

# Integrating Language, Literacy, and Content

Yankee Ridge Grades 3-5



Please fill out a  
nametag

**Urbana School District**

**November 7, 2025**

**Dana Baum, M.Ed.**

[www.TeachingForBiliteracy.com](http://www.TeachingForBiliteracy.com)

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## Agenda:

- Welcome! Establishing who we are and our purpose today
- Integrating Language, Literacy, and Content
  - Sample Instruction
  - Takeaways and Implications
  - Planning Instruction
- Session Closure

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## Handouts and Resources can also be found on our website:

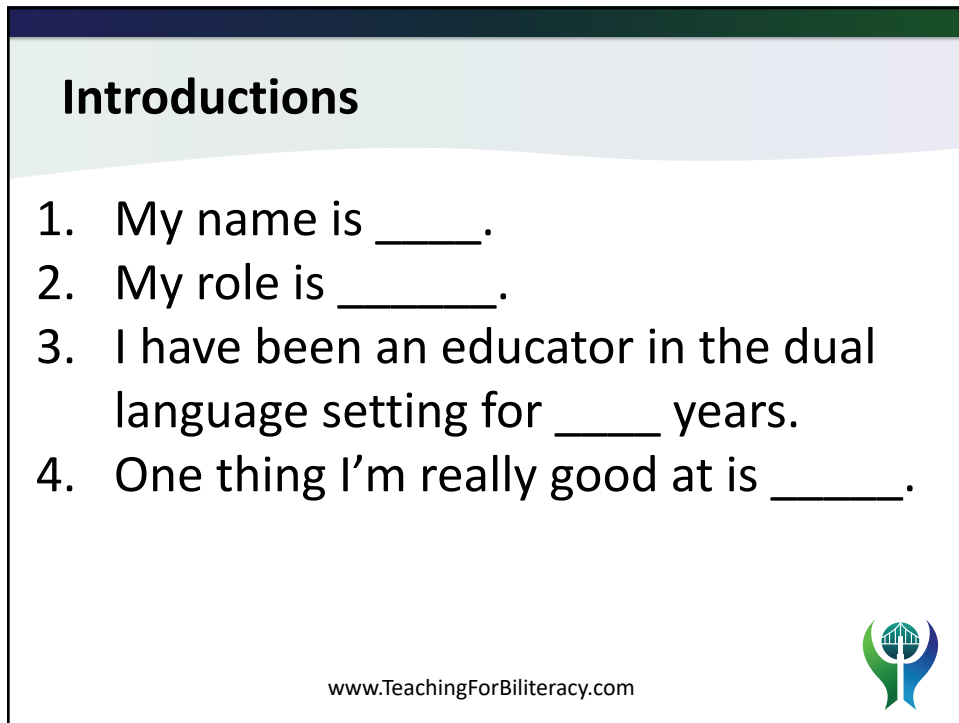


The screenshot shows the website for the Center for Teaching for Biliteracy. The header includes the organization's name and a navigation menu with links: ABOUT, EVENTS, BLOG, BUFS, EN ESPAÑOL, RESOURCES (highlighted), SYSTEMS, and VIDEOS. Below the header, a breadcrumb trail reads "Home > Handouts". The main content area is titled "Handouts" and features a specific event: "November 7, 2025 – Yankee Ridge Elementary, Urbana School District, Urbana, IL". It lists "All teachers:" with links to "Urbana Resource Packet" and "Biliteracy Planning Document". It also lists "K-2 Teachers:" with a link to "Sample Biliteracy Planning K-2" and "3-5 Teachers:" with a link to "Sample Biliteracy Planning 3-5". Under "Additional Resources:", it lists three items: "3 Ways to Ensure English Learners Benefit From the Science of Reading" by Leslie Villegas, "Comprehensive Literacy Instruction for English Language Learners" by Laurie Olsen, PhD, and "Everything is Literacy" with Susan Lambert, Ed.D. from Science of Reading: The Podcast. A sidebar on the right titled "OTHER LINKS" contains links to "Webinars", "Book Study Guides", "Biliteracy Articles", "Cognates", "On-line and Teacher Made Resources", and "Handouts". The website URL "www.TeachingForBiliteracy.com" is at the bottom, along with the organization's logo.

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## Introductions

1. My name is \_\_\_\_.
2. My role is \_\_\_\_.
3. I have been an educator in the dual language setting for \_\_\_\_ years.
4. One thing I'm really good at is \_\_\_\_.



The screenshot shows the website for the Center for Teaching for Biliteracy. The header includes the organization's name and a navigation menu with links: ABOUT, EVENTS, BLOG, BUFS, EN ESPAÑOL, RESOURCES (highlighted), SYSTEMS, and VIDEOS. Below the header, a breadcrumb trail reads "Home > Introductions". The main content area is titled "Introductions" and features a list of four prompts for introductions. The website URL "www.TeachingForBiliteracy.com" is at the bottom, along with the organization's logo.

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## Session Norms

- Participate actively and interactively.
- Use a growth mindset and make sure everyone has a voice.
- Ask clarifying questions.
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.

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



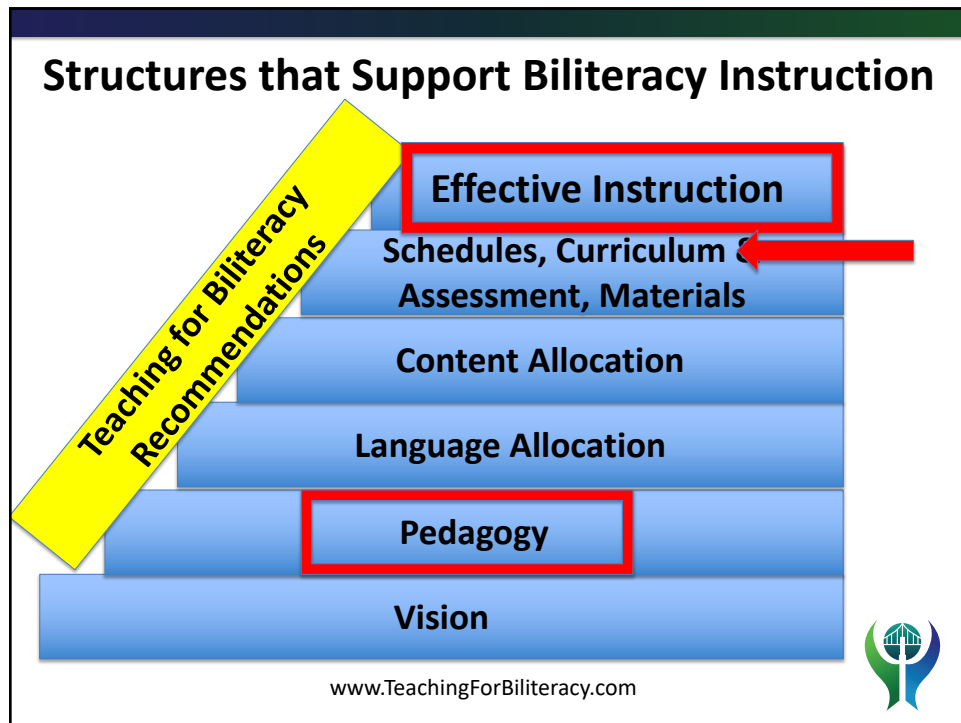
**...and who can make metalinguistic decisions**

6

...is to strengthen common pedagogical practices with regards to the integration of language, literacy, and content...

...every day, within every lesson, with the needs of developing bilinguals at the forefront of planning and instruction.





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## Teaching for Biliteracy means always teaching:



👉 Language

👉 Literacy

and

Content

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## Siloed instruction is ineffective



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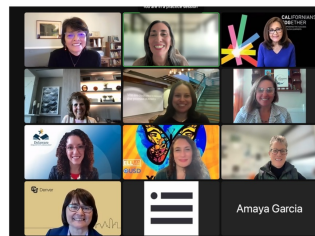
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Resource Packet p. 9 – also linked on website Handouts page



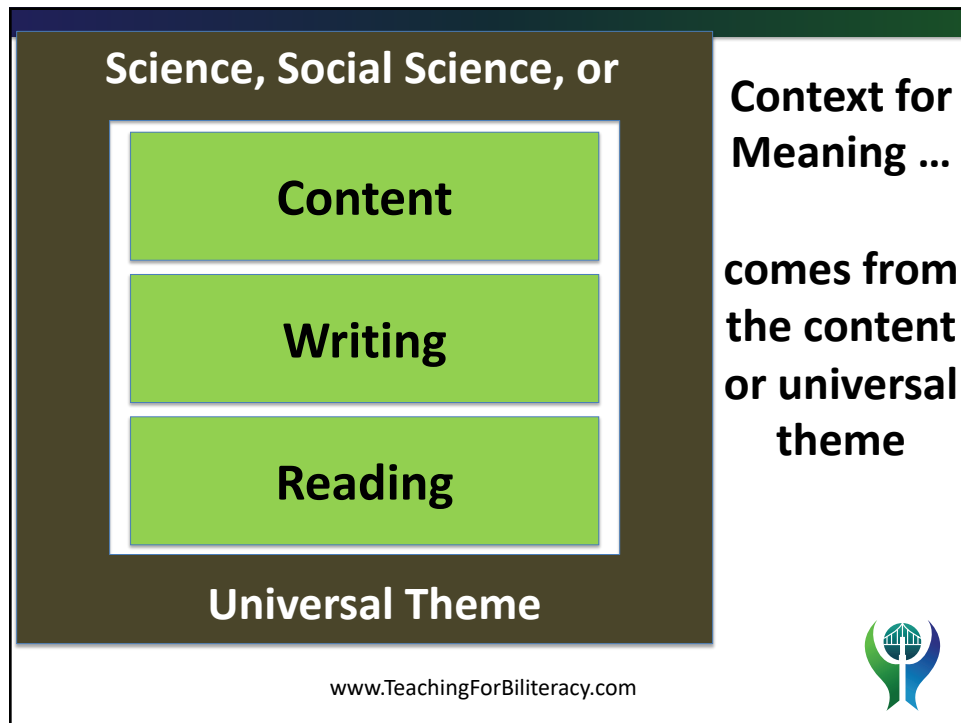
Everything is Literacy with  
Susan Lambert, SoR  
Podcast from August 27,  
2025 (46 min)

