

Teaching for Biliteracy Summer Institute

Sample Instruction for Grades PK-3

**Please be ready for movement and
some FUN!**



Crystal Ramos, M.Ed.

Courtyard Marriot- Oxnard, CA

July 21st, 2026

www.TeachingForBiliteracy.com



The Center for Teaching for Biliteracy



...an, M.Ed
Co-Found



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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	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-1st; 2nd-5th grade; secondary: 6th – 12th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment</u>	

Institute Overview
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Resource Packet



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



The purpose of this breakout:

Across the two institute days, participants will experience an entire biliteracy unit (which typically lasts 4-9 weeks), highlighting effective strategies to use with developing bilinguals.

In other words,



Materials for today's session



Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
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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 language.
- Describe biliteracy, the Biliteracy Unit Framework, and how the Biliteracy Unit Framework unit is taught in one language, it integrates language and content, and the Bridge at the end of the unit, which has two purposes.
- Explain how teacher language use impacts student learning and how to use language strategically.
- Summarize how programmatic systems and structures support biliteracy and ensure instructional equity.
- Identify short-and-long term goals that support the goals of the program and instruction.

Resource Packet



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.



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



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

Characteristics of Biliteracy Instruction

Pg. 15

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

Teaching for
Biliteracy...

Characteristics of Biliteracy Instruction

Pg. 15

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

Teaching for
Biliteracy...

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Teaching for
Biliteracy...

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

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Teaching for
Biliteracy...

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

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

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

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



In this session we will experience SLA

**What can I gain from
participating in sample
instruction designed for 2nd
grade Social Studies and SLA
if I'm not a teacher or if I
don't teach that
grade/subject/language?**



Teachers

Instruction

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

Coaches & Specialist

Classroom Support

- Using the context of the unit to support students
- Co-teaching and modeling instruction
- Planning for instruction
- Professional development
- Assessment and data use

School & District Leaders

Structures

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

Teachers

**Coaches &
Specialist**

**School & District
Leaders**

**You don't have to be bilingual to
support effective biliteracy
instruction.**

- Str
- Sup
- Gro
- Dif
- Int
- uni
- Cla
- org
- Inc
- Assessment and data use

- Assessment and data use

- Collecting and using assessment data

Teachers

**Coaches &
Specialist**

**School & District
Leaders**

**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.**

- Str
- Sup
- Gro
- Dif
- Int
- uni
- Cla
- org
- Inc
- Assessment and data use

- Assessment and data use

- Collecting and using assessment data

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?



Summative ELPAC General PLDs

This document provides the general performance level descriptors (PLDs) for the Summative English Language Proficiency Assessment for California (ELPAC). These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12 \(CA ELD Standards\)](#) (PDF).

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Descriptorios 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 →	→ 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.	Los estudiantes que han alcanzado “dominio total” en el idioma español según lo determinan los criterios estatales y/o locales, continúan adquiriendo cada vez mayor amplitud, profundidad y diversidad en la comprensión y la comunicación en español en una amplia variedad de contextos.
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.	California Spanish Language Development Standards		

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

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Where do you fall in Spanish?

RG-58

Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
	Point to stated pictures,	Sort pictures, objects	Locate, select, order	Compare/contrast	Draw conclusions from	
LISTENING	- Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Analyze and apply oral information - Identify cause and effect from oral discourse	- Construct models based on oral discourse - Make connections from oral discourse	Level 6 Reaching
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
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Melody Wharton - Center for Teaching for Biliteracy

Spanish self assessment

WIDA Descriptors

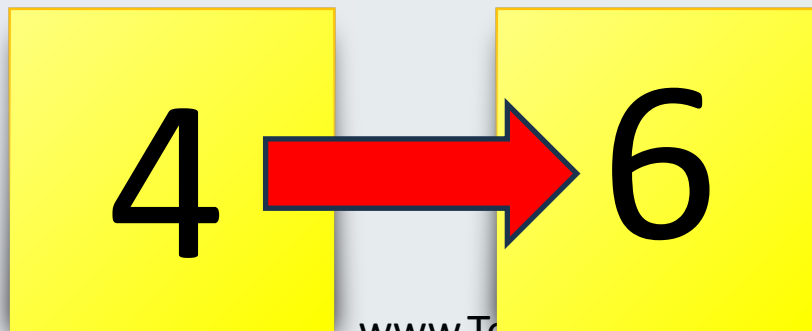
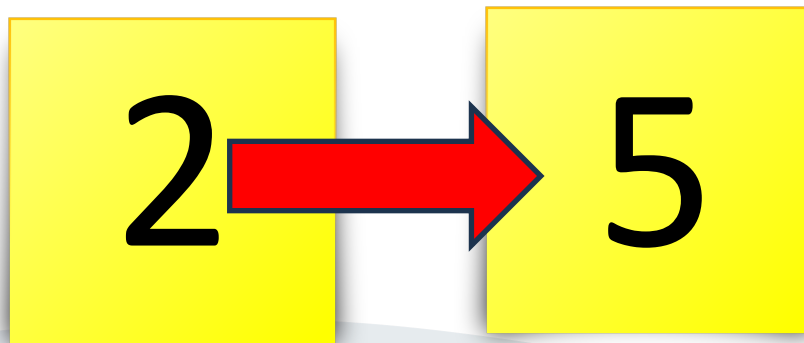
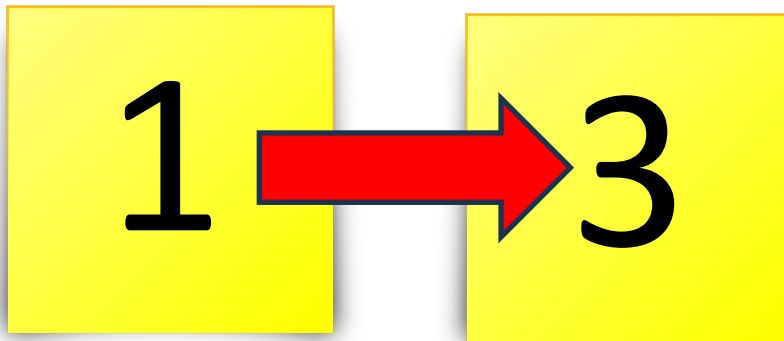
Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce 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



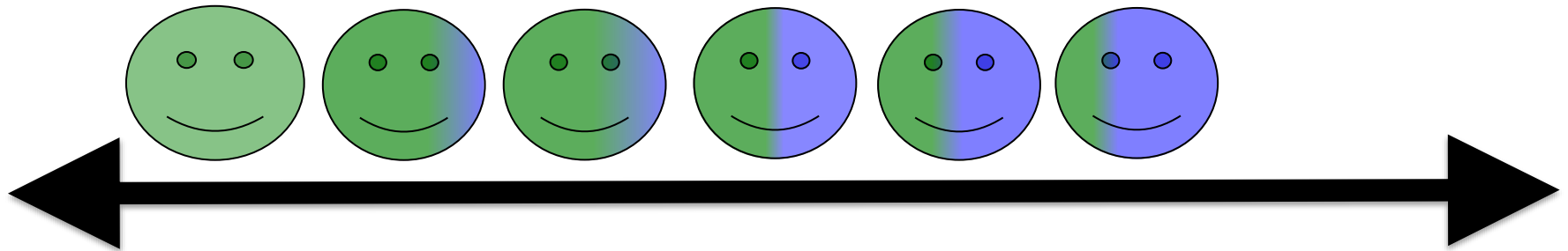
Strategic Pairing and Grouping



Strategic Pairing



**In this session we will experience SLA
and Social Studies integrated dual
language and biliteracy instruction
designed for 2nd grade...**



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



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?



