



3-Day Overview

Palmdale School District, CA

August 5, 2025

Characteristics of
Effective Biliteracy
Instruction

Whole group – Welcome

Breakouts by grade band
(K-2, 3-5 & 6-8)

August 6, 2025

The Organization and
Instructional Shifts of the
Standards

Breakouts by grade band
(K-4 & 5-8)

August 7, 2025

Planning for Effective
Biliteracy Instruction

Whole group –
seated by grade level

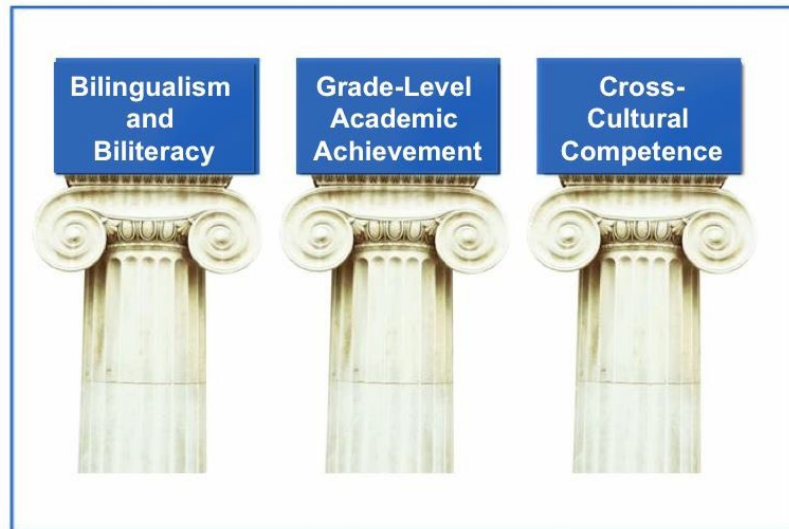
Grade Band	Presenter	Contact Information
K-2	Dana Baum	teachingforbiliteracyDB@gmail.com
3-5	Crystal Ramos	teachingforbiliteracyCR@gmail.com
6-8	Melody Wharton	teachingforbiliteracyMW@gmail.com

Characteristics of Effective Biliteracy Instruction

August 5, 2025 - Session Outcomes:

- Analyze the characteristics of effective biliteracy instruction outlined in PSD pedagogy through sample instruction and collaborative reflection.
- Explain how oracy advances inquiry and literacy development by intentionally building academic language and background knowledge.
- Examine high-leverage strategies that engage all students in rigorous, standards-based instruction.
- Evaluate how sensory, graphic, and interactive supports enhance meaning-making and promote student agency.
- Determine how district, school, and classroom structures work together to support students in achieve the goals of the program.

Three Pillars of Dual Language Education



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The Goal of Dual Language Programs

“...the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence

– a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.”

Guiding Principles for Dual Language Education, Third Edition, page 3

Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural competence			

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.

Word Recognition

Constrained

In English ~ 3 years

In Spanish ~ 1 year
(K-2)

