

Characteristics of Effective Biliteracy Instruction

Grades 3-5



Palmdale School District

August 5, 2025

Crystal Ramos, M.Ed.

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The Center for Teaching for Biliteracy





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Co-Founder



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3-Day Overview

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



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Session Purpose:

Build a shared understanding of the key characteristics of effective biliteracy instruction as outlined in the PSD DLI Vision and Pedagogy.

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Agenda:

- Welcome & Introductions
- Goals of Dual Language
- Sample Instruction & Debrief
- Biliteracy Strategies
- Characteristics of Effective Biliteracy Instruction
- Planning for Effective Biliteracy Instruction
- Closure and Preparing for Tomorrow

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Materials for today's session



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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-4 & 5-8)	Whole group – seated by grade level
Breakouts by grade band (K-2, 3-5 & 6-8)		

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 biliteracy skills.
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Resource Packet

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 presented through pictures. 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.	<table border="1"> <thead> <tr> <th>Severely Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td><td> - Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme)	Severely Supports	Graphic Supports	Interactive Supports	- Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects	- Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects
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Teaching for Biliteracy Book: page 81-82							
Strategy Name and Description	Language Supports and Notes						
Adapted Reader's Theater (ART): An adaptation of reader's 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 preview 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.	<table border="1"> <thead> <tr> <th>Severely Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td><td> - Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme)	Severely Supports	Graphic Supports	Interactive Supports	- Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects	- Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects
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Teaching for Biliteracy Book: page 81							
Strategy Name and Description	Language Supports and Notes						
Fishbowl: A small group of students is selected to model a cooperative activity or center task while the rest of the class watches. The students in the fishbowl narrate and as needed. All peers participate in the activity.	<table border="1"> <thead> <tr> <th>Severely Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td><td> - Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme)	Severely Supports	Graphic Supports	Interactive Supports	- Real life objects (cards) - Illustrations - Picture cards - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects	- Charts - Graphic organizers - Tables - Diagrams - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Role play or dramatization - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects - Illustrations of objects
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Teaching for							

High Leverage Biliteracy Strategies



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Materials for today's session



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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.

- Hello! My name is...
- I work at ____ and I ____ (role).
- In reading the outcomes, I notice that...
- I am eager to...
- What about you?

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Palmdale Professional Learning Expectations

- Be open to new ideas
- Presume positive intentions
- Be an active participant
- Avoid side conversations
- Place cell phones on vibrate
- Be present (avoid checking emails/messages and working on other projects except during lunch)
- Be on time for all sessions
- Please no videorecording any part of the day

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Agenda:



Welcome & Introductions

Goals of Dual Language

- Sample Instruction & Debrief
- Biliteracy Strategies
- Characteristics of Effective Biliteracy Instruction
- Planning for Effective Biliteracy Instruction
- Closure and Preparing for Tomorrow

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Materials for today's session

Three Pillars of Dual Language

Pillar 1: Bilingualism and Biliteracy

Pillar 2: Grade-Level Academic Achievement

The Goal of Dual Language

...the term dual language refers to any program of instruction to all students through two languages a biliteracy, grade-level academic achievement, a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.

Page 2

Page 3

High Leverage Biliteracy Strategies

Language Supports and Notes

Strategy Name and Description

Strategy

Language Supports and Notes

Severely Supports

Graphic Supports

Interactive Supports

Meaningful Frame (i.e., content and unit theme)

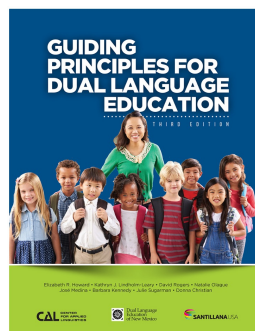
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A comprehensive and practical guide to Dual Language Education



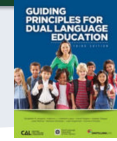
**Based on the most recent research
in the field (3rd edition)**

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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

In other words, this goal means....

For students to meet this goal they need....

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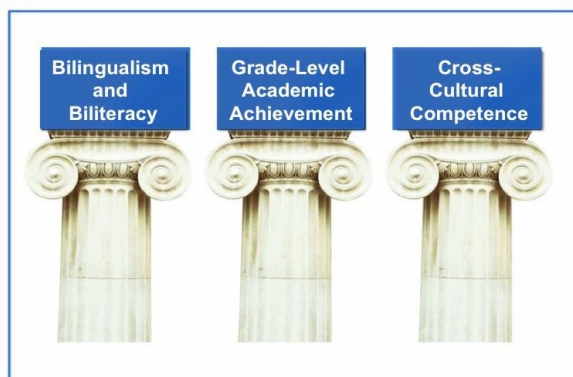


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The goals of Dual Language



Three Pillars of Dual Language Education



Handouts
page2

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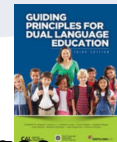
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			X
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural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

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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**,



In other words, this goal means....

For students to meet this goal they need....

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What is literacy?

Handouts page 4

SIMPLE

The Simple
validated
that read
product
language
is weak,
amount

This equation reflects the simple
view of reading in
one language only
(monolingual instruction).



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



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



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Word Recognition

Constrained

In English ~ 3 years

**In Spanish ~ 1 year
(K-2)**

Handouts
page 4

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



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Language Comprehension

Unconstrained
Develops over your entire life

Handouts

page 4

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



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What is literacy?

SIMPLE VIEW OF READING

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

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



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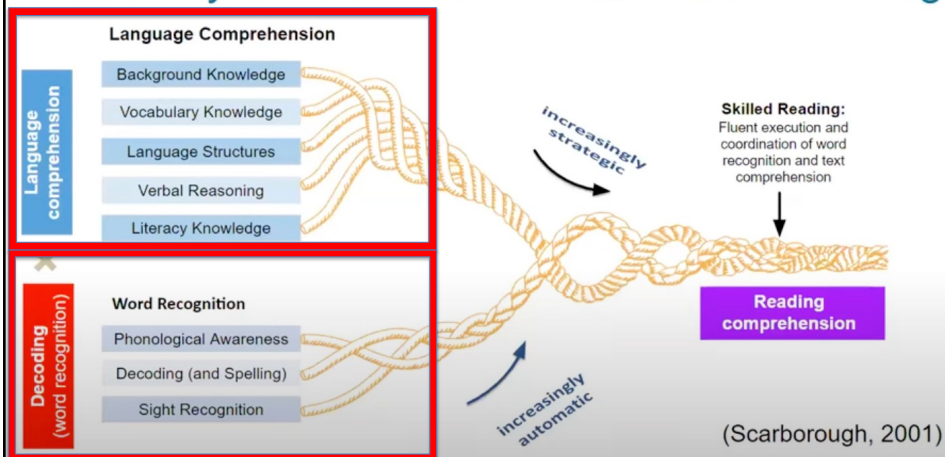
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Scarborough's Reading Rope

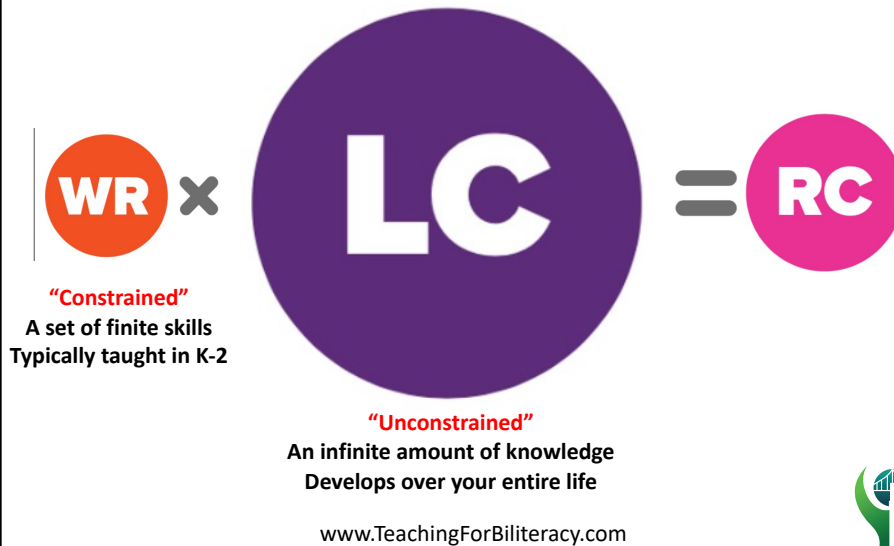
The Many Strands Woven Into Skilled Reading



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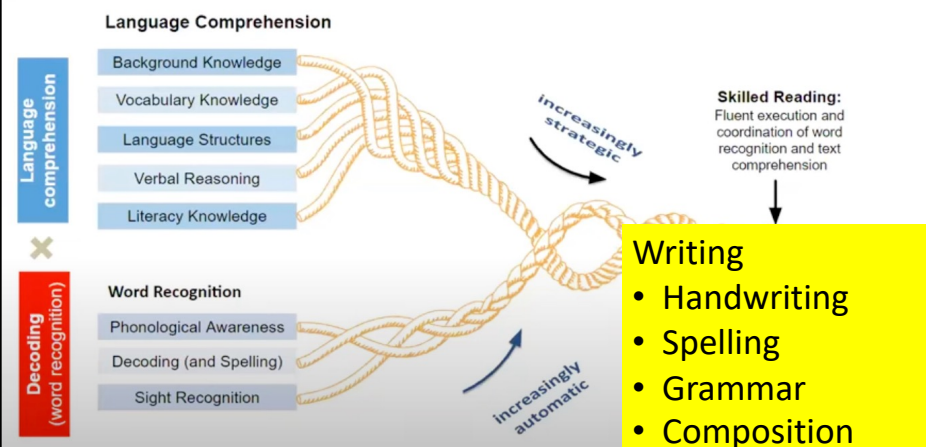
Simple View of Reading



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Scarborough's Reading Rope

The Many Strands Woven Into Skilled Reading



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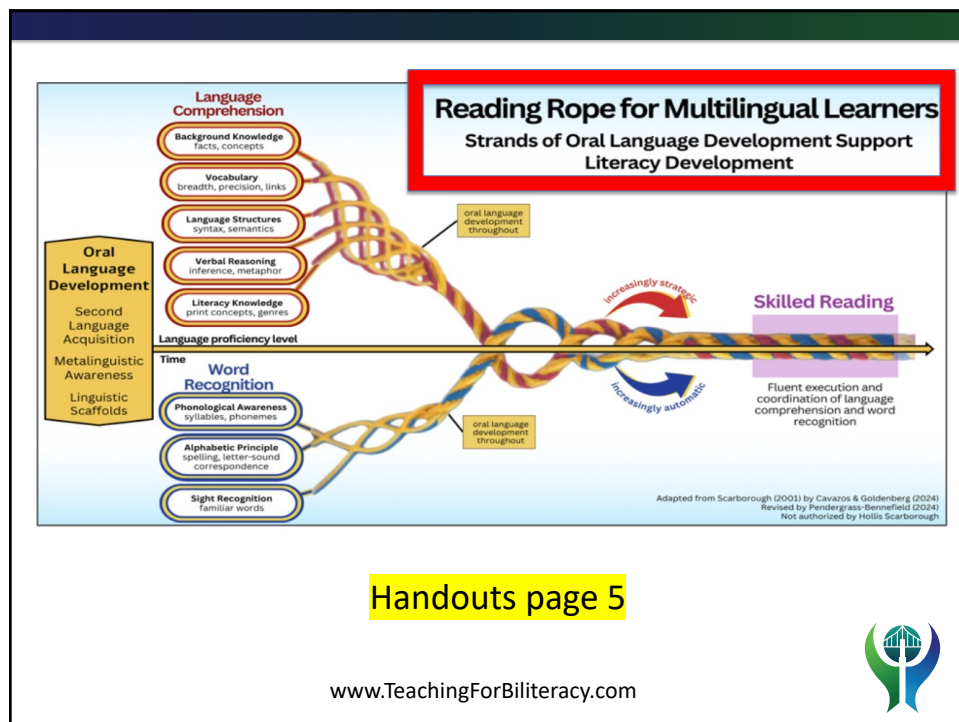
Elements of Comprehensive Literacy

- **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

Handouts page 5

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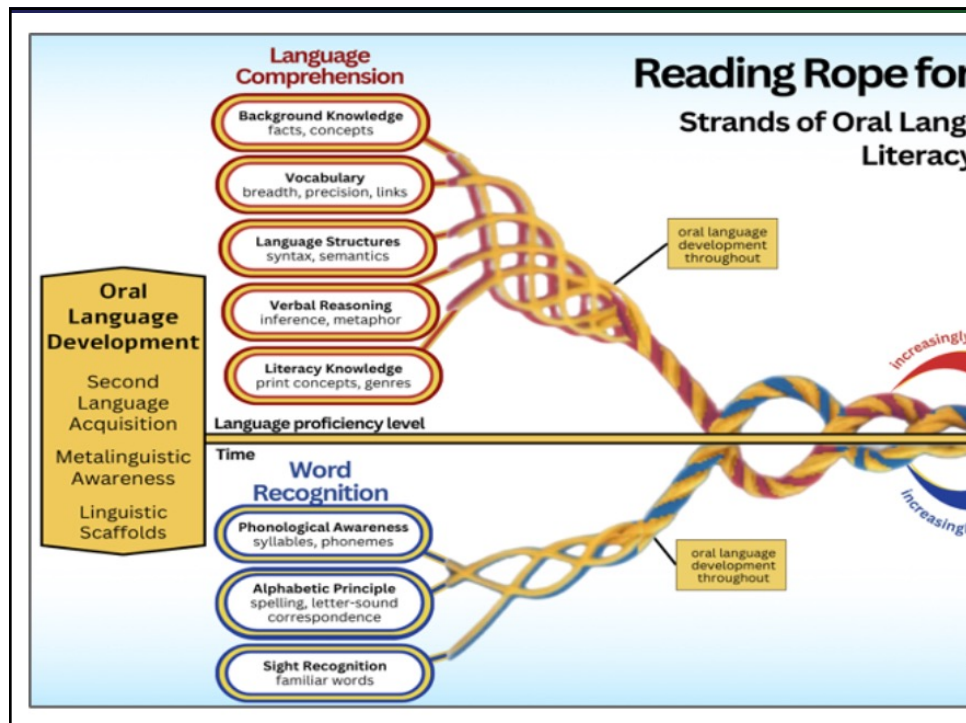


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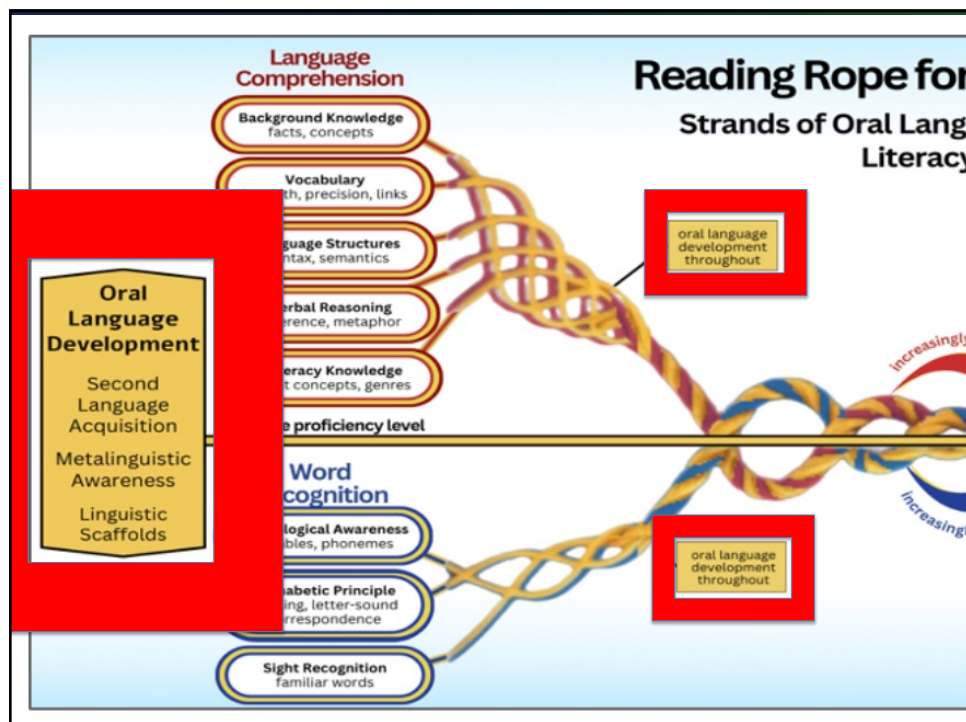
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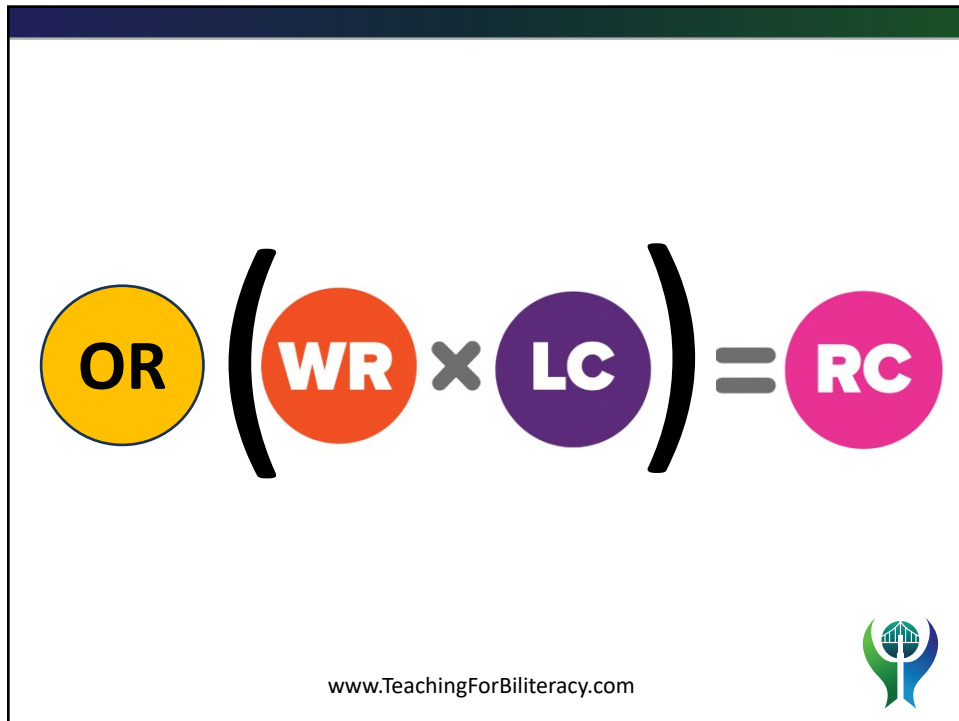
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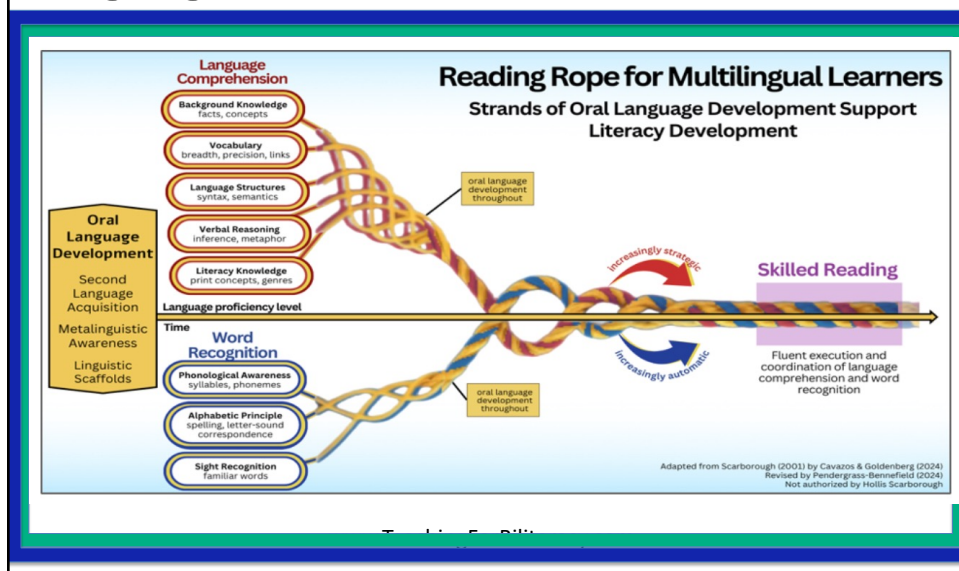


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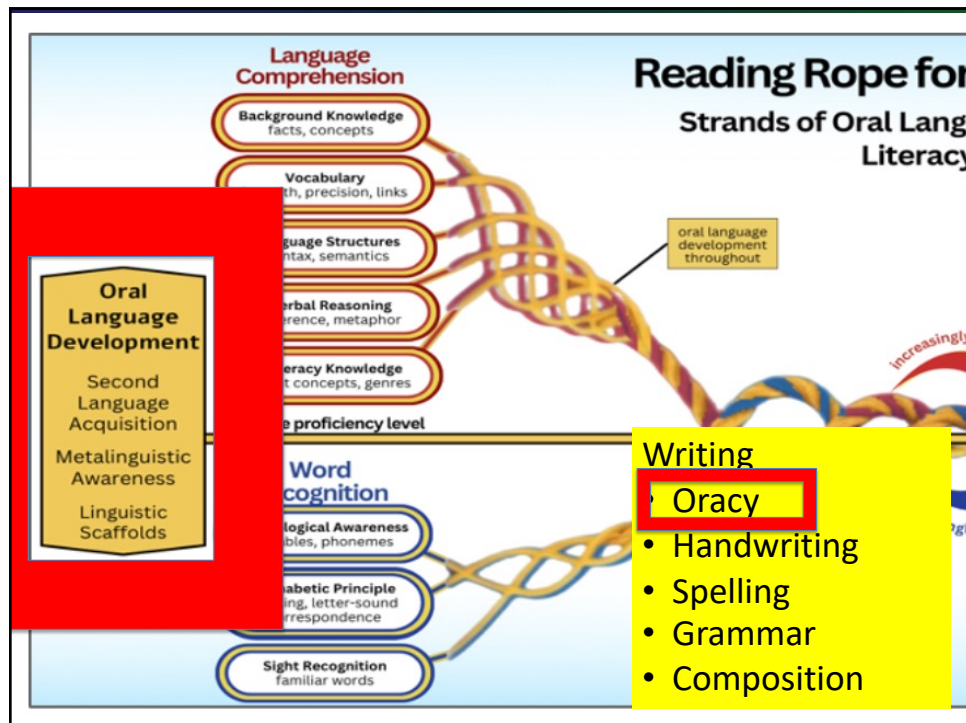


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What is **biliteracy**? $LC \times WR = RC$ in each language.



