Teaching for Biliteracy In Action!

Sample Instruction for Primary Grades

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

La Cosecha - Santa Fe, NM

November 11, 2026

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www.TeachingForBiliteracy.com

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The Center for Teaching for Biliteracy



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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

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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, ….

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Norms –
As we look at teaching for biliteracy…

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



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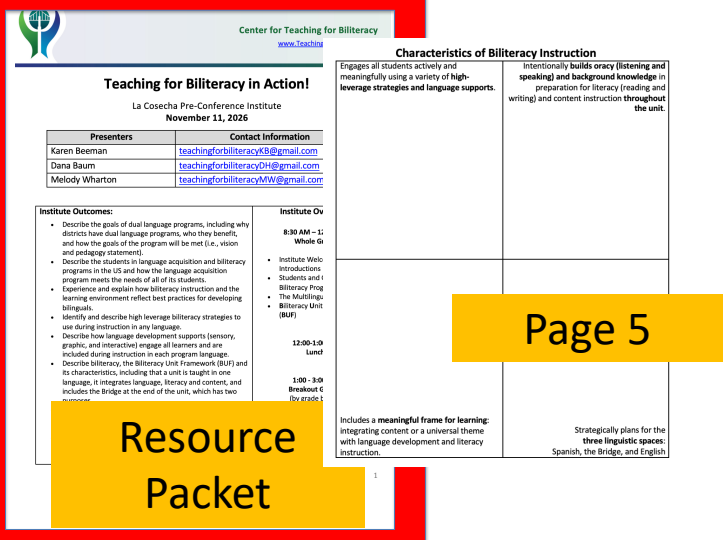
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Materials for today's session



Page 5

Resource Packet

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This is the goal of <u>biliteracy</u> – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence



…and who can make metalinguistic decisions

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Characteristics of Biliteracy Instruction

Pg. 5

Teaching for Biliteracy…

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, English

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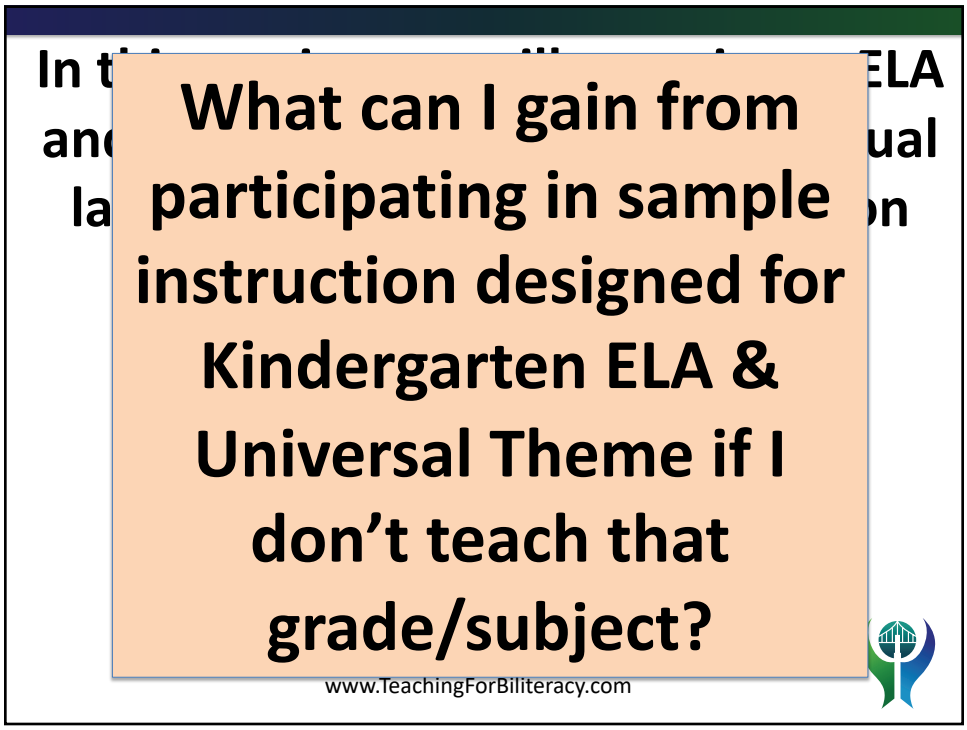
This is the goal of <u>biliteracy</u> – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence



…and who can make metalinguistic decisions

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

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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 a biliteracy mindset and to know what developing bilinguals need so you can support it within your role.

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Strategic Pairing and Grouping



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

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

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de California

Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio → Emergente → → Ampliación → → Enlace →						Aprendizaje permanente del lenguaje
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ***ingresan*** al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que ***progresan a través*** del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al ***egresar*** del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos.	A medida que los estudiantes del español ***progresan a través*** del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al ***egresar*** del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico.	A medida que los estudiantes del español ***progresan a través*** del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al ***egresar*** del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias.	Los estudiantes que han alcanzado "dominio total" en el idioma español según lo determinan los criterios estatales y/o locales, continúan adquiriendo cada vez mayor amplitud, profundidad y diversidad en la comprensión y la comunicación en español en una amplia variedad de contextos.
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, ***pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y cognitiva de la tarea***.	**Alcance general del apoyo** **Sustancial** Los estudiantes en las ***primeras etapas*** del nivel Emergente pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece apoyo lingüístico **sustancial**. Conforme desarrollan una mayor familiaridad y facilidad con la comprensión y el uso del español, el apoyo puede ser **moderado o ligero** para las tareas o temas conocidos.		**Moderado** Los estudiantes en las ***primeras etapas*** del nivel de Ampliación pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico **moderado**. Conforme desarrollan una mayor facilidad con la comprensión y el uso del español en una variedad de contextos, el apoyo puede ser **ligero** para las tareas o temas conocidos.		**Ligero** Los estudiantes en las ***primeras etapas*** del nivel de Enlace pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico **ligero**. Conforme desarrollan una mayor facilidad con la comprensión y el uso del español altamente técnico, el apoyo puede no ser necesario para las tareas o temas conocidos en que se usa el español cotidiano.	**Ocasional** Los estudiantes que han ***egresado*** del nivel de Enlace se benefician del apoyo lingüístico **ocasional** en su aprendizaje permanente de español.

California Spanish Language Development Standards

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

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

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

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Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académicc **Spanish Language Proficiency**

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 Alcanzando
ESCUCHAR	• Señalar dibujos, palabras o frases indicados • Seguir instrucciones orales de un paso • Emparejar declaraciones orales con objetos, figuras o ilustraciones	• Clasificar dibujos u objetos siguiendo las instrucciones verbales • Seguir instrucciones verbales de dos pasos • Emparejar declaraciones verbales con objetos, figuras o ilustraciones	• Localizar, seleccionar y ordenar información que provi-ene de descripciones orales • Seguir instrucciones verbales de paso múltiples • Clasificar o secuenciar información oral usando dibujos u objetos	• Comparar y contrastar funciones y relaciones de acuerdo a información oral • Analizar y aplicar información oral • Identificar causa y efecto en discurso oral	• Sacar una conclusión de información oral • Construir modelos basados en discurso oral • Hacer conexiones en información oral	
HABLAR	• Nombrar objetos, personas y dibujos • Contestar preguntas (quién, qué, cuándo, dónde, cuál)	• Preguntar • Describir dibujos, eventos, objetos y personas • Reformular y decir hechos	• Formular hipótesis y hacer predicciones • Describir procesos • Recontar cuentos o eventos	• Discutir cuentos, cuestiones, y conceptos • Hacer presentaciones orales • Ofrecer soluciones creativas a cuestiones o problemas	• Participar en debates • Explicar fenómenos, dar ejemplos y justificar respuestas • Expresar y defender puntos de vista	
LEER	• Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente • Identificar conceptos de la organización de letras y elementos de textos	• Localizar y clasificar información • Identificar hechos y mensajes directos • Seleccionar patrones de lenguaje asociados con hechos	• Secuenciar dibujos, eventos y procesos • Identificar ideas principales • Usar pistas del contexto para determinar el significado de palabras	• Interpretar información o datos • Encontrar detalles que apoyan las ideas principales • Identificar figuras retóricas y relaciones entre palabras	• Realizar investigaciones para reunir información de fuentes múltiples • Sacar una conclusión de texto explícito e implícito	
ESCRIBIR	• Etiquetar objetos, dibujos, diagramas • Dibujar respuestas a instrucciones • Producir íconos, símbolos, palabras y frases para comunicar un mensaje	• Hacer listas • Producir dibujos, frases, oraciones cortas y apuntes • Dar información pedida por instrucciones orales o escritas	• Producir textos básicos de estilo narrativo o informativo • Comparar y contrastar información • Describir eventos, personas, procesos	• Resumir información de representaciones gráficas o apuntes • Corregir y revisar escritura • Crear ideas originales o respuestas detalladas	• Aplicar información a contextos nuevos • Reaccionar a múltiples géneros y discursos • Redactar varias formas/géneros de composiciones	

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research

El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar ésta información.

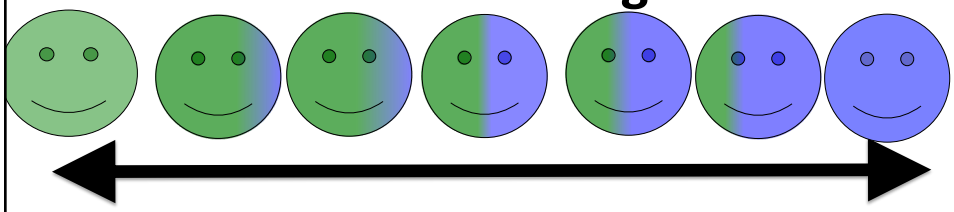
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WIDA Level Descriptors

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

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In this session we will experience English dual language and biliteracy instruction at the kindergarten level…



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

But not much longer!

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Desire to sing Karaoke	Descriptions
1 – No way	You can find me home reading or watching a movie.
2 – I'll be your audience	I'll happily sit in the crowd and watch.
3 – I'll sing backup	Probably from the audience but maybe on the side if you hold the mic.
4 – With some help!	Maybe liquid courage or a group song?
5 – I'll take a turn	I'll put in my song and wait my turn.
6 – Hand me the mic!	This is my favorite…and I'll get you to join me!

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Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6





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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 _____.

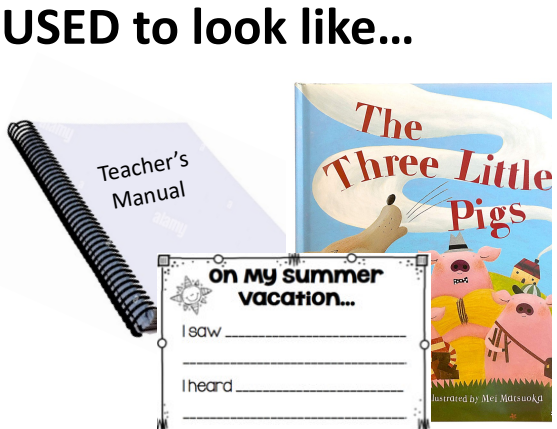
What about you?



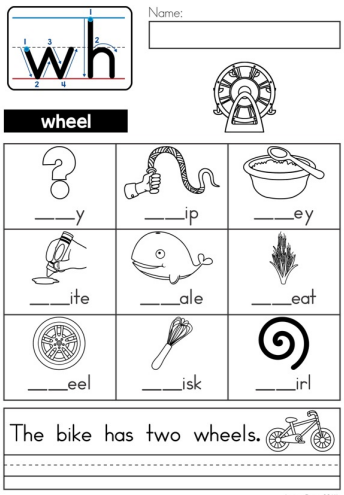
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What my English literacy instruction USED to look like…







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What my schedule USED to look like…

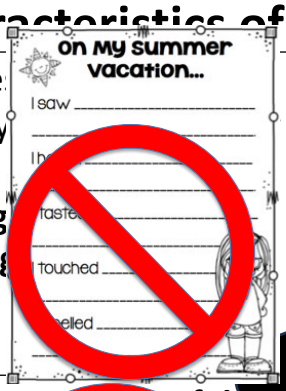
Time	Subject
9:00-9:20 a.m.	**Class Meeting**
9:20-9:50 a.m.	**Read Aloud and Reading Skills**
9:50-10:30 a.m.	**Small Group Reading/Centers**
10:30-11:00 a.m.	**Interventions**
11:00– 11:30 a.m.	**Specials**
11:30 a.m.-12:00 p.m.	**Phonics & Foundational Skills**
12:00 – 12:30 p.m.	**Lunch**
12:30 – 1:00 p.m.	**Writing**
1:00-2:00 p.m.	**Math**
2:00 – 3:00 p.m.	**Science or Social Studies**

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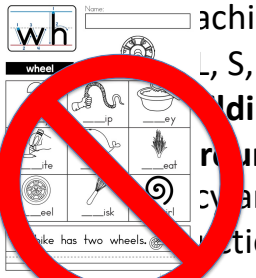
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Characteristics of Biliteracy Instruction

Engage… actively… using a… **leverag… langua…**

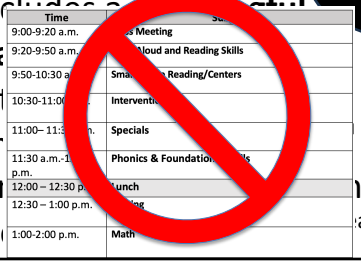


Use… aching strategie… L, S, R, W, **int… lding ora… und knowle… cy** and …tion thro… he unit



Teaching for Biliteracy…

Inc… **fra… int… ur… lan… lit…** …nd …achingForBiliteracy.com

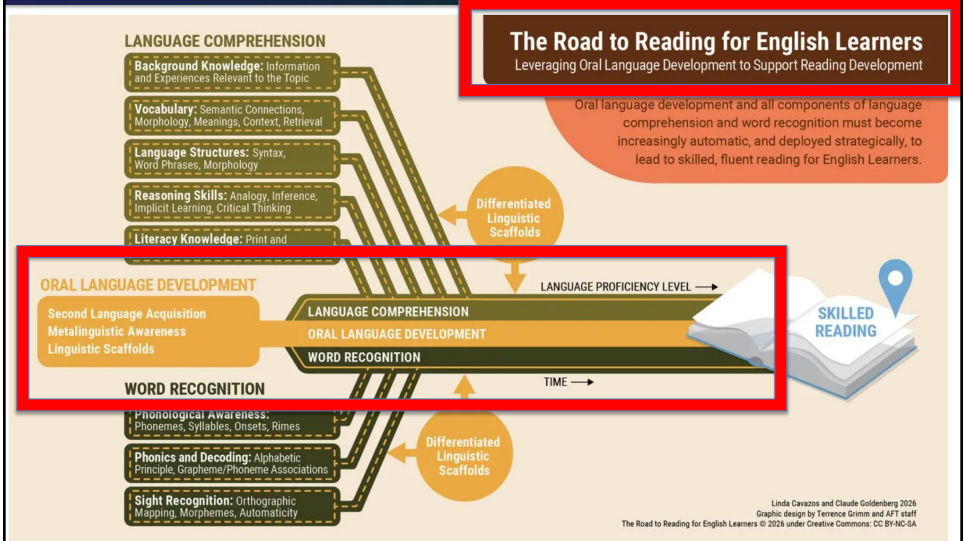


Stra…gically …lans …or the **thr… linguist… spaces:** Spanish, th… …age, English

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The Road to Reading for English Learners

Leveraging Oral Language Development to Support Reading Development

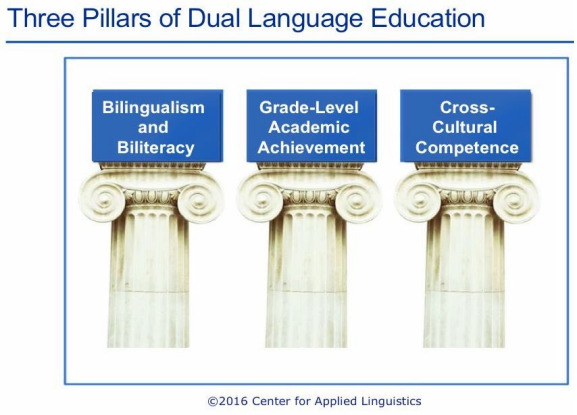


Institute Resource Packet p. 3

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If the goals of Dual Language are…

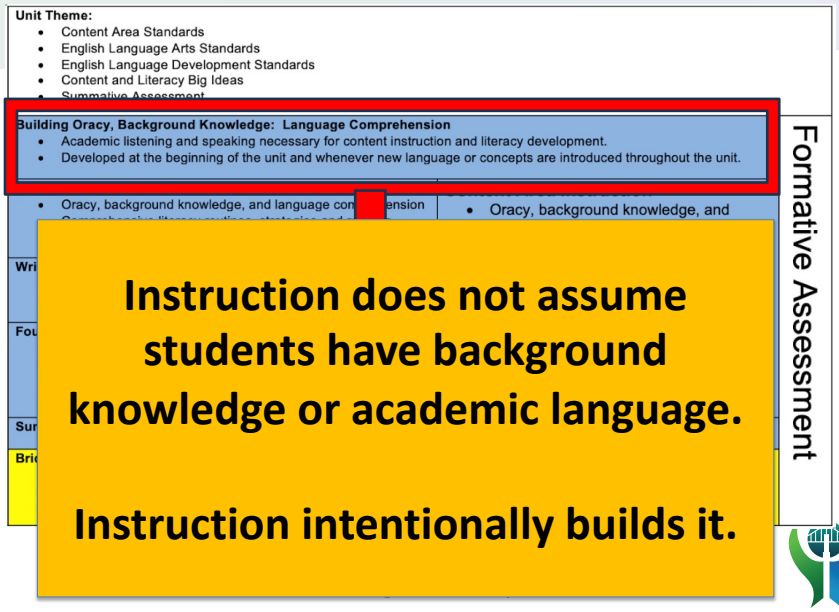


…then we have to support our students on this pathway from the start.

