

Biliteracy Summer Institute

Sample Instruction for PreK-2nd Grades

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

Center for Teaching for Biliteracy

June 23-25, 2026

Dana Baum, M.Ed.

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1



The Center for Teaching for Biliteracy





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2

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: The Bridge</u> - Institute Closure
12:30 - 3:30 PM Breakout Groups (by grade band PK-2nd grade; 3rd-5th grade; secondary: 6th - 12th grade) <u>Sample Instruction Part 3: Oracy Instruction in preparation for content inquiry and literacy</u>	Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy, and the Summative Assessment</u>	12:00 pm Institute Overview Page 4 Resource Packet



3

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
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4

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,

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5

Materials for today's session



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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
Cystal 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 statements).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language; it integrates language, literacy and content; and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.
- Identify short-and long-term goals that support the implementation of effective biliteracy instruction.

**Resource
Packet**

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6

Norms – As we look at teaching for biliteracy...

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

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7

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

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8

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Teaching for Biliteracy Summer Institute

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Resource
Packet

Characteristics of Biliteracy Instruction

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

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

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

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

Page 17



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9

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

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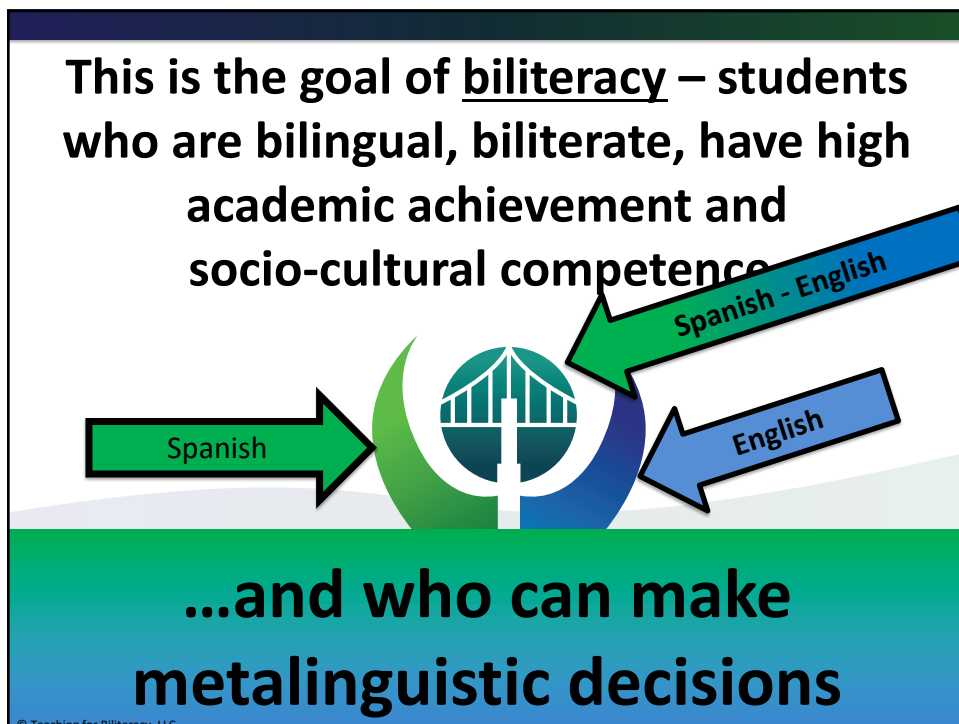
10

Characteristics of Biliteracy Instruction	
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Pg. 17

Teaching for Biliteracy...

11



12

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13

In this session, we will explore the ELA and language arts standards and how they relate to the Universal Theme. What can I gain from participating in sample instruction designed for Kindergarten ELA & Universal Theme if I don't teach that grade/subject/language?

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14

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

15

Teachers	Coaches & Specialist	School & District Leaders
• Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	• Assessment and data use	• Collecting and using assessment data

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

16

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

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

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

17

Strategic Pairing and Grouping



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

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

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18

WIDA CAN Dos – Are not Standards, they are a tool for planning. They state what students CAN DO.



Can Do Descriptors: Grade Level Cluster PreK-K

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	Level 5 Bridging	Level 6 - Reaching
LISTENING	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., "stand up"; "sit down") - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions	
SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., "Where is Sonia?") - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., "What will happen next?") - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons	

English Language Proficiency

19

WIDA CAN Dos – Are not Standards, they are a tool for planning. They state what students CAN DO.

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

English Language Proficiency

20

K		By the end of each of the given levels of English language proficiency' English language learners can...					
		ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5	ELP Level 6
KEY USE OF RECOUNT	LISTENING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
	SPEAKING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
K		By the end of each of the given levels of English language proficiency' English language learners can...					
		ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5	ELP Level 6
KEY USE OF EXPLAIN	LISTENING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
	SPEAKING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
K		By the end of each of the given levels of English language proficiency' English language learners can...					
		ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5	ELP Level 6
KEY USE OF ARGUE	LISTENING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
	SPEAKING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
K		By the end of each of the given levels of English language proficiency' English language learners can...					
		ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5	ELP Level 6
KEY USE OF DISCUSS	LISTENING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
	SPEAKING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
K		By the end of each of the given levels of English language proficiency' English language learners can...					
		ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5	ELP Level 6
ORAL LANGUAGE	LISTENING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")
	SPEAKING	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")	Identify personal choices (e.g., "I like...")

21

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

22

 Descripción de Habilidades: Grados Escolares PreK-K		Spanish Language Proficiency				
Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para						
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging	Nivel 6 - Alcanzando
LEER	• Emparejar íconos y símbolos con los dibujos que corresponden • Identificar el nombre escrito • Encontrar palabras y dibujos que emparejan • Encontrar objetos de vida real en el salón	• Emparejar ejemplos de la misma escritura • Distinguir entre diferentes tipos de escritura (ejemplo: letras y símbolos) • Demostrar conceptos de escritura (ejemplo: movimiento de izquierda a derecha, principio/fin o la parte de arriba/abajo de la página) • Emparejar dibujos etiquetados con los que están ilustrados	• Usar dibujos para identificar palabras • Clasificar visuales de acuerdo a etiquetas o íconos (ejemplo: animales versus plantas) • Demostrar conceptos de escritura (ejemplo: título, autor, ilustrador) • Clasificar dibujos etiquetados por atributo (ejemplo: número, inicial, sonido)	• Identificar algunas palabras con alta frecuencia en un contexto • Ordenar una serie de dibujos etiquetados descritos verbalmente para contar cuentos • Emparejar dibujos con frases/oraciones cortas • Clasificar dibujos etiquetados por dos atributos (ejemplo: tamaño y color)	• Encontrar vocabulario relacionado con la escuela • Diferenciar entre dos letras, palabras y oraciones • Juntar palabras para hacer oraciones cortas • Indicar características de palabras, frases, u oraciones que son iguales y diferentes	
ESCRIBIR	• Dibujar y escribir garabatos • Circular o subrayar palabras, símbolos y números • Trazar figuras y letras • Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	• Conectar lenguaje oral con lo escrito • Reproducir letras, símbolos, y números siguiendo modelos en un contexto • Copiar íconos conocidos de la escritura en el medioambiente • Dibujar objetos siguiendo modelos y etiquetar con letras	• Comunicarse usando letras, símbolos, y números de un contexto • Hacer "cartas" ilustradas con combinaciones de letras • Hacer conexiones entre lo hablado y lo escrito • Reproducir palabras conocidas de ilustraciones etiquetadas	• Producir símbolos y letras que son asociados con dibujos • Dibujar y usar palabras para contar un cuento • Etiquetar personas y objetos conocidos de un modelo • Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	• Crear representaciones con contenidos académicos a través de dibujos y palabras • Hacer "libros de cuentos" con dibujos y palabras • Producir palabras/frases independientemente • Recortar experiencias de la vida diaria usando frases/oraciones cortas	

