

Dual Language Programs in Action: Planning and Implementation



June 10, 2026

Lloyd Elementary School - CPS

Karen Beeman

Center for Teaching for Biliteracy

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Agenda:

- Debrief Sample Instruction
- Sample Instruction Part 2: Content, literacy, and the summative assessment
- Reflection and Application
- Teacher and Student Language Use
- Research on Dual Language Programs

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Professional Learning Expectations

- Participate actively and meaningfully
- Avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice
- Flexible mind – be open to new ideas-
Growth mindset

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Exit Ticket

My biggest
takeaway from
yesterday's
session is...

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New Strategy: Stand and Pair

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Setting up the Biliteracy Learning Environment

- Each language has its own dedicated space (relevant only to a 1 teacher model)
- Every Biliteracy classroom includes the Bridge
- Teachers use different colors for each language
- Teachers visually indicate the language of instruction

One Teacher Model

Two Teacher Model – Spanish

Two Teacher Model – English

Gallery Walk

The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

Spanish	The Bridge	English
- Teacher maintains Spanish - Students maintain Spanish (teacher scaffolds with language learning supports) - Materials, instruction and assessments are in Spanish - Literacy instruction is in Spanish - Content in Spanish (Science, Social Science, and/or Math – following the Language and Content Allocation Plan)	- Planned moment at the end of a unit (and after summative assessment) when the teacher brings the two languages together for transfer and contrastive analysis. - Bridging is when teachers guide students in making cross-linguistic connections in each language, during the unit of instruction using contrastive analysis (AKA cross-linguistic connection) charts created during the Bridge or created during the unit.	- Teacher maintains English - Students maintain English (teacher scaffolds with language learning supports) - Materials, instruction and assessments are in English - Literacy instruction is in English - Content in English all year (Science, Social Science, and/or Math – following the Language and Content Allocation Plan) - For newcomers (Spanish speakers new to English in grades 2 and up), mediated and personalized use of Spanish.

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High-Leverage Biliteracy Strategies				
Strategy name and description	L	S	R	W
Closed Sort-Structured Talk: Deditos, TPR,partners and sentence prompts, visuals,	X	X	X	
Numbered-Heads Together				
Stand and Pair (Thursday)				
Agree / Disagree Chart (Thursday)				
Concept Attainment				
Adapted Readers' Theater				
Fishbowl				
Picture Sort with Sentence Prompts				

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Strategy name and description	L	S	R	W
Closed Sort-Structured Talk: Deditos, TPR,partners and sentence prompts, visuals,	X	X	X	
Numbered-Heads Together	X	X		
Stand and Pair (Thursday)				
Agree / Disagree Chart (Thursday)	X			
Concept Attainment	X	X		
Adapted Readers' Theater	X	X		
Fishbowl	X	X		
Picture Sort with Sentence Prompts	X	X	X	

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Meeting the needs of a variety of students

- How did this instruction meet the needs of?:
 - Carmen
 - Antonio
 - Hannah
 - Paulo

