

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades PK-3rd

**Good morning and welcome back!
Today we will engage in the Bridge,
so prepare for more movement!**

Courtyard Marriott – Oxnard, CA

July 23rd, 2026

Crystal Ramos, M.Ed.

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>	

Institute Overview
Page 4
Resource Packet



Agenda:

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



Agenda:



Welcome

The Biliteracy Unit Framework (BUF)

- Sample instruction:

Part 3 - the Bridge

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



Materials for today's session



Center for Teaching for Bilingual Education

www.TeachingForBilingualEducation.com

Teaching for Bilingual Education Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
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Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe the role of the teacher in dual language programs.
- Explain the importance of family and community involvement in dual language programs.
- Describe the role of the teacher in dual language programs.
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Resource
Packet

Sample BUF- Social Studies and Spanish Language Arts Unit 1		
Grade: 2 nd	Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1 Unit Name: Civics in My School and Community		
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?		
Unit Standards Link to Unpacked Standards into Outcomes Document for this Unit		
Unit Standards		
Content Area: Social Science	CCSS Writing Standards Opinion Essay	CCSS Reading Standards Literary Texts
Social Studies Skills SSS1. Uses critical reasoning skills to analyze and evaluate claims SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community SSS1.2.2 Construct an argument with reasons to support a point of view SSS2. Uses inquiry-based research to answer questions SSS2.2.3 Make connections between supporting questions and questions SSS3. Deliberates public issues	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section).	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. RI.2.5. Describe the overall structure of a story, how the beginning introduces the action, and how the ending concludes the action. RI.2.6. Analyze how the beginning introduces the action and how the ending concludes the action, using evidence from the text or digital text to demonstrate understanding of characters, setting, or plot.
Sample BUF		
2nd grade Unit 1 SS/SLA: Civics in My School and Community		
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Sample BUF- Social Studies and Spanish Language Arts Unit 1

Grade: 2 nd	Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1 Unit Name: Civics in My School and Community		
Essential Question: How can we build a strong community of learners that focuses on the common good and governs itself equitably?		
Unit Standards Link to Unpacked Standards into Outcomes Doc		
Unit S		
Content Area: Social Science	CCSS Writing Opinio	
Social Studies Skills SSS1. Uses critical reasoning skills to analyze and evaluate claims SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community SSS1.2.2 Construct an argument with reasons to support a point of view. SSS2. Uses inquiry-based research SSS2.2.3 Make connections between supporting questions and compelling questions SSS3. Deliberates public issues.	W.2.1. Write opinion piece to introduce the topic or background, state an opinion, support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section). W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single	RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

What are some key features you notice?



Biliteracy Unit Framework

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Is planned from
the grade-level
standards

Formative Assessment

WIDA Expressive Language Chart for Grades 2–3

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

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

Planning Questions for Instruction and Classroom Assessment

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

WIDA Interpretive Language Chart for Grades 2–3

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

Proficiency Level Grades 2–3 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Analyze cohesion of ideas across and within texts , examining how noun groups with contextual details add meaning	Comprehend meaning in compound and complex sentences recognizing different sentence structures	Understand choices around use of abstract nouns and adverbials to add clarity about when, how, and where
End of Level 5	Analyze connections between ideas, examining how noun groups with clauses expand meaning	Comprehend meaning in simple and compound sentences , recognizing sentence variation	Understand collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 4	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 3	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts
End of Level 2	Identify early attempts at arranging ideas, examining how noun groups with conjunctions help connect meaning	Comprehend meaning in sentence fragments and occasional simple sentences , beginning to recognize transitional phrases	Understand word formation strategies to create new meanings
End of Level 1	Identify emerging links among ideas, recognizing how noun groups contribute to meaning	Comprehend meaning in sentence fragments , with emerging recognition of sentence patterns	Understand words and phrases when processing personal experiences and classroom routines

Planning Questions for Instruction and Classroom Assessment

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

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

Unit Big Ideas

Social Studies Content Big Idea:

I want my students to understand that groups of people establish norms, rules, and responsibilities that they all pledge to follow so that the group can ensure that all individuals are protected, can have their needs met, and act in the interest of the common good for all regardless of differences among them. (C1.2.1, C1.2.2, C4.2.1, C4.2.2, C4.2.3, C4.2.4, H2.2.2)

- A. For example, like all communities of learners, 2nd grade students establish their classroom rules and responsibilities using consensus-building and voting procedures where they all participate and listen to each other in a way that allows for different perspectives and points of view.
- B. For example, the residents of the local community elect its leaders and representatives, follow the rules created by their elected officials, and meet their responsibilities as community members.

Social Studies Skills/Social Justice Big Idea:

I want my students to understand that a democratic society benefits from the informed civic engagement of *all* its members and that because communities are made up of people with different perspectives and points of view, members of the group share the responsibility of ensuring that the community functions fairly for all, including standing up against bias and injustice when others are excluded or mistreated (SSS1.2.1, SSS1.2.2, SSS2.2.3, SSS3.2.1, SSS3.2.2, SSS3.2.3, AC.K-2.19, AC.K-2.20).

- A. For example, 2nd grade students consider a compelling question such as “Why do we need rules?” and identify related supporting questions to guide their investigation and discussion of the potential problems in a classroom and what rules and responsibilities can prevent or address those problems.
- B. For example, community leaders in local communities may facilitate town hall meetings where residents with multiple points of view about a community issue (such as using an empty parcel of land for a district park versus selling the land to a developer that will build an office building) can express and argue their point of view to help shape the decision.
- C. For example, in order for 2nd graders to create a classroom that is fair for all students, the rules and responsibilities they consider should include the input of all members of the group and they have a responsibility to take action to ensure that all members’ ideas are included in discussion and deliberation of what rules and responsibilities are needed.

Language Arts Big Ideas:

I want my students to understand that when reading **literary** texts in the grades 2–3 text complexity band, they can comprehend and deepen their understanding of the text by:

- A. Asking and answering questions (such as who, what, where, when, why and how) in order to understand key details in the text (RL.2.1)
- B. Describing how characters respond to major events and challenges in the story (RL.2.3)
- C. Describing the overall structure of the story, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- D. Using information gained from illustrations and words in the text to demonstrate understanding of its characters, setting or plot (RL.2.7)

...in order to write an essay that details the two most important things (in their opinion) that an individual can do to be a good member of a community (C4.2.1, C4.2.2, W.2.1). Students will apply their understanding of the many ways individuals can contribute to a community, recalling information gathered from reading and shared research projects, to formulate and support the opinion expressed in their essay. (W.2.7, W.2.8).

I want my students to understand that groups of people establish norms, rules, and responsibilities that they all pledge to follow so that the group can ensure that all individuals are protected, can have their needs met, and act in the interest of the common good for all regardless of differences among them.
(C1.2.1,C1.2.2, C4.2.1, C4.2.2, C4.2.3, C4.2.4, H2.2.2)



I want my students to understand that groups of people establish norms, rules, and responsibilities that they all pledge to follow so that the group can ensure that all individuals are protected, can have their needs met, and act in the interest of the common good for all regardless of differences among them.
(C1.2.1,C1.2.2, C4.2.1, C4.2.2, C4.2.3, C4.2.4, H2.2.2)



**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

- **C1.2.1** Recognize the key ideal of public or common good within the context of the community.
- **C1.2.2** Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.
- **C4.2.2** Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

Bundle 2:

- **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.

Strategies to use during initial oracy may include:

- Concept Attainment (p.81-82): Through a series of photos, students attain the concepts of rights and responsibilities of individuals in the school/classroom.
 - Concept Attainment Images: **(C1.2.2)**
 - **Rights-** students walking to school, classroom materials, a safe classroom, students and teachers talking, students playing on the playground, a teacher teaching, students lining up in the hallway
 - **Responsibilities-** student not waking up on time, student putting materials away, students cleaning up after themselves, students raising hand to talk, students going down the slide correctly, students listening to teacher, student finishing work, students' hands crossed in the hallway
 - Concept Attainment Sentence Prompts: **(C1.2.2)**
 - En la columna azul, observo...
 - En la columna anaranjada, observo...
- Total Physical Response (vocabulary development, p. 81): Receptive and productive language will be developed around academic terms. **(C1.2.2)**
 - Cada uno de nosotros tiene responsabilidades en la escuela.
 - Cada uno de nosotros tiene derechos en la escuela.
 - Nuestros derechos funcionan cuando todos cumplimos con nuestras responsabilidades, incluido el respeto a los demás.
- Sentence Prompts with Picture Cards used to scaffold students in producing complete sentences on topic. **(C1.2.2)**
 - Esta foto representa un/una _____
 - Yo tengo el derecho de _____
 - Yo tengo la responsabilidad de _____
 - Banco de palabras: un derecho, una responsabilidad, ir a la escuela, llegar a la escuela a tiempo, aprender, seguir las reglas, expresar mi opinión, recoger los materiales

Oracy initiates the unit of instruction, and continues throughout the unit, thereby ensuring that students develop the more complex oracy

Sample BUF- Social Studies and Spanish Language Arts Unit 1

Grade: 2nd

Language: Spanish

Content areas:
Social Studies and Spanish Language Arts

Unit Name: Civics in My School and Community

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

Unit Standards

Link to Unpacked Standards into Outcomes Document for this Unit



Unit Standards

Content Area: Social Science	CCSS Writing Standards Opinion Essay	CCSS Reading Standards Literary Texts
<i>Social Studies Skills</i> SSS1. Uses critical reasoning skills to analyze and evaluate claims SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community SSS1.2.2 Construct an argument with reasons to support a point of view. SSS2. Uses inquiry-based research SSS2.2.3 Make connections between supporting questions and compelling questions SSS3. Deliberates public issues.	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section). W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single	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. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Elements of Comprehensive Literacy