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What is **biliteracy**? Comprehensive literacy in each language

- | | |
|--|--|
| <ul style="list-style-type: none"> • Oral language • Foundational Skills <ul style="list-style-type: none"> ◦ Phoneme awareness ◦ Phonics ◦ Decoding ◦ Encoding • Language Comprehension <ul style="list-style-type: none"> ◦ Vocabulary ◦ Background Knowledge ◦ Syntax ◦ Semantics | <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ◦ Phonology ◦ Morphology ◦ Grammar ◦ Spelling conventions • Reading comprehension • Writing <ul style="list-style-type: none"> ◦ Handwriting ◦ Spelling ◦ Grammar ◦ Composition |
|--|--|

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In other words, this goal means..

- Students must develop academic listening and speaking, (oracy) in both languages
- Students must develop reading and writing in both languages.
- Students need to be exposed to each language (Spanish and English) daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish** and in **English**.

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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)			X
Pillar 3: Sociocultural competence			

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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 in each language**



In other words, this goal means....

For students to meet this goal they need....

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In other words, this goal means..

- Students must meet their grade level standards in each language
- Students be exposed to rigorous instruction in each language
- Teachers need to use language scaffolds and supports in order for students to meet standards
- Students need time to learn language, literacy and content.

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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			X

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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 in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**



In other words, this goal means....

For students to meet this goal they need....



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In other words, this goal means..

- Ensuring that students feel visible, accepted and valued as people.
- Students learning about each other, their similarities and differences.
- Students need to time, materials and models to develop socio-cultural competence.
- Teachers need to develop socio-cultural competence first, in order to support their students' development of socio-cultural competence.

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Agenda:

- ✓ Welcome & Introductions
- ✓ Goals of Dual Language
- **Sample Instruction** & Debrief
 - Biliteracy Strategies
 - Characteristics of Effective Biliteracy Instruction
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This is the goal of dual language – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence.



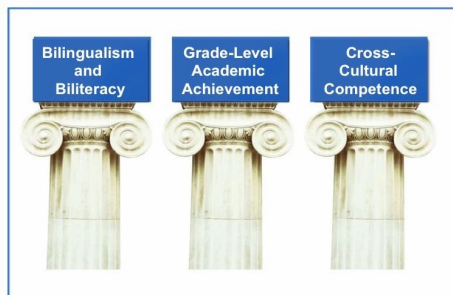
...and who can make
metalinguistic decisions

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It is important for all stakeholders to understand the goals of Dual Language and how instruction will help students meet the goals.



Three Pillars of Dual Language Education



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**We take a systems approach to
teaching for biliteracy
where ALL stakeholders play a
critical role
in supporting instruction that
ensures ALL students meet the
goals of the program.**

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

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Teachers	Coaches & Specialist	School & District Leaders
<u>Instruction</u> • Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	<u>Classroom Support</u> • Using the context of the unit to support students • Co-teaching and modeling instruction • Planning for instruction • Professional development • Assessment and data use	<u>Structures</u> • Learning environment • Biliteracy Schedules • Pacing • Unit flow & rigor • Planning • Collaboration • Language development • Goals for PD • Collecting and using assessment data

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Teachers	Coaches & Specialist	School & District Leaders
You don't have to be bilingual to support effective biliteracy instruction. But you do need a biliteracy mindset and to know what students need to meet each goal so you can support them within your role.		
• Strategies • Supports • Grouping Styles • Differentiation • Integration and unit flow • Classroom organization • Increase in rigor • Assessment and data use	• Using the context of the unit to support students • Co-teaching and modeling instruction • Planning for instruction • Professional development • Assessment and data use	• Learning environment • Biliteracy Schedules • Pacing • Unit flow & rigor • Planning • Collaboration • Language development • Goals for PD • Collecting and using assessment data

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Strategic Pairing and Grouping



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

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

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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.

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de Ca					Pg. 6-7
Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio				
	Emergente	Ampliación	Enlace	lenguaje	
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 contextos.	
California Spanish Language Development Standards					
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y	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	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	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	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

Pg. 8-9

Mode of Communication		ELD Proficiency Level Continuum		
Communication	→ Emerging →		→ Expanding →	
Collaborative	At the early stages of the Emerging level, students are able to perform the following tasks: - 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.	Upon exit from the Emerging level, students are able to perform the following tasks: - 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.	At the early stages of the Expanding level, students are able to perform the following tasks: - Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. - Initiate simple conversations on social and academic topics.	Upon exit from the Expanding level, students are able to perform the following tasks: - 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.
	- 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.
Interpretive	- 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

Chapter 2 | 21

Proficiency Level Descriptors

Chapter 2 | 21

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WIDA Can-Do Descriptors

Pg. 10-11



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 ideas 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,"	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Compare ideas in discourse	- Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts - Connect ideas with comparative descriptions	- 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

**WIDA CAN Dos -Are not standards...
they state what students CAN DO. Thus,
they are a great planning tool!**

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SALSA "Can-Do" Descriptors

Pg. 10-11



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 interactivo 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, descriptos 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 inferencia de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta
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: contéstame 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)

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Where do you fall in Spanish?

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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 ideas 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," "where," "when") 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)

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

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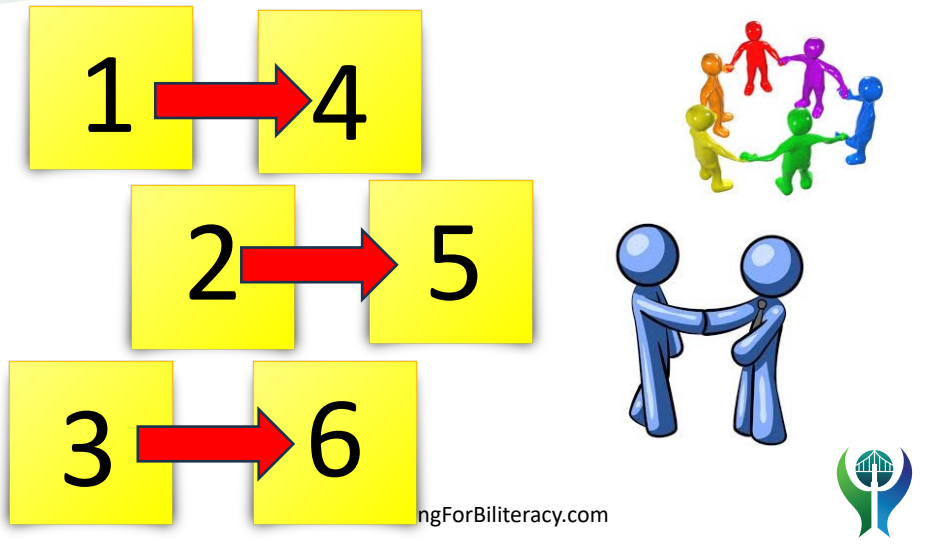
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WIDA Level Descriptors for our Self-Assessment

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

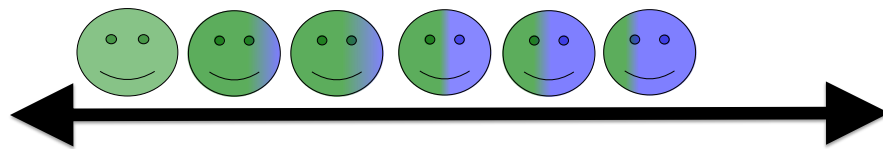
54

Strategic Pairing In the Classroom



55

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



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

who is missing?

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Strategic Pairing in this Session



1

2

3

5

4

6

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

2. Introduce yourselves using the prompts below.

Hello, my name is ____.

I work at __ and my role in supporting students to meet the goals of DL is ____.

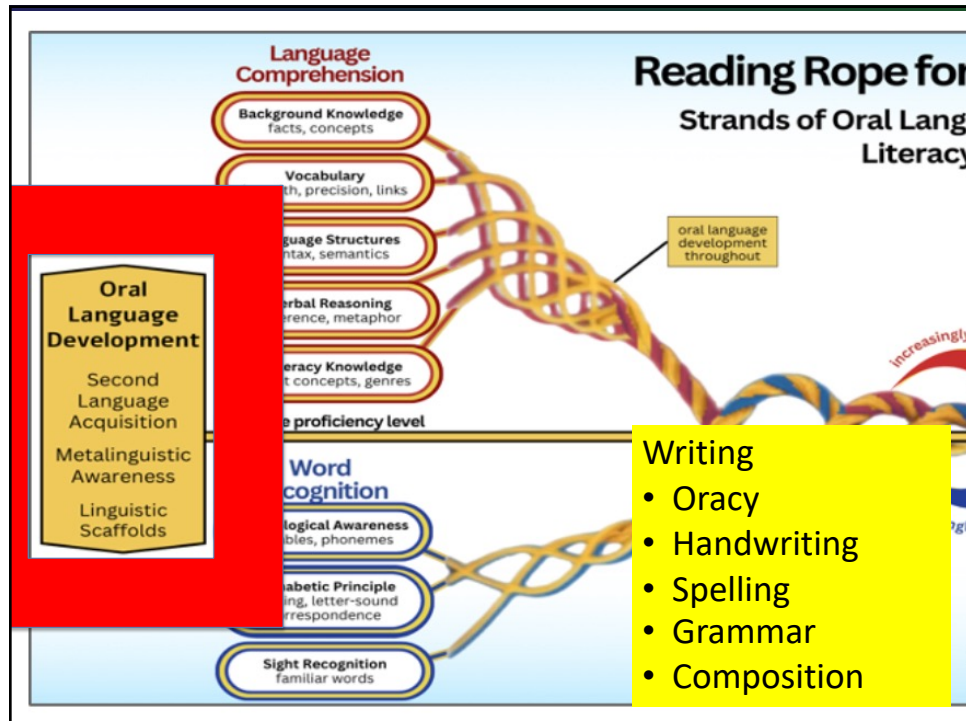
What about you?



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What my instruction USED to look like...

Name: _____ Date: _____

Title: _____

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las		

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los biocombustibles los combustibles fósiles cy.com

La palabra

Lo que significa

Un dibujo

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The goals of Dual Language

Three Pillars of Dual Language Education

Bilingualism and Literacy



Grade-Level Academic Achievement



Cross-Cultural Competence



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Handouts
page2



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Strategic Pa... session







3

5

4

6

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What's New, Teaching For Biliteracy Summer Institute, 2017



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Observers

Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 3: Sociocultural competence			

Use the document to :

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

You will share your observations when we debrief.

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

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

Focus on the pedagogy.

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			

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

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2024 Biliteracy Unit Framework

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension	Content Area Instruction	Formative Assessment
Oral • Comprehension • Behavior Writing • Oral • Content Foundation • Oral • Phonics • Orthography • Vocabulary Summative	Listening, Speaking, Reading, and Writing in the other language)	Morphology Syntax and grammar Pragmatics

Bridge – T

- Illustration
- Side by Side or
- Así se dice

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

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If the goals of Dual Language are...

Three Pillars of Dual Language Education



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

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Language Use Norms

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

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Marking the Language of Instruction



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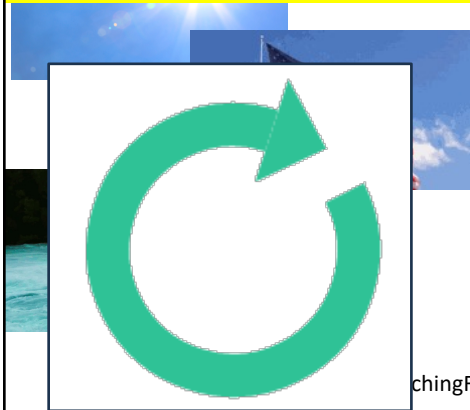
68

Lo que tienen en común todas las fotos es ____.



69

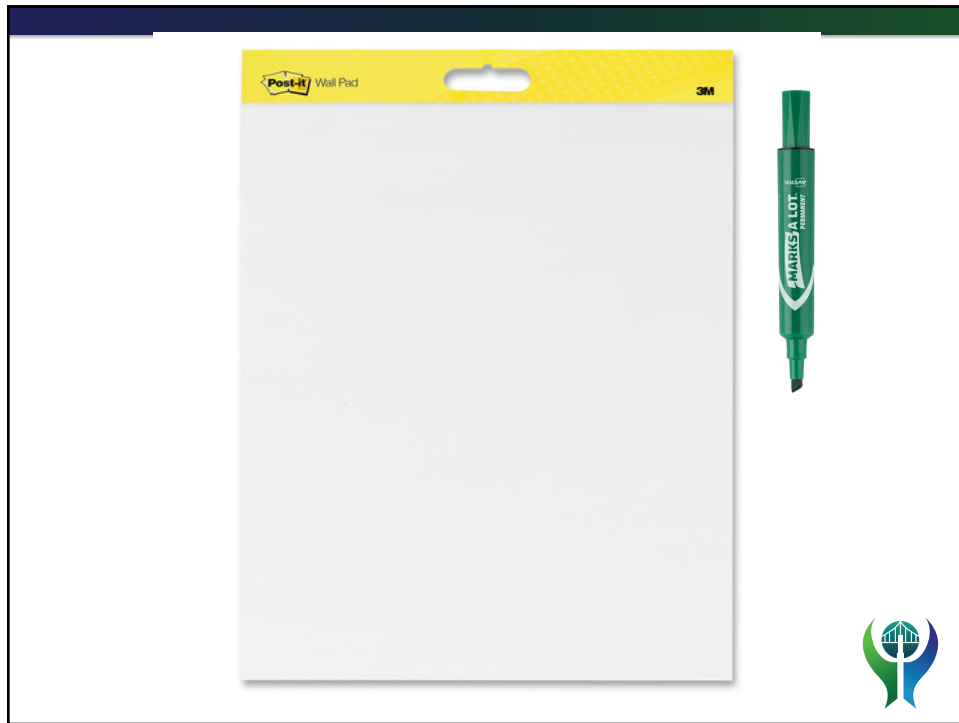
**Recursos naturales
renovables
son
fuentes de energía
renovables**



**Recursos naturales
no renovables
son
Fuentes de energía
no renovables**



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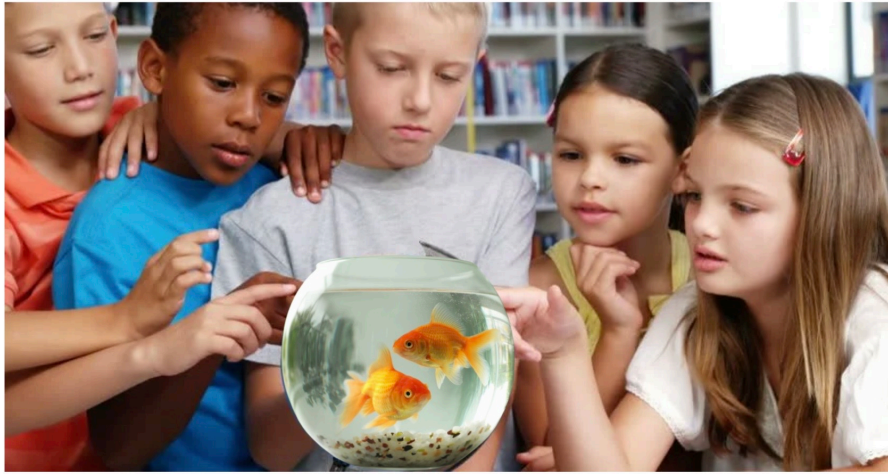
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Exploración



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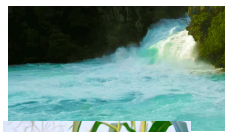
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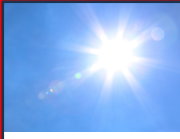
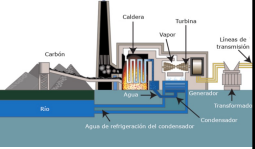
¿Puedo sacar las imágenes de la bolsa?		¡Claro que sí!
Gracias. ¿Me ayudas a colocarlas boca arriba?		¡Por supuesto! Dame algunas y te ayudo.
En esta foto observo....		
Es un(a)... Son....	Pienso que es un(a)...Pero no sé exactamente como se llama. <u>O</u> Tal vez es...	No sé lo que es.
¿Qué opinas?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

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Recursos naturales renovables			Recursos naturales no renovables
   		  	

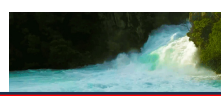
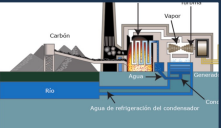
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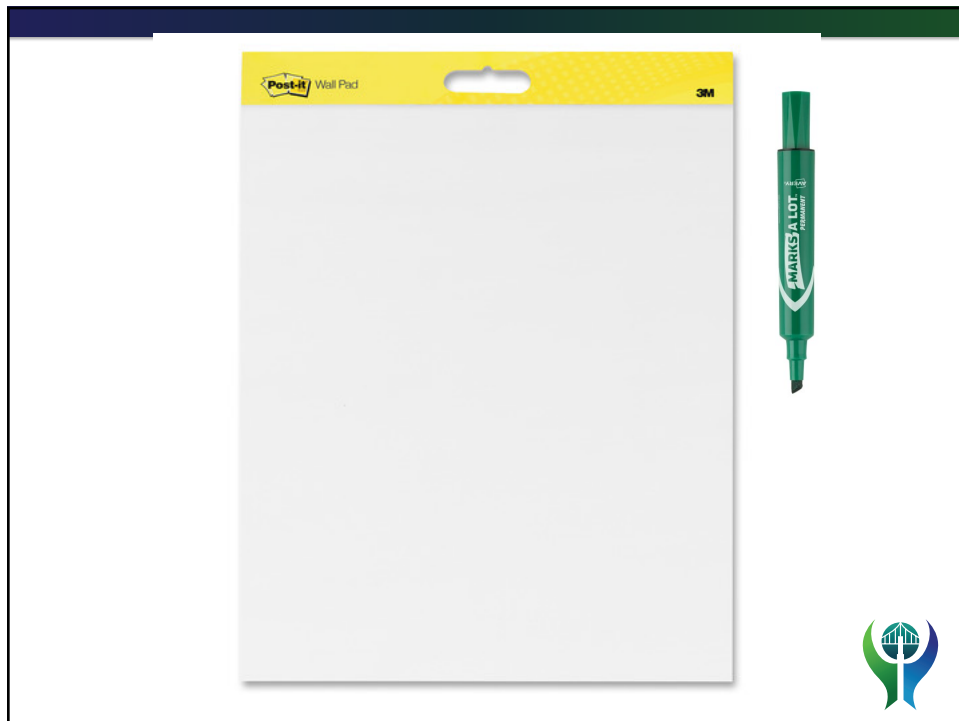
Recursos naturales renovables			Recursos naturales no renovables
       		     	

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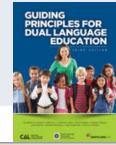
Recursos naturales renovables			Recursos naturales no renovables
       			     

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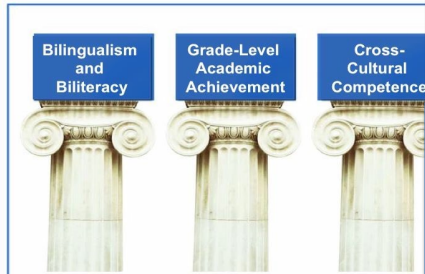


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What are the goals of Dual Language?