3 Ways to Ensure English  
Learners Benefit From the  
Science of Reading

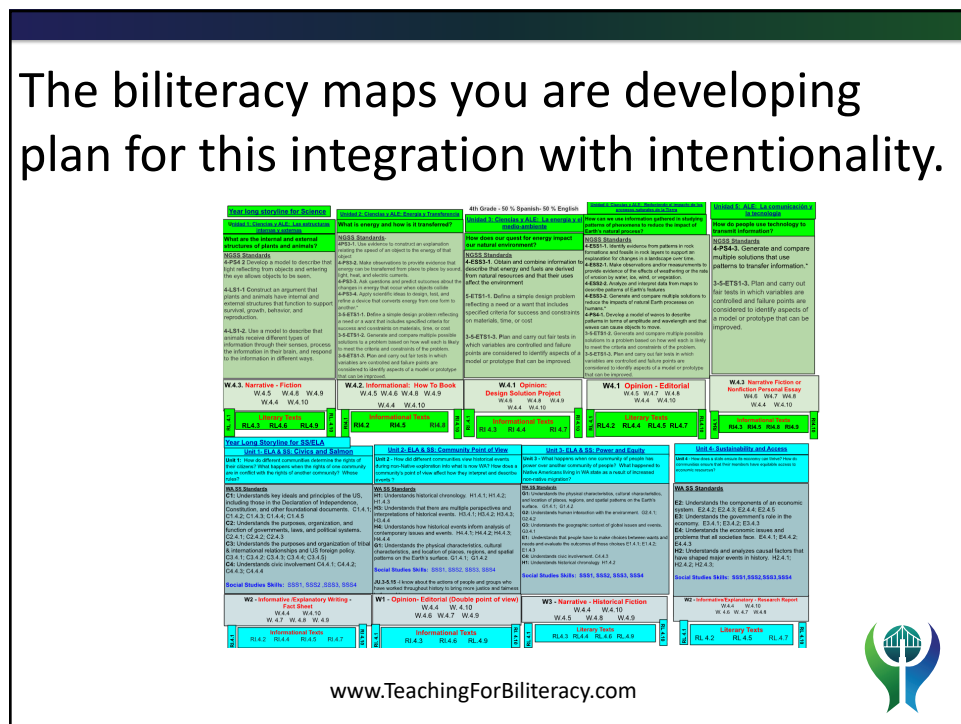


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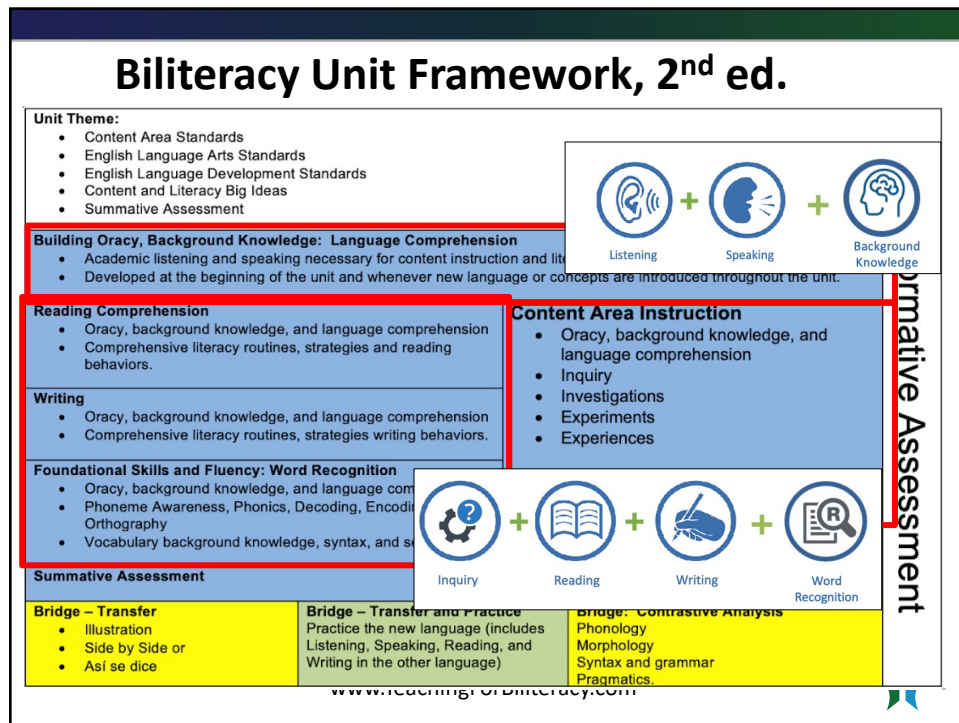
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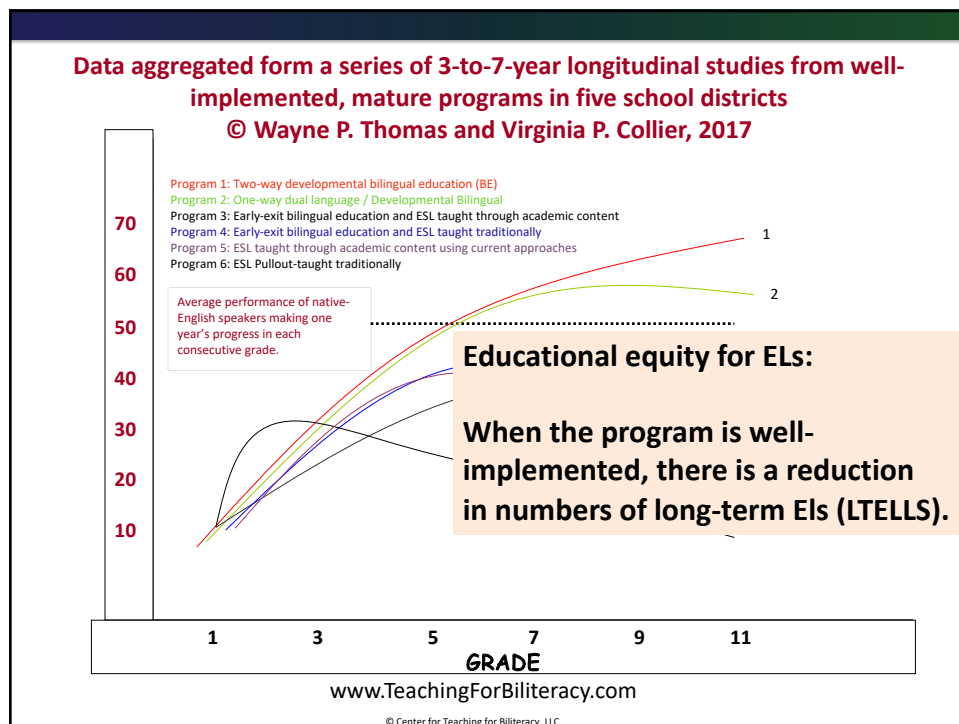
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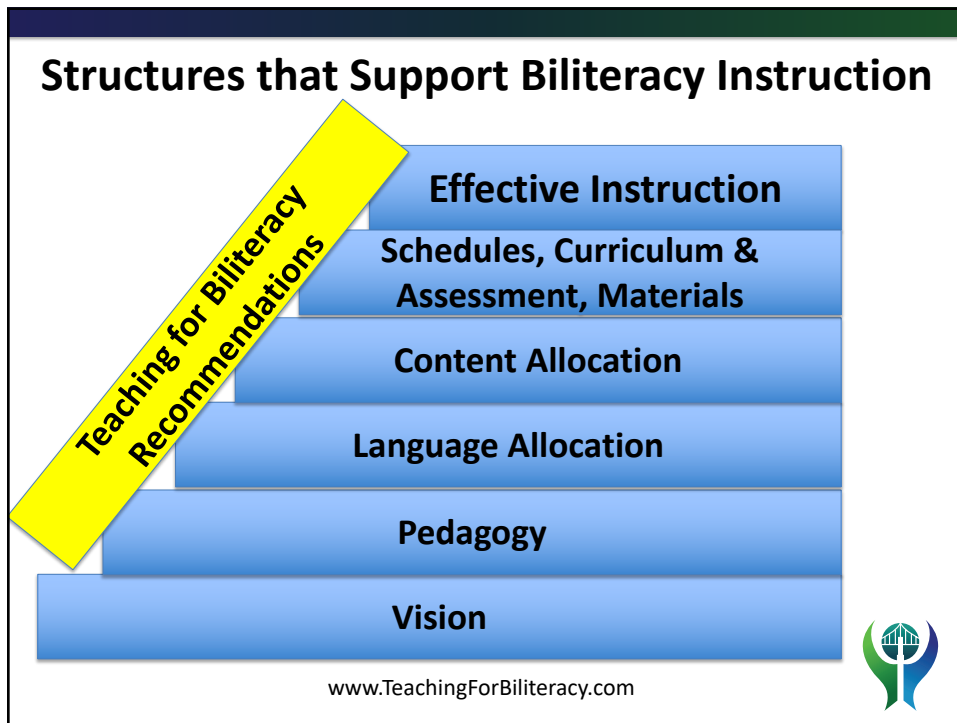
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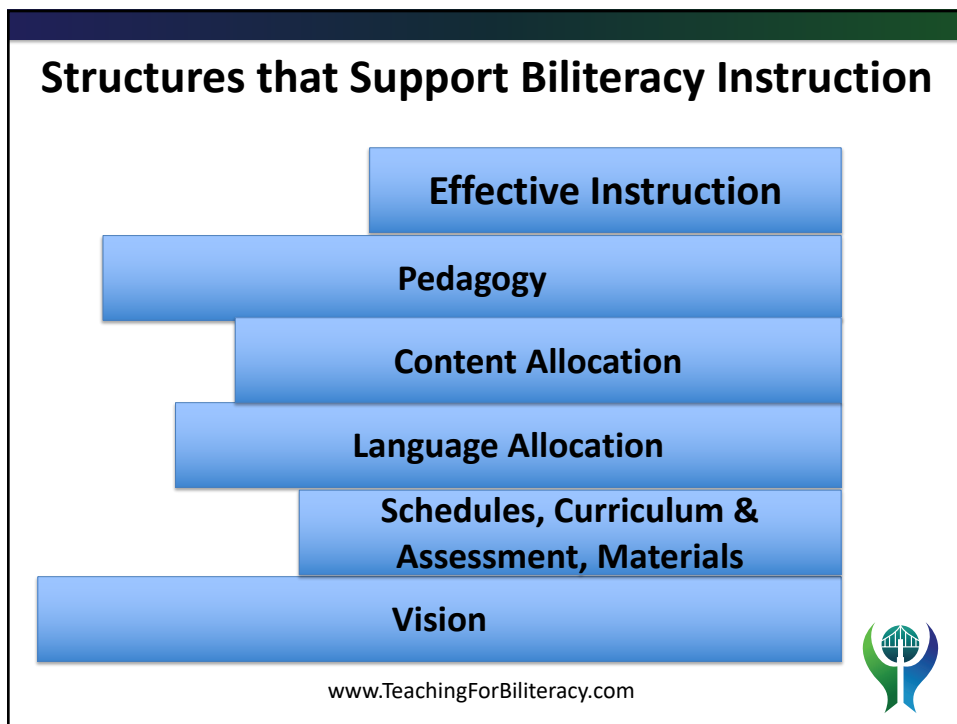
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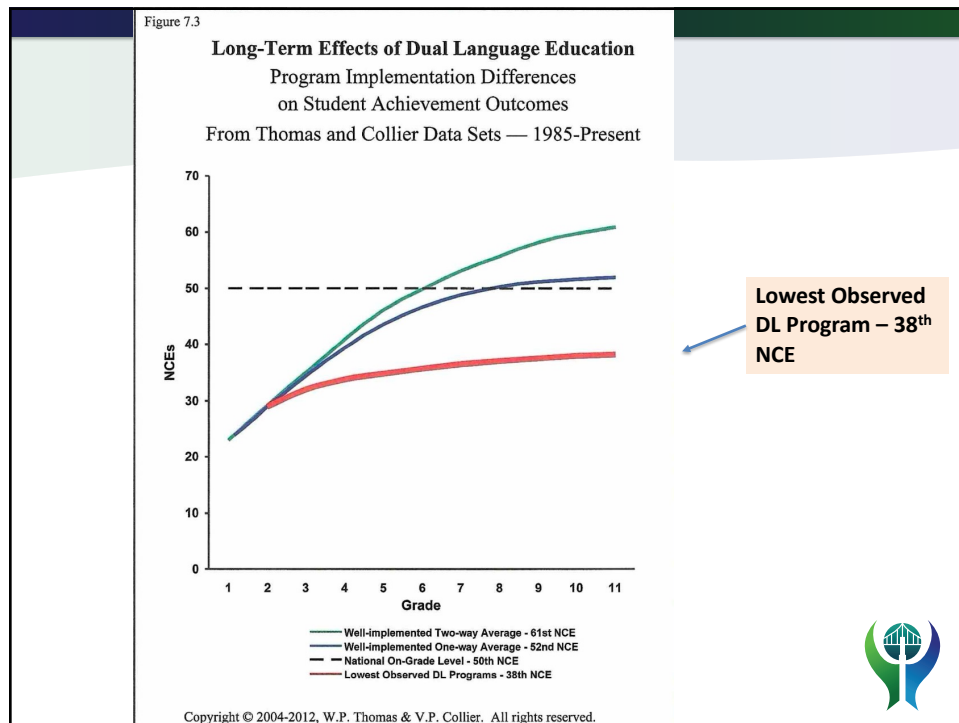
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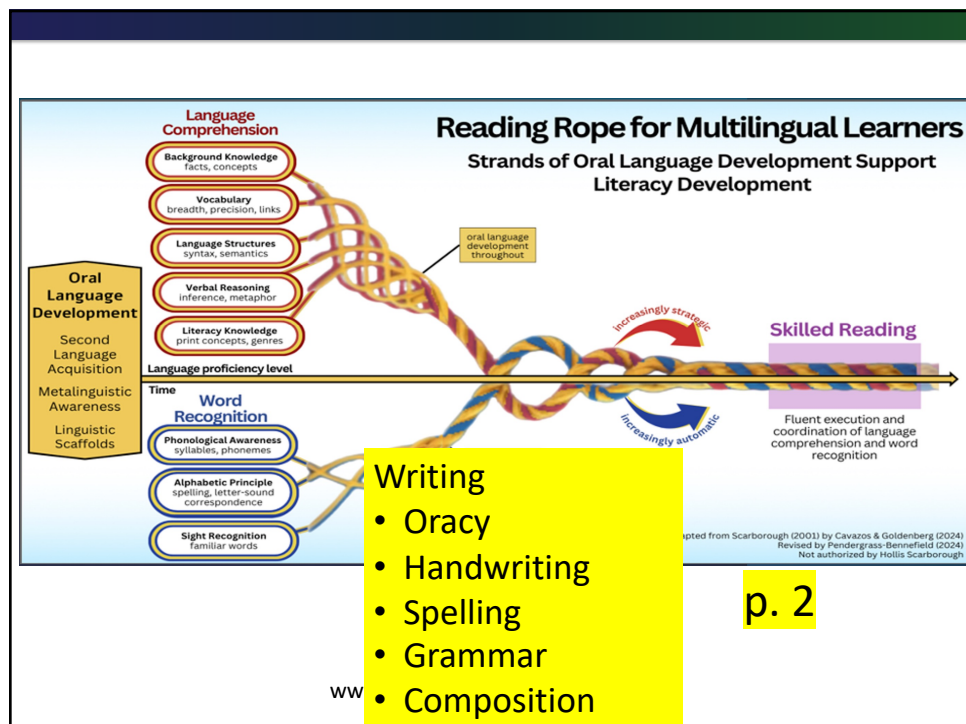
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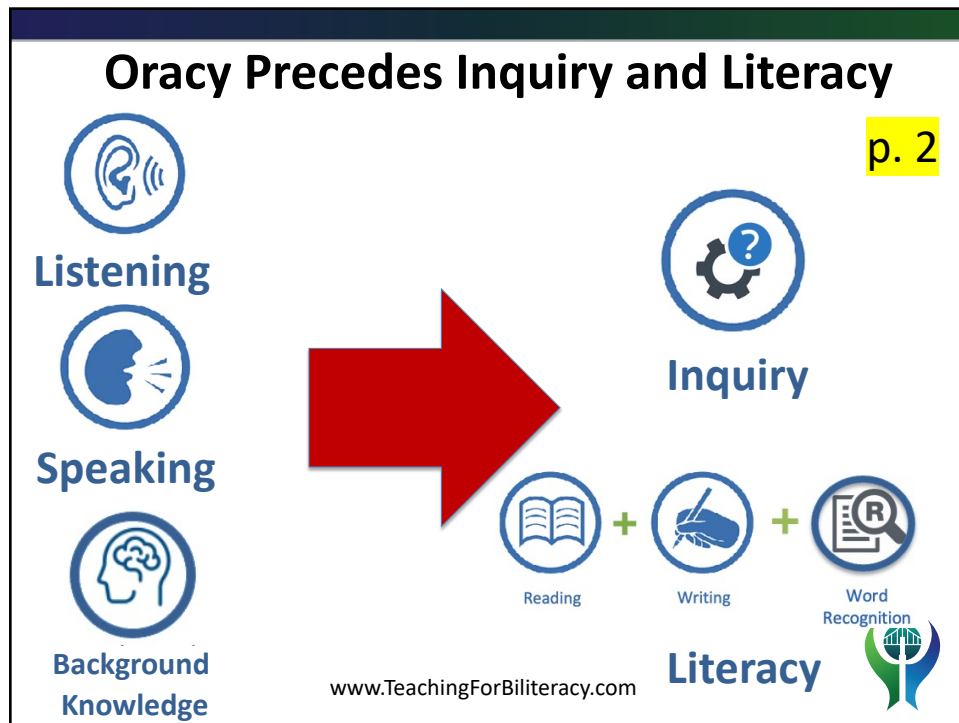
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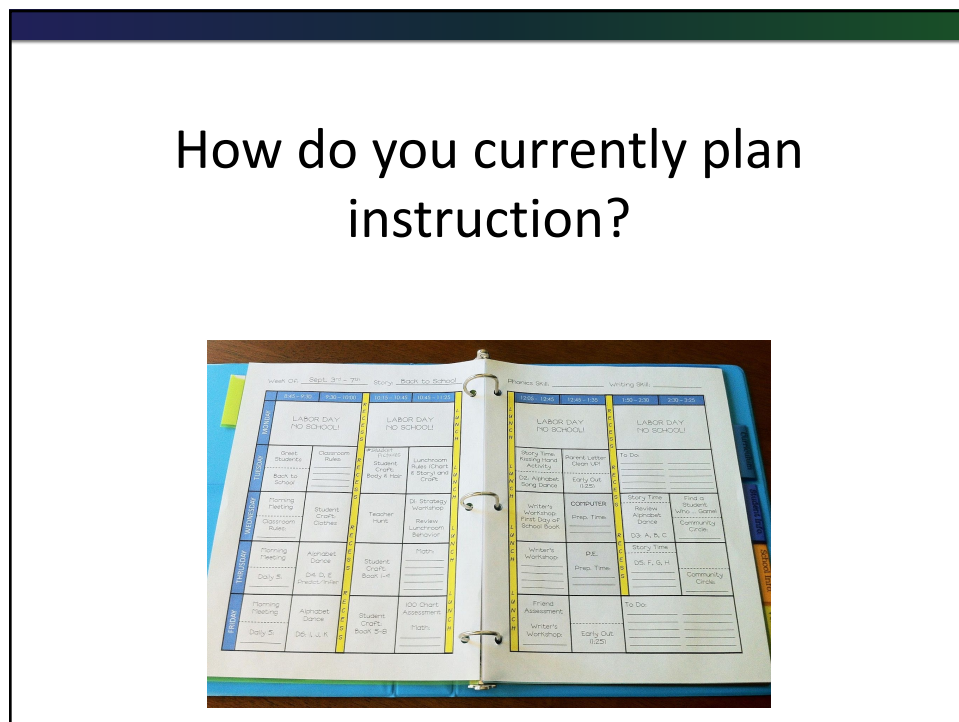
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**All components need to be taught – none at the expense of the others**

|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                              |                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Theme:</b> <ul style="list-style-type: none"> <li>Content Area Standards</li> <li>English Language Arts Standards</li> <li>English Language Development Standards</li> <li>Content and Literacy Big Ideas</li> <li>Summative Assessment</li> </ul>                                                                                  |                                                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Building Oracy, Background Knowledge: Language Comprehension</b> <ul style="list-style-type: none"> <li>Academic listening and speaking necessary for content instruction and literacy development.</li> <li>Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li> </ul> |                                                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>Oracy, background knowledge, and language comprehension</li> <li>Comprehensive literacy routines, strategies and reading behaviors.</li> </ul>                                                                                                                          | <b>Content Area Instruction</b> <ul style="list-style-type: none"> <li>Oracy, background knowledge, and language comprehension</li> <li>Inquiry</li> <li>Investigations</li> <li>Experiments</li> <li>Experiences</li> </ul> | Formative Assessment                                                                                                                                                |
| <b>Writing</b> <ul style="list-style-type: none"> <li>Oracy, background knowledge, and language comprehension</li> <li>Comprehensive literacy routines, strategies writing behaviors.</li> </ul>                                                                                                                                            |                                                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Foundational Skills and Fluency: Word Recognition</b> <ul style="list-style-type: none"> <li>Oracy, background knowledge, and language comprehension</li> <li>Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li> <li>Vocabulary background knowledge, syntax, and semantics</li> </ul>                                     |                                                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |                                                                                                                                                                     |
| <b>Bridge – Transfer</b> <ul style="list-style-type: none"> <li>Illustration</li> <li>Side by Side or</li> <li>Así se dice</li> </ul>                                                                                                                                                                                                       | <b>Bridge – Transfer and Practice</b> <ul style="list-style-type: none"> <li>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)</li> </ul>                                 | <b>Bridge: Contrastive Analysis</b> <ul style="list-style-type: none"> <li>Phonology</li> <li>Morphology</li> <li>Syntax and grammar</li> <li>Pragmatics</li> </ul> |

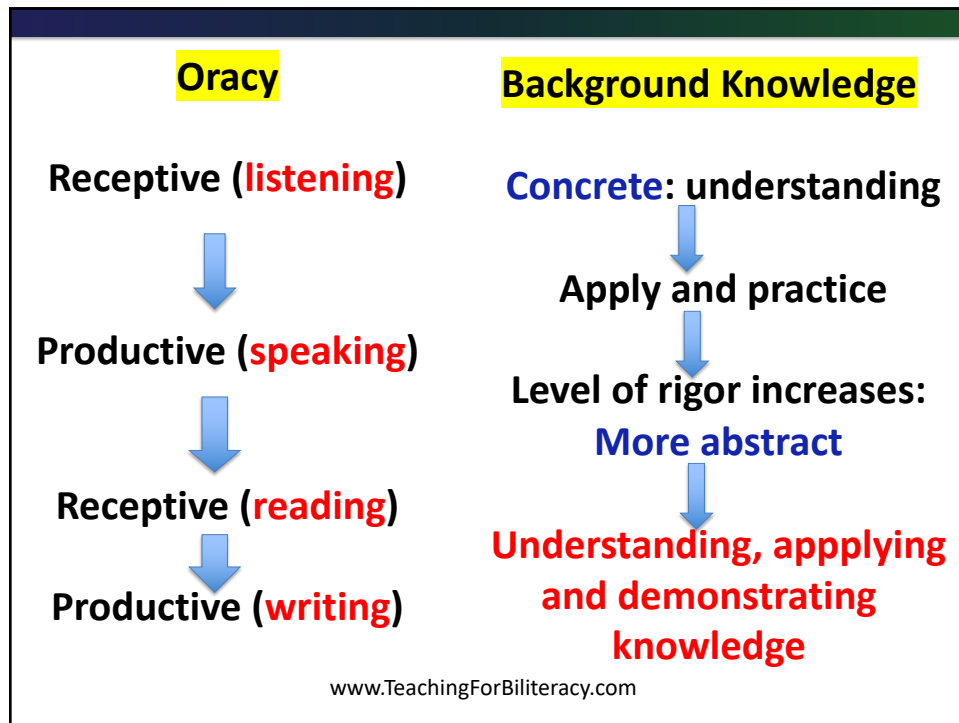
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| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |                                                                                                                                                                     |
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### Steps to follow when planning the development of oracy and background knowledge

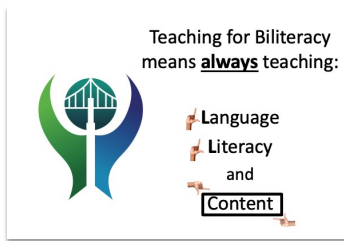
1. Determine the academic language
2. Identify the strategies (receptive to productive, from concrete to abstract)
3. Use your student language proficiency data to select the sensory, graphic, and interactive supports. Use that data to determine student partnerships.

