

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades 4-12

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

July 21-23, 2026
Melody Wharton, M.Ed.

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The Center for Teaching for Biliteracy





Karen Beeman, M.Ed.
Co-Founder



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



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Teaching for Biliteracy Summer Institute Overview		
Tuesday, July 21, 2026	Wednesday, July 22, 2026	Thursday, July 23, 2026
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3: The Bridge</u> - Institute Closure
Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-5th grade; secondary: 6th - 12th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment</u>	12:00 pm Boxed Lunch and Dismissal

Institute Overview
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Resource Packet



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Agenda:

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

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

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

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Agenda:

✓ Welcome & Introductions

• **Characteristics of Biliteracy Instruction**

- Sample Instruction: Part 1 Building Oracy and Background Knowledge
- Sample Instruction Debrief
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket

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Materials for today's session



Teaching for Biliteracy Summer Institute
Oxnard, CA
July 21-23, 2026

Presenters	Content
Karen Beeman	teachingforbiliteracy.com
Crystal Ramos	teachingforbiliteracy.com
Melody Wharton	teachingforbiliteracy.com

Institute Outcomes:

- Describe the goals of dual language programs, including who they benefit, and how the goals of the program align with the state's language acquisition program.
- Describe the students in language acquisition programs.
- Experience and explain how biliteracy practices for developing bilingual students.
- Identify and describe high leverage biliteracy strategies in language.
- Describe how language development supports (sensory, cognitive, and social) are included during instruction in each program.
- Describe biliteracy, the Biliteracy Unit Framework (BUP), and the Biliteracy Unit Framework (BUP) as a unit of instruction.

Characteristics of Biliteracy Instruction

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

Resource Packet

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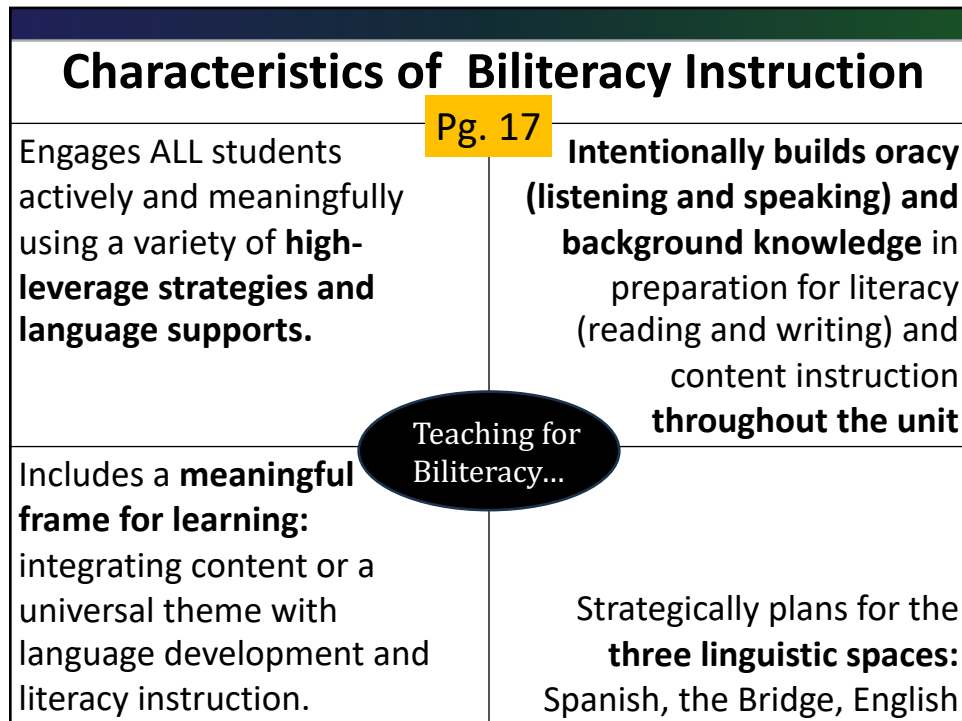
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This is the goal of biliteracy – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence



...and who can make metalinguistic decisions

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Agenda:

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



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In this session we will experience SLA

What can I gain from participating in sample instruction designed for 4th grade Science and SLA if I'm not a teacher or if I don't teach that grade/subject/language?

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

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Strategic Pairing and Grouping



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

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

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de California					
Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio				Aprendizaje permanente del lenguaje
	Emergente	Ampliación	Enlace	Enlace	
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ingresan al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que progresan a través del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al egresar del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos. A medida que los estudiantes del español progresan a través del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al egresar del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico.	A medida que los estudiantes del español progresan a través del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al egresar del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias. California Spanish Language Development Standards
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y cognitiva de la tarea.	Alcance general del apoyo				
	Sustancial Los estudiantes en las primeras etapas del nivel Emergente pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece apoyo lingüístico sustancial . Conforme desarrollan una mayor familiaridad y facilidad con la comprensión y el uso del español, el apoyo puede ser moderado o ligero para las tareas o temas conocidos.	Moderado Los estudiantes en las primeras etapas del nivel de Ampliación pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico moderado . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español en una variedad de contextos, el apoyo puede ser ligero para las tareas o temas conocidos.	Ligero Los estudiantes en las primeras etapas del nivel de Enlace pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico ligero . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español altamente técnico, el apoyo puede no ser necesario para las tareas o temas conocidos en que se usa el español cotidiano.	Ocasional Los estudiantes que han egresado del nivel de Enlace se benefician del apoyo lingüístico ocasional en su aprendizaje permanente de español.	

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WIDA Can-Do Descriptors (English Language Learning)



Can Do Descriptors: Grade Level Cluster 3-5

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a 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, videos, or 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?") - Restate 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 - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information	- 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)

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

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SALSA "Can-Do" Descriptors (Spanish Language Learning)



Descripción de Habilidades: Grados Escolares 3-5

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el **lenguaje** que se necesita para hacer lo siguiente:

