

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 4-12

Sample Instruction Part 3: The Bridge

July 21-23, 2026
Melody Wharton, M.Ed.

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Teaching for Biliteracy 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 buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - Institute Closure
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-5th grade; secondary: 6th - 12th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment</u>	12:00 pm Boxed Lunch and Dismissal

Institute Overview
Page 4
Resource Packet



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Agenda:

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

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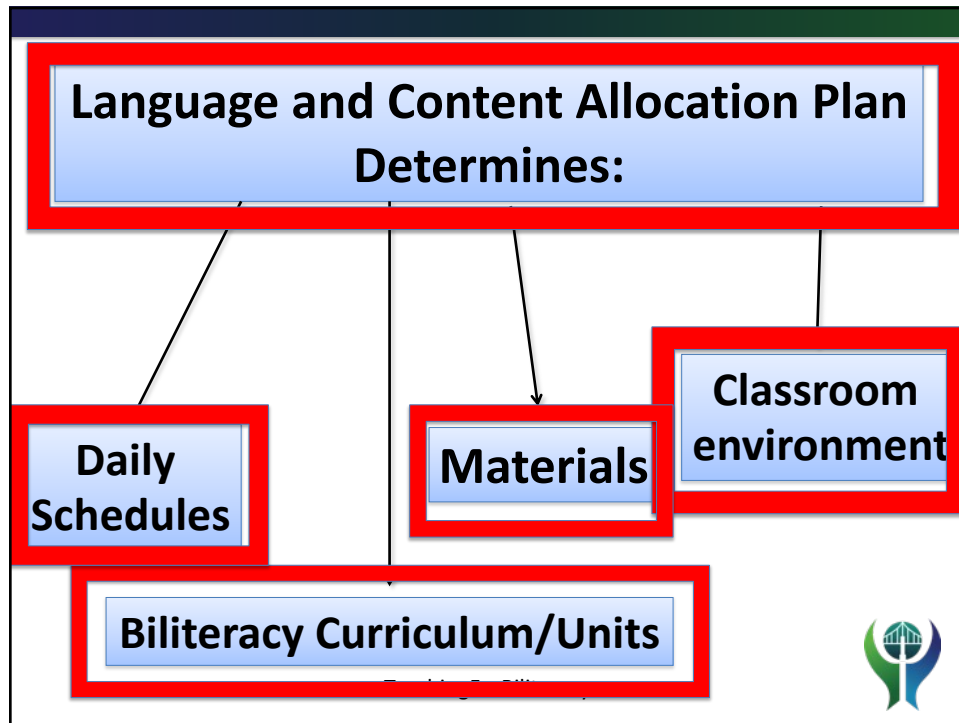
Agenda:

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

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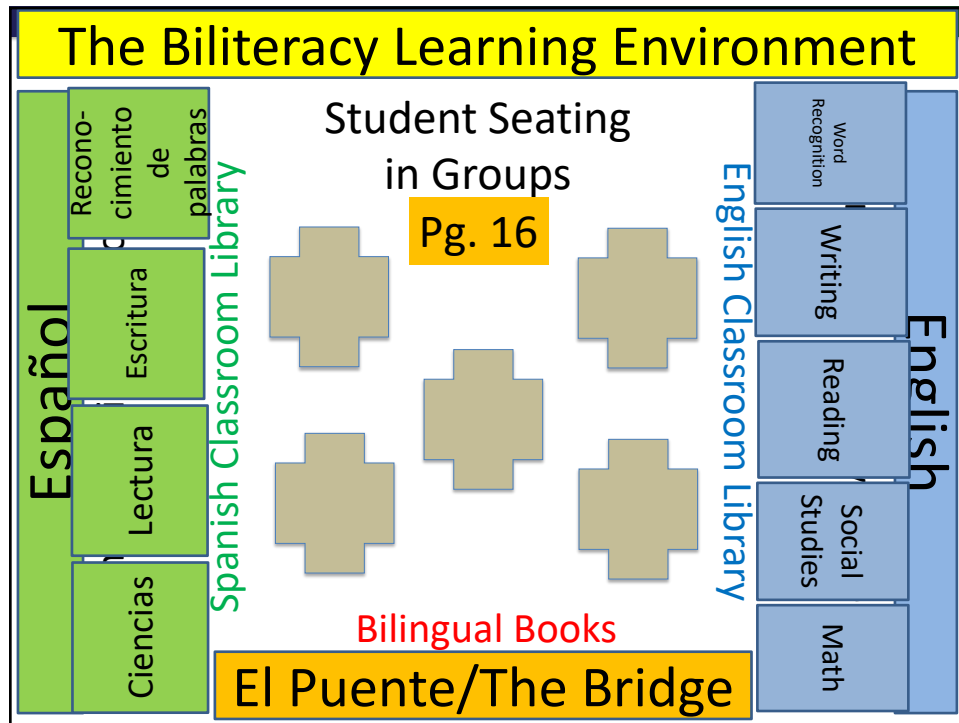


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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Language Arts (Through Universal Themes)
1 (70/30)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

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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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Materials for today's session



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Teaching for Biliiteracy Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliiteracy@b@gmail.com
Crystal Ramos	teachingforbiliiteracy.C@gmail.com
Melody Wharton	teachingforbiliiteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy 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 Biliiteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the biliteracy at the end of the unit which has two purposes:

Resource Packet

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: <i>How does our quest for energy impact our natural environment?</i>		
Link to Unpacked Standards into Outcomes Document for this Unit: https://tiny.cc/afkx7t1a		
Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe how energy and fuels are derived from natural resources, and their uses affect the environment. <i>(Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and flammable materials. Examples of environmental effects could include habitat due to dams, loss of surface mining, and air pollution from fossil fuels.)</i> 3-5-ETS1-1 Define a simple problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	CCSS Writing Standards: Opinion (Essay) W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	CCSS Reading Standards: Informational Texts RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.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.

