction: Part 2

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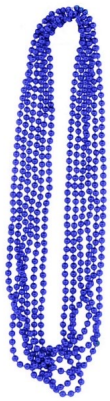
Sample Instruction



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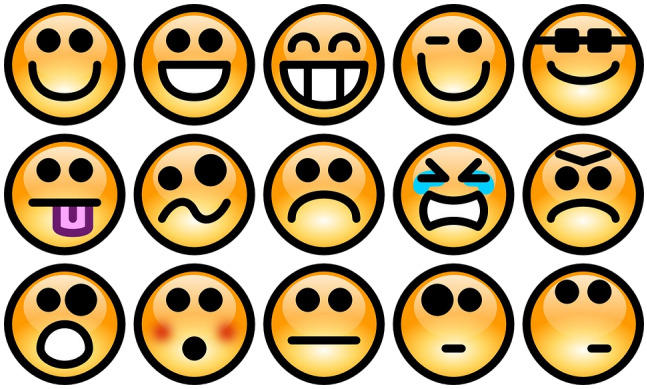
Emotions



Emotions are the way we **feel** in any given **moment**.

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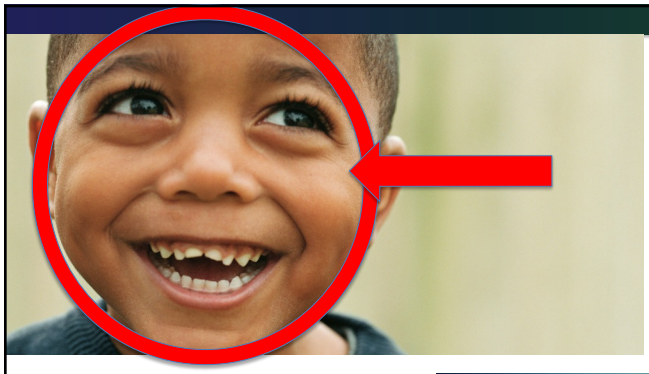

Our **face**

and **body** can show our **emotion**.

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And the **emotion** that I **feel** may be **different** from the **emotion** that **someone else feels**.

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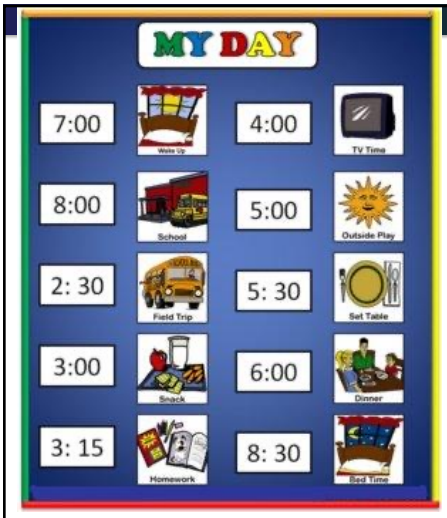

Different events may cause our **emotions** to **change**.

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Can you tell the emotion someone else is feeling?
SURPRISED
AFRAID
ANGRY
CONFUSED
PENSIVE
WORRIED
EXCITED
FRUSTRATED
HAPPY
LOVE
PROUD
SAD
BORED
SHAME
DISGUSTED

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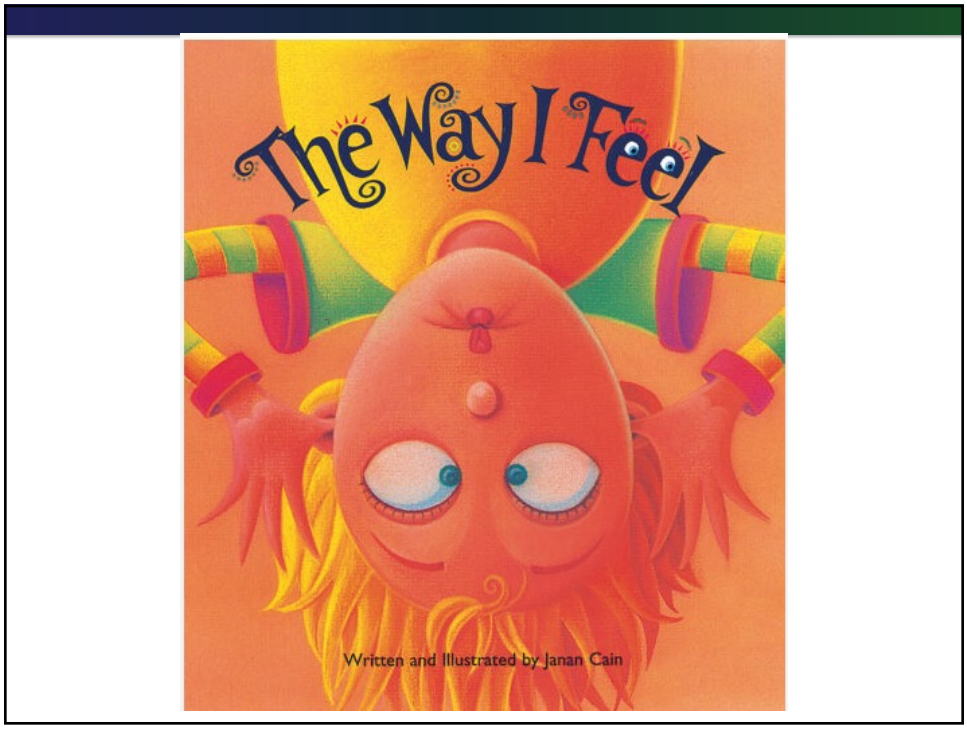
The Way I Feel
Written and Illustrated by Janan Cain

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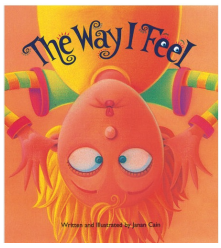

Say Something:

I learned…
I know…
I want to remember…

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What about the character's face and body tells us they are scared?

They look scared because…

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Let's observe events and emotions!

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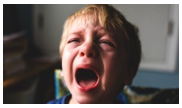
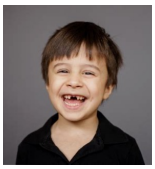
short a, long a

short a	long a
happy	afraid
glad	face
sad	James
mad	





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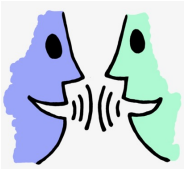
How do you know how someone is feeling?



I know someone feels _____ when _____.

A _____ person may _____.

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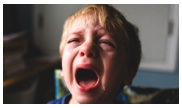
short a, long a

a

happy
glad

sad



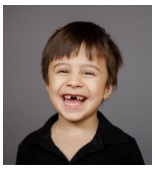
mad

a

afraid

face

James



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Dictation/Dictado

I am mad.

James has

a happy

face.

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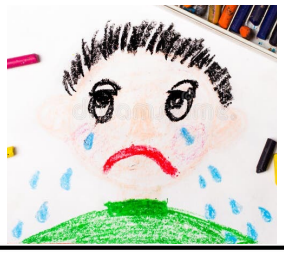
Name Sample Date _____



Wen I am sad my is
can cri. I can fron.

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Summative Assessment: Emotion Charades

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Characteristics of Biliteracy Instruction

Engages ALL students actively and	Uses language teaching gies focused on L, S, R, **intentionally building racy and background ledge** for lit and tion unit
Inc **frame for learning:** integrating content universal theme with language developme literacy instruction.	for the **three linguistic spaces:** Spanish, the Bridge, English

How did you feel as a student?

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

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FA 2 – Literacy-focused formative assessment

Formative Assessment 2: Social Justice & Writing: Emotions Anecdotal Record Chart - FOR TEACHER USE

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Foundational Skills/ Language/ Listening and Speaking Standards	J. RF.K.1a: Follow words from left to right, top to bottom, and page by page. K. RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. L. RF.K.1c: Recognize that words are separated by spaces in print. M. RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. N. RF.K.3c: Read common high-frequency words by sight. O. **SL.K.1a**: Follow agreed-upon rules for discussions P. **SL.K.4**: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Q. L.K.1a: Print many upper- and lower-case letters. R. L.K.1f: Produce and expand complete sentences in shared language activities. S. L.K.2a: Capitalize the first word in a sentence and the pronoun I. T. L.K.2b: Recognize and name end punctuation. U. L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). V. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Language supports	**Sensory**: pictures, physical activities **Graphic**: sentence frames, chart **Interactive**: In strategic partnerships
Date:	
Date:	
Date:	

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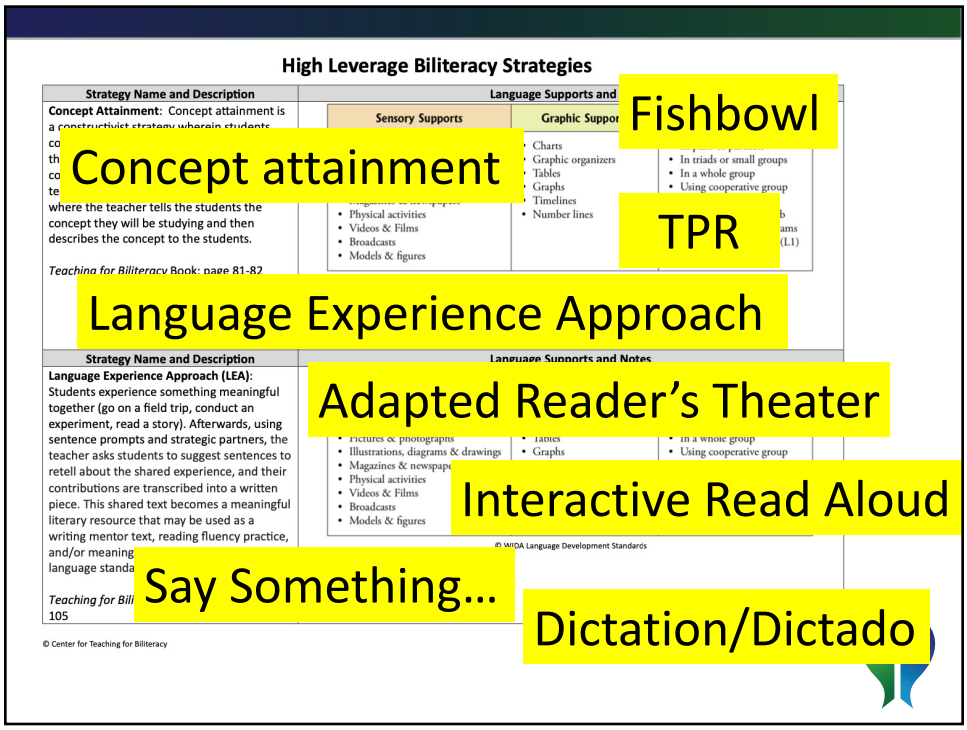