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Biliteracy Unit Framework



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Sample Biliteracy Instruction

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Language Use Norms – for adults

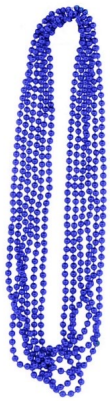
- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter*: How do you say… in English?*
- Do not translate for your partner.
- **Engage actively in the sample instruction.**
- **Be respectful students so that you can experience the strategies.**

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Sample Instruction

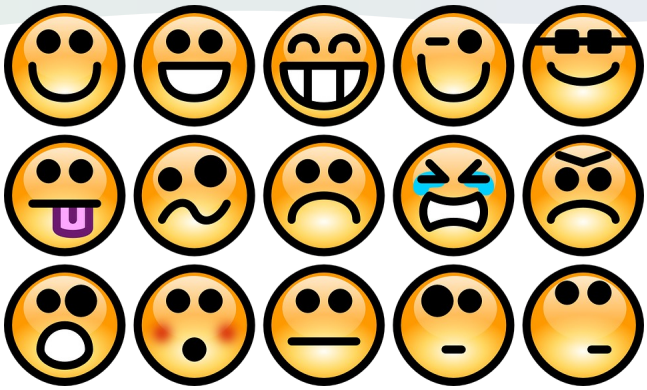




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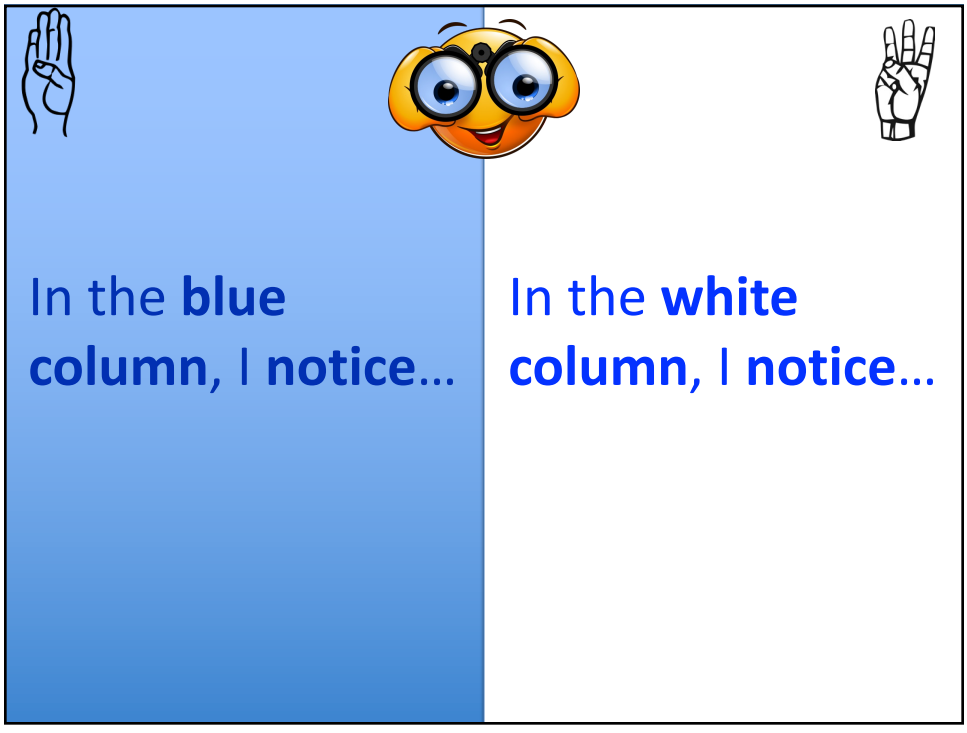
Sample Instruction



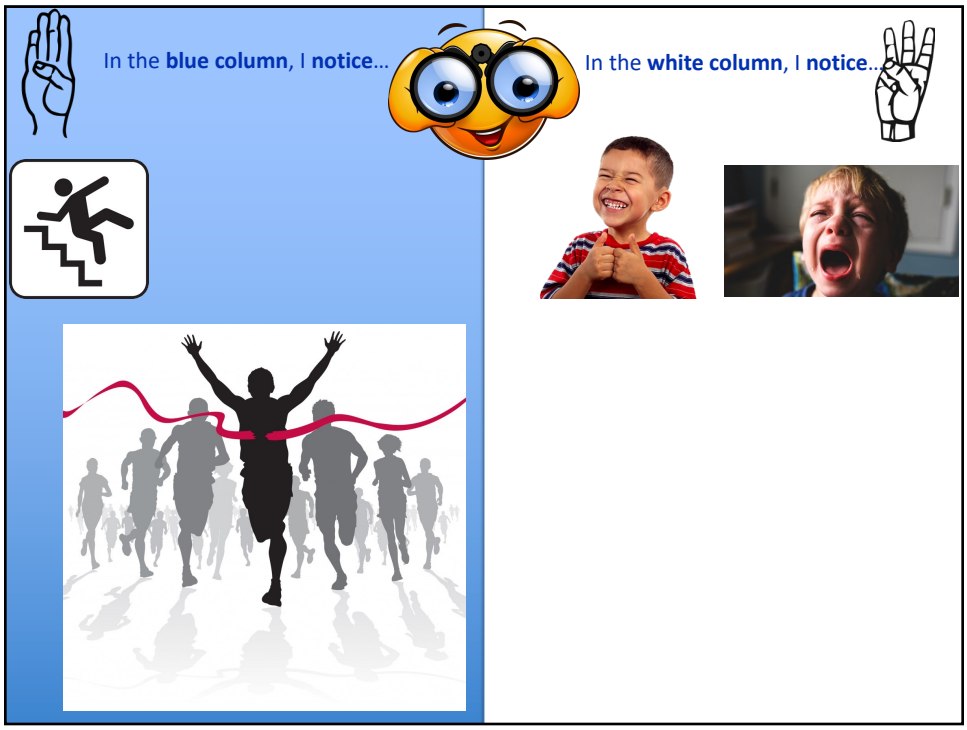
Kindergarten Unit:
Emotions and ELA

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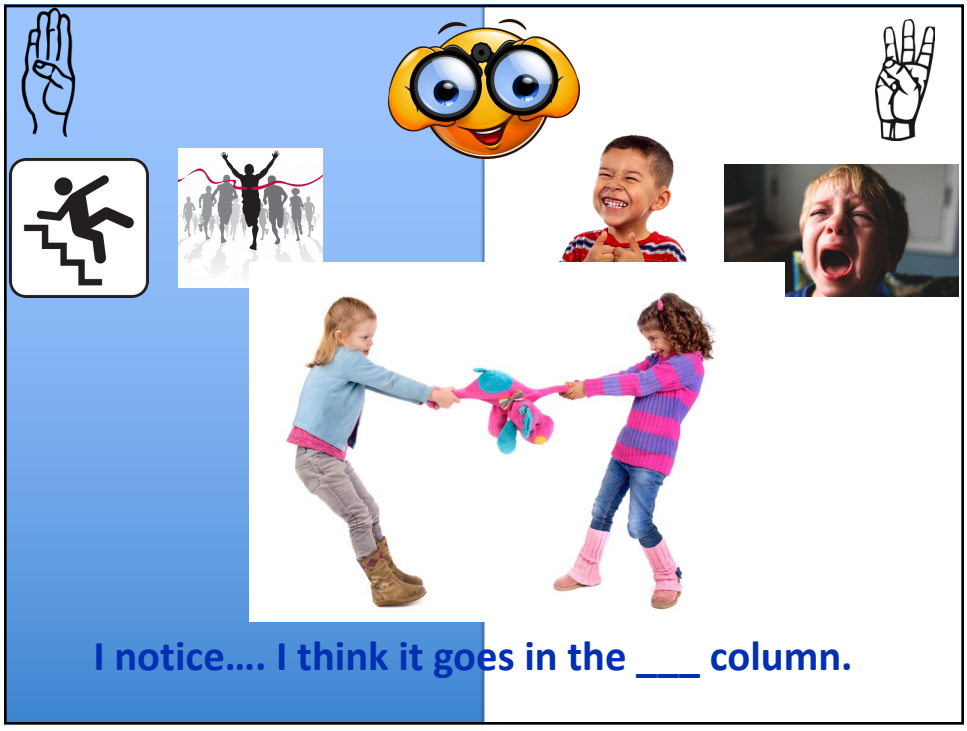
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In the **blue column**, I **notice**...
In the **white column**, I **notice**...

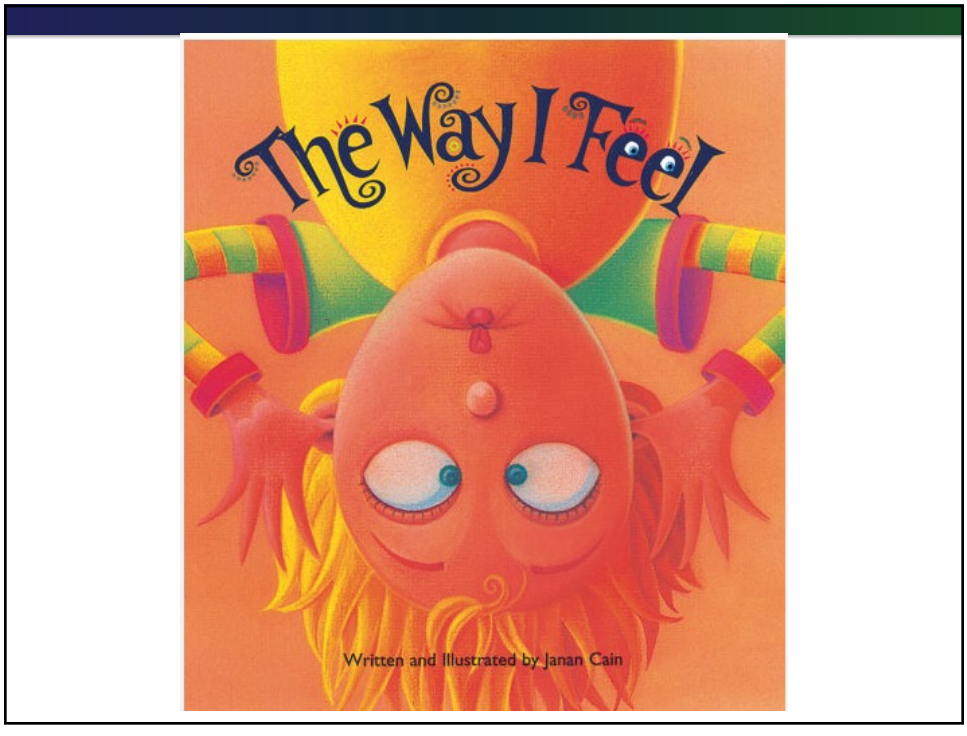
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I notice…. I think it goes in the ___ column.

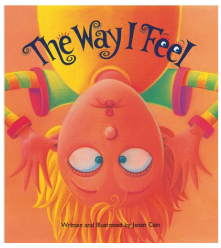
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Events
MY DAY
7:00
8:00
2: 30
3:00
3: 15
4:00
5:00
5: 30
6:00
8: 30
Emotions
happy
excited
sad
mad
scared

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The Way I Feel
Written and Illustrated by Janan Cain

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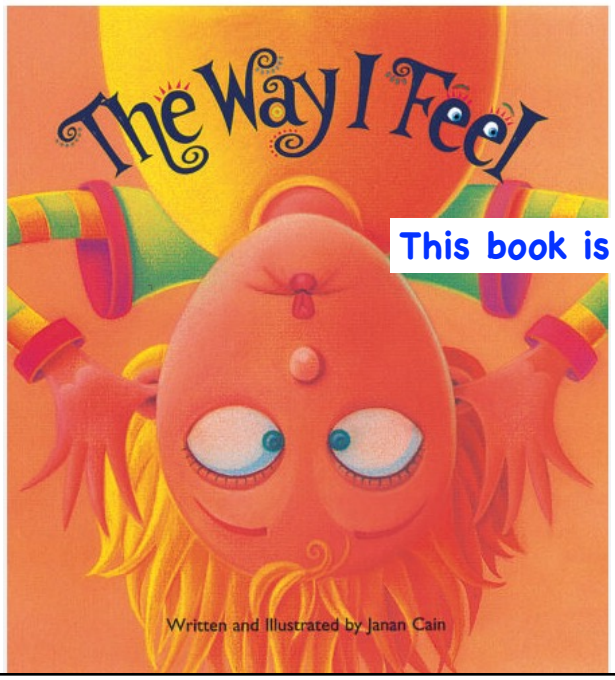


Say Something:

I learned…
I know…
I want to remember…

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This book is about _____.

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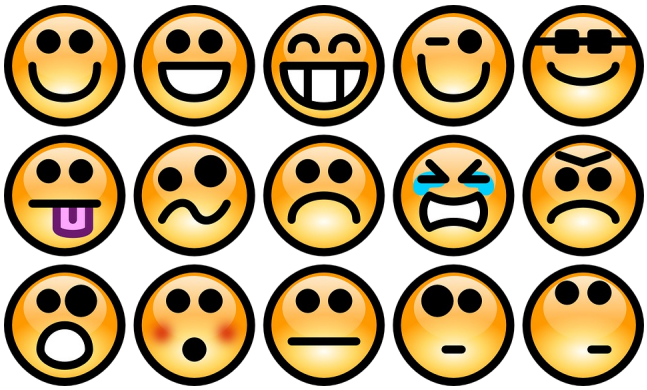
Over the next several days and weeks…



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41

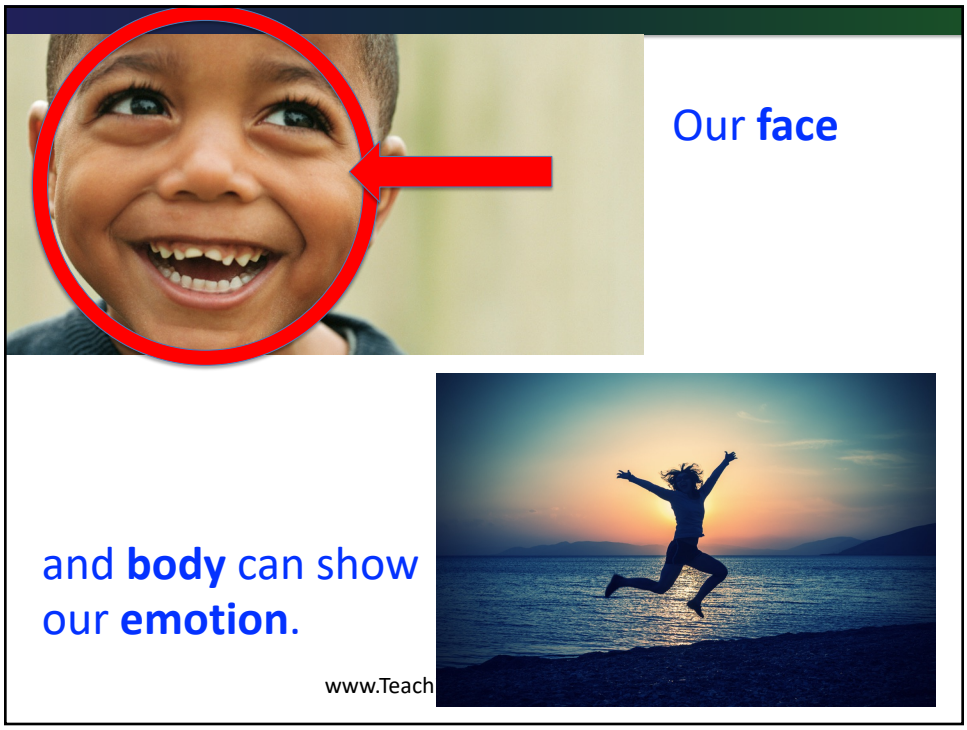
Emotions



Emotions are the way we **feel** in any given **moment**.

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42



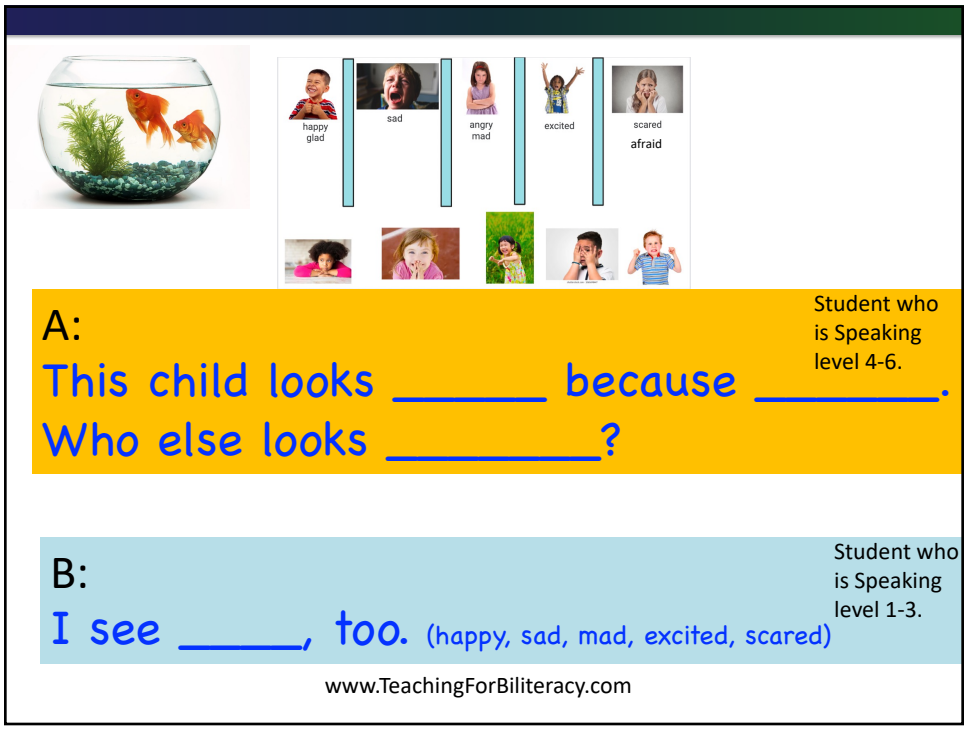
43

Let's do a feelings match!

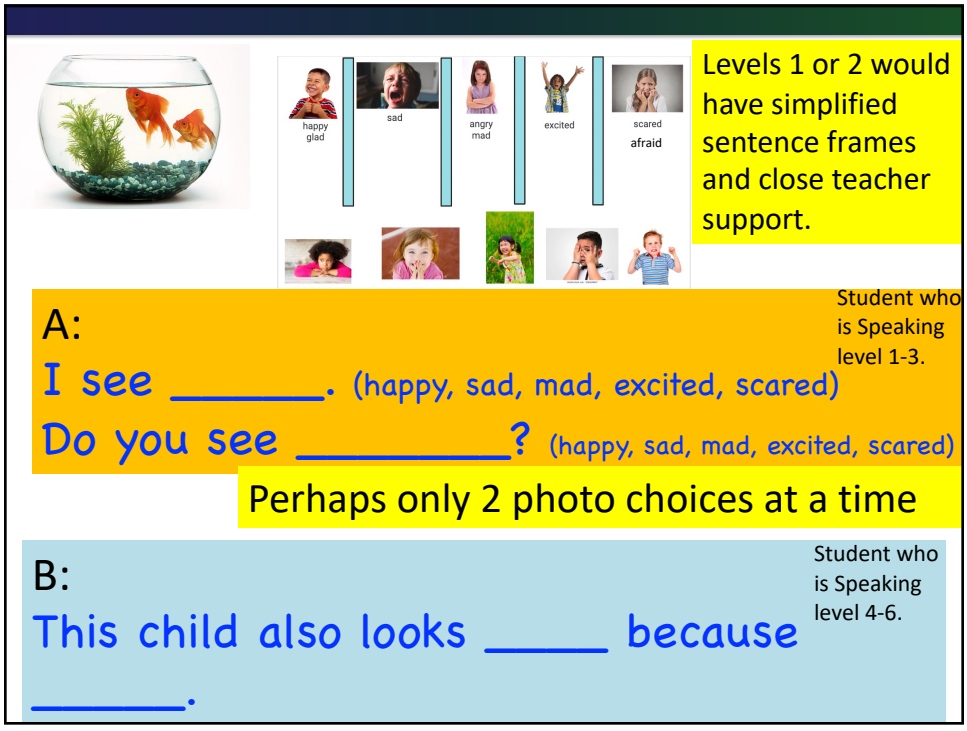
How can you tell how each child is feeling?