Sample BUF

4th Grade Unit 3: Science
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Sample Yearlong Biliteracy Map - 4th Grade

Grade Level 4 - Language Arts and Science

Unit 1: ELA & SS - Civics and Salmon

Unit 2: ELA & SS - Energy & Transfer

Unit 3: ELA & SS - Our Quest for Energy

Unit 4: ELA & SS - Earth's Natural Processes

Unit 5: ELA & SS - Technology & Transfer of Information

Unit 6: ELA & SS - The Human Body

Unit 7: ELA & SS - The Human Body

Unit 8: ELA & SS - The Human Body

Unit 9: ELA & SS - The Human Body

Unit 10: ELA & SS - The Human Body

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Biliteracy Unit Framework (BUF)

Condensed BUF: Science & Spanish Language Arts Unit 3

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Unit Number: 3 Unit Name: Our Quest for Energy				
Essential Question: <i>How does our quest for energy impact our natural environment?</i>				
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit  https://bit.ly/466t1b				
Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment Building Oracy, Background Knowledge, Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit. Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors. Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors. Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Asl se dice Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	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. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes	CCSS Writing Standards W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	CCSS Reading Standards RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually.

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Biliteracy Unit Framework

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What are some key features you notice?

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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

- Academic listening and speaking necessary for content instruction
- Developed at the beginning of the unit and whenever new language is introduced

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Summative Assessment

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

Formative Assessment

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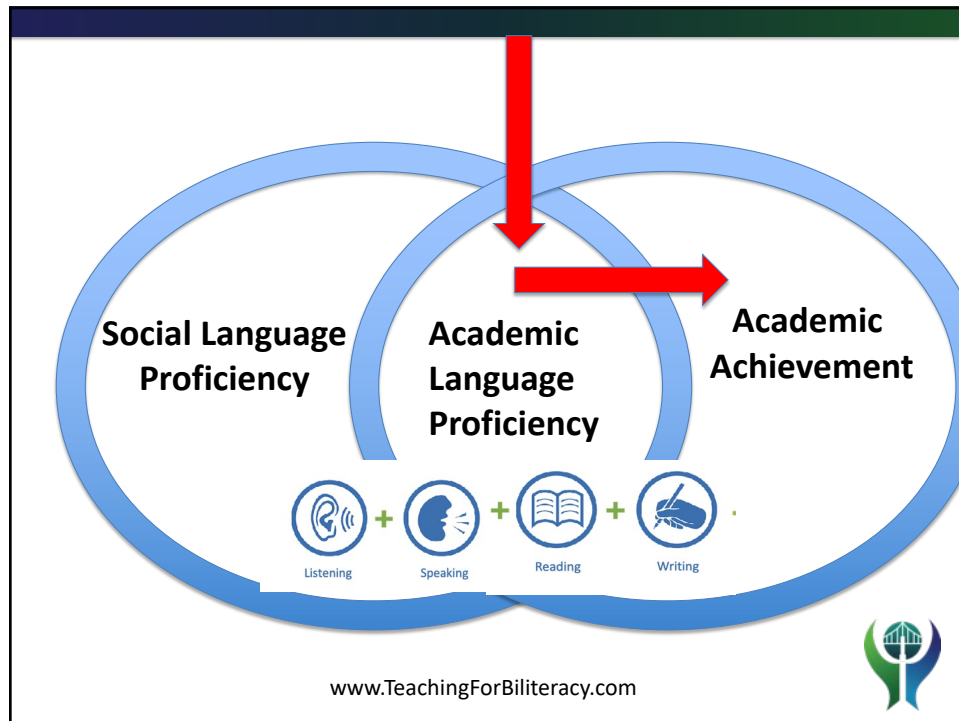
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How did I know **what** language to build to support inquiry AND literacy?

