

Characteristics of Effective Biliteracy Instruction

Grades K-2nd



Dana Baum Hardt, M.Ed.

Palmdale School District

August 5, 2025

Center for Teaching for Biliteracy

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The Center for Teaching for Biliteracy



Karen Beeman, M.Ed
Co-Founder



**Melody
Wharton**



**Crystal Ramos,
M.Ed**



**Susan Pryor,
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 Whole group – Welcome Breakouts by grade band (K-2, 3-5 & 6-8)	The Organization and Instructional Shifts of the Standards Breakouts by grade band (K-2, 3-5 & 6-8)	Planning for Effective Biliteracy Instruction 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

Grade Band	Present
K-2	Dana Bai
3-5	Crystal Ra
6-8	Melody Wh

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			

Language Supports and Notes
Sensory Supports - Real life objects (e.g., food, clothing, etc.) - Visual aids (e.g., pictures, diagrams, etc.) - Physical activities (e.g., role-play, etc.) - Handouts
Graphic Supports - Charts - Graphic organizers - Tables - Maps - Flowcharts - Handouts
Interactive Supports - Group work - Individual work - Partner work - Small group work - Whole class work - Self-reflection - Peer-reflection - Teacher-reflection

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Resource Packet

High Leverage Biliteracy Strategies

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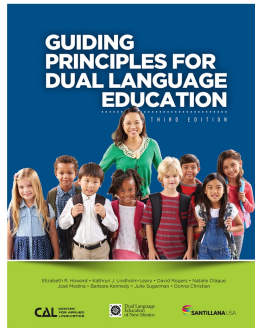
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This is the goal of biliteracy – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence.



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A comprehensive and practical guide to Dual Language Education

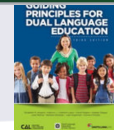


Based on the most recent research in the field (3rd edition)



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Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

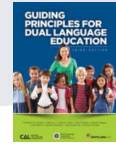
In other words, this goal means....

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

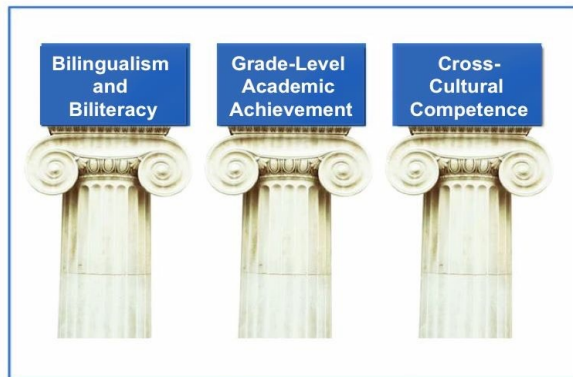


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The goals of Dual Language



Three Pillars of Dual Language Education



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Handouts
page2



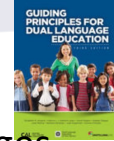
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			X
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural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

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This equation holds true for ANY language.



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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)

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- 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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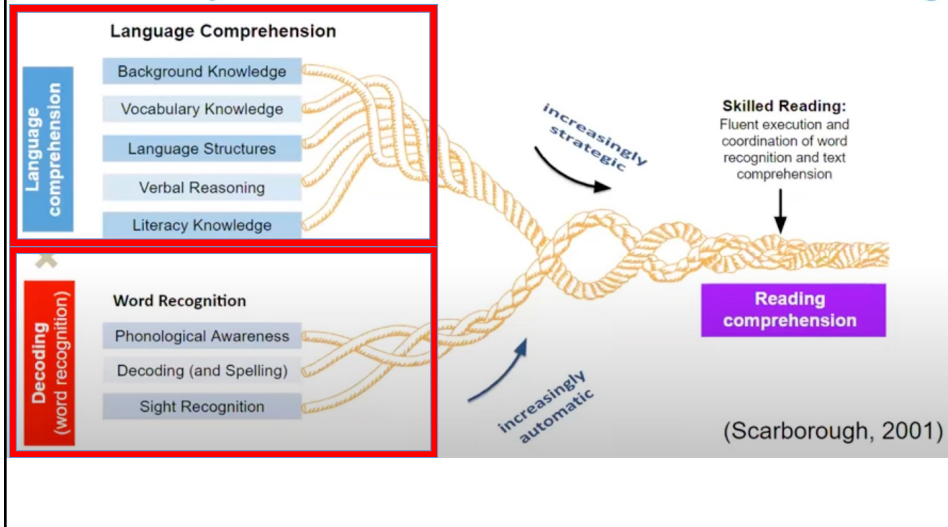
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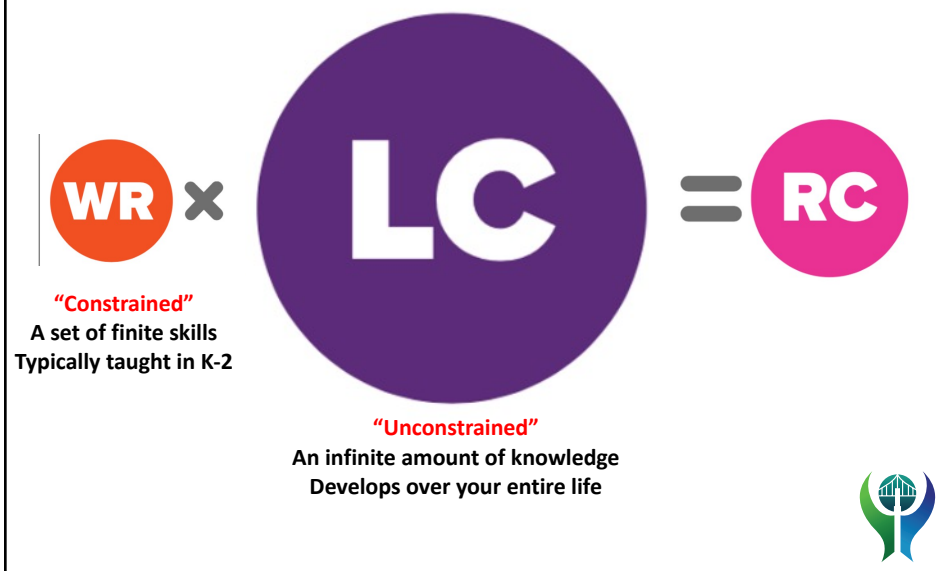
Scarborough's **Reading** Rope

The Many Strands Woven Into Skilled Reading



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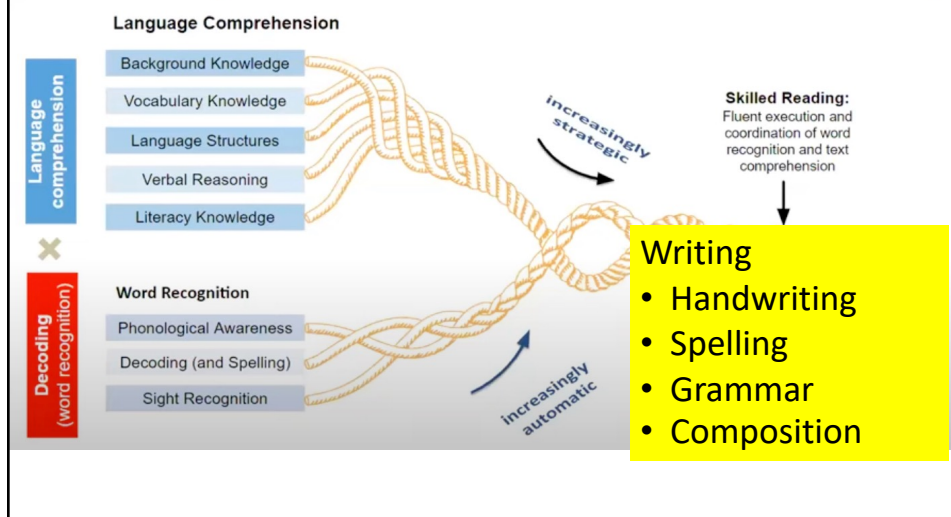
Simple View of Reading



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Scarborough's **Reading** Rope

The Many Strands Woven Into Skilled Reading



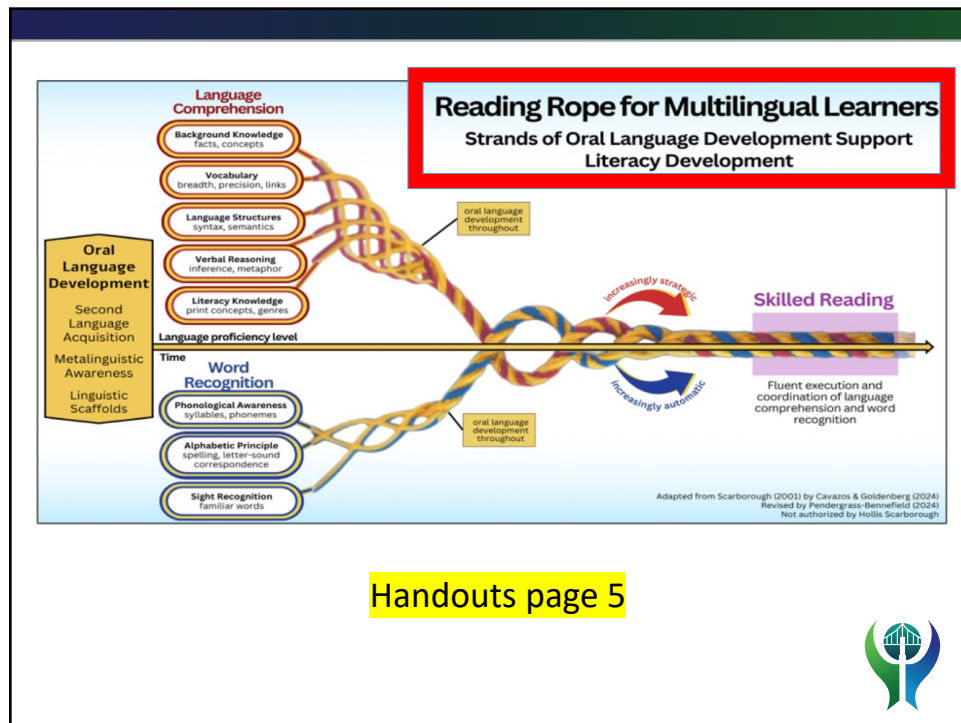
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Elements of Comprehensive Literacy

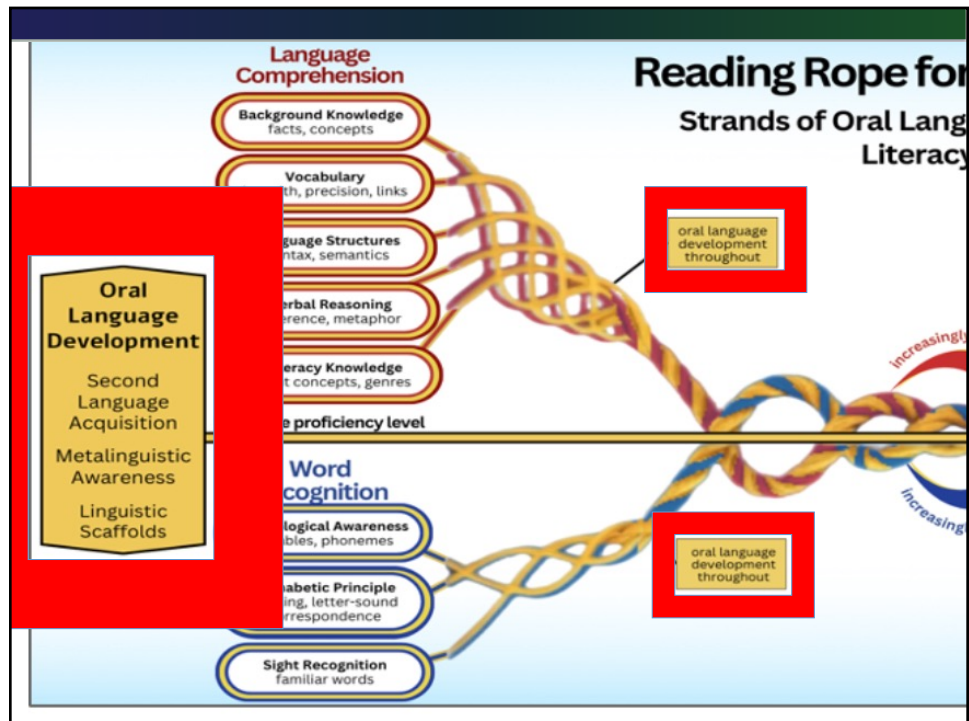
- **Oral language**
- **Foundational Skills**
 - Phoneme awareness
 - Phonics
 - Decoding
 - Encoding
- **Language Comprehension**
 - Vocabulary
 - Background Knowledge
 - Syntax
 - Semantics
- **Language**
 - Phonology
 - Morphology
 - Grammar
 - Spelling conventions
- **Reading comprehension**
- **Writing**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

Handouts page 5

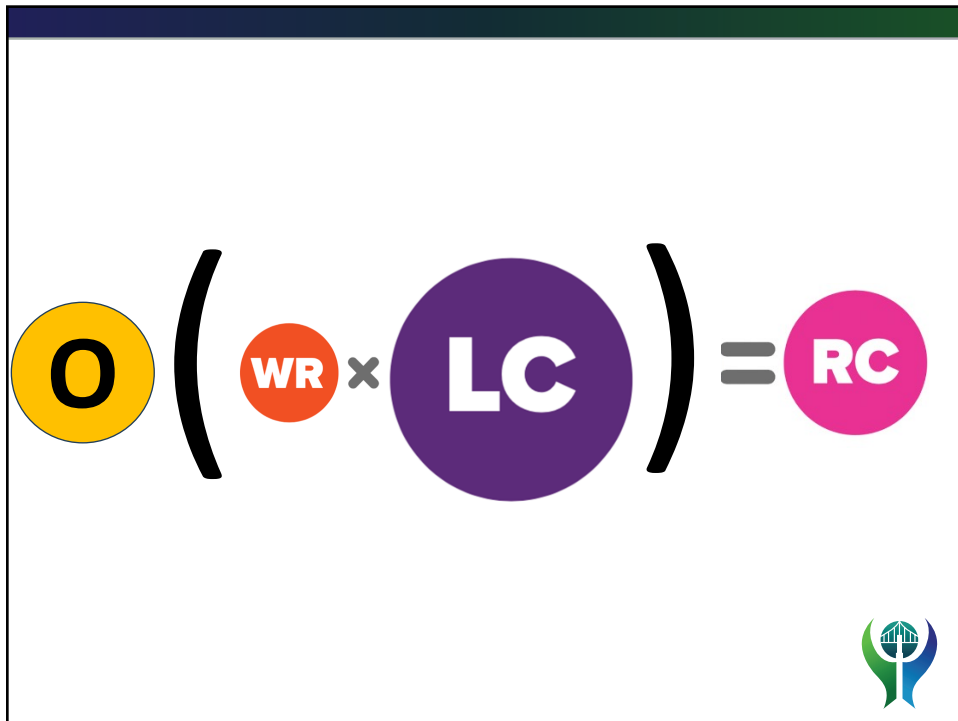
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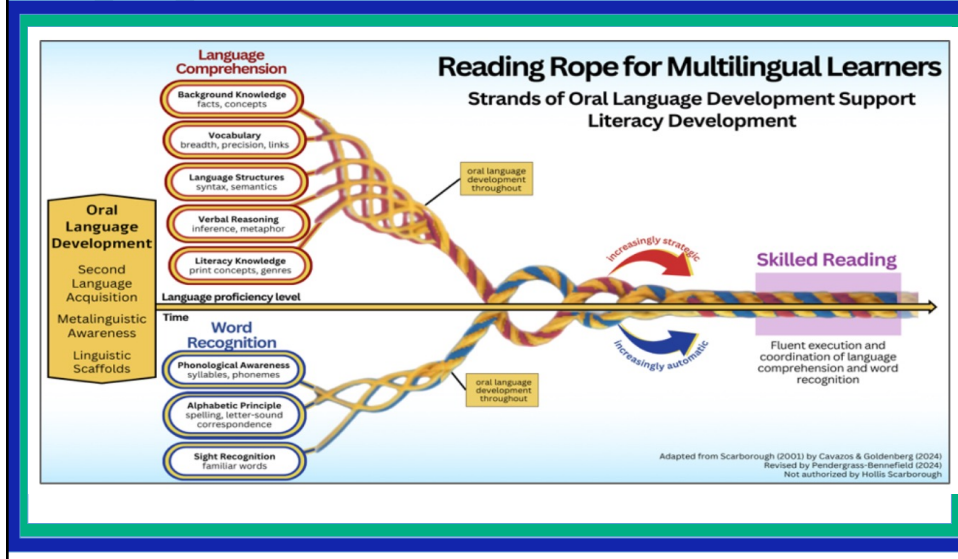


