

Characteristics of Effective Biliteracy Instruction

Grades 6-8



Palmdale School District

August 5, 2025

Melody Wharton, M.Ed.

www.TeachingForBiliteracy.com

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The Center for Teaching for Biliteracy





Karen Beeman, M.Ed.
Co-Founder



**Melody
Wharton, M.Ed.**



**Crystal Ramos,
M.Ed.**



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M.Ed.**



Dana Baum, M.Ed.

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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-2, 3-5 & 6-8)	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

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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 early advances inquiry and literacy development by intentionally building academic language.
- ...

Resource
Packet

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes						
Concept Attainment: Concept attainment is a constructive 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>Strategy Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Strategy Supports	Graphic Supports	Interactive Supports	- Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development
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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 readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.	<table border="1"> <thead> <tr> <th>Strategy Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Strategy Supports	Graphic Supports	Interactive Supports	- Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development
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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 in the target language. The rest of the students observe and provide feedback. The students then rotate and become part of the activity.	<table border="1"> <thead> <tr> <th>Strategy Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td><td> - Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development </td></tr> </tbody> </table> Notes: - Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards	Strategy Supports	Graphic Supports	Interactive Supports	- Builds shared context - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Charts - Graphic organizers - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development	- Signposts - Visuals - Examples - Non-examples - Questions, diagrams & drawings - Language development
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Teaching for							

High Leverage
Biliteracy
Strategies

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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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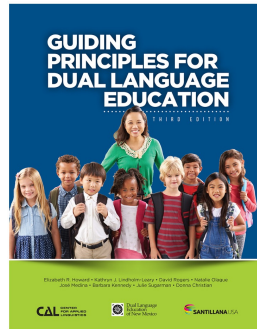
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Materials for today's session

Materials for today's session



A comprehensive and practical guide to Dual Language Education



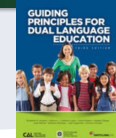
Based on the most recent research
in the field (3rd edition)

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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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The goals of Dual Language

Three Pillars of Dual Language Education

Bilingualism and Biliteracy



Grade-Level Academic Achievement

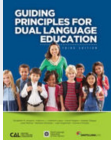


Cross-Cultural Competence



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Handouts
page2



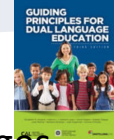
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			X
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural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

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

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



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



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



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What is literacy?

Handouts page 4

SIMPLE VIEW OF READING

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This equation holds true for ANY language.



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What is literacy?

Handouts page 4

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



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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

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page 4

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



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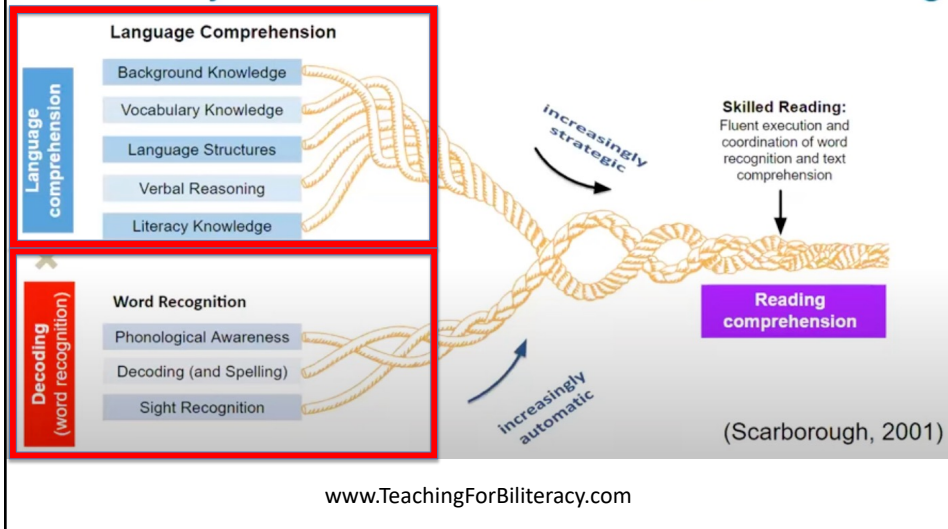
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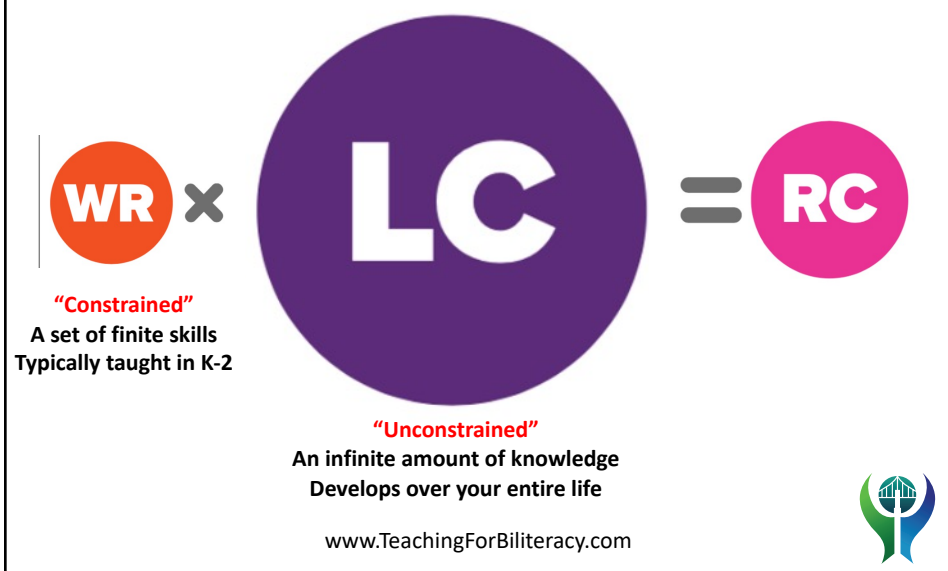
Scarborough's Reading Rope

The Many Strands Woven Into Skilled Reading



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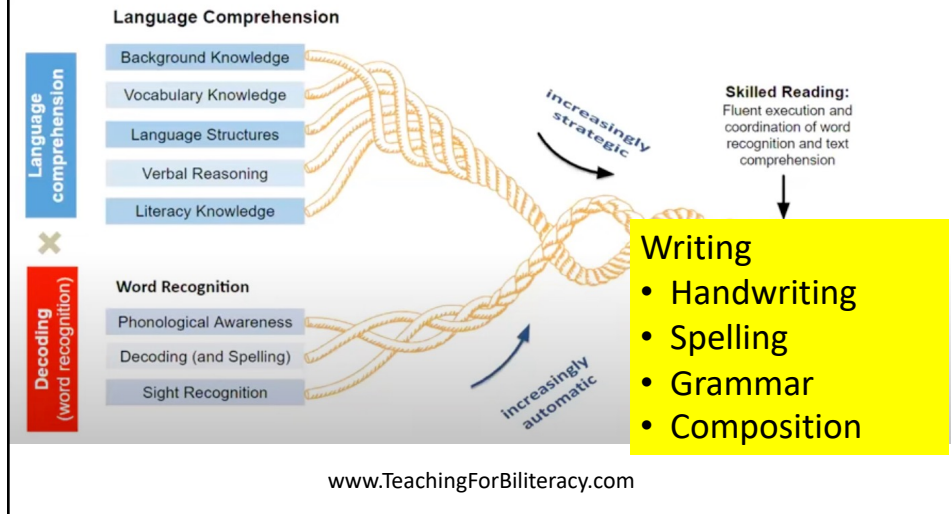
Simple View of Reading



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Scarborough's **Reading Rope**

The Many Strands Woven Into Skilled Reading



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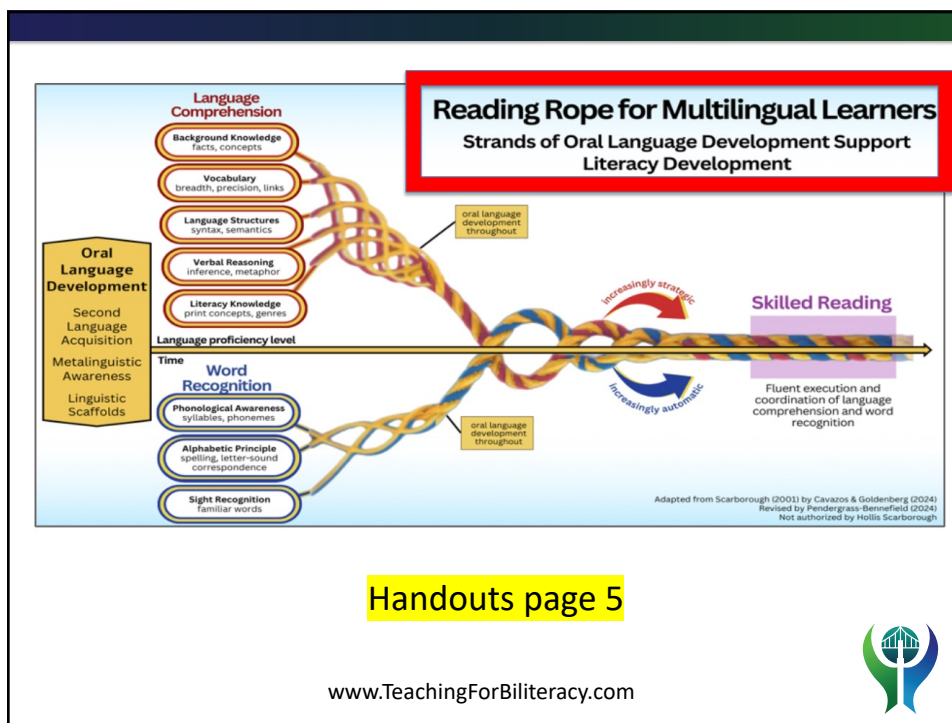
Elements of Comprehensive Literacy

