

Sample Instruction for TK- 2nd Grades



Center for Teaching for Biliteracy

March 4, 2026

Sheridan Way, VUSD

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Professional Learning Expectations

- Participate actively and meaningfully
- Please avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice

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Exit Slips from Monday - AM

- I learned I don't have to explicitly teach the lesson in Spanish and English, allow for the vocabulary to transfer.
- The three pillars were clarified by our discussions and gallery walk of others' ideas/explanations.
- The carousel activity clarified the 3 pillars in more depth
- My understanding of the overall biliteracy goal was clarified by the 3 pillars.
- Today's content applies to SW in that all teachers/staff will receive the information that only a few teachers were a part of previously! Alignment within the school!
- I learned about the 3 pillars and how they apply to DL.

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Exit Slips from Monday – AM TK-2

- I learned that we need to assess students in both languages (language acquisition) not focus on only 1.
- I learned that the 3 pillars of dual language Ed are important to dual language programs.
- I learned again that to have strong literacy students need strong listening & speaking
- The goals of DLI were clarified through the breaking down of the 3 pillars, and the TPR & discussing how they look at SW.
- We need to inform parents of academics in both languages.
- We need to implement more literacy.
- I learned that there are various parts that come before instruction that are part of the 7 strands.

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Exit Slips from Monday – PM 3-5

- I learned that the 80/20 model is more beneficial and I became more familiar with the 3 pillars
- Today's content is relevant to SW because we all yearn for some type of consistency in the program to see results and to stay accountable.
- I learned that there are CAN DO descriptors that can help assess language proficiency in Spanish & in English.
- I learned that at SW, teachers and students need consistency and accountability to meet our academic goals for students.

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Exit Slips from Monday – PM 3-5

- I learned that we all want students to succeed, but it is difficult without consistency.
- Today I learned that we need structures. That was clarified by everyone's take on what we have been doing.
- I learned that it is important to reframe how we see students in their bilingual development. All students have the potential to be bilingual, and we should not put them in a box.
- I learned how challenging implementing TWI is with so many changes at the school and in the larger culture.

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Agenda:

- **Sample Instruction**
- Sample Instruction Debrief
- Planning for Biliteracy

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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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Defining Biliteracy Instruction	
Engages all students actively and meaningfully using active engagement strategies	Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.
Teaching for Biliteracy...	
Includes a meaningful frame for learning : integrating content or a universal theme with language and literacy	Strategically plans for the three linguistic spaces : Spanish, the Bridge, English
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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)
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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, 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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Sample Yearlong Biliteracy Map – Kinder 80/20

Kindergarten: Language and Content Allocation 80% Spanish; 20% English									
Yearlong Stripline									
Unit 1: SS & SLA: Myself and Others, Fairness in the Classroom Essential Question: How do my views and those of others contribute to fairness in my classroom? Next Generation Science Standards: SS.1.1.1 Explore and investigate the properties of objects and materials to understand how they are used and how they can be used. SS.1.1.2 Create questions to help guide inquiry about a topic. SS.1.1.3 Gather information from one or two sources with a purpose and answer questions about arguments and explanations. SS.1.1.4 Use and share observations of local weather conditions to describe patterns over time. SS.1.1.5 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. SS.1.1.6 Design a simple sketch, drawing, or physical model to illustrate how the design of an object helps it function as intended to solve a given problem. SS.1.1.7 Use and share observations to describe patterns over time. Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7	Unit 1: Science & SLA: Weather, Observations and Weather Design Essential Question: What observations can be designed to indicate the weathering effects of sunlight on Earth's surface? Next Generation Science Standards: SS.1.1.1 Explore and investigate the properties of objects and materials to understand how they are used and how they can be used. SS.1.1.2 Create questions to help guide inquiry about a topic. SS.1.1.3 Gather information from one or two sources with a purpose and answer questions about arguments and explanations. SS.1.1.4 Use and share observations of local weather conditions to describe patterns over time. 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Next Generation Science Standards: SS.1.1.1 Explore and investigate the properties of objects and materials to understand how they are used and how they can be used. SS.1.1.2 Create questions to help guide inquiry about a topic. SS.1.1.3 Gather information from one or two sources with a purpose and answer questions about arguments and explanations. SS.1.1.4 Use and share observations of local weather conditions to describe patterns over time. SS.1.1.5 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. SS.1.1.6 Design a simple sketch, drawing, or physical model to illustrate how the design of an object helps it function as intended to solve a given problem. SS.1.1.7 Use and share observations to describe patterns over time. 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Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.2 Informative (Factual Report) WK.2, WK.7 Reading Standards - WK.2 RI.2, RI.3, RI.4, RI.5, RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.3 Narrative (Fictional Story) WK.3, WK.8 Reading Standards - WK.3 RI.3, RI.4, RI.5, RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.4 Narrative (Fictional Story) WK.4, WK.8 Reading Standards - WK.4 RI.4, RI.5, RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.5 Narrative (Fictional Story) WK.5, WK.8 Reading Standards - WK.5 RI.5, RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.6 Narrative (Fictional Story) WK.6, WK.8 Reading Standards - WK.6 RI.6, RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.7 Narrative (Fictional Story) WK.7, WK.8 Reading Standards - WK.7 RI.7	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.8 Narrative (Fictional Story) WK.8 Reading Standards - WK.8 RI.8	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.9 Narrative (Fictional Story) WK.9 Reading Standards - WK.9 RI.9	Unit 2: ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.10 Narrative (Fictional Story) WK.10 Reading Standards - WK.10 RI.10

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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 p. 14		
Building Oracy, Background Knowledge: Language Comprehension - Academic listening and speaking necessary for content instruction and literacy development. - Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit. Reading Comprehension - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies and reading behaviors. Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors. Foundational Skills and Fluency: Word Recognition - Oracy, background knowledge, and language comprehension - Phoneme Awareness, Phonics, Decoding, Encoding, Orthography - Vocabulary background knowledge, syntax, and semantics		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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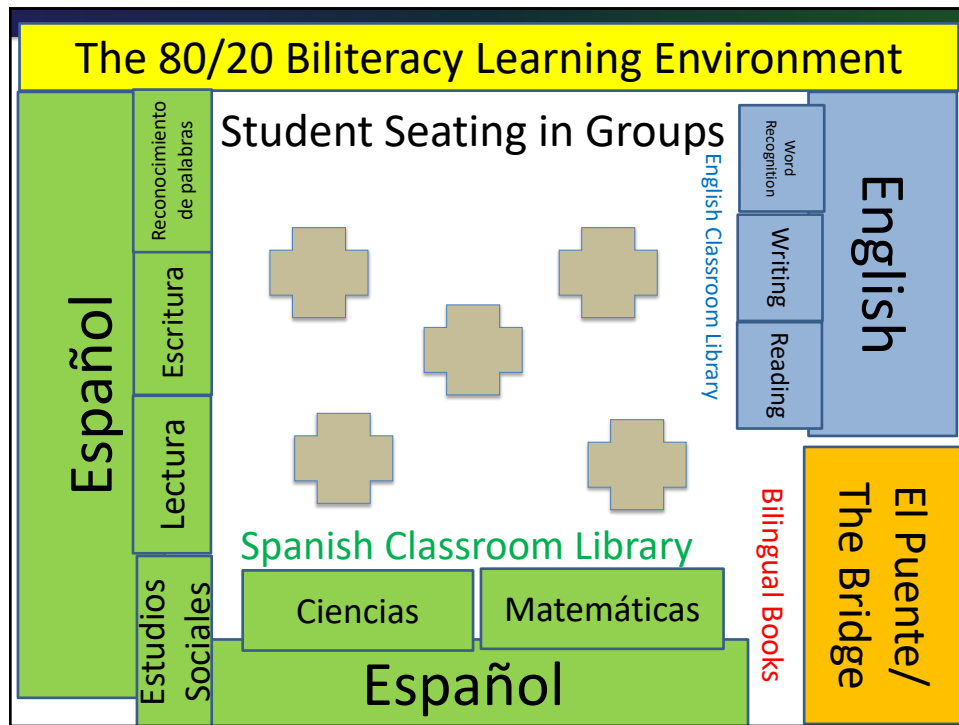
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Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	
8:20 – 10:45	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... - Oracy & Background Knowledge 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

