

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 2nd-5th

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



June 23-25th, 2026
Crystal Ramos, M.Ed.



The Center for Teaching for Biliteracy



...an, M.Ed
Co-Found



Melody
Wharton, M.Ed



Crystal Ramos,
M.Ed



Susan Pryor,
M.Ed



Dana Baum, M.Ed

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Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 – 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 – 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM – 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th – 12 th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	

Institute Overview

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Resource Packet



Agenda:

- Welcome & Introductions
- Characteristics of Biliteracy Instruction
- Sample Instruction: Part 1 Building Oracy and Background Knowledge
- Sample Instruction Debrief
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket



The purpose of this breakout:

Across the three institute days, participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks), highlighting characteristics of effective biliteracy instruction.

In other words,



Materials for today's session



Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute

Grandview, WA

June 23-25, 2026



Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baum Hardt	teachingforbiliteracyDH@gmail.com
Crystal Ramos	teachingforbiliteracyCR@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 slides at the end of the unit which feature success...

Resource Packet

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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 videotaping of any part of the day.



Materials for today's session

Teaching for Biliteracy Summer Institute

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June 23-25, 2026



Presenters	Contact
Karen Beeman	teachingforbiliteracy@kbeeman.com
Dana Baum Hardt	teachingforbiliteracy@dbaumhardt.com
Crystal Ramos	teachingforbiliteracy@crystalramos.com
Melody Wharton	teachingforbiliteracy@melodywharton.com

Institute Outcomes:

- Describe the goals of dual language programs, including why they are implemented, who they benefit, and how the goals of the program align with the district's pedagogy statement).
- Describe the students in language acquisition and biliteracy programs.
- Experience and explain how biliteracy programs are implemented in a language acquisition program.
- Experience and explain how biliteracy programs are implemented in a language acquisition program.
- Identify and describe high leverage practices for developing biliteracy.
- Describe how language development is integrated into literacy instruction for learners and are included during literacy instruction.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and how it is implemented in a unit is taught in one language, it integrates language, literacy and content.

Characteristics of Biliteracy Instruction

Engages all students actively and meaningfully using a variety of high-leverage strategies and language supports .	Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction throughout the unit .
Includes a meaningful frame for learning: integrating content or a universal theme with language development and literacy instruction.	Strategically plans for the three linguistic spaces: Spanish, the Bridge, and English

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Packet



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



...and who can make metalinguistic decisions

Characteristics of Biliteracy Instruction

Pg. 17

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

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

Teaching for Biliteracy...

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

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

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



...and who can make metalinguistic decisions

Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy

Instruction

Sample Instruction: Part 1 Building Oracy and Background Knowledge

- Sample Instruction Debrief
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket



In this session we will experience SLA

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



Teachers

Instruction

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

Coaches & Specialist

Classroom Support

- Using the context of the unit to support students
- Co-teaching and modeling instruction
- Planning for instruction
- Professional development
- Assessment and data use

School & District Leaders

Structures

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

Teachers

**Coaches &
Specialist**

**School & District
Leaders**

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

- Str
- Sup
- Gro
- Dif
- Int
- uni
- Cla
- org
- Inc
- Assessment and data use

- Assessment and data use

- Collecting and using assessment data

Teachers

**Coaches &
Specialist**

**School & District
Leaders**

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

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

- Str
- Sup
- Gro
- Dif
- Int
- uni
- Cla
- org
- Inc
- Assessment and data use

- Assessment and data use

- Collecting and using assessment data

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?



WIDA Can-Do Descriptors (English Language Learning)

RG-58

Resource Guide

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

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

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

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

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SALSA “Can-Do” Descriptors (Spanish Language Learning)

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

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 proviene 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 iconos, 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 esta información.

Where do you fall in Spanish?

RG-58

Resource Guide

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WIDA Level Descriptors for our Self-Assessment

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

Strategic Pairing In the Classroom

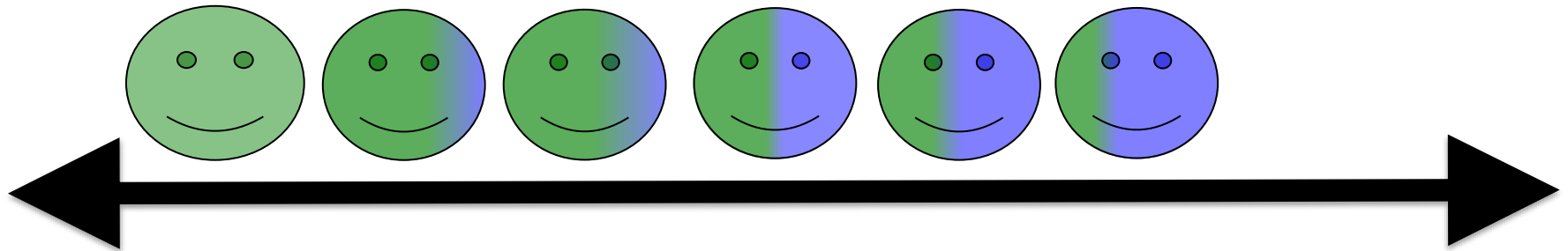
1 → 4

2 → 5

3 → 6



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



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

who is missing? Why?

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Strategic Pairing in this Session



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?



la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles

La palabra

**Lo que
significa**

Un dibujo

Characteristics of Biliteracy Instruction

Pg. 17

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

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

Teaching for Biliteracy...

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

Strategically plans for the three linguistic spaces: Spanish, the bridge, English

Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
depth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
text concepts, genres

Proficiency level

oral language
development
throughout

increasingly

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Cognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
writing, letter-sound
correspondence

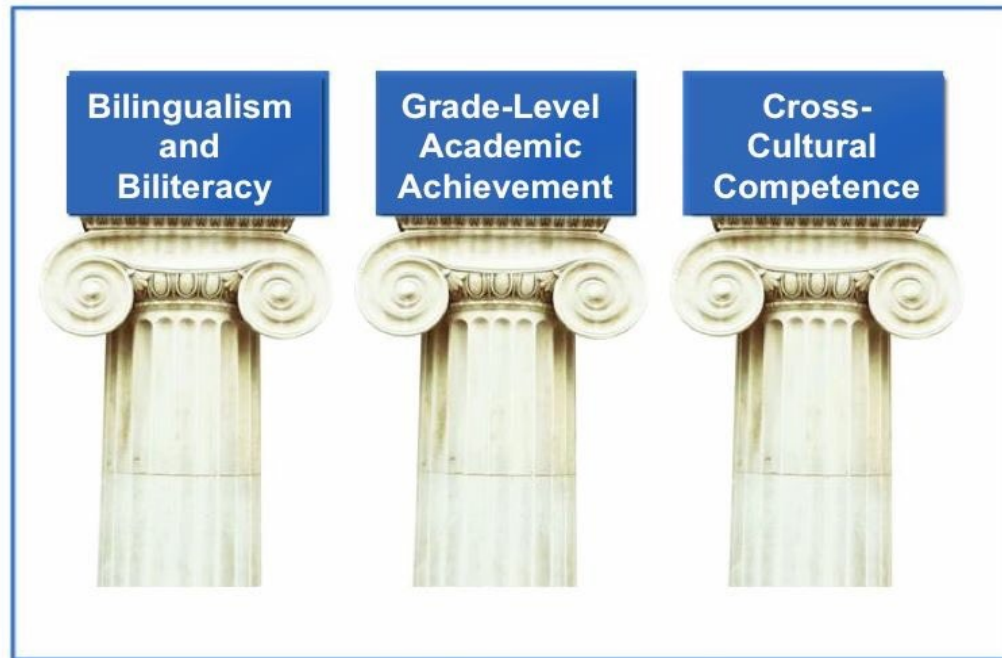
Sight Recognition
familiar words

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

If the goals of Dual Language are...

Three Pillars of Dual Language Education



Pg. 6

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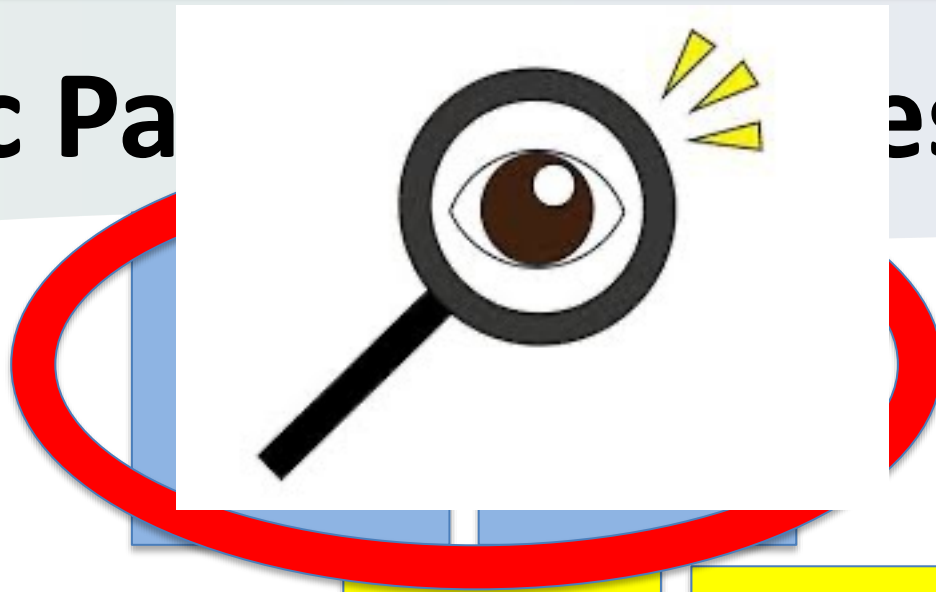
...then we have to support our students on this pathway from the start.

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Strategic Pa

ession



3

5

4

6



Observers

Sample Instruction

Engages ALL students actively and meaningfully

Explicitly builds oral language (receptive and productive) in preparation for literacy

- Use the document to :
- Observe a designated group of students
 - Walk the walls to observe how they reflect the standards and instruction
 - Listen to “students” as they develop oracy and background knowledge

You will share your observations when we debrief.

