

Integrating Language, Literacy, and Content

Yankee Ridge Kinder-Grade 2



Please fill out a
nametag

Urbana School District

November 7, 2025

Dana Baum, M.Ed.

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:

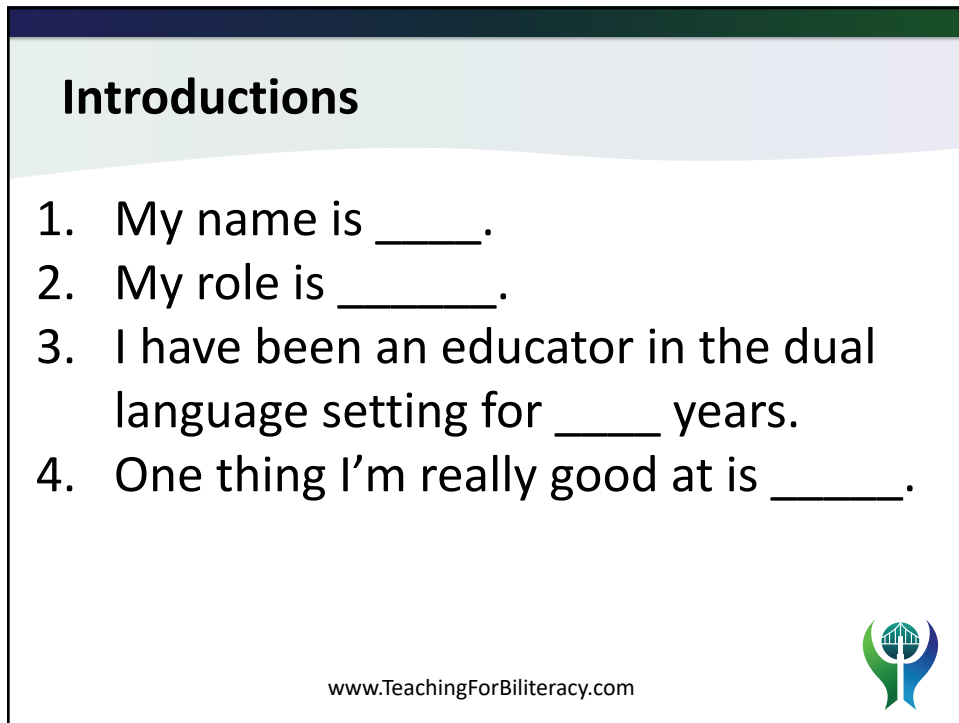


The screenshot shows the website for the Center for Teaching for Biliteracy. The header includes the organization's name and a navigation menu with links to ABOUT, EVENTS, BLOG, BUFS, EN ESPAÑOL, RESOURCES (highlighted), SYSTEMS, and VIDEOS. Below the header, a breadcrumb trail shows 'Home > Handouts'. 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: Sample Biliteracy Planning K-2' and '3-5 Teachers: 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 ____.



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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

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DRAFT PEDAGOGICAL DESIGN

Three Ridge Multilingual School provides a welcoming and equitable environment where all students are valued and... regardless of language... Instruction for... toward... design model... the Board of Education grade-level standards... academic... achievement... instruction is delivered daily... CHAMPS... communicated clearly, with... designed to meet the needs of all learners.

...honor and build upon the diverse... and learning backgrounds of their students... through interactive, multisensory... instruction across all content areas. Students are... holistically, with their... seen as assets to classroom learning. Teachers... use the target... while honoring students' full linguistic repertoires. Teachers... translanguage... Acknowledging that all individuals are language... and fully adjust their speech... articulation, and... instructional supports to ensure... understanding for all students.

To ensure... through... studies, with an... for academic discourse... both language and... explicitly includes... and foundational... express their knowledge... and speaking. Teachers... and strengthen com...

In our student-centered classrooms, learners engage in whole... and partner discussions, as well as collaborative activities that extend learning. To... process, grade-level and classroom groupings are balanced across language, ... Teachers use a combination of flexible heterogeneous and homogeneous... learning goals.

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Backwards design

IL grade-level standards

Interactive, multisensory, language-rich instruction

All content areas

Adjust instructional supports

Foster student-to-student dialogue

Integrate language and content objectives

Student-centered classrooms

Whole group, small-group, and partner discussions

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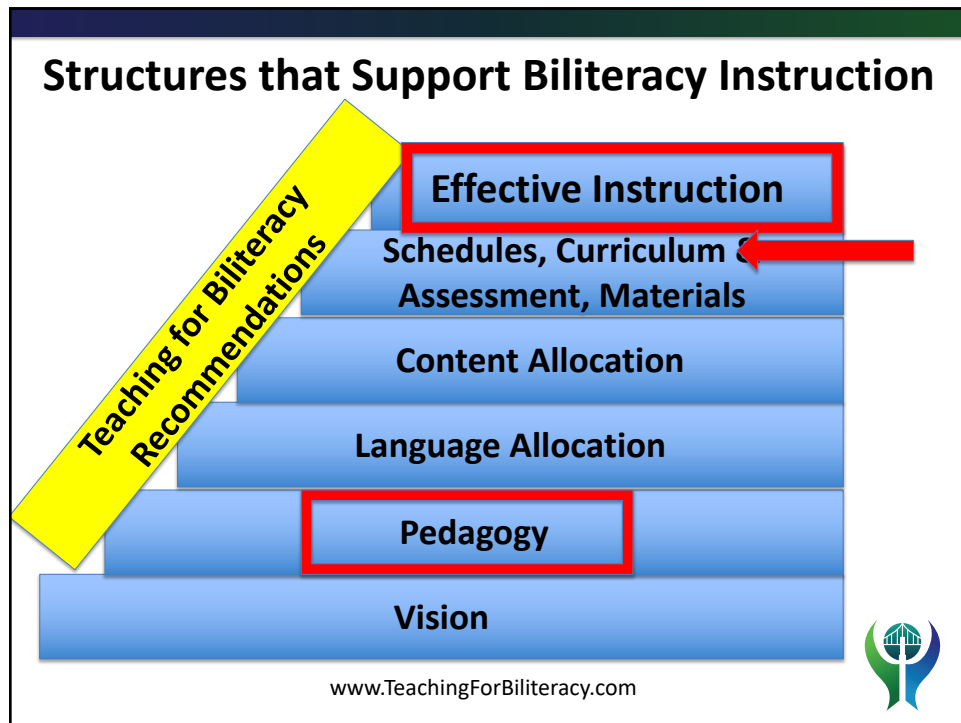
The purpose of today's session...

...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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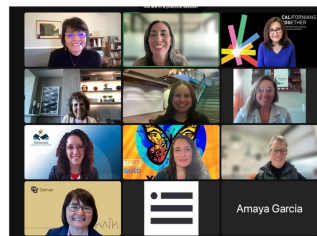
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Resource Packet p. 9