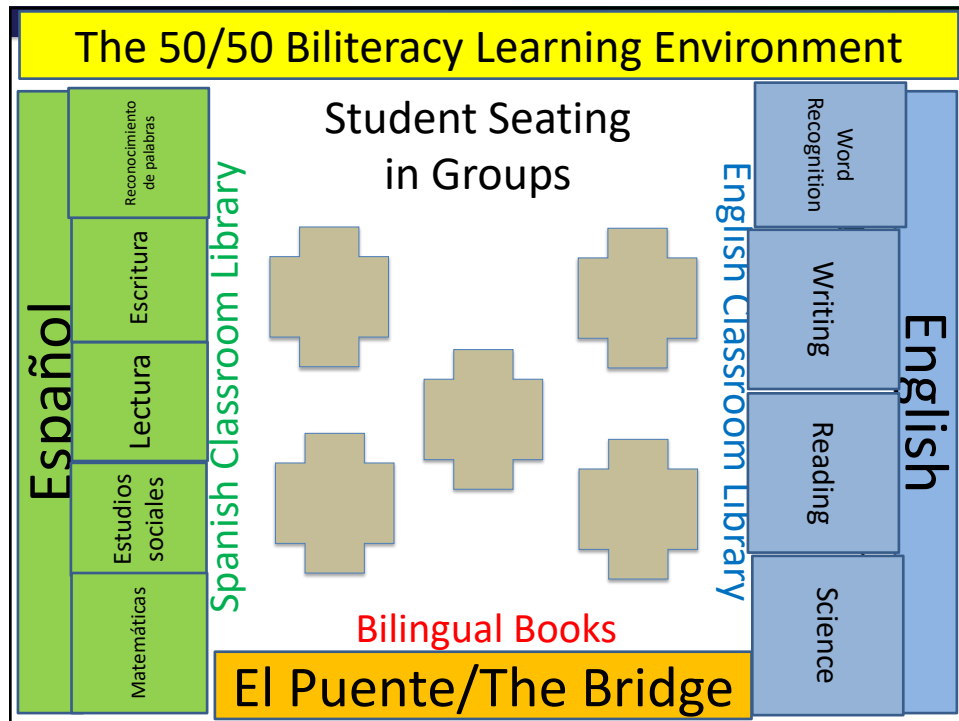
Kindergarten
80/20

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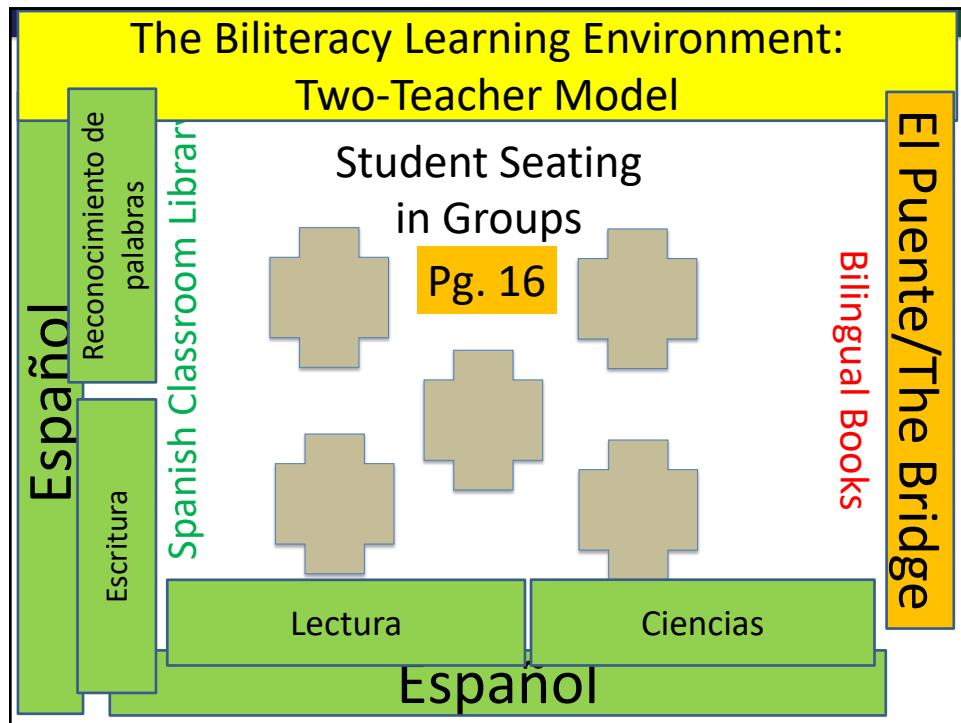
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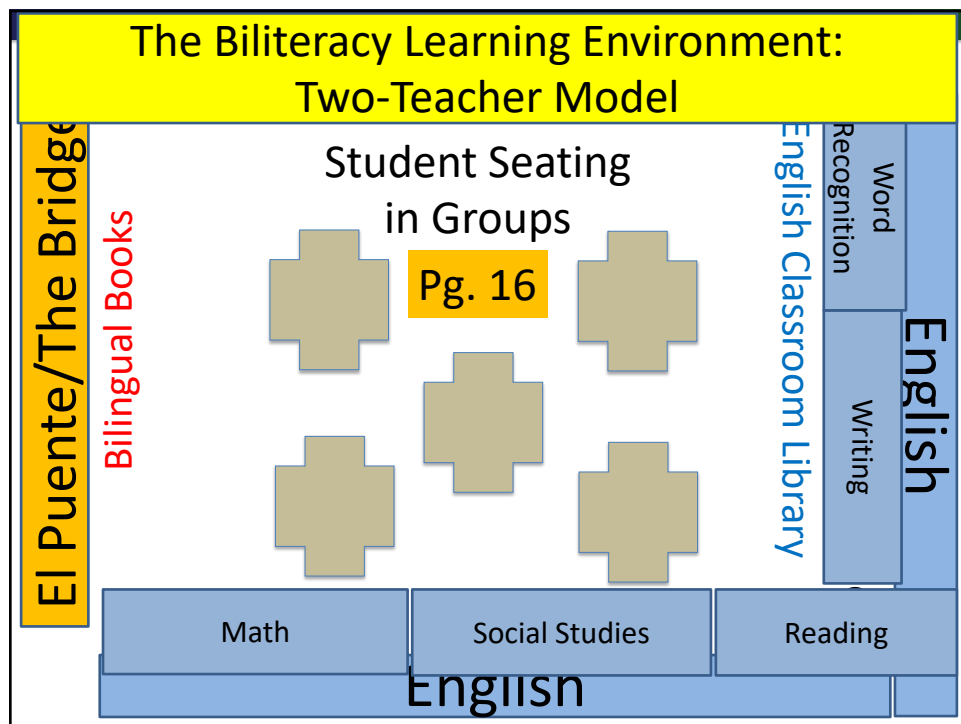
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PreK/TK BUF Template

Unit Theme: • Early Learning Standards • English Language Development Standards • Content and Literacy Big Ideas			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			Formative Assessment
• Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer Practice - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

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Sample PreK Full-Day Schedule 80/20

Full day – 395 total minutes – 50 min rest = 345 instructional minutes
 Approximately:

- 276 Spanish minutes
- 69 English minutes

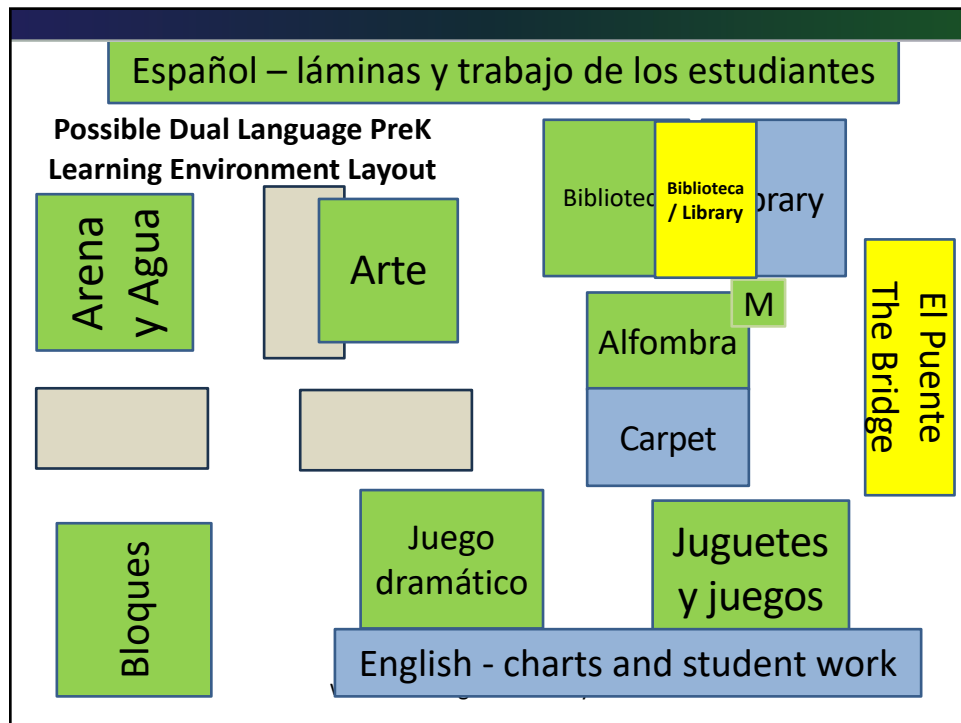
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Resource Packet

8:35-8:50	Arrival/Breakfast	Mandarin
8:50-9:05	Circle Time (Large Group)	
9:05-9:35	Gross Motor/Outside Play	
9:35-10:35	Centers (Interest Areas/Small Groups)	
10:35-10:45	Clean Up/Books at the Carpet	
10:45-11:00	Wash Hands/Line Up/Walk to Lunch	
11:00-11:30	Lunch	
11:30-11:40	Bathroom/Walk Back to Classroom	
11:40-12:30	Rest Time	
12:30-1:30	Centers (Interest Areas/Small Groups)	
1:30-1:40	Clean Up/Books at Carpet	English
2:00-2:30	Gross Motor/Outside Play	
2:30-3:05	Circle Time (Large Group)	
3:05-3:10	Folders/Backpack/Dismissal	

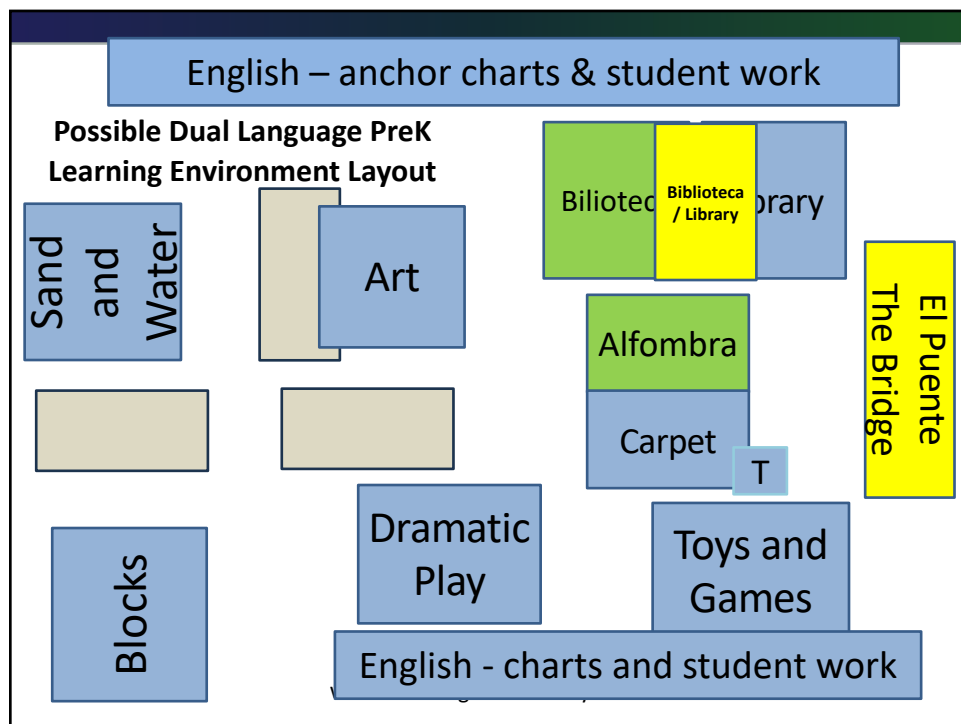
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Strategic Pairing and Grouping



Teaching for Biliteracy includes strategic pairing using a number of different variables.

What are some factors you consider when grouping or pairing students?

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Summative ELPAC General PLDs

This document provides the general performance level descriptors (PLDs) for the Summative English Language Proficiency Assessment for California (ELPAC). These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12 \(CA ELD Standards\)](#) (PDF).

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

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Descriptores de los niveles de dominio para los estándares de Desarrollo del idioma español (SLD) de California					
Destrezas de los estudiantes	Desarrollo del idioma español: Proceso continuo a través de los niveles de dominio				Aprendizaje permanente del lenguaje
	Emergente	Ampliación	Enlace	Enlace	
Los estudiantes del español llegan a la escuela poseyendo una amplia gama de destrezas en su idioma materno adecuadas a su edad. Pueden tener diferentes niveles de dominio de la lectura y la escritura en su idioma materno dependiendo de sus experiencias previas en el hogar, la comunidad y la escuela. Como estudiantes del español como un nuevo idioma, los estudiantes adquieren conciencia metacognitiva de lo que es el lenguaje y de cómo se usa, y aplican este conocimiento en sus estrategias de aprendizaje del idioma, incluso aprovechando el conocimiento de su idioma materno.	Los estudiantes del español ingresan al nivel Emergente teniendo habilidades receptivas y productivas limitadas del español. A medida que progresan a través del nivel Emergente, empiezan a responder a tareas de comunicación más variadas usando con mayor facilidad las palabras y frases aprendidas.	Al egresar del nivel Emergente, los estudiantes tienen habilidades básicas de comunicación en español en contextos sociales y académicos. A medida que los estudiantes progresan a través del nivel de Ampliación, pasan de ser capaces de modificar frases y oraciones aprendidas en español para satisfacer sus necesidades inmediatas de comunicación y aprendizaje, a participar cada vez más en el uso del idioma español en situaciones más complejas y cognitivamente difíciles.	Al egresar del nivel de Ampliación, los estudiantes pueden utilizar el español para aprender y comunicarse sobre una variedad de temas y áreas de contenido académico. A medida que los estudiantes progresan a través del nivel de Enlace, pasan de ser capaces de comunicarse de manera adecuada a las diferentes tareas, propósitos y audiencias, en una variedad de contextos sociales y académicos, a refinar y mejorar sus destrezas lingüísticas del español en una gama más amplia de contextos.	Al egresar del nivel de Enlace, los estudiantes pueden comunicarse de manera efectiva con diferentes tipos de audiencias en una amplia gama de temas conocidos y nuevos, para satisfacer las exigencias académicas en una variedad de materias.	Los estudiantes que han alcanzado "dominio total" en el idioma español según lo determinan los criterios estatales y/o locales, continúan adquiriendo cada vez mayor amplitud, profundidad y diversidad en la comprensión y la comunicación en español en una amplia variedad de contextos.
California Spanish Language Development Standards					
Pensamiento de alto nivel con apoyo lingüístico Los estudiantes del español poseen habilidades cognitivas adecuadas a su edad y experiencia. Con el fin de comunicar lo que piensan a medida que aprenden el español, pueden necesitar apoyo lingüístico variado, dependiendo de la dificultad lingüística y cognitiva de la tarea.	Alcance general del apoyo				
	Sustancial Los estudiantes en las primeras etapas del nivel Emergente pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece apoyo lingüístico sustancial . Conforme desarrollan una mayor familiaridad y facilidad con la comprensión y el uso del español, el apoyo puede ser moderado o ligero para las tareas o temas conocidos.	Moderado Los estudiantes en las primeras etapas del nivel de Ampliación pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico moderado . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español en una variedad de contextos, el apoyo puede ser ligero para las tareas o temas conocidos.	Ligero Los estudiantes en las primeras etapas del nivel de Enlace pueden participar en actividades sociales y académicas complejas, cognitivamente difíciles, que requieren el uso del idioma cuando se ofrece el apoyo lingüístico ligero . Conforme desarrollan una mayor facilidad con la comprensión y el uso del español altamente técnico, el apoyo puede no ser necesario para las tareas o temas conocidos en que se usa el español cotidiano.	Ocasional Los estudiantes que han egresado del nivel de Enlace se benefician del apoyo lingüístico ocasional en su aprendizaje permanente de español.	