- **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

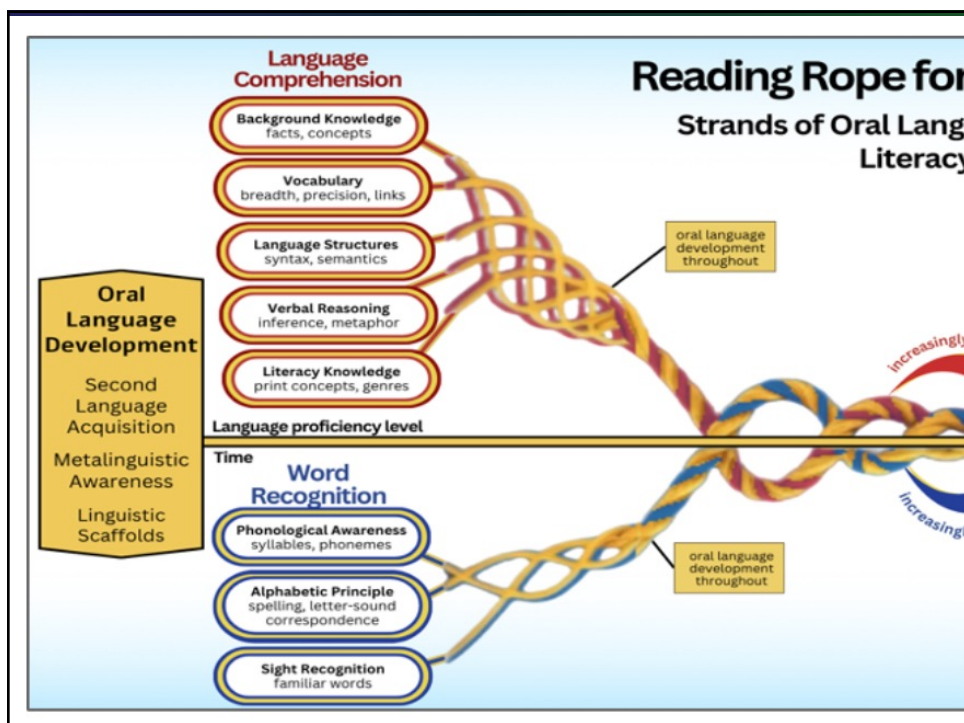
Handouts page 5

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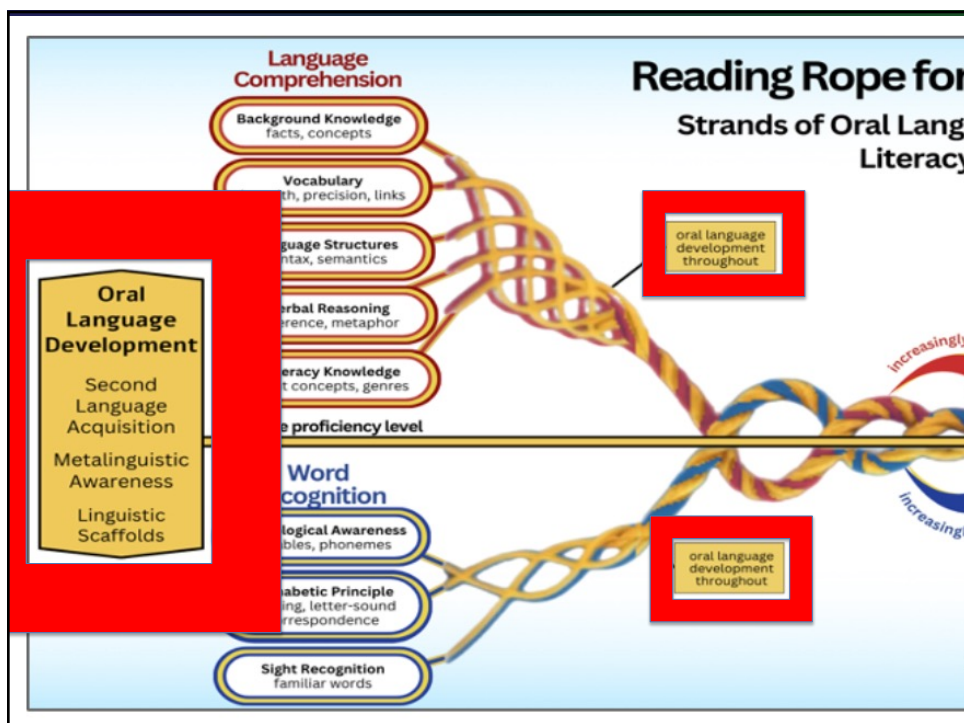
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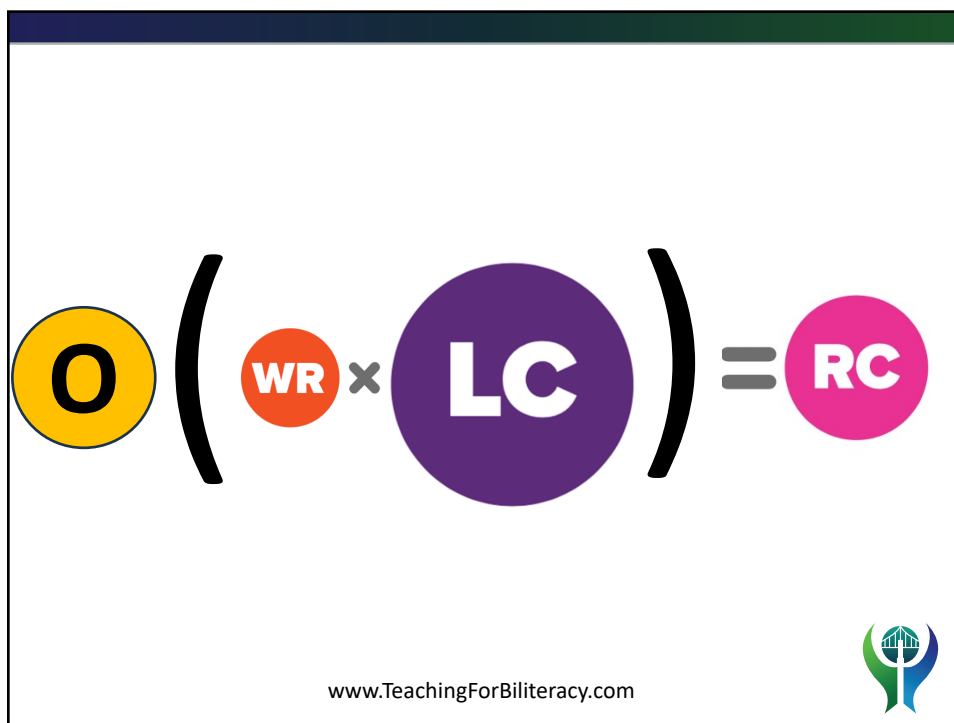
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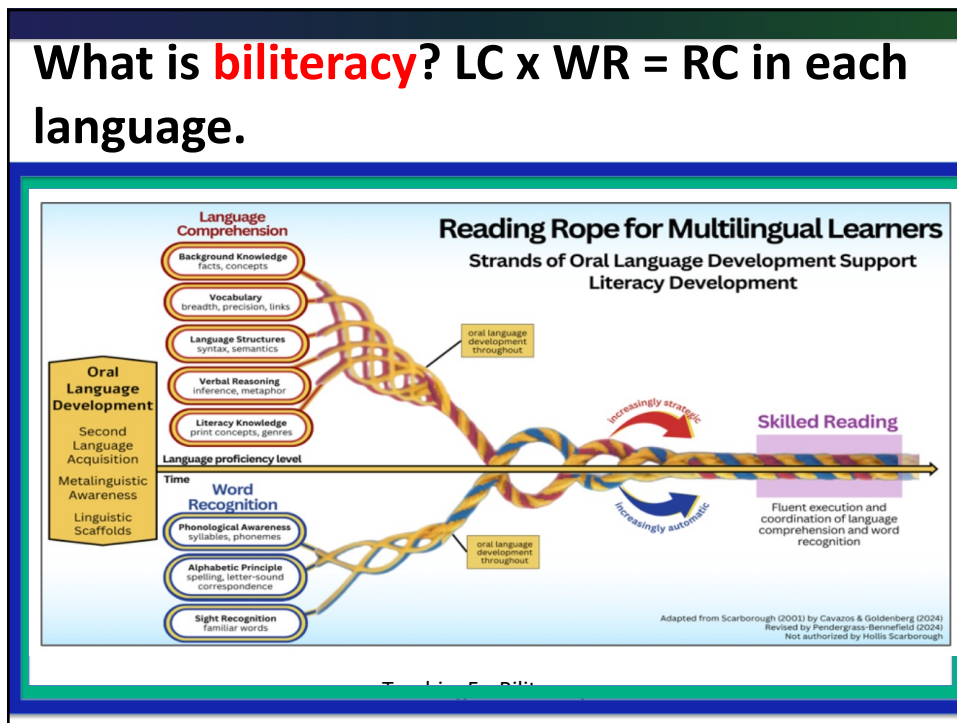


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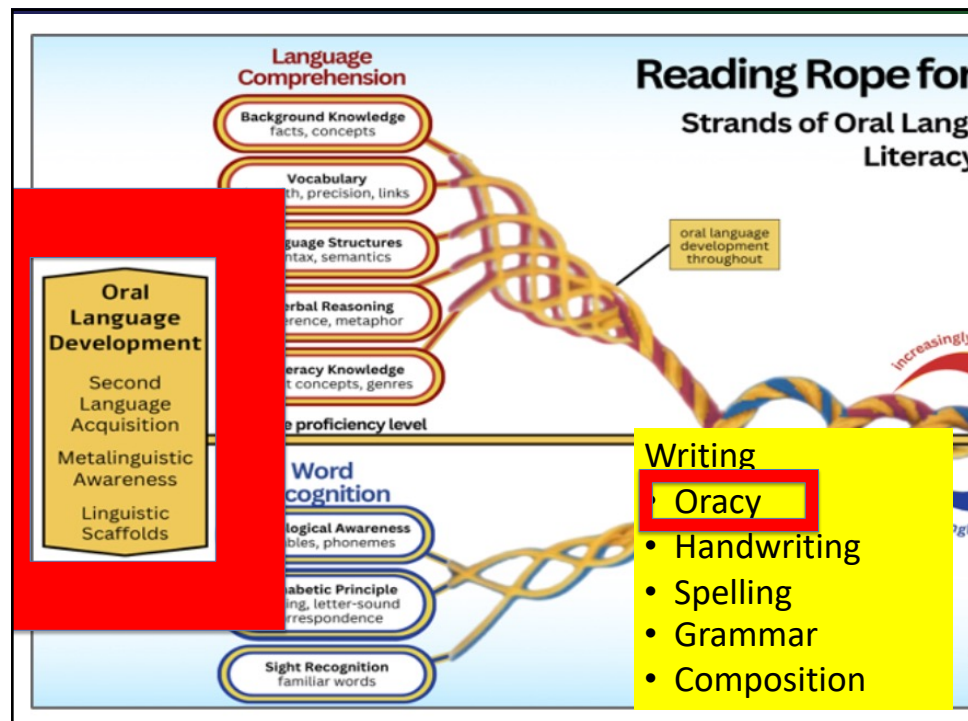


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What is **biliteracy**? LC x WR = RC in each language.



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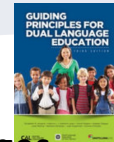
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			X
Pillar 3: Sociocultural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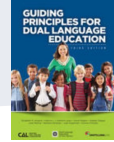


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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural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

In other words, this goal means....

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



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



Students that have a positive bilingual identity and metalinguistic decisions.

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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 8th grade History/Social 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
• Str • Sup • Gro • Dif • Int • uni • Cla • org • Inc • Ass • dat	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.	es nt rigor on nt O nd data use 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 California					
Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio				
	→ Emergente	→ Ampliación	→ Enlace	Pg. 6-7	
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ingresan al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que progresan a través del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al egresar del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos. A medida que los estudiantes del español progresan a través del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al egresar del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico. A medida que los estudiantes del español progresan a través del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al egresar del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias.	Los estudiantes que han alcanzado "dominio total" en el idioma español según lo determinan los criterios estatales y/o locales, continúan adquiriendo cada vez mayor amplitud, profundidad y diversidad en la comprensión y la comunicación en español en una amplia variedad de contextos.
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y cognitiva de la tarea.	Alcance general del apoyo				
	Sustancial Los estudiantes en las primeras etapas del nivel Emergente pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece apoyo lingüístico sustancial . Conforme desarrollan una mayor familiaridad y facilidad con la comprensión y el uso del español, el apoyo puede ser moderado o ligero para las tareas o temas conocidos.	Moderado Los estudiantes en las primeras etapas del nivel de Ampliación pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico moderado . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español en una variedad de contextos, el apoyo puede ser ligero para las tareas o temas conocidos.	Ligero Los estudiantes en las primeras etapas del nivel de Enlace pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico ligero . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español altamente técnico, el apoyo puede no ser necesario para las tareas o temas conocidos en que se usa el español cotidiano.	Ocasional Los estudiantes que han egresado del nivel de Enlace se benefician del apoyo lingüístico ocasional en su aprendizaje permanente de español.	

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Proficiency Level Descriptors		ELD Proficiency Level Continuum				Pg. 8-9
Mode of Communication		Emerging	Expanding	Expanding	Expanding	
		At the early stages of the Emerging level, students are able to perform the following tasks:	Upon exit from the Emerging level, students are able to perform the following tasks:	At the early stages of the Expanding level, students are able to perform the following tasks:	Upon exit from the Expanding level, students are able to perform the following tasks:	
Collaborative		- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. - Use basic social conventions to participate in conversations.	- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. - Participate in simple, face-to-face conversations with peers and others.	- Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. - Initiate simple conversations on social and academic topics.	- Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. - Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.	
Interpretive		- Comprehend frequently occurring words and basic phrases in immediate physical surroundings. - Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. - Comprehend familiar words, phrases, and questions drawn from content areas.	- Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation. - Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. - Demonstrate understanding of words and phrases from previously learned content material.	- Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. - Read independently a variety of grade-appropriate text with simple sentences. - Read more complex text supported by graphics or pictures. - Comprehend basic concepts in content areas.	- Comprehend detailed information with fewer contextual clues on unfamiliar topics. - Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. - Read technical text on familiar topics supported by pictures or graphics.	
Productive		- Produce learned words and phrases and use gestures to communicate basic information. - Express ideas using visuals such as drawings, charts, or graphic organizers. - Write or use familiar words and phrases related to everyday and academic topics.	- Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. - Express ideas using information and short responses within structured contexts. - Write or use learned vocabulary drawn from academic content areas.	- Produce sustained informational exchanges with others on an expanding variety of topics. - Express ideas in highly structured and scaffolded academic interactions. - Write or use expanded vocabulary to provide information and extended responses in contextualized settings.	- Produce, initiate, and sustain spontaneous interactions on a variety of topics. - Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.	

Proficiency Level Descriptors

Chapter 2 | 21

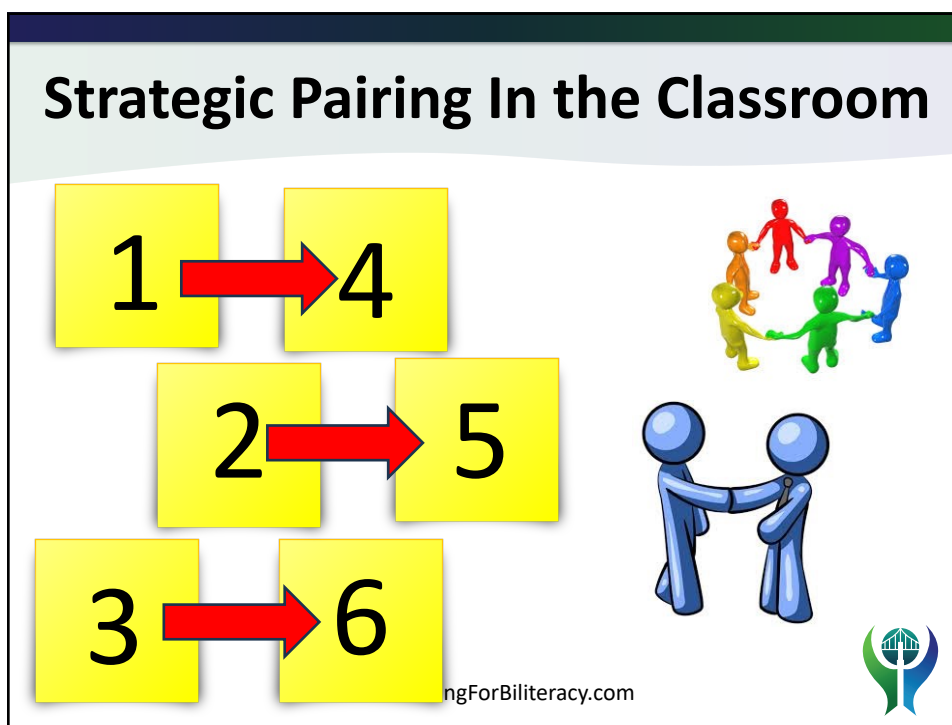
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WIDA Can-Do Descriptors		Pg. 10-11				
		CAN DO Descriptors: Grade Level Cluster 6-8				
		For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or 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
	Level 6 - Reaching	- 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 idea 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 - Connect 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 supporting details/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
WIDA CAN Dos -Are not standards... they state what students CAN DO. Thus, they are a great planning tool!						
		www.teachingforbilitracy.com				
		Melody Wharton - Center for Teaching for Biliteracy				

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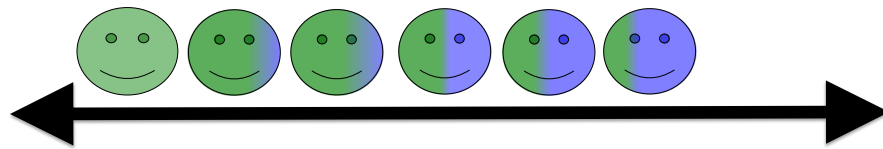
WIDA Level Descriptors for our Self-Assessment	
Levels of Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic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

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**In this session we will experience SLA
and History-Social Science integrated
dual language and biliteracy
instruction designed for 8th grade...**



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

who is missing?
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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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Observers

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.

Pg. 3

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

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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.

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

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

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Biliteracy Unit Framework, 2nd ed.

Page 14

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

- Ora
- Cor
- beh

Writing

- Ora
- Cor

Foundation

- Ora
- Phc
- Ort
- Voc

Summative

Content Area Instruction

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

Bridge – T

- Illu
- Side by Side or
- Así se dice

Listening, Speaking, Reading, and Writing in the other language)

Morphology
Syntax and grammar
Pragmatics.

