

Sample Instruction for PreK-2nd Grades



Sheridan Way Elementary School, VUSD

March 5, 2026

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios • Señalar dibujos mencionados de un contexto • Responder a instrucciones verbales con movimientos físicos • Encontrar personas familiares en lugares descritos verbalmente	• Clasificar dibujos u objetos siguiendo instrucciones verbales • Emparejar dibujos, objetos, o movimientos con instrucciones verbales • Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate) • Identificar patrones/pautas simples descritos/as verbalmente • Responder con gestos a canciones o cuentos modelados por el maestro	• Seguir instrucciones verbales de dos pasos un paso al tiempo • Hacer dibujos como respuesta a instrucciones verbales • Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) • Actuar canciones y cuentos con gestos	• Encontrar dibujos siguiendo descripciones verbales • Seguir instrucciones verbales y compararlas a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") • Distinguir entre lo que pasa antes o después en actividades verbales o cuentos • Actuar en respuesta a cuentos leídos en voz alta	• Ordenar dibujos de eventos de acuerdo a lenguaje secuencial • Organizar objetos o dibujos de acuerdo a discurso descriptivo • Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar • Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	Nivel 6 - Alcanzando
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	• Identificar personas u objetos en cuentos cortos ilustrados • Repetir palabras, frases simples • Contestar preguntas de "sí o no" acerca de información personal • Nombrar objetos en el salón y objetos diarios	• Recontar algunos hechos de cuentos cortos ilustrados • Describir dibujos, objetos en el salón o personas familiares usando frases simples • Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) • Completar frases en rimas o canciones	• Recontar cuentos cortos narrados a través de dibujos • Repetir oraciones de rimas o cuentos con patrones • Hacer predicciones (ejemplo: "¿Qué pasará después?") • Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	• Recontar cuentos narrativos a través de dibujos detallados • Cantar líricas repetitivas independientemente • Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) • Indicar relación espacial de objetos reales usando frases u oraciones cortas	• Contar cuentos originales con detalles emergentes • Explicar situaciones (ejemplo: incluir sentimientos) • Ofrecer opiniones personales • Expresar con razones los gustos, disgustos, o preferencias	Nivel 6 - Alcanzando

TK-K Spanish Language Proficiency Levels

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging
LEER	• Emparejar íconos y símbolos con los dibujos que corresponden • Identificar el nombre escrito • Encontrar palabras y dibujos que emparejan • Encontrar objetos de vida real en el salón	• Emparejar ejemplos de la misma escritura • Distinguir entre diferentes tipos de escritura (ejemplo: letras y símbolos) • Demostrar conceptos de escritura (ejemplo: movimiento de izquierda a derecha, principio/fin o la parte de arriba/abajo de la página) • Emparejar dibujos etiquetados con los que están ilustrados	• Usar dibujos para identificar palabras • Clasificar visuales de acuerdo a etiquetas o íconos (ejemplo: animales versus plantas) • Demostrar conceptos de escritura (ejemplo: título, autor, ilustrador) • Clasificar dibujos etiquetados por atributo (ejemplo: número, inicial, sonido)	• Identificar algunas palabras con alta frecuencia en un contexto • Ordenar una serie de dibujos etiquetados descritos verbalmente para contar cuentos • Emparejar dibujos con frases/oraciones cortas • Clasificar dibujos etiquetados por dos atributos (ejemplo: tamaño y color)	• Encontrar vocabulario relacionado con la escuela • Diferenciar entre dos letras, palabras y oraciones • Juntar palabras para hacer oraciones cortas • Indicar características de palabras, frases, u oraciones que son iguales y diferentes
ESCRIBIR	• Dibujar y escribir garabatos • Circular o subrayar palabras, símbolos y números • Trazar figuras y letras • Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	• Conectar lenguaje oral con lo escrito • Reproducir letras, símbolos, y números siguiendo modelos en un contexto • Copiar íconos conocidos de la escritura en el medioambiente • Dibujar objetos siguiendo modelos y etiquetar con letras	• Comunicarse usando letras, símbolos, y números de un contexto • Hacer "cartas" ilustradas con combinaciones de letras • Hacer conexiones entre lo hablado y lo escrito • Reproducir palabras conocidas de ilustraciones etiquetadas	• Producir símbolos y letras que son asociados con dibujos • Dibujar y usar palabras para contar un cuento • Etiquetar personas y objetos conocidos de un modelo • Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	• Crear representaciones con contenidos académicos a través de dibujos y palabras • Hacer "libros de cuentos" con dibujos y palabras • Producir palabras/frases independientemente • Recontar experiencias de la vida diaria usando frases/oraciones cortas

TK-K Spanish Language Proficiency Levels

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TK – K: English Language Proficiency Levels					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phrases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g., "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons

Level 6 - Reaching

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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons and symbols to corresponding pictures - Identify name in print - Find matching words or pictures - Find labeled real-life classroom objects	- Match examples of the same form of print - Distinguish between same and different forms of print (e.g., single letters and symbols) - Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) - Match labeled pictures to those in illustrated scenes	- Use pictures to identify words - Classify visuals according to labels or icons (e.g., animals v. plants) - Demonstrate concepts of print (e.g., title, author, illustrator) - Sort labeled pictures by attribute (e.g., number, initial sound)	- Identify some high-frequency words in context - Order a series of labeled pictures described orally to tell stories - Match pictures to phrases/short sentences - Classify labeled pictures by two attributes (e.g., size and color)	- Find school-related vocabulary items - Differentiate between letters, words, and sentences - String words together to make short sentences - Indicate features of words, phrases, or sentences that are the same and different	Level 6 - Reaching
WRITING	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences	

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What is literacy?

SIMPLE VIEW OF READING

The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. No amount of skill in one component can compensate

for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic. For a more in-depth understanding of the subcomponents within word recognition (WR) and language comprehension (LC), we turn next to Scarborough's Reading Rope.



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.



Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

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El patojo

Luego de ponerse la chumpa, el patojo salió hacia el obelisco con su chucho para comerse una champurrada cuando se le atravesó un chompipe.

- ¿Cuántas sílabas tiene chumpa, chucho, champurrada, y chompipe?
- ¿Quién iba hacia el obelisco?
- Dibuja al patojo, el obelisco, la champurrada, el chucho y el chompipe

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Word Recognition Constrained K-2

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

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Language Comprehension

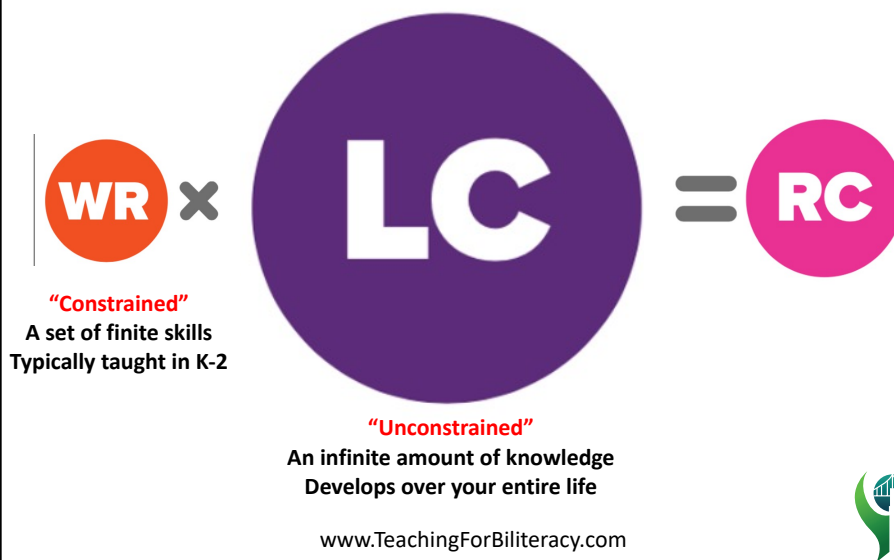
Unconstrained (entire life)

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge

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Simple View of Reading



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The diagram features a large red square frame. Inside the frame, on the left, is a smaller white square containing a purple circle with the letters 'LC' in white. To the left of this square is an orange circle with the letters 'WR' in white. To the right of the 'LC' square is a light orange rectangular box containing the text: 'Developing Bilinguals need instruction that develops their Language Comprehension first.' Below the 'LC' square, within the red frame, is the text: '“Unconstrained” An infinite amount of knowledge Develops over your entire life'. To the left of the 'WR' circle, outside the red frame, is the text: '“Constrained” A set of finite Typically to'. In the bottom right corner of the red frame is a small logo of a stylized person with arms raised, holding a globe.

WR

“Constrained”
A set of finite
Typically to

LC

“Unconstrained”
An infinite amount of knowledge
Develops over your entire life

Developing Bilinguals need instruction that develops their Language Comprehension first.

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El patojo

Luego de ponerse la chumpa, el patojo salió hacia el obelisco con su chucho para comerse una champurrada cuando se le atravesó un chompipe.

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Una chumpa



CHUMPA NIKE BILITERACY.COM
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El patojo



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19

El obelisco



20

Un chucho



21

Una champurrada



22

El patojo

Luego de ponerse la **chumpa**, el **patojo** salió hacia el **obelisco** con su **chucho** para comerse una **champurrada** cuando se le atravesó un **chompipe**.

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Simple View of Reading



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Sally

What is the text about?

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Sally

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

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Knowledge:
**Sally is trying to get rid
 of her neighbors.**

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Talk to Your Partner:



- The “patojo” and “Sally” experiences helped us understand that _____.
- To avoid our students feeling like we did, our instruction should _____.