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## Effective biliteracy instruction supports the program goals and includes:



Standards-based Instruction that integrates **language, literacy, and content**

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## Effective biliteracy instruction supports the program goals and includes:



Knowledge-building approach



Building oracy and background knowledge in preparation for literacy and inquiry

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## Effective biliteracy instruction supports the program goals and includes:



Rigorous, student-centered instruction



High-Leverage Biliteracy Strategies

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## Effective biliteracy instruction supports the program goals and includes:

| Sensory Supports                                                                                                                                                                                                                                                                                                                                         | Graphic Supports                                                                                                                                                          | Interactive Supports                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Real life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

© WIDA, Language Development Standards

Language acquisition supports

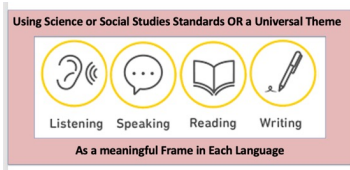


Asset-based, language-rich environments

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## Effective biliteracy instruction supports the program goals and includes:



All four language domains: LSRW



**Equity:** Builds on students' linguistic resources and develops positive bilingual identity

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## Sample Program Language and Content Allocation Plan

|                       | Spanish                                            | The Bridge                                                                                            | English                                  |
|-----------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>K</b><br>(80/20)   | Math<br>Science<br>Social Studies<br>Language Arts | Spanish to English: Math, Science, Social Studies, Language Arts                                      | Language Arts (Through Universal Themes) |
| <b>1</b><br>(70/30)   | Math<br>Social Studies<br>Language Arts            | Spanish to English: Math, Social Studies, Language Arts<br>English to Spanish: Science, Language Arts | Science<br>Language Arts                 |
| <b>2</b><br>(60/40)   | Math<br>Social Studies<br>Language Arts            | Spanish to English: Math, Social Studies, Language Arts<br>English to Spanish: Science, Language Arts | Science<br>Language Arts                 |
| <b>3-5</b><br>(50/50) | Social Studies<br>Math<br>Language Arts            | Spanish to English: Social Studies, Math, Language Arts<br>English to Spanish: Science, Language Arts | Science<br>Language Arts                 |

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Become metacognitive

How is integration occurring?

How do you see evidence of the multilingual rope?

What kind of planning makes this instruction happen?

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## Sample Yearlong Biliteracy Map -4<sup>th</sup> Grade 50/50

Grade Level 4 - Language and Content Allocation 50% Spanish; 50 % English (Math in English)

| Unit 1: SLA & SC<br>Internal and External Structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unit 2: SLA & SC<br>Energy & Transfer of Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit 3: SLA & SC<br>Our Quest for Energy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Unit 4: SLA & SC<br>Earth's Natural Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit 5: SLA & SC<br>Technology & Transfer of Information                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Question:</b> What are the functions of the internal and external structures of plants and animals?<br><b>Content Standards: NGSS</b><br>4-PS2-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.<br>4-PS2-3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.<br>4-PS2-4 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. | <b>Essential Question:</b> What is energy and how is it transferred?<br><b>Content Standards: NGSS</b><br>4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.<br>4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.<br>4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.<br>4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.<br>4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria and constraints on materials, time, or cost.<br>4-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.<br>4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | <b>Essential Question:</b> How does our quest for energy impact our natural environment?<br><b>Content Standards: NGSS</b><br>4-ESS2-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.<br>4-ESS2-2 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.<br>4-ESS2-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | <b>Essential Question:</b> How can we use information gathered in studying patterns of phenomena to reduce the impact of Earth's natural processes?<br><b>Content Standards: NGSS</b><br>4-ESS2-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.<br>4-ESS2-2 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.<br>4-ESS2-3 Analyze and interpret data from maps to describe patterns of Earth's features.<br>4-ESS2-4 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.<br>4-ESS2-5 Develop a model of how to describe patterns in terms of magnitude and frequency and that waves can cause objects to move.<br>4-ESS2-6 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.<br>4-ESS2-7 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | <b>Essential Question:</b> How do people use technology to transmit information?<br><b>Content Standards: NGSS</b><br>4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. |
| <b>Writing Standards - W.4.3 - Narrative Fiction</b><br>W.4.4, W.4.5, W.4.8, W.4.9, W.4.10<br><b>Reading Standards - Informational Texts</b><br>RL.4.3, RL.4.4, RL.4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Writing Standards - W.4.2 - Informational - How to Digital Book</b><br>W.4.4, W.4.5, W.4.8, W.4.9, W.4.10<br><b>Reading Standards - Informational Texts</b><br>RI.4.2, RI.4.3, RI.4.8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Writing Standards - W.4.1 - Opinion (Design Solution Project)</b><br>W.4.4, W.4.5, W.4.8, W.4.9, W.4.10<br><b>Reading Standards - Informational Texts</b><br>RI.4.3                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Writing Standards - W.4.1 - Opinion - Editorial</b><br>W.4.4, W.4.5, W.4.7, W.4.8, W.4.10<br><b>Reading Standards - Informational Texts</b><br>RI.4.3, RI.4.5, RI.4.8, RI.4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Writing Standards - W.4.3 - Narrative (Fiction or Nonfiction Personal Essay)</b><br>W.4.4, W.4.5, W.4.7, W.4.8, W.4.10<br><b>Reading Standards - Informational Texts</b><br>RI.4.3, RI.4.5, RI.4.8, RI.4.9    |

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# Biliteracy Unit Framework, 2<sup>nd</sup> 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 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

## Content Area Instruction

- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

## Summative Assessment

## Bridge – Transfer

- Illustration
- Side by Side or
- Así se dice

## Bridge – Transfer and Practice

Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)

## Bridge: Contrastive Analysis

Phonology  
Morphology  
Syntax and grammar  
Pragmatics.

Formative Assessment

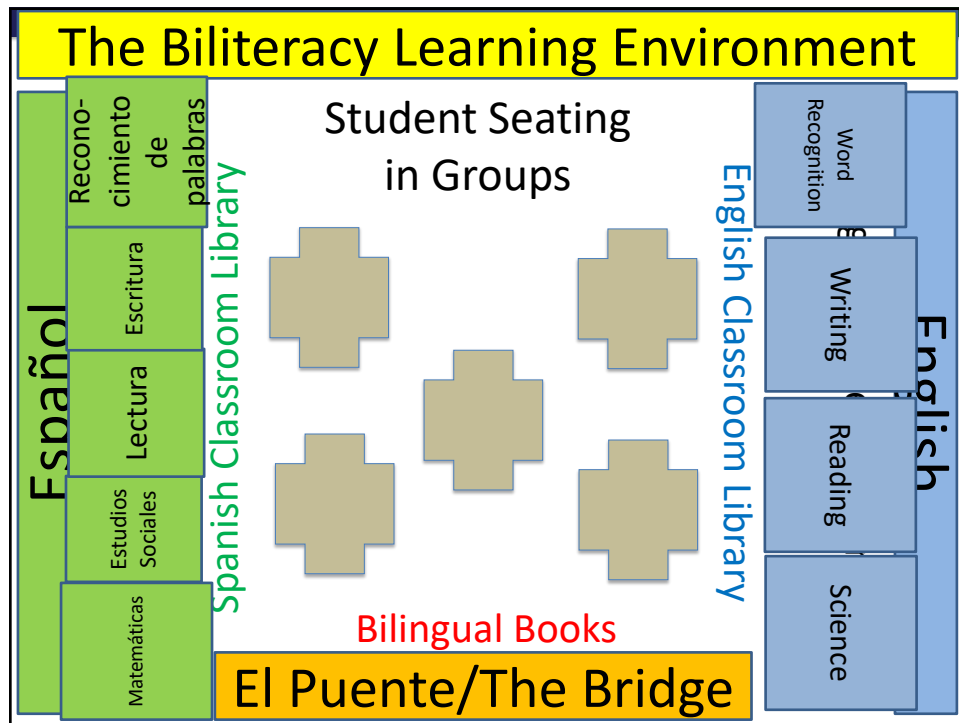
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| Time           | Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 8:20– 9:45     | <b>Social Studies and Language Arts</b><br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>• Oracy</li> <li>• Social Studies experiences/inquiry</li> <li>• Whole group mini lessons</li> <li>• Writing (independent, small group and whole group)</li> <li>• Reading (independent, small group and whole group)</li> <li>• Foundational Skills and Language Comprehension (Word Study)</li> <li>• Independent Practice</li> </ul> | SPANISH                                                         |
|                | engage in: <ul style="list-style-type: none"> <li>• Oracy development</li> <li>• Reading and Writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | SPANISH                                                         |
| 10:45 to 11:15 | <b>Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language identified by the teacher(s) and based on student need |
| 11:15 – 12:00  | <b>Lunch/Recess</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                 |
| 2:00-2:40      | <b>Science and Language Arts –</b><br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>• Oracy</li> <li>• Science experiences/inquiry</li> <li>• Whole group mini lessons</li> <li>• Writing (independent, small group and whole group)</li> <li>• Reading (independent, small group and whole group)</li> <li>• Foundational Skills and Language Comprehension (Word Study)</li> <li>• Independent Practice</li> </ul>             | ENGLISH                                                         |
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spanish and half in English                                     |

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## Strategic Pairing and Grouping

The illustration shows two groups of stylized human figures. On the left, a group of six figures in various colors (red, purple, blue, green, yellow, orange) are holding hands in a circle. On the right, two blue figures are standing and holding hands, representing a pair.

**Teaching for Biliteracy includes strategic pairing using a number of different variables. This is planning for Interactive Supports.**

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# WIDA Can-Do Descriptors (English Language Learning)

Pg. 3

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<br>Entering                                                                                                                                                                                     | Level 2<br>Beginning                                                                                                                                                                                                         | Level 3<br>Developing                                                                                                                                                                                                          | Level 4<br>Expanding                                                                                                                                                                                                 | Level 5<br>Bridging                                                                                                                                                                      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LISTENING</b> | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul> | <ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> | <ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul> |
| <b>SPEAKING</b>  | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Retate facts</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>                                       | <ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>           |
| <b>READING</b>   | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>                             | <ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>                                     | <ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>                  |
| <b>WRITING</b>   | <ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>            | <ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>                                  | <ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>                               | <ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>                                 | <ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>   |

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

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# SALSA "Can-Do" Descriptors (Spanish Language Learning)

Pg. 4

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<br>Empezando                                                                                                                                                                                                               | Nivel 2<br>Empezando                                                                                                                                                                                                                                   | Nivel 3<br>Desarrollando                                                                                                                                                                                                                                                | Nivel 4<br>Extendiendo                                                                                                                                                                                                         | Nivel 5<br>Conectando                                                                                                                                                                                 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ESCUCHAR</b> | <ul style="list-style-type: none"> <li>Señalar dibujos, palabras o frases indicados</li> <li>Seguir instrucciones orales de un paso</li> <li>Emparejar declaraciones orales con objetos, figuras o ilustraciones</li> </ul>        | <ul style="list-style-type: none"> <li>Clasificar dibujos u objetos siguiendo las instrucciones verbales</li> <li>Seguir instrucciones verbales de dos pasos</li> <li>Emparejar declaraciones verbales con objetos, figuras o ilustraciones</li> </ul> | <ul style="list-style-type: none"> <li>Localizar, seleccionar y ordenar información que proviene de descripciones orales</li> <li>Seguir instrucciones verbales de paso múltiples</li> <li>Clasificar o secuenciar información oral usando dibujos u objetos</li> </ul> | <ul style="list-style-type: none"> <li>Comparar y contrastar funciones y relaciones de acuerdo a información oral</li> <li>Analizar y aplicar información oral</li> <li>Identificar causa y efecto en discurso oral</li> </ul> | <ul style="list-style-type: none"> <li>Sacar una conclusión de información oral</li> <li>Construir modelos basados en discurso oral</li> <li>Hacer conexiones en información oral</li> </ul>          |
| <b>HABLAR</b>   | <ul style="list-style-type: none"> <li>Nombrar objetos, personas y dibujos</li> <li>Contestar preguntas (quién, qué, cuándo, dónde, cuál)</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Preguntar</li> <li>Describir dibujos, eventos, objetos y personas</li> <li>Reformular y decir hechos</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Formular hipótesis y hacer predicciones</li> <li>Describir procesos</li> <li>Recontar cuentos o eventos</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Discutir cuentos, cuestiones, y conceptos</li> <li>Hacer presentaciones orales</li> <li>Ofrecer soluciones creativas a cuestiones o problemas</li> </ul>                                | <ul style="list-style-type: none"> <li>Participar en debates</li> <li>Explicar fenómenos, dar ejemplos y justificar respuestas</li> <li>Expresar y defender puntos de vista</li> </ul>                |
| <b>LEER</b>     | <ul style="list-style-type: none"> <li>Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente</li> <li>Identificar conceptos de la organización de letras y elementos de textos</li> </ul> | <ul style="list-style-type: none"> <li>Localizar y clasificar información</li> <li>Identificar hechos y mensajes directos</li> <li>Seleccionar patrones de lenguaje asociados con hechos</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Secuenciar dibujos, eventos y procesos</li> <li>Identificar ideas principales</li> <li>Usar pistas del contexto para determinar el significado de palabras</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Interpretar información o datos</li> <li>Encontrar detalles que apoyan las ideas principales</li> <li>Identificar figuras retóricas y relaciones entre palabras</li> </ul>              | <ul style="list-style-type: none"> <li>Realizar investigaciones para reunir información de fuentes múltiples</li> <li>Sacar una conclusión de texto explícito e implícito</li> </ul>                  |
| <b>ESCRIBIR</b> | <ul style="list-style-type: none"> <li>Etiquetar objetos, dibujos, diagramas</li> <li>Dibujar respuestas a instrucciones</li> <li>Producir íconos, símbolos, palabras y frases para comunicar un mensaje</li> </ul>                | <ul style="list-style-type: none"> <li>Hacer listas</li> <li>Producir dibujos, frases, oraciones cortas y apuntes</li> <li>Dar información pedida por instrucciones orales o escritas</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Producir textos básicos de estilo narrativo o informativo</li> <li>Comparar y contrastar información</li> <li>Describir eventos, personas, procesos</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Resumir información de representaciones gráficas o apuntes</li> <li>Corregir y revisar escritura</li> <li>Crear ideas originales o respuestas detalladas</li> </ul>                     | <ul style="list-style-type: none"> <li>Aplicar información a contextos nuevos</li> <li>Reaccionar a múltiples géneros y discursos</li> <li>Redactar varias formas/géneros de composiciones</li> </ul> |

Translated by (Traducido por) Elizabeth J. Hartung, Monroe Grove, WI, revised by (Revisado por) Andrea Camilleri, Marlene 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.