Oral language

Foundational Skills

- Phoneme awareness
- Phonics
- [
- E

Language

- Phonology
- Morphology

The BUF includes all the elements of Comprehensive Literacy

Language Comprehension

- Vocabulary
- Background Knowledge
- Syntax
- Semantics

Fluency

Writing

- Handwriting
- Spelling
- Grammar
- Composition



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

Oral
Language
Development

Second
Language
Acquisition

Metalinguistic
Awareness

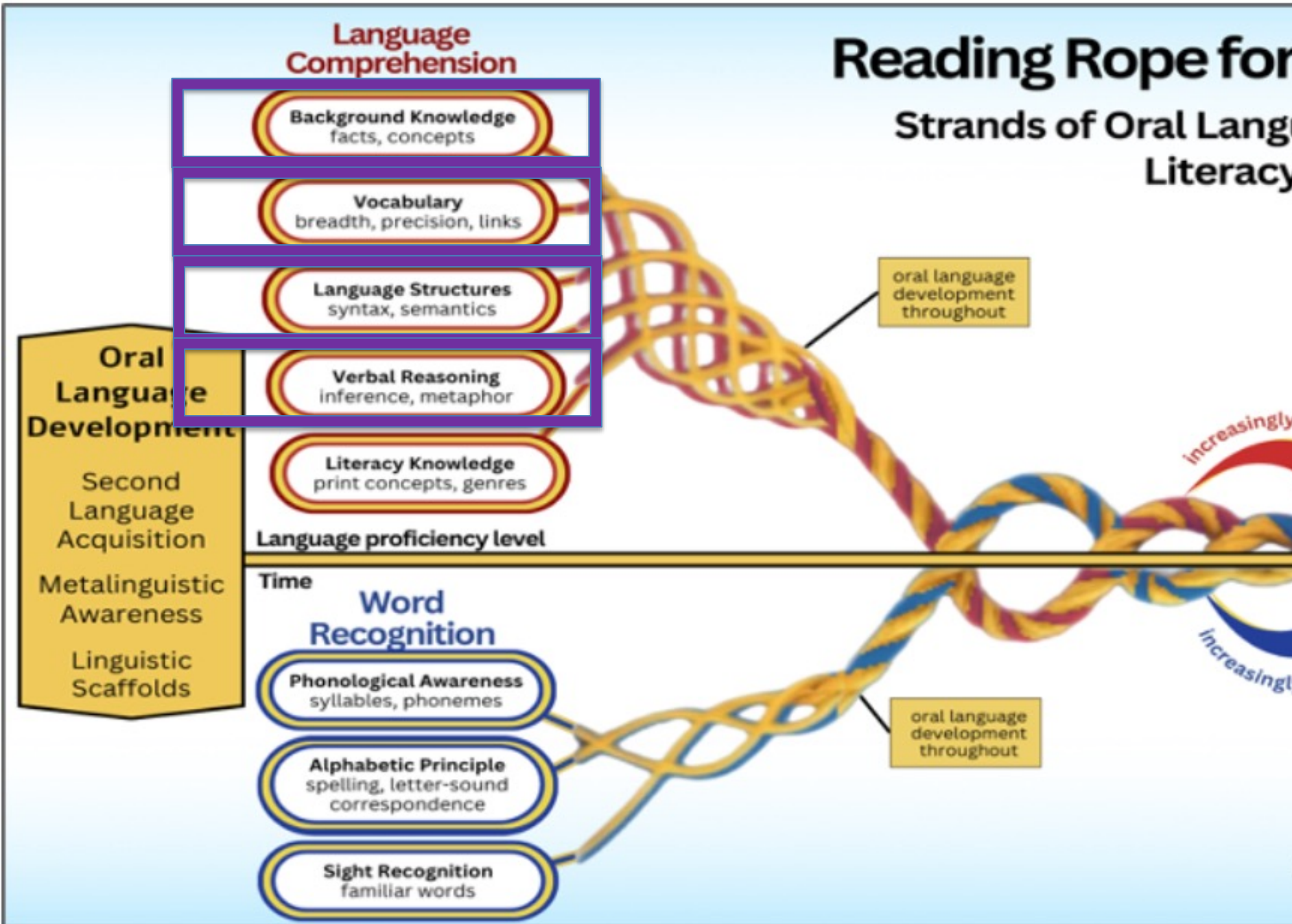
Linguistic
Scaffolds

oral language
development
throughout

increasingly

oral language
development
throughout

increasingly



How did we build literacy knowledge?

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

oral language development throughout

increasingly

increasingly

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>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 gano.</i>	El principio de la historia El colegio (escuela) Acontecimiento Final de la historia

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

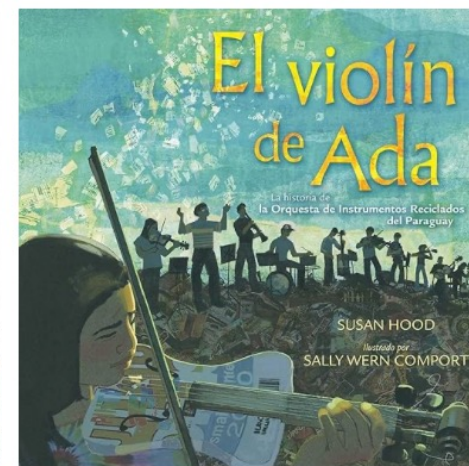
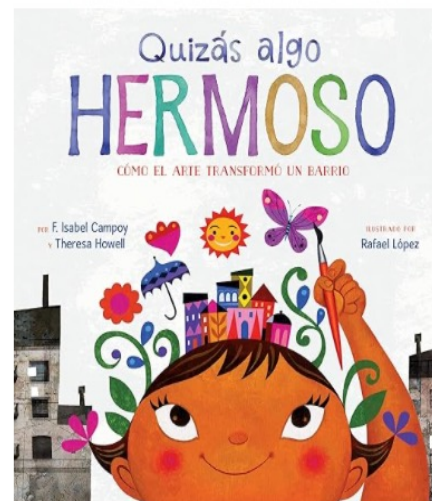
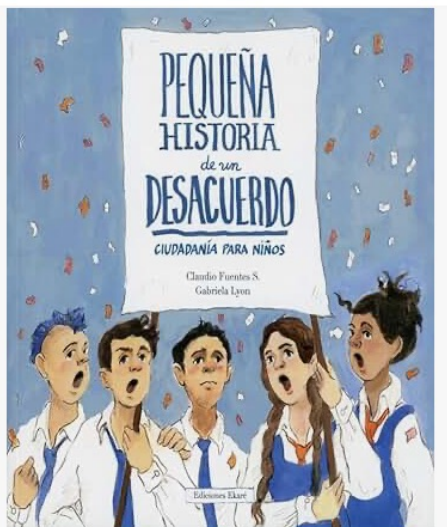
Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

How did we build literacy knowledge?

What did we build literacy knowledge in preparation for?



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

oral language
development
throughout

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

How is word
recognition
integrated?

The teacher delivers foundational skills and language instruction according to the system sequence adopted by the district's word recognition program, using data gathered from reading and writing activities to inform pacing and instructional grouping. Word recognition is taught within the meaningful context of the unit topic, utilizing familiar vocabulary and to exemplify and explicitly practice the skills outlined in the foundational skills and language standards. Instruction can be delivered in whole group, small group, or individually, depending on the needs of students.

Reading Foundational Skills standards that are addressed include:

RF.2.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills decoding words.

RF.2.3. e. Identifican palabras que contienen el mismo fonema, pero distinto grafema (b-z-x; c-k-qu; g-j; y-ll; r-rr). (phonology)

C	S	Z
<u>ci</u> udadanía	deber <u>e</u> s	raz <u>o</u> n

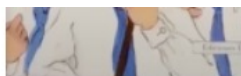
na <u>n</u> cionalidad part <u>i</u> cipar educ <u>a</u> ción	paí <u>s</u> e <u>s</u> e <u>s</u> cuela resp <u>e</u> tar	
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acentuación:

RF2.3. h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

Esdrújula	Grave	Aguda
cívica tímidos	grúa fácil	reunión construcción





per so na je

C	S	Z
<u>ci</u> udadanía naci <u>o</u> nalidad particip <u>a</u> r educaci <u>o</u> n	deber <u>e</u> s paí <u>s</u> es esc <u>u</u> ela resp <u>e</u> tar	raz <u>o</u> n

Banco de
palabras

Esdrújula

Grave

Aguda

grúa

fácil

cívica

inscripión

construcción

reunión

tímidos

• Creo que esta palabra se refiere a una palabra _____.

• Yo pienso esto porque _____

• Estoy de acuerdo.

• No estoy de acuerdo porque...

Tenemos derechos y
responsabilidades en
la escuela y en el aula.



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

What about writing?

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Escribe de tú opinión

- ▲ Yo prefiero...
- ▲ Yo pienso...
- ▲ Yo creo...
- ▲ Yo sé que...
- ▲ Me siento que...
- ▲ En mi opinión...
- ▲ Yo opino...
- ▲ La mejor cosa de...
- ▲ La peor cosa de...
- ▲ Mi favorito es...
- ▲ es mejor que...
- ▲ es peor que...
- ▲ Todos deben...

Ayúdate con estas frases
para escribir tu OPINIÓN:



Opinión	☒ Yo siento... ☒ En mi opinión... ☒ Yo pienso... ☒ Yo prefiero...
Razones	☒ Primero / Para comenzar... ☒ Una razón es / otra razón es... ☒ Lo más importante... ☒ Es necesario destacar que...
Ejemplos	☒ Por ejemplo... ☒ En otras palabras... ☒ Específicamente... ☒ En particular...
Opinión	☒ En conclusión... ☒ Finalmente... ☒ A modo de resumen... ☒ En síntesis...

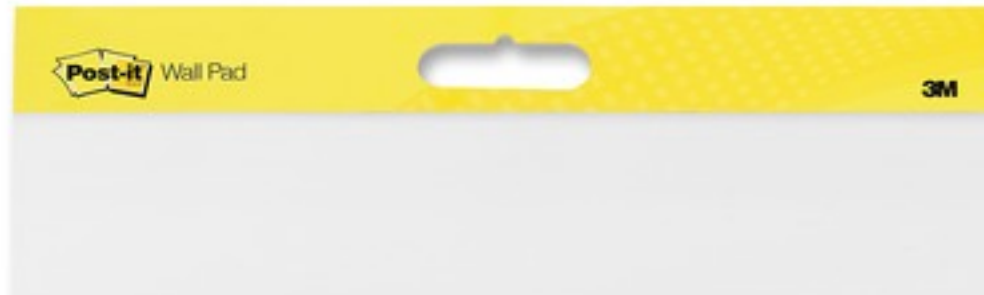
@blogdelenguaje

acy.com



wikiHow





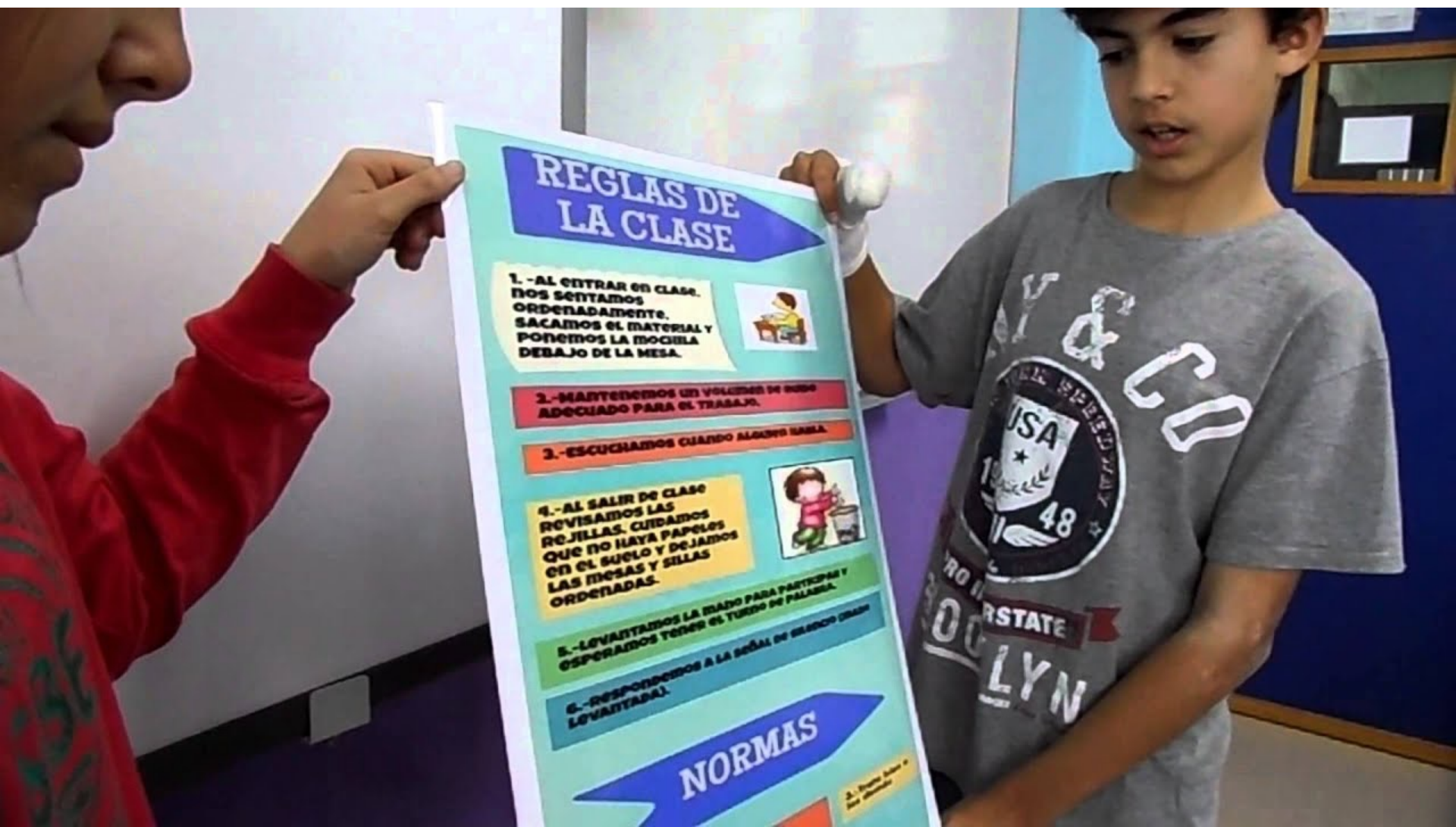
El estudiante no asumió su responsabilidad	Foto	Regla para asumir responsabilidades
• Habla cuando habla la maestra • No pone atención a la lección		• Quedarse en su lugar • Poner atención a la maestra • Dejar a otros



Reglas para nuestro aula

1. Recoger los materiales escolar
2. Llegar a la escuela a tiempo
3. Quedarse en su lugar
4. Dejar a otros aprender





Biliteracy Unit Framework

Handouts
Page 15

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

The BUF supports biliteracy in that....