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Word Recognition

urodjenik	nenormalan	nepogodan
učenik	nepostovanje	nevredan
zatvorenik	optuzenik	

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What

WR
"Constrained"
A set of finite
Typically to

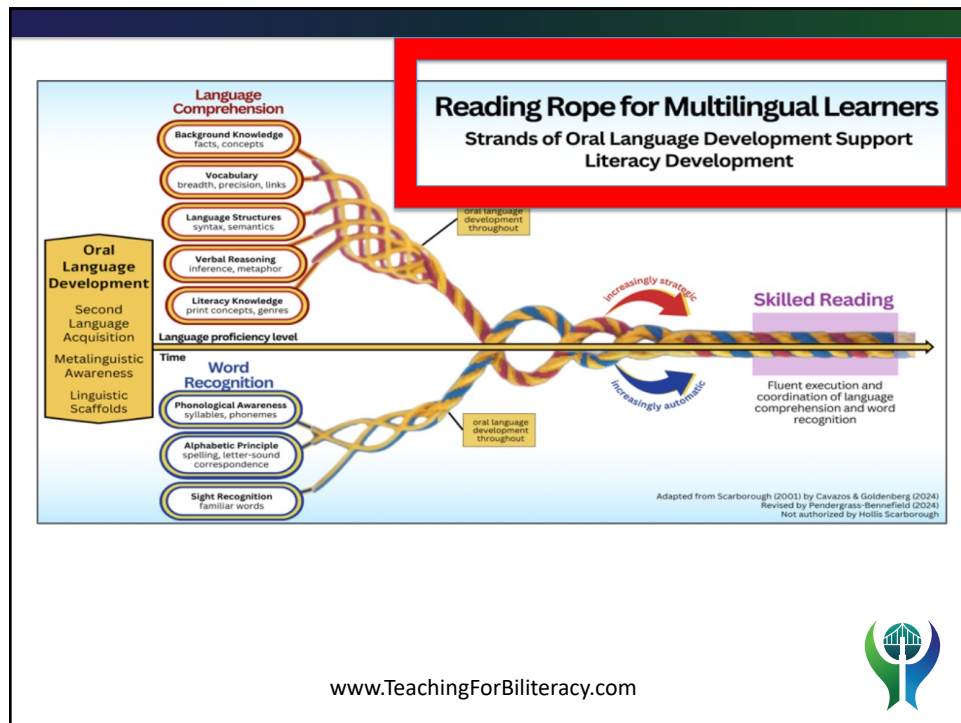


"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

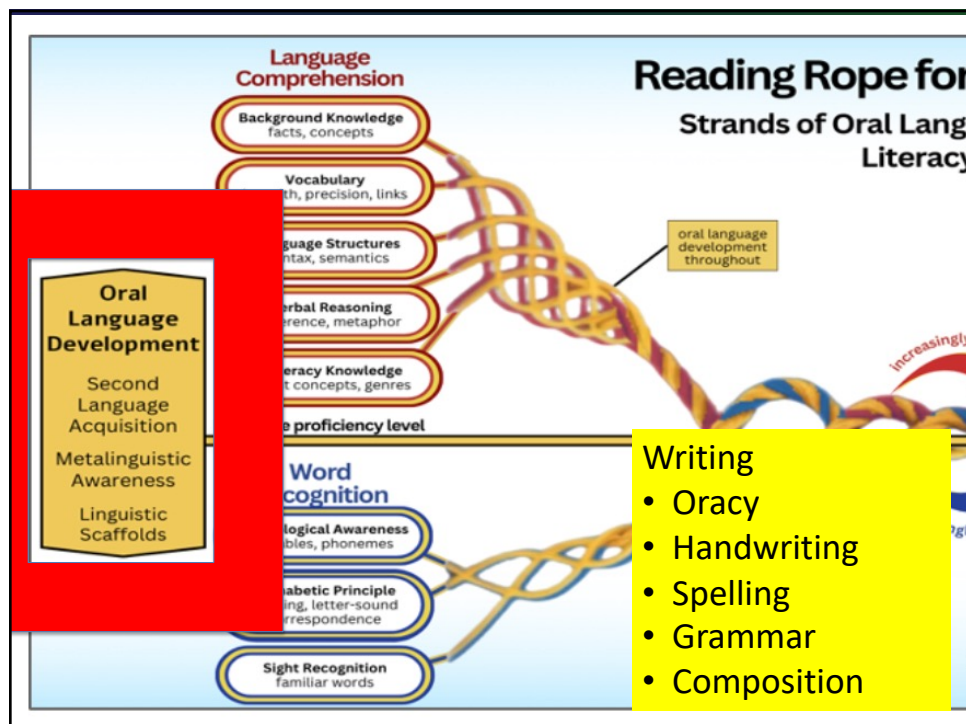
**Developing
Bilinguals need
instruction that
develops their
Language
Comprehension
first.**



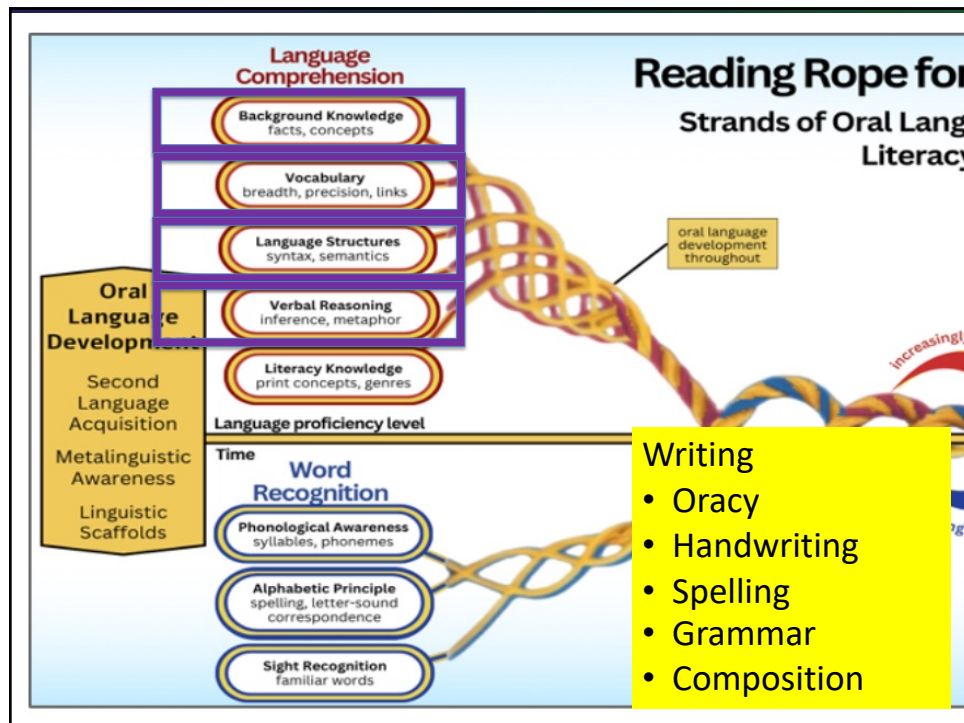
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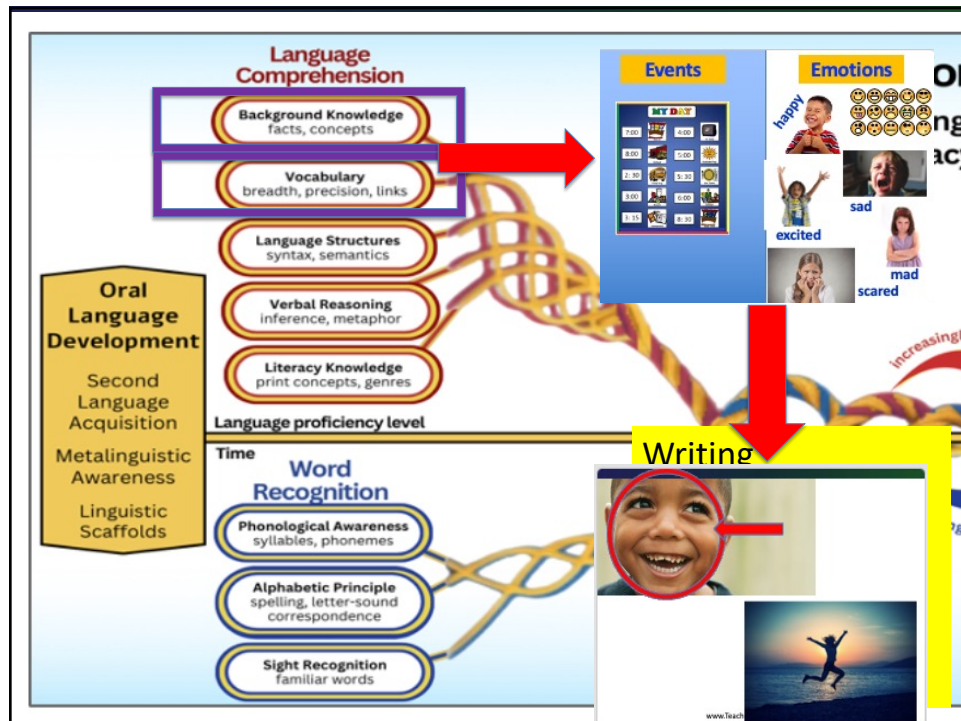
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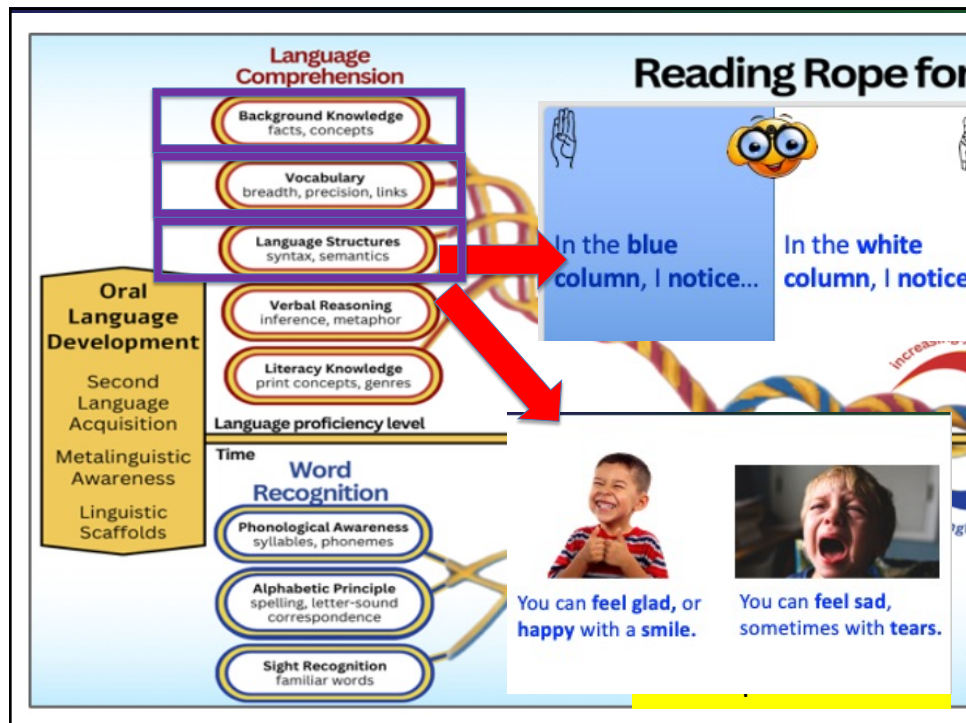
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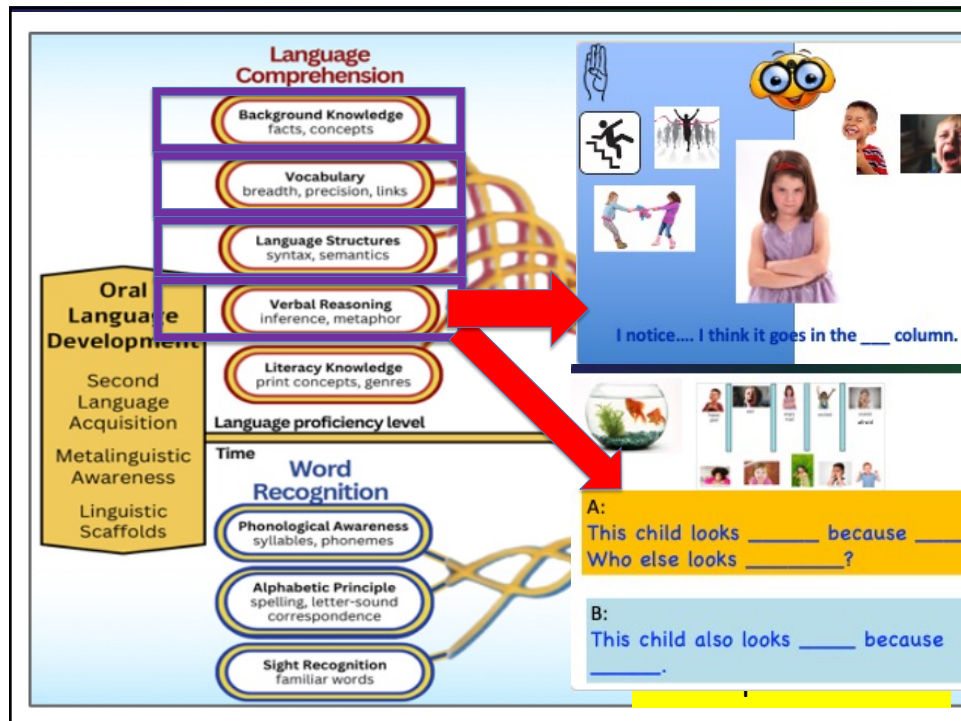
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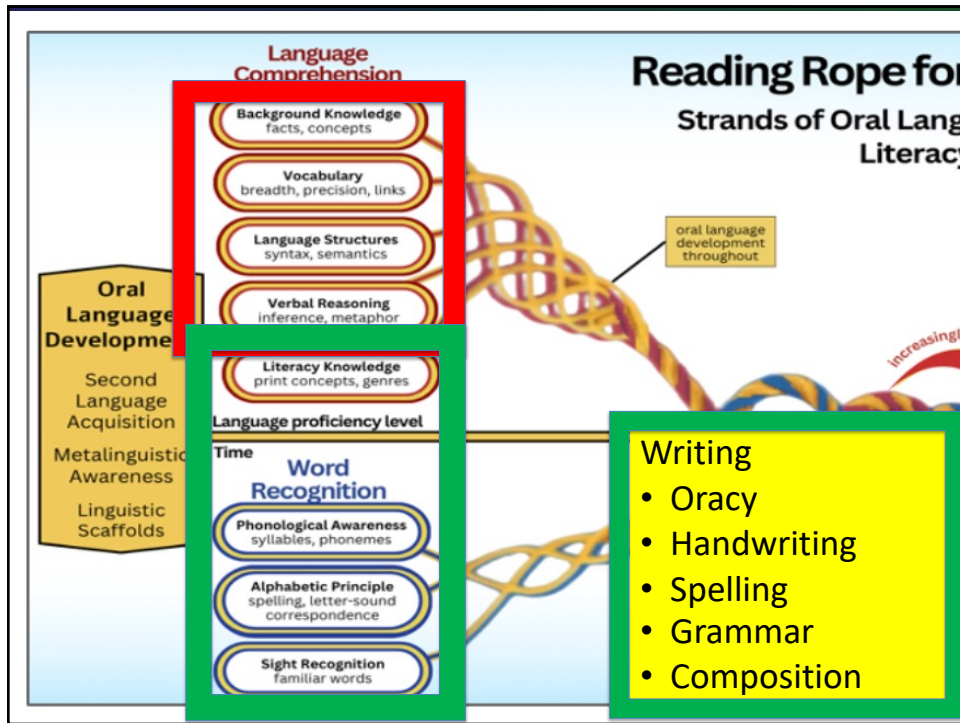
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Biliteracy Unit Framework, 2nd ed

