

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 6-12

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

Center for Teaching for Biliteracy

June 23-25, 2026

Melody Wharton, M.Ed.

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The Center for Teaching for Biliteracy





Karen Beeman, M.Ed.
Co-Founder



**Melody
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**Crystal Ramos,
M.Ed.**



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M.Ed.**



Dana Baum, M.Ed.

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Teaching for Biliteracy Summer Institute Overview		
Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - 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) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy, and the Summative Assessment</u>	Institute Overview Page 4 Resource Packet



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Agenda:

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

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The purpose of this breakout:

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

In other words,

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Materials for today's session



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Teaching for Biliteracy Summer Institute

Grandview, WA
June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbiliteracyKB@gmail.com
Dana Baumhardt	teachingforbiliteracyDB@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and purpose statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the

**Resource
Packet**

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

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

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Agenda:

✓ Welcome & Introductions

• **Characteristics of Biliteracy Instruction**

- Sample Instruction: Part 1 Building Oracy and Background Knowledge
- Sample Instruction Debrief
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Melody Wharton	teachingforbiliteracy.com

Institute Outcomes:

- Describe the goals of dual language programs, including why, programs, who they benefit, and how the goals of the program align with state and federal standards.
- Describe the students in language acquisition and biliteracy programs.
- Explain and explain how to develop biliteracy programs.
- Identify and describe high level language.
- Describe how language development is integrated during instruction.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and how it is taught in one language, it integrates language, literacy and content.

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

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

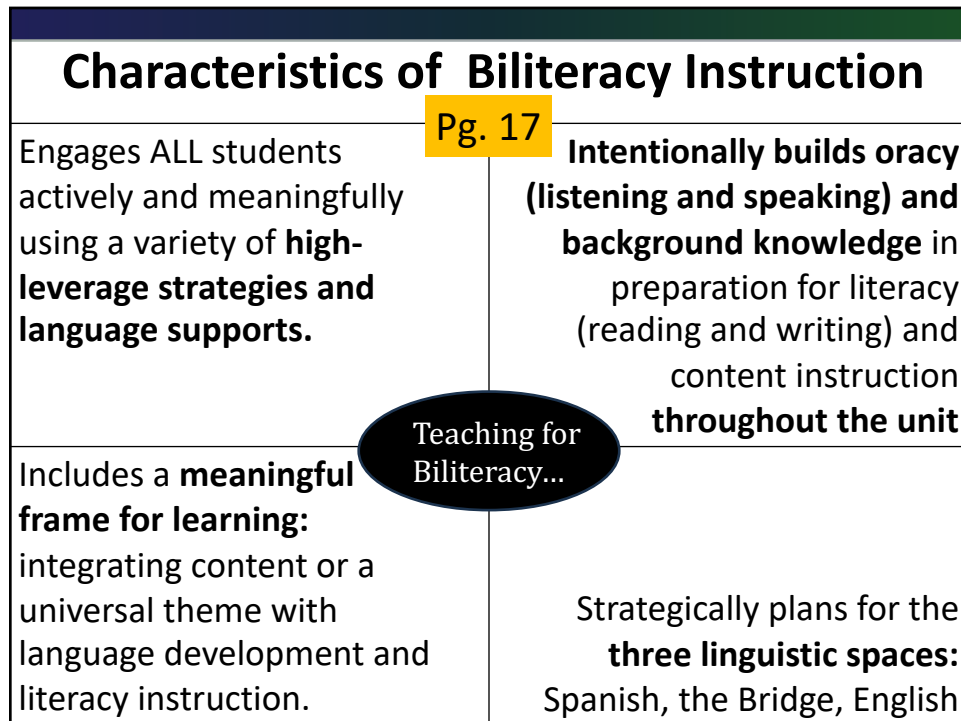


Spanish → Spanish - English ← English

...and who can make metalinguistic decisions

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What can I gain from participating in sample instruction designed for 8th grade History/Social Science and SLA if I'm not a teacher or if I don't teach that grade/subject/language?

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

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Teachers	Coaches & Specialist	School & District Leaders
• Str • Sup • Gro • Dif • Int • uni • Cla • org • Inc • Assessment and data use	You don't have to be bilingual to support effective biliteracy instruction. But you do need to know what developing bilinguals need so you can support it within your role. • Assessment and data use	• Collecting and using assessment data

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Strategic Pairing and Grouping



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

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

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USO CLAVE DEL LENGUAJE: RELATAR

	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	Nivel de trascendencia 6
ESCUCHAR	Para procesar relatos, los bilingües emergentes PODEMOS...					
	- identificar objetos o lugares conocidos en declaraciones orales - señalar la ubicación de objetos y personas en mapas y en la clase según descripciones cortas	- identificar escenarios y períodos de tiempo en situaciones narrativas e informativas leídas en voz alta - distinguir referencias a diferentes personajes y eventos en una serie de oraciones simples relacionadas	- empearar apoyos visuales con ideas principales de textos conocidos, leídos en voz alta - identificar el siguiente elemento en una serie a través de pistas presentes en textos narrativos e informativos leídos en voz alta	- distinguir ideas principales y detalles en un discurso oral - identificar detalles sobre lugares y tiempos asociados con eventos relatados en un discurso oral	- clasificar detalles relacionados con temas presentados en videos y otros medios - identificar el estilo y propósito de narraciones orales	- comparar la presentación y el desarrollo de historias en varios géneros - interpretar el lenguaje de discursos históricos (p. ej. el discurso del Dr. Martin Luther King Jr. en el Lincoln Memorial)
HABLAR	Para relatar, los bilingües emergentes PODEMOS...					
	- nombrar eventos de la escuela y comunidad con apoyos visuales (p. ej. carteles, fotos) - responder a preguntas cerradas en relación a temas conocidos (p. ej. sí/no)	- nombrar las ideas principales de conversaciones de clase - repetir frases con detalles relacionados con temas presentados oralmente en clase	- describir personajes a través de varios adjetivos y acciones - relacionar series de eventos con determinados tiempos verbales	- presentar ideas con razones y ejemplos en distintas ocasiones - organizar información sobre textos de manera secuencial o en orden de importancia	- resumir ideas principales extraídas de múltiples fuentes de información para una presentación oral - aportar información de múltiples fuentes a conversaciones grupales	- comparar el lenguaje de discursos históricos con el de textos contemporáneos - utilizar técnicas del lenguaje narrativo (p. ej. diálogo, ritmo de la historia, descripciones claras)