Pg. 17

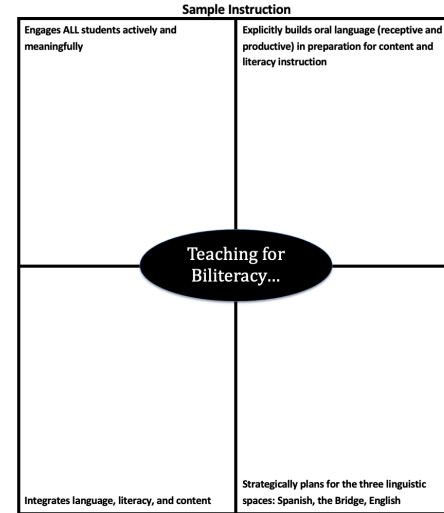
Integrat



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

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

Focus on the pedagogy.



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

2024 Biliteracy Unit Framework

Resource Packet
Page 13

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

- Ora
- Cor
- beh

Writing

- Ora
- Cor

Foundation

- Ora
- Pho
- Ortl
- Voc

Summative

Bridge – T

- Illus
- Sid
- Asi

Content Area Instruction

**Instruction does not assume
students have background
knowledge or academic language.**

Instruction intentionally builds it.

Formative Assessment

Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy

Instruction

Sample Instruction: Part 1 Building Oracy and Background Knowledge

- Sample Instruction Debrief
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket



Language Use Norms

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

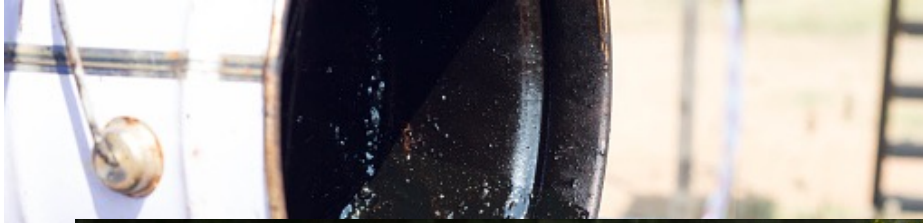
Marking the Language of Instruction



Yo observo ____.



Lo que tienen en común todas las fotos es ____.



Todas las fotos son ejemplos de ____.



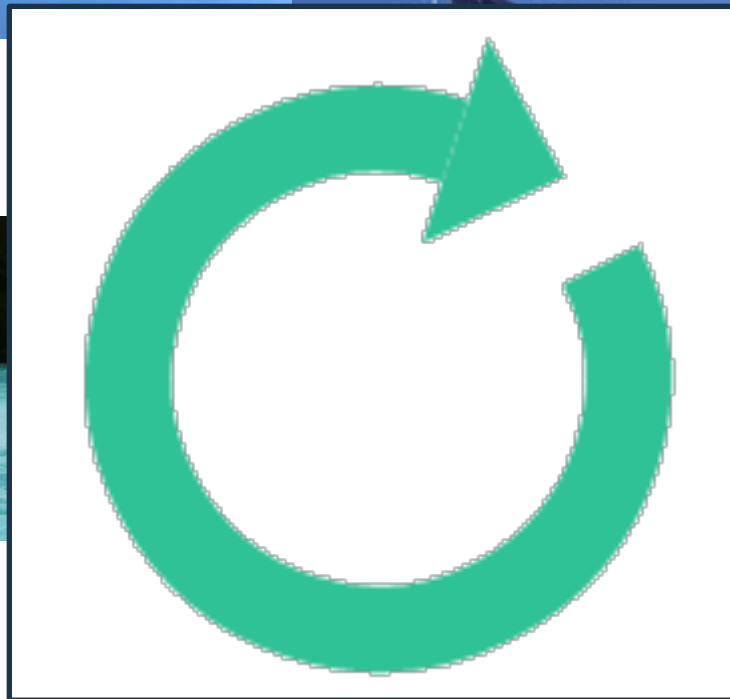
Pienso que los recursos naturales a la izquierda están juntos porque ____.



Pienso que los recursos naturales a la derecha están juntos porque ____.



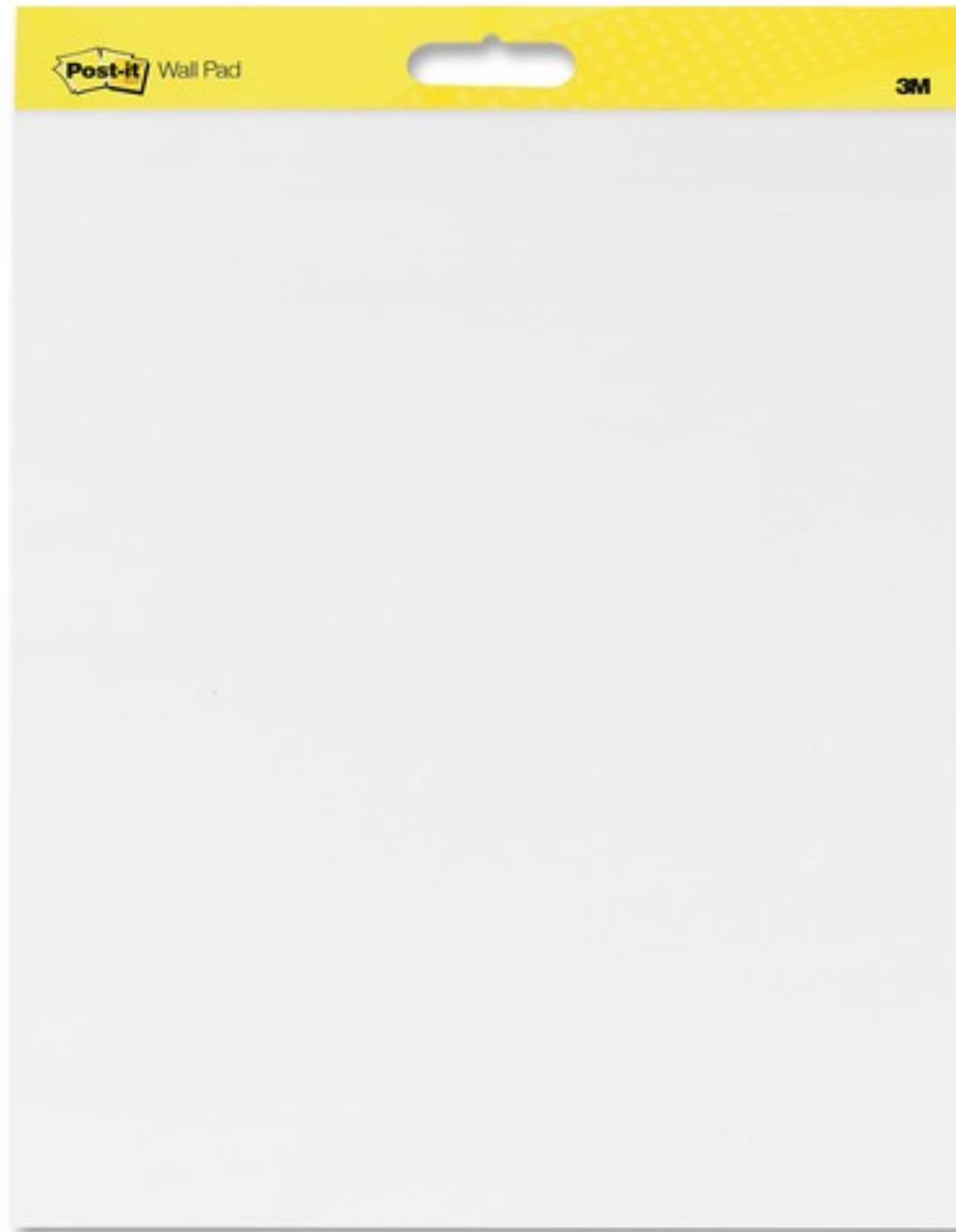
**Recursos naturales
renovables
son
fuentes de energía
renovables**



chingForE

**Recursos naturales
no renovables
son
Fuentes de energía
no renovables**





Exploración





la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles



Esta palabra dice...

Va con esta imagen porque...

Y el movimiento que le corresponde es...

Estoy de acuerdo porque...
Me pregunto que piensas acerca de...

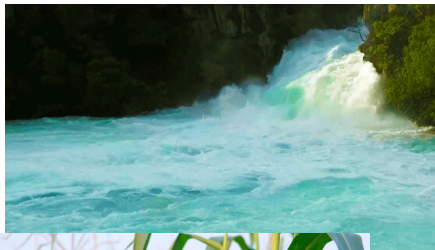
También quiero agregar que...

¡Gracias! Ahora es tu turno. Escoge una palabra.