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

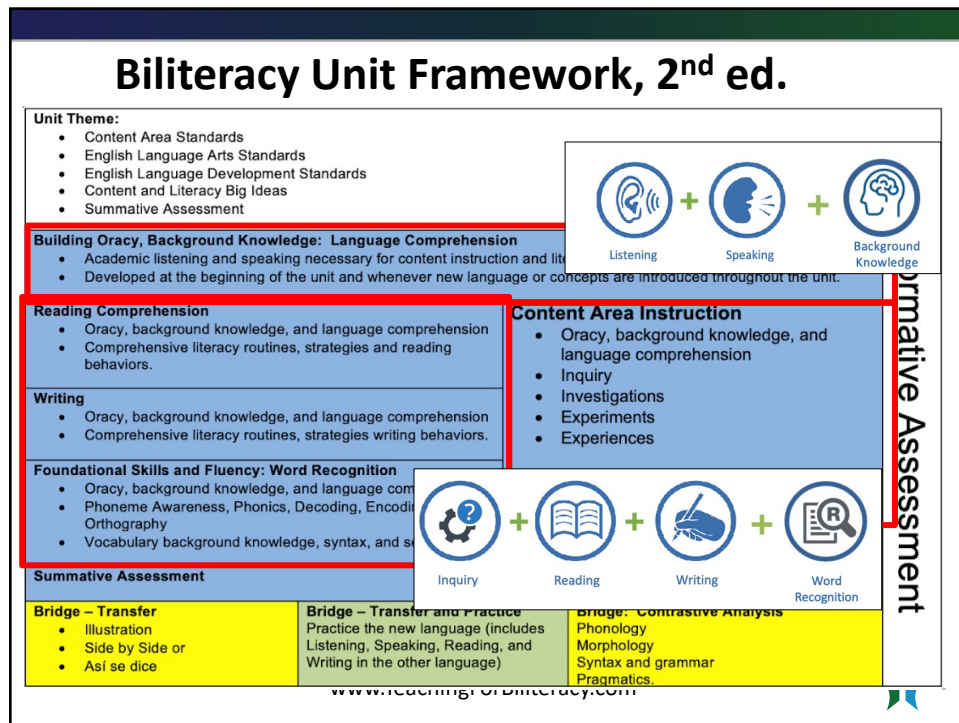


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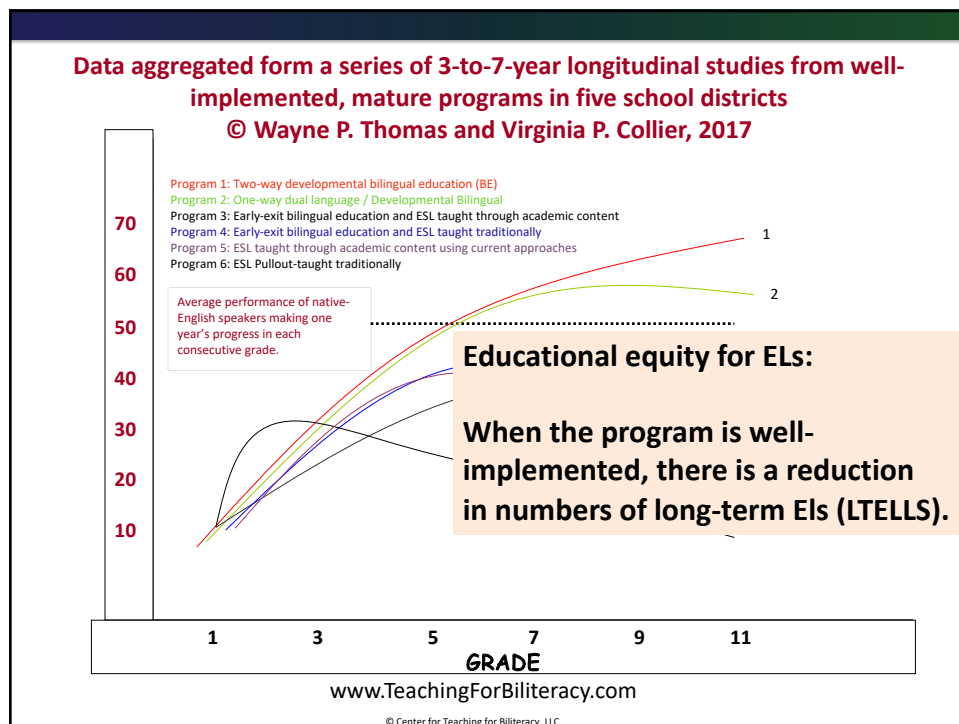
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The biliteracy map is you are developing plan for this integration with intentionality.

