

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 4-12

Sample Instruction Part 2

July 21-23, 2026

Melody Wharton, M.Ed.

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Agenda:

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

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Materials for today's session



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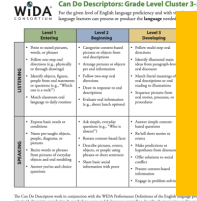
**Teaching for Biliteracy
Summer Institute**
Orland, CA
July 21-23, 2026

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

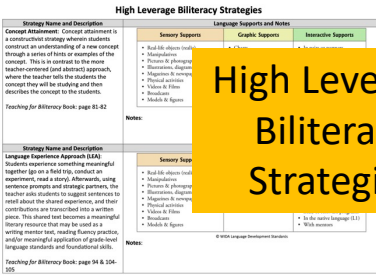
Institute Outcomes:

- 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 pathway statements).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language. It integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Explain how teacher language use impacts student language use, and the importance therefore of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure institutionalized equity.

Resource Packet



Can Dos and Formative Assessments



High Leverage Biliteracy Strategies

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

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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.

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.

Formative Assessment

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Materials for today's session



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Teaching for Biliteracy Summer Institute
Oxnard, CA
July 21-23, 2026

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

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

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Where do you fall in Spanish?



Descripción de Habilidades: Grados Escolares 3-5

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Señalar dibujos, palabras, o frases según lo indicado - Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) - Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de estos objetos es una piedra?") - Emparejar lenguaje oral del salón de clase con rutinas diarias	- Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales - Acomodar dibujos u objetos según información oral - Seguir instrucciones verbales de dos pasos - Hacer dibujos que respondan a instrucciones verbales - Evaluar información oral (ejemplo: las opciones para el almuerzo)	- Seguir instrucciones verbales de múltiples pasos - Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos - Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas - Ordenar dibujos de cuentos, procesos o pasos orales	- Interpretar información oral y aplicarla a situaciones nuevas - Identificar puntos y detalles ilustrados principales a través de discurso oral - Inferir y actuar en relación a información oral - Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	- Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar - Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral - Distinguir entre lenguaje literal y figurativo en discurso oral - Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 5 - Alcanzando
HABLAR	- Expresar necesidades o condiciones básicas - Nombrar objetos, personas, diagramas, o dibujos que han sido presentados - Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente - Contestar preguntas de selección múltiple y preguntas de sí o no	- Hacer preguntas simples cotidianas (ejemplo: "¿Qué día hay a clase?") - Reformular hechos de contenido académico - Describir dibujos, eventos, objetos o personas usando frases o oraciones cortas - Compartir información básica social con sus compañeros	- Contestar preguntas simples de contenido académico - Recitar/contar cuentos cortos o eventos - Predicir algo o hacer un hipótesis por medio de ejecutar un discurso - Ofrecer soluciones para conflicto social - Presentar información con contenido académico - Participar en la resolución de problemas	- Contestar preguntas de opinión con detalles que apoyen un argumento - Hablar acerca de cuentos, asuntos y conceptos - Dar presentaciones orales de contenido académico - Ofrecer soluciones creativas para resolver asuntos/problemas - Comparar/Contrastar relaciones y funciones con contenido académico	- Justificar/defender opiniones o explicaciones con apoyo de evidencia - Dar presentaciones con contenido académico usando vocabulario técnico - Ordenar en secuencia los pasos para resolver problemas según el grado escolar - Explicar resultados en detalles de una investigación (ejemplo: experimento científico)	Nivel 5 - Alcanzando

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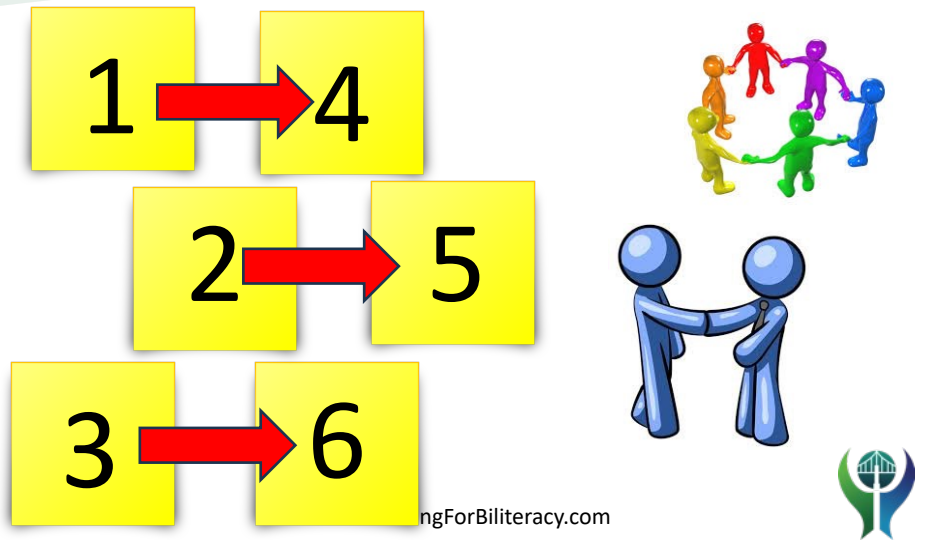
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WIDA Level Descriptors for our Self-Assessment

Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce most of what is said and written	Some challenges to understanding and production
5 – Very high functioning	Receptive and productive with isolated instances of challenge
6 – Native like	Receptive and Productive use

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Strategic Pairing In the Classroom



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Observers

Characteristics of Biliteracy Instruction

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

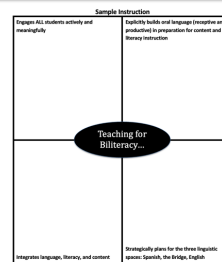


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You do not need to be fluent in Spanish to observe instruction.

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

Focus on the pedagogy.



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

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Formative Assessment 3 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Sensory Supports				Graphic Supports		Interactive Supports	
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.	P. Identify what a text says explicitly. Q. Identify inferences that can be drawn from a text. R. Distinguish between what the text says explicitly, and inferences drawn from the text. V. Identify concepts in a text.								
Student name:		Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between what the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR		
		<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por</i> <i>A pe</i> <i>Prov</i> <i>Bioc</i> <i>Combustibles fósiles</i> <i>Queman</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando</i> <i>metallas y</i> <i>texto</i> <i>Lo que dice explícitamente</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando</i> <i>los de</i> <i>texto</i>		
		Part 1		Part 2		Part 3			

4th Grade: Unit 3 Sci/SLA: S... © Center for Teaching for Biliteracy, LLC 2023

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Characteristics of Biliteracy Instruction	
Engages ALL students actively and meaningfully using a variety of high-leverage strategies and language supports .	Pg. 17 Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction throughout the unit
Includes a meaningful frame for learning : integrating content or a universal theme with language development and literacy instruction.	Strategically plans for the three linguistic spaces : Spanish, the Bridge, English

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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

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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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Handouts
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Formative Assessment

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Sample Biliteracy Instruction: Part 2



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Language Use Norms

- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter: *¿Cómo se dice... en español?*
- Do not translate for your partner.
- **Engage actively in the sample instruction.**
- **Be respectful students so that you can experience the strategies.**

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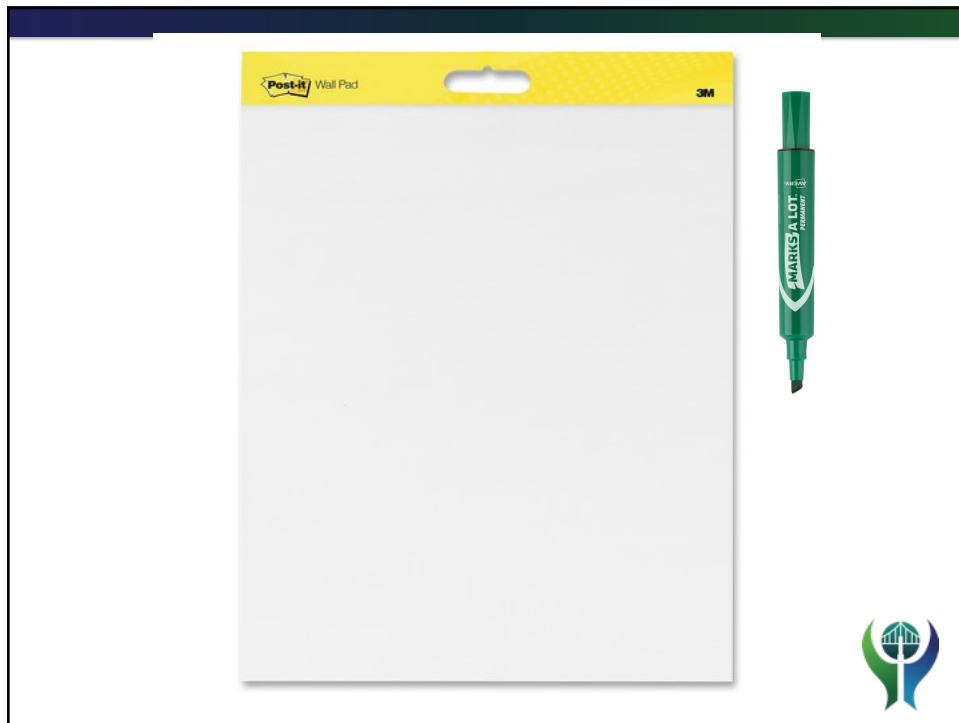
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Marking the Language of Instruction



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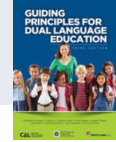


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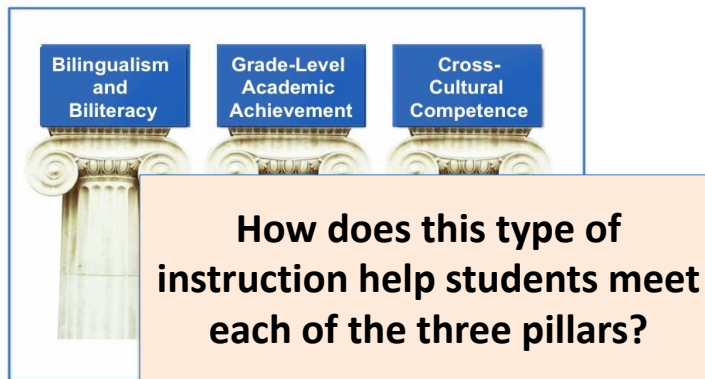
Characteristics of Biliteracy Instruction	
Engages ALL students actively and How did you feel as a student?	Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy reading and writing and As an observer, what did you notice about Biliteracy Instruction?
Incorporate learning frame for learning: integrating content of universal theme with language development literacy instruction.	Three linguistic spaces: Spanish, the Bridge, English

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What are the goals of Dual Language?



