Teaching for Biliteracy Summer Institute

June 24, 2026

Grandview, WA.

Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute Overview

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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 buffe	**7:30 – 8:30 AM** Arrival, sign-in, and hot breakfast	**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 Instructi • The Multilingual Perspective • Strategic Use of Teacher Language: Language Poli • Research on Dual Language Programs • Planning for Sustainabili 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
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 (reading and writing), and the Summative Assessment	

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Session Norms

- 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.

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Agenda

- Debrief Sample Instruction
- The Multilingual Perspective
- Strategic Use of Teacher Language: Establishing a Language Policy
- Research on Language Programs
- Planning for Sustainability: Vision and Pedagogy

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Agenda

- **Debrief Sample Instruction**
- The Multilingual Perspective
- Strategic Use of Teacher Language: Establishing a Language Policy
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- Planning for Sustainability: Vision and Pedagogy

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Characteristics of Biliteracy Instruction

Teaching for Biliteracy…

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

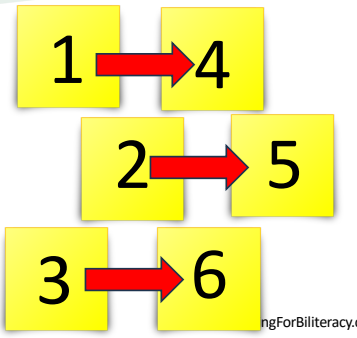
Intentionally builds oracy (listening and speaking) and background knowledge in preparation for literacy (reading and writing) and content instruction **throughout the unit**

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

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

6

Strategic Pairing In the Classroom



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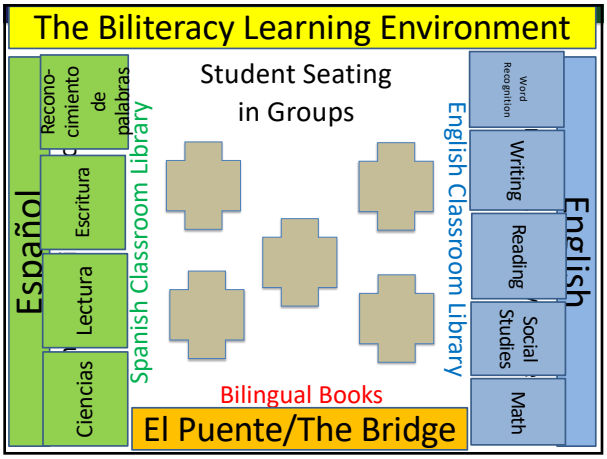
The Biliteracy Learning Environment



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Biliteracy Unit Framework (BUF)

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

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

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

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

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

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

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

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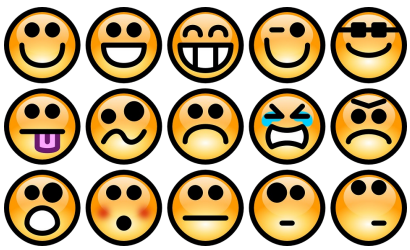

Emotions are the way we **feel** in any given **moment**.

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

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Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

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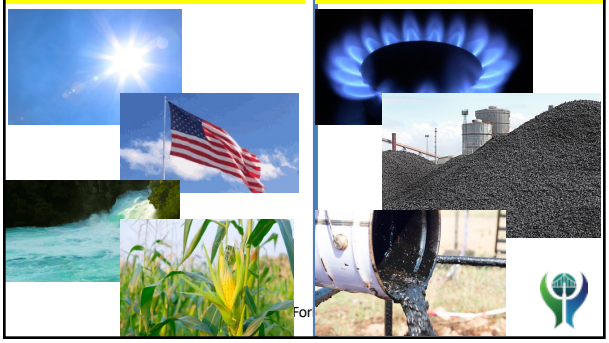
Los recursos naturales a la izquierda son el/la ___.

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



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Unit Theme:
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- Spanish Language Arts Standards
- Spanish Language Development Standards
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Phonology
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Syntax and grammar
Pragmatics.

Formative Assessment

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La economía

La política

Las interacciones regionales

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High Leverage Biliteracy Strategies

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

© WIDA Language Development Standards

Notes:
- Meaningful Frame (i.e., content and unit theme)

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105	• 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

© WIDA Language Development Standards

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

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Debrief Sample Instruction: Discuss

- Any aha's you may have had
- How all students were able to participate actively and interactively regardless of language proficiency level
- Rigor and how it increased throughout the unit
- Release of Responsibility: "I do, we do, you do"
- Any other comments or observations

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Similarities

- The same approach to planning is used at every grade level: the Biliteracy Unit Framework (BUF) and standards guide planning
- Oracy and background knowledge come before literacy (i.e., language comprehension)
- A clear pedagogy is evident (student-centered, standards-based, language focused, integration of language, literacy and content)
- Instruction reflects the 3 pillars
- Biliteracy strategies can be used with all grades and all ages.

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Differences

- Rigor (the standards grow in rigor year after year).
- Biliteracy strategies are adjusted to meet the developmental stages of the students.
- The amount of language scaffolding may decrease the more bilingual students become in the older grades

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Teachers

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

Secondary Teachers

Coach, TOSA, or Support or 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 Leaders

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

District Leaders

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Individual and School Planning for Next Steps

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

Last page 45

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Agenda

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- **The Multilingual Perspective**
- Strategic Use of Teacher Language: Establishing a Language Policy
- Research on Language Programs
- Planning for Sustainability: Vision and Pedagogy

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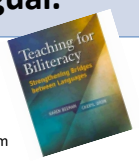
Concept A	Concept B
All students have a dominant language (L1 and L2)	**Many students are developing bilinguals whose first language is bilingual.**

Chapter 1



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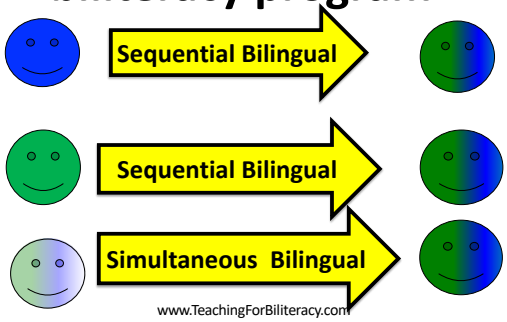
Students who enter the biliteracy program



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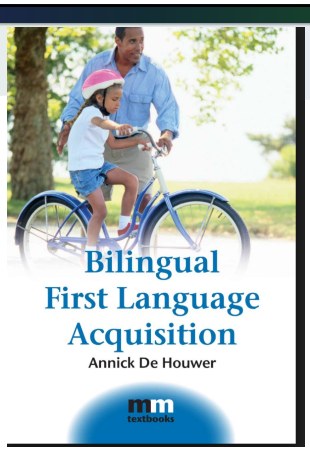

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	**Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.**

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Spanish in the United States is characterized by its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!

Me puchó. (Instead of "Me empujó")

He/She pushed me (using English verb)

*Teacher, I am **planch**ing. (Spanish verb for "to iron")*

Teacher, I am ironing.

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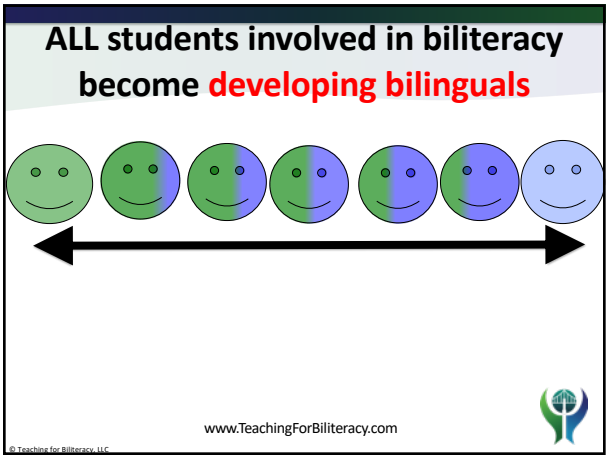
ALL students involved in biliteracy become developing bilinguals
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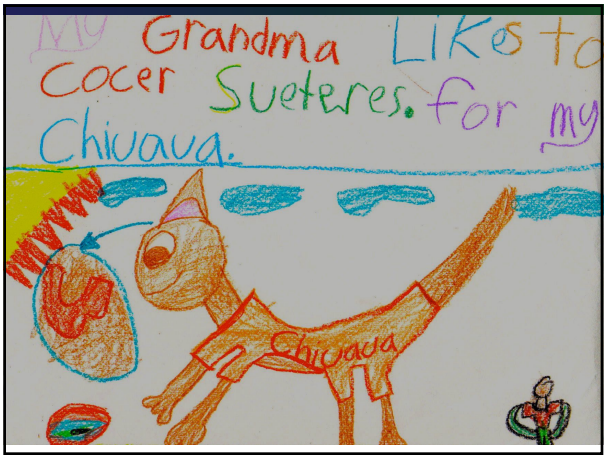
My Grandma Likes to Cocer Sueteres. for my Chiuaua.
Chiuaua

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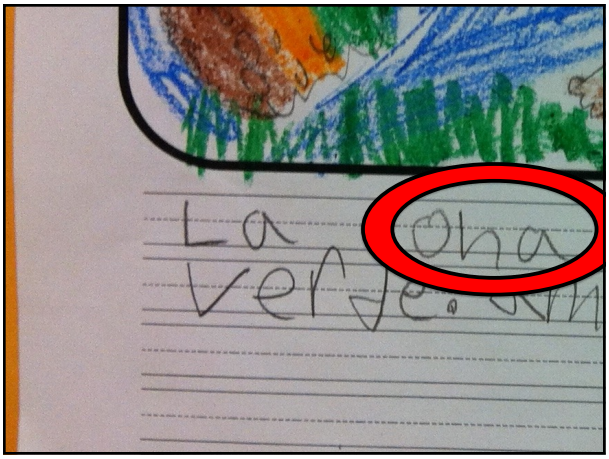