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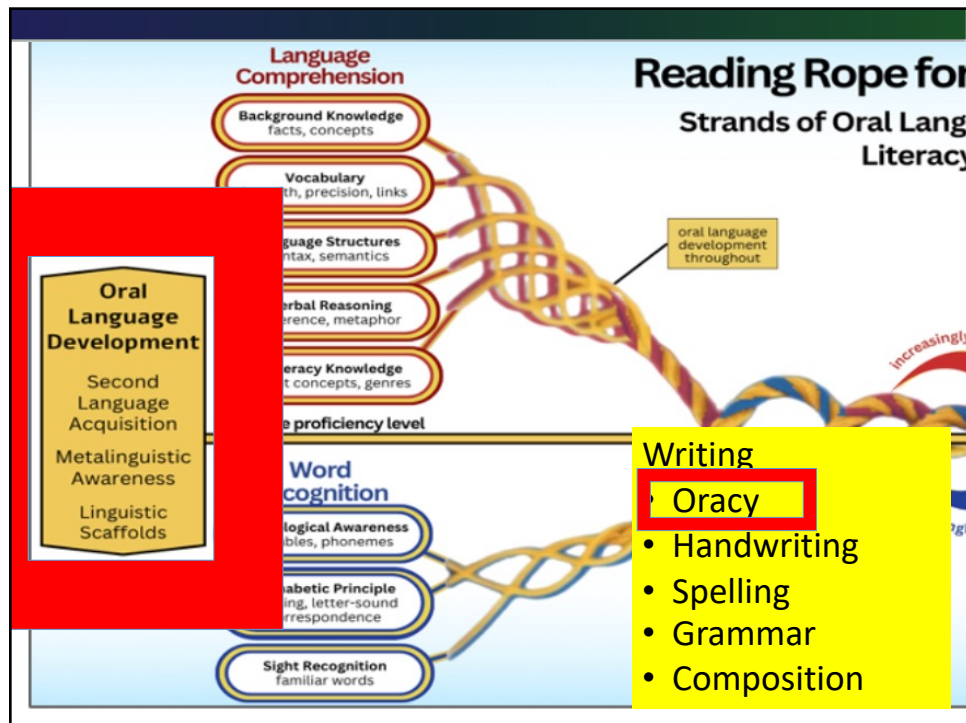


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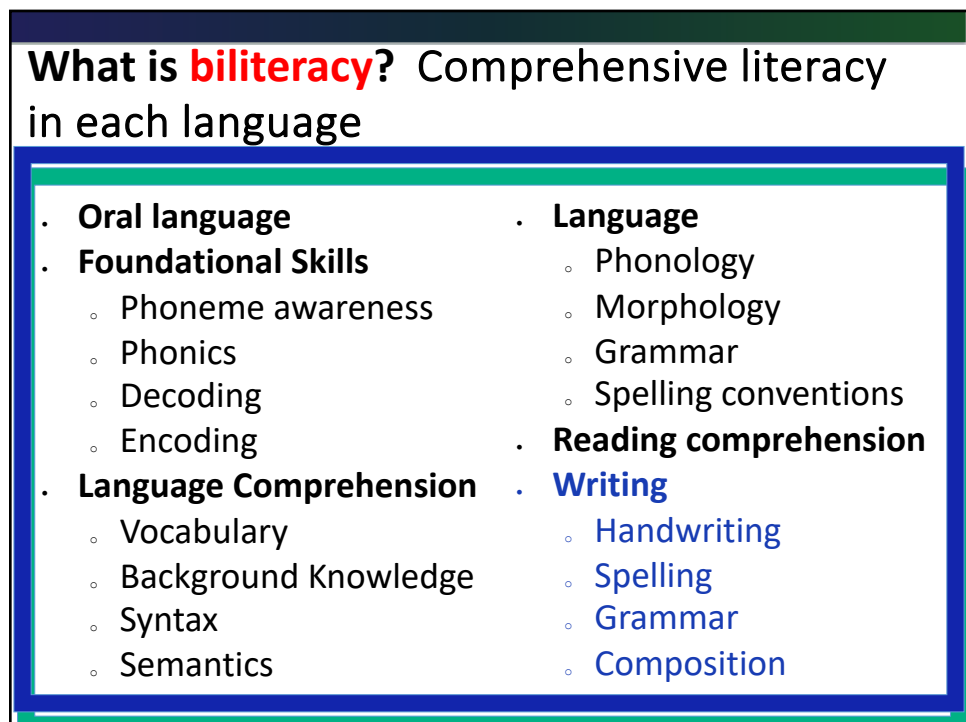
What is **biliteracy**? $LC \times WR = RC$ in each language.



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In other words, this goal means...

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



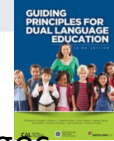
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Goal	This goal means....	To meet this goal, students need....	Observations and notes during sample instruction
Pillar 1: Bilingualism and Biliteracy			
Pillar 2: Grade Level Academic Achievement (for all students in both languages)			X
Pillar 3: Sociocultural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

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Goal of Dual Language Programs

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



In other words, this goal means....

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



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In other words, this goal means...

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



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Pillar 2: Grade Level Academic Achievement (for all students in both languages)			
Pillar 3: Sociocultural competence			X

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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**



In other words, this goal means....

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



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In other words, this goal means...

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



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Agenda:

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



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



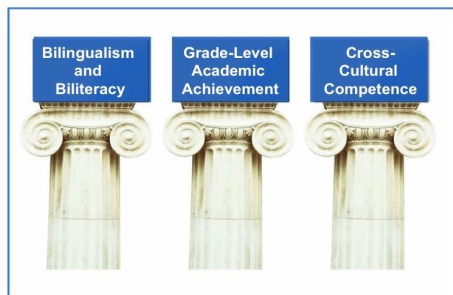
...and who can make
metalinguistic decisions

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



Three Pillars of Dual Language Education



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



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Teachers	Coach, TOSA, or Support or Specialist	School/District Leader
<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	Coach, TOSA, or	School/District
• Str • Su • Gr • Dif • Int • un • Cla • org • Inc • As	You don't have to be bilingual to support effective biliteracy instruction. But you do need a biliteracy mindset and to know what developing bilinguals need so you can support it within your role. • Assessment and data use	Correcting and using assessment data

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In t
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What can I gain from participating in sample instruction designed for Kindergarten Science & ELA if I don't teach that grade/subject/language?

A
en...



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In
an
in

What we will experience can be applied to other grades, content areas, and languages:

- Strategies
- Supports
- Grouping styles
- Differentiation for language proficiency levels
- The flow of the unit

...

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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				Pg. 6-7
	→ Emergente	→ Ampliación	→ Enlace		
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ingresan al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que progresan a través del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al egresar del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos. A medida que los estudiantes del español progresan a través del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al egresar del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico. A medida que los estudiantes del español progresan a través del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al egresar del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias.	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. California Spanish Language Development Standards
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y 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 el 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					Pg. 8-9	
Mode of Communication		ELD Proficiency Level Continuum				
		Emerging	Emerging	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	Interpretive	- 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.	
		- 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.	
		- 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

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WIDA Can-Do Descriptors						Resource Guide
Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12						
For the given level of English language proficiency, with support, English language learners can:						
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about	- Locate and classify information - Identify facts and explicit messages	- Sequence pictures, events, processes - Identify main ideas - Use context clues to	- Interpret information or data - Find details that support main ideas	- Conduct research to glean information from multiple sources - Draw conclusions from	

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

Melody Wharton - Center for Teaching for Bilingual

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SALSA “Can-Do” Descriptors (Spanish Language Learning)

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, con apoyo, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	- Señalar dibujos, palabras o frases indicados - Seguir instrucciones orales de un paso - Emparejar declaraciones orales con objetos, figuras o ilustraciones	- Clasificar dibujos u objetos siguiendo las instrucciones verbales - Seguir instrucciones verbales de dos pasos - Emparejar declaraciones verbales con objetos, figuras o ilustraciones	- Localizar, seleccionar y ordenar información que proviene de descripciones orales - Seguir instrucciones verbales de paso múltiples - Clasificar o secuenciar información oral usando dibujos u objetos	- Comparar y contrastar funciones y relaciones de acuerdo a información oral - Analizar y aplicar información oral - Identificar causa y efecto en discurso oral	- Sacar una conclusión de información oral - Construir modelos basados en discurso oral - Hacer conexiones en información oral
HABLAR	- Nombrar objetos, personas y dibujos - Contestar preguntas (quién, qué, cuándo, dónde, cuál)	- Preguntar - Describir dibujos, eventos, objetos y personas - Reformular y decir hechos	- Formular hipótesis y hacer predicciones - Describir procesos - Recontar cuentos o eventos	- Discutir cuentos, cuestiones, y conceptos - Hacer presentaciones orales - Ofrecer soluciones creativas a cuestiones o problemas	- Participar en debates - Explicar fenómenos, dar ejemplos y justificar respuestas - Expresar y defender puntos de vista
LEER	- Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente - Identificar conceptos de la organización de letras y elementos de textos	- Localizar y clasificar información - Identificar hechos y mensajes directos - Seleccionar patrones de lenguaje asociados con hechos	- Secuenciar dibujos, eventos y procesos - Identificar ideas principales - Usar pistas del contexto para determinar el significado de palabras	- Interpretar información o datos - Encontrar detalles que apoyan las ideas principales - Identificar figuras retóricas y relaciones entre palabras	- Realizar investigaciones para reunir información de fuentes múltiples - Sacar una conclusión de texto explícito e implícito
ESCRIBIR	- Etiquetar objetos, dibujos, diagramas - Dibujar respuestas a instrucciones - Producir íconos, símbolos, palabras y frases para comunicar un mensaje	- Hacer listas - Producir dibujos, frases, oraciones cortas y apuntes - Dar información pedida por instrucciones orales o escritas	- Producir textos básicos de estilo narrativo o informativo - Comparar y contrastar información - Describir eventos, personas, procesos	- Resumir información de representaciones gráficas o apuntes - Corregir y revisar escritura - Crear ideas originales o respuestas detalladas	- Aplicar información a contextos nuevos - Reaccionar a múltiples géneros y discursos - Redactar varias formas/géneros de composiciones

Translated by (Traducido por) Elizabeth J. Hartung, Monroe Grove, WI, revised by (revisado por) Andrea Camilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research
El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar esta información.

Melody Wharton - Center for Teaching for Biliteracy

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Can Do Descriptors: Grade Level Cluster PreK-K

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

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

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



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

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

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WIDA [®] CONSORTIUM		Descripción de Habilidades: Grados Escolares PreK-K					8
		Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:					
		Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
		ESCUCHAR					
	ESCUCHAR	- Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios - Señalar dibujos mencionados de un contexto - Responder a instrucciones verbales con movimientos físicos - Encontrar personas familiares en lugares descritos verbalmente	- Clasificar dibujos u objetos siguiendo instrucciones verbales - Emparejar dibujos, objetos, o movimientos con instrucciones verbales - Seguir instrucciones verbales de un paso (ejemplo: pírate, siéntate) - Identificar patrones/ pautas simples descritos/as verbalmente - Responder con gestos a canciones o cuentos modelados por el maestro	- Seguir instrucciones verbales de dos pasos un paso al tiempo - Hacer dibujos como respuesta a instrucciones verbales - Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no) - Actuar canciones y cuentos con gestos	- Encontrar dibujos siguiendo descripciones verbales - Seguir instrucciones verbales y compararlos a visuales o modelos no verbales (ejemplo: "Dibuja un círculo debajo de la línea") - Distinguir entre lo que pasa antes o después en actividades verbales o cuentos - Actuar en respuesta a cuentos leídos en voz alta	- Ordenar dibujos de eventos de acuerdo a lenguaje secuencial - Organizar objetos o dibujos de acuerdo a discurso descriptivo - Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar - Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas	
		Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
		HABLAR					
	HABLAR	- Identificar personas u objetos en cuentos cortos ilustrados - Repetir palabras, frases simples - Contestar preguntas de "sí o no" acerca de información personal - Nombrar objetos en el salón y objetos diarios	- Recontar algunos hechos de cuentos cortos ilustrados - Describir dibujos, objetos en el salón o personas familiares usando frases simples - Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) - Completar frases en rimas o canciones	- Recontar cuentos cortos narrados a través de dibujos - Repetir oraciones de rimas o cuentos con patrones - Hacer predicciones (ejemplo: "¿Qué pasará después?") - Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	- Recontar cuentos narrativos a través de dibujos detallados - Cantar líricas repetitivas independientemente - Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) - Indicar relación espacial de objetos reales usando frases u oraciones cortas	- Contar cuentos originales con detalles emergentes - Explicar situaciones (ejemplo: incluir sentimientos) - Ofrecer opiniones personales - Expresar con razones los gustos, disgustos, o preferencias	

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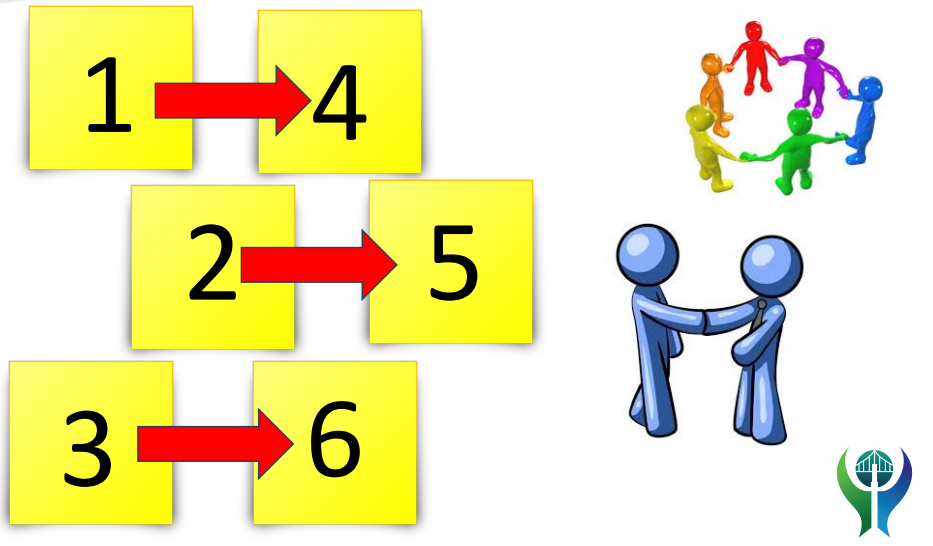
WIDA® Descripción de Habilidades: Grados Escolares 1-2					
Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:					
ESCUCHAR	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar
HABLAR	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: oruga, mariposa)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as

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WIDA Level Descriptors	
Levels of English	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

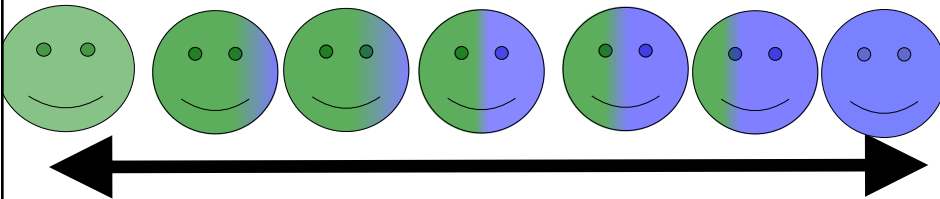
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Strategic Pairing In the Classroom



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In this session we will experience
English dual language and biliteracy
instruction at the kindergarten level...