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

Summative Assessment

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

Formative Assessment

Unit Standards

Link to Document with Unpacked Standards for this Unit: <https://bit.ly/3wvshv8>

QR Code:

Content Area Standards <i>Social Justice</i>	CCSS Writing Standards <i>2 Informative/Explanatory</i> <i>Informative Book</i>	CCSS Reading Standards <i>Literary Texts</i>
ID.K.2.4 I can feel good about myself without being mean or making other people feel bad.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
DL.K.2.3 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	W.K.3 With guidance and support from adults, respond to questions and suggestions.	RL.K.2 With prompting and support, retell familiar stories, including key details.
		RL.K.4 Ask and answer questions about unknown words in a text.

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Formative Assessment 1: Initial Oracy 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. DL.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	Emotions	Mad	Emotions	Mad	Emotions	Mad
	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel
	Emotions	Mad	Emotions	Mad	Emotions	Mad	Emotions	Mad
	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel

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Standards from the map								
Formative Assessment 1: Initial Oracy 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. DL.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	Emotions	Mad	Emotions	Mad	Emotions	Mad
	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel
	Emotions	Mad	Emotions	Mad	Emotions	Mad	Emotions	Mad
	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel

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[illegible]

Biliteracy Unit Framework

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.		
Oracy • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Language Comprehension • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	Formative Assessment
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

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Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question: <i>How do we show emotions?</i>		
Unit Standards		
Link to Document with Unpacked Standards for this Unit: https://bit.ly/KUnpackedUS		
Content Area Standards <i>Social Justice</i>	CCSS Writing Standards <i>2 Informational/Explanatory Informative Book</i>	CCSS Reading Standards <i>Literary Texts</i>
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. JU.K-2.12 I know when people are treated unfairly.	adults, respond to questions and suggestions	unknown words in a text.

Unpacked standards document

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ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.

What does it mean?	What is it not?
• Students identify positive attributes • Students learn about other perspectives • Students learn about their own feelings • Understanding the difference between good and bad • Developing an understanding of emotions • Reading and understanding emotions	• Students intentionally making others feel bad
Content-obligations • Emotions • Feelings • Pride • Kindness • Perspective	
Outcomes: Students will be able to ... • Name an emotion • Identify ways to show a particular emotion • Demonstrate how to show a particular emotion that reflects their own experiences • Describe examples of when a person may experience a particular emotion • Describe characteristics of kindness • Identify ways to make self feel good • Describe how making self feel good might make others feel • I can feel good about myself <u>without being mean or making other people feel bad.</u>	

Each standard is unpacked into achievable outcomes, which helps to plan instruction throughout the unit.



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Events

MY DAY

7:00	School	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Ball Toss
3:00	Reading	6:00	Exercise
3:15	Reading	8:30	Reading

Emotions

excited

mad

scared

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Self-Assessment: How did you perform on these outcomes?

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:

- Identify feelings
- Describe characteristics of feelings
- Describe feelings self has in particular situations
- 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.	
	Emotions Events Happy Sad Excited		Mad Scared Face Body Feel		Emotions Events Happy Sad Excited	
	Emotions Events Happy Sad Excited		Mad Scared Face Body Feel		Emotions Events Happy Sad Excited	

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Formative Assessment 1: Initial Oracy 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: - Identify feelings - Describe characteristics of feelings - Describe feelings self has in particular situations - 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																														
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Student Name: Your name <table border="1"> <tr> <td>Emotions</td> <td>Mad</td> </tr> <tr> <td>Events</td> <td>Scared</td> </tr> <tr> <td>Happy</td> <td>Face</td> </tr> <tr> <td>Sad</td> <td>Body</td> </tr> <tr> <td>Excited</td> <td>Feel</td> </tr> </table>	Emotions	Mad	Events	Scared	Happy	Face	Sad	Body	Excited	Feel	<table border="1"> <tr> <td>Emotions</td> <td>Mad</td> </tr> <tr> <td>Events</td> <td>Scared</td> </tr> <tr> <td>Happy</td> <td>Face</td> </tr> <tr> <td>Sad</td> <td>Body</td> </tr> <tr> <td>Excited</td> <td>Feel</td> </tr> </table>	Emotions	Mad	Events	Scared	Happy	Face	Sad	Body	Excited	Feel	<table border="1"> <tr> <td>Emotions</td> <td>Mad</td> </tr> <tr> <td>Events</td> <td>Scared</td> </tr> <tr> <td>Happy</td> <td>Face</td> </tr> <tr> <td>Sad</td> <td>Body</td> </tr> <tr> <td>Excited</td> <td>Feel</td> </tr> </table>	Emotions	Mad	Events	Scared	Happy	Face	Sad	Body	Excited	Feel
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Happy	Face																															
Sad	Body																															
Excited	Feel																															

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How did I know **what** language to build?

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 thing. It is important to understand that other people may react differently to the same event and that sometimes their reactions can affect others. - For example, when the soccer team scored a goal, the player who scored was happy and excited. The goalie who missed the catch looked sad and disappointed. The player who scored went up to the goalie and said, "Good try! You almost got it." The goalie said to the player who scored, "That was a great kick!" ID.K-2.4, DI.K-2.9 - For example, at recess, when a student takes the swing from someone else, the person who lost the swing might feel sad. The person who took the swing might feel happy or satisfied. JU.K-2.12 When we see or hear something that makes others feel sad or that is unfair, we can do something about it. - For example, when the swing is taken unfairly, I can say something so the person who took the swing realizes how the other person feels and that what they did was unfair. - For example, if someone cuts in front of me in line, I can politely ask them to go to the back of the line, and if that doesn't work, decide if I need to have an adult help me solve the problem. JU.K-2.12, AC.K-2.16, AC.K-2.18 Language Arts Big Ideas: Students will understand that when reading literary text, it is important to - Retell familiar stories, including key details, RL.K.2 - Ask and answer questions about unknown words in a text, RL.K.4 - Describe the relationship between illustrations and the story in which they appear, RL.K.7

p. 4

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How did I know **what** language to build?

Big Idea:

Emotions are the **feelings** people have. People can show their emotions in **different ways**.

- For example, when I am **happy**, **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. **ID.K-2.9**

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Why is developing academic language proficiency so important? What is the purpose?

Social Language Proficiency

Academic Language Proficiency

Academic Achievement



Listening



Speaking



Reading



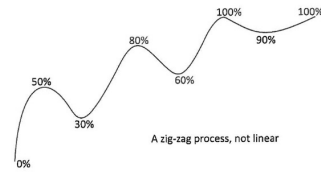
Writing

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Figure 4.2

Pattern of Acquisition of Grammar Structures in Second Language

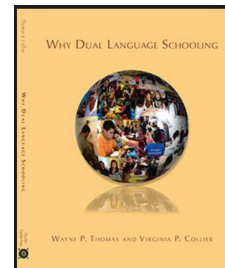
Percentage of times student produces correct form as proficiency in second language increases.

Second language acquisition is a natural, gradual, long-term developmental process.

For the early stages of second language acquisition, it is ...