Updated 2023 by Key Language Usage

Updated 2023 by Key Language Usage

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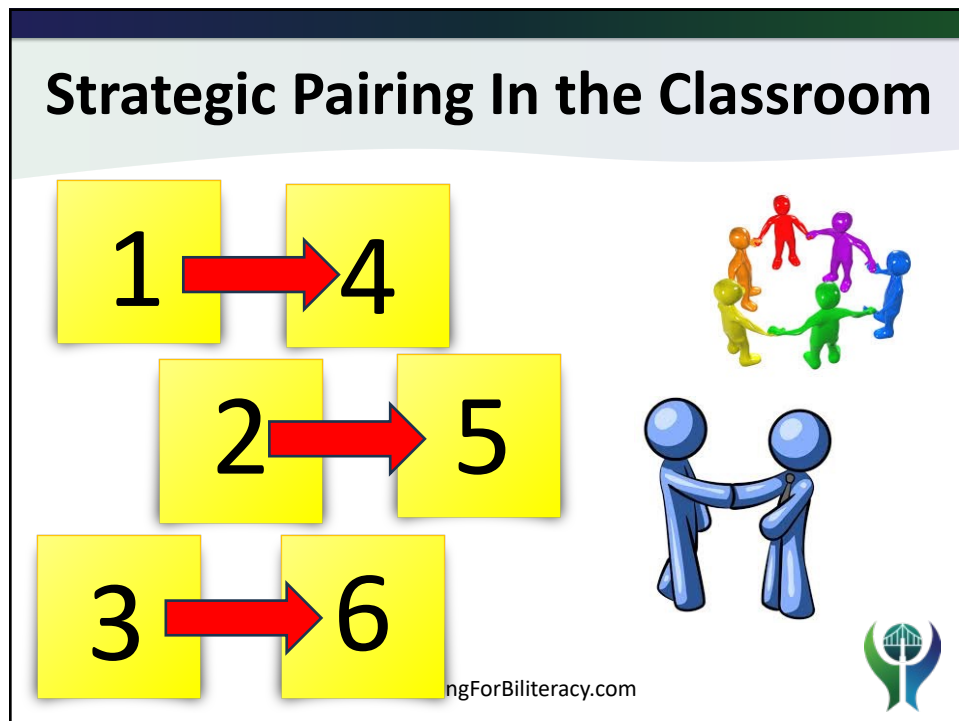
Where do you fall in Spanish?

		Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 Alcanzando
ESCUCHAR		- Seguir instrucciones verbales de un paso - Emparejar lenguaje social con apoyos visuales - Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar) - Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")	- Seguir instrucciones orales de múltiples pasos - Clasificar apoyos visuales con contenido académico siguiendo descripciones orales - Ordenar apoyos visuales siguiendo direcciones orales - Identificar información presentada en cuadros o tablas según instrucciones orales	- Categorizar ejemplos con contenido académico siguiendo direcciones orales - Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales - Usar estrategias de aprendizaje escritas oralmente - Identificar ejemplos cotidianos, descriptos oralmente, de conceptos con contenido académico - Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)	- Identificar ideas principales y detalles de un discurso oral - Completar tareas con contenido académico basadas en discurso oral - Aplicar estrategias de aprendizaje a situaciones nuevas - Acurrar o dramatizar diferentes escenarios siguiendo lectura oral	- Usar información oral para cumplir con tareas del nivel de grado escolar - Evaluar lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencias de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	
HABLAR		- Contestar preguntas de sí/no o de elección - Empezar a usar vocabulario de uso general y de alta frecuencia - Repetir palabras, frases cortas, o partes memorizadas - Contestar preguntas interrogativas en el contexto de compartir experiencias personales (ejemplo: quién, qué, cuándo, dónde)	- Transmitir contenido a través de palabras/frases de alta frecuencia - Decir los puntos principales de una conversación del salón - Describir situaciones usando ejemplos de oraciones modeladas - Describir rutinas y eventos de la vida diaria - Expresar necesidades y deseos cotidianos - Comunicarse en situaciones sociales - Hacer peticiones	- Empezar a expresar el tiempo con diferentes tiempos gramaticales - Recontar o parafrasear ideas de un discurso - Dar presentaciones orales breves con contenido académico - Decir sus opiniones - Conectar ideas de un discurso usando transiciones (ejemplo: pero, cuando) - Usar diferentes registros dentro y fuera del salón - Decir ideas principales con el apoyo de detalles - Pedir clarificaciones (ejemplo: controlame a sí mismo)	- Parafrasear y resumir ideas presentadas oralmente - Defender un punto de vista - Explicar resultados - Conectar ideas con sus detalles y con evidencia - Defender opiniones usando razones y evidencia que las apoye	- Defender un punto de vista y dar razones - Usar y explicar metáforas y símiles - Comunicar con fluidez en contextos sociales y académicos - Negociar significado de algo en conversaciones grupales - Hablar y dar ejemplos de ideas abstractas relacionadas con contenido académicos (ejemplo: democracia, justicia)	

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

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

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

My role in teaching for biliteracy is ____.

What about you?

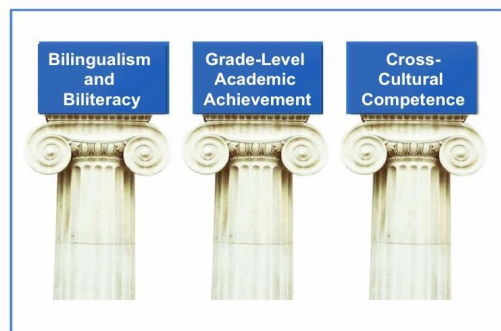


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If the goals of Dual Language are...

Three Pillars of Dual Language Education



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

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The diagram shows a process for observers. On the left, a blue box labeled "Observers" is connected by a line to a yellow box containing the following text:

Use the document to :

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

Below this yellow box is an orange box labeled "Pg. 17". To the right, a yellow box contains the text:

You will share your observations when we debrief.