Three Pillars of Dual Language Education



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

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy for dual language students is developmentally appropriate from classroom (Developmentally Appropriate Practices, NAEYC Position Statement Adopted April 2009)
- 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 alternation.
- 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-impact strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

Biliteracy Recommendations for K-5:

- All students receive biliteracy (language arts) instruction in each program language every day, beginning when they enter the program (DPN/NotDesignated). Each language arts class is conceptualized around meaningful themes or topics in which all components of literacy are taught and addressed as interconnected practices that support each other.
- It is highly recommended that each biliteracy classroom use different standards and themes or topics to meet students' needs and optimize transfer.
- Students are together for differentiated, but not separate, instruction, ensuring all students are present during Tier 1 instruction.
- In Pre-K-5 grades, whenever possible, content and literacy are integrated.
- For English, each content area (math, science, social studies) is taught in one language only at each grade level. This is called content alternation.
- For Spanish, content is taught in one language by the teacher, and all materials are in that language. Classroom instruction includes a variety of supports, high-impact strategies, and the development of oral language and background knowledge that promotes student comprehension and production.

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- It is highly recommended that dual biliteracy students receive 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 alternation.
- Students have access to the same standards 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.

p. 18 in Resource Packet



The recommendation I read ____.

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

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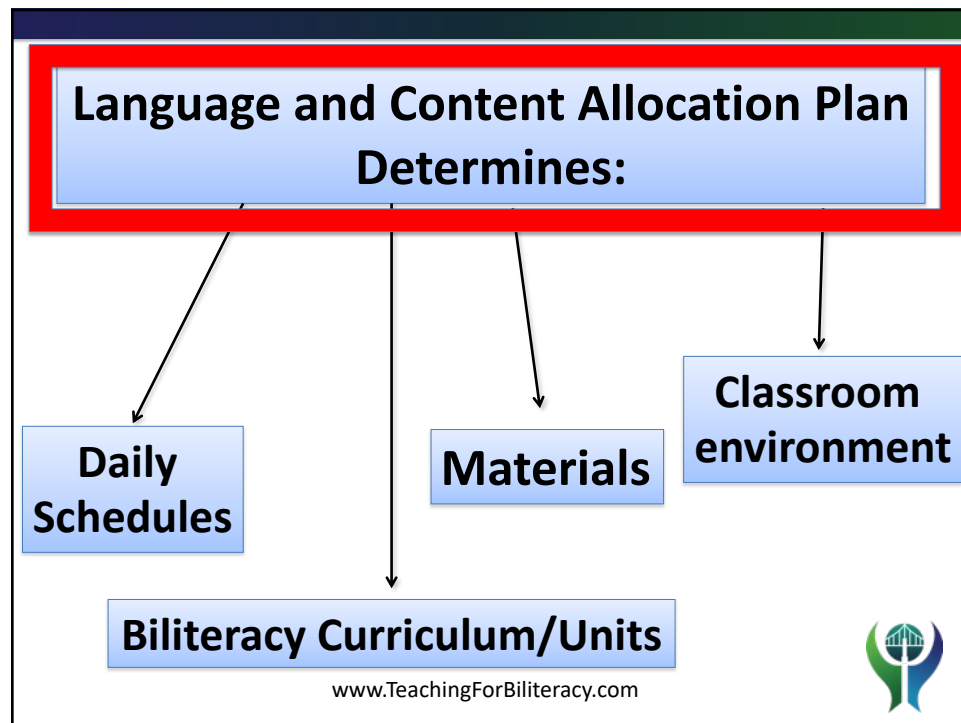
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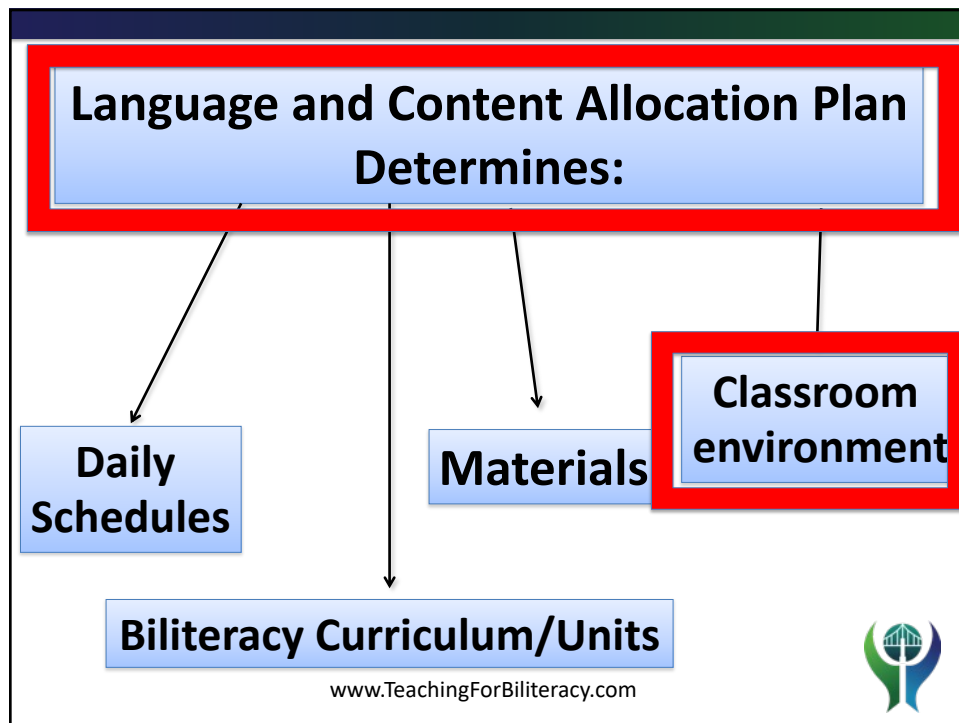
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)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

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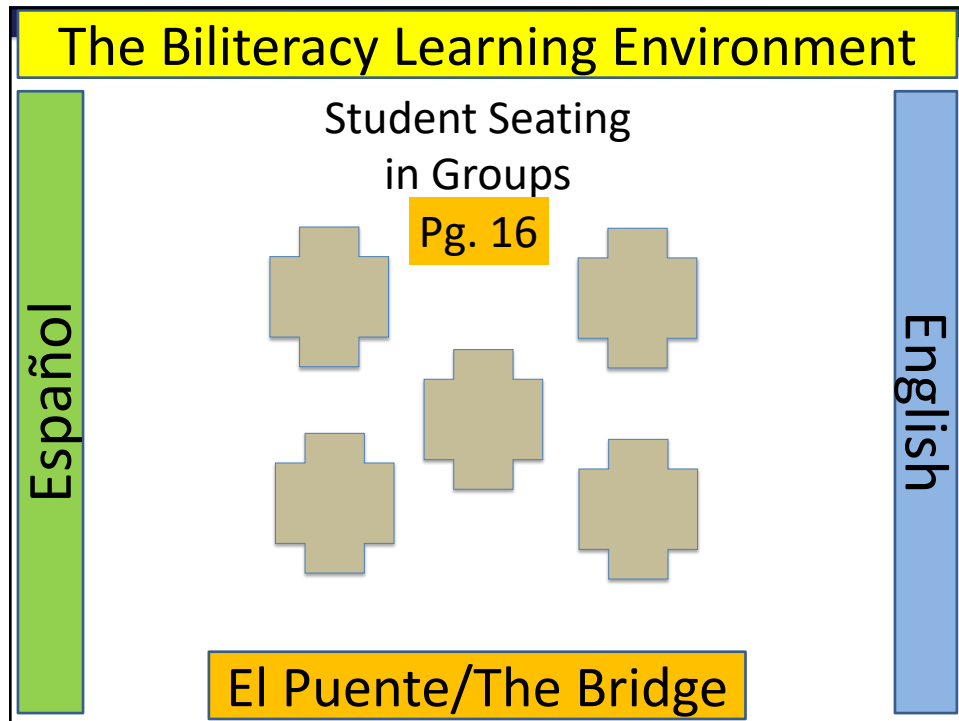


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Sample Language and Content Allocation Plan

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1 (70/30)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