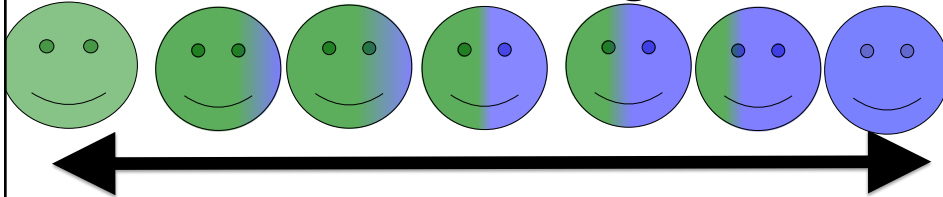
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23

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

24

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



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

But not much longer!

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25

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

26

Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6



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27

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

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

My role in teaching for biliteracy is ____.

What about you?



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28

Observers in the Classroom

Characteristics of Biliteracy Instruction

Engages all students actively and meaningfully using high-leverage strategies and language supports.	Uses language teaching strategies focused on i, S, R, W, intentionally building oracy and background knowledge for literacy 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

Pg. 17



29

Observers

Characteristics of Biliteracy Instruction

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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

- 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 and your partner
will share your
observations when we
debrief.



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30

Biliteracy Unit Framework

Unit Theme:

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

Resource Packet
Page 15

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.

Formative Assessment

Instruction does not assume students have background knowledge or academic language. Instruction intentionally builds it.

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31

What my English literacy instruction USED to look like...

Teacher's Manual

The Three Little Pigs

wh

wheel

?		
__y	__ip	__ey
__ite	__ale	__eat
__eel	__isk	__irl

The bike has two wheels.

on my summer vacation...

I saw _____

I heard _____

I tasted _____

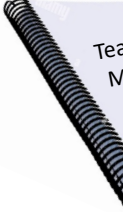
I touched _____

I smelled _____

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32

What my schedule USED to look like...



 Name: _____

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


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33

Characteristics of Biliteracy Instruction

Engage actively using a leveraged language

Use strategic knowledge

Use  wheel

Use  bowl

Use  plant

Use  spiral

Use  bicycle

Use  clock

Use  calendar

Use  map

Use  globe

Use  compass

Use  ruler

Use  protractor

Use  pencil

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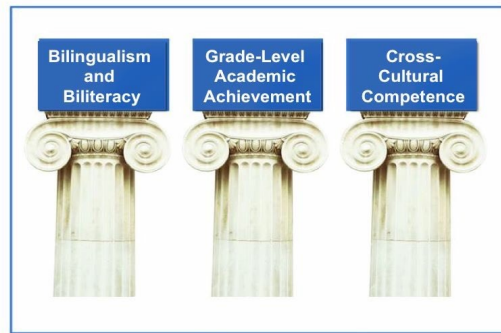
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If the goals of Dual Language are...

Three Pillars of Dual Language Education



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

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35

Sample Biliteracy Instruction



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36

Language Use Norms

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

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37

Sample Instruction

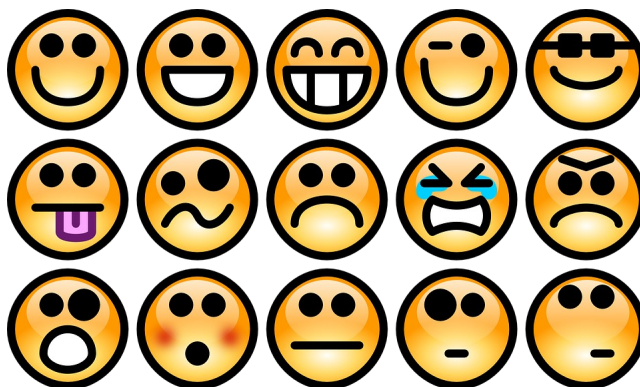


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38

Sample Instruction



Kindergarten Unit: Emotions and ELA

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39





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

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

40

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

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



41

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

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

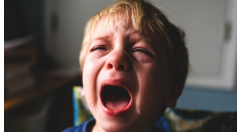



42










I notice.... I think it goes in the ____ column.

43







Events

MY DAY			
7:00		4:00	
8:00		5:00	
2:30		5:30	
3:00		6:00	
3:15		8:30	

Emotions





















excited



mad



scared

44

Events



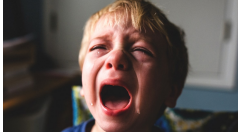
MY DAY			
7:00	Wake Up	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	After School	5:30	Bed Time
3:00	Homework	6:00	Bed Time
3:15	Homework	8:30	Bed Time