Three Pillars of Dual Language Education



How did you feel as a student?

As an observer, what did you notice about instruction?

How does this type of instruction help students meet each of the three pillars?



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Teachers	Coaches, TOSAs, & Specialist	School & District Leaders
<u>Instruction</u> - Strategies - Supports - Grouping Styles - Differentiation - Integration and unit flow - Classroom organization - Increase in rigor - Assessment and data use	<u>Classroom Support</u> - Using the context of the unit to support students - Co-teaching and modeling instruction - Planning for instruction - Professional development - Assessment and data use © Center for Teaching for Biliteracy	<u>Structures</u> - Learning environment - Biliteracy Schedules - Pacing - Unit flow & rigor - Planning - Collaboration - Language development - Goals for PD - Collecting and using assessment data

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Agenda:

- ✓ Welcome & Introductions
- ✓ Defining Biliteracy Instruction
 - Sample Instruction & **Debrief**
 - Biliteracy Strategies
 - Characteristics of Effective Biliteracy Instruction
 - Planning for Effective Biliteracy Instruction
 - Closure and Preparing for Tomorrow

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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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What is literacy?

SIMPLE VIEW OF READING

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

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



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

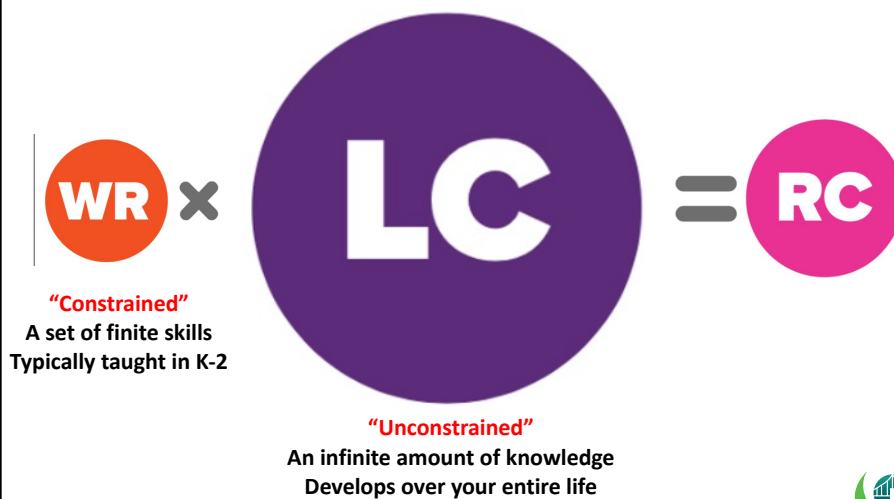


Figure 1: From "The Science of Reading: Defining Guide." Distributed by The Reading League.



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Simple View of Reading



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What

WR

"Constrained"
A set of finite
Typically to

LC

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

Developing Bilinguals need instruction that develops their Language Comprehension first.



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2024 Biliteracy Unit Framework

Page 14

Unit Theme:

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- 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

Content Area Instruction

- Oracy, background knowledge, and language comprehension

Writing

- C
- C

Foundational

- C
- P
- C
- V

Summative

Bridge

- II
- S
- A

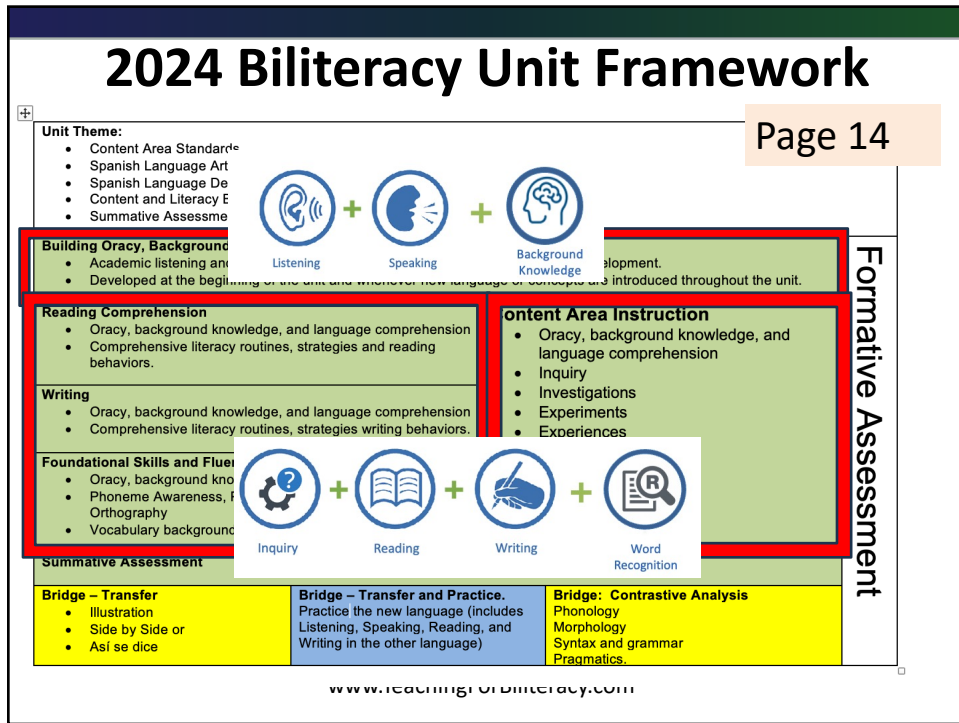
Pragmatics

Formative Assessment

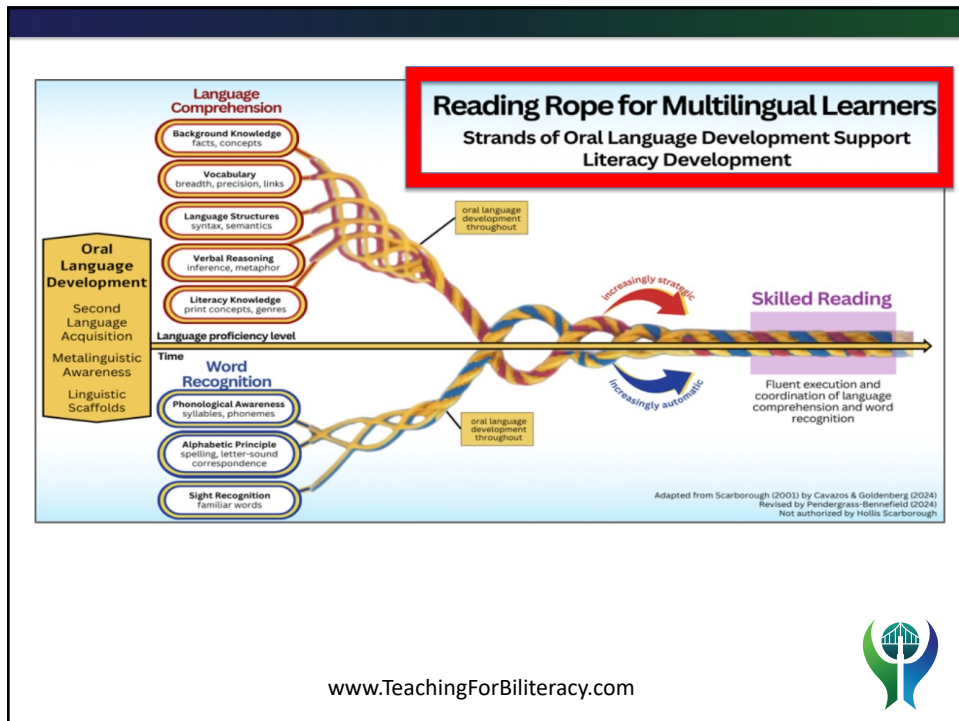
Instruction does not assume students have background knowledge or academic language. Instruction intentionally builds it.

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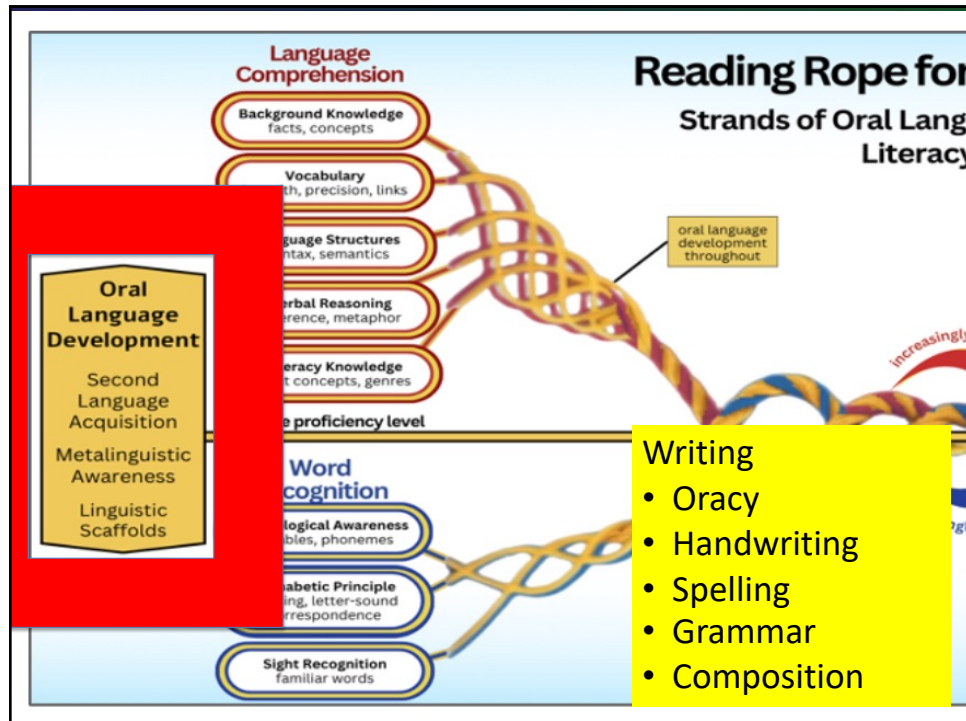
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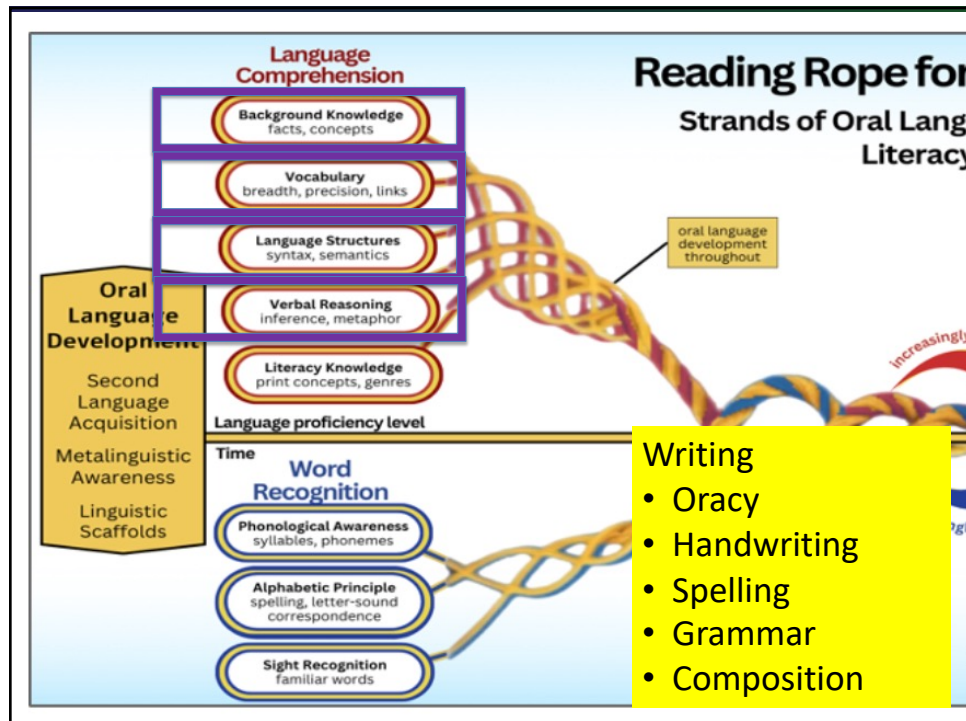
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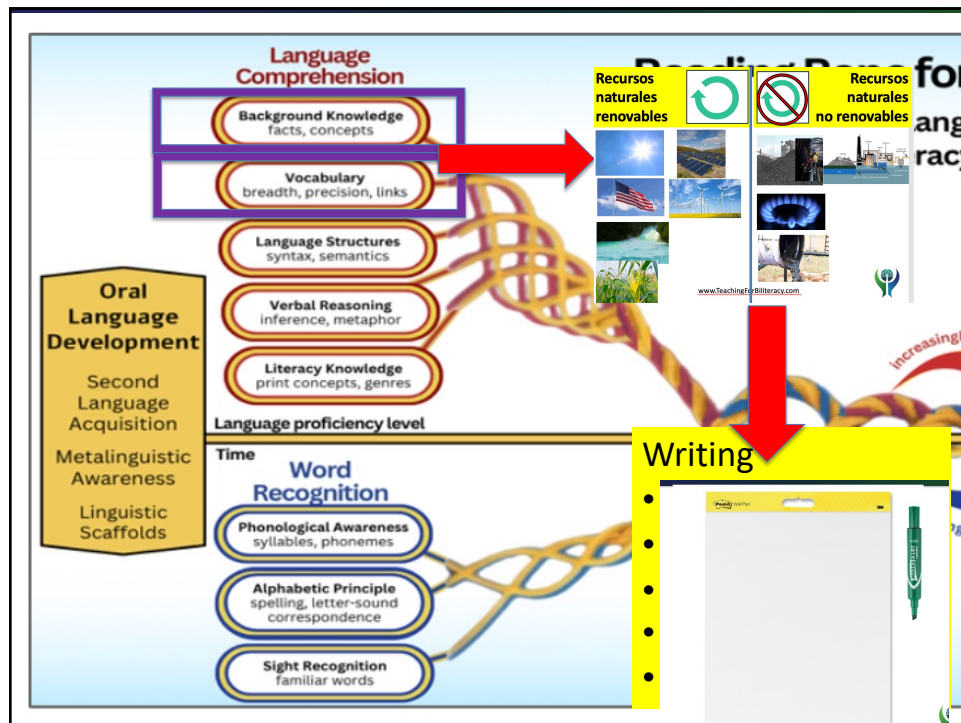
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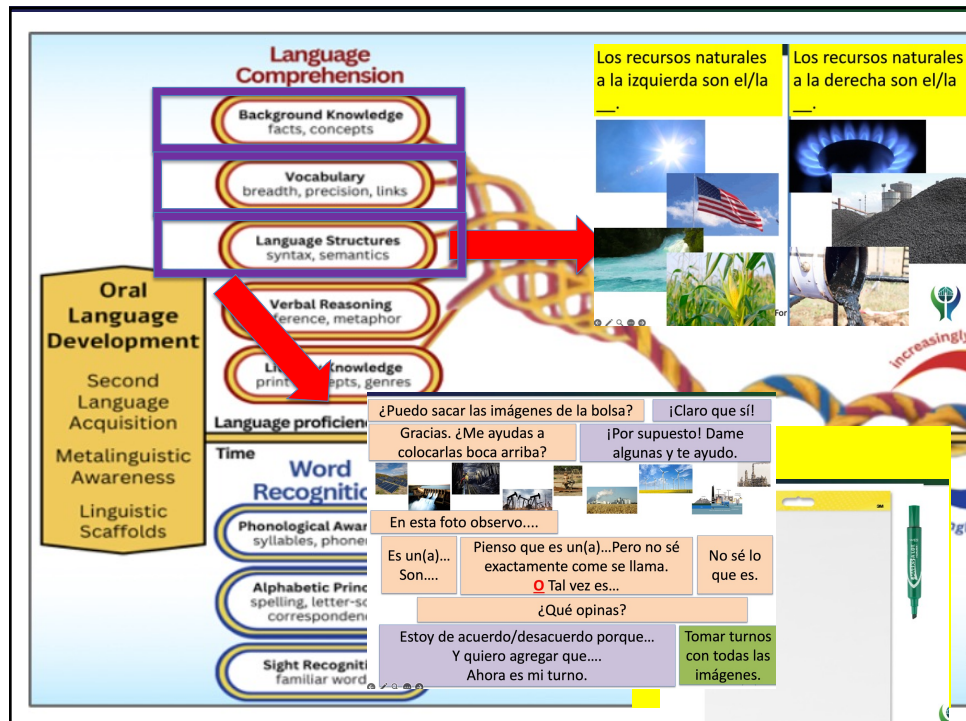
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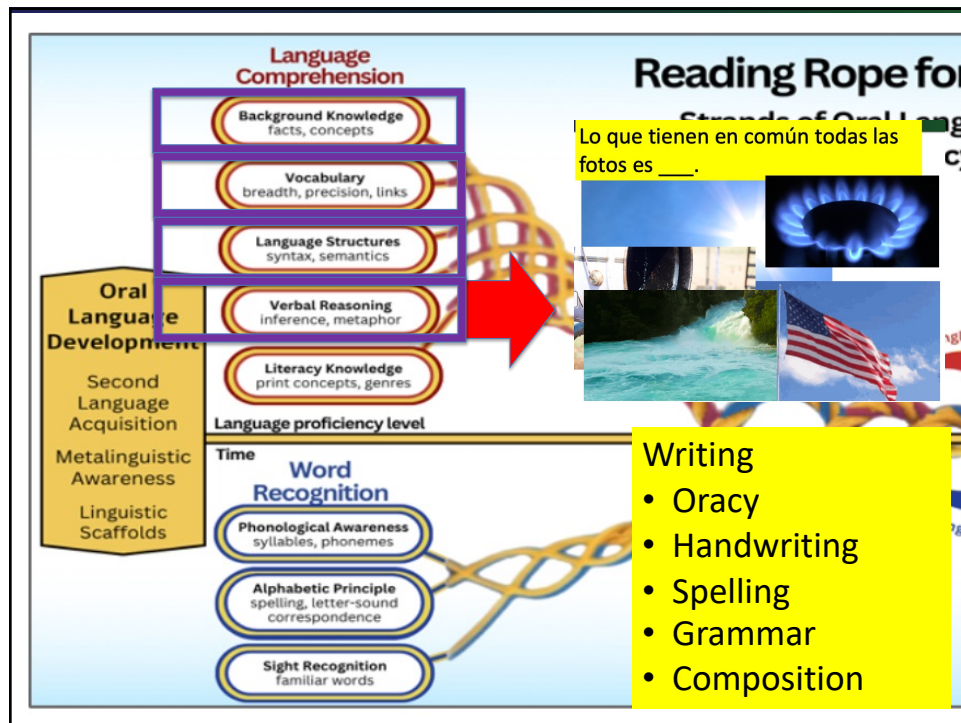
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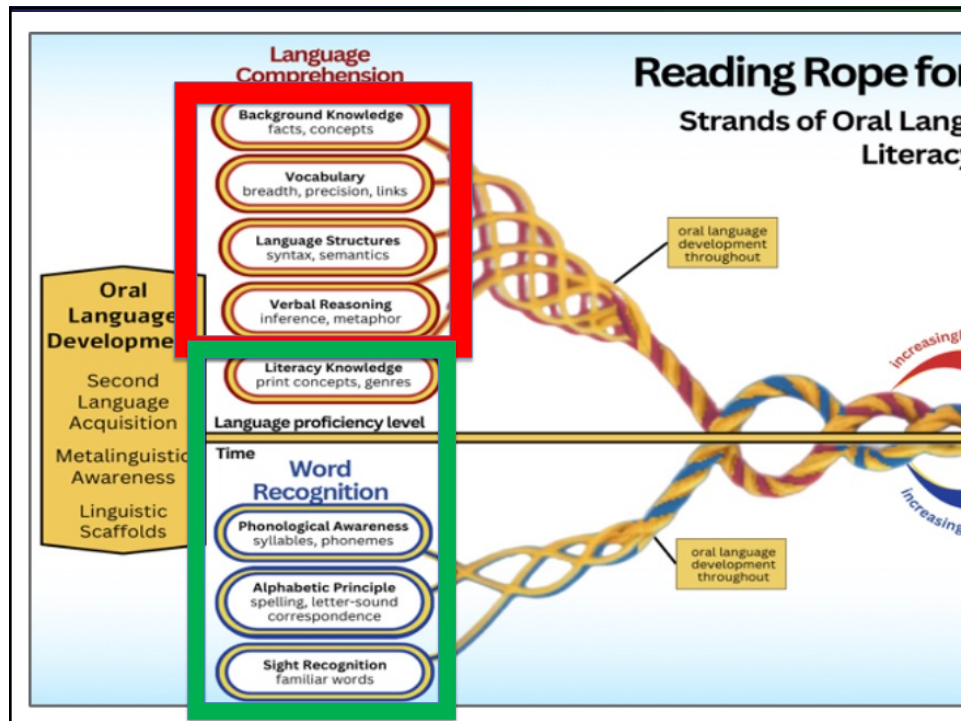
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An important take away about the role of strategically developing oral language and background knowledge is that...