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

But not much longer!



60

	What it means....	To meet this goal, students need....	Observations and notes during sample instruction
Observers			
Bilingualism and Biliteracy			
Pillar 3: Sociocultural			

Pg. 3

Use the document to :

- Note evidence of each of the three pillars during sample instruction
- Listen to “students” as they develop oracy and background knowledge

You will share your observations when we debrief.



61

What my English literacy instruction USED to look like...




on my summer vacation...

I saw _____

I heard _____

I tasted _____

I touched _____

I smelled _____



wh

Name: _____

wheel



___y	___ip	___ey
___ite	___ale	___eat
___eel	___isk	___irl

The bike has two wheels. 

Larson Page © 2019



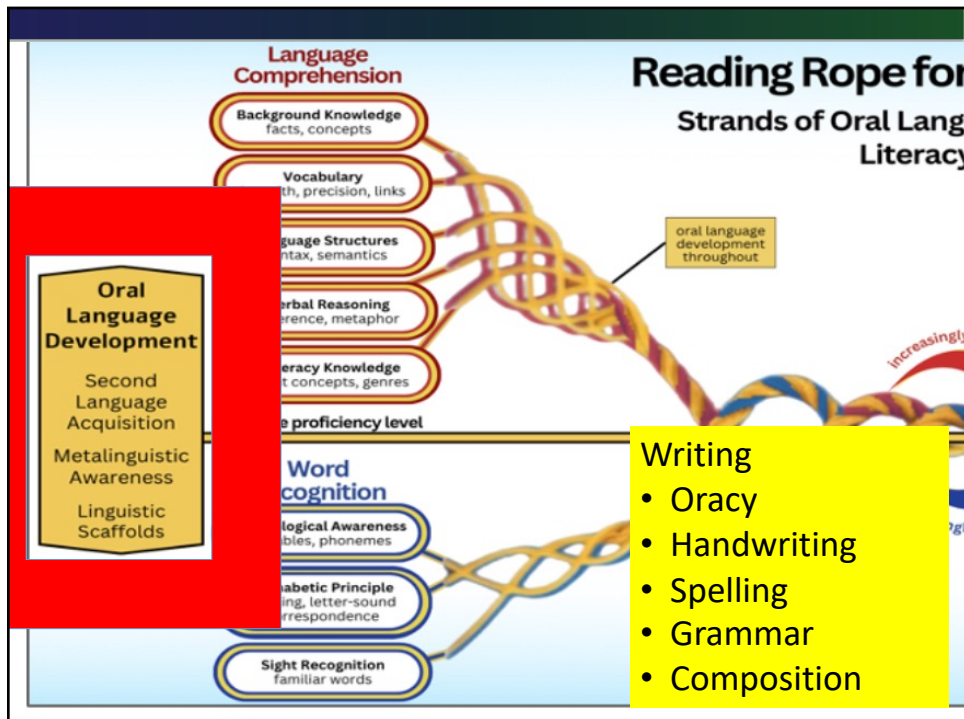
62

What my schedule USED to look like...

Name:

Time	Subject
9:00-9:20 a.m.	Class Meeting
9:20-9:50 a.m.	Read Aloud and Reading Skills
9:50-10:30 a.m.	Small Group Reading/Centers
10:30-11:00 a.m.	Interventions
11:00- 11:30 a.m.	Specials
11:30 a.m.-12:00 p.m.	Phonics & Foundational Skills
12:00 – 12:30 p.m.	Lunch
12:30 – 1:00 p.m.	Writing
1:00-2:00 p.m.	Math
2:00 – 3:00 p.m.	Science or Social Studies

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The goals of Dual Language

Three Pillars of Dual Language Education

Bilingualism and Literacy



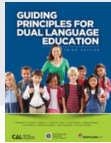
Grade-Level Academic Achievement



Cross-Cultural Competence



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Handouts
page2



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Biliteracy Unit Framework, 2nd ed.

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

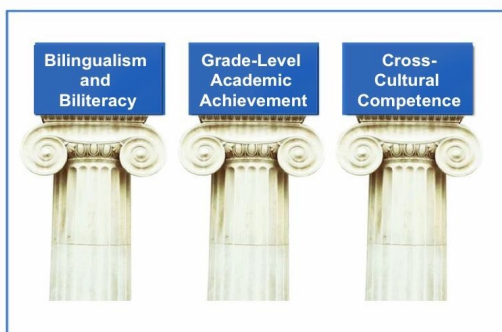
Reading Comprehension	Content Area Instruction	
- Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading	Oracy, background knowledge, and language comprehension	
Writing - Content - Form	Formative Assessment	
Foundational - Content - Process - Context - Vocabulary		
Summative		
Bridge - III - State by state or - Assess dice		
Writing in the other language)		Instruction does not assume students have background knowledge or academic language. Instruction intentionally builds it.
Syntax and grammar Pragmatics		

Formative Assessment

66

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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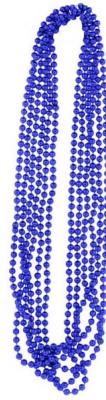
Language Use Norms

- Respect regionalisms.
- Use circumlocution.
- Avoid code-switching.
- Use this sentence starter: *How do you say... in English?*
- 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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Sample Instruction



69

Take a car – MAKE IT GO!

5 min to explore



Partner 1: I will make the car _____ by _____.

Partner 2: I will watch the car _____.

(Partner 1 moves the car.)

Partner 1: Your turn now!

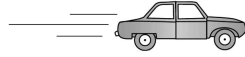
Partner 2: Thank you!

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How did you make your car go?



The car _____.

or

The car _____ when I _____.

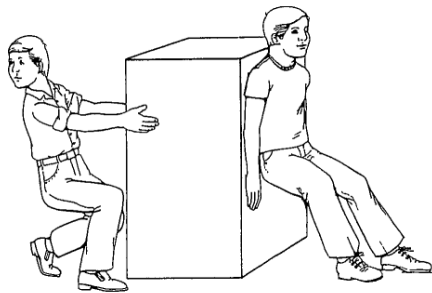
or

I made the car _____ by _____.



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Hands together, push to one side; wiggle fingers



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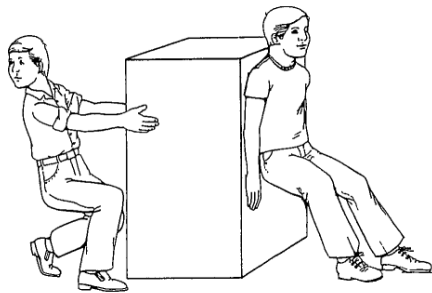
72

Over the next several days...



73

A force makes something move.



Hands together, push to one side; wiggle fingers

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Picture sort

Push



Pull



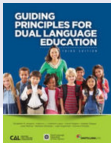
I can ____ this.

You can ____ this.



75

What are the goals of Dual Language?



Three Pillars of Dual Language Education



How did you feel as a student?

As an observer, what did you notice about instruction?

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



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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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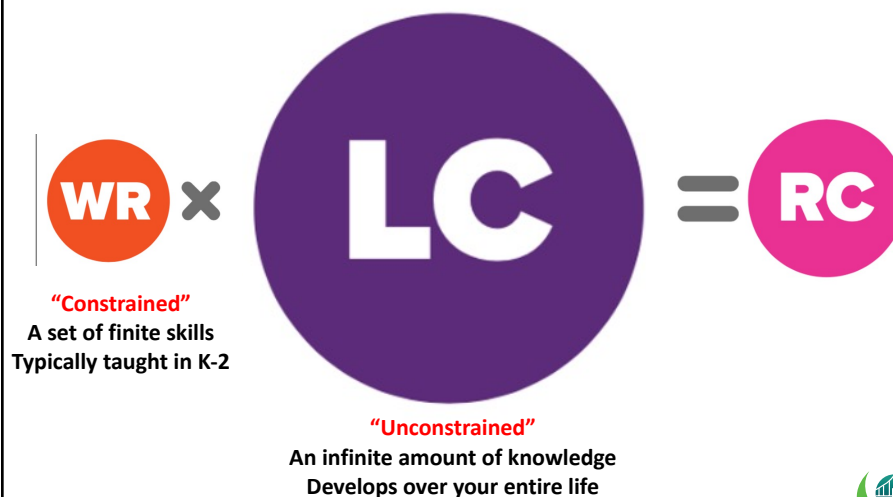
Defining Biliteracy Instruction

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			



79

Simple View of Reading



80

What

WR

"Constrained"
A set of finite
Typically to

LC

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

Developing Bilinguals need instruction that develops their Language Comprehension first.



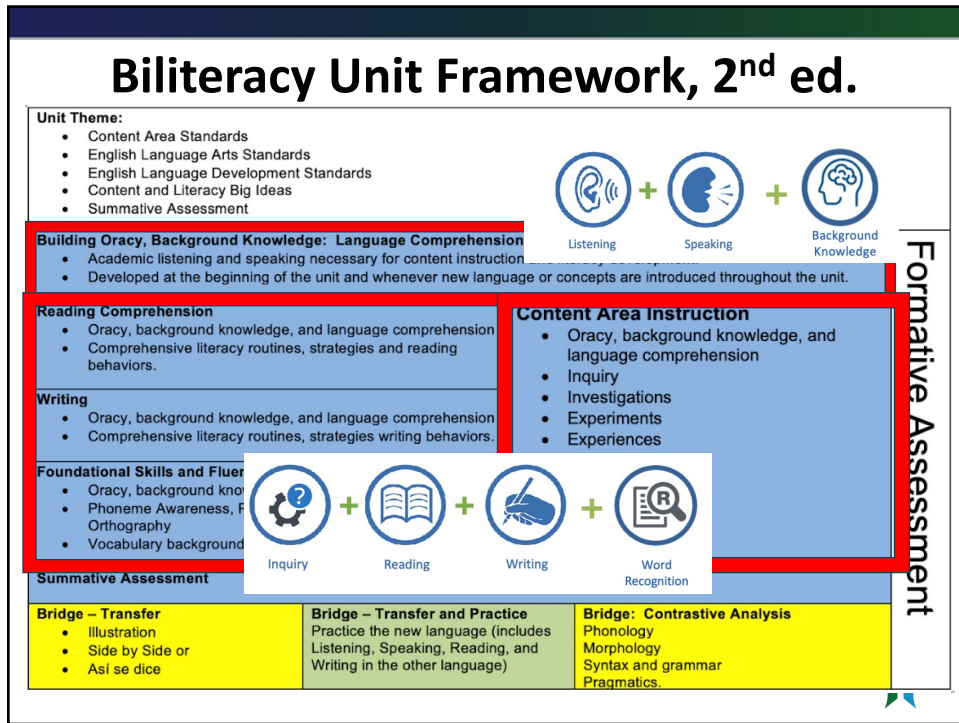
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Biliteracy Unit Framework, 2nd ed.

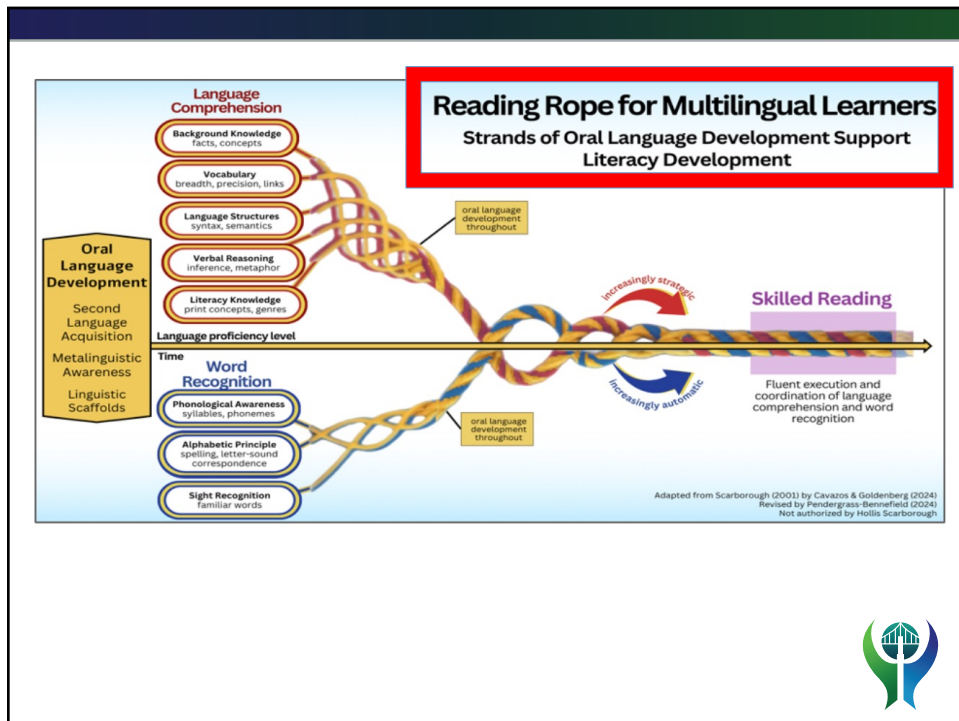
Unit Theme: - Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.		
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading	Content Area Instruction Oracy, background knowledge, and language comprehension	Formative Assessment
Writing - Content - Process		
Foundational - Content - Process - Context - Vocabulary		
Summative		
Bridge - III - State by state or - Asi se dice	Writing in the other language) Syntax and grammar Pragmatics	