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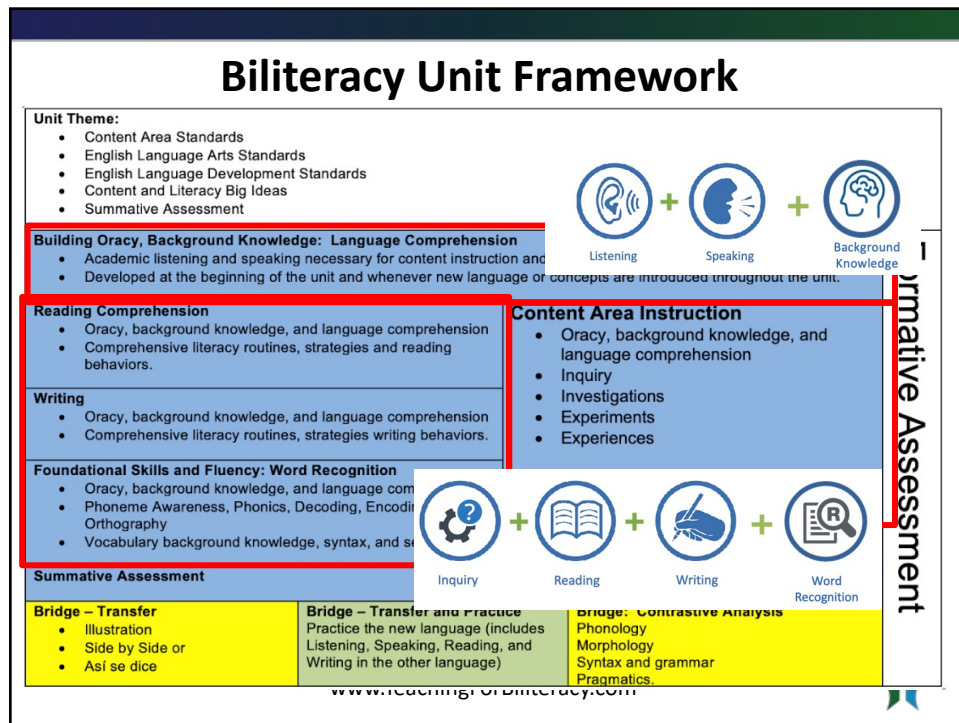
Defining Biliteracy Instruction

Engages all students actively and meaningfully using active engagement strategies	Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.
Includes a meaningful frame for learning : integrating content or a universal theme with language and literacy	Strategically plans for the three linguistic spaces : Spanish, the Bridge, English

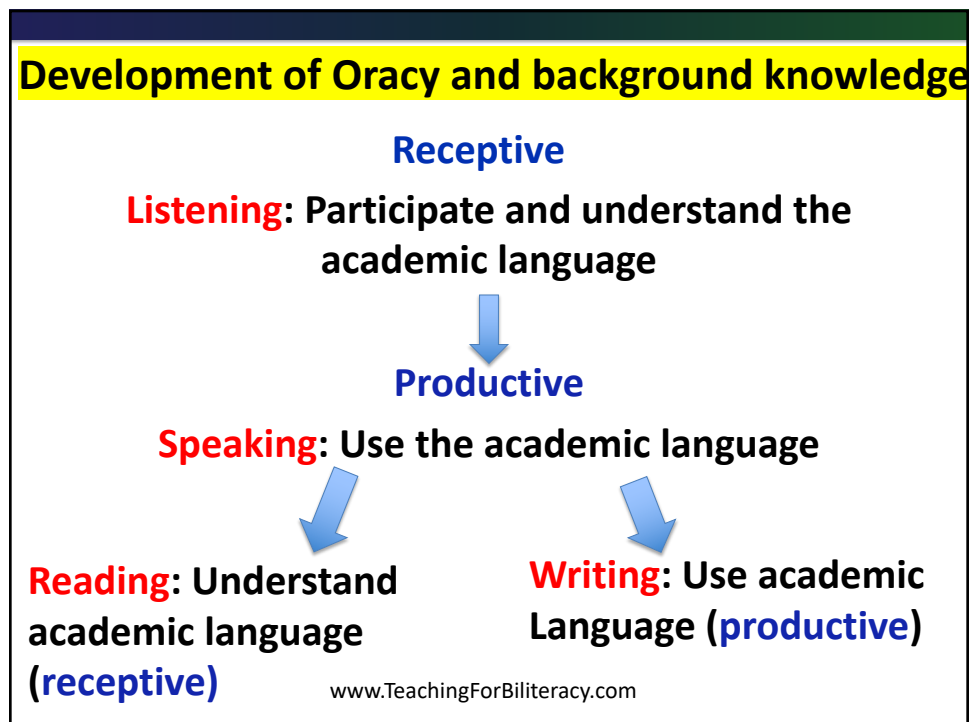
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Development of background knowledge

Concrete: Introduction of concepts

Understand through the use of
realia, images, experiences, etc.



