

Sample Dual Language Instruction: Part 1



June 9, 2026
Lloyd Elementary School, CPS

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Professional Learning Expectations

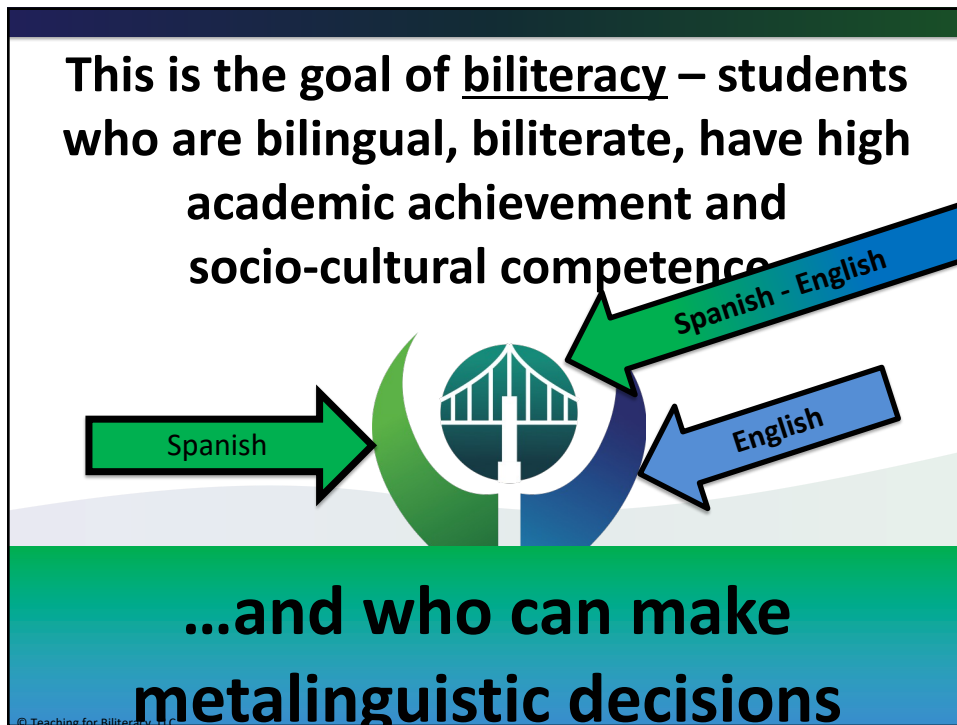
- Participate actively and meaningfully
- Please avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice

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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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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts English to Spanish: Language Arts, Social Justice, as needed	Language Arts (Through Universal Themes)
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts English to Spanish: Language Arts, Social Justice, as needed	Language Arts (Through Universal Themes)
1 (70/30)			

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Biliteracy Unit Framework		
Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension • Academic listening and speaking necessary for content instruction and literacy development. • Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	Content Area Instruction • Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	Formative Assessment
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)	

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Formative Assessment

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	
8:20 – 10:45	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS/Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	SPANISH
11:15 – 12:00	Specials	If possible, half are offered in Spanish and half in English
12:00 – 12:45	Lunch & Recess	Student choice
12:45 – 2:00	Math in Spanish - Oracy development - Math skills and practice	SPANISH
2:00 – 3:00	English Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Experiences - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH

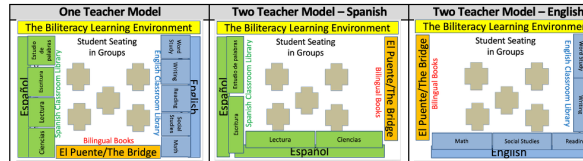
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Setting up the Biliteracy Learning Environment

- 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

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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.

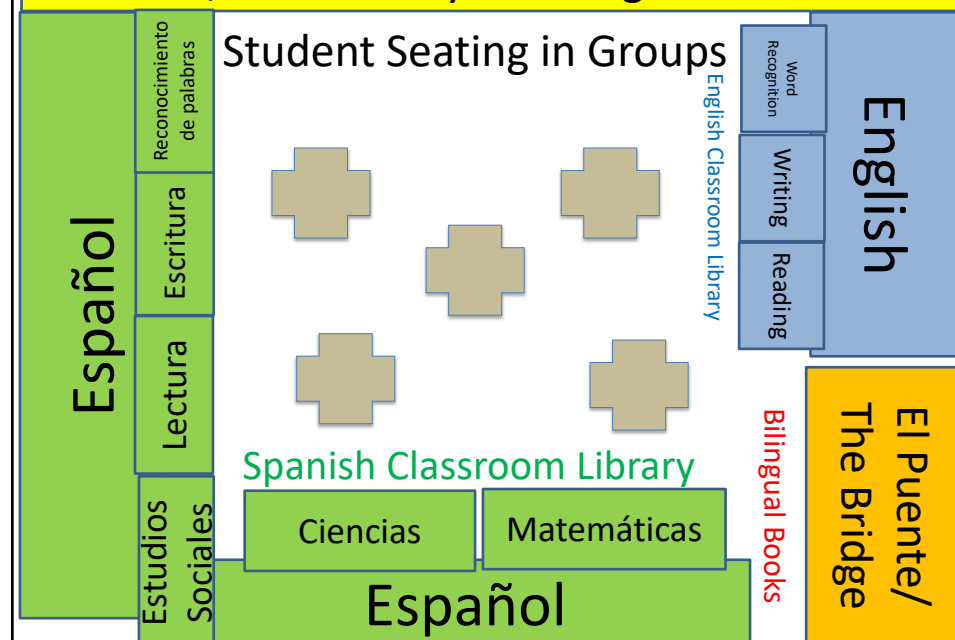
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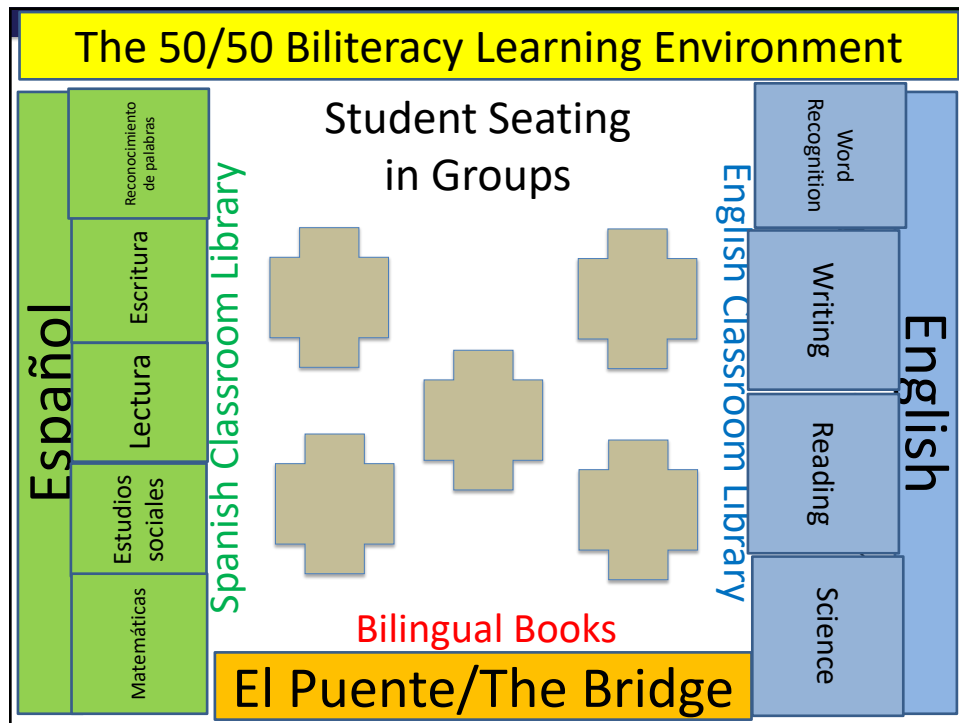


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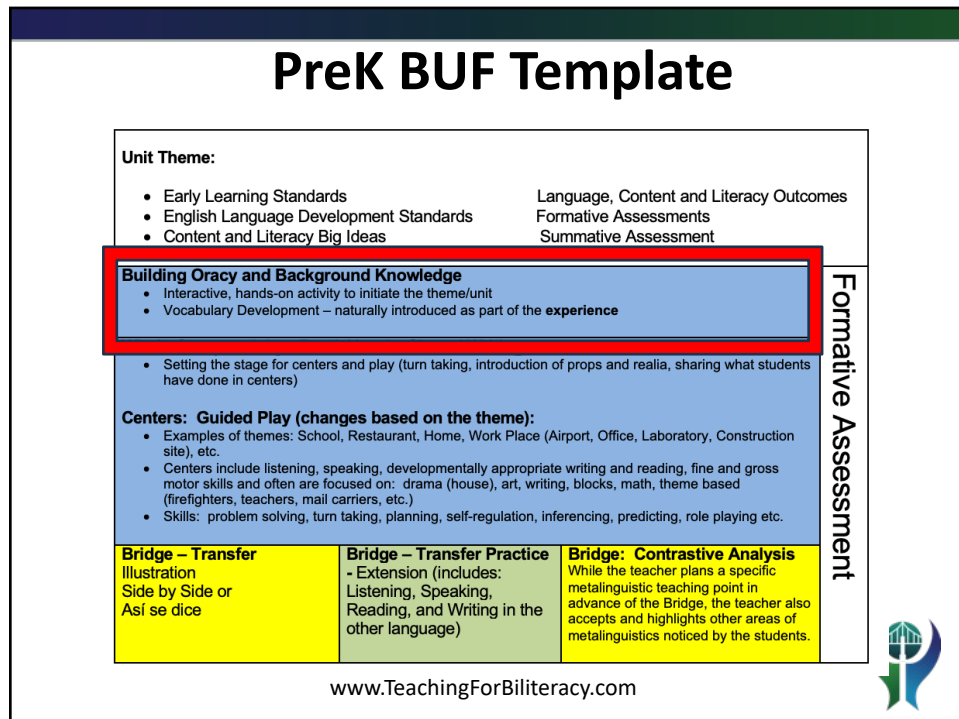
The 80/20 Biliteracy Learning Environment