Emotions

happy



excited


sad

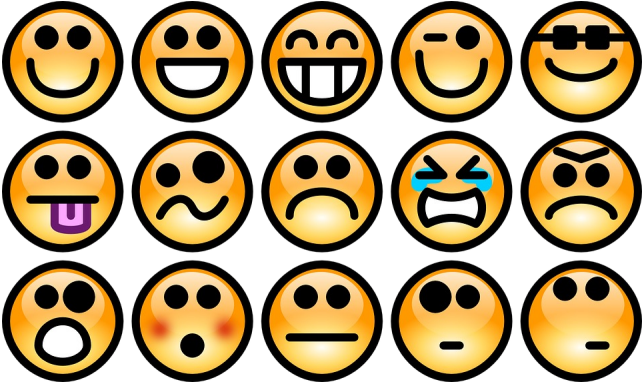

mad


scared



45

Emotions



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46

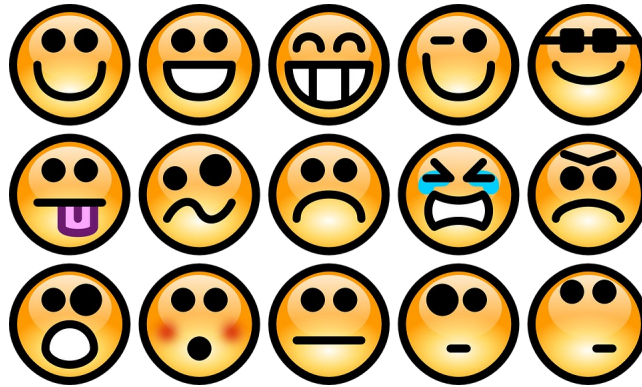


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48

Emotions

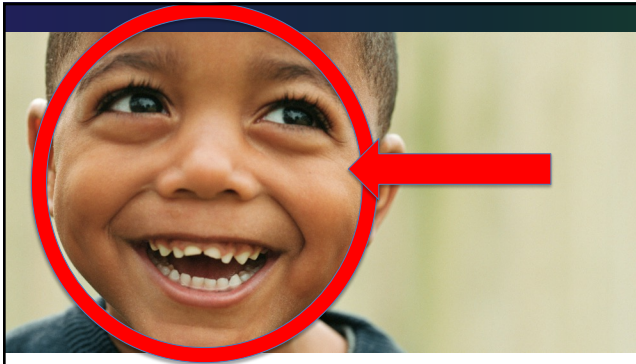


Emotions are the way we **feel** in any given **moment**.

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49

Our face



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



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50

Let's do a feelings match!

How can you tell how each child is feeling?



51





A:

This child looks _____ because _____.
 Who else looks _____?

Student who
is Speaking
level 4-6.

B:

I see _____, too. (happy, sad, mad, excited, scared)

Student who
is Speaking
level 1-3.

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52




Levels 1 or 2 would have simplified sentence frames and close teacher support.

A:
I see _____. (happy, sad, mad, excited, scared)
Do you see _____? (happy, sad, mad, excited, scared)

Perhaps only 2 photo choices at a time

B:
This child also looks _____ because _____.

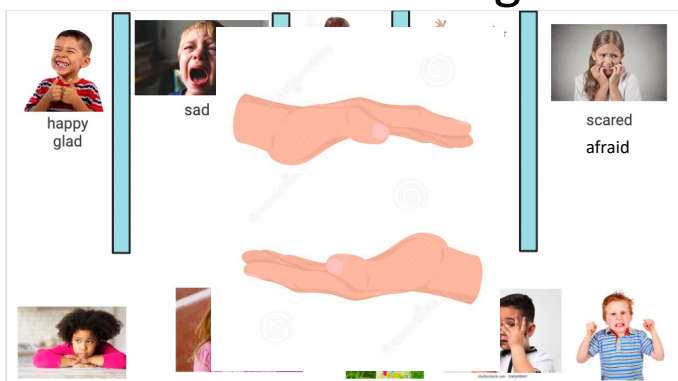
Student who is Speaking level 1-3.

Student who is Speaking level 4-6.

53

Let's do a feelings match!

How can you tell how each child is feeling?



54



55

Characteristics of Biliteracy Instruction

Engages ALL students actively and	Intentionally builds oracy (listening, speaking) and background knowledge in preparation for literacy (reading, writing) and
How did you feel as a student?	As an observer, what did you notice about Biliteracy Instruction?
Incorporate learning frame for learning: integrating content of universal theme with language development literacy instruction.	three linguistic spaces: Spanish, the Bridge, English

56

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
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Melody Wharton	teachingforbiliteracy@b@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 purpose 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 work is taught in one language, it integrates language, literacy and content, and includes the

Resource Packet

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WIDA CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphics, or interactive support through Level 4 English language learners can produce or perform the following skills.

	LEVEL 6	LEVEL 7	LEVEL 8
LISTENING	- Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts.	- Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts.	- Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts. - Understand and respond to spoken language in a variety of contexts.
READING	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.
WRITING	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.
LANGUAGE	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.	- Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts. - Understand and respond to written language in a variety of contexts.

Can Dos and Formative Assessments

High Leverage Biliteracy Strategies

Strategy Name and Description:
Concept Attainment: Concept attainment is a constructivist strategy wherein students are presented with a series of examples of a concept. This is in contrast to the more traditional teacher-centered (and abstract) approach, where the teacher presents the concept and then describes the concept to the students.

Teaching for Biliteracy book: page 81-82

Strategy Name and Description:

Language Experience Approach (LEA):
Students experience something meaningful together for a 3-5 day, conduct an experiment, read a story. Afterwards, using sentence strips and strategy partners, the teacher asks students to suggest sentences to read 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 model, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.

Teaching for Biliteracy book: page 94 & 104-105

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Language Supports and Notes

Sensory Supports

Graphic Supports

Interactive Supports

Notes:

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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

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Review and Reflect: What did we experience today?



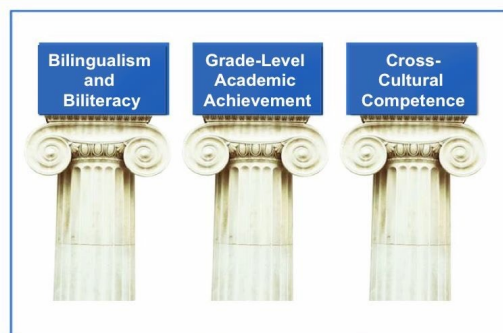
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59

The goals of Dual Language are...

Three Pillars of Dual Language Education



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**How did instruction support students
toward these goals?**

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60

Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		Let's start with bilingualism .
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)

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61

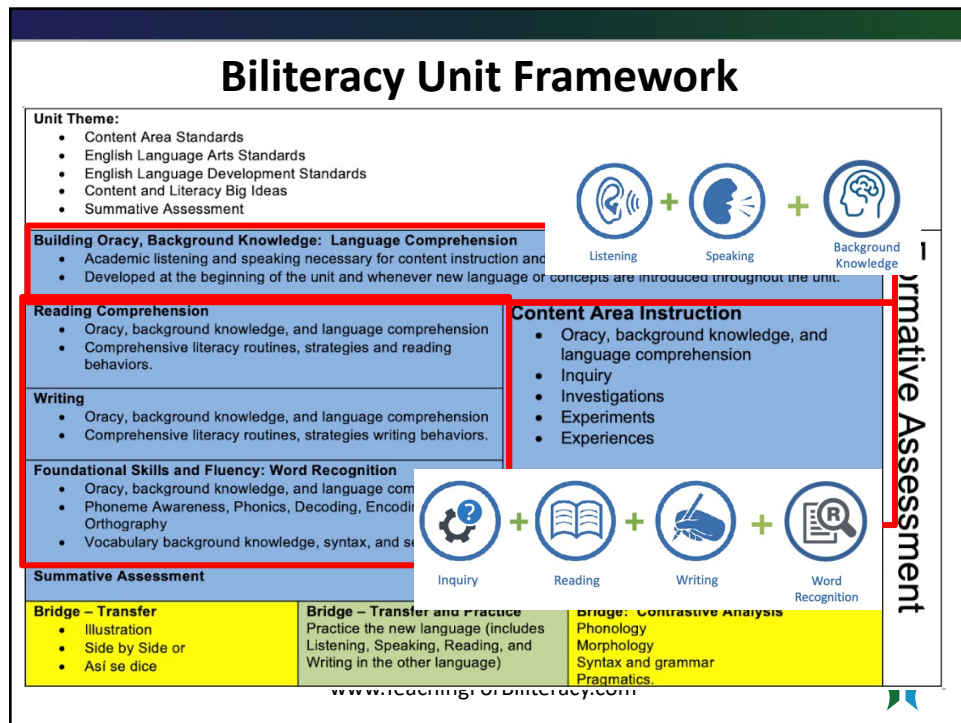
Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		