Apply and practice the concepts

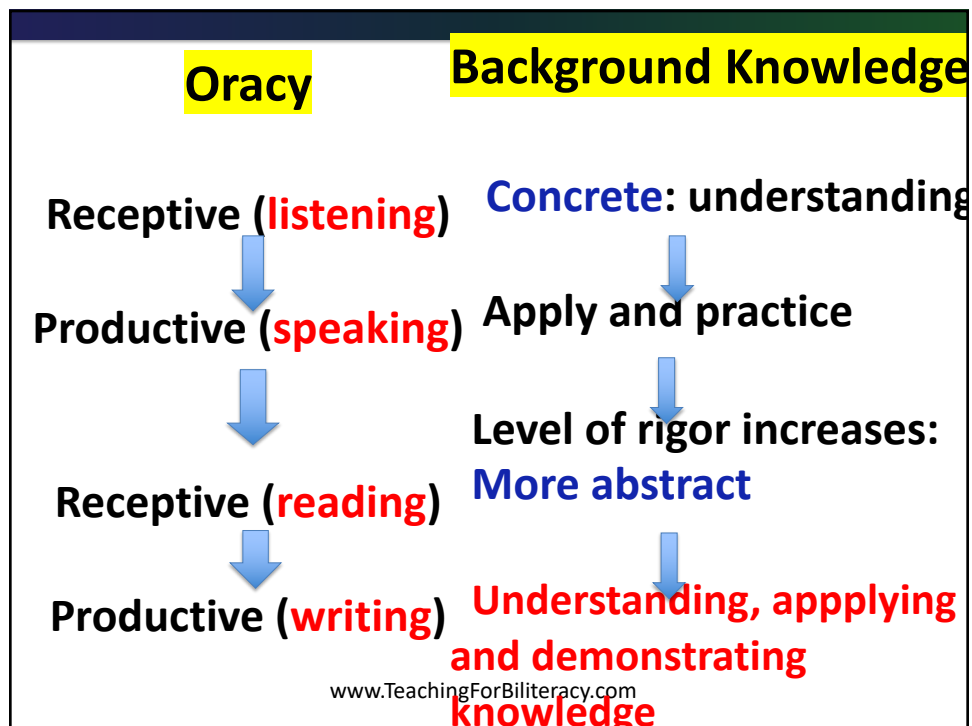


More abstract: Increase rigor

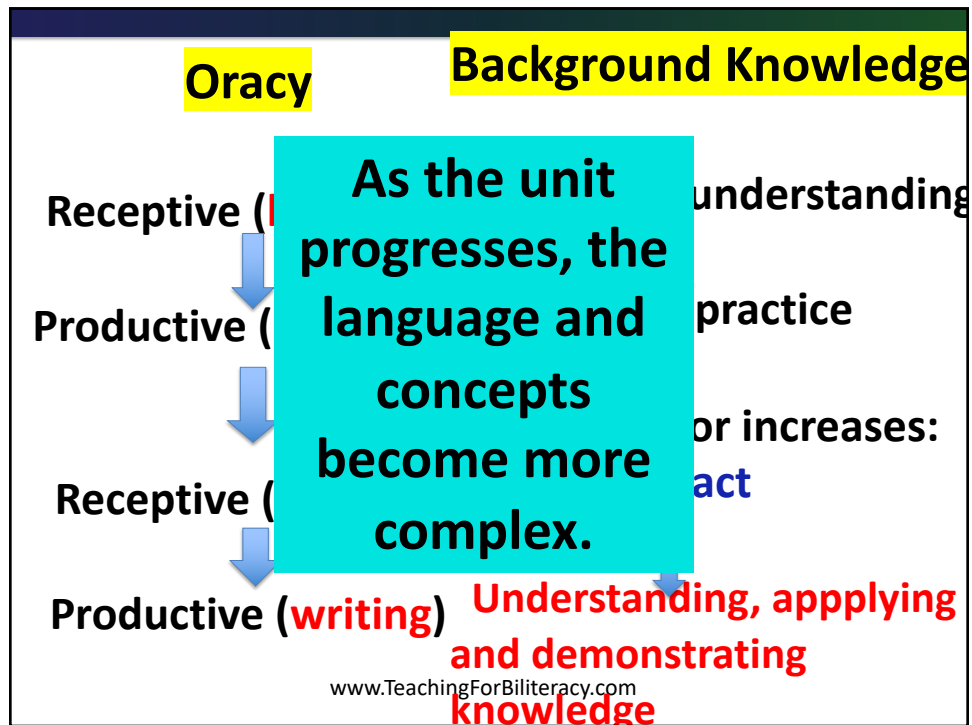
Understand, apply and practice through inquiry,
Reading and writing