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Teachers	Coaches & Specialist	School & District Leaders
Instruction • Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	**Classroom Support**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

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This afternoon's agenda:

- ✅ Welcome
- ✅ Sample Instruction Part 2
- **Planning for Biliteracy**
  - **Teaching for Biliteracy Recommendations**
  - Structures that Work as a System
- Day 2 Closure & Exit Ticket

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

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

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

Biliteracy Recommendations for K-5:

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

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
  - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content (science, social studies and math) is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.
- Instruction is facilitated strategically in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high leverage strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Pgs 18-19

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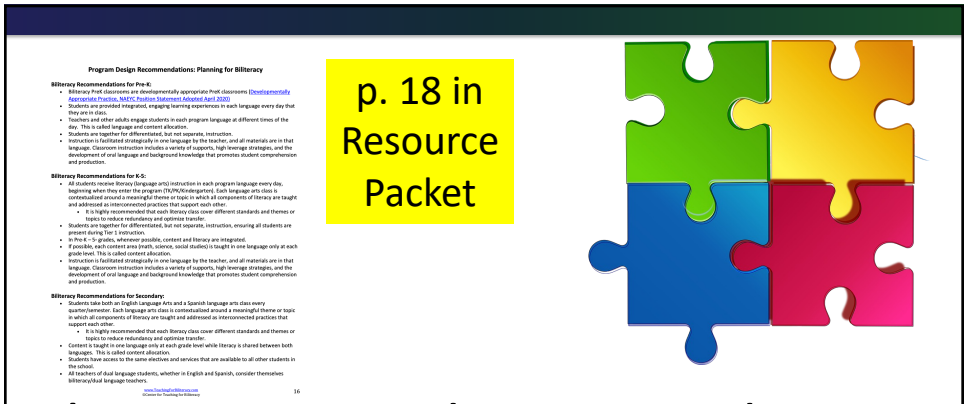

Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

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

Biliteracy Recommendations for K-5:

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

Biliteracy Recommendations for Secondary:

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

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p. 18 in Resource Packet

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

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This afternoon's agenda:

- ✅ Welcome
- ✅ Sample Instruction Part 2
- **Planning for Biliteracy**
  - ✅ Teaching for Biliteracy Recommendations
  - **Structures that Work as a System**
- Day 2 Closure & Exit Ticket

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Language and Content Allocation Plan Determines:

- Daily Schedules
- Biliteracy Curriculum/Units
- Materials
- Classroom environment

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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 **English to Spanish**: Language Arts, Social Justice, as needed	**Language Arts** (Through Universal Themes)
1 (70/30)	**Math** **Social Studies** **Language Arts**	**Spanish to English:** Math, Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
2 (60/40)	**Math** **Social Studies** **Language Arts**	**Spanish to English:** Math, Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
3-5 (50/50)	**Science** **Language Arts**	**Spanish to English:** Science, Language Arts **English to Spanish:** Math, Social Studies, Language Arts	**Math** **Social Studies** **Language Arts**
6-8	**Science** **Language Arts**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies** **Language Arts** **Electives**

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Language and Content Allocation Plan Determines:

- Daily Schedules
- Biliteracy Curriculum/Units
- Materials
- Classroom environment

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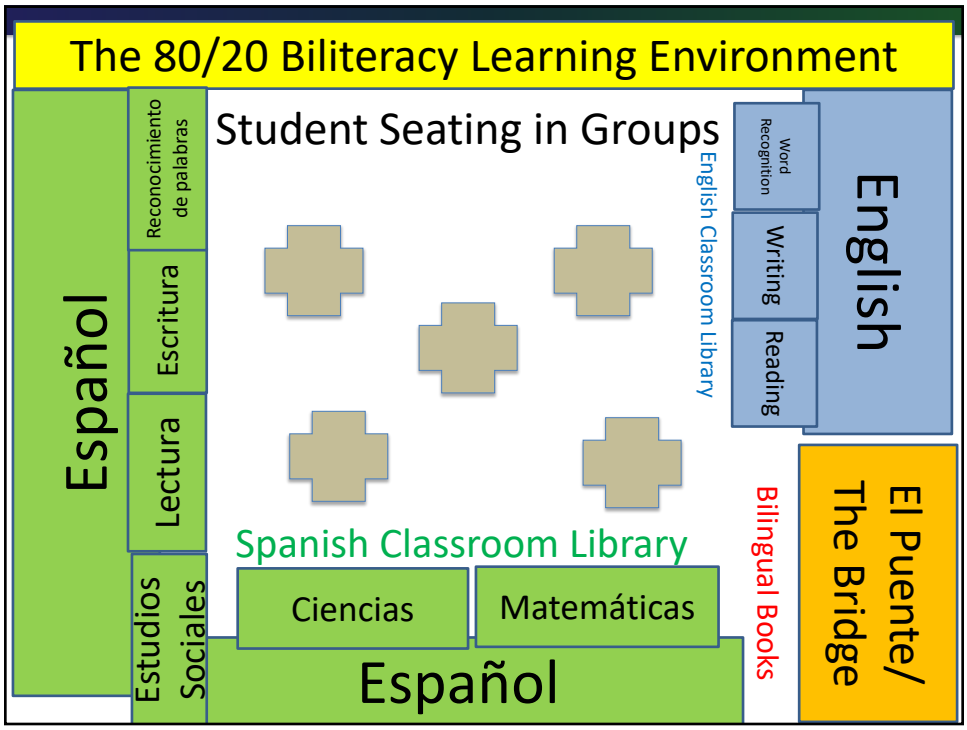
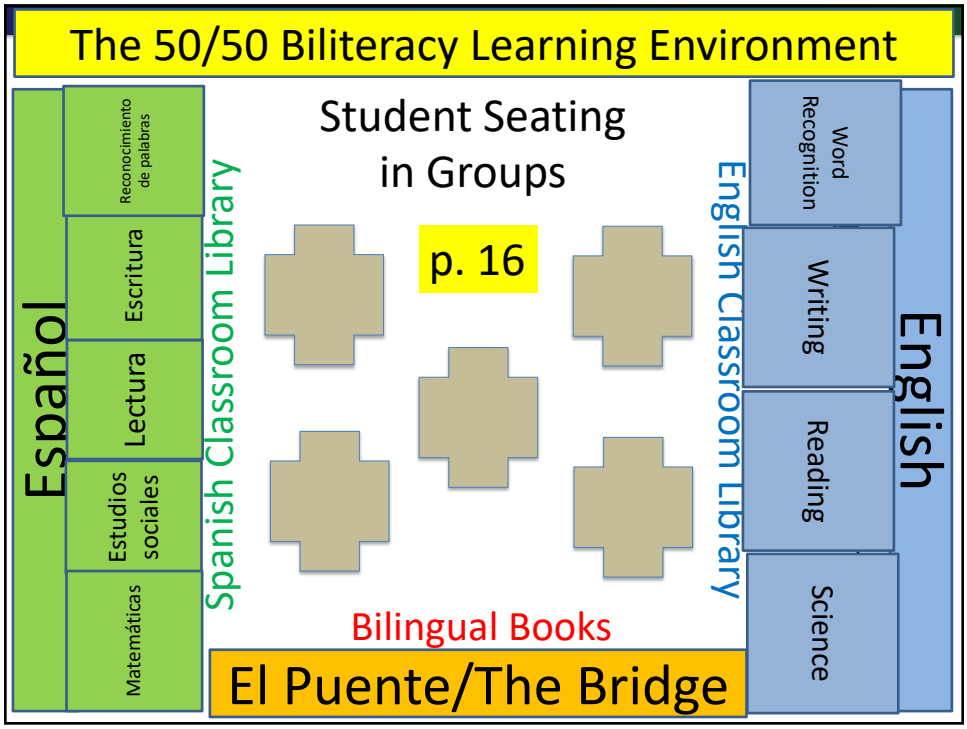
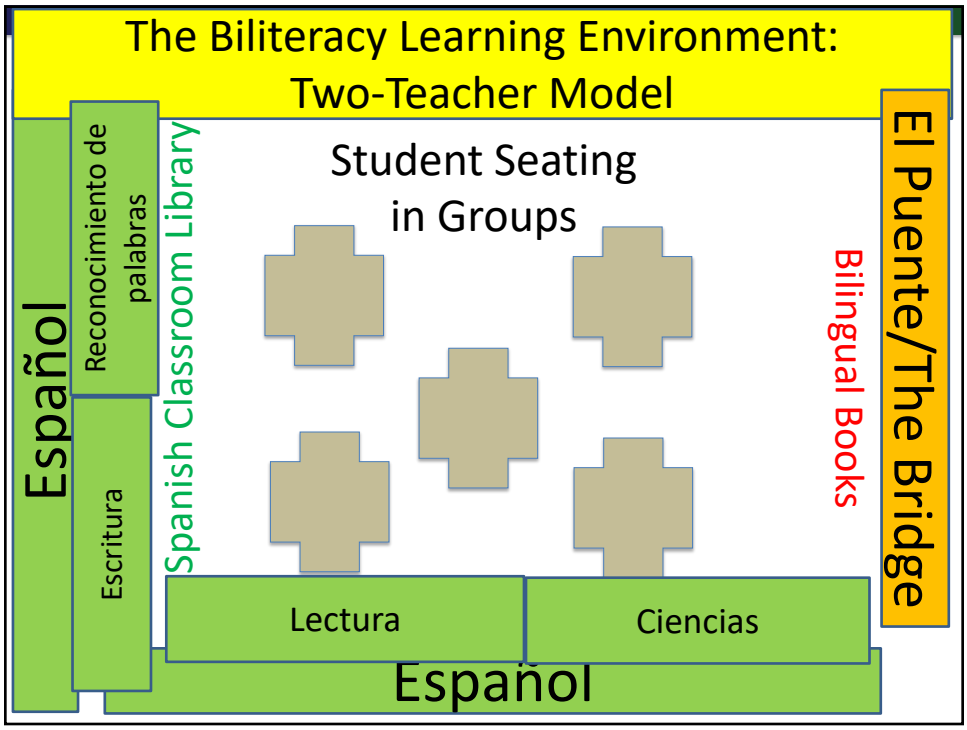