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WIDA CAN Dos – Are <u>not</u> Standards, they are a <u>tool</u> for determining what students CAN DO.					
	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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Level 6 Reaching

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

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Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico **Spanish Language Proficiency**

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

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

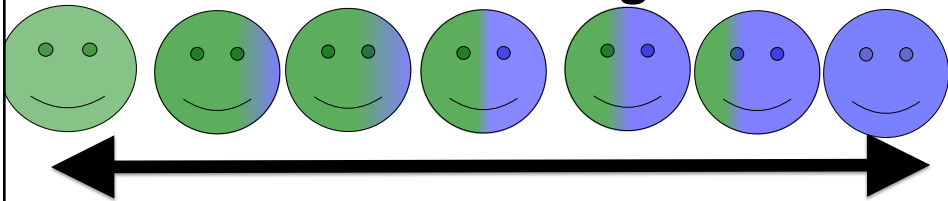
Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research
El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias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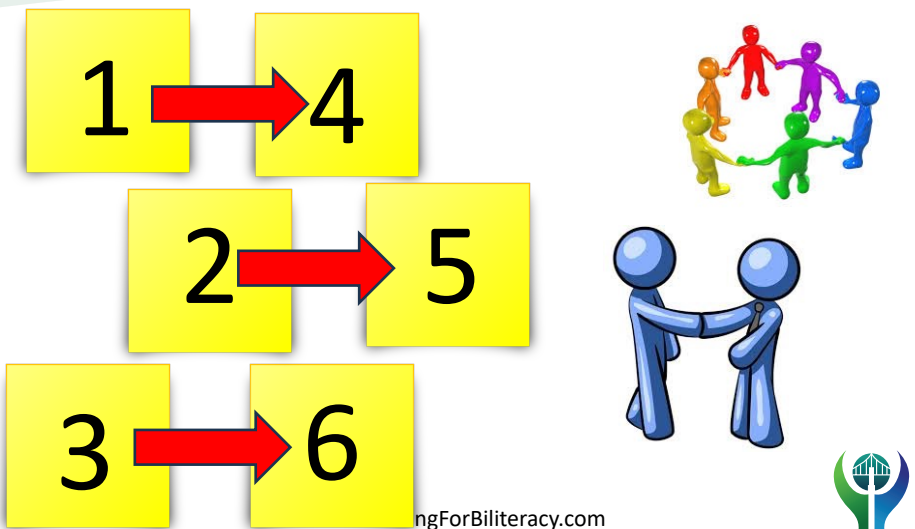


30

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!

31

Strategic Pairing In the Classroom



1 → 4

2 → 5

3 → 6

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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

Page 14

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 • Asi 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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Development of Oracy and background knowledge

Receptive

Listening: Participate and understand the academic language

↓

Productive

Speaking: Use the academic language

↙

Reading: Understand academic language
(receptive)

↘

Writing: Use academic Language (productive)

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Development of background knowledge

Concrete: Introduction of concepts

Understand through the use of
realia, images, experiences, etc.



Apply and practice the concepts

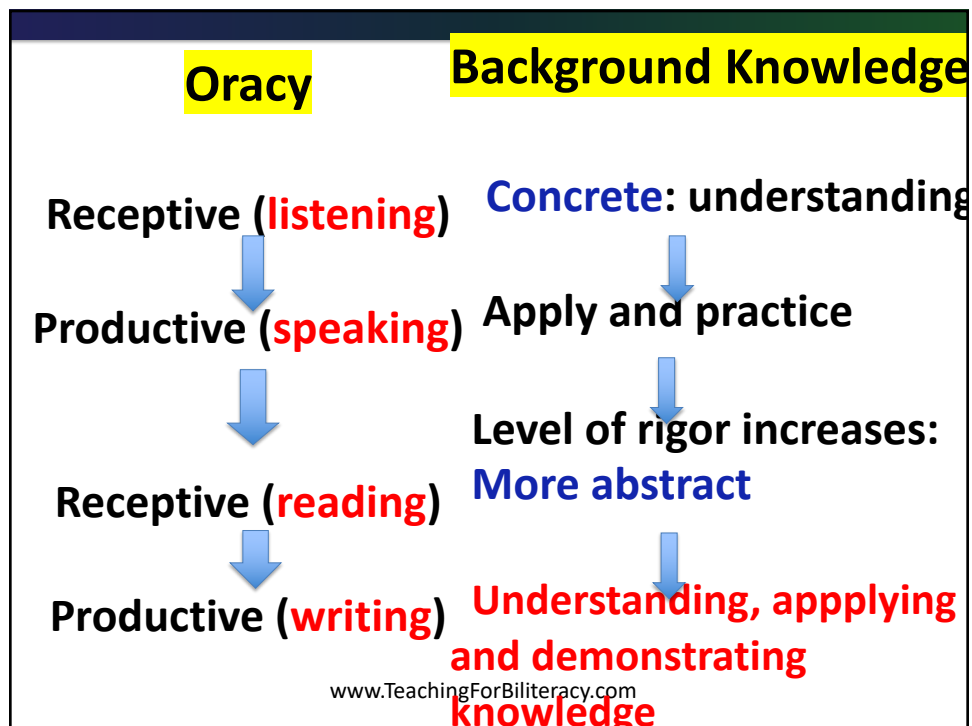


More abstract: Increase rigor

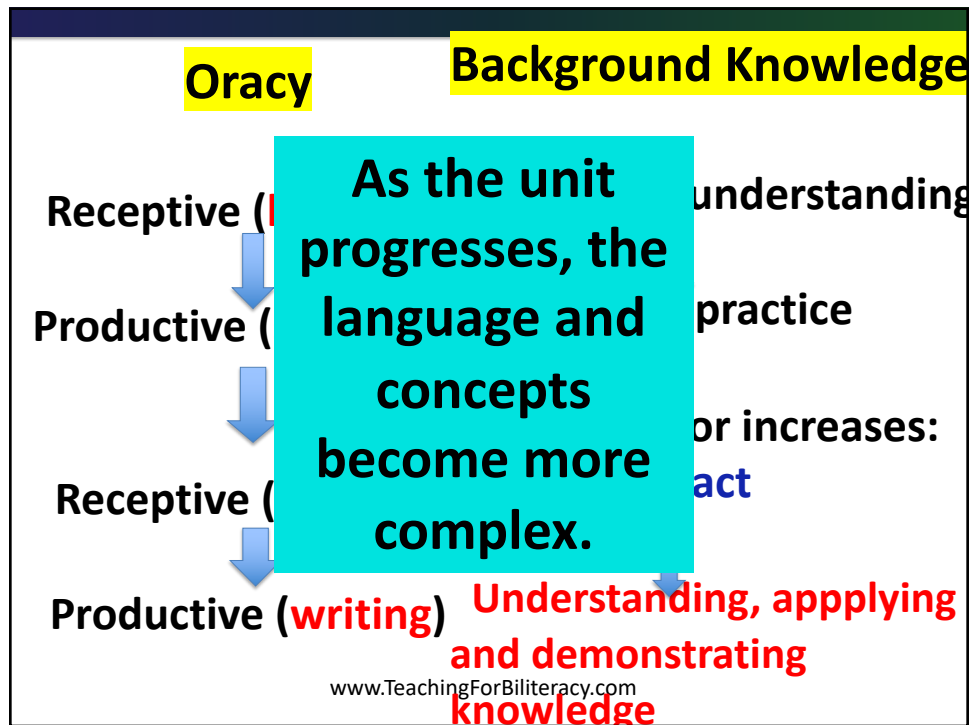
Understand, apply and practice through inquiry,
Reading and writing

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What Dana's 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 _____

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wh

Name: _____

wheel

___y	___ip	___ey
___ite	___ale	___eat
___eel	___isk	___irl

The bike has two wheels.

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What Dana's schedule USED to look like...

Teaching For Biliteracy

Time

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

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Defining Biliteracy Instruction

on my summer vacation...

I saw _____

I _____

I tasted _____

I touched _____

I _____

active

Explicitly b (receptive) in preparation and literacy

Teaching for Biliteracy...

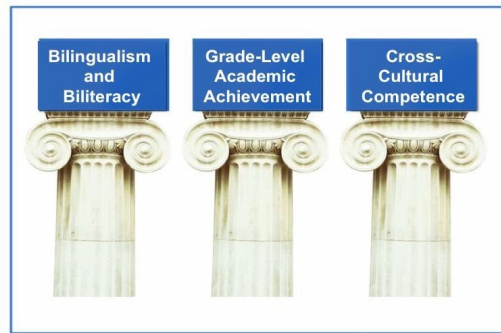
Strategically plans for the three linguistic spaces: Spanish, the Bridge, English

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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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Sample Instruction

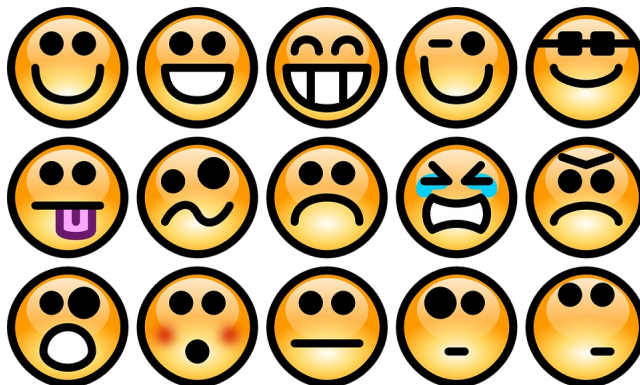


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Sample Instruction



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



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





47



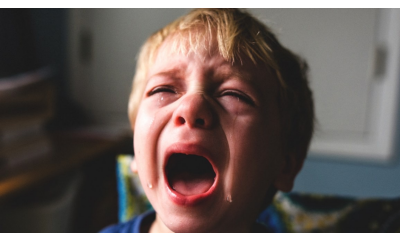
In the **blue** column, I notice...



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



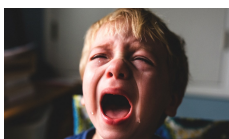




48

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

49

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

50



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

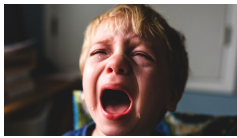


In the **white column**, I notice...







51

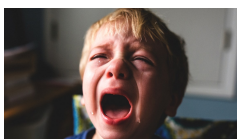










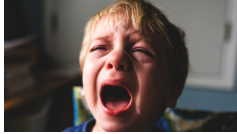

I notice.... I think it goes in the ____ column.

52











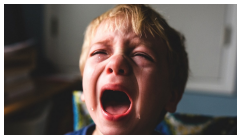
I notice.... I think it goes in the ____ column.