At the top right, a table titled "Sample Instruction" is partially visible:

Sample Instruction	
Engages ALL students actively and meaningfully	Explicitly builds oral language (receptive and productive) in preparation for literacy

At the bottom center, the text "www.teachingforbiliteracy.com" is displayed, with "www.TeachingForBiliteracy.com" and "What's Your Teaching For Biliteracy Summer Institute, 2017" written in smaller text below it. A logo is visible in the bottom right corner.

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8th Grade History-Social Science/Spanish Language Arts Unit 1
Observation Tool

Observers

Instructional Activity	Observations and Notes
Part 1: Concept Attainment – In partnerships, using provide sentence prompts, students will discuss their observations of images divided into two columns to distinguish between and construct a working definition for environmental characteristics (orange column) and cultural characteristics (purple column) using their own words.	
Part 2: Adapted Reader's Theater – Following the teacher as a model, the students will describe (using the teacher's words) how the environmental characteristics of a specific geographic location and the cultural characteristics of a group of people (society) influence the society's economics, politics, and regional dynamics.	
Part 3: Fishbowl and Sort – Using images and sentence prompts, students will work together to illustrate and describe (in their own words) the relationship between the environmental characteristics of a specific geographic location, the cultural characteristics of a group of people (society), and the society's economics, politics, and regional dynamics.	
Part 4: Language Experience Approach (LEA) – using the images from the sort, students (as a class) generate a comprehensible text that describes what they learned about cultural and environmental characteristics and their impact on a society's economics, politics, and regional dynamics.	

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Observers

Translation of Adapted Reader's Theater

Environmental characteristics are the natural features of a particular geographic location. These features include climate, landforms, natural resources, and the flora and fauna that live there.

Cultural characteristics are the ways of life shared by a group of people. These include the language they speak, their traditions and customs, religion, social rules, and the values they believe in.

Environmental and cultural characteristics influence what people produce, buy, and sell. The relationship between the environmental and cultural characteristics and how it influences what the people in a particular geographic location produce, buy, and sell is called **economics**.

Politics refers to the decisions people make about how to use the resources in the environment, what laws to create and follow, how to live together, and who has the power to make decisions for the group.

The economy and politics of a group of people affect how they share or compete for available resources, and how they interact with other groups and people, and is called **regional dynamics**.

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Observers

Big Idea:	Observations and Notes:
I want my students to understand that the environmental and cultural characteristics of a region influence its economy, politics, and relationships with others. (8.4.1; 8.4.4; 8.5.3; 8.9.6; Chronological and Spatial Thinking 1 & 3; Historical Interpretation 1, 2, 4, 6) For example: • In England, limited land, a growing population, and commercial interests contributed to economic pressures and political motivations for colonization, including the search for new resources and markets. • In the American colonies, varied geography and cultural traditions led to regional economies—such as plantations in the South and shipping/commerce in the North—which shaped different political and social priorities and fueled growing tensions with Britain. • In the early United States, geographic expansion and regional specialization (e.g., slavery-based agriculture in the South vs. small farming and industry in the North) drove debates over federal power, economic policy, and expansion.	

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Observers

Standards:	Observations and Notes:
8.4 Students analyze the aspirations and ideals of the people of the new nation. 1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. 4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	
8.5 Students analyze U.S. foreign policy in the early Republic. 3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	
8.9 - Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. 6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	

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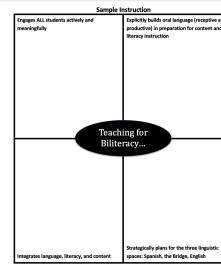


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You do not need to be fluent in Spanish to observe instruction.

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

Focus on the pedagogy.



How are the abstract grade level concepts made more concrete and accessible?

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Biliteracy Unit Framework

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

- Ora
- Cor
- beh

Writing

- Ora
- Cor

Foundation

- Ora
- Phc
- Ort
- Voc

Summative

Bridge – T

- Illus
- Sid
- Asi

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Formative Assessment

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

Instruction intentionally builds it.

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Agenda:

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

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Language Use Norms

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

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Marking the Language of Instruction



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¿Puedo sacar las imágenes de la bolsa?	¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?	¡Por supuesto! Dame algunas y te ayudo.

Esta imagen representa....	Estoy de acuerdo contigo porque...	Veo por qué lo dices. Sin embargo, yo opino que...	Estoy de acuerdo en lo que dijiste sobre ..., pero no tanto enporque....
El movimiento que le corresponde es....			
¿Qué opinas?	¿Qué piensas? Ahora es mi turno.		

Tomar turnos con todas las imágenes.



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Characteristics of Biliteracy Instruction

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Engages ALL students actively and

Intentionally builds oracy (listening and speaking) and

How did you feel as a student?

background knowledge in

preparation for literacy

reading and writing

and

unit

Inc... learning frame for learning:

integrating content of

universal theme with

language development

literacy instruction.

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

three linguistic spaces:

Spanish, the Bridge, English

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WIDA CAN DO Descriptors: Grade Level Cluster 6-8

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

LEVEL	English
LEVEL 1	Students can understand and use basic vocabulary and sentence structures to communicate in English.
LEVEL 2	Students can understand and use basic vocabulary and sentence structures to communicate in English.
LEVEL 3	Students can understand and use basic vocabulary and sentence structures to communicate in English.
LEVEL 4	Students can understand and use basic vocabulary and sentence structures to communicate in English.

Can Dos and
Formative
Assessments

High Leverage Biliteracy Strategies

Strategy Name and Description:
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of sorts or examples of the concept. This is contrasted to the traditional 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.

Language Supports and Notes
Sensory Supports
Graphic Supports
Interactive Supports

High Leverage
Biliteracy
Strategies

Strategy Name and Description:
Language Experience Approach (LEA): Students experience something meaningful together for one to three days, conduct an experience, read a story. Afterwards, using sentence strips and string partners, the teacher asks students to suggest sentences to read about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing model text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.

Language Supports and Notes
Sensory Supports
Graphic Supports
Interactive Supports

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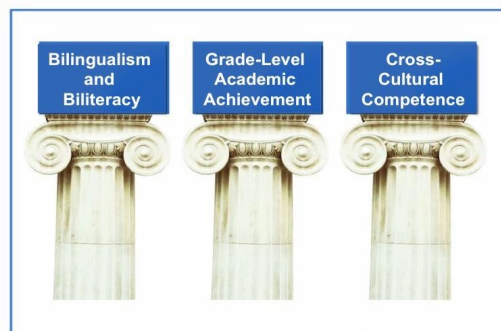
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The goals of Dual Language are...