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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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Notes:

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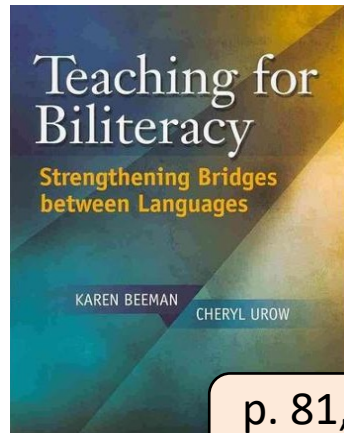
High Leverage Biliteracy Strategies Page 1

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Concept Attainment

with Sentence Prompts and TPR



p. 81,
82

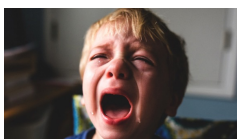
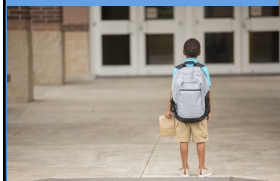
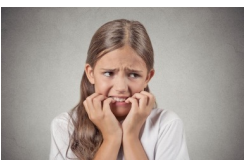
Students use visuals and sentence prompts to identify the concept.

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

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Events	Emotions
 	 happy  sad
 	 excited  mad
	 scared

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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 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:

Could sort photographs to decipher between events and emotions.

Can be sorting of manipulatives or realia.

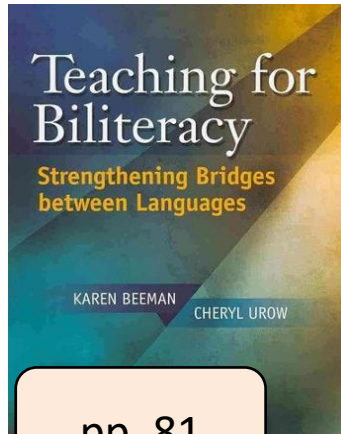
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Adapted Readers Theater (ART)

with TPR



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

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

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Our face

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

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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. <i>Teaching for Biliteracy Book: page 81</i>		<table border="1"> <thead> <tr> <th>Sensory Supports</th> <th>Graphic Supports</th> <th>Interactive Supports</th> </tr> </thead> <tbody> <tr> <td> - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures </td> <td> - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines </td> <td> - In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors </td> </tr> </tbody> </table> © WIDA Language Development Standards			Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
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		For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!								

High Leverage Biliteracy Strategies Page 2

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

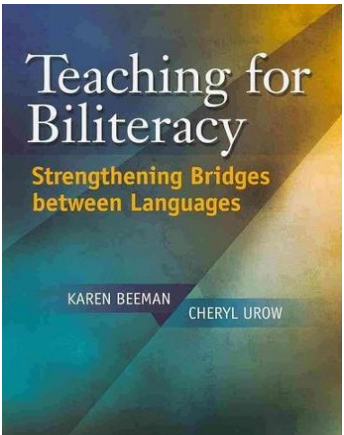
High Leverage Biliteracy Strategies Page 2

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Fish Bowl



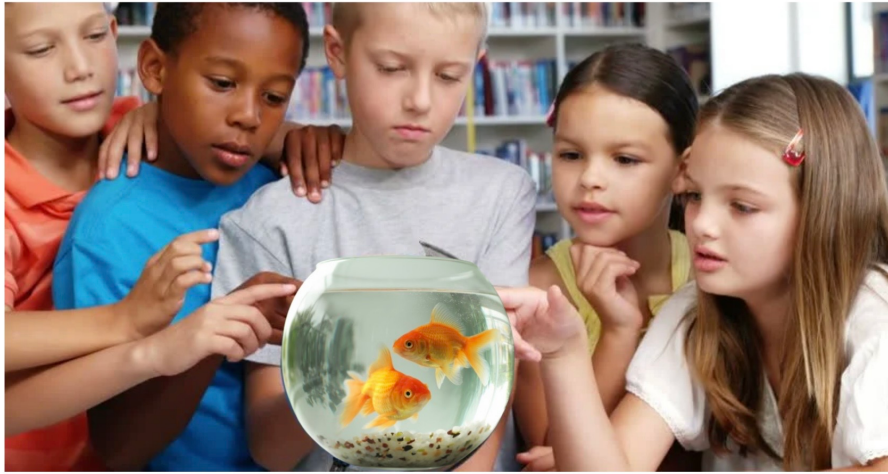
Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136

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A:

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

B:

This child also looks _____ because _____.