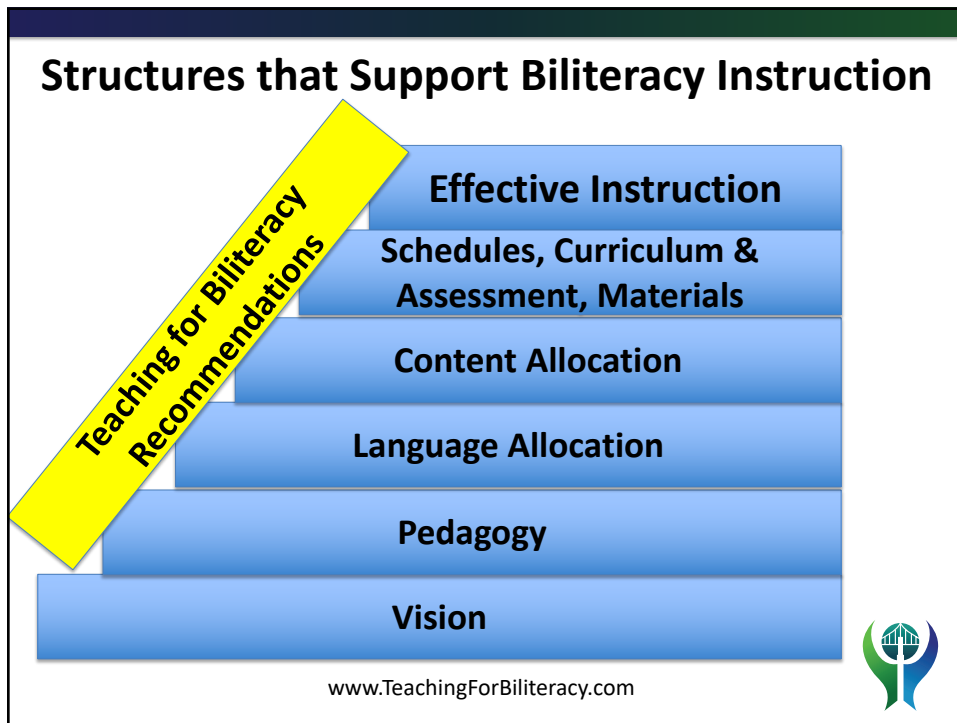
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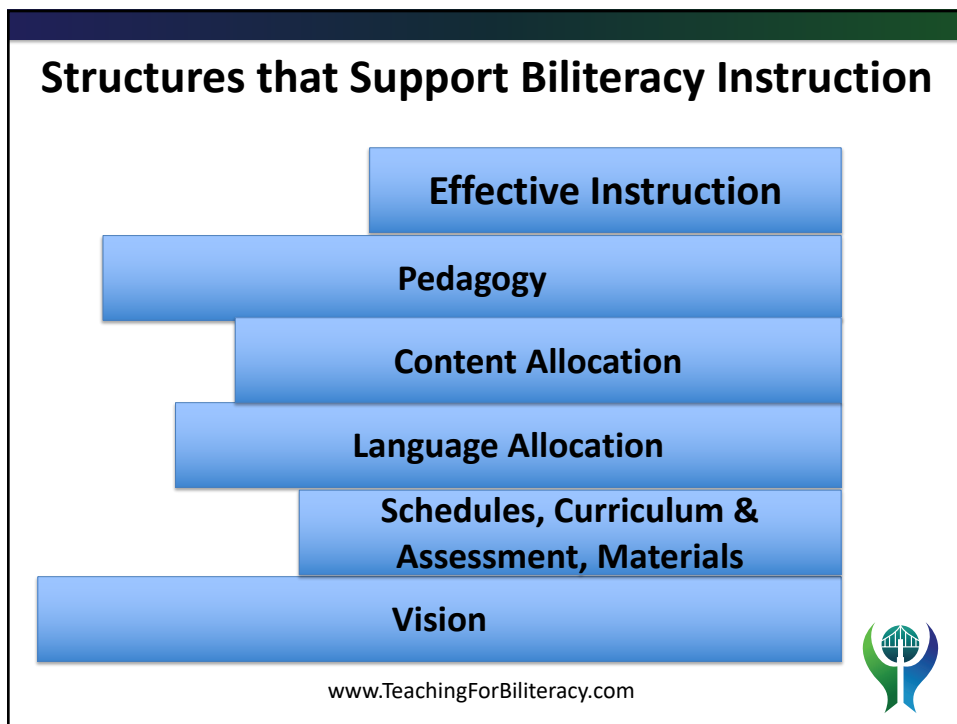
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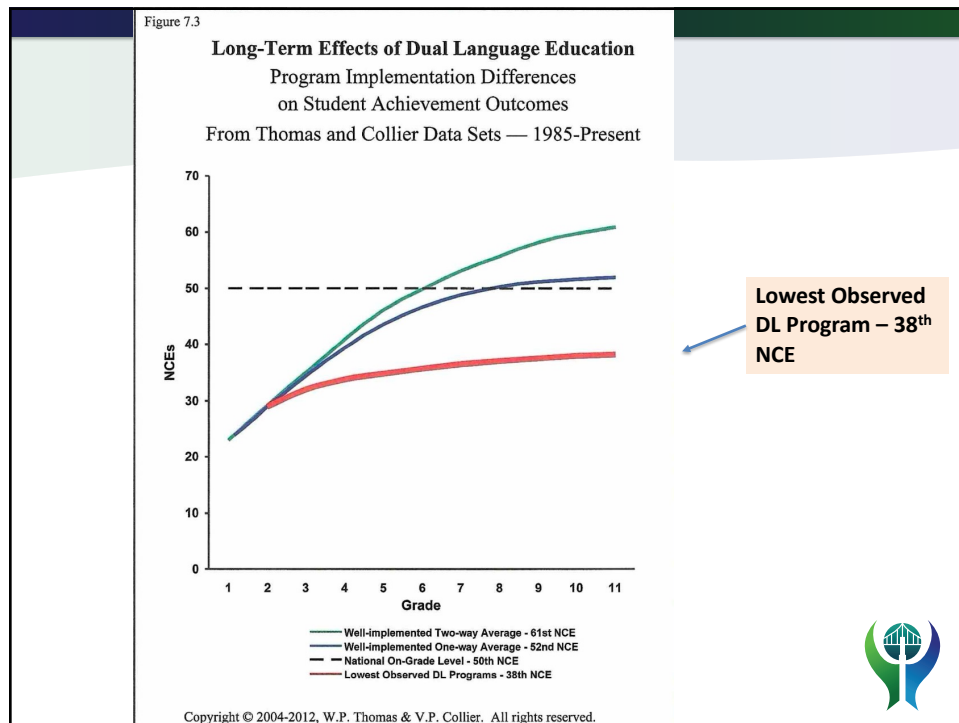
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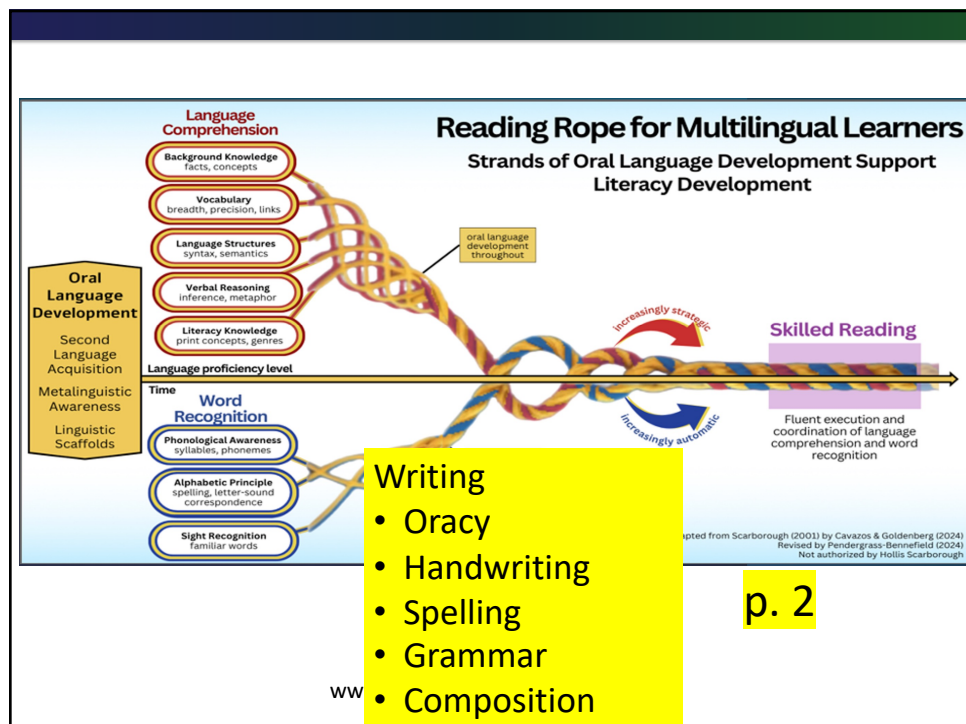
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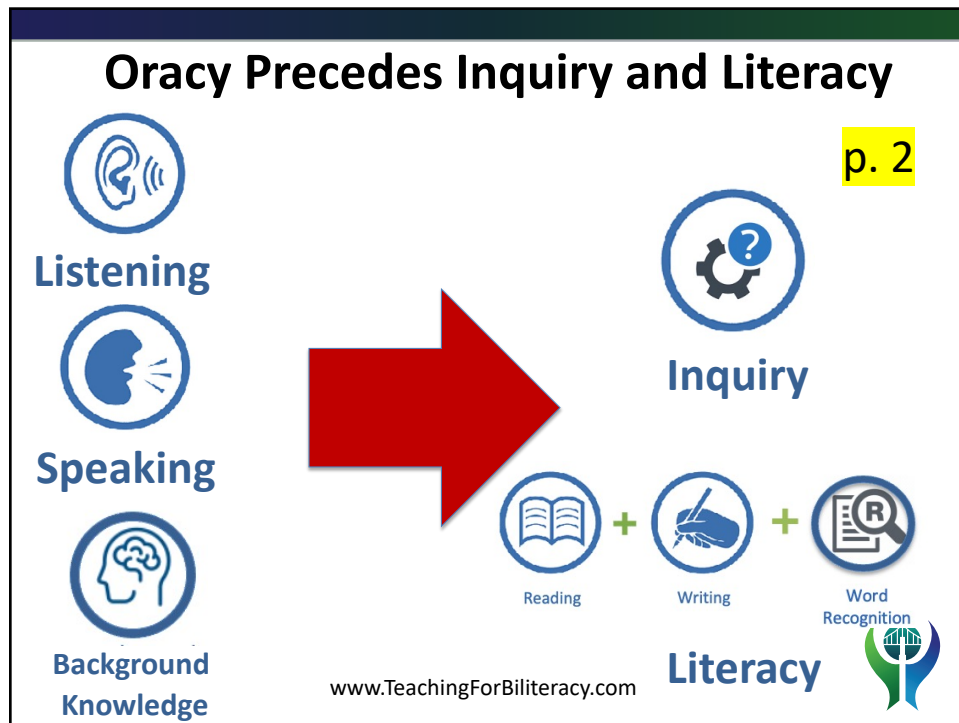
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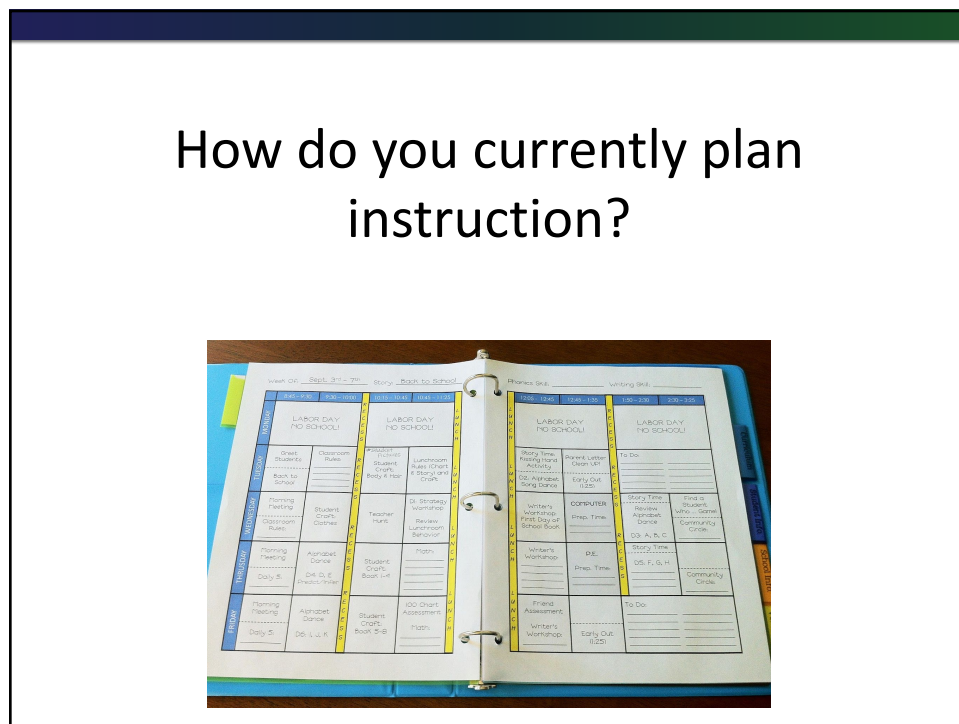
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All components need to be taught – none at the expense of the others