• **Intentionally building oracy (listening and speaking) and background knowledge for literacy (reading and writing) and content instruction throughout the unit**

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62



63

We have to know what our students CAN DO in order to plan instruction.

		Can Do Descriptors: Grade Level Cluster PreK-K	
		For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process c	
	Level 1 Entering	Level 2 Beginning	
	LISTENING	LISTENING	
	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., "stand," "sit down") - Identify simple patterns described orally - Respond with gesture, songs, chants, or stories modeled by teachers	- What language do they have? Academic? Social? - What can they do with that language? - What language do they need in order to engage in the content and literacy? - What supports do we need to plan in order to allow all students access to the content and literacy?
	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., "¿Quién es Sonia?") - Complete phrases in rhymes, songs, and chants	
		Indicate spatial relations of real-life objects using phrases or short sentences	

English Language Proficiency

64

What is literacy?

SIMPLE VIEW OF READING

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

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



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

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

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65

What

WR

"Constrained"
A set of finite
Typically to

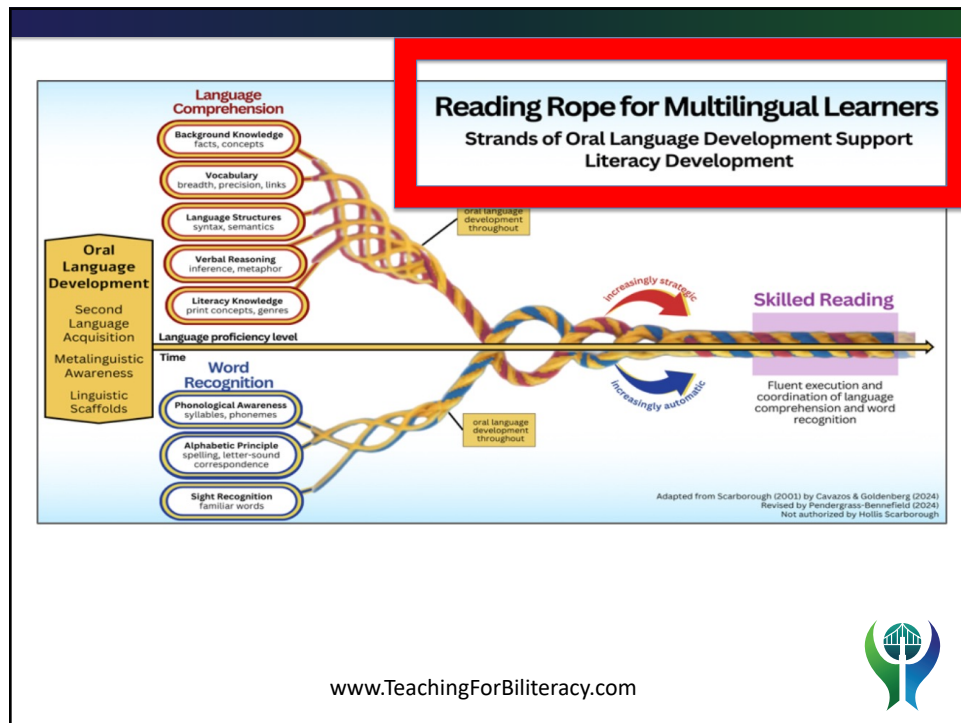


"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

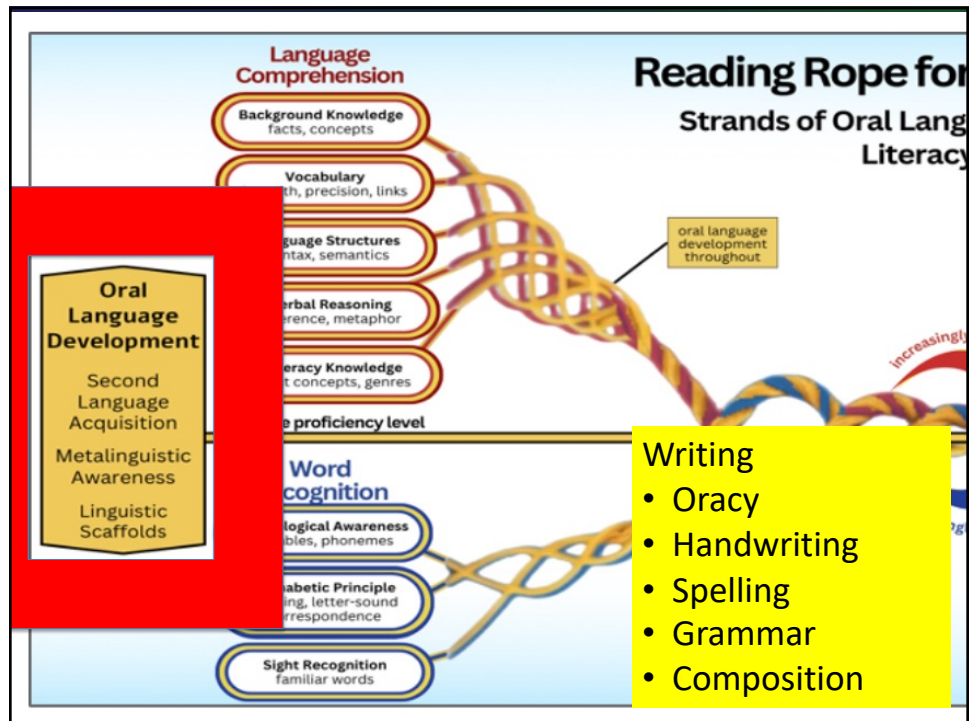
**Developing
Bilinguals need
instruction that
develops their
Language
Comprehension
first.**



