

Teaching for Biliteracy Summer Institute

July 21, 2026 – Day 1

Oxnard, CA



Center for Teaching for Biliteracy

www.teachingforbiliteracy.com

1



The Center for Teaching for Biliteracy



Karen Beeman, M.Ed
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2



3



Introductions

Educators from across the US!



Arkansas

- Little Rock School District

California

- Camino Nuevo – LAUSD
- Capistrano Unified
- El Monte City School District

4



Introductions

Educators from across the US!

California

- Greenfield Union School District
- Lancaster School District
- Oxnard School District
- Palmdale School District
- Panama Buena Vista School District

5



Introductions

Educators from across the US!

Wisconsin

- Sun Prairie Area School District

6

Introductions

- PreK & Kindergarten teachers
- 1st, 2nd grade teachers
- 3rd, 4th & 5th grade teachers
- Middle school teachers
- High school teachers
- Coaches, TOSAs & Specialists
- Fine Arts and PE Teachers
- Principals and APs
- District Administrators
- Other



7

Beverages and water available throughout the day



8

Restrooms



9

Teaching for Biliteracy

**Strengthening Bridges
between Languages**

KAREN BEEMAN

CHERYL UROW



10



Center for Teaching for Bilingual

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Teaching for Bilingual

Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilingualKB@gmail.com
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Institute Outcomes:

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



11

Suggested Topics for Individual or Team Institute Reflection

Agenda Item	Reflection
Students and Goals of Bilingual Programs	
The Multilingual Perspective of Language	
The Bilingual Unit Framework (BUF)	
Strategic Use of Teacher Language Use: Establishing a Language Policy	

Page 43

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45



12

Individual and School Planning for Next Steps		
Elements we have in place: Affirmations	Areas to work on: Next Steps	Other

Page 45

13

Center for Teaching for Biliteracy Resources and Links	
Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BN newcomers 
A Handbook of Biliteracy Systems and Structures: Digital Tools	https://bit.ly/BABSI2024DigitalTools 
Final Session Evaluation Form	https://fb.gv/skr8b3 

Page 2

14

Publication Date and Author	Additional Resources and Links
2018 Michael D. Guerrero and Joan R. Lachance	National Dual Language Education Teacher Preparation Standards https://bit.ly/DLTeacherStandards 
February 2022 Kathy Escamilla, Laurie Olsen, and Jody Slavic	Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students https://bit.ly/NCELWhitePaper2022 
March 7, 2022 Claude Goldenberg et al.	A response to "Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students" by The National Committee on Effective Literacy (NCEL) https://bit.ly/GoldenbergResponse2022 
May 24, 2023 Kari Kurla	Clarifying the Science of Reading https://bit.ly/ClarifyingSOR 
October 2023 Published by the Reading League	The Reading League Joint Statement https://bit.ly/TRLJointStatement 

Page 3

15

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	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 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) Sample Instruction Part 3: The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-3rd grade; 4th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment	

Page 4



16

Session Norms

- Participate actively and interactively
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.



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17

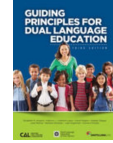
Morning Agenda

- ✓ Institute Welcome and Introductions
- **Students and Goals of Biliteracy/Dual Language Programs**
- Biliteracy and the BUF (**B**iliteracy **U**nit Framework)



18

Goal of Dual Language Programs

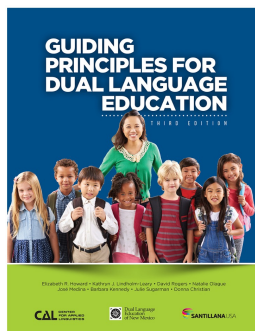


“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....

19

A comprehensive guide to Dual Language Education



Based on the most recent research in the field (3rd edition)

20

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Page 7

These are the characteristics of well-implemented dual language programs.

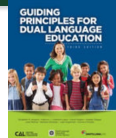
148 |
GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

21

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....



Page 6

22

In other words...

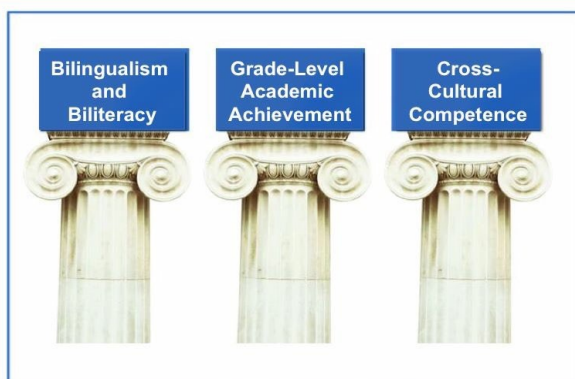
Bilingual students need need to learn concepts well, in one language, and then transfer those concepts to the other language. Students do NOT need to learn everything twice.

Structures that organize instruction in 2 languages are needed.

23

The goals of Dual Language

Three Pillars of Dual Language Education



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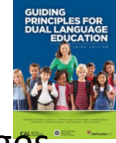


Handouts
page 6

24

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**,



In other words, this goal means....

25

In other words, this goal means..

- Students need to develop academic listening and speaking, (oracy) in **Spanish**
- Students need to develop academic listening and speaking, (oracy) in **English**
- Students need to develop reading and writing (literacy) in **Spanish**
- Students need to develop reading and writing (literacy) in **English**

26

In other words, this goal means..

- Students need time and practice in **Spanish** daily.
- Students need time and practice in **English** daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish**.
- Teachers need to know students' proficiency level in L, S, R, and W in **English**.
- Students need time and space to use their two languages together (i.e, **translanguage**)

27

Goal		What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade-level Academic Achievement			
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)			



28

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**, **grade-level academic achievement in each language**



In other words, this goal means....

29

In other words, this goal means..

- Students need to meet grade level standards in **Spanish**
- Students need to meet grade level standards in **English**
- Students should be exposed to rigorous instruction in **Spanish**
- Students should be exposed to rigorous instruction in **English**



30

In other words, this goal means..

- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **Spanish**
- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **English**
- Students need time in each language to learn language, literacy and content.



31

Goals of Dual Language Education		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		



32

Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence –**

33

Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**

In other words, this goal means....

34

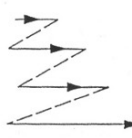
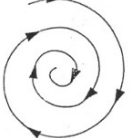
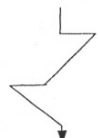
In other words, this goal means..

- Ensuring that students feel visible, accepted and valued.
- Students learning about each other, their similarities and differences.
- Students need time, materials and models to develop socio-cultural competence.
- Teachers need to develop socio-cultural competence first, in order to support their students' development of socio-cultural competence.
- Teachers need to integrate socio-cultural competence into their linguistic spaces.

