

Planning for Biliteracy Instruction

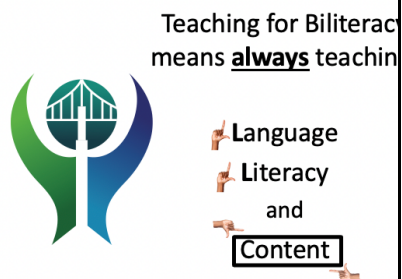
Unit Topic/Theme:

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.]

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.

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

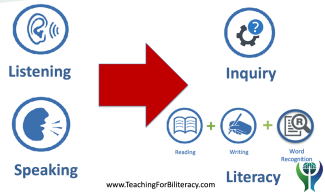
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Students will be able to:

- Identify domain-specific word(s) in a text about renewable and non-renewable energy sources.
- Identify general academic word(s) in a text about renewable and non-renewable energy sources
- Describe the meaning of domain-specific word(s) in a text about renewable and non-renewable energy sources using details and examples from the text
- Describe the meaning of general academic word(s) in a text about renewable and non-renewable energy sources using details and examples from the text
- Determine the meaning of general academic phrases in texts about renewable and non-renewable energy sources, referring to examples and details in the text
- Determine the meaning of domain-specific phrases in texts about renewable and non-renewable energy sources, referring to examples and details in the text

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- Identify visually presented information in a text about renewable and non-renewable energy sources. • Identify quantitatively presented information in a text about renewable and non-renewable energy sources. • Identify orally presented information from a video or class discussion about renewable and non-renewable energy sources.
- Name visually and quantitatively presented information in a text about renewable and non-renewable energy sources (e.g., chart, graph, diagrams, timeline, animation, or interactive elements on Web pages) • Identify how information from graphs, charts, diagrams, timelines, etc. contributes to an understanding of the text
- Use information from charts, diagrams, graphs, timelines, animations, and interactive elements to explain what the text says explicitly.
- Use information from charts, diagrams, graphs, timelines, animations, and interactive elements to make inferences from a text.
- Explain how the information from graphs, charts, diagrams, timelines, etc. helps the reader understand text.

Knowledge-Building Instructional Approach Instruction intentionally and strategically develops knowledge (related to the standards). 	What knowledge do <u>STUDENTS</u> 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.



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

What strategies will be used to develop oracy and background knowledge and help meet the lesson goals?

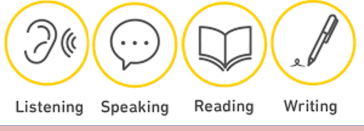
How will these strategies build knowledge of the vocabulary and help students USE the vocabulary (listening and speaking)?

Sensory:

Graphic:

Interactive (student groupings):

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. Using Science or Social Studies Standards OR a Universal Theme  Listening Speaking Reading Writing As a meaningful Frame in Each Language	How will students apply the oracy (listening and speaking) they developed to reading and writing?
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?