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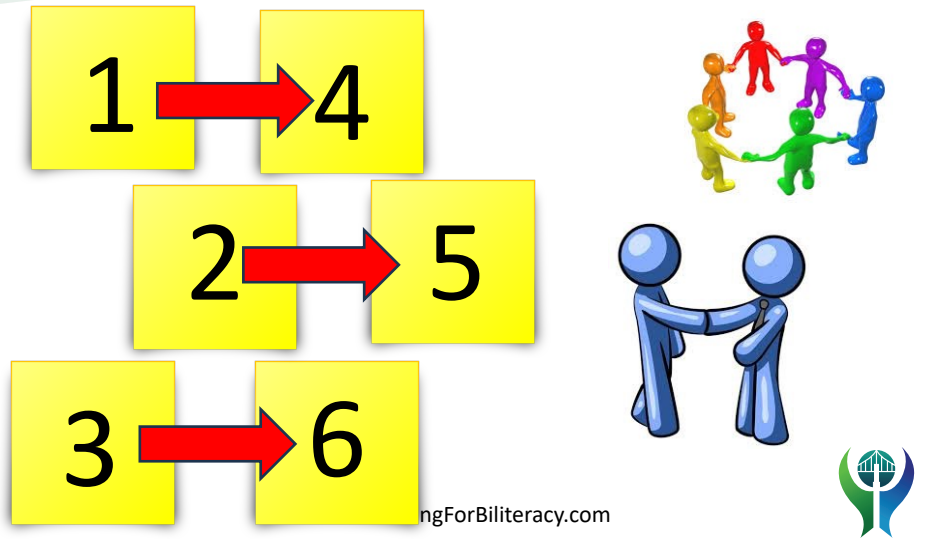
| <b>WIDA Level Descriptors</b>                                          |                                                                       |
|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Levels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

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| <b>Desire to sing Karaoke</b>    | <b>Descriptions</b>                                                   |
|----------------------------------|-----------------------------------------------------------------------|
| <b>1 – No way</b>                | You can find me home reading or watching a movie.                     |
| <b>2 – I'll be your audience</b> | I'll happily sit in the crowd and watch.                              |
| <b>3 – I'll sing backup</b>      | Probably from the audience but maybe on the side if you hold the mic. |
| <b>4 – With some help!</b>       | Maybe liquid courage or a group song?                                 |
| <b>5 – I'll take a turn</b>      | I'll put in my song and wait my turn.                                 |
| <b>6 – Hand me the mic!</b>      | This is my favorite...and I'll get you to join me!                    |

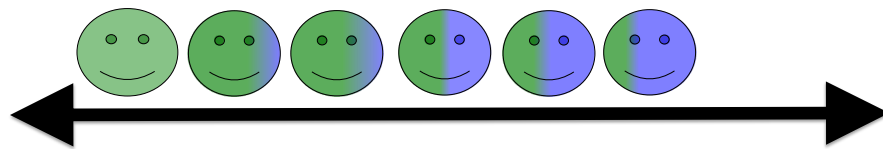
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## Strategic Pairing In the Classroom



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In this session we will experience ELA and Science integrated dual language and biliteracy instruction designed for 4<sup>th</sup> grade...



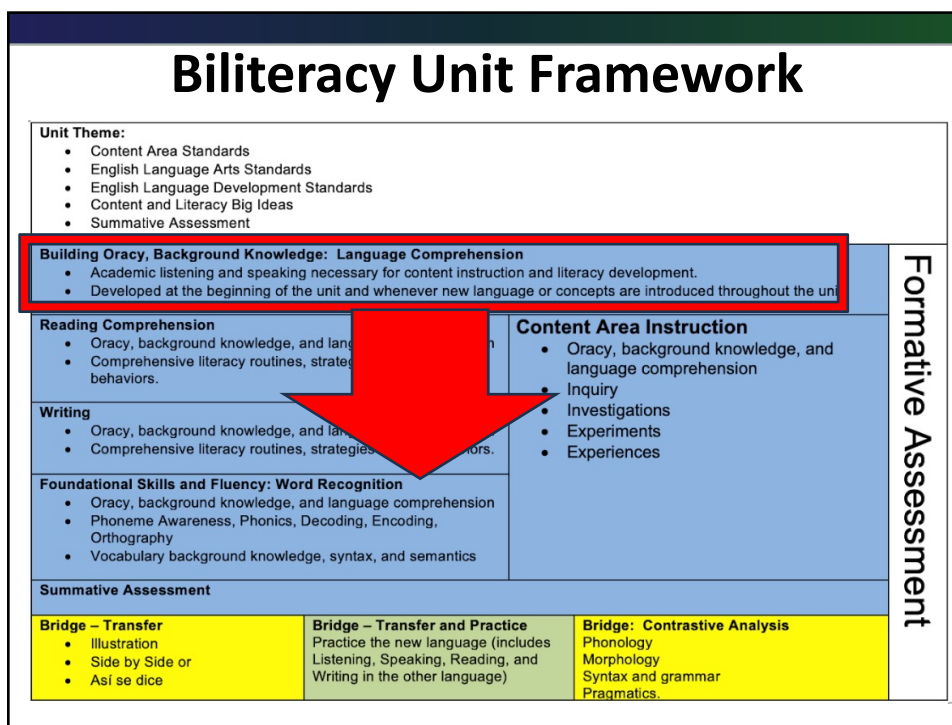
These are the students I can expect to have in my classroom...

**who is missing?**

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## Agenda:



Welcome! Establishing who we are and our purpose today

- Integrating Language, Literacy, and Content**
- Sample Instruction**
- Takeaways and Implications
- Planning Instruction
- Session Closure

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|                                                                                                                                                                                         |                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|
| <div style="display: flex; justify-content: space-around;"> <span>sunlight</span> <span>oil/petroleum</span> <span>mine</span> </div>                                                   |                                         |  |
| <p><b>Definition</b></p><br><br><br>                                                                                                                                                    | <p><b>In a sentence</b></p><br><br><br> |  |
| <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p>Word</p> </div> |                                         |  |
| <p><b>Examples</b></p><br><br><br>                                                                                                                                                      | <p><b>Drawing</b></p><br><br><br>       |  |
| <div style="display: flex; justify-content: space-around;"> <span>fossil fuels</span> <span>energy sources</span> <span>biofuels</span> </div>                                          |                                         |  |



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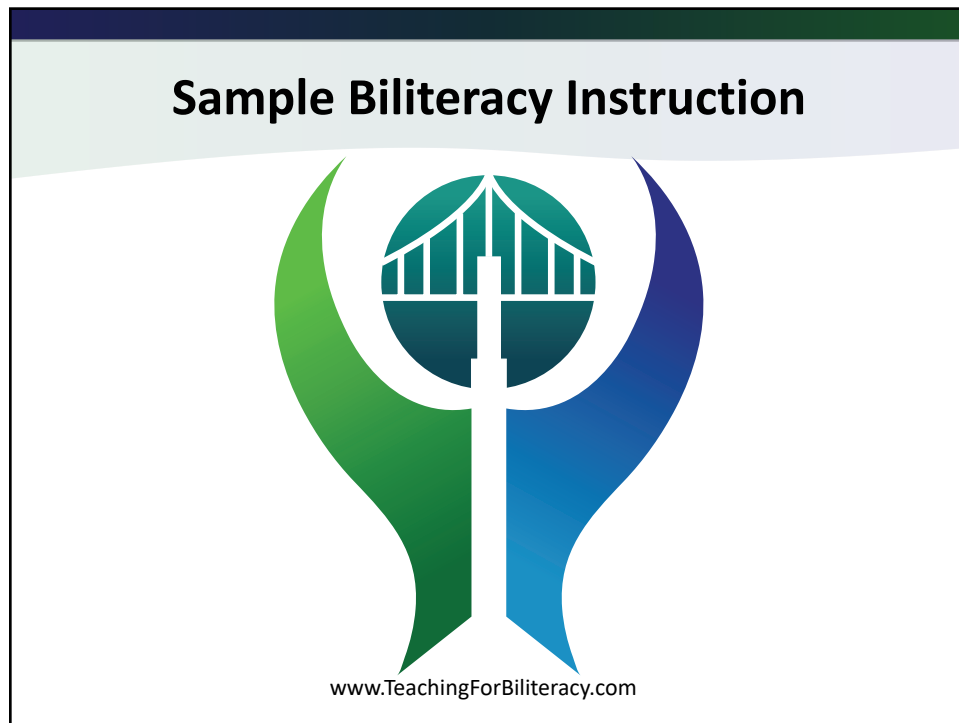


How did you feel as a student?

What did you notice about this instruction?

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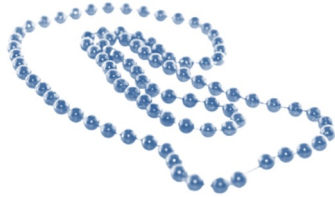
## Language Use Norms

- 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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## Marking the Language of Instruction



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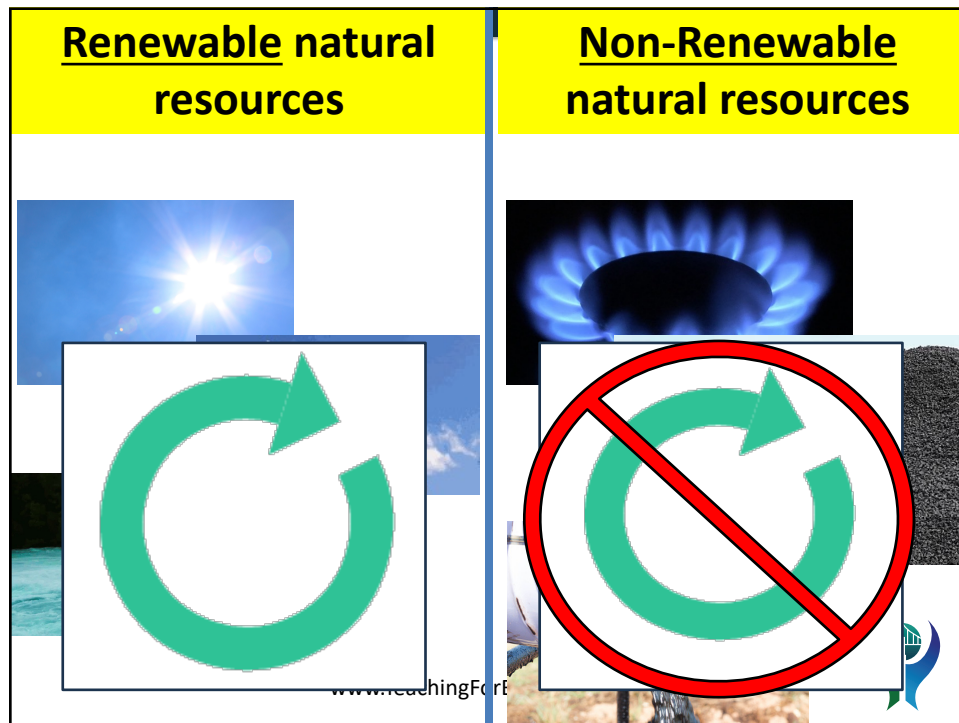
I observe \_\_\_\_.



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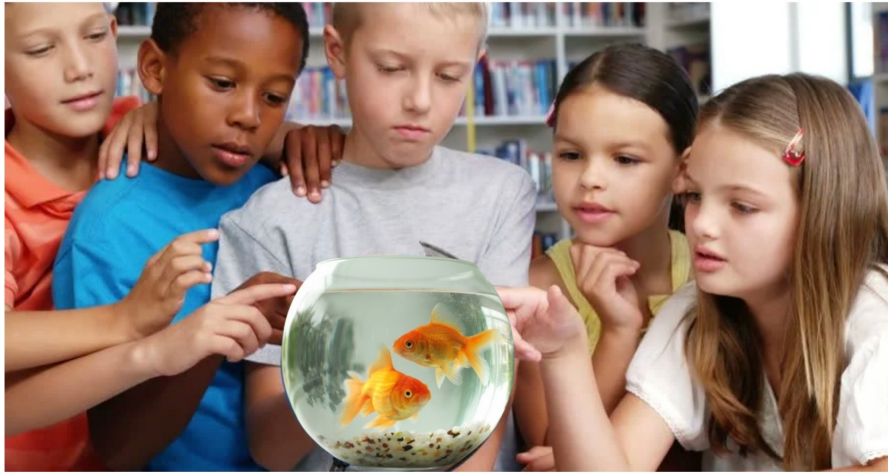
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|                                                                                 |                                                                                                   |                                              |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------|
| Can I take the images out of the bag?                                           |                                                                                                   | Of course!                                   |
| Thank you. Can you help me place them face up?                                  |                                                                                                   | Of course! Hand me some and I will help you. |
|                                                                                 |                                                                                                   |                                              |
| In this photo, I observe...                                                     |                                                                                                   |                                              |
| It is...                                                                        | I think that it is a .... But I don't know exactly what it is called.<br><b>OR</b> Maybe it is... | I don't know what it is.                     |
| What is your opinion?                                                           |                                                                                                   |                                              |
| I agree/disagree because...<br>And I want to add that....<br>Now it is my turn. |                                                                                                   | Take turns with each of the images.          |

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| Renewable natural resources                                                       |  |   | Non-renewable natural resources |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------|
|  |                                                                                   |  |                                 |

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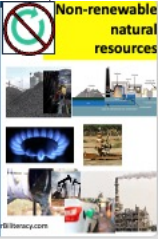


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|                        |                   |          |
|------------------------|-------------------|----------|
| sunlight               | oil / petroleum   | the mine |
| nonrenewable resources | running water     | to burn  |
| renewable resources    | converts          | energy   |
| wind                   | we can use        | factory  |
| to replace             | coal              |          |
| they are not replaced  | plant matter      |          |
| natural gas            | solar panel       |          |
| mechanism              | to extract        |          |
| capture                | natural resources |          |
| fossil fuels           | energy sources    |          |



Renewable  
natural  
resources



Non-renewable  
natural  
resources

This word says...

It goes with this image because...

And the corresponding movement is...

I agree because...

Also I would add that...

Thank you! Now it is your turn. Choose a word.

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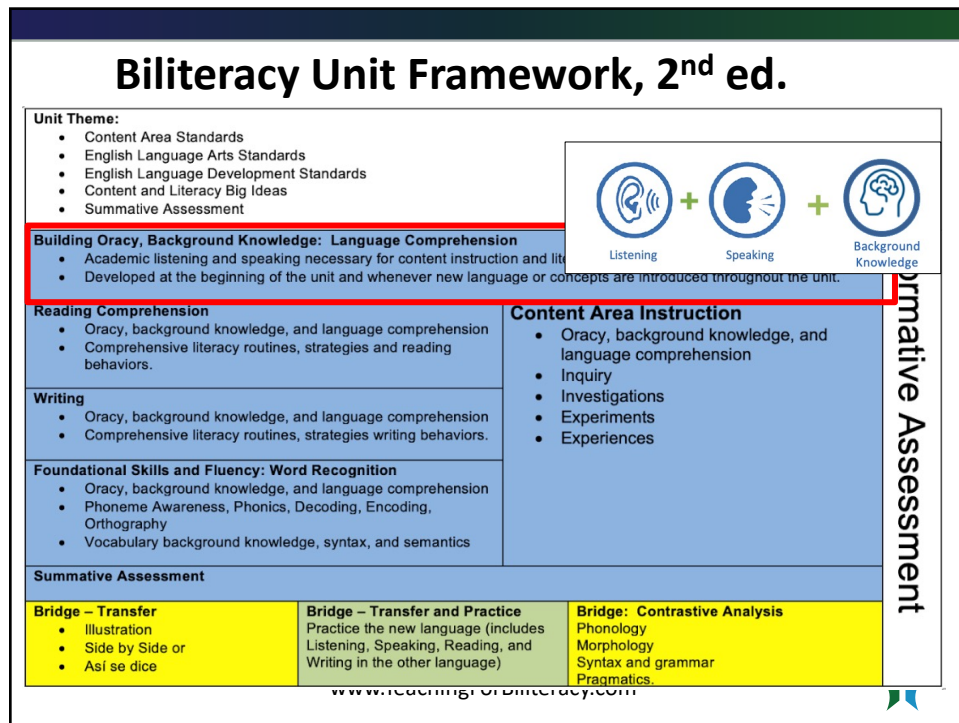


How did you feel as a student?

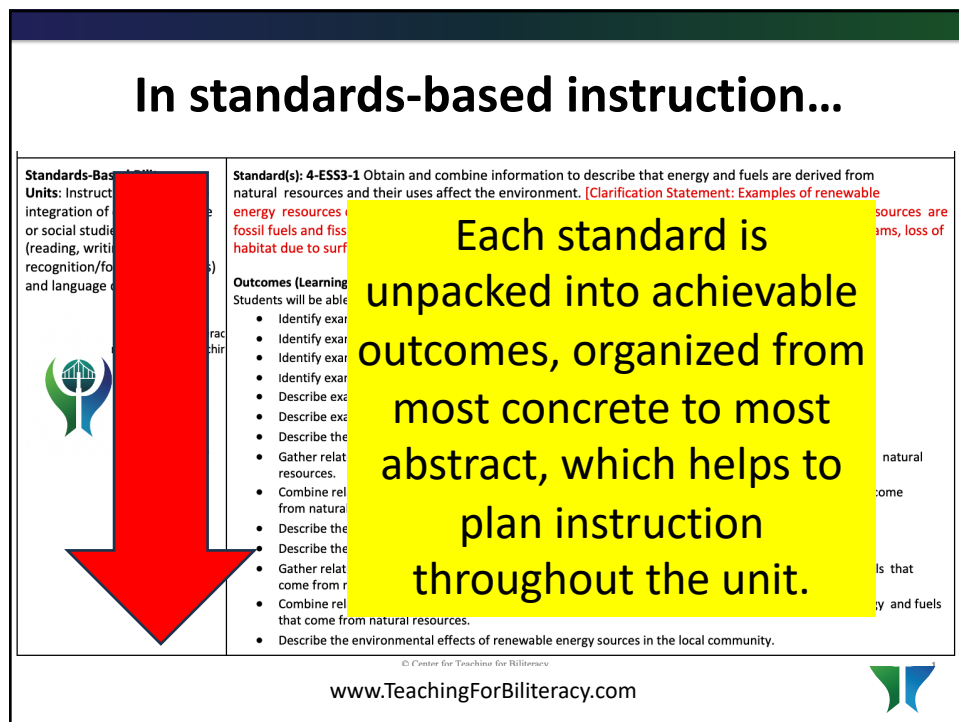
What did you notice about oracy building?