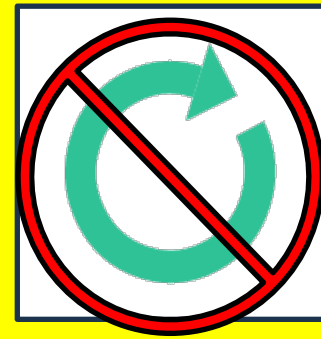
Recursos naturales renovables



Recursos naturales renovables



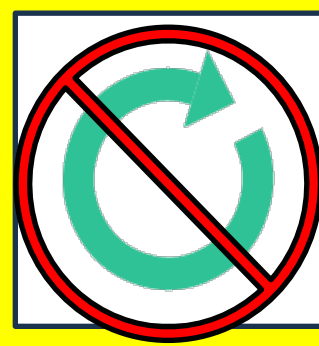
**Recursos
naturales
renovables**



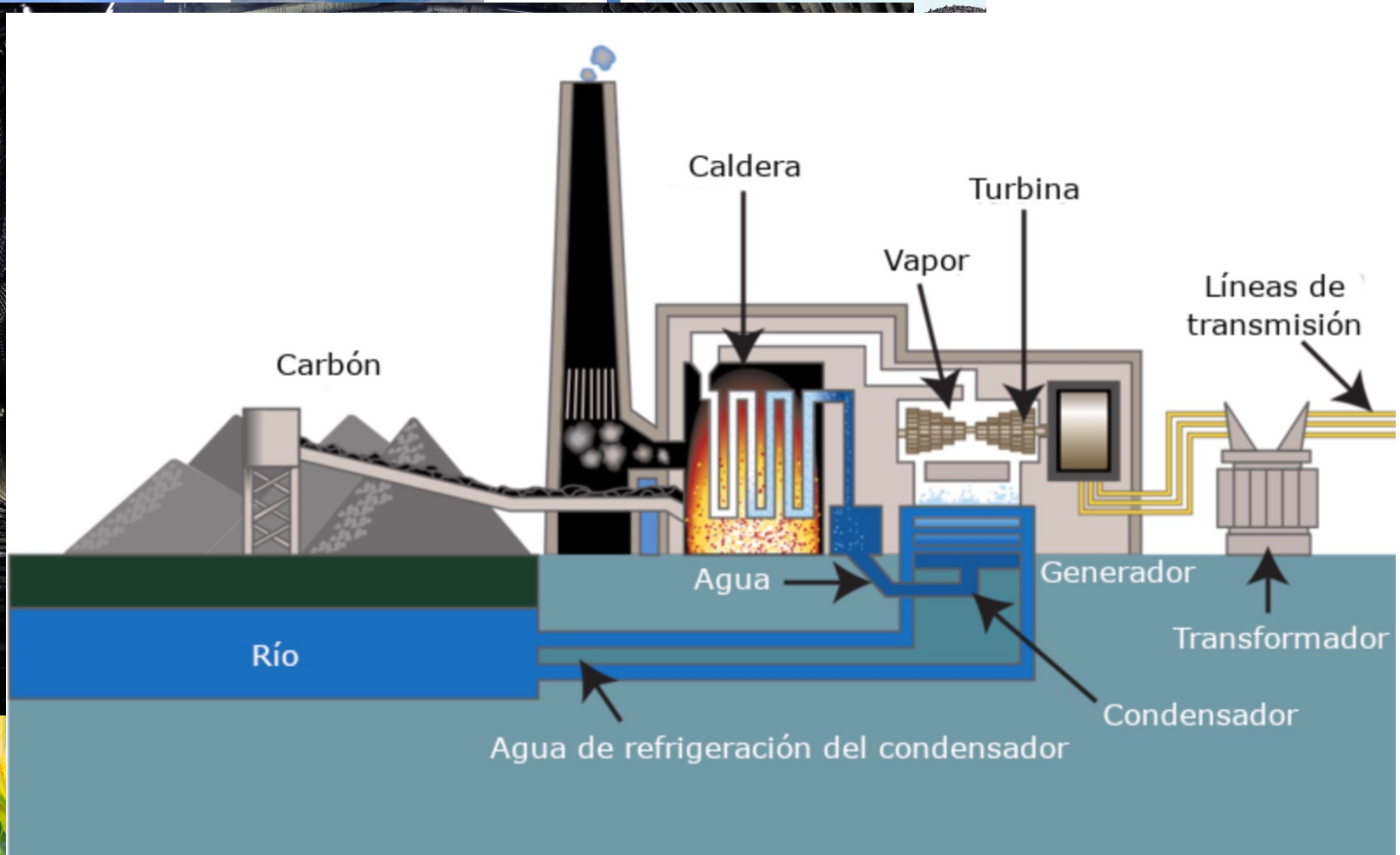
**Recursos
naturales
no renovables**



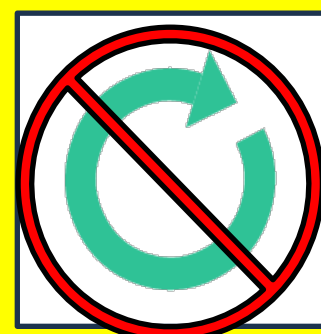
**Recursos
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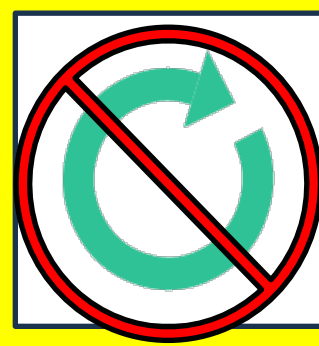
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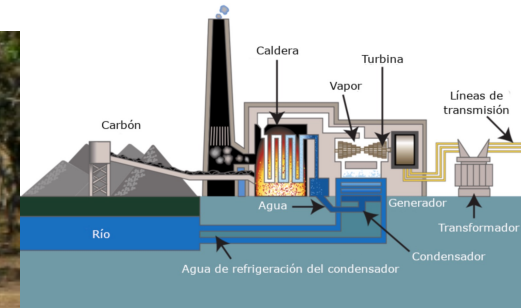
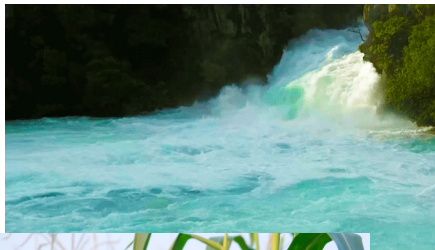
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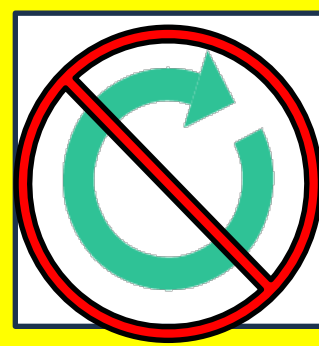
Recursos naturales renovables



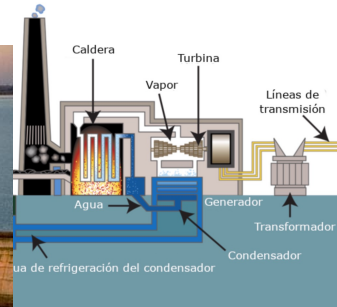
Recursos naturales no renovables



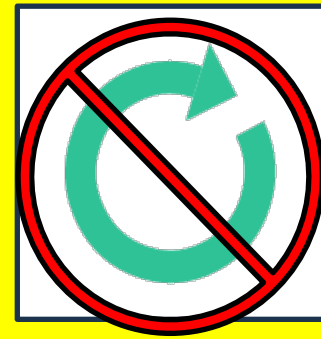
Recursos naturales renovables



Recursos naturales no renovables



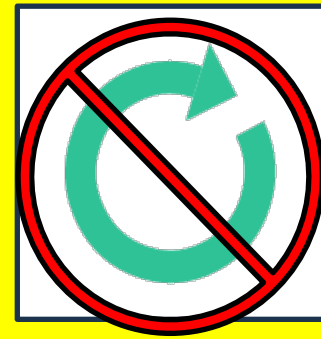
**Recursos
naturales
renovables**



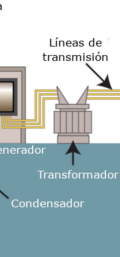
**Recursos
naturales
no renovables**



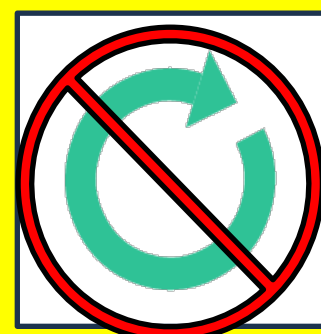
**Recursos
naturales
renovables**



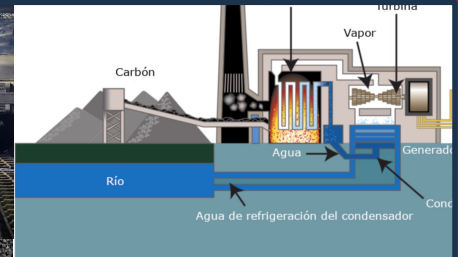
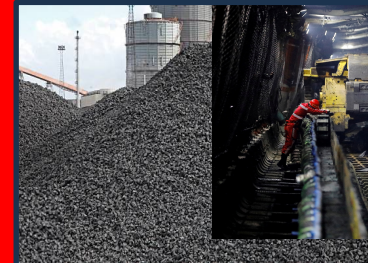
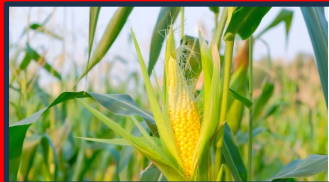
**Recursos
naturales
no renovables**



Recursos naturales renovables



Recursos naturales no renovables



¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)...
Son....

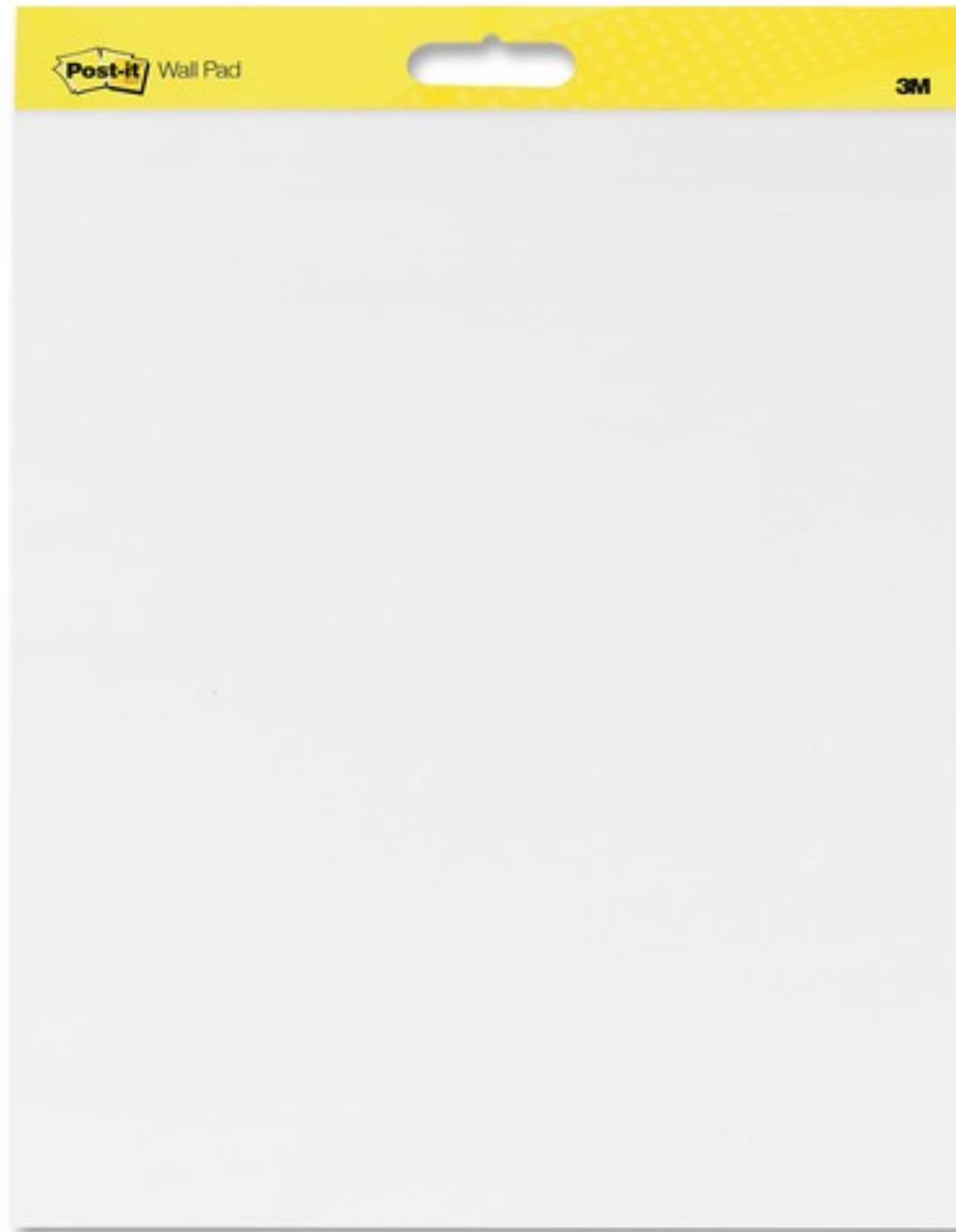
Pienso que es un(a)...Pero no sé exactamente como se llama.
O Tal vez es...