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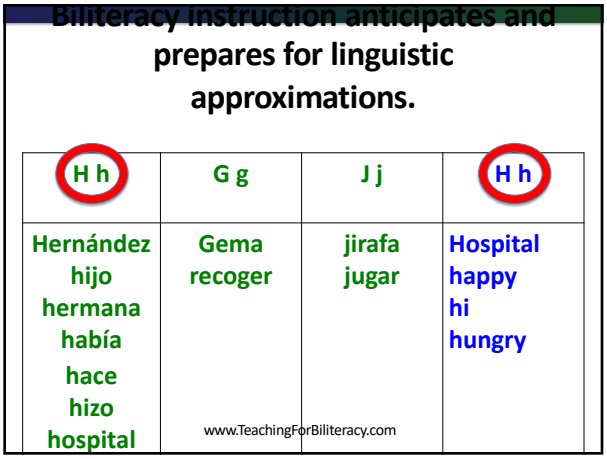
Biliteracy instruction anticipates and prepares for linguistic approximations.
H h
G g
J j
H h
Hernández
hijo
hermana
había
hace
hizo
hospital
Gema
recoger
jirafa
jugar
Hospital
happy
hi
hungry
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Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero
to push	puchar	empujar
ironing	planching	planchando

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Research Connection

Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)

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Research Connection

Being bilingual physically changes your mind. Neuroplasticity is real. (Bialystok, CARLA, 2016)

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Research Connection

Multilingual students have linguistic resources in multiple languages; their knowledge base is shared across languages (Cenoz, J, 2009, Butvilofsky & Escamilla, 2023).

Multilingual students who learn about how their two languages are similar and different achieve higher levels of academic achievement (Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011, Lems, 2023).

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Research Connections: Translanguaging

- Translanguaging refers to the interaction of two languages (or more) by bilingual students (Garcia, 2017).
- By engaging in contrastive analysis students develop metalinguistic awareness (Beeman and Urow, 2013).
- "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)

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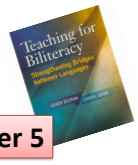
Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



U.S. Spanish

Chapter 5

- #1 Code switching: Tengo el *eight*.
- #2 Borrowings: Rufa
- #3 Extensions: Carpeta
- #4 Calques: Mi tío's casa.

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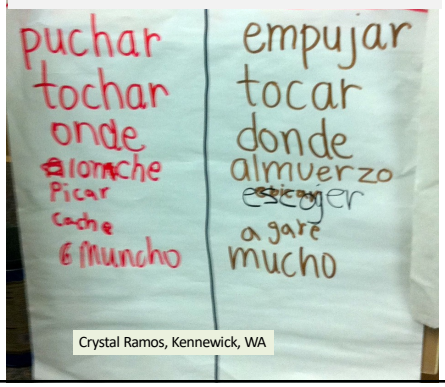
También se dice



Crystal Ramos, Kennewick, WA

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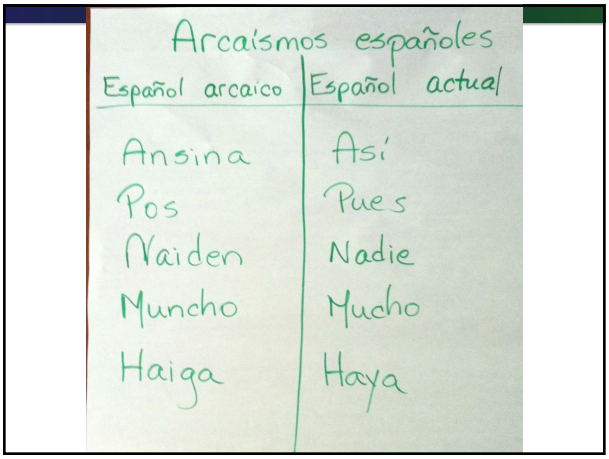
Arcaísmos españoles
Español arcaico
Español actual
Ansina
Así
Pos
Pues
Naiden
Nadie
Muncho
Mucho
Haiga
Haya

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Los regionalismos
el muchacho (México)
el güila (Costa Rica)
el patojo (Guatemala)
el cabro (Chile)
la guagua (Puerto Rico)
la micro (Chile)
el micro (Perú)
el camión (México)
la escuela media (Chile)
el colegio (Costa Rica)
la preparatoria (México)
la high school (EE.UU.)
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Let's take a tour of our communities
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Cheryl

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Beeman and Urow, 2012
CLEAR CHANNEL
23 sabores blended into one extraordinary taste.
Dr Pepper
Inconfundible
0127

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Literacy is taught in one language (L1) and transition to literacy in the other language once monoliteracy has been established. (Sequential literacy)	**Literacy in taught in 2 languages daily from Kinder on, and support students in transferring what they know in 1 language to the other and vice-versa (Simultaneous literacy).**

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Research Connection

In 3rd grade, ELs engaged in simultaneous literacy scored considerably higher than students in the sequential literacy comparison group on all measures.

(Sonia Soltero et al 2016)

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Sample Course Offerings – Woodstock High School, Illinois

At the high school level, biliteracy is often organized around credit hours - a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

Woodstock High School Course Offerings for Dual Language Program: **All taught in Spanish**

- Biology (Honors Option)
- World History (Honors Option)
- Global Issues
- International Business
- Vistas del Mundo Hispano II (Honors Option)
- AP Spanish Language
- AP Spanish Literature
- Perspectivas Literarias
- Intro to Latin American Studies (2020 school year)
- Advanced Conversation and Phonetics (Dual Credit)
- Latin American Studies (2020) (Dual Credit)

Aurora University 1893

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Sample B: Content and Language Allocation – Middle School

Grade	Spanish Medium Courses	English Medium Courses
6	Spanish Language Arts • Honors or AP Spanish • Regular Spanish Science - Variety of levels and areas of focus	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Social Studies – Variety of levels and areas of focus Specials and electives
7	Spanish Language Arts • Honors or AP Spanish • Regular Spanish Social Studies - Variety of levels and areas of focus	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Science – Variety of levels and areas of focus Specials and electives
8	Spanish Language Arts • Honors or AP Spanish • Regular Spanish Science - Variety of levels and areas of focus	English language arts: • Honors English • Regular English • Literacy Based ESL (for newcomers) Math – Variety of levels and areas of focus Social Studies – Variety of levels and areas of focus Specials and electives

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Content Allocation: Planning Content in Spanish and English K- 5

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Biliteracy Guidelines (Beeman & Urow, 2013)

- All students receive literacy instruction (language arts) in both languages every day, beginning at entry into the program.
  - Each language arts class focuses on different standards – NOT the same standards, themes, or stories.
- Students are together for differentiated, but not separate, instruction.
- In PreK-5th grades, content and literacy are integrated.
- Content (Science, Social Science and Math) is taught in one language only at each grade level. This is called content allocation.

Option A: 80/20 Model

Math and Social Studies move to English in grade 3. Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	**(end of every unit):** Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts
First Grade 70/30	70% Language Arts Science Math	**1 and 2 (end of every unit):** Spanish to English: • Language Arts/ Science • Math English to Spanish: • Language Arts/Social Studies	30% Language Arts integrated with Social Studies
Second Grade 60/40	60% Language Arts Science Math		40% Language Arts integrated with Social Studies
Third Grade 50/50	50% Language Arts Science		50% Language Arts Social Studies Math
Fourth Grade 50/50	50% Language Arts Science	**3rd -5th Grade: (end of every unit)** Spanish to English: • Language Arts/Science	50% Language Arts Math Social Studies
Fifth Grade 50/50	50%Language Arts Science	English to Spanish: • Language Arts/Social Studies • Math	50% Language Arts Math Social Studies

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Sample: 50/50 Model: Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
First Grade	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
Second Grade	Language Arts Social Studies	Spanish to English (end of every unit): • Language Arts/ Social Studies English to Spanish (end of every unit): • Language Arts/Science • Math	Language Arts Science Math
Third Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies
Fourth Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies
Fifth Grade	Language Arts Science Math	Spanish to English (end of every unit): • Language Arts/Science • Math English to Spanish (end of every unit): • Language Arts/Social Studies	Language Arts Social Studies

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Sample TK Content and Language Allocation Plans

80/20

Spanish 80%	The Bridge	English 20%
State Early Learning standard taught in Spanish within integrated units: Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	State Early Learning Standards taught in English within integrated units. Circle Time (only in half day) Gross Motor (included in full day)

50/50

Spanish 50%	The Bridge	English 50%
California Early Learning Standards taught in Spanish within integrated units. Circle Time Gross Motor Centers	From Spanish to English at the end of every unit: • Circle time • Centers From English to Spanish at the end of every unit: • Centers • Circle Time	California Early Learning Standards taught in English within integrated units. Centers Circle Time Gross Motor

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Literacy is taught in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Literacy is taught in 2 languages daily from Kinder on and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Monolingual systems are used: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	**Biliteracy systems are used: biliteracy units (Spanish, the Bridge and English), assessments in 2 languages, schedules that include daily Spanish literacy and daily English literacy.**

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Concept A Schedule

Sample Biliteracy Schedule
80% of Day in Spanish and 20% of Day in English

Time	Subject	Language
8:20 – 10:10	**Spanish Language Arts /English Language Arts** (alternating language by unit- one unit in Spanish and the next unit in English)	**Alternating language by unit**
10:10 - 11:00	**Intervention Block**	Student Choice
11:00 – 12:00	**Specials**	Mostly English
12:00 – 12:45	**Lunch**	Student choice
12:45 – 2:00	**Math in Spanish** • Oracy development • Math skills and practice • Reading and writing as applied to math	**SPANISH or Mandarin**
2:00 – 3:00	**Science & Social** Studies (alternating days),. Half the unit is taught in Spanish and the other half in English, or vice versa.	**Half in Spanish and Half in English**

