

Planning for Biliteracy Instruction

Unit Topic/Theme:	
Lesson goal:	
For the purpose of:	
Standards-Based Biliteracy Units: Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development. Teaching for Biliteracy means always teaching: 	Standard(s): - Outcomes (Learning Intention/Success Criteria):
Knowledge-Building Instructional Approach Instruction intentionally and strategically develops knowledge (related to the standards). 	What knowledge do STUDENTS need to construct? Learning Environment: How will I facilitate the construction of knowledge, how will we document it, and where will it live so that students have access to it?

Build oracy and background knowledge: Instruction intentionally develops oracy (building receptive and productive language) and background knowledge in preparation for literacy or inquiry. 	What oracy and background knowledge needs to be developed? What is the vocabulary in an upcoming text or unit that is essential for students to know to understand and be able to talk about the topic? How will this prepare students for literacy and inquiry?
Rigorous Student-Centered Instruction: Instruction is student-centered and actively engages ALL students. 	What are students' language proficiency levels? How does instruction need to be differentiated so that ALL students are able to participate actively? What student behaviors will you be looking for (outcomes)? How will you collect this information? Learning Environment: How will students interact with the environment (charts on walls, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?
High-Leverage Biliteracy Strategies: Instruction includes the use of multiple, stacked strategies. 	What strategies will be used to develop oracy and background knowledge and help meet the lesson goals? How will these strategies build knowledge of the vocabulary and help students <u>USE</u> the vocabulary (listening <u>and</u> speaking)?

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

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

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

Sensory:

Graphic:

Interactive (student groupings):

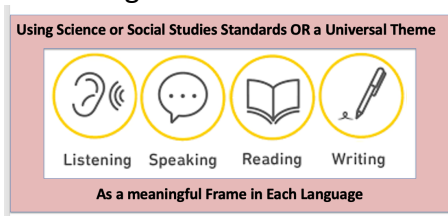
Asset-Based, Language-Rich Environments: Instruction includes multiple opportunities for ALL students to engage in academic conversations.



What sentence prompts will be provided to help students engage in academic conversations using the new vocabulary?

Language Policy: How will the adults in the room (teachers, aids, support staff, observers, etc.) be models for the language of instruction and support students in building their linguistic repertoire in the language of instruction?

All four language domains
Instruction strategically activates, develops, and incorporates all four language domains (Listening, Speaking, Reading, and Writing) in a meaningful context.



How will students apply the oracy (listening and speaking) they developed to reading and writing?

Equity: Instruction builds on students' linguistics resources and develops a positive bilingual identity.



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

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