Three Pillars of Dual Language Education



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How did instruction support students toward these goals?

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

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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		
Guiding Principles for Dual Language Education (Howard et al., 2018; p. 3) Pg. 5 www.TeachingForBiliteracy.com 		

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Biliteracy Unit Framework		
Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment Resource Packet Page 15		Formative 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.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment Bridge – Transfer - Illustration - Side by Side or - Así se dice Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language) Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.		
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Pillar 1: Bilingualism & Biliteracy	How did instruction help develop students' bilingualism?
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence	
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Research Connection:



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

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Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

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

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Materials for today's session



Center for Teaching for Bilingual Literacy
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Teaching for Bilingual Literacy Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
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Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the

Resource Packet

WIDA CAN DO Descriptors: Grade Level Cluster 6-8
For the grade level of English language proficiency and entry-level, graphic, or interactive support through Level 6, English language learners can produce or produce the following work.

	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Advanced)
Listening	Understand and respond to simple spoken messages and directions.	Understand and respond to simple spoken messages and directions.	Understand and respond to simple spoken messages and directions.	Understand and respond to simple spoken messages and directions.
Speaking	Produce simple spoken messages and directions.	Produce simple spoken messages and directions.	Produce simple spoken messages and directions.	Produce simple spoken messages and directions.
Writing	Produce simple written messages and directions.	Produce simple written messages and directions.	Produce simple written messages and directions.	Produce simple written messages and directions.
Reading	Understand and respond to simple written messages and directions.	Understand and respond to simple written messages and directions.	Understand and respond to simple written messages and directions.	Understand and respond to simple written messages and directions.

Can Dos and Formative Assessments

High Leverage Bilingual Strategies

Strategy Name and Description	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment Concept attainment is a constructivist strategy where students construct an understanding of a new concept through a series of examples or non-examples. This is in contrast to the more teacher-centered (and didactic) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.	- Read like others (look, listen, touch, smell, taste) - Manipulatives - Visuals - Physical activities - Realistic & Figurative	- Visuals - Realistic & Figurative	Realistic & Figurative
Language Experience Approach (LEA) Students experience something meaningful together (go on a field trip, conduct an experiment, read a story, interview, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to read about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy resource that may be used as a writing model, read-aloud, shared reading, or/and meaningful application of grade-level language standards and foundational skills.	- Read like others (look, listen, touch, smell, taste) - Manipulatives - Visuals - Physical activities - Realistic & Figurative	- Visuals - Realistic & Figurative	Realistic & Figurative

High Leverage Bilingual Strategies

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

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With the supports, what were students able to do? (English Language Learning – Grades 6-8)

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals - Use learning strategies described orally - Identify everyday examples of content-based concepts described orally - Associate oral language with different time frames (e.g., past, present, future)	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to new situations - Role play, dramatize, or re-enact scenarios from oral reading	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally	Level 6 - Reaching
SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Connect ideas in discourse using transitions (e.g., "but," "then") - Use different registers inside and outside of class - State big/main ideas with some supporting details - Ask for clarification (e.g., self-monitor)	- Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts - Connect ideas with supporting details/evidence - Substantiate opinions with reasons and evidence	- Defend a point of view and give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic contexts - Negotiate meaning in group discussions - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

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With the supports, what were students able to do? (English Language Learning – Grades 6-8)

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals - Use learning strategies described orally - Identify everyday examples of content-based concepts described orally - Associate oral language with different time frames (e.g., past, present, future)	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to new situations - Role play, dramatize, or re-enact scenarios from oral reading	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally	Level 6 - Reaching
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With the supports, what were students able to do? (English Language Learning – Grades 6-8)

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions (e.g., "What is that?") - Match oral requests to visual/graphic displays	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions	- Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to oral discourse	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud	Level 6 - Reaching
SPEAKING	Answer yes/no and choice questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Connect ideas in discourse using transitions (e.g., "but," "then") - Use different registers inside and outside of class - State big/main ideas with some supporting details - Ask for clarification (e.g., self-monitor)	- Connect ideas with supporting details/evidence - Substantiate opinions with reasons and evidence	- Negotiate meaning in group discussions - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

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

	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions	Match main ideas of familiar text read aloud to visuals	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly	
How did ALL students benefit from the supports?						
	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations	- Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts	- Defend a point of view and give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic	5 - Reaching

The WIDA Can Dos are a great tool to help: Planning instruction, differentiation, and assessing students.

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WiDA
CONSORTIUM

Descripción de Habilidades: Grados Escolares 6-8

Desde el nivel de desarrollo inicial, cuando los estudiantes expresan los contenidos académicos 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	Nivel 6 - Alcanzando
ESCUCHAR	- Seguir instrucciones verbales de un paso - Emparejar lenguaje social con apoyos visuales - Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar) - Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")	- Seguir instrucciones orales de múltiples pasos - Clasificar apoyos visuales con contenido académico siguiendo descripciones orales - Ordenar apoyos visuales siguiendo direcciones orales - Identificar información presentada en cuadros o tablas según instrucciones orales	- Categorizar ejemplos con contenido académico siguiendo direcciones orales - Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales - Usar estrategias de aprendizaje descritas oralmente - Identificar ejemplos cotidianos, descritos oralmente, de conceptos con contenido académico - Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)	- Identificar ideas principales y detalles de un discurso oral - Completar tareas con contenido académico basadas en discurso oral - Aplicar estrategias de aprendizaje a situaciones nuevas - Actuar o dramatizar diferentes escenarios siguiendo lectura oral	- Usar información oral para cumplir con tareas del nivel de grado escolar - Evaluar lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencias de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	

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The descriptors are also available in Spanish!

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Pillar 1: Bilingualism & Biliteracy	- Students had multiple opportunities to engage in academic discourse in the language of instruction
Pillar 2: Grade Level Academic Achievement	- Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction
Pillar 3: Sociocultural Competence	- What were students listening and speaking about?