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## Highlight which outcomes we focused on:

### 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.



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

### Outcomes (Learning Intention/Success Criteria):

Students will be able to...

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

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## Highlight which outcomes we focused on:

- Identify examples of natural resources.
- Identify examples of energy and fuels that come from natural resources.
- Identify examples of renewable energy sources.
- Identify examples of non-renewable energy sources.

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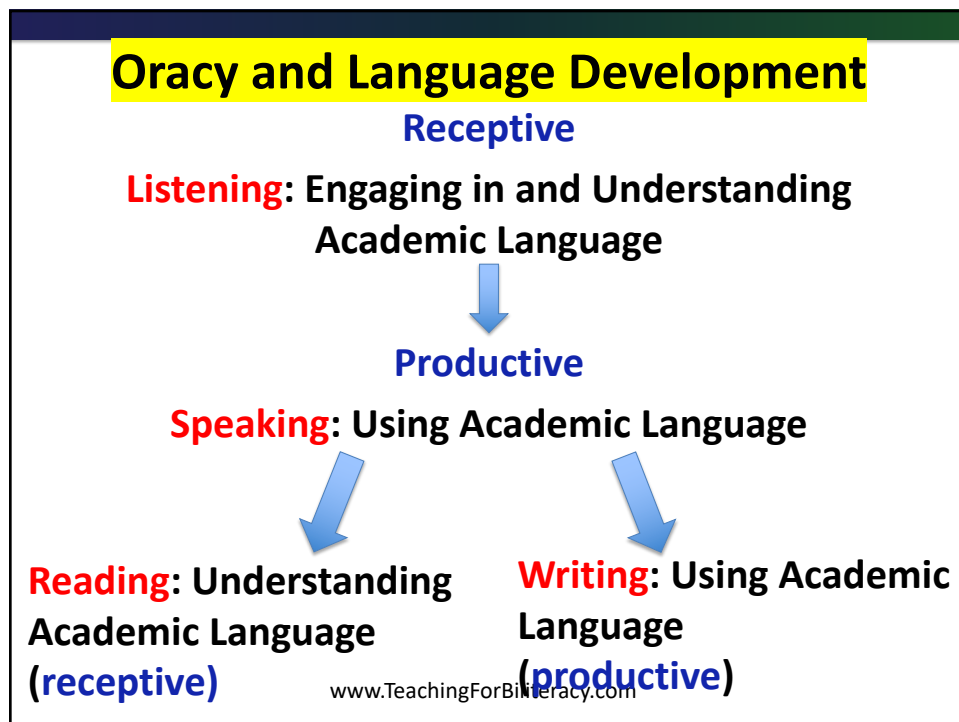


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| Biliteracy Unit Framework                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Unit Theme:</b> <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• English Language Arts Standards</li><li>• English Language Development Standards</li><li>• Content and Literacy Big Ideas</li><li>• Summative Assessment</li></ul>                                                                               |                                                                                                                                                                                                  |                                                                                                     |
| <b>Building Oracy, Background Knowledge: Language Comprehension</b> <ul style="list-style-type: none"><li>• Academic listening and speaking necessary for content instruction and literacy development.</li><li>• Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li></ul> |                                                                                                                                                                                                  | Formative Assessment                                                                                |
| <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Comprehensive literacy routines, strategies and reading behaviors.</li></ul>                                                                                                                                                       | <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Inquiry</li><li>• Investigations</li><li>• Experiments</li><li>• Experiences</li></ul> |                                                                                                     |
| <b>Writing</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Comprehensive literacy routines, strategies writing behaviors.</li></ul>                                                                                                                                            |                                                                                                                                                                                                  |                                                                                                     |
| <b>Foundational Skills and Fluency: Word Recognition</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li><li>• Vocabulary background knowledge, syntax, and semantics</li></ul>                                    |                                                                                                                                                                                                  |                                                                                                     |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |                                                                                                     |
| <b>Bridge – Transfer</b> <ul style="list-style-type: none"><li>• Illustration</li><li>• Side by Side or</li><li>• Así se dice</li></ul>                                                                                                                                                                                                      | <b>Bridge – Transfer and Practice</b><br>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)                                                    | <b>Bridge: Contrastive Analysis</b><br>Phonology<br>Morphology<br>Syntax and grammar<br>Pragmatics. |

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## Background Knowledge Development

**Introduction of concepts: Concrete**

Understanding concepts through realia, images, experiences, etc.



Applying the concepts and practicing them



**Increasing the rigor: More abstract**

Understanding, applying, and practicing through inquiry (investigations), reading, and writing

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### Oracy

Receptive (**listening**)



Productive (**speaking**)



Receptive (**reading**)



Productive (**writing**)

### Background Knowledge

**Concrete:** understanding



Apply and practice



Level of rigor increases:

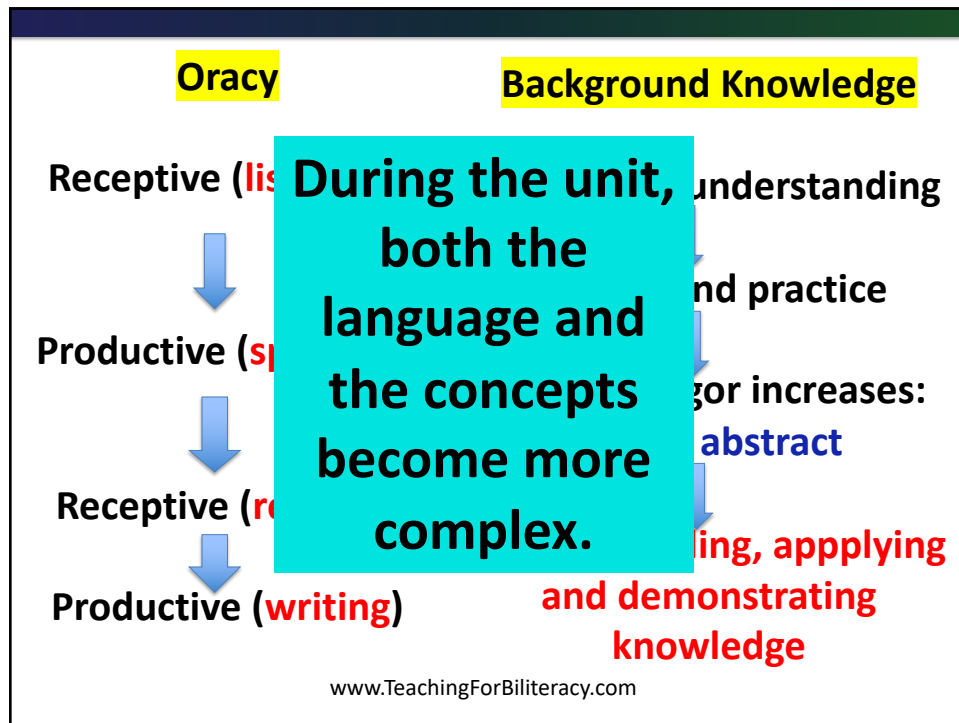
**More abstract**



**Understanding, applying and demonstrating knowledge**

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## Let's look at the strategies you experienced:

### High Leverage Biliteracy Strategies

| Strategy                                                                                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Potential Language Acquisition Supports                                  | Grade Level Variations |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Concept Attainment</b><br>             | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 81-82</i></p>                                                                          | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |
| Strategy                                                                                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Potential Language Acquisition Supports                                  | Grade Level Variations |
| <b>Adapted Reader's Theater (ART)</b><br> | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 81</i></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

Resource packet p. 5-7

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## High Leverage Oracy Strategy: Concept Attainment

| Strategy                                                                                                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Potential Language Acquisition Supports                                  | Grade Level Variations |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Concept Attainment</b><br> | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 81-82</i></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

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What all the photos have in common is \_\_\_\_.



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**Renewable natural resources**



**Non-Renewable natural resources**



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## What language acquisition supports were used during concept attainment?



| Sensory Supports                                                                                                                                                                                                                                                                                                                                         | Graphic Supports                                                                                                                                                          | Interactive Supports                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

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## Other examples of concept attainment: Grade Level and Content variations



| Strategy                                                                                                         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Potential Language Acquisition Supports                                  | Grade Level Variations |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Concept Attainment</b><br> | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 81-82</i></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

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| Lo que observo en la columna azul es que ...                                      | Lo que observo en la columna anaranjada es que ...                                 |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |

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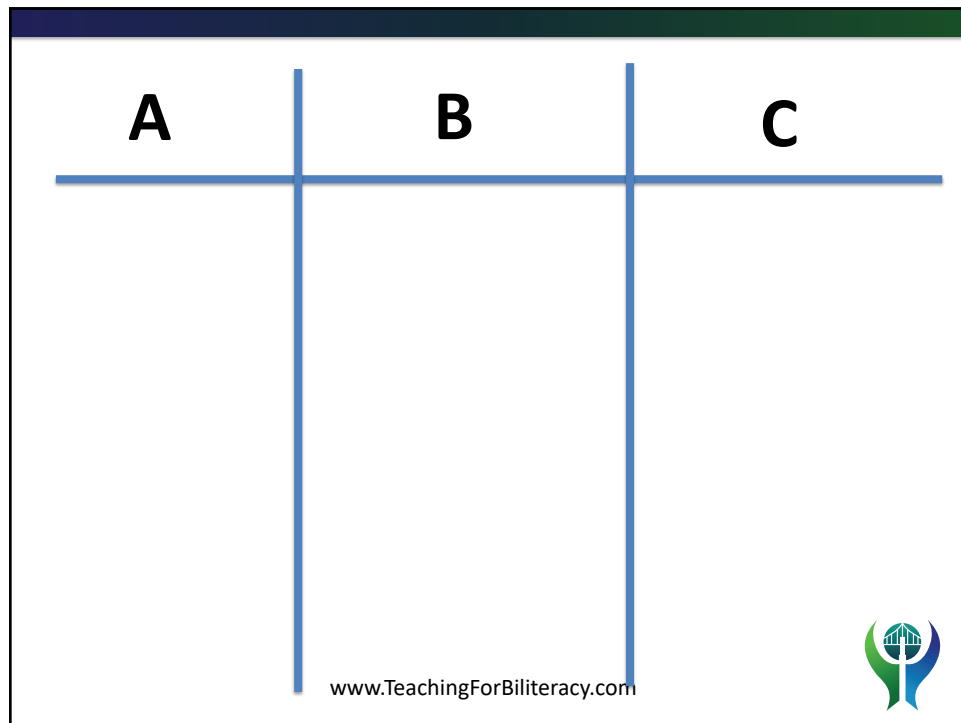
77

77

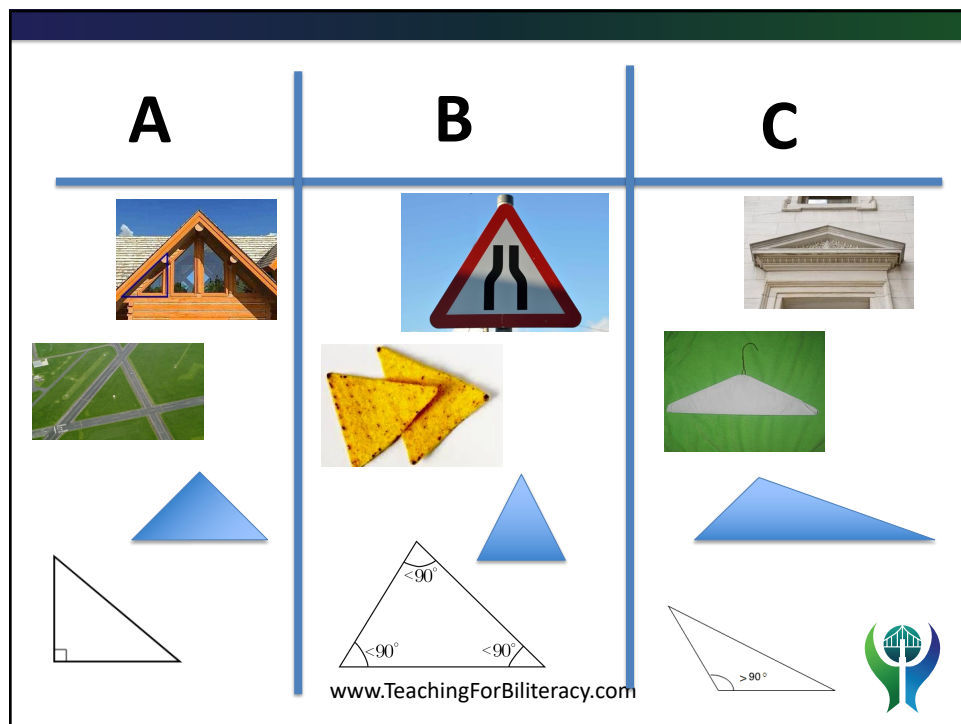
| los lugares de la escuela                                                           | las reglas                                                                           |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |

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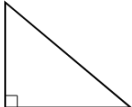
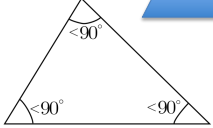
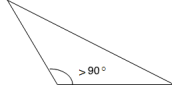


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## Conversaciones académicas

| Pareja A                                              | Pareja B                                                                                        |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Lo que observo en la imagen de la columna ____ es...  | ¡Oh sí! También quisiera agregar que....                                                        |
| Pienso que las tres columnas se relacionan porque...  | Adicionalmente se puede decir que...                                                            |
| Observo que las imágenes en la columna ____ son ____. | O, entonces podemos predecir que todas las imágenes en la columna ____ están agrupados porque.. |

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| Triángulo rectángulo                                                                                                                                                                                                                                                                                                                            | Triángulo agudo                                                                                                                                                                                                                                                                                                                                 | Triángulo obtuso                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |     |     |

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## High Leverage Oracy Strategy: Adapted Reader's Theater

| Strategy                                                                                                                                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Potential Language Acquisition Supports                                  | Grade Level Variations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Adapted Reader's Theater (ART)</b><br> <p>Quando estamos en la biblioteca leemos calladitos.</p> | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 81</i></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

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## High Leverage Oracy Strategy: Fishbowl

| Strategy                                                                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Potential Language Acquisition Supports                                  | Grade Level Variations |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Fishbowl</b><br> | <p>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.</p> <p><i>Teaching for Biliteracy Book: page 82 &amp; 136</i></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

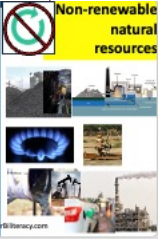
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|                        |                   |          |
|------------------------|-------------------|----------|
| sunlight               | oil / petroleum   | the mine |
| nonrenewable resources | running water     | to burn  |
| renewable resources    | converts          | energy   |
| wind                   | we can use        | factory  |
| to replace             | coal              |          |
| they are not replaced  | plant matter      |          |
| natural gas            | solar panel       |          |
| mechanism              | to extract        |          |
| capture                | natural resources |          |
| fossil fuels           | energy sources    |          |



**Renewable  
natural  
resources**



**Non-renewable  
natural  
resources**

This word says...

It goes with this image because...

And the corresponding movement is...

I agree because...  
I wonder what you think about...

Also I would add that...

Thank you! Now it is your turn. Choose a word.