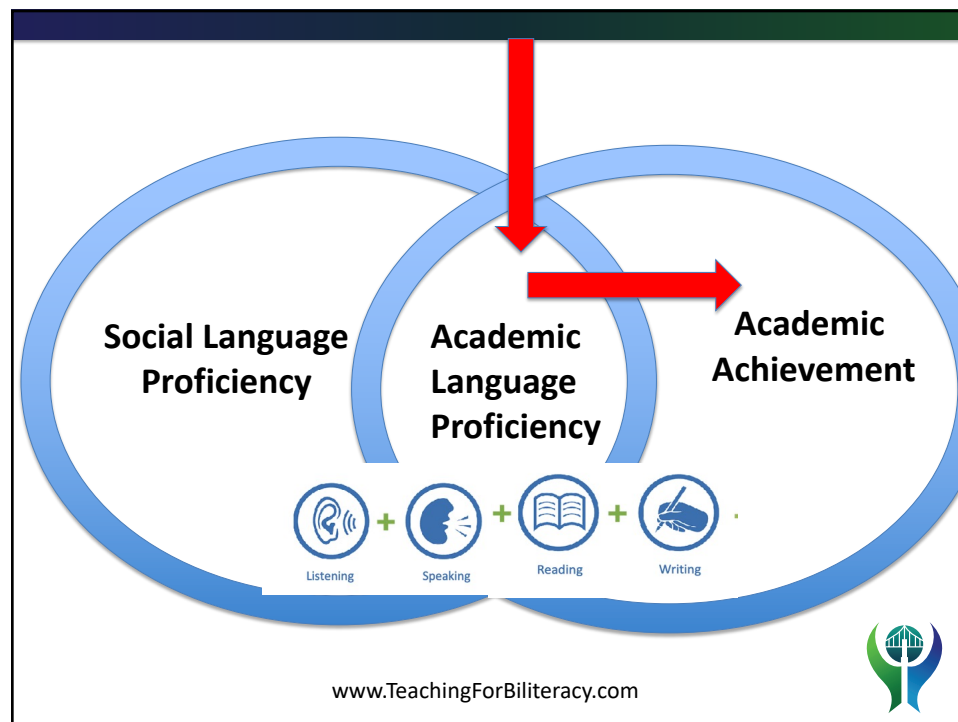
- Less important to focus on error correction
- More important to focus on communication and content
- Less important to focus on acquisition of discrete
- More important to focus on:
 - thinking in the language
 - extensive development of vocabulary in context
 - integrated listening, speaking, reading, writing across the curriculum

Language Learning is NOT Linear

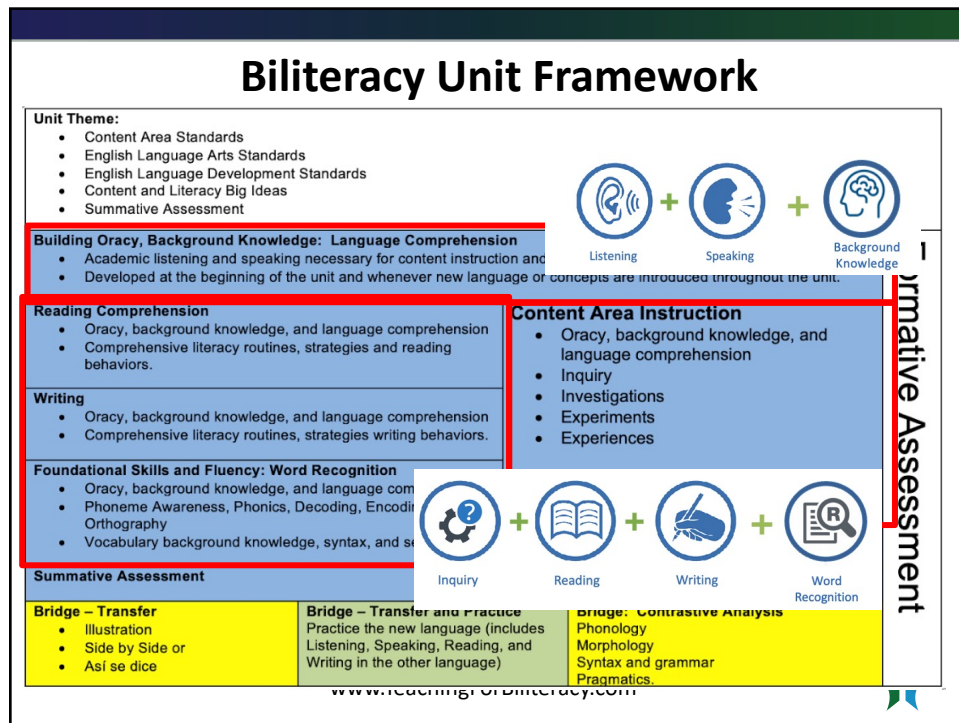


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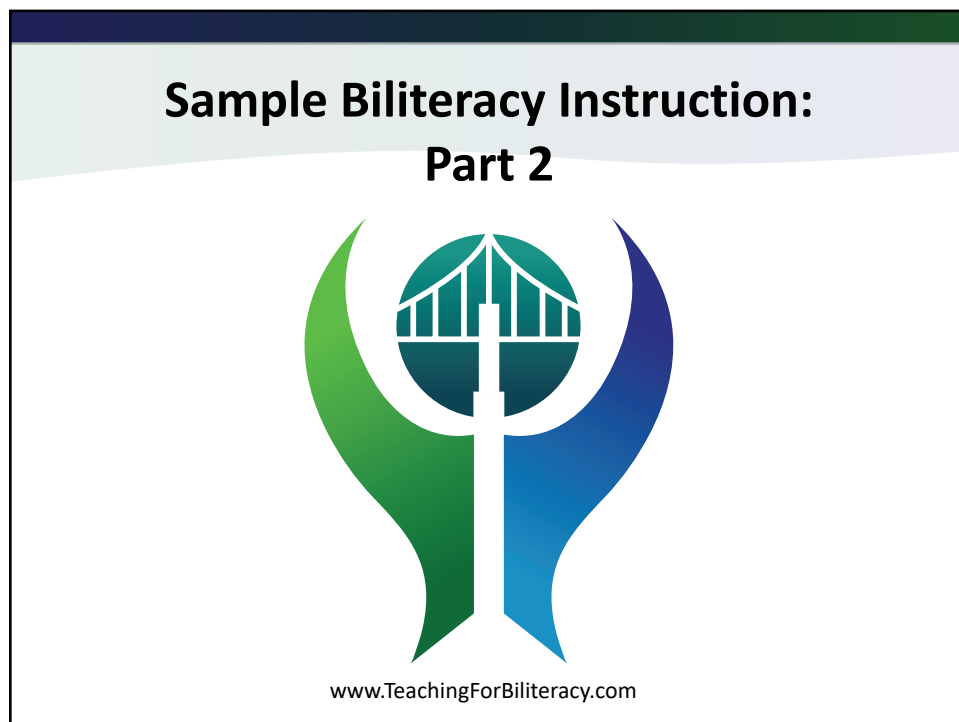
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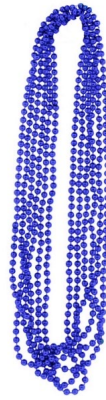


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Sample Instruction

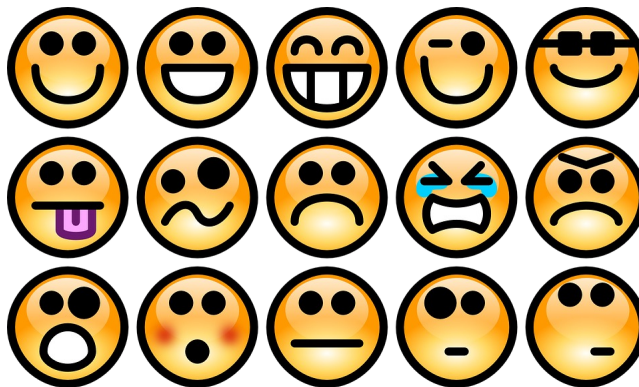


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Emotions



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

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Our **face**

and **body** can show
our **emotion**.



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You can **feel glad**, or
happy with a **smile**.



You can **feel sad**,
sometimes with **tears**.

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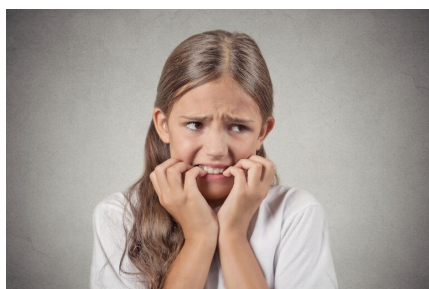
You can **feel mad**,
or **angry**, maybe
with a **stomp**.



You can **feel excited**,
and do a little **jump**.

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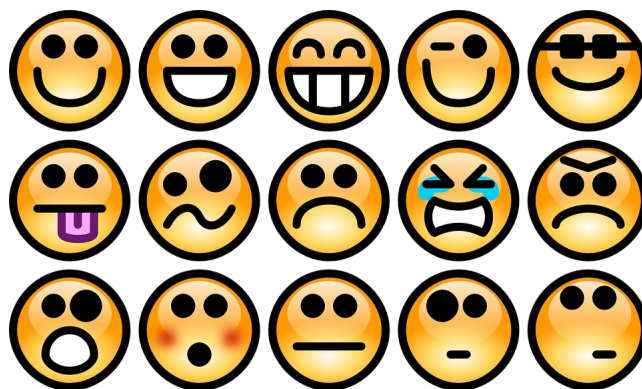
You can **feel scared**,
or **afraid**, shaking
from the **fear**.



You can **feel confused**
and **shrug** from ear to
ear.

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There are a lot of **different emotions** we **feel**.

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And the **emotion** that I **feel** may be **different** from the **emotion** that **someone else feels**.

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MY DAY	
7:00 Wake Up	4:00 TV Time
8:00 School	5:00 Outside Play
2:30 Field Trip	5:30 Set Table
3:00 Snack	6:00 Dinner
3:15 Homework	8:30 Bed Time

Different events may cause our emotions to change.