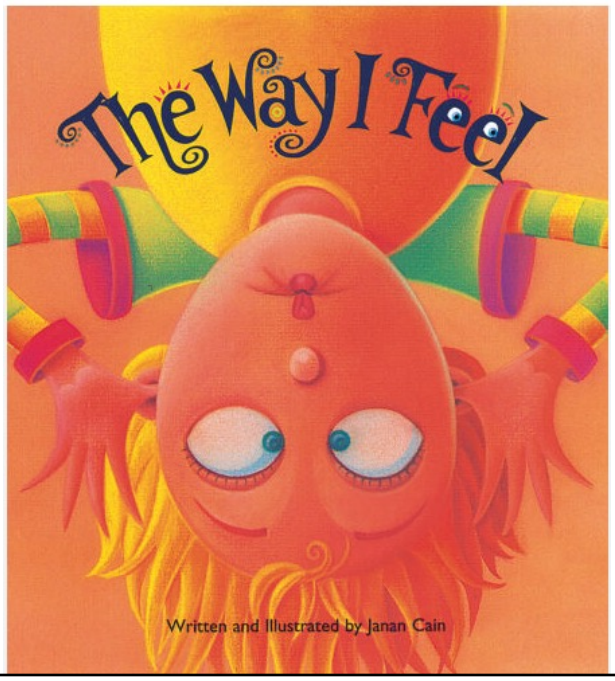
44


happy
glad
sad
angry
mad
excited
scared
afraid
A:
This child looks _____ because _____.
Who else looks _____?
Student who is Speaking level 4-6.
B:
I see _____, too. (happy, sad, mad, excited, scared)
Student who is Speaking level 1-3.
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happy
glad
sad
angry
mad
excited
scared
afraid
Levels 1 or 2 would have simplified sentence frames and close teacher support.
A:
I see _____. (happy, sad, mad, excited, scared)
Do you see _____? (happy, sad, mad, excited, scared)
Student who is Speaking level 1-3.
Perhaps only 2 photo choices at a time
B:
This child also looks _____ because _____.
Student who is Speaking level 4-6.

46



Let's reread.

47

What about the character's face and body tells us they are scared?







They look scared because…

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Let's observe events and emotions!

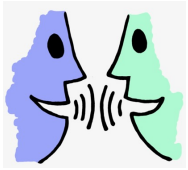


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How do you know how someone is feeling?



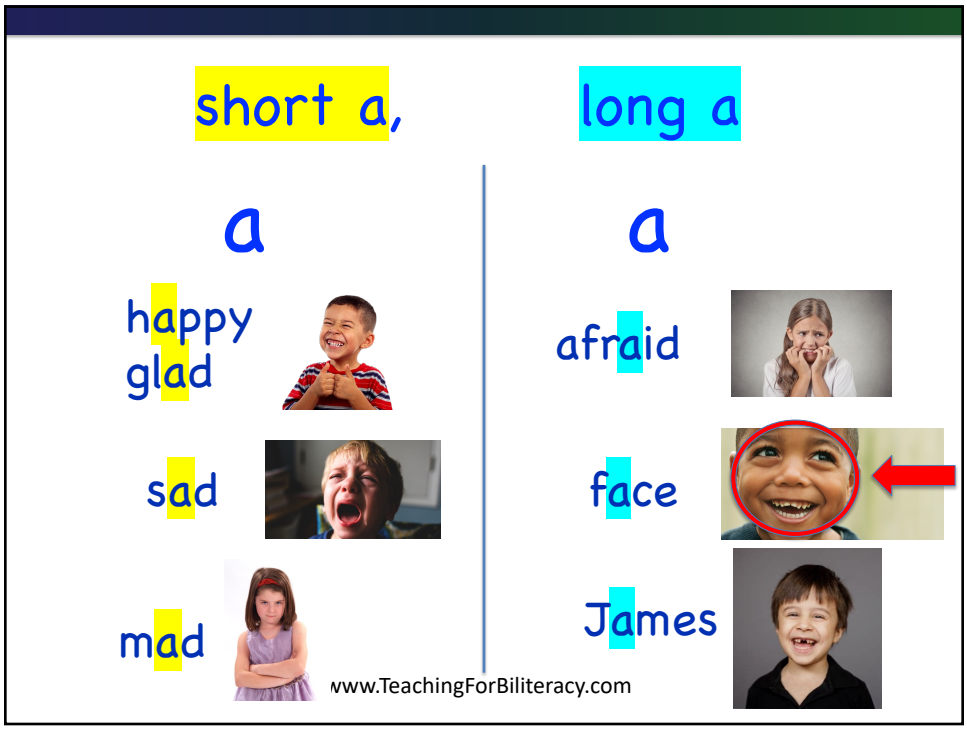


I know someone is _____ when _____.

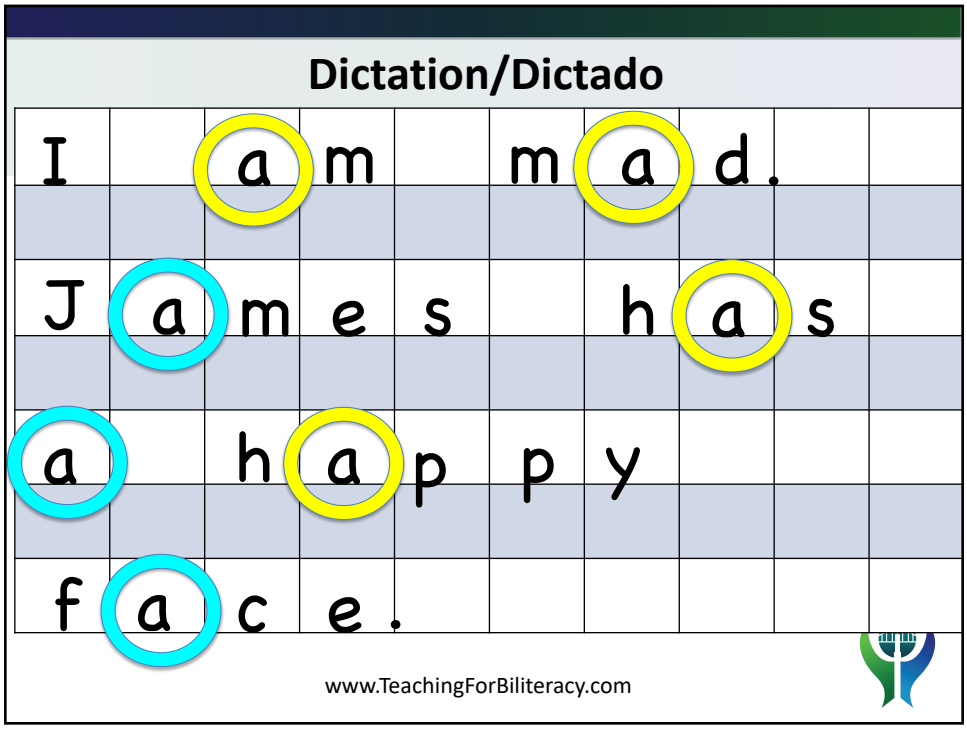
A _____ person may _____.

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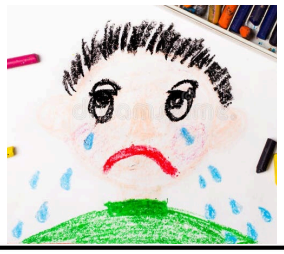

short a,
long a
a
a
happy
glad
sad
mad
afraid
face
James
www.TeachingForBiliteracy.com

51


Dictation/Dictado
I am mad.
James has
a happy
face.
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52

Name Sample Date _____



Wen I am sad my is can cri. I can fron.

53

Summative Assessment: Emotion Charades



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Characteristics of Biliteracy Instruction

Engages ALL students actively and

Uses language teaching gies focused on L, S, R, **intentionally building racy and background ledge** for lit and tion unit

Inc **frame for learning:** integrating content universal theme with language developmen 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?

56

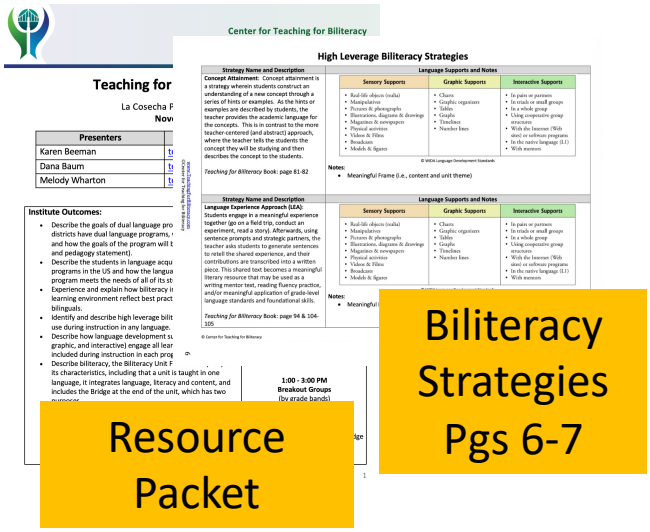
Agenda:

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- ✅ 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

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Materials for today's session



Biliteracy Strategies Pgs 6-7

Resource Packet

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High Leverage Biliteracy Strategies

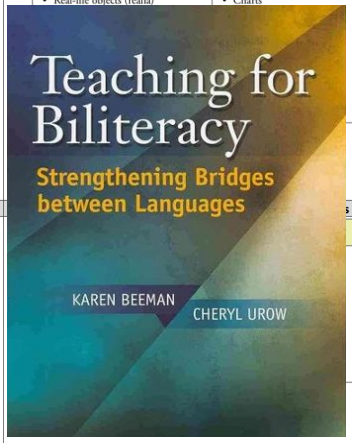
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High Leverage Biliteracy Strategies

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



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High Leverage Biliteracy Strategies

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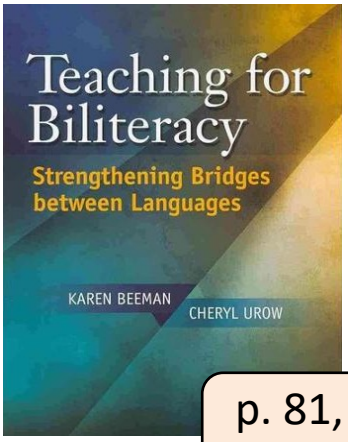
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Concept Attainment
with Sentence Prompts and TPR



p. 81, 82

Students use visuals and sentence prompts to identify the concept.

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

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

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High Leverage Biliteracy Strategies

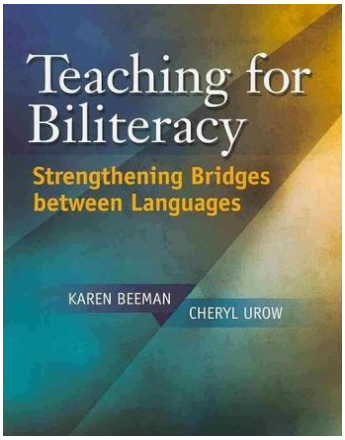
Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
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Notes:

Sorted photographs to decipher between events and emotions. Can be sorting of manipulatives or realia.

65

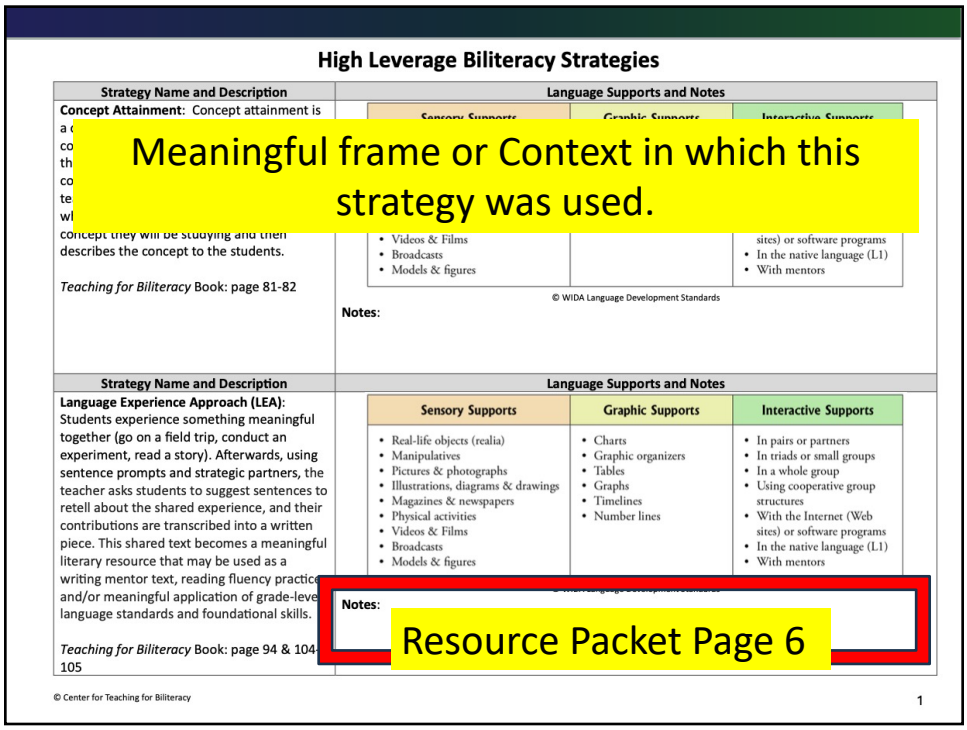
The LEA – Language Experience Approach with TPR



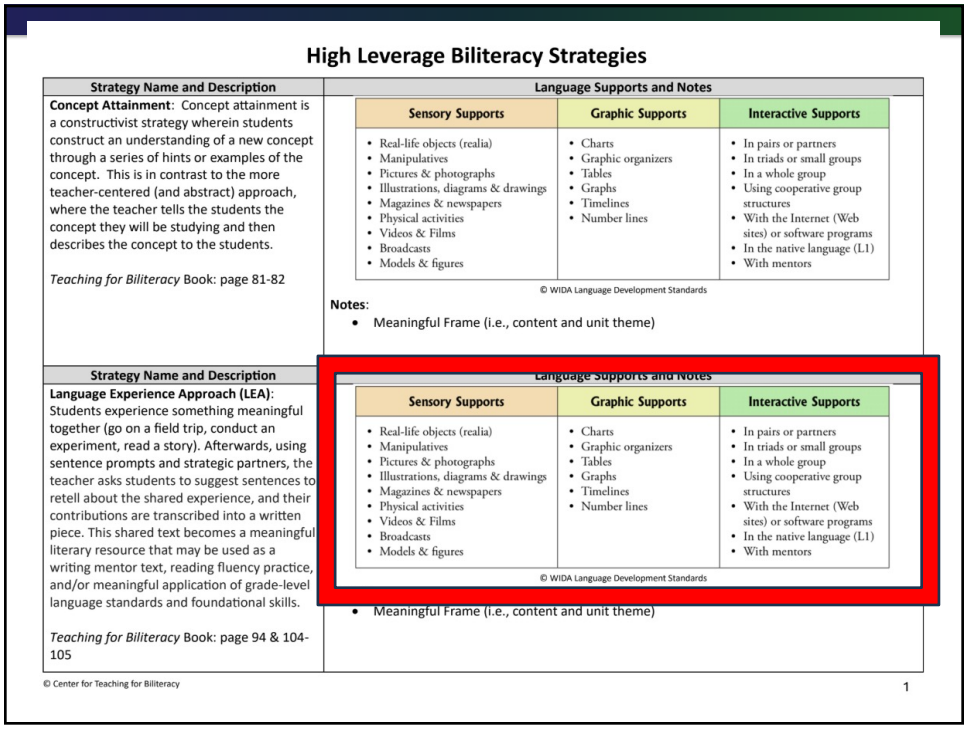
Students participate in a shared experience. Then, students co-construct a text.

p. 94 & 104 - 105

66


High Leverage Biliteracy Strategies
Strategy Name and Description
Language Supports and Notes
Concept Attainment: Concept attainment is a
co
th
co
te
wl
concept they will be studying and then describes the concept to the students.
Teaching for Biliteracy Book: page 81-82
Meaningful frame or Context in which this strategy was used.
Sensory Supports
Graphic Supports
Interactive Supports
• Videos & Films
• Broadcasts
• Models & figures
sites) or software programs
• In the native language (L1)
• With mentors
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Interactive Supports
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• In pairs or partners
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• 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
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High Leverage Biliteracy Strategies
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Language Supports and Notes
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• In a whole group
• Using cooperative group structures
• With the Internet (Web sites) or software programs
• In the native language (L1)
• With mentors
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Notes:
• Meaningful Frame (i.e., content and unit theme)
Strategy Name and Description
Language Supports and Notes
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.
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Graphic Supports
Interactive Supports
• Real-life objects (realia)
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• In a whole group
• Using cooperative group structures
• With the Internet (Web sites) or software programs
• In the native language (L1)
• With mentors
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• Meaningful Frame (i.e., content and unit theme)
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Sensory Supports	Graphic Supports	Interactive Supports
• 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

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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)
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 © 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!

