3-Day Overview

Palmdale School District, CA

August 5, 2025	August 6, 2025	August 7, 2025
Characteristics of Effective Biliteracy Instruction	The Organization and Instructional Shifts of the Standards	Planning for Effective Biliteracy Instruction
Whole group – Welcome Breakouts by grade band (K-2, 3-5 & 6-8)	Breakouts by grade band (K-4 & 5-8)	Whole group – seated by grade level

Grade Band	Presenter	Contact Information
K-2	Dana Baum	teachingforbiliteracyDH@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.

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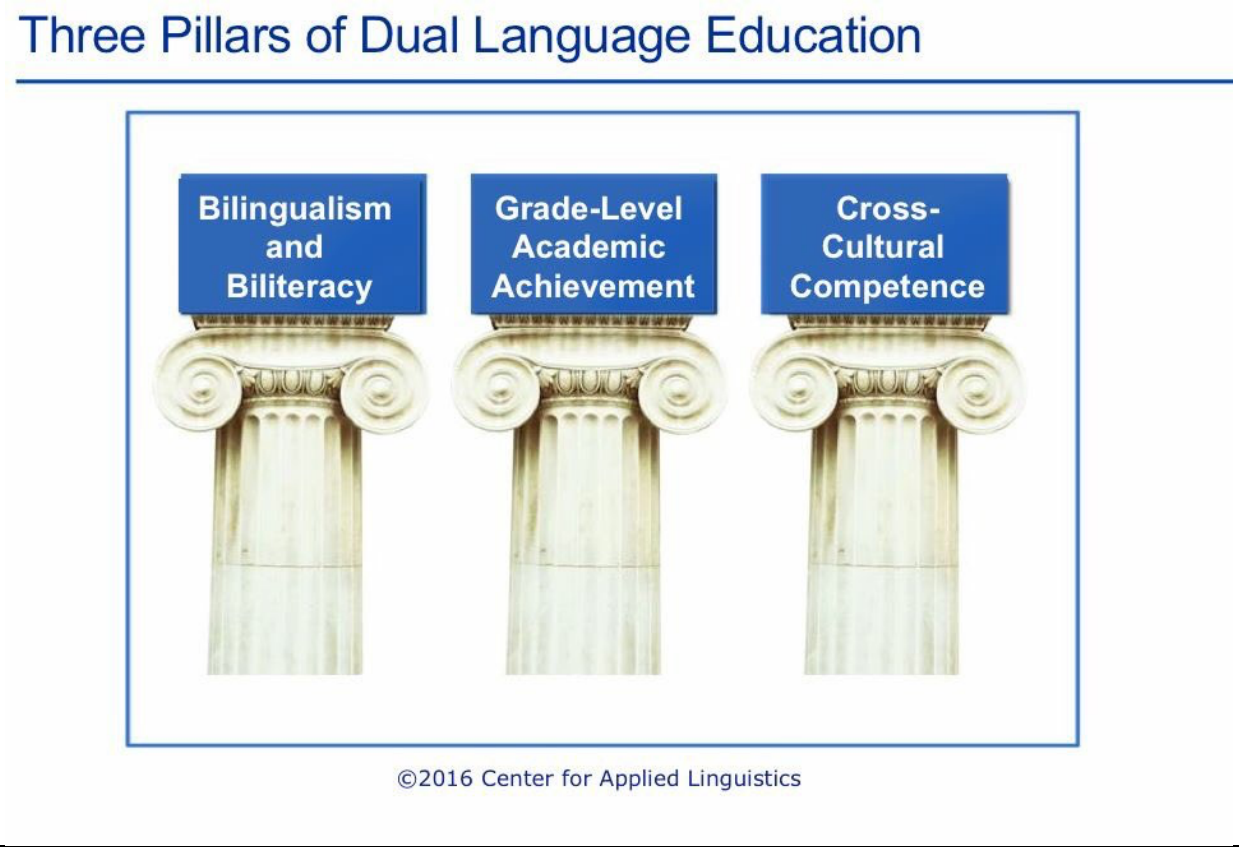

The Goal of Dual Language Programs

"…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			

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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