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Teaching for Biliteracy Book: page 82 & 136

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Teaching for Biliteracy Book: page 82 & 136

Notes:

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

High Leverage Biliteracy Strategies Page 2

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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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High leverage biliteracy strategies should also be used in Spanish ...
Instruction in dual language looks the same in Spanish and in English.

Teaching for Biliteracy Book: page 94 & 104-105
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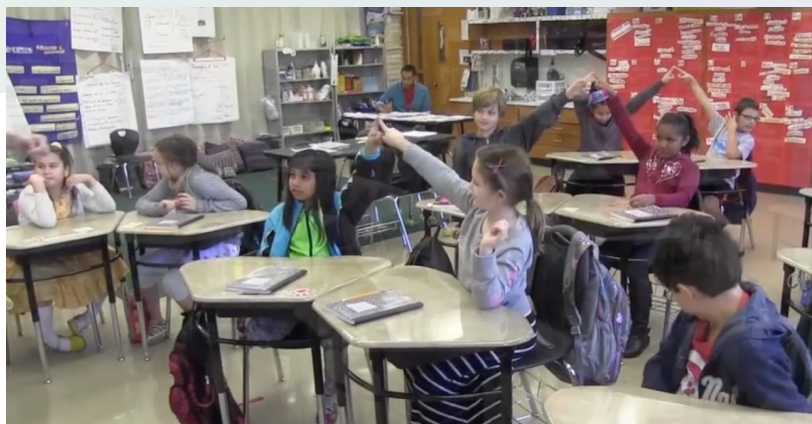
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4th Grade Science and ALE

- Look for evidence of the 3 pillars
- Look for evidence of students actively and meaningfully engaged
- Look for the “meaningful frame”
- Look for strategies we used yesterday
- Look especially at the development of oral language and how important it is for student learning.

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Video – 4th graders developing oracy and background knowledge for reading and writing. On the videos page of the Teaching for Biliteracy website.

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Kinder: Science and ELA

- Look for evidence of the 3 pillars
- Look for evidence of students actively and meaningfully engaged
- Look for the “meaningful frame”
- Look for strategies we used yesterday
- Look especially at the importance of oral language in learning how to read and write.

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Text from Kindergarten Video

Living things change and grow.

Non-living things don't because 'non' means NO!

Living things need food and air;

they can be found anywhere!

Living things reproduce, too.

The little ones look like the old ones do!

Changes happen to living things.

They adapt to the challenges our world brings!