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

Teachers:
Instruction

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

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

Agenda:

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

Sample Instruction:

Part 3 - the Bridge

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



**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 and behaviors.

Content Area Instruction

- Oracy, background knowledge, and language comprehension

Writing

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

Foundational Skills and Fluency

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

Summative Assessment

This is what we will experience today!

Formative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Ask-se-see

Bridge – Transfer and Practice.

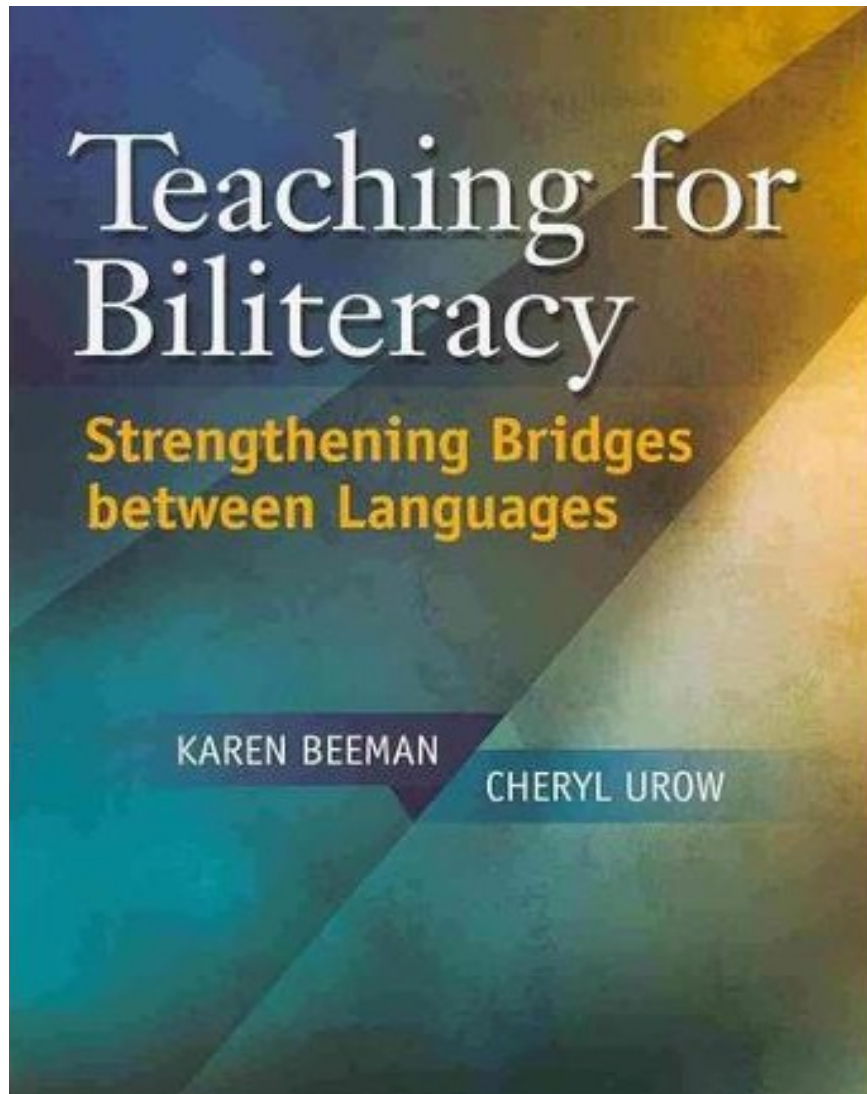
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar

Biliteracy Unit Framework

Unit Theme: • Content Area Standards • English Language Arts Standards • English 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			
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.	



Chapter 10

Pg. 133



**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.**



Teachers

Instruction

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

Secondary Teachers

Coach, TOSA, or Support or 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 Leaders

Structures

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

District Leaders

Materials for today's session



Teacher Summary

Presenters

Karen Beeman	!
Crystal Ramos	!
Melody Wharton	!

Institute Outcomes:

- Describe the goals of dual language programs, who they benefit, and how pedagogy statement).
- Describe the students in language acquisition program meets
- Experience and explain how biliteracy practices for developing bilinguals.
- Identify and describe high leverage bil language.
- Describe how bil learners and ar
- Describe biliteracy unit is taught in
- Bridge at the e
- Explain how tea
- of the teacher using language strateg
- Summa
- and ens
- Identify
- instruct

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

p. 40

Resource Packet

Sample BUF: Social Studies and Spanish Language Arts Unit 1

Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1	
Unit Name: Civics in My School and Community	
Strong community of learners that focuses on the common good and governs itself equitably?	
Unit Standards Standards into Outcomes Document for this Unit	

Unit Standards	
CCSS Writing Standards Opinion Essay	CCSS Reading Standards Literary Texts
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section).	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. RI.2.5. Describe the overall structure of a story.

Sample BUF

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Strategic Pairing and Grouping



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

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



Where do you fall in Spanish?

RG-58

Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

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Melody Wharton - Center for Teaching for Biliteracy

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



Planning for the Bridge

1. Review in the language of instruction

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

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

5. The Bridge for Contrastive Analysis

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

6. The Bridge for Transfer: Practice

Resource
packet p. 40



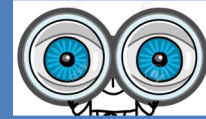
Language Use Norms

- 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.**

**The Bridge- Step 1
happens during the Spanish
part of the day**



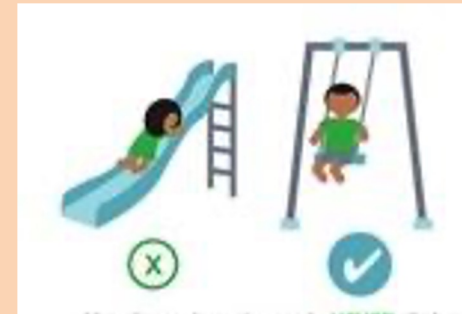
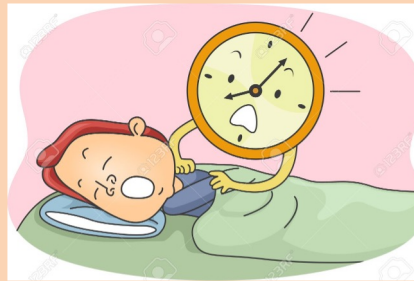
derechos



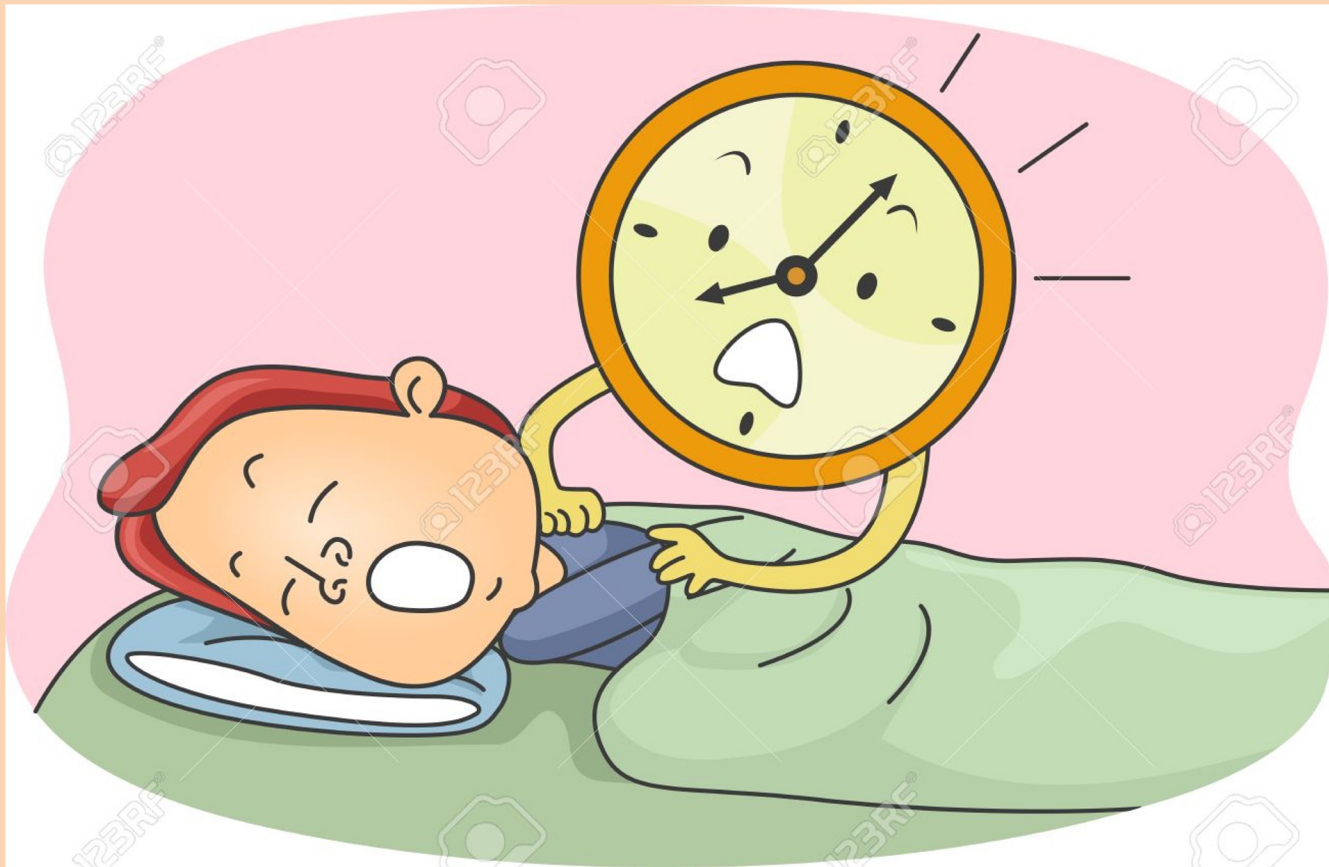
Tengo derecho de ir a la escuela todos los días



responsabilidad



Es mi responsabilidad llegar a la escuela a tiempo





**The Bridge- Step 2
happens during the Spanish
part of the day**

The Bridge Transfer Chart

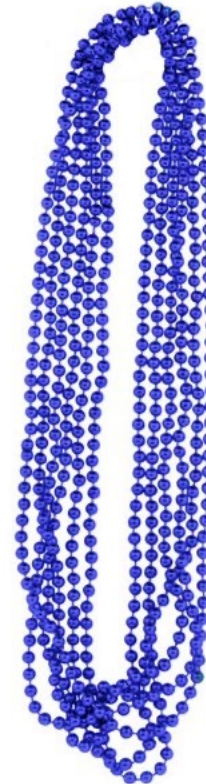
 SUPERSTICKY BASELAP TUBO PARA LA REGULARIZACIÓN DE PROCESOS SUPERADHESIVO DE HOJAS PERSONALIZABLES	 3M
Español	
el derecho la responsabilidad La comunidad el bienestar la escuela el aula el personaje el escenario el evento mayor al principio el final	