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Pillar 1: Bilingualism & Biliteracy	- Students had multiple opportunities to engage in academic discourse in the language of instruction - Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction - Students were all developing language and background knowledge around how the cultural and environmental characteristics of a place influence its economy, politics, and regional dynamics. - So that they are able to read and write about it meaningfully
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence Pg. 5	

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Pillar 1: Bilingualism & Biliteracy	How did instruction help develop students' biliteracy ?
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence Pg. 5	

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What is literacy?

SIMPLE VIEW OF READING

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

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



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



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

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What



"Constrained"
A set of finite
Typically to

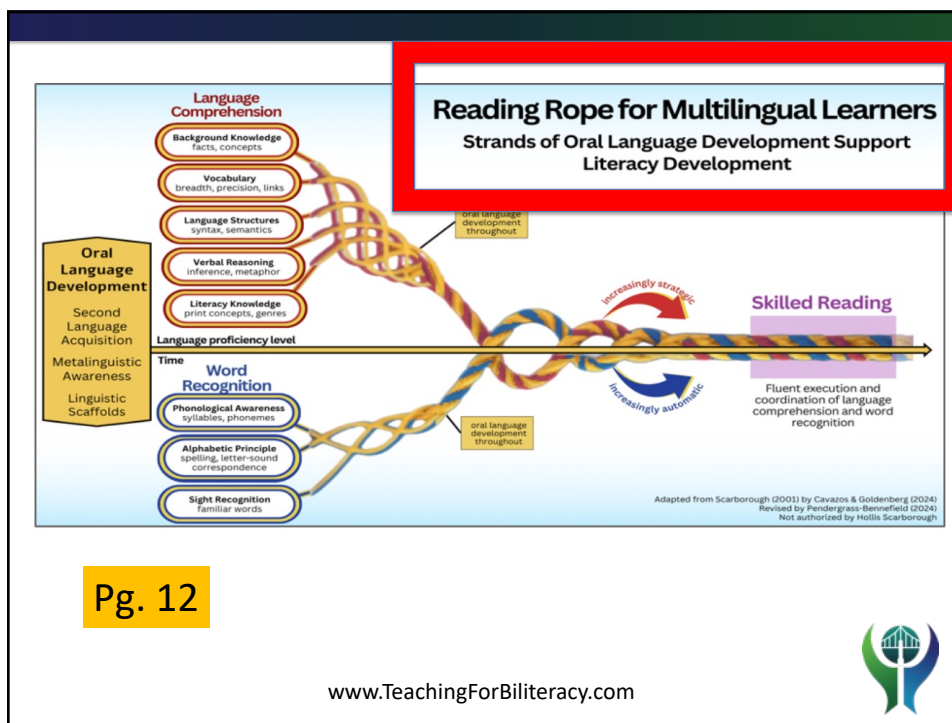


"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

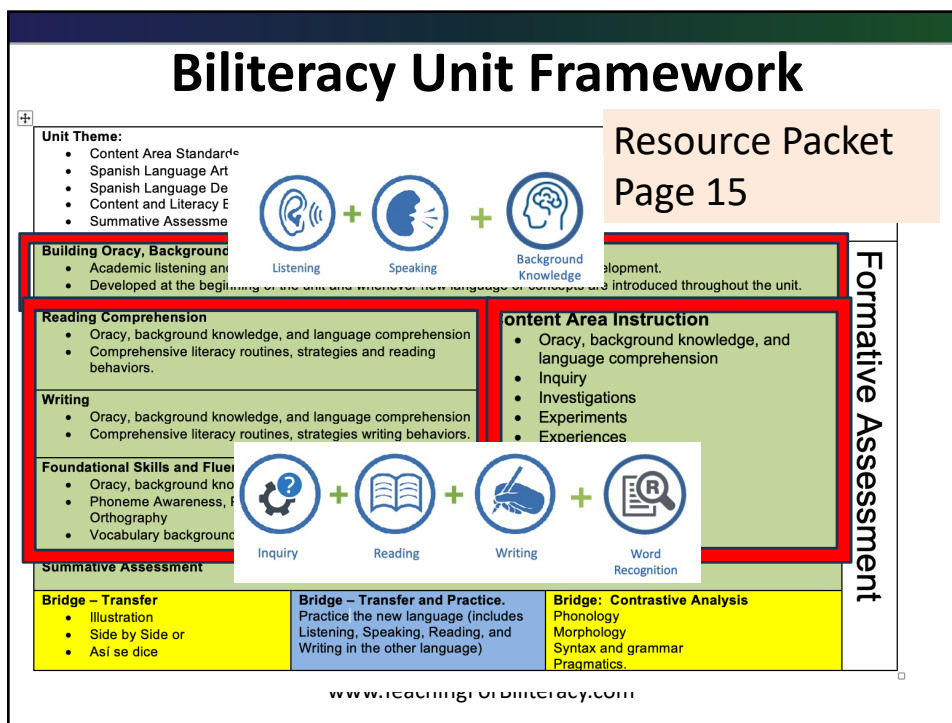
**Developing
Bilinguals need
instruction that
develops their
Language
Comprehension
first.**



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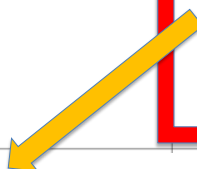


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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		



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

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

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

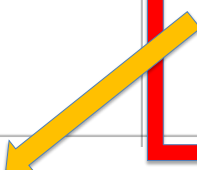
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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 2: Grade-level Academic Achievement		



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



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Observers

Big Idea:	Observations and Notes:
I want my students to understand that the environmental and cultural characteristics of a region influence its economy, politics, and relationships with others. (8.4.1; 8.4.4; 8.5.3; 8.9.6; Chronological and Spatial Thinking 1 & 3; Historical Interpretation 1, 2, 4, 6) For example: • In England, limited land, a growing population, and commercial interests contributed to economic pressures and political motivations for colonization, including the search for new resources and markets. • In the American colonies, varied geography and cultural traditions led to regional economies—such as plantations in the South and shipping/commerce in the North—which shaped different political and social priorities and fueled growing tensions with Britain. • In the early United States, geographic expansion and regional specialization (e.g., slavery-based agriculture in the South vs. small farming and industry in the North) drove debates over federal power, economic policy, and expansion.	



