

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades PK-3rd grade

Sample Instruction: Part 2

Crystal Ramos, M.Ed.

Courtyard Marriot- Oxnard, CA

July 22nd, 2026

www.TeachingForBiliteracy.com

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 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	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-5th grade; secondary: 6th – 12th grade) <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>	

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Takeaways:

1. Instruction begins with language
2. Standards are the starting point.
3. Background knowledge matters
4. Students need opportunities to talk
5. Intentional planning improves instruction
6. TPR is a practical strategy



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Agenda:

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



Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
Crystal Ramos	teachingforbilingualityCR@gmail.com
Melody Wharton	teachingforbilingualityMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and 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

Resource Packet



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to

	Level 1 Entering	Level 2 Beginning	Level 3 Developing
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil"). - Identify pictures of everyday objects as stated orally (e.g., in books). - Point to real-life objects reflective of common-related vocabulary or oral statements. - Mimic gestures or movement associated with statements (e.g., "This is my left hand").	- Match oral reading of stories to illustrations. - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25"). - Sequence a series of oral statements using real objects or pictures. - Locate objects described orally.	- Follow modeled multi-step oral directions. - Sequence pictures of stories read aloud (e.g., beginning, middle, and end). - Match people with jobs or objects with functions based on oral descriptions. - Classify objects according to descriptive oral statements.
SPEAKING	- Repeat simple words, phrases, and nonverbal chunks of language. - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase. - Identify and name everyday objects. - Participate in whole group chants and songs.	- Use first language to fill in gaps in oral English (code switch). - Repeat facts or statements. - Describe what people do from action pictures (e.g., jobs of community workers). - Compare real-life objects (e.g., "smaller," "bigger").	- Ask questions of a social partner. - Express feelings (e.g., "I'm happy because..."). - Retell simple stories from picture sets. - See and explain grouping of objects (e.g., sink vs. float). - Make predictions or hypotheses. - Describe features of content-based phenomena (e.g., concepts, theories).

The Can Do Descriptors work in conjunction with the WiDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary range; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

High Leverage Bilingual Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Bilinguality Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	Interactive activities
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- In the native language (L1) - With mentors	

© WiDA Language Development Standards

High Leverage Bilingual Strategies



Norms –

As we look at teaching for biliteracy...

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



Agenda:



Welcome

Sample Instruction: Part 2

- Planning for Biliteracy
 - Teaching for Biliteracy
 - Recommendations
 - Structures that work as a System
- Day 2 Closure and Exit Ticket



**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
- 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



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

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- 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.

Resource Packet



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Can Dos and Formative Assessments

High Leverage Bilingual Strategies

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Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Bilinguality Book: page 94 & 104-105</i>	Sensory Supports		
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High Leverage Bilingual Strategies



Materials for today's session

Formative Assessment 2 Oracy Before Reading Specific Literary Texts Anecdotal Record Chart – SAMPLE

Standards	Outcomes					
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.3 Describe how characters in a story respond to major events and challenges.	• <u>Identify</u> key details in a specific text • <u>Name</u> key details that answer questions about a text. • <u>Identify</u> characters in a story • <u>Identify</u> major events and challenges in a story • <u>Name</u> characters in a story • <u>Retell</u> major events in a story					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners Fishbowl	
Student name:	Identifies details in a story receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of characters in the story sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Retell major events in the story by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>El personaje</i> <i>El escenario</i> <i>El acontecimiento</i> <i>Al principal</i>	<i>El personaje</i> <i>El escenario</i> <i>El acontecimiento</i> <i>principal</i>	<i>Los desarrollistas</i> <i>Los milenarios</i> <i>La directora</i> <i>Los alumnos</i>	<i>Los desarrollistas</i> <i>Los milenarios</i> <i>La directora</i> <i>Los alumnos</i>	<i>El principio de la historia había</i> <i>estudiantes que no querían tumbar un árbol el el colegio</i> <i>Un acontecimiento fue cuando votaron.</i> <i>El final de la historia fue que todos votaron y nadie gano.</i>	El principio de la historia El colegio (escuela) Acontecimiento Final de la historia



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



Teachers

Instruction

- Strategies
- Supports
- Grouping Styles
- Differentiation
- Integration and unit flow
- Classroom organization
- Increase in rigor
- Assessment and data use

Coaches & Specialist

Classroom Support

- Using the context of the unit to support students
- Co-teaching and modeling instruction
- Planning for instruction
- Professional development
- Assessment and data use

School & District Leaders

Structures

- Learning environment
- Biliteracy Schedules
- Pacing
- Unit flow & rigor
- Planning
- Collaboration
- Language development
- Goals for PD
- Collecting and using assessment data

Where do you fall in Spanish?

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Seguir instrucciones verbales de un paso - Emparejar lenguaje social con apoyos visuales - Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar) - Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")	- Seguir instrucciones orales de múltiples pasos - Clasificar apoyos visuales con contenido académico siguiendo descripciones orales - Ordenar apoyos visuales siguiendo direcciones orales - Identificar información presentada en cuadros o tablas según instrucciones orales	- Categorizar ejemplos con contenido académico siguiendo direcciones orales - Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales - Usar estrategias de aprendizaje descritas oralmente - Identificar ejemplos cotidianos, descritos oralmente, de conceptos con contenido académico - Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)	- Identificar ideas principales y detalles de un discurso oral - Completar tareas con contenido académico basadas en discurso oral - Aplicar estrategias de aprendizaje a situaciones nuevas - Actuar o dramatizar diferentes escenarios siguiendo lectura oral	- Usar información oral para cumplir con tareas del nivel de grado escolar - Evaluar lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencias de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	Nivel 6 - Alcanzando
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	- Contestar preguntas de sí/no o de elección - Empezar a usar vocabulario de uso general y de alta frecuencia - Repetir palabras, frases cortas, o partes memorizadas - Contestar preguntas interrogativas en el contexto de compartir experiencias personales (ejemplo: quién, qué, cuándo, dónde)	- Transmitir contenido a través de palabras/frases de alta frecuencia - Decir los puntos principales de una conversación del salón - Describir situaciones usando ejemplos de oraciones modeladas - Describir rutinas y eventos de la vida diaria - Expresar necesidades y deseos cotidianos - Comunicarse en situaciones sociales - Hacer peticiones	- Empezar a expresar el tiempo con diferentes tiempos gramaticales - Recontar o parafrasear ideas de un discurso - Dar presentaciones orales breves con contenido académico - Decir sus opiniones - Conectar ideas de un discurso usando transiciones (ejemplo: pero, cuando) - Usar diferentes registros dentro y fuera del salón - Decir ideas principales con el apoyo de detalles - Pedir clarificaciones (ejemplo: controlarse a sí mismo)	- Parafrasear y resumir ideas presentadas oralmente - Defender un punto de vista - Explicar resultados - Explicar y comparar conceptos con contenido académico - Conectar ideas con sus detalles y con evidencia - Defender opiniones usando razones y evidencia que las apoye	- Defender un punto de vista y dar razones - Usar y explicar metáforas y símiles - Comunicar con fluidez en contextos sociales y académicos - Negociar significado de algo en conversaciones grupales - Hablar y dar ejemplos de ideas abstractas relacionadas con contenido académicos (ejemplo: democracia, justicia)	Nivel 6 - Alcanzando

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

Strategic Pairing In the Classroom

1 → 4

2 → 5

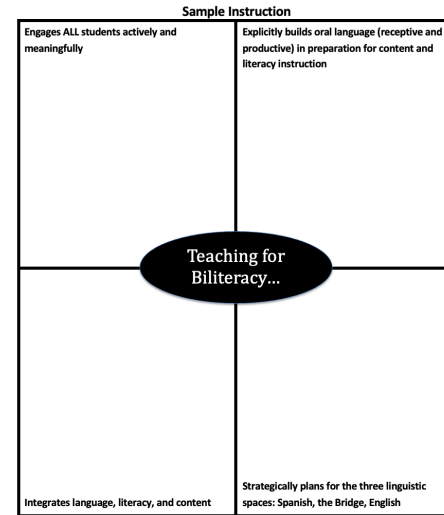
3 → 6



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

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

Focus on the pedagogy.



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

Characteristics of Biliteracy Instruction

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

Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

Teaching for Biliteracy...

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

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

Handouts

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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

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Foundational Skills and Fluency: Word Recognition

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- 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.

Instruction

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

Formative Assessment

Sample Biliteracy Instruction: Part 2



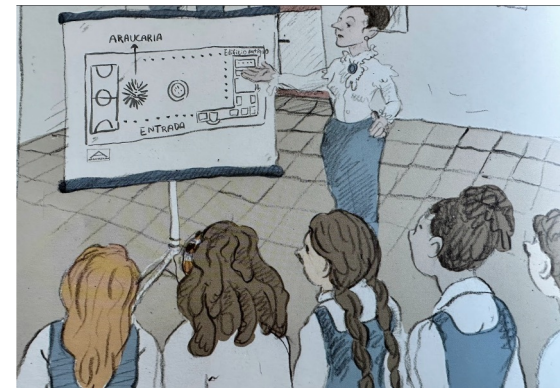
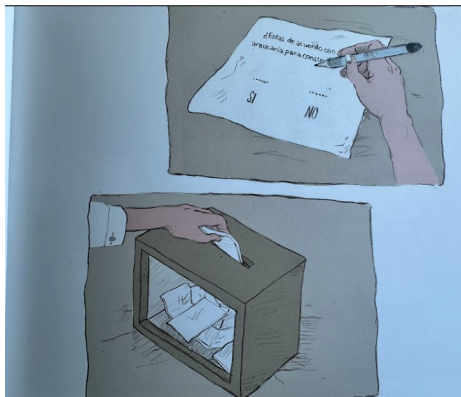
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Language Use Norms

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

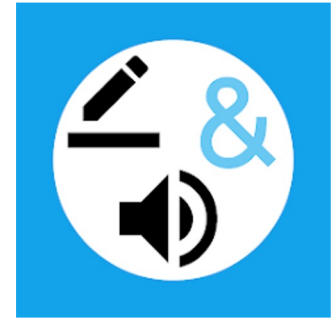
Marking the Language of Instruction







- La ilustración representa el/la _____



- La ilustración describe la parte del cuento cuando _____
- La ilustración muestra _____ del cuento

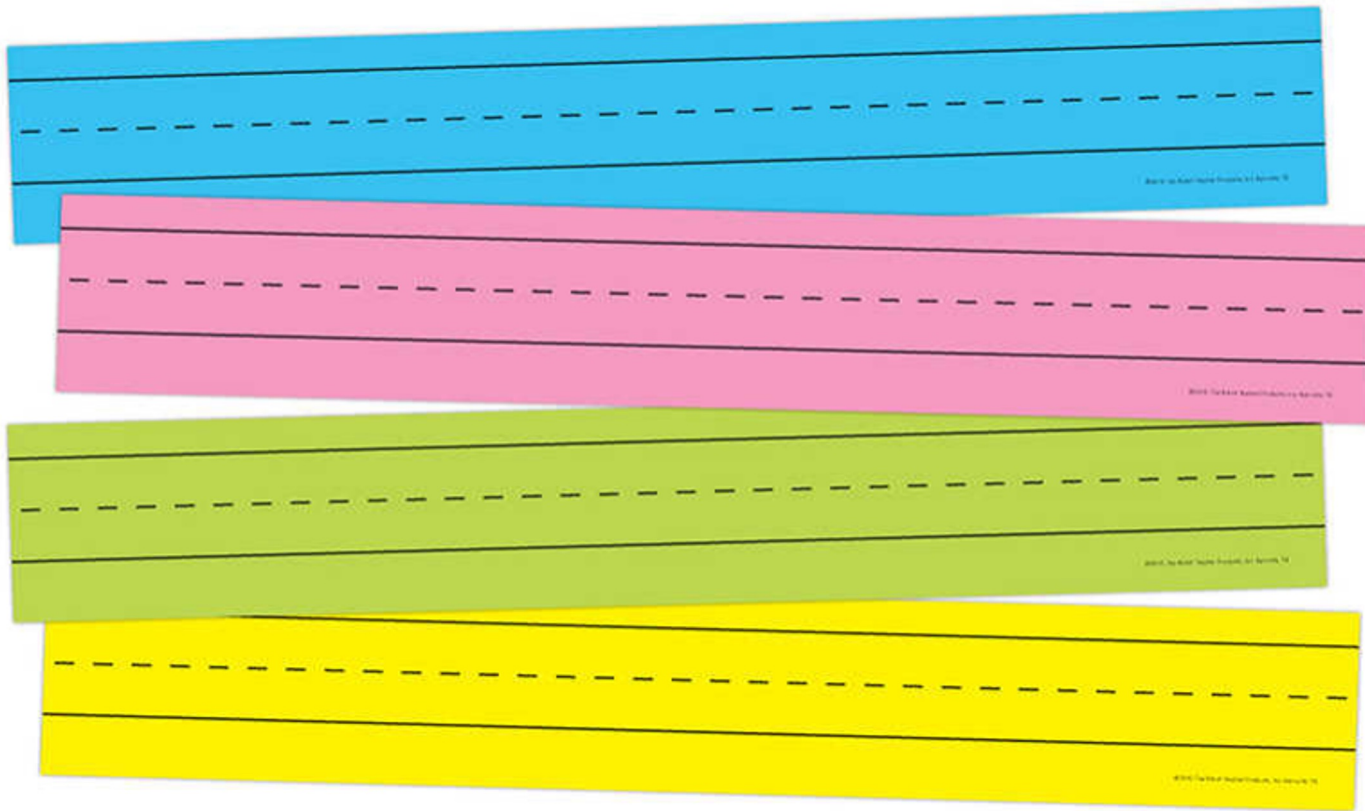


Banco de palabras

- El personaje
- El escenario
- Al principio
- El acontecimiento
- Al final



Escribe oraciones con tu compañero para describir cada ilustración



Four horizontal writing strips are displayed, each with a dashed midline for handwriting practice. The strips are colored blue, pink, green, and yellow from top to bottom. Each strip has a solid top line, a dashed midline, and a solid bottom line. The strips are slightly offset to the right, creating a layered effect. Small text in the bottom right corner of each strip reads: "© 2010 Teaching For Bilingual Literacy, Inc. All Rights Reserved."