Instrucción



César Bona | Joan Turu

DERECHOS Y DEBERES de la infancia



La p

ujo

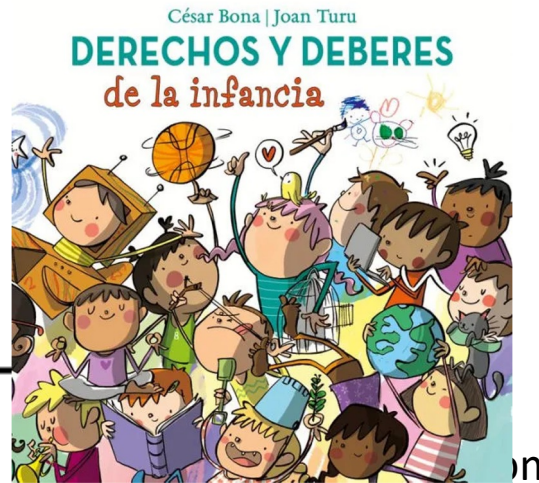


**la responsabilidad
el derecho
los deberes
el miembro de la comunidad
la participación cívica
el bienestar
la comunidad escolar
el texto literario
el personaje
el escenario
un evento principal
el acento**

La palabra

**Lo que
significa**

Un dibujo



Characteristics of Biliteracy Instruction

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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

Teaching for Biliteracy...

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

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

Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
depth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
text concepts, genres

Proficiency level

oral language
development
throughout

increasingly

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Cognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
writing, letter-sound
correspondence

Sight Recognition
familiar words

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

If the goals of Dual Language are...

Three Pillars of Dual Language Education



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

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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

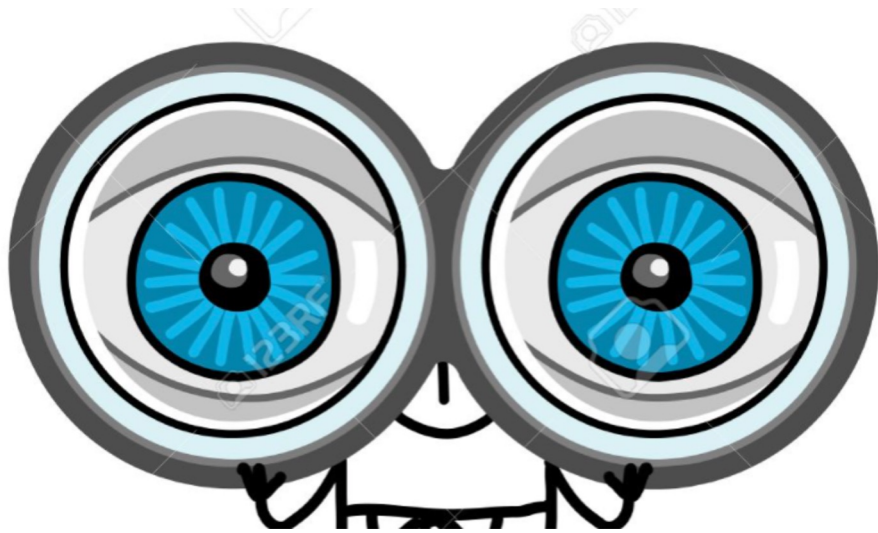


Language Use Norms

- 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.**

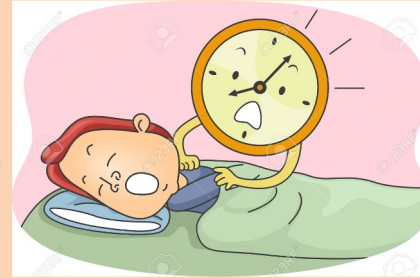
Marking the Language of Instruction





derechos

responsabilidades





¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a
colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

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

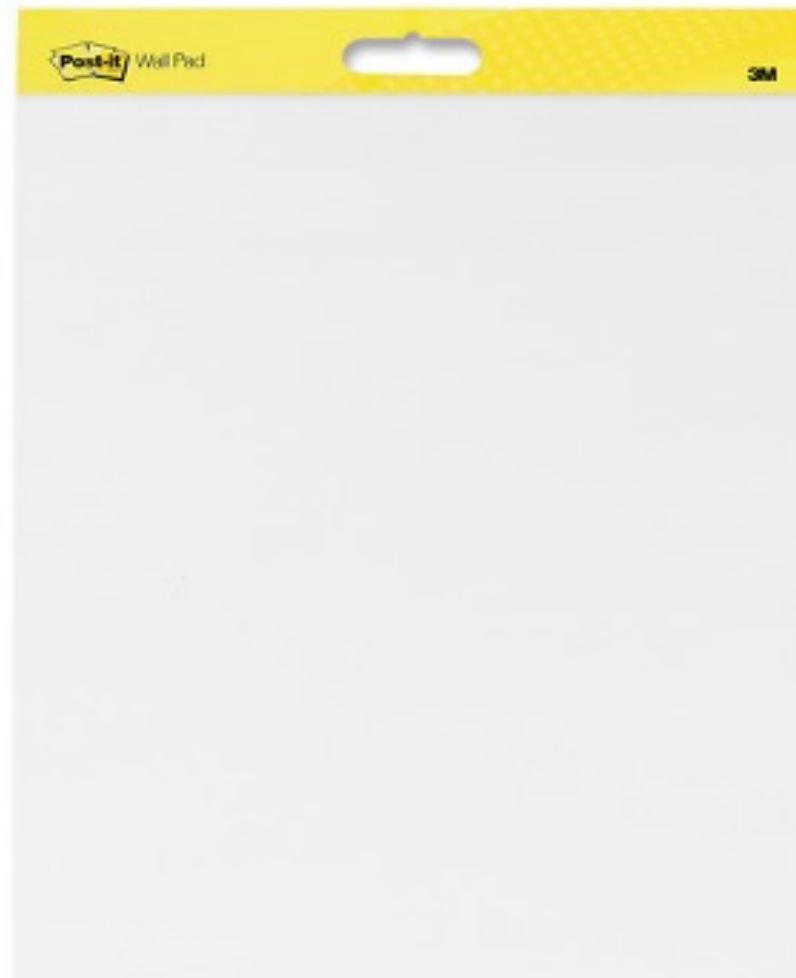
Pienso que es un(a)...Pero no sé
exactamente como se llama.

No sé lo
que es.

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

Tomar turnos
con todas las
imágenes.





César Bona | Joan Turu

DERECHOS Y DEBERES de la infancia





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Characteristics of Biliteracy Instruction

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How did you feel as a student?

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

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Resource Packet

High Leverage Biliteracy Strategies



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



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)		

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)



Biliteracy Unit Framework

Resource Packet
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Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

Phonology
Morphology
Syntax and grammar
Pragmatics.

Formative Assessment

Pillar 1:
Bilingualism
& Biliteracy

How did instruction help
develop students'
bilingualism?

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

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)

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

- Students had multiple opportunities to engage in academic discourse in the language of instruction

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

- 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

Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Grandview, WA

June 23-25, 2026

Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
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Institute Outcomes:

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

Resource Packet



Can Do Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of common-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "males," "biggest")	- Ask questions of a social partner - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture sets - See and explain grouping of objects (e.g., sink x floor) - Make predictions or hypotheses - Describe features of content-based phenomena (e.g., concepts, theories)

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 range; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

High Leverage Bilingual 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 Bilinguality Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Charts	In pairs or groups
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 Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- In the native language (L1) - With mentors	

© WiDA Language Development Standards

High Leverage Bilingual Strategies



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



With the supports, what were students able to do?

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

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.

Melody Wharton, Center for Teaching for Bilingual

English Language Learning – Grades 1-2

With the supports, what were students able to do?

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	SPEAKING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	
		- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "biggest")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	

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



Can Do Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or	
SPEAKING	- Identify and name everyday objects - Participate in whole group chants and songs	Compare real-life objects (e.g., "smaller," "biggest")	- of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	transitions	Initiate conversation with peers and teachers	Level 6 - Reaching

**Without the
graphic, sensory, and
interactive supports,
what might have happened?**

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.