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

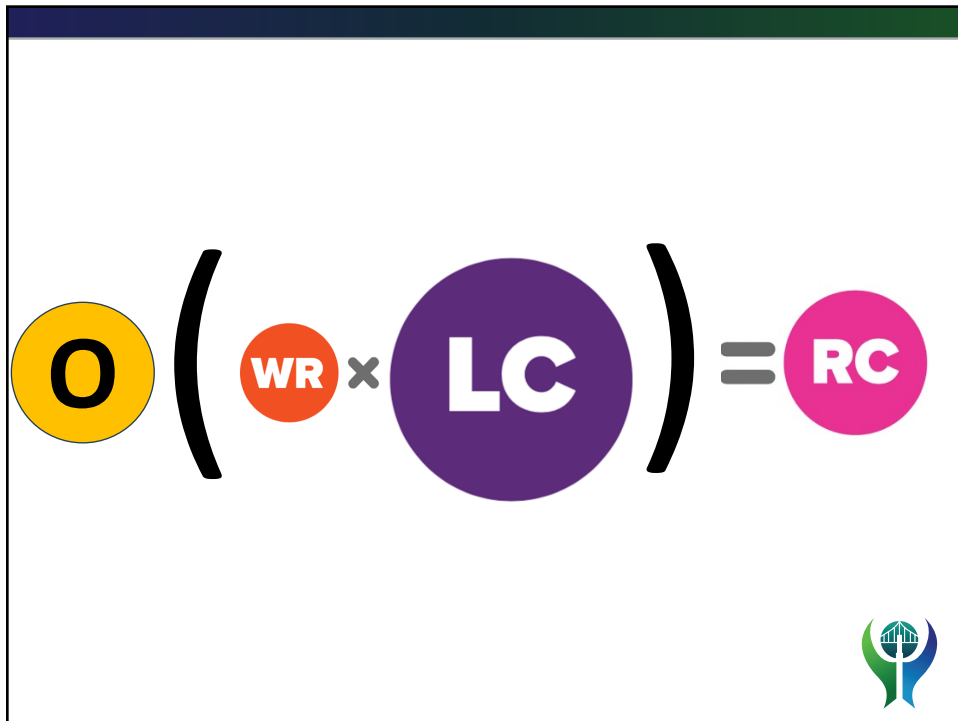
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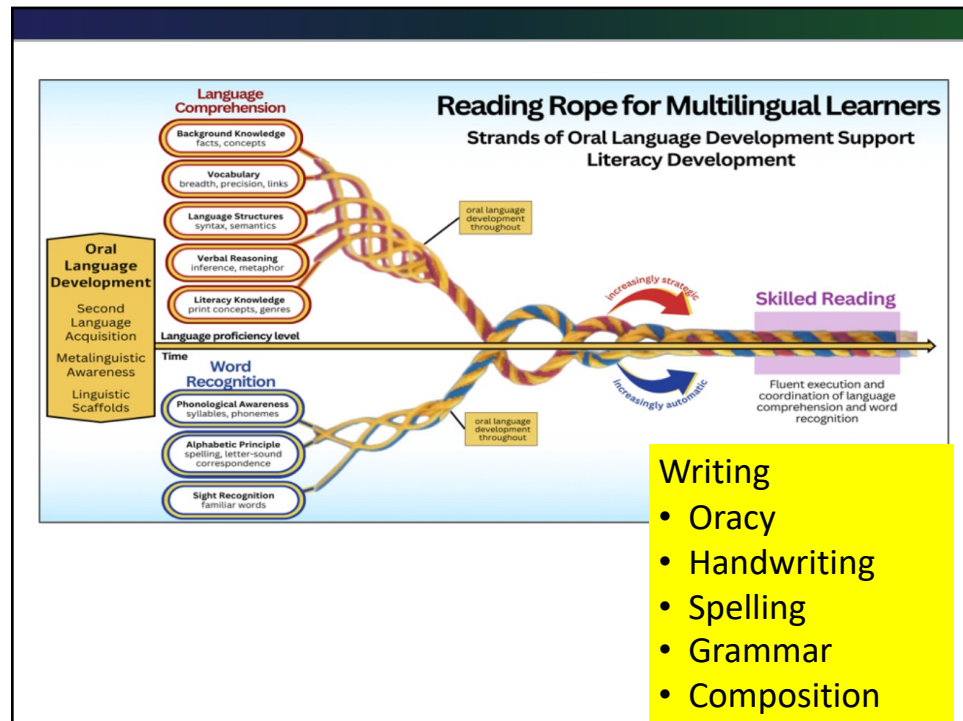
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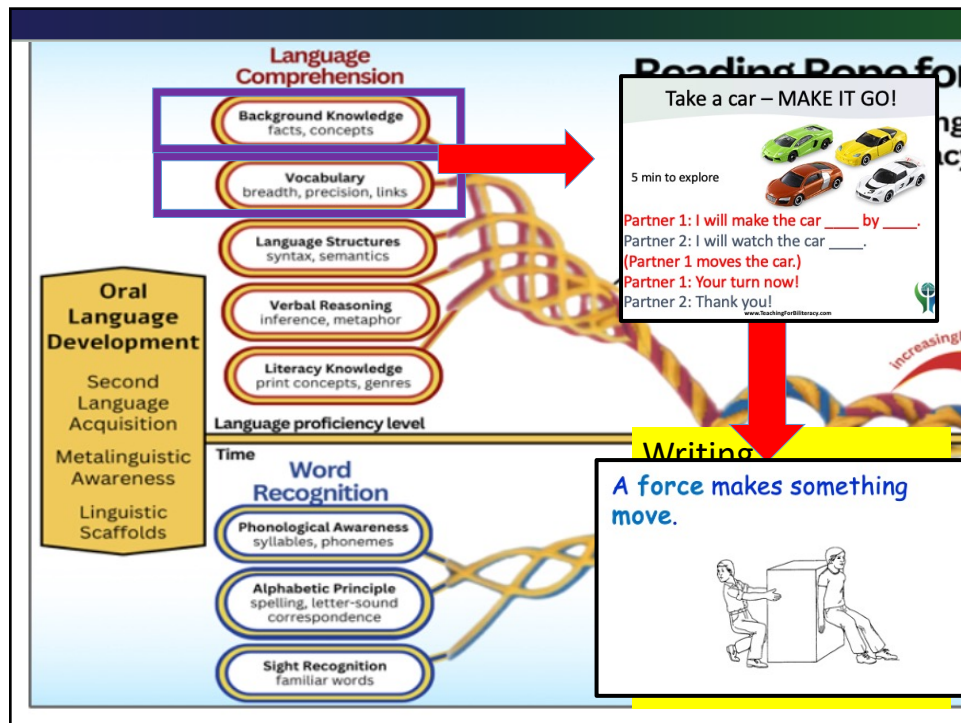
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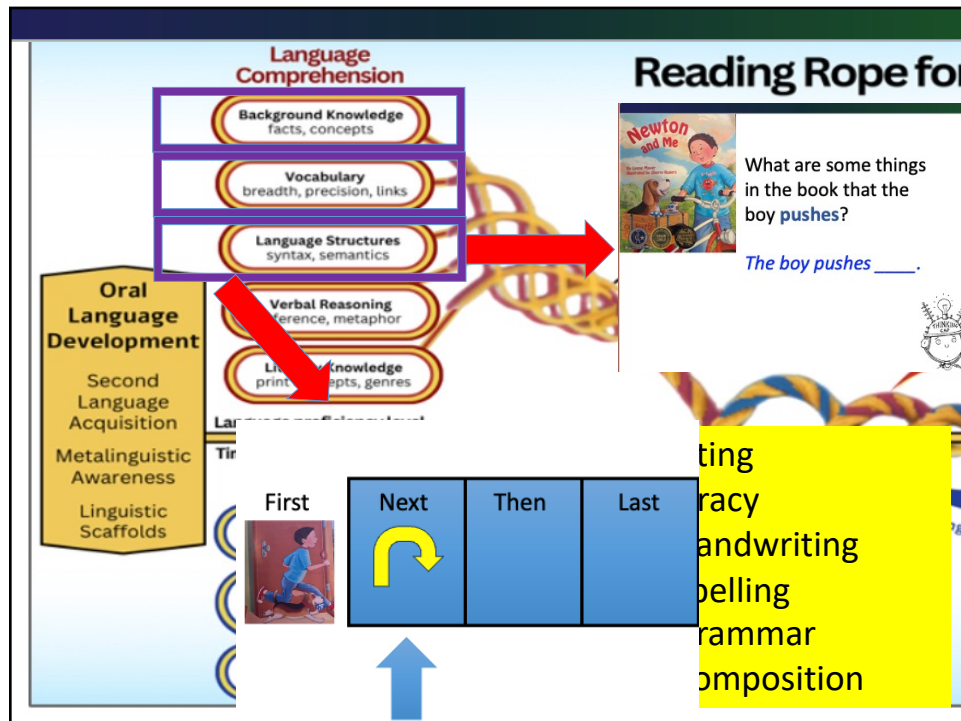
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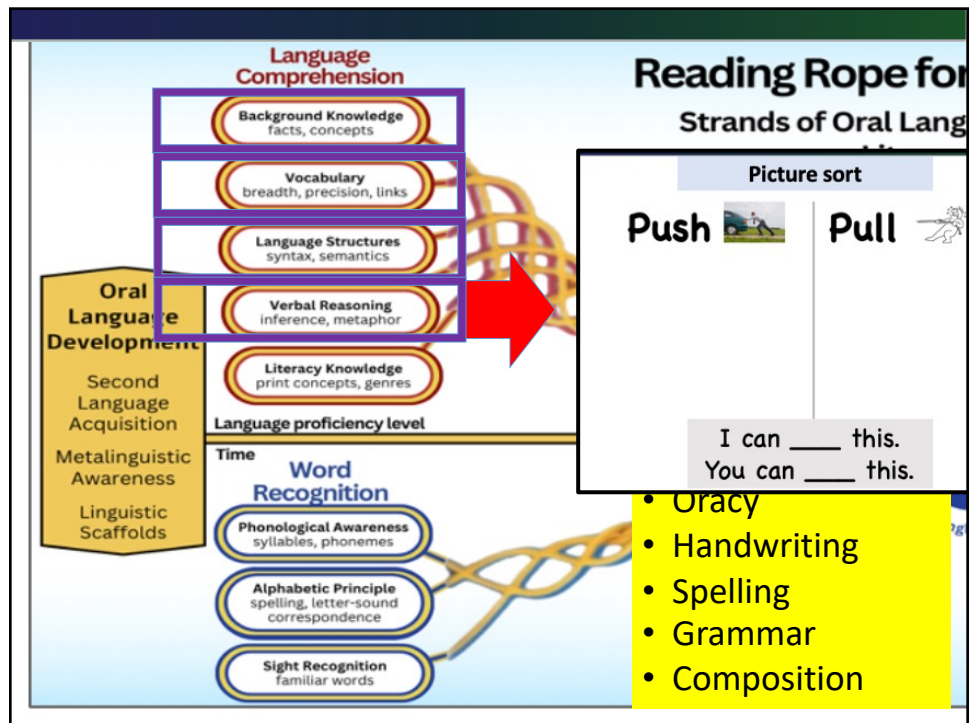
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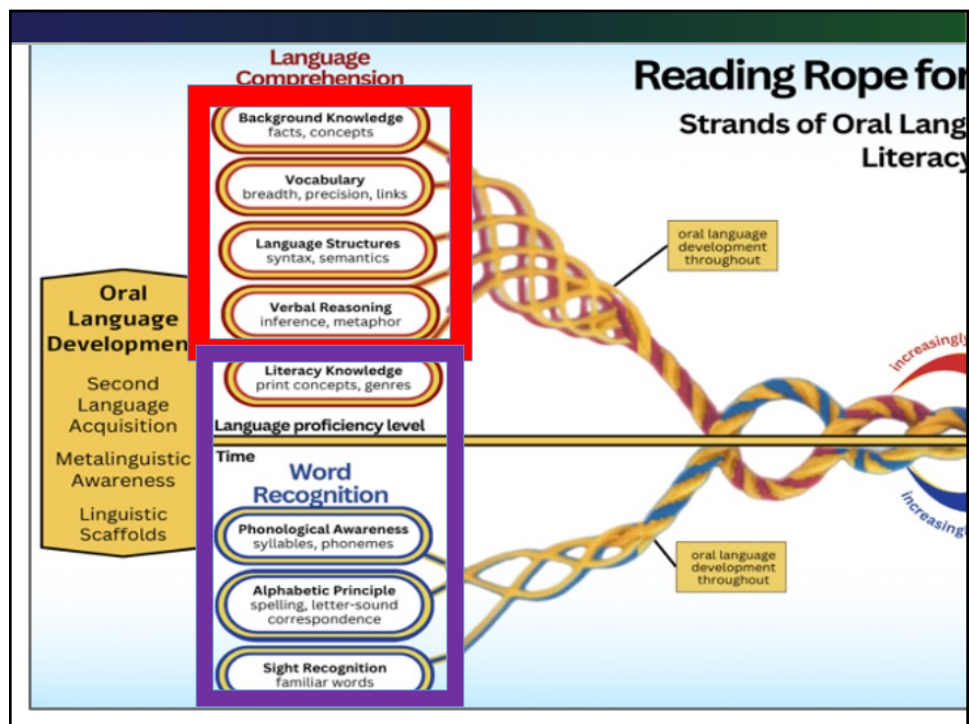
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90

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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Defining Biliteracy Instruction

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			



92

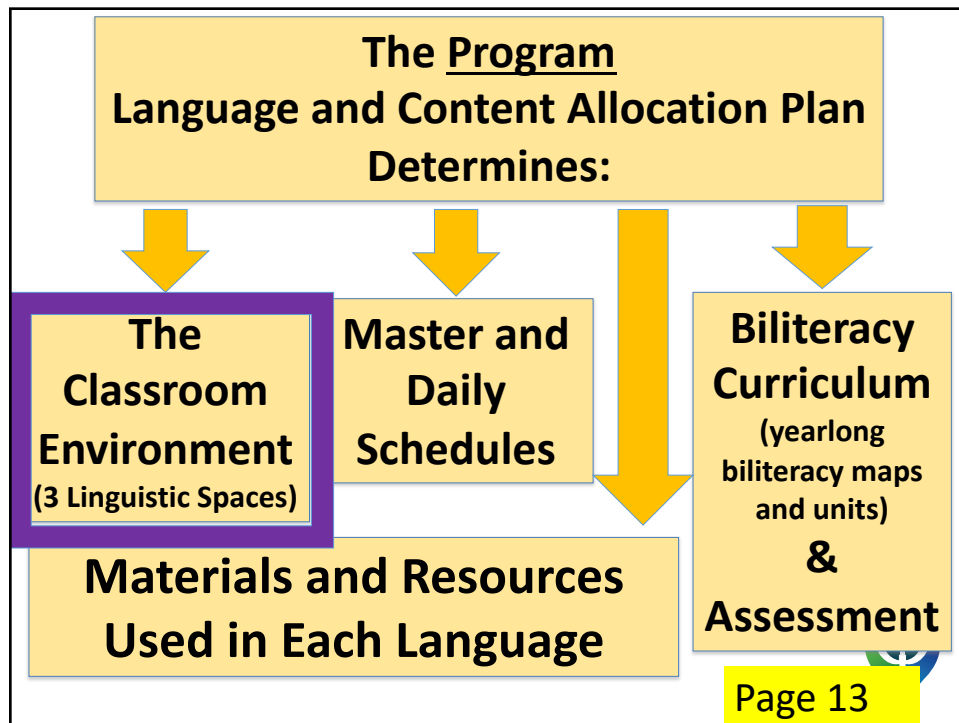
A Systems Approach to Sustaining Effective Biliteracy Instruction: District, School, and Classroom Structures that Work Together