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Observers

Standards:	Observations and Notes:
8.4 Students analyze the aspirations and ideals of the people of the new nation. - Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. - Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	
8.5 Students analyze U.S. foreign policy in the early Republic. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	
8.9 - Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	

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Pillar 1: Bilingualism & Biliteracy	
Pillar 2: Grade Level Academic Achievement	How did instruction support students' grade-level academic achievement?
Pillar 3: Sociocultural Competence	
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- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
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- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
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- Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.	- Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom. - Understand and respond to spoken language in the classroom.
Speaking	Speaking
- Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom.	- Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom. - Communicate orally in the classroom.
Reading	Reading
- Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom.	- Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom. - Understand and respond to written language in the classroom.
Writing	Writing
- Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom.	- Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom. - Communicate in writing in the classroom.

Can Dos and Formative Assessments

High Leverage Bilingual Strategies

Strategy Name and Description	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment Concept attainment is a constructivist strategy where 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 direct) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)
Language Experience Approach (LEA) Students experience something meaningful together (go on a field trip, conduct an experiment, read a story, etc.), then, 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 history resource that may be used as a writing model and reading strategy practice, or/and meaningful application of grade-level language standards and foundational skills.	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)	- Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book) - Read like others (book)

High Leverage Bilingual Strategies



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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)			
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE			
Outcomes			
8.4.1 8.4.4 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.		
	Sensory Supports Pictures/images Total Physical Response	Graphic Supports T-chart (concept attainment) Sentence Prompts Adapter Reader's Theater – pictures in sequence	Interactive Supports Whole group Strategic partners
Student name:	Identifies examples of environmental and cultural characteristics		
	Exhibits Receptive language Las características ambientales Un lugar geográfico El clima La geografía física Los recursos naturales La flora La fauna Las características culturales Las formas de vida El idioma Las tradiciones y los costumbres Las normas sociales Los valores	Demonstrates product language	What are some key features you notice?
8 th Grade: Unit 1 H-SS/SLA: Sample Formative Assessments © Center for Teaching for Bilingual Literacy, LLC 2025 www.teachingforbilingualliteracy.com			

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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

Outcomes	
8.4.1 8.4.4 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.
Grade level standards from the unit/BUF.	
Student name:	Identify characteristics
Exhibit	language
<i>Las características ambientales</i> <i>Un lugar geográfico</i> <i>El clima</i> <i>La geografía física</i> <i>Los recursos naturales</i> <i>La flora</i> <i>La fauna</i> <i>Las características culturales</i> <i>Las formas de vida</i> <i>El idioma</i> <i>Las tradiciones y los costumbres</i> <i>Las normas sociales</i> <i>Los valores</i>	<i>La economía</i> <i>Producen</i> <i>Compran</i> <i>Venden</i> <i>Las decisiones</i> <i>Los recursos</i> <i>Las leyes</i> <i>El poder</i> <i>La política</i> <i>Comparten</i> <i>Compiten</i> <i>Como se relacionan</i> <i>Las interacciones regionales</i>

8th Grade: Unit 1 H-SS/SLA: Sample Formative Assessments © Center for Teaching for Bilingual, LLC 2025 1

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Unit Theme:

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

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

Reading Comprehension

- Oracy, background knowledge, and language comprehension
- Comprehension behaviors

Writing

- Oracy, background knowledge, and language comprehension
- Comprehension

Foundational Skills and Fluency: Word Recognition

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

Summative Assessment

Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics
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What does it mean?	What is it not?
Content obligatory language students will need: Outcomes: Students will be able to... - Identify and describe environmental characteristics. - Identify the major features and their locations. - Locate major features (Apex, Valley) on a map. - Name major powers with their features. - Describe how features influence the place. - Describe how environmental characteristics affect the place. - Explain the role of the Appalachians. - Describe the territorial expansion of the Revolution. - Use maps to show political boundaries. - Explain how the information of 1789 affects the place. - Describe how the influence affects the place. - Analyze how the shaped place of Paris (1789). - Explain how the landscape, geography of 1789, and its founding. - Describe the country's physical landscape and the first four presidents.	
Each standard is unpacked into achievable outcomes, organized from most concrete (easiest) to most abstract (hardest), which helps to plan instruction throughout the unit. further explore how physical landscape, political divisions, and territorial expansion developed through the terms of the first four presidents. geographic story). Focused on foreign diplomacy after 1789.	

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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)				
Formative Assessment 1: Initial Organizational Record Chart – SAMPLE				
Outcomes				
8.4.1 8.4.4 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.			
Sensory Supports		Graphic Supports		Interactive Supports
Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts Adapter Reader's Theater – pictures in sequence		Whole group Strategic partners
Student name:	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place	
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	
	<i>Las características ambientales</i> <i>Un lugar geográfico</i> <i>El clima</i> <i>La geografía física</i> <i>Los recursos naturales</i> <i>La flora</i> <i>La fauna</i> <i>Las características culturales</i> <i>Las formas de vida</i> <i>El idioma</i> <i>Las tradiciones y los costumbres</i> <i>Las normas sociales</i> <i>Los valores</i>		<i>La economía</i> <i>Producen</i> <i>Compran</i> <i>Venden</i> <i>Las decisiones</i> <i>Los recursos</i> <i>Las leyes</i> <i>El poder</i> <i>La política</i> <i>Comparten</i> <i>Compiten</i> <i>Como se relacionan</i> <i>Las interacciones regionales</i>	
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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)				
8.4.1 8.4.4 C&ST 3	Outcomes - Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.			
	Sensory Supports		Graphic Supports	
	Total Physical Response		Sentence Prompts Adapter Reader's Theater – pictures in sequence	
Interactive Supports		Strategic partners		
Student name:	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place	
	Exhibits Receptive language <i>Las características ambientales</i> <i>Un lugar geográfico</i> <i>El clima</i> <i>La geografía física</i> <i>Los recursos naturales</i> <i>La flora</i> <i>La fauna</i> <i>Las características culturales</i> <i>Las formas de vida</i> <i>El idioma</i> <i>Las tradiciones y los costumbres</i> <i>Las normas sociales</i> <i>Los valores</i>	Demonstrates productive language	<i>Los recursos</i> <i>Las leyes</i> <i>El poder</i> <i>La política</i> <i>Comparten</i> <i>Compiten</i> <i>Como se relacionan</i> <i>Las interacciones regionales</i>	Did my students achieve any of these outcomes?
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Unit Theme:			Formative Assessment
- 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.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences		
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.			
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics			
Summative Assessment			
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics	
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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)				
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE				
8.4.1 8.4.4 C&ST 3	Outcomes - Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.			
	Sensory Supports		Graphic Supports	Interactive Supports
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts Adapter Reader's Theater – pictures in sequence	Whole group Strategic partners
Student name	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place	
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1. With your partner, one person be the teacher and one be the student.
2. Teachers: use the formative assessment document to annotate what language the student can demonstrate receptively and productively.
3. Switch roles.