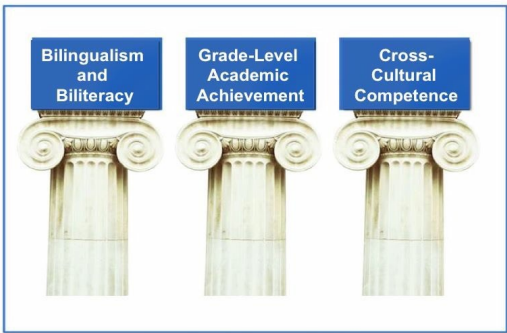
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Formative Assessment

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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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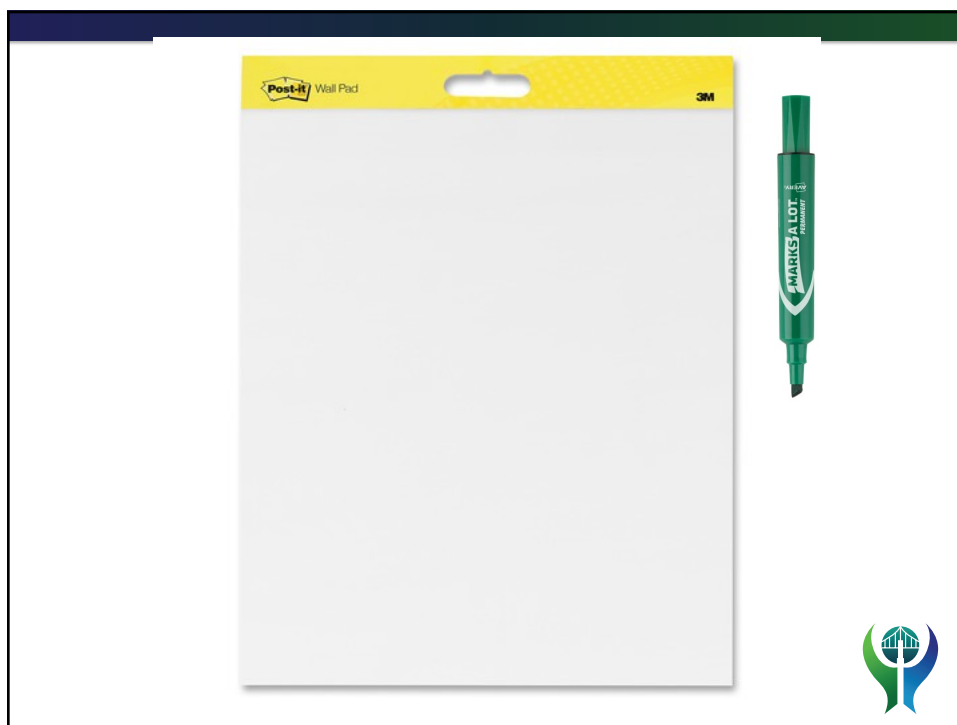
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Marking the Language of Instruction

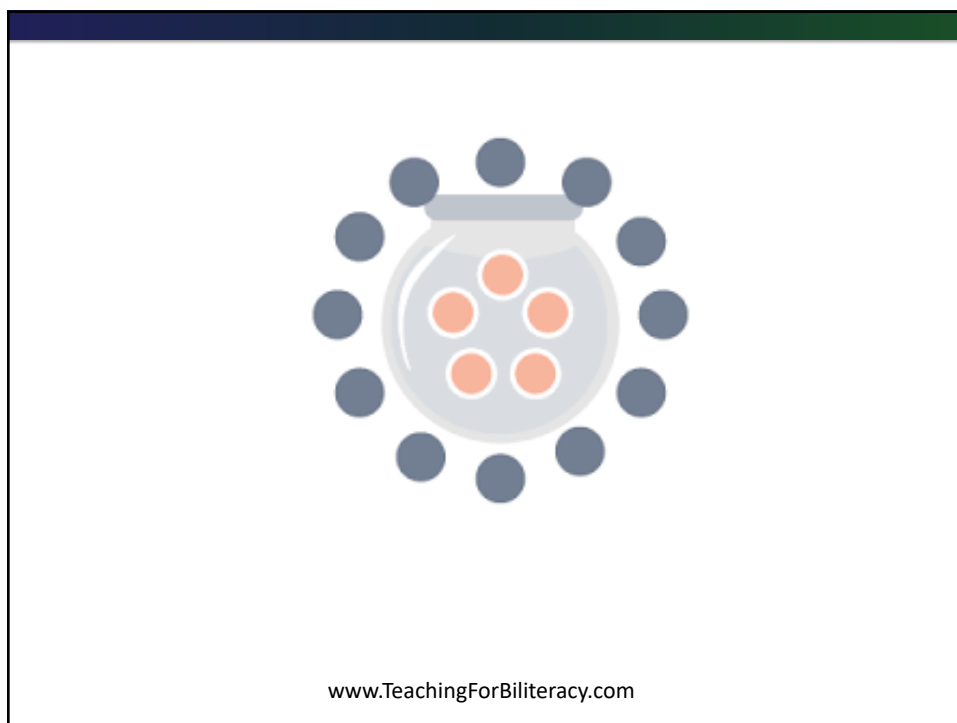


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¿Puedo sacar las imágenes de la bolsa? ¡Claro que sí!

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

Esta imagen representa....

El movimiento que le corresponde es....

¿Qué opinas?

Estoy de acuerdo contigo porque...

Veo por qué lo dices. Sin embargo, yo opino que...

Estoy de acuerdo en lo que dijiste sobre ..., pero no tanto enporque....

¿Qué piensas?

Ahora es mi turno.

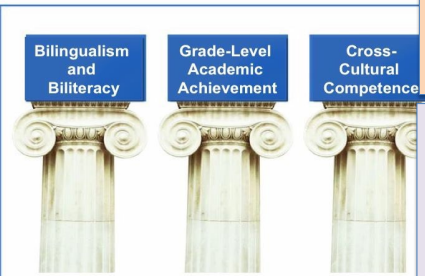
Tomar turnos con todas las imágenes.



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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 ALL 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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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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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

Standards:

8.4 Students analyze the aspirations and ideas for the future of the new nation.

1. Describe the country's physical landscape, political divisions, and territorial expansion in the terms of the first four presidents.
4. Discuss daily life, including traditions and literature, of early national America (readings by Washington Irving, James Cooper).

8.5 Students analyze U.S. foreign policy in the early years of the nation.

3. Outline the major treaties with American nations during the administrations of presidents and the varying outcomes.

8.9 - Students analyze the early and steady abolition of slavery and to realize the ideals of the Declaration of Independence.

6. Describe the lives of free blacks and how they limited their freedom and economic opportunities.

Observations and Notes:



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

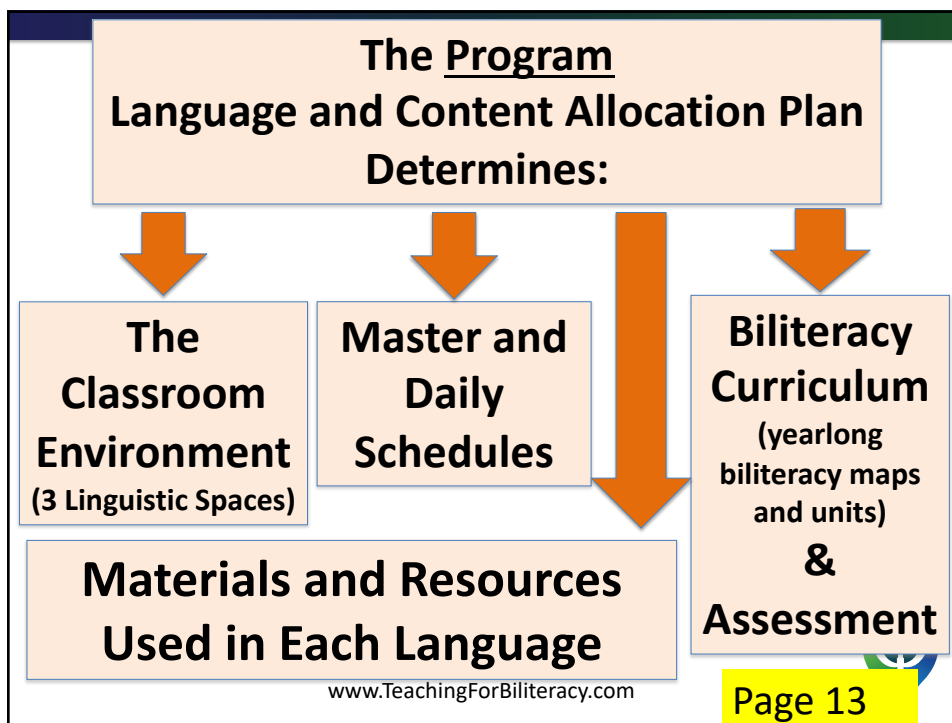
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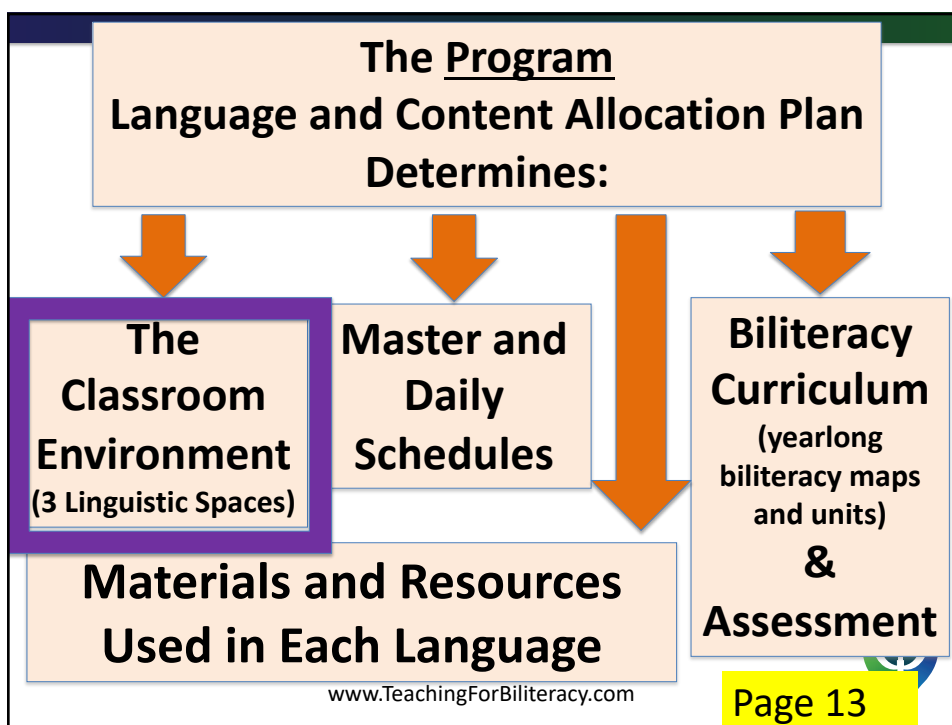
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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Science Language Arts
3-5	Math	Spanish to English: Math, Social Studies, Language Arts	Social Studies
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts English to Spanish: Math, Science, Language Arts	Math Science Language Arts