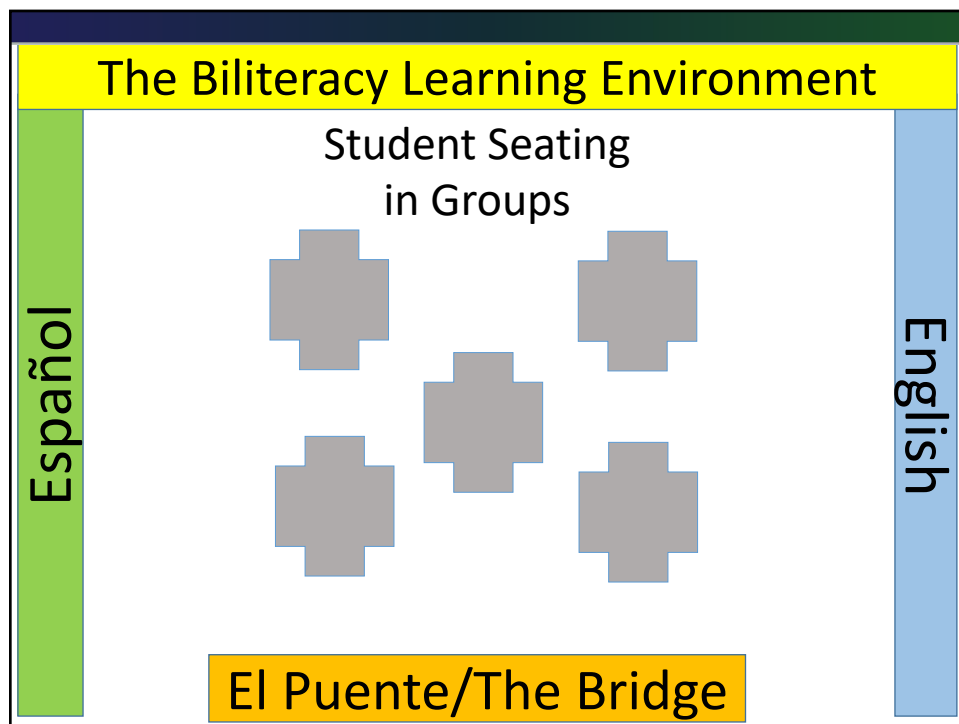
93

Sample Program Language and Content Allocation Plan			
	Spanish	The Bridge	English
K (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
1 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
2 (50/50)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8	Science Language Arts	Spanish to English: Social Studies, Language Arts	Math Social Studies Language Arts Electives

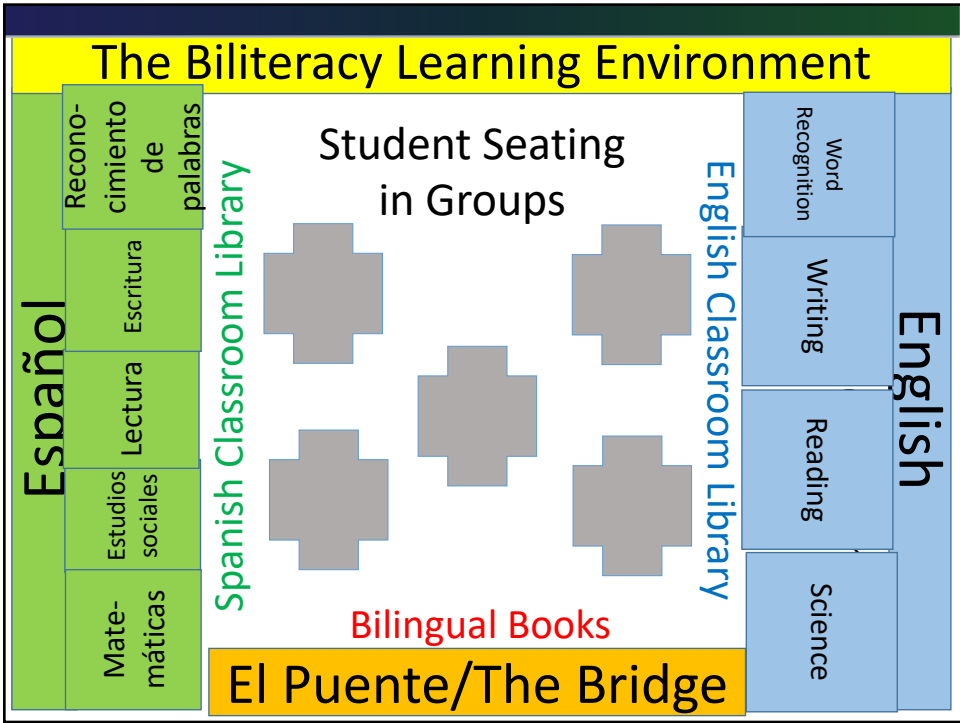
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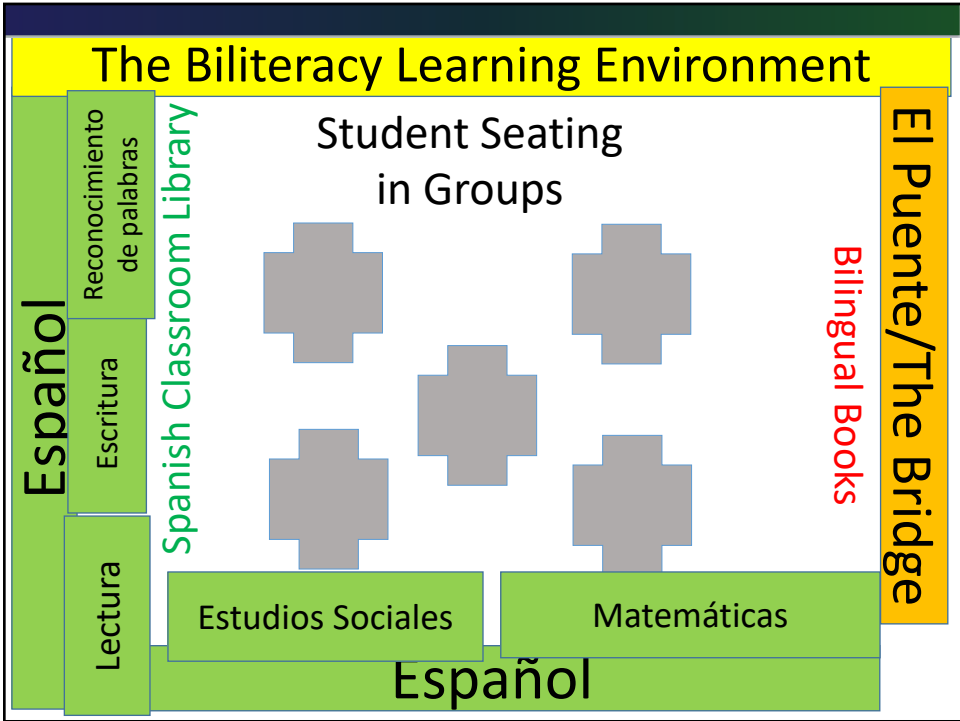
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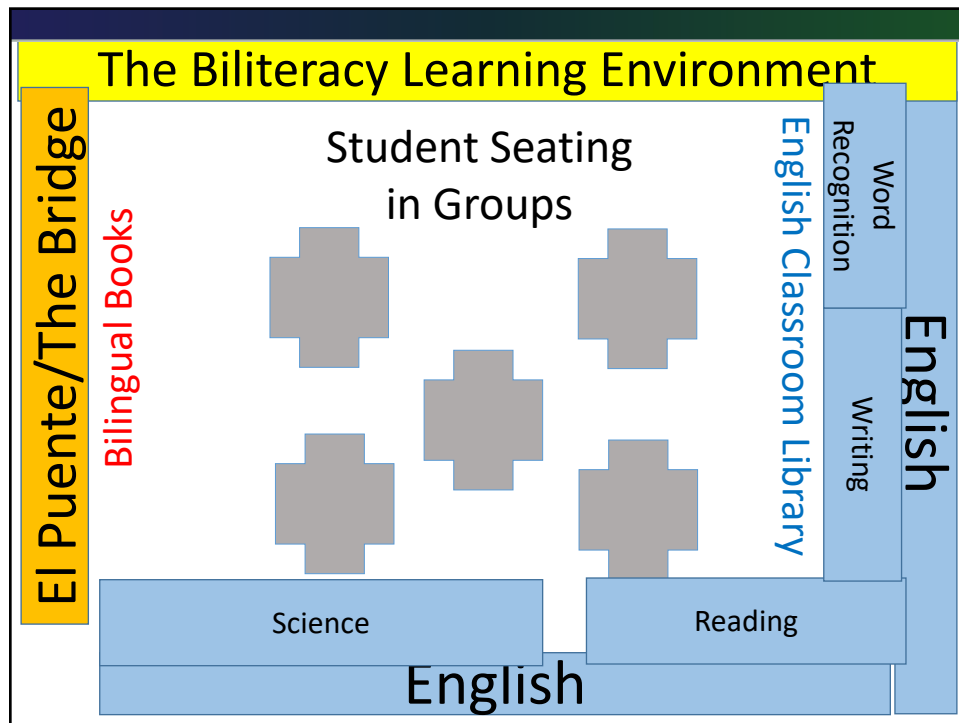
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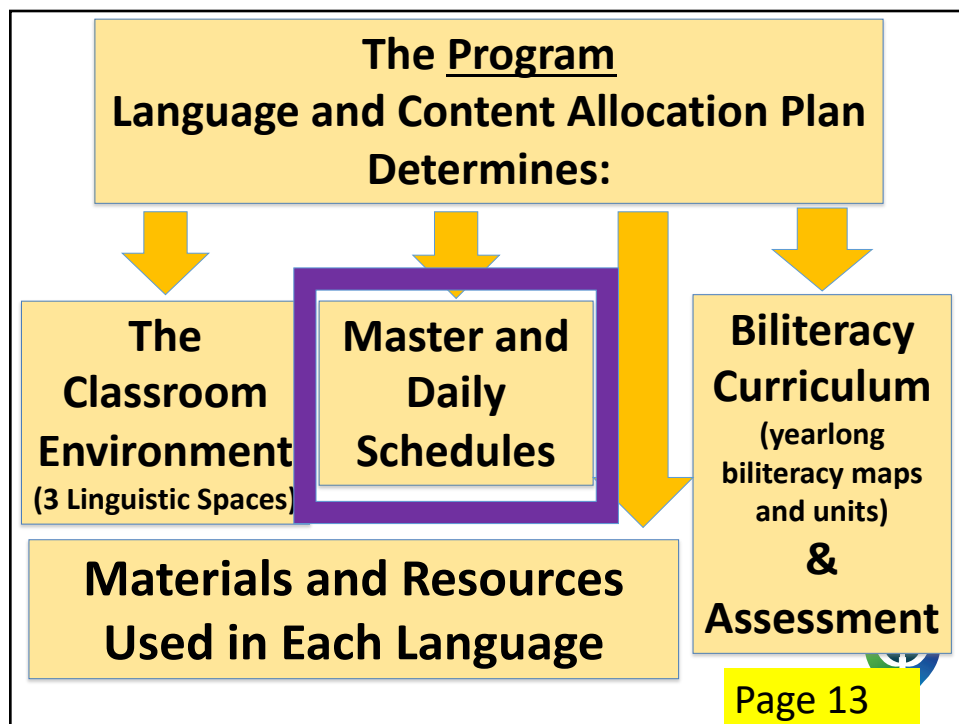
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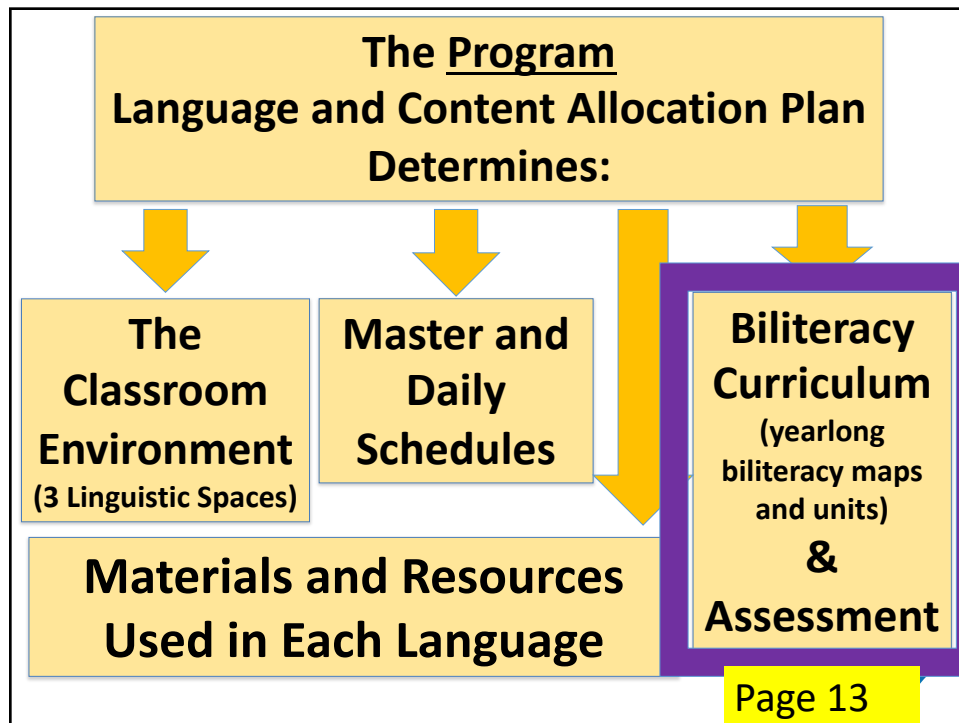
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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	SPANISH
8:20– 9:45	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - Social Studies experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH
9:45-10:45	engage in: - Oracy development - Reading and Writing	SPANISH
10:45 to 11:15	Interventions	Language identified by the teacher(s) and based on student need
11:15 – 12:00	Lunch/Recess	Student choice
12:00-2:40	Science and Language Arts – Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH
2:40-3:10		Spanish and half in English



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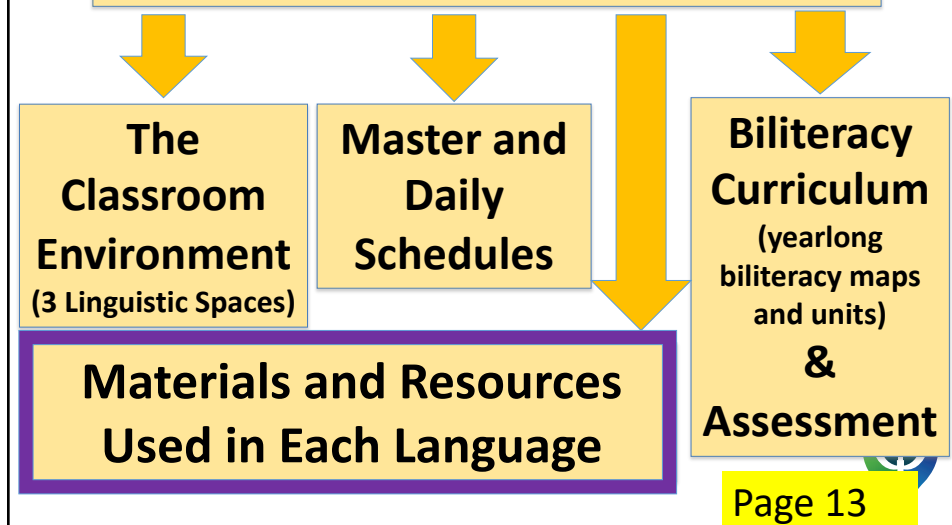
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6-8	Science Language Arts	Spanish to English: Social Studies, Language Arts	Math Social Studies Language Arts Electives

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Sample Yearlong Biliteracy Map – Kinder 50/50

[illegible]

The Program Language and Content Allocation Plan Determines:



Sample Yearlong Biliteracy Map - Kinder 50/50			
Kindergarten: Lar	Time	Subject	Language
Unit 1 - SS & SLA: Self and Others: Fairness in the Classroom -Classroom Community Building Essential Question: How do my views and those of others contribute to fairness in my classroom? Reading Standards - W.K.1 Opinion (Personal Essay) W.K.7, W.K.8 Writing Standards - W.K.1 Opinion (Personal Essay) W.K.7, W.K.8	8:00 – 8:20	SEL and Classroom Community Building	Student choice
Unit 2 - SLA and SS: Myself and My Environment - Geography Essential Question: How do my different environments (home, classroom, school, greater community) affect me? Reading Standards - W.K.2 Informative (Informational Book) W.K.5, W.K.7 Writing Standards - W.K.2 Informative (Informational Book) W.K.5, W.K.7	8:20 – 9:45	Social Studies and Language Arts – Over the course of each unit, the students will engage in... - Oracy & Background Knowledge development (Language Comprehension) - SS Experiences/Inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills (Word Recognition) - Independent Practice	SPANISH
Unit 3 - Science and Language Arts: Plant Survival Within Their Environment. Essential Question: What do plants need to live and survive within their environment? Reading Standards - W.K.2, R.K.5, R.K.6, R.K.7 Writing Standards - W.K.3 Narrative (Fantasy Story) W.K.5, W.K.8 Reading Standards - W.K.3 Narrative (Fantasy Story) W.K.5, W.K.8	9:45-10:45	- Oracy Development - Reading and Writing	SPANISH
	10:45 to 11:15	Intervention Block	Bilingual
	11:15 – 12:00	Lunch/Recess	Student choice
	12:00-2:25	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)	ENGLISH
	2:25-3:10	Specials	If possible, half are offered in Spanish and half in English

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Sample Yearlong Biliteracy Map – Kinder 50/50			
Kindergarten	Time	Subject	Language
Unit 1 - SS & SLA: Self and Others: Fairness in the Classroom -Classroom Community Building Essential Question: How do my views and those of others contribute to fairness in my classroom? Reading Standards - W.K.1 Opinion (Personal Essay) W.K.7, W.K.8 Writing Standards - W.K.1 Opinion (Personal Essay) W.K.7, W.K.8	8:00 – 8:20	SEL and Classroom Community Building	Student choice
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	10:45 to 11:15	Intervention Block	Bilingual
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	2:25-3:10	Specials	If possible, half are offered in Spanish and half in English

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

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Defining Biliteracy Instruction

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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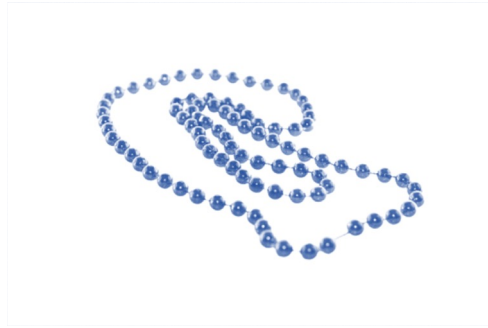
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10:45 to 11:15	Intervention Block	Bilingual
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2:25-3:10	Specials	If possible, half are offered in Spanish and half in English



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Marking the Language of Instruction



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Sample Yearlong Biliteracy Map – Kinder 50/50			
Kindergarten	Time	Subject	Language
Unit 1 - SS & SLA Myself and Others: Friends in the Classroom, Circle Essential Question: How do my views and those of others contribute to fairness in my classroom? Key Social Science Standards: SS.1.4.4. Identify roles and responsibilities of people in society. SS.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Key Language Standards: L.1.4.4. Compare and contrast the roles and responsibilities of people in society. L.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Writing Standards - W.K.1 Opinion W.K.1.1. Write an opinion piece. Reading Standards - Informational/Text RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7	Unit 2 - SLA and SS Myself and My Environment: Our Essential Question: How do my views and those of others contribute to fairness in my classroom? Key Social Science Standards: SS.1.4.4. Identify roles and responsibilities of people in society. SS.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Key Language Standards: L.1.4.4. Compare and contrast the roles and responsibilities of people in society. L.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Writing Standards - W.K.2 Informational (Book) W.K.2.1, W.K.2.2 Reading Standards - Informational/Text RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7	Unit 3 - SLA and SS Myself and My Environment: Our Essential Question: How do my views and those of others contribute to fairness in my classroom? Key Social Science Standards: SS.1.4.4. Identify roles and responsibilities of people in society. SS.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Key Language Standards: L.1.4.4. Compare and contrast the roles and responsibilities of people in society. L.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Writing Standards - W.K.3 Narrative (Fantasy Story) W.K.3.1, W.K.3.2 Reading Standards - Informational/Text RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7	Unit 4 - SLA and SS Myself and My Environment: Our Essential Question: How do my views and those of others contribute to fairness in my classroom? Key Social Science Standards: SS.1.4.4. Identify roles and responsibilities of people in society. SS.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Key Language Standards: L.1.4.4. Compare and contrast the roles and responsibilities of people in society. L.1.4.5. Explain the need for and purposes of laws in various settings, places, and times. Writing Standards - W.K.4 Informational (Book) W.K.4.1, W.K.4.2 Reading Standards - Informational/Text RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7
	8:00 – 8:20	Math - over the course of a math unit, the students will engage in:	SPANISH
	8:20 – 9:45	Math - over the course of a math unit, the students will engage in:	SPANISH
	9:45-10:45	Math - over the course of a math unit, the students will engage in:	SPANISH
	10:45 to 11:15	Intervention Block	Bilingual
	11:15 – 12:00	Lunch/Recess	Student choice
	12:00 – 2:25	Math - over the course of a math unit, the students will engage in:	SPANISH
	2:25-3:10	Math - over the course of a math unit, the students will engage in:	SPANISH

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**Materials and resources are
mirrors and windows for our
students**



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



**...and who can make
metalinguistic decisions**

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

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



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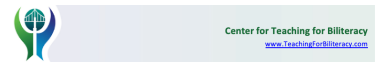
Agenda:

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



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Materials for today's session



Center for Teaching for Biliteracy
www.teachingforbiliteracy.com

3-Day Overview

Palmdale School District, CA

August 5, 2025	August 6, 2025	August 7, 2025
Characteristics of Effective Biliteracy Instruction	The Organization and Instructional Shifts of the Standards	Planning for Effective Biliteracy Instruction
Whole group – Welcome	Breakouts by grade band (K-2, 3-5 & 6-8)	Whole group – seated by grade level
Grade Band	Presenter	Contact Information
K-2	Dana Baum	teachingforbiliteracyDB@gmail.com
3-5	Crystal Ramos	teachingforbiliteracyCR@gmail.com
6-8	Melody Wharton	teachingforbiliteracyMW@gmail.com

Characteristics of Effective Biliteracy Instruction

August 5, 2025 – Session Outcomes:

- Analyze the characteristics of effective biliteracy instruction outlined in PSD pedagogy through sample instruction and collaborative reflection.
- Explain how early advances inquiry and literacy development by intentionally building academic
-
-
-

Resource
Packet

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes							
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept presented through pictures. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students.	<table border="1"> <thead> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes </td><td> - Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group </td></tr> </tbody> </table>	Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes	- Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group	Notes: Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards
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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 preview concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement.	<table border="1"> <thead> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes </td><td> - Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group </td></tr> </tbody> </table>	Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes	- Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group	Notes: Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards
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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 "fishbowl," while the rest of the students observe their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their participation in the fishbowl, they return to their places and begin the same activity.	<table border="1"> <thead> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> </thead> <tbody> <tr> <td> - Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs </td><td> - Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes </td><td> - Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group </td></tr> </tbody> </table>	Sensory Supports	Graphic Supports	Interactive Supports	- Real-life objects (model) - Illustrations - Stories & photographs - Illustrations, diagrams & drawings - Illustrations & photographs - Visual & audio - Real-world - Models & signs	- Charts - Graphic organizers - Tables - Flowcharts - Illustrations - Handwritten notes	- Games or games - Role-play or small groups - Real-world group - Grouping/learning group - Illustrations - Handwritten notes - Real-world group - Real-world group - Real-world group	Notes: Meaningful Frame (i.e., content and unit theme) © WIDA Language Development Standards
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High Leverage
Biliteracy
Strategies

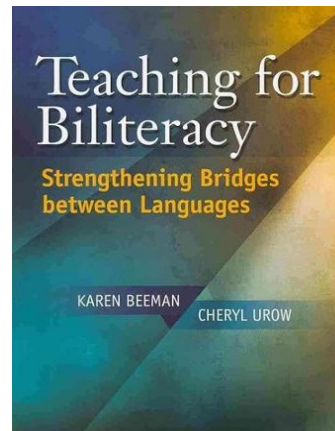


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High Leverage Biliteracy Strategies

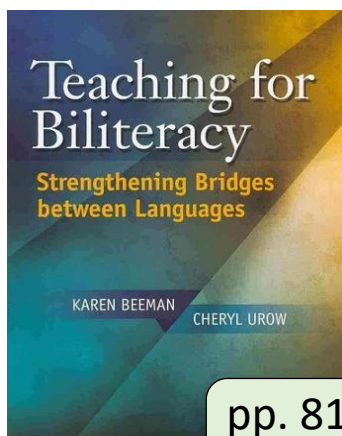
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Teaching for Biliteracy Book: page 81-82							
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Teaching for Biliteracy Book: page 82 & 136							



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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.



119

Take a car – MAKE IT GO!

5 min to explore



Partner 1: I will make the car ____ by ____.

Partner 2: I will watch the car ____.

(Partner 1 moves the car.)

Partner 1: Your turn now!

Partner 2: Thank you!

www.TeachingForBiliteracy.com



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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
	- Real-life objects (realia) - Pictures & photographs - Maps, diagrams & drawings - Physical activities - 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:

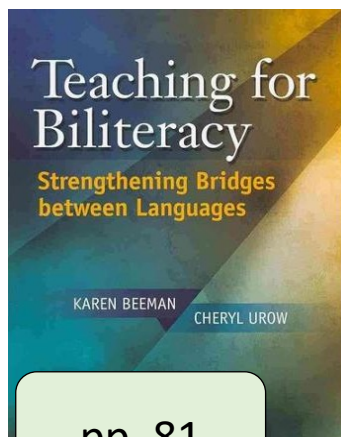
Used cars to obtain
concept of movement.
Can be sorting of
photos or realia.

High Leverage Biliteracy Strategies Page 1



121

Adapted Readers Theater (ART) with TPR



pp. 81

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.



122

A force makes something move.



123

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

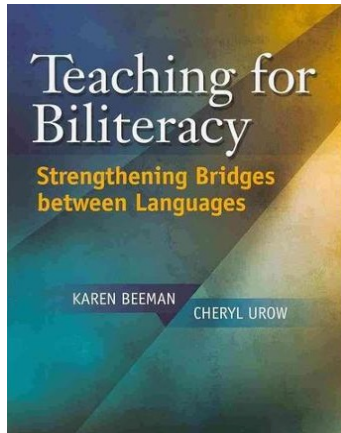
Notes:

Used visuals and actions to introduce new vocabulary related to a text. Can use illustrations from the book, realia, or other appropriate visuals.

High Leverage Biliteracy Strategies Page 1

124

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



125

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.	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Maps • Pictures & photographs • Illustrations, drawings, or drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Graphic organizers • Graphs • Timelines • Number lines • Sentence frames	• 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

Teaching for Biliteracy Book: page 82 & 136

© WIDA Language Development Standards

Notes:

Carefully choose the "fish".

Model a set of directions and/or discourse between partners.

"Fish" can either continue the activity or become class helpers.

High Leverage Biliteracy Strategies Page 2



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Teaching for
Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN CHERYL UROW

Sorts

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

High Leverage Biliteracy
Strategies Page 2

pp. 83

127

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

Teaching for
Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN CHERYL UROW

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

High Leverage
Biliteracy
Strategies
Page 2

p. 94 &
pp. 104 -
105

128

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>	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Realia - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphic - Timelines - Number lines	Interactive Supports - In pairs or partners - In small or mixed 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 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.	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Realia - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphic - Timelines - Number lines	Interactive Supports - In pairs or partners - In small or mixed 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)			

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

High Leverage Biliteracy Strategies

Strategy Name and Description	3 Language Development Supports	Notes What did you experience?
Adapted Theater of reader paraphrase some w Physical		

High leverage biliteracy strategies...

Teachers: Instruction

Coach, TOSA, or Support or Specialist: Classroom Support

School and District Leaders: Systems and Structures

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

Teaching for Biliteracy Book: page 81-82

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Agenda:

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

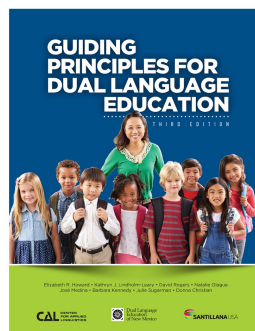
Characteristics of Effective Biliteracy Instruction

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



131

A comprehensive and practical guide to Dual Language Education



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



132

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

Page 19



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Characteristics of Effective Dual Language Programs (CAL Guiding Principles):

Strand 1 Program Structure

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

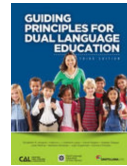


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Strand 1: Program Structure

“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

Vision



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Palmdale School District Dual Immersion Program Overview

Vision

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

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

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Systems Approach to Sustaining Effective Biliteracy Instruction

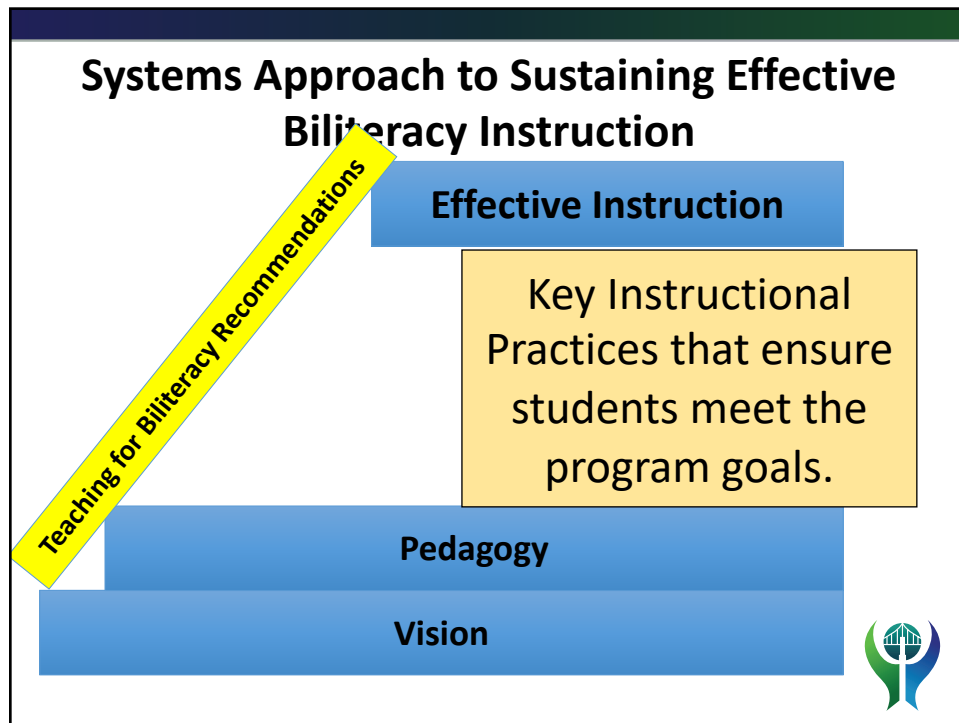
Effective Instruction

Pedagogy

Vision



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Palmdale School District
Launching a lifetime of learning