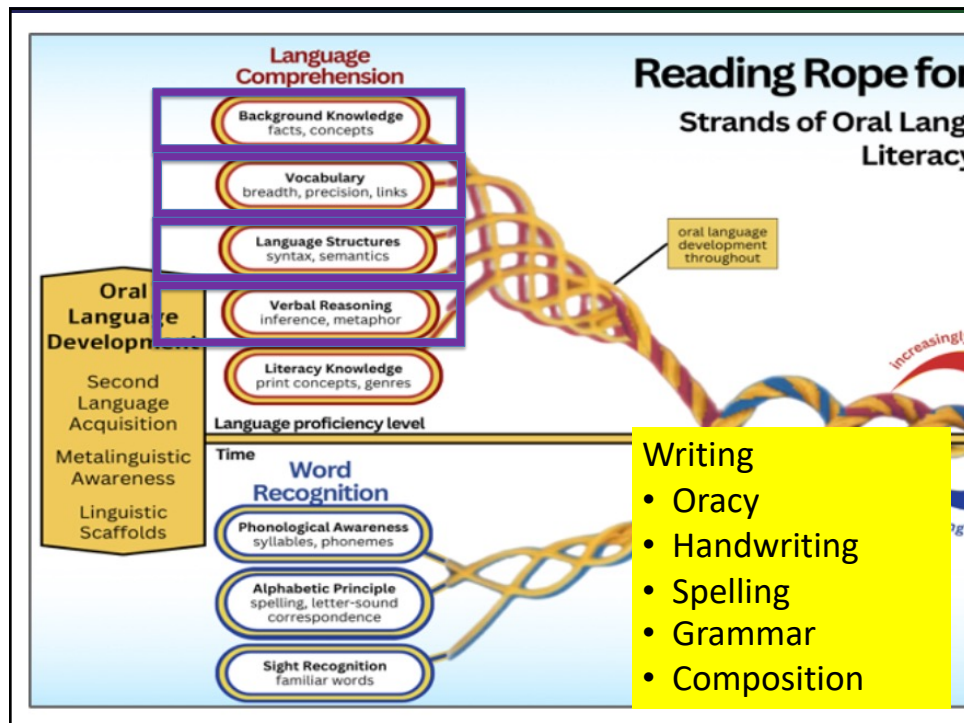
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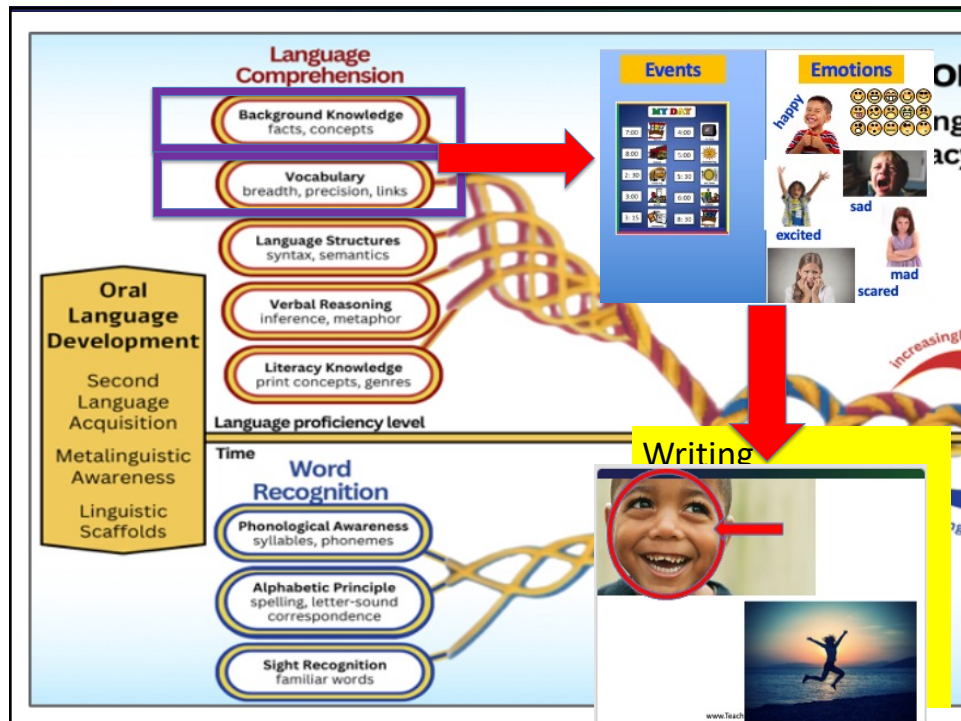
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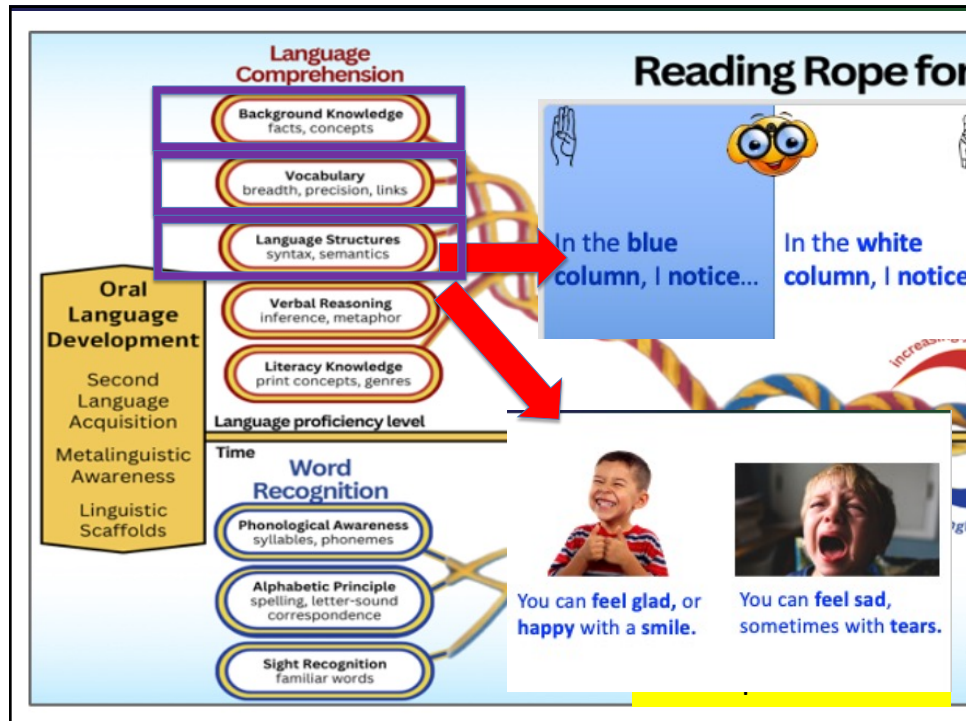
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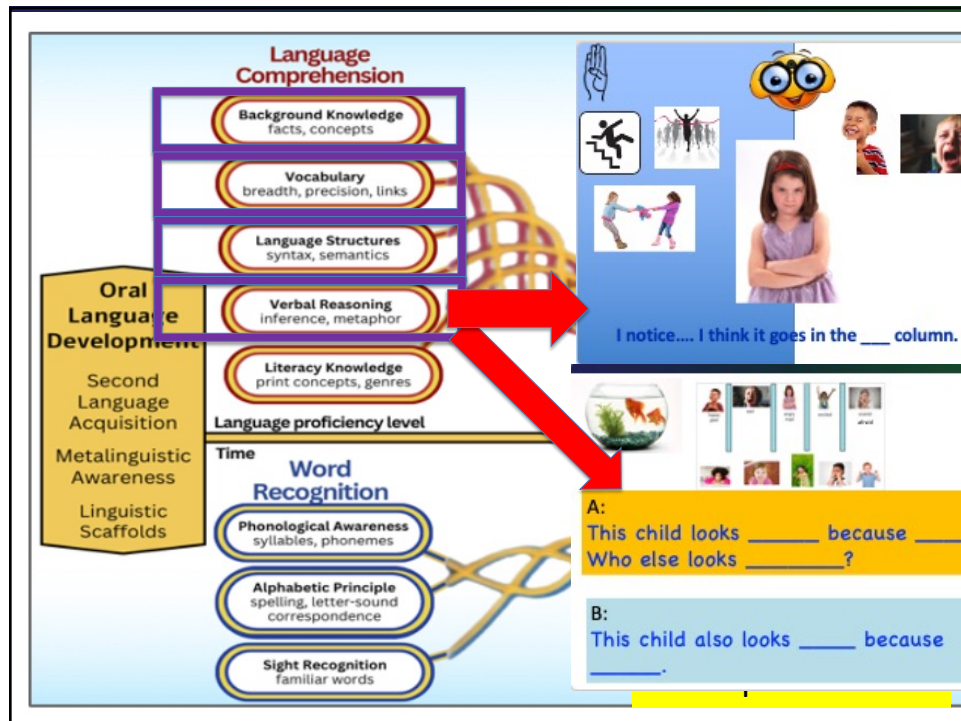
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70