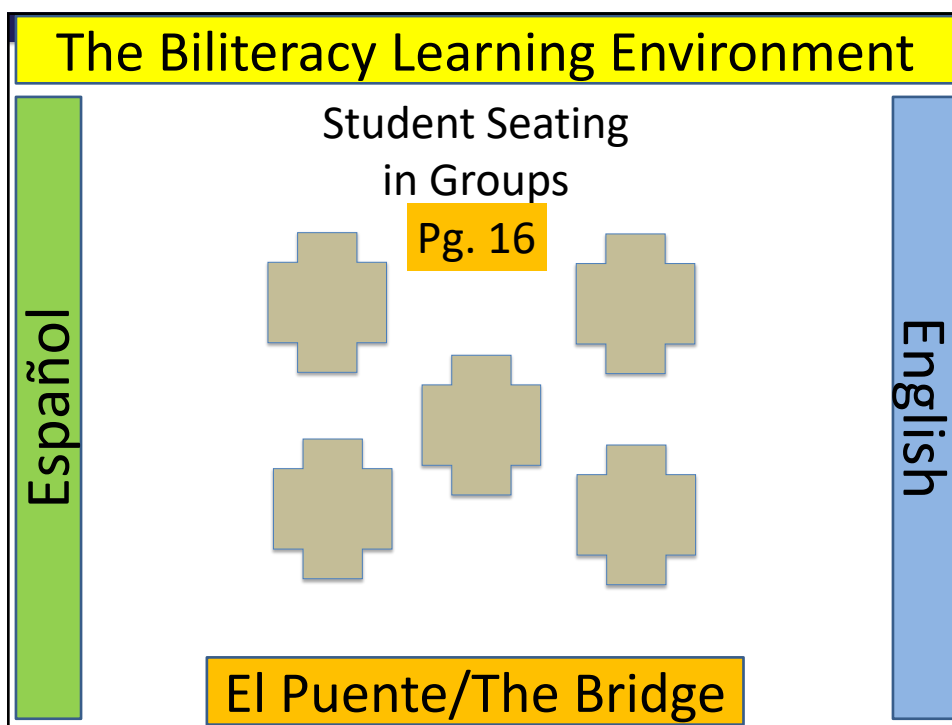
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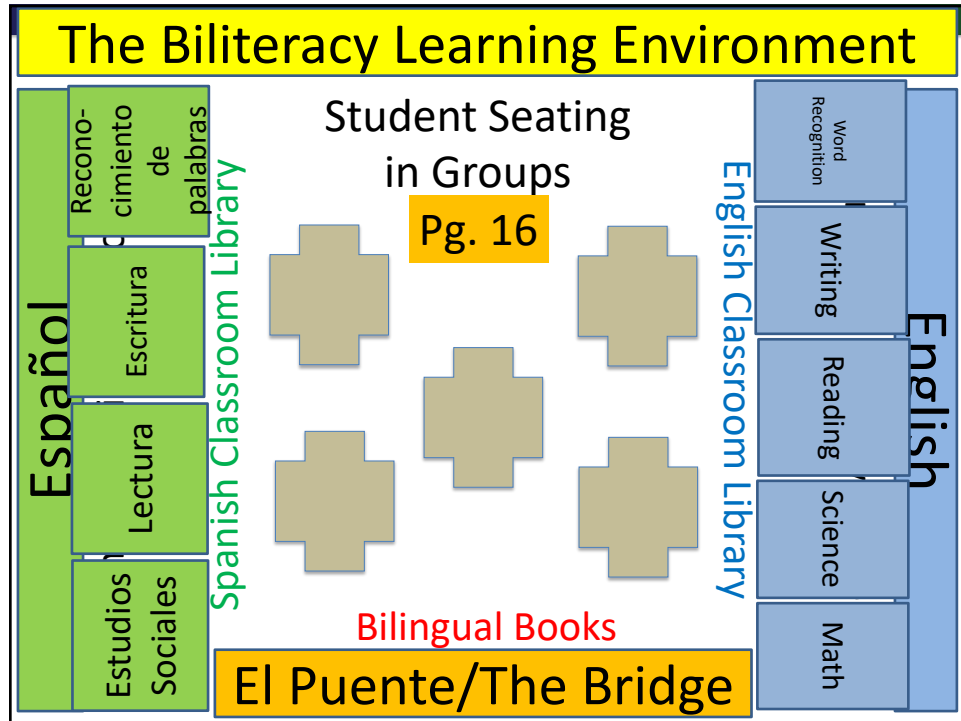
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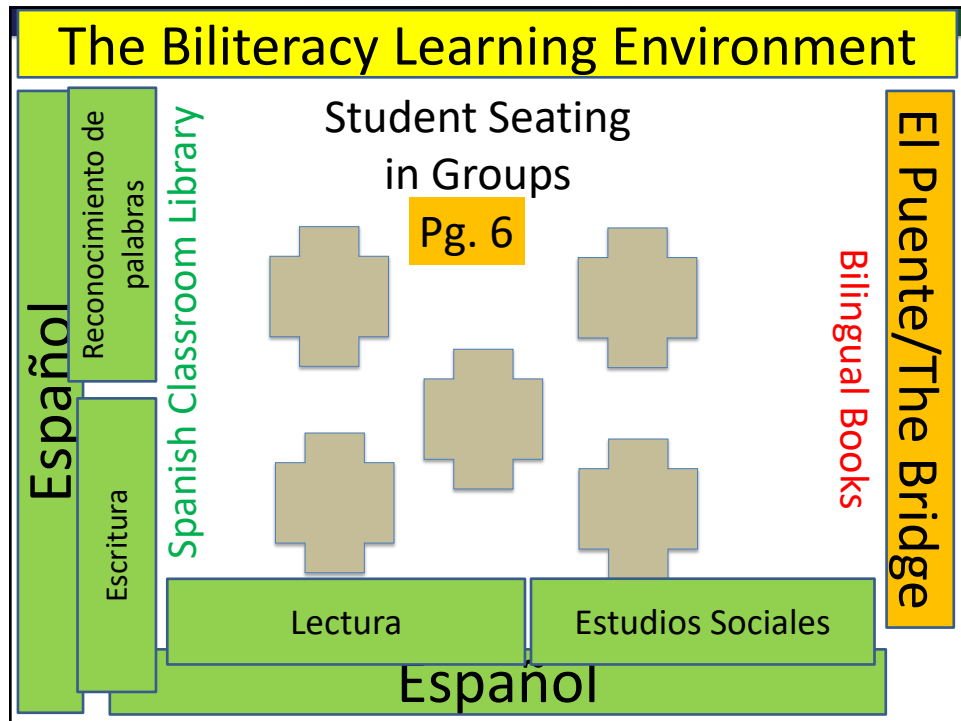
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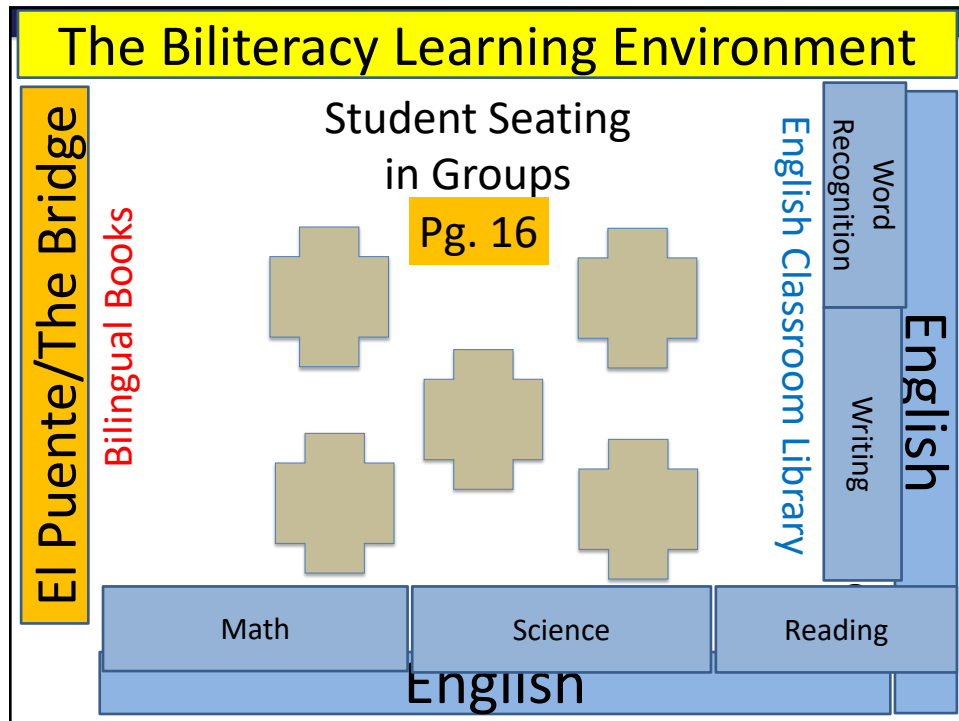
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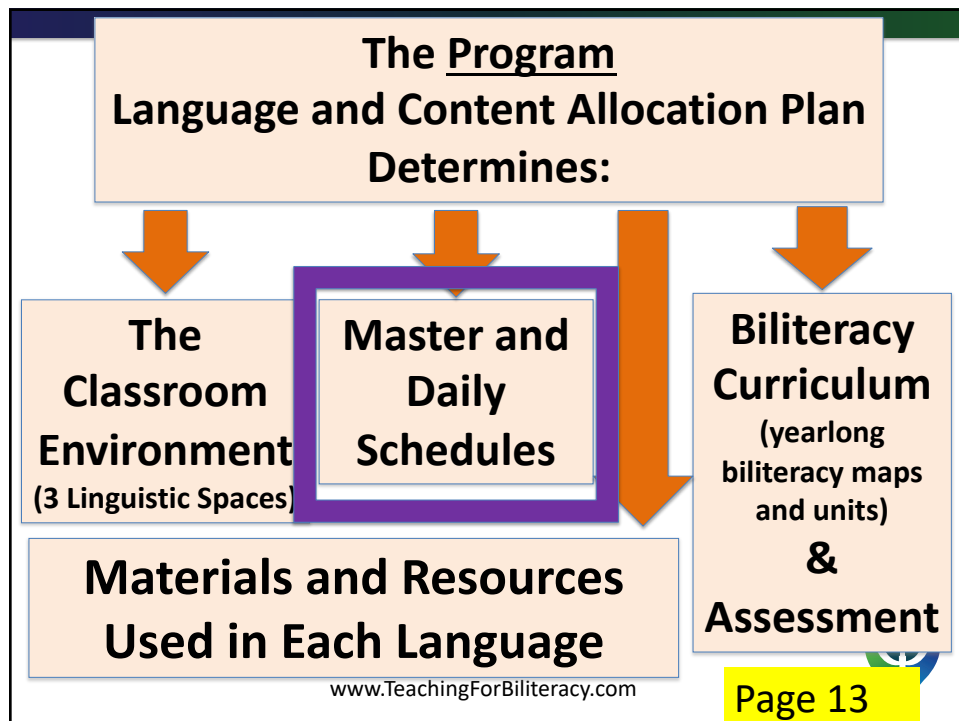
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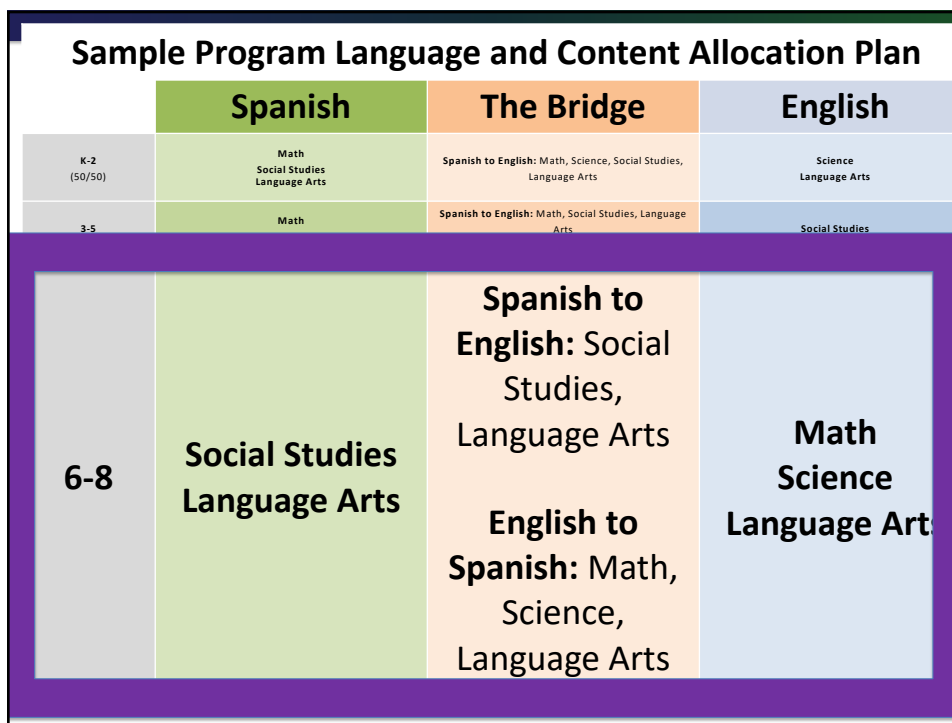
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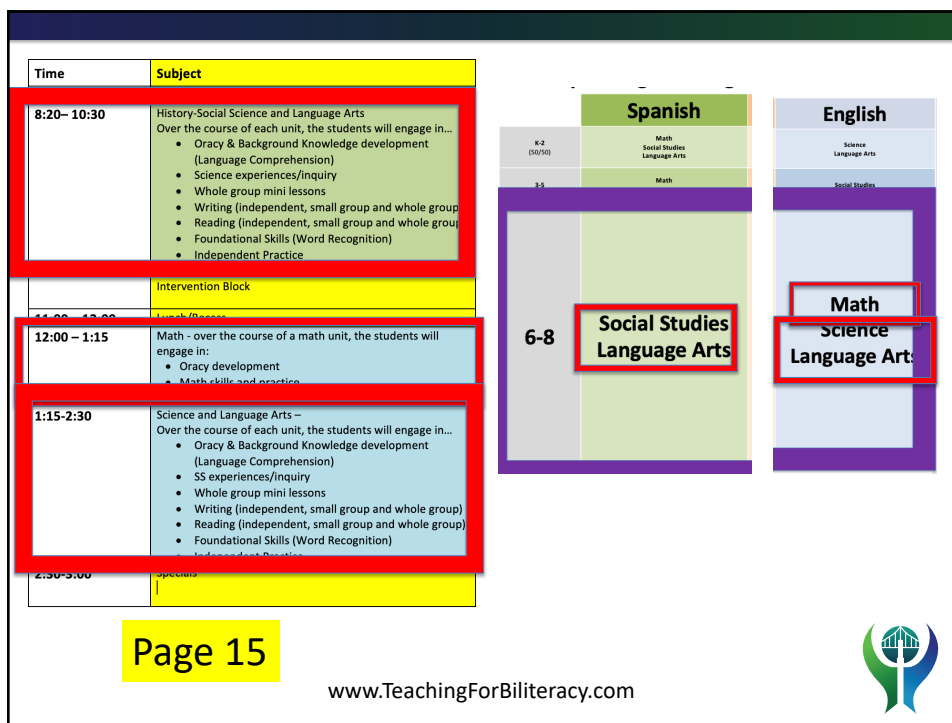
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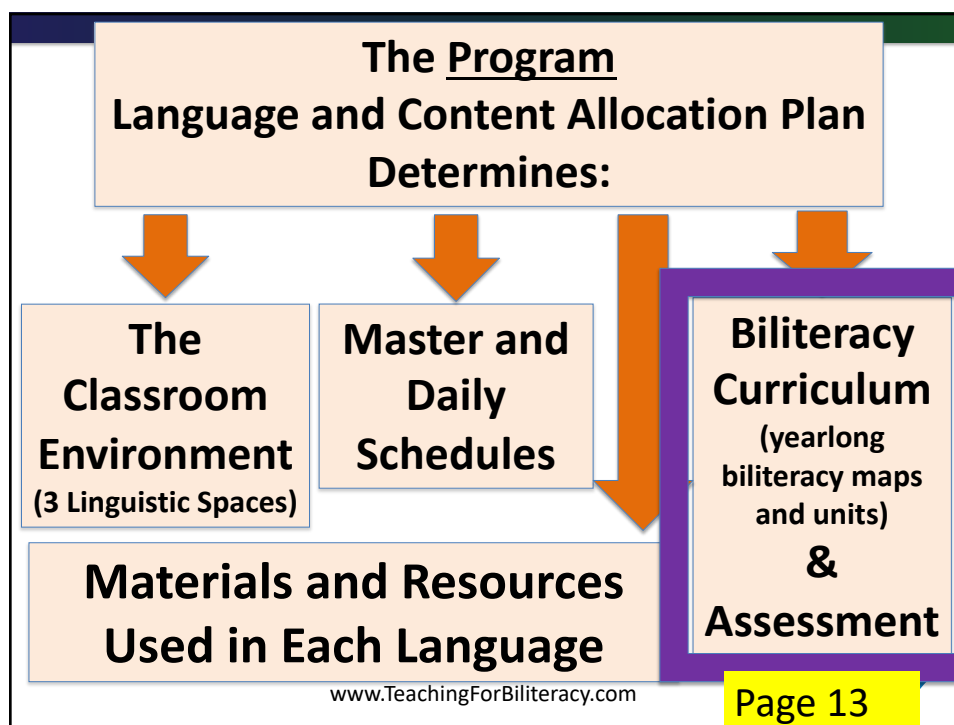


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Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Science Language Arts
3-5	Math	Spanish to English: Math, Social Studies, Language Arts	Social Studies
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts	Math Science Language Art
		English to Spanish: Math, Science, Language Arts	

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Sample Yearlong Biliteracy Map - 8th Grade

[illegible]

Sample Program Language and Content Allocation Plan

	Spanish	The Bridge	English
K-2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts	Science Language Arts
3-5	Math	Spanish to English: Math, Social Studies, Language Arts	Social Studies
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts English to Spanish: Math, Science, Language Arts	Math Science Language Arts