Unit Big Ideas
Science Content Big Ideas: 1. I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1). a. For example, building a dam for hydropower can lead to a loss of habitat. b. For example, burning fossil fuels to power the lights in a school can cause air pollution. 2. I want my students to understand that some resources are renewable over time, and others are not. a. For example, wind energy, hydroelectric power (water energy), and sunlight are renewable energy sources because they regenerate naturally. b. For example, fossil fuels and fissile materials are non-renewable energy sources because they are limited. Science Inquiry Big Ideas: 1. I want my students to understand that any application of a science or engineering solution to a problem has both intended and unintended consequences (4-ESS3-1). a. For example, the creation of wind farms impacts the environment by creating a renewable energy source (intended) and causing habitat loss and fragmentation (unintended). b. For example, when coal (a fossil fuel) burns to provide energy (intended), it releases pollutants in the air that cause smog, acid rain, and toxins in the environment that lead to health issues in people (unintended). Engineering, Technology, and Science Integration: 1. I want my students to understand that possible solutions to a problem are limited by cost, available materials, time, space, and impact on the environment (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared based on how well each one meets the specified criteria for success or how well each takes the constraints into account (3-5-ETS1-1). a. For example, the simple design problem that reflects the need to make the school's quest for energy have less of an impact on the environment may be limited to renewable sources of energy. b. For example, the simple design problem that reflects the need to make the school's quest for energy have less impact on the environment is limited by the budget allocated for the project. 2. I want my students to understand that researching a problem before designing a solution will result in a more effective solution. Testing a solution involves investigating how well it performs under a range of likely conditions (3-5-ETS1-2). a. For example, students will research the energy needs in their school before working on designing a solution to meet these energy needs. b. For example, students will research (through photographs, videos, field trips, or guest speakers like an electronic engineer) how well renewable energy sources perform with minimal environmental effects on other schools or similar structures in the areas to inform the development of their proposed solutions.



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I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).

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I want my students to understand that some resources are renewable over time, and others are not.

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The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text in communication)	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures in communication)	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice in communication)	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

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Grades 4–5 EXPRESSIVE

WIDA Expressive Language Chart for Grades 4–5

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

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

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?



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WIDA Language Charts 15

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Grades 4–5 INTERPRETIVE

WIDA Interpretive Language Chart for Grades 4–5

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

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

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

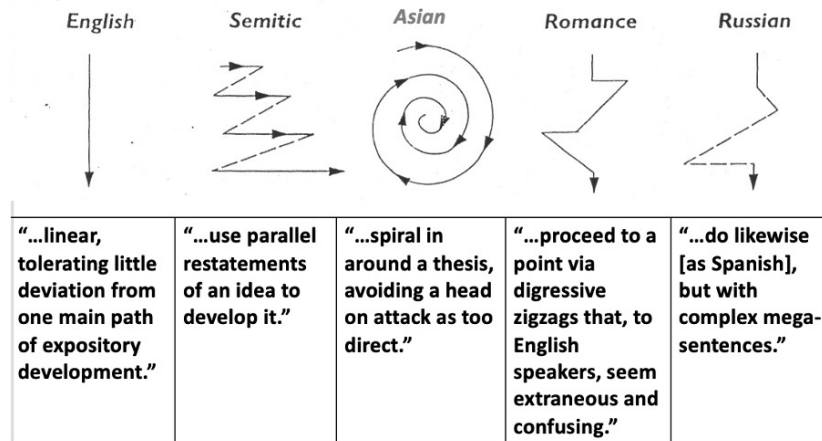


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WIDA Language Charts 16

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Discourse styles



(Montaño-Harmon, 1991; Sáez, 2003; Butvilofsky et al, 2023)

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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	Formative Assessment	
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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Elements of Comprehensive Literacy

Oral language

Foundational Skills

- Phoneme awareness

◦ Fluency

◦ Vocabulary

◦ Background Knowledge

◦ Syntax

◦ Semantics

Language

- Phonology

- Morphology

The BUF includes all the elements of Comprehensive Literacy

Language Comprehension

- Vocabulary

- Background Knowledge

- Syntax

- Semantics

Fluency

Writing

- Handwriting

- Spelling

- Grammar

- Composition

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The BUF supports biliteracy in that....



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

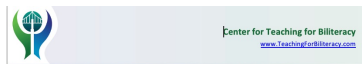
Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

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Materials for today's session



Teaching for Biliteracy Summer Institute

Oxnard, 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 pedagogy 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 two languages, it integrates language, literacy and content, and includes the *Bridge* at the end of the unit which has two purposes:

**Resource
Packet**

Condensed BUF: Science & Spanish Language Arts Unit 3

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Unit Standards		
Link to Unpacked Standards into Outcomes Document for this Unit		
https://tiny.cc/dakw1t1a		
Content Standards: NGSS 4-ESS3-1 Obtain and compare information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. (Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and flammable materials. Examples of environmental effects could include habitat loss due to dams, loss of surface mining, and air pollution from fossil fuels.)	CCSS Writing Standards W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	CCSS Reading Standards Informational Texts 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.
3-5 ETS.1 Define a simple reflecting a need or a want	Sample BUF	

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Agenda:

- ✓ Welcome
- ✓ The Biliteracy Unit Framework (BUF)

Sample Instruction:

Part 3 - the Bridge

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

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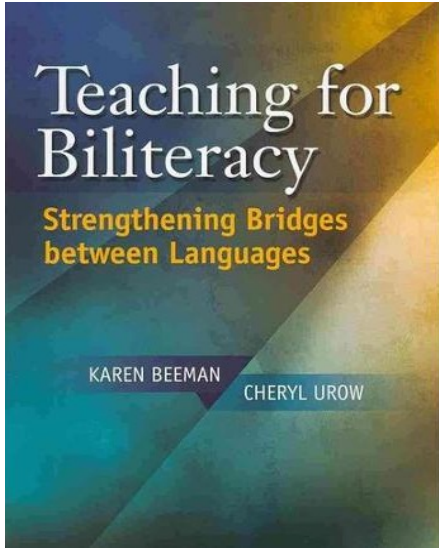