Melody Wharton - Center for Teaching for Bilinguality

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

LING	Identify pictures of everyday objects as stated orally (e.g., in books)	Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page	Sequence pictures or stories read aloud (e.g., beginning, middle, and end)	- shape, color) based on oral information - Find details in illustrated.	Apply ideas from oral discussions to new situations	
------	---	---	--	---	---	--

How did ALL students benefit from the supports?

LING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level	aching
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The WIDA Can Dos are a great tool to help: Planning instruction, differentiation, and assessing students.



Descripción de Habilidades: Grados Escolares 1-2

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar	Nivel 6 - Alcanzando

The descriptors are also available in Spanish!

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

Pg. 5

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

Pillar 1:
Bilingualism
& Biliteracy

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

- Students had multiple opportunities to engage in academic discourse in the language of instruction
- Many supports – such as visuals, TPR, sentence frames/prompts were provided to help students stay in the language of instruction
- **Students were all developing language and background knowledge around rights and responsibilities in the school/classroom.**

Pillar 1:
Bilingualism
& **Biliteracy**

How did instruction help
develop students'
biliteracy?

Pillar 2: Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

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.



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.**



Reading Rope for Multilingual Learners

Strands of Oral Language Development Support
Literacy Development

Oral Language Development

Second Language Acquisition
Metalinguistic Awareness
Linguistic Scaffolds

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

oral language
development
throughout

oral language
development
throughout

Increasingly strategic

Increasingly automatic

Skilled Reading

Fluent execution and
coordination of language
comprehension and word
recognition

Adapted from Scarborough (2001) by Cavazos & Goldenberg (2024)
Revised by Pendergrass-Bennefield (2024)
Not authorized by Hollis Scarborough



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
depth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
text concepts, genres

Proficiency level

oral language
development
throughout

increasingly

Oral Language Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Word Cognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
writing, letter-sound
correspondence

Sight Recognition
familiar words

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words

oral language
development
throughout

increasingly

Oral
Language
Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

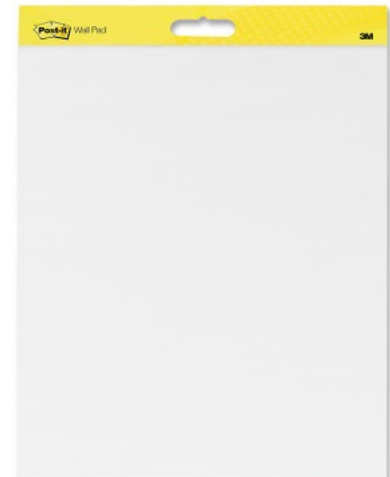
derechos

responsabilidad



Writing

-
-
-
-
-



Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literary Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition
Metalinguistic Awareness
Linguistic Scaffolds

Language Comprehension

Time

¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

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

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

No sé lo que es.

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

Tomar turnos con todas las imágenes.

www.TeachingForBiliteracy.com

familiar words

Esta foto pertenece a la columna azul porque...

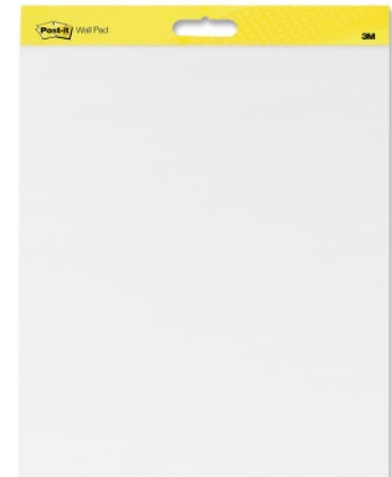


Esta foto pertenece a la columna anaranjada porque...



Writing

-
-
-
-
-
-



Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Language proficiency level

Oral
Language
Development

Second
Language
Acquisition

Metalinguistic
Awareness

Linguistic
Scaffolds

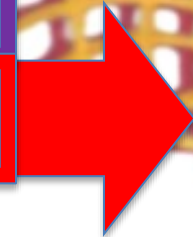
Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words



Reading Rope for



Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Language proficiency level

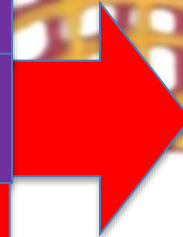
Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound
correspondence

Sight Recognition
familiar words



Reading Rope for

Strands of Oral Language

César Bona | Joan Turu

DERECHOS Y DEBERES de la infancia



Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition



Reading Rope for

Strands of Oral Language Literacy

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Literacy Knowledge
print concepts, genres

oral language development throughout

Language proficiency level

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

Word Recognition

Phonological Awareness
syllables, phonemes

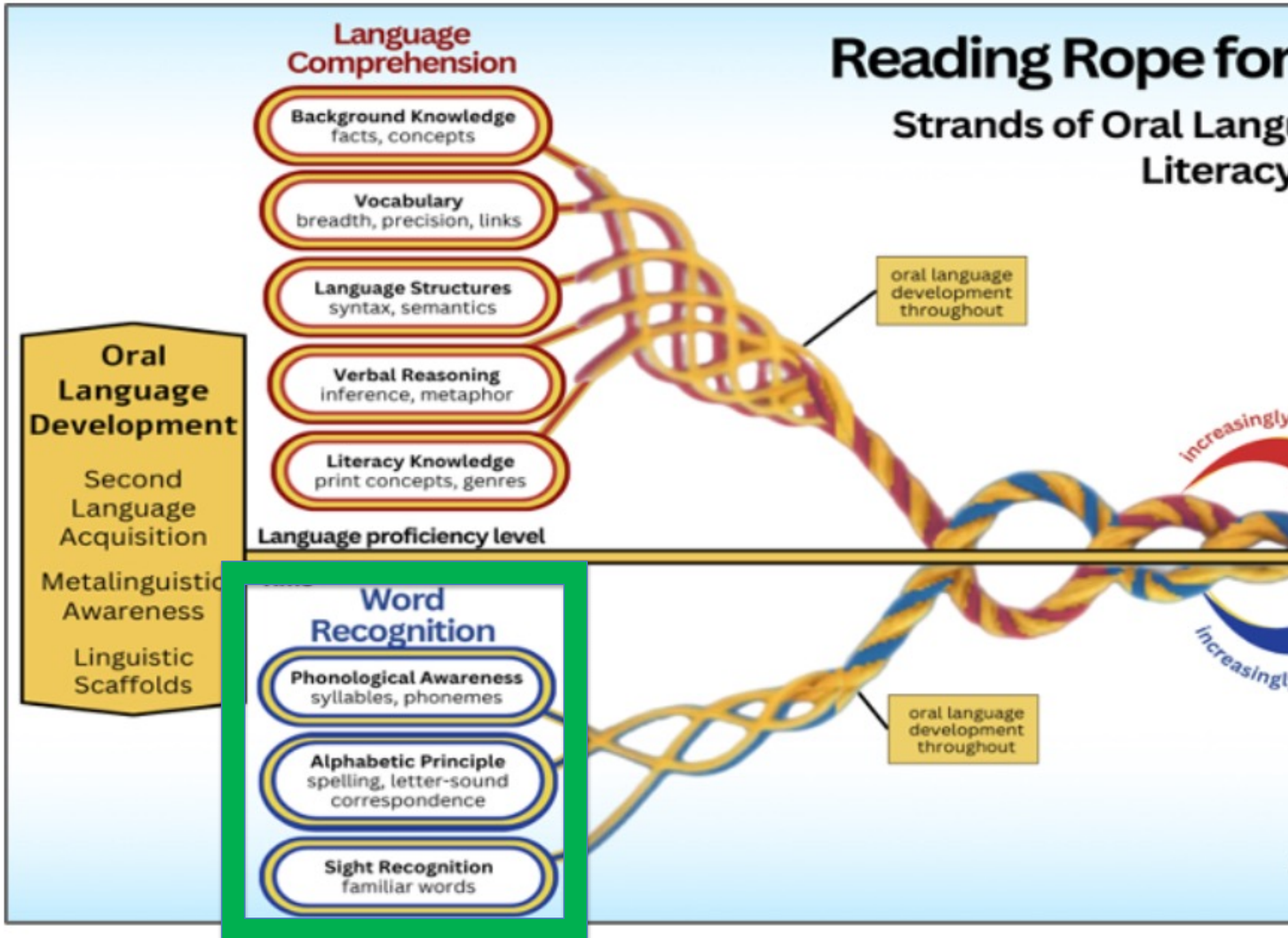
Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

oral language development throughout

increasingly

increasingly



GRADE TWO READING STANDARDS: FOUNDATIONAL SKILLS

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.