Sample Yearlong Biliteracy Map - 8th Grade

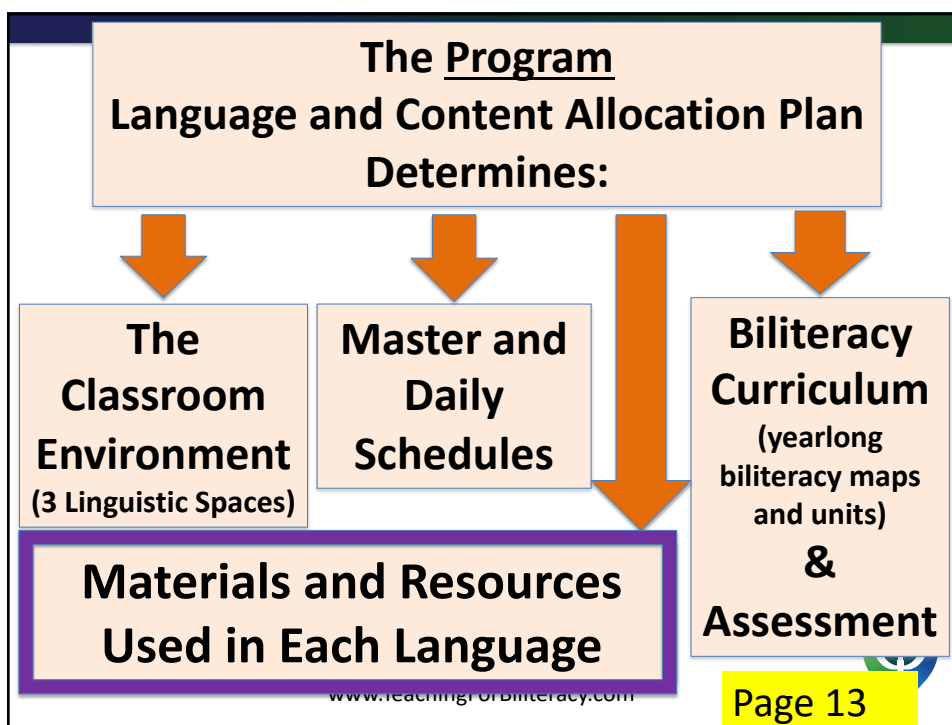
Unit 1 - HASS & ELA The Development of American Constitutional Democracy (1607-1789)	Unit 2 - HASS & ELA Envisioning a New America (1789-1800)	Unit 3 - HASS & ELA The Divergent Paths of the American People (1800-1850)	Unit 4 - HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877)	Unit 5 - HASS & ELA The Rise of Industrial America (1877-1914)
Unit 1 - HASS & ELA The Development of American Constitutional Democracy (1607-1789) CA History-Social Science Content Standards: 8.1 Students understand the major events providing the founding of the nation and assess their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the environment and limited powers of the federal government. (8.2.1-8.2.2) 8.3 Students understand the foundation of the American political culture and the role of the federal government. (8.3.1-8.3.2) 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 1 (Argument) Genre: Lab Report 4.5, 6, 7, 8, 10	Unit 2 - HASS & ELA Envisioning a New America (1789-1800) CA History-Social Science Content Standards: 8.2 Students understand the foundation of the American political system and the role of the federal government. (8.2.1-8.2.2) 8.3 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.3.1-8.3.2) 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 2 (Informative) Genre: Lab Report 4.5, 6, 7, 8, 10	Unit 3 - HASS & ELA The Divergent Paths of the American People (1800-1850) CA History-Social Science Content Standards: 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) 8.5 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.5.1-8.5.2) 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 3 (Narrative) Genre: Explanatory Essay 4.5, 6, 7, 8, 10	Unit 4 - HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877) CA History-Social Science Content Standards: 8.5 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.5.1-8.5.2) 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) 8.7 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.7.1-8.7.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 1 (Argument) Genre: Explanatory Essay 4.5, 6, 7, 8, 10	Unit 5 - HASS & ELA The Rise of Industrial America (1877-1914) CA History-Social Science Content Standards: 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) 8.7 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.7.1-8.7.2) 8.8 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.8.1-8.8.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 2 (Informative) Genre: Explanatory Essay 4.5, 6, 7, 8, 10

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Sample Yearlong Biliteracy Map - 8th Grade

Unit 1 - HASS & ELA The Development of American Constitutional Democracy (1607-1789)	Unit 2 - HASS & ELA Envisioning a New America (1789-1800)	Unit 3 - HASS & ELA The Divergent Paths of the American People (1800-1850)	Unit 4 - HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877)	Unit 5 - HASS & ELA The Rise of Industrial America (1877-1914)
Unit 1 - HASS & ELA The Development of American Constitutional Democracy (1607-1789) CA History-Social Science Content Standards: 8.1 Students understand the major events providing the founding of the nation and assess their significance to the development of American constitutional democracy. (8.1.1-8.1.4) 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the environment and limited powers of the federal government. (8.2.1-8.2.2) 8.3 Students understand the foundation of the American political culture and the role of the federal government. (8.3.1-8.3.2) 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 1 (Argument) Genre: Lab Report 4.5, 6, 7, 8, 10	Unit 2 - HASS & ELA Envisioning a New America (1789-1800) CA History-Social Science Content Standards: 8.2 Students understand the foundation of the American political system and the role of the federal government. (8.2.1-8.2.2) 8.3 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.3.1-8.3.2) 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 2 (Informative) Genre: Lab Report 4.5, 6, 7, 8, 10	Unit 3 - HASS & ELA The Divergent Paths of the American People (1800-1850) CA History-Social Science Content Standards: 8.4 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.4.1-8.4.2) 8.5 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.5.1-8.5.2) 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 3 (Narrative) Genre: Explanatory Essay 4.5, 6, 7, 8, 10	Unit 4 - HASS & ELA The Causes, Course, and Consequences of the Civil War (1850-1877) CA History-Social Science Content Standards: 8.5 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.5.1-8.5.2) 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) 8.7 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.7.1-8.7.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 1 (Argument) Genre: Explanatory Essay 4.5, 6, 7, 8, 10	Unit 5 - HASS & ELA The Rise of Industrial America (1877-1914) CA History-Social Science Content Standards: 8.6 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.6.1-8.6.2) 8.7 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.7.1-8.7.2) 8.8 Students analyze the early and steady attempts to abolish slavery and realize the goals of the Declaration of Independence. (8.8.1-8.8.2) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1.3 Research, Evidence, and Point of View 1.4 Historical Interpretation 1.4 Writing Standard: 2 (Informative) Genre: Explanatory Essay 4.5, 6, 7, 8, 10

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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, Science, Social Studies, Language Arts	Science Language Arts
3-5	Math	Spanish to English: Math, Social Studies, Language Arts	Social Studies
6-8	Social Studies Language Arts	Spanish to English: Social Studies, Language Arts English to Spanish: Math, Science, Language Arts	Math Science Language Art

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Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter

Unit	Time	Subject
Unit 1: HSS & ELA: The Development of American Constitutional Democracy (1607-1789)	8:00 - 8:20	History-Social Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (Independent, small group and whole group) - Reading (Independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice
Unit 2: HSS & ELA: Inventing a New America (1789-1800)	8:20 - 10:30	
Unit 1: Science & ELA: Objects Move and Collide	10:30 - 11:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena	11:00 - 12:00	
Unit 1: Science & ELA: Objects Move and Collide	12:00 - 1:15	Science and Language Arts - Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (Independent, small group and whole group) - Reading (Independent, small group and whole group) - Foundational Skills (Word Recognition)
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena	1:15 - 2:30	
Unit 1: Science & ELA: Objects Move and Collide	2:30 - 3:00	Specials
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena		

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Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter

Unit	Time	Subject
Unit 1: HSS & ELA: The Development of American Constitutional Democracy (1607-1789)	8:00 - 8:20	History-Social Science and Language Arts Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - Science experiences/inquiry - Whole group mini lessons - Writing (Independent, small group and whole group) - Reading (Independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice
Unit 2: HSS & ELA: Inventing a New America (1789-1800)	8:20 - 10:30	
Unit 1: Science & ELA: Objects Move and Collide	10:30 - 11:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math skills and practice
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena	11:00 - 12:00	
Unit 1: Science & ELA: Objects Move and Collide	12:00 - 1:15	Science and Language Arts - Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS experiences/inquiry - Whole group mini lessons - Writing (Independent, small group and whole group) - Reading (Independent, small group and whole group) - Foundational Skills (Word Recognition)
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena	1:15 - 2:30	
Unit 1: Science & ELA: Objects Move and Collide	2:30 - 3:00	Specials
Unit 2: Science & ELA: Non-contact Forces Influence Phenomena		

The Goals of Dual Language are most effectively met when all the structures work together.

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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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Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter

Unit	Time	Subject
Unit 1: HERE & BLA The Development of American Constitutional Democracy 1607-1789	8:00 – 8:20 8:20– 10:30	History-Social Science and Language Arts Over the course of each unit, the students will
Unit 2: HERE & BLA Poisoning a New America 1789-1899	10:30 - 11:00	Independent Practice
Unit 3: HERE & BLA The Development of American Constitutional Democracy 1607-1789	11:00 – 12:00	Lunch/Recess
Unit 4: HERE & BLA The Development of American Constitutional Democracy 1607-1789	12:00 – 1:15	Math - over the course of a math unit, the students will engage in: • Oracy development • Math skills and practice
Unit 5: HERE & BLA The Development of American Constitutional Democracy 1607-1789	1:15-2:30	Science and Language Arts – Over the course of each unit, the students will
Unit 6: HERE & BLA The Development of American Constitutional Democracy 1607-1789	2:30-3:00	

The map includes detailed content for each unit, including standards, objectives, and assessment information. Red arrows point to specific sections of the map, and icons of students and books are used to illustrate the learning process.

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



Students that have a positive bilingual identity and metalinguistic decisions.

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The district, school, and classroom structures that work together to support the goals of dual language are...

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



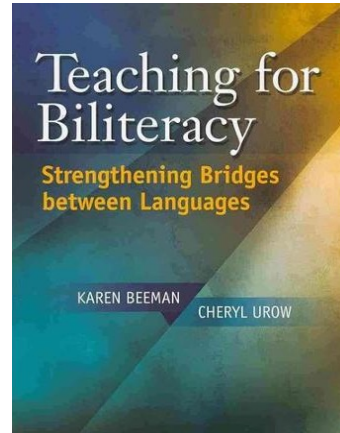
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High Leverage Biliteracy Strategies

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



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High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept 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>	Sensory Supports	Graphic Supports	Interactive Supports
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© WIDA Language Development Standards Notes: Meaningful Frame (i.e., content and unit theme)			

High Leverage Biliteracy Strategies Page 1

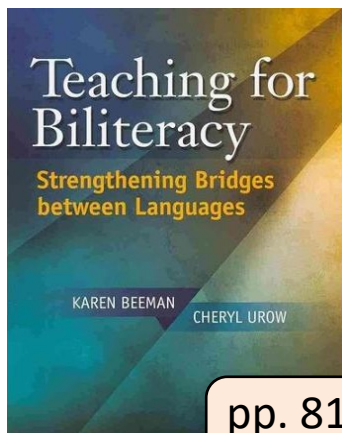
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Concept Attainment

with Sentence Prompts and TPR



pp. 81,
82

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

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

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High Leverage Biliteracy Strategies

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>	Sensory Supports • Real-life objects (realia) • Pictures & photographs • Maps, globes, globes & drawings • Physical activities • Broadcasts • Models & figures	Graphic Supports • Charts • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In a whole group • Using technology (group structures) • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			

Sorted photographs to decipher between environmental and cultural characteristics.

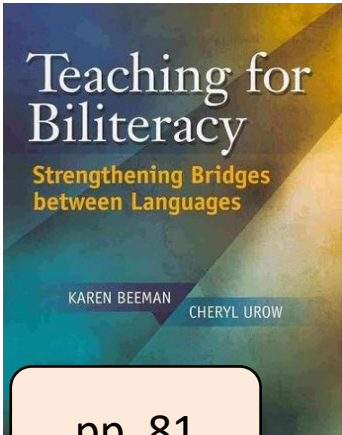
High Leverage Biliteracy Strategies Page 1

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Adapted Readers Theater (ART)

with TPR



The teacher summarizes or paraphrase is a text as she and the students act it out. Through the teachers narration, and the interaction and movement of students the concepts and vocabulary are previewed.

pp. 81

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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</i>	Sensory Supports • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	Graphic Supports • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	Interactive Supports • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

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Notes:

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

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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 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		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</i>	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs - Maps, globes, diagrams & drawings - Magazines & newspapers - Physical activities - Video & E-books - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Maps - Graphs - Timelines - Number lines	Interactive Supports - In pairs or partners - Small group work - In a whole group - Classroom structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
	Notes: Meaningful Frame (i.e., content and unit theme) Used visuals and actions to introduce new vocabulary related to a concept.		

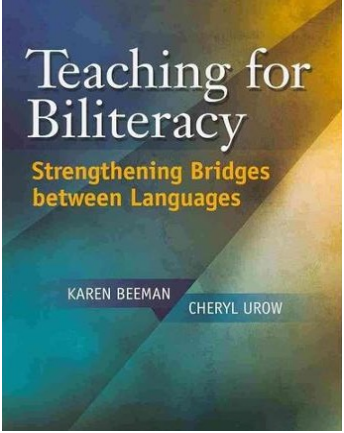
High Leverage Biliteracy Strategies Page 1

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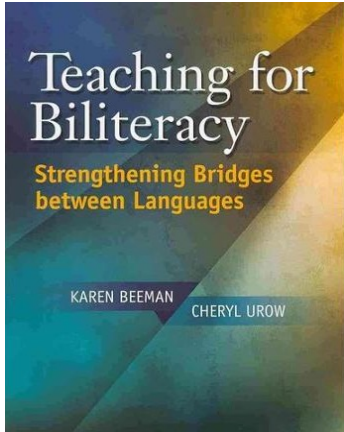
Sensory Supports	Graphic Supports	Interactive Supports
- Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magnified newspapers - Physical activities - Videos & films - Broadcasts - Models & figures	- Charts - Graphic organizers - Tables - Graphs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

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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

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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 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

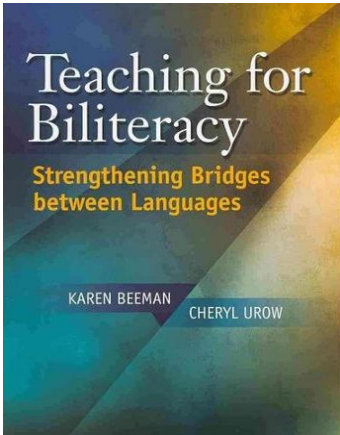
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The LEA – Language Experience Approach **with TPR**



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 small or mid-size 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 small or mid-size 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 small or mid-size 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 small or mid-size groups - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
Sensory Supports	Graphic Supports	Interactive Supports					
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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

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more traditional strategy where the teacher provides a definition of the concept.	- Real-life objects (realia) - Manipulatives - Pictures & photographs	- Charts - Graphic organizers - Tables	- In pairs or partners - In triads or small groups - In a whole group

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

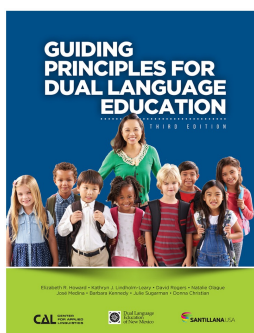
Effective Instruction

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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.