In other words, oracy can be defined by...



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Oracy is....



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

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A Systems Approach to Sustaining Effective Biliteracy Instruction:

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

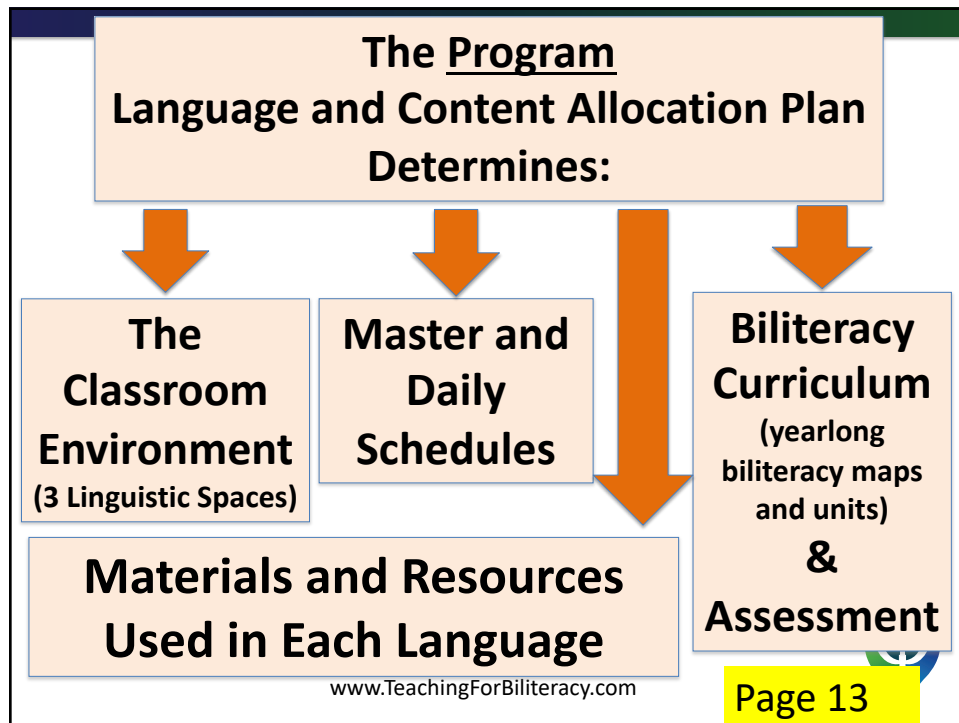
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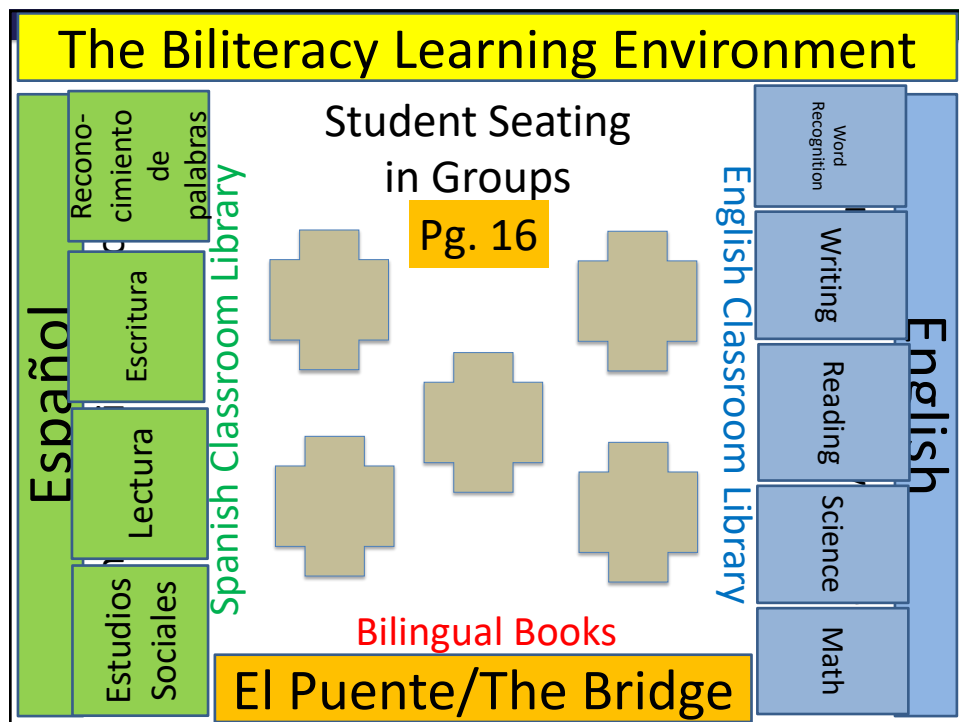
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English: Science, Language Arts	Science Language Arts
3-5 (50/50)	Math Science Language Arts	Spanish to English: Math, Science, Language Arts English to Spanish: Social Studies, Language Arts	Social Studies Language Arts

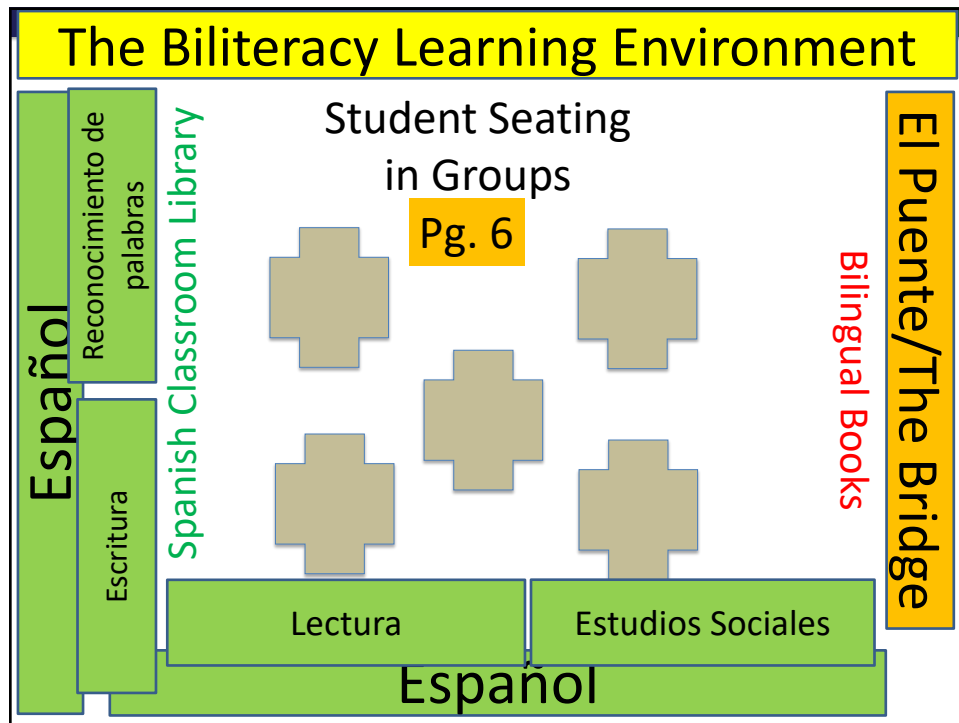
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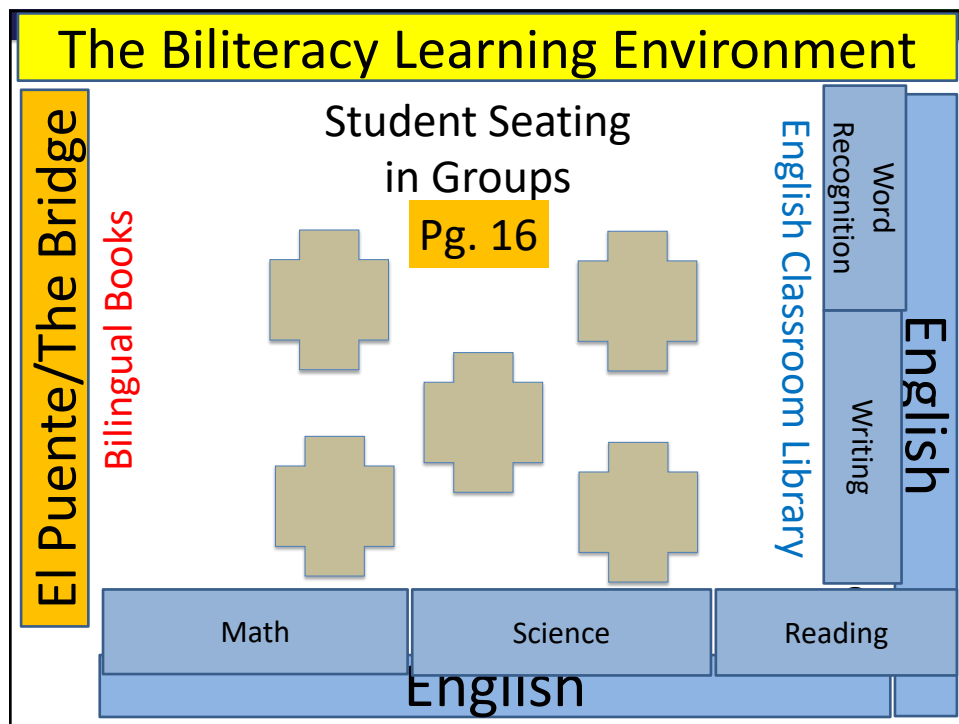
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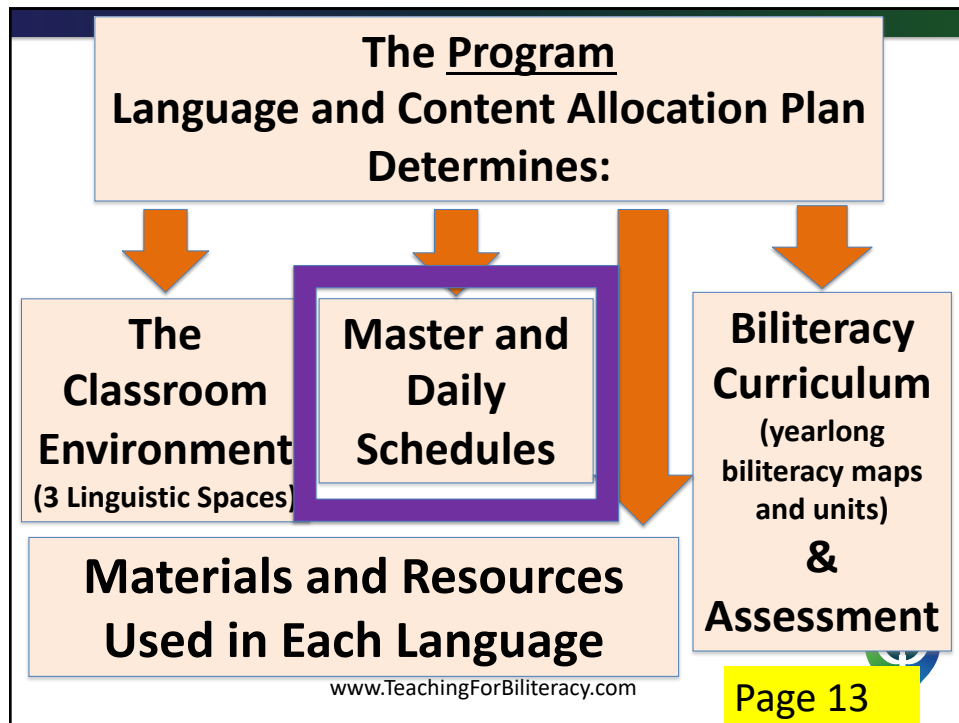
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English: Science, Language Arts	Science Language Arts
3-5 (50/50)	Math Science Language Arts	Spanish to English: Math, Science, Language Arts English to Spanish: Social Studies, Language Arts	Social Studies Language Arts

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Sample Bilingual Schedule – 50% of Day in Spanish

8:00 – 8:20	SEL and Classroom Community Building
8:20 – 9:45	Science and Language Arts Over the course of each unit, the students will engage in: • Oracy • Social Studies experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study)
9:45-10:45	Math - over the course of a math unit, the students will engage in: • Oracy development • Reading and Writing
10:45 to 11:15	Interventions
11:15 – 12:00	Lunch/Recess
12:00-2:40	Social Studies and Language Arts – Over the course of each unit, the students will engage in... • Oracy • Science experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills and Language Comprehension (Word Study)

Sample Program Language and Content Allocation Plan

Spanish	
K-2 (50/50)	Math Social Studies Language Arts
3-5 (50/50)	Math Science Language Arts

Sample Program Language and Content Allocation Plan

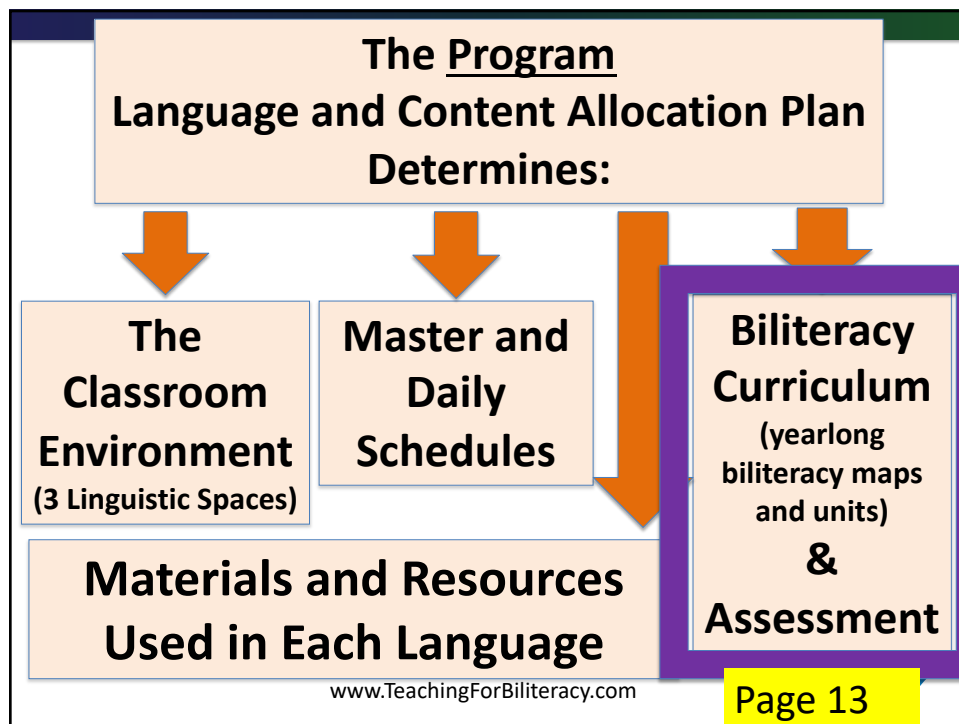
English	
K-2 (50/50)	Science Language Arts
3-5 (50/50)	Social Studies Language Arts

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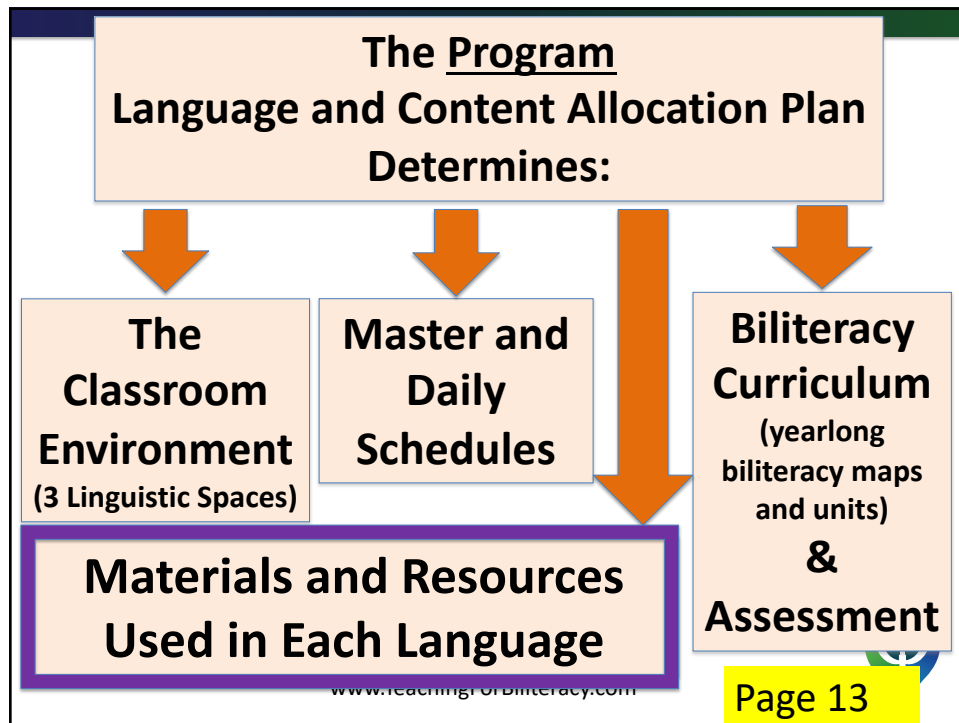
Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English: Science, Language Arts	Science Language Arts
3-5 (50/50)	Math Science Language Arts	Spanish to English: Math, Science, Language Arts English to Spanish: Social Studies, Language Arts	Social Studies Language Arts