The 80/20 Biliteracy Learning Environment
Español
Reconocimiento de palabras
Escritura
Lectura
Estudios Sociales
Student Seating in Groups
English Classroom Library
Word Recognition
Writing
Reading
English
Spanish Classroom Library
Ciencias
Matemáticas
Español
Bilingual Books
El Puente/ The Bridge

49


The 50/50 Biliteracy Learning Environment
Español
Reconocimiento de palabras
Escritura
Lectura
Estudios sociales
Matemáticas
Spanish Classroom Library
Student Seating in Groups
p. 16
English Classroom Library
Word Recognition
Writing
Reading
Science
English
Bilingual Books
El Puente/The Bridge

50


The Biliteracy Learning Environment:
Two-Teacher Model
El Puente/The Bridge
Bilingual Books
Student Seating
in Groups
Spanish Classroom Library
Reconocimiento de palabras
Escritura
Español
Lectura
Ciencias
Español

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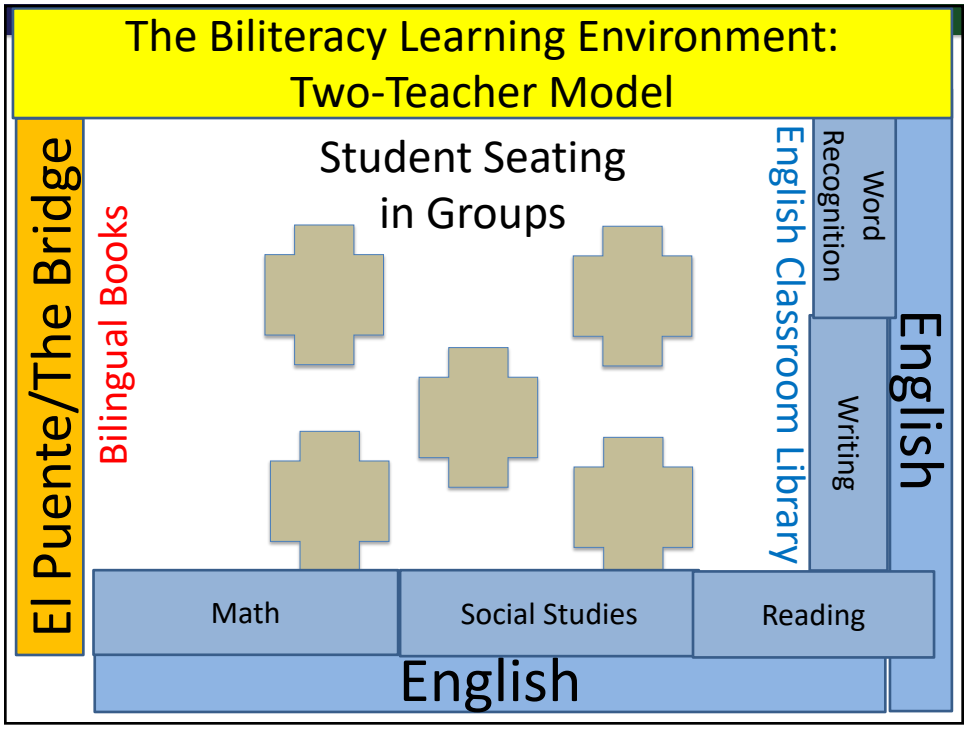
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Math
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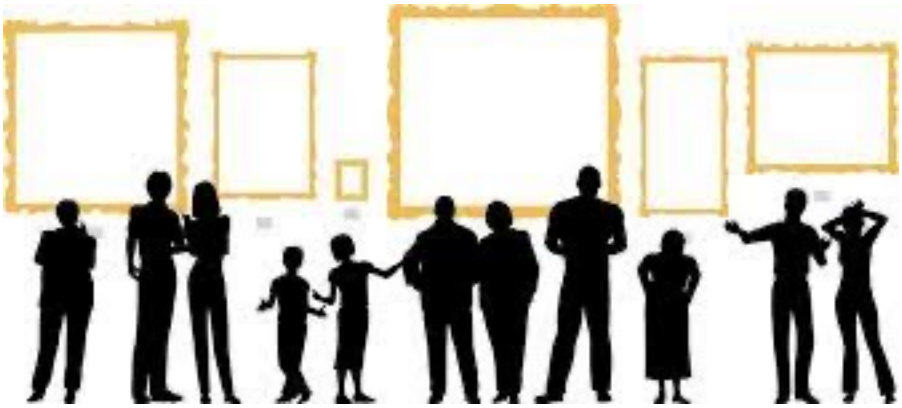
52



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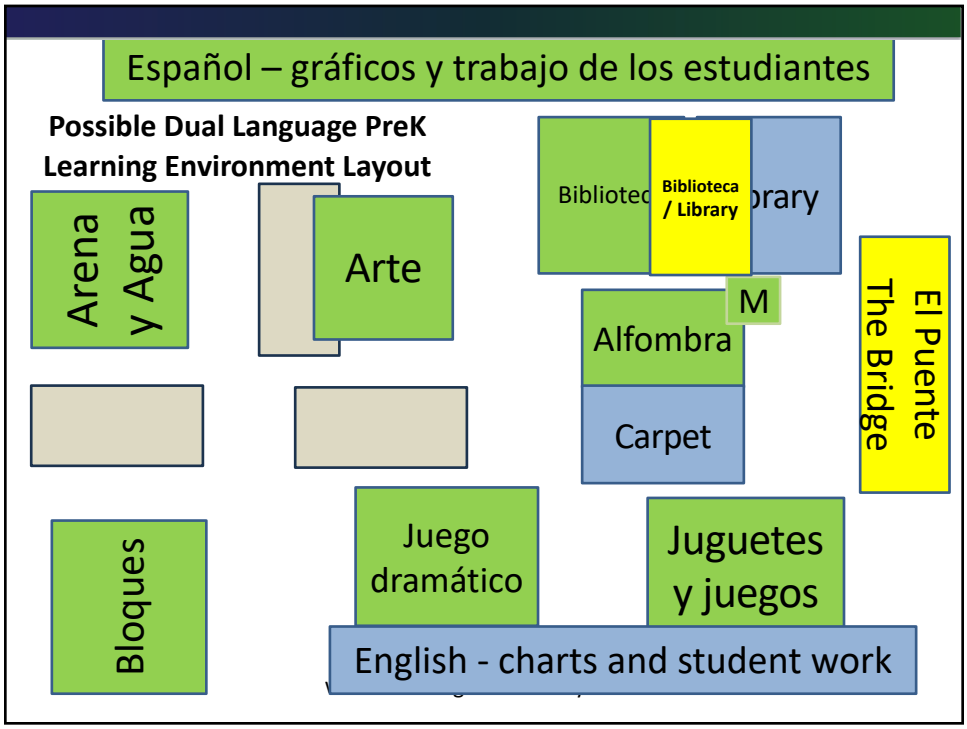

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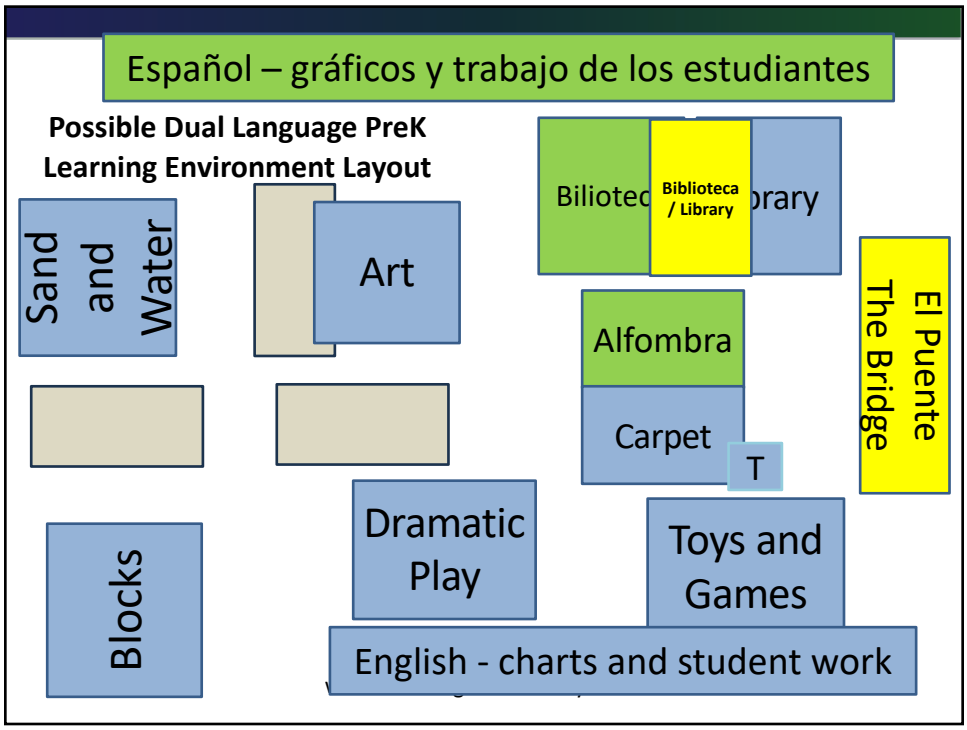
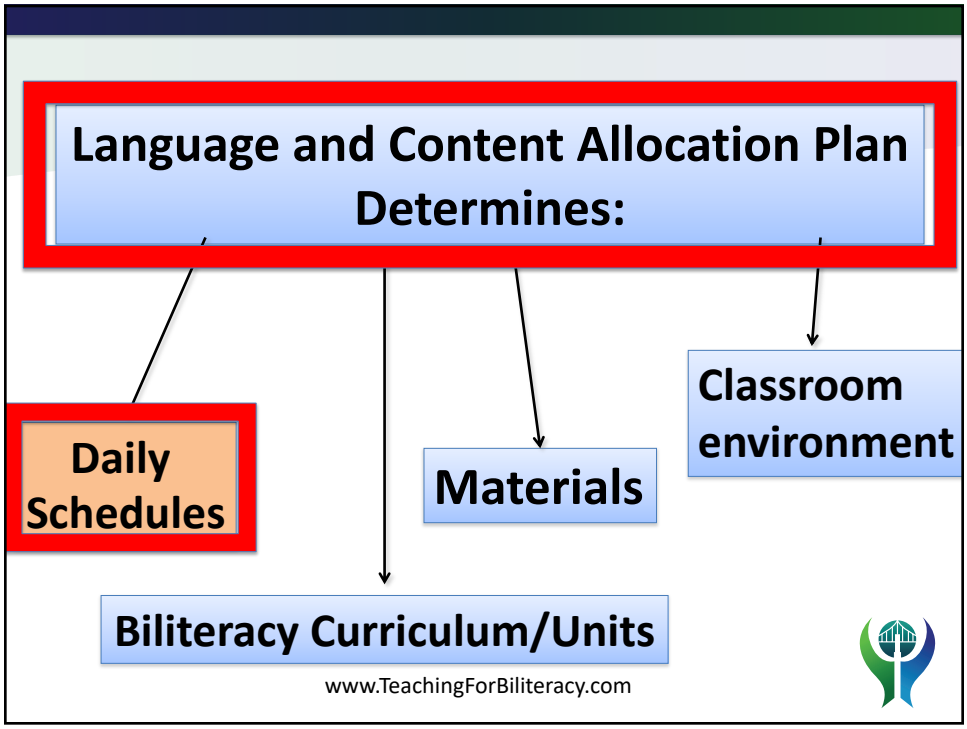