35

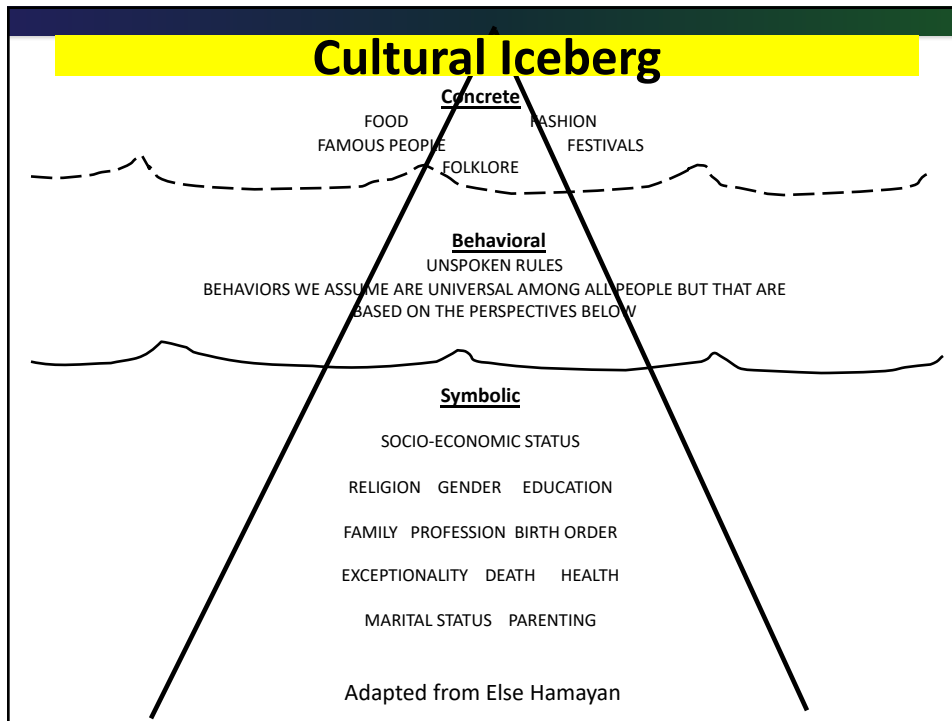
Page 9

Discourse styles

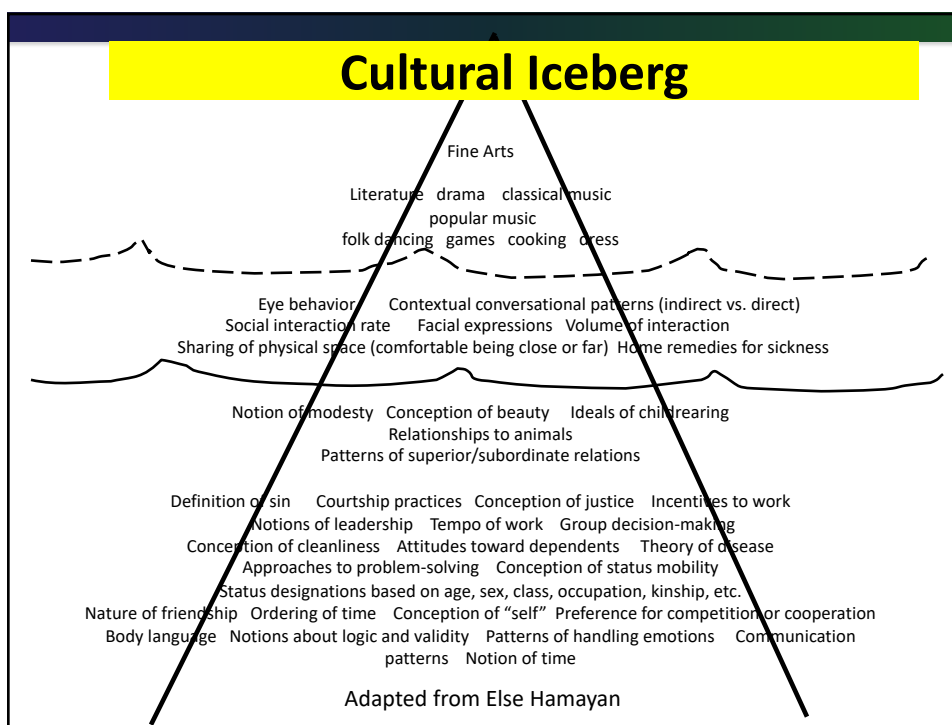
English	Semitic	Asian	Romance	Russian
				
"...linear, tolerating little deviation from one main path of expository development."	"...use parallel restatements of an idea to develop it."	"...spiral in around a thesis, avoiding a head on attack as too direct."	"...proceed to a point via digressive zigzags that, to English speakers, seem extraneous and confusing."	"...do likewise [as Spanish], but with complex mega-sentences."

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

36



37



38

	Goal	What it means	What it looks like in action
	Pillar 1: Bilingualism and Biliteracy		
	Pillar 2: Grade-level Academic Achievement		
	Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		



(Ill. 2018: p. 3)

39

3 Pillars Sort

- Working with a partner, first find a definition for each pillar
- Then, identify descriptors for each pillar that explain what students need to meet each pillar.
- Finally, discuss how your students are meeting the 3 pillars at your school.



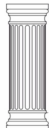
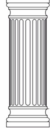
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3 Pillars Sort

Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
Language: L, S, R, W	Rigor: Standards	Identity, culture & working well with others

41

3 Pillars Sort

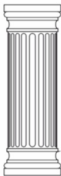
Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
---	--	---

Looking only at the 3 shaded “papelitos”, **select a description** for each goal and place it beneath the pillar to which it corresponds.

Therefore, students need... Therefore, students need... Therefore, students need...

Find the **5 statements that describe what students need in order to reach the pillar**, and list them in a column below the papelito that says “Therefore, students need...”

42

Unpacking the Three Pillars of Dual Language Education – Answers & Reflection			
Pillar	This goal is about...	Therefore, students need...	To meet this goal at our school, we can (or should) ...
Pillar 1: Bilingualism and Biliteracy 	This goal is about language: listening and speaking (oracy); reading and writing (literacy) in 2 languages.	Teachers who see themselves as language teachers. Exposure to listening and speaking, reading and writing in both languages daily, with lots of repetition and practice. Language supports (sensory, graphic and interactive) and scaffolding (e.g., sentence prompts, etc.) that allow students to safely and successfully practice and use language. Oracy and background knowledge development prior to literacy and content instruction. Explicit instruction on the similarities and differences between their languages.	

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43



44

Neuroscience Research: The Advantages of Being Bilingual

(Ellen Bialystok, Pat Wolfe, among many)

- Enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Enhanced visual spatial benefits
- Increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Deeper critical thinking and problem solving
- Strong creativity skills



45

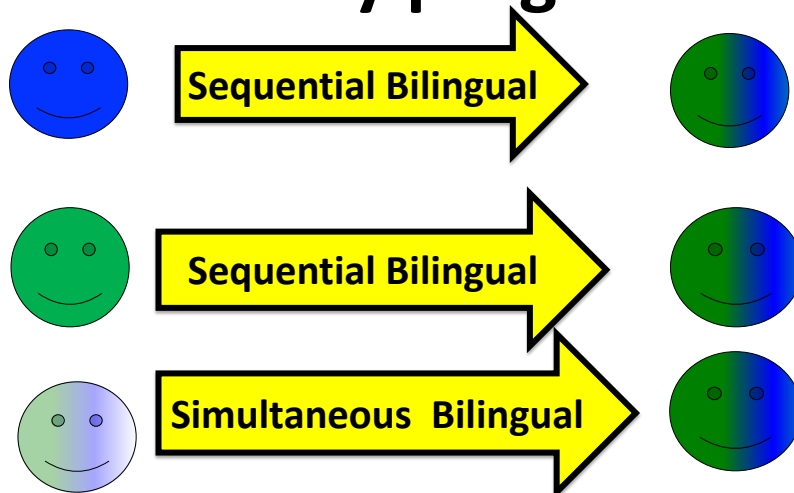
...A fully developed bilingual operates in 3 linguistic spaces



...identifies as bilingual, who can make metalinguistic decisions.

46

Students who enter the biliteracy program



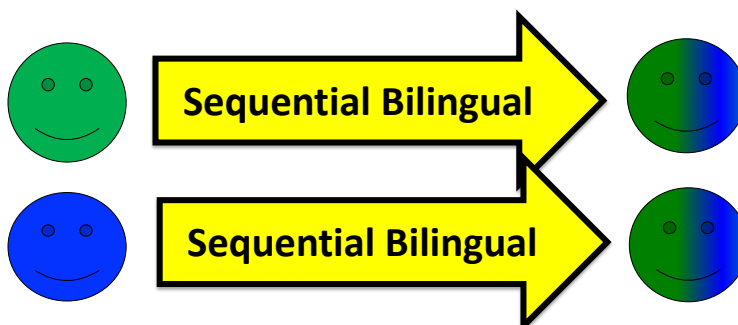
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48

Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals**.



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49

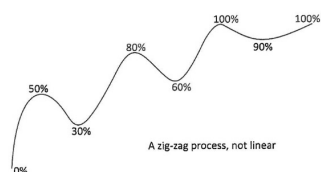
Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2



- First language (L1)
- Preproduction (Starting)
- Early Production (Emerging)
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

50

Figure 4.2

Pattern of Acquisition of Grammar Structures in Second Language

Percentage of times student produces correct form as proficiency in second language increases.

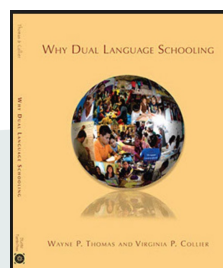
Second language acquisition is a natural, gradual, long-term developmental process.

For the early stages of second language acquisition, it is ...