Al principio, los alumnos llegaron al colegio.

Los alumnos oyeron algo raro. Así empieza el cuento. Oyeron que querían usar una grúa para quitar la araucaria y construir un edificio nuevo.

En medio del colegio, en el jardín, estaba la araucaria.

Algunos estudiantes, llamados los milenarios, colgaron carteles enormes con mensajes de protesta para salvar la araucaria.

Los desarrollistas, que estaban de acuerdo con construir el edificio nuevo, también colgaron sus propias pancartas.

Los milenarios y los desarrollistas protestaron en el colegio.

Después, los desarrollistas y los milenarios tuvieron un debate en el gimnasio del colegio.

Más tarde, todos los alumnos votaron.

Al final, la directora les contó a los alumnos que la votación había terminado en un empate. Así termina el cuento.





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Creo que la parte más interesante del libro fue _____

Banco de palabras

- el principio
- el desarrollo
- el final
- También,

Lo pienso porque en esta parte del libro _____.

También, en esta parte del libro _____

Por eso, considero que _____ fue la parte más interesante del libro.



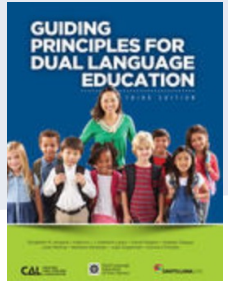
Characteristics of Biliteracy Instruction

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How did you feel as a student?

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

What are the goals of Dual Language?



Three Pillars of Dual Language Education

**Bilingualism
and
Biliteracy**

**Grade-Level
Academic
Achievement**

**Cross-
Cultural
Competence**

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

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Formative Assessment 2 Oracy Before Reading Specific Literary Texts Anecdotal Record Chart – SAMPLE

Standards	Outcomes		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.3 Describe how characters in a story respond to major events and...	• <u>Identify</u> key details in a specific text • <u>Name</u> key details that answer questions about a text. • <u>Identify</u> characters in a story • <u>Identify</u> major events and challenges in a story • <u>Name</u> characters in a story • <u>Retell</u> major events in a story .		
	Sensory Supports	Graphic Supports	Interactive Supports
	Pictures/images Total Physical Response	T-chart (concept attainment) Sentence Prompts	Whole group Strategic partners Fishbowl

Student name:	Identifies details in a story receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of characters in the story sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Retell major events in the story by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>El personaje</i> <i>El escenario</i> <i>El acontecimiento</i> <i>Al principal</i>	<i>El personaje</i> <i>El escenario</i> <i>El acontecimiento</i> <i>principal</i>	<i>Las desarrollistas</i> <i>Los milenarios</i> <i>La directora</i> <i>Los alumnos</i>	<i>Las desarrollistas</i> <i>Los milenarios</i> <i>La directora</i> <i>Los alumnos</i>	<i>El principio de la historia había estudiantes que no querían tumbar un árbol el el colegio</i> <i>Un acontecimiento fue cuando votaron.</i> <i>El final de la historia fue que todos votaron y nadie gana.</i>	El principio de la historia El colegio (escuela) Acontecimiento Final de la historia

The Biliteracy Learning Environment

Español

Reconocimiento
de
palabras

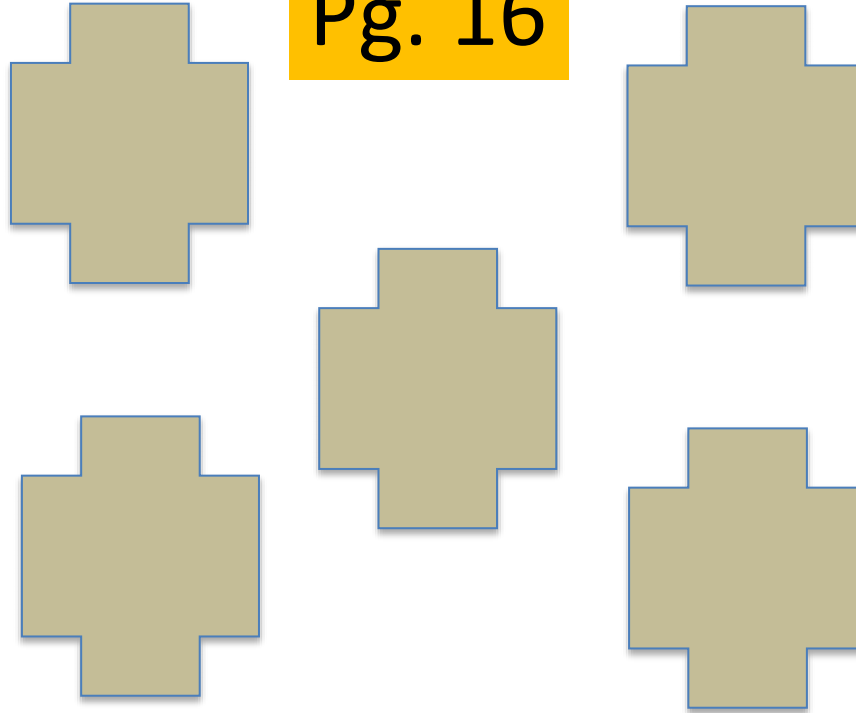
Escritura

Lectura

Estudios
sociales

Student Seating
in Groups

Pg. 16



Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Oxnard, CA
 July 21-23, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
Crystal Ramos	teachingforbilingualityCR@gmail.com
Melody Wharton	teachingforbilingualityMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and 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

Resource Packet



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to

	Level 1 Entering	Level 2 Beginning	Level 3 Developing
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil"). - Identify pictures of everyday objects as stated orally (e.g., in books). - Point to real-life objects reflective of common-related vocabulary or oral statements. - Mimic gestures or movement associated with statements (e.g., "This is my left hand").	- Match oral reading of stories to illustrations. - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25"). - Sequence a series of oral statements using real objects or pictures. - Locate objects described orally.	- Follow modeled multi-step oral directions. - Sequence pictures of stories read aloud (e.g., beginning, middle, and end). - Match people with jobs or objects with functions based on oral descriptions. - Classify objects according to descriptive oral statements.
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language. - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase. - Identify and name everyday objects. - Participate in whole group chants and songs.	- Use first language to fill in gaps in oral English (code switch). - Repeat facts or statements. - Describe what people do from action pictures (e.g., jobs of community workers). - Compare real-life objects (e.g., "males," "biggest").	- Ask questions of a social partner. - Express feelings (e.g., "I'm happy because..."). - Retell simple stories from picture sets. - See and explain grouping of objects (e.g., sink vs. float). - Make predictions or hypotheses. - Describe features of content-based phenomena (e.g., continents, weather).

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary range; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

Strategy Name and Description

Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.

Teaching for Bilinguality Book: page 81-82

Strategy Name and Description

Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.

Teaching for Bilinguality Book: page 84-85

Language Supports and Notes

Sensory Supports

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams
- Magazines & newspapers
- Physical activities
- Videos & Films
- Broadcasts
- Models & figures

Notes:

Graphic Supports

- Charts

Interactive Supports

- In pairs or groups

High Leverage Bilingual Strategies

Sensory Supports

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams
- Magazines & newspapers
- Physical activities
- Videos & Films
- Broadcasts
- Models & figures

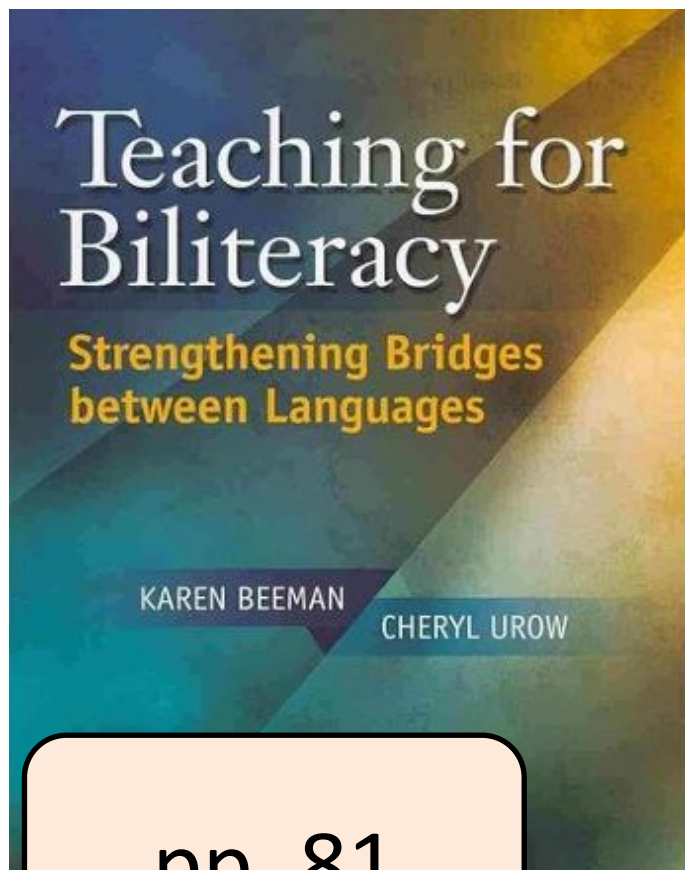
Notes:

- In the native language (L1)
- With mentors

© WIDA Language Development Standards



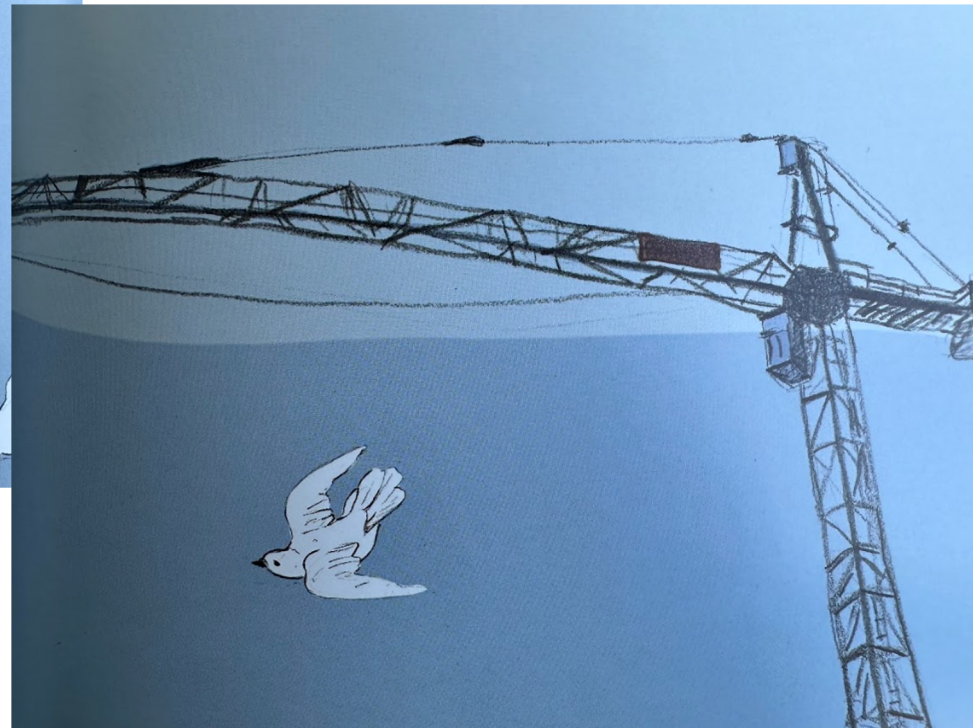
Adapted Readers Theater (ART) with TPR



pp. 81

The teacher summarizes or paraphrase is a text as she and the students act it out. Through the teacher's narration, and the interaction and movement of students, the concepts and vocabulary are previewed.





Al principio, los alumnos llegaron al colegio.

Los alumnos oyeron algo raro. Así empieza el cuento. Oyeron que querían usar una grúa para quitar la araucaria y construir un edificio nuevo.

En medio del colegio, en el jardín, estaba la araucaria.

Algunos estudiantes, llamados los milenarios, colgaron carteles enormes con mensajes de protesta para salvar la araucaria.

Los desarrollistas, que estaban de acuerdo con construir el edificio nuevo, también colgaron sus propias pancartas.

Los milenarios y los desarrollistas protestaron en el colegio.