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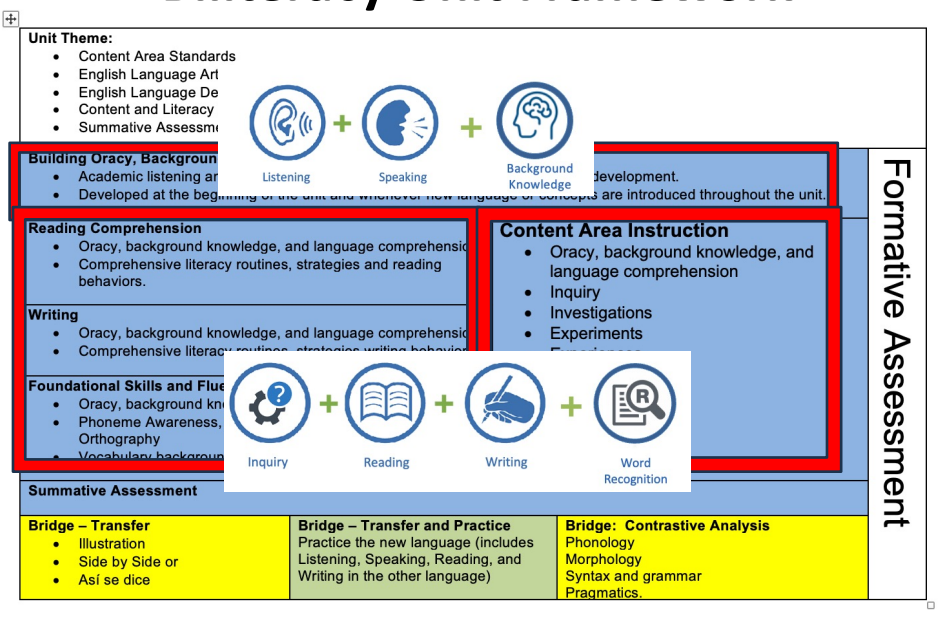
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Biliteracy Unit Framework



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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

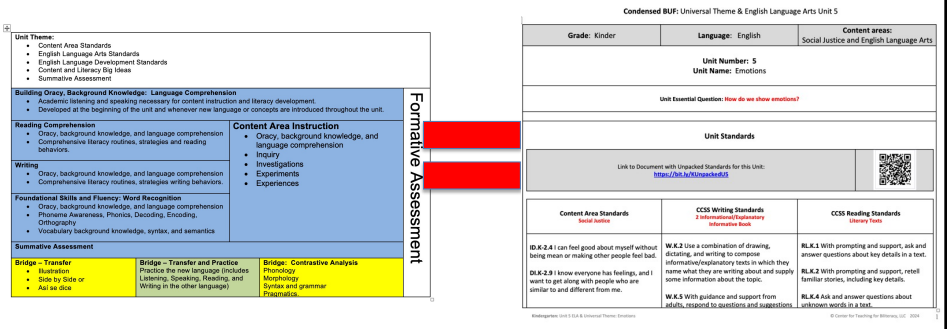
Cosecha PCI 2026 4th grade Unit 3 Sample BUF

Cosecha PCI 2026 4th grade unit 3 Bridge steps

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Biliteracy Unit Framework (BUF)



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Sample Kinder Universal Theme/ELA BUF

Condensed BUF: Universal Theme & English Language Arts Unit 5

AC.K-2.16 I care about those who are treated unfairly. **AC.K-2.18** I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.	from peers and add details to strengthen writing as needed. **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.10** Actively engage in group reading activities with purpose and understanding.	**…nt areas:** English Language Arts
Foundational Skills: **RF.K.1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. **RF.K.3** Know and apply grade level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**Listening and Speaking:** **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**Language:** **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lower-case **L.K.** of st and a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**Standards** **…ing Standards** **…ary Texts** …g and support, ask and …ut key details in a text. …g and support, retell …ding key details.
	W.K.5 With guidance and support from adults, respond to questions and suggestions	**RL.K.4** Ask and answer questions about unknown words in a text.	

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Sample Kinder Universal Theme/ELA BUF

Unit Big Ideas

Content Big Ideas:
Students will understand that…

- **Emotions are the feelings people have. People can show their emotions in many different ways.**
  - For example, when I am happy, I smile and feel light. When I feel happy, I usually feel good about myself. **ID.K-2.4**
  - For example, when I am angry, my lips get tight, my eyebrows crinkle, and I want to be left alone. When my brother gets mad, he yells loudly and clenches his hands into fists. **DI.K-2.9**
- **People can have different emotions when reacting to the same thi… differently to the same event and that sometimes their reactions c…**
  - For example, when the soccer team scored a goal, the playe… looked sad and disappointed. The player who scored went … to the pla…
  - For exam… person wl…
- **When we see or …**
  - For exam… person fe…
  - For exam… decide if I…

Language Arts Big Ideas:

- Retell familiar stc…
- Ask and answer q…
- Describe the rela…

Big Ideas

Language Development (ELD) Big Ideas:
Students will understand that…

- **Language helps us express and describe how we feel.**
  Multilingual learners can use words, pictures, and movements to share what emotions look like and when they happen.
  (ELD-SS.K.Inform.Expressive, ELD-SI.K-3.Inform) For example,
  - Students use **picture cards** of facial expressions to label emotions (happy, sad, angry, excited).
  - Teacher models how to say, "I feel ___ when ___," and students complete the sentence using visuals.
    e.g., "I feel *sad* when my toy is lost."
  - Create a **class emotions chart** with labeled drawings: "What does ___ look like?"
- **We can learn about others' feelings by listening to their words and watching their actions.**
  Multilingual learners will use language to describe and interpret the emotions of characters and classmates.
  (ELD-LA.K.Narrate.Interpretive, SL.K.2, RL.K.1) For example,
  - During **interactive read-alouds** (e.g., *Grumpy Monkey*), students pause to identify how the character is feeling and why.
    - Prompt: "How do you think he feels? What tells you that?"
  - Watch a **short video clip** with no dialogue. Students guess the emotion based on gestures and facial expressions.
  - Use **emotion puppets** or dolls—students role-play a character and classmates guess the emotion, giving reasons.
- **We use specific words and phrases to tell about emotional experiences.**
  Multilingual learners can label emotions, add details (e.g., facial expressions), and use simple sentences to explain how people feel and why.
  (ELD-SS.K.Inform.Expressive, L.K.1, L.K.6) For example,
  - Students describe illustrations using **noun-adjective combinations**:
    - "She has a *sad face.*"
    - "He is *very happy.*"
    - Use a sentence frame + labeled drawings:

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Sample Kinder Universal Theme/ELA BUF

Unit Flow Chart

Unit Launch: Initial Oracy and Background Knowledge

Students will develop and build oracy and background knowledge around terms related to emotions. **(JU.K-2.12, AC.K-2.16)**

↓

Social Justice + Writing: Emotions

Students will engage in shared experiences and inquiry about emotions and social justice. Research and learning will be captured through shared writing. **(ID.K-2.4, DI.K-2.9, JU.K-2.12, AC.K-2.16, AC.K-2.18, W.K.7)**

↔

Oracy for Reading Specific Texts

Students develop oracy and background knowledge on the language of the specific text to be read, if language is different from oracy and

Unit Flow Chart

Writing

Using information gathered from inquiry, reading experiences, and their personal lives, students will write an **informative text (factbook)** on a particular emotion. The book will include the name of the emotion and information about it, such as what people look like or how they might act when they experience that emotion. **(W.K.2, W.K.5, W.K.7)**

↔

Reading

As students engage in inquiry and writing, they will participate in multiple reading experiences to gain a deeper understanding about emotions and related social justice. Students will also read to apply outcomes of the literary text reading standards. **(RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.9, RL.K.10)**

↓

Summative Assessment

Students will act out an emotion without saying the name of the emotion. Once a classmate guesses which emotion they were acting, the actor gives an example of a scenario in which one might experience that emotion. In doing so, they will demonstrate their answer to the essential question: **How do we show emotions? (ID.K-2.4, DI.K-2.9)**

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Sample Kinder Universal Theme/ELA BUF

Unit Storyline

In this fifth ELA and social justice unit of the school year, students will discover, read, and write about emotions. During this unit, students will learn to identify, name, experience, and respond to different types of emotions, whether by themselves or when around other people. As this is the fifth ELA unit, students have experienced all of these reading and writing standards in previous units, whether in English or in Spanish or in both; therefore, it is likely that students will not need as much oracy for literacy (reading and writing) standards as they have in past units. However, student engagement will be expected to be at a more independent level than previous units for these standards, as the rigor increases with multiple experien nature of the standards. As teachers plan instruction, they will need to allow su independently on standards that were previously experienced in whole-group s

Unit Storyline

During the social justice inquiry of this unit, students will engage in experiences types of emotions and how they may be manifested. Many different inquiry opp sorts with emotion cards, acting out how they would respond to a variety of scenarios, mirroring a classmate who is acting out an emotion, and drawing self-portraits of various emotions **ID.K-2.4, DI.K-2.9.** In addition, students are given the opportunity to think about and plan how to respond when a classmate or friend exhibits a particular emotion. These opportunities are ideal for helping students to learn how to recognize unjust or unfair behavior and how to respond to it **JU.K-2.12, AC.K-2.16, AC.K-2.18.** Inquiry and experiences around various emotions, including how they feel, what they look like, and how to respond to others emitting those emotions will take place over several weeks and will be embedded throughout this unit of instruction. Teachers may help students capture their learning about emotions by initiating anchor charts, tables, and/or graphs about various emotions, which may include what people look like when experiencing this emotion, things they may do when experiencing this emotion, and ways others may react when they observe others exhibiting the particular emotion **W.K.7.**

The reading instruction of Unit 5 ELA and Emotions is focused on **literary texts**. Students will be exposed to literary texts on emotions in a variety of literacy routines, such as whole group read alouds, shared reading, small group reading, partner reading, and independent reading. The stories they read and listen to will provide additional contexts for students to experience emotions in different ways, making connections with characters, comparing and contrasting how different characters show any number of emotions, and using illustrations to help them decipher emotions **RL.K.1, RL.K.2, RL.K.9, RL.K.7.** Students will also use text features and clues to figure out the meaning of unknown words, with less support here than in previous units when prompting and support was given **RL.K.4.** Kindergarten-appropriate literary books* about emotions that teachers may read with their students could include: The Way I Feel, The Boy with Big, Big Feelings, When Sophie Gets Angry - Really, Really Angry, The Color Monster, Grumpy Monkey, The Crayons' Book of Feelings, I'm a Feel-O-Saur, In My Heart: A Book of Feelings, and How Do Dinosaurs Say I'm Mad? **RL.K.10.**

After experiencing emotions through inquiry and reading many books about characters experiencing emotions, students will take several class periods to write their own **informational text** about a particular emotion, including the name of the emotion and some

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Sample Kinder Universal Theme/ELA BUF

Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension
Language resources, linguistic creativity, and cultural funds of knowledge

Instructional activities and strategies build the oracy and background knowledge that students will need in order to engage with inquiry experiences of the unit. Students will build their receptive and productive language around the terms of the standards, outcomes, and compelling questions associated with the inquiry. Oracy development continues as long as students need it and can be built in a variety of configurations: whole group, small group, in partners, or individually, as well as through a gradual release of responsibility.

- Concept Attainment of emotions and events that may cause them
  - Sentence prompts
    - *In the blue column, I notice _____.*
    - *In the white column, I notice ____.*
    - *I notice…. I think it goes in the ___ column.*
- Total Physical Response (TPR) of emotion terms - to build background knowledge and to build academic language
  - emotions
  - feel
  - glad/happy
  - sad
  - scared/afraid
  - excited
  - mad/angry
  - change
  - different
  - events
- **Sentence prompts:**
  - *You can feel _____.*

Steps to implement the Adapted Reader's Theater/TPR, with gradual release of responsibility:

1. Teacher narrates, supported by pictures, and students move
2. Teacher makes movements, and students, in whole group, identify stage
3. Volunteer students lead whole group
4. Student small groups or partnerships practice

Oracy is built around the following social justice standards, plus additional content-ob
DI.K-2.9 I know everyone has feelings, and I want to get along with people who are sim
JU.K-2.12 I know when people are treated unfairly.
AC.K-2.16 I care about those who are treated unfairly.

BUF Components

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Sample Kinder Universal Theme/ELA BUF

Kindergarten Sample BUF: Universal Theme & English Language Arts Unit 5
Formative Assessment 1: Initial Oracy & Background Knowledge Anecdotal Record Chart - FOR TEACHER USE

ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. **DI.K-2.9** I know everyone has feelings, and I want to get along with people who are similar to and different from me.	Students will be able to: A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations

Sensory Supports	Graphic Supports	Interactive Supports
Pictures, photographs Physical movement	Graphic organizer/chart with columns Sentence frames	In strategic partnerships Whole group

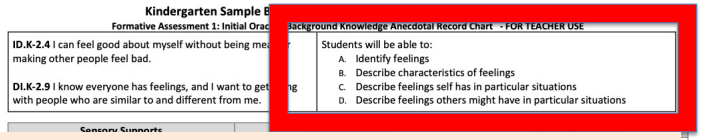
Student Name:	**Receptive Language:** (Observed in **whole group, small group**, and/or **pairs**) With modeling and picture support, the student can show understanding of the academic language by pointing to a picture of or mimicking a movement for the academic language.	**Receptive Language:** (Observed when asked **individually** or during **independent** work) When prompted, the student can accurately show, point to, or otherwise match the language (words, phrases, and complete sentences) with the pictures, and the movements in a manner that shows understanding of the academic language.	**Productive Language:** (Observed in **whole group, small group**, and/or **pairs**) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when a picture or movement that represents the academic language is referenced.	**Productive Language:** (Observed when asked **individually** or during **independent** work) When prompted, the student can accurately orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel
			Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel

Formative Assessments

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Sample Kinder Universal Theme/ELA BUF


Kindergarten Sample B
Formative Assessment 1: Initial Orac
Background Knowledge Anecdotal Record Chart - FOR TEACHER USE
ID.K-2.4 I can feel good about myself without being mea making other people feel bad.
DI.K-2.9 I know everyone has feelings, and I want to get with people who are similar to and different from me.
Students will be able to:
A. Identify feelings
B. Describe characteristics of feelings
C. Describe feelings self has in particular situations
D. Describe feelings others might have in particular situations

- Identify feelings.
- Describe characteristics of feelings.
- Describe feelings self has in particular situations.
- Describe feelings others might have in particular situations.

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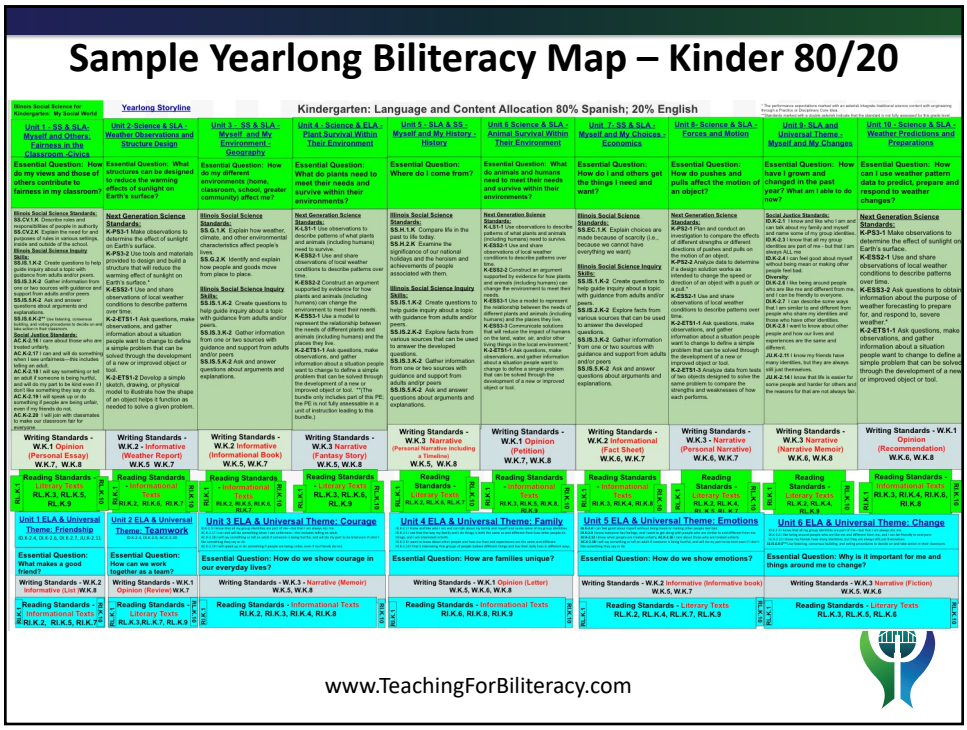
Sample Kinder Universal Theme/ELA BUF

COMPLETED SAMPLE Learning Plan for THIS Unit https://bit.ly/ELAEmotionsLP	
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	