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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment			Formative Assessment
Building Oracy, Background Knowledge: Language Comprehension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

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Chapter 10

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

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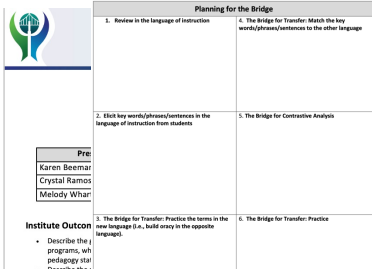
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Teachers	Coaches, TOSAs, & Specialist	School & District Leaders
<u>Instruction</u> • Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	<u>Classroom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

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Materials for today's session



Planning for the Bridge

1. Review in the language of instruction

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

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

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

5. The Bridge for Contrastive Analysis

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

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

Institute Outcomes

- Describe the programs, with pedagogical star
- Expand practice
- Identify language
- Describe learner
- Describe the meaning of the terms in the new language (i.e., build entry in the opposite language)

Condensed BUI: Science & Spanish Language Arts Unit 3

Grade: 4 th	Language: Spanish	Content area: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: How does our quest for energy impact our natural environment?		

Unit Standards

Link to Unpacked Standards into Outcomes Document for this Unit

<https://bit.ly/4skt113>

Content Standards: NOSS	CCSS Writing Standards Opinion (Essay)	CCSS Reading Standards Informational Texts
4-ESS3-1 Obtain and compare information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. <i>(Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fission materials. Examples of environmental effects could include habitat loss due to dams, loss of surface mining, and air pollution from fossil fuels.)</i>	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	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.
3-5 ETS1-1 Define a simple problem reflecting a need or a want that can be solved through design.		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.

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Sample BUF

Resource Packet

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Strategic Pairing and Grouping



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

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

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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

Melody Wharton - Center for Teaching for Biliteracy

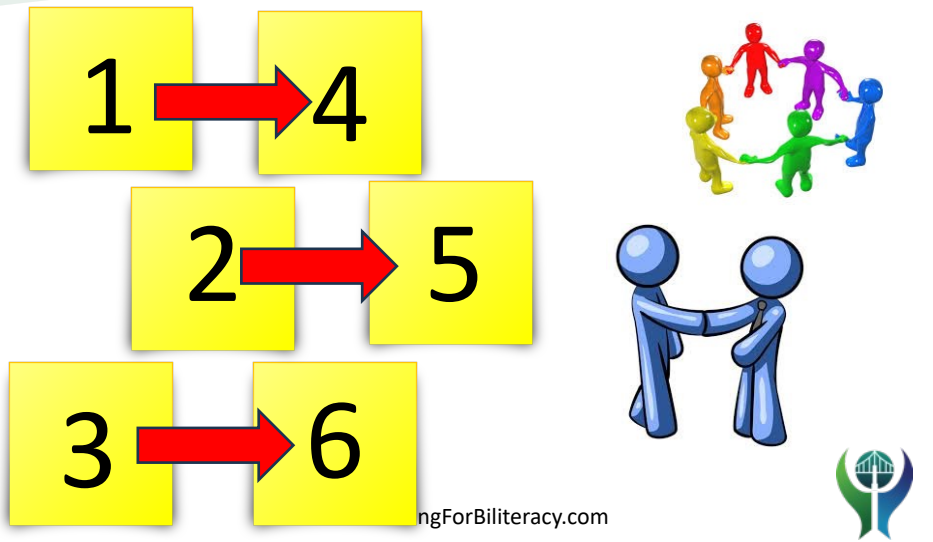
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WIDA Level Descriptors for our Self-Assessment

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

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Strategic Pairing In the Classroom



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Strategic Pairing in this Session



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

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Language Use Norms

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

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Marking the Language of Instruction



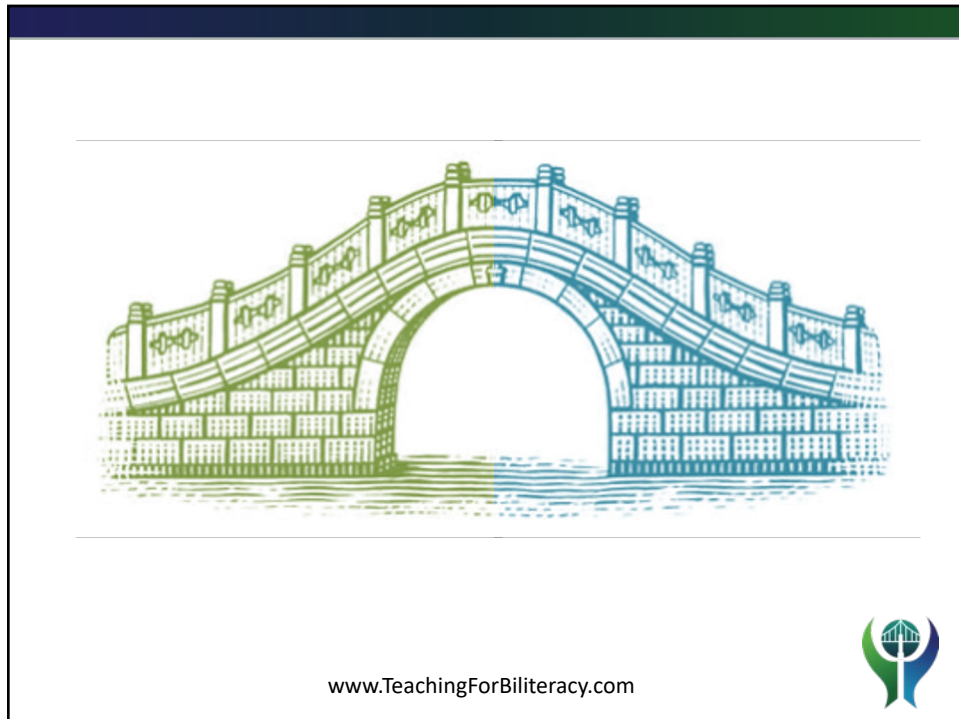
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**The Bridge- Step 1
happens during the Spanish
part of the day
and is
facilitated by the Spanish
teacher**