- Less important to focus on error correction
- More important to focus on communication and content
- Less important to focus on acquisition of discrete points of language
- More important to focus on:
 - thinking in the language
 - extensive development of vocabulary in context
 - integrated listening, speaking, reading, writing across the curriculum

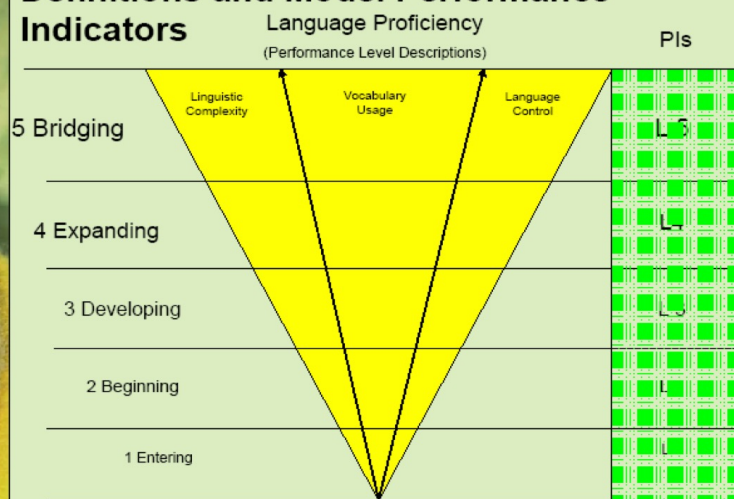
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Language Learning is non-Linear



51

Interaction of Performance Level Definitions and Model Performance Indicators



WIDA Consortium / CAL / Metritech

21



52

Sequential Bilinguals Go Through Predictable Stages of Language Acquisition in their L2



- First language (L1)
- Preproduction
- Early Production
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

It takes 5 to 7 years to acquire academic language in a 2nd language.

53

Let's look at dual language students...

A key to our students: developing bilinguals

	• Green faces – students who enter the program as monolingual Spanish (or Urdu or Chinese) speakers • These students enter the program as ELLs • These students become sequential bilinguals
	• Blue faces – students who enter the program as monolingual English speakers (non-ELLs) • These students will become sequential bilinguals
	• Blue/green faces – students who enter the program with linguistic resources in both languages • These students may or may not qualify as ELLs • These students enter the school system as simultaneous bilinguals • Simultaneous bilinguals are not necessarily balanced bilinguals – but do have linguistic resources in two languages
	• Orange faces - Other ELLs (Vietnamese speakers, for example) and other bilingual, non-ELLs (Tamil/English bilinguals, for example) that have a background in a third language (not one of the program languages) • In a Spanish/English dual language program, these students will become tri-lingual

Page 8

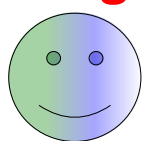
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54

Different Paths to a Bilingual Identity

- Some students are **sequential bilinguals**.
- Other students – **the majority of emergent bilinguals (English Learners)** - are **simultaneous bilinguals**.



Simultaneous bilingual



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55

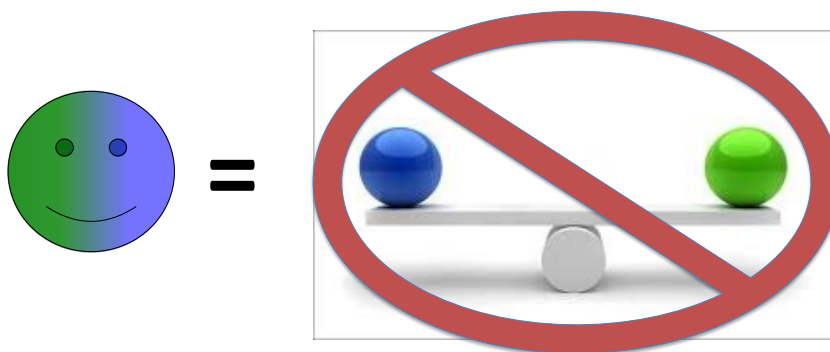
Simultaneous Bilinguals Learn Two Languages at the Same Time

- Learn language similarly to a monolingual student but do so in 2 languages.
- Know some things in Spanish (or in a different non-English language) and other things in English.
- The child's vocabulary knowledge is shared across two languages.
- The child's language use is deliberate and reflective of the context.



56

Bilingual Trajectory –
Simultaneous bilingual doesn't
 necessarily mean balanced bilingual.



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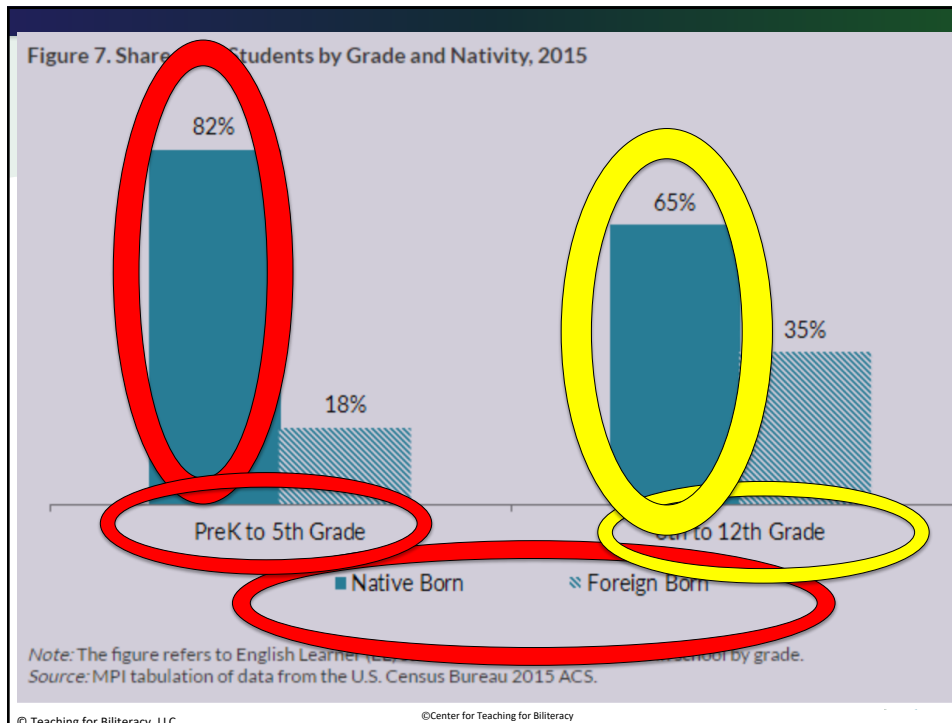
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Simultaneous Bilinguals English Language Learners in the US

- In **2009** - **75%** of students who qualified as ELLs in PreK through 5th grade in the US were born here (Education Week, 2009).
- In **2015**, that percentage was **82%**
- In **2023**, that percentage grew to **85%**.

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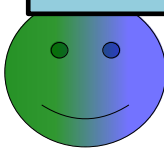
59



60

Dual Language Students

What is the L1 of simultaneous bilinguals?



Simultaneous bilingual



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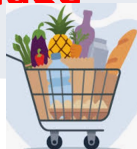
61



62

Bilingual Use of Language

- Mamá, ¿cuándo vamos a comprar las groserías?
- Mi hermano me puchó.
- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.





$$48 \div 6 = 8$$

$$8 \times 6 = 48$$

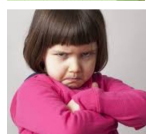
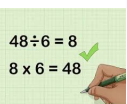




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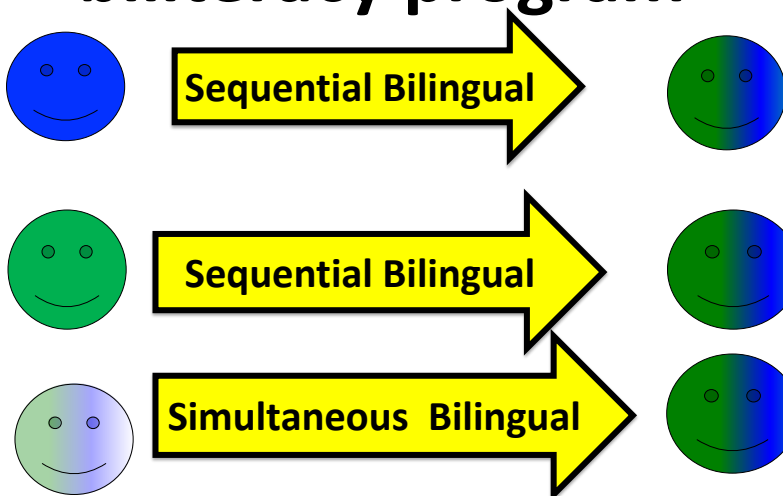
Translanguaging: Using 2 languages together Expected of all bilinguals (sequential and simultaneous)

- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.