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



www.TeachingForBiliiteracy.com

Language Comprehension

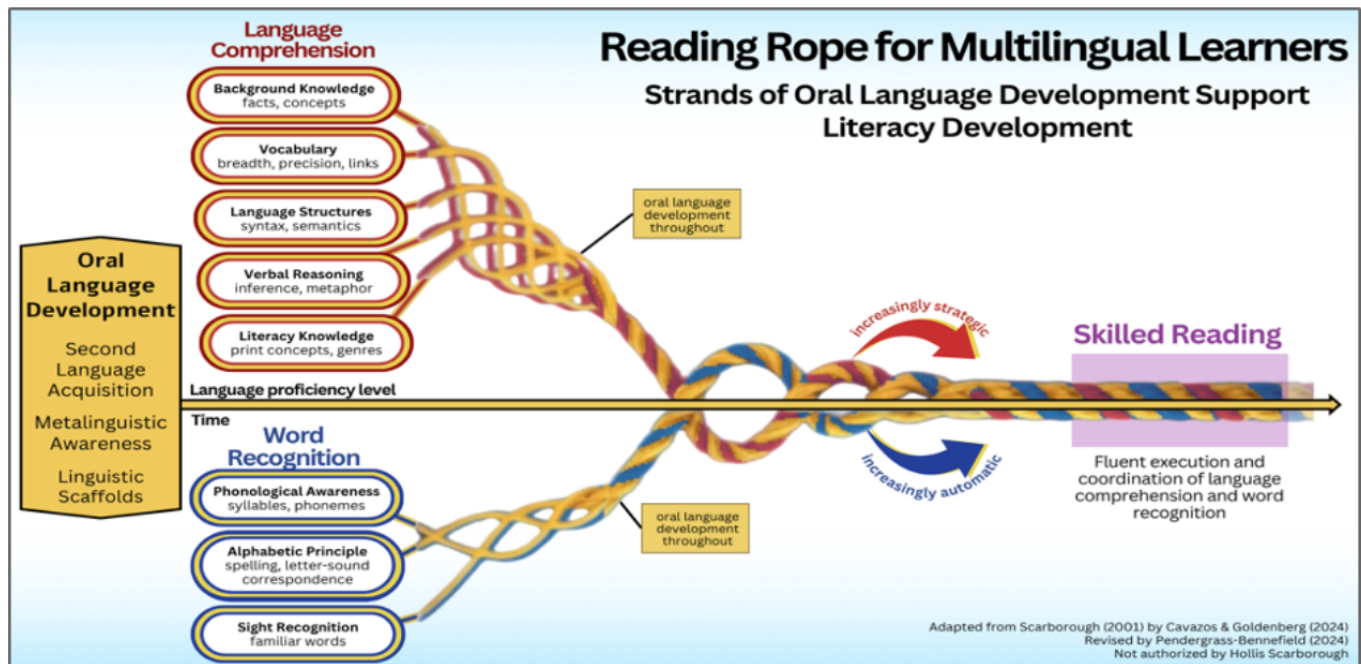
Unconstrained

Develops over your entire life

- Background Knowledge
- Vocabulary Knowledge
- Language Structures (syntax)
- Verbal Reasoning
- Literacy knowledge



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Elements of Comprehensive Literacy

- **Oral language**
- **Foundational Skills**
 - Phoneme awareness
 - Phonics
 - Decoding
 - Encoding
- **Language Comprehension**
 - Vocabulary
 - Background Knowledge
 - Syntax
 - Semantics
- **Language**
 - Phonology
 - Morphology
 - Grammar
 - Spelling conventions
- **Reading comprehension**
- **Writing**
 - Handwriting
 - Spelling
 - Grammar
 - Composition

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum				Lifelong Language Learning
	→ Emerging →	→ Expanding →	→ Bridging →	→	
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners <i>enter</i> the Emerging level having limited receptive and productive English skills. As they <i>progress through</i> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts. As English learners <i>progress through</i> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon <i>exit</i> from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas. As English learners <i>progress through</i> the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon <i>exit</i> from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.	
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <i>varying linguistic support, depending on the linguistic and cognitive demand of the task.</i>	Substantial Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Moderate Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Light Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	Occasional Students who have <i>exited</i> the Bridging level benefit from occasional linguistic support in their ongoing learning of English.	
General Extent of Support					

Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SID) 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			
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.	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.
Alcance general del apoyo							
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.	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.			

Proficiency Level Descriptors

Mode of Communication	ELD Proficiency Level Continuum			
	→ Emerging →		→ Expanding →	
	At the <i>early stages</i> of the Emerging level, students are able to perform the following tasks:	Upon <i>exit</i> from the Emerging level, students are able to perform the following tasks:	At the <i>early stages</i> of the Expanding level, students are able to perform the following tasks:	Upon <i>exit</i> from the Expanding level, students are able to perform the following tasks:
Collaborative	- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. - Use basic social conventions to participate in conversations.	- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. - Participate in simple, face-to-face conversations with peers and others.	- Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. - Initiate simple conversations on social and academic topics.	- Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. - Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.
Interpretive	- Comprehend frequently occurring words and basic phrases in immediate physical surroundings. - Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. - Comprehend familiar words, phrases, and questions drawn from content areas.	- Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation. - Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. - Demonstrate understanding of words and phrases from previously learned content material.	- Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. - Read independently a variety of grade-appropriate text with simple sentences. - Read more complex text supported by graphics or pictures. - Comprehend basic concepts in content areas.	- Comprehend detailed information with fewer contextual clues on unfamiliar topics. - Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. - Read technical text on familiar topics supported by pictures or graphics.
Productive	- Produce learned words and phrases and use gestures to communicate basic information. - Express ideas using visuals such as drawings, charts, or graphic organizers. - Write or use familiar words and phrases related to everyday and academic topics.	- Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. - Express ideas using information and short responses within structured contexts. - Write or use learned vocabulary drawn from academic content areas.	- Produce sustained informational exchanges with others on an expanding variety of topics. - Express ideas in highly structured and scaffolded academic interactions. - Write or use expanded vocabulary to provide information and extended responses in contextualized settings.	- Produce, initiate, and sustain spontaneous interactions on a variety of topics. - Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