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**The Bridge- Step 2
happens during the Spanish
part of the day
and is
facilitated by the Spanish
teacher**

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Español	English
Los recursos naturales Las fuentes de energía renovable Los paneles solares La energía solar Las turbinas eólicas Los combustibles fósiles	

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**The Bridge- Step 3
happens during English
portion of the day
and is
facilitated by the English
teacher**

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Now you practice

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Español	English

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The Bridge- Step 4 happens during English portion of the day and is facilitated by the English teacher

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Español

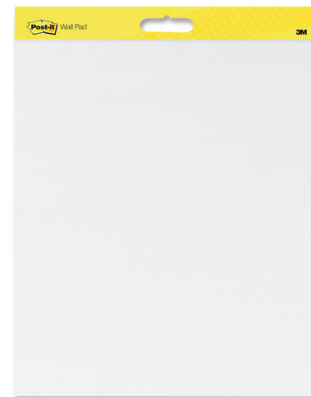
Los recursos
naturales
Las fuentes
de energía
renovable
Los paneles
solares
La energía
solar
Las turbinas
eólicas
Los
combustibles
fósiles

English

Natural
resources
Renewable
energy
sources
Solar panels

Solar energy

Wind
turbines
Fossil fuels



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**The Bridge- Step 5
happens during English
portion of the day
and is
facilitated by the English
teacher**

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Español	English	
Los recursos naturales	Natural resources	
Las fuentes de energía renovables	Renewable energy	
Los paneles solares	Solar panels	
La energía solar	Solar energy	
Las turbinas eólicas	Wind turbines	
Los combustibles fósiles	Fossil fuels	

Español Sustantivo adjetivo	English – adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent

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The Bridge- Step 6 happens during English portion of the day and is facilitated by the English teacher

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**Resource
packet p. 40**

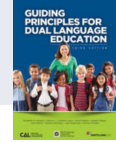
Planning for the Bridge	
1. Review in the language of instruction	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
3. The Bridge for Contrastive Analysis	

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

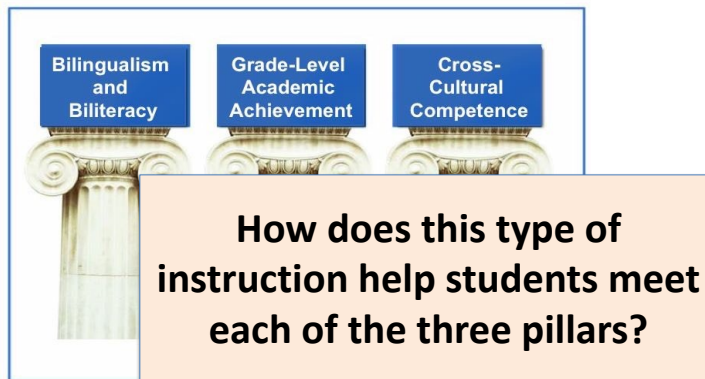
As an observer, I noticed...

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What are the goals of Dual Language?



Three Pillars of Dual Language Education



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Agenda:

- ✓ Welcome
- ✓ The Biliteracy Unit Framework (BUF)
- ✓ Sample Instruction:

Part 3 - the Bridge

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

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

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

8th Grade Student Schedule

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

**The Bridge isn't in the schedule.
So, when does each step take place?**

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Materials for today's session

p. 40
6 steps of the Bridge
Resource Packet

Sample BUF

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		For
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
What did we do during the Bridge?		
Formative Assessment - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		Assessment
Summative Assessment		
- Illustration - Side by Side or - Asi se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.