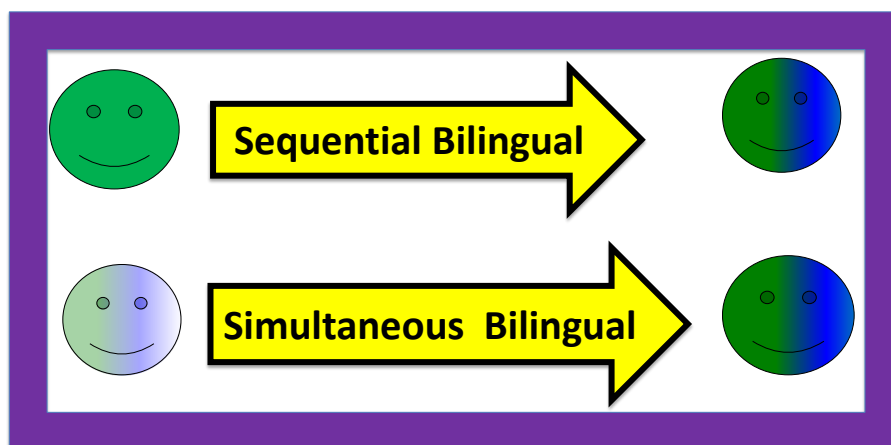
64

Students who enter the biliteracy program



65

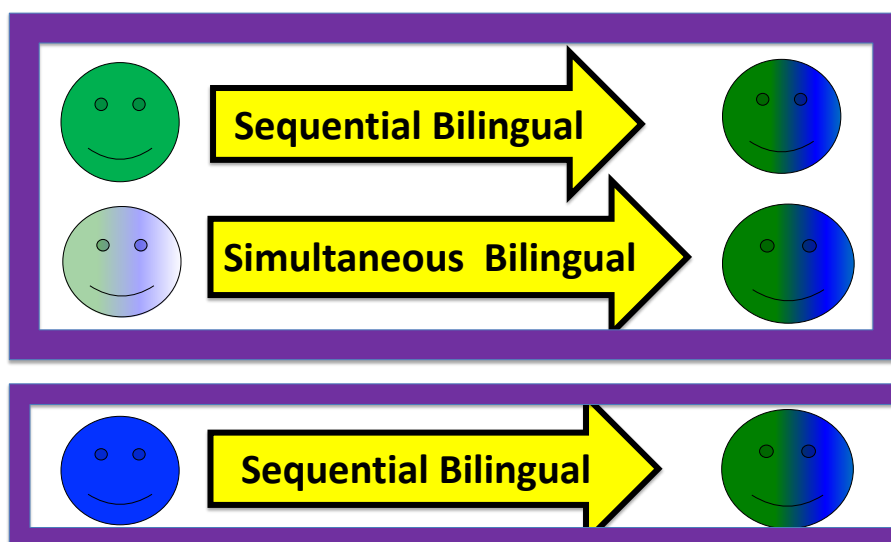
One-Way Program: All students are ELs



One group of students: ELS

66

Two-Way Program: ELs and Non-ELs



Two group of students: ELS

67

Language Proficiency

- **Language forms:** The “**how**” of language (i.e., the structural elements of language):
 - Grammar
 - Syntax
 - Morphology
 - Phonology
- **Examples:**
 - “walked”
 - “If I had money, I would travel.”
 - “Do you like pizza?”



68

Language Proficiency

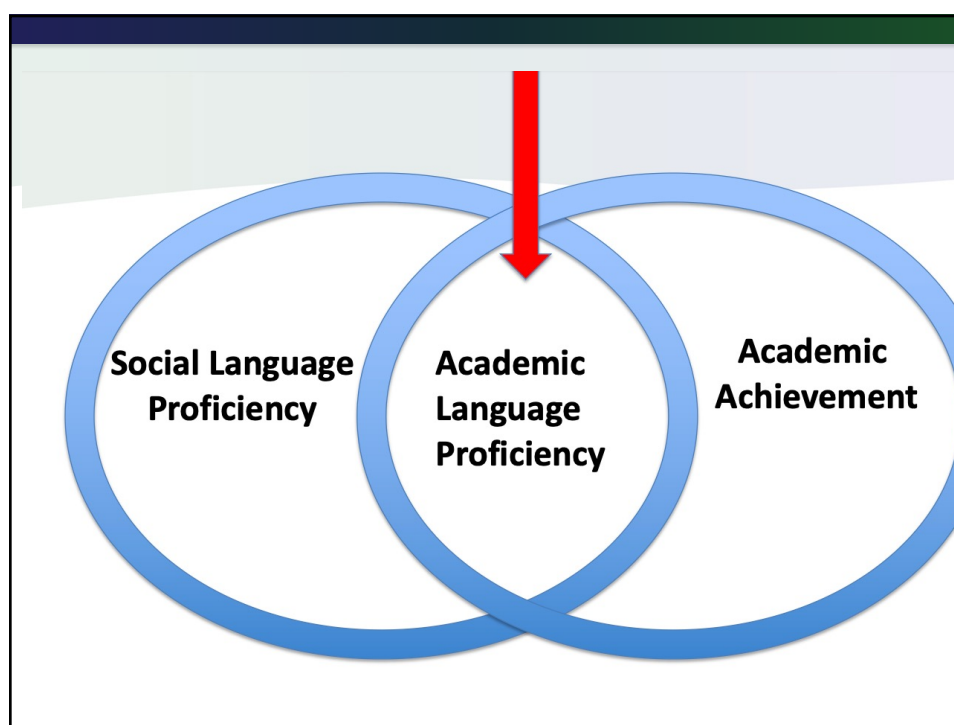
- **Language functions:** The purposes or intentions for which language is used – the “**why**” and “**what for**”:
- **Common language functions:**
 - Requesting: “*Can I borrow a pen?*”
 - Apologizing: “*I’m sorry I’m late.*”
 - Describing: “*She has curly hair.*”
 - Giving directions: “*Turn left at the corner.*”
 - Expressing opinion: “*I think it’s too expensive.*”
 - Functions emphasize what the **speaker wants to achieve** in interaction.



69

When teaching and assessing language development, it is important to teach both the **form** (**how**) and the **function** (**why and what for**) of language

70

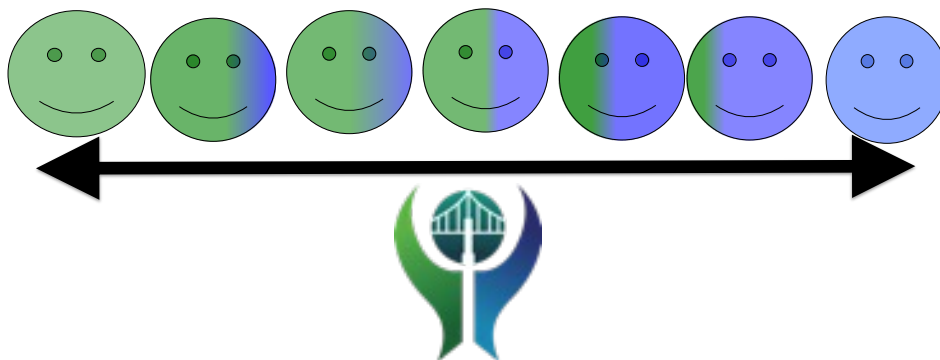


71

**Biliteracy educators
are first and foremost
language educators!**

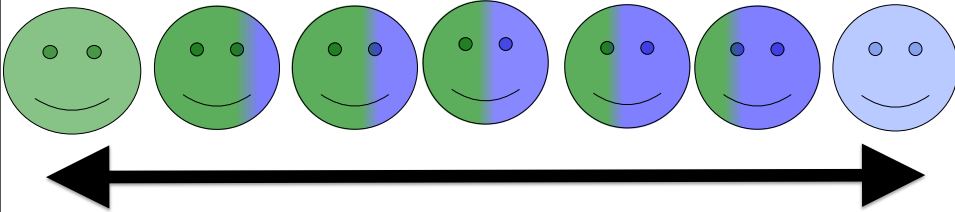
72

**These are the students that enter
biliteracy/dual language programs
in Kinder or first grade**



73

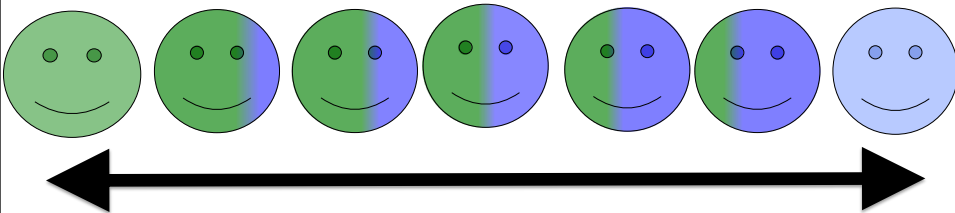
**ALL students involved in biliteracy
become **developing bilinguals****