Proficiency Level Descriptors (continued)

Mode of Communication		ELD Proficiency Level Continuum → Bridging →	
	At the <i>early stages</i> of the Bridging level, students are able to perform the following tasks:	Upon <i>exit</i> from the Bridging level, students are able to perform the following tasks:	
Collaborative	- Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended and more elaborate discourse. - Initiate and sustain dialogue on a variety of grade-level academic and social topics.	- Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary. - Participate fully in both academic and non-academic settings requiring English.	
Interpretive	- Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings. - Read increasingly complex text at grade level. - Read technical text supported by pictures or graphics.	- Comprehend concrete and abstract topics and recognize language subtleties in a variety of communication settings. - Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.	
Productive	- Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences. - Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.	- Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences. - Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.	

WIDA Language Proficiency Levels



CAN DO Descriptors: Grade Level Cluster 6-8

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

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.

For more information and for grade level clustered rubrics, go to

https://www.wida.us/standards/CAN_DOs/

Descripción de Habilidades: Grados Escolares 6-8

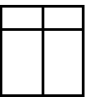
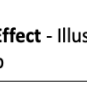
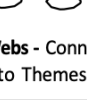
Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

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

Los Descriptores CAN DO trabajan en conjunto con Las Descripciones WIDA de las Habilidades en los niveles de lenguaje académico de las normas de desempeño del lenguaje inglés, los cuales usan tres criterios (1. complejidad lingüística; 2. uso de vocabulario; y 3. control del lenguaje) para describir la calidad y la cantidad incremental del procesamiento y uso de lenguaje a través de los diferentes niveles de desempeño.