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Sample Biliteracy Schedule – 80% of Day in Spanish and 20% of Day in English

Time	Subject	Language
8:00 – 8:20 a.m.	**SEL and Classroom Community Building**	**Spanish**
8:20 – 10:30 a.m.	**SS/Spanish Language Arts** OR **Science/Spanish Language Arts** (alternating units) Over the course of each unit, the students will engage in… • Oracy • SS/Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH** **Or MANDARIN**
10:30-11:00 a.m.	**Interventions** (based on student need)	Language determined by the teacher and based on student need
11:00 a.m. – 12:00 p.m.	**Specials**	If possible, half are offered in Spanish and half in English
12:00 – 12:45 p.m.	**Lunch**	Student choice
12:45 – 2:00 p.m.	**Math in Spanish** • Oracy development • Math skills and practice • Reading and writing as applied to math	**SPANISH**
2:00 – 3:00 p.m.	**English Language Arts** Over the course of each unit, the students will engage in… • Oracy • Experiences • Whole instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**ENGLISH**

Concept B Schedule

Daily Spanish Language Arts

Daily English Language Arts

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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language
8:00 – 8:20	**SEL and Classroom Community Building**	**Spanish**
8:20– 10:45	**Science and Language Arts** Over the course of each unit, the students will engage in… • Oracy • Science experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**SPANISH** **Or Mandarin**
10:45 to 11:15		based on student need
11:15 – 12:00	**Lunch/Recess**	Student choice
12:00 – 1:00	**Math** - over the course of a math unit, the students will engage in: • Oracy development • Math practice	**ENGLISH**
1:00-2:25	**Social Studies and Language Arts** Over the course of each unit, the students will engage in… • Oracy • SS experiences/inquiry • Whole group instruction • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study) • Independent Practice	**ENGLISH**
2:25-3:10		in English

Daily Spanish or Mandarin Language Arts

Daily English Language Arts

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Sample PreK Full-Day Schedule 80/20

Full day – 390 total minutes

- **340 Spanish minutes**
- **50 English minutes**

8:35-8:50	Arrival/Breakfast
8:50-9:05	Circle Time (Large Group) (Read Aloud)
9:05-9:35	Gross Motor/Outside Play
9:35-10:35	Centers (Interest Areas) (Small Groups)
10:35-10:45	Clean Up/Books at the Carpet
10:45-11:00	Wash Hands/Line Up/Walk to Lunch
11:00-11:30	Lunch
11:30-11:40	Bathroom/Back to Classroom
11:40-12:45	Rest Time
12:45-1:50	Centers (Interest Areas) (Small Groups)
1:50-2:05	Clean Up/Books at Carpet
2:00-2:15	Circle Time (Large Group) (Read Aloud)
2:15-2:50	Gross Motor/Outside Play
2:50-3:05	Circle Time (Large Group) (Read Aloud)
3:05-3:10	Folders/Backpack/Dismissal

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Sample PreK Full-Day Schedule 50/50

Full day – 390 total minutes

- **195 Spanish minutes**
- **195 English minutes**

8:35-8:50	Arrival/Breakfast
8:50-9:05	Circle Time (Large Group) (Read Aloud)
9:05-9:35	Gross Motor/Outside Play
9:35-10:35	Centers (Interest Areas) (Small Groups)
10:35-10:45	Clean Up/Books at the Carpet
10:45-11:00	Wash Hands/Line Up/Walk to Lunch
11:00-11:30	Lunch
11:30-11:40	Bathroom/Walk Back to Classroom
	Rest Time
11:40-12:45	Rest Time
12:45-1:50	Centers (Interest Areas) (Small Groups)
1:50-2:05	Clean Up/Books at Carpet
2:00-2:15	Circle Time (Large Group) (Read Aloud)
2:15-2:50	Gross Motor/Outside Play
2:50-3:05	Circle Time (Large Group) (Read Aloud)
3:05-3:10	Folders/Backpack/Dismissal

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Sample Middle School Schedule

8th Grade Student Schedule

	Subject	Language
Period 1	Social Science	Spanish
Period 2	Language Arts	Spanish
Period 3	Elective	English
Period 4	Math	English
Period 5	Science	English
Period 6	Language Arts	English

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Sample Course Offerings – Woodstock High School, Illinois

At the high school level, biliteracy is often organized around credit hours – a minimum of 8 in the non-English language. And, while the dual language students may be together for the Spanish medium classes, they may or may not be together for the English medium classes, depending on the size of the dual language program and the size of the secondary school.

Woodstock High School Course Offerings for Dual Language Program: **All taught in Spanish**

- Biology (Honors Option)
- World History (Honors Option)
- Global Issues
- International Business

- Vistas del Mundo Hispano II (Honors Option)
- AP Spanish Language
- AP Spanish Literature
- Perspectivas Literarias
- Intro to Latin American Studies (2020 school year)
- Advanced Conversation and Phonetics (Dual Credit)
- Latin American Studies (2020) (Dual Credit)

Aurora University 1893

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Language and Content Allocation Plan Determines:

- Daily Schedules
- Biliteracy Curriculum/Units
- Materials

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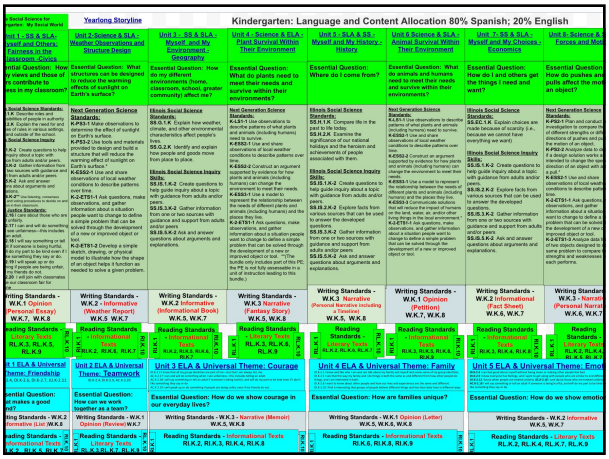
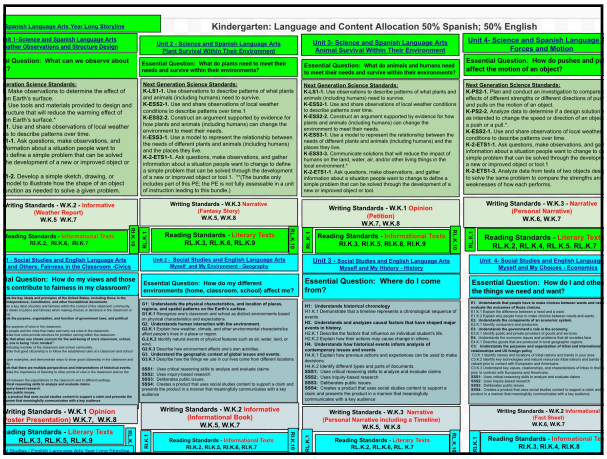

Yearlong Storyline
Kindergarten: Language and Content Allocation 80% Spanish; 20% English

65


Kindergarten: Language and Content Allocation 50% Spanish; 50% English

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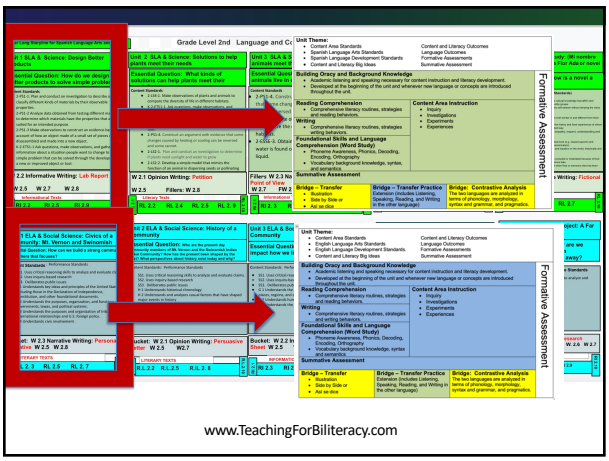
Grade Level 2nd Language and Co
Formative Assessment
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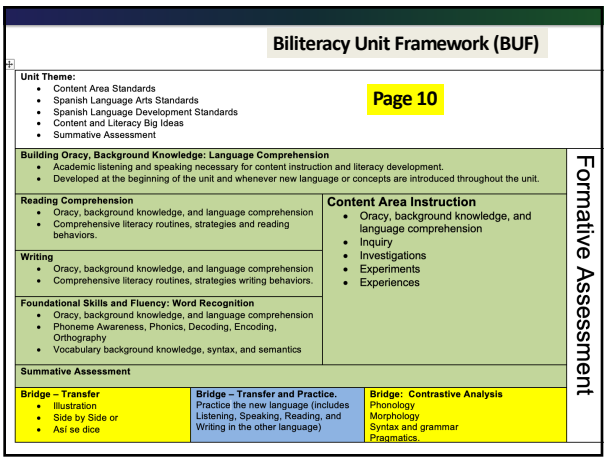
Biliteracy Unit Framework (BUF)
Page 10
Unit Theme:
Content Area Standards
Spanish Language Arts Standards
Spanish Language Development Standards
Content and Literacy Big Ideas
Summative Assessment
Building Oracy, Background Knowledge: Language Comprehension
Academic listening and speaking necessary 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

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

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

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

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

Foundational Skills and Fluency (Word Study)
- 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

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Literacy Squared Writing Rubric- Grades K, 1,2,3,4, and 5 (circle grade)

Spanish Score	CONTENT	English Score
10	Focused composition, conveys emotion and uses figurative language, is engaging to the reader; clearly addresses the prompt; book language	10
9	Organization of composition includes effective transitions and vivid examples	9
8	Writing includes complex *sentence* structures and has a discernible, consistent structure	8
7	Sense of completeness – Clear introduction and clear conclusion	7
6	Includes descriptive language (use of adjectives, adverbs at the word level) or varied sentence structures	6
5	Main idea discernable with supporting details, or main idea can be inferred or stated explicitly, or repetitive vocabulary; may include unrelated ideas	5
4	Two ideas – *I like my bike and / because it is blue*	4
3	One idea *expressed* through a subject and predicate, subject may be implied – (*I like my bike, ama, or run*)	3
2	Label(s), list of words; may communicate an idea without subject and predicate	2
1	Prewriting: Picture only, not readable or written in a language other than the prompt.	1
0	The student did not prepare a sample.	0
	STRUCTURAL ELEMENTS	
5	Multiparagraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, quotes, apostrophes, clauses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements *correctly*	2
1	Uses one or more of the structural elements *incorrectly*	1
0	Structural elements not evident	0
	SPELLING	
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of high-frequency words are correct and child is approximating standardization in errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high-frequency words are spelled incorrectly	2
1	Represents sounds in words	1
0	Message is not discernable	0

Biliteracy Assessments

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Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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Fixed Mindset	Growth Mindset
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together ("Estoy estoquiado"), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

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You do NOT have to be bilingual to employ biliteracy mindset…. But you must have the mindset!