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Sample PreK Full-Day Schedule 80/20

Full day – 395 total minutes – 50 min rest = 345 instructional minutes

Approximately:

- 276 Spanish minutes
- 69 English minutes

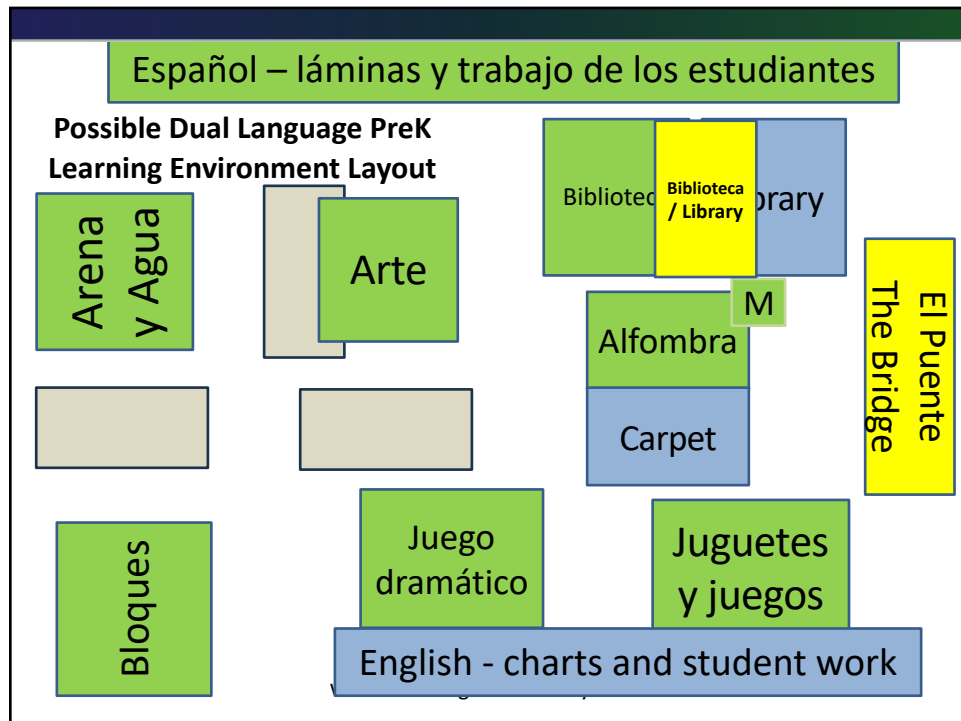
Page 19 of
Resource Packet

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

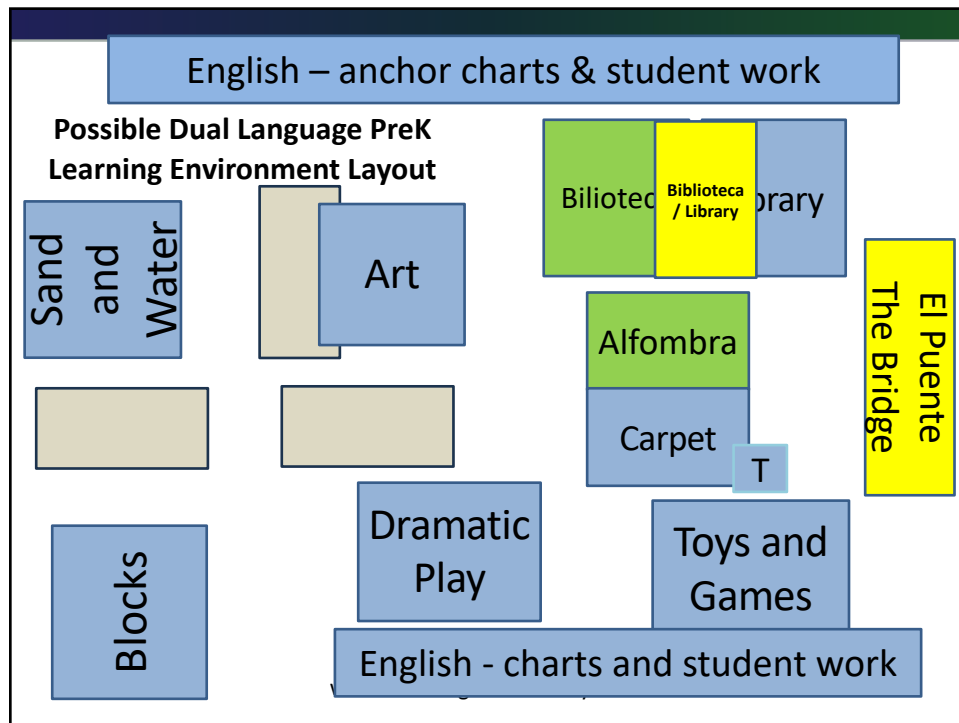
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Strategic Pairing and Grouping

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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WIDA CAN Dos – They are a tool for determining what students CAN DO.



Can Do Descriptors: Grade Level Cluster PreK-K

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

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

English Language Proficiency

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three

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	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
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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Desarrollo del lenguaje en español

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios - Señalar dibujos mencionados de un contexto - Responder a instrucciones verbales con movimientos físicos - Encontrar personas familiares en lugares descritos verbalmente	- Clasificar dibujos u objetos siguiendo instrucciones verbales - Emparejar dibujos, objetos, o movimientos con instrucciones verbales - Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate) - Identificar patrones/pautas simples descritos/as verbalmente - Responder con gestos a canciones o cuentos modelados por el maestro	- Seguir instrucciones verbales de dos pasos un paso al tiempo - Hacer dibujos como respuesta a instrucciones verbales - Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) - Actuar canciones y cuentos con gestos	- Encontrar dibujos siguiendo descripciones verbales - Seguir instrucciones verbales y comparalas a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") - Distinguir entre lo que pasa antes o después en actividades verbales o cuentos - Actuar en respuesta a cuentos leídos en voz alta	- Ordenar dibujos de eventos de acuerdo a lenguaje secuencial - Organizar objetos o dibujos de acuerdo a discurso descriptivo - Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar - Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	Nivel 6 - Alcanzando
HABLAR	- Identificar personas u objetos en cuentos cortos ilustrados - Repetir palabras, frases simples - Contestar preguntas de "sí o no" acerca de información personal - Nombrar objetos en el salón y objetos diarios	- Recontar algunos hechos de cuentos cortos ilustrados - Describir dibujos, objetos en el salón o personas familiares usando frases simples - Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) - Completar frases en rimas o canciones	- Recontar cuentos cortos narrados a través de dibujos - Repetir oraciones de rimas o cuentos con patrones - Hacer predicciones (ejemplo: "¿Qué pasará después?") - Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	- Recontar cuentos narrativos a través de dibujos detallados - Cantar líricas repetitivas independientemente - Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) - Indicar relación espacial de objetos reales usando frases u oraciones cortas	- Contar cuentos originales con detalles emergentes - Explicar situaciones (ejemplo: incluir sentimientos) - Ofrecer opiniones personales - Expresar con razones los gustos, disgustos, o preferencias	Nivel 6 - Alcanzando

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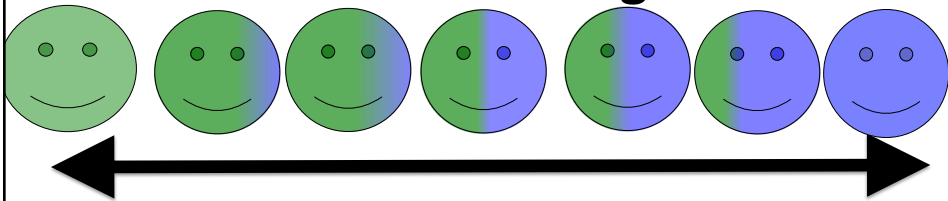
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Bridging	
LEER	- Emparejar iconos y símbolos con los dibujos que corresponden - Identificar el nombre escrito - Encontrar palabras y dibujos que emparejan - Encontrar objetos de vida real en el salón	- Emparejar ejemplos de la misma escritura - Distinguir entre diferentes tipos de escritura (ejemplo: letras y símbolos) - Demostrar conceptos de escritura (ejemplo: movimiento de izquierda a derecha, principio/fin o la parte de arriba/abajo de la página) - Emparejar dibujos etiquetados con los que están ilustrados	- Usar dibujos para identificar palabras - Clasificar visuales de acuerdo a etiquetas o iconos (ejemplo: animales versus plantas) - Demostrar conceptos de escritura (ejemplo: título, autor, ilustrador) - Clasificar dibujos etiquetados por atributo (ejemplo: número, inicial, sonido)	- Identificar algunas palabras con alta frecuencia en un contexto - Ordenar una serie de dibujos etiquetados descritos verbalmente para contar cuentos - Emparejar dibujos con frases/oraciones cortas - Clasificar dibujos etiquetados por dos atributos (ejemplo: tamaño y color)	- Encontrar vocabulario relacionado con la escuela - Diferenciar entre dos letras, palabras y oraciones - Junta palabras para hacer oraciones cortas - Indicar características de palabras, frases, u oraciones que son iguales y diferentes	Nivel 6 - Alcanzando
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 iconos 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 6 - Alcanzando

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

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



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

But not much longer!

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

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Strategic Pairing In the Classroom

1 → 4

2 → 5

3 → 6

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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 ____.

I expect we shall see ____.

What about you?



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Biliteracy Unit Framework

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Unit Theme:

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

Page 18

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.