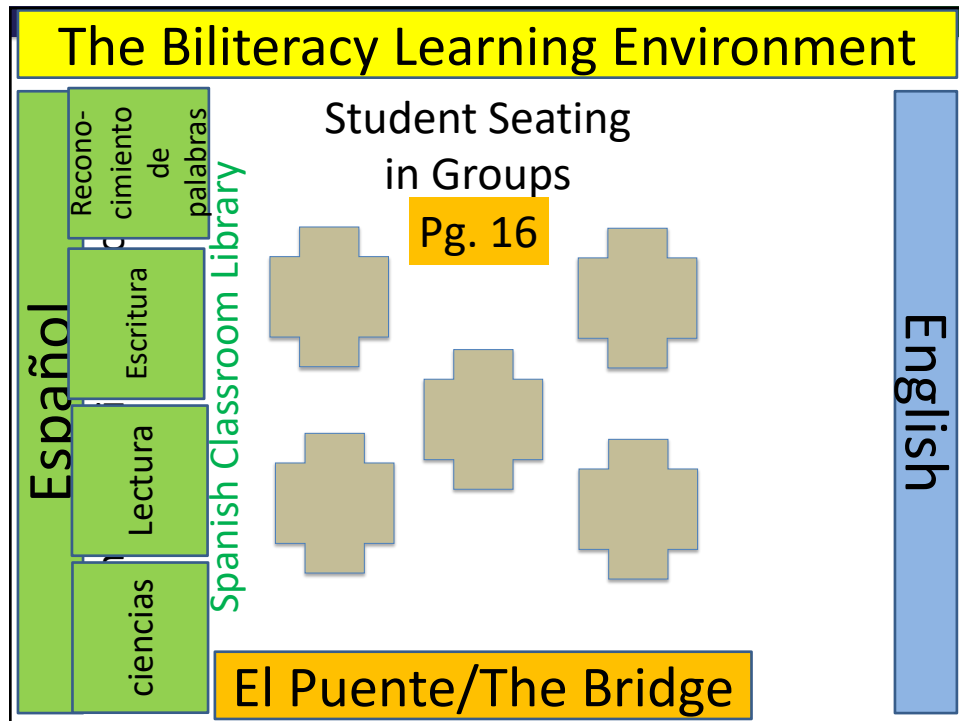
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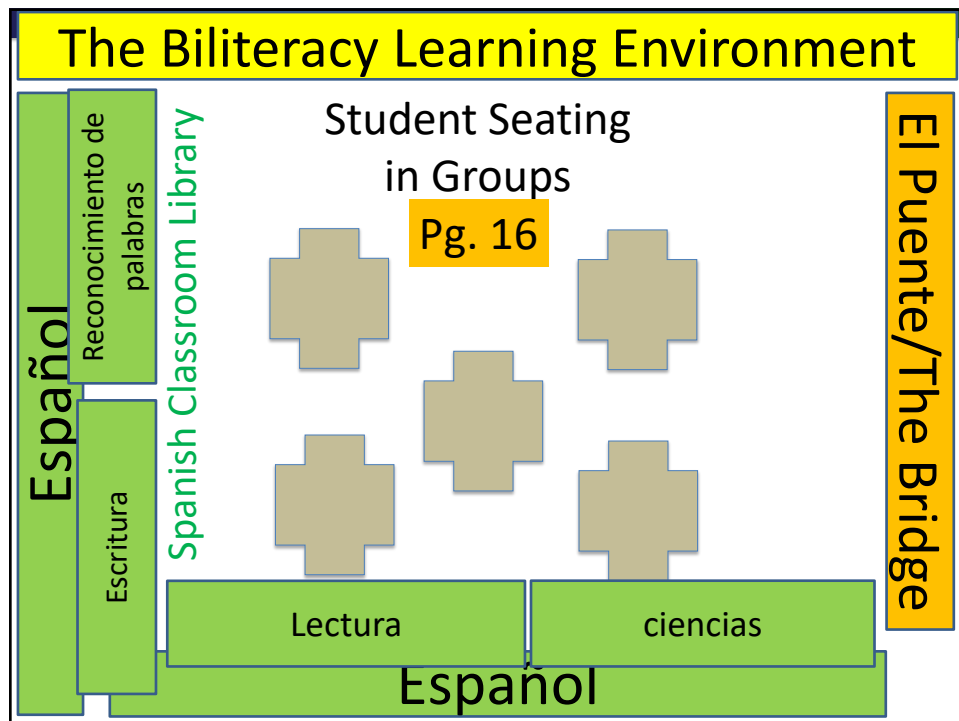
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	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: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

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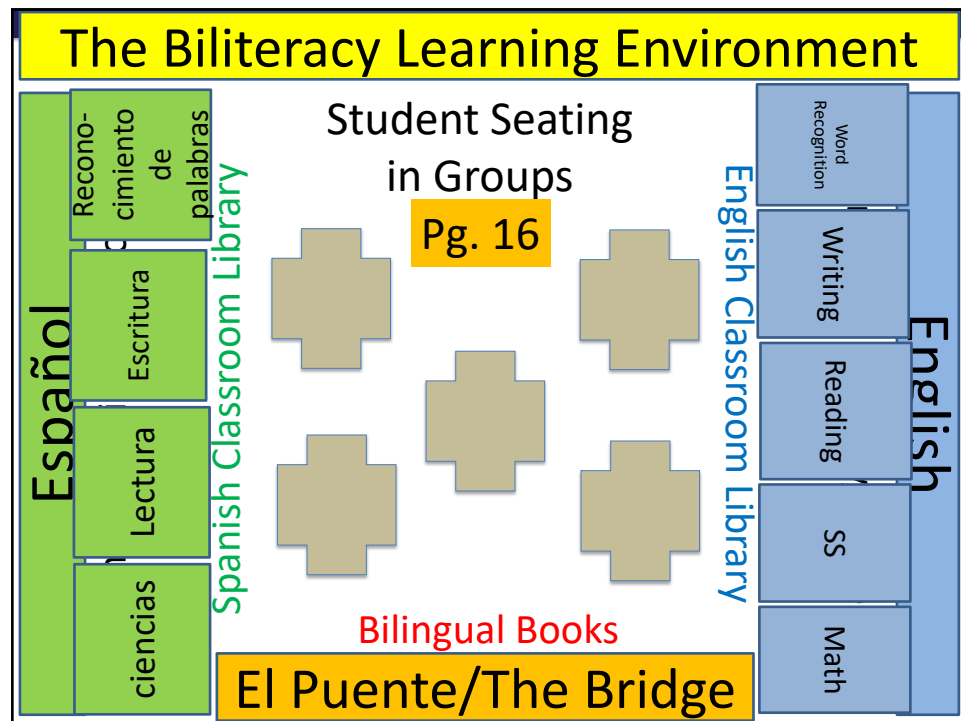
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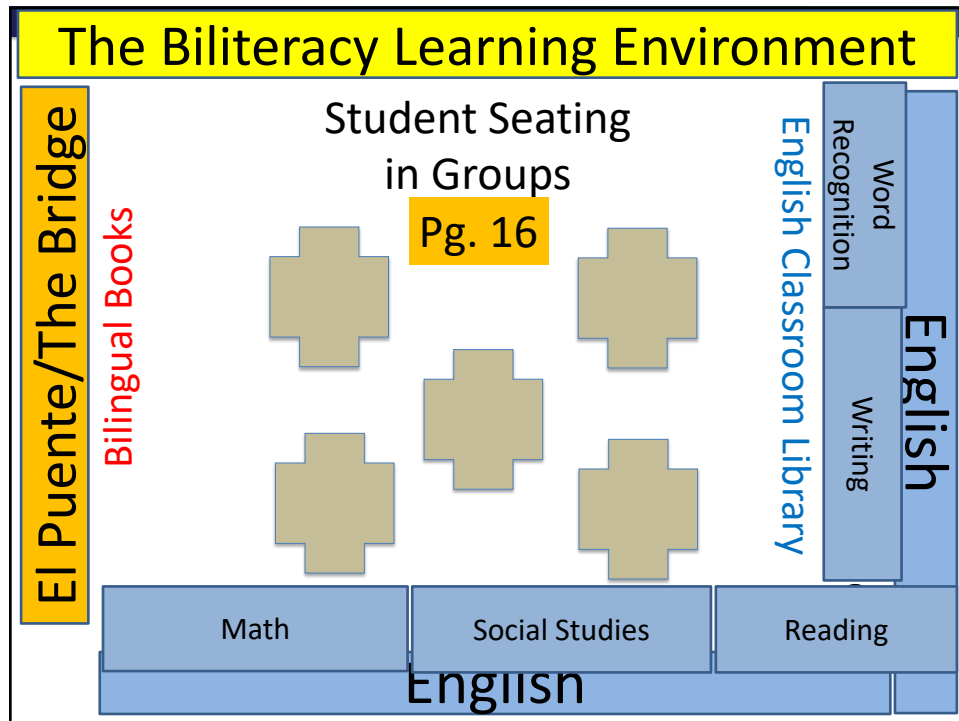
40