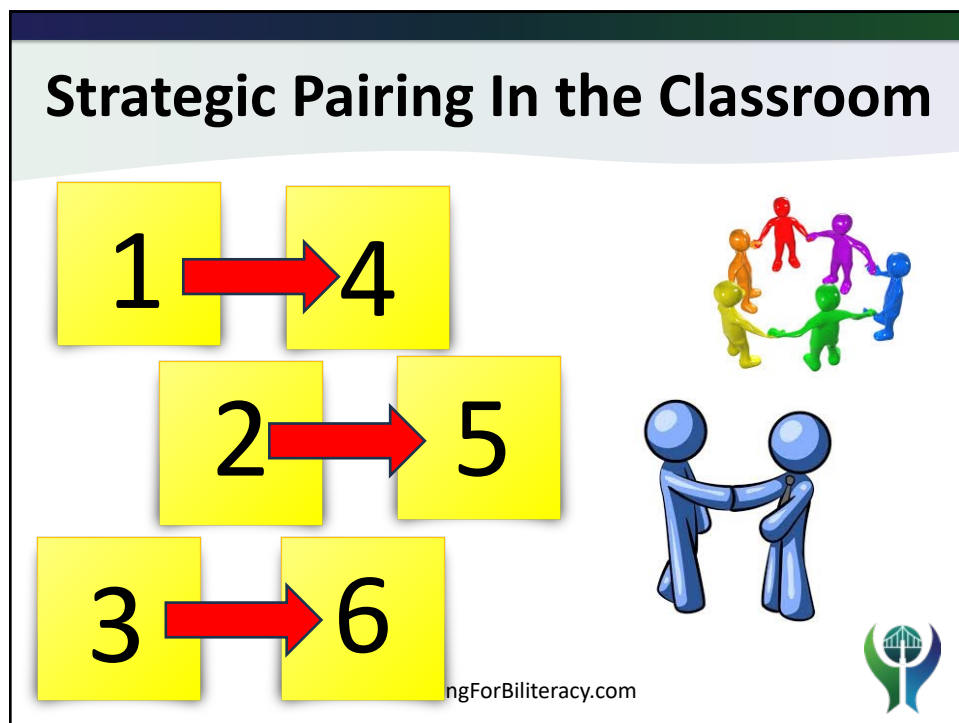
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	- Señalar dibujos, palabras, o frases según lo indicado - Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) - Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de estos objetos es una piedra?") - Emparejar lenguaje oral del salón de clase con rutinas diarias	- Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales - Acomodar dibujos u objetos según información oral - Seguir instrucciones verbales de dos pasos - Hacer dibujos que respondan a instrucciones verbales - Evaluar información oral (ejemplo: las opciones para el almuerzo)	- Seguir instrucciones verbales de múltiples pasos - Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos - Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas - Ordenar dibujos de cuentos, procesos o pasos orales	- Interpretar información oral y aplicarla a situaciones nuevas - Identificar puntos y detalles ilustrados principales a través de discurso oral - Inferir y actuar en relación a información oral - Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	- Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar - Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral - Distinguir entre lenguaje literal y figurativo en discurso oral - Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente
HABLAR	- Expresar necesidades o condiciones básicas - Nombrar objetos, personas, diagramas, o dibujos que han sido presentados - Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente - Contestar preguntas de selección múltiple y	- Hacer preguntas simples cotidianas (ejemplo: "¿Quién faltó hoy a clases?") - Reformular hechos de contenido académico - Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas - Compartir información básica social con sus compañeros	- Contestar preguntas simples de contenido académico - Recontar/contar cuentos cortos o eventos - Predicir algo o hacer un hipótesis por medio de ejecutar un discurso - Ofrecer soluciones para conflicto social - Presentar información con contenido académico	- Contestar preguntas de opinión con detalles que apoyen un argumento - Hablar acerca de cuentos, asuntos y conceptos - Dar presentaciones orales de contenido académico - Ofrecer soluciones creativas para resolver asuntos/problemas - Comparar/Contrastar relaciones y funciones con	- Justificar/defender opiniones o explicaciones con apoyo de evidencia - Dar presentaciones con contenido académico usando vocabulario técnico - Ordenar en secuencia los pasos para resolver problemas según el grado escolar - Explicar resultados

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

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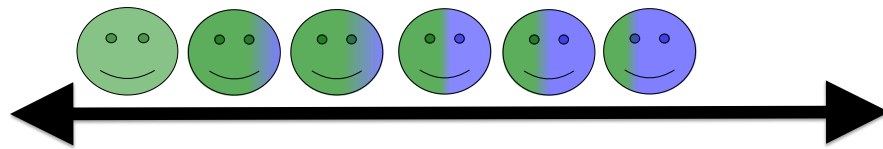
WIDA Level Descriptors for our Self-Assessment	
Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic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

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**In this session we will experience SLA
and Science integrated dual language
and biliteracy instruction designed for
4th grade...**



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

who is missing? Why?

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

**2. Introduce yourselves using the prompts
below.**

Hello, my name is ____.

**My role in teaching for
biliteracy is ____.**

What about you?



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Strategic Pa **ession**

3 5

4 6

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Observers

Sample Instruction

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

Use the document to :

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

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You will share your observations when we debrief.

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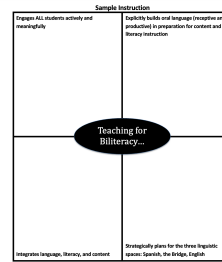
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You do not need to be fluent in Spanish to observe instruction.

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

Focus on the pedagogy.



How do the supports help all students make abstract grade level concepts more concrete?

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2024 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

- Oral
- Content
- Behavior

Writing

- Oral
- Content

Foundation

- Oral
- Phonics
- Orthography
- Vocabulary

Summative

Bridge – T

- Illustration
- Side
- Asia

Resource Packet

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Formative Assessment

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

Instruction intentionally builds it.

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Agenda:

- ✓ Welcome & Introductions
- ✓ Characteristics of Biliteracy Instruction

Sample Instruction: Part 1 Building Oracy and Background Knowledge

- Sample Instruction Debrief
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket

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Language Use Norms

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

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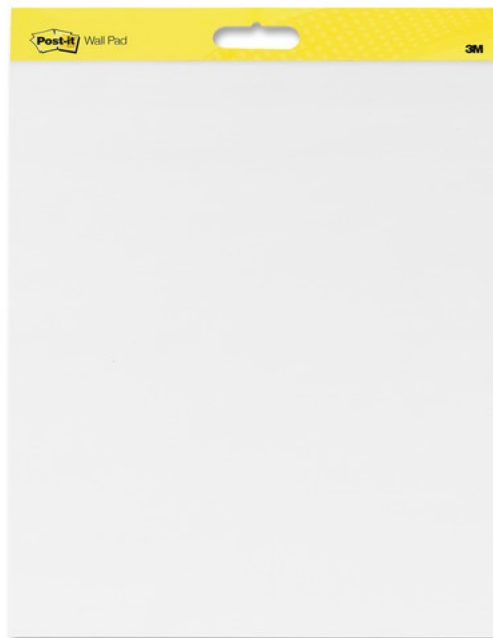
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Marking the Language of Instruction



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Characteristics of Biliteracy Instruction

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Engages ALL students actively and

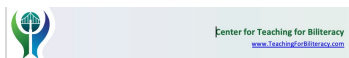
Intentionally builds oracy (listening and speaking) and

How did you feel as a student?

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

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Materials for today's session



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Presenters	Contact Information
Karen Bierman	teachingforbiliteracy@gmail.com
Crystal Ramos	teachingforbiliteracyCR@gmail.com
Melody Wharton	teachingforbiliteracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Explain how teacher language use impacts student language use, and the importance therefore of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.

Resource Packet

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WIDA CAN DO Descriptors: Grade Level Cluster 6-8
For the given level of English language proficiency and with visual, graphics, or interactive supports through Level 4, English language learners can produce or perform the following skills.

LEVEL	ENTRY	EXIT
LITERACY	• Understand and use basic vocabulary and grammar to communicate in English.	• Understand and use basic vocabulary and grammar to communicate in English.
	• Understand and use basic vocabulary and grammar to communicate in English.	• Understand and use basic vocabulary and grammar to communicate in English.
SPEAKING	• Understand and use basic vocabulary and grammar to communicate in English.	• Understand and use basic vocabulary and grammar to communicate in English.
	• Understand and use basic vocabulary and grammar to communicate in English.	• Understand and use basic vocabulary and grammar to communicate in English.

Can Dos and Formative Assessments

High Leverage Biliteracy Strategies

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Agenda:

- ✓ Welcome & Introductions
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- Sample Instruction Debrief**
- Planning for Biliteracy
- Day 1 Closure and Exit Ticket

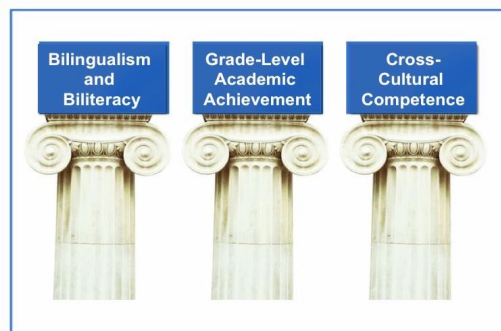
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The goals of Dual Language are...