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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

- **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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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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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, meeting or exceeding state 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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Systems Approach to Sustaining Effective Biliteracy Instruction

Effective Instruction

Key Instructional Practices that ensure students meet the program goals.

Pedagogy

Vision

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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

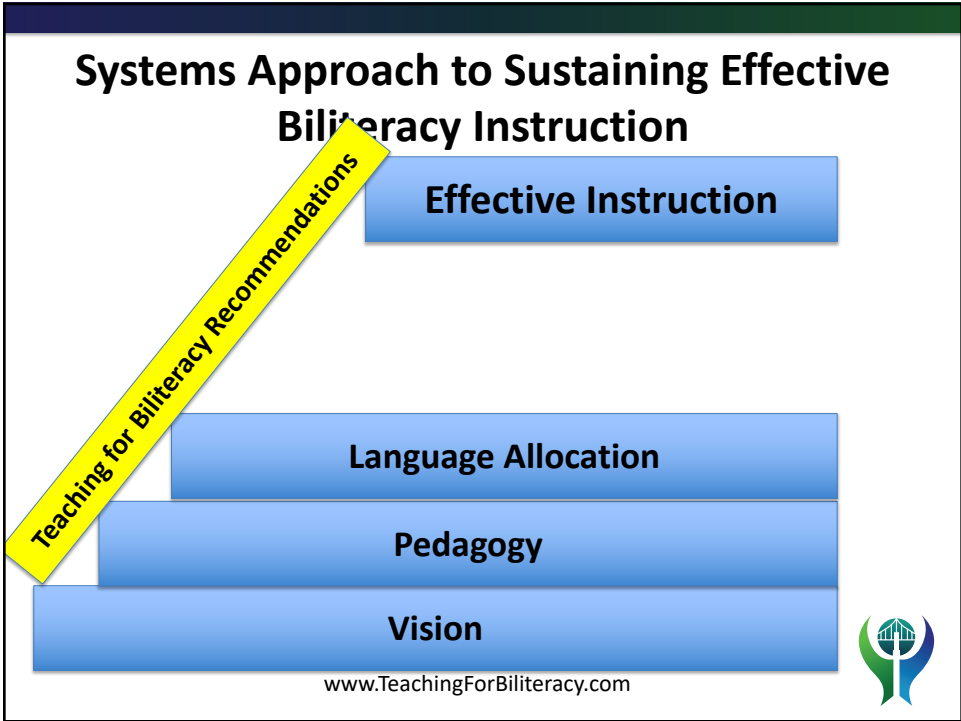
Our program is grounded in *The Guiding Principles for Dual Language Education*, serving as a tool for planning, self-reflection, and continual improvement. Students receive daily classroom instruction in both Spanish and English according to our 50/50 language and content allocation plan. This ensures 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 Biliteracy Strategies:** Instruction is purposeful, intentional, planned and student-centered which includes the use of multiple high leverage biliteracy 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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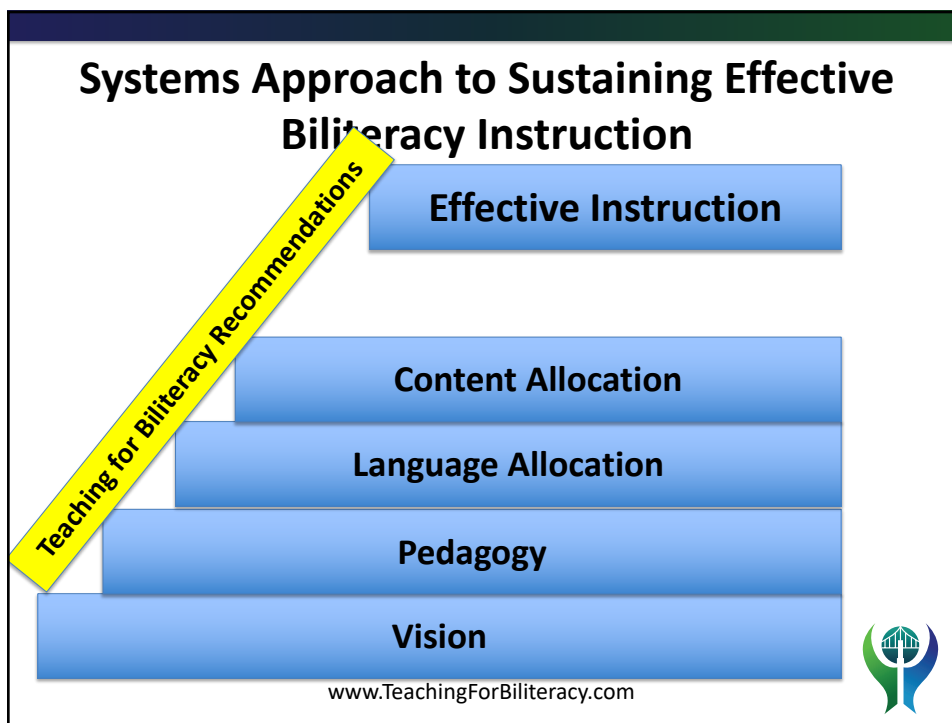


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	K	1	2	3	4	5
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%

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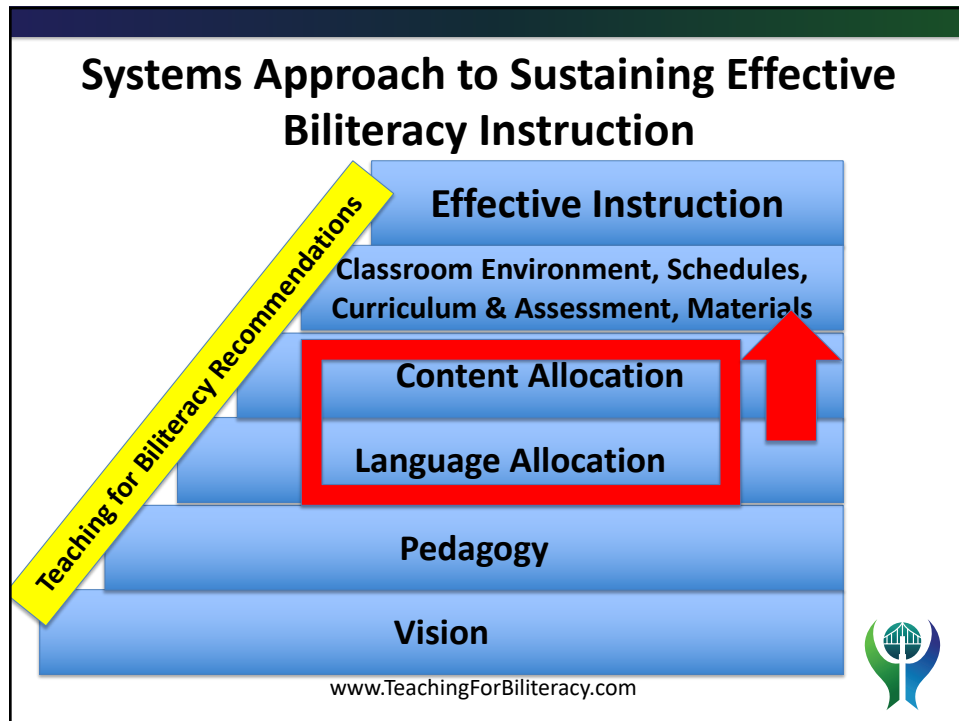
 **Palmdale School District**
Learning is a lifetime of learning

Language and Content Allocation Plan

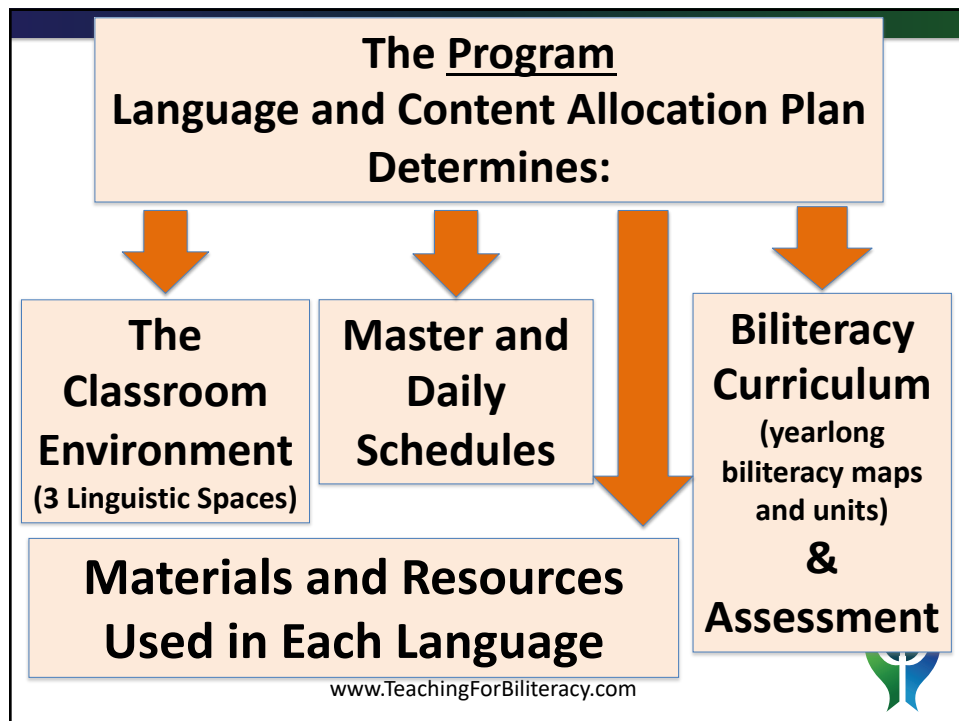
Grade Level	Spanish	Bridge <i>At the end of every biliteracy unit and math module, there will be a Bridge.</i>	English
Please note - Beginning 26-27, the language and content allocation plan will be revised to alternate Math.			
Kindergarten	Language Arts	Spanish to English: Language Arts and Science	Language Arts
	Social Studies	Arts and 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
8th 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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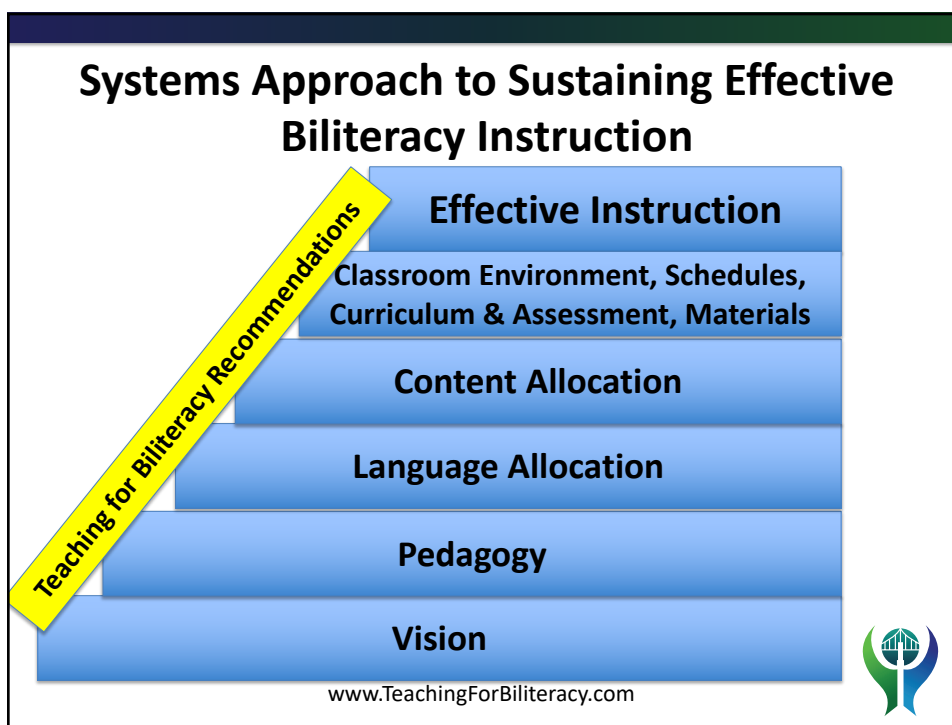
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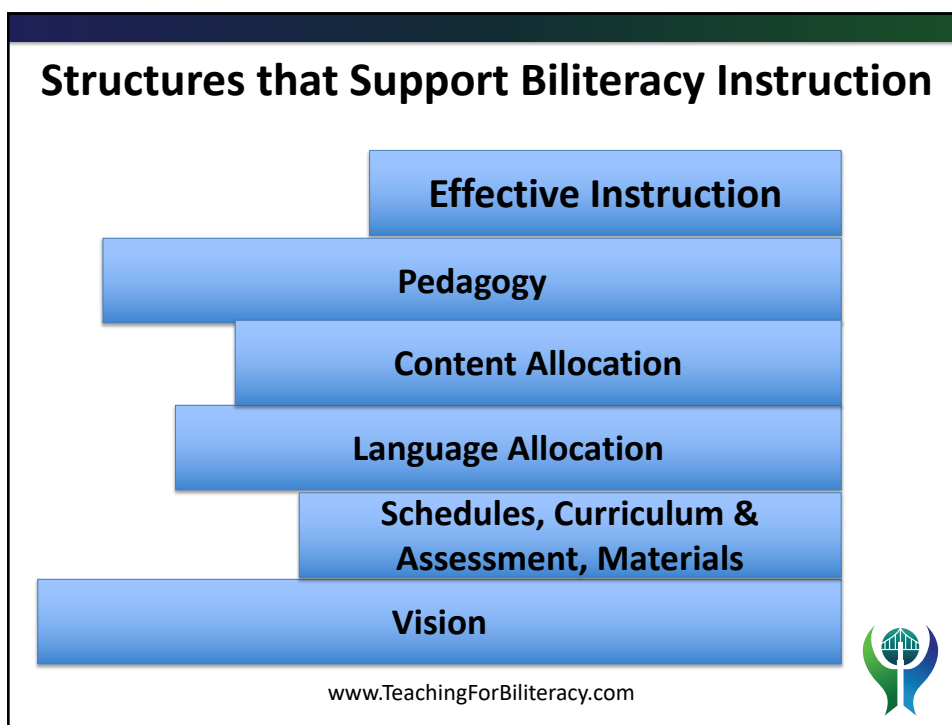
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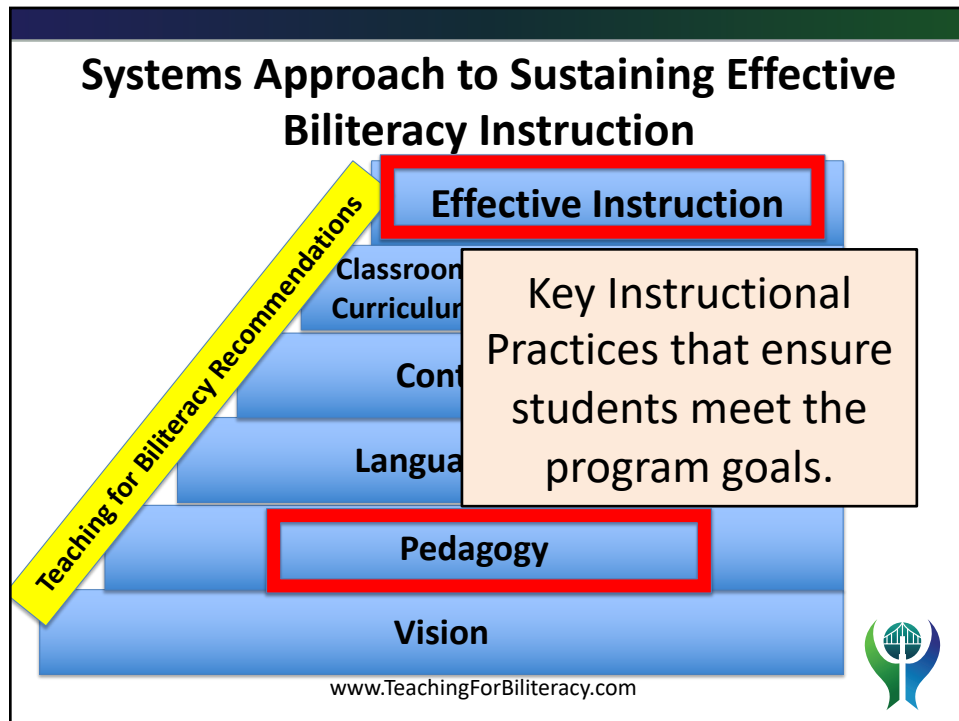
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Pedagogy Sort