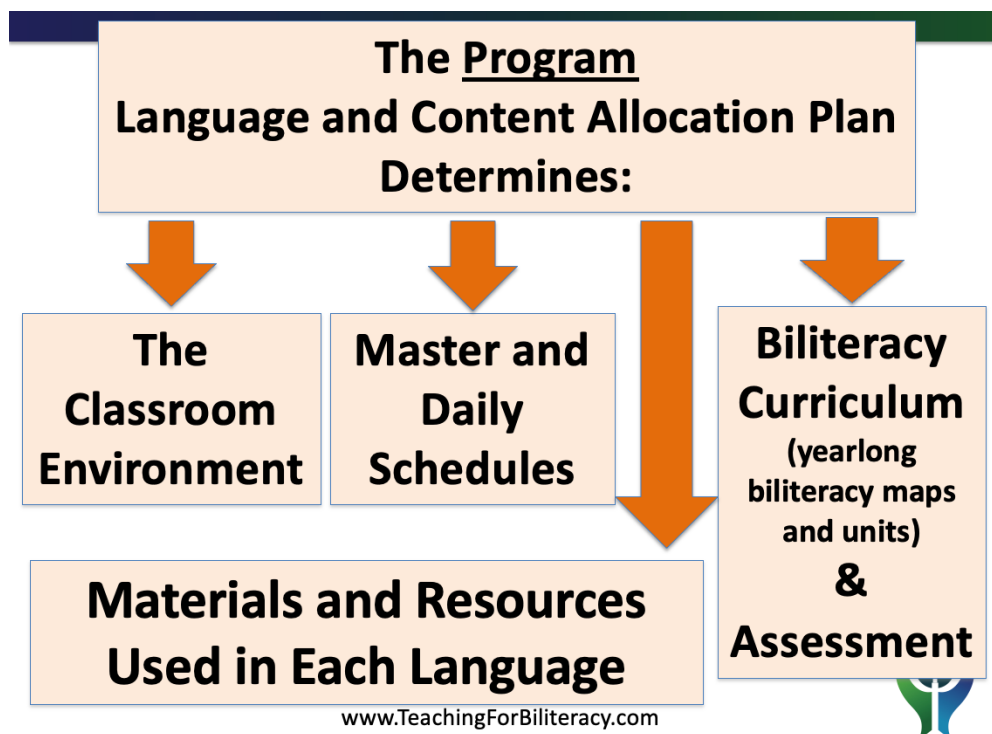
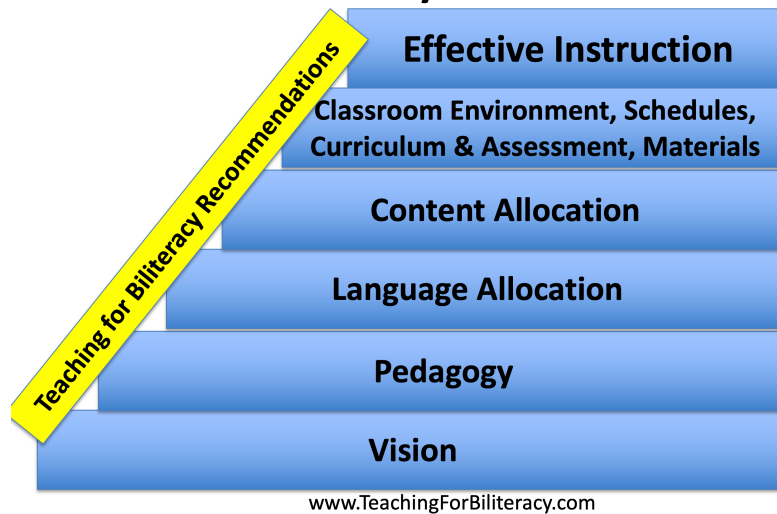
For Spanish language rubrics, look for “*Los descriptores podemos*” on the WIDA website: www.wida.us

Examples of Graphic Supports across the ELD Standards

ELD standard	1- Social and Instructional Language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
Venn Diagrams - Comparing and Contrasting Two Entities 	- Two friends or family members - Two traditions	- Two characters - Two settings - Two genres	- Two operations - Two geometric figures - Two forms of proportion	- Two body systems or organs - Two animals or plants	- Two conflicts - Two forms of government - Two forms of transportation
T-Charts - Sorting or Categorizing Objects or Concepts 	- Colors - Classroom objects	- Facts/Opinions - Points of view - Pros/Cons	- Area/Perimeter - Fractions/Decimals - Addition/Subtraction	- Forms of matter - Forms of energy - Senses - Vertebrates/Invertebrates	- Types of transportation - Types of habitats
Cycles - Producing a Series of Connected Events or a Process 	- Conflict/Resolution - School or classroom routines	Plot lines	Steps in problem - solving	- Scientific inquiry - Life cycles - Water cycle	- Elections in a democracy - Passage of a law
Cause and Effect - Illustrating a Relationship 	- Classroom or school rules - Health and safety at home or in school	Responses of characters to events	- Variables in algebraic equations - Geometric theorems	- Chemical reactions - Adaptation - Weather events	- Political movements - Economic trends
Semantic Webs - Connecting Categories to Themes or Topics 	- Personal interests - Idiomatic expressions - Multiple meanings of words and phrases	- Root words and affixes - Main idea/Details	- Types and features of polygons - Types and characteristics of angles	- Foods and their nutritional ingredients - Types and characteristics of rocks	- Types of human and civil rights - Impact of economic policies

Taken from the WIDA ELP Standards Resource Guide 2007, Page RG 23

A Systems Approach to Sustaining Effective Biliteracy Instruction: District, School, and Classroom Structures that Work Together