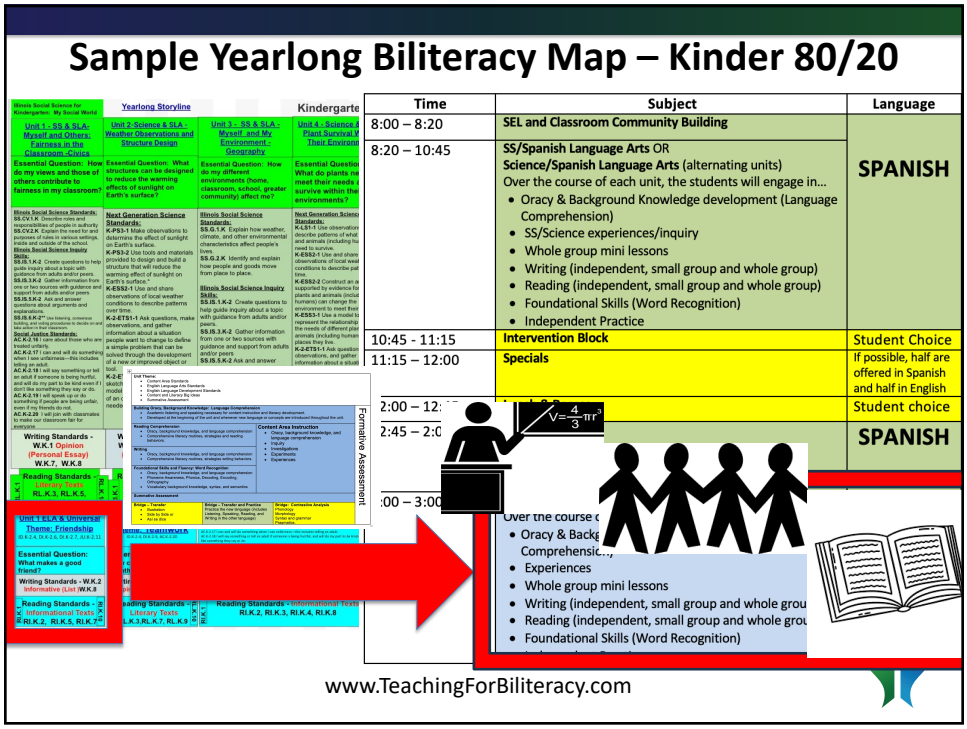
Additional Resources

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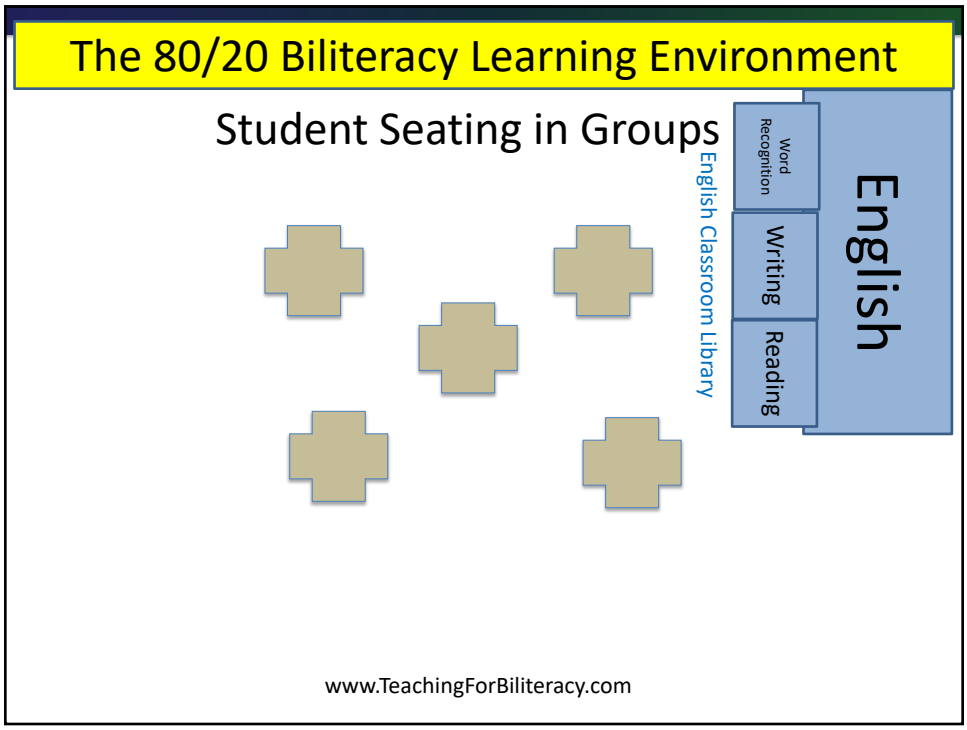
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Sample Yearlong Biliteracy Map – Kinder 80/20
Yearlong Storyline
Kindergarten: Language and Content Allocation 80% Spanish; 20% English
Unit 1 - SS & SLA: Myself and Others; Fairness in the Classroom -Civics
Unit 2-Science & SLA - Weather Observations and Structure Design
Unit 3 - SS & SLA - Myself and My Environment - Geography
Unit 4 - Science & ELA - Plant Survival Within Their Environment
Unit 5 - SLA & SS - Myself and My History - History
Unit 6 Science & SLA - Animal Survival Within Their Environment
Unit 7- SS & SLA - Myself and My Choices - Economics
Unit 8- Science & SLA - Forces and Motion
Unit 9 - SLA and Universal Theme - Myself and My Changes
Unit 10 - Science & SLA - Weather Predictions and Preparations
Unit 1 ELA & Universal Theme: Friendship
Unit 2 ELA & Universal Theme: Teamwork
Unit 3 ELA & Universal Theme: Courage
Unit 4 ELA & Universal Theme: Family
Unit 5 ELA & Universal Theme: Emotions
Unit 6 ELA & Universal Theme: Change
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Sample Yearlong Biliteracy Map – Kinder 80/20
Time
Subject
Language
8:00 – 8:20
SEL and Classroom Community Building
8:20 – 10:45
SS/Spanish Language Arts OR
Science/Spanish Language Arts (alternating units)
Over the course of each unit, the students will engage in…
Oracy & Background Knowledge development (Language Comprehension)
SS/Science 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
SPANISH
10:45 - 11:15
Intervention Block
Student Choice
11:15 – 12:00
Specials
If possible, half are offered in Spanish and half in English
Student choice
SPANISH
Formative Assessment
Experiences
Whole group mini lessons
Writing (independent, small group and whole grou
Reading (independent, small group and whole grou
Foundational Skills (Word Recognition)
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Sample Program Language and Content Allocation Plan

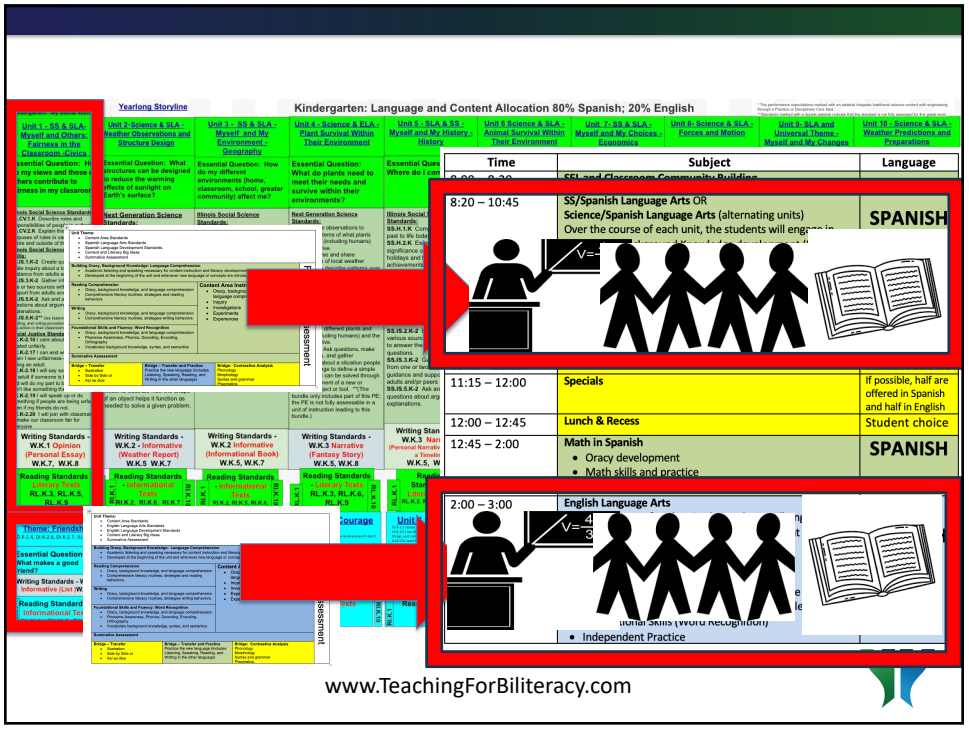
	Spanish	The Bridge	English
K (80/20)	**Math** **Science** **Social Studies** **Language Arts**	**Spanish to English:** Math, Science, Social Studies, Language Arts **English to Spanish**: Language Arts, Social Justice	**Language Arts** (Through Universal Themes)
1 (70/30)	**Math** **Social Studies** **Language Arts**	Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
2 (60/40)	**Math** **Social Studies** **Language Arts**	**Spanish to English:** Math, Social Studies, Language Arts **English to Spanish:** Science, Language Arts	**Science** **Language Arts**
3-5 (50/50)	**Science** **Language Arts**	**Spanish to English:** Science, Language Arts **English to Spanish:** Math, Social Studies, Language Arts	**Math** **Social Studies** **Language Arts**
6-8	**Science**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies**

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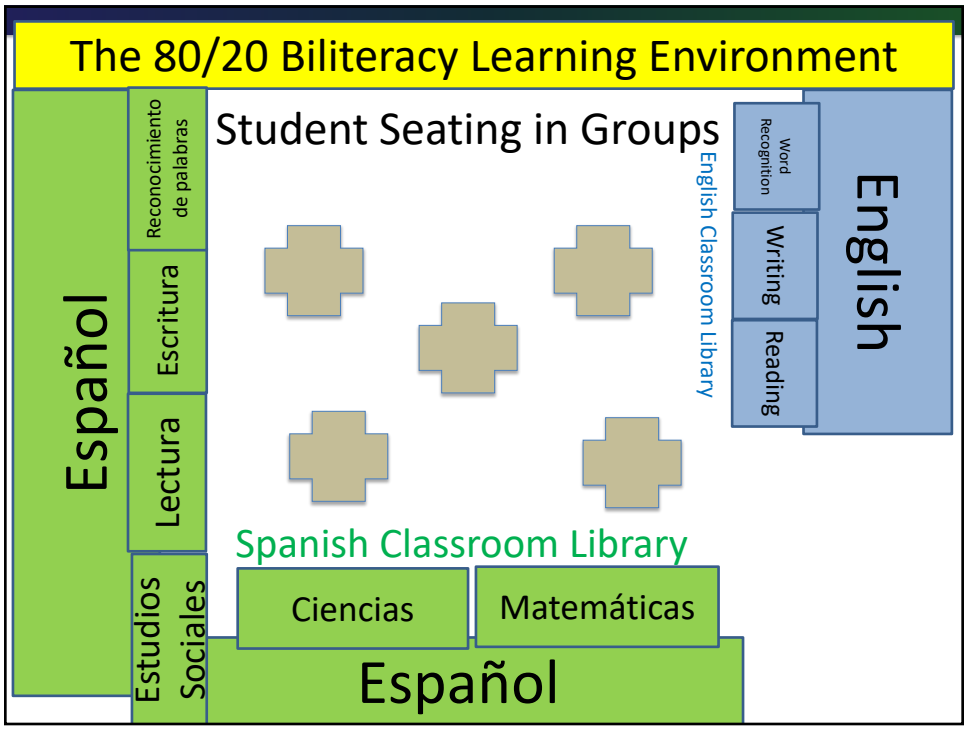
Sample Program Language and Content Allocation Plan

	Spanish	The Bridge	English
K (80/20)	**Math** **Science** **Social Studies** **Language Arts**	**Spanish to English:** Math, Science, Social Studies, Language Arts **English to Spanish**: Language Arts, Social Justice	**Language Arts** (Through Universal Themes)
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6-8	**Science**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies**

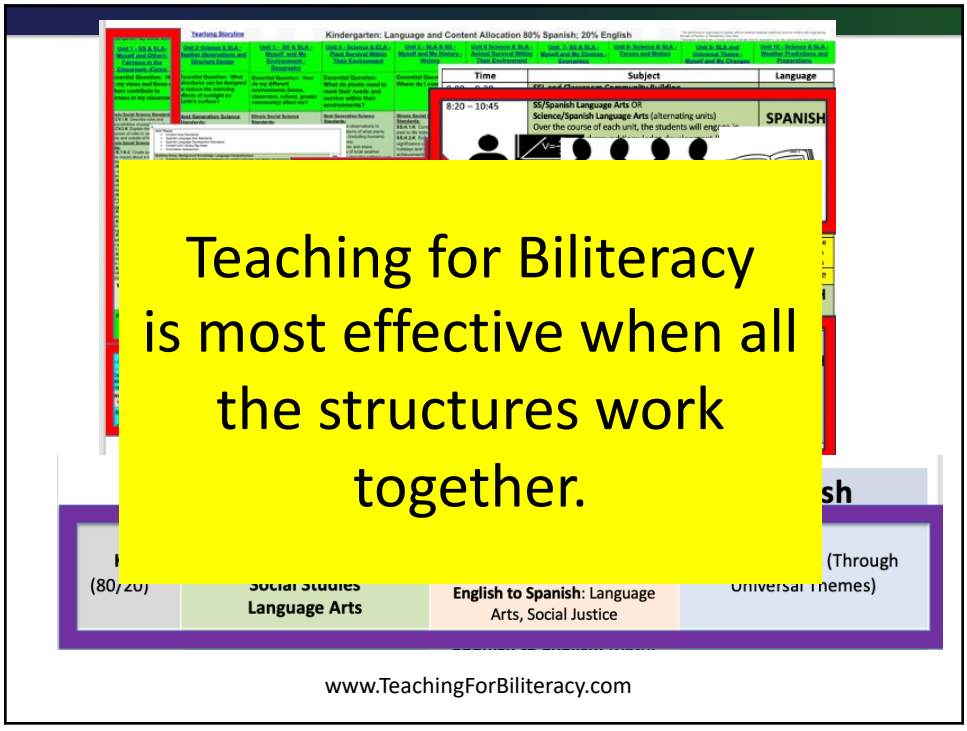
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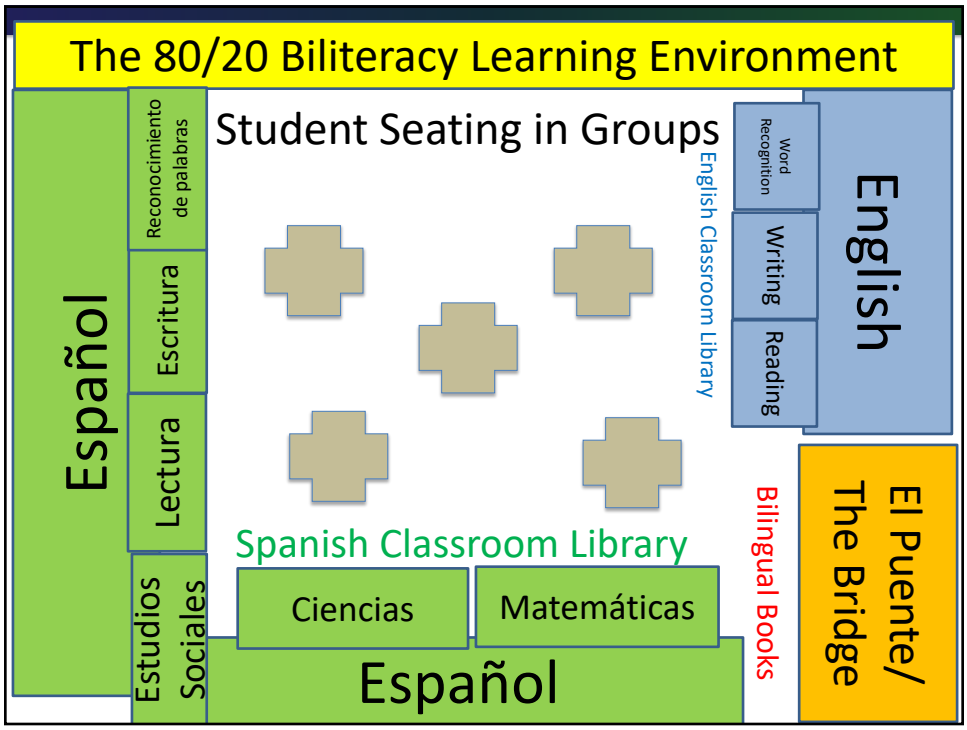
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The 80/20 Biliteracy Learning Environment
Español
Reconocimiento de palabras
Escritura
Lectura
Estudios Sociales
Student Seating in Groups
English Classroom Library
Word Recognition
Writing
Reading
English
Spanish Classroom Library
Ciencias
Matemáticas
Español

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Kindergarten: Language and Content Allocation 80% Spanish: 20% English
Time
Subject
Language
8:20 – 10:45
SS/Spanish Language Arts OR
Science/Spanish Language Arts (alternating units)
Over the course of each unit, the students will engage in
SPANISH
Teaching for Biliteracy is most effective when all the structures work together.
(80/20)
Social Studies Language Arts
English to Spanish: Language Arts, Social Justice
(Through Universal Themes)
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Sample Program Language and Content Allocation Plan

	Spanish	The Bridge	English
K (80/20)	**Math** **Science** **Social Studies** **Language Arts**	**Spanish to English:** Math, Science, Social Studies, Language Arts **English to Spanish**: Language Arts, Social Justice	**Language Arts** (Through Universal Themes)
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6-8	**Science** **Language Arts**	**Spanish to English:** Social Studies, Language Arts	**Math** **Social Studies** **Language Arts**

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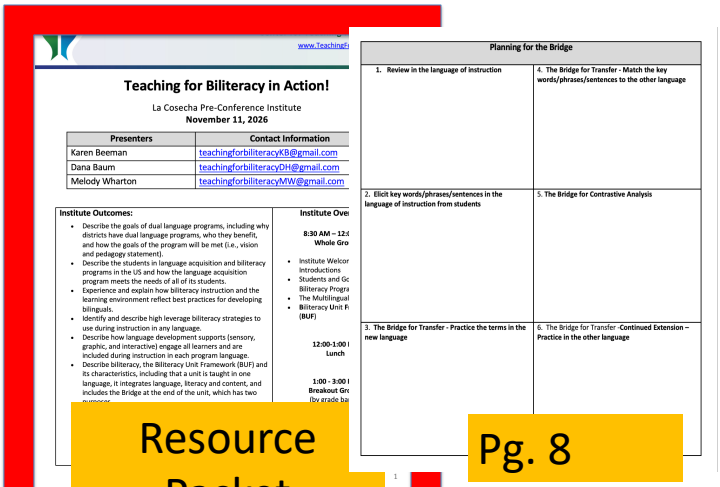
Agenda:

- ✅ 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

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Materials for today's session



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

Planning for the Bridge

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

Resource Packet

Pg. 8

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

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

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

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

Foundational Skills and Fluency: Word Recognition
- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

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

Formative Assessment

Summative Assessment

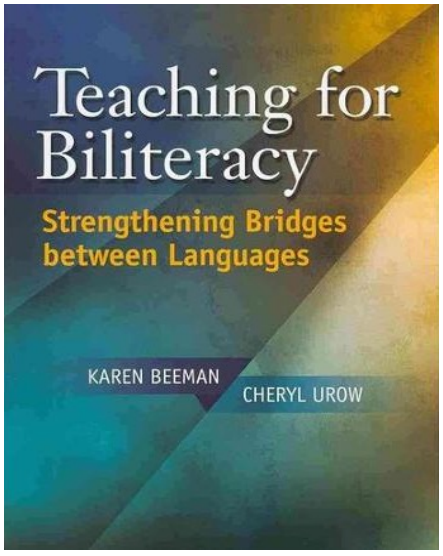
Bridge – Transfer
- Illustration
- Side by Side or
- Así se dice

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

Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar

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Chapter 10
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Language Use Norms – for adults

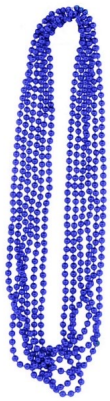
- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter*: ¿Cómo se dice… en español?*
- Do not translate for your partner.
- Engage actively in the sample instruction.
- Be respectful students so that you can experience the strategies.