53







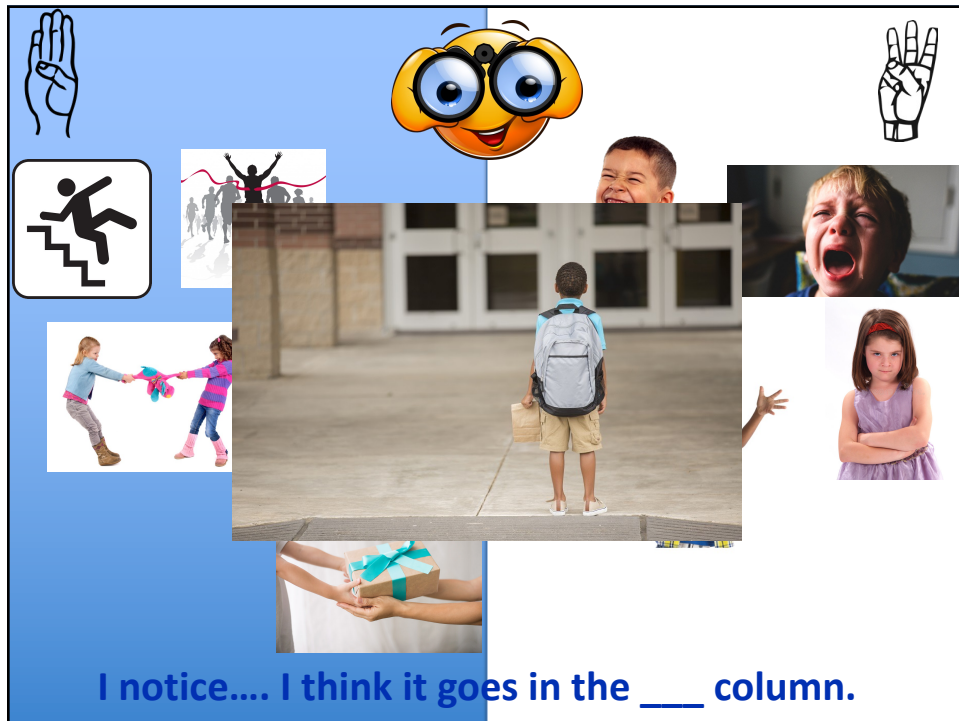






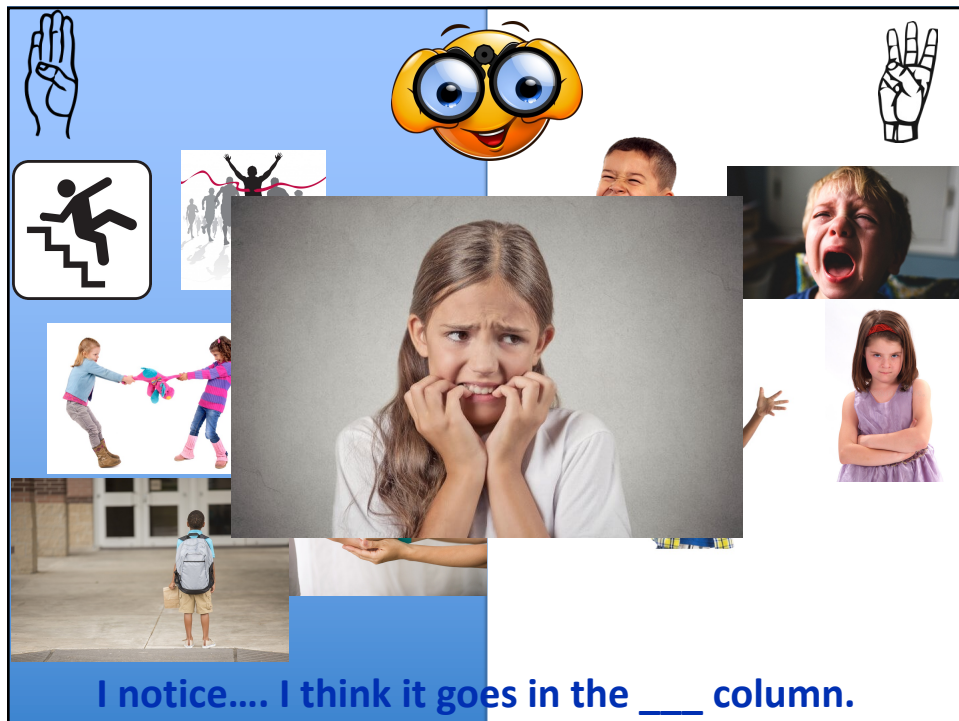
I notice.... I think it goes in the ____ column.

54



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

55



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

56

Events

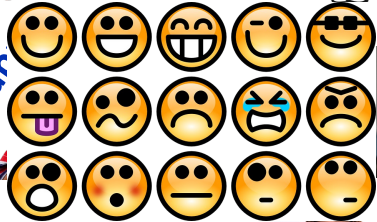


MY DAY

7:00	Breakfast	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Snack
3:00	Homework	6:00	Bed Time
3:15	Homework	8:30	Bed Time

Emotions



happy




excited



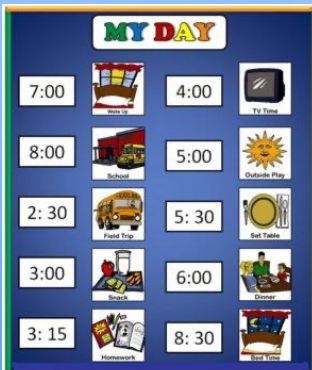
mad



scared

57

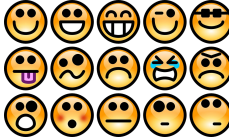
Events



MY DAY

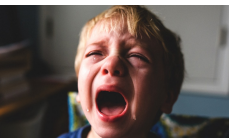
7:00	Breakfast	4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Snack
3:00	Homework	6:00	Bed Time
3:15	Homework	8:30	Bed Time

Emotions

happy




happy



sad



excited

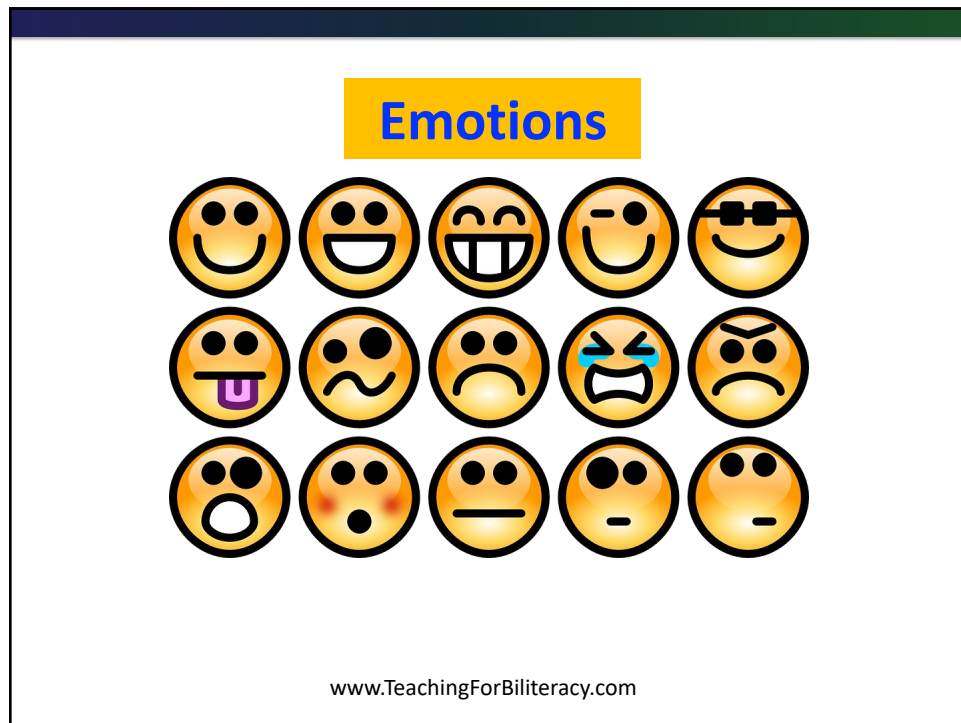


mad



scared

58



59



60



61



62



63



64

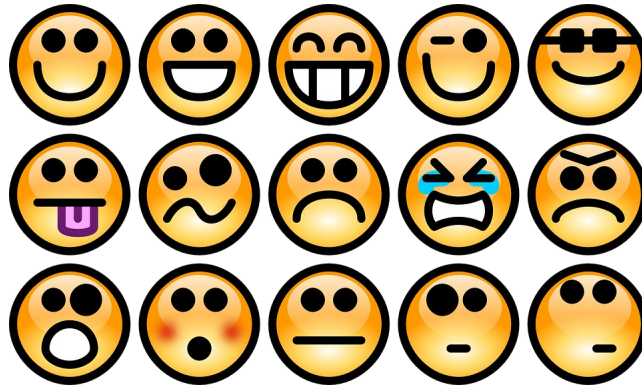


65



66

Emotions

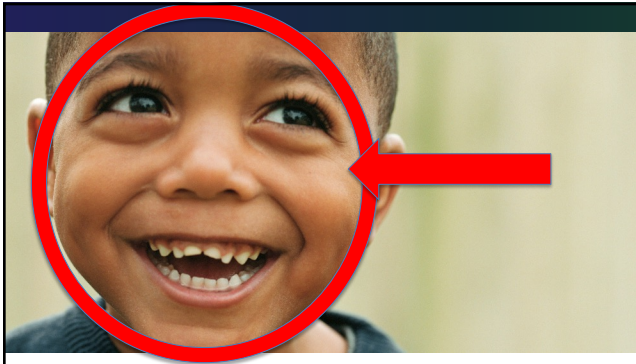


Emotions are the way we **feel** in any given **moment**.

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Our face

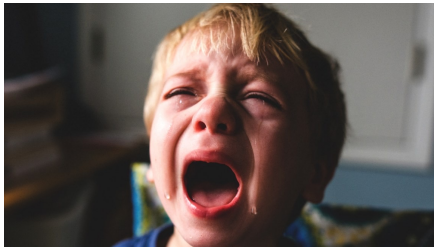


and **body** can show our **emotion**.

www.Teach



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You can **feel glad**, or **happy** with a **smile**.

You can **feel sad**, sometimes with **tears**.

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You can **feel mad**, or **angry**, maybe with a **stomp**.

You can **feel excited**, and do a little **jump**.

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70



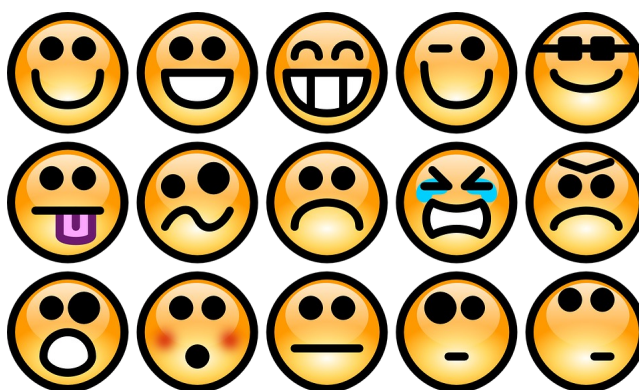
You can **feel scared**,
or **afraid**, shaking
from the **fear**.



You can **feel confused**
and **shrug** from ear to
ear.

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There are a lot of **different emotions**
we **feel**.

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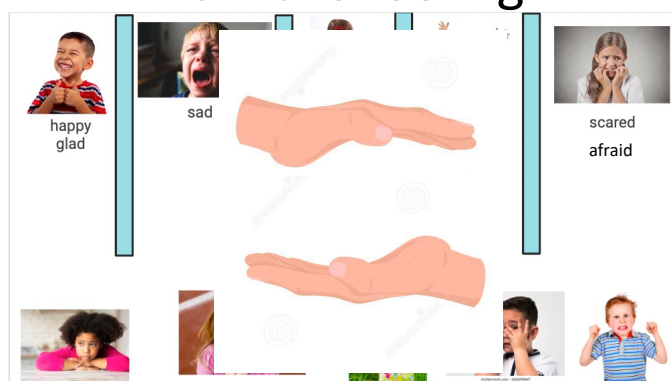
Let's do a feelings match!

How can you tell how each child is feeling?

74

Let's do a feelings match!

How can you tell how each child is feeling?



75





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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happy
glad


sad


angry
mad


excited


scared
afraid

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)

Perhaps only 2 photo choices at a time

B:
This child also looks _____ because _____.

Student who is Speaking level 1-3.

Student who is Speaking level 4-6.

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Agenda:

- ✓ Sample Instruction
 - **Sample Instruction Debrief**
 - Planning for Biliteracy

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Review and Reflect: What did we experience today?