71



72

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

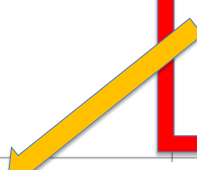
Guiding Principles for Dual Language Education (Howard et al., 2018; p. 3)

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73

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

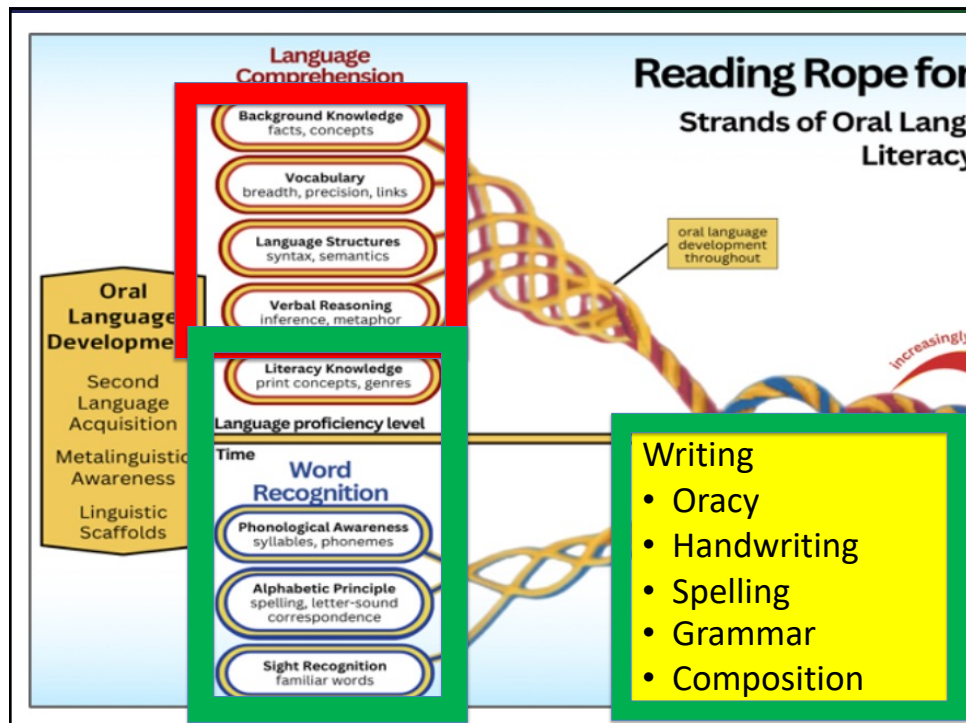


- **Intentionally building oracy (listening and speaking) and background knowledge** for literacy (reading and writing) and content instruction **throughout the unit**
- **Meaningful frame** for learning – integrating language and literacy, **focused on making meaning**

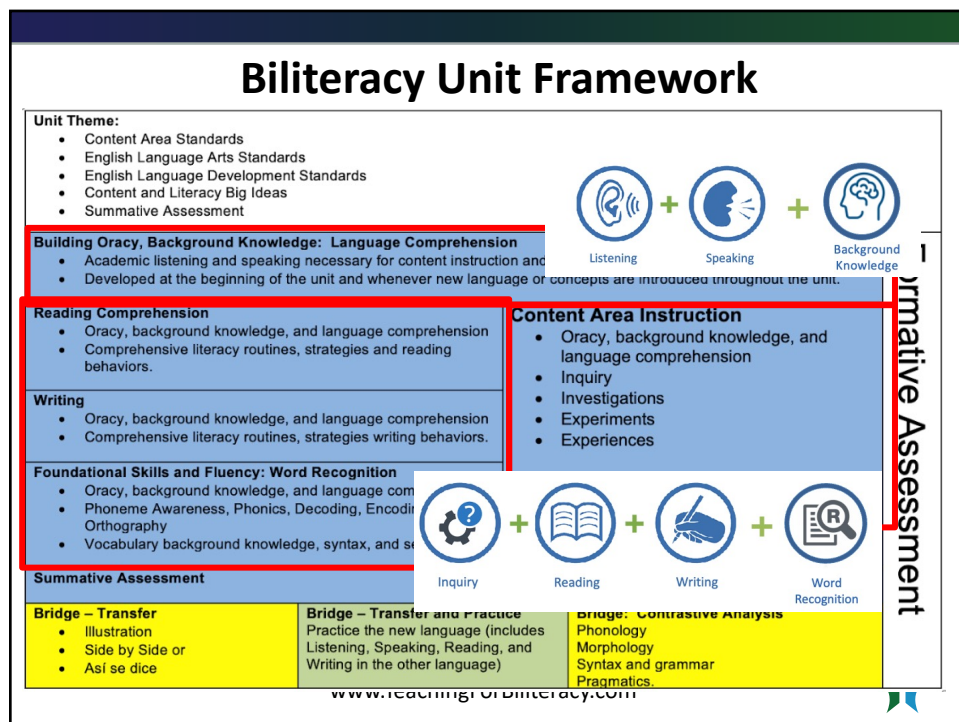
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74