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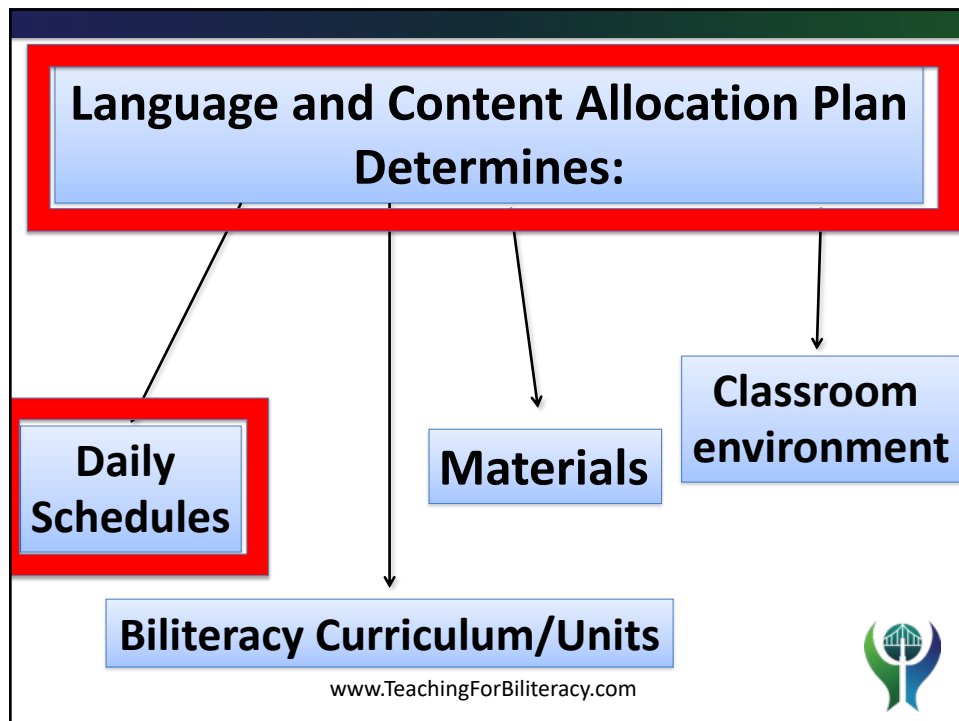
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)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

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition)	
10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice	ENGLISH
1:15-2:30	Reading and Writing as applied to Math Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition)	
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	Science and Language Arts Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • Science experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	
10:30 – 11:00	Intermission Break	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math – over the course of a math unit, the students will engage in... • Oracy development • Math skills and practice • Reading and writing as applied to math	ENGLISH
1:15–2:30	Social Studies and Language Arts – Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	ENGLISH
2:30–3:00	Specials	If possible, half are offered in Spanish and half in English

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8th Grade Student Schedule

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

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

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

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4957 Oakton Street #228
Skokie, IL 60077
www.TeachingForBiliiteracy.com

Suggestions for Working with Newcomers

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

1. Identification and Data Gathering:
 - a. **Access to formal schooling:**
 - i. Include in your school or district's home language survey a graph that lists all grades and ask the student to mark with an X the grades they attended all year long. [See this example from Dr. Margo Gottlieb](#) (2006). This data will help you identify any interrupted schooling.
 - b. **Familial and socio-cultural information:**
 - i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. [Consult this article](#) for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
 - ii. Build a relationship with the student where you can learn about their background.
 - Try to identify the student's funds of knowledge - "the skills and knowledge that

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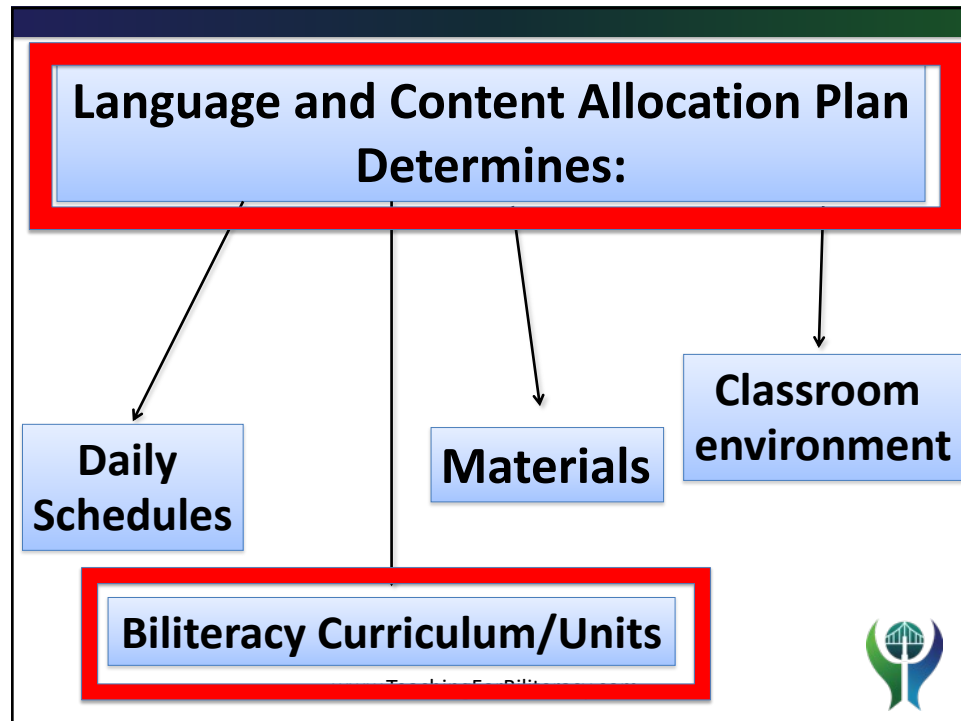
- Identification and Data Gathering
- Programmatic Options: Creating Newcomer Services
- Instructional Practices
- Grading
- Addressing socio-affective needs

- c. What do you miss about your home country?

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January, 2024

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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 1 of the bilingual CCSS grade level packet) <i>*If using a published program or resource:</i> • Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the standards.																
	Standards-based Standards-aligned																
	<table border="1"> <thead> <tr> <th>Standards-Based</th><th>Standards-Aligned (Published Program)</th></tr> </thead> <tbody> <tr> <td>Start mapping by bundling the content area</td><td>Create a yearlong grade level standards map</td></tr> <tr> <td>Begin to write year-long and unit storylines, starting with the content focus.</td><td>language).</td></tr> <tr> <td>Select the writing standards and the writing genre, making sure they are a good fit with the content.</td><td>Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.</td></tr> <tr> <td>Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).</td><td> • Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English). </td></tr> <tr> <td>Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.</td><td> • List the standards for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how </td></tr> <tr> <td></td><td>the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed.</td></tr> <tr> <td></td><td>Write the first draft of your year-long storylines for each language.</td></tr> </tbody> </table>	Standards-Based	Standards-Aligned (Published Program)	Start mapping by bundling the content area	Create a yearlong grade level standards map	Begin to write year-long and unit storylines, starting with the content focus.	language).	Select the writing standards and the writing genre, making sure they are a good fit with the content.	Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).	• 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).	Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.	• 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.
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
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3-5 (50/50)	Science Language Arts	Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

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Sample Yearlong Biliteracy Map -4 th Grade 50/50			
Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures	Unit 2: SLA & SC: Energy & Transfer/Informational Flow To	Unit 3: SLA & SC: Our Quest for Energy	Unit 4: SLA & SC: Earth's Natural Processes
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards - NGSS: 4-PS4-1 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-2 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses and process the information in their brain, and information is different ways.	Essential Question: What is energy and how is it transferred? Content Standards - NGSS: 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Generate and compare multiple solutions to a problem. 4-ETS1-3 Generate and compare multiple solutions to a problem.	Essential Question: energy impact? Content Standards: 4-ESS3-1 Obtain an energy and fuels and their uses affect the world. 4-ESS3-1 Define a model of a world that increases species' resilience to stresses and constraints on materials, time, or cost.	Essential Question: How do people use resources to transfer information? Content Standards - NGSS: 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-ESS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Writing Standards - W.4.3 - Narrative - Fiction W.4.4; W.4.5; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.6; RL.4.9	Writing Standards - W.4.2 - Informational - (How to digital Book) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.5; RL.4.6	Writing Standards - W.4.1 - Opinion - (Design Solution Project) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.7	Writing Standards - W.4.1 - Opinion - (Earth's Natural Processes) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7
Unit 1: ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? What rules? Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the wellbeing of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4	Unit 2: ELA & SS Essential Questions: How did different communities develop during non-history registration into what is now WA? Community's point of view affect how they interpret and act? Content Standards: SS.1: Knows that the study of chronology is necessary to understand different individuals, families, and communities. SS.1.4.1; SS.1.4.2 SS.2: Understands that historical events can be interpreted differently by different individuals, families, and communities. SS.2.4.1; SS.2.4.2 SS.3: Can use the historical inquiry process that is based on identifying primary source documents, to study and understand current issues and events. SS.3.4.1; SS.3.4.2 SS.4: Knows that the use of tools (e.g., maps, globes, etc.) is important to understanding the world around us. SS.4.4.1; SS.4.4.2; SS.4.4.3; SS.4.4.4	Unit 3: ELA & SS Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? What rules? Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the wellbeing of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4	Unit 4: ELA & SS Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? What rules? Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the wellbeing of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4
Writing Standards - W.4.2 - Informational - (How to digital Book) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.5; RL.4.6	Writing Standards - W.4.2 - Informational - (How to digital Book) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.5; RL.4.6	Writing Standards - W.4.1 - Opinion - (Design Solution Project) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.3; RL.4.4; RL.4.7	Writing Standards - W.4.1 - Opinion - (Earth's Natural Processes) W.4.4; W.4.5; W.4.6; W.4.9; W.4.10 Reading Standards - Informational Texts RL.4.2; RL.4.4; RL.4.5; RL.4.7

Standards-based Sample

Math
Social Science
Language Arts

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Sample Yearlong Biliteracy Map – 6th Grade

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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- 4th grade

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)

Unit 1: SLA & SC Internal and External Structures	Unit 2: SLA & SC Energy & Transportation: How To	Unit 3: SLA & SC Our World: Our Future	Unit 4: SLA & SC Earth's Natural Processes	Unit 5: SLA & SC Technology & Transfer of Information
Essential: The internal and external structures of the body. Content: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Writing: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Reading: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures.	Essential: The internal and external structures of the body. Content: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Writing: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Reading: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures.	Essential: The internal and external structures of the body. Content: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Writing: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Reading: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures.	Essential: The internal and external structures of the body. Content: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Writing: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Reading: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures.	Essential: The internal and external structures of the body. Content: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Writing: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures. Reading: 1. The body's internal and external structures. 2. The body's internal and external structures. 3. The body's internal and external structures.

