Afternoon Breakout Groups

- **Pk- 3rd Grade**: Teachers, Administrators and Specialists: Lumpkin
- **4th – 12th grade**: Teachers, Administrators and Specialists: Stiha

www.TeachingForBiliteracy.com

1

Teaching for Biliteracy In Action!

Sample Instruction for Grades 4 thru Secondary

Please be ready for movement! (And some FUN!)

La Cosecha - Santa Fe, NM

November 11, 2026

Melody Wharton, M.Ed.
www.TeachingForBiliteracy.com

2

The Center for Teaching for Biliteracy



Karen Beeman, M.Ed.
Co-Founder



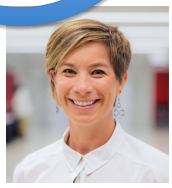
Melody Wharton, M.Ed.
Senior Consultant



Crystal Ramos, M.Ed.



Susan Pryor, M.Ed.



Dana Baum, M.Ed.

www.TeachingForBiliteracy.com

3

Agenda:

- Welcome & Introductions
- Characteristics of Biliteracy Instruction
- Sample Instruction: Part 1 Building Oracy and Background Knowledge
- Biliteracy Strategies
- The Biliteracy Unit Framework
- Sample Instruction: Part 2 The Bridge
- Session Closure and Evaluation

www.TeachingForBiliteracy.com

4

The purpose of this breakout:

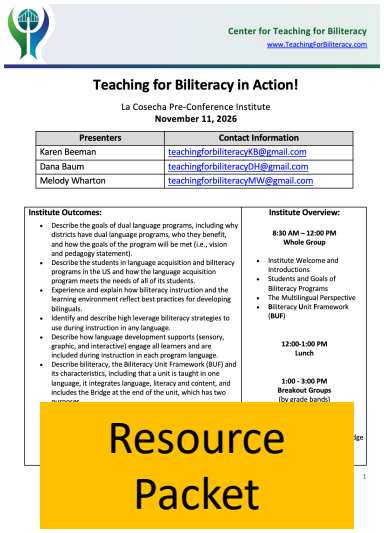
This afternoon, participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks), highlighting effective strategies to use with developing bilinguals.

In other words, ….

www.TeachingForBiliteracy.com

5

Materials for today's session



Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com

Teaching for Biliteracy in Action!

La Cosecha Pre-Conference Institute
November 11, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum	teachingforbiliteracyDH@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two

Institute Overview:

8:30 AM – 12:00 PM
Whole Group

- Institute Welcome and Introductions
- Students and Goals of Biliteracy Programs
- The Multilingual Perspective
- Biliteracy Unit Framework (BUF)

12:00-1:00 PM
Lunch

1:00 - 3:00 PM
Breakout Groups
(by grade bands)

Resource Packet

www.TeachingForBiliteracy.com

6

Norms –
As we look at teaching for biliteracy…

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



www.TeachingForBiliteracy.com

© Center for Teaching for Biliteracy, LLC

7

Agenda:

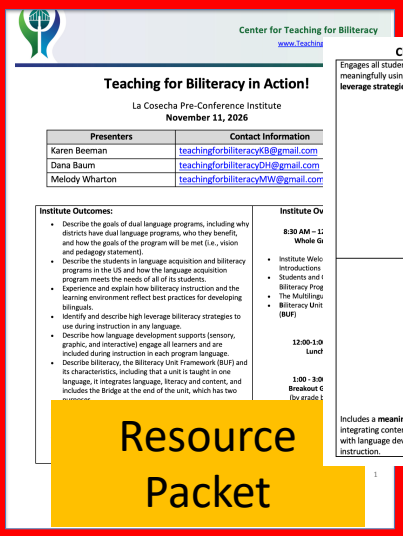
- ✅ Welcome & Introductions
- **Characteristics of Biliteracy Instruction**
- Sample Instruction: Part 1 Building Oracy and Background Knowledge
- Biliteracy Strategies
- The Biliteracy Unit Framework
- Sample Instruction: Part 2 The Bridge
- Session Closure and Evaluation



www.TeachingForBiliteracy.com

8

Materials for today's session


Center for Teaching for Biliteracy

Teaching for Biliteracy in Action!

La Cosecha Pre-Conference Institute
November 11, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum	teachingforbiliteracyDH@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two

Institute Ov

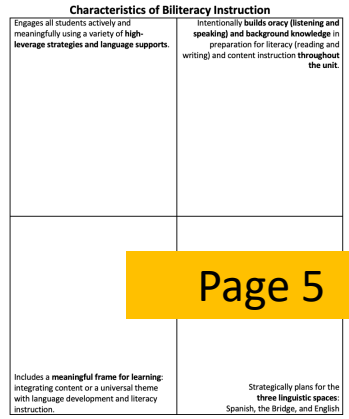
8:30 AM – 1
Whole G

- Institute Welc Introductions
- Students and Biliteracy Prog
- The Multilingu
- Biliteracy Unit (BUF)

12:00-1:0
Lunch

1:00 - 3:0
Breakout G
(by grade l

1


Characteristics of Biliteracy Instruction

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

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

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

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

Page 5

Resource Packet

www.TeachingForBiliteracy.com

9

Characteristics of Biliteracy Instruction

Pg. 5

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

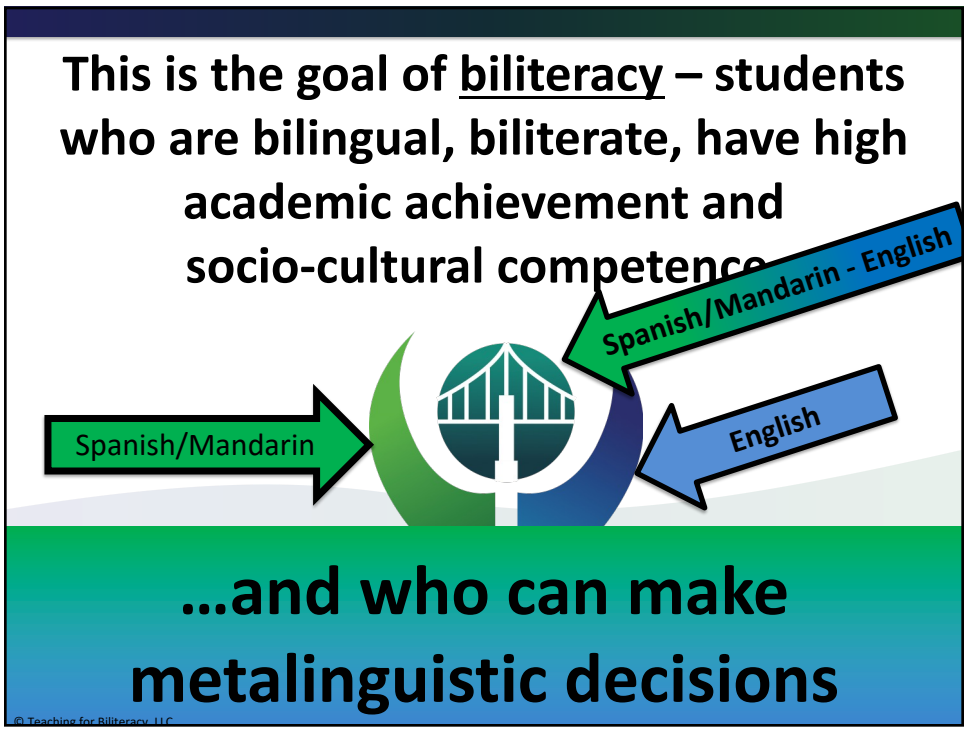
Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

Teaching for Biliteracy…

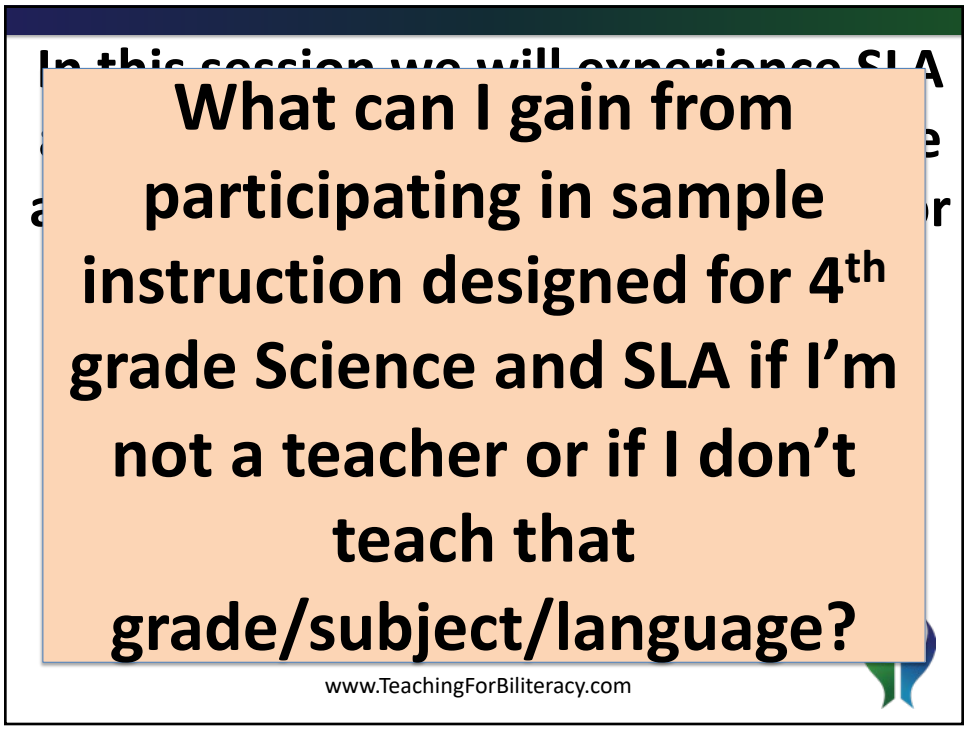
Includes a **meaningful frame for learning:** integrating content or a universal theme with language development and literacy instruction.

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

10


This is the goal of biliteracy – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence
Spanish/Mandarin - English
Spanish/Mandarin
English
…and who can make metalinguistic decisions
© Teaching for Biliteracy, LLC

11


What can I gain from participating in sample instruction designed for 4th grade Science and SLA if I'm not a teacher or if I don't teach that grade/subject/language?
www.TeachingForBiliteracy.com

12

Teachers	Coaches & Specialist	School & District Leaders
• Str • Su • Gr • Dif • Int uni • Cla org • Inc • Assessment and data use	• Assessment and data use	• Collecting and using assessment data

You don't have to be bilingual to support effective biliteracy instruction.

But you do need to know what developing bilinguals need so you can support it within your role.

13

Strategic Pairing and Grouping



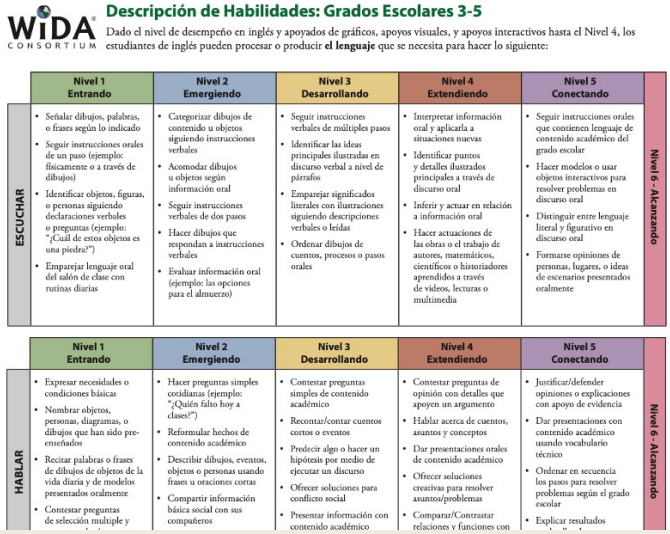
Teaching for Biliteracy includes strategic pairing using a number of different variables.

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

www.TeachingForBiliteracy.com

14

SALSA "Can-Do" Descriptors (Spanish Language Learning)



Descripción de Habilidades: Grados Escolares 3-5

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

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Señalar dibujos, palabras, o frases según lo indicado • Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) • Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de estos objetos es una piedra?") • Emparejar lenguaje oral del salón de clase con rutinas diarias	• Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales • Acomodar dibujos u objetos según información oral • Seguir instrucciones verbales de dos pasos • Hacer dibujos que respondan a instrucciones verbales • Evaluar información oral (ejemplo: las opciones para el almuerzo)	• Seguir instrucciones verbales de múltiples pasos • Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos • Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas • Ordenar dibujos de cuentos, procesos o pasos orales	• Interpretar información oral y aplicarla a situaciones nuevas • Identificar puntos y detalles ilustrados principales a través de discurso oral • Inferir y actuar en relación a información oral • Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	• Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar • Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral • Distinguir entre lenguaje literal y figurativo en discurso oral • Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 6 - Alcanzando
HABLAR	• Expresar necesidades o condiciones básicas • Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados • Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente • Contestar preguntas de selección multiple y	• Hacer preguntas simples cotidianas (ejemplo: "¿Quién falto hoy a clases?") • Reformular hechos de contenido académico • Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas • Compartir información básica social con sus compañeros	• Contestar preguntas simples de contenido académico • Recontar/contar cuentos cortos o eventos • Predecir algo o hacer un hipótesis por medio de ejecutar un discurso • Ofrecer soluciones para conflicto social • Presentar información con contenido académico	• Contestar preguntas de opinión con detalles que apoyen un argumento • Hablar acerca de cuentos, asuntos y conceptos • Dar presentaciones orales de contenido académico • Ofrecer soluciones creativas para resolver asuntos/problemas • Comparar/Contrastar relaciones y funciones con	• Justificar/defender opiniones o explicaciones con apoyo de evidencia • Dar presentaciones con contenido académico usando vocabulario técnico • Ordenar en secuencia los pasos para resolver problemas según el grado escolar • Explicar resultados	Nivel 6 - Alcanzando

WIDA CAN Dos – Are <u>not</u> Standards, they are a <u>tool for planning which state what students CAN DO.</u>

15

Where do you fall in Spanish?