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74

**As they learn in 2 languages, all
developing bilinguals use their 2
languages together (translanguage)**




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75

Bilingual Identity

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



76

Bilingual Identity

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

77

If this is the goal...



We do not want to make decisions as if students are



or



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78

Suggested Topics for Individual or Team Institute Reflection

Agenda Item	Reflection
Students and Goals of Biliteracy Programs	
The Multilingual Perspective of Language	
The Biliteracy Unit Framework (BUF)	
Strategic Use of Teacher Language Use: Establishing a Language Policy	

Page 43

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45



79

Morning Agenda

- ✓ Institute Welcome and Introductions
- ✓ Students and Goals of Biliteracy/Dual Language Programs
- **Biliteracy and the BUF (Biliteracy Unit Framework)**



81

Literacy and Biliteracy - Agree- Disagree Chart

Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	
3. Without language comprehension, students cannot have reading comprehension.	
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	
7. Word recognition is an essential component of reading comprehension, but not the only component.	
8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	
11. Oracy and background knowledge are crucial elements in reading comprehension.	
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	

Page 11



82

Agree-Disagree Chart Individual Work (page 11)

- Read every statement
- Decide if you Agree or Disagree (no in-between)
- Think about how you define literacy
- Think about how your district defines literacy

83

Brain Research (How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!



84

Stand and Pair



85

What is literacy?

SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



86

Word Recognition

Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



87

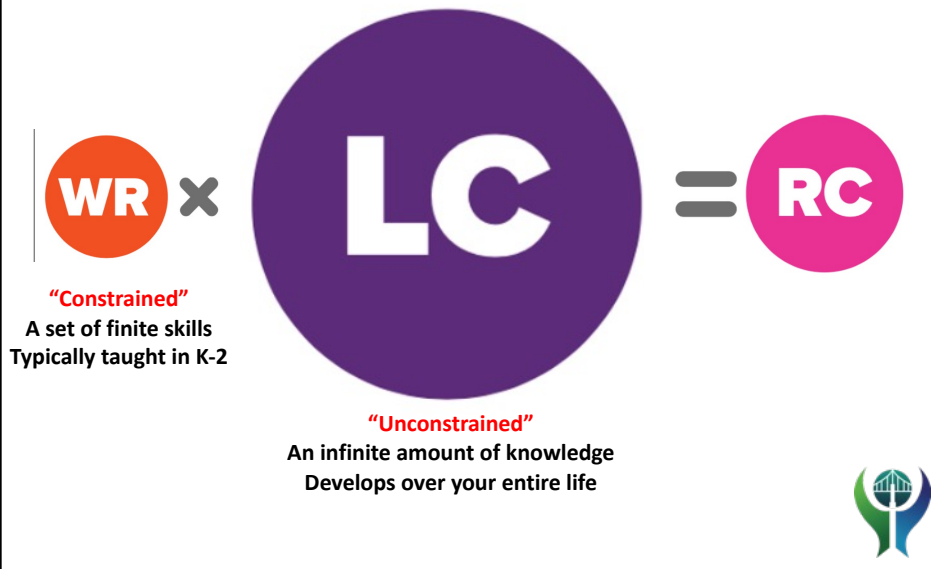
Language Comprehension

Unconstrained (Life-long)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge

88

Simple View of Reading



89

Talk to Your Partner:



- The simple view of reading (**WR** × **LC** = **RC**) means _____.
- Word recognition is _____.
- Language comprehension is _____.
- Therefore, reading comprehension ____.

90

El shuco

El patojo estaba a punto de comprar un shuco cuando se apareció su prima que es muy shute. En ese momento cambió de opinión y decidió no comprar el shuco.

-Mejor compro el güisquil y el perulero para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?

91

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92

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93

El shuco

El **patojo** estaba a punto de comprar un **shuco** cuando se apareció su prima que es muy **shute**. En ese momento cambió de opinión y decidió no comprar el **shuco**.

-Mejor compro el **güisquil** y el **perulero** para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?
- Dibuja al patojo, el shuco, y la prima shute

94

El patojo



95

Un shuco



96



97

Una prima muy shute



98

El güisquil y el perulero



99

El shuco

El **patojo** estaba a punto de comprar un **shuco** cuando se apareció su prima que es muy **shute**. En ese momento cambió de opinión y decidió no comprar el **shuco**.

-Mejor compro el **güisquil** y el **perulero** para el pepián – se dijo.

- ¿Cuántas sílabas tiene “shuco” y “shute”?
- ¿Por qué no se compró el shuco?
- Dibuja al patojo, el shuco, y la prima shute

100

All the words are correct

- Shuco: **Hot dog** or dirty (from Mayan)
- Shute: **Nosy**, or “metiche” in México
- Patojo: Muchacho or **adolescent**



101

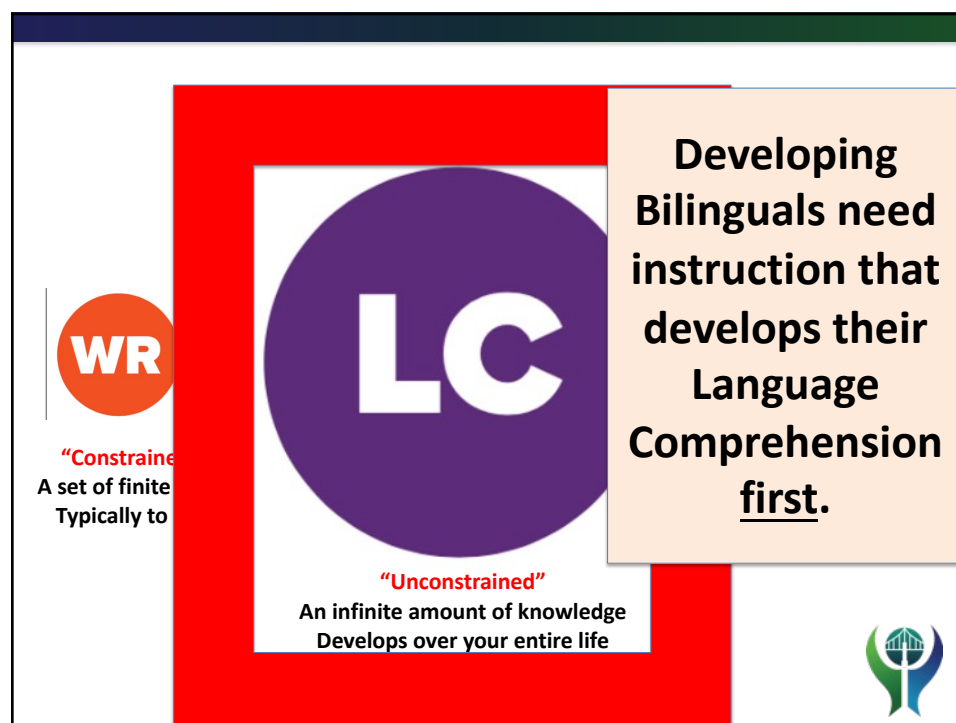


102

Simple View of Reading



103



104

Sally

Page 14

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.



105

Sally

What is the text about?

106

Background Knowledge:

Sally is trying to get rid of her neighbors.