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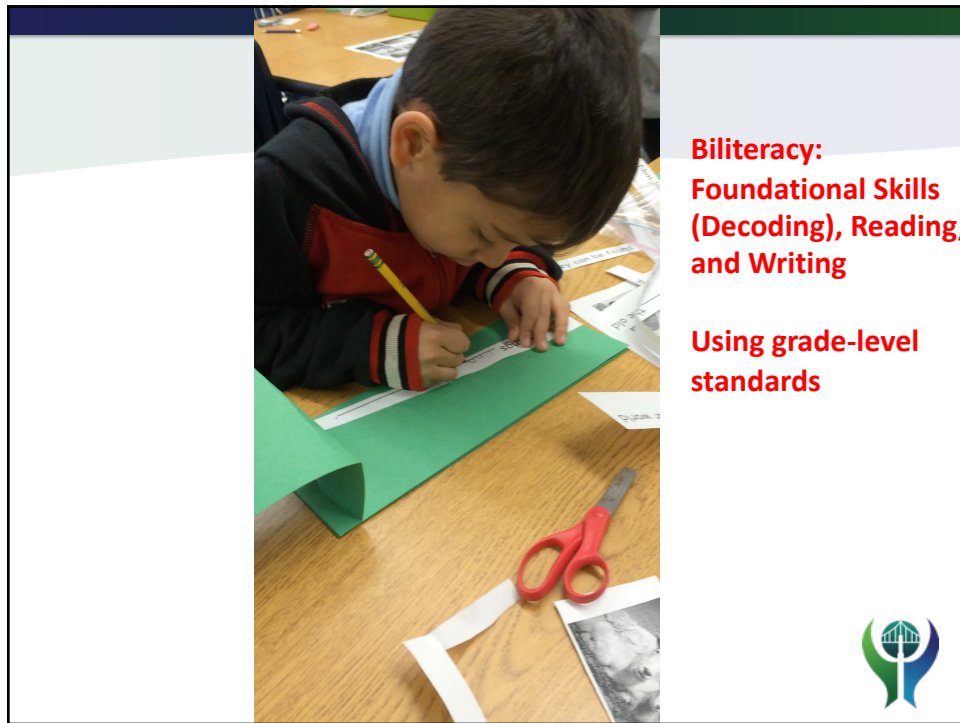


Bilingualism: Oracy, Background Knowledge

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Let's practice using the CAN Dos

- Andy
- Ben

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TK – K: English Language Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., "stand up"; "sit down") - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions	Level 6 - Reaching
SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., "Where is Sonia?") - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., "What will happen next?") - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons	

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TK – K: English Language Proficiency Levels

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

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Descripción de Habilidades: Grados Escolares 1-2

Isabel: All 4 domains

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

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	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	- Identificar símbolos, íconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	Nivel 6 - Alcanzando

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/ frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/ frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	Nivel 6 - Alcanzando

Baseline

First Trimester

Second Trimester

Third Trimester

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Sample Student Profile for: Isabel – All 4 domains



CAN DO Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Follow simple directions (e.g., "This is pencil.") - Identify elements of everyday objects as heard or orally (e.g., in books) - Identify real-life objects - Identify concepts expressed with vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match and reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language
SPKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "bigger")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retail simple stories from picture cues - Sort and explain grouping of objects (e.g., link v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retail stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade-level - Initiate conversation with peers and teachers

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

Baseline First Trimester Second Trimester Third Trimester

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Sample Student Profile for: Isabel (continued)



CAN DO Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-tough labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., "as big as a house")
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from books or walls - Complete modeled sentence starters (e.g., "I like ____") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences

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

Baseline First Trimester Second Trimester Third Trimester

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Lesson Planning Guide



CAN DO Descriptors: Grade Level Cluster 3-5

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to named pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawing) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videotape, multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios
Speaking	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Retate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Retell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)

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

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Lesson Planning Guide (continued)



CAN DO Descriptors: Grade Level Cluster 3-5

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky")	- Interpret information or data from charts and graphs - Identify main idea and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tale) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main idea - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level
Writing	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make comparisons using real-life or visually-supported materials	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports

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

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Domain of Writing: Side-by-Side

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	
	Baseline	First Trimester	Second Trimester	Third Trimester		

WRITING						Thinking
	• Copy written language • Use first language (L1, when L1 is a medium of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures	• Provide information using graphic organizers • Generate lists of words/phrases from banks or walls • Complete modeled sentence starters (e.g., "I like ____") • Describe people, places, or objects from illustrated examples and models	• Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	• Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	