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## High Leverage Oracy Strategy: Picture Sort/Word Sort

| Strategy                                                                                                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                              | Potential Language Acquisition Supports                                  | Grade Level Variations |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <b>Picture Sort/ Word Sort</b><br> | <p>In strategic partnerships, students categorize words, pictures, or realia into groups. This can be done as a <b>closed sort</b>, using teacher-provided categories, or as an <b>open sort</b>, where students create their own categories.</p> <p>In an <b>open sort</b>, 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.</p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

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## High Leverage Oracy Strategy: Total Physical Response

| Strategy                                                                                                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Potential Language Acquisition Supports                                  | Grade Level Variations |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|
| <p><b>TPR – Total Physical Response</b></p>  | <ol style="list-style-type: none"> <li>1. Students watch a demonstration of key words and gestures.</li> <li>2. Students listen again and watch as the teacher performs the action.</li> <li>3. The teacher demonstrates again, this time having students perform the actions simultaneously.</li> <li>4. The teacher demonstrates without modeling the action.</li> <li>5. The teacher models variations &amp; combinations for the groups.</li> <li>6. Students perform variations &amp; combinations.</li> <li>7. If some students are ready, they demonstrate to classmates.</li> </ol> <p><b>This may happen over a period of several days/weeks and grow in complexity as students build language.</b></p> | <p><b>Sensory:</b></p> <p><b>Graphic:</b></p> <p><b>Interactive:</b></p> |                        |

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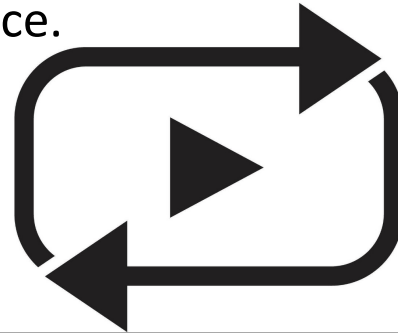
**Strategies are STACKED.**  
They build on one another  
and strengthen student  
understanding of the  
concept.

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## Biliteracy Strategies are also RECURSIVE.

They can be used again and again within the same unit to reflect an increase in rigor, whether through more complex concepts, new language/oracy, or an increase in independence.



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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<br>Entering                                                                                                                                                                                     | Level 2<br>Beginning                                                                                                                                                                                                         | Level 3<br>Developing                                                                                                                                                                                                          | Level 4<br>Expanding                                                                                                                                                                                                 | Level 5<br>Bridging                                                                                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LISTENING | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul> | <ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> | <ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul> |
| SPEAKING  | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>                                       | <ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>           |
| READING   | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or pictures</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Locate and classify information</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>                                     | <ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>                  |
| WRITING   | <ul style="list-style-type: none"> <li>Draw in response to a picture, phrase, or sentence</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Write simple sentences</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres</li> </ul>                                                                    |

p. 3

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.**

|                |                                                                                                                  |                                                                                                         |                                                                                                           |                                                                                                                     |                                                                                                                           |
|----------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>ENGLISH</b> | <ul style="list-style-type: none"> <li>Follow one-step oral directions</li> <li>Match oral statements</li> </ul> | <ul style="list-style-type: none"> <li>instructions</li> <li>Follow two-step oral directions</li> </ul> | <ul style="list-style-type: none"> <li>descriptions</li> <li>Follow multi-step oral directions</li> </ul> | <ul style="list-style-type: none"> <li>from oral information</li> <li>Analyze and apply oral information</li> </ul> | <ul style="list-style-type: none"> <li>Construct models based on oral discourse</li> <li>Make connections from</li> </ul> |
|----------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**How did other students benefit from the supports?**

|                |                                                                                                                                                                             |                                                                                                                                                                   |                                                                                                                                                                        |                                                                                                                                                                |                                                                                                                                                                         |                |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>SP</b>      | <ul style="list-style-type: none"> <li>questions</li> </ul>                                                                                                                 |                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Retell stories or events</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Offer creative solutions to issues, problems</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Express and defend points of view</li> </ul>                                                                                     | <b>Reading</b> |
| <b>READING</b> | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul> | <ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns</li> </ul> | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of</li> </ul> | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families,</li> </ul> | <ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul> |                |

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

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| 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<br>Entering                                                                                                                                                                                     | Level 2<br>Beginning                                                                                                                                                                                                         | Level 3<br>Developing                                                                                                                                                                                                          | Level 4<br>Expanding                                                                                                                                                                                                 | Level 5<br>Bridging                                                                                                                                                                      |
| LISTENING                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul> | <ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> | <ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul> |
| SPEAKING                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>                                       | <ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>           |
| READING                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>                             | <ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>                                     | <ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>                  |
| WRITING                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>            | <ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>                                  | <ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>                               | <ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>                                 | <ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>   |
| Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information. |                                                                                                                                                                                                         |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                      |                                                                                                                                                                                          |

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**WIDA**  
CONSORTIUM

**Descripción de Habilidades: Grados Escolares**

Los estudiantes de inglés pueden procesar o producir el lenguaje que se necesita para hacer lo siguiente:

|                 | Nivel 1<br>Entrando                                                                                                                                                                                                                                                                                                                                                                        | Nivel 2<br>Emergiendo                                                                                                                                                                                                                                                                                                                                | Nivel 3<br>Desarrollando                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nivel 4<br>Extendiendo                                                                                                                                                                                                                                                                                                               | Nivel 5<br>Conectando                                                                                                                                                                                                                                                                                                                                   | Nivel 6 - Alcanzando |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>ESCUCHAR</b> | <ul style="list-style-type: none"> <li>Seguir instrucciones verbales de un paso</li> <li>Emparejar lenguaje social con apoyos visuales</li> <li>Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar)</li> <li>Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")</li> </ul> | <ul style="list-style-type: none"> <li>Seguir instrucciones orales de múltiples pasos</li> <li>Clasificar apoyos visuales con contenido académico siguiendo descripciones orales</li> <li>Ordenar apoyos visuales siguiendo direcciones orales</li> <li>Identificar información presentada en cuadros o tablas según instrucciones orales</li> </ul> | <ul style="list-style-type: none"> <li>Categorizar ejemplos con contenido académico siguiendo direcciones orales</li> <li>Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales</li> <li>Usar estrategias de aprendizaje descritas oralmente</li> <li>Identificar ejemplos cotidianos, de conceptos con contenido académico</li> <li>Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)</li> </ul> | <ul style="list-style-type: none"> <li>Identificar ideas principales y detalles de un discurso oral</li> <li>Completar tareas con contenido académico basadas en discurso oral</li> <li>Aplicar estrategias de aprendizaje a situaciones nuevas</li> <li>Actuar o dramatizar diferentes escenarios siguiendo lectura oral</li> </ul> | <ul style="list-style-type: none"> <li>Usar información oral para cumplir con tareas del nivel de grado escolar</li> <li>Evaluar lo que alguien quiere decir y reaccionar adecuadamente</li> <li>Hacer inferencias de un texto del nivel del grado escolar leído en voz alta</li> <li>Diferenciar entre múltiples géneros leídos en voz alta</li> </ul> |                      |

**The descriptors are also available in Spanish!**

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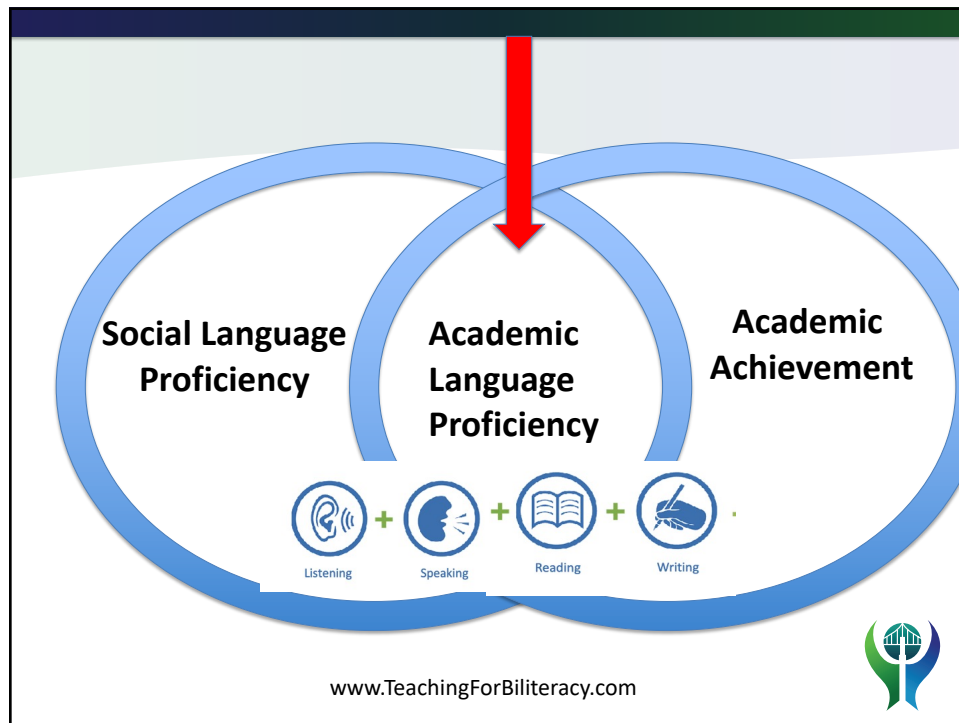
**Biliteracy strategies are effective when \_\_\_\_.**



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## Planning for Student-Centered Biliteracy Instruction

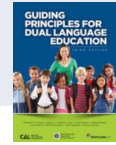
- What are students' language proficiency levels? How does instruction need to be differentiated so that ALL students are able to participate actively?
- What student behaviors will you be looking for (outcomes)? How will you collect this information?
- **Learning Environment:** How will students interact with the environment (charts on walls, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?

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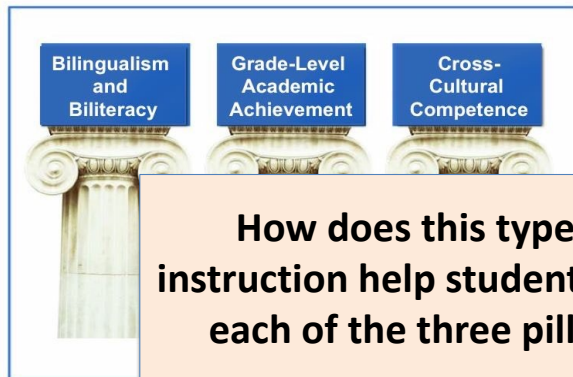


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## What are the goals of Dual Language?



### Three Pillars of Dual Language Education



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## Biliteracy Unit Framework, 2<sup>nd</sup> 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 behaviors.

### Writing

- Oracy, background knowledge, and language comprehension
- Comprehensive literacy routines, strategies writing behavior

### Foundational Skills and Fluency: Word Recognition

- Oracy, background knowledge, and language comprehension
- Phoneme Awareness, Phonics, Decoding, Encoding, Orthography
- Vocabulary background knowledge, syntax, and semantics

### Content Area Instruction

- Oracy, background knowledge, and language comprehension
- Inquiry
- Investigations
- Experiments
- Experiences

Formative Assessment

### 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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# What is literacy?

## SIMPLE VIEW OF READING

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

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



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



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

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# What



**"Constrained"**  
A set of finite  
Typically to

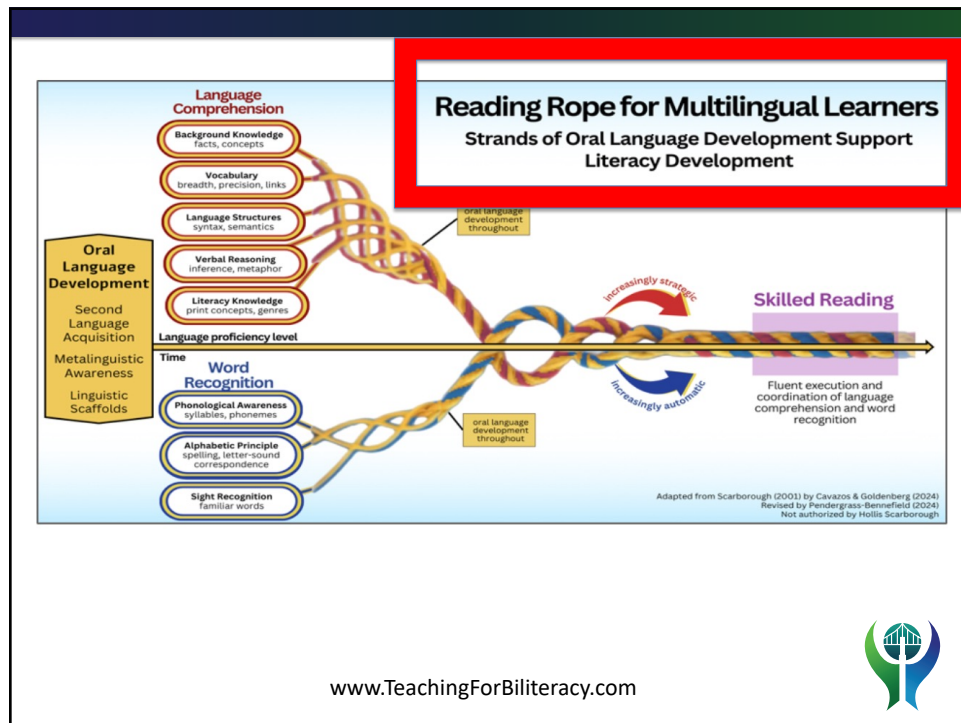


**"Unconstrained"**  
An infinite amount of knowledge  
Develops over your entire life

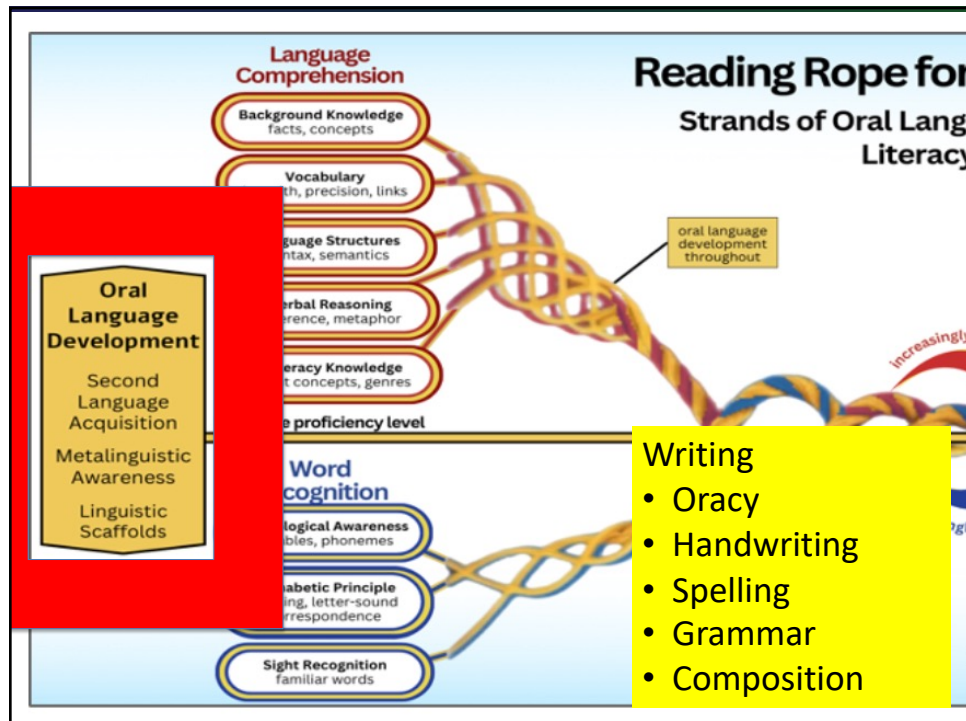
**Developing  
Bilinguals need  
instruction that  
develops their  
Language  
Comprehension  
first.**