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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?

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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

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Sample Yearlong Biliteracy Map - 4th Grade 50/50					
Unit 1: SLA & SC: Internal and External Structures	Unit 2: SLA & SC: Energy & Transfer	Unit 3: SLA & SC: Our Forest for Energy	Unit 4: SLA & SC: Earth's Natural Processes	Unit 5: SLA & SC: Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS3-4 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-4 Light reflects when it bounces, heat and electricity travel through materials, and energy is transferred by waves or by rays. 4-ESS3-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-2 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does our forest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How can we use information gathered in studying patterns of phenomena to reduce the impact of Earth's natural processes? Content Standards: NGSS 4-ESS3-1 Identify evidence that patterns in rock formations and fossils can be used to predict past and future patterns of change in a landscape. 4-ESS3-2 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or waves. 4-ESS3-3 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-4 Develop a model to describe patterns in terms of distribution and movement and the ways that these patterns move, change, or interact. 4-ESS3-5 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How do people use technology to transfer information? Content Standards: NGSS 4-ESS3-1 Identify evidence that patterns in rock formations and fossils can be used to predict past and future patterns of change in a landscape. 4-ESS3-2 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or waves. 4-ESS3-3 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-4 Develop a model to describe patterns in terms of distribution and movement and the ways that these patterns move, change, or interact. 4-ESS3-5 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.3 Narrative Fiction W.4.4, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.2 Informational (How-To/ Digital Book) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.1 Opinion (Design Solution Project) W.4.4, W.4.5, W.4.8, W.4.9, W.4.10	Writing Standards - W.4.1 Opinion - Editorial W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Writing Standards - W.4.3 Narrative (Fiction or Nonfiction Personal Essay) W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	
Reading Standards - R.4.3, R.4.4, R.4.9	Reading Standards - R.4.2, R.4.3, R.4.4, R.4.9	Reading Standards - R.4.3, R.4.4, R.4.7	Reading Standards - R.4.3, R.4.4, R.4.9	Reading Standards - R.4.3, R.4.4, R.4.9	

Green reflects what will be taught in Spanish

ALL of the Science standards for that grade level are incorporate across the year.

Science instruction is facilitated in Spanish all year long.

The Science standards are strategically bundled from concrete to abstract across the year.

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

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Sample Yearlong Biliteracy Map - 4th Grade 50/50			
Blue reflects what will be taught in English			
ALL of the Social Studies standards for that grade level are incorporate across the year.			
SS instruction is facilitated in English all year long.			
The SS standards are strategically bundled from concrete to abstract across the year.			
In this case, math is also taught in English and has its own map.			

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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
(80)	The Bridge is NOT on the map. It occurs at the end of every unit. The program language and content allocation plan guides the direction of the Bridge.		
(70)			
2 (60/40)	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

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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?
- Look at the literacy standards in the first Spanish unit and the first English unit. What do you notice?**

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)					
Unit 1: SLA & SC Internal and External Structures	Unit 2: SLA & SC Energy & Transfer/Informational Flow To	Unit 3: SLA & SC Our Quest for Energy	Unit 4: SLA & SC Earth's Natural Processes	Unit 5: SLA & SC Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals?	Essential Question: What is energy and how is it transferred?	Essential Question: How does our quest for energy impact our natural environment?	Essential Question: How can we use information to understand Earth's natural processes?	Essential Question: How do people use technology to transfer information?	
Content Standards: NGSS PS-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. LS-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. LS-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	
Writing Standards - W.4.3 - Narrative Fiction W.4.3, W.4.5, W.4.6, W.4.9, W.4.10	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	
Unit 1-ELA & SS - Civics and Salmon	Unit 2-ELA & SS -	Unit 3-ELA & SS	Unit 4-ELA & SS	Unit 5-ELA & SS	
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community conflict with the rights of another community? Whose rules?	Essential Questions: How do different communities view historical events during non-communities? How do they interpret and describe events?	Essential Questions: What happens when one community of people has power over another community of people? What happens to Native Americans living in WA state as a result of increased non-native population?	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	
Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.1, C4.2, C4.3, C4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4	Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.1, C4.2, C4.3, C4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4	Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.1, C4.2, C4.3, C4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4	Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.1, C4.2, C4.3, C4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4	Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.1, C4.2, C4.3, C4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4	
Writing Standards - W.4.2 - Informative - Fact Sheet W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	
Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)					
Unit 1: SLA & SC Internal and External Structures	Unit 2: SLA & SC Energy & Transfer/Informational Flow To	Unit 3: SLA & SC Our Quest for Energy	Unit 4: SLA & SC Earth's Natural Processes	Unit 5: SLA & SC Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals?	Essential Question: What is energy and how is it transferred?	Essential Question: How does our quest for energy impact our natural environment?	Essential Question: How can we use information to understand Earth's natural processes?	Essential Question: How do people use technology to transfer information?	
Content Standards: NGSS PS-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. LS-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. LS-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	Content Standards: NGSS PS-2 Use evidence to construct an explanation and design a solution to a problem. LS-1 Ask questions and predict outcomes about the flow of energy from one form to another. LS-2 Generate and compare multiple possible solutions to a problem based on how well each is the most efficient and feasible. LS-3 Plan and carry out fair tests in which variables are manipulated and where there is a control or prototype that can be improved.	
Writing Standards - W.4.3 - Narrative Fiction W.4.3, W.4.5, W.4.6, W.4.9, W.4.10	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	Writing Standards - W.4.2 - Informative/Explanatory W.4.2, W.4.5, W.4.6, W.4.8, W.4.9	
Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	Reading Standards - Informational Texts RI.4.2, RI.4.4, RI.4.5, RI.4.7	
Unit 1-ELA & SS - Civics and Salmon	Unit 2-ELA & SS -	Unit 3-ELA & SS	Unit 4-ELA & SS	Unit 5-ELA & SS	
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community conflict with the rights of another community? Whose rules?	Essential Questions: How do different communities view historical events during non-communities? How do they interpret and describe events?	Essential Questions: What happens when one community of people has power over another community of people? What happens to Native Americans living in WA state as a result of increased non-native population?	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	
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Writing Standards - W.4.2 - Informative - Fact Sheet W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	Writing Standards - W.4.2 - Informative - Double Point of View Editorial W.4.2, W.4.5, W.4.6, W.4.8, W.4.10	
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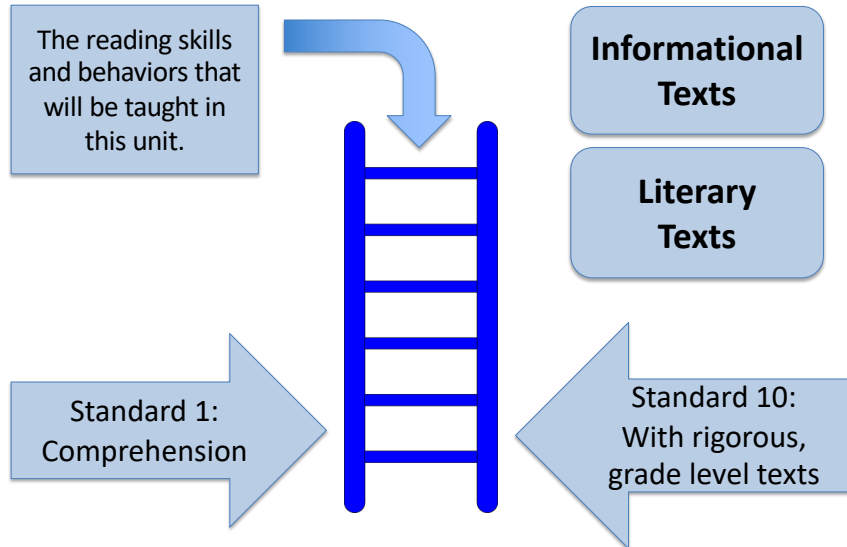
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The reading standards are strategically selected and are usually not the same in units in each language. If they are the same genre (RL/RI), different standards are selected. Additionally, what the texts are about will be different.

The reading standards reflect the organization of the standards.

Organization of the CCSS Reading Standards K-12



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Sample Yearlong Biliteracy Map - 4th Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)

Unit 1: ELA & SS - Civics and Social Studies

Essential Question: What are the functions of the internal and external structures of plants and animals?

Content Standards:

4.A.1.3 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4.A.2.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4.A.2.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Writing Standards - W.4.3 - narrative fiction

Reading Standards - Informational Text
RI.4.3; RI.4.6; RI.4.9

Unit 1-ELA & SS - Civics and Social Studies

Essential Questions: How do different communities and rights of their citizens? What happens when the rights of one person conflict with the rights of another community? Whose rights are more important?