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These steps are a framework to use for planning.
 See Resource packet p. 33

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



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Planning for the Bridge

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

**Resource packet
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4th Grade Science & SLA Unit 3
Planning for the Bridge from Spanish to English

1. Review in the language of instruction	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer - Practice the terms in the new language	6. The Bridge for Transfer: Practice



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

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Español	English
Step 1	

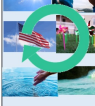
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The Bridge - Step 1:

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

Planning for the Bridge	
1. Review in the language of instruction Facilitated by the Spanish Recursos naturales renovables  Recursos naturales no renovables 	4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Contrastive Analysis
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).	6. The Bridge for Transfer: Practice

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Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge																														
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge - Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5																												
Set up the chart paper: Make a T-Chart and Step 1: In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated. based on what they learned in the unit and from the concept attainment and write those words in the <i>Español</i> side of the chart. Step 3: Practice key vocabulary in English using the same TPR and images Step 4: Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2;">Español</th> <th style="background-color: #f2f2f2;">English</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>las fuentes de energía renovables</i></td> <td>renewable energy sources</td> </tr> <tr> <td><i>las fuentes de energía no renovables</i></td> <td>non-renewable energy sources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>	Español	English	<i>los recursos naturales</i>	natural resources	<i>las fuentes de energía renovables</i>	renewable energy sources	<i>las fuentes de energía no renovables</i>	non-renewable energy sources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines	Step 6: - Students practice TPR and - Reuse, Recycle reader's theater with the teacher (or another reader's theater) - Students practice reading the script in small groups using TPR - Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases - With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Syntax & Grammar - Word Order (noun-adjective) - In Spanish- Adjectives usually go after the noun they are describing - In English- Adjectives go before the noun they are describing. Possible Contrastive Analysis Chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2;">Español Sustantivo adjetivo</th> <th style="background-color: #f2f2f2;">English – adjective noun</th> </tr> </thead> <tbody> <tr> <td><i>los recursos naturales</i></td> <td>natural resources</td> </tr> <tr> <td><i>los paneles solares</i></td> <td>solar panels</td> </tr> <tr> <td><i>la energía solar</i></td> <td>solar energy</td> </tr> <tr> <td><i>el gas natural</i></td> <td>natural gas</td> </tr> <tr> <td><i>las turbinas eólicas</i></td> <td>wind turbines</td> </tr> </tbody> </table>	Español Sustantivo adjetivo	English – adjective noun	<i>los recursos naturales</i>	natural resources	<i>los paneles solares</i>	solar panels	<i>la energía solar</i>	solar energy	<i>el gas natural</i>	natural gas	<i>las turbinas eólicas</i>	wind turbines
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<i>las fuentes de energía no renovables</i>	non-renewable energy sources																													
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<i>la energía solar</i>	solar energy																													
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<i>la energía solar</i>	solar energy																													
<i>el gas natural</i>	natural gas																													
<i>las turbinas eólicas</i>	wind turbines																													

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

Page 29 –
Institute
Resource
Packet



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

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Español	English
Los recursos naturales	
Las fuentes de energía renovable	
Los paneles solares	
La energía solar	
Las turbinas eólicas	
Los combustibles fósiles	

Step 2

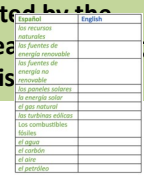
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The Bridge - Step 2:

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

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

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Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

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



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

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Español	English
Los recursos naturales Las fuentes de energía renovable Los paneles solares La energía solar Las turbinas eólicas Los combustibles fósiles	Step 3

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The Bridge - Step 3:

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

Planning for the Bridge																					
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Pages 19-20 of the 4th Grade Science/SLA Unit 3 BUF

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



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



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

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One and Two – Teacher Models

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

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

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

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

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

The Next Day

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

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

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Step 4

Español	English
Los recursos naturales Las fuentes de energía renovable Los paneles solares La energía solar Las turbinas eólicas Los combustibles fósiles	Natural resources Renewable energy sources Solar panels Solar energy Wind turbines Fossil fuels



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The Bridge -

Step 4:

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

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables



Recursos naturales no renovables



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

Facilitated by the English Teacher

Spanish	English
los recursos naturales	natural resources
las fuentes de energía renovable	renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
las turbinas eólicas	wind turbines
los combustibles fósiles	fossil fuels
el agua	water
el carbón	coal
el gas	gas
el petróleo	oil

2. Elicit key words/phrases/sentences in the new language (i.e., build oracy in the opposite language).

Facilitated by the Spanish Teacher

Spanish	English
los recursos naturales	
las fuentes de energía renovable	
los paneles solares	
la energía solar	
las turbinas eólicas	
los combustibles fósiles	
el agua	
el carbón	
el gas	
el petróleo	

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

Facilitated by the English Teacher

Renewable natural resources



Non-renewable natural resources



5. The Bridge for Contrastive Analysis

6. The Bridge for Transfer: Practice

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**How did our chart
compare to the
anticipated chart?**

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1:15-2:30	Steps 3-4 Continue SS Unit
2:30-3:00	Specials



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Bridge - Transfer
Side by Side

Steps 1, 2, 3, 4

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- Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
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- Step 3:** Practice key vocabulary in English using the same TPR and images
- Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
los recursos naturales	natural resources
las fuentes de energía renovables	renewable energy sources
las fuentes de energía no renovables	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas

Bridge

Bridge – Transfer – Practice (includes Listening, Speaking, Reading, and Writing in the other language) Step 6	Bridge: Contrastive Analysis Step 5
Step 6: - Students practice TPR in English- listening and speaking - Students read and respond to the Reader's Theater script	Step 5: While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Possible Contrastive Analysis Chart:

Español Sustantivo	English – adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines

Steps 1-4

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The Bridge - Step 5: The Bridge for Contrastive Analysis