Step 2

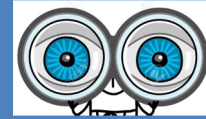


The Bridge- Step 3 happens during English portion of the day

Mark the Bridge



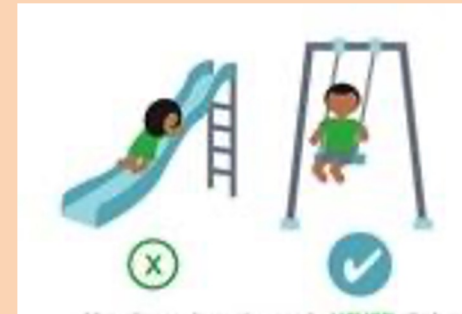
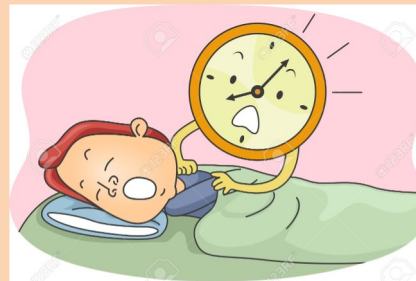
rights



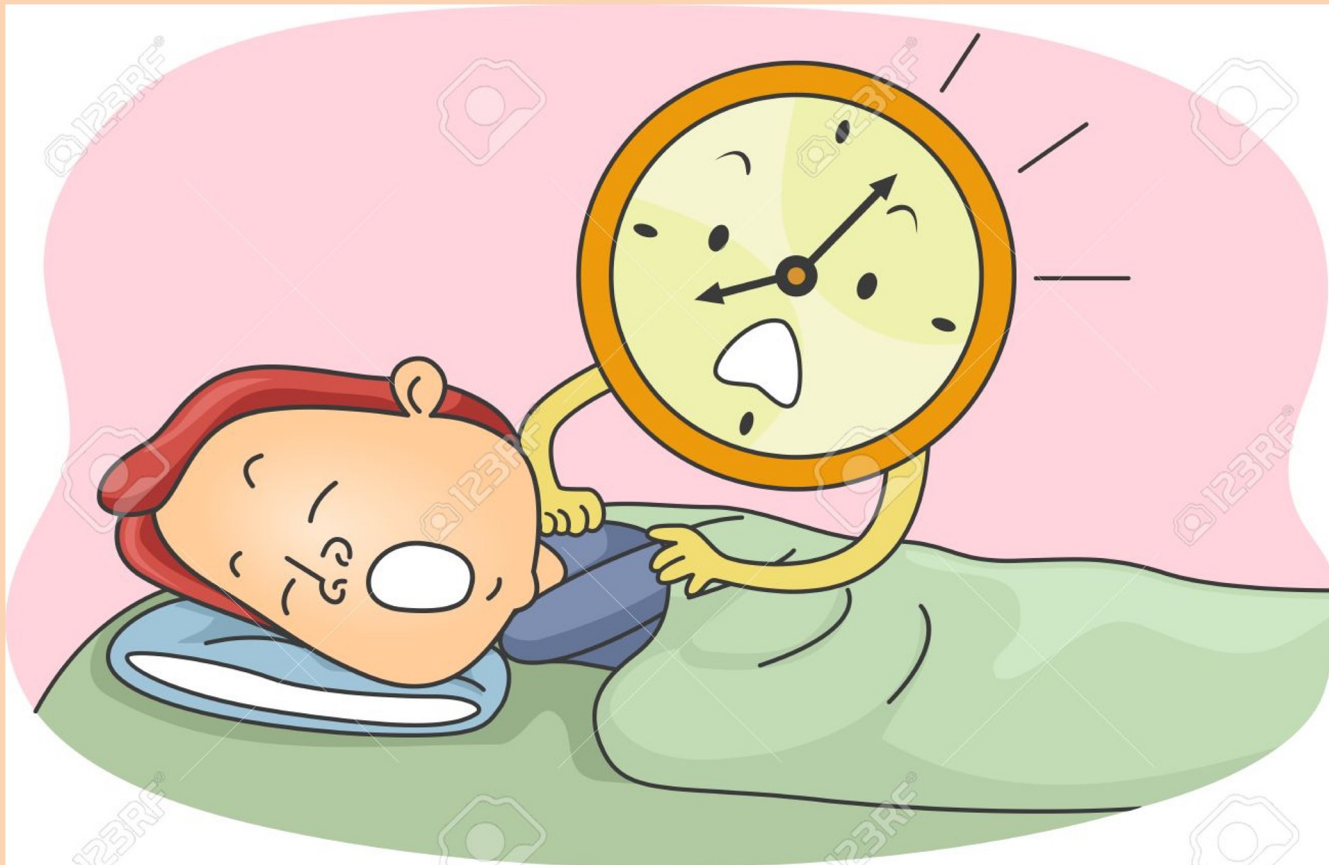
I have the right to go to school every day.



responsibility



It is my responsibility to arrive at school on time.



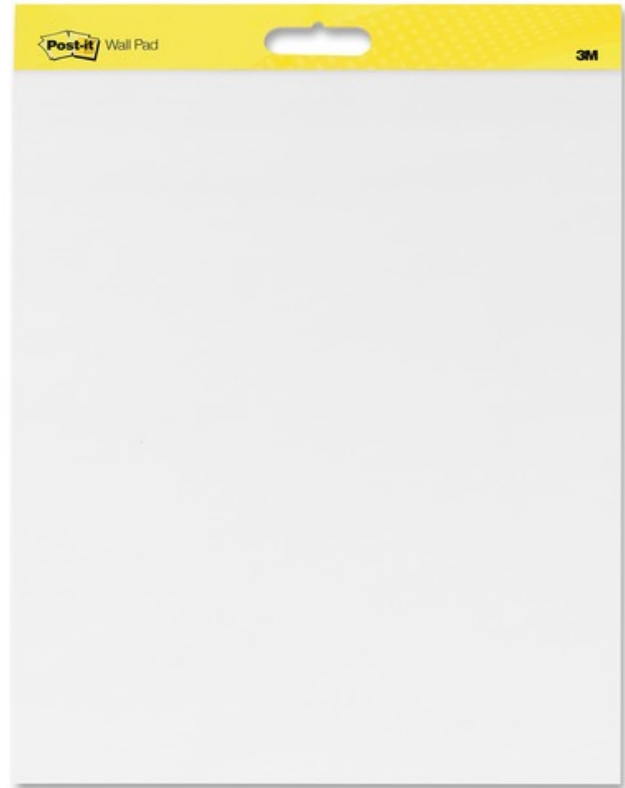


Now you practice



**The Bridge- Step 4
happens during English
portion of the day**

Español | **English**



Side-by-side Bridge

Español	English
el derecho	the right
la responsabilidad	the responsibility
La comunidad	The community
el bienestar	the common good
la escuela	the school
el aula	the classroom
el personaje	the character
el escenario	the setting
el evento mayor	the major event
al principio	the beginning
el final	the end

Step 4



**The Bridge- Step 5
happens during English
portion of the day**

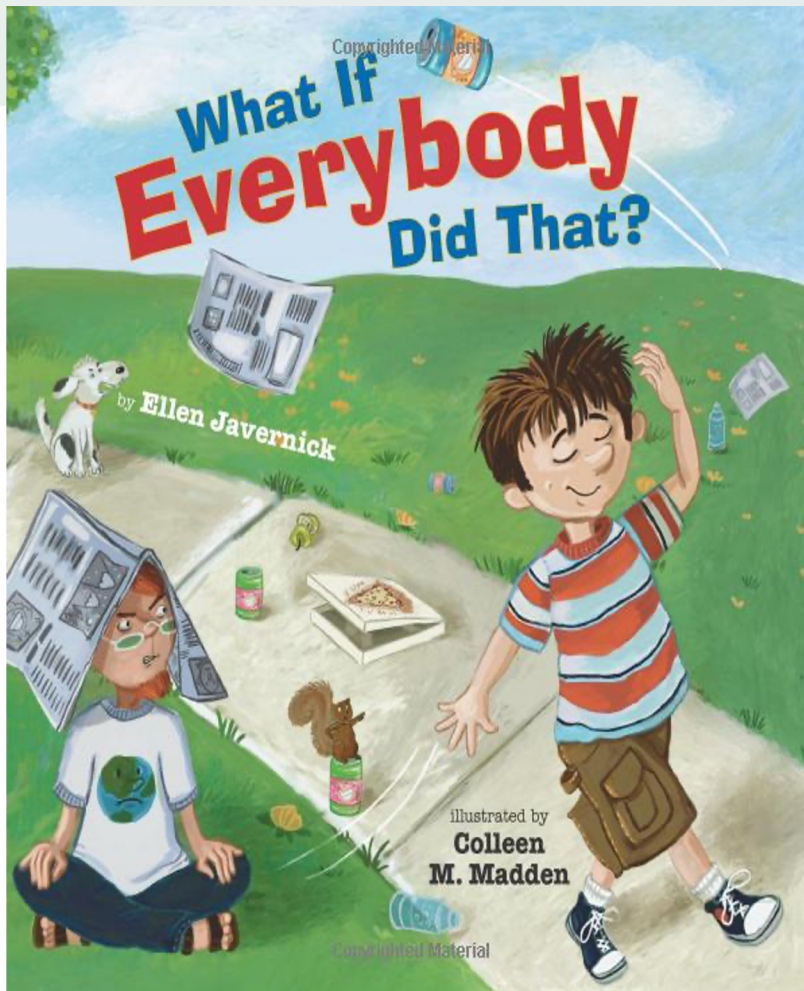
-dad	-ty
La responsabilidad	The responsibility
La comunidad	The community
La sociedad	The society
La igualdad	equality



Sustantivo/adjetivo	Adjective/Noun
la participación cívica	The civic participation
la educación cívica	Civic education
la comunidad escolar	The school community



The Bridge- Step 6 happens during English portion of the day



What if everyone
was not
responsible?



Write a letter to the Narrator telling them how to be responsible for their actions.

Dear Narrator,





Resource packet p. 40

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

3. The
new
lang

As an observer, I noticed...