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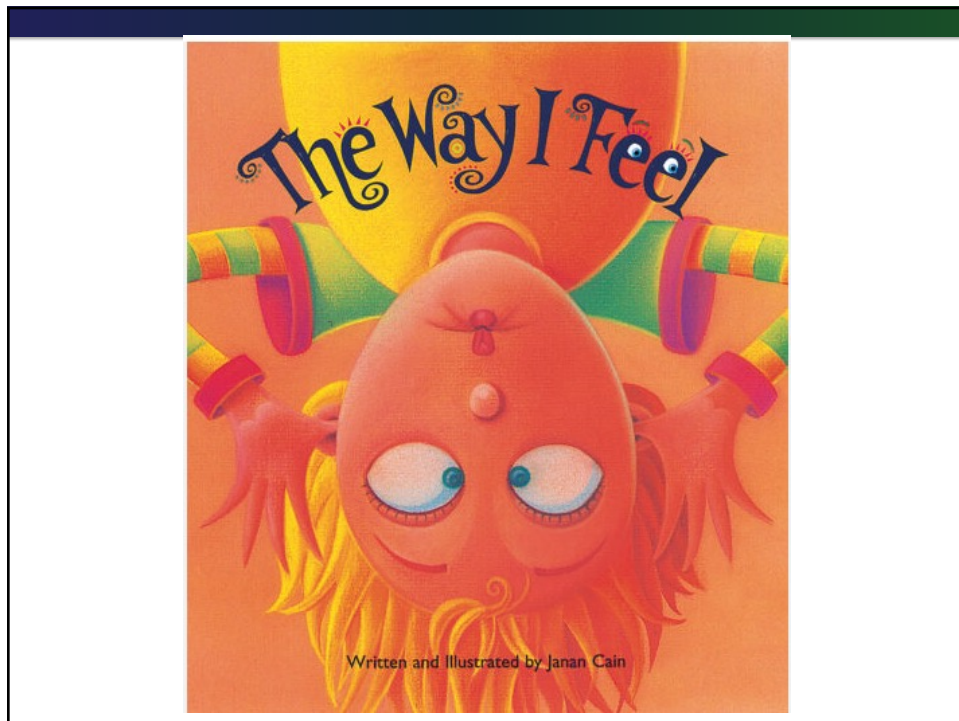
Can you tell the emotion someone else is feeling?

SURPRISED	AFRAID	ANGRY	CONFUSED	PENSIVE
WORRIED	EXCITED	FRUSTRATED	HAPPY	LOVE
PROUD	SAD	BORED	SHAME	DISGUSTED

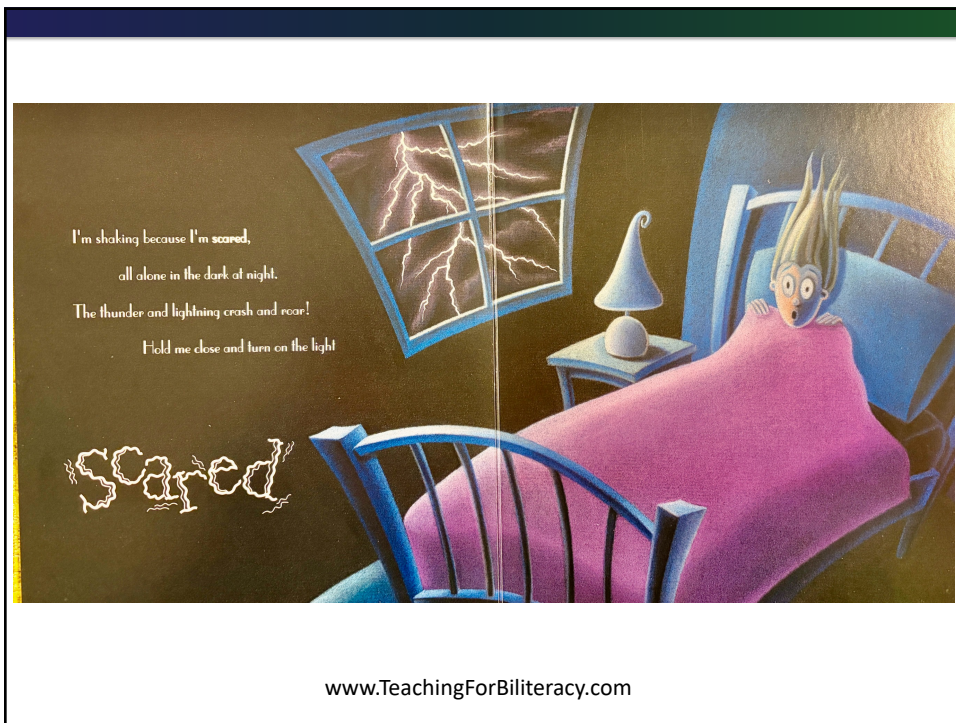
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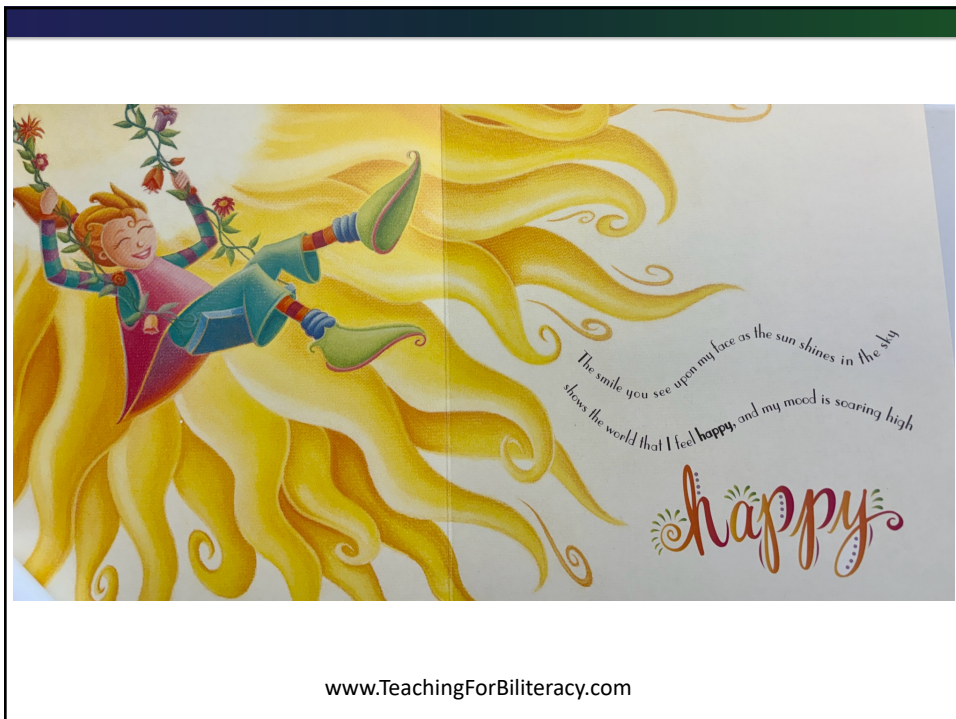
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68



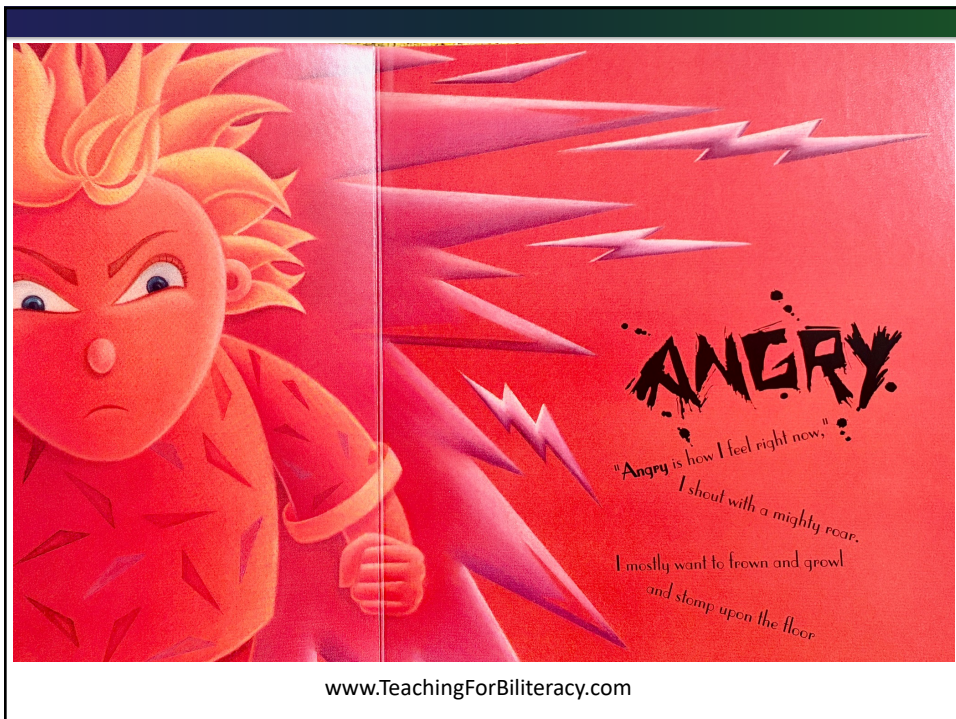
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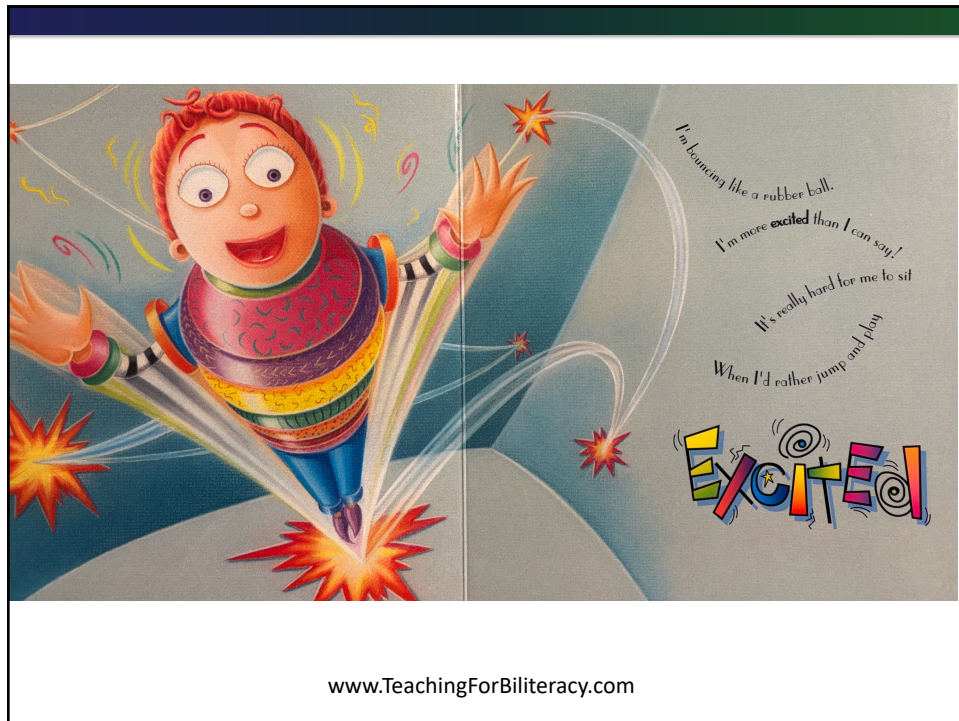
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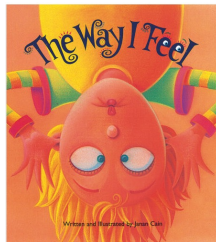
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73



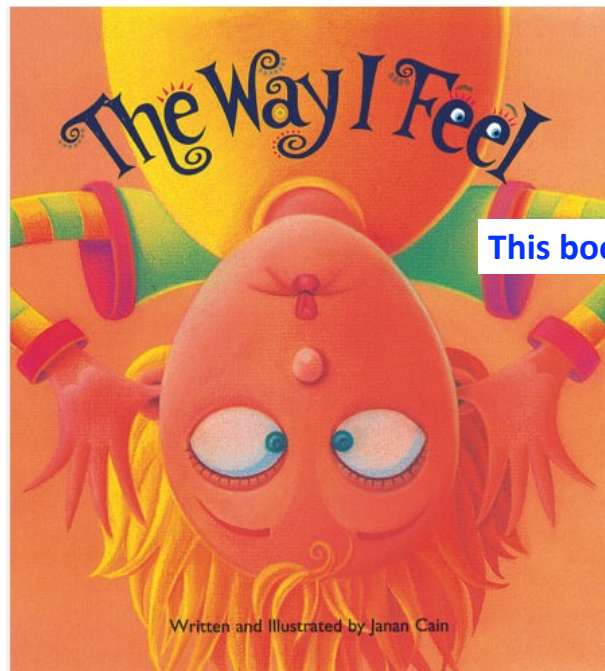
74



Let's Retell the story...