SEGUNDO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

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.**

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable

b. Know spelling-sound correspondences for additional common vowel teams

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

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.

a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de

b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.

c. Decodifican palabras multisilábicas.

d. Decodifican palabras con prefijos y sufijos de uso frecuente.

SECOND GRADE LANGUAGE STANDARDS

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. *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.* 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 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when

a. Use collective nouns (e.g., *group*).

plural nouns (e.g., *feet, children, teeth, mice, fish*).

c. Use reflexive pronouns (e.g., *myself, ourselves*).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

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 avanzan 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 mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 29 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.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

a. Usan sustantivos colectivos (ejemplo: *la gente, el grupo*).

plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: *luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes*).

c. Usan los pronombres reflexivos (ejemplo: *Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy*).

d. Forman y usan el tiempo pasado de los verbos irregulares que se utilizan con frecuencia (ejemplo: *decir-dijo, hacer-hizo, poner-puso, saber-supimos*).

Language Comprehension

Background Knowledge
facts, concepts

Vocabulary
breadth, precision, links

Language Structures
syntax, semantics

Verbal Reasoning
inference, metaphor

Oral Language Development

Second Language Acquisition

Metalinguistic Awareness

Linguistic Scaffolds

print concepts, genres

Language proficiency level

Time

Word Recognition

Phonological Awareness
syllables, phonemes

Alphabetic Principle
spelling, letter-sound correspondence

Sight Recognition
familiar words

Reading Rope for

Strands of Oral Language Literacy

oral language development throughout

increasingly

Writing

- Oracy
- Handwriting
- Spelling
- Grammar
- Composition

Biliteracy Unit Framework

Resource Packet
Page 15

Unit Theme:

- Content Area Standards
- Spanish Language Art
- Spanish Language De
- Content and Literacy E
- Summative Assessme



Listening



Speaking



Background
Knowledge

Building Oracy, Background

- Academic listening and
- Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Fluency, Orthography
- Vocabulary background

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.



Inquiry



Reading



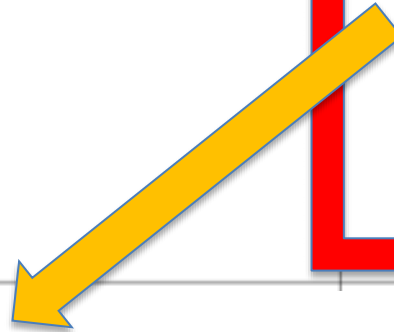
Writing



Word
Recognition

Formative Assessment

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



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





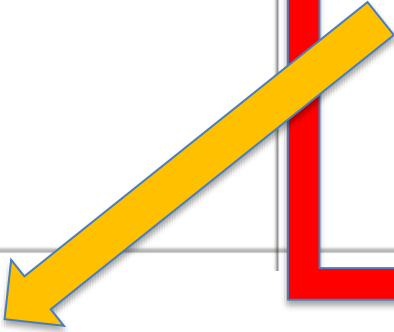
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Goals of Dual Language		
Goal	What it means	What it looks like in action
Pillar 1: Bilingualism and Biliteracy		
Pillar 2: Grade-level Academic Achievement		
Pillar 3: Sociocultural Competence (a term encompassing identity development, cross-cultural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

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



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



Pillar 1:
Bilingualism &
Biliteracy

Pillar 2:
Grade Level
Academic
Achievement

Pillar 3:
Sociocultural
Competence

How did instruction
support students'
grade-level academic
achievement?

Materials for today's session



Center for Teaching for Bilinguality
www.TeachingForBilinguality.com

Teaching for Bilinguality Summer Institute

Grandview, WA

June 23-25, 2026



Presenters	Contact Information
Karen Beeman	teachingforbilingualityKB@gmail.com
Dana Baum Hardt	teachingforbilingualityDH@gmail.com
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Institute Outcomes:

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

Resource Packet

Can Dos and Formative Assessments

High Leverage Bilingual 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 Bilinguality Book: page 81-82</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	- Charts - Maps - Tables - Flowcharts - Graphic organizers	- Interactive games - Role plays - Simulations - Debates - Group projects - Presentations
Notes:			
Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literacy 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 Bilinguality Book: page 94 & 104-105</i>	- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures		- In the native language (L1) - With mentors
Notes:			

High Leverage Bilingual Strategies



Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards	Outcomes					
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	- Identify examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) - Describe rights and responsibilities of individuals in the school/classroom (C1.2.2) - Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response					
Student name:	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies rights and responsibilities in the classroom/school community by using receptive language (actions during TPR)			
	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>

What are some key features you notice?

Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards	Outcomes					
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	- Identify examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) - Describe rights and responsibilities of individuals in the school/classroom (C1.2.2) - Identify examples of rights and responsibilities of individuals in the school/classroom (C1.2.2)					
Student name:	Sensory Support Pictures/imagery Total Physical Response					
	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking with TPR	Sources by exhibiting receptive language (actions during TPR)		(actions during TPR)	Demonstrates productive language by speaking with TPR
	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>

Grade level standards from the unit/BUF.

Unit Theme:

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

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

- Academic
- Developed

Reading Compre

- Oracy, bac
- Comprehe behaviors.

Writing

- Oracy, bac
- Comprehe

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.

Assessment

C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.

What does it mean?

What is it not?

- Students understand the

Outcomes: Students will be able to

- Identify rights and responsibilities of public/common good
- Describe the public/common good
- Describe the different aspects of the public/common good
- Suggest rules and responsibilities
- Explain a rule or responsibility in the classroom/school.
- Explain the 2nd Grade F

- Rules
- Contribute
- Rights
- Responsibilities

Each standard is unpacked into achievable outcomes, organized from most concrete to most abstract, which helps to plan instruction throughout the unit.

Standards	Outcomes					
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	- Identify examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) - Describe rights and responsibilities of individuals in the school/classroom (C1.2.2) - Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/Images Total Physical Response		Sentence Prompts Language Experience Approach		whole group Strategic partners	
Student name:	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of rights and responsibilities in the classroom/school sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Describe rights and responsibilities in the school by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>El derecho</i> <i>la responsabilidad</i> <i>el aula</i> <i>la escuela</i> <i>el bienestar</i> <i>respetar</i>	<i>El derecho</i> <i>la responsabilidad</i> <i>el aula</i> <i>la escuela</i> <i>el bienestar</i> <i>respetar</i>	<i>Tengo el derecho ir a la escuela</i> <i>Tengo la responsabilidad llegar a tiempo</i> <i>Tengo el derecho tener un maestro para enseñar a los alumnos.</i> <i>Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela</i> <i>Tengo la responsabilidad llegar a tiempo</i> <i>Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad</i> <i>Patio de recreo</i> <i>Seguridad para todos</i> <i>Caminar no correr</i>	<i>Responsabilidad</i> <i>Patio de recreo</i> <i>Seguridad para todos</i> <i>Caminar no correr</i>

- Identify examples of rights and responsibilities of individuals in the school/classroom
- Describe rights and responsibilities in the school/classroom
- Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community.



Standards	Outcomes		
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	• <u>Identify</u> examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) • <u>Describe</u> rights and responsibilities of individuals in the school/classroom (C1.2.2) • <u>Identify</u> examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)		
	Sensory Supports	Graphic Supports	Interactive Supports

Pictures/Images Total Physical Response	Sentence Prompts Language Experience Approach	Whole group Strategic partners
--	--	-----------------------------------

Did my students achieve any of these outcomes?