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Language Comprehension

Unconstrained

Develops over your entire life

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

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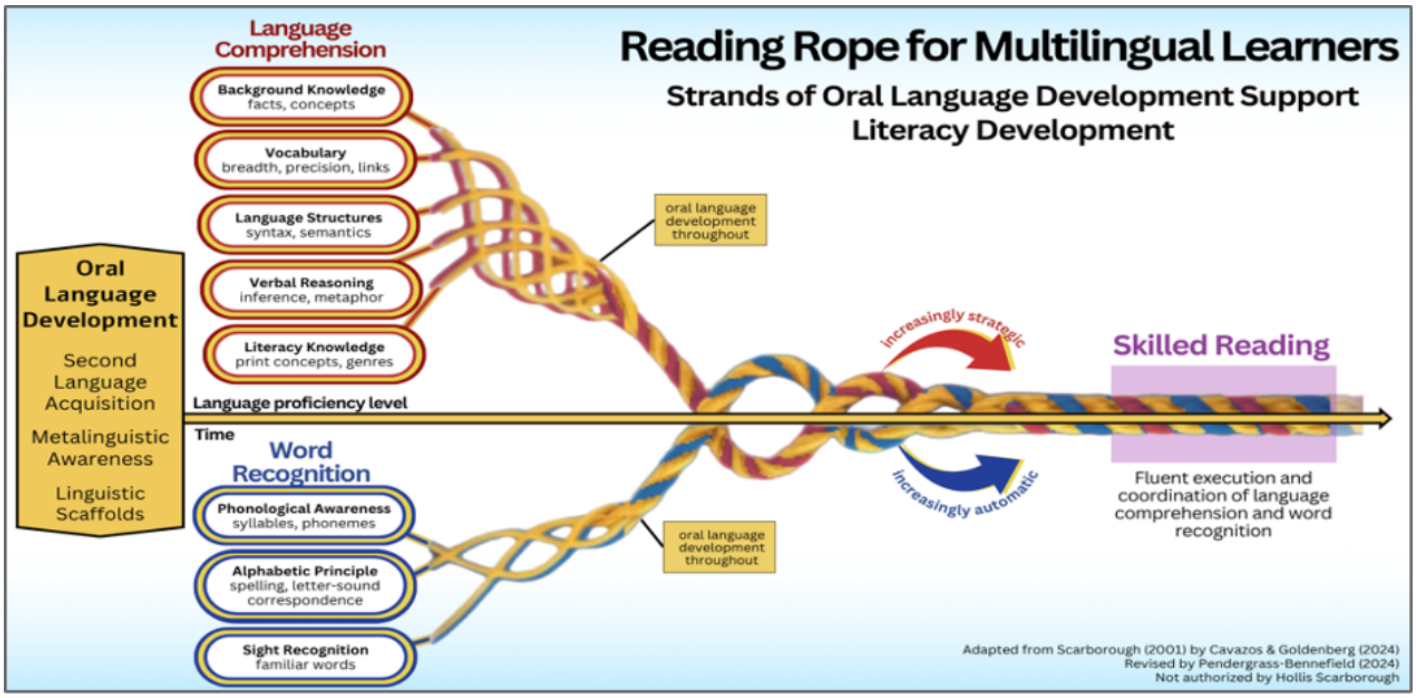

Elements of Comprehensive Literacy

- **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

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Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum → Emerging →		→ Expanding →		→ Bridging →		Lifelong Language Learning
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 ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners ***progress through*** 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 exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** 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 ***exit*** 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 ***varying linguistic support, depending on the linguistic and cognitive demand of the task.***	**General Extent of Support**						
	Substantial Students at the ***early stages*** 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 ***early stages*** 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 ***early stages*** 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 ***exited*** the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de California

Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio						Aprendizaje permanente del lenguaje
	→ Emergente →		→ Ampliación →		→ Enlace →		
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.
	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.

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Proficiency Level Descriptors

Mode of Communication	ELD Proficiency Level Continuum → Emerging →		→ Expanding →	
	At the ***early stages*** of the Emerging level, students are able to perform the following tasks:	Upon ***exit*** from the Emerging level, students are able to perform the following tasks:	At the ***early stages*** of the Expanding level, students are able to perform the following tasks:	Upon ***exit*** 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.

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Proficiency Level Descriptors *(continued)*

Mode of Communication	ELD Proficiency Level Continuum → Bridging →	
	At the ***early stages*** of the Bridging level, students are able to perform the following tasks:	Upon ***exit*** 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.