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Diverse Dual Language Students

- How did this instruction meet the needs of?:
 - Carmen
 - Antonio
 - Hannah
 - Paulo

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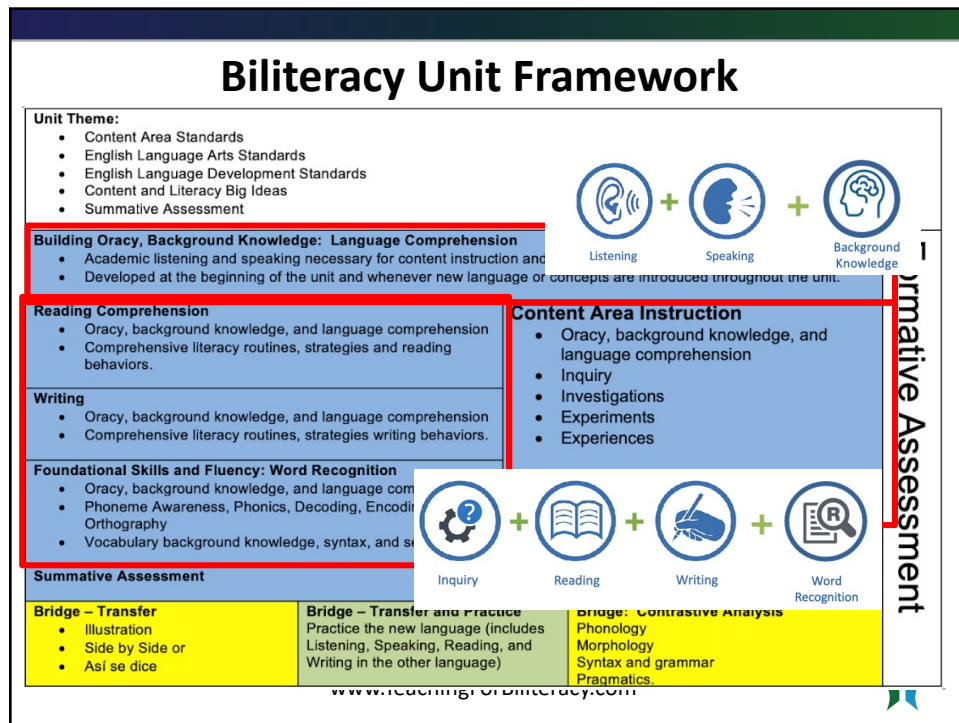
Defining Biliteracy Instruction

Engages all students actively and meaningfully using active engagement strategies	Uses language teaching strategies focused on L, S, R, W, intentionally building oracy and background knowledge for literacy and content instruction throughout the unit.
Includes a meaningful frame for learning : integrating content or a universal theme with language and literacy	Strategically plans for the three linguistic spaces : Spanish, the Bridge, English

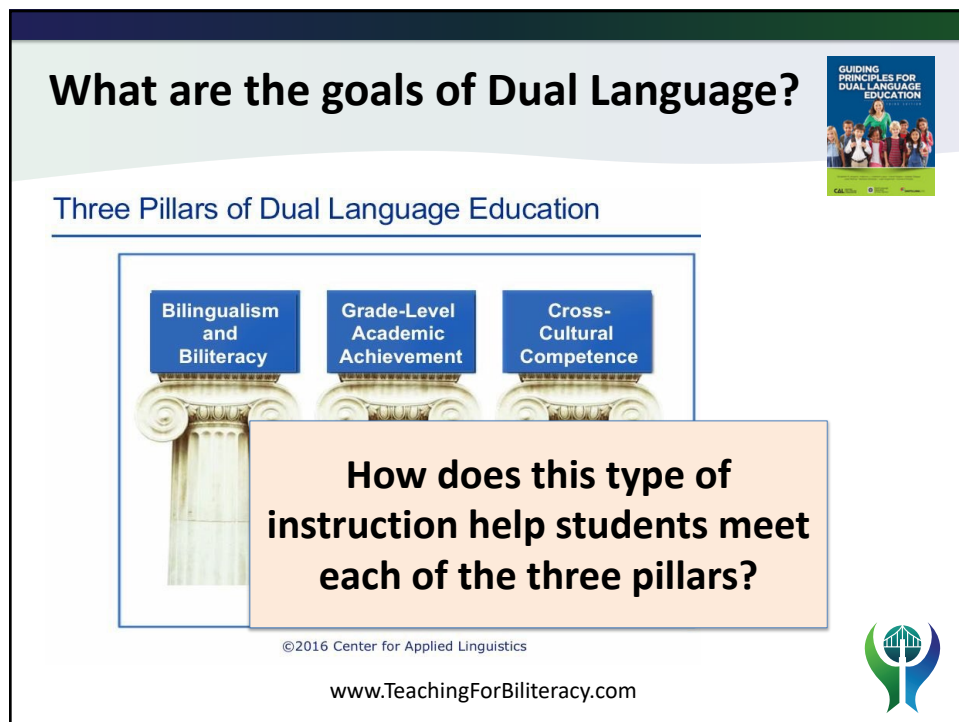
Teaching for
Biliteracy...

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Agenda:

- ✓ Sample Instruction
- ✓ Sample Instruction Debrief
 - **Planning for Biliteracy**

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High Leverage Biliteracy Strategies



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High Leverage Biliteracy Strategies

High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
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. 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>	Real-life objects (realia)	Charts	- 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
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>			- 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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High Leverage Biliteracy Strategies

Strategy Name and Description	Language Supports and Notes		
	Sensory Supports	Graphic Supports	Interactive Supports
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. 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>	- 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
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills. <i>Teaching for Biliteracy Book: page 94 & 104-105</i>			- 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

Notes:

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Notes:

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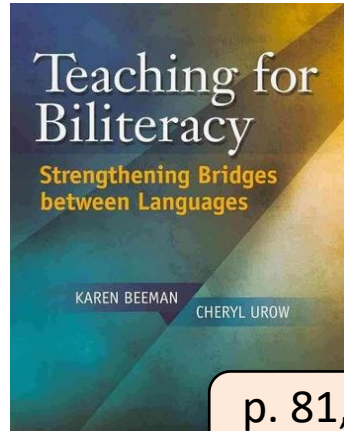
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Concept Attainment

with Sentence Prompts and TPR



p. 81,
82

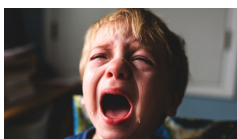
Students use visuals and sentence prompts to identify the concept.

New vocabulary is introduced with visual and kinesthetic support to support meaning.

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Events	Emotions
 	 happy  sad
 	 excited  mad
	 scared

90

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

Notes:

Sorted photographs to decipher between events and emotions.
Can be sorting of manipulatives or realia.

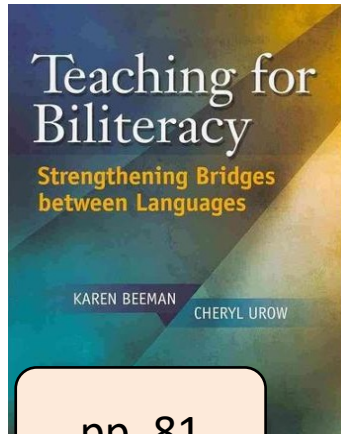
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Adapted Readers Theater (ART)

with TPR



pp. 81

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The teacher summarizes or paraphrase is a text as she and the students act it out.

Through the teachers narration, and the interaction and movement of students the concepts and vocabulary are previewed.

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Our face

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

www.Teach

94

Strategy Name and Description
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.
Teaching for Biliteracy Book: page 81

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.
Teaching for Biliteracy Book: page 82 & 136

Language Supports and Notes

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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Notes:

Language Supports and Notes

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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Notes:

For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

High Leverage Biliteracy Strategies Page 2

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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 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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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This 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 Supports - Real-life objects (realia) - Pictures & photographs - Maps, globes, and drawings - Physical activities - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	Interactive Supports - In pairs or partners - In a whole group - Using purposeful group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors
	Notes: Used visuals and actions to introduce new vocabulary related to a text. Can use illustrations from the book, realia, or other appropriate visuals.		

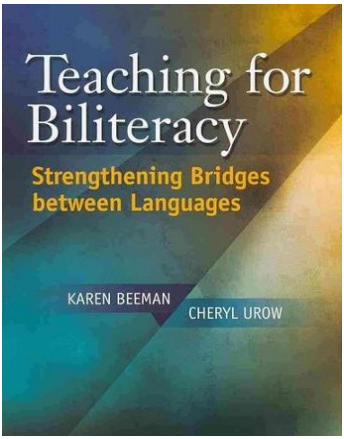
High Leverage Biliteracy Strategies Page 2

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Fish Bowl



Students become the model for demonstrating the expectation rather than the teacher telling students what to do.

p. 82
& 136

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A:

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

B:

This child also looks _____ because _____.

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Strategy Name and Description	Language Supports and Notes		
Adapted Reader's Theater (ART): An adaptation of readers' theater where the teacher summarizes or paraphrases a text while the students, guided by the teacher, act out the story either silently or joining into the narration using the key academic vocabulary. This 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.	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	Interactive Supports - 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
Notes: © WIDA Language Development Standards			
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity.	Sensory Supports - Real-life objects (realia) - Manipulatives - Pictures & photographs - Illustrations, diagrams & drawings - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Graphic Supports - Charts - Graphic organizers - Tables - Graphs - Timelines - Number lines	Interactive Supports - 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
Notes: © WIDA Language Development Standards			

For more information about the strategies above and descriptions to even more high leverage biliteracy strategies, scan the QR Code!

Teaching for Biliteracy Book: page 82 & 136

High Leverage Biliteracy Strategies Page 2

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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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Strategy Name and Description	Language Supports and Notes		
Fishbowl: A small group of students is selected to model a cooperative activity or center task in the "fishbowl," with the rest of the students observing their actions and language. The teacher guides the students in the fishbowl through the activity, narrating and providing sentence prompts as needed. After the students observe their peers participating in the fishbowl, they return to their places and begin the same activity.	Sensory Supports - Real-life objects (realia) - Models & figures - Pictures & photographs - Magazines & newspapers - Physical activities - Videos & Films - Broadcasts - Models & figures	Graphic Supports - Graphic organizers - Graphs - Timelines - Need tables	Interactive Supports - In pairs or partners - In a whole group - Using cooperative group structures - With the Internet (Web sites) or software programs - In the native language (L1) - With mentors

Teaching for Biliteracy Book: page 82 & 136

Notes:

Carefully choose the "fish".
 Model a set of directions and/or discourse between partners.
 "Fish" can either continue the activity or become class helpers.

High Leverage Biliteracy Strategies Page 2

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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?