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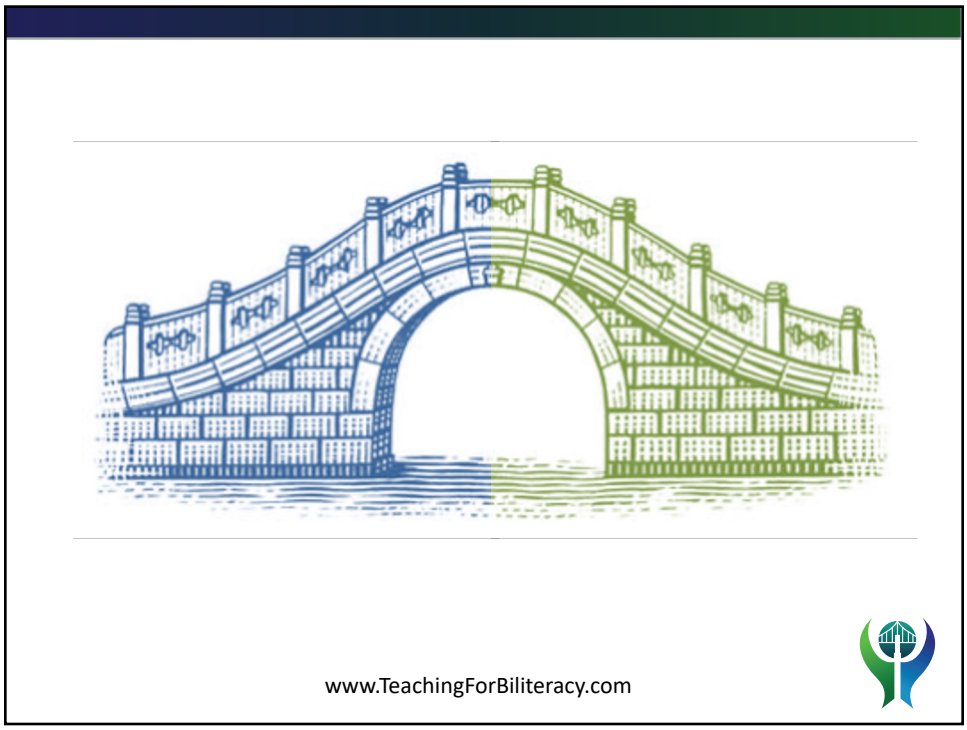
Marking the Language of Instruction





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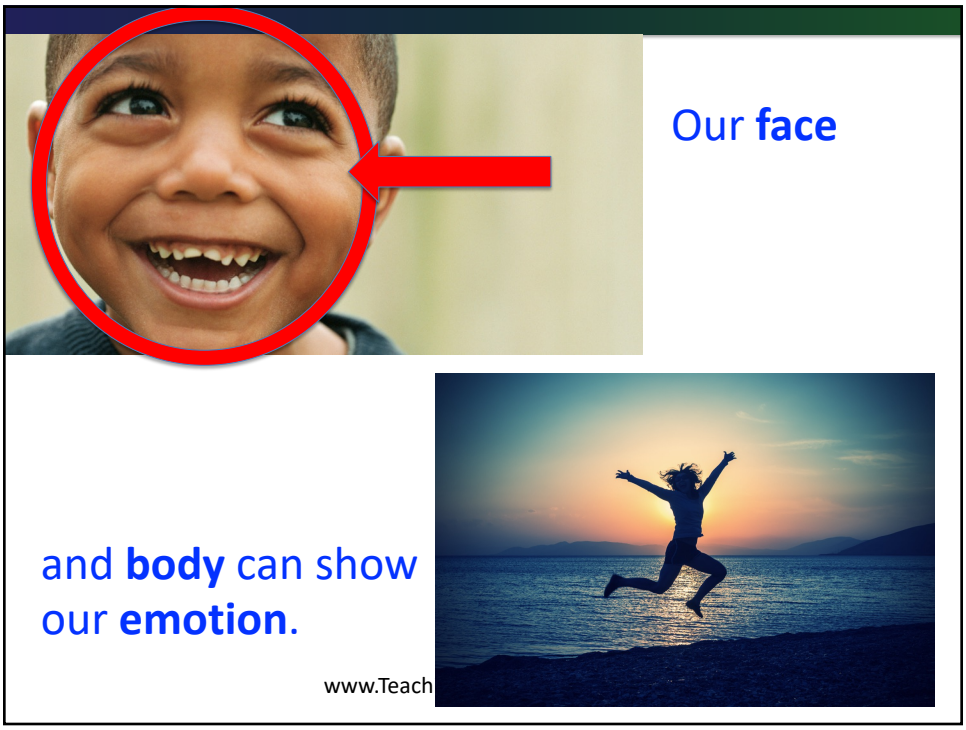
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Events
MY DAY
7:00
8:00
2: 30
3:00
3: 15
4:00
5:00
5: 30
6:00
8: 30
Emotions
happy
sad
excited
mad
scared

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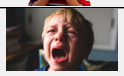

Our face
and body can show our emotion.
www.Teach

101


MY DAY
7:00
4:00
8:00
5:00
2: 30
5: 30
3:00
6:00
3: 15
8: 30
Different events may cause our emotions to change.
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The Bridge Transfer Chart

English	picture/foto	
The emotions		
The events		
happy		
sad		
excited		
scared		
mad		

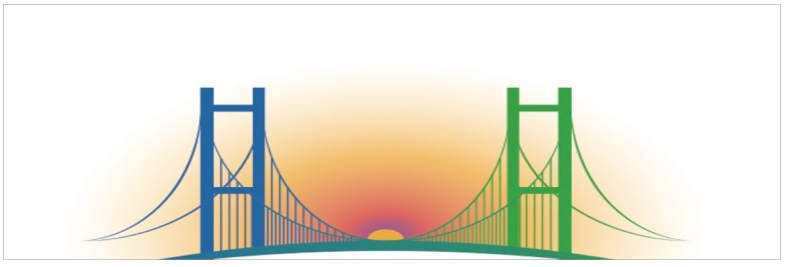
Step 2



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Now during the Spanish portion of the day….

Step 3



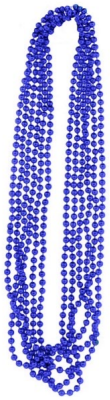
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Mark the Bridge

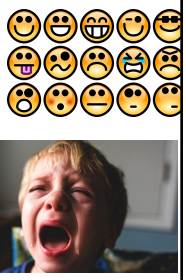


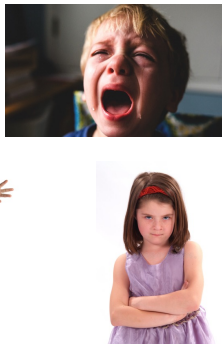


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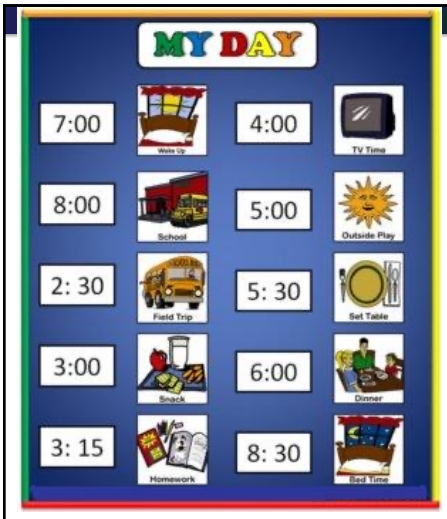
106


Los acontecimientos
MY DAY
7:00
8:00
2: 30
3:00
3: 15
4:00
5:00
5: 30
6:00
8: 30
Las emociones
feliz
triste
emocionado/a
enojado/a
asustado/a

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La cara
y el cuerpo pueden mostrar las emociones.
www.Teach

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Los acontecimientos diferentes pueden hacer que **cambien las emociones.**

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Side-by-side Bridge

English	picture/foto	Español
The emotions		las emociones
The events		los acontecimientos
happy		feliz
sad		triste
excited		emocionado/a
scared		asustado/a
mad		enojado/a

Step 4

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Contrastive Analysis: Syntax and Grammar

English	Español
The emotions	Las emociones
The face	La cara
The events	Los acontecimientos
The body	El cuerpo

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Step 5

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Contrastive Analysis: Pragmatics
Spanish has gender

Girl/Niña		Boy/Niño	
English	**Español**	**English**	**Español**
I'm excited!	¡Estoy emocionada!	I'm excited!	¡Estoy emocionado!
I feel scared.	Me siento asustada.	I feel scared.	Me siento asustado.

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El perro se siente _____.

El niño se siente _____.

El niño y el perro se sienten _____.

Elige la aventura:

Los estudiantes seleccionan los acontecimientos del cuento de un sombrero y luego deciden cómo se sentirá el personaje. Después actúan el cuento.

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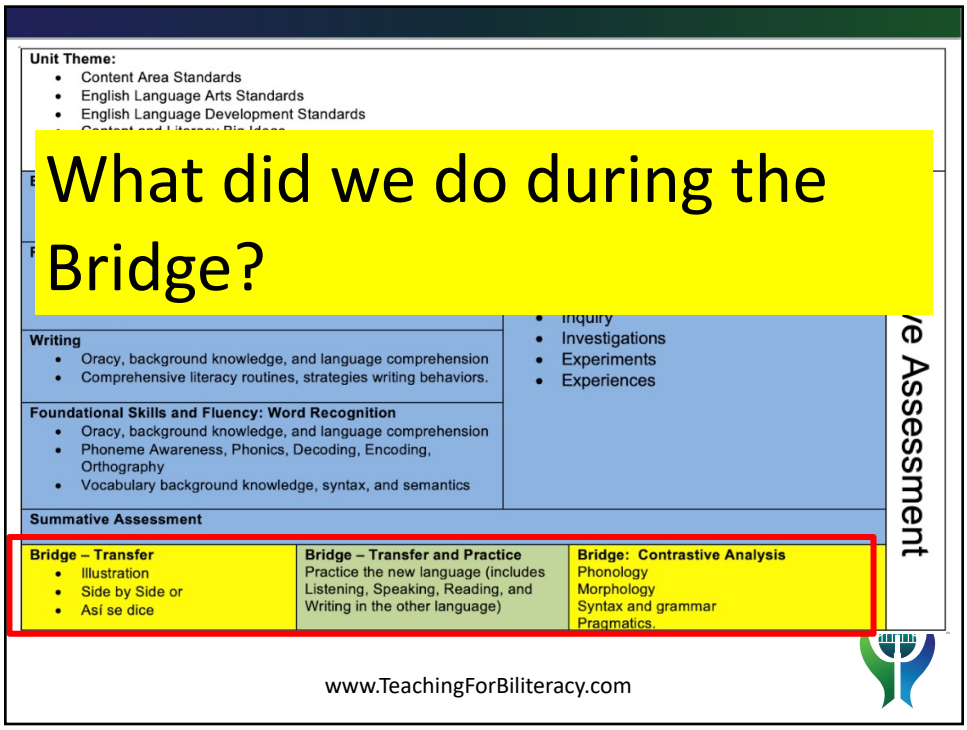
Step 6

113

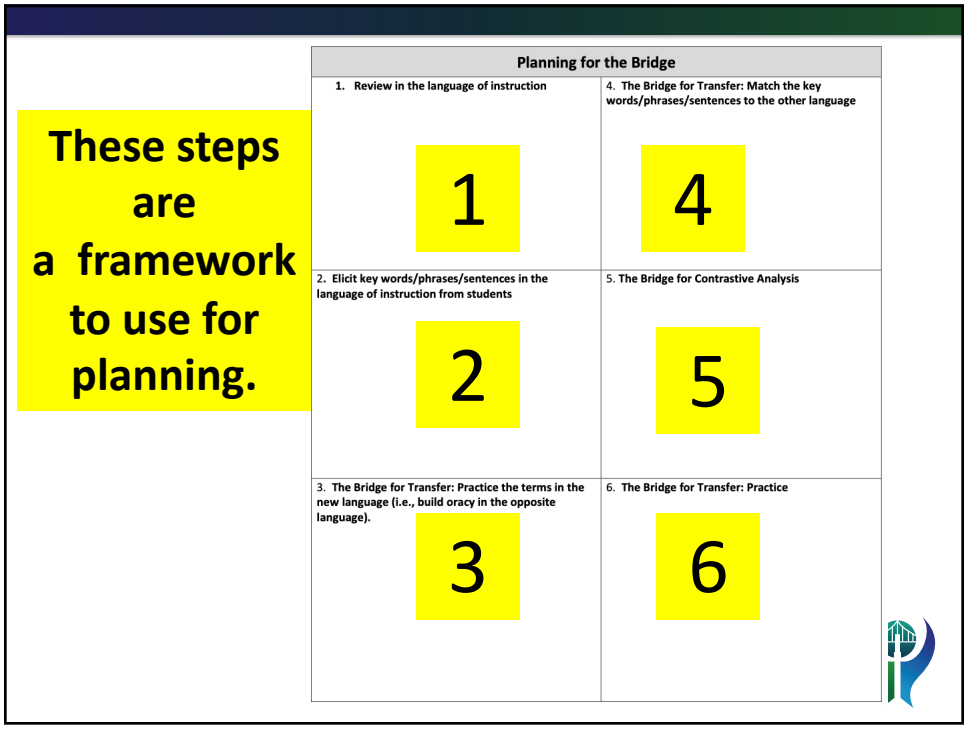
Debrief The Bridge

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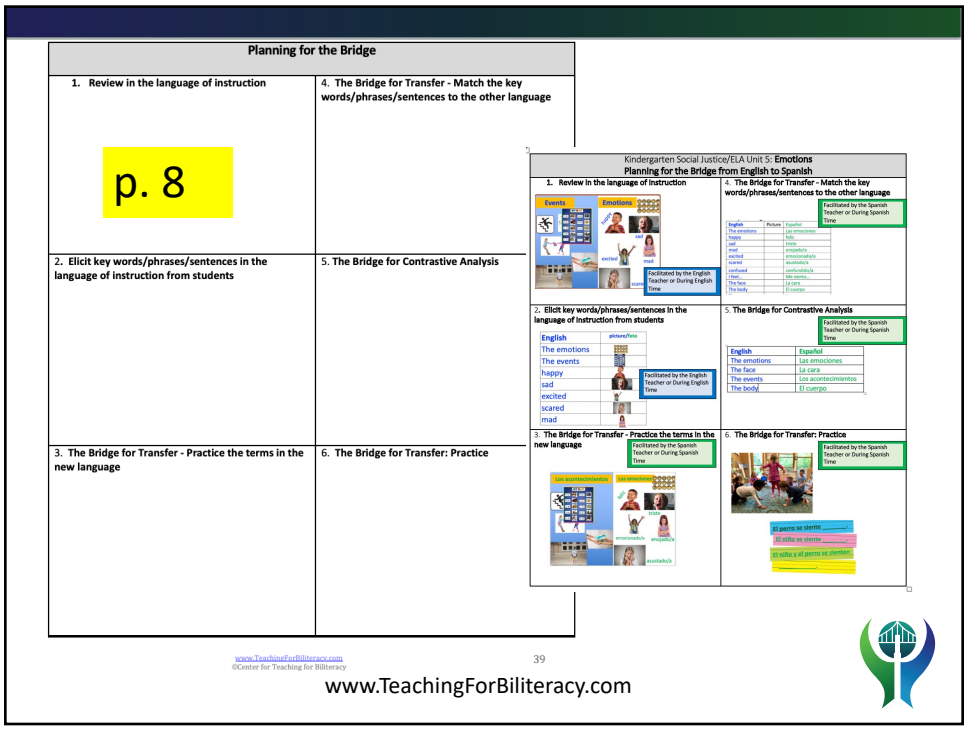
114


Unit Theme:
Content Area Standards
English Language Arts Standards
English Language Development Standards
What did we do during the Bridge?
Writing
Oracy, background knowledge, and language comprehension
Comprehensive literacy routines, strategies writing behaviors.
Foundational Skills and Fluency: Word Recognition
Oracy, background knowledge, and language comprehension
Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
Vocabulary background knowledge, syntax, and semantics
Inquiry
Investigations
Experiments
Experiences
Assessment
Summative Assessment
Bridge – Transfer
Illustration
Side by Side or
Así se dice
Bridge – Transfer and Practice
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)
Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics.
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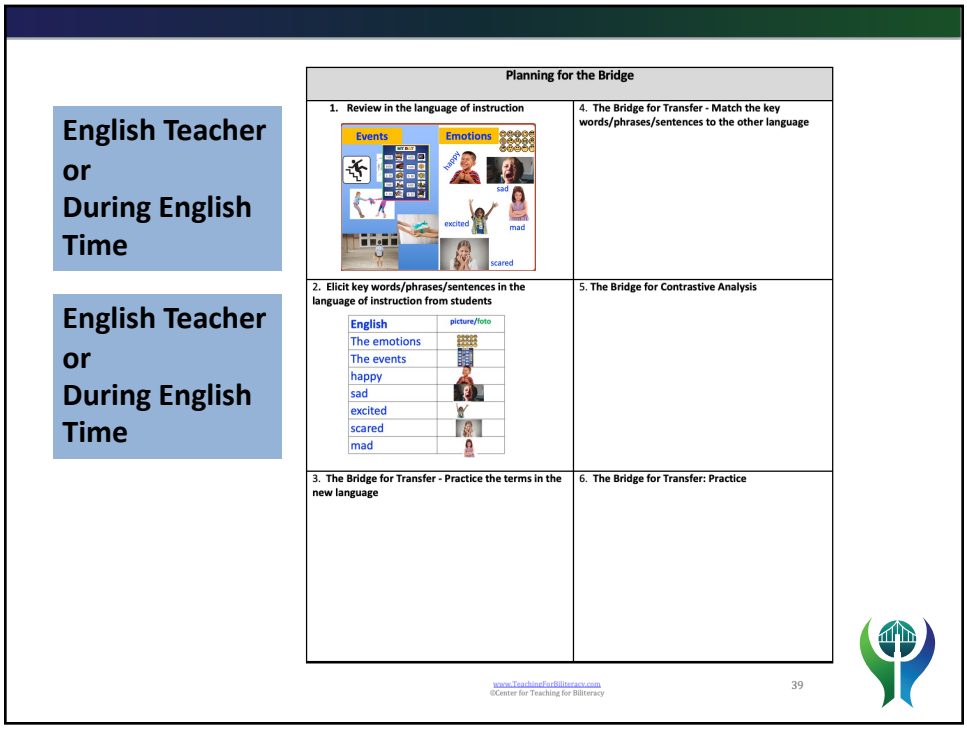

These steps are a framework to use for planning.
Planning for the Bridge
1. Review in the language of instruction
1
4. The Bridge for Transfer: Match the key words/phrases/sentences to the other language
4
2. Elicit key words/phrases/sentences in the language of instruction from students
2
5. The Bridge 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