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Español	English
Los recursos naturales	Natural resources
Las fuentes de energía renovables	Renewable energy
Los paneles solares	Solar panels
La energía solar	Solar energy
Las turbinas eólicas	Wind turbines
Los combustibles fósiles	Fossil fuels

Español Sustantivo adjetivo	English – adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines
Los combustibles fósiles	fossil fuels
Los conceptos explícitos	explicit concepts
Los conceptos implícitos	implicit concepts
El acento tónico	tonic accent

Step 5

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The Bridge - Step 5:

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

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

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

Facilitated by the Spanish Teacher

Renewable natural resources

Non-renewable natural resources

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

Facilitated by the English Teacher

5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher

6. The Bridge for Transfer: Practice

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Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

The Bridge

Bridge - Transfer Side by Side

Steps 1, 2, 3, 4

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- **Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
- **Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the *Español* side of the chart.
- **Step 3:** Practice key vocabulary in English using the same TPR and images
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
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la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines

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

Step 6

Step 5:

- Students practice TPR in English- listening and speaking
- Students practice TPR and read the Reduce, Reuse, Recycle theater with the teacher (or another reader's theater)
- Students practice reading the script in small groups using their own reader's theater script using their newly learned English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Step 5:

While the teacher plans a specific contrastive analysis teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Syntax & Grammar

- Word Order (noun-adjective)
- In Spanish- Adjectives usually go after the noun they are describing
- In English- Adjectives go before the noun they are describing.

Possible Contrastive Analysis Chart:

Español Sustantivo	English - adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas	wind turbines

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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Science/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-5 Continue SS Unit
2:30-3:00	Specials



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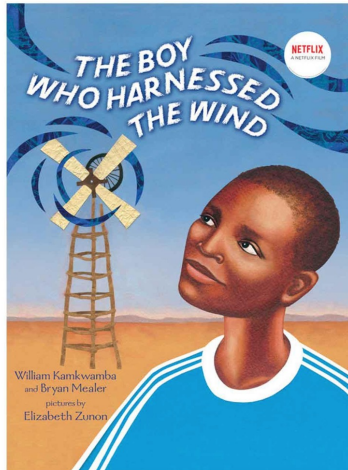
The Bridge - Step 6: Continued Practice in the Other Program Language

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Step 6



Reader's Theater

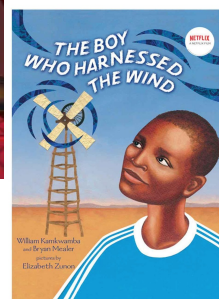
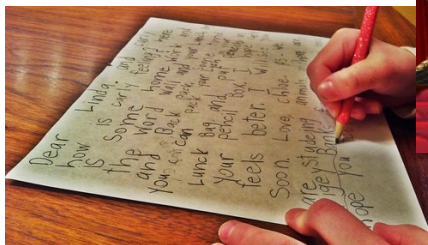


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Step 6



Students write and act out their own reader's theater using the academic terminology

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The Bridge - Step 6:

- Students need time to use the language in a new experience
- Includes Listening, Speaking, Reading, and Writing

Planning for the Bridge

1. Review in the language of instruction

Facilitated by the Spanish Teacher

Recursos naturales renovables

Recursos naturales no renovables

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

Facilitated by the Spanish Teacher

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

Facilitated by the Spanish Teacher

Renewable natural resources

Non-renewable natural resources

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

Facilitated by the English Teacher During Spanish

5. The Bridge for Contrastive Analysis

Facilitated by the English Teacher During Spanish

6. The Bridge for Transfer: Practice

Facilitated by the English Teacher During English

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Pages 19-20 of the 4th Grade Science/SLE Unit 3 BUF

Step 6

Bridge - Transfer Side by Side

Steps 1, 2, 3, 4

Set up the chart paper: Make a T-Chart and label the left side *Español* in green and the right-side English in blue.

- Step 1:** In Spanish, review the TPR with the key vocabulary from the beginning of the unit. Throughout the unit, as students gathered information, this TPR may have changed and/or elongated.
- Step 2:** In Spanish, elicit key vocabulary from the students based on what they learned in the unit and from the chart and write those words in the *Español* side of the chart.
- Step 3:** Practice key vocabulary in English using the script and images.
- Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (Science):

Español	English
los recursos naturales	natural resources
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las fuentes de energía no renovables	non-renewable energy sources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines

Step 6:

- Students practice TPR in English- listening and speaking
- Students practice TPR and read the Reduce, Reuse, Recycle reader's theater with the teacher (or another reader's theater)
- Students practice reading the script in small groups using TPR
- Students (in small groups or pairs) draft their own reader's theater script using their newly learned English academic science words and phrases
- With guidance from the teacher, students finalize their own reader's theater script using their newly learned English academic science words and phrases.

Bridge: Contrastive Analysis

Step 5

When the teacher plans a specific contrastive analysis teaching point in the Bridge, the teacher anticipates and highlights other metalinguistics noticed by the students.

Grammar

Word Order (noun-adjective)

Spanish- Adjectives usually go after the noun they are describing

English- Adjectives go before the noun they are describing.