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics

Formative Assessment

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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

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

Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies, and 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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Formative Assessment

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What Dana's English literacy instruction USED to look like...




on my summer vacation...

I saw _____

I heard _____

I tasted _____

I touched _____

I smelled _____



Name: _____



wheel

_____y	_____ip	_____ey
_____ite	_____ale	_____eat
_____eel	_____isk	_____irl

The bike has two wheels. 

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What Dana's schedule USED to look like...

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Time

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

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Learning For Biliteracy

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Defining Biliteracy Instruction

on my summer vacation...

I saw _____

I _____

I tasted _____

I touched _____

I _____

active

Explicitly b (receptive) in preparation and literature

Teaching for Biliteracy...

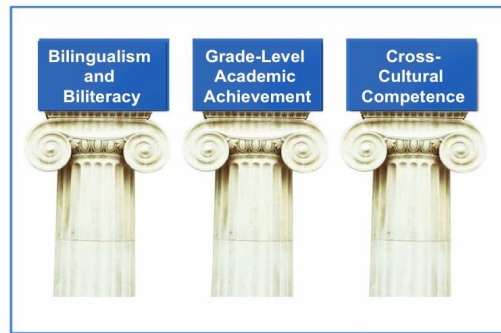
Strategically plans for the three linguistic spaces: Spanish, the Bridge, English

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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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Sample Biliteracy Instruction



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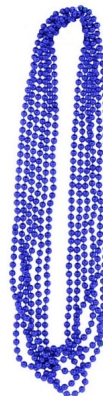
Language Use Norms

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

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Sample Instruction

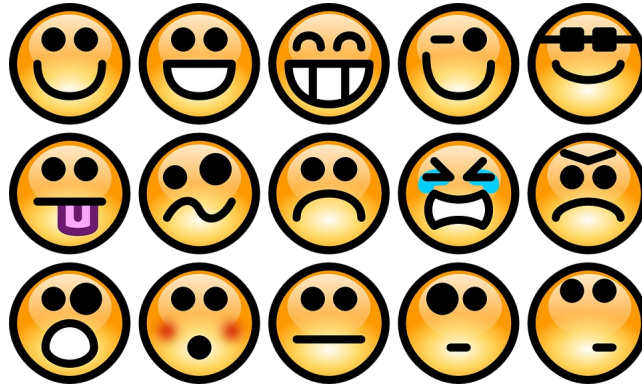


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Sample Instruction



Kindergarten Unit: Emotions and ELA

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

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

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



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





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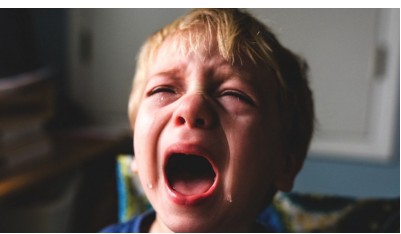
In the **blue** column, I notice...



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



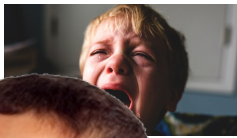




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In the **blue** column, I notice...

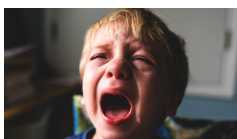
In the **white** column, I notice...



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

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



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

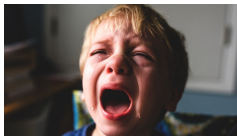


In the **white column**, I notice...







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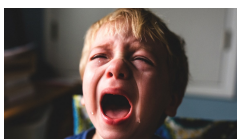






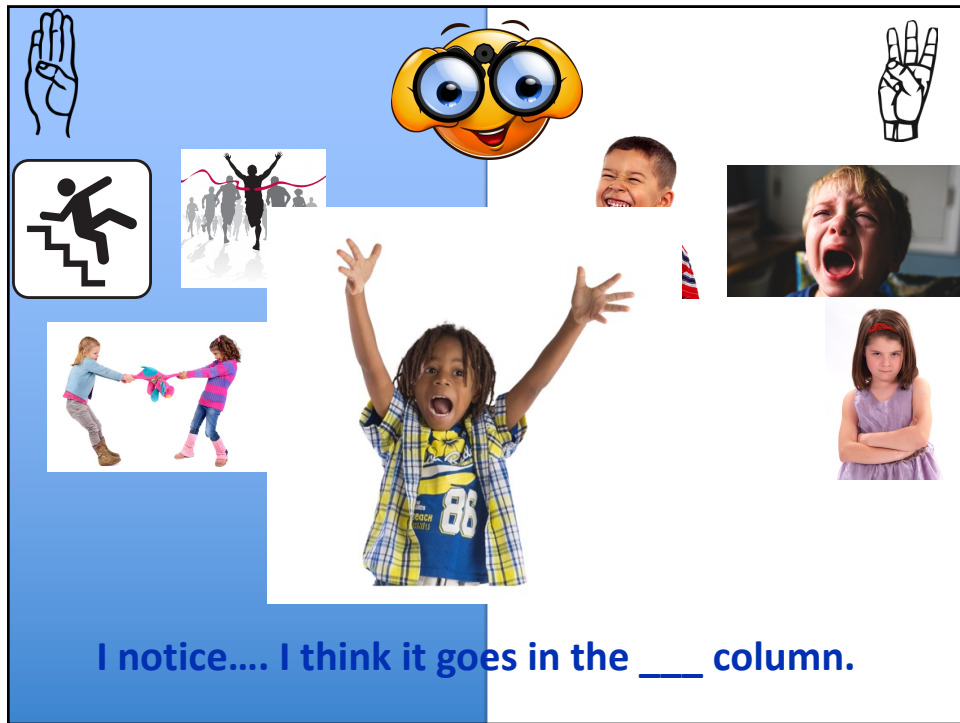




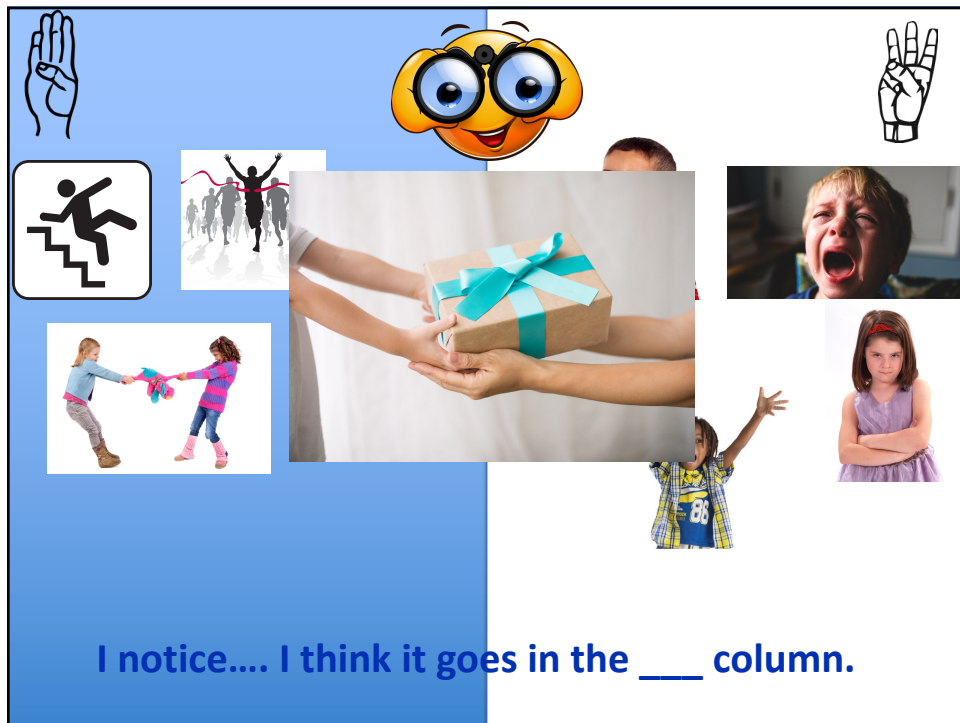

I notice.... I think it goes in the ____ column.

49



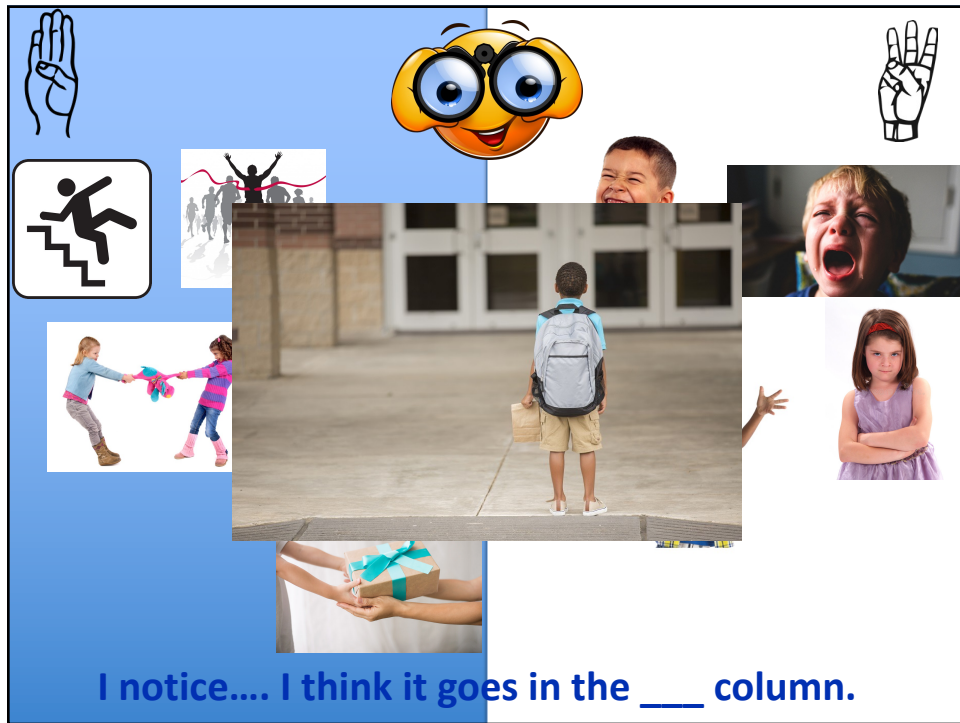
I notice.... I think it goes in the ____ column.