Español – gráficos y trabajo de los estudiantes
Possible Dual Language PreK
Learning Environment Layout
Sand and Water
Art
Biliotec
Biblioteca / Library
brary
Alfombra
Carpet
T
El Puente
The Bridge
Blocks
Dramatic Play
Toys and Games
English - charts and student work

55


Language and Content Allocation Plan Determines:
Daily Schedules
Materials
Classroom environment
Biliteracy Curriculum/Units
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Sample Program Language and Content Allocation Plan

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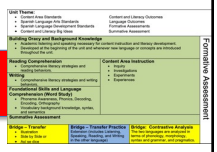
Time	Subject	Language
8:20 – 10:45	**SS/Spanish Language Arts** OR **Science/Spanish Language Arts** (alternating units) Over the course of each unit, the students will engage in… • Oracy & Background Knowledge development (Language Comprehension) • SS/Science experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	**SPANISH**
11:15 – 12:00	**Specials**	If possible, half are offered in Spanish and half in English
12:00 – 12:45	**Lunch & Recess**	Student choice
12:45 – 2:00	**Math in Spanish** • Oracy development • Math skills and practice	**SPANISH**
2:00 – 3:00	**English Language Arts** Over the course of each unit, the students will engage in… • Oracy & Background Knowledge development (Language Comprehension) • Experiences • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	**ENGLISH**



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

11:15 – 12:00	**Specials**	If possible, half are offered in Spanish and half in English
12:00 – 12:45	**Lunch & Recess**	Student choice
12:45 – 2:00	**Math in Spanish** • Oracy development • Math skills and practice • Reading and writing as applied to math	**SPANISH**
2:00 – 3:00	**English Language Arts** Over the course of each unit, the students will engage in… • Oracy & Background Knowledge development (Language Comprehension) • Experiences • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	**ENGLISH**

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KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the intial, medial vowel, and final sounds (phonemes) in three-phonemes (consonent-vowel-consonent, or CVC) words.* (This does not include CVC's ending with /l/. /r/, or /x/.)
   e. Add or substitute indivdual sounds (phonemes) in simple, one-syllable words to make new words.

KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Conciencia fonológica

2. Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).
   a. Reconocen y producen palabras que riman.
   b. Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.
   c. Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.
   d. Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por).
   e. Añanden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílabas para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo).
   f. Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.

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Suggestions for Working with Newcomers

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

1. Identification and Data Gathering:

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

   b. **Familial and socio-cultural information:**
      i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. Consult this article for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
      ii. Build a relationship with the student where you can learn about their background.
         - Try to identify the student's funds of knowledge - "the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture" - so that you can build on what the students know (Luis Moll, 1992).

   c. **Native language literacy skills**
      i. Identify someone on staff or in the community who speaks the student's native language. Ask that person to do the following with student:
         - In the student's native language, have the student respond to prompts both orally and through writing. Example prompts include:
            a. What do you like the most about the United States?
            b. What has been hardest in moving here?
            c. What do you miss about your home country?

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January, 2024

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Sample PreK Full-Day Schedule 80/20

Full day – 395 total minutes – 50 min rest = 345 instructiona

Approximately:

- **276 Spanish minutes**
- **69 English minutes**

Page 27-28 of Resource Packet

8:35-8:50	Arrival/Breakfast	Mandarin
8:50-9:05	Circle Time (Large Group)	
9:05-9:35	Gross Motor/Outside Play	
9:35-10:35	Centers (Interest Areas/Small Groups)	
10:35-10:45	Clean Up/Books at the Carpet	
10:45-11:00	Wash Hands/Line Up/Walk to Lunch	
11:00-11:30	Lunch	
11:30-11:40	Bathroom/Walk Back to Classroom	
11:40-12:30	Rest Time	
12:30-1:30	Centers (Interest Areas/Small Groups)	
1:30-1:40	Clean Up/Books at Carpet	
[illegible]	[illegible]	
2:00-2:30	Gross Motor/Outside Play	English
2:30-3:05	Circle Time (Large Group)	
3:05-3:10	Folders/Backpack/Dismissal	

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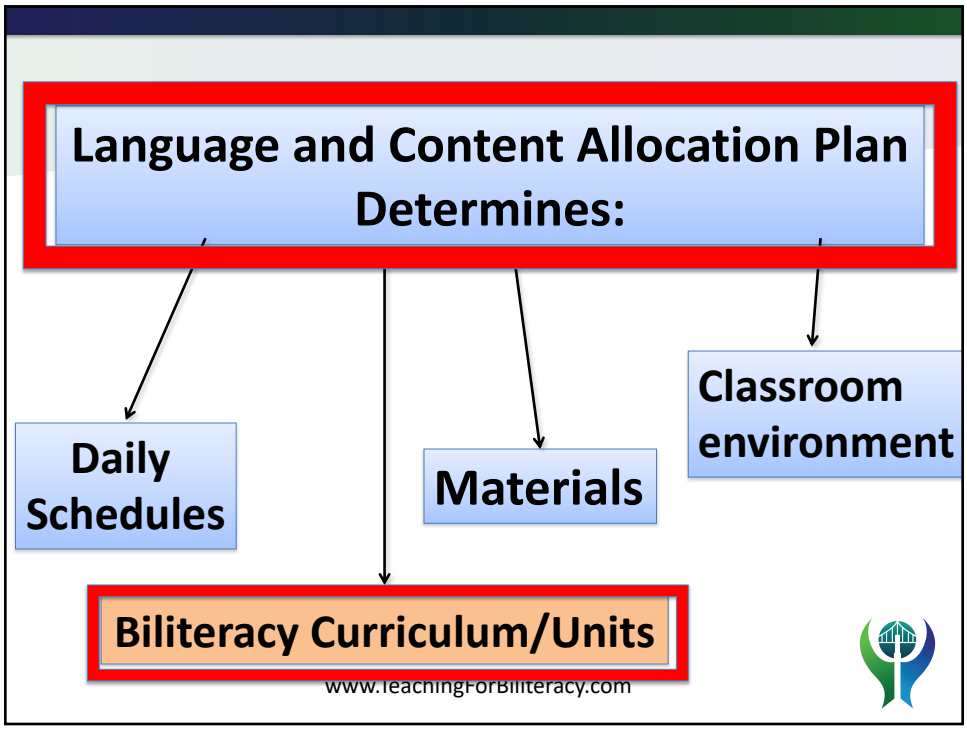

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Overview: Biliteracy Curriculum Mapping Process

Steps	Components
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement and Look Fors that match the program pedagogy.
	Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.

	Review the instructional shifts of the standards:
	• NGSS
	• C 3 Framework for SS
	• CCSS Language Arts (page i of the bilingual CCSS grade level packet)
	
	**If using a published program or resource:*
	• *Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the resource.*
	• *Determine if the resource includes all the standards the grade level is responsible for (language arts, science, social studies, etc.)*
	  ○ *Create a plan for how any missing standard will be addressed.*
	  ▪ *For example, if the resource includes only language arts standards, how, when, and with what will the science and social studies standards be addressed?*

	Draw the grade level Language and Content Allocation on Butcher Paper. Begin creating your yearlong bilingual standards map.

Standards-Based	*Standards-Aligned (Published Program)*
Start mapping by bundling the content area standards. Begin to write year-long and unit storylines, starting with the content focus. Select the writing standards and the writing genre, making sure they are a good fit with the content. Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing). Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.	*Create a yearlong grade level standards map using the published program (for each language).* *Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.* • *Analyze the **unit themes**. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English).* • *List the **standards** for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed.* *Write the first draft of your year-long storylines for each language.*

Pg. 35-36

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Overview: Biliteracy Curriculum Mapping Process

Steps	Components
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	Review the instructional shifts of the standards: • NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet) *If using a published program or resource:* • *Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the* … *arts,* … *and*
	Dra… … tion or …

Standards-based

Standards-aligned

Standards-Based	*Standards-Aligned (Published Program)*
Start mapping by bundling the content area	*Create a yearlong grade level standards map* … *language).*
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	the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed. *Write the first draft of your year-long storylines for each language.*