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

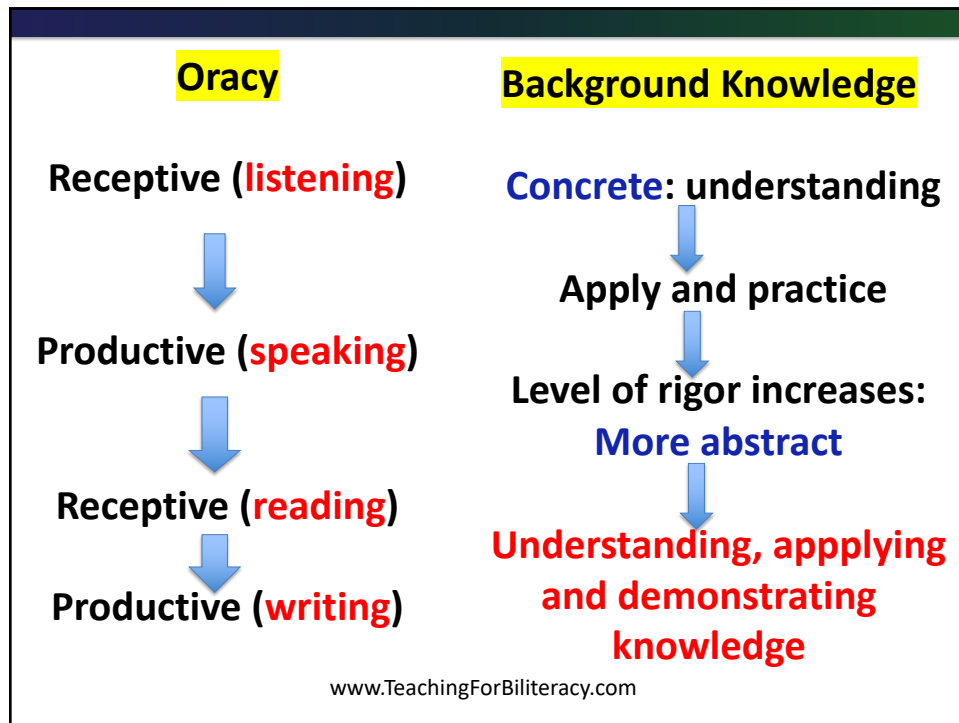
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Steps to follow when planning the development of oracy and background knowledge

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

© WIDA, Language Development Standards

Language acquisition supports

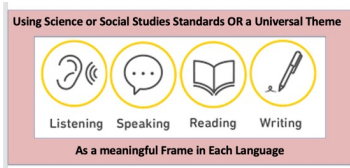


Asset-based, language-rich environments

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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
K (80/20)	Math Science Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts English to Spanish: Language Arts, Social Justice, as needed	Language Arts (Through Universal Themes)
1 (70/30)	Math Social Studies Language Arts	Spanish to English: Math, Science, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
2 (60/40)	Math Social Studies Language Arts	Spanish to English: Math, Social Studies, Language Arts English to Spanish: Science, Language Arts	Science Language Arts
3-5 (50/50)	Science Language Arts	Spanish to English: Science, Language Arts English to Spanish: Math, Social Studies, Language Arts	Math Social Studies Language Arts
6-8	Science Language Arts	Spanish to English: Social Studies, Language Arts	Math Social Studies Language Arts Electives

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Biliteracy Unit Framework, 2nd ed.

Unit Theme:

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

Building Oracy, Background Knowledge: Language Comprehension

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

Reading Comprehension

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

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

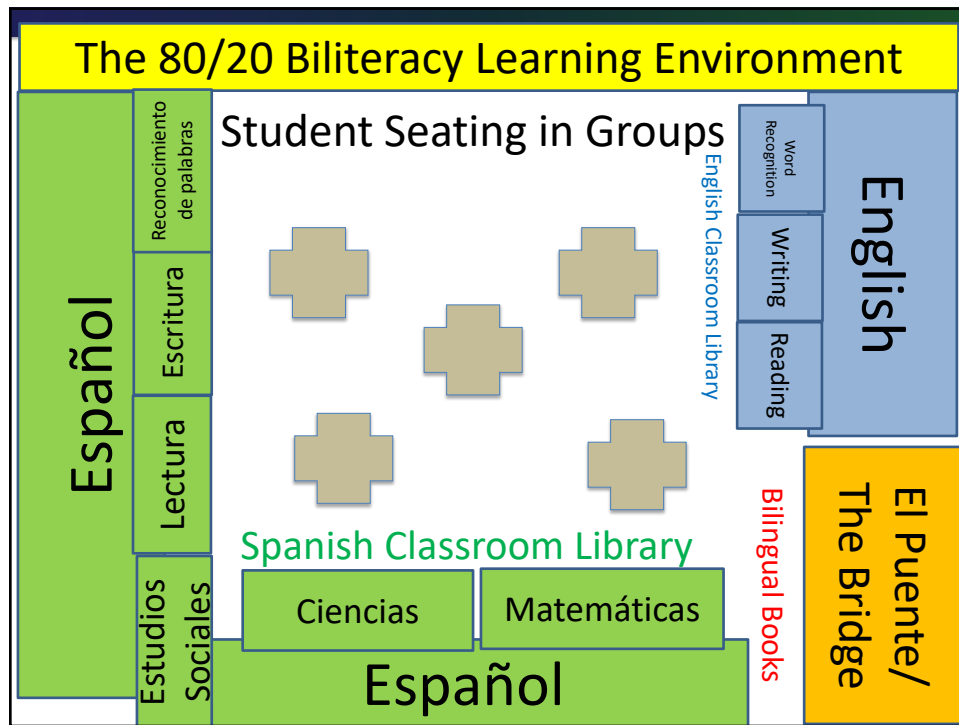
Phonology
Morphology
Syntax and grammar
Pragmatics.

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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	
8:20 – 10:45	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • SS/Science experiences/inquiry • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	SPANISH
11:15 – 12:00	Specials	If possible, half are offered in Spanish and half in English
12:00 – 12:45	Lunch & Recess	Student choice
12:45 – 2:00	Math in Spanish • Oracy development • Math skills and practice	SPANISH
2:00 – 3:00	English Language Arts Over the course of each unit, the students will engage in... • Oracy & Background Knowledge development (Language Comprehension) • Experiences • Whole group mini lessons • Writing (independent, small group and whole group) • Reading (independent, small group and whole group) • Foundational Skills (Word Recognition) • Independent Practice	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, orange, yellow, green, blue, purple) 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 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Retate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing

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

Translated by (Traducido por) Elizabeth J. Hurling, 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.

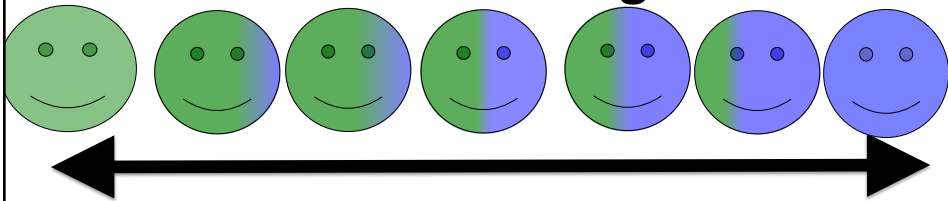
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WIDA Level Descriptors	
Levels of English/Spanish	Descriptions
1 - Beginner	No such thing as lower than 1
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially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

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



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

But not much longer!