50



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

51



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

52



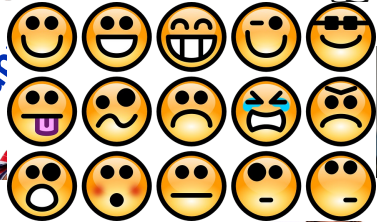
I notice.... I think it goes in the ___ column.

53

Events




Emotions





excited



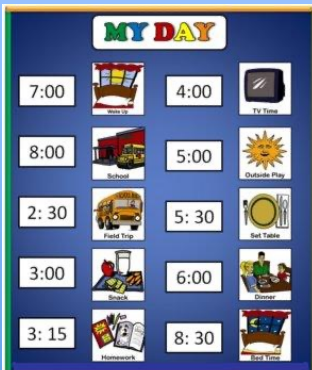
mad



scared

54

Events



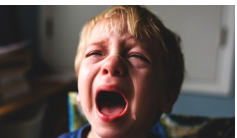
Emotions



happy



excited



sad

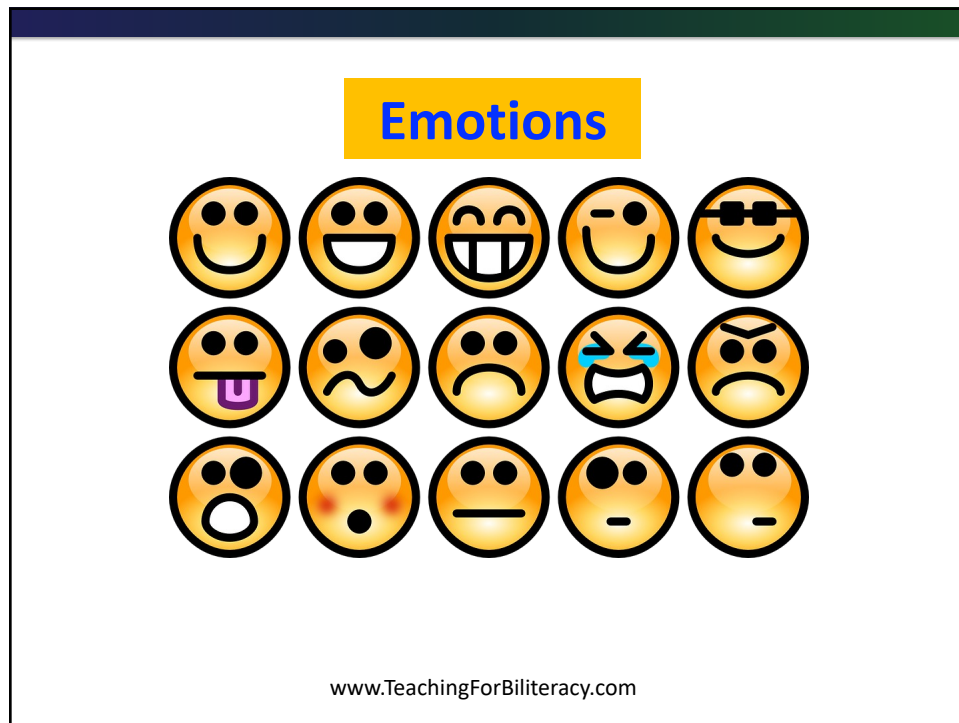


scared



mad

55



56



57



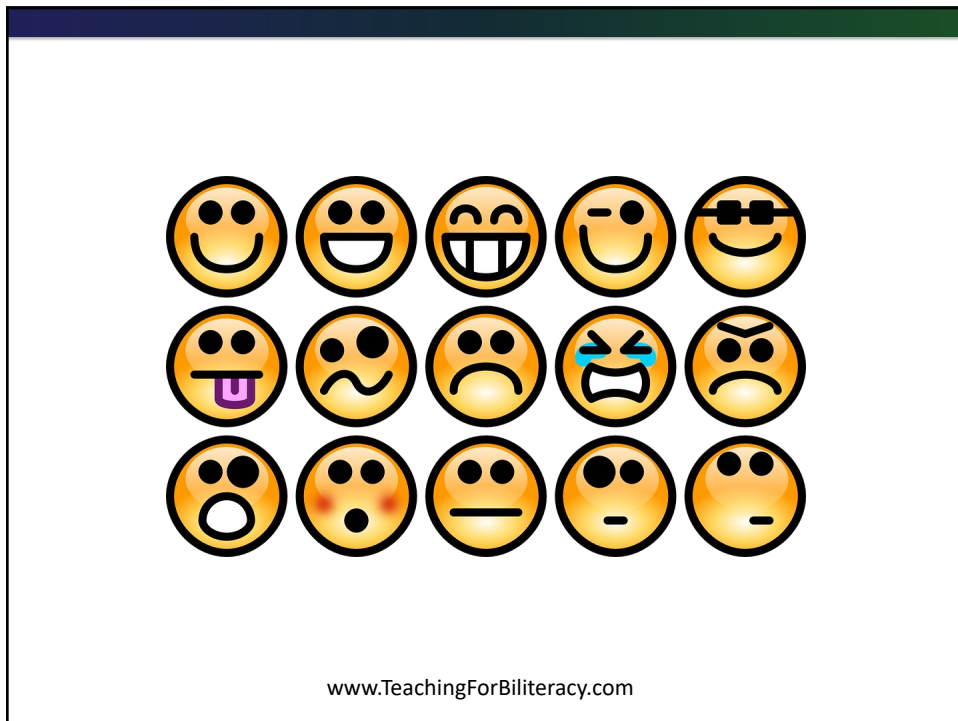
58



59



60



61

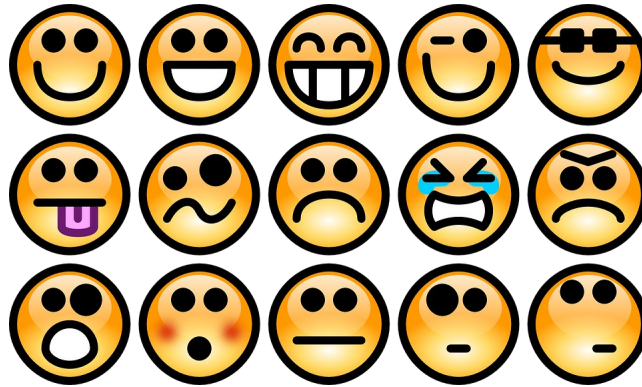


62



63

Emotions

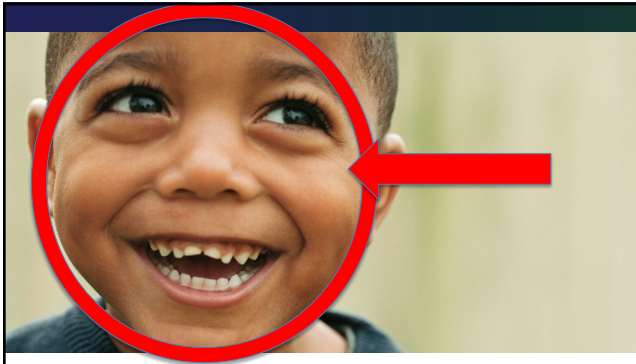


Emotions are the way we **feel** in any given **moment**.

www.TeachingForBiliteracy.com

64

Our face



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

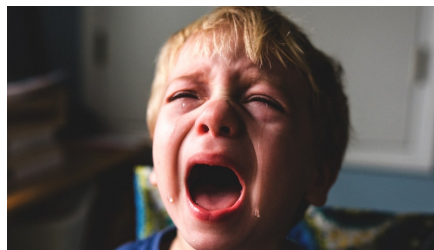
www.Teach



65



You can **feel glad**, or
happy with a **smile**.



You can **feel sad**,
sometimes with **tears**.

www.TeachingForBiliteracy.com

66



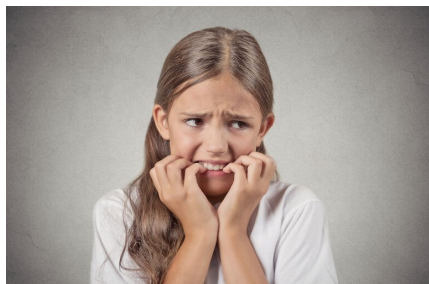
You can **feel mad**,
or **angry**, maybe
with a **stomp**.



You can **feel excited**,
and do a little **jump**.

www.TeachingForBiliteracy.com

67



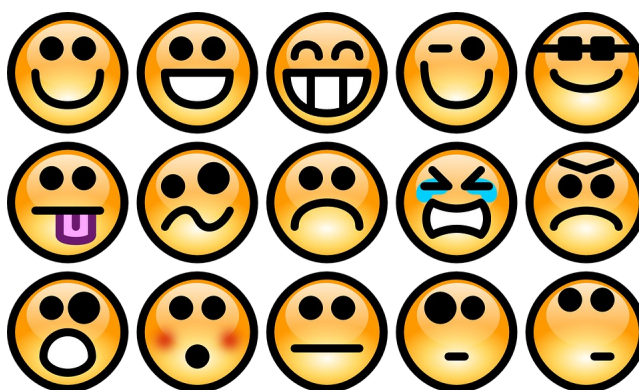
You can **feel scared**,
or **afraid**, shaking
from the **fear**.