Descripción de Habilidades: Grados Escolares 3-5

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

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Señalar dibujos, palabras, o frases según lo indicado • Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) • Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de estos objetos es una piedra?") • Emparejar lenguaje oral del salón de clase con rutinas diarias	• Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales • Acomodar dibujos u objetos según información oral • Seguir instrucciones verbales de dos pasos • Hacer dibujos que respondan a instrucciones verbales • Evaluar información oral (ejemplo: las opciones para el almuerzo)	• Seguir instrucciones verbales de múltiples pasos • Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos • Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas • Ordenar dibujos de cuentos, procesos o pasos orales	• Interpretar información oral y aplicarla a situaciones nuevas • Identificar puntos y detalles ilustrados principales a través de discurso oral • Inferir y actuar en relación a información oral • Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	• Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar • Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral • Distinguir entre lenguaje literal y figurativo en discurso oral • Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 6 - Alcanzando
HABLAR	• Expresar necesidades o condiciones básicas • Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados • Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente • Contestar preguntas de selección múltiple y preguntas de sí o no	• Hacer preguntas simples cotidianas (ejemplo: "¿Quién falto hoy a clases?") • Reformular hechos de contenido académico • Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas • Compartir información básica social con sus compañeros	• Contestar preguntas simples de contenido académico • Recontar/contar cuentos cortos o eventos • Predecir algo o hacer un hipótesis por medio de ejecutar un discurso • Ofrecer soluciones para conflicto social • Presentar información con contenido académico • Participar en la resolución de problemas	• Contestar preguntas de opinión con detalles que apoyen un argumento • Hablar acerca de cuentos, asuntos y conceptos • Dar presentaciones orales de contenido académico • Ofrecer soluciones creativas para resolver asuntos/problemas • Comparar/Contrastar relaciones y funciones con contenido académico	• Justificar/defender opiniones o explicaciones con apoyo de evidencia • Dar presentaciones con contenido académico usando vocabulario técnico • Ordenar en secuencia los pasos para resolver problemas según el grado escolar • Explicar resultados en detalles de una investigación (ejemplo: experimento científico)	Nivel 6 - Alcanzando

Melody Wharton - Center for Teaching for Biliteracy

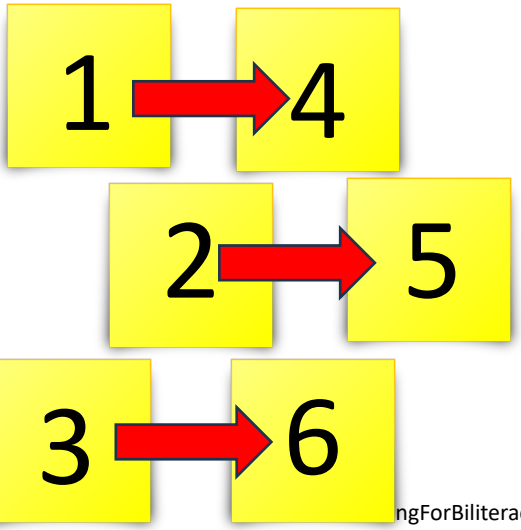
16

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

17

Strategic Pairing In the Classroom



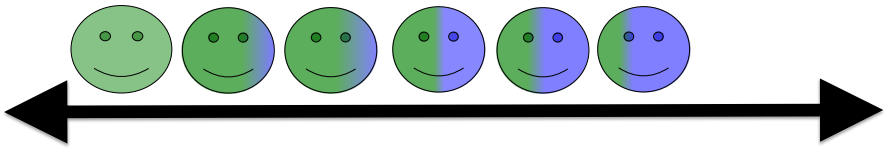




ngForBiliteracy.com

18

In this session we will experience SLA and Science integrated dual language and biliteracy instruction designed for 4th grade…



These are the students I can expect to have in my classroom…

who is missing? Why?

www.TeachingForBiliteracy.com

19

Strategic Pairing in this Session





1 2

3 5

4 6

www.TeachingForBiliteracy.com

20

1. Find a place to sit where you can both see the screen.

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

My role in teaching for biliteracy is __.

What about you?



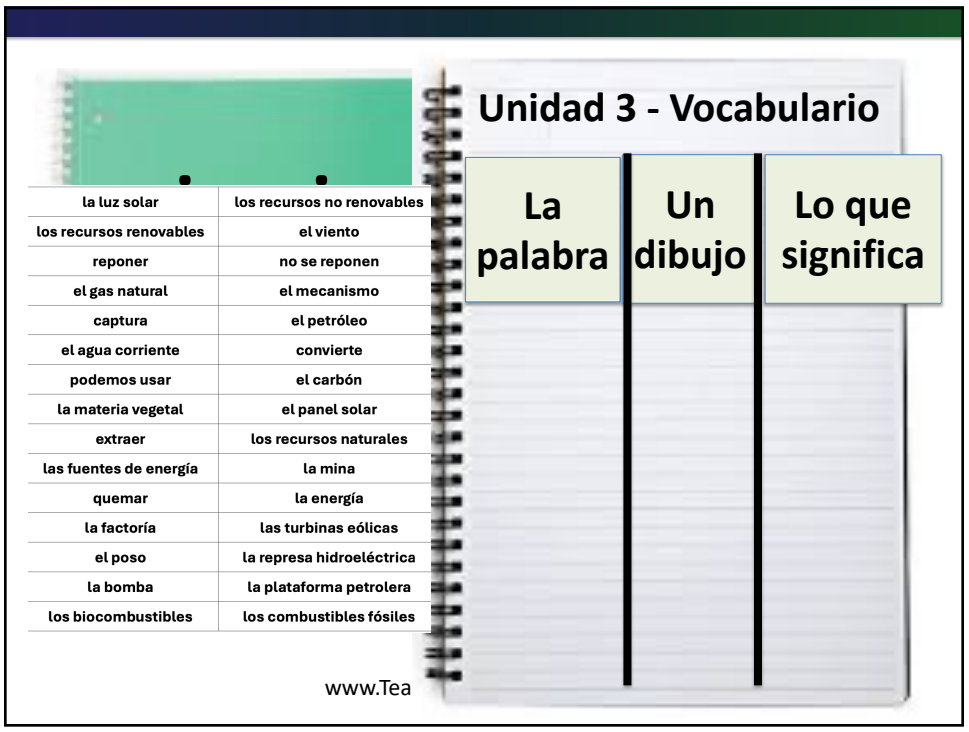
www.TeachingForBiliteracy.com

21

Instrucción

www.TeachingForBiliteracy.com

22



23

Characteristics of Biliteracy Instruction

Pg. 5

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

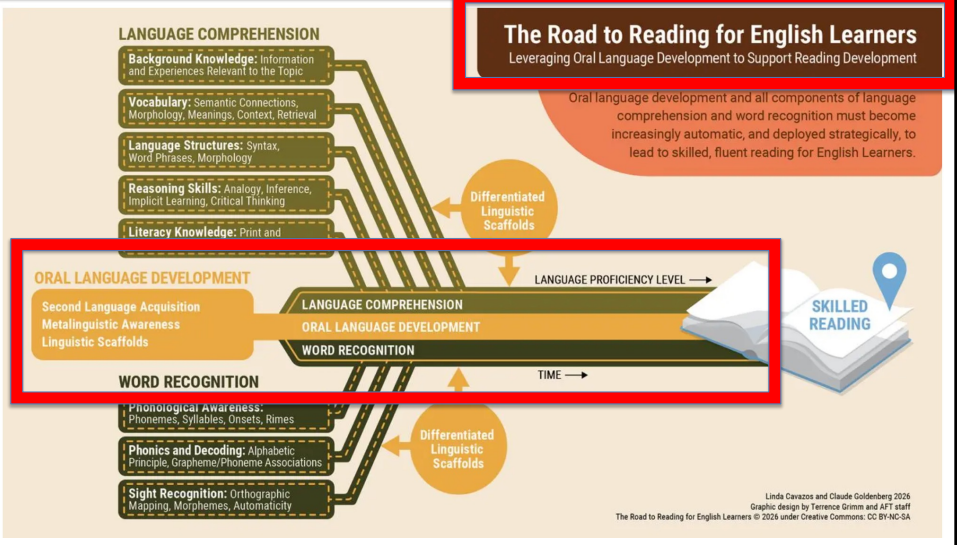
Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

Teaching for Biliteracy...

Includes a **culturally responsive frame for learning:** integrating content of a universal theme with language development and literacy instruction.

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

24

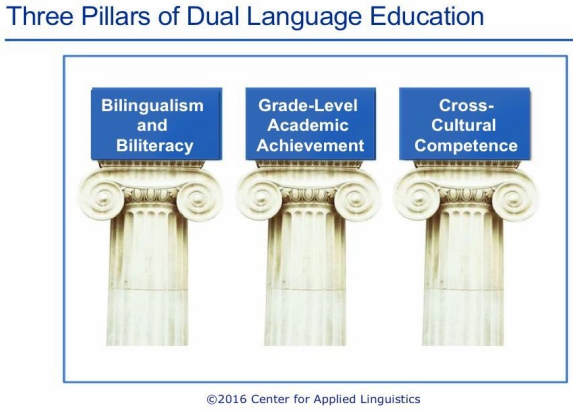


Institute Resource Packet online

racy.com

25

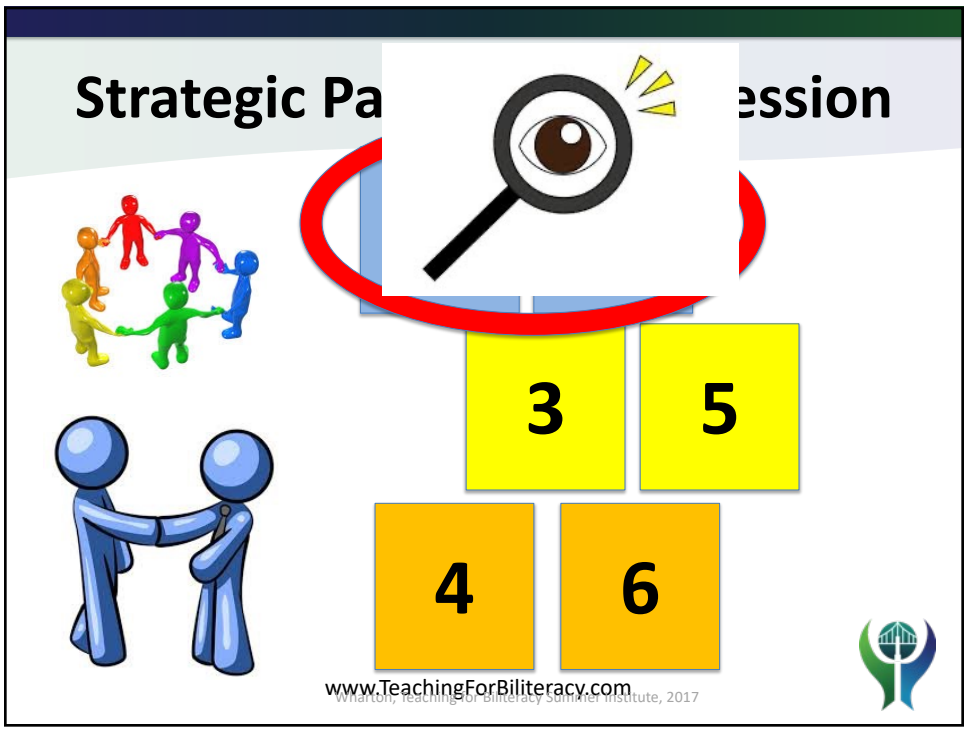
If the goals of Dual Language are…



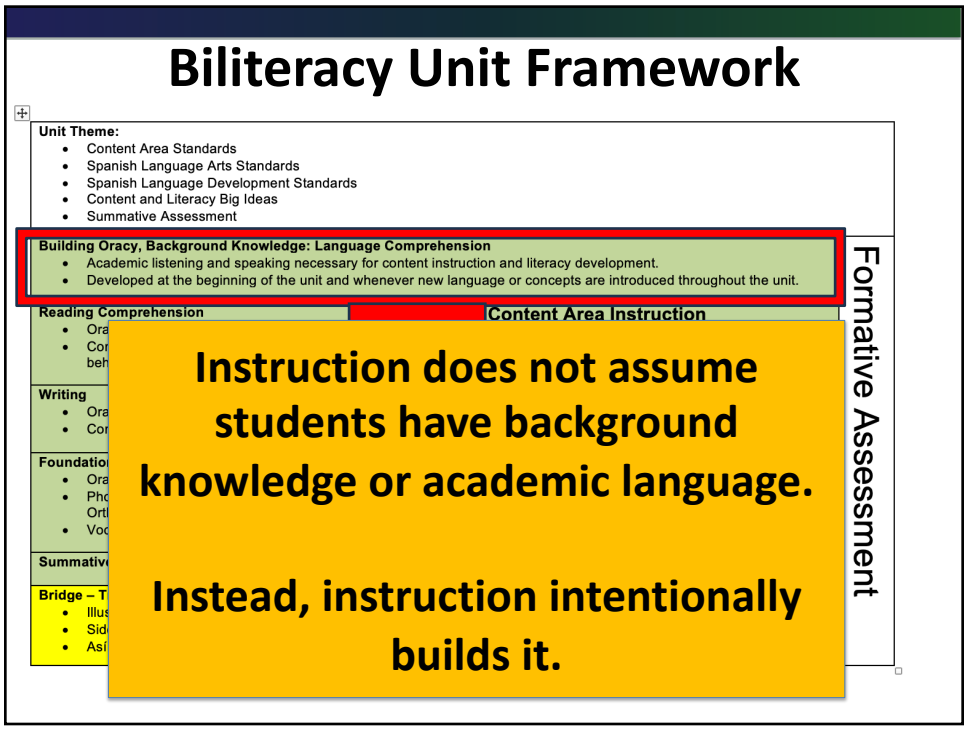
…then we have to support our students on this pathway from the start.

www.TeachingForBiliteracy.com

26


Strategic Pa
ession
3
5
4
6
www.TeachingForBiliteracy.com
Wharton, Teaching for Biliteracy Summer Institute, 2017

27

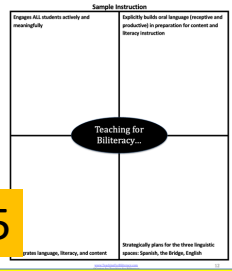

Biliteracy Unit Framework
Unit Theme:
Content Area Standards
Spanish Language Arts Standards
Spanish Language Development Standards
Content and Literacy Big Ideas
Summative Assessment
Building Oracy, Background Knowledge: Language Comprehension
Academic listening and speaking necessary for content instruction and literacy development.
Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.
Reading Comprehension
Content Area Instruction
Writing
Summative
Bridge – T
Formative Assessment
Instruction does not assume students have background knowledge or academic language.
Instead, instruction intentionally builds it.