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[illegible]

Sample Yearlong Biliteracy Map – Kinder 80/20

Kindergarten: Language and Content Allocation 80% Spanish, 20% English										Grade 1: Science & Social Studies										Grade 2: Science & Social Studies										Grade 3: Science & Social Studies										Grade 4: Science & Social Studies										Grade 5: Science & Social Studies									
Topic: My Spanish World		Unit 1: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 2: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 3: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 4: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 5: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 6: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 7: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 8: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 9: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 10: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 11: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 12: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 13: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 14: Science & SLA: Language, Literacy and Culture in the Classroom		Unit 15: Science & SLA: Language, Literacy and Culture in the Classroom																													
Unit 1: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 2: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 3: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 4: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 5: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 6: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 7: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 8: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 9: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 10: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 11: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 12: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 13: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 14: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 15: SS & SLA: Language, Literacy and Culture in the Classroom		Unit 16: SS & SLA: Language, Literacy and Culture in the Classroom																													
Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?		Essential Question: How do I learn and thrive in my classroom?																													
Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?		Effects of sunlight on Earth's surface?																													
Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science		Next Generation Science																													
Spanish Standards: L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, L.1.1.11, L.1.1.12, L.1.1.13, L.1.1.14, L.1.1.15, L.1.1.16, L.1.1.17, L.1.1.18, L.1.1.19, L.1.1.20, L.1.1.21, L.1.1.22, L.1.1.23, L.1.1.24, L.1.1.25, L.1.1.26, L.1.1.27, L.1.1.28, L.1.1.29, L.1.1.30, L.1.1.31, L.1.1.32, L.1.1.33, L.1.1.34, L.1.1.35, L.1.1.36, L.1.1.37, L.1.1.38, L.1.1.39, L.1.1.40, L.1.1.41, L.1.1.42, L.1.1.43, L.1.1.44, L.1.1.45, L.1.1.46, L.1.1.47, L.1.1.48, L.1.1.49, L.1.1.50, L.1.1.51, L.1.1.52, L.1.1.53, L.1.1.54, L.1.1.55, L.1.1.56, L.1.1.57, L.1.1.58, L.1.1.59, L.1.1.60, L.1.1.61, L.1.1.62, L.1.1.63, L.1.1.64, L.1.1.65, L.1.1.66, L.1.1.67, L.1.1.68, L.1.1.69, L.1.1.70, L.1.1.71, L.1.1.72, L.1.1.73, L.1.1.74, L.1.1.75, L.1.1.76, L.1.1.77, L.1.1.78, L.1.1.79, L.1.1.80, L.1.1.81, L.1.1.82, L.1.1.83, L.1.1.84, L.1.1.85, L.1.1.86, L.1.1.87, L.1.1.88, L.1.1.89, L.1.1.90, L.1.1.91, L.1.1.92, L.1.1.93, L.1.1.94, L.1.1.95, L.1.1.96, L.1.1.97, L.1.1.98, L.1.1.99, L.1.1.100, L.1.1.101, L.1.1.102, L.1.1.103, L.1.1.104, L.1.1.105, L.1.1.106, L.1.1.107, L.1.1.108, L.1.1.109, L.1.1.110, L.1.1.111, L.1.1.112, L.1.1.113, L.1.1.114, L.1.1.115, L.1.1.116, L.1.1.117, L.1.1.118, L.1.1.119, L.1.1.120, L.1.1.121, L.1.1.122, L.1.1.123, L.1.1.124, L.1.1.125, L.1.1.126, L.1.1.127, L.1.1.128, L.1.1.129, L.1.1.130, L.1.1.131, L.1.1.132, L.1.1.133, L.1.1.134, L.1.1.135, L.1.1.136, L.1.1.137, L.1.1.138, L.1.1.139, L.1.1.140, L.1.1.141, L.1.1.142, L.1.1.143, L.1.1.144, L.1.1.145, L.1.1.146, L.1.1.147, L.1.1.148, L.1.1.149, L.1.1.150, L.1.1.151, L.1.1.152, L.1.1.153, L.1.1.154, L.1.1.155, L.1.1.156, L.1.1.157, L.1.1.158, L.1.1.159, L.1.1.160, L.1.1.161, L.1.1.162, L.1.1.163, L.1.1.164, L.1.1.165, L.1.1.166, L.1.1.167, L.1.1.168, L.1.1.169, L.1.1.170, L.1.1.171, L.1.1.172, L.1.1.173, L.1.1.174, L.1.1.175, L.1.1.176, L.1.1.177, L.1.1.178, L.1.1.179, L.1.1.180, L.1.1.181, L.1.1.182, L.1.1.183, L.1.1.184, L.1.1.185, L.1.1.186, L.1.1.187, L.1.1.188, L.1.1.189, L.1.1.190, 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L.1.1.1009, L.1.1.1010, L.1.1.1011, L.1.1.1012, L.1.1.1013, L.1.1.1014, L.1.1.1015, L.1.1.1016, L.1.1.1017, L.1.1.1018, L.1.1.1019, L.1.1.1020, L.1.1.1021, L.1.1.1022, L.1.1.1023, L.1.1.1024, L.1.1.1025, L.1.1.1026, L.1.1.1027, L.1.1.1028, L.1.1.1029, L.1.1.1030, L.1.1.1031, L.1.1.1032, L.1.1.1033, L.1.1.1034, L.1.1.1035, L.1.1.1036, L.1.1.1037, L.1.1.1038, L.1.1.1039, L.1.1.1040, L.1.1.1041, L.1.1.1042, L.1.1.1043, L.1.1.1044, L.1.1.1045, L.1.1.1046, L.1.1.1047, L.1.1.1048, L.1.1.1049, L.1.1.1050, L.1.1.1051, L.1.1.1052, L.1.1.1053, L.1.1.1054, L.1.1.1055, L.1.1.1056, L.1.1.1057, L.1.1.1058, L.1.1.1059, L.1.1.1060, L.1.1.1061, L.1.1.1062, L.1.1																																																											

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Sample Yearlong Biliteracy Map – Kinder 80/20

Language Arts Standards across the year within a universal theme.

- Blue reflects what will be taught in English
- There is a plan to address ALL the Language Arts standards across the year within a universal theme.
- The social justice standards are strategically bundled to move from concrete to abstract across the year, with developmental readiness in mind.

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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?
- Look at the literacy standards in the first Spanish unit and the first English unit. What do you notice?



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Sample Yearlong Biliteracy Map – Kinder 80/20

The standards are bundled together into units that include content AND reading and writing standards

Yearlong Overview										
Kindergarten: Language and Content Allocation 80% Spanish; 20% English										
Unit 1: ELA & Social Studies	Unit 2: Science & Social Studies	Unit 3: ELA & Social Studies	Unit 4: Science & Social Studies	Unit 5: ELA & Social Studies	Unit 6: Science & Social Studies	Unit 7: ELA & Social Studies	Unit 8: Science & Social Studies	Unit 9: ELA & Social Studies	Unit 10: Science & Social Studies	Unit 11: ELA & Social Studies
Unit 1: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 2: Science & Social Studies Essential Question: What are the different environments? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 3: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 4: Science & Social Studies Essential Question: What are the different environments? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 5: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 6: Science & Social Studies Essential Question: What are the different environments? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 7: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 8: Science & Social Studies Essential Question: What are the different environments? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 9: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 10: Science & Social Studies Essential Question: What are the different environments? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12	Unit 11: ELA & Social Studies Essential Question: How do we contribute to our community? Reading Standards: L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6, L.K.7, L.K.8, L.K.9, L.K.10, L.K.11, L.K.12 Writing Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, W.K.11, W.K.12

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Sample Yearlong Biliteracy Map – Kinder 80/20

Kindergarten: Language and Content Allocation 80% Spanish; 20% English

Unit 1: ELA & Social Studies
Myself and Others
Essential Question: How do my ideas and those of others contribute to fairness in my classroom?

Unit 2: ELA & Social Studies
Weather Observations and Weather Design
Essential Question: What observations can be designed to reduce the warming effects of sunlight on Earth's surface?

Unit 3: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 4: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 5: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 6: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 7: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 8: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

Unit 9: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

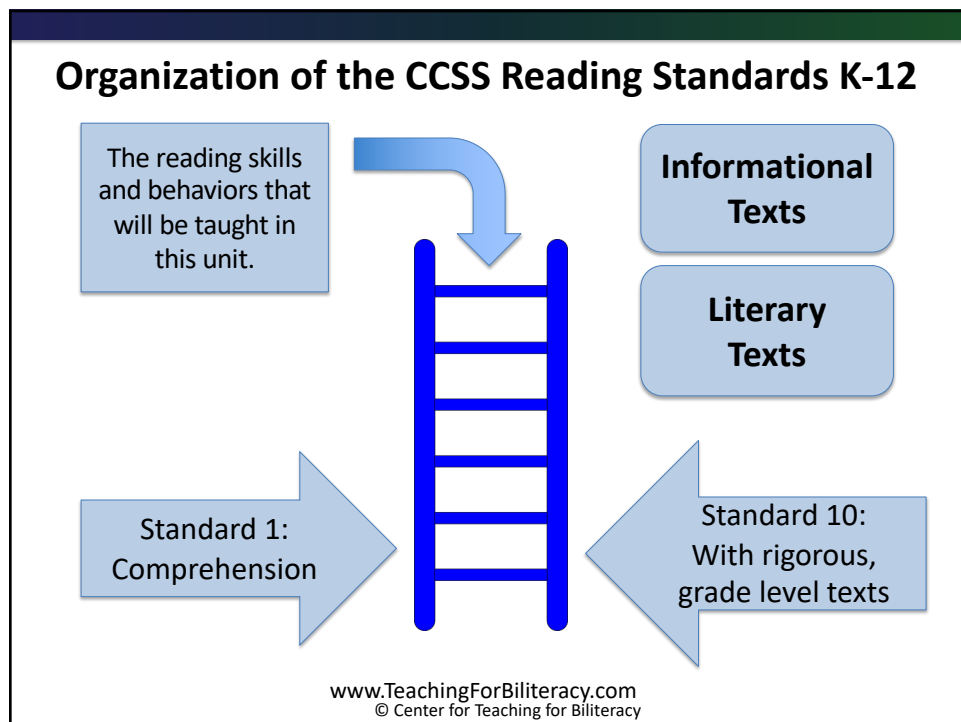
Unit 10: ELA & Social Studies
Myself and My Environment
Essential Question: How do my different environments (home, classroom, school, greater community) affect me?

The reading standards are strategically selected and are usually not the same in units in each language. If they are the same genre (RL/RI), different standards are selected. Additionally, what the texts are about will be different.

The reading standards reflect the organization of the standards.

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Key Ideas and Details	Ideas clave y detalles
1. With prompting and support, ask and answer questions about key details in a text.	1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.
2. With prompting and support, recount or describe stories, including key details.	2. Con sugerencias y apoyo, cuentan cuentos que les gustan o describen historias incluyendo los detalles clave.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Con sugerencias y apoyo, identifican personajes, escenarios y eventos importantes en un cuento.
Craft and Structure	Composición y estructura
4. Ask and answer questions about words and sentences in a text. (See grade-specific standards for additional expectations.)	4. Hacen y contestan preguntas sobre palabras y oraciones en un texto. (Ver los estándares 4-6 para expectativas adicionales.) CA
5. Recognize common types of texts and stories, such as stories, poems, fantasy, and informational text.	5. Reconocen tipos comunes de textos y cuentos, como cuentos, poemas, textos de fantasía y realismo). CA
6. With prompting and support, identify the author and illustrator of a story and describe their roles in telling the story.	6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que cada uno tiene en el relato del cuento.
Integration of Knowledge and Ideas	Integración de conocimientos e ideas
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., how an illustration depicts a story or a scientific process).	7. Con sugerencias y apoyo, describen la relación entre el cuento en donde aparecen (por ejemplo, cómo una ilustración representa la historia o un proceso científico).
8. Compare and contrast the adventures and experiences of characters in familiar stories.	8. Comparan y contrastan las aventuras y experiencias de los personajes en cuentos familiares.
Range of Reading and Level of Text Complexity	Nivel de lectura y de complejidad del texto
10. Actively engage in group reading activities with purpose and understanding.	10. Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.
a. Activate prior knowledge related to the information and events in texts. CA	a. Activan el conocimiento previo relacionado con la información y acontecimientos en los textos. CA
b. Use illustrations and context to make predictions about text. CA	b. Usan las ilustraciones y el contexto para hacer predicciones sobre el texto. CA



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Sample Yearlong Biliteracy Map – Kinder 80/20

Kindergarten: Language and Content Allocation 80% Spanish; 20% English

Unit 1: My World
Essential Question: How do my views and those of others contribute to fairness in my classroom?

Unit 2: Science & Nature
Essential Question: What structures can be designed to reduce the warming effect of sunlight on Earth's surface?

Unit 3: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 4: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 5: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 6: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 7: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 8: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 9: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

Unit 10: Science & Nature
Essential Question: How do we use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth's surface?

The reading standards are strategically selected and are usually not the same in units in each language. If they are the same genre (RL/RI), different standards are selected. Additionally, what the texts are about will be different.

The reading standards reflect the organization of the standards.

There is a balance between informational and literary text standards within and across each language.

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Sample Yearlong Biliteracy Map – Kinder 80/20

All the Kindergarten **reading standards (RI & RL)** are represented on the map across the year. When standards are repeated, they increase in rigor.