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English		
Time	**Subject**	**Language**
8:00 – 8:20	**SEL and Classroom Community Building**	**SPANISH**
8:20 – 10:30	**SS/Spanish Language Arts** OR **Science/Spanish Language Arts** (alternating units) Over the course of each unit, the students will engage in… · Oracy · SS/Science experiences/inquiry · Whole group mini lessons · Writing (independent, small group and whole group) · Reading (independent, small group and whole group) · Foundational Skills & Language Comprehension (Word Study) · Independent Practice	**SPANISH**
10:30 - 11:00	**Intervention Block**	Language identified by the teacher(s) and based on student need.
11:00 – 12:00	**Specials**	If possible, half are offered in Spanish and half in English - by teacher
12:00 – 12:45	**Lunch**	Student choice
12:45 – 2:00	**Math in Spanish** · Oracy development · Math skills and practice · Reading and writing as applied to math	**SPANISH**
2:00 – 3:00	**Steps 1 & 2** Start new ELA/Universal Theme unit	**ENGLISH**

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Planning for the Bridge

English Teacher or During English Time

1. Review in the language of instruction



English Teacher or During English Time

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

English	picture/foto
The emotions	
The events	
happy	
sad	
excited	
scared	
mad	

Spanish Teacher or During Spanish Time

3. The Bridge for Transfer - Practice the terms in the new language



Spanish Teacher or During Spanish Time

4. The Bridge for Transfer - Match the key words/phrases/sentences to the other langu

English	Picture	Español
The emotions		Las emociones
happy		feliz
sad		triste
mad		enojado/a
excited		emocionado/a
scared		asustado/a
confused		confundido/a
I feel...		Me siento...
The face		La cara
The body		El cuerpo

Spanish Teacher or During Spanish Time

5. The Bridge for Contrastive Analysis

English	Español
The emotions	Las emociones
The face	La cara
The events	Los acontecimiento
The body	El cuerpo

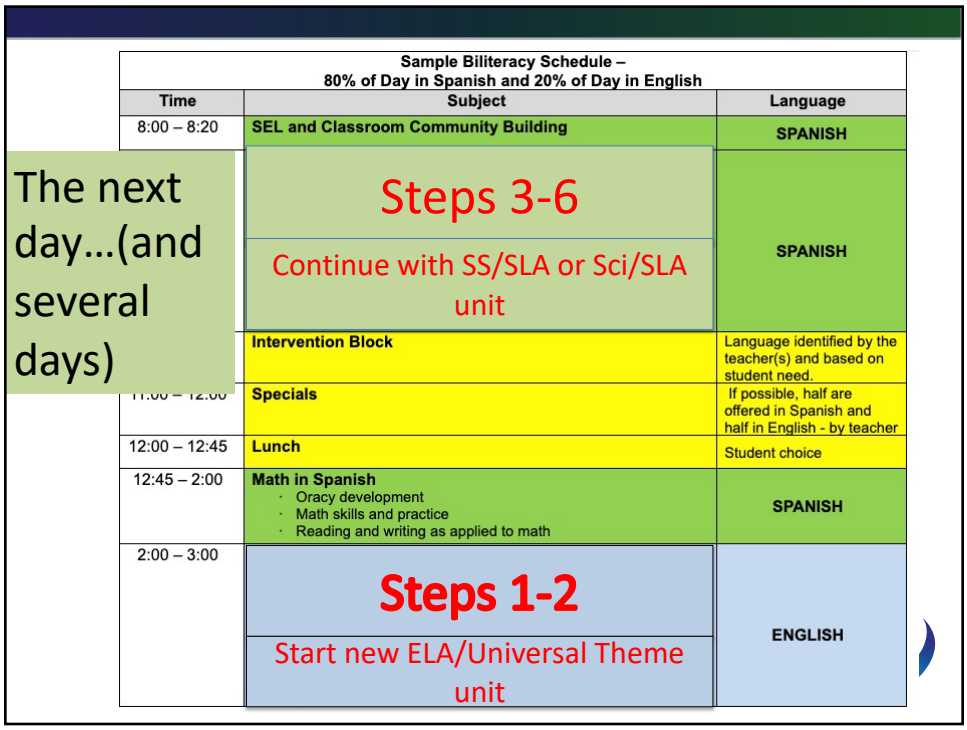
Spanish Teacher or During Spanish Time

6. The Bridge for Transfer: Practice

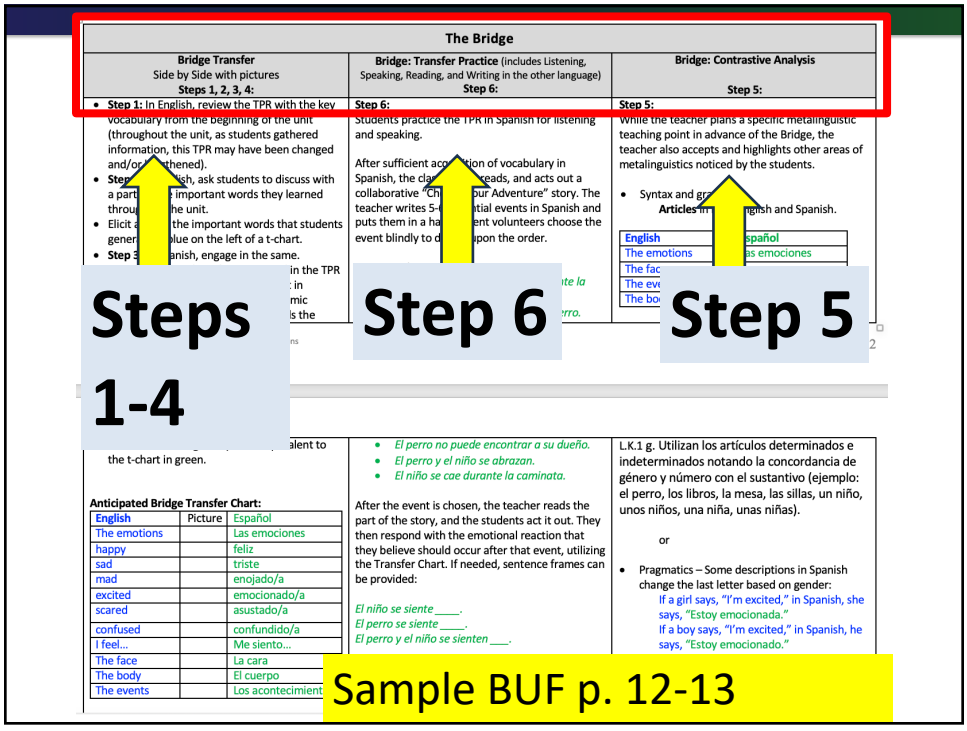


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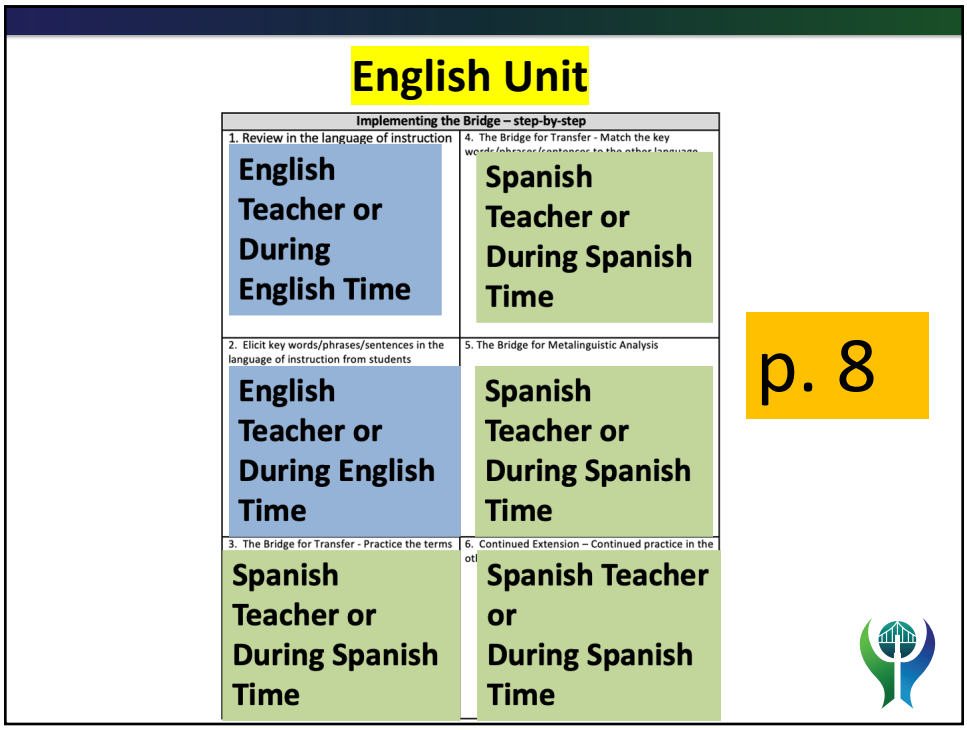
120


Sample Biliteracy Schedule –
80% of Day in Spanish and 20% of Day in English
Time
Subject
Language
8:00 – 8:20
SEL and Classroom Community Building
SPANISH
The next day…(and several days)
Steps 3-6
Continue with SS/SLA or Sci/SLA unit
SPANISH
Intervention Block
Language identified by the teacher(s) and based on student need.
Specials
If possible, half are offered in Spanish and half in English - by teacher
12:00 – 12:45
Lunch
Student choice
12:45 – 2:00
Math in Spanish
Oracy development
Math skills and practice
Reading and writing as applied to math
SPANISH
2:00 – 3:00
Steps 1-2
Start new ELA/Universal Theme unit
ENGLISH

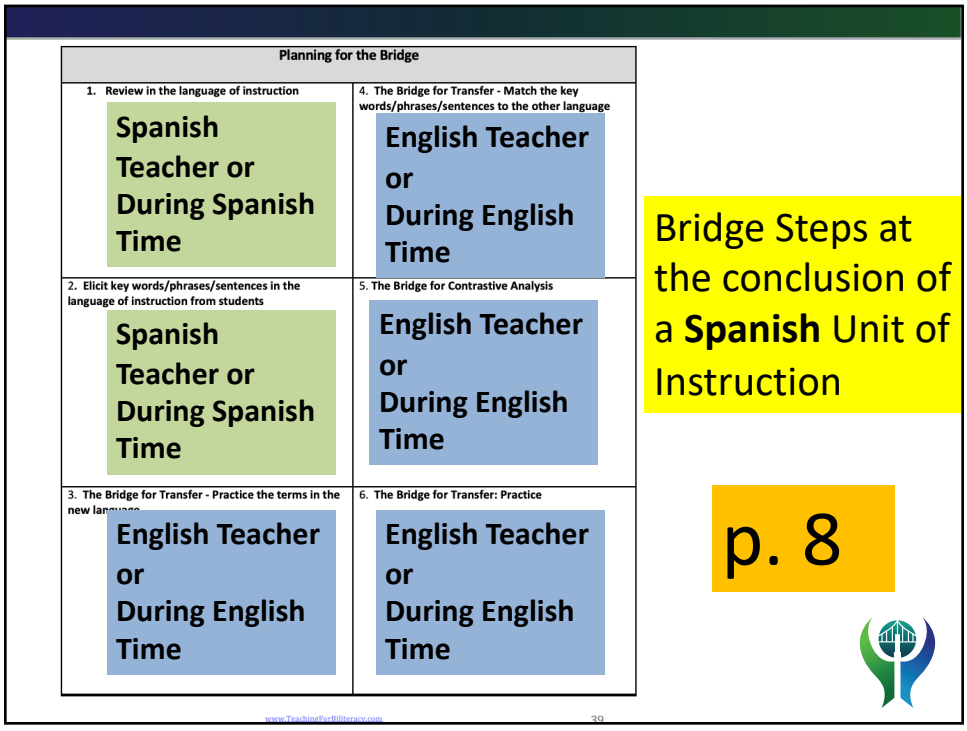
121


The Bridge
Bridge Transfer
Side by Side with pictures
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:
Step 6:
Students practice the TPR in Spanish for listening and speaking.
Step 5:
Steps 1-4
Step 6
Step 5
Anticipated Bridge Transfer Chart:
English
Picture
Español
The emotions
Las emociones
happy
feliz
sad
triste
mad
enojado/a
excited
emocionado/a
scared
asustado/a
confused
confundido/a
I feel...
Me siento...
The face
La cara
The body
El cuerpo
The events
Los acontecimient
El perro no puede encontrar a su dueño.
El perro y el niño se abrazan.
El niño se cae durante la caminata.
After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided:
El niño se siente ____.
El perro se siente ____.
El perro y el niño se sienten ___.
L.K.1 g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).
or
Pragmatics – Some descriptions in Spanish change the last letter based on gender:
If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada."
If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."
Sample BUF p. 12-13

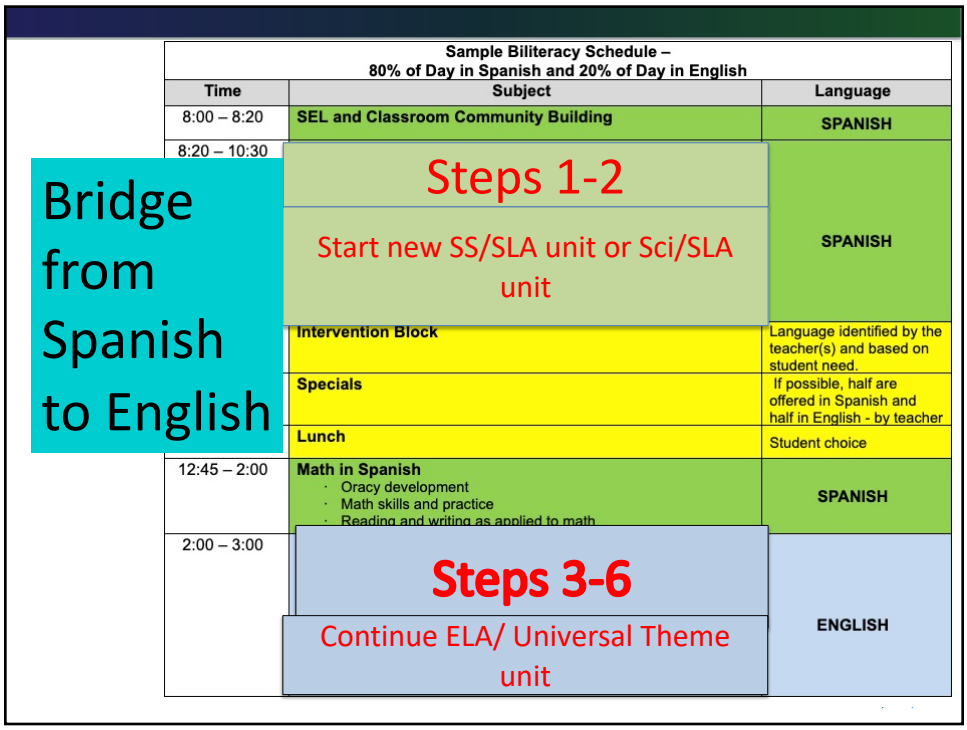
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English Unit
Implementing the Bridge – step-by-step
1. Review in the language of instruction
English Teacher or During English Time
4. The Bridge for Transfer - Match the key
Spanish Teacher or During Spanish Time
2. Elicit key words/phrases/sentences 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

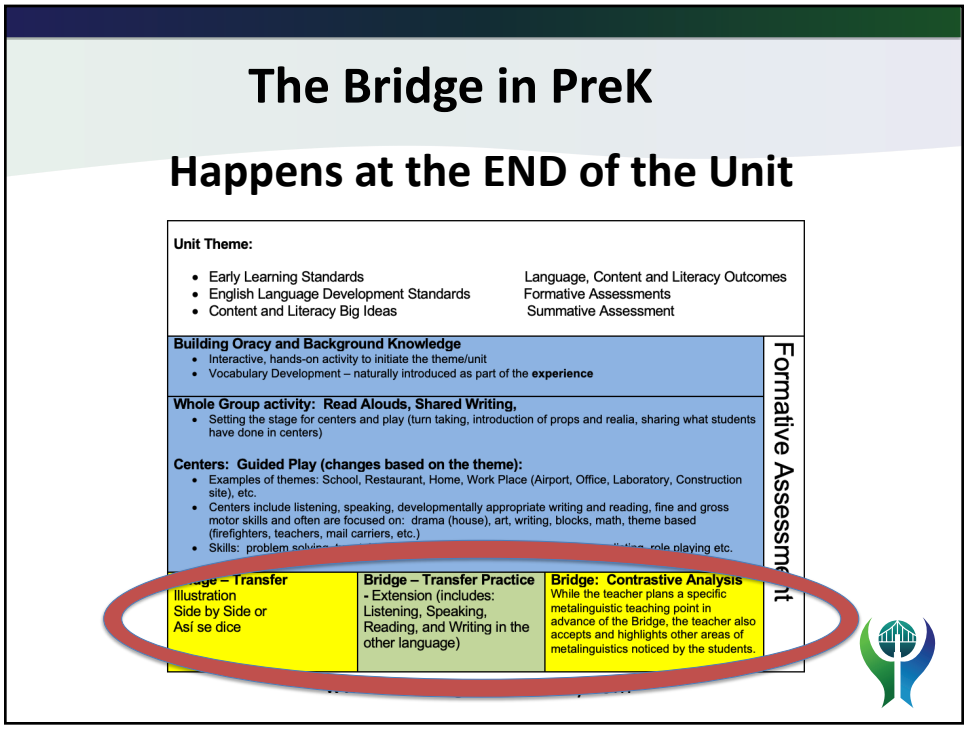
123


Planning for the Bridge
1. Review in the language of instruction
Spanish Teacher or During Spanish Time
4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
English Teacher or During English Time
2. Elicit key words/phrases/sentences in the language of instruction from students
Spanish Teacher or During Spanish Time
5. The Bridge for Contrastive Analysis
English Teacher or During English Time
3. The Bridge for Transfer - Practice the terms in the new language
English Teacher or During English Time
6. The Bridge for Transfer: Practice
English Teacher or During English Time
Bridge Steps at the conclusion of a Spanish Unit of Instruction
p. 8