Three Pillars of Dual Language Education



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How did instruction support students toward these goals?

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

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

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

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Research Connection:



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

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Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

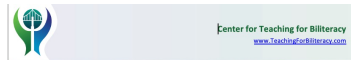
Pillar 3:
Sociocultural
Competence

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

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- Describe the components in language acquisition and biliteracy programs in the US and how a language acquisition program meets the needs of all of its students.
- Explain and explain how language instruction and the learning environment reflect best practices for developing biliterals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Explain how the biliteracy program meets the needs of all students, including that a unit taught in one language, it integrates language, language and content, and includes the bridge at the end of the unit, which has two purposes.
- Explain how the language program meets the needs of all students, language use, and the importance therefore of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction and biliteracy assessment.

Resource Packet

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High Leverage Biliteracy Strategies

Strategic Name and Description		Language Supports and Hints		
Conceptual Change Confronts students with a contradictory strategy where students are asked to understand a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and indirect) approach, where the teacher tells the students the concept they will be studying and then instructs the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Semantic Supports • Read a list of related words • Illustrations • Pictures or photos • Diagrams, flowcharts • Examples • Values or Hints • Symbols or Signs	Graphic Supports	Illustrative Examples	
	Notes:	High Leverage Biliteracy Strategies		
Strategic Name and Description Language Experience (LEA) Students experience something meaningful together (live on a field trip, conduct an experiment, etc.) and then use that experience to create a story. This strategy uses personal prompts and drawings partners, the teacher acts as scribe to suggest content, and students are encouraged to use the words used by the third experience, and their contributions are transcribed into a written piece. This shared experience is meaningful history resources that may be used as a writing model later, using Reading Partners (and/or) meaningful opportunities of and with the community. <i>Teaching for Biliteracy Book: page 84 & 106-105</i>	Semantic Support • Read a list of related words • Illustrations • Pictures or photos • Diagrams, flowcharts • Examples • Values or Hints • Symbols or Signs	Notes: • W-12 Language Development Standards	Illustrative Examples • See the entire Language (LE) 1	



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



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With the supports, what were students able to do?

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a 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 detail from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reading
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?") - Restate 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 - Re/tell 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)	

p. 1

WIDA Can-Do Descriptors

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.

(English Language Learning – Grades 3-5)

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With the supports, what were students able to do?

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a 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, videos, or 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	Level 6 - Reading
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?") - Restate 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 - Re/tell 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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WIDA Can Do Descriptors: Grade Level Cluster 3-5					
For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which...")	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions	- 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	- 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	- 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
Without the graphic, sensory, and interactive supports, what might have happened?					
SPEAKING	Answer yes/no and choice questions	information with peers	- Present content-based information - Engage in problem-solving	Compare/contrast content-based functions and relationships	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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Because the 3 Pillars are the goals of Dual Language, instruction must always consider and intentionally plan for language.					
ING	- directions (e.g., physically or through drawings) - Identify objects, figures	- Arrange pictures or objects per oral information - Follow two-step oral	- ideas from paragraph-level oral discourse - Match literal meanings of	- ideas and supporting details from oral discourse - Infer from and act on oral	Construct models or use manipulatives to problem-solve based on oral
How did ALL students benefit from the supports?					
PEAKING	- 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	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving
The WIDA Can Dos are a great tool to help: Planning instruction, differentiation, and assessing students.					

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 Descripción de Habilidades: Grados Escolares 3-5					
Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:					
ESCUCHAR	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Señalar dibujos, palabras, o frases según lo indicado - Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) - Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: "¿Cuál de esos objetos es una piedra?") - Emparejar lenguaje oral del salón de clase con rutinas diarias	- Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales - Acomodar dibujos u objetos según información oral - Seguir instrucciones verbales de dos pasos - Hacer dibujos que respondan a instrucciones verbales - Evaluar información oral (ejemplo: las opciones para el almuerzo)	- Seguir instrucciones verbales de múltiples pasos - Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos - Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas - Ordenar dibujos de cuentos, procesos o pasos orales	- Interpretar información oral y aplicada a situaciones nuevas - Identificar puntos y detalles ilustrados principales a través de discurso oral - Inferir y actuar en relación a información oral - Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	- Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar - Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral - Distinguir entre lenguaje literal y figurativo en discurso oral - Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente
HABLAR	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Expresar necesidades o condiciones básicas - Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados - Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente	- Hacer preguntas simples cotidianas (ejemplo: "¿Qué hizo hoy a clase?") - Reformular hechos de contenido académico - Describir dibujos, eventos, objetos o personas usando frases o oraciones cortas	- Contestar preguntas simples de contenido académico - Recitar/costar cuentos cortos o eventos - Predicir algo o hacer un hipótesis por medio de ejecutar un discurso - Ofrecer soluciones para problemas	- Contestar preguntas de opinión con detalles que apoyen un argumento - Hablar acerca de cuentos, autores y conceptos - Dar presentaciones orales de contenido académico - Ofrecer soluciones creativas para resolver problemas	- Justificar/defender opiniones o explicaciones con apoyo de evidencia - Dar presentaciones con contenido académico usando vocabulario técnico - Ordenar en secuencia los pasos para resolver problemas según el grado

The descriptors are also available in Spanish!

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Pillar 1: Bilingualism & Biliteracy	- Students had multiple opportunities to engage in academic discourse in the language of instruction - Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction What were students listening and speaking about?
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence	
Pg. 5	

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Pillar 1: Bilingualism & Biliteracy	- Students had multiple opportunities to engage in academic discourse in the language of instruction - Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction - Students were all developing language and background knowledge about natural resources that humans use for energy, including which are renewable and non-renewable forms of energy.
Pillar 2: Grade Level Academic Achievement	
Pillar 3: Sociocultural Competence Pg. 5	

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

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What is literacy?