Unit 1: SS.8: Myself and Others Essential Question: How do my views and others contribute fairness in my life? Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 Narrative (Informational Book) WK.1, WK.8 Unit 1 ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 Narrative (Informational Book) WK.1, WK.8		Unit 2: SS.8: Earth and Space Essential Question: How do we observe Earth's surface? Writing Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Reading Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Unit 2 ELA & Universal Theme: Teamwork Essential Question: How can we work together as a team? Writing Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Reading Standards - WK.2 Informative (Weather Report) WK.2, WK.7		Unit 3: SS.8: Social Science Inquiry Essential Question: How do we show courage in our everyday lives? Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Reading Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Unit 3 ELA & Universal Theme: Courage Essential Question: How do we show courage in our everyday lives? Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Reading Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8		Unit 4: SS.8: Social Science Inquiry Essential Question: How are families unique? Writing Standards - WK.1 Opinion (Letter) WK.1, WK.8 Reading Standards - WK.1 Opinion (Letter) WK.1, WK.8 Unit 4 ELA & Universal Theme: Family Essential Question: How are families unique? Writing Standards - WK.1 Opinion (Letter) WK.1, WK.8 Reading Standards - WK.1 Opinion (Letter) WK.1, WK.8	Unit 5: SS.8: Social Science Inquiry Essential Question: How do we show emotions? Writing Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Reading Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Unit 5 ELA & Universal Theme: Emotions Essential Question: How do we show emotions? Writing Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Reading Standards - WK.2 Informative (Informative Book) WK.2, WK.7	Unit 6: SS.8: Social Science Inquiry Essential Question: Why is it important for me and things around me to change? Writing Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Reading Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Unit 6 ELA & Universal Theme: Change Essential Question: Why is it important for me and things around me to change? Writing Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Reading Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8
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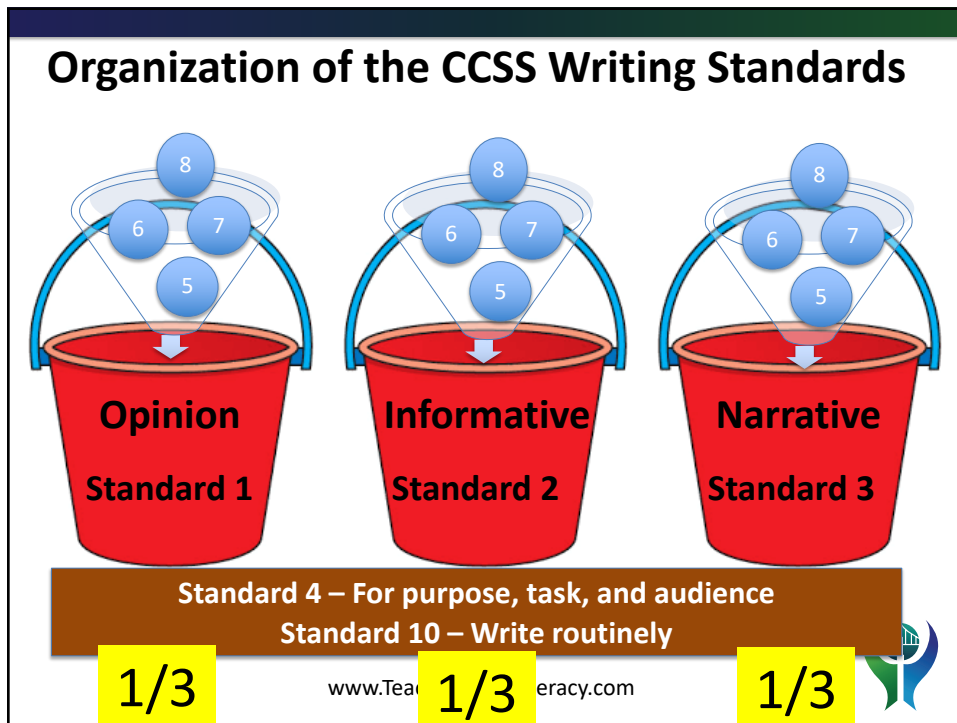
Sample Yearlong Biliteracy Map – Kinder 80/20

Similarly, the **Writing Standards** are different in each language, and they reflect the organization of the standards.

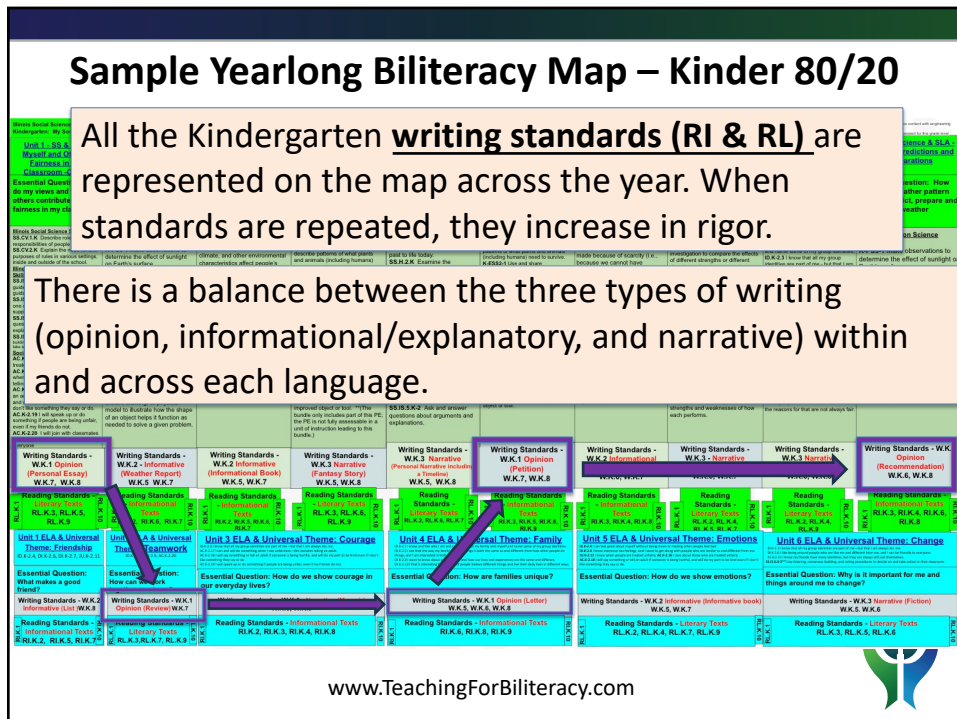
Unit 1: SS.8: Myself and Others Essential Question: How do my views and others contribute fairness in my life? Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 Narrative (Informational Book) WK.1, WK.8 Unit 1 ELA & Universal Theme: Friendship Essential Question: What makes a good friend? Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8 Reading Standards - WK.1 Narrative (Informational Book) WK.1, WK.8		Unit 2: SS.8: Earth and Space Essential Question: How do we observe Earth's surface? Writing Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Reading Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Unit 2 ELA & Universal Theme: Teamwork Essential Question: How can we work together as a team? Writing Standards - WK.2 Informative (Weather Report) WK.2, WK.7 Reading Standards - WK.2 Informative (Weather Report) WK.2, WK.7		Unit 3: SS.8: Social Science Inquiry Essential Question: How do we show courage in our everyday lives? Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Reading Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Unit 3 ELA & Universal Theme: Courage Essential Question: How do we show courage in our everyday lives? Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8 Reading Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8		Unit 4: SS.8: Social Science Inquiry Essential Question: How are families unique? Writing Standards - WK.1 Opinion (Letter) WK.1, WK.8 Reading Standards - WK.1 Opinion (Letter) WK.1, WK.8 Unit 4 ELA & Universal Theme: Family Essential Question: How are families unique? Writing Standards - WK.1 Opinion (Letter) WK.1, WK.8 Reading Standards - WK.1 Opinion (Letter) WK.1, WK.8	Unit 5: SS.8: Social Science Inquiry Essential Question: How do we show emotions? Writing Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Reading Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Unit 5 ELA & Universal Theme: Emotions Essential Question: How do we show emotions? Writing Standards - WK.2 Informative (Informative Book) WK.2, WK.7 Reading Standards - WK.2 Informative (Informative Book) WK.2, WK.7	Unit 6: SS.8: Social Science Inquiry Essential Question: Why is it important for me and things around me to change? Writing Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Reading Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Unit 6 ELA & Universal Theme: Change Essential Question: Why is it important for me and things around me to change? Writing Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8 Reading Standards - WK.3 Narrative (Narrative Memoir) WK.3, WK.8
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Biliteracy Map Scavenger Hunt

- How does the biliteracy map reflect the program language and content allocation plan?
- Look at the literacy standards in the first Spanish unit and the first English unit. What do you notice?
- **What do you notice about the focus of each unit across the year?**

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Sample Yearlong Biliteracy Map – Kinder 80/20

Kindergarten: Language and Content Allocation 80% Spanish; 20% English

The units are strategically organized in a sequence from concrete to abstract, thus increasing in rigor across the year in each language.

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Sample Yearlong Biliteracy Map – Kinder 80/20

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Overview: Biliteracy Curriculum Mapping Process

Steps	Components
I. A Program Design and First Draft of Biliteracy Curriculum Map	Develop the program Vision and Pedagogy Statement
	Create the Language and Content Allocation Plan for all grades
	Review the instructional shifts of the standards: - NGSS - CS Framework for SS - CCSS Language Arts (page of the bilingual CCSS grade level packet)
	Draw the grade level Language and Content Allocation on Butcher Paper. Start mapping by bundling the content area standards.
	Begin to write year-long and unit storylines, starting with the content focus.
	Select the writing standards and the writing genre, making sure they are a good fit with the content.
I.B. Record, Reflect and Revise	Select the reading standards, thinking of the connection between reading and writing (i.e., the reading texts become mentor texts for writing).
	Revise the storylines by adding the literacy portion to the storylines and by describing how content, literacy (reading and writing) is integrated.
	- Evaluate the <u>content standards</u> bundles in the curriculum map and make sure all the content standards are represented, reflecting the shifts in the standards. - Engage in the Record, Reflect and Revise process, analyzing the first draft of the map, focusing on rigor and balance of the <u>language arts standards in both languages</u>. - Revise storyline and bundles as needed
II. Unit Backwards Design	Create a BUF for each unit on the map: - List the standards from the map - Unpack all of the standards in the unit into outcomes, listing the outcomes from the least to the most rigorous. Formative assessments assess the outcomes. - Craft the big ideas for content and literacy based on the standards. - Write the summative assessment - Add instructional activities for meeting the standards and outcomes to each section of the BUF: - Building Oracy and background Knowledge (& corresponding formative assessments) - Content Area Instruction (& corresponding formative assessment) - Reading Comprehension (& corresponding formative assessment) - Writing (& corresponding formative assessment) - Foundational Skills/Language Comprehension (& corresponding formative assessment) - The Bridge for Transfer and for Contrastive Analysis (& corresponding formative assessment)
III. Unit Learning Plan	- Create an Instructional Sequence Chart (ISC) - Each sequence bundles standards together for content and for literacy and describes how content and literacy go together - Oracy is embedded into each instructional sequence every time students use new language - Outcomes (unpacked standards) are added to each instructional sequence - Formative assessments (FAs) are identified for each sequence and outcomes are added to the formative assessments. - The Instructional Sequence Chart is used to create day to day learning plans