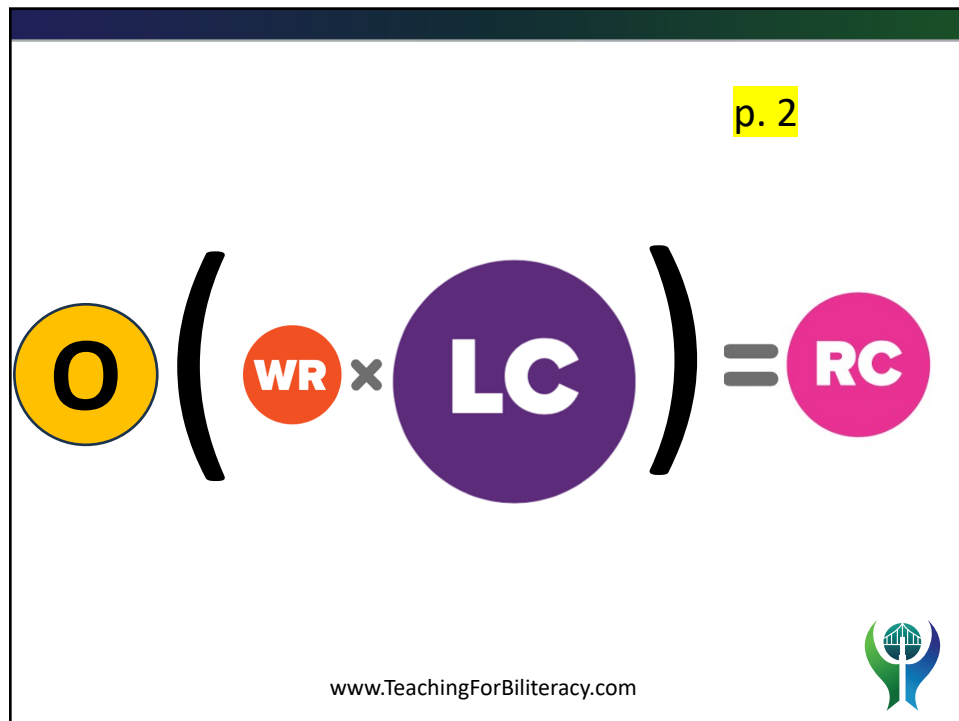
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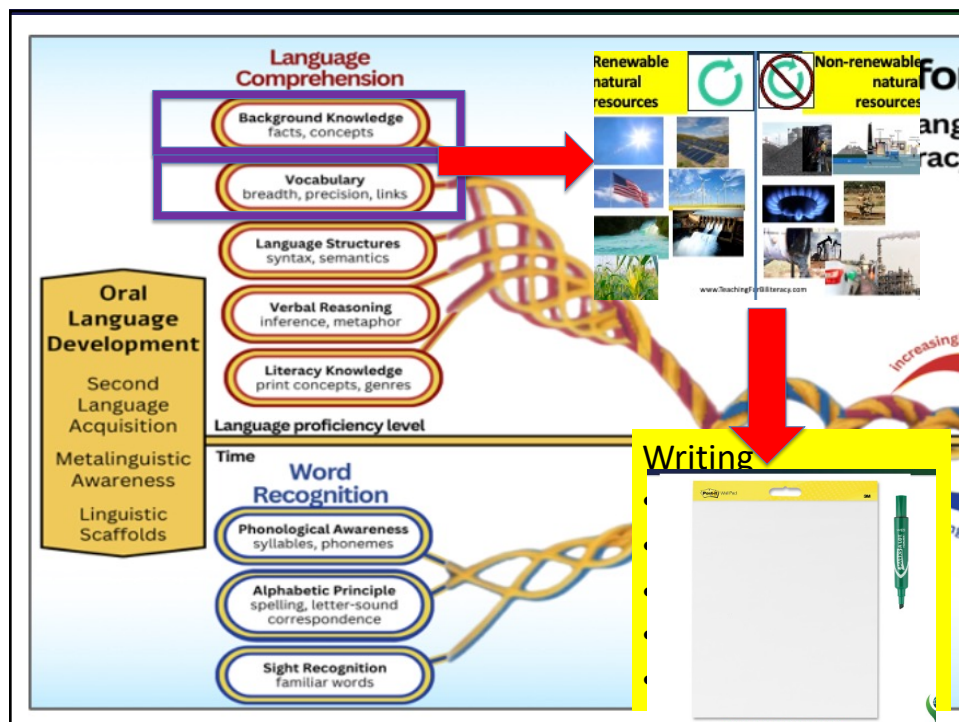
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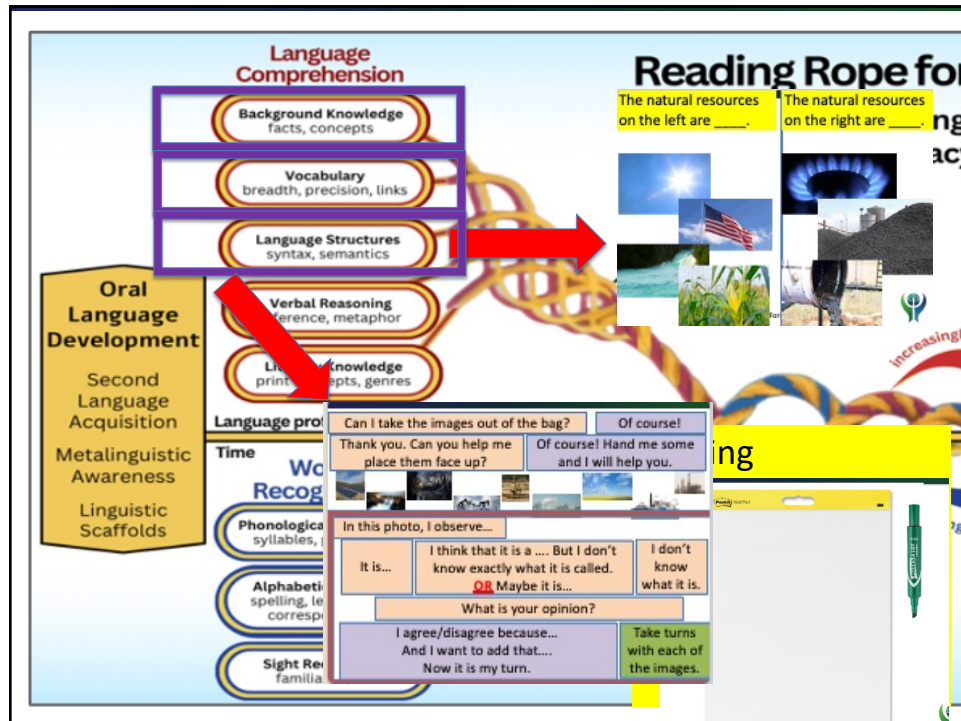
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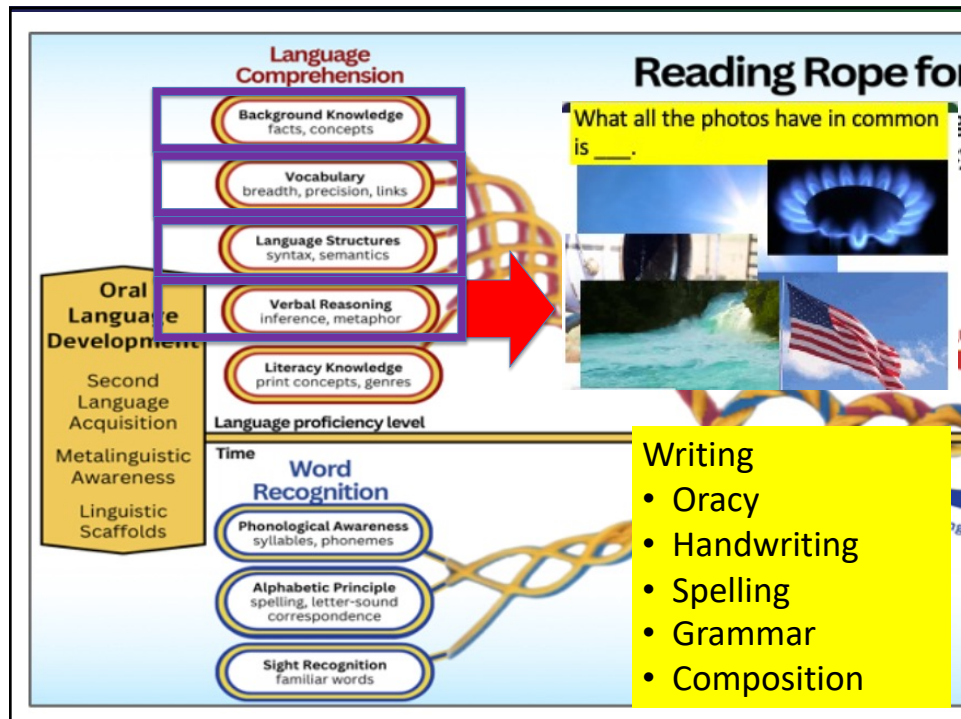
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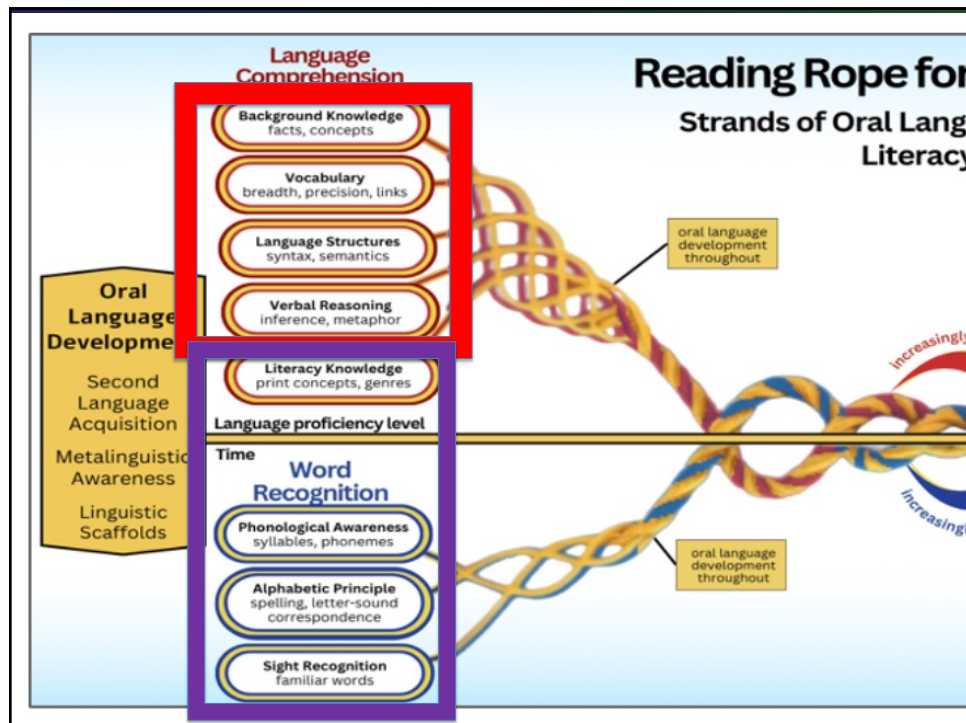
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| Biliteracy Unit Framework, 2 <sup>nd</sup> ed.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                     | Resource Packet<br>Page 8 | Formative Assessment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------|----------------------|
| <b>Unit Theme:</b> <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• English Language Arts Standards</li><li>• English Language Development Standards</li><li>• Content and Literacy Big Ideas</li><li>• Summative Assessment</li></ul>                                                                               |                                                                                                                                                                                                                                  |                                                                                                     |                           |                      |
| <b>Building Oracy, Background Knowledge: Language Comprehension</b> <ul style="list-style-type: none"><li>• Academic listening and speaking necessary for content instruction and literacy development.</li><li>• Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li></ul> |                                                                                                                                                                                                                                  |                                                                                                     |                           |                      |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Comprehensive literacy routines, strategies, and behaviors.</li></ul>                                                                                                                                 | <b>Content Area Instruction</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Inquiry</li><li>• Investigations</li><li>• Experiments</li><li>• Experiences</li></ul> |                                                                                                     |                           |                      |
| <b>Writing</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Comprehensive literacy routines, strategies, and behaviors.</li></ul>                                                                                                                                               |                                                                                                                                                                                                                                  |                                                                                                     |                           |                      |
| <b>Foundational Skills and Fluency: Word Recognition</b> <ul style="list-style-type: none"><li>• Oracy, background knowledge, and language comprehension</li><li>• Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li><li>• Vocabulary background knowledge, syntax, and semantics</li></ul>                                    |                                                                                                                                                                                                                                  |                                                                                                     |                           |                      |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                  |                                                                                                     |                           |                      |
| <b>Bridge – Transfer</b> <ul style="list-style-type: none"><li>• Illustration</li><li>• Side by Side or</li><li>• Así se dice</li></ul>                                                                                                                                                                                                      | <b>Bridge – Transfer and Practice</b><br>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)                                                                                    | <b>Bridge: Contrastive Analysis</b><br>Phonology<br>Morphology<br>Syntax and grammar<br>Pragmatics. |                           |                      |
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## Sample Biliteracy Instruction: Part 2



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## Marking the Language of Instruction



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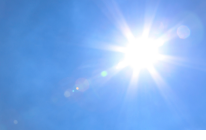
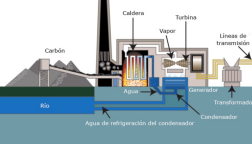
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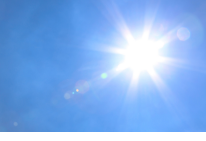
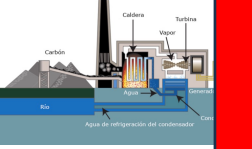
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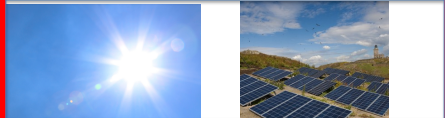
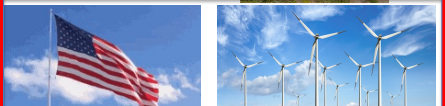
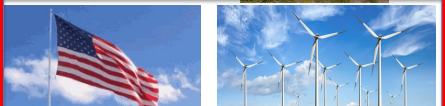
112

| Renewable natural resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |   | Non-renewable natural resources                                                                                                                                                                                                                                                                                                               |
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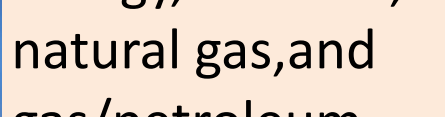
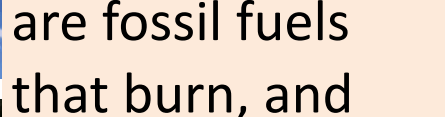
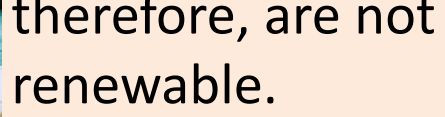
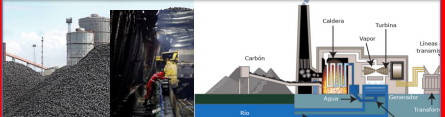
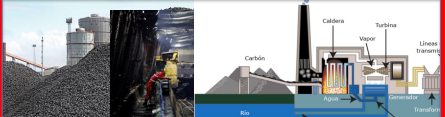
113

| Renewable natural resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  | Non-renewable natural resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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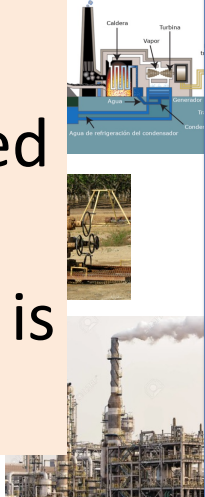
114

| Renewable                                                                         | <p>Some types of energy, like solar energy, wind, hydroelectric, and biofuels that come from plant material are renewable.</p>                                                                                                                        |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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|  |                                                                                                                                                                                                                                                       |
|  |                                                                                                                                                                                                                                                       |
|  |                                                                                                                                                                                                                                                       |

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| <p>Other types of energy, like coal, natural gas, and gas/petroleum are fossil fuels that burn, and therefore, are not renewable.</p>                                                                                                                       | Non-renewable                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |    |
|                                                                                                                                                                                                                                                             |                                                                                                                                                                            |
|                                                                                                                                                                                                                                                             |                                                                                                                                                                            |
|                                                                                                                                                                                                                                                             |                                                                                                                                                                            |

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| Renewable energy                                                                  | Non-renewable energy                                                                |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

Even though there are two types of energy, one is used more than the other. Which one is it and why?

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- All energy sources come from natural resources.
- Some types of energy, like solar energy, wind, hydroelectric, and biofuels that come from plant material are renewable.
- Other types of energy, like coal, natural gas, and oil/petroleum are fossil fuels that burn, and, therefore, are not renewable.
- Even though there are two types of energy, one is used more than the other. Which one would it be and why?

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What is happening here?  
How do you see the integration of  
language, literacy, and content?



Why is this repetition necessary? **Is it?**  
What are the benefits?  
What are the drawbacks?