No sé lo que es.

¿Qué opinas?

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

Tomar turnos con todas las imágenes.



Characteristics of Biliteracy Instruction

Pg. 17

How did you feel as a student?

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

www.TeachingForBiliteracy.com



Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy Instruction
- ✓ Sample Instruction: Part 1 Building Oracy and Background Knowledge

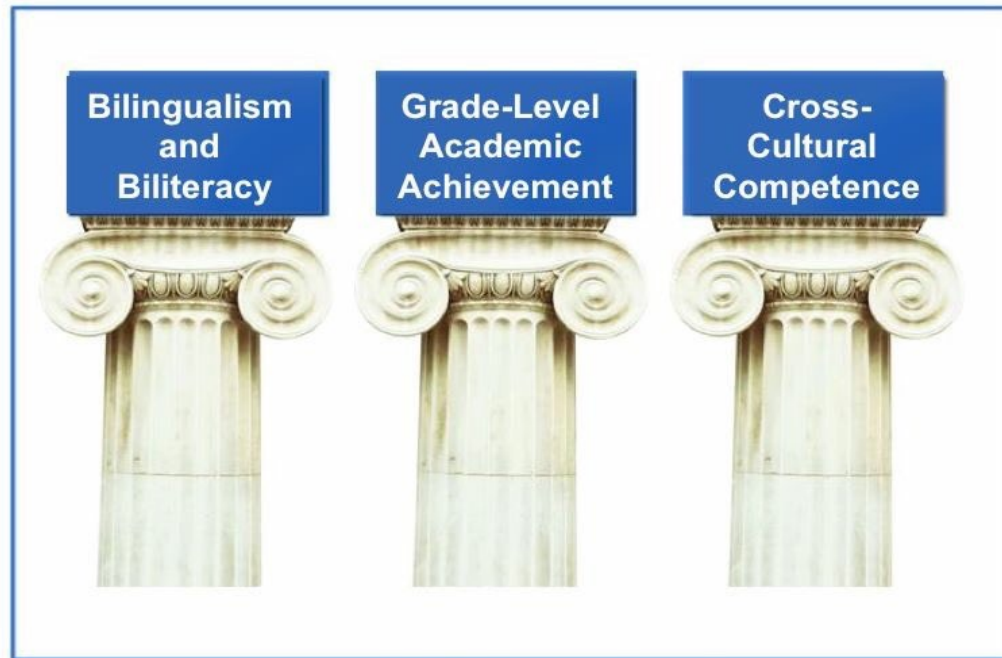
Sample Instruction Debrief

- Planning for Biliteracy
- Day 1 Closure and Exit Ticket



The goals of Dual Language are...

Three Pillars of Dual Language Education



Pg. 6

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How did instruction support students toward these goals?

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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy	This morning in the whole group session	What evidence do you have that instruction worked toward each goal?
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Guiding Principles for Dual Language Education (Howard et al., 2018; p. 3)



Biliteracy Unit Framework

Resource Packet
Page 15

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Pillar 1:
Bilingualism
& Biliteracy

How did instruction help
develop students'
bilingualism?

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Research Connection:



“Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.” (Seltzer, Woodley, 2014)

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

- Students had multiple opportunities to engage in academic discourse in the language of instruction

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

- Students had multiple opportunities to engage in academic discourse in the language of instruction
- Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction

Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Grandview, WA

June 23-25, 2016



Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
Dana Baum Hardt	teachingforbilingualityDH@gmail.com
Crystal Ramos	teachingforbilingualityCR@gmail.com
Melody Wharton	teachingforbilingualityMW@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 bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the roles of the teacher and the student in the process.

Resource Packet



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort contents-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Carry out simple oral directions - Match familiar visual information - Use directions - Identify information on charts or tables - Associate different parts
SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to use general and high frequency vocabulary - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests

The CAN DO Descriptors work in conjunction with the WiDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

High Leverage Bilingual 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 Bilinguality Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Diagrams - Flowcharts - Graphic organizers - Visual aids	- Interactive whiteboards - Computer simulations - Interactive software - Interactive games - Interactive stories - Interactive videos - Interactive games
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 literacy 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 Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Diagrams - Flowcharts - Graphic organizers - Visual aids	- Interactive whiteboards - Computer simulations - Interactive software - Interactive games - Interactive stories - Interactive videos - Interactive games

© WiDA Language Development Standards

High Leverage Bilingual Strategies



**How did the teacher know
what supports to put in place
to ensure the success of all
students?**



With the supports, what were students able to do?

		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF EXPLAIN	LISTENING	Process explanations by Sequencing oral procedures or cycles with images	Process explanations by Organizing routine causal or sequential relationships described orally	Process explanations by Interpreting cause and effect relationships in	Process explanations by Identifying precise details, descriptions, or comparisons	Process explanations by - Recognizing language used to enhance the specificity of phenomena in class discussions - Identifying components of systems (<i>e.g., ecosystems, branches of government</i>) in small group interactions	Process explanations by - Interpreting the specific language used to enhance descriptions of phenomena - Attending to the language related to events or phenomena in peer presentations
	SPEAKING	Explain by - Naming components of phenomena using illustrations, photographs, or diagrams - Demonstrating procedures using realia	Explain by - Giving reasons why or how something works using diagrams, charts or images - Stating key words or phrases in processes in a sequential order	Explain by - Stating clear sequential procedures to peers - Comparing data or information	Explain by - Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts - Presenting detailed information in small groups	Explain by - Elaborating by adding precision and details to content-related sequence or causal phenomena - Describing relationships of components within systems (<i>e.g., ecosystems, government</i>)	Explain by - Analyzing how - Contribute

p. 1

WIDA Can-Do Descriptors

(English Language Learning – Grades 4-5)

With the supports, what were students able to do?

		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF EXPLAIN	LISTENING	Process explanations by - Summarizing oral procedures or cycles with images - Distinguishing key words and phrases related to phenomena	Process explanations by - Describing causal or sequential relationships described orally - Following oral directions to show recurring steps in cycles or problem-solving	Process explanations by - Interpreting cause and effect relationships in conversations - Recognizing relationships in a series of oral statements	Process explanations by - Identifying details, descriptions, or comparisons that support conversation - Following oral information on how or why phenomena occur	Process explanations by - Describing language used to enhance the specificity of phenomena in class discussions - Identifying components of systems (e.g., ecosystems, branches of government) in small group interactions	Process explanations by - Interpreting specific language used to enhance descriptions of phenomena - Attending to the language related to events or phenomena in peer presentations
	SPEAKING	Explain by Naming components of phenomena using illustrations, photographs, or diagrams	Explain by - Giving reasons why or how something works using diagrams, charts or images - Stating key words or phrases in processes in a sequential order	Explain by - Stating clear sequential procedures to peers - Comparing data or information	Explain by - Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts - Presenting detailed information in small groups	Explain by - Elaborating by adding precision and details to content-related sequence or causal phenomena - Describing relationships of components within systems (e.g., ecosystems, government)	Explain by - Analyzing how variables contribute to events or outcomes - Maintaining a formal register

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	explanations by - Sequencing oral procedures or cycles with images - Distinguishing key words and phrases related to phenomena	explanations by - Organizing routine causal or sequential relationships described orally - Following oral directions to show recurring steps in cycles or problem-solving	explanations by - Interpreting cause and effect relationships in conversations - Recognizing relationships in a series of oral statements	explanations by - Identifying precise details, descriptions, or comparisons that support conversation - Following oral information on how or why phenomena occur	explanations by - Recognizing language used to enhance the specificity of phenomena in class discussions - Identifying components of systems (e.g., ecosystems, branches of government)	explanations by - Interpreting the specific language used to enhance descriptions of phenomena - Attending to the language related to events or phenomena in peer presentations
SPEAKING	procedures using realia	in a sequential order		information in small groups	relationships of components within systems (e.g., ecosystems, government)	

Without the graphic, sensory, and interactive supports, what might have happened?

*Except for Level 6, for which there is no ceiling.

Because the 3 Pillars are the goals of Dual Language, instruction must always consider and intentionally plan for language.

	STENIN	phrases related to phenomena	directions to show recurring steps in cycles or problem-	relationships in a series of oral statements	Following oral information on how or why phenomena	discussions Identifying components of	Attending to the language related to events or
--	--------	------------------------------	--	--	--	---	--

How did ALL students benefit from the supports?

KEY USE C	VG	Explain by - Naming components of phenomena using illustrations, photographs, or diagrams - Demonstrating	Explain by - Giving reasons why or how something works using diagrams, charts or images - Stating key words or phrases in processes	Explain by - Stating clear sequential procedures to peers - Comparing data or information	Explain by - Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts - Presenting detailed	Explain by - Elaborating by adding precision and details to content-related sequence or causal phenomena - Describing	Explain by - Analyzing how variables contribute to events or outcomes - Maintaining a formal register
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The WIDA Can Dos are a great tool to help: Planning instruction, differentiation, and assessing students.