Student name:	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies rights and responsibilities of individuals in the school/classroom (C1.2.2)	Describes rights and responsibilities of individuals in the school/classroom (C1.2.2)	Identifies rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)	Describes rights and responsibilities 2nd graders can engage with in the classroom/school community (C4.2.2)
	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>

- Identify examples of rights and responsibilities of individuals in the school/classroom
- Describe rights and responsibilities in the school/classroom
- Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community.



Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

Bridge – Transfer and Practice.

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

Bridge: Contrastive Analysis

- Phonology
- Morphology
- Syntax and grammar
- Pragmatics.

Formative Assessment

Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards	Outcomes														
C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community. C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	• <u>Identify</u> examples of rights and responsibilities of individuals in the school/classroom (C1.2.2) • <u>Describe</u> rights and responsibilities of individuals in the school/classroom (C1.2.2)														
	<table><tr><th>Sensory Supports</th><th colspan="2">Graphic Supports</th><th colspan="2">Interactive Supports</th></tr><tr><td>Pictures/images Total Physical Response</td><td colspan="2">T-chart (concept attainment) Sentence Prompts Language Experience Approach</td><td colspan="2">Whole group Strategic partners</td></tr></table>						Sensory Supports	Graphic Supports		Interactive Supports		Pictures/images Total Physical Response	T-chart (concept attainment) Sentence Prompts Language Experience Approach		Whole group Strategic partners
Sensory Supports	Graphic Supports		Interactive Supports												
Pictures/images Total Physical Response	T-chart (concept attainment) Sentence Prompts Language Experience Approach		Whole group Strategic partners												
Student name:	Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of rights and responsibilities in the classroom/school sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Describe rights and responsibilities in the school by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR									
	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>									

En la columna azul, observo...



En la columna anaranjada, observo...



depositphotos

Image ID: 207509534 www.depositphotos.com



derechos

responsabilidades



la responsabilidad
el derecho
los deberes
el miembro de la comunidad
la participación cívica
el bienestar
la comunidad escolar
el texto literario
el personaje
el escenario
un evento principal
el acento

Esta foto pertenece a la columna azul porque...



Esta foto pertenece a la columna anaranjada porque...



¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

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

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

No sé lo que es.

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

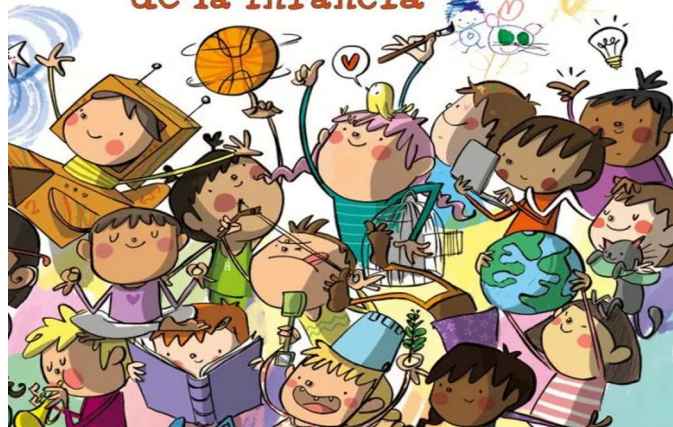
Tomar turnos con todas las imágenes.

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César Bona | Joan Turu

DERECHOS Y DEBERES de la infancia



TeachingFor



Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards

C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community.
C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

Outcomes

- Identify examples of rights and responsibilities of individuals in the school/classroom (**C1.2.2**)
- Describe rights and responsibilities of individuals in the school/classroom (**C1.2.2**)
- Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (**C4.2.2**)

Sensory Supports

Pictures/Images
Total Physical Response

Graphic Supports

T-chart (concept attainment)
Sentence Prompts
Language Experience Approach

Interactive Supports

Whole group
Strategic partners

Identifies examples of rights and responsibilities by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of rights and responsibilities in the classroom/school by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Describe rights and responsibilities in the school by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>El derecho la responsabilidad el aula la escuela el bienestar respetar</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos. Tengo la responsabilidad poner atención al maestro</i>	<i>Tengo el derecho ir a la escuela Tengo la responsabilidad llegar a tiempo Tengo el derecho tener un maestro para enseñar a los alumnos.</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>	<i>Responsabilidad Patio de recreo Seguridad para todos Caminar no correr</i>

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.



Formative Assessment 1: Initial Oracy for Social Studies Anecdotal Record Chart – SAMPLE

Standards

C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community.

C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

Outcomes

- Identify examples of rights and responsibilities of individuals in the school/classroom (**C1.2.2**)
- Describe rights and responsibilities of individuals in the school/classroom (**C1.2.2**)
- Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community (**C4.2.2**)

Sensory Supports

Pictures/Images
Total Physical Response

Graphic Supports

T-chart (concept attainment)
Sentence Prompts
Language Experience Approach

Interactive Supports

Whole group
Strategic partners

Student Name:

Identifies examples of rights and responsibilities by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

Identifies examples of rights and responsibilities in the classroom/school sources by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

Describe rights and responsibilities in the school by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

El derecho
la responsabilidad
el aula
la escuela
el bienestar
respetar

El derecho
la responsabilidad
el aula
la escuela
el bienestar
respetar

Tengo el derecho ir a la escuela
Tengo la responsabilidad llegar a tiempo
Tengo el derecho tener un maestro para enseñar a los alumnos.
Tengo la responsabilidad poner atención al maestro

Tengo el derecho ir a la escuela
Tengo la responsabilidad llegar a tiempo
Tengo el derecho tener un maestro para enseñar a los alumnos.

Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr

Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr

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.

C1.2.2

describe

responsi

individu

classroom/school

communit

C4.2.2

Exp

examples,

show goo

school and

communit

Student nam

Identifies examples of
rights and
responsibilities by

language (actions
during TPR)

El derecho
la responsabi
el aula
la escuela



Demonstrat
productive language

El
la
el aula
la escuela

Identifies examples of
rights and

responsabilidad llegar

Demonstrate
productive language

responsabilidad llegar

Describe rig and
responsibili in the
school by e

Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr

Demonstrates
productive language by speaking
words with TP

Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr

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?



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)



Observers in the Classroom

Standards

C1.2.2 Identify and describe rights and responsibilities of individuals in the classroom/school community.

C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.

Outcomes

- Identify examples of rights and responsibilities of individuals in the school/classroom **(C1.2.2)**
- Describe rights and responsibilities of individuals in the school/classroom **(C1.2.2)**
- Identify examples of rights and responsibilities 2nd graders can engage with in the classroom/school community **(C4.2.2)**

Pictures/images
Total Physical Response

T-chart (concept attainment)
Sentence Prompts
Language Experience Approach

Whole group
Strategic partners

Student name:

Identifies examples of rights and responsibilities by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

Identifies examples of rights and responsibilities in the classroom/school sources by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

Describe rights and responsibilities in the school by exhibiting **receptive language** (actions during TPR)

Demonstrates **productive language** by speaking words with TPR

*El derecho
la responsabilidad
el aula
la escuela
el bienestar
respetar*

*El derecho
la responsabilidad
el aula
la escuela
el bienestar
respetar*

*Tengo el derecho ir a
la escuela
Tengo la
responsabilidad llegar
a tiempo
Tengo el derecho
tener un maestro para
enseñar a los
alumnos.
Tengo la*

*Tengo el derecho ir a
la escuela
Tengo la
responsabilidad llegar
a tiempo
Tengo el derecho
tener un maestro para
enseñar a los
alumnos.*

*Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr*

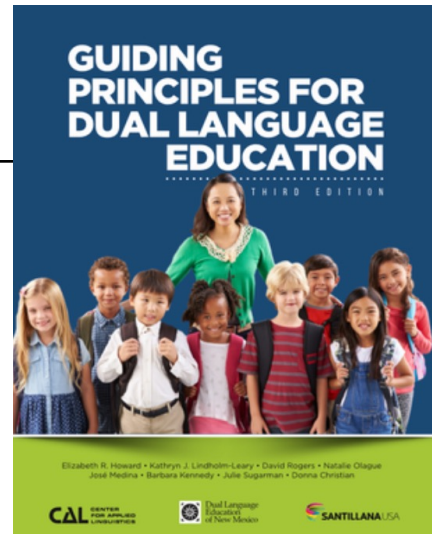
*Responsabilidad
Patio de recreo
Seguridad para todos
Caminar no correr*

Pillar 1:
Bilingualism &
Biliteracy

Pillar 2: Grade
Level Academic
Achievement

Pillar 3:
**Sociocultural
Competence**

Pg. 5



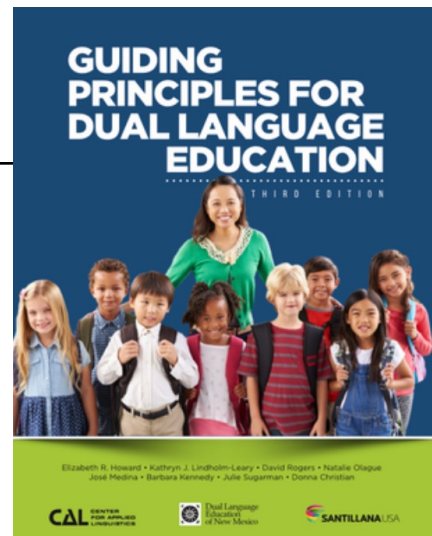
A term
encompassing
identity
development,
cross-cultural
competence, and
multicultural
appreciation

Pillar 1:
Bilingualism &
Biliteracy

Pillar 2: Grade
Level Academic
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Pg. 5



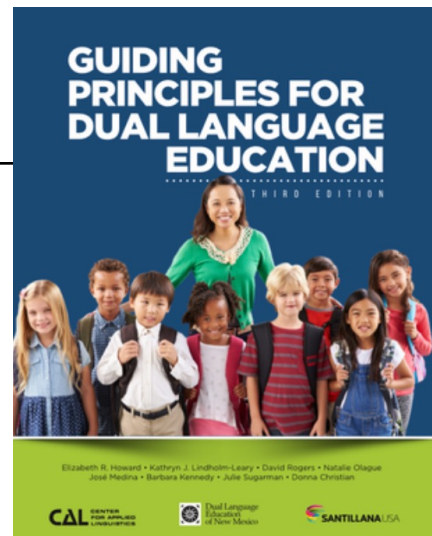
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Pg. 5



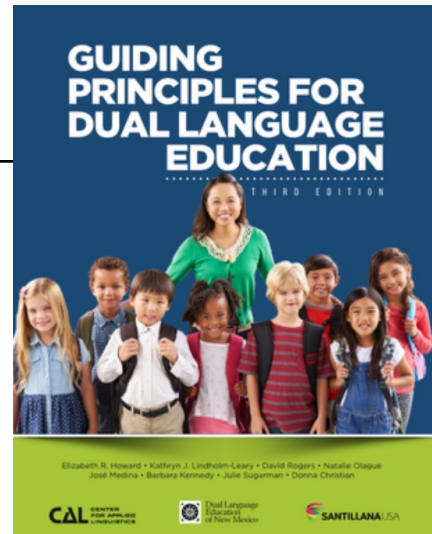
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Pillar 1:
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Biliteracy

Pillar 2: Grade
Level Academic
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Pillar 3:
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Competence**

Pg. 5



A term
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identity
development,
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appreciation

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?

¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a
colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

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

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

No sé lo
que es.

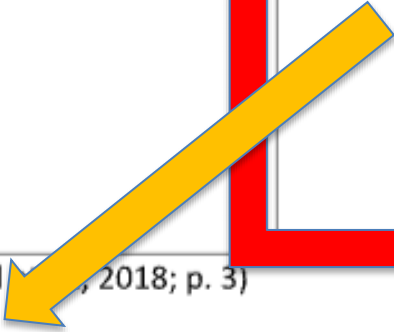
Estoy de acuerdo/desacuerdo porque...
Y quiero agregar que....
Ahora es mi turno.

Tomar turnos
con todas las
imágenes.



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



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



Materials for today's session



Center for Teaching for Bilingual Literacy

www.TeachingForBilingualLiteracy.com

Teaching for Bilingual Literacy Summer Institute

Oxnard, CA
July 21-23, 2026

Presenters	Contact Information
Karen Beaman	teachingforbilingualityKB@gmail.com
Crystal Ramos	teachingforbilingualityCR@gmail.com
Melody Wharton	teachingforbilingualityMW@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 bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, including 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 bilingual instruction.
- Identify...

Resource Packet



Can Do Descriptors: Grade Level Cluster 1-2

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing
LISTENING	- Follow modeled, one-step oral directions (e.g., "Find a pencil.") - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of common-related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements
SPEAKING	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "bigger")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture sets - See and explain grouping of objects (e.g., sink x floor) - Make predictions or hypotheses - Describe features of content-based phenomena (e.g., continents, biomes)

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 range; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Dos and Formative Assessments

Strategy Name and Description

Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.

Teaching for Bilingual Book: page 81-82

Strategy Name and Description

Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.

Teaching for Bilingual Book: page 84-85

Language Supports and Notes

Sensory Supports

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams
- Magazines & newspapers
- Physical activities
- Videos & Films
- Broadcasts
- Models & figures

Graphic Supports

- Charts

Interactive Supports

- In pairs or groups

Notes:

High Leverage Bilingual Strategies

Sensory Supports

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams
- Magazines & newspapers
- Physical activities
- Videos & Films
- Broadcasts
- Models & figures

- In the native language (L1)
- With mentors

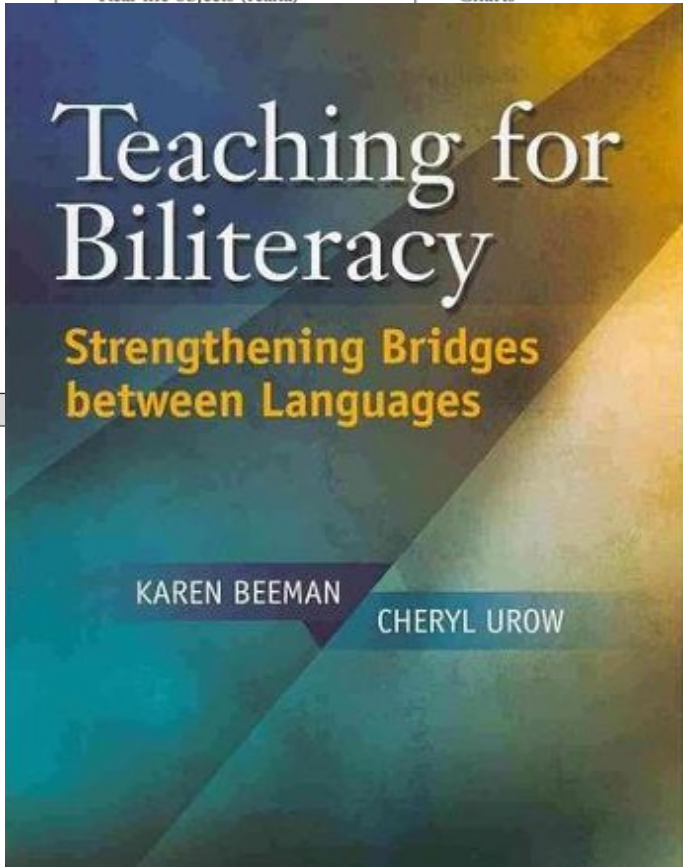
Notes:

© WIDA Language Development Standards



High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
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	• 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
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	• 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		



High Leverage Biliteracy Strategies

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Teaching for Biliteracy Book: page 81-82