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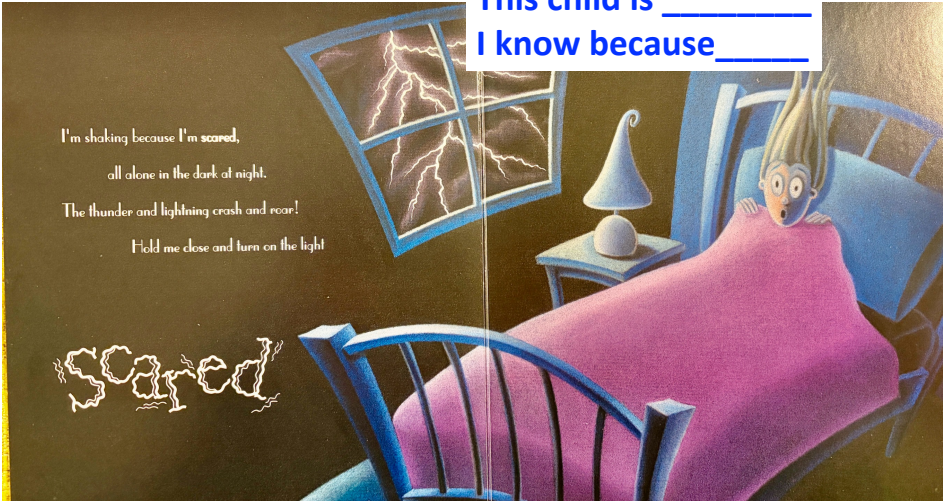
75



This book is about _____

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This child is _____
I know because _____



I'm shaking because I'm scared,
all alone in the dark at night.
The thunder and lightning crash and roar!
Hold me close and turn on the light

scared

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On this page, the child is _____
We know because _____.

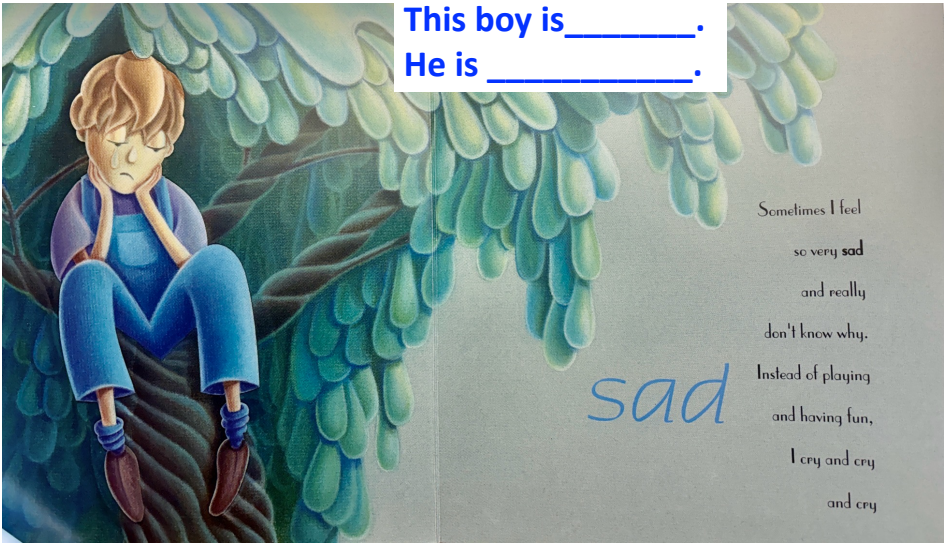


The smile you see upon my face as the sun shines in the sky
shows the world that I feel happy, and my mood is soaring high

happy

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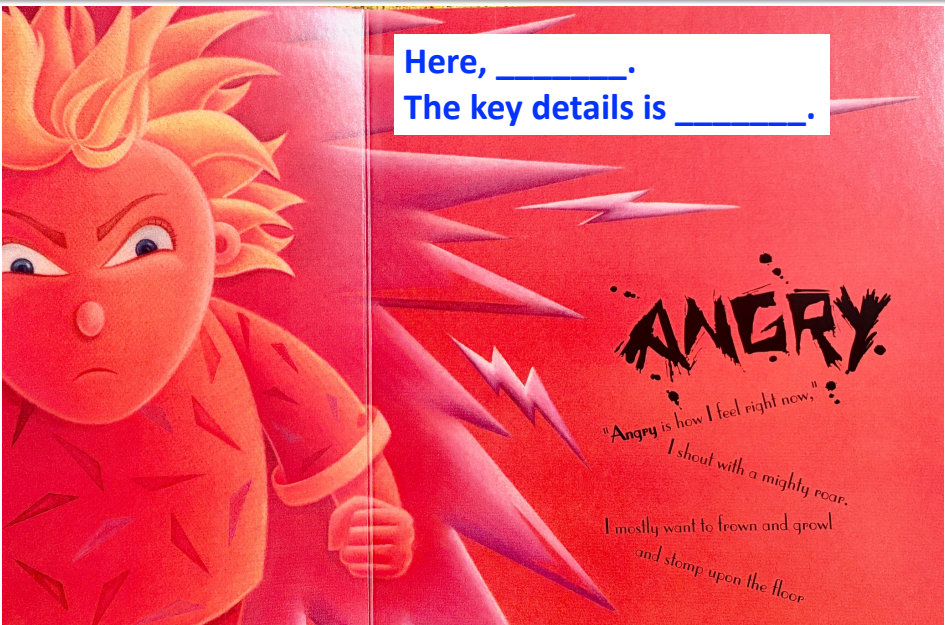
This boy is _____.
He is _____.

Sometimes I feel
so very **sad**
and really
don't know why.
Instead of playing
and having fun,
I cry and cry
and cry

sad

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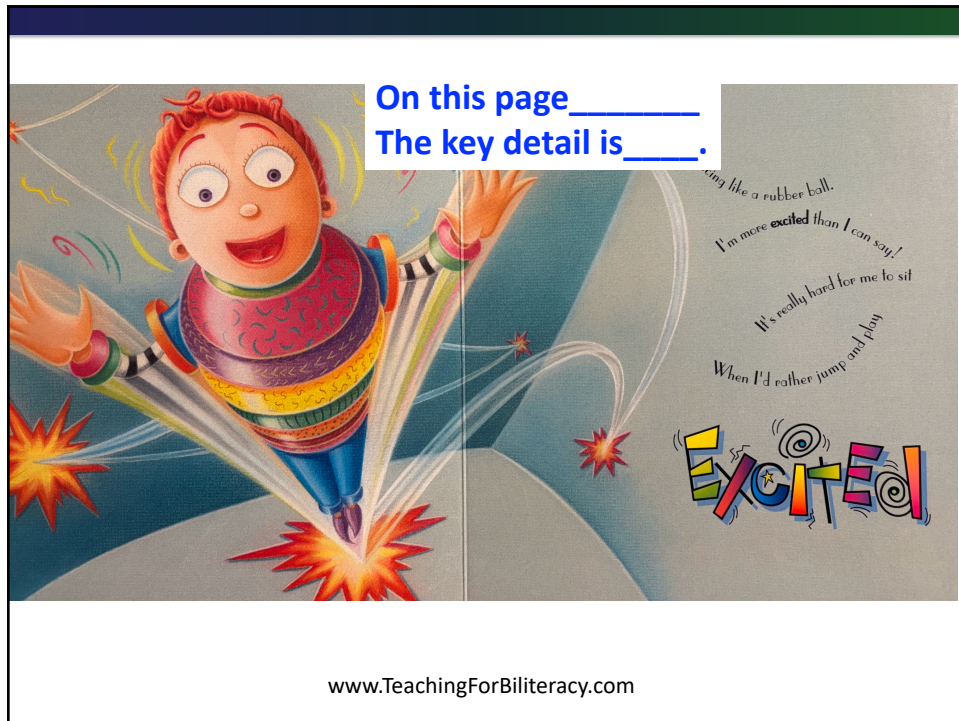
Here, _____.
The key details is _____.

ANGRY

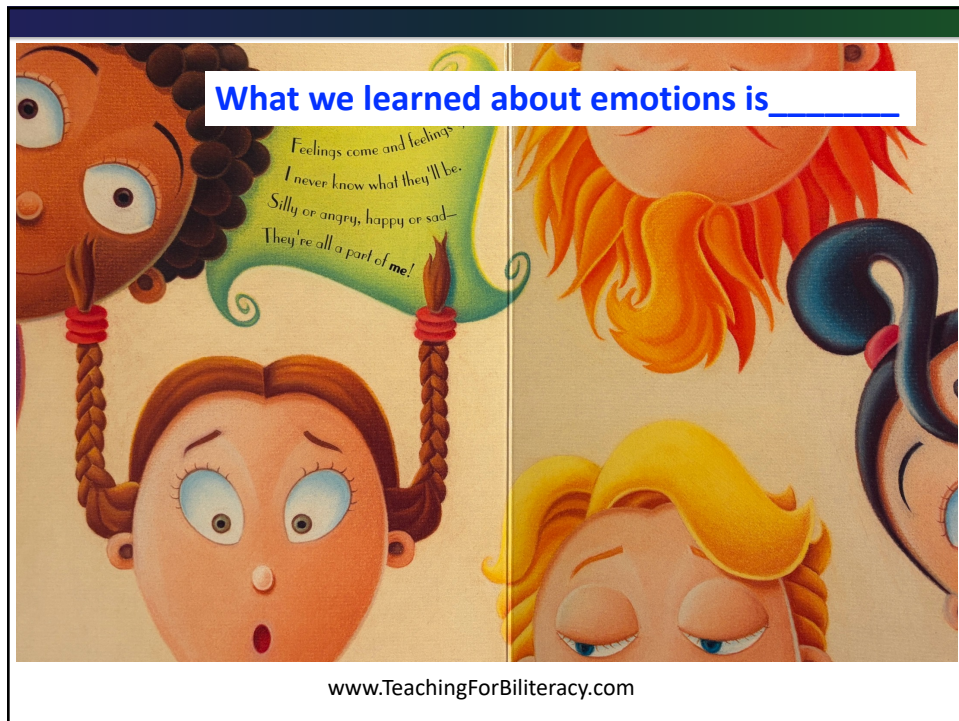
"Angry is how I feel right now."
I shout with a mighty roar.
I mostly want to frown and growl
and stomp upon the floor

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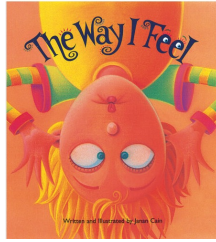
80



81



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Say Something...