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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

Outcomes									
8.4.1 8.4.4 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.								
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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)

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

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

Yes!

Perhaps whole group first with volunteer leaders.
Then in strategic partnerships.

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Professional Learning Communities

DuFour's PLC Key Questions:

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

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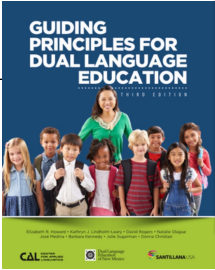
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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural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

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

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Pillar 1: Bilingualism & Biliteracy		A term encompassing identity development, cross-cultural competence, and multicultural appreciation
Pillar 2: Grade Level Academic Achievement		
Pillar 3: Sociocultural Competence Pg. 5		

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Pillar 1: Bilingualism & Biliteracy	
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence Pg. 5	How did the sentence frames/prompts help students progress toward the goal of sociocultural competence?

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¿Puedo sacar las imágenes de la bolsa?	¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?	¡Por supuesto! Dame algunas y te ayudo.

Esta imagen representa....	Estoy de acuerdo contigo porque...	Veo por qué lo dices. Sin embargo, yo opino que...	Estoy de acuerdo en lo que dijiste sobre ..., pero no tanto enporque....
El movimiento que le corresponde es....			
¿Qué opinas?	¿Qué piensas? Ahora es mi turno.		

Tomar turnos con todas las imágenes.



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

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

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

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High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Real-life objects (realia)	Charts	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>			- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

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High Leverage Biliteracy Strategies

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Notes:

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Notes:

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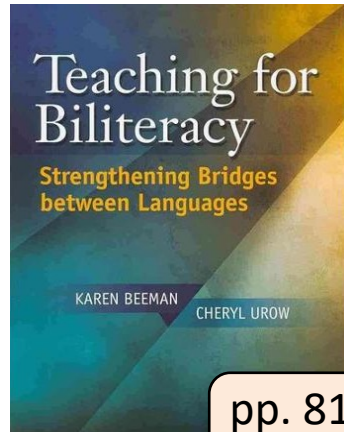
High Leverage Biliteracy Strategies Page 1

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Concept Attainment

with Sentence Prompts and TPR



pp. 81,
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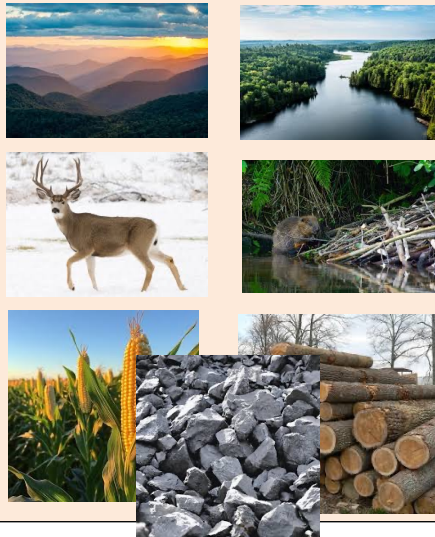
Students use visuals and sentence prompts to identify the concept. New vocabulary is introduced with visual and kinesthetic support to support meaning.

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Las características ambientales



Las características culturales



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

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High Leverage Biliteracy Strategies

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Notes:

Sorted photographs to decipher between environmental and cultural characteristics.

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










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











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A	B	C

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Conversaciones académicas	
Pareja A	Pareja B
Lo que observo en la imagen de la columna ____ es...	¡Oh sí! También quisiera agregar que....

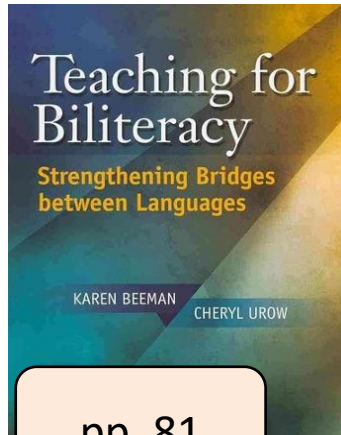
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Conversaciones académicas	
Pareja A	Pareja B
Lo que observo en la imagen de la columna ____ es...	¡Oh sí! También quisiera agregar que....
Pienso que las tres columnas se relacionan porque...	Adicionalmente se puede decir que...
Observo que las imágenes en la columna ____ son ____.	O, entonces podemos predecir que todas las imágenes en la columna ____ están agrupados porque..

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Adapted Readers Theater (ART)

with TPR



pp. 81

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

Through the teacher's narration, and the interaction and movement of students, the concepts and vocabulary are previewed.



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

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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students act out the narrative. This provides the text with a specific movement. While there is not as much of an emphasis on associating specific vocabulary with a specific movement.	Sensory Supports	Graphic Supports	Interactive Supports
	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In a whole group - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity.	Notes: • Meaningful Frame (i.e., content and unit theme)		

Teaching for Biliteracy Book: page 81

Teaching for Biliteracy Book: page 82 & 136

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High Leverage Biliteracy Strategies Page 2

For high leverage biliteracy strategies, scan the QR Code!



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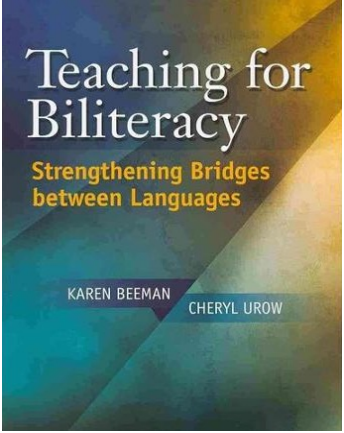
Strategy Name and Description		Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.		Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Teaching for Biliteracy Book: page 81		© WIDA Language Development Standards		
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity.		Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Teaching for Biliteracy Book: page 82 & 136		© WIDA Language Development Standards		
		leverage biliteracy strategies, scan the QR Code!		