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



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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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

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): - Outcomes: Reading Standard(s): - Outcomes: Writing Standard(s): - Outcomes: Other Standards: - Outcomes:
	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: The Development of American Constitutional Democracy (1607-1789)

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

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



Constructivist,
Knowledge-Build
Approach Instruc
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?

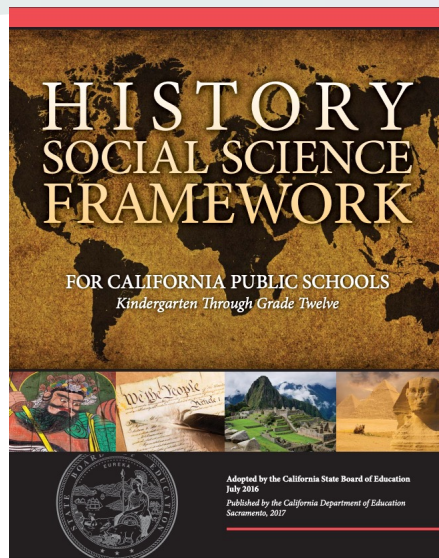


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Sample Yearlong Biliteracy Map - 8th Grade

[illegible]

History and Social Studies



 **California** DEPARTMENT OF **EDUCATION**

Teaching & Learning - Testing & Accountability - Finance & Grants - Data

Home / Teaching & Learning / History-Social Science / History-Social Science Framework

History-Social Science Framework

The State Board of Education adopted the History-Social Science Framework on July 14, 2016. This is the

History-Social Science Framework – Whole Document

[2016 History-Social Science Framework](#) (PDF; 11MB) (Note: this is a large file, allow time to load or save opening.)

History-Social Science Framework – By Chapter

[Table of Contents](#) (PDF)

[Chapter 1: Introduction](#) (PDF)

[Chapter 2: Instructional Practice for Kindergarten through Grade Five](#) (PDF)

[Chapter 3: Kindergarten – Learning and Working Now and Long Ago](#) (PDF)

[Chapter 4: Grade One – A Child's Place in Time and Space](#) (PDF)

[Chapter 5: Grade Two – People Who Make a Difference](#) (PDF)

[Chapter 6: Grade Three – Continuity and Change](#) (PDF)

[Chapter 7: Grade Four–California: A Changing State](#) (PDF)

[Chapter 8: Grade Five – United States History and Geography: Making a New Nation](#) (PDF)

[Chapter 9: Instructional Practice for Grades Six through Eight](#) (PDF)

[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations](#) (PDF)

[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times](#) (PDF)

[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict](#) (PDF)




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Grade Eight

CHAPTER 12

United States History and Geography: Growth and Conflict

- What did freedom mean to the nation's founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.



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Standards-Based Biliteracy Units: Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development.	History-Social Science Standards: 8.4.1 - Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. (In this unit, leading up to the first president only.) Outcomes (Learning Intentions/Success Criteria): - Identify and describe environmental characteristics. - Describe how environmental characteristics influence the politics, economics, and regional dynamics of a place. - Name major European powers with North American territorial claims between 1607-1789. - Identify the 13 colonies - Locate major physical features of the 13 colonies (as individual colonies and as a region) - Describe how physical features influenced settlement patterns and colonial development - Explain how the environmental characteristics of each of the 13 colonies influenced the politics, economics, and regional dynamics of each (among themselves and with England). 8.4.4- Discuss daily life, including traditions in art, music, and literature, of early national America. Outcomes: - Identify and describe cultural characteristics. - Describe how the cultural characteristics of a group of people in a specific geographic location influence politics, economics, and regional dynamics - Describe the cultural characteristics of each of the 13 colonies. - Explain differences in daily life among regional, racial, and social groups in the 13 colonies (including Native Americans and enslaved people). - Compare daily life in different colonies (e.g., New England vs. Southern colonies).
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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?	Where do these categories come from?
	Learning Environment: How will I facilitate the learning? How will I document it, and where will it live so that it can be accessed?	
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 need to be developed in an upcoming text or unit that is essential for students to know to understand and be able to talk about the topic?	With your partner:
	When will this oracy and background knowledge be developed all at once or does it have to be divided or spread out?	
Rigorous Student-Centered Instruction: Instruction is student-centered and actively engages ALL students.	What are students' language proficiency levels? How does instruction differentiate so that ALL students are able to participate actively?	Use the guiding questions to reflect on each category.
	What student behaviors will you be looking for (outcomes)? How will you measure this information?	
Learning Environment: How will students interact with the environment (physical, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?	What are students' language proficiency levels? How does instruction differentiate so that ALL students are able to participate actively?	com

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Planning for Biliteracy Instruction

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



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

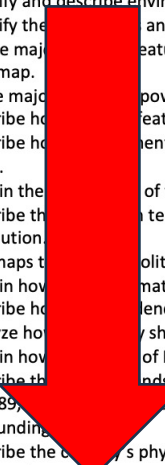
Learning Environment: How will I facilitate the construction of knowledge, how will we document it, and where will it live so that students have access to it?

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What does it mean?	What is it not?
Content obligatory language students will need: Outcomes: Students will be able to... - Identify and describe environmental characteristics. - Identify the ... and their locations. - Locate major ... features (Ap ... /valley) - on a map. - Name major ... powers with ... - Describe how ... features infl ... - Describe how ... mental chara ... - place. - Explain the ... of the App ... - Describe the ... territorial ... - Revolution. - Use maps to ... political bou ... - Explain how ... mation of 1 ... - Describe how ... influence affect ... - Analyze how ... y shaped po ... - Explain how ... of Paris (17 ... - Describe the ... landscapes, p ... - of 1789, ... geography ... - its founding ... - Describe the ... physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	Each standard is unpacked into achievable outcomes, organized from most concrete to most abstract, which helps to plan instruction throughout the unit. territorial claims are part of the ... geographic story). Focused on foreign diplomacy after 1789.




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	- Describe laws that limited the rights of free Blacks. - Explain how life for free Blacks was different from white citizens. History and Social Science Skills Standards: C&ST 1- Students explain how major events are related to one another in time. Identify major historical events that led to the establishment of the English colonies on the eastern seaboard of what is now the US Outcomes: - Place the major historical events that led to the establishment of the English colonies in correct chronological order. - Describe the cause-and-effect relationships between historical events that led to the establishment of the colonies and the growing tension between the colonies and England. - Explain how events led to and influenced the colonies coalescing and revolting against English rule. C&ST 3- Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Outcomes: - Locate key physical and cultural features on historical and modern maps of the 13 colonies. - Use maps and documents to describe historical patterns of migration or expansion of the 13 colonies. - Interpret geographic and economic data to explain the development of the norther, middle, and southern colonies. Click here (or scan the QR code) to access all of the 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

Las características ambientales	Producen
Un lugar geográfico	Compran
El clima	Venden
La geografía física	La economía
Los recursos naturales	La política
La flora	Las decisiones
La fauna	Las leyes
Las características culturales	El poder
Las formas de vida	Comparten
Un grupo de personas	Compiten
El idioma	Como se relacionan

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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

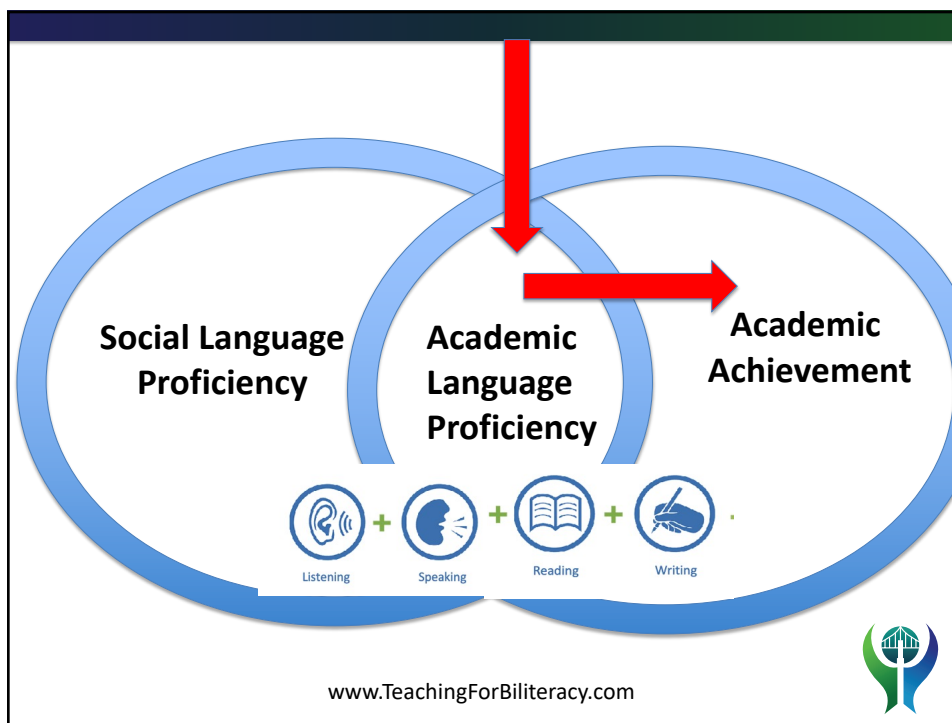
Academic Achievement



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This block contains a collage of educational resources. On the left is a book cover for "HISTORIA DE LOS ESTADOS UNIDOS" (History of the United States) by Captivating History, featuring the Mount Rushmore monument. Next to it is a book cover for "REVOLUCIÓN ESTADOUNIDENSE" (American Revolution) by Billy Wellman, featuring a Revolutionary War soldier. To the right of these books is the "iCIVICS" logo. Below the books is a banner for "AMERICA in CLASS®" from the National Humanities Center, with the text "PRIMARY SOURCES" on the right. At the bottom center is the text "American Revolution" with a large "H" logo. At the bottom right is the website "www.TeachingForBiliteracy.com" and a logo featuring a stylized green and blue figure.

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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

8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

	Formative Assessment 1: Initial Oralcy for H-RS Anecdotal Record Chart – SAMPLE						
	Outcomes						
8.1.4	• Identify environmental characteristics.						
8.4.1	• Identify cultural characteristics.						
8.4.4	• Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people.						
8.5.3	• Name major European powers with North American territorial claims between 1607-1789.						
8.9.6	• Identify major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US						
C&ST 1							
C&ST 3							
	Sensory Supports		Graphic Supports		Interactive Supports		
	Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts Adapter Reader's Theater – pictures in sequence		Whole group Strategic partners		
	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place		Names the major European powers with North American territorial claims between 1607-1789		
					Identified major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US		
Student name:							
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	
	Las características ambientales Un lugar geográfico El clima La geografía física Los recursos naturales La flora La fauna Las características culturales Las formas de vida El idioma Las tradiciones y los costumbres Las normas sociales		La economía Producen Compran Venden Las decisiones Los recursos Las leyes El poder La política Comparten Compiten Como se relacionan Las interacciones regionales		Europa España Portugal Francia Inglaterra	Controlaba Los reyes y las reinas Exploraron y conquistaron	
						Los conflictos	

Formative Assessments

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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

Formative Assessment 1: Initial Opportunity for H-35 Anecdotal Record Chart – SAMPLE				Outcomes			
8.1.4 8.4.1 8.4.4 8.5.3 8.9.6 C&ST 1 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people. - Name major European powers with North American territorial claims between 1607-1789. - Identify major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US						
	Sensory Supports		Graphic Supports		Interactive Supports		
	Pictures/Images		T-chart (concept attainment)				
	Total Physical Response		Adapter				
Student name:	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place				
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language			
	Las características ambientales Un lugar geográfico El clima La geografía física Los recursos naturales La flora La fauna Las características culturales Las formas de vida El idioma Las tradiciones y los costumbres Las normas sociales Los valores		La economía Producen Compran Venden Las decisiones Los recursos Las leyes El poder La política Comparten Compiten Como se relacionan Las interacciones regionales				nuevos territorios El Nuevo Mundo Tomaron el control Las regiones Las colonias Los grupos Las metas Los colonos Los conflictos

What are some key features you notice?