28

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

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

Focus on the pedagogy.



Pg. 5

How do the supports help all students make abstract grade level concepts more concrete?

29

Agenda:

- ✅ Welcome & Introductions
- ✅ Characteristics of Biliteracy Instruction
- **Sample Instruction: Part 1 Building Oracy and Background Knowledge**
- Biliteracy Strategies
- The Biliteracy Unit Framework
- Sample Instruction: Part 2 The Bridge
- Session Closure and Evaluation

www.TeachingForBiliteracy.com

30

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.**

www.TeachingForBiliteracy.com

31

Marking the Language of Instruction





www.TeachingForBiliteracy.com

32


Post-it Wall Pad
3M
MARKS A LOT

33


www.TeachingForBiliteracy.com

34

Characteristics of Biliteracy Instruction

Pg. 5

Engages ALL students actively and	**entionally builds oracy** **ing and speaking) and** **ground knowledge** in reparation for literacy ding and writ and tion **unit**
Inc **frame for learning:** integrating content universal theme with language developmer literacy instruction.	**three linguistic spaces:** Spanish, the Bridge, English

How did you feel as a student?

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

35

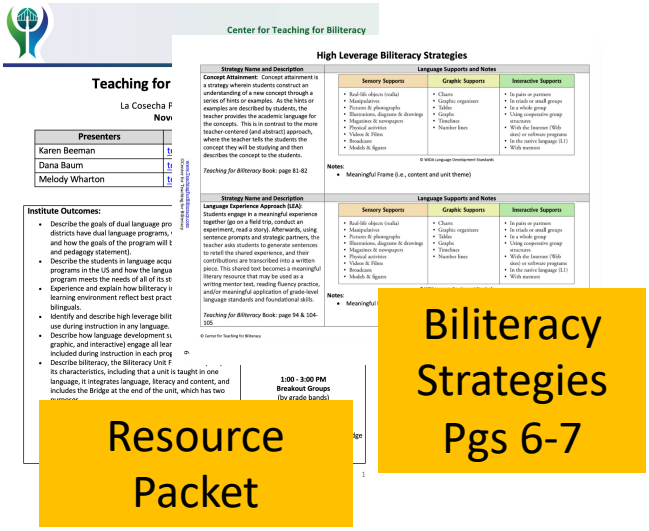
Agenda:

- ✅ Welcome & Introductions
- ✅ Characteristics of Biliteracy Instruction
- ✅ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- **Biliteracy Strategies**
- The Biliteracy Unit Framework
- Sample Instruction: Part 2 The Bridge
- Session Closure and Evaluation

www.TeachingForBiliteracy.com

36

Materials for today's session



Resource Packet

Biliteracy Strategies Pgs 6-7

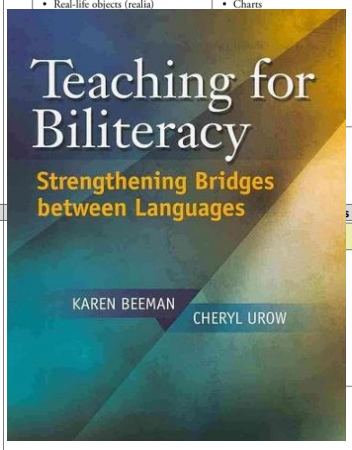
www.TeachingForBiliteracy.com

37

High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. *Teaching for Biliteracy* Book: page 81-82	• Real-life objects (realia)	• Charts	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Strategy Name and Description			**Interactive Supports**
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105			• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors



© Center for Teaching for Biliteracy

38

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. *Teaching for Biliteracy* Book: page 81-82	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
	© WIDA Language Development Standards		
	Notes:		

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
	© WIDA Language Development Standards		
	Notes:		

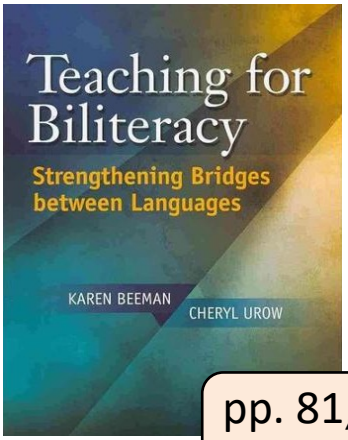
© Center for Teaching for Biliteracy

Resource Packet Page 6

www.TeachingForBiliteracy.com

39

Concept Attainment
with Sentence Prompts and TPR



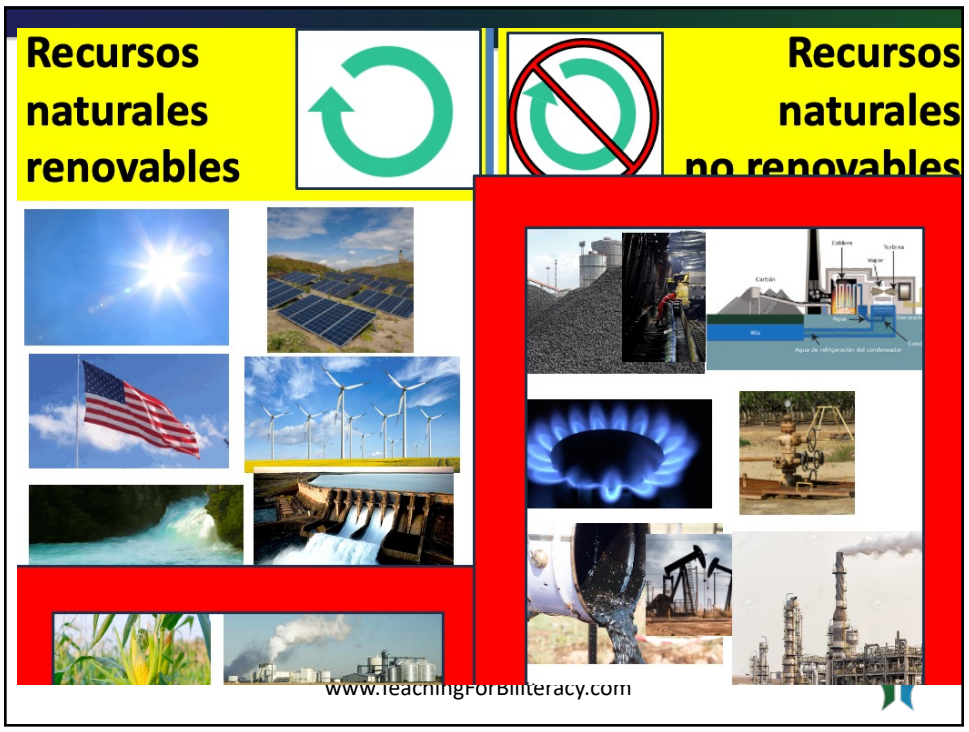
pp. 81, 82

Students use visuals and sentence prompts to identify the concept.

New vocabulary is introduced with visual and kinesthetic support to support meaning.

ngForBiliteracy.com

40



41

Language Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & DVDs • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

© WIDA, Language Development Standards

www.TeachingForBiliteracy.com

42

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. *Teaching for Biliteracy* Book: page 81-82	• Real-life objects (realia) • Pictures & photographs • Physical activities • Broadcasts • Models & figures	• Charts • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In a whole group • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Notes:

Sorted photographs to distinguish between renewable and nonrenewable natural resources

www.TeachingForBiliteracy.com

43

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

© WIDA Language Development Standards

Notes:
- Meaningful Frame (i.e., content and unit theme)

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. *Teaching for Biliteracy* Book: page 82 & 136	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

© WIDA Language Development Standards

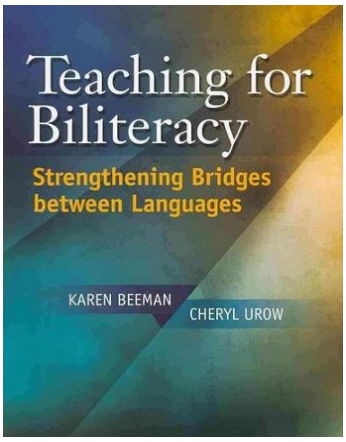
otes:
- Meaningful Frame (i.e., content and unit theme)

Resource Packet Page 7

for mor… …n more high leverage biliteracy strategies, scan the QR code!

44

Fish Bowl



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

p. 82
& 136

www.TeachingForBiliteracy.com

45



www.TeachingForBiliteracy.com

46

¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)… Son….

Pienso que es un(a)…Pero no sé exactamente come se llama.
O Tal vez es…

No sé lo que es.

¿Qué opinas?

Estoy de acuerdo/desacuerdo porque…
Y quiero agregar que….
Ahora es mi turno.

Tomar turnos con todas las imágenes.

47

Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.	**Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	**Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	**Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
	© WIDA Language Development Standards		
	Notes: • Meaningful Frame (i.e., content and unit theme)		

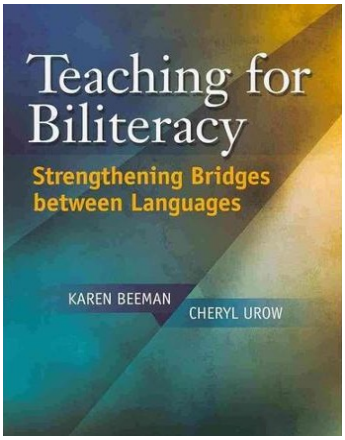
Strategy Name and Description	Language Supports and Notes		
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. *Teaching for Biliteracy* Book: page 82 & 136	**Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	**Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	**Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
	Notes: • Meaningful Frame (i.e., content and unit theme)		

Resource Packet Page 7

For more high leverage biliteracy strategies, scan the QR Code!

48

The LEA – Language Experience Approach with TPR



Students participate in a shared experience. Then, students co-construct a text.

p. 94 & pp. 104 - 105

www.TeachingForBiliteracy.com

49

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes
Concept Attainment: Concept attainment is a c… co… th… co… te… wh… concept they will be studying and then describes the concept to the students. *Teaching for Biliteracy* Book: page 81-82	Sensory Supports: • Videos & Films • Broadcasts • Models & figures Graphic Supports: Interactive Supports: sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards **Notes**:

Meaningful frame or Context in which this strategy was used.

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	**Graphic Supports**	**Interactive Supports**
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
	Notes:		

Resource Packet Page 6

© Center for Teaching for Biliteracy

1

50

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. *Teaching for Biliteracy* Book: page 81-82	**Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures **Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines **Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards **Notes**: • Meaningful Frame (i.e., content and unit theme)
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105	**Language Supports and Notes** **Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures **Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines **Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards • Meaningful Frame (i.e., content and unit theme)

© Center for Teaching for Biliteracy

51

Strategy Name and Description	Language Supports and Notes
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. *Teaching for Biliteracy* Book: page 81	**Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures **Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines **Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards **Notes**: • Meaningful Frame (i.e., content and unit theme)
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. *Teaching for Biliteracy* Book: page 82 & 136	**Language Supports and Notes** **Sensory Supports** • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures **Graphic Supports** • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines **Interactive Supports** • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards **Notes:** • Meaningful Frame (i.e., content and unit theme)
	For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

52

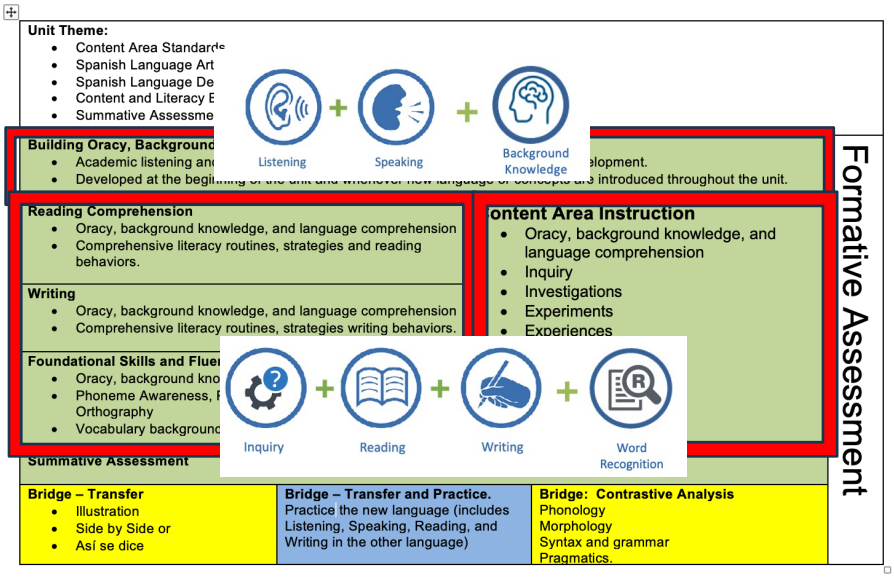
Agenda:

- ✅ Welcome & Introductions
- ✅ Characteristics of Biliteracy Instruction
- ✅ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- ✅ Biliteracy Strategies
- **The Biliteracy Unit Framework**
- Sample Instruction: Part 2 The Bridge
- Session Closure and Evaluation

www.TeachingForBiliteracy.com

53

Biliteracy Unit Framework



54

Center for Teaching for Biliteracy

Teaching for Biliteracy in Action!