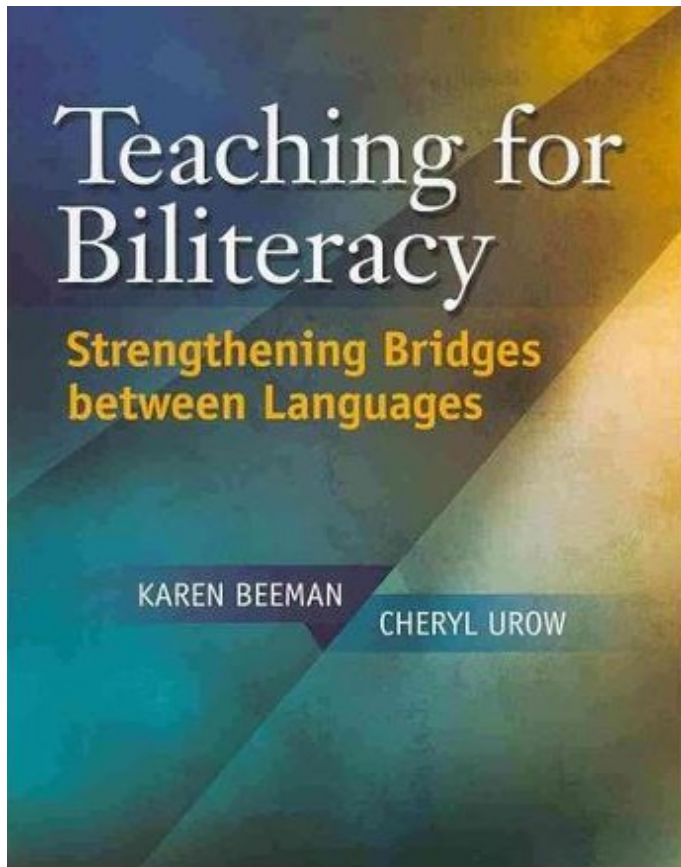
Después, los desarrollistas y los milenarios tuvieron un debate en el gimnasio del colegio.

Más tarde, todos los alumnos votaron.

Al final, la directora les contó a los alumnos que la votación había terminado en un empate. Así termina el cuento.



Fish Bowl

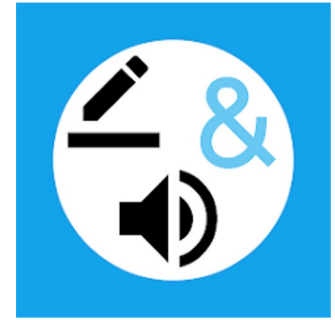


Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136



- La ilustración representa el/la _____



- La ilustración describe la parte del cuento cuando _____
- La ilustración muestra _____ del cuento



Banco de palabras

- El personaje
- El escenario
- Al principio
- El acontecimiento
- Al final



Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2

Planning for Biliteracy

- Teaching for Biliteracy
Recommendations
- Structures that work as a System
- Day 2 Closure and Exit Ticket



**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.**



Agenda:

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



Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

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

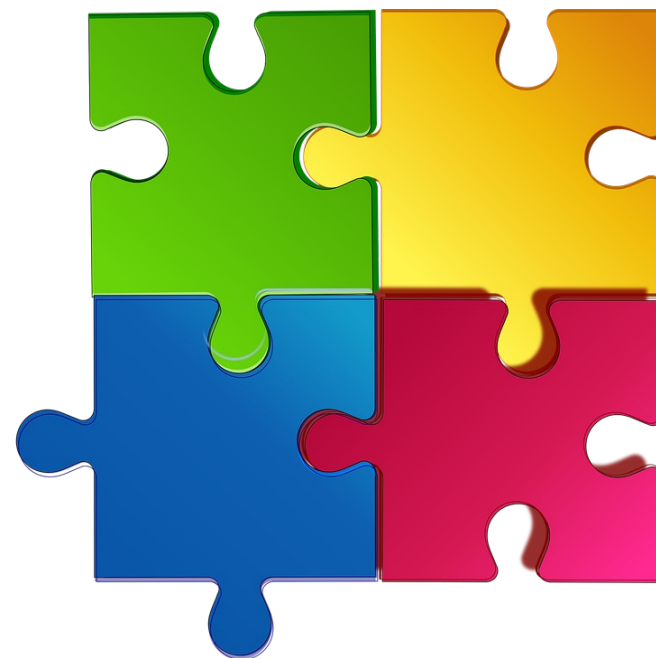
Biliteracy Recommendations for K-5:

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

Biliteracy Recommendations for Secondary:

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

Page 18-19



Program Design Recommendations: Planning for Biliteracy

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Program Design Recommendations: Planning for Biliteracy

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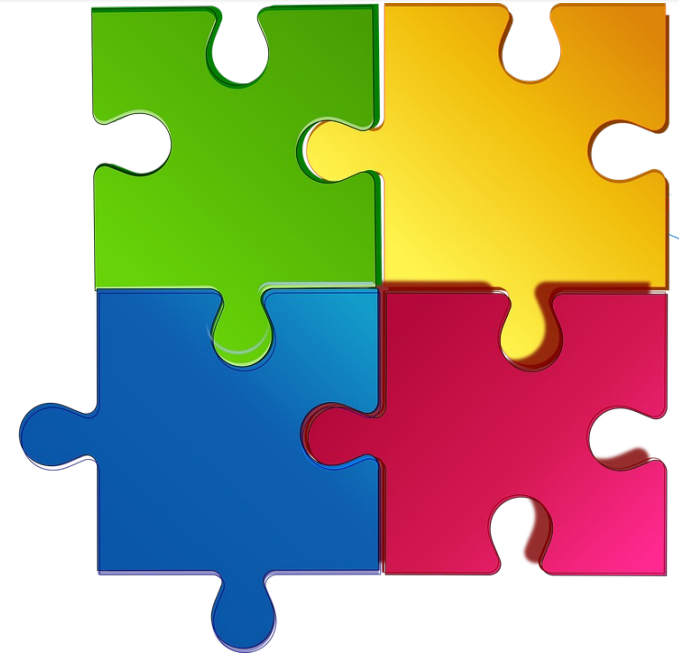
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16

p. 18 in
Resource
Packet



The recommendation I read ____.

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



Agenda:

- ✓ Welcome
- ✓ Sample Instruction: Part 2

- **Planning for Biliteracy**

- ✓ Teaching for Biliteracy
Recommendations

Structures that work as a System

- Day 2 Closure and Exit Ticket



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



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	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	Additional sample plans on pages 22-26	Math Social Studies Language Arts

Language and Content Allocation Plan Determines:

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Biliteracy Curriculum/Units



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The 80/20 Biliteracy Learning Environment

Español

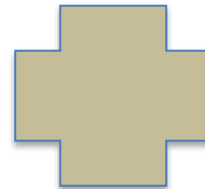
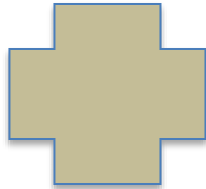
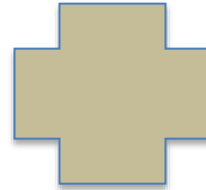
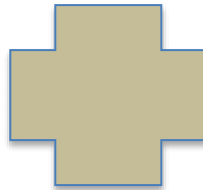
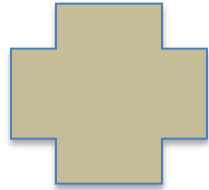
Reconocimiento
de palabras

Escritura

Lectura

Estudios
Sociales

Student Seating in Groups



Spanish Classroom Library

Ciencias

Matemáticas

Español

English Classroom Library

Word
Recognition

Writing

Reading

English

Bilingual Books

El Puente/
The Bridge

The 50/50 Biliteracy Learning Environment

Student Seating in Groups

p. 16

Español

Reconocimiento
de palabras

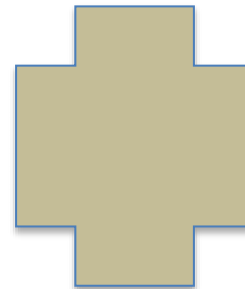
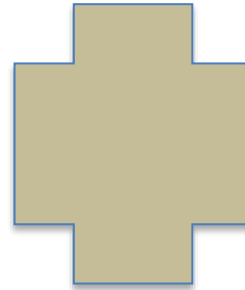
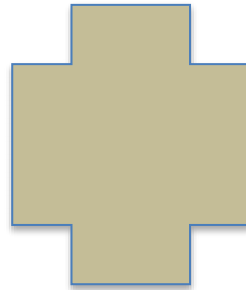
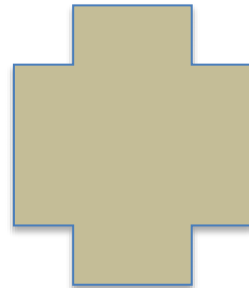
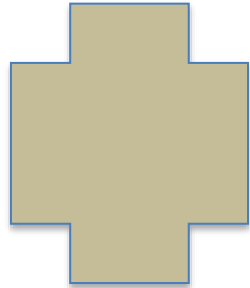
Escritura