W.4.3 Content Standards:

C1: Knows that different communities create rules to get common good and individual liberties. C1.4.1; C1.4.2; C1.4.4; C1.4.5

C2: Recognizes that one has rights and responsibilities of citizen in one's own community. C2.4.1; C2.4.2; C2.4.3

C3: Knows that there are different communities nearby and there may be different rules for different communities. C3.4.2; C3.4.3; C3.4.4; C3.4.5

C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being a good citizen. C4.4.1; C4.4.2; C4.4.3; C4.4.4

Writing Standards - W.4.2 - Informational - Fact
W.4.7; W.4.8; W.4.9; W.4.10

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

The **reading standards** are strategically selected and are usually not the same in units in each language. If they are the same genre (RL/RI), different standards are selected. Additionally, what the texts are about will be different.

The **reading standards** reflect the organization of the standards.

There is a balance between informational and literary text standards within and across each language.

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Sample Yearlong Biliteracy Map – 4th grade 50/50

All the 4th grade **reading standards (RI & RL)** are represented on the map across the year. When standards are repeated, they increase in rigor.

Sample Yearlong Biliteracy Map – 4th grade 50/50

At the 4th grade reading standards (RI & RL) are represented on the map across the year. When standards are repeated, they increase in rigor.

Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rules? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4; C1.4.2; C1.4.3; C1.4.4; C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4; C2.4.2; C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4; C3.4.2; C3.4.3; C3.4.4; C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1; C4.2; C4.3; C4.4; C4.5 Social Studies Skills: SS51 SS52 SS53 SS54	Essential Questions: How do different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events? WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding current, historical events. H1.4; H1.4.2; H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4; H2.4.2; H2.4.3; H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4; H3.4.2; H3.4.3; H3.4.4 H4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us. H4.1; H4.1.2; H4.1.3; H4.1.4	Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native population? WA SS Content Standards: E1: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. E1.4; E1.4.2; E1.4.3; E1.4.4 E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4; E2.4.2; E2.4.3; E2.4.4; E2.4.5 E3: Knows that the government has a role in the economy. E3.4; E3.4.2; E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4; E4.4.2; E4.4.3 E5: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1; H2.4.2; H2.4.3 Social Studies Skills: SS51 SS52 SS53 SS54	Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E1: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. E1.4; E1.4.2; E1.4.3; E1.4.4 E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4; E2.4.2; E2.4.3; E2.4.4; E2.4.5 E3: Knows that the government has a role in the economy. E3.4; E3.4.2; E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4; E4.4.2; E4.4.3 E5: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1; H2.4.2; H2.4.3 Social Studies Skills: SS51 SS52 SS53 SS54
Writing Standards - W4.3 Narrative (Fiction) W4.4; W4.5; W4.6; W4.8; W4.9; W4.10 Reading Standards - Informational Texts RI.4.2; RI.4.4; RI.4.5; RI.4.7	Writing Standards - W4.2 Informational (How-To/Double Book) W4.4; W4.5; W4.6; W4.8; W4.9; W4.10 Reading Standards - Informational Texts RI.4.2; RI.4.4; RI.4.5; RI.4.7	Writing Standards - W4.1 Opinion (Design Solution Project) W4.4; W4.5; W4.6; W4.8; W4.9; W4.10 Reading Standards - Informational Texts RI.4.2; RI.4.4; RI.4.5	Writing Standards - W4.1 Opinion - Editorial W4.4; W4.5; W4.7; W4.8; W4.9; W4.10 Reading Standards - Informational Texts RI.4.2; RI.4.5; RI.4.8; RI.4.9

Unit 1-ELA & SS - Civics and Salmon

Unit 2-ELA & SS:

Unit 3-ELA & SS

Unit 4-ELA & SS

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Sample Yearlong Biliteracy Map – Kinder 80/20

Similarly, the **Writing Standards** are different in each language, and they reflect the organization of the standards.

Sample Yearlong Biliyancy Map – Kinder 80/20

Information

people use for?

multiple

Essential Qs

Content Standards

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4-PS1-3

4-PS1-4

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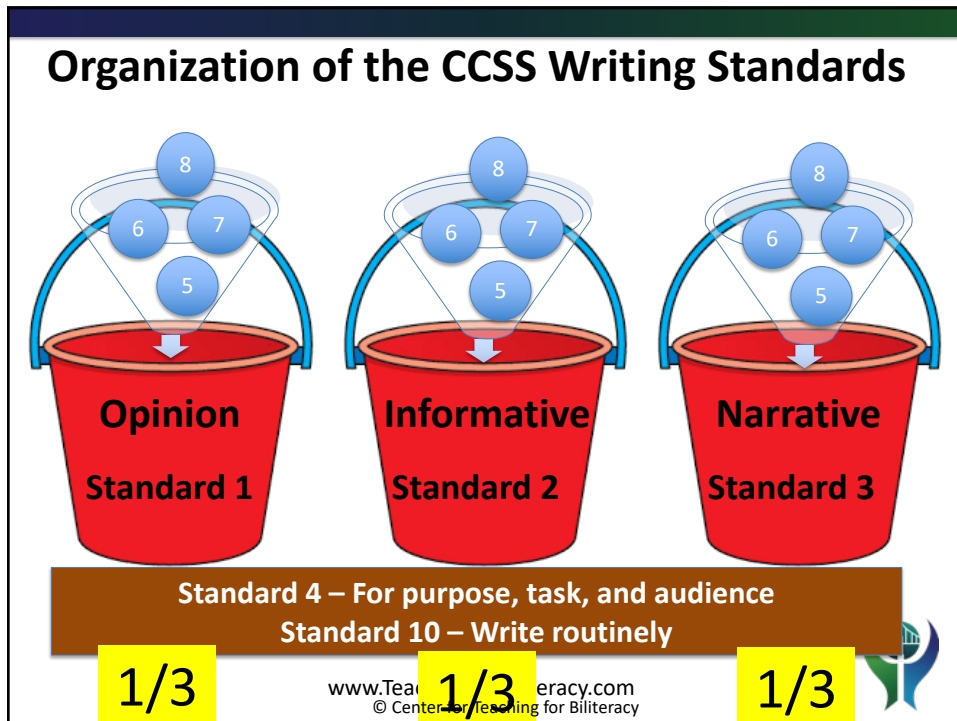
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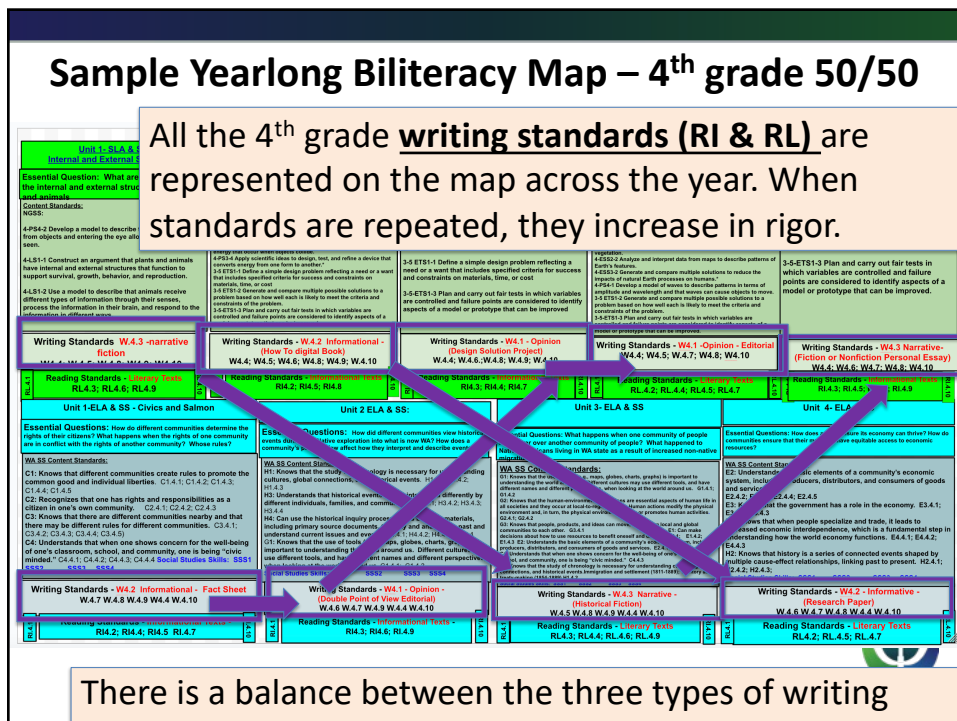
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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?
- Look at the literacy standards in the first Spanish unit and the first English unit. What do you notice?
- **What do you notice about the focus of each unit across the year?**

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Sample Yearlong Biliteracy Map - 4th Grade 50/50

The units are strategically organized in a sequence from concrete to abstract, thus increasing in rigor across the year in each language.