La Cosecha Pre-Conference Institute, November 11, 2026 – Santa Fe, NM

Cosecha PCI 2026 Resource Packet-Teaching for Biliteracy

Cosecha PCI 2026-3 Pillars of Dual Language Answers & Reflection

Cosecha PCI -2026 Kinder Sample BUF Emotions Universal Theme & ELA

Cosecha PCI 2026 Kinder U5 6 Steps of the Bridge

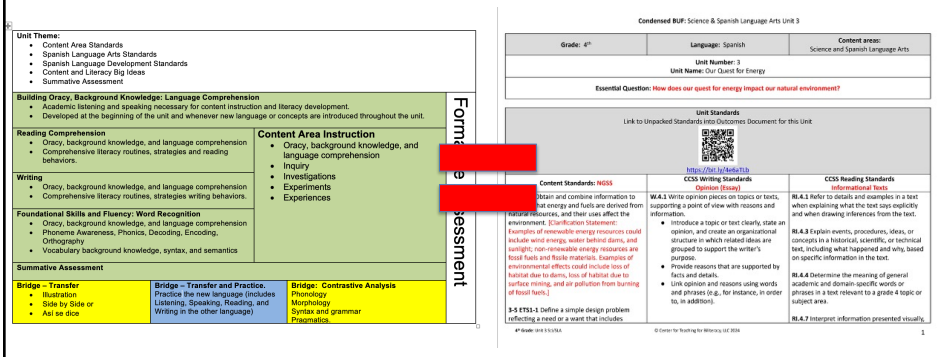
Cosecha PCI 2026 4th grade Unit 3 Sample BUF

Cosecha PCI 2026 4th grade unit 3 Bridge steps

www.TeachingForBiliteracy.com

55

Biliteracy Unit Framework (BUF)



www.TeachingForBiliteracy.com

56

Sample 4th Grade Science/SLA BUF

Condensed BUF: Science & Spanish Language Arts Unit 3

Grade: 4th	**Language:** Spanish	**Content areas:** Science and Spanish Language Arts
Unit Number: 3 **Unit Name:** Ou		
Essential Question: How does our quest		

Standards

Unit S		
NGSS Standards	**CCSS Writing Standards** **Opinion (Essay)**	**CCSS Reading Standards** **Informational Texts**
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] **3-5 ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5 ETS1-2** Generate and compare multiple possible solutions to a problem based on how	**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Provide a concluding statement or section related to the opinion presented. **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

57

Sample 4th Grade Science/SLA BUF

Unit Big Ideas

Science Content Big Ideas:

1. I want my students to understand that the energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways (4-ESS3-1).
   a. For example, building a dam for hydropower can lead to a loss of habitat.
   b. For example, burning fossil fuels to power the lights in a school can cause air pollution.
2. I want my students to understand that some resources are renewable over time, and others are not.
   a. For example, wind energy, hydroelectric power (water energy),
   naturally.
   b. For example, fossil fuels and fissile materials are non-renewabl

Big Ideas

Science Inquiry Big Ideas:

1. I want my students to understand that any application of a science or engineering solution to a problem has both intended and unintended consequences (4-ESS3-1).
   a. For example, the creation of wind farms impacts the environment by creating a renewable energy source (intended) and causing habitat loss and fragmentation (unintended).
   b. Fo
   to

Engineering, Tech

1. I want my
   environm
   Different
   the constr
   a. Fo
   en
   b. Fo
   en
2. I want my
   solution ir
   a. Fo
   ne
   b. Fo

Language Arts Big Ideas: I want students to understand that when reading complex, grade-level **informational** text (RI.4.10), it is important to

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (RI.4.1).
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text (RI.4.3).
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (RI.4.4).
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (RI.4.7).
- Draw evidence from literary texts to support analysis, reflection, and research (W.4.9).

...to be able to write their own **opinion essay** (W.4.1) where they

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose (W.4.1A).
- Provide reasons that are supported by facts and details (W.4.1B).
- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*) (W.4.1C).
- Provide a concluding statement or section related to the opinion presented (W.4.1D).

respond to the questions, Can the United States really be 100% carbon-free by the year 2050 by only relying on renewable energy? Is this a realistic goal?

58

Sample 4th Grade Science/SLA BUF

Unit Flow Chart

Unit Launch: Initial Oracy for Science

Students will develop oracy and background knowledge around energy and fuels that come from renewable and non-renewable natural resources.

↓

Investigation 1: Science Inquiry and Literacy
(reading to build knowledge about the science topic and writing about

In the first investigation of the unit, students use the oracy developed
launch (and more if necessary) to gather and combine information abo
renewable and non-renewable energy sources and their uses. Student
information gathered in writing their opinion essay (described below) and in the collaborative problem-solving project (described below).

Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later.

Investigation 2: Science Inquiry and Literacy
(reading to build knowledge about the science topic and writing about the science topic)

In the second investigation of the unit, students continue to develop oracy and gather and combine information on the environmental impact of the use of both renewable and non-renewable sources of energy. This information will also be used when writing their opinion essay (described below) and in the collaborative problem-solving project (described below).

Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later.

↔

Using texts about renewable and non-

Students build oracy around the language of the reading standards AND the content compatible and content obligatory language in the text in anticipation of formal reading instruction.

Reading and Responding to Informational Texts: Students engage in formal reading instruction, using informational texts, and focusing on the skills and expectations of the informational reading standards. Students respond to text both orally and in writing.

Foundational Skills, Speaking and Listening, Language, and Language Development Standards to be integrated will be identified and added later.

↓

Science and Engineering Collaborative Problem-Solving Project

Writing: Opinion Essay
Students will apply the knowledge and

Unit Flow Chart

59

Sample 4th Grade Science/SLA BUF

Unit Storyline

In this third integrated science and Spanish Language Arts unit of the year, students will engage in inquiry around energy and fuels. Specifically, students will investigate how energy and fuels are derived from natural resources (both renewable and non-renewable) and how their uses affect the environment (**4-ESS3-1**). This unit's investigations and inquiry will allow students to implement the science and engineering practice of obtaining and combining information from books and other reliable media to explain phenomena, rather than from constructing and using models (as in unit 1) or from collecting evidence from their own hand-
problem-solving project where they will apply what they have learned
dependence on non-renewable energy (**3-5 ETS1-1, 3-5 ETS1-2**). At th
student to use what they have learned about renewable and non-rene
order to create a poster that illustrates the benefits and challenges of

ach

As students work to obtain and combine information about the fuels and the effects of their uses on the environment (**4-ESS3-1**), they will also focus on meeting reading informational text standards **(RI 4.1, RI 4.3, RI 4.4, RI 4.7, RI 4.10)**. In addition, students will work to meet writing standards as they take notes on the texts they read and as they write an opinion piece based on the information they have collected (**W.4.1, W.4.4, W.4.6, W.4.8, W.4.9, W.4.10**). Their opinion essay will respond to the question: *Should the United States try to be 100% carbon-free by the year 2050 by relying on clean energy such as renewable energy, nuclear energy, or waste?*

Science Inquiry:
Over the course of the unit, students will engage in two different investigations to build their understanding of sources of energy and how their uses affect the environment (**4-ESS3-1**). In each investigation, the students will gather and combine information from a variety of print and media sources (including but not limited to books, online articles, state government energy websites, charts, diagrams, and graphs) (**4-ESS3-1**). As the students gather and combine information during the investigations, the teacher will have the opportunity to support students in taking notes and categorizing the information collected, and in providing a list of sources (**W.4.8, W.4.9, W.4.10**).

The **first investigation** will focus on gathering and combining information ***in order to understand the difference between renewable resources*** (like wind, water, and solar, which renew over time) ***and non-renewable resources*** (such as fossil fuels and fissile material, which do not renew) and to describe some ways that each of these sources of energy are used.

In the **second investigation**, students will investigate the ***environmental impact of the use of both renewable and non-renewable sources of energy***. For example, students will discover that dams, which use a renewable source of energy (water) and surface mining for coal (a non-renewable source of energy) BOTH cause the loss of habitats for a variety of plants and animals. While students may consult print and media

Unit Storyline

60

Sample 4th Grade Science/SLA BUF

Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below).

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

Strategies to use may include:

- Concept Attainment (p.81-82): Through analysis of a series of photos shared by the teacher, students will attain the concepts of renewable and non-renewable natural resources **4-ESS3-1**
  - Images for: *la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los recursos naturales, renovables, no renovables*
- Concept Attainment or Picture Sort (p.83): Students match images into pairs (closed sort) by determining the relationship between the images (renewable energy source and how we harness the energy and non-renewable energy source and how we extract the resource) **4-ESS3-1**
  - Images: *la luz solar, el viento, el agua corriente, el carbón, el petróleo, el gas natural, los paneles solares, la represa hidroeléctrica, las turbinas eólicas, la plataforma petrolera, las bombas de fracturación, la minería del carbón, el pozo de gas natural, extrae, captura, el aparato o el mecanismo*
- Sentence Prompts (p. 83) with images used to scaffold students in producing complete sentences when observing examples of natural resources. **4-ESS3-1**
  - *Yo observo __.*
  - *En las dos fotos observo ___.*
  - *EN las tres fotos hay ___.*
  - *En las cuatro fotos noto que ___.*
  - *Lo que tienen en común todas las fotos es __.*
  - *Todas las fotos son ejemplos de ___.*

BUF Components

61

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

	Outcomes					
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources. **Sensory Supports**: Pictures/images, Total Physical Response **Graphic Supports**: T-chart (concept attainment), Sentence Prompts **Interactive Supports**: Whole group, Strategic partners					
Student name:	Identifies examples of natural resources by exhibiting **receptive language** (actions during TPR)	Demonstrates **productive language** by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting **receptive language** (actions during TPR)	Demonstrates **productive language** by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting **receptive language** (actions during TPR)	Demonstrates **productive language** by speaking words with TPR
	los recursos naturales *la luz solar* *el viento* *el agua* *la materia vegetal* *el carbón* *el petróleo* *el gas natural*	*los recursos naturales* *la luz solar* *el viento* *el agua* *la materia vegetal* *el carbón* *el petróleo* *el gas natural*	*las fuentes de energía* *renovables* *no renovables* *reponer*	*las fuentes de energía* *renovables* *no renovables* *reponer*	*el aparato o el mecanismo* *captura* *lo convierte* *la energía* *los paneles solares* *las turbinas eólicas* *la represa* *hidroeléctrica* *la minería* *La fábrica* *la bomba de fracturación* *extrae* *un pozo* *poner en marcha*	*el aparato o el mecanismo* *captura* *lo convierte* *la energía* *los paneles solares* *las turbinas eólicas* *la represa* *hidroeléctrica* *la minería* *la fábrica* *la bomba de fracturación* *extrae* *un pozo* *poner en marcha*

Formative Assessments

62

Sample 4th Grade Science/SLA BUF

COMPLETED SAMPLE Learning Plan for THIS Unit https://bit.ly/SLA_OurQuestforEnergyLP	
Day to Day Planning Template – English https://bit.ly/T4BLPT	
Day to Day Planning Template – Spanish https://bit.ly/T4BEP	
6-step Planning Framework for the Bridge https://bit.ly/BridgeFramework6Steps	
Sample Formative Assessment Templates https://bit.ly/Unit5FAs	

Additional Resources

www.TeachingForBiliteracy.com

63

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

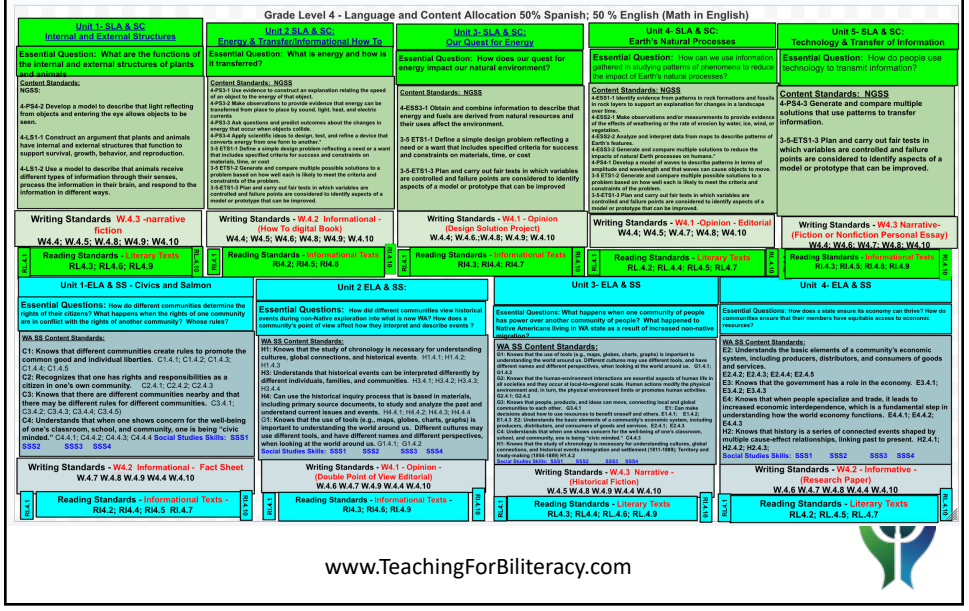
	Outcomes		
4-ESS3-1 Obtain a… combine information to describe that ener… and fuels are derived from natural resources and their uses affect	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.		
	Total Physical Response	Sentence Prompts	Strategic partners

- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy sources.
- Identify examples of non-renewable energy sources.

…ieve …nes?