SIMPLE VIEW OF READING

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

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



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



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

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What



"Constrained"
A set of finite
Typically to

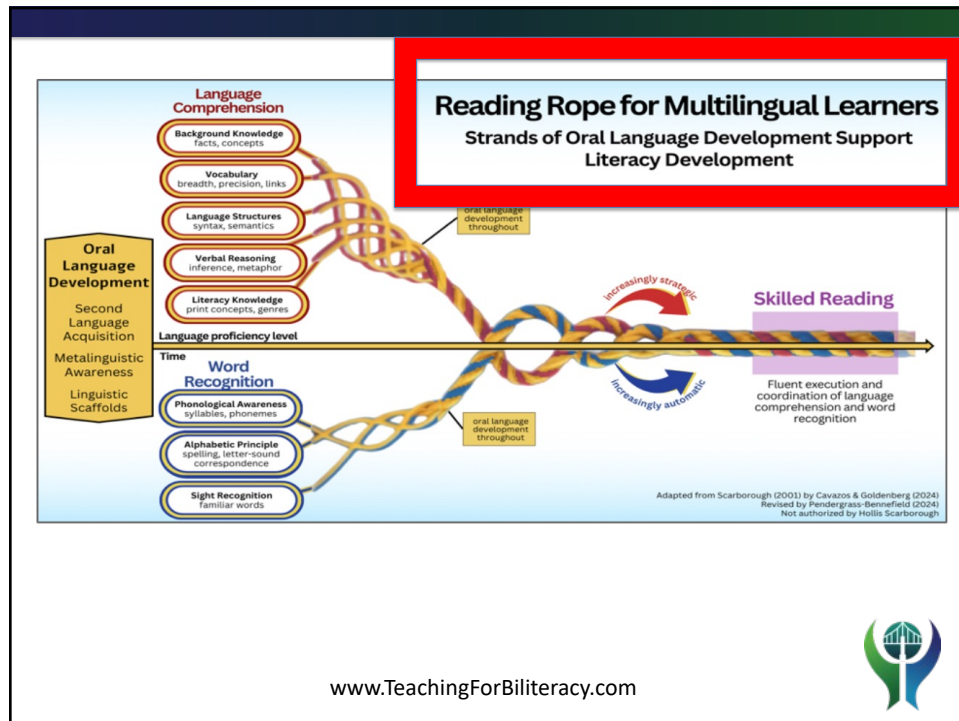


"Unconstrained"
An infinite amount of knowledge
Develops over your entire life

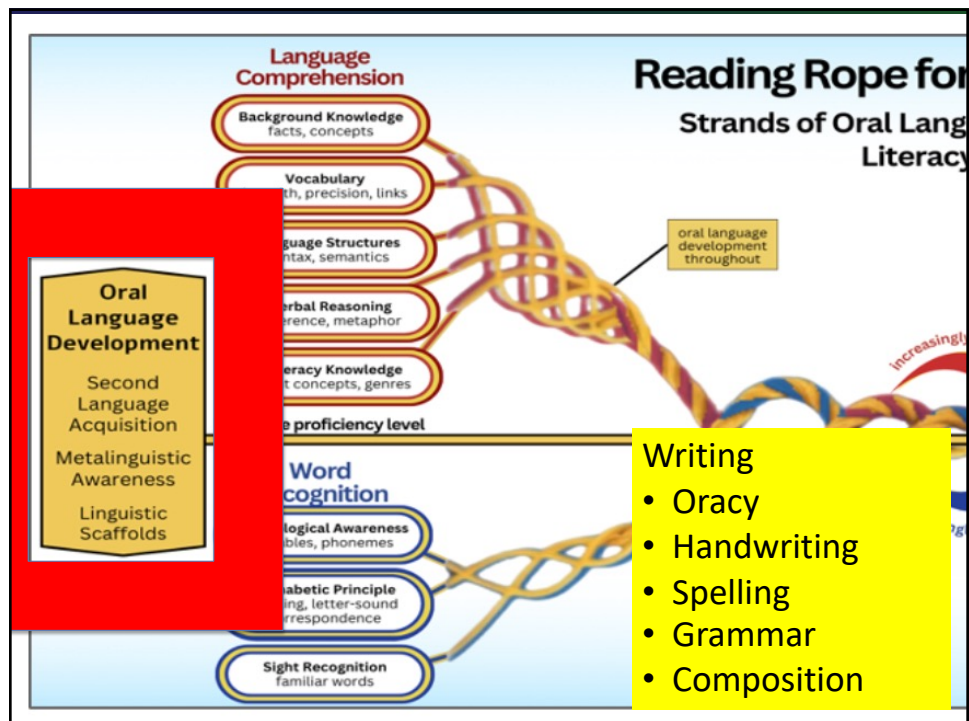
**Developing
Bilinguals need
instruction that
develops their
Language
Comprehension
first.**