You can **feel confused**
and **shrug** from ear to
ear.

www.TeachingForBiliteracy.com

68



There are a lot of **different emotions**
we **feel**.

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69

MY DAY

7:00	Wash Up	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Set Table
3:00	Snack	6:00	Dinner
3:15	Homework	8:30	Bed Time

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70

Let's do a feelings match!

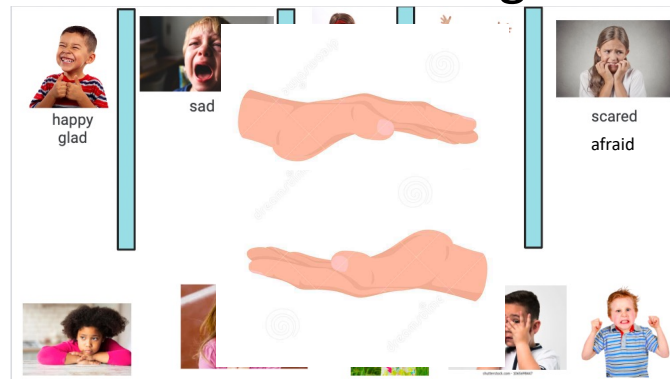
How can you tell how each child is feeling?

 happy glad	 sad	 angry mad	 excited	 scared afraid
 happy glad	 happy glad	 happy glad	 happy glad	 happy glad

71

Let's do a feelings match!

How can you tell how each child is feeling?



72





A:

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

Student who
is Speaking
level 4-6.

B:

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

Student who
is Speaking
level 1-3.

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73




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

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

Perhaps only 2 photo choices at a time

B:
This child also looks _____ because _____.

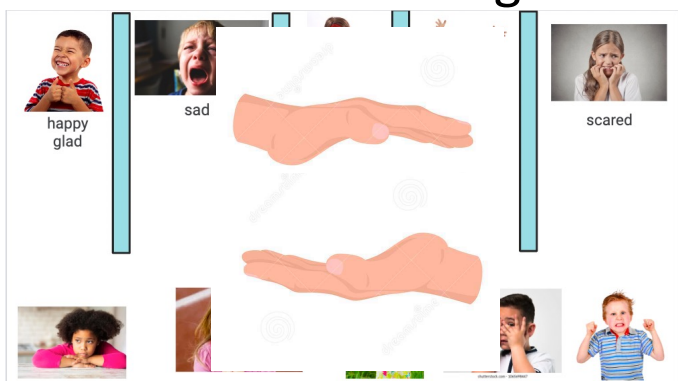
Student who is Speaking level 1-3.

Student who is Speaking level 4-6.

74

Let's do a feelings match!

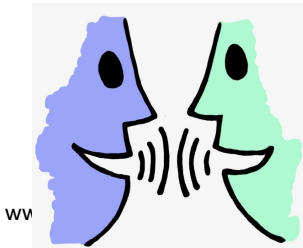
How can you tell how each child is feeling?



75



How do you know how someone is feeling?



76



How do you know how someone is feeling?



I know someone is
_____ when _____.

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77



78

Meeting the needs of a variety of students

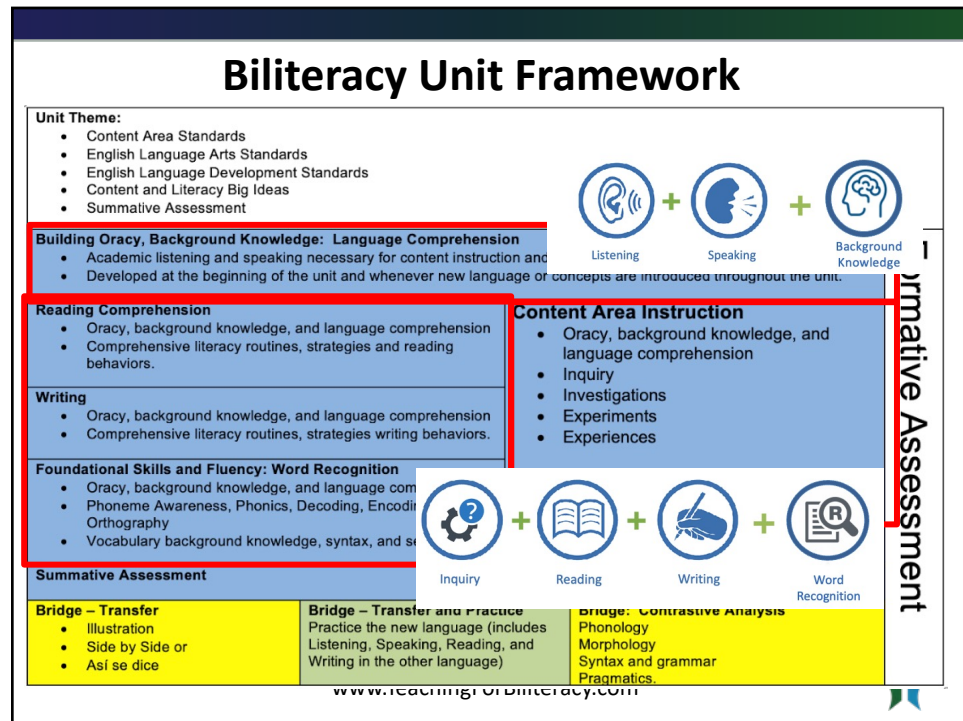
- How did this instruction meet the needs of?:
 - Carmen
 - Antonio
 - Hannah
 - Paulo

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79

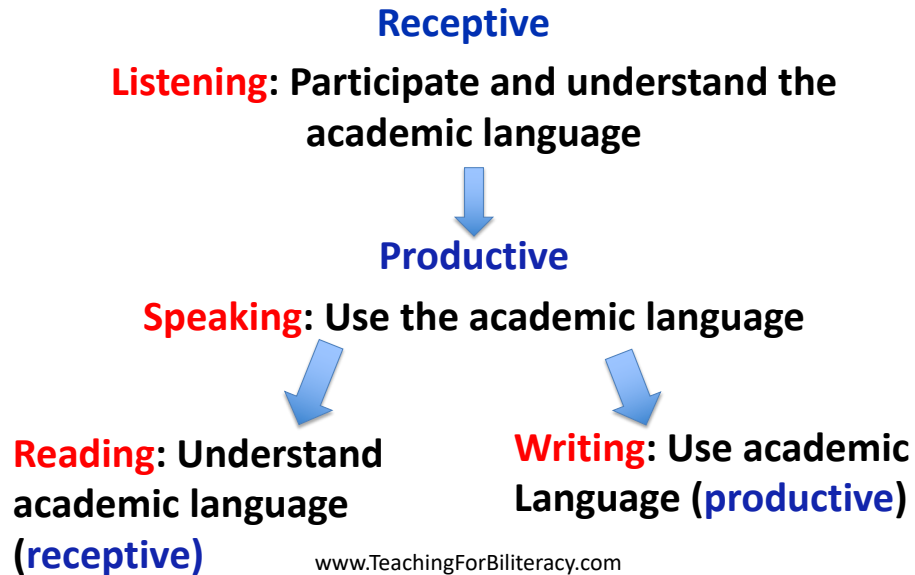
Defining Biliteracy Instruction	
Engages all students actively and meaningfully using active engagement strategies	Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.
Teaching for Biliteracy...	
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
www.TeachingForBiliteracy.com	