Biliteracy Unit Framework (BUF) updated, second edition

Interdisciplinary Unit – Language, Literacy, and Content taught in Spanish

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

Biliteracy Unit Framework (BUF) updated, second edition

Interdisciplinary Unit – Language, Literacy, and Content taught in English

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

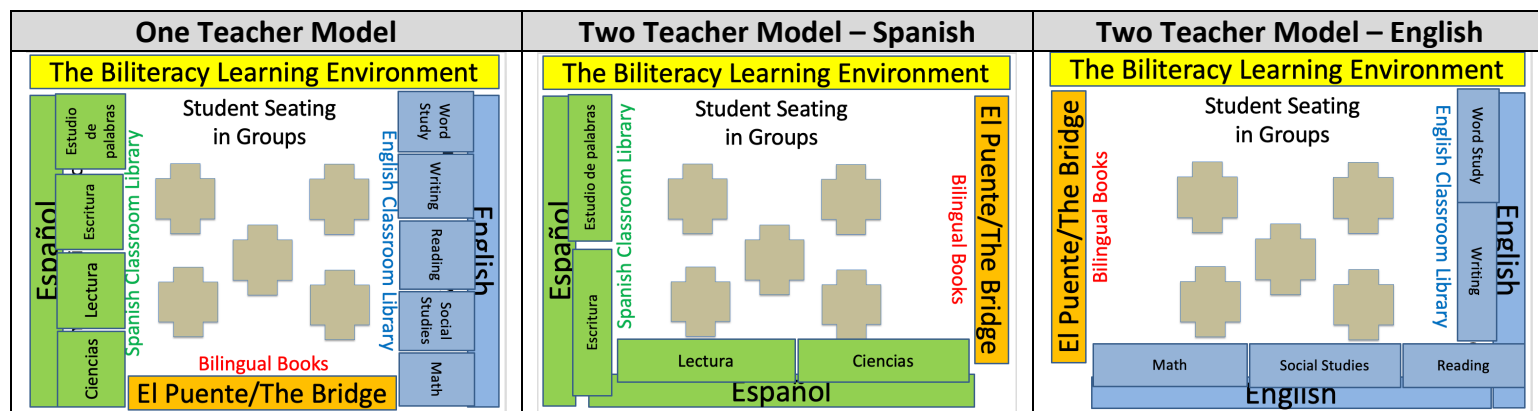
Sample K-8 Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20– 10:30	History-Social Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	
10:30 - 11:00	Intervention Block	Determined by the teachers; based on student need
11:00 – 12:00	Lunch/Recess	Student choice
12:00 – 1:15	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice - Reading and writing as applied to math	ENGLISH
1:15-2:30	Science and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	ENGLISH
2:30-3:00	Specials	If possible, half are offered in Spanish and half in English

NOTE: The literacy routines included in this schedule are examples. Districts should include their district specific literacy routines in the biliteracy schedule.

Setting up the Biliteracy Learning Environment

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



The Biliteracy Learning Environment: Three Linguistic Spaces

(For 1 teacher model and 2 teacher model)

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

Tool for Planning Effective Biliteracy Instruction

Unit Topic/Theme: The Development of American Constitutional Democracy (1607-1789)

Lesson goal: Build oracy and background knowledge on the interrelationship among the environmental characteristics of a particular geographic location and the cultural characteristics of a group people and how they influence that society's economy, politics, and regional dynamics.

For the purpose of: For students to engage in content inquiry about how the environmental and cultural characteristics of each of the 13 colonies influenced their economy, politics, and regional dynamics (among themselves and with England).

Standards-Based Biliteracy Units:

Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development.



History-Social Science Standards:

8.4.1 - Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. (In this unit, leading up to the first president only.)

Outcomes (Learning Intentions/Success Criteria):

- Identify and describe environmental characteristics.
- Describe how environmental characteristics influence the politics, economics, and regional dynamics of a place.
- Name major European powers with North American territorial claims between 1607-1789.
- Identify the 13 colonies
- Locate major physical features of the 13 colonies (as individual colonies and as a region)
- Describe how physical features influenced settlement patterns and colonial development
- Explain how the environmental characteristics of each of the 13 colonies influenced the politics, economics, and regional dynamics of each (among themselves and with England).

8.4.4- Discuss daily life, including traditions in art, music, and literature, of early national America.

Outcomes:

- Identify and describe cultural characteristics.
- Describe how the cultural characteristics of a group of people in a specific geographic location influence politics, economics, and regional dynamics
- Describe the cultural characteristics of each of the 13 colonies.
- Explain differences in daily life among regional, racial, and social groups in the 13 colonies (including Native Americans and enslaved people).
- Compare daily life in different colonies (e.g., New England vs. Southern colonies).
- Explain how the cultural characteristics of each of the 13 colonies influenced the politics, economics, and regional dynamics of each (among themselves and with England).