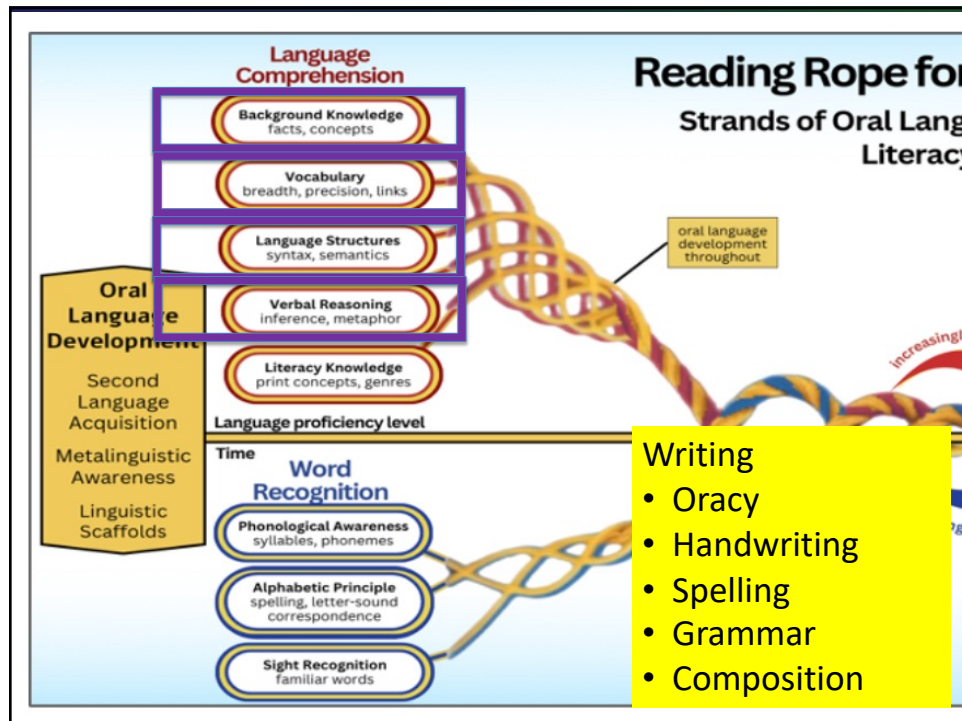
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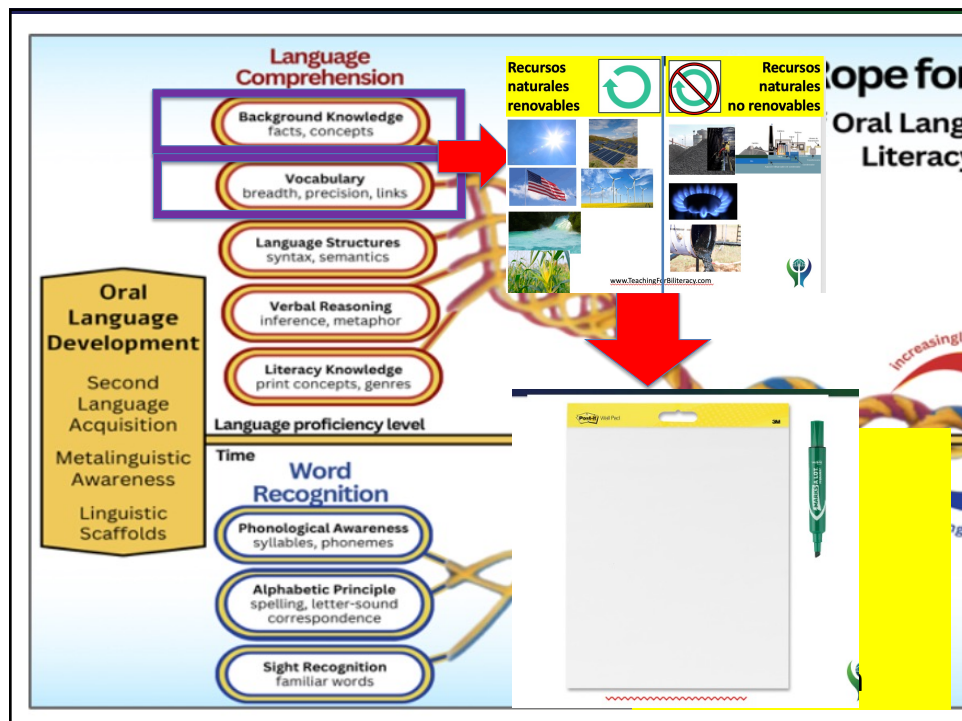
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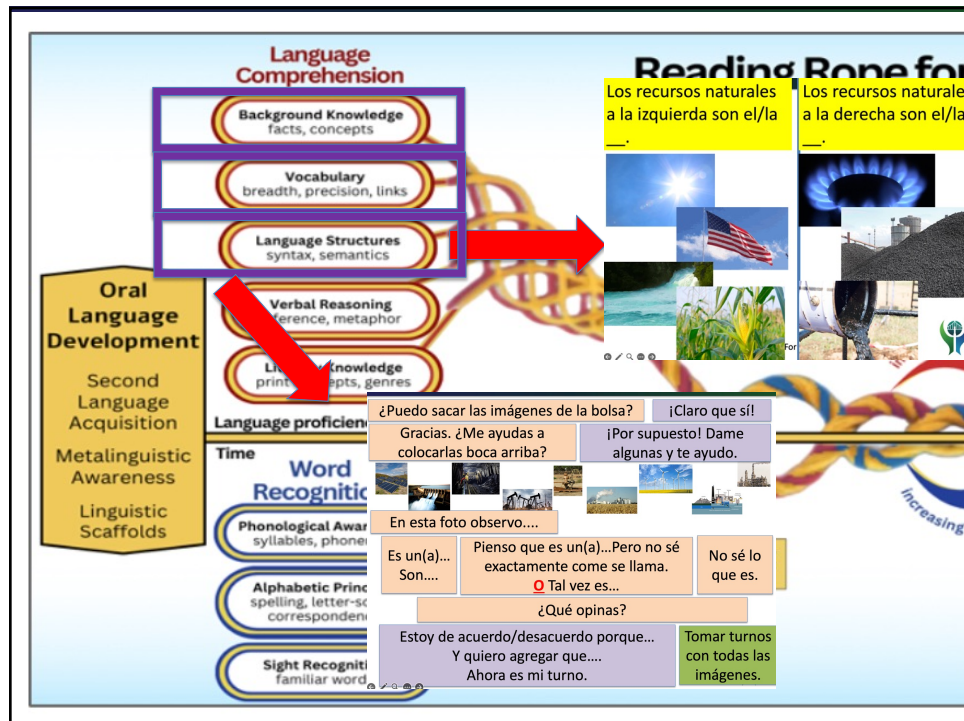
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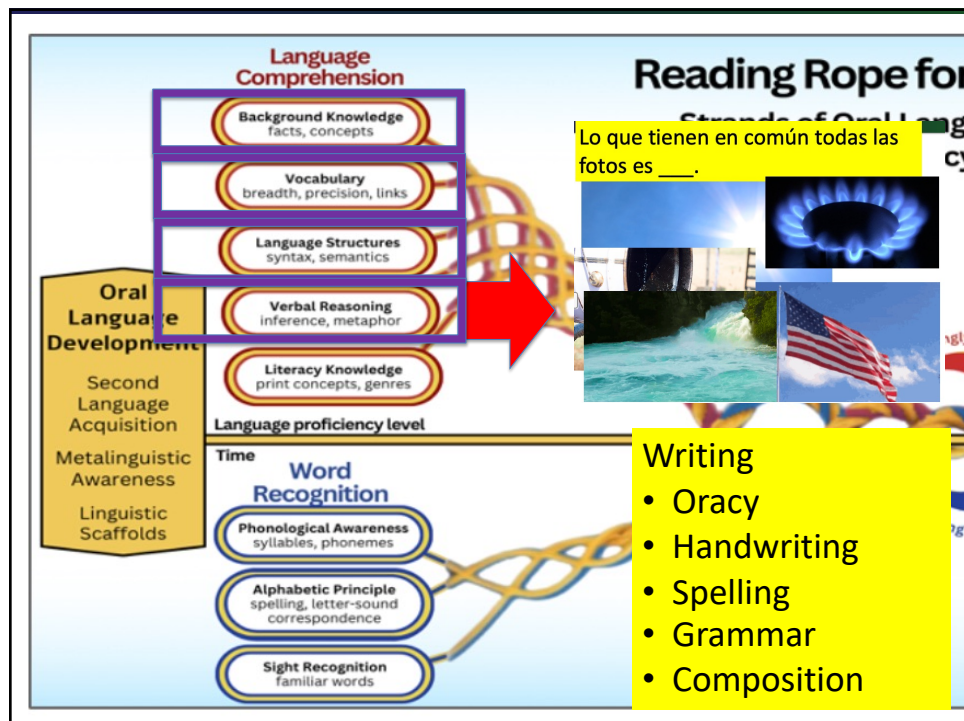
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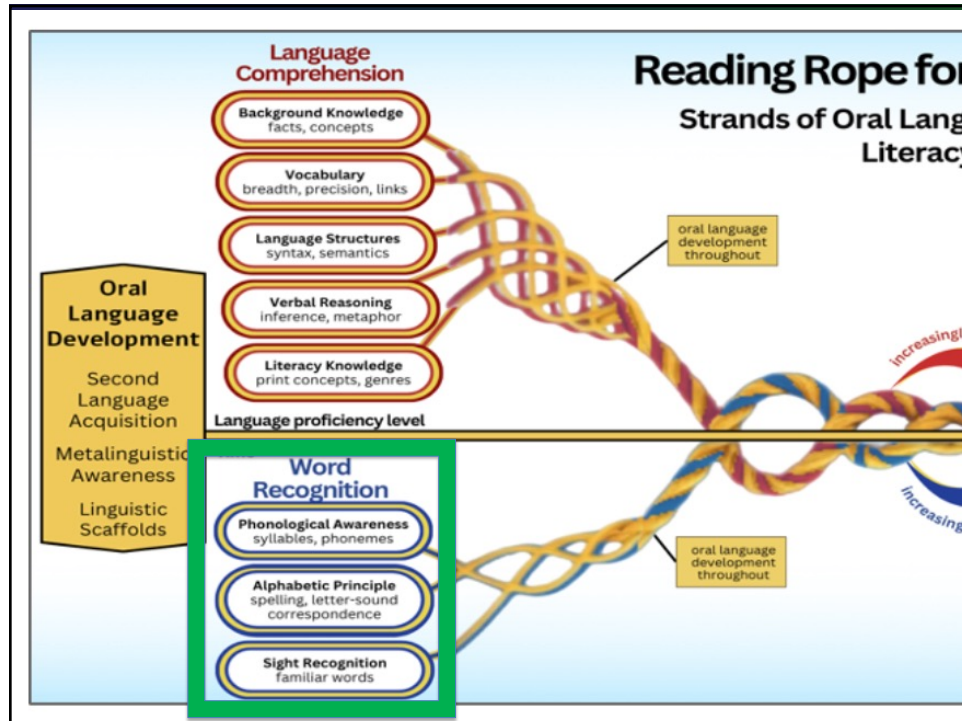
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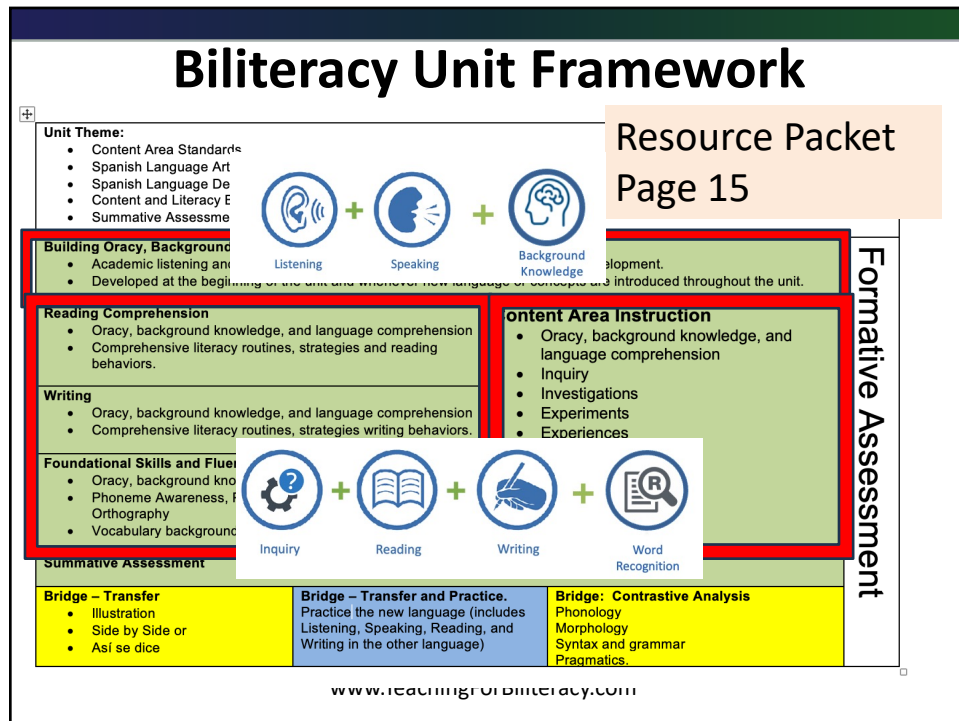
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GRADE FOUR READING STANDARDS: FOUNDATIONAL SKILLS	CUARTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES	GRADE FOUR LANGUAGE STANDARDS	CUARTO GRADO ESTÁNDARES DE LENGUAJE
Students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.	The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 21 for a complete list and Appendix A for an example of how these skills develop in sophistication.	Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avancen de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera más sofisticada a la expresión oral y escrita. Ver la tabla en la página 21 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Fonética y reconocimiento de palabras 3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.	Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Normas y convenciones del español 1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and with fluency.	a. Usan el conocimiento combinado de todas las correlaciones entre grafemas y fonemas, patrones de división en sílabas y la morfología (ejemplo: raíces y afijos), para leer con precisión palabras desconocidas en contexto y con fluidez.	a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	a. Usan los pronombres interrogativos, relativos (quién, qué, quién, cuál, cuánto, cuánto) y los adverbios relativos (donde, cuando, como, cuánto).
b. Distinguish words homophones for function and meaning and recognize the use of the accent diacritical for distinguishing.	b. Distinguen palabras homófonas por su función y significado y reconocen el uso del acento diacrítico para distinguirlas.	b. Form and use the progressive (e.g., I am working; I am working; I will be working) verb tenses.	b. Forman y usan los tiempos progresivos de los verbos (ejemplo: Yo estaba caminando; Yo estoy caminando; Yo estaré caminando) y reconocen su uso limitado en español (una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español).
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	c. Usan verbos auxiliares con el infinitivo del verbo para expresar diversas condiciones (ejemplo: Puedo correr. Debo dormir) o con la forma condicional del verbo (ejemplo: podría correr, desearía dormir).	d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	d. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: una pequeña bolsa roja en lugar de una roja bolsa pequeña).