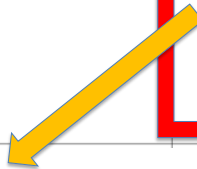


75



76

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**



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77



78

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)

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79

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
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Dana Baum Hardt	teachingforbiliteracyDH@gmail.com
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Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

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- 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

Can Dos and Formative Assessments

WIDA CAN DO Descriptors: Grade Level Cluster 6-8
For the present level of English language proficiency and skills, students can demonstrate through Level 6 English language functions can present or produce the following skills and abilities:

Level 6 English Language Proficiency	Level 6 English Language Proficiency
Listening	Speaking
Reading	Writing

High Leverage Biliteracy Strategies

Strategy Name and Description:
Concept Attainment: Concept attainment is a constructivist strategy where students construct an understanding of a new concept through a series of tasks or examples of the concept. This is in contrast to the more traditional (and direct) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.

Language Experience Approach (LEA):
Students experience something meaningful together (go on a field trip, conduct an experiment, read a story, etc.), then, using sentence strips 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 model, read-aloud, shared writing practice, or/and meaningful application of grade-level language standards and foundational skills.

Resource Packet

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80

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

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81

What are do you notice?

Formative Assessment 1: Initial Oracy Anecdotal Record Chart - FOR TEACHER USE

ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.		Students will be able to: A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations	
DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.			
Sensory Supports Pictures, photographs Physical movement		Graphic Supports Graphic organizer/chart with columns Sentence frames	
Interactive Supports In strategic partnerships Whole group			
Student Name:	Receptive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can show understanding of the academic language by pointing to a picture of or mimicking a movement for the academic language.	Receptive Language: (Observed when asked individually or during independent work) When prompted, the student can accurately show, point to, or otherwise match the language (words, phrases, and complete sentences) with the pictures, and the movements in a manner that shows understanding of the academic language.	Productive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when a picture or movement that represents the academic language is referenced.
	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited
	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel

82

Standards from the BUF

Formative Assessment 1: Initial Oracy Anecdotal Record Chart - FOR TEACHER USE

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DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Students will be able to:

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

83

Biliteracy Unit Framework

Unit Theme:

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

- 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

Content Area Instruction

- Oracy, background knowledge, and

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics

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Formative Assessment

84

Condensed BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	Language: English	Content areas: Social Justice and English Language Arts
Unit Number: 5 Unit Name: Emotions		
Unit Essential Question: <i>How do we show emotions?</i>		
Link to Document with Unpacked Standards for this Unit: https://bit.ly/KUnpackedUS		
Content Area Standards <i>Social Justice</i>	CCSS Writing Standards <i>2 Informational/Explanatory</i>	CCSS Reading Standards <i>Literary Texts</i>
ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. DL.K-2.9 I know everyone has feelings and I want to get along with people who are similar to and different from me. JU.K-2.12 I know when people are treated unfairly.	W.K.5 With guidance and support from adults, respond to questions and suggestions.	RL.K.4 Ask and answer questions about unknown words in a text.

Unpacked standards document

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85

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

What does it mean?	What is it not?
- Students identify positive attributes - Students learn about other perspectives - Students learn about their own feelings - Understanding the difference between good and bad - Developing an understanding of emotions - Reading and understanding emotions	Students intentionally making others feel bad

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

Content-obligations:

- Emotion
- Feeling
- Pride
- Kindness
- Perspective

Outcomes: Students will be able to ...

- Name an emotion
- Identify ways to show a particular emotion
- Demonstrate how to show a particular emotion that reflects their own experiences
- Describe examples of when a person may experience a particular emotion
- Describe characteristics of kindness
- Identify ways to make self feel good
- Describe how making self feel good might make others feel
- I can **feel good** about myself without being mean or making other people feel bad.

86

Events

Emotions

excited

mad

scared

87

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

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

DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Students will be able to:

- A. Identify feelings
- B. Describe characteristics of feelings
- C. Describe feelings self has in particular situations
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Sensory Supports			Graphic Supports		Interactive Supports			
Pictures, photographs Physical movement			Graphic organizer/chart with columns Sentence frames		In strategic partnerships Whole group			
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	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel

88

Formative Assessment 1: Initial Oracy Anecdotal Record Chart - FOR TEACHER USE

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89

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

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

p. 4

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90

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

Big Idea:

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

- For example, when I am **happy**, I **smile** and feel light. When I feel happy, I usually feel good about myself. **ID.K-2.4**
- For example, when I am **angry**, my lips get tight, my eyebrows crinkle, and I want to be left alone. When my brother gets mad, he yells loudly and clenches his hands into fists. **ID.K-2.9**

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91

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

L= Lucas

M= Mila

O= Oliver

G= Giancarlo

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English Language Proficiency

92

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Mila	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel
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93

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Oliver	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel
Giancarlo	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel	Emotions Events Happy Sad Excited Mad Scared Face Body Feel
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94

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?

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95

	Receptive Whole Group	Receptive Individual	Productive Whole Group	Productive Individual
Lucas	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel
Mila	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel
Oliver	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel
Giancarlo	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel	Emotions Events Happy Sad Excited	Mad Scared Face Body Feel

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?