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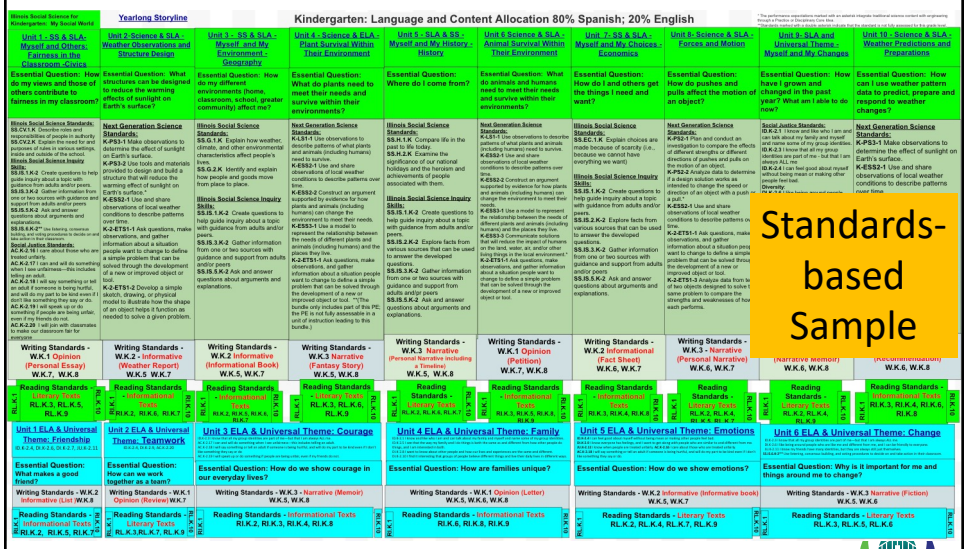
Sample Yearlong Biliteracy Map - Kinder



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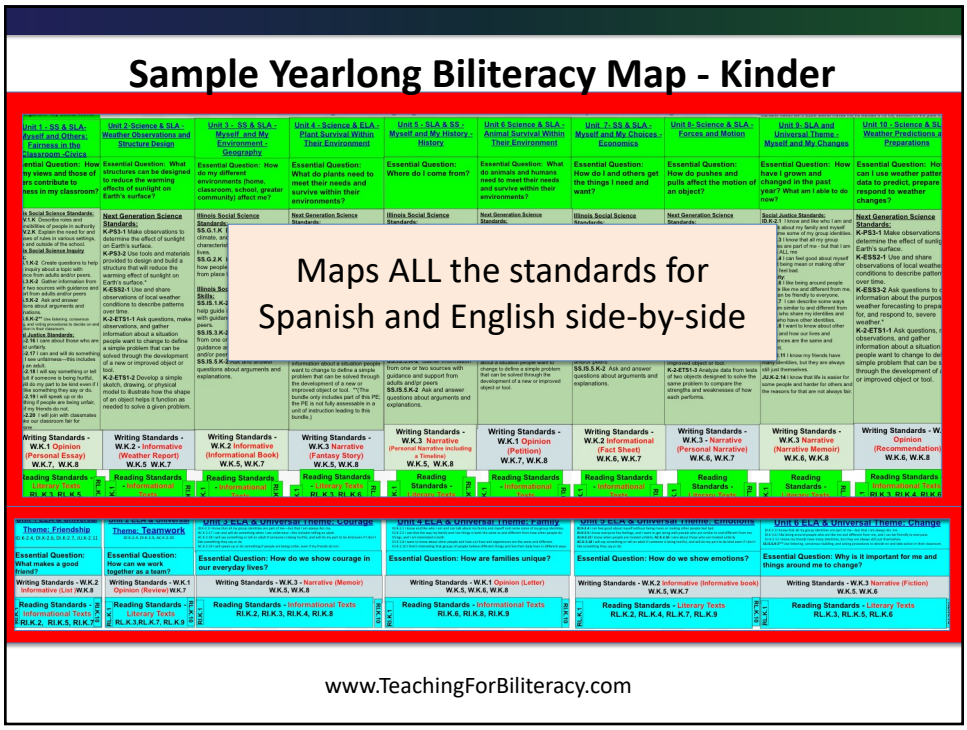
Sample Yearlong Biliteracy Map - Kinder
Maps ALL the standards for
Spanish and English side-by-side
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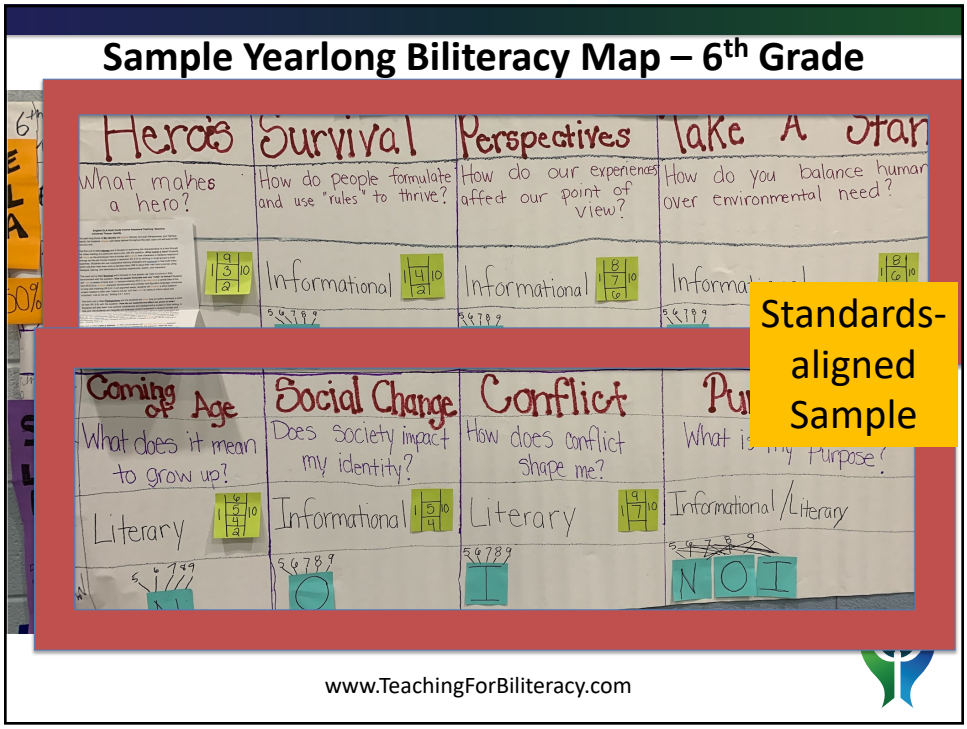
Sample Yearlong Biliteracy Map – 6th Grade
Heroes
What makes a hero?
Survival
How do people formulate and use "rules" to thrive?
Perspectives
How do our experiences affect our point of view?
Take A Stan
How do you balance human over environmental need?
Coming of Age
What does it mean to grow up?
Social Change
Does society impact my identity?
Conflict
How does conflict shape me?
Standards-aligned Sample
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Key Characteristics of Biliteracy Maps

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

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

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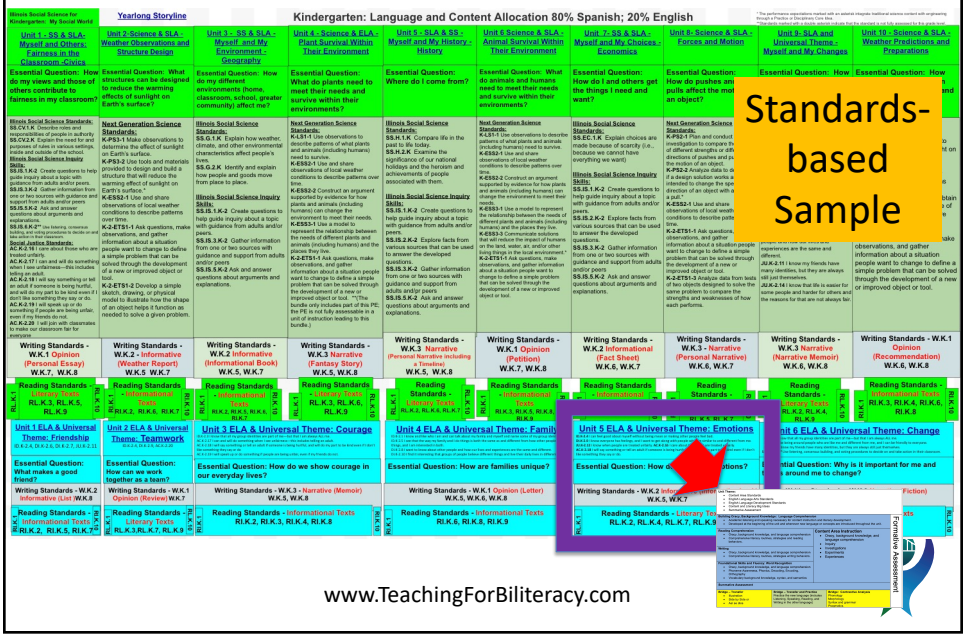
Sample Yearlong Biliteracy Map – Kinder 80/20



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Biliteracy Unit Framework

Resource Packet p. 15

Unit Theme:
- Content Area Standards
- English Language Arts Standards
- English Language Development Standards
- Content and Literacy Big Ideas
- Summative Assessment

Building Oracy, Background Knowledge: Language Comprehension
- Academic listening and speaking necessary for content instruction and literacy development.
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

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

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

Foundational Skills and Fluency: Word Recognition
- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

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

Summative Assessment

Bridge – Transfer
- Illustration
- Side by Side or
- Así se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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Biliteracy Unit Framework

Unit Theme:
- Content Area Standards
- Spanish Language Arts Standards
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- Summative Assessment

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- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

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- Comprehensive literacy routines, strategies and reading behaviors.

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

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

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

Summative Assessment

Bridge – Transfer
- Illustration
- Side by Side or
- Así se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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PreK/TK Biliteracy Map

Staggered Related Themes (Capitalizing on the Bridge for Transfer)

Language	Unit 1: Trees	Unit 2: Clothes	Unit 3: Balls	Unit 4: Water
Spanish time, includes: Welcome Breakfast Large group Free play Recess Lunch	EQ: What are the characteristics of trees in our community? ↘	EQ: Why is clothing important to people? ↘	EQ: How can you make a ball move? ↘	EQ: Why is water important?
	Beginning of the Year	Unit 1: Trees	Unit 2: Clothes	Unit 3: Balls Unit 4: Water
English time, includes: Large Group/Story Free play Recess Snack Music/Movement Clean Up/Pack Up	EQ: What do we do at school?	EQ: What can we do with parts of trees?	EQ: How do we choose the clothing we wear?	EQ: How are balls the same and different from one another? And then… EQ: Where can we find water in our community?