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Sample Yearlong Biliteracy Map - 4th Grade					
Grade Level 4 - Language Arts					
Unit 1: ELA & SS	Unit 2: ELA & SS	Unit 3: ELA & SS	Unit 4: ELA & SS	Unit 5: ELA & SS	Unit 6: ELA & SS
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS2-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS2-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS2-4 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the flow of energy to the behavior of objects. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts one form of energy into another.	Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe the energy and fuels are derived from natural resources and their uses affect the environment. 4-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. 4-ETS1-2 Generate and compare multiple possible solutions based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does one community of people impact another? Content Standards: ELA 4-ELA-1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ELA-1-2 Generate and compare multiple possible solutions based on how well each is likely to meet the criteria and constraints of the problem. 4-ELA-1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does one community of people impact another? Content Standards: ELA 4-ELA-1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ELA-1-2 Generate and compare multiple possible solutions based on how well each is likely to meet the criteria and constraints of the problem. 4-ELA-1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Essential Question: How does one community of people impact another? Content Standards: ELA 4-ELA-1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ELA-1-2 Generate and compare multiple possible solutions based on how well each is likely to meet the criteria and constraints of the problem. 4-ELA-1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Writing Standards: W.4.1 - Narrative W.4.1.1, W.4.1.2, W.4.1.3, W.4.1.4, W.4.1.5, W.4.1.6, W.4.1.7, W.4.1.8, W.4.1.9, W.4.1.10	Writing Standards: W.4.2 - Informational W.4.2.1, W.4.2.2, W.4.2.3, W.4.2.4, W.4.2.5, W.4.2.6, W.4.2.7, W.4.2.8, W.4.2.9, W.4.2.10	Writing Standards: W.4.3 - Opinion W.4.3.1, W.4.3.2, W.4.3.3, W.4.3.4, W.4.3.5, W.4.3.6, W.4.3.7, W.4.3.8, W.4.3.9, W.4.3.10	Writing Standards: W.4.4 - Opinion-Editorial W.4.4.1, W.4.4.2, W.4.4.3, W.4.4.4, W.4.4.5, W.4.4.6, W.4.4.7, W.4.4.8, W.4.4.9, W.4.4.10	Writing Standards: W.4.5 - Narrative-Fiction W.4.5.1, W.4.5.2, W.4.5.3, W.4.5.4, W.4.5.5, W.4.5.6, W.4.5.7, W.4.5.8, W.4.5.9, W.4.5.10	Writing Standards: W.4.6 - Narrative-Fiction W.4.6.1, W.4.6.2, W.4.6.3, W.4.6.4, W.4.6.5, W.4.6.6, W.4.6.7, W.4.6.8, W.4.6.9, W.4.6.10
Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7
Unit 1-ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights? Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.1, C1.2, C1.3, C1.4, C1.5, C1.6 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C2.8, C2.9, C2.10 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.1, C3.2, C3.3, C3.4, C3.5 C4: Understands that one who shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.1, C4.2, C4.3, C4.4, C4.5, C4.6, C4.7, C4.8, C4.9, C4.10	Unit 2-ELA & SS Essential Questions: How did different communities view history during non-fiction exploration? How did they interpret and describe events? Content Standards: H1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H1.10 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H2.7, H2.8, H2.9, H2.10 H3: Can use the historical inquiry process that is based in materials, reading primary source documents, to study and analyze the past in order to understand current issues and events. H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7, H3.8, H3.9, H3.10 H4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may have different tools, and have different names and different perspectives on the world around us. H4.1, H4.2, H4.3, H4.4, H4.5, H4.6, H4.7, H4.8, H4.9, H4.10	Unit 3-ELA & SS Essential Questions: What happens when one community of people is overtaken by another community of people? What happened to the community? Content Standards: A1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A1.10 A2: Understands that historical events can be interpreted differently by different individuals, families, and communities. A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A2.10 A3: Can use the historical inquiry process that is based in materials, reading primary source documents, to study and analyze the past in order to understand current issues and events. A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A3.7, A3.8, A3.9, A3.10 A4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may have different tools, and have different names and different perspectives on the world around us. A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A4.8, A4.9, A4.10	Unit 4-ELA & SS Essential Questions: How does one community of people impact another? Content Standards: E1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. E1.1, E1.2, E1.3, E1.4, E1.5, E1.6, E1.7, E1.8, E1.9, E1.10 E2: Understands that historical events can be interpreted differently by different individuals, families, and communities. E2.1, E2.2, E2.3, E2.4, E2.5, E2.6, E2.7, E2.8, E2.9, E2.10 E3: Can use the historical inquiry process that is based in materials, reading primary source documents, to study and analyze the past in order to understand current issues and events. E3.1, E3.2, E3.3, E3.4, E3.5, E3.6, E3.7, E3.8, E3.9, E3.10 E4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may have different tools, and have different names and different perspectives on the world around us. E4.1, E4.2, E4.3, E4.4, E4.5, E4.6, E4.7, E4.8, E4.9, E4.10	Unit 5-ELA & SS Essential Questions: How does one community of people impact another? Content Standards: E1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. E1.1, E1.2, E1.3, E1.4, E1.5, E1.6, E1.7, E1.8, E1.9, E1.10 E2: Understands that historical events can be interpreted differently by different individuals, families, and communities. E2.1, E2.2, E2.3, E2.4, E2.5, E2.6, E2.7, E2.8, E2.9, E2.10 E3: Can use the historical inquiry process that is based in materials, reading primary source documents, to study and analyze the past in order to understand current issues and events. E3.1, E3.2, E3.3, E3.4, E3.5, E3.6, E3.7, E3.8, E3.9, E3.10 E4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may have different tools, and have different names and different perspectives on the world around us. E4.1, E4.2, E4.3, E4.4, E4.5, E4.6, E4.7, E4.8, E4.9, E4.10	Unit 6-ELA & SS Essential Questions: How does one community of people impact another? Content Standards: E1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. E1.1, E1.2, E1.3, E1.4, E1.5, E1.6, E1.7, E1.8, E1.9, E1.10 E2: Understands that historical events can be interpreted differently by different individuals, families, and communities. E2.1, E2.2, E2.3, E2.4, E2.5, E2.6, E2.7, E2.8, E2.9, E2.10 E3: Can use the historical inquiry process that is based in materials, reading primary source documents, to study and analyze the past in order to understand current issues and events. E3.1, E3.2, E3.3, E3.4, E3.5, E3.6, E3.7, E3.8, E3.9, E3.10 E4: Knows that the use of tools like maps, globes, charts, graphs is important to understanding the world around us. Different cultures may have different tools, and have different names and different perspectives on the world around us. E4.1, E4.2, E4.3, E4.4, E4.5, E4.6, E4.7, E4.8, E4.9, E4.10
Writing Standards: W.4.1 - Narrative W.4.1.1, W.4.1.2, W.4.1.3, W.4.1.4, W.4.1.5, W.4.1.6, W.4.1.7, W.4.1.8, W.4.1.9, W.4.1.10	Writing Standards: W.4.2 - Informational W.4.2.1, W.4.2.2, W.4.2.3, W.4.2.4, W.4.2.5, W.4.2.6, W.4.2.7, W.4.2.8, W.4.2.9, W.4.2.10	Writing Standards: W.4.3 - Opinion W.4.3.1, W.4.3.2, W.4.3.3, W.4.3.4, W.4.3.5, W.4.3.6, W.4.3.7, W.4.3.8, W.4.3.9, W.4.3.10	Writing Standards: W.4.4 - Opinion-Editorial W.4.4.1, W.4.4.2, W.4.4.3, W.4.4.4, W.4.4.5, W.4.4.6, W.4.4.7, W.4.4.8, W.4.4.9, W.4.4.10	Writing Standards: W.4.5 - Narrative-Fiction W.4.5.1, W.4.5.2, W.4.5.3, W.4.5.4, W.4.5.5, W.4.5.6, W.4.5.7, W.4.5.8, W.4.5.9, W.4.5.10	Writing Standards: W.4.6 - Narrative-Fiction W.4.6.1, W.4.6.2, W.4.6.3, W.4.6.4, W.4.6.5, W.4.6.6, W.4.6.7, W.4.6.8, W.4.6.9, W.4.6.10
Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7	Reading Standards: R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7

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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English: Science, Language Arts	Science Language Arts
3-5 (50/50)	Math Science Language Arts	Spanish to English: Math, Science, Language Arts English to Spanish: Social Studies, Language Arts	Social Studies Language Arts

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Sample Yearlong Biliteracy Map - 4th Grade

Grade Level 4 - Language				0 % English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures		Unit 2: SLA & SC: Energy & Transfer of Information		Unit 3: SLA & SC: Our Quest for Energy		Unit 4: SLA & SC: Earth's Natural Processes	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS3-4 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.		Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the flow of energy to the behavior of objects. 4-PS3-2 More observations to provide evidence that energy is transferred from place to place by waves, light, heat, and sound. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, build, and refine a model that grows energy from one form to another. 4-PS3-5 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Draw or make a simple sketch or drawing of a design solution to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe the energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? Content Standards: ELA 4-SS-1-1 Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3 4-SS-1-2 Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 4-SS-1-3 Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 4-SS-1-4 Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: 850 8502 8503 8504 Writing Standards - W.4.2 Informational - Fact Sheet W.4.2; W.4.3; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RI.4.2; RI.4.4; RI.4.5; RI.4.7	
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Sample Yearlong Biliteracy Map - 4th Grade

Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English				0 % English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures		Unit 2: SLA & SC: Energy & Transfer of Information		Unit 3: SLA & SC: Our Quest for Energy		Unit 4: SLA & SC: Earth's Natural Processes	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-PS3-4 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.		Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the flow of energy to the behavior of objects. 4-PS3-2 More observations to provide evidence that energy is transferred from place to place by waves, light, heat, and sound. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-PS3-4 Apply scientific ideas to design, build, and refine a model that grows energy from one form to another. 4-PS3-5 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ETS1-2 Draw or make a simple sketch or drawing of a design solution to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does our quest for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe the energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? Content Standards: ELA 4-SS-1-1 Knows that different communities create rules to promote the common good and individual liberties. C1.4.1; C1.4.2; C1.4.3 4-SS-1-2 Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1; C2.4.2; C2.4.3 4-SS-1-3 Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1; C3.4.2; C3.4.3; C3.4.4; C3.4.5 4-SS-1-4 Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded." C4.4.1; C4.4.2; C4.4.3; C4.4.4 Social Studies Skills: 850 8502 8503 8504 Writing Standards - W.4.2 Informational - Fact Sheet W.4.2; W.4.3; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9; W.4.10 Reading Standards - Informational Texts RI.4.2; RI.4.4; RI.4.5; RI.4.7	
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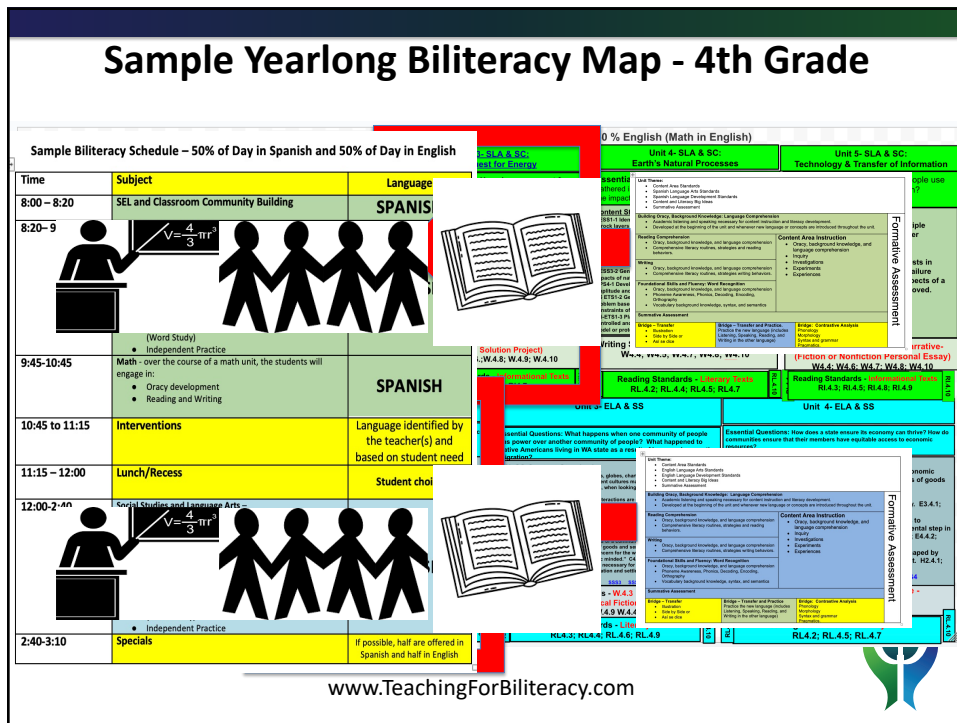
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Sample Yearlong Biliteracy Map - 4th Grade

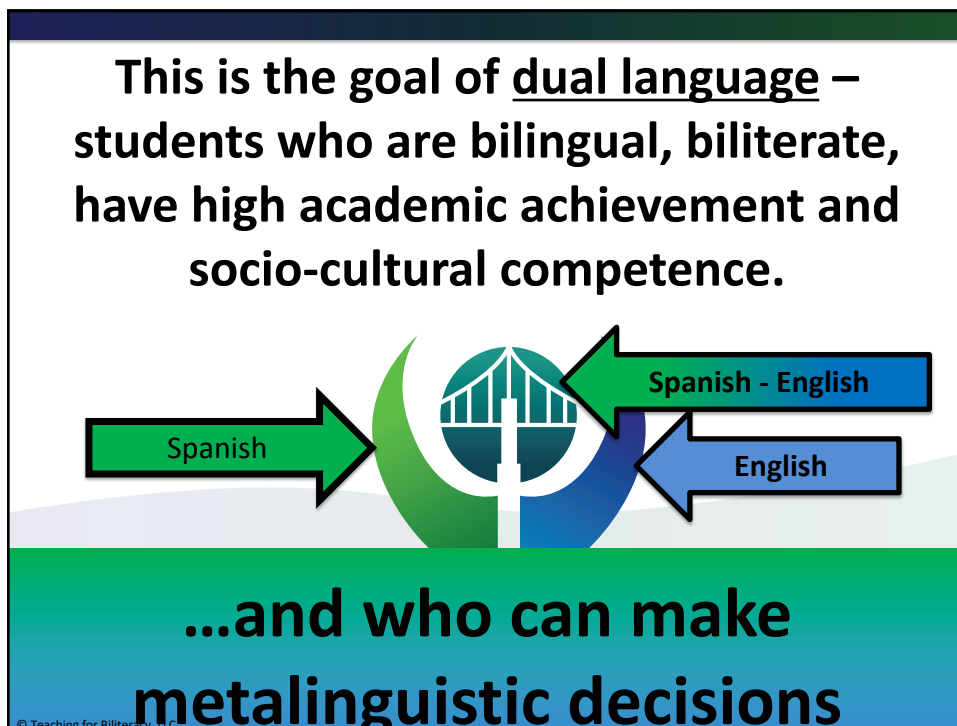
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural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

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The structures that work together to support the goals of dual language are...

The structures help students achieve the goals of Dual Language because...



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Agenda:

- ✓ Welcome & Introductions
- ✓ Defining Biliteracy Instruction
- ✓ Sample Instruction & Debrief
- **Biliteracy Strategies**
 - Characteristics of Effective Biliteracy Instruction
 - Planning for Effective Biliteracy Instruction
 - Closure and Preparing for Tomorrow

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Materials for today's session



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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)	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 oralacy advances inquiry and literacy development by intentionally building academic language.
- Explain the role of the teacher in the biliteracy classroom.
- Identify the components of effective biliteracy instruction.
- Define the role of the teacher in the biliteracy classroom.

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 presented through pictures. 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.	<table border="1"> <thead> <tr> <th>Sensory Supports</th> <th>Graphic Supports</th> <th>Interactive Supports</th> </tr> </thead> <tbody> <tr> <td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td> <td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td> <td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td> </tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards Teaching for Biliteracy Book: page 81-82	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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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 preview 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.	<table border="1"> <thead> <tr> <th>Sensory Supports</th> <th>Graphic Supports</th> <th>Interactive Supports</th> </tr> </thead> <tbody> <tr> <td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td> <td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td> <td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td> </tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards Teaching for Biliteracy Book: page 81	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," while the rest of the students observe 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.	<table border="1"> <thead> <tr> <th>Sensory Supports</th> <th>Graphic Supports</th> <th>Interactive Supports</th> </tr> </thead> <tbody> <tr> <td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td> <td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td> <td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td> </tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards Teaching for Biliteracy Book: page 82 & 136	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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Resource Packet

High Leverage Biliteracy Strategies

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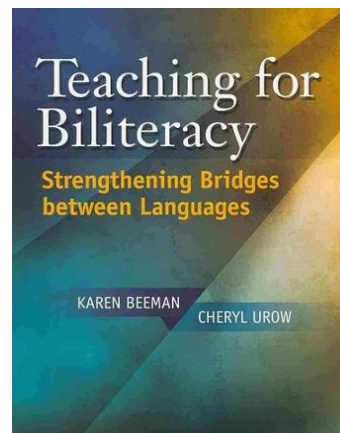


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High Leverage Biliteracy Strategies

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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 presented through pictures. 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>	<table><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td></tr></table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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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 preview 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>	<table><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td></tr></table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," while the rest of the students observe 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>	<table><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td> - Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations </td><td> - Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs </td></tr></table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Sensory Supports	Graphic Supports	Interactive Supports	- Buildable objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams - Illustrations & diagrams	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations - Illustrations	- Signposts or patterns - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs - Illustrations & photographs
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High Leverage Biliteracy Strategies

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Notes:

- Meaningful Frame (i.e., content and unit theme)

High Leverage Biliteracy Strategies Page 1

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Concept Attainment

with Sentence Prompts and TPR

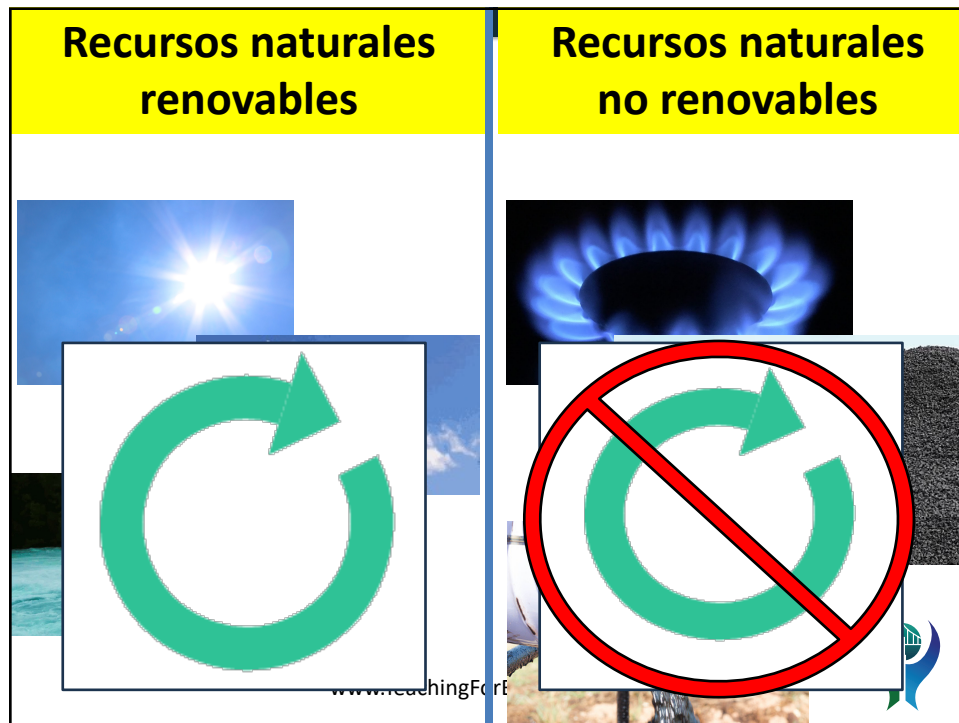
Students use visuals and sentence prompts to identify the concept.