High Leverage Biliteracy Strategies Page 2

more high

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Fish Bowl



Teaching for Biliteracy
Strengthening Bridges between Languages
KAREN BEEMAN CHERYL UROW

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

p. 82 & 136

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

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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students act out the narrative. This provides the text with a specific movement. While there is not as much of an emphasis on associating specific vocabulary with a specific movement.	Sensory Supports	Graphic Supports	Interactive Supports
	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In 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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Teaching for Biliteracy Book: page 81

Teaching for Biliteracy Book: page 82 & 136

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High Leverage Biliteracy Strategies Page 2

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High Leverage Biliteracy Strategies

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

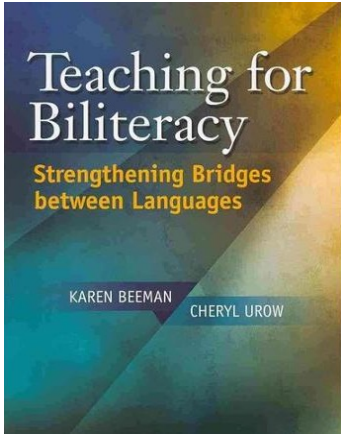
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest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

High Leverage Biliteracy Strategies Page 1

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



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

p. 94 &
pp. 104 -
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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Videos & Films • Broadcasts • Models & figures		• sites) or software programs • In the native language (L1) • With mentors
Notes:			
© WIDA Language Development Standards			
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	• 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
Notes:			

High Leverage Biliteracy Strategies Page 1

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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
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Notes:			
© WIDA Language Development Standards			
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Notes:			

High Leverage Biliteracy Strategies Page 1

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Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In a whole group • 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)			
			
For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!			

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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 traditional strategy where the teacher provides a definition and examples.	- Real-life objects (realia) - Manipulatives - Pictures & photographs	- Charts - Graphic organizers - Tables	- In pairs or partners - In triads or small groups - In a whole group

High leverage biliteracy strategies...

Teachers:
Instruction

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

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

language standards and foundational skills.

Teaching for Biliteracy Book: page 94 & 104-105

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Agenda:

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

Day 1 Closure and Exit Ticket



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Individual or Team Planning for Next Steps

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

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Institute Resource Packet

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Handouts and Presentation Slides on Teaching for Biliteracy Website	https://www.teachingforbiliteracy.com/handouts 
Center for Teaching for Biliteracy Reference List	https://bit.ly/4aepEbX 
Biliteracy Strategies Glossary	https://www.teachingforbiliteracy.com/biliteracy-strategies-glossary 
Three Linguistic Spaces	https://www.teachingforbiliteracy.com/three-linguistic-spaces 
Supporting Newcomers	https://bit.ly/T4BNewcomers 
A Systems Approach to Teaching for Biliteracy: Digital Tools	Splash Page https://bit.ly/T4BHandbook 
Final Session Evaluation Form	bit.ly/3QtcW4Q 

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Teaching for Bilingual Summer Institute Overview		
Tuesday, June 23, 2026	Wednesday, June 24, 2026	Thursday, June 25, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Bilingual Programs - The Bilingual 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 - Bilingual 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 band: PK-2 nd grade; 3 rd -5 th grade; secondary: 6 th - 12 th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy, and the Summative Assessment	

Institute Overview
Page 4
Resource Packet

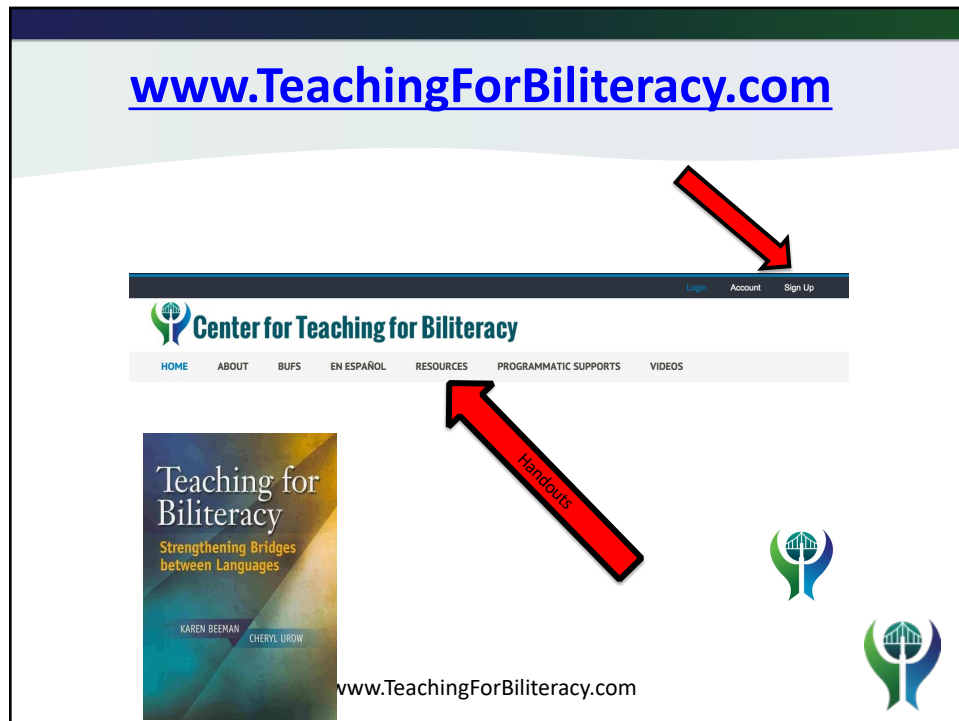


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Bilingual Unit Framework		
Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		Resource Packet Page 15
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		Formative Assessment
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge: Honor - Illustration - Side by Side or - As I see dice	Bridge: Honor and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis - Phonology - Morphology - Syntax and grammar

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



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

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Exit Ticket

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

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