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Preschool Biliteracy Curriculum Map 80/20 - DRAFT
Adapted from Chicago Public Schools, Network 4
Based on Creative Curriculum and Illinois Early Learning Standards

Preschool 80/20	Sept-Oct	Oct-Nov.	Nov-Dec	Jan-Feb	Feb-March	Apr-May or March-April	May-June or Apr-May
Math							
80% Spanish	**Theme:** Beginning of the year U1. Who will we meet and what will we do in school?	**Theme:** Trees U2. Why are trees important?	**Theme:** Clothing U3 Why is clothing important for people?	**Theme:** Exercise U4. How does exercise affect our bodies?	**Theme:** Buildings U5. How do buildings in our community help us?	**Theme:** Recycling U6. How does recycling help the earth?	**Theme:** Pets U7. Why do some animals make better pets than others?
Preschool Content	**Social Science:** 13.A.Eca 14.A.Eca 14.A.Ecb 14.D.Eca 14.D.Ecb	**Science:** 11.A.Ecd 11.A.Ecg 12.A.Eca 12.A.Ecb 12.B.Eca	**Social Science:** 15.B.Eca 15.D.Eca 16.A.Eca 16.A.Ecb	**Science:** 11.A.Eca 12.A.Eca 12.A.Ecb 12.B.Eca 12.D.Eca	**Social Science:** 15.A.Eca 15.A.Ecb 16.A.Ecb 17.A.Eca 17.A.Ecb	**Science:** 11.A.Eca 11.A.Ecb	**Social Science:** 14.C.Eca 15.A.Eca
	Writing What do you think would happen if there were no custodian in the school? **Primary Standards:** 5.B.Eca 5A__ 5C__ **Opinion**	**Writing** Why are trees important? **Primary Standards:** 5.B.Ecb 5A__ 5C__ **Informative Explanatory**	**Writing** Tell me about a time you wore a magical or special outfit. **Primary Standards:** 5.BEcc 5A__ 5C__ **Narrative**	**Writing** Why do you think it is important to exercise? **Primary Standards:** 5B.Eca 5A__ 5C__ **Opinion**	**Writing** Tell me about a time you visited a library. **Primary Standards:** 5.B.Ecc 5A__ 5C__ **Narrative**		
	Reading Standards: **Literary Texts Informative Texts** 1 2A 4 2.B.Eca 2.B.Ecc 2.C.Eca 2.E.Ecb	**Reading Standards:** **Informative Texts** 1 2A 4 2.B.Ecb 2.C.Ecc 3.A.Eca 3.A.Ecb	**Reading Standards:** **Literary Texts** 1 2A 4 2.C.Eca 2.C.Ecb 2.D.Eca 2.D.Ecb	**Reading Standards:** **Informative Texts** 1 2A 4 3.A.Eca 3.A.Ecb 3.B.Eca 2.D.Ecb	**Reading Standards:** **Literary Texts** 1 2A 4 2.B.Eca 2.B.Ecb 2.B.Ecc 2.D.Eca 2.D.Ecb		
Bridging		⇘	⇘	⇘	⇘	⇘	⇘

20% English Literacy, Second step, Social Science or Science	**Theme:** Rules and Responsibilities Establishing routine in English and directions for routine. How to be a responsible students (Rules)	**Theme:** Diversity U2.	**Theme:** Pumpkins U3.	**Theme:** Seasons and Weather U4.	**Theme:** Nutrition U5.	**Theme:** Community Helpers U6.	**Theme:** Animals outside U7.
	Writing:	**Writing: Opinion** 5.B.Eca 5A____ 5C____	**Writing: Informative/Explanatory** 5.B.Ecb 5A__ 5C__	**Writing: Narrative** Narrative 5.B.Ecc 5A__ 5C__	**Writing: Opinion** 5.B.Eca 5A__ 5C__	**Writing: Narrative** 5.B.Ecc 5A__ 5C__	**Writing: Informative Explanatory** 5.B.Ecb 5A__ 5C__
	Reading: 1 2A 4	**Reading:** 1 2A 4 1.B.Eca 2.B.Ecc 2.C.Eca 2.C.Ecb	**Reading:** 1 2A 4 2.B.Ecb 2.C.Ecc 3.A.Eca 3.A.Ecb	**Reading:** 1 2A 4 2.C.Eca 2.C. Ecb 2.C.ECC 2.D.Eca 2.D.Ecb	**Reading:** 1 2A 4 3.A.Eca 3.A.Ecb 3.B.Eca	**Reading:** 1 2A 4 2.B.Eca 2.B.Ecb 2.B.Ecc 2.D.Eca 2.D.Ecb	**Reading:** 1 2A 4 2.D.Eca 3.A.Eca 3.A.Ecb 3.B.Eca

PreK/TK Biliteracy Map

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PreK/TK BUF Template

Unit Theme:

- Early Learning Standards
- English Language Development Standards
- Content and Literacy Big Ideas

Language, Content and Literacy Outcomes
Formative Assessments
Summative Assessment

Building Oracy and Background Knowledge
- Interactive, hands-on activity to initiate the theme/unit
- Vocabulary Development – naturally introduced as part of the **experience**

Whole Group activity: Read Alouds, Shared Writing,
- Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)

Centers: Guided Play (changes based on the theme):
- Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc.
- Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.)
- Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.

Bridge – Transfer	Bridge – Transfer Practice	Bridge: Contrastive Analysis
Illustration Side by Side or Así se dice	- Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

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PreK/TK BUF Template

Unit Theme:

- Early Learning Standards
- Spanish Language Development Standards
- Content and Literacy Big Ideas

Language, Content and Literacy Outcomes
Formative Assessments
Summative Assessment

Building Oracy and Background Knowledge
- Interactive, hands-on activity to initiate the theme/unit
- Vocabulary Development – naturally introduced as part of the **experience**

Whole Group activity: Read Alouds, Shared Writing,
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Formative Assessment

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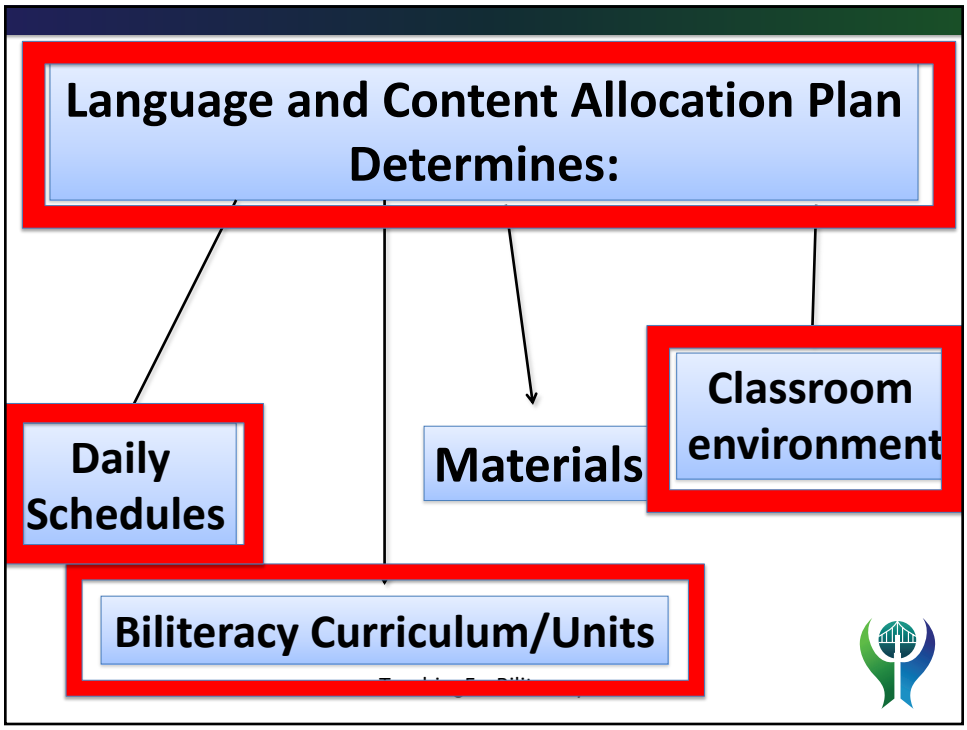

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Sample Program Language and Content Allocation Plan

	Spanish	The Bridge	English
K (80/20)	**Math** **Science** **Social Studies** **Language Arts**	**Spanish to English:** Math, Science, Social Studies, Language Arts **English to Spanish**: Language Arts, Social Justice, as needed	**Language Arts** (Through Universal Themes)
1 (70/30)	**Math** **Social Studies** **Language Arts**	**Spanish to English:** Math, Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
2 (60/40)	**Math** **Social Studies** **Language Arts**	**Spanish to English:** Math, Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
3-5 (50/50)	**Science** **Language Arts**	**Spanish to English:** Science, Language Arts **English to Spanish:** Math, Social Studies, Language Arts	**Math** **Social Studies** **Language Arts**
6-8	**Science** **Language Arts**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies** **Language Arts** **Electives**

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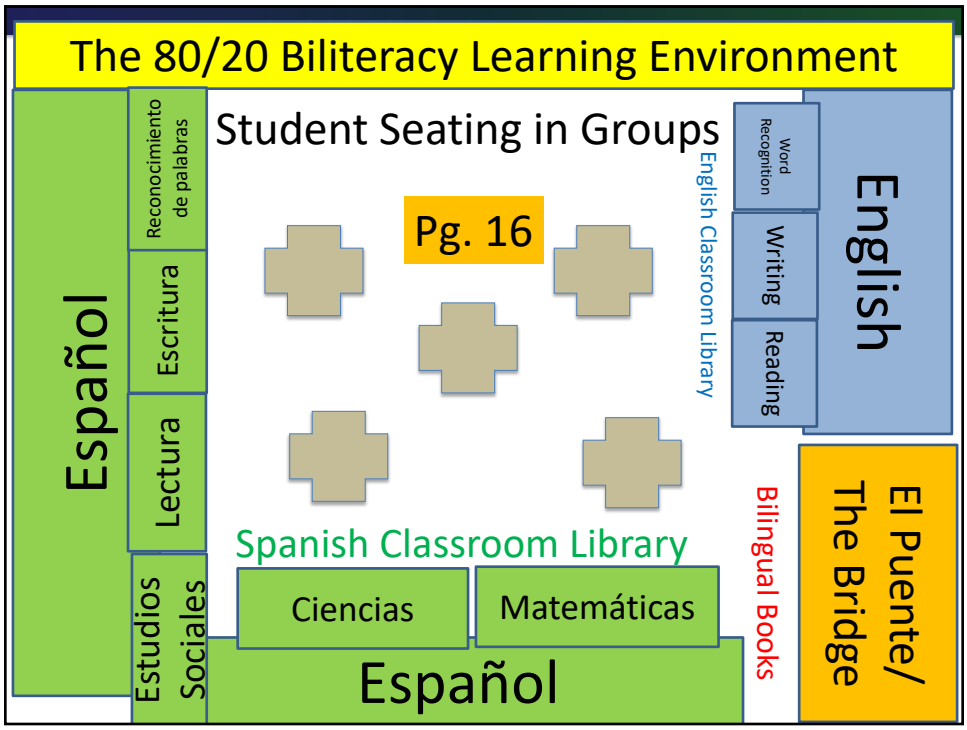
The 80/20 Biliteracy Learning Environment
Student Seating in Groups
Pg. 16
English Classroom Library
Word Recognition
Writing
Reading
English
Reconocimiento de palabras
Escritura
Lectura
Español
Spanish Classroom Library
Ciencias
Matemáticas
Español
Estudios Sociales
Bilingual Books
El Puente/ The Bridge