New vocabulary is introduced with visual and kinesthetic support to support meaning.

pp. 81, 82

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

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

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NOTES:

- Meaningful Frame (i.e., content and unit theme)

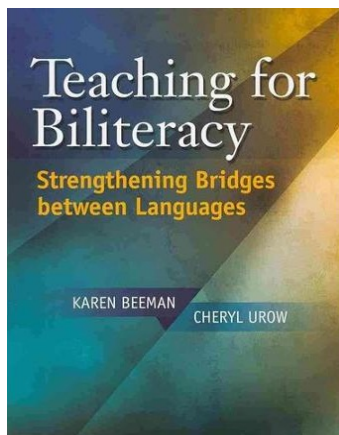
Sorted photographs to decipher between natural resources that are renewable and natural resources that are not renewable.

High Leverage Biliteracy Strategies Page 1



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Fish Bowl



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

High Leverage
Biliteracy
Strategies Page 1

p. 82
& 136

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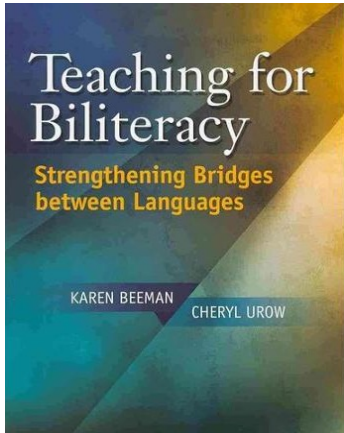
Sensory Supports	Graphic Supports	Interactive Supports
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Sorts

Students categorize pictures, words, or phrases into groups as to introduce new concepts or reinforce relationships among elements.

High Leverage Biliteracy Strategies Page 2

pp. 83

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

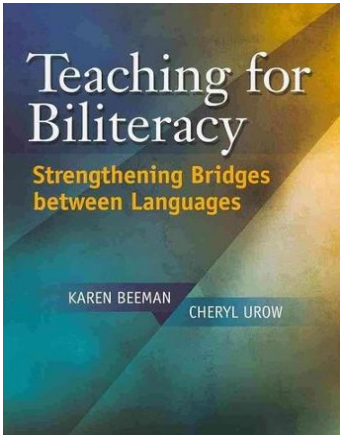
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The LEA – Language Experience Approach **with TPR**



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

High Leverage Biliteracy Strategies
Page 2

p. 94 &
pp. 104 -
105

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

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Strategy Name and Description	Language Supports and Notes						
Sort: In strategic partnerships, students categorize words, pictures, or realia into groups. This can be done as a closed sort, using teacher-provided categories, or as an open sort, where students create their own categories. In an open sort, there is no expectation that students will group items according to content standards. They may organize items in any way, as long as they can explain their reasoning. In a closed sort, the teacher provides the categories, which must be clear and understandable to students. Sentence prompts are used to structure oral language development and help students focus on vocabulary and concepts. <i>Teaching for Biliteracy Book: page 83</i>	<table border="1"> <thead> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <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> </tbody> </table> © WIDA Language Development Standards Notes: - Meaningful Frame (i.e., content and unit theme)	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						
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 propose a retelling, one sentence at a time, about the shared experience. 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.	<table border="1"> <thead> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <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> </tbody> </table> © WIDA Language Development Standards Notes: - Meaningful Frame (i.e., content and unit theme)	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!

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High Leverage Biliteracy Strategies

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High leverage biliteracy strategies...

Teachers:
Instruction

**Coach, TOSA, or
Support or
Specialist:**
Classroom
Support

**School and
District Leaders:**
Systems and
Structures

language standards and foundational skills.

Teaching for Biliteracy Book: page 94 & 104-105

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Agenda:

- ✓ Welcome & Introductions
- ✓ Goals of Dual Language
- ✓ Sample Instruction & Debrief
- ✓ Biliteracy Strategies

Characteristics of Effective Biliteracy Instruction

- Planning for Effective Biliteracy Instruction
- Closure and Preparing for Tomorrow

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Systems Approach to Sustaining Effective Biliteracy Instruction

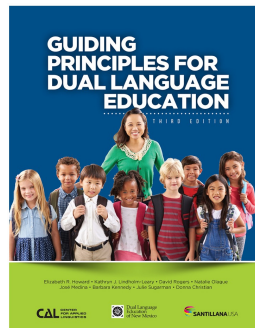
Effective Instruction

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A comprehensive and practical guide to Dual Language Education



**Based on the most recent research
in the field (3rd edition)**

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STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Page 19



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Characteristics of Effective Dual Language Programs (CAL Guiding Principles): Strand 1 Program Structure

- Vision and goals that define expectations for achievement
- Instructional focus and commitment to achievement and high expectations
- Equity
- Leadership
- Ongoing, continuous program planning

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Characteristics of Effective Dual Language Programs (CAL Guiding Principles): Strand 1 Program Structure

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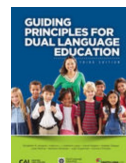
143

Strand 1: Program Structure

“Studies of effective schools consistently and conclusively demonstrate that high-quality programs have a cohesive school-wide shared vision; a set of goals that define their expectations for achievement; and an instructional focus and commitment to achievement and high expectations...”

CAL Guiding Principles, page 10

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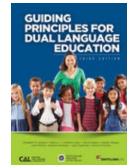
144

Strand 1: Program Structure

“Studies of effective schools consistently and conclusively demonstrate that high-quality programs have a **cohesive school-wide shared vision**; a **set of goals** that define their expectations for achievement; and an **instructional focus and commitment** to achievement and high expectations...”

CAL Guiding Principles, page 10

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Systems Approach to Sustaining Effective Biliteracy Instruction

Effective Instruction

Goals of the Program

Vision

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Palmdale School District Dual Immersion Program Overview

Vision

The dual immersion program in the Palmdale School District is designed for ALL students, regardless of their primary home language to achieve the three pillars of dual immersion education:

1. **Bilingualism and Biliteracy:** Students will be proficient in both English and Spanish; they will be able to communicate and understand through reading, writing, listening, and speaking in both languages. Bilingualism is the ability to speak two languages fluently, while biliteracy is the ability to read and write two languages proficiently.
2. **High Academic Performance:** Students will excel academically in both languages of instruction, grounded in grade-level standards in Spanish and English language arts, math, science, and history-social science.
3. **Sociocultural Competence:** Students will develop a positive identity of self, cross-cultural competence, multicultural appreciation, and conflict-resolution strategies.

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Systems Approach to Sustaining Effective Biliteracy Instruction

Effective Instruction

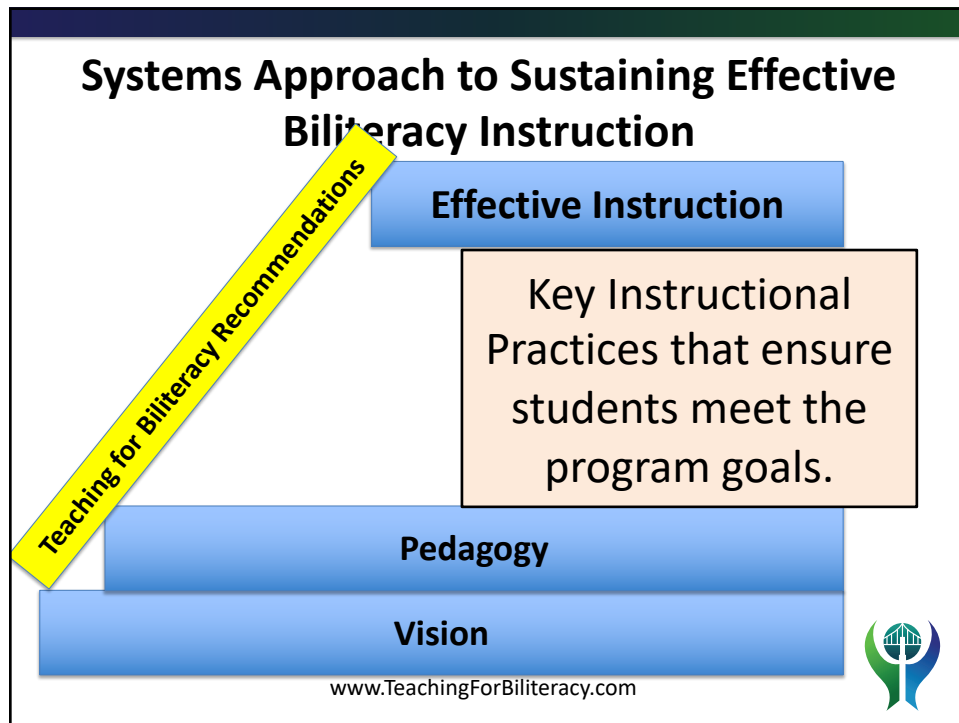
Pedagogy

Vision

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Palmdale School District
Launching a lifetime of learning

they each offer a high-quality dual immersion program. The administration and staff across all four schools collaborate to ensure student success, advocating for the program through a multilingual perspective and ensuring equal value for both languages.

Program Model and Instructional Practices

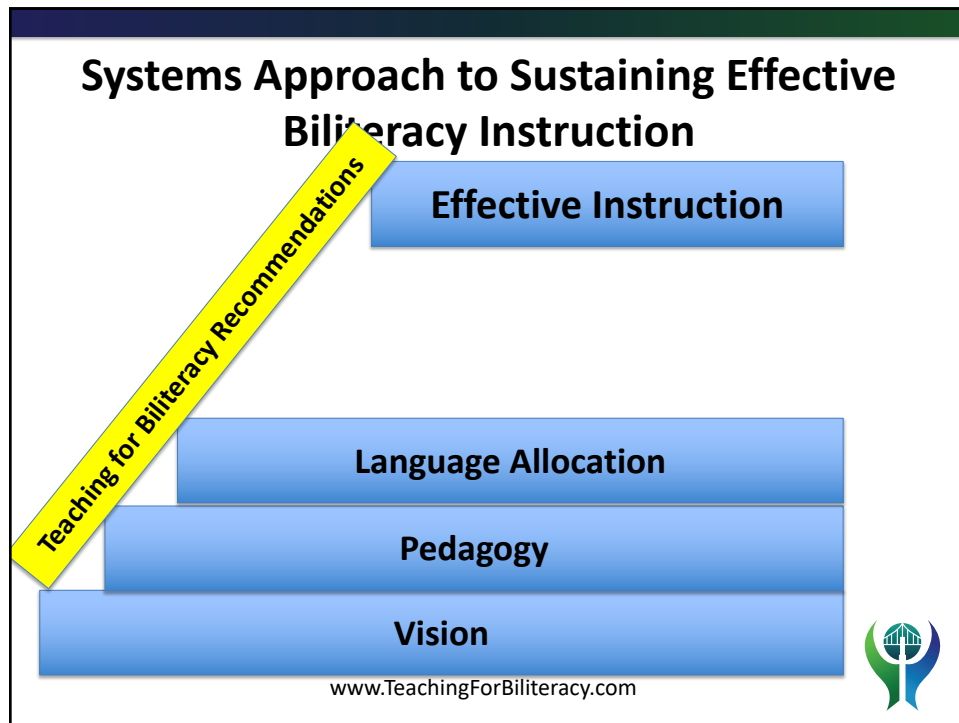
Our program is grounded in *The Guiding Principles for Dual Language Education*, serving as a tool for planning, self-reflection, and continual improvement. Students receive daily classroom instruction in both Spanish and English according to our 50/50 language and content allocation plan. This ensures literacy instruction in each language every day.

Key aspects of our instructional practices include:

- **Asset-Based, Language-Rich Environments:** Teachers and students view language and culture as assets to be valued and cultivated. They provide a space that encourages language development and communication through a variety of interactive activities during instruction. All teachers serve as language models in both Spanish and English. Instruction includes multiple opportunities for all students to engage in academic conversation based on their language proficiency levels.
- **High-Leverage Bilingual Strategies:** Instruction is purposeful, intentional, planned and student-centered which includes the use of multiple high leverage bilingual strategies to support the use of academic language while also building content literacy knowledge and engage all students in rigorous thinking.
- **3 Language Acquisition Supports** - These include sensory, graphic, and interactive language supports that are differentiated based on the academic and linguistic needs of students.

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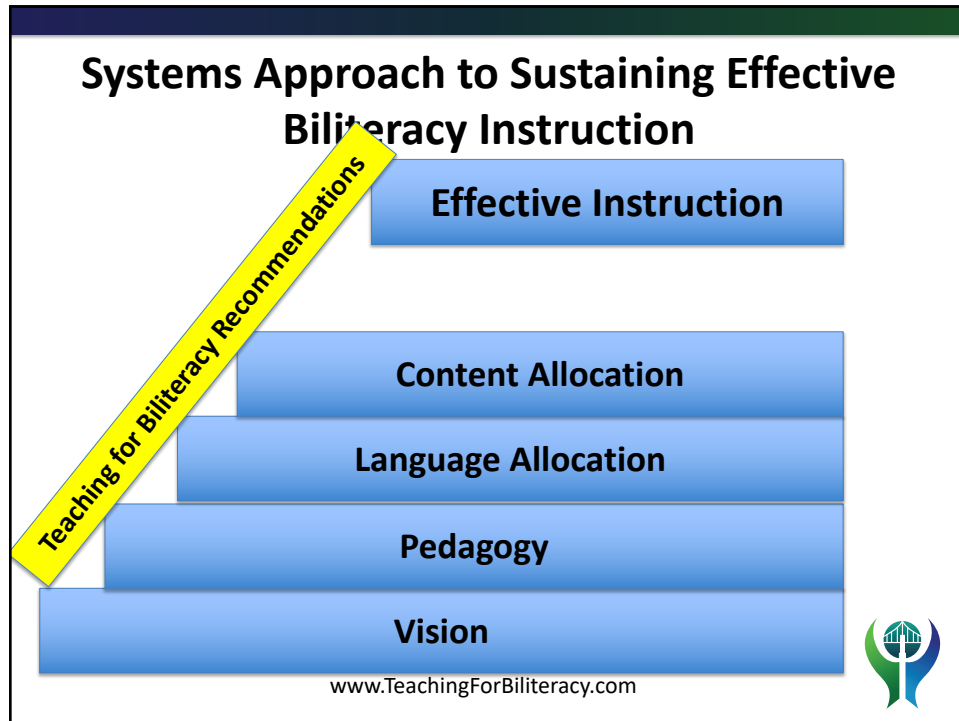


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	K	1	2	3	4	5
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%

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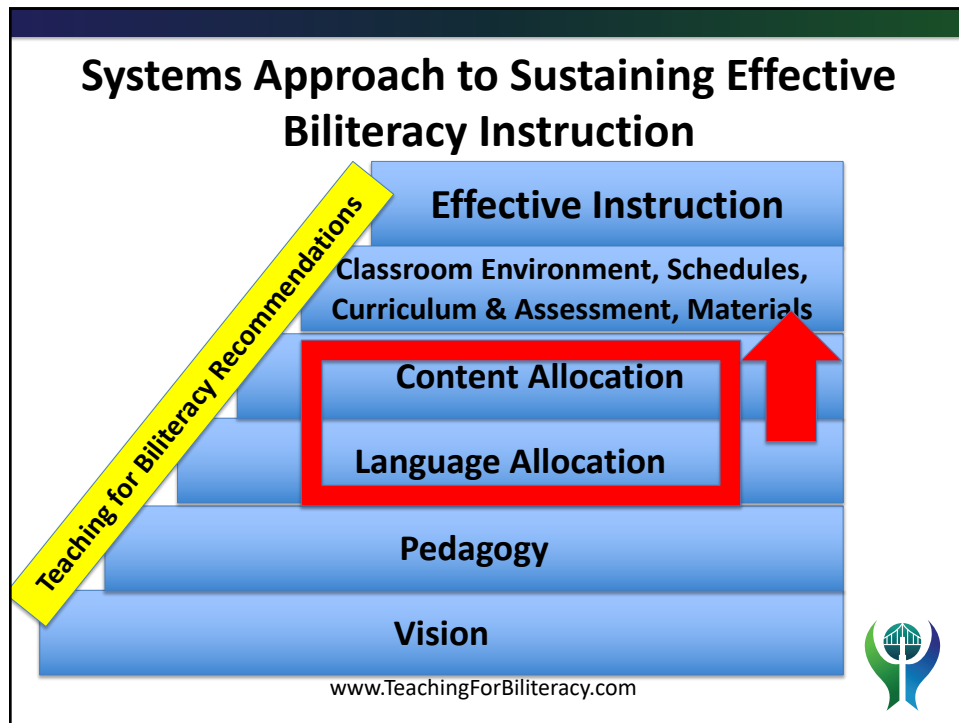
 **Palmdale School District**
Launching a Lifetime of Learning

Language and Content Allocation Plan

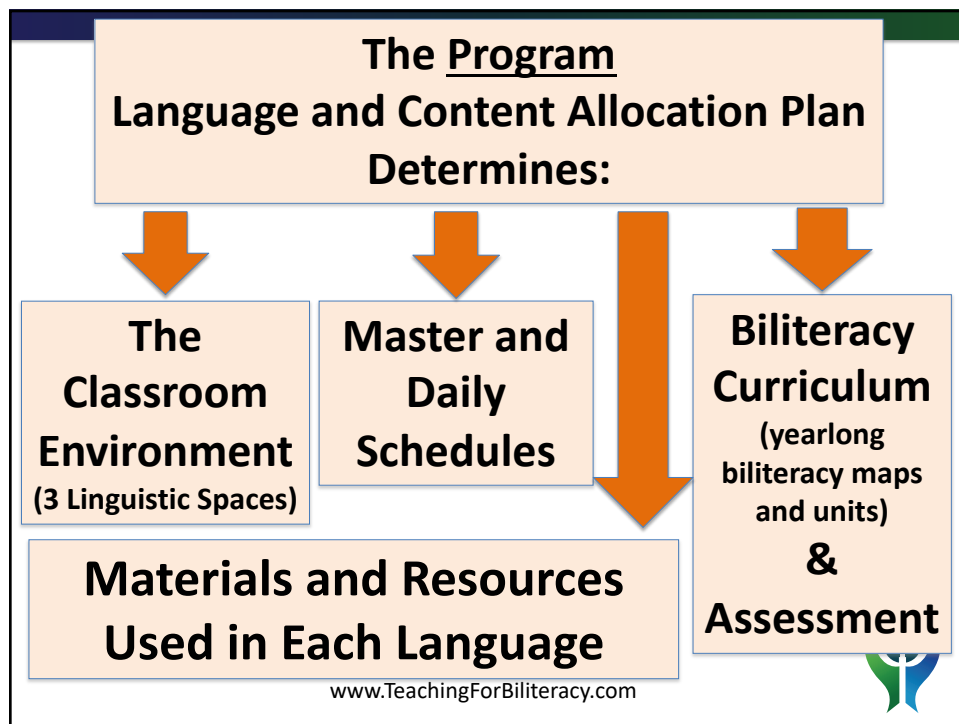
Grade Level	Spanish	Bridge <i>At the end of every biliteracy unit and math module, there will be a Bridge.</i>	English
Please note - Beginning 26-27, the language and content allocation plan will be revised to alternate Math.			
Kindergarten	Language Arts	Spanish to English: Language Arts and Social Studies	Language Arts
	Social Studies	English to Spanish: Language arts, Science, Math	Science Math
1st grade	Language Arts Science	Spanish to English: Language Arts and Science English to Spanish: Language Arts and Social Studies, Math	Language Arts Social Studies Math
2nd grade	Language Arts Social Studies	Spanish to English: Language Arts and Social Studies English to Spanish: Language arts, Science, Math	Language Arts Science Math
3rd grade	Language Arts Science	Spanish to English: Language Arts and Science English to Spanish: Language Arts and Social Studies, Math	Language Arts Social Studies Math
4th grade	Language Arts Social Studies	Spanish to English: Language Arts and Social Studies English to Spanish: Language arts, Science, Math	Language Arts Science Math
5th grade	Language Arts Science	Spanish to English: Language Arts and Science English to Spanish: Language Arts and Social Studies, Math	Language Arts Social Studies Math
		English to Spanish: Language Arts and Social Studies, Math	Math
6th grade	Language Arts Social Studies	Spanish to English: Language Arts and Social Studies English to Spanish: Language arts, Science, Math	Language Arts Science Math