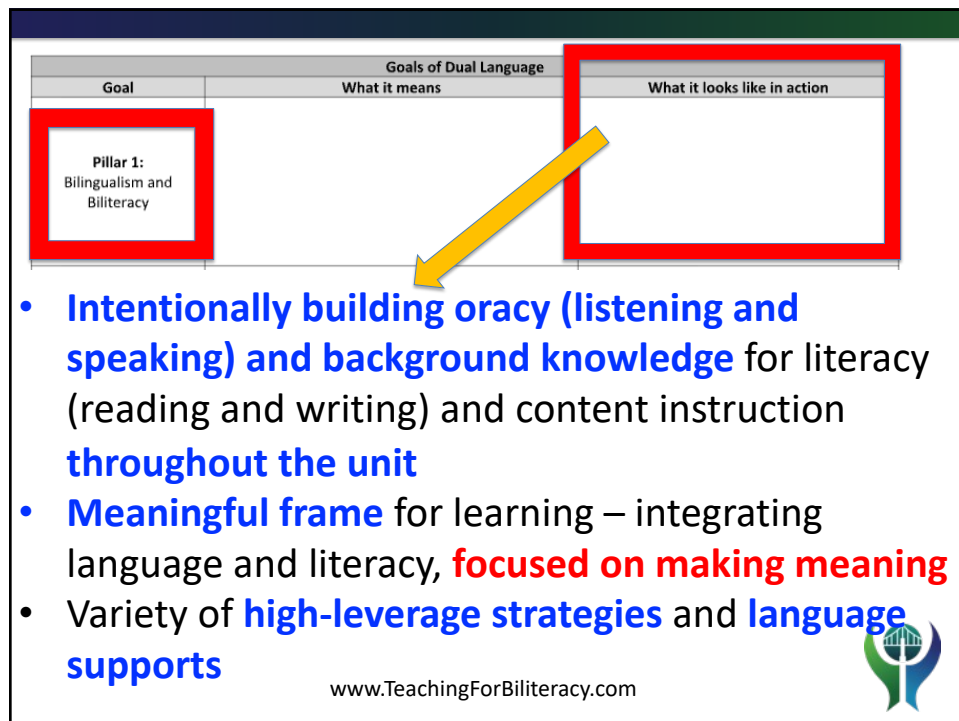
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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural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

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

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

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

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Pillar 1: Bilingualism & Biliteracy	
Pillar 2: Grade Level Academic Achievement	How did instruction support students' grade-level academic achievement?
Pillar 3: Sociocultural Competence	

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Materials for today's session



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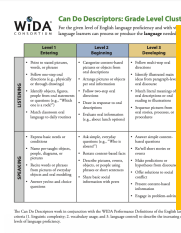
**Teaching for Bilingualism
Summer Institute**
Oxnard, CA
July 21-23, 2026

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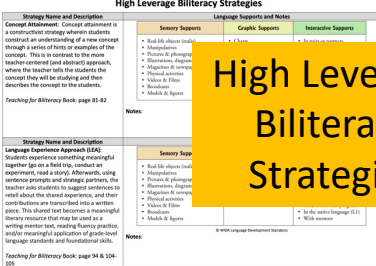
Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Bilingual Unit Framework (BUI) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Explain how teacher language use impacts student language use, and the importance thereof of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.