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96

Receptive Receptive Productive Productive

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.**

Lu	Sad	Body	Sad	Body	Sad	Body	Sad	Body
Mill	Emotions	Mad	Emotions	Mad	Emotions	Mad	Emotions	Mad
Oliver	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel
Giancarlo	Emotions	Mad	Emotions	Mad	Emotions	Mad	Emotions	Mad
	Events	Scared	Events	Scared	Events	Scared	Events	Scared
	Happy	Face	Happy	Face	Happy	Face	Happy	Face
	Sad	Body	Sad	Body	Sad	Body	Sad	Body
	Excited	Feel	Excited	Feel	Excited	Feel	Excited	Feel

97

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)		

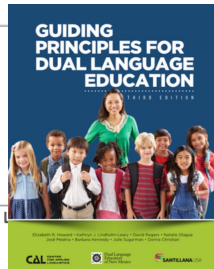
Dual Language Education (Howard et al., 2018; p. 3)

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98

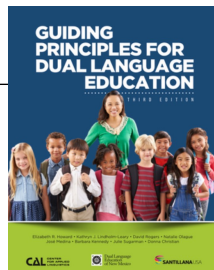
Goals of Dual Language	
Goal	What it means
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Pillar 2: Grade-level Academic Achievement	
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)	



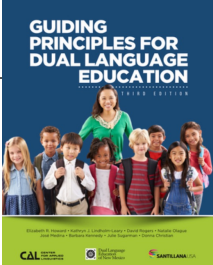
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99

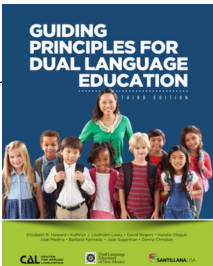
Pillar 1: Bilingualism & Biliteracy	A term encompassing identity development, cross-cultural competence, and multicultural appreciation
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence	



100

Pillar 1: Bilingualism & Biliteracy		A term encompassing identity development, cross-cultural competence , and multicultural appreciation
Pillar 2: Grade Level Academic Achievement		
Pillar 3: Sociocultural Competence		

101

Pillar 1: Bilingualism & Biliteracy		A term encompassing identity development, cross-cultural competence, and multicultural appreciation
Pillar 2: Grade Level Academic Achievement		
Pillar 3: Sociocultural Competence		

102

Pillar 1: Bilingualism & Biliteracy	
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence	How did the sentence frames/prompts help students progress toward the goal of sociocultural competence?

103



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

104

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)		

• Students **working positively with others** that are similar and different from themselves in different contexts
 • **Sentence frames** that develop discourse

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105

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

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106

High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	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>			- 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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1



109

High Leverage Biliteracy Strategies

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

Notes:

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Notes:

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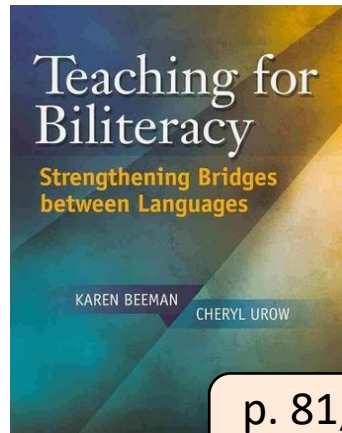
High Leverage Biliteracy Strategies Page 1

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110

Concept Attainment

with Sentence Prompts and TPR



p. 81,
82

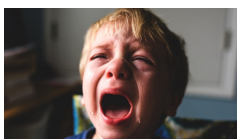
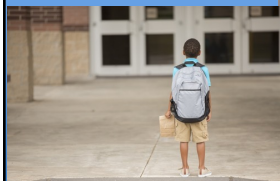
Students use visuals and sentence prompts to identify the concept.

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

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111

Events	Emotions
 	  
 	 
	

112

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Maps, globes, newspapers • Physical activities • Video • 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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113

High Leverage Biliteracy Strategies			
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Notes:

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

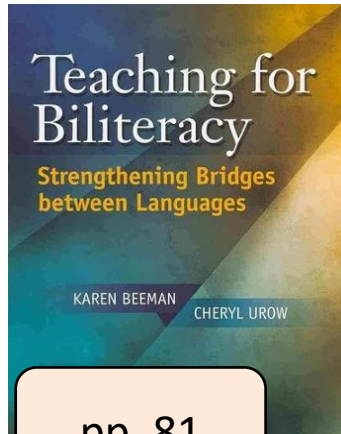
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114

Adapted Readers Theater (ART)

with TPR



pp. 81

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The teacher summarizes or paraphrase is a text as she and the students act it out.

Through the teachers narration, and the interaction and movement of students the concepts and vocabulary are previewed.

115

Our face

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

www.Teach

116

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. <i>Teaching for Biliteracy Book: page 81</i>		<table border="1"> <thead> <tr> <th>Sensory Supports</th> <th>Graphic Supports</th> <th>Interactive Supports</th> </tr> </thead> <tbody> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td> <td> - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines </td> <td> - 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 </td> </tr> </tbody> </table> © WIDA Language Development Standards			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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		For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!								

High Leverage Biliteracy Strategies Page 2

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117

Sensory Supports	Graphic Supports	Interactive Supports
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118

Strategy Name and Description	Language Supports and Notes		
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	Notes: Used visuals and actions to introduce new vocabulary related to a text. Can use illustrations from the book, realia, or other appropriate visuals.		

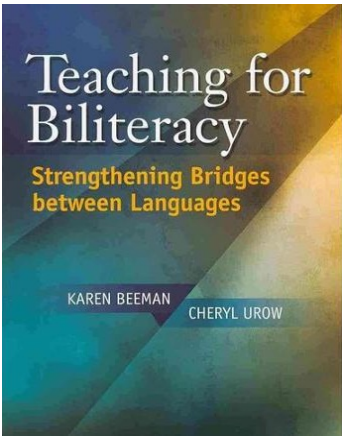
High Leverage Biliteracy Strategies Page 2

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119

Fish Bowl



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

p. 82
& 136

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120



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121



A:

This child looks _____ because _____.
Who else looks _____?

B:

This child also looks _____ because _____.

122

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

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Teaching for Biliteracy Book: page 82 & 136

High Leverage Biliteracy Strategies Page 2

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123

Sensory Supports	Graphic Supports	Interactive Supports
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124

Strategy Name and Description	Language Supports and Notes		
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Teaching for Biliteracy Book: page 82 & 136

Notes:

Carefully choose the "fish".
 Model a set of directions and/or discourse between partners.
 "Fish" can either continue the activity or become class helpers.

High Leverage Biliteracy Strategies Page 2

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125

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High leverage biliteracy strategies...

Teachers:
Instruction

Coach, TOSA, or Support or Specialist:
Classroom Support

School and District Leaders:
Systems and Structures

language standards and foundational skills.

Teaching for Biliteracy Book: page 94 & 104-105

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1

126

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**

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127

Individual or Team Planning for Next Steps

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

Page 45
Resource Packet

128

Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts	Pg. 2 of Resource Packet
Center for Teaching for Biliteracy Reference List	https://bit.ly/4acpL0A	
Biliteracy Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies	
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces	
Supporting Newcomers	https://bit.ly/148Newcomers	
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T48Handbook	
Final Session Evaluation Form	bit.ly/3QtcW4Q	



129

Teaching for Biliteracy Summer Institute Overview		
Tuesday, July 22 2025	Wednesday, July 23, 2025	Thursday, July 24 2025
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) - Sample Instruction Part 3: The Bridge - Institute Closure	10:30 AM - 12:00 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) - Sample Instruction Part 3: 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-2nd grade; 3rd-5th grade; secondary: 6th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	

Institute Overview
Page 4
Resource Packet



130

Exit Ticket

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

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131