Lectura

Estudios
sociales

Matemáticas

Spanish Classroom Library



English Classroom Library

Word
Recognition

Writing

Reading

Science

English

Bilingual Books

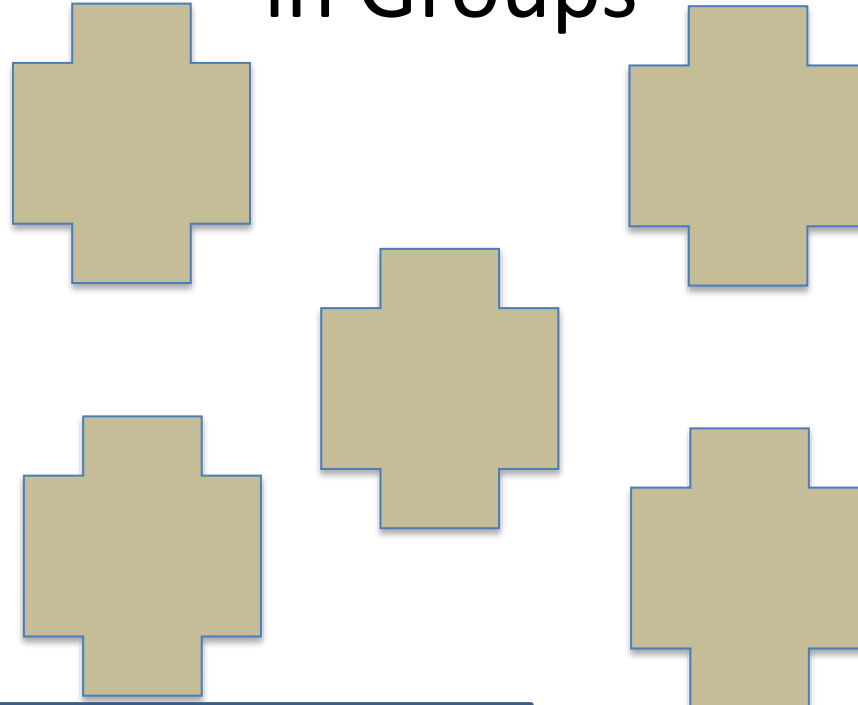
El Puente/The Bridge

The Biliteracy Learning Environment: Two-Teacher Model

El Puente/The Bridge

Bilingual Books

Student Seating
in Groups



Español

Reconocimiento de
palabras

Escritura

Spanish Classroom Library

Lectura

Estudios sociales

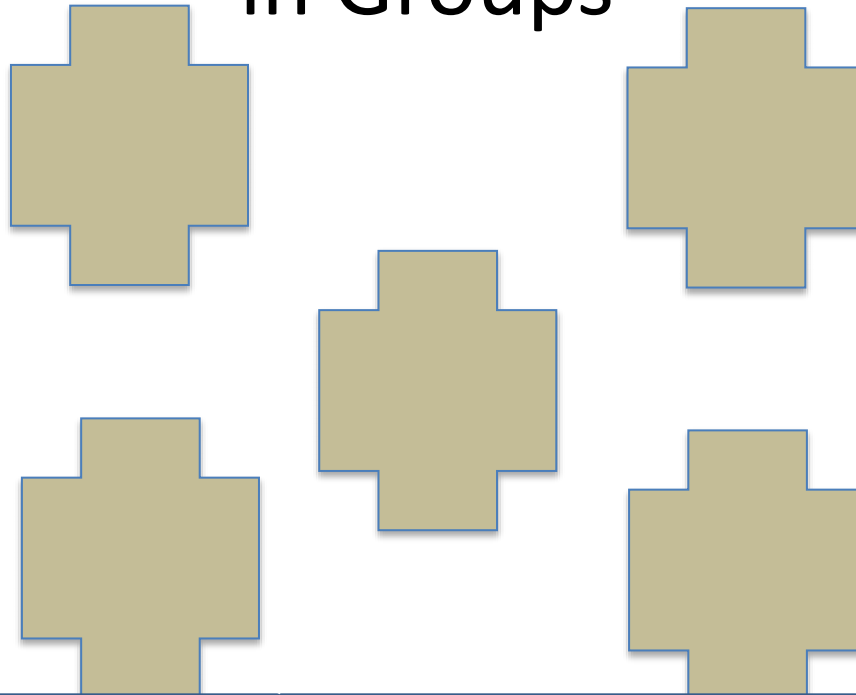
Español

The Biliteracy Learning Environment: Two-Teacher Model

El Puente/The Bridge

Bilingual Books

Student Seating
in Groups



Math

Science

Reading

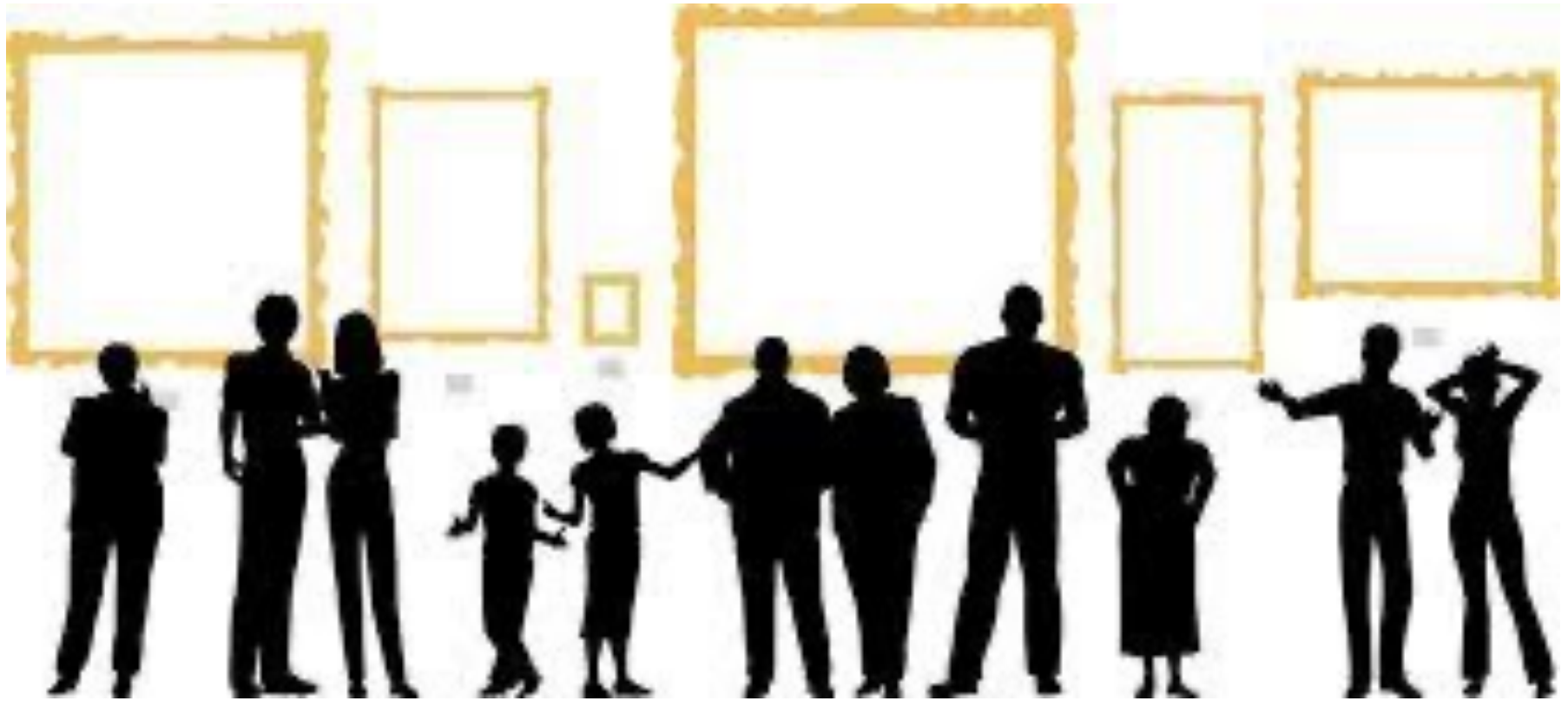
English

English Classroom Library

Word
Recognition

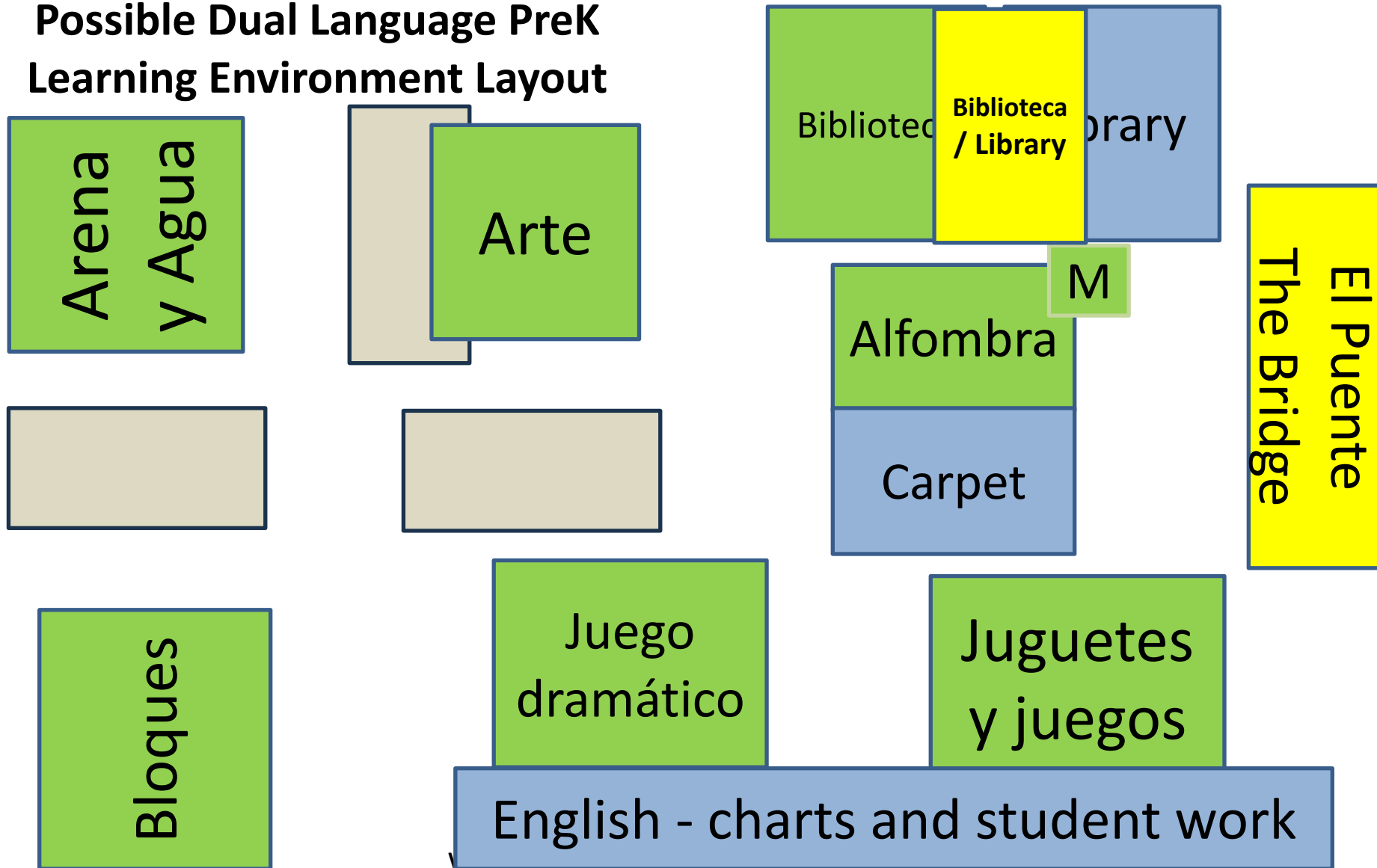
Writing

English



Español – gráficos y trabajo de los estudiantes

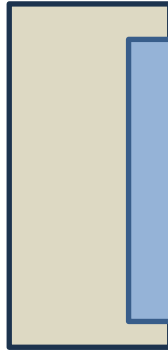
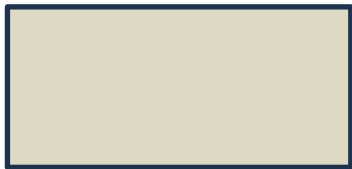
Possible Dual Language PreK Learning Environment Layout



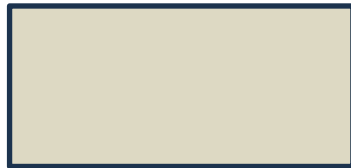
Español – gráficos y trabajo de los estudiantes

Possible Dual Language PreK Learning Environment Layout

Sand
and
Water



Art



Blocks

Dramatic
Play

Biblioteca / Library

Alfombra

Carpet

T

Toys and
Games

English - charts and student work

El Puente
The Bridge

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units

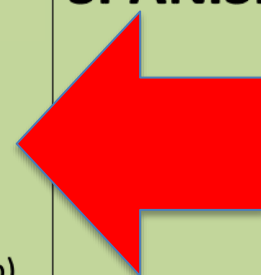


Sample Program Language and Content Allocation Plan

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3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts

Time	Subject	Language
------	---------	----------

8:00 – 8:20	SEL and Classroom Community Building 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)	SPANISH
8:20– 10:30		



Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

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

Formative Assessment

10:30 - 11:00	Intervention Block	Bilingual
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice	ENGLISH

1:15-2:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiments/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition)	ENGLISH
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Similar Sample on Pg. 29-30

2:30-3:00	Specials	if possible offered in and half in English
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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:30	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	
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	ENGLISH
1:15-2:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiments/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

Pgs.
29-31

Sample PreK Full-Day Schedule 80/20

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

Approximately:

- 276 Spanish minutes
- 69 English minutes

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

- Which of the bullets did we experience?
- What other key characteristics do you see?



GRADE TWO READING STANDARDS: FOUNDATIONAL SKILLS

students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

SEGUNDO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben—discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. *Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.*

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable

b. Know spelling-sound correspondences for additional common vowel teams

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de

b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.

c. Decodifican palabras multisilábicas.

d. Decodifican palabras con prefijos y sufijos de uso frecuente.

SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when

a. Use collective nouns (e.g., *group*).

plural nouns (e.g., *feet, children, teeth, mice, fish*).

c. Use reflexive pronouns (e.g., *myself, ourselves*).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 29 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

a. Usan sustantivos colectivos (ejemplo: *la gente, el grupo*).

plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: *luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes*).

c. Usan los pronombres reflexivos (ejemplo: *Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy*).

d. Forman y usan el tiempo pasado de los verbos irregulares que se utilizan con frecuencia (ejemplo: *decir-dijo, hacer-hizo, poner-puso, saber-supimos*).

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

Pgs.
29-31

Sample PreK Full-Day Schedule 80/20

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

Approximately:

- 276 Spanish minutes
- 69 English minutes

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

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

Sample PreK Full-Day Schedule 80/20

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

Approximately:

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- 69 English minutes

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Resource Packet

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



Center for Teaching for Biliteracy Resources and Links

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Resource
Packet

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





Suggestions for Working with Newcomers

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

1. Identification and Data Gathering:

a. **Access to formal schooling:**

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

b. **Familial and socio-cultural information:**

- i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. [Consult this article](#) for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
- ii. Build a relationship with the student where you can learn about their background.
 - Try to identify the student's funds of knowledge - "the skills and knowledge that



Suggestions for Working with Newcomers

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

1. Identification and Data Gathering:

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

c. What do you miss about your home country?

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



Overview: Biliteracy Curriculum Mapping Process

Steps	Components											
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement and Look Fors that match the program pedagogy.											
	Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.											
	Review the instructional shifts of the standards:											
	• NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet) <i>*If using a published program or resource:</i> • Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the resource. • Determine if the resource includes all the standards the grade level is responsible for (language arts, science, social studies, etc.) ○ Create a plan for how any missing standard will be addressed. ▪ For example, if the resource includes only language arts standards, how, when, and with what will the science and social studies standards be addressed? Draw the grade level Language and Content Allocation on Butcher Paper. Begin creating your yearlong bilingual standards map. <table border="1"> <thead> <tr> <th>Standards-Based</th><th>Standards-Aligned (Published Program)</th></tr> </thead> <tbody> <tr> <td>Start mapping by bundling the content area standards.</td><td>Create a yearlong grade level standards map using the published program (for each language).</td></tr> <tr> <td>Begin to write year-long and unit storylines, starting with the content focus.</td><td>Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.</td></tr> <tr> <td>Select the writing standards and the writing genre, making sure they are a good fit with the content.</td><td> • Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English). </td></tr> <tr> <td>Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).</td><td></td></tr> <tr> <td>Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.</td><td> • List the standards for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how </td></tr> </tbody> </table>	Standards-Based	Standards-Aligned (Published Program)	Start mapping by bundling the content area standards.	Create a yearlong grade level standards map using the published program (for each language).	Begin to write year-long and unit storylines, starting with the content focus.	Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed.	Select the writing standards and the writing genre, making sure they are a good fit with the content.	• Analyze the unit themes. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English).	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).		Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.
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	the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed. Write the first draft of your year-long storylines for each language.											

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Overview: Biliteracy Curriculum Mapping Process

Steps	Components													
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	Write the first draft of your year-long storylines for each language.													

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Sample Program Language and Content Allocation Plan

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

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization
Essential Question: How do we design better products to solve simple problems?
Content Standards: NGSS PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8

Unit 2 ELA & SC:
Essential Question: What kinds of solutions can plants make?
Content Standards: NGSS PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science Language Arts

Unit 3- ELA & SC:
Essential Question: How do plants and animals live in their habitats?
Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10

Unit 4- ELA & SC:
Essential Question: How do we prevent wind or water from changing the land?
Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
Writing Standards W.2.2- Informative W.2.5 W.2.7 W.2.8 W.2.4; W.2.10

Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do the systems we live in help us find our identity?
Universal Theme Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things.