Resource Packet



Can Dos and Formative Assessments



High Leverage Biliteracy Strategies

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

		Outcomes			
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.			
		Sensory Supports Pictures/Images Total Physical Response			
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies renewable resources by exhibiting receptive language (actions during TPR)		
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes renovables</i> <i>las fuentes no renovables</i> <i>reponer</i>	<i>reponer</i>	<i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

What are some key features you notice?

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

		Outcomes			
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.			
		Sensory Supports Pictures/Images Total Physical Response			
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies renewable resources by exhibiting receptive language (actions during TPR)		
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes renovables</i> <i>las fuentes no renovables</i> <i>reponer</i>	<i>las fuentes renovables</i> <i>las fuentes no renovables</i> <i>reponer</i>	<i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

Grade level standards from the unit/BUF.

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4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Outcomes A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Picture/images	Picture/images	Picture/images	Picture/images	Picture/images	Picture/images
	Total Physical Response	Total Physical Response	Sentence Prompts	Sentence Prompts	Strategic partners	Strategic partners
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Outcomes A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Picture/images	Picture/images	Picture/images	Picture/images	Picture/images	Picture/images
	Total Physical Response	Total Physical Response	Sentence Prompts	Sentence Prompts	Strategic partners	Strategic partners
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

Did my students achieve any of these outcomes?

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes					
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.				
	Sensory Supports		Graphic Supports		Interactive Supports
	Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>el sol</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i> El luz	<i>las fuentes de energía renovables</i> <i>las fuentes de energía no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>las fuentes de energía no renovables</i> <i>reponer</i>	<i>aparato o el mecanismo</i> <i>captura</i> <i>convierte</i> <i>energía</i> <i>paneles solares</i> <i>turbinas eólicas</i> <i>represa hidroeléctrica</i> <i>minería</i> <i>fábrica</i> <i>bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

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1. With your partner, one person be the teacher and one be the student.
2. Teacher use the formative assessment document to take down notes/check the what language the student can demonstrate receptively and productively.
3. Switch roles.

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

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

Yes!

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

language (actions during TPR)	with TPR	sources by exhibiting receptive language	with TPR	resources by exhibiting receptive language (actions)	with TPR
los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo	✓ cursos ✓ solar ✓ rto ✓ a ✓ ería v ✓ xón ✓ ráleo			el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas	el aparato o el mecanismo captura lo convierte la energía los paneles solares las turbinas eólicas

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Professional Learning Communities

DuFour's PLC Key Questions:

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

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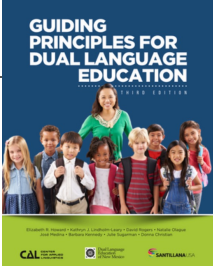
Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural competence, and multicultural appreciation)		

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

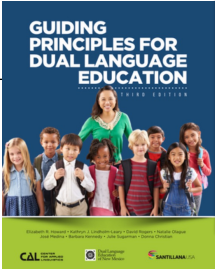
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Pillar 1: Bilingualism & Biliteracy		A term encompassing identity development, cross-cultural competence, and multicultural appreciation
Pillar 2: Grade Level Academic Achievement		
Pillar 3: Sociocultural Competence Pg. 5		

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

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

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¿Puedo sacar las imágenes de la bolsa? ¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba? ¡Por supuesto! Dame algunas y te ayudo.



En esta foto observo....

Es un(a)...
Son....

Pienso que es un(a)...Pero no sé exactamente como se llama.
○ Tal vez es...

No sé lo que es.

¿Qué opinas?

Estoy de acuerdo/desacuerdo porque...
Y quiero agregar que....
Ahora es mi turno.

Tomar turnos con todas las imágenes.

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

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

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

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Agenda:

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



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Materials for today's session



Center for Teaching for Bilinguality
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**Teaching for Biliteracy
Summer Institute**
Oxnard, CA

July 21-23, 2021

teachingforbil

Presenters	Contact Information
Karen Beeman	teachingforbilleracyKB@gmail.com
Crystal Ramos	teachingforbilleracyCR@gmail.com
Melody Wharton	teachingforbilleracyMW@gmail.com

Institute Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the role of language acquisition and biliteracy programs in the US and how a language acquisition program meets the needs of all of its students.
- Identify and explain how biliteracy instruction and the learning environment reflect best practices for developing biliteracy.
- Experience and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engagement skills and are included during instruction in each language.
- Describe how the biliteracy program meets the needs of all students, including students taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Explain how the language use of the student language use, and the importance therefore of the teacher using language strategically.
- Summarize how programmatic systems and structures support effective biliteracy instruction

Resource Packet



Can Do Descriptors: Grade Level Cluster 3-

[illegible]

The Can Do Descriptors were in comparison with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions are the criteria 1) linguistic complexity, 2) vocabulary range and 3) language control to describe the increasing quality and quantity of students' language processing and use across levels of language proficiency.

Can Dos and Formative Assessments



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High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

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

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High Leverage Biliteracy Strategies

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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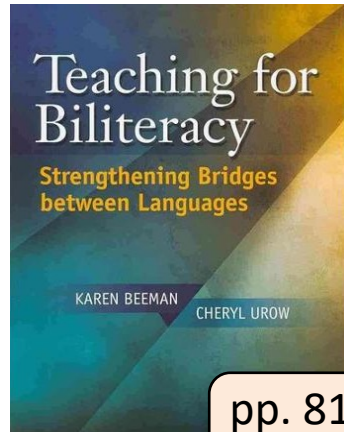
High Leverage Biliteracy Strategies Page 1

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Concept Attainment

with Sentence Prompts and TPR



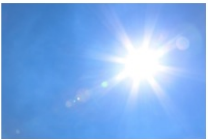
pp. 81,
82

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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Recursos naturales renovables			Recursos naturales no renovables
       		      	

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

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High Leverage Biliteracy Strategies

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Notes:

Sorted photographs to distinguish between renewable and nonrenewable natural resources

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











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











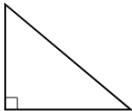
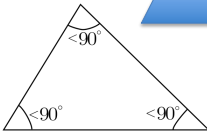

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A	B	C

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The logo for Teaching For Biliteracy, featuring a stylized green and blue figure holding a white building icon.

A	B	C
   	   	   

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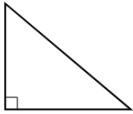
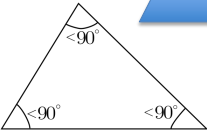
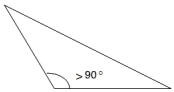
Conversaciones académicas	
Pareja A	Pareja B
Lo que observo en la imagen de la columna ____ es...	¡Oh sí! También quisiera agregar que....