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WIDA Language Proficiency Levels

WIDA® CONSORTIUM

Can Do Descriptors: Grade Level Cluster PreK-K

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

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

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.

6

For more information and for grade level clustered rubrics, go to https://www.wida.us/standards/CAN_DOs/

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WIDA CONSORTIUM

Descripción de Habilidades: Grados Escolares PreK-K

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	• Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios • Señalar dibujos mencionados de un contexto • Responder a instrucciones verbales con movimientos físicos • Encontrar personas familiares en lugares descritos verbalmente	• Clasificar dibujos u objetos siguiendo instrucciones verbales • Emparejar dibujos, objetos, o movimientos con instrucciones verbales • Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate) • Identificar patrones/ pautas simples descritos/as verbalmente • Responder con gestos a canciones o cuentos modelados por el maestro	• Seguir instrucciones verbales de dos pasos un paso al tiempo • Hacer dibujos como respuesta a instrucciones verbales • Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) • Actuar canciones y cuentos con gestos	• Encontrar dibujos siguiendo descripciones verbales • Seguir instrucciones verbales y compararlas a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") • Distinguir entre lo que pasa antes o después en actividades verbales o cuentos • Actuar en respuesta a cuentos leídos en voz alta	• Ordenar dibujos de eventos de acuerdo a lenguaje secuencial • Organizar objetos o dibujos de acuerdo a discurso descriptivo • Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar • Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	**Nivel 6 - Alcanzando**

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	• Identificar personas u objetos en cuentos cortos ilustrados • Repetir palabras, frases simples • Contestar preguntas de "sí o no" acerca de información personal • Nombrar objetos en el salón y objetos diarios	• Recontar algunos hechos de cuentos cortos ilustrados • Describir dibujos, objetos en el salón o personas familiares usando frases simples • Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) • Completar frases en rimas o canciones	• Recontar cuentos cortos narrados a través de dibujos • Repetir oraciones de rimas o cuentos con patrones • Hacer predicciones (ejemplo: "¿Qué pasará después?" • Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	• Recontar cuentos narrativos a través de dibujos detallados • Cantar líricas repetitivas independientemente • Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) • Indicar relación espacial de objetos reales usando frases u oraciones cortas	• Contar cuentos originales con detalles emergentes • Explicar situaciones (ejemplo: incluir sentimientos) • Ofrecer opiniones personales • Expresar con rezones los gustos, disgustos, o preferencias	**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*

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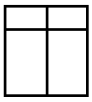
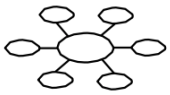
Examples of Graphic Supports across the ELD Standards