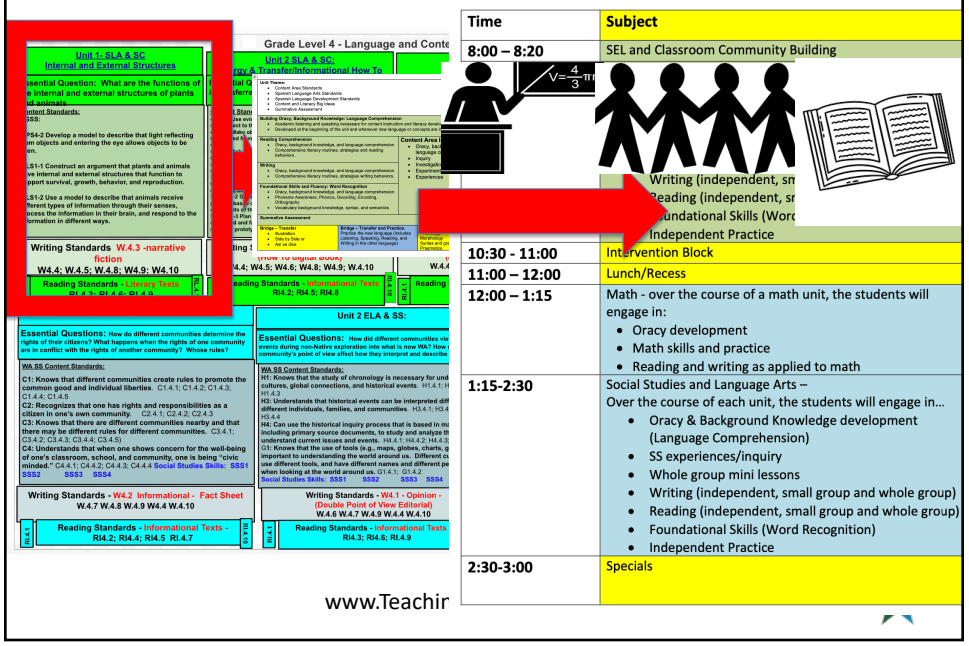
64

Sample Yearlong Biliteracy Map - 4th Grade 50/50



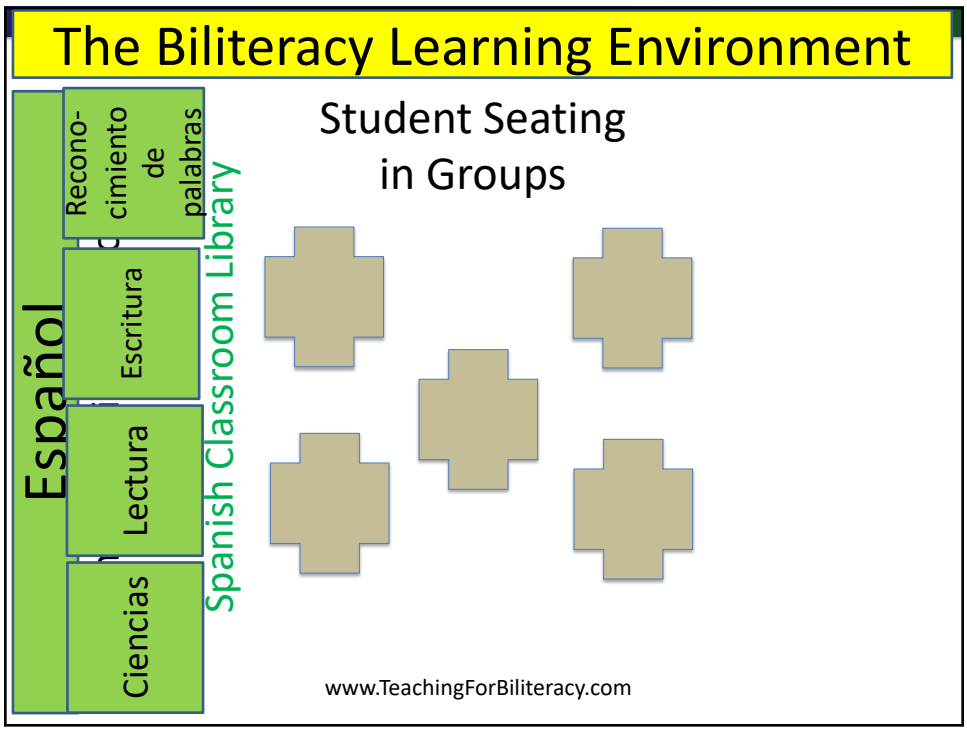
65

Sample Yearlong Biliteracy Map - 4th Grade

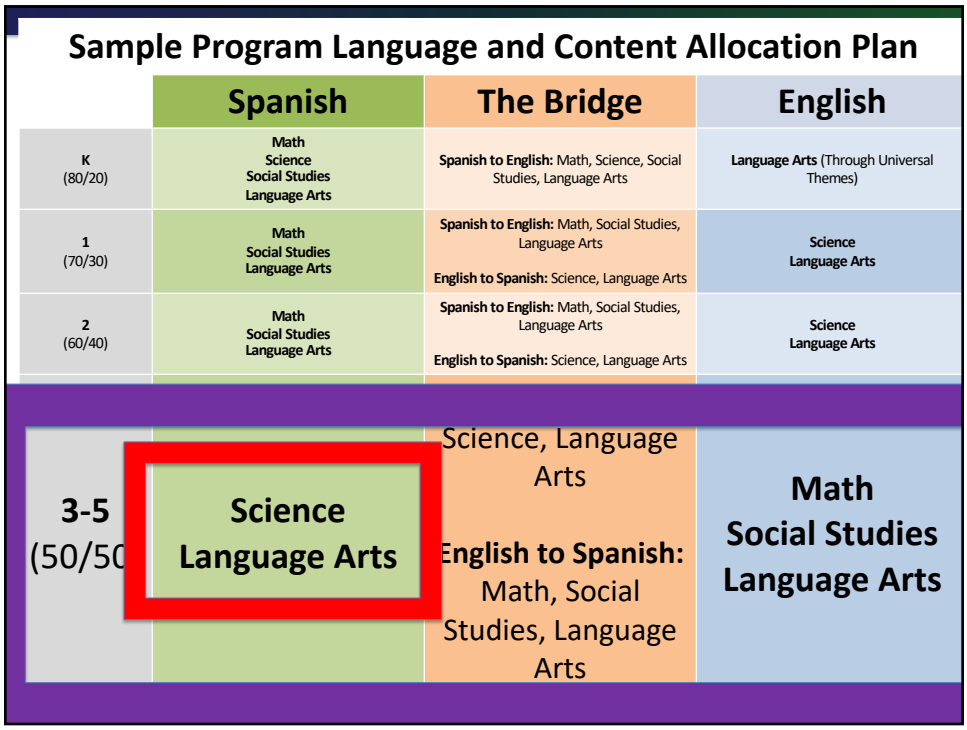


Time	Subject
8:00 – 8:20	SEL and Classroom Community Building
	Writing (independent, sm Reading (independent, sm Foundational Skills (Word Independent Practice
10:30 - 11:00	Intervention Block
11:00 – 12:00	Lunch/Recess
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: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

66


The Biliteracy Learning Environment
Español
Reconocimiento de palabras
Escritura
Lectura
Ciencias
Spanish Classroom Library
Student Seating in Groups
www.TeachingForBiliteracy.com

67


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

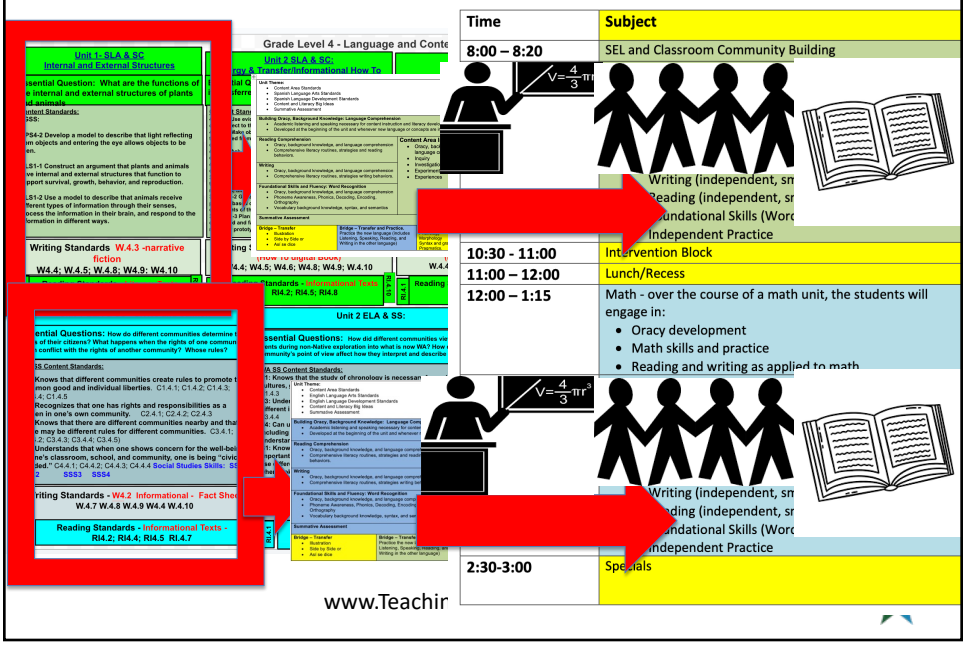
68

Sample Program Language and Content Allocation Plan

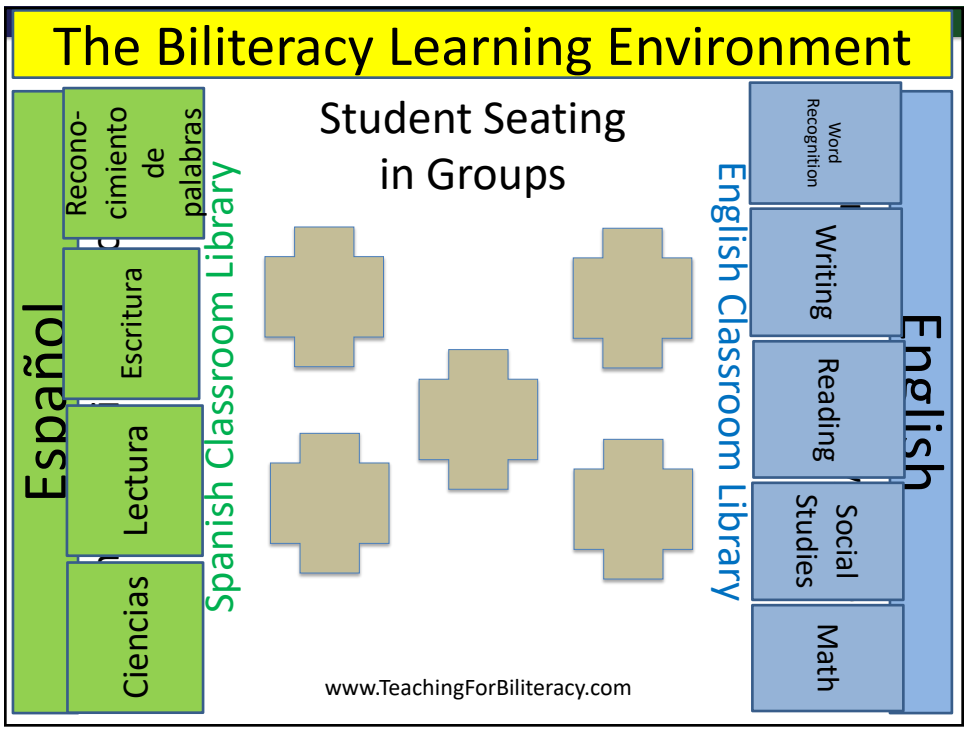
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	**Spanish to English:** Math, Science, Social Studies, Language Arts	**Language Arts** (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	**Spanish to English:** Math, Social Studies, Language Arts **English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

69

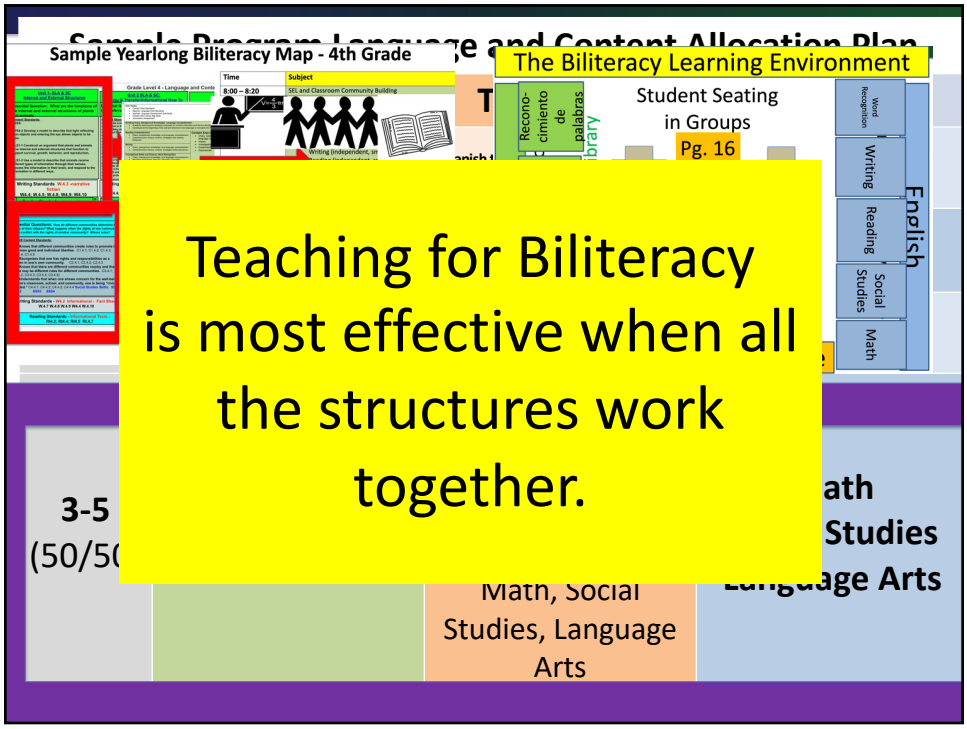
Sample Yearlong Biliteracy Map - 4th Grade



70


The Biliteracy Learning Environment
Español
Reconocimiento de palabras
Escritura
Lectura
Ciencias
Spanish Classroom Library
Student Seating in Groups
English Classroom Library
Word Recognition
Writing
Reading
Social Studies
Math
English
www.TeachingForBiliteracy.com