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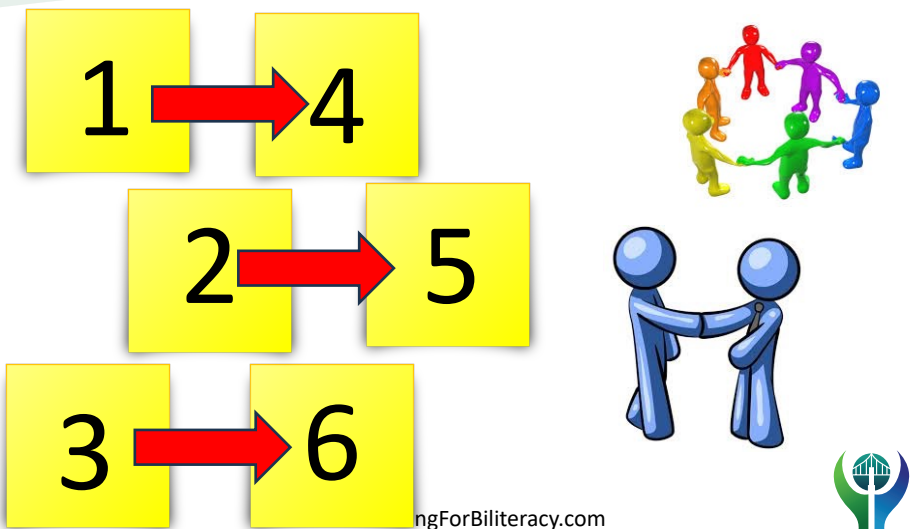


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Desire to sing Karaoke	Descriptions
1 – No way	You can find me home reading or watching a movie.
2 – I'll be your audience	I'll happily sit in the crowd and watch.
3 – I'll sing backup	Probably from the audience but maybe on the side if you hold the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

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Strategic Pairing In the Classroom



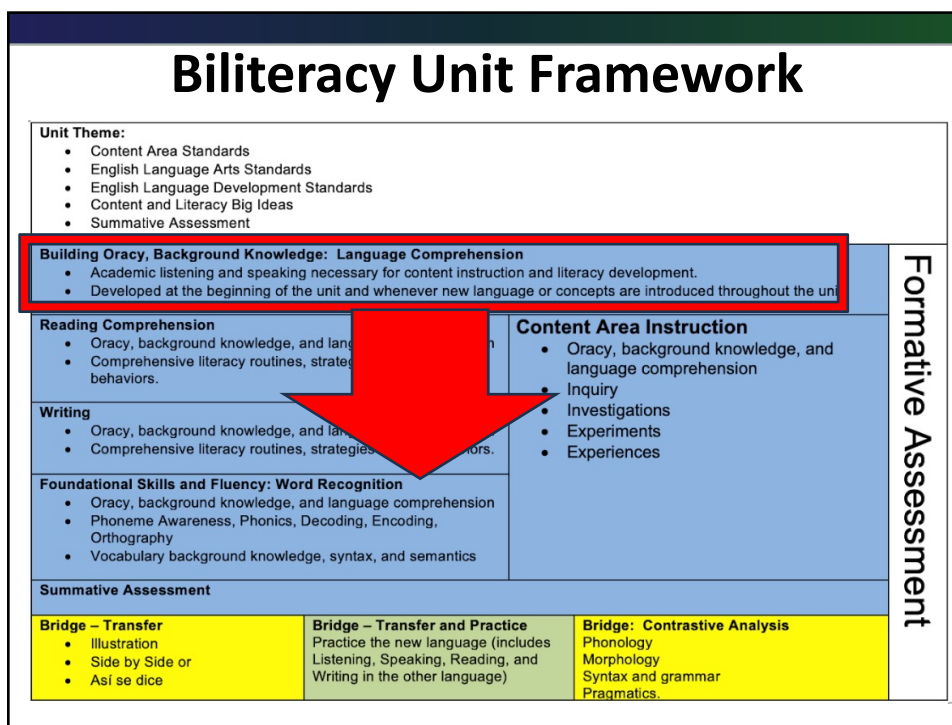
1 → 4

2 → 5

3 → 6

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

Teacher's Manual

The Three Little Pigs

on my summer vacation...

I saw _____

I heard _____

I tasted _____

I touched _____

I smelled _____

Illustrated by Mei Matsunaga

ForBiliteracy.com

wh

wheel

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_____eat

_____eel

_____isk

_____irl

The bike has two wheels.

Lozano Page © 2019

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What my schedule USED to look like...

Teacher's Manual

wh

wheel

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

_____y

_____eat

_____irl

els.

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Defining Biliteracy Instruction

on my summer vacation...

I saw _____

I _____

I tasted _____

I touched _____

I _____

wh

wheel

Language (receptive) in preparation and literature

Teaching for Biliteracy...

Strategic plans for the three linguistic spaces: Spanish, the Bridge, English

Time	Activity
9:00-9:20 a.m.	Meeting
9:20-9:50 a.m.	Cloud and Reading Skills
9:50-10:30 a.m.	Small Group Reading/Centers
10:30-11:00 a.m.	Intervention
11:00-11:30 a.m.	Specials
11:30 a.m.-12:00 p.m.	Phonics & Foundation Skills
12:00-12:30 p.m.	Lunch
12:30-1:00 p.m.	Reading
1:00-2:00 p.m.	Math

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How would you feel as a student?

What did you notice about this instruction?

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If the goals of Dual Language are...

Three Pillars of Dual Language Education



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

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Sample Biliteracy 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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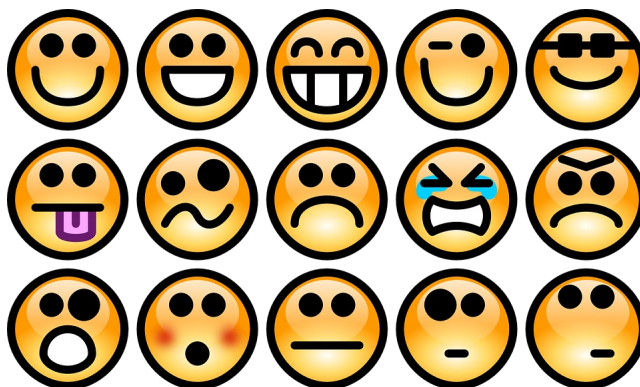
Marking the Language of Instruction



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Sample Instruction



Kindergarten Unit: Emotions and ELA

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**In the blue
column, I notice...**

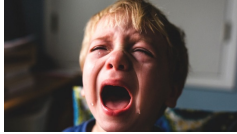
**In the white
column, I notice...**

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I notice.... I think it goes in the ____ column.