80



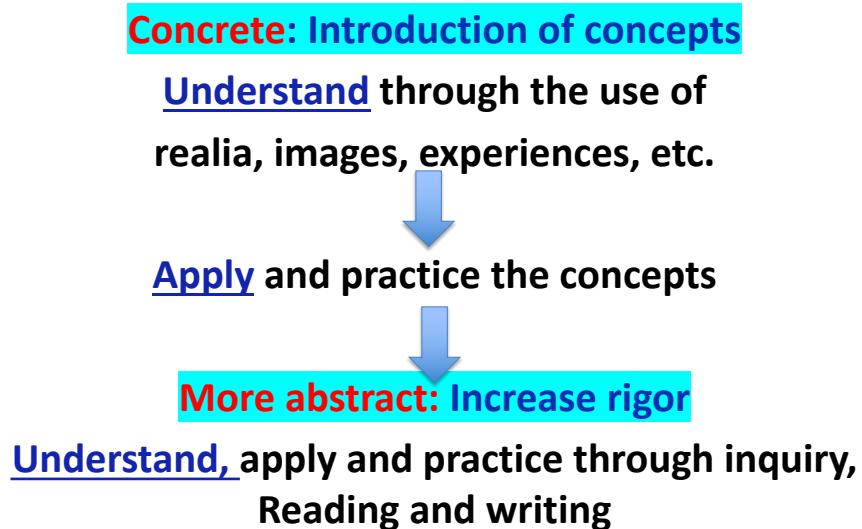
81

Development of Oracy and background knowledge

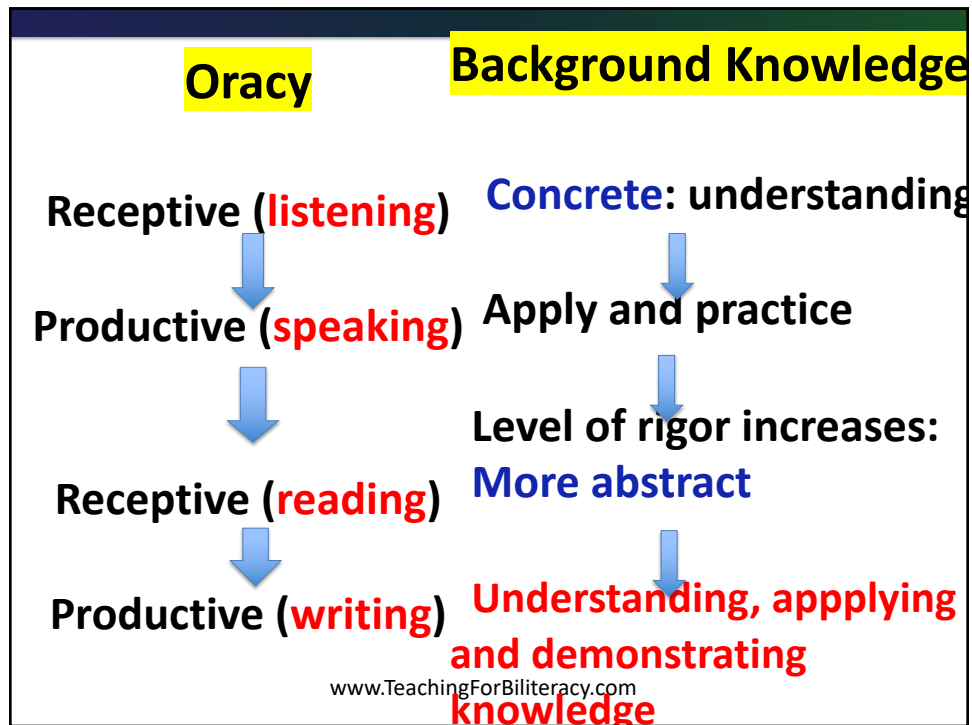


82

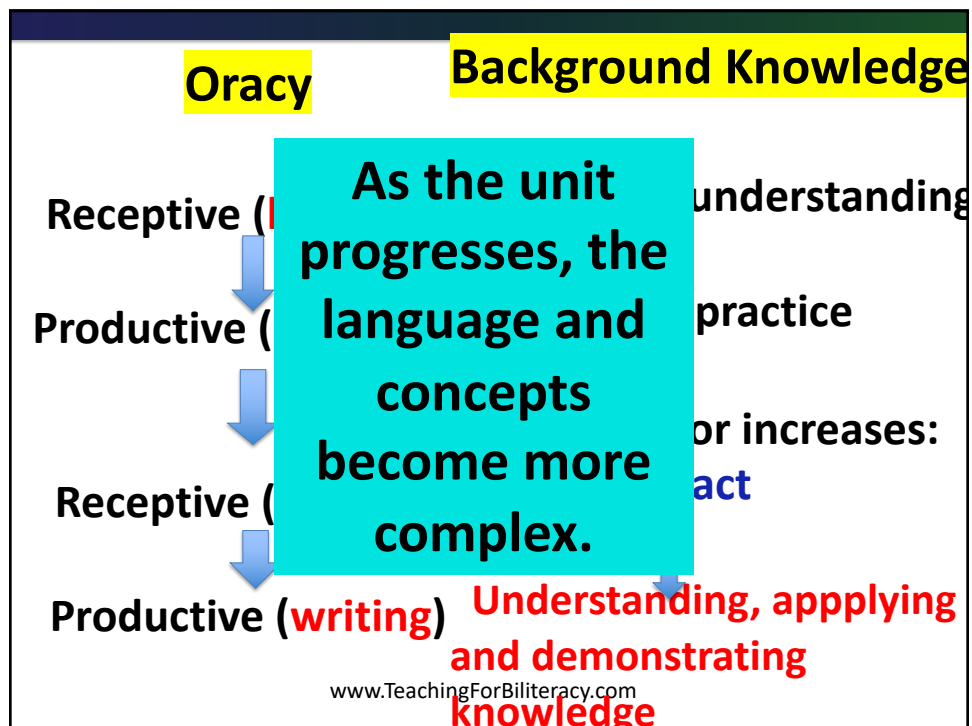
Development of background knowledge



83



84



85

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.

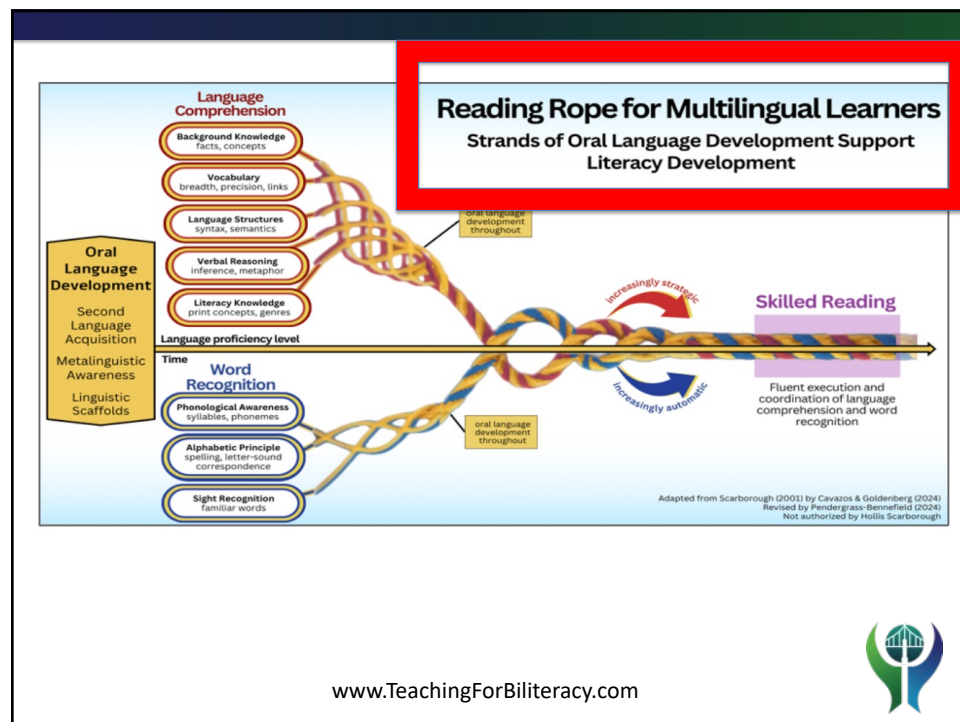


Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.

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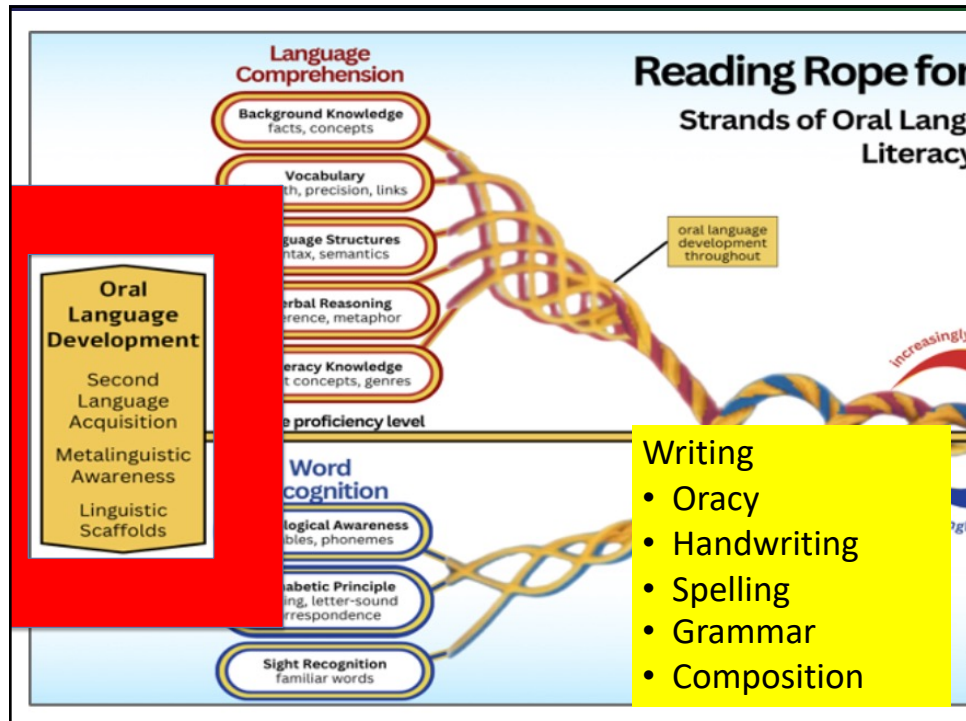
86