I learned that....

I really liked

Emotions are

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KINDERGARTEN READING STANDARDS FOR LITERATURE	KINDERGARTEN ESTÁNDARES DE LECTURA PARA LA LITERATURA
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. <i>Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.</i>
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	Ideas clave y detalles 1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto. 2. Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave. 3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.
Craft and Structure 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.) CA 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Composición y estructura 4. Hacen y contestan preguntas sobre palabras desconocidas en un texto. (Ver los estándares 4-6 de lenguaje para expectativas adicionales.) CA 5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo). CA 6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.
Integration of Knowledge and Ideas 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).	Integración de conocimientos e ideas 7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).

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complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	lean textos cada vez más complejos en cada grado. <i>Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.</i>
Key Ideas and Details	Ideas clave y detalles
1. With prompting and support, ask and answer questions about key details in a text	1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.
2. With prompting and support, retell familiar stories, including key details.	2. Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.
Craft and Structure	Composición y estructura
4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA	4. Hacen y contestan preguntas sobre palabras desconocidas en un texto. (Ver los estándares 4-6 de lenguaje para expectativas adicionales.) CA
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.) CA	5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo). CA
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.

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RL.K.2 With prompting and support, retell familiar stories, including key details.

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College and Career Readiness Anchor Standards for Reading Vertical Progressions

Key Ideas and Details

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literature	
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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RL.2: Determine central ideas or themes of a text & analyze their development; summarize the key supporting details & ideas.

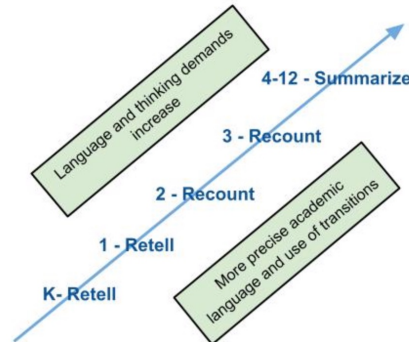
- RL.K.2: With prompting and support, retell familiar stories, including details.
- RL.1.1. Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.3.2. Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text.

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Retell, Recount, and Summarize: 3 Essential Reading Comprehension Skills

Wanda Humphrey



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Retell, Recount, Summarize

These three terms represent a progression of increasingly sophisticated comprehension skills:

Retell (Kindergarten & 1st Grade) A retell is a full, sequential recounting of a story — characters, setting, problem, major events, and solution — largely in the order they happened. The goal is *completeness*, not selectivity. Young readers demonstrate they understood the whole story by including as much as they can remember. There's no expectation that they filter for importance yet.

Recount (2nd & 3rd Grade) A recount is similar to a retell but more organized and focused. Students are expected to identify *key* details rather than everything, and to use story structure (beginning, middle, end) more deliberately. The shift from "retell" to "recount" signals a move toward intentionality — students are starting to make choices about what matters, and they're expected to include a central message or lesson, not just plot events.

Summarize (4th Grade and up) A summary requires the highest level of thinking. Students must *distill* a text down to its most essential ideas, filtering out details, examples, and minor events. A good summary is brief, objective, and captures the core of what the text is *about* — theme, central conflict, and resolution — without retelling the whole thing. It demands inference, prioritization, and abstraction.

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



They look scared because...

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- 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).

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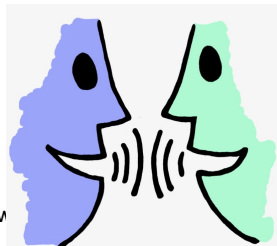
Let's observe events and emotions!



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How do you know how someone is feeling?



96

How do you know how someone is feeling?



I know someone feels
_____ when _____.

A _____ person may
_____.

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Differentiation for levels 1 & 2:
Familiar photos that have already
been used:



I see a _____. She is
_____.

I see a _____. He is
_____.

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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.
- c) C. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do does*).

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short a, a		long a a
		

100

short a,	long a
a	a
happy glad	afraid
sad	face
mad	James

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101

short a,	long a
a	a
happy glad	afraid
sad	face
mad	James

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102

Dictation/Dictado									
I		a	m		m	a	d.		

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103

Dictation/Dictado									
I		a	m		m	a	d.		

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Dictation/Dictado									
I		a	m		m	a	d.		
J	a	m	e	s		h	a	s	
a		h	a	p	p	y			
f	a	c	e.						

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Name Sample Date _____



When you are sad
your eyes can cry.
You can frown.

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Summative Assessment: Emotion Charades



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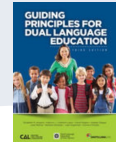
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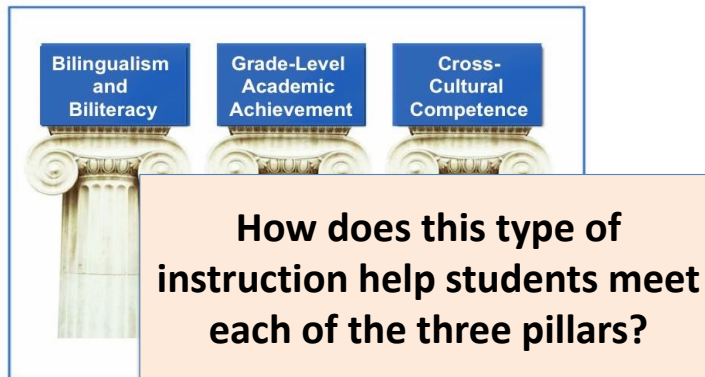
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What are the goals of Dual Language?



Three Pillars of Dual Language Education



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Biliteracy Unit Framework (BUF)

Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question:		
Unit S		
Link to Document with Unpacked Standards for this Unit: https://bit.ly/KUnpackedUS		
Content Area Standards Social Justice	CCSS Writing Standards 2 Informational/Explanatory Informative Book	CCSS Reading Standards Literary Texts
ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
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.	W.K.5 With guidance and support from adults, respond to questions and suggestions	RL.K.2 With prompting and support, retell familiar stories, including key details.
		RL.K.4 Ask and answer questions about unknown words in a text.

Kindergarten: Unit 5 ELA & Universal Theme: Emotions

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Let's look at the key elements

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Elements of Comprehensive Literacy

Oral language

Foundational Skills

- Phoneme awareness
- Phonics
- Fluency
- Comprehension

The BUF includes all the elements of Comprehensive Literacy

Language Comprehension

- Vocabulary
- Background Knowledge
- Syntax
- Semantics

Language

- Phonology
- Morphology

Fluency

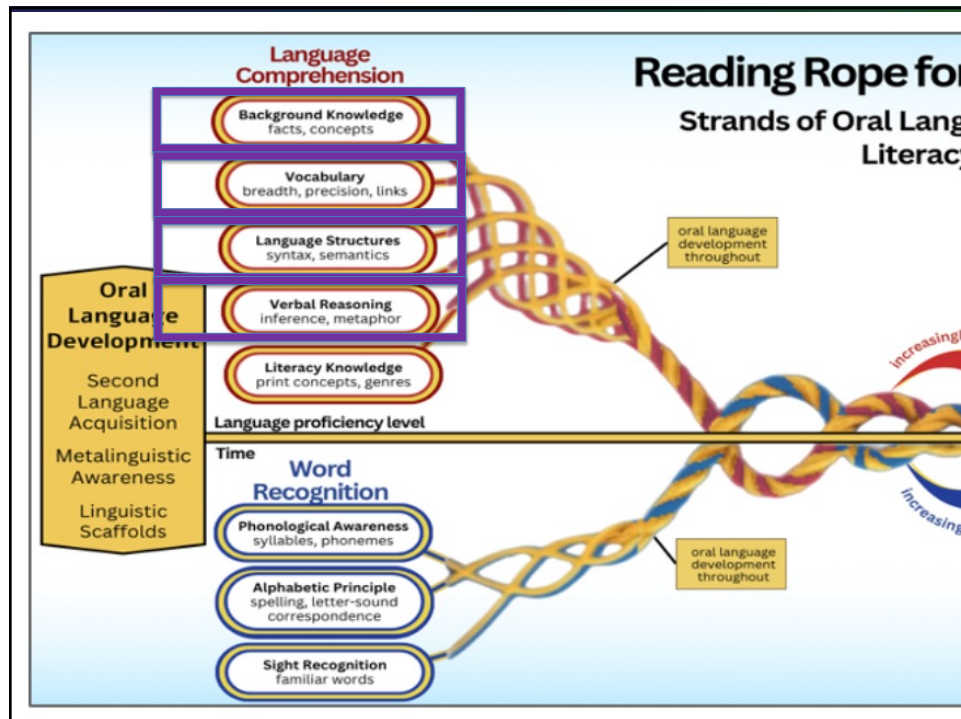
Writing

- Handwriting
- Spelling
- Grammar
- Composition

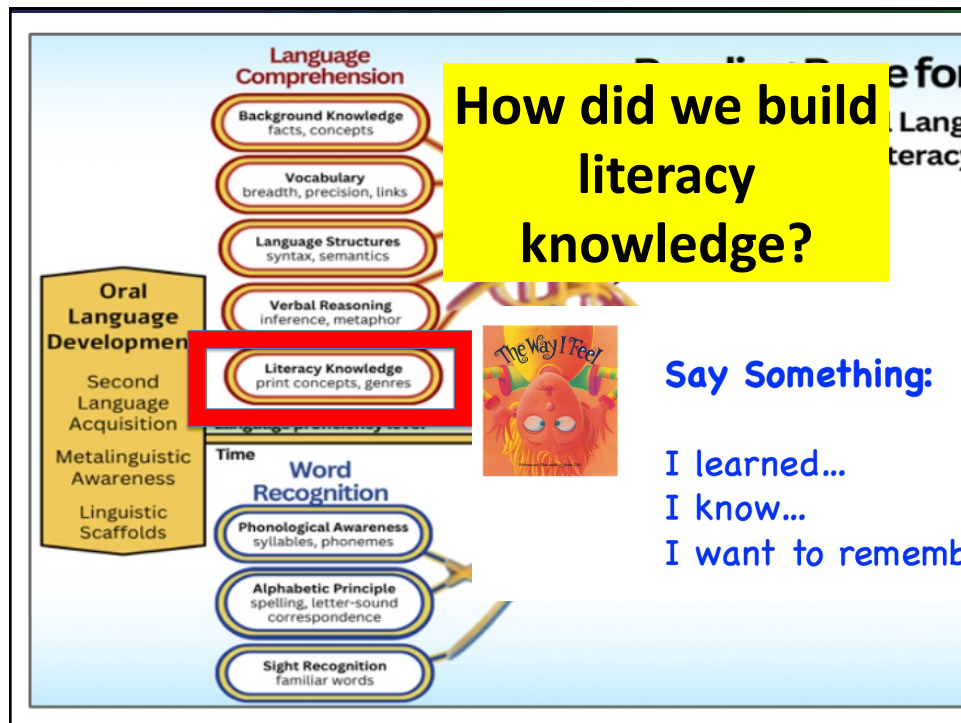
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FA 2 – Literacy-focused formative assessment