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Comparison of the Monolingual and Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	Students have a dominant language (or L1, first language).	All students have an L1. For many students, their L1 is bilingual. All students become developing bilinguals as they engage in biliteracy.
	When students make linguistic approximations (*pucher, planchina*) it is a sign of confusion or that they have gaps in their language development.	Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.
	Students are expected to produce "monolingual-like Spanish", especially if they come from a Spanish-speaking family.	Students are expected to make linguistic approximations, and classroom instruction strategically moves students from informal to formal language.
Programmatic Structure	Students receive literacy instruction in their L1. L2 literacy instruction occurs later.	Students receive robust literacy instruction in BOTH languages, from the moment they enter the program.
Curriculum, Instruction and Assessment	Students are placed in either a Spanish literacy/language or an English literacy/language class based on their strongest language.	Students are placed in a biliteracy program that develops literacy in both languages, developing and then building on students' oracy skills. Students are integrated all day and exposed to literacy in Spanish and literacy in English from Pk-5 (at a minimum).
	Literacy instruction in each language looks like monolingual instruction. For example, during English literacy instruction, the biliteracy students are taught the same way and follow the same units of instruction as the monolingual classrooms.	Literacy instruction in each language is standards (TEKS and CCSS) based and reflects best practices in biliteracy instruction for developing bilinguals. For example, language acquisition practices are integrated with content and literacy instruction as the norm, in both English and Spanish.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned, and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness, even in English-only programs of instruction.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice (reduce redundancy and optimize transfer).
	It is expected that bilingual/dual language schedules look like those in the general education (monolingual) program.	Bilingual/dual language schedules intentionally look different than those in the general education (monolingual) program.
	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.

Page 20

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Turn and Talk:

- Does your **school** reflect a monolingual or multilingual perspective of language? What tweaks can be made?
- Does your **district** reflect a monolingual or a multilingual perspective of language? What tweaks can be made?
- Do **you** reflect a monolingual or multilingual perspective of language? What tweaks can you make?

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Agenda

- ✓ Debrief Sample Instruction
- ✓ The Multilingual Perspective
- **Strategic Use of Teacher Language: Establishing a Language Policy**
- Research on Language Programs
- Planning for Sustainability: Vision and Pedagogy

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The goals of Dual Language

Three Pillars of Dual Language Education

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Language Policy: Students and Teachers

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A language policy establishes expectations for teacher and student language use, primarily for the non-English language,

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Language Policy: Students

- Expectation for Student Use of Language:
  - Students' use of the language of instruction is reflective of their language proficiency level

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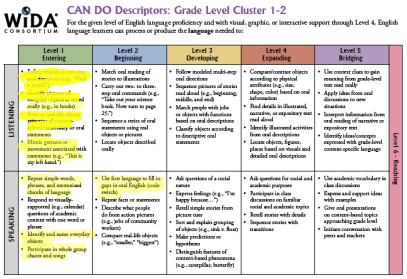
Sample Student Profile for: Isabel



WIDA CONSORTIUM

CAN DO Descriptors: Grade Level Cluster 1-2

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	[illegible]	• March oral reading of stories to illustrations • Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") • Sequence a series of oral statements using real objects or pictures • Locate objects described orally	• Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements	• Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Retell details in illustrated, narrative, or expository text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions	• Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify/interpret expressed with grade-level content-specific language	Level 6 - Reaching
SPEAKING	• Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs	• Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do form action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., "smaller," "bigger")	• Ask questions of a social nature • Express feelings (e.g., "I'm happy because...") • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	• Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions	• Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers	

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.

Baseline | First Trimester | Second Trimester | Third Trimester

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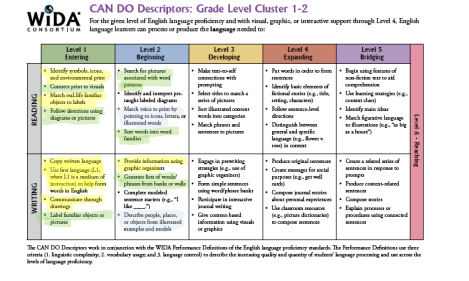
Sample Student Profile for: Isabel (continued)



WIDA CONSORTIUM

CAN DO Descriptors: Grade Level Cluster 1-2

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	
READING	• Identify symbols, icons, and environmental print • Connect print to visuals • Match real-life familiar objects to labels • Follow directions using diagrams or pictures	• Search for pictures associated with word patterns • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words • Sort words into word families	• Make text-to-self connections with prompting • Select titles to match a series of pictures • Sort illustrated content words into categories • Match phrases and sentences to pictures	• Put words in order to form sentences • Identify basic elements of fictional stories (e.g., title, setting, characters) • Follow sentence-level directions • Distinguish between general and specific language (e.g., flower v. rose) in context	• Begin using features of non-fiction text to aid comprehension • Use learning strategies (e.g., context clues) • Identify main ideas • Match figurative language to illustrations (e.g., "be big as a house")	Level 6 - Reaching
WRITING	• Copy written language • Use first language (L1, when L1 is a medium of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures	• Provide information using graphic organizers • Generate lists of words/ phrases from banks or walls • Complete modeled sentence starters (e.g., "I like ____") • Describe people, places, or objects from illustrated examples and models	• Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	• Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	

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.

Baseline | First Trimester | Second Trimester | Third Trimester

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Lesson Planning Guide

WIDA CONSORTIUM

CAN DO Descriptors: Grade Level Cluster 3-5

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	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a mole?") • Match classroom oral language to daily routine 1	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options) 1	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures 6	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 2	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Recount content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers 1	• Answer simple content-based questions • Retell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Pronounce content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships 8	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

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.

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Lesson Planning Guide (continued)

WIDA CONSORTIUM

CAN DO Descriptors: Grade Level Cluster 3-5

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	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/phrases to differing contexts (e.g., on the board, in a book) 3	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually-supported written directions (e.g., "Draw a star in the sky") 3	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use content clues and illustrations to determine meaning of words/phrases 3	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words 4	• Make lists from labels or with peers • Complete/produce sentences from word/phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials 2	• Produce simple expository or narrative text • Sorting related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures 3	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

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.

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WIDA CONSORTIUM

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 hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz) • Señalar dibujos de objetos reales según indicaciones verbales • Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales • Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda)	• Emparejar cuentos leídos con sus ilustraciones • Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") • Ordenar una serie de declaraciones verbales usando objetos reales o dibujos • Localizar objetos descritos verbalmente	• Seguir instrucciones modeladas de múltiples pasos • Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) • Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente • Clasificar objetos de acuerdo a declaraciones descriptivas verbales	• Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral • Encontrar detalles en narrativa ilustrada o en texto leído en voz alta • Identificar actividades ilustradas por medio de descripciones verbales • Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	• Usar pistas del contexto para entender el significado de un texto leído • Aplicar ideas de discusiones verbales a situaciones nuevas • Interpretar información de lectura narrativa leída o de texto expositivo • Identificar ideas/conceptos expresados en lenguaje específico del grado escolar	Nivel 6 - Alcanzando
HABLAR	• Repetir palabras simples, frases y partes del lenguaje memorizadas • Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) • Identificar y nombrar objetos de la vida diaria • Participar en cantos y gritos de un grupo	• Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) • Repetir hechos o declaraciones • Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) • Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	• Hacer preguntas de naturaleza social • Expresar sentimientos (ejemplo: "Estoy feliz porque...") • Recontar cuentos simples usando dibujos • Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) • Hacer predicciones o hipótesis • Distinguir características del contenido académico (ejemplo: oruga, mariposa)	• Hacer preguntas con propósitos académicos y sociales • Participar en pláticas de la clase relacionadas con temas sociales y académicos • Recontar cuentos con detalles • Ordenar cuentos con transiciones	• Usar vocabulario académico en pláticas de la clase • Expresar ideas y apoyarlas con ejemplos • Dar presentaciones orales basadas en temas de contenido académico • Iniciar conversaciones con compañeros/as y maestros/as	Nivel 6 - Alcanzando