8.9.6- Describe the lives of free blacks and the laws that limited their freedom and economic opportunities. During the colonial and early national period:

Outcomes:

- Identify that some Black Americans were free and some were enslaved.
- List ways some Black people gained freedom.
- Describe jobs that free Black people were allowed to do.
- Describe laws that limited the rights of free Blacks.
- Explain how life for free Blacks was different from white citizens.

History and Social Science Skills Standards:

C&ST 1- Students explain how major events are related to one another in time.

Identify major historical events that led to the establishment of the English colonies on the eastern seaboard of what is now the US

Outcomes:

- Place the major historical events that led to the establishment of the English colonies in correct chronological order.
- Describe the cause-and-effect relationships between historical events that led to the establishment of the colonies and the growing tension between the colonies and England.
- Explain how events led to and influenced the colonies coalescing and revolting against English rule.

C&ST 3- Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Outcomes:

- Locate key physical and cultural features on historical and modern maps of the 13 colonies.
- Use maps and documents to describe historical patterns of migration or expansion of the 13 colonies.
- Interpret geographic and economic data to explain the development of the norther, middle, and southern colonies.

[Click here \(or scan the QR code\) to access all of the History-Social Science, Reading, and Writing standards in the BUF unpacked into outcomes, which were used to plan the sample instruction you experienced.](#)



SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Constructivist, Knowledge-Building Instructional Approach Instruction intentionally and strategically develops knowledge (related to the standards). 	What knowledge do STUDENTS need to construct? Learning Environment: How will I facilitate the construction of knowledge, how will we document it, and where will it live so that students have access to it?
Build oracy and background knowledge: Instruction intentionally develops oracy (building receptive and productive language) and background knowledge in preparation for literacy or inquiry.  www.TeachingForBiliteracy.com	What oracy and background knowledge needs to be developed? What is the vocabulary in an upcoming text or unit that is essential for students to know to understand and be able to talk about the topic? Can this oracy and background knowledge be developed all at once or does it have to be divided or spread out? How will this prepare students for literacy and inquiry?
Rigorous Student-Centered Instruction: Instruction is student-centered and actively engages ALL students. 	What are students' language proficiency levels? How does instruction need to be differentiated so that ALL students are able to participate actively? What student behaviors will you be looking for (outcomes)? How will you collect this information? Learning Environment: How will students interact with the environment (charts on walls, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?

High-Leverage Biliteracy Strategies: Instruction includes the use of multiple, stacked strategies.



What strategies will be used to develop oracy and background knowledge and help meet the lesson goals?

How will these strategies build knowledge of the vocabulary and help students USE the vocabulary (listening and speaking)?

Language Acquisition Supports: Instruction includes a variety of language acquisition supports from each category: sensory, graphic, and interactive.

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

What language acquisition supports will be provided to help students USE the vocabulary in context?

Sensory:

Graphic:

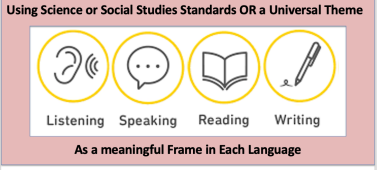
Interactive (student groupings):

Asset-Based, Language-Rich Environments: Instruction includes multiple opportunities for ALL students to engage in academic conversations.



What sentence prompts will be provided to help students engage in academic conversations using the new vocabulary?

Language Policy: How will the adults in the room (teachers, aids, support staff, observers, etc.) be models for the language of instruction and support students in building their linguistic repertoire in the language of instruction?

All four language domains Instruction strategically activates, develops, and incorporates all four language domains (Listening, Speaking, Reading, and Writing) in a meaningful context. 	How will students apply the oracy (listening and speaking) they developed to reading and writing?
Equity: Instruction builds on students' linguistics resources and develops a positive bilingual identity. 	When students make linguistic approximations and/or use regionalisms, how will they be acknowledged and celebrated? Language policy: How will I positively redirect students to use the provided supports to produce (non-verbal production, speaking, writing) in the language of instruction that aligns with their language performance/proficiency levels?