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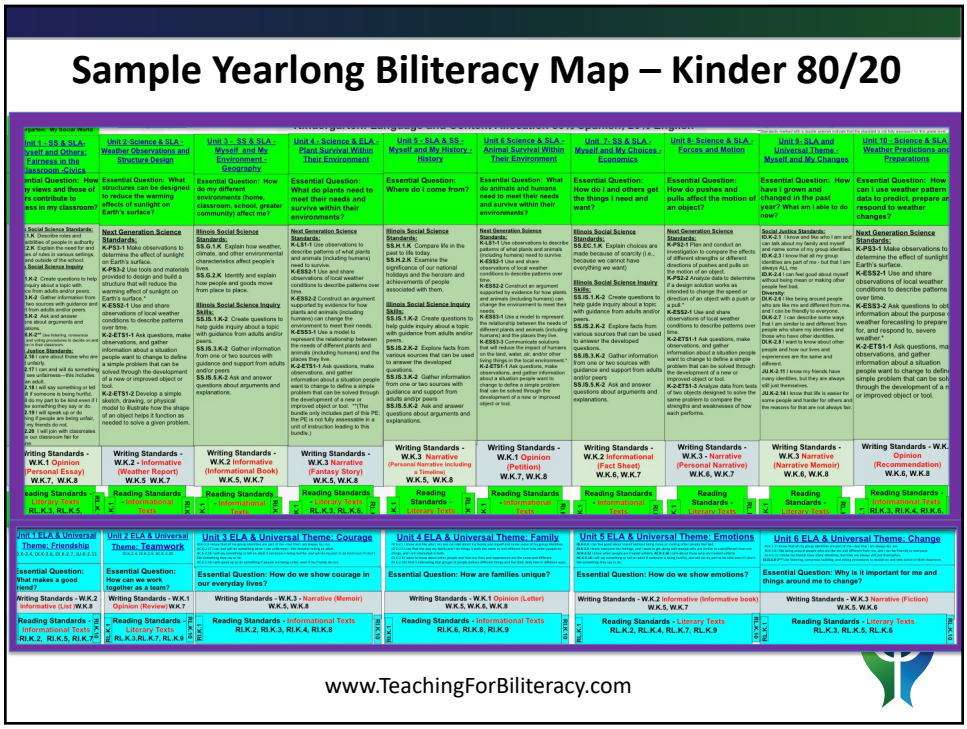
Sample Yearlong Biliteracy Map – Kinder 80/20
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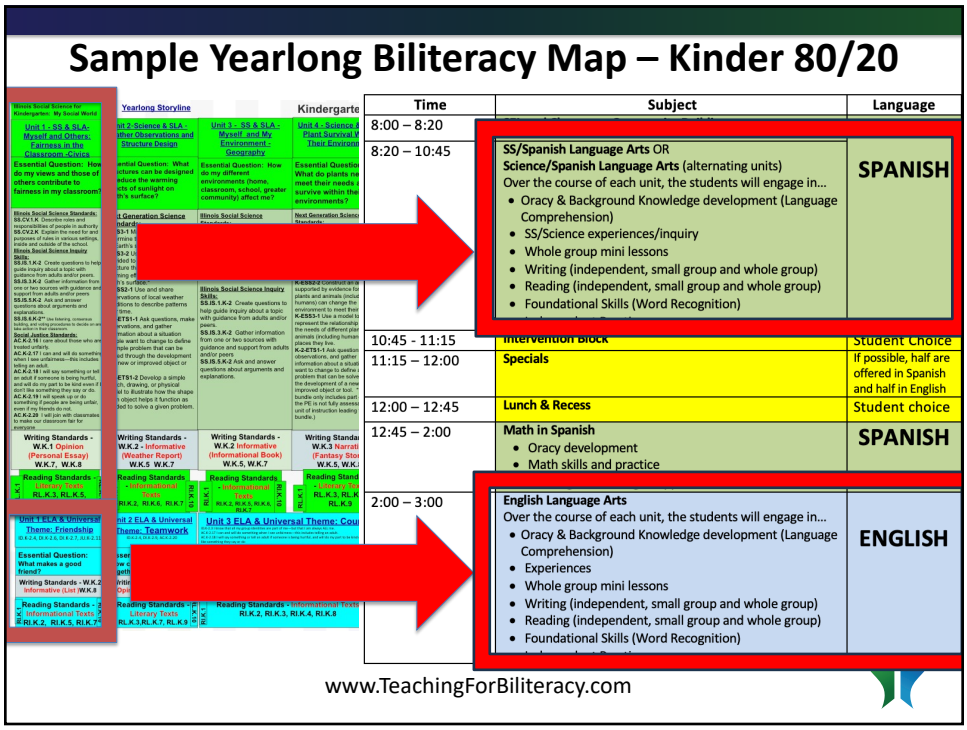
Sample Yearlong Biliteracy Map – Kinder 80/20
Time
Subject
Language
8:00 – 8:20
8:20 – 10:45
SS/Spanish Language Arts OR
Science/Spanish Language Arts (alternating units)
Over the course of each unit, the students will engage in…
Oracy & Background Knowledge development (Language Comprehension)
SS/Science experiences/inquiry
Whole group mini lessons
Writing (independent, small group and whole group)
Reading (independent, small group and whole group)
Foundational Skills (Word Recognition)
SPANISH
10:45 - 11:15
Intervention Block
Student Choice
11:15 – 12:00
Specials
If possible, half are offered in Spanish and half in English
12:00 – 12:45
Lunch & Recess
Student choice
12:45 – 2:00
Math in Spanish
Oracy development
Math skills and practice
SPANISH
2:00 – 3:00
English Language Arts
Over the course of each unit, the students will engage in…
Oracy & Background Knowledge development (Language Comprehension)
Experiences
Whole group mini lessons
Writing (independent, small group and whole group)
Reading (independent, small group and whole group)
Foundational Skills (Word Recognition)
ENGLISH
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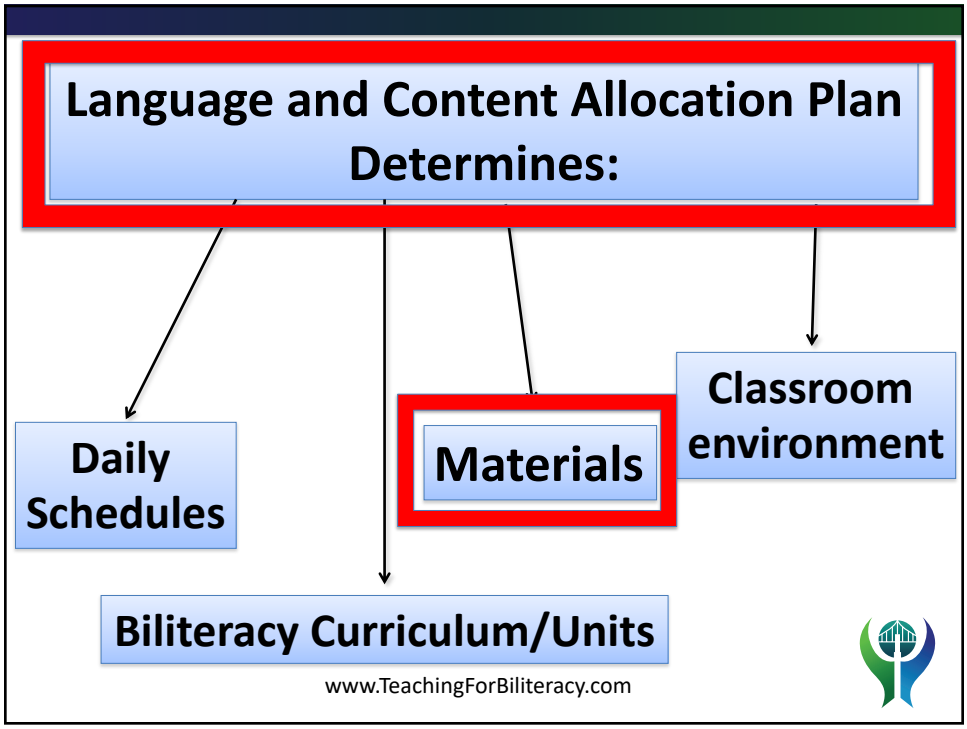
Language and Content Allocation Plan Determines:
Daily Schedules
Materials
Classroom environment
Biliteracy Curriculum/Units
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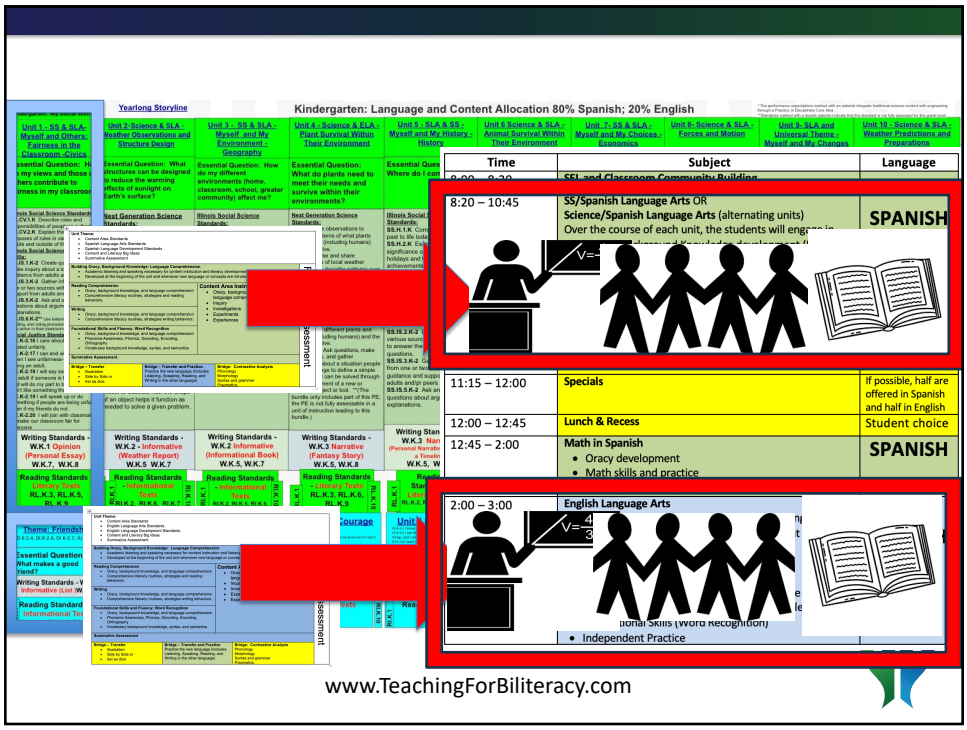