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	• Identificar símbolos, iconos y escritos del medioambiente • Conectar lo escrito con lo visual • Emparejar objetos familiares de la vida real con sus etiquetas • Seguir instrucciones usando diagramas o dibujos	• Buscar dibujos asociados con patrones de palabras • Identificar e interpretar diagramas etiquetados que ya han sido enseñados • Emparejar lo dicho con lo escrito al señalar iconos, letras, o palabras ilustradas • Clasificar palabras en grupos de palabras	• Hacer conexión entre sí mismo y el texto con inclinaciones • Escoger títulos que se emparejan con una serie de dibujos • Clasificar palabras ilustradas en categorías • Emparejar frases y oraciones con dibujos	• Poner palabras en orden para formar oraciones • Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) • Seguir instrucciones a nivel de oraciones • Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	• Empezar a usar características de escritura no ficción para estimular comprensión • Usar estrategias de aprendizaje • Identificar ideas principales • Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	Nivel 6 - Alcanzando
ESCRIBIR	• Copiar lenguaje escrito • Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés • Comunicarse a través de dibujos • Etiquetar dibujos u objetos conocidos	• Proveer información usando organizadores gráficos • Crear listas de palabras/frases usando bancos de palabras • Completar oraciones en las que se ha provisto el inicio siguiendo un modelo • Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	• Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) • Crear oraciones simples con bancos de palabras/frases • Participar en escritura interactiva • Dar información con contenido académico usando gráficos o apoyos visuales	• Crear oraciones originales • Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) • Escribir en un diario acerca de sus experiencias personales • Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	• Crear una serie de oraciones para responder preguntas • Producir oraciones con contenido académico • Crear cuentos • Explicar procesos o pasos usando oraciones relacionadas entre sí	Nivel 6 - Alcanzando

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Language Policy

- Expectation for Student Use of Language:
  - Student use of the language of instruction is reflective of their language proficiency level
  - **Language supports (sensory, graphic, and interactive supports) are used for levels 1, 2 and 3 so that students can effectively use the language of instruction**

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Supports for Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams & drawings Magazines, newspapers Physical activities Videos, film 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 (websites) or software programs In the native language (L1) With mentors

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Karen Beeman, teachingforbiliteracykb@gmail.com Interactive supports www.teachingforbiliteracy.com

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

Resource

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement.* Thousand Oaks, CA: Corwin Press.

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Language Policy: Students

- Expectation for Student Use of Language:
  - Student use of the language of instruction is reflective of their language proficiency level
  - Language supports (sensory, graphic, and interactive supports) are used for levels 1, 2 and 3 so that students can effectively use the language of instruction
  - **High-leverage biliteracy strategies support student use of the language of instruction**

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High Leverage Biliteracy Strategies

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

© WIDA Language Development Standards

Notes:
- Meaningful Frame (i.e., content and unit theme)

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. *Teaching for Biliteracy* Book: page 94 & 104-105	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

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Notes:
- Meaningful Frame (i.e., content and unit theme)

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High Leverage Biliteracy Strategies

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

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Notes:
- Meaningful Frame (i.e., content and unit theme)

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Language Policy: Students

- Expectation for Student Use of Language:
  - Student use of the language of instruction is reflective of their language proficiency level
  - Language supports (sensory, graphic, and interactive supports) are used for levels 1, 2 and 3 so that students can use the language of instruction
  - High-leverage biliteracy strategies support student use of the language of instruction
  - **Teachers agree that by _____ (2nd semester 1st grade?) students are "expected" to use Spanish through the use of the language supports.**

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Language Policy: Teachers

- How does teacher use of language, especially in the non-English language, support students in meeting the goals of dual language (bilingualism and biliteracy, grade-level academic achievement, and socio-cultural competence)?
- How do teacher expectations of student language use impact language learning?

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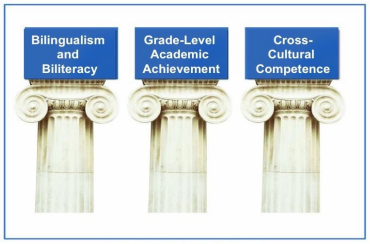
The goals of Dual Language

Three Pillars of Dual Language Education



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Scenario 1 : Spanish instruction

M: Ayer aprendimos que el aire pesa. *Yesterday we learned that air has weight.* Y ¿qué aprendimos acerca del aire y el espacio? *And what have we learned about air and space?*

E1: *…that air takes up space.*

M: *You are right, air takes up space.* ¡Tienes razón! El aire ocupa espacio. ¿Recuerdan el experimento que hicimos? *Do you remember the experiment we did?*

E2: *Hmmm….Yes, with a paper cup.*

M: *Did we use anything else besides the paper cup?* ¿Utilizamos algo más que el vaso de papel?

E3: Una toallita de papel.

E4: *And we measured the cup's volume.*

M: *You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then?* Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?

Scenario 2: Spanish instruction

T: Ayer aprendimos que el aire pesa. *What did we learn about air and space?*

E1: … that air takes up space.

M: ¡Sí! *You are right!* Y el experiment… *Do you remember what we did?*

E2: *Something with a paper cup.*

M: And what else… *¿no usamos algo más?*

E3: Una servilleta

E4: Agua y vaso.

T: *You are right!* Llenamos el vaso de agua , we measured its volume, *and we covered it with a napkin.* Y luego, *what did I do?*

We will analyze teacher use of language and how it helps or hinders students in becoming bilingual, biliterate, reaching grade level academic goals and becoming socio-culturally competent.

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Scenario 1 : Spanish instruction

M: Ayer aprendimos que el aire pesa. *Yesterday we learned that air has weight.* Y ¿qué aprendimos acerca del aire y el espacio? *And what have we learned about air and space?*

E1: *…that air takes up space.*

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E2: *Hmmm….Yes, with a paper cup.*

M: *Did we use anything else besides the paper cup?* ¿Utilizamos algo más que el vaso de papel?

E3: Una toallita de papel.

E4: *And we measured the cup's volume.*

M: *You are right, we put some water in the cup, measured the volume, and then we covered it all up with a napkin. And what did I do then?* Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?

Scenario 2: Spanish instruction

Ayer aprendimos que el aire pesa. *What did we learn about air and space?*

… that air takes up space.

¡Sí! *You are right!* Y el experiment… *Do you remember what we did?*

Something with a paper cup.

And what else… *¿no usamos algo más?*

Una servilleta

Agua y vaso.

You are right! Llenamos el vaso de agua , we measured its volume, *and we covered it with a napkin.* Y luego, *what did I do?*

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Analyzing Language Use in the Dual Language Classroom

Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Name: Translation	It does not. Students wait for the language that is easiest.	It may help students develop receptive language, but not productive language in both. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
2 Name:			
3. Name:			
3 Name:			

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Scenario 1 : Spanish instruction

M: Ayer aprendimos que el aire pesa. *Yesterday we learned that air has weight.* Y ¿qué aprendimos acer del aire y el espacio? *And what have we learned abou air and space?*

E1: *…that air takes up space.*

M: *You are right, air takes up space.* ¡Tienes razón! El air ocupa espacio. ¿Recuerdan el experimento que hicimos? *Do you remember the experiment we did?*

E2: *Hmmm….Yes, with a paper cup.*

M: *Did we use anything else besides the paper cup?* ¿Utilizamos algo más que el vaso de papel?

E3: Una toallita de papel.

E4: *And we measured the cup's volume.*

M: *You are right, we put some water in the cup, measure the volume, and then we covered it all up with a napkin. And what did I do then?* Correcto. Llenamos el vaso de agua y lo tapamos con una servilleta. Y luego ¿qué hice?

Scenario 2: Spanish instruction

T: Ayer aprendimos que el aire pesa. *What did we learn about air and space?*

S1: … that air takes up space.

T: ¡Sí! *You are right!* Y el experiment… *Do you remember what we did?*

S2: *Something with a paper cup.*

T: And what else… *¿no usamos algo más?*

S3: Una servilleta

S4: Agua y vaso.

T: *You are right!* Llenamos el vaso de agua , we measured its volume, *and we covered it with a napkin.* Y luego, *what did I do?*

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Analyzing Language Use in the Dual Language Classroom

Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
2 Flip-flopping Code-switching	It reaffirms how students already use language, but does not necessarily help students further develop each of their languages.	Language does not seem to be used strategically to teach language forms or complexity.	Newcomers and students at language proficiency levels 1-3 or 1-4 would struggle to keep up with what the teacher is saying. No apparent use of supports.
3. Name:			
3 Name:			

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"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."

Hesson, S., Seltzer, K., Woodley, H., (2014) Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators. CUNY-NYSIEB, The Graduate Center, the city University of New York.

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Scenario 3: Spanish instruction

M: Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?

E1: *…that air takes up space.*

M: ¡Sí! ¿Me lo puedes decir en español? Usa las imágenes, las frases claves y el banco de palabras

E1: (Mira hacia el pizarrón). El aire (pausa) ocupa espacio.

M: Excelente. ¿Usamos algo más que el vaso? Habla con tu pareja y usa las imágenes y el banco de palabras.

E2 y E3: (Hablando juntos) Sí, luego usamos una servilleta.

E4 and E5: And we… (E5 le dice a E4 que deben hablar en español) medimos el vaso's volume.

M: Muy bien. Se acuerdan de nuestro cartel metalingüístico donde comparamos posesión en inglés y en español:
(Casa de mi abuela / *Grandmother's house*).
¿Lo puedes usar aquí?

E4 y E5: Sí. Medimos el volumen del vaso.

M: Exactamente. Medimos el volumen. Usaron muy bien nuestro cartel metalingüístico. En inglés, usamos 's para demostrar posesión, pero no en español. En español, decimos "_____ de _____".

Scenario 4: Spanish instruction

M Ayer aprendimos que el aire pesa. Y ¿qué aprendimos acerca del aire y el espacio?

E1: *…that air takes up space.*

M Sí. Dijimos que el aire ocupa espacio. ¿Qué más aprendimos?

E2: *We filled a paper cup with water and measured its volume.*

M Muy bien. Es cierto. Y luego hicimos una cosa más. ¿Quién se acuerda?