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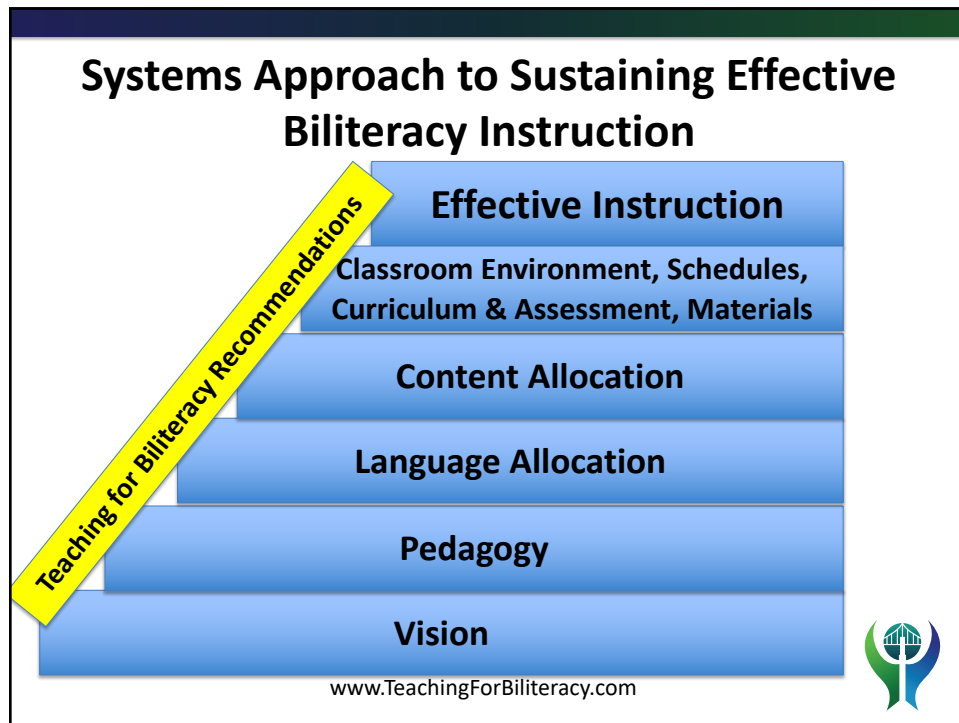
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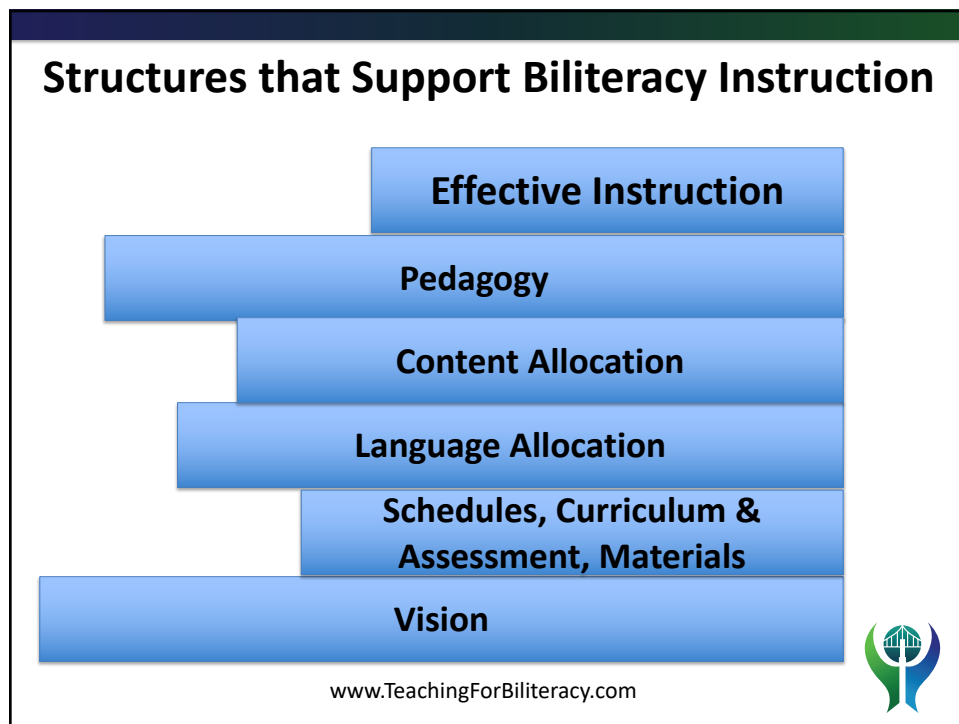
155



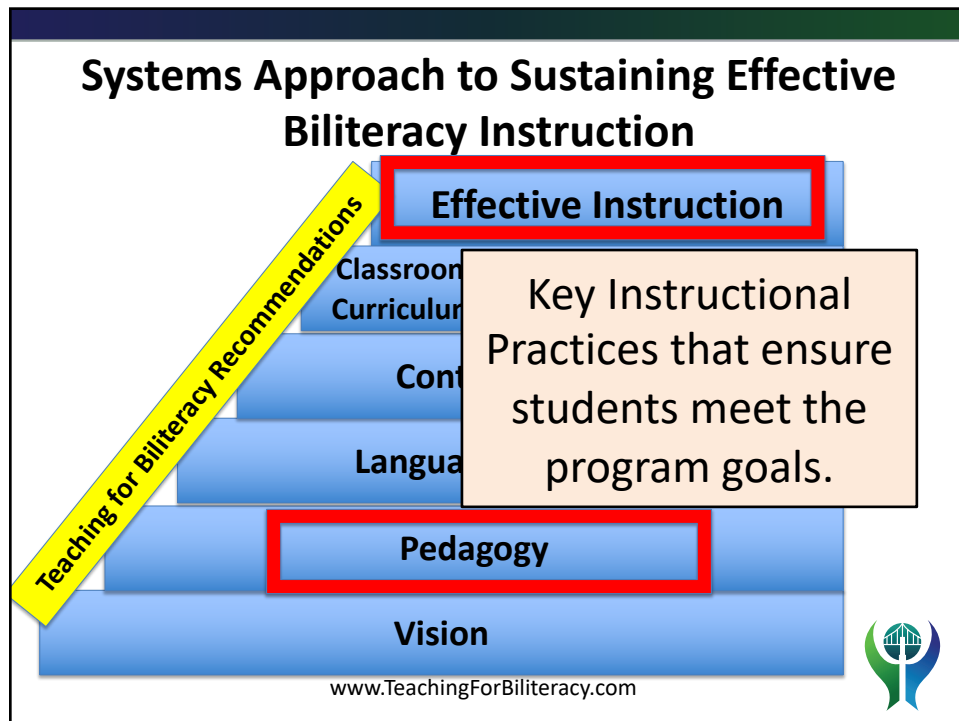
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Pedagogy Sort



In partners,

- 1.Partner A** takes off the paperclip and sorts the papers so they are all face up. Find the gray categories.
- 2.Partner B** reads each of the gray categories and places them in a row.

What are these categories?

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Pedagogy Sort

Bilingualism and Biliteracy	Grade Level Academic Achievement	Sociocultural Competence
Pillar 1	Pillar 2	Pillar 3



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Pedagogy Sort

1. **Partner A** chooses a white paper and reads it.
Where do these descriptors come from?
2. **Partner B** thinks about what pillar it goes under:
I think this supports ____ because ____.
3. **Partner A** responds:
I agree/disagree because ____.

Once a consensus is found, place the paper under the pillar.

4. Switch roles and place the remaining papers.



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Pedagogy Sort Clarification

Were any cards tricky to
understand or need
clarification?

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Agenda:

- ✓ Welcome & Introductions
- ✓ Goals of Dual Language
- ✓ Sample Instruction & Debrief
- ✓ Biliteracy Strategies
- ✓ Characteristics of Effective Biliteracy Instruction

Planning for Effective Biliteracy Instruction

- Closure and Preparing for Tomorrow

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Planning for Biliteracy Instruction

Planning for Biliteracy Instruction	
Unit Topic/Theme:	
Lesson goal:	
For the purpose of:	
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.	Content Standard(s): - Outcomes (Learning Intention/Success Criteria): Reading Standard(s): - Outcomes: Writing Standard(s): - Outcomes: Other Standards: - Outcomes:
	will it live so
Constructivist, Knowledge-Building Instructional Approach: Instruction intentionally and strategically develops knowledge (related to the standards).	

What are some features you notice in the planning document?

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Planning for Biliteracy Instruction

Planning for Biliteracy Instruction	
Unit Topic/Theme:	
Lesson goal:	
For the purpose of:	
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.	Content Standard(s): Reading Standard(s): - Outcomes: Writing Standard(s): - Outcomes: Other Standards: - Outcomes:
	will it live so
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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Planning for Biliteracy Instruction

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.



Constructivist,
Knowledge-Build
Approach Instru
and strategically
knowledge (relat
standards).

We start with the end in
mind: goal and purpose

will it live so



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Planning for Biliteracy Instruction

Planning for Biliteracy Instruction

Unit Topic/Theme:

Lesson goal:

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.



Content Standard(s):
- Outcomes (Learning Intention/Success Criteria):
Reading Standard(s):
- Outcomes:
Writing Standard(s):
- Outcomes:
Other Standards:
- Outcomes:

Cons
Know
Appr
and
know
stand

Next we look at the standards.
Where do we get this information?



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Sample Yearlong Biliteracy Map - 4th Grade

Grade Level 4 - Language Arts				% English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures		Unit 2: SLA & SC: Energy & Transfer of Information		Unit 3: SLA & SC: Our Quest for Energy		Unit 4: SLA & SC: Technology & Transfer of Information	
Essential Question: What are the functions of the internal and external structures of plants and animals?		Essential Question: What is energy and how is it transferred?		Essential Question: How does our quest for energy impact our natural environment?		Essential Question: How can we use information and technology to transfer information?	
Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the structure of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy is transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the energy that waves possess. 4-PS3-4 Apply scientific ideas to design, build, and refine a simple device that converts one form of energy into another. 4-ESS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS1-2 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe the energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Content Standards: NGSS 4-PS4-1 Identify evidence that patterns in rock formations and fossils in rock layers tell about past life and environments. 4-PS4-2 Make observations and measurements to provide evidence about weathering or the rate of erosion by water, ice, wind, or other natural processes. 4-PS4-3 Generate and compare multiple solutions to reduce the risk of natural Earth processes on humans. 4-PS4-4 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can transfer energy from one place to another. 4-PS4-5 Compare and contrast multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-PS4-6 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Content Standards: NGSS 4-PS4-3 Generate and compare multiple solutions to reduce the risk of natural Earth processes on humans. 4-PS4-4 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can transfer energy from one place to another. 4-PS4-5 Compare and contrast multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 4-PS4-6 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.1 Narrative (Fiction) W.4.1, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9		Writing Standards - W.4.2 Informative (How To Digital Book) W.4.2, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9		Writing Standards - W.4.3 Opinion (Design Solution Project) W.4.3, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9		Writing Standards - W.4.1 Opinion - Editorial (Fiction or Nonfiction Personal Essay) W.4.1, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9	
Unit 1-ELA & SS - Civics and Salmon				Unit 4-ELA & SS			
Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights?				Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources?			
WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that one has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3, C2.4.4 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4, C4.4.5, C4.4.6, C4.4.7, C4.4.8, C4.4.9, C4.4.10, C4.4.11, C4.4.12, C4.4.13, C4.4.14, C4.4.15, C4.4.16, C4.4.17, C4.4.18, C4.4.19, C4.4.20, C4.4.21, C4.4.22, C4.4.23, C4.4.24, C4.4.25, C4.4.26, C4.4.27, C4.4.28, C4.4.29, C4.4.30, C4.4.31, C4.4.32, C4.4.33, C4.4.34, C4.4.35, C4.4.36, C4.4.37, C4.4.38, C4.4.39, C4.4.40, C4.4.41, C4.4.42, C4.4.43, C4.4.44, C4.4.45, C4.4.46, C4.4.47, C4.4.48, C4.4.49, C4.4.50, C4.4.51, C4.4.52, C4.4.53, C4.4.54, C4.4.55, C4.4.56, C4.4.57, C4.4.58, C4.4.59, C4.4.60, C4.4.61, C4.4.62, C4.4.63, C4.4.64, C4.4.65, C4.4.66, C4.4.67, C4.4.68, C4.4.69, C4.4.70, C4.4.71, C4.4.72, C4.4.73, C4.4.74, C4.4.75, C4.4.76, C4.4.77, C4.4.78, C4.4.79, C4.4.80, C4.4.81, C4.4.82, C4.4.83, C4.4.84, C4.4.85, C4.4.86, C4.4.87, C4.4.88, C4.4.89, C4.4.90, C4.4.91, C4.4.92, C4.4.93, C4.4.94, C4.4.95, C4.4.96, C4.4.97, C4.4.98, C4.4.99, C4.4.100				WA SS Content Standards: E1: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E1.4.1, E1.4.2, E1.4.3, E1.4.4, E1.4.5, E1.4.6, E1.4.7, E1.4.8, E1.4.9, E1.4.10, E1.4.11, E1.4.12, E1.4.13, E1.4.14, E1.4.15, E1.4.16, E1.4.17, E1.4.18, E1.4.19, E1.4.20, E1.4.21, E1.4.22, E1.4.23, E1.4.24, E1.4.25, E1.4.26, E1.4.27, E1.4.28, E1.4.29, E1.4.30, E1.4.31, E1.4.32, E1.4.33, E1.4.34, E1.4.35, E1.4.36, E1.4.37, E1.4.38, E1.4.39, E1.4.40, E1.4.41, E1.4.42, E1.4.43, E1.4.44, E1.4.45, E1.4.46, E1.4.47, E1.4.48, E1.4.49, E1.4.50, E1.4.51, E1.4.52, E1.4.53, E1.4.54, E1.4.55, E1.4.56, E1.4.57, E1.4.58, E1.4.59, E1.4.60, E1.4.61, E1.4.62, E1.4.63, E1.4.64, E1.4.65, E1.4.66, E1.4.67, E1.4.68, E1.4.69, E1.4.70, E1.4.71, E1.4.72, E1.4.73, E1.4.74, E1.4.75, E1.4.76, E1.4.77, E1.4.78, E1.4.79, E1.4.80, E1.4.81, E1.4.82, E1.4.83, E1.4.84, E1.4.85, E1.4.86, E1.4.87, E1.4.88, E1.4.89, E1.4.90, E1.4.91, E1.4.92, E1.4.93, E1.4.94, E1.4.95, E1.4.96, E1.4.97, E1.4.98, E1.4.99, E1.4.100			
Writing Standards - W.4.2 Informative - Fact Sheet W.4.2, W.4.5, W.4.8, W.4.9, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9				Writing Standards - W.4.1 Opinion - (Double Point of View Editorial) W.4.1, W.4.5, W.4.7, W.4.8, W.4.10 Reading Standards - Informational Texts RL.4.1, RL.4.4, RL.4.9			

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Science

NEXT GENERATION SCIENCE STANDARDS

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To learn more about the standards and to view the NGSS Appendices, [click here](#).

[Download a PDF](#) of all standards grouped by Disciplinary Core Ideas (DCI) or click on a grade band below for individual DCI bundles of standards. DCIs are the fundamental ideas that are necessary for understanding a given science discipline. The core ideas all have broad importance within or across science or engineering disciplines, provide a key tool for understanding or investigating complex ideas and solving problems, relate to societal or personal concerns, and can be taught over multiple grade levels at progressive levels of depth and complexity.

You may also view [topic arrangements of standards](#) or [search for individual performance expectations](#). To the right under Related Resources are Storylines together with PDFs of related standards.

THIRD GRADE	FOURTH GRADE	FIFTH GRADE
3-PS2 Motion and Stability: Forces and Interactions 3-LS1 From molecules to Organisms: Structures and Processes 3-LS2 Ecosystems: Interactions, Energy, and Dynamics 3-LS3 Heredity: Inheritance and Variation of Traits 3-LS4 Biological Evolution: Unity and Diversity 3-ESS2 Earth's Systems 3-ESS3 Earth and Human Activity 3-5-ETS1 Engineering Design	4-PS3 Energy 4-PS4 Waves and Their Applications in Technologies for Information Transfer 4-LS1 From Molecules to Organisms: Structures and Processes 4-ESS1 Earth's Place in the Universe 4-ESS2 Earth's Systems 4-ESS3 Earth and Human Activity 3-5-ETS1 Engineering Design	5-PS1 Matter and Its Interactions 5-PS2 Motion and Stability: Forces and Interactions 5-PS3 Energy 5-LS1 From Molecules to Organisms: Structures and Processes 5-LS2 Ecosystems: Interactions, Energy, and Dynamics 5-ESS2 Earth's Systems 5-ESS3 Earth and Human Activity 3-5-ETS1 Engineering Design

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4-ESS3 Earth and Human Activity

4-ESS3 Earth and Human Activity
 Students who demonstrate understanding can:
4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that 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 fissionable 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.]
4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]
The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2) Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3-5 builds on K-2 experiences and progresses to evaluate the merit and accuracy of ideas and methods. • Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)	ESS3.A: Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B: Natural Hazards • A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) [Note: This Disciplinary Core Idea can also be found in 3.HC.] ETS1.B: Designing Solutions to Engineering Problems • Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)	Cause and Effect • Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1) • Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS3-2) Connections to Engineering, Technology, and Applications of Science Interdependence of Science, Engineering, and Technology • Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1) Influence of Science, Engineering and Technology on Society and the Natural World • Over time, people's needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1) • Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)

Connections to other DCIs in fourth grade: 4.ETS1.C (4-ESS3-2)
 Articulation of DCIs across grade-levels: K.ETS1.A (4-ESS3-1); 2.ETS1.B (4-ESS3-2); 2.ETS1.C (4-ESS3-2); 5.ESS3.C (4-ESS3-1); MS.PS3.D (4-ESS3-1); MS.ESS2.A (4-ESS3-1); (4-ESS3-2); MS.ESS3.A (4-ESS3-1); MS.ESS3.B (4-ESS3-2); MS.ESS3.C (4-ESS3-1); MS.ESS3.D (4-ESS3-1); MS.ETS1.B (4-ESS3-2)
 Common Core State Standards Connections:
 ELA/Literacy:
 RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)
 RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)
 W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS3-2)
 W.4.8 Recal relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS3-1)
 W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS3-1)
 Mathematics:
 MP.2 Reason abstractly and quantitatively. (4-ESS3-1); (4-ESS3-2)
 MP.4 Model with mathematics. (4-ESS3-1); (4-ESS3-2)
 OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1); (4-ESS3-2)



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facts 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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Planning for Biliteracy Instruction

Constructivist, Knowledge-Building Instructional Approach: Instruction intentionally and strategically develops knowledge (related to the standards).