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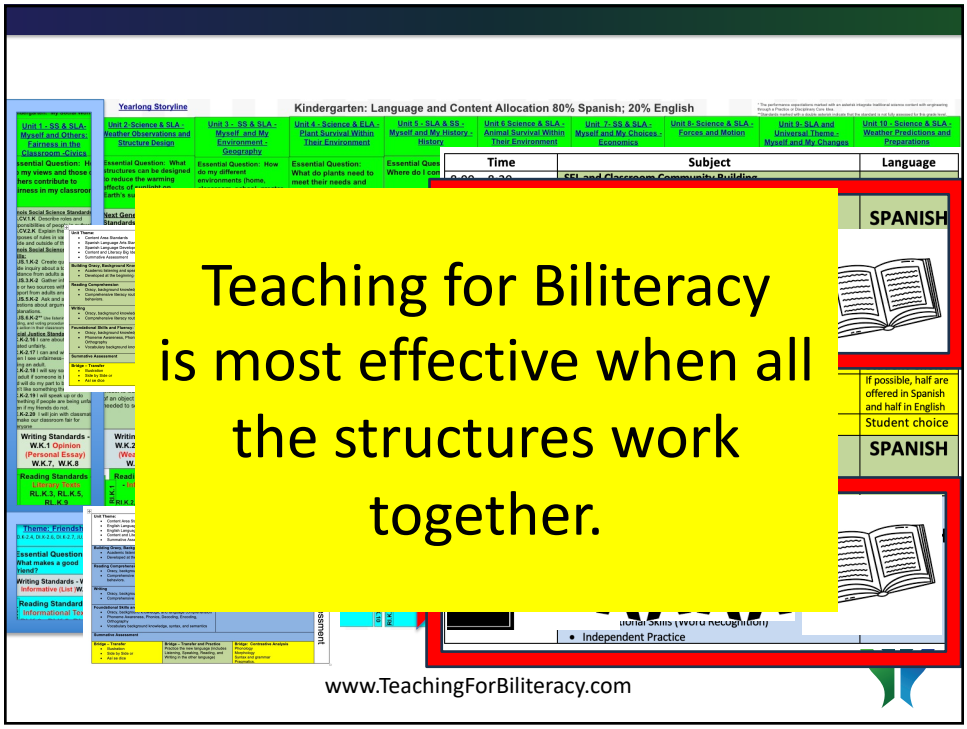

Teaching for Biliteracy is most effective when all the structures work together.

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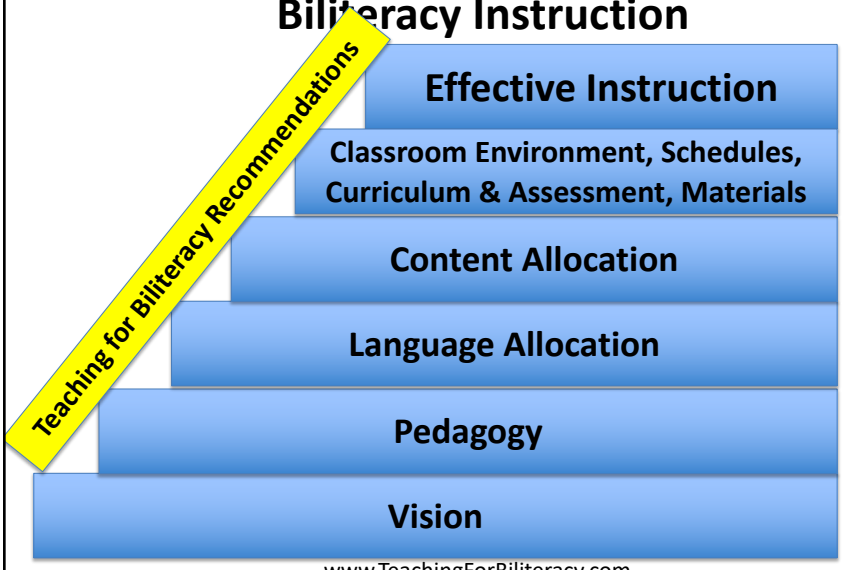
Systems Approach to Sustaining Effective Biliteracy Instruction



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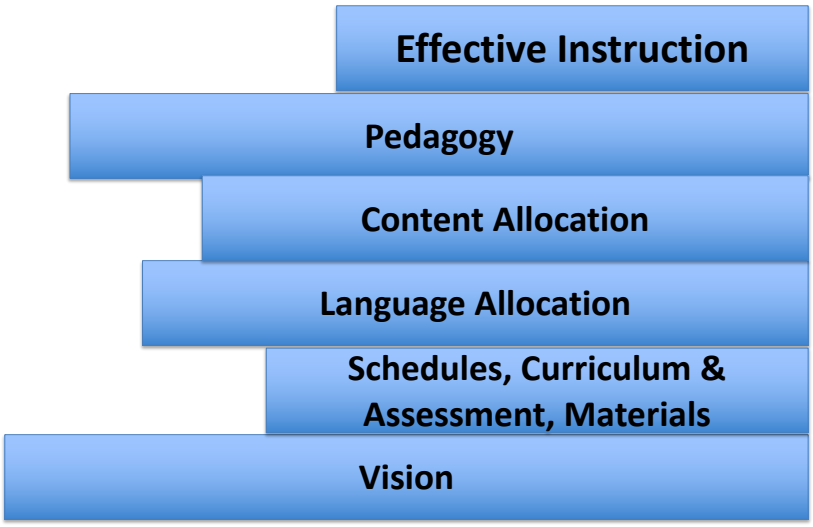
Structures that Support Biliteracy Instruction



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

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Handbook of Teaching for Biliteracy
Structures that work as a System

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

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

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This afternoon's agenda:

- ✅ Welcome
- ✅ Sample Instruction Part 2
- ✅ Planning for Biliteracy
  - ✅ Teaching for Biliteracy Recommendations
  - ✅ Structures that Work as a System
- **Day 2 Closure & Exit Ticket**

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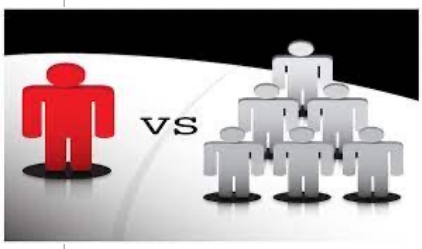
Individual or Team Planning for Next Steps

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



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

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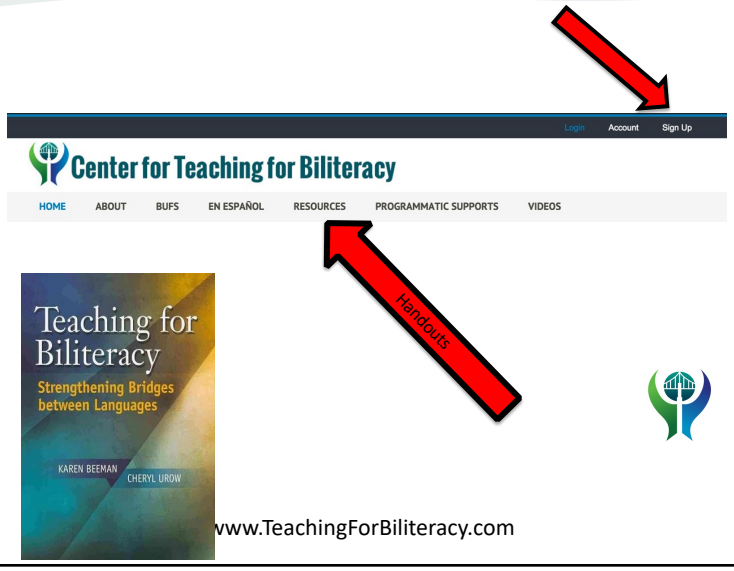

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Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	**7:30 – 8:30 AM** Arrival, sign-in, and hot breakf buffet	**7:30 – 8:30 AM** buffet
8:30 - 11:45 AM **Whole Group** • Institute Welcome and Introductions • Students and Goals of Biliteracy Programs • The **B**iliteracy **U**nit **F**ramework (**BUF**)	**8:30 - 11:45 AM** **Whole Group** • Debrief Sample Instruct • The Multilingual Perspective • Strategic Use of Teache Language: Language Po • Research on Dual Language Programs • Planning for Sustainabil 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**	**12:00 pm** **Boxed Lunch and Dismissal**
12:30 - 3:30 PM **Breakout Groups (**by grade bands: PK-2nd grade; 3rd-5th grade; secondary: 6th – 12th grade**)** • Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	**12:30 - 3:30 PM** **Breakout Groups (same as Day 1)** • Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	

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

The whole group session will begin promptly at 8:30 AM

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Exit Ticket

Effective biliteracy instruction…

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