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

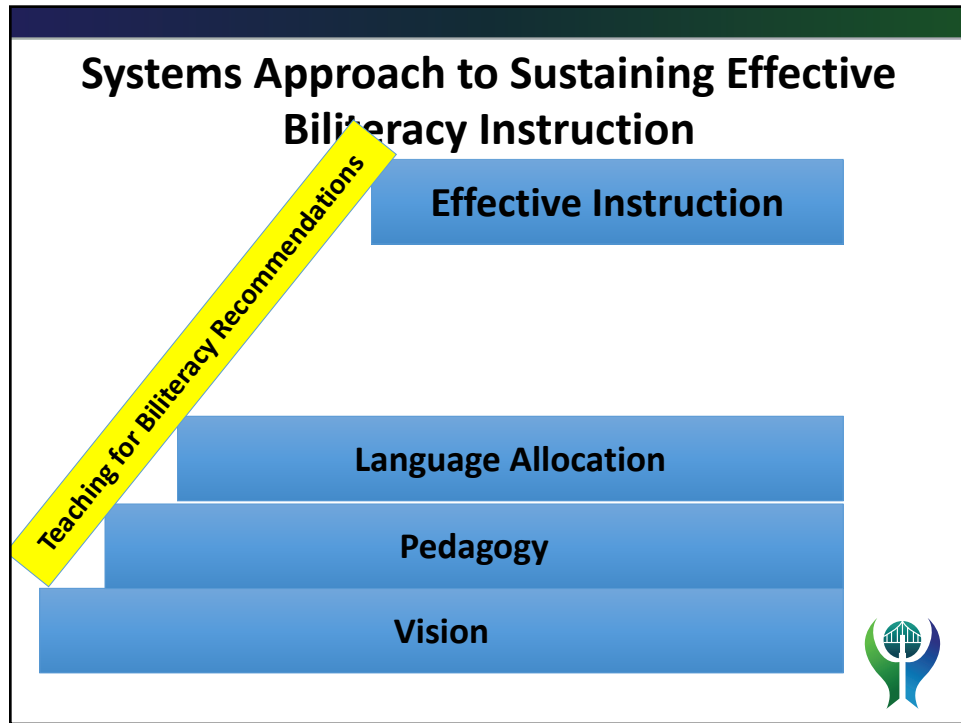
Program Model and Instructional Practices

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

Key aspects of our instructional practices include:

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

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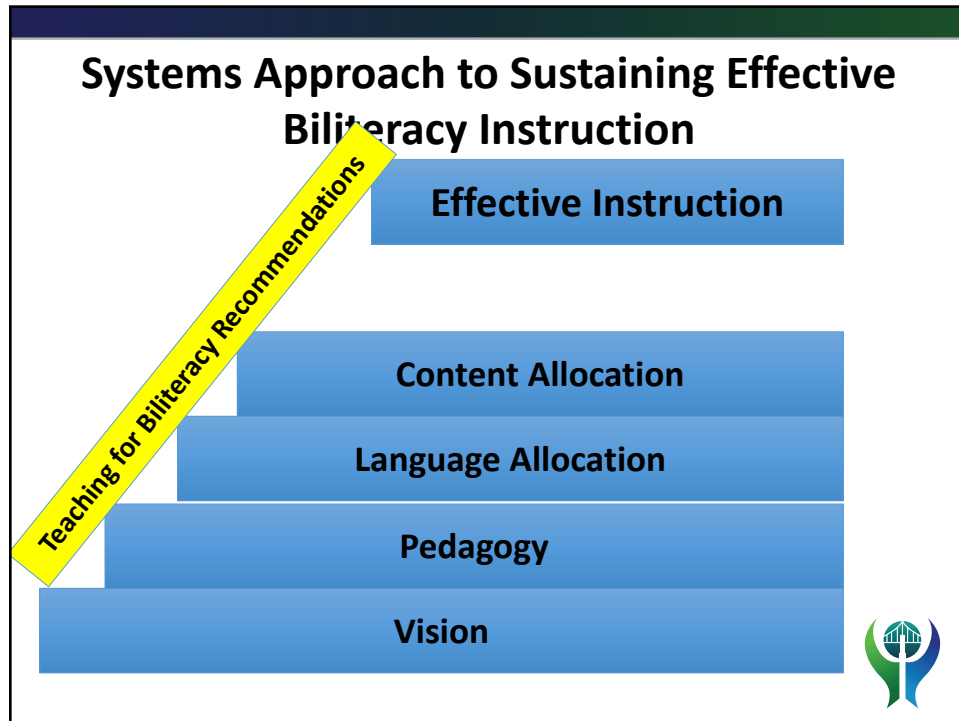


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	K	1	2	3	4	5
50/50	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%



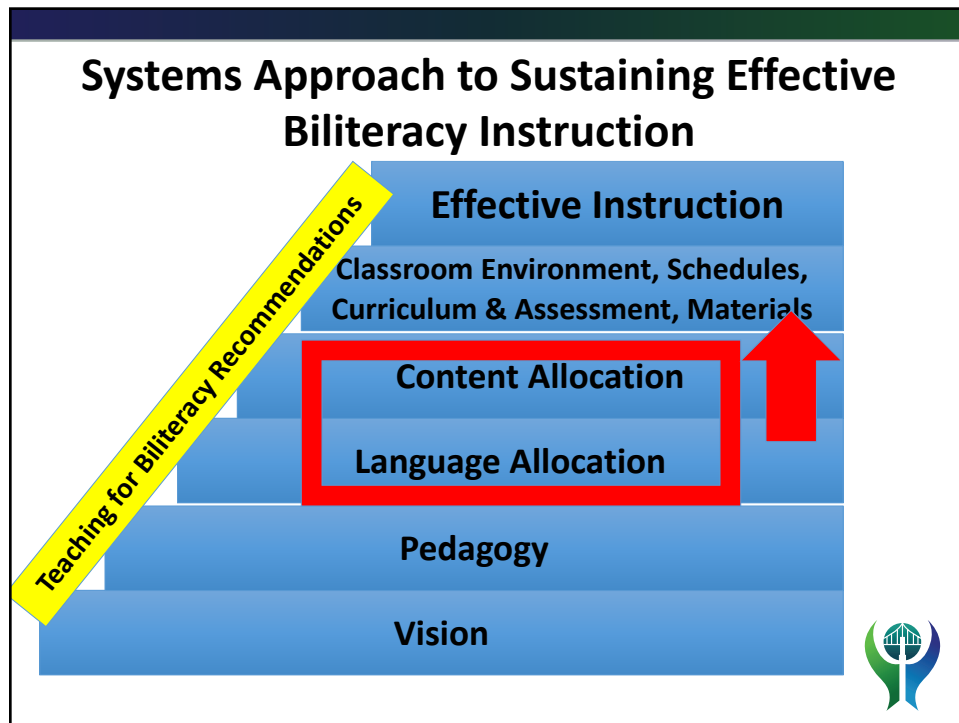
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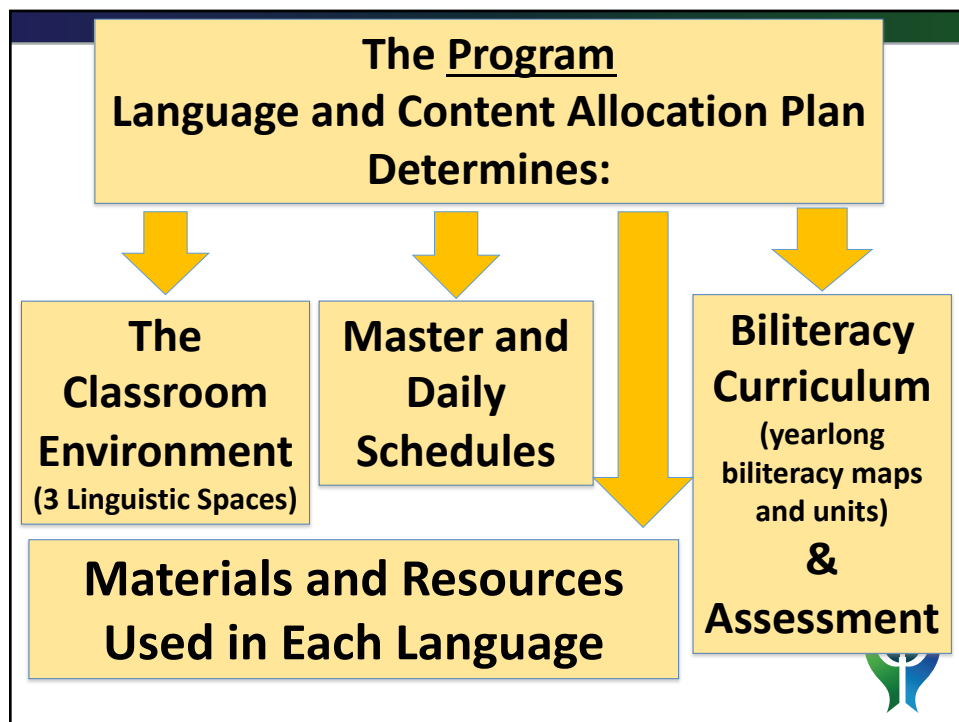
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Palmdale School District Launching a Lifetime of Learning			
Language and Content Allocation Plan			
Grade Level	Spanish	Bridge <i>At the end of every biliteracy unit and math module, there will be a Bridge.</i>	English
Please note - Beginning 26-27,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

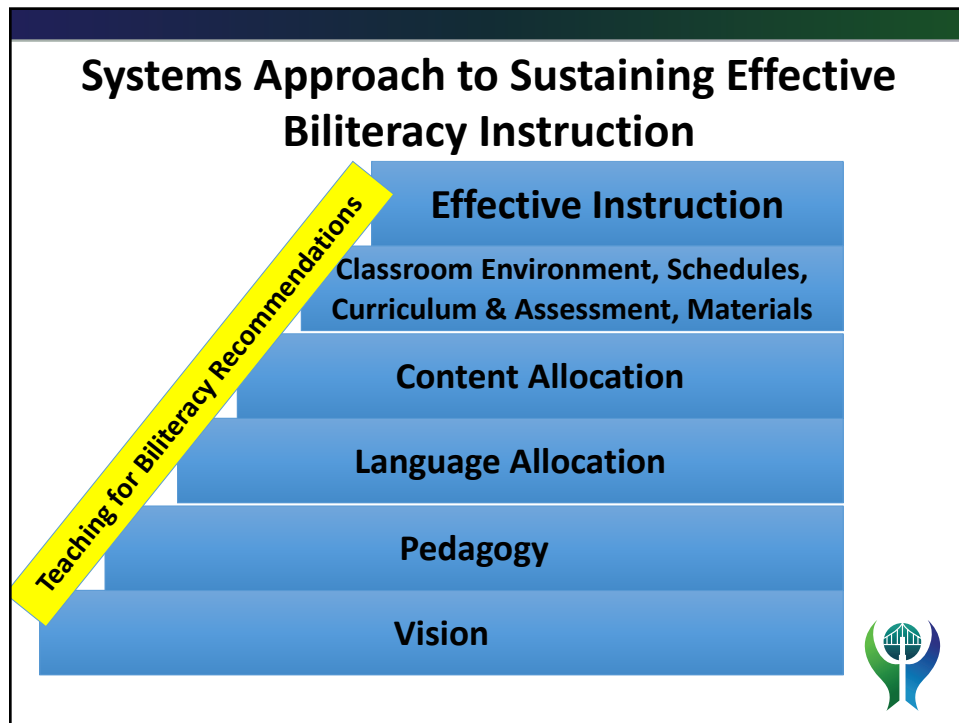
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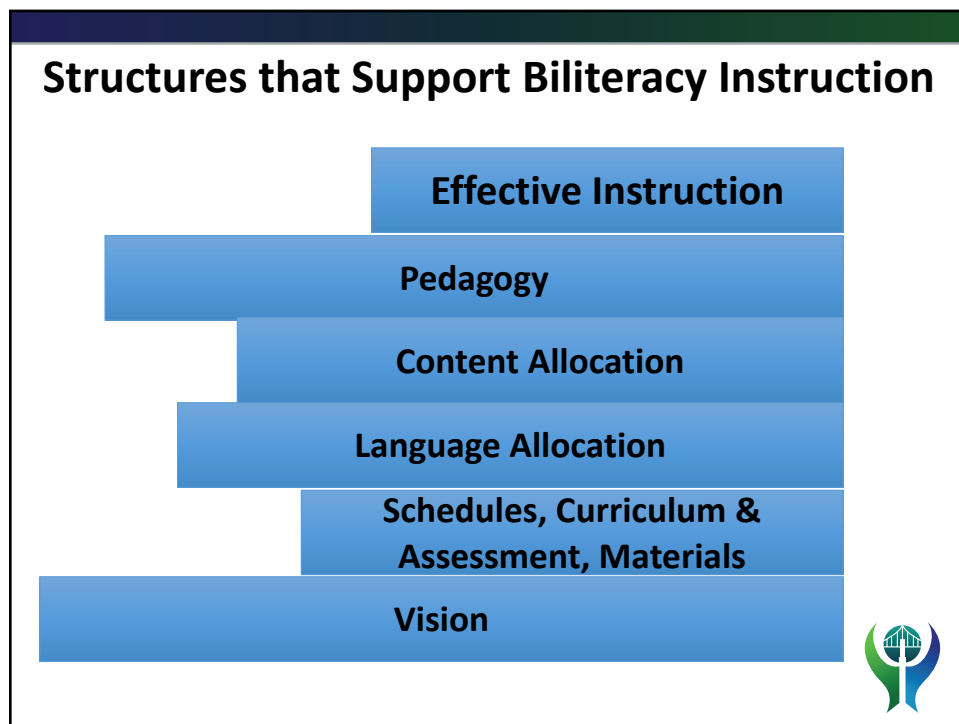
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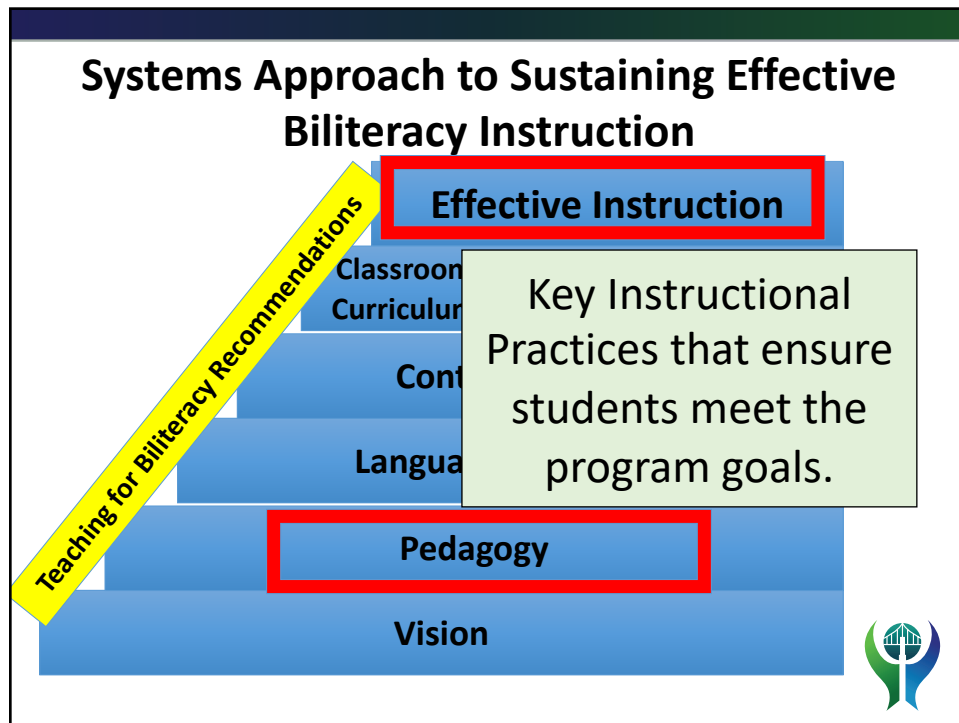
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Pedagogy Sort



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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Pedagogy Sort Clarification

Were any cards tricky to understand or need clarification?