Language Supports and Notes

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

© WIDA Language Development Standards

Notes:

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Teaching for Biliteracy Book: page 94 & 104-

Language Supports and Notes

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

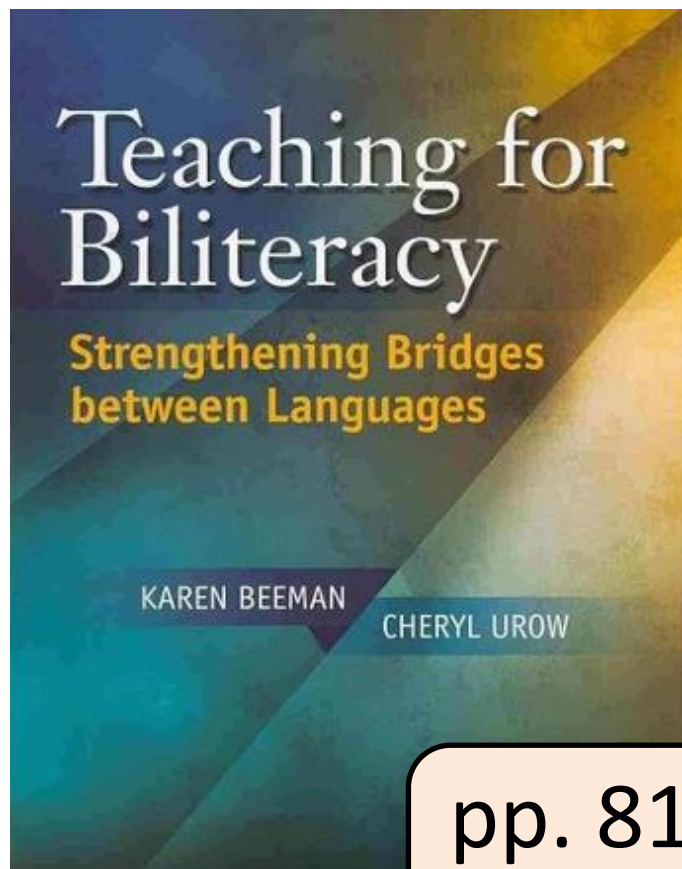
© WIDA Language Development Standards

Notes:



Concept Attainment

with Sentence Prompts and TPR



pp. 81,
82

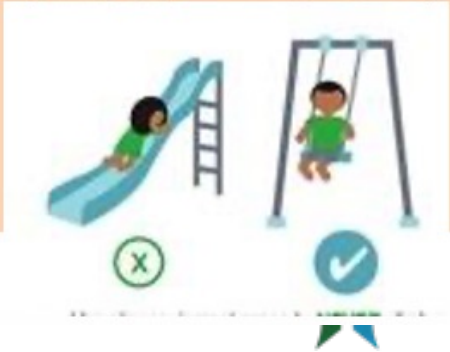
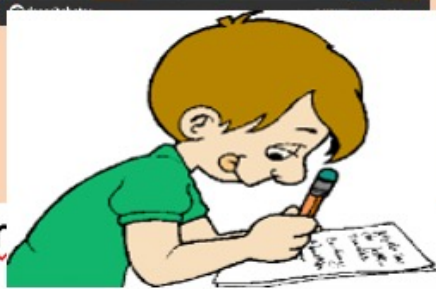
Students use visuals and sentence prompts to identify the concept. New vocabulary is introduced with visual and kinesthetic support to support meaning.



Esta foto pertenece a la columna azul porque...



Esta foto pertenece a la columna anaranjada porque...



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

© [WIDA, Language Development Standards](#)



High Leverage Biliteracy Strategies

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Teaching for Biliteracy Book: page 81-82

Notes:

Sorted photographs to decipher between rights and responsibilities in the classroom/school



High Leverage Biliteracy Strategies

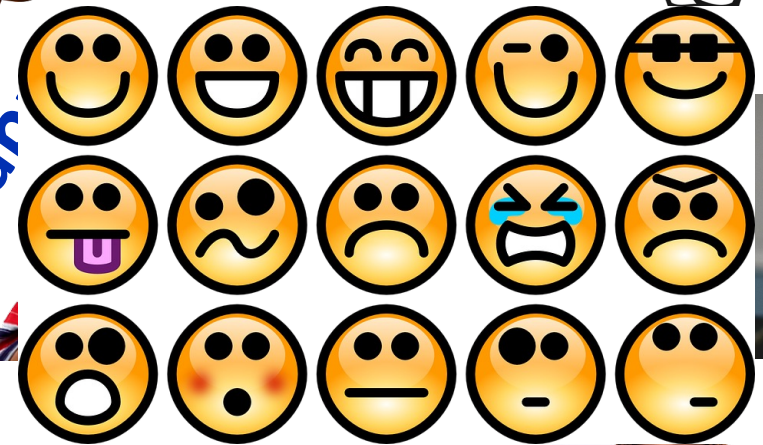
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High Leverage Biliteracy Strategies Page 1

Events

Emotions

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



excited

mad

scared

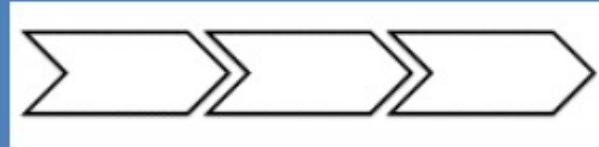
Characters



Setting



Major Events

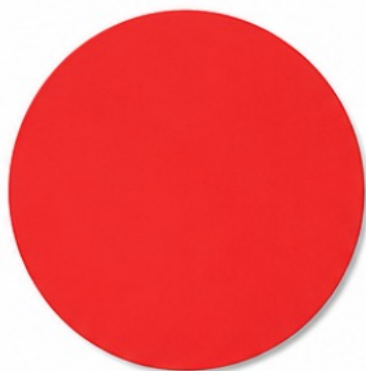


A

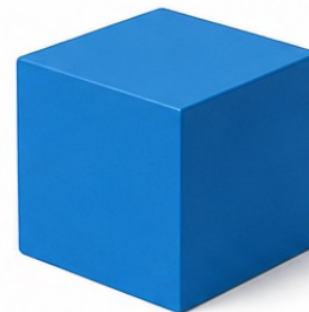
B



A



B



Conversaciones académicas

Pareja A

Yo veo...

La columna _____ tiene...

Creo que la regla es...

Pareja B

¡Yo también!

Yo veo

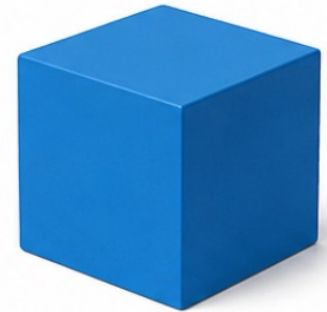
Creo que la regla es...



Figuras planas



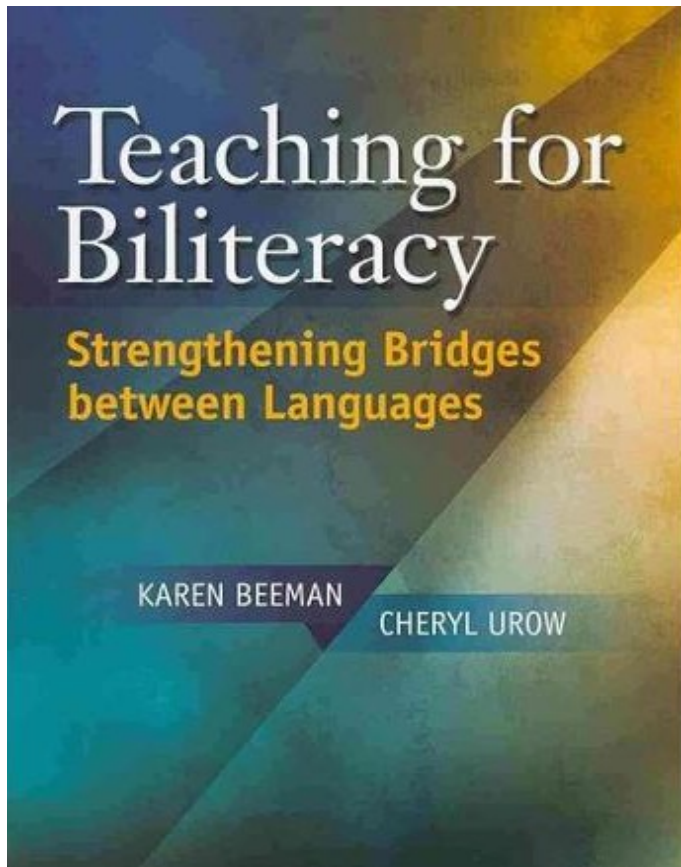
Figuras tridimensionales



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

Fish Bowl



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

p. 82
& 136





¿Puedo sacar las imágenes de la bolsa?