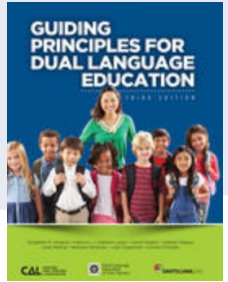
Planning for the Bridge

1. Review in the language of instruction

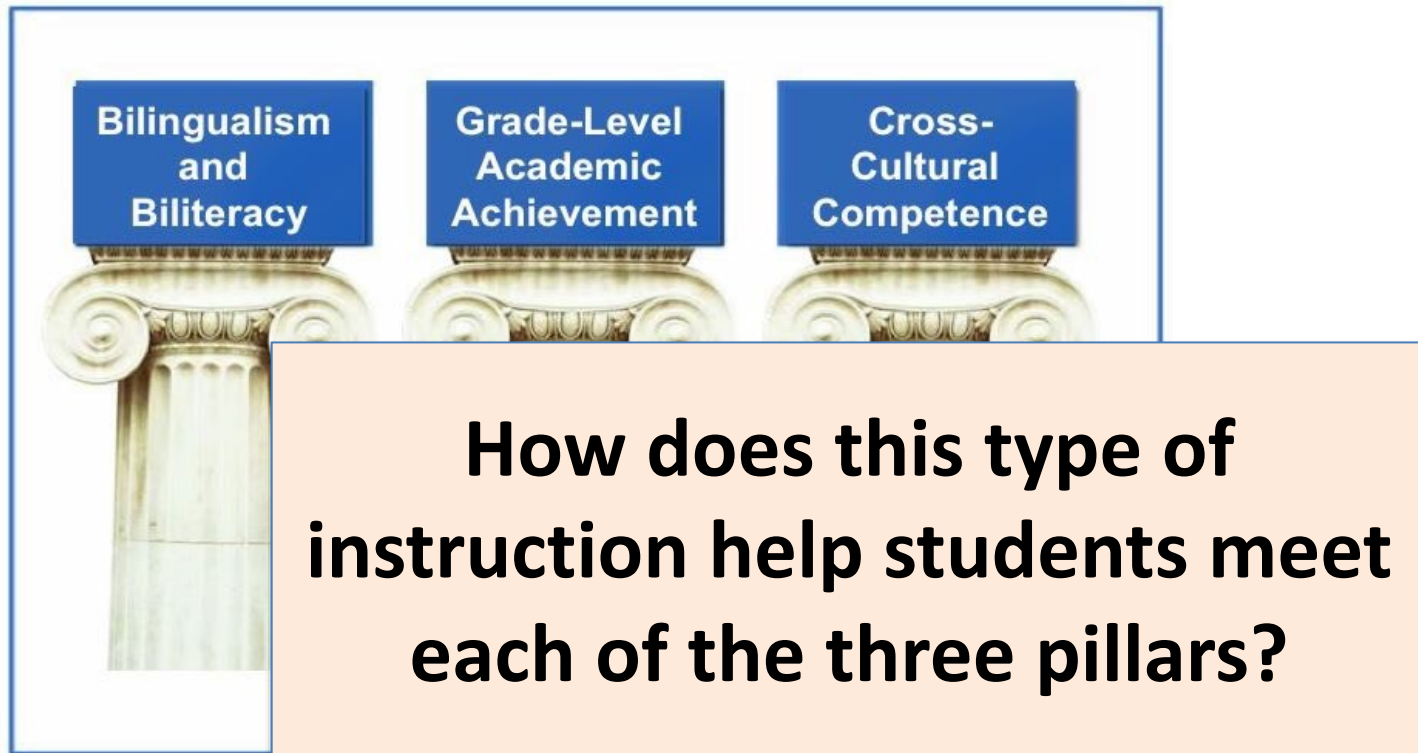
4. The Bridge for Transfer: Match the key
words/phrases/sentences to the other language

the Bridge for Contrastive Analysis

What are the goals of Dual Language?



Three Pillars of Dual Language Education



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Agenda:

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

Part 3 - the Bridge

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



Materials for today's session



Teacher Summary

Presenters	
Karen Beeman	!
Crystal Ramos	!
Melody Wharton	!

Institute Outcomes:

- Describe the goals of the programs, who the programs serve, and the pedagogy strategies used.
- Describe the language acquisition program meets the needs of the students.
- Explain how biliteracy programs are developed and implemented.
- Describe high leverage biliteracy practices.

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

p. 40

Resource Packet

Sample BUF: Social Studies and Spanish Language Arts Unit 1

Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1	
Unit Name: Civics in My School and Community	
Strong community of learners that focuses on the common good and governs itself equitably?	
Unit Standards Standards into Outcomes Document for this Unit	

Unit Standards	
CCSS Writing Standards	CCSS Reading Standards Literary Texts
W.1.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section).	RL.2.1. Ask and answer questions about 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. RL.2.5. Describe the overall structure of a story.

Sample BUF

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Debrief The Bridge





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

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

What did we do during the Bridge?

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

Summative Assessment	
-----------------------------	--

• Illustration • Side by Side or • Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar Pragmatics.	
--	--	--	--

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

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



Resource packet

40

Planning for the Bridge

1. Review in the language of instruction

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

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

5. The Bridge for Contrastive Analysis

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

6. The Bridge for Transfer: Practice

Planning for the Bridge

1. Review in the language of instruction

derechos



Key words/phrases/sentences in the language of instruction from students

Español

el derecho
la responsabilidad
La comunidad
el bienestar
la escuela
el aula
el personaje
el escenario
el evento mayor
al principio
el final

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

Español	English
el derecho	the right
la responsabilidad	the responsibility
La comunidad	The community
el bienestar	the common good
la escuela	the school
el aula	the classroom
el personaje	the character
el escenario	the setting
el evento mayor	the major event
al principio	the beginning
el final	the end

5. The Bridge for Contrastive Analysis

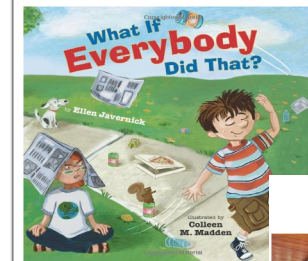
-dad	-ty	Sustantivo/adjetivo	Adjective/Noun
La responsabilidad	The responsibility	la participación cívica	The civic participation
La comunidad	The community	la educación cívica	Civic education
La sociedad	The society	la comunidad escolar	The school community
La igualdad	equality		

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

rights



6. The Bridge for Transfer: Practice



Dear Narrator,



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



Español | **English**

Step 1



The Bridge - Step 1:

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

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



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

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

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Step 1 Start a new Social Studies/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Science and Language Arts Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice
2:30-3:00	Specials

Page 29 – Institute Resource Packet



Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed)

- the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in English
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
el derecho	the rights
los deberes	the duties
el miembro de la comunidad	the community member
la participación cívica	civic participation
	the common good

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

Step 6:

Step 6: Students will listen to how the narrator does not demonstrate responsibility in the book *What If Everybody did that?* by Ellen Javernick. As the book is read and when the narrator does not demonstrate responsibility is read, the class will act like they are telling the narrator what the responsible choice could be to choose. Students write ideas in shared writing format.

“Narrator, be responsible at the zoo by not feeding the animals.”

“Narrator, be responsible at the park by throwing your trash in the garbage.”

The class will act out the responsibilities as they wrote them and practice the language in partnerships where partners will guess what responsibility was being shared.

CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Morphology: (word formation)

-dad	-ty
La <u>responsabilidad</u>	The <u>responsibility</u>
La <u>comunidad</u>	The <u>community</u>
la <u>desigualdad</u>	<u>inequality</u>
la <u>sociedad</u>	The <u>society</u>

Syntax and Grammar (sentence structure)

Sustantivo → adjeti vo	Adjective → Noun
la <u>participación cívica</u>	The civic participation
la <u>educación cívica</u>	Civic education

Facilitated by the Spanish Teacher during Spanish Time

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



The Bridge - Step 2:

Elicit key

words/phrases/sentences

in the language of

instruction from students



The Bridge Transfer Chart

 SUPERSTICKY BASELAP TUBO PARA LA REGULARIZACIÓN DE PROCESOS SUPERADHESIVO DE HOJAS PERSONALIZABLES	 3M
Español	
el derecho la responsabilidad La comunidad el bienestar la escuela el aula el personaje el escenario el evento mayor al principio el final	

Step 2



Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered
 - **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
 - Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- English
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
el derecho	the rights
los deberes	the duties
el miembro de la comunidad	the community member
la participación cívica	civic participation the common good

Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language)
Step 6:

Step 6: Students will listen to how the narrator does not demonstrate responsibility in the book *What If Everybody Did That?* by Ellen Javernick. As the book is read and when the narrator does not demonstrate responsibility is read, the class will act like they are telling the narrator what the responsible choice could be to choose. Students write ideas in shared writing format.

“Narrator, be responsible at the zoo by not feeding the animals.”

“Narrator, be responsible at the park by throwing your trash in the garbage.”

The class will act out the responsibilities as they wrote them and practice the language in partnerships where partners will guess what responsibility was being shared.

CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Morphology: (word formation)

-dad	-ty
La <u>responsabilidad</u>	The <u>responsibility</u>
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la <u>sociedad</u>	The <u>society</u>

Syntax and Grammar (sentence structure)

Sustantivo → adjetivo	Adjective → Noun
vo	
la <u>participación cívica</u>	The <u>civic participation</u>
la <u>educación cívica</u>	<u>Civic education</u>



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



I have the right to go to school every day.



Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).
- **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in English

TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
el derecho	the rights
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Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language)
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CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Morphology: (word formation)

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Syntax and Grammar (sentence structure)

Sustantivo → adjeti vo	Adjective → Noun
la <u>participación cívica</u>	The <u>civic participation</u>
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Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Social Studies/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Step 3
2:30-3:00	Specials



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



The Bridge - Step 4:

The Bridge for Transfer –

Match the key

words/phrases/sentences

to the other language



Side-by-side Bridge

Español	English
el derecho	the right
la responsabilidad	the responsibility
La comunidad	The community
el bienestar	the common good
la escuela	the school
el aula	the classroom
el personaje	the character
el escenario	the setting
el evento mayor	the major event
al principio	the beginning
el final	the end

Step 4



Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).
- **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in

- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
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Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language)
Step 6:

Step 6: Students will listen to how the narrator does not demonstrate responsibility in the book *What If Everybody did that?* by Ellen Javernick. As the book is read and when the narrator does not demonstrate responsibility is read, the class will act like they are telling the narrator what the responsible choice could be to choose. Students write ideas in shared writing format.

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CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Morphology: (word formation)

-dad	-ty
La <u>responsabilidad</u>	The <u>responsibility</u>
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Syntax and Grammar (sentence structure)

Sustantivo → adjeti vo	Adjective → Noun
la <u>participación cívica</u>	The <u>civic participation</u>
la <u>educación cívica</u>	<u>Civic education</u>

Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).
- **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in English
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
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Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language)
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The class will act out the responsibilities as they wrote them and practice the language in partnerships where partners will guess what responsibility was being shared.

CCSS.ELA.LITERACY.RI.2.2

Details: Identify the main topic and details of a multiparagraph text as well as specific paragraphs within the text.

CCSS.ELA.LITERACY.RI.2.4

Structure: Determine the main idea and supporting details of a text.

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Morphology: (word formation)

-dad	-ty
La <u>responsabilidad</u>	The <u>responsibility</u>
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Syntax and Grammar (sentence structure)

How did our chart compare to the anticipated chart?

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Social Studies/SLA unit
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12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-4 Continue Science Unit
2:30-3:00	Specials



The Bridge - Step 5: The Bridge for Contrastive Analysis



-dad	-ty
La responsabilidad	The responsibility
La comunidad	The community
La sociedad	The society
La igualdad	equality

Sustantivo/ adjetivo	Adjective/ Noun
la participación cívica	The civic participation
la educación cívica	Civic education
la comunidad escolar	The school community



Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).
- **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the students generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in English
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
el derecho	the rights
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el miembro de la comunidad	the community member
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	the common good

Bridge – Transfer - Practice (include Listening, Speaking, Reading, and Writing in other language)
Step 6:

Step 6: Students will listen to how the narrator does not demonstrate responsibility in the book *What If Everybody did that?* by Ellen Javernick. As the book is read and when the narrator does not demonstrate responsibility is read, the class will act like they are telling the narrator what the responsible choice could be to choose. Students write ideas in shared writing format.

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The class will act out the responsibilities they wrote them and practice the language in partnerships where partners will guess what responsibility was being shared.