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Agenda:

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

Planning for Effective Biliteracy Instruction

- Closure and Preparing for Tomorrow



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Planning for Biliteracy Instruction

Unit Topic/Theme:

Lesson goal:

For the purpose of:

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



Constructivist, Knowledge-Build Approach Instruction and strategically knowledge (related standards).

Outcomes (Learning Intention/Success Criteria):

Reading Standard(s):

- Outcomes:

Writing Standard(s):

- Outcomes:

Other Standards:

- Outcomes:

We start with the end in mind: goal and purpose

will it live so



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Planning for Biliteracy Instruction

Unit Topic/Theme: Forces and Motion

Lesson goal: Build oracy and background knowledge on the concept and terms associated with forces and motion, such as push, pull, toward, away, motion, fast, slow, etc.

For the purpose of: For students to engage in content inquiry about comparing the effects of different strengths or directions of pushes and pulls on the motion of an object.

and language development.



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

We start with the end in
mind: goal and purpose

Other Standards:

Outcomes:

Outcomes:

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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The biliteracy map!

Kindergarten: Language and Content Allocation 50% Spanish; 50% English

Unit 1: SLA & SS Myself and My Environment - Civics	Unit 2: SLA & SS Myself and My Environment - Geography	Unit 3: SLA & SS Myself and My History - History	Unit 4: SLA & SS Myself and My Choices - Economics	Unit 5: SLA & SS Myself and My Choices - Economics
Essential Question: How do my views and those others contribute to fairness in the classroom? Unit 1: Science and English Language Arts Reading Standards - Informational Texts RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7 Writing Standards - W.K.1 Opinion (Personal Essay) W.K.1, W.K.2	Essential Question: How do my different environments (home, classroom, school, greater community) affect me? Unit 2: Science and English Language Arts Reading Standards - Informational Texts RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7 Writing Standards - W.K.2 Informative (Informational Book) W.K.2, W.K.3	Essential Question: Where do I come from? Unit 3: Science and English Language Arts Reading Standards - Informational Texts RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7 Writing Standards - W.K.3 Narrative (Personal Narrative including a Timeline) W.K.3, W.K.4	Essential Question: How do I and others get the things I need and want? Unit 4: Science and English Language Arts Reading Standards - Informational Texts RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7 Writing Standards - W.K.2 Informative (Fast Sheet) W.K.2, W.K.3	Essential Question: How have I grown and changed in the past year? What am I able to do now? Unit 5: Science and English Language Arts Reading Standards - Informational Texts RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7 Writing Standards - W.K.3 Narrative (Narrative Memoir) W.K.3, W.K.4

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The BUF

Kindergarten: Language and Content Allocation 50% Spanish; 50% English

Unit Theme:	Formative Assessment
- Content Area Standards - English Language Arts Standards - English Language Development Standards - Content and Literacy Big Ideas - Summative Assessment	- Oracy, background knowledge, and language comprehension - Investigations - Experiments - Experiences
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.	
Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors.	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.	
Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics	
Summative Assessment	
Bridge – Transfer - Illustration - Side by Side or As if 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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Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language	Spanish	The Bridge	English
8:00 – 8:20	SEL and Classroom Community Building	SPANISH	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
8:20 – 9:45	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - Social Studies experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
9:45-10:45	Math – over the course of a math unit, the students will engage in: - Oracy development - Reading and Writing	SPANISH	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
10:45 to 11:15	Interventions	Language identified by the teacher(s) based on student needs			
11:15 – 12:00	Lunch/Recess	Student choice			
12:00-2:40	Science and Language Arts – Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group mini lessons - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH			
2:40-3:10		Spanish and half in English			

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Planning for Biliteracy Instruction

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

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

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

What knowledge do STUDENTS need to construct?

Learning Environment: How will I facilitate the constructivist approach? How will I document it, and where will it live so that students have access to it?

What oracy and background knowledge needs to be developed? How will I ensure that students have the necessary background knowledge to understand and be able to talk about the topic?

In 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?

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

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

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

Where do these categories come from?

With your partner:

Use the guiding questions to reflect on each category.

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Planning for Biliteracy Instruction

Constructivist, Knowledge-Building Instructional Approach Instruction is intentionally and strategically developed to develop 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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Standards-Based Biliteracy Units: Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development.



NGSS Standard:

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Speaking and Listening Standards:

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.2a. Understand and follow one- and two-step oral directions. CA

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

For all standards in this unit, see the following link:

bit.ly/U4Kunpacked



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What the standard IS and IS NOT

K-PS2-1

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

What does it mean?

- Strong pushes
- Weak pushes (or light)
- Strong pulls
- Weak pulls (or light)
- Stopping an object
- Two objects colliding
- Comparing pushes and pulls.
- Comparing based on the strength, using relative terms such as strong or light.
- Students plan
- Students conduct an investigation based on the plan

What is it not?

- Motorized objects being pushed or pulled
- Weak and strong pushes or pulls at the same time
- Pulls produced by magnets
- Non-contact pushes or pulls
- Teacher conducting an investigation

Students do not learn about PS2 (Motion and Stability: Forces and Interactions) again until 3rd grade. At the third grade level, students learn about:

- Balanced and unbalanced
- Patterns in motion (predictability)
- Cause and effect
- Electric and/or magnetic interactions
- Gravity

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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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Science Content Standards

K-PS2-1

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

What does it mean?	What is it not?
- Strong pushes - Weak pushes (or light) - Strong pulls - Weak pulls (or light) - Stopping an object - Two objects colliding - Comparing pushes and pulls. - Comparing based on the strength, using relative terms such as strong or light. - Students plan - Students conduct an investigation based on the plan	- Motorized objects being pushed or pulled - Weak and strong push or pull at the same time - Pulls produced by magnets - Non-contact pushes - Teacher showing students an investigation Students do not see PS2 (Motion and Stability: Forces and Interactions) again until 3rd grade. At the third grade level, students learn about: - Balanced and unbalanced - Patterns in motion (predictability) - Cause and effect - Electric and/or magnetic interactions

Content-obligatory language students need in English:

- Object
- Push
- Pull
- Strength (hard, soft, medium, strong, light/weak)
- Directions (forward, backwards, sideways)
- Motion



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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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Figure 4.2
Pattern of Acquisition of Grammar Structures in Second Language

A zig-zag process, not linear

Percentage of times student produces correct form as proficiency in second language increases.

Second language acquisition is a natural, gradual, long-term developmental process.
For the early stages of second language acquisition, it is ...

- Less important to focus on error correction
- More important to focus on communication and content
- Less important to focus on acquisition of discrete
- More important to focus on:
 - thinking in the language
 - extensive development of vocabulary in context
 - integrated listening, speaking, reading, writing across the curriculum

Language Learning is NOT Linear

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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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With the supports, what were students able to do?

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

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

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

p. 33
Resource Packet

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

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

LISTENING	- Follow one-step oral directions - Match oral statements	Follow two-step oral directions	Follow multi-step oral directions	Analyze and apply oral information	- Construct models based on oral discourse - Make connections from
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How did other students benefit from the supports?

SPEAKING	Answer WH- questions		Retell stories or events	Offer creative solutions to issues, problems	Express and defend points of view
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of	- Interpret information or data - Find details that support main ideas - Identify word families,	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text

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

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Descriptors				
Mode of Communication	ELD Proficiency Level Continuum			
	Emerging	Emerging	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	Express a variety of personal needs, ideas, and opinions and respond to	Express more complex feelings, needs, ideas, and opinions using extended production; using extended collaborative content areas 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 simple familiar words and	Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. Express ideas using information and short responses within structured contexts.	Produce sustained informational exchanges with others on an expanding variety of topics. Express ideas in highly structured and scaffolded academic interactions.	Produce, initiate, and sustain spontaneous interactions on a variety of topics. Write and express ideas to meet most social and academic needs through the recombination of learned

What did students do during sample instruction?

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

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Descripción de Habilidades: Grados Escolares PreK-K					
WIDA CONSORTIUM Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
HABLAR	- Identificar personas u objetos en cuentos cortos ilustrados - Repetir palabras, frases simples - Contestar preguntas de "sí o no" acerca de información personal - Nombrar objetos en el salón y objetos diarios	- Recontar algunos hechos de cuentos cortos ilustrados - Describir dibujos, objetos en el salón o personas familiares usando frases simples - Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) - Completar frases en rimas o canciones	- Recontar cuentos cortos narrados a través de dibujos - Repetir oraciones de rimas o cuentos con patrones - Hacer predicciones (ejemplo: "¿Qué pasará después?") - Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)	- Recontar cuentos narrativos a través de dibujos detallados - Cantar líricas repetitivas independientemente - Comparar atributos u objetos reales (ejemplo: tamaño, color, forma) - Indicar relación espacial de objetos reales usando frases u oraciones cortas	- Contar cuentos originales con detalles emergentes - Explicar situaciones (ejemplo: incluir sentimientos) - Ofrecer opiniones personales - Expresar con razones los gustos, disgustos, o preferencias
					Nivel 6 - Alcanzando

The descriptors are also available in Spanish!

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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

Kindergarten Science and English Language Arts Unit 4: Forces and Motion

Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart - SAMPLE							
Language Development Supports				Interests			
Sensory Supports Photographs Gestures Realia		Graphic Supports Table Sentence frames		Interests			
Standards		Outcomes					
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	A. Identify a push B. Identify a pull C. Identify motion D. Define push E. Define pull			F. Define motion G. Identify relative strengths (e.g., hard push, light/weak push, etc.) H. Identify directions (e.g., away, toward, forward, backward, sideways, etc.) I. Name relative strengths J. Name directions			
	Identifies push, pull, motion by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking push, pull, motion during TPR	Demonstrates understanding of definition of push, pull, motion through actions or verbal response to question.	Identifies relative strengths (hard push, light/weak push, etc.) by pointing	Names relative strengths (hard push, light push, etc.)	Identifies directions (away, toward, forward, backward, sideways, etc.) by pointing	Names directions (away, toward, forward, backward, sideways, etc.)
Student Name:							

Formative Assessments



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Unit Theme: - Content Area Standards - English Language Arts Standards - English 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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Outcomes: Students will be able to ...

- Identify a push
- Identify a pull
- Identify motion
- Define *push*

Kindergarten: Unit 4.5 ... on – Unpacked Stand...

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

- Define *pull*
- Define *motion*
- Identify relative motion, e.g., hard push, light push
- Identify direction of motion: forward, backward, up, down
- Name relative motion: fast, slow, stop, etc.
- Describe motion of an object
- Describe the effect of a push or a pull
- Describe the effect of a pull or a push
- Plan and conduct an investigation to compare the effects of different directions of pushes and pulls on the motion of an object
- Conduct an investigation to compare the effects of different strengths of pushes and pulls on the motion of an object
- Plan an investigation to compare the effects of different directions of pushes and pulls on the motion of an object
- Investigate different strengths of pushes and pulls on the motion of an object
- Investigate different directions of pushes and pulls on the motion of an object
- Compare the effects of different strengths of pushes and pulls on the motion of an object
- Compare the effects of different directions of pushes and pulls on the motion of an object
- Verbally explain how different strength of pushes and pulls affected the motion of an object
- Verbally explain how different directions of pushes and pulls affected the motion of an object



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Kindergarten Science and English Language Arts Unit 4: Forces and Motion

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

Language Development Supports

Sensory Supports Photographs Gestures Realia	Graphic Supports Table Sentence frames	Interactive Supports Intentional partnerships
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Standards	Outcomes																												
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> A. Identify a push B. Identify a pull C. Identify motion D. Define <i>push</i> E. Define <i>pull</i> </td> <td style="width: 50%; vertical-align: top;"> F. Define <i>motion</i> G. Identify relative strengths (e.g., hard push, light/weak push, etc.) H. Identify directions (e.g., away, toward, forward, backward, sideways, etc.) I. Name relative strengths J. Name directions </td> </tr> </table>	A. Identify a push B. Identify a pull C. Identify motion D. Define <i>push</i> E. Define <i>pull</i>	F. Define <i>motion</i> G. Identify relative strengths (e.g., hard push, light/weak push, etc.) H. Identify directions (e.g., away, toward, forward, backward, sideways, etc.) I. Name relative strengths J. Name directions																										
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FA Outcomes

A. Identify a push B. Identify a pull C. Identify motion D. Define push E. Define pull	F. Define motion G. Identify relative strengths (e.g., hard push, light/weak push, etc.) Identify directions (e.g., away, toward, forward, backward, sideways, etc.) H. Name relative strengths I. Name directions
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Which of these outcomes did we get to?

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Kindergarten Science and English Language Arts Unit 4: Forces and Motion							
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart - SAMPLE							
Language Development Supports		Sensory Supports		Graphic Supports		Interactive Supports	
Photographs Gestures Realia		Table Sentence frames		Table Sentence frames		Intentional partnerships	
Standards	Outcomes						
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	A. Identify a push		F. Define <i>motion</i>				
	B. Identify a pull		G. Identify relative strengths (e.g., hard push, light/weak push, etc.)				
	C. Identify motion		H. Identify directions (e.g., away, toward, forward, backward, sideways, etc.)				
	D. Define <i>push</i>		I. Name relative strengths				
	E. Define <i>pull</i>		J. Name directions				
Student Name:	Identifies <i>push, pull, motion</i> by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking <i>push, pull, motion</i> during TPR	Demonstrates understanding of definition of push, pull, motion through actions or verbal response to question.	Identifies relative strengths (hard push, light/weak push, etc.) by pointing	Names relative strengths (hard push, light push, etc.)	Identifies directions (away, toward, forward, backward, sideways, etc.) by pointing	Names directions (away, toward, forward, backward, sideways, etc.)

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Unit Theme:		
- Content Area Standards - English Language Arts Standards - English 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.		
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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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Kindergarten Science and English Language Arts Unit 4: Forces and Motion										
Language Development Supports <table border="1"> <tr> <td> Sensory Supports Photographs Gestures Realia </td> <td> Graphic Supports Table Sentence frames </td> <td> Interactive Supports Intentional partnerships </td> </tr> </table>								Sensory Supports Photographs Gestures Realia	Graphic Supports Table Sentence frames	Interactive Supports Intentional partnerships
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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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Take a car – MAKE IT GO!

5 min to explore



Partner 1: I will make the car ____ by ____.

Partner 2: I will watch the car ____.

(Partner 1 moves the car.)

Partner 1: Your turn now!

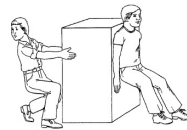
Partner 2: Thank you!

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**Concept
Attainment with
sentence frames**

**A force makes something
move.**



**Adapted Reader's
Theater (ART)
with TPR**



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

Sensory:

Graphic:

Interactive (student groupings):



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Planned supports

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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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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Take a car – MAKE IT GO!

5 min to explore



Partner 1: I will make the car ____ by ____.

Partner 2: I will watch the car ____.

(Partner 1 moves the car.)

Partner 1: Your turn now!

Partner 2: Thank you!

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Picture sort

Push



Pull



I can ____ this.
You can ____ this.



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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)	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?