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

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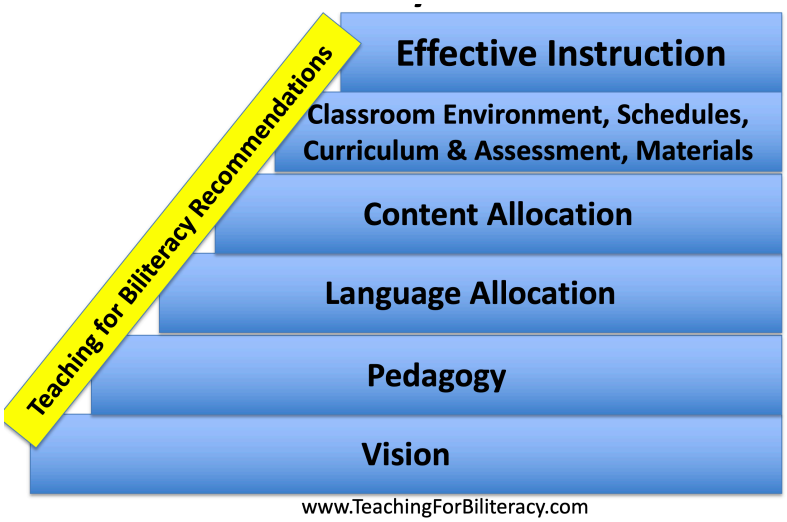
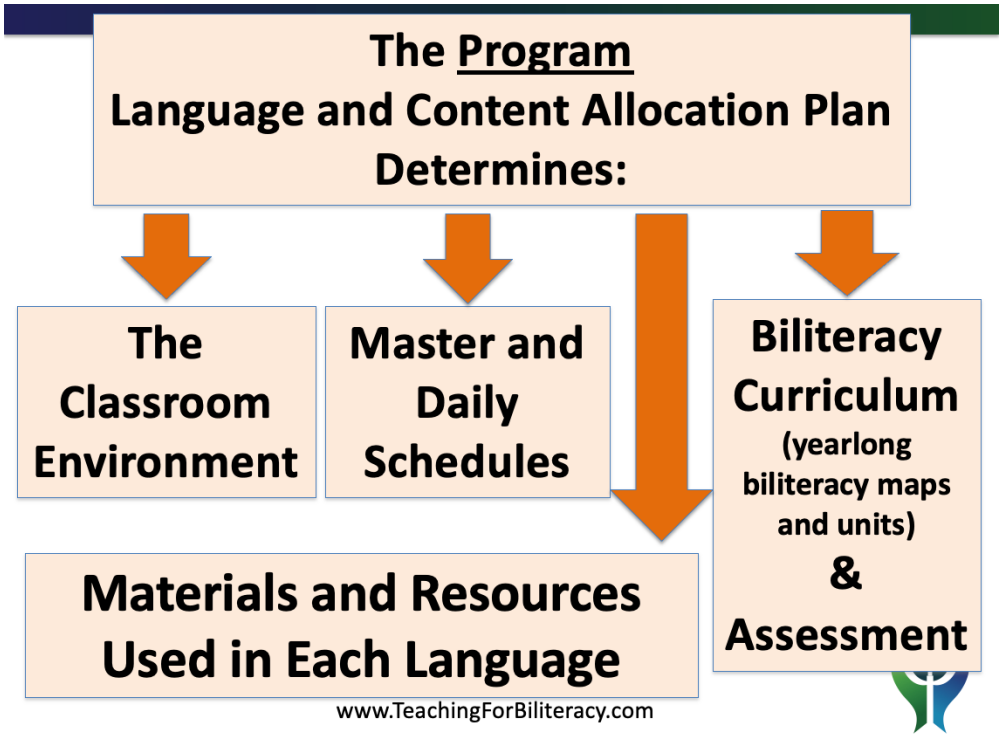
A Systems Approach
to Sustaining Effective Biliteracy Instruction:
District, School, and Classroom Structures that Work Together





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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

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

Biliteracy Unit Framework (BUF) updated, second edition
Interdisciplinary Unit – Language, Literacy, and Content taught in English

Unit Theme:
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- English Language Arts Standards
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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

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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	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	Social 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.

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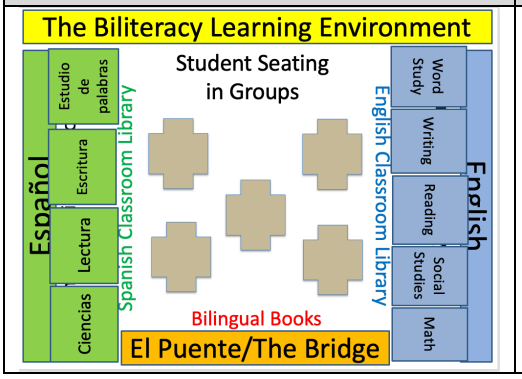
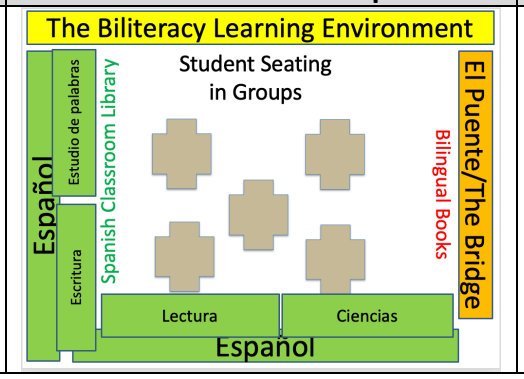
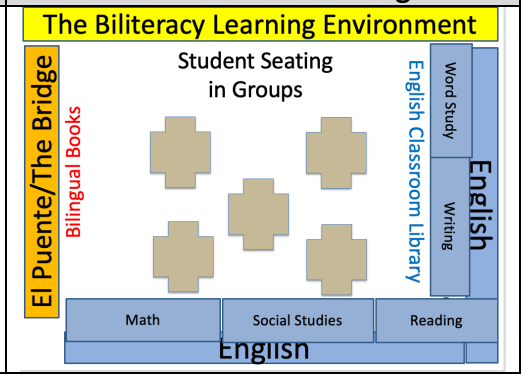
Setting up the Biliteracy Learning Environment

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

One Teacher Model	Two Teacher Model – Spanish	Two Teacher Model – English
		

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.