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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

Outcomes							
8.1.4 8.4.1 8.4.4 8.5.3 8.9.6 C&ST 1 C&ST 3	Identify environmental characteristics. Some standards from the map						
the politics, economics, and regional dynamics of a place with North American territorial claims between 1607-1789				the politics, economics, and regional dynamics of a place with North American territorial claims between 1607-1789			
Student name:				Interactive Supports Whole group Strategic partners			
Exhibits Receptive language <i>Las características ambientales</i> <i>Un lugar geográfico</i> <i>El clima</i> <i>La geografía física</i> <i>Los recursos naturales</i> <i>La flora</i> <i>La fauna</i> <i>Las características culturales</i> <i>Las formas de vida</i> <i>El idioma</i> <i>Las tradiciones y las costumbres</i> <i>Las normas sociales</i> <i>Los valores</i>		Demonstrates productive language <i>La economía</i> <i>Producen</i> <i>Compran</i> <i>Venden</i> <i>Las decisiones</i> <i>Los recursos</i> <i>Las leyes</i> <i>El poder</i> <i>La política</i> <i>Comparten</i> <i>Compiten</i> <i>Como se relacionan</i> <i>Las interacciones regionales</i>		Exhibits Receptive language <i>Europa</i> <i>España</i> <i>Portugal</i> <i>Francia</i> <i>Inglaterra</i>		Demonstrates productive language <i>Controlaba</i> <i>Los reyes y las reinas</i> <i>Explorar y conquistar nuevos territorios</i> <i>El Nuevo Mundo</i> <i>Tomaron el control</i> <i>Las regiones</i> <i>Las colonias</i> <i>Los grupos</i> <i>Las metas</i> <i>Los colonos</i> <i>Los conflictos</i>	

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Sample Yearlong Biliteracy Map - 8th Grade

Sample 8th Grade Biliteracy Map - Please Return to Presenter

Year long storyline for Science/ELA

Unit 1 - H-SS & SLA: The Development of American Constitutional Democracy (1607-1789)	Unit 2 - H-SS & SLA: Maintaining a New America (1789-1800)	Unit 3 - H-SS & SLA: The Divergent Paths of the American People (1800-1850)	Unit 4 - H-SS & SLA: The Causes, Course, and Consequences of the Civil War (1850-1877)	Unit 5 - H-SS & SLA: The Rise of Industrial America (1877-1914)
CA History-Social Science Content Standards: 8.1 Students understand the major events surrounding the founding of the nation and their first applications to the development of American constitutional democracy (8.1-4) 8.2 Students analyze the political processes underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (8.2-7) 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it. (8.3-1-5, 8.3-7) 8.4 Students analyze the aspirations and ideals of the people in the new nation. (8.4-4) 8.5 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.5-1-9) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-3 Research, Evidence, and Point of View 1-4 Historical Interpretation 1-4 & 6	CA History-Social Science Content Standards: 8.4 Students analyze the aspirations and ideals of the people in the new nation. (8.4-4) 8.5 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.5-1-9) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-3 Research, Evidence, and Point of View 1-4 Historical Interpretation 1-4	CA History-Social Science Content Standards: 8.5 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.5-1-9) 8.6 Students analyze the character and lasting consequences of Reconstruction. (8.6-1-4) 8.7 Students analyze the multiple causes, the events, and the consequences of the Civil War. (8.7-1-7) 8.8 Students analyze the character and lasting consequences of Reconstruction. (8.8-1-1) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-3 Research, Evidence, and Point of View 1-4 Historical Interpretation 1-4	CA History-Social Science Content Standards: 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.9-1-4) 8.10 Students analyze the character and lasting consequences of Reconstruction. (8.10-1-4) 8.11 Students analyze the character and lasting consequences of Reconstruction. (8.11-1-1) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-3 Research, Evidence, and Point of View 1-4 Historical Interpretation 1-4	CA History-Social Science Content Standards: 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (8.9-1-4) 8.10 Students analyze the character and lasting consequences of Reconstruction. (8.10-1-4) 8.11 Students analyze the character and lasting consequences of Reconstruction. (8.11-1-1) Historical and Social Science Analysis Skills: Chronological and Spatial Thinking 1-3 Research, Evidence, and Point of View 1-4 Historical Interpretation 1-4
Writing Standard: 2 (Informative) Comparative Informational Essay 4, 5, 6, 7, 8, 10	Writing Standard: 3 (Narrative) Genre: Historical Fiction Narrative 4, 5, 6, 7, 8, 10	Writing Standard: 1 (Argument) Genre: Cause and Effect Argument 4, 5, 6, 7, 8, 10	Writing Standard: 2 (Explanatory) Genre: Explanatory Article (for magazine or website) 4, 5, 6, 7, 8, 10	Writing Standard: 2 (Explanatory) Genre: Explanatory Article (for magazine or website) 4, 5, 6, 7, 8, 10
Unit 1 - Science & ELA: Objects Move and Collide 8B1: What are forces, and how do they influence the motion of objects? What happens when objects collide? How do these collisions result in a collision event that changes the motion of an object, such as the extension of the collision? MS-LS1-4: Analyze and interpret data to patterns in the fossil record that document the existence, diversity, extinction, and change in the number of lineages, and the rate of speciation over time. MS-LS1-5: Apply Newton's Third Law to design a solution to a problem involving the motion of colliding objects. MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS2-3: Construct and interpret graphs of data to describe the motion of objects. MS-PS2-4: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-5: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-6: Construct an investigation and evaluate the experimental design to provide evidence for the laws of conservation of momentum. MS-PS2-7: Analyze data from tests to determine similarities and differences among several design solutions to identify the best one to optimize the performance of a design. MS-PS2-8: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Writing Standard: 2 (Informative) Genre: Lab Report 4, 5, 6, 7, 8, 10	Unit 2 - Science & ELA: Noncontact Forces Influence Phenomena 8B1: How can one object affect another without touching it? How does gravity influence objects on Earth and in space? Why does the Moon's gravitational force cause ocean tides to rise and fall? MS-LS1-4: Develop and use a model of the Earth-Sun-Moon system to describe the cycle patterns of lunar phases, eclipses of the Sun and Moon, and seasons. MS-LS1-5: Apply Newton's Third Law to design a solution to a problem involving the motion of colliding objects. MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS2-3: Construct and interpret graphs of data to describe the motion of objects. MS-PS2-4: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-5: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. 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MS-LS1-4: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS1-5: Apply Newton's Third Law to design a solution to a problem involving the motion of colliding objects. MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS2-3: Construct and interpret graphs of data to describe the motion of objects. MS-PS2-4: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-5: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-6: Construct an investigation and evaluate the experimental design to provide evidence for the laws of conservation of momentum. MS-PS2-7: Analyze data from tests to determine similarities and differences among several design solutions to identify the best one to optimize the performance of a design. MS-PS2-8: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Writing Standard: 2 (Explanatory) Genre: Explanatory Essay 4, 5, 6, 7, 8, 10	Unit 4 - Science & ELA: Sustaining Local and Global Biodiversity 8B1: What are the properties and behaviors of waves, and how do they carry information? How can communication and signal technology be used to help monitor and protect biodiversity? How do human actions impact biodiversity, and what can we do to help sustain it? MS-LS1-4: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS1-5: Apply Newton's Third Law to design a solution to a problem involving the motion of colliding objects. MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS2-3: Construct and interpret graphs of data to describe the motion of objects. MS-PS2-4: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-5: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Using this account record scientific principles and evidence to support the design. MS-PS2-6: Construct an investigation and evaluate the experimental design to provide evidence for the laws of conservation of momentum. MS-PS2-7: Analyze data from tests to determine similarities and differences among several design solutions to identify the best one to optimize the performance of a design. MS-PS2-8: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Writing Standard: 3 (Narrative) Genre: Speculative Eco-Fiction 4, 5, 6, 7, 8, 10	

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Unit Theme: - Content Area Standards - Spanish Language Arts Standards - Spanish Language Development Standards - Content and Literacy Big Ideas - Summative Assessment				Formative 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		
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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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)									
Outcomes									
8.1.4	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people. - Name major European powers with North American territorial claims between 1607-1789. - Identify major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US								
8.4.1									
8.4.4									
8.5.3									
8.9.6									
C&ST 1									
C&ST 3									
Student name:	Pictures/Images Total Physical Response		T-chart (concept attainment) Sentence Prompts Adapter Reader's Theater – pictures in sequence			Whole group Strategic partners			
	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place.		Names the major European powers with North American territorial claims between 1607-1789		Identified major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US		
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	
	<i>Las características ambientales</i> <i>Un lugar geográfico</i> <i>El clima</i> <i>La geografía física</i> <i>Los recursos naturales</i> <i>La flora</i> <i>La fauna</i> <i>Las características culturales</i> <i>Las formas de vida</i> <i>El idioma</i> <i>Las tradiciones y los costumbres</i> <i>Las normas sociales</i> <i>Los valores</i>		<i>La economía</i> <i>Producen</i> <i>Compran</i> <i>Venden</i> <i>Las decisiones</i> <i>Los recursos</i> <i>Las leyes</i> <i>El poder</i> <i>La política</i> <i>Comparten</i> <i>Como se relacionan</i> <i>Las interacciones regionales</i>		<i>Europa</i> <i>España</i> <i>Portugal</i> <i>Francia</i> <i>Inglaterra</i>		<i>Controlaba</i> <i>Los reyes y las reinas</i> <i>Explorar y conquistar nuevos territorios</i> <i>El Nuevo Mundo</i> <i>Tamaron el control</i> <i>Las regiones</i> <i>Las colonias</i> <i>Los grupos</i> <i>Las metas</i> <i>Los colonos</i> <i>Los conflictos</i>		

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

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8 th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)								
Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE								
Outcomes								
8.1.4	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people. - Name major European powers with North American territorial claims between 1607-1789.							
8.4.1								
8.4.4								
8.5.3								
8.9.6								
C&ST 1								
C&ST 3								
Student name:	Sensory Supports		Graphic Supports		Interactive Supports			
	Pictures/Images		T-chart (concept attainment)		Whole group			
	Total Physical Response		Sentence Prompts		Strategic partners			
	Identifies examples of environmental and cultural characteristics		cultural characteristics influence the politics, economics, and regional dynamics of a place.		Names the major European powers with North American territorial claims between 1607-1789		that lead to the establishment of the English colonies on the eastern seaboard of what is now the US	
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language
	Las características ambientales Un lugar geográfico El clima La geografía física Los recursos naturales La flora La fauna Las características culturales Las formas de vida El idioma Las tradiciones y los costumbres Las normas sociales Los valores		La economía Producen Compran Venden Las decisiones Los recursos Las leyes El poder La política Comparten Compiten Como se relacionan Las interacciones regionales		Europa España Portugal Francia Inglaterra		Controlaba Los reyes y las reinas Explorar y conquistar nuevos territorios El Nuevo Mundo Tomaron el control Las regiones Las colonias Los grupos Las metas Los colonos Los conflictos	

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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?

WIDA
CONSORTIUM

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 - Identify familiar text read aloud to visuals - Use learning strategies - Identify everyday examples of content-based concepts described orally - Identify different time frames (e.g., past, present, future)	- Identify main ideas and details from 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 respond accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally
SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Use transitions (e.g., "but," "then") - Use different registers inside and outside of class - State big/main ideas with some supporting details	- Paraphrase and summarize ideas presented orally - Defend a point of view - 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 - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

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	LISTENING	LISTENING	LISTENING	LISTENING
- visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures	- visuals per oral descriptions - Sequence visuals per oral directions - Identify information on	- familiar text read aloud to visuals - Use learning strategies	- tasks or assignments based on oral discourse - Apply learning strategies to new situations	- Make inferences from grade-level text read aloud - Discriminate among

How did other students benefit from the supports?

LISTENING	LISTENING	LISTENING	LISTENING	LISTENING
- questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or	- high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events	- through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Use transitions (e.g., "but," "then")	- ideas presented orally - Defend a point of view - Explain and compare content-based concepts - Connect ideas with supporting detail/evidence - Substantiate opinions with	- give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic contexts - Negotiate meaning in group - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

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

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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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8th grade H-SS and Spanish Language Arts Unit 1: The Development of American Constitutional Democracy (1607-1789)

Formative Assessment 1: Initial Oracy for H-SS Anecdotal Record Chart – SAMPLE

Outcomes								
8.1.4 8.4.1 8.4.4 8.5.3 8.9.6 C&ST 1 C&ST 3	- Identify environmental characteristics. - Identify cultural characteristics. - Describe how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place and its people. - Name major European powers with North American territorial claims between 1607-1789. - Identify major historical events that lead to the establishment of the English colonies on the eastern seaboard of what is now the US							
Sensory Supports	Graphic Supports			Interactive Supports				
Pictures/images	T-chart (concept attainment) Sentence Prompts			Whole group Strategic partners				
Student name _____	Identifies examples of environmental and cultural characteristics		Describes how environmental and cultural characteristics influence the politics, economics, and regional dynamics of a place		Names the major European powers with North American territorial claims between 1607-1789		Identified major historical events that led to the establishment of the English colonies on the eastern seaboard of what is now the US	
	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language
	Las características ambientales Un lugar geográfico El clima La geografía física Los recursos naturales La flora La fauna Las características culturales Las formas de vida El idioma Las tradiciones y las costumbres Los valores	 La idioma	La economía Producen Compran Venden Las decisiones Los recursos Las leyes El poder La política Comparten Compiten Como se relacionan Las interacciones regionales	 Los interacciones	Europa España Portugal Francia Inglaterra		Controlaba Los reyes y las reinas Explorar y conquistar nuevos territorios El Nuevo Mundo Tomaron el control Las regiones Las colonias Los grupos Las metas Los colonos Los conflictos	

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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.

Student name	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language	Exhibits Receptive language	Demonstrates productive language
Las car ambien Un lug El clima La geog Los recu natural			Europa España Portugal Francia Inglaterra		Controlaba Los reyes y las reinas Explorar y conquistar nuevos territorios	

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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 (realia) - Manipulatives - Picture & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Video & films - Soundcards - Models & figures	- Charts - Graphic organizers - Tables - Graphic - Timeline - Number lines	- In pairs or partners - In small or whole groups - In a whole group - Using cooperative group structures - With the teacher (think-aloud or scaffold programs) - In the native language (L1) - With resources

© 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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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' linguistics resources and develops a positive bilingual identity.



When students make linguistic approximations and/or use regionalisms, how will they be acknowledged and celebrated?

Language policy: How will I positively redirect students to use the provided supports to produce (non-verbal production, speaking, writing) in the language of instruction that aligns with their language performance/proficiency levels?

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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 language development) and language development.	Content Standard(s): Outcomes (Learning Intention/Success Criteria): Reading Standard(s):
 Planning for effective biliteracy instruction means....	
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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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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