Unit 1: ELA & SS: Internal and External Forces	Unit 2: ELA & SS: Language & Communication	Unit 3: ELA & SS: Our Natural World	Unit 4: ELA & SS: Earth's Natural Processes	Unit 5: ELA & SS: Technology & Transfer of Information
Essential Question: What are the functions of the internal and external forces? Content Standard: NGSS: 4-ESS2-2 Develop from objects or events. ALSO: 1-2 Understand internal and external forces. ALSO: 2-2 Understand different types of internal and external forces.	Essential Question: What is energy and how is it transferred? Content Standard: NGSS: 4-ESS2-2 Develop from objects or events. ALSO: 1-2 Understand internal and external forces. ALSO: 2-2 Understand different types of internal and external forces.	Essential Question: What is energy and how is it transferred? Content Standard: NGSS: 4-ESS2-2 Develop from objects or events. ALSO: 1-2 Understand internal and external forces. ALSO: 2-2 Understand different types of internal and external forces.	Essential Question: What is energy and how is it transferred? Content Standard: NGSS: 4-ESS2-2 Develop from objects or events. ALSO: 1-2 Understand internal and external forces. ALSO: 2-2 Understand different types of internal and external forces.	Essential Question: What is energy and how is it transferred? Content Standard: NGSS: 4-ESS2-2 Develop from objects or events. ALSO: 1-2 Understand internal and external forces. ALSO: 2-2 Understand different types of internal and external forces.
Writing Standards - W.4.3 - Narrative Reading Standards - R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Writing Standards - W.4.2 - Informational Reading Standards - R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Writing Standards - W.4.1 - Opinion Reading Standards - R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Writing Standards - W.4.1 - Opinion Reading Standards - R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Writing Standards - W.4.3 - Narrative Reading Standards - R.4.3, R.4.4, R.4.5, R.4.6, R.4.7
Unit 1-ELA & SS: Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rules?	Unit 2-ELA & SS: Essential Questions: How did different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events?	Unit 3-ELA & SS: Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native settlement?	Unit 4-ELA & SS: Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?	Unit 5-ELA & SS: Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?
WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Skills: 5551 5552 5553 5554	WA SS Content Standards: H1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4.1, H3.4.2, H3.4.3, H3.4.4 H4: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important in understanding the world around us. H4.4.1, H4.4.2, H4.4.3, H4.4.4 H5: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." H5.4.1, H5.4.2, H5.4.3, H5.4.4 Social Studies Skills: 5551 5552 5553 5554	WA SS Content Standards: E1: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. E1.4.1, E1.4.2, E1.4.3 E2: Understands that historical events can be interpreted differently by different individuals, families, and communities. E2.4.1, E2.4.2, E2.4.3, E2.4.4 E3: Knows that the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. E3.4.1, E3.4.2, E3.4.3, E3.4.4 E4: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important in understanding the world around us. E4.4.1, E4.4.2, E4.4.3, E4.4.4 E5: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." E5.4.1, E5.4.2, E5.4.3, E5.4.4 Social Studies Skills: 5551 5552 5553 5554	WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3, H2.4.4 Social Studies Skills: 5551 5552 5553 5554	WA SS Content Standards: E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3 H2: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. H2.4.1, H2.4.2, H2.4.3, H2.4.4 Social Studies Skills: 5551 5552 5553 5554
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Sample Yearlong Biliteracy Map - 4th Grade 50/50

- The map is organized from concrete to abstract, building in rigor and complexity across the year
- Science and social studies topics are addressed once. Each unit build on knowledge from the previous unit.
- The writing standards describe what students will do with the content knowledge they develop
- The reading standards provide mentorship for what students will be expected to write
- The focus of instruction for each language is different, thus strategically planning for biliteracy

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Sample Yearlong Biliteracy Map -4th Grade 50/50

Grade Level 4 - Language			
Unit 1: ELA & SS Internal and External Structures	Unit 2: ELA & SS Energy & Transfer: Informational How To	Unit 3: ELA & SS Our Quest for Energy	Unit 4: ELA & SS Earth's Natural Processes
Essential Question: What are the functions of internal and external structures of plants and animals? Content Standards: NS3 Writing Standards: W4.1 Reading Standards: RL4.3, RL4.6, RL4.9	Essential Question: How does our quest for energy impact our natural environment? Content Standards: NS3 Writing Standards: W4.1 Reading Standards: RL4.3, RL4.6, RL4.9	Essential Question: How does our quest for energy impact our natural environment? Content Standards: NS3 Writing Standards: W4.1 Reading Standards: RL4.3, RL4.6, RL4.9	Essential Question: How can we use technology to transfer information? Content Standards: NS3 Writing Standards: W4.1 Reading Standards: RL4.3, RL4.6, RL4.9
Unit 1: ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the laws of their citizens? What happens when the rights of one community conflict with the rights of another community? Whose rights?	Unit 2: ELA & SS - Energy and Transfer Essential Questions: How did different communities view historical non-fiction exploration into what is now WA? How does a point of view affect how they interpret and describe events?	Unit 3: ELA & SS - Our Quest for Energy Essential Questions: What happens when one community over-uses another community's resources? What happens to Americans living in WA states as a result of increased demand for energy?	Unit 4: ELA & SS - Earth's Natural Processes Essential Questions: How do different communities view historical non-fiction exploration into what is now WA? How does a point of view affect how they interpret and describe events?
Content Standards: C1.1, C1.2, C1.3, C1.4, C1.5 Writing Standards: W4.1, W4.2, W4.3, W4.4, W4.5, W4.6, W4.7, W4.8, W4.9, W4.10 Reading Standards: RL4.2, RL4.4, RL4.5, RL4.7	Content Standards: C1.1, C1.2, C1.3, C1.4, C1.5 Writing Standards: W4.1, W4.2, W4.3, W4.4, W4.5, W4.6, W4.7, W4.8, W4.9, W4.10 Reading Standards: RL4.2, RL4.4, RL4.5, RL4.7	Content Standards: C1.1, C1.2, C1.3, C1.4, C1.5 Writing Standards: W4.1, W4.2, W4.3, W4.4, W4.5, W4.6, W4.7, W4.8, W4.9, W4.10 Reading Standards: RL4.2, RL4.4, RL4.5, RL4.7	Content Standards: C1.1, C1.2, C1.3, C1.4, C1.5 Writing Standards: W4.1, W4.2, W4.3, W4.4, W4.5, W4.6, W4.7, W4.8, W4.9, W4.10 Reading Standards: RL4.2, RL4.4, RL4.5, RL4.7

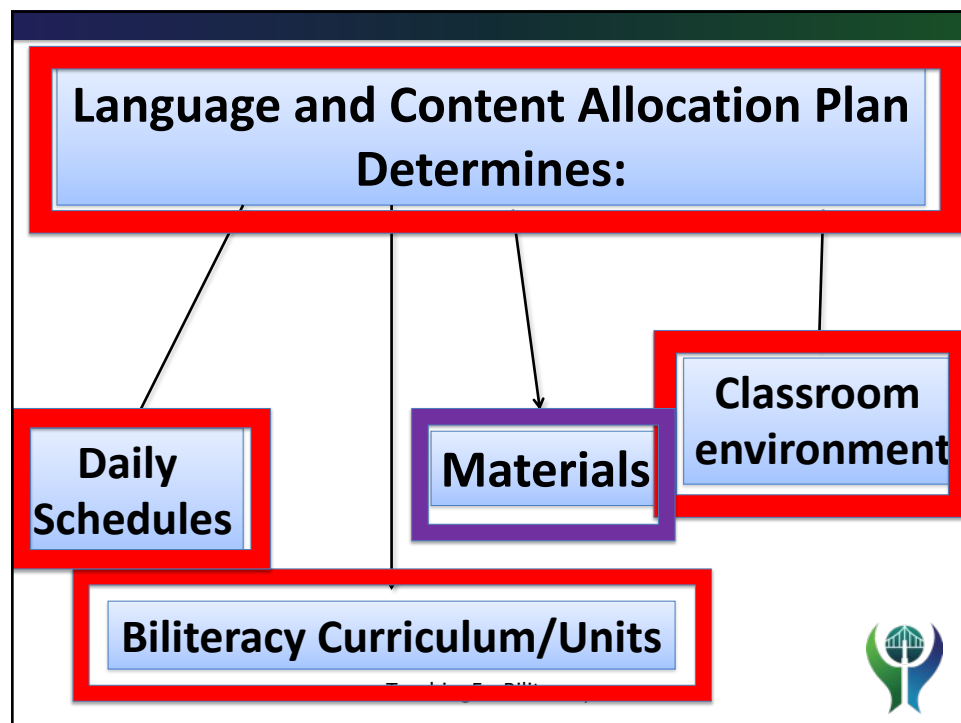
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Biliteracy Unit Framework		
Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		Resource Packet Page 15
Building Oracy, Background 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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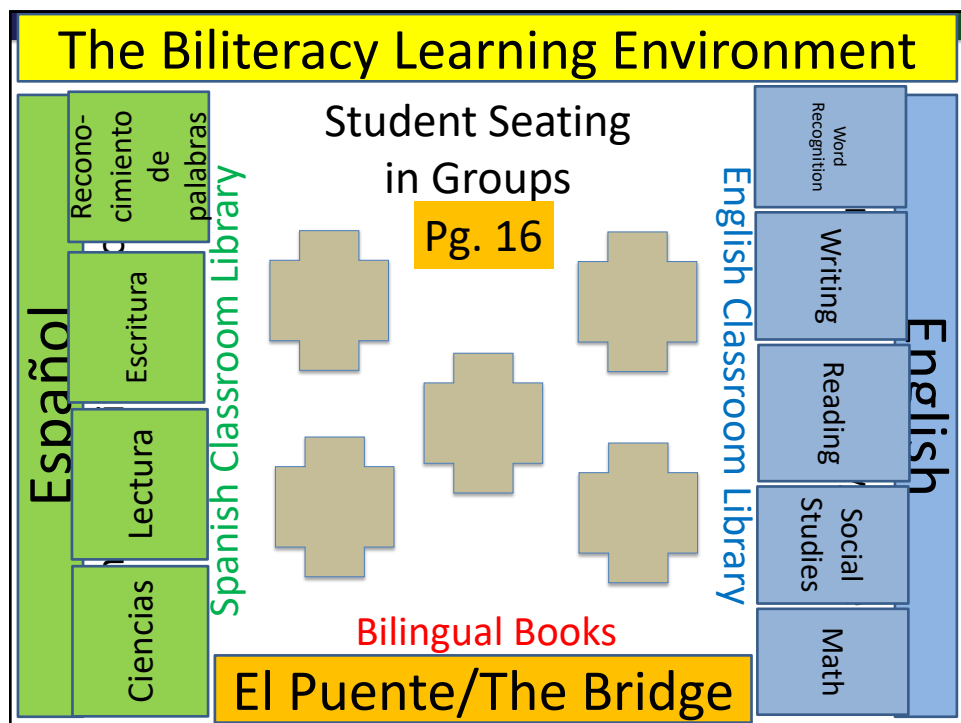
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