107

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Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



108

Sort

<u>urodjenik</u>	<u>nenormalan</u>	<u>nepogodan</u>
<u>učenik</u>	<u>nepostovanje</u>	<u>nevredan</u>
<u>zatvorenik</u>	<u>optuženik</u>	

109

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110

Talk to Your Partner:

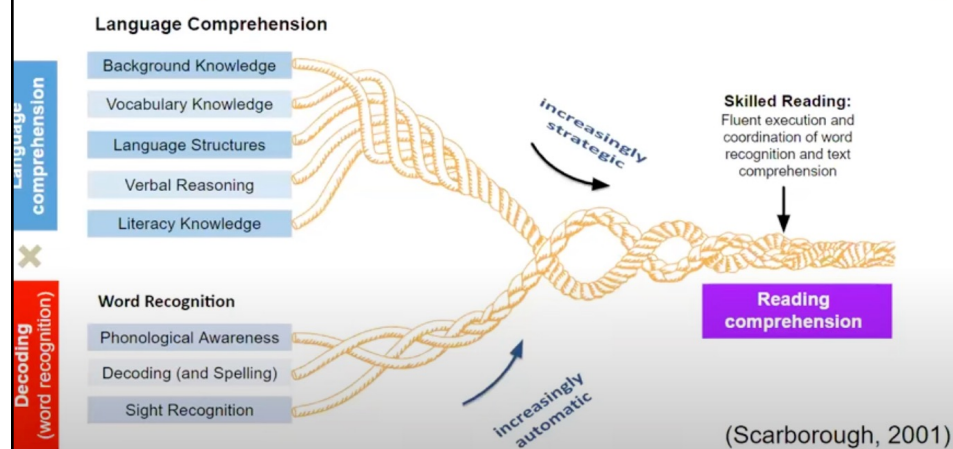


- The “shuco” and Sally experiences helped me understand that _____.
- I would explain the simple view of reading by saying _____.

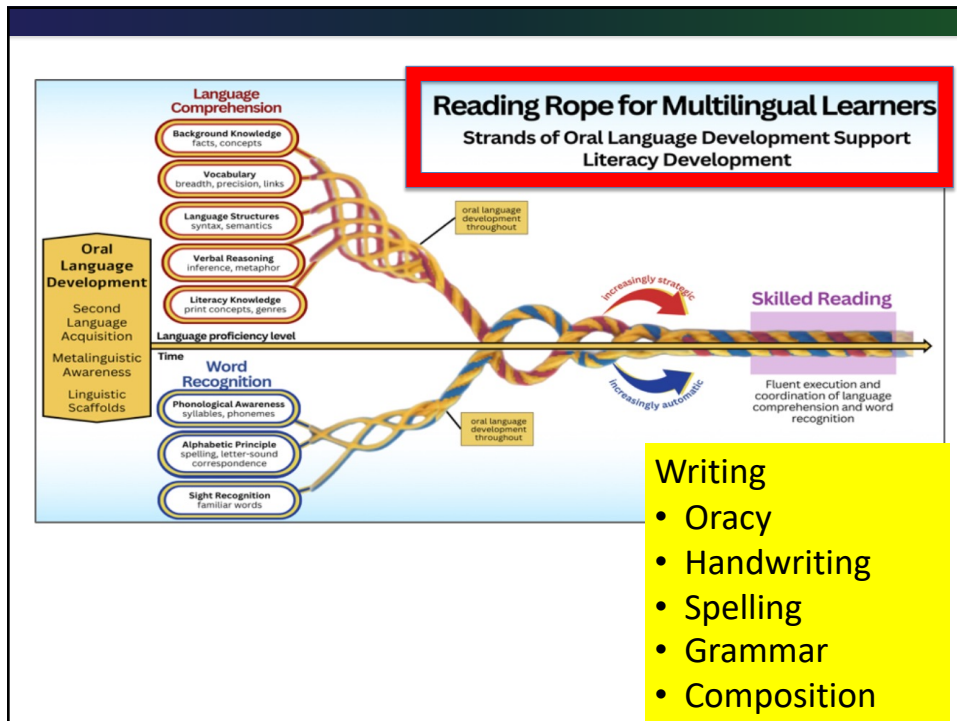
111

Scarborough's Rope

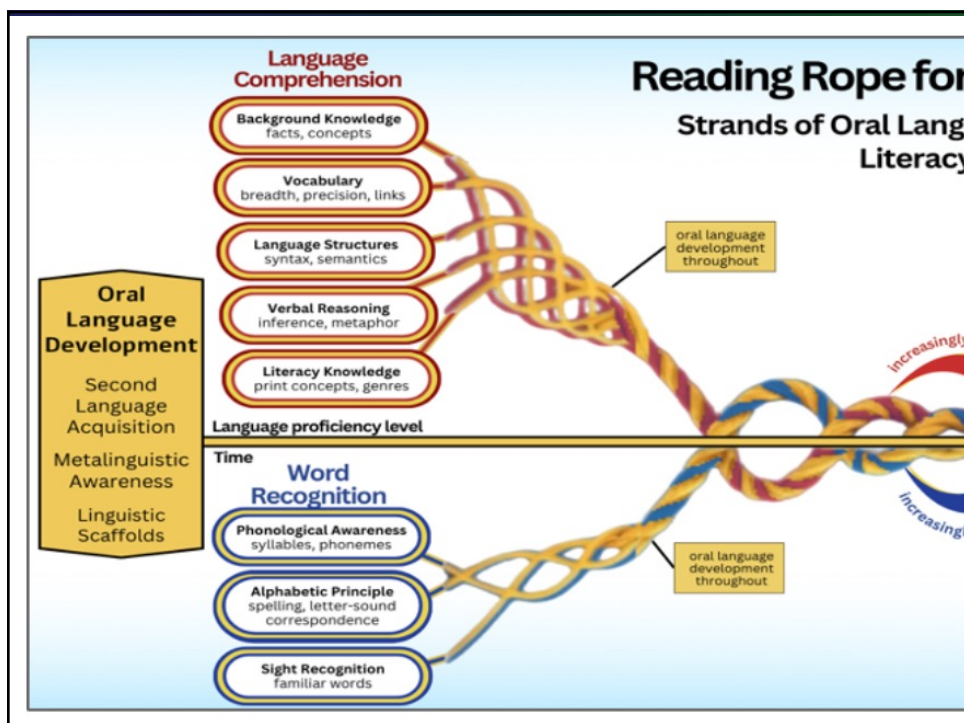
The Many Strands Woven Into Skilled Reading