57

Events



Emotions

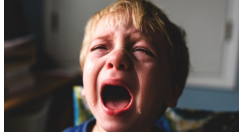
happy





excited





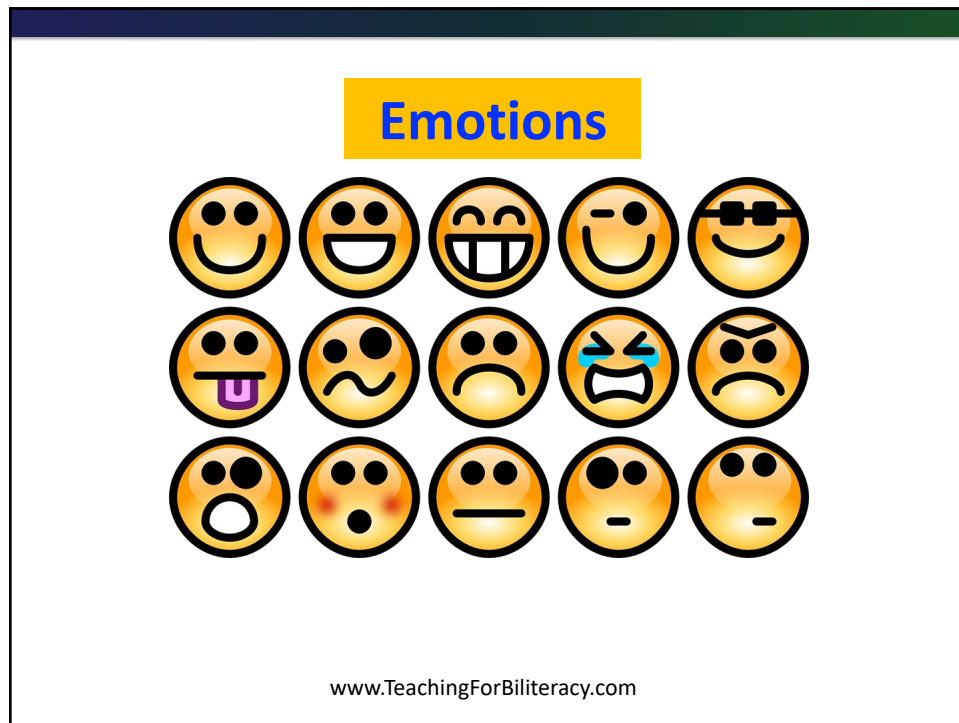
scared



mad



58



59



60

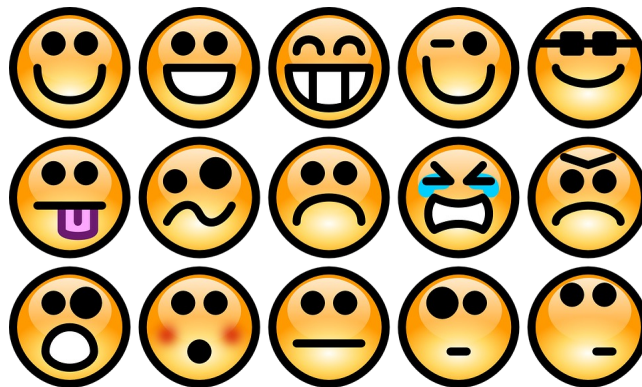
**Over the next several days
and weeks...**



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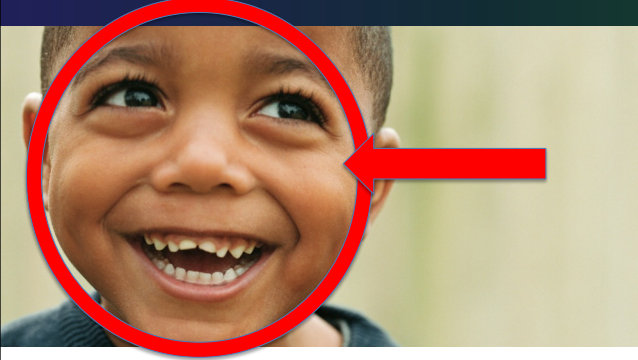
Emotions



Emotions are the way we **feel** in any
given **moment**.

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Our **face**

and **body** can show
our **emotion**.



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Let's do a feelings match!

How can you tell how each
child is feeling?

 happy glad	 sad	 angry mad	 excited	 scared afraid
				

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A:
This child looks _____ because _____.
Who else looks _____?

Student who is Speaking level 4-6.

B:
I see _____, too. (happy, sad, mad, excited, scared)

Student who is Speaking level 1-3.

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Levels 1 or 2 would have simplified sentence frames and close teacher support.

A:
I see _____. (happy, sad, mad, excited, scared)
Do you see _____? (happy, sad, mad, excited, scared)

Student who is Speaking level 1-3.

Perhaps only 2 photo choices at a time

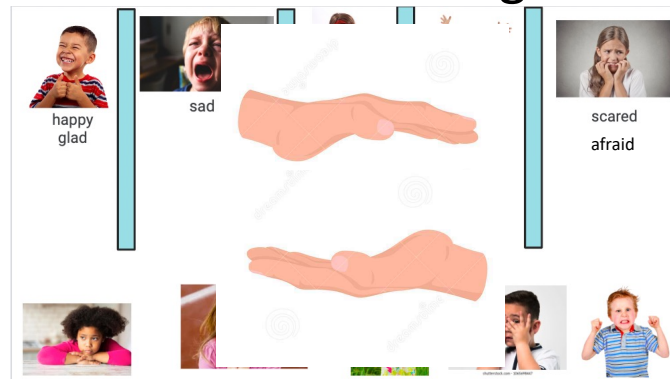
B:
This child also looks _____ because _____.

Student who is Speaking level 4-6.

66

Let's do a feelings match!

How can you tell how each child is feeling?



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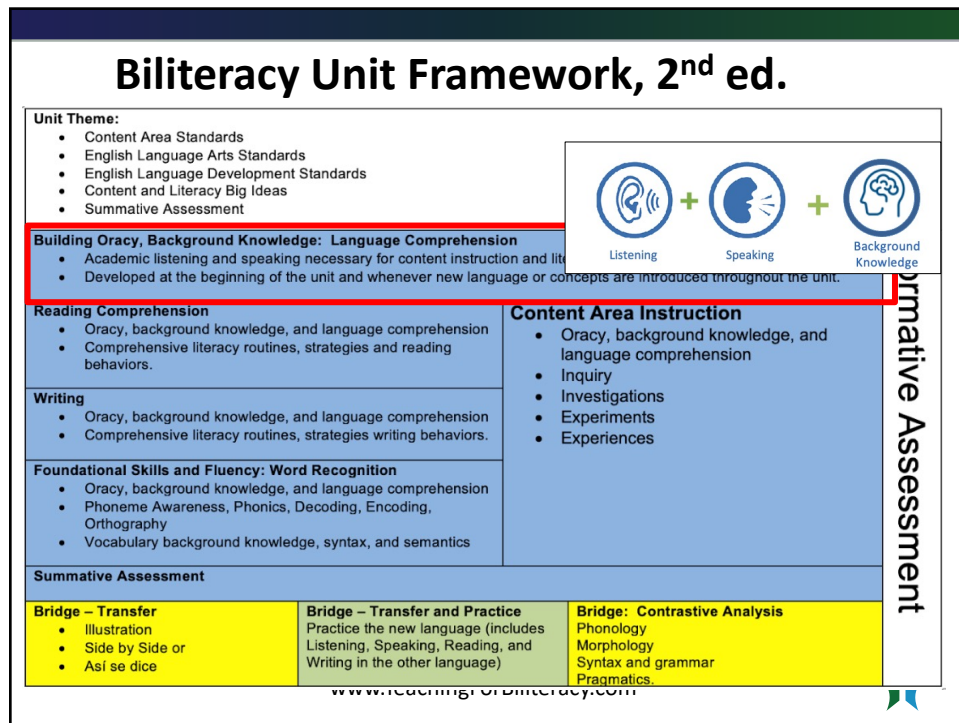
How did you feel as a student?

What did you notice about oracy building?

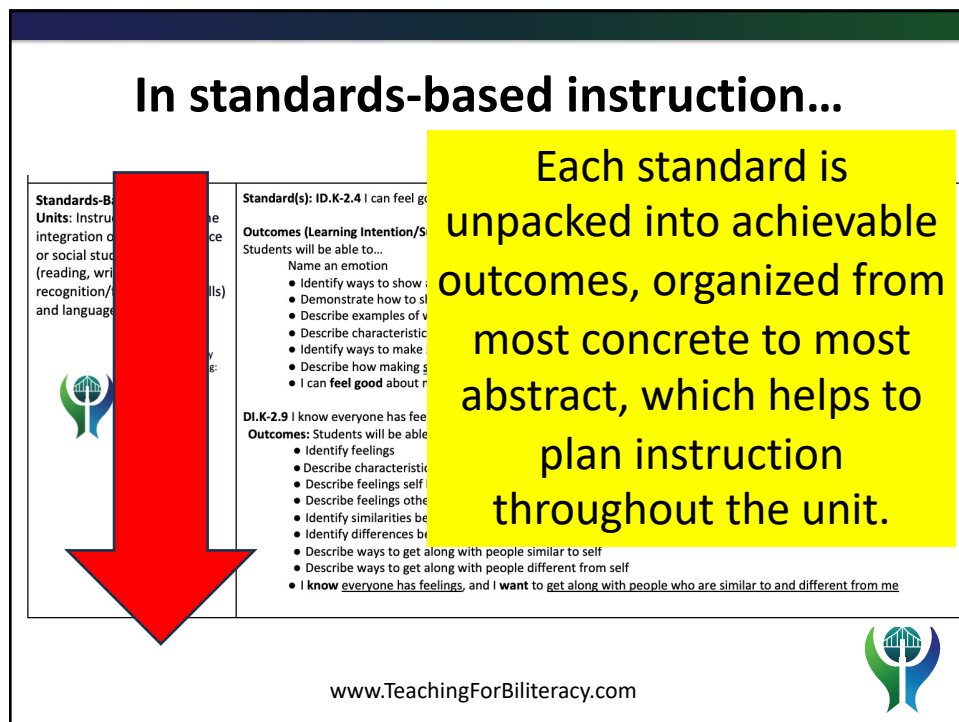


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Highlight which outcomes we focused on:

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): ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.