Formative Assessment 2: Social Justice & Writing: Emotions Anecdotal Record Chart - FOR TEACHER USE

Name:	
DLK-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
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).	Students will be able to ... E. Listen actively as new information is presented F. Follow agreed upon rules for group discussion G. Retell information from shared research H. Contribute to shared writing by verbally communicating ideas I. Contribute to shared writing by writing ideas
Foundational Skills/ Language/ Listening and Speaking Standards	J. RF.K.1a: Follow words from left to right, top to bottom, and page by page. K. RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. L. RF.K.1c: Recognize that words are separated by spaces in print. M. RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. N. RF.K.3c: Read common high-frequency words by sight. O. SL.K.1a: Follow agreed-upon rules for discussions P. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Q. L.K.1a: Print many upper- and lower-case letters. R. L.K.1f: Produce and expand complete sentences in shared language activities. S. L.K.2a: Capitalize the first word in a sentence and the pronoun I. T. L.K.2b: Recognize and name end punctuation. U. L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). V. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Language supports	Sensory: pictures, physical activities Graphic: sentence frames, chart Interactive: In strategic partnerships
Date:	
Date:	
Date:	

Kindergarten: Unit 5 ELA & Universal Theme: Emotions

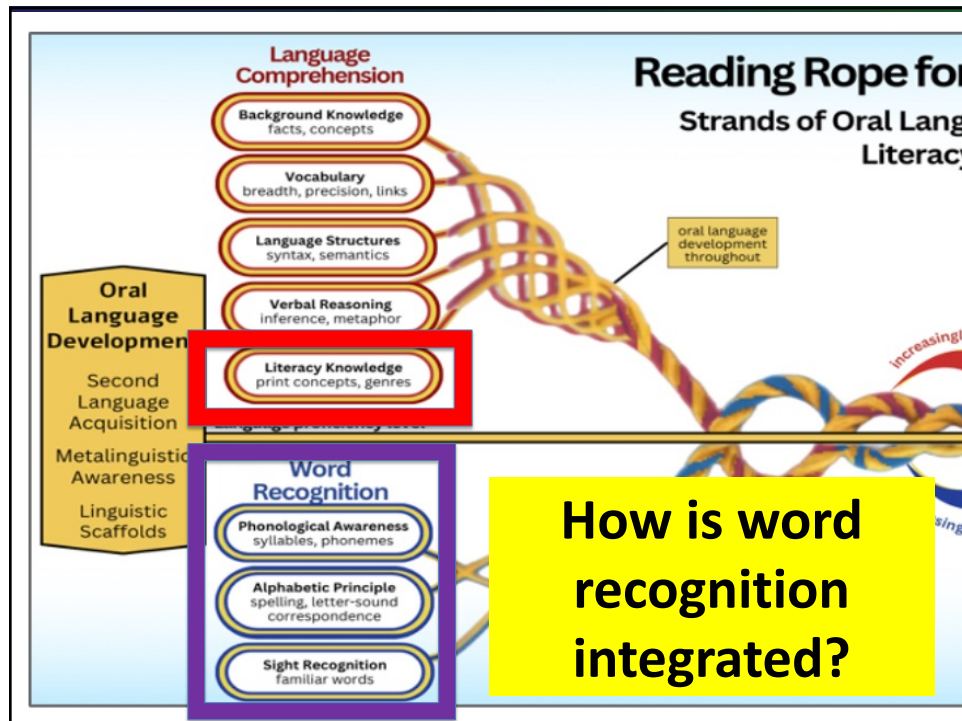
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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20 – 10:45	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... - Oracy & Background 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	
10:45 - 11:15	Intervention Block	
11:15 – 12:00	Specials	
12:00 – 12:45	Lunch & Recess	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	English Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Experiences - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH



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116

short a,

a

happy
glad

sad

mad





long a

a

afraid

face

James





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Dictation/Dictado

I	a	m	m	a	d.

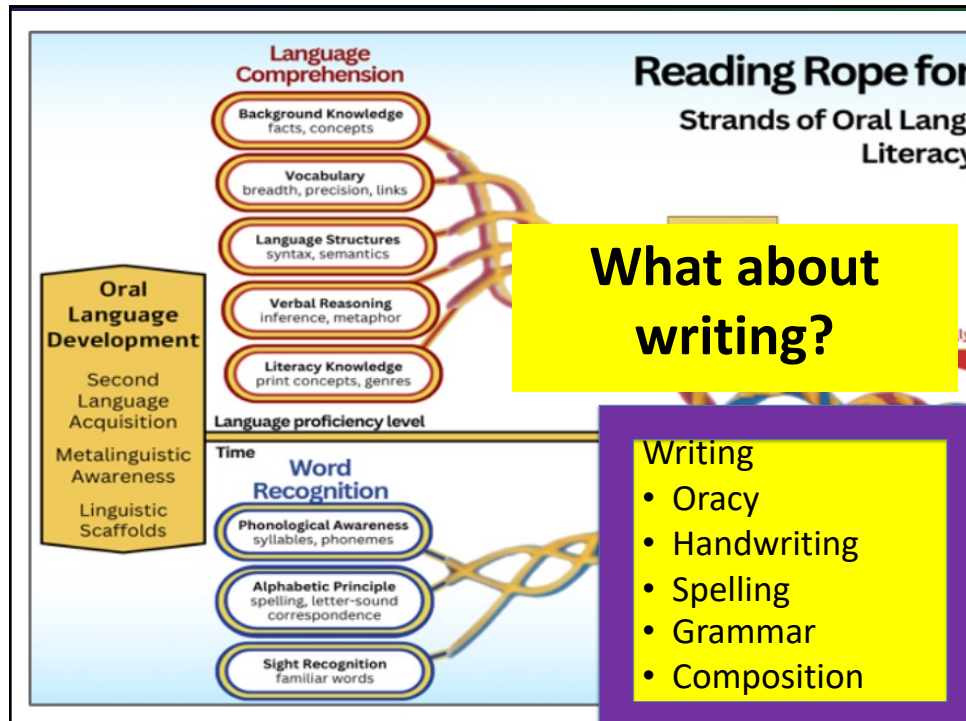
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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
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2:00 – 3:00	English Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Experiences - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH



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How do you know how someone is feeling?

I know someone is _____ when _____.

A _____ person may _____.

Name Sample Date _____

When you are sad
your eyes can cry.
You can frown.

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
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	
10:45 - 11:15	Intervention Block	Student Choice
11:15 – 12:00	Specials	If possible, half are offered in Spanish and half in English
12:00 – 12:45	Lunch & Recess	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	English Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Experiences - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH



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RL.K.2 With prompting and support, retell* familiar stories, including key details.

*Retell means to restate or tell back.

What does it mean?	What is it not?
- Identifying key details - Using key details to retell the story - Rereading a story several times - Providing support for students to retell (with prompts as needed) - Paying attention to the sequence of events/key details	- Expecting students to retell a story they have heard only once - Expecting students to retell without support (independently) - Expecting students to summarize a story - Retelling every page - Random key details - The teacher retelling the story - Grade 1 expectation: RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Content obligatory language students need in English:

- Key details
- Retell
- Sequence

Outcomes: Students will be able to ...

- Identify key details in a text
- Name key details in a text
- Sequence key details from a text
- Retell a familiar story, using key details

...with prompting and support.

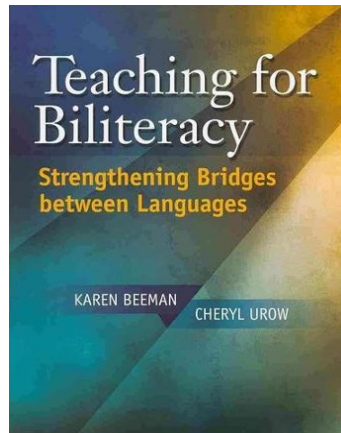
Standards Unpacked into Outcomes



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The LEA – Language Experience Approach **with TPR**



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

(Shared Writing, Cooperative Strip Paragraph)

p. 94 &
104 - 105

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High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <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
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. <i>Teaching for Biliteracy Book: page 94 & 104-105</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

High Leverage Biliteracy Strategies Page 1

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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. <i>Teaching for Biliteracy Book: page 81-82</i>	• 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

What was the CONTEXT of the LEA?

Strategy Name and Description

Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful 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

High Leverage Biliteracy Strategies Page 1

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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 Sentence frames	• 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		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>	- 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 a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Notes:

Students brainstorm with a partner then share to contribute to a shared writing.
 Levels of support may vary.
 Worthy of multiple uses.

High Leverage Biliteracy Strategies Page 1

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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 co-construct a concept by identifying examples 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>	- Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In triads or small groups - In a whole group - Using cooperative group structures

Language Experience Approach

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

Adapted Reader's Theater

Interactive Read Aloud

Say Something...

Dictation/Dictado

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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.		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
Teaching for Biliteracy Book: page 81		© 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.		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
Teaching for Biliteracy Book: page 82 & 136		© 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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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

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

Biliteracy Recommendations for K-5:

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

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

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Program Design Recommendations: Planning for Biliteracy

Biliteracy Recommendations for Pre-K:

- Biliteracy PreK classrooms are developmentally appropriate PreK classrooms ([Developmentally Appropriate Practice, NAEYC Position Statement Adopted April 2020](#))
- Students are provided integrated, engaging learning experiences

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How could the recommendations help create vertical alignment?

How could your instruction benefit by using the T4B recommendations?

Biliteracy Recommendations for Secondary:

- Students take both an English Language Arts and a Spanish language arts class every quarter/semester. Each language arts class is contextualized around a meaningful theme or topic in which all components of literacy are taught and addressed as interconnected practices that support each other.
 - It is highly recommended that each literacy class cover different standards and themes or topics to reduce redundancy and optimize transfer.
- Content is taught in one language only at each grade level while literacy is shared between both languages. This is called content allocation.
- Students have access to the same electives and services that are available to all other students in the school.
- All teachers of dual language students, whether in English and Spanish, consider themselves biliteracy/dual language teachers.

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Exit Ticket

Standards-based instruction...

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