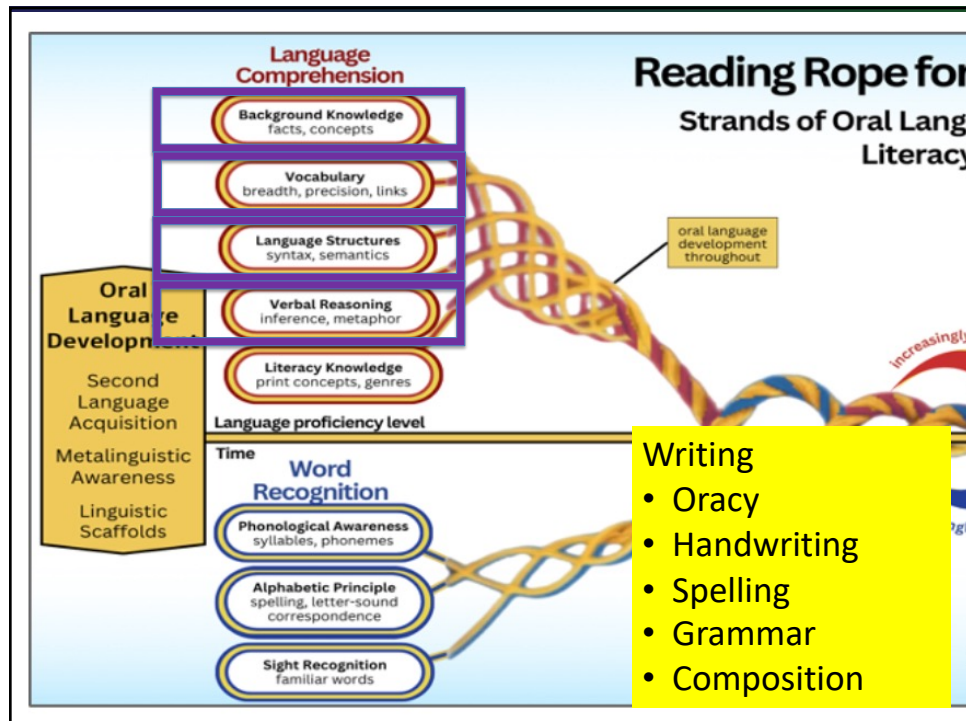
www.TeachingForBiliteracy.com



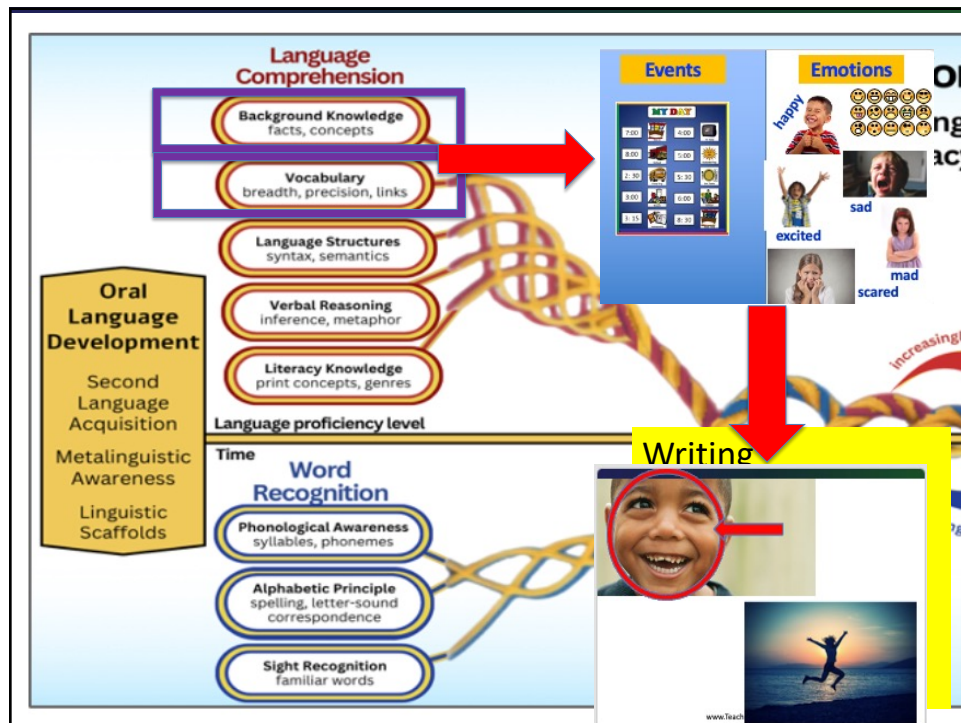
87



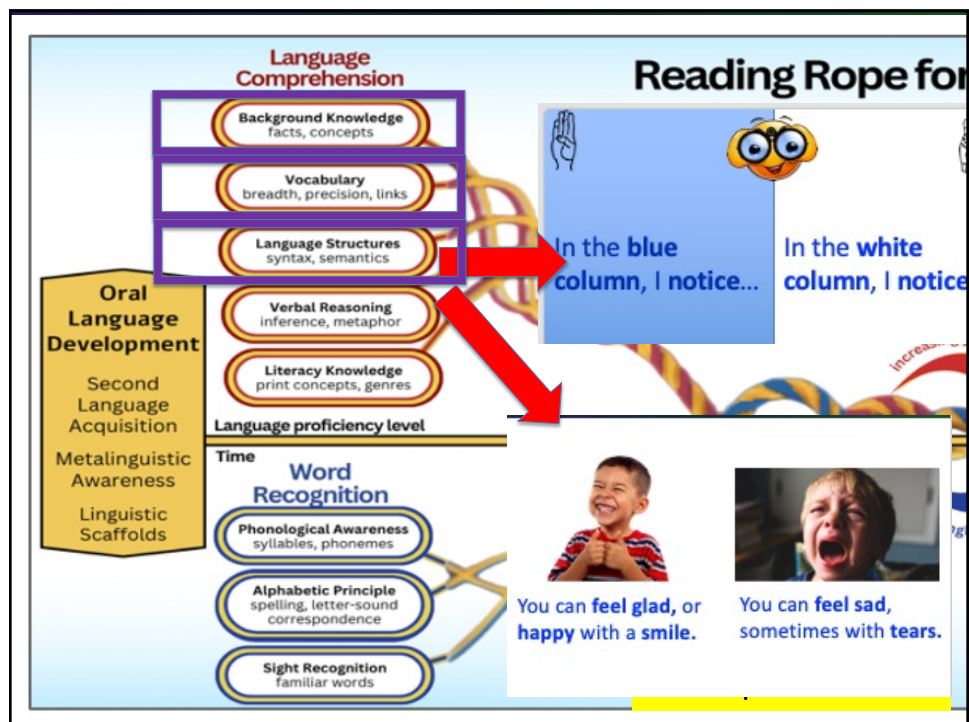
88



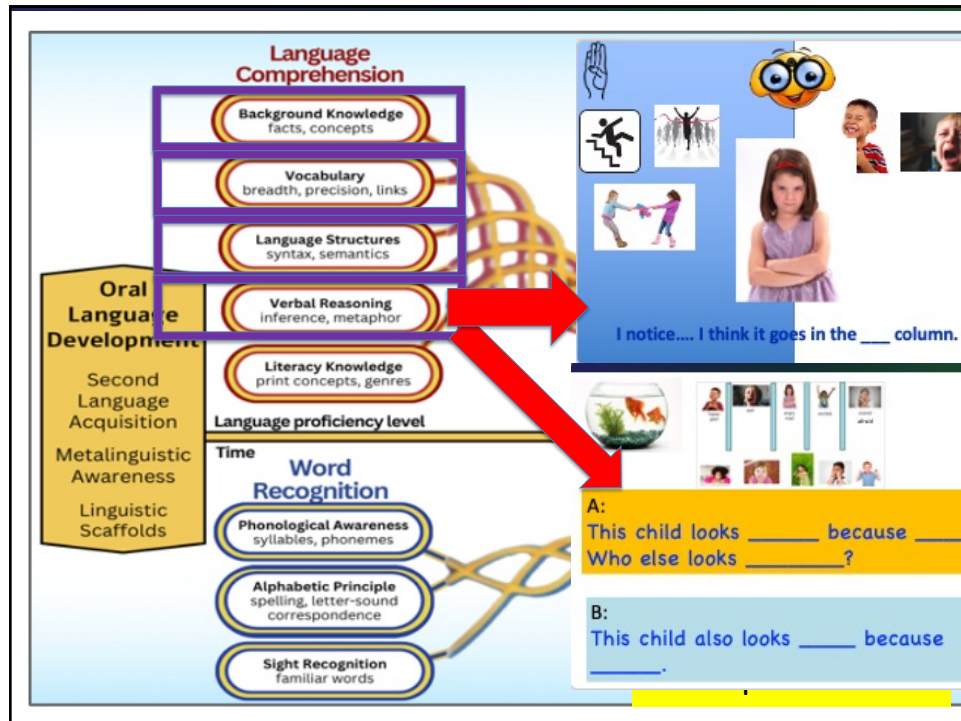
89



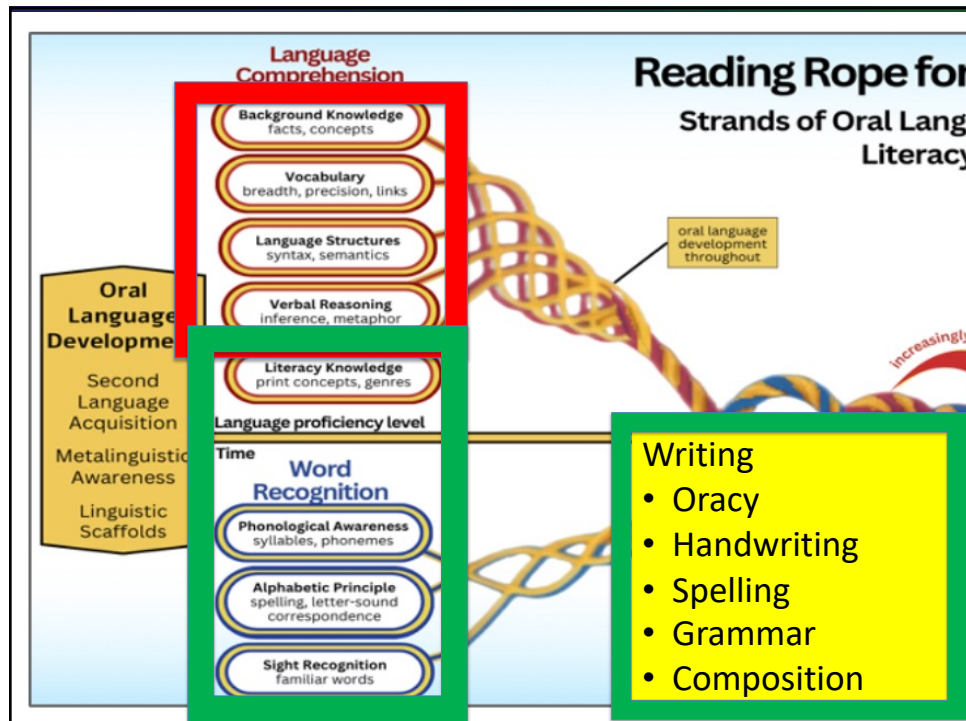
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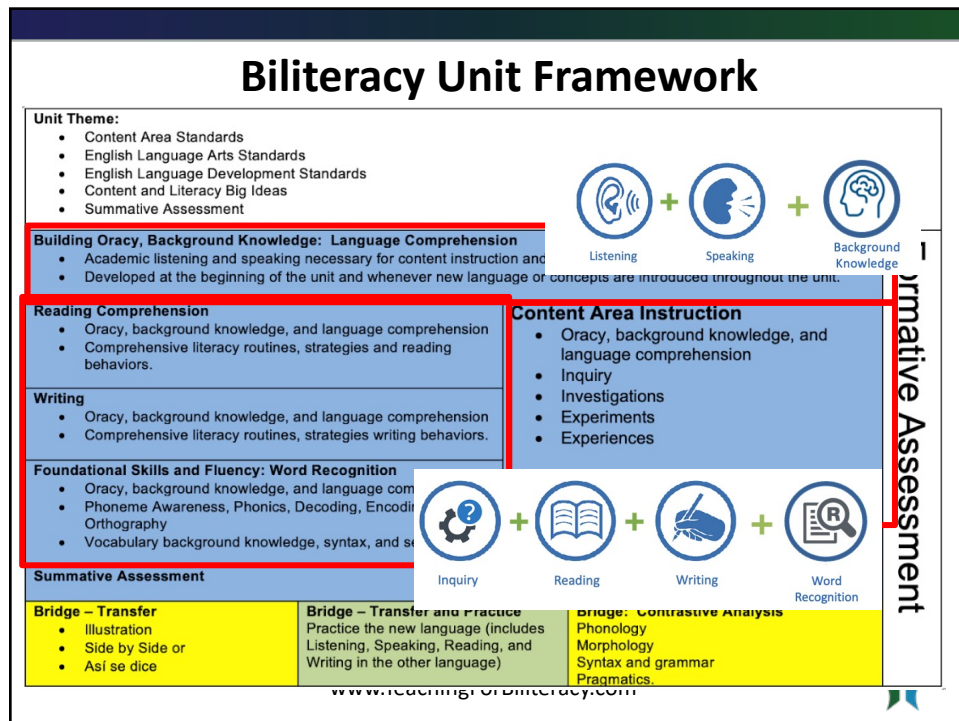
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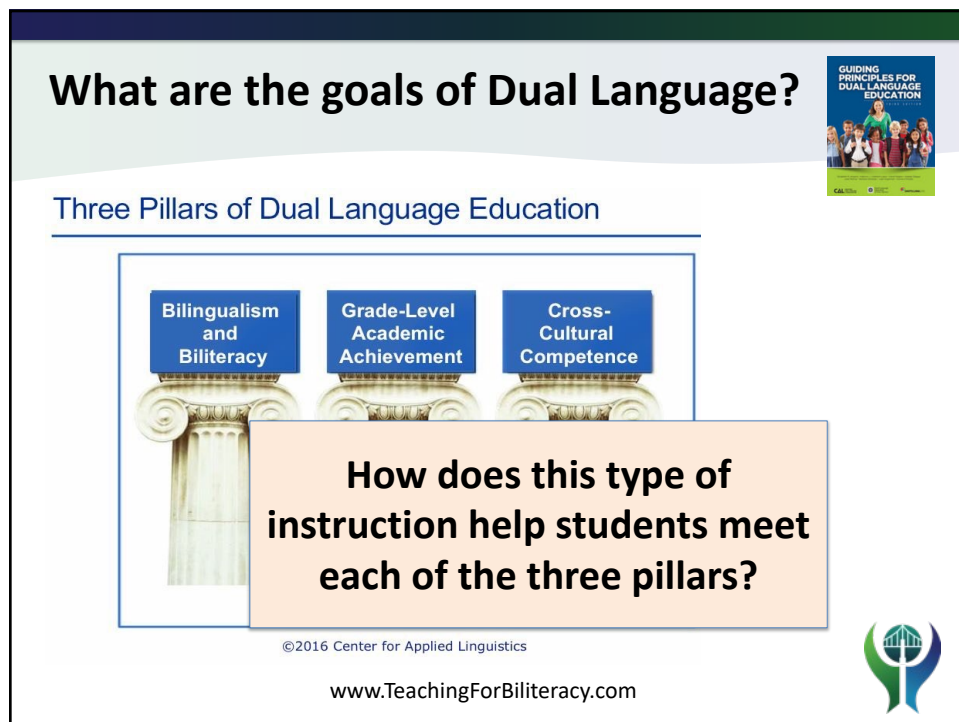
92



93



94



95

Teachers	Coaches, TOSAs, & 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 © Center for Teaching for Biliteracy	<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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High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

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

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1



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High Leverage Biliteracy Strategies

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

Notes:

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Notes:

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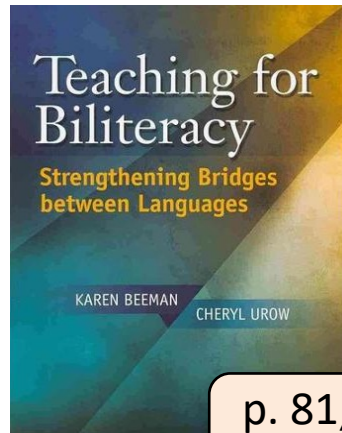
High Leverage Biliteracy Strategies Page 1

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99

Concept Attainment

with Sentence Prompts and TPR



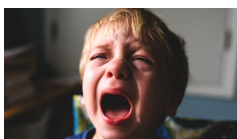
p. 81,
82

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

gForBiliteracy.com



100

Events	Emotions
 	 happy  sad
 	 excited  mad
	 scared

101

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

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

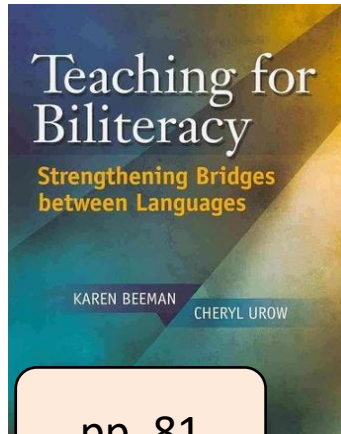
www.TeachingForBiliteracy.com



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Adapted Readers Theater (ART)

with TPR



pp. 81

www.TeachingForBiliteracy.com



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**.

www.Teach

105

Strategy Name and Description
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.
Teaching for Biliteracy Book: page 81

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.
Teaching for Biliteracy Book: page 82 & 136

Language Supports and Notes

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

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Notes:

Language Supports and Notes

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

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Notes:

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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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, 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 - Real-life objects (realia) - Pictures & photographs - Maps, globes, and drawings - Physical activities - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	Interactive Supports - In pairs or partners - In a whole group - Using purposeful group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