¡Claro que sí!

Gracias. ¿Me ayudas a
colocarlas boca arriba?

¡Por supuesto!



En esta foto observo....

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

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

No sé lo
que es.

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

Tomar turnos
con todas las
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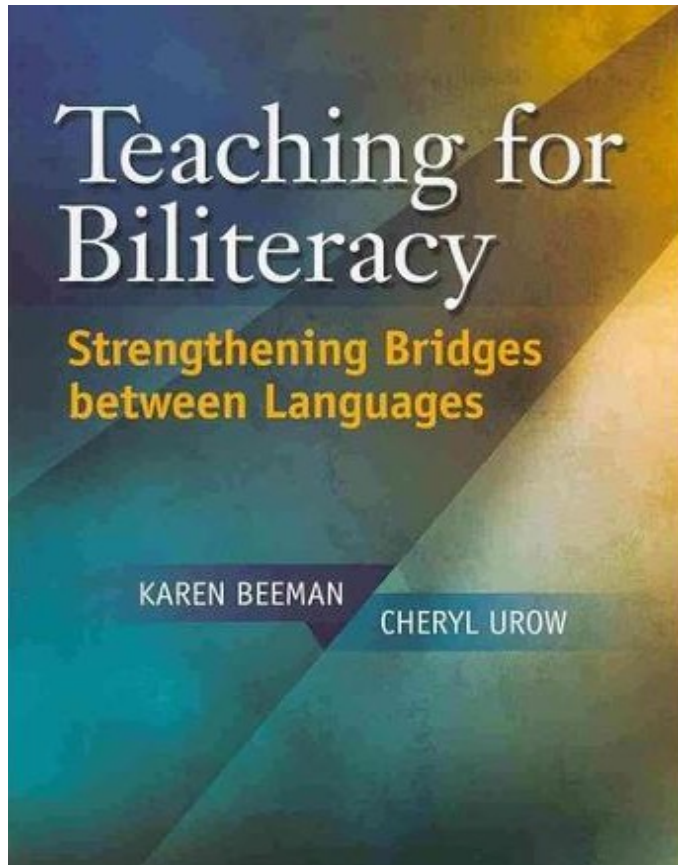


High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
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© 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)			

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



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

p. 94 &
pp. 104 -
105



High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a () co () th () co () te () wh () concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports • Videos & Films • Broadcasts • Models & figures	Graphic Supports	Interactive Supports • () sites) or software programs • In the native language (L1) • With mentors © WIDA Language Development Standards Notes:
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</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:

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

High Leverage Biliteracy Strategies

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

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

Teaching for Biliteracy Book: page 81-82

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



Individual or Team Planning for Next Steps

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

Center for Teaching for Biliteracy Resources and Links

**Handouts and
Presentation Slides
on Teaching for
Biliteracy Website**

<https://www.teachingforbiliteracy.com/handouts>



**Center for Teaching
for Biliteracy
Reference List**

<https://bit.ly/4aepEbX>



**Biliteracy Strategies
Glossary**

<https://bit.ly/BSI2024InstructionalStrategies>



**Three Linguistic
Spaces**

<https://bit.ly/ThreeLinguisticSpaces>



**Supporting
Newcomers**

<https://bit.ly/T4BNewcomers>



**A Systems Approach
to Teaching for
Biliteracy:
Digital Tools**

Splash Page <https://bit.ly/T4BHandbook>



**Final Session
Evaluation Form**

<https://bit.ly/CABSI2026>



Pg. 2 of
Resource
Packet



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 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		12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands PK-1st; 2 nd -5 th grade; secondary: 6 th - 12 th grade) <u>Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy</u>	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment</u>	

Institute Overview
 Page 4
 Resource Packet



Biliteracy Unit Framework

Resource Packet
Page 15

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

Writing

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

Foundational Skills and Fluency: Word Recognition

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

Content Area Instruction

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

Summative Assessment

Stage 1: Transfer

- Illustration
- Side by Side or
- Así se dice

Stage 2: Transfer and Practice

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

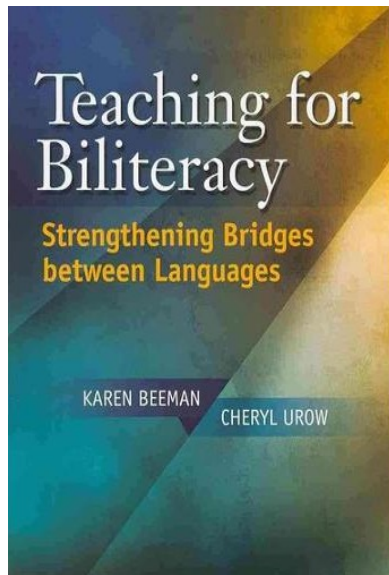
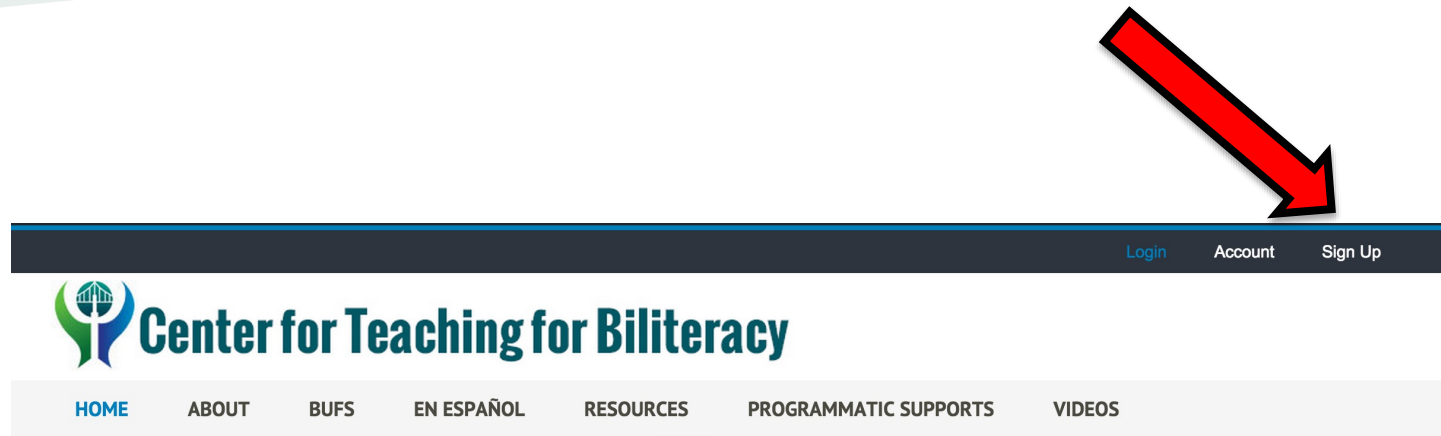
Stage 3: Constructive Analysis

Phonology
Morphology
Syntax and grammar

Pragmatics

Formative Assessment

www.TeachingForBiliteracy.com



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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**



Exit Ticket

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