71


Sample Yearlong Biliteracy Map - 4th Grade
The Biliteracy Learning Environment
Student Seating in Groups
Pg. 16
Teaching for Biliteracy is most effective when all the structures work together.
3-5
Math, Social Studies, Language Arts

72

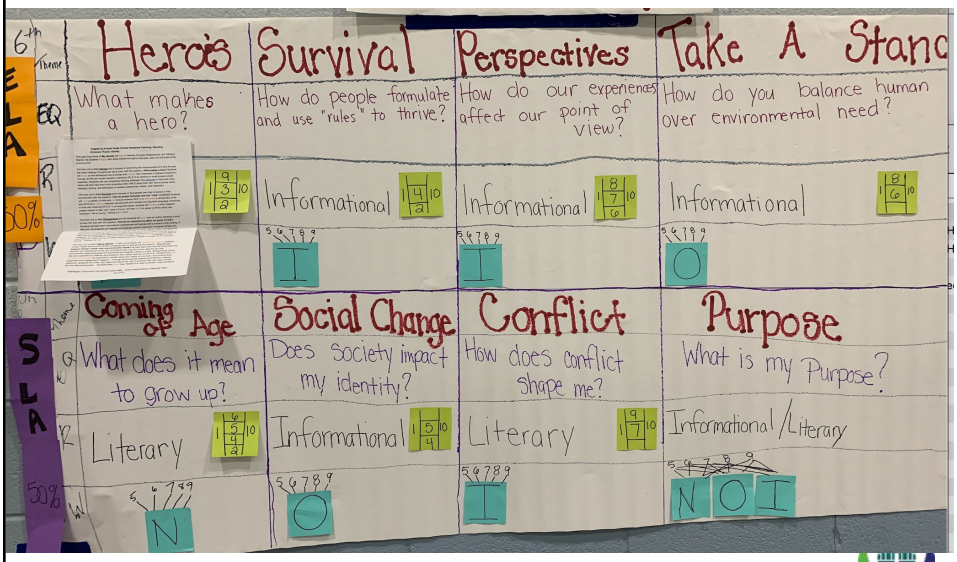
8th Grade Student Sample Schedule

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

www.TeachingForBiliteracy.com

73

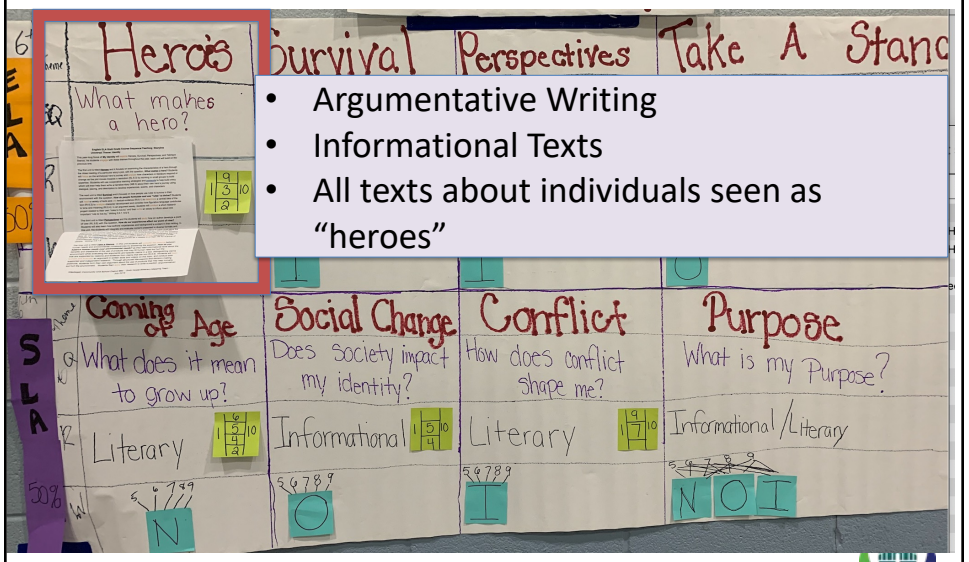
Sample Yearlong Biliteracy Map – 6th Grade



www.TeachingForBiliteracy.com

74

Sample Yearlong Biliteracy Map – 6th Grade

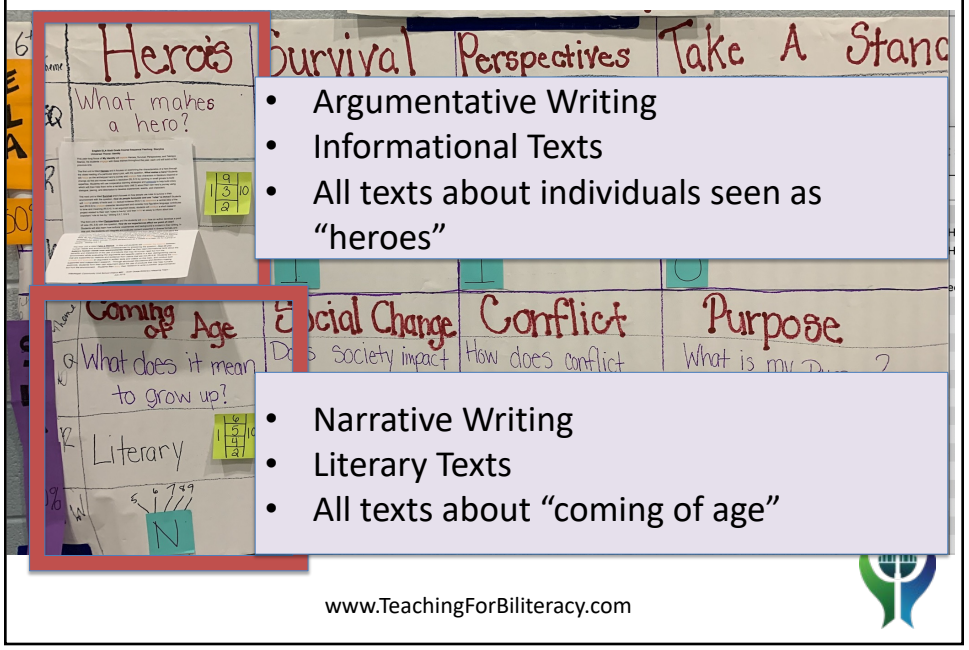


- Argumentative Writing
- Informational Texts
- All texts about individuals seen as "heroes"

www.TeachingForBiliteracy.com

75

Sample Yearlong Biliteracy Map – 6th Grade



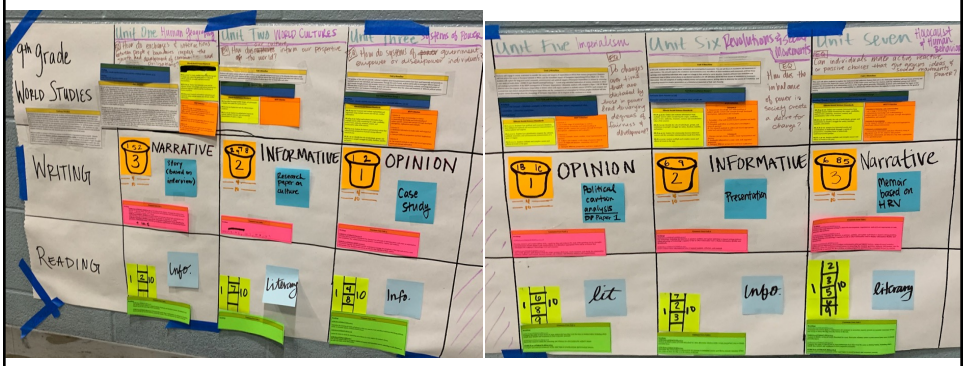
- Argumentative Writing
- Informational Texts
- All texts about individuals seen as "heroes"

- Narrative Writing
- Literary Texts
- All texts about "coming of age"

www.TeachingForBiliteracy.com

76

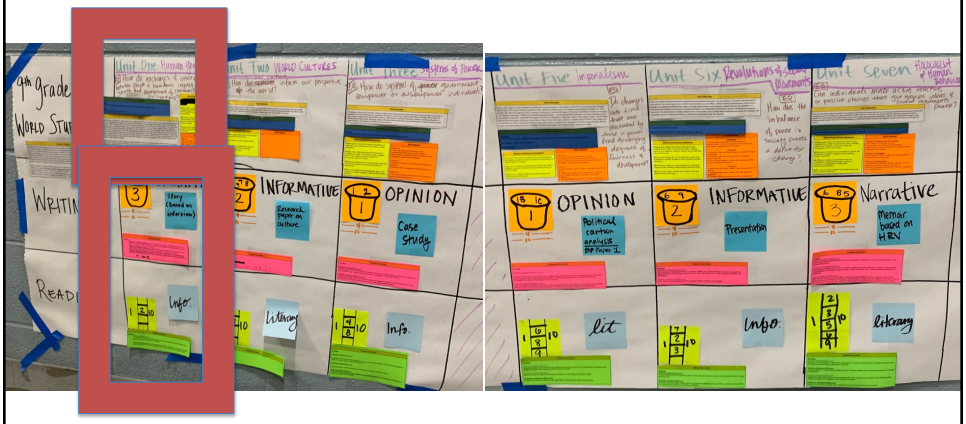
Sample Yearlong Biliteracy Map – 9th Grade For World Studies



www.TeachingForBiliteracy.com

77

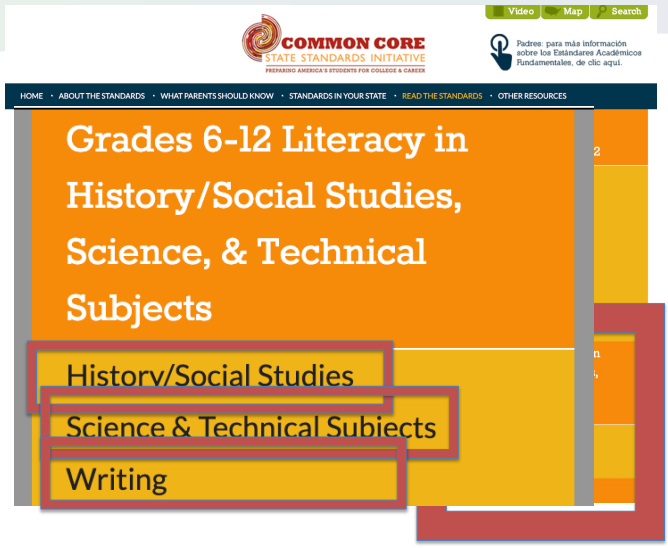
Sample Yearlong Biliteracy Map – 9th Grade For World Studies



www.TeachingForBiliteracy.com

78

Literacy Standards for 6-12th Grade



www.TeachingForBiliteracy.com

79

Overview: Biliteracy Curriculum Mapping Process

Steps	Components
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement and Look Fors that match the program pedagogy.
	Using the Teaching for Biliteracy Recommendations, create the Language and Content Allocation Plan for all grades and schedules that match for each grade level.
	Review the instructional shifts of the standards: • NGSS • C 3 Framework for SS • CCSS Language Arts (page i of the bilingual CCSS grade level packet) *If using a published program or resource: • Review its organization to determine how the standards and all the instructional shifts of each set of standards are reflected and incorporated into the