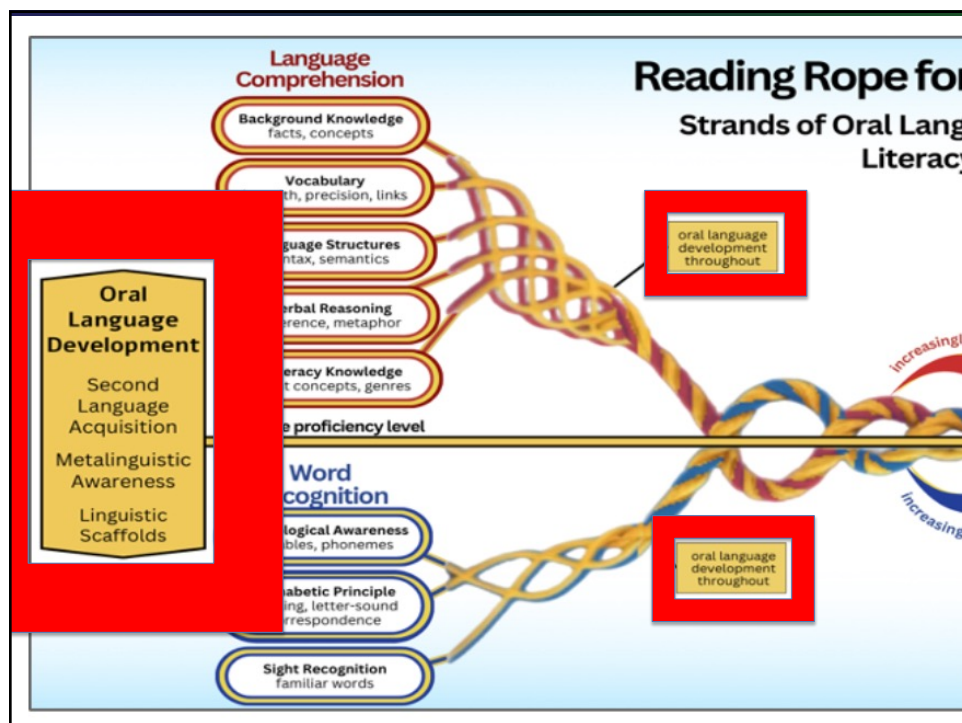
112



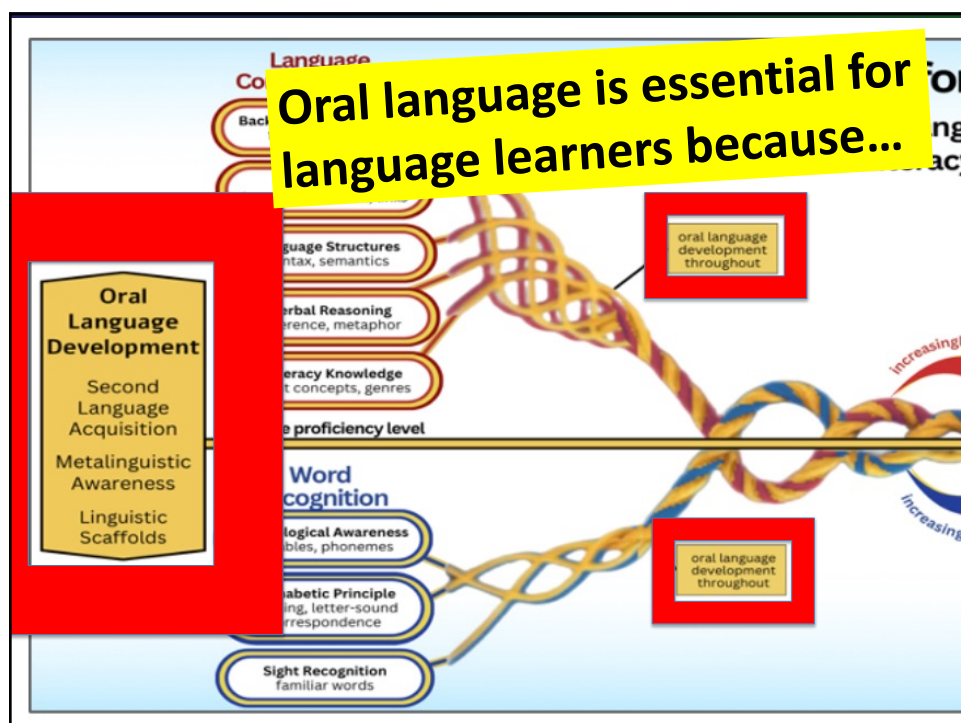
113



114



115



116

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WR × **LC** = **RC**

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Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

Reading Rope for Multilingual Learners
Strands of Oral Language Development Support Literacy Development

Adapted from Scarborough (2001) by Carstens & Goldenberg (2004).
Revised by Pennington-Benavides (2024).
Not authorized by HHS/Scarborough.

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11

117

Word Recognition
Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Language Comprehension
Unconstrained (Life-long)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge

Page 13

Elements of Comprehensive Literacy

- **Oral language**
- **Foundational Skills**
 - Phoneme awareness
 - Phonics
 - Decoding
 - Encoding
- **Language Comprehension**
 - Vocabulary
 - Background Knowledge
 - Syntax
 - Semantics
- **Language**
 - Phonology
 - Morphology
 - Grammar
 - Spelling conventions
- **Reading comprehension**
- **Writing**
 - Handwriting
 - Spelling
 - Grammar
 - Composition

118

Evidence-Aligned Practices Include...

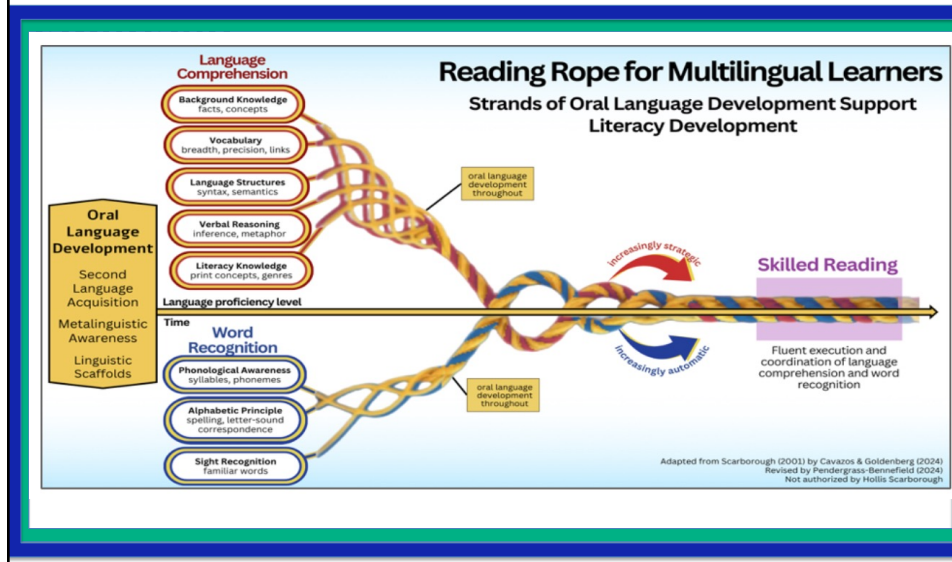
- Research from the National Panel on Language Minority Children, (August and Shanahan 2006)
- Research on second language acquisition and literacy development (Cummins, 1996, DeJong, 2011 and more)
- Research on biliteracy development (August & Snow, 2005, Escamilla, 2014)



119

What is **biliteracy**?

LC x WR = RC in each (+ Writing)



120

Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • Content and Literacy Big Ideas • Summative Assessment			Biliteracy Unit Framework (BUF)	Page 15
Building Oracy, Background Knowledge, and Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.				
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.		Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences		
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.				
Foundational Skills Fluency (Word Study) • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics				
Summative Assessment				
Bridge – Transfer • Illustration • Side by Side or • Así se dice		Bridge – Transfer and Practice: Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)		Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

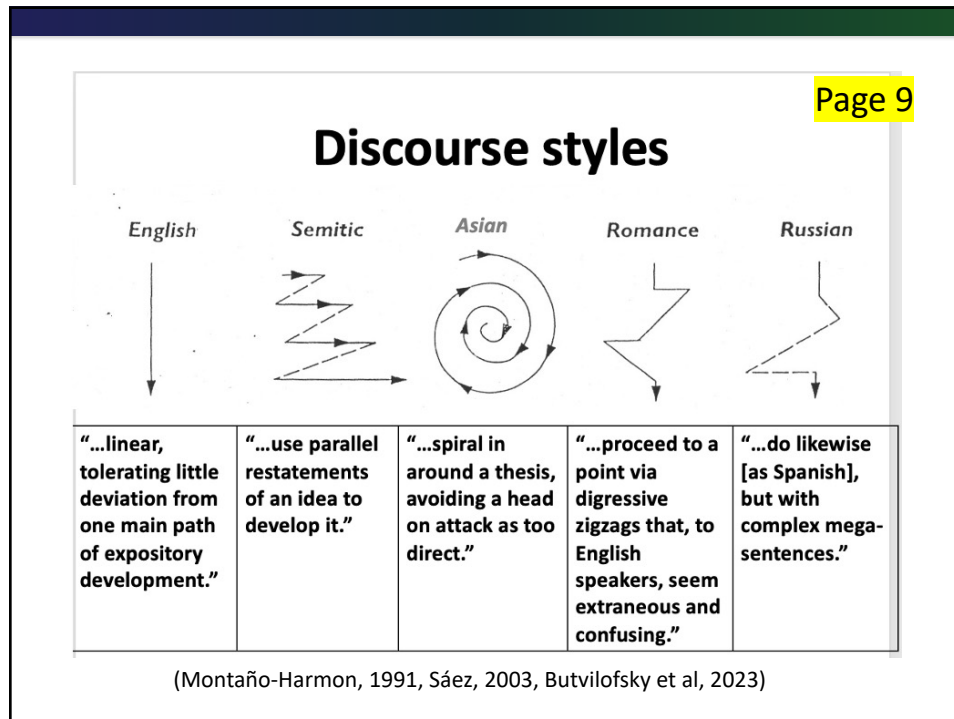
Formative Assessment

Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Baltimore, MD: Brookes Publishing
Updated October 2023

