

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept presented through pictures. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	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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	Notes: • Meaningful Frame (i.e., content and unit theme)		
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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. <i>Teaching for Biliteracy Book: page 81</i>	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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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. <i>Teaching for Biliteracy Book: page 82 & 136</i>	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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Sort: In strategic partnerships, students categorize words, pictures, or realia into groups. This can be done as a closed sort, using teacher-provided categories, or as an open sort, where students create their own categories. In an open sort, there is no expectation that students will group items according to content standards. They may organize items in any way, as long as they can explain their reasoning. In a closed sort, the teacher provides the categories, which must be clear and understandable to students. Sentence prompts are used to structure oral language development and help students focus on vocabulary and concepts. <i>Teaching for Biliteracy Book: page 83</i>	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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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 propose a retelling, one sentence at a time, about the shared experience. 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. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	Sensory Supports	Graphic Supports	Interactive Supports
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	For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!		