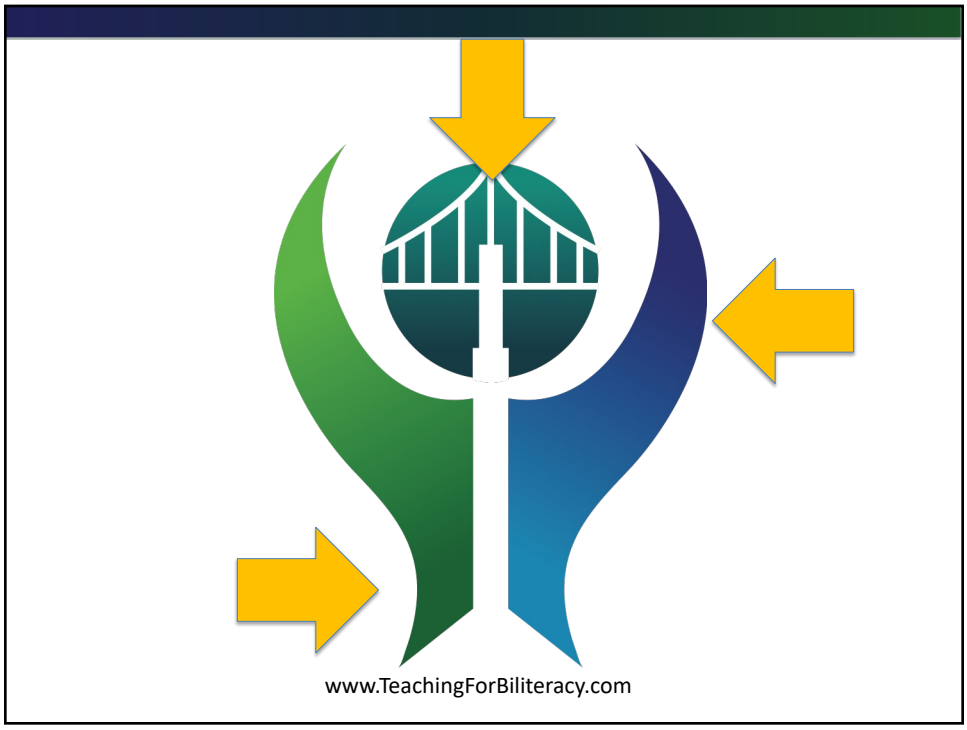
Standards-based

Standards-aligned

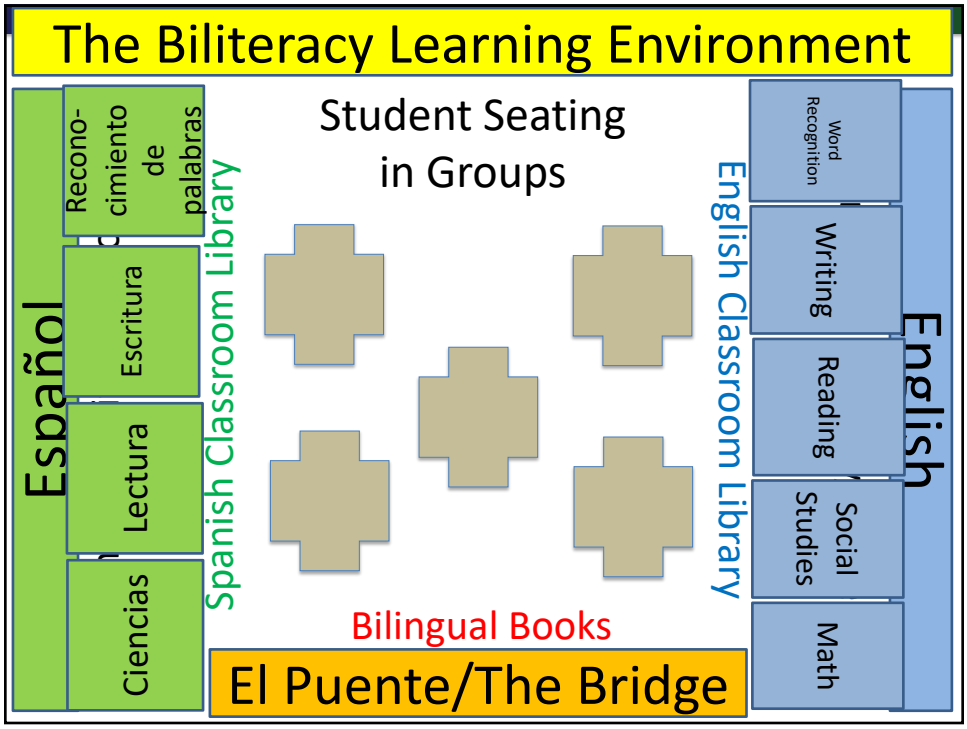
Standards-Based	Standards-Aligned (Published Program)
Start mapping by bundling the content area	Create a yearlong grade level standards map
Begin to write year-long and unit storylines, starting with the content focus. Select the writing standards and the writing genre, making sure they are a good fit with the content. Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing). Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.	language). Include the unit theme, the meaningful context for learning (such as the topic of the unit), and the standards addressed. • Analyze the **unit themes**. Are they concrete or abstract? Are they developmentally appropriate? Keep the units that provide a concrete meaningful frame and make appropriate revisions/adjustments to those that do not. Do this for each program language (Spanish and English). • List the **standards** for each unit. Determine what sets of standards are used (CCSS ELA, SS, NGSS). Analyze how the standards in each unit reflect the instructional shifts and organization of the standards. Adjust as needed. Write the first draft of your year-long storylines for each language.

Resource Packet Online

80


www.TeachingForBiliteracy.com

81


The Biliteracy Learning Environment
Español
Recono-cimiento de palabras
Escritura
Lectura
Ciencias
Spanish Classroom Library
Student Seating in Groups
Bilingual Books
El Puente/The Bridge
English Classroom Library
Word Recognition
Writing
Reading
Social Studies
Math
English

82

Sample Program Language and Content Allocation Plan

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

83

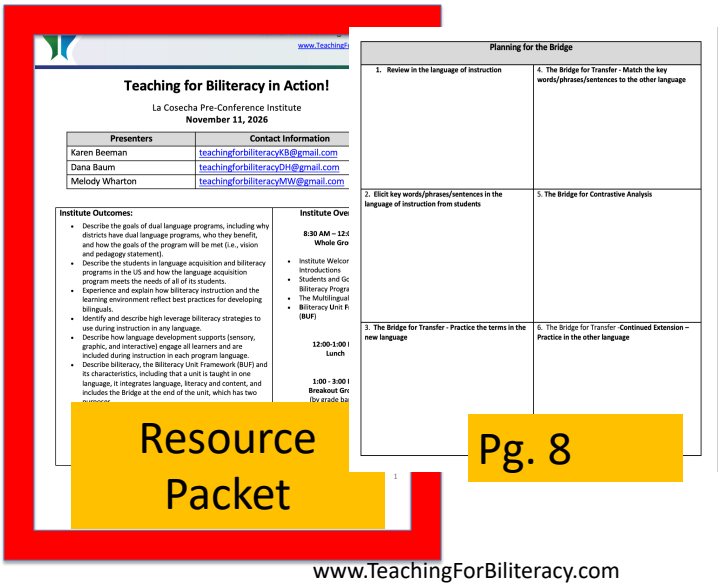
Agenda:

- ✅ Welcome & Introductions
- ✅ Characteristics of Biliteracy Instruction
- ✅ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- ✅ Biliteracy Strategies
- ✅ The Biliteracy Unit Framework
- **Sample Instruction: Part 2 The Bridge**
- Session Closure and Evaluation

www.TeachingForBiliteracy.com

84

Materials for today's session



www.TeachingForBiliteracy.com

85

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.

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

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

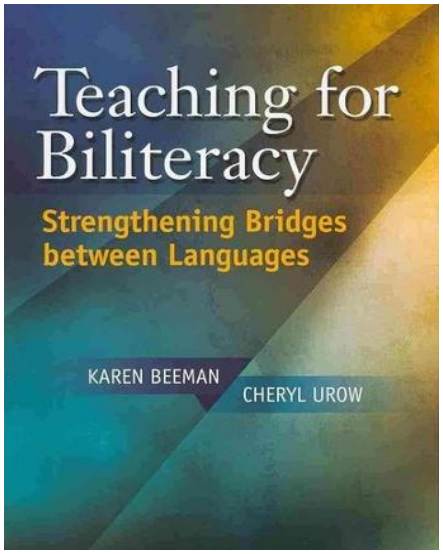
Formative Assessment

Summative Assessment

Bridge – Transfer	**Bridge – Transfer and Practice**	**Bridge: Contrastive Analysis**
• 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

www.TeachingForBiliteracy.com

86



Chapter 10
Pg. 133

www.TeachingForBiliteracy.com

87

Language Use Norms – for adults

- 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.

www.TeachingForBiliteracy.com

88

Marking the Language of Instruction





www.TeachingForBiliteracy.com

89

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

www.TeachingForBiliteracy.com

90



www.TeachingForBiliteracy.com

91

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

www.TeachingForBiliteracy.com

92

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

Step 2

www.TeachingForBiliteracy.com



93

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

www.TeachingForBiliteracy.com

94

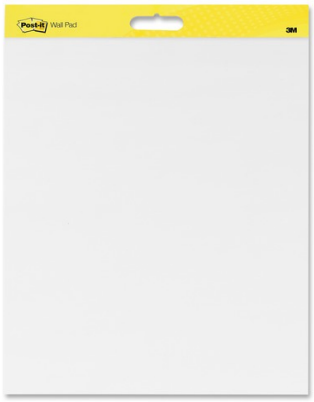
The Bridge- Step 4 happens during English portion of the day and is facilitated by the English teacher

www.TeachingForBiliteracy.com

95

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

Step 4





www.TeachingForBiliteracy.com

96

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

www.TeachingForBiliteracy.com

97

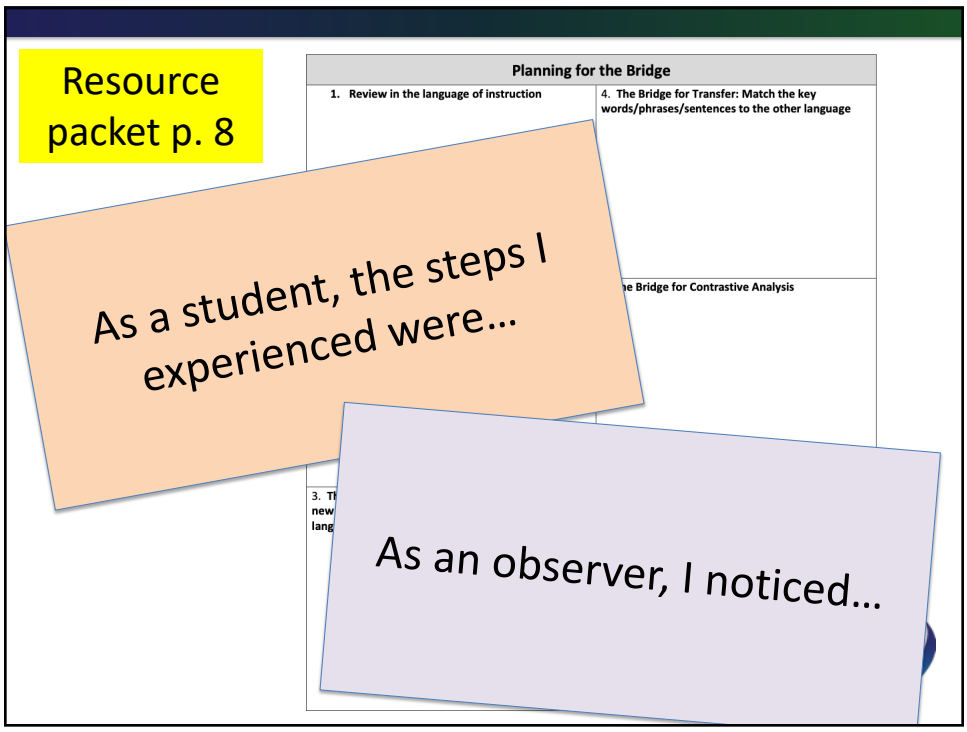
Español	English
Los recursos naturales	Natural resources
Las fuentes de energía renovables	Renewable energy
Los paneles solares	Solar panels
La energía solar	Solar energy
Las turbinas eólicas	Wind turbines
Los combustibles fósiles	Fossil fuels

Step 5

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

www.TeachingForBiliteracy.com

98

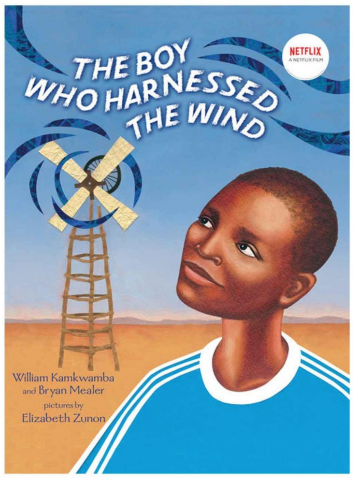


99

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

www.TeachingForBiliteracy.com

100



Reader's Theater



www.TeachingForBiliteracy.com

101

Debrief The Bridge

www.TeachingForBiliteracy.com

102

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

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

8th Grade Student Schedule

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

The Bridge isn't in the schedule.

So, when does each step take place?

www.TeachingForBiliteracy.com

103

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.

Re

W

Fo

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

Form

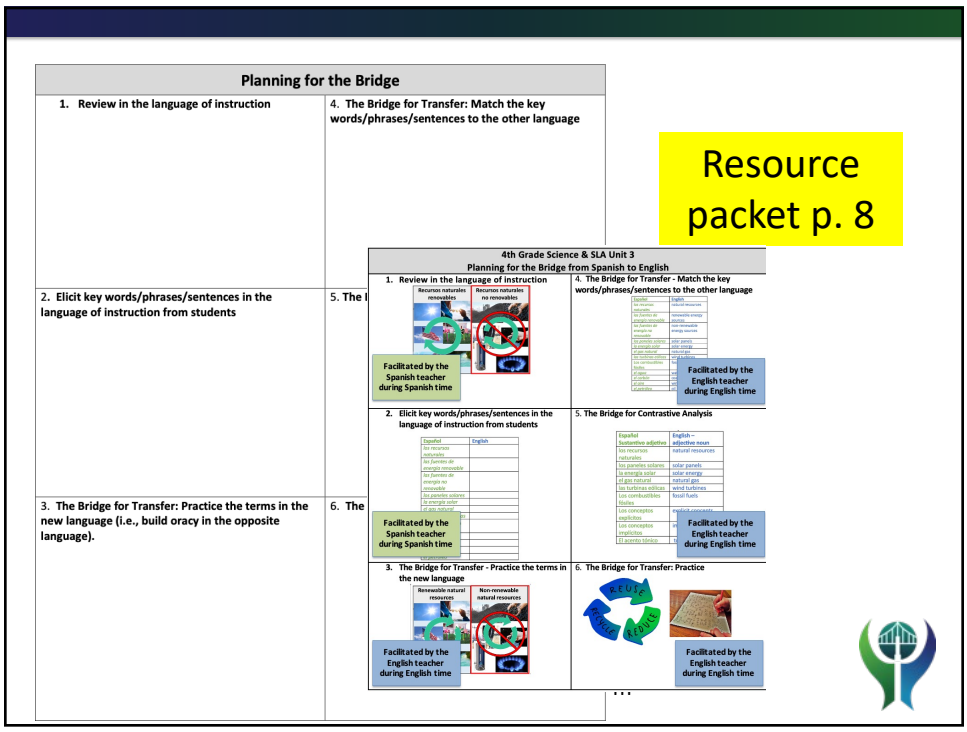
essme

What did we do during the Bridge?