Outcomes (Learning Intention/Success Criteria):

Students will be able to...

Name an emotion

- Identify ways to show a particular emotion
- Demonstrate how to show a particular emotion that reflects their own experiences
- Describe examples of when a person may experience a particular emotion
- Describe characteristics of kindness
- Identify ways to make self feel good
- Describe how making self feel good might make others feel
- I can feel good about myself without being mean or making other people feel bad.

DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Outcomes: Students will be able to ...

- Identify feelings
- Describe characteristics of feelings
- Describe feelings self has in particular situations
- Describe feelings others might have in particular situations
- Identify similarities between self and others
- Identify differences between self and others
- Describe ways to get along with people similar to self
- Describe ways to get along with people different from self
- I know everyone has feelings, and I want to get along with people who are similar to and different from me

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- Identify feelings
- Describe characteristics of feelings
- Describe feelings self has in particular situations
- Describe feelings others might have in particular situations

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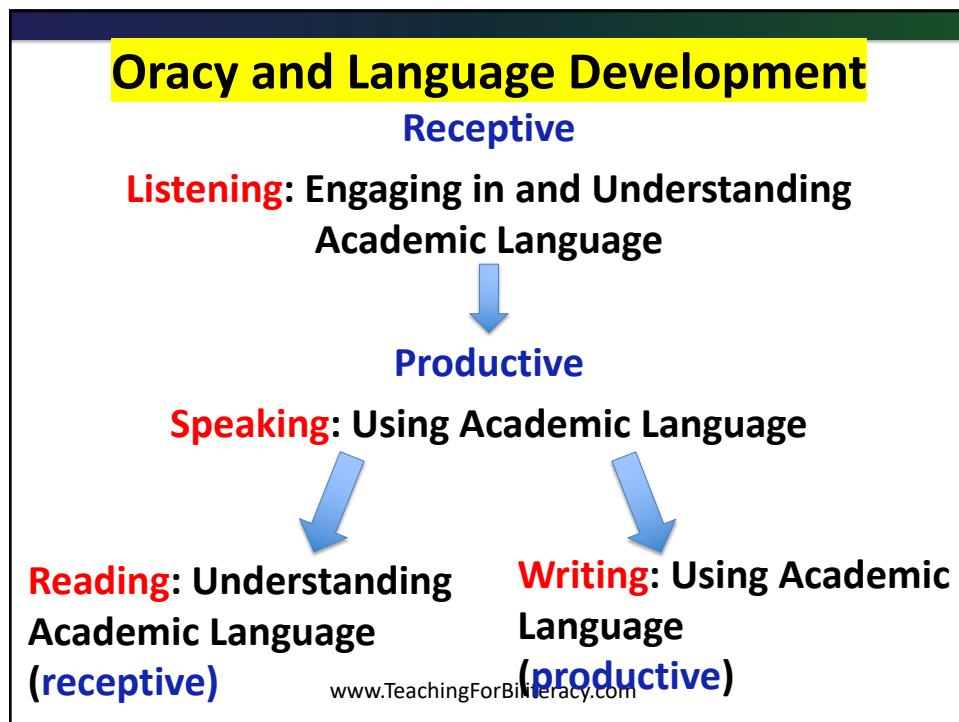


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Biliteracy Unit Framework		
Unit Theme: • Content Area Standards • English Language Arts Standards • English Language Development Standards • Content and Literacy Big Ideas • Summative Assessment		
Building Oracy, Background Knowledge: Language Comprehension • 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.		Formative Assessment
• Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies and reading behaviors.	• Oracy, background knowledge, and language comprehension • Inquiry • Investigations • Experiments • Experiences	
Writing • Oracy, background knowledge, and language comprehension • Comprehensive literacy routines, strategies writing behaviors.		
Foundational Skills and Fluency: Word Recognition • Oracy, background knowledge, and language comprehension • Phoneme Awareness, Phonics, Decoding, Encoding, Orthography • Vocabulary background knowledge, syntax, and semantics		
Summative Assessment		
Bridge – Transfer • Illustration • Side by Side or • Así se dice	Bridge – Transfer and Practice Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis Phonology Morphology Syntax and grammar Pragmatics.

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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:

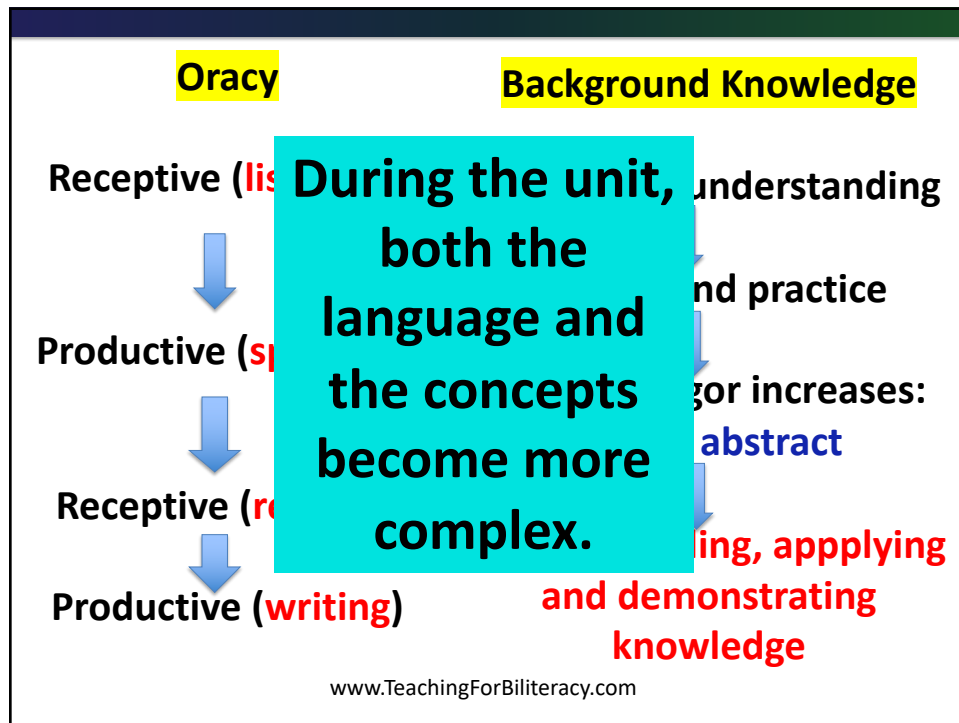
More abstract



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
Concept Attainment 	Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept presented through pictures. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory: Graphic: Interactive:	
Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Adapted Reader's Theater (ART) 	An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</i>	Sensory: Graphic: Interactive:	

Resource packet p. 5-7

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High Leverage Oracy Strategy: Concept Attainment

Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Concept Attainment 	Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept presented through pictures. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory: Graphic: Interactive:	

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



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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Other examples of concept attainment: Grade Level and Content variations



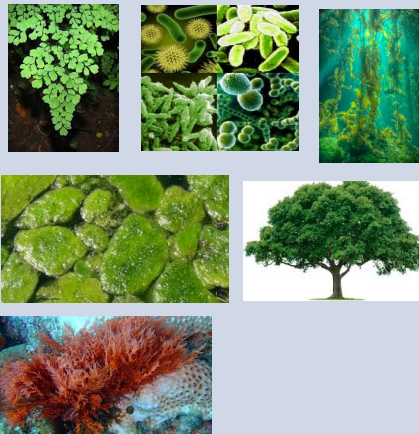
Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Concept Attainment 	Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept presented through pictures. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory: Graphic: Interactive:	