E3: *We covered the paper cup with a napkin.*

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Analyzing Language Use in the Dual Language Classroom

Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of sensory, graphic, and interactive supports.
2 Flip-flopping Code-switching	It reaffirms how students already use language, but does not necessarily help students further develop each of their languages.	Language does not seem to be used strategically to teach language forms or complexity.	Newcomers and students at language proficiency levels 1-3 or 1-4 would strugg to keep up with what the teacher is saying. No apparen use of supports.
3. Strategic use of language	Students are developing the non-English language in L, S, R, W. They are expected to use the non-English language.	All students can use the language of instruction because of the language supports that are provided.	The strategic use of marking the language, language supports based on student language levels, partnerships, and consistent use of the language supports meet the needs of diverse language learners.
3 Name:			

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Scenario 3: Spanish instruction

M:	Ayer aprendimos que el aire pesa. Y ¿qué aprendimo acerca del aire y el espacio?
E1:	*…that air takes up space.*
M:	¡SÍ! ¿Me lo puedes decir en español? Usa las imágene las frases claves y el banco de palabras
E1:	(Mira hacia el pizarrón). El aire (pausa) ocupa espacio.
M:	Excelente. ¿Usamos algo más que el vaso? Habla con tu pareja y usa las imágenes y el banco de palabras.
E2 y E3:	(Hablando juntos) Sí, luego usamos una servilleta.
E4 and E5:	And we… (E5 le dice a E4 que deben hablar en español medimos el vaso's volume.
M:	Muy bien. Se acuerdan de nuestro cartel metalingüístico donde comparamos posesión en inglés y en español: (Casa de mi abuela / *Grandmother's house*). ¿Lo puedes usar aquí?
E4 y E5:	Sí. Medimos el volumen del vaso.
M:	Exactamente. Medimos el volumen. Usaron muy bien nuestro cartel metalingüístico. En inglés, usamos 's para demostrar posesión, pero no en español. En español, decimos "_____ de _____".

Scenario 4: Spanish instruction

M	Ayer aprendimos que el aire pesa. Y ¿qué aprendimo acerca del aire y el espacio?
E1:	*…that air takes up space.*
M	Sí. Dijimos que el aire ocupa espacio. ¿Qué más aprendimos?
E2:	*We filled a paper cup with water and measured its volume.*
M	Muy bien. Es cierto. Y luego hicimos una cosa más. ¿Quién se acuerda?
E3:	*We covered the paper cup with a napkin.*

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Analyzing Language Use in the Dual Language Classroom

Scenarios	How does this scenario help students meet the goals of dual language?	How does this scenario help students learn and develop the language of instruction?	How does this scenario meet the needs of diverse language proficiency levels?
1 Translation	Not much. Students wait for the language that is easiest for them.	It may help students develop receptive language, but not productive language in both.. No apparent focus on language goals or language complexity.	There is no use of language scaffolding nor sensory, graphic, and interactive
2 Flip-flopping Code-switching	It reaffirms how students already use language, but does not necessarily help students further develop each of their languages.	Language does not seem to be used strategically to teach language forms or complexity.	Newcomers and students at language proficiency levels 1-3 or 1-4 would strugg to keep up with what the teacher is saying. No apparen use of supports.
3. Strategic use of language	Students are developing the non-English language In L, S, R, W. They are expected to use the non-English language.	All students can use the language of instruction because of the language supports that are provided.	The strategic use of marking the language, language supports based on student language levels, partnerships, and consisten use of the language support all students.
3 Teacher stays in Spanish, students respond in English.	They develop receptive language but not necessarily productive language. This impedes their attainment of all 3 pillars.		There is no use of language scaffolding nor sensory, graphic, and interactive

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Language Policy: Teachers

- During Spanish (non-English instruction) instruction, the teacher stays in Spanish
- The teacher uses a physical object to "mark" the language of instruction
- The teacher expects student to use Spanish through the use of language supports and high-leverage biliteracy strategies
- If students use English during Spanish instruction, the teacher can:
  - Ask students to use Spanish
  - Ask students to get help from their partner
  - Accept student use of English
- The more English students use, the more language teaching scaffolds students need!

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

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

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Suggestions for Working with Newcomers

A **newcomer** is a student born outside the U.S. who has recently arrived, less than 2 to 6 months, has been enrolled in a school in the United States and receives newcomer services for a specific amount of time based on student need.

1. Identification and Data Gathering:

   a. **Access to formal schooling**:
      i. Include in your school or district's home language survey a graph that lists all grades and ask the student to mark with an X the grades they attended all year long. See this example from Dr. Margo Gottlieb (2006). This data will help you identify any interrupted schooling.

   b. **Familial and socio-cultural information:**
      i. Interview the student and or their family to learn about the student's academic, linguistic, familial, and cultural history, including any interrupted schooling. Consult this article for more information about differences in schooling in other countries, and tips on how to conduct an interview. If trauma and other socio-affective issues are present, it will be important to create a plan with the family and with school services to meet the student's needs (see below **Addressing socio-affective needs**).
      ii. Build a relationship with the student where you can learn about their background.
         - Try to identify the student's funds of knowledge - "the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture" - so that you can build on what the students know (Luis Moll, 1992).

   c. **Native language literacy skills**

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Language Use in DL has evolved over time

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Language Use in DL has evolved over time

Time period	Context	Language Use in the DL Classroom
1970's, 1980's & 1990's	• Most bilinguals were sequential bilinguals • Research used was research on sequential bilinguals and sequential literacy (monoliteracy instead of biliteracy)	Strict separation of language Spanish and English were never side by side
Early 2000's and 2010's	• Demographic shift in the country • Simultaneous bilinguals become the majority of ELs • Research on simultaneous bilinguals shifts program design and entrance criteria	Strategic separation of language Teaching for Biliteracy – The Bridge 2013 (and "bridging") K-12 Accept student use of two languages Spanish in the US – Potowski

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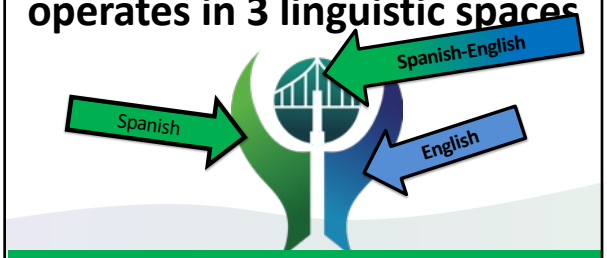
…A fully developed bilingual operates in 3 linguistic spaces



…identifies as bilingual, who can make metalinguistic decisions.

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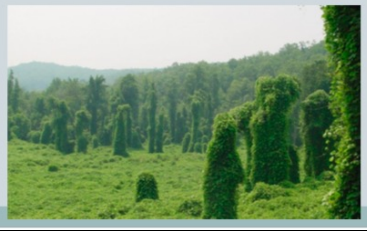
Language Use in DL has evolved over time

Time period	Context	Language Use in the DL Classroom
1970's, 1980's & 1990's	• Most bilinguals were sequential bilinguals • Research used was research on sequential bilinguals and sequential literacy (monoliteracy instead of biliteracy)	Strict separation of language Spanish and English were never side by side
Early 2000's and 2010's	• Demographic shift in the country • Simultaneous bilinguals become the majority of ELs • Research on simultaneous bilinguals shifts program design and entrance criteria	Strategic separation of language Teaching for Biliteracy – The Bridge 2013 (and "bridging") K-12 Accept student use of two languages Spanish in the US – Potowski
2010's and early 2020's	• **Research on translanguaging is widely available** • **More acceptance of dual language programs nation-wide**	**Translanguaging book (2017)** **4th grade – 12th grade** **Accept and leverage student use of two**

115

English ~ kudzu plant

Also called *Japanese arrowroot*. Climbing, coiling, and trailing perennial vines native to much of eastern Asia, Southeast Asia, and some Pacific islands. Climbs over trees or shrubs and grows so rapidly that it kills them by heavy shading.



Dr. Kim Potowski, UIC

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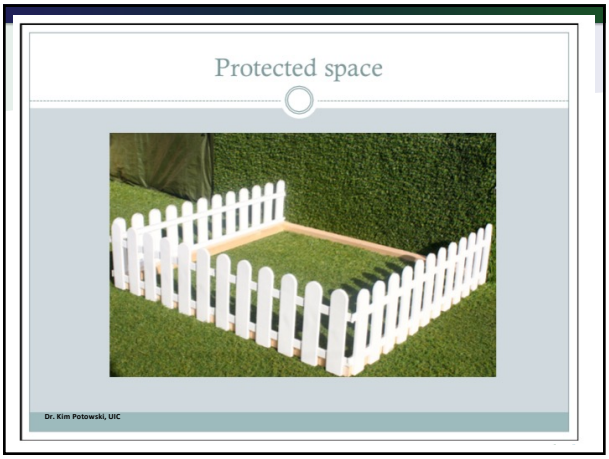

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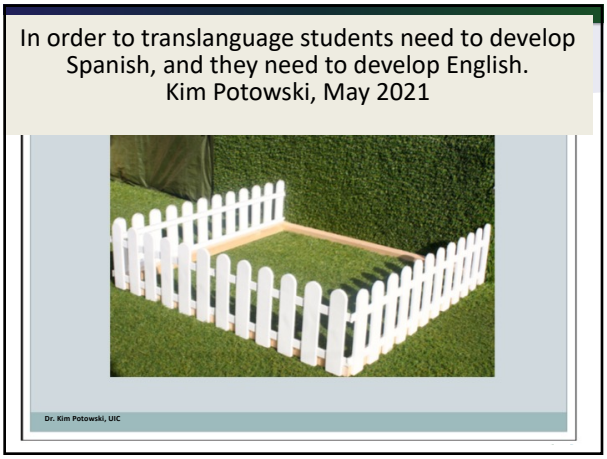

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Sample Language Expectations from other schools