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



Rigorous Student-Centered Instruction: Instruction is student-centered and actively engages ALL students.



What knowledge do **STUDENTS** need to construct?

Learning Environment: How will I facilitate the construction of knowledge, document it, and where will it live so that students can access it?

What oracy and background knowledge **needs** to be developed? Vocabulary in an upcoming text or unit that is essential for students to understand and be able to talk about the topic?

In this oracy and background knowledge be developed all at once or be divided or spread out?

How will this prepare students for literacy and inquiry?

What are students' language proficiency levels? How does instruction differentiate so that ALL students are able to participate actively?

What student behaviors will you be looking for (outcomes)? How will you assess this information?

Learning Environment: How will students interact with the environment (physical, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?

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With your partner:

Where do these categories come from?

Use the guiding questions to reflect on each category.

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Planning for Biliteracy Instruction

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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Science Content 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

Outcomes: Students will be able to...

- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy resources.
- Identify examples of non-renewable energy resources.
- Describe examples of renewable energy resources.
- Describe examples of non-renewable energy resources.
- Describe the uses of energy and fuels that come from natural resources.
- Gather 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.
- 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.

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

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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.




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Planning for Biliteracy Instruction

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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Planning for Biliteracy Instruction

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?

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Academic Language

la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles

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Planning for Biliteracy Instruction

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?

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**Why is developing academic language proficiency so important?
What is the purpose?**

Social Language Proficiency

Academic Language Proficiency

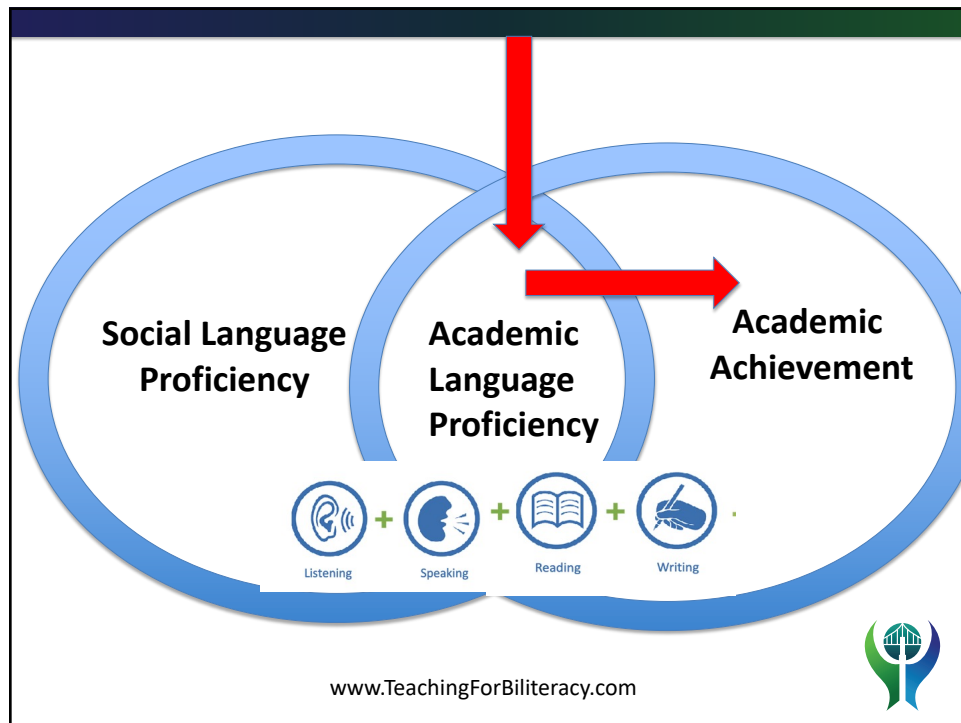
Academic Achievement



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Planning for Biliteracy Instruction

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?

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Materials for today's session

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

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

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

What are some key features you notice?

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

Standards from the map

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Sample Yearlong Biliteracy Map -4th Grade 50/50

Grade Level 4 - Language Arts				English (Math in English)			
Unit 1: SLA & SC: Internal and External Structures		Unit 2: SLA & SC: Energy & Transfer of Information		Unit 3: SLA & SC: Our World for Energy		Unit 4: SLA & SC: Earth's Natural Processes	
Essential Question: What are the functions of the internal and external structures of plants and animals? Content Standards: NGSS 4-PS3-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS3-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-ESS3-1 Use a model to describe that animals receive different types of information through their senses to respond to changes in their environment, and that the processes in their brain, and respond to the information in different ways.		Essential Question: What is energy and how is it transferred? Content Standards: NGSS 4-PS3-1 Use evidence to construct an explanation relating the structure of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy is transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the change in energy that occurs when objects collide. 4-ESS3-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-2 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How does our world for energy impact our natural environment? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Essential Question: How can we use information about Earth's natural processes to help us understand the world around us? Content Standards: NGSS 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4-ESS3-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4-ESS3-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
Writing Standards - W.4.3 - Narrative Fiction W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative Fiction RL.4.3, RL.4.6, RL.4.9		Writing Standards - W.4.2 Informational (How to Digital Book) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.2 Informational (How to Digital Book) RL.4.2, RL.4.6, RL.4.9		Writing Standards - W.4.1 - Opinion (Design Solution Project) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.1 Opinion (Design Solution Project) RL.4.1, RL.4.6, RL.4.9		Writing Standards - W.4.1 Narrative (Nonfiction Personal Essay) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.1 Narrative (Nonfiction Personal Essay) RL.4.1, RL.4.6, RL.4.9	
Unit 1-ELA & SS - Civics and Salmon Essential Questions: How do different communities determine the rights of their citizens? What happens when the rights of one community are in conflict with the rights of another community? Whose rights? WA SS Content Standards: C1: Knows that different communities create rules to promote the common good and individual liberties. C1.4.1, C1.4.2, C1.4.3, C1.4.4, C1.4.5 C2: Recognizes that each has rights and responsibilities as a citizen in one's own community. C2.4.1, C2.4.2, C2.4.3 C3: Knows that there are different communities nearby and that there may be different rules for different communities. C3.4.1, C3.4.2, C3.4.3, C3.4.4, C3.4.5 C4: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic-minded." C4.4.1, C4.4.2, C4.4.3, C4.4.4 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10, SS.11, SS.12, SS.13, SS.14, SS.15, SS.16, SS.17, SS.18, SS.19, SS.20, SS.21, SS.22, SS.23, SS.24, SS.25, SS.26, SS.27, SS.28, SS.29, SS.30, SS.31, SS.32, SS.33, SS.34, SS.35, SS.36, SS.37, SS.38, SS.39, SS.40, SS.41, SS.42, SS.43, SS.44, SS.45, SS.46, SS.47, SS.48, SS.49, SS.50, SS.51, SS.52, SS.53, SS.54, SS.55, SS.56, SS.57, SS.58, SS.59, SS.60, SS.61, SS.62, SS.63, SS.64, SS.65, SS.66, SS.67, SS.68, SS.69, SS.70, SS.71, SS.72, SS.73, SS.74, SS.75, SS.76, SS.77, SS.78, SS.79, SS.80, SS.81, SS.82, SS.83, SS.84, SS.85, SS.86, SS.87, SS.88, SS.89, SS.90, SS.91, SS.92, SS.93, SS.94, SS.95, SS.96, SS.97, SS.98, SS.99, SS.100		Unit 2-ELA & SS - History Essential Questions: How did different communities view historical events during non-Native exploration into what is now WA? How does a community's point of view affect how they interpret and describe events? WA SS Content Standards: H1: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. H1.4.1, H1.4.2, H1.4.3 H2: Understands that historical events can be interpreted differently by different individuals, families, and communities. H2.4.1, H2.4.2, H2.4.3, H2.4.4 H3: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events. H3.4.1, H3.4.2, H3.4.3, H3.4.4, H3.4.5 H4: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important in understanding the world around us. H4.4.1, H4.4.2, H4.4.3, H4.4.4, H4.4.5 H5: Knows that the study of history is necessary for understanding cultures, global connections, and historical events. H5.4.1, H5.4.2, H5.4.3, H5.4.4, H5.4.5 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10, SS.11, SS.12, SS.13, SS.14, SS.15, SS.16, SS.17, SS.18, SS.19, SS.20, SS.21, SS.22, SS.23, SS.24, SS.25, SS.26, SS.27, SS.28, SS.29, SS.30, SS.31, SS.32, SS.33, SS.34, SS.35, SS.36, SS.37, SS.38, SS.39, SS.40, SS.41, SS.42, SS.43, SS.44, SS.45, SS.46, SS.47, SS.48, SS.49, SS.50, SS.51, SS.52, SS.53, SS.54, SS.55, SS.56, SS.57, SS.58, SS.59, SS.60, SS.61, SS.62, SS.63, SS.64, SS.65, SS.66, SS.67, SS.68, SS.69, SS.70, SS.71, SS.72, SS.73, SS.74, SS.75, SS.76, SS.77, SS.78, SS.79, SS.80, SS.81, SS.82, SS.83, SS.84, SS.85, SS.86, SS.87, SS.88, SS.89, SS.90, SS.91, SS.92, SS.93, SS.94, SS.95, SS.96, SS.97, SS.98, SS.99, SS.100		Unit 3-ELA & SS - Science Essential Questions: What happens when one community of people has power over another community of people? What happened to Native Americans living in WA state as a result of increased non-native settlement? WA SS Content Standards: E1: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E1.4.1, E1.4.2, E1.4.3, E1.4.4, E1.4.5 E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4, E2.4.5 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3, E4.4.4, E4.4.5 E5: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. E5.4.1, E5.4.2, E5.4.3, E5.4.4, E5.4.5 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10, SS.11, SS.12, SS.13, SS.14, SS.15, SS.16, SS.17, SS.18, SS.19, SS.20, SS.21, SS.22, SS.23, SS.24, SS.25, SS.26, SS.27, SS.28, SS.29, SS.30, SS.31, SS.32, SS.33, SS.34, SS.35, SS.36, SS.37, SS.38, SS.39, SS.40, SS.41, SS.42, SS.43, SS.44, SS.45, SS.46, SS.47, SS.48, SS.49, SS.50, SS.51, SS.52, SS.53, SS.54, SS.55, SS.56, SS.57, SS.58, SS.59, SS.60, SS.61, SS.62, SS.63, SS.64, SS.65, SS.66, SS.67, SS.68, SS.69, SS.70, SS.71, SS.72, SS.73, SS.74, SS.75, SS.76, SS.77, SS.78, SS.79, SS.80, SS.81, SS.82, SS.83, SS.84, SS.85, SS.86, SS.87, SS.88, SS.89, SS.90, SS.91, SS.92, SS.93, SS.94, SS.95, SS.96, SS.97, SS.98, SS.99, SS.100		Unit 4-ELA & SS - Economics Essential Questions: How does a state ensure its economy can thrive? How do communities ensure that their members have equitable access to economic resources? WA SS Content Standards: E1: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E1.4.1, E1.4.2, E1.4.3, E1.4.4, E1.4.5 E2: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services. E2.4.1, E2.4.2, E2.4.3, E2.4.4, E2.4.5 E3: Knows that the government has a role in the economy. E3.4.1, E3.4.2, E3.4.3 E4: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. E4.4.1, E4.4.2, E4.4.3, E4.4.4, E4.4.5 E5: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. E5.4.1, E5.4.2, E5.4.3, E5.4.4, E5.4.5 Social Studies Skills: SS.1, SS.2, SS.3, SS.4, SS.5, SS.6, SS.7, SS.8, SS.9, SS.10, SS.11, SS.12, SS.13, SS.14, SS.15, SS.16, SS.17, SS.18, SS.19, SS.20, SS.21, SS.22, SS.23, SS.24, SS.25, SS.26, SS.27, SS.28, SS.29, SS.30, SS.31, SS.32, SS.33, SS.34, SS.35, SS.36, SS.37, SS.38, SS.39, SS.40, SS.41, SS.42, SS.43, SS.44, SS.45, SS.46, SS.47, SS.48, SS.49, SS.50, SS.51, SS.52, SS.53, SS.54, SS.55, SS.56, SS.57, SS.58, SS.59, SS.60, SS.61, SS.62, SS.63, SS.64, SS.65, SS.66, SS.67, SS.68, SS.69, SS.70, SS.71, SS.72, SS.73, SS.74, SS.75, SS.76, SS.77, SS.78, SS.79, SS.80, SS.81, SS.82, SS.83, SS.84, SS.85, SS.86, SS.87, SS.88, SS.89, SS.90, SS.91, SS.92, SS.93, SS.94, SS.95, SS.96, SS.97, SS.98, SS.99, SS.100	
Writing Standards - W.4.2 Informational - Fact Sheet W.4.7, W.4.8, W.4.9, W.4.10 Reading Standards - W.4.2 Informational - Fact Sheet RL.4.2, RL.4.6, RL.4.9		Writing Standards - W.4.1 - Opinion (Double Point of View Editorial) W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.1 Opinion (Double Point of View Editorial) RL.4.1, RL.4.6, RL.4.9		Writing Standards - W.4.3 - Narrative - (Historical Fiction) W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.3 Narrative - (Historical Fiction) RL.4.3, RL.4.6, RL.4.9		Writing Standards - W.4.2 Informational - (Research Paper) W.4.5, W.4.6, W.4.9, W.4.10 Reading Standards - W.4.2 Informational - (Research Paper) RL.4.2, RL.4.6, RL.4.9	

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

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

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

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- 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.

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- 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.

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4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

		Outcomes			
		A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.			
		Picture/ Images	Picture/ Images	Picture/ Images	Picture/ Images
		Total Physical Response	Sentence Prompts	Sentence Prompts	Strategic partners
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
		<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>

Which of these outcomes did we get to?

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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.	Content Area Instruction - Oracy, background knowledge, and language comprehension - Inquiry - Investigations - Experiments - Experiences	Formative Assessment
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer - Illustration - Side by Side or - Así se dice	Bridge – Transfer and Practice. Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

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

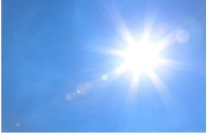
Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.						
A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples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

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Lo que tienen en común todas las fotos es ____.



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Recursos naturales renovables			Recursos naturales no renovables
   	   	  	  

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la luz solar	los recursos no renovables
los recursos renovables	el viento
reponer	no se reponen
el gas natural	el mecanismo
captura	el petróleo
el agua corriente	convierte
podemos usar	el carbón
la materia vegetal	el panel solar
extraer	los recursos naturales
las fuentes de energía	la mina
quemar	la energía
la factoría	las turbinas eólicas
el pozo	la represa hidroeléctrica
la bomba	la plataforma petrolera
los biocombustibles	los combustibles fósiles




Esta palabra dice...

Va con esta imagen porque...

Y el movimiento que le corresponde es...

Estoy de acuerdo porque...

También quiero agregar que...

¡Gracias! Ahora es tu turno. Escoge una palabra.

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Teachers

- What do we want students to know?
- How will we know if they have learned it?
- What will we do if they don't learn it?
- What do we do if they have?

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy

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

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

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Planning for Biliteracy Instruction	
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?
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How did the teacher know what supports to put in place to ensure the success of all students?
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With the supports, what were students able to do?

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
LISTENING	• Come 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	• Locate and classify information	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words • Produce bare-bones expository or narrative texts	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech • Summarize information from graphics or notes • Edit and revise writing	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text • Apply information to new contexts • React to multiple genres

p. 33
Resource Packet

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

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

LISTENING	SPEAKING	READING	WRITING
• Follow one-step oral directions • Match oral statements	• Follow two-step oral directions	• Follow multi-step oral directions	• from oral information • Analyze and apply oral information • Construct models based on oral discourse • Make connections from

How did other students benefit from the supports?

LISTENING	SPEAKING	READING	WRITING
• questions	• Retell stories or events	• Offer creative solutions to issues, problems	• Express and defend points of view
• 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	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of	• Interpret information or data • Find details that support main ideas • Identify word families,

The WIDA Can Dos are a great tool to help:
Planning instruction & differentiation and
assessing students.

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ELD Proficiency Level Descriptors				
Mode of Communication	ELD Proficiency Level Continuum			
	Emerging	Developing	Expanding	Advanced
Collaborative	At the early stages of the Emerging level, students are able to perform the following tasks: - 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.	Upon exit from the Emerging level, students are able to perform the following tasks: - 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.	At the early stages of the Expanding level, students are able to perform the following tasks: - Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. - Initiate simple conversations on social and academic topics.	Upon exit from the Expanding level, students are able to perform the following tasks: - 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 context with familiar vocabulary and graphics. Comprehend and respond to questions drawn from content areas.	Comprehend a sequence of information on familiar topics as presented. Demonstrate understanding of words and phrases from previously learned content material.	Comprehend information on familiar topics and on some unfamiliar topics. 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.	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.	Produce sustained informational exchanges with others on an expanding variety of topics. Express ideas in highly structured and scaffolded academic interactions.	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.

What did students do during sample instruction?

The Proficiency Level Descriptors can be used in a similar way.

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4 th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy						
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE						
Outcomes						
ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Sensory Supports Pictures/Images Total Physical Response		Graphic Supports T-chart (concept attainment) Sentence Prompts		Interactive Supports Whole group Strategic partners	
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	los recursos naturales la luz solar el viento el agua la materia vegetal el carbón el petróleo el gas natural	las fuentes de energía renovables las fuentes de energía no renovables reponer	las fuentes de energía renovables las fuentes de energía no renovables reponer	el aparato o el mecanismo captura la convierte la energía los paneles solares las turbinas eólicas la represa hidroeléctrica la mina la fábrica la bomba de fracturación extrae un pozo poner en marcha	el aparato o el mecanismo captura la convierte la energía los paneles solares las turbinas eólicas la represa hidroeléctrica la mina la fábrica la bomba de fracturación extrae un pozo poner en marcha

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

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

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

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

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

Yes!

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

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

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Planning for Biliteracy Instruction

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?

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Planning for Biliteracy Instruction

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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Planning for Biliteracy Instruction

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 (tactile) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Maps and newspapers - Physical activities - Video & films - Podcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	- Role plays or skits - Small or large groups - Whole class group - Using cooperative group structures - With the Invention (Rich and relevant programs) - In the native language (L1) - With accents

© WIDA Language Development Standards

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

Sensory:

Graphic:

Interactive (student groupings):

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Planning for Biliteracy Instruction

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?

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Pienso que los recursos naturales a la izquierda están juntos porque ____.



Pienso que los recursos naturales a la derecha están juntos porque ____.



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

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Planning for Biliteracy Instruction

All four language domains Instruction strategically activates, develops, and incorporates all four language domains (Listening, Speaking, Reading, and Writing) in a meaningful context. Using Science or Social Studies Standards OR a Universal Theme  Listening Speaking Reading Writing As a meaningful Frame in Each Language	How will students apply the oracy (listening and speaking) they developed to reading and writing?
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Planning for Biliteracy Instruction

Equity: Instruction builds on students' linguistic 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?

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Planning for Biliteracy Instruction

Planning for Biliteracy Instruction

Unit Topic/Theme:	
Lesson goal:	
For the purpose of:	
Standards-Based Biliteracy Units: Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational and language development)	Content Standard(s): Outcomes (Learning Intention/Success Criteria): Reading Standard(s):
	
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?

Planning for effective biliteracy instruction means....



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Agenda:

- ✓ Welcome & Introductions
- ✓ Goals of Dual Language
- ✓ Sample Instruction & Debrief
- ✓ Biliteracy Strategies
- ✓ Characteristics of Effective Biliteracy Instruction
- ✓ Planning for Effective Biliteracy Instruction
 - **Closure and Preparing for Tomorrow**

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