	Notes: Used visuals and actions to introduce new vocabulary related to a text. Can use illustrations from the book, realia, or other appropriate visuals.		

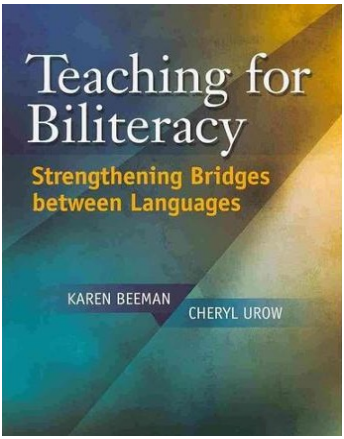
High Leverage Biliteracy Strategies Page 2

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Fish Bowl



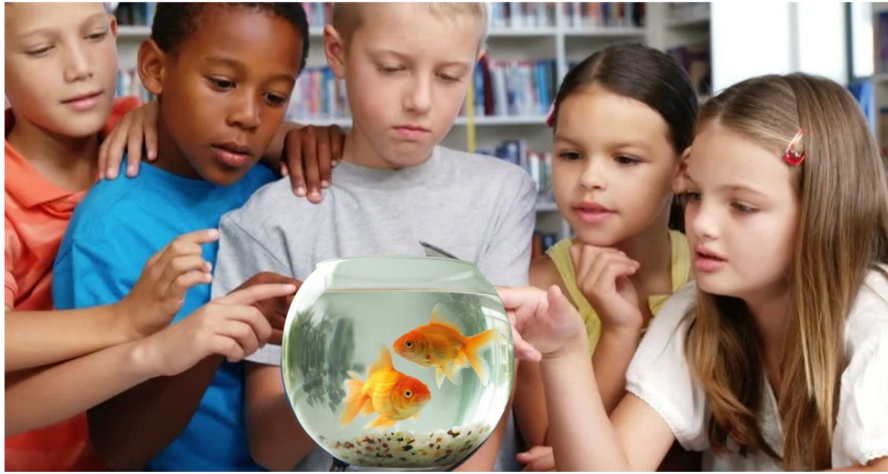
Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136

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110



A:

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

B:

This child also looks _____ because _____.

111

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
Notes: © 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
Notes: © WIDA Language Development Standards			

For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

Teaching for Biliteracy Book: page 82 & 136

High Leverage Biliteracy Strategies Page 2

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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 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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Strategy Name and Description	Language Supports and Notes		
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 - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Graphs - Timelines - Number lines - Sentence frames	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

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			
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 traditional strategy where the teacher describes the concept.	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs	Graphic Supports - Charts - Graphic organizers - Tables	Interactive Supports - 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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Individual Reflection	
Agenda Item	List your "take-aways"
Goal and pillars of Dual Language Programs	
Students who participate in dual language programs	
Defining Biliteracy	
The Biliteracy Unit Framework (BUF)	
Student Language Proficiency Levels	

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Characteristics of Effective Biliteracy Instruction	
Dual Language Program Vision and Pedagogy	
The Multilingual Perspective	
Teacher Language Use: Establishing a Language Policy	
Other	

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Exit Ticket

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

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