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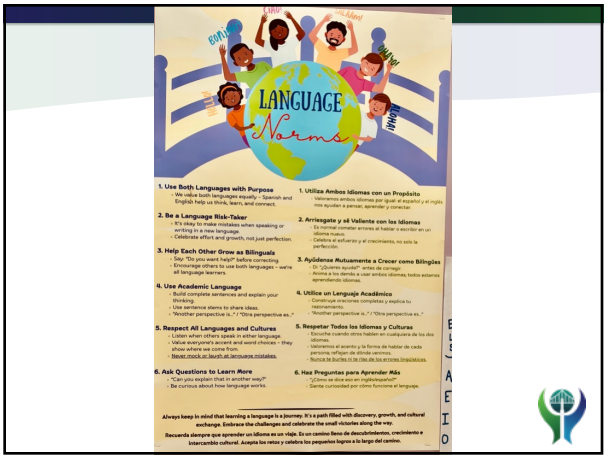

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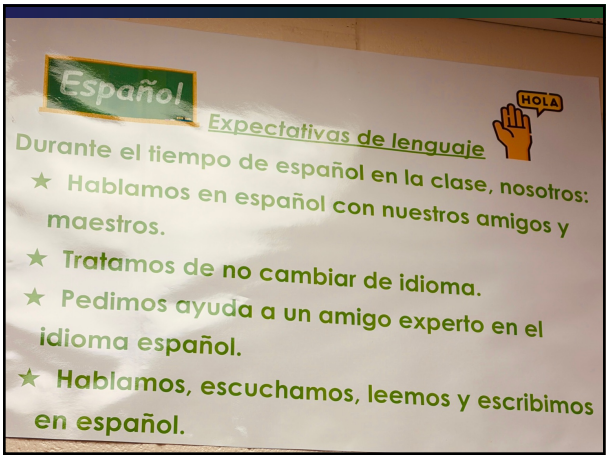

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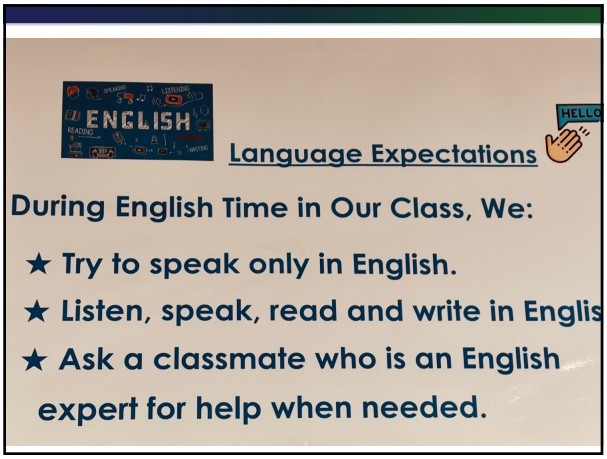

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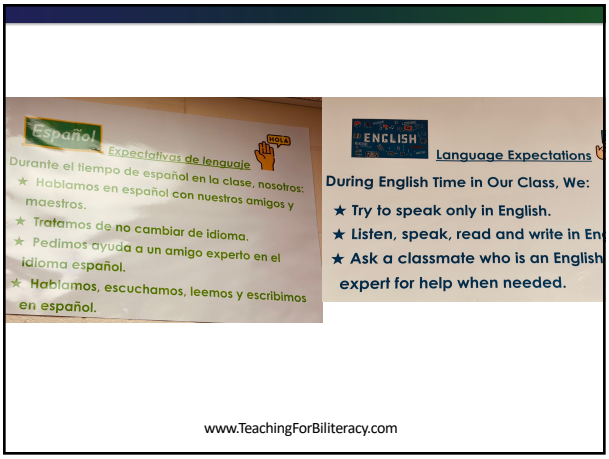

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Your language expectations

- Do you have language expectations? If not, what would they be?
- How could you include your students in creating and using language expectations?
- How would you hold yourself and your students accountable to using the language expectations?
- What would you hope to achieve through these language expectations?

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Your language policy

- Do you have a language policy? If not, what would it look like?
- Does your language policy reflect the goals of your program?
- Has it been shared with diverse stakeholders?
- How is the language policy supported?

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Agenda

- ✓ Debrief Sample Instruction
- ✓ The Multilingual Perspective
- ✓ Strategic Use of Teacher Language: Establishing a Language Policy
- **Research on Language Programs**
- Planning for Sustainability: Vision and Pedagogy

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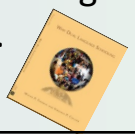
The potential of dual language education

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.



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Who does well in dual language programs?

All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners/ Emergent bilinguals
- Native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- Students of low-income background
- Students identified as qualifying for Title I
- And students with special education needs of all categories of exceptionality.

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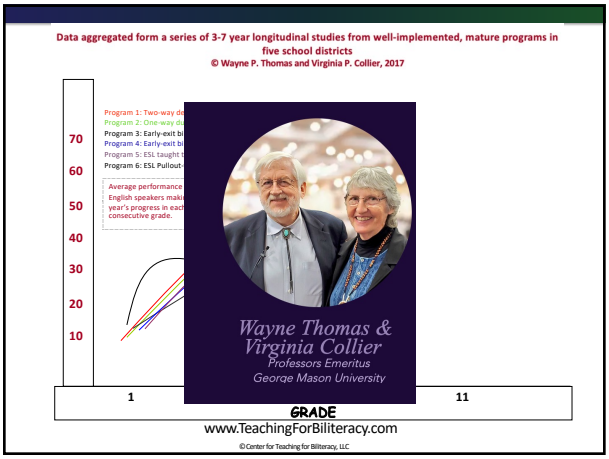

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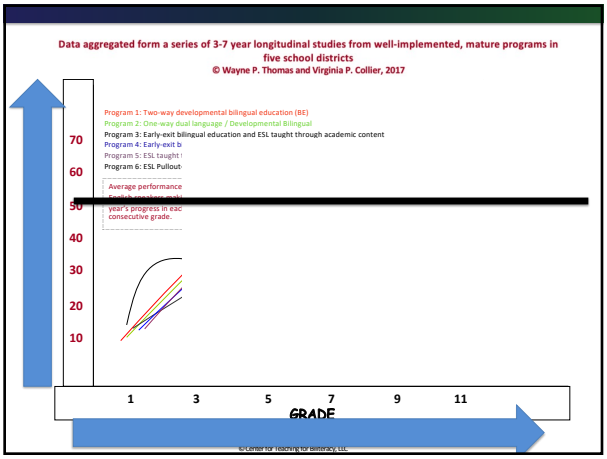

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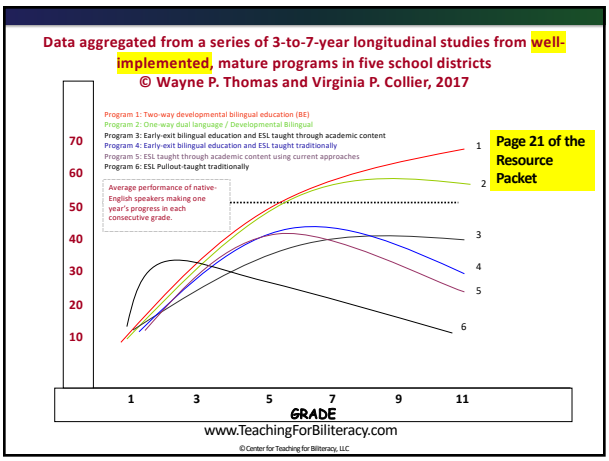

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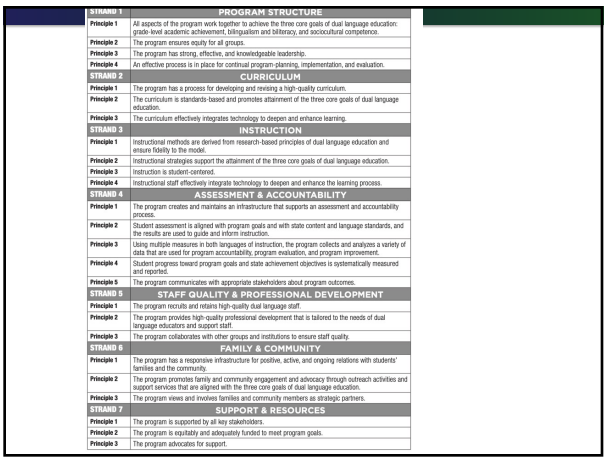

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

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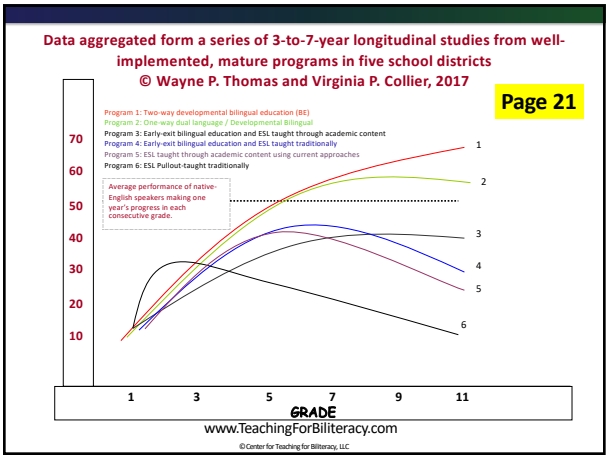

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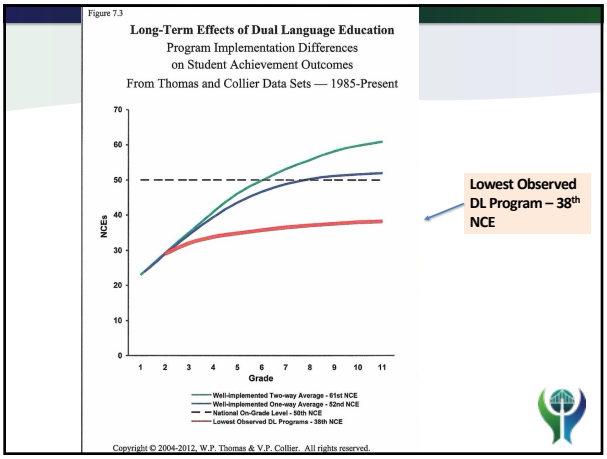

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Research Connection

In 3rd grade, ELs engaged in simultaneous literacy scored considerably higher than students in the sequential literacy comparison group on all measures.