Los descriptores Podemos: Usos clave del lenguaje académico en español

4-5

USO CLAVE DEL LENGUAJE: RELATAR

	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	Nivel de trascendencia 6
USO CLAVE DEL LENGUAJE: RELATAR	Para procesar relatos, los bilingües emergentes PODEMOS...					
	- identificar palabras clave en narraciones (p. ej. nombres de personajes, objetos significativos) - reconocer frases hechas propias de cuentos infantiles (p. ej. "Érase una vez", "Colorín, colorado, este cuento se ha acabado")	- reconocer la secuencia temporal de historias (p. ej. sitúa varias imágenes en orden a medida que escuchamos una narración) - identificar personajes o lugares claves en historias y cuentos	- identificar la estructura argumental de narraciones (p. ej. hace una señal cuando detecta un cambio de sección entre presentación, nudo y desenlace) - distinguir secciones descriptivas y secciones de acción en historias leídas en voz alta (p. ej. muestra el anverso o reverso de una tarjeta según la sección)	- distinguir descripciones literales y poéticas (p. ej. identifica metáforas, sinestesias) - reconocer lenguaje que señala cambios de perspectiva (p. ej. hace una señal cuando la narración cambia de estilo indirecto a directo)	- inferir el género de cuentos a través de lenguaje clave dentro del texto (p. ej. de hadas, de terror, fábula) - identificar narraciones enmarcadas (p. ej. reconoce secciones de una historia que no son cruciales para el desenlace de la acción principal)	- distinguir el papel que juega cada personaje en el desarrollo de eventos de historias (p. ej. crea un mapa conceptual con imágenes de personajes según su papel en el desarrollo de la acción) - distinguir momentos clave de historias (p. ej. muestra asombro ante un giro inesperado de la trama)
USO CLAVE DEL LENGUAJE: RELATAR	Para relatar, los bilingües emergentes PODEMOS...					
	- nombrar personajes principales de cuentos e historias - mencionar palabras clave relacionadas con sucesos y eventos	- describir personajes y lugares a través de frases cortas - usar lenguaje típico de cuentos e historias (p. ej. "En un lugar muy lejano")	- mencionar ideas y elementos principales de narraciones - expresar el orden de eventos en cuentos e historias	- contar historias breves con presentación, nudo y desenlace - describir personajes, lugares y eventos detalladamente	- producir pequeños relatos de ficción verosímiles - emplear figuras retóricas sencillas (p. ej. metáforas, apóstrofes, ironías)	- elaborar historias con lenguaje y detalles precisos - presentar historias desde varias perspectivas mediante recursos del lenguaje (p. ej. primera

The descriptors are also available in Spanish!

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

- Students had multiple opportunities to engage in academic discourse in the language of instruction
- Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction
- **What were students listening and speaking about?**

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

- Students had multiple opportunities to engage in academic discourse in the language of instruction
- Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction
- Students were all developing language and background knowledge around there are many different types of natural resources, many are renewable and some are non renewables forms of energy.

Pillar 1:
Bilingualism
& **Biliteracy**

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

How did instruction help
develop students'
biliteracy?

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.



What



“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.**



Reading Rope for Multilingual Learners

Strands of Oral Language Development Support
Literacy Development

Oral Language Development

Second Language Acquisition
Metalinguistic Awareness
Linguistic Scaffolds

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

oral language development throughout

oral language development throughout

Increasingly strategic

Increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Adapted from Scarborough (2001) by Cavazos & Goldenberg (2024)
Revised by Pendergrass-Bennefield (2024)
Not authorized by Hollis Scarborough



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
depth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
text concepts, genres

Proficiency level

oral language
development
throughout

increasingly

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Cognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
writing, letter-sound
correspondence

Sight Recognition
familiar words

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

oral language
development
throughout

increasingly

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Oral
Language
Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
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syntax, semantics

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Oral Language Development

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syllables, phonemes

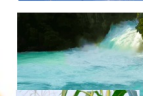
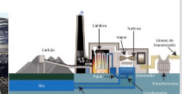
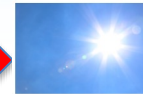
Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

Recursos naturales renovables



Recursos naturales no renovables

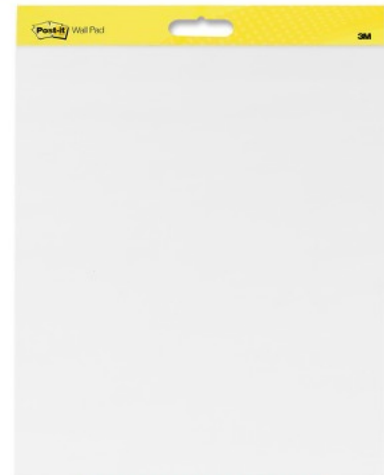


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Writing

-
-
-
-
-



Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondences

Sight Recognition
familiar words

Los recursos naturales a la izquierda son el/la _____.



Los recursos naturales a la derecha son el/la _____.



¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)...
Son....

Pienso que es un(a)...Pero no sé exactamente como se llama.

○ Tal vez es...

No sé lo que es.

¿Qué opinas?

Estoy de acuerdo/desacuerdo porque...

Y quiero agregar que....

Ahora es mi turno.

Tomar turnos con todas las imágenes.

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

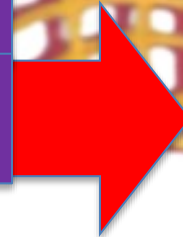
Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words



Reading Rope for

Strands of Oral Language

Lo que tienen en común todas las fotos es ____.



Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

oral language
development
throughout

Language proficiency level

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Recognition

Phonological Awareness
syllables, phonemes

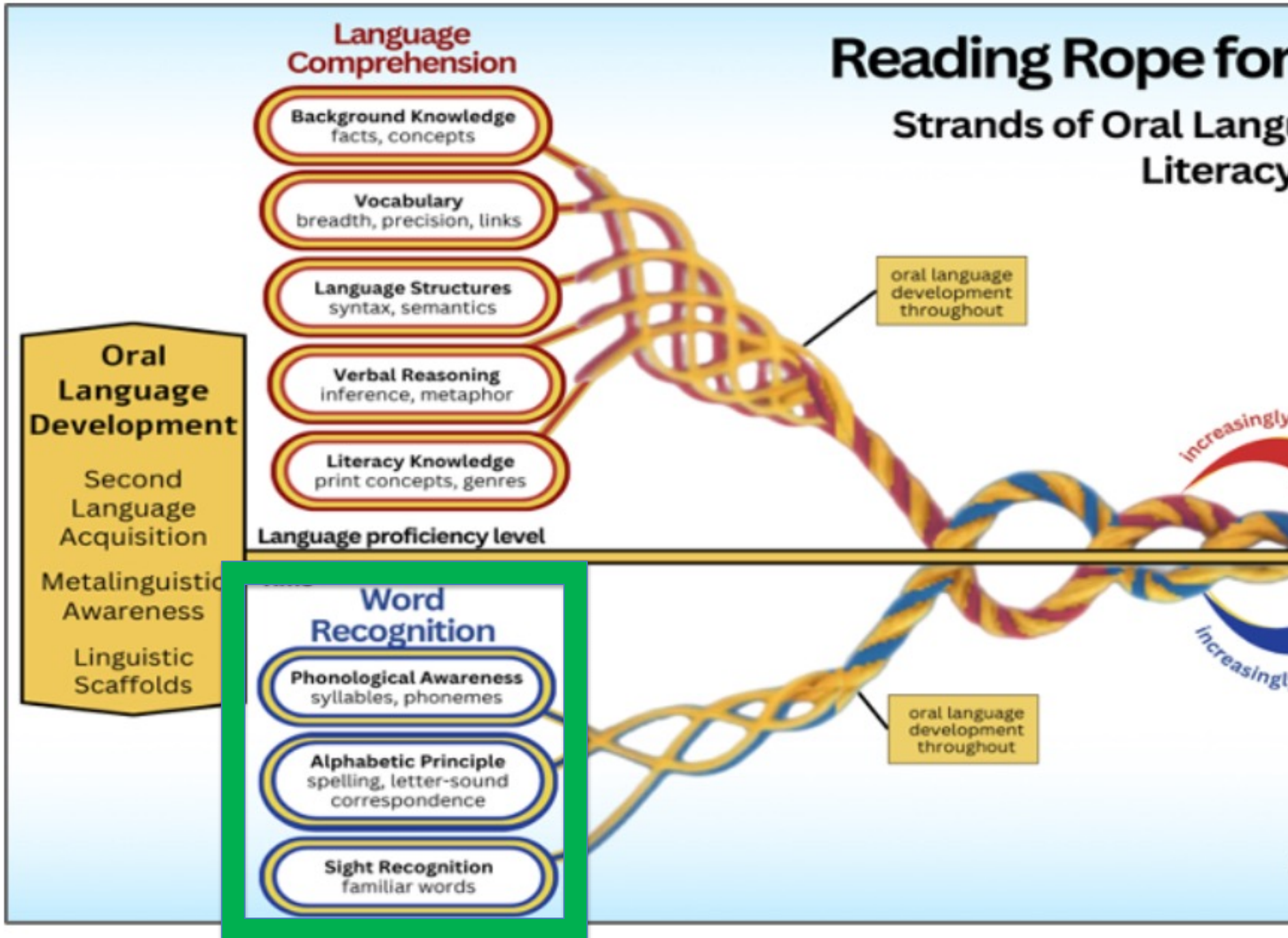
Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

oral language
development
throughout

increasingly

increasingly



GRADE FOUR READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and with accuracy.

CUARTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. **Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.**

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

a. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afijos), para leer con precisión palabras desconocidas en contexto y con precisión fuera de contexto.

b. Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas.

pronunciación y ortografía cuando se añade un acento a la palabra (ejemplo: lento, lentamente; rápido, rapidísimo).

GRADE FOUR LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 21 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking, I am walking, I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).

CUARTO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 21 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.
 - a. Usan los pronombres interrogativos, relativos (*qué, que; quién, quien; cuál, cual; cuánto, cuanto*) y los adverbios relativos (*dónde, cuando, como, cuanto*).
 - b. Forman y usan los tiempos compuestos de los verbos (ejemplo: *Yo estaba caminando; Yo estoy caminando; Yo estaré caminando*) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: *Estoy hablando español vs Hablo español*).
 - c. Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: *Puedo correr. Debo dormir*) o con la forma condicional del verbo (ejemplo: *podría correr, desearía dormir*).
 - d. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: *una pequeña bolsa roja en lugar de una roja bolsa pequeña*).



Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

Reading Rope for

Strands of Oral Language Literacy

oral language development throughout

increasingly

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Biliteracy Unit Framework

Resource Packet
Page 15

Unit Theme:

- Content Area Standards
- Spanish Language Art
- Spanish Language De
- Content and Literacy E
- Summative Assessme



Listening



Speaking



Background
Knowledge

Building Oracy, Background

- Academic listening and
- 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

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Fluency, Orthography
- Vocabulary background

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.