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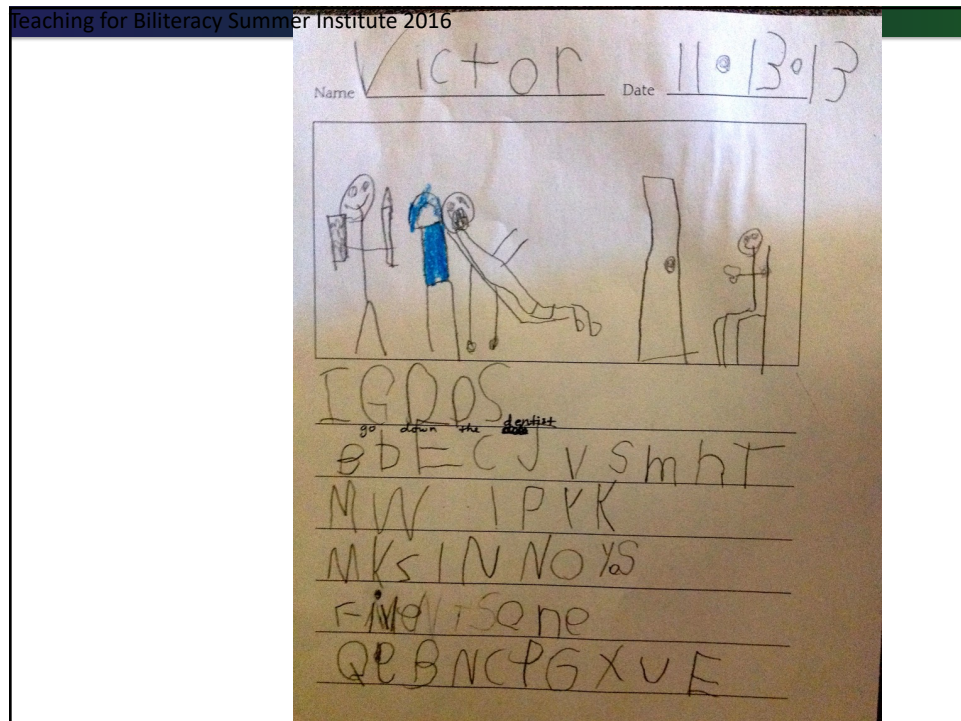
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Victor – Writing in English

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
• Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay)	• Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters	• Communicate using letters, symbols, and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations	• Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text	• Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences

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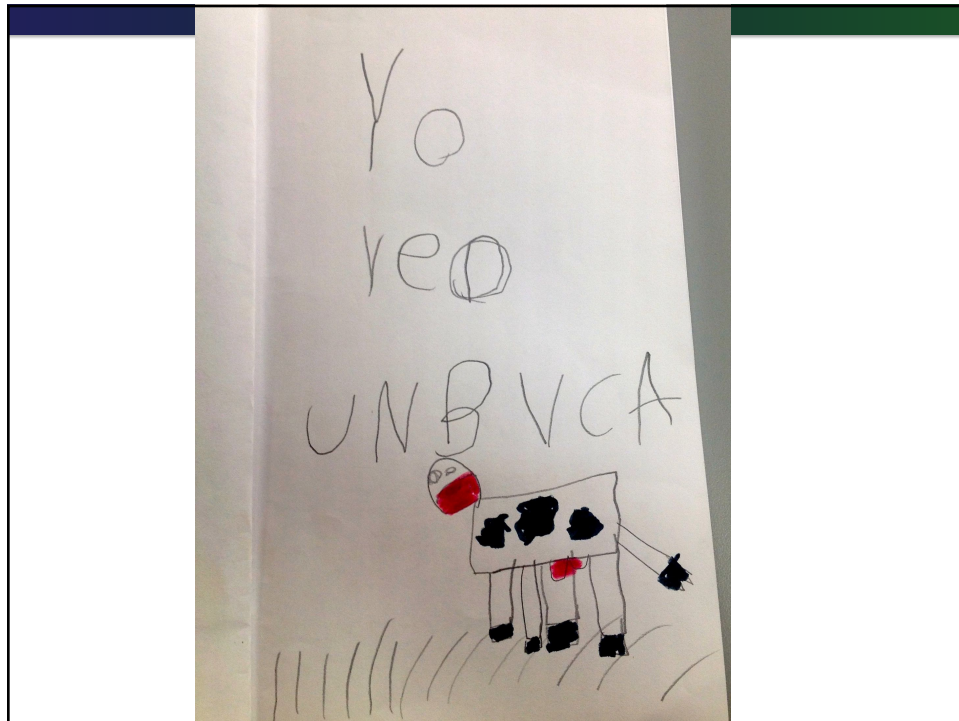
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Victor – Writing in English

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
• Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay)	• Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters	• Communicate using letters, symbols, and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations	• Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text	• Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences

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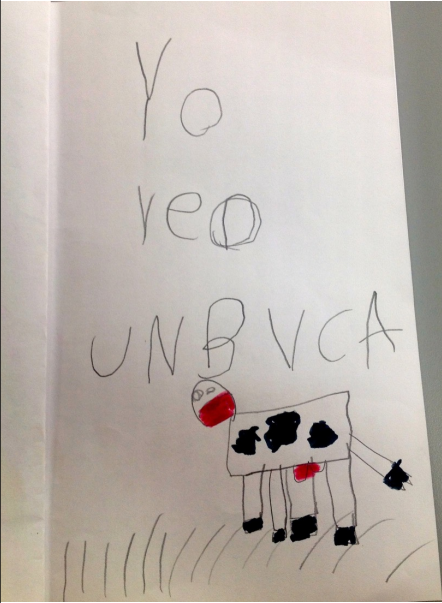
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Victor – Escritura en español

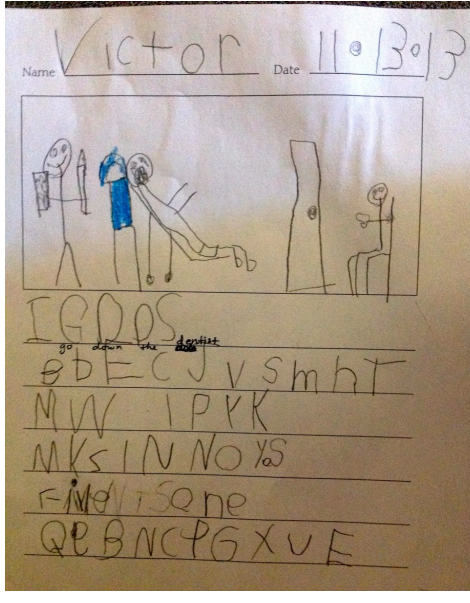
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging	
ESCRIBIR	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer "cartas" ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer "libros de cuentos" con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas	Nivel 5 - Alcanzando

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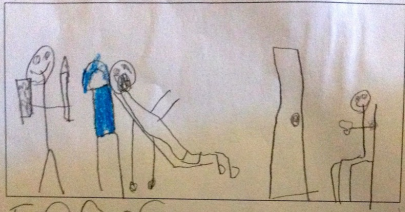
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Yo
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Name Victor Date 11/13/13



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Español					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Level 5 Bridging
ESCRIBIR	- Dibujar y escribir garabatos - Circular o subrayar palabras, símbolos y números - Trazar figuras y letras - Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)	- Conectar lenguaje oral con lo escrito - Reproducir letras, símbolos, y números siguiendo modelos en un contexto - Copiar íconos conocidos de la escritura en el medioambiente - Dibujar objetos siguiendo modelos y etiquetar con letras	- Comunicarse usando letras, símbolos, y números de un contexto - Hacer "cartas" ilustradas con combinaciones de letras - Hacer conexiones entre lo hablado y lo escrito - Reproducir palabras conocidas de ilustraciones etiquetadas	- Producir símbolos y letras que son asociados con dibujos - Dibujar y usar palabras para contar un cuento - Etiquetar personas y objetos conocidos de un modelo - Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente	- Crear representaciones con contenidos académicos a través de dibujos y palabras - Hacer "libros de cuentos" con dibujos y palabras - Producir palabras/frases independientemente - Recontar experiencias de la vida diaria usando frases/oraciones cortas

English					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated "notes" and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make "story books" with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

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What type of instruction (strategies) would help Victor reach in English, what he can do in Spanish?

Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</i>	Sensory Supports	Graphic Supports	Interactive Supports
	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Notes: Meaningful Frame (i.e., content and unit theme)			
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.	Sensory Supports	Graphic Supports	Interactive Supports
	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- In pairs or partners - In triads or small groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Notes: © WIDA Language Development Standards			

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Agenda:



Debrief Sample Instruction

- **Sample Instruction Part 2: Content, literacy, and the summative assessment**
- Reflection and Application
- Teacher and Student Language Use
- Research on Dual Language Programs

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