(Sonia Soltero et al 2016)

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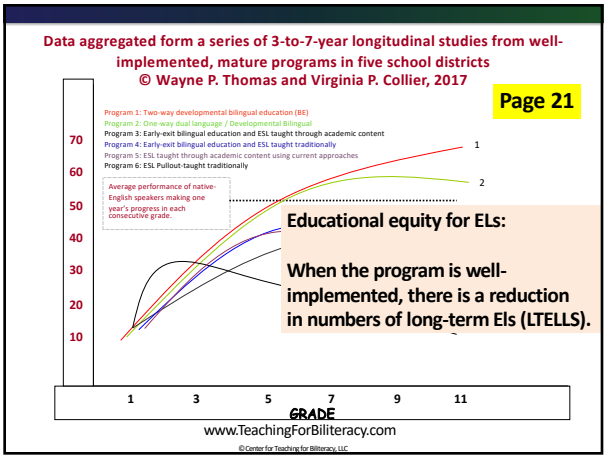

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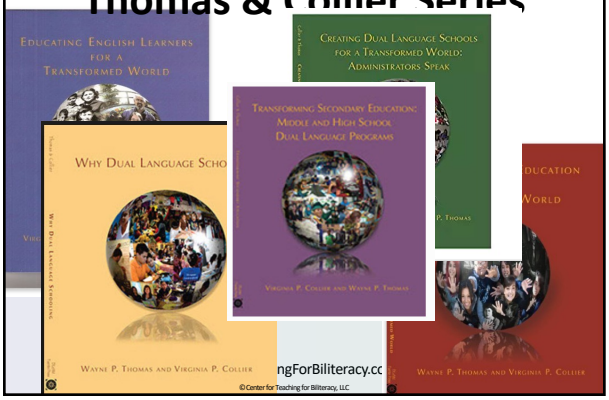
Thomas & Collier Series



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Questions to Consider:

- Who is the program for (for what students)? Why?
- How are you documenting student achievement? Are you disaggregeting the data for your students? How many Long Term ELs do you have at the secondary level?
- Are all of your students in DL outperforming their counterparts in monolingual education?
- How could your biliteracy/DL program be enriched?

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Agenda

- ✓ Debrief Sample Instruction
- ✓ The Multilingual Perspective
- ✓ Strategic Use of Teacher Language: Establishing a Language Policy
- ✓ Research on Language Programs
- **Planning for Sustainability: Vision and Pedagogy**

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How do we ensure our students reach the potential of dual language?

We make sure our programs are well-implemented programs.

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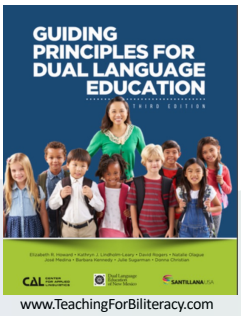
http://www.cal.org/resource-center/publications-products/guiding-principles-3



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Characteristics of Effective Dual Language Programs (CAL Guiding Principles): Strand 1 Program Structure

- Vision and goals that define expectations for achievement
- Instructional focus and commitment to achievement and high expectations
- Equity
- Leadership
- Ongoing, continuous program planning

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Strand 1: Program Structure

"Studies of effective schools consistently and conclusively demonstrate that **high-quality programs** have a cohesive school-wide shared vision; a set of goals that define their expectations for achievement; and an instructional focus and commitment to achievement and high expectations…"

CAL Guiding Principles, page 10

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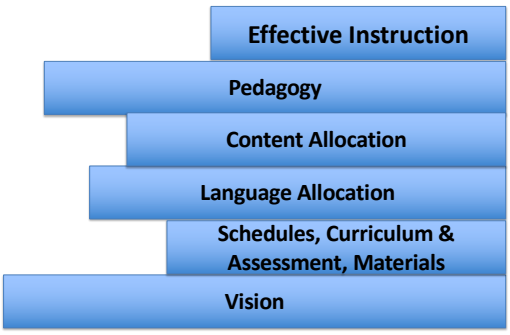
Structures that Support Biliteracy Instruction



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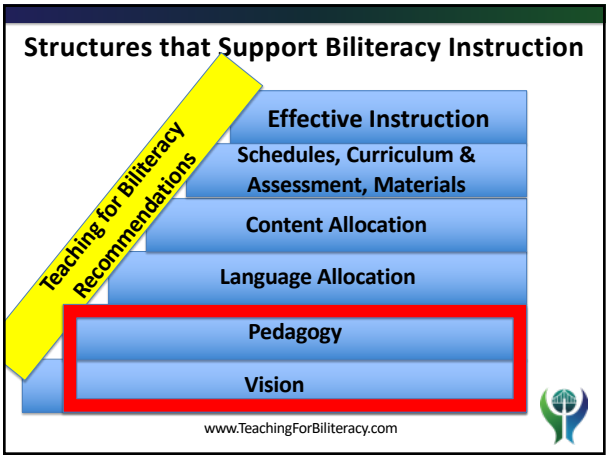

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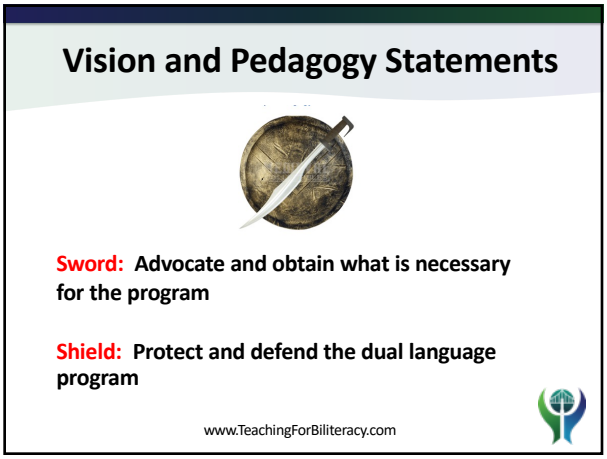

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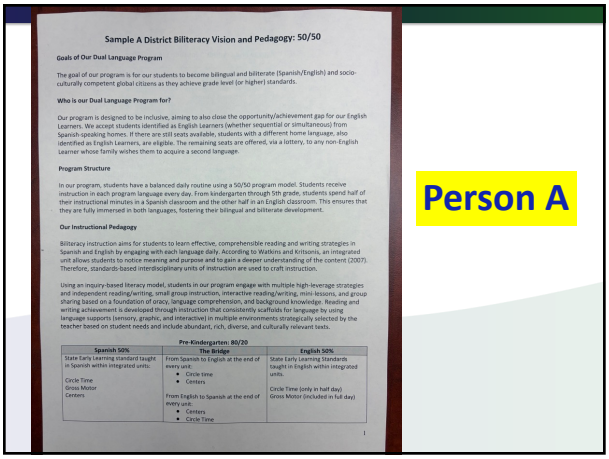

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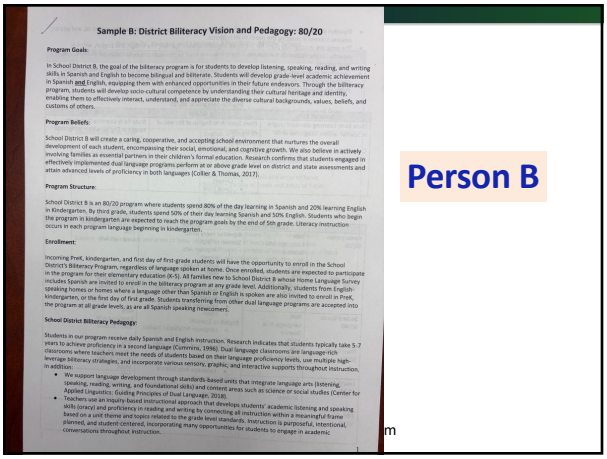

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As you read your document:

- Underline words that refer to the 3 pillars of dual language
- Circle words that refer to the pedagogy used to meet the 3 pillars

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Partner Work: Share

- Describe the vision you read.
- Describe the pedagogy (i.e., how students will meet the goals of dual language)?
- How can the vision and pedagogy document be used? (onboarding new teachers, creating look fors, identifying PD, etc.)
- What would you want to see in your own vision and pedagogy document?

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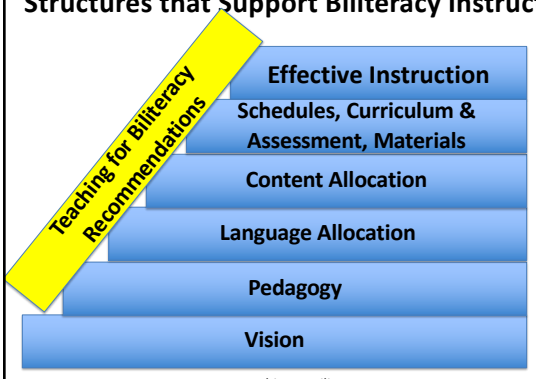
Structures that Support Biliteracy Instruction



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Teaching for Biliteracy Summer Institute Overview

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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)** • Sample Instruction Part 3: The Bridge • Institute Closure
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 (reading and writing), and the Summative Assessment	

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Afternoon Breakout Groups

- **Blue Group**: Pre-K-1 Teachers, Administrators and Specialists
- **Green Group**: 2-5 Teachers, Administrators and Specialists:
  Yellow Group: 6-12 Teachers, Administrators and Specialists:

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