CCSS.ELA.LITERACY.RI.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus specific paragraphs within the text.
CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of w

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other areas of contrastive analysis noticed by the students.

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Syntax and Grammar (sentence structure)

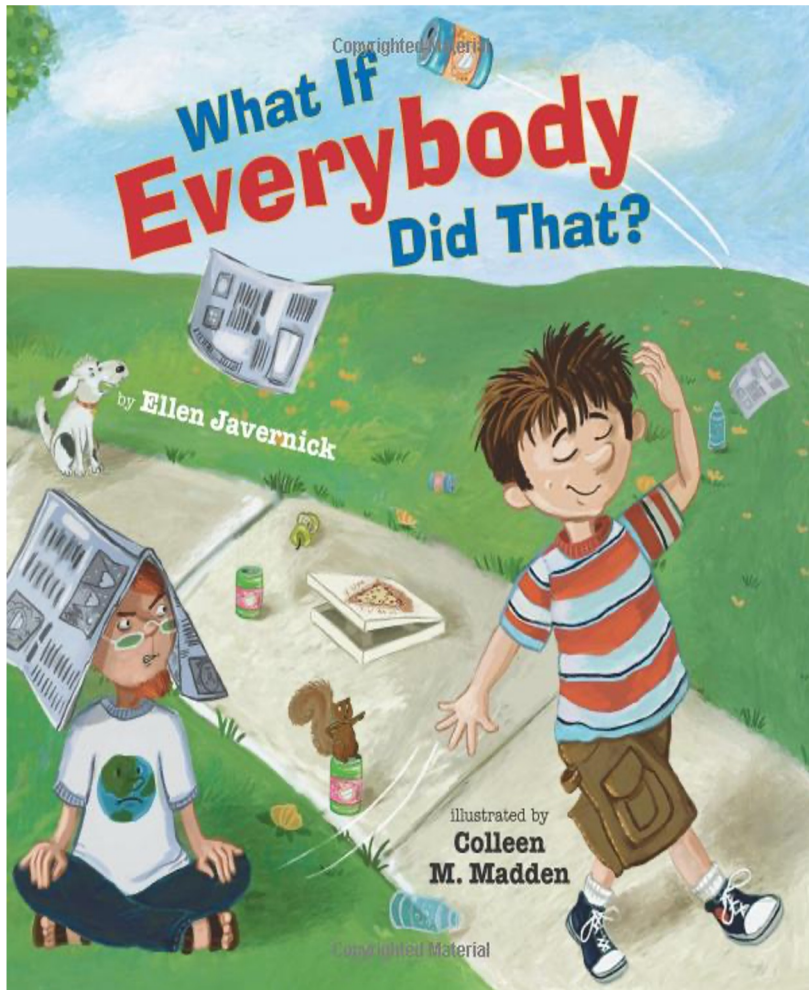
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1:15-2:30	Steps 3-5 Continue Science Unit
2:30-3:00	Specials



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

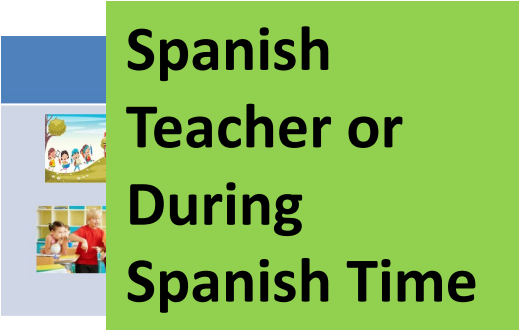
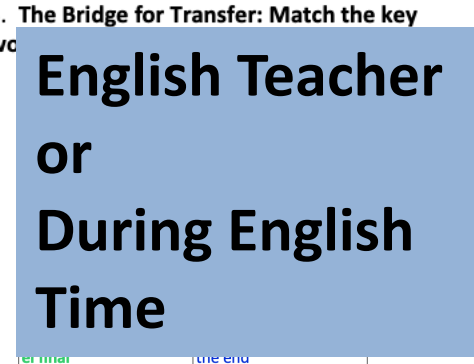
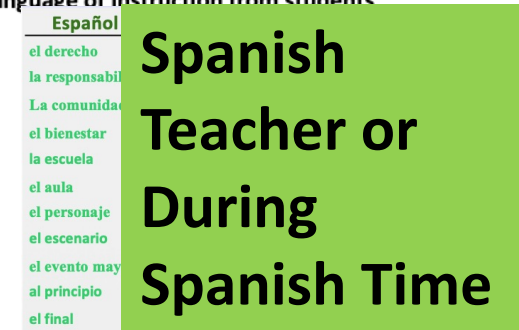
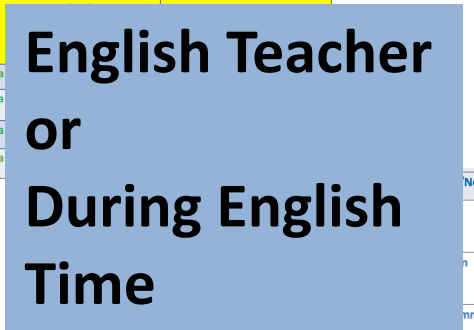
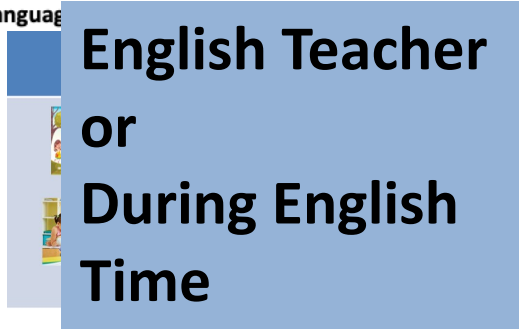
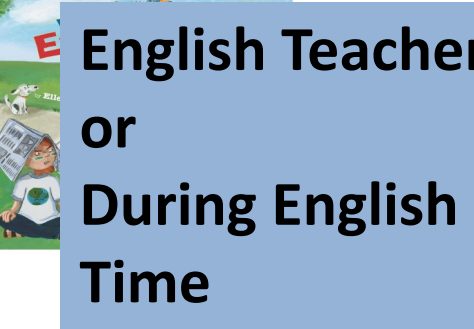




The Bridge -

Step 6:

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

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

Bridge - Transfer
Side by Side
Steps 1-4:

- **Step 1:** Review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have changed).
- **Step 2:** Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish)
- Elicit and list key vocabulary that the student generate in green on the left side of the T-chart
- **Step 3:** Engage students in the same TPR in English
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the T-chart in blue.

Anticipated Bridge Chart:

Español	English
la responsabilidad	responsibility
el derecho	the rights
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el miembro de la comunidad	the community member
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Bridge – Transfer - Practice (includes Listening, Speaking, Reading, and Writing in the other language)

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CCSS.ELA.LITERACY.RI.2.4 Craft and Structure: Determine the meaning of words

Bridge: Contrastive Analysis
Step 5:

Step 5: While this is the teaching point planned by the teachers, the teachers also accept and highlight other aspects of contrastive analysis noticed by the students.

Morphological Skills:

Morphology: (word formation)

-dad	-ty
responsabilidad	The responsibility
comunidad	The community
desigualdad	inequality
sociedad	The society

Vocabulary and Grammar (sentence structure)

Substantivo → adjetivo	Adjective → Noun
responsable	responsibility
participación cívica	The civic participation
educación cívica	Civic education

Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
8:20– 10:30	Steps 1-2 Start a new Social Studies/SLA unit
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice • Reading and writing as applied to math
1:15-2:30	Steps 3-6 Continue Science Unit
2:30-3:00	Specials



Spanish to English Bridge

Spanish
Teacher or
During Spanish
Time

English Teacher
or
During English
Time

Spanish
Teacher or
During Spanish
Time

English Teacher
or
During English
Time

p. 25

2. Eli
langu

5

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

6. The Bridge for Transfer: Practice

English Teacher
or
During English
Time

English Teacher
or
During English
Time



English Unit

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

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The Bridge in a **Two Teacher** Model:

- One English Teacher
- One Non-English Teacher
(Spanish, Vietnamese
or Mandarin)



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

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

Group
A

Group
B



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

The Next Day

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

Group B

Group A



The Bridge in PreK/TK

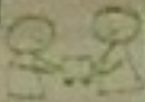
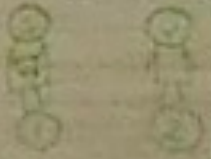
Happens at the END of the Unit

Unit Theme:			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge			Formative Assessment
• 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, ... listening, 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.	



Puente

**Only a
Transfer
Chart is
created**

Jugar con amigos		Playing with friends
mi turno		my turn
tu turno		your turn
compartir		share
tomar turnos		take turns



PreK/TK Contrastive Analysis



The Bridge in PreK/TK

English to Spanish Bridge

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

Spanish to English Bridge

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

Step 6:
Emphasis
on listening
and
speaking
in TK



Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

For

How can you support successful implementation of the Bridge?

Teachers:
Instruction

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

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

Agenda:

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



Materials for today's session



Teacher Summary

Presenters	
Karen Beeman	↓
Crystal Ramos	↓
Melody Wharton	↓

Institute Outcomes:

- Describe the goals of the programs, who the programs are for, and the pedagogy strategy used.
- Describe the language acquisition program meets the needs of the students.
- Explain how biliteracy programs are developed and implemented.
- Describe high leverage biliteracy practices.

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

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Resource Packet

Sample BUF: Social Studies and Spanish Language Arts Unit 1

Language: Spanish	Content areas: Social Studies and Spanish Language Arts
Unit Number: 1	
Unit Name: Civics in My School and Community	
Strong community of learners that focuses on the common good and governs itself equitably?	
Unit Standards Standards into Outcomes Document for this Unit	

Unit Standards	
CCSS Writing Standards	CCSS Reading Standards Literary Texts
W.1.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section).	RL.2.1. Ask and answer questions about 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. RL.2.5. Describe the overall structure of a story.

Sample BUF

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment	
Building Oracy, Background Knowledge, and Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.	Formative
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 Study) - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics	

What is the Bridge?

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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- Content and Literacy Big Ideas - Summative Assessment	
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.	
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.	
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics	

WWW.

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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Formative Assessment

What is the Bridge?

Bridge and "bridging"

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

Institute Resource Packet

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Illustration	Side-by-Side	Así se dice
Texto informativo Informational Text		Para calcular el perímetro se necesitan saber los números para sumar todos (y/c) To calculate the perimeter you need to know all the numbers to add them together.