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Tool for Planning Effective Biliteracy Instruction

Unit Topic/Theme: Our Quest for Energy

Lesson goal: Build oracy and background knowledge on the concept and terms associated with renewable and nonrenewable energy sources, such as solar, wind, water, vegetation, etc.

For the purpose of: For students to engage in content inquiry about comparing energy and the fuels that humans use that are derived from natural sources.

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.

NGSS Standards:

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment.
[Clarification Statement:
Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

Outcomes (Learning Intentions/Success Criteria):

- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy sources.
- Identify examples of non-renewable energy sources.
- Describe examples of renewable energy sources.
- Describe examples of non-renewable energy sources.
- Describe the uses of energy and fuels that come from natural resources: renewable and non-renewable.
- Gather related information from the text (digital and print) on the uses of energy and fuels that come from natural resources.
- Combine related information from various sources (digital and print) on the uses of energy and fuels that come from natural resources.
- Describe the environmental effects of renewable energy sources.
- Describe the environmental effects of non-renewable energy sources.
- Gather related information from the text (digital and print) on the environmental effects of energy and fuels that come from natural resources.
- Combine related information from various sources (digital and print) on the environmental effects of energy and fuels that come from natural resources.
- Describe the environmental effects of renewable energy sources in the local community.
- Describe the environmental effects of non-renewable energy sources in the local community.

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	• Gather related information from the text (digital and print) on the environmental effects of energy and fuels that come from natural resources in the local community and other US states. • Combine related information from various sources (digital and print) on the environmental effects of energy and fuels that come from natural resources in the local community and other US states. • Present information on the uses and the environmental effects of energy and fuels that come from natural resources**.** **3-5 ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • Use related information from text (digital and print) and experiences on the uses and the environmental effects of energy and fuels that come from natural resources. • Use given scientific information and information about a situation or phenomenon to define a simple design problem that includes responding to a need or want (reduce the reliance on non-renewable energy). **Click here (or scan the QR code) to access all of the standards unpacked into outcomes, which were used to plan the sample instruction you experienced.**
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?

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Build oracy and background knowledge: Instruction intentionally develops oracy (building receptive and productive language) and background knowledge in preparation for literacy or inquiry. 	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)?

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

<table>
<tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr>
<tr><td>• Real-life objects (realia)
• Manipulatives
• Pictures & photographs
• Illustrations, diagrams & drawings
• Magazines & newspapers
• Physical activities
• Videos & Films
• Broadcasts
• Models & figures</td><td>• Charts
• Graphic organizers
• Tables
• Graphs
• Timelines
• Number lines</td><td>• In pairs or partners
• In triads or small groups
• In a whole group
• Using cooperative group structures
• With the Internet (Web sites) or software programs
• In the native language (L1)
• With mentors</td></tr>
</table>
© WIDA, Language Development Standards</td>
<td>What language acquisition supports will be provided to help students USE the vocabulary in context?

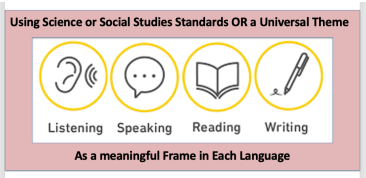
Sensory:

Graphic:

Interactive (student groupings):</td>
</tr>
<tr>
<td>Asset-Based, Language-Rich Environments: Instruction includes multiple opportunities for ALL students to engage in academic conversations.

 </td>
<td>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?</td>
</tr>
<tr>
<td>All four language domains
Instruction strategically activates, develops, and incorporates all four language domains (Listening, Speaking, Reading, and Writing) in a meaningful context.

 
</td>
<td>How will students apply the oracy (listening and speaking) they developed to reading and writing?</td>
</tr>
<tr>
<td>Equity: Instruction builds on students' linguistics resources and develops a positive bilingual identity.

</td>
<td>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?</td>
</tr>
</table>