Unit 1- ELA & SS -
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?
SS Content Standards: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C.4.2.1, C.4.2.2, C.4.2.3, C.4.2.4 Understands and analyzes causal factors that have shaped major events in history H.2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
Writing Standards - W.2.1 Opinion-Essay W.2.5 W.2.7 W.2.8 W.2.4 W.2.10
Reading Standards - Literary Texts RL.2.3 RL.2.5 RL.2.7

Unit 2 SLA & SS:
Essential Question: How has present day life been shaped by the past?
SS Content Standards: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C.4.2.1, C.4.2.2, C.4.2.3, C.4.2.4 Understands and analyzes causal factors that have shaped major events in history H.2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.5 W.2.6 W.2.8 W.2.4 W.2.10
Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9

Math Social Studies Language Arts

Unit 3- SLA & SS
Essential Question: How does government work?
SS Content Standards: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C.4.2.1, C.4.2.2, C.4.2.3, C.4.2.4 Understands and analyzes causal factors that have shaped major events in history H.2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10
Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6

Unit 4- SLA & SS
Essential Question: How do community members meet their needs and wants in our economic system?
SS Content Standards: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C.4.2.1, C.4.2.2, C.4.2.3, C.4.2.4 Understands and analyzes causal factors that have shaped major events in history H.2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10
Reading Standards - Literary Texts RL.2.3 RL.2.6

Unit 5- SLA & SS
Essential Question: How do community members meet their needs and wants in our economic system?
SS Content Standards: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C.4.2.1, C.4.2.2, C.4.2.3, C.4.2.4 Understands and analyzes causal factors that have shaped major events in history H.2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10
Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8

Standards-based Sample

Biliteracy Map Scavenger Hunt

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



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	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: Math, Science, Social Studies, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8	Science Language Arts	Spanish to English: Social Studies, Language Arts	Math Social Studies Language Arts Electives

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization	Unit 2 ELA & SC:	Unit 3- ELA & SC:	Unit 4- ELA & SC:	Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do we design better products to solve simple problems?	Essential Question: What kinds of solutions can help plants meet their needs?	Essential Question: How do plants and animals live together in diverse habitats?	Essential Question: How do we prevent wind or water from changing the land?	Essential Question: How do the systems we live in help us find our identity?
Content Standards: NGSS 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Content Standards: NGSS 2-PS1-4 Construct an argument with evidence that some change caused by heating or cooling can be reversed and some cannot. 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. K-2 ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.	Content Standards: NGSS: 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Universal Theme Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2. W.2.10	Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10	Writing Standards W.2.2- Informative(Essay) W.2.5 W.2.7 W.2.8 W.2.4; W.2.10	Writing Standards - W.2.1- Opinion (Personal Essay) W.2.5; W.2.8; W.2.4; W.2.10;
Reading Standards - Informational Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Informational Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Literary Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Informational Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Literary Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?	Essential Question: How has present day Kennewick been shaped by the past (people and events)?	Essential Question: How does government work in my community?	Essential Question: How do community members meet their needs and wants in our economic system?	Essential Question: How does where we live impact how we live in our community?
WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.1, C1.2.2 C4:Understands civic involvement C4.2.1, C4.2.2, C4.2.3, C4.2.4 H2: Understands and analyzes causal factors that have shaped major events in history H2.2.2 Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice:AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.	H1: Understands historical chronology H1.2.1, H1.2.2, H1.2.3 H2: Understands and analyzes causal factors that have shaped major events in history. H2.2.1 H3: Understands that there are multiple perspectives and interpretations of historical events. H3.2.1, H3.2.2, H3.2.3 Compare different accounts of the same historical event(s). H4: Understands how historical events inform analysis of contemporary issues and events. H4.2.1, H4.2.2, H4.2.3 Evaluate sources by distinguishing between fact and opinion. Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.1, SSS1.2.3 SSS2: Uses inquiry-based research. SSS2.2.1, SSS2.2.2 SSS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SSS4.2.1 Social Justice: ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.3, C1.2.4 C2: Understands the purpose, organization, and functions of governments, laws, and political systems. C2.2.1, C2.2.2 C3: Understands the purpose and organization of tribal and international relationships and U.S. foreign policy. C3.2.1, C3.2.2 E3: Understands the government's role in the economy. E3.2.1 Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1 J.U.K-2.12 I know when people are treated unfairly. J.U.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like	WA SS Content Standards: E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G3: Understands the geographic context of global issues and events. G3.2.1, G3.2.2, G3.2.3 Social Studies Skills: SSS2: Uses inquiry-based research. SSS2.2.4, SSS2.2.5 SSS3: Deliberates public issues.SSS3.2.1 Social Justice: J.U.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly.	WA SS Content Standards: G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.5 G2: Understands human interactions with the environment. G2.2.1, G2.2.2, G2.2.3, G2.2.4, G2.2.5 Social Studies Skills: SSS2: Uses inquiry-based research. SSS2.2.1, SSS2.2.2 SSS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SSS4.2.3 Social Justice:J.U.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly. D.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. D.K-2.8 I want to know about other people and how our lives and experiences are the same and different.
Writing Standards - W.2.1 Opinion-Essay W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.3 W.2.5 W.3.8 W.2.4 W.2.10	Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10	Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10	Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10
Reading Standards - Literary Texts- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Literary Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Informational Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Literary Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10	Reading Standards - Informational Texts RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization	Unit 2 ELA & SC:	Unit 3- ELA & SC:	Unit 4- ELA & SC:	Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do we design better products to solve simple problems?	Essential Question: What kinds of solutions can help plants meet their needs?	Essential Question: How do plants and animals live together in diverse habitats?	Essential Question: How do we prevent wind or water from changing the land?	Essential Question: How do the systems we live in help us find our identity?
Content Standards: NGSS 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Content Standards: NGSS 2-PS1-4 Construct an argument with evidence that some change caused by heating or cooling can be reversed and some cannot. 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.	Content Standards: NGSS: 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Universal Theme Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2. W.2.10	Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10	Writing Standards W.2.2- Informative(Essay) W.2.5 W.2.7 W.2.8 W.2.4; W.2.10	Writing Standards - W.2.1- Opinion (Personal Essay) W.2.5; W.2.8; W.2.4; W.2.10;
Reading Standards - Informational Texts RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Informational Texts RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Literary Texts RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Informational Texts RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Literary Texts RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10

Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?	Essential Question: How has present day Kennewick been shaped by the past (people and events)?	Essential Question: How does government work in my community?	Essential Question: How do community members meet their needs and wants in our economic system?	Essential Question: How does where we live impact how we live in our community?
WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.1, C1.2.2 C4: Understands civic ir H2: Understands and al events in history H2.2.2 Social Studies Skills: SSS1: Uses critical reat SSS1.2.2 SSS2: Uses inquiry-bas SSS3: Deliberates publ Social Justice:AC.K-2.1 being unfair, even if my do not. AC.K-2.20 I will join with classroom fair for every	H1: Understands historical chronology H1.2.1, H1.2.2, H1.2.3 H2: Understands and analyzes causal factors that have shaped major events in history. H2.2.1 H3: Understands that there are multiple perspectives and interpretations of historical	WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other	WA SS Content Standards: E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2	WA SS Content Standards: G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G.1.2.3 G.1.2.5 G2: Understands human interaction with the environment. G2.2.1, SS2.2.2 G2.2.2 G2.2.3 G2.2.4 G2.2.5 G2.2.6 G2.2.7 G2.2.8 G2.2.9 G2.2.10 G2.2.11 G2.2.12 G2.2.13 G2.2.14 G2.2.15 G2.2.16 G2.2.17 G2.2.18 G2.2.19 G2.2.20 G2.2.21 G2.2.22 G2.2.23 G2.2.24 G2.2.25 G2.2.26 G2.2.27 G2.2.28 G2.2.29 G2.2.30 G2.2.31 G2.2.32 G2.2.33 G2.2.34 G2.2.35 G2.2.36 G2.2.37 G2.2.38 G2.2.39 G2.2.40 G2.2.41 G2.2.42 G2.2.43 G2.2.44 G2.2.45 G2.2.46 G2.2.47 G2.2.48 G2.2.49 G2.2.50 G2.2.51 G2.2.52 G2.2.53 G2.2.54 G2.2.55 G2.2.56 G2.2.57 G2.2.58 G2.2.59 G2.2.60 G2.2.61 G2.2.62 G2.2.63 G2.2.64 G2.2.65 G2.2.66 G2.2.67 G2.2.68 G2.2.69 G2.2.70 G2.2.71 G2.2.72 G2.2.73 G2.2.74 G2.2.75 G2.2.76 G2.2.77 G2.2.78 G2.2.79 G2.2.80 G2.2.81 G2.2.82 G2.2.83 G2.2.84 G2.2.85 G2.2.86 G2.2.87 G2.2.88 G2.2.89 G2.2.90 G2.2.91 G2.2.92 G2.2.93 G2.2.94 G2.2.95 G2.2.96 G2.2.97 G2.2.98 G2.2.99 G2.2.100
Writing Stand W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Stand W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Stand W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Stand W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Stand W.2.5 W.2.7 W.2.8 W.2.4 W.2.10
Reading Standards - Literary Texts- RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Literary Texts- RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Informational Texts- RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Literary Texts- RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	Reading Standards - Informational Texts- RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10

- Green reflects what will be taught in Spanish
- There is a plan to address ALL the Science and Language Arts standards across the year.

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Unit 1- ELA & SC Organisms & Organization	Unit 2 ELA & SC:	Unit 3- ELA & SC:	Unit 4- ELA & SC:	Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do we design better products to solve problems?	Essential Question: What kinds of solutions can we design?	Essential Question: How do plants and animals interact with their environment?	Essential Question: How do we prevent environmental problems?	Essential Question: How do the systems we create affect our identity?
Content Standards: W.2.1 Plan and conduct an investigation to answer a question or solve a problem and classify different observable properties of objects and materials to determine their properties that are the same or different. W.2.2 Make observations and measurements to answer a question or solve a problem and use data to make a conclusion. W.2.3 Ask questions and seek answers to problems through the development of a plan.				Content Standards: W.2.1 Plan and conduct an investigation to answer a question or solve a problem and classify different observable properties of objects and materials to determine their properties that are the same or different. W.2.2 Make observations and measurements to answer a question or solve a problem and use data to make a conclusion. W.2.3 Ask questions and seek answers to problems through the development of a plan.
W.2.4 W.2.10	W.2. W.2.10	W.2.5 W.2.6 W.2.8 W.2.4 W.2.10	W.2.4; W.2.10	
Reading Standards - Informational Texts	Reading Standards - Informational Texts	Reading Standards - Literary Texts	Reading Standards - Informational Texts	Reading Standards - Literary Texts

- Blue reflects what will be taught in English
- There is a plan to address ALL the Social Science and Language Arts standards across the year.
- Math is also taught in English and has its own map.

and can talk about some of my group

g and healthy ways

identities are part of self without being

ily and I do things is m how other people both.

Opinion (Personal W.2.10;

Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?	Essential Question: How has present day Kennewick been shaped by the past (people and events)?	Essential Question: How does government work in my community?	Essential Question: How do community members meet their needs and wants in our economic system?	Essential Question: How does where we live impact how we live in our community?
WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.1, C1.2.2 C4: Understands civic in H2: Understands and analyzes causal factors that have shaped major events in history. H2.2.1 H3: Understands that there are multiple perspectives and interpretations of historical events.	H1: Understands historical chronology H1.2.1, H1.2.2, H1.2.3 H2: Understands and analyzes causal factors that have shaped major events in history. H2.2.1 H3: Understands that there are multiple perspectives and interpretations of historical events.	WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents.	WA SS Content Standards: E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2	WA SS Content Standards: G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3 G1.2.5 G2: Understands human interaction with the environment. G2.2.1, G2.2.2 G3: Understands the impact of human actions on the environment. G3.2.1, G3.2.2
W.2.5 W.2.10	W.2.3 W.2.5 W.3.8 W.2.4 W.2.10	W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10	W.2.3 W.2.5 W.2.7 W.2.4 W.2.10	W.2.2 W.2.5 W.2.7 W.2.4 W.2.10
Reading Standards - Literary Texts	Reading Standards - Literary Texts	Reading Standards - Informational Texts	Reading Standards - Literary Texts	Reading Standards - Informational Texts

- Green reflects what will be taught in Spanish
- There is a plan to address ALL the Science and Language Arts standards across the year.

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Biliteracy Map Scavenger Hunt