Inquiry



Reading



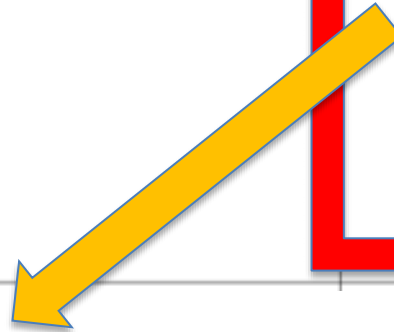
Writing



Word
Recognition

Formative Assessment

Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		



- **Intentionally building oracy (listening and speaking) and background knowledge** for literacy (reading and writing) and content instruction **throughout the unit**
- **Meaningful frame** for learning – integrating language and literacy, **focused on making meaning**
- Variety of **high-leverage strategies** and **language supports**





www.TeachingForBiliteracy.com

Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Guiding Principles for Dual Language Education (Howard et al., 2018; p. 3)



Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 2: Grade-level Academic Achievement		

- **Standards** at the root of instruction
- **Formative Assessment** informs next steps



Pillar 1:
Bilingualism &
Biliteracy

Pillar 2:
Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

How did instruction
support students'
grade-level academic
achievement?

Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Grandview, WA

June 23-25, 2016



Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
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Melody Wharton	teachingforbilingualityMW@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 bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the roles of the teacher and the student in the process.

Resource Packet



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort contents-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Carry out simple directions - Match familiar visual - Use directions - Identify information on charts or tables - Associate different parts	- Carry out complex directions - Match complex visual - Use complex directions - Identify information on charts or tables - Associate different parts
SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences - Use and understand simple sentences - State simple sentences - Ask for clarification (e.g., self-monitor)	- Carry out complex directions - Match complex visual - Use complex directions - Identify information on charts or tables - Associate different parts

The CAN DO Descriptors work in conjunction with the WiDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

High Leverage Bilingual 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 Bilinguality Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Diagrams - Flowcharts - Graphic organizers - Visual aids	- Interactive whiteboards - Computer simulations - Interactive software - Interactive games - Interactive stories - Interactive videos - Interactive games
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 literacy 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 Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Diagrams - Flowcharts - Graphic organizers - Visual aids	- Interactive whiteboards - Computer simulations - Interactive software - Interactive games - Interactive stories - Interactive videos - Interactive games

© WiDA Language Development Standards

High Leverage Bilingual Strategies



4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

		Outcomes					
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
		Sensory Supports					
		Pictures/images					
		Total Physical Response					
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies renewable resources by exhibiting receptive language (actions during TPR)	What are some key features you notice?			
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía</i> <i>renovables</i> <i>no renovables</i> <i>reponer</i>				
				<i>reponer</i>		<i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>La fábrica</i> <i>la bomba de</i> <i>fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de</i> <i>fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- A. Identify examples of natural resources.
- B. Identify examples of energy and fuels that come from natural resources.
- C. Identify examples of renewable energy sources.
- D. Identify examples of

Sensory Support

Pictures/imagery

Total Physical Response

Grade level standards from the unit/BUF.

Student name:

Identifies examples of natural resources by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking with TPR

*los recursos naturales
la luz solar
el viento
el agua
la materia vegetal
el carbón
el petróleo
el gas natural*

*los recursos naturales
la luz solar
el viento
el agua
la materia vegetal
el carbón
el petróleo
el gas natural*

*renovables
no renovables
reponer*

*renovables
no renovables
reponer*

*mecanismo
captura
lo convierte
la energía
los paneles solares
las turbinas eólicas
la represa
hidroeléctrica
la minería
La fábrica
la bomba de
fracturación
extrae
un pozo
poner en marcha*

*mecanismo
captura
lo convierte
la energía
los paneles solares
las turbinas eólicas
la represa
hidroeléctrica
la minería
la fábrica
la bomba de
fracturación
extrae
un pozo
poner en marcha*

Unit Theme:

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

We will talk more about how these specific standards were selected tomorrow.

- Academic
- Developed

Reading Compre

- Oracy, bac
- Comprehe behaviors.

Writing

- Oracy, bac
- Comprehe

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.

Assessment

Unpacking Standards into Outcomes
4th Grade Science/SLA Unit 3

ESS1

Outcomes: Students will be able to...

- Identify various types of natural resources.
- Identify various types of energy and fuels that come from natural resources.
- Identify various types of renewable resources.
- Identify various types of non-renewable resources.
- Describe various types of renewable resources.
- Describe various types of non-renewable resources.
- Describe various types of energy and fuels that come from natural resources.
- Gather information from various sources to learn about natural resources.
- Organize and information to learn about natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Gather information from various sources to learn about natural resources.
- Organize and information to learn about natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Gather information from various sources to learn about natural resources.
- Organize and information to learn about natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Describe environmental effects of energy and fuels that come from natural resources.
- Present information on the uses and the environmental effects of energy and fuels that come from natural resources.

Each standard is unpacked into achievable outcomes, organized from most concrete to most abstract, which helps to plan instruction throughout the unit.

- Students describe various (negative) effects on the environment from humans using renewable and non-renewable sources for energy and fuel.

combining information via inquiry from books and other reliable media).

Content obligatory language students will need:

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

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

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



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



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

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Outcomes

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

Total Physical Response

Sentence Prompts

Strategic partners

Student name:

Identifies examples of natural resources by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

Ide
ren
ren
sou
rec
(ac

Did my students achieve any of these outcomes?

*los recursos naturales
la luz solar
el viento
el agua
la materia vegetal
el carbón
el petróleo
el gas natural*

*los recursos naturales
la luz solar
el viento
el agua
la materia vegetal
el carbón
el petróleo
el gas natural*

*las
renovables
no renovables
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la represa
hidroeléctrica
la minería
La fábrica
la bomba de
fracturación
extrae
un pozo
poner en marcha*

*mecanismo
captura
lo convierte
la energía
los paneles solares
las turbinas eólicas
la represa
hidroeléctrica
la minería
la fábrica
la bomba de
fracturación
extrae
un pozo
poner en marcha*

**Unit Theme:**

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment**Bridge – Transfer**

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

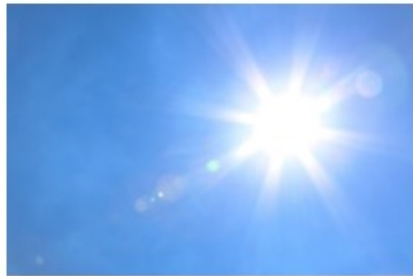
4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

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

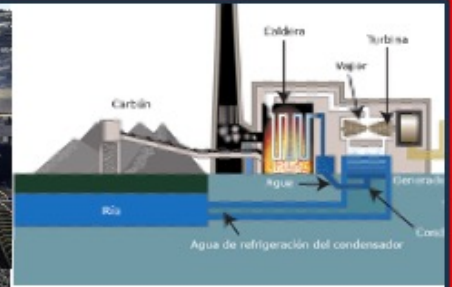
Lo que tienen en común todas las fotos es ____.



Recursos naturales renovables



Recursos naturales no renovables



la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles



Esta palabra dice...

Va con esta imagen porque...

Y el movimiento que le corresponde es...

Estoy de acuerdo porque...

Me pregunto que piensas de...

También quiero agregar que...

¡Gracias! Ahora es tu turno. Escoge una palabra.

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

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

1. With your partner, one person be the teacher and one be the student.
2. Teacher use the formative assessment document to take down notes/check the what language the student can demonstrate receptively and productively.
3. Switch roles.



4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

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

Student name:

El luz

Los fuentes

When I look at the data of all my students together, have they all developed oracy?

Would students benefit from a review and additional time to practice orally?

Yes!

Perhaps whole group first with volunteer leaders.

Then in strategic partnerships.

Professional Learning Communities

DuFour's PLC Key Questions:

1. What do we want our students to know?
2. How will we know when they have learned it?
3. How will we respond when they don't?
4. How will we respond once they do?



Goals of Dual Language

Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Dual Language Education (Howard et al., 2018; p. 3)

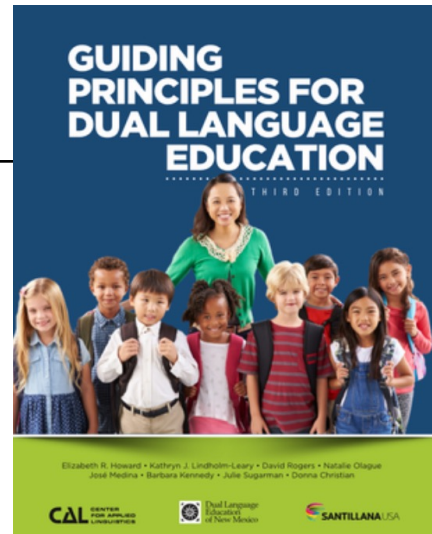


Pillar 1:
Bilingualism &
Biliteracy

Pillar 2: Grade
Level Academic
Achievement

Pillar 3:
**Sociocultural
Competence**

Pg. 5



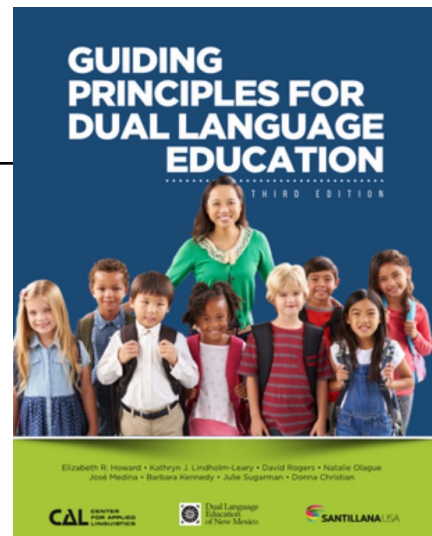
A term
encompassing
identity
development,
cross-cultural
competence, and
multicultural
appreciation

Pillar 1:
Bilingualism &
Biliteracy

Pillar 2: Grade
Level Academic
Achievement

Pillar 3:
**Sociocultural
Competence**

Pg. 5



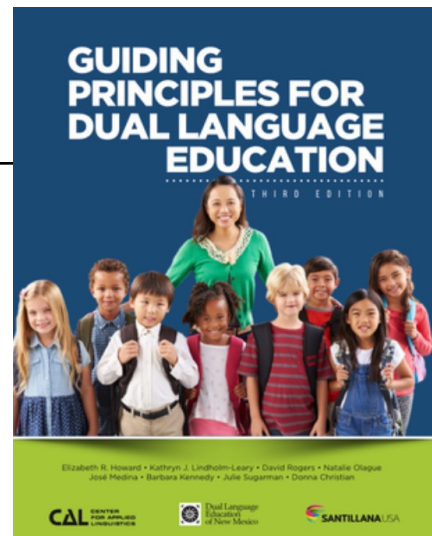
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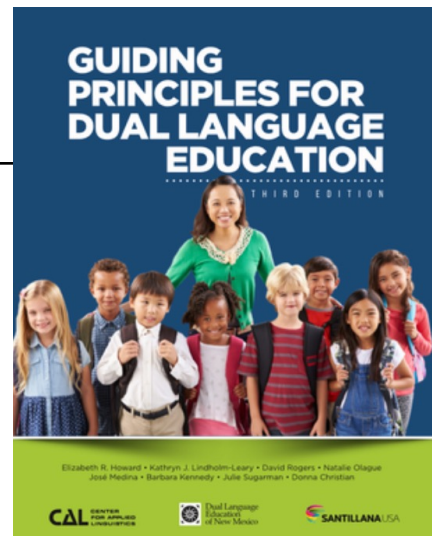
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Bilingualism &
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Pillar 2: Grade
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Achievement

Pillar 3:
**Sociocultural
Competence**

Pg. 5



A term
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appreciation

Pillar 1:
Bilingualism &
Biliteracy

Pillar 2: Grade
Level Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

How did the sentence
frames/prompts help
students progress toward
the goal of sociocultural
competence?

¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)...
Son....

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

No sé lo que es.

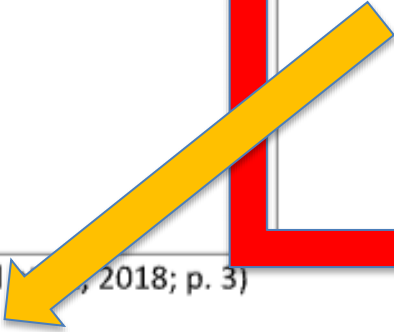
¿Qué opinas?

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

Tomar turnos con todas las imágenes.

Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

Dual Language Education (Howard, 2018; p. 3)



- Students **working positively with others** that are similar and different from themselves across a variety of contexts
- **Sentence frames** that develop discourse



Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy Instruction
- ✓ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- ✓ Sample Instruction Debrief
- **Planning for Biliteracy**
- Day 1 Closure and Exit Ticket



**CAN DO Descriptors: Grade Level Cluster 6-8**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language needed to**

	Level 1 Entering	Level 2 Beginning
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places in pictures - Answer questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Generate visuals per oral descriptions - Identify information on charts or tables based on oral statements
SPENDING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer WH- questions (e.g., "who," "what," "where," "when") within context of oral or personal experiences	- Convey content through high frequency words - Sign/point to ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express urgency needs and wants - Communicate in social situations - Make requests

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments



Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com

Teaching for Biliteracy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilleracyKB@gmail.com
Dana Baum Hardt	teachingforbilleracyDH@gmail.com
Crystal Ramos	teachingforbilleracyCR@gmail.com
Melody Wharton	teachingforbilleracyMW@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 tasks and content of the language.

Resource Packet

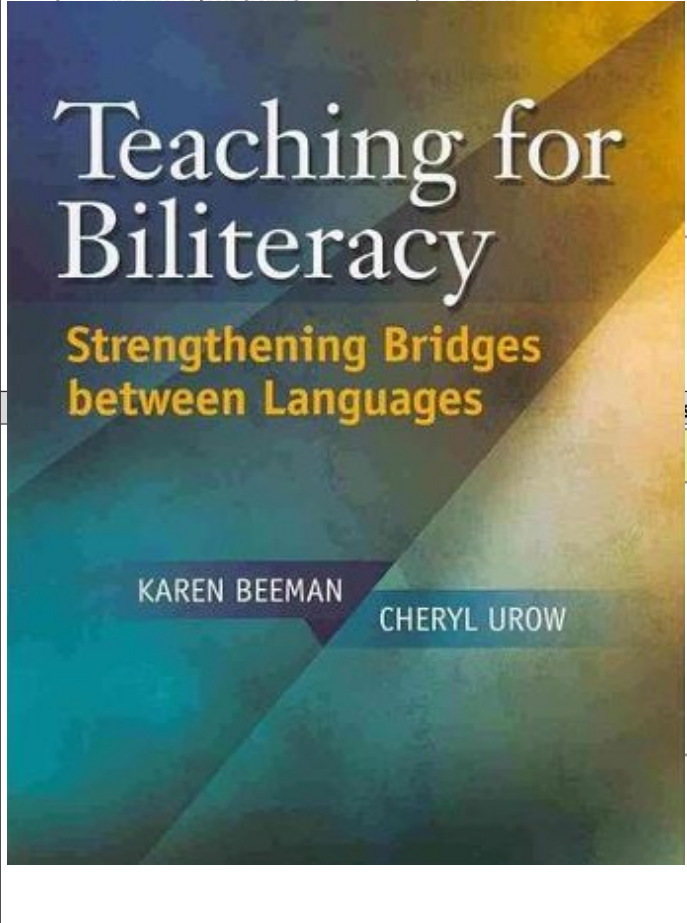
Strategy Name and Description	Language Supports and Notes								
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and 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>	<table> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td><td> - Charts </td><td> - In pairs or groups </td></tr> </table> Notes:	Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	In pairs or groups	High Level Biliteracy Strategies	
Sensory Supports	Graphic Supports	Interactive Supports							
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	In pairs or groups							
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.	<table> <tr> <th>Sensory Supports</th></tr> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td></tr> </table> Notes:	Sensory Supports	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	<table> <tr> <td></td><td> - In the native language (L1) - With mentors </td></tr> </table> © WIDA Language Development Standards			- In the native language (L1) - With mentors		
Sensory Supports									
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures									
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High Leverage Biliteracy Strategies



High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

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	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
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>			

High Leverage Biliteracy Strategies

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Teaching for Biliteracy Book: page 81-82

Language Supports and Notes

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:

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-

Language Supports and Notes

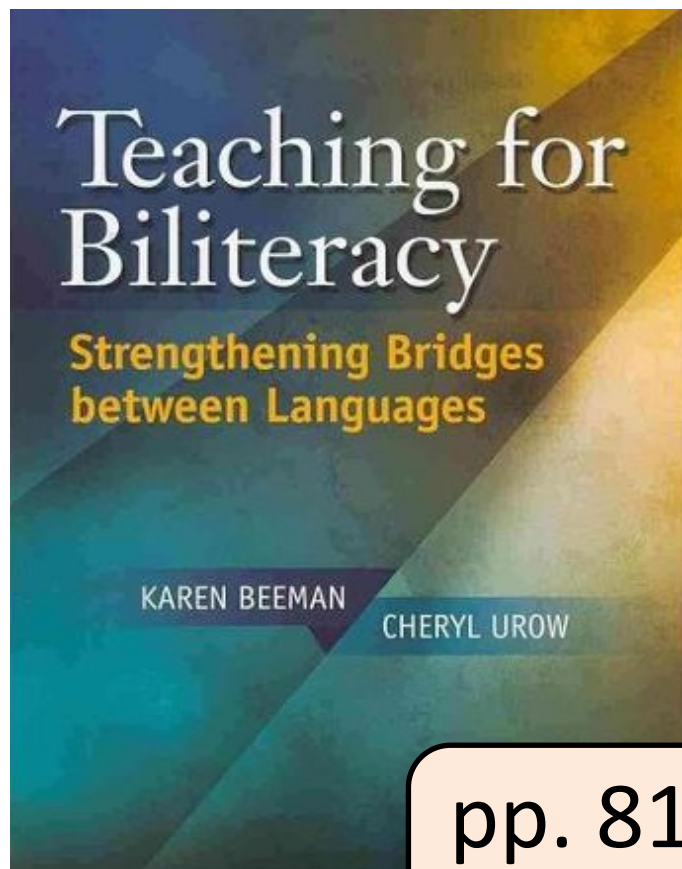
Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • 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:



Concept Attainment with Sentence Prompts and TPR

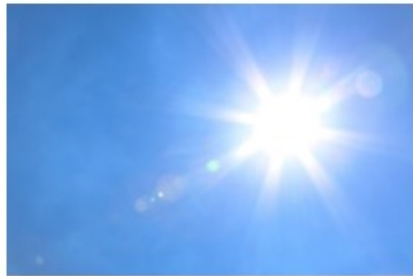


pp. 81,
82

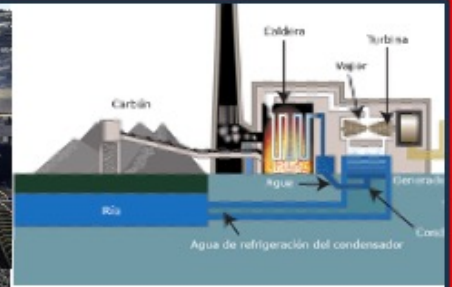
Students use visuals and sentence prompts to identify the concept. New vocabulary is introduced with visual and kinesthetic support to support meaning.



Recursos naturales renovables



Recursos naturales no renovables



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

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High Leverage Biliteracy Strategies

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	- Real-life objects (realia) - Pictures & photographs - Physical activities - Broadcasts - Models & figures	- Charts - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In a whole group - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Teaching for Biliteracy Book: page 81-82

Notes:

Sorted photographs to decipher between renewable and nonrenewable natural resources



High Leverage Biliteracy Strategies

Strategy Name and Description									
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>									
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	• Meaningful Frame (i.e., content and unit theme)								
Strategy Name and Description	Language Supports and Notes								
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High Leverage Biliteracy Strategies Page 1

Lo que observo en
la columna azul
es que ...



Lo que observo en
la columna anaranjada
es que ...



Conversaciones académicas

Pareja A

Lo que observo en la imagen de la columna ____ es...

Pienso que las tres columnas se relacionan porque...

Observo que las imágenes en la columna ____ son ____.

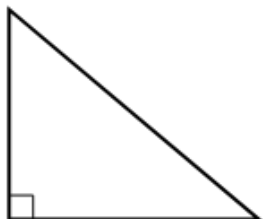
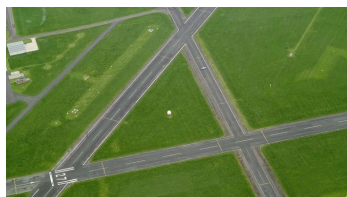
Pareja B

¡Oh sí! También quisiera agregar que....