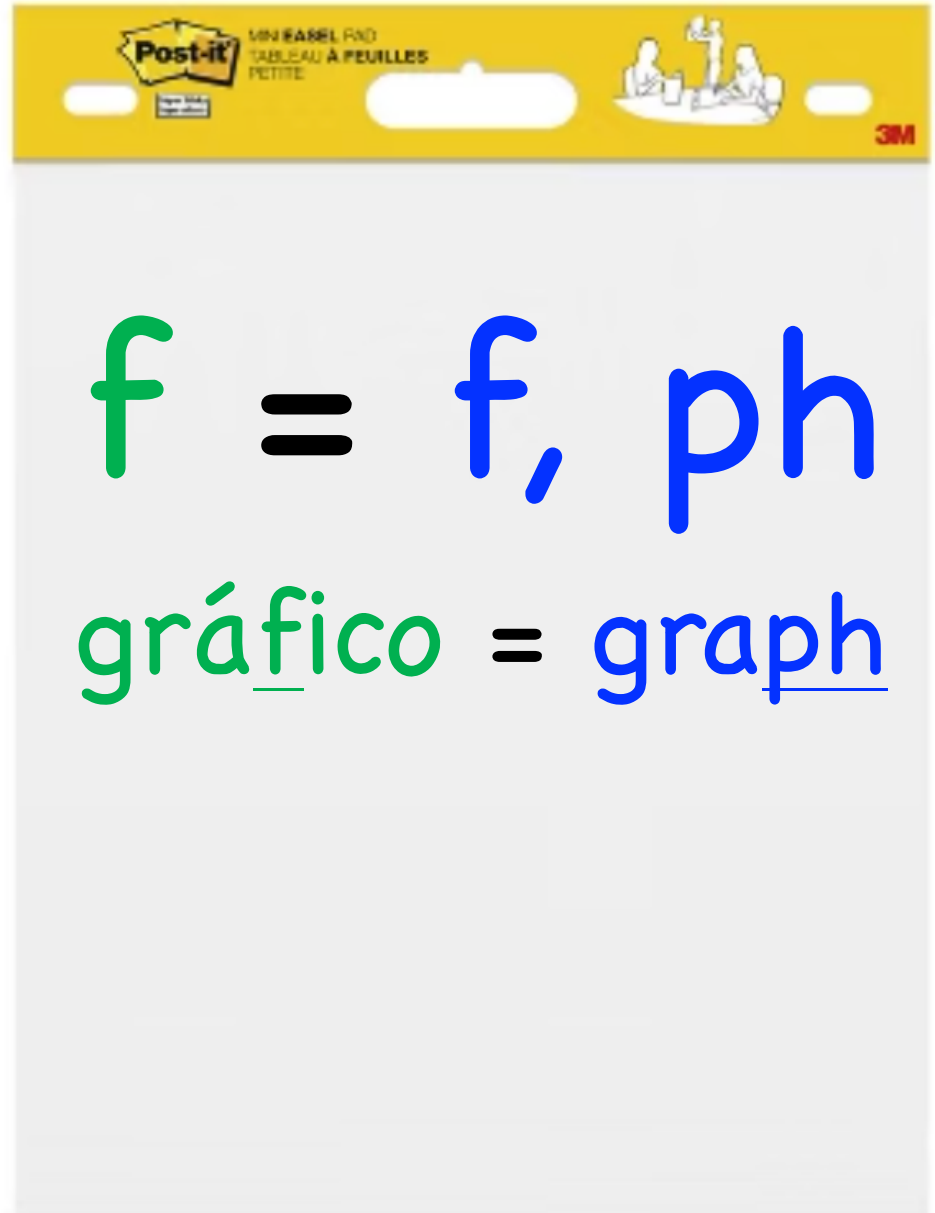
“Bridging”

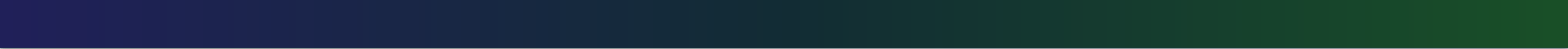
- Cross linguistic connections that can occur at any time, including during “The Bridge”
- Can be driven by students
- Can be driven by the teacher (planned intentionally)
 - Helps to engage students in regular contrastive analysis
 - Holds students accountable for contrastive analysis already learned

Bridging – An Example

f = f

f = f, ph
gráfico = graph





Characteristics of the Bridge for Biliteracy



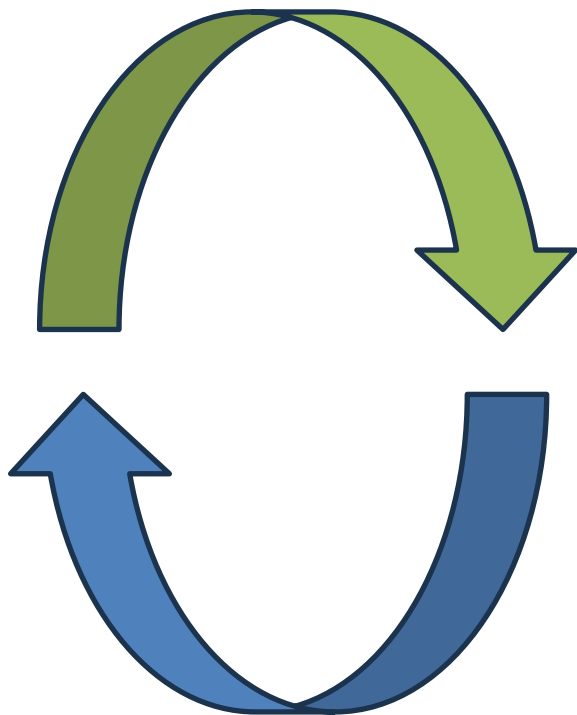
Characteristics of the Bridge for Biliteracy

Two Purposes		



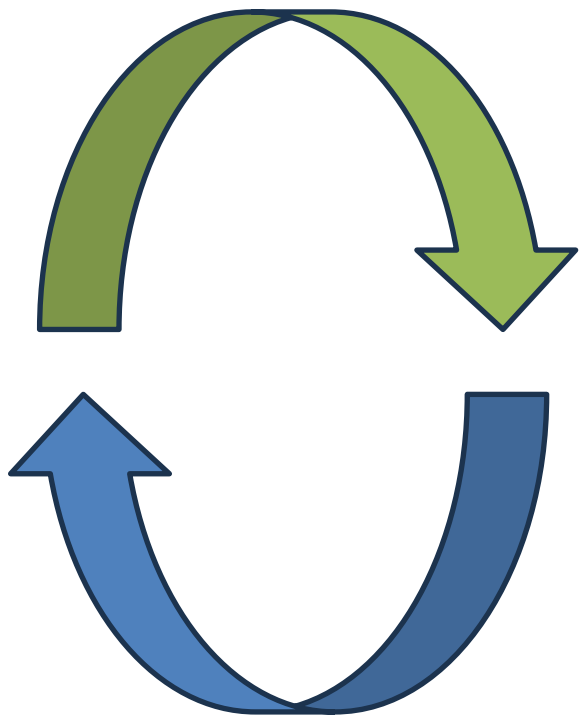
The Two Purposes of the Bridge

Transfer



The Two Purposes of the Bridge

Transfer

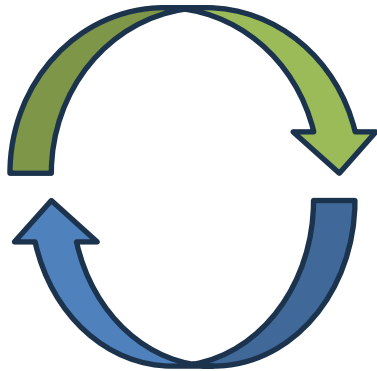


Contrastive Analysis



The Two Purposes of the Bridge

Transfer



Contrastive Analysis



Transfer Chart

Contrastive Analysis Chart

el huevo THE EGG the egg
la mariposa the butterfly
come lays
pone grows
crece
sale hatches
la crisálida the chrysalis
la oruga the caterpillar
el ciclo the cycle
los huevos the eggs
la hoja the leaf
la planta the plant

Metalinguistic Charts
Cognados Cognates
chocolate chocolate
radio radio
teléfono telephone
La planta the plant
la crisálida the chrysalis
el ciclo the cycle

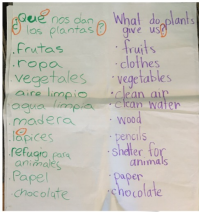
Metalinguistic Charts
El ciclo The cycle

Characteristics of the Bridge for Biliteracy

Two Purposes

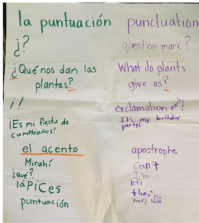
Transfer





Contrastive Analysis





Two Charts



Characteristics of the Bridge for Biliteracy

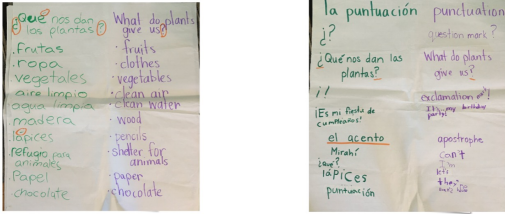
Two
Purposes

Happens at
the END of
the Unit



Transfer

Contrastive Analysis



Two Charts

Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
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Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Strategies - Oracy, background knowledge, and language comprehension - 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



Characteristics of the Bridge for Biliteracy

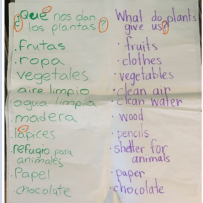
Two
Purposes

Happens at
the END of
the Unit

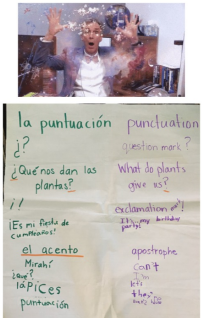
Includes
High Student
Interaction

Transfer

Contrastive Analysis



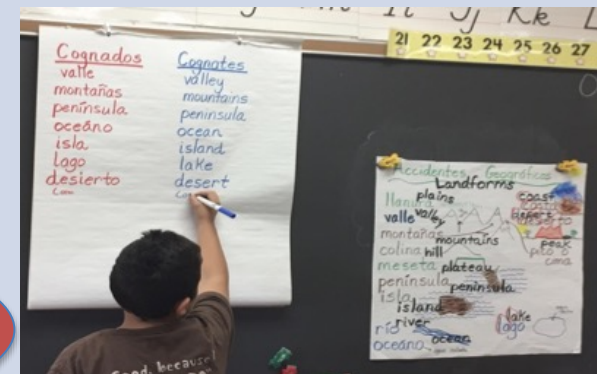
Spanish	English
¿Qué nos dan las plantas?	What do plants give us?
Frutas	fruits
ropas	clothes
vegetales	vegetables
aire limpio	clean air
agua limpia	clean water
madera	wood
árboles	trees
refugio para animales	shelter for animals
Papel	paper
chocolate	chocolate



Spanish	English
la puntuación	punctuation
¿Qué nos dan las plantas?	What do plants give us?
¡Es mi fiesta de cumpleaños!	It's my birthday!
al acento	accent
¿Qué nos dan las plantas?	What do plants give us?
¡Es mi fiesta de cumpleaños!	It's my birthday!
al acento	accent
¿Qué nos dan las plantas?	What do plants give us?
¡Es mi fiesta de cumpleaños!	It's my birthday!
al acento	accent

Two Charts

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



What is the Bridge?

Bridge and “bridging”	
The Bridge is...	Bridging is...
pre-planned by the teacher, occurs at the end of a robust unit of instruction that has been conducted all-in-one language	when teachers guide students in making cross-linguistic connections , in each language, during the unit of instruction.
about transfer – supporting students in transferring their learning (standards, concepts, essential understandings) from the language of instruction to the opposite language	the opportunity for the teacher to guide students in applying and building on the contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge.
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highly interactive and student-centered	not the same as Bridge.
not a translation, or just about cognates	not the teacher giving students words.