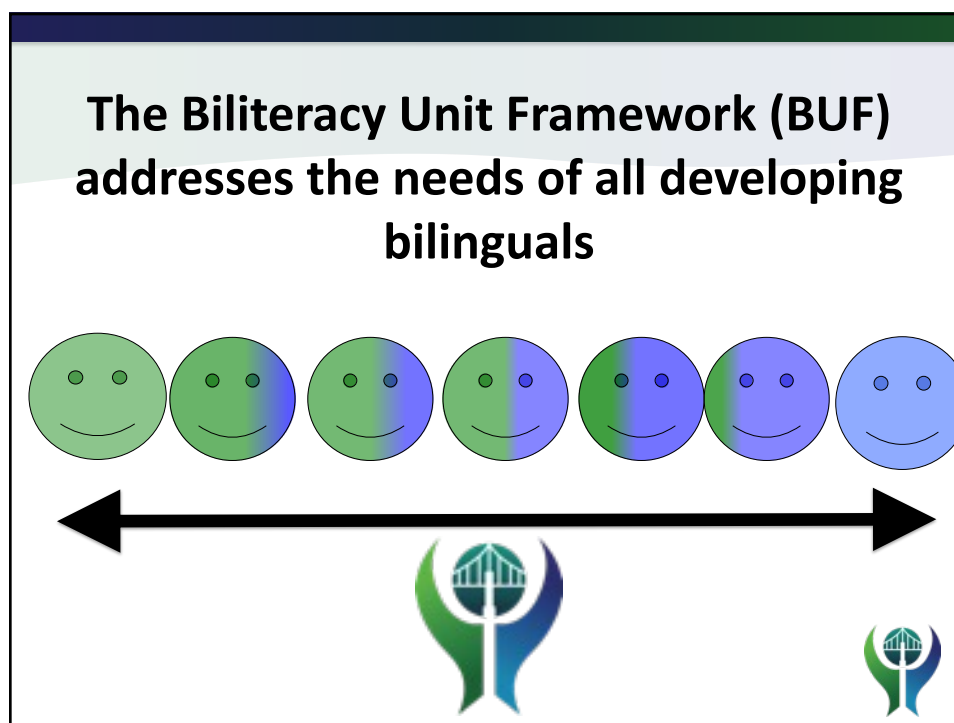
121

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

122

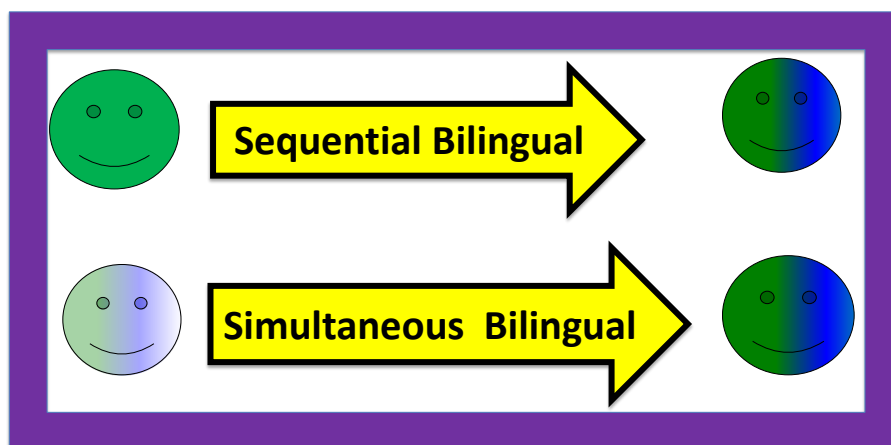


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124

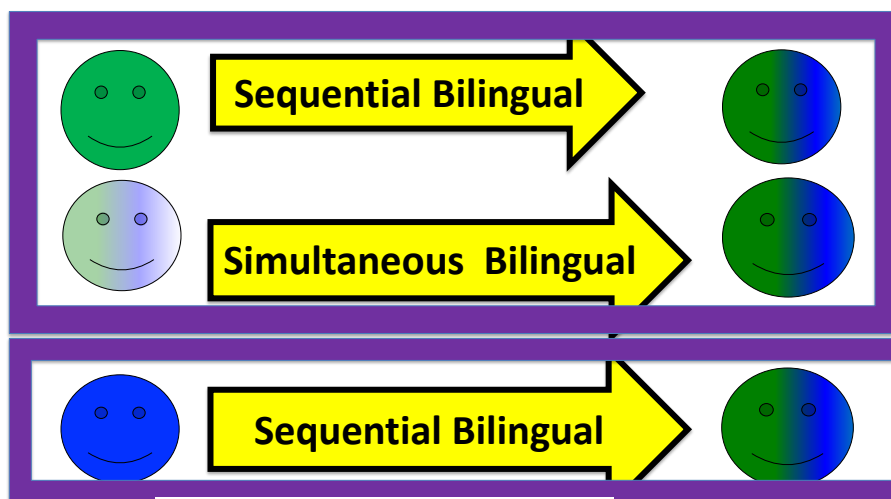
The BUF meets the needs of students in a One-Way Program



One group of students: ELS

125

The BUF meets the needs of students in a Two-Way Program



Two group of students: ELS

126

Language Allocation						
	K	1	2	3	4	5
90/10	90%	80%	70%	60%	50%	50%
	10%	20%	30%	40%	50%	50%
	K	1	2	3	4	5
80/20	80%	70%	60%	50%	50%	50%
	20%	30%	40%	50%	50%	50%
	K	1	2	3	4	5
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%

Page 10

The Biliteracy Unit Framework (BUF) works well with these 3 language allocation plans.

127

Literacy and Biliteracy - Agree- Disagree Chart	
Statement	Agree or Disagree
1. Phonics instruction is the most important element in teaching students how to read in K-2.	Disagree
2. Daily instruction in Spanish and English (without teaching the same topic) is an effective way of developing biliteracy in all students.	Agree
3. Without language comprehension, students cannot have reading comprehension.	Agree
4. Oral language and background knowledge are good for students to know, but not necessary since they're not directly related to comprehension	Disagree
5. Language learners learn how to read and write more effectively when the unit is all related around a meaningful theme, allowing the language to be repeated and deepened, and knowledge to be developed, as the unit progresses.	Agree
6. When students do not understand the text they are reading, the teacher should read the text in the other language to support comprehension.	Disagree
7. Word recognition is an essential component of reading comprehension, but not the only component.	Agree
8. Teaching phonics only in English in K -1, and reading, writing and word recognition (phonics) in Spanish K-1 is a feasible path to biliteracy.	Disagree
9. Students should be familiar with the meaning of the words and examples used to learn foundational skills (or word recognition).	Agree
10. Siloing literacy instruction (i.e., teaching foundational skills separate from reading, separate from writing) organizes literacy well for dual language students.	Disagree
11. Oracy and background knowledge are crucial elements in reading comprehension.	Agree
12. Reading, writing, and foundational skills should be taught within a theme that connects all literacy activities. This is a feasible path to biliteracy when practiced in each program language.	Agree



128

Turn and Talk



- In defining literacy and biliteracy, and using a framework like the BUF, our school/district's areas of strength are _____.
- Areas our school/district could tweak and update include _____.

129

Morning Agenda

- ✓ Institute Welcome and Introductions
- ✓ Students and Goals of Biliteracy/Dual Language Programs
- ✓ Biliteracy and the BUF (Biliteracy Unit Framework)



130

Suggested Topics for Individual or Team Institute Reflection	
Agenda Item	Reflection
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The Multilingual Perspective of Language	
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Strategic Use of Teacher Language Use: Establishing a Language Policy	

Page 43



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45

131

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 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - Institute Closure
Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (by grade bands: PK-3rd grade; 4th - 12th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	Lunch 11:45 AM to 12:30 PM 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

Page 4



132

Afternoon Breakout Groups

- **Blue Group:** PreK-3rd Teachers, Administrators and Specialists
- **Yellow Group:** 4th-12th Teachers, Administrators and Specialists