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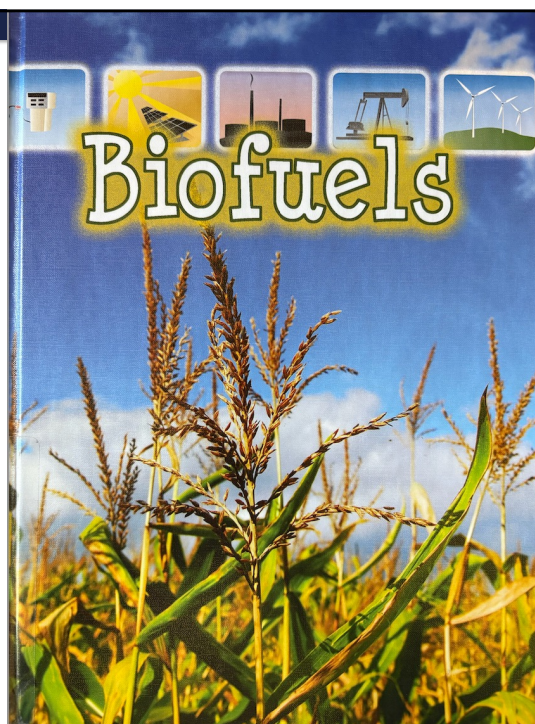
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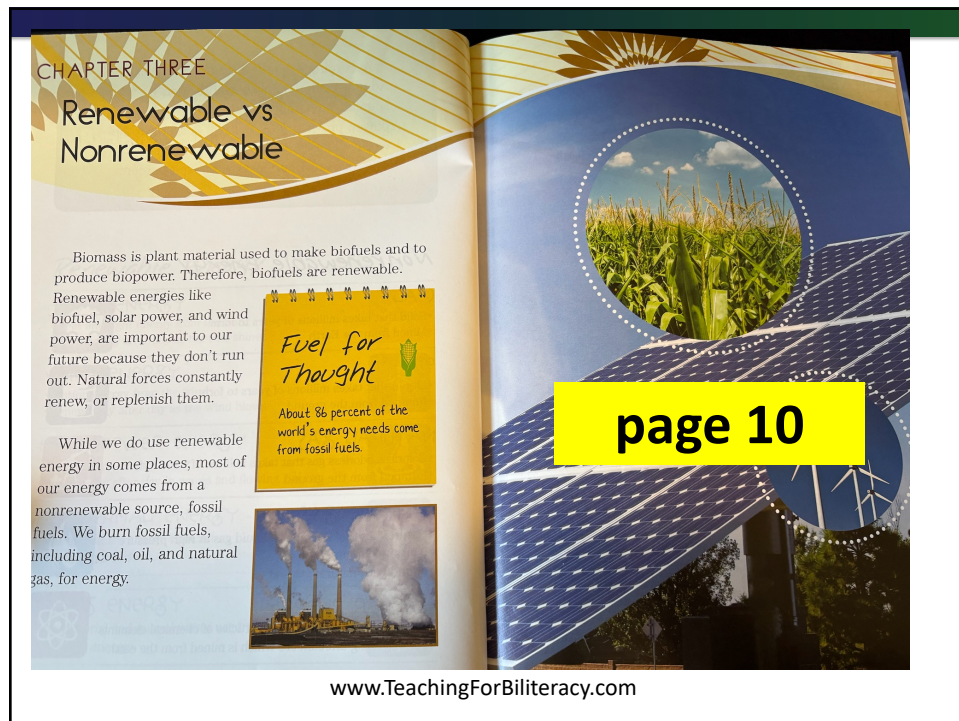
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In this paragraph, I read that \_\_\_\_\_.  
Therefore, I think that \_\_\_\_.

I agree.  
I also read that \_\_\_\_\_.  
Therefore, I think that \_\_\_\_.

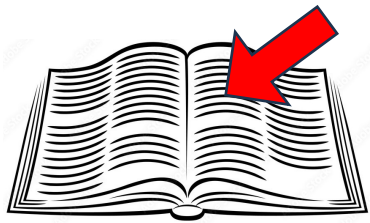
I do not agree.  
In this paragraph,  
I read that \_\_\_\_\_.  
Therefore, I think  
that \_\_\_\_.

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What the text  
says explicitly



Inferences  
using details  
and examples  
from the text



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125

What is happening here?  
How do you see the integration of  
language literacy, and content?



Could students accomplish this  
reading without first building oracy –  
both receptive and productive?

What are the implications for YOU  
and YOUR STUDENTS?

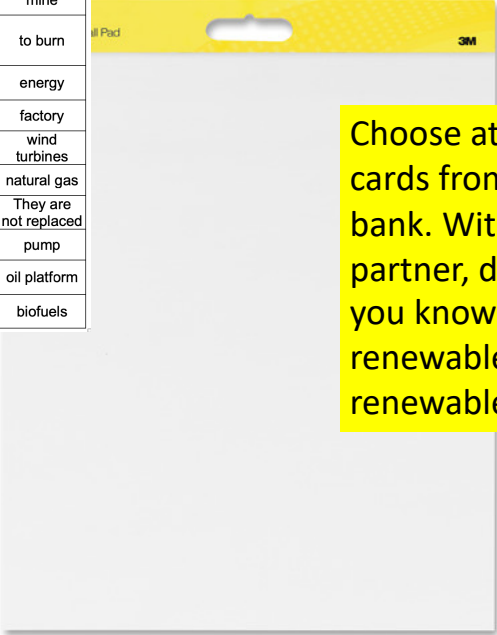
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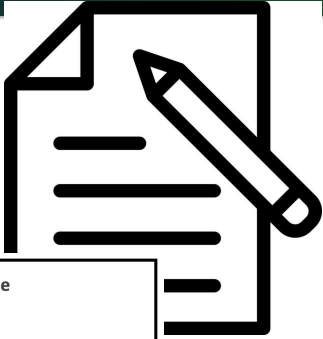
|                         |                   |                       |
|-------------------------|-------------------|-----------------------|
| sunlight                | oil/petroleum     | mine                  |
| non-renewable resources | running water     | to burn               |
| renewable resources     | converts          | energy                |
| wind                    | We can use        | factory               |
| to replace              | coal              | wind turbines         |
| plant matter            | well              | natural gas           |
| solar panel             | hydroelectric dam | They are not replaced |
| mechanism               | to extract        | pump                  |
| capture                 | natural resources | oil platform          |
| fossil fuels            | energy sources    | biofuels              |

Choose at least 10 cards from the word bank. With your partner, describe what you know about renewable and non-renewable resources.




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|                         |                   |                       |
|-------------------------|-------------------|-----------------------|
| sunlight                | oil/petroleum     | mine                  |
| non-renewable resources | running water     | to burn               |
| renewable resources     | converts          | energy                |
| wind                    | We can use        | factory               |
| to replace              | coal              | wind turbines         |
| plant matter            | well              | natural gas           |
| solar panel             | hydroelectric dam | They are not replaced |
| mechanism               | to extract        |                       |
| capture                 | natural resources |                       |
| fossil fuels            | energy sources    |                       |



**Definition**

**In a sentence**

**Examples**

**Drawing**

**Word**

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How did you feel as a student?

What did you notice about oracy's role in literacy instruction?

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### Agenda:

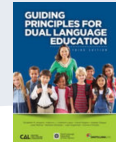
- ✓ Welcome! Establishing who we are and our purpose today
  - **Integrating Language, Literacy, and Content**
- ✓ Sample Instruction
  - **Takeaways and Implications**
  - Planning Instruction
- Session Closure

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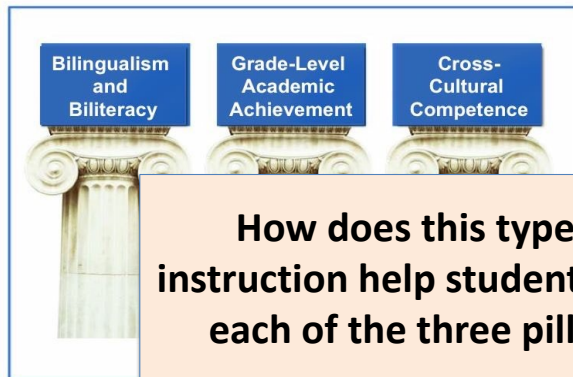


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## What are the goals of Dual Language?



### Three Pillars of Dual Language Education

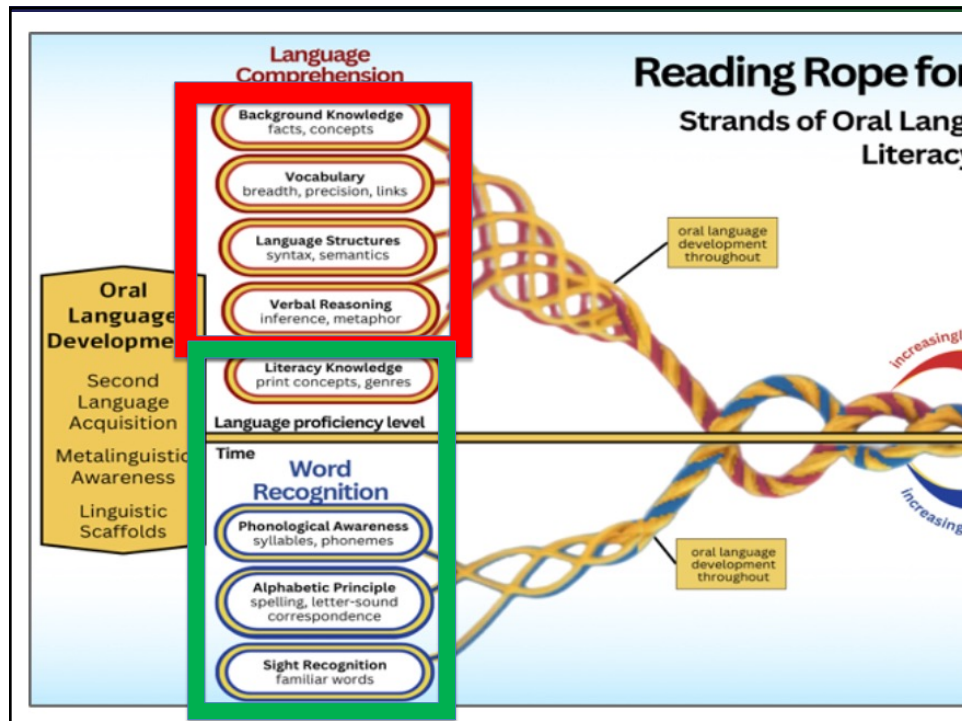


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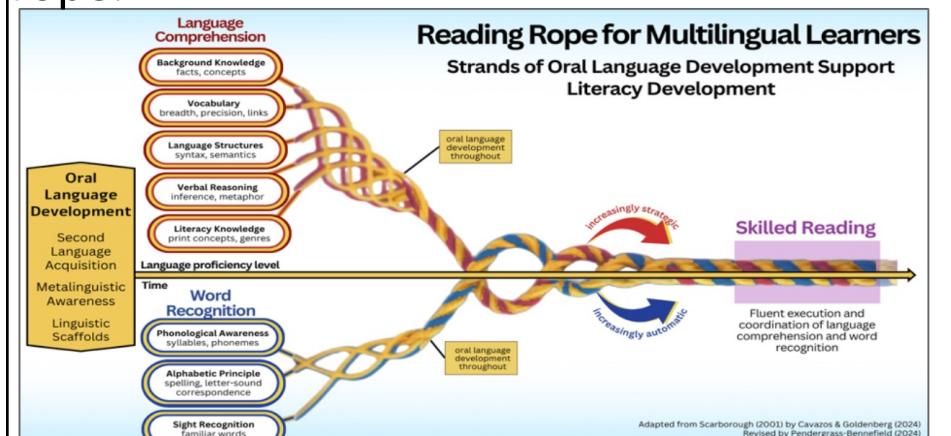
When we teach in silos...each skill is like a dangling ribbon.



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When there is **integration of language, literacy, and content**, there is strength and purpose in developing that multilingual rope.



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This integration also helps us know **WHAT to build oracy on** - we will continue to use this language throughout the unit in inquiry and in literacy.

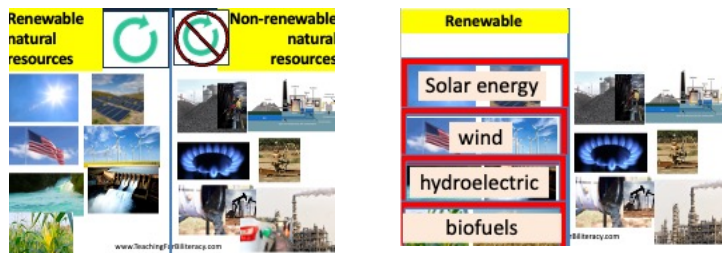


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## Biliteracy Instruction



Oracy and background knowledge building impacts how students use language by \_\_\_\_\_.



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## Agenda:

- ✓ Welcome! Establishing who we are and our purpose today
- **Integrating Language, Literacy, and Content**
- ✓ Sample Instruction
- ✓ Takeaways and Implications
- **Planning Instruction**
- Session Closure

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## Find your Planning for Biliteracy Instruction Handout

| Planning for Biliteracy Instruction                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Topic/Theme:                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Lesson goal:                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| For the purpose of:                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standards-Based Biliteracy Units:</b> Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development. | <b>Standard(s):</b> 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  <p>Teaching for Biliteracy means <b>integrating</b> Language, Literacy, and Content.</p>                                          | <b>Outcomes (Learning Intention/Success Criteria):</b><br>Students will be able to... <ul style="list-style-type: none"> <li>Identify examples of natural resources.</li> <li>Identify examples of energy and fuels that come from natural resources.</li> <li>Identify examples of renewable energy sources.</li> <li>Identify examples of non-renewable energy sources.</li> <li>Describe examples of renewable energy sources.</li> <li>Describe examples of non-renewable energy sources.</li> <li>Describe the uses of energy and fuels that come from natural resources: renewable and non-renewable.</li> <li>Gather related information from the text (digital and print) on the uses of energy and fuels that come from natural resources.</li> <li>Combine related information from various sources (digital and print) on the uses of energy and fuels that come from natural resources.</li> <li>Describe the environmental effects of renewable energy sources.</li> <li>Describe the environmental effects of non-renewable energy sources.</li> <li>Gather related information from the text (digital and print) on the environmental effects of energy and fuels that come from natural resources.</li> <li>Combine related information from various sources (digital and print) on the environmental effects of energy and fuels that come from natural resources.</li> <li>Describe the environmental effects of renewable energy sources in the local community.</li> </ul> |

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**Planning for Biliteracy Instruction**

|                                                          |                                                                                                                                                               |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Topic/Theme:<br>Lesson goal:<br>For the purpose of: | <p>In the left hand column, put a star by any of the elements that you feel you are <b>strong at implementing or supporting</b> in your current practice.</p> |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Topic/Theme:** Instruction includes the integration of content (science, social studies), literacy (reading, writing, and word cognition/foundational skills) and language development.

**Lesson goal:**

**For the purpose of:**

**Standards:** 4-ESS3-1 Obtain and combine information to describe that natural resources and their uses affect the environment. [Clarification Statement: Resources could include wind energy, water behind dams, and solar fuels and fissile materials. Examples of environmental effects could include air pollution from burning of fossil fuels and air pollution from surface mining.]

**Learning Intention/Success Criteria:**

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

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**Resource Packet p. 16-19**

|                                                          |                                                                                                                                                            |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Topic/Theme:<br>Lesson goal:<br>For the purpose of: | <p>In the left hand column, <b>highlight</b> any of the elements that you would like to <b>improve on implementing or supporting</b> in your practice.</p> |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Topic/Theme:** Instruction includes the integration of content (science, social studies), literacy (reading, writing, and word cognition/foundational skills) and language development.

**Lesson goal:**

**For the purpose of:**

**Standards:** 4-ESS3-1 Obtain and combine information to describe that natural resources and their uses affect the environment. [Clarification Statement: Resources could include wind energy, water behind dams, and solar fuels and fissile materials. Examples of environmental effects could include air pollution from burning of fossil fuels and air pollution from surface mining.]

**Learning Intention/Success Criteria:**

Identify examples of natural resources.  
 Identify examples of energy and fuels that come from natural resources.  
 Identify examples of renewable energy sources.  
 Identify examples of non-renewable energy sources.  
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 Describe the environmental effects of renewable energy sources in the local community.

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## Time to Apply!

|                                                                                                                                                                                                                          |                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Plan                                                                                                                                                                                                                     |                                                                                         |
| Unit Topic/Theme:                                                                                                                                                                                                        |                                                                                         |
| Lesson goal:                                                                                                                                                                                                             |                                                                                         |
| For the purpose of:                                                                                                                                                                                                      |                                                                                         |
| <b>Standards-Based Biliteracy Units:</b><br>Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development. | Standard(s):<br>- Outcomes (Learning                                                    |
| Teaching for Biliteracy means <b>always</b> teaching:<br>                                                                               | If you have BUFs developed, are all of these pedagogical elements reflected in the BUF? |
| <b>Knowledge-Building Instructional Approach</b> Instruction intentionally                                                                                                                                               | What knowledge do <b>STUDENTS</b> need to construct?                                    |

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## Steps to follow when planning the development of oracy and background knowledge

1. Determine the academic language
2. Identify the strategies (receptive to productive, from concrete to abstract)
3. Use your student language proficiency data to select the sensory, graphic, and interactive supports. Use that data to determine student partnerships.

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### In summary...

Whether your maps and BUFs are developed, you are working from a published resource, or you are somewhere in between, instruction in the dual language learning environment must meet the needs of developing bilinguals.

*This means:*

1. Knowing the goals of the lesson
2. Planning for oracy and background knowledge development BEFORE engaging in literacy and inquiry
3. Planning for biliteracy strategies and language acquisition supports based on YOUR STUDENTS' NEEDS
4. Fostering an asset-based, language-rich learning environment
5. Always teaching language, literacy, and content

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Please fill out the survey here:



<https://bit.ly/YRNov7Urbana>



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