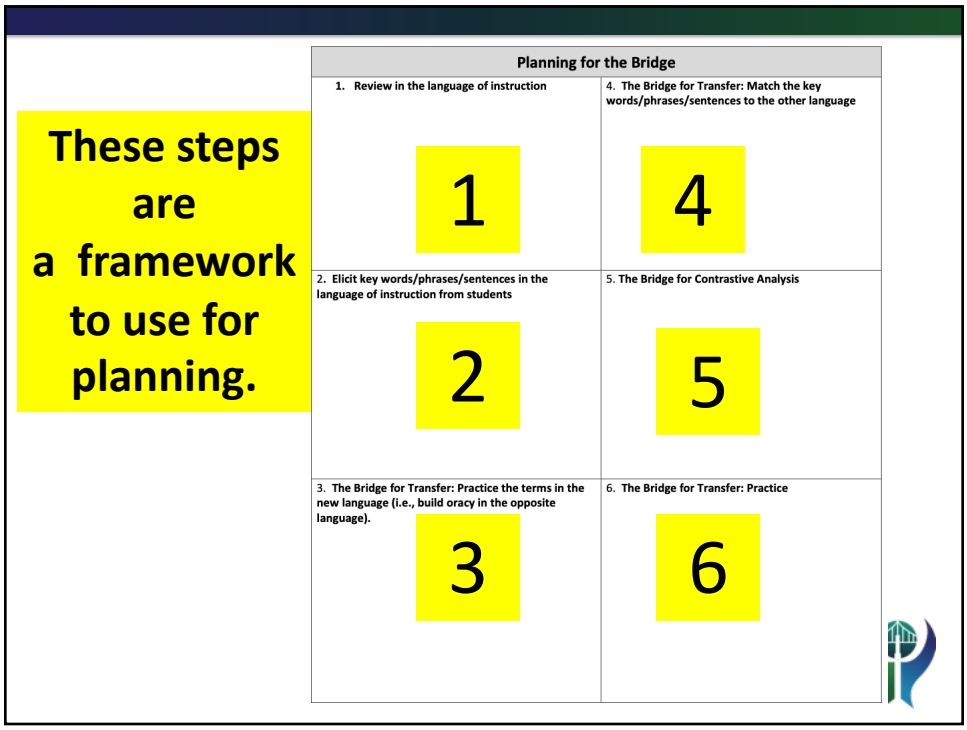
Bridge – Transfer	Bridge – Transfer and Practice	Bridge: Contrastive Analysis
• Illustration • Side by Side or • Así se dice	Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Phonology Morphology Syntax and grammar

www.TeachingForBiliteracy.com

104


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
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite language).
6. The
Resource packet p. 8
4th Grade Science & SLA Unit 3
Planning for the Bridge from Spanish to English
1. Review in the language of instruction
Facilitated by the Spanish teacher during Spanish time
4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
Facilitated by the English teacher during English time
2. Elicit key words/phrases/sentences in the language of instruction from students
Facilitated by the Spanish teacher during Spanish time
5. The Bridge for Contrastive Analysis
Facilitated by the English teacher during English time
3. The Bridge for Transfer - Practice the terms in the new language
Facilitated by the English teacher during English time
6. The Bridge for Transfer: Practice
Facilitated by the English teacher during English time

105


These steps are a framework to use for planning.
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

106

Facilitated by the Spanish Teacher during Spanish Time

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

Español	English
los recursos naturales	
los fuentes de energía renovable	
los fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
los turbinas eólicas	
Los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

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

107

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

Institute Resource Packet Online

108

8th Grade Student Schedule

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

www.TeachingForBiliteracy.com



109

8th Grade Student Schedule

	Subject	Language
Block Period	Start new unit Steps 1-2 **Integrated**	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

www.TeachingForBiliteracy.com



110

Facilitated by the Spanish Teacher During Spanish Time

Facilitated by the Spanish Teacher During Spanish Time

Facilitated by the English Teacher During English Time

Planning for the Bridge

1. Review in the language of instruction



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

Español	English
los recursos naturales	
las fuentes de energía renovable	
las fuentes de energía no renovable	
los paneles solares	
la energía solar	
el gas natural	
las turbinas eólicas	
Los combustibles fósiles	
el agua	
el carbón	
el aire	
el petróleo	

3. The Bridge for Transfer: Practice the terms in the …osite



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

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

5. The Bridge for Contrastive Analysis

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

6. The Bridge for Transfer: Practice



Facilitated by the English Teacher During English Time

Facilitated by the English Teacher During English Time

Facilitated by the English Teacher During English Time

111

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

Institute Resource Packet Online

112

8th Grade Student Schedule

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

www.TeachingForBiliteracy.com



113

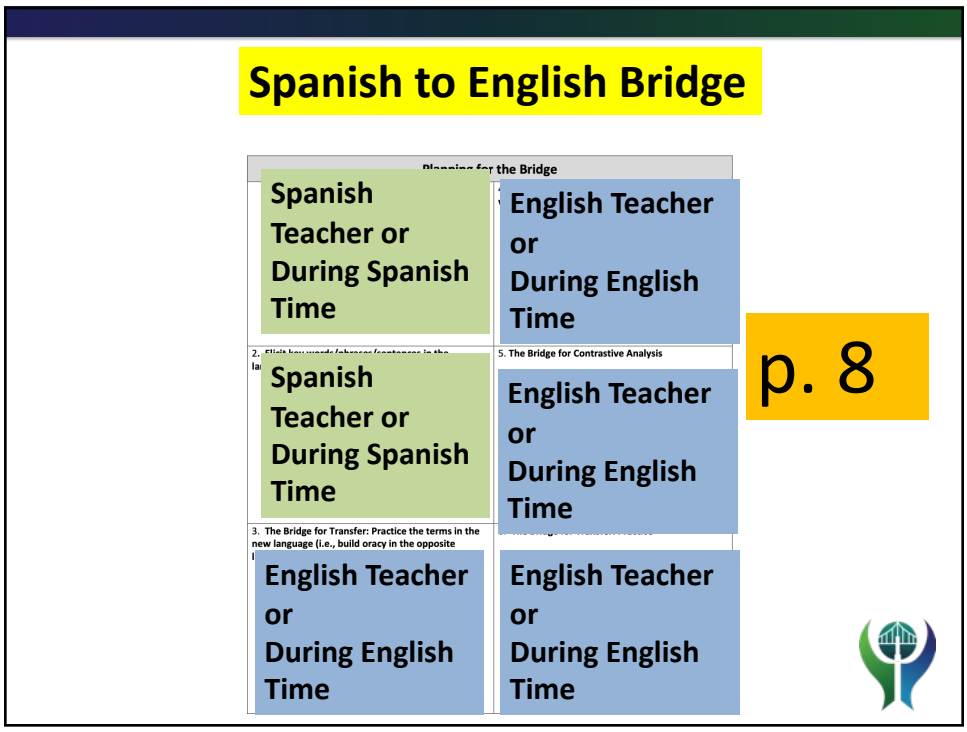
8th Grade Student Schedule

	Subject	Language
Block Period	Start new unit Steps 1-2 Steps 3-5	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Social Studies	English
Period 6	Language Arts	English

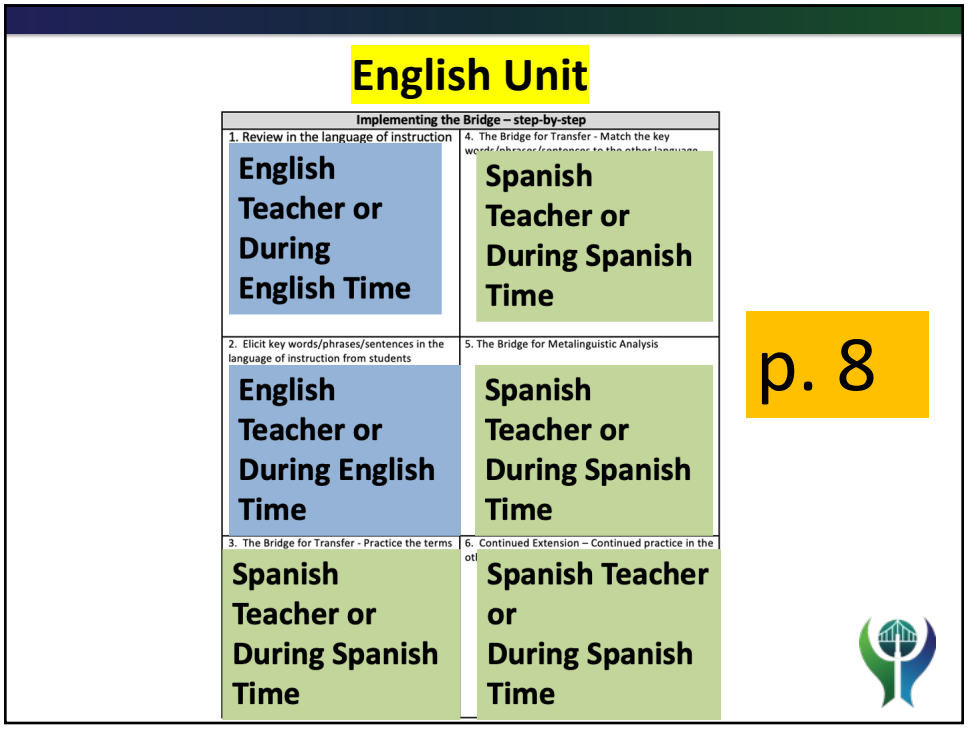
www.TeachingForBiliteracy.com



114


Spanish to English Bridge
Planning for the Bridge
Spanish Teacher or During Spanish Time
English Teacher or During English Time
5. The Bridge for Contrastive Analysis
Spanish Teacher or During Spanish Time
English Teacher or During English Time
3. The Bridge for Transfer: Practice the terms in the new language (i.e., build oracy in the opposite
English Teacher or During English Time
English Teacher or During English Time
p. 8

115


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
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
Spanish Teacher or During Spanish Time
p. 8

116

Secondary Grades 6-12

Planning for the Bridge

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

p. 8

www.TeachingForBiliteracy.com

117

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 ch… paper: Make a T-Chart and label the le… *Español* in green and the right-side En… in blue. • Elicit … ocabulary from the stude… ased on what they learn… the unit and from the … those … the … glish … es … in the … as been … have … glish, … the teachers leads the students in adding the English equivalent to the t-chart in blue. Anticipated Bridge Chart for Content (Science):	• Studen… ractice TPR in English- liste… speaking • Stude… actice TPR and read the Reduc… use, Recycle reader's theate… n the teacher (or another reade… eater) … the script … or pairs) … heater … arned 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.	**Metalinguistic Skills: Possible area of focus includes:** Syntax &… ar • W… rder (noun-adjective) • In… ish- Adjectives usually go aft… e noun they are describing … efore the …

Español	English
los recursos naturales	natural resources

Possible Contrastive Analysis Chart:

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

Step 1-4

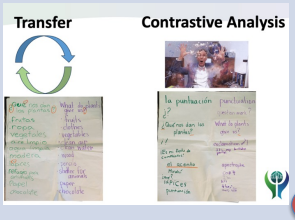
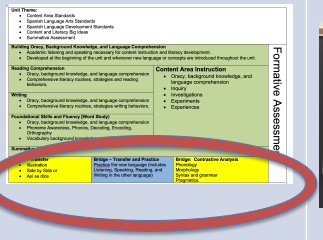
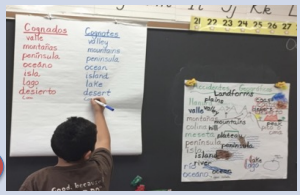
Step 6

Step 5

Sample BUF Online

118

The Bridge for Biliteracy: Non-negotiables

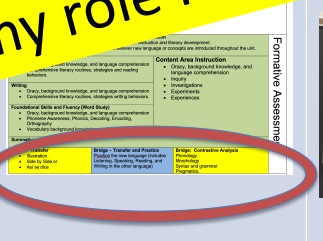
Two Purposes	Happens at the END of the Unit	Includes High Student Interaction
 Two Charts		

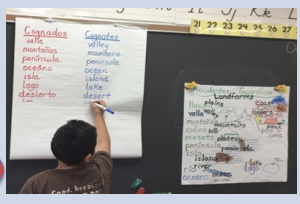
119

The Bridge for Biliteracy: Non-negotiables

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







120

Agenda:

- ✅ Welcome & Introductions
- ✅ Characteristics of Biliteracy Instruction
- ✅ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- ✅ Biliteracy Strategies
- ✅ The Biliteracy Unit Framework
- ✅ Sample Instruction: Part 2 The Bridge
- **Session Closure and Evaluation**

www.TeachingForBiliteracy.com

121

Institute Takeaways

- Teach language by integrating language scaffolding strategies in all activities.
- Language comprehension (oracy and background knowledge) are essential prior to literacy and content instruction.
- Group students strategically.

www.TeachingForBiliteracy.com

122

Institute Takeaways

- A framework like the BUF organizes instruction that reflects evidence-aligned practices for developing bilinguals.
- It's important to plan instruction at the year long level.
- Structures that work as a system ensure effective biliteracy instruction in every classroom, all stakeholders have a role and develop structures that work as a system.

www.TeachingForBiliteracy.com

123

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

Pg. 2 of Resource Packet

124

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	

Pg. 2 of Resource Packet

125

A Systems Approach to Teaching for Biliteracy

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

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

www.TeachingForBiliteracy.com

126

Conference Sessions



Reimagined & Rebuilt:
One School's Dual Language Transformation

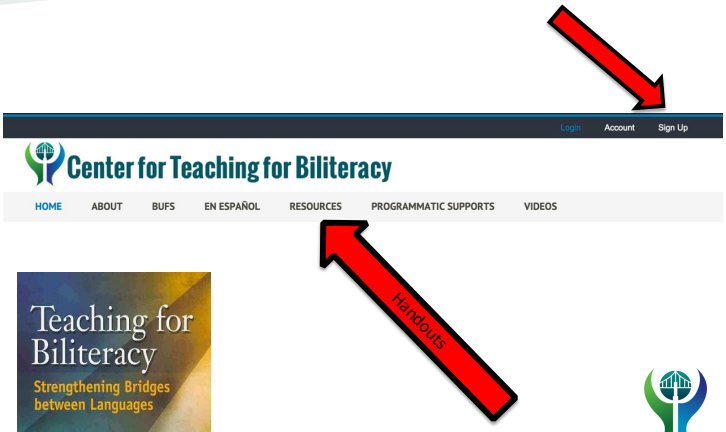
Thursday, November 12, 9:40 AM

El Dorado – Zia A

www.TeachingForBiliteracy.com

127

www.TeachingForBiliteracy.com



www.TeachingForBiliteracy.com

128

Materials for today's session

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
Session Evaluation Form	https://bit.ly/T4BPCI2026

Resource Packet Page 2



www.TeachingForBiliteracy.com

129