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Resource
Packet

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Sample Yearlong Biliteracy Map – Kinder 80/20										
Kindergarten: Language and Content Allocation 80% Spanish; 20% English										
Unit 1: SS & SLA: Myself and Others: Fairness in the Classroom Goals	Unit 2: Science & SLA: Weather Observations and Weather Design	Unit 3: SS & SLA: Myself and My Environment: Geography	Unit 4: Science & ELA: Plant Survival Within Their Environment	Unit 5: SLA & PS: Myself and My History: History	Unit 6: Science & SLA: Animal Survival Within Their Environment	Unit 7: SS & SLA: Myself and My Choices: Economics	Unit 8: Science & SLA: Forces and Motion	Unit 9: SLA & Universal Theme: New and Old Changes	Unit 10: Science & SLA: Weather Predictions and Preparations	Unit 11: Science & SLA: Weather Predictions and Preparations
Essential Question: How do my needs and those of others contribute to fairness in my classroom?	Essential Question: How do weather patterns affect the weathering of our world?	Essential Question: How do my needs and those of others contribute to fairness in my classroom?	Essential Question: How do weather patterns affect the weathering of our world?	Essential Question: How do my needs and those of others contribute to fairness in my classroom?	Essential Question: How do weather patterns affect the weathering of our world?	Essential Question: How do my needs and those of others contribute to fairness in my classroom?	Essential Question: How do weather patterns affect the weathering of our world?	Essential Question: How do my needs and those of others contribute to fairness in my classroom?	Essential Question: How do weather patterns affect the weathering of our world?	Essential Question: How do my needs and those of others contribute to fairness in my classroom?
Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.	Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects. Next Generation Science Standards: K-2-1-1. Observe and measure the effects of forces and motions on objects. K-2-1-2. Explain the cause and effect of forces and motions on objects.
Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8	Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8
Reading Standards - WK.1 Opinion (Personal Essay) RL.K.1, RL.K.8	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.1 Opinion (Personal Essay) RI.K.1, RI.K.8	Reading Standards - WK.1 Opinion (Personal Essay) RI.K.1, RI.K.8	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.1 Opinion (Personal Essay) RI.K.1, RI.K.8
Unit 1 ELA & Universal Theme: Friendship	Unit 2 ELA & Universal Theme: Teamwork	Unit 3 ELA & Universal Theme: Courage	Unit 4 ELA & Universal Theme: Family	Unit 5 ELA & Universal Theme: Emotions	Unit 6 ELA & Universal Theme: Emotions	Unit 7 ELA & Universal Theme: Emotions	Unit 8 ELA & Universal Theme: Emotions	Unit 9 ELA & Universal Theme: Change	Unit 10 ELA & Universal Theme: Change	Unit 11 ELA & Universal Theme: Change
Essential Question: What makes a good friend?	Essential Question: How can we work together as a team?	Essential Question: How do we show courage in our everyday lives?	Essential Question: How are families unique?	Essential Question: How do we show emotions?	Essential Question: How do we show emotions?	Essential Question: How do we show emotions?	Essential Question: How do we show emotions?	Essential Question: Why is it important for me and around me to change?	Essential Question: Why is it important for me and around me to change?	Essential Question: Why is it important for me and around me to change?
Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.3 Narrative (Fantasy Story) WK.3, WK.8	Writing Standards - WK.1 Opinion (Personal Essay) WK.1, WK.8	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7	Writing Standards - WK.2 Informative (Informational Essay) WK.2, WK.7
Reading Standards - WK.1 Opinion (Personal Essay) RI.K.1, RI.K.8	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.3 Narrative (Fantasy Story) RI.K.3, RI.K.8	Reading Standards - WK.1 Opinion (Personal Essay) RI.K.1, RI.K.8	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7	Reading Standards - WK.2 Informative (Informational Essay) RI.K.2, RI.K.7

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Is planned from the grade-level standards		
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	
Writing - Oracy, background knowledge, and language comprehension - Comprehensive literacy routines, strategies writing behaviors.	Formative Assessment	
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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Sample Yearlong Biliteracy Map – Kinder 50/50

Kindergarten: Language and Content Allocation 50% Spanish; 50% English				
Unit 1: SS & SLA: Myself and Others: Fairness in the Classroom -Civics	Unit 2: SS & SLA: Myself and My Environment - Geography	Unit 3: SLA & SS: Myself and My History - History	Unit 4: SLA & SS: Myself and My Choices - Economics	Unit 5: SLA and Universal Theme: Friendship
Essential Question: How do my views and those of others contribute to fairness in my classroom? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.1 Opinion (Personal Essay) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: How do my different environments (home, classroom, school, greater community) affect me? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.2 Informative (Informational Book) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: Where do I come from? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.3 Narrative (Personal Narrative including a Timeline) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: How do I and others get the things I need and want? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.2 Informative (Fast Sheet) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: How have I grown and changed in the past year? What am I able to do now? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.3 Narrative (Narrative Memoir) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5
Unit 1: Science and English Language Arts: Weather Observations and Scientific Inquiry	Unit 2: Science and Language Arts: Plant Survival Within Their Environment	Unit 3: Science and Language Arts: Animal Survival Within Their Environment	Unit 4: Science and Language Arts: Forces and Motion	Unit 5: Science and Language Arts: Forces and Motion
Essential Question: What forces can be designed to reduce the warming effects of sunlight on Earth's surface? Next Generation Science Standards: K-ESS2-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-2. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. Writing Standards - W.K.2 Informative (Weather Report) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: What do plants need to meet their needs and survive within their environments? Next Generation Science Standards: K-ESS2-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-2. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. Writing Standards - W.K.3 Narrative (Fantasy Story) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: What do animals and humans need to meet their needs and survive within their environments? Next Generation Science Standards: K-ESS2-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-2. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. Writing Standards - W.K.1 Opinion (Petition) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: How do pushes and pulls affect the motion of an object? Next Generation Science Standards: K-ESS2-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-2. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. Writing Standards - W.K.3 Narrative (Personal Narrative) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Essential Question: How can I use weather patterns data to predict, prepare and respond to weather changes? Next Generation Science Standards: K-ESS2-1. Make observations to determine the effect of sunlight on Earth's surface. K-ESS2-2. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-3. Use and share observations of local weather conditions to describe patterns over time. Writing Standards - W.K.1 Opinion (Recommendation) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5

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Sample Yearlong Biliteracy Map – Kinder 80/20

Yearlong	Kindergarten	Time	Subject	Language
Unit 1: SS & SLA: Myself and Others: Fairness in the Classroom -Civics Essential Question: How do my views and those of others contribute to fairness in my classroom? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.1 Opinion (Personal Essay) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	Unit 2: SS & SLA: Myself and My Environment - Geography Essential Question: How do my different environments (home, classroom, school, greater community) affect me? Florida Social Science Standards: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. SS.1.2.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Florida Social Science Inquiry Skills: SS.1.1.1-1.2.1 Explain how and how responsibilities of people in society. Writing Standards - W.K.2 Informative (Informational Book) Reading Standards - Informational Texts RI.K.2, RI.K.3, RI.K.4, RI.K.5	8:00 – 8:20 8:20 – 10:45 10:45 – 11:15 11:15 – 12:00 12:00 – 12:45 12:45 – 2:00 2:00 – 3:00	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) Intervention block Specials Lunch & Recess Math in Spanish • Oracy development • Math skills and practice 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)	SPANISH Student Choice If possible, half are offered in Spanish and half in English SPANISH ENGLISH

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Sample schedules begin on p. 27 of Resource Packet

Sample Biliteracy Schedule – 50% of Day in Spanish and 50% of Day in English

Time	Subject	Language
8:00 – 8:20	SEL and Classroom Community Building	Spanish
8:20 – 10:45	Science and Language Arts Over the course of each unit, the students will engage in... - Oracy - Science experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	SPANISH
10:45 to 11:15	Interventions (based on student need)	Language determined by the teacher and based on student need
11:15 – 12:00	Lunch/Recess	Student choice
12:00 – 1:00	Math - over the course of a math unit, the students will engage in: - Oracy development - Math practice - Reading and writing as applied to math	ENGLISH
1:00-2:25	Social Studies and Language Arts Over the course of each unit, the students will engage in... - Oracy - SS experiences/inquiry - Whole group instruction - Writing (independent, small group and whole group) - Reading (independent, small group and whole group) - Foundational Skills and Language Comprehension (Word Study) - Independent Practice	ENGLISH
2:25-3:10	Specials	If possible, half are offered in Spanish and half in English

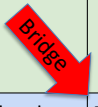
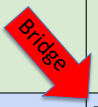
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Sample Yearlong Biliteracy Map – PreK/TK Staggered Related Themes

Staggered Related Themes

Language	Unit 1: Trees	Unit 2: Clothes	Unit 3: Balls	Unit 4: Water
Spanish time, includes: Welcome Handwash Breakfast Handwash Large group Free play Recess Handwash Lunch Handwash	EQ: What are the characteristics of trees in our community? 	EQ: Why is clothing important to people? 	EQ: How can you make a ball move? 	EQ: Why is water important?
English time, includes: Story Free play Recess Handwash Snack Handwash Music/Movement Clean Up/Pack Up	EQ: What do we do at school?	EQ: What can we do with parts of trees?	EQ: How do we choose the clothing we wear?	EQ: How are balls the same and different from one another? And then... EQ: Where can we find water in our community?

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Sample Yearlong Biliteracy Map – PreK/TK 50/50 & 80/20 Different Themes

Different Themes				
Spanish	Unit 1: Trees	Unit 2: Clothing	Unit 3: Exercise	Unit 4: Pets
Spanish time, includes: Welcome Handwash Breakfast Large group Free play Recess Handwash Lunch	EQ: Why are trees important?	EQ: Why is clothing important for people?	EQ: How does exercise affect our bodies?	EQ: Why do some animals make better pets than others?
English	Unit 1: Diversity	Unit 2: Seasons and Weather	Unit 3: Nutrition	Unit 4: Community Helpers
English time, includes: Story Free play Recess Handwash Snack Music/Movement Clean Up/Pack Up	EQ: How are we the same? How are we different?	EQ: Why is it important to know about the weather?	EQ: How does food affect our bodies?	EQ: How do different people in our community help us?

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Sample Yearlong Biliteracy Map – PreK/TK 50/50 Different Themes

Different Themes				
Spanish	Unit 1: Trees	Unit 2: Clothing	Unit 3: Exercise	Unit 4: Pets
Spanish time, includes: Welcome Handwash Breakfast Large group Free play Recess Handwash Lunch	EQ: Why are trees important?	EQ: Why is clothing important for people?	EQ: How does exercise affect our bodies?	EQ: Why do some animals make better pets than others?
English	Unit 1: Diversity	Unit 2: Seasons and Weather	Unit 3: Nutrition	Unit 4: Community Helpers
English time, includes: Story Free play Recess Handwash Snack Music/Movement Clean Up/Pack Up	EQ: How are we the same? How are we different?	EQ: Why is it important to know about the weather?	EQ: How does food affect our bodies?	EQ: How do different people in our community help us?

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PreK/TK BUF Template

Unit Theme: • Early Learning Standards • English Language Development Standards • Content and Literacy Big Ideas			Language, Content and Literacy Outcomes Formative Assessments Summative Assessment
Building Oracy and Background Knowledge • Interactive, hands-on activity to initiate the theme/unit • Vocabulary Development – naturally introduced as part of the experience			Formative Assessment
• Setting the stage for centers and play (turn taking, introduction of props and realia, sharing what students have done in centers)			
Centers: Guided Play (changes based on the theme): • Examples of themes: School, Restaurant, Home, Work Place (Airport, Office, Laboratory, Construction site), etc. • Centers include listening, speaking, developmentally appropriate writing and reading, fine and gross motor skills and often are focused on: drama (house), art, writing, blocks, math, theme based (firefighters, teachers, mail carriers, etc.) • Skills: problem solving, turn taking, planning, self-regulation, inferencing, predicting, role playing etc.			
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer Practice - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.	

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Sample PreK Full-Day Schedule 80/20

Full day – 395 total minutes – 50 min rest = 345 instructional minutes
 Approximately:

- 276 Spanish minutes
- 69 English minutes

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Resource Packet

8:35-8:50	Arrival/Breakfast	Spanish
8:50-9:05	Circle Time (Large Group)	
9:05-9:35	Gross Motor/Outside Play	
9:35-10:35	Centers (Interest Areas/Small Groups)	
10:35-10:45	Clean Up/Books at the Carpet	
10:45-11:00	Wash Hands/Line Up/Walk to Lunch	
11:00-11:30	Lunch	
11:30-11:40	Bathroom/Walk Back to Classroom	
11:40-12:30	Rest Time	
12:30-1:30	Centers (Interest Areas/Small Groups)	
1:30-1:40	Clean Up/Books at Carpet	English
1:40-2:00	Circle Time (Large Group) (Read Aloud)	
2:00-2:30	Gross Motor/Outside Play	
2:30-3:05	Circle Time (Large Group)	
3:05-3:10	Folders/Backpack/Dismissal	

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How would having a map
be helpful?

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Exit Ticket

My biggest
takeaway
from today's
session was...

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