Contrastive Analysis Chart:

Spanish	English - adjective noun
los recursos naturales	natural resources
los paneles solares	solar panels
la energía solar	solar energy
el gas natural	natural gas
las turbinas eólicas	wind turbines

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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
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12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math
1:15-2:30	Steps 3-6 Continue SS Unit
2:30-3:00	Specials



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

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English Unit

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



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Traditional Secondary Grades 6-12

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



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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		For
What did we do during the Bridge?		
Teachers: Instruction	Coach, TOSA, or Support or Specialist: Classroom Support	School and District Leaders: Systems and Structures

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Agenda:

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

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Materials for today's session



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

Presenters	Contact Information
Karen Beeman	teachingforbiliteracy6@gmail.com
Crystal Ramos	teachingforbiliteracy6@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy 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 how to support students during instruction in any language.
- Describe how to implement support (co-teaching, co-bilingual, etc.) in dual language all day programs.

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Condensed BUI: Science & Spanish Language Arts Unit B

Grade: 4 th	Language: Spanish	Content areas: Science and Spanish Language Arts
Unit Number: 3		
Unit Name: Our Quest for Energy		
Essential Question: <i>How does our quest for energy impact our natural environment?</i>		

Unit Standards
Link to Unpacked Standards into Outcomes Document for this Unit



<https://bit.ly/4afkx1t1a>

Content Standards: NGSS	CCSS Writing Standards Opinion (Essay)	CCSS Reading Standards Informational Texts
4-ESS3-1 Obtain and compare information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. (Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fission materials. Examples of environmental effects could include habitat due to dams, loss of surface mining, and air pollution from fossil fuels.)	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	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.

Sample BUF

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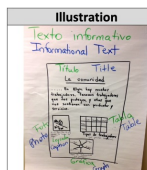
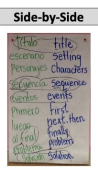
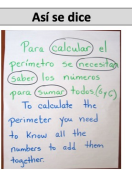
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What is the Bridge?

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

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Illustration	Side-by-Side	Así se dice
		

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“Bridging”

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

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Bridging – An Example

f = f

f = f, ph
gráfico = graph

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What is the Bridge?

Bridge and "bridging"	
The Bridge is...	Bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections, in each language, during the unit of instruction.
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
about contrastive analysis: comparing and contrasting the Spanish and English in the transfer charts in the areas of phonology, morphology, syntax and grammar, and pragmatics	students noticing how their two languages are similar and different, and add their noticings to the contrastive analysis charts
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p. 37

Illustration	Side-by-Side	Así se dice

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Three Types of Bridge Transfer Charts

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

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

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

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4 Areas of Contrastive Analysis

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Types of Contrastive Analysis Charts

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

Phonology	Morphology	Syntax and Grammar

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

Beaman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia.

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



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Unit Theme:

- Cont
- Span
- Span
- Cont
- Sum

To plan for the Bridge...

Building Oracy, Background Knowledge: Language Comprehension

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

Teachers: Instruction

Coach, TOSA, or Support or Specialist: Classroom Support

School and District Leaders: Systems and Structures

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

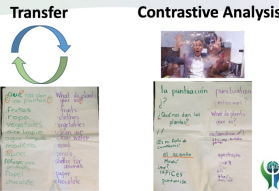
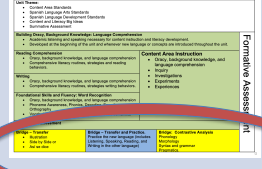
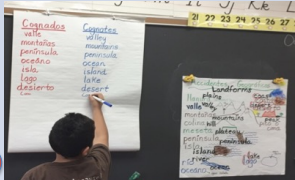
Bridge – Transfer and Practice.
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar

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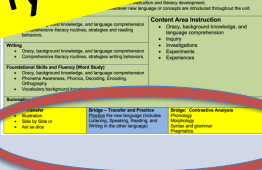
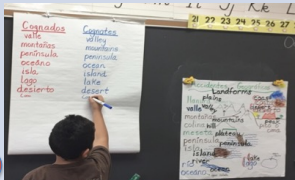
112

Characteristics of the Bridge for Biliteracy

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

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Characteristics of the Bridge for Biliteracy

Two Purposes	Happens at the END of the Unit	Includes High Student Interaction
Therefore, to ensure successful planning and facilitation of the Bridge, in my role I can _____.		
		

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Agenda:

- ✓ Welcome
- ✓ The Biliteracy Unit Framework (BUF)
- ✓ Sample Instruction:
 - Part 3 - the Bridge
- ✓ The Six Steps of the Bridge
- ✓ Planning for the Bridge

• Institute Closure and Evaluation

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Individual or Team Planning for Next Steps

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





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Teaching for Biliteracy Summer Institute

Oxnard, CA

Certificate of Completion for

Monday, July 21, 2025	Tuesday, July 22, 2025	Wednesday, July 23, 2025
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet 8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet 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	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet 8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures
Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (By Grade Bands): PK-2nd Grade; 3rd-5th Grade; Secondary: 6th - 12th Grade • <u>Sample Instruction Part 1:</u> Ongoing instruction in preparation for content inquiry and literacy	Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (Same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure
		12:00 pm Boxed Lunch and Dismissal

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Center for Teaching for Biliteracy Resources and Links	
P	https://www.teachingforbiliteracy.com/resources
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C	
B	
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to Teaching for Biliteracy: District 2026	
Final Session Evaluation Form	https://bit.ly/CABSI2026 