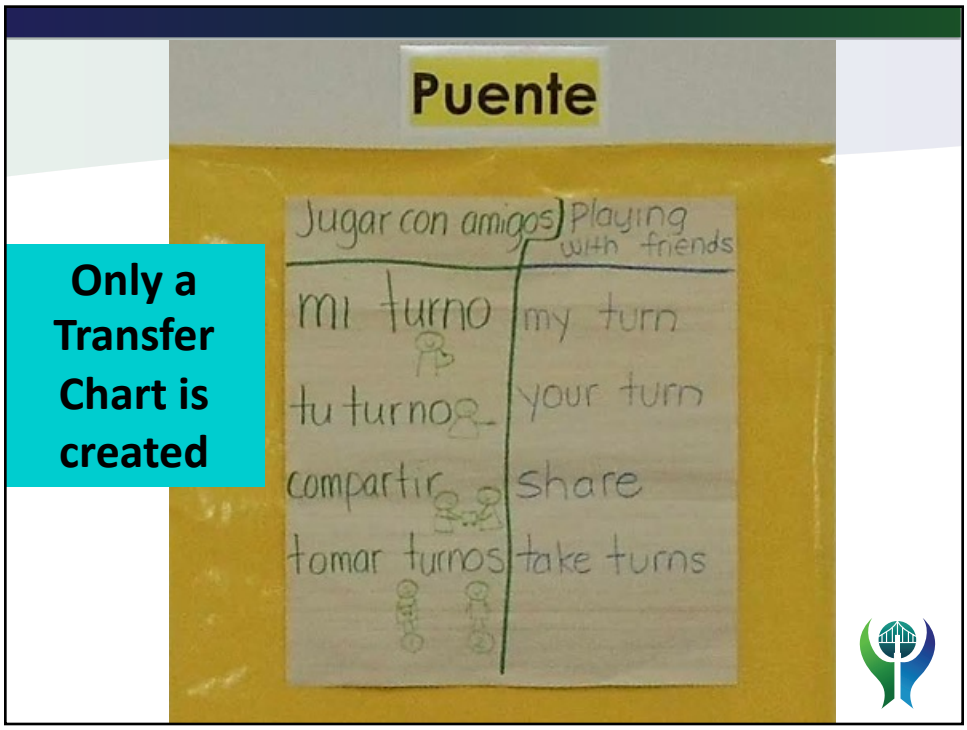
124


Sample Biliteracy Schedule –
80% of Day in Spanish and 20% of Day in English
Time
Subject
Language
8:00 – 8:20
SEL and Classroom Community Building
SPANISH
8:20 – 10:30
SPANISH
Bridge from Spanish to English
Steps 1-2
Start new SS/SLA unit or Sci/SLA unit
Intervention Block
Language identified by the teacher(s) and based on student need.
Specials
If possible, half are offered in Spanish and half in English - by teacher
Lunch
Student choice
12:45 – 2:00
Math in Spanish
Oracy development
Math skills and practice
Reading and writing as applied to math
SPANISH
2:00 – 3:00
Steps 3-6
Continue ELA/ Universal Theme unit
ENGLISH

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

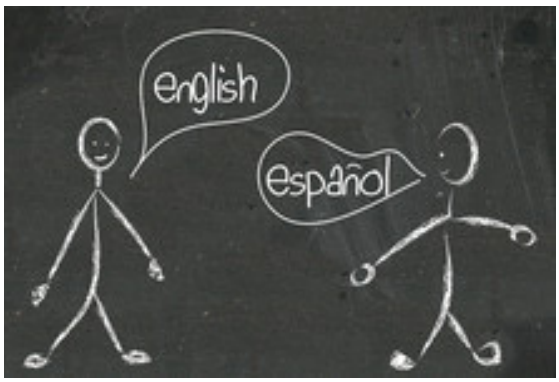
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Only a Transfer Chart is created

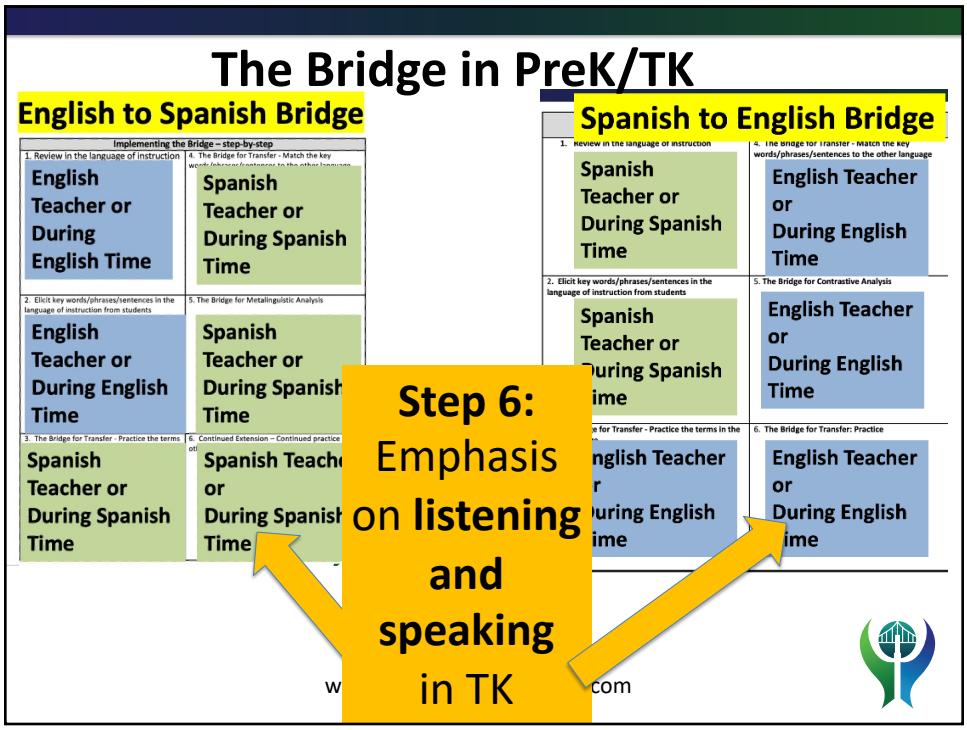
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PreK Contrastive Analysis

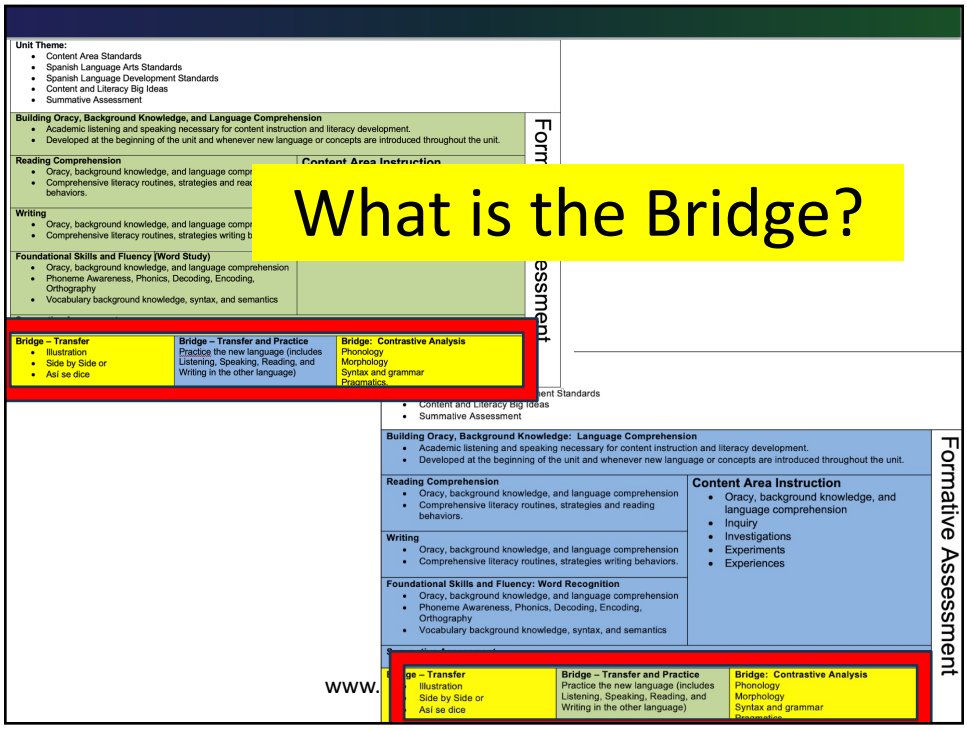


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The Bridge in PreK/TK
English to Spanish Bridge
Implementing the Bridge – step-by-step
1. Review in the language of instruction
English Teacher or During English Time
4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language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

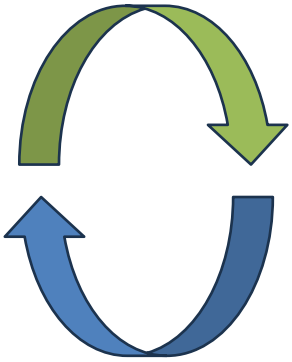
129


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 Recognition
Oracy, background knowledge, and language comprehension
Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
Vocabulary background knowledge, syntax, and semantics
Content Area Instruction
Oracy, background knowledge, and language comprehension
Inquiry
Investigations
Experiments
Experiences
Bridge – Transfer
Illustration
Side by Side or
Así se dice
Bridge – Transfer and Practice
Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)
Bridge: Contrastive Analysis
Phonology
Morphology
Syntax and grammar
Pragmatics
Formative Assessment
What is the Bridge?

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The Two Purposes of the Bridge

Transfer



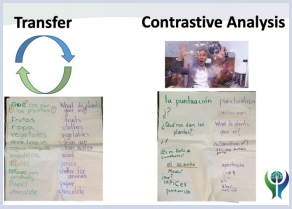
Contrastive Analysis



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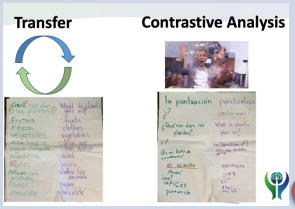
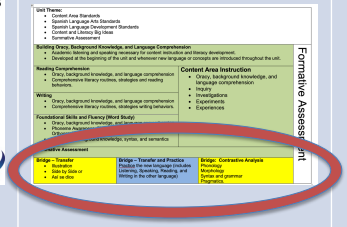
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The Bridge for Biliteracy: Non-negotiables

Two Purposes		
 Two Charts		

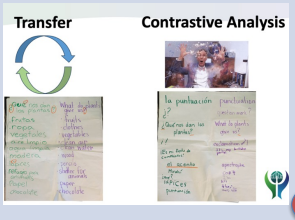
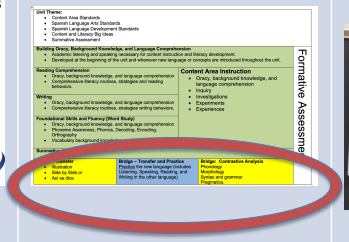
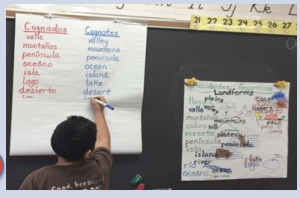
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The Bridge for Biliteracy: Non-negotiables

Two Purposes	Happens at the END of the Unit	
 Two Charts		

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The Bridge for Biliteracy: Non-negotiables

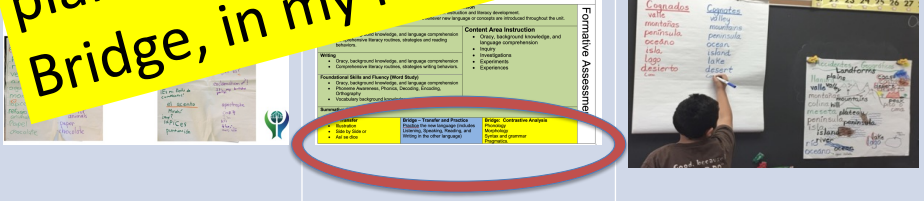
Two Purposes	Happens at the END of the Unit	Includes High Student Interaction
 Two Charts		

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The Bridge for Biliteracy: Non-negotiables

Two

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



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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**

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Institute Takeaways

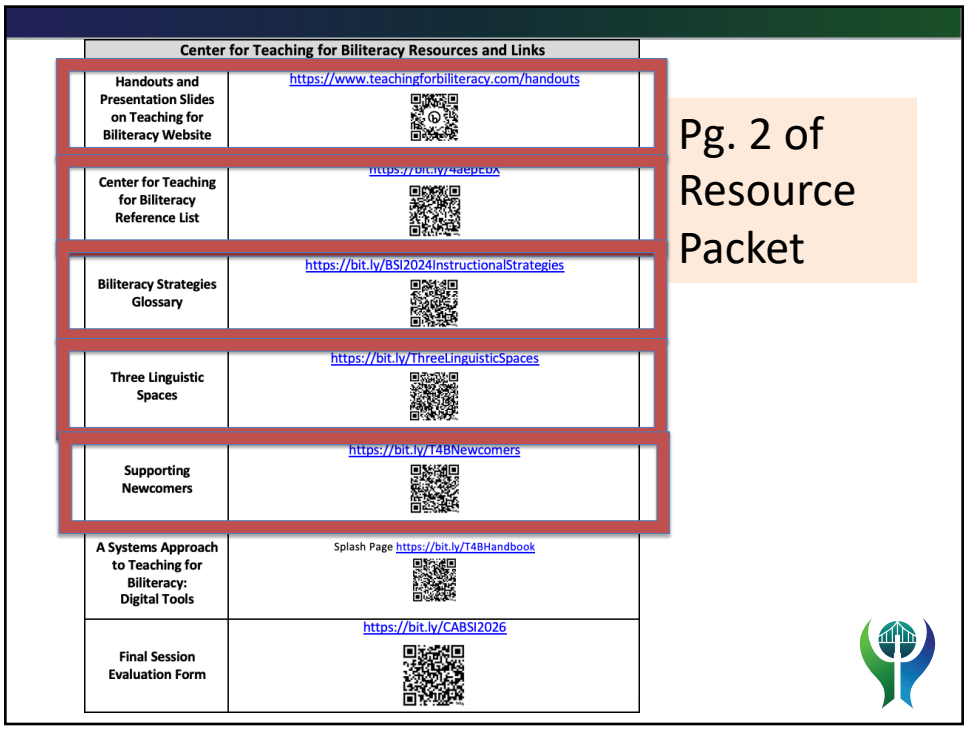
- Teach language by integrating language scaffolding strategies in all activities.
- Language comprehension (oracy and background knowledge) are essential prior to literacy and content instruction.
- Group students strategically.

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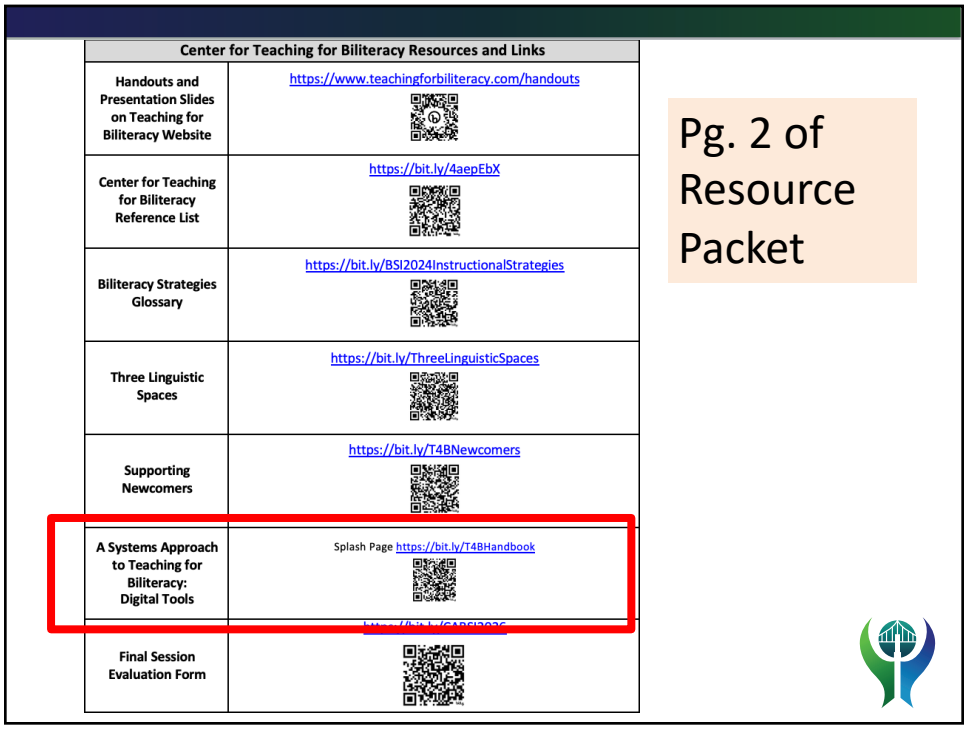
Institute Takeaways

- 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.

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Center for Teaching for Biliteracy Resources and Links
Handouts and Presentation Slides on Teaching for Biliteracy Website
https://www.teachingforbiliteracy.com/handouts
Center for Teaching for Biliteracy Reference List
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

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Center for Teaching for Biliteracy Resources and Links
Handouts and Presentation Slides on Teaching for Biliteracy Website
https://www.teachingforbiliteracy.com/handouts
Center for Teaching for Biliteracy Reference List
https://bit.ly/4aepEbX
Biliteracy Strategies Glossary
https://bit.ly/BSI2024InstructionalStrategies
Three Linguistic Spaces
https://bit.ly/ThreeLinguisticSpaces
Supporting Newcomers
https://bit.ly/T4BNewcomers
A Systems Approach to Teaching for Biliteracy: Digital Tools
Splash Page https://bit.ly/T4BHandbook
Final Session Evaluation Form
Pg. 2 of Resource Packet

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A Systems Approach to Teaching for Biliteracy

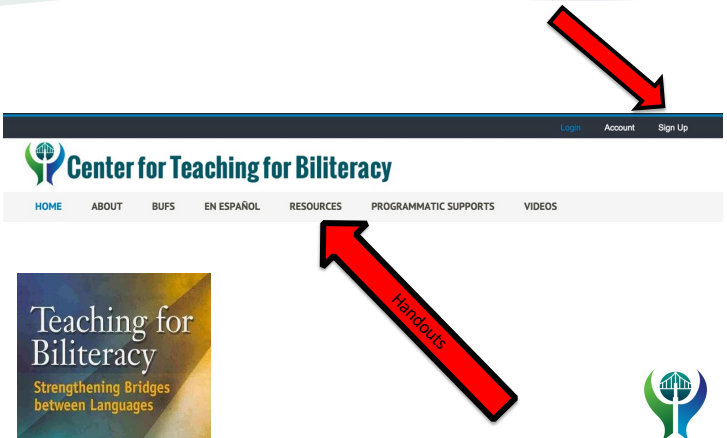
The following structures, when created and implemented in order, ensure the sustainability of effective biliteracy instruction across the program. Each link below is a tool to help programs create and evaluate these structures, thus supporting and ensuring cohesion across program elements.

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

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Conference Session



Reimagined & Rebuilt:
One School's Dual Language Transformation

Thursday, November 12, 9:40 AM

El Dorado – Zia A

www.TeachingForBiliteracy.com

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Materials for today's session

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