Institute Resource Packet

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Illustration	Side-by-Side	Así se dice
Texto informativo Informational Text		

Three Types of Bridge Transfer Charts

Handouts – P. 38



Three Types of Bridge Transfer Charts

	Side-by-Side	

Handouts – P. 38



Three Types of Bridge Transfer Charts

Side-by-Side

Español	English
<i>los recursos naturales</i>	natural resources
<i>las fuentes de energía renovable</i>	renewable energy sources
<i>las fuentes de energía no renovable</i>	non-renewable energy sources
<i>los paneles solares</i>	solar panels
<i>la energía solar</i>	solar energy
<i>el gas natural</i>	natural gas
<i>las turbinas eólicas</i>	wind turbines
<i>Los combustibles fósiles</i>	fossil fuels
<i>el agua</i>	water
<i>el carbón</i>	coal
<i>el aire</i>	wind
<i>el petróleo</i>	oil

Handouts – P. 38



Three Types of Bridge Transfer Charts

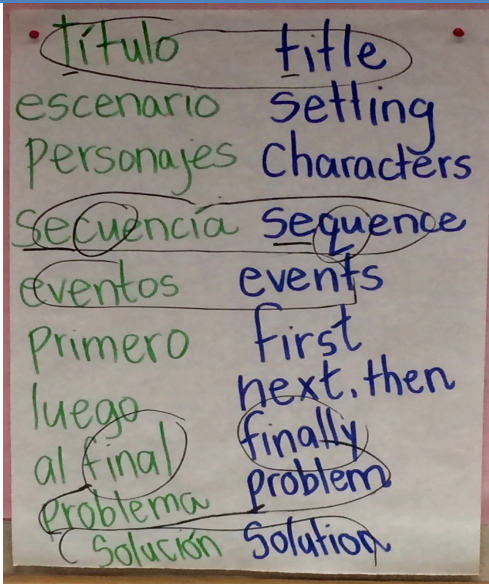
Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
primero	first
luego	next, then
<u>al final</u>	<u>finally</u>
<u>problema</u>	<u>problem</u>
	<u>solution</u>

Handouts – P. 37



Three Types of Bridge Transfer Charts

Illustration	Side-by-Side	
		



Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• <u>título</u>	• <u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
primero	first
luego	next, then
al final	finally
problema	problem
<u>solución</u>	<u>solution</u>



Three Types of Bridge Transfer Charts

Illustration

Side-by-Side

Así-se-Dice



• título title •

escenario setting

personajes characters

secuencia sequence

eventos events

primero first

luego next, then

al final finally

problema problem

solución solution



Three Types of Bridge Transfer Charts

Illustration



Side-by-Side

• <u>título</u>	<u>title</u>
escenario	setting
personajes	characters
<u>secuencia</u>	<u>sequence</u>
eventos	events
Primero	First
luego	next, then
al final	finally
Problema	problem
Solución	Solution

Así-se-Dice

Construcción de Agua	Water Construction
Yo sé que el agua tiene un ciclo. Aparte de ciclo, tiene formas como sólida, líquida, y evaporada. Un ejemplo de agua en forma sólida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma líquida. Luego cuando el sol calienta la tierra, el agua se evapora como gas.	I know that water goes through a cycle. Aside from having a cycle, water also has states (or forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.



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

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

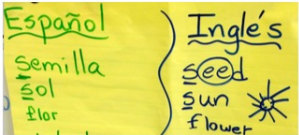
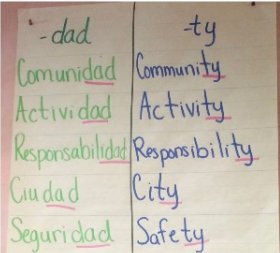
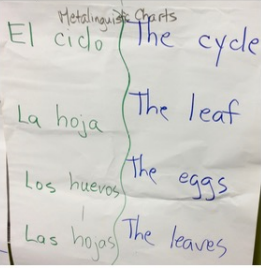
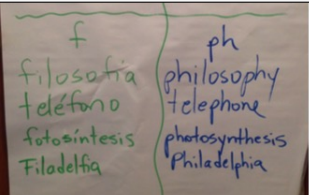
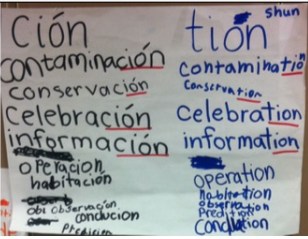
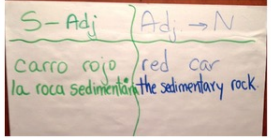
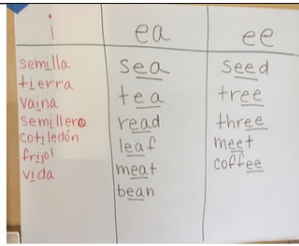
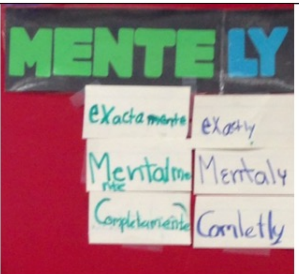
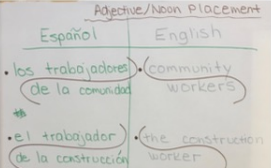
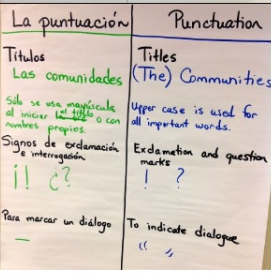
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4 Areas of Contrastive Analysis



Types of Contrastive Analysis Charts

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

Phonology	Morphology	Syntax and Grammar
		
		
		
		

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2nd grade-CCSS for Language Arts – Language

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 writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular 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 avanza 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*).
 - b. Usan sustantivos comunes que forman el 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*).

Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- Syntax and Grammar -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house



Christmas por David

What area of contrastive analysis would help this student?

Vamos a mi tío Kurtis's casa. Miramos el television y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. También tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. Mis relativos son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- Syntax and Grammar -
 - Possessive: Casa de mi tío Kurtis / Uncle Kurtis' house
 - Articles: la televisión / the television



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy dibertidos y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - **Possessive:** Casa de mi tío Kurtis / Uncle Kurtis' house
 - **Articles:** la televisión / the television
 - **Cognates:** Cognados falsos -False cognates
 - Relativos – Relatives
 - Embarazada – Embarrassed
 - Grocerías - Groceries



Christmas **por David**

What area of contrastive analysis would help this student?

Vamos a mi **tio Kurtis's casa**. Miramos **el television** y jugamos algo. Ellos tienen un pequeño niño que le llaman Benjamin. Tambien tienen un perro, Hannah. La trip es muy largo y lasts mucho tiempo. El paseo es muy largo y no me gusta. **Mis relativos** son muy **dibertidos** y me gusta el tiempo con ellos.

What area of Contrastive Analysis would help David?

- **Syntax and Grammar** -
 - **Possessive:** Casa de mi tío Kurtis / Uncle Kurtis' house
 - **Articles:** la televisión / the television
 - **Cognates:** Cognados falsos -False cognates
 - Relativos – Relatives
 - Embarazada – Embarrassed
 - Grocerías – Groceries
- **Spelling/Phonology:** Dibertido to divertido –
b/v rules in Spanish/ b/v rules in English



What can Carmen do in English?

Use student writing. What area of contrastive analysis would be helpful to this student



Phonology/Grammar: Articles

En español	In English
El parque	The park
La mamá	The mom
Los niños	The kids
Las	The



Four Areas of Contrastive Analysis: Part Two of the Bridge

Element and area of focus	Examples
Phonology (sound system) - Sounds that are different in the two languages. - Sounds that are similar in the two languages.	- Sound-symbol correspondence (e.g., the [k] sound: "qu" or "c" in Spanish; "c" or "k" in English) - Silent letters (e.g., "h" and "u" in Spanish; many in English) - The existence of the [tʃ] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<i>informal</i> – informal <i>informar</i> – inform <i>socialismo</i> – socialism <i>desastroso</i> – disastrous <i>preparar</i> – prepare <i>profesión</i> – profession <i>educación</i> – education
Syntax and grammar (sentence structure)	Spanish uses the initial inverted exclamation point; English does not (e.g., ¡Me encanta! – I love it!)

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

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



Unit Theme:

- Cont
- Span
- Span
- Cont
- Sum

To plan for the Bridge...

Building Oracy, Background Knowledge: Language Comprehension

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

Teachers:
Instruction

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

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

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

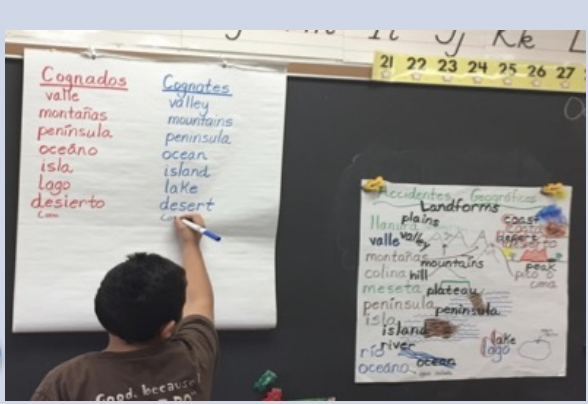
Phonology
Morphology
Syntax and grammar

Characteristics of the Bridge for Biliteracy

Therefore, to ensure successful planning and facilitation of the Bridge, in my role I can _____.



Foundational Skills and Fluency (Word Study) - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiences
Transfer - Illustration - Side by Side or As I see 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	



Agenda:

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

• **Institute Closure and Evaluation**

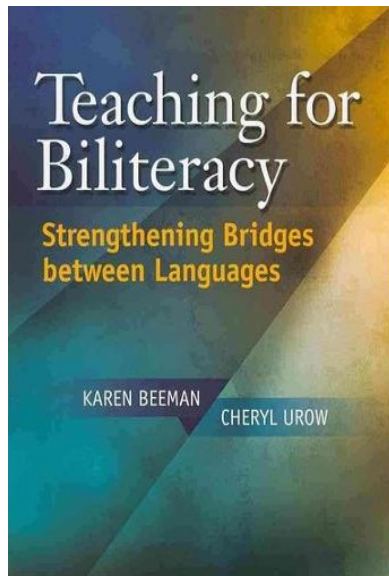
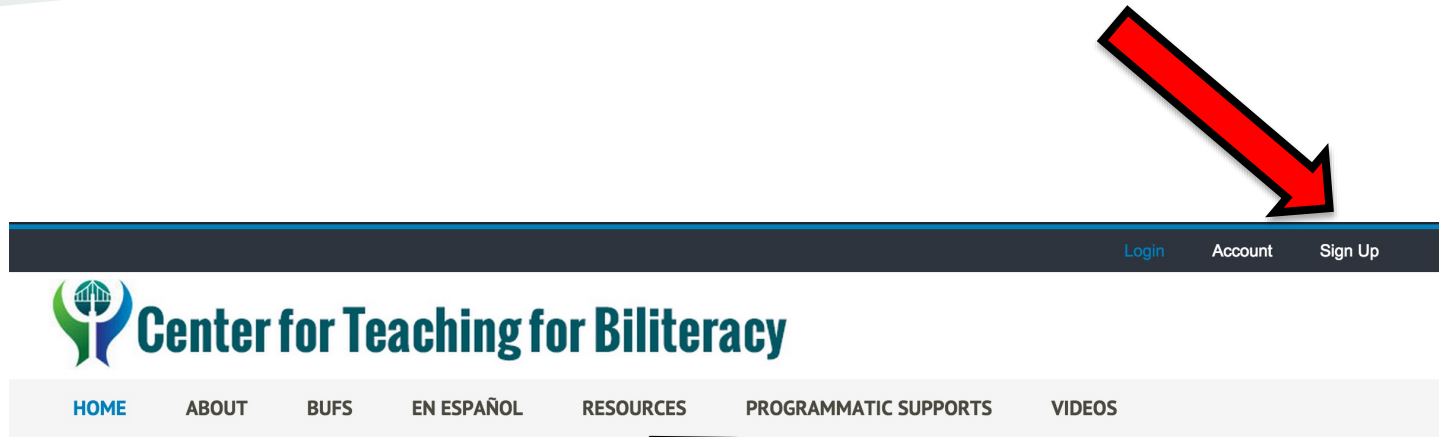


Individual or Team Planning for Next Steps

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



www.TeachingForBiliteracy.com



www.TeachingForBiliteracy.com



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Center for Teaching for Biliteracy Resources and Links	
Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies 
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	https://bit.ly/CABSI2026 





Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com

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

Certificate of Completion for

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