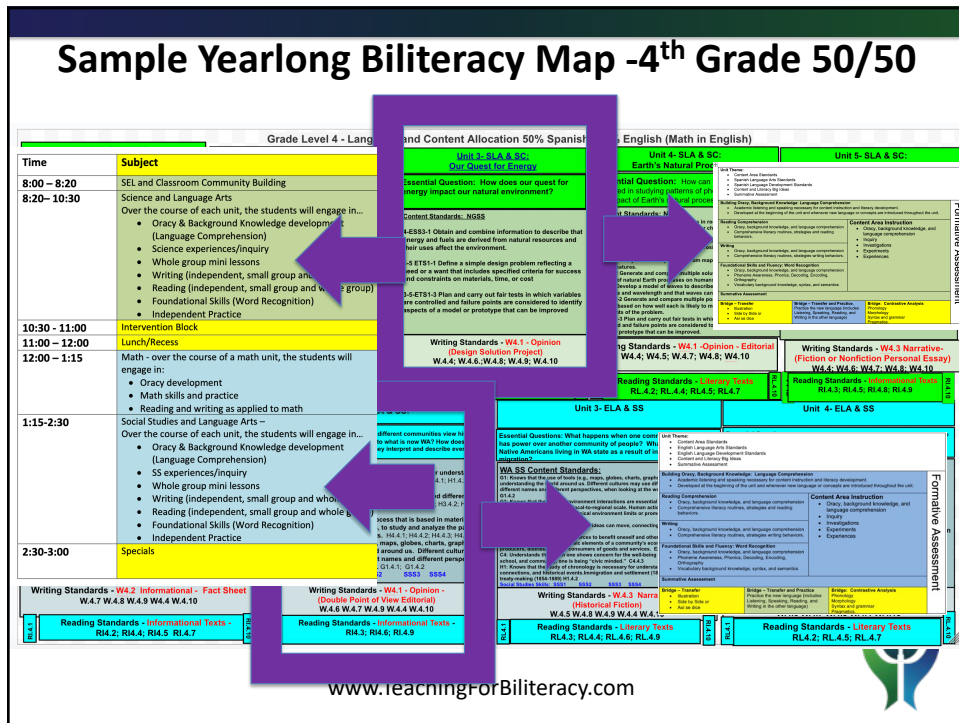
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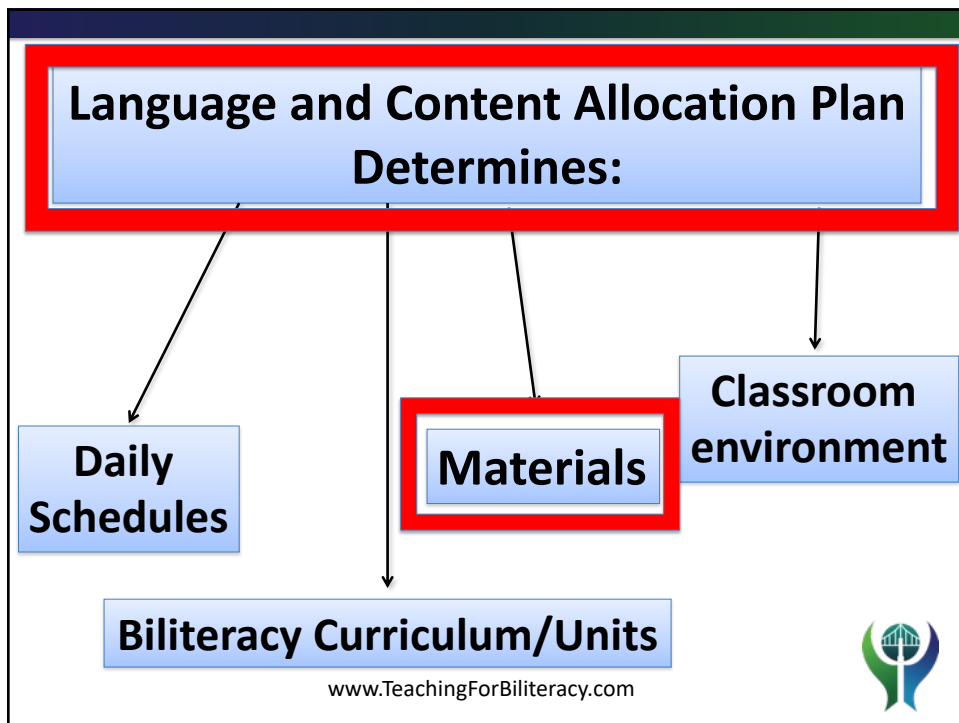
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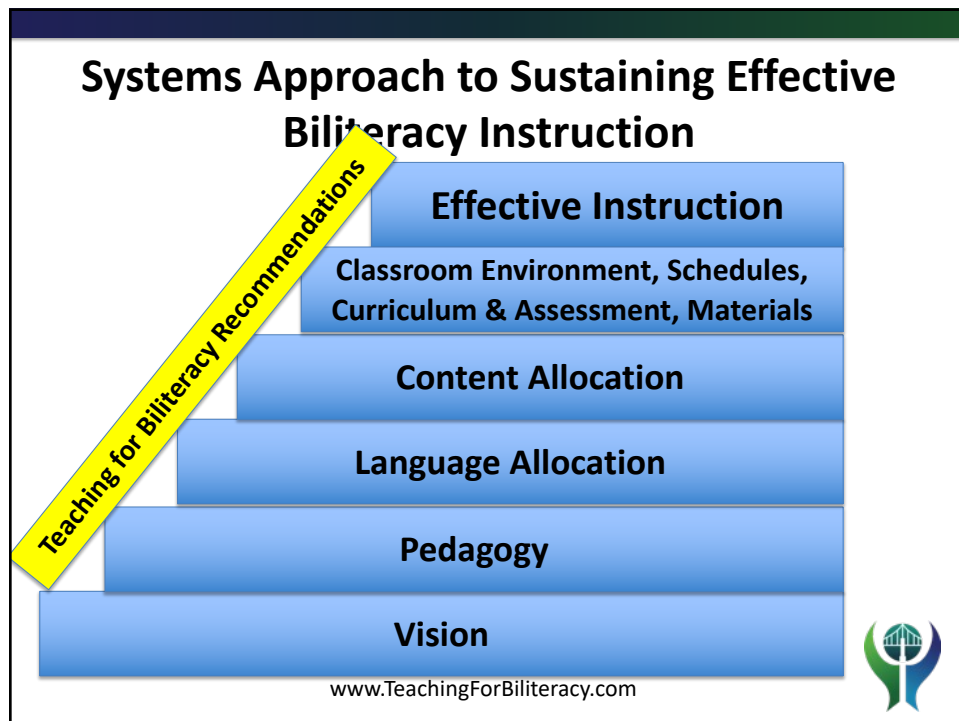
Sample Yearlong Biliteracy Map - 4th Grade

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
2:30-3:00	Specials

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

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Center for Teaching for Bilingual Resources and Links	
Handouts and Presentation Slides on Teaching for Bilingual Website	https://www.teachingforbilingual.com/handouts 
Center for Teaching for Bilingual Reference List	https://bit.ly/4aepEbX 
Bilingual 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 Bilingual: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	https://bit.ly/T4BFinalSession 

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A Systems Approach to Teaching for Bilingual

The following structures, when created and implemented in order, ensure the sustainability of effective bilingual 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. [Bilingual Schedules](#)
4. [Bilingual Curriculum: Maps and Units](#)
5. [Planning for Bilingual Instruction and Assessment](#)

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Agenda:

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

• Day 2 Closure and Exit Ticket

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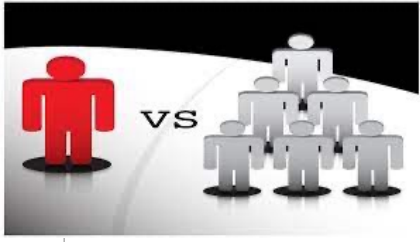


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Individual or Team Planning for Next Steps

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/48ep60A	
Biliteracy Strategies Glossary	https://bit.ly/8SI2024InstructionalStrategies	
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces	
Supporting Newcomers	https://bit.ly/T4BNcomers	
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook	
Final Session Evaluation Form	https://bit.ly/CABSI2026	

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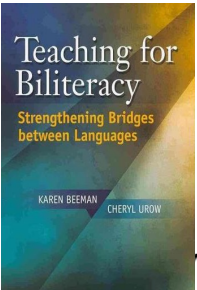
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Teaching for Bilingual Summer Institute Overview		
Tuesday, July 21, 2026	Wednesday, July 22, 2026	Thursday, July 23, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Bilingual Programs - The Bilingual 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 - Bilingual Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) - Sample Instruction Part 3: The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-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 (reading and writing), and the Summative Assessment	

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



We will begin promptly at 8:30 AM.

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Exit Ticket

Effective
biliteracy
instruction...

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