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



Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization		Unit 2 ELA & SC:		Unit 3- ELA & SC:		Unit 4- ELA & SC:		Unit 5- ELA & Universal Theme: Authors Study- Pat Mora	
Essential Question: How do we design better products to solve simple problems?		Essential Question: What kinds of solutions can plants meet their needs?		Essential Question: How do plants and animals live together in diverse habitats?		Essential Question: How do we prevent wind or water from changing the land?		Essential Question: How do the systems we live in help us find our identity?	
<u>Content Standards: NGSS</u> 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		<u>Content Standards: NGSS</u> 2-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and cannot. 2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow 2-2 Develop a simple model that mimics the function of plants in dispersing seeds or pollinating plants.* 2-1 Make observations of plants and animals to understand the diversity of life in different habitats. 2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.		<u>Content Standards: NGSS:</u> 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.		<u>Content Standards: NGSS</u> 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		<u>Universal Theme</u> Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10		Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2. W.2.10		Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10		Writing Standards W.2.2- Informative(Essay) W.2.5 W.2.7 W.2.8 W.2.4; W.2.10		Writing Standards - W.2.1- Opinion (Personal Essay) W.2.5; W.2.8; W.2.4; W.2.10;	
1-2	Reading Standards - Informational Texts RI.2.2; RI.2.5; RI.2.8	1-2	Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7	1-2	Reading Standards - Literary Texts RL.2.3; RL.2.5; RL.2.9	1-2	Reading Standards - Informational Texts RI.2.2; RI.2.6; RI.2.8	1-2	Reading Standards - Literary Texts RL.2.2; RL.2.4; RL.2.6; RL.2.7
Unit 2 SLA & SS:		Unit 3- SLA & SS		Unit 4- SLA & SS		Unit 4- SLA & SS		Unit 4- SLA & SS	
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?		Essential Question:How has present day society been shaped by the past (people and events)?		Essential Question: How does government work in my community?		Essential Question: How do community members meet their needs and wants in our economic system?		Essential Question: How does where we live impact how we live in our community?	
<u>WA SS Content Standards:</u> C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.1, C1.2.2 C4: Understands civic involvement C4.2.1, C4.2.2, C4.2.3, C4.2.4 H2: Understands and analyzes causal factors that have shaped major events in history H2.2.2 Social Studies Skills: SS1: Uses critical reasoning skills to analyze and evaluate claims. SS1.2.2 SS2: Uses inquiry-based research. SS2.2.3 SS3: Deliberates public issues. SS3.2.1, SS3.2.2, SS3.2.3 Social Justice:AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.		<u>WA SS Content Standards:</u> C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.3, C1.2.4 C2: Understands the purpose, organization, and functions of governments, laws, and political systems. C2.2.1, C2.2.2 C3: Understands the purpose and organization of tribal and international relationships and U.S. foreign policy. C3.2.1, C3.2.2 E3: Understands the government's role in the economy. E3.2.1 Social Studies Skills: SS1: Uses critical reasoning skills to analyze and evaluate claims. SS1.2.2 SS2: Uses inquiry-based research. SS2.2.3 SS3: Deliberates public issues. SS3.2.1 Social Justice: JU.K-2.12 I know when people are treated unfairly. JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like		<u>WA SS Content Standards:</u> E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E3: Understands the government's role in the economy E3.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G3: Understands the geographic context of global issues and events. G3.2.1, G3.2.2, G3.2.3 Social Studies Skills: SS2: Uses inquiry-based research. SS2.2.4, SS2.2.5 SS3: Deliberates public issues. SS3.2.1 Social Justice: JU.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly.		<u>WA SS Content Standards:</u> G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.5 G2: Understands human interactions with the environment. G2.2.1, G2.2.2, G2.2.3, G2.2.4, G2.2.5 Social Studies Skills: SS2: Uses inquiry-based research. SS2.2.1, SS2.2.2 SS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SS4.2.3 Social Justice:JU.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly. D.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. D.K-2.8 I want to know about other people and how our lives and experiences are the same and different.			
Writing Standards - W.2.1 Opinion-Essay W.2.5 W.2.7 W.2.8 W.2.4 W.2.10		Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.3 W.2.5 W.3.8 W.2.4 W.2.10		Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10		Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10		Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10	
1-2	Reading Standards - Literary Texts- RL.2.3 RI.2.5 RI.2.7	1-2	Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9	1-2	Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6	1-2	Reading Standards - Literary Texts RL.2.3 RL.2.6	1-2	Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization		Unit 2 ELA & SC:		Unit 3- ELA & SC:		Unit 4- ELA & SC:		Unit 5- ELA & Universal Theme: Authors Study- Pat Mora	
Essential Question: How do we design better products to solve simple problems?		Essential Question: What kinds of solutions can plants meet their needs?		Essential Question: How do plants and animals live together in diverse habitats?		Essential Question: How do we prevent wind or water from changing the land?		Essential Question: How do the systems we live in help us find our identity?	
Content Standards: NGSS 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		Content Standards: NGSS 2-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and cannot. 2-4-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-4-2 Develop a simple model that mimics the function of plants in dispersing seeds or pollinating plants.* 2-4-3 Make observations of plants and animals to understand the diversity of life in different habitats. 2-4-4 Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-4-5 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.		Content Standards: NGSS: 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.		Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		Universal Theme Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel. ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10		Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2. W.2.10		Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10		Writing Standards W.2.2- Informative(Essay) W.2.5 W.2.7 W.2.8 W.2.4; W.2.10		Writing Standards - W.2.1- Opinion (Personal Essay) W.2.5; W.2.8; W.2.4; W.2.10;	
Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7		Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7		Reading Standards - Literary Texts RL.2.3; RL.2.5; RL.2.9		Reading Standards - Informational Texts RI.2.2; RI.2.6; RI.2.8		Reading Standards - Literary Texts RL.2.2; RL.2.4; RL.2.6; RL.2.7	
Unit 2 SLA & SS:		Unit 3- SLA & SS		Unit 4- SLA & SS		Unit 4- SLA & SS		Unit 4- SLA & SS	
Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?		Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?		Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?		Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?		Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?	
WA SS Content Standards: C1: Understands key ideals and principles of the united including those in the Declaration of Independence, Constitution and other foundational documents. C1.2.1, C1.2.2 C4: Understands civic involvement C4.2.1, C4.2.2, C4.2.3 H2: Understands and analyzes causal factors that have shaped events in history H2.2.2 Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.		Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.3 W.2.5 W.3.8 W.2.4 W.2.10		Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10		Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10		Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10	
Reading Standards - Literary Texts- RL.2.3 RL.2.5 RL.2.7		Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9		Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6		Reading Standards - Literary Texts RL.2.3 RL.2.6		Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8	

- Opinion Writing – Opinion Essay
- Literary Text Focus: RL 2.1, 2.3, 2.5, 2.7. 2.10
- All texts for reading and writing relate to the social studies topic

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization

Essential Question: How do we design better products to solve simple problems?

Content Standards: NGSS

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards **W.2.2 - Informative Lab Report**

W.2.5 W.2.7 W.2.8
W.2.4 W.2.10

Reading Standards - Informational Texts
RI.2.2; RI.2.5; RI.2.9

RI.2.10

- Informational Writing – Lab Report
- Informational Text Focus: RI 2.1, 2.2, 2.5, 2.9, 2.10
- All texts for reading and writing relate to the science topic

W.2.1 W.2.10

Reading Standards - Informational Texts
RI.2.3; RI.2.4; RI.2.7

RI.2.10

W.2.3 W.2.5 W.2.6 W.2.8 W.2.10

Reading Standards - Literary Texts
RL.2.3; RL.2.5; RL.2.9

RI.2.10

W.2.4; W.2.10

Reading Standards - Informational Texts
RI.2.2; RI.2.6; RI.2.8

RI.2.10

Reading Standards - Literary Texts
RL.2.2; RL.2.4; RL.2.6; RL.2.7

RI.2.10

Unit 2 SLA & SS:

Unit 3- SLA & SS

Unit 4- SLA & SS

Unit 4- SLA & SS

Essential Question: How can we build a community of learners that focuses on common good and governs itself equitably?

WA SS Content Standards:

C1: Understands key ideals and principles of the united including those in the Declaration of Independence, Constitution, and other foundational documents.
C1.2.1, C1.2.2
C4: Understands civic involvement C4.2.1, C4.2.2, C4.2.3
H2: Understands and analyzes causal factors that have shaped events in history H2.2.2
Social Studies Skills:
SSS1: Uses critical reasoning skills to analyze and evaluate SSS1.2.2
SSS2: Uses inquiry-based research. SSS2.2.3
SSS3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3
Social Justice: AC.K-2.19 I will speak up or do something being unfair, even if my friends do not.
AC.K-2.20 I will join with classmates to make our classroom fair for everyone.

Writing Standards - W.2.1 Opinion-Essay
W.2.5 W.2.7 W.2.8 W.2.4 W.2.10

Reading Standards - Literary Texts
RL.2.3 RL.2.5 RL.2.7

RI.2.10

Writing Standards - W.2.3 Narrative - Realistic Fiction
W.2.3 W.2.5 W.2.8 W.2.4 W.2.10

Reading Standards - Literary Texts
RL.2.2 RL.2.4 RL.2.9

RI.2.10

people have been treated badly because of their group identities, and I don't like

Writing Standards - W.3.2 Information Brochure
W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10

Reading Standards - Informational Texts
RI.2.2 RI.2.4 RI.2.5 RI.2.6

RI.2.10

Writing Standards - W.3.3 - Narrative Nonfiction
W.2.3 W.2.5 W.2.7 W.2.4 W.2.10

Reading Standards - Literary Texts
RL.2.3 RL.2.6

RI.2.10

Writing Standards - W.3.1 - Informative-Report
W.2.2 W.2.5 W.2.6 W.2.4 W.2.10

Reading Standards - Informational Texts
RI.2.3 RI.2.5 RI.2.7 RI.2.8

RI.2.10

- Opinion Writing – Opinion Essay
- Literary Text Focus: RL 2.1, 2.3, 2.5, 2.7, 2.10
- All texts for reading and writing relate to the social studies topic

Biliteracy Map Scavenger Hunt

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



Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization		Unit 2 ELA & SC:		Unit 3- ELA & SC:		Unit 4- ELA & SC:		Unit 5- ELA & Universal Theme: Authors Study- Pat Mora	
Essential Question: How do we design better products to solve simple problems?		Essential Question: What kinds of solutions can help plants meet their needs?		Essential Question: How do plants and animals live together in diverse habitats?		Essential Question: How do we prevent wind or water from changing the land?		Essential Question: How do the systems we live in help us find our identity?	
Content Standards: NGSS 2-PS1-1 Plan and conduct an investigation to identify and classify different kinds of materials by observable properties. 2-PS1-2 Analyze data to make a comparison between the materials to determine which materials have the strongest properties that are best suited to an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		Content Standards: NGSS 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. K-2 ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.		2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.		shape of the land.* 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		Identity ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10		Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2. W.2.10		Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10		Writing Standards W.2.2- Informative(Essay) W.2.5 W.2.7 W.2.8 W.2.4; W.2.10		Writing Standards - W.2.1- Opinion (Personal Essay) W.2.5; W.2.8; W.2.4; W.2.10;	
Reading Standards - Informational Texts RI.2.2; RI.2.5; RI.2.9		Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7		Reading Standards - Literary Texts RL.2.3; RL.2.5; RL.2.9		Reading Standards - Informational Texts RI.2.2; RI.2.6; RI.2.8		Reading Standards - Literary Texts RL.2.2; RL.2.4; RL.2.6; RL.2.7	
Unit 1-SLA & SS -		Unit 2 SLA & SS:		Unit 3- SLA & SS		Unit 4- SLA & SS		Unit 4- SLA & SS	
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?		Essential Question: How has present day Kennewick been shaped by the past (people and events)?		Essential Question: How does government work in my community?		Essential Question: How do community members meet their needs and wants in our economic system?		Essential Question: How does where we live impact the way we live in our community?	
WA SS Content Standards: C1: Understands key characteristics and location of places, including those in the other foundational domains. C1.2.1, C1.2.2 C4: Understands civic responsibilities and how they shape events in history. Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.		Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.1, SSS1.2.3 SSS2: Uses inquiry-based research. SSS2.2.1, SSS2.2.2 SSS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SSS4.2.1 Social Justice: ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.		E3: Understands the government's role in the economy. E3.2.1 Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate claims. SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1 J.U.K-2.12 I know when people are treated unfairly. J.U.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like		G1.2.4 G3: Understands the geographic context of global issues and events. G3.2.1, G3.2.2, G3.2.3 Social Studies Skills: SSS2: Uses inquiry-based research. SSS2.2.4, SSS2.2.5 SSS3: Deliberates public issues. SSS3.2.1 Social Justice: J.U.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly.		Social Studies Skills: SSS2: Uses inquiry-based research. SSS2.2.1, SSS2.2.2 SSS3: Deliberates public issues. SSS3.2.1 Social Justice: J.U.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly.	
Writing Standards - W.2.1 Opinion-Essay W.2.5 W.2.7 W.2.8 W.2.4 W.2.10		Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.3 W.2.5 W.3.8 W.2.4 W.2.10		Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10		Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10		Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10	
Reading Standards - Literary Texts- RL.2.3 RL.2.5 RL.2.7		Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9		Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6		Reading Standards - Literary Texts RL.2.3 RL.2.6		Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8	

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

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

Unit 1- ELA & SC Organisms & Organization	
Essential Question: How do we design products to solve simple problems?	
Content Standards: NGSS 2-PS1-1 Plan and conduct an investigation to observe and classify different materials based on their observable properties. 2-PS1-2 Analyze data to determine if objects have different properties that are best used to solve a problem. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled into new objects. K-2-ETS1-1 Ask questions, make observations, gather information about a situation people change to define a simple problem that can be solved through the development of a new or improved tool.	
Writing Standards W.2.2 - Informative W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	
RI.2.1	Reading Standards - Informational RI.2.2; RI.2.5; RI.2.9
Unit 1-SLA & SS -	
Essential Question: How can we build a community of learners that focuses on the common good and governs itself equitably?	
WA SS Content Standards C1: Understands key concepts and principles, including those in the other foundational documents. C1.2.1, C1.2.2 C4: Understands civil liberties and responsibilities. H2: Understands and analyzes events in history. Social Studies Skills: SSS1: Uses critical reasoning skills to analyze and evaluate. SSS1.2.2 SSS2: Uses inquiry-based research. SSS2.2.3 SSS3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.	
Writing Standards - W.2.1 Opinion W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	
RL.2.1	Reading Standards - Literary RL.2.3 RL.2.5 RL.2.7

01.3	RL.2.1	RI.2.2 RI.2.4 RI.2.5 RI.2.6	01.3	RL.2.3 RL.2.6	01.3	RI.2.3 RI.2.5 RI.2.7 RI.2.8	
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Key Characteristics of Biliteracy Maps