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Conversaciones académicas

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

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Triángulo rectángulo	Triángulo agudo	Triángulo obtuso
   	   	   

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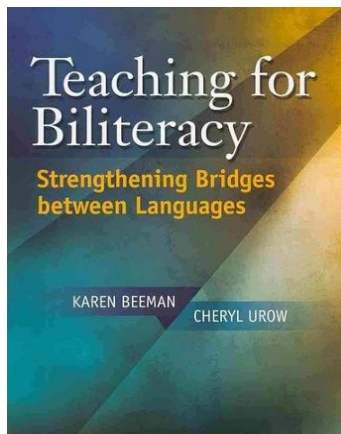
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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.	Sensory Supports	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
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			
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	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
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

High Leverage Biliteracy Strategies Pages 2

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Fish Bowl



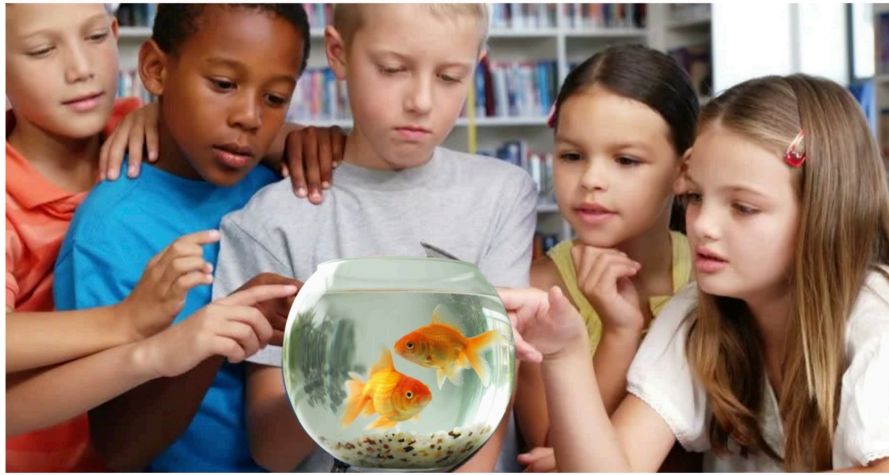
Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136

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¿Puedo sacar las imágenes de la bolsa?		¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?		¡Por supuesto! Dame algunas y te ayudo.
En esta foto observo....		
Es un(a)...	Pienso que es un(a)...Pero no sé exactamente como se llama.	No sé lo que es.
Son....	¿Tal vez es...	
¿Qué opinas?		
Estoy de acuerdo/desacuerdo porque... Y quiero agregar que.... Ahora es mi turno.		Tomar turnos con todas las imágenes.

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High Leverage Biliteracy Strategies

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

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© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

High Leverage Biliteracy Strategies Pages 4

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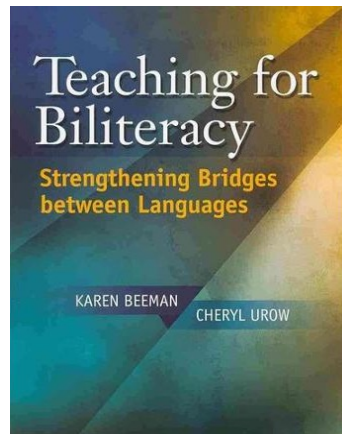
Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic 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) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

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. <i>Teaching for Biliteracy Book: page 82 & 136</i>	Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
Notes: • Meaningful Frame (i.e., content and unit theme)			

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



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

p. 94 &
pp. 104 -
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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a process in which students learn a concept by comparing and contrasting examples and non-examples. The teacher provides a meaningful frame or context in which this strategy was used.	Sensory Supports	Graphic Supports	Interactive Supports
Teaching for Biliteracy Book: page 81-82	- Videos & Films - Broadcasts - Models & figures		- sites) or software programs - In the native language (L1) - With mentors
Notes:	© WIDA Language Development Standards		
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
Teaching for Biliteracy Book: page 94 & 104	- 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:			

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High Leverage Biliteracy Strategies

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

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High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

I can support high leverage biliteracy strategies through my role by...

Teachers: Instruction	Coach, TOSA, or Support or Specialist: Classroom Support	School and District Leaders: Systems and Structures
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Adapted Theater, of reader, paraphrase some words Physical

will be studying, and then describes the concept to students.

Teaching for Biliteracy Book: page 81-82

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Agenda:

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

Day 1 Closure and Exit Ticket



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Individual or Team Planning for Next Steps

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

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Institute Resource Packet

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Center for Teaching for Bilingual Resources and Links		
Handouts and Presentation Slides on Teaching for Bilingual Website	https://www.teachingforbilingual.com/handouts	
Center for Teaching for Bilingual Reference List	https://bit.ly/4at6pcoA	
Bilingual Strategies Glossary	https://bit.ly/BSI2024InstructionalStrategies	
Three Linguistic Spaces	https://bit.ly/ThreeLinguisticSpaces	
Supporting Newcomers	https://bit.ly/T4BNewcomers	
A Systems Approach to Teaching for Bilingual: Digital Tools	Splash Page https://bit.ly/T4BHandbook	
Final Session Evaluation Form	https://bit.ly/CABSI2026	

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Packet



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Teaching for Bilingual Summer Institute Overview		
Tuesday, July 21, 2026	Wednesday, July 22, 2026	Thursday, July 23, 2026
7:30 - 8:30 AM Arrival, registration, material pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Bilingual Programs - The Bilingual Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Bilingual Assessment - Planning for Sustainability: Effective Systems and Structures 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) - Sample Instruction Part 3: The Bridge - Institute Closure
Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-5th grade; secondary: 6th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	Lunch 11:45 AM to 12:30 PM 12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment	12:00 pm Boxed Lunch and Dismissal

Institute Overview

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Resource Packet

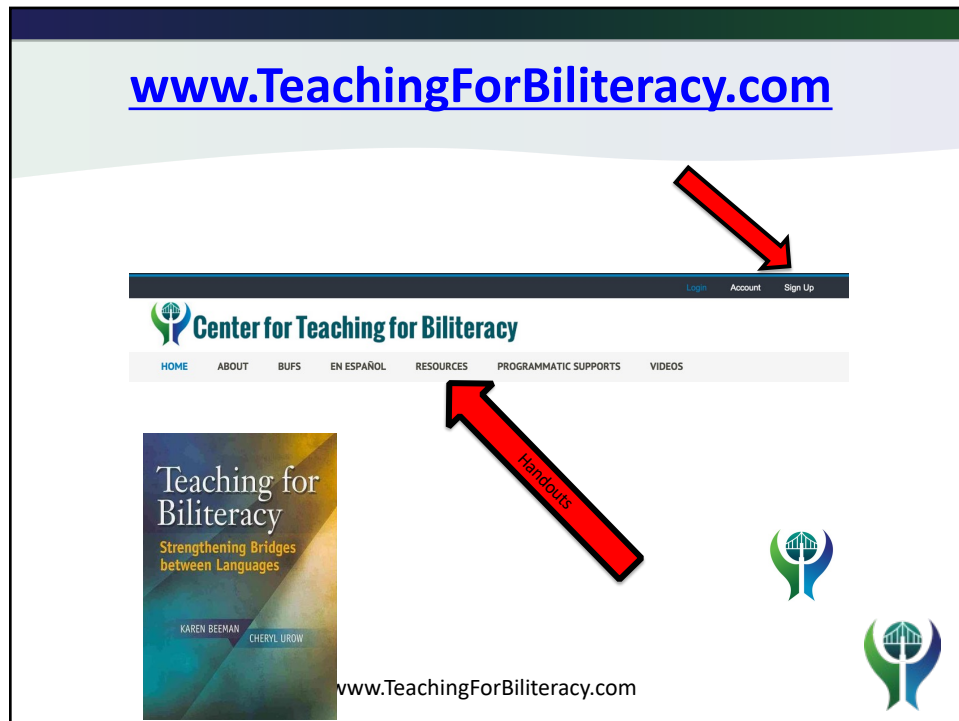


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Bilingual Unit Framework		
Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		Resource Packet Page 15
Building Oracy, Background Knowledge: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

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



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

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Exit Ticket

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

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