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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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Center for Teaching for Biliteracy

los lugares de la escuela

las reglas










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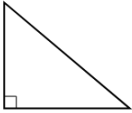
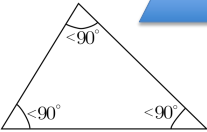
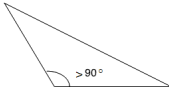
85

A	B	C

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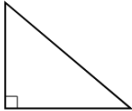
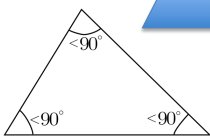
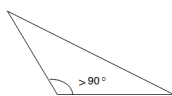
A	B	C
		
		
		
		
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Conversaciones académicas

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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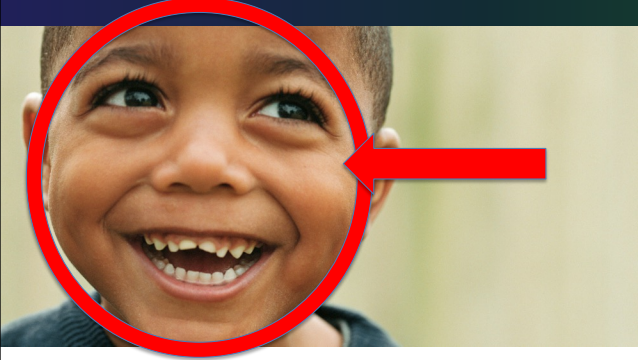
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High Leverage Oracy Strategy: Adapted Reader's Theater

Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Adapted Reader's Theater (ART)  Cuando estamos en la biblioteca leemos calladitos.	An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This previews concepts and vocabulary from the text through narration and movement. While it is similar to TPR, the difference is that there is not as much of an emphasis on associating specific vocabulary with a specific movement. <i>Teaching for Biliteracy Book: page 81</i>	Sensory: Graphic: Interactive:	

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Our face

and **body** can show our **emotion**.



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High Leverage Oracy Strategy: Fishbowl

Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Fishbowl 	A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity. <i>Teaching for Biliteracy Book: page 82 & 136</i>	Sensory: Graphic: Interactive:	

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A:
This child looks _____ because _____.
Who else looks _____?

B:
This child also looks _____ because _____.

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High Leverage Oracy Strategy: Picture Sort/Word Sort

Strategy	Description	Potential Language Acquisition Supports	Grade Level Variations
Picture Sort/ Word Sort 	In strategic partnerships, students categorize words, pictures, or realia into groups. This can be done as a closed sort, using teacher-provided categories, or as an open sort, where students create their own categories. In an open sort, there is no expectation that students will group items according to content standards. They may organize items in any way, as long as they can explain their reasoning.	Sensory: Graphic: Interactive:	

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A vertical stack of ten colorful wooden blocks. From top to bottom, the colors are: light blue, medium blue, light green, magenta, orange, yellow, orange, red-orange, red, and light yellow. The blocks are slightly offset, creating a sense of depth and texture.

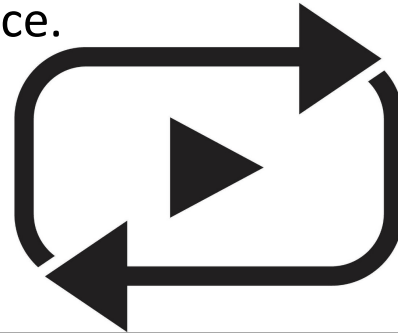
Strategies are STACKED.
They build on one another
and strengthen student
understanding of the
concept.

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

p. 31
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.

ENGLISH	- Follow one-step oral directions - Match oral statements	- instructions - Follow two-step oral directions	- descriptions - Follow multi-step oral directions	- from oral information - Analyze and apply oral information	- Construct models based on oral discourse - Make connections from	
----------------	--	---	---	---	---	--

How did other students benefit from the supports?

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

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

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Resource Guide					
Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12					
For the given level of English language proficiency, with support , English language learners can:					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing
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 1-5

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

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCUCHAR	- Seguir instrucciones verbales de un paso - Emparejar lenguaje social con apoyos visuales - Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar) - Emparejar lenguaje instructivo con representación visual (ejemplo: "Usa un lápiz con punta")	- Seguir instrucciones orales de múltiples pasos - Clasificar apoyos visuales con contenido académico siguiendo descripciones orales - Ordenar apoyos visuales siguiendo direcciones orales - Identificar información presentada en cuadros o tablas según instrucciones orales	- Categorizar ejemplos con contenido académico siguiendo direcciones orales - Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales - Usar estrategias de aprendizaje descritas oralmente - Identificar ejemplos cotidianos, de conceptos con contenido académico - Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)	- Identificar ideas principales y detalles de un discurso oral - Completar tareas con contenido académico basadas en discurso oral - Aplicar estrategias de aprendizaje a situaciones nuevas - Actuar o dramatizar diferentes escenarios siguiendo lectura oral	- Usar información oral para cumplir con tareas del nivel de grado escolar - Evaluar lo que alguien quiere decir y reaccionar adecuadamente - Hacer inferencias de un texto del nivel del grado escolar leído en voz alta - Diferenciar entre múltiples géneros leídos en voz alta	

The descriptors are also available in Spanish!

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Biliteracy strategies are effective when ____.



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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:	
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.]
 Teaching for Biliteracy means integrating Language, Literacy, and Content.	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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Planning for Biliteracy Instruction	
Unit Topic/Theme: Emotions	
Lesson goal: Build oracy and background knowledge on the concepts around emotions – how we recognize them in ourselves and others	
For the purpose of: Building oracy in preparation for reading and writing about	
Instruction includes the integration of content (science, social studies), literacy (reading, writing, and word recognition/foundational skills), and language development. Teaching for Biliteracy means always teaching: Language Literacy and Content 	Standard(s): ID.K-2.4 I can feel good about myself without being mean to others. Outcomes (Learning Intention/Success Criteria): Students will be able to... • Name an emotion • Identify ways to show a particular emotion • Demonstrate how to show a particular emotion through actions • Describe examples of when a person may experience an emotion • Describe characteristics of kindness • Identify ways to make <u>self feel</u> good • Describe how making <u>self feel</u> good might make others feel • I can <u>feel good</u> about myself <u>without being mean</u> to others. DL.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me. Outcomes: Students will be able to ... • Identify feelings • Describe characteristics of feelings • Describe feelings self has in particular situations • Describe feelings others might have in particular situations • Identify similarities between self and others • Identify differences between self and others • Describe ways to get along with people similar to self • Describe ways to get along with people different from self • I <u>know everyone has feelings</u>, and I <u>want to get along with people who are similar to and different from me</u>

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Planning for Biliteracy Instruction	
Unit Topic/Theme: Emotions	Resource Packet p. 16-19
Lesson goal: Build oracy and background knowledge on the concepts around emotions – how we recognize them in ourselves and others	
For the purpose of: Building oracy in preparation for reading and writing about	
Instruction includes the integration of content (science, social studies), literacy (reading, writing, and word recognition/foundational skills), and language development. Teaching for Biliteracy means always teaching: Language Literacy and Content 	Standard(s): ID.K-2.4 I can feel good about myself without being mean to others. Outcomes (Learning Intention/Success Criteria): Students will be able to... • Name an emotion • Identify ways to show a particular emotion • Demonstrate how to show a particular emotion through actions • Describe examples of when a person may experience an emotion • Describe characteristics of kindness • Identify ways to make <u>self feel</u> good • Describe how making <u>self feel</u> good might make others feel • I can <u>feel good</u> about myself <u>without being mean</u> to others. DL.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me. Outcomes: Students will be able to ... • Identify feelings • Describe characteristics of feelings • Describe feelings self has in particular situations • Describe feelings others might have in particular situations • Identify similarities between self and others • Identify differences between self and others • Describe ways to get along with people similar to self • Describe ways to get along with people different from self • I <u>know everyone has feelings</u>, and I <u>want to get along with people who are similar to and different from me</u>

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Time to Apply!

Unit Topic/Theme: Lesson goal: For the purpose of:		Do the parts that make sense for your planning now. It helps you to apply elements of effective biliteracy instruction to your planning.
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:  Language Literacy and Content	Standard(s): - Outcomes (Learning	
Knowledge-Building Instructional Approach Instruction intentionally		What knowledge do STUDENTS 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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