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

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



Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization	Unit 2 ELA & SC:	Unit 3- ELA & SC:	Unit 4- ELA & SC:	Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do we design better products to solve simple problems?	Essential Question: What kinds of solutions can plants meet their needs?	Essential Question: How do plants and animals live together in diverse habitats?	Essential Question: How do we prevent wind or water from changing the land?	Essential Question: How do the systems we live in help us find our identity?
Content Standards: NGSS 2-PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Standards: NGSS Construct an argument with evidence caused by heating or cooling can be noted. Plan and conduct an investigation to test a solution to a problem. Obtain information to identify where and that it can be solid or liquid. Develop a simple sketch, drawing to illustrate how the shape of an object is needed to solve a problem.	Unit Theme: - Content Area Standards - English 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 and reading 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	Standards: NGSS Use information from several sources to evidence that Earth events can occur slowly. Compare multiple solutions designed to prevent wind or water from changing the land.* Develop a model to represent the kinds of land and bodies of water in Analyze data from tests of two objects to solve the same problem to compare the and of how each performs.	Universal Theme Social Justice Standards - Identity ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID.K-2.4 I can feel good about myself without being mean or making other people feel ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people
Writing Standards - W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8 W.2.4 W.2.10	Writing Standards - W.2.1 Opinion W.2.5 W.2.8 W.2. W.2.10	Writing Standards - W.2.1 Opinion W.2.5 W.2.8 W.2. W.2.10	Writing Standards - W.2.2 - Informative W.2.5 W.2.7 W.2.8 W.2.4; W.2.10	Writing Standards - W.2.2 - Informative W.2.5 W.2.7 W.2.8 W.2.4; W.2.10
Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7	Reading Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7	Reading Standards - Literary Texts RL.2.3; RL.2.5; RL.2.9	Reading Standards - Informational RI.2.2; RI.2.6; RI.2.8	Reading Standards - Informational RI.2.2; RI.2.6; RI.2.8
Unit 2 SLA & SS:	Unit 3- SLA & SS	Unit 4- SLA & SS	Unit 5- SLA & SS	Unit 6- SLA & SS
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?	Essential Question: How has present day America been shaped by people and events?	Essential Question: How do community meet their needs and wants in our economic system?	Essential Question: How do community meet their needs and wants in our economic system?	Essential Question: How do community meet their needs and wants in our economic system?
WA SS Content Standards: C1: Understands key ideals and principles of the united states, including those in the Declaration of Independence, Constitution, and other foundational documents. C1.2.1, C1.2.2 C4: Understands civic involvement C4.2.1, C4.2.2, C4.2.3, C4.2.4 H2: Understands and analyzes causal factors that have shaped major events in history H.2.2 Social Studies Skills: SS1: Uses critical reasoning skills to analyze and evaluate claims. SS1.2.2 SS2: Uses inquiry-based research. SS2.2.1, SS2.2.2 SS3: Deliberates public issues. SS3.2.1, SS3.2.2, SS3.2.3 Social Justice: AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not. AC.K-2.20 I will join with classmates to make our classroom fair for everyone.	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Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics 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	WA SS Content Standards: E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E3: Understands the government's role in the economy E3.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G2: Understands human interactions with the environment. G2.2.1, G2.2.2, G2.2.3, G2.2.4, G2.2.5 Social Studies Skills: SS2: Uses inquiry-based research. SS2.2.1, SS2.2.2 SS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SS4.2.3 Social Justice: JU.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly. DK.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. DK.K-2.8 I want to know about other people and how our lives and experiences are the same and different.	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DK.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. DK.K-2.8 I want to know about other people and how our lives and experiences are the same and different.	WA SS Content Standards: E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E3: Understands the government's role in the economy E3.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G2: Understands human interactions with the environment. G2.2.1, G2.2.2, G2.2.3, G2.2.4, G2.2.5 Social Studies Skills: SS2: Uses inquiry-based research. SS2.2.1, SS2.2.2 SS4: Creates a product that uses social studies content to support a claim and presents the product that meaningfully communicates with a key audience. SS4.2.3 Social Justice: JU.K-2.12 I know when people are treated unfairly. AC.K-2.16 I care about those who are treated unfairly. DK.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. DK.K-2.8 I want to know about other people and how our lives and experiences are the same and different.
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Reading Standards - Literary Texts RL.2.3 RL.2.5 RL.2.7	Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9	Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6	Reading Standards - Literary Texts RL.2.3 RL.2.6	Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8

Standards-based Sample

Biliteracy Unit Framework

Resource Packet
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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.

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Biliteracy Unit Framework

Unit Theme:

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

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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

PreK/TK Biliteracy Map

Staggered Related Themes (Capitalizing on the Bridge for Transfer)

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

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

PreK/TK Biliteracy Map

Preschool 80/20	Sept-Oct	Oct-Nov.	Nov-Dec	Jan-Feb	Feb-March	Apr-May or March-April	May-June or Apr-May
Math							
80% Spanish	Theme: Beginning of the year U1. Who will we meet and what will we do in school?	Theme: Trees U2. Why are trees important?	Theme: Clothing U3 Why is clothing important for people?	Theme: Exercise U4. How does exercise affect our bodies?	Theme: Buildings U5. How do buildings in our community help us?	Theme: Recycling U6. How does recycling help the earth?	Theme: Pets U7. Why do some animals make better pets than others?
Preschool Content	Social Science: 13.A.Eca 14.A.Eca 14.A.Ecb 14.D.Eca 14.D.Ecb	Science: 11.A.Ecd 11.A.Ecg 12.A.Eca 12.A.Ecb 12.B.Eca 12.B.Ecb	Social Science: 15.B.Eca 15.D.Eca 16.A.Eca 16.A.Ecb	Science: 11.A.Eca 12.A.Eca 12.A.Ecb 12.B.Eca 12.D.Eca	Social Science: 15.A.Eca 15.A.Ecb 16.A.Ecb 17.A.Eca 17.A.Ecb	Science: 11.A.Eca 11.A.Ecb	Social Science: 14.C.Eca 15.A.Eca

	Writing What do you think would happen if there were no custodian in the school? Primary Standards: 5.B.Eca 5A____ 5C____ Opinion	Writing Why are trees important? Primary Standards: 5.B.Ecb 5A____ 5C____ Informative Explanatory	Writing Tell me about a time you wore a magical or special outfit. Primary Standards: 5.B.Ecc 5A____ 5C____ Narrative	Writing Why do you think it is important to exercise? Primary Standards: 5B.Eca 5A____ 5C____ Opinion	Writing Tell me about a time you visited a library. Primary Standards: 5.B.Ecc 5A____ 5C____ Narrative																				
	Reading Standards: Literary Texts Informative Texts <table><tr><td>1</td><td>4</td></tr><tr><td>2A</td><td></td></tr></table> 2.B.Eca 2.B.Ecc 2.C.Eca 2.E.Ecb	1	4	2A		Reading Standards: Informative Texts <table><tr><td>1</td><td>4</td></tr><tr><td>2A</td><td></td></tr></table> 2.B.Ecb 2.C.Ecc 3.A.Eca 3.A.Ecb	1	4	2A		Reading Standards: Literary Texts <table><tr><td>1</td><td>4</td></tr><tr><td>2A</td><td></td></tr></table> 2.C.Eca 2.C.Ecb 2.D.Eca 2.D.Ecb	1	4	2A		Reading Standards: Informative Texts <table><tr><td>1</td><td>4</td></tr><tr><td>2A</td><td></td></tr></table> 3.A.Eca 3.A.Ecb 3.B.Eca 2.D.Ecb	1	4	2A		Reading Standards: Literary Texts <table><tr><td>1</td><td>4</td></tr><tr><td>2A</td><td></td></tr></table> 2.B.Eca 2.B.Ecb 2.B.Ecc 2.D.Eca 2.D.Ecb	1	4	2A	
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Bridging		↘	↘	↘	↘																				

20% English Literacy, Second step, Social Science or Science	Theme: Rules and Responsibilities Establishing routine in English and directions for routine. How to be a responsible students (Rules)	Theme: Diversity U2.	Theme: Pumpkins U3.	Theme: Seasons and Weather U4.	Theme: Nutrition U5.	Theme: Community Helpers U6.	Theme: Animals outside U7.																												
	Writing:	Writing: Opinion 5.B.Eca 5A____ 5C____	Writing: Informative/Explanatory 5.B.Ecb 5A____ 5C____	Writing: Narrative Narrative 5.B.Ecc 5A____ 5C____	Writing: Opinion 5.B.Eca 5A____ 5C____	Writing: Narrative 5.B.Ecc 5A____ 5C____	Writing: Informative Explanatory 5.B.Ecb 5A____ 5C____																												
	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:																												
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PreK/TK BUF Template

Unit Theme: • Early Learning Standards • English Language Development Standards • Content and Literacy Big Ideas			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			
Whole Group activity: Read Alouds, Shared Writing, • Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer Practice - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	Formative Assessment



PreK/TK BUF Template

Unit Theme: • Early Learning Standards • Spanish Language Development Standards • Content and Literacy Big Ideas			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			
Whole Group activity: Read Alouds, Shared Writing, • Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Workplace (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer Practice - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

Formative Assessment



Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



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

The Biliteracy Learning Environment

Student Seating
in Groups

Pg. 16

Español

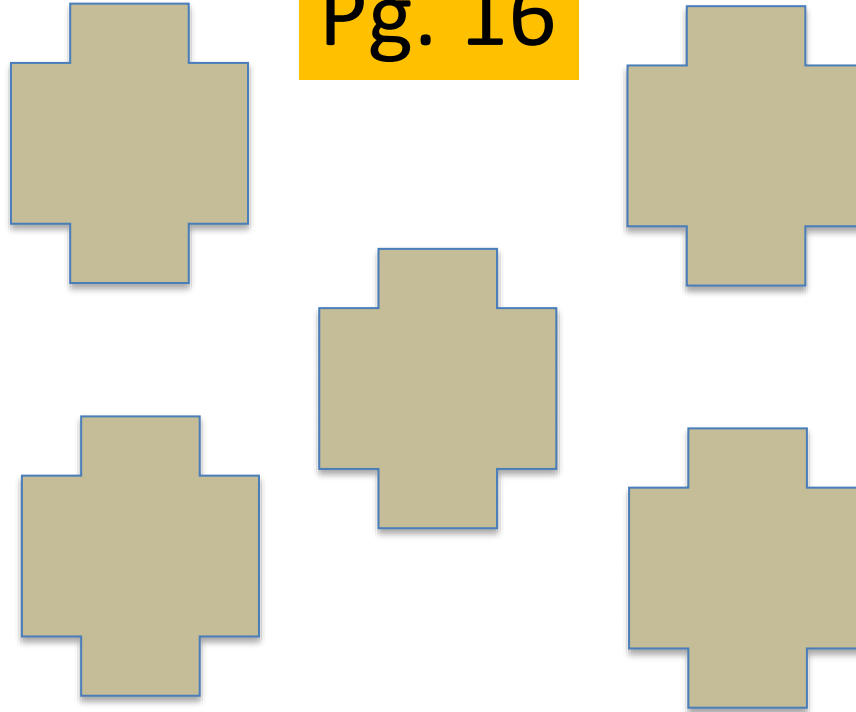
Reconocimiento
de palabras

Escritura

Lectura

Estudios
sociales

Spanish Classroom Library



Bilingual Books

El Puente/The Bridge

English Classroom Library

Word
Recognition

Writing

Reading

Science

Math

English

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization
Essential Question: How do we design better products to solve simple problems?
Content Standards: NGSS PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Writing Standards W.2.2 - Informative Lab Report W.2.5 W.2.7 W.2.8

Unit 2 ELA & SC:
Essential Question: What kinds of solutions can plants make?
Content Standards: NGSS PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science Language Arts

Writing Standards - W.2.1 Opinion (Petition) W.2.5 W.2.8 W.2.10

Writing Standards - Informational Texts RI.2.3; RI.2.4; RI.2.7

Unit 2 SLA & SS:
Essential Question: How has present day life been shaped by the past?

Math Social Studies Language Arts

Content Standards: SS Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C4.2.1, C4.2.2, C4.2.3, C4.2.4 Understands and analyzes causal factors that have shaped major events in history H2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC-K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
--

Writing Standards - W.2.3 Narrative - Realistic Fiction W.2.3 W.2.5 W.3.8 W.2.4 W.2.10

Reading Standards - Literary Texts RL.2.2 RL.2.4 RL.2.9
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Unit 3- ELA & SC:
Essential Question: How do plants and animals live in their habitats?
Content Standards: NGSS PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PS-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. PS-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Writing Standards - W.2.3 Narrative (Animal Perspective) W.2.5 W.2.6 W.2.8 W.2.4 W.2.10
--

Reading Standards - Literary Texts RL.2.3; RL.2.5; RL.2.9
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Unit 3- SLA & SS
Essential Question: How does government work?

Content Standards: SS Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents. 2.1, C1.2.2 Understands civic involvement C4.2.1, C4.2.2, C4.2.3, C4.2.4 Understands and analyzes causal factors that have shaped major events in history H2.2.2 Social Studies Skills: S1: Uses critical reasoning skills to analyze and evaluate claims. S1.2.2 S2: Uses inquiry-based research. SSS2.2.3 S3: Deliberates public issues. SSS3.2.1, SSS3.2.2, SSS3.2.3 Social Justice: AC-K-2.19 I will speak up or do something if people are being unfair, even if my friends are not. K-2.20 I will join with classmates to make our classroom fair for everyone.
--

Writing Standards - W.3.2 Information Brochure W.2.2 W.2.5 W.2.6 W.2.8 W.2.4; W.2.10

Reading Standards - Informational Texts RI.2.2 RI.2.4 RI.2.5 RI.2.6
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Unit 4- ELA & SC:
Essential Question: How do we prevent wind or water from changing the land?
Content Standards: NGSS 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Writing Standards W.2.2- Informative W.2.5 W.2.7 W.2.8 W.2.4; W.2.10
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Reading Standards - Informational RI.2.2; RI.2.6; RI.2.8

Unit 4- SLA & SS
Essential Question: How do community members meet their needs and wants in our economic system?

Content Standards: SS Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E3: Understands the government's role in the economy E3.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G2: Understands the geographic context of global issues and events. G2.2.1, G2.2.2, G2.2.3 Social Studies Skills: SS2: Uses inquiry-based research. SSS2.2.4, SSS2.2.5 SS3: Deliberates public issues. SSS3.2.1 Social Justice: JU-K-2.12 I know when people are treated unfairly. AC-K-2.16 I care about those who are treated unfairly.
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Writing Standards - W.3.3 - Narrative Nonfiction W.2.3 W.2.5 W.2.7 W.2.4 W.2.10
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Reading Standards - Literary Texts RL.2.3 RL.2.6

Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do the systems we live in help us find our identity?
Universal Theme Social Justice Standards - Identity ID-K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. ID-K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ID-K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ID-K-2.4 I can feel good about myself without being mean or making other people feel bad. ID-K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things.

Writing Standards W.2.2- Informative W.2.5 W.2.7 W.2.8 W.2.4; W.2.10
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Reading Standards - Informational RI.2.2; RI.2.6; RI.2.8

Unit 4- SLA & SS
Essential Question: How do community members meet their needs and wants in our economic system?

Content Standards: SS Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. E1.2.1, E1.2.2, E1.2.3 E2: Understands the components of an economic system E2.2.1, E2.2.2 E3: Understands the government's role in the economy E3.2.2 E4: Understands the economic issues and problems that all societies face. E4.2.1 G1: Understands the physical characteristics, and location of places, regions, and spatial patterns on the Earth's surface. G1.2.1, G1.2.2, G1.2.3, G1.2.4 G2: Understands the geographic context of global issues and events. G2.2.1, G2.2.2, G2.2.3 Social Studies Skills: SS2: Uses inquiry-based research. SSS2.2.4, SSS2.2.5 SS3: Deliberates public issues. SSS3.2.1 Social Justice: JU-K-2.12 I know when people are treated unfairly. AC-K-2.16 I care about those who are treated unfairly.
--

Writing Standards - W.3.1 - Informative- Report W.2.2 W.2.5 W.2.6 W.2.4 W.2.10

Reading Standards - Informational Texts RI.2.3 RI.2.5 RI.2.7 RI.2.8
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Standards-based Sample

Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC
Organisms & Organization

Essential Question: How do we design better products to solve simple problems?

Content Standards: NGSS
 PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
 PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
 PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object.

Writing Standards - W.2.2 - Informational Expository
 W.2.5 W.2.7 W.2.8

Unit 2 ELA & SC:

Essential Question: What kinds of solutions can plants meet their needs?

Content Standards: NGSS
 PS1-1 Construct an argument or design a solution to a simple problem based on evidence.
 PS1-2 Plan and conduct an investigation to provide evidence to answer a question.
 PS1-3 Develop a simple model to represent a phenomenon.
 PS1-4 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-5 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-6 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-7 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-8 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-9 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-10 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-11 Make observations to provide evidence for an explanation of a phenomenon.
 PS1-12 Make observations to provide evidence for an explanation of a phenomenon.

Writing Standards - W.2.2 - Informational Expository
 W.2.5 W.2.7 W.2.8

Unit 3- ELA & SC:

Unit 4- ELA & SC:

Unit 5- ELA & Universal Theme:
Authors Study- Pat Mora

Time	Subject	Language
8:00 – 8:30	SEL and Classroom Community Building	SPANISH
8:30 – 1:00	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - 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	

Lunch/Recess	Student choice
Over the course of a math unit, the students will	ENGLISH

1:15-2:30	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiments/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Independent Practice	ENGLISH
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2:30-3:00	Specials	If possible, half are offered in Spanish and half in English
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Unit 1- ELA & SS -

Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?

Content Standards:
 Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
 2.1, C1.2.2
 Understands civic involvement. C4.2.1, C4.2.2, C4.2.3
 Understands and analyzes causal factors that have shaped events in history H2.2.2
 Social Studies Skills:
 SS1: Uses critical reasoning skills to analyze and evaluate claims.
 SS1.2.2
 SS2: Uses inquiry-based research. SS2.2.3
 SS3: Deliberates public issues. SS3.2.1, SS3.2.2, SS3.2.3
 Social Justice: AC-K-2.19 I will speak up or do something if people are being unfair, even if my friends are not.
 AC-K-2.20 I will join with classmates to make our classroom fair for everyone.

Writing Standards - W.2.1 Opinion-Essay
 W.2.5 W.2.7 W.2.8 W.2.4 W.2.10

Reading Standards - Literary Texts
 RL.2.3 RL.2.5 RL.2.7

Language and Content Allocation Plan Determines:

**Daily
Schedules**

Materials

**Classroom
environment**

Biliteracy Curriculum/Units



Sample Yearlong Biliteracy Map – 2nd Grade 60/40

Grade Level 2 - Language and Content Allocation 50% Spanish; 50 % English (Math in Spanish)

Unit 1- ELA & SC Organisms & Organization		Unit 2 ELA & SC:	Unit 3- ELA & SC:	Unit 4- ELA & SC:	Unit 5- ELA & Universal Theme: Authors Study- Pat Mora
Essential Question: How do we design better products to solve simple problems?		Essential Question: What kinds of solutions can help plants meet their needs?	Essential Question: How do plants and animals live together in diverse habitats?	Essential Question: How do we prevent wind or water from changing the land?	Essential Question: How do the systems we live in help us find our identity?
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					
Unit 1- ELA & SC					
Essential Question: How do we design better products to solve simple problems?					
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					
Unit 2- ELA & SC					
Essential Question: What kinds of solutions can help plants meet their needs?					
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					
Unit 3- ELA & SC					
Essential Question: How do plants and animals live together in diverse habitats?					
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					
Unit 4- ELA & SC					
Essential Question: How do we prevent wind or water from changing the land?					
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					
Unit 5- ELA & Universal Theme: Authors Study- Pat Mora					
Essential Question: How do the systems we live in help us find our identity?					
Content Standards: NC.2-PS-1 Plan and conduct an investigation to observe and classify different observable properties of objects and materials to determine properties that are being tested. 2-PS-2 Analyze data from a table to determine properties that are being tested. 2-PS-3 Make observations and measurements to identify a small set of pieces that can be used to represent a new object. K-2-ETS1-1 Ask questions that require gathering information about a problem and defining a simple change to define a simple problem through the development of a tool.					
Writing Standards - W.2.5 W.2.7 W.2.8 W.2.4 W.2.10					
Reading Standards - RL.2.3 RL.2.5 RL.2.7					

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

Systems Approach to Sustaining Effective Biliteracy Instruction

Teaching for Biliteracy Recommendations

Effective Instruction

Classroom Environment, Schedules,
Curriculum & Assessment, Materials

Content Allocation

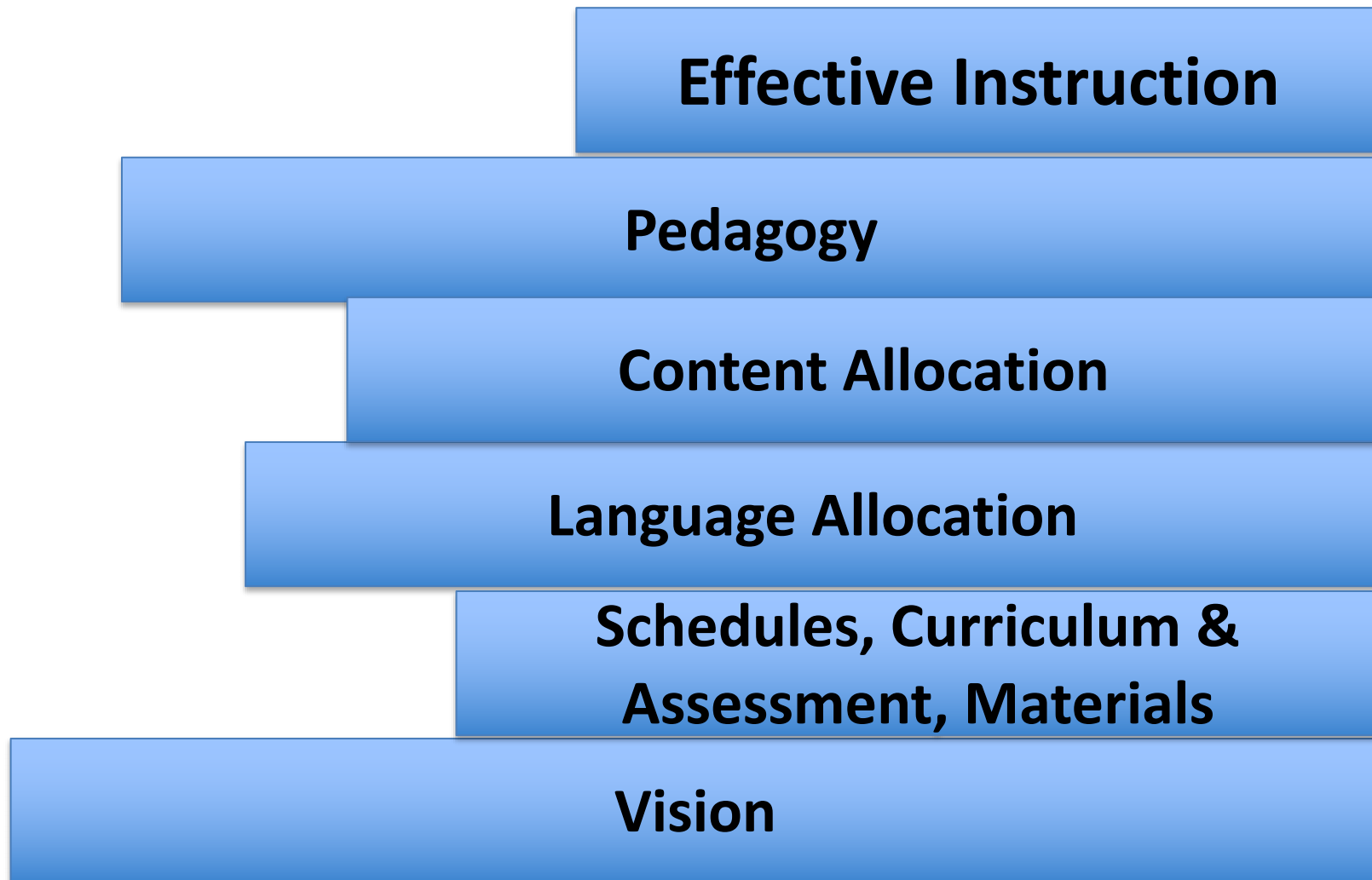
Language Allocation

Pedagogy

Vision



Structures that Support Biliteracy Instruction



Center for Teaching for Biliteracy Resources and Links

Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	https://bit.ly/CAPSI2026 

Pg. 2 of
Resource
Packet



A Systems Approach to Teaching for Biliteracy

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

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

Agenda:

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

• **Day 2 Closure and Exit Ticket**



Individual or Team Planning for Next Steps

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



Center for Teaching for Biliteracy Resources and Links

**Handouts and
Presentation Slides
on Teaching for
Biliteracy Website**

<https://www.teachingforbiliteracy.com/handouts>



**Center for Teaching
for Biliteracy
Reference List**

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



**Biliteracy Strategies
Glossary**

<https://bit.ly/BSI2024InstructionalStrategies>



**Three Linguistic
Spaces**

<https://bit.ly/ThreeLinguisticSpaces>



**Supporting
Newcomers**

<https://bit.ly/T4BNewcomers>



**A Systems Approach
to Teaching for
Biliteracy:
Digital Tools**

Splash Page <https://bit.ly/T4BHandbook>



**Final Session
Evaluation Form**

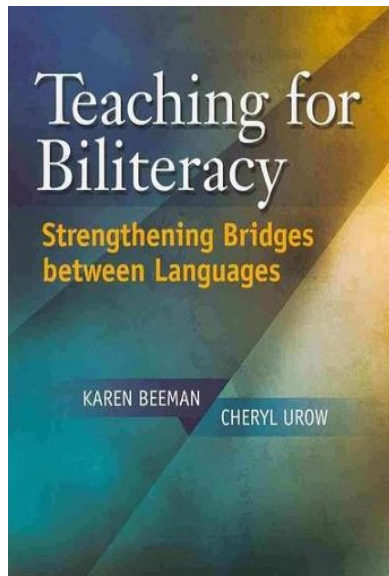
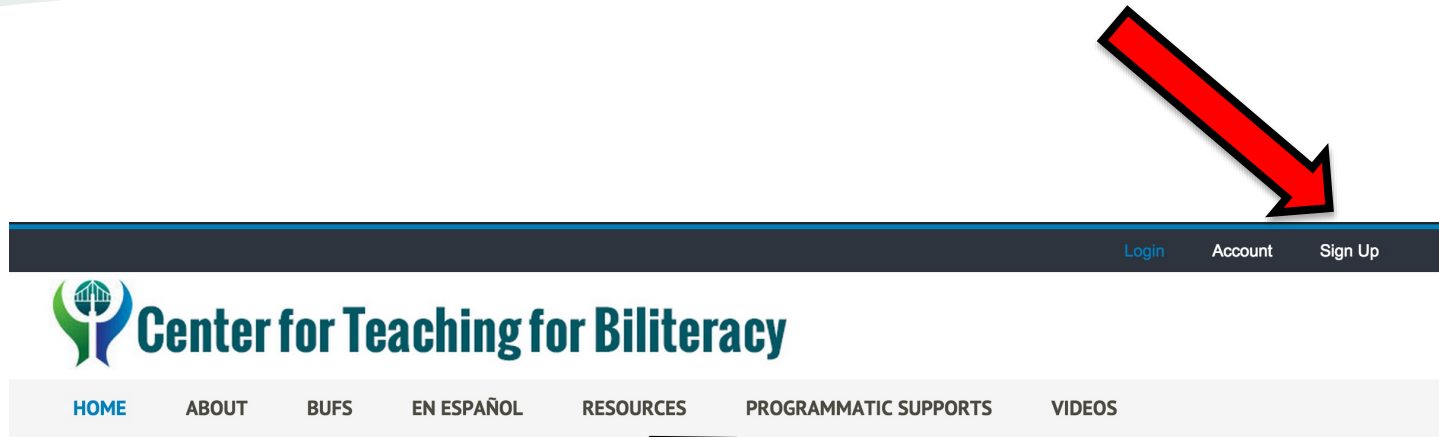
<https://bit.ly/CABSI2026>



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Resource
Packet



www.TeachingForBiliteracy.com



www.TeachingForBiliteracy.com



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

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Resource Packet



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



We will begin promptly at 8:30 AM.



Exit Ticket

Effective
biliteracy
instruction...