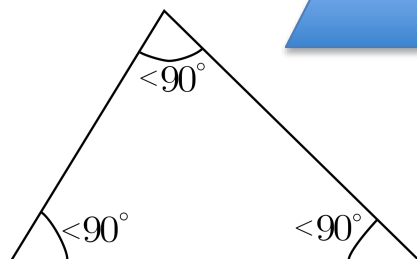
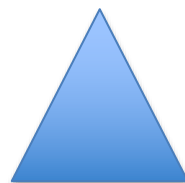
Adicionalmente se puede decir que...

O, entonces podemos predecir que todas las imágenes en la columna ____ están agrupados porque..

Triángulo rectángulo

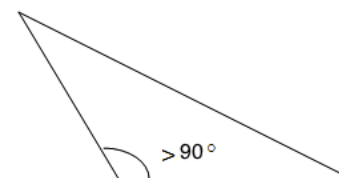
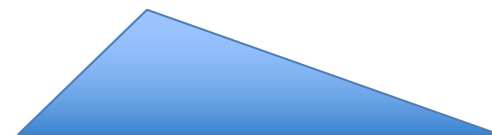


Triángulo agudo



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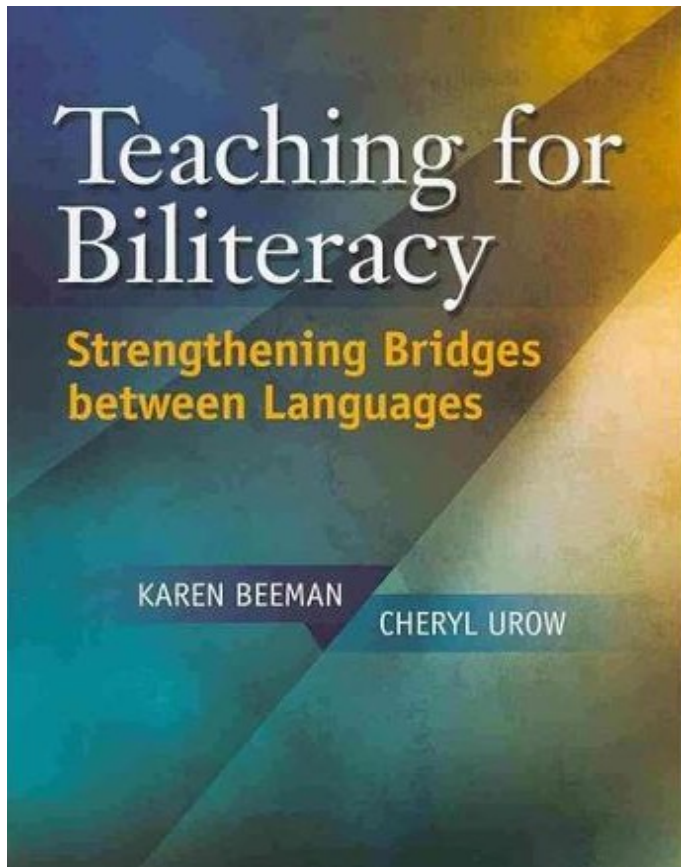
Triángulo obtuso



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
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Fish Bowl



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

p. 82
& 136





¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)...
Son....

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

No sé lo que es.

¿Qué opinas?

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

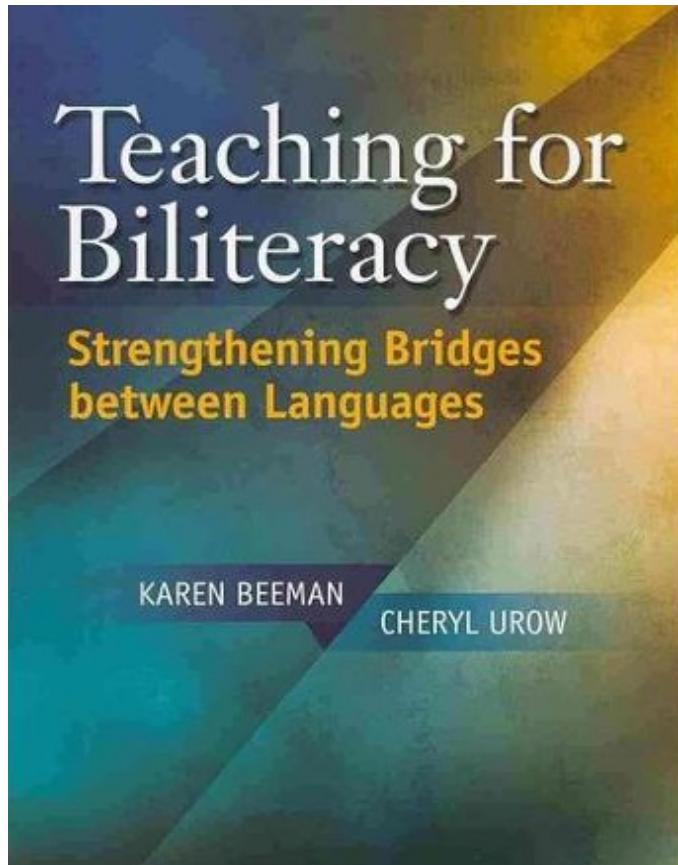
Tomar turnos con todas las imágenes.

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



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

p. 94 &
pp. 104 -
105



High Leverage Biliteracy Strategies

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Concept Attainment: Concept attainment is a () co () th () co () te () wh () concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports • Videos & Films • Broadcasts • Models & figures	Graphic Supports	Interactive Supports • () sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards Notes:
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For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

I can support high leverage biliteracy strategies through my role by...

Teachers:
Instruction

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

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

will be studying, and then describes the concept to students.

Teaching for Biliteracy Book: page 81-82

Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy Instruction
- ✓ Sample Instruction: Part 1 Building Oracy and Background Knowledge
- ✓ Sample Instruction Debrief
- ✓ Planning for Biliteracy

Day 1 Closure and Exit Ticket



Individual or Team Planning for Next Steps

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

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/4acp20x>



**Biliteracy Strategies
Glossary**

<https://bit.ly/BSI2024InstructionalStrategies>



**Three Linguistic
Spaces**

<https://bit.ly/ThreeLinguisticSpaces>



**Supporting
Newcomers**

<https://bit.ly/T4BNewcomers>



**A Handbook of
Biliteracy Systems
and Structures:
Digital Tools**

<https://bit.ly/BABSI2024DigitalTools>



**Final Session
Evaluation Form**

<https://rb.gy/q0cj7q>



<https://rb.gy/q0cj7q>

Pg. 2 of
Resource
Packet



Teaching for Biliteracy Summer Institute Overview

Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th - 12 th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	

Institute Overview

Page 4

Resource Packet



Biliteracy Unit Framework

Resource Packet
Page 15

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Stage 1: Transfer

- Illustration
- Side by Side or
- Así se dice

Stage 2: Transfer and Practice

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

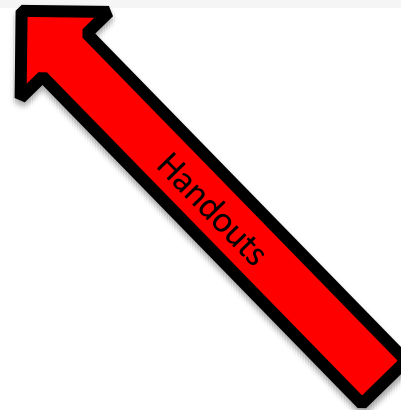
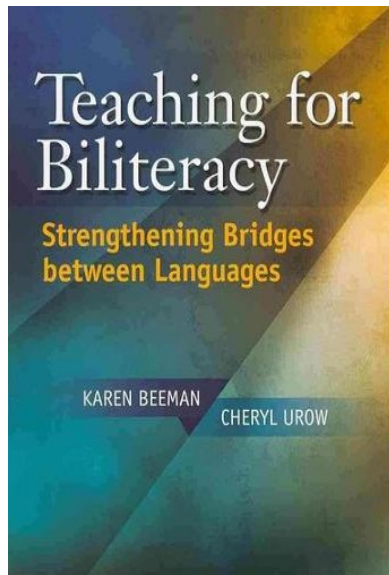
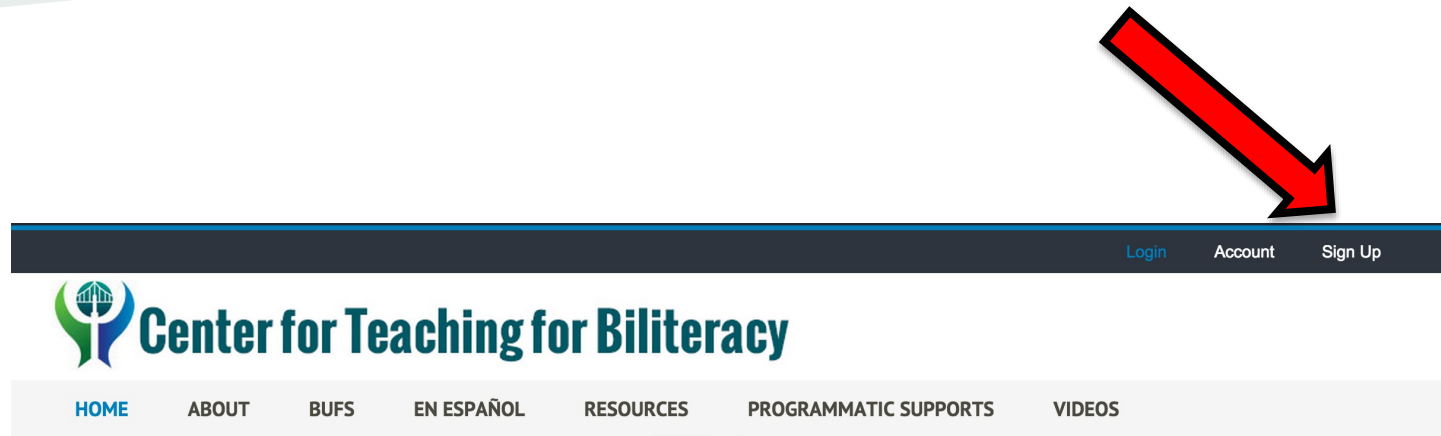
Stage 3: Constructive Analysis

Phonology
Morphology
Syntax and grammar

Pragmatics

Formative Assessment

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**Breakfast begins at 7:30 AM
tomorrow morning in the big room.**



**The whole group session will begin
promptly at 8:30 AM**



Exit